

REPORT

National 4-H Youth Development Global Education Design Team

June 25 -27, 1998



Charge to the team:

- Define global education for the future.
- Re-examine mission statement, etc.
- Develop goals and objectives.
- Develop strategies and action plans.

The 4-H Youth Development Global Education Program is an essential and integral component of the 4-H Youth Development experience. It provides tools for developing one's self and determining one's relationship to the world. 4-H participants engage in learning activities to acquire knowledge, form ideas and attitudes, and develop life skills which are necessary to be caring, self-directed, productive citizens in a diverse global society.

Vision:

Every 4-H participant will have the opportunity to have a meaningful global learning experience.

Values/Beliefs:

4-H Youth Development Global Education
One World
One People
One Environment
One Future
One Concern for Safety and Justice
Global Education....Our Hope

Mission:

Provide coordinated experiential learning opportunities. These experiences will assist participants to become global citizens who address issues with an open compassionate, and inquiring mind; advocate and take action; develop self understanding in relation to others and the world; and develop and use global education skills in their daily lives.

I *Establish and maintain a structure for coordinating the 4-H Global Education Program.*

Provide national program leadership for 4-H Youth Development Global Education at CSREES/USDA across program units. Leadership is most appropriate in the Families 4-H & Nutrition Unit.

Develop rationale and documentation for program.

Encourage states and local extension offices to provide program support and leadership for the curriculum, activities and exchange opportunities that are provided to potential audience.

Integrate 4-H Youth Development Global Education strategies with the National 4-H Strategic Plan.

Appoint a 4-H Youth Development Global Education Committee to provide oversight, program decisions, policy, and program support. Establish and formalize a core leadership team:

"The dogmas of the quiet past are inadequate for the strong present and future. As our circumstances are new, we must think anew, and act anew." Abraham Lincoln

- Extension professionals, volunteers, and youth, with the National Program Leaders, partners and others with shared interest and expertise
- Overlapping terms of office
 - Regional representation
 - Regular meeting schedule
- Responsibilities:
 - assist with preparing outcome reports for U.S. Department of Agriculture, the Cooperative Extension System, states, and other stakeholders.
 - Prepare appropriate reports for distribution
 - When necessary, seek approval through Program Leadership Committee and Extension Committee On Organization and Policy (ECOP)
 - Oversee curriculum development, and evaluation and impact efforts.

Establish a 4-H Global Education Network

- Formalize a network composed of committed individuals from the system who will provide leadership for the global education program similar to Children, Youth, and Families network.

- Membership: Extension professionals, volunteers, youth, and partners and others with shared interest and expertise.
- Responsibilities:
 - provide technical assistance and serve as a resource for 4-H Global Education.

Continue networking with National Association of State Universities and Land Grant Colleges; U.S. Agency for International Development; Food and Agriculture Organization of United Nations; International Four-H Youth Exchange Association of U.S.A.; National Association of Extension Agents; World Bank; Epsilon Sigma Phi; Society for International Development; environmental groups; etc. to coordinate participation in technical assistance, training, global citizenship and other opportunities.

II. *Review and maintain a curriculum base that provides resources for global education experiential learning in the 4-H Youth Development program nationally.*

Establish global education goals and objectives (See Appendix A).

- input from Design Team
- input from State Coordinators
- input from partners, etc.

Establish a framework for juried curriculum that meets the needs of youth and

volunteer audiences for Global Education in 4-H Youth Development

- with scope and sequence across all ages/backgrounds,
- that is developmentally appropriate,
- that is content specific from awareness to action,
- that is multi dimensional through variety of activities and programs,
- that is based on experiential learning model, and
- that is based on life skills.

Identify most effective delivery methods using creative thinking that encourages thinking "outside of the box".

- Develop multiple methods for 4-H participants to have global learning experiences.

So let us not be blind to our differences - but let us also direct attention to our common interests and to the means by which those differences can be resolved.

