

Asia Society | Center for Global Education

POLICY STUDIES ASSOCIATES, Inc.

Developing 21st Century Competencies: Global Perspective

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Asia Society | Center for Global Education

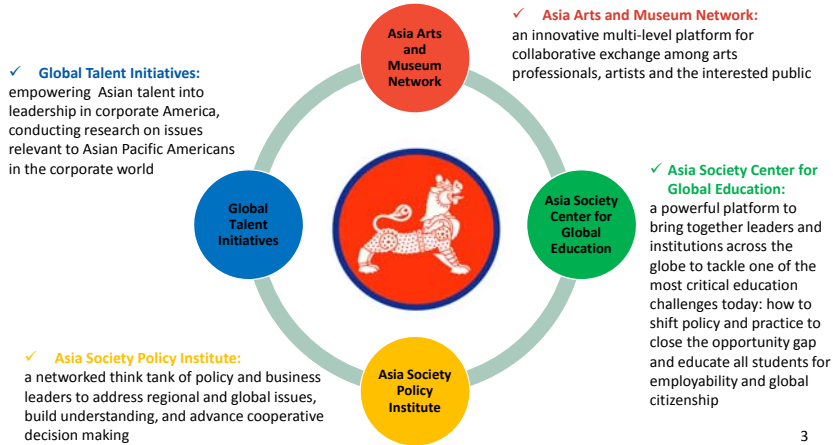
POLICY STUDIES ASSOCIATES, Inc.

Agenda

- Welcome and introductions
- Emerging themes from the working group
- Making the case: drivers of integration
- Building a system: strategies and supports to support 21st century competencies
- Demonstrating success: value of and accountability for 21st century competencies
- Reflection and wrap-up

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Asia Society connector, convener, and catalyst



Asia Society Center for Global Education
 Building Awareness, Will, and Capacity for Transforming Education

Asia Society Center for Global Education (ASCGE) brings together leaders from the US, Asia, and around the world to tackle one of the most critical education challenges today: how to educate all students for employability and citizenship in a global era.

Global Cities Education Network

In May 2012, Asia Society launched the **Global Cities Education Network (GCEN)**

- **An international learning community of city school systems in Asia and North America** that are rethinking the knowledge and skills students need for success and the educational strategies and systems required for all children to achieve them.
- **Cities:** Denver, Houston, Seattle, Toronto, Lexington, Seoul, Singapore, Shanghai, Hong Kong, Melbourne, Hiroshima
- **Working Groups:**
 - Teacher Professional Learning – launched 2014, meetings in Shanghai and Stanford
 - Career and Technical Education – launched 2014, meetings in Melbourne and Zurich
 - 21st Century Competencies – launched 2015 with inaugural meeting in Shanghai



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Working Group Purpose

Share experiences and explore challenges around how primary and secondary education systems support the development of 21st century competencies for all students

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Documenting Best Practices

Policy Studies Associates (PSA) conducts research and evaluation in education, youth development, and OST.

PSA is developing a report on the working group, with support from a team of researchers from Asia, to be published in late spring 2016.

Funded by the C.S. Mott Foundation.

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Discussion

What comes to mind when you
hear the term “21st century
competencies”?

How is this defined in your
program and work?

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Overview

General questions for working group that will drive the presentation and discussion:

- What are drivers of integration of 21st century competencies in education?
- What strategies do city systems use to support this integration?
- How do city systems demonstrate success?

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Approaches to Building Systems for 21st Century Competencies

Cities are developing guidance on integrating 21st century competencies into the formal and informal education systems through:

- Development of frameworks and tools that...
 - articulate the alignment of 21st century competencies to curriculum standards;
 - incorporate whole child development into strategic plans;
 - help schools match available supports and resources to student needs.
- Training for teachers and partners
- Intentional coordination of afterschool program supports

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Drivers of Integration

- Support academic performance
- Support workforce readiness
- Support development of good citizens

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Discussion

- What 21st century competencies are valued in your community? Why? How do you know? Has a process been completed to work through these questions?
- Who needs to be engaged in the discussion? How could this be done?
- What would ensure that resources are directed to 21st century competencies?

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Building a System

- Develop tools and resources
(map resources to needs)
- Engage partners to support work
(and develop a shared vision)
- Professional development/training
(for both formal and informal educators)

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Discussion

- What strategies are being used in your community to develop 21st century competencies?
- What supports are needed to build capacity of informal and formal educators? Whose role is it to support development?
- What needs to happen to move the strategies and practices along in your school/program/system?
- What resources are available for this work?
- What barriers exist?

