

Taking Global Competence School-wide

One World's Six Step Protocol to taking Global Competence School-wide has been adapted from Dr. Fernando Reimers's Book *Empowering Students to Improve the World in Sixty Lessons*

1. Establish a leadership team
2. Link your school mission statement to Global Goal - SDG/Abundance
3. Define Global Competence in your School Context
4. Develop Framework of Knowledge, Skills, and Disposition for Graduates
5. Cross Walk Existing Curriculum & Opportunities to Add GC
6. Develop Your Global Competence Action Plan

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 school-wide. One World has modified this 13 step protocol taking the six essential steps needed to bring global competence school-wide.

Here is a link to a free download of Professor Reimers book *Empowering Students to Improve the World in Sixty Lessons*

https://www.researchgate.net/publication/316890922_Empowering_Students_to_Improve_the_World_in_Sixty_Lessons

In outlining the steps below we first focus on the text from *Sixty Lessons* and then add our own comments.

Step #1: Establish a leadership team

From Sixty Lessons: 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: Once you have established your team is extremely important that you meet without fail on a consistent basis. All too often educators get overwhelmed with daily demands and lose sight of their strategic goals. It is therefore important to meet consistently every 4 to 6 weeks. We also encourage you to invite your One World rep to the meeting so that they can keep you up to date on what is going on in the One World global learning community.

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.

We recommend that you anchor your global competence efforts either within the UN 2030 SDG Goals or the Goals whose first two goals aim to bring an end to poverty and hunger by 2030 or within One World's vision of a world where by the year 2050, every human being alive then, will live better than the billionaires of today as we will have largely eliminated the need to work and the most potent sicknesses of today.

For the SDG Goals there are great educational tools available to support this effort starting with the World's Largest Lesson: <https://worldslargestlesson.globalgoals.org/>

To better understand One World 2050, please see either our short form writeup:

<https://oneworlduv.com/wp-content/uploads/2023/05/2050-Summary.pdf>

or our long form writeup:

<https://oneworlduv.com/wp-content/uploads/2023/05/One-World-2050-.pdf>

Third, it is a great educational tool over time. For those students entering school today they will still be in the same school system in 2030. Would it be nice for each incoming class to chart their progress and the world's progress in achieving these goals.

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 Vision of Global Competence for Your Community

As many of the schools we work with are developing global competence for the first time, we have added one new step that we believe adds to Professor Reimers' framework in that it reviews the various competing definitions of global competence.

The good news is that there is significant overlap in the various definitions offered by Harvard, the Asia Society, ASCD, PISA and One World as you can see from this Google Doc GC 2019 Updated:

https://docs.google.com/document/d/1wahkcv13vW_7OhWJcwM3-VgLc5oixY23Wv2pcu4akFY/edit?tab=t.0

We also differ somewhat in that we believe educators should come up with a definition of global competence for your community. We believe your definition should reflect not only the broad parameters discussed in the Google Doc above but also take into account your specific location on the Planet Earth in terms of geographic location and history.

We expect building globally competent students in Acapulco, Mexico will include both overlap and differences with the same ideas being developed in Nanjing, China, Uruguiana, Brazil or Port Chester, New York.

Step #4: Develop a Global Competence Framework of Knowledge, Skills, and Disposition for Graduates

This framework should be aligned with the long-term vision from Step #2 and your definition of Global Competence from Step #3. 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 attached a paper that helps inform this discussion entitled *Global Competence Broadly Defined*. In addition, the ASCD had developed global competence test for educators that you

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* if you access the free download to his book included above.

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 #5: Audit or cross-walk 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 school-wide 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.

In addition to cross-walking existing curriculum you might want to add new global competence lessons where possible. Here again Sixty Lessons is useful as Professor Reimers has suggested 5 global competence informed lessons for grades 1 to 12. In Port Chester our science teacher found that the five lessons designed by Professor Reimers lend themselves very well to the third grade science curriculum mandated by New York State.

Finally, as much as possible we would like you to fully utilize the One World team and the One World Global learning community to connect your students, educators and classrooms.

Our goal is to provide multiple opportunities for you to learn with and from students and educators across the globe.

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:

In this fifth and final step you the goal is to pull everything together into a single plan that is reviewed and updated by the leadership team at their monthly or six weekly meetings. There is no need to reinvent a plan. If your school already has a school plan you simply need to incorporate the global competence portion of your program into that plan.

In thinking about your plan it is important to remember that

“Global competence is NOT a content area unto itself. It is instead rooted in disciplinary and interdisciplinary knowledge that cuts across all disciplines.

Therefore it should not be treated as an “add-on” – limited to an elective course in which a handful of students enroll...but integrated into the existing courses to which all students are exposed throughout the year.

Global Competence (GC) is the set of knowledge, skills, mindsets, and values needed to thrive in a diverse, globalized society. In essence GC is the toolbox that equips students to reach their career aspirations in a globally connected economy.

Global Competence is multidimensional in nature addressing social-emotional, behavioral, and cognitive domains of learning. The cognitive domain covers “knowledge and thinking skills necessary to better understand the world and its complexities”.

The social-emotional domain emphasizes “values, attitudes, and social skills... that enable learners to live together with others respectfully and peacefully”. Behavioral domain relates to “conduct, performance, practical application, and engagement”.

Source: ASCD Becoming a Globally Competent Teacher

The other point we want to emphasize here is the one made by Professor Reimers 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.

Finally we want you to know that the One World support team is fully available to help you in the development of your global competence action plans (GCAP Plans). We are also available to participate in your leadership team meetings. Indeed we want to encourage you to work with us as we look to help connect you to our growing learning community.

We would be happy to share with you 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.