



# Global Competence: Setting the Stage

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# A Preview

- Defining Global Competence
- Thinking about 21<sup>st</sup> Century Learning and Global Competence
- Developing Global Competence and Intercultural Competence





# Globally Competent Role Models





# What is Global Competence?

- The Asia Society and Council of Chief State School Officers define global competence as *“the capacity and disposition to understand and act on issues of global significance.”*
- The Longview Foundation adds that *“a body of knowledge about world regions, cultures, and global issues, and the skills and dispositions to engage responsibly and effectively in a global environment”* is also needed.



# Global Competence...

- Knowledge
- Skill
- Dispositions





# What could this look like in action?

- Appreciation of culture
- Evaluation of information
- Cross-cultural communication
- Perspective taking skills
- Intelligent humility
- Divergent thinking
- Technological literacy

-David Young, CEO, VIF International Education

# Consider...

- Initiative
- Enthusiasm
- Inquisitiveness
- Interest in continuous learning
- Courage
- Self-reliance
- Self-confidence
- Self-control
- Self-knowledge
- Positive outlook toward adversity
- Independence
- Appreciation of diversity
- Perseverance
- Creativity
- Flexibility
- Comfort with uncertainty
- Open-mindedness
- Language & communication skills
- Assertiveness
- Sense of humor





# Why is Global Competence so important?







# The Need for Global Competence...

*“This is the great challenge facing America at the beginning of a new millennium: to give its citizens a thorough understanding of the world and its crosscurrents, to help them see what others value and believe.”*

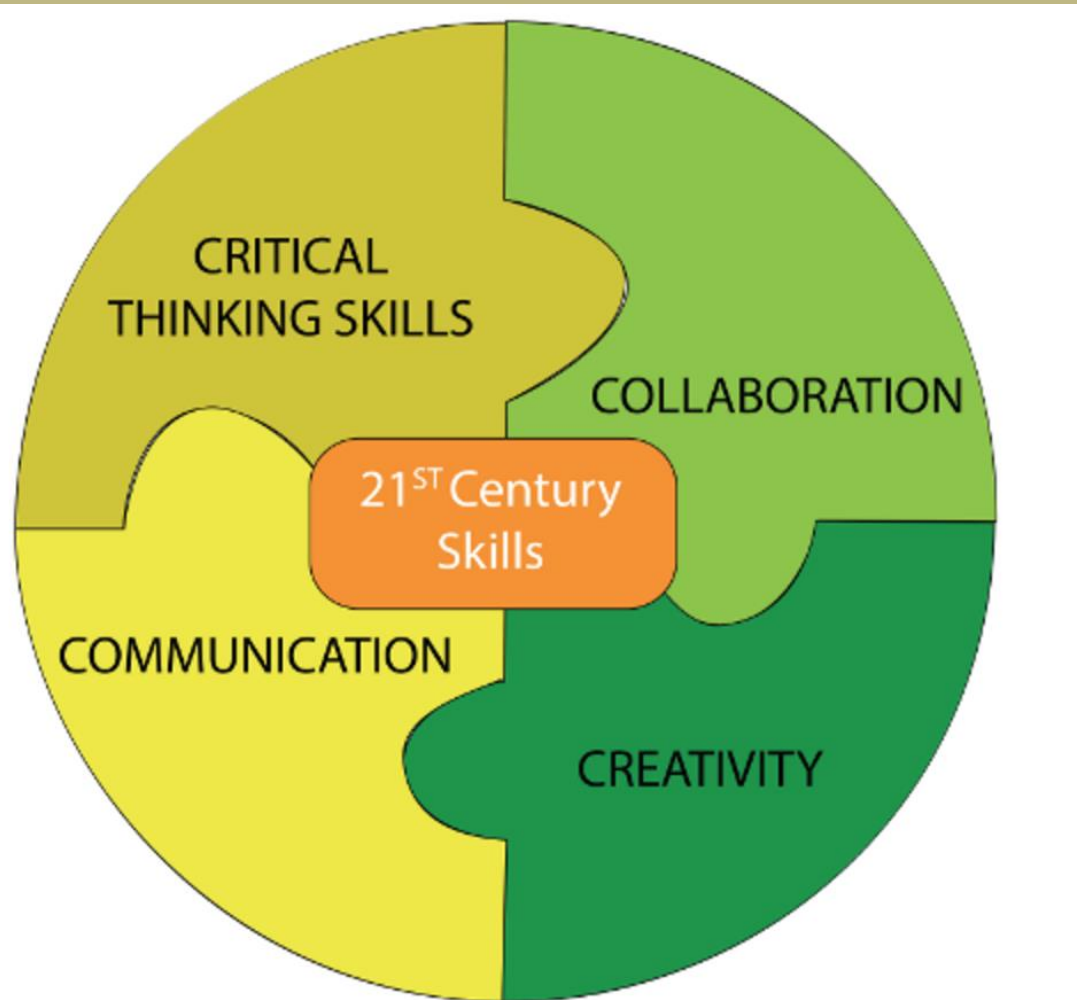
- Excerpted from *Securing America's Future: Global Education for a Global Age*, Report of the Strategic Task Force on Education Abroad (NAFSA), November 2003



