

PENNSYLVANIA COUNCIL FOR INTERNATIONAL EDUCATION

December 2011

PaCIE *News*

Inside This Issue



2011 Fall PaCIE Conference Award Recipients, Dr. Ann Pang-White, Marcy Curra, and Dr. Bill Hunter — see p 4

- 1 — December 2011 PaCIE News Highlights
- 2 — President's Post
- 3 — President's Post (continued from p 2)
- 4 — 2011 Fall Conference Highlights
- 5 — 2011 Fall Conference Highlights
- 6 — Chestnut Hill College Global Awareness Seminar
- 7 — Teaching Asia Seminars for Pennsylvania Teachers
Global Competence Assessment
- 8 — International Educator's Academy at Temple
- 9 — University of Pittsburgh Nationality Rooms
Juniata College International Education Week
- 10 — Temple Political Scientist Examines China
- 11 — UPJ Student Fulfills Dream in Africa
- 12 — Greater Philadelphia Education Network



2011 Fall PaCIE Conference Participants at the Awards Reception — see p 4



2011 Fall PaCIE Conference Participants at a Roundtable Discussion — see p 4



visit PaCIE's
website

www.pacie.org

Pennsylvania Council for International Education

President's Post

"Preparing Global Ready Graduates: PaCIE's Role in Crafting Pennsylvania's Future"

Mohamed Latib, Ph.D

We are living in a time of an unprecedented rate of change, uncertainty and competition. We are living in a world that is becoming increasingly interdependent because of the massive realignment of the global economy through economic liberalization, technological advances, capital market developments and demographic shifts.

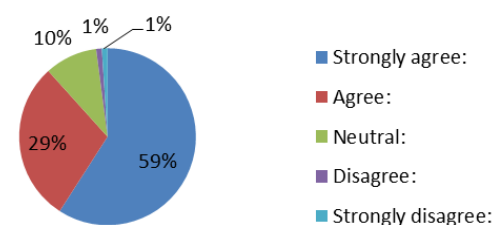
Academic and business leaders are recognizing that the future rests on preparing people with global competence. Even policy makers are making the case for global competence. The Lincoln Commission asserts that "for their own future and that of the nation, it is essential that college graduates today become globally competent." All of the changes occurring today foreshadow a new world and a different age and no nation is immune to the need for realigning their education agendas to prepare globally ready graduates. At one level or another, every nation has to be prepared to produce such people.

The importance of global competence dates back to the cold war era when Congress passed the National Defense Education Act of 1958 to promote international awareness. In 1988, the Council on International Education Exchange affirmed the importance of global competence through its global competency initiative that included study abroad, increased participation of underrepresented communities in education, experiences in developing countries and revised college curricula.

A consortia study sponsored by the Conference Board (2006) and in partnership with Corporate Voices for Working Families, Partnership for 21st Century Skills, and the Society for Human Resource Management, has concluded that the future workforce is already here and it is woefully ill prepared for the challenges we face today (and tomorrow). Across the United States, alarm bells are sounding warnings that the report card on basic and advance skills is poor; there is an imperative need for excellence in order to be globally competitive. The same alarm bells are being heard across the globe, not just in the USA, and something is being done. Furthermore, the competitiveness of nations will be dependent on finding talent, and this talent is now far more mobile than ever before, and hence competition for them will be more intense.

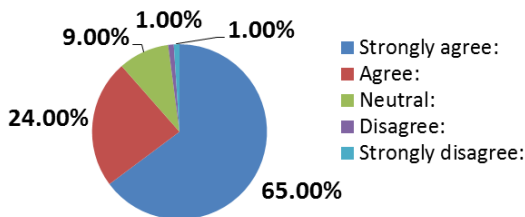
Stewart (2009) challenges us with a simple question: "Will you want to hire your own kids? Would somebody else?" He also notes that "the next generation is not adequately prepared to be productive members of the workforce because they lack basic skills". The assessment of our educational systems is not positive. Business executives are saying that our educational systems are not doing the job. J. Willard Marriott, Jr., Chairman and CEO, Marriott International, Inc. states, "our nation's long-term ability to succeed in exporting to the growing global marketplace hinges on the abilities of today's students." Others are stronger in their assessments by noting that our educational systems are Taylorist bureaucracies depending on autocratic leadership and 'sheep like' adherence to rules and regulations (Nordgren, 2002). Wagner (2008), notes that schools are teaching obsolete skills, and they are also doing so in obsolete ways. (continued on p 3...)

