



July 2006—Special Edition: Global Education

In an era of increased technology and innovation, nations must produce graduates with the skills and knowledge to excel in a global economy. In order to compete globally, nations are reconsidering the norm of traditional educational settings. The publications featured in this edition of ELON provide a glimpse of the approaches other countries are taking to increase student achievement and support their overall development, including extending learning opportunities. We hope that you will find these resources helpful reflecting on the extended learning opportunities in your state.

The *Extended Learning Opportunities Network* e-newsletter (ELON) is a monthly publication from CCSSO that provides timely information, research, and resources to support our members in expanding and sustaining high quality Extended Learning Opportunities (ELOs) to students in need of them. ELOs are initiatives that provide safe, structured environments for students outside the regular school day. ELOs include before- and after-school programs; Saturday, weekend, and summer programs; extended day/year initiatives, distance learning, and early education initiatives.

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New Zealand Ministry of Education. ***Growing Independence: A Summary of Key Findings from The Competent Learners @ 14 Project*** - This report summarizes the longitudinal study from the Competent Children, Competent Learners project, which tracks the developmental competencies of 500 students in mathematics, literacy, problem solving, skills in communication, and skills in social settings. It also examines student home life and education experiences that influence the development and performance of those competencies. The study began tracking results of students at age 5, reassessed them at age 6, and then continued to follow up at two-year intervals. Now in its sixth phase, the study focuses on the competencies of the students at age 14, and results have been issued in these five individual reports:

- *Competencies at Age 14 and Competency Development for Competent Children, Competent Learners Sample*
- *Contributions of Early Childhood Education at Age-14 Performance*
- *Completely Different or a Bigger Version? Experiences and Effects of the Transition to Secondary School*
- *Growing Independence: Competent Learners @ 14*
- *Growing Independence: Technical Report*

The report titled *Contributions of Early Childhood Education at Age-14 Performance* identifies cognitive benefits to students engaged in early childhood education. It identifies the main characteristics of the staff at high quality early learning centers who

- respond to students
- guide and join students in activities
- ask open-ended questions

Additionally, these centers offer diverse learning areas and provide a selection of activities from which students can choose. Findings indicate that 14-year-old students who were engaged in high quality early learning centers between ages 1 and 2 obtain higher scores in mathematics, writing, and reading than do 14-year-old students who were not engaged in high quality early learning centers until age 3.

The summary report is available at:

http://www.minedu.govt.nz/web/downloadable/dl11105_v1/cl-at-14---summary.pdf

The five individual reports are available at:

<http://www.minedu.govt.nz/index.cfm?layout=document&documentid=11105&data=l>

The SCRE Centre. ***Evaluation of the Study Support Programme and Out of School Hours Learning in Scotland*** – This study from the Scottish Council for Research in Education (SCRE) examines the holistic evaluation findings of the Scottish Executive Study Support Programme (SSP) and out of school hours learning (OSHL) in Scottish schools. The Scottish Executive created the SSP/OSHL in 1999 to support academic achievement as well as to promote student health and physical activity. The study identifies positive results and challenges in program development, implementation, and outcomes from 1999-2004. Data and findings presented represent two perspectives: those of the local authorities (Lead Officers) charged with ensuring compliance with national aims and those of parents, teachers, and students. The study also includes nine profiles of exemplary schools.

Data collected consist of questionnaires, interviews, and focus groups from local authorities, parents, teachers, and students. Findings show an increase from 1999 to 2004 in the types of SSP/OSHL activities offered, which include homework clubs, study clubs, help with key skills (identified in the Five National Priorities as literacy and numeracy), transition programs, physical activities, and breakfast clubs. Some of these programs were school based, others were non-school based, and many were provided during Easter and summer breaks. Findings indicate that 75-79 percent of primary schools and 99-100 percent of secondary schools provide SSP/OSHL. Recommendations in planning and monitoring include:

- hiring coordinators to organize SSP/OSHL, primarily in secondary schools and continuing efforts to solicit student and community feedback
- allowing more time to Lead Officers to manage SSP/OSHL and assuring that their other duties complement their work by promoting their knowledge base, increasing time to plan, and building networks
- monitoring SSP/OSHL to ensure that teachers will not assume additional working responsibilities that may cause strain and/or provide management issues
- considering the national principles and allowing for flexibility in monitoring by understanding that the diversity in programming reflects the needs of students and communities
- assessing student needs and conducting parent meetings regularly
- promoting the sharing of effective and innovative practices between school and local authorities
- encouraging and assisting schools in establishing partnerships that will enhance SSP/OSHL activities

This study is available at:

