

International Education Policy Recommendations

Washington State Coalition for International Education

draft notes 7/26/03

To: International Education Coalition

Here are notes from a variety of resources from Asia Society that might be used to help us craft a policy document for Washington State that could be brought to and refined at the Summit.

Message Development for Communications on Asia in the Schools (draft document provided by Grace Norman of Asia Society)

Parents/Media

- If the students of today are to have marketable job skills in an expanding global market, they will need to know more about Asia and the world. Students need computer, cultural, and media savvy to understand the world. We need to empower them to experience and participate in that world without intermediary interpreters of it.
- We need to better harness the cultural, linguistic, and ethnic variety that drives our highly mobile and productive society.

Teachers/Administrators

- Schools need better resources and teachers need better support in order to help give children the quality education they deserve.
- .There is a vast support network comprised of museums, university outreach centers, cultural organizations, corporations, and many others that offer a variety of help. We have a joint responsibility to one another to make this network more widely available to all.
- Teachers have many responsibilities and little time. We need to help expand their awareness of the ways in which global and Asia-focused content can be integrated into existing standards that will empower them and make it easier to integrate additional content of greater depth and accuracy.

Parents/Teachers/Administrators

- Curricular standards need to include quality and in-depth content about different parts of the world.
- We need to promote student exchanges, professional development and exchange programs for teachers, and the introduction of Asian and other world languages earlier in the school years.

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Business

- Expansion of the global marketplace mandates that a workforce be more knowledgeable of the diverse cultures and economies involved. The importance of Asia to the U.S. economy is self-evident. Yet graduates do not have even basic knowledge of this vital region of the world, let alone the cultural and linguistic skills necessary to negotiate it. Corporations need to address this concern and form working partnerships with the schools to prepare the viable workforce that the future requires.
- Corporate staff should be able to interact comfortably in other languages and other economies by drawing upon personal and academic experiences that inform their business dealings.

States Institute on International Education in the Schools Institute Report Nov 20-22, 2002

<http://www.internationaled.org/Asia%20Society%20States%20Institute%20Report.pdf>

Excerpts from this report

International Education and the National Interest (p. 8)

While each team's perspective on international affairs was slightly different, based on states' varying demographics, geography, and economic situations, participants reached consensus on five broad factors that make international knowledge and skills crucial to the well being of local communities, states, and the nation as a whole: 1) economy and jobs; 2) national security; 3) social and cultural integration; 4) human security; and 5) humanitarian responses to human need.

Economy and Jobs (p. 10)

If states are truly to address the demand for international competency, they must conceive of international education not simply as an issue of education policy, but also as one of critical workforce development and economic development policy.

National security (p. 10-11)

As Ambassador Nicholas Platt, President of Asia Society, pointed out at the States Institute, the need for expertise in world languages is a crucial component of the discussion of international education and the national interest: "As September 11 showed us, when the State Department issued urgent calls for speakers of Arabic, we don't have enough national capacity in the major world languages to meet the

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need of our intelligence and counter-terrorism communities, of our military, for effective partnership with our allies, or for homeland security. Police, public health and law enforcement officials will increasingly need to be able to deal with many different language groups. In all, some 80-plus federal agencies need foreign language expertise. And they are not simply looking for translators, but for analysts and experts in many fields who can interpret the cultural context, too.”

...

National security and foreign policy need a foundation in people-to-people diplomacy—the educational, cultural, and exchange activities that promote dialogue and cross-cultural understanding, the sharing of ideas, and the creation of direct personal and institutional relationships. Schools must strengthen educational exchanges and increase opportunities for cross-cultural experiences, particularly for teachers, principals and other educators whose work affects young people directly. Every school in the United States should have an ongoing link, either real or virtual, to a school or schools elsewhere in the world.

Social and Cultural Integration (p. 11)

Between 1960 and 2000 the percentage of foreign-born residents rose from 9.7 to 28.4 percent. ... An education system largely rooted in American and Eurocentric curricula simply does not reflect the growing diversity of the United States.

Human Security (p. 12)

Analysts of international affairs, Harding [Harry Harding, Dean of the Elliot Schools of International Affairs at George Washington University] said, are becoming increasingly concerned with these “threats to human well-being from dangers other than the use of military or physical force.”

