

The 2006 session of the North Carolina General Assembly passed a special provision (SB 1741, Sec. 9.3) asking for two reports from the NC Center for International Understanding.

This is Report I, responding to the following directions: "In collaboration with the State Board of Education and the Department of Commerce, the NC Center for International Understanding shall develop a plan to ensure that public K-12 international education effort such as teacher and student exchanges, curriculum development, and other initiatives for students, teachers, and administrators are focused on key countries and regions of strategic economic interest to North Carolina."

Report II is a stand-alone document responding to the second reporting requirement in the special provision: "The North Carolina Center for International Understanding shall report to the Office of State Budget and Management and the Joint Legislative Education Oversight Committee on the activities and accomplishments of the two hundred thousand dollar (\$200,000) nonrecurring appropriation for North Carolina in the World Project no later than March 31, 2007."

North Carolina in the World Report I

Aligning K-12 International Education Efforts with State Economic Development Priorities

March 31, 2007

Submitted by the Center for International Understanding

I. **Executive Summary – Students Need to Know How to Interact with the Rest of the World**

We all want our children to succeed. And we all understand that it takes something different to succeed in today's global economy than it did just ten years ago. But what is that "something different"?

That "something different" is knowing how to interact with the rest of the world, the foundation of global education.

Global challenges, including economic competition from overseas, have led to changes in North Carolina's business needs. K-12 public education, like higher education, must respond.

"These changes have led to a major economic restructuring, moving North Carolina from a 'brawn-driven,' labor-intensive manufacturing and farming economy to a 'brain-driven,' technology-based service and manufacturing economy. The result is that many jobs require higher technical skills, as well as language, cultural and other capabilities," (*Special Committee Report on the Role of the University in Community and Economic Development*, Eva Klein & Associates, Ltd., 2006.)

It's more than math. Being internationally competent does call for stronger math, science and technology skills. And numerous, outstanding national and North Carolina efforts are focused on delivering what's known as STEM (science, technology, engineering and math) skills.

But being prepared for the global economy requires much more than content specific know-how. Students today require a global education. This includes competencies like being able to work as a member a multi-national team. It includes understanding world geography and the historic, cultural and economic forces that have shaped the position and standing of other countries and regimes around the world. It includes knowing how to conduct everyday social and business transactions in a language other than English, and much, much more.

This global education report is written in response to SB 1741, Sec. 9.3, which states, “In collaboration with the State Board of Education and the Department of Commerce, the NC Center for International Understanding shall develop a plan to ensure that public K-12 international education effort such as teacher and student exchanges, curriculum development, and other initiatives for students, teachers, and administrators are focused on key countries and regions of strategic economic interest to North Carolina.”

In developing the plan, key countries and regions with strong economic ties to North Carolina and those with growing importance on the world stage were identified. They are **Brazil, Canada, China (including Hong Kong), Europe, India, Japan, Mexico, the Middle East, Russia, South Africa, South Korea, Southeast Asia, and Turkey.**

Recommendations for immediate action to focus K-12 international education efforts on study of these countries can be found on Page 30 of this report. These recommendations call for resources for and actions by the NC Department of Public Instruction, higher education, K-12 schools, global businesses and several private and public agencies involved in the international education field.

Recommendations are presented to make schools more globally competitive so that students have the skills they need to thrive in the global economy.

There is no quick fix, one-semester add-on course to instill global knowledge. But North Carolina can be a leader if policymakers, higher education and educators commit to updating the curriculum and the way we prepare teachers. Done right, K-12 global education will be as important as any other endeavor in training students for the jobs of the 21st Century.

North Carolina's ties to the rest of the world are varied and voluminous. Students need to know about these relationships and how they affect the state's economy and its very identity. Whatever field of work they choose -- whether they are in the board room or behind a service counter -- graduates will be:

- Selling to the world
- Buying from the world
- Working as part of a multi-national team
- Managing and working for people of different cultures
- Competing with people on the other side of the world for jobs and markets
- Communicating with people who speak language other than English

Other countries understand these connections and have ginned up their public education systems accordingly. Despite the absence of a national education policy in the United States calling for global competence, North Carolina must forge ahead. Our goal should be this:

North Carolina is known as the state that does the best job in the nation of preparing graduates for success in the global economy

II. Introduction

A 2006 legislative Special Provision (SB 1741, Sec. 9.3) provided the opportunity for education and economic development leaders to come together to map out a state K-12 international education plan that contributes to the workforce needs of North Carolina's global business community.

The legislation states, "In collaboration with the State Board of Education and the Department of Commerce, the NC Center for International Understanding shall develop a plan to ensure that public K-12 international education effort such as teacher and student exchanges, curriculum development, and other initiatives for students, teachers, and administrators are focused on key countries and regions of strategic economic interest to North Carolina."

It will take a tremendous commitment to update the K-12 system to meet 21st Century needs. Numerous national and state entities are rightfully focused on improving math, science, technology and literacy skills to make our schools more internationally competitive.

However, a crucial element that has not received as much attention is global awareness. International education, study of foreign language and other countries and cultures, must be woven throughout all school improvement efforts to give our students the best chance at thriving in the global marketplace.

Our students need to be globally competent -- they need the global skills and know-how to be able to work with the rest of the world. An understanding of global issues and other cultures needs to be built into the curriculum at all grade levels. Being globally aware means being prepared to interact with the world both inside and outside our borders.

Progress will not be made on a systematic, statewide basis unless policy, business and education leaders make global education a priority and provide the necessary resources to help schools equip their students to thrive in the global economy.

Methodology

To respond to the legislative special provision, the Center for International Understanding relied on the Department of Commerce, the Department of Agriculture and North Carolina Regional Partnerships for Economic Development to identify key countries and regions of economic importance to the state.

