Opportunities for Global-Competence Education in Secondary Extracurricular Programs

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Submitted to the graduate degree program in Global & International Studies and the Graduate Faculty of the University of Kansas in partial fulfillment of the requirements for the degree of Master of Arts.

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Abstract

Globalization has formed a complex world of challenge and promise for countries, communities, and individuals. Global-competence education seeks to train students in the skills and understandings they will need to relate to other ideas, people, and ways of life in this 21st-Century reality. To date, the university has been the primary setting for global-competence efforts in education, but recent trends have encouraged its translation to K–12 education. This study proposes that secondary extracurricular programs offer an additional, complementary opportunity for students to bolster their global competence before graduating from high school. Outlining the process of including global competence in the existing framework of an extracurricular character- and leadership-development program makes apparent the limitations of secondary extracurricular programs in global-competence education but, more importantly, the great opportunities they present students, educators, and society at large.

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Chapter 1: Introduction

Today's world is increasingly globalized and multicultural. The United Nations boasts 193 member states (United Nations, n.d.), and international tourism is at an all-time high, with a record 747 million international tourist arrivals cited in the first eight months of 2013 (UNWTO, 2013). Social networking continues to connect individuals, organizations, companies, and governments around the world, with Facebook alone citing over 1.11 billion monthly active users worldwide in May 2013 (Facebook, 2013). In eighty countries, more than half the population has access to the Internet and the influence of globalization that comes with it (World Bank, 2014b). Cosmopolitan cities like New York (U.S. Census Bureau, 2014b), Los Angeles (U.S. Census Bureau, 2014a), London (London Councils, 2013), and Dubai (Migration Policy Institute, 2013) are more diverse than ever, while some countries, like Kuwait, Andorra, and Qatar, have foreign-born individuals comprising over 70% of their population (World Bank, 2014a). No longer optional in this globalized world, developing cultural competence is now a necessity internationally and locally.

Education systems have struggled to keep pace with rapidly developing global realities. In the U.S., over 20% of the population speaks a language other than English at home (Ryan, 2013), but only half of colleges require foreign-language study, and the number of elementary and middle schools offering foreign languages is decreasing (Skorton & Altschuler, 2012). In Europe, where multilingualism has been more common, the Council of Europe introduced a guide for language learning continent-wide (Council of Europe, 2001), and English is commonly taught alongside a country's native language beginning in the primary grades (European Commission, 2013). Still, many schools struggle to incorporate new methods of instruction, and teachers often

lack the experiential framework to be cross-cultural guides for their students (Cushner, 2008, p. 167). If education is meant to prepare students for a globalized world and teachers are tasked with predicting the skills and understandings students will need after graduating, there remains much to be done.

Clearly there is a need for students to develop additional skills to be able to integrate and operate as adults, citizens, and leaders within this globalized, multicultural world. The Partnership for 21st-Century Skills, tasked with giving students "the essential skills for success in today's world, such as critical thinking, problem solving, communication, and collaboration," has identified what it calls *21st-Century Skills*—the abilities that students will need to thrive in the new century (Partnership for 21st-Century Skills, 2009). Students' possibilities are often stifled by the complexities of curriculum, lack of personal exposure to the world, or the limitations of their situation. Aware of these challenges, the Partnership for 21st-Century Skills named Global Awareness as one of its interdisciplinary themes (Partnership for 21st-Century Skills, 2009). Fortunately, the idea of *global education*—and, more recently, *global-competence education*—offers a space for teachers and students to engage global intricacies, challenges, and opportunities in a meaningful, preparatory way. *Global competence*, which Chapter 2 will define more thoroughly, is generally considered to be the set of skills and understandings individuals need in order to cooperate and thrive in a globalized world. Global-competence education exists, it will be seen, to give students access to a denser, smaller-than-ever world and make the world less intimidating and more promising in the process.

To this point, the majority of global-competence efforts in education have existed at the university level, and rightly so. The university, with its wealth of knowledge, resources, and connections, is a prime setting for opening students' eyes to the world and offering irreplaceable

experiences that take students outside their comfort zone and internationalize their perspective. With global engagement in work or play no longer optional for so many adults around the world, however, it makes considerable sense to begin students' orientation earlier in life. Expanding global-competence education into K–12 schooling, established for training in basic life and academic skills, is therefore a reasonable emerging trend.

This translation is not without hurdles. Numerous U.S. K–12 schools, not unlike their international counterparts, are underfunded, under-resourced, or understaffed and could not hope to offer a fraction of the international opportunities that endowed universities can afford. Indeed, many logistics, such as policy, assessment methods, and resource allocation, remain to be settled, but these lie outside the scope of this discussion. As will be shown presently through a review of existing literature on global-competence education, a study of its designed implementation at the university level, and an exploration of its inclusion in K–12 education, much work is already underway to overcome these hurdles and effectively implement pre-university global-competence education.

Extracurricular programs—activities, clubs, and teams that stand apart from a school's core curriculum—allow students to explore topics that are outside the purview of classroom instruction and, ideally, to relate them to what they are learning elsewhere. In high school (grades 9 through 12 in the U.S.), many extracurricular offerings help prepare students with skills and competencies they will need to transition to college and adult life. In the academic conversation on global-competence education, extracurricular programs receive only a slight nod as a possible venue for experiences that build global competence. This thesis therefore examines the extent to which secondary extracurricular programs can house or supplement global-competence instruction and the form that such inclusion might take.

The discussion at hand has relevance for and stands to benefit numerous stakeholders. Educators involved in secondary extracurricular programs will gain a clearer sense of the applicability of global-competence education outside the standard classroom through a case study involving such a program, including the elements of global competence that are most easily taken out of a classroom setting. Classroom teachers and high-school administrators will be motivated to work more closely with their extracurricular counterparts in coordinating instruction and will discover that some components of global-competence education require strong foundation in the classroom. Primary teachers and administrators, though this study does not impact them as directly, will likely be able to apply some findings to their own school settings, and policy makers will see global-competence education as a pursuit that calls for more than just fleeting attention in the K–12 years and that cannot rely solely on universities. Parents, too, may use what is presented here to advocate for the enrichment of extracurricular activities to include additional skill sets that will benefit students later in life. If all these groups stand behind the further development of global-competence education and its continued emergence in extracurricular programming, students will be better prepared for the world ahead.

By the end of this study, it will be clear that students no longer have the option of whether to become globally competent. A world that is smaller and more connected than ever demands that all participants be ready to engage other persons, ideas, and ways of life mindfully, respectfully, and cooperatively. Global-competence education, since its introduction decades ago, has aimed to form students in that way, but current trends require educators to redouble their efforts. Secondary extracurricular programs provide a unique, largely untapped space for students to explore global competence outside the classroom and should be shaped to include the aspects of global competence that fit naturally with their programming.

The rest of this study will be spent drawing out this idea. Chapter 2 will look into the literature surrounding three related concepts—global citizenship, global education, and global competence—to discuss their inclusion in university and K–12 education and recommend the use of a global-competence framework in secondary extracurricular programs, as well. Chapter 3 uses a curricular analysis to examine the existing programming of one secondary extracurricular program for elements of global competence. Chapter 4 uses the literature on global competence to make recommendations for how that extracurricular program could inject global competence into its work, shows the limitations of global competence in extracurricular programs, and generalizes themes for secondary extracurricular programs at large. In the end, it will be apparent that secondary extracurricular programs are a natural home for global competence, though they cannot stand apart from classroom instruction or university programs to give students the skills and understandings they need to approach and work in a globalized world.

Chapter 2: Literature Review:
Facilitating Global Citizenship & Global Education with the Global-Competence Framework

The acceleration of globalization since the end of the Cold War has made individuals' readiness for global engagement in business, medicine, and especially education a relevant, if difficult to assess, concept. Until now, most focus on global engagement in education has occurred at the university level: offices of study abroad and internationalization have concerned themselves with the most effective strategies for honing students' cultural self-awareness, widening their worldview, and fostering skills for international relations. Education scholars have recently begun looking at how global engagement could contribute to existing curricula at earlier levels and have offered practical suggestions for augmenting teachers' intercultural sensitivity and graduating high-schoolers who are more prepared to live and work in a hybridized world.

This literature review discusses the preparation of students for global engagement by examining three parallel perspectives on students' role in a globalized world: the philosophical basis of global citizenship, the framework of global education, and the practical recommendations of global competence. From these, global competence will emerge as an educational approach that shares the aims of global citizenship and global education. This review will then go on to demonstrate the relevance of global competence across the educational continuum before discussing implications for its movement from the university level to a more prominent inclusion in K–12 education. Finally, this review will demonstrate the applicability of global competence to an educational arena absent in the current academic conversation—a secondary extracurricular leadership program—and will propose a definition of global-competence education that can function outside of the traditional classroom.

2.1: Models of Global Engagement in Conversation

Education for global engagement is a complex, sometimes nebulous, concept that deserves to be contextualized both historically and in terms of current practice. This initial section taps into three concurrent conversations on education for global engagement to identify global-competence education as a practical approach that makes global citizenship feasible and enacts the long-standing goals of global education. First, the arguments for and against global citizenship are reviewed to show its relevance to global education. Next, global education is differentiated from other, similar educational approaches. Finally, these two lines of thought converge in a discussion of the history and goals of global-competence education.

2.1.1: GLOBAL CITIZENSHIP

Just as early U.S. education sought to raise students to be patriotic American citizens, so has *global citizenship* been a principal aim of education for global engagement. Before moving into the practical implications of global education, it is important to review its philosophical roots and the lack of agreement on what constitutes a global citizen. Recent discussions among both academics and global leaders have considered the status of state sovereignty and national citizenship in a world that is heading, in the estimation of some (Warf [2012], for instance), toward global governance and the primacy of the global community. In light of this conversation, it should come as no surprise that the concepts of global citizenship and its conflated cousin *cosmopolitanism*, vis-à-vis nationalism and more local allegiances, have drawn praise from some and criticism from others. Synthesizing current arguments for and against global citizenship reveals that the most viable form of global citizenship is a compromise—a reimagining of global citizenship that fosters in individuals a global orientation but maintains existing national

citizenships to provide a more cosmopolitan sense of global duty. This balanced definition will offer the most sensible foundation for later discussions of education for global engagement.

Preliminary Definitions

Global citizenship holds that one of an individual's fundamental connections is to other members of the global community. Instead of being an attained reality, however, April Carter (1997) argues that "global citizenship expresses an aspiration" based on a moral and political commitment to global values (p. 72). In theory, global citizenship encompasses all the components of traditional citizenship—identity, morality and responsibilities, rights, and education for citizenship (Heater, 2000, pp. 184ff.)—but encourages individuals to see themselves among and identify with others around the world (Killick, 2012, p. 373). Horn, Hendel, and Fry (2012) agree, citing the importance of "personal accountability for the welfare of all humans" in addressing social and environmental problems as critical to global citizenship (p. 162). Besides social responsibility, Morais and Ogden (2011) discuss global competence (self-awareness, intercultural communication, and global knowledge) and global civic engagement (involvement in civic organizations, political voice, and global civic activism) as equally essential aspects of global citizenship (p. 448). Movement toward these principles of mutual responsibility, engagement, and understanding certainly resonates with globalization's trajectory towards a more compact world.

Cosmopolitanism, a term often conflated with global citizenship, can be considered an extreme version of global citizenship where national identity is suppressed or even subsumed by a global, or human, allegiance (cf. Karim, 2012, p. 138). Characterized by individualism, universal equality, and generalized concern for all human beings (Carter, 1997, p. 71; cf. Heater, 2000, p. 187), cosmopolitanism attempts to expand an individual's realm of concern to the entire human

family. As a result, it is not concerned with geographic or relational distance like nationalism or more localized forms of concern would be (Warf, 2012, p. 272). Cosmopolitanism may exist in a variety of ways—as a theory of global justice, as a mandate for charity between global groups, or as an ethic of hospitality to the global other (Van den Anker, 2010, p. 80). Some, like Robyn Eckersley (2007), worry that cosmopolitan thinking goes too far toward an unsustainable global governance (p. 676) that will prove either too loosely organized or weak to deliver justice internationally or too removed to motivate change at the local level (p. 680). Still, for many, cosmopolitanism is an appealing option for the future of citizenship, though the exact form it would take is unclear.

Both global citizenship and cosmopolitanism at first glance stand in contrast to more traditional ideas of national citizenship. In traditional models, citizenship depends on legal rights and duties, while global citizenship uses a moral framework for "membership" (Van den Anker, 2010, p. 88). Hence traditional social responsibility and the other essential elements of citizenship, cited earlier—identity, morality and responsibilities, rights, and education for citizenship (Heater, 2000, p. 184ff.)—are based on common citizenship and not on a shared humanity (Van den Anker, 2010, p. 88). Karim (2012) aligns traditional national citizenship with tribalism, which relies on a sense of "communal stability and insecurity" (p. 138), leading Carter (1997) to worry that not all forms of nationalism are compatible with the promotion of "the ideal of a world community" (p. 69). Traditional national citizenship, it seems, may not have a place in a globalized world or may need to buck the trend of globalization in order to protect its ideals.

