

# **Accelerating Global Education Exponentially**

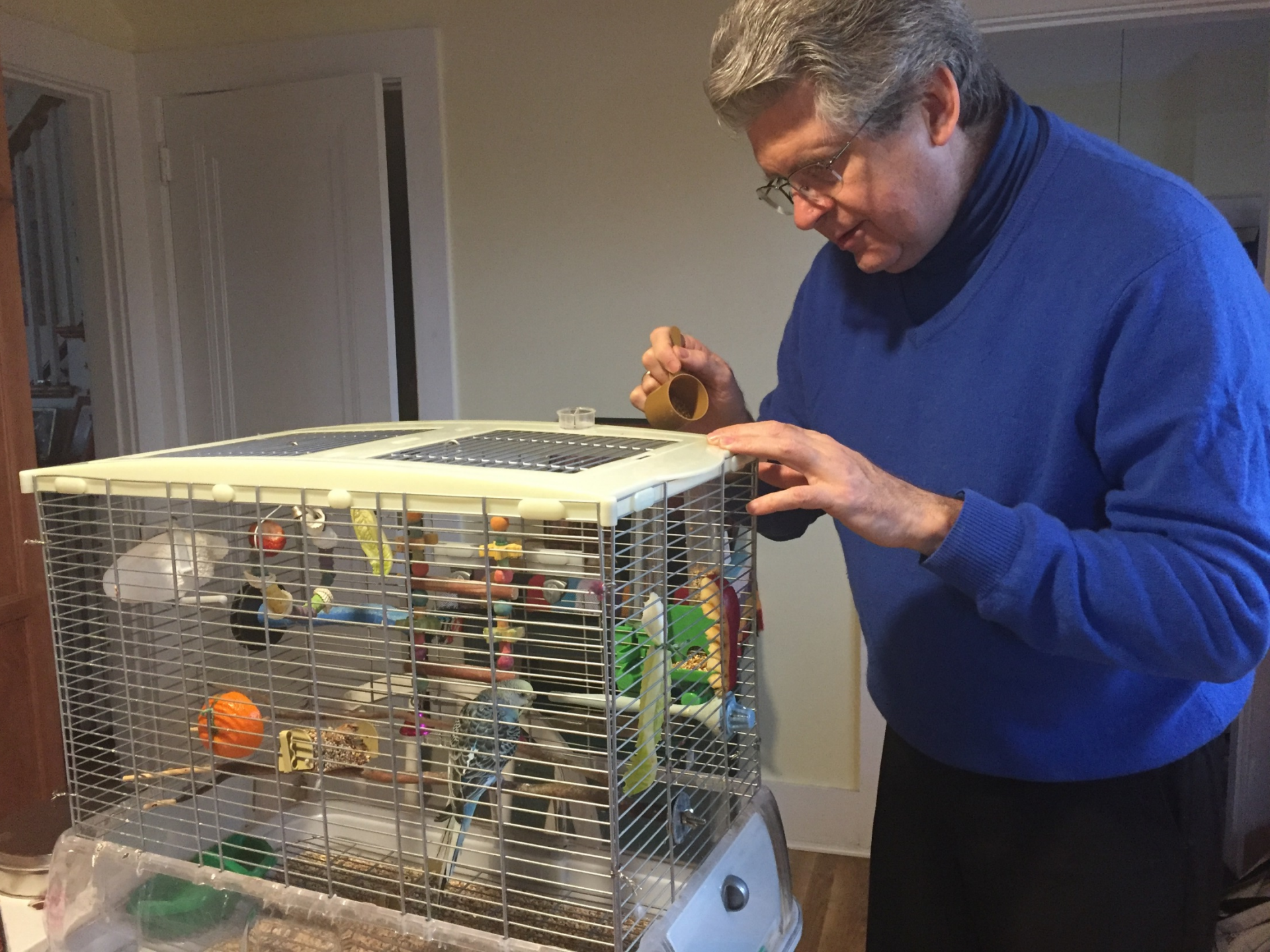
**Fernando M. Reimers**

**July 2018**

**Twitter: @FernandoReimers**



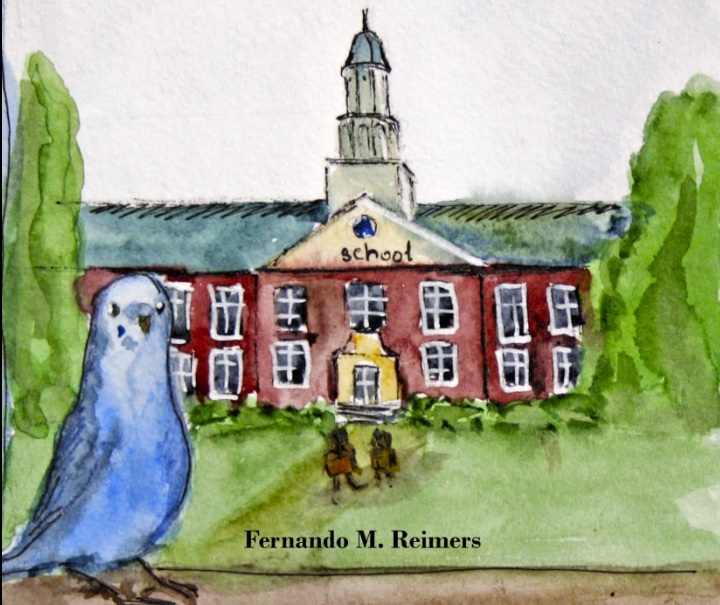






# The Story of Filomena

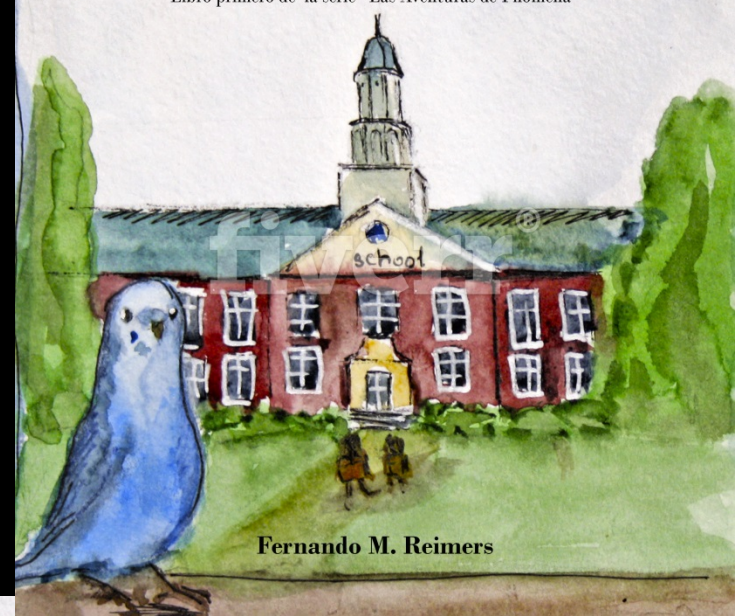
Book One of "The Adventures of Filomena" Series



Fernando M. Reimers

# La historia de Filomena

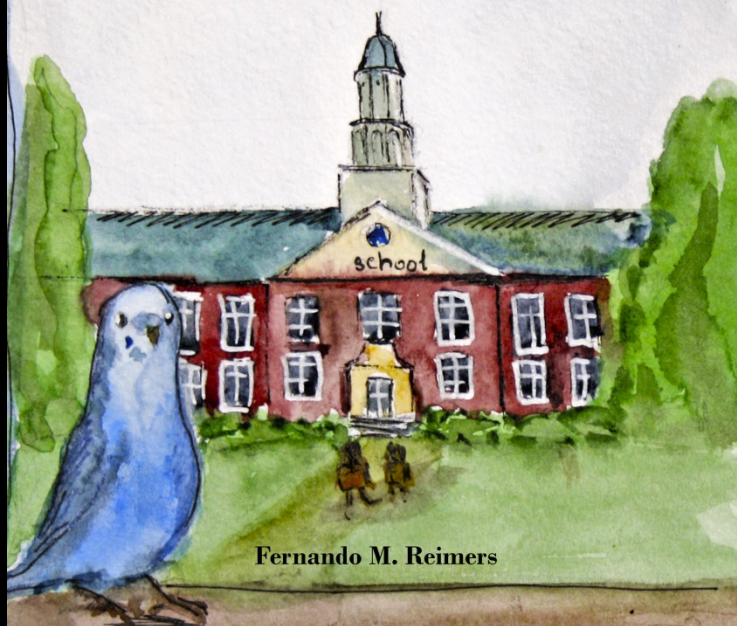
Libro primero de la serie "Las Aventuras de Filomena"



Fernando M. Reimers

# Die Geschichte von Filomena

Die Abenteuer von Filomena



Fernando M. Reimers

# A História de Filomena

Livro um da série "As Aventuras de Filomena"



Fernando M. Reimers



# Brighton students reach out to touch the Soviets

## Electronic pen pals learn from one another

By Stephanie A. Reid

Democrat and Chronicle

As President Bush prepares for his planned "get-acquainted" meeting with Soviet leader Mikhail Gorbachev next month, he might want to get a few pointers from some Brighton School District pupils.

Nearly 200 students from second-grade to high school have been chatting regularly since last year with their Soviet counterparts at Moscow School 67 as part of the three-year New York State/Moscow School Telecommunications Project.

Brighton is one of 13 districts statewide that are participating in the program sponsored by the New York State Education Department, the Soviet Academy of Sciences and the Copen Family Founda-

ed because their high schools offer Russian-language programs.

"I think it's one of the most exciting developments going on in education right now," said Jane Shuffelton, a program coordinator and a Brighton High School Russian, French and Spanish teacher.

"It's a unique opportunity to get through and talk to a different culture and talk on student terms and have infinite possibilities to answer student questions."

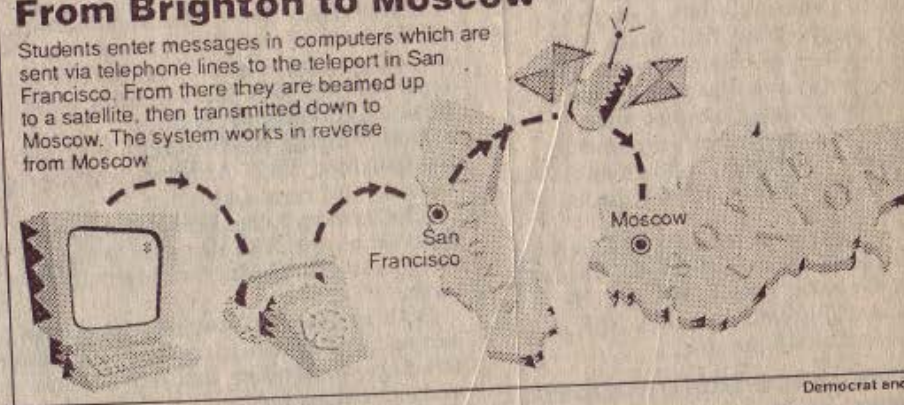
Some have been gems.

For instance, Soviet high school students who are required to undergo military training assumed the same was true of Brighton students and asked them if they liked operating submachine guns.

Said Shuffelton: "We wrote back, no, but we have driver's education."

### From Brighton to Moscow

Students enter messages in computers which are sent via telephone lines to the teleport in San Francisco. From there they are beamed up to a satellite, then transmitted down to Moscow. The system works in reverse from Moscow.



Democrat and Chronicle

students that "all we have to do to get to your country is cross the Atlantic Ocean."

And Soviet second-graders described their classroom as "big enough to hold two large elephants."

Much of this inter-country communication takes place by sending messages through phone lines to a teleport in San Francisco, which beams messages via satellite to Moscow.

TURN TO P









# Why teach about Global Affairs?

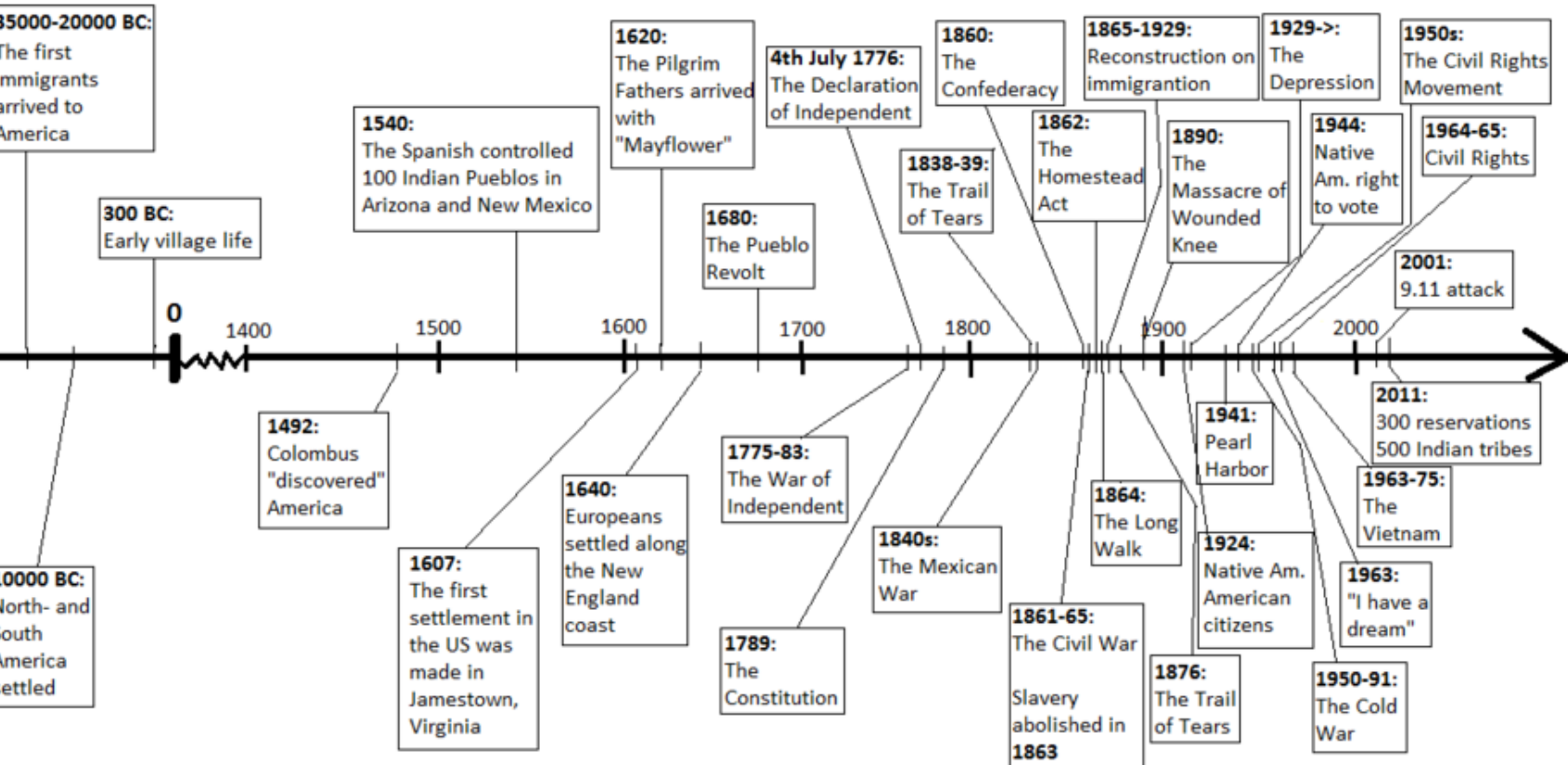
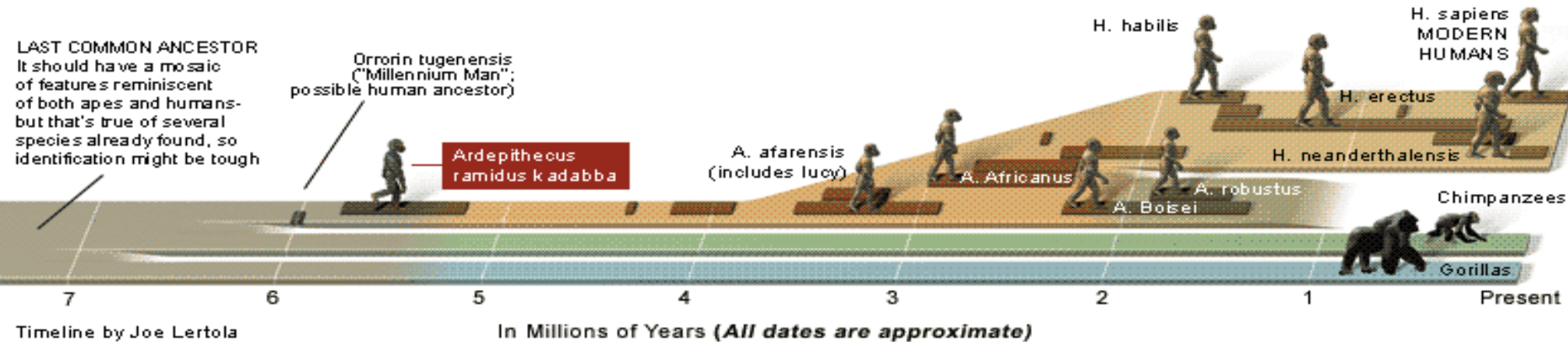
- Engage Students with Current Issues  
Prepares them to Engaged  
Citizenship
- Activates motivation to Learn
- Global and Local are Interconnected
- Serious gaps in Global Awareness



