

➔ Benefits



While providing leadership opportunities, the Certificate also affords the following benefits:

- Effective communication skills
- Increased engagement with global issues and perspectives
- Enhanced knowledge and exposure to international career options
- Networking opportunities with peers and international organizations

➔ Incentives



- Mentorship
- Internships
- Domestic travel
- International travel
- Networking

➔ A Student's View



Our Certificate students often express how much they appreciate the program's unique offerings. Read one student's take here:

"It's important to have an understanding of the whole world, not just a city or even a country, to be a successful, competent adult. [The Certificate] will put me on the right track: broadening horizons -- not just to fulfill requirements, but for an understanding of the world around me."

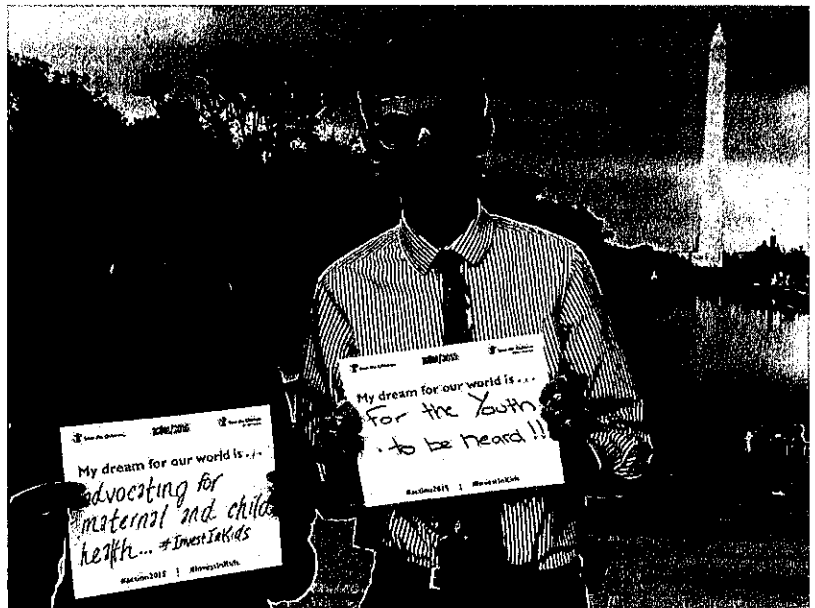
- Emma K., Pittsburgh Allderdice HS

GLOBAL LEADERSHIP CERTIFICATE

Cultivating Future Global Leaders

The Global Leadership Certificate is a 2-year program designed to increase student knowledge and involvement in global affairs, while providing a means for them to sharpen their leadership skills.

Student-centered and with a focus on experiential learning, the Certificate provides high school students from diverse communities an opportunity to participate in project-based global education activities in a highly collaborative space.



Program Requirements

Students are required to complete a range of globally-focused experiences, which include the following:

- Dynamic Global Studies course via an online learning community
- Unique "Global Gatherings" to connect with experts and peers
- Completion of an entrepreneurial Capstone project

Students can also become eligible for global experiential learning opportunities based in Washington, D.C. and around the world.

Our Framework

The Certificate program is grounded in global competency research conducted by Harvard University and the Asia Society.

100 hours of student learning are categorized into these four areas:

Investigate the World
Communicate Ideas

Recognize Diverse Perspectives
Bring Awareness to Action

World Affairs Council of Pittsburgh

Global Leadership Certificate

GLOBAL EDUCATION FOR ALL

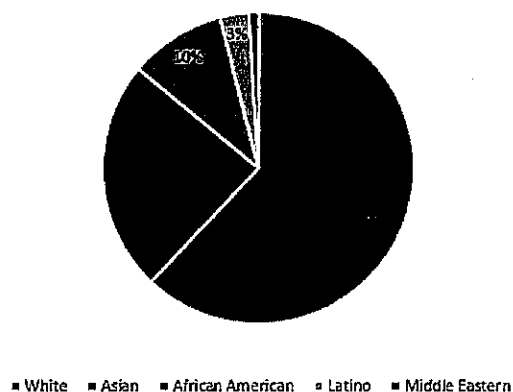
As Pittsburgh progresses on its path to becoming a more international and multicultural city, all students in the region must acquire the skills they will need to thrive in a global society. Our Global Leadership Certificate students gain opportunities to build cross-cultural awareness, communication, and leadership abilities, all of which prepares them for an interdependent world.

Pittsburgh's future depends on a globally competent community. Our goal is to ensure that global learning opportunities are accessible to all high school students in the Pittsburgh region, particularly those from underserved schools.