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Demonstrating Success

Big question of assessment

- What is right thing to measure
- Timing
- Accountability

Typing it all together

- How does demonstrating success vary based on the drivers?
- Need to put the tools in place

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Discussion

- What are system level indicators of success?
- What are school/program level indicators of success?
- Should youth competencies be measured, and if so, how?
How do you negotiate the conversation on this?
- How does how you define success vary based on whether you are at an exploring, emerging, or maturing phase of this work?
- How are indicators of success linked to your drivers of 21st century competencies?
- How is success communicated to stakeholders?

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Reflection & Wrap-Up

- What resonated the most?
- What is most important about this work?
- What are next steps for the field?

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Contact Information

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How to Create a Story using Mapping the Nation

This map shows data at the national, state, and county level. The "key indicators" in the upper left corner of the map are some of the most relevant numbers if you are looking for a quick snapshot of what is global in your county. If you are unsure of the county name you are researching, you can find it by typing in the name of a city or a zip code here: <http://www.naco.org/Counties/Pages/CitySearch.aspx>. It will also link you to the webpage for any county in the United States.

A GLOBALLY COMPETENT WORKFORCE: THE ECONOMIC ARGUMENT

We live and work in a global marketplace. For proof, look at the data in the map for your state or county under Economics:

- How many people are employed by companies importing and exporting goods?
- How many jobs are related to exports? (See infographics section.)
- What is the estimated sales value of imports and exports of goods (total)?
- You can also look in the categories of "Estimated Value of Exports" and "Estimated Value of Services Exports" to see specific sectors in which your state or county specializes.

These statistics should allow you to say that culturally competent employees who speak a second language are critical to the success of your local economy. With 95% of consumers and three-quarters purchasing power outside of our borders, international markets are critical to creating and sustaining local jobs.

Outside links for more information and statistics:

- Business Roundtable State Trade Profiles (<http://usahomecourt.org/tax-reform-benefit>)
- U.S. Chamber of Commerce (<http://www.tradesupportsjobs.com>)

A GLOBALLY COMPETENT CITIZENRY: THE DEMOGRAPHIC ARGUMENT

The United States has 40 million people who are foreign born, more than any other time in our history. There is a correlating increase in languages spoken within our borders. How is a global citizenry reflected in your community? What linguistic and cultural resources does your community have? Look under Demographics for:

- What percent of the population in your state or county is foreign born?
- Has this increased over time? Look at the indicator "% of Total Population that is Foreign-Born"
- Are non-English languages spoken in your community? What are they? Look at "Languages Spoken at Home: % Speaking."

The U.S. Census data underscores that the United States is rich in human capital—a strength we should continue to leverage and build upon.

Outside links for more information:

- NAFSA: Resources to help you make the case and become a champion for international education (http://www.nafsa.org/Explore_International_Education/Impact/Data_And_Statistics/Study_Abroad/Mapping_the_Nation_Making_the_Case_for_Global_Competence/)
- US Census Quickfacts (<http://quickfacts.census.gov/qfd/index.html>)

EDUCATION ARGUMENT

Education data that measures global competence is incomplete. There are no data-centered assessments measuring student global competency. The lack of data is in many ways an indicator that, up to the present, the true value of global competency has not been recognized. The data that does exist centers on language, AP exams, and in-person exchange programs.

Looking at the education indicators for "K-12 Language Enrollment," "AP Exams Taken," and "Postsecondary Language Enrollment," think about:

- Are the languages being taught in your schools those that are being spoken in the community?
- Are there language programs in your schools to encourage and nurture students who are exposed to a language in their home?
- Do the languages being taught align with the top export markets for your state? (Look at your state infographic for this information.)

- What about for national security—are critical languages being taught? Do students have opportunities to learn with, not just about, their global peers?
- How many students take part in study abroad programs?
- Are there Sister City partnerships in your area?

Perhaps the most essential question of all: What is the cost of not having the knowledge and skills needed for the global economy?

LOCAL CONTEXT

Once you have gathered the facts to support your argument, look for local context to flesh it out. Consider looking at the Wikipedia page for your county or state – there are often useful local links provided at the bottom of the page.

Newspapers:

Look online at your local and state newspaper for stories on the impact of immigration in your community, schools, and higher education programs. Look also for stories about international companies that have considered or did actually move to the area. Stories on local jobs and the skills gap will also support your case.

Local Businesses:

Call up the human resources department of local companies that trade internationally or do business abroad. How important are international markets to their industry? Do they see global skills as necessary for their employees? Is there a shortage of culturally competent employees? Get quotes you can use.

