

INTRODUCTION

how to use the *Expanding Horizons Toolkit for Trainers*

The goals of the toolkit are to help afterschool line staff:

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

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 agendas 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

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.

how to use the *Expanding Horizons Toolkit For Trainers* (continued)

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.

The toolkit outlines a staff training that afterschool trainers or professional development providers can facilitate as part of in-house trainings or staff meetings. The training includes a comprehensive introduction to the concept of global competence, dynamic warm-ups, discussions, role-playing, reflection writing, and more. To adapt the training to different training lengths, see the suggested training agendas included at the back of the volume. The training also includes several activities that staff can lead with young people. These activities are marked with the symbol, and instructions for facilitating them with youth are included.

In addition, the toolkit provides all the handouts for afterschool staff who are receiving the training, as well as additional resources. Resource materials include articles, worksheets, guides, scenarios, templates, and instructions for facilitating training activities with youth. The materials are intended to guide participant learning, provide additional content, and prompt participants to document ideas and plans generated in the training as well as upon return to their programs. Many of the materials are useful on their own, but we strongly recommend that they be provided in the context of the training activities for which they were developed.

The *Expanding Horizons Toolkit for Trainers* was designed with a specific recommended scope and sequence. It 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 programs to use these materials in the way that best suits their needs, and offer the following as a guide:

- THE TWO-DAY TRAINING AGENDA (12 hours) is appropriate for staff who have little or no background knowledge about global learning. For a group that does have some familiarity or expertise with global learning, the training facilitator should decide whether there are modules or activities that may be too elementary or repetitive for the participants. Therefore, feel free to skip, reorder, or substitute activities as needed.
- THE WORKSHOP TRAINING AGENDA (1.5 hours) might best serve as a short workshop or an introduction to the topic of global competence. The main objective of this training agenda is to achieve buy-in from staff or program stakeholders about why global competence matters and to build support for global learning in your program.
- THE HALF-DAY (3.5 hours) and FULL-DAY (6 hours) TRAINING AGENDAS cover the fundamentals: understanding the concept of global competence and how to begin or ramp up global learning after school. These plans were designed for afterschool staff or programs that have only a limited amount of time to participate in training.

how to use the *Expanding Horizons Toolkit For Trainers* (continued)

The toolkit is targeted primarily to afterschool line staff. However, throughout the training, we specify activities that might also be appropriate for program directors or coordinators. For trainers who are working primarily with program directors (and not line staff), consider using the resources in the *Expanding Horizons Toolkit for Directors* as coaching tools, available here: <http://asiasociety.org/expandinghorizonstoolkit>

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.