Education for What Ends?
Preparing Children and Youth for an Interdependent World

An overview of ideas from the Harvard University Advanced Leadership Initiative Think Tank
Education for What Ends?
Filling Leadership Gaps in Preparing Children and Youth for an Interdependent World
An Overview of Ideas from the Harvard University Advanced Leadership Initiative Think Tank

Faculty Chair
Fernando Reimers

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Introduction: Think Tank Premise

The Advanced Leadership Initiative at Harvard University (ALI) is dedicated to educating and deploying a leadership force of experienced leaders who can address challenging national and global problems. An important part of the process is to stimulate discussion among experts and advocates about the gaps that can be filled by advanced leaders, including the Advanced Leadership Fellows at Harvard who are preparing to transition from their primary income-earning years to their next years of service. Each year, ALI convenes three solution-finding workshops called Think Tanks to delve deeply into the nature of social problems, their potential solutions, the barriers to change, and the ways that advanced leaders can make a difference.

On March 25-27, 2010, leaders in the fields of business, education, and policy gathered to share experiences and brainstorm future actions for addressing the challenge of preparing children and youth for an interdependent world. Globalization has increased opportunities for interaction via telecommunication technologies, trade, and immigration and has brought people from diverse cultural backgrounds into closer contact, transforming economies and societies in the process. However, interconnectedness has also given rise to new global challenges, from energy and climate change to terrorism and religious conflict. Surviving and thriving in this new environment, for the good of individuals and of society, requires children and youth to develop the competencies, skills, and dispositions needed to get along and live together in an increasingly diverse and interdependent world. Although progress has been made, the teaching of these competencies, skills, and dispositions continues to confront significant barriers. The coordinated preparation of children and youth for the 21st century is an advanced leadership problem.

Addressing an unmet social need or unsolved problem, especially one like civic education, differs from assigning tasks or formulating strategies in an established organization or exercising leadership in a domain with existing pathways and institutions. Even seemingly simple ideas for change require multiple strategies in multiple domains, which take various stakeholders into account. Advanced leaders must work within complex and even unorganized social contexts, where authority is diffused, resources are dispersed, stakeholders are diverse, and goals are vague, ambiguous, or conflicting. Forging change thus calls for a special kind of leadership. When leaders lack formal authority over an unbounded system, they need to think systemically while mastering relevant subject knowledge. They must influence individuals and groups to mobilize resources and work together. They need a highly developed sense of contextual and emotional intelligence to identify stakeholder motivations and assumptions. And they have to find ways to create a shared purpose and common ground to get multiple actors to move forward on an issue. Teaching children and youth the competencies, skills, and dispositions needed for living in an interdependent world calls for the collaboration of not one but many advanced leaders.

With this frame in mind, over 150 leaders working on the issue were convened to discuss the role social entrepreneurs had already played in partnership with educational institutions to advance the agenda and, more importantly, to brainstorm how to achieve greater scale and impact. Questions addressed included:

1. As many nations undergo demographic and cultural shifts resulting from immigration, how do we prepare young people to get along and work effectively in more culturally diverse contexts?

2. How do we prepare young people to understand the way in which their lives and societies are impacted by globalization and to turn those interdependencies into opportunities for productive exchanges across cultures?
3. How does one deal with diversity and intergroup tensions in schools, particularly in middle school and later as well as in disadvantaged schools? Are schools doing enough to promote democracy, peace, and inclusion?

4. What should be done within schools to add 21st Century skills to the basics of the “3R’s” of reading, writing, and arithmetic? What programs, curricula, frameworks? What are considered best practices or promising directions?

5. How should education be enhanced or reinvented within and beyond K-12 to ensure a supply of leaders of character who can act as citizens in their own communities and beyond as “global citizens” with a wider consciousness of our interdependent world?

6. What are effective approaches to supporting educational reconstruction in conflict-affected regions of the world?

The Think Tank was co-chaired by Fernando Reimers, Ford Foundation Professor of International Education at the Harvard Graduate School of Education and ALI Co-chair, and Rosabeth Moss Kanter, Ernest L. Arbuckle Professor of Business Administration at Harvard Business School and ALI Chair and Director.

This report offers a narrative summary of the gaps identified during the event and highlights opportunities for action, both large and small, discussed by participants.
The Problem: Preparing Children and Youth for an Interdependent World

The purpose of education is to prepare children and youth to live in their communities and societies. In the early 20th Century, the United States and other countries had developed a school system that catered to the demands of an industrializing economy. And by the end of the century, nearly all developing countries had created the legal frameworks and built the institutional capacity needed to extend educational access to its citizens.

But we no longer live in the 20th century. Economies now demand more from their entrepreneurs and employees and societies require more from their citizens.

Firms in a variety of industries have transitioned from hierarchical, self-contained, command-and-control to horizontal, networked, principles-and-values guided organizations. They partner more across the value chain, extend into more regions, and encounter more cultural diversity. Entrepreneurs, whether they are small business owners or major investors, and employees, whether they are on the factory floor or in the executive suite, must learn how to respect differences and work together to solve problems. When they do, they can become more innovative and more efficient, creating economic benefits for themselves and for society.

Yet greater interconnectedness via increasing communication, trade, and immigration can also create more conflict as people from diverse backgrounds come into greater contact to compete for opportunities and resources. At the same time, globalization also creates new collective action problems. Global citizens must find ways to work together to solve the international challenges of climate change, terrorism, or epidemics. At their worst, competition and conflict result in wars. One billion people in the world live in situations of extreme conflict, according to the World Bank. While some of these problems will take years to solve others are part of the new global reality. Both will take years to address and will be inherited by the next generation.

However, the vast majority of children and youth are not learning the competencies, skills, and dispositions needed to live in this interdependent world. Once every 26 seconds a high school student in the U.S. drops out of school, indicating a large gap in service delivery. This gap is even larger in developing countries. Although countries have improved access to primary education, an increasing number of children cannot attend secondary schools. Stephen Mosley, President and CEO of the Academy of Educational Development, expressed a sense of urgency for addressing this issue in the face of a global youth bulge. By 2029 there will be 1.5 billion youth who need a relevant secondary education relevant that prepares them for the world. Mosley argued for the need to shift some of the international education efforts from primary schools to the expansion of secondary systems, especially since it is after the age of 11 that children achieve the cognitive development needed to understand global issues. However, Kathleen McCarthy, Dean of the Harvard Graduate School of Education and the Gerald S. Lesser Professor in Early Childhood Development, also reminded participants about the importance of early childhood education for preparing students for future learning. Socialization begins then.

Whatever the age of intervention, increasing interconnectedness requires a shift in thinking about the goals of education. Basic skills in the three R’s of reading, writing, and arithmetic are a must, but so are new competencies and skills. But what, specifically, are needed?
Skills and Competencies for an Interdependent World
Numerous organizations and individuals have attempted to identify the competencies, skills, and dispositions required for living in an interdependent world. Participants offered several overlapping but distinct proposals.

