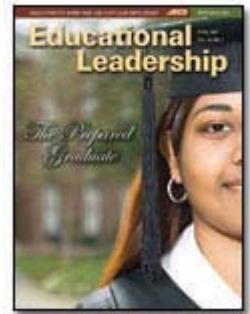


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Becoming Citizens of the World

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The future is here. It's multiethnic, multicultural, and multilingual. But are students ready for it?

The world into which today's high school students will graduate is fundamentally different from the one in which many of us grew up. We're increasingly living in a globalized society that has a whole new set of challenges. Four trends have brought us here.

The first trend is economic. The globalization of economies and the rise of Asia are central facts of the early 21st century. Since 1990, 3 billion people in China, India, and the former Soviet Union have moved from closed economies into a global one. The economies of China, India, and Japan, which represented 18 percent of the world's gross domestic product (GDP) in 2004, are expected to represent 50 percent of the world's GDP within 30 years (Wilson, 2005). One in five U.S. jobs is now tied to international trade, a proportion that will continue to increase (U.S. Census Bureau, 2004). Moreover, most U.S. companies expect the majority of their growth to be in overseas markets, which means they will increasingly require a workforce with international competence. According to the Committee for Economic Development (2006),

To compete successfully in the global marketplace, both U.S.-based multinational corporations as well as small businesses increasingly need employees with knowledge of foreign languages and cultures to market products to customers around the globe and to work effectively with foreign employees and partners in other countries.

Science and technology are changing the world and represent a second trend. In *The World Is Flat*, Thomas Friedman (2005) describes how the "wiring of the world" and the digitization of production since 1998 are making it possible for people to do increasing amounts of work anywhere and anytime. Global production teams are becoming commonplace in business. In addition, scientific research, a key driver of innovation, will increasingly be conducted by international teams as other countries ramp-up their scientific capacity.

The third trend involves health and security matters. Every major issue that people face—from environmental degradation and global warming, to pandemic diseases, to energy and water shortages, to terrorism and weapons proliferation—has an international dimension. Solving these problems will require international cooperation among governments, professional organizations, and corporations. Also, as the line between domestic and international affairs blurs, U.S. citizens will increasingly vote and act on issues—such as alternative energy sources or security measures linked to terrorism—that require a greater knowledge of the world. In response to this need, a 2006 report from the National Association of State Boards of Education recommends infusing classroom instruction with a strong global perspective and incorporating discussions of current local, national, and international issues and events.

The fourth trend is changing demographics. Globalization has accelerated international migration. New immigrants from such regions as Asia and Central and South America are generating a diversity in U.S.

communities that mirrors the diversity of the world. Knowledge of other cultures will help students understand and respect classmates from different countries and will promote effective leadership abroad.

In short, U.S. high school graduates will

- Sell to the world.
- Buy from the world.
- Work for international companies.
- Manage employees from other cultures and countries.
- Collaborate with people all over the world in joint ventures.
- Compete with people on the other side of the world for jobs and markets.
- Tackle global problems, such as AIDS, avian flu, pollution, and disaster recovery (Center for International Understanding, 2005).

However, U.S. schools are not adequately preparing students for these challenges. Surveys conducted by the Asia Society (2002) and National Geographic-Roper (2002) indicated that, compared with students in nine other industrialized countries, U.S. students lack knowledge of world geography, history, and current events. And shockingly few U.S. students learn languages that large numbers of people speak, such as Chinese (1.3 billion speakers) and Arabic (246 million speakers).

Many countries in Europe and Asia are preparing their students for the global age by raising their levels of education attainment; emphasizing international knowledge, skills, and language acquisition; and fostering respect for other cultures. The United States must create its own education response to globalization, which should include raising standards, increasing high school and college graduation rates, and modernizing and internationalizing the curriculum.

What Global Competence Looks Like

The new skill set that students will need goes well beyond the United States' current focus on the basics and on math, science, and technology. These skills are necessary, of course, but to be successful global citizens, workers, and leaders, students will need to be knowledgeable about the world, be able to communicate in languages other than English, and be informed and active citizens.

World Knowledge

Teaching about the rest of the world in U.S. schools has often focused on the superficial: food, fun, and festivals. Today, we need deeper knowledge, such as understanding significant global trends in science and technology, how regions and cultures have developed and how they interconnect, and how international trade and the global economy work. For example, students might consider how increasing the supply of fresh water or changing forms of energy use in one country could have major effects on another country.

In a world in which knowledge is changing rapidly and technology is providing access to vast amounts of information, our challenge is not merely to give students more facts about geography, customs, or particular conflicts. Rather, our challenge is to hone students' critical-thinking skills and to familiarize students with key concepts that they can apply to new situations. In this way, they can make sense of the explosion of information from different sources around the world and put factual information into perspective and context. Only then can this information become meaningful.

Teaching students about the world is not a subject in itself, separate from other content areas, but should be an integral part of *all* subjects taught. We need to open global gateways and inspire students to explore beyond their national borders. Programs like iLEARN and Global Learning and Observations to Benefit the

Environment (GLOBE) make it possible for students to work collaboratively with peers in other countries. School-to-school partnerships enable both real and virtual exchanges.

