



GLOBALLY-MINDED LEADERSHIP

A public information project sponsored by the Global Philadelphia Association
Nancy Gilboy and Craig Snyder, Project Co-Chairs

BULLETIN NO. 4 – April 9, 2015

**A GLOBALLY-ORIENTED STRATEGY FOR EDUCATION IS
ESSENTIAL FOR THE SUCCESS OF PHILADELPHIA. HELPING OUR SCHOOLS
IN THEIR EFFORTS TO EXPAND THE HORIZONS OF OUR SCHOOLCHILDREN IS
A CENTRAL ISSUE FOR OUR NEXT MAYOR AND CITY COUNCIL**

Did You Know...

- More than 13,000 children are involved in bi-lingual education programs in the school district.
- Only one elementary school uses a bi-lingual immersion throughout all classes.
- More than 30% of the students in engineering, medical education, biostatistics and some other science department are foreign born.
- MOOC's or massive open online courses are up-ending the way teachers teach, students learn, and peers collaborate.
- The approximately 30,000 foreign students who come to Pennsylvania each year to study, one-third of them in Philadelphia, bring with them approximately \$1,000,000,000 in revenue.

Philadelphia, PA – It goes almost without saying that education is a fundamental right, and that is fundamental to the success of our democracy. The United Nations Universal Declaration of Human Rights, already translated into over 300 languages, urges that "every individual and every organ of society...shall strive by teaching and education to promote respect for these rights and freedoms." The candidates for public office in our City are rightly focused on education in their campaigns.

But amid the debates over funding, district schools versus charter schools, and whether or not the SRC should be replaced with an elected school board, there is a fundamental question that has not yet been addressed and that is how our children are being prepared for the globally-connected and globally-impacted future they face. This is true for every child and for every

neighborhood. Philadelphia's Mayor and the members of City Council must therefore take an active role in encouraging strong and futuristic school policies. It is time to re-think the paradigm about *what* we teach a generation of global citizens.

With or without direct control of the schools, a modern Mayor and Council can be thought of as leaders and initiative supporters in bringing broader perspectives to the classroom. For their part, many innovative schools and teachers have adopted lesson plans, trips abroad, and the internet to teach global values. Our students can become better citizens locally and globally by learning about diverse cultures in our increasingly diverse city and region. Good, productive citizenship requires an appreciation for nuances of culture and language and how decisions in one place can have environmental impact in another. Moreover, future workers will be better able to participate on a level playing field with the rest of the region and world in hospitality, commerce, science, and technology.

From science and culture to sports and politics, ideas and capital are crossing borders and spanning the world. The globalization of business, advances in technology, and the acceleration of migration increasingly require the ability to work on a global scale. As a result of this new connectivity, the next generation of global citizens will need to be far more knowledgeable about world regions and global issues, to speak the languages of our neighbors, and to be able to communicate across cultures.

As Philadelphians, one could say that we have a leg up. The Founding Fathers have a lot to teach our students about global interdependence. They saw that the 13 colonies would prosper if they cooperated and overcame the barriers between and among them. Today's schoolchildren, tomorrow's adults, will be living in a still wider world. Here, too, however, cooperation among different peoples and the overcoming of barriers will be absolutely essential.

Of course, in this new world there is new competition. We must "up our game" if we are to meet that competition. Our students must emerge from schools globally competent, prepared to compete, connect, and cooperate with their generation around the world.

Fortunately, our great universities and colleges have plunged into the international swim. Talented foreign students come from all over the globe to study here. The entire city would benefit if there were more ways to keep their brainpower here after their graduation. And students from this area are increasingly finding opportunities to study abroad. When they come back, they have become more "global" and are better equipped to help the city and region prosper in the global economy. Here the question is different, but equally important: How can we take greater advantage of the opportunities that these phenomena offer?


Please see the attached materials to learn more about organizations and projects for promoting global learning and skills.

For further information, please contact Kris Walski at walskik@gmail.com or Zabeth Teelucksingh at zabeth.teelucksingh@globalphiladelphia.org or call 215-851-8112.

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Action Topics

Coalition Members: Global Kids



Global Kids, Inc. (<http://www.globalkids.org/>) (GK)

develops youth leaders for the global stage through dynamic global education and leadership development programs. Our mission is to inspire underserved youth to achieve academic excellence, self-actualization, and global competence and to empower them to take action on critical issues facing their communities and our world. Through Global Kids' programs,

our students investigate and address critical international issues and the importance of being informed and engaged citizens.

