



ONE WORLD WEEK 2019

One World Framework for Global Competence (GC)

Five Steps to Global Citizenship taken from Dr. Reimers's Book *Empowering Students to Improve the World in Sixty Lessons*

1. Step #1: Establish a leadership team
2. Step #2: Clarify a long term vision/mission statement anchored in GC Goals
3. Step #3: Framework of Knowledge, Skills and Dispositions for Graduates
4. Step #4: Cross Walk Existing Curriculum & Look for Opportunities to Add GC
5. Step #5: Develop Your GC Themed Action Plan – prototype

Empowering Students to Improve the World in Sixty Lessons by Dr. Reimers

In the introduction to his book, *Empowering Students to Improve the World in Sixty Lessons*, Dr. Reimers proposes a 13-Step Plan to take global competence schoolwide. For the purposes of this conference we will use the first 5 steps of that plan to generate a Global Competence Action Plan that will extend over the next 18 months.

We outline the first 5 steps of Dr. Reimer's plan below. We first include the text from *Sixty Lessons* and then add our own comments.

Step #1: Establish a leadership team

This team will form the guiding coalition that will design and manage the implementation of the whole school global citizenship education strategy.

Getting the right people on this guiding coalition is critical for the success of a whole school program of global education. It is important that this team is broadly representative of various key constituencies in the school, and of various departments. This is the team that will architect the global strategy, aligning a long term vision of success with specific learning outcomes, and with learning opportunities designed to support students in developing global competency. This team will keep the focus on the strategy, monitor execution of the strategy,

troubleshoot issues within the implementation of the strategy in real time, identify necessary support, secure resources and lead the necessary revisions and course-corrections. The team will construct and role model a learning mindset, supporting the development of a school culture that is aligned with the long term vision of success.

One World Comments: The good news is that many of the participants here this week have been selected to lead their school's GC efforts. Congratulations!! Enjoy the week!!

Step #2: Develop a long-term vision that inspires your GC efforts

What are the long-term outcomes for students, the school and the communities that these graduates will influence that inspire this effort?

Write down a long term vision that inspires the global education efforts in your school.

One World Comments: Dr. Reimers goes on to suggest that you anchor your GC vision in an existing global construct such as the UN Declaration of Human Rights, the Global Risk Assessment of the World Economic Forum or the UN Sustainable Development Goals.

For the purposes of the Customized Think Tank, our core material is *Empowering Students to Improve the World in Sixty Lessons*. As a result, we recommend that you anchor your global competence efforts within the UN SDG Goals global construct. Here is a link to the SDG goals: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

SDG Goals

1. No Poverty
2. Zero Hunger
3. Good Health and Well Being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice and Strong Institutions
17. Partnerships for the Goals

Step #3: Develop a GC Framework of Knowledge, Skills, and Disposition for Graduates

This framework should be aligned with the long-term vision from Step #2. Examine the alignment between those competencies and the expected long-term goals.

Select a specific group of skills, competencies, knowledge, and dispositions that represent a graduate of the school, which will be used to backward map the global curriculum. Examine each of the long term goals against the specific capacities that you seek to help graduates develop. Are they necessary and sufficient? If necessary, review the expected capacities, going back and forth between competencies and long term goals.

One World Comments: The basic questions you need to address are: What does it mean to be globally competent, and what are the skills, knowledge and dispositions that will get you there?

We have included two pre-course exercises relevant to this discussion. These exercises include a memorandum entitled *Global Competence Discussion*, and we have asked that you take the ASCD global competence test.

These two pre-course activities are intended to get you thinking about GC and to begin to drill down and think about the specific skills needed for one to be considered globally competent.

In thinking about the specific skills that you want to see developed in your school in order to prepare your students for our rapidly globalizing world, Professor Reimers suggests four areas of competence in his book *Empowering Students to Improve the World in Sixty Lessons*:

- 1. Intercultural Competency**
- 2. Ethical Orientation**
- 3. Knowledge & Skills**
- 4. Work and Mind Habits**

You can see Professor Reimers' description of these 4 traits in detail in the Introduction to *Sixty Lessons*. We will also be including this description in our Workshop #1 hand-out.

Does it Make Sense for your School to Develop and Adopt a Certificate of Global Competence?

In thinking about the *knowledge, skills and dispositions* for graduates of your school, you may want to consider putting in place a seal or certificate of global competence that aligns with the GC skills that you intend to teach your students. Designing a GC certificate may help to make clear the studies, activities and competencies that students need to acquire in order to be considered globally competent.

Step #4: Audit existing curriculum in the school in light of the proposed long term vision and global competencies framework.

Using the framework of expected competencies for a graduate, identify where in the curriculum – broadly construed, to include curricular, co-curricular and extracurricular activities – there are presently opportunities for students to develop such capacities. The goal of this activity is to identify what elements of a strategy of global education are already in place in the school and can be built upon and to identify existing gaps and areas of opportunity to increase the coherence and synergies between the opportunities that already available.

This exercise should clearly identify whether there are opportunities to gain such capacities, and whether the same opportunities are available to all students in the school or only to a subset of the students. Are they requirements or electives?

One World Comments: Based on our experiences, most schools already include global competence in their curriculum and schoolwide activities and much of the rest of the curriculum and activities can be tweaked to highlight global competence. **What we have found is that much of our work simply involves making the good work you already do, more intentional, more purposeful, and more visible.**

We believe this insight is important because in a world where teachers are already over-worked and often skeptical of the latest and greatest educational fad, it is important from the outset to be mindful of their needs. We have therefore prepared Workshop Handout #2 which makes suggestions as to how educators might go about cross-walking existing curriculum and activities as well as adding new curriculum and activities where possible.

Step #5: Design a prototype (Action Plan) to better align existing curriculum to the Global Competencies Framework

There are multiple ways to initiate a process of global education in a school. What makes the most sense in each case should be based on what is already in place (identified in the audit) and on local conditions, resources and areas of strength. The action plan designed should build on existing strengths, but also challenge the guiding coalition to significantly advance the school towards greater ambition, coherence, and depth in the opportunities for students to gain global competence. Examples of such prototypes could include a set of lessons for each grade (as in the case of the sixty lessons presented in this book), or a series of projects in each grade, leading to a capstone per grade, aligned to a profile of the graduate structured in a way that is coherent across grades.

One World Comments: The point we want to emphasize here is the one made above:

There are multiple ways to initiate a process of global education in a school, and what makes most sense in each case should be based on what is already in place (identified in the audit) and on local conditions, resources and areas of strength.

We have included a Sample Global Competence Action Plan for your review. A blank Global Competence Action Plan c template is also provided if you would like to use that model. Please feel free to communicate and share your plan in any format that makes the most sense for you and your school community.