U.S. students are global teenagers, similar in many ways to their technology-enabled peers around the world. Adding an international dimension to subjects and encouraging students to reach out to peers in other countries are powerful ways to make the curriculum relevant and engaging to today's youth.

Language Skills

Only about one-half of U.S. high school students study a foreign language. The majority never go beyond the introductory level, and 70 percent study Spanish (Draper & Hicks, 2002). This results in a serious lack of capacity in such languages as Arabic and Chinese, both of which are crucial to the prosperity and security of the United States.

The United States should do as other industrialized countries in Europe and Asia do—start offering foreign languages in the elementary grades, where research has shown that language learning is most effective (Pufahl, Rhodes, & Christian, 2001), and continue the emphasis in secondary school to create pipelines of proficient language speakers. U.S. students need opportunities to learn a broader range of languages, as in Australia, where 25 percent of students now learn an Asian language (Asia Society, 2002). Heritage communities in the United States—communities in which a non-English language is spoken at home, such as Spanish or Navajo—provide rich sources of teachers, students, and cultural experiences (National Language Conference, 2005). Specific practices, such as immersion experiences, can greatly enhance language proficiency.

The growing interest in learning Chinese, as shown by the fact that 2,400 U.S. high schools expressed interest in offering the new advanced placement course in Mandarin, suggests that parents and teachers are realizing the importance of communication skills in a multilingual, multicultural world (see www.AskAsia.org/Chinese). Even if graduates don't use a second language at work, quite possibly they will work in cross-cultural teams and environments.

Civic Values

U.S. students need to extend traditional American values into the global arena. These include a concern for human rights and respect for cultures that differ from the United States. By learning to understand other perspectives, students can develop critical-thinking skills and enhance their creativity.

Students should focus on becoming active and engaged citizens in both their local and global environments. Schools can promote civic engagement by weaving discussions of current events throughout the school day and through participatory forms of education, such as Model UN or the Capitol Forum on America's Future, in which high school students voice their opinions on current international issues. Schools should use technology to connect students directly to peers in other parts of the world and promote service learning projects on issues that students can address at both the local and international levels, such as alleviating hunger, providing education support to students in poverty, and improving the environment.

What Schools Can Do

Across the United States, many schools already define their mission as producing students who are prepared for work, citizenship, and leadership in the global era. These schools have found that internationalizing the curriculum creates a more exciting environment for students and teachers alike (Bell-Rose & Desai, 2005). Several approaches have proven successful.

Introducing an international studies requirement for graduation. More than a decade ago, the school board of Evanston Township, Illinois, introduced an international studies requirement for graduation and asked the high school's teachers to develop the necessary courses. Now, every sophomore in this diverse Chicago suburb must complete the one-year international studies requirement. Students choose from a series of in-depth humanities courses on the history, literature, and art of Asia, Africa, Latin America, and the Middle East. Simulations and participatory projects are central to instruction, and partnerships with local universities ensure that teachers have ongoing professional development in international affairs.

Creating an elementary school immersion program. After surveying parents and local businesses about the future needs of the community—they cited skills in English, Spanish, and Japanese as important—Seattle public schools created the John Stanford International School, a public elementary bilingual immersion school. Students spend half the day studying math, science, culture, and literacy in either Japanese or Spanish; they spend the other half of the day learning reading, writing, and social studies in English. The school also offers English as a second language courses for immigrant students and after-school courses for their parents. As a result of the school's success, the city of Seattle has recently decided to open 10 more internationally oriented schools.

Developing international schools-within-schools. The Eugene International High School is a school-within-a-school on four high school campuses in Eugene, Oregon. The school is open to all interested students. The four-year sequence of courses centers thematically on culture, history, and the political, economic, and belief systems of different world regions, such as Asia, Africa, the Middle East, and Latin America. The school also emphasizes independent research courses to give students the tools to address global issues. An extended essay and a community-service requirement in 11th and 12th grade both have an international focus. For example, one student wrote a 4,000-word research essay on hydrogen cars and their place in the world economy. Students volunteer at such places as Centro Latino Americano, University of Oregon International Education and Exchange, and Holt International Children's Services. Finally, students have the option of pursuing the International Baccalaureate.

Teaching crucial language skills to prepare for the global economy. With strong support from Mayor Richard M. Daley, whose goal is to make Chicago a hub for international trade, the city has created the largest Chinese-language program in the United States. Twenty public schools teach Mandarin, from an all-black school on the West Side to a nearly all-Hispanic school on the South Side to more diverse schools throughout the city. For many of these students, Chinese is their third language after English and Spanish. The program resulted from partnerships among political, business, school, and community leaders and the Chinese Ministry of Education, which provides Chinese teachers and organizes a summer cultural program for Chicago educators in China.

