Editors’ Notes: We Hope You Will Palaver

to palaver is to talk, deliberate, or communicate, typically done by different social groups, cultures, backgrounds, or ages. This volume of *New Directions for Youth Development* serves as an opportunity for researchers, funders, program staff, and youth themselves to palaver across neighborhood lines and country borders and focus on the exciting and innovative approaches under way around the globe that support young people during out-of-school time.

As Judy Nee described in the Introduction, the Academy for Educational Development and National Afterschool Association found themselves in sync when they were approached by Harvard University’s PEAR program to develop this volume of *New Directions for Youth Development* focused on global afterschool. AED’s Center for Youth Development (CYD) was given the task of reaching out to an expansive network and identifying innovative programs and authors directly. Within the AED Social Change Group, the CYD manages www.afterschool.org, which attracts over 1.4 million Web site hits quarterly from individuals involved or interested in out-of-school-time efforts.

The six articles in Part One describe opportunities for cross-learning at a systems level. First, Ria Meijvogel profiles cross-country learning in the context of afterschool in several European countries and investigates the cultural context of the terms used: *afterschool, informal education, out-of-school time, and extended day*. Next, Andrew Schneider-Muñoz and Bonnie Politz provide a global profile that investigates afterschool as a developmental
ground for civil society. Jeffrey Smink’s thought piece, the third article, is framed as a global perspective of a flat society where after-school time is used to develop internationally competitive skills. The next two articles, by, respectively, Fiona Mortlock and Christine Walter, turn to specific examples: how the United Kingdom responds to a major policy change with the Extended Schools Agenda and insight into youth participation in New Zealand’s after-school quality standards. The final article in Part One, by Karen VanderVen, is a comprehensive and systematic look into afterschool practices in the United States, from program selection and youth engagement to professional development and management.

The articles in Part Two examine country-specific programs. The first article, by Shoroke Zedan, looks at Egyptian neighborhoods, where the roles of men and women are thought of in a traditional way, yet young female voices are establishing their place as leaders in using Community YouthMapping. The next article, by Yaacov Yablon, turns to Israel, where the Internet bridges opposing youth voices and serves as a platform for peace. Mindy Detzler and her coauthors then explore American youth as they find their own voices amid inner-city noise through Facilitating Leadership for Youth. Insight into Brazil’s Project Uerê, provided by Saori Fotenos and Deepti Rohatgi, shows how to elicit youth engagement in low-literacy communities through the use of technology. Canadian efforts, detailed by Natasha Lekes, are highlighted through Leave Out Violence, which encourages youth who have been touched by violence to speak out against aggression. The final article in this volume is about Grassroot Soccer in South Africa, where resiliency is built through sports.

We acknowledge the many programs across the world that house innovation and youth development. So many more programs that should be highlighted are not included in this volume. We will be providing space for them in the Promising Practices in After School listserv, www.afterschool.org, and other settings.

This collaboration spanned thirty international authors, twelve programs, and three major organizations, no mean feat. We wanted to provide a beginning selection of programs that represent a small cross section of innovative approaches to deal with the local plight.
of adolescents and to show that the solutions found in collaboration with the young people are often applicable far beyond the borders of the countries where they were conceived.

The following colleagues provided critical guidance and expert review: Kaaren Christopherson, Erin Cooney, Max Klau, Joan Lombardi, Judy Nee, Greg Niblett, Gil Noam, Raul Ratcliffe, Carmen Tedesco, and Sam Tyler. As the Center encourages modeling and the regular tapping of youth voices, special thanks go out to seventeen-year-old Atholton High School senior Stephen Sowers of Columbia, Maryland, who reviewed these Editors’ Notes.

Please continue to palaver with us, the authors and youth, for a better global society and high-quality opportunities for young people during out-of-school time.

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