The Center then turned to an existing network of international education groups under its statewide initiative, North Carolina in the World, to begin focusing

efforts like teacher preparation, professional development for educators and building global school partnerships on these specific areas of the world.

Center for International Understanding staff members relied largely on existing data and reports to create this document. Here are the steps they took:

Data Collection

- Several meetings were held with Department of Commerce officials in fall and winter of 2006 to create a list of “key countries and regions of strategic economic interest to North Carolina.”
- A survey was sent in November 2006 to the seven NC Regional Partnerships for Economic Development to solicit their input on the “key countries” question. Four responded.
- Several meetings with State Board of Education member Melissa Bartlett opened the door to collaborating with the Center for 21st Century Skills and Department of Public Instruction on their global awareness strategies.
- One meeting and follow-up communication with Department of Agriculture officials provided information on North Carolina’s agricultural link to the global economy.

Synthesis

- An analysis of future trends, written in December 2006 by Clark Plexico, President of International Strategies, provided a critical expansion of the list of key countries.
- A January 2007 work session of the North Carolina in the World Steering Committee confirmed that educational goals in its existing international education plan could be tied to key countries of economic interest.
- An analysis of the North Carolina Public School Forum’s “Creating Internationally Competitive Schools” report published in December 2006 provided recommendations from which to form a State Plan for International Education.
- Existing reports from two consultants, Pappas Consulting Group, Inc. (Staying a Step Ahead: Higher Education Transforming North Carolina’s Economy) and Eva Klein & Associates, Ltd. (The University of North Carolina Board of Governors Special Committee Report on the Role of the University in Community and Economic Development), provided useful background information.

Approval

- The North Carolina in the World Executive Committee approved the process and outline for this legislative report. Committee members are State Board of Education Chairman Howard Lee; JB Buxton (former) Senior Education Advisor to Governor Mike Easley; Janice Davis (former) Deputy State Superintendent of Schools; and David Young, Director, Visiting International Faculty Program.

Writing the Report

Members of the staff of the Center for International Understanding wrote the report. The Center wishes to thank the many people who gave of their time and effort to contribute ideas to this report and who served as reviewers in the drafting phase. A list of everyone involved is found on Page 33.

III. State of Affairs – How does North Carolina’s K-12 system stack up?

William Amelio, President and CEO of Lenovo Group, told North Carolina business and education leaders that in order for his company to be competitive, he needed to hire globally savvy graduates. Speaking at the Emerging Issues Forum at NC State University in February 2007, he said Lenovo managers in Research Triangle Park ask these questions of potential hires:

“Can you work with another culture?”

“Can you speak a language other than English?”

Lenovo, a world leader in personal computers, has its executive headquarters in North Carolina’s RTP. With 20,000 employees in 60 countries, it’s no surprise that Amelio said that Lenovo’s continuing to stay in North Carolina depends, in part, on finding employees who understand teamwork and globalization, have a broad understanding of different cultures and can communicate across cultures.

Business leaders understand the importance of international education. Imagine if every North Carolinian who graduated from high school had a basic level of competency in a second language, an understanding of other cultures, and had experience working with students in another country. Imagine the businesses and colleges that would seek out this next generation for employees. Imagine what a workforce -- globally aware and internationally competent -- would mean for businesses looking to invest in North Carolina.

Here’s how University of North Carolina President Erskine Bowles frames the challenge: “In the new knowledge-based global economy, we are competing head to head with dozens of countries that are making strategic investments in education, innovation and research. The cold hard fact is that if we don’t get more of our own people better educated, we’re in a losing fight.”

Not losing the fight means implementing the recommendations found on Page 31. Not losing the fight means understanding the current lay of the land in K-12 education in North Carolina.

Here are some of the challenges:

Teacher candidates are not required to know about the world

- NC education deans are committed to exposing their students to global issues but are not satisfied with current practice.
- Teacher candidates rarely participate in study abroad.
- Only half of UNC schools of education have a foreign language requirement for all teacher candidates.

Students are not studying world languages

- Foreign language study among elementary school students in North Carolina is happening at less than half the rate as 20 years ago.
- Only 28 percent of elementary students are currently studying a foreign language.
- In 2006, only 306 North Carolina students were studying Chinese, the most widely spoken language in the world.

Global content is not being taught in classrooms

- With pressure to teach what's tested -- as prescribed by state policy and the federal No Child Left Behind Act -- schools are narrowing their curricular focus and neglecting other subjects like geography, foreign language and global studies.

All is not doom and gloom.

Important steps are being taken statewide to create the climate that expects our graduates to be globally competent. Three important advances have been championed by the State Board of Education, the Center for International understanding and the NC Public School Forum.

State Board of Education

One, the State Board of Education adopted a new "guiding mission" in the fall of 2006, declaring that "every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century."

Working in parallel with that goal, Governor Easley created the nation's first Center for 21st Century Skills to help assure graduates get the skills they need to compete in the global marketplace. Global awareness is an integral part of the Center for 21st Century Skills' strategic plan.

North Carolina in the World

Two, the Center for International Understanding is in its fifth year of coordinating Governor Easley's K-12 international education initiative, North Carolina in the World. In 2003 the Governor's Office launched an initiative to strengthen K-12 international education by increasing student knowledge and skills about the world. The initiative is housed at the University of North Carolina's Center for International Understanding in Raleigh, though it is truly a collaborative effort among a network of dozens of education entities, schools and higher education partners. No state funding was provided to launch North Carolina in the World and build the network in Year 1 or Year 2. In Year 3 and Year 4, the NC General Assembly provided a nonrecurring annual allocation of \$200,000 to the Center to coordinate global education efforts.