The Partnership for 21st Century Skills, a cross-sector coalition of businesses, foundations, and government organizations in the United States, identified through surveys and discussion several skills in addition to the “3 R’s” of reading, writing, and arithmetic – a set which, for them, includes science, foreign languages, economics, arts, history, and geography. They describe 21st century skills as the “4 C’s” – critical thinking and problem solving, communication, collaboration, and creativity and innovation. The challenge is how to integrate the teaching of the 3 C’s with that of the 3 R’s.

Anthony Jackson, Vice President of the Asia Society and leader of the Asia Society’s Partnership for Global Learning (PGL), a network of education stakeholders dedicated to improving international education in American classrooms, used the concept of “global competence” as an umbrella term for talking about the knowledge and skills students need in an interconnected world. It consists of four elements: investigate the world, recognize perspectives, communicate ideas, and take action. Children and youth should be able to learn about the world by knowing how to ask questions and find answers. They should be able to put themselves into the place of others and imagine the world from other perspectives in order to build respect. They should be able to use this knowledge of the other to communicate better with them. And they should know how to weigh options for addressing issues and know how to act alone or with others.

Fernando Reimers, the Think Tank Co-chair, has also offered a framework for thinking about the issue. He calls it the “3 A’s.” An affective dimension addresses the need for a positive disposition toward cultural differences guided by shared global values such as beliefs in equality and rights. The action dimension consists of the capacity to communicate effectively across cultures, including the ability to speak different foreign languages. The academic dimension refers to the background knowledge of history and geography needed to think about and understand global issues.

Raymond Jetson, 2010 ALI Fellow, Pastor of Star Hill Church in Baton Rouge, and former CEO of Louisiana Recovery Corps, recognized the importance of two of the “A’s” in his own education exchange initiative. “Before youth can grasp global issues, they must first be able to grasp the globe,” he said. Geographic knowledge and language skills were not well developed and formed a barrier that had to be addressed before they could delve into more complex issues. “Language is a wedge for students to start learning about other countries and cultures,” he said. California Tomorrow offers a parallel conceptualization of the “3 A’s,” referring to them as traditional academic skills, cultural proficiency and socio-emotional skills, and critical reflection and change agency skills.

Participants included other elements such as financial literacy, technological savvy, and adaptiveness. Paul Reville, Secretary of Education for the Commonwealth of Massachusetts, commented on the additional need for financial literacy. Teresita Alvarez Bjelland, President of the Harvard Alumni Association, observed that technologies such as social networking tools foster civic involvement. Internationally, the number of children under the age of five using cell phones and digital technologies had increased. In the United States, 80% of youth aged 6 to 8 and 90% of youth aged 8 to 12 report using the Internet. Kathy Hurley, President Senior Vice President,

Strategic Partnerships for Pearson Solutions and Pearson Foundation, saw a need for the teaching of flexibility and adaptiveness in the face of change.

Although these competencies, skills, and dispositions differ somewhat from one another, they cluster and serve as a starting point for further discussion about what children and youth need to learn to prosper in an interdependent world. A more significant challenge, however, may lie not in the definition of knowledge and skill sets but in other barriers.

Barriers to Change
Innumerable obstacles impede the teaching of global competencies and skills, however defined. The existing educational complex – the governing institutions, the schools, the educators, the curricula and materials – are 20th century structures geared toward 20th century ends. There is a lack of political awareness about the problem. National and local policies do not support instruction in global competencies, viewing them as secondary to the teaching of reading, writing, and arithmetic. Classroom structure, pedagogy, and curricula fail to address the issues in a coherent, aligned way. People do not have a clear understanding why these competencies and skills are important. Paul Reville observed that even the language of “hard skills” versus “soft skills” sends the message that the latter are not as important and are more difficult to measure.

Lack of Awareness
One of the most glaring challenges in educating for global competencies is the limited support among politicians, institutional leaders, parents, and other stakeholders for such knowledge and skills. In the United States, where 50% of congressional representatives do not have a passport and 90% of American students cannot find Afghanistan on the map, support for global competencies has been mixed and the initial challenge of raising awareness of the value of 21st century skills remains. Young people are not merely the recipients of knowledge as filtered through a teacher or other adults, but active participants in the global world and have the ability to make valuable changes.

Existing Institutions
Education systems are not equipped to prepare students to succeed in an interconnected world, especially in the United States. In addition to rethinking curriculum, there is a need to reform the system’s organizational structure. Stanley Litow, the Vice President of Corporate Citizenship and Corporate Affairs at IBM and former Deputy Chancellor of Schools for New York City, explained that the U.S. system is expensive and inefficient, consisting of 15,000 independent school districts. If the system were built from scratch today, it is unlikely that it would look the same. There are too few hours spent in school due to the agrarian calendar and the curriculum is too narrow to achieve world standards in the three Rs and global competencies. Paul Reville pointed out that even in Massachusetts, the highest performing state in the nation in reading and writing, the current system does not equip students with the skills they really need.

False Trade-Offs
Teresita Alvarez posed the question of whether it is possible to teach the three Rs of reading, writing and arithmetic and global competencies and 21st century skills. “Is it too much to expect that we can teach both mathematical prowess and a sense of right and wrong and to connect the three Rs with civic responsibility?” Paul Reville and others reported that there is a fear that the three Rs will get lost when new skills are included in the curriculum, especially when U.S. teachers struggle to make sure their students have mastered the basic skills for state tests. Kathy Hurley pointed to a need to create a new learning environment with new assessments and standards.
One proposed strategy is to include social problems throughout classroom instruction, linking, for example, math lessons with social examples.

**Professional Development**
Nor are most instructors adequately prepared to teach the type of skills needed, lacking the very competencies and knowledge they are supposed to instill. Many may not have the cultural competencies themselves to handle increasingly diverse populations and may have trouble developing the pedagogical skills for creating collaborative, inquiry-based classroom environments. To address this problem, teachers will likely need to work together and cooperate as faculties, rather than continuing to work in isolation. Professional learning communities and mentorship programs are starting to take hold and can help. One way to move forward is to first legitimize the need for teachers to work on new skills by including it in the assessment system.

**Measurement and Assessment**
The focus on global competencies and skills requires tools for measuring how well children learn the three A’s or four C’s. But the development of assessment tools requires agreement on what skills are included and how they are defined. Then there is the challenge of identifying effective ways to capture improvements in critical thinking, communication, collaboration, or creativity. This also needs to be integrated with existing assessments of the three R’s, which differ by country, state, and district. The barriers are significant and globally the satisfactory measurement of quality remains elusive. But finding ways to address this challenge is essential to realizing systemic change. It is but one requirement for getting the support and funding to bring the numerous “jewel box” undertakings to scale and creating impact.

