

GLOBAL EDUCATION

IN WASHINGTON STATE EXECUTIVE SUMMARY

Global Education is an approach to teaching and learning that provides students with the skills, knowledge, and attitudes necessary to understand the way the world works and prepares them to participate in an interconnected society.^I

Global Washington launched the Global Education Initiative with contributions from more than 1,000 parents, educators, and business leaders from all over the state. The Initiative found that although the state of Washington is one of the most globally connected in the U.S. and many admirable individual projects exist, the state currently lacks a comprehensive commitment to global education. There is a significant gap, in other words, between the state's economic pillars and its educational foundation.

Washington State's diverse economic sectors—from aerospace to technology to agriculture—have one thing in common: they are all tied heavily to international trade. Washington's economy is one of the most globally connected in the country and 40% of all jobs in the state are related to international trade.^{II} Washington's economy ranks 2nd in the country in the "New Economy" (knowledge-based, global, entrepreneurial, and innovation-based).^{III} Seattle Public Schools enroll students from more than 98 countries, and teachers support students and families who speak more than 208 languages. Global connections are the fundamental driver of Washington State's economy, yet, as this study by Global Washington has found, our students are not sufficiently prepared to succeed and contribute in the dynamic and rapidly changing global environment.

During interviews, community meetings, and a summit on global education in November 2011, the key stakeholders involved in the Initiative identified 36 recommendations and ideas to increase global education in Washington State. These ideas were then grouped into six major recommendations to guide the development of a comprehensive approach to global education in Washington State.

Recommendations

1: Build statewide support for global education in grades P-12 and higher education

Employees working in sectors ranging from agriculture to aviation will need

Did you know?

59 Washington global health organizations have a combined 2,503 projects and initiatives in 156 countries^{IV}

In 2006, 24,000 American students studied Chinese; in that same year, 200 million Chinese school children studied English^V

85% of Boeing planes built in Washington are shipped to foreign customers^{VI}





Now, more than ever before, higher education has a global mandate. To remain competitive, higher education must keep pace with the rapid globalization of our society, made possible in large part by technology-enabled rapid flows of ideas and information.^{XI}

I. Hope's Definition of Global Education.

Referenced from: <https://sites.google.com/site/ntlsfolder/Home/participatory-media-language-arts-social-studies/hope-s-definition-of-global-education>

II. Washington Council on International Trade and The Trade Development Alliance of Greater Seattle (2012). An International Competitiveness Strategy for Washington State. Retrieved from: <http://wcit.org/strategy/>

to be prepared to work and compete with people all over the world. The more Washington State produces globally competent graduates, the more our state's employers can draw from a robust local talent pool rather than being forced to import critical skills.

Delivering a community education campaign, a Global Education Network and an advisory board are key to building a statewide support for success.

2: Identify and promote best practices in global education in grades P-12 and higher education

Global learning should not be considered as an "add-on," but rather as a support and enhancement of student achievement across subject areas.

One example of a Global Education Best Practice for P-12 students might be to increase availability and accessibility of international learning opportunities and experiences for these students. They will thereby gain global knowledge while learning other needed skills and developing as engaged citizens.

3: Increase second language learning in grades P-12 and higher education

Foreign language learning is a key component of global education. Washington State is increasingly multilingual, but our educational practices are moving in the opposite direction. According to the OSPI student registration database, CEDARS, in 2011, it appears that only 36% of Washington's high school students were enrolled in a world language course.^{VII} When schools steep learners in an environment of cross-cultural sensitivity, critical thinking, and cooperative, non-violent problem-solving, young people are prepared for and interested in participation in the civic process.^{VI}

The Global Education Initiative Survey found that 59% of respondents considered "increasing access to world languages in P-12 a top priority."^{IX}

4: Prepare globally competent P-12 teachers

Schools and teachers play a critical role in civic awareness and civic engagement through the message they send about cultural differences. Washington's teachers must be given the training and ongoing support they need to become globally competent themselves, enabling them to structure relevant learning experiences and develop globally competent graduates. With the right support, resources, and training, teachers find creative ways to embed critical global competencies into relevant, hands-on curricula.^X

5: Increase global engagement in higher education

The surveys and interviews conducted for this initiative highlighted that study abroad opportunities; internships with global companies; service learning with non-profits, schools, or governments and co-learning with students from other countries are among the best ways to further student global engagement.

