



Educating Leaders for a Global Society

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We live in one world. What we do affects others, and what others do affects us as never before. To recognize that we are all members of a world community and that we all have responsibilities to each other is not romantic rhetoric, but modern economic and social reality.[†]

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[†]Department for Education and Skills (England). "Putting the World into World-Class Education: An international strategy for education, skills and children's services."

Executive Summary

Today's students will be working in a global marketplace and living in a global society. In order to succeed and to become leaders in this new world, they must acquire a far different set of knowledge, skills and perspectives than previous generations. They must be prepared to trade with, work alongside and communicate with persons from radically different backgrounds than their own. They must be trained to understand and confront complex new global threats, from terrorism to a global flu pandemic.

In short, we need to develop a whole new definition of education for success in the early 21st century. This conclusion may have been drawn before, but the urgency with which we must act has never been more acute. Our economic strength, national security, the health of our democratic institutions and cultural vitality depend upon appropriately training the next generation of leaders in all sectors.

Hundreds of local schools in the U.S. have already revamped their teaching and learning to accommodate these new demands through means such as international magnet programs, new language programs and integrating international education into the entire range of subject areas, from social studies and literature to math and science. The task now is to extend international education to all primary and secondary schools.

For students preparing for success and leadership in today's world, knowledge about the rest of the world is no longer a luxury; it is a necessity.

The business, philanthropy and public policy communities all have important roles to play in preparing students to succeed in this new environment. They must also work together in important common strategic tasks such as building a language pipeline, developing a corps of teachers skilled in international education, modernizing our nation's high schools, and promoting the use of new technologies and distance learning across the board. For students preparing for success and leadership in today's world, knowledge about the rest of the world is no longer a luxury; it is a necessity.

INTRODUCTION

Nearly 50 years ago school leaders in Glastonbury, Conn. decided that the world was getting smaller and began requiring every student to become fluent in a foreign language starting in the first grade.

Glastonbury was ahead of its time, but it now has a lot of company. From Penobscot Bay to Puget Sound, schools at all levels—from kindergarten through high school—are updating their teaching to take heed of the fact that their graduates will be living in an interconnected world and working in a global economy.

- After surveying local business leaders, the John Stanford International School in Seattle began requiring elementary school students to spend half of their learning time in either Japanese or Spanish.
- Recognizing that graduates will need to know how to work with colleagues from other cultures, the International School of the Americas in San Antonio, Tex. assigns juniors to carry out a collaborative biology project with students from a sister school in Japan. Much of the work is done face-to-face by means of video-conferencing.

Global content is finding its way into all curricular areas, from social studies to science.

- Eighth and ninth grade science students at Exploris Middle School in Raleigh, N.C. study what happened at Lake Nyos in Cameroon in August 1986, when a CO₂ explosion claimed 1800 victims. They read about the disaster, analyze the interaction of vinegar and baking soda in the lab and then do research on its social consequences.
- Students at Evanston Township High School in Illinois delve into the subtleties of conflict resolution by taking part in a mock peace conference on Kashmir. In their science classes they study the global dimensions of wildlife migration, nutrition and communicable diseases.

Above all, educators are coming to understand that U.S. students can no longer understand their own history and traditions without reference to the rest of the world.

- Sophomores at the Metropolitan Learning Center in Hartford, Conn. study the U.S. Constitution—and meet the statewide civics requirement in the process—by comparing it to similar documents in India, Japan, South Africa and Iraq.

These schools are among those whose pioneering work has been recognized through The Goldman Sachs Foundation Prizes for Excellence in International Education. Along with hundreds of other schools across the U.S. they have set out to “put the world in world-class education.” They are embarked on nothing less than a rethinking of what it means to be an educated American in the 21st century.

Training tomorrow’s leaders is vitally important, and it is critical that efforts to develop young American’s knowledge and skills be carried out successfully. As the next generation moves into leadership positions in commerce, education, government, the arts and other fields, today’s students will need a different set of knowledge, skills and perspectives than previous generations. Success for them will be measured by their capacity to comprehend how the U.S. interacts with other countries and cultures, to function in a complex and ever-changing global environment, and to interact with persons whose background and perspectives bear little relation to their own.

Preparing today’s students for success and eventual leadership in the new global climate is the single most important task facing U.S. education at the dawn of the 21st century.

SECTION I *A Different World*

American schools have repeatedly showed a capacity to adapt to new conditions. The country adopted universal primary education in the mid-19th century in response to the shift from an agriculture-based to an industry-based economy. In the early 20th century, as the need for more sophisticated manufacturing skills became apparent, the U.S. led the world in establishing public high schools—an investment that helped ensure U.S. dominance of the global economy in the 20th century.

The G.I. Bill sparked a vast expansion of the American system of higher education after World War II. The result was that, as the world moved toward an information-based economy, the U.S. boasted the strongest and most diverse network of colleges and universities of any country. American schools met the challenges of the post-Sputnik period by investing heavily in science and language instruction, mostly at the high school level, and the decision to lodge federally-supported research activities in regular universities rather than follow the European model of separate facilities contributed to the emergence of dozens of world-class research universities that have set the standard for quality higher education around the world.

In recent years, however, two significant trends have challenged America's long-standing educational hegemony:

First, other countries have followed the U.S. lead and invested heavily in secondary and higher education. As a result, the U.S. no longer leads the world either in the proportion of its young people who complete high school or in the proportion who move on to two- or four-year colleges or technical institutions. U.S. colleges and universities also face increasing competition for the world's best students from institutions in Europe, China, Australia and other nations that have aggressively built up their own tertiary sector, both as a means of serving their own needs and as a way of enhancing foreign trade. It's not that American higher education has lagged; it's only that the rest of the world has caught up.

Second, and even more important, is the impact of globalization. In his new book *The World is Flat*, New York Times columnist Thomas Friedman explains that he arrived at his central metaphor after hearing a software executive in India explain that the world's economy was being leveled because there were no more "barriers to entry." Thanks to the communications revolution, an entrepreneur in India has the same access to global production facilities and markets as a U.S. counterpart. Friedman quotes Bill Gates, founder of Microsoft, as saying that 30 years ago, if you had the choice of being born a genius in Mumbai or Shanghai or an average person in Poughkeepsie, you would have chosen the latter because your chances of living a prosperous and fulfilled life were much greater. "Now," Gates says, "I would rather be a genius born in China than an average guy born in Poughkeepsie."

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“Rising Above the Gathering Storm,” a bipartisan report on U.S. preparedness jointly sponsored by the National Academy of Sciences, the National Academy of Engineering and the Institute of Medicine, notes that, because of globalization, American “workers in virtually every sector must now face competitors who live just a mouse-click away in Ireland, Finland, India or dozens of other nations whose economies are growing.”¹

For these reasons American education faces yet another major change in the conditions in which it operates—one that is just as dramatic as those that accompanied the movement from an agrarian to an industrial society in the 19th century and the emergence of a post-industrial and knowledge-based society in the 20th.

