The World Affairs Council’s Global Competence Certificate Program was created to track students’ development of competencies that are critical to their success as global citizens who can contribute meaningfully to resolving global issues and ensuring a prosperous and equitable global economy. Upon successful completion of a website portfolio and presentation, eligible students will receive a Global Competence Certificate, issued by the World Affairs Council of Seattle. Students who present their portfolios in 9-11th grades will also have the opportunity to continue developing their portfolios, and to earn the certificate later in their high school careers.

**About:**

We identify competencies in 3 key areas as certificate requirements:

**1) Global Learning**

Students will be asked to reflect on coursework or learning experiences over the course of their high school careers that challenged them to do the following: (1) Investigate the World; (2) Recognize Perspectives; (3) Communicate Ideas, and; (4) Take Action. To learn more about the four dimensions , visit:  
<https://globalseattle.wixsite.com/globalcompetence/global-learning-experiences>.

Students may work with World Affairs Council staff or volunteers and an advisor from their school to identify relevant coursework and learning experiences that can be cited for each of the four dimensions.

**2) International Experiences**

Students will be asked to reflect on their experiences engaging with diverse cultures and communities. These reflections might be from traveling abroad, studying a language, doing service work, or engaging in international exchange. A student might also reflect on an international engagement experience here in Washington.

Students will work with World Affairs Council staff and an advisor to identify relevant engagement experiences. The World Affairs Council can offer guidance on upcoming opportunities that will fulfill this certificate requirement.

**3) Languages and Intercultural Experiences**

Students will respond to reflection questions about language learning experiences and language literacy. If a student has taken language coursework during their high school careers, they will reflect on the learning process. Students might also reflect on intercultural communication experiences in their home, local community, or abroad.

Students will work with World Affairs Council staff and an advisor to identify meaningful experiences around language learning and intercultural communication.

**Steps to take:**

In order to fulfill certificate requirements, students may work with World Affairs Council staff and a faculty adviser in their school in order to identify opportunities and create a plan towards achieving the Global Competency Certificate.

Students will track experiences and opportunities that fulfill the 3 key areas of global competency: Global Learning, International Engagement, Languages & Intercultural Experiences.   
  
Students will work with World Affairs Council and Seattle Public School staff to design a website portfolio that presents their experiences in each of the 3 competency areas.

At minimum, student websites should have tabs for the following: 1) About Me; 2) Global Learning Experiences; 3) International Experiences and Engagement; 4) Languages and Intercultural Experiences. Students should also include a full resume and upload any supporting documentation (awards, certificates, achievements) that is relevant.

Students can use The World Affairs Council’s Global Competency website as a guide for organizing their own site and familiarizing themselves with the expectations of each key competency area.

Students will present their portfolio to World Affairs Council staff and volunteers. Upon successful completion of portfolio and presentation, eligible students will receive a Global Competence Certificate, issued by The World Affairs Council of Seattle. Students who present their portfolios in the 9th-11th grades will also be given the opportunity to continue developing their portfolios and earn the competency certificate before graduating high school.