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**MINNESOTA IN THE WORLD
TASK FORCE REPORT
AUGUST 1986**

MINNESOTA IN THE WORLD - THE WORLD IN MINNESOTA

A Report to the Commissioner of Education

**Submitted By
The Minnesota in the World Task Force**

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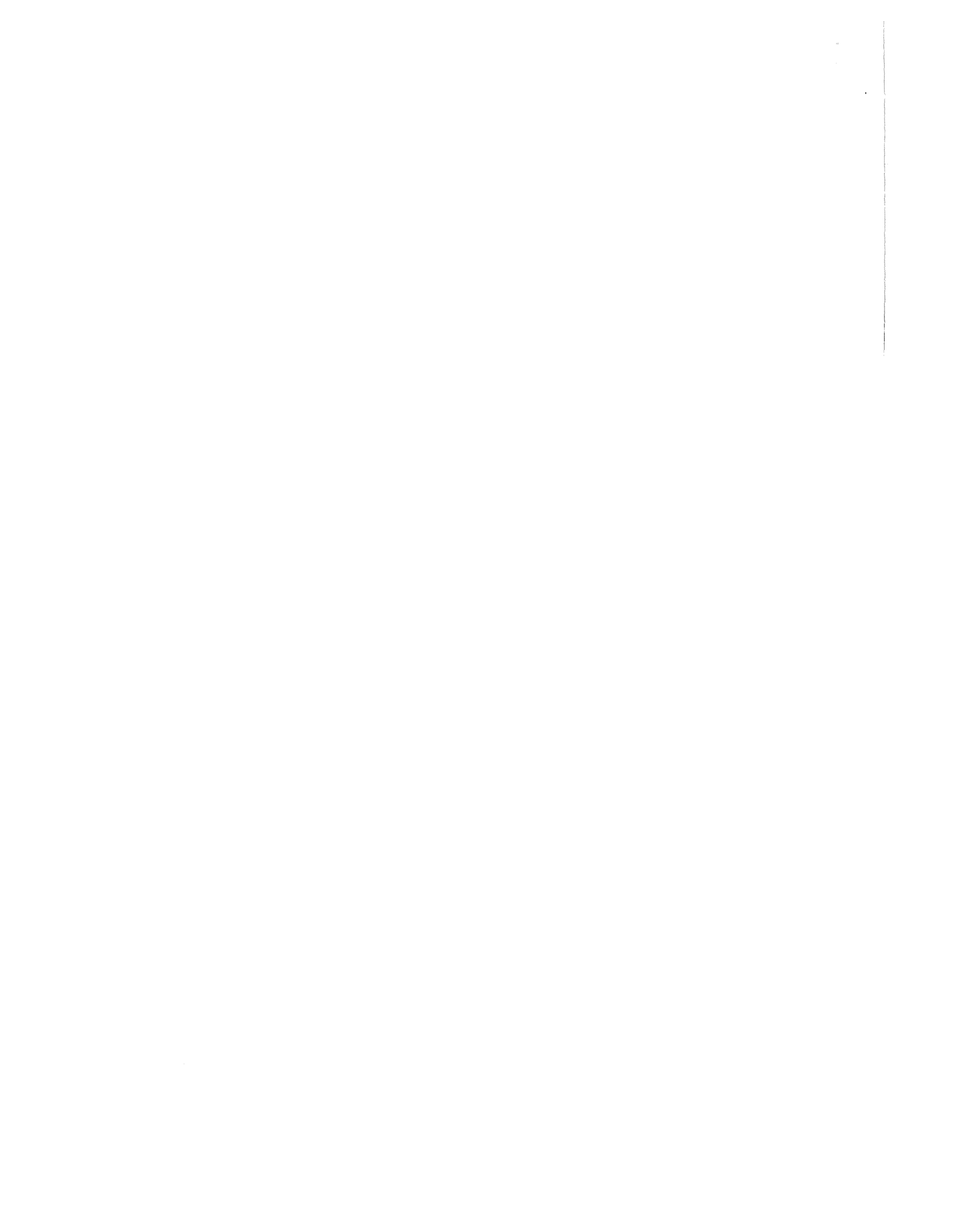


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FOREWARD

It is with a sense of excitement and challenge that we submit this report. It represents the shared creative ideas of many persons and hours of dynamic discussion and debate. After all, we were about the business of viewing the world with a global perspective and considering means for preparing citizens with such a view.