John F. Kennedy

- Utilize technology *i.e.*;
- Create ways for 4-H participants to use global learning such as: the Internet, E-mail, video conferencing, CD ROM, etc.
- Create discussion framework for use in chat room: club-to-club, classroom-to-classroom, kid-to-kid.
- Create a framework for "real-time" sharing of international experiences.

"Preparing students for living in a more pluralistic, intertwined, international system requires new competencies and skills that are interdisciplinary and not culture and time bound.....skills that enable them to analyze problems, evaluate contending policy positions, and take effective action to change conditions that threaten life on planet Earth." James Becker in Global Education from Thought to Action

Integrate global learning elements of global education into the citizenship curriculum and other project material being developed:

- work with the curriculum development teams.
- incorporate project and curriculum design into citizenship fact sheet for staff to incorporate into ongoing projects.

Establish a means to share delivery methods, activities and programs between states.

Implement a development process to review and develop curriculum

- Establish criteria for global education elements for curriculum.
- Solicit all curricula materials available from the states and counties.
- Review current curriculum.
- Identify needs and gaps.
- Solicit writing, editing, pilot teams for needed curriculum.
- Solicit funding for needed curriculum through Cooperative Curriculum System, partners and other resources.

Prepare recommendations for the Experiential Learning Design Team to add to criteria for curriculum jury on global education.

What I know doesn't impress me...what I don't know excites me.
Jean Jacques Rousseau

Develop resource handbook that shows how to use stand-alone curriculum and how to integrate a global perspective into ongoing curriculum and programs.

- exchanging information
- gathering curriculum and sources
- networking sources including international resources
- creating "culture-grams" and culture kits
- compiling reference lists (children's books, etc.)

- providing “how-to” section
- designing methods for integrating a global perspective in ongoing curriculum
- working with a variety of audiences - age minorities, youth, adult, backgrounds
- using technology
- connecting Pen Pals ©

Develop curriculum materials designed for programs including intrastate, interstate, and international cultural exchange.

- recruiting host families and potential participants
- host family materials
- inbound/outbound orientation materials (cross cultural and international)
- follow-up process - that provides reflection including skills that apply to family, and better work
- re-entry to home country

III. *Develop methods and processes for including under-represented people in global education programs.*

Seek and collaborate with under-represented people to develop materials and programs that meet their needs, and include them in global education programs.

- develop programs
- market programs
- measure impact

Develop strategies for involving under-represented peoples including children, families, staff, and volunteers actively in global education and exchanges at all levels: local, county, state, national, and international.

Develop and pilot appropriate materials and methods to disseminate information to under- represented people as well as surrounding communities

Develop 1890 and 1994 program contacts for 4-H global education program.

“Unlike many other peoples, Americans are not bound together by a common religion, or a common ethnicity. Our binding heritage is a democratic vision of liberty, equality and justice.”

Kenneth T. Jackson

IV. *Review, evaluate, and restructure cross-cultural two-way exchange programs that meet the needs of youth and adults today, into the 21st Century, and beyond.*

Develop and implement a process for an in-depth review, evaluation and impact of 4-H exchange programs. (intra and interstate exchange, cross-cultural and international)

- survey states
- survey of for-profit and not for profit exchange programs currently available to young people, volunteers and staff
- consolidate and review information
- make recommendations for exchange programs that meet the needs of youth and adults into the 21st century

Develop and implement a process for utilizing exchanges to provide multi-cultural, cross-cultural, shared learning opportunities.

- Establish a "format" for multi cultural exchanges to strengthen exchanges with nearby communities, within states, and in the United States, building stronger multi cultural education experience.
- Diversify exchanges

"This experience has changed my attitude about the USA. I was always a little bit scared about America, but I know now that you are the same people as we. I thought that you are more developed than we (in some cases). I think in protecting our environment you can learn a lot from us in Europe, because the environment is our future and we should not destroy it." Gerhard Dablender, 98 IFYE Austria to North Dakota

Design exchange programs that provide scope and sequence, and are developmentally appropriate, and cost effective.