Arguments in Favor of Global Citizenship

No matter the continued prominence of traditional views of national citizenship, arguments for global citizenship have emerged, touting everything from a shared moral

responsibility among all peoples to the need for a sovereign system of global governance. Some authors, like Barney Warf (2012), believe that, whether or not global citizenship is the answer, the nation-state is in decline. Warf lists such factors as "the increasing significance of global problems [e.g., global warming], the threat posed by transnational ideologies…, and mounting international trade and integrated financial markets" as antiquating a model held since the Peace of Westphalia (p. 280). In addition to seeing national citizenship as losing efficacy, Warf does believe it to be a model inferior to global citizenship in today's world. Modern circumstances, he writes, have offered nonterritorial citizenship and noncitizen voting—first steps toward a global citizenry—as an attempt to meet the international needs of today's national citizens (p. 279). The world may even be moving toward postnationalism, he goes on, since cultural exchange, communication, and the movement of people and goods now regularly ignore national borders (ibid.). Just as identity formation and social structures once relegated to the city-state came under the purview of the nation-state, so Warf believes that a similar shift is already occurring—and, indeed, should occur—from the national to the global.

Other authors look less at geopolitics to validate the pursuit of global citizenship and consider more the benefit of global morality that may not be as present in traditional models of national citizenship. Education plays a key role, they argue, in socializing citizens towards a global morality (Cornwell & Stoddard, 2006, p. 33). Natalie Gummer (2005) sees shared understanding among peoples, gained through personal experience with and a desire to understand the other, as a prerequisite to successful global citizenship (p. 47). These authors tend to view global citizenship as the valid choice when looking at options for the future of socialization, and educational and psychological research supports their assertions. Killick (2012), for example, cites educator John Dewey, philosopher Maurice Merleau-Ponty, and

psychologist Lev Vygotsky to stress the "inextricability" of the connections among the self, the world, and others, and the usefulness of international experiences and formal and informal curricula in developing these understandings in students (p. 374). While thorough in their description of the benefit of education for global socialization, such arguments also show why true, almost utopian, global citizenship may exist more reasonably in theory than in practice. There is no guarantee that global citizenship will turn out to be more beneficial to citizens than national citizenship.

Most advocates of global citizenship hold that individuals are citizens of the world insofar as they are connected to others at the human level and have a sense of duty that extends beyond national borders. At the extreme, however, certain authors push for institutionalized cosmopolitanism or even a supranational government to formalize global citizenship. Warf (2012) is one such author. After asserting the decline of the nation-state, he defends cosmopolitanism against claims that it is elitist, that it despises the local in favor of the global, and that it is a defense for the corporate pandemic caused by globalization (pp. 283-4). He then goes on to advocate a global system of governance, so long as it follows the baseline principles of democracy promulgated in the Twentieth Century (p. 286). Though this argument may stand slightly outside the mainstream of thoughts about global citizenship, it does reveal the passion that exists for moving beyond the current national model of citizenship.

Arguments against Global Citizenship

While arguments for global citizenship may be prolific, equally strong are their counterparts advocating the maintenance of national citizenship. For many, the notion of world citizenship is too far a logical leap if national citizenship does not exist, as some proponents of pure cosmopolitanism would urge. Heater (2000) is not convinced that citizenship can actually

exist outside of a state context (p. 180) and thus posits that national citizenship should take precedence as much in education for citizenship as in any other discussion (p. 193). Eckersley (2007) likewise believes that the future of democracy is threatened by the potential disappearance of nations (p. 685), which are better equipped than a world government to be guarantors of democracy, and she cites examples (p. 287) of states with fractious national identities where the practice of democracy has been obstructed to prove her point. And Carter (1997) suggests that abundant realist philosophy today would not allow for an easy transition away from state sovereignty to cosmopolitanism since the state plays too important a role in the world (p. 75). National citizenship, though perhaps replaceable in the future, is therefore a necessary part of the modern, albeit global, world.

Aside from the intrinsic merit that many believe national citizenship has, a cosmopolitan approach to citizenship appears to have its own set of shortcomings, among which is the sense of elitism and lack of local relevance that globalism evokes. Eckersley (2007), citing the inefficacy of practiced cosmopolitanism, describes idealized global citizenship as lacking the mass acceptance necessary to make it viable (p. 678). The secular approach of the global elites, Bush (2007) explains, cannot adequately respond to the needs of local, more religious populations (p. 1651). Citizens are more likely to feel connected to their local communities (cf. Carter, 1997, p. 76), undermining the organization of a cosmopolitan citizenry. Polet (2010) concurs, writing that global citizenship can misalign individuals' moral obligation to those closest to them (p. 212). Individualism, universal equality, and generalized concern (what Heater [2000] characterizes as a "vague utopianism" [p. 180]), it seems, are just not pressing concerns for many individuals, who prefer to experience tangible belonging closer to home. Unless these and other concerns (e.g., requirements and privileges of citizenship and government accountability to the global populace)

are addressed, cosmopolitanism as it is currently envisioned will not be implemented across national borders.

A Compromise: Globally Oriented National Citizenship

Though idealized cosmopolitanism is not currently viable (cf. Polet, 2010, p. 209), present conversations promote an interesting compromise: the preservation of national borders and citizenship with a global orientation. Eckersley (2007) provides a succinct definition of what such an approach to citizenship entails: "a national community that is multicultural in character, determined by residence within the territory of a sovereign state, and united by a political commitment to common liberty and justice at home and abroad…[leaving] room for attachment to other communities, local and transnational" (p. 677). Heater (2000) and others argue that such an approach—framing world citizenship to "reflect the structure of state citizenship" (p. 195)—is the most effective way to make cosmopolitan ideals practicable. Parekh (2003) describes three aspects of this approach that would avoid the creation of a world state and the abolition of political communities: (1) examination of the international impact of the policies of an individual's own country, (2) development of a vested interest in other countries' affairs, and (3) dedication to a just world order (pp. 12-13). Developing a global orientation may still take time for some local communities, but keeping national identity intact should facilitate the process.

Education for citizenship, essential in both the nationalist and globalist arguments, remains at the fore of the discussion on globally oriented national citizenship. In Karim's (2012) view, education can help individuals to balance the multiple allegiances of globalism and nationalism (p. 146). Killick (2012) argues that multicultural, international universities are best equipped to prepare a student for this sort of global orientation, though other research in areas of global competence (see Morais & Ogden, 2011, e.g., as a starting point) suggests that global

competence as a supplement to local citizenship can be effectively cultivated in K–12 education. If existing systems of public education, available to all, can begin to inculcate in students global values and tenets of local citizenship, students' development of global readiness and concern would not be contingent on their having access to elite higher education. Such an effort also effectively responds to those who consider cosmopolitanism detached from the local and appeases those reluctant to abandon a national model of citizenship.

Globally oriented national citizenship is one approach of many meant to describe the relationship between individuals and their concentric circles of belonging. As issues of global concern—environmental issues, transnational violence, and economic worries among them—take increasing precedence in the local consciousness, it makes sense that particular communities should want to make their voices heard and extend their sense of obligation to the rest of the world. Many of these same communities do not wish to lose their roots in particular traditions and spaces. The compromising outward-facing model of national citizenship, already at work in some countries, believes such involvement is possible but is best moderated by the state. Though its implementation remains to be seen in full global effect, current momentum points to globally oriented national citizenship as the most feasible philosophical basis of education for global engagement.

2.1.2: GLOBAL EDUCATION

The concept of *global education* is just as complex and historically rooted as global citizenship. Academic conversations of the past half-century muddle global education as a stand-alone field, an umbrella term, a practical pedagogy, and a broad-reaching framework without necessarily pinning down the essence of what it means to make education "global." This section

offers a snapshot of key arguments in the global-education conversation to show that global

education is most appropriately seen as *knowledge content* best delivered in ways decided at the

local level. After examining the historical context and progression of the term *global education*

and its proxies, this section presents current understandings of the term and distinguishes the

term from several other popular concepts in modern educational theory.

<center>*Historical Context & Progression*</center>

Today, the term *global education* is couched in a broad range of internationally focused

educational approaches. Beniamin Knuttson (2011) offers numerous examples of such related

fields (p. 23):

- development education
- education for international understanding
- education for development
- education for sustainable development
- environmental education
- futures education
- global citizenship education
- global perspectives in education
- human rights education
- intercultural/multicultural education
- internationalized education
- international relations
- peace education
- Third World education
- world studies

Knuttson contends that important "boundary-work" is currently underway to delineate the scope

of global education vis-à-vis these other fields, content areas, and pedagogies (ibid.) and comes to

the conclusion that "there is no single universal definition of global education" in use today (p.

25). This modern-day academic confusion is attributable to global education's multidimensional

roots.

The year 1976 saw the popular emergence of the term *global education*, but the idea had

its genesis in earlier, globally oriented educational initiatives. On the heels of the First World

War, for example, Boutelle Ellsworth Lowe expounded in her 1929 work, *International Education

for Peace*, on "ten basic principles of peace education," including (1) "World peace is very largely

a problem of education," (8) "A dynamic agency through which the people and their governments must come into most vital and intimate cooperation for peace is the public school," and (9) "An adequate international peace program requires the cooperation of all nations" (pp. i-ii). In the shadow of the Korean Conflict and in the midst of the Suez Crisis, in 1956, Leonard S. Kenworthy published a how-to manual for *Introducing Children to the World in Elementary and Junior High Schools*. Kenworthy encourages teachers to begin programs at a young age and to continue them at every grade level (pp. 14-5). Chapters in the text promote cultural and religious awareness, ecology, interdependence, and global cooperation. Far from being part of a larger educational movement, however, these texts, along with several others, seem to be points of color on a canvas of education for global engagement that would remain blank for several decades more.

Honing of global education as an educational approach began in earnest in 1976, when two definitions were published—one in the U.S. and one in the U.K.—and provided the basis for further development of the field. The U.S. definition, posited by Robert Hanvey, offered norms for a global perspective in education based on the interdisciplinary dimensions of perspective consciousness, "state of the planet" awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choice (Knuttson, 2011, p. 26). In the U.K., Robin Richardson presented an approach to combatting global issues of poverty, oppression, conflict, and environment through education that offered background, insight into problems, values, and action (ibid.). These definitions were foundational, certainly, but the field of global education did not gain momentum for another ten years.

By the mid-1980s, with the Cold War in its twilight, the development of a cohesive approach to global education was becoming a more pressing concern. In 1986, American Willard

Kniep argued that global education should respond to pressing challenges of the day with emphasis on human values, global systems, global issues and problems, and global history (Knuttson, 2011, pp. 27-8). Later systems, devised in 1988, 1990, 1993, and 1997, reframed, relabeled, shuffled, and blended the seminal definitions of Hanvey, Richardson, and Kniep. Most recently, in 2008, Karen Mundy and Caroline Manion presented six axioms of global education to further normalize the field (Knuttson, 2011, p. 28). At first glance, the field seems to be hopelessly splintered. Even with such diverse points of view, however, Knuttson concludes, there are strong points of overlap among the many historical definitions of global education. He cites Toni Kirkwood's analysis in identifying these conceptual overlaps in the areas of "multiple perspectives; comprehension and appreciation of cultures; knowledge of global issues; and the world as an interrelated system" (p. 29). Progress has clearly been made in crystallizing *global education*, but additional coalescence remains to be seen.

Current Understandings of Global Education

Significant work still lies ahead in global education. Knuttson (2011) correctly points out that it is not always clear whether the term *global education* refers to content or a pedagogical method, a subject or a cross-curricular perspective, a field or a social movement, or a movement that is politically reformist or politically radical. In addition, individual countries have their own ideas of what global education should look like, particularly in light of existing curricula and instructional practices. Hiroko Fujikane (2003), for instance, offers a compelling analysis of differences in the American, British, and Japanese systems of global education that indicates points of similarity and divergence across the board. Though outside the scope of this literature review, these continuing conversations are having an important effect on the trajectory and purpose of global education worldwide.

Bringing together an array of literature on the subject, Knuttson (2011) concretizes what will be accepted here as the clearest definition of global education and its aims. For Knuttson, global education is a *knowledge content*—that is, a content area that can be flexibly applied across grade levels, subjects, and approaches (p. 54). At its core, Knuttson continues (p. 55), global education should:

- revolve around different global-development issues, processes, and events, like development, the environment, and peace and security;
- be problem-oriented to deal with existing global challenges;
- straddle various social and ideological views to create a balanced perspective;
- appear in the classroom through a variety of executions and modalities; and
- receive support from organizations outside the classroom.

Most importantly, global education is meant to be executed at the local level, meaning that the current view of global education is not as prescriptive as its original definitions. Instead, much of the agency for applying the principles of global education is left to school administrators and classroom teachers.

Distinguishing Global Education from Other Education Initiatives

Alongside global education have emerged several other prominent educational movements with sometimes-comparable aims. It is important to distinguish global education from these other approaches, including *international* and *multicultural education*. Doing so will clarify global education's unique goals and prepare the reader to view global education through the lens of global competence.