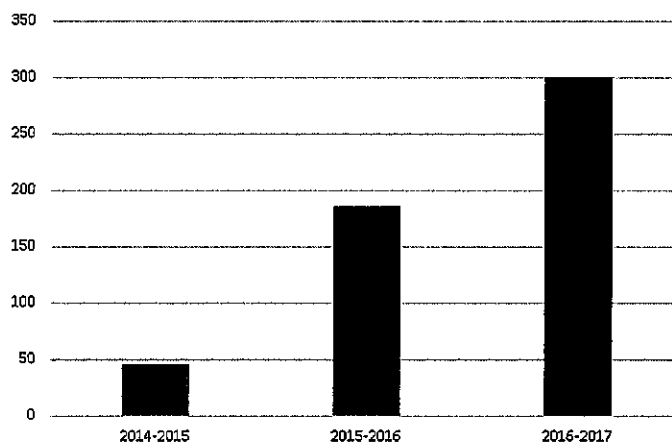
Having a global understanding, personal leadership ability, and communication skills are the "soft skills" we know are essential to problem solving and success [...] The Certificate is a unique, creative, and practical way to prepare today's youth for tomorrow's challenges.

Kathy Will, Pittsburgh Area Educator

2015-2016 GLC Participants by Race/Ethnicity



GLC Growth



The Global Leadership Certificate is projected to grow to 300 students in the 2016-2017 school year.

To learn more about how you can support the Global Leadership Certificate, please contact:

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Global Competence as a Matter of Equity



What does global competence look like? (wwworks/Flickr)

By Dr. Tony Jackson

"Equity" is frequently defined in terms of the "achievement gap" when it comes to education—the persistent inability to promote high achievement among all students, especially poor students and students of color. Although some states and school districts have made progress in closing this gap, recent data from the Smarter Balanced and Partnership for Assessment of Readiness for College and Careers tests of student achievement show that equity in education remains a daunting problem.

In California, for example, only 14 percent of African American, 18 percent of Latino, and 14 percent of economically disadvantaged 11th graders were at or above proficiency in math. These data are especially troubling since these new Common Core-related assessments are designed to measure students' complex thinking and reasoning skills, both key aspects of **global competence**, along with the capacity to recognize and weigh perspectives, communicate across cultures, and take action to improve conditions.

What would it mean to achieve equity in achievement and global competence? It would certainly mean more low-income students and students of color equipped to go on to postsecondary education and to thrive within a global economy. It would mean legions of young people from all backgrounds able and eager to take on the world's intractable problems, from climate change to violent extremism.

But what does equity in global competence mean on a personal level? What does it feel like, against the odds, to become globally competent? To that question I offer a personal reflection on my journey to global competence, in so far as I've actually achieved it, as one person's journey to equity in a global context.

My journey began with an amazing voyage at the time I began middle school, not across the ocean but across town. I was a participant in a voluntary busing program in the late 1960s. So one September morning, I found myself with a handful of other African American students boarding the proverbial yellow school bus to travel from our working-to-middle class, highly diverse neighborhood to the wealthy, predominantly white Westside.

At our new school, my bus mates and I were the diversity, along with a handful of Latino and Asian American students. For me, it wasn't so much culture shock as cultural wonderment, admittedly with an overlay of angst. When we were asked to say what elementary school we were from, cheers rose up at the names of local schools, but dead

silence when it came to mine. Awkward! I remember thinking the full metal jacket of braces so many of the students had must really hurt! How was I going to fit in with these kids that seemed so foreign?

As so often happened in situations like these, we students of color could have been siloed into less demanding academic tracks that would have labeled us as less able and psychologically segregated us from the mainstream of students. That didn't happen.

Unintentionally or by design, the educators at that school had one set of standards for all, and true to the California ethos of the 1960s created a safe haven for students to explore their commonalities and differences as a foundation for authentic relationships.

It was not utopia. We had some very tough conversations, from black rage to white privilege. Through it all shined the courage of teachers to not shy away from encouraging us to communicate across boundaries, but to include it as part of the curriculum.

Unlike in junior high, I could only go to the high school on the Westside if I took a course not offered in my neighborhood school. The course was Russian, which to my amazement I enjoyed and excelled in. I can only wonder what visitors to the school must have thought when they saw virtually the entire African American population of the school in one classroom, animatedly discussing the adventures of Cossack Yermack, the Daniel Boone of Russia, under the stern but caring tutelage of our no-nonsense, straight-outta-Moscow teacher, Mrs. Rostovich. I've lost my Russian language skills since high school. I've never lost the spark of wonder about the world ignited by that experience, and the realization that, with effort and good teaching, cultures and languages that first seemed impenetrable can come to feel like home.

These are the beginnings of my global competence, locally rooted, and honed over succeeding years through travel, study, and a consuming curiosity about world and how it works. Not where I thought I was headed on the bus that September morning. What does it feel like now?