**Resources**
The lack of funding for innovative undertakings limits potential impact. In the United States, federal funding is comparatively meager compared to state and local contributions and efforts have been directed toward meeting new testing standards in the wake of the No Child Left Behind law. Recently, the federal Race to the Top program has offered funds to states and districts to incent reform initiatives. The lack of resources for building capacity in developing contexts is also significant. Charles MacCormack, President and CEO of Save the Children, placed the problem in perspective. Merge the world’s 10 largest NGOs and they would represent roughly $16 billion. Their mission is to solve some of the globe’s biggest social problems, but they collectively have only the equivalent of the Asia region budget of a major corporation such as Johnson & Johnson. Stephen Mosely further asked how it is possible to connect resources from the north to countries in the global south in such a way as to focus on cooperation rather than control.

**Scale**
Without scale, there is limited impact. Coordination between organizations and programs is critical. “No single entity is large enough to produce systemic change alone,” Charles MacCormack said. “[It] is a team sport.” Given that players live in different systems and are driven by disparate motivations, getting actors to cross eco-systems and work together is a significant leadership task. David Barth, Director of the Office of Education in the US Agency for International Development (USAID), also highlighted the special challenges of scaling youth programs. The goal of reaching a critical mass runs up against the difficulty of agreeing to standardized approaches to working with young people. During early childhood or primary school, it is often easier to deliver measurable, standardized programs. Furthermore, solutions found at a local level and are difficult to replicate across cultures and contexts.
Cross-Sector Actions, Initiatives, and Programs

Leaders have acted at multiple levels to start initiatives and programs with the goal of teaching children and youth the competencies, skills, and dispositions needed to flourish in an increasingly diverse and interdependent world. Actions include policy advocacy, the creation of inclusion programs, youth empowerment, focus on experiential learning, the development of curricula and materials, and professional development. While these efforts remain uncoordinated, their experiences highlight challenges and their solution models point at ways to move forward.

Advocacy for New Policies
The teaching of global competencies and 21st century skills requires local, national, and international governmental organizations to recognize the educational challenge, create the necessary rules, and distribute the vital resources needed for addressing the problem. Policy setting often begins with convening and conversation. Partnerships crossing the private, public, and non-profit sectors have already begun to address this issue.

In the United States, a group of organizations – including AOL Time Warner Foundation, Apple, Dell, Microsoft, Cisco, SAP, the National Education Association, and the U.S. Department of Education – gathered to create the Partnership for 21st Century Skills (P21). The coalition, chaired by Kathy Hurley, Senior Vice President of Strategic Partnerships at Pearson Education, aims to develop a guiding framework that puts new skills – beyond the three R’s – at the center of U.S. K-12 education. Founded in 2002, P21 has since created a shared definition of new competencies and worked with 14 states to design standards, assessments, and professional development programs and integrate them into existing frameworks.²

Although the State of Massachusetts is a P21 partner, it has continued to encounter difficulties at the local level. Paul Reville, the Secretary of Education for the Commonwealth of Massachusetts, emphasized the need to create new forms of education and hybridized systems that move away from a “one size fits all” approach. He aims to develop new programs that will improve student achievement while internationalizing communities where the new programs are offered. However, state and national governments continue to neglect important conversations about what is meant by 21st century knowledge, what constitutes competency in those areas, and how students can demonstrate achievement according to agreed standards. The discussion of values raises red flags for some constituents though the discussion of skills helps to open the conversation.

Advocates are also at work in states not working directly with the P21. Sheryl Petty, Executive Director of California Tomorrow, argued that her state’s current education system perpetuates opportunity and achievement gaps by focusing on narrow skill sets and failing to meet students’ needs. Of those who graduate, many are underprepared for higher education or for meaningful, living wage employment. California Tomorrow seeks to help the state’s K-12 public schools become accessible, high-quality learning environments for the diverse student population by engaging directly with policymakers advocating for new equity and inclusion policies. They do not see policy as legislation alone but as implemented change at all institutional levels, from the state government to the school classroom. They produce reports demonstrating the positive impact of equity and inclusion policies, advocate for cultural and linguistic public services, serve on committees, and organize community support through campaigns.

² States include Arizona, Illinois, Iowa, Kansas, Louisiana, Maine, Massachusetts, Nevada, New Jersey, North Carolina, Ohio, South Dakota, West Virginia, and Wisconsin.
Armando Estrada from Via Education, a network of education specialists in Latin America, works in an environment in Mexico where civic education was dropped from the national curriculum and there is only fragile support of democracy from the population, a situation found in other international contexts. Via Education consequently faced the challenge of demonstrating the value of an active and participatory democratic culture. It has confronted this challenge by working in conjunction with municipal, state, and federal governments to design, implement, and evaluate educational programs with the goal of giving proof of concept and building the support needed to bring new initiatives to scale.

Social entrepreneurs have developed numerous initiatives seeking to fill gaps in civic education and demonstrate that they are not supplemental but integral to preparing children and youth for an interdependent world.

Identity and Inclusion Initiatives in an Interdependent World
Educating for global competencies and 21st century skills requires the creation of common spaces where people from diverse backgrounds can become more engaged, reflective, and knowledgeable about differences in order to collaborate. Participants at the Think Tank had already begun to create inclusive spaces for learning about and appreciating diversity, including gender, race or ethnicity, religion and culture, and disability.

Gender
For Swanee Hunt, Lecture in Public Policy at the Harvard Kennedy School of Government, if you are not talking to women and girls then you are missing half the story, especially in developing and conflict-affected regions. They are often in a better position to know the needs of communities and are invested in creating peaceful change. However, in many parts of the world, even in developed countries, women are not equally represented in leadership positions and have less public visibility. Girls can be harder to reach because of additional family responsibilities, especially in conflict zones, according to Charito Kruvant, President and CEO of Creative Associates International. Yet they also play a key role in the peace-keeping process, despite an historical tendency of exclusion from the political table. Soraya Salti, Senior Vice President of the Middle East and North Africa for Junior Achievement Worldwide, INJAZ al-Arab, shared one approach being taken. INJAZ al-Arab works in 13 Arab countries where it partners with Ministries of Education and private corporations to create a mentorship program for youths to intern in companies and learn business skills. Girls are a vital element of the program in a region where traditional practices do not extend equal opportunity to them. The initiative has reached over 500,000 youths and the girls have taken advantage of the opportunity to compete in business plan competitions. In fact, INJAZ’s recent CEO award given to the top student was earned by a young woman.