The first important distinction concerns global and international education. In short, global education focuses on issues—social, political, environmental, cultural, etc.—that affect the entire world collectively. These issues often, but not always, spill over national boundaries and require a united response on the part of the world community. International education studies

international issues—namely, issues between two or more nations that may not require a global response. James Hendrix (1998) further explains the difference: "Although international education has existed longer than global education, its curriculum has usually been limited to studying nations, geographic areas, cultures, international organizations, and diplomacy. Global education includes similar studies, but it also focuses on social change and promotes global problem solving" (p. 305). Global education, Hendrix goes on, "also helps students realize that all nations have common problems, such as poverty, disease, overpopulation, war, and political strife" (ibid.). While both mind-opening additions to the curriculum, global education takes a more community-oriented approach than international education might, encouraging students to see themselves as global citizens.[1]

It is also important to separate global education conceptually from multicultural education. While global education includes discussion of global cultures and how they contribute to multicultural society, global education inherently looks at a global perspective, whereas multicultural education is traditionally limited in scope to the cultures of a student's own country. Ashley Lucas (2010) concedes that there is considerable conceptual vagueness in the field regarding both terms but insists that the terms be given separate consideration (p. 212). She writes that not doing so may lead teachers and students to conflate cultures and nations, causing the United States, for instance, to be seen as a "homogeneous culture with its own clearly defined European American identity" (ibid.). Global and multicultural education can be taught in similar ways and even in tandem, but the conceptual distinction between them should be maintained.

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[1] It is interesting to note that, as with so many of the terms discussed so far, not all authors agree on the use of *global* education over *international* education. Mary Hayden and Jeff Thompson's (1995) description of "international," as opposed to global, people paints a picture of individuals who feel most comfortable in a global community and have, to that end, been formed by an *international*, not global, education.

2.1.3: GLOBAL-COMPETENCE EDUCATION

Global competence, despite its appearance as an educational term in 1988 (Hunter et al., 2006, p. 273), has been conflated with a number of related concepts and has emerged as a clearly defined educational approach only in the last decade. Focus groups and education researchers have constructed a now-generally accepted model of global competence, but alternative approaches are worth considering here to contextualize the conversation. Cushner (2008) suggests the development of an *intercultural perspective* for students through international socialization (p. 164). DeJaeghere & Cao (2009) write about the importance of *intercultural competence*—"an individual's worldview [and] perceptions and responses to cultural difference"—especially as it regards teacher training (p. 438). Intercultural *sensitivity* is a building block of competence, Hammer et al. (2003), among others, argue, but it is not always clear where the line of distinction lies between the two concepts. Killick's (2012) discussion of higher education couches an idea akin to global competence in the framework of developing *global citizens* (p. 373); indeed, numerous systems of education are aimed, at least in part, at producing engaged citizens (cf. Cornwell & Stoddard, 2006, p. 33), so global education logically follows suit. Though each of these notions has merit and a place in education, the broader term *global competence* (sometimes, *competency*) has come to indicate a specific set of principles and guidelines for educators not fully encompassed by the rest.

In 2004, Bill Hunter of Lehigh University took a leading role in defining *global competence*. Using both a Delphi technique of 17 participants and a survey of a self-nominated group of 133 university representatives, Hunter sought to crystallize global competence as an educational end and emerged with a working definition: global competence is "having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging

this gained knowledge to interact, communicate, and work effectively outside one's environment" (Hunter et al., 2006, p. 270). Hunter's definition achieves several important goals. First, it offers a researched baseline for global competence not available to that point. It also brings together the core goals of several related concepts discussed above, like intercultural sensitivity and perspective. Hunter's definition was an invitation to others to take the next step toward practical application in education and develop a framework for implementation.

A model of global competence with three related dimensions did in fact emerge. Reimers (2009) summarizes these dimensions (p. 25), which have been affirmed by other authors (Zhao, 2010, e.g.): (1) a positive disposition, including a strong sense of an individual's own cultural self and empathy towards others; (2) the ability to speak, think in, and understand foreign languages; and (3) a "deep knowledge and understanding" of the world's history and an ability to think critically about global complexities. These elements offer both a map and a set of critical challenges for education, whether at the primary, secondary, or university level. In theory, their development should happen just as any other skill or competency—through the development and implementation of a curriculum, appropriate teacher training, and copious practice for students.

Reimers' framework serves not only attempts to make global-competence education feasible; it bridges the notions and practices of globally oriented national citizenship and global education. The framework is a vision of the goals of global education that is specific enough to be practical but broad enough to be flexible in its implementation through modifications and additions to existing curricula and instruction. Schools, already assumed to be training their students in national citizenship, are invited to include a layer of global awareness and concern to orient their students' focus beyond national boundaries. And the framework easily falls into step

with the variety of global-education approaches described earlier, including Knuttson's (2011) synthetic definition of global education. As a result, global-competence education naturally bridges global citizenship and global education by offering a foundational framework for school-level implementation.

Unfortunately, each dimension of the framework poses significant obstacles for existing systems of education. The formation of students who themselves hold a positive intercultural disposition requires the formation of well-equipped teachers with such dispositions (DeJaeghere & Cao, 2009, p. 446, e.g.). Successful foreign-language instruction needs a staff that is itself proficient in the language and that can help students go beyond basic language acquisition to understand the cultural weight of the language they study (cf. Zhao, 2010, p. 425). And, if educators expect students to understand the global import of what they are learning, the educators themselves must have internalized that understanding (ibid., p. 427). Its challenges notwithstanding, the tripartite model presented by Reimers and others is a valuable contribution to global competence in education and will later be used as the foundation for additional implications for implementation at the school and classroom level.

2.2: Rationale for Including Global Competence in Education

Global competence and its conceptual cousins are no strangers to fields outside education. Dunn et al. (2012), for instance, offer a thorough discussion of *global leadership* that could easily be applied to the business world or the military. Considering the multicultural nature of many of today's educational settings (cf. Cushner, 2008, p. 167), it makes sense that global competence would find as appropriate a home in schools as in the business world or military situations. Indeed, current academic conversation includes three major threads of

rationale for the inclusion of global competence in the educational realm: first, justification for its inclusion in education at large; second, its inclusion particularly at the university level; and, finally, its inclusion in career preparation, especially for those studying to be teachers.

To begin, global competence is a sensible component of education in general. Reimers (2009), noting the impact of global forces on individuals today, believes that education in global competence can prepare students to be socialized as global citizens while understanding and tackling growing international problems (p. 24). Parents and students, Reimers goes on (p. 25), increasingly recognize the importance of global-competence education, encouraging Reimers to advocate the inclusion of global-competence curricula at all levels of education. Cushner (2008), too, believes that global competence (or his proxy, international socialization) is an essential part of education. Recounting Piaget's stages of development, Cushner suggests that a curriculum richer in intercultural exchange could positively impact students in stages crucial to their development of prejudices (p. 165). Taken alongside advances in multicultural education theory, Reimers' and Cushner's arguments offer clear justification for including global competence as an educational cornerstone in a globalized world.

Numerous cases have been made for focusing on global competence at the university level. Hunter et al. (2006) posit that universities cultivate in their students a "soft power" based on examples, ideas, and ideals that holds subtle but significant sway in the world (as opposed to the overt coercion of the military or economic might of hard power) (p. 269). Shams & George (2006) hold that universities are natural providers of opportunities for international service-learning and study abroad (p. 250). When paired with efforts to internationalize student bodies and faculties, these programs give students access to real-world applications, and more meaningful internalization, of global competence. Liberal education, in particular, aims to

encourage students' self-realization and engagement of other perspectives in a diverse setting, Cornwell & Stoddard (2006) argue (p. 31). At the university level, students are invited to "seek out understandings from…multiple perspectives and not to rest content with the self-serving views presented in the mainstream culture" (ibid., p. 30). Once global competence is embraced as an essential endeavor in education, its logical place in the scope of a student's learning appears to be at the university level.

Advocates have also given compelling reasons for incorporating global competence into career training, especially for teachers. U.S. employers, Hunter (2004) writes, have spent exorbitant sums to offer their employees intercultural or language training (p. 6). One of global competence's most basic functions, then, is the preparation of today's students to meet the needs of a global workforce (ibid., p. 11). This is especially true, Cushner (2008) believes, in the case of teachers, who tend to be culturally homogeneous across the U.S. (p. 167). Most U.S. teachers, it turns out, have limited cross-cultural experience, live "within 100 miles of where they were born," and largely desire to teach in a school similar to ones they themselves experienced as children (ibid.). Only 3% of American teachers, he goes on, "are fluent and able to teach in any second language," and few (under 10%) of teachers desire to teach in urban or multicultural schools (ibid.). Cushner highlights an emerging practice among colleges of education to train pre-service teachers in other cultural contexts, even overseas (p. 169). He cites numerous benefits, including increased self-efficacy, honed perception of the other, and heightened global awareness, for teachers as a result (ibid.). Teachers, in theory, can carry this new awareness into the classroom and ignite their students' own intercultural interest. When sustained through ongoing professional development in global competence, these positive effects for teachers are magnified in their valuable impact on students.

Arguing for training teachers in global competence is perhaps the most significant justification for including global competence in education, since the nurturing of globally competent students requires and presupposes the existence and caring guidance of globally competent teachers. This argument, coupled with cases for inclusion in education at large and university education in particular, make global competence a sensible choice for development at the school and even policy level.

2.3: Implications for K–12 Education

Having established a framework for global competence and a series of reasons for its inclusion in education, a number of proponents have begun encouraging its development in the K–12 sphere. This translation of university-level programming brings with it a number of concerns about age-appropriateness, curricular scope and sequence, lack of diversity in schools, and teachers' own development. This section will address these apprehensions by considering each of Reimers' three dimensions of global competence and their application in K–12 schools.

(1) Positive disposition, self-awareness, and empathy. This dimension asks teachers to help students develop intercultural competence and a sense of self, making a multicultural education program its natural home, though recent popular programs of character development may offer some insight as well. Reimers (2009) encourages the development of cultural awareness curricula meant for all levels of education and, in particular, for when children are developing their basic values early in life (p. 26). Ideally, Reimers writes, these curricula would integrate existing subjects with a common, global theme and include a blend of formal study, simulations, and real-world experiences to offer students a holistic sense of themselves, the other, and the interaction between the two (ibid.). Students encounter their own values and culture through an

investigative lens, just as they explore the values and cultures of others. These techniques go a long way toward fostering a positive disposition of openness and respect while building students' self-awareness and empathy.

Teachers play an irreplaceable role in this process for students. The alarming homogeneity of U.S. teachers and their own uncertainty around global competence makes teacher training an essential part of all three dimensions, but especially the first dimension (Cushner, 2008, p. 167). DeJaeghere & Cao (2009) determined, in a study of 86 teachers, that intentional professional development in intercultural competence led to substantial gains on the Intercultural Development Inventory (IDI) (p. 444).[2] The most effective professional development sessions for current teachers, they note, do not need to be immersive experiences outside the teachers' communities but should provide new knowledge, skills, and experiences, using the IDI and other such measures as a guide (p. 446). Bearing these results in mind, schools can make prudent decisions about the sort of in-services they offer teachers, ultimately benefiting the teachers, the students, the school atmosphere, and the larger community.

(2) Fluency in and understanding of a foreign language. Experts touting the benefits of a strong foreign-language program are in no short supply, and their arguments are generally congruent. Zhao (2010) is concerned by the lack of requirements in many high schools to take a foreign language, particularly a non-Western language, and the late start (and, likely, short duration) that many students have in studying the language (p. 425). The suggestions that school leaders can derive from these worries are the inclusion and longer study of foreign languages beginning earlier in a child's education and the promotion of non-Western languages to meet the

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[2] Based on a researched Developmental Model of Intercultural Sensitivity, the IDI analyzes how individuals "construe cultural difference, and the worldview one exhibits," as part of "a continuum of development" (DeJaeghere & Cao, 2009, p. 438).

growing prominence of Chinese, Arabic, and other languages in global exchanges. Reimers (2009) lists several additional considerations for schools, from (pre-university) study-abroad, after-school, and summer programs to support from technology.

Unfortunately, foreign-language study is not without its challenges. Cushner (2007) laments a dearth of qualified foreign-language teachers in the U.S.: "only 3% of American teachers are fluent and able to teach in any second language" (p. 167). In addition, innovative options like online education do not provide the immersive cultural-linguistic experience global-competence education would advocate. Schools should therefore expand their efforts to ensure effective, perspective-shaping foreign-language instruction. Its ripples, after all, are significant even in local communities where different linguistic groups regularly interact.

(3) Deep global knowledge with a critical eye. Specially trained teachers are once again necessary in this area, equipping students with a deep global awareness and scaffolding them to have a critical perspective on complex global realities. For this to happen, Zhao (2010) asserts, teachers themselves must be globally competent, possessing at least three key attributes: an understanding of the global implications of their subject, a culturally sensitive pedagogy, and a commitment to developing globally minded students (p. 427). Once culturally aware and competent teachers are in place, Reimers (2009) recommends beginning a global-studies curriculum in the middle-school years, with a deepening focus in high school and college (p. 27). This focus will require additional resources, from textbooks and supplemental materials to opportunities to make cross-curricular connections, but Reimers writes that some of the work can be shared with extracurricular programs and community organizations (ibid.). Collaboration among community partners provides a strong example to students of the sort of cooperation that is necessary on a global level.

