

**US-RUSSIA SOCIAL EXPERTISE EXCHANGE
EDUCATION AND YOUTH WORKING GROUP
OPEN DOORS PROJECT**



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SCHOOL AND THE COMMUNITY:

COLLABORATION IN THE CONTEXT OF NEW EDUCATIONAL STANDARDS

Experiences of Russia and the United States

School and the Community:
Collaboration in the Context of New Educational Standards
Experiences of Russia and the United States

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Front Cover Photo: Igor Podgorny, Rybaki sculpture given to Petrozavodsk by Duluth, Minnesota.

Back Cover Photo: Aleksandr Antonov, Aerial View of San Diego, California.

This publication contains materials developed by Russian and US civil society experts that reveal new possibilities for collaboration among schools, nonprofit organizations, and businesses in the context of the new educational standards in Russia and the United States. It is addressed to school administrators, education thought leaders, community organizations, and community-oriented businesses interested in partnering with NGOs (non-governmental organizations) and schools.

The opinions expressed in this brochure are those of the authors and do not necessarily coincide with the views and opinions of Eurasia Foundation or SEE.

Downloadable version is available at:

■ <http://youth.karelia.ru>

■ <http://www.globalschoolnet.org>

US-Russia Social Expertise Exchange (SEE)

The US-Russia Social Expertise Exchange (SEE) is a diverse network of Russian and US civil society experts and social entrepreneurs engaged in a meaningful exchange of ideas and best practices to effect positive change in the lives of citizens in both countries.

Working groups form the core of SEE. Program participants meet in these working groups to determine joint priorities for collaboration and create innovative projects that benefit the people of Russia and the United States. These groups are organized around 12 distinct thematic areas: business ethics and compliance, child protection, community development, education and youth, protection of flora and fauna, gender equity, higher education, rule of law and the community, collaborative media, migration, public health, and social entrepreneurship.

SEE is implemented by Eurasia Foundation.

SEE program website:

■ <http://www.usrussiasocialexpertise.org>

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CONTENTS

● Foreword	4
● Collaboration between Schools and NGOs in Russia and the US: New Benchmarks for Educational Standards	6
■ Education for a Globally Connected Society	6
■ The Standard for a Non-Standard School	10
■ Drawing Parallels with Russia	16
■ Back to the Future, or Forward to the Past	18
■ Science through Passion	24
■ School and the Community: Models of Collaboration	31
● Examples of Successful Collaboration between Schools and NGOs in the Context of New Educational Standards	38
■ San Diego, California, US: International CyberFair	38
■ Petrozavodsk, Russia: “We and the Community” and “First Step into the Community”	43
■ Marlborough, Massachusetts, US: Collaboration between AMSA Charter School and Oracle Corporation	50
■ Chapaevsk, Russia: Staircase Revolution Project	51
■ Yorktown Heights, New York, US: Walkabout Program	53
■ Samara, Russia: NGO Incubator	56
■ New York, New York, US: Minimester Project	58
■ Petrozavodsk, Russia: City Volunteer Corps Program	60
■ San Diego, California, US: Teen Producers Project	64
■ San Diego, California, US: Radio Education and Development of Youth (R.E.A.D.Y.) Broadcast Media Arts Training	67
● About the Authors	70



FOREWORD

This publication summarizes the results of the Open Doors project that was implemented in 2014 by the Education and Youth Working Group of the US-Russia Social Expertise Exchange (SEE) Program.

The program provided representatives of NGOs (non-governmental organizations) from Russia and the United States with a unique opportunity to exchange experiences and ideas. During discussions, members of the Education and Youth Working Group found many topics of mutual interest, such as youth volunteerism. In 2013 youth volunteerism became the topic of the working group's first project, which was aimed at examining how work with volunteers is organized in Russia and the United States.

The discussion on effective collaboration between NGOs and schools was also of great interest. Many of the working group members both work in the educational system and act as the leaders of community organizations. It became clear that promoting school and NGO collaboration is increasingly important due to the transition towards new educational standards in both countries.

At first glance, it might seem like the second generation of Russia's Federal State Educational Standard and the American Common Core State Standards have little in common. Until recently every American state developed its own educational standards, which meant that there could be different requirements for high school graduates from different states. The Common

Core is an attempt to establish consistency among states in two subject areas: mathematics and English. The new standards are a recommendation for the entire country, but must be approved at the state level. Several states have yet to join the initiative.

The transition to the Common Core has triggered a discussion in the United States that resembles the debate surrounding the Unified State Exam in Russia. Some believe that the new standards are progressive: they create equal starting opportunities for further studies or careers for all students, regardless of where they live. Others suggest that the Common Core all but destroys the fundamentals of the American educational system. The Common Core website provides detailed information about the initiative's advantages, such as a video explaining the basic premise of the Common Core and sections entitled "Myths vs. Facts" and "What Parents Should Know." The text of the standards themselves is also available on the website.

While there are obvious differences between the new education standards in the US and Russia, it is easy to find similarities between their basic principles. Both are oriented not towards the accumulation of a specific amount of knowledge, but towards the formation of key competencies necessary for students' successful self-realization in all areas of life. These new standards set an ambitious challenge for schools, a challenge for which the establishment of an open educational system based on broad partnership and collaboration is crucial. This is why our project is named Open Doors.

Our goal is to help schools and NGOs find ways to cooperate. As part of this objective, the project awarded two-month fellowships to four Emerging Professionals and two Advanced Practitioners from the United States and Russia. The fellows studied the operations of NGOs and educational institutions in both countries, as well as models for collaboration. They focused on identifying best practices that reflect the ideas behind the new educational standards.

Open Doors has shown that the exchange of expertise in developing and implementing new Russian and American educational standards can become a productive long-term topic for dialogue among experts, civil society representatives, and education leaders in the two countries. The information provided in this publication is the first step in this direction.

The Education and Youth working group is grateful to Eurasia Foundation and the SEE program for making Open Doors possible.

Denis Rogatkin,
Co-Chair of the Education and Youth Working Group

COLLABORATION BETWEEN SCHOOLS AND NGOS IN RUSSIA AND THE US: NEW BENCHMARKS FOR EDUCATIONAL STANDARDS

This section addresses new education priorities in Russia and the United States.

EDUCATION FOR A GLOBALLY CONNECTED SOCIETY

OPENING DOORS TO UNDERSTANDING

For the past three decades, I have studied and promoted the power of international collaborative learning. I have been fortunate enough to visit hundreds of schools across six continents, and everywhere I go, youth educators are asking: “How can we prepare our young people to succeed in an increasingly interconnected and borderless world?”

As co-chair of the US Russia Social Expertise Exchange (SEE) Education and Youth Working Group, I have the great fortune of working with education leaders throughout the US and Russia who also share my interest in seeking solutions. We are working together to “open the doors” to cross-cultural understanding between American and Russian youth by offering concrete projects that help young people from both countries gain experience in working collaboratively.



PRIORITIES FOR THE US EDUCATION SYSTEM

Education leaders in the United States strive to prepare young people for their futures in a rapidly changing world. To do so, they believe that youth must be engaged in authentic learning experiences to develop the skills and the attitudes necessary to reach their full human potential, both individually and as members of a globally connected society.

AMERICAN COMMON CORE STATE STANDARDS (CCSS)

To ensure that all students are ready for success after high school, the American Common Core State Standards establish clear, consistent guidelines for K-12 students in the areas of mathematics and English language arts. The Common Core standards were drafted by education experts from 48 states and are designed to successfully prepare students for entry-level careers in today's workforce, freshman-level college courses, and vocational training programs. Currently, 43 states have voluntarily adopted the Common Core and are moving forward on their implementation.

The Common Core State Standards stress the importance of deeper learning and the development of analytical skills that youth will need to be successful. Rather than simply memorizing facts, students are expected to apply core knowledge and devise solutions to authentic, real-world challenges. There is an emphasis on creativity, collaboration, critical thinking, entrepreneurship, presentation, demonstration, problem solving, research and inquiry, and career readiness.

The Common Core State Standards represent a change in the way American educators teach and how students show what they have learned. The standards require a more authentic assessment system, expansion of interdisciplinary connections, and development of project-based learning that gives students opportunities to apply their knowledge in real-world situations. Authentic assessment places value on the thinking behind the learning process, as much as the finished product. They also introduce new digital assessments and quantitative methods for measuring student performance that are fundamentally different from traditional paper-and-pencil tests.

PROJECT-BASED LEARNING (PBL)

Research shows that people experience deeper learning when they independently build knowledge and “learn by doing” (Dewey 1938). Project-based learning is a teaching method that helps students gain knowledge and skills by investigating the answer to a complex question, problem, or challenge. Constructivism is an educational paradigm that learning is an active, constructive process. By participating in projects, students construct new knowledge and share what they have learned with a wider audience.

SERVICE-LEARNING AND YOUTH VOLUNTEERISM

In the United States, service-learning is a form of experiential learning that combines academic coursework with some form of voluntary service provided to the community. Service-learning offers meaningful ways for students, teachers, administrators, and community groups to work together

towards common goals using a well-thought-out action plan. Service-learning helps youth become more aware of their civic responsibility and the relevance of their education. The National Service-Learning Clearinghouse (NSLC) describes service-learning as a diverse set of strategies and initiatives that blend community service with instruction and learner reflection.

According to a report conducted by the Community Service-Learning Advisory Council (2006), “nearly one-third of all public schools and half of all high schools report the use of service-learning in classrooms in the United States.”

Campus Compact, an association of 1,200 American higher education institutions with approximately 6 million students, was founded in 1985 to help facilitate campus-based civic engagement, including a broader application of the “learning by doing” method. Campus Compact’s 2012 Annual Membership Survey reports that 95 percent of members offer service-learning courses.

INTERNATIONAL CYBERFAIR

In a world that often seems too big to comprehend, Global SchoolNet’s International CyberFair program offers a remarkable opportunity for youth to use the Internet to engage with their community and grow closer to other people and cultures.

The International CyberFair is a collaborative, project-based learning program that empowers schools, youth organizations, and their local communities to share resources, establish partnerships, and work together to build a strong and supportive community. Young people conduct original research and create virtual exhibits and presentations about their local community using digital media (e.g. websites, videos, podcasts).

During the CyberFair, youth are challenged to prepare for the future by thinking about their own future plans, the conditions that will affect the future of their community, and issues of global importance. They share their work online with an international audience. Recognition is given for the best projects in each of eight categories: local leaders, businesses, community organizations, historical landmarks, environment, music, culture and art, and local specialties.

The International CyberFair has run annually since 1996, with more than 5 million students participating from 100 countries. Registration begins in October and final projects are due in March. By participating in CyberFair, schools and youth organizations from around the world are encouraged to “open their doors” for mutual understanding.

CYBERFAIR: CONNECTING THROUGH YOUTH VOLUNTEERISM

The CyberFair Youth Volunteerism program's purpose is to enable the exchange of best practices about youth volunteerism and service-learning between youth educators in the United States and Russia.

During the project, youth in the United States and Russia use digital media (web/video) to share stories about organizations or special causes for which they volunteer their time (e.g. museums, parks, beach clean-up, hospitals, nursing homes, orphanages, disaster relief, animal shelters).

CyberFair supports the introduction of new education standards because it engages youth in real-world learning projects that develop creativity, teamwork, critical thinking, entrepreneurship, presentation skills, problem solving, research and inquiry, and career readiness.

The US-Russia Social Expertise Exchange's Education and Youth Working Group offers online consultations, downloadable teaching materials, and examples of successful projects to help educators and youth leaders participate in CyberFair.

● ABOUT THE AUTHOR



Dr. Yvonne Marie Andrés is President/Co-Founder of GlobalSchoolNet.org and founder of iPoPP (International Projects or Partners Place.) Dr. Andrés serves as the US co-chair for the US-Russia Social Expertise Exchange's Education and Youth Working Group. She is the creator of International CyberFair and US State Department's Doors to Diplomacy programs, has met with President Bush to launch the Friendship Through Education Initiative, and speaks at conferences worldwide. Dr. Andrés was named one of 25 most influential people worldwide in education technology for her innovative e-learning projects, involving 5 million students from 194 countries. Dr. Andrés was also awarded the Soroptimist International Making-a-Difference-Award for advancing the status of women and children. In 2012, Dr. Andrés was one of San Diego Magazine's Women-Who-Move-the-City, which recognizes dynamic women who create positive change and contribute to the community.