Tapping into what students are curious about and like to do, Global Kids engages youth in learning about current events, foreign policy, and human rights issues and equips them with the skills and tools they need to make an impact. While our programs take many forms and tackle a variety of subjects, they all share the following key ingredients:



- Opportunities for youth leadership through social action and peer education
- An emphasis on civic engagement and service-learning activities
- Global education and engagement through exposure to experts, meaningful travel, and sophisticated international affairs content
- College and career readiness through academic enrichment, internships, and college visits
- Development of 21st century skills such as problem-solving, critical thinking, digital literacy, communication, creativity, and cross-cultural collaboration



Global Kids' vision is to create an ever-growing network of young people from diverse backgrounds who attain leadership on all levels of society and enter fields of international affairs and public policy. We work primarily with middle school and high school youth, and provide professional development and capacity building services for educators and institutions. During the 2012-2013 academic year, we reached over 10,000 youth and educators through face-to-face programs and operated weekly programs in 21 school sites in New York City and Washington, DC.



Quick Actions

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(<http://campaignforeducationusa.org/pages/join-us-and-stand-upforschool>)

Share why children around the world are out of school and what can be done to change it!

(<http://campaignforeducationusa.org/pages/share-the-findings-from-the-global-initiative-on-out-of-school-children>)

Check out our "So You Want to..." Sheets and get started in #education #advocacy!

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Join the Coalition

GCE-US is a coalition member organization with over 60 organizations, with U.S. offices, that are all working toward education for all in some capacity. Coalition members work on teacher training, infrastructure building, school scholarships, curriculum provision and many other things. If your organization is working in any of these areas, apply to join our coalition!

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Kate Anderson Simons and Rebecca Winthrop | April 15, 2014 12:07pm

The Critical Voice of Youth in Education Advocacy and Global Citizenship



Last week, at the Countdown to 2015 Summit in Washington, DC, “The Education We Want: An Advocacy Toolkit” was launched, featuring real-life stories of youth who have successfully advocated for expanding national education programs to reach the most marginalized children and youth. The toolkit outlines practical steps in a user-friendly and engaging format to help youth carry out their own advocacy campaigns. As part of a final push to get all children into school by 2015, the Youth Advocacy Group (YAG)—a group of young leaders from around the world who have been working to strengthen momentum for global education as part of the UN secretary-general’s Global Education First Initiative (GEFI)—will disseminate the toolkit to youth around the globe. Their plans also include staging youth “takeovers” of governments worldwide, following up on their successful Malala Day UN Youth Takeover on July 12, 2013.

With the sunset of the current Millennium Development Goals in 2015, the many stakeholders working on global education issues are focused on two things: 1) delivering on the promise of universal primary education, and 2) simultaneously ensuring that universal access *plus* quality teaching and learning are part of the next global development framework. The voices of youth have been critical in these debates, in no small part due to the leadership of the YAG.

The YAG youth demonstrate remarkable passion, leadership skills, and eloquence when speaking about the barriers to quality education in their communities and in the world. Their ability to apply diverse skills—including so-called 21st century skills such as collaboration, problem-solving, digital literacy, and creativity—to the major challenges facing our world is the quintessence of what it means to be a “global citizen.” In fact, the Youth Advocacy Group is co-convening a Global Citizenship Working Group along with UNESCO and the Center for Universal Education here at Brookings to dig deeper into what it means to be a global citizen and how education programs can foster and track these skills and values, which is one of the three GEFI priorities. Defining and tracking the competencies related to being a “citizen of the world” was also one of the recommendations of the Learning Metrics Task Force (LMTF).

There is now an opportunity to include global citizenship education in the post-2015 development agenda as part of the knowledge, skills, and competencies that all learners require in the 21st century. However, there is currently a lack of consensus about what skills and values constitute global citizenship. There is also much debate on the terminology used to describe these competencies, as the term “citizenship” is usually associated with a political entity. However, some important groundwork has already been done by UNESCO and the LMTF.