North Carolina in the World's vision is that graduates have the ability to thrive in the global marketplace. But what does it mean to be globally aware? Based on research and decades of experience in the field of international education, North Carolina in the World staff have identified the competencies – skills, knowledge and perspectives – students need to be global citizens, workers and leaders. They are listed below:

Global Competencies for Future-Ready Students What it Means to be Globally Aware

1) Culturally Aware

- a) Have an in-depth knowledge and understanding of one foreign culture very different than their own
- b) Know world geography
- c) Understand the relationship between behavior and culture
- d) Recognize and describe cultural differences without judging
- e) Understand the contributions of different cultures to the American way of life

2) Aware of World Events and Global Dynamics

- a) Have an in-depth knowledge and understanding of one pressing international issue or problem
- b) Have the ability to analyze and understand current world events, international issues and global debates
- c) Understand that global issues are complex and changing and have historic, political, economic and ecological dimensions and consequences
- d) Understand that local issues and global issues are interrelated

- e) Understand and critically evaluate world events from the perspective of different cultures

3) Effective Communicators across Cultures

- a) Are proficient in a second language
- b) Can recognize the impact of culture on communication
- c) Are able to adapt one's own written and spoken communication to be understood by a non-native speaker

4) Collaborative Members of Multicultural Teams

- a) Are able to solve problems collaboratively with individuals from diverse cultures
- b) Are able to be collaborative members of multi-cultural teams
- c) Are receptive to other's views, respectful of differences in interpretation and judgment, and able to revise and expand their own views

(**SOURCE:** This list of global competencies is adapted from the work of the following: Tony Jackson, International Studies Schools Network; Andy Smith, American Forum for Global Education; Partnership for 21st Century Skills; North Carolina Business Committee for Education; Darla Deardorff, Association of International Education Administrators; Michael Eskew, CEO, UPS; Committee for Economic Development.)

Public School Forum

Three, the North Carolina Public School Forum released a December 2006 report, "Creating Internationally Competitive Schools" that is a road map for state policy advances in global education. According to the Public School Forum, there are common denominators among schools with a successful global focus, regardless of the demographics or location of the school. They include:

- A focus on foreign language instruction
- Connectivity through technology
- Connectivity through exchanges
- Using resources other than traditional textbooks
- Global education is woven throughout the curriculum
- Planning is continuous
- Student performance is high
- The international focus is supported by parents and policymakers

While there are certainly examples of schools in North Carolina that exemplify many of these attributes, these programs have primarily sprouted from local leadership. There are pockets of excellence throughout North Carolina where motivated teachers, principals and students are learning about the world and interacting with colleagues in other countries.

In order to support these grassroots efforts and encourage replication of successful models, direction needs to come from the top. We need more North Carolina elementary, middle and high schools with a global focus. We need more dual language immersion programs. We need more global studies courses. We need more opportunities for North Carolina students to work as members of international teams.

Local school leaders – superintendents, principals, and school board members – need clear direction from the State. School communities need to understand the urgency of retooling programs for global competence. They need to understand the State Board of Education’s global education mission and what resources it will take to translate the mission into action in their classrooms.

The global skills our students need have been identified. Elements of a successful global school have been identified. The State Board of Education has set the transformation in motion. If we target our strategies and support them with adequate resources, we can prepare our students for jobs in the world economy. Now North Carolina needs clear, concerted direction and leadership from the legislature to make progress toward this goal.

As was stated at an international education summit in Washington recently, “What we call international education, the rest of the world calls education.”

IV. Department of Commerce

We turned to the Department of Commerce to answer the question, what are the key countries and regions of strategic economic interest to North Carolina? After several meetings with Commerce staff, Secretary Jim Fain released a list of eight key countries and regions in December of 2006:

Canada
Japan
China
Mexico
Europe
South Korea
India
Brazil

The selected countries and regions represent current strong economic relationships for North Carolina. The list includes both countries investing in North Carolina today and countries to which North Carolina exports. It makes sense for North Carolina students to understand the history and culture of regions with which we trade.

State economic development officials understand the urgent need for a globally competitive workforce. “Without a doubt, education is at the core of our competitiveness,” said Department of Commerce Policy Director Elizabeth Smith. “Without a skilled, educated workforce, we can’t compete.”

Foreign Investment

More than 1,100 international firms representing 40 countries operate in North Carolina today, according to the Department of Commerce. That investment represents jobs in important industries for our state, including information technology, plastics, pharmaceuticals and biotechnology. In terms of job creation, Belgium-based Food Lion is the biggest foreign investor in North Carolina.

The Business and Industry Division of the Department of Commerce works with international companies to convince them to add jobs and make investments in North Carolina. A stronger K-12 education system that focuses on global connections would be a tremendous asset to international recruiting efforts.

“The thing that investors want is a workforce that’s global in thinking and is trainable,” said Martyn Johnson, European Investment Director for the Department of Commerce. “Europe’s biggest concern is our education system. They want strong education for the children of their workers, and bi-lingual education is an important part of that.”

International Trade

Total North Carolina exports in 2005 were valued at \$19.4 billion. About one quarter of North Carolina’s exports go to Canada (\$5 billion), followed by Japan (\$1.6 billion) and Mexico (\$1.5 billion). In addition to machinery, North Carolina’s top exports to each of these three countries include medical instruments and pharmaceuticals to Canada, tobacco and meat to Japan, and knit fabrics and plastics to Mexico.

“Historically, our existing markets have been Canada, Japan and Mexico, but China is climbing in importance,” said Commerce International Trade Director Peter Cunningham. “India is also a huge market and high priority for us, and Brazil represents the ‘market of potential’ in South America.”

International Trade Offices

NC Dept. of Commerce

Germany
Japan
Canada
Mexico
China
South Korea

“Since 1994, the North Carolina office in Hong Kong has facilitated more than 600 partnerships between NC firms seeking to export to China and appropriate distributors in Hong Kong and on the Mainland,” said William Chu, North Carolina’s trade representative in Hong Kong.