Read more: http://en.wikipedia.org/wiki/Yvonne_Andres

RESOURCES

- US Common Core State Standards, <http://www.corestandards.org>
- International CyberFair, <http://www.globalschoolnet.org/gsnf/>
- Project-Based Learning, http://bie.org/about/what_pbl
- National Service-Learning Clearinghouse (NSLC), <http://gsn.nylc.org/>
- Service Learning, http://www.educationreporting.com/resources/CLP_Billig_article.pdf
- Service Learning and Civic Engagement, <http://www.uc.edu/content/dam/uc/propractice/service-learning/docs/SLCE%20brochure2013.pdf>

THE STANDARD FOR A NON-STANDARD SCHOOL

Russian schools are at a new critical stage. They are transitioning to the Federal State Educational Standards (FSES), also known as the Second Generation Standards. The new standards are being introduced gradually: most primary schools have already implemented them, middle schools are only now beginning the process, and high schools aim to finish the transition to the FSES by 2020. Although the transition period is moving slowly, the process is inevitable.

The concept of such standards is not new. Most Russians remember the typical Soviet school with integrated curricula and textbooks. However, the Ministry of Education and Science of Russia declares the Federal State Educational Standards to be “a fundamentally new set of guidelines for Russian schools.” The Ministry further explains, “Unlike previous similar sets of guidelines which were concerned primarily with educational content, the FSES governs all important aspects of curricula and determines the conduct of school life.”

Indeed, in the first pages of the High School Standards is a description of the “School Graduate Profile.” In other words, what would a recent high school graduate look like if he/she were successfully utilizing his/her skills in accordance with the new FSES?

The FSES focuses on developing the personal qualities of the recent graduate who:

- *Loves his/her homeland and Motherland and has respect for his/her people, culture, and spiritual traditions;*
- *Recognizes and accepts the traditional values of family, Russian civil society, the multiethnic Russian people, and humanity; realizes his/her role in shaping the destiny of the Motherland;*
- *Is creative and able to think critically and actively, purposefully pursues knowledge of the world, and realizes the value of education, science, labor, and creativity for man and society;*
- *Knows how to apply the basic scientific method of inquiry to his/her surrounding environment;*



Denis Rogatkin
Coordinator of Youth Union
“Doroga”
Petrozavodsk, Russia

- *Is motivated to be creative and innovative;*
- *Is willing and able to cooperate and perform research and project-based and cognitive tasks;*
- *Perceives himself/herself as a unique individual, is socially active, has respect for law and order, and recognizes his/her responsibility to family, society, state, and humanity;*
- *Is respectful of other people's opinions, able to engage in constructive dialogue, reach mutual understanding, and successfully cooperate;*
- *Consciously follows and promotes a healthy, safe, and environmentally friendly lifestyle;*
- *Is prepared to make a conscious decision about his/her occupation and understands the importance of professional growth for man and society;*
- *Is motivated to pursue education, self-education, and lifelong learning.*

Honestly, I am quite positive that I have never met such people in my life! The FSES describes a person who possesses ideal moral characteristics and unlimited competency across the board. The FSES has already made a moral choice for high school graduates: they are required to love their native land, be socially active, and adhere to a healthy lifestyle.

The FSES's content could be perceived as controversial, but its main idea is impossible to deny: the main objective for schools is definitely not the transmission of knowledge or the successful completion of the Unified State Exam, but the shaping of students' character and their preparation for life in modern society.

To show mastery of the general education program, the FSES sets the following requirements for high school graduates:

- ***Personal requirements*** that include willingness and capacity for self-development and self-determination; developed motivation for learning and purposeful cognitive activity; a system of meaningful social and interpersonal relations, values, and attitudes that indicate a personal and social awareness of one's action; a sense of justice; environmental awareness; the capacity to set goals and make life plans; and awareness of a Russian civic identity in a multicultural society;
- ***Interdisciplinary requirements*** that include transdisciplinary concepts and universal learning activity (regulative, cognitive, communicative) mastered by students; the ability to apply them in cognitive and social contexts; independent planning and learning; organizing collaborative learning with teachers and peers; the ability to build an individual learning path; mastery of research and project skills; and social activities;

- **Subject-specific** requirements that include subject-specific skills that students develop in class; a range of activities for gaining new knowledge within a subject that students can transform and apply in academic settings; project-based learning and social activities; the development of scientific thinking and understanding of scientific terminology, key concepts, methods, and techniques.

Interdisciplinary learning is of particular interest. According to the FSES, primary and secondary education should prepare students who:

1. *Have the ability to independently identify objectives in a given activity and form a plan of action; independently perform, monitor, and adjust their actions; use all the resources available to achieve a set of objectives and implement a plan of action; and choose successful strategies in different situations;*
2. *Develop the ability to communicate and interact productively in the process of joint work, consider the views of other participants, and effectively resolve conflicts;*
3. *Have the skills to engage in cognitive, research, and project activities; have problem-solving skills; have the capacity and willingness to independently find ways of achieving realistic goals as well as apply different intellectual approaches;*
4. *Develop capacity and willingness to conduct independent cognitive activities, including the ability to navigate different sources of information and critically evaluate and interpret information received from different sources;*
5. *Demonstrate the ability to use tools of Information and Communication Technologies (hereinafter referred to as ICTs) to solve cognitive, communicative, and organizational problems that comply with ergonomics requirements, safety, and hygiene rules, energy-saving principles, legal and ethical norms, and information security standards;*
6. *Develop the ability to identify the purpose and function of different social institutions;*
7. *Develop the ability to make independent evaluations and strategic decisions adhering to civil and moral values;*
8. *Develop language skills, specifically the ability to clearly, logically, and accurately express a point of view and use appropriate means of language;*
9. *Master cognitive reflection skills by developing an awareness of actions and thoughts, their results and reasons, the boundaries of knowledge and ignorance, new cognitive goals, and means of achieving them.*

It seems that after reading the FSES requirements, we can end the

conversation. The above-quoted fragments are quite sufficient to conclude that the FSES embraces the formation of capacities that go beyond the realm of traditional school. More than that, the traditional school had a stagnant attitude towards educational goals and objectives that could be summarized as follows: “We provide students with knowledge, but we are not responsible for anything else. It is not our business. Let someone else do it.”



Now with the adoption of the new FSES, the school curriculum requires not only proper training but also a number of sub-programs that would be impossible to imagine a few years ago. Among them is the program for the development of universal learning skills. This program should help to:

- *Build student capacity for self-knowledge, self-development, and self-determination;*
- *Develop independent planning and learning skills and the ability to organize collaborative learning with teachers and peers, as well as to establish an individual learning path;*
- *Achieve the goals related to general cultural, personal, and cognitive development of students;*
- *Improve students' ability to acquire knowledge and their skills efficiently, develop a scientific approach to inquiry, and improve competencies in different subject areas, research, projects, and social activities;*
- *Create conditions for students to integrate academic and extracurricular research and project activities, as well as independently complete the work necessary for preparing and presenting personal projects;*
- *Build skills through participation in different forms of research and projects (creativity competitions, research societies, research-to-practice conferences, Olympiads, national education programs, and other forms), which offers the opportunity to acquire practically-focused experience;*
- *Provide students with the opportunity to use the communicative, goal-setting, planning, and self-discipline skills they acquired through practice.*

In other words, schools should provide real-world, authentic experiences. Such results cannot ever be achieved in the traditional paradigm of Jan Amos Comenius's class-lesson system.

As a result of the new FSES, the phrase "character development," so unloved by educational strategists, is returning to schools. The FSES requires each school to implement a program for students' character development and socialization, which must include in its description "the forms and methods for organizing students' socially significant activities and the methodological approach to cooperation and partnerships among actors in educational processes and social institutions."

The FSES also outlines other interesting points. The General Educational Program should provide students with an opportunity to participate in the processes of transforming the social environment of their community and developing and implementing social projects and programs. Students, parents, teaching staff, and the general public must also have the opportunity to take part in designing the school's curriculum, creating the conditions for its implementation, and shaping the educational environment and school structure. Moreover, students should be able to "gain a rich community service experience, solve moral dilemmas, and make ethical decisions."

As you can see, studying the FSES is fascinating! From the principal's standpoint, trying to fulfill all the new requirements described by the FSES can break even a strong pedagogical back. It is difficult to find a school principal who can honestly say that his/her school is close to fulfilling all the requirements of the new FSES.

On the contrary, honest school principals would probably tell you that they need to double the number of school staff in order to implement this. However, no one could ever say this because the Ministry of Education and Science has already expressed its view by stating, "The introduction of the FSES does not greatly change the workplace, teaching staff employment functions (including position and type of assigned work), terms of payment, working hours, date of work commencement, and the type of work. Therefore, the implementation of the FSES will not lead to significant changes in the working conditions of teachers."¹ In other words, schools must carry out new tasks and activities within the approved payroll.

As a result of these circumstances, schools have no other choice but to strategically open their doors. Not for teachers to escape in search of better opportunities but in order to invite partners and investors. The new FSES

1. "On Implementation of the Federal State Educational Standard for Secondary (Complete) General Education," issued by the Ministry of Education and Science of Russia on April 19, 2011, № 03-255.

cannot be realized if schools are “closed” institutions. This means that collaboration between schools and public organizations becomes an important resource for solutions in addressing the new educational challenges.

Of course, school boards must cooperate with all institutions, including after-school and extracurricular education programs, universities, businesses, and students’ parents. This is of crucial importance. However, the focus of this publication is on the role of NGOs.

Community organizations working with children and youth often define goals and objectives that are similar to the new FSES directive. The majority of these organizations have accumulated vast experience in helping children to form social competence through involvement in projects, volunteering, and various kinds of creative and social activities.

The new FSES provides hope that collaboration between schools and NGOs will be recognized as a general need and such cooperation will become systemic and long-term. Hopefully, successful practices presented in this publication will help readers to adopt this approach and way of thinking.



Maria Mikhaylova works at the German educational and cultural center of Kirov, Russia, and spent two months in San Diego, California, US, as a US-Russia Social Expertise Exchange Education and Youth Working Group Fellow. During this time, she examined the practices of American partner institutions. In her fellowship report, Maria shares her insights and observations about practices in the American educational system that may be applicable to Russian schools in which the second-generation educational standards are being introduced.



Maria Mikhaylova

DRAWING PARALLELS WITH RUSSIA

If I were asked to describe my fellowship in a few words, I would say that it was a unique experience. Thanks to many wonderful, highly professional people – working group members, fellows, and experts in the field of education whom I met along the way — I was able to learn a lot about how American schools and NGOs are working together toward the introduction of new educational standards and draw parallels to similar work being carried out in Russia.

I would like to give a special thanks to Dr. Yvonne Marie Andrés, the American co-chair of the Education and Youth Working Group, for all her guidance and commitment and for serving as a professional role model for me personally. Dr. Andrés is an example of how enthusiasm, passion for one's work, and belief in one's own strength can translate into success.

During my fellowship, my colleague Irina Ushakova and I visited the following organizations and schools: Media Arts Center of San Diego (our host organization), Mount Miguel High School, The Urban League of San Diego, Cal Coast Academy, San Diego Russian School, School of Leadership and Education Sciences (University of San Diego), San Diego County Office of Education, and San Diego State University. I also worked with the San Diego Public Library and the Museum of Photographic Arts. The latter were related to my personal professional interests, and I learned about their youth educational programs.

The case studies we produced on the above-mentioned institutions are an important tangible result of our work. As social profiles of the organizations, the case studies focus on ways in which these organizations could cooperate

with similar institutions in Russia. They also contribute to the working group's manual on models of cooperation between Russian and American schools and NGOs facing new educational standards.

I believe that the connections I was able to establish with experts in the fields of education, arts, and culture, as well as with the organizations where I worked, are the most important aspect of my fellowship that I am bringing back to the organizations I work with in Russia.

As for the best practices that should be applied in Russian schools, I would list the following:

- **Project-based learning:** *Students learn while working on their own projects, beginning with the initial planning stages and up to the final assessment. They do independent research, learn how to use knowledge to solve cognitive and practical challenges, and gain research and communication skills through working in groups;*
- **E-learning:** *The widespread use of digital storytelling and multimedia tools encourages students to utilize online platforms for creating their own websites, blogs, videos, and collaborative online projects;*
- **CyberFair (a project of Global SchoolNet):** *CyberFair is a collaborative online platform for sharing community work experience and connecting youth worldwide through volunteerism;*
- **Cooperation between businesses donating technology and schools and NGOs:** *I was impressed by Innovation Day, which was organized by the San Diego County Office of Education in cooperation with technology companies and experts that spoke about how technology, when made widespread and accessible, can create innovation in the educational process;*
- **Community service as part of the school curriculum:** *In order to receive a diploma, students must record a certain number of hours of community service. This is a great opportunity for young people to help their local communities and gain valuable work experience that can influence their future career choices.*

One recommendation I have for future fellows is to effectively utilize their interests and talents during the course of their fellowship and take initiative. By this I mean that they should develop their own micro-projects. These could include a series of workshops, lectures, or lessons, depending on the fellow's abilities and their host organization.