Local Community Colleges and Universities:

Are there professors that you can contact who work to prepare students for global careers? For instance, at community colleges look for those teaching students to work in the major industries in your area – what are the global aspects they feel their students should know? Get quotes you can use.

ADDITIONAL INTERESTING STATISTICS

Here are additional ideas/facts to use in making the case:

- 95% of consumers live outside of the U.S.
- Jobs tied to international trade have grown over 100% in the last 20 years.
- Nationally 1 in 5 jobs is tied to international trade.
- The American higher education system attracts more than 800,000 foreign students, the highest in our history, making education the fifth most lucrative global service our nation offers.
- The United States has 40 million people who are foreign born, more than any other time in our history.
- Of students taking AP exams, not more than 25% of exams taken in any state are internationally focused.
- Fewer than 1% of American high school students take part in study abroad programs.
- 6 states with the largest number of sister city exchanges are also the states with 6 of the ten largest import/export economies in the U.S.

SAMPLE LOCAL STORY

Minnesota



Nobles County: 21,378 pop.

This county has the highest percentage of people speaking a language other than English at home of any county in MN. During the Farm crisis thirty years ago, citizens thought this town was going to be a ghost town. By 1990, the population was back up – due in large part to the pork plant – one of the largest employers in the county. When they added an extra night shift, immigrants came for those jobs.

The town is now thriving – the unemployment rate is well below the state average. While many immigrants work at the plant for lower wage jobs, others are small business owners. In fact, 25 of the town’s businesses are Hispanic owned.

Immigrants turned this dying town around, but now it must adapt to the needs of its diverse citizenship. For example, they need Spanish-speaking police officers, teachers, and government workers. The school district responded by hiring bilingual parent liaisons and adding ELL teachers to classrooms.

Mapping Our Nation: Linking Local Data to Global Need

<http://asiasociety.org/mapping-nation>

BOOST Conference 2016

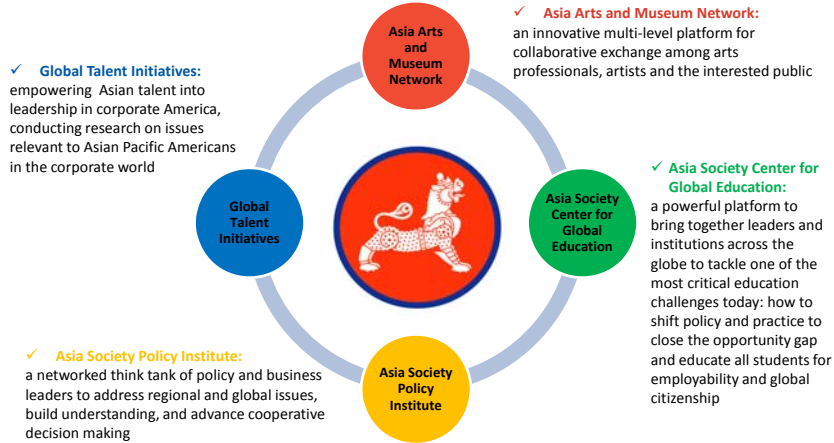
Heather Loewecke, Senior Program Manager
Global Learning Beyond School

April 28, 2016

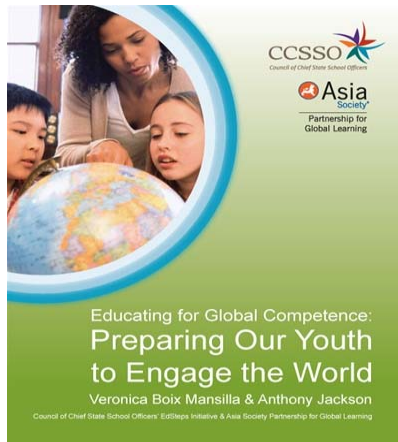
Agenda

- Welcome and introductions
- Overview of Asia Society
- Overview of global competence
- Demo of *Mapping the Nation* and related tools
- Q&A
- Creating stories using the map
- Wrap-up

Asia Society connector, convener, and catalyst



What is Global Competence?



Possession of the knowledge, skills, and dispositions to understand and act creatively on issues of global significance.