Commerce officials seek new international opportunities through trade missions. In 2005, Department of Commerce trade missions traveled overseas to the United Kingdom, Germany, Denmark, Switzerland, China and Japan.

If K-12 principals and teachers could travel with North Carolina trade missions abroad, they would gain invaluable exposure to trade partners’ education and economic systems and be able to begin establishing connections between their schools and schools abroad. Building on these relationships, North Carolina students would learn *with* and not just *about* other countries. They would gain experience working in multi-national teams and be exposed to other cultures and languages. These experiences could expand to include internships with global businesses in North Carolina.

Economic Development Board

The 37-member Economic Development Board is responsible for making policy recommendations to the Governor, General Assembly and the Department of Commerce.

Education is the Board’s top priority in its 2006 Strategic Plan. Goal 1 is to “Develop an Outstanding Education System and a Highly Qualified Workforce.” Tied to this goal is the following objective: “Coordinate and improve the quality of K-16 public education to prepare students for further education and enhanced work opportunities.”

The Board meets quarterly and has invited the Center for International Understanding to present this report at a future 2007 meeting. The work of two Board committees, Global Economic Development and Education and Innovation, is tied most directly with international education efforts.

“Change is a reality of today’s global business climate,” Smith said. “We need to understand today’s business needs and trends, while being flexible enough to adapt to change. It only makes sense for economic development officials to work with education leaders to prepare students for this challenging environment.”

V. Regional Partnerships for Economic Development

Local and regional economic development leaders in North Carolina understand the importance of K-12 education delivering an updated set of skills so that future employees are globally competitive.

“Preparing our students for a global economy is the biggest challenge we face as economic development professionals,” said Ronnie L. Bryant of the Charlotte Regional Partnership. “It is critically important for our academic institutions and our economic development organization to communicate openly with each other in an effort to bring ‘best practices’ to our regions and our state.”

The 100 counties of North Carolina are organized into seven Regional Partnerships for Economic Development. In developing this plan, the seven partnerships were contacted and asked to complete a survey (APPENDIX A) that included the following question:

What countries or regions of the world should our students be learning about in order to prepare them for the types of global jobs you would like to see created in your region of North Carolina in the future?

Regional Partnerships were asked to consider such factors as international businesses operating in their regions today, and, looking ahead, what countries would they likely be working with to attract the types of jobs they want in the future? Four of the seven regional partnerships responded to the survey: Charlotte Regional Partnership, Eastern Region, Piedmont Triad Partnership and Research Triangle Regional Partnership.

Countries and regions most often cited by the regional partnerships mirrored the priority countries of the Department of Commerce:

Canada
China
Europe
India
Japan
Mexico

Preparing today’s students for tomorrow’s jobs includes equipping them with global competencies such as learning to work in teams with people of different cultures, regional leaders reported.

“Understanding international business starts first with a cultural understanding of other parts of the world,” said Ronnie L. Bryant. “We should consistently explore best practices from our competition. The time and effort that some European countries spend creating very skilled employees in the trades is impressive, and India’s Technical Institutes have created a strategic advantage for their country by creating thousands of engineers – a hot commodity in today’s economy.”

Several partnerships mentioned the importance of strengthening math and science content, while being sure to include often-neglected global skills like geography and foreign language.

“The best way to make North Carolina attractive for international companies is to create a workforce skilled in foreign language proficiency as well as STEM (science, technology, engineering and math) skills,” stated Don Kirkman of the Piedmont Triad Partnership.

Each of the seven partnerships was required by the legislature to create a visioning plan to identify job clusters, or types of jobs they hope to recruit in their particular region. These plans offer insight not only into the types of international businesses that might offer local internship opportunities for students, but are instructive in identifying the job skills today’s students will need to succeed. Many of these job clusters – health care, communications, technology, furniture making – are global in nature and will require an understanding of North Carolina’s connections to the world.

These regional plans offer a good starting point for local business and education leaders to explore ways of infusing relevant global content into the local K-12 experience to help meet local business needs.

Regional Partnerships could take a leadership role linking schools with local business leaders to demonstrate practical application of global knowledge and skills. One strategy would be to assign a staff person in each of the seven Regional Partnerships to be an international education liaison. This position could make a tremendous difference in helping students understand that studying other cultures and languages is relevant to their getting and creating jobs in the future, in their own communities.

VI. Department of Agriculture

North Carolina is the third most diverse agricultural production state in the country – only California and Florida produce a wider variety of agricultural products.

According to Agriculture Commissioner Steve Troxler, North Carolina's agricultural industry, including food, fiber and forestry, contributes \$68.3 billion annually to the State's economy, accounts for 20.3% of the State's income, and employs over 17% of the workforce. North Carolina agribusiness is global – hogs, poultry, tobacco, wood, and seasonal fruits and vegetables are shipped the world over. Exports of North Carolina agriculture and forestry products were \$1.6 billion dollars in 2005 and are steadily growing.

“It’s hard to find anyone in agriculture – grower, producer or processor – who is not affected by international markets. If they are not now, they will be,” said Peter Thornton, Assistant Director for International Trade, NC Department of Agriculture.

NC’s Top Agricultural Exports

Tobacco
Forestry
Swine
Poultry
Seasonal Vegetables

Success in agriculture requires an understanding of changing global markets -- looking beyond local markets at global supply and demand. Farm prices are set on an international basis. For example, how quickly Brazil, an emerging agriculture powerhouse, increases its production of beef and soybeans for export has an effect on farm gate prices in North Carolina.

Success in agriculture requires understanding and working with other cultures -- North Carolina’s farming and processing labor workforces are heavily dominated by foreign workers. The North Carolina Pork Council produces a Spanish English phrase book of common phrases used in agriculture settings.