Through meetings on this topic by UNESCO, the following core competencies have emerged as likely outcomes of global citizenship education:

- knowledge and understanding of specific global issues and trends, and knowledge of and respect for key universal values (e.g., peace and human rights, diversity, justice, democracy, caring, non-discrimination, tolerance);
- cognitive skills for critical, creative and innovative thinking, problem-solving, and decision-making;
- non-cognitive skills, such as empathy, openness to experiences and other perspectives, interpersonal/communicative skills, and aptitude for networking and interacting with people of different backgrounds and origins; and
- behavioral capacities to launch and engage in proactive actions.

The LMTF also discussed this topic with education ministries, teachers, civil society actors, and other stakeholders and these conversations revealed a similar set of competencies with an additional emphasis on climate change, environmental awareness, leadership and digital literacy.

Based on the results of these consultations and a review of existing efforts—together with the LMTF's recommended seven domains of learning—the global citizenship working group that YAG, CUE and UNESCO are convening will work over the next year to build consensus on the core competencies of global citizenship. Members of the Youth Advocacy Group in particular expressed an interest in shaping how learning related to global citizenship is assessed. However, they cautioned that the traditional ways of testing may not be appropriate for measuring global citizenship and could stifle innovation and creativity. In this absence of reliable measurement tools, there is an opportunity to move beyond traditional methods and redefine how learning is measured in the context of global citizenship. This includes looking at new ways of measurement that are more engaging to children and youth, including through technology. Without a collective effort on measurement by the actors involved in global citizenship education, the education community risks having a continued focus on testing and learning of only cognitive or academic skills, such as reading and numeracy.

The working group process will include: exploring the different definitions and competencies related to global citizenship; identifying ways in which these competencies are currently measured, with an emphasis on educational outcomes; building consensus on core competencies of global citizenship that are relevant in all countries; and proposing new and innovative ways of assessing learning in this area.

The Youth Advocacy Group is well-positioned to lead the conversation among youth on this complex topic, as the success of the project is dependent on their energy, innovative spirit, and willingness to tackle the most difficult problems of our time.

The deadline for applications to join the Global Citizenship Working Group is being extended to April 22, 2014.

Kate Anderson Simons

Policy Analyst, Center for Universal Education

Rebecca Winthrop

Director, Center for Universal Education

Senior Fellow, Global Economy and Development

@rebeccawinthrop

Rebecca Winthrop is a senior fellow and director of the Center for Universal Education. She is the former head of education for the International Rescue Committee, a humanitarian aid NGO. Her research focuses on education in the developing world, with special attention to fragile states and contexts of armed conflict, forced migration, and violent extremism.

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THE REMIX PROJECT

**HELPS DEVELOP
21ST CENTURY SKILLS
(THAT WILL REDUCE POVERTY)**

A RESEARCH PAPER BY FIONA SCOTT

2012

INTRODUCTION

A few years ago, 400 hiring executives of major corporations were asked a very simple but significant question: "Are students graduating from school really ready to work?" The executives' collective answer? Not really. The study clearly showed that students graduating from secondary schools, technical colleges, and universities are sorely lacking in some basic skills and a large number of applied skills:

- Oral and written communications
- Professionalism and work ethic
- Working in diverse teams
- Leadership and project management
- Critical thinking and problem solving
- Teamwork and collaboration
- Applying technology

The Conference Board et al., 2008

In order to create a generation of youth who succeed in work and in life, we need to invest in providing them with the skills and knowledge that are required in today's rapidly changing world. In addition to academic subjects, there is an urgent need to provide young people with opportunities to develop the skills that will help them solve problems, work in teams, analyse knowledge, use technology, and communicate well with others, also known as 21st century skills.

Educators and business leaders have identified a gap in these essential skills among young people who have completed college or university. If this is the situation for those fortunate enough to attend post-secondary education, it is no wonder that youth from marginalized communities, with reduced access to education and training opportunities, are struggling to succeed in today's job market.

The Remix Project is a free 6-month alternative education program for youth in the fields of creative arts, recording arts, photography, the art of film, and the art of business, where youth are mentored in practicing skills, gaining experience, establishing networks and accessing resources that will support them in pursuing education and/or developing a career in an industry they are passionate about. The program supports talented people who want to develop their art and/or business in order to make a living, whether or not they have been able to complete their education.

This report is the result of six months of data collection, observations and interviews with The Remix Project staff, participants and graduates by an external research and evaluation consultant. It is the second in a series of documents that identifies and assesses the extent to which The Remix Project addresses the evidence-based risk and protective factors for positive youth development including violence, poverty and mental health.