# The Need for Global Competence, con't...



# 21<sup>st</sup> Century Skills





# Developing Global Competence



Knowing Yourself

Understanding  
Perspective

Developing Increased  
Awareness



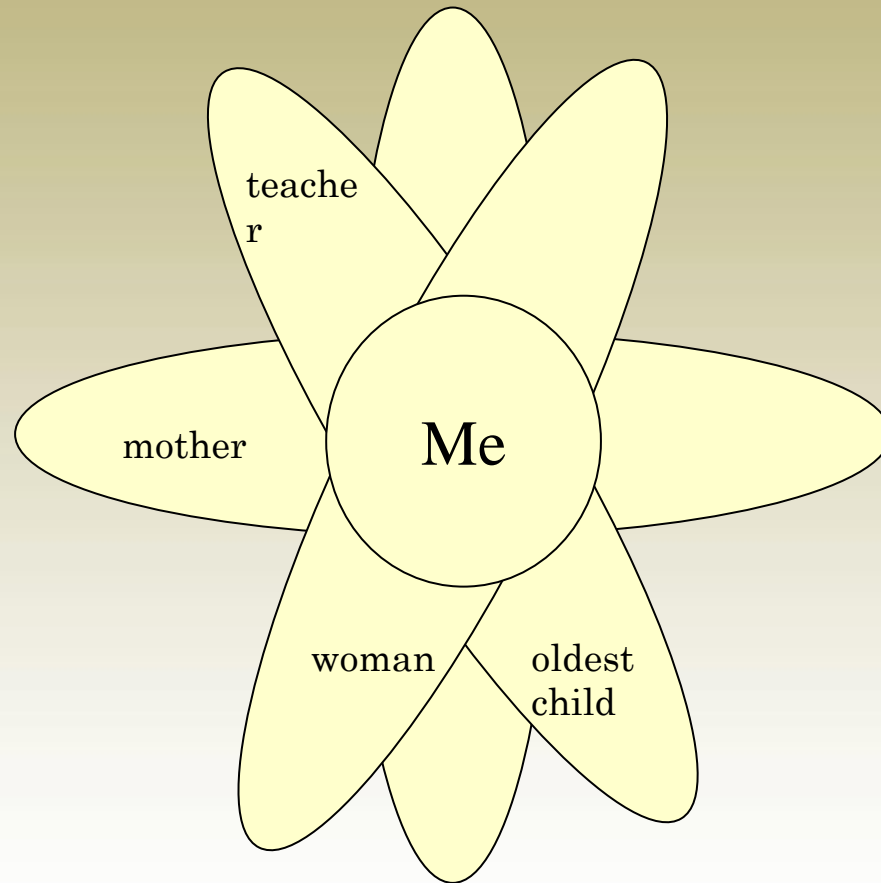
# Knowing Yourself...

- Who are you?
- How do you identify yourself?
- What groups do you belong to?
- What beliefs do you hold?