It feels like the dual consciousness W.E.B. Dubois described over a hundred years ago that black people develop in predominantly white America—the ability, in fact, the necessity to see the world simultaneously from one's own and another's perspective. Today, we might call it a global mindset, but the core competency is the same—the capacity to put yourself in another's shoes and see the world from multiple perspectives. With globalization, it is now a capacity needed by every human on the planet.

And what does global competence feel like? It feels like the absence of fear when encountering someone who is not from my tribe, however that might be defined. The absence of the unconscious classification of someone different as a threat. It feels like a flight or fight response deeply ingrained over millions of years of evolution reined in if not replaced by learning. It feels like the kind of learning schools must be about in the 21st century.

Perhaps, most of all, global competence as a matter of equity feels like global confidence. The deeply embedded sense that no matter where I started, I have learned what it takes to not only know about the world but to make a difference in the world. Equity in a global context is knowing that you belong in the global conversation, be it in the board rooms of New York or the classrooms of Mumbai, not because of who you are, but because of what you know and can do. This is the greatest gift global education can give.

A version of this article was originally published on Education Week's [Global Learning blog](#).

How 'Global Citizenship' Education Can Fill the Skilled Workers Gap

March 14th, 2016 by Anthony Jackson



(IAPEN Activities/Flickr)

As in many fields, education jargon can overwhelm. We talk about the importance of preparing all students for success in school and in life, for college and career, for the 21st century, to be ready for a global workforce, to be globally competent, to be global citizens, and so on.

We talk circles around one another, and at a glance, global citizenship and workforce readiness might sound like two very different — and potentially conflicting — goals. In reality, they're simply two sides of the same coin.

Last autumn, the United Nations announced its ambitious sustainable development goals. Included in those goals were "global citizenship education," defined by the U.N. as "the knowledge and skills needed to promote sustainable development, including, among others, education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

In the meantime, businesses around the world are facing a shortage of qualified employees, and many are concerned about ensuring that those entering the workforce are actually ready to do so. The U.N. also acknowledges this need in their sustainable development goals, calling for a drastic increase in "the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship."

In a recent study by Manpower Group, 38 percent of employers in 42 countries were unable to fill jobs due to a lack of skilled workers in 2015 (a seven-year high). And this is evident in the United States, where it is projected that over the next decade more than 2 million jobs will go unfilled in the manufacturing industry alone because of the skills gap.

But what are we really talking about when we say "global citizenship education?" Put simply, we're talking about teaching students to communicate, collaborate, and think critically and creatively, ultimately taking action to improve conditions both locally and globally.

Likewise, what skills are missing when new employees enter the workforce, according to their employers? It turns out they're missing those very skills: communication, collaboration, critical thinking, creativity, and similar "soft" skills. According to a 2012 study by the OECD, less than half of the American workforce has solid problem-solving skills, similar to the OECD average. And the aforementioned Manpower study cites a lack of soft skills as one of the top five reasons as to why employers aren't able to find employees to fill their jobs.

These so-called non-cognitive skills are more critical to success than any of the traditional subjects in school according to University of Chicago Professor and Nobel laureate Dr. **James Heckman**.

By promoting policies that build non-cognitive skills early, Heckman says, skills beget skills, and students will ultimately complete school more prepared for the workforce — and to be global citizens — than they would with a focus solely on cognitive skills.

To build these critical skills, we must advocate for education policies that invest in not only cognitive but also social and emotional development from early childhood to early adulthood, including non-formal education programs that complement school. Educators need the time and the support to facilitate project-based learning that helps students develop these skills, along with more authentic assessments to inform their development. Also needed are more partnerships between schools, businesses, and communities that enable students to apply these skills in the “real world” through internships and apprenticeships.

Investing in education not only builds strong global citizens, it also makes good economic sense. However, a recent Business Backs Education report found that most of business investment in education goes to tertiary and vocational education, primarily in the fields of STEM (science, technology, engineering, and math) and financial literacy. For businesses that want to invest in local communities and avoid expensive on-the-job training, consider a broader range of investments with longer-term benefits:

- **Remember that skills beget skills** — Support the development of a globally competent workforce throughout the education pipeline, from pre-primary through primary and secondary education systems.
- **Emphasize a broader set of education outcomes** — Support not only cognitive but also social and emotional skills that make up the full array of competencies needed in a global 21st century.
- **Encourage more authentic measures of success** — When recruiting and hiring, value performance assessments, badges, and portfolios of work demonstrating competencies, not only test scores and grades.

As part of an organization that has spent the last dozen years focusing on the intersection of globalization and education, the Asia Society Center for Global Education works alongside businesses, educators, families, governments, foundations, and other nonprofit organizations alike to drive educational transformation around the world and develop a generation of global citizens able to thrive in a global economy and address the world’s most intractable problems.

I hope you will join us in pursuing a vision of a future in which all students are ready for employment and citizenship in a global 21st century.

This post appears courtesy of the [Global Education & Skills Forum](#)