Global Competence and Workforce Readiness

CTECS Workplace Readiness Skills Summit
Sacramento, CA
February 21, 2019

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Center for Global Education, Asia Society

Center for Global Education at Asia Society

- Asia Society is a non-profit organization headquartered in New York, with offices throughout the United States and around the world—in Mumbai, Manila, Sydney, Hong Kong, Seoul, Switzerland, and Tokyo.

- Center for Global Education works to develop globally competent youth prepared for college, work, and citizenship in an interconnected world

Defining Global Competence

What is global competence?

The definition of global competence was developed in partnership with Harvard University and the Council of Chief State School Officers and has been recognized by global education organizations worldwide.

Project Zero
Harvard Graduate School of Education

UNESCO
United Nations Educational, Scientific and Cultural Organization

OECD

Asia Society ISSN: Transforming Schools through Competency-Based Global Learning

- National network dedicated to advancing the teaching, learning and leading of global competence – currently working with 30 urban, suburban and rural schools across the country.
- Successful school transformation in NY, OH, NC, DC, FL, ME, CO, TX, WA, CA since 2003.
- Since our inception we have reached over **35,000 students** and **1,100 teachers** through the ISSN.

- **ISSN schools have a 91 percent graduation rate**—more than 40 percent higher, on average, than graduation rates at demographically similar schools.

Asia Society | Center for Global Education

ADVANCE CTE
State Leaders Connecting Learning to Work

Career Ready Practices: Reflecting Global Readiness

1. Act as a responsible and contributing citizen and employee.
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Global Readiness
From a global perspective, career-ready individuals understand they are members of a global community and act in ways that improve both their local and global communities and workplaces. They can identify, create, and act on opportunities for personal and collaborative action across disciplines, industries, and/or borders to address a situation, event, issue, or phenomenon in a way that is likely to improve conditions.

See all the Global Career Ready Practices at:
http://asiasociety.org/education/cte-standards-crosswalked-global-competence

CA Career Ready Practices

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organization. (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

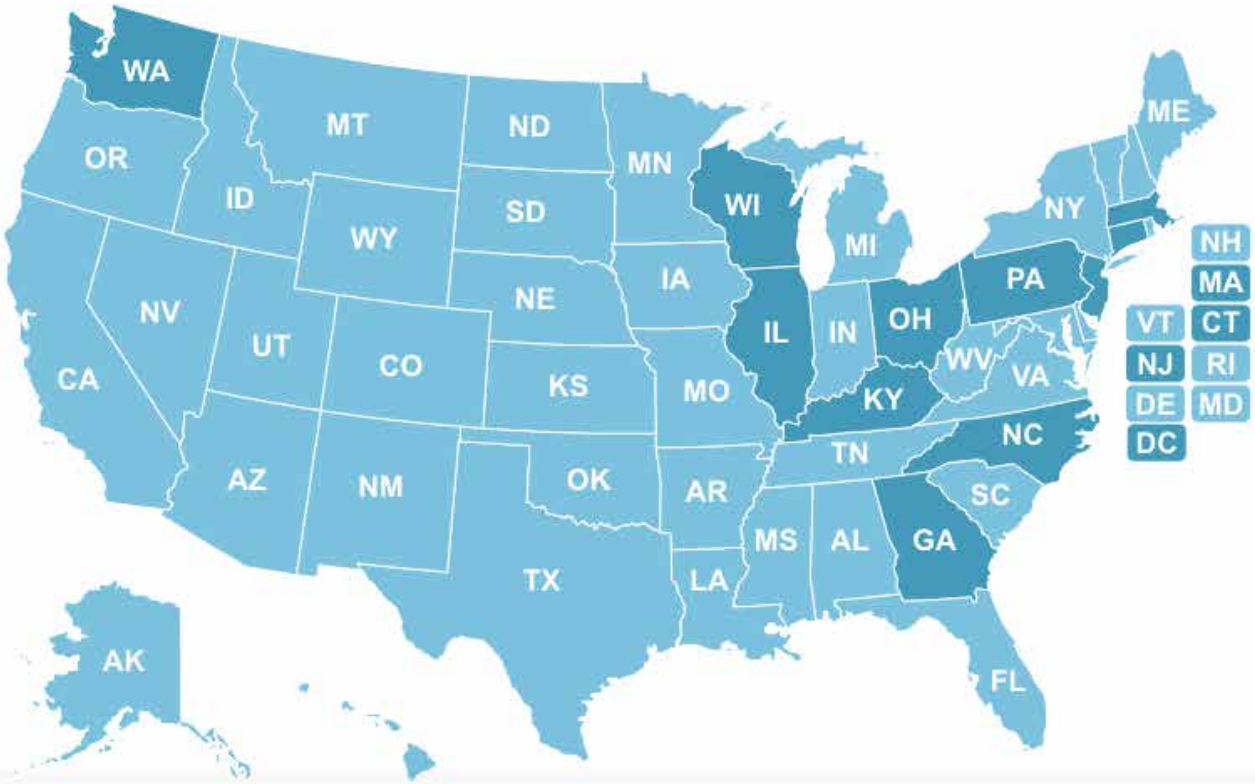
9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Building and Construction Trades sector issues and problems.