# A WALK THROUGH HUMAN EVOLUTION

The newest fossils have brought scientists tantalizingly close to the time when humans first walked upright—splitting off from the chimpanzees. Their best guess now is that it happened at least 6 million years ago [Click here to read the cover story >>](#)

**LAST COMMON ANCESTOR**  
It should have a mosaic of features reminiscent of both apes and humans—but that's true of several species already found, so identification might be tough



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Orrorin tugenensis ("Millennium Man"; possible human ancestor)

Ardepithecus ramidus kadabba

A. afarensis (includes Lucy)

A. Africanus

H. habilis

H. sapiens MODERN HUMANS

H. erectus

H. neanderthalensis

A. robustus

A. Boisei

Chimpanzees

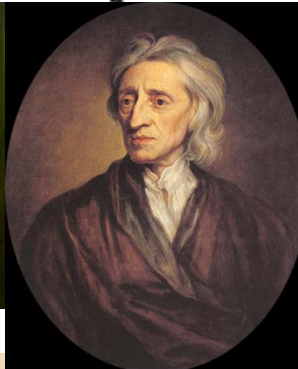
Gorillas

Present

7 6 5 4 3 2 1 Present

Timeline by Joe Lerner

**35000-20000 BC:**  
The first immigrants arrived to America



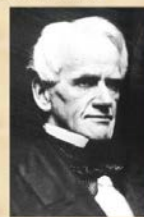
**Horace Mann (1796 – 1859)**  
"Father of the Common School"

**Background:**

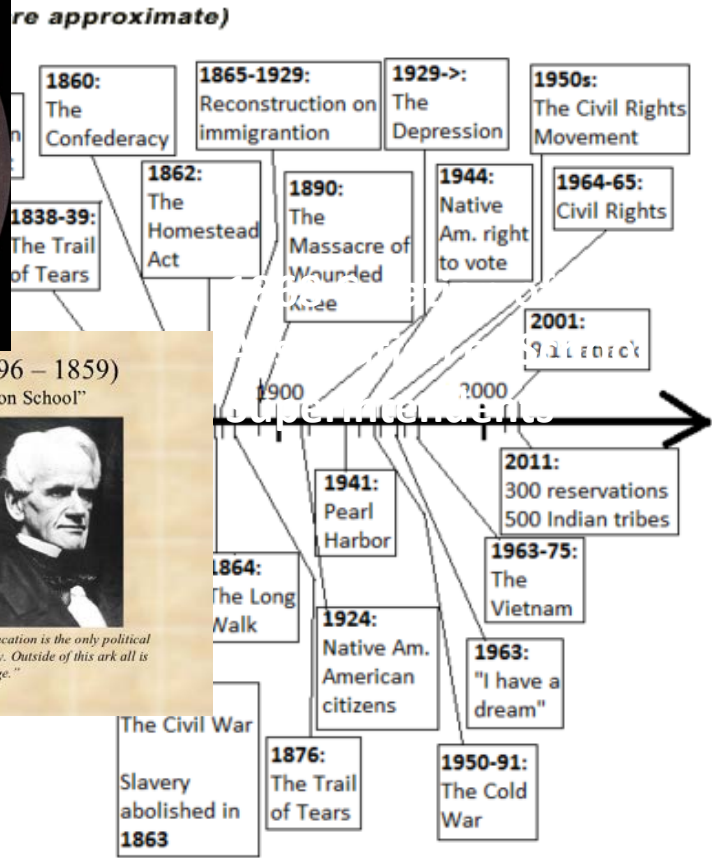
- Born on a farm in Massachusetts, educated in mediocre schoolhouse, later a graduate of Brown University.
- Lawyer and senator.
- 1837 – Elected Secretary of the Massachusetts Board of Education.

**Passion:**

- Improving public schools became his life's work.
- Felt that the Common School would be a great equalizer for society. It was essential for the harmony and stability of society.



"Education is the only political safety. Outside of this ark all is deluge."



**10000 BC:**  
North- and South America settled



the US was made in Jamestown, Virginia

**1789:**  
The Constitution







IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human Events, it becomes necessary for one People to dissolve the political Bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

Whenever a change is made in our mode of Government, it is their right and their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient Sufferance of these Colonies, and such is now the necessity which constrains them to alter their former System of Government. The History of the present King of Great Britain is a History of repeated Injuries and Oppressions, all tending in direct effect the Establishment of an absolute Tyranny over these States. The Prince himself should be subjected to a regular and fixed Law. He has refused his Assent to Laws, the most wholesome and necessary for the public good. He has forbidden his Governors to pass Laws of immediate and essential Importance, unless they be suspended till their Assent should be called for: —

We the People

of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common Defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do hereby constitute and establish this Constitution for the United States of America.

Article 1

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

**The inalienable right of a person to life, liberty, and the pursuit of happiness**

Section 3. The Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature. No State shall have a greater Number of Representatives than the Number of Electors in that State: but the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

Section 4. The House of Representatives shall choose their Speaker and other Officers, and shall have the sole Power of Impeachment.

Section 5. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature of the State for which they are so chosen, and they shall have the Qualifications requisite for Senators of the most numerous Branch of the State Legislature. No State shall have a greater Number of Senators than two: but the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.



March 7, 1947





**10 December 1948**





THE UNIVERSAL DECLARATION  
OF HUMAN RIGHTS

UNITED NATIONS



# THE UNIVERSAL DECLARATION OF Human Rights

**WHEREAS** recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

**WHEREAS** disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

determined to promote social progress and better standards of life in larger freedom,

**WHEREAS** Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

**WHEREAS** a common understanding of these rights and freedoms is of the greatest importance for the full realisation of this pledge,

## Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

**ARTICLE 10** — Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**ARTICLE 11** — 1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

**ARTICLE 12** — No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

**ARTICLE 13** — 1. Everyone has the right to freedom of movement and residence within the borders of each state.

2. Everyone has the right to leave any country, including his own, and to return to his country.

3. No one may be compelled to belong to an association.

**ARTICLE 21** — 1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right of equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

**ARTICLE 22** — Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international co-operation and in accordance with the organisation and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**ARTICLE 23** — 1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

2. Everyone, without any discrimination, has the right to equal pay for equal work.

3. Everyone who works has the right to just and favourable remuneration.

4. Everyone has the right to participate in the scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**ARTICLE 28** — Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realised.

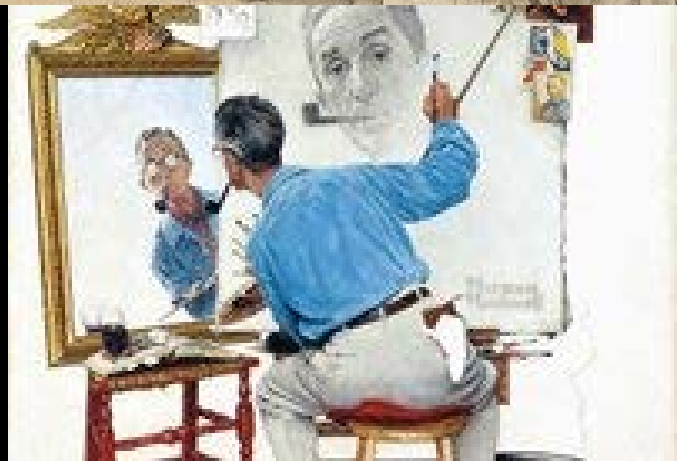
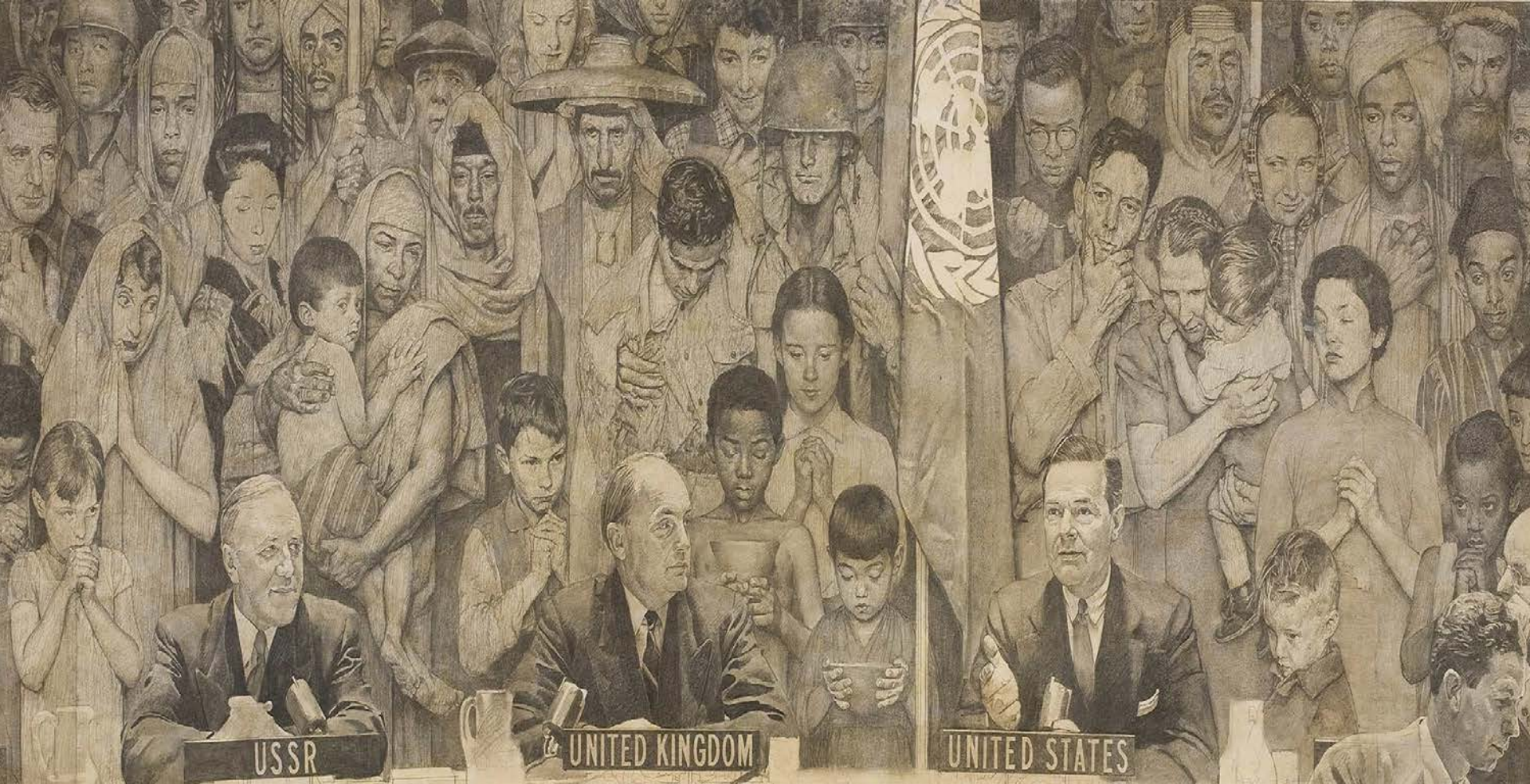
**ARTICLE 29** — 1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

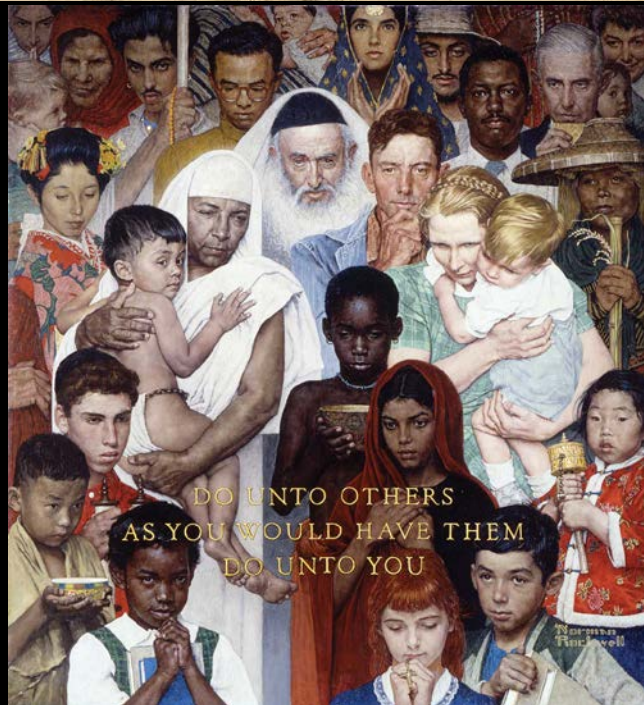
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**ARTICLE 30** — Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.















# The Universal Declaration of HUMAN RIGHTS

Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration states basic rights and fundamental freedoms to which all human beings are entitled.

**WE ARE ALL BORN FREE AND EQUAL**  
**EVERYONE IS ENTITLED TO THESE RIGHTS**  
 NO MATTER YOUR RACE, RELIGION OR NATIONALITY

**EVERYONE HAS THE RIGHT TO LIFE, FREEDOM AND SAFETY**

**NO ONE CAN TAKE AWAY ANY OF YOUR RIGHTS**

*You have the responsibility to respect the rights of others*

**You have the right to own property.**

Everyone has the right to belong to a religion.

**Freedom of Expression:** You have the right to free thought and to voice your opinions to others.

Everyone has the right to gather as a peaceful assembly.

You have the right to help choose and to take part in governing your country, directly or through chosen representatives.

You have the right to social security and are entitled to economic, social and cultural help from your government.

**Workers' rights:** Every adult has the right to a job, a fair wage and to join a trade union.

You have the right to leisure and rest from work.

Everyone has the right to an adequate standard of living for themselves and their family.

Everyone has the right to education.

Your intellectual property as an artist or scientist should be protected.

We are all entitled to social order so we can enjoy these rights.

No one has the right to hold you in slavery.

No one has the right to torture you.

You have the right to recognition everywhere as a person before the law.

We are all equal before the law and are entitled to equal protection of the law.

You have the right to seek legal help if your rights are violated.

No one has the right to wrongly imprison you or force you to leave your country.

You have the right to a fair and public trial.

Everyone is innocent until **PROVEN** guilty.

You have the right to privacy. No one can interfere with your reputation, family, home or correspondence.

You can travel wherever you want.

You have the right to seek asylum in another country if you are being persecuted in your own country.

Everyone has the right to a nationality.

All adults have the right to marriage and to raise a family.