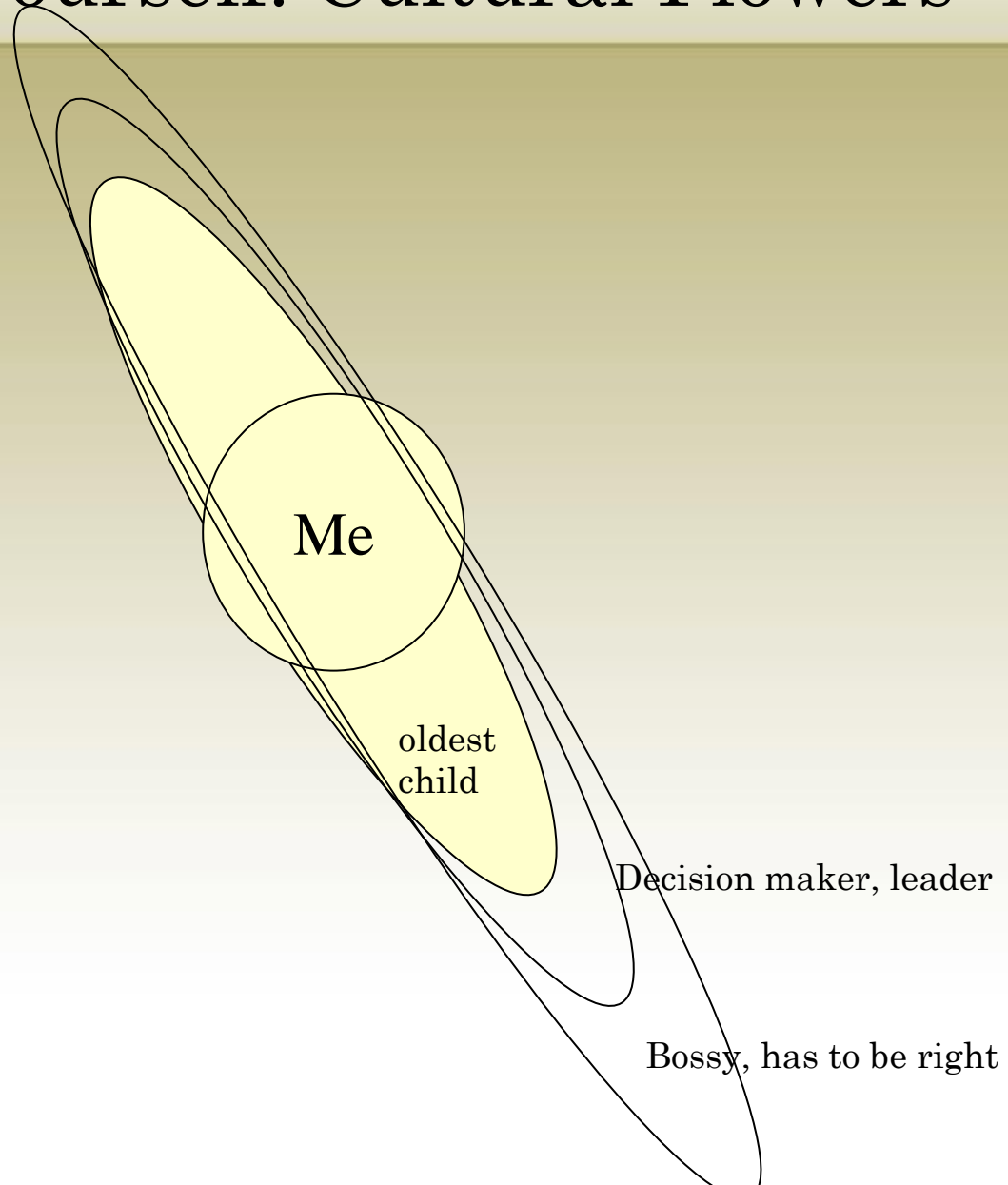
# Knowing Yourself: Cultural Flowers







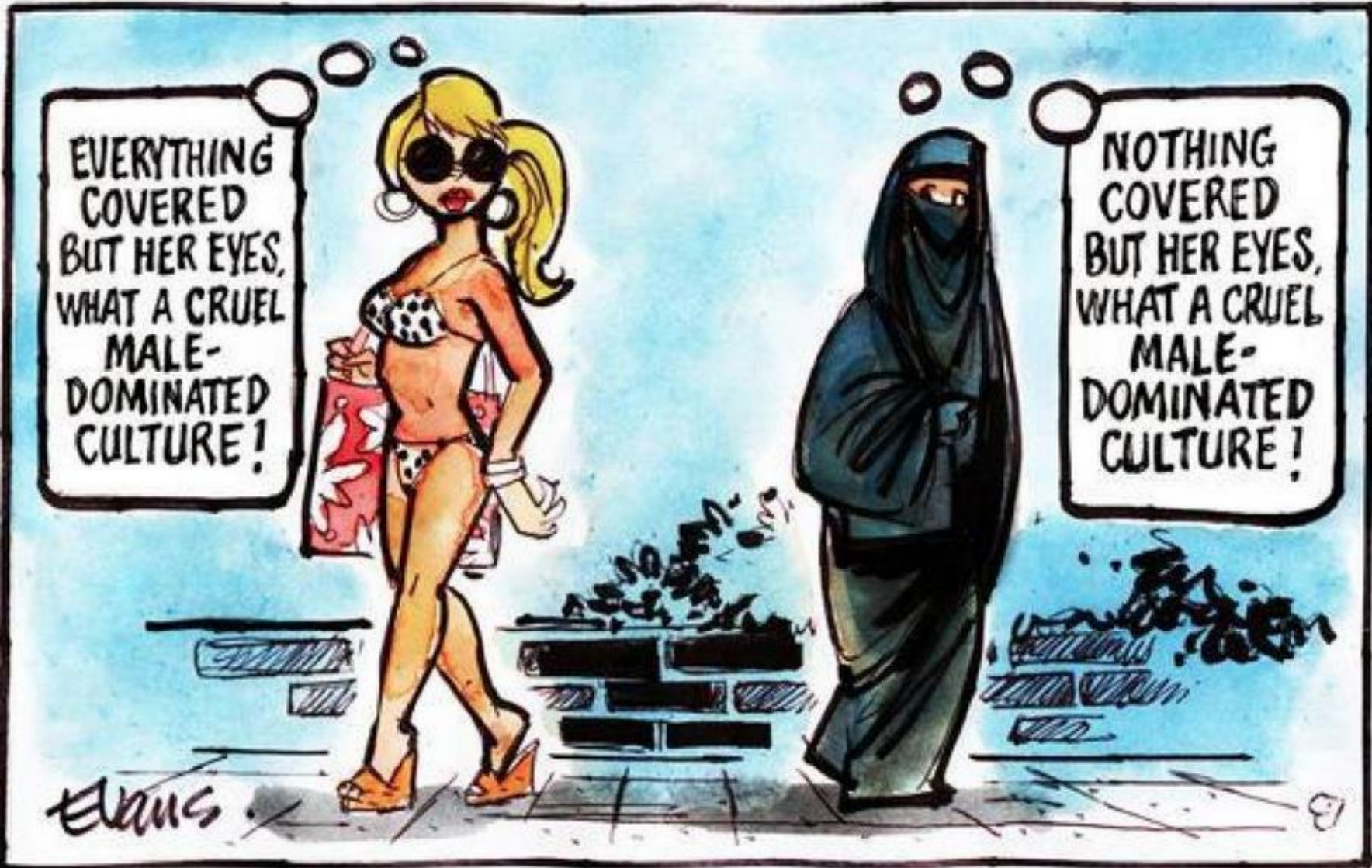
# Knowing Yourself: Cultural Flowers



# Understanding Perspective

- Perspective is the way in which we view the world through different lenses
  - We select our lenses based on our identities, but developing global competence (and intercultural competence) means developing our ability to see and understand situations through lenses outside of our own





EVERYTHING  
COVERED  
BUT HER EYES,  
WHAT A CRUEL  
MALE-  
DOMINATED  
CULTURE!

NOTHING  
COVERED  
BUT HER EYES,  
WHAT A CRUEL  
MALE-  
DOMINATED  
CULTURE!

EVANS.



# Thinking about the “Other”

In a 1956 edition of *American Anthropologist*, an article by Horace Miner, “Body Ritual among the Nacirema”, describes the “magical beliefs and practices” of a tribe supposedly observed by Miner in great detail and expresses concern about several of the group’s slightly masochistic tendencies. Some of the Nacirema customs include scraping and lacerating the face or legs with a sharp instrument, piercing the skin with sharp instruments and then taking great care to keep those holes from closing again, painting of the body, and inserting and ritualistically moving a bundle of hog hairs in the mouth several times a day.