The report identifies how The Remix Project helps develop the following 21st century skills:

- Creativity, Critical Thinking, Collaboration, Communication
- Financial, Economic, Business and Entrepreneurial Literacy
- Technology
- Global Awareness



CREATIVITY

“Creativity is the most important leadership quality, according to CEOs. Creative leaders expect to make deeper business model changes to realise their strategies. To succeed, they take more calculated risks, find new ideas and keep innovating in how they lead and communicate.”

IBM CEO study

The Remix Project is an arts incubator that gives young people the space, resources and relationships to foster their creativity. Participants are provided with materials for visual arts, computers with design software, and access to a recording studio that enables them to work on a variety of creative projects.

When asked if they felt that the program helped them improve their artistic skills/creativity, 22/24 (92%) participants agreed that it had. Providing the space for young people to be together enables them to be inspired by others’ creativity, their successes and their struggles.

“Being put in a room full of creative people was really motivating and made me want to learn more, ask questions, and get more information. I got all of that from being in the same room as these people. It helped me with asking people’s opinions on my art and creativity.”

“Creativity allows you to be different. If you don’t have that you’re just going to be the same as everyone else. Sharing the space with other creative minds helped my creativity, overhearing other people talking, so many people passing through the space, being in that environment, you learn a lot – you’re exposed to it all in one building.”

“Remix gives me a time to be creative. If I’m at home I won’t get the same amount of stuff done. When I’m in this space where there’s other creative people, you see other peoples’ work and get inspired by that too.”

“When you’re at Remix, every moment here makes you want to come back. You can get away from everything, and seeing something that someone’s working on can give me an idea – it’s an infectious environment. It motivates you to keep doing your stuff. It’s like a support system.”

“Creativity opens your mind up to so many different worlds. There are so many different spirits in the room; so many different backgrounds, but we’re all there for the same goal. Hearing other people’s struggles and realizing that it’s not only you going through that.”



CRITICAL THINKING

"Arts education is critical to our kids' intellectual, physical and emotional growth. By studying dance, drama, media arts, music and visual arts, students learn to think more creatively and critically, and further develop the ability to work with others."

Former Ontario Education Minister Kathleen Wynne

"Jobs in the new economy--the ones that won't get outsourced or automated--"put an enormous premium on creative and innovative skills, seeing patterns where other people see only chaos."

Marc Tucker, President of the National Center on Education and the Economy

Critical thinking, 'thinking outside the box', or 'seeing patterns where other people see chaos' is a skill that helps us solve problems. Critical thinking involves being able to synthesize information, ask the right questions, and come up with solutions.

At The Remix Project, the learning is project-based, meaning that participants decide on a project, and work backwards to figure out how to complete the project – what research will need to be done, what skills will be required, materials that need to be collected, and relationships that need to be cultivated in order to achieve their goals (Seidel, S., 2011). For example, participants in the creative arts program who are studying journalism will research and analyze information on a particular topic in order to develop an article or a story, and identify and interview key informants. Participants in the business program are given an assignment to assess the merit of a business in terms of its marketing, branding, and finances. They are challenged to identify and critique the key messages that the business is trying to convey to the consumer, the mission statement, target audience, brand architecture, and assets, including analyzing whether or not it is a good business, and how they would do it differently. Getting personal and individualized feedback from program leaders also helps participants develop their own brands.

"Remix gives you the confidence to think outside the box. You have access to people you can bounce ideas off of and ask questions to figure out what works. You get hands-on attention – you're not in a class of 40 people – and you don't have to be afraid to ask questions because questions are encouraged."

"Remix helped me fine-tune what I wanted to do. If I had an idea, Remix helped me figure out how to make it happen."

"The 6 month plan changes your way of thinking. It was like a structured to-do list that lets you see what you need to do to accomplish your goals. Sometimes when you have a lot of aspirations, when you focus and put stuff down on paper, then you know what is the next. I saw what I needed to do to keep going towards my goal. Instead of just knowing where I wanted to be, I knew how to get there."



COLLABORATION

"Most innovations today involve large teams of people...We have to emphasize communication skills, the ability to work in teams and with people from different cultures."

Former Lockheed Martin CEO, Norman Augustine

"Copying or asking someone else at school is cheating; outside school it's collaboration."

