

Appendix B

Reports on Globalization and Education

Asia in the Schools: Preparing Young Americans for Today's Interconnected World

National Commission on Asia in the Schools, 2001

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

This often cited Asia Society report concludes, “young Americans are dangerously uninformed about international matters.” In order to prepare our students with the international knowledge and skills they will need for the global economy and for citizenship in the interconnected world of the 21st century, the report recommends: making international knowledge and skills a priority in education policy; providing opportunities for teachers to learn about the world; expanding world languages; creating linkages, both real and virtual, between U.S. schools and those in other countries; and, developing practical models and resources for schools.

National Geographic – Roper 2002 Global Geographic Literacy Survey

National Geographic and Roper ASW, 2002

<http://geosurvey.nationalgeographic.com/geosurvey/download/RoperSurvey.pdf>

The survey assessed the geographic knowledge exhibited by 18- to 24-year-olds in nine countries, as well as 25- to 34-year-olds in the United States. The survey found that, in comparison to young adults in some European countries, who on average answered about 70% of the questions correctly, American young adults provided correct answers for less than half the questions. Americans who had completed a geography course, however, averaged more correct answers than participants who had not.

Beyond September 11: A Comprehensive National Policy on International Education

American Council on Education, Center for Institutional and International Initiatives, 2002

http://www.acenet.edu/bookstore/pdf/2002_beyond_911.pdf

Producing more international experts, developing knowledge to address national strategic needs, and developing a globally competent citizenry and workforce are some major tenets of a federal strategy on international education proposed in this report. The report outlines the U.S. need for international and foreign-language expertise and citizen awareness, examines the shortages in those areas and proposes strategies and government policies to meet these needs.

2002 States Institute on International Education in the School Institute Report

National Coalition on Asia and International Studies in the Schools, 2002

<http://internationaleled.org/publications/Asia%20Society%20States%20Institute%20Report.pdf>

A report on the inaugural States Institute on International Education in the Schools. The Institute's overarching goal was to help states address the challenges of preparing their students to be citizens, workers, and leaders in the interconnected world of the twenty-first century. Strategies for change including, focus on leadership and constituency building, make connections to state economic and education reform, assess and organize resources, gain visibility, and audit and communicate.

The Complete Curriculum, Ensuring a place for the arts and foreign languages in American's schools

National Association of State Boards of Education, 2003

http://www.nasbe.org/merchant2/merchant.mvc?Screen=PROD&Store_Code=N&Product_Code=TC&Category_Code=MNR

Arts and Foreign Language instruction has been marginalized and is increasingly at risk of being completely eliminated as part of the public schools' core curriculum. With most states emphasizing accountability in only a few academic subjects, --- primarily reading, math, and science --- there is a growing fear that schools are narrowly focusing on those subjects at the expense of other important components of a comprehensive education, such as the arts and humanities. The report provides a look at the state of arts and foreign language instruction across the country, a review of the overall benefits of arts and language study, and recommendations for policymakers on how to ensure a complete curriculum in schools.

Schools for the Global Age: Promising Practices in International Education

Asia Society, 2004

<http://internationaleled.org/schoolsforglobalage.htm>

Schools for a Global Age showcases nine model schools who are beginning to address the question: Are our schools equipping young Americans with the necessary international knowledge and skills to navigate today's interconnected world? The schools profiled include: John Stanford International School, Seattle, WA; Evanston Township High School, Evanston, IL; Chinese American International School, San Francisco, CA; International School of the Americas, San Antonio, TX; Metropolitan Learning Center: Interdistrict Magnet School for Global International Studies, Bloomfield, CT; Eugene International High School, Eugene, OR; Glastonbury School District, Glastonbury, CT; Morikami Park Elementary School, Delray Beach, FL; and Newton North and South High Schools, Newton, MA.

The 9-11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States, Official Government Edition

9-11 Commission, 2004

<http://www.gpoaccess.gov/911/>

The Commission's Final Report provides a full and complete account of the circumstances surrounding the September 11th, 2001, terrorist attacks, including preparedness for and the immediate response to the attacks. It also includes recommendations designed to guard against future attacks.

The Globally Competitive South: Under Construction

Southern Growth Policies Board, 2004

<http://www.southern.org/pubs/globally%20competitive%20south.pdf>

Southern states and communities face many challenges as they focus on the economic development and globalization of communities. This report urges states and communities to act on their own to create better jobs, more wealth and stronger communities in response to the changes in business climate and demographics. Recommendations in the report include increasing exports, building relationships with foreign communities at home and abroad, and internationalizing education K-16. Also included are examples of how the South's public, private and academic sectors are addressing globalization.

