

STATES INSTITUTE ON
INTERNATIONAL
EDUCATION
IN THE **SCHOOLS**

Institute Report
November 20–22, 2002

**STATES INSTITUTE ON
INTERNATIONAL
EDUCATION
IN THE SCHOOLS**

**Institute Report
November 20–22, 2002**

Asia Society

**National Coalition
on Asia and
International
Studies in the
Schools**

**The Council of
Chief State School
Officers**

**Education
Commission of
the States**

**National
Governors
Association**

A Call to Action: Leaders Speak About International Education

“We have neglected a critical emerging issue, one that is a huge challenge facing our country as we look into the future: we have not taught our students about the more than 90% of the world that lies outside our borders.”

—James B. Hunt, Jr., *Former Governor of North Carolina, Co-Chair, National Coalition on Asia and International Studies in the Schools*

“In order to promote strategic and economic opportunities that will make our nation safer and more prosperous, every student will need a solid grounding of knowledge about the history of the US and our vital democratic institutions. But we must also integrate knowledge of world history, geography, science and technology, world languages, literature and international affairs into the school day.”

—John Engler, *Former Governor of Michigan, Co-Chair, National Coalition on Asia and International Studies in the Schools*

“Ours is a world of 24-hour-news cycles, global markets, and high-speed Internet. We need to look no further than our morning paper to see that our future, and the future of our children, is inextricably linked to the complex challenges of the global community. And for our children to be prepared to take their place in that world and rise to those challenges, they must first understand it.”

—U.S. Secretary of Education, Roderick Paige

“The attacks of September 11 were a tragic reminder that hatred can travel thousands of miles and hurt us here. In these times, our safety and our prosperity depend on our knowledge of the world around us.”

—U.S. Secretary of State Colin Powell

“Our schools still give short shrift to other cultures and regions of the world that now affect many aspects of our lives. And that is why the Asia Society is committed as an institution to devoting major attention to this problem.”

—Ambassador Nicholas Platt, *President, Asia Society*

“These issues ought to soon find their way onto the real radar screen of state policymakers.”

—Ted Sanders, *President, Education Council of the States*

“[This is not just about] education policy. It’s education policy, workforce development policy and economic development policy.”

—Dane Linn, *Education Policy Studies Director, National Governors Association*

“The bottom line is: we need to build international content into the basic curriculum. If we learn how to integrate it, we’ll be able to go a lot farther with this than we have in the past.”

—Tom Houliban, *President, Council of Chief State School Officers*

“Leaving Asia out of your intellectual and cultural canvas is simply denying the existence of half of all there is to know and appreciate in life.”

—Alan Ruby, *Senior Vice President, Atlantic Philanthropies*

“Industry needs highly skilled graduates, and we can’t do all the training ourselves. We’re a logical partner.”

—Stanley Roth, *Vice President for Asia, Boeing Company*

Contents

Introduction.....	5
Why a States Institute?	5
An International Knowledge Gap	6
The National Coalition on Asia and International Studies in the Schools	7
The Institute Program.....	7
International Education and the National Interest	8
Improving Students' International Knowledge and Skills.....	13
Curricula and Standards	13
Teacher Preparation and Professional Development.....	15
World Languages.....	17
International Exchange Programs: Real and Virtual.....	18
Integrating International Programs into School Reform.....	19
Going to Scale	21
State Initiatives	21
Australia as a Case Study.....	24
<i>Michigan Commission on Asia in the Schools: Laying Down a Roadmap</i>	25
<i>Australia's Asia Education Foundation</i>	26
International Skills for Business: The Boeing Example.....	27
The Media's Role in Education.....	28
Strategies for Change.....	29
Appendices.....	34
<i>Agenda</i>	35
<i>Remarks and Presentations</i>	41
<i>Asia in the Schools: Preparing Young Americans for Today's Interconnected World</i>	42
<i>Resources for Teaching About Asia and Other World Regions</i>	42
<i>National Coalition on Asia and International Studies in the Schools Members</i>	43
U.S. Department of Education: New Policy on International Education.....	44

The Asia Society is a nonprofit, nonpartisan public education organization dedicated to increasing American understanding of the more than thirty countries broadly defined as the Asia-Pacific region. Through its programs on current events, business, the fine and performing arts, and elementary and secondary education, the Asia Society reaches audiences across the United States and works closely with colleagues in Asia. The Asia Society's education work is made possible by the generous support of the Ford, Freeman and Starr Foundations.

Published by Asia Society
Writer: Marta Castaing

To order copies of this report, please contact the Asia Society's Education Division:

Asia Society
Attn: Education Division
725 Park Avenue
New York, NY 10021

E-mail: education@asiasoc.org
Telephone: 212-327-9301; Facsimile: 212-327-1234
Asia Society's K-12 Web sites: www.askasia.org; www.internationalled.org.
Other Asia Society Web sites: www.asiasociety.org; www.asiasource.org; www.asiabusiness.org.

INTRODUCTION

The first States Institute on International Education in the Schools met in Washington, D.C., November 20-22, 2002. This landmark event brought together delegations from 22 states, as well as national leaders in policy, business, education, and philanthropy, to address a significant problem in American education: the wide gap between the growing economic and strategic importance of Asia and other world regions to the United States, and U.S. students' limited knowledge about the world outside our borders. 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.

Twenty-two states sent delegations to the Institute: Alabama, California, Connecticut, Delaware, Illinois, Indiana, Kansas, Kentucky, Michigan, Nevada, North Carolina, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Vermont, Washington, West Virginia, Wisconsin, and Wyoming. Representatives from individual schools and programs from other states also attended.

The Institute was organized by the Asia Society and co-sponsored by the National Governors Association, the Council of Chief State School Officers, the Education Commission of the States, and the National Coalition on Asia and International Studies in the Schools. By convening the States Institute, these organizers and funders proceeded from the premise that the international arena is no longer the exclusive province of the federal government and multinational organizations.

This report summarizes the themes of the presentations and discussions at the Institute as to why international knowledge and skills are critical; what educational approaches are needed; and how to bring about change.

The Institute is one of a series of initiatives, created by the Asia Society in partnership with other organizations, to address the international knowledge gap identified in its report, *Asia in the Schools: Preparing Young Americans for Today's Interconnected World*.

Why a States Institute?

Given today's economic and political realities, states and localities have a greater stake than ever before in their residents' capacity to understand and respond to global events. Across the nation, state governments and local communities are struggling to adapt to the demands of an interconnected world, including a heightened dependence on the international economy, complex immigration questions, and the growing role that sub-national governments play in foreign policy. As Roderick Paige, U.S. Secretary of Education, told Institute participants, states are "on the front lines in managing the challenges of globalization." And state initiatives are key to addressing the international knowledge gap.

Delegations to the States Institute recognized these challenges. Organized by governors and chief state school officers, these leadership teams included senior policymakers from the executive and legislative branches, international studies experts, and outstanding teachers and education leaders. Other Insti-

"States are the laboratories of our democracy. They also have the constitutional authority for education, to set student standards, regulate teacher education and provide a substantial amount of the education funding. It used to be the case that states left international matters to the federal government. No more! States are busily trying to figure out how to succeed in this new globally connected age. So you, the state and local leaders in your states, are the pioneers who can prepare our students for this rapidly changing world."

—James B. Hunt, Jr., Former Governor of North Carolina and Co-Chair, National Coalition on Asia and International Studies in the Schools

tute participants included representatives of model programs, experts on trade, national security, foreign languages, and members of the National Coalition on Asia and International Studies in the Schools.

The Institute offered an opportunity for participants to examine the international knowledge gap faced by American students today. It allowed them to learn from national experts about the status of international education in the schools; explore how state and district policies and programs should respond; and share experiences in developing solutions.

At the end of three days of intensive workshops and plenary discussion, each leadership team reported on an action plan geared to strengthening international education in its state. Participants recognized the necessity for immediate action, and expressed enthusiasm for and commitment to addressing this urgent need in their respective states.

An International Knowledge Gap

The Institute is one of a series of initiatives created by the Asia Society in partnership with other organizations to address the international knowledge gap identified in its 2001 report, *Asia in the Schools: Preparing Young Americans for Today's Interconnected World*. That report documented the disparity between what Americans want and need to know about Asia, and the knowledge they actually possess. The report found that “vast numbers of U.S. citizens—particularly young Americans—remain dangerously uninformed about Asia and international matters.” In spite of the growing strategic economic and social importance of Asia acknowledged by the majority of those surveyed, Americans lack even basic knowledge of Asia’s geography, history, people, or economic and political systems. Research conducted by Asia Society found that:

- **Most students lack awareness of basic facts about the world outside the U.S.** For example, 25 percent of college-bound high school students surveyed did not know the name of the ocean that separates the Unit-

ed States from Asia, and 80 percent of high school students did not know that India is the world’s largest democracy.

- **Most history teachers are ill-prepared to teach about non-Western cultures.** Of the top fifty U.S. colleges and universities that train teachers, not a single one requires even one course in Asian history for a degree in history with a teaching certificate. A scant number require any coursework in non-Western history for students preparing to teach history.

- **Language instruction does not reflect the realities of today’s world.** While one million students in U.S. schools study French, a language spoken by 70 million people worldwide, fewer than 50,000 students study Chinese, a language spoken by almost 1.5 billion people.

- **Americans want to address this gap.** The vast majority—more than 90 percent of those surveyed—agrees that students should learn more about world cultures in the future. Nearly two-thirds believe that schools, teachers, and textbooks are not doing enough now to educate our children about Asia.

- **Students want to improve the situation as well.** More than seven in ten students said they wanted to learn more about a wide range of Asia-related topics, including languages, literature, art, music, history, and politics. Adults and students alike, across lines of education, race and ethnicity, and geography, see more extensive knowledge of Asia as vital to life and work.

- **Change is imperative.** The report concluded that to improve Americans’ capacity to function effectively in an interconnected world, “our education system must strive for significant improvement in what teachers teach and what students are expected to learn.” While the report focused primarily on Asia, the continent that is home to 60 percent of the world’s population, it suggested that the problem is even broader.

The knowledge gap exposed by this study would have been cause for concern even be-

fore September 11, 2001. But the terrorist attacks and the global political climate since have heightened the awareness of a disconnect between the increasing importance of other world regions to our nation's economic prosperity and national security, and most Americans' meager knowledge about regions and issues beyond our own. Although citizens of other countries tend to know more about the United States than Americans know about their countries, there is too often profound misunderstanding based on ignorance and misperceptions on both sides.

One year after the Asia Society issued its report, the National Geographic Society released a study documenting a worldwide lack of knowledge of geography and current affairs among young adults. Our nation's young adults, ages 18 to 24, were next to last among nine countries surveyed. The great majority—83 percent—could not find Afghanistan or Israel on a world map, but knew that the island featured in last season's TV show "Survivor" was in the South Pacific. Compared with youth from other nations, Americans held a greatly inflated self-image: nearly 30 percent estimated the U.S. population at a billion or more. Less than half could find France, the United Kingdom, or Japan on a world map; less than two-thirds could correctly identify a much larger landmass, China.

In summary, there is no shortage of evidence documenting the paucity of young Americans' knowledge of other world regions. Bold initiatives are needed now to address the international knowledge gap.

The National Coalition on Asia and International Studies in the Schools

Because no single organization can meet this challenge alone, Asia Society formed the National Coalition on Asia and International Studies in the Schools to follow up on its Asia in the Schools report. Co-chaired by former Governor James B. Hunt Jr. of North Carolina and former Governor John Engler of Michi-

gan, the Coalition brings together leadership groups that share a deep interest in linking economic development, international affairs, cross-cultural understanding, and education reform. The Coalition includes the heads of national education associations, CEOs of major corporations, policymakers, local educators, and scholars. (See Appendix for list of members). It is an action body assembled to address the international knowledge gap as a critical issue in U.S. education. Convened for the first time in May 2002, the National Coalition seeks to:

- Raise awareness of the importance of international knowledge to the nation's political, military, and economic security;
- Mobilize political, corporate, and educational leadership to focus on education about Asia and other world regions as a policy priority;
- Stimulate educational organizations, government agencies, and philanthropies to increase the supply of education about Asia and other world regions; and
- Build networks among educators and schools interested in strengthening international knowledge.

The National Coalition in turn helped to stimulate the creation of the States Institute on International Education in the Schools and held its second major meeting concurrently with the Institute's. The work of the National Coalition complements that of state leadership teams as they address the question of how to improve their students' international knowledge and skills.

