

Report of the Roundtable Discussion
The Challenge of Education for Global Citizenship in California
9:30 AM - 1:30 PM , Monday, February 28, 2005
Cypress Room, Golden Gate Club, Presidio of San Francisco
<http://www.presidio.gov/EventSpace/Rental/GoldenGateClub/>

PARTICIPANTS

DEANS OR THEIR REPRESENTATIVES

California State University, East Bay

Dean Arthurlene G. Tower, Dean of the School of Education
represented by Grace Hoagland, Chair, Department of Education Leadership
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Dominican University of California

Dean Edward Kujawa, Dean of the School of Business, Education and Leadership
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San Francisco State University

Dean Jacob Perea, Dean College of Education
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San Jose State University

Dean Susan Meyers, Dean, College of Education
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* Martha Ruddell, Dean of the School of Education
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Stanford University

Dean Deborah Stipek, Dean School of Education
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Dean David Pearson, Dean of the Graduate School of Education
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University of San Francisco

Dean Walter Gmelch, Dean School of Education
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COLLEAGUES

Dominican University of California

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Dr. Jayati Ghosh, Associate Professor in the Division of Business, Education and Leadership
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Ron Herring, Executive Director, California International Studies Project
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EDUCATION SPECIALIST

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Gary Mukai, Director, Stanford Program on International and Cross-Cultural Education
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William Andrews, Director, Environmental Education Project
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* Shawn Rosenmoss, Grant and Fundraising Coordinator
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<http://sfgov.org/site/frame.asp?u=http://www.sfenvironment.com>

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STUDENTS

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BURTON CENTER STEERING COMMITTEE MEMBERS

Bill Hough, Co-chair and Acting Executive Director
Human Rights and the Environment Committee, Sierra Club
<http://www.sierraclub.org/>

Walter Johnson, Co-Chair
Secretary-Treasurer Emeritus, San Francisco Labor Council, AFL-CIO
<http://www.sflaborcouncil.org/>

Audrey Ogawa-Johnson
Global Compliance Department, GAP Inc.
http://www.gapinc.com/public/SocialResponsibility/sr_ethic.shtml

John Rizzo
Chair of the San Francisco Bay Chapter of the Sierra Club
http://www.sanfranciscobay.sierraclub.org/chapter/chapter_home.asp

* invited, unable to attend

INTRODUCTION

The members of the Burton Center Steering Committee present welcomed and thanked our guest for participating in the discussion and helping to keep the legacy of Phillip and Sala Burton alive.

Bill Hough, Co-Chair of Steering Committee served as moderator and began by mentioning that this discussion was preceded by a program at the National Governor's Meeting in Washington DC on Friday, February 25 (<http://www.ed.gov/news/newsletters/ovaereview/orev022805.html>) focusing on improving high school education and was taking place simultaneously with a

meeting at Georgetown University

(<http://www.whitehouse.gov/news/releases/2005/02/20050228-4.html>) concerning the UN Millennium Development Goal of achieving universal primary education by the year 2015.

He also stated that the presence of the participants was an affirmation that the need to better prepare our youth for the global challenges they face is a matter of urgent public policy.

He then reviewed the material contained in the briefing book and opened the discussion of the first question on the agenda:

FIRST QUESTION

In its recent curricular review, Harvard College found that:

*A central mission of Harvard College must be to educate its undergraduates to be intellectually acute citizens of the world. This is a moral responsibility, in the same way that educating students as citizens of a free society was in 1945. Of course, a focus on 'global citizenship' must be, by necessity, rooted in an understanding of one's own national traditions.*¹

www.fas.harvard.edu/curriculum-review/HCCR.Report.pdf)

How is your university dealing with the reality of living in a global society? Is it likely to follow a similar direction as Harvard? If so what are the implications for K-12 curriculum in California and the curriculum design and staff development in your college/schools?

KEY POINTS OF THE DISCUSSION

1. concern for how Harvard College reached its conclusions: from the top down or bottom up?
2. immigration should be added to the list of critical global challenges facing our youth that have been identified by the Burton Center
3. the gaps in the California education frameworks
(<http://www.cde.ca.gov/re/pn/fd/documents/hist-social-sci-frame.pdf>)
(<http://www.cde.ca.gov/re/pn/fd/sci-frame-dwnld.asp>) identified by the Burton Center are significant and need to be addressed
4. examples of existing programs to respond to these challenges
 - Dominican University has a grant from the Irvine Foundation to transform its courses to increase their international and diversity content
 - San Jose State University has a study abroad program that allows faculty to choose to teach a three week course on any subject in a county of their choosing
 - San Francisco State University has adopted a second language requirement for graduation

