

May 4, 2011
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Dear Friends,

In this time of extraordinary change, schools attempt to discern new ways to enable youth to connect, collaborate, discover, and create in a global context. Our survey was motivated by memories of other beachheads in education – diversity education, ethical education, cooperative learning and experiential education. In the first stages of evolutionary advances like these, a confusion of meanings and purposes arises like smoke from a fire just started. Similarly, “global education” is in an emergent time. Online learning across borders, for instance, may provide information exchange about global issues, but does it engender the deep empathy some say is most important for intercultural competency? With data in hand from 105 schools in 17 countries on 5 continents, we can begin to reexamine assumptions, value multiple approaches, and undertake our work of meaning-making in a spirit of adventure. Thank you for participating!



From Sengyeon Lee, University of Chicago, our statistician

The survey opened on February 18 and ended March 20, 2011. There were 140 participants from these countries: Argentina, Australia, Canada, Chile, Costa Rica, Denmark, England, Germany, Honduras, India, Kenya, Malaysia, Mexico, Spain, Switzerland, United States and United Arab Emirates. Of the 140, 105 finished the entire survey. We included only the completed ones. With what we deemed sufficient data presented, we simplified the report by merging the high end of responses into a 3-5 category. Also, the “combined” U.S. and International data requires explanation in the conference call; it’s not an average of the two groups.

Note that except for the page on demographics of participants and open-ended responses on last pages, there are three columns of data – U.S. Participants, International Participants, and Combined percentages. The percentages shown in the U.S. and International Participants’ columns represent the percentage of responses within that specific group. We decided not to individualize the international group because there were far fewer internationals. This makes it easy to compare the U.S. and other countries, even if it poses an ethnocentric view. Still, with this data, we hope for a dialogue that discovers what is similar and different across continents and within them.

Demographics

Years of teaching/leading experience:

Less than 5 years	4.8%
5-10 years	15.4%
11-15 years	17.3%
16-20 years	19.2%
21 years or more	43.3%

Race:

American Indian/Alaskan Native	1%
Asian	13.5%
Black/African-American	1%
Native Hawaiian/Pacific Islander	0%
White	76%
I prefer not to answer	4.8%
Other	3.8%

Gender:

Male	51.9%
Female	48.1%

The country where your school is located:

Africa	1.9%
Asia	6.7%
Australia	10.6%
Europe	6.7%
North America	72.1%
South America	1.9%

Strategic Elements

Global education at my school has been implemented as part of a strategic plan.

	U.S.	International	Combined
Yes	70.8%	64.1%	68.3%
No	29.2%	35.9%	31.7%

My school's program in global education is:

***Percentages calculated from the 71 out of 104 participants who said that global education was implemented at their school**

a comprehensive school-wide commitment that aligns with our school's mission and runs across the curriculum in all grades	45.7%	76%	56.3%
a school-wide commitment that aligns with our school's mission and is required in some grades only	41.3%	16%	32.4%
an elective in one or more classes	10.9%	8%	9.9%
a summer program sponsored by the school	2.2%	0%	1.4%
a summer program outsourced to an organization that specializes in global ed	0%	0%	0%

My school's program in global education is rooted in a philosophy relating to (participants could choose more than one option):

***Percentages calculated from the 71 out of 104 participants who said that global education was implemented at their school**

the school's unique mission	78.3%	72%	76.1%
environmental sustainability	21.7%	32%	25.4%
human rights	15.2%	32%	21.1%
workforce development for the global economy	17.4%	12%	15.5%
religion	4.3%	16%	8.5%
a theoretical foundation (such as intercultural leadership development)	17.4%	16%	16.9%
other	13%	20%	15.5%

My school has defined a "globally educated student" to possess (participants could choose more than one answer):

specific content knowledge	60%	43.6%	53.8%
a service orientation	47.7%	41%	45.2%
fluency in a foreign language	41.5%	38.5%	40.4%
an orientation toward a new paradigm of leadership	47.7%	23.1%	38.5%
experience in foreign travel	49.2%	33.3%	43.3%
other	21.5%	23.1%	22.1%