Fig 1: Need for PaCIE to promote global competence?



(...continued from p 2) *President's Post*

Fig 2: Legislature has to be more committed to global education?



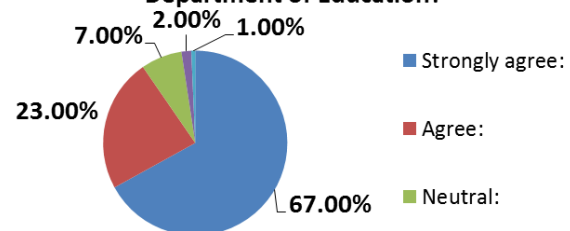
It is in the above context that PaCIE finds itself with an opportunity to make a difference. Indeed, over the last two years PaCIE has undergone a revision of its agenda. This agenda is driven by a strategic goal to be inclusive and to foster a collaborative culture so that disparate entities can work together to promote global competence. PaCIE's membership is no longer monopolized by higher education.

Its members now include K-12 schools and business executives. In the first annual survey of education professionals (N=292) in PA, the majority of them support the need for an organization like PaCIE (Fig. 1). The majority also note the need for greater commitment of our legislators (Fig. 2) and the PA Department of Education (Fig. 3).

Our task now is to engage our legislators and the department of education in an agenda that promotes the future of PA and our country by developing students across every level to understand the complex and diverse world we live in. We have to vigorously press policy-makers in Harrisburg to support a consensus on the kind of education that will prepare not only globally-competent graduates, but graduates who can and will use that global competence to help their organizations become globally competitive. Our task is also to create opportunities for dialogue across all sectors in our society to meet the challenges that a relentlessly changing world presents to us. The greatest challenge for our membership is to accept this new landscape and make a contribution. That contribution can only occur through your participation in PaCIE's activities. We invite you to accept this call and to extend your hand of support to build a world that is governed by understanding, mutual respect and peaceful dialogue.

PaCIE can and should become the connective tissue for the absolutely essential coalition that will change educational policy in Harrisburg and at our own institutions/organizations. We have no illusions about the fact that there will be many who might find our proposition for our future agenda in conflict with theirs. This note is intended as a *proposal*; as such, it seeks to generate discussion rather than persuade. If it does that, then it has achieved its goal.

Fig 3: Commitment needed by PA Department of Education?



References:

1. "Are They Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce". The Conference Board, New York, 2006.
2. Global Competence & National Needs. Commission on the Abraham Lincoln Study Abroad Fellowship Program. Washington, DC 2005.
3. Nordgren, R.D. Educating US Students for a Global Village, Phi Delta Kappan, 84, December, 2002.
4. Stewart, S. Will You Want to Hire Your Own Kids? (Will Anybody Else?) The Conference Board, New York, 2009.
5. Wagner, T. The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need-And What We Can Do About It. NY, Perseus Books, 2008.

Our Students, Our Communities, Our Future: Global Education in Pennsylvania

Pennsylvania Council for International Education

PACIE Annual Conference

Total Participants: **91**

Conference Participants: **63**

Pre-Conference Workshop Participants: **28**

Total number of educational institutions, community organizations, government offices and companies represented: **38**

Number of tertiary institutions represented: **24**

Number of K-12 schools represented: **6**



2011 David A. Portlock Outstanding International Educator Award Recipient, Dr. Bill Hunter, & Dr. Galen Godbey

Welcome New PaCIE Board Members!

- Timothy J. Devlin (Tim)**, *Allegheny Intermediate Unit*
- Traci Sebastian Fruehauf**, *Washington & Jefferson College*
- Sumana Misra-Zets**, *Community College of Allegheny County*
- Jaime Molyneux**, *Temple University*
- Michelle Saylor**, *Wilson School District*
- Jeff Whitehead**, *University of Pittsburgh*

Service to PaCIE until 2015



From left to right:
PaCIE Board Members at Conference Registration
2011 PaCIE Fall Conference poster session
Dr. Godbey presenting the Portlock Award



Our Students, Our Communities, Our Future: Global Education in Pennsylvania

Pennsylvania Council for International Education

PACIE Annual Conference

2011 David A. Portlock Outstanding International Educator Award

Dr. Bill Hunter, Lehigh University Representative to the United Nations, Director of the Global Union and Fulbright on-campus Representative, has worked in a variety of internationally focused capacities at Lehigh for more than a decade. Some highlights include establishing Lehigh as the 6th university in the world to attain United Nations NGO certification, creating the Ambassadorial Speaker Series (hosting the Iraqi, Afghani, Palestinian, Pakistani, Korean and Sudanese Ambassadors to the United Nations), creating more than 700 internationally focused educational, cultural and social programs for the Lehigh community, and leading as a Guide and Project Mentor for several years in the Global Village for Future Leaders of Business and Industry.