- Stanford University President John Hennessy has initiated three new major transdisciplinary research initiatives that engage all seven schools – Business, Earth Sciences, Humanities and Science, Education, Engineering, Law, and Medicine – in critical global issues: bioengineering, international issues, sustainable development
 - University of California, Berkeley has six centers in the Institute for International Studies that receive funding under Title VI of the Higher Education Act
 - University of San Francisco, Dean Glmech teaches a course in global citizenship at the Salzburg Seminar in Austria each year that is also attended by USF students.
5. what does a “global citizen” look like? - what are the values and competencies of a global citizen?
 - a. need to begin education for global citizenship in early childhood
 - b. learning languages is essential for understanding cultures - training in a second language should begin at an early age
 - c. concern that we don’t live in a world of shared values, in fact we are engaged in a global struggle over values
 6. need to focus on the frameworks and content standards
 - a. assessment drives curriculum, standards drive assessments
 - b. schools of education train pre-service teachers according to the existing standards the assessment proposed by the Burton Center will not be of much help
 7. changing the frameworks and content standards is a daunting challenge
 - a. it took 15 years of concerted effort to adopt the multicultural requirement
 - b. it is possible to lose more than is gained by this effort - due to competing agendas of major interest groups
 - c. given the present priority on math and language literacy it would be more effective to work to integrate education for global citizenship into the content of these disciplines
 - d. education for global citizenship could also be incorporated into the world history requirement in grades 6, 7 & 10
 - e. concern for adding more standards
 8. not all campuses of the California State University system have second language requirements for graduation
 9. challenges for training pre-service teachers for education for global citizenship
 - a. training teachers for trans-disciplinary education is difficult due to the reward structure in research universities
 - b. the split between the sciences and social sciences is difficult to bridge
 - c. need to narrow the gap between practice and theory - integrate experience into academics with more prescription in education, teachers are teaching less - a process driven by money
 10. challenges facing practicing teachers to prepare our youth for the global challenges they face

- a. exposure to international experience is a function of the economic disparities between families and communities leading to significant differences in the how global citizenship is perceived and taught
 - b. with the current priority on teaching language and math skills, less attention is being paid to the history- the social science curriculum
 - c. teachers do not always pay attention to standards in their classrooms
11. concern for how depressing history can be - education for global citizenship might provide greater hope advocacy is a powerful tool for overcoming depression - advocacy skills should be taught

PARTICIPANTS PRESENTATIONS
EXISTING RESOURCES AVAILABLE TO HELP PREPARE OUR YOUTH
FOR THE GLOBAL CHALLENGES THEY FACE

California History-Social Science Project - Ron Herring
(<http://csmmp.ucop.edu/cisp/>)

has developed, over a twelve year period an “*International Relations Exercise* that engages participants – usually high school students – in the complexity, excitement and intrigue of history and world politics. The exercise integrates a technology-based simulation into Modern World History and Geography courses.” A one page description of the *Exercise* is attached.

The California Department of Education (CDE) - Bill Andrews (<http://www.cde.ca.gov/>) maintains an Environmental Education Program (EEP) as required by the California Education Code (sections 8720 and 8721). The EEP is assigned powers and duties to develop education opportunities specifically related to the conservation, interpretation, and use of the natural resources within the state of California, as well as conduct the Environmental Education Grant Program (EEGP).

In addition to the grants program, the Environmental Education Program

- a. administers the California Regional Environmental Education Community (CREEC) Network, in partnership with numerous agencies and organizations. The mission of CREEC is to develop a communication network which will provide educators access to high quality environmental education resources to enhance the environmental literacy of all students.
- b. has developed *Child's Place in the Environment* that provides elementary school teachers with a model curriculum that utilizes an activity-based approach to develop an interdisciplinary and thematic environmental education program . . . with student pages available in English and Spanish . . . each lesson is correlated to the State Content Standards in Science and English/language arts.
- c. has published the California Endangered Species Resource Guide that is intended to serve the needs of K-12 schools for information on endangered species.
- d. promotes the Jiminy Cricket's Environmental Challenge, an education program in which all fifth grade students within California are invited to participate. In the 2003-04 Fiscal Year some 3,534 classrooms and 105,880 fifth grade students participated. Students are

encouraged to learn about the environment and apply their understanding through the development of a responsible action project. The students who choose to make a pledge to care for the earth are given a gift.