What's international about North Carolina agriculture?

- Labor force -- farming and processing
- Export markets
- Understanding the competition

Success in agriculture requires thinking globally and understanding that there are different needs among buyers of the same types of products. According to the Department of Agriculture's website, "Today's successful exporter must be an analyst, a sales representative and a master of cultural differences and tastes.

Top buyers of NC Exports

(in dollar value)

Japan
China
Canada
Netherlands
Germany
Switzerland
Mexico
South Korea

(SOURCE: WISER, US Census Bureau,
Foreign Trade Division, annual figures
for 2005)

Agribusinesses in North Carolina are natural partners in helping students understand the state's many global connections. Ahead of many industries, farmers have had to adjust to expanding markets and global competition. These global competitors offer homegrown knowledge and experience to tap – especially for schools in rural eastern counties.

VII. Future Trends

To re-cap, the Departments of Commerce and Agriculture along with the Regional Partnerships for Economic Development provided information on current economic ties to create a list of countries and regions that North Carolina students should be studying. They are:

Canada
Japan
China
Mexico
Europe
South Korea
India
Brazil

Education and policy advisors involved in the development to this plan decided to take a broader look, through an international education lens. In order to give our students truly global exposure, countries and regions were added to the original list.

As Commerce Policy Director Libby Smith said, “The trick is to understand today’s needs and trends and to stay current so that we can be flexible enough to name the next country and adapt.”

A North Carolina child born today will fully join the workforce in 20-25 years. By then, the list of key countries investing in North Carolina and buying its products and services might look very different than it does today.

Predicting the next country or region of economic importance to North Carolina means examining trends. Issues such as infrastructure, population growth, rise of the middle class consumer, political stability, rule of law, and growing religious and political powers all must be taken into account.

Clark Plexico, President of International Strategies Inc., in Raleigh and senior advisor to the North Carolina in the World initiative, provided an analysis of future trends and how that might impact what countries our students need to learn about. A copy of the full International Strategies report is attached (APPENDIX B).

Consider the following facts about several countries and regions that are not on the list:

- While much of our commercial efforts are centered on Europe, in a projected list of the world's largest cities in 2015 compiled by the World Almanac, not a single European city will be on the top ten, and possibly not the top twenty. The high fertility rates in many Islamic nations may lead to a dramatic shift in world population shares along religious lines. While one-third of the Arab population is under the age of 15, one third of Arabs are Egyptian, a fact that makes a strong case for adding Egypt to the list.
- Using the religious criteria as part of the framework means that in addition to Egypt, the dominant Arab country; countries such as Turkey, the bridge between Europe and Asia with a population predicted to be larger than any European country within ten years and potentially the first Muslim country in the European Union; and Indonesia, the largest Islamic country in population by far should be on our radar screens. Eurasia (the former Soviet republics in Central Asia and the Caucasus), after being under the control of the Soviet Union for 70 years has long been off our radar. But with the energy hungry economies of the US, Europe, China, Japan, India and Russia, this is an area that is going to grow in importance exponentially because it contains a huge proportion of the world's reserves of oil and natural gas.
- Even after the collapse of the Soviet Union, Russia is still the 7th largest country in population in the world and the world's 10th biggest economy. Predictions are that by 2040 Russia will be the world's 6th biggest economy. Russia has veto power in the United Nations and continues to exert tremendous influence over her neighbors and former republics. Whether the issue is Iran, Eastern Europe or terrorism, the United States will continue to need Russia's collaboration.
- South Africa's GNP is four times that of the combined GNP of the other ten countries of southern Africa and they have a rapidly growing middle class. Any international education effort needs to have at least one sub-Saharan African country as a focus.

- Southeast Asia is home to over 500 million people and the 5th largest market for US exports.

The countries most likely to influence events in the future are the very ones where we will need to have citizens who understand those cultures and appreciate their potential power as trading partners with North Carolina. With that in mind, and based on the analysis by International Strategies, we recommend that five countries and regions be added to the list of North Carolina's key global partners, current and potential:

- 1) The Middle East with a focus on Egypt
- 2) Central Asia and Turkey as the key country in the region and the bridge from Europe to the Middle East
- 3) Russia with its ties to both Europe and its former republics in Eurasia
- 4) South Africa as the dominant country of sub-Saharan Africa
- 5) Southeast Asia as the gateway to a market of 500 million people not under the control of China or India

VIII. Final Priority Countries and Regions List

The North Carolina Department of Commerce, Department of Agriculture, and NC Regional Partnerships for Economic Development helped identify eight regions our K-12 students should be learning about, based on current economic ties to North Carolina.

The list expanded to 13 countries and regions when future trends and a broad international education perspective were taken into account. To be globally competent citizens, workers and leaders, North Carolina students need to be aware of these countries and cultures.

Here is the Final Priority Countries and Regions List:

Brazil
Canada
China, including Hong Kong
Europe
India
Japan
Mexico
The Middle East
Russia
South Africa
South Korea
Southeast Asia
Turkey

Recommendations for incorporating learning about these countries and regions can be found in a proposed state plan for international education, Section XI of this report.

IX. State Board of Education

As stated earlier, in the fall of 2006 the State Board of Education adopted an ambitious “guiding mission” declaring that “every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.”

This mission guides and supports all of the Department of Public Instruction’s work as it revises curricula and licenses, and as it sets standards for teachers and administrators.

Two of the five statewide education goals that fall under the Board’s mission are clearly linked to global awareness and increasing international content in all grades across the curriculum. They deal with what students need to know to be globally aware and competitive and what educators need to know to be prepared to teach in the global age.

Goal 1: Globally Competitive Students

The first goal is to help North Carolina public schools produce globally competitive students. This means every student is expected to excel in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including a mastery of languages, an appreciation of the arts and competencies in the use of technology.