Global Education Certificates in the United States



GlobalEdCertificate.org

Why do workplace readiness skills need to be learned through a global lens?

Global Skills in Demand

- 95% of consumers live outside of US

- Fourth Industrial Revolution: full integration of technology; global digital platforms

- Commerce will revolve around the consumer – innovate to meet individual their needs

Globalization of the Economy

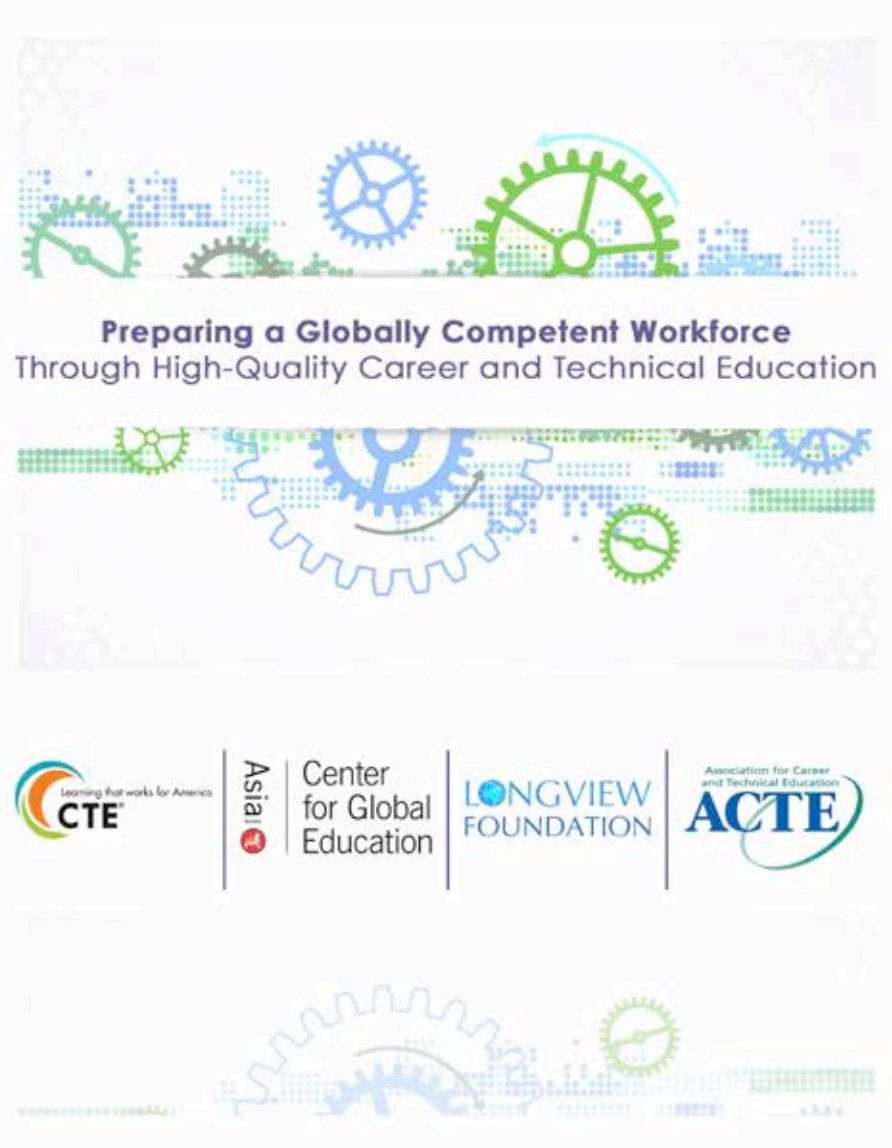
- Globalization is driving demand for an *globally competent* workforce
  - Global Supply Chain: One in five jobs is tied to international trade
  - Washington, DC -> 148% increase in job postings requiring bilingualism since 2010