The people of this tribe seek the assistance of medicine men many times during the course of a year to treat physical ailments, release them from the power of devils that have lodged in their heads, and gouge holes in their teeth. (This last is done in the hopes of avoiding oral decay and offending one’s friends). The Nacirema gather in large numbers to watch clans within the tribe enact small battles, often with many physical injuries, and to observe individual tribal members fight to unconsciousness.



# Thinking about the Nacirema...

Where do you think the Nacirema live?

Think of five adjectives to describe this tribe's customs. How many were positive? Negative?

If you were a teacher, how would you deal with Nacirema children in your classroom who insisted on maintaining their tribal customs?



What does Nacirema spell backward?



**American**





# Developing Increased Awareness

- Awareness: Having the understanding that there are multiple ways of doing things and living
  - Understanding that there are cultural norms that dictate the differences in the way we do things and see the world
  - Acknowledging that no “one” way is necessarily the “right” way to do things or to see the world

# Thinking about awareness

- Watch the following [video](#) on traffic in Hanoi





# Thinking about awareness

- Thinking about the traffic:

Chaos, no traffic rules, awareness or safety?

OR...

Collaboration with horns used to signal, no road rage, role of each driver to allow others to enter?

- Watch the [video](#) again from the opposite perspective you took the first time... Do you see things differently?



# Resources to keep going....





# AFS Teacher Toolbox

# Teacher's Toolbox

[AFS Toolbox](#)



# Culture Trek: Classroom Connections

## **CULTURE TREK:** CLASSROOM *CONNECTIONS* COURSE

**INTRODUCTION**  
**INTERCONNECTEDNESS**  
**CULTURE**  
**CULTURAL QUIZ**  
**INTERCULTURAL COMMUNICATION**  
**OUR CULTURES**  
**U.S. HIGH SCHOOL CULTURE**  
**WHAT WOULD YOU DO?**  
**STEREOTYPES & GENERALIZATIONS**  
**PROJECT: CHANGE**







# Center for International Education

- US Global Competence: A 21<sup>st</sup> Century Imperative



AMERICAN COUNCIL ON EDUCATION  
& The Coalition for International Education

Made possible by the generous support of  
Carnegie Corporation *of* New York

[Video](#)



# The Global Education Conference Network

[Youtube](#)



GEC

THE GLOBAL EDUCATION CONFERENCE NETWORK



Global Education Conference





# Global Teacher Education

GTE



# Global Competence

A necessary skill for a connected world...



Contact: [amattix@gmu.edu](mailto:amattix@gmu.edu)



# Global Competence References and Further Reading

## Articles

EdSteps. (2011). Global competence matrices. Retrieved from <https://www.neafoundation.org/content/assets/2012/11/Global%20Competence%20Content-Area%20Matrices.pdf>

The Global Competence matrix provides detail about the overall definition of global competence and how it might be demonstrated by students.

Hunter, W. D. (2004). Got global competency? *International Educator*, 13(2) 6-12.. Retrieved from [http://www.nafsa.org/ /File/ /go\\_global\\_competency.pdf](http://www.nafsa.org/ /File/ /go_global_competency.pdf)

Creating globally competent U.S. citizens capable of thriving in the twenty-first century workforce is an undeniable thrust of international education. Here the author discusses what really comprises the knowledge, skills, attitudes, and experiences necessary to become globally competent.

Miner, H. (1956). Body ritual among the Nacirema. *The American Anthropologist*, 58, 503-507. Retrieved from <http://www.ohio.edu/people/thompsoc/Body.html>

National Education Association. (2010). Global competence is a 21st century imperative [NEA policy brief PB28A]. Retrieved from [http://www.nea.org/assets/docs/HE/PB28A\\_Global\\_Competence11.pdf](http://www.nea.org/assets/docs/HE/PB28A_Global_Competence11.pdf)

This policy brief identifies four broad elements of global competence: international awareness, appreciation of cultural diversity, proficiency in foreign languages, and competitive skills.