Every student’s achievement should be measured with an assessment system that informs instruction and evaluates knowledge, skills, performance and dispositions needed in the 21st Century. Every student will be enrolled in a course of study designed to prepare them to stay ahead of international competition.

Every student is expected to use technology to access and demonstrate new knowledge and skills that will be needed as a lifelong learner to be competitive in a constantly changing international environment.

Goal 2: Globally Competent Educators

The second goal recognized is instrumental in affording students global competency – North Carolina public schools will be led by 21st Century professionals. These professionals must have the skills needed to deliver 21st

Century content in a 21st Century context with 21st Century tools and technology that guarantee student learning.

This set of skills requires that every professional receive preparation in the interconnectedness of the world with knowledge and skills, including language study.

Rigor Committee

In tandem with these new goals, the State Board has used the work of an ad hoc Rigor Committee to focus on raising high school standards and developing other strategies geared toward students having an adequate level of skills to do what they need to do in today's global economy. This Rigor Committee has worked with the North Carolina Department of Public Instruction to advance global education goals through the core curriculum.

XI. World Languages: A State and National Need

When most people hear the term "international education," they immediately think of world languages. Learning a foreign language is familiar concept, even though precious few Americans learn the languages of some of 96 percent of the world that lives beyond our borders.

Today in North Carolina, most students who study a world language never rise above beginning level proficiency.

North Carolina in the World has set ambitious world language goals:

- By 2020, every school district will offer at least one language instruction program that starts in the elementary grades and provides increasingly advanced study of the same language in subsequent years, all the way through high school graduation
- By 2015, enough NC school districts will have world language programs in place so that 10 percent of the students entering school that year will demonstrate proficiency in a language other than English by the time they graduate from high school

Substantial challenges stand between today's reality and making progress toward these goals.

K-12 foreign language study has gone backwards in North Carolina. The Department of Public Instruction reports that fewer elementary students are studying world languages today than 10 years ago or even 20 years ago. Yet there are waiting lists at existing elementary school dual immersion language

programs. One Orange County school has a three-year waiting list to study Chinese.

There is no state plan for recruiting and training world language teachers, and districts have no systematic way of evaluating whether the world language teachers they hire are effective instructors. North Carolina needs both.

Economic and educational leaders should all demand proficiency in a second language. Proficiency means being able to communicate and function in everyday business and life situations with non-English speakers. It means understanding others in their language and having them understand you – tools essential for success in a global economy.

Graduates will need to communicate with foreign-born co-workers, employers, employees, trade partners and customers.

Becoming proficient in a world language takes a commitment of many years of study. We now know that one effective way to build proficiency is to start early with intensive language study and progress in steps which build on one another. Every student in the state should have access to at least one instructional program that leads to world language proficiency.

Making progress will take a tremendous commitment of resources. Building truly effective language programs requires infrastructure; teacher preparation, recruitment and retention; and a commitment from state and school leadership to stand behind this effort as a top educational priority in North Carolina.

Knowing other languages is not just a feel-good endeavor. It is a matter of national security and economic survival. Numerous public and private groups at the national level confirm the need for states to focus on languages.

In 2006 President Bush launched the National Security Language Initiative to expand world language offerings in elementary, middle, and high school as well as higher education. Specifically for national security needs, there is a renewed push at the federal level to expand the number of Americans who can speak so-called critical need languages like Arabic, Chinese and Farsi.

A briefing about the language initiative posted on the US State Department's website states: "An essential component of U.S. national security in the post-9/11 world is the ability to engage foreign governments and peoples, especially in critical regions, to encourage reform, promote understanding, convey respect for other cultures and provide an opportunity to learn more about our country and its citizens. To do this, we must be able to communicate in other languages, a challenge for which we are unprepared.

“Deficits in foreign language learning and teaching negatively affect our national security, diplomacy, law enforcement, intelligence communities and cultural understanding. It prevents us from effectively communicating in foreign media environments, hurts counter-terrorism efforts, and hamstring our capacity to work with people and governments in post-conflict zones and to promote mutual understanding.”

There are many models to address this deficit. But the financial resources have not been committed. North Carolina could carve a niche for itself by seeing that children speak other languages. Speaking critical languages afford the opportunity to go for highly specialized jobs in diplomacy or defense.

National calls for critical language speakers and those who understand other cultures have a direct bearing on North Carolina, a state with a substantial military presence. Military operations, military contracts, and the role of military retirement benefits are an important source of economic activity in North Carolina. A statewide military impact study led by East Carolina University shows military dollars spent in North Carolina account for more than 6 percent of gross state product, or \$18 billion.

Military bases in North Carolina -- Camp Lejeune, Fort Bragg/Pope, Cherry Point and Seymour Johnson -- employ more than 260,000 people, according to the 2004 report. In addition, Department of Defense contracts contribute \$1.43 billion to the state economy. And those contracts are awarded across the state to 77 different counties

If North Carolina could build a reputation for producing students who are proficient world language speakers, our graduates would be highly recruited for jobs in business, diplomacy and the military.

X. North Carolina in the World: Progress to Date

North Carolina in the World

In 2003 Governor Mike Easley established North Carolina in the World, an initiative to strengthen K-12 international education by increasing student knowledge and skills about the world. The initiative is housed at the University of North Carolina's Center for International Understanding in Raleigh, though it is truly a collaborative effort among a network of dozens of education entities, schools and higher education partners. No state funding was provided to launch North Carolina in the World and build the network in Year 1 or Year 2. In Year 3 and Year 4, the NC General Assembly provided a nonrecurring annual allocation of \$200,000 to the Center to coordinate global education efforts.