In conclusion, I would like to express my gratitude to Eurasia Foundation for the unique opportunity to be a fellow and learn from leading experts in the field of education. I will be pleased to disseminate this experience and knowledge with my colleagues in Russia.

Mikhail Epstein is general director of Educational Center Uchastie in St. Petersburg, Russia. A member of SEE's Education and Youth working group, he served as an Advanced Practitioner fellow in 2014. During the course of his two-month trip to the United States, he focused on cooperation between schools and NGOs, businesses, and research centers. In this article, Epstein shares his thoughts as to why the ideas of progressive education that originated in the United States in the early 1900s never became common practice.



Mikhail Epstein

BACK TO THE FUTURE, OR FORWARD TO THE PAST?

A FEW STEPS TOWARD PROGRESSIVE EDUCATION

In February and March of 2014, I was fortunate to visit a number of private and charter schools in the United States. I had the opportunity to do so during my fellowship, which was organized by the US-Russia Social Expertise Exchange program.

One of the objectives of my fellowship was to study schools' experiences in implementing the new educational standards, which require that students be able to apply the knowledge they obtain at school in a practical context. A second goal was to study students' participation in research and their impact on their surroundings.

The main discussion and focal points within my study of school activities were the following:

- *How successful is cooperation among schools and NGOs, businesses, municipal authorities, and other organizations?*
- *How can this cooperation fit into the educational process of schools?*
- *What form does active student participation in these projects take?*
- *What methods, approaches, and types of work do teachers use?*
- *How does authentic, real-life material fit into the context of textbooks and courses?*

Some of the schools that I visited during the program were relatively new, such as:

- **Global Citizenship Experience Lab School, Chicago, Illinois, US**

This is a small, private, experimental school that leases space in the city

recreation center. The school concentrates on development and testing. It offers other schools an educational program that allows students to obtain necessary knowledge and experience through active interaction with the environment and modern technology.

■ **Advanced Math and Science Academy Charter School, Marlborough, Massachusetts, US**

This is a charter school located just outside Boston with approximately 1,000 students from grades six through twelve. The founders of this school have set an inspiring goal. They want every student entering their school (with no preliminary selection) to attain advanced knowledge and skills in mathematics and the natural sciences.

■ **Walkabout Program, Yorktown Heights, New York, US**

This is an interschool municipal program that allows interested 12th graders from several schools to dedicate their last school year to self-determination, trying out various activities and participating in internships at different organizations.

I also visited older schools that are well-known in the United States and abroad, in particular:

■ **Francis Parker School, Chicago, Illinois, US**

This is a private school founded by Francis Parker, a colleague of John Dewey, as a pilot school in the early 20th century.

■ **Little Red School House and Elisabeth Irwin High School, New York, New York, US**

This school was founded by John Dewey's colleague Elisabeth Irwin in 1921 as a public experimental school. During the Great Depression, when incomes and state budgets were cut, the government planned to close the school. However, parents and teachers came together and bought the school building, thereby laying the foundations for the private school that remains to this day.

Here is what I found curious. These famous experimental schools were designed to put into practice the ideas of John Dewey, who seriously impacted American education in the first half of the 20th century. As followers of so-called progressive education, the founders of these schools believed, like Dewey, that while at school, children should be active participants in their surrounding environment. They must study it and assist in changing it for the better while participating in productive activities. These schools devoted much attention to various productive activities for children, almost doing away with the walls of the school, bringing life into the classroom, and teaching children through the actual processes occurring around them.

In the second half of the 20th century, Dewey's ideas were actively criticized

for their alleged inability to provide students with a solid foundation in the natural sciences and mathematics. Many years later, these distinguished experimental schools still retain some elements of progressive education in their curricula. Once again they pose the same questions:

- *What does it mean to be a progressive educational institution today?*
- *How do we make the learning process more efficient?*
- *How do we move beyond the difficult limitations of the class-lesson system to give students the opportunity to study in real life, learn self-determination, and apply the knowledge and skills that are always difficult to fit into the framework of a lesson?*
- *How do we combine serious and thorough knowledge of science with practical activities?*

The founders of new experimental schools reflected on these same questions while trying to combine progressive education with preparation for the high-level tests required for admission to colleges and universities.

It is interesting that public schools are facing similar problems today. On the one hand, most students have not even begun to seriously explore the fundamentals of science, and this problem needs to be resolved. On the other hand, education did not become productive and qualitative while remaining largely dogmatic and based on rote learning.

The newly adopted standards are largely based on similar ideas of progressive education. They require substantive cooperation between schools and the outside world, in particular with high-tech businesses, NGOs, research centers, and cultural projects. All of this makes it possible to help teenagers gain business experience, more consciously master the basics of science, and acquire other important skills.

It is true that such work requires major changes in the stereotypes toward and perceptions of education that currently define both parents' and teachers' attitudes toward learning.

But how is this possible at a regular public school with ordinary teachers? I can imagine how difficult this is, as even teachers at long-standing experimental schools are not always ready to change the status quo.

It turns out that thoughts about education have come full circle. We are returning to the ideas of progressive education, but at a new stage of civilization. Implementation of the new educational standards requires more careful analysis of the experiences of old "laboratory" schools that in due course achieved some success and the creation of new experimental schools with staff who are prepared to test new methods. I will give some examples of how modern schools are trying to introduce real-life problems

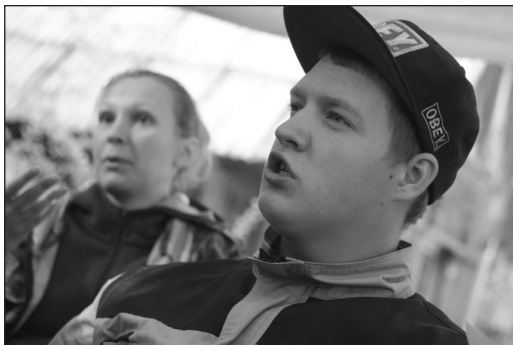
into school programs and how they are trying, in collaboration with different organizations, to create an action-based approach to studying the world around us as part of the school curriculum.

Working on this task, schools face problems associated with the need to overcome the current educational system framework and stereotypes in modern society.

In most schools, interacting with other organizations is not typically a part of the principal educational process; real life material is rarely involved in the educational activities of schools. When it happens, it is most often in the form of elective courses.

This is largely due to the difficulties this presents for partner organizations, particularly for businesses. It is not easy to involve students in the business world, to spend both time and human resources on work with children, and to incorporate the knowledge and skills necessary for the development of modern technologies into traditional school programs.

On the other hand, teachers are often not ready to change the status quo and face serious challenges related to the financial, organizational, and pedagogical frameworks that rigidly attach traditional approaches to the educational process. For example, out-of-school activities can be impossible to organize on a regular basis because they are not easy to coordinate with the hour-by-hour schedules of teachers, can require high transportation costs, and can result in other difficulties. But schools still manage to accomplish some innovative approaches, and what they do is interesting to examine.



1. How the LREI school implemented the Minimester

All teachers and interested upperclassmen students (supported by individual teachers) develop and offer small courses on any subject, not necessarily related to the regular educational program. The schedule provides three or four days in which these courses can be implemented. The program

for each course includes a general opening for the project and the final presentation of what students have seen and done. High school students can choose one course from among approximately 25 offerings. A group of students can choose the same course and work together for an assigned amount of school hours. No other lessons are given at school during this time.

The courses reflect the interests of teachers and students, such as contemporary music and politics, history and dance, city problems, and helping animals.

Some of the courses are even held outside of school. The goals of the courses are to:

1. *Enable teachers to show their pedagogical creativity;*
2. *Give high school students an opportunity to try teaching;*
3. *Give students the chance to choose their preference;*
4. *Study the topics and issues that usually will not arise in the regular curriculum.*

Among the educational outcomes of such courses are the new knowledge, experience, interest, and self-realization gained. Some courses are not very successful. But since a reflection follows after, it all becomes an important part of the educational process. The Minimester project has been repeated for several years and both teachers and students consider it highly valuable.

2. Human Rights Elective Course

Roughly 15 eleventh graders choose this course among other available offerings and participate in it four hours per week during the semester.

Each participant chooses a theme for more detailed study within the human rights course. Typically 75 percent of the course time is filled with lessons and lectures, and 25 percent is given to individual study. Each student must find a company or an expert with real-life experience related to their selected topic. Based on their study of theoretical material and communication with relevant organizations and experts, students give presentations representing their research on the topic.

Amnesty International, Human Rights Watch, and other organizations are among those with which students communicate. However, they are not regular partners. They are found by the parents, the teacher, or the students themselves, depending on the chosen topic and specific capabilities of participants.

By participating in this course, students can familiarize themselves with existing violations of human rights and discover ways to help people through the study of theory and hands-on experience.

3. With the help of teachers and parents, the Walkabout Program finds one- to two-month internships for students

High school seniors have an opportunity through this program to get hands-on experience at several jobs in various capacities during the school year. The position can be located at a library, NGO, factory, shop, school, museum, research center, hospital, etc. Once a week an educator comes to the internship location to discuss the intern's progress or any problems that may have arisen; they also discuss the knowledge and understanding the student has gained about the organization providing the internship, the position itself, his/her work mentor, and the staff. Once or twice per week all interns gather in the program room to discuss their experiences. Additional courses on subjects required for students to enter college or other educational institutions, in accordance with their choice, are organized there as well.

4. AMSA (Advanced Math and Science Academy) Charter School demonstrates a unique model of cooperation for schools and businesses

The technology teacher at this school took a training course in computer technology at Oracle and became certified to teach the course. She is now teaching it as one of the school electives. Students who successfully complete the course have an opportunity to gain practical work experience at Oracle and fill orders for their partner companies even while they are still in school. While the school receives a practice-oriented course, high school students gain work experience at a real business, and the company finds young prospective employees.

5. Francis Parker School offers a school program that allows students and teachers to implement interdisciplinary projects on ecology

Teachers team up in advance in interdisciplinary working groups. Each group thinks through possible research and practical projects related to various sciences, with a general focus on ecology. While discussing the project idea, prospective partner organizations are sought out, such as environmental organizations in charge of the water quality of a specific lake. Ninth through eleventh graders are invited to select a project group in which they can do practical and research work. The work is conducted for a certain period of time, approximately one hour per two weeks during the school year. Additionally, five days are allotted to work with other organizations outside of school.

The idea of science museums as partner platforms for schools in the study of the natural sciences is gaining in popularity. During his fellowship in the United States, Mikhail Epstein learned about the implementation of science museum-based educational programs.

SCIENCE THROUGH PASSION

IS IT POSSIBLE FOR SCHOOLS TO MAKE
SCIENCE ENJOYABLE?
THE PREROGATIVE OF SPECIFICALLY ORGANIZED SPACES



Mikhail Epstein

During my two-month fellowship in the United States, from February-March 2014 (as part of the US-Russia Social Expertise Exchange Program), I was particularly interested in getting acquainted with projects in which research centers and hi-tech corporations are opening their doors to students to actively introduce them to the cutting-edge inventions of modern science and advanced technology.

This interest of mine is primarily due to the fact that we are now implementing a project in this field in Russia. It is important to see how others do it and to search for partners for initiating joint programs. Apart from this pragmatic interest, there was also a research one. In Russia there is a growing interest in projects popularizing science and technology – both among large businesses and government agencies. In this sense, it would be interesting to see how our American counterparts, who already have many years of experience with similar projects, do this task.

Unfortunately, I was unable to meet with representatives of educational projects implemented in direct partnership with hi-tech businesses. Before my trip, we found several such projects on the Internet; however, some of them were geographically unworkable with my fellowship schedule. For others, people were willing to meet me, but I could only visit them on days they were out of the office. It's a pity, but it means that we should continue with expertise exchange and seek new opportunities for meetings.

I was able to get acquainted and network with specialists at several interactive science museums with different themes.

I visited:

- **Exploratorium**, San Francisco, California, US: <http://www.exploratorium.edu>

- **The Museum of Computer History**, Mountain View, California, US:
<http://www.computerhistory.org>
- **Lawrence Hall of Science**, University of California, Berkeley, California, US: <http://www.Lawrencehallofscience.org>
- **National Museum of Mathematics**, New York, New York, US:
<http://momath.org/>
- **Museum of Science**, Boston, Massachusetts, US: <http://www.mos.org>

During my visits to these organizations and in my communication with their staff, I was trying to examine the museum space and the current exhibits, as well as find answers to several questions:

- *How do these organizations function? Who contributes the energy, intellectual ability, and resources necessary for their existence?*
- *What are the motives and mechanisms of collaboration between science museums and schools?*
- *How can museum resources (the personnel and material) be useful to schools in their work in connection with, among other things, the implementation of new educational standards?*

I would like to share some of my observations and conclusions as a result of these meetings.