Sir Ken Robinson

As a place where artists gather to work and achieve their goals, The Remix Project fosters collaboration. Graphic designers work with participants from the business program to develop logos and business cards, photographers work with clothing designers to develop portfolios of their work, journalists work with videographers to film a documentary, and audio engineers work with recording artists to produce songs. Remix's City Life film project also brings together a group of youth to write, direct and participate in creating films and documentaries. Participants work with a team of over 30 people including cinematographers, production designers, camera team, lighting technicians, electricians team, sound recorders, editors and production managers, in order to produce a film.

Of those participants who were surveyed, 23/24 (96%) agreed that they had opportunities to collaborate with other artists on projects. Participants also reported:

"I learned how to market myself better and I learned how to produce. I made a lot of good friendships and I finally made a team which was my primary goal in Remix."

"I've gotten a lot of experience in my field. Also have made some great connections with some of the other participants."

"Learned more about photography in general, and what my strengths are – what I'm good at. I was able to set up my own website and work with different people around Toronto. I've learned so much."

"I met the mentor I wanted to. I gained hands-on experience and learned a lot from them. Was able to connect with my peers and discuss ideas."

COMMUNICATION

"No one's going to listen if they can't hear what you're saying. Communicating clearly, with equal parts passion, purpose, and clarity, makes you impossible to ignore."

Liam Scott, Speechwriter and Event Producer

Many youth apply to Remix for the opportunity to write songs, screenplays, books or to become a singer, rapper or musician and perform on stage. Much of art is about communication – thoughts, feelings and stories told through photographs, paintings, poems or songs. All participants begin the semester by developing their own curriculum document. As the semester unfolds, participants meet with their program leaders to talk about their experiences, concerns, achievements and ideal outcomes.

Other examples of practicing oral and written communication skills include a journalist in the creative arts program who interviews artists around the city to write an article; participants in the film program who write their own stories in the hopes of developing a film; participants in the business program who present their business plan to their group; and recording arts participants who get opportunities to perform in front of a live audience. Of the participants we surveyed, 74% agreed that the program had helped them improve their communication skills (writing and speaking).

"Remix helped me communicate because there were a lot of people willing to listen. Graphic design also helps me communicate my life and my experiences through my artwork"

"I learned how to write a novel and was given the quiet space needed in order to accomplish this. I got through 12 chapters in 6 months, pretty much half the novel."

"I was the shyest person coming into Remix and now I can't stop talking. I built confidence. I finally have a support system - instead of a problem being shut down it was talked about."

"Remix taught me how to talk to people in the business."

"As a participant, anything we need from each other is available. You communicate with others in your group and with the larger group, and you learn how you can help other people through helping yourself. It encourages everyone to build with other people. You learn how to negotiate with other participants to get all the things you need done."



FINANCIAL

All participants learn about the business side of their art as they develop their projects, and also through workshops on topics including branding and marketing, as well as a series of financial literacy workshops facilitated through a partnership with TD bank. These workshops cover managing credit, financial planning, and budgeting.

Participants in The Art of Business stream work with the program leader one-on-one, constructing a business or marketing plan, and identifying strategies to enter a particular market. Participants have created their own businesses including as publicists, party promoters, event planners, starting their own clothing lines and as managers of artists. The program also brings in guest speakers from creative businesses. Previous guest speakers include: the owner of a PR firm that specializes in music and fashion, the designer for the Olympics campaign, a digital marketing specialist from Warner Music and the co-founders of the Five and Dime Trade Show. A graduate of The Remix Project's Art of Business program was recently named one of Toronto's top 10 fashion start-up brands.

"I accomplished a very huge task that was starting my own clothing line. At first I was given an internship at a popular clothing company and was then hired to work for them."

"I learned all the skills that I needed to run my clothing line. I gained all I needed."

Networking

All of the youth (100%) who were surveyed reported that The Remix Project helped them get resources and/or make connections that will help them find work. Remix helps not only to develop networking skills to talk to potential employers, collaborators and artists, but also to access Remix's network of over 100 local, national and international professionals from successful creative businesses including Universal Music, Timex Group, CTV, E1 Entertainment and radio station Flow 93.5.

"Remix became my primary source to seek out support. I connected with tons of people in the industry and interviewed a number of people. Remix exceeded all my expectations."

"Remix allowed me to take more initiative into networking with others in order to succeed."

"Community, unity and mentorship. I accomplished photoshoots and got networking skills. I got everything I needed. Remix exceeded all expectations."