These citizens would understand the principles of democracy, be committed to living in accordance with them and possess the necessary knowledge, skills, and understandings for honoring that commitment within the world in which they act.

It is our considered judgment that, as we prepare citizens for the 21st century, there is no greater need than to work cooperatively, share resources, and reform the school curriculum to reflect a global perspective.

Lawrence W. Byrnes, Ph.D.
Task Force Chairperson

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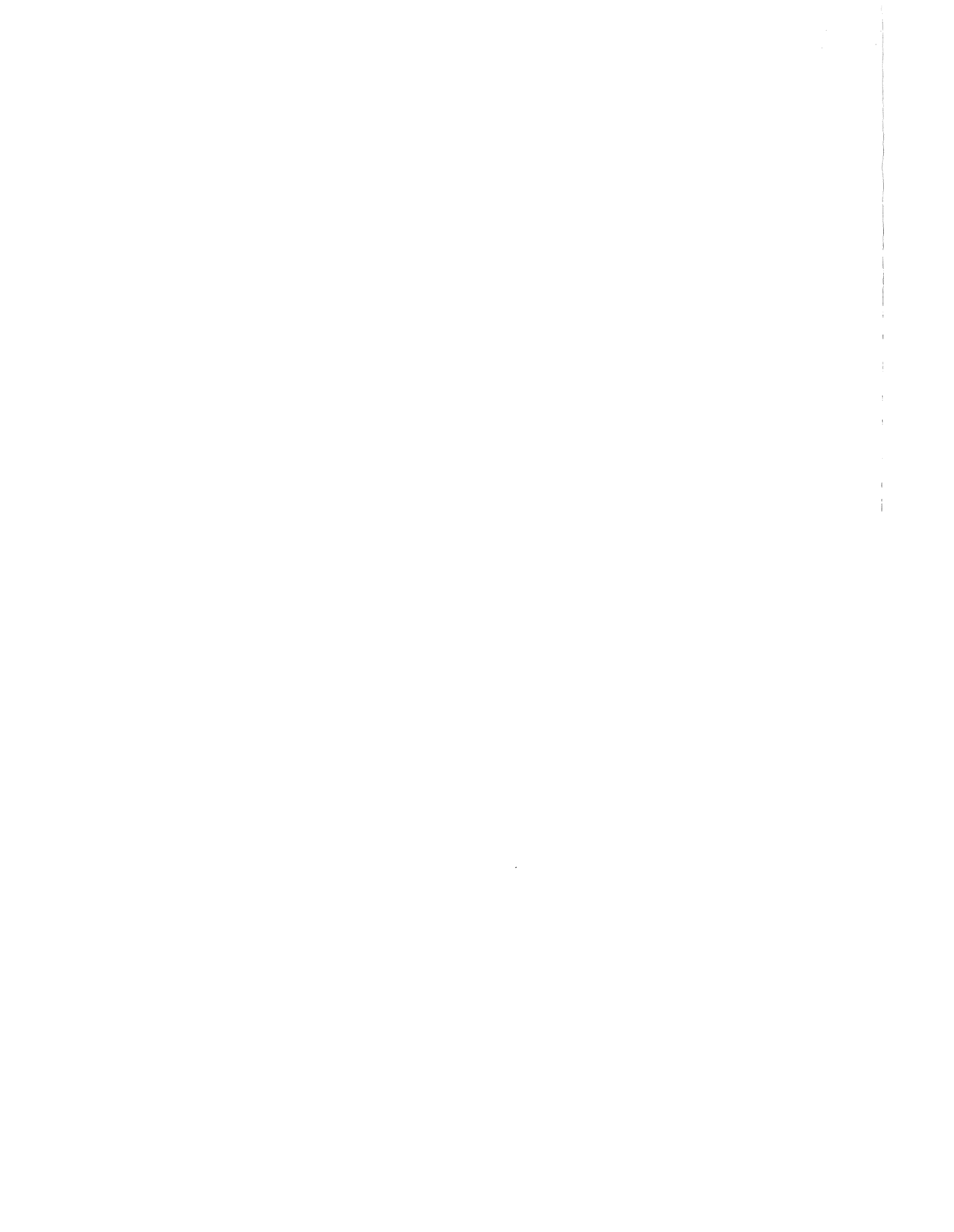
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I. COMMISSIONER OF EDUCATION CHARGE TO THE TASK FORCE