Dr. Hunter earned his Ed.D. from Lehigh University in Educational Leadership. His dissertation, "Knowledge, Skills, Attitudes and Experiences Necessary to Become Globally Competent," has been cited in many of the world's top international education journals, magazines and websites. His current research focuses on global workforce development, the reach and effectiveness of the United Nations, and the growing interest among American youth in international community service projects. In recognition of his groundbreaking research on global competence, Dr. Hunter was nominated in 2007 as a Chronicle of Higher Education "Rising Star in International Education" by then NAFSA President Ron Moffatt.

Bringing the World to Pennsylvania: K-16 Collaboration Award

The Abington Heights School District, along with **the University of Scranton**, have collaborated in order to better serve the students of their institutions by providing an opportunity to develop Asian studies courses, Chinese language courses, and community outreach projects across their curricula.

Abington emphasizes the need for their students to be able to communicate with others globally. At Abington Heights one of the specific goals is "to ensure that all students become multidimensional thinkers and effective written, oral, and technological communicators." Abington Heights envisioned the inclusion of Mandarin in their World Languages Curriculum as an opportunity to help accomplish this goal. The partnership with the University of Scranton has created a more viable opportunity for a Confucius Institute to be formally established at the college level, and Chinese language and culture to be taught in the school district. Both institutions share a mutual interest in strengthening their educational programs and offering community outreach in the area of Asian studies.

Together the programs' goal is to continue Chinese course offerings and even expand offerings in the future.

The Global Awareness Seminar at Chestnut Hill College and Civic Engagement

Global awareness cannot be fully developed in just a few lessons or even after taking an entire course. It is a “habit of mind” that emerges over time through practice and opportunities to connect local experiences with global issues. Twelve years ago faculty and administrators at Chestnut Hill College (CHC) in Philadelphia, PA launched the Global Awareness Seminar as way to jumpstart student recognition of the challenges that will confront them upon graduation into our interconnected and complex world. The Global Awareness Seminar is an introductory global studies course taken by all CHC students. As they go forward after taking the Seminar, students have a solid curricular base for thinking about global issues and are better equipped to recognize and minimize the negative consequences of provincialism in their attitudes.

One student learning outcome that employers have noted is in need of more attention is civic-mindedness that comes from immersion in real-world problem-solving scenarios. The Global Awareness Seminar at CHC creates opportunities for students to engage real-world global problems through final projects, classroom simulations and seminar-style discussions. For example, one Global Awareness Seminar section asks students to recommend three policies to the U.S. President for combating global terrorism. Another section requires a ten week service learning commitment by students at a local shelter so that students can experience first-hand the difficulties in tackling poverty. In both cases, students compare their experiences with class readings on the topics through journal assignments and class discussions. A final project in another section has students explore challenges in education by investigating through a research paper the educational system in another country. After the students have heard presentations by their peers on the educational systems in various countries, they are asked to write a final paper recommending changes to their original country’s education system based on the ideas that they heard in the oral presentations.

Because of its intentional placement in CHC’s general education curriculum, the Global Awareness Seminar can help students become alert to the possibilities for civic responsibility in other academic contexts and make connections across disciplines. The small class size of all Global Awareness Seminars (capped at fifteen students) is critical for students’ successful practice of civic action and reflection. Students feel comfortable engaging in class discussion over service learning or class project outcomes when class settings are so intimate.

Since it is an introductory course, the Global Awareness Seminar is best appreciated as a starting point for becoming more globally aware and more civic-minded. Still, these beginnings in civic actions and first exposures to the ideas of diverse communities and cultures are necessary for progressing to more advanced understandings. The Global Awareness Seminar thus helps to position Chestnut Hill College students for jumping into more complex, extended and deliberative civic activities in their upper division coursework and in their post-graduate lives.

Interested in learning more about the Global Awareness program? Contact Jacqueline Reich at 215-753-3630 or at reichj@chc.edu.

Interested in joining PaCIE?