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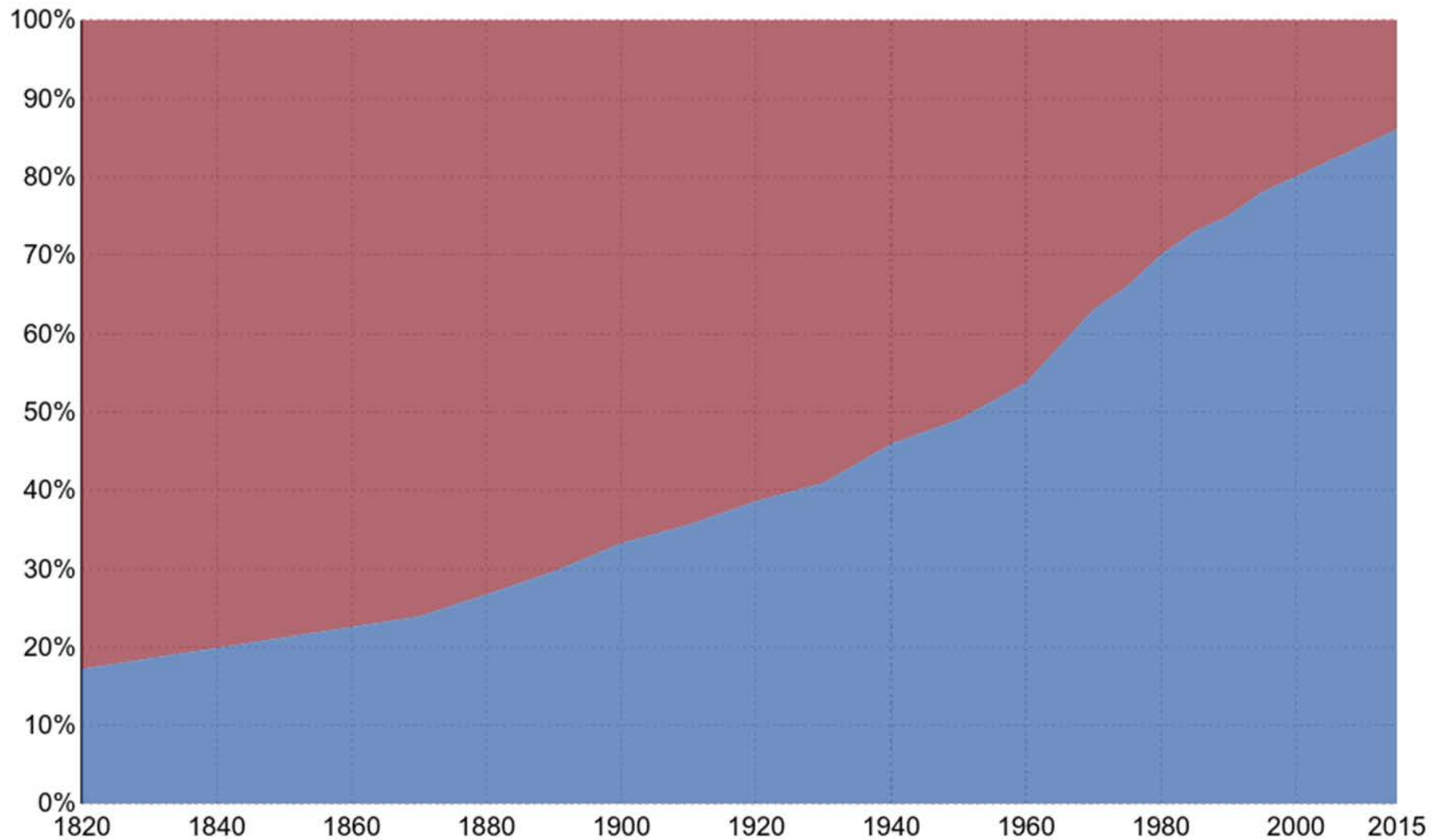




# Share of the world population older than 15 years with at least basic education

World - Share that has at least some formal basic education

World - Share without any formal education





# SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS

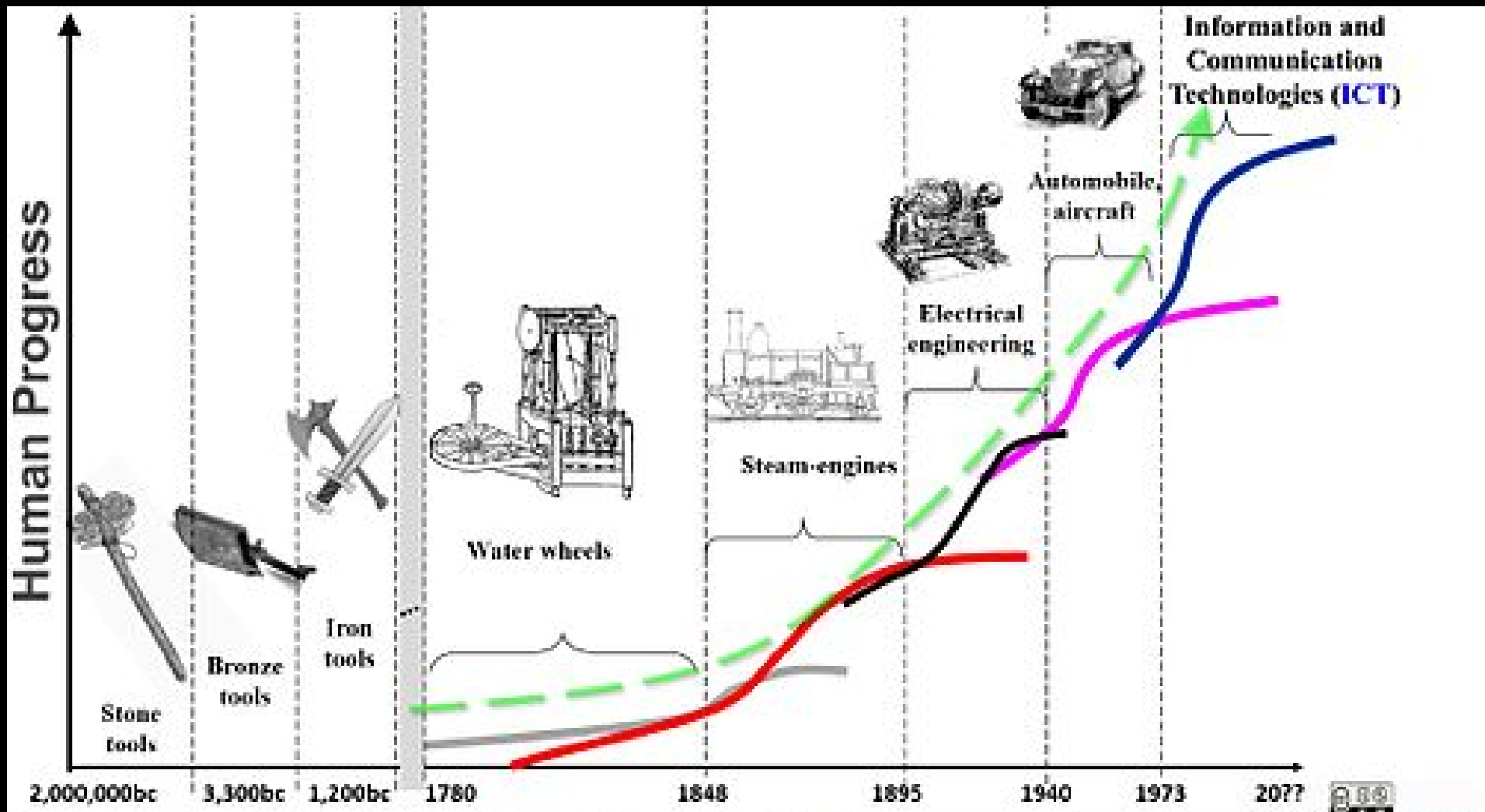


17 PARTNERSHIPS FOR THE GOALS



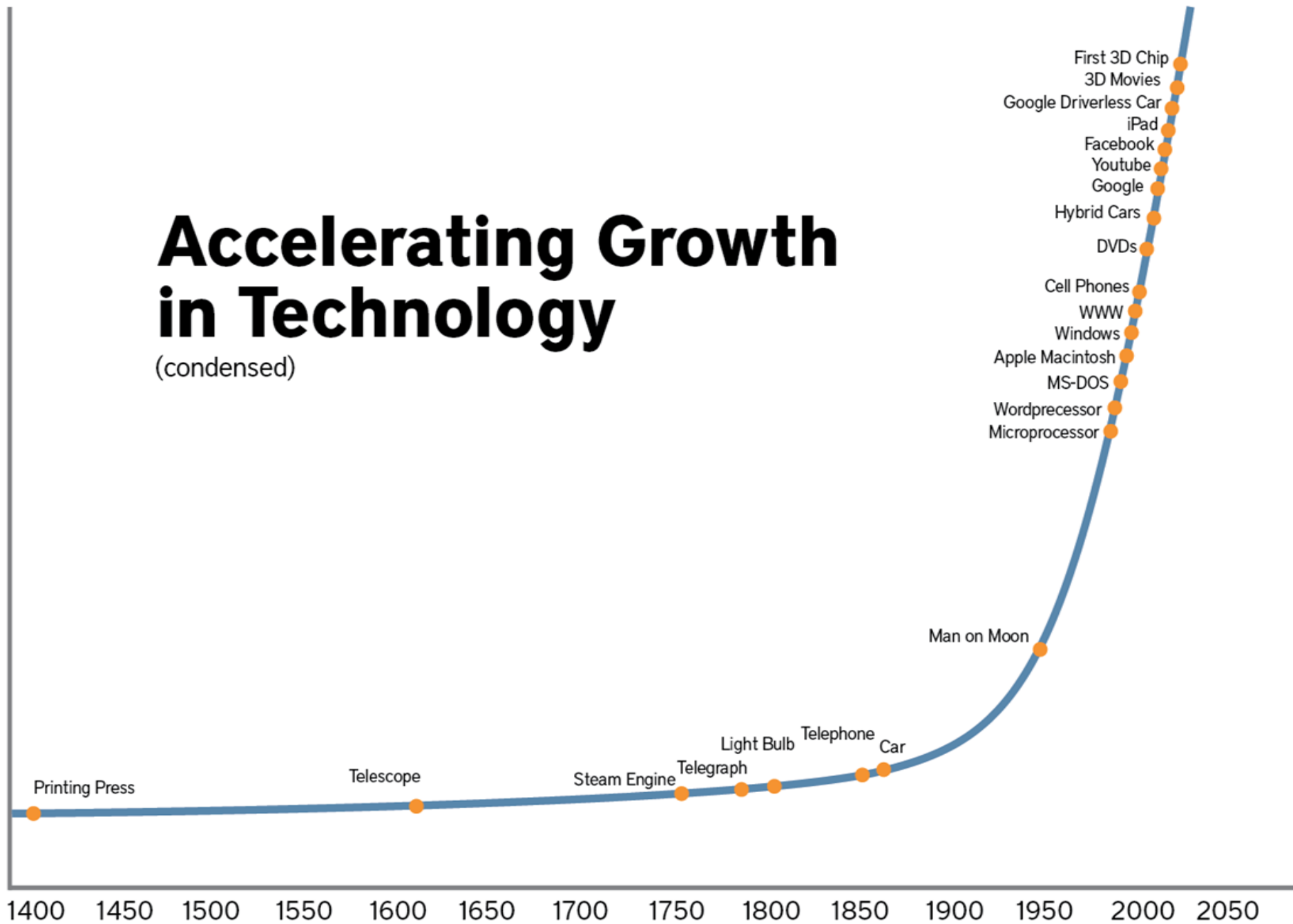
SUSTAINABLE DEVELOPMENT GOALS



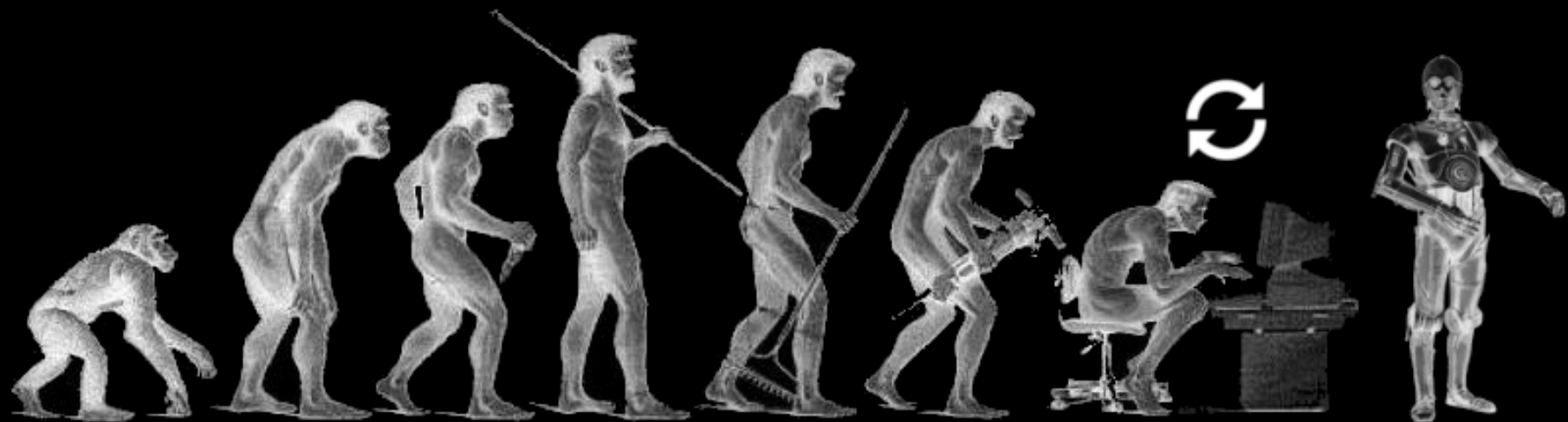


# Accelerating Growth in Technology

(condensed)

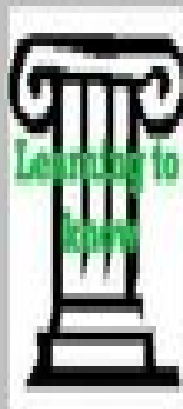




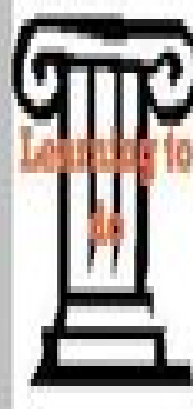




Learning  
to know



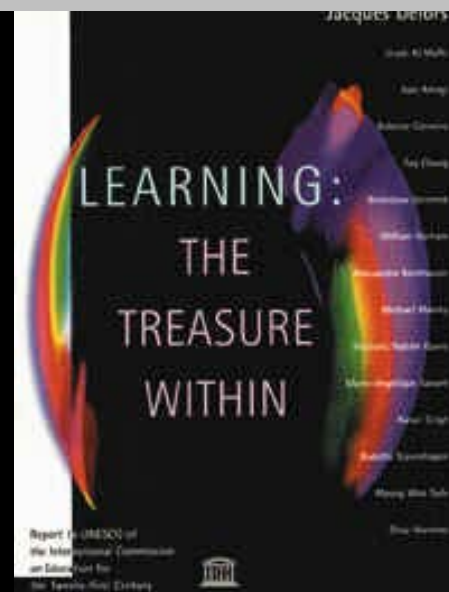
Learning  
to do



Learning  
to live  
together



Learning  
to be





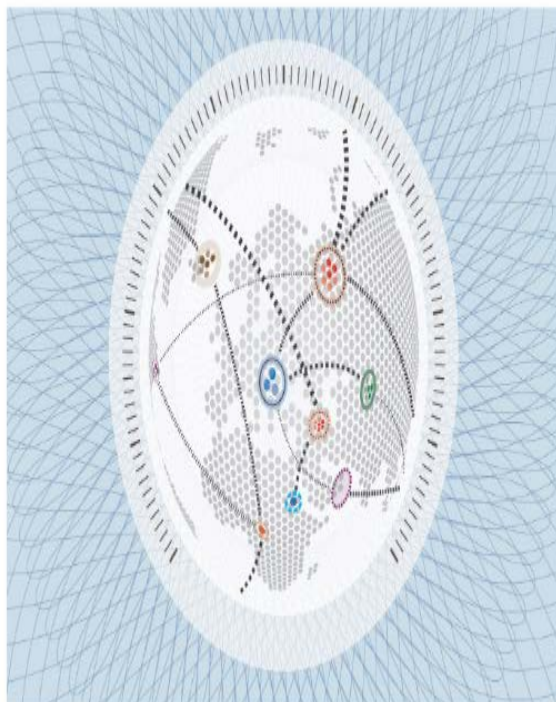
Adaptability  
Collaboration  
Flexibility  
Communication  
Problem-Solving  
Social-Skills  
Cross-Cultural-Skills  
Initiative  
Responsibility  
Technology-Literacy  
Accountability  
Creativity  
Information-Literacy  
Critical-Thinking  
21st-Century-SKILLS  
Leadership  
Media-Literacy  
Productivity  
Self-direction  
Innovation

# The Global Risks Report 2017 12th Edition

Source: World Economic Forum



Strategic Partner of the Report



**Table 1.1:** Top 5 Trends that Determine Global Developments

- 1 Rising Income and wealth disparity
- 2 Changing climate
- 3 Increasing polarization of societies
- 4 Rising cyber dependency
- 5 Ageing population

Source: World Economic Forum Global Risks Perception Survey 2016.