Commissioner of Education Ruth E. Randall charged the Task Force to recommend direction to the department's Minnesota and the World Project which seeks to improve the global perspective of Minnesota's students and citizens. The students and citizens can capitalize on accumulated wisdom in making cooperative attacks on problems of people everywhere. Informed, empowered actions around the social, political, and economic connections of the people of Minnesota and the rest of the world are necessary.

Specifically, the Task Force is charged:

1. To recommend direction to the department's Minnesota in the World Project;
2. To assist in the creation of educational, business, and community networks which will promote and improve the global perspective of Minnesota citizens;
3. To guide the development of student and teacher materials and the training of teachers and administrators; and
4. To recommend ways to evaluate students' knowledge to determine strengths and weaknesses in their understanding of the global perspective.

II. INTRODUCTION

Global-international education has been identified by Governor Rudy Perpich and Commissioner Ruth E. Randall as one of Minnesota's educational priorities.

There is a need to educate students for lifelong growth in understanding, through study and participation in the world community of the interdependence of all people and systems--social, cultural, racial, economic, linguistic, technological, and ecological. A global perspective requires an understanding of the values and priorities of the many cultures of the world, as well as the acquisition of basic concepts and principles related to the world community.

The Minnesota and the World Project initiated by the Minnesota Department of Education, will lead to implementation and application of this global perspective in striving for just and peaceful solutions to world problems. Education for this global perspective includes those forms of education or learning, formal and informal, which enhance the individual's ability to understand his/her condition in the community, state, nation, and world. It includes the study of nations, cultures, and civilizations with a focus on understanding how these are interconnected and how they change, and on the individual's responsibility in this process. It must provide the individual with a realistic perspective on world issues, problems and prospectives between the individual's enlightened self-interest and the concerns of people elsewhere in the world.



Governor Rudy Perpich addressed international education in his Inaugural Address delivered at Hibbing High School on January 3, 1983. He stated, "It is easy to say 'we cannot afford it,' but it is also easy to wonder how Minnesota is going to produce executives and workers for what I believe is a world marketplace. How do we sell to the Germans, the Japanese, the Russians, unless we speak their languages?"

In the Governor's June 27, 1985 address regarding Minnesota's education, Governor Perpich said, "Just as students must have opportunities within their districts and within this state, we must offer them a chance to explore the world. Our economic survival depends on our knowing as much about our foreign neighbors as they know about us. We envision foreign languages beginning in the elementary grades, student and teacher exchange programs, and study abroad programs that concentrate on language, culture, government, and trade."

T. H. Bell, former United States Secretary of Education, proclaimed, "If we are to make good decisions about our increasing international linkages and interactions, we must have a citizenry that is second to none in their knowledge and understanding of the global condition. We have talked rhetorically for far too long about how our world has become a global village. It is time for us to prepare Americans of all ages to understand and live successfully in this increasingly complex world community."

Harlan Cleveland, Dean of the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota, in his latest book, The Knowledge Executive, writes that the American people in fact make policy before our leaders can carry it out. He states:

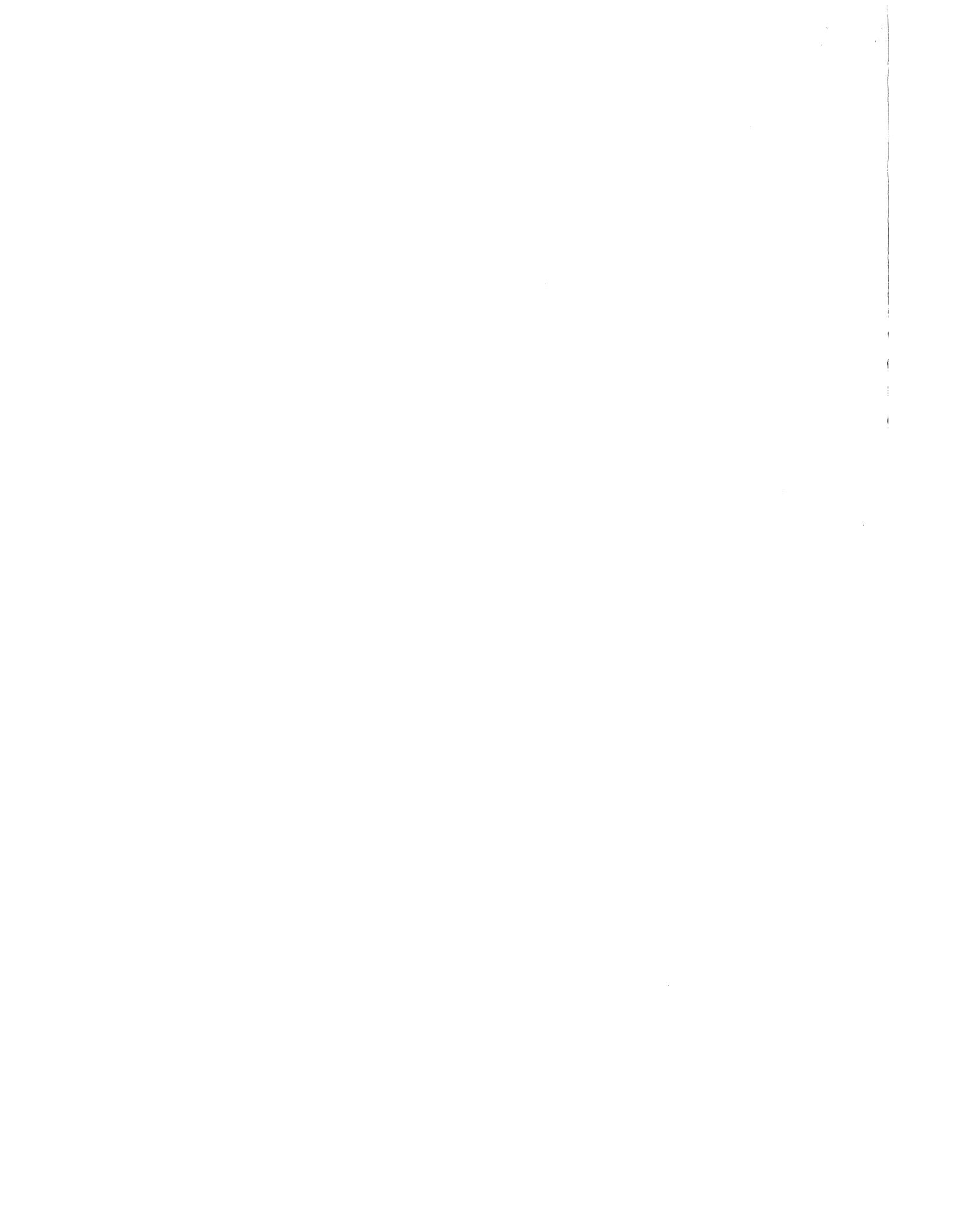
If they (the American people) don't grow up with an understanding of our international interdependence, our foreign policy decisions will be lacking in common sense and won't work. So a whole people needs to be educated in a global perspective.

Cleveland defines global perspectives as follows:

Let me try to make clear what is not meant by global perspectives. It doesn't mean stuffing more courses in international relations into already overcrowded school and college curricula. By global perspectives in education we will have to mean something more pervasive: that every subject in school or in higher education - biology and physics and mathematics, history and philosophy and English, economics and sociology and public affairs - is an occasion for introducing concepts that help young people understand that the world is round and fragile and fully packed.

Cleveland concludes the chapter titled "Education for Leadership" by saying:

How much better could we do if most schools and colleges and universities were teaching, rather than running to catch up with, the global perspective that is now built into the future of the United States of America.



III. INTERNATIONAL/GLOBAL EDUCATION DEFINITION

International/global education is a carefully designed elementary and secondary interdisciplinary program that helps students develop the knowledge, skills, and attitudes needed to contribute effectively in an interdependent world characterized by diversity and limited and unequally distributed natural resources. An international or global perspective means viewing the world and its people with understanding and concern. Understanding requires knowledge of, and respect for, differences and similarities of the world's people, the process of development, and how goods, services, and ideas are exchanged. Concern necessitates assuming responsibility for the needs of all people and commitment to finding just and peaceful resolution to global issues. The desired outcome of global education in Minnesota is to enable citizens in our democracy to participate more actively at local, state, national, and international levels.