The Institute Program

The Institute program included a series of presentations by leading experts focusing on the economic and geopolitical trends that are influencing state and national policy, as well as the opportunities to engage the public, the media, and funders to promote new investments in international studies. In interactive workshops, participants were given practical advice on best practices in professional development

and teacher preparation; emerging standards and assessments; linkages between higher education and schools; and uses of technology for international education and exchange. Expanding foreign language instruction and integrating international content into new school designs and across the curriculum were main features as well.

The Institute was chaired by Governor Hunt. Governor Engler spoke to Institute participants via videotape. U.S. Secretary of Education Roderick Paige made a major policy address at the Institute, announcing a newly expanded commitment of the Department of Education to international education in K-12 schools. Also at the Institute, U.S. Secretary of State Colin Powell made a video address to America's youth, calling on them to seek out international knowledge.

Plenary speakers included Madhu Anderson, Director of the Michigan Commission on Asia in the Schools; Susan Bales, President of the communications nonprofit Frameworks Institute; Anne Bryant, Executive Director of the National School Boards Association; Harry Harding, Dean of the Elliott School of International Affairs at George Washington University; Lisa Ling, host of National Geographic Explorer; Hazel Loucks, Deputy Governor for Education and Workforce Preparation in Illinois; Patricia Schroeder, President and CEO of the Association of American Publishers; Susan Sclafani, Counselor to the U.S. Secretary of Education; Phil Sparks, co-founder and Vice President of the Communications Consortium Media Center; Paula Stern, Former Chair of the U.S. International Trade Commission; Stanley Roth, Vice President for International Relations, Asia-Pacific, at the Boeing Company; Alan Ruby, Senior Vice President of Atlantic Philanthropies and former Deputy Secretary in the Australian Department of Education and Employment; Michael Ward, Superintendent of Public Instruction in North Carolina and President of the Council of Chief State School Officers; Brenda Welburn, Executive Director of the National Association of State

Boards of Education. Finally, representatives of the sponsoring organizations spoke to Institute participants: Tom Houlihan, Executive Director of the Council of Chief State School Officers; Dane Linn, Education Policy Studies Director at the National Governors Association; Ted Sanders, President of the Education Commission of the States; and Ambassador Nicholas Platt, President, Vivien Stewart, Vice President for Education, and Michael Levine, Executive Director of the National Campaign for International Education in the Schools of Asia Society. (See appendix for full agenda and list of panelists at concurrent sessions.)

This report summarizes the responses of meeting participants to three key questions:

- I. **Why do international knowledge and skills matter?**
- II. **What educational approaches are needed?**
- III. **How can change be carried out?**

INTERNATIONAL EDUCATION AND THE NATIONAL INTEREST

Why do international knowledge and skills matter? The plenary speakers and the 22 state teams attending the Institute all made compelling cases for the importance of international education in their state or sphere of activity. While each team's perspective on international affairs was slightly different, based on states' varying demographics, geography, and economic situations, participants reached consensus on five broad factors that make international knowledge and skills crucial to the well being of local communities, states, and the nation as a whole: 1) economy and jobs; 2) national security; 3) social and cultural integration; 4) human security; and 5) humanitarian responses to human need.

Economy and jobs

The U.S. and global economies have become increasingly intertwined. Today, one in six U.S. jobs is tied to international trade and investment, and over the past decade exports accounted for about 25 percent of U.S. economic growth. Trade with Asia has surpassed trade with Europe and now exceeds \$800 billion per year; Asian investments in the U.S. are valued at approximately the same amount. Yet American students lack even rudimentary knowledge of Asia and other world regions.

Both national and state policymakers have followed the development of trade liberalization and deregulation by the U.S. and other governments, as well as the profound impact of telecommunications during the past decade. These changes, as well as changes in the geopolitical sphere, have meant that previously domestic markets have become international in scope. Increasingly, businesses position themselves as international competitors, even those firms that never used to give serious thought to events outside U.S. borders. Governor Hunt noted that “knowledge of other countries and an ability to work with people from other cultures is going to be needed in an increasing number of jobs and professions. It’s not just limited to the diplomatic corps these days.” The ability to navigate international issues is becoming an essential asset for many professions, even in traditionally domestic industries. Most of America’s growth industries—from multinationals to small businesses—are globally engaged industries, either through exports,

imports, investment overseas, or joint research and business ventures. In spite of the current slowdown in the world’s economy and continuing uncertainty in the aftermath of September 11, these trends present enormous opportunities for state leaders as they shape their economic development and long-term education plans.

No jurisdiction, from Bangor, Maine to Honolulu, Hawaii, can afford to ignore the global economy and the rising demand for a workforce equipped with international knowledge and skills. Governors and state legislators understand that the economy today transcends state and national borders. The potential for export growth in the future is a very exciting prospect: two-thirds of the world’s purchasing power and 97 percent of the world’s consumers are outside the U.S. In export-related jobs, wages are estimated to pay 13 to 18 percent more on average than non-export jobs. According to recent data

“Globalization is producing greater challenges and opportunities not only for the U.S. in the aggregate, but also for individual local communities. Imports may threaten jobs. So may decisions to move production outside a community, particularly overseas. At the same time, exports provide jobs, as does incoming foreign direct investment. Consumers benefit from low-cost imported goods; they suffer when oil prices rise; they are affected by changes in exchange rates; the value of their stock portfolios are influenced by changes in the international economy.”

—Harry Harding, Dean of the Elliott School of International Affairs at George Washington University

provided by the Office of the U.S. Trade Representative, since 1971 trade and returns on international business investment have risen from 13 percent of the nation’s economy to nearly 30 percent.

Paula Stern, former Chair of the U.S. International Trade Commission and a plenary speaker at the Institute, emphasized that business and policy leaders in most countries have come to a broad agreement that globalization and “liberal” trade policies are important engines of growth. Entrepreneurial states, especially, have been the beneficiaries of these trends. Whether it is the agricultural or high-

tech strengths of California, the biotechnical inventiveness of North Carolina's research triangle, the uniqueness of Kentucky's equine or Tennessee's music industry, states have profited in new world markets from focusing on what they do best.

A free and open system of trade is critical to the most competitive sectors that drive many states' economies. American farmers in places like Indiana, North Carolina, Wisconsin, Montana, and Vermont plant one in three acres for export and generate a quarter of their profits from exports. Manufacturing exports from states such as Kentucky, Ohio, Oklahoma, South Carolina, and Tennessee are roughly 35 percent of the value of U.S. manufacturing establishments' output. America's wounded, but still dynamic, high-tech sector depends on exports as well, with over \$160 billion in foreign sales in 2001.¹ Software producers earn over half of their revenue overseas.

Ultimately, governors in every state care about jobs and having a workforce that can adapt to a changing economy, with opportunities for upward mobility. State economies are the economic engines of the nation; the future prosperity of the United States depends largely on the success of states in educating tomorrow's workforce and in providing their citizens with growth opportunities. As states review their economic ties to the world, the strategic importance of international knowledge and skills to seize these economic opportunities is apparent. If states are truly to address the demand for international competency, they must conceive of international education not simply as an issue of education policy, but also as one of critical workforce development and economic development policy.

National security

Global trade and economic development bring into closer proximity countries, cultures, and civilizations that previously had little experience with one another—a development that has the potential to create fruitful interaction, but also destructive misunderstanding.

The U.S. is deeply involved in the economic, political, and social events that occur around the world. National, state and community leaders, as well as their constituencies, must know enough about these matters to be able to act intelligently on the world stage, whether that means establishing new trade partnerships, providing assistance to others, improving life domestically, or defending the nation.

In 1957, the launch of Sputnik by the Soviet Union was a loud wakeup call for American educators, signaling the need to improve not only science and math achievement, but also knowledge of other nations, political systems, and languages. A half-century later terrorist attacks on U.S. soil have had a similar effect, raising awareness of the need to increase knowledge of other regions and cultures. Schools across the nation have had to incorporate information about Central Asia, the Middle East, and Islam into their curricula. There is new interest in learning about the world among educators, policymakers, the media, business leaders, and the public at large.

As Ambassador Nicholas Platt, President of Asia Society, pointed out at the States Institute, the need for expertise in world languages is a crucial component of the discussion of international education and the national interest: "As September 11 showed us, when the State Department issued urgent calls for speakers of Arabic, we don't have enough national capacity in the major world languages to meet the need of our intelligence and counter-terrorism communities, of our military, for effective partnership with our allies, or for homeland security. Police, public health and law enforcement officials will increasingly need to be able to deal with many different language groups. In all, some 80-plus federal agencies need foreign language expertise. And they are not simply looking for translators, but for analysts and experts in many fields who can interpret the cultural context, too."

International education also should be a two-way street if it is to address the tremendous misinformation about the U.S. in many

parts of the world. National security and foreign policy need a foundation in people-to-people diplomacy—the educational, cultural, and exchange activities that promote dialogue and cross-cultural understanding, the sharing of ideas, and the creation of direct personal and institutional relationships. Schools must strengthen educational exchanges and increase opportunities for cross-cultural experiences, particularly for teachers, principals and other educators whose work affects young people directly. Every school in the United States should have an ongoing link, either real or virtual, to a school or schools elsewhere in the world.

As states grapple with the question of how to address issues of national security on a state and local level, international knowledge is the first step toward true global preparedness. The levels of world knowledge and language skills that once may have been adequate for national security are not adequate today. In the face of ignorance and intolerance, international knowledge and understanding are important elements of long-term security.

Social and Cultural Integration

America's education system is out of step with the realities of the nation's changing demographic make-up. The latest U.S. Census Bureau statistics and projections show dramatic shifts in the composition of the country's population. Between 1960 and 2000 the percentage of foreign-born residents rose from 9.7 to 28.4 percent. Within that population group, the countries of origin have shifted from predominantly European to Latin American and Asian countries.² An education system

largely rooted in American and Eurocentric curricula simply does not reflect the growing diversity of the United States.

International influences and cultures have also made their way into the American mainstream in increasingly visible ways. Popular cuisines, films, music, religions, and philosophies from all over the world are tangible evidence of how the world beyond U.S. borders is actually right at the states' doorstep. And yet, teachers and students do not learn anything beyond a cursory, and often outdated, view of the world.

Immigration has the greatest impact on coastal states; however, states in the middle of the country increasingly recognize the advantages and challenges of new, growing immigrant populations as well. These diverse ethnic communities directly link states to countries around the globe. One need only examine

“While once upon a time when immigrant children came into our classrooms, the goal was assimilation... That is not what school boards are beginning to see happen in schools around the states. [Immigrant families] want to ensure that their children do not lose their language or lose their value of their culture. They want to ensure that they can appreciate being in America, but that they can also value who they are. State boards of education began to look at the fact that teachers were not prepared to teach children that they didn't know and didn't understand.”

—Brenda Welburn, Executive Director,
National Association of State Boards
of Education

the changing composition of most American classrooms to understand the growing diversity of the American social fabric. In the United States since 1995, the Hispanic population has grown 34 percent and is projected to grow 73 percent in the next 20 years. Asian and Pacific Islander population has grown 41 percent and is projected to grow 86 percent.³

Furthermore, the influx of new population groups into the United States also brings a multitude of religious and spiritual beliefs. Shabbir Mansuri, Founding Director of the Council on

Islamic Education, highlighted the results of a recent Georgetown University study indicating that there are currently 6 million American Muslims, about 3.5 million of whom are

immigrants representing 80 different countries of origin, all within a single subset of the U.S. population. And while there are new educational materials available on constitutionally permissible ways to teach about world religions in public schools—such as the First Amendment Center’s Teacher’s Guide to Religion in the Public Schools—many teachers do not know about these materials. Many lack a foundational understanding of the cultures and religions that their own students bring to the classroom.

States today must acknowledge the need to understand “the changing faces of America’s schoolchildren.” As Brenda Welburn, Executive Director of the National Association of State Boards of Education, said at the States Institute, state leaders must recognize that “schools are filled with children who bring different cultures, different expectations, and different dreams into America’s classrooms.” It is the obligation of educators, policymakers, and community and business leaders to seek to understand these differences when shaping a system of education that serves all of a state’s and the nation’s citizens.