**Table 1.2:** Most Important Risks' Interconnections

- 1 Unemployment and underemployment  
Profound social instability
- 2 Large-scale involuntary migration  
State collapse or crisis
- 3 Failure of climate-change mitigation and adaption  
Water crises
- 4 Failure of national governance  
Profound social instability
- 5 Interstate conflict with regional consequences  
Large-scale involuntary migration



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# The Challenge of Populism

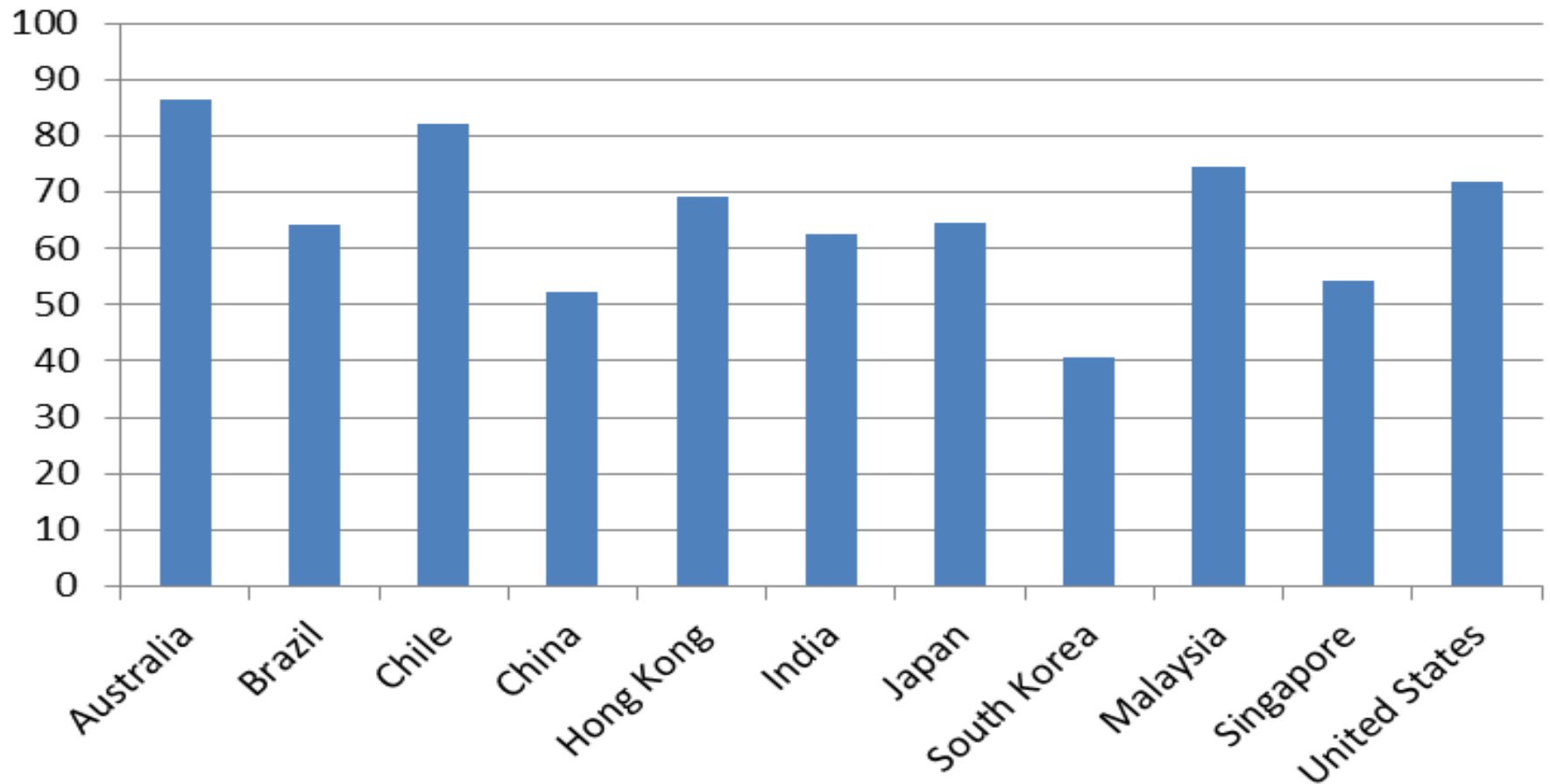
- Ordinary people are exploited by elites
- Replace representative democracy with direct action by the masses
- Expertise is not to be trusted
- Institutions are not to be trusted

# Challenges to of populism

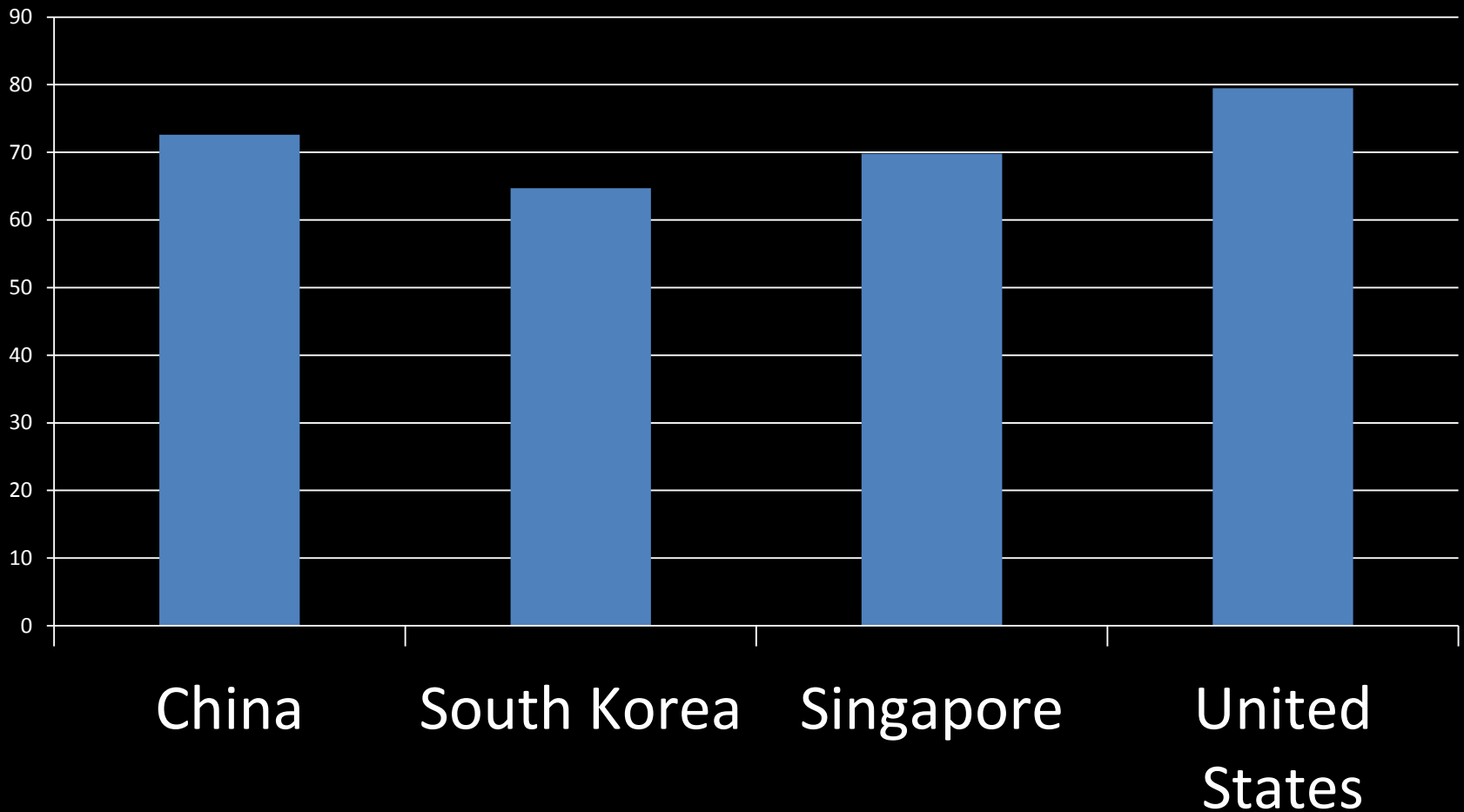
- Challenges to the ideas of freedom, equality, human rights as a universal project
- Challenges to the ideas of representative democracy
- Challenges to globalization



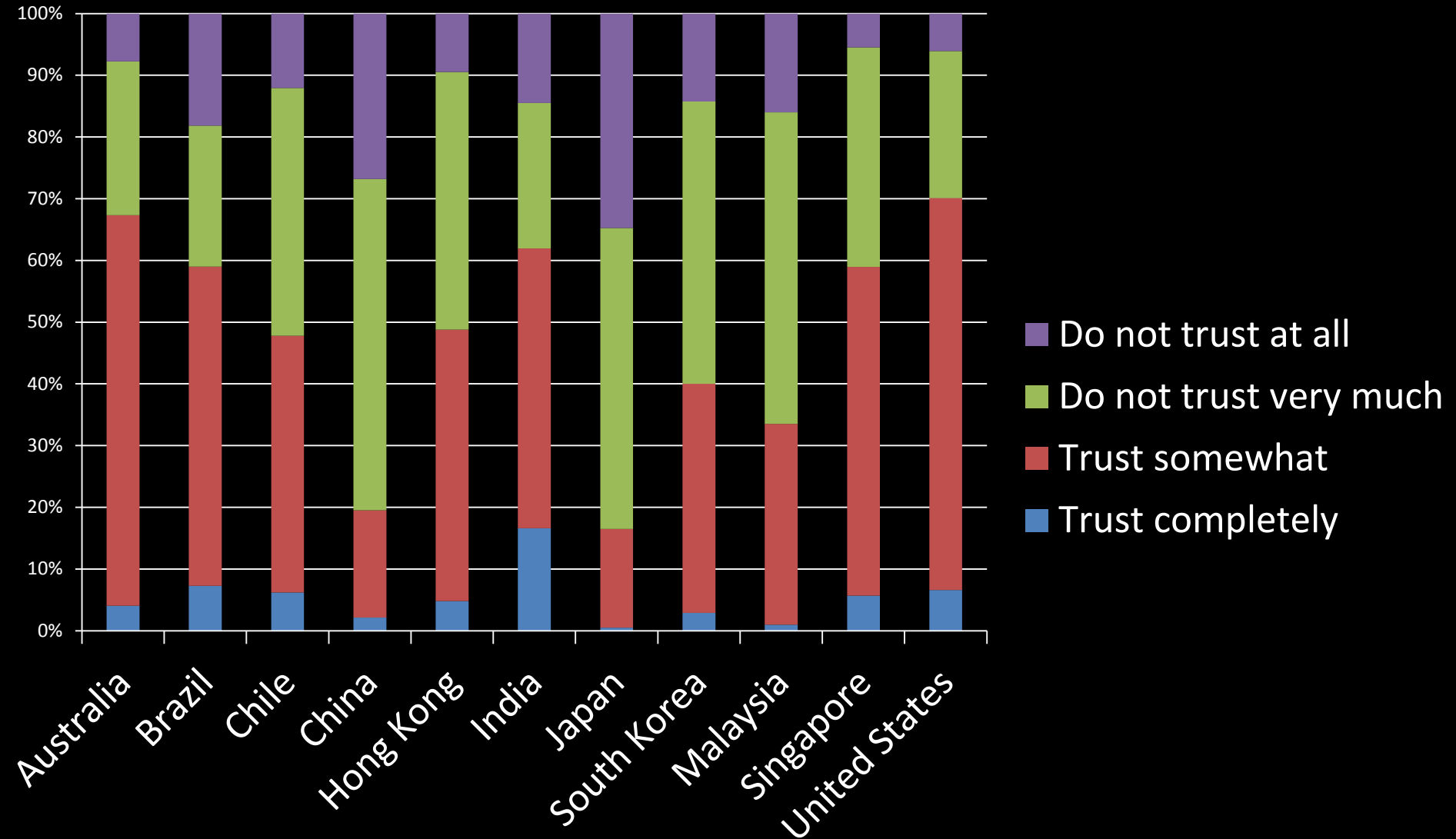
# Important Child Qualities: Tolerance and Respect for Other People