Global learning experiences with the greatest long-term impact are (participants could choose more than one answer):

classroom based	29%	28.2%	23.1%
homestays (students living with host families in other countries)	61.5%	41%	53.8%
school sponsored programs abroad where student work is graded	12.3%	17.9%	14.4%
school sponsored programs abroad where student work is ungraded	40%	28.2%	35.6%
experiential programs conducted by other programs chosen by students	29.2%	28.2%	28.8%
living with international students in a boarding school environment	18.5%	33.3%	24%
other	18.5%	20.5%	19.2%

Approaches to International Travel

Are school-sponsored international study programs, student exchanges, and other travel programs available at your school? For purposes of the following question, a “school sponsored” program is one that is covered by the school’s liability insurance, and the program is approved by a curriculum committee. (participants could choose more than one answer)

	U.S.	International	Combined
Yes, and students may apply for dedicated school funding	27.7%	7.7%	20.2%
Yes, and students pay for the program	61.5%	56.4%	59.6%
Yes, and there is financial aid available	46.2%	25.6%	38.5%
Yes, and they are led by our faculty	61.5%	43.6%	54.8%
Yes, and they are led by outside specialists on contract	15.4%	17.9%	16.3%
No, there are no school sponsored programs as defined above	9.2%	23.1%	14.4%

My school allows teachers to offer private travel programs marketed and led by a teacher, not approved by the curriculum committee, with student tuition covering teacher pay and other program expenses.

Yes	50.8%	23.1%	40.4%
No	49.2%	76.9%	59.6%

What steps has your school taken to address equity of access to international travel programs (for students who cannot afford these programs)?

There are special funds for scholarship students	32.3%	20.5%	27.9%
There are donor funds specified for programs like this	20%	15.4%	18.3%
This is one of the issues we are currently struggling with as a school	23.1%	41%	29.8%
We are developing web-based experiences that address this issue	4.6%	5.1%	4.8%
Other	20%	17.9%	19.2%

(Percentage of responses 3 or higher from scale of 1 to 5, 1 being disagree and 5 being agree):

Junior year abroad programs are an effective way to develop globally competent youth.	92.3%	69.2%	83.7%
Schools need to make better use of the internet, social media, and other interactive, virtual experiences to address equity of access to global education and the carbon footprint of travel	89.2%	89.7%	89.4%

Faculty Issues

Teachers of global education at my school are qualified for their assignments by (participants could choose more than one answer):

	U.S.	International	Combined
living in a foreign country (versus tourism and summer travel)	43.1%	30.8%	38.5%
specialized undergraduate or graduate level training	32.3%	28.2%	30.8%
expertise in experiential learning	32.3%	46.2%	37.5%
expertise in diversity education	20%	30.8%	24%
having chaperoned school programs abroad	47.7%	46.2%	47.1%
none of the above	32.3%	20.5%	27.9%

(Percentage of responses 3 or higher from scale of 1 to 5, 1 being not at all and 5 being completely):

How international is your school's faculty, in terms of place of origin?	30.8%	38.5%	33.7%
How international is your student body, in terms of place of origin?	49.2%	56.4%	51.9%
How well do you think your school takes advantage of the international resources in your school and community?	53.8%	64.1%	57.7%

Does your school have a person assigned to coordinate global education? (participants could choose more than one answer)

Yes, and this assignment is part of his/her compensation	47.7%	25.6%	39.4%
Yes, and this person also coordinates diversity education	6.2%	7.7%	6.7%
Yes, and this person is a teacher	38.5%	28.2%	34.6%
Yes, and this person is a school administrator	26.2%	23.1%	25%
Yes, and this person has a budget allocated to this program	30.8%	12.8%	24%
Yes, and this is a part-time assignment	23.1%	15.4%	20.2%
Yes, and this person's performance in the role is part of an annual evaluation	15.4%	12.8%	14.4%
None of the above	33.8%	38.5%	35.6%

If your school has a coordinator or director, what percentage of an FTE is this assignment?