The Nature of Globalization

Four aspects of the emerging global environment are relevant to understanding the new global context and developing a strategy for confronting it.

I. A GLOBAL ECONOMY

In today’s global environment ideas, capital, trade, workers and the production of goods and services flow seamlessly and relentlessly across national borders. In April 2005 the Bureau of Economic Analysis reported that U.S. companies realized \$315 billion in overseas profits in 2004—a figure that is up 78 percent over the decade and that far outpaces the growth of domestic profits by U.S. companies.² Wal-Mart imported \$18 billion worth of goods from 5,000 suppliers in China last year, while U.S. companies were making \$315 billion in profits overseas—up 26 percent from the year before.

Already, one in five U.S. manufacturing jobs is tied to exports.³ General Motors sells cars in 200 countries, and executives project that half of future growth in the global auto industry will be in eight developing countries.⁴ General Electric executives expect that 60 percent of revenue growth will come from emerging markets over the next decade, compared with 20 percent in the previous decade.⁵

Growth trajectories in Asia are particularly striking. According to the Office of Trade and Industry Information at the U.S. Department of Commerce, total U.S. exports to Asia grew by 24 percent over the last five years—from \$170 billion to \$210 billion.

¹ Friedman, Thomas L. “Keeping Us In the Race,” *New York Times*, October 14, 2005.

² Hilsenrath, Jon E. “U.S. Multinationals Reap Overseas Bounty,” *Wall Street Journal*, April 4, 2005.

³ U.S. Census Bureau, Exports from Manufacturing Establishments: 2001 (Washington, DC: U.S. Department of Commerce, July 2004), Table 2, p. 8.

⁴ Rick Wagoner. Remarks to Conference on Global Challenges and U.S. Higher Education, Duke University, January 24, 2003.

⁵ Hilsenrath, Jon E. “U.S. Multinationals Reap Overseas Bounty,” *Wall Street Journal*, April 4, 2005.

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GLOBE

Established on Earth Day in 1994, GLOBE offers hundreds of thousands of students around the world opportunities to work in partnership with professional scientists.

Following guidelines created by National Science Foundation-funded scientists, the students and science professionals take scientifically valid measures relating to the atmosphere, hydrology, soils and land cover. Participants then report their data through the Internet, make maps and graphs, enter into online discussions and then collaborate with scientists and students from other GLOBE schools on using this data. Current projects include one in which students from the United States, Croatia, China, the Czech Republic, Lebanon, Finland and Thailand collect data on weather patterns to collaboratively study trends in global climate systems. In another, students in North Carolina, Virginia and West Virginia collect and share data on the water quality of the New River. A parallel project focuses on the watershed of the Rhine River in Europe.

GLOBE also supports direct contact between participating students and teachers through email, online forums and Web chats. It has also convened two major international youth conferences where students had the opportunity to present their research projects, learn about the research of peers around the world, take measurements in a new environment, and learn about different cultures.

GLOBE is funded in part by the National Aviation and Space Administration and the National Science Foundation, and it is operated by the University Corporation for Atmospheric Research at Colorado State University.

In 2005 an estimated 400,000 American IRS returns were prepared in India; two of Microsoft's four major research centers are in Beijing and Bangalore.

U.S. high school and college graduates will thus be selling to the world, buying from the world and working for international companies. Thanks to the impact of software that facilitates decentralized production, they will be competing with people on the other side of the world for some jobs. In 2005 an estimated 400,000 American IRS returns were prepared in India; two of Microsoft's four major research centers are in Beijing and Bangalore. These graduates will also be managing foreign nationals and working alongside them on teams that communicate across multiple cultures and languages.

Emerging interconnectedness also brings the promise of new markets and new levels of prosperity. Taking advantage of these opportunities requires a new kind of work force—one that is internationally competent.

The forces of globalization are stressful, and much attention has been paid to the movement of jobs out of the U.S. But the emerging interconnectedness also brings the promise of new markets and new levels of prosperity. Taking advantage of these opportunities requires a new kind of work force—one that is internationally competent.

2. NATIONAL SECURITY

For most of its history the U.S. has based its sense of security around its military and industrial strength and the luxury of being separated from most potential enemies by two oceans. The attacks of September 11, along with subsequent events in Afghanistan, Iraq, North Korea and elsewhere, have made it clear that such thinking is out-of-date.

The threats now facing the U.S. are both more complex and more global. Several years ago the Central Intelligence Agency issued a report describing the impact of the HIV/AIDS pandemic as a threat to our national security. Other forces with the capacity to undermine peace and stability include terrorism, poverty, nuclear proliferation, the possibility of a global flu epidemic, global warming and other forms of environmental degradation. There is a dangerous symbiosis among these threats. Poverty can drive people and nations to desperate acts, as can a sense of cultural hopelessness. Thus the U.S. needs both a broader definition of human and national security and more sophisticated tools for dealing with it.

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The U.S. must develop political and business leaders who can be effective messengers around the world regarding our values of democracy and free enterprise. Security agencies need people with enhanced global knowledge and with new skills, such as the ability to speak strategically important languages such as Arabic, Chinese and Persian-Farsi. Military personnel need to know how to use force in ways that do not become counter-productive. As an Army major in Iraq commented, "We had terrific situational awareness; what we lacked was cultural awareness."⁶

3. DEMOCRACY AND CITIZENSHIP

Today's students will be citizens in an interconnected world. As a recent report by the Department for Education and Skills in England declared:

We live in one world. What we do affects others, and what others do affects us as never before. To recognize that we are all members of a world community and that we all have responsibilities to each other is not romantic rhetoric, but modern economic and social reality.⁷

As future citizens, today's students will need to understand how American interests are frequently dependent on forces outside our borders. But they will also be called upon to provide leadership on sustainable development, conflict resolution, social justice and human rights—issues that may be local in origin but whose impact is felt around the world, including in the U.S.

Ultimately, this is one of the most compelling rationales for steeping the entire curriculum in international perspectives and skills. Future leaders in all sectors will require a moral, academic and tactical framework to assess the impact of global interdependence. There is no better place to start than in our schools.

⁶The National Language Conference: An Introduction to America's Language Needs and Resources, Briefing Document, University of Maryland, Center for Advanced Study of Language, June 2004.

⁷Department for Education and Skills (England). "Putting the World into World-Class Education: An international strategy for education, skills and children's services."

INTERNATIONAL EDUCATION IN OTHER COUNTRIES

While U.S. educators and policy makers look for ways to expand international education, their colleagues around the world are by no means standing still. A few examples of activities taking place in other countries:²⁰

LANGUAGES Most European countries start a first foreign language in the elementary grades, and many are increasing their requirements for second foreign languages. China has made English its second language and has begun teaching it starting in grade three.