U.S. in the World: Talking Global Issues with Americans, A Practical Guide

U.S. in the World Task Force, 2004

<https://www.usintheworld.org/pdf/usintheworld.pdf>

The guide, co-published by the Rockefeller Brothers Fund and The Aspen Institute, is the product of a two year collaborative process involving input from hundreds of experts and advocates on US foreign policy, public opinion, and communications. *U.S. in the World* supports the work of advocates of pragmatic, principled, effective, and collaborative U.S. engagement in the world. It draws on the latest communications research and the insights of experts to outline convincing facts and arguments, and offer effective ways to put them across to non-expert American audiences.

A Call to Action for National Foreign Language Capabilities: The National Language Conference Report

National Language Conference, 2005

http://www.isbe.state.il.us/curriculum/pdf/national_foreign_language.pdf

This report is the result of an unprecedented gathering of leaders from government, industry, academia, and language associations who agreed September 11 demonstrated that our national security requires foreign language education and regional expertise. They recommend a National Language Authority appointed by the President to develop and implement a national foreign language strategy and a National Foreign Language Coordination Council to coordinate implementation of this strategy.

Education in China: Lessons for U.S. Educators

Asia Society, 2005

<http://www.askasia.org/chinese/>

This report documents the lessons learned by a delegation of U.S. K-12 education and business leaders to China in September 2005. Led by Asia Society and the Council of Chief State School Officers, the delegation visited schools, universities and science parks at the invitation of the Chinese Ministry of Education. Beyond China's impressive economic growth over the past two decades, the country has made great strides in improving education-eliminating illiteracy, providing nine years of basic education and dramatically expanding the number of students in higher education. The delegates formed clear impressions about the areas where the U.S. might learn from China's growth and dedication to focused, wide-scale reform. These include setting a bold long-term vision for the school system, investing in a coherent teacher development system, and using international benchmarking as a key tool for system-wide improvement. Finally, the report makes key recommendations for what U.S. leaders can do to respond to the rise of China and to learn from its successes. For example, education leaders should consider making learning about China and other world regions a top priority, target the U.S. math and science achievement gaps more intensely, and benchmark our education policies against other high-achieving countries.

Expanding Chinese Language Capacity in the United States

Asia Society Meeting Report, 2005

<http://internationaleled.org/Chinese%20Lang%20Mtg%20Report%20081005.pdf>

This report recommends short- and long-range strategies to address the question: *What would it take to have five percent of American high school students learning Chinese by 2015?* Interest in learning Chinese among American youth and their parents has grown dramatically in the past five years, but schools don't know how to start and sustain a Chinese language program, and there is an acute shortage of certified teachers. In order to translate current interest into

high-quality school programs, districts will need expert assistance to implement best practices. The report also recommends that higher education institutions should create fast track or alternate route certification programs for U.S. Chinese speakers and that innovative uses of media and technology, such as distance education, online courses, and connections to students in China, should be given high priority to complement classroom programs and broaden access.

States Prepare for the Global Age

Asia Society, 2005

<http://internationaleled.org/statespreparefortheGLOBALAGE.htm>

This report provides an overview on U.S. states and their initiatives to improve international education in schools and to help prepare a generation of students for a global future. The report includes an essay written by Edward Fiske, former Education Editor for *The New York Times*, a state-by-state profile, and a guide with ten questions citizens should ask their state government.

Global Competence and National Needs: One Million Americans Studying Abroad

Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005

<http://www.lincolncommission.org/LincolnReport.pdf>

This Commission advocates promoting and democratizing undergraduate study abroad as the next step in the evolution of American higher education and proposes a bold vision for the United States: Send one million students to study abroad annually in a decade. The report states that making study abroad the norm and not the exception, can position this and future generations of Americans for success in the world in much the same way that establishment of the land-grant university system and enactment of the GI Bill helped create the “American century.”

Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security

Committee for Economic Development, February 2006

http://ced.org/docs/report/report_foreignlanguages.pdf

This report warns that the United States will become less competitive in the global economy because of a shortage of strong foreign language and international studies programs at the elementary, high school and college levels. The report recommends: teaching international content across the curriculum and at all levels of learning, to expand American students' knowledge of other countries and cultures; expanding the training pipeline at every level of education to address the paucity of Americans fluent in foreign languages, especially critical, less-commonly taught languages; national leaders—political as well as the business and philanthropic communities and the media—should educate the public about the importance of improving education in languages other than English and in international studies.