# Important Child Qualities: Tolerance and Respect for Other People (ten years ago)

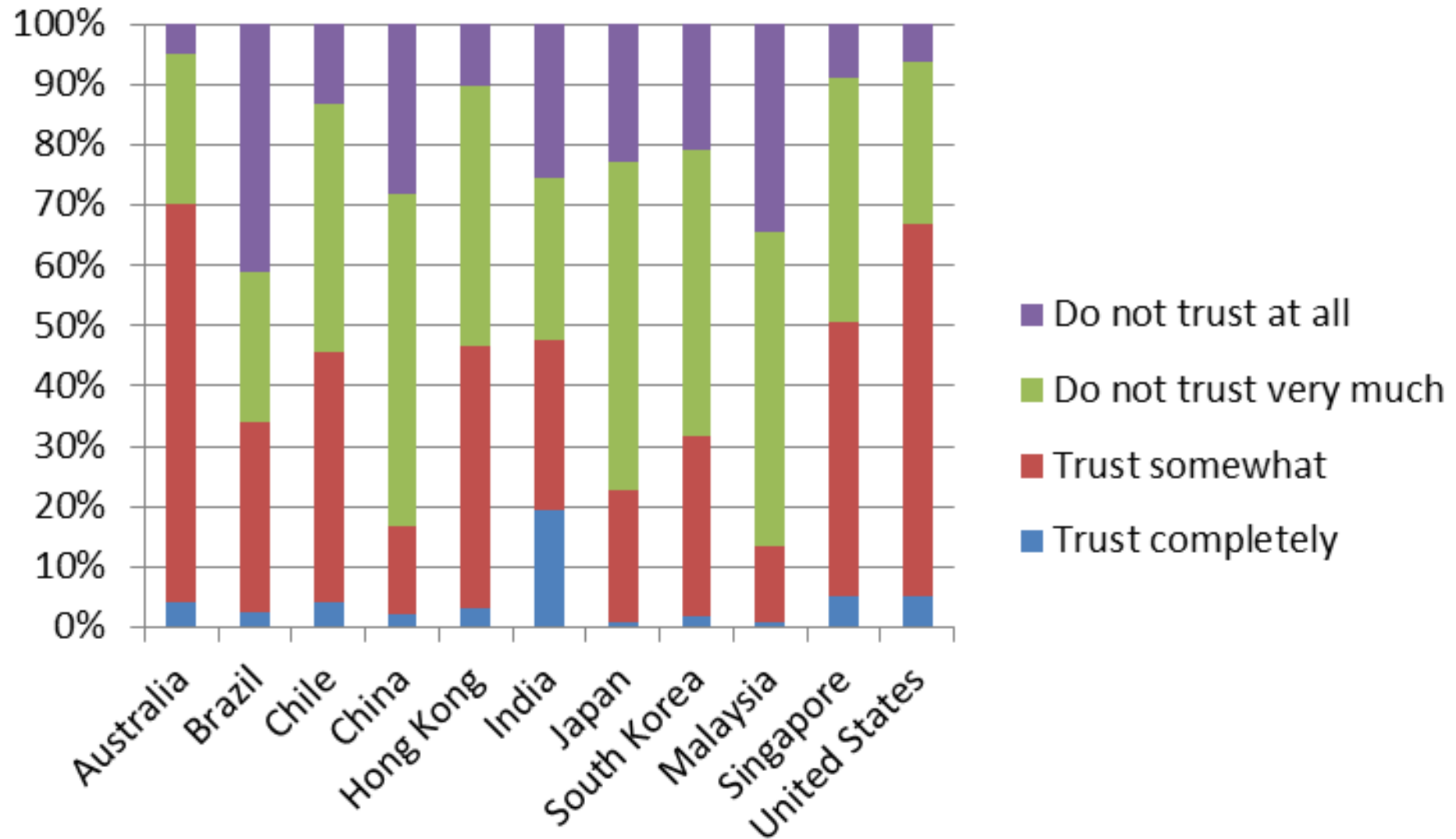


# Trust other religion

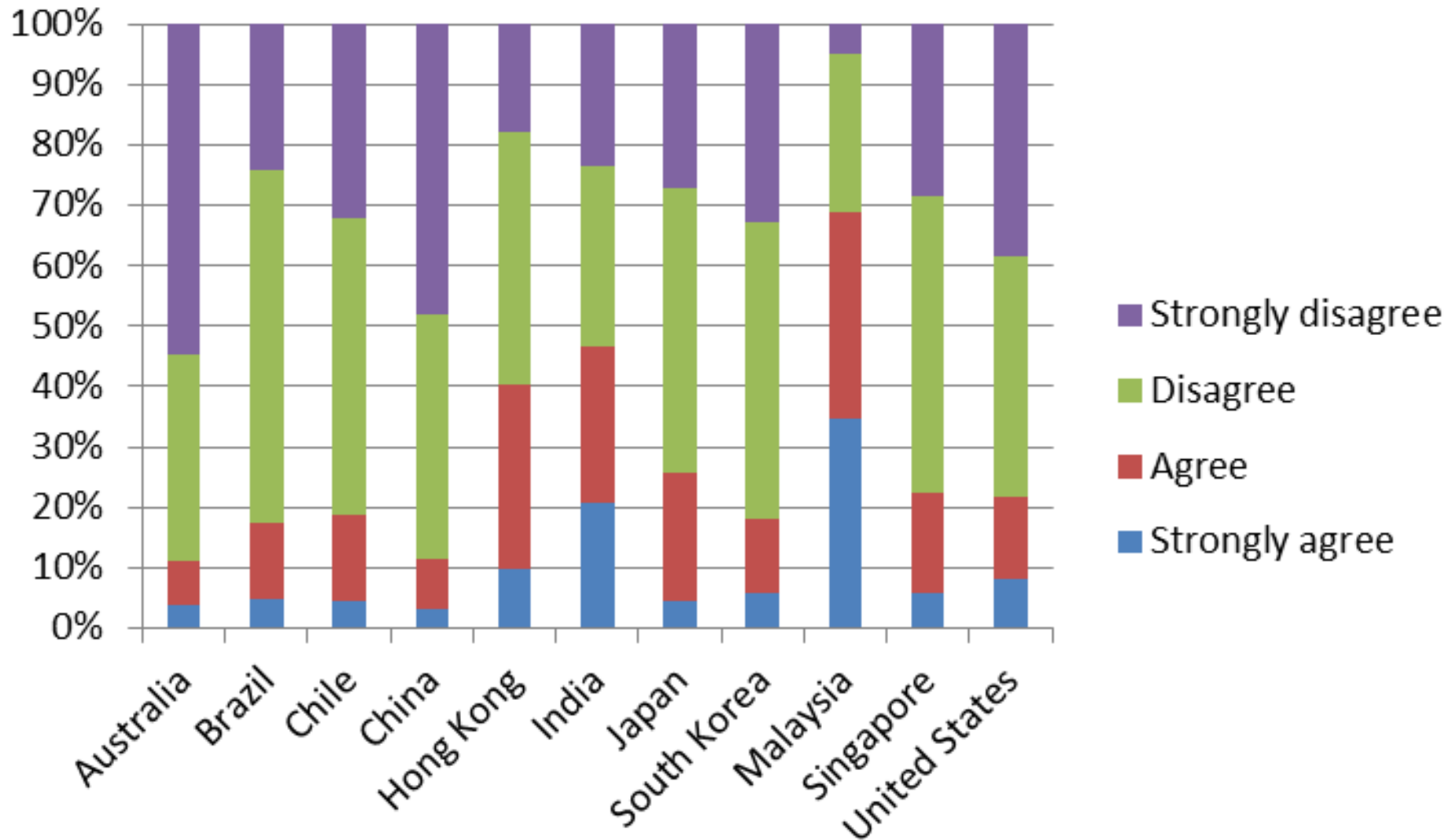




# Trust other nationality



# The only acceptable religion mine





MAKE AMERICA  
WHITE AGAIN

#REPORTHATE







SPLC  
Southern Poverty  
Law Center

RESOURCES v

WHAT WE DO ^

OUR ISSUES v

HATEWATCH

HATE MAP



- Fighting Hate
- Teaching Tolerance
- Seeking Justice
- Civil Rights Memorial

# 917

currently  
US. Track them  
below with our Hate Map.



HATE GROUPS  STATE TOTALS

Sort By:

All groups v

All states v

RESET

All hate groups in the US:

917



February 10, 2017



by Hatewatch Staff

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**The SPLC has collected 1,372 reported bias incidents between the day after the election and February 7. These incidents were either reported directly to the SPLC via our [#ReportHate intake page](#) or collected from news reports.**

In an effort to better document and verify these incidents we've partnered with ProPublica to share our database with their investigative team. The name of the project is [Documenting Hate](#) and its mission is excerpted here:

*Hate crimes and bias incidents are a national problem, but there's no reliable data on the nature or prevalence of the violence. We're collecting and verifying reports to*





GREY STORM/AGENCY IMAGES





# Why has climate change been ignored in the US election debates?

While we rake over Clinton's emails and Trump's late-night tweets, climate has been the elephant in the room, leaving scientists and campaigners asking why there hasn't been a single direct question about the crisis



EDT

**i** Despite recent extreme weather events, such as Louisiana floods, Hurricane Matthew and California's drought, climate change has failed to feature in the debates. Photograph: Brendan Smialowski/AFP/Getty Images

# Managing global risks

- The risks to human rights
- The risks of shared global challenges
- The risk of fascism
- Lack of trust in elites, government and expertise. Will make consensus more elusive.

# A new focus for education on democratic citizenship and on global citizenship

- Advance human rights
- Educate about shared global challenges
- Educate for engaged citizenship. Build the civic sphere.
- Dispositions and values matter as much as skills
- Pedagogy and innovation are critical





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16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS



# Empowering GLOBAL Citizens

*A World Course*

Fernando M. Reimers • Vidur Chopra  
Connie K. Chung • Julia Higdon • E. B. O'Donnell



## Empowering Students To Improve The World In Sixty Lessons

VERSION 1



**Fernando M. Reimers** with Abimbola Adetunji, Alka Aziz Salam, Alexandra Ball, Christian Bautista, Deaweh Benson, Nicolas Buchbinder, Isabelle Byusa, Wendi Cui, Madhuri Dhariwal, Cassie Fuenmayor, Kara Howard, Heather Kesselman, Katherine Kinnaird, Maria Lee, Sharon Jiae Lee, Quinn Lockwood, Xin Miao, Dorothy Mrema, Eva Flavia Martinez Orbegozo, Matthew Owens, Theodosia Papazis, Arianna Pattek, Emily Pope, Vijayaragavan Prabakaran, Nicolas Riveros, Ben Searle, Tatiana Sevchenko, Heer Shaikh, Sam Sharma, Chloe Suberville, Somoh Supharukchinda, Corrie Sutherland, Tisha Verma, Devon Wilson, Holing Yip, and Chihiro Yoshida.

# LEARNING TO COLLABORATE FOR THE GLOBAL COMMON GOOD

**Fernando M. Reimers**

With:

Noah A. Barr . Jessica Bergmann . Katy Bullard .  
Isabelle Byusa . Allison Casey . June Chung . Pilar Cuesta .  
Gillian Foster Wilkinson . Beatriz Giraldo . Ben Gulla .  
Rachel Hunkler . Idia F. Irele . Aakriti Kalra . Ameya Kamath .  
Ashira Khera . Jennifer Kuang . Josué Lavandeira .  
Hui Helen Liu . Ana Marcela Lozano . Dahlia Maarouf .  
Florencia Mingo . Victoria Gale Modesto . Tina Owen-Moore .  
Mitsuko "Mimi" Peters . Shannon O'Brien . Nell O'Donnell .  
Aarati Rao . Lauralee Y. Roddy . Tatiana Sevchenko .  
Aarushi Singhania . Sonya Temko . Sarah Thang .  
Michelle A. Ward . Veena K. Wulfekuhle . Jesella Zambrano .  
Shengnan "Cicy" Zhan







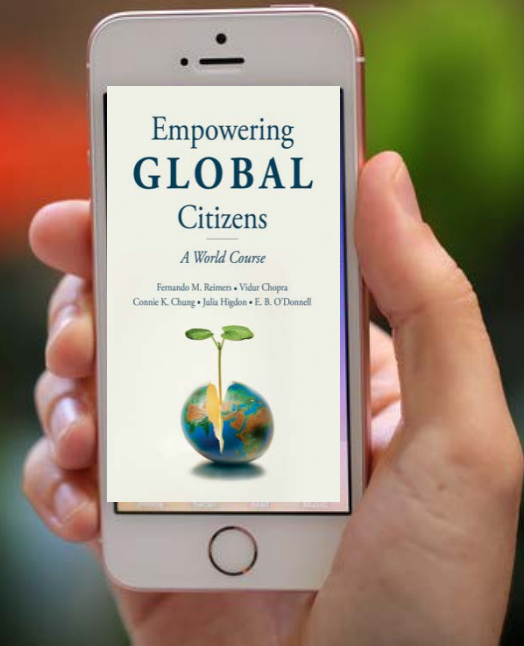


# The World Course

## Empowering **GLOBAL** Citizens

*A World Course*

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# Organizing Principles

- Outcomes Based
- Project based
- Emphasis on doing, active learning
- Knowledge, Skills, Attitudes
- Capstones
- Coherent yearly themes
- Interdisciplinary units
- New knowledge and content
- Fostering Agency, ability and desire to make a difference. Initiative. Leadership.

# Organizing Principles

- Learning from what works, and challenges.
- Developing innovative and entrepreneurial spirit.
- Parents and community as resources
- Emphasis on development of analytic and problem solving skills: curiosity, exploration, observation, analysis, research, writing, presenting, inventing.
- Global Challenges as the focus. MDGs and Human Rights
- Connections between Global and Local
- Engaging with complex issues, messy, no easy answers.
- Age appropriate curriculum but not infantilizing.
- From personal and immediate, to more advanced and conceptual understanding.



# Development Process

- Outcomes
- Identification of knowledge domains
- Development of curricular sequence
- Scope and sequence per grade
- Development of Units
- Several iterations of revision
- Principle: Combine innovation with incorporation of best practices and tested materials.

# Characteristics of a Globally Competent High School Graduate

## **Intercultural Competency**

1. Interpersonal
2. Intrapersonal
3. Ethics

## **Knowledge and Skills**

1. Economics, Trade & Demography
2. Culture
3. Politics
4. Science, Technology, Innovation and Globalization
5. Public Health
6. Demography
7. Business, Entrepreneurship, Social Entrepreneurship

## **Work and mind habits**

# Characteristics of a Globally Competent High School Graduate

## **Intercultural Competency**

### 1. Interpersonal

- Is able to recognize and weigh diverse cultural perspectives.
- Understands own identity as well as others' identities and how other cultures shape own identity (ours): where we are in place and time
- Can work productively in and can lead effectively inter-cultural teams, including teams distributed in various geographies through the use of telecommunication technologies.
- Is capable of demonstrating empathy towards other people from different cultural origins.
- Understands and appreciates cultural variation in basic rules of etiquette and knows where to find appropriate norms to specific settings and types of interaction.



# Characteristics of a Globally Competent High School Graduate

## **Intercultural Competency**

1. Interpersonal
2. Intrapersonal
  - Is curious about global affairs and world cultures
  - Can recognize cultural (civilizational, religious or ethnic) prejudice, and has the skills to minimize its effects in intergroup dynamics.
  - Is skilled in negotiation, mediation and conflict resolution skills.

# Characteristics of a Globally Competent High School Graduate

## Intercultural Competency

1. Interpersonal
2. Intrapersonal
3. Ethics

- Can interact with people from diverse cultural backgrounds demonstrating humility, respect, reciprocity, integrity (academic and other).
- Understands role of trust in sustaining global institutions and recognizes forms of break down of trust or institutional corruption and its causes.
- Appreciates ethical frameworks in diverse religious systems.
- Recognizes common values and common humanity across civilizational streams.
- Is committed to basic equality of all people.
- Can value the potential of every person, regardless of socio-economic circumstances, or cultural origin.
- Appreciates the role of global compacts such as the Universal Declaration of Human Rights in guiding global governance.
- Is committed to supporting Universal Human Rights, to reducing global poverty, promoting Peace and promoting sustainable forms of human-environmental interaction.

# Characteristics of a Globally Competent High School Graduate

## **Intercultural Competency**

1. Interpersonal
2. Intrapersonal
3. Ethics

## **Knowledge and Skills**

1. Economics, Trade & Demography
  - Theories of economic development, and how they explain the various stages in economic development of nations, poverty and inequality.
  - Knows which institutions regulate global trade and which work promoting international development.
  - Is familiar with contemporary literature on the effectiveness and limitations of those institutions.
  - Impact of global trade
  - Knows the consequences of Global Poverty and recognizing the agency of the poor.
  - Demography and the factors influencing demographic trends, and their implications for global change.



# Characteristics of a Globally Competent High School Graduate

## Intercultural Competency

1. Interpersonal
2. Intrapersonal
3. Ethics

## Knowledge and Skills

1. Economics, Trade & Demography
2. Culture
  - World history and geography, with attention to the role of globalization in cultural change.
  - Historical knowledge includes various perspectives, including the role of ordinary citizens in history.
  - World geography: know different areas of the world, what unites them and what differences exist, how humans have changed the geography
  - World religions, history and points of contact between civilizations over time.
  - Major philosophical traditions and points of connection.
  - Knows and appreciates performing and visual arts as means to find common humanity (theater, dance, music, visual arts)
  - Appreciates different arts and also see connections,
  - Sees art as expression, use art for expression, globalization and art

# Characteristics of a Globally Competent High School Graduate

## **Intercultural Competency**

1. Interpersonal
2. Intrapersonal
3. Ethics

## **Knowledge and Skills**

1. Economics, Trade & Demography
2. Culture
3. Politics
  - Knows comparative government.
  - How does government work in different societies?
  - Major international institutions and their role shaping global affairs.
  - Contemporary global challenges in human environmental interaction:
  - Sources of these challenges, options to address them, and the role of global institutions in addressing these challenges.
  - History of contemporary global conflicts and the role of global institutions in addressing these challenges.

# Characteristics of a Globally Competent High School Graduate

## Work and Mind Habits

- Can demonstrate Innovation and creativity in contributing to formulating solutions to global challenges and seizing global opportunities. Capable of seeking and identifying global best practices and transferring those across geographic, disciplinary and professional contexts.
- Can identify different cultural perspectives to think about problems
- Understands the process of cultural change and that there is individual variation within cultural groups.
- Ability to carry out research projects independently
- Ability to present results of independent research, in writing, orally and using media.



# Structure of Units

**Unit:** 8.1  
**Topic:** Global Citizenship  
**Theme:** Ethics: Value Human Potential, Work and Mind  
Habits: Innovation and Creativity  
**Region:** Various  
**Length:** 2 weeks  
**Goals & Objectives:**  
**Learn:** To learn what is social entrepreneurship and how social entrepreneurs are addressing some of the major global challenges.  
**Inspire:** To inspire students to initiate a social entrepreneurial venture to address one of the MDGs.  
**Act:** Establish a social enterprise.  
**Skills & Knowledge: Students will**  
Study the work of various social entrepreneurs.  
Recognize the value of social innovation in addressing development challenges  
Identify the steps involved in establishing a social enterprise.  
Plan a social enterprise and develop an implementation plan.  
**Overview:**  
This unit builds on the last unit of Grade 7, when the concept of Social Enterprise was studied. The students begin Grade 8 with an introduction—or review—of Social Enterprise, and create a Social Enterprise around one of the MDGs for their end-of-year project. This enterprise is implemented during the year, when students periodically reflect on the results they are achieving, use those reflections to review the theory of action of the enterprise, and to make adjustments to their business plan. The year ends with a presentation of the enterprises created by the students and a discussion of their results.  
**Activity 8.1.1: What is social entrepreneurship?**  
The teacher will introduce the activity with a presentation of what is social entrepreneurship. The students will describe the growing role played by the citizen sector in generating innovation to address global challenges and provide a range of examples of social entrepreneurs. The introduction will highlight the various approaches to financing social enterprises—for profit, hybrid and not for profit. If possible invite actual social entrepreneurs to visit the class and make a short presentation describing their work and sharing their passion.  
**Resources 8.1.1:** There are numerous online resources featuring examples of youth who are social entrepreneurs, such as the following Ted presentations  
<http://www.tedxyse.com/category/changemakers/>

Basic info about the unit

Goals and objectives for skills that students will learn, inspire, act develop and knowledge that students will gain

Overview that explains where this year fits into the curriculum as a whole

Each unit includes several activities

Recommended resources are also given

# Themes

Kindergarten: Our world is diverse and beautiful

Grade 1. We are One People: Universal Human Needs

Grade 2. Exploring people, culture and the world. Children can make a difference.

Grade 3. Understanding global inter-dependence through

Grade 4. The Rise (and Fall) of Civilizations, Ancient and Modern

Grade 5. Freedom & the Rights of Individuals

Grade 6. How values and identity shape people and institutions

Grade 7. Driving change in society

Grade 8. Migrations

HS. Development Economics

HS. Public Health

HS. Global Conflicts

HS. Environment

HS. Emerging Technologies

HS. Independent Project

# Capstones

- Kindergarten. Puppet Show performance of understanding difference.
- Grade 1. Book of Me (Portfolio).
- Grade 2. Helping educate others.
- Grade 3. Create a business (chocolate)
- Grade 4. Create a game (civilizations)
- Grade 5. Create awareness project on MDGs.
- Grade 6. Implement advocacy project MDG.
- Grade 7. Extended Service Learning.
- Grade 8. Create a Social Enterprise MDG.



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VERSION 1.0

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*with*

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Somoh Supharukchinda, Corrie Sutherland, Tisha Verma, Devon Wilson,  
Holing Yip, and Chihiro Yoshida.