- e. AB 1548 (Pavley) requires CDE to: “collaborate with the State Board of Education to revise the framework in Science to include the necessary elements to teach environmental education.”\

SPICE, the Stanford Project on International and Cross-Cultural Education

(<http://spice.stanford.edu/>)

is a program of the Stanford Institute for International Studies (SIIS),(<http://fsi.stanford.edu/>) an interdisciplinary center at Stanford University that conducts research on key international issues related to security, political economy, the environment and health policy. SPICE curriculum publications serve as a bridge between SIIS and the schools.” Students at the School of Education participate in the development of the curriculum material. Examples of recent SPICE publications include:

- Comparative Health Care: The US and Japan
- Geography and the Human Experience
- Security, Civil Liberties and Terrorism
- other publications include: humanitarian intervention; security of Taiwan, US-Japan relations

SPICE also conducts teacher workshop to train teachers in the use of the SPICE curriculum publications

SPICE is unit of the Stanford Institute of International Studies:

- Asia Pacific Center
- Center for Democracy, Development and the Rule of Law
- Center for Environmental Science and Policy
- Center for Health Policy/Center for Primary Care and Outcome Research
- Center for International Security and Cooperation

California State University System – Dean Meyers (<http://www.calstate.edu/>)

every campus of the has a Service Training Center that work to place students in community-based non-governmental organizations to deepen the understanding of academic studies.

The System has rich multicultural resources in our communities that could be used to help educate our youth for global citizenship

SECOND QUESTION

II. What are the key opportunities and barriers for educators and administrators in attempting to internationalize undergraduate education and K-12 teacher training programs? Are the four elements of education for global citizenship suggested by the Burton Center critical to prepare our youth for the global challenges they face, such as: a global market place for jobs; global security; rapidly accelerating environmental degradation; cultural awareness; and complex

international trade issues?

**PRESENTATION BY DEAN WALTER GMELCH
DEAN OF THE SCHOOL OF EDUCATION,
UNIVERSITY OF SAN FRANCISCO**

Challenges to the development of programs on global citizenship and “internationalizing” the undergraduate and K-12 curriculum, Key Lessons and Experience in Driving Change

Dean Gmelch (http://www.soe.usfca.edu/about_us/dean.html) than gave a short presentation on the course he teaches at the Salzburg Seminar each year and distributed the draft syllabus and draft schedule for the January 1-8, 2005 International Study Program 5 – Global Citizenship: America and the World.

Dean Gmelch discussed his experience at both Iowa State University and the University of San Francisco in promoting education for global citizenship and “internationalizing” the universities:

Insights on College Internationalization

1. leaders must make a compelling case
2. leaders must craft an agenda that provides sense and focus
3. the college needs to develop connections across academic disciplines
4. the support by provosts/presidents is essential
5. the college must develop supportive structures, incentives and resources
6. the college must celebrate “small wins” but plan for long term change

Contextual Factors Influencing Success

- a. institutions have a climate of good will
- b. institutions have favorable external environments
- c. leaders stay long enough for change to take hold

Common Ingredients for Successful Internationalization

1. an intentional, integrative, and comprehensive approach
2. strong leadership at the top
3. committed leadership throughout the institution
4. widespread faculty engagement
5. a commitment to meeting student needs
6. an ethos of internationalization
7. supportive structures and resources

Types of citizens: in a graphic presentation with a vertical axis from local to universal orientation and a horizontal orientation from passive and active realization, William D. Hitt in *The Global Citizen* suggest four types of citizens: spectator – cosmopolitan; patriot – global citizen

Global Leadership Development requires commitment to community and within this the intersection of conceptual & cultural understanding; skills and experience, and reflective practice

DURING LUNCH, THE DEANS WERE ASK TO CONSIDER
THE FOLLOWING THREE QUESTIONS:

1. What does a global citizen look like?
 - tolerance
 - international human rights, labor and environmental norms
 - sustainable development
 - participation in NGOs - service training
2. Will an assessment of teacher training programs help focus attention on education for global citizenship?
3. What do you suggest for Burton Center next steps

AFTER LUNCH, DEAN GMELCH SUMMARIZED THE DISCUSSION

Observations/suggestions

1. “global citizenship” is a metaphor
2. other voices are needed at the table - administrators
3. consider developing pilot school programs (what does it look like - variety of schools - community involvement)
4. embed global opportunities in the math/reading curriculum - standards plus
5. use resources within communities due to diversity, multicultural nature, communication thru webs, etc.
6. work with media/corporate - white paper
 - California K-12 Standards as a Barrier to California’s Competitiveness (Prosperity)
 - concern that this does imply flexibility in California’s human rights, labor and environmental standards
 - concern that with competing interest groups more might be lost than gained in education for global citizenship
7. key may be through history
8. consider multiple interventions as a strategy
9. need to excite kids about learning - need exciting educational experiences

**THE DISCUSSION ENDED AT 1:30 PM WITH THE BURTON CENTER
STEERING COMMITTEE MEMBERS EXPRESSING THEIR
THANKS FOR THE PARTICIPATION BY ALL**