TEACHING ABOUT ASIA In the early 1990s the Australian government decided to engage more deeply with Asia for economic and other reasons. Foundations were established to promote the study of Asia and Asian languages in schools. Today about half of Australian schools teach about Asia in a systematic way, and 23 percent of all students learn an Asian language.

EXCHANGES China is developing an increasing international focus in its schools. Education leaders study education practices in other countries. Teachers are encouraged to study abroad, and schools are strongly urged to form sister school partnerships with schools in other countries, including the U.S.

TECHNOLOGY South Korea, Singapore and Taiwan have developed master plans to put high-speed computers in schools as a means of connecting students to world knowledge.

STUDY ABROAD Whereas 0.5 percent of U.S. students studied abroad in 2000, the comparable figures were 3 percent for France and China, 16 percent for Ireland and 30 percent for Singapore.

4. CULTURAL DIVERSITY WITHIN THE U.S.

Americans need not look beyond their own borders to sense the impact of the new globalism. New immigrants from Asia, Latin America and elsewhere have generated a diversity within the U.S.—in communities, places of worship, workplaces and shopping malls—that mirrors the diversity of the world. According to the U.S. Census Bureau, the Asian population in the U.S. will more than triple between 2000 and 2050, from 10.7 million to 33.4 million, while the Asian proportion of the nation's population is expected to double, from 3.8 percent to 8 percent. In 2004 Hispanics made up 13.8% of the U.S. population, up from 12.5% in 2000.

Nowhere is this diversity more apparent than in U.S. classrooms. Major urban school systems are long accustomed to serving students from a wide range of national and linguistic backgrounds, but now even those in suburban or rural areas are experiencing a diversity that would have been inconceivable a generation ago. Students in North Carolina come from homes where 120 different languages are spoken.⁸

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Making Sense of the New Global Context

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Adult Americans can all remember a time when we were more or less in control of our own destiny, when we could get along quite well within the parameters of our own borders and society. After all, we spoke a language that millions of others were eager and willing to learn. Ours is the dominant economy, and we have shaped global culture with everything from Levis to jazz.

⁸The Center for International Understanding. "North Carolina in the World: A Plan to Increase Student Knowledge and Skills About the World."

²⁰Stewart, Vivien, "A World Transformed: How other Countries are Preparing Students for the Interconnected World of the 21st Century," (Phi Delta Kappan, November 2005).

No society can prosper—economically, politically, socially or culturally—if its citizens lack the knowledge, skills and perspectives appropriate to the new global context.

The new globalism has changed all that. No individuals—Americans included—can be said to be truly free if they do not comprehend the forces that impact their lives. No nation can be secure if its citizens do not understand the threats they face and have the resources to combat them. No society can be fair and democratic if its citizens are not prepared to make sound policy decisions. No society can prosper—economically, politically, socially or culturally—if its citizens lack the knowledge, skills and perspectives appropriate to the new global context.

The task of creating a future citizenry and workforce made up of people who can successfully meet these challenges starts with our education system.

Education in a Global Context

Every June Harvard College welcomes its newest graduates into “the company of educated men and women.” Members of the Faculty of Arts and Sciences have often debated what this phrase means, and in 2004 they took another crack at defining it. Referring to an earlier curricular review right after World War II, they declared:

A central mission of Harvard College must be to educate its undergraduates to be intellectually acute citizens of the world. This is a moral responsibility, in the same way that educating students as citizens of a free society was in 1945.⁹

The faculty recommended significant reforms of the undergraduate curriculum, including greater international knowledge and experience, stronger foreign language skills, the ability to appreciate different cultures and to work expertly in other countries or as part of an international team.

Thoughtful educators and policy makers at the primary and secondary levels across the country are asking the same question: “What does it mean to be an educated person in the 21st century?” Along with the Harvard faculty, they are concluding that preparing today’s students to succeed and become leaders in the new global context requires changes on four levels:

⁹ Faculty of Arts and Sciences, Harvard University. “A Report on the Harvard College Curricular Review,” April 2004.

I. GLOBAL KNOWLEDGE

In the past, teaching about the rest of the world in U.S. schools has typically focused on the “three F’s”—food, flags and festivals—or, at best, on area studies that zero in on a particular country or area of the world in isolation. While welcome as far as they go, such approaches are no longer sufficient. To succeed in the new global environment American students need more knowledge and understanding of other regions and cultures. But they also need to understand how these various cultures and economies relate to each other and how these relationships shape international issues.

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Numerous educators have made the distinction between facts and knowledge. Knowledge starts with factual information, and the advent of the Internet and other means of mass communication has meant that facts are readily available—in abundance. A fact, though, is a single point of reference. True knowledge goes a further step by putting factual information into perspective and context and adding meaning through reference to multiple points. Quality instruction builds on basic factual information to teach higher concepts such as context, perspective and problem-solving.

Thus, the challenge facing educators is not merely to give our future leaders more information about geography, the customs of particular cultures or about particular conflicts. Rather, as Sharon Lynn Kagan and Vivien Stewart put it, the challenge facing educators today is how to go about “integrating and synthesizing exponentially increasing amounts of information in a way that addresses issues in civic and global life.”¹⁰

That is why, as a pedagogical strategy, schools have begun teaching about global issues not as not as separate courses—as “add-ons”—but as an integral part of regular instructional activities.

- At the International School of the Americas in San Antonio students meet state standards for Literature and American History by focusing on immigrants and their contributions to U.S. literature and culture.

¹⁰ Kagan, Sharon Lynn and Vivien Stewart, “International Education in the Schools: The State of the Field,” *Phi Delta Kappan*, November 2004, p. 231.

- Third and fourth graders at the Edith Bowen Lab School in Logan, Utah enrich their appreciation of mathematics by comparing numeric systems from Egypt, China and Mexico and then inventing their own.
- At the Hamilton International Middle School in Seattle physical education classes include studying and performing Afro-Cuban dance and music.

2. SKILLS FOR A GLOBAL AGE

The new global environment has raised the bar on traditional communication skills. Not only do today's workers need to be able to communicate both orally and in writing in languages other than English, but they must be able to do so with persons who have not shared their own social and cultural experiences.

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Corporate leaders frequently speak of their need for internationally flexible employees who can use modern technologies to obtain and manage information from different sources around the world, work in cross-cultural environments—often as members of multi-national teams—and apply knowledge to new and unfamiliar contexts.

Thanks to the Internet, such skills are readily taught in schools attuned to the requirements of a global age.

- Students at the Richmond Elementary School Japanese Magnet Program in Portland, Ore., learn how to use software programs to type in Japanese. They annually produce multi-media self-portraits, which they share with their e-mail pen pals in Japan.
- Through the GLOBE program (see p.9), students at the Sope Creek School in Marietta, Ga. and at least a dozen other U.S. schools gather and share data on extreme weather systems and their impact with peers in China, Croatia, Finland, Thailand and other countries.