<http://asiasociety.org/globalcompetence>
<http://asiasociety.org/files/book-globalcompetence.pdf>

Four Domains of Global Competence



HOME ABOUT MAP INFOGRAPHICS STATES TOOLKIT

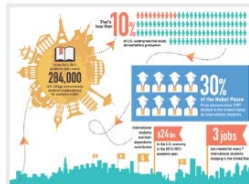
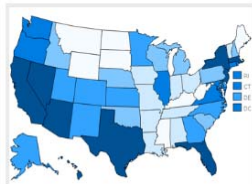
MAPPING THE NATION

LINKING LOCAL TO GLOBAL

<http://asiasociety.org/mapping-nation>

IS THE U.S. READY FOR A GLOBAL FUTURE?

LIVE WEBCAST
SECRETARY ARNE DUNCAN
NOVEMBER 19 • 9:30 PM ET



Mapping the Nation: Linking Local to Global

- New interactive map pulls together demographic, economic, and education indicators.
- Data available at state and county level.
- Nearly one million data points show that the United States is a truly global nation.
- The project is a partnership of Asia Society, Longview Foundation and SAS.
- Education data contributed by ACTFL, College Board, CSJET, IIE, Migration Policy Institute, NAFSA, Modern Languages Association, and Sister Cities International.

Dynamic Tools

In addition to the map:

- Infographics for each state highlight statistics and gaps
- Infographics on key themes of map: International Trade, Study Abroad, Second Language Acquisition, and more.
- State narratives and resource links give information on what is happening in each state and who to contact for more information.
- Toolkit and key policy questions to assist with advocacy.
- Lesson plans for educators to use with the map and the related tools.

Diversity: Percentage Foreign Born

2007-11 Estimate

Key Indicators

% of Total Population that is Foreign Born

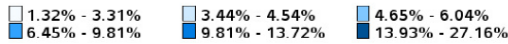
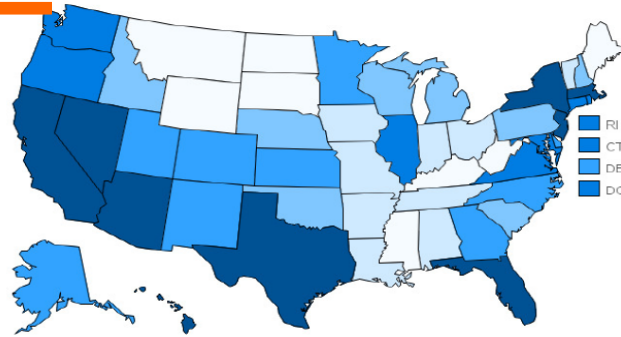
2007-11 Estimate

- Estimated Sales Value of Imports & Exports of Goods
- Companies Importing & Exporting Goods
- Jobs Related to Services Exports
- K-12 Enrollment % Change between 2004-05 & 2007-08
- Post-Secondary Language Enrollment
- International Student Economic Value
- Languages Spoken at Home: # of Speakers

Economics

Education

Demographics



Map output © SAS Institute Inc. 2014. All Rights Reserved.

US Key Indicators % of Total Population that is Foreign Born 2007-11 Estimate

Demographics: Languages at Home

About the Data

Key Indicators

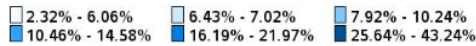
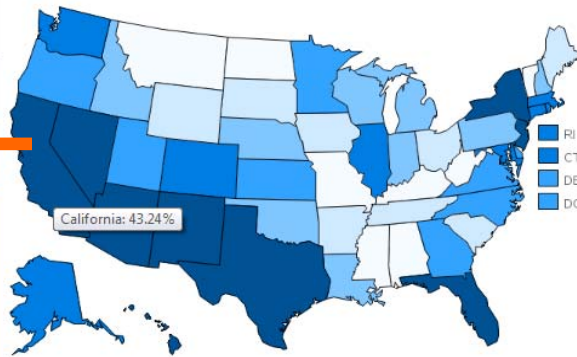
Economics