Reports Issued by State International Education Consortia

- *Delaware K–20 International Education Capacity Study*
http://www.ipa.udel.edu/research/publications/DelK-20iECstudy_report.pdf
- *Kansas in the World*
<http://www.kansasintheworld.org/kansasintheworld/>

- *Kentucky International Education Summit Report*
<http://www.internationaleled.org/publications/KYSummit.pdf>
- *Massachusetts Initiative for International Studies Conference Report and Position Paper*
<http://www.internationaleled.org/publications/MAReport.pdf>
- *Report and Recommendations of the Michigan Commission on Asia in the Schools*
<http://www.internationaleled.org/publications/Michigan.AsiaInTheSchools.pdf>
- *North Carolina in the World: A Plan to Increase Student Knowledge and Skills About the World*
<http://www.internationaleled.org/NCFinalActionPlan.pdf>
- *Globalizing Oklahoma's K-16 Curriculum*
<http://www.okhighered.org/oasis/oasis-brochure2.pdf>
- *Preparing a Citizenry for the Global Age (West Virginia)*
<http://www.internationaleled.org/publications/WVReport.pdf>
- *International Education Benefits Vermont's Children*
<http://www.internationaleled.org/publications/Vermontreport.pdf>

Journals

Phi Delta Kappan, November 2004, Vol. 86, No.3

<http://internationaleled.org/issues.htm>

Guest editors Sharon Lynn Kagan and Vivien Stewart bring together a group of policy makers, researchers, and educators to take stock of how well U.S. schools are preparing today's young people for the parts they must play in an increasingly globalized age. They also share their own reflections on the issue, as well as stories of some promising efforts to "put the world into world-class education."

The State Education Standard, March 2005, Vol. 6, No. 1

<http://www.nasbe.org/Standard/index.html>

"International education is not an optional elective, but an essential component of a comprehensive education," states Brenda Welburn, Executive Director of the National Association of State Boards of Education. This special issue provides guidance for implementation of international education programs in articles by educators, policy makers, business leaders, and language experts.

Phi Delta Kappan, November 2005, Vol. 87, No.3

<http://www.pdkintl.org/kappan/kappan.htm>

A second special issue with guest editors Sharon Lynn Kagan and Vivien Stewart. This issue entitled, "A New World View: Education in a Global Era," focuses on what other countries are doing to teach their students about the world.

Books

The World is Flat: A Brief History of the Twenty-First Century

Thomas Friedman

<http://www.thomasfriedman.com/worldisflat.htm>

In this book, the award-winning New York Times columnist Thomas Friedman demystifies the brave new world for readers, allowing them to make sense of the often bewildering

global scene unfolding before their eyes. Friedman explains how the flattening of the world happened at the dawn of the twenty-first century; what it means to countries, companies, communities, and individuals; and how governments and societies can, and must, adapt.

Three Billion New Capitalists: The Great Shift of Wealth and Power to the East

Clyde Prestowitz

<http://www.econstrat.org/>

Three Billion New Capitalists looks at trends in America's and the world's economic future. These trends include America's increasingly unsustainable trade deficits; the equally unsustainable buildup of massive dollar reserves in places like Japan and China; the end of America's position as the world's premier center for invention and technological innovation; the sudden entrance of 2.5 billion people in India and China into the world's skilled job market; the role of the World Wide Web in permitting many formerly localized jobs to be done anywhere in the world; and the demographic meltdown of Europe, Japan, Russia, and, in later decades, even China.

Global Literacies: Lessons on Business Leadership and National Cultures

Robert Rosen

<http://www.amazon.com/exec/obidos/tg/detail/-/0684859025/104-2157437-5861558?v=glance>

In *Global Literacies*, a team of researchers led by Robert Rosen, Ph.D., of Healthy Companies International, and Watson Wyatt Worldwide have produced the first model of international business success based on a wide-ranging landmark study of global leaders and their world-class companies. *Global Literacies* documents the exclusive results of a worldwide survey of over one thousand senior executives and in-depth interviews with CEOs of seventy-eight companies -- companies representing 3.5 million employees in more than 200 countries, and with more than \$725 billion in annual sales. Two lessons emerged. First, there are leadership universals that every executive and manager needs to practice in order to be world-class at home and abroad. The second defied conventional wisdom: in the borderless economy, culture doesn't matter *less*, it matters *more*.