

INTRODUCTION

how to use the *Expanding Horizons Toolkit for Directors*

Asia Society's mission is to develop youth to be globally competent citizens, workers, and leaders by equipping them with the knowledge and skills needed for success in an increasingly interconnected world. In the out-of-school time field, our goal is to advance global learning as a means to both enhance program quality and enable collaboration between the various learning settings and systems within a community. In order to meet these goals, Asia Society developed the *Expanding Horizons Toolkit*.

The *Expanding Horizons Toolkit* provides practical approaches and methods that will help staff integrate global learning into before-school, afterschool, and summer programs. It is meant to provide hands-on materials that supplement and extend the *Expanding Horizons: Building Global Literacy in Afterschool Programs* guidebook and video (published by Asia Society in 2009 and available at <http://asiasociety.org/expandinghorizons>)

The guidebook and video make a case for the importance of global learning and provide a range of ideas, examples, and resources for out-of-school-time programs. Therefore, they are highly recommended as an introduction and foundation to the activities and materials in this toolkit. Where the guidebook is referenced in the toolkit, we have provided an excerpt. The video is available free on Asia Society's website at <http://asiasociety.org/afterschool/video>.

The *Expanding Horizons Toolkit* is designed to provide strategies and resources to help afterschool program directors and/or site coordinators effectively integrate global approaches across their program mission, design, and administration. The toolkit resources include staff meeting agendas and training plans that program directors and trainers can use to help afterschool practitioners understand global competence and recognize its deep connection to high-quality programming, discover how afterschool programs are well-positioned to provide global learning opportunities and why it is important for them to do so, and create and deliver global learning activities that are meaningful to youth.

Ideally, the toolkit helps prepare and support staff before and/or while implementing global learning activities—whether activities obtained from a published curriculum or developed by program staff themselves. We envision that these strategies will be useful for all ages of youth and for all kinds of informal learning programs, whether after school, before-school, or during the summer. For consistency, we use the word afterschool to indicate any type of out-of-school-time program.

To guide use of the toolkit, we have indicated four categories of training activities:



COMMUNICATION/FACILITATION

These activities will help staff articulate and guide understanding of global learning and global competence.



ACTIVITY PLANNING

These activities will help staff conceptualize, plan, and deliver globally oriented youth activities.



PROGRAM PLANNING

These activities will help staff strengthen and reinforce global learning across their programs.



RELATIONSHIPS/PARTNERSHIPS

These activities will guide staff to build supportive and effective relationships among staff, youth, stakeholders, and partners.

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IF YOU ARE A PROGRAM DIRECTOR OR SITE COORDINATOR:

As a first step, we recommend that program directors—whether their programs are just starting out with global learning or are well on their way—use the *Global Learning in Afterschool Self-Assessment (GLAS) Tool* to go deeper and identify a specific plan of action for ramping up global learning. The tool is available as a free PDF download at: <http://asiasociety.org/selfassessment>.

In order to support program directors before and after they use the *Global Learning in Afterschool Self-Assessment Tool*, these resources are organized according to the tool's eight domains:

- Vision, Mission, Culture, and Environment
- Organization and Management
- Program Planning
- Program Delivery
- Youth Development and Outcomes
- Professional Development
- Families, Communities, and Partnerships
- Program Evaluation

Across the eight domains, the toolkit consists of the following types of materials:

Questions to Ask Yourself. This section contains simple “yes-or-no” questions to help identify which areas of your program you may need to focus on with respect to global learning. “No” answers to most questions in a particular category may indicate it as a priority area of focus for your program. Keep in mind that these questions are meant only as a way to help you get started. Answers to these questions will point you to the specific sections of the *Global Learning in Afterschool Self-Assessment Tool* and the related resources that may be the most useful for you.

Resources and Tools for Planning. These resources can help you formulate a global mission and vision, integrate a global focus across all aspects of your program, and engage and collaborate with community and school partners to support global learning.

Staff Meeting Agendas. These agendas contain short (30–45 minute) activities that program directors can facilitate with staff as part of a longer staff meeting. We recommend that you first work through the resources in a particular section, and then decide which staff meeting agenda is most appropriate for the occasion.

Professional Development Training Plans. If you have more time, you may choose to provide slightly longer professional development trainings to your staff. The plans consist of training activities for you to lead with your staff, however, training plans are only provided when a section lends itself naturally to helping staff build skills that they will need to plan and run program activities on a daily basis. For the sections that focus primarily on administration and creating and communicating program policies and operating procedures, no Training Plans are included.

IF YOU ARE A TRAINER OR PROFESSIONAL DEVELOPMENT PROVIDER:

Afterschool and summer learning programs across the country have found that adopting a global learning framework can help build program quality and youth engagement. The toolkit is a rich resource to help you create and tailor professional development

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experiences for afterschool program directors and frontline staff that will support your goals for building high-quality programming as well as preparing youth for success in work and life in the 21st century.

The toolkit is designed to be modular in order to fit a variety of settings, and can be used for programs servicing all ages and levels of students. Whether you are providing short conference workshops, holding intensive training sessions, or offering site-based individualized coaching for out-of-school time programs, you can use the resources from this toolkit in service of multiple goals across multiple formats. For example:

Questions to Ask Yourself. Like the *Global Learning in Afterschool Self-Assessment Tool* upon which it is based, this section can also be used as a diagnostic tool to gauge where programs and staff might need support to bolster global learning.

Resources and Tools for Planning. The resources and tools can also be used as coaching tools to guide one-on-one leadership coaching for program directors or site coordinators.

Staff Meeting Agendas. These agendas can also be used by trainers for short workshops with program staff.

Professional Development Training Plans. These training plans can also be used by trainers as agendas for more in-depth trainings of longer length. Some examples of how these resources can be combined into two-day, full-day, and half-day trainings are listed on Asia Society's website here: <http://asiasociety.org/expandedlearning>.

The *Expanding Horizons Toolkit* recognizes that most afterschool staff have limited exposure to global learning, and it builds on the personal and local connections and experiences that anyone can bring to this endeavor. We also realize that every training program, training facilitator, and trainee audience is different. We encourage afterschool professional development providers and program directors to use these materials in the way that best suits their needs.

For many educators and youth workers who come to understand the importance of helping youth achieve global competence, the task can seem overwhelming at first. The overarching objective of this toolkit is to provide afterschool staff with simple and intuitive ways to get started on a relatively small scale. However, it is important that staff think broad and deep about how to incorporate global learning. Global learning can be most effective when it is not isolated but rather infused throughout every aspect of students' learning day and every aspect of their development.

To provide everything a young person needs to compete, communicate, and collaborate in an interconnected world, schools, afterschool programs, and community partners must collaborate to offer an array of global learning opportunities that intentionally support and build upon one another. For schools, this may mean reframing every subject to provide young people with not only basic skills but also global competence. Students can use math, for example, to learn about the world—and use the world to learn about math. Similarly, afterschool staff must consider the many opportunities they have to integrate global learning across their program—from snacks and nutrition, to arts and sports, to leadership development and community projects. We encourage afterschool trainers, program directors, and staff to consistently challenge themselves, and each other, to take global learning beyond the surface level and help young people dive into deeper issues and connections.