For example:

- Provide for sequence of exchanging from hosting to traveling abroad
- Set appropriate age ranges
- Cultural experience before travel
- Intra and interstate exchanges for expanding awareness and perceptions
- Two week study program
- Cultural exchange - short-term (3-5 weeks)
- In-depth exchange - long term (3-6 months)
- Staff and volunteer study tours

Design orientation or experiential programs in United States and in host country for exchanges that includes:

- Research related to country of exchange, culture, language, etc.
- Interviews with returnees or locate another person who has visited or lived in that country
- Culture shock
- Misconceptions and stereotypes
- Development of own country story package and culture kit

- Learning goals for self including school credit
- Provide contacts for program participants while they are in country to help with emotional issues as well as making sure they are getting the maximum from their experience.
- Correspondence via Internet with individuals from host country

Design complete return and re-entry program that includes:

- De-briefing evaluation -- lessons learned, goals met;
- Reverse culture shock and reentry;
- Group presentations -- story, photos, culture kit, etc., peers, younger youth, school, state and county extension staff, volunteer leaders, civic organizations, etc.; and
- Application of learning to skill, knowledge and attitude development

Develop a process for exchange participants to keep in touch with other participants as a support group for re-entry and encouragement, help with peers, etc., who don't understand the exchange experience.

Develop local community partners networking with other youth agencies and civic organizations.

Develop a monitoring system for continuous evaluation to improve program:

- based on Council on Standards for International Educational Travel; standards for exchanges, appropriate for exchange goals and objectives; and
- "ripple effect" impact on individuals, families, communities and country.

V. *Establish and implement a plan for staff development for 4-H Global Education.*

Develop training materials on global education curriculum and programs

- awareness seminars
- in-depth in service training for staff and volunteers
- potential audiences: seminars at NAE4HA, state and regional 4-H volunteer leader forums, state/regional in service conferences, IFYE conference, and 4-H Japanese Exchange Coordinator Conferences.

Plan and conduct four regional training sessions on 4-H Global Education using the train-the-trainer model.

*When spider webs unite they can tie up a lion.
Ethiopian Proverb*

VI. *Establish and implement an effective marketing plan.*

Complete an attractive and effective National 4-H Global Education Design Team Report.

- full report and executive summary

Disseminate the Design Team Report and recommendations to seek support and validation identifying benefits to each of the following:

- Extension Directors
- Extension Committee On Organization and Policy (ECOP)
- International Committee On Organization and Policy (ICOP)
- National Association of State Universities and Land Grant Colleges
- State 4-H Program Leaders
- National 4-H Council
- Leadership of National Association of Extension 4-H Agents
- International Four-H Youth Exchange Association of USA
- Other USDA partners
- Other Federal Government partners
- International partners

Disseminate information about 4-H Global Education programs to:

- Membership of NAE4-HA
- Global Education Task Force of NAE4-HA
- State Agent Associations
- IFYE Association of USA
- Returning participants
- U.S. host families

Develop a series of appropriate marketing tools

- Quality report
- Poster-including 4-H Global education motto
- One page fact sheet(s) (flyer)
- Strategic long range plan of action

Develop a data base of 4-H global education and diversity training materials from across the nation

Develop a nationwide database of exchange participant alumni for the purpose of marketing, fund development, and program evaluation.

- Create a web registration for alumni.
- Develop a virtual list serve for staff, alumni and volunteers.
- Market the program to schools for greater validation from schools and community and to obtain school credit.

Develop a plan for recognizing global education program participants.

VII. *Develop and implement a plan for evaluation and impact studies of 4-H Global education programs.*

Literature review to document and support opening definition statement, goals and objectives

In-depth evaluation and impact of educational materials and programs used across the system including age appropriateness, cultural sensitivity and inclusion resulting in a positive impact for active global citizenship

Evaluation of 4-H cross-cultural, international exchanges program results: how participation impacts lives and attitudes of delegates, host families, 4-H members, staff and communities.