The idea of interactive science museums is not new. There are different opinions as to what year can be considered the date of the first interactive science museum foundation. According to one version, science museums are over 100 years old. In Russia there is the well-known experiment of the House of Science for Entertainment, which opened in the 1930s in Leningrad, thanks to the efforts of Yakov Perelman. The concept of interactive museums is at least 40 years old. Among the museums that I visited, there are some that have been in existence for many years and some that are quite new.

The one idea they all share is the organization of an educational environment in which children can master the sciences enthusiastically through a variety of channels of perception, including direct interaction (with their hands) with objects presented in the museum. This interaction, according to organizers, engages children in research and learning activities.

The exhibits at various museums are similar in form. For example, museums often collaborate to develop and organize exhibits that travel from city to city. There are many museums with their own individual style, theme, and primary exhibit subject. These include the Museum of Mathematics, NASA Center Museum (dedicated to space), Computer Museum, etc.

These museums are created either as part of large scientific and research centers or by independent groups of enthusiasts, composed of scientists as well as representatives of other professions.

The majority of these museums are created as non-profit organizations and are supported by numerous foundations, private donations, and contributions from large companies, which is typical in the United States.

It is important to note that the National Science Foundation, which provides much support to interactive science museums, is a sponsor of the majority of museums that I visited. Local authorities at the state and city level also actively cooperate with museums and support their activities.

Therefore, we can say that museum budgets are made up of several sources: state resources (on the level of states and municipalities), donations from individuals and businesses, projects funded by grants, and visitor entrance fees.

According to my observations, the majority of interactive science museum projects in Russia are commercial, with visitor fees as the primary financial source. I think this situation is worthy of special analysis: What are the differences between Russian projects and American ones? Do these Russian projects really pay off? And if so, does it mean that parents in Russia are better off than in America? Has a culture of paying for education out of necessity developed in Russia due to a lack of strong government support for this area and mass support of educational projects by businesses?

There is another important area of focus in the work of American science museums. Some of them do not merely act as exhibition grounds, but also as scientific and methodological centers. Availability of financial support from the state (in its various manifestations) and private funds enables museums to hire, in addition to staff working with existing exhibitions, a small number of researchers and developers (e.g. educators and scientists). These people not only develop new exhibit projects and educational programs, but also develop and conduct teacher training programs to introduce teachers to the achievements of modern science and technology and the methods of passing these advances along to students.

For example, 14 museums and their staff members participated in a 10-year grant program dedicated to the dissemination of knowledge about nanotechnology, funded by the National Science Foundation. The project developed an exhibition about nanotechnology that traveled from one museum to another.

From what I saw, most of the content of science museums is geared toward elementary and middle school rather than high school students. This is likely due to several reasons. One of the reasons is that passion for science itself

should be developed and maintained in elementary and middle school-aged children. Later, it may be too late. Another possible reason is that it is not so easy to provide a “hands-on” approach to scientific laws and modern technologies that is interesting and relevant to high school students. Of course, many scientific facts and laws memorized in junior high are still not fully comprehended by students by the time they reach high school.



Furthermore, it seems that a slightly different format of interaction with modern science and high technology is more relevant for high school students. This is a format that enables students to gain authentic work experience in the above-mentioned fields and not only study them at the informational level. Providing students with such experience, however, is not so easy to organize. One would need functioning equipment for research and production, as it is important to include students in the actual process (or a very accurate simulation of such processes). This requires revision of safety rules, the involvement of highly qualified professionals, and a different organization of educational programs. It would be impossible to apply the new format to the large, constantly changing groups of students that are typical at museums. This also means that such programs are much more expensive. However, it seems that they are important and relevant in terms of orienting high school students in the modern world of technology. Such programs are part of our

near future and most importantly, some examples of such programs are beginning to appear.

The majority of science museums work as “leisure centers,” realizing that their target audience is families with children (mostly children of elementary school and adolescent age, rather than high school students). In this sense, their key mandate is extracurricular activities – education complementary to the school curriculum.

Schools are also active users of museums. Almost all elementary school teachers plan to attend a museum at least once a year. For teachers, using museum resources is a way to diversify the educational opportunities of school. Museums, in their turn, are willing to work with groups of students. A variety of programs are developed for such group visits, some of which are linked to the content of school curricula.

However, the museum staff was unable to provide the names of schools that align their curriculum with the opportunities of the museum. This means that most schools do not consider science museums a resource for the regular educational process. One of the reasons for this is the renowned “clumsiness” of schools associated with organizational and financial difficulties (in particular, problems with overcoming lesson by lesson organization and the financing of the educational process). Also, museum staff does not always aim to link the museum space and museum programs with school curricula. According to their logic, the task of museums is the organization of meaningful leisure time, a place in which students can get excited by and become interested in science. Deciding how school will work with this is their own business. Museum experts believe the main task of museums is to form an interest in and enthusiasm for science among students. It is unclear how interests that emerge during a visit to the museum are later maintained in school or how they affect the educational standing of a child at school. I am trying to figure out how my colleagues track the efficacy (qualitatively) of their programs.

From what I understood, analyzing the children’s levels of interest in museum visits helps with this task. It is clear that keeping track of the number of visits and the number of repeated visits can also be of help. The changes in educational activities at school, however, are not recorded. This can likely be explained by the fact that my English is not good enough, and I was not able to understand everything they told me. I have to note, however, that I was quite persistent with my questions. There are most likely several different reasons for this dearth. First of all, such studies of delayed effects are cumbersome and complex. Second, it seems that museums simply do not take on this task. Museums captivate and entertain, and what follows should be the task of

schools and teachers. Museums complement schools and help parents to fill the gaps that schools leave.

Museums are also actively developing methods of working with the homeschooling audience in the US. They provide the opportunity for homeschooled children to work together with their peers under the guidance of an expert with quality study materials.

Out of all my meetings during my fellowship, I can give just two examples of attempts to form deeper cooperation between schools and science museums.

One example is the experience of the National Museum of Mathematics in New York City, where experts develop outreach programs that can be brought to schools, thus solving the problem of transporting children to the museum. Transportation is a major consideration, as it requires additional funding and administrative work.

My colleagues from the Exploratorium in San Francisco shared another interesting story with me regarding the need to improve the quality of education in schools located in disadvantaged areas. In these schools, teachers usually have great difficulty involving students in learning activities. A positive change in the quality of school activities often results in improvements in the socio-demographic environment of the area.

The Exploratorium signed a contract with one of these disadvantaged San Francisco neighborhoods. Museum specialists helped teachers at several schools in the area. A team of these specialists organized training sessions for teachers on methods of instruction that help attract children to learning and research activities. They also helped develop learning materials and organize trainings for children based on the Science Cycle Program at the Exploratorium.

The change in location for activities, the rich educational environment at the museum, and the techniques used by its experts all contribute to raising the level of students' interest in sciences. It is too early to speak to the results of the project, as it is still under development. However, according to museum staff, one thing is for sure: children demonstrate great enthusiasm for research at the Exploratorium.

An important event in the activities of SEE's Education and Youth Working Group was a discussion on models of collaboration between schools and the community. Classification of these models gives us an opportunity to more successfully study practical experience and assess its limitations and opportunities.

The classification proposed by the working group is based on an assessment of the role partners play in the process of collaboration between schools and NGOs. To get an idea of how this works, let us analyze NGOs as school partners. Collaboration between schools and NGOs can be classified according to the following four models:

1) Zero Collaboration. *The school either does not cooperate with NGOs or, at best, uses them as a study object (e.g. for a social science course);*

2) NGO Leadership. *In this model, the leading role in the partnership is performed by a non-governmental organization. An NGO approaches a school to fulfill its own goals. For example, an organization runs a training program for future leaders at a school within the framework of its own project or tests new working methods. In this model, the school performs a supportive role but is not an equal partner.*

3) School Leadership. *This model is characteristic of schools that are actively engaged in civic education and involve students in social projects. Such schools can organize charitable activities, take part in neighborhood improvement work, or provide volunteers for community organizations. Therefore, the community serves as their recipient. Schools collaborate with NGOs exclusively by receiving support from them. NGOs are ready to welcome students on field trips, provide prizes for different events and brochures for distribution, and give work to groups of students willing to do community service. Less frequently, schools will initiate the introduction of methods and techniques used by NGOs in their work. Examples include the creation of student councils, mediation services, and volunteer centers. The role of NGOs is limited to providing access to corresponding methods and periodic counseling. In this model, the leading role in establishing interaction belongs to schools; the role of NGOs is merely to support them.*

4) Partnership. *In this model, schools and organizations are making a comparable contribution to a common project and are acting as equal partners. This model works when schools and NGOs have common interests and goals and would be unable to achieve them separately. An example of this would be schools and NGOs collaborating on the development of a youth initiatives program. Each partner has its own tasks to fulfill. If one of the partners – be it a school or an NGO – is unable to fulfill its obligations, achieving the common goal becomes impossible.*

In the following article, Education and Youth working group member and Advanced Practitioner Fellow Mikhail Epstein analyzes these models by using examples of collaboration among schools and businesses.

SCHOOL AND THE COMMUNITY: MODELS OF COLLABORATION

The outside world should come into the classroom. Schools should open their doors and give students an opportunity to participate in the transformation of the environment as it is happening. The content of the academic process should be based on modern life. All these thoughts have already been expressed for many years in the form of criticism of schools and have gone in and out of fashion before our very eyes. More than 100 years ago, these values became one of the foundations of a new pedagogy promoted in particular by John Dewey, and progressive schools put them into practice. However, as of today, this practice has yet to be widely adopted. Not only do public secondary schools experience difficulty in implementing this approach, but private experimental schools struggle as well.

New educational standards that encourage schools to work closely with the outside world and the community make things even more difficult. It seems that this method suddenly will leave the experimental zone and be put into practice on a large scale. This will not be an easy task.

To begin with, it seems that we must look closely at the current situation in order to understand what is effective and what is not, as well as what both schools and communities must do to work more effectively together and become partners in the education of a new generation.

Creating these “open” schools is practically impossible without partners. It is difficult to consider the whole community as a partner in this sense. Instead, it would be better to identify concrete representatives from the community for schools to collaborate with. The following text analyzes collaboration between schools and their communities through examples of partnerships between schools and businesses (as part of the community) and the possible role of NGOs in this interaction.

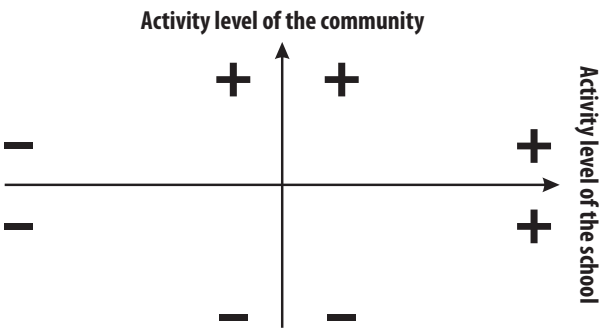
We can offer the following model for potential interactions between a school and its surrounding community. We shall analyze the available examples of cooperation in terms of exchanges between the two partners – the school and the community member (local businesses in our case). How closely do they interact? Who plays the lead role in their mutual relations? How actively involved is the school in the way the community changes and vice versa?



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The following diagram illustrates the discussion of activity in partnership.



The vertical line reflects the increasing activity of society as it goes up, and the horizontal line reflects the increasing activity of the school as it moves right. Accordingly, we can place examples of possible collaborative projects in four fields, the four areas of collaboration.

It is clear that any chart is in some way or another imperfect and explains just one aspect of reality. Still, here is one explanation. Starting with an analysis of activity of both sides of the collaboration, we can see four approaches, four types, four vectors of collaboration that can develop between a school and its community.

<p>THE COMMUNITY INITIATES CHANGE IN EDUCATION +</p> <p>Educational programs and projects in schools initiated by business. Business as a participant of the public initiative in education.</p> <p>2</p>	<p>+ THE SCHOOL AS A PART OF THE LOCAL COMMUNITY AND THE COMMUNITY AS A SCHOOL</p> <p>Networking opportunities for community in the organization of educational programs. Business as a resource (space) for education.</p> <p>4 +</p>
<p>THE SCHOOL STUDIES THE WORLD AROUND IT 1</p> <p>The educational program of the school includes the study of the local community. Business as an object of study.</p> <p>-</p>	<p>3 THE SCHOOL TRANSFORMS THE WORLD AROUND IT +</p> <p>The educational program of the school includes transformation of the local community. Entrepreneurship as a “method” of schoolwork.</p> <p>-</p>

1. THE SCHOOL STUDIES THE WORLD AROUND IT (SQUARE 1)

The school is not overly active in changing the surrounding world, and its prospective community partners play a rather passive role in the collaboration as well.