IV. INTERNATIONAL/GLOBAL CONCEPTUAL FRAMEWORK

In order to pursue an international/global perspective, a system which encompasses the interdependent nature of this concept needs to be delineated. This section addresses the six broad but interdependent areas which make up the "international/global conceptual framework."

1. Understanding diversity
2. Understanding the world as a series of emerging interdependent systems
3. Developing effective working relationships
4. Understanding the nature and process of change
5. Understanding prevailing world conditions
6. Understanding emerging international/global trends

These six areas are the outcomes of a comprehensive international/global education program. To better assure that these outcomes are in fact realized, numerous activities and experiences can be implemented for Minnesota learners of all ages. Whether those activities are living in another culture, exchanging a video letter, learning a language or participating in an art class in a junior high school, the outcomes addressed in the "international/global conceptual framework" remain the focus.

The following several pages expand on each of the six interdependent areas which make up the "international/global conceptual framework." While, as stated above, this framework provides a set of outcomes for a diverse set of activities relating to international/global education, this framework provides especially useful guidance to the task of curriculum development or modification.

A. Understanding Diversity

- o Awareness that diversity offers opportunities but can also create conflict.
- o Cross-Cultural awareness



Awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways of one's society might be viewed from other vantage points. Learner outcomes need to be developed so that students:

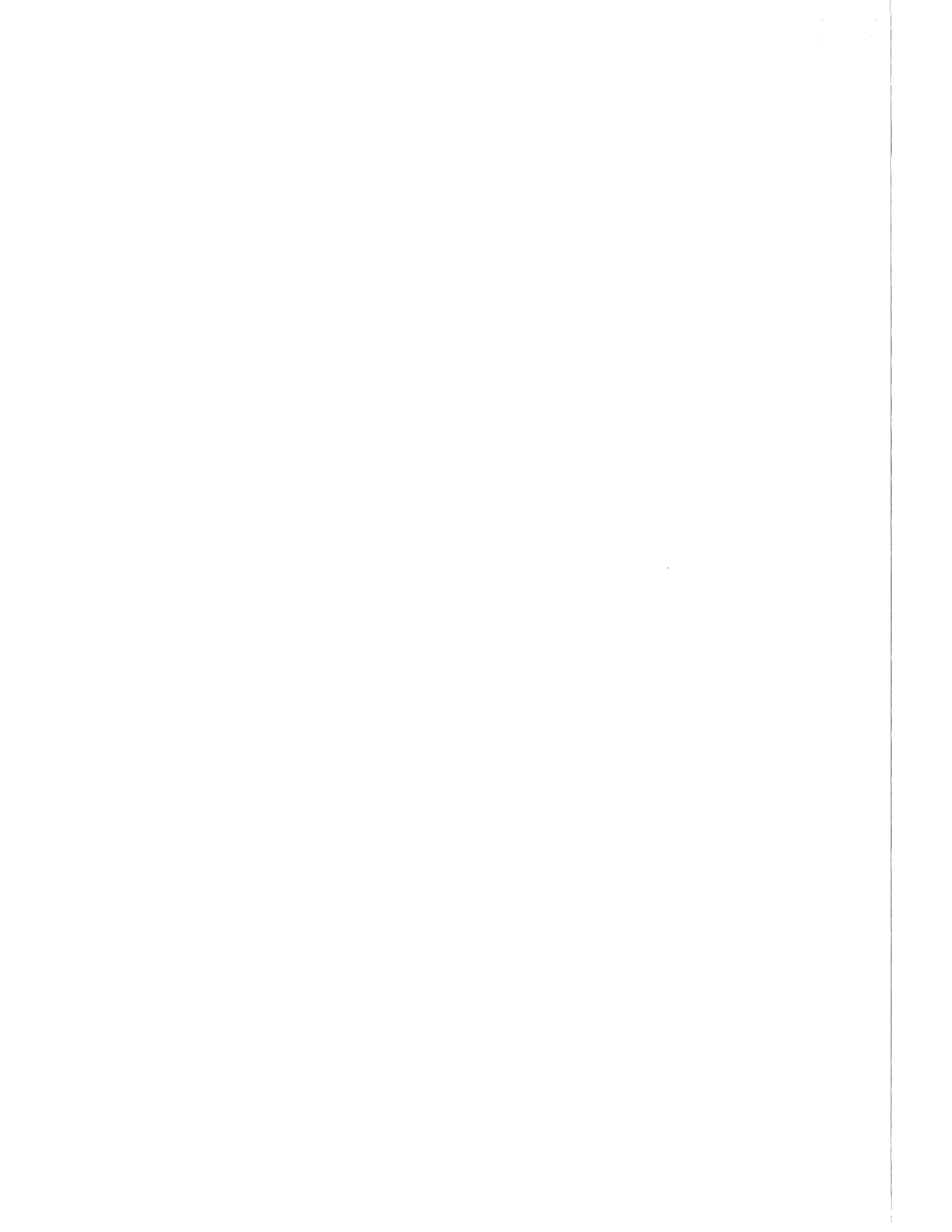
1. Develop the skills to identify and understand beliefs, values, cultures, environments, political, ecological, and economic systems different from one's own.
2. Appreciate cultural similarities and differences within one's classroom and community, e.g., religious, racial, ethnic, gender, economic, and social.
3. Recognize the basic needs which individuals and cultures have in common (such as food, shelter, and security) and understanding that they may be met in diverse ways.
4. Recognize that people with diverse sets of values and perspectives may lead to conflict.
5. Explore methods of resolving or containing conflicts that threaten survival on planet earth.
6. Know that differences in values are shaped by cultural ideologies, norms, heritages, physical and social environments, and personal life experiences.
7. Appreciate that other ways of life exist and can provide enrichment.
8. Recognize that to be different is not necessarily to be better or worse.