- Increased understanding of United States inter-dependence with other nations.
- Recognition of values of 4-H-type youth development program globally.
- Knowledge of other people through living and working with them.
- Exchange experience as a career path to an extension, international and other people oriented career.
- Cultural understanding and appreciation.
- Workforce preparation and application to life skills and life roles.

“To me this experience has meant meeting new people and making strong and lasting friendships that extend all over the globe. It has also been a great opportunity for personal growth and a chance to not only see the values of another culture, but also to examine my own personal values and beliefs.” Sharla Rider, 98 IFYE, Idaho to Switzerland

Standardize procedures for evaluating short-and-long term impacts on individuals, families, communities, and countries of multi cultural, global citizenship programs and projects and exchanges.

- evaluation methods for determining impact
- easy to use
- qualitative and quantitative

Evaluate how participation by host families, delegates, and extension staff strengthen international development efforts of the land grant university through:

- Increased staffing potential for international projects from delegates involved in raining and assistance programs; and
- Benefits of program to generate greater understanding and support for international development activities on campus.

VIII. *Develop a plan for providing technical assistance for 4-H Youth Development Education*

Prepare materials that can be sent/used with others on establishing 4-H and 4-H-type organizations in other countries.

Develop a database and/or process for providing 4-H information and materials to other countries.

Develop a process for linking emerging 4-H-type programs with states as partners for 4-H youth development programs

“Global education that taps into the local community is global education at its best.....It enhances student learning about “things global” by providing opportunities to explore global events and trends in their local manifestations. Hence, the impersonal and complex global issues are made more concrete and personal.” Charlotte C. Anderson in Global Education from Thought to Action

National 4-H Youth Development Global Education Design Team

State 4-H International Contacts and State Staff

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4-H Volunteer Leaders

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Additional participants:

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Anu Kaljula, IFYE from Estonia to USA

The team was representative of the breadth of Extension and program, IFYE Alumni, staff, Japanese Exchange, Peace Corps, NAE4HA, IFYE Association of USA, and CSREES International Programs.

Appendix A

GOALS/OBJECTIVES

Learn to think and plan for 10 - 20 years in the future: goal setting.

CITIZENSHIP AND ISSUES

Increase knowledge of world geography, cultures, and global issues.

Develop lifelong concern for global issues.

Understand world issues: ie population, environment, gender, etc.

Realize there are more than material things.

Create their own definition of global citizenship.

Understand sustainable development here and abroad.

OPEN MINDEDNESS

Learn to accept and live diversity.

Demonstrate open-minded actions.

Learn to focus on similarities and strengths.

ADVOCACY IN ACTION

Learn to think globally, act locally.

Create concrete means for youth to be advocates for multi cultural/global education in their schools and communities.

Become political -- study foreign policy, community issues, immigration, etc.

Learn how to challenge discrimination in community, media, and government.

SELF UNDERSTAND IN THE WORLD

Learn about family dynamics- your own and others.

Experience positive multi cultural relationships, at home and in community, nation, and globally.

Develop a greater knowledge of own family, culture, and country as part of global community.

Experience personal growth through experiencing cultures other than their own.

Provide youth an opportunity to develop greater self understanding and growth, self realization

Develop knowledge and enthusiasm about other countries and cultures.

INTERCULTURAL COMMUNICATION

Utilize inter-cultural communication skills.

Develop greater cross-cultural skills -- language, understanding, values.

Develop communication skills to communicate with people different from self.

Develop the ability to discuss difficult issues.

Develop ability to disagree and dialogue with people who see things differently.

Develop greater understanding of the need for sharing global/multi cultural experiences.

APPLICATION OF KNOWLEDGE/SKILLS

Transfer experience into daily living.

Transfer experience into marketable job skills.

Develop skills for global workforce and citizenship.

Develop critical thinking skills - gather, analyze, and use information.

Develop and use technology and skills .

KNOWLEDGE

Learn a second language.

Expand geography literacy.