The school studies the surrounding world but doesn't try to transform it. It should be noted that from what I have observed, this is the most frequent type of interaction between a school and its community. Business most often acts as an object of research.

Here are some of the possible examples of partnerships:

- *Tours and field trips for students (e.g. the Education through Entrepreneurship program implemented in some regions of the country);*
- *Business simulation games like "Journalist," which is organized by Educational Center Uchastie. Children visit a company as journalists and then analyze and describe what they have seen, trying to convey their impressions and thoughts to future readers of their publication;*
- *Research projects organized by the teacher and students about an enterprise or organization. The organization may be ready to serve as an object of study, but it is not ready to initiate closer forms of interaction with students, such as internships.*

Such partnerships should not be too burdensome for businesses. However, it is important for schools to know how these relationships can be included in the educational process, since most of these projects are implemented as extra-curricular activities. One of the problems is integrating the study of business as part of the surrounding world into the school curriculum.

2. THE COMMUNITY INITIATES CHANGE IN EDUCATION (SQUARE 2)

The community (as represented by entrepreneurs and business organizations) tries to be active, while schools are not ready to take the initiative. In these cases, businesses act as the initiator of change and influence schools. Educational programs and projects initiated by businesses are implemented at schools.

The reasons for this desire to influence education vary. Some people initiate educational projects for their own children. Businesses have their own strategic objectives for preparing future employees.

There are numerous examples of these kinds of projects.

There are private schools, which are established as independent businesses that aim to provide a different educational experience. In Russia, such private schools were mostly built from scratch mostly by teachers and parents 20 years ago. However, many of today's entrepreneurs are investing in new educational institutions because they have their own understanding of how education ought to be for younger generations.

Some entrepreneurs set up their own initiatives to change the situation in at least some schools. For example, School of Tomorrow (<http://www.shkola-zavtra.ru/>) supports changes in teaching methods in 13 schools in St. Petersburg, Russia. The project facilitates training for teams from the 13 schools and provides expert support for these schools as they prepare to implement these changes in their development programs. The project is funded by an entrepreneur and is implemented by OSEKO, a non-profit organization.

There are also the programs of large corporations concerned with promoting their brand and creating a larger pool from which to draw future employees and consumers.

The School League RUSNANO program is one such program. It is a network project that aims to promote ideas geared towards developing modern education in Russia's schools, first and foremost in the fields of modern technology, technological entrepreneurship, and the natural sciences.

The School League RUSNANO program unites school teachers, researchers, academics, business representatives, and, of course, students. More than 100 educational institutions and 100 partners (business enterprises, universities, and research centers) from 42 regions of the country became program participants in 2010-2014. The program is supported by the Infrastructure and Educational Programs Fund (RUSNANO).

3. THE SCHOOL TRANSFORMS THE WORLD AROUND IT (SQUARE 3)

The school tries to transform the world around it while the community and businesses play a passive role in this process. In some cases, schools manage to introduce their own initiative into the educational program to transform the local community. Entrepreneurial initiatives of students and teachers are an important part of school life.

The following cases are illustrative of this type of cooperation.

A school organizes its own manufacturing initiative, which allows students to gain useful experience in production while benefiting the school and the surrounding community. There are numerous examples of such activities in

rural schools, where self-help is a necessity of life. Narodnoe Obrazovanie (People's Education) magazine in Moscow specifically organizes the annual Anton Makarenko Contest to support and unite these types of schools.

The Youth Achievements (Dostizhenii molodykh) program is a public initiative implemented by a non-profit organization. It unites schools that have introduced business training into their curriculum in the form of economics courses or other courses. Students have the opportunity to master entrepreneurship not only in theory, but through hands-on experience and assimilation of real cases. During this course, high school students create their own company and collaborate on a final product or service that they produce and try to sell to customers. Students develop a business plan, hold training sessions for friends, acquaintances, and relatives, raise funds, organize a business plan, and balance their gains and losses at the end of the school year.

Students' proficiency in modern computer technology allows computer science classes to combine with real business. For example, students of Penza Lyceum № 3 have the opportunity to put knowledge accumulated in computer science classes into practice. They complete actual orders for SMOLO.COM, an IT company created by teachers and students of the school. Another example would be the training courses taken by technology teachers from AMSA Charter School in Marlborough, Massachusetts, US, at Oracle Corporation. Now, high school students who have successfully completed a programming course can find internship opportunities at this company and receive hands-on experience in business.

Schools in the Penza region are actively involved in the Education through Entrepreneurship program. Among the research projects completed as part of this program are some that can result in an actual business product. The program's purpose is to introduce students to business through communication with a particular company and involve students in the business process. At first, businesses in Penza got involved in this educational project by order of the local administration, but then business managers became actively involved in interacting with the schools and students. They discovered that it is interesting to work with students who are creative and who can, with concerted effort, offer unexpected and useful solutions for their businesses.

4. THE SCHOOL AS A PART OF THE LOCAL COMMUNITY AND THE COMMUNITY AS A SCHOOL (SQUARE 4)

Both the school and the community are active partners in collaboration. Businesses realize the importance of cooperation with schools and education. The school feels like a part of the local community and sets a goal of studying and improving it. At the same time, the school uses the local

community and businesses as a resource and an educational space.

Unfortunately, such relationships between schools and businesses, education and the local community, are rare. However, there are some projects where these connections are evident.

The sociocultural phenomena described by A. M. Tsurulnikov can provide such an example. Small businesses within a region begin to realize the necessity of working with schools. This could be a blacksmith who teaches his craft to local children or a retired soldier who creates a village library with children, simultaneously using the library as a foundation for creating a center of arts. Yet another example could include eco-settlers who transform a former landfill into a school for all children.

There are also programs such as The City as a School in New York or the Walkabout Program in Yorktown Heights, New York, US. High school students participating in these programs have the opportunity to practice skills under the guidance of tutors. Students do not sit at school desks but learn and work with real experts to solve real-life problems. It is quite different from a medieval apprenticeship. Today, young people regularly discuss everything that happens at work with their tutors, including what they need to learn to become more successful and which educational path to choose. These programs have proven their value, especially for students with difficulties in an academic setting. Unfortunately, such programs have not yet been developed in Russia.



A training center based on the grounds of a company can also be an example of a collaboration model. For example, in St. Petersburg, Russia, the Vodokanal company hosts a children's learning center that is dedicated to environmental studies. It is a joint project of Vodokanal and a non-

profit organization. The center employs specialists who develop educational programs and schools bring students to the training center and use it as an external resource to supplement their curriculum.

Interactive science museums are becoming increasingly popular in Russia. Unlike in the United States, they are created as business projects. However, from the beginning they are planned as breakthrough educational projects designed to enthrall children with science in a way that does not happen at school.

There are many more examples of joint projects, but let us stop for now. It is important to analyze the effect of existing examples of collaboration and to take note of possible courses of action that schools and their partners can take in order to establish collaborative initiatives.

An analysis of existing partnerships between schools and society and businesses and other organizations shows that some schools are involved in collaborative projects of the first, second, or third type. However, few schools have such projects.

One of the reasons for this situation is that schools do not reach out for partnerships, which may be difficult to put into practice. It is not easy for a school to be open, let partners in, interact with them, and influence the surrounding world. It is difficult to overcome stereotypes about the intent and methods of educational organizations that dominate the teaching and parent community. In addition, it is not easy to overcome the technical difficulties that have grown out of the classroom-based system, not to mention the corresponding restrictions embedded in the existing system of financing and regulations.

In cases where schools do collaborate with the community, collaboration typically follows the model of the school studying the surrounding world but not trying to transform it. In contrast, the model in which the school is part of the community is quite rare. It is important to note that this is typical not only in Russia, but also in other countries, including the United States.

After all, it is much easier to write a book and learn about history from this book than to talk about history with real people and witnesses. It is easier to study birds from pictures in a textbook rather than make a birdhouse with children.

It is typical for schools to explore what has already been written and not do original research. Schools do not involve the surrounding world in their activities. The main content of their activities is still the lesson plan, which is often far from real life.

This should provide food for thought.

EXAMPLES OF SUCCESSFUL COLLABORATION BETWEEN SCHOOLS AND NGOS IN THE CONTEXT OF NEW EDUCATIONAL STANDARDS

This section contains case studies completed by US-Russia Social Expertise Exchange Education and Youth working group members and fellows. The case studies include content provided by the organizations that appears in their published material and on their websites. Content excerpts are reproduced here with their permission.

The case studies describe successful examples of new methods and tools implemented in Russian and American schools and NGOs that support the new educational standards in both countries.

The case study template was designed by Ekaterina Astashina, Ed.D., Education and Youth working group member, associate professor at the International Market Institute in Samara, Russia.

SAN DIEGO, CALIFORNIA, US: INTERNATIONAL CYBERFAIR



ABOUT THE ORGANIZATION

■ **Name**

Global SchoolNet Foundation

■ **Contact Information**

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Wikipedia: http://en.wikipedia.org/wiki/Global_SchoolNet

■ **Programs and Services**

Global SchoolNet's mission is to support 21st century, brain-friendly learning and improve academic performance through content-driven collaboration. The organization engages educators and students in e-learning projects worldwide to develop science, math, literacy, and communication skills; foster teamwork, civic responsibility, and collaboration; encourage workforce preparedness; and create multi-cultural understanding. It prepares youth for full participation as productive and compassionate citizens in an increasingly global economy. Founded in 1984, GSN is a 501(c)(3) non-profit educational organization. GSN provides the following services:

- Producing interactive, collaborative content and web-based tools;
- Consulting services for schools, universities, businesses, and government organizations;
- Providing professional development and training materials focused on successful implementation of collaborative, project-based learning;
- Providing conference keynote presentations and workshops for public and private school districts in Africa, Asia, Australia, Canada, Europe, South America, and throughout the United States.

■ **Target Audience**

- K-12 students, teachers, library media specialists, and youth educators in community organizations.

INFORMATION ABOUT THE PROJECT

■ **Project Name**

International CyberFair

■ **Funding Sources**

Grants; corporate sponsorships;
charitable donations; contract work.

■ **Project Timeline**

This is an annual program. Participants can work on their projects throughout the year. Registration begins in October and final projects are



Take Action to Improve Lives
& Connect Communities!

CyberFair.org

due in March. Peer review and evaluation takes place in April and the final results are announced in May.

■ ***Geographic Reach***

Participating schools and youth organizations from 109 countries.

■ ***Approximate Number of Participants***

International CyberFair has run annually since 1996, with millions of students participating from more than 100 countries. A library of more than 3,000 CyberFair projects is currently available on the Global SchoolNet website. In 2014, 202 projects from 20 countries were submitted.

■ ***Idea and Context of the Project***

International CyberFair is an award-winning learning program used by schools and youth organizations around the world. Students conduct research about their local communities and use digital media to publish their findings online.

Recognition is given to the best projects in each of eight categories: local leaders, businesses, community organizations, historical landmarks, environment, music, art, and local specialties.

This White House-endorsed program encourages youth to become ambassadors for their own local communities by working collaboratively with community members and using technology tools to create a website or video that displays what they have learned. Competition judging also takes place online. Students evaluate other projects using a web-based evaluation tool (rubric) designed by Global SchoolNet. The top forty entries are reviewed by international judges to determine the best educational projects. Winners of International CyberFair are announced each spring at a ceremony that is a global event in itself, with hundreds of schools participating via Internet.

■ ***Comparison of Goals and Results***

The purpose of International CyberFair is for youth, their schools, and their local communities to use the Internet to share resources, establish partnerships, and work together to accomplish common goals. Representatives of Global SchoolNet believe that involving youth in educational outreach projects will foster worldwide friendships and unite communities.

The number of participating schools and organizations increases every year. Many participants repeatedly take part in the project, learning from their past experiences and constantly improving. CyberFair is a remarkable experience for youth because they have an opportunity to develop teamwork skills, demonstrate creativity, and learn how to use modern media through hands-on experience. Some of the final student projects include videos, blogs,

websites, podcasts, and other content. These materials establish a portfolio with examples of school work, community work, and extracurricular activities.

■ **Project Partners**

A total of 45,500 partner schools and organizations participate worldwide, including within Russia. National and regional affiliates of CyberFair programs are run in Taiwan, China, the Philippines, Poland, Hong Kong, Bangladesh, Ghana, Romania, Uzbekistan, and Singapore, as well as throughout the United States.

■ **Engaging New Partners**

Global SchoolNet encourages the implementation of regional and national CyberFair programs that build on the International CyberFair model.