Basic institutional membership \$100—up to five members from the same institution

Sponsoring institutional membership \$250—up to twelve members from the same institution

Individual Memberships Available on a Sliding Scale of \$20—\$50

www.pacie.org

2012 NCTA Seminars Being Offered in Pennsylvania for Teachers

Seminars on East Asia for teachers are being offered this spring at **Bucknell University**, **Slippery Rock University** and **University of Pennsylvania** through the National Consortium for Teaching About Asia (NCTA) at the University of Pittsburgh. These content rich 30-hour and 15-hour seminars come with numerous benefits and provide teachers with information and resources for incorporating East Asia into the curriculum.

The seminar at **Bucknell University** (Lewisburg, PA) will take place over 10 weekday evenings between February and April. The **University of Pennsylvania's** seminar will be held on its campus in Philadelphia and at Philadelphia-area museums on four Saturdays and three Wednesdays between January 21 and May 5. **Slippery Rock University** (Slippery Rock, PA) will hold a 15-hour seminar taking place on four alternating Saturdays and is tentatively scheduled for February and March.

Benefits for teachers who successfully complete the seminar requirements are many. They include free textbook/resource book, free year subscription to the *Education About Asia* journal, mini-grants for teaching materials in K-12 schools, a stipend at the completion of all coursework, and eligibility for a variety of free enrichment programs and in-country experiences in East Asia. Teachers also receive Act 48 hours or credit, depending on the seminar site.

NCTA welcomes K-12 teachers of world history, world geography, social studies, language arts and world literature, as well as language teachers, librarians, art teachers, and others. Pre-service teachers are particularly welcomed for these classes. University faculty who teach pre-service teachers and K-12 administrators whose responsibilities include curriculum design are also accepted for these seminars.

The National Consortium for Teaching about Asia (NCTA), funded by the Freeman Foundation and launched in 1998, is a nationwide initiative to encourage and facilitate teaching and learning about East Asia in the K-12 curriculum. In August 2001, the **University of Pittsburgh** joined NCTA as a regional site serving Delaware, Maryland, Pennsylvania, and West Virginia. In 2008, the University of Pittsburgh was promoted to an NCTA National Coordinating Site. Applications for the spring seminars will be accepted now through mid-December. For applications and more information on each seminar, please go to: <http://www.ucis.pitt.edu/ncta/seminarsites.html>

Global Competence Aptitude Assessment® Goes Global

Many of America's internationally-focused colleges and universities already use the Global Competence Aptitude Assessment® (GCAA®) to objectively measure global workforce skills by identifying strengths and development opportunities in individuals and organizations. What began as a home-grown Pennsylvania product has now garnered significant global interest, leading to deployments in Japan, China, the United Arab Emirates, Denmark, Scotland and Australia.

Chief Operating Officer Christi Hunter recently served as the sole Americas contributor to the Course Advisory Board for the Global Competence Certificate for the European Union/Australian Joint Cooperation in Higher Education Projects, as part of Australia's Department of Education, Employment and Workplace Relations. This 9-month study concluded with the creation of a curriculum design intended to educate students across the European Union and Australia. After reviewing many leading intercultural assessments, an external consultant deemed the GCAA® as the most appropriate measure of European and Australian students' global capability.

The GCAA® is the product of ten years of extensive original research on the global knowledge, people skills and attitudes necessary to become Globally Competent. The research population included Fortune 500 company human resource managers, senior international education administrators from numerous countries, national and international government officials and intercultural consultants on several continents. For more information on the GCAA®, visit www.globalcompetence.org or contact Christi Hunter directly at 610-703-6363.

Academy Helps Educators Enhance the Global Mindset at Temple University

For a university, going global can be like peeling the layers of an onion. The top layers are sending students out to study abroad and bringing international students in to study here. There are also the transnational collaborations among researchers. Deeper down and harder to reach are internationalization at the classroom level and fostering a global perspective among students, faculty and staff.

Given Temple's commitment to globalization, a group led by Human Resources sought to find a way to achieve this deeper level of engagement. Last year they created the International Educator's Academy (IEA), a university-wide professional development program for faculty and staff that promotes international education, research, cultural competence and entrepreneurial efforts at Temple. This year's 38 participants, about half of whom are faculty and half administrators, are meeting for 3½ days over the course of the fall semester.

It's part of a larger effort to advance Temple as a global leader. Over the next 10 years, Temple aims to double the number of international students studying here and the number of Temple students studying abroad. Setting a goal is not enough, however, university leaders say. We also need to increasingly internationalize our mindset and environment.