# Three Tools

- **A protocol to design and adapt global citizenship curriculum.**
- **A protocol to design a school wide strategy for global education.**
- **An actual curriculum prototype, a sixty lesson global citizenship curriculum, developed following the process presented in the book.**

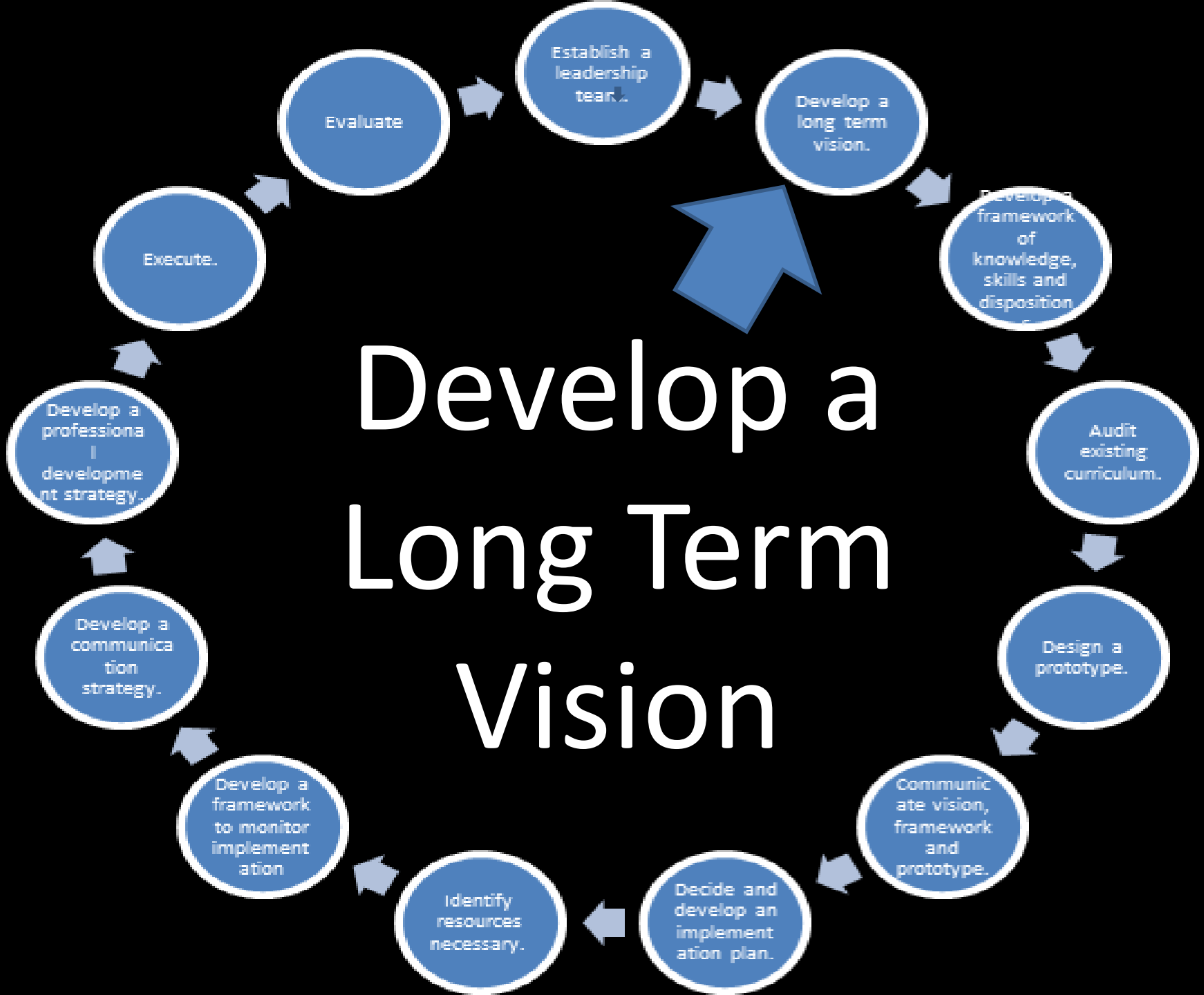


# Establish a Leadership Team

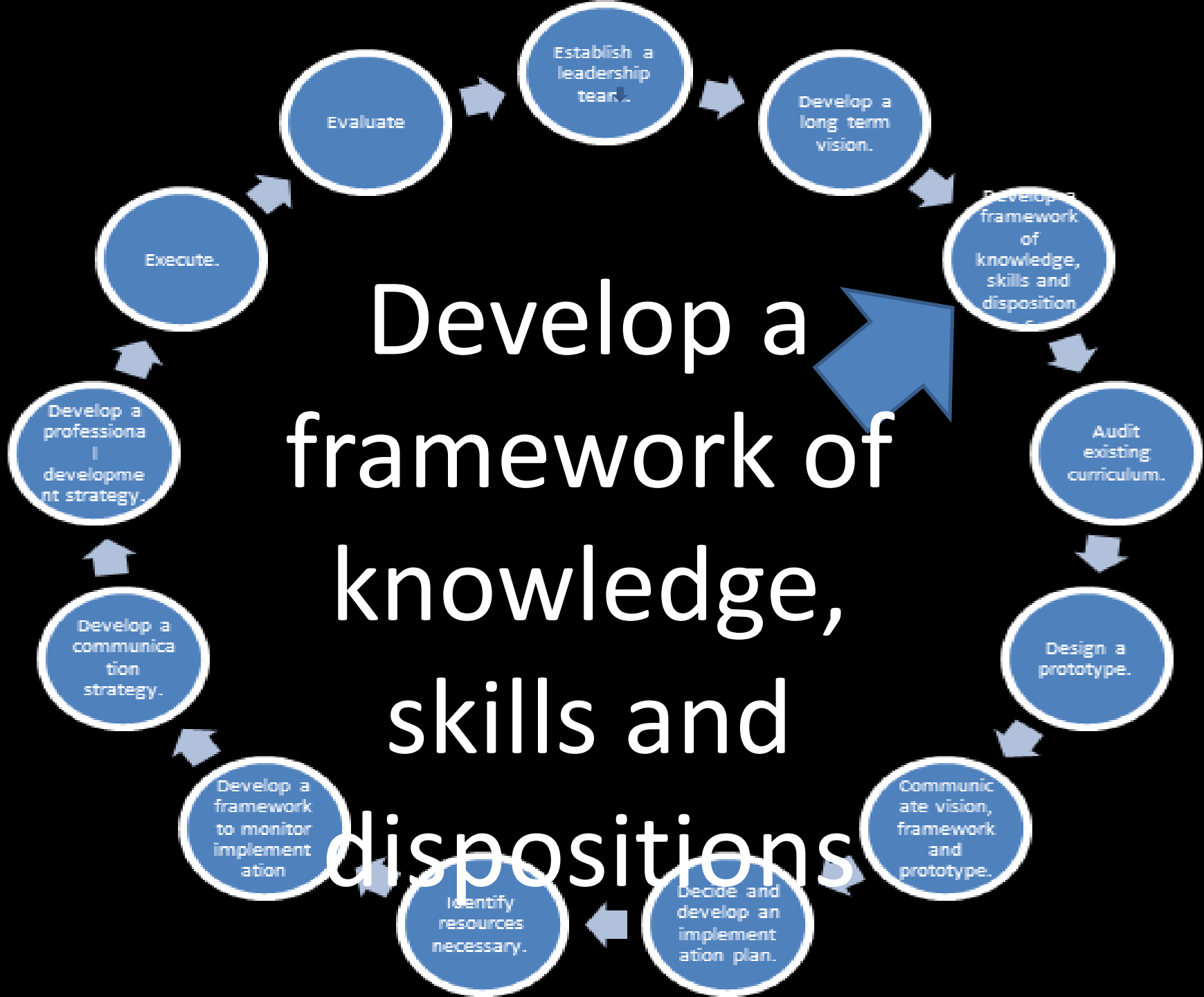




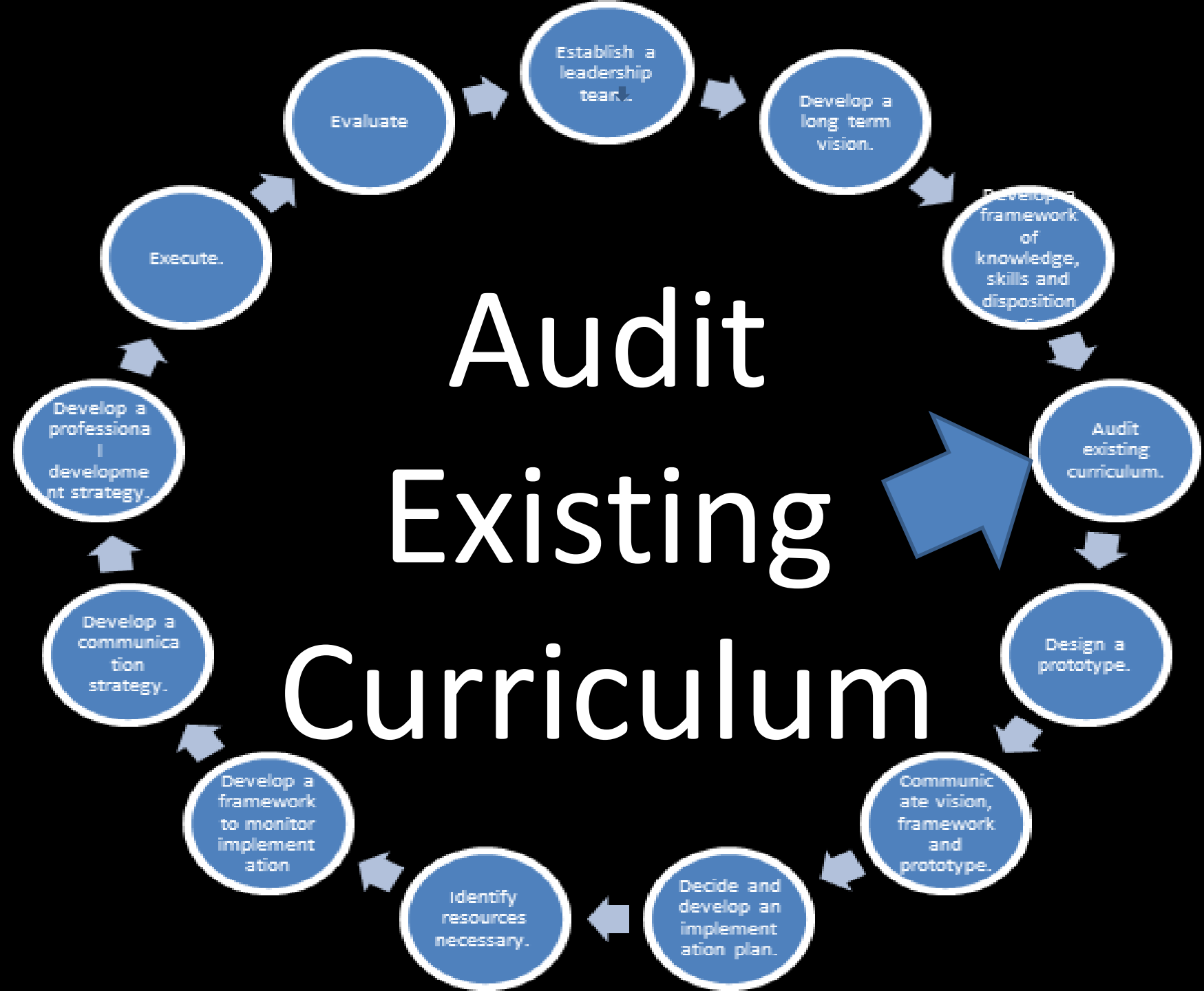
# Develop a Long Term Vision



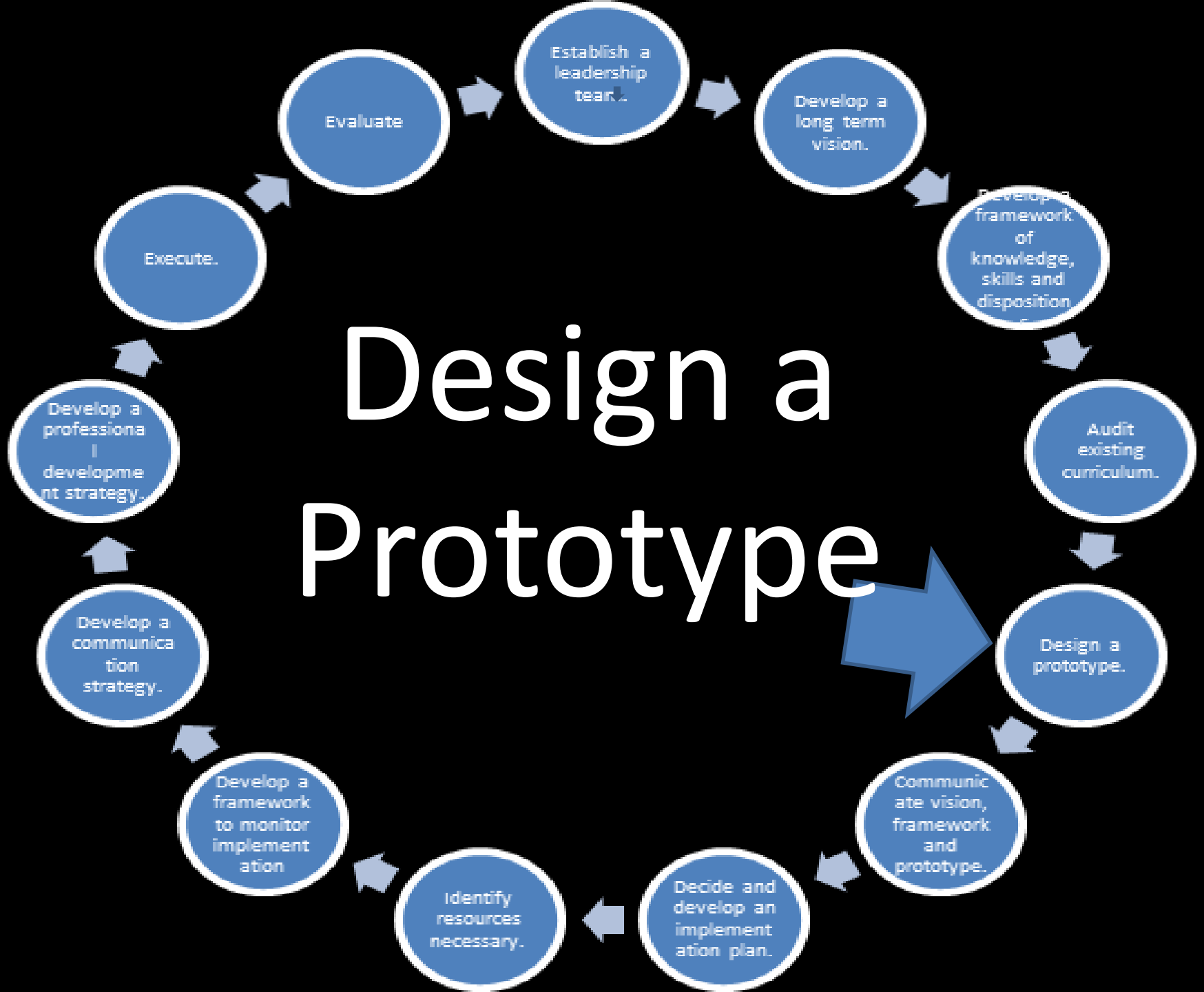
# Develop a framework of knowledge, skills and dispositions