Given the global nature of so many of Washington's businesses and organizations, it is likely that some of the students have the chance to be exposed to global aspects of businesses and other organizations, but they are not being asked to incorporate this into their learning. There seems to be a significant area of missed opportunity.

6: Build strong partnerships between global development and global education

A key missed opportunity for Washington State is the lack of integration across the sectors of international education, international trade, global health, and global development. Students in Washington should be prepared to step into a leadership role and to contribute their learning to solving some of the world's biggest problems.

Supporting education and development around the world is key to America's own future prosperity and national security. Raj Shah, Director of USAID, states: "By strengthening private sector activity in developing countries, we have the potential to enrich not just our partners but ourselves through increased exports and new markets for trade."^{xii}

Globalizing Washington's educational systems is essential if we are to address the networked trans-nationalism of the economic, political, and cultural realities that we all inhabit.

Call to Action

Global education is key to Washington's future success—economically, culturally, and socially—and the state must seize this opportunity to lead the nation in preparing the next generation of global citizens, participants, and leaders.

With the conviction that global learning is necessary for the success of our students and the advancement of our state, Global Washington will continue partnering with key stakeholders to move the Initiative's recommendations into action. The Initiative asked business leaders, civic leaders, and educators alike how to increase global education for our students and respond to financial restrictions and increased demands of the education system. The answer was direct and consistent: they are ready to work together, across sectors with shared resources, to ensure that our students receive these skills.

It is our job as a state to change the focus of education and encourage our communities to work to change educational priorities to make sure our students receive the quality education they need to succeed.

III. Atkinson, Robert D. and Andes, Scott (2010). The 2010 State New Economies Index: Benchmarking Economic Transformation in the States. The Information Technology and Innovation Foundation. Retrieved from: <http://www.kauffman.org/Research.aspx?page=2>

IV. City of Seattle Office of Economic Development, Washington Global Health Alliance, and Berk Consulting (2011). Washington 2011 Global Health Strategic Mapping Portfolio. Retrieved from: http://www.seattle.gov/economicdevelopment/pdf_files/Mapping%20Portfolio_web.pdf

V. U.S. Department of Education. Teaching Language for National Security and American Competitiveness, Jan 2006. Retrieved from: <http://www2.ed.gov/teachers/how/academic/foreign-language/teaching-language.html>

VI. Kaplan, Sam and Schinfeld, Eric (2012). Trade Secret. Seattle Business Magazine (January). Retrieved from: <http://www.seattlebusinessmag.com/article/trade-secret>.

VII. University of Washington Language Learning Center. Mapping & Enhancing Language Learning in Washington State. Dataset: High Schools by Language, 02 Dec 2011.

VIII. Youniss, J., Bales, S., Christmas-Best, V., Diversi, M., McLaughlin, M. and Silbereisen, R. (2002), Youth Civic Engagement in the Twenty-First Century. *Journal of Research on Adolescence*, 12: 121–148. doi: 10.1111/1532-7795.00027.

IX. Global Washington. Global Education Initiative Community Input Survey, Jan 2012.

X. Facing the Future. Interview with Noah Zeichner. Retrieved from: <http://www.facingthefuture.org/ForEducators/ClassroomExamples/NoahHSGlobalLeadership/tabid/492/Default.aspx>

XI. Freidheim, Scott. Valuing Study Abroad: The Global Mandate for Higher Education. Remarks to the British Academy International Conference, 27 Mar 2012, London, United Kingdom.

XII. Shah, Rajiv. USAID. Annual Letter, 28 Mar 2012. Retrieved from: issuu.com/usaiddocs/1202-usaid-annualletter-final-web