

# **ACTION PLANNING**

for  
Global Education



## **World View**

An International Program for Educators  
The University of North Carolina at Chapel Hill



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# FOREWORD

Global education helps students understand the complexities, realities, and opportunities of an increasingly interconnected world. One way World View assists educators with global education is through action planning.

An Action Plan is a detailed description of how you will make your school, school system, or college more global. It sets forth in writing your global goals, specifies the actions and resources needed, and makes clear who will be responsible for each step along the way.

To create a workable Action Plan, start with a clear understanding of where you are now. What global initiatives or projects are presently in place? Are the initiatives vital and growing, or are they just “on paper” projects? Are these projects worth continuing as is, or should they be modified? What would be the logical (and practical) next step in “globalizing”?

This booklet provides nine basic activities for creating Action Plans:

1. Determine the level(s) of action to be undertaken.
2. Identify the current status of global education activities.
3. Ask basic questions.
  - What would make our institution more global?
  - How will we get there?
4. Identify the Goal and Objectives.
5. Decide on the activities and how the Plan will be monitored and evaluated.
6. Form a Global Education Committee of Action Plan stakeholders.
7. Acknowledge that Action Plans are works in progress.
8. Think both locally and globally.
9. Be realistic. Be visionary.

**Create a plan that: suits your school, system, or college; is possible to implement within a reasonable time; and will deepen global awareness.  
The possibilities are limitless.**

# ACTION PLANNING: AN INTRODUCTION

As an essential part of World View programs, an Action Plan is prepared by participant teams or individual participants. The Action Plan is a guide, not a set of rules and regulations.

The Action Plan describes:

- A clear picture of where you are going
- How you are going to get there
- Who and what are involved
- The timeframe
- Means to monitor progress and assess success

Elements of the Action Plan

- Goal
- Objectives
- Actions Needed
- Persons, Units, or Departments Needed
- Resources Needed
- Timeframe
- Monitoring and Evaluation Methods

**Goal:** \_\_\_\_\_

**Objective:** \_\_\_\_\_

IMPLEMENTATION			EVALUATION	
What needs to be done?	By whom and when?	What resources?	What evidence indicates progress?	How and when will evidence be gathered?

A complete Action Plan template is located on the back cover of this booklet.

# Basic Activities for Creating Action Plans

## 1. Determine the Action Level(s) of the Plan

The intended action might take place at one or several levels: the school system, a school or college, a grade level, or a classroom level. Identify the level or levels to be covered in the Action Plan.

## 2. Determine the Baseline or Current Status of the Level(s)

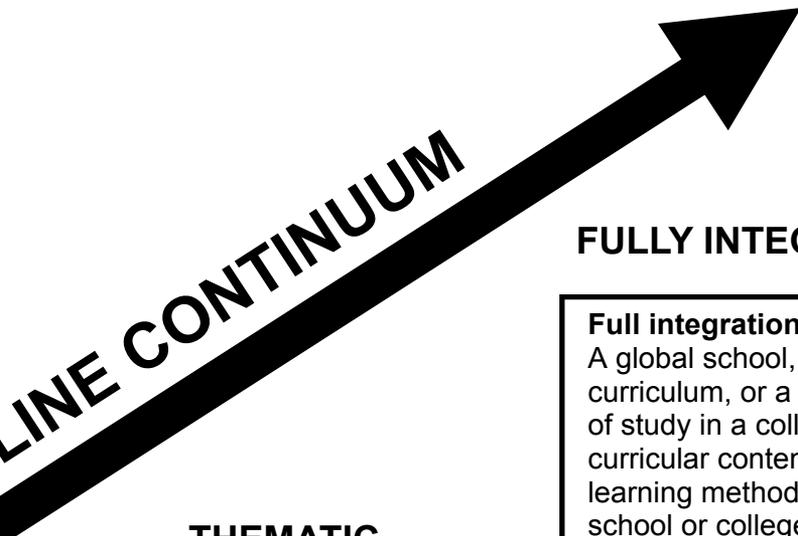
Among the first steps in Action Planning is identification of the baseline or current status of global coverage in the level or levels being considered. A baseline might be described in one of the following ways:

**BASELINE**

**CONCRETE**

### **Minimal or concrete:**

Features festivals, flags and ethnic food, coverage of one country or region with minimal reference to issues or the relationship to other cultures, countries, and regions.