Race/Ethnicity
In the United States, there is a growing belief that the country has moved into a post-racial era, especially after the election of Barack Obama and that discrimination is a non-issue that need not be addressed through education. But in reality, 7,500 hate crimes are reported every year, a figure that has held steady for the past two decades. Furthermore, an increasing number of crimes have been committed against immigrants. Rilwan Osman, founder and President of the Somali Bantu Youth Association, shared the situation of Somali Bantu immigrants in Lewiston, Maine, where racial comments and violence have made parents afraid to send their children to school. Many of these youths, faced with discrimination, drop out of school and turn to smoking, theft, and aggression. To reverse this trend, Osman organized the youth and proactively engaged with the Lewiston Schools to address the issue. Likewise, Helen Gym, a board member of Asian Americans
United, told the story of how the 2009 beating of several Asian immigrant students in a South Philadelphia high school was met by silence and resistance from the administration. The Asian community responded by organizing a boycott and advocating for change in the school and district. Throughout the United States, administrators, teachers, and students continue to lack the awareness, curricula, materials, and resources to address the issue. Gym proposed the inclusion of more study of civil rights movements and non-violence campaigns such as those by Ruby Bridges and Martin Luther King as a way of starting a dialogue and creating awareness.

Religion and Culture
Part of educating for global competency includes fostering an understanding of how religion and culture shape identities to help students develop respect for other perspectives. The inability to do so can either lead to or perpetuate conflict. One way to develop understanding is to have students study the cultural legacy of the different areas of the world. Region-focused educational resources can support student exploration of the different cultural contributions to language, philosophy, business, history, and the arts. William Graham, Dean of Harvard Divinity School, observed that inter-faith dialogue is more often a debate composed of two separate monologues. However, religious literacy enables people to see beyond our boundaries. “To know one religion is to know none,” said Graham quoting Max Müller. The same applies to one culture, one language, one nation. Graham argued for the need to have people of different faiths and languages come together to work on real world problems. While doing so, they discover commonalities that enable dialogue. Beyond considering the study of other religions as exotic, one must see the person of another faith as a fellow traveler. Sami Adwan, Co-director of the Peace Research Institute in the Middle East (PRIME), created a program reflective of these principles. The initiative brings together experienced Palestinian and Israeli teachers to conduct joint training. After learning about each other’s historical narrative, they develop materials that are acceptable and respectful of both parties. This approach addresses multiple issues at once, including teaching training, materials creation, and inter-cultural dialogue, and is replicable in other areas of conflict.

Disability
Many educational systems have difficulty being mindful of unique learning needs such as those of students with disabilities. Ideally, curricula and materials need to be adaptable and broad enough to accommodate various types of learners. Rodrigo Mendes, founder and Coordinator of the Rodrigo Mendes Institute, has worked to address these gaps in Brazil by using art as a language and strategy to challenge the country’s public education system to provide appropriate education to disabled children. He wants to see assessments reflect a broader understanding of education and sees technology as an important but still underutilized means for creating an education system that is not only inclusive of children with disabilities but offers an appropriate education for all.

Education cannot prevent all community conflict, but it can help young people recognize how to mitigate it and work towards peace. Participants quoted UNESCO and Gandhi to make their point. Fernando Reimers read from the preamble to UNESCO’s Constitution: “Since wars begin in the minds of men, it is in the minds of men that the defense of peace must be constructed.” Another participant cited Mahatma Gandhi: “If we are to teach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with the children.”

Numerous organizations tackle this issue directly. Charito Kruvant, President and CEO of Creative Associates International, leads a professional services firm that specializes in building educational capacity in conflict-ridden zones. She believes that the education children receive in war-torn areas
should help solve rather than perpetuate the cycles of conflict. “Bring us education, not tanks,” said Charlotte Cole, Vice President of International Education, Research, and Outreach at Sesame Street Workshop, voicing the call of many in conflict zones. Lenore Yaffee Garcia, Director of the Department of Education and Culture at the Organization of American States, works to bolster democracy, strengthen human rights, and encourage peace by promoting the use of civic education across the organization’s 34 member countries. The teaching of democratic values in schools can foster inter-group understanding and develop a mutual respect for differences. Despite the fact that the private sector has historically shied away from conflict zones, several panellists urged businesses to get involved in local projects.

The success of educational programs also depends on their ability to be inclusive of the communities at-large, beginning with the parents. For example, the Somali youth association meets with parents to help them understand the new culture so they can support their children. Rodrigo Mendes emphasized that reaching parents and giving them opportunities to share their thoughts are a fundamental part of creating change. Even at a governmental level inclusive approaches to program design are crucial to success. USAID relies on community feedback to assess programs. Working with communities and being inclusive of local stakeholders helps build trust and develop sustainable initiatives. Ramaswami Balasubramaniam, founder of Swami Vivekananda Youth Movement, learned early in his work with a tribal community in India after his students taught him local botany that civic education should focus on assets rather than deficits of marginalized students, their families and communities. Youth are not passive receptors but can be active contributors to the educational process.

**Empowering Youth**

Youth are often portrayed in negative terms as “troublesome” or “disruptive” or “unresponsive.” One study cited by a participant discovered that less than 1% of media stories about youth are positive. However, many leaders have found instead that good comes from proper engagement and empowerment of youth. Asking students what they can do “someday” or “when they grow up” diminishes the contributions they can make in the moment, claimed Eric Dawson, Co-founder and President of Peace First, a organization dedicated to violence prevention education.

Programs that give youth voice and a meaningful outlet to engage in issues that shape their lives not only makes education more relevant but also provides them with the tools to lead positive change in their communities. Numerous initiatives represented at the Think Tank emphasized the role of youth in further spreading democratic and cooperative values. Underlying themes included addressing the actual rather than potential power of youth, the notion of inclusive and passionate leadership, and the importance of tapping into the energies of young people and including them in the discussion about civic engagement.

Marshall Ganz, Lecturer at the Harvard Kennedy School of Government, identified several pillars people build upon for civic engagement. Active citizenship occurs when individuals take responsibility for working with others to achieve a shared purpose. Civic competency also depends upon engagement with others and occurs through community empowerment. Underlying these specific practices is an environment of uncertainty which may make the ultimate goal more difficult to obtain but increasingly valuable. When youth are able to pair their voice with meaningful action, they discover the ability to be active agents of change in their communities and abroad. Ganz offered a recent example. In early 2010, over 200,000 young people traveled to Washington DC in an effort to draw attention to the circumstances of undocumented immigrants. Organized, instructed and certainly inspired by Ganz, these young people received training on how to mobilize peers and present a message to the public. Independently, they produced a training packet for the
bus ride addressing how to provide structure, narrative, and organization to their efforts. “Youth come of age with critical eyes and hopeful hearts, our responsibility is to equip them with tools,” Ganz said.

Leaders also seek to empower youth in conflict situations. David Barth from USAID observed that although youth may be in the demographic majority, they often occupy a marginal social and political position not just in armed conflicts but in all forms of social fragility. Lacking social networks, they may feel as if they are a minority, even if it is inaccurate, said Eric Dawson. Within the Arab world, 30% of the population is between 15 and 30 years old, but they have little access to jobs, a situation Soraya Salti has sought to address. Women are most frequently excluded, but the region’s existing education system does not adequately address the needs of all. Citizenship skills are often harnessed when youth experience success in other areas which in turn produce positive socio-economic projects in their communities. Thus, according to Barth, there is a need for increased access to basic education, life skills, peace education, vocational training, psycho-social and trauma counseling, and reproductive health.