Regional affiliate programs are typically arranged by county, state, and national educational organizations on the one hand, and by community technology centers and institutions of higher learning on the other. These organizations typically assume the following responsibilities:

1. *Identifying and enlisting the help of local stakeholders who will benefit from the CyberFair program (e.g. representatives from local schools, universities, parent-teacher organizations, county offices of education, chambers of commerce);*
2. *Determining how local stakeholders will assess the success of the CyberFair program (e.g. number of participants, quality of CyberFair projects, student achievement measures, public relations);*
3. *Articulating the ways in which CyberFair activities support local content standards and educational requirements;*
4. *Generating awareness of the CyberFair program through local print, broadcast media (radio and television), electronic announcements, and on-site presentations and teacher or student workshops;*
5. *Providing support to local participants via email and phone;*
6. *Helping participants stay on task and complete their assignments on time;*
7. *Developing a plan for local recognition of student achievement (e.g. certificates, prizes, awards ceremony, press releases);*
8. *Encouraging the best local projects to enter the International CyberFair competition.*

Information about the project is available online and disseminated through educational forums, social media, and at educational conferences.

■ **Reasons for Collaboration**

Participation in this project is an opportunity for students' self-expression in the international arena and can contribute to the educational institution's ranking and status.

■ **Participant Benefits**

Youth who participate in CyberFair benefit because they:

- *Engage in practical learning as they collaborate with fellow students and members of their community;*
- *Practice important 21st century learning skills in areas of communications, original research, interviewing, writing, creativity, and digital media production;*
- *Practice important workforce readiness skills, such as teamwork, project-management, peer feedback, and entrepreneurship;*
- *Develop a greater appreciation for their local history, culture, environment, and economic conditions;*
- *Develop a global perspective as they share their projects with other communities worldwide.*

■ **NGO Benefits**

NGOs and the communities that support CyberFair benefit by:

- *Engaging youth in local issues that directly affect their communities;*
- *Preparing youth for jobs in their local community;*
- *Building collaborative relationships with other community members;*
- *Developing business and strengthening the local economy through awareness;*
- *Creating a historical archive that showcases local community offerings;*
- *Increasing positive cause-related publicity and media coverage.*

■ **Project Frequency**

The CyberFair competition is conducted annually.

*This case study was completed by
Maria Mikhaylova*

PETROZAVODSK, RUSSIA: “WE AND THE COMMUNITY” AND “FIRST STEP INTO THE COMMUNITY”

ABOUT THE ORGANIZATION

■ **Name**

Youth Union “Doroga”

■ **Contact Information**

Prospect Lenina 38,
Petrozavodsk, Russia,
185035

Phone: +7 911-436-5155

Email: doroga@karelia.ru

Website: <http://doroga.karelia.ru>



■ **Programs and Services**

- Development of children and youth initiatives;
- Informational support for children and youth organizations – production of the youth television show “After School;”
- Social adaptation of children with health problems and developmental disabilities;
- Development of conflict resolution services for youth involved in criminal activity.

■ **Target Audience**

- Children and youth.

■ **Territorial Coverage**

- The city of Petrozavodsk and the Republic of Karelia.

INFORMATION ABOUT THE PROJECT

■ **Project Name**

“We and the Community”

■ **Funding Sources**

Children and Youth Center of Petrozavodsk; private funding from participants; a grant provided by the Youth of Karelia Initiative for 2013-2014.

■ **Project Timeline**

The program is implemented on a regular basis and is ongoing.

■ **Geographic Reach**

The city of Petrozavodsk.

■ *Approximate Number of Participants*

Fifth through seventh graders in Petrozavodsk take part in the program. The application period runs every fall. The number of participants for the 2013-2014 academic school year encompassed 28 classes from 10 different schools, or about 700 students (there are 40 schools total in Petrozavodsk).

■ *Idea and Context of the Project*

“We and the Community” is a civic education program. Young people acquire teamwork skills and participate in community-friendly events and activities. The program is a useful tool for educators to improve the psychological climate in the classroom and contribute to students’ personal development.

The program consists of the following main elements:

- Thematic units. Each month classes focus on a particular subject. A thematic unit includes a Common Activity (an event, festival, competition, etc.) in which all classes participate, as well as additional opportunities for classes to choose from. Examples of thematic units include “We are a Team,” “We and Tourism,” and “We and Volunteerism;”
- Training courses. These courses aim to teach children the basics of teamwork and project management and provide them with the practical skills needed for successful class involvement in the program. Training courses are conducted by city program coordinators through both regular classes and field trips, including outings to recreation centers in the countryside;
- Small groups. A class self-governance system based on working hand-in-hand with peers;
- Credit system. Classes earn credit points based on their level of involvement in the program and can spend them twice a year at an auction. They can buy gifts and souvenirs, as well as trips and workshops with various organizations in the city.

For more information visit the program website: <http://doroga.karelia.ru/mio>

■ *Comparison of Goals and Results*

Homeroom teachers, educators, parents, and students have all noticed improvement in the classroom atmosphere and see the value of this new social experience. The educational value of the program depends to a great extent upon the educator’s skills in managing student work. City program coordinators create the event schedule, work with classes in a training course, and consult with assigned educators. When the educator’s work is systematically aligned with the program, the interaction yields positive results.

If the educator is only nominally involved in implementing the program (for example, involvement is limited to distributing program assignments to individual students), the efficacy of the program remains low.

■ ***Project Partners***

In addition to schools in Petrozavodsk, the main program partner is the Children and Youth Center of Petrozavodsk, a municipal institution for supplementary education. The Center funds two supplementary educators who act as city program coordinators. The Children and Youth Center also has an approved “We and the Community” educational program. This program makes it possible to award children with certificates upon their successful completion of the program.

■ ***Partners or Participants?***

Educational institutions act as project partners, as this project is impossible to implement without their support. Schools include “We and the Community” in their lesson plans and consider it part of their educational curriculum in accordance with the new education standards.

■ ***Engaging New Partners***

Information is delivered to schools through various means: through the Children and Youth Center, by email, and through official education channels. The program is well-known and supported by a number of school administrations. As a result, different schools participate in the program with strong class representation. Additionally, an important and positive role is played by another program from the organization – “First Step into the Community.” This program is designed for a younger age group, third through fourth graders. When passing to the next grade level, many classes express a desire to continue cooperation with Youth Union “Doroga” and, as a result, become part of “We and the Community” along with their homeroom teacher.

■ ***Reasons for Collaboration***

Collaboration helps the organization and schools find solutions to common problems. The organization aims to develop children’s involvement in the community and focuses on the implementation of effective forms of engaging teens in socially meaningful activities. In turn, the school needs this collaboration to develop a system for social education.

■ ***Level of Cooperation***

The organization receives support from the school for organizing joint activities within the framework of the program. Festivals, competitions, and

the final events of thematic units are held on the premises of some of the participating schools. Firsthand participation in the program is carried out under the guidance of homeroom teachers. On a scale from one to ten, ten being the highest level of cooperation, the average level of cooperation would be a five. This ranking most objectively reflects the homeroom teachers' different levels of involvement in the program.

■ ***Project Frequency***

"We and the Community" is cyclical. Typically, a class participates in the program for two or three years. However, if in the first year of participation the level of class activity and involvement is visibly low, the program discontinues collaboration with this class.

INFORMATION ABOUT THE PROJECT

■ ***Project Name***

"First Step into the Community"

■ ***Funding Sources***

Children and Youth Center of Petrozavodsk; private funding from participants.

■ ***Project Timeline***

The program operates on a regular basis.

■ ***Approximate Number of Participants***

Program participants are third through fourth graders from Petrozavodsk. Registration for the program takes place annually at the beginning of the school year. During the 2013-2014 academic year, the program worked with 39 classes from 13 schools in the city, which involved about 1,000 participants.

■ ***Idea and Context of the Project***

"First Step into the Community" is a voluntary social development program for elementary school children and is developed and implemented by Youth Union "Doroga." The program offers a system of socially beneficial activities, city-wide events and game programs, and helps to develop self-governance in the classroom. The main objective of the program is to teach children teamwork skills and help them gain experience in active community involvement for the first time.



These eight- to ten-year-olds are involved in activities that help them build successful relationships with peers, gain recognition from adults, and take action independently, often for the first time. When children come to school, they focus their emotional energy on adopting new social roles and fulfilling new responsibilities in the community. This is a period in the life of a child during which he/she forms his/her ideas about social values and rules of life within a group of people. That is precisely why it is of crucial importance for the educational process to form a positive attitude toward community service among primary school students.

By participating in the program, children learn that helping the community is positive and rewarding. They understand that despite their young age, they can already accomplish a great deal on their own.

The program consists of four elements:

1. **Joint activities.** Every month “First Step into the Community” announces a new joint activity for all participants in the program. It can be a game, a competition, an event, or a community service project. In each joint activity there are general motivation, evaluation, and incentive systems. Some examples of the events include a game called “The ABC of Useful Things,” the TEFIK festival for amateur films, a Christmas event called “Grandchildren of Grandfather Frost” (Santa Claus), a business simulation game called “Gold Rush,” and the “Breaking the Ice” charity event.
2. **Outdoor programs.** Once per quarter, students visit the Children and Youth Center’s recreation center in the countryside. They participate in a program that consists of games, competitions, creative activities, workshops, and singing by the campfire. The program lasts for three to four hours. The field trip is the emotional high point of all the programs.
3. **Training course.** The training course, an optional element of the program, is conducted in the form of weekly classes. Classrooms that choose a training course include it in their regular schedule (one academic hour per week during the entire school year). Course sessions are conducted by the city program coordinator assigned to the class. The course focuses on helping students develop skills to cooperate, resolve conflicts, and find their place on a team.
4. **Self-governance system.** The class is divided into small groups of five people. Tasks are divided among the students in the groups, and each student has a chance to practice as group manager. As a reward for individual achievements and success during the program, children receive special stickers from their teacher that are placed in their workbooks.

For a more detailed description of the program, please visit their website: <http://doroga.karelia.ru/shag>

■ ***Comparison of Goals and Results***

Here are some reviews of the “First Step into the Community” by participating teachers:

Natalia Evstratova, School No. 42: “I consider ‘First Step into the Community’ to be momentous, interesting, relevant, and, most importantly, useful for students and their homeroom teachers. During the year, we gained only positive impressions and great experience in teamwork, and we learned to be friendly, active, and responsible by participating in all the events, marathons, and activities organized by the program.”

Tatiana Kotukova, School No. 33: “The most important aspect of the program is, in my opinion, that it is a great tool for uniting youth. It teaches young people to be attentive to others and listen to what they have to say. Unfortunately, our children only want to speak and be heard themselves. Activities aimed at doing good deeds are also an important part of the program. Children are eager to contribute to the community. They only need a little push, and they would be delighted to work. Field trips to the recreation center in Luchevoye in the countryside help us to see what each child is capable of, if he/she is a good friend, ready to help others, and if he/she is ready to overcome difficulties. The program develops imagination, creativity, and diligence. Most importantly, the children have become more attentive and kinder to each other. Thank you!”

■ ***Project Partners***

The program cooperates with schools in Petrozavodsk and the Children and Youth Center of Petrozavodsk to implement “First Step into the Community.” The Center provides funding for four supplementary educators to act as city program coordinators and also has its own approved educational program called “First Step into the Community.” Additionally, funding from the Center makes it possible to provide children with certificates upon completing the program.

■ ***Partners or Participants?***

Educational institutions are crucial partners in the implementation of this program. Schools include “First Step into the Community” in their lesson plans while considering it a key part of the curriculum and in alignment with the new educational standards.

■ ***Engaging New Partners***

Information is disseminated to schools by various means: through the Children and Youth Center, by email, and through local education authorities. The program is well-respected and supported by administrators. As a result, typically multiple classes from one school are participants in “First Step into the Community.”

■ ***Reasons for Collaboration***

This collaboration addresses issues of mutual interest to both the organization and schools. The program coincides with the organization’s interest in developing children’s social involvement and teaching them cooperation and teamwork. In turn, this collaboration is useful to the schools as it positively develops their students.

■ ***Level of Cooperation***

The organization receives support from schools for general activities, which are organized at participating schools. Direct interaction during the program is carried out at the level of primary school teachers. On a scale from one to ten, the average level of cooperation is eight. Compared to fifth through seventh grade homeroom teachers working with “We and the Community,” primary school teachers have more opportunities to monitor the activities of their students. This allows them to achieve a higher level of cooperation and positive results.

■ ***Project Frequency***

“First Step into the Community” can be described as cyclical. A class typically participates for two consecutive years. However, sometimes a classroom joins the program in fourth grade and participate for just one year.