Though the principles of global competence are the same no matter their level of implementation, their application at the district, school, or classroom level will depend on a host of factors, including the age of students, their prior knowledge, and goals of school leaders, among others. Reimers (2009) gives a promising glimpse of the manifold forms global competence can take at the classroom level. Young elementary students, he writes (p. 27), would benefit from themed books or movies about students who grow up in different parts of the world and from visits with university students from other countries. Middle-schoolers could be engaged by research projects on life in other parts of the world and pen-pal exchanges with students elsewhere (ibid.). High-school students would benefit from substantive conversations around current global issues, interaction with exchange students, study-abroad opportunities, or even college-level courses (ibid.). Making use of a community's bevy of resources, whether libraries, places of worship, or cultural districts, is a sensible step at any level of education and, fortunately, already happens in a number of schools. The remaining challenge is for such implementation to happen systematically and across the board. Once declared worthwhile by a school system's policy makers, global competence can appear in numerous ways—including inexpensive and resource-light ways—to meet a school's needs.

Tangible efforts to incorporate global-competence education into existing K–12 programming are already underway, with encouraging results, around the United States. Hans Schattle (2008) offers the example of Prairie Crossing Charter School of Grayslake, Illinois, which, since opening in 1999, has aimed to cultivate a student body of global citizens. Following Reimers' recommendation to develop a deep linguistic understanding, Prairie Crossing teaches Spanish to all its students, going beyond the limited language exposure that many students receive beginning only in junior high (p. 96). Teachers focus on the school's global context, as

well, helping students to compare their region's landscape and styles of music with others around the world (pp. 96-7) and engaging students in dialogue with members of other societies and cultures, both in their own community and in other places (p. 97). Efforts like these at Prairie Crossing and other primary schools have inculcated in students "personal qualities related to global citizenship as awareness and cross-cultural empathy," Schattle argues (p. 98), and align with Reimers' framework. Though its execution differs from what might be offered at a university, global competence education can clearly translate in simple, developmentally appropriate ways to some of the youngest students.

Of particular interest here is another of Schattle's examples, the international high school in Eugene, Oregon, which includes in its mission statement a directive for community members "to become empowered global citizens" (p. 100). While pursuing global-competence efforts in language acquisition and disposition, empathy, and awareness beginning in lower grades, Eugene International High School works diligently at Reimers' third area, equipping students with a critical eye and deep understanding of the world. Former head teacher Caron Cooper explains: "We try to help students understand that there are multiple perspectives, that there are multiple theories, and that they weigh those thoughtfully—that we don't provide answers; we provide information, and we invite them to do research and explore and come to conclusions where discourse is really valued" (Schattle, 2008, p. 100). Using global citizenship as a foundational philosophy, the school immerses students in cultural activities, intensive globally oriented coursework, and international study abroad (p. 99). Coupled with the efforts of grade schools like Prairie Crossing, Eugene International High School's international curriculum offers high-schoolers another step in global-competence education, preparing them for even more intentional and challenging formation at the university level. Both of these examples underscore

the ubiquity of the principles of global competence at all levels of education and the importance of adapting global competence education to the developmental needs of students of different ages.

Besides determining how to bring global competence in the classroom, decision makers must address how to benchmark and assess student progress in global competence as they would in any other curricular area. Unlike the theoretical basis of global competence, or even practical strategies for its implementation, assessing global competence is one area in which much work has yet to be done. Acknowledging writers like James Hendrix (1998), who notes that global competence is "difficult, though not impossible, to assess" (p. 307), several organizations, including the Kozai Group (2008), have created global-competence metrics and inventories designed to be administered to individuals in a wide array of fields. Since these organizations operate independently of each other, however, there is no guarantee that the concept, framework, or vocabulary of global competence will remain consistent across the different assessments. The Kozai Group's (2008) Global Competencies Inventory, for example, focuses on "perception management," "relationship management," and "self management" in an attempt to assess individuals' *intercultural adaptability*. Others, like DeJaeghere & Cao (2009), base their work on an Intercultural Development Inventory and a Developmental Model of Intercultural Sensitivity (p. 438). While these inventories approximate some aspects of global competence as defined by Reimers and others, they ultimately are not expansive enough to provide a holistic sense of an individual's global competence.

Aware that a great variety of methods and assessments would emerge in the global-education movement, Hendrix (2008) reminds his readers of the importance of reviewing program goals and keeping programming in line with a clear statement of desired outcomes. This

statement "serves two purposes," he writes: "it (1) demonstrates that inclusion of global education is more likely to produce citizens who participate effectively and responsibly in the world system and (2) provides educators with a tool that will assist them not only in evaluating instructional resources and activities but also in developing units of instruction and teaching strategies" (p. 307). Here, Hendrix refocuses educators on the bridge that global competence builds between global education and global citizenship and takes them back to the basics of sound instructional practice by urging that assessment be outcomes-based. "When the intended outcomes of global education are well defined," Hendrix continues (p. 307), "educators will be more likely to evaluate student progress toward achieving them."

The community of global-competence educators, before moving forward with crafting additional assessments, should reflect on the goals it is trying to achieve, clearly state its global-competence goals with a unified voice, and develop a common, comprehensive assessment to check students' growth toward those goals. The inventory needs to be accessible to students across the educational spectrum and easily deliverable in the classroom. Hendrix (1998) calls this sort of approach *outcome-based education* (OBE) since it delivers and measures instruction that match intended outcomes. "In OBE, outcomes are clearly defined, extensive input is received from the community, and learning outcomes are communicated to teachers, students, and parents" (pp. 307-8). As long as assessment matches the outcomes, Hendrix invites teachers to have students demonstrate mastery or growth in any way they see fit—from plays to speeches to projects. Development of a more scientific assessment will take a significant amount of time and effort, but, without the important step of matching outcomes and assessments, global competence cannot hope to move from being a theoretical framework to a practical lens for learning and teaching.

Educators ought also to consider practical ways to make global-competence education available to all students. In its current presentation, global-competence education seems accessible primarily to an elite group of students—those whose schools have the staff, the time, the resources, or the connections to offer meaningful interactions with global ideas, multinational people, and intercultural skills. Both examples from Schattle (2008) above—the charter school and the international school—represent student populations that are given opportunities not typically afforded students in mainstream public schools. The perennial issues of educational equity, funding, and politics should therefore be considered in the realm of global-competence education so that global competence can truly be a 21st-Century skill of value to all students.

2.4: Expanding the Reach of Global-Competence Education

Global competence in education has come far from its beginnings as an unbounded concept shared with other fields of study. It now exists as a crucial component of any twenty-first-century curriculum meant to prepare students for life and work in a globalized world. Recent trends reveal a coalescence of global-competence theory, frameworks, and vocabulary in education, though additional progress remains to be seen. Still, an increasing number of educators is acknowledging the value of global competence beyond the university level, where it has long found a home, and encouraging its move into lower grades, even as early as elementary school.

Global-competence education can no longer be viewed as a university-level academic endeavor. Considering the interrelatedness of global citizenship, global education, and global competence, the definition of global-competence education must expand, as well. James Hendrix

(1998) hints at the broadening of the conceptualization of global competence, while his discussion of global education echoes the core of Hunter's and Reimers' messages on global competence and includes the development of global citizens (pp. 306-7). For the purpose of this study, then, *global-competence education* is defined as an academic and extracurricular approach to global education that seeks to instill in students the knowledge, skills, and attitudes necessary to become globally oriented national citizens. This definition finds its foundation in the attitudes and formation described by Hunter and Reimers, uses global competence to guide global education to the formation of global citizens, and reinforces the idea that education does not end at the classroom door.

While the expansion of the presence of global competence in education is promising and well documented in the literature, it is still nascent in many ways. As a result, it is unsurprising that, to this point, little work on the translation and application of global competence outside of the classroom—in particular, in K–12 extracurricular programming—has taken place. Many extracurricular programs aim to supplement a core academic curriculum with character and life-skills education for students' "real-world" benefit. The rationale, skills, and knowledge of the global-competence framework naturally fit in this category. Extracurricular programs may also provide an avenue to expand global-competence education to reach traditionally underserved populations who lack access to classrooms that promote global competence. To this end, the remainder of this investigation examines one such program, an extracurricular leadership program for high-school juniors and seniors, to determine how global competence may complement and enhance its existing program goals and curriculum and lend credence to the extension of global-competence education beyond the K–12 classroom.

Chapter 3: Methodology

Global-competence education is gaining a stronger foothold at the university level and slowly finding its way into K–12 classrooms, to the benefit of students who will soon enter a world that is ever smaller, more connected, and more reliant on global, as opposed to local or national, operations. Some global-competence advocates, like Reimers (2009), argue that the most effective global preparation for tomorrow's adults cannot be limited to today's classrooms. Reimers argues that global competence "can also be developed in afterschool projects, peer-based projects, and summer programs" (p. 27). An extracurricular approach does not relieve schools of their duty to nurture globally competent members of society but would supplement students' learning and encourage competence application in real-world settings beyond the classroom.

This chapter uses a curricular analysis to examine the presence of aspects of global competence in the existing curriculum of a Kansas City, Kansas–based secondary extracurricular program, 20/20 Leadership, and to draw conclusions about how global competence may be more effectively presented and developed within the curriculum. Data for this investigation was drawn from the secondary sources of 20/20 Leadership's existing curriculum and program-day plans. I also drew on my personal experience of being a primary actor in formalizing the curriculum. This investigation is guided by four principal research questions discussed throughout this and the following chapter:

1. What is the curriculum of 20/20 Leadership?
2. How does 20/20's curriculum currently display elements of global competence?
3. How might 20/20's curriculum be enhanced to include global competence more actively?
4. What are the implications of these findings for secondary extracurricular programs?

After presenting a brief background on 20/20 Leadership, this chapter reviews the program's

existing curriculum, evaluates the presence of global-competence elements within the

curriculum, and identifies areas where the development of global competence could be more

robust.

3.1: Background

Kansas City's 20/20 Leadership has supported the personal and professional growth of

thousands of high-school juniors and seniors through monthly programming around education,

personal development, career readiness, and community engagement. Founded in 1993 with only

36 students from Kansas City, Kansas, and a budget of $3500, 20/20 has since bridged the

Missouri state line and, in the 2012–13 school year, served 429 students from 19 schools in seven

school districts. It now aims, in the words of its mission statement, "to educate and expose

students to community issues, teach personal and leadership skills, and build community-wide

relationships, all of which encourages success in life. Ultimately, 20/20 Leadership creates a

stronger workforce and a more involved community." To this end, on program days, 20/20

students leave their schools to go into the local community, experiencing firsthand the

applicability of their academic and extracurricular lessons to life outside the classroom through

meetings with elected officials, college representatives, members of local community

organizations, and local business firms. The diversity, adaptability, and relevance of 20/20 make

it a suitable case study for the present investigation.

The program is administered by an executive director who oversees all aspects of the

program and carries out individual program days. The executive director's efforts are

complemented by members of a working board of directors who craft organizational policy,

create program materials, reach out to the community, and assist in program execution. I joined 20/20's Internal Committee in January 2012, spearheaded the effort to formalize the 18-month curriculum, and officially joined the board of directors in June of that year. I currently chair the Internal Committee and am continuing my work to develop 20/20's curriculum, instructional materials, and assessments.

20/20 Leadership is an ideal test case for the translation of global-competence education into extracurricular high-school programming. First, its student population of high-school juniors and seniors is remarkably diverse, representing a range of social groups, racial and cultural communities, economic and academic levels, and communities of the Kansas City metropolitan area. A representative sample of students (n=84) from 2013 demonstrates this diversity: 49% self-identified as African-American, 18% as White, 13% as Hispanic/Latino, 9% as Asian-American, 1% as Hawaiian/Pacific Islander, and 10% as mixed-race. In addition, the program's curriculum, formalized in 2012, contains numerous unwitting nods to global competence and is primed for revision and expansion.

3.2: The Program's Existing Curriculum

The current 20/20 Leadership curriculum is the result of twenty years of careful planning, extensive community relationships, considerable financial and personal resources, school and student feedback, yearly study of outcomes, and regular reflection and revision. The result, summarized in Appendix A, is a dynamic framework that encourages students to develop five critical personal, professional, and leadership traits in the focus areas of education, personal development, career readiness, and community. These traits—Awareness, Respect, Intentionality, Resourcefulness, and Versatility—color every program day and give program

facilitators, schools, and students a unitive vocabulary and perspective. Each trait is divided into three aspects, which focus on the self, others, and the community.[3] Though the mastery of the traits and objectives is really a lifelong goal, by the end of their time in the program, students will have had the opportunity to practice them in a variety of settings and apply them meaningfully in a community-oriented project, academic pursuits, and business settings.

The foundational trait for 20/20 students is *Awareness*. Early in their 20/20 experience, students are invited to learn more about themselves, discovering their own personality and the skills they have to contribute at school, in the community, and in the workplace. They work to understand personal choice and responsibility, actions and consequences, and their own abilities and limitations. Program days facilitate students' Awareness of others, as well, highlighting differences in personalities and talents, the varieties of diversity they will encounter, and the abilities and limitations of others. Students use their Self- and Other-Awareness to become more aware of their community and its needs, variety, governance and services, businesses, and opportunities. To help students develop Awareness in these three ways, program days include participating in an adventure course to explore individual limitations and a visit to a local correctional facility where inmates discuss personal choice and responsibility.[4] Though students continue to encounter new people, ideas, and facets of themselves and their community throughout the 20/20 program, the inclusion of Awareness early in the program's curriculum lays an important base for the other traits.