B. Understanding the World as a Series of Emerging Interdependent Systems

o Knowledge of International/Global Dynamics

Modest comprehension of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness of global change. Learner outcomes need to be developed so that students:

1. Understand what an interdependent system is and how it operates.
2. Understand that one can view the world as being composed of several interrelated systems, e.g., economic, political, cultural, and ecological.
3. Identify the international involvement of one's community, state, and nation in economic, political, military, cultural, and ecological activities.
4. Understand that global interrelationships may be influenced by private individuals and organizations, e.g., churches, multinational corporations, and special interest groups (including labor, ethnic).



5. Recognize one's individual impact on earth and accepting responsibility for that impact.
6. Understand that action and inaction, both collective and individual, often lead to consequences which can enhance or endanger life on this planet, e.g., nationalism and ideology.

C. Developing Effective Working Relationships

Awareness of similarities and differences between interpersonal and international relations.

o Perspective Consciousness

Awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own. Learner outcomes need to be developed so that students:

1. Increase understanding of self.
2. Learn appropriate skills of observation, reasoning, and decision making.
3. Develop an ability to recognize and have empathy with the feelings and interests of others.
4. Identify how one's basic needs and concerns are common to humanity, e.g., food, clothing, health, shelter.
5. Realize that basic concerns and complex global problems require cooperation to achieve their solution.
6. Recognize that tensions, ambiguities, and differences in the world community influence effective collective efforts.
7. Cultivate receptivity to new ideas and develop the skills of communication necessary for positive working relationships.

D. Understanding the Nature and Process of Change

Awareness that change is a permanent part of our human past. Learner outcomes need to be developed so that students:

1. Understand how change comes about.
2. Understand different ways of dealing with change.
3. Understand that there are different values and different attitudes toward change, e.g., western, eastern, male, female, northern.
4. Identify the forces that can cause social, political, economic, ecological, technological, and environmental changes.



5. Understand how communication between and among cultures can lead to change.
6. Identify how individuals and groups bring about or resist change.
7. Identify and understand the consequences of change, e.g., appropriate technology, international monetary systems (trade), multinational corporations.