5 PERCENT OF U.S. HIGH SCHOOL STUDENTS LEARNING CHINESE?

In an effort to address the disparity between the growing interest in China and the number of programs that focus on Chinese language and culture, the Asia Society convened a conference in April 2005 to address the question: What would it take to have 5 percent of American high school students learning Chinese by 2015?

The results of the conference, summarized in *Expanding Chinese Language Capacity in the United States* (Asia Society, June 2005), acknowledge the need for more qualified Chinese-language teachers; more and higher quality school programs; and appropriate curriculum, materials and assessments, including technology-based delivery systems.

Some suggestions for meeting these needs include the following:

- Tap into recent developments such as the new Advanced Placement Chinese program, the game-based CHENGO program for beginning Chinese and the Chinese K16 Pipeline Project of the National Security Education Program.
- Work with institutions of higher education to create high quality "fast-track" alternate routes to teacher certification programs for Chinese speakers in the U.S.
- Pilot visiting-faculty programs for teachers from China
- Develop public awareness programs that stress the importance of Chinese
- Find innovative ways to use media and technology (television, distance learning, online courses) to enhance Chinese language instruction
- Begin language study in the early grades
- Make a long-term national commitment to expand the study of Chinese and other critical languages using the model of the National Defense Education Act of 1958

Only half of all U.S. high school students take more than a year of a foreign language.

3. WORLD LANGUAGES

Language presents a particular challenge because many Americans see little need to learn another language when most of the rest of the world seems bent on learning English as the medium of commerce. Indeed, only half of all U.S. high school students take more than a year of a foreign language.

Learning to communicate in world languages, however, has practical uses for Americans doing business overseas. In a recent speech, Rick Wagoner, the CEO of General Motors, told how learning Portuguese made him a much more effective manager during his time in Brazil because Brazilians wanted to work with someone who made the effort to learn their language. A recent article in *Phi Delta Kappan* observed, “Whether it’s marketing and advertising, labor relations, working with local dealers and suppliers, understanding consumer preferences, or navigating foreign financial markets—there is simply nothing like speaking the language and understanding the culture.”¹¹

In the context of the new global environment, interest is growing in non-European languages, including Japanese and Chinese. Estimates are that up to 50,000 students are studying Chinese in elementary and secondary schools in the U.S. In Chicago, 3,000 public school students from kindergarten through high school are learning Chinese. The Chinese Education Ministry, which last year donated a textbook for every student, has called the program a model for teaching students who are not of Chinese descent.

In September 2005 the U.S. Defense Department awarded a \$700,000 grant to the University of Oregon and Portland Public Schools to double the number of students studying Chinese in Kindergarten through college, with the goal of training a steady stream of superior Mandarin users each year. Several bills have been introduced in Congress to promote teaching of critical world languages.

Even the very process of learning another language brings important benefits. Research has shown that learning additional languages, especially from an early age, has important cognitive and academic benefits. “Mental flexibility, the ability to shift easily between symbol systems (such as mathematics and literacy), improved abilities in divergent thinking, meta-linguistic awareness, and, occasionally, higher scores on measures of verbal intelligence are correlated with early language learning,” according to the *Phi Delta Kappan* article.¹²

¹¹ Met, Myriam. “Improving Students’ Capacity in Foreign Languages,” *Phi Delta Kappan*, November, 2004, p. 215.

¹² *ibid.*, p. 215.

Perhaps most importantly, when Americans learn another language they gain insights into the very nature of language and culture—including their own. Language provides human beings with the tools they use to think, create works of art and shape cultures. Indeed, the nature of their mother tongue determines the nature of the ideas and thoughts that people can have. By learning a second language, Americans acquire a reference point that offers them insights into the particular nature of their own mother tongue and their own culture, indeed of language and culture in general.

- The John Stanford International School is a K-5 public bilingual immersion school in Seattle with approximately 400 students. Children spend half their day studying math, science, culture and literacy in their chosen world language, either Japanese or Spanish; the other half of the day is spent learning reading, writing and social studies in English
- At the Chinese American International School in San Francisco students running for student office must give speeches in both Chinese and English. Students, many of whom are completely new to Chinese, study all subject areas in both Mandarin and English starting in Kindergarten. This CAIS immersion program is one of the oldest in the country and serves as a model for other schools seeking to replicate its successful language program.

4. GLOBAL VALUES

Acquiring the knowledge and skills necessary to function as workers and citizens in a global environment will take American students only so far. Our future leaders will also need appropriate values to direct the application of this knowledge and these skills.

“When tolerance is the norm, everyone flourishes—because tolerance breeds trust, and trust is the foundation of innovation and entrepreneurship.”

MODEL UNITED NATIONS

From its beginnings as a series of student-led Model League of Nations even before the creation of the current world organization, the Model United Nations (Model UN) has evolved into an international program involving more than 400,000 middle school, high school and college and university students around the world each year. Many of its former participants have gone on to become leaders in law, government and business.

Model UN in the United States is primarily a student-driven, decentralized program supported by UNA-USA, a non-profit, non-partisan national organization with a network of more than 175 community-based chapters and divisions.

Students participating in Model UN adopt the role of ambassadors from the various member states and debate issues currently being discussed at the world body. Student delegates prepare draft solutions, plot strategy, conduct negotiations and resolve conflicts, all following the UN's rules of procedure.

Before participating in a conference, students research the peace and security, human rights, environmental, food and hunger, economic development, and globalization concerns that nations must face. They familiarize themselves with the history, geography, culture, economics, scientific contributions, foreign policies, needs, and goals of the countries they represent. From these authentic simulations, students garner a well-rounded view of global issues and are able to develop research, writing, public speaking, problem solving, consensus building and conflict resolution skills as they prepare for and participate in Model UN conferences.

If Americans are to relate effectively to persons from other cultures, there must be an underlying respect for these cultures—however much they may differ from our own in fundamental ways. Friedman writes of the importance of a “culture of tolerance” in the economic sphere. “When tolerance is the norm, everyone flourishes—because tolerance breeds trust, and trust is the foundation of innovation and entrepreneurship. Increase the level of trust in any group, company or society, and only good things happen,” he writes.¹³ He goes on to note that the Chinese economy began to surge only after the restrictive policies of Mao Tse-tung came to an end. By contrast, Islamic culture went into its own dark ages after the height of Moorish culture in the 13th century.

The values required to prosper in the new global environment should come as no surprise to American students, for they are essentially an extension of those that have guided the U.S. from its earliest days. Friedman quotes Maureen Conway, vice-president of Hewlett-Packard for Emerging Market Solutions, on this point: “The ability to dream is here, more than in other parts of the world,” she said. “The nucleus of creativity is here, not because people are smarter—it is the environment, the freedom of thought. The dream machine is here.”¹⁴

In the new global context cultures that are open to new ideas—wherever they come from—and are willing to change have an enormous advantage. For American educators, the challenge is to help students project the values that have guided our domestic life as a nation of immigrants—freedom of thought, respect for diversity, openness to new ideas—onto the global stage.

