



Report of the 2003 P-20 International Education Summit

University of Washington, Seattle September 18, 2003

The International Education Summit demonstrated the need for an intentional, comprehensive, state-wide effort to prepare our citizens for global engagement, as well as the innovative approaches by concerned agencies, institutions and individuals to meet this need. A global citizenry does not happen by accident; we cannot afford the luxury of neglect. Will we have the courage to seize the day for global education?

- Masaru Kibukawa,
Study Abroad Coordinator,
Seattle Community Colleges

The crisis we are facing in American education is not, unfortunately, the one we are solving. The crisis we are facing, made clear on 9/11 and its aftermath, and in countless other ways, is our people's astonishing ignorance of the world. Hopefully, this summit signals a new commitment to international education in Washington's K-12 schools.

- Professor Walter Parker, University of Washington College of Education

Citizenship education should help students to develop thoughtful and clarified identifications with their cultural communities and their nation-states. It should also help them to develop clarified global identifications and deep understandings of their roles in the world community. Students need to understand how life in their cultural communities and nations influences other nations and the cogent influence that international events have on their daily lives.

- Professor James Banks, University of Washington College of Education
excerpted from
<http://www.newhorizons.org/strategies/multicultural/banks2.htm>

Over 300 people gathered at the University of Washington HUB on September 18, 2003 to participate in the state's first Preschool through Graduate School International Education Summit – "Teaching and Learning in a Global Community." The purpose of the Summit was to assess the state's current status with regard to International Education and build a statewide coalition to engage the public and high-level leaders in taking action in this area.

Participants represented a broad spectrum of interests:

- 47% were K-12 teachers, principals, and school administrators
- 20% were from higher education
- 17% came from non-profit organizations
- 16% represented private businesses, governmental agencies, parents, and other concerned community members

Over 42 towns and cities in Washington State were represented, including Auburn, Bellevue, Bainbridge Island, Bellingham, Monroe, Olympia, Puyallup, Seattle, Spokane, Tacoma, and Washougal.

Overview of the Summit

The Summit opened with songs by a choir of elementary school children and brief statements by several high school students, which set the context for what International Education means to K-12 students today. These students are already experiencing the reality of today's interconnected world, both in terms of challenges, such as war, and opportunities, such as cultural exchange.

Keynote speakers, Professor Walter Parker and Professor James Banks of the UW College of Education, challenged participants to think beyond their usual conception of cultural and national identity to include a dimension of global identity. Citizenship Education today must prepare students to function within their own cultural communities, as well as in the global community beyond their country's borders.

Following the keynote presentations, participants attended breakout sessions, workshops, and panel discussions, with ample networking opportunities. Topics explored included:

- Finding the "World" in the Washington State Social Studies Standards
- World Languages Preschool – Graduate School
- Building International Learning Communities in Our Classrooms through Technology
- Creating cultural competence in business
- World Studies Workshops by the World Affairs Council

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Cultural competence in business means having a basic understanding of how people from different backgrounds think and behave. And it is better to introduce this skill in people earlier rather than later.

- Samir Belyamani,
Boeing Company

The Summit was an excellent opportunity to hear from a variety of stakeholders about what we want Washington students to know and be able to do with regard to international education. The participants not only engaged in broad, philosophical discussions about why it is important for all students to know about the world beyond our borders but also wrestled with the specifics necessary to effect meaningful change in classrooms.

- Caleb Perkins, Office of Superintendent of Public Instruction

New technologies have made it possible for students and teachers to interact with their peers in other countries and to learn about their common interests and concerns. These tools and programs are essential to preparing young people to develop deeper understanding of other countries and to participate responsibly and productively in our interdependent world.

- Dee Dickinson, CEO,
New Horizons for Learning

When students are involved in learning communities with global peers, they discover commonalities that are an affirmation of likeness with one another and, as importantly, discover their diversities as opportunity for growth in peace and understanding among people and places in ways not previously experienced or imagined possible.

- Kristi Rennebohm Franz,
International Education and Resource Network (iEARN)

At the Resource Fair and Global Studies Workshops, educators and 51 community organizations were able to connect towards building a stronger community. Teachers walked away with an armful of resources and then spent two hours getting recharged personally and professionally.

- Nancy Bacon, World Affairs Council

Business and International Education

The Summit hosted a lunch-time business panel, moderated by Bill Stafford, President of the Trade Development Alliance of Greater Seattle, focused on Washington State's economic dependence on international trade. Local business leaders discussed the value of international education in the context of business, including knowing our international customer, developing cultural competence, and learning from other world-class regions. A specific session on creating cultural competence in business was also offered.