Business Executives Say:

- 96 percent "comfortable working with colleagues, customers and/or clients from diverse cultural backgrounds," is important.
- 91 percent "all students should have educational experiences that teach them how to solve problems with people whose views are different from their own."
- 80 percent believe they could increase their overall business if they had employees with "international expertise."

- White paper by project partners lays out the importance of global competence for CTE/STEM:

  http://asiasociety.org/education/preparing-globally-competent-workforce



MappingtheNation.net

MAPPING THE NATION

What are you looking for?

HOME ABOUT MAP INFOGRAPHICS STATES POLICY TOOLKIT

One Million Data Points Tell a Cautionary Tale

(Santosh/Asia Society)

ABOUT

Mapping the Nation is an interactive map that pulls together demographic, economic, and education indicators—nearly one million data points—to show that the United States is a truly global nation.

Visualize This

Infographic on Languages

More Americans learning languages, but vast majority do not achieve working proficiency. Learn more.

Resources

Connect with state initiatives to mobilize local action, or to model best practices from similar states. Learn More

In collaboration with:

LONGVIEW FOUNDATION

sas

DATA: ADVANTAGE GOES TO THOSE PREPARED FOR GLOBAL ECONOMY

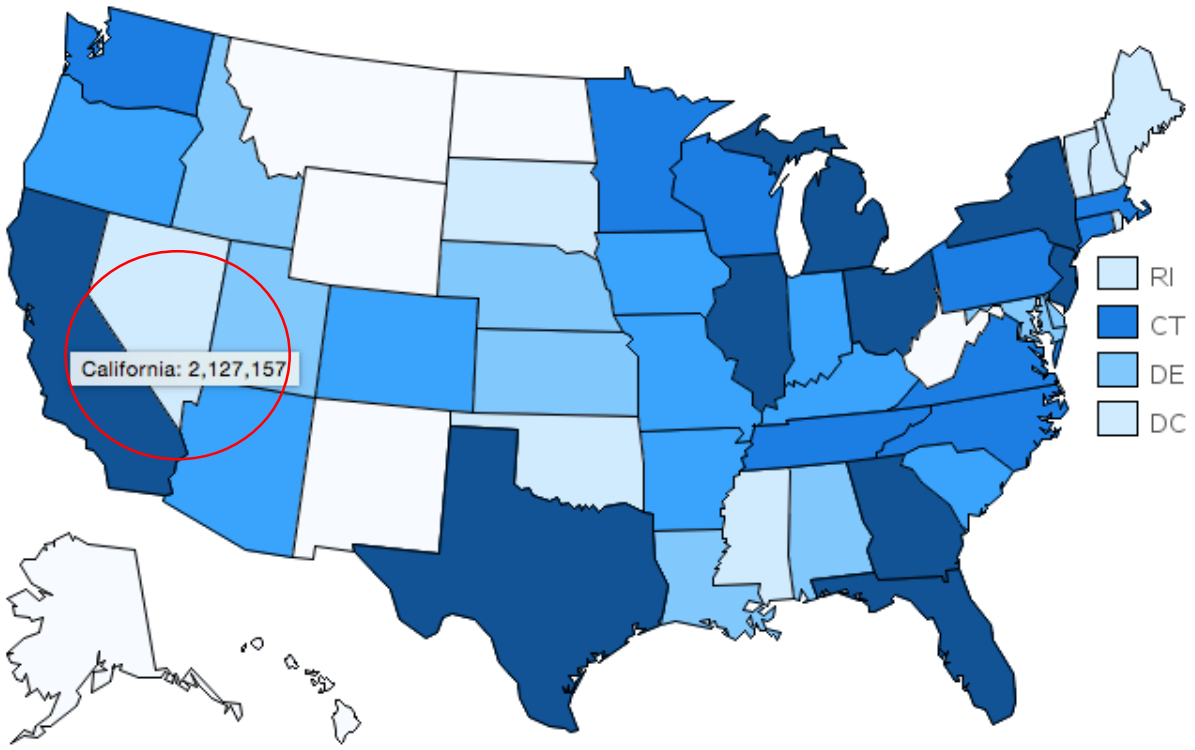
Key Indicators

- % of Total Population that is Foreign Born
- Estimated Sales Value of Imports & Exports of Goods
- Companies Importing & Exporting Goods
  - Total Employees at Companies
- Jobs Related to Services Exports
- K-12 Enrollment % Change between 2004-05 & 2007-08
- Post-Secondary Language Enrollment
- International Student Economic Value
- Languages Spoken at Home: # of Speakers

Economics

Education

Total Employees at Companies



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Key Indicators

% of Total Population that is Foreign Born

2007-11 Estimate

Estimated Sales Value of Imports & Exports of Goods

Companies Importing & Exporting Goods

Jobs Related to Services Exports

K-12 Enrollment % Change between 2004-05 & 2007-08

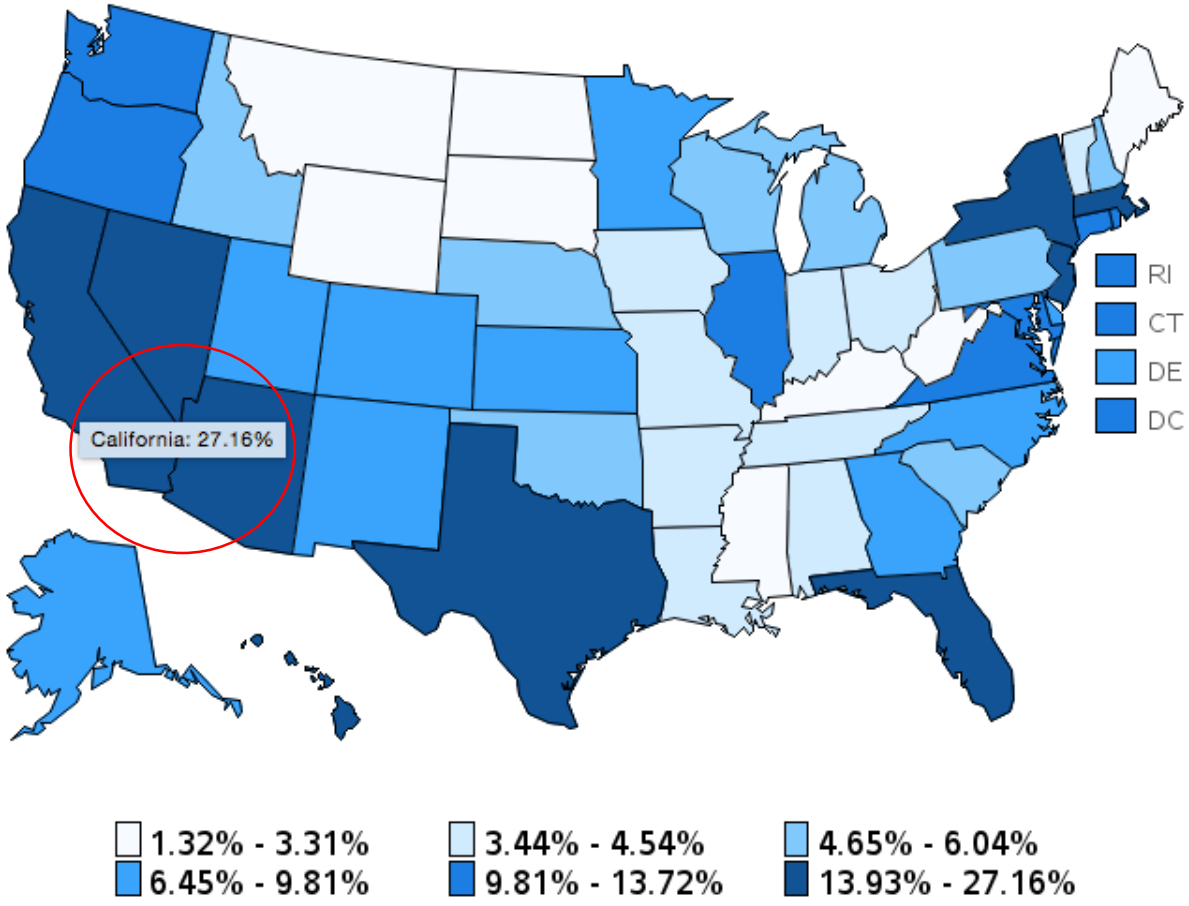
Post-Secondary Language Enrollment

International Student Economic Value

Languages Spoken at Home: # of Speakers

Economics

Education



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ACADEMIC SKILLS
EMPLOYABILITY SKILLS
TECHNICAL SKILLS

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grade 12

ges that clearly lead to
improved communication.