# LINE CONTINUUM

## THEMATIC

### **Multi-disciplinary and thematic:**

Subjects are taught through themes and issues that cut across traditional disciplines and subject areas. The focus is on integrating and infusing global content, ideas, and activities to connect subject areas and issues that arise from them. An example is *geography*, which could include use of scientific and climatic data, history, cultural traditions, language learning, art, music, and so on. Emphasis is placed on learning another language and using it in traditional subjects.

## FULLY INTEGRATED

### **Full integration and infusion:**

A global school, or a global curriculum, or a global course of study in a college, where curricular content, teaching and learning methods, and the school or college and community environment express a global commitment and perspective.

### **3. Ask Basic Questions**

After the baseline status is identified, ask questions: What would make our institution more global? How can we achieve this? Answering these questions is at the heart of the Action Plan, leading directly to the formulation of the Goal and Objectives.

### **4. Identify the Goal and Objectives**

The format of World View's Action Plan combines Goal and Objectives. Thinking of them as related, but stating them separately, is recommended.

**Goal:** Expresses a clear and general sense of direction, purpose, and aim. It should focus on the most important outcome to be achieved or the benefits that will be derived from implementing an Action Plan.

**Objective or objectives:** Is/are more specific, and express/es what will be different as a result of implementation. In many ways, objectives express the strategy that has been decided on and the desired accomplishments.

#### **Example of a Goal:**

**Goal: Prepare students to think and act as well-informed citizens in a global society.**

**Examples of four Objectives that describe how the Goal will be achieved (at four different levels):**

**College Level**

**Objective: Provide curricular and extracurricular opportunities for the college's students to discuss global issues.**

Activities might include:

- establish a Global Awareness Club, open to all students, including ESL and international
- globalize Small Business Center
- develop international modules for most commonly taught courses
- host global issues forum with local international businesses and the community

**School System Level**

**Objective: Every administrator, teacher and program coordinator will be trained in global education approaches, concepts, and teaching strategies.**

Activities might include:

- international travel
- participation in seminars, symposia, workshops
- use of online courses and reading
- discussions with and observations of teachers and faculty who are making global connections
- exchange of curricula and lessons plans that have global examples

### **School-wide Level**

**Objective: Every grade level and subject curriculum will contain ideas, content, and activities that teach students to analyze and make global connections.**

Examples of global connections are:

- immigration
- blogs and online communities
- international trade
- environmental challenges
- international efforts to improve public health
- population growth or decline
- cross-cultural influences on the arts
- oral or written traditions

### **Classroom Level**

**Objective: Information technology will be used to cross continents and cultures and to gain access to global issues and country profiles.**

Activities might include:

- planned use of internet resource sites and information generated by credible websites to update and enrich curricula and lesson plans
- web conferencing and completing joint projects with students from schools around the world

## 5. Implementation, Monitoring, and Evaluation

**Activities:** The ways and means (initiatives, changes, events, etc.) by which objectives are achieved and evaluated.

- **What needs to be done?** What actions will promote or support curricular change? What is needed to train teachers to be confident and competent global educators? How will the available technology be made more accessible?
- **By whom and by when?** Who, or what units, will be responsible for planning and carrying out the activity? What timeframe is being allocated for each activity?
- **What resources?** What resources from the school, school system, or community are necessary to implement and evaluate the activity? Resources may include person-power, technical assistance, funds, books or other materials, websites, students with international experience, etc.
- **What evidence indicates progress?** Put in place measurable indicators, such as rates of participation or attendance that demonstrate evidence of progress.
- **How and when will evidence be gathered?** How will the indicators be measured or the evidence gathered, and how often should this be done?