Less than 25%	26.2%	30.8%	27.9%
25-50%	23.1%	10.3%	18.3%
50-75%	3.1%	5.1%	3.8%
More than 75%	9.2%	7.7%	8.7%
No such position	38.5%	46.2%	41.3%

Aspects of Pedagogy

"The local is global, and the global is local" might be defined as an educational approach that explores conditions close to home in order to develop knowledge and understanding of universal issues.

My experience with "the local is international" approach is:

	U.S.	International	Combined
community-based in settings involving different races and cultures	20%	23.1%	21.2%
community-based in settings involving under-served populations	6.2%	5.1%	5.8%
in the context of community service learning projects	40%	38.5%	39.4%
in classroom-based learning experiences at my school	21.5%	28.2%	24%
other	12.3%	5.1%	9.6%

As a school, our experience with this approach is:

community-based in settings involving different races and cultures	9.2%	10.3%	9.6%
community-based in settings involving under-served populations	10.8%	7.7%	9.6%
in the context of community service learning projects	49.2%	35.9%	44.2%
in classroom-based settings	20%	41%	27.9%
other	10.8%	5.1%	8.7%

Some global education programs distinguish between the development of generic capacities and the development of skills and knowledge. For instance, a person's ability to adapt to new conditions is a capacity, as are the ability to empathize or the ability to synthesize diverse viewpoints, On the other hand, knowing how to run a meeting in Mandarin involves acquired knowledge and skills. We are interested in your response to these different approaches to learning for high school students.

Most programs I know incorporate both approaches	23.1%	23.1%	23.1%
Our students have plenty of skills and knowledge development; what they need is capacity development	7.7%	10.3%	8.7%
I'd like to learn more about these different approaches	49.2%	43.6%	47.1%
I don't agree with this analysis of types	10.8%	15.4%	12.5%
Other	9.2%	7.7%	8.7%

(Percentage of responses 3 or higher from scale of 1 to 5, 1 being disagree and 5 being agree):
Global education demands a different pedagogy compared to classroom learning. 75.4% 71.8% **74%**

Empathy, often cited as crucial for globally competent citizens, can be taught in the following ways:

through immersive learning experiences where human suffering is present	26.2%	10.3%	20.2%
by reading about and discussing issues of world concord	4.6%	7.7%	5.8%
through any well-organized community service learning program	33.8%	43.6%	37.5%
via exercises that promote deep listening in the context of strong interpersonal trust	15.4%	17.9%	16.3%
other	20%	20.5%	20.2%

Aspects of Curriculum

At my school, the following program areas are systematically integrated into global education (Percentage of responses 3 or higher from scale of 1 to 5, 1 being minimally integrated and 5 being completely integrated):

***Percentages calculated from the 71 out of 104 participants who said that global education was implemented at their school**

	U.S.	International	Combined
Diversity education	69.6%	60%	66.2%
Social and emotional learning	63%	84%	70.4%
Youth leadership development	78.3%	92%	83.1%
Community service	89.1%	84%	87.3%
Environmental sustainability	71.7%	80%	74.6%
Academics	64.6%	80%	87.3%
Prizes and awards	26.1%	60%	38%

(Percentage of responses 3 or higher from scale of 1 to 5, 1 never and 5 being always):

In your opinion, do the goals of global education and the moral/ethical development of youth overlap?	93.8%	94.9%	94.2%
Do the global education activities and programs at your school reflect the overlap you see between the moral/ethical development of youth?	80%	87.2%	82.7%
Global education is incorporated into classroom-based language training at our school:	81.5%	69.2%	76.9%

If global education is inclusive of religious pluralism (appreciation of diverse faith traditions), what would you want to see included in a balanced, secular curriculum?

Western religious ideals	0%	2.6%	1%
North American indigenous traditions	0%	0%	0%
the indigenous traditions of those countries studied and/or visited	21.5%	15.4%	19.2%
an overview of the world's dominant faith traditions	70.8%	66.7%	69.2%
none of the above	7.7%	15.4%	10.6%

(Percentage of responses 3 or higher from scale of 1 to 5, 1 being disagree and 5 being agree):
Conflict management skills are an essential component of a global education program. 93.8% 89.7% **92.3%**

Professional Development

If you had an opportunity for professional development in the use of technology for global education, what would you want to learn about?