Ramaswami Balasubramaniam describes children as “bundles of creative energy” – the job of the adult is to unleash that internal creativity. Margie Dillenburg, COO and Movement Director for Invisible Children, a U.S. based organization that seeks to improve schools in northern Uganda, shared examples of the positive power youth can have when given the opportunity to use their talents in a meaningful way, such as engaging in grassroots fund-raising and advocacy initiatives. The organization’s “undercover mission” is to inspire a new value system among youth. Dillenburg emphasized the need to be authentic and to convey to youth the value they bring and the extent to which their participation is essential to the success of the endeavor. Capturing their energy, Dillenburg has placed thousands of young people in front of congressional leaders and chief human rights lawyers, bridging the gap between the worlds of adults and children. She asserted that program content should not just be relevant but should also create avenues for pro-social behavior. Capitalizing on their passion, interests and energy, it is possible to educate them on substantive issues while driving them to action on behalf of others.

Equally important to engaging youth is their inclusion as leaders responsible for measurable results “on the ground, where things happen.” Capitalizing on his popularity and influence, Usher, the R&B musician, has introduced a model aimed directly at young people who may or may not be interested in what civic competency is, what it looks like, or how it can be a beneficial. The New Look Foundation supports young people as they use their creativity and talents to become leaders. As part of a summer program that combines athletics, academics and business skills, young people review grants and decide who receives recognition for ideas that better their communities. Civic and business leaders who can tap into the talents of the young people while also providing mentorship and opportunities to test their new skills and ideas are central to this cross-sector model.

In the face of violence and discrimination, organizations such as Asian Americans United, California Tomorrow, the Somali Bantu Youth Association of Maine, and the Rodrigo Mendes Institute have found different ways to draw on, and foster youth leaders. They see young people as resources rather than problems, and seek to empower them to create positive change. Asian Americans United and the Somali Bantu Youth Association, which are outside of the official education system, work directly with youth to develop skills for creating non-violent change, while teaching them about their cultures. Bringing youth and others to leadership positions depends on reconsidering leadership as earned through dealing with a challenge on behalf of others. It involves collaborative models and practices of social interaction. The experience teaches them.
Models of Experiential Learning: Service and Exchange

Educators and social entrepreneurs have recognized the power of experiential learning to transform the lives of young people. In particular, many use service and exchange to create meaningful and substantive opportunities for children and youth to learn new competencies, skills, and dispositions.

Exchange programs provide an opportunity to bridge differences and develop tolerance. Leslie Adelson Lewin, Executive Director of Seeds of Peace, emphasizes the importance of letting kids be kids but, simultaneously, understanding that they have difficult issues that need to be addressed. Her organization runs programs which bring children from opposite sides of conflicts, such as those from Israel and Palestine, to a neutral camp site in Maine where they begin to dispel the prior perceptions of each other and replace these notions with an understanding of their similarities, building friendships that inform their cross-cultural experiences. Gabrielle Mandell, Secretary General of CISV and Kiran Hingorami, Education Officer for CISV, direct an international peace education organization that uses a similar approach to building global competency through exchange. They added that experiential education, especially after the age of 11, is highly effective because it keeps the experience relevant to the child’s life.

Other social entrepreneurs have responded to current educational needs by focusing on the positive impact service learning can have on youth empowerment and the development of civic competencies. Charlie Rose of City Year spoke about his organization’s unique model, which addresses educational needs on two levels. The primary focus of the program is for corps members to learn civic engagement and good citizenship. However, City Year also addresses issues of low educational attainment by placing corps members in low-income schools. This means that elementary students not only receive scholastic help, they also benefit from the positive values the corps members uphold. The Corp members themselves experience a sense of exchange coupled with service since they are often exposed to unfamiliar communities. This exposes them to the diversity of their own country and gives them an opportunity to actively engage in supporting their own neighborhoods.

Taking the notion of service and exchange to an international stage, Abigail Falik founded Global Citizen Year. She advocates for the importance of exposing young American adults to a life in an environment markedly different from their own. Global Citizen Year takes advantage of the “invisible year” between high school and college to provide young emerging leaders with the opportunity to work on a locally generated community project in a developing country, enabling them to have an emotional and visceral experience and setting them on a path of increasing global awareness and civic engagement.

The number of available programs for youth is increasing and is coupled by greater recognition of their importance. Consequently, there is an improving synergy between the supply and demand of these educational programs. For example, Princeton University recognizes that young people who have experience living abroad are able to bring enriched insights, experiences, and nuances to the school environment. They offer admission and a stipend to 10% of the incoming freshman class under the condition that they spend the bridge year engaging in international community service. Such recognition of the importance of experiential education increases youth demand for civic competency and global citizenship. Furthermore, Princeton’s financial commitment to experiential learning illustrates a need to ensure that travel and public service opportunities are not reserved for the privileged.
In addition to providing opportunities for youth, social entrepreneurs have also begun to focus on how to better reach them at scale. They do this by bringing opportunities to understand and appreciate the diversity of cultures, geographies and global issues into the classrooms rather than sending students outside of schools. One way of achieving this is by connecting them with different realities using media, storytelling, and classroom speakers. The Coverdell World Wise schools program, discussed by Marjorie Anctil, brings Peace Corps volunteers into classrooms so students can tap into the volunteers’ knowledge and experience from living and working internationally. Classes are linked with Peace Corps volunteers who exchange letters, artifacts, photos, videos and e-mails with the students.

Another approach is to give educators opportunities to incorporate cross-cultural project-based learning opportunities into their classrooms and help them. Peter Copen, found and President of the Copen Family Fund and former Director of I*EARN, hoped back in 1988 that by getting students in the United States and Soviet Union to work on a project together, the students could learn how to humanize the other and challenge the single-minded perspective to which they were constantly exposed. Though the use of technology, I*EARN now links 30,000 schools in 130 countries around the world and holds annual international conferences where participating I*EARN teachers gather to exchange stories and best practices for socially-focused, project-based learning methods.

But service and exchange are not limited to students and teachers. Increasingly, international businesses have offered their employees service and exchange opportunities, giving them the chance to develop valuable skills and insights necessary for intercultural and international business environments while working with youths, schools, and communities. Stanley Litow of IBM spoke about the company’s Corporate Service Corps, which seeks to create leaders with a broad understanding of solving leadership, business, and social problems. Every year, IBM takes 500 of the company’s leaders and assigns them to a developing country where they live and work with national teams to develop local capacity to solve a critical problem, such as education. The employees then return to mentor the next teams who travel to the same places. Likewise, Martina Roth, Intel’s Director of Global Strategy & Research Corporate Affairs Group, explained how the company celebrated its 40th anniversary by donating one million hours of community service.