Human security

Harry Harding, Dean of the Elliott School of International Affairs at George Washington University and a plenary speaker at the States Institute, called attention to an emerging set of challenges he identified as questions of “human security.” Analysts of international affairs, Harding said, are becoming increasingly concerned with these “threats to human well-

being from dangers other than the use of military or physical force.” Issues of human security such as the long-term effects of global warming or the spread of HIV/AIDS, affect Americans in much the same ways they affect Asians, Africans, or Europeans. The answers to most of the world’s major problems, from environmental concerns to communicable disease, lie squarely in the hands of an educated citizenry—people across professional, socioeconomic, ethnic, and religious lines with greater knowledge and understanding of world regions, languages, and problems. Increasingly it is these global issues, along with their local and, often, personal repercussions that demonstrate most clearly the need for international

education in every American school and that help to make international content seem relevant to young people.

Humanitarian responses to human need

The U.S. plays a privileged role in the world. As a country with enormous power and resources, it is obligated to educate its citizenry to better understand its role and its obligations toward other nations. At the States Institute, Michael Ward, Superintendent of Public Instruction in North Carolina and President of the Council of Chief State School Officers, highlighted the connection

“Just past that which is shown in the photos and summaries for textbooks, just past the arts and the architecture, just past the traditions and the travel logs, there are also desperate needs and humanitarian problems. [...] We all know that there are places of desperate pain and suffering. As citizens of the world, and as citizens of the world’s remaining superpower, we have a role to play in addressing problems of hunger, war and the denial of basic human rights. These are not only concepts that kids are capable of grasping, these are concepts that we have an obligation to teach.”

—Michael Ward, Superintendent of Public Instruction, North Carolina, & President, Council of Chief State School Officers

between improving international education and raising children to be compassionate humanitarians with more sensitivity to the world and its pressing issues. Service learning, he suggested, is one possible way to give children international education. Just as the con-

cept of community is expanding to include economic and social influences from beyond state and national borders, so too the concept of community service and awareness should expand through international education to include broader cross-cultural commitment to humanitarian needs.

IMPROVING STUDENTS' INTERNATIONAL KNOWLEDGE AND SKILLS

How can the international knowledge gap be closed? In the Asia in the Schools report, the National Commission on Asia in the Schools articulated the following vision for the coming decade:

Every child, from elementary through high school, should encounter intellectually challenging material about the world integrated into diverse subject areas at appropriate grades. Student learning about international affairs, world history, geography, cultures, and languages should entail experiential opportunities, including interaction with students from other world regions through the Internet and exchange programs. Every student should have a chance to study a foreign language in the early grades, and the percentage of those studying non-European languages should increase considerably in the coming years.

Every teacher should have a wealth of opportunities to build knowledge about different world regions through formal studies, pre- and in-service programs, and through travel and exchange programs. They should become skilled in integrating international content in their discipline. Teachers and students should have access to high-quality educational tools on Asia and other world regions—textbooks, readers, tests, multimedia materials, curriculum guides, and Web content—that reflect up-to-date scholarship.

Discussions at the States Institute pointed to five key issues that need to be addressed if we

are to make knowledge of other world regions, cultures and international affairs available to all students.

1. Policymakers at all levels must make education about other world regions and cultures a significant **priority**. This is a missing element in our efforts to promote educational excellence.
2. Opportunities must be provided for **teachers** to learn about the history, geography, and economics of different world regions and about international relations through pre-service preparation, professional development, and through direct exposure to other cultures through travel, study and exchange.
3. We need to develop an effective **K-16 pipeline in major world languages** through a mixture of requirements, incentives to begin earlier, and innovative approaches.
4. **Partnerships and exchanges** both real and “virtual” between schools and educators in the U.S. and schools in other parts of the world provide a means for mutual education and need to be greatly expanded.
5. High quality materials and practical ways to **integrate** international content into different **curricular areas** and other areas of **school reform** need to be developed.

During concurrent workshops at the States Institute, participants discussed the needs in each of these areas, some models that exist in their states, and the key questions that each state needs to address:

Curricula and Standards

Include international education in the K-12 curriculum. This initiative comes at a crucial time in the history of American K-12 education. The new federal “No Child Left Behind” Act, as well as mounting emphasis on assessment and accountability, have placed unprecedented pressure on U.S. schools to re-evaluate the way students learn and improve the way they are taught. This focus on achievement for all students in basic reading, math,

and science risks pushing key pieces of the curriculum off the table. Therefore, an international education initiative must be integrated into current curriculum standards. The goal is to broaden and deepen the educational experience, not simply to add one more subject to an already packed list of curriculum priorities. Since the school day is already full, the challenge is to *integrate* international knowledge and skills into existing subjects. State standards rubrics generally are broad enough to give schools the latitude to do so.

Integrate international content into state standards. To improve all students' international knowledge, states will need clear and specific standards and benchmarks, coupled with aligned curriculum materials, assessments, and professional development. States need to focus on embedding international studies into existing standards and assessments across content areas, as well as into teacher education and professional development systems that are aligned

with those standards and assessments. Participants agreed that many states have made some progress in integrating international content into state standards. For example, many states have now included or are beginning to include knowledge of other world regions and cultures and international affairs in their social studies standards. Geography has been reintroduced into the standards of most states, thanks to the efforts of the National Geographic Society. Economics is included in the standards of ten states, and the National Council on Economic Education has developed a teachers' guide on international economics. World history is being added to some state standards, and a new AP curriculum in World History has been developed. Guidelines produced by the First

Amendment Center and described in *A Teacher's Guide to Religion in the Public Schools* demonstrate how schools can teach about religion in a constitutionally permissible way and have encouraged states to include teaching about world religions in their standards.

Infuse international content into all subjects. International content can be taught effectively through all subjects, not just as part of social studies and foreign language curricula. For example, scientists are a truly global community and scientific principles, methods, and problems cross international boundaries. Similarly, in all cultures people tell their stories in

“Science and math are really global activities. And if you think that that’s the way you want to go, you can expect to have colleagues all over the world. There is a real need to be able to meet them, not only on the footing of science and math, but on their own ground in terms of their language, their culture, and their ideas.”

—Shirley Malcom, Vice President,
American Association for the
Advancement of Science

works of fiction and autobiography, so that the language arts curriculum is an ideal place for the introduction of material with international content. Programs in world music and in art have always provided an entrée into other cultures and peoples, and educational materials in these areas are readily accessible. The Developmental Studies Program is one example of an elementary and after-school program that uses this widely applicable approach. Indiana and the World is an interdisciplinary curriculum unit widely used in Indiana elementary and middle schools that helps students understand how their local communities and Indiana are linked to the world.

Align textbooks, assessments, and professional development materials with revised standards. Changing state curriculum standards to integrate international content will not lead to student learning unless it is accompanied by changes in textbooks/materials, assessments, and in professional development opportunities for teachers. States need to assess the adequacy of textbooks with respect to Asia and other world regions and cultures. Also, because developing international curriculum con-

tent and programs is largely new territory, one challenge faced by many states will be evaluating the efficacy of new initiatives. There are many wonderful examples of programs that engage students' interests in international affairs, but there is little documentation of "best practice" in this field. In addition, in this age of educational accountability a serious problem is the lack of available tests for measuring learning in this area. Therefore, new K-12 testing standards are needed, as well as improved methods for evaluating learning and the short- and long-term impact of new programs.

Therefore, every state should examine:

- How clear and specific are state student standards in history/social studies/geography/economics; math and science; languages and literature; arts, or other subject areas with respect to Asia, Africa, Latin America, the Middle East and international studies?
- Do high school course requirements include a requirement for international studies?
- How many schools in your state offer nationally recognized courses with international content, such as the AP in World History, European History, Comparative Politics or Human Geography, or the International Baccalaureate?
- Is students' knowledge of other world regions and cultures assessed in your state testing program?

Teacher Preparation and Professional Development

Teachers cannot teach what they do not know. Most practicing teachers today did not have the opportunities or were not required to learn about other world regions, and even today the majority of schools of education and state teacher certification practices do not require coursework on other regions of the world.

Opportunities must be provided for teachers to learn about the history, geography, and economies of different world regions and about international relations. Pre-service preparation, professional development, and direct exposure to other cultures through travel, study, and exchange are crucial if teachers are to prepare their students adequately for life in an increasingly complicated and connected world.

Require changes in teacher preparation programs.

The Asia in the Schools report showed that of the top 50 schools of education, not one requires Asian history for a degree in history and a teaching certificate. Other recent studies of teacher preparation have shown that few prospec-

tive teachers are exposed to international content either in their general educational courses or in their courses within schools of education, and that few take foreign language courses. Rates of participation in study abroad programs are also low for those students who are preparing to be teachers. Participants discussed changes that states need to make in their teacher licensing and certification requirements, as well as in their practice teaching regulations, that would propel greater internationalization of teacher preparation.

Leaders of higher education need to focus on internationalizing teacher preparation in the same way that they have expanded the international scope of education for business and other professions. They need to address: 1) infusing international content into the courses prospective teachers take in arts and sciences/general education, as well as in colleges of education; 2) expanding opportunities for promoting study abroad and practice teaching abroad; 3) including school of education faculty in the university's international programs; and 4) creating institutional partnerships between teacher preparation programs in the United States and those in other countries.

"We cannot achieve this goal unless we embed global awareness into everything we do. One of my suggestions is: integration, integration, integration."

—Anne Bryant, Executive Director, National School Boards Association

Expand professional development opportunities for practicing teachers. Practicing teachers also need ways to expand their knowledge and experience of other world regions and cultures through professional development as well as study and travel opportunities. In the absence of significant attention to learning about the world as part of teacher preparation, federally funded Title VI area and international studies centers have conducted outreach activities to teachers. These are an important resource in those states where they exist, but they have very limited funding and reach small numbers of teachers. Foundation-funded projects, such as the National Consortium for Teaching About Asia, which offers courses about East Asia and then travel opportunities for groups of teachers in more than 30 states, are also a key resource. Fulbright-Hays Group Projects Abroad grants also enable institutions of higher education to provide summer funding for teachers to travel and participate in study programs abroad.

Forge partnerships between higher education and schools. States Institute participants discussed a number of ongoing higher education/school partnerships as a promising way to have a significant impact on teachers, schools, and student learning. These higher education/school partnerships share several key components: long-term partnership with school districts; curriculum and professional development materials tailored to school needs; a commitment to fostering active learning among teachers; and a cost-sharing contract arrangement with the schools.

For example, Primary Source is currently in partnership with 20 school districts, largely in Maine and Massachusetts, to help schools move toward a world history and humanities program. Each partnership operates according

to a fee-based contract, and allows school districts to reserve slots for teachers and curriculum leaders in professional development seminars, field study tours, and on-site workshops. The partnership offers opportunities for teachers to become leaders in professional development and curriculum consultation, as well as giving them access to a network of China scholars. This structure lends itself especially well to fostering sustainable, long-term shifts in curriculum content and teacher preparation.

“In my own teaching I can draw on my experience abroad, and it is perhaps the single most effective tool that I have for working with students. At the end of the day, they seem to remember those stories and those examples more than anything else.”

—Christopher Walsh, Social Studies Teacher, Archie R. Cole Junior High, Rhode Island

Programs in International Educational Resources (PIER) at Yale, another fee-based program that operates by contractual agreement with individual school districts, offers workshop opportunities to K-12 and university educators and also helps schools design teacher development programs tailored to a community’s or a district’s particular needs. The latter structure of such a partnership, in which cost-sharing is at the base of the endeavor, requires both a financial and time investment from the district (e.g. in the form of substitute teachers during professional development and tuition costs).

Vermont’s Asian Studies Outreach Program at the University of Vermont assesses school and teacher needs in shaping curricular programs and provides a range of opportunities and services to schools and teachers, from overseas immersion programs to weekend professional development sessions.

Every state should evaluate the following:

- Do state licensing regulations and practice teaching regulations require teachers, especially teachers of social studies or history, to demonstrate knowledge of at least one other major world region or culture?
- Could state professional development resources—teacher networks, conferences, credit arrangement, funding, on-line cours-

es and resources—do more to encourage teachers to improve their knowledge of Asia, Africa, Latin America or the Middle East?

- Could you stimulate partnerships between state universities (particularly their area studies and international affairs experts) and school systems to promote ongoing professional development?
- Does your state provide opportunities for school and district leaders to improve their international knowledge and knowledge of international programs for schools?

World Languages

Although the spread of English as a commercial language around the world has made certain forms of communication easier, the interconnected world of the 21st century will require a large pool of graduates with proficiency in the major world languages. To achieve this, language learning will need to start earlier (in elementary school). More effective and intensive K-16 courses of instruction need to be developed.