Global Perspectives and the Classroom

Teachers had the opportunity to think about integrating global perspectives into curricula, as well as to explore the Washington State Social Studies Standards (Essential Academic Learning Requirements), Frameworks, and Assessments. Caleb Perkins, Social Studies / International Education Program Supervisor for the Office of Superintendent of Public Instruction, showed how new classroom-based assessment models – developed by teachers from around the state and under the guidance of OSPI – can be used to infuse lessons and units with an international focus.

Principals, meanwhile, held their own roundtable session to discuss how to create schools with an international focus, from language immersion programs to International Baccalaureate.

World Languages

The Summit was fortunate to host Dr. Myriam Met, Acting Director of the National Foreign Language Center in Washington, DC, for several sessions on World Languages:

- Options for introducing foreign/world language in elementary and middle school
- Linking Curriculum, Instruction, and Assessment
- Planning curriculum to help students "Gain knowledge and Understanding of Other Cultures"

Technology and the Global Community

Participants had an opportunity to tour the technology in the Language Learning Center at the UW and to learn how local to global curricular projects are designed to bring international collaborations into language arts, social studies, science, math, and visual arts. Thanks to technology in today's interconnected and interdependent world, it is possible for students to participate in international learning communities. International learning collaborations provide opportunities for students to understand the world today across the breadth, depth and complexities of human experiences so that they can use their education to create a better world.

Resource Fair and Networking Opportunities

One of the most satisfying components for many of the participants was the chance to network with like-minded individuals doing work in the field. The Resource Fair organized by the Worlds Affairs Council provided a welcomed opportunity for the community to learn about over 51 organizations, their programs and services.

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The Summit inspired our knowledge that Washington State is a place where many opportunities are possible, including the opportunity to provide international education for all our children and youth in all our communities!

- Kristin Hayden, One World Now!

Our Thanks

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- Alliance for Education (fiscal agent for the grant)
- Global Sound
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- UW Language Learning Center
- Uwajimaya Corporation in Seattle

Coalition for International Education in Washington State

Education for a world of opportunity.

Definition International Education means learning the knowledge and skills needed to understand and to function productively in today's interconnected world.

Vision Washington State: A place where we build a knowledge of the world into our understanding of citizenship, and where everyone recognizes and values the spectrum of life in our world and encounters the richness of its cultural diversity, human experience, and physical resources.

Mission We inspire students, educators, and community members to broaden their educational outlooks, experiences and practices in order to more fully appreciate the world and its peoples.

For more information:
<http://internationaledwa.org>

Where do we go from here?

To assist the Washington State Coalition for International Education in prioritizing next steps, we distributed and collated responses to a survey at the Summit. We asked participants to identify 3 primary obstacles to addressing the international knowledge and skills gap and provide recommendations for overcoming those obstacles. We also asked them to identify what resources they would need to promote International Education within their own communities.

Main Obstacles to International Education

Many obstacles were listed, but most could be summarized as:

- **Inadequate Awareness and Understanding:** Teachers, school administrators, parents, and society in general are not aware of the need for international education and world languages and are not focused on the need and steps for change.
- **Inadequate Support:** Programs and teachers need funding and resources. The support needs to be both in terms of advocacy and finances and come from all segments of society, government, parents, and society, in general.
- **Lack of Effective Pedagogy and Curriculum:** Relevant, engaging, and meaningful curriculum content will excite students. Teachers need to be able to teach "out of the box." Students need to take more ownership of education to make it relevant.

Most Important Issues to Address

Participants who completed the survey rated four issues as Important to Very Important to address, and in the following order:

1. Integrating international education into all aspects of Social Studies and other school subjects, starting in elementary school.
2. Increasing teacher knowledge and experience of global perspectives.
3. Providing state-level coordination and support for World Languages K-12.
4. Coordinating efforts in international education between K-12 schools and higher education.

Next Steps for the Coalition

Participants who completed the survey rated three proposed next steps as Important to Very Important, and in the following order:

1. Create an advocacy task force to influence policy makers and decision makers.
2. Focus on grassroots change (e.g., development of international projects).
3. Hold subsequent summits and/or community meetings around the state.

The Coalition is already embarking on these next steps. For more information or to get involved, contact action@internationaledwa.org.