According to Senior Vice Provost for International Affairs Hai-Lung Dai, the IEA is important because internationalization can be a difficult concept to operationalize and measure. "The academy will help us turn the concept of internationalization into actionable steps," he said.

For Political Science Professor Alistair Howard, international is a natural state of being. All of his classes, even those not focused on international issues, have an international flavor. He participated in last year's IEA and is running workshops on curricular internationalization in this year's session.

In his workshop at this month's session of the IEA, Howard offered other suggestions on adapting a class or curriculum:

- When using video or audio, use international examples.
- Talk about foreign scholars and their work.
- Highlight foreign news coverage of an issue or event.
- Invite foreign guest speakers.
- Connect virtually with foreign students and teachers.
- Engage with a business that operates transnationally.



Temple University Political Science Professor Alistair Howard
Photo credit: Ryan S. Brandenburg, Temple University

Kim Cahill, director of the Institute for Global Management at Fox and a member of the IEA organizing committee, suggests doing something as simple as using a foreign case study. She has also worked with others to create certificates, concentrations and minors with an international focus.

"One of the advantages of the academy is that it brings together people with similar interests, ideas, expertise and passion so that maybe what they couldn't pull off alone, they can accomplish by leveraging the collective experiences of colleagues," said Cahill.

"With globalization, learning about other cultures and the way other nations solve problems is no longer optional," said Dai. "Ideally, every Temple student would study abroad. But if we can't bring all our students to the world, we have to bring the world to our students." Article submitted by Eryn Jelesiewicz, Temple University. For more information contact: Ingrid S. Spangler at spangler@temple.edu or 215-204-2314.

WHAT'S HAPPENING AT THE NATIONALITY ROOMS

The Nationality Rooms Program at the University of Pittsburgh funded 41 Summer Study Abroad Scholarships this year – 24 graduate and 17 undergraduate. The winners studied or conducted research in Argentina, Austria, Belgium, Brazil, China, Costa Rica, Czech Republic, Egypt, England, France, Hong Kong, India, Ireland, Italy, Kosovo, Lebanon, Morocco, Peru, Romania, Russia, Scotland, Spain, Tanzania, Thailand, Uganda and Ukraine. Many students interned or volunteered in children's facilities, hospitals and United Nations organizations. Others conducted archival research for advanced degrees.

In 2012 we shall offer 38 scholarships and several grants. The awards range from \$3,500 to \$5,000.

After a committee completes its Nationality Room, it raises money for study abroad scholarships and have been offering them since 1948. Another endowment offers Faculty Grants to conduct research abroad relative to courses they are teaching or planning to teach.

Creating new Nationality Rooms is an important component of the Program – now in its 85th year. The existing Rooms are African Heritage, Armenian, Austrian, Chinese, Czechoslovak, English, French, German, Greek, Italian, Japanese, Lithuanian, Norwegian, Polish, Romanian, Russian, Scottish, Swedish, Syria-Lebanon, Ukrainian, Yugoslav and Early American. The Swiss and Turkish Rooms are currently under construction and will be dedicated in Spring, 2012.

E. Maxine Bruhns has been Director of the Program since 1965. She recently gave two V.I.P. tours dealing with "Secrets of the Cathedral of Learning". Bruhns also held a Ghost Watch on Halloween evening in the Early American Room loft where her grandmother, Martha Jane Poe (a cousin of Edgar Allan Poe), is believed to be the ghost. Dracula's cat, Catula, was also present to introduce his new book, "Catula, the Misadventures of Dracula's Cat."



E. Maxine Bruhns, University of Pittsburgh Nationality Rooms Program Director

JUNIATA COLLEGE CELEBRATES INTERNATIONAL EDUCATION WEEK



Juniata College students, faculty and staff participated in various activities during International Education Week from November 14-18. A highlight of the week was Breaking Bread, an evening of bread

baking from various cultural traditions and community service at a Huntingdon area soup kitchen as part of the colleges' **Planting Seeds** initiative. **Planting Seeds** will facilitate engagement in interfaith community service by working to address local needs related to food, hunger, farming and the environment. All service that **Planting Seeds** completes will be supplemented with intentional reflections and discussions involving interfaith dialogue, cross-cultural education, and religious literacy. For more information check out **Planting Seeds** on Facebook.



Juniata students baking international bread to donate to a local soup kitchen.