Humanitarian Responses to human need (p. 12)

At the States Institute, Michael Ward, Superintendent of Public Instruction in North Carolina and President of the Council of Chief State School Officers, highlighted the connection between improving international education and raising children to be compassionate humanitarians with more sensitivity to the world and its pressing issues. Service learning, he suggested, is one possible way to give children international education.

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Improving Students' International Knowledge and Skills (p. 13)

Discussions at the States Institute pointed to five key issues that need to be addressed if we are to make knowledge of other world regions, cultures and international affairs available to all students.

1. Policymakers at all levels must make education about other world regions and cultures a significant **priority**. This is a missing element in our efforts to promote educational excellence.
2. Opportunities must be provided for **teachers** to learn about the history, geography, and economics of different world regions and about international relations through pre-service preparation, professional development, and through direct exposure to other cultures through travel, study and exchange.
3. We need to develop an effective **K-16 pipeline in major world languages** through a mixture of requirements, incentives to begin earlier, and innovative approaches.
4. **Partnerships and exchanges** both real and "virtual" between schools and educators in the U.S. and schools in other parts of the world provide a means for mutual education and need to be greatly expanded.
5. High quality materials and practical ways to **integrate** international content into different **curricular areas** and other areas of **school reform** need to be developed.

Curricula and Standards (p. 13-15)

... every state should examine:

- How clear and specific are state student standards in history/social studies/geography/economics; math and science; languages and literature; arts, or other subject areas with respect to Asia, Africa, Latin America, the Middle East and international studies?
- Do high school course requirements include a requirement for international studies?
- How many schools in your state offer nationally recognized courses with international content, such as the AP in World History, European History, Comparative Politics or Human Geography, or the International Baccalaureate?
- Is students' knowledge of other world regions and cultures assessed in your state testing program?

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Teacher Preparation and Professional Development (p. 15-17)

Every state should evaluate the following:

- Do state licensing regulations and practice teaching regulations require teachers, especially teachers of social studies or history, to demonstrate knowledge of at least one other major world region or culture?
- Could state professional development resources —teacher networks, conferences, credit arrangement, funding, on-line courses and resources—do more to encourage teachers to improve their knowledge of Asia, Africa, Latin America or the Middle East? Could you stimulate partnerships between state universities (particularly their area studies and international affairs experts) and school systems to promote ongoing professional development?
- Does your state provide opportunities for school and district leaders to improve their international knowledge and knowledge of international programs for schools?

World Languages (p. 17-18)

To strengthen world language instruction, every state should examine the following:

- What are your state's goals in the teaching of foreign languages? What should they be? Does the state have a plan to develop an effective K-16 curriculum in major world languages, including non-European ones?
- Do all students have the opportunity to learn a second language? What proportion of students takes a foreign language in school? How many complete a four-year sequence and/or attain proficiency?
- Are there programs for "heritage" language speakers that could be built upon, or technology-assisted programs that could be utilized?
- What incentives and requirements could be put in place to expand the teaching and study of world languages?

International Exchange Programs: Real and Virtual (p. 18-19)

Every state should examine:

- How many schools in your state have an ongoing partnership with a school in another country? Do you have partnerships with community colleges, university area studies programs, and foreign exchange programs?
- Does your state offer opportunities for teachers and students to study abroad or visit their peers in other countries?
- How can your state technology program scale up the number and quality of school-to-school linkages?

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- How might local businesses, higher education institutions or cultural organizations support this work?

Integrating International Programs into School Reform (p. 19-21)

Every state should consider the following questions:

- Are there state- or district-sponsored "international schools" that have integrated strong international content across the curriculum?
- How many schools in your state have used the International Baccalaureate program or internationally-oriented AP courses? In what ways can their experience with those programs be applied to other schools?
- Has your state encouraged the use of other model curricular programs that incorporate international knowledge and skills, such as Model UN or other international relations and conflict resolution programs in afterschool programs?
- In what ways can existing student programs be expanded and offered to a broader population of students?

Going to Scale (p. 21)

This effort requires the involvement not simply of educators, but policymakers, institutions of higher education, business leaders, community leaders, cultural institutions, schools of education and perhaps most importantly parents and families.