"I got tons of experience participating in the Remix Project. I was able to get started on my webisodes, my mentor was GREAT and the support system at Remix was incredible. I built networks with so many talented, driven individuals and I'm leaving this with a whole new addition to my life - great people. Everyone was able to help me in so many different ways which got me a step closer to my goals."

"I made friends, learned how to network on a professional level, and made a connection to make my exit strategy work for me. I learned quite a lot from my mentor."



TECHNOLOGY

"We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't yet been invented . . . in order to solve problems we don't even know are problems yet."

Richard Riley, Secretary of Education under Clinton

"It's interdisciplinary combinations--design and technology, mathematics and art--that produce YouTube and Google."

Thomas Friedman
Best-selling Author of *The World Is Flat*

Despite our technology-driven world, little has changed inside most classrooms. Students whose families can afford technology at home will have advantages over those who struggle financially. Young people who are not in school also need opportunities to learn and apply technology. Participants in The Remix Project learn a variety of computer software programs including Adobe Photoshop, Bridge, Indesign, Finalcut (video editing software), and Protools (for recording music). Many of them learn how to develop their own websites. Although most youth had excellent technology skills coming into the program, 63% agreed that they further improved their computer skills.

"Six months ago I didn't know anybody in the industry and I didn't know how to shoot. I had never touched a camera in my life. I didn't even know what Final Cut was and now I am editing on it. I am leaving Remix with so many great tools that I never had."

"I learned how to use illustrator/graphic design/manage time. It opened new 'artistic horizons'."

"I met a lot of like minded people, got more hands-on experience and learned how to use new programs."



GLOBAL AWARENESS

"This is a story about the big public conversation the nation is not having about education, the one that will ultimately determine not merely whether some fraction of our children get "left behind" but also whether an entire generation of kids will fail to make the grade in the global economy because they can't think their way through abstract problems, work in teams, distinguish good information from bad or speak a language other than English."

C. Willis, Time Magazine

Remix to Rio

In 2007, three Remix Project staff and four participants travelled to Brazil to share knowledge about creating and implementing youth-led arts programs like The Remix Project in the favelas, or ghettos, of the country. The group worked with a local organisation called Soldiers Never More that works to give young people hope and ambition in order to help them avoid a life of crime.

The trip was an inspiration to one of the participants, a graduate of The Remix Project's photography program. She credits the experience as being a catalyst for her growth and one that made her "more curious to see the world, and more passionate about injustices." She started taking Portuguese lessons shortly after the Remix trip. The following year, she returned to Brazil to facilitate photography workshops for the youth. She has since been back twice and is more than ever an advocate for social justice issues; fundraising money in Toronto to give to the youth organization in Brazil.

The other youth had similar thought-provoking experiences. The area was one of the poorest of the poor neighbourhoods and there were "houses made out of cabinets, and whatever they could find". A participant reported that "Seeing that made me change my perspective because I have way more opportunity than they do. I'm not going to let that go to waste".

Other Global Adventures

The Remix Project staff and participants have continued to explore the globe, with five other participants travelling to countries such as South Africa and Colombia, and one participant and one staff member receiving Artist in Residency positions in countries such as Mexico and South Africa. Most recently, through a partnership with the non-profit organization Right to Play, two Remix participants were chosen to travel to Rwanda to participate in a leadership conference on sport for development and peace.



CONCLUSION

The world is constantly changing, however the way young people are educated and trained for the workforce is falling behind. As a society we need to help all students learn and succeed beyond high school. That means making sure that they have the right skills to; develop creative and innovative ways of solving new problems, to effectively communicate and collaborate with others, to be able to create and sustain businesses, to be able to apply technology to do all of these things efficiently and innovatively, and across multiple geographic locations.

The situation is even worse for youth from marginalized communities, where the reality is that there are many social and economic factors that prevent them from completing high school or pursuing post-secondary education. Many of these youth have artistic talents and aspirations of jobs in creative industries, but they lack accessible opportunities to develop the necessary skills. The Remix Project provides that platform for youth to learn essential skills, get work experience and to access jobs in music, television, graphic design, photography, and public relations. For many of these youth, getting caught up in the negative activities in their neighbourhoods is very easy; instead Remix makes it easier for them to pursue their passions and turn them into meaningful employment.

What Does This Mean?