Today, relatively few students graduate with proficiency in a foreign language. More than 60 percent of public school students in the United States do not have the chance to study any foreign language at all,⁴ and non-European languages such as Chinese, Japanese, or Arabic are offered in only a tiny percentage of schools. Anyone who has traveled abroad can testify to the effectiveness of foreign language instruction in many other countries, the comparatively dismal performance of Americans, and the degree to which speaking only one's mother tongue impedes cross-cultural understanding.

Various studies have shown that language learning is not valued highly by many fami-

lies and communities, despite growing demographic diversity within the country itself and widespread business demand for foreign language proficiency. There is a pressing need, therefore, for government and business to raise public awareness about the importance of foreign language proficiency, and for them to communicate with state and local education officials who make the decisions about time and resource allocations in schools. There is also a need to test innovations and harness new resources to find more effective approaches to foreign language instruction. Educators and communities also need to know about innovative after-school and community-based initiatives that have brought foreign language resources from outside the schools into the K-16 pipeline. Some examples of model programs are the following:

Higher education. One model utilizes university-level language teachers on weekends or in after-school programs to introduce less commonly taught languages into schools. Programs in International Educational Resources (PIER) at Yale, for example, trains university instructors and graduate students to work with high school students in local after-school programs. Currently the program offers 24 languages, from Serbo-Croatian to Zulu, in a number of different settings.

The program is co-sponsored by the Yale Center for International and Area Studies, area public school districts, and the State of Connecticut.

Heritage language speakers. Another model that was discussed by participants would involve drawing on the language expertise that exists within a given

community. There are millions of native speakers of languages other than English in the U.S., and they represent, in the words of one pair of experts, “this nation’s greatest natural resource for language competence.”⁵ These so-called

“If we are to have a K-16 pipeline in the major world languages, it will need a strategic plan and partnership between the users of language skills and the state and local educational officials who have to decide how to allocate time and resources in schools.”

—Ambassador Nicholas Platt,
President, Asia Society

heritage language speakers possess invaluable skills and expertise, and could well be used, for example, to address critical language teacher shortages in certain states. Working to streamline teacher training and licensure procedures for heritage language speakers would be a necessary component of such a program.

Business language resources. Some multinational corporations offer language instruction to their employees and even to their employees' children. Toyota, for instance, helps the families of employees working abroad by offering elementary immersion programs. Some businesses offer weekend classes to help foreign employees' children maintain their heritage language.

Technology. Susan Sclafani, Counselor to the U.S. Secretary of Education, announced a new online interactive language program being developed jointly with the Chinese Ministry of Education. The program, which uses speech recognition software to engage and challenge students, will provide instruction in both spoken and written English and Mandarin for middle-school level students in both countries. It will make language learning available outside the classroom and in areas where there are few language teachers.

To strengthen world language instruction, every state should examine the following:

- What are your state's goals in the teaching of foreign languages? What should they be? Does the state have a plan to develop an effective K-16 curriculum in major world languages, including non-European ones?
- Do all students have the opportunity to learn a second language? What proportion of students takes a foreign language in

school? How many complete a four-year sequence and/or attain proficiency?

- Are there programs for "heritage" language speakers that could be built upon, or technology-assisted programs that could be utilized?
- What incentives and requirements could be put in place to expand the teaching and study of world languages?

"In many cases of private interaction people get embarrassed in front of their friends to try to say a word that isn't familiar to them. Using speech recognition technology so that children get feedback as to how close they are to the accent, how close they are to the pronunciation, we'll be able to do something we haven't been able to do. Because it will be interactive without the necessity of a teacher, we'll be able to offer it across this country."

—Susan Sclafani, Counselor to the U.S. Secretary of Education

International Exchange Programs: Real and Virtual

Direct exposure to other cultures through travel and exchange programs for both students and teachers is often the most powerful way of sparking curiosity and fostering

cross-cultural awareness in the schools. Internet technologies also allow direct contact with students in other parts of the globe through school-to-school linkages.

Participants discussed many examples of successful exchange programs from across the country. Most programs were developed as local programs within schools or school districts. The benefits of direct exposure to other cultures was cited as perhaps the most powerful way of sparking curiosity and interest in international knowledge, and in many cases program representatives reported that student and teacher participants would often share that enthusiasm with their schools and communities upon their return from another world region. However, they reach very few students and teachers. Practicality was a central concern, as many schools need to secure financial resources to fund exchanges and travel programs require a great deal of administrative oversight on the part of the organizers.

Thanks to computer and Internet technologies, direct interaction with peoples and cul-

tures from other world regions is no longer limited to those with the means to travel the globe. Today's technologies make cross-cultural connections a reality for students of all ages, even in the most rural areas of the nation. Students and teachers can engage meaningfully with their counterparts around the world, learning *with* each other rather than just learning *about* each other. To date states have invested \$10 billion across the country in K-12 technology, largely in an effort to wire the schools. Educators need to leverage that power, especially in areas where opportunities for real exchange are limited, to make cross-cultural interaction a part of every student's learning experience.

Many resources for school-to-school linkages via technology already exist. For example, in terms of project ideas, finding partners and technical guidance, the US-based non-profit iEARN has a twenty-year history in school linkages and has networks in many countries throughout the world. iEARN recently launched an on-line teacher professional development program to encourage new teachers to learn first hand the benefits of international exchange. The U.S. Department of Education website features a school-to-school linkage handbook and project catalogue.

A number of other organizations offer technology-based linkage programs that schools can use. Examples include the Schlumberger Excellence in Educational Development (SEED) Project, which encourages collaborative science learning and experiments; Asia Society's US-Japan Youth Forum; World Links; and ePals.

Every state should examine:

- How many schools in your state have an ongoing partnership with a school in another

region of the world (e.g. through sister cities or technology)?

- Does your state offer opportunities for teachers and students to study abroad or visit their peers in other countries?
- How can your state technology program

scale up the number and quality of school-to-school linkages?

- How might local businesses, higher education institutions or cultural organizations support this work?

"I can't even begin to say how much [travel and study abroad have] helped me develop my curriculum for my students and to really help them understand what life is like on the other side of the globe... It's helped me to be able to share firsthand knowledge much more than just statistics or pictures in a textbook."

—Kelly McKee, History Teacher, Evanston District High School, Illinois

Integrating International Programs into School Reform

Develop international school models.

When states and districts seek to redesign high schools, providing choice schemes or magnet schools, an excellent opportunity exists for them to strengthen international content in the curriculum. In fact, from Boston, Massachusetts, to Seattle, Washington, a number of school systems have established magnet or special schools that have an international focus. As states consider ways to expand internationally themed schools, it is useful to learn from these efforts. Many schools have begun with a strong language course of study, while others have introduced a re-design of humanities and world history instruction. Successful international schools that exist today offer substantial world languages curricula, incorporate international content across all disciplines, conduct project-based simulations of events in world affairs, and connect to local international corporations and cultural institutions, as well as to schools in other parts of the world. Some international schools successfully support serious professional development and credit-bearing partnerships with community colleges, university area studies programs, and foreign language and international relations faculty.

Others stimulate extracurricular programs for both teachers and students including internship opportunities with international business organizations, cultural exchanges, museum and performing arts exhibitions, and service learning activities.

Integrate international content into existing schools. Schools can adapt components of international high school models to varying degrees. Evanston Township High School in Illinois has already integrated international studies into its graduation requirements, while other schools are beginning to offer internationally themed courses or more area studies courses as additional electives. In Olathe, Kansas, the school district now offers a special international studies diploma endorsement for students who choose to follow an international affairs-intensive course of study. Illinois has set up an international high school program, which offers seed funding for Illinois high schools to integrate international content into their existing curricula. The International Baccalaureate Program (IB) is represented across the country in some 400 high schools and is currently developing middle and primary school programs. Internationally oriented Advanced Placement (AP) courses, such as those on world history, human geography or comparative government and politics, and languages, offer high quality ways for schools to strengthen international content.

Consider international curriculum models for after-school programs as well as classroom use. A number of model curriculum programs exist for use in an after-school setting as well as during the school day. Simulation programs like Model U.N., Model Senate Foreign Affairs Committee and the International Court of Justice, Capital Choices and World Affairs Challenge engage students' interest by allowing them to dramatize international problems and explore world affairs in an interactive way. These types of programs bring current events and public policy issues to life and expose students to the challenges of problem-solving and policy-making in the realm of

foreign affairs. Other national classroom models that focus on the social and historical roots of injustice and promote civic education and conflict-resolution are also expanding their use of international content. Examples are the Facing History and Ourselves and the Resolving Conflict Creatively programs. States that wish to expand such student-focused programs have these and many other options and models to consider. They also should look closely at funding opportunities for after-school programming in particular, since these have increased significantly in recent years. The increased flexibility that exists to create innovative world literacy, arts, and technology opportunities, with an inquiry and project-based emphasis, may provide fertile ground for integrating international education into the extended day.

Engage urban and disadvantaged students and improve outreach. An essential issue to consider is how to engage urban and disadvantaged students who have often been left behind when special programs such as IB and AP have been expanded. Partnerships with internationally oriented corporations and universities are important resources to consider in order to promote career development and transition from school to work opportunities. Student-focused simulation programs also face the challenges of improving the level of outreach to all students, especially those in urban districts. Many program participants are from elite schools, or are primarily from AP and Honors courses. Student programs need to recruit a broader group of students and seek those who do not already have interest in international studies. Higher education partnerships, as demonstrated by Tufts University's EPIIC-INQUIRY program in which college students go into high school classrooms to teach courses on international affairs, are one way of bringing programs into urban classrooms. Another partnership between the American Association for the Advancement of Science (AAAS) and urban school districts provides classroom and Internet-based simula-

tions of world environmental challenges. A series of books and an award-winning radio program, “Kinetic City Super Crew,” explore the many ways in which students can make global stewardship a priority in their school community. Other types of student programs such as Oklahoma’s annual Kids World Fair allow students from all types of schools, including those who are home-schooled, to participate in a vivid exchange of international relations information, and to build bridges between schools and communities outside the classroom.

Every state should consider the following questions:

- Are there state- or district-sponsored “international schools” that have integrated strong international content across the curriculum?
- How many schools in your state have used the International Baccalaureate program or internationally-oriented AP courses? In what ways can their experience with those programs be applied to other schools?
- Has your state encouraged the use of other model curricular programs that incorporate international knowledge and skills, such as Model UN or other international relations and conflict resolution programs in after-school programs?
- In what ways can existing student programs be expanded and offered to a broader population of students?

GOING TO SCALE

In addition to discussions of specific elements of a program to improve students’ international knowledge, states heard examples of how to take international education to scale. As Institute participants discovered through sharing their experiences, models of excellence abound and interested stakeholders are waiting to be drawn into a network of leaders in every corner of the country. In the initial stages of a campaign, it is vital that state and community leaders plan strategically and think big. While giving a few teachers in a single school the op-

portunity to gain international experience and knowledge certainly has a huge impact on the students who benefit from that enriched classroom experience, and while facilitating an exchange program among two classrooms certainly opens the eyes of those students to the world abroad, a campaign must strive above all to take successful models to a larger scale. Every student in every American classroom must have those opportunities to expand their international knowledge and skills. To achieve this ambitious goal states must look to broader partnerships and attitudinal shifts across sectors, in state and national government, business and the media. And they must strive to maintain an open dialogue between states and communities where international education is already in motion.

As states begin to think about ways of addressing the international knowledge gap, they must plan to not only raise public awareness of the need for international education, but they must further seek to change behavior and engage the public in action. This effort requires the involvement not simply of educators, but policymakers, institutions of higher education, business leaders, community leaders, cultural institutions, schools of education and perhaps most importantly parents and families. All sectors of society, in every nation in the world, are managing the challenges of globalization. Participants at the State Institute heard about how Australia’s Department of Education forged a program to introduce Asia into Australian schools over the past decade; about how the Boeing Company has managed to stay ahead of its international competitors by improving the international skills of its workforce; and from media spokespersons about how international issues can be broached creatively through the news and popular culture. Above all, Institute participants learned from each other’s experiences and plans.

State Initiatives

There are excellent models in some states of successful programs being applied to a

larger scale, and of governors, state legislators, and communities building the foundation of broader international education. Also, the participating states at the Institute presented preliminary strategic plans for either initiating or furthering the process of internationalizing the schools in their respective communities. Some examples of state initiatives that are engaging high-level stakeholders and developing plans to make international education available on a wider scale include:

Alabama is convening an International Education Task Force led by key members of the Department of Education, the governor's office, the Development Office and Auburn University. This body will be charged with auditing international education efforts statewide by holding intersectoral focus groups and surveying educators over the course of the summer and fall. The task force's dual goals are to raise public awareness and influence education policy, by sharing its findings and recommendations with congressional leaders, the governor, the state legislature, parents, teachers and students, as well as the state's social studies course of study/standards committee.