Education

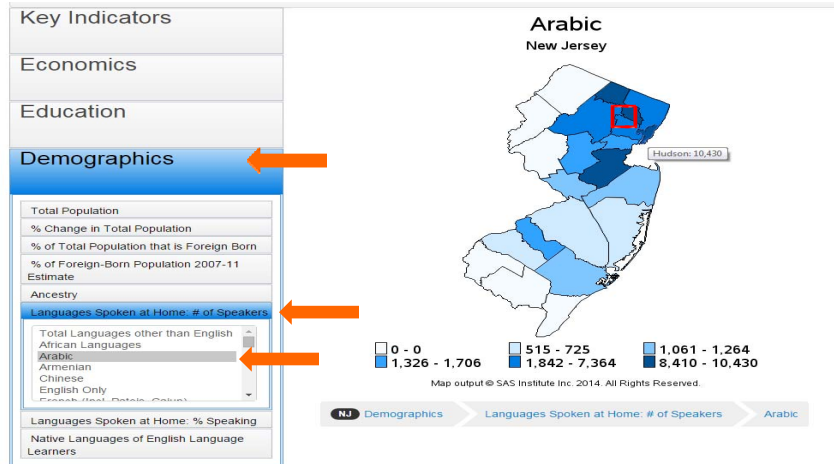
Demographics

- Total Population
- % Change in Total Population
- % of Total Population that is Foreign Born
- % of Foreign-Born Population 2007-11 Estimate
- Ancestry
- Languages Spoken at Home: # of Speakers
- Languages Spoken at Home: % Speaking
- Total Languages other than English
- African Languages
- Arabic

Total Languages other than English



Demographics: Languages at Home

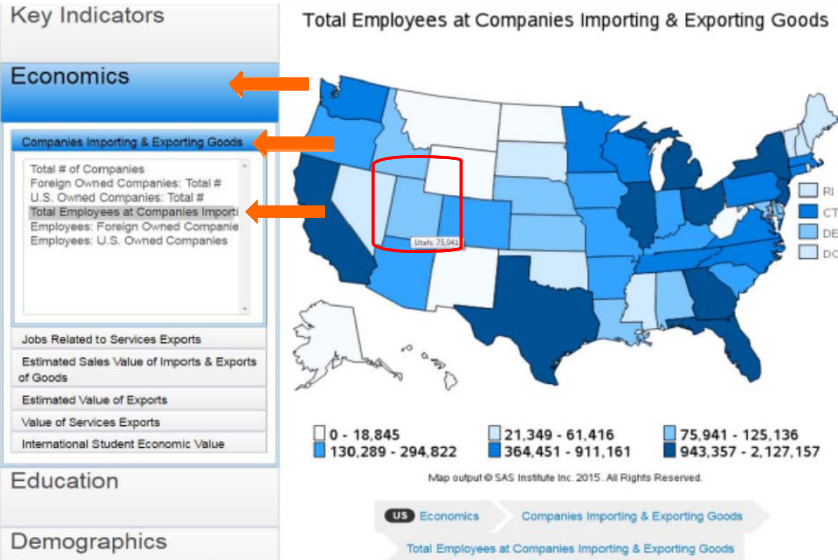


Globalization of the Economy

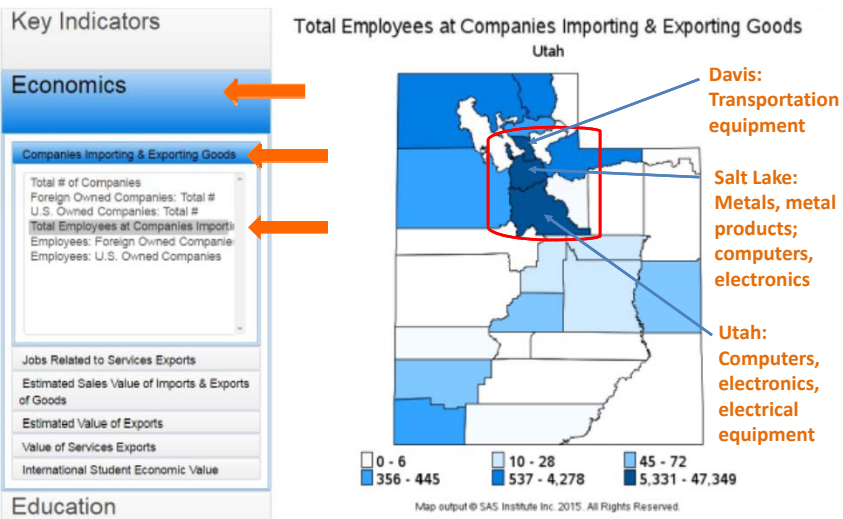
Globalization is driving demand for an *internationally competent* workforce:

- 95% of consumers and three-quarters of the world's purchasing power is found outside U.S. borders = huge opportunity for growth.
- Map shows one in five jobs is tied to international trade and four million Americans are employed by foreign businesses in our communities.
- High cost of missed opportunities
- To be globally competitive, educated Americans must be *globally competent*

International Trade



International Trade



International Trade

<http://www.newyorker.com/business/currency/utah-became-next-silicon-valley>

FEBRUARY 3, 2015

HOW UTAH BECAME THE NEXT SILICON VALLEY

BY VAUHINI VARA



The Novell corporate headquarters, in Provo, Utah

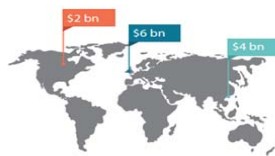
State Infographic



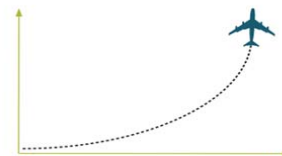
How global is Utah? Changing demographics and economic opportunities show we're more global than ever.