[3] 20/20 currently defines the community as the umbrella network of individuals and groups who call the Kansas City metropolitan area home, whether or not they interact on a regular basis. Members of this community include businesses, organizations, government officials, schools, cultural groups, private citizens, and neighborhoods, among others.

[4] Since most program days focus on multiple traits and aspects, these examples are far from exhaustive. A comprehensive scope and sequence, which outlines the different focuses of each program day, is available in Appendix A.

Respect, the program's second trait, is a natural and necessary extension of Awareness. Most essential is for students to respect themselves through Self-Respect, the development of confidence, a sense of achievement, and trustworthiness. Students regularly practice Other-Respect, learning the basics of social etiquette and appreciating the personal differences they acknowledged in the first trait. Community Respect develops students' appreciation of others on a larger scale and includes service opportunities and developing respect for the laws and peoples that make up the larger Kansas City community. The Shining Star Awards assembly, held at the end of each academic year with awards for program high-achievers, is a perfect example of the atmosphere of respect 20/20 aims to establish for its students. Program organizers congratulate students on their hard work through the year and present scholarships and certificates to students who have excelled, especially with their 20/20 Olympics team projects. Students leave the awards assembly understanding that they have mattered to the program just as much as the program has mattered to them.

The third trait, *Intentionality*, encourages students to be deliberate in the choices they make personally, with others, and as part of a community. Students learn Planning skills (the "self" aspect of the trait) through experience with time management, prioritization, academic and financial planning, and project management. They learn Intentionality toward others with the Reliability aspect, which includes accountability and supporting and trusting others. Presence, the third aspect, teaches students to be intentional in their community through appropriate dress, commanding an audience, self-portrayal, reputation, and attitude. College visits and conversations about finances and planning make Intentionality real for students, positioning them to become trusted colleagues and motivated participants in any endeavor they undertake.

Resourcefulness asks students to practice Tenacity, Communication, and Networking—the three aspects of the fourth trait. Through Tenacity, students come to manage work independently, pursue new ideas and experiences, self-advocate, and maintain a can-do attitude. Communication reflects Resourcefulness skills students should develop with others: speaking, asking questions, writing, listening, body language, clarity and accuracy, and communication media. The community-oriented aspect of Resourcefulness, Networking, helps students to break down barriers and see the larger community as a resource bank to which they are also invited to contribute. 20/20 uses a career expo and internships with local businesses, among other program-day activities, to communicate to students the importance of Resourcefulness.

Versatility rounds out the 20/20 traits by showing students how to be active participants in a variety of settings. Students encounter Problem-Solving scenarios, in which they must overcome challenges, think critically, and make decisions. They are asked to develop Diverse Skills, staying open to new skills and combining skills to meet the needs of various situations. And they practice Team Skills time and again through cooperation and application of all the other traits in projects. The 20/20 Olympics, based on a project-learning model, annually invites students to put their Versatility to use by developing as part of a team a project that will tangibly address a genuine need of their school or local community.

Though not an official part of any school district's curriculum, the 20/20 Leadership program has become a mainstay for several Kansas City–area districts. Superintendents and other district officials regularly attend the program's annual kickoff Orientation and Introductions event, which is open to students' families and the general public, and laud the program during the rest of the year. Students advertise the program through word of mouth, and it is not uncommon to find relatives or friends of 20/20 alumni participating years later. As

interest in the program has blossomed, 20/20 has had to ensure that students involved in the program are committed. To that end, 20/20 has started hosting summer workshops in recent years to narrow down applicants and often requires students to complete assignments—a résumé or college essay, for instance—before the next program day. To recognize its work and lasting impact, 20/20 was inducted in 2012 into the Mid-America Education Hall of Fame, and students have received countless accolades for their work in the program.

20/20's curriculum is dynamic and has undergone important development over the last twenty years. Present curriculum goals include investigating additional internship opportunities for students as well as a technology/coding module that will expose students to important technical skills that are prized in today's workplace. The program is also considering expanding to serve additional school districts as well as providing ninth- and tenth-graders an opportunity to participate in addition to the juniors and seniors the program currently serves. Ongoing strategic-planning efforts will help to direct the program's trajectory over the next several years.

3.3: Curricular Analysis for Global Competence

The overview of 20/20's curriculum hints at aspects of global competence, but a curricular analysis, comparing 20/20's curriculum to the standards for global competence (*per* Reimers, 2009), is essential to see how well 20/20 Leadership currently incorporates global-competence education in its programming. This section will analyze the existing presence of global competence in the 20/20 Leadership program and remark on elements of global competence that are absent. It is important to note that, since 20/20 Leadership did not set out to be a global-competence organization, no observation in this section is meant to be critical of the program or its curriculum. Rather, the effort at hand is to determine how closely the goals and programming

of an existing character- and leadership-development extracurricular program such as 20/20 Leadership align with the goals of global-competence education, described by scholars in Chapter 2 as an essential part of education for 21st-Century learners. This analysis also looks to determine how the program might be complemented by further inclusion of global-competence dimensions as well as the limitations of extracurricular programming in carrying out the full scope of global competence's goals.

3.3.1: EXISTING PRESENCE OF GLOBAL COMPETENCE

Many of the fundamental concepts of global competence, described by Reimers (2009, p. 25), are already present in 20/20's curriculum.

(1) Positive disposition, self-awareness, and empathy. As described above, Awareness and Respect are two cornerstone traits of the 20/20 curriculum. Aspects 2.1 and 2.2, Self-Awareness and Self-Respect, help students develop the sense of identity and self-esteem Reimers requires. Aspect 3.3, Presence, also encourages students to have faith in themselves and share who they are with others. In this vein, students take a personality test to learn more about who they are and how they work best and are invited to keep their results in mind as they go through the rest of the program.

Several traits allow students to learn empathy for others with different identities, as Reimers suggests. Aspects 1.2, 1.3, and 2.2—Other-Awareness, Community Awareness, and Other-Respect—expose students to individuals of different backgrounds and teach them to appreciate the differences those individuals bring to a community. Aspect 3.2, Reliability, draws out empathy by showing students how to be present for others in a positive way. To appreciate differences, students share the results of their personality tests with other students in the

program and visit different parts of the metropolitan area to learn about the efforts of groups with different missions and perspectives.

Reimers also asks that globally competent persons "view cultural differences as opportunities for constructive, respectful, and peaceful transactions among people" (p. 25). 20/20 develops this perspective in students through aspects 2.3 (Community Respect), 4.2 (Communication), 4.3 (Networking), 5.2 (Diversity of Skills), and 5.3 (Team Skills). So much of 20/20's focus on building relationships and working together as a team—from networking opportunities during the career expo to team skills invested in the 20/20 Olympics projects— centers around capitalizing on individual's different skills and experiences for the benefit of the team. Though these aspects are not explicitly focused on cultural differences, the basic framework is present nonetheless.

(2) Fluency in and understanding of a foreign language. This dimension of global competence is beyond the present scope of 20/20 Leadership. The program does not currently provide opportunities for students to develop foreign-language skills or to experience foreign-language settings, though there is a sizable group of students in the program who speak a language other than English at home.

(3) Deep global knowledge with a critical eye. Though 20/20's focus has not been on global issues *per se*, it has nonetheless sought to foster critical-thinking skills and creativity in students, as Reimers recommends (p. 25). The entire fifth trait, Versatility, with its aspects of Problem Solving, Diversity of Skills, and Team Skills, responds to Reimers' request. Throughout the program, students are asked to consider real-world issues that affect them and other members of their community. Although these issues may not be global in scale, students are nevertheless engaging practical issues and dialoguing with others to consider resolutions.

3.3.2: NOTABLE GAPS IN GLOBAL COMPETENCE

The 20/20 Leadership program was not founded as a global-competence extracurricular program, so it is not surprising to find gaps in global-competence standards within 20/20's curriculum. These gaps are highlighted here as a way of setting the foundation for an expanded, global competence–infused curriculum for 20/20 Leadership, described in the next chapter.

(1) <u>Positive disposition, self-awareness, and empathy.</u> While this dimension of global competence is arguably the one that 20/20 most directly addresses, there is room for improvement. To start, 20/20 does not presently have a strong global focus, even when covering sense of self and empathy for others. These elements, coupled with the program's lack of a specific focus on cultural differences and empathy, would need to be enhanced to incorporate global competence into the curriculum.

The most notable global-competence gap in the 20/20 curriculum centers around a point Reimers (2009) makes regarding "a commitment to basic equality and the rights of all persons, as well as the disposition to uphold those rights" (p. 25). To this point, 20/20 has not promoted human-rights awareness or action, which seems to be Reimers' gist. This aspect could be easily supplemented in an expanded curriculum.

(2) <u>Fluency in and understanding of a foreign language.</u> It is arguable whether an organization like 20/20 Leadership is equipped to facilitate the development and use of foreign languages. Even if its mission expands to include the basic tenets of global competence, it is unclear whether 20/20 would need to act unilaterally, independent from schools, to develop these skills in students. Still, there is an important gap in this dimension between what 20/20 offers its students and what students should learn in a global-competence curriculum.

(3) Deep global knowledge with a critical eye. 20/20 does an impressive job of developing creativity and critical thinking in its students with monthly opportunities to engage the real world outside of the classroom. As its curriculum has not been globally focused to this point, it is understandable that 20/20 has not focused on the crux of Reimers' third dimension of global competence. In particular, an expanded 20/20 curriculum infused with global competence would need to include support for "deep knowledge and understanding of world history, geography, [and] the global dimensions of topics such as health, climate economics, and the process of globalization itself." Real-world scenarios, likewise, are presently focused on the more local community instead of on resolving global challenges.

3.4: Summarizing the Existing Curriculum

The 20/20 Leadership program was founded in 1993 to offer its students real-world application of personal, professional, and leadership traits in the focus areas of education, personal development, career readiness, and community. Though not intended as a global-competence supplement to students' existing classroom education, the program's curriculum already contains a number of references to or direct implementations of dimensions of global competence. As more schools seek to translate global competence from its university home to the K–12 classroom, it is clear that global competence already has at least a place in secondary extracurricular programming. In the case of the 20/20 Leadership curriculum, global competence seems to be a natural extension of the program's goals. It therefore makes sense to reexamine the program's curriculum to see how global competence can be given more intentional focus.

Chapter 4: Findings

20/20 Leadership, like many secondary extracurricular programs, is well on its way to including global competence in its activities. Chapter 3 identified the areas of 20/20's curriculum that already promote global competence to students as well as elements of global competence that could be enhanced or are altogether missing. This chapter will propose a revised curriculum that builds on 20/20's current programming to engage students more actively in the three key elements of global competence proposed by Reimers (2009). After touring these added pieces of global competence, the discussion will compare a sample plan for a 20/20 program day with an enhanced version that incorporates global competence. This chapter will then generalize implications for high-school extracurricular programs around fostering global competence in students before proposing steps for further development of this topic.

4.1: Revising the Program's Curriculum

Since 20/20's curriculum already hints at global competence in a number of ways, revising the curriculum did not require redevelopment from scratch; rather, global competence was layered on the existing framework or, in some cases, drawn more explicitly out of current curricular aspects. In this process, it was important to remember that 20/20 was not founded as, nor does it intend to become, an organization with the sole goal of developing globally competent students. Its roots in leadership and character development are integral to the program's identity, so they were kept intact. Adding new facets of global competence and teasing out existing elements ultimately added an enriching fourth dimension to the program, as will be seen presently.

4.1.1: THE REVISED CURRICULUM

Taking a curriculum that prides itself in local character and applicability and layering it with global relevance is no easy task. Students with unlimited funds or network connections might be able to travel or live abroad to experience firsthand the varieties of expression and perspective around the world. Such an opportunity is an impossibility for the large majority of 20/20's students—and even more challenging in areas with less diversity than the Kansas City metropolitan area. As a result, every effort was made to incorporate global competence into the curriculum in a way that would bring the global to the local level. While this proxy approach might not be ideal, opening the world to students in their own community can have a similarly desirable impact and is more readily accessible than traveling abroad for students who may never have left their hometowns.

National participation was also an important consideration in this revision. Keeping in line with Chapter 2's discussion of globally oriented national citizenship as a base of global education, the third trait—originally, Focus on Community—has been revised to include both the local and national level of community. While the program is not equipped to spend significant time exploring the national level of citizenship with students, it is reasonable to expect it to help students make connections between what they learn about participating in a local community and what is involved in active national participation. Several instructional items in revised traits 1.3, 2.3, and 4.3 (See Appendix B) could be easily enhanced in a program day to include national elements. Incorporating the national aspect throughout the eighteen-month program would help students to understand that, while global-community participation is an essential 21st-Century skill, it still relies on active local- and national-community participation, thus affirming the value of globally oriented national citizenship.