*This case study was completed by
Denis Rogatkin*

MARLBOROUGH, MASSACHUSETTS, US: COLLABORATION BETWEEN AMSA CHARTER SCHOOL AND ORACLE CORPORATION

ABOUT THE SCHOOL

■ **School Name**

Advanced Math and Science Academy (AMSA) Charter School

■ **Contact Information**

201 Forest Street, Marlborough, MA 01752, United States

Phone: +1 508-597-2400

Website: <http://www.amsacs.org>

■ **Grade Levels**

Students range from grades six to twelve.

■ **Territorial Coverage**

The cities of Marlborough, Maynard, Hudson, and Clinton in the state of Massachusetts, US.

INFORMATION ABOUT THE PROJECT

■ **Project Name**

Computer Science course

■ **Funding Sources**

School budget; partial funding from Oracle Corporation.

■ **Project Timeline**

One course per year (one hour per school day).

■ **Geographic Reach**

The city of Marlborough, Massachusetts, US.

■ **Approximate Number of Participants**

One group of eleventh-grade students.

■ **Idea and Context of the Project**

A technology teacher took a training course in computer science organized by Oracle. She received a certificate and is now teaching this course at AMSA Charter School. Students who successfully complete the course have the opportunity to do an internship with Oracle and can fill orders from their partner company while still in school.

■ **Comparison of Goals and Results**

The project shows positive results. A large number of high school students sign up for this course every year, and it has been part of the curriculum for

several years now. The company fulfills its obligations by training teachers and providing them with the necessary software and other resources, accepting the best students for internships, and providing those students with valuable work experience while they are still in school.

■ **Project Partners**

Oracle Corporation is the sole partner of the project.

■ **Partners or Participants?**

Oracle Corporation is an active project partner that takes part in developing courses and teaching materials, trains and accompanies the teacher, provides internships for students, and prepares orders and assignments for them.

■ **Reasons for Collaboration**

As a matter of principle, the school requires that teachers search for opportunities to set up interactions between students and the world around them.

*This case study was completed by
Mikhail Epstein*

CHAPAEVSK, RUSSIA: STAIRCASE REVOLUTION PROJECT

ABOUT THE ORGANIZATION

■ **Name**

Youth Community Organization “New People”

■ **Contact Information**

Zheleznodorozhnaya Street 53,

Chapaevsk, Russia

Phone: +7 846-392-5454

Website: <http://newpeople63.ru>

Vkontakte: http://vk.com/nl_chap

■ **Programs and Services**

This organization engages youth in military education, encourages patriotism, organizes projects, works to prevent adolescent alcohol and drug abuse, and organizes public events.

■ **Target Audience**

Ages 14-35.

■ **Territorial Coverage**

The city of Chapaevsk, which is in the Samara region of Russia.

INFORMATION ABOUT THE PROJECT

■ **Project Name**

Staircase Revolution

■ **Funding Sources**

A grant from the Agency for the Implementation of Youth Policy of Samara.

■ **Project Timeline**

June through September of 2013.

■ **Geographic Reach**

The city of Chapaevsk, Russia.

■ **Approximate Number of Participants**

Roughly 50-70 people.

■ **Idea and Context of the Project**

This is a historical and educational project. Through the renovation of stairwells and public spaces in apartment buildings, organizers shared with younger generations the most interesting facts from Russian history. The following topics were chosen for staircase paintings: First Spaceflight, Hero Cities, and Russian Literature. The paintings were carried out by volunteers from Chapaevsk youth organizations and art school students under the guidance of two professional designers. Upon completion of the project, tours of the transformed staircases were organized for primary school students. History teachers from local schools acted as guides.

■ **Comparison of Goals and Results**

More than 50 volunteers were involved in the project, three staircases were beautifully painted, and engaging interactive tours for children were organized.

■ **Project Partners**

State Secondary Schools № 3, № 4, and № 22; Chemical Technology College of Chapaevsk; Children's Art School № 1.

*This case study was completed by
Ekaterina Astashina*

YORKTOWN HEIGHTS, NEW YORK, US: WALKABOUT PROGRAM

ABOUT THE PROGRAM

■ ***Name***

Walkabout Program

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Yorktown Heights, NY 10598, United States

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Email: info@walkaboutprogram.com

Website: <http://walkaboutprogram.net>

■ ***Program Mission***

The program helps high school students become more confident in establishing social contacts and better form an idea of their future plans, including education and career choices.

■ ***Target Audience***

High school seniors.

■ ***Territorial Coverage***

The Westchester and Putnam regions of New York, US.

INFORMATION ABOUT THE PROJECT

■ ***Project Name***

Career Internship

■ ***Funding Sources***

Local budget.

■ ***Project Timeline***

Three months out of the year.

■ ***Idea and Context of the Project***

Students find internships with the assistance of their teachers. They do an internship with one company in the fall for a period of one month and a second internship with another company in the winter and spring for two and a half months. Once per week all the interns gather to discuss their progress and experience.

The students' instructor also visits the internship location once per week. He/she engages in a conversation with the student, the student's internship

mentor, and the student's co-workers about the successes and problems the student has faced, things he/she has learned and mastered, the student's insights and observations about him/herself, the job, etc.

■ ***Comparison of Goals and Results***

This program has been in existence for more than 30 years. Some of the teachers who work there are alumni of the program themselves. Due to budget cuts last year, there were plans to shut down the program, but the current participants, their parents, and alumni from different years joined together and defended the program, proving its necessity to local authorities.

Career internships can take place at diverse locations: schools, shelters, shops, libraries, museums, and companies. No formal agreements are made between the program and the organizations; rather, it works at the level of a personal agreement between the student, the teacher, and the hosting professional willing to take responsibility for the intern. The entire program depends on the participants' personal understanding of the importance of the internship.

*This case study was completed by
Mikhail Epstein*

SAMARA, RUSSIA: NGO INCUBATOR



ABOUT THE ORGANIZATION

■ **Name**

Samara Youth Community Organization “Raduga Pedagogical Club”

■ **Contact Information**

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443100 Samara, Russia

Phone: +7 846-279-0314

Email: club@raduga.info

Website: www.delo.raduga.info

■ **Programs and Services**

- Dissemination of cutting-edge approaches to education;
- Organization of and financial support for socially significant educational, social, and economic initiatives in the field of education, human rights and law, scientific and technical creativity, and culture;
- Creation of new forms of extracurricular activities and improvement of existing ones;
- Provision of educational services to the public, such as the development, organization, and implementation of educational programs, workshops, consultations, courses, group meetings, themed camps, and events (concerts, meetings with artists, tours, exhibitions) for children and teachers;

- Publication of manuals and teaching aids;
- Education in the fields of human rights and law;
- Cultivation of civic duty and patriotism.

■ ***Target Audience***

Young people, students, and universities.

■ ***Territorial Coverage***

Their work is primarily organized in the Samara region, but Pedagogical Club “Raduga” has also successfully implemented projects in other regions of Russia and internationally.

INFORMATION ABOUT THE PROJECT

■ ***Project Name***

NGO Incubator

■ ***Funding Sources***

NGO Incubator was the winner of the Regional Social Project’s Competition of Socially-Oriented Non-Profit Organizations. It is implemented with the support of the Ministry of Economic Development, Investments, and Trade of the Samara region.

■ ***Project Timeline***

2013–2015.

■ ***Geographic Reach***

The Samara region.

■ ***Approximate Number of Participants***

About 100 people.

■ ***Idea and Context of the Project***

The organization leads training courses at schools on the basic activities of non-profit organizations. Upon completion of the course, students create and register their own school organization, a “training NGO.” According to the project plan, six new non-profit organizations will be registered by young people.

Participants then learn to manage their own organizations. They learn the basics of organizational management, taxation, human resources and accounting, document management, activity planning, and financial planning.

The project requires mandatory, practical youth participation in solving the community’s social problems. After completion of the project cycle, the students are taught the organization liquidation procedure and are able to decide whether to shut down their NGO or continue to operate on a long-term basis.

■ **Project Partners**

- International Market Institute in Samara, Russia;
- Samara State Technical University in Syzran, Russia;
- Tolyatti Socio-Economic College in Tolyatti, Russia;
- Georgievka Comprehensive Secondary School, Kinel district of the Samara region, Russia;
- Timofeevka Comprehensive Secondary School, Stavropol district of the Samara region, Russia;
- Varlamovo Comprehensive Secondary School “Educational Center,” Syzran district of Samara region, Russia.

■ **Partners or Participants?**

Representatives from educational institutions participate in an educational program as part of the project and later share their new knowledge with students at their home educational institutions, develop their own lessons and activities, and involve students in active work on the project.

■ **Reasons for Collaboration**

The educational institution benefits from collaboration with the Pedagogical Club “Raduga” in many ways. It receives teacher training, increases youth involvement, provides practical training for students and informational support for projects, competitions, and other opportunities for attracting new resources (e.g. internships, festivals, forums), among other benefits.

For example, 10 high school students who are active participants in the NGO Incubator project took part in a themed camp in Anapa for student self-government leaders entitled, “The League of Free Thinkers.” The Agency for the Implementation of Youth Policy covers the travel costs for students attending the camp.

■ **Level of Cooperation**

The level of cooperation with different educational institutions varies, with an average score of seven out of 10.

■ **Project Frequency**

The project is planned for one and a half years and the organizers are looking forward to further collaboration.

*This case study was completed by
Yuri Maistrovskiy*

NEW YORK, NEW YORK, US: MINIMESTER PROJECT

ABOUT THE SCHOOL

■ **Name**

Little Red School House and Elisabeth Irwin High School

■ **Contact Information**

40 Charlton Street, New York, NY 10014, United States

Phone: +1 212-477-5316

Website: <http://www.lrei.org/>

■ **Grade Levels**

K-12 students.

■ **Territorial Coverage**

New York, New York, US.

INFORMATION ABOUT THE PROJECT

■ **Project Name**

Minimester

■ **Funding Sources**

School budget; private contributions from parents.

■ **Project Timeline**

Three to four days per year.

■ **Approximate Number of Participants**

About 250 students from 8th to 12th grade.

■ **Idea and Context of the Project**

Teachers and interested students develop and offer short courses on a subject not necessarily related to the regular curriculum. The course lasts for three days. This includes the initiation of the project and the final presentation of what students have learned. Approximately 25 courses are offered and students select the one they most prefer.

Courses reflect the interests of teachers and students, including contemporary music and politics, history and dance, problems in the city, and helping animals. A number of courses are held outside the school at cooperating organizations.

Why is the program's purpose? The program allows:

- Teachers to show their pedagogical creativity outside of the compulsory curriculum;

- Students to try their skills at teaching;
- Students to gain new experience and study topics and issues that are usually not addressed within a regular curriculum.

■ ***Comparison of Goals and Results***

The results of the project are new knowledge, experience, interest, and self-actualization for participating students.

Not all courses are successful. However, since a reflection process always follows, it becomes an important piece of the learning process. Minimester has already been repeated for several years and in general, teachers and students greatly enjoy the project.

■ ***Project Partners***

This project has no regular partners and is wholly dependent on new ideas for courses. The courses are not repeated from year to year.

Some examples of organizations that have hosted students include small museums, the United Nations, embassies of different countries, the city library, and music clubs.

■ ***Partners or Participants?***

Educational institutions provide the venue for the courses; however, the staff is not involved in planning or conducting these courses, as they are student led.

■ ***Reasons for Collaboration***

Teachers want their students to learn beyond the school walls in order to help them better navigate the world and study life in the real world (and not be constrained by textbooks).

■ ***Level of Cooperation***

The level of cooperation is approximately a five out of 10.

*This case study was completed by
Mikhail Epstein*

PETROZAVODSK, RUSSIA: CITY VOLUNTEER CORPS PROGRAM



ABOUT THE ORGANIZATION

■ **Name**

Karelian Regional Community Youth Organization “Volunteerism Development Center”

■ **Contact Information**

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■ **Programs and Services**

- Informing young people about various ways to volunteer that are popular among youth;
- Developing educational programs to train volunteers and staff from organizations that work with volunteers;
- Creating and maintaining databases of volunteers and of non-profit and government organizations that need the services of volunteers;
- Developing documents to regulate relations between volunteers and the recipients of their services;

- Implementing international volunteer projects in Karelia, Russia;
- Supporting volunteers and helping them with their projects.

■ **Target Audience**

Primarily ages 13 to 30, but there are some participants above that age group as well.

■ **Territorial Coverage**

The city of Petrozavodsk and different regions of the Republic of Karelia.

INFORMATION ABOUT THE PROJECT

■ **Project Name**

City Volunteer Corps

■ **Funding Sources**

Karelian Regional Community Youth Organization “Volunteerism Development Center;” Children and Youth Center of Petrozavodsk.

■ **Project Frequency**

Annually since 2009.

■ **Geographic Reach**

Schools throughout Petrozavodsk.