<http://www.scotland.gov.uk/Resource/Doc/69582/0017397.pdf>

New American Foundation. ***Building a 21st Century Economy: The Case for Investing in Early Education Reform*** – This issue brief from the New America Foundation's Early Education Initiative discusses global competition in the 21st century economy. It advocates for nationwide inception of PK-3, which aligns pre-K standards, expectations, and programs through Grade 3. It points to countries such as Great Britain and China that are making efforts to increase enrollment and providing supports for early childhood education. These efforts are connected to higher achievement in the areas of reading and math. The vision of PK-3 includes

- access to full-day programs for children ages 3 and 4 focusing on health, cognitive and social development, and motivation
- access to full-day kindergarten building on pre-K experiences
- alignment of standards, curriculum, instruction, and assessment from pre-K to Grade 3
- curriculum focusing on reading, math, social skills and self-discipline
- higher standards and equal compensation for teachers providing instruction from pre-K to Grade 3

This issue brief is available at:

http://www.newamerica.net/Download_Docs/pdfs/Doc_File_2753_1.pdf

U.K. Department for Education and Skills. ***Extended schools: Access to Opportunities and Services For All*** – This prospectus gives an overview on extended schools. The vision set forth is that all students in the U.K. will have access to extended schools that are free and operate from 8 a.m. to 6 p.m. all year round by 2010. The publication uses case studies to describe the many services and benefits extended schools provide to students and families, ranging from childcare to early childhood learning, study support, extra-curricular activities, and adult learning. It addresses issues related to funding, governance, and partnerships by providing advice and support materials for schools.

This prospectus on extended schools is available at:

<http://www.teachernet.gov.uk/doc/8509/Extended-schools%20prospectus.pdf>

U.K. Department for Education and Skills. ***The London Challenge: Transforming London Secondary Schools*** – This publication from the Department for Education and Skills puts forth a strategy for transforming secondary schools. It considers the diverse needs of students and families and proposes an investment for the development of five school models. It identifies the models that will positively affect school improvement, which are Academies, New Schools, Sixth Forms, New Specialist Schools, and Extended Schools. Case studies of each school model emphasize community partnerships and parent involvement that support individual student needs.

This publication is available at:

http://www.netlc.org/public_resource_library/the_london_challenge_transforming_london_secondary_schools

International Institute for Educational Planning. ***The shadow education system: Private tutoring and its implications for planners*** – This booklet from the International Institute for Educational Planning targets policymakers to consider the educational, social, and economic implications

of private tutoring. The publication defines private tutoring; considers the producers and consumers; and provides an analysis of the various education, social, and economic implications of private tutoring. The author uses the metaphor of a shadow to explain private tutoring, because the existence of private supplementary tutoring is dependent on the existence of mainstream education. The shape and size, although less distinct, is also dependent on mainstream education.

The booklet also reviews several studies on private tutoring in countries of Europe, South America, Africa, and Asia. It points to benefits that include: framing structured out-of-school time for students, building human capital, and keeping students personally invested and engaged in learning. Drawbacks include increasing social stratification that promotes inequities, decreasing focus on developmental skills, and lowering instructional standards.

This publication is available at:

<http://unesdoc.unesco.org/images/0011/001184/118486e.pdf>

International Institute for Educational Planning. ***Adverse effects of private supplementary tutoring: Dimensions, implications, and government responses*** – This study expands on the work completed for *The shadow education system: Private tutoring and its implications for planners*. It examines implications of private tutoring in ten countries: Cambodia, Egypt, Hong Kong, India, Japan, Kenya, Malta, Republic of Korea, Romania, and Taiwan. It presents case studies on government responses to the negative effects of tutoring that illustrate the varied educational, social, and economic impacts of private tutoring.

This report is available at:

<http://unesdoc.unesco.org/images/0013/001330/133039e.pdf>

Commission of European Communities. ***European Commission White Paper: An Impetus for European Youth*** – This document frames policy recommendations regarding youth in European Union member nations. It is the result of one and half year collaboration among youth, youth-field workers, national authorities, and nongovernmental organizations of member countries. It addresses issues affecting youth that include learning, workforce development, and democratic values. The document promotes formal, non-formal, and informal education settings as valuable contributors to lifetime and life-wide learning. Formal education settings are traditional learning institutions where students earn certification of achievement. Non-formal education settings do not lead to a certification of achievement, but are structured and intentional. Informal education settings are not structured and do not lead to a certification of achievement.