Reimers, F. M. (2009). Leading for global competency. *Educational Leadership*, 67(1). Retrieved from <http://www.aserl.org/publications/educational-leadership/sept09/vol67/num01/Leading-for-Global-Competency.aspx>

Willard, J. (2006). Global competency. Retrieved from [https://www.nafsa.org/ /file/ /global\\_competency\\_2.pdf](https://www.nafsa.org/ /file/ /global_competency_2.pdf)



# Global Competence References and Further Reading

## **Blogs**

Soppelsa, B. & Manise, J. (2015, August 19). The top 10 characteristics of globally competent teachers. Education Week [blog]. Retrieved from

[http://blogs.edweek.org/edweek/global\\_learning/2015/08/the\\_top\\_10\\_characteristics\\_of\\_globally\\_competent\\_teachers.html](http://blogs.edweek.org/edweek/global_learning/2015/08/the_top_10_characteristics_of_globally_competent_teachers.html)

A recent collaborative project aimed to define what a globally competent teacher looks like and then integrate those characteristics into teaching standards.

## **Books**

Boix Mansilla, V., & Jackson, A. (2011). Educating for global competence: preparing our youth to engage the world. New York, NY: Asia Society. Retrieved from <http://asiasociety.org/files/book-globalcompetence.pdf>

## **Programs**

Teachers for Global Classrooms Program (TGC): <https://www.irex.org/project/teachers-global-classrooms-program-tgc>

TGC is a year-long, fully funded professional development opportunity for U.S. elementary, middle, and high school teachers to become leaders in global education. Global education is integral to building 21st century skills, and teachers are the greatest resource to empower students as global citizens. TGC equips teachers to bring an international perspective to their schools through targeted training, experience abroad, and global collaboration. (Applications open in December 2016.)





# Global Competence References and Further Reading

## Websites

AFS Teacher Toolbox: <http://www.afsusa.org/educators/teachers-toolbox/>

This toolbox provides lesson plans related to several topics: human rights, cultural studies, global awareness, STEM education, social activism, and intercultural learning.

Center for International Education video “U.S. Global Competence: A 21st Century Imperative” (8 minutes): [http://www.usglobalcompetence.org/videos/imperative\\_small.html](http://www.usglobalcompetence.org/videos/imperative_small.html)

*A 21st Century Imperative* makes the case that U.S. global competence in the 21st century is not a luxury, but a necessity. Whether engaging the world, or our culturally diverse homeland, the United States' future success will rely on the global competence of our people. Global competence must become part of the core mission of education—from K-12 through graduate school.

Culture Trek: Classroom Connections: <http://www.afsusa.org/culturetrek-classroom-connections/story.html>

This eLearning resource will inspire students to reflect on their own cultural experiences and help them develop critical intercultural skills.

Global Leadership Excellence LLC: <http://www.globallycompetent.com/model/GCAAmode.html>

This website provide an overview of the Global Competence Model, which is a culmination of the comprehensive international research findings that identified the unique compilation of knowledge, attitudes, and people skills that jointly comprise global competence.



# Global Competence References and Further Reading

## Websites, cont.

The Globally Competent Teaching Continuum (GCTC): <http://www.learnnc.org/lp/editions/global-continuum/cover>

The GCTC is a tool for educators to help teachers reflect on their global competence. The continuum gives educators the opportunity to better understand their own level of global competence and provides resources such as videos and lesson plans to help them develop their skills.

The Global Education Conference Network YouTube site: <https://www.youtube.com/user/globaledcon/>

Includes videos from sessions and presentations given at previous Global Education Conferences (GEC). GEC is a collaborative, world-wide community initiative involving students, educators, and organizations at all levels. It is designed to significantly increase opportunities for building education-related connections around the globe while supporting cultural awareness and recognition of diversity. The conference seeks to present ideas, examples, and projects related to connecting educators and classrooms with a strong emphasis on promoting global awareness, fostering global competency, and inspiring action towards solving real-world problems.

Global Teacher Education, Inc: <http://www.globalteachereducation.org/theory-practice>

GTE's mission is to ensure that U.S. teachers are properly trained to prepare young people to cope and thrive in a globally-connected world.

International Education and Resource Network (iEARN): <http://us.earn.org>

iEARN uses social networks to connect schools and youth organizations to engage in global issues.