- At the Kettle Moraine High School in Wales, Wis. the sociology course aims to help students understand “the usefulness and need to study people in their social context.” They take up questions such as “How can two people have opposing views but both be correct?”

International Education and School Improvement

While sympathetic in principle to the introduction of global content into schools, many Americans fear that doing so would divert resources and attention from government-lead reforms. Such reservations go to the heart of the all-important question of how U.S. schools can equip today's students—and tomorrow's leaders—with the knowledge, skills and values they will need to succeed in the new global climate.

¹³ Friedman, Thomas L. “The World is Flat: A Brief History of the Twenty-First Century,” Farrar Straus and Giroux. New York. 2005. pp. 327-32.

¹⁴ *ibid*, pp. 327-32.

Americans have been expressing serious concern about the quality of their schools at least since 1983 when the national report *A Nation at Risk* decried what it termed the “rising tide of mediocrity” in American schools. The 1990s saw the flourishing of a “standards movement” that brought about a long overdue focus on what students need to know and be able to do. Current school improvement efforts have focused on accountability measures—both carrots and sticks—designed to motivate schools to improve student performance on standardized tests in reading, mathematics and other core academic subjects.

There is an urgent need to think of international education as a powerful force for achieving the objectives embedded in higher standards of academic performance. In the global economy and society of the 21st century, all children will be left behind if their education is not organized with a global context in mind.

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Educational researchers have repeatedly shown that learning does not progress in a smooth line from basics to the mastery of more advanced materials. Rather, basic skills are best acquired in the course of learning more advanced topics. Thus it is feasible to build global content into teaching at all levels, from the most fundamental to the most sophisticated.

The establishment of small schools with international themes is an effective way to promote broad social objectives such as racial or socio-economic diversity and standards-based education.

- At the International School of the Americas in San Antonio, global studies are organized around hands-on projects, many of which are service-oriented and have a local thrust. Freshmen journey to Arkansas for an overnight immersion simulation of world hunger, and sophomores are required to participate in a Model UN conference.
- The Bill and Melinda Gates Foundation has embarked on an ambitious high school reform program built around small schools with international themes that are designed to raise student achievement through engaging international content and connections. (see p.29)

There are other ways in which integrating international issues and skills can be a catalyst for school improvement. International content is:

- A strong motivation to learn. Students enjoy learning interesting things about other countries and making contact with peers around the world. This aspect of global themes is particularly powerful at a time when researchers have shown that many students are simply “bored” by their high school experience.¹⁵
- A proven way of fostering educational choice. Magnet schools and small high schools organized around international themes are growing across the country.
- A way to introduce balance into the standards movement and counter accusations of the narrowing of the curriculum.
- An important—and positive—vehicle for upgrading the knowledge and skills of classroom teachers. International education implies a new definition of quality teaching.

This movement should thus be seen as a way of facilitating efforts to help schools teach the knowledge, skills and values students will need to succeed as workers and citizens in global climate of the early 21st century. As Susan Nall Bales of the Frameworks Institute writes, research on how to communicate the need for more emphasis on international education

strongly suggests that global education should be “about” improving the quality of teaching; getting values of mutual understanding, respect, and cooperation across cultures into the curriculum; and inspiring students’ curiosity to explore beyond their borders and boundaries.¹⁶

In establishing its award program for schools and states that have developed “promising practices” in preparing young people to succeed in a global marketplace, the Goldman Sachs Foundation declared:

If young Americans are to take on challenging global leadership roles in the future, they must possess a deep understanding of and appreciation for other cultures, geography, history and languages. The world will demand it of them—we must demand it of our education system.¹⁷

¹⁵ Jackson, Anthony. “Preparing Urban Youths to Succeed in the Interconnected World of the 21st Century,” *Phi Delta Kappan*, November 2004.

¹⁶ Bales, Susan Nall. “How Americans Think About International Education and Why it Matters,” *Phi Delta Kappan*, November 2004, p. 209.

¹⁷ Asia Society and The Goldman Sachs Foundation, “Schools for the Global Age: Promising Practices in International Education,” p. 2.

SECTION II *Current Best Practices*

What does it mean to adequately prepare today's students to become tomorrow's leaders? How do you organize schools that empower U.S. students with the knowledge, skills and values they will need to understand global warming, communicate with Japanese customers or function alongside an Indian co-worker?

Multiple examples already exist of schools that have answered this question successfully. Their experience has taught us two important lessons:

First, international knowledge, skills and perspectives *must become an integral part of regular coursework*. Global dimensions must be approached as integral to all core academic subjects, from math and reading to science, social studies and the arts. They cannot be taught as an “add-on” or relegated to elective or after-school courses.

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Second, global content must be *developmentally appropriate*. The broad themes of global education, including the learning of a second language, can be taught to even the youngest students, but, as with a subject such as mathematical reasoning, the sophistication of the instruction increases over time. Skills such as the ability to understand and communicate with persons from different backgrounds can be taught in very concrete ways to elementary school students. As such students grow older the teaching of these skills can become more intellectually rigorous and abstract.

Here are two examples of schools that have successfully implemented these principles:

I. MILTON ACADEMY

At Milton Academy, a private school in Milton, Mass., fourth graders spend much of the year studying the Middle East. Learning about this important area of the world then becomes a vehicle for instruction in history, literature, mathematics, writing and the visual and performing arts. As Carrie Damp, one of the two fourth grade teachers, explained, “We live in a small world, and these kids need to understand who their counterparts are in other cultures and how to talk to them.”

Students start out learning about the history of ancient Egypt and Mesopotamia and then work their way through the emergence of Islamic culture to study of the current Arab-Israeli conflict. The design of the Pyramids is used as a way of teaching basic mathematics, as are current data on the geography, demographics and weather in the region.

Students read an epic poem about the ancient Babylonian king Gilgamesh—a work that they will circle back to again when they reach high school—as well as “The Breadwinner,” a children’s historical novel by Deborah Ellis that recounts the experiences of a ten-year-old Afghan girl who lived in Kabul during the early years of the Taliban and had to dress like a boy in order to work in the marketplace. The students then write a historical short story of their own. Paintings and music from the Middle East become the basis for instruction in the visual and performing arts.

Formal academic activities are enriched by regular guest speakers from the Middle East, including a Muslim violinist, who plays with the Boston Symphony and talks about the differences between Middle Eastern and Western music, and a prominent local rug merchant, who teaches students the art and cultural importance of “haggling.” Students also take trips to the Near East Bakery to learn how pita bread is made. They visit Temple Israel and spend a day at the nearby Islamic Center, where they pair up with a Muslim peer of the same age.

Study of the Middle East culminates at a dinner where the students prepare foods from their particular country (learning a bit of math in the process) and come in appropriate dress. Parents are invited, as are their new-found friends from the temple and the Islamic Center. “Eating is a big piece of learning about other cultures,” explained Mrs. Damp.