14% speak a language other than English at home
Spanish, Pacific Islander languages, and Chinese are most commonly spoken.



15% of state GDP tied to goods exports
The United Kingdom, Hong Kong, and Canada are our top export markets.



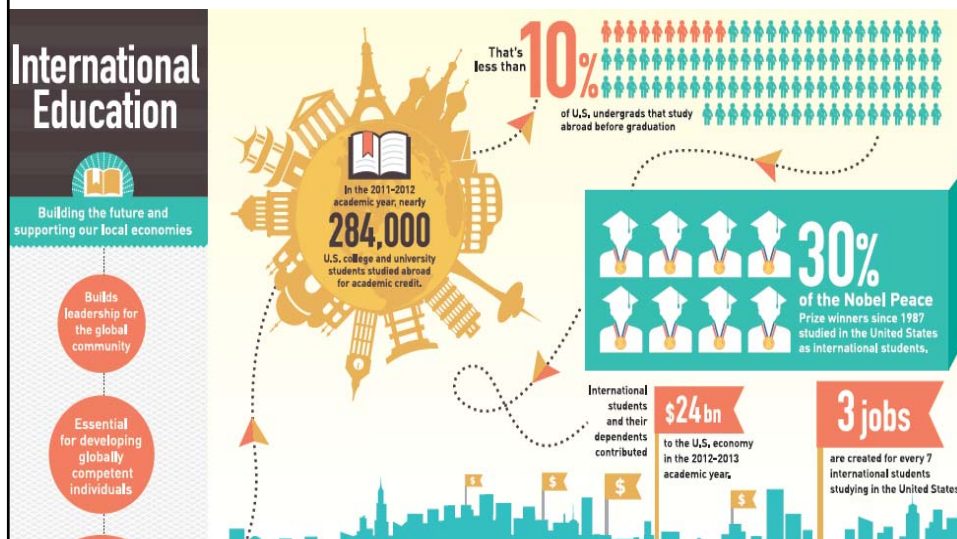
105% increase in jobs tied to international trade
One out of every five jobs in the state is now related to international trade.

Education Data: A Cautionary Tale

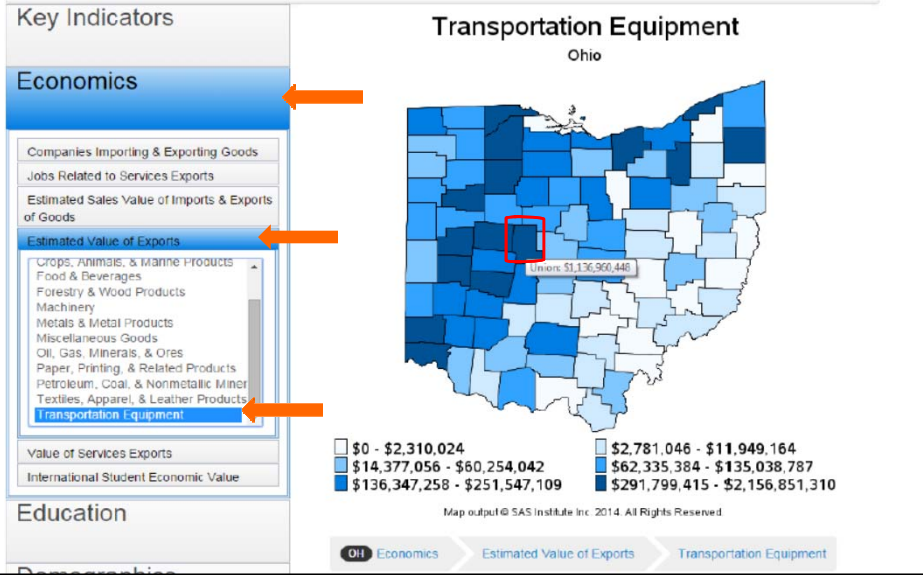
Schools are not providing students with the needed knowledge and skills for success:

- Only one in five states has more than a quarter of students learning a foreign language, and those students who do, rarely reach proficiency.
- Of students taking AP exams, not more than 25% of those exams taken in any state are international in nature.
- Less than 1% of high school students and less than 10% of higher ed students study abroad.