E. Understanding Prevailing World Conditions

Awareness that the world is made up of differing cultural values systems.

o State of the Planet

Awareness of the prevailing world conditions and developments, including emergent conditions and trends. Learner outcomes need to be developed so that students:

1. Acquire knowledge about prevailing world conditions, e.g., perceiving that the supply of many of the world's most critical natural resources may be finite or economically unavailable.
2. Gather information about world issues through the processes of scientific inquiry, e.g., a) making systematic comparisons, b) drawing logical inferences, c) creating and testing hypotheses, d) developing concepts, and e) categorizing and classifying information.
3. Identify choices and alternative actions in dealing with diversity, change, conflict and resources.
4. Realize that progress is being made in transnational decision-making by organizations and people.
5. Anticipate consequences of actions as well as being willing to live with the consequences.

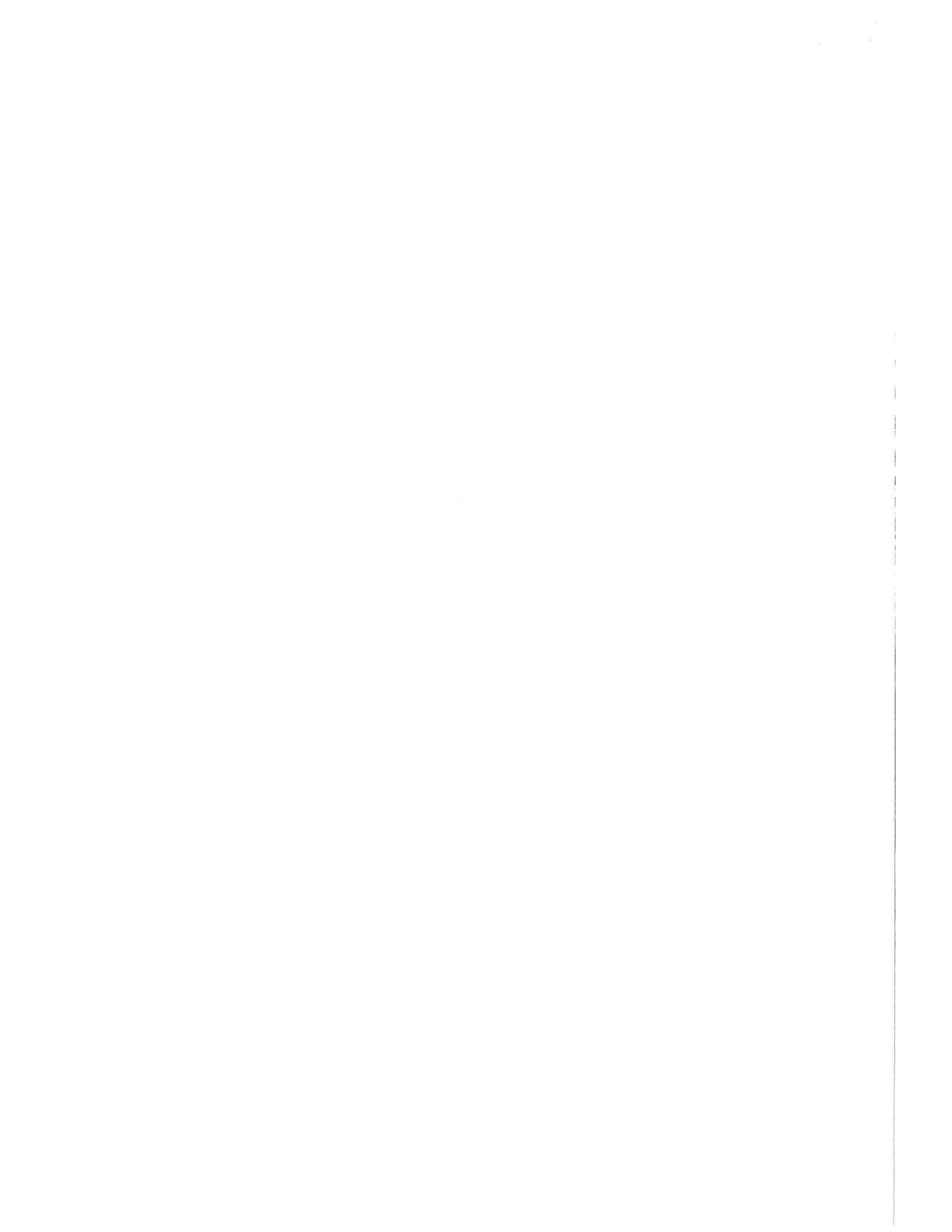
F. Understanding Emerging International/Global Trends

Awareness that there are alternatives and challenging complex decisions for the future.

o Awareness of Human Choices

Awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands. Learner outcomes need to be developed so that students:

1. Develop an ability to analyze present world conditions and emerging trends for their impact upon one's self and one's community, e.g., understanding that the supply of many of the world's resources may be finite or economically unavailable.