■ **Approximate Number of Participants**

The average number of participants is 60 high school students per year, ages 14 to 18 and representing eight different schools.

■ **Idea and Context of the Project**

City Volunteer Corps is a place where students can obtain basic knowledge and skills to participate in socially beneficial activities as volunteers. Participants gain experience through various activities and communicate with representatives from various target groups. They can choose an area for a future professional career. A unique aspect of this program is that participants can independently choose the organizations at which they volunteer and can organize their own mini-projects.

Program participants learn the basics of volunteer work, teamwork, conflict resolution, working with the media, and fundraising. They later move on to practical activities at various social institutions in the city. In order to keep track of the work participants do as volunteers, they use a special document called the “Personal Book of a Volunteer.” This tracking journal helps young people be selected to volunteer at major events, participate in unique projects, or take part in volunteer expeditions to other cities.

More detailed information about Volunteer Corps activities can be found at: <http://dobrocentr10.ru>

■ *Comparison of Goals and Results*

The project has yielded positive results. The number of youth who are beginning their own initiatives as volunteers and leaders of small volunteer teams is growing. Participants notice that it helps them develop more positive personal qualities in areas such as time management, decision-making, responsibility for one's actions, and emotional self-control. Partner organizations highly value the work volunteers do. Program alumni continue their community work and involvement at universities, colleges, or as curators of major projects or community work groups at the Volunteerism Development Center in Karelia.

■ *Project Partners*

Municipal Educational Institutions of Supplementary Education of Children, Children and Youth Center of Petrozavodsk, Schools № 3, № 27, and № 39, and Derzhavinsky Lyceum in Petrozavodsk.

■ *Partners or Participants?*

Some schools act as project partners, since some of the volunteer initiatives for children use their resources. Teachers support student initiatives and help spread information about the project. Other schools act as project participants. Since their students participate in project activities outside school, sometimes teachers are not aware that their students are involved in socially beneficial activities.

■ *Engaging New Partners*

In order to involve new educational institutions, information is mailed to schools that have previously participated in joint projects and sent to educators' communities through the Department of Education or educational centers. Some schools have direct contact with students that invite their classmates to participate in the program.

■ *Reasons for Collaboration*

The main reason for collaboration is mutual interest. Both parties aim to develop young people and teach them socially beneficial skills. Educational institutions are partners in the implementation of the City Volunteer Corps. Teachers help to spread information about the project to students, and some schools provide platforms for organizing classes or project activities.

For example, at the beginning of the school year the Doors Open Day project takes place at either educational institutions or the Children and Youth Center. To invite participants, emails are sent out to educational institutions containing information about the program and the event. Teachers sign up for the event and recruit participants. Then a meeting venue is agreed upon. Teachers either come to schools to make their presentations in a creative way,

or teachers accompany their students to the Center, where they participate in a short tour of the organization. Later, a meeting is held with school administrators to decide whether the program will be held at the school or the organization. Subsequently, a timetable suitable for both parties is arranged.

Throughout the year the Center keeps in touch with school administrators because teachers want Volunteer Corps members to put their volunteer initiatives into action at schools. Sometimes volunteers hold their projects at their home educational institutions. For example, the Volunteer Day event aims to tell students about school volunteer projects. As a result of events where students share their own experiences, more of their peers decide to get involved in volunteering.

In this case, the Children and Youth Center serves as a link between schools and NGOs and the guarantor for the implementation of the programs. It serves as a resource center, providing compensation for teachers from the City Volunteer Corps and classroom space, including a recreation center in the countryside for organization of out-of-school seminars. It also provides graduates with certificates.

■ ***Level of Cooperation***

The level of cooperation could be higher, but at the moment is a six. Not all schools are easy to contact and cooperate with. For the successful implementation of the project, the participation of teachers is key. Since they are often too busy with their educational work, teachers are not always ready to dedicate their free time to volunteering.

■ ***Project Frequency***

The projects are realized on a regular, cyclical basis. The program is tweaked every academic year in order to constantly improve.

*This case study was completed by
Darya Makovetskaya*

SAN DIEGO, CALIFORNIA, US: TEEN PRODUCERS PROJECT



ABOUT THE ORGANIZATION

■ **Name**

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■ **Programs and Services**

Media Arts Center of San Diego promotes access to film and video as tools for community self-expression and social change and endorses the inclusion of underrepresented community members in the media arts field. The organization offers programs in three categories:

- **Film Festivals.** The Media Arts Center organizes film festivals, such as the San Diego Latino Film Festival. It introduces the San Diego audience to contemporary US-Latino and Latin American cinema that is otherwise unavailable. The showcases at these festivals are often the only opportunities

for the films' creators, who are minorities or members of marginalized communities, to present their work to a wide audience. Young people can also present their films at the festival.

- **Education and Learning.** The Media Arts Center offers a large number of educational programs to children, youth, and adults, especially members of underrepresented communities. Community members can learn how to create videos, animation films, or musical recordings. A series of workshops, day camps for students, and one-on-one training services are organized for this purpose. There are programs specially designed for the whole family. The Center also provides services addressed to schools, such as professional development programs for teachers. Program participants learn about ways to connect youth media arts activities to the California Education Standards.
- **Create and Produce Videos.** The Center serves as a space for Hispanic and US-based filmmakers to collaborate. Dedicated to new technologies and media arts experimentation by people of all ages, the goal of the organization is to present DIY (Do It Yourself) technologies to the novice learner, as well as more experienced media artists.

An important element of the Media Arts Center's work is its active involvement in community life. The video clips created there focus on socially significant topics. Children from disadvantaged, low-income families often participate in projects and training programs, which are funded by grants.

■ ***Target Audience***

Teenagers ages 12 to 18, as well as adults.

■ ***Territorial Coverage***

The San Diego district and virtual participants from more than 50 countries.

INFORMATION ABOUT THE PROJECT

■ ***Project Name***

Teen Producers Project

■ ***Funding Sources***

Participation fee is \$35 for one class or \$350 for the entire training course. These funds are used to cover the equipment rental and finance the instructors' work. Grants are used to supplement the implementation of the project.

■ ***Project Timeline***

The project runs for 12 weeks, twice a year.

■ ***Geographic Reach***

Students from San Diego District schools participate in the project.

■ ***Approximate Number of Participants***

Each group consists of 10 to 15 students and an instructor. An unlimited number of people can participate in the making of a short documentary as part of the project.

■ ***Idea and Context of the Project***

Professional media artists work with the Teen Producers Project to familiarize youth from all backgrounds (ages 12-18) with multi-media technologies and the film-making process, stressing teamwork, creativity, self-esteem, leadership, and critical thinking.

The project is based on these components: project based learning, new technologies, and social justice.

■ ***Comparison of Goals and Results***

The Teen Producers Project helps to break down barriers between youth, their neighborhoods, and the outside world, giving youth a platform to express their opinions on topics such as domestic violence, racial discrimination, unemployment, famine, human trafficking, and drug addiction, particularly among young people. Teen producers create their own independent short documentaries, and work as a team or independently on their final video projects. The videos are then shared via the Center's YouTube channel. The best films are then selected to participate in small film festivals.

The project creates opportunities for youth to find solutions to social problems and gain leadership skills to strengthen their communities. Thanks to cooperation with local media, TV and radio stations, young people have an opportunity to showcase their videos and share them with a broad general public.

■ ***Project Partners***

Partner schools for the project vary and include Crawford High School and MAAC Charter High School. The program has an open admissions process, so students from any school in the San Diego District can participate.

■ ***Partners or Participants?***

Educational institutions act as project participants. Their students are involved directly in the projects and sometimes they host classes within the course.

■ ***Engaging New Partners***

The project uses local media coverage, TV and radio stations, and the Internet. Advertising materials such as flyers and posters are also widely used. Information is spread among the schools throughout the district, which serve as partner educational institutions.

*This case study was completed by
Maria Mikhaylova*

SAN DIEGO, CALIFORNIA, US: RADIO EDUCATION AND DEVELOPMENT OF YOUTH (R.E.A.D.Y.) BROADCAST MEDIA ARTS TRAINING

ABOUT THE ORGANIZATION

■ **Name**

Urban League of San Diego County



Urban League
San Diego County

■ **Contact Information**

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■ **Programs and Services**

The mission of the Urban League of San Diego County (ULSDC) is to assist African Americans and other underserved people in San Diego County to achieve social and economic equality through advocacy, bridge building, program services, and research. The ULSDC has built a strong reputation for connecting job seekers and employers together for success. Since 2008, the ULSDC has made a positive impact on the San Diego economy as a result of successful linkage of clients with employers.

For many years, it has provided housing, financial literacy, and after-school programs for youth. The ULSDC programs and services include academic support services for youth, job searches, house hunting, resume writing, job counseling, case management, workshops, presentations, forums, speeches, and literature distribution.

The ULSDC employs a five-point strategy, tailored to local needs, in order to implement their mission.

- **Education and Youth Empowerment:** Ensuring that the children are well-educated and prepared for economic self-reliance in the 21st century through college scholarships, financial aid preparation, early childhood literacy, and youth and college leadership programs;
- **Economic Empowerment:** Empowering constituents to attain economic self-sufficiency through job training, career planning, career fairs with empowerment zones, good jobs, home ownership, entrepreneurship, and wealth accumulation;
- **Health and Quality of Life Empowerment:** Working to build healthy and safe communities to eliminate health disparities through prevention, HIV/AIDS awareness, healthy eating, and fitness, as well as ensuring complete access to affordable healthcare for all people;

- Civic Engagement and Leadership Empowerment: Empowering constituents to take an active role in determining the direction, quality of life, public policy, and leadership in their communities by full participation as citizens and voters, as well as through active community service and leadership development;
- Civil Rights and Racial Justice Empowerment: Promoting and ensuring civil rights by actively working to eradicate all barriers to equal participation in all aspects of American society, whether political, economic, social, educational, or cultural.

■ **Target Audience**

All ages.

■ **Territorial Coverage**

The district of San Diego, California, US.

INFORMATION ABOUT THE PROJECT

■ **Project Name**

Radio Education and Development of Youth (R.E.A.D.Y.) Broadcast
Media Arts Training

■ **Funding Sources**

Urban League of San Diego County; non-profit organization Global Educational Media Network, Inc; Tayari Media Group, Inc.

■ **Project Timeline**

The project runs for 12 weeks.

■ **Geographic Reach**

The project participants are high school students from San Diego with a special interest in TV and radio broadcasting.

■ **Approximate Number of Participants**

Groups typically consist of six to twelve students, who work under the mentorship of broadcasting specialists.

■ **Idea and Context of the Project**

The project is supported by specialists from the Global Educational Media Network, Inc. that are involved mentoring interns and students from San Diego high schools. This project is designed primarily for students who are interested in broadcast media arts and would like to inform the community about the latest news and pressing issues. Tayari Howard, president of Global Educational Media Network, Inc., teaches a course that focuses on getting young people involved in alternative media so that youth can engage adults in listening to what is happening in the community from the perspective of children. Students cover topics and issues related to the lives of people in disadvantaged areas, as well as issues that are of interest not only locally but

also for a wider audience.

During a 12-week course on media broadcasting, students gain all the necessary skills for live broadcasting, including working skills, articulation, running automation, broadcasting, and production of materials. Children receive access to all the necessary equipment at the radio station with capabilities to broadcast live and remotely. The course is based on the S.T.E.M. (Science, Technology, Engineering, Math) concept, which stresses the importance of developing these skills.

■ ***Comparison of Goals and Results***

At the end of the course, young people can write and produce radio and television programs for the New Media Alternative Network. Currently, Global Educational Media Network is forming alliances with the San Diego Unified School District and other partnerships to recruit high school students. Students have a chance to cover provocative and controversial subjects such as guns on school campuses, gangs on school campuses, cyber-bullying, and other teen-oriented projects.

In addition, the project works with senior citizens and military veterans to develop stories for alternative media. Expansion of the program involves students sharing their stories with a broader audience around the country. This project gives children a unique opportunity to intern at the radio station and opens new opportunities for future professional growth in media.

■ ***Project Partners***

Students studying at any school in the district can participate in the project. Partner organizations that implement the project are Urban League of San Diego, Global Educational Media Network, Inc., and Tayari Media Group, Inc.

■ ***Partners or Participants?***

Educational institutions are participants. They encourage interested students to participate in the broadcasting project. Subsequently, students can apply their new skills at their school radio stations.

■ ***Engaging New Partners***

The project has international media coverage on the Internet. It can be found on the official websites of organizations involved in its implementation. Participation in the project is available for schools in San Diego. In addition, all student videos can be found on YouTube. Radio and television broadcasts are accessible on alternative news portals worldwide.

*This case study was completed by
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