Key Theme Infographic



County Data



County Indicators Summary Sheet

Franklin County, Ohio Indicators Summary

Key indicators

Subcategory	Indicator	Value
% of Total Population that is Foreign Born	2007-11 Estimate	9.05%
Companies Importing & Exporting Goods	Total Employees at Companies	131,009
Estimated Sales Value of Imports & Exports of Goods	Total	\$22,319,849,513
International Student Economic Value	Economic Contributions of International Students & Dependents to U.S. Economy 2011-12	\$190,439,983
Jobs Related to Services Exports	Total Jobs	9,733
Languages Spoken at Home: # of Speakers	Languages other than English	121,034
Post-Secondary Language Enrollment	Total # of Students	11,260

Economics

Subcategory	Indicator	Value
Companies Importing & Exporting Goods	Total # of Companies	335
	Foreign Owned Companies: Total #	41
	U.S. Owned Companies: Total #	294
	Total Employees at Companies Importing & Exporting Goods	131,009
	Employees: Foreign Owned Companies	4,390
	Employees: U.S. Owned Companies	127,519
Estimated Sales Value of Imports & Exports of Goods	Total	\$22,319,849,513



State Narrative

Afterschool/Extended Learning

There are several out-of-school time programs throughout Georgia that have a global focus in their programming. These programs introduce their students to other cultures through partnerships with Peace Corps volunteers, video conferences with young people in other countries, globally focused curriculum.

In 2013, the state of Georgia provided leadership in afterschool space and developed first the Georgia Afterschool & Youth Development Conference. This statewide conference has offered workshops that incorporate elements of cultural competence and globally relevant curriculum in both 2013 and 2014. In 2014, the Georgia Statewide Afterschool Network also partnered with the Asia Society to deliver a workshop on the importance of global learning to out-of-school time professionals at the Beyond School Hours conference in Atlanta. Additionally, the state recently developed the Georgia Afterschool & Youth Development Quality Standards, which include standards and indicators on cultural competence and global learning.

World Languages

In response to the limited number of dual-immersion programs in Georgia, there is an action plan in place to increase the number to 20 dual-immersion programs by 2020. Early steps include a pilot program overseen by GaDOE with six elementary schools to become dual-immersion programs, strengthening the K-12 language pipeline, and possibly result in stronger linkage to the out-of-school-time (OST) field.

Recently, the Georgia State Board of Education adopted a series of K-5 performance standards, which enables the state to offer a full K-12 series in Modern Languages. Additionally, 23% of Georgia's K-12 students are enrolled in foreign language, as compared to 17% nationwide. The state has also re-launched the Georgia International Education Statewide Advisory group, and intends to include members from the Georgia business community along with teachers, administrators, and university faculty.

Workforce Development

Georgia responded to the Skills Gap problem by creating the Career Pathways program in 2011, which was followed in 2012 by the Global Workforce Initiative (GWI). The GWI was created to facilitate cooperation among the business and educational communities to ensure Georgia students received the skills training and global competency instruction necessary to qualify for jobs that were going unfilled. The GWI arose out of relationships with key executives in global businesses with Georgia operations and through strategic partnerships with educational institutions in other countries, including Germany, France, Finland and Korea. Since that time, GWI has worked extensively with international businesses, their consulates and chambers of commerce to develop solutions, including skills training and instruction in foreign languages, entrepreneurship and other important career concepts. Ultimately, the Career Pathways and in-context GWI programs enable participating students to graduate with a certification in a skill of their choosing, which helps them to gain employment after graduation. Additionally, GWI partners provide internships and other work-study opportunities (including overseas programs) that function as pipelines to employment. Finally, students may also continue their schooling by seeking a degree at a technical college or university in their chosen skill or any other area.

Case Studies

[Benefits of Georgia Sister School Partnership Program](#)

Resources



Policy Questions

<http://asiasociety.org/mapping-nation/policy>

MAPPING THE NATION What are you looking for?

HOME ABOUT MAP INFOGRAPHICS STATES POLICY TOOLKIT

Policy

Essential Questions

1. What are your state/county's current (and expected future) connections to other parts of the world, including economic development/jobs, cultural exchanges, and population diversity?
2. Has your state/district developed a formal policy to promote international knowledge and skills?
3. How can international education be incorporated into school reform efforts already under way in your state/district?
4. Do your state/district's existing standards and assessments incorporate international content in a meaningful way across all major subject areas?
5. How can your state/district provide or increase incentives for schools to teach about the world?
6. What opportunities do students and teachers in your state/district have to learn world languages, including less commonly taught languages?
7. How can teacher preparation and certification programs be strengthened and internationalized?
8. How can your state/district tap the resources of higher education and the business community to promote students' and teachers' international knowledge and skills?
9. How can your state/district's technology and distance learning infrastructure be used to strengthen international education?
10. How can your state/district expand students' and teachers' participation in international partnerships and exchanges?
11. How can your school and community libraries, afterschool programs, and other informal learning resources be used to promote learning about the world?
12. How can technology resources be used to extend the international knowledge and experiences of teachers and students?
13. What professional development opportunities exist or can be developed for teachers and administrators to gain more international expertise?