2. Identify emerging trends which forecast different kinds of futures with the options each would require, e.g., increased importance of multinationals may forecast a future in which more political decisions are made on economic grounds.
3. Develop an ability to estimate the impact of present world conditions and emerging trends on other people and their reactions to these changes, e.g., a growing desire for a cleaner environment by developed countries may clash with a desire for more rapid technological growth by developing countries.
4. Identify relevant values for the future, e.g., a world in which "small is beautiful" may result in values which support more equal distribution for goods and services. On the other hand, severe shortages might result in "lifeboat" values.

Minnesota needs an education system which challenges all students to be aggressive learners. This means that a strong basic education in all key curricular areas is a must for each of our student citizens. Only when our students have access to and are provided a comprehensive education will integration of an international/global education perspective into that education result in a well educated citizen of Minnesota and the world.

V. TASK FORCE RECOMMENDATIONS

Minnesota plays an integral role in the worldwide increase in the exchange of goods, services, and ideas. It is imperative that our citizens be able to relate to an increasingly interrelated world and gain the skills, attitudes, and knowledge needed to participate intelligently in these exchanges.

In order to implement the concepts included in the "International/Global Conceptual Framework," the Minnesota in the World Task Force recommends the adoption of the following goal:

The Minnesota Department of Education will define the necessary learner outcomes identified in the international/global conceptual framework. These learner outcomes will be integrated in all disciplines kindergarten through grade twelve by the beginning of the Global Education Decade (1990-2000). During this decade, these programs will be evaluated and strengthened to reflect the needs of citizens in the 21st century.

To assure that this goal is achieved, the following specific recommendations are made:

1. The State Board of Education adopt a rule which requires that all curriculum in Minnesota schools portray an understanding of the many cultures of Minnesota and the world.
2. Learner outcomes be developed for all subject areas for each of the six components of the conceptual framework by 1990. These outcomes must be reflective of programs which are interdisciplinary, multicultural, gender fair, and include necessary and sufficient nonwestern world content.



3. School administrators and teacher educators receive inservice education regarding the state direction, as well as the content and methodology of international/global education.
4. Criteria be developed for the selection of materials. In addition, a multimedia resource guide and bibliography be developed and disseminated to school districts and institutions of higher education.
5. Financial support be provided for school personnel and community representatives to analyze current curricula for international/global content and to establish measures for evaluating curriculum proposed for international/global education programs.
6. Continue the current efforts to initiate and expand teacher, student, and materials exchanges with other cultures both within and outside of Minnesota.
7. Provide incentives for school districts to establish magnet schools, international baccalaureate schools, world language programs at the elementary level, and other programs designed to provide an integrated and interdisciplinary approach to international/global education.
8. Initiate dialogue with institutions of higher education, teacher organizations, and others to identify the knowledge, skills, and abilities needed by teachers to be able to plan, implement, and evaluate an international/global education curriculum.
9. Encourage local school district Planning, Evaluation, and Reporting (PER) committees to address international/global education in the PER process.
10. Encourage local school districts to provide incentives for students and teachers to develop and participate in international/global education programs.
11. Provide the needed leadership to develop community partnerships among schools, businesses, organizations, and institutes of higher education to foster a commitment to international/global education initiatives.
12. Expand adult and community education opportunities so that the adults in our communities can profit from an expanded international/global education knowledge base.
13. Initiate discussion with public and private agencies and businesses to begin to plan how to use the telecommunications resources of the area to further our contacts and relationships with educators in other nations.



VI. CONCLUDING STATEMENT

The Task Force believes that by implementing the above recommendations, Minnesota's children, youth, and adults will be better prepared to live in the international/global world of the 21st century. The Task Force members are committed to the establishment of a comprehensive program which encompasses the international/global education perspective addressed in this report. We stand ready and willing to work with the Commissioner and with Minnesota's schools to implement these recommendations.