Last year the **Connecticut** legislature and state board of education passed a policy statement encouraging the development of K-12 international education. A task force is now examining ways to implement this and will report to the legislature by December 2003. The state department of Connecticut has ongoing agreements with several foreign governments for teacher and student exchanges. The Department of Education supports teacher Fulbright scholars as well as several interdistrict magnet

schools for promoting international education and language acquisition.

With encouragement from the **Delaware** International Council, a body that promotes trade and cultural exchanges, the Delaware Department of Education is producing a report on the status of international education in Delaware K-20. Delaware plans to tap into its existing statewide teacher professional development resources and infrastructure, and will use distance learning and technology-based programs, to create a cadre of international education lead teachers. The existing Delaware Asia Project, a collaboration of the Department of Education and three institutions of higher edu-

cation, provides intensive Asian studies professional development to teachers in social studies, world languages, and visual and performing arts.

Illinois has been active in teacher exchange programs and has developed the "International High School Initiative." The Illinois Board of Higher Education gives seed funds to high schools to increase their international component, working in conjunction with business, community colleges and higher education. Illinois also hosts an annual statewide international fair for students

and teachers to promote world languages and cultures, as well as to raise awareness of current international events.

Indiana has a curriculum called Indiana and the World that introduces elementary and middle school students to the ways in which their local communities are connected to the world. Indiana is now looking to build on the relationships it has developed between the Commerce

"If all this activity is to swirl around that big office building in the capital... we need policy and we need state leadership and we need the organizational infrastructure and the resources that can be provided there. But we also need to celebrate the capacity of our country to have local leadership and teachers and principals and superintendents—you will be amazed in your states, where you may not think a lot is happening, that in fact there are outstanding examples at the local level of people who are doing terrific things."

—James A. Kelly, Founding President, National Board for Professional Teaching Standards

and Education departments, higher education and the schools.

Kansas is forming an intersectoral committee to lead and evaluate a statewide survey of what Kansans want and need to know about the world. The Kansas/Asia Community Connection, a Freeman Foundation-funded program of the Center for East Asian Studies at the University of Kansas, will lead the initiative, Internationalizing Kansas Schools. Their initial goals are to gauge community attitudes towards international education and to shape their future steps based on K-12 educator focus group feedback. Ultimately, they will produce a website and report based on their findings on how to better improve Kansas' international connections.

Based on regional feedback from a March Teaching and Learning Conference where sessions on international education were presented, the **Kentucky** Department of Education plans to convene an International Education Summit in the spring. The information gathered there will in turn be disseminated to summer professional development programs. In the fall, the Department will have a report ready to present to the Commissioner of Education. The Department also plans to have international education materials ready for use in classrooms. A special focus on the use of Internet technology and public television to support high quality instruction in international studies is being developed.

Former Governor John Engler established by executive order the **Michigan** Commission on Asia in the Schools to review what Michigan students learn about Asia and recommend changes in state policies and practices. (See box on page 25 for more information). The Michigan Department of Education, University of Michigan, Michigan State University and various intermediary local school districts have committed to further programs of international education throughout the state. Michigan also plans to develop corporate- and foundation-partnering strategies, to explore and tap

into the substantial public and private resources available to support their efforts.

Governor Michael Easley and Commissioner of Education Michael Ward have asked the **North Carolina** Business Committee for Education to take the lead in developing a comprehensive approach to increasing international literacy in North Carolina schools. The committee will begin by setting a policy priority, setting the tone in the business community, to give government leaders the backing they need to move forward, and to create a convincing case statement for both leaders and citizens. North Carolina's focus is largely on mobilizing the business, government and education communities by developing a comprehensive communications plan, and by publishing and disseminating a case statement to promote international education.

Oklahoma has an international strategic plan, "Preparing Oklahoma for Global Competitiveness in the 21st Century," first published in 2000. To follow up on this plan, Oklahoma recently held a statewide meeting focused on education's role in preparing a workforce that is internationally competitive. Under the Oklahoma Association for Supporting International Studies (OASIS) the state is holding a series of forums and statewide leadership conferences over the course of the summer to help implement the plan. By fall 2003, Oklahoma plans to start infusing international content into state curricula.

The **South Carolina** Department of Education is designing a program called "Exploring China in South Carolina" that will connect and expand current social studies curriculum standards about China with China's contemporary significance to the state. The Department of Education plans to sponsor a workshop for district administrators, coordinators of social studies and foreign language programs, and area businessmen. Through the Chinese Culture Center, a network of native Chinese residents in the state, the program will offer teaching and courses for K-12 students about China. The Department of Education will also

produce and disseminate a video highlighting China's presence in South Carolina and facts about the country and its people.

Rhode Island, under the auspices of the Pell Center for International Relations and Public Policy, is developing a statewide assessment of international education K-16. The state is also assembling a coalition of national experts and local stakeholders to create a strategic plan based on the assessment produced by the Pell Center. This coalition will in turn review the statewide assessment and begin to develop next steps for the state.

Vermont has been active in introducing the study of Asia into Vermont schools since 1998 through professional development, overseas programs, on-site technical assistance in curriculum design and instruction and cultural programs. International Education in Vermont (IEVT) led by the director of the Asian Studies Outreach Program at the University of Vermont, is beginning to plan a similar international studies program that will systematically offer international content and support to all of its schools. The IEVT initiative will also draw together a commission under the leadership of Governor Jim Douglas to compile research and report on the state of international education in Vermont.

Washington's Alliance for Education, led by the John Stanford International School, proposes to build a coalition to assess the many isolated, small international education activities and to develop a plan to make them more widely accessible, especially outside the port cities. The Alliance also plans to call on the Office of Superintendent of Public Instruction to include international education in summer teacher institutes. The goal is to have assembled research and feedback to present to Governor Gary Locke, Superintendent Terry Bergeson, and the legislature by the end of the year.

The **West Virginia** Department of Education and the Arts is creating a Governors Commission modeled on Michigan's and will hold a teacher's summit on international education

and an International Day at the West Virginia State Capitol later this year. Over the course of the summer and fall, the Department will launch a public awareness plan to raise the visibility of the initiative. Awareness, among stakeholders and in the general public, is West Virginia's central focus.

In the late 1990s, then Governor Tommy Thompson asked the **Wisconsin** International Trade Council to develop recommendations to ensure that Wisconsin's students would be prepared for the interconnected world of the 21st century. Wisconsin now has a Curriculum Planning Guide that illustrates how to integrate international content into state standards in all subjects. Commissioner of Education Elizabeth Burmaster is creating an International Education Council to focus on a K-16 approach to international education, including teacher education and professional development.

Australia as a Case Study

Having implemented dramatic change in its school system and its engagement with Asia in the 1990s, Australia served as a useful model for state delegations. Alan Ruby, Senior Vice President for U.S. and Asia-Pacific Programs at Atlantic Philanthropies, and former Deputy Secretary in the Australian Department of Education, Employment and Training, illustrated the successes and challenges of this major reform initiative.

The Australian initiative started with a reorientation on the national level of international relationships. In 1991, then Prime Minister Paul Keating brought to his office the conviction that Australia's prosperity was directly linked to the country's ties with the rest of the world, especially to the immediate geographical region. The most urgent reasons for direct engagement with Asia for the Australian government were related to the economy and national defense. However, there was also concern about forging a national identity directly connected to the region and its pluralistic migration streams.

Ruby emphasized several lessons that

Michigan Commission on Asia in the Schools: Laying Down a Roadmap

The Michigan Commission on Asia in the Schools examined what Michigan public school students are being taught about Asia and presented its recommendations on how to stimulate more teaching and learning about Asia in Michigan schools in November 2002. The Commission's findings showed that Asia is vital to Michigan's economy. Not only is the Asia region home to over one-half of the world's population, but it is also home to Michigan's most significant trade partners, after Mexico and Canada. In addition, Michigan is ranked 13th among states with the highest percentages of Asian Americans according to a recent Wayne State University study, and Asians are the fastest-growing ethnic group in many of Michigan's urban centers.

The Commission further reported that Michigan teachers are eager to include more Asian-related topics into their instruction; and that students are keen to learn about Asia, but face challenges when trying to infuse these topics into existing curricula and activities.

Michigan has a wealth of resources, scholars from its best universities, international experts at multi-national corporations, and leaders from community and cultural associations. By linking such resources with teachers and students, and by strengthening social studies standards the Commission found that Michigan schools can expand their offerings on international and Asian topics and languages effectively.

The report concluded that to stimulate teaching and learning about Asia, improvement should focus on (1) strengthening existing standards and benchmarks in social studies; (2) expanding Asia-specific teacher preparation and professional development; and (3) improving access to resources on Asia for a variety of subjects (social studies, history, literature, geography, and languages). The Commission further outlined specific recommendations and action steps for state and local educational policy makers, educators, and community leaders to encourage more teaching and learning about Asia by further work in these areas:

- Expanding educational quality
- Enhancing teacher preparation, professional development, and resources
- Enlisting state leadership and community support

The Michigan Commission's report was among the first of its kind and laid down an initial roadmap to improved student and teacher understanding of Asia.

The full Report and Recommendations of the Michigan Commission on Asia in the Schools are available at:

www.InternationalEd.org

"The conclusion of the Commission was simple and direct. Our students must learn more about Asia and world regions to be prepared to work, live, and lead in the future; Michigan's future economy depends on it, and our children deserve it."

—Tina S. Van Dam, Chair, Michigan Commission on Asia in the Schools

Australia's Asia Education Foundation

The Asia Education Foundation (AEF) was established in 1992 as a national organization to promote the studies of Asia in Australian schools. The AEF is a foundation of The Asialink Center at The University of Melbourne and Curriculum Corporation funded by the Australian Department of Education, Science and Training.

The AEF works with schools, state/territory governments and non-government education agencies and institutions, philanthropic foundations and the corporate sector to promote and support the study of Asia across all curriculum areas in Australian schools; develop Asia-related materials for Australian school children; promote the study of Asia within teacher education; and educate the broader community about the importance of school students undertaking studies of Asia.

In the last ten years, the AEF has:

- Produced 45 text and electronic publications;
- Created 15 web sites;
- Initiated the Asia education electronic discussion group;
- Provided professional development to 100,000 teachers;
- Helped 900 teachers take post-graduate programs in teaching studies of Asia and helped 2,000 teachers make study tours and exchanges in the region;
- Fostered alliances and partnerships with universities subject associations, business and community groups;
- Helped about half of the schools in the country teach Asia in a sustained and systematic way and another quarter do it somewhat superficially.

Teaching and learning about Asia was not mandated as separate subject, but rather infused into the common curriculum. It was aligned with materials, training and exposure with the common goal of making teaching and learning about Asia easy, accessible and fun. The materials and programs developed sought to capture both contemporary and traditional aspects of Asia to fully reflect a spectrum of ideas. The initiative also sought to encompass *all* of Asia.

The AEF set out with a coherent statement of what needed to be achieved through studies of Asia. The five emphases of this statement were: develop concepts of Asia; challenge existing stereotypes and prejudices; study contemporary issues; look at and include the world contributions of the people of Asia; and look at the likely implications of close links to Asia.

Today, the AEF continues to work towards broader awareness. The greatest barrier to further progress is teacher knowledge. This includes both knowledge of Asia, but also knowledge of the resources available and ways that Asia-related content can be integrated into existing curricular designs.

Additional information about the Asia Education Foundation is available at:

www.asialink.unimelb.edu.au

emerged from the Australian experience.

- First, the backing of federal government and unity of message were crucial to the initiative's success. All stakeholders signed on to a national strategy led by a government-funded entity called the Asia Education Foundation. He suggested that as they internationalize schools, states in the U.S. should craft and adopt a set of unified policy priorities and advocate for support from the federal government in deed and in kind.

- Second, in Australia, recognizing the importance of Asian engagement for economic and national security was a key step toward catalyzing the international education effort. In so doing, education reformers could find common cause with foreign policy and defense experts, multinational business leaders, trade policy experts, tourism authorities, immigrant communities, and the academic and cultural institutions of the country.