I. EVANSTON TOWNSHIP HIGH SCHOOL

Evanston Township High School is a public secondary school in a suburb of Chicago. It has 3,100 students, half of whom are students of color and a quarter of whom qualify for free or reduced-priced lunch. It has an ambitious foreign language program and boasts an in-depth mandatory global studies requirement for graduation from high school.

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SMALL URBAN SCHOOLS WITH A GLOBAL PERSPECTIVE

The Bill and Melinda Gates Foundation has made the reform of U.S. high schools a major priority. One important initiative is the establishment of a network of a dozen small, internationally themed secondary schools in New York City, Los Angeles, Charlotte, N.C., Philadelphia, Houston, and other urban districts across the country.

Created by the Asia Society, the network is built around the dual assumptions that students will learn most effectively in small schools and that success in the twenty-first century will increasingly require knowledge and understanding of the world beyond our borders.

Thus the new schools will integrate international content across the curriculum, emphasize world languages, including Asian languages, and provide opportunities for internships with internationally-oriented businesses and cultural institutions. Not surprisingly given the source of the funds, the new schools will make heavy use of the Internet and other new technologies as a way of gathering information and connecting U.S. students and teachers with peers around the world.

Evanston instituted a one-semester global studies requirement in 1988 and four years later expanded it to a full year. To fulfill this “global perspectives” requirement sophomores can choose to take semester-long classes on Asia, Africa, Russia, Latin America and the Middle East or a year-long humanities course taught by history and English teachers that covers multiple continents.

In Aaron Becker’s Middle East class students adopt the identity of someone in a foreign country and maintain that identity throughout the semester. Thus a student can “become” a Kuwaiti oil magnate, a Lebanese student or an Israeli settler. “It pushes them to think outside themselves,” says Mr. Becker, whose classroom is decorated with Middle Eastern pillows, rugs and art. Most students sit on the floor, and girls sometimes borrow a head scarf to wear for a few days. The class has weekly news “retreats” where students read news items and report to classmates on what they think about it.

Foreign language offerings at Evanston include French, Spanish, German, Hebrew and Japanese, which enrolls 150 students. “A lot of the kids who take Japanese take the Asia studies class as well,” says Michael Van Krey, one of two Japanese teachers at the school. “They get a bigger picture of another part of the world.”¹⁸ A student club called Middle Ground puts out a monthly newsletter that covers everything from restaurant reviews to serious interviews. In January 2005 the club sponsored a schoolwide mock election for Iraq. Even the after-school program at Evanston has a global flare. Options include the Model United Nations, Islamic Awareness and the Japanese Tea Ceremony.

Students report that they emerge from such activities with appreciation for the complexity of the regions and issues they’ve studied. “You see there’s not one way that all Palestinians view a situation,” said 17-year-old Trillia Fidei-Bagwell. “You understand the centuries of history and tension that led to the current situation.” Andrew Mueller, a 17-year-old senior and a serious student of Japanese, reported, “The hardest thing is coming to grips with your own complete ignorance. I walked out at the end of the year feeling, ‘How could so much have been going on I knew nothing about? I was angry at the sixteen years of my life I’d led before.’”¹⁹

¹⁸Paulson, Amanda. “A Classroom as Big as the World.” *Christian Science Monitor*. May 10, 2005.

¹⁹Asia Society and The Goldman Sachs Foundation, “Schools for the Global Age: Promising Practices in International Education,” p. 13.

Schools such as Milton Academy and Evanston Township High School provide evidence that international education can become part of the regular classroom instruction in any U.S. school. The knowledge and skills that U.S. students will need to succeed and become leaders in a global society and economy can be built into the instruction of all subjects—from mathematics and science to literature, history and the arts. Global topics need not be relegated to electives or after-school activities. Nor do they involve significant additional costs. All that is required is for teachers and administrators to understand that “global” is part of “business as usual” in the 21st century.

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Many of the schools that have moved in the direction of international instruction are located in suburban areas where multi-national corporations are major employers or whose economies are heavily dependent on foreign trade. Many are also found in relatively wealthy communities where parents are well-traveled, expect schools to have high academic standards and have the capacity to support global studies programs through taxes and subsidies of travel. Yet there are plenty of exceptions to these generalizations.

- The Metropolitan Learning Center, a public magnet school in Bloomfield, Conn., serves students in grades six to 12 from six districts near Hartford, including some of the state’s poorest areas. Starting in the seventh grade, all students, 90 percent of whom are persons of color, learn a world language. They do research looking for ways to compare urban America with Arctic regions in both science and literature classes. Math is taught in part through an analysis of statistical data from the Atlantic slave trade.

Educators know how to convey the knowledge, skills and values associated with global competency. The challenge is for all schools to accept the idea that global is now a component of world-class education and to follow the lead of those that are already doing it.

SECTION III *What should business, philanthropy and policy makers do to “put the world in world-class education”?*

International education ultimately takes place in schools, but the challenge of bringing the teaching in U.S. schools into the 21st century is a national one that requires a commitment from all sectors of society—public, private and non-profit. Educators can only do their job with broad support from the business community, philanthropy and policy makers. Each has its own special leadership role.

I. BUSINESS

The business community needs to work on both the demand and supply sides to promote international education in U.S. schools. It needs to use its influence to provide leadership in three important ways:

Establish the demand for international education

As corporate leaders such as Bill Gates of Microsoft and Rick Wagoner of General Motors are already doing, corporate leaders must speak out loudly and clearly about the kind of workers that their organizations will require in coming decades—and the extent to which current education practices are not providing them.

American businesses must champion the cause of international education and enhanced language capabilities by clarifying and publicizing both their own long-term hiring policies and their internal efforts to prepare employees to operate in the global marketplace. This can be done through the speeches of senior executives, the commissioning of reports, op-eds and other media opportunities. Such communications should aggressively combat the notions that coming to understand the rest of the world is a luxury, an unnecessary expense or something reserved only for elites. Schools need to be told what future employers will expect of their graduates.

U.S. students have the capacity to compete successfully with their peers in any country.

U.S. students have the capacity to compete successfully with their peers in any country. But they will only if they are given the knowledge, skills and perspectives to do so. The business community must help to drive home this message.

Support schools in meeting this demand

American businesses are already heavily involved in education at all levels through school-business partnerships, internships, direct support of programs in local schools and myriad other ways. A first order of business should be to re-examine these efforts through the lens of international education and to look for ways in which they can be enriched by the introduction of new international components.

A second challenge is to use corporate philanthropy to develop new projects that strengthen the international components of elementary and secondary education. For example, companies could provide seed funds to start Asian language programs, connect schools in their local community to schools in other countries where they operate, mobilize international employees to mentor students to gain a global perspective, or support the development of internationally-themed schools.