	U.S.	International	Combined
how to use Skype for interaction with small groups	12.3%	15.4%	13.5%
how to use video conferencing for simultaneous, interactive lectures	36.9%	30.8%	34.6%
how to use email to track shared projects	1.5%	5.1%	2.9%
how to create video clips and use them to build international communities	21.5%	23.1%	22.1%
how to use Second Life (a virtual reality program) for imaginative interaction	12.3%	23.1%	16.3%
other	15.4%	2.6%	10.6%

How do you stay current with trends in global education?

NAIS website or the Global Digest listserv	29.2%	2.6%	19.2%
NAIS Independent School Journal	6.2%	2.6%	4.8%
Global International Network	6.2%	25.6%	13.5%
by attending conferences that specialize in this topic	26.2%	43.6%	32.7%
other	32.3%	25.6%	29.8%

What kind of professional development would you like to see for practitioners of global education?

conferences specifically targeted for practitioners	20%	15.4%	18.3%
workshops on how to plan and organize safe, high impact student exchanges	20%	7.7%	15.4%
workshops on how to assimilate foreign students on campus	7.7%	10.3%	8.7%
web-based training on the theory and practice of intercultural development	7.7%	15.4%	10.6%

travel programs for practitioners from diverse schools to develop shared understandings	18.5%	20.5%	19.2%
workshops on the use of technology for virtual international exchange	15.4%	20.5%	17.3%
other	10.8%	10.3%	10.6%

What do you think are the biggest challenges when it comes to the goals of global education at your school?

Sample of Open-ended Responses

“Unless you have specific time allowances within your teaching load, the question of time (or making time) to learn of/about & implement strategies which best cater to the needs of one's school, and best fit with the philosophy of one's school is a challenge; conflict with/between faculty areas - with pursuits of academic & humanitarian issues could also present a challenge”

“How to make trips meaningful by implementing more and prep and post discussions. Global learning trips should not just be "the trip" but an entire learning experience.”

“I would like to see it as a school wide program and at the moment, it is more of an "add-on". This is changing because of ground up initiatives and there is support from administration. However, schools where I have seen very successful programs have it as a part of their strategic plan and curriculum planning. We are not there yet.”

“Building consensus on the importance of global awareness and intercultural sensitivity. Creating high quality learning experiences that lead to engagement with and understanding of other cultures and people.”

“Balancing the goal of equity with the goal of substantive, immersive international experiences; in other words, how can we make international travel experiences available to all students, while still avoiding the standard two week "ecotourism" approach?”

“Convincing long-time administrators and teachers, especially in middle school and upper school, of the need to change curriculum and pedagogy to incorporate global education. Most parents get it; most board members get it. Too few administrators and teachers agree with the need. Change in academia comes from the top. If administrators don't push global education, it won't get done in any systematic way.”

“We are a K-8 school so we are limited in what we can do in terms of travel. We need to develop other ways to contact those in other areas. Finding those contacts and integrating

them into our curriculum is probably the biggest current challenge--in other words, we are just beginning to look at in school or in community opportunities.”

“I think funding is a big challenge. I would like to increase the opportunities for our faculty, students, administrators and staff to participate in international experiences (service trips, independent study, cultural and linguistic immersion, etc.) but this takes funding. We have donor funds designated but we need to increase the amount. Also, educating our school population that being a global citizen also means being culturally competent about our own country and the diversity of experiences we have locally. I think "global education" is sometimes viewed as traveling abroad to develop a global perspective. This sometimes is given priority to having meaningful multicultural education in our curriculum. I would like to see stipends for teachers and funding available for bringing international students into our schools from underprivileged areas.”

“Seeing it as an overarching framework and not as a separate entity - it's a mindset and requires being open to examining pedagogy as well as content. It's a process not a product - and therefore hard to encapsulate.”

“I think that even believing that global education is important would be a good start. I would like to see us let go of the notion that college preparation is the goal of high school education. We act as though getting into a good college ensures a happy, fulfilled, successful life. This is not accurate. The idea of building capacity would seem to me to be a better route to prepare our kids for the uncertainty ahead.”