International Skills for Business: The Boeing Example (p. 27)

Perhaps the greatest potential spokespersons for international education reside in the business community. ...

In order to maintain a dynamic and desirable corporate profile, Boeing had to shape a new cadre of internationally flexible employees. ...

Boeing has further sought to strengthen its cadre of employees by hiring people with strong language skills and by making international competency a key to promotion. As with many other industries and companies, the need for workers who have more than a cursory understanding of the world and more than a year or two of a world language must be met. Education and business are logical partners in addressing that need.

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Quote from John Engler, Former Governor of Michigan p. 31

"I urge every governor to set in motion a similar "audit" process to the one we [in Michigan] have just completed. Each state will vary the process, but by establishing a common 'baseline' of information about how much students know about Asia and other world regions, we will be able to highlight best practices and policies, and accelerate the national impact of this work in the coming years."

—John Engler, Former Governor of Michigan and Co-Chair, National Coalition on Asia and International Studies in the Schools

Global Education Checklist for Teachers, Schools, School Systems and State Education Agencies

By FRED CZARRA

<http://www.globaled.org/fianlcopy.pdf>

A good resource. Too long to include excerpts here.

Teaching in a Global Context

By Andrew F. Smith and Frederick R. Czarra

<http://www.ascd.org/publications/infobrief/issue32.html>

The following questions are offered as a framework for implementing policy and strengthening curricular offerings to support global and international perspectives in education.

- What should students know and be able to do if they are to be considered globally and internationally fluent?
- What is the current state of international and global education in the United States?
- How can policymakers assess global and international education efforts within their own schools, school districts, or states?
- How can education policymakers create structures that support the strengthening of a global and international perspective without overwhelming current resources?

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- What policy mechanisms can be used to support the global and international literacy of students within the current context of standards and accountability?
- Can these policies be used in such a way as to not overwhelm the current standards and assessment systems?

Figure 2. Global Education Issues and Questions for Students, School Leaders, and Education Policymakers	
<p>Questions About Student Knowledge of Global Issues, Culture, and Connections</p>	<ul style="list-style-type: none"> • Do students study and are they aware of global issues and complexities? • Have students studied at least one other culture? • Do students have a general geographical, cultural, and historical knowledge? • Do students study a foreign language or engage in cultural exchanges? • Do students know and understand that cultures cross national boundaries? • Can students recognize, analyze, and evaluate major events and trends in American and world history and examine how these events and trends connect to their own lives, local communities, and the United States?
<p>Questions About Schools for Principals, Teachers, and Community Leaders</p>	<ul style="list-style-type: none"> • Is your school community ethnically and racially diverse? • Do individuals or groups representing these ethnic and racial groups have a voice in planning your school community activities or make presentations in, or assist in teaching and learning about other cultures, connections, or issues? • Is a global focus evident in extracurricular activities?
<p>Questions for Local School Systems</p>	<ul style="list-style-type: none"> • Does the school system support second-language study in world languages and areas of global and international education such as geography, history, literature, and science? • Are students given the time, resources, and techniques to study one world region, nation, culture, issue, or global connection in depth?

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Questions for State Education Agencies	<ul style="list-style-type: none">• Do your state standards contain global concepts, connections, ideas, and issues?• Are there relationships with international assessment organizations (International Association for Evaluation and the National Assessment of Educational Progress), or cross-cultural comparisons (the Third International Mathematics and Science Study)?• Are there attempts to find out about good policy and practice in other nations? Do you work with various levels of the educational system to integrate instruction so that global and international education and second-language study is continuous?
<p><i>Source: From Issues in global education: Global education checklist for teachers, schools, school systems, and state education agencies [occasional paper], by F. R. Czarra, November 2002, The American Forum for Global Education.</i></p>	

Asia in the Schools (report by Asia Society)

http://www.internationaleled.org/ASIA_101.pdf

See pages 56-64 for specific recommendations for Governors, Parents and Guardians, State Education Departments, Schools and Districts, Professional Organizations and Teachers' Unions, Higher Education, Academic Associations and Individual Scholars, Business Community, Publishers, Media, Museums, Cultural Institutions, Libraries and Nonprofit Organizations, Philanthropic Organizations, the Nation

Here's just a sample:

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What state education departments can do

GOAL: Chief state school officers and their departments of education should ensure that their policies reflect a national priority for students to learn about Asia and the world and that this priority helps shape the statewide curriculum, assessment tools, and funding for professional development of teachers and acquisition of classroom resources.