Support public policies

The business community has played an important role in shaping school improvement efforts over the last two decades. National education policy has been heavily influenced by the work of organizations such as the Business Roundtable, the Committee for Economic Development and others. Corporations have also played critical policy roles at the state and local levels in areas such as school finance, graduation requirements, accountability and school choice.

The business community has played an important role in shaping school improvement efforts over the last two decades.

As with their own current efforts in supporting schools, business leaders must take a fresh look at policies that will meet the new needs for students to understand more about the rest of the world, and they must encourage legislators and other policy makers to do likewise. Such re-examinations could lead to changes in areas such as graduation requirements including foreign language, curriculum standards, and teacher preparation and certification.

Business leaders also need to consider new education policies that would better prepare U.S. students for the world that they will enter as graduates. These might range from an updated version of the National Education Defense Act—the legislation enacted in response to the launching of Sputnik in 1957—at the national level to the establishment of internationally-oriented high schools and magnet schools at the state and local levels.

2. PHILANTHROPY

The philanthropic community has long been a key player in shaping the expansion and evolution of education in the U.S., from the efforts of the Ford Foundation to support school finance reform and increase the number of minority Ph.D.s to contemporary efforts by the Walton Family Foundation to promote vouchers in urban schools.

Like the business community, U.S. philanthropy must look at current policies and projects through the lens of globalization and consider whether adjustments need to be made in light of new global pressures. For example, philanthropies concerned with improving the teaching profession, redesigning high schools, reforming educational leadership, enhancing opportunities for minorities, or supporting after-school programs should examine how their programs could promote international knowledge and skills. They must also look for new ways to encourage innovations and practical programs. They can do so in three important ways:

Educate the public

Philanthropists must look for ways to publicize the new global demands on U.S. schools as a way of building public support for the requisite changes. Such a process will involve supporting researchers who can lay out the basic concepts such as the skills, knowledge and values students need in the 21st century.

Foundations can also support research on how to “frame” the issue so that education policy makers, educators, students and the public at large will understand the issue. Op-eds, reports and other pronouncements should emphasize that international themes are no longer a luxury but must become part of business as usual in American schools.

Support research and publicize success stories

As they have on other topics, foundations must play an important role in supporting research on how best to convey globally-oriented knowledge and skills. They must then support these same investigators in making their findings known.

Documenting the stories of individual schools, districts and states that have developed “best practices” in the area of international education can not only serve as encouragement for others to duplicate these efforts but will signal that international education already being carried out in a serious way in many schools. Creating ways for schools to learn from each other about curriculum and professional development would also help to build this emerging field.

Provide program support

Providing seed and innovation funds is a critical philanthropic role. Philanthropists interested in assuring that U.S. students will be prepared for work and citizenship in the global age could provide such funds to schools and youth-serving organizations.

Program support to local schools should include efforts to identify a range of best practices and then bring them to scale. Philanthropists should support efforts to take the activities of magnet schools and build them into regular schools. They should explore the creative use of technology and new media to promote international knowledge and understanding and expand global citizenship opportunities for young people. They should also look for ways to underwrite large-scale innovative programs, such as the network of internationally-themed schools or a supply of teachers of world languages.

3. POLICY-MAKERS

Education has been a major policy priority at the state and local levels since the early 19th century, and it became a major domestic political issue at the national level following the release of the *A Nation at Risk* in 1983. Just as education about the rest of the world is not an add-on but something that must be built into educational activities across the board, so the need for international perspectives must become part of educational policy decisions and major educational initiatives at all three levels.

Policy priorities at the respective levels include the following:

Federal

A primary focus of *No Child Left Behind* was the need to reduce dropout rates and to increase achievement in core academic subjects such as reading and math. As a result of challenges and lessons arising from its implementation, the Bush Administration and the nation's governors are currently talking about possible modifications of the legislation, including an extension of many of its provisions to include high schools.

This discussion offers an opportunity to enhance this important legislation with an eye toward strengthening the teaching of international knowledge and skills. Specific changes might include new achievement tests in the area of foreign languages and broadened accountability measures that would recognize the importance of global competence.

A second policy objective to consider is an updated version of the National Defense Education Act (NDEA), which was enacted in response to the launching of Sputnik by the Soviet Union in 1957. This legislation had a huge positive impact on the quality of U.S. education, especially in high schools and in the curriculum areas of math, science and foreign languages. For example, the summer programs mounted by the National Science Foundation that brought high school teachers to college campuses energized an entire generation of science teachers. Some educators have suggested that current conditions warrant a new NDEA that would reflect the country's new economic and national security priorities.

The National Defense Education Act had a huge positive impact on the quality of U.S. education, especially in high schools and in the curriculum areas of math, science and foreign languages.

Even apart from a major new education initiative, federal policy-makers should consider initiatives such as grants to states and school districts to build international content into high school graduation requirements, teacher training and accountability measures. Other grant programs could support the design and creation of new models of innovative approaches to international content. Still others might make new technologies available to bring international knowledge and skills to rural and under-resourced schools.

Some educators have suggested the convening of a White House Conference on these issues. At a minimum, such an event would send an important signal about the stake that the country has in such instruction if today's students are to become tomorrow's global leaders.

State

Education in the U.S. has always been primarily a state responsibility. Although most education is delivered at the local level, states have ultimate responsibility for funding public schools, setting curricular and other standards and otherwise assuring that all children receive an adequate education.

Policy-makers in a number of states, such as Connecticut, North Carolina, Delaware and Wisconsin, have come to understand the critical importance of an internationally competent citizenry for economic and social well-being, and they are moving to promote the teaching of international knowledge and skills in their schools. Governors, legislators and education policy-makers in other states have an ample opportunity to observe what these pioneering states have done and to adopt similar policies suited to their particular needs.

Policy-makers in a number of states have come to understand the critical importance of an internationally competent citizenry for economic and social well-being.

A starting point is for governors to speak out loudly and clearly about the link between international commerce and jobs in their states. Another is to organize a high level review by business and education leaders to determine whether current policies are consistent with the state's role in the world economy.

State policy makers should make sure that, in their standard-setting roles, they are cognizant of the need to build international content into instruction across the curriculum. Such an emphasis should be built into curriculum standards, tests and other assessment tools, and criteria for the training of new teachers, the professional development of current teachers and the credentialing of teacher training institutions.

Other options for state policy-makers include incorporating international themes into their high school redesign efforts and the development of alternative certification routes that would speed the movement of native speakers into the teaching profession, especially for the less commonly taught languages.

District

Most public education is carried out at the district level. Local policy-makers, especially school boards, should articulate the stake that their communities have in turning out graduates who are competent and comfortable in dealing with global issues. They should then work with school administrators and teachers in devising programs to assure that this objective is met.

Many local communities have begun the process of putting the world into their educational offerings by establishing one or more schools that emphasize the learning of foreign languages and other global content. While such schools can make important contributions and serve their students well, their impact is by necessity limited.