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https://asiasociety.org/education/leadership-global-competence

Examples

Agriculture: Trout in the Classroom, New York

- Cheeseburger Project
  - Source ingredients of a cheeseburger; map where each component would be in season where they live
  - Student-led advocacy initiative to support local ag and reduce carbon footprint
- Trout in the Classroom
  - Virtually compared species they were raising with class in Ireland
  - Environmental issues related to clean water and fish populations
  - Trip to Ireland to meet
- Travel Abroad
  - Students pitch idea to school board, create business plans, raise money

Global Health for Freshman, Washington

- Given case studies – work together to evaluate, solve problems, and advocate
- Global Topics: diseases, policies of WHO, global health issues, advocacy, health intervention debates
- Present to their class, refine, and then present to other classes
- "Global Health really opens up the students' minds to what is going on in health not only in our community, but around the world. It is difficult for them to shift their thinking away from themselves and toward others, but they now think of health in a new way."

Global Manufacturing Simulation, Oregon

- First learn about global sourcing by looking at products they own
- Global production lines via guests from Boeing
- Matched with a class in Alaska
  - Design a set of gears – send designs to Oregon
  - OR students produce them
  - Sent back to Alaska for assembly

Free PD Resources

Global CTE Tools

- Online, interactive professional development modules
- Housed on ACTE's CTE Learn community: CTELearn.org (free log-in required)
- For CTE educators of Grades 6-12
- Can earn a badge from NOCTI.
- Micro credentials through Digital Promise.

CTELearn.org

- Video-based
- Go at your own pace
- Free log-in required

Module 1

Introduces concepts of global competence and project management and makes the case for their importance to CTE and careers.

- Activities
  - Interactive discussion boards
  - Global career connections
  - Who are my students?
  - How global is my community? (MappingtheNation.net)
  - Workforce readiness rubric

Module 2

Introduces how global issues can be integrated into existing curriculum/projects and demonstrates how global competence and project management already align to CTE standards and classrooms.

- Activities:
  - Interactive discussion boards
  - Global CTSO events
  - Project Management self-assessment
  - Create your own global project (essential questions, global issue overview, standards, assessments, timeline, and activities)

CTELearn.org

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Module Topics

- Why are Global Skills Critical for Careers?
- Creating Local Global Connections
- Designing a High Quality Project
- Assessing Global Skills
- Project Management for Students
- Connecting with Classrooms Abroad
- Respecting Diversity
- Integrating Academics
- Developing Global STEM Skills through CTSOs and Service Learning

AsiaSociety.org/CTEtoolkit

Center for Global Education

Asia Society

PROFESSIONAL DEVELOPMENT | EDUCATOR RESOURCES | OUR IDEAS | ABOUT

- TEACHING FOR GLOBAL UNDERSTANDING
- IMPROVE YOUR CHINESE LANGUAGE TEACHING
- CAREER AND TECHNICAL EDUCATION
- CTE TOOLKIT
  - Classroom Projects
  - CTE Career Pathways
  - Assessment
  - Background Information On Global Competence
  - Career And Technical Student Organizations
  - Career Planning Tools
  - Collaborative Projects Abroad
  - Project Management Resources
  - Standards, Crosswalks, And Rubrics
  - Talking Points
  - Technology Tools For Global Education
  - Video Library
  - Our Funder

Global CTE Toolkit

This toolkit provides resources to help CTE educators integrate global issues and skills into what is already being taught in their classrooms. It is a companion to the FREE, online professional development courses, "Global Competence Through Career and Technical Education" and "Career Readiness in a Global Economy: STEM and CTE," available through ACTE's CTE Learn

TAKE THE ONLINE COURSES

Career Readiness in a Global Economy: STEM and CTE

Learn about a new professional development program to help STEM and CTE educators prepare their students for career readiness in a global economy.

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