Education and employment are the key to reducing poverty. Typically jobs that don't pay well are those that don't require much experience, and often it is marginalized people who end up filling these low-paid positions, where it is difficult to progress, and the intergenerational cycle of poverty continues. *"The rising demand for a highly skilled workforce also means that there will be a growing income gap between less educated, relatively unskilled workers and highly educated, highly skilled workers. Routine tasks are increasingly being automated, and the routine jobs still done by people barely paid a living wage. Routine work is moving to countries where the cost of labour is very low"*. (Trilling and Fadel, 2009, p. 9).

The Remix Project reduces barriers for youth from marginalized communities to develop skills and gain experience that will increase their chances of finding work. *"Youth unemployment is still recovering from the recession and youth are facing multiple barriers – for example, "potential employers often expect the youth to have previous work experience, even for entry-level positions. So, in many cases, young people can't get a job because they have no work experience. And yet, they can't get work experience, because they aren't being offered any jobs."* (Angel Gurria, Youth Employment – A Call for Change conference, keynote address).

Although intervention programs are unlikely to eradicate social problems, by addressing the factors that contribute to poverty, effective programs can shift the odds in favour of more desirable outcomes. By supporting youth in developing 21st century skills, The Remix Project will not only prepare youth for jobs and increase their chances of finding employment, it will also reduce social exclusion and ultimately create pathways out of poverty.



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Partnership for Global Learning



Are America's rising generation given every opportunity to succeed? Image: RBFried/StockPhoto.com.

The Asia Society Partnership for Global Learning is an innovative educational movement. Its purpose is to provide leadership and structure to move international education from the margins to the mainstream by connecting policy and practice to prepare American students to excel in an interconnected world. Through publications, conferences, workshops, newsletters, policy briefs and online resources, the Partnership for Global Learning provides:

- effective K-12 strategies for integrating international education content across the curriculum
- successful approaches to creating world language programs
- ways to "make the case" for global competence
- policy innovations and funding resources to advance international education
- approaches to international benchmarking to support innovation
- preparation for teachers to teach about the world
- ways to harness technology and create new opportunities for international collaboration
- an understanding of how international education promotes academic excellence and equity for all students

Why international knowledge and skills?

From science and culture to sports and politics, ideas and capital are crossing borders and spanning the world. The globalization of business, the advances in technology, and the acceleration of migration increasingly require the ability to work on a global scale. As a result of this new connectivity, our high school graduates will need to be far more knowledgeable about world regions and global issues, and able to communicate across cultures and languages.

Our students must emerge from schools college-ready and globally competent, prepared to compete, connect, and cooperate with their generation around the world. Parents, teachers, policymakers, and business leaders have begun to respond to this reality and are seeking to redesign education to focus on learning for the 21st century. However, the U.S. education system has not yet created an environment to prepare every student for the globalized world. To move international education from the margins to the mainstream, we must work together to ensure an environment of excellence and equity in a global era.

Mission

Asia Society's Partnership for Global Learning connects state and district decision makers, school leaders, teachers, universities, and other stakeholders to:

- Increase the supply of K-12 schools with the capacity to graduate college ready, globally competent youth by integrating international knowledge and skills throughout the curriculum

- Increase the demand for international education by raising awareness, creating policy priority, and increasing resources for education about the world
- How will the Partnership do this? Learn more about our activities.

Support

The Asia Society Partnership for Global Learning is made possible by the vision and generosity of our founding sponsor:

MetLife Foundation

MetLife Foundation supports education, health, civic and cultural organizations. It seeks to increase opportunities for young people to succeed, encourage leadership development for teachers and principals, and connect schools, families and communities. Its funding for education is informed by findings from the annual *MetLife Survey of the American Teacher*. For more information visit www.metlife.org (<http://www.metlife.org/>)

About Asia Society

The mission of Asia Society's Education Program is to ensure that the next generation of K-12 students in the United States is prepared for the challenges and responsibilities of an increasingly interdependent world. The Education Program has been working towards a nationwide commitment to make international knowledge and skills a top priority, creating models and resources for schools around the United States, and engaging U.S. education leaders with their counterparts in Asia and around the world.