- Third, the message of the campaign was carefully crafted to avoid seeming like a narrow, special interest cause. Mr. Ruby pointed out that, "Asian studies had been tried in the 1970s, and failed because it focused on putting Asian studies into social studies curricula, and because it was driven by university-based teacher educators who were driven by a mix of personal interest, love of Asia, and liberal values." States in the U.S. need to emphasize that education and international training are in fact a "tradable commodity" and key to a prosperous export sector within national and state economies.

- Fourth, setting clear goals and leveraging existing resources and curricula to achieve those goals were the winning strategies for laying the foundation for Australian engagement with Asia.

About half of Australian schools now teach Asia in a systematic way, and another quarter introduce Asia more superficially. To date, the Asia Education Foundation has created 45 text and electronic publications for use in the schools. They have helped more than 900 teachers pursue post-graduate work on teaching

Asian studies, and helped 2,000 teachers go on professional development exchanges and visits to Asia. Between 1994 and 2000, the number of Australian schoolchildren learning Japanese, Indonesian, Chinese, and Korean more than doubled. In 2000, approximately 23 percent of Australian schoolchildren were studying one of these four target Asian languages set by the initiative, with the greatest exposure in grades five to seven. Australia is still striving to meet the targets set over ten years ago, but progress has been made. (See box on page 26 for more information about the Asia Education Foundation's work.)

International Skills for Business: The Boeing Example

If states are to fully address the demand for international knowledge and skills, they must reduce the barriers to business innovation, workforce training and international trade. Perhaps the greatest potential spokespersons for international education reside in the business community. Many Institute participants stressed that economic demand will be a powerful rationale for international education initiatives. Business and industry leaders know acutely that even with products of high quality, it is impossible to remain competitive in today's global economy without the language and cultural competency needed to penetrate international markets. Participants discussed ways in which educators and public officials might build strong partnerships with businesses both to tap into existing resources within companies and to ensure that schools meet their communities' workforce demands.

Stanley Roth, Vice President for International Relations, Asia-Pacific, at the Boeing Company, asserted that where there is a strong demand for an internationally literate work force, schools will respond. The lessons learned through the example of Boeing show just how strong the economic pressures for internationalization are in shaping a company's direction. Those same economic demands might in turn be applied to state education reform as it shapes its interna-

tional education component.

At Boeing, the rapid shift from a primarily domestic company to a large multi-national dealing with public and private clients fueled the need for international education within the company. In order to maintain a dynamic and desirable corporate profile, Boeing had to shape a new cadre of internationally flexible employees. Boeing met this demand by setting up various internal training options, including a Global Leadership Program. This program challenged executives to spend a month abroad working on business problem-solving tactics while immersed in the culture, business, and politics of another country. Boeing also instituted a course on globalization offered to employees seeking further professional development and international skills.

Boeing has further sought to strengthen its cadre of employees by hiring people with strong language skills and by making international competency a key to promotion. As with many other industries and companies, the need for workers who have more than a cursory understanding of the world and more than a year or two of a world language must be met. Education and business are logical partners in addressing that need.

The Media's Role in Education

In a country where young people are flooded with information—spending hours a week watching television, listening to music, surfing the Internet—the media has a powerful role to play in arousing interest in other peoples and cultures.

Harry Harding, Dean of the Elliott School of International Affairs at The George Washington University, suggested that part of bridging the international knowledge gap must in-

clude stimulating curiosity among American students. While economic and social rationales will engage business and government leaders, a broader cultural approach from more informal avenues can introduce international affairs in a more accessible and relevant way to American youth. Harding highlighted the need for stakeholders to encourage and cultivate:

“I urge you when you think of promoting greater international knowledge not to merely think of industry as check-writers... That’s one role for industry, but I think that would be trivializing the issue to think of just that way. I think a partnership can be much more.”

—Stanley Roth, Vice President of International Relations, Asia-Pacific, The Boeing Company

- Exposure (e.g. international affairs in the news, on the Internet, travel, exchange);
- Relevance (e.g. demonstrate how international affairs are in fact “life-affecting”); and
- Accurate self-awareness.

Arousing the curiosity of a new generation of Americans raised in a media-saturated environment requires creativity and innovation in approach. Precisely because today’s youth are surrounded by information, media in its various forms provides a unique means of communicating about other world regions and cultures.

Multi-media curriculum materials as well as non-traditional learning tools like television programs and websites are ways in which educators, parents and communities might enrich children’s worlds with international content. Lisa Ling, a correspondent for Channel One news, ABC, and now host of National Geographic Explorer, suggested that adolescents strongly respond to edgier formats and to reporters they can relate to.

At the meeting of the National Coalition on Asia and International Studies in the Schools Gary Knell, President and CEO of the Sesame Workshop, also spoke to the use of popular culture icons as messengers for international education. Favorite figures like Sesame Street’s Grover, Knell said, can introduce a wide range of cross-cultural concepts into existing learning frameworks. In fact, Sesame Workshop

will launch “Global Grover” in April 2003, to promote respect and tolerance of other cultures. Tapping into popular culture and popular interests to bridge different countries and cultures is a strong way of establishing relevance in the eyes of young people through the media.

STRATEGIES FOR CHANGE

Focus on leadership development and constituency building

Major leaders and constituencies in every state need to be engaged in this effort. Every state needs to identify key leaders from the public and private sectors that can mobilize action to promote international knowledge and skills.

Engage governors and top education leaders. States need to contact their respective governors, chief state school officers and state boards of education, so that they in turn can start setting these mechanisms in motion towards the end of broader international education. As chief stewards of their states’ economic well-being and as innovators in education, governors should take the lead in raising public awareness of the need for better education about other world regions, and in developing statewide plans for achieving that goal. Chief state school officers and their departments of education should ensure that their policies reflect a national priority for students to learn about the world and that this priority helps shape the statewide curriculum, assessment tools, and funding for professional development of teachers and acquisition of classroom resources.

Mobilize regional and local constituencies. The importance of activating key constituencies locally and regionally that can support

a greater focus on international knowledge cannot be overstated. Businesses and ethnic communities, parents and educators alike from the local and regional level up are crucial sources of support. Parents and guardians, as well as community leaders, should become advocates to ensure their children develop the skills and tools to help them succeed in the twenty-first century. They should work with teachers and through parents’

groups to create a demand for international knowledge as a key aspect of elementary and secondary education. Businesses with international ties should work with policymakers and schools to promote education policies, standards and content that support the vision of a future internationally literate workforce.

Make Connections to State Economic and Education Reform

Stakeholders and state leaders need to identify high-level mechanisms that can effectively promote and sustain international education in their states, such as existing state offices or partnerships; gubernatorial or legislative task forces or summits; or state offices of international trade and education. Because this initiative comes at a time when states are facing severe economic strain and education is under mounting pressure to demonstrate accountability, an important component of any state strategic plan will be connecting international education to other state economic and education reform engines. International education must be approached equally as an economic development, workforce development and education policy initiative.

Connect to economic development efforts. As demonstrated by some states, like Oklahoma and Wisconsin, state trade missions or task forces are an effective avenue. Gov-

“Peaking interest in international issues through people and pop culture could really provoke questions and discussions. We just have think of ways to prepare ourselves to answer those questions. And frankly, in this age of information, it may not be an insurmountable endeavor.”

—Lisa Ling, National Geographic Explorer

ernors can be a huge resource in connecting international education to economic development. Ted Sanders, President of the Education Commission of the States, suggested that governors and educators both could benefit greatly, for example, from taking not just a university president, but also a teacher or a superintendent with them on a trade mission. “As they learn about a region’s trade,” Sanders said at the Institute, “they can also develop a deeper understanding of a nation, its culture and politics and even something about the schooling system.”

Connect to education policy reforms.

One starting point for a state initiative is the system of standards, assessments, and accountability that is already in place. States need to focus on embedding international studies into existing standards and assessments across content areas, as well as into teacher education and professional development systems that are aligned with those standards and assessments. Graduation requirements and course offerings in high schools are already in flux. Injecting international education into these efforts is both timely and practical at this juncture in education reform.

Expand and develop programmatic response. Schools and school districts can strengthen teaching and learning about the world by expanding worthwhile programs from the classroom, to the school, and to the entire district. Professional organizations, higher education institutions, and teachers’ unions should support continued improvement of the K-12 system by providing teachers with the tools needed to bridge policy mandates and

classroom realities. They should use their influence as national and regional organizations to reach widespread audiences. Existing literacy and after-school programs might be another area in which international content might be readily infused.

“One of NSBA’s strategies is helping school boards to really become leaders of their communities... That means: reaching out to business leaders, senior citizens, community organizations, parents, and inside the school district; having conversations around what students should know and be able to do when they leave 12th grade; listening, not just inviting people to a school board meeting, but going out to a chamber of commerce meeting, going out to a senior citizens center and asking, ‘What do you think we should be doing in our schools?’”

—Anne Bryant, Executive Director, National School Boards Association

As states start to develop a programmatic response to the demand for international knowledge and skills, from teacher education and textbooks, to student programs and alternative high schools, building on and integrating into other economic development and education imperatives will help save critical financial resources and enlist the support of key stakeholders.

Assess and Organize Resources

All states have existing resource in their universities, corporations, school systems, and cultural institutions that could be drawn on to promote learning about the world.

Examine resources. Every state should critically examine the human, material and financial resources to see which could be put to broader use. For students and teachers, policymakers and state school officers, information and accurate materials about international studies need to be organized and made readily available.

Work with publishers and improve textbooks. Schools’ efforts to expand international studies are hampered by a lack of appropriate textbooks and tests. Analyses of widely used social studies textbooks conducted by Asia Society found that although coverage of non-Western societies has increased somewhat

in recent years, for the most part coverage is thin, filled with inaccuracies and clichés, and not based on recent scholarship. Most educators expect that even as electronic resources proliferate, books and other print materials will continue to play a key role in classroom instruction. An important task in coming years will be for state and district curriculum bodies to work with publishers to ensure that textbooks are aligned with new, more internationally oriented standards. Better social studies textbooks are a good starting point, but teachers also need textbooks in other subjects whose examples and problems include international content.

Seek alternative sources for curriculum content. To ensure that students develop an accurate understanding of other regions and cultures, teachers need to supplement textbooks with other curricula and materials. For help, teachers can turn to website resources such as those developed by Asia Society (AskAsia.org), National Geographic Society, or many university area studies centers. However teachers do not have the

time to review and evaluate large numbers of websites. State and district curriculum coordinators should help teachers identify the best materials. One suggestion, at the meeting, was the development of an online clearinghouse that teachers can use to locate materials. Also, teachers can develop a network of other teachers who are actively seeking international content to share experiences and materials. Another possibility is for educators, or students and parents to look to distance education programs, the media/public television and radio, museums and cultural organizations. States should look for examples such as these when

examining the kinds of international studies resources available in their state.

Leverage technology. Computer and Internet technologies offer powerful new tools for international learning, and many states already have a technology program in place. They make it possible even for people in the most rural areas, including those as young as 5 to 6 years old, to engage meaningfully with their peers around the world in educational exchanges and interactions. No longer is direct cross-cultural interaction the sole purview of those wealthy enough to travel the globe for extended periods of time. Online projects have shown that learning with members of another culture rather than just learning about them heightens student motivation. States should therefore look to the technology that in many cases is already available as an important portal to international resources in the classroom.

Seek seed and innovation funding. There is a critical need for seed and innovation funding in this area. While there are national and state funding sources dedicated to improving

school and student performance in other important subject areas—reading, math, science, and American history—there is no significant funding mechanism to allow K-12 schools to strengthen their students’ knowledge of other world regions, cultures, and languages. Existing formula and discretionary funding sources at the federal level, from the U.S. Department of Education or Department of State, need to be explored. For example, states may be able to tap into Title VI funds and Teacher Quality Enhancement Grants or Fulbright programs to promote teaching with an international focus. To integrate international ex-

“I urge every governor to set in motion a similar “audit” process to the one we [in Michigan] have just completed. Each state will vary the process, but by establishing a common ‘baseline’ of information about how much students know about Asia and other world regions, we will be able to highlight best practices and policies, and accelerate the national impact of this work in the coming years.”