Corporations like IBM and Intel are examples of a growing trend toward corporate citizenship in which the private sector uses its financial, technological and human resources to address global social problems. However, Tony Barash, a 2010 ALI Fellow interested in introducing legal concepts into educational curricula to empower those living in poverty, offered a different perspective on the role of international workers in developing countries. He argued that international service programs are as much about an exchange of ideas and resources as they are about offering assistance to developing countries. He emphasized the importance of professionalism in approaching these exchanges. A corporate focus on service and exchange is not only socially responsible, but also good for the business’s bottom line. Likewise, Service Corps gives IBM’s leaders insight into ways IBM can grow into new markets, while also making strides in resolving a global challenge. IBM and Intel’s social responsibility models are therefore successful on several levels and could be more integrated into the corporate world. They indicate that there is a definite benefit on multiple levels when people who have resources, skills, and knowledge, share them in mutually productive ways.

Service and exchange programs offer opportunities to learn tolerance and understanding through experience and can be integrated into the classroom. However, learning still needs to be guided by appropriate curricula and materials.

*Materials and Curricula for an Interconnected World*
Young people and adults learn by doing and experiencing the world around them but traditional classroom materials and curricula are often not designed to teach global competencies and 21st century skills. Non-profits, publishing firms, independent filmmakers, theater groups, and technology experts have all sought to provide the materials needed to teach children and youth the new competencies, skills, and dispositions.

Kathy Ennis, Executive Director of Primary Source, oversees an organization that offers educators with web-based content, online courses, onsite instruction, and organizes study trips to countries of interest for K-12 educators. Building from concrete web-based content on a given country, a teacher could ultimately connect with educators from other countries and incorporate their own learning experiences into classroom instruction for students.

Adam Strom, Director of Research and Development at Facing History and Ourselves, discussed the educational benefits from challenging teachers and students to connect lessons from the past to present challenges. By strategically entering the schools, the organization supports teachers in designing ways to link history to current issues in a way that empowers students to reflect on and address the prejudice, violence and injustice before them. Students are encouraged to use their identities to understand stories, think about the past differently, and create new insight into their communities and the choices they make. History becomes alive and is more than a series of dates and names.

Jill Cheng, founder of the publisher Cheng & Tsui Company, has focused on creating educational materials that “Bring Asia to the World.” These materials include pan-Asian language-learning materials, literature in translation, dictionaries, reference books, children’s stories, films, software, and other media. By fostering the creation of more regional publications, teachers can effectively educate students about the importance of inter-cultural cooperation and global education while strengthening ties between people and cultures.

Innovations also extend to the type of media used. Joanne Ash, independent filmmaker and founder of Journeys into Film, seeks to capture children’s attention in appealing ways by selecting and packaging age-appropriate films into global themes. In contrast to text, films often help children better understand the world and appreciate global diversity through its visual and narrative content. Teaching children through film can also affect attitudinal perceptions and can even be used to increase literacy through subtitles.

Valuable, constructive educational experiences also occur beyond the classroom for students, in extra-curricular settings. Young people experience numerous avenues for learning including after school, co-curricular and supplemental programs and which can shape the way young people understand global competency and social responsibility. In some instances, initiatives seek to complement schooling. In others, they fill gaps left by it.

Anthony Jackson of the Asia Society argued for the creation of safe spaces for collaborative projects in the school to allow youths to foster friendships across boundaries and “explore the world one teenager at a time.” He encouraged students to cooperate with others in different countries through activities such as student-run newspapers. More than merely changing the curriculum, young people must be encouraged to investigate the world and take action. Collaborative efforts can help improve pedagogy and promote deep thinking across curriculum and content areas.

Toby Dewey, Artistic Director of Urban Improv, complements the school curriculum and partners
with Boston schools to promote peace and conflict resolution through improvisational theater. The program engages students in “three dimensional learning”: mind, body and intellect. Students are given difficult situations to play out, such as whether or not to retaliate after a shooting, and stops to discuss decisions made. As with Ganz, the learning of civic competency is an active process of action compared to the teaching of a conceptual framework.

In a similar vein, Peace First, co-founded by Eric Dawson, partners with schools to provide children in violent and unstable urban environments with in-school curriculum that addresses conflict resolution and problem solving skills. The initiative seeks to change the environment in which kids learn and prepare them to step up for and support their friends and peers who may be picked on or bullied. Through cooperative learning and the building positive relationships Peace First provides youth with tools for reacting to and diffusing conflict.

Media in particular, is a powerful tool for bridging divides and has enabled Soraya Salti to reach youth in rural locations. Using a reality TV show model, she promotes lessons of entrepreneurship to areas where youth cannot access mainstream programming. However, when using it, messages to young children about tolerance must be precise. Some differences among people are not visible, making it difficult to present differences so that a child understands them, without building stereotypes. Charlotte Cole, Vice President for International Education, Research, and Outreach at Sesame Workshop, offered the example of a character in South Africa to address issues of HIV/AIDS. Sesame Street spans 130 countries, and 30 of them produce content customized to local contexts. Some co-produced shows are filmed in conflict zones, which aim to help children from around the world learn respect and tolerance.

As technology continues to facilitate interactions, the boundaries between formal and informal learning networks blur. Charlotte Cole also highlighted the success of Panwapa, an interactive computer game where children create avatars and play with items, such as clothing and food gathered from around the world, in exchange with players globally. Programs such as Sesame Street increase dialogue and provide educational experiences that meet the cultural needs of children. Ed Bice, Chairman and CEO of Meedan, uses social networking technologies to improve knowledge exchange and cross-cultural understanding. Meedan provides a dialogue and news-sharing platform to facilitate collaboration between Arabic and English speakers through machine-generated and human social translation, allowing people to co-create meaning together while discussing texts. Transitioning from an age of passive media, this initiative encourages active, user-based knowledge creation through comments and conversations on posts.

Technological advances have expanded available teaching strategies. Given that literacy is a critical component to economic security, IBM has developed voice recognition programs in partnership with literacy teachers. The program can be delivered to children at no cost over the internet. Through science, math and technology competitions, Intel hopes to inspire the next generation of innovators because innovation, inspiration and imagination are three critical areas and are necessary for employability and social development. All of the competitions have high social relevance because they focus on human capital development and employability.

Introducing innovative curricula and teaching materials is not uncontested. Some feel that the topics and issues raised detract from a core curriculum of basic skills. However, these focuses can also compliment core curricula and help develop basic skills while engaging students. Approaching civic competency with a bridge-building approach, drawing on the talents of colleagues from business, education, law and other disciplines, Via Education has created a curriculum for students with a corresponding program to support collegiality and innovation for teachers, offering them
the chance to become creative learners. As Via Education and other organizations recognize, the introduction of new curricula and materials goes hand in hand with professional development.

Preparing the Teacher: Professional Development

If engaged, teachers, much like youth, are in a position to lead the preparation of children and youth for an interdependent world. If not, they serve as one of the greatest barriers to change.