Non-formal education settings are referred to as structured out-of-school learning. Proposals to enhance and support these settings on a national, regional, or local level include:

- examining relevance and complimentary factors to formal education settings
- developing monitoring and evaluating tools that improve quality
- providing training to professionals that improves quality

- improving the positions of providers within the learning system
- creating joint projects among schools, training sites, and providers that bridges formal and informal learning
- presenting and documenting outcomes of projects that inform the public and promote awareness

Additionally, the paper describes action items that will support non-formal education settings on a European level. Action items include

- improving and developing standards in the Council of Europe's YOUTH program that provide networking information on best practices and improve access for all youth
- increasing funding for joint programs
- providing more training to facilitators

This report is available at:

http://ec.europa.eu/youth/whitepaper/download/whitepaper_en.pdf

U.K. Office for Standards in Education. ***Extended services in schools and children's centres*** – This report presents the survey results of 20 extended school settings. It captures the impact of services on students, families, and communities. Survey findings include the following:

- Students gained self-confidence in their learning, improved their relationships peers and adults, and gained ownership and pride of school activities.
- Families gained self-confidence to approach school staff, supported their child's learning in and out of school, and provided assistance in school activities.
- Schools and centers became a positive feature in communities.
- In schools that hired program coordinators, teachers assumed little to no additional responsibilities.

Extended school settings included 7 children's centers, 4 secondary schools, 1 special school, and 8 primary or junior schools.

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.displayfile&id=4240&type=pdf>

Tools You Can Use...

This website provides descriptive case studies of extended schools in the U.K.

The case studies are divided in these areas:

- adult Learning
- childcare initiatives
- child minding networks
- community links
- health services
- ICT links
- parenting support
- schools working in clusters
- sports
- youth services

This is available at:

<http://www.teachernet.gov.uk/casestudies/CatHome.cfm?&id=36>

This toolkit from the California Obesity Prevention Initiative, *Do More, Watch Less* is designed for afterschool and out-of-school time settings. It focuses on engaging youth ages 10 to 14 in physical activities.

This is available:

<http://www.dhs.ca.gov/cdic/copi/copiforms/tvtool.htm>

More information on the California Department of Health Services initiative is available at: <http://www.dhs.ca.gov/cdic/copi/default.htm>

Conferences and Events...

The Society for Educational Studies will hold its **2006 Annual Seminar, 'Every Child Matters': A Consideration and Critique—Challenges for Education on November 16, 2006** at the Institute of Physics in London, England. Keynote Speakers include Professor Pedro A. Noguera, PhD, Professor and Director, Metropolitan Center for Urban Education New York University and Professor Peter Moss Institute of Education, University of London.

*For more information and registration details, please visit:

<http://www.soc-for-ed-studies.org.uk/conferences.htm>

In the News...

Commentary: The Cracks in Our Education Pipeline

<http://www.achieve.org/node/745>

Should the U.S. Take a Page Out of China's Schoolbook?

http://www.seedmagazine.com/news/2006/07/should_the_us_take_a_page_out.php

US Businesses, Educators Team Up to Boost Language Skills

<http://www.voanews.com/english/archive/2006-06/2006-06-08-voa63.cfm?CFID=30070348&CFTOKEN=48202168>

Editorial/Opinion: Less homework, more trouble

http://www.usatoday.com/news/opinion/editorials/2006-07-02-our-view_x.htm

China Takes Different Tack From U.S. in Teaching Mathematics and Science

<http://www.edweek.org/agentk-12/job-seeker-resources/2006/06/21/41china.h25.html>

China's Education System Characterized by Strong National Standards, Vast Inequalities

http://www.edweek.org/ew/articles/2006/06/13/41china_web.html?levelId=2200

Ambiguity About Preparation for Workforce Clouds Efforts to Equip Students for Future

<http://www.edweek.org/ew/articles/2006/05/24/38work.h25.html>

Germany Moves To All-Day Schools

<http://www.dw-world.de/dw/article/0,2144,864144,00.html>

About the Extended Learning and Development Opportunities Project

The Extended Learning and Development Opportunities Project is housed at CCSSO and is supported through funding from the [Charles Stewart Mott Foundation](#). The project is designed to assist states in developing their capacity to effectively implement the 21st Century Community Learning Centers (21st CCLC), and Supplemental Educational Services programs, as well as other state-based extended learning initiatives.

To submit a news item relevant to extended learning efforts at the state or district level, provide feedback, or to subscribe/unsubscribe, send an e-mail to Morakot Masokas at morakotm@ccsso.org. The PDF version of this newsletter is available at the following URL:

http://www.ccsso.org/whats_new/newsletters/elon_news/index.cfm

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Our mission statement: The Council of Chief State School Officers, through Leadership, Advocacy, and Service, assists chief state school officers and their organizations in achieving the vision of an American education system that enables all children to succeed in school, work, and life.

Council of Chief State School Officers
One Massachusetts Avenue, NW • Suite 700
Washington, DC 20001-1431
voice: 202.336.7000 • fax: 202.408.8072
<http://www.ccsso.org/>