Much progress has been made:

- **The first statewide K-12 international education plan was developed.** More than 100 North Carolina educators and business and policy leaders collaborated to develop the first statewide K-12 international education plan. "North Carolina in the World: Increasing Student Knowledge about the World" was published by the Center in 2005 (APPENDIX C). Since that time more than 3,000 copies have been distributed to schools and education agencies to help guide efforts to infuse global content throughout the curriculum. Department of Public Instruction leaders have used the plan as a foundation for their efforts to identify goals and action steps toward making North Carolina schools leaders in global education.
- **900 highly qualified cultural exchange teachers are in NC** Visiting International Faculty Program in Chapel Hill placed 900 qualified cultural exchange teachers from other countries in North Carolina classrooms in more than half of all North Carolina school districts for the 2006-07 school year.
- **A new website with more than 650 international resources and online professional development courses was launched** LearnNC, an online resource for educators housed at UNC-Chapel Hill, has embraced international education as a focus on its revised website. Working with several North Carolina in the World partners, the LearnNC

site now offers more than 650 international education resources and online professional development courses for teachers and principals interested in infusing global content and perspectives in their schools.

- **More than 1,300 NC teachers learned about other countries and cultures**

World View's professional development programs and services reach over 1,300 K-12 educators from across North Carolina each year. Programs include symposiums, seminars, a globalization course for school leaders, study abroad visits, participation in statewide conferences, onsite workshops and presentations to schools and school systems, and an online course. Additional focused services are provided to 30 partner schools and school systems to develop and support action plans and initiatives for creating global learning environments. Last year's fall symposium looked at education practices from across the globe, while the 2007 symposium will examine best practices in global education from across the United States.

- **North Carolina in the World International School Partnerships have been launched**

The first cohort of NC principals and teachers traveled to Denmark in 2006 to meet with sister schools to develop International School Partnerships. These ongoing relationships provide an opportunity for NC students to learn *with* and not just *about* another country through the use of web conferencing technology, and potentially, student exchanges. International School Partnerships with China and Mexico are on the docket for 2007 with plans for 15-20 additional sister school relationships. Resources – a partnership manual and a resource guide for orchestrating teacher and student exchanges were developed and made available to NC educators.

- **A report to globalize teacher preparation was published**

UNC President Erskine Bowles introduced a new report, "North Carolina in the World: Preparing North Carolina Teachers for an Interconnected World," with a challenge to revamp teacher education. He wrote, "Our interconnected world demands both competition and cooperation. Such demands require a teaching force with real knowledge about the interconnectedness of the world." The report, developed by education deans and education and international studies faculty from NC public and private universities, makes five recommendations for adding global content to teacher preparation. This report is discussed in detail in "Report II: North Carolina in the World Activities and Accomplishments," a companion to this document.

- **Mandarin Chinese courses are being developed for online learning**
 The NC Department of Public Instruction received a federal grant to develop online Mandarin Chinese languages courses for NC students. The first class is being piloted in 2007. In 2006, DPI reported only 306 NC students were studying Mandarin Chinese, a language spoken worldwide by more people than any other. New course offering will reach more high school students across the state.
- **Outstanding world language programs are being recognized**
 Four school districts have been designated Global Communicators Districts for their excellence in foreign language instruction and commitment to build language pipelines so that students can study the same language at progressively more advanced levels from elementary through high school. Those districts are Charlotte-Mecklenburg, Winston-Salem/Forsyth, Greene County, and Chapel Hill-Carrboro.
- **K-12 global lesson plans have been developed and are online**
 Twenty-seven global lesson plans, aligned with the NC Standard Course of Study, are now available online, through the UNC-Chapel Hill's Center for European Studies/EU Center of Excellence. The lesson plans are appropriate for grades 6-12 and cover a variety of subjects, from science to social studies to French and German. The website has just been launched and is part of a national effort to eventually include lesson plans from all over the country.
- **Business, education and legislative leaders are in position to advance international education**
 A North Carolina in the World Advisory Board of more than 100 business, education and legislative leaders was created in 2005 to champion the need for global education as an economic development strategy.
- **Two statewide international education conferences have been held**
 The initiative held a statewide conference in 2005 and co-sponsored another in 2006 that drew hundreds of NC educators to share best practices and resources for including global content in all subjects across all levels of instruction.
- **International organizations in education field have formed a coalition to provide strategic leadership**
 Under the North Carolina in the World umbrella, these entities are coordinating K-12 efforts and making recommendations for state policy so that more than a very small percentage of North Carolina teachers and schools have access to international education resources and that efforts are aligned with regions of strategic economic importance to the state.

- **Education policy leaders have seen best practices in action**
 Under the auspices of North Carolina in the World, state legislators and education policymakers have accompanied the Center for International Understanding to national conferences and tours of model schools in other states to build an understanding of what these schools could like in North Carolina.
- **A monthly electronic international education newsletter informs the network**
 The Center for International Understanding has developed a monthly electronic newsletter about global education that is distributed to more than 800 readers, including legislators, business leaders and educators primarily in North Carolina. The newsletter highlights North Carolina schools with a commitment to global education and provides state and national news items as well as a monthly business perspective espousing the importance of a globally savvy workforce.
- **A list of global competencies has been developed**
 North Carolina in the World developed groups of knowledge, skills and perspectives that students need to be globally competent (see Page 7).
- **Sesame Workshop plans to pilot global preschool material in NC**
 A partnership between NC and Sesame Workshop will put Global Grover educational materials in some More at Four and Smart Start classrooms. The goal is to build children’s understanding of and respect for similarities and differences among people, places and things.

An accompanying report, “North Carolina in the World Report II: Activities and Accomplishments,” provides further detail on the initiative’s progress.

XI Recommendations: An Updated K-12 International Education Plan for North Carolina

North Carolina in the World has been a catalyst to draw attention to the need for strong K-12 international education and its link to successfully maneuvering in the global marketplace. And, with this report to the legislature, an important next step has been taken: Countries of strategic economic importance to the state have been identified on which global education activities can be focused.