The challenge of globalization is to give every student the knowledge and skills that he or she will need to succeed as a worker, citizen and parent in the 21st century. Thus international content must become a priority in all schools in a district, and it must be built into all subject areas.

As a practical matter, achieving this goal will require examining all major school policies—from curriculum and scheduling to teacher recruitment and in-service training—in light of the new needs posed by globalization.

Some Common Priorities for Business, Philanthropy and Policy-makers

Although all sectors—public, private and non-profit—have their own particular goals, roles, responsibilities and areas of expertise, there are some important areas in which they can effectively pool their resources. Indeed, the goal of educating leaders for the global age is sufficiently complex that it cannot be achieved without the cooperation of the various sectors. Some common priorities include:

Building a language pipeline

As the school system in Glastonbury, Conn. has been demonstrating for nearly half a century, language instruction that starts in the earliest grades can serve as the backbone of a broad-scale district-wide program to promote the teaching of global knowledge, skills and values. As discussed above, learning a foreign language not only reinforces language skills in the mother tongue but provides insights into how persons from other cultures often view the world quite differently than we do—thereby promoting both knowledge of the world and respect for other peoples.

Research has shown that the most effective approach to language instruction is to create a “pipeline” that starts in the elementary years when children are most efficient in learning language and extends through high school into college. Research also shows that language instruction is enhanced through immersion experiences, reinforcement through formal instruction or travel during summer breaks and the presence of qualified teachers.

As already noted, interest in learning world languages has increased in recent years. The business, philanthropy and public policy communities can work together to further this trend through projects such as stimulating elementary school programs, encouraging native speakers to become certified as teachers, and using virtual high schools and school-to-school partnerships to strengthen language learning.

Teacher training

American schools will succeed in giving students the knowledge, skills and perspectives they need to function in a global society only to the extent that qualified teachers are available to lead the way. By and large, however, U.S. teachers are ill-prepared to meet this challenge. Teacher training programs are among the least internationally-oriented activities in colleges and universities, and most prospective teachers do not take courses that focus on international subjects. Teachers cannot teach what they themselves do not know and understand.

The lack of trained teachers is especially serious when it comes to foreign languages. Many schools that are interested in offering world languages are frustrated in their efforts because they cannot find teachers to provide the instruction. For example, only a handful of universities offer Chinese-language teacher preparation programs despite the rapidly growing student interest in the language.

There is an urgent need for business, philanthropy and policy-makers to work together to find ways of preparing the nation's teachers—prospective and current—for the task of putting the world into world-class education. Doing so will require investments in college and university curriculum development, in-service training, teacher study and exchange programs, and other areas. Incentives for prospective teachers to study abroad in countries such as China, or to practice teaching abroad would help provide a global orientation.

The professional development components of the National Defense Education Act in the post-Sputnik era showed how the country is capable of creating a teaching force in the face of a major new challenge. The Higher Education Act, due to be reauthorized by Congress this year, might be a suitable vehicle for creating new partnerships between public schools and universities and create a new cadre of highly qualified teachers. Other successful models on which to build include the Peace Corps and Teach for America

Other realistic common objectives might be for state teacher certification standards to require that teachers know the international dimension of their subjects. States could also take a leading role in developing incentives for alternative certification of native speakers.

Technology and distance learning

There was a time when effective teaching and learning about the rest of the world was difficult and burdensome, often involving costly travel on the part of teachers and/or students. But technology has changed all that.

Today's students need not go beyond their computer keyboards to gain knowledge of other nations and cultures, to work with peers from other countries and, in the process, to gain insights into how persons from other lands think about the world. Numerous resources have sprung up to put students in countries around the world in contact with each other. There is no reason today why every school in the U.S. should not have at least one partner school somewhere else in the world and encourage its students to communicate and engage in collaborative learning activities.

Online and distance learning programs are being developed to deliver international content as well as teach global languages. For example, Kentucky is creating a virtual international high school that would deliver high-quality instruction in world languages, advanced placement courses and other internationally themed content.

The possibilities for using new technologies to facilitate the acquisition of international knowledge and skills are endless, but high-quality use of them for educational purposes requires rigorous planning. Finding ways to use technology to put the world in world-class education is an appropriate area for cooperation among the business, philanthropy and public policy communities.

Who better than American families of diverse origins to provide the content and perspective of truly international education?

In addition, the United States has a uniquely rich resource in its immigrant populations. Significant cultural knowledge can be leveraged from within our communities to expand and deepen both core and elective offerings at each grade level. Who better than American families of diverse origins to provide the content and perspective of truly international education?

Conclusion

The need is clear. Today's students must be equipped with the knowledge, skills and perspectives they will require to succeed and provide leadership as workers and citizens in the new global environment. We know how to give them these tools. Thousands of schools are already doing so to one degree or another. The challenge is to replicate these pioneering efforts and make them part of business as usual in U.S. schools.

The stakes involved in meeting the challenges of globalization could hardly be higher. For today's students knowledge of the rest of the world is not a luxury; it has become a necessity.

THE GOLDMAN SACHS FOUNDATION PRIZES FOR EXCELLENCE IN INTERNATIONAL EDUCATION

In June 2003 Asia Society and The Goldman Sachs Foundation created the first ever Prizes for Excellence in International Education to promote international knowledge and skills in an increasingly interconnected world. The program annually awards five prizes of \$25,000 each in five categories. The prizes honor the best of the growing number of programs that are integrating intellectually rigorous international content into school curricula, fostering effective teaching and learning of world languages, engaging higher education in preparing teachers with essential international knowledge and skills, and bringing the world to America's youth in exciting new ways through the use of media and technology.

THE GOLDMAN SACHS FOUNDATION

The Goldman Sachs Foundation is a global philanthropic organization funded by The Goldman Sachs Group, Inc. The Foundation's mission is to promote excellence and innovation in education and to improve the academic performance and lifelong productivity of young people worldwide. It achieves this mission through a combination of strategic partnerships, grants, loans, private sector investments, and the deployment of professional talent from Goldman Sachs. Funded in 1999, the Foundation has awarded grants of \$62 million since its inception, providing opportunities for young people in more than 20 countries.

The Foundation supplements its financial support with social and intellectual capital from Goldman Sachs. By drawing upon the firm's leadership development expertise and commitment to education, the Foundation is able to maximize the impact of its investments.

THE ASIA SOCIETY

Asia Society is an international nonprofit organization dedicated to strengthening relationships and deepening understanding among the peoples of Asia and the United States. The Society operates cultural, policy, business, social issues, and education programs. Through its Asia and International Studies in the Schools initiative, Asia Society's education division is promoting teaching and learning about world regions, cultures, and languages in K-12 schools by raising awareness and advancing policy, developing practical models of international education in the schools, and strengthening relationships between U.S. and Asian education leaders. Headquartered in New York City, the organization has centers in Hong Kong, Houston, Los Angeles, Manila, Melbourne, San Francisco, Shanghai and Washington, D.C. and will open a center in Mumbai in 2006.