RECOMMENDED ACTIONS TO IMPROVE TEACHER PREPARATION AND DEVELOPMENT:

_ Institute a world history course requirement for teaching certification and licensing and make teacher certification tests more reflective of world history by including the history of Asia and other parts of the world, not just that of the United States and Europe.

_ Require all social studies teachers to demonstrate a mastery of content and teaching skills related to Asia (and the world) in concert with the standards being developed for students.

RECOMMENDED ACTIONS TO IMPROVE LEARNING STANDARDS:

_ Develop curriculum standards that promote integration of Asia-related content across the curriculum by working with Asia specialists, particularly scholars.

_ Connect new standards to state policies on curriculum, assessment, teacher education, professional, development, accountability, and finance.

RECOMMENDED ACTIONS TO IMPROVE FOREIGN LANGUAGE INSTRUCTION:

_ Reallocate existing dollars or secure new monies to initiate or expand foreign-language programs to include Asian language instruction.

_ Work with higher education institutions to urge them to include proficiency in a second language as an admission requirement.

_ Make a commitment to hiring teachers who have knowledge about and experience in countries besides the United States, paying particular attention to those who speak another language.

RECOMMENDED ACTIONS TO BUILD PARTNERSHIPS:

_ Become active participants in the proposed state-level Task Force on International Education and endorse specific steps to build an international and Asian foci in schools.

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_ Set up an "innovation fund" to which schools and individual teachers can apply to improve international and Asia-related education at the individual school level, then spread the lessons throughout the state.

What higher education institutions can do

GOAL: Institutions of higher education should commit to extending their resources and scholars to enrich learning experiences at the elementary and secondary level. Furthermore, in the courses they offer, and in student requirements, schools of education should encourage prospective teachers to develop knowledge of Asia and skills to integrate Asia-related material across subjects.

RECOMMENDED ACTIONS TO LINK INSTITUTIONAL RESOURCES WITH K-12 SCHOOLS:

- _ Offer incentives and reward scholars for K-12 involvement.
- _ Encourage students who have returned from study abroad in Asia and Asian students who are studying in the United States to engage in community outreach activities.
- _ Reintroduce a language requirement for admission.
- _ Survey Asia-related resources and compile and centralize this information for dissemination to the community, especially to schools.

RECOMMENDED ACTIONS TO IMPROVE TEACHER PREPARATION:

- _ Establish a course requirement on Asia for all students working toward a social studies teaching certificate.
- _ Encourage the faculty of schools of education to work with the arts and science faculty to design coursework that integrates Asia-related content into teacher education programs.
- _ Encourage aspiring teachers to pursue competency in a second language

What the business community can do

GOAL: Companies and corporations with ties around the globe and in Asia should work with policymakers and schools to promote education policies, standards, and content in international and Asia-related education.

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RECOMMENDED ACTIONS TO BUILD AWARENESS AND KNOWLEDGE OF THE NEW ECONOMY:

- _ Contribute op-ed articles to local or national newspapers, promoting the importance of understanding our interdependence with Asia and other regions.
- _ Incorporate material about international and Asia-related education in speeches and public appearances by executives.
- _ Call on trade associations and/or other business entities to establish mechanisms, including Web sites, that show examples of our interconnectedness with Asia and other parts of the world.

RECOMMENDED ACTIONS TO PROMOTE INTERNATIONAL KNOWLEDGE AND SKILLS:

- _ Support the establishment of "school-to-school" links between American schools and schools in Asia (and other countries) through communications technology.
- _ Sponsor programs and scholarships for students and teachers to reward accomplishment in Asia-related subjects.
- _ Work with schools to encourage job shadowing for students and develop teaching opportunities for its workers and executives.
- _ Provide financial backing to supply high quality Asia-related materials to schools.
- _ Use their influence as donors and their role as civic leaders at the local and state levels to support study about Asia and other regions as integral components of the education of teachers.