The proposed revision of 20/20's curriculum, shown in Appendix B, takes a form similar to the current version. It maintains its characteristic five traits and three aspects per trait, focusing on self, other, and community, but adds a fourth, global dimension, for 20 aspects in all. Now, as students grow from Awareness to Versatility, they will be trained in the five additional aspects of Global Awareness (1.4), Global Respect (2.4), Global Citizenship (3.4), Global Connections (4.4), and Global Leadership (5.4). The general flow of the curriculum from top-left to bottom-right remains true, and students will still be given the opportunity to apply what they learn in real-life settings along the way.

As they discover the first trait, Awareness, students will find more of a cultural focus in the revised curriculum. They will be asked to consider their own culture (1.1) and grow in awareness of the cultures of others (1.2). Students' Community Awareness (1.3) will now include their exploration of the demographic (including cultural) makeup of their community. The additional fourth aspect, Global Awareness (1.4), takes students beyond their local communities to situate themselves in a global context. In particular, they will examine an individual's place in the world and how cultures fit into the global picture. Responding to Reimers' (2009) call for students to learn more of world history and geography, but especially the global dimensions of health, climate, economics, globalization, and the like, students will encounter history and geography as they are connected to existing 20/20 topics as well as explore the effects of globalization on their local community.

The second trait, Respect, adopts a cultural tone, too. Students are invited to appreciate culture as part of personal differences in Aspect 2.2. Aspect 2.3, Community Respect, currently aims to help students develop cultural and geographic respect—that is, respect for individuals no matter their birthplace or background. The revised version, however, replaces this goal with

Reimers' (2009) hope for constructive, respectful, and peaceful transactions across cultures (p. 25). This new wording takes Respect to an actionable level: students will demonstrate their respect through such transactions, instead of simply developing a skill they may not know how to apply. Global Respect (2.4) encompasses a goal of global competence that is noticeably absent in the current curriculum. By covering the topics of basic equality and human rights, this fourth aspect of Respect looks to develop in students a disposition to uphold the rights of all. It was important to include this goal in a global aspect (and not in the Community Respect aspect, for instance) because students may not encounter all possible situations of inequality or limited human rights in their own communities; it could not be covered as fully at the level of the local community.

Intentionality, the third trait, takes on new meaning when considered in a global context. The third aspect, Presence (3.3), receives a cultural addition: students will be invited to accommodate others culturally when entering a new setting, thus exercising the prescribed empathy for others. Most notable in this trait is the new Aspect 4.4, Global Citizenship. This term does not mean to conflate with the debate presented in Chapter 2 on globally oriented national citizenship; rather, in this context, it is a synonym for *intentional global engagement*. Students are asked to think more deeply about local issues to see their global dimensions. Likewise, students look to find the local impact of global actions and the global impact of local actions, leading them to think globally but act locally.
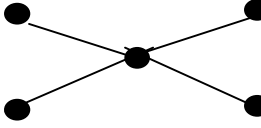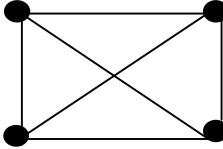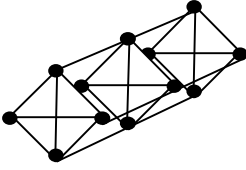
Just as students will have learned to use themselves, others, and their community as resources in the fourth trait, Resourcefulness, so they will come to see the importance of Global Connections (4.4). Besides adding cultural accommodation to their Communication (4.2) as they do in Aspect 3.3, students will come to see networks as something larger than person-to-person

connections, an idea they develop in the Networking aspect (4.3). The Global Connections aspect is about connecting and engaging groups of people to find common ground and pursue common goals. Other parts of this aspect include global community participation and offering or receiving professional mentoring. As with Aspect 2.3, Community Respect, the Global Connections aspect is meant to develop and make available opportunities for constructive, respectful, and peaceful transactions among individuals and groups.

The Global Leadership aspect (5.4) takes the fifth trait, Versatility, to a new level. While the Team Skills aspect (5.3) aims to empower students' leadership and teamwork within a group, Global Leadership pushes students beyond a single group—and, in fact, beyond the 20/20 Leadership program—to bring together different groups for a common purpose. In this endeavor, students will need all of the other 20/20 Leadership traits. The end goal is to develop students' "capacity to think critically and creatively about the complexity of current global challenges" (Reimers, 2009, p. 25).

20/20 Leadership understands that the full development of these traits is not realistic in an 18-month program. Like 20/20's current traits, added elements of global competence need more time and space to grow than the program can provide and really require a lifetime. To give students a starting point, the program focuses in turn on self, others, community, and, in the revised curriculum, the world. The diagram below illustrates how the program helps students to recognize and relate to each of these aspects. If the first aspect of each trait, focused on the self, were seen as a dot, the second aspect would be a set of lines between the first dot and other dots—a connection between the self and other people. The third aspect, with its focus on local and national community, introduces a two-dimensional network of individuals or groups, while the last aspect of each trait, with its focus on global community, expands to connect different

shapes—different local or national communities. It is in this last aspect, the global focus, that 20/20's students stand to gain significantly.

Focus on Self	Focus on Others	Focus on Local & National Community	Focus on Global Community

4.1.2: A SAMPLE PROGRAM DAY, BEFORE AND AFTER

Examining a sample program day in the current curriculum and a revised form that incorporates global competence reveals the benefits and limitations of applying principles of global-competence education to extracurricular programs. For this exercise, Program Day 7, on which juniors visit social and community services, stood out as a strong choice since, by this point, students are acclimated to the program and since the day involves a variety of traits and aspects.

The current plan, available in Appendix C, takes students on a tour of different service organizations around the Kansas City metro area. With so many students in the program, it is necessary to divide students among different days, which supports logistics and new friendships among students. On this particular program day, students are divided by their region of the metro area to become familiar with services available in their own community. The program day's objective, reflective of the traits it looks to develop, is for students to be able to describe resources and services available to area residents. This objective is assessed at the end of the day through a peer discussion on which community service most impacted students and why.

The majority of the day is spent visiting an impressive array of community services. All students learn about the Good Samaritan Project, an HIV/AIDS outreach program. Students in Wyandotte County, Kansas, visit the Wyandot Center, which offers mental-health services, and Cross-Lines Community Outreach, a program that provides immediate assistance for individuals and families. Juniors from Independence, Missouri, dialogue with staff at the Children's Center for the Visually Impaired. Kansas City, Missouri, students get to know Harvesters, a community food network, and Community Linc transitional housing. At some point in the day, all students also make a visit to their mayor to learn from the government perspective how the services they see during the day support genuine community needs.

Students are exposed to a number of curricular traits and aspects during the program day. All three sections of the day—warm-up discussion, community-service visits, and assessment— have a strong focus on Community Awareness (1.3) and Community Respect (2.3). Students are intentionally taken outside their standard comfort zones to learn more about their community and appreciate the diversity of people and services that make the community supportive. The visits involve even more aspects, including Other-Respect (2.2), Presence (3.3), Networking (4.3), and Diversity of Skills (5.2), as students see the importance of respectful dialogue, self-presentation, connections with others, and the skills needed to run a community-service organization. By day's end, students will also have gained a fair understanding of Trait 4, Resourcefulness, through discussion with and reflection on many individuals who serve as resources for others.

The current version of Program Day 7 effectively exposes students to new realities in their local community and encourages them to consider needs and resources with which they might not have been previously familiar. Infusing the program day with elements of global competence,

as the revised plan in Appendix C does, allows students to take the next step and situate their own community in a global context. In particular, this revised plan reveals to students local aspects of global issues as well as global aspects of issues students might have considered only local.

The form of the revised program day is similar to the current version. Students begin their day with a discussion to activate prior knowledge, visit several local organizations, and end the day with a discussion. It is the day's objective and content of the visits that set this day apart from the current version. Instead of focusing on describing resources and services available to area residents, the day's objective asks students to consider their community globally. The revised objective asks students to describe the global dimensions of local issues and how global issues can be tackled locally. Similarly, students are assessed at the end of the day by discussing the global implications and local solutions for one issue experienced during the program day.

The content of students' visits is the most distinct difference in the revised program day. In lieu of traveling to multiple organizations whose only connection is that they serve a community need, students begin the day by discussing what they already know of needs within their community (including which are local, which are global, and what needs look like in other places) and learning about one local need, like hunger, homelessness, prejudice, or education, that has global relevance. The organizations that students visit work directly with the identified need, so, before visiting, students spend time learning local and global background about the need.

Once they are prepared with background, students visit a local organization that responds to the need discussed. Possibilities include the Good Samaritan Project to learn about HIV/AIDS, Harvesters for hunger, Community Linc for housing and homelessness, Jewish Vocational

Services for the integration of immigrants, New Roots/Catholic Charities for immigrant resettlement and farming, and Cross-Lines Community Outreach for individuals' and families' immediate needs. Organization staff members describe the need further as well as what the organization is doing to respond to the need, teaching students what they can do along the way. After visiting the local organization, instead of visiting a different organization that works on a different need, the students travel to an international organization that has a more global perspective about how others around the world are responding to the same need. Kansas City has long-established international organizations—including Water.org (support for sustainable water supply systems), Heart to Heart International (humanitarian service), Unbound (children, families, and elderly in poverty around the world), and People to People International (a global network of active community participants)—that fit this description well. The discussion at the end of the day allows students to reflect on what they learned from the experience, the global implications and local solutions for the day's issue, and generalizations about how to think globally but act locally.

Revising Program Day 7 capitalizes on the traits and aspects already present while infusing global competence throughout the day's events and strengthening students' takeaway message. The day continues to promote Community Awareness (1.3), Other-Respect (2.2), Community Respect (2.3), Presence (3.3), Communication (4.2), Networking (4.3), and Diversity of Skills (5.2) but does so with cultural accommodation in mind. Of particular interest here are the ways in which the revised program day incorporates the fourth, global aspect of each trait. Global Awareness (1.4) appears when students are introduced to a local need with global relevance and again as students visit a local organization, since they will be learning the history and geography related to the need as well as understanding the need in its global context.

Recognizing that all people around the world deserve to have their needs met presents Aspect 2.4, Global Respect. Much of the day's focus is on Global Citizenship (3.4), in which students see the reciprocal relationship between local and global and learn how actions at the local level matter globally. Finally, seeing examples of solutions to local and global problems encourages students to approach challenges critically and creatively (5.4, Global Leadership).

Regardless the extent to which global competence is infused in a day's activities, assessment is an essential part of this and every other 20/20 program day. As an extracurricular program, 20/20 does not always have standardized lesson plans; however, it is important for program leaders to know that students meet the goal for each program day—in the revision of Program Day 7, for instance, that students are able to describe the global dimensions of local issues and how global issues can be tackled locally. With groups of up to 100 students attending some program days, formal assessment methods such as quizzes or essays, which measure students' individual, independent skills, are unreasonable, so program leaders rely on informal assessment methods like discussion groups to verify that students have internalized the day's theme. In the case at hand, leaders close the day with a debriefing to review the key points of the day—from organizations visited to the extent to which the global issue was seen in various forms—before inviting students to share in a small group the global implications and local solutions for that issue. Groups select a spokesperson to share with the large group, and the whole group is led in a discussion to generalize about how to think globally but act locally. At the day's end, students are challenged to take away one actionable idea from the day and report on its progress at the start of the next program day.

4.1.3: LIMITATIONS OF THE STUDY

As effectively as global competence can be included in a revised program day, there are clearly limitations. First, 20/20 Leadership cannot thoroughly instruct students in all aspects of global competence without losing parts of its existing identity. The program excels at helping students to learn more about themselves, their neighbors, and their community. Global competence does not disagree with this, but designating all its instructional time to global-competence education would make 20/20 lose its core. As such, it is important that 20/20 be able to incorporate elements of global competence but not feel obligated to overwhelm its existing curriculum.

A second limitation is the depth to which the program can take global-competence topics. The revised Program Day 7 makes clear that 20/20 could easily include global-competence themes throughout the school year, but the themes deserve more focus than 20/20 is able to provide. As an extracurricular pullout program, 20/20 Leadership has limited time and opportunity to expose students to life-changing material. Exploring topics of global competence at a deeper level would require more time and resources than 20/20 has at its disposal.

Finally, as evidenced by 20/20's collaboration with community partners throughout the program day, 20/20 Leadership cannot work alone in educating students in global competence. The current program successfully connects students to other individuals and organizations for the purposes of current program days, but, if 20/20 decided to include global competence more overtly in its curriculum, it would need additional collaborators and participation from the school system. These limitations are in no way insurmountable, but they do indicate that 20/20 could not take on a global-competence-education quest by itself; like so many extracurricular programs, it is limited by factors outside its control.

Though the pedagogic and educational components of 20/20 program days, including

student assessment, could benefit from additional development, it is important to remember that

the program is an extracurricular program, meant to supplement the core classroom curriculum.

In this regard, 20/20 Leadership satisfactorily helps students to track the development of content

in its eighteen-month program through real-world experiences and informal assessment

methods.