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Blog | May 5, 2014

A Case for Harnessing the Internet to Build Global Skills for Underserved Youth

By [Patrick Gusman](#)

President & Managing Director, Equal Footing Foundation

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The Internet is accelerating globalization and public understanding of international interdependency. From the escalating crisis in the Ukraine to the rising tide of global competition, the importance of international affairs is inescapable on all forms of media, especially the Web. The Internet is both a global means of communication and a source of problem solving, as seen with the mystery of [Malaysia Airlines Flight 370](#). Who is ensuring that students of color, especially those from underserved backgrounds, have the skills to harness the global power of the Internet and thus compete on the world stage?



When I pose this question to people, including to people of color, many scoff at me. They respond angrily, saying that “these” children must concentrate on core skills first, and that global skills can wait until much later. I reject their rebuffs because I refuse to relegate my students to a world of diminished opportunities and lowered economic potential. Based on my own career with the DaimlerChrysler Group (now two separate companies) in the US, Europe, Africa, and Asia, my early international exposure was indispensable in expan



...ding my own career possibilities. As a child in a very modest home, I had the good fortune of listening to stories about European travel from my uncles who were college professors, and had an introduction to French in my parochial school. I grew up on the banks of the Mississippi River and had a natural curiosity about the flags and countries of origin of the giant floating engines of commerce that rose high above the levees. I also benefited from a high school education that my parents struggled mightily to afford, during which I was able to take four years of French, five years of Latin, and one year of Greek.

My college alma mater, the University of Notre Dame, then steered me into a study abroad program in France. Thus my selection by DaimlerChrysler for a series of international postings was hardly surprising.

Putting my own experiences aside, I do not understand how we expect students of color to compete effectively for top positions when their more affluent and non-minority peers are pursuing languages such as Mandarin at an early age, taking vacations and trips to foreign lands with their schools and families, discussing international affairs around the dinner table, and even embarking on foreign community projects, in many cases before they attend college.

From a global perspective, other countries have used accelerating global skills training as the means to ignite economic booms. For example, Ireland, India, and South Africa have invested heavily and benefited mightily from this, even considering some recent downturns.

Given the staggering unemployment rate among black youth, it would be malpractice for anyone to ignore any means of increasing black youths' marketability. Currently, the black youth unemployment rate for ages 16-19 is 393% higher than the national unemployment rate, according to recent data from the Bureau of Labor Statistics (BLS).

While I am not alone in my strong views about the importance of a "truly" global education for children from underserved and minority backgrounds, our voices are not strong enough and thus are not winning enough converts. I must applaud tireless advocates like Dr. Carlton McLellan (read more of his work here), and the colleagues he has often cited; Dr. Johnnetta Cole, former president of Spelman and Bennett colleges; Connie Perdreau, former director of education abroad at Ohio University; and Karen Jenkins, past president of Brethren Colleges Abroad.

More recently, my dear friend Geeta Raj of Global Sleepover has also launched work to expand the horizons of children. Besides her ground-breaking company, she featured a guest post on her blog titled, "Why All Kids Need to Think Global and How" by our friend Dominique White, Founder of Little Fingers First in Madrid, Spain. Despite these efforts, minority students, both rich and poor, badly trail their non-minority counterparts in taking advantage of foreign study programs.

Carsten Sudhoff, my former DaimlerChrysler colleague and friend who is the former Chief Human Resources Officer of the World Economic Forum, is also doing his part to connect students of all backgrounds. Through the social impact organization, Circular Society, he offers vast interconnections between people, ideas, information, and knowledge from all disciplines and walks of life. “We think of our forum as the global community of the social impact generation,” Carsten said. “The Millennials and Generation Z are the hope of our future, and they need our help and commitment to prepare for their own leadership roles.” Carsten has been instrumental in piloting a global school community that includes the Howard University Middle School of Mathematics and Science as one of its pilots.

So what is my sustainable prescription for giving students of color all the tools that they deserve to compete in the 21st Century global economy? My recommendations start with the Internet. Never in the history of man has there been a more democratic access to information. Without leaving their homes, libraries, schools, or other institutions available to them, students of color can explore the world and even find online language classes. Naively, I believe that those people in students’ lives who care about them can steer the children to global exploration and skills attainment. From a policy standpoint, corporate, nonprofit, government and academic leaders must concentrate on providing competitive advantages to the students who need them most. Truly, awareness at all levels and a few clicks of the Internet can make a huge difference.

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Written By
Patrick Gusman
President & Managing Director , Equal Footing Foundation

Patrick is a versatile international corporate and nonprofit executive and serial innovator.