# Audit Existing Curriculum

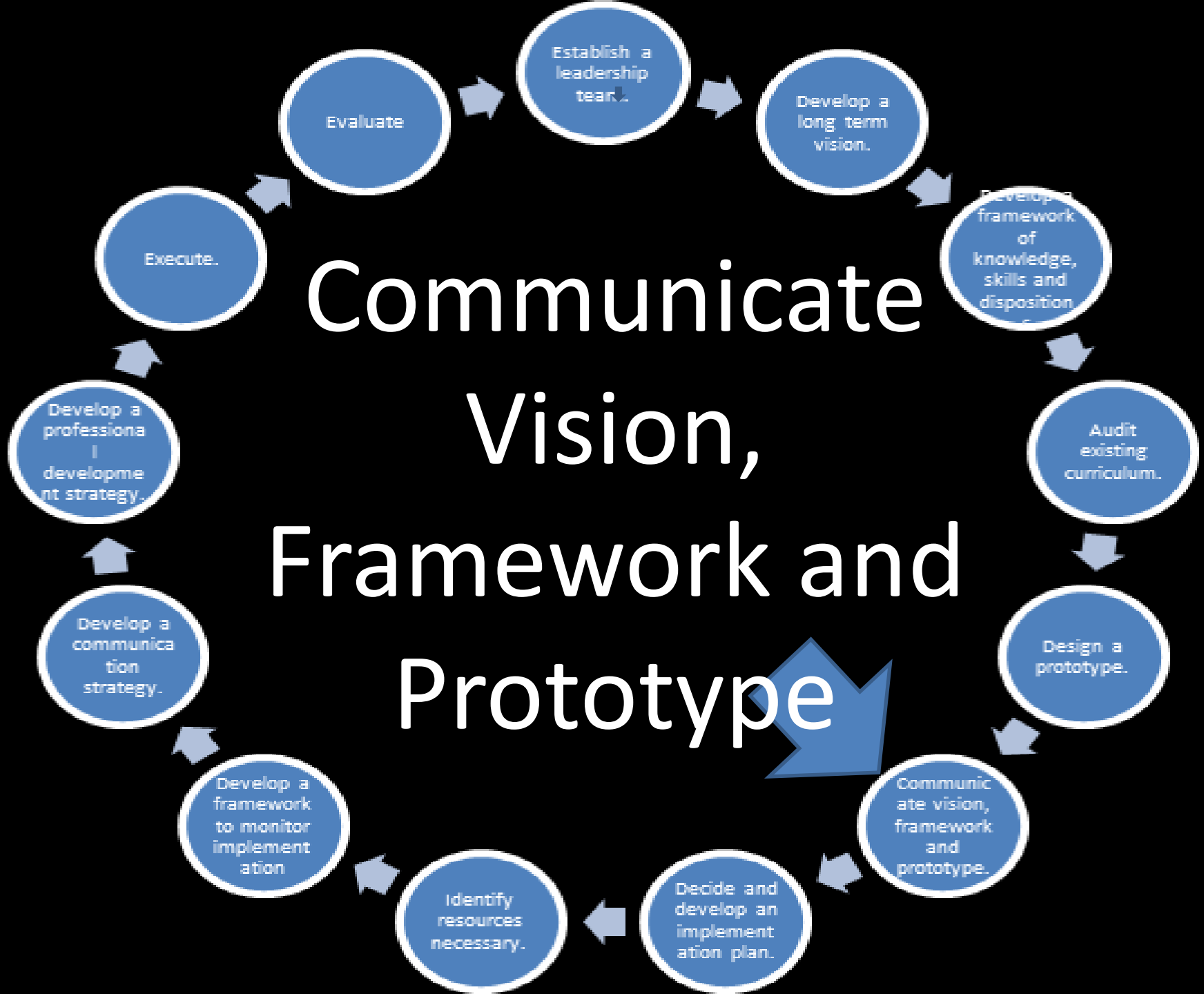


# Design a Prototype

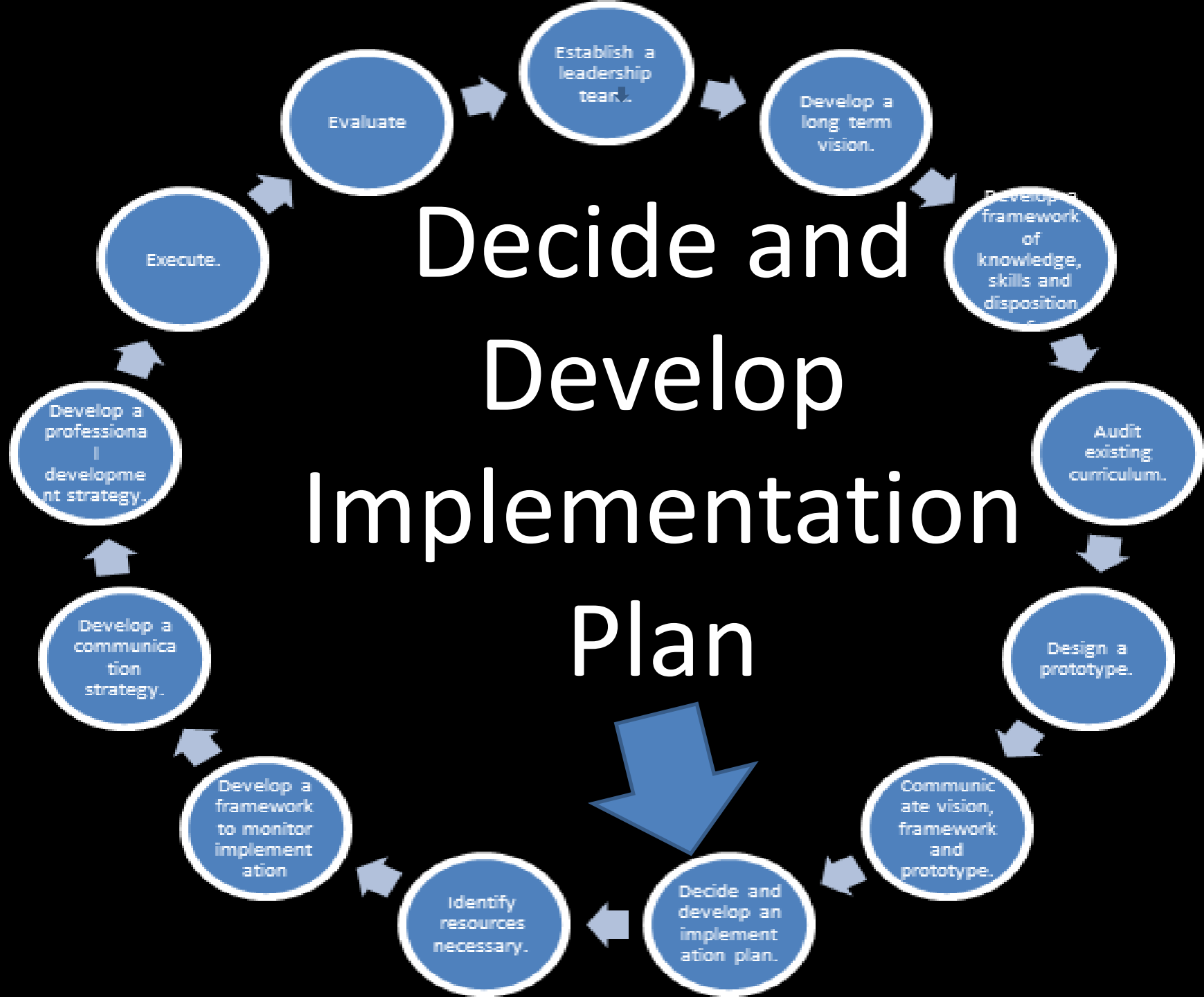




# Communicate Vision, Framework and Prototype



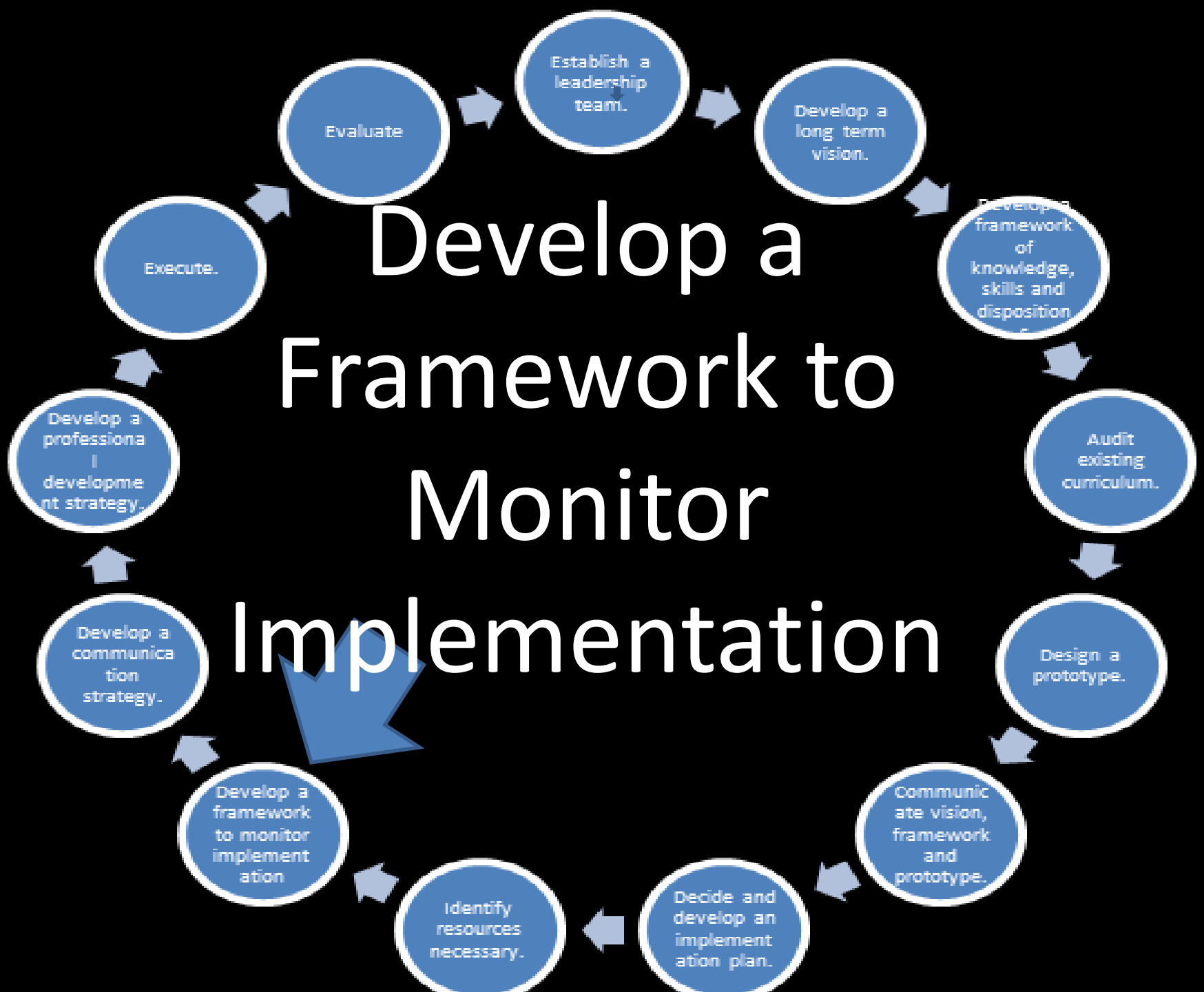
# Decide and Develop Implementation Plan



# Identify necessary resources



# Develop a Framework to Monitor Implementation





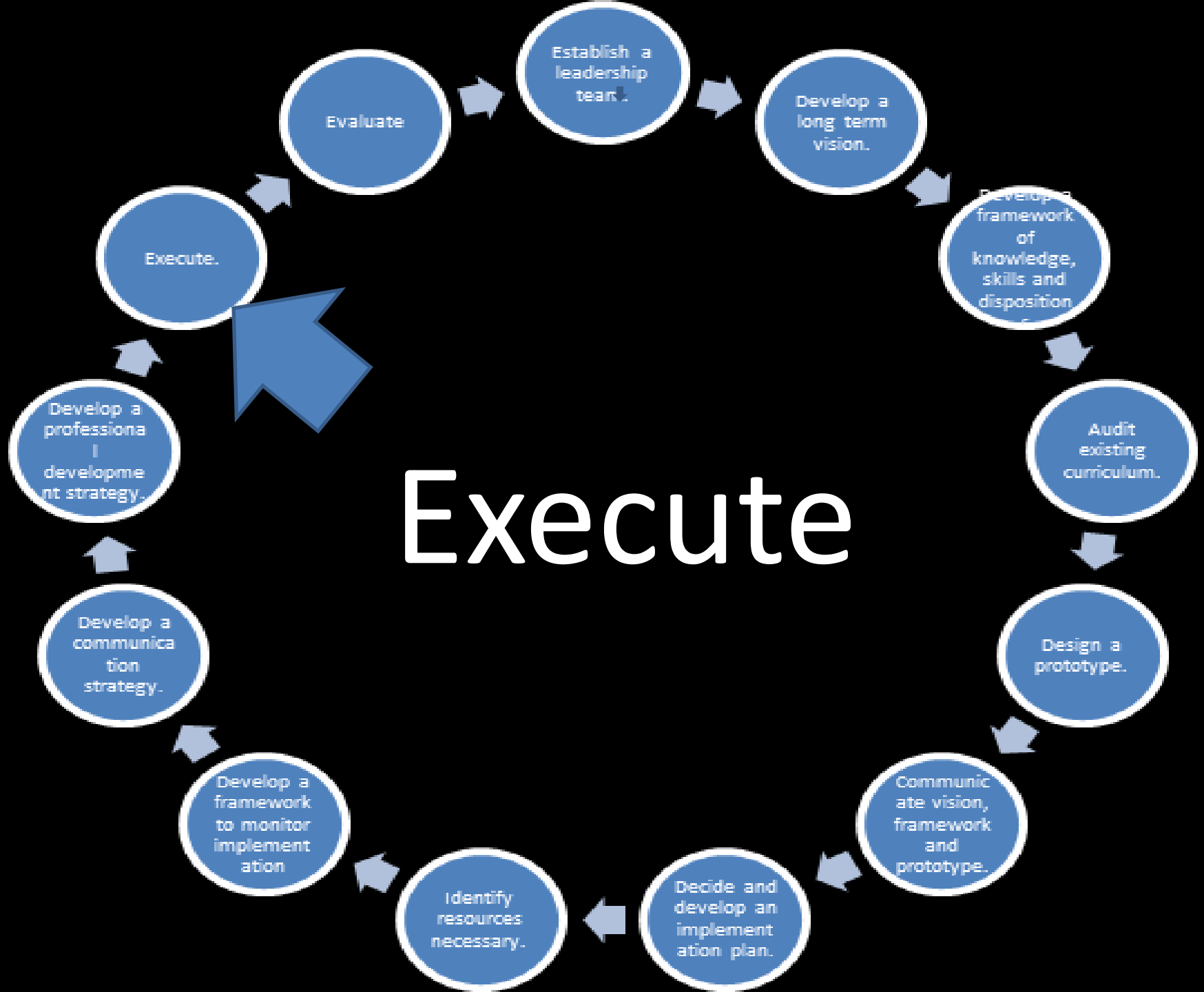
# Develop a Communications Strategy



# Design a Professional Development Strategy



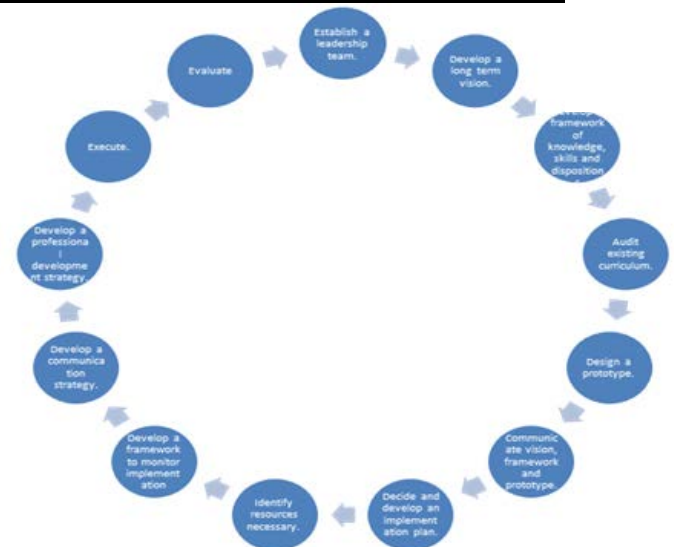
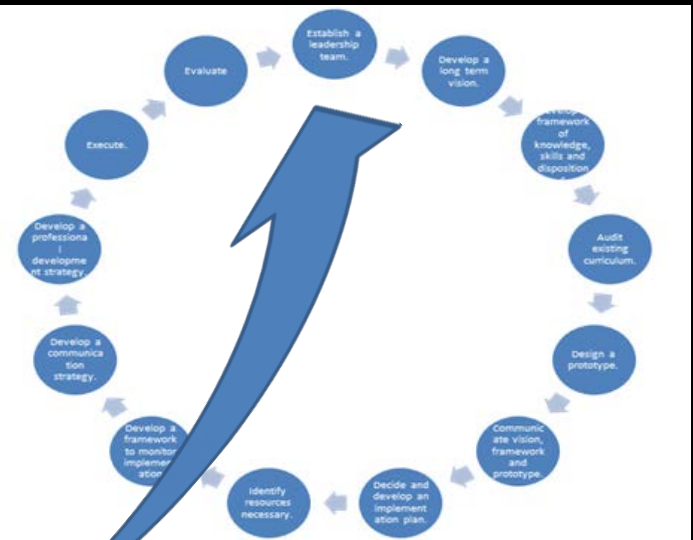
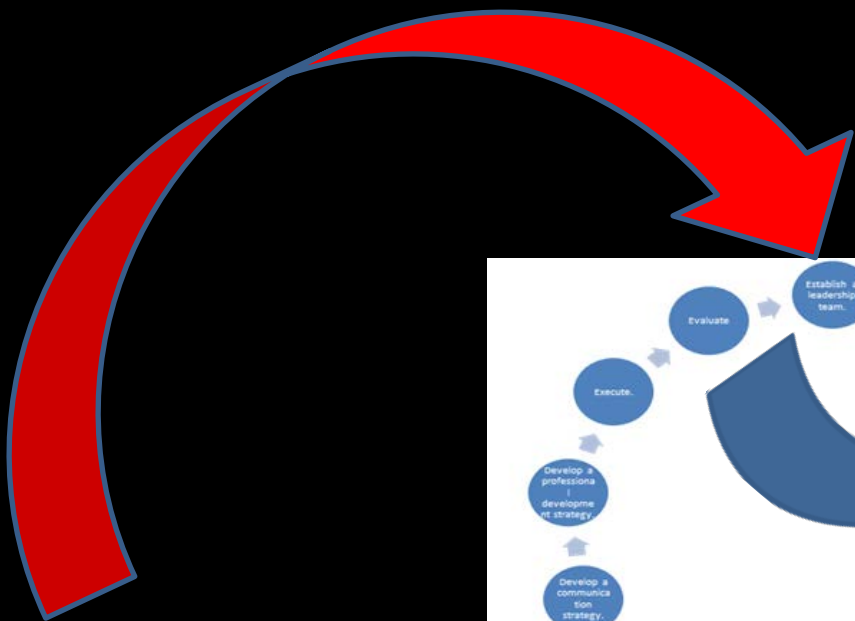
# Execute