Redesigning urban secondary schools with an international focus. Using the International High School of the Americas in San Antonio, Texas, and the Metropolitan Learning Center in Hartford, Connecticut, as anchor schools, the Asia Society has created a network of small, internationally themed secondary schools across the United States (see www.internationalstudiesschools.org/). The mission of each school is to prepare low-income students for college and to promote their knowledge of world regions and international issues. Each public or charter school incorporates international content across the curriculum, offers both Asian and European languages, provides international exchange opportunities, and provides links to international organizations and community-service opportunities. To date, 10 schools have opened in New York City; Los Angeles; Charlotte, North Carolina; Denver, Colorado; and Houston, Texas. Additional schools are slated to open in other locations, such as Mathis and Austin, Texas, and Philadelphia, Pennsylvania.

Using student-faculty exchanges to promote curriculum change. Two public high schools in Newton, Massachusetts—Newton North and Newton South—run an exchange program with the Jingshan School in Beijing, China. Created by two teachers in 1979, the exchange enables U.S. and Chinese teachers and students to spend time in one another's schools every year. The program has served as a catalyst for districtwide curriculum change, bringing the study of Asian cultures into various academic disciplines, from social studies to

science, and adding Chinese to the district's broad array of language options. The leaders of this exchange now help schools around the United States develop exchange programs with China as a way to internationalize their curriculums.

Using a K–12 foreign language sequence to promote excellence. The Glastonbury School District in Connecticut has long promoted language study, beginning with a K–8 language requirement. Ninety-three percent of students study at least one foreign language, and 30 percent study more than one. The foreign language curriculum is thematic and interdisciplinary, integrating both foreign language and world history standards. All high school students take a one-semester history course on a non-Western geographic/cultural region and a civics/current issues course that includes international content. The school district's reputation for languages and international studies is a major draw for families moving to the area.

These and other pioneering schools offer models that all schools can replicate. What are the lessons learned? Have a large vision of what you want to achieve, but start slowly, one course or grade level at a time. Involve parents as well as business and community leaders in planning and supporting international education and world languages. Focus on professional development for teachers, including partnerships with local colleges, so teachers can broaden and deepen their international knowledge. Include a focus on mastery of languages, including nontraditional languages, and start at the lowest grade levels possible. Use international exchanges, both real and virtual, to enable students to gain firsthand knowledge of the culture they are studying. If it is unfeasible for students to travel, try technology-based alternatives, such as classroom-to-classroom linkages, global science projects, and videoconferences (Sachar, 2004).

What Policymakers Can Do

Recognizing that future economic development and jobs in their states will be linked to success in the global economy, many states are developing innovations to promote international knowledge and skills. Nineteen states have been working together through the Asia Society's States Network on International Education in the Schools. States have developed commissions (North Carolina, Vermont); statewide summits (Delaware, Indiana, Massachusetts, Washington); and reports to assess the status of international education in their state (North Carolina, New Jersey, Wisconsin, West Virginia). They have created mechanisms, such as International or Global Education Councils (Ohio, Indiana, Wisconsin), and appointed International Education Coordinators to develop new policies and action plans (Delaware, Indiana, Ohio, New Jersey, Wisconsin). They are revising standards (Delaware, Idaho) or high school graduation requirements (New Mexico, Virginia) to incorporate international content. Some states are offering professional development (Oklahoma); initiating new language programs (Connecticut, Delaware, Illinois, Minnesota, Wisconsin, Wyoming); engaging in school exchanges with China (Connecticut, Massachusetts); adding crucial foreign language courses to their virtual high schools (Kentucky); and adding an international dimension to science, technology, engineering, and math (STEM) schools (Ohio, Texas). Finally, some (Arizona, Massachusetts, North Carolina, Washington) have introduced state legislation to provide additional funds to incorporate a global dimension into their schools (see <http://Internationaled.org/states>).

In 2006, the National Governors Association held a session on International Education at its annual meeting. In addition, the Council of Chief State School Officers recently adopted a new policy statement on global education (2007). These state efforts are a good start, but the United States has yet to make international knowledge and skills a policy priority on the federal level and develop the systems and supports necessary to get high-quality international content into U.S. classrooms.

States need to pursue four policy goals to make this happen. They should

- Redesign high schools and create new graduation requirements to motivate higher achievement and promote important international knowledge and key skills.

- Expand teacher training to deliver rigorous study in world history and cultures, economics, world regions, and global challenges.
- Develop world language pipelines from primary school to college that focus on crucial languages, such as Chinese, and that address the acute shortage of language teachers.
- Use technology in innovative ways to expand the availability of international courses and ensure that every school in the United States has an ongoing virtual link to schools in other countries.

For almost 50 years, the U.S. government has played a crucial role in fostering foreign languages and international education in *higher* education. We need to extend this commitment to K–12 education and make it an urgent priority. By doing so, we can improve students' international knowledge and skills and increase both the competitive edge and security of the United States.

In his 2006 report, *The Economics of Knowledge: Why Education Is Key for Europe's Success*, Andreas Schleicher from the Organisation for Economic Cooperation and Development wrote,

The world is indifferent to tradition and past reputations, unforgiving of frailty and ignorant of custom or practice. Success will go to those individuals and countries which are swift to adapt, slow to complain, and open to change.

Part of the great strength of the United States is its adaptability. U.S. schools adapted to the agrarian age, then to the industrial age. It's time to open to change once more and adapt to the global age.

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