Teachers are often expected to teach values and skills they themselves never learned or experienced. For example, there are opportunities for incorporating civic competencies into science and math – and not just social studies – lessons to reinforce what it means to be a citizen in national and global contexts. However, in many cases teachers are expected to teach values and skills they themselves never acquired in their schooling or upbringing. In countries where civic education is being introduced, teachers may not have grown up in democratic societies. How then, can we foster new global and citizenship values and 21st century skills in a classroom where teachers may not know how to include these new standards in their lessons?

There are also generational gaps in technology use. Since young people are often the first to adopt new technology, it is essential to make use of these tools – which are also becoming integral to economy and society. Media is an important means for engaging youth and spreading values of democracy and global learning. However, this is often not leveraged for educational purposes, as 60% of teachers do not include educational use of the Internet in their lesson plans. What strategies and supports are necessary for teachers to use these tools for the benefit of students? How should teachers be taught?

Schools of education have an important role. Carol Ames, Dean of the College of Education at Michigan State University, argued that teacher education argued that should prepare teachers to teach cultural proficiency and critical reflection in addition to traditional academic skills.

Carole Ames believes that to become global educators, teachers must have international experience. Through exposure to different environments, teachers and administrators expand their thinking in terms of instruction, classroom size, preparation, and collaboration. At Michigan State, all education students must have an experience abroad. Prior to certification, undergraduates must go through a one-year field placement in a location that could range from a refugee camp to an international school, but with the requirement that it focus on education. Students travel to meet different teachers, administrators, and ministers of education in order to broaden their own understanding of culture and education. The comparative perspective they acquire facilitates a positive shift towards fostering global education in their classrooms. Ames also suggested the creation of a global education forum where international graduate students mentor undergraduate students on social, political and cultural issues.

Kathleen McCartney, Dean of the Harvard Graduate School of Education, spoke about the new Ed. L.D. program, which seeks to train educational leaders to think in integrative and practical ways about education, organizations, and public policy. The interdisciplinary focus of the program, combined with a year-long in-service placement, is designed to promote collaboration and support systemic change throughout the field of education. Drawing on the intellectual resources of multiple schools, the Ed. L.D. program is geared towards providing leaders with the skills to tackle the challenges posed by panelists: addressing global competencies through curriculum, pedagogy, technology and practices that extend beyond the traditional classroom. The Ed. L.D. program, like the Harvard Advanced Leadership Initiative, is designed to train leaders to find solutions to complex social problems, such as civic education for the 21st century.
Opportunities for Leadership: Here and Now

“The place to act is here and now,” concluded Fernando Reimers, Ford Foundation Professor of International Education at the Harvard Graduate School of Education and ALI Co-chair, in his final remarks. “But we need to have the courage to act without fear to change existing power structures. We need to ask ourselves if we are up to the task.”

Barriers to change include those characteristic of social problems, including diffused authority, dispersed resources, and vague, ambiguous, or conflicting goals, as well as others. There is a lack of awareness about the need for new competencies, skills, and dispositions. Existing educational institutions are not equipped to deal with change nor do they necessarily want to, including teachers who will need more professional development. While definitions of competencies, skills, and dispositions cluster, a consensus has not been reached on what they are. Whatever they are, they will need to be measured and assessed to give programs proof of concept, attract scarce funding, and scale for impact. But most of all, efforts remain uncoordinated.

Rosabeth Moss Kanter, Ernest L. Arbuckle Professor of Business Administration at Harvard Business School and ALI Chair and Director, likened creating social change to attacking a medieval castle that does not want anyone to enter nor does it want to change. Transformation requires multiple strategies for getting inside to lead transformation –find other doors, befriend the fringes, go underneath, go around. Shifting education efforts to focus on preparing children and youth for an interdependent world requires leaders to attack the castle in as many ways as possible, but in a concerted way, through cross-sector convening, demonstration, advocacy, and mobilization – all working on pieces of the problem but with a shared vision in mind.

Continue the Conversation
Before actors can work together, they must find one another and begin conversations – which are ongoing. The Think Tank served as one ad-hoc forum, but other more formalized vehicles have already been used, such as the Via Education network in Latin America or the Partnership for 21st Century Skills in the United States, both Think Tank participants.

However, open issues remain regarding skills definition, program content, learning models, measurement and assessment, professional development, policy goals, and change strategies.

- What is the shared vision? Anthony Jackson highlighted the interconnectedness of the world we live in and the need for a unified vision for change in citizenship education. Leaders must set out a vision large enough to inspire people and make the case for why it matters.

- How can the movement gain momentum? Various panelists spoke about the obstacles they faced in convincing youth, teachers, or policymakers to support their endeavours. But each also cited the importance of standing by convictions. Peter Copen spoke about providence, Margie Dillenger about unrelenting determination, and Ramaswami Balubramaniam about perseverance, passion and purity.

- How can policy change? Fernando Reimers reminded the audience that education is built around the principles of excellence and character – the two are not in competition. It is essential for all stakeholders, domestic and international, to advocate and make the case for why civic education is essential.
• And what are the best vehicles for action – existing organizations, new organizations, formal coalitions, ad hoc convening of organizations, individual action? Is there a need for a “traffic controller” for specific causes? Decisions will depend on the issue and their circumstances.

When coordinated, impact can follow. Charles MacCormack of Save the Children cited work on Malaria as one example of how multiple kinds of actors can commit to solve one of the globe’s biggest development issues. He likewise attributed many of Save the Children’s impact in education to increased coordination in conflict areas. Stanley Litow of IBM and Martina Roth of Intel emphasised the need for bilateral and multilateral efforts where corporations, government, and civil society work together to solve issues. Soraya Salti attributed the success of her programs to the involvement of the private sector in partnership with governments. There is success but more is needed by more people working together in more ways on more projects. “It takes a village to raise a child,” reminded Raymond Jetson, 2010 ALI Fellow, “well-rounded children are not the responsibility of any one individual.” Or any one organization.

Demonstrate for Scale
To scale a program or change policy requires proof that an intervention works. And this calls for better measurement.

If the three R’s are compatible with the four C’s and three A’s, then people will want evidence, such as that of a school in the Bronx that used to be one of the most violent schools in the area. After implementing an innovative and inclusive approach to education, it became one of the district’s highest performing schools and violence was no longer an issue. The success is attributed to the strategy of forming partnerships with the community and private companies and to breaking down the school into four smaller units in the same building. Although students were held to rigorous standards for math and literacy, academic achievement was not emphasized. However, the school did measure and changes in the school environment with the help of community leaders. When asked to talk about the persistent challenges, the principal did not talk about the three R’s. Rather, he discussed the social and psychological conditions for students and the challenges of meeting the needs of a population with 40% special needs. Addressing civic education enhanced performance on the three R’s.