—John Engler, Former Governor of Michigan and Co-Chair, National Coalition on Asia and International Studies in the Schools

change into more classrooms, states can make use of federal Secondary School Partnership Programs or the U.S. China Youth Exchange Initiative. Other federal funds for literacy, state assessments, magnet and charter schools, after-school programs, and vocational education program could be explored as possible funding options. Public-private partnerships at the local and state level are another potential area for development. Individual programs, schools, and school districts should identify shared funding needs and consider applying as a consortium for funding. Collaboration and sustainable partnerships should be integral to matching funding sources with funding needs. (See The Finance Project Presentation from the States Institute at www.InternationalEd.org/financeproject).

Recruit and encourage new human resources. School districts should encourage the development of area and international studies in teacher preparation programs by actively recruiting incoming teachers with strong international knowledge and skills. Some states already use international faculty to fill world language posts. Representatives of local immigrant communities can also bring cultural resources to the classroom. Employees of international corporations, university area studies faculty, and international students are also potential resources for schools.

Develop state and local tests and standards. In this age of educational accountability, the lack of tests available to measure international knowledge is a serious gap. States, districts, educational testing companies, and researchers need to address this gap so that parents, schools, districts, and states can assess whether student knowledge is adequate and measure the effectiveness of programs. New statewide testing standards and benchmarks

for the K-12 pipeline as well as in teacher education, and ways to gauge short- and long-term impact will need to be developed.

Gain Visibility

Achieving the goal of improving international readiness will require a communications effort sufficiently powerful to spark widespread conversation about international educa-

tion across the education professions, in the media, among policy makers, and ultimately among the public at large in communities across the nation.

States will need to seek outlets to gain greater attention in the media for their efforts to educate students for the global age. They will need to cogently articulate the

importance of international knowledge for policymakers and local, regional and state leaders and effectively raise the visibility of this issue in the public eye. The economic, social, national security, and moral rationales are an overwhelming driving force as states “make the case” to their diverse constituencies.

Connect to state economic and educational priorities. Effective communication efforts can strengthen the “demand side” of the equation. Charismatic spokespersons can raise awareness of the need to expand the horizons of American students, and of the concrete steps that can make a difference. It is especially important for state stakeholders to demonstrate that this effort aligns with current educational ideals—in standards, curricula and programs—as well as with the enduring ideal of an economically prosperous state with a rich, harmonious social fabric.

Involve leaders from all sectors. This effort will require commitment from leaders in many walks of life. School boards can engage local residents in decision-making about standards and international content. Higher educa-

“There are a lot of international experts at corporations, within communities, in heritage communities, in cultural organizations, that are there, willing and interested to help. We need to tap those resources.”

—Madhu Anderson, Director,
Michigan Commission on Asia in the
Schools

tion can forge stronger connections with K-12 education. Employers can reward employees for knowledge of foreign languages and countries. International and national organizations can work with schools to enhance international studies. Community-based organizations that work with young people can integrate international content into their activities. The media can highlight examples of successful schools, and producers of educational television can increase the international content of programming.

Promote successful models. States will need to identify which existing models and initiatives should be promoted. They will need to promote values that demonstrate the importance of international knowledge and skills in every day life, for every citizen. And they will need to do so in a way that is accessible and relevant to a diverse group of constituents and stakeholders.

Draw on existing communications research. Every state will need to draw from existing resources and research

on communications, to best tailor their efforts to the media and the public in their respective constituencies. Susan Bales, President of the FrameWorks Institute, a nonprofit communications research firm, shared the results of extensive scholarly research and public opinion polls to demonstrate how states can frame the public discourse on international education. In order to effectively communicate the long-term importance of international knowledge, states should work from larger global questions and values. Ms. Bales' research showed encouraging signs that the American public is very interested in the government acting as a "good neighbor" and leader in the global community and that it felt strongly about humanitarian involvement abroad. States must work from this kind of foundational research as they to start

to shape a message platform and a strong communications campaign to raise the visibility of this initiative. (See www.InternationalEd.org for full presentation).

Phil Sparks, Co-Founder and Vice President of the Communications Consortium Media Center (CCMC), broached the practical aspects of operating a communications campaign, emphasizing the importance of a concise and clear message, particularly when working with print media. He discussed the advantages of working locally to activate communities and the media in support of this initiative. Finally, Mr. Sparks suggested that focusing a campaign on less traditionally visible public and private leaders—for example an education policymaker from a more rural part of the state—can yield powerful results.

In order to fully leverage existing resources, states need to look to these types of practical guidelines in communicating the need for international knowledge and skills.

"We can't afford to operate in worlds of silos in this country, or silos within state governments. States will have to eliminate the barriers to business innovation, workforce training and international trade."

—Dane Linn, Education Policy Studies Director, National Governors Association

Highest Priority: Audit and Communicate

States are at different stages in addressing the international knowledge gap. Above all, state teams affirmed the need for general audits of where they stand on this issue: what are our states relationships with other parts of the world? What standards, curriculum materials, textbooks, teacher resources and program already exist? Where are our strengths and weaknesses in international affairs? What are colleges, businesses, community groups, and government doing to prepare the next generation of internationally competent citizens? Every state needs to document the problem as it exists within its borders and the particular demands that it places on education. And indeed, many states reported that they would build task forces to carry out "audit" processes of

how their states fare in terms of international knowledge and skills.

Statewide assessment of where international education stands can provide a much-needed foundation on which to build a network of stakeholders and model programs. Every state will need to improve communication amongst these groups, ensuring that the message of international education remains urgent and clear, as they continue to develop ways of improving students' international knowledge and skills.

The changes required to close the international knowledge gap are substantial and will involve many elements of the education system. This kind of fundamental reorientation calls for a long-term effort that will require significant public engagement, considerable professional development, and major policy reforms if knowledge of other world regions, cultures, and languages is to become a reality in the daily life of American classrooms. Vested stakeholders must hold each other accountable to the commitments they make in the early stages of this initiative, if the momentum and enthusiasm generated at the States Institute is to translate into concrete action in the states.

The States Institute on International Education in the Schools was designed as a catalytic initiative to promote student mastery of international knowledge as a key element of education reform. The commitment of state leadership teams participating in the Institute is a key component in a movement that will develop, refine and disseminate the best ideas, practices, and policies to advance international knowledge and skills among our nation's students.

Endnotes

¹ U.S. Office of Trade and Economic Analysis, <http://ese.export.gov>.

² U.S. Bureau of the Census, <http://www.census.gov/population/www/projections/stproj.html>

³ U.S. Bureau of the Census.

⁴ Jamie B. Draper and June H. Hicks, "Foreign Language Enrollments in Public Secondary Schools, Fall 2000" (American Council on the Teaching of Foreign Languages, May 2002).

⁵ Richard D. Brecht and William P. Rivers, "Language, National Security, and the Nation's Schools" (*CBE Basic Education*, April 2002).

APPENDICES

- States Institute Agenda and Concurrent Sessions
- Remarks and Presentations
- *Asia in the Schools: Preparing Young Americans for Today's Interconnected World* Report Order Information
- Resources for Teaching about Asia and Other World Regions
- National Coalition on Asia and International Studies in the Schools Members

STATES INSTITUTE ON
**INTERNATIONAL
EDUCATION**
IN THE **SCHOOLS**

NOVEMBER 20–22, 2002 | WASHINGTON, DC

Agenda

November 20, Wednesday

2:00–3:00 p.m. *Opening Plenary*
Chair: James B. Hunt, Jr.

Welcome

A World Transformed

Harry Harding, Dean, Elliott School of International Affairs, George Washington University

3:00–4:15 p.m. **How States Should Respond**

John Engler, Governor, Michigan (*via videotape*) and

Madhu Anderson, Director, Michigan Commission on Asia in the Schools

Michael Ward, Superintendent of Public Instruction, North Carolina; President-elect, Council of Chief State School Officers

Brenda Welburn, Executive Director, National Association of State Boards of Education

4:15–4:45 p.m. **Systemic Change: Australia as a Case Study**

Alan Ruby, Senior Vice President, Atlantic Philanthropies

4:45–6:00 p.m. *Break (Resource Room opens in Hyde Park I)*

6:00–6:30 p.m. **A Policy Address on International Education**

Roderick Paige, U.S. Secretary of Education

6:30–8:00 p.m. *Dinner*

State Teams Introduce International Education Interests in their States

Chair: James B. Hunt, Jr.

November 21, Thursday

7:30–8:30 a.m. *Breakfast*

8:30–10:00 a.m. *Concurrent Sessions*

Integrating International Content into Curriculum and Standards (I)
The Role of International Study and Exchange
Using Technology to Create School-to-School Linkages
Student Programs

10:00–10:30 a.m. *Break*

10:30 a.m.–
12:00 p.m. *Concurrent Sessions (continued)*

Integrating International Content into Curriculum and Standards (II)
Creating Internationally-Themed Secondary Schools
Expanding World Languages
Teacher Preparation and Professional Development

12:00–1:30 p.m. *Lunch*

Building Partnerships for International Education

Chair: Hazel Loucks, Deputy Governor for Education and Workforce Preparation, Illinois
Stanley Roth, Vice President for Asia, Boeing Company
Anne Bryant, Executive Director, National School Boards Association

1:30–3:00 p.m. *Concurrent Sessions (continued)*

Creating Higher Education and School Partnerships to Promote International Knowledge
Financing International Education Policies and Programs

3:00–5:30 p.m. **State Team Meetings**

Resource Room opens

3:00–6:00 p.m. National Coalition on Asia and International Studies in the Schools Meeting

November 21, Thursday (continued)

6:30–7:00 p.m. **Reaching Young People Through the Media**
Lisa Ling, ABC

7:00–9:00 p.m. *Dinner*

International Education and the National Interest

Chair: James B. Hunt, Jr.

Colin Powell, U.S. Secretary of State (*via videotape*)

Nicholas Platt, President, Asia Society; Former Ambassador to Pakistan

Paula Stern, Former Chair, U.S. International Trade Commission

Susan Sclafani, Counselor to the U.S. Secretary of Education

9:00–10:30 p.m. **An Evening of Music**
Broto Roy (*tabla*) and Wali Ahmad Raoufi (*sarod*)

November 22, Friday

7:30–8:30 a.m. *Breakfast*

8:30–9:30 a.m. *Plenary Session*

Building Support for International Education in the States

Chair: Michael Levine, Asia Society

Susan Bales, President, FrameWorks Institute

Phil Sparks, Vice President, Communications Consortium Media Center

Patricia Schroeder, President & CEO, Association of American Publishers

9:30–10:30 a.m. **Creating New Resources and Networks for Teachers**

10:30–11:00 a.m. *Break*

11:00 a.m.–

State Initiatives

12:30 p.m.

Chair: James A. Kelly, Founding President, National Board for Professional Teaching Standards

- Highlights of proposed state initiatives
- Building a network of states

12:30–2:00 p.m. *Lunch*

State and Federal Roles in International Education in the Schools

Chair: Vivien Stewart, Asia Society

Tom Houlihan, Executive Director, Council of Chief State School Officers

Dane Linn, Education Policy Studies Director, National Governors Association

Ted Sanders, President, Education Commission of the States

**States Institute on International Education in the Schools
Concurrent Sessions
Thursday, November 21, 2002**

The concurrent sessions are designed to be working forums for participating states and will be run in discussion format after a brief introduction to the topic by the experts listed.

8:30 a.m. to 10:00 a.m.

Integrating International Content into Curriculum and Standards (I)

This session will discuss effective ways to integrate international content into history/geography/social studies curricula.

Chair: Gene Carter, Executive Director, Association for Supervision and Curriculum Development
Michele Forman, National Teacher of the Year 2001 (World History)
Barbara Chow, Executive Director, National Geographic Society Foundation (Geography)
Andrew F. Smith, President, American Forum for Global Education (Social Studies)
Shabbir A. Mansuri, Founding Director, Council on Islamic Education (World Religions)

The Role of International Study and Exchange

Opportunities for direct contact with other cultures can have a powerful effect. This session will discuss how to create and fund exchange programs for teachers, students, and education leaders.

Chair: Charlotte Mason, Co-chair, Newton-Jingshan School Exchange Program, Massachusetts
Millie Ravenel, Director, North Carolina Center for International Understanding, University of North Carolina
Jochen Hoffmann, Chief, Fulbright Teacher and Administrator Exchange, U.S. Department of State
Ching-Sen Yeung, Commissioner, Senior Fellow & Advisor, Education Commission of the States

Using Technology to Create School-to-School Linkages

Computer and Internet technologies make it possible even for students in the most rural areas to engage in meaningful educational projects with their peers in other countries. This session will discuss models of school-to-school linkages.