As you look at the map, consider:

YOUR STATE INITIATIVES

- ALABAMA
- ALASKA
- ARIZONA
- ARKANSAS
- CALIFORNIA
- COLORADO
- CONNECTICUT
- DELAWARE
- DISTRICT OF COLUMBIA
- FLORIDA
- GEORGIA
- HAWAII
- IDAHOW
- ILLINOIS
- INDIANA
- IOWA
- KANSAS
- KENTUCKY
- LOUISIANA
- MAINE
- MARYLAND
- MASSACHUSETTS
- MICHIGAN
- MINNESOTA
- MISSISSIPPI
- MISSOURI
- MONTANA
- NEBRASKA
- NEVADA
- NEW HAMPSHIRE
- NEW JERSEY
- NEW MEXICO
- NEW YORK
- NORTH CAROLINA
- NORTH DAKOTA
- OHIO
- OKLAHOMA
- OREGON
- PENNSYLVANIA
- RHODE ISLAND

Toolkit

<http://asiasociety.org/mapping-nation/toolkit>

« ASIASOCIETY.ORG

MAPPING THE NATION

What are you looking for?

HOME ABOUT MAP INFOGRAPHICS STATES POLICY TOOLKIT

Toolkit

Educator Resources

- Overview and Objectives ([Download the PDF](#))
- Activity 1: Introducing Maps ([Download the PDF](#))
- Activity 2: Demographics in Our Community ([Download the PDF](#))
- Activity 3: Who Do We Trade With and Why? ([Download the PDF](#))
- Activity 4: Creating an Info Graphic ([Download the PDF](#))
- Activity 5: Organizing a Trade Mission (optional) ([Download the PDF](#))
- Glossary

Follow these steps to invest in students, the workforce, and the nation.

Individual Actions

- Thank a teacher. They prepare us for every job on earth.
- Share your findings via social media and the [link to the map](#). Tag it #MapTheNation.
- Share the [infographics](#) you find most compelling.
- Write an Op-Ed or blog stating your position, and [back it up with data](#).
- Raise public awareness around education and workforce issues.
- If you're a parent, advocate for language and global learning programs in your child's school and district.

YOUR STATE INITIATIVES

ALABAMA
ALASKA
ARIZONA
ARKANSAS
CALIFORNIA
COLORADO
CONNECTICUT
DELAWARE
DISTRICT OF COLUMBIA
FLORIDA
GEORGIA
HAWAII
IDAHO
ILLINOIS
INDIANA
IOWA
KANSAS
KENTUCKY
LOUISIANA
MAINE
MARYLAND
MASSACHUSETTS
MICHIGAN
MINNESOTA
MISSISSIPPI
MISSOURI
MONTANA
NEBRASKA
NEVADA
NEW HAMPSHIRE
NEW JERSEY

Lesson Plans

<http://asiasociety.org/mapping-nation/toolkit>

Grades 6-8 or 9-12

Activity 1: Introducing Maps

Activity 2: Demographics in Our Community

Activity 3: Who Do We Trade With and Why?

Activity 4: Creating an Info Graphic

Activity 5: Organizing a Trade Mission

Heat Map Uses

- Inform policy recommendations
- Make the case for funding needs
- Inform and spark additional research on local needs and partnerships (e.g. internships, board members, languages offered by local schools, etc.)
- Generate student activities through community mapping, research and action projects
- Stay informed on what other states and counties are doing to increase youth's global competence
- Promote involvement from stakeholders

Q&A

Activity

Instructions:

1. Break into small groups
2. Each group will receive an audience and story angle (economic, demographic, education)
3. Use the map data and tools to *make the case for global learning in afterschool* for your assigned audience
4. List your key talking points and approach for your message

Consider the following questions:

- What data would help make the strongest case for your audience?
- What local or current events would help you make the case?
- What assumptions do you have about the local community that you may want to confirm or challenge with the map or other sources?
- What other data, resources, research or information would you need to support your key points?

Contact Information

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