International education must become a key priority for North Carolina policymakers. In order to assure that students gain necessary global knowledge and skills -- and that they are tied to countries key to North Carolina's economic success -- the State must take ownership. It is up to the entities with statewide education authority – the Governor, the Legislature, the State Board of Education and Department of Public Instruction – to commit to building on the momentum.

Following are recommendations for a new State Plan for International Education. Most of the ideas and accompanying budgets directly mirror the recommendations presented in the Public School Forum of North Carolina's Study Group XII report, "Creating Internationally Competitive Schools," published in December of 2006.

A list of additional recommendations and opportunities which surfaced in development of this plan is attached (APPENDIX D).

What Needs to Happen and How Much Will it Cost?

- 1) Leading North Carolina in the World:** The Center for International Understanding continues to lead the state K-12 international education movement working on policy, communications and program development. These efforts will align global education with North Carolina's strategic economic interests.
Cost: \$200,000 annually (appropriation to the Center for International Understanding)

- 2) State Board of Education** adopts a policy that international education activities should focus on countries and regions of strategic economic

- importance to North Carolina, as identified in this report. The policy shall determine a method for regularly coordinating with the Department of Commerce to update the country list to reflect changing State priorities. Likewise, the policy shall determine a method of regularly reviewing and updating teacher licensing requirements as needed.
Cost: None (this could be accomplished with existing resources)
- 3) Standard Course of Study:** The Department of Public Instruction incorporates these strategic countries of focus into its Standard Course of Study which guides curricula in all North Carolina schools.
Cost: None (this could happen as a matter of course during existing curricula review processes)
- 4) An International Education Consultant,** modeled after the State of Wisconsin's highly successful State Supervisor of International Education position, is hired by the Department of Public Instruction. This liaison for global studies provides leadership and supervision for curriculum revision and a school grants program (Position description is APPENDIX E).
Cost: \$100,000 annually (salary and benefits)
- 5) School Planning and Implementation Grants** encourage development and replication of best practices in international education. Grants are administered by the Department of Public Instruction. Grant application guidelines address, at a minimum, curriculum, communications technology, teacher professional development and training, international school partnerships, and world language instruction.
Cost: \$750,000 annual program cost (30 school grants of \$25,000 each)
- 6) Teacher Education** planning/study grants for NC College and University Schools of Education to infuse global understanding in teacher preparation. Grantees should build on recommendations presented in the 2006 publication, "North Carolina in the World: Preparing North Carolina Teachers for an Interconnected World."
Cost: \$75,000 annually (3 grants of \$25,000 each)
- 7) International School Partnerships** build ongoing relationships between NC schools and schools abroad so that students work in multi-national teams and learn *with* and not just *about* other countries.
Cost: \$196,500 Year 1, progressing to \$316,465 in Year 5 (program administered by Center for International Understanding)
- 8) LEARN NC's website, ncintheworld.org,** expands global resources available to North Carolina teachers to help them teach about the world.
Cost: \$190,000 Year 1, progressing to \$231,000 in Year Five.

9) **World View** provides trainings for the network of participants from North Carolina schools and colleges of education that are recipients of grants outlined in No. 5 and No. 6 above. The number of schools involved each year is anticipated to grow.

Cost: \$150,000 in Year 1 increasing to \$550,000 in Year 5.

Total Cost Year 1: \$1,661,500

Funding this State Plan for International Education would allow those agencies responsible for K-12 global awareness to immediately focus on countries and regions of strategic economic importance to North Carolina. The proposed budget would yield progress in areas such as curriculum development, professional development for teachers, international school partnerships, teacher preparation and individual school efforts to implement dual immersion language and global studies programs.

Helping today's students prepare for tomorrow's jobs will take an ongoing commitment of resources and direction from North Carolina's education policy leaders.

XII. The following individuals contributed to the development of this report

NC Department of Commerce

Libby Smith, Policy Director

Peter Cunningham, International Trade Director

Dallas Hardenbrook, European Investment Manager, Business/Industry Division

Martyn Johnson, European Investment Director, Business/Industry Development Division

Jean Davis, Business Development Manager, Information Technology and Electronics

NC State Board of Education

Howard Lee, Chair

Melissa Bartlett, Member

John Tate, Member

NC Department of Agriculture

Ronald Fish, Assistant Director for Agribusiness, NC Department of Agriculture

Peter Thornton, Assistant Director for International Trade, NC Department of Agriculture

Regional Partnerships for Economic Development

Douglas Aitkin, Research Triangle Regional Partnership

Ronnie L. Bryant, Charlotte Regional Partnership

Al Delia, North Carolina's Eastern Region

Don Kirkman, Piedmont Triad Partnership

University of North Carolina system

Leslie Boney, Economic Development, UNC General Administration

NC in the World Executive Committee

Howard Lee, Chair, State Board of Education

JB Buxton, (former) Senior Education Advisor to Governor Easley

Janice Davis, (former) Deputy State Superintendent of Schools

David Young, Director, Visiting International Faculty Program

International Strategies Inc.

Clark Plexico, President

NC in the World Steering Committee

Robert Phay, Director, World View

Ruth Mitchell-Pitts, Associate Director, Center for European Studies, UNC-Chapel Hill

Pamela Hartley, Interim Director, Exploris

Lynne Gerber, Executive Director, Center for International Business, Education & Research, UNC-Chapel Hill

Center for International Understanding Staff

Millie Ravenel, Executive Director

Marty Babcock, Director of Programs

Matt Friedrich, Project Director, NC in the World

Al Rubio, Global Communicators Program Coordinator

Jessica Mendez, NC in the World Program Assistant

Penny Maguire, NC in the World School Program Coordinator

Stephanie Carter, Communications Director