Chair: Edwin Gragert, Executive Director, iEARN USA
Kristi Rennebohm Franz, Visiting Practitioner, Harvard University Graduate School of Education
Grace Norman, Senior Program Associate, Education, Asia Society

Student Programs

This session will discuss some of the extracurricular programs that are available for students to learn about other world regions, international affairs, and conflict resolution.

Chair: Michael Levine, Executive Director, National Campaign for International Education in the Schools, Asia Society
Heather Barry, Director, *Inquiry*, Tufts University Institute for Global Leadership
Lucia Rodriguez, Executive Director, Education and Model U.N., UNA-USA
Robert Persiko, Director, High School and Youth Exchanges, U.S. Department of State
Margaret Lonsetta, Vice President, World Affairs Council of Philadelphia

10:30 a.m. to 12:00 p.m.

Integrating International Content into Curriculum and Standards (II)

This session will discuss ways to integrate international knowledge into the curriculum through math and science, language arts, and economics

Chair: Shirley Malcom, Vice President, American Association for the Advancement of Science (Math and Science)

Eric Schaps, President, Developmental Studies Center, Oakland, California (Language Arts)

Robert Duvall, President & CEO, National Council on Economic Education (Economics)

Shawn Reynolds, Director, International Resource Center, Indiana University (Indiana and the World curriculum)

Creating Internationally-Themed Secondary Schools

This session will discuss ways to create internationally-themed secondary schools as part of high school reform efforts.

Chair: Michael Levine, Executive Director, National Campaign for International Education in the Schools, Asia Society

Kelly McKee, Teacher, Evanston High School, Illinois

Jan Heinen, Curriculum Director, Olathe Public Schools, Kansas

Caryn Stedman, Curriculum Specialist, Metropolitan Learning Center, Bloomfield, Connecticut

Ivan Nikolov, Program Director, Illinois International High School Initiative

Expanding World Languages

This session will discuss ways to expand foreign language programs, especially in non-European languages.

Chair: Shuhan C. Wang, Education Associate, World Languages, Delaware Department of Education

Scott McGinnis, Associate, National Foreign Language Center, Maryland

Lenore Garcia, Director of International Affairs, U.S. Department of Education (invited)

Charlotte Mason, Co-chair, Newton-Jingshan School Exchange Program, Massachusetts

Teacher Preparation and Professional Development

Most practicing teachers did not have the opportunity to learn about other world regions and cultures as part of their initial teacher preparation. This session will discuss ways to create professional development opportunities for teachers and how states and higher education institutions can begin to change teacher preparation.

Chair: Susan Fuhrman, Dean, Graduate School of Education, University of Pennsylvania

Jacques Fuqua, Jr., Associate Director, East Asian Studies Center, Indiana University; Coordinator, National Consortium for Teaching About Asia

Marty Babcock, Director of Programs, North Carolina Center for International Understanding, University of North Carolina

David Imig, President & CEO, American Association of Colleges for Teacher Education

Arthur E. Wise, President, National Council for Accreditation of Teacher Education

States Institute on International Education in the Schools
Concurrent Sessions, November 21, 2002

1:30 p.m. to 3:00 p.m.

Creating Higher Education/School Partnerships to Promote International Knowledge

The expertise of higher education institutions in area studies and international affairs is a major resource for states in strengthening the international content of schooling. This session will discuss models of effective partnerships between higher education and schools.

Chair: Vivien Stewart, Vice President, Education, Asia Society

John Watt, Project Director, China Studies Partnership, Primary Source, Massachusetts

John Metzler, Assistant Professor and Coordinator of Outreach Programs, African Studies Center, Michigan State University

Caryn Stedman, Curriculum Specialist, Metropolitan Learning Center, Bloomfield, Connecticut

Juefei Wang, Director, Asian Studies Outreach Program, University of Vermont

Financing International Education Policies and Programs

An analysis by The Finance Project, commissioned for the States Institute, will present a variety of ways for states to finance the development of international education policies and programs.

Chair: Susan Fuhrman, Dean, Graduate School of Education, University of Pennsylvania

Cheryl Hayes, Executive Director, The Finance Project

James A. Kelly, Founding President, National Board for Professional Teaching Standards

Andrew F. Smith, President, American Forum for Global Education

Remarks and Presentations

The following selected remarks made at the States Institute on International Education in the Schools are available at www.InternationalEd.org:

- Susan Bales, President of FrameWorks Institute; and Phil Sparks, Vice President of Communications Consortium Media Center, “Building Support for International Education in the States”
- Anne Bryant, Executive Director, National School Boards Association, “Building Partnerships for International Education”
- John Engler, Former Governor of Michigan, “How States Should Respond”
- Harry Harding, Dean, Elliot School of International Affairs, George Washington University, “A World Transformed”
- James B. Hunt, Jr., Former Governor of North Carolina and Chairman of the Board, Hunt Institute for Educational Leadership and Policy
- Lisa Ling, Co-host and International Reporter, National Geographic Explorer, “Reaching Young People Through the Media”
- Dane Linn, Education Policy Studies Director, National Governors Association, “State and Federal Roles in International Education in the Schools”
- Roderick Paige, U.S. Secretary of Education
- Nicholas Platt, President, Asia Society and former U.S. Ambassador to Pakistan, “International Education and the National Interest”
- Alan Ruby, Senior Vice President, Atlantic Philanthropies
“Systemic Change: Australia as a Case Study”
- Stanley Roth, Vice President for Asia, Boeing Company
“Building Partnerships for International Education”
- Patricia Schroeder, President & CEO, Association of American Publishers, Former Member, U.S. Congress, “Building Support for International Education in the States”
- Michael Ward, Superintendent of Public Instruction, North Carolina, President-Elect, Council of Chief State School Officers, “How States Should Respond”

Additional resources available at www.InternationalEd.org:

- *Asia in the Schools: Preparing Young Americans for Today’s Interconnected World*. The research, findings and recommendations of the National Commission on Asia in the Schools. (June 2001)
- *Changing Public Discourse About International Education*. Susan Bales, President, FrameWorks Institute, PowerPoint presentation prepared for the States Institute focused on using media to build support for international education
- *Michigan Report on Asia in the Schools*. The first state-based assessment and recommendations following the Asia in the Schools report.
- *National Geographic Society/Roper Poll* on student geographic knowledge

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

Report Order Information

Copies of the *Asia in the Schools* report can be purchased by contacting the Asia Society's Education Division for \$7 each, plus \$3 for shipping. Please add \$1 for shipping each additional copy.

Asia Society

Attn: Education Division

725 Park Avenue

New York, NY 10021

Email: education@asiasoc.org

Telephone: 212-327-9301

Facsimile: 212-717-1234

The full report can also be found on the Asia Society's National Campaign for International Studies in the Schools Web site at www.InternationalEd.org.

Resources for Teaching About Asia and Other World Regions

An alphabetical listing of resource centers dedicated to supporting teaching and learning about Asia is available at www.InternationalEd.org. A list of Title VI National Resource Centers and Foreign Language and Area Studies Fellowship Programs is also available from this website.

National Coalition on Asia and International Studies in the Schools Members

Roster of Confirmed Membership. Coalition in Formation. — February 2003

CO-CHAIRS

John Engler

Former Governor of Michigan

James B. Hunt, Jr.

Former Governor of North Carolina
Member, Womble, Carlyle, Sandridge &
Rice, PLLC

MEMBERS

Richard Brecht

Director
National Foreign Language Center

Anne L. Bryant

Executive Director
National School Boards Association

Gene R. Carter

Executive Director & CEO
Association for Supervision and
Curriculum Development

Adrian Davis

Past President
National Council for the Social Studies

Robert F. Duvall

President & CEO
National Council on Economic Education

Virginia B. Edwards

Editor & Publisher
Education Week

Sandra Feldman

President
American Federation of Teachers

Michele Forman

National Teacher of the Year 2001
Middlebury Union High School, Vermont

Susan H. Fuhrman

Dean, Graduate School of Education,
University of Pennsylvania
and Chair, Management Committee of the
Consortium for Policy Research in
Education

Carol Gluck

George Sansom Professor of History
Columbia University

Edwin H. Gragert

Executive Director
International Education and Resource
Network (iEARN USA)

Maurice R. Greenberg

Chairman & CEO
American International Group, Inc.

Gilbert M. Grosvenor

Chairman of the Board
National Geographic Society

Richard C. Holbrooke

Vice Chairman
Perseus LLC

G. Thomas Houlihan

President & CEO
Council of Chief State School Officers

Paul D. Houston

Executive Director
American Association of School
Administrators

David G. Imig

President & CEO
American Association of Colleges for
Teacher Education

Roberts T. Jones

National Center for Educational
Accountability

James A. Kelly

Founding President
National Board for Professional
Teaching Standards

Gary E. Knell

President & CEO
Sesame Workshop

Diana Lam

Deputy Chancellor, Teaching and Learning
New York City Department of Education

Julia Chang Bloch

Member
Committee of 100

Lisa Ling

Host, EXPLORER
National Geographic Society

Dane Linn

Education Policy Studies Director
National Governors Association

Shirley Malcom

Vice President
American Association for the Advancement
of Science

Shabbir A. Mansuri

Founding Director
Council on Islamic Education

Roberta Martin

Founding Co-Director
National Consortium for Teaching about
Asia

Victor J. Menezes

Senior Vice Chairman
Citigroup, Inc.

Thomas W. Payzant

Superintendent
Boston Public Schools

Nicholas Platt

President
Asia Society

Alan R. Ruby

Senior Vice President, U.S. and
Asia/Pacific Programs
The Atlantic Philanthropies (USA) Inc.

John Theodore Sanders

President
Education Commission of the States

Andrew F. Smith

President
The American Forum for Global Education

Gerald Tirozzi

Executive Director
National Association of Secondary School
Principals

Yiping Wan

Dean & Professor
Bagwell College of Education
Kennesaw State University

Reg Weaver

President
National Education Association

Brenda Welburn

Executive Director
National Association of State Boards of
Education

Arthur E. Wise

President
National Council for Accreditation of
Teacher Education

EXECUTIVE DIRECTOR**Vivien Stewart**

Vice President, Education
Asia Society

U.S. DEPARTMENT OF EDUCATION: NEW POLICY ON INTERNATIONAL EDUCATION

In a major policy address given at the opening of the States Institute, U.S. Secretary of Education Rod Paige outlined the Department of Education's new focus on international education. Paige told Institute participants and guests, **"No longer can we afford to focus only on the domestic. Our view must turn more outward toward the world, nurturing relationships with other countries and improving international studies in our schools."** He lauded the efforts of state teams, articulated the strong link between the national interest and international education, and outlined a promising new plan for the Department of Education—putting the "world" back into "world-class" education.

This significant repositioning, primarily extending the already important role of developing foreign language and area-studies expertise beyond the higher-education level to all K-16 education, was presented in four components. First, Secretary Paige pledged to broaden the Department's focus to include international relationships with school systems around the globe, and to engage more actively in international projects, comparative studies, and sharing of education policies and programs with other countries. Second, the Department will expand efforts to learn from other countries about successful techniques and practices in education. Third, the Department will take a more active leadership role on education issues in appropriate international forums. And fourth, the Department will expand its efforts at providing American students opportunities for exposure to other languages, cultures, and challenges outside U.S. borders.

Secretary Paige highlighted the urgency of such a program, especially as a complement to existing efforts to improve reading, math and science scores. He stated that in order **"to meet our goal to leave no child behind, we must shift our focus from cur-**

rent practice and encourage programs that introduce our students to international studies earlier in their education, starting in Kindergarten." Secretary Paige further pledged to seek legislative authority, or build on existing authority, to support international education in K-12 schools through partnership with local colleges and universities.

International education, Secretary Paige, stressed would not be yet another demand on the already crowded roster of priorities for American schools. **"International education shouldn't be an add-on,"** Secretary Paige stressed. **"International content can be integrated into the teaching of many subjects. When children read stories, some should be by and about people in other countries. Students in dual language immersion programs often study some of their math, science, and other lessons in that language. They are building skills in both English and another language at the same time that they are learning subject-matter content. Some children in our country are learning these skills, but many more could and should do it."**

In recognition of the importance of teachers in this effort, Secretary Paige further announced that the Department of Education would annually recognize a teacher whose outstanding work has helped young people understand world issues and other countries, cultures and languages. The Department's new focus also comes on the eve of the reauthorization of the Higher Education Act, which will provide an opportunity to link universities and K-12 institutions more closely.

Secretary Paige's full address is available at www.InternationalEd.org