Additional sample activities to consider:

- Pen pals or Global WebFriends
- Study visits abroad for teachers & administrators
- International festivals
- Student exchange visits
- Model UN event

## **6. Global Education Committee**

A Global Education Committee meets regularly and has a contact person and an Action Plan. If a college, school system, or a school doesn't yet have a Global Education Committee, it would be a good idea to establish one, both as an expression of a widely shared commitment to work toward a global perspective and to gather activity ideas, help build support for global education, and monitor progress toward objectives.

The Committee members, drawn from a variety of disciplines, should include a school, system, or college administrator and perhaps a parent and a person from the community. The Committee can create a network that promotes, accelerates, and helps to create the conditions for change as it is expressed in the Action Plan. Establishment of a Global Education Committee could be written into the Action Plan as an activity, or if a Global Education Committee exists, it can be used as a source of action or a resource to be tapped during an activity. The Committee should hold regularly scheduled Action Plan reviews and updates.

## **7. Action Plans as Works in Progress**

The Action Plan is a work in progress. It requires monitoring, discussion of progress, changes and revisions where indicated, and consistent updating. For example, the levels of action, identified in Section 1, might shift depending on progress. Or, if not already done, the Global Education Committee might recommend expansion of its membership to include community leaders or parents, bringing potential for new resources to be applied during implementation.

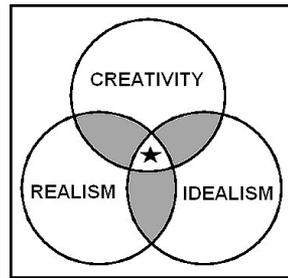
## 8. Think Both Locally and Globally

As you create your Action Plan, remember that your local community has global connections that can help in achieving your goals.

Partnering with international businesses, service organizations, and colleges can provide resources and deepen community commitment to your Action Plan.

## 9. Realism and Vision

Teams are urged to be realistic, creative, and idealistic – all at one time. Realism contributes to the plan's credibility, feasibility, and success. Without creativity and idealism, the vision may be too conservative to attract sources, resources, and widespread support and enthusiasm.



# CONCLUSION

An Action Plan cannot be created in an hour. School, system, and college teams who attend World View events should meet in advance to talk about and agree on the baseline, on the levels to be addressed in an Action Plan, and on the general strategy that will guide the goal, objectives, and activities. World View is available to assist you when developing or implementing an Action Plan.

## **About World View**

World View was established in 1998 to help K-12 and college educators anticipate and respond to the challenges of a smaller, more interconnected world. World View collaborates with other international programs and organizations on and off the UNC campus to sponsor the following professional development opportunities:

**Annual K-12 and College Symposium.** Each Symposium explores a major topic of global significance. Symposium themes are examined during presentations, classroom application sessions, and preparation of Action Plans for back-home application.

**Seminars and Workshops.** World View's spring seminars are usually keyed to a specific region of the world or to a specific topic. Emphasis is on practical guidance and exchange of ideas and information that will expand global components of curricula. World View also offers an annual workshop for media specialists and technology facilitators.

**Online Courses.** Six-week online courses offered throughout the year require educators and administrators to read, discuss, and reflect on the most important issues facing America and the world today.

**Global Education Leaders' Program.** Each June educators come to UNC for a week-long, intensive study of global issues. The program's objective is to help educators plan and implement programs that will increase global awareness and respond to global challenges.

**International Study Visit.** Each summer, World View sponsors international study visits. The purpose is to widen educators' lenses, deepen their understanding and appreciation of cultural dynamics, and expand their comfort level in cross-cultural settings. Visits are made to cultural and historic sites, classrooms, and communities. Discussions are arranged with school administrators, teachers, students, community leaders, and others.

**Outreach.** World View also offers additional outreach to schools, school systems, and colleges. For more information, please visit the World View website: [www.unc.edu/world](http://www.unc.edu/world)

## Notes