4.2: Implications for Secondary Extracurricular Programs

The test case of 20/20 Leadership offers several important insights into the role of

secondary extracurricular programs in realizing the goals of global-competence education. The

nature of 20/20, a monthly pullout program that involves students in their community and

connects them with a diverse swatch of other students, may not fit every secondary

extracurricular program, but its goal of supplementing classroom instruction with themes

applicable to the real world is common in such programs. Though there are easily more

generalizations to be made than what are presented here, the following three emerge as

noteworthy.

First, secondary extracurricular programs can offer students unique experiences not

available in the classroom. Increasingly prevalent technology and novel teaching methods are still

no substitute for real-life experiences outside the classroom. In 20/20's case, this means exposing

students to the lived versions of ideas and processes they read about in textbooks and helping

them to develop the soft skills that go beyond paper-and-pencil tests. When considering global-

competence education, this real-world experience set is critical. The core themes of global

competence—a positive disposition, foreign-language skills, and a deep understanding of the

world with a critical perspective—require lived experience; they cannot be crammed or memorized for on-the-spot recall. By being given the chance to practice the abilities and ideas they learn while developing global competence in a setting outside the classroom, students grow not just in the skills and competencies themselves but in their appreciation of how important those skills and competencies are in the "real world." Often tied to the space of four walls and a set curriculum, classrooms can be limited in the real-world applicability they convey to students; extracurricular programs can have more freedom to make decisions that will give students the exposure and practice they need to develop global competence in their lives.

Next, the translation of at least some of global-competence education into secondary extracurricular programs is possible and desirable, even if the program's mission does not revolve around global competence or even international themes. The 20/20 Leadership program, whose goals include leadership and character development, can easily bring elements of global competence into its existing framework without sacrificing the essence of the program. To effect an appropriate balance between the core of a given extracurricular program and the incorporation of global competence, organizations should return to their mission statement and programming to see how they might latently include elements of global competence, as was done with 20/20 Leadership in this investigation. Once identified, these points of overlap become natural growing points to expand on global competence in programming. Rather than focusing directly on global competence as a subject in itself or warping a program's core, approaching global competence in this way gives a global tint to existing programming and reinforces what students learn in courses whose more primary focus is international issues and global understanding. Most important here is for program organizers to realize the significance of global competence and to find natural points at which to introduce it. Even minor inclusions, if

made consistently, can benefit students' growth in global competence. If global competence is as necessary in today's world as this study reveals it to be, students should be able to practice its elements in as many settings as possible. Extracurricular programs, from sports teams to religious groups and after-school clubs, make a natural home for global competence, if it is mindfully incorporated into existing programming by following a method similar to the example presented in this study.

Finally, extracurricular activities cannot stand on their own: to have the greatest impact, they must work in concert with their students' schools and parents and with partner organizations, with an eye to the students' futures. This caveat is especially true if extracurricular programs choose to introduce global competence into their existing programming. Apart from not being able to go into significant depth with any one topic of global competence because of its focus on other themes, 20/20 Leadership is simply not equipped to help students develop foreign-language skills and is a perfect instance of this observation. At best, the program might give students a chance to use the foreign-language skills they have developed elsewhere in a real-world setting, but 20/20 does not have the time, resources, or curricular space to take on such a project. Other extracurricular programs might be able to offer more beneficial foreign-language experiences—language tables or speech communities, for instance—to supplement students' work in the classroom. The key is to view students' education holistically—to see how different groups, including classroom teachers, parents, and other organizations and extracurricular activities, can harmonize their work and complement one another's opportunities. Communication, planning, and collaboration are indispensible in this regard. By talking regularly, comparing goals and notes, coordinating lessons and timing, and making opportunities to learn and practice global competence apparent to students, all stakeholders in a

student's education stand a greater chance of effectively supporting the student's development. In addition, working with those who will assume the student's education beyond high school—university global-competence programs, for example—ensures that students experience continuity in their learning and are able to continue exercising their global competence beyond high school.

This last point can be challenging for time-crunched, slimly staffed extracurricular programs with limited financial resources. Partnerships do not simply appear, and they cannot be grown overnight. Community collaboration, 20/20's twenty-year history reveals, is the product of networking, mutual benefit, and cultivated relationships. Strategic planning can help an organization to identify the community needs it meets vis-à-vis what other organizations are able to provide. Once an organization knows its own value, it can approach other organizations to develop meaningful, collaborative partnerships. Eventually, the array of community organizations that support the same population—K–12 students, for example—can come to the table to discuss holistic support for that population, both reinforcing the work of the others in areas like global competence and offering unique value to the population. Mission-driven by nature, nonprofit organizations like 20/20 Leadership should be particularly open to the possibilities that this sort of community collaboration presents.

4.3: Conclusion

Accelerating globalization has created a more connected, more complicated world for today's students to enter. Global cities foster hybrid cultures, international communications are booming, and the remotest parts of the world are more accessible than ever. Today's students deserve to graduate, ready to step into the 21st Century with skills and understandings that will

support their personal and professional relationships and success. For decades, scholars and practitioners have endeavored to craft a curriculum or instructional approach that would allow students to become globally oriented national citizens and active participants in the international community. Global education, multicultural education, peace education, and countless other movements looked to give students a toolkit for approaching a rapidly globalizing world, and each has had its own positive outcomes. Global-competence education has emerged in recent years not to supplant the other educational movements, but to refine students' knowledge of different world systems and their ability to relate, communicate, and operate successfully in their own national or cultural system.

Global-competence education is one approach of many that attempts to help students to make sense of the world and of their place in it, and it has gained traction thanks to successful implementation at the university level. K–12 teachers have begun to see the value of introducing global competence's themes of a positive disposition, foreign-language skills, and deep knowledge and critical thinking about the world in earlier grades, and much has been written to support their efforts. The goal of the present study was to show the assistance extracurricular programs, especially at the secondary level, could offer in developing students' global competence. This study examined such a program, whose primary focus of leadership and character development for high-school juniors and seniors is distinct from global competence's aims, to demonstrate how readily certain elements of global competence can be infused into existing programming. The study also revealed that other elements of global competence— foreign-language ability, for instance—are better served in a traditional classroom setting or in an extracurricular program designed for such a purpose. It was ultimately clear that the majority of secondary extracurricular programs can certainly incorporate and affirm global competence for

students, though they cannot act alone in developing students' global competence without changing their original mission.

A completely global competence–oriented extracurricular program is not out of the question, especially since under-resourced, curriculum- and test-laden schools may find significant challenges in incorporating global competence in an already-packed school day. Founded expressly for the development of students' global competence, such a program would not need to worry about the inclusion of global competence causing mission creep but, instead, could focus entirely on developing programs to enhance each of Reimers' three aspects of global competence—holding a positive disposition, foreign-language ability, and deep knowledge and understanding of the world. The program could offer students various modules with real-world experiences to help them develop each of these competencies. Possibilities include character- and team-building exercises and service-learning opportunities for the first aspect, language tables and speech communities for the second, and current-events discussions and international pen-pal relationships for the third. This sort of program would supplement what students are learning about global competence in the classroom and bear the largest extracurricular load for students' global-competence development, while the contributions of other programs, like the expanded version of 20/20 Leadership, would be welcome, too.

The topic at hand deserves further investigation. While it is apparent that extracurricular activities have a place in students' global-competence education, it remains to be seen how classrooms, extracurricular programs, families, and community organizations can best cooperate to support students optimally. Connections between K–12 and university education also merit strengthening so that students experience continuity and deepening of their global-competence experience, and, likewise, schools should look further into drawing global-competence education

into the primary grades to prepare students earlier and more thoroughly for the world they will enter upon graduation. Techniques for instructing global-competence themes across venues should be further enhanced, as well, to prepare for even greater global needs in the future. These efforts can strengthen the important work of global-competence education in preparing students to encounter, relate to, and work in the global world of tomorrow.

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Appendix A: 20/20 Leadership's Current Curriculum

	Focus on Self	Focus on Others	Focus on Community
1. Awareness	1.1 Self-Awareness • Discovering one's own personality & skills to contribute • Personal choice & responsibility • Actions & consequences • Importance of education, including attendance & GPA • Abilities & limits of self	1.2 Other-Awareness • Differences in personalities, gifts/talents • Academic, social, racial, geographic, & economic diversity • Abilities & limits of others	1.3 Community Awareness • "Big picture" awareness • Community needs • Neighborhood differences • City government, Bd. of Ed. • Community services • State legislature & courts • Businesses • Education/career opportunities

2. Respect	2.1 Self-Respect
	• Self-acceptance
	• Confidence
	• Achievement orientation
	• Trustworthiness & honesty
		2.2 Other-Respect
		• Social etiquette:
		  o Hand-shaking
		  o Small talk
		  o Asking questions
		  o Working a room without knowing anyone
		• Appreciation of personal differences (introverts/extroverts, personality types)
			2.3 Community Respect
			• Service work
			• Cultural & geographic respect
			• Respecting laws

3. Intentionality	3.1 Planning • Organizational skills • Time management, calendars, & deadlines • Prioritizing task lists • Academic, business, & financial planning • Project management	3.2 Reliability • Accountability for oneself • RSVPing • Ability to deliver on promises • Being present for others in a positive role • Trusting others	3.3 Presence • Appropriate dress • Commanding an audience • Self-portrayal to others • Reputation • Attitude
4. Resourcefulness	4.1 Tenacity • Manage work independently • Being inquisitive, pursuing new ideas, & persevering • Self-advocating/seeking the help of others when needed (which may differ from what others need) • Keeping a can-do attitude	4.2 Communication • Speaking, asking questions • Writing • Listening, taking directions • Body language • Clarity & accuracy • Communication media (e-mail, phone, text)	4.3 Networking • Breaking down barriers • Rapport & interpersonal skills • Client relations • Surrounding oneself with others for help in achieving goals • Choice of friends

5. Versatility	5.1 Problem Solving • Overcoming challenges • Critical thinking • Decision-making	5.2 Diversity of Skills • Openness to new skills • Ability to combine skills to meet situational needs	5.3 Team Skills • Cooperation • Application of all other traits

Curricular Scope & Sequence

	1. Awareness			2. Respect			3. Intentionality			4. Resourcefulness			5. Versatility		
	1.1 Self-Awareness	1.2 Other-Awareness	1.3 Community Awareness	2.1 Self-Respect	2.2 Other-Respect	2.3 Community Respect	3.1 Planning	3.2 Reliability	3.3 Presence	4.1 Tenacity	4.2 Communication	4.3 Networking	5.1 Problem Solving	5.2 Diversity of Skills	5.3 Team Skills
Juniors															
1. Orientation & Introductions (August)	X	X		X			X	X	X	X	X				
2. Team-Building (September)	X	X		X	X	X	X	X	X		X	X	X	X	X
3. Personal Development (October)	X	X		X	X		X	X	X	X	X	X			
4. Prison/Drug Center (November)			X			X		X			X	X			
5. Business/Career Expo (December)			X		X	X	X		X	X	X	X	X	X	X
6. Visit to the State Capital (January)			X		X	X			X	X	X				
7. Social/Community Services (February)			X		X	X			X				X		
8. College Expo (March)	X		X		X	X	X	X	X	X	X	X	X		
9. 20/20 Olympics (April)			X	X	X	X	X	X	X	X	X	X	X	X	X
10. Shining Star Awards (May)	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Seniors															
11. Orientation & Introductions (August)	X	X		X	X	X	X	X	X	X	X	X	X		
12. College Prep (September)	X	X		X	X		X	X	X	X	X	X	X		
13. Discovering the KC Metro (October)	X		X	X	X	X	X		X	X	X	X	X		
14. Scholarship Research/Essay (November)	X			X			X	X	X	X	X		X	X	X
15. Scholarship Research/Essay (December)	X			X			X	X	X	X	X		X	X	X
16. Finance & Law (January)	X		X	X	X	X	X	X	X	X	X				
17. Career Placement (February/March)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
18. Shining Star Awards (May)	X		X	X	X	X	X	X	X	X	X	X	X	X	X

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Appendix B: 20/20 Leadership's Revised Curriculum

Italicized items indicate places where discussion on the local community can be broadened to include national issues. Underlined items indicate additions of global competence to the existing curriculum.