# Evaluate









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### Work and mind habits



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### Work and mind habits

Unit: 8.1  
 Topic: Global Citizenship  
 Theme: Ethics: Value Human Potential, Work and Mind Habits: Innovation and Creativity

Region: Various  
 Length: 2 weeks

**Goals & Objectives:**

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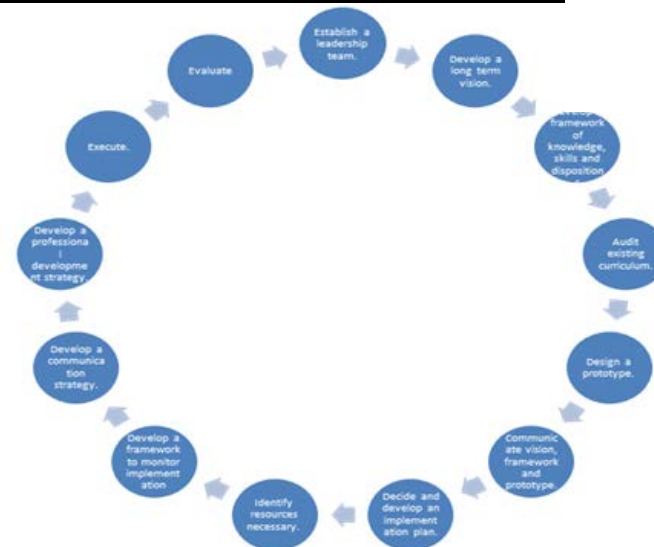
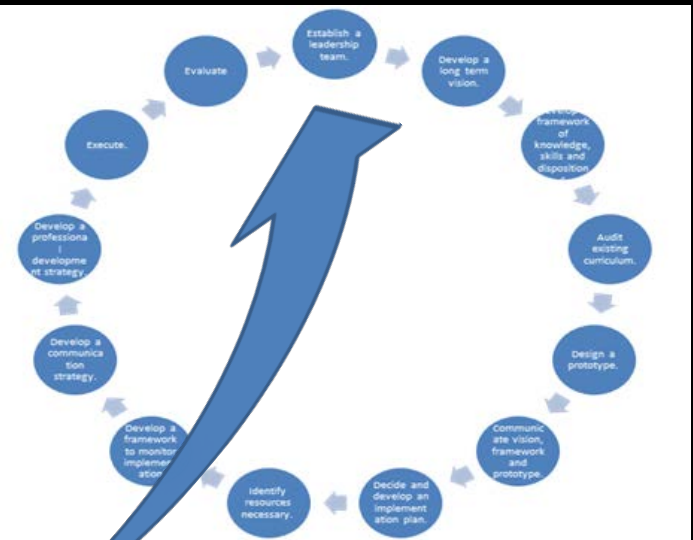
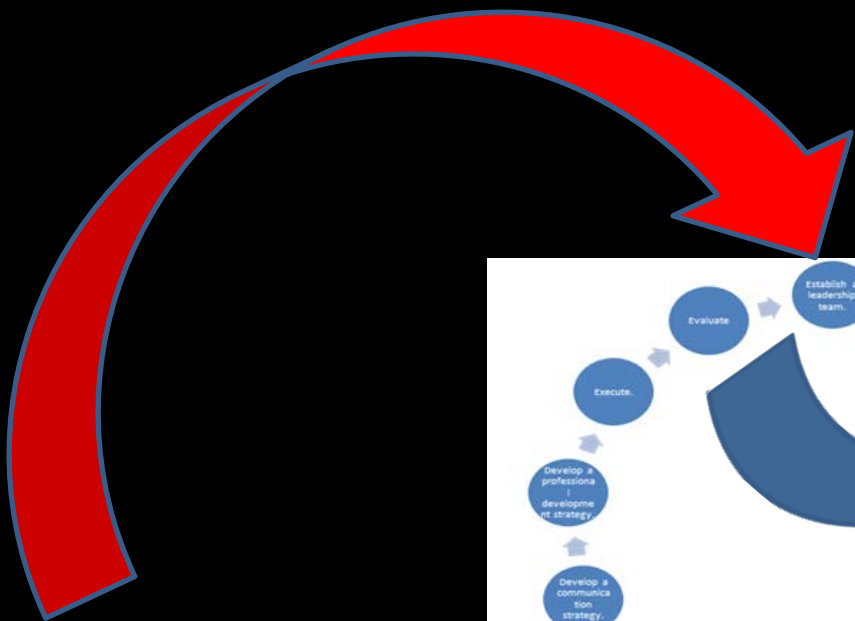
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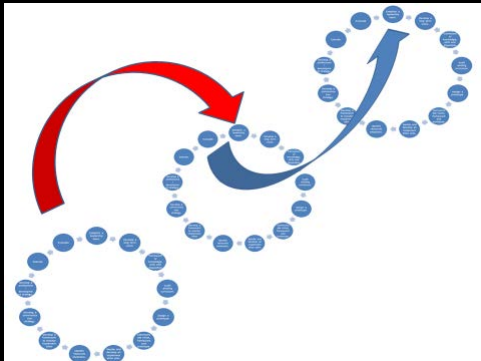
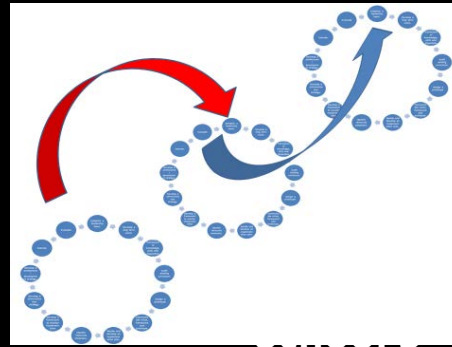
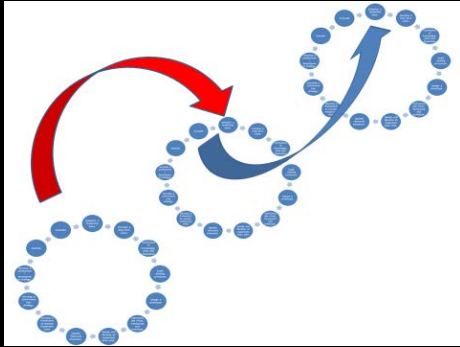
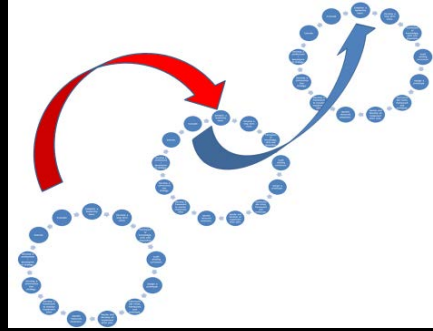
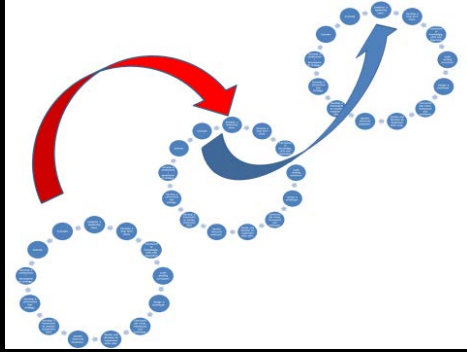
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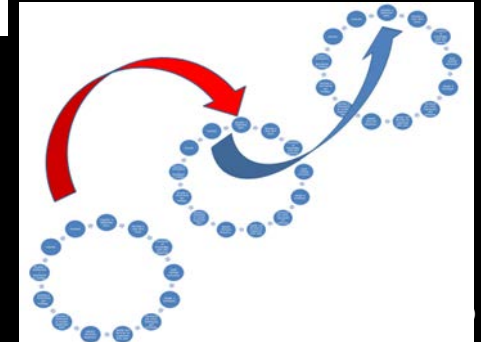




# An Improvement Network



ool 3





## A WALK THROUGH HUMAN EVOLUTION

The newest fossils have brought scientists tantalizingly close to the time when humans first walked upright—splitting off from the chimpanzees. Their best guess now is that it happened at least 6 million years ago [Click here to read the cover story >>](#)

**LAST COMMON ANCESTOR**  
It should have a mosaic of features reminiscent of both apes and humans—but that's true of several species already found, so identification might be tough

Orrorin tugenensis  
("Millennium Man";  
possible human ancestor)

Ardepihceus  
ramidus kadabba

A. afarensis  
(includes Lucy)

A. africanus

H. habilis

A. boisei

A. robustus

H. neanderthalensis

H. erectus

H. sapiens  
MODERN  
HUMANS

Chimpanzees

Gorillas

7

6

5

4

3

2

1

Present

Timeline by Joe Lertola

In Millions of Years (*All dates are approximate*)

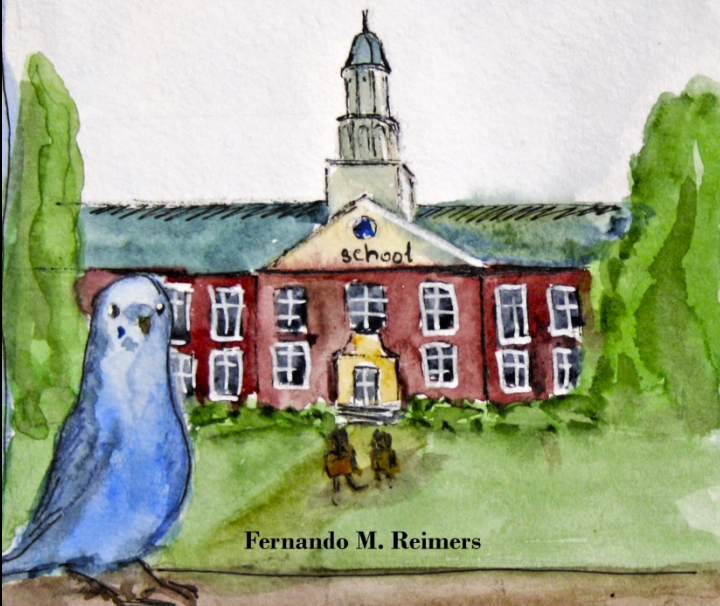






# The Story of Filomena

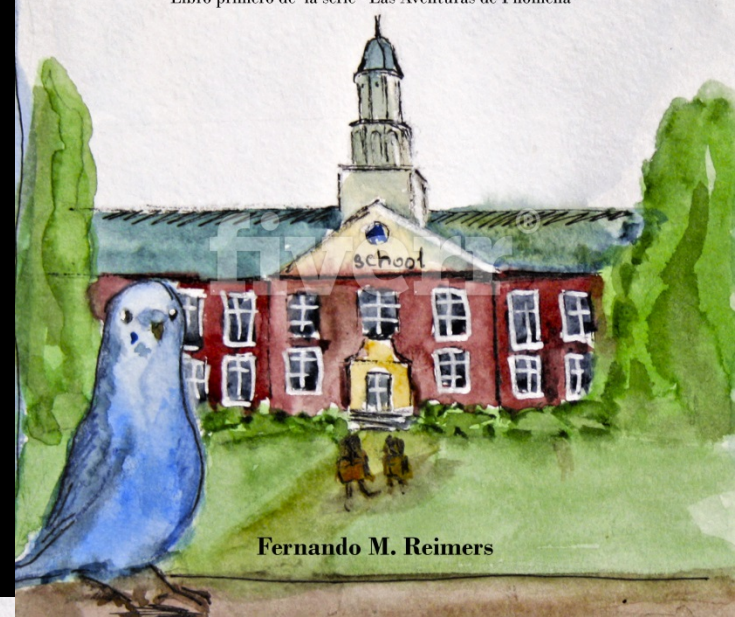
Book One of "The Adventures of Filomena" Series



Fernando M. Reimers

# La historia de Filomena

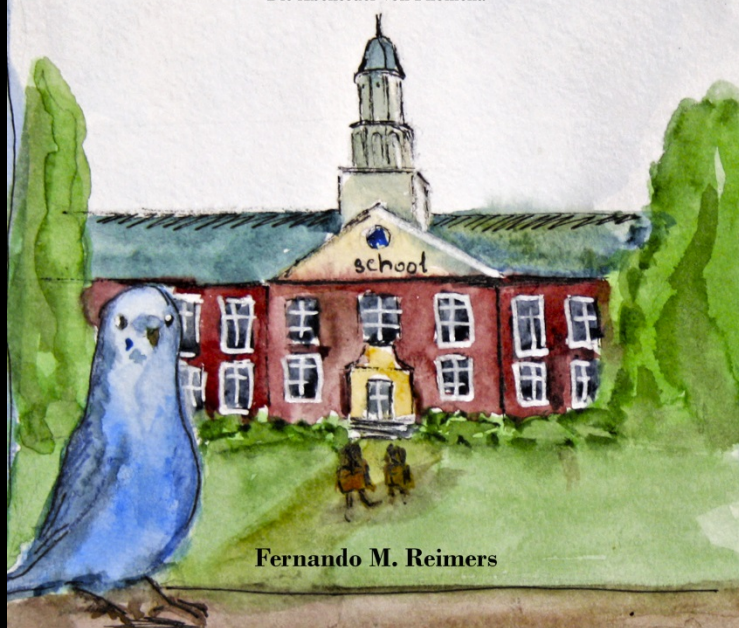
Libro primero de la serie "Las Aventuras de Filomena"



Fernando M. Reimers

# Die Geschichte von Filomena

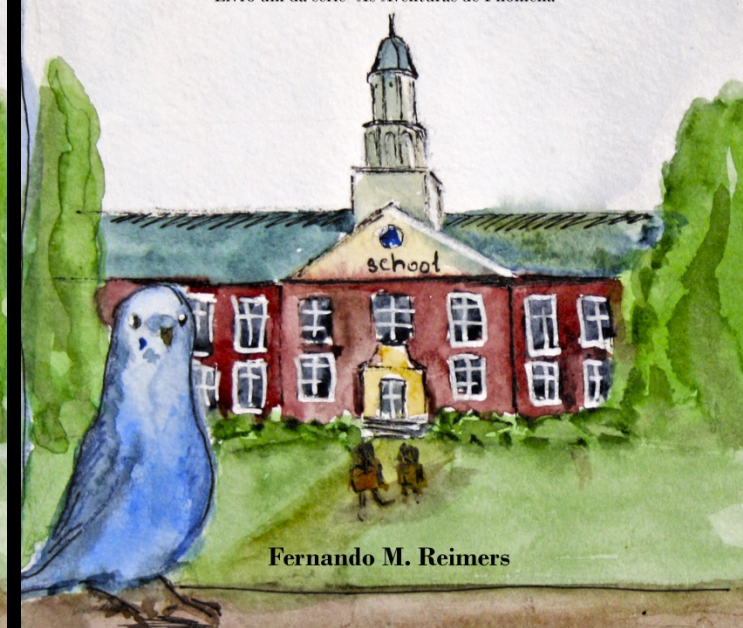
Die Abenteuer von Filomena



Fernando M. Reimers

# A História de Filomena

Livro um da série "As Aventuras de Filomena"



Fernando M. Reimers