There is an increasing need to connect money to impact. If impact is evaluated and assessed, these data can both improve existing programs and attract more financial support. However, a system that promotes a broader definition of success requires more research and dissemination about successful programs, which in turn can help create bottom-up demand and top-down policy support.

Developing better measurement and assessment requires actors to leverage existing initiatives and work together to demonstrate impact that moves beyond traditional measures towards a more holistic assessment of outcomes. The Think Tank highlighted numerous successes and opportunities for targeted action, including inclusion programs, differentiated instruction, curricula and materials, and teacher training, that can be leveraged and scaled, indeed some already are.

But what kind of scale is desired or needed – financial strength, program expansion, comprehensiveness, replication or accepted doctrine? Do you want more money? Do want a core program in more places? Do you want greater breadth of programmatic content and interventions?

Do you want others to copy or reproduce the program? Do you merely want it to be accepted as the right way of doing things? Or some combination depending upon the strategic objectives? For example, one may want a program that can demonstrate the compatibility of the three R’s with the teaching of global competencies and skills to not only expand to other districts but to become accepted doctrine. The action vehicles used – existing organization, new organization, coalition, ad hoc convening, individual action – may differ depending upon the specific issue and the strategic goals. What in particular is the aim of scaling up? When and how can it be done?

The actions suggested in the Think Tank will not advance common goals without evidence-based successes and cross-sector partnerships, providing funding and getting actors engaged and working together. But mobilization and advocacy is also needed.

*Mobilize and Advocate*

Mobilization is key to raising awareness about an issue or giving potential stakeholders the information and tools for creating change on their behalf and advocacy is pressuring for a change in rules and resources. The two can occur independently, but when advocacy is supported by a mobilized constituency change, especially of policies, is more likely to happen.

The sense of purpose expressed at the Think Tank is key to inspiring a larger movement supporting the teaching of new competencies, skills, and dispositions, but what else is needed?

Mobilization and advocacy requires action at multiple levels – educate, change laws, modify public opinion, write a book, or start a media campaign. Technology helps distribute the message. The use of music, visuals, storytelling, and social networking can help raise awareness and bring people together. CEOs and other corporate workers can partner with non-profits to send out a coherent message and narrative about why change is needed.

And youth could be crucial. If they can be empowered to act outside the classroom, then they too may become champions of change, promoting the importance of global competencies and 21st century skills. Through their creativity and enthusiasm, they too could make meaningful contributions to the cause. One participant even suggested empowering them to engage teacher unions.

Creation of awareness gives people the tools and frameworks for analyzing and making sense of data so they too can pressure for change. If there are large gaps in achievement, why doesn’t the public have that information at their fingertips? If children need new skills that they aren’t learning to thrive in the world, why aren’t parents clamouring for change? Ideally, a movement should attempt to put itself out of business by influencing policy and changing the conditions underlying problems.

Whether it is by advocating for change in the rules of the game or provide more resources; creating an affiliation with a larger entity for funding, reputation or scale; or getting government approval of specific policies, actors must coordinate efforts to amplify their voice.

In other words, preparing children and youth for an interdependent world requires leaders to exercise many of the competencies, skills, and dispositions they seek to instil in students and teachers, all in evidence during the Think Tank. The place to act is here and now.
# Think Tank Agenda

## Thursday, March 25

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<tr>
<th>Time</th>
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<tr>
<td>2:30 – 3:00 pm</td>
<td>Think Tank on Education: Registration</td>
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<tr>
<td>3:00 – 3:30 pm</td>
<td>Introduction to Advanced Leadership and Think Tank Goals and Purpose</td>
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<td></td>
<td>Rosabeth Moss Kanter; Kathleen McCartney; Fernando Reimers</td>
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<td>3:30 – 4:30 pm</td>
<td>Opening Session</td>
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<td>Kathleen McCartney; Teresita Alvarez Bjelland; Kathy Hurley; Steve Moseley; Paul Reville</td>
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<tr>
<td>4:30 – 6:30 pm</td>
<td>Social Entrepreneurs Respond to these Challenges</td>
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<td>Laurent Adamowicz; Peter Copen; Margie Dillenburg; Kathleen Ennis; Abby Falik; Ramaswami Balasubramaniam</td>
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<td>6:30 – 8:00 pm</td>
<td>Public Forum: Educating for Character &amp; Citizenship</td>
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<td></td>
<td>Fernando Reimers; Lenore Yaffee Garcia; Reverend Raymond Jetson; Leslie Adelson Lewin; Gabrielle Mandell,</td>
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## Friday, March 26

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<tr>
<td>7:30 – 8:00 am</td>
<td>Registration and Continental Breakfast</td>
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<td>8:00 – 10:00 am</td>
<td>Education, Leadership and Citizenship</td>
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<td>Junko Yoda; Swanee Hunt; Charlie Rose; Stan Litow; Rodrigo Mendes; Martina Roth</td>
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<td>10:15am-12:00 pm</td>
<td>Educating Beyond the 3 Rs in Conflict Afflicted Areas</td>
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<td>Fernando Reimers; David Barth; Charlotte Cole; Charito Kruvant; Charles MacCormack; Soraya Salti</td>
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<td>12:00 – 1:00 pm</td>
<td>Think Tank on Education: Lunch</td>
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<td>1:00 – 2:30 pm</td>
<td>Promoting Global Competency in K-12 Education in the United States</td>
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<td>Beth Dozoretz; Marjorie Anctil; Carole Ames; Jill Cheng; Kathy Hurley; Anthony Jackson</td>
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<td>2:45 – 4:15 pm</td>
<td>Promoting Tolerance and Understanding Around the World</td>
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<td>Henry Chow; Joanna Ashe; Sami Adwan; Tony Barash; William Graham: Adam Strom</td>
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<td>4:30-6.00</td>
<td>Youth and Civic Competency</td>
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<td>Kirsten Glueck; J. Veronica Biggins; Toby Dewey; Armando Estrada; Eric Dawson; Marshall Ganz</td>
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<td>6:00 pm</td>
<td>Dinner</td>
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## Saturday, March 27

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<tr>
<td>8:00 – 8:30 am</td>
<td>Think Tank on Education: Registration and Continental Breakfast</td>
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<td>8:30 – 10:00 am</td>
<td>Think Tank on Education: Race Relations and Intercultural Competency, Houston Institute</td>
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<td>Fernando Reimers; Helen Gym; Ramil Oswana; Sheryl Petty</td>
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<tr>
<td>10.30-12.00</td>
<td>Participatory Moderated Town Hall</td>
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<td>Moderator Rosabeth Moss Kanter</td>
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<td>12.00-1.30</td>
<td>Think Tank on Education: Networking Lunch</td>
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2010 Advanced Leadership Fellows

Laurent Adamowicz *
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Chairman, Sidma S.A.

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Official Program Partners:
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Rumiko Mizuuchi-Adamowicz
Patricia Chow
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Pam McCambridge

* Accompanied by official program partner
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Faculty Chair, European Research Initiative
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