	Focus on Self	Focus on Others	Focus on Local & National Community	Focus on Global Community
1. Awareness	1.1 Self-Awareness • Discovering one's own personality & skills to contribute • Personal choice & responsibility • Actions & consequences • Importance of education, including attendance & GPA • Abilities & limits of self • <u>Cultural awareness</u>	1.2 Other-Awareness • Differences in personalities, gifts/talents, <u>cultures</u> • Academic, social, racial, geographic, economic, & <u>cultural</u> diversity • Abilities & limits of others	1.3 Community Awareness • *"Big picture" awareness;* <u>*community makeup*</u> • *Community needs* • Neighborhood *(and regional)* differences • City government, Bd. of Ed. • Community services • State legislature & courts *(with mentions of national government)* • *Businesses* • *Education/career opportunities*	<u>1.4 Global Awareness</u> • <u>An individual's place in the world</u> • <u>Situating cultures globally</u> • <u>Relevant history and geography</u> • <u>Globalization and its local effects</u>
2. Respect	2.1 Self-Respect • Self-acceptance • Confidence • Achievement orientation • Trustworthiness & honesty	2.2 Other-Respect • Social etiquette: • Appreciation of personal differences (introverts/extroverts, personality types, <u>cultures/ways of life</u>)	2.3 Community Respect • Service work • <u>Constructive, respectful, peaceful transactions across cultures</u> • *Respecting laws*	<u>2.4 Global Respect</u> • <u>Basic equality and human rights</u> • <u>Disposition to uphold the rights of all</u>

3. Intentionality	3.1 Planning • Organizational skills • Time management, calendars, & deadlines • Prioritizing task lists • Academic, business, & financial planning • Project management	3.2 Reliability • Accountability for oneself • RSVPing • Ability to deliver on promises • Being present for others in a positive role • Trusting others	3.3 Presence • Appropriate dress • Commanding an audience • Self-portrayal to others • Reputation • Attitude • <u>Cultural accommodation</u>	<u>3.4 Global Citizenship</u> • <u>Global dimensions of local issues</u> • <u>Local impact of global actions</u> • <u>Global impact of local actions</u> • <u>Thinking globally; acting locally</u>
4. Resourcefulness	4.1 Tenacity • Manage work independently • Being inquisitive, pursuing new ideas, & persevering • Self-advocating/seeking the help of others when needed (which may differ from what others need) • Keeping a can-do attitude	4.2 Communication • Speaking, asking questions • Writing • Listening, taking directions • Body language • Clarity & accuracy • Communication media (e-mail, phone, text) • <u>Cultural accommodation</u>	4.3 Networking • *Breaking down barriers* • Rapport & interpersonal skills • Client relations • Surrounding oneself with others for help in achieving goals • Choice of friends	<u>4.4 Global Connections</u> • <u>Connecting groups of people</u> • <u>Global community participation</u> • <u>Mentoring</u>
5. Versatility	5.1 Problem Solving • Overcoming challenges • Critical thinking • Decision-making	5.2 Diversity of Skills • Openness to new skills • Ability to combine skills to meet situational needs	5.3 Team Skills • Cooperation • Application of all other traits	<u>5.4 Global Leadership</u> • <u>Leadership and partnership across groups (beyond the program, carrying skills with them)</u> • <u>Approach global challenges critically & creatively</u>

Program Day 7 (Grade 11)
Social/Community Services
Locations around the KC Metro Area

Trait of the Day	4 Resourcefulness
Overview	Life offers challenges of all shapes and sizes to many individuals, so it is essential that students know how to be resourceful. Program Day 7 exposes students to community resources with which they may not be already familiar. By experiencing these community services and officials, students will gain a clearer sense of what resourcefulness means for an individual in the community and will begin to explore the sorts of resources they as students have at their disposal.
Prior Knowledge	General awareness of the challenges facing individuals in the community
Day's Objective	Students will be able to describe resources and services available to area residents.
Day's Assessment	Students will discuss with peers which community service most impacted them and why.
Time Needed	4 hours plus time for lunch
Materials Needed	Handouts 1 (anticipation/reaction guide) and 2 (reflection questions). Students will need one copy of Handout 2 for each organization visited.
Traits & Aspects	1.3, 2.2, 2.3, 3.3, 4.3, 5.2

Procedures

Time	Task or Activity	Traits & Aspects
30 minutes	Activate prior knowledge: • Questions: What needs do students already see in their community? For whom do those needs exist? What is being done about those needs? • Reflection opportunity: Do you or your family experience	1.3, 2.3

	any of the needs described? If so, how have they impacted your life? If not, how do you imagine they impact the lives of others? • Anticipation/reaction guide (Handout 1), part one: Students write down three ways they believe the organizations they will visit today are trying to tackle the issues identified as well as three questions they'd like answered by the end of the day. Describe logistics for the day.	
3 hours	Visits with community services and officials, using Handout 2. (See schedule below; schedule depends on day and students) Standing questions/activities at each locale: • What community issue/s is/are encountered here? • How does this organization respond to this/these issue/s? • What innovative approach do you see this organization using? • What limitations does this organization have? • What else could be done by this organization or others to further resolve the identified issue/s? • What questions remain unresolved for you after visiting this organization?	1.3, 2.2, 2.3, 3.3, 4.3, 5.2
30 minutes	Lunch	
30 minutes	Student debriefing: • Leaders recap major issues/organizational responses from the day. • In small groups, students share about experience and what they learned. • Students discuss with peers which community service most impacted them and why as well as what else could be done • Small groups report back to whole group Students write their reactions to their initial thoughts in part two of the anticipation/reaction guide (Handout 1).	1.3, 2.2, 2.3, 4.3

Schedule for Visits to Community Services and Officials

Wyandotte County Juniors
Good Samaritan Project (HIV/AIDS outreach)
Wyandot Center (mental health services)
Cross-Lines Community Outreach (immediate assistance for individuals, families)
Kansas City, Kansas Mayor

Independence, Missouri, Juniors
Children's Center for the Visually Impaired
Good Samaritan Project (HIV/AIDS outreach)
Independence, Missouri, Mayor

Kansas City, Missouri, Juniors
Harvesters (community food network)
Community Linc (transitional housing)
Good Samaritan Project (HIV/AIDS outreach)
Kansas City, Missouri, Mayor

Extensions

- Students select an issue examined during the day and write a letter to the editor expressing their opinion. Letters should be informed by facts learned during the day and will ideally reference the students' experience with a community organization. Letter writing can be integrated with Language Arts or Social Studies curriculum.
- Invite students to volunteer with a local organization whose cause they support. Help students to research a variety of organizations first, and ask them to justify their choice of organization. Encourage them to reflect on their experience during and after, particularly on how the organization serves as a resource for others.
- If students are interested in learning more about community services or would consider working for one in the future, a personal interview with an organizational representative might be beneficial.
- Help students expand their understanding of issues unearthed during today's program by framing a research project around one of the issues. Students can investigate the realities of a perennial issue and what is being done about it in the community or on a larger scale.

Related Resources
*These resources give more information on how youth
can become involved with community issues and resources.*

- Youth Service America (www.ysa.org). Annual sponsors of Global Youth Service Day, Youth Service America promotes youth leadership in changing the world.
- Youth Volunteer Corps (www.yvc.org). Youth Volunteer Corps boasts affiliate groups throughout the U.S. and Canada and invites youth to address community needs through service.
- National Youth Leadership Council (www.nylc.org). NYLC prepares teachers and students to engage in thoughtful, impactful service-learning opportunities in and out of the classroom.
- Peace Corps/Americorps (www.peacecorps.gov; www.nationalservice.gov/programs/americorps). These U.S. government–sponsored programs encourage adults to serve communities domestically and around the world.

Name _____   Date _____

Anticipation/Reaction Guide

Answer the questions in the left column of the chart before you visit organizations today. At the end of the day, use the prompts in the right column to help you reflect on the day.

ANTICIPATE	REACT
How do you believe the organizations you will visit today are trying to tackle the issues you identified this morning? 1. 2. 3.	How were the organizations you visited today actually trying to tackle the issues you identified this morning? 1. 2. 3.
What three questions would you like answered by the end of the day? 1. 2. 3.	What are the answers to the questions you asked this morning? If you don't know the answer, how can you find out? 1. 2. 3.

Program Day 7: Social/Community Services. Handout 1.

Name _____   Date _____

Visits with Community Services and Officials
Reflection Questions

Use your experience at each of today's community services or office visits to reflect on the following questions.

Name of Community Service/Office   _____

What community issue/s is/are encountered here?
How does this organization respond to this/these issue/s?
What innovative approach do you see this organization using?
What else could be done by this organization or others to further resolve the identified issue/s?
What questions remain unresolved for you after visiting this organization?

Program Day 7: Social/Community Services. Handout 2.

Revised **Program Day 7** (Grade 11)
Global Citizenship, Local Response
Locations around the KC Metro Area

Trait of the Day	3.4 Global Citizenship
Overview	Participating in this program day will demonstrate for students the connection between the global and the local. Students will learn about an issue that affects their community, see how the issues is present locally and globally, and discover attempted solutions at the local and global levels. From this experience, students will extract a sense of global citizenship and encourage them to become intentionally involved in resolving needs both locally and globally.
Prior Knowledge	General awareness of the challenges facing individuals in the community
Day's Objective	Students will be able to describe the global dimensions of local issues and how global issues can be tackled locally.
Day's Assessment	Students will discuss the global implications and local solutions for one issue experienced during the program day.
Time Needed	3.5 hours
Materials Needed	Handouts 1 (notes sheet) and 2 (organizational comparison)
Traits & Aspects	1.3, 1.4, 2.2, 2.3, 2.4, 3.3, 3.4, 4.2, 4.3, 5.2, 5.4

Procedures

Time	Task or Activity	Traits & Aspects
30 minutes	Activate prior knowledge: • Questions: What needs do students already see in their community? For whom do those needs exist? What is being done about those needs? • Reflection opportunity: Do you or your family experience any of the needs described? If so, how have they impacted your life? If not, how do you imagine they impact the lives of others? • Questions: Which of these needs are purely local, and which happen on a global scale? What do these needs look like in other places?	1.3, 2.4, 3.4, 4.2

30 minutes	Introduce one local need (hunger, homelessness, prejudice, education, etc.) that has global relevance. Offer students background on the global situation and how it exists in the local community. Students take notes using Handout 1. Options include: • Speaker • Presentation or video • Reading • Game or immersive activity	1.3, 1.4, 2.4, 3.4, 4.2
1 hour	Students visit a local organization that deals with the local need discussed. (See possibilities below.) Organization staff members describe the need further as well as what the organization is doing to deal with the need. Students learn what they can do. Students complete left side of Handout 2.	1.3, 1.4, 2.2, 2.3, 2.4, 3.3, 3.4, 4.2, 4.3, 5.2, 5.4
1 hour	Students visit an international organization that has a more global perspective on what others around the world are doing about the same need. (See possibilities below.) Organization staff members describe how action on a local level makes a global difference. Students complete right side of Handout 2.	2.2, 2.3, 2.4, 3.3, 3.4, 4.2, 4.3, 5.2, 5.4
30 minutes	Student debriefing: • Leaders recap major issue/organizational responses from the day. • In small groups, students share about experience and what they learned. • Students discuss global implications and local solutions for the day's issue • Small groups report back to whole group; leader offers suggestions on how to think globally but act locally • Students decide on one actionable step they can take to help tackle the day's issue; students will report on step at the beginning of the next program day	3.4, 4.2

Possible Visits to Local and International Organizations

Possible Visits: Local Organizations with International Relevance
• Good Samaritan Project (HIV/AIDS outreach)
• Harvesters (community food network)
• Community Linc (transitional housing)
• Jewish Vocational Services (integration of immigrants)
• New Roots/Catholic Charities (immigrants/farming)
• Cross-Lines Community Outreach (immediate assistance for individuals, families)

Possible Visits: International Organizations with Local Relevance

- Water.org (support for sustainable water supply systems)
- Heart to Heart International (humanitarian service organization)
- Unbound, formerly Christian Foundation for Children and Aging (children, families, elderly in poverty)
- People to People International (global network of active community participants)

Extensions

- Encourage students to lend their youth voice to an organization they support. Organizations trying to reach young people will often welcome youth contributions, from direct service to youth input on the organization's programming. If the organization offers training materials for students, for instance, it may be open to having students provide feedback and suggestions.
- Investigate the NYLC's model of service-learning with students, leading them through the process of investigating genuine community needs, forming partnerships, planning and carrying out service, reflecting on impact, and demonstrating results. Help students to apply this process to a global need at the local level.
- Motivate students to participate in a worldwide youth conference, like People to People International's Global Youth Forum, where students can collaborate with peers from around the world to develop a community response to pressing issues.
- Invite students to launch an awareness campaign for an issue that is important to them, and partner with other groups around the world to make a broader impact.

Related Resources

These resources give more information about global issues and local effects to respond to them.

- Good Samaritan Project (www.gsp-kc.org*)*
- Harvesters (www.harvesters.org)
- Community Linc (www.communitylinc.org)
- Jewish Vocational Services (www.jvskc.org)
- New Roots/Catholic Charities *(*www.catholiccharitiesks.org/newroots*)*
- Cross-Lines Community Outreach (www.cross-lines.org)
- Water.org (www.water.org)
- Heart to Heart International (www.hearttoheart.org)
- Unbound, formerly Christian Foundation for Children and Aging (www.unbound.org)
- People to People International (www.ptpi.org)

For additional reading:
- United Nations Millennium Development Goals (www.un.org/millenniumgoals)
- Locally: Mid-America Regional Council (www.marc.org)

Name _____   Date _____

Multidimensional Notes Sheet

Use this notes sheet to consider what you already know about and would like to know about the topic that is introduced.

Name the global need with local relevance   _____

What do you already know about this issue?	What would you like to know about this issue?
How do you think this issue can be solved?	From today's presentation, what have you learned about this issue?

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Organizational Comparison

Use this notes sheet to consider what you already know about and would like to know about the topic that is introduced.

Name the global need with local relevance   _____

Local Organization:	International Organization:
How does this organization view or describe the need?	How does this organization view or describe the need?
What is this organization doing about the need? Where? How?	What is this organization doing about the need? Where? How?
What else does this organization hope to do in the future?	What else does this organization hope to do in the future?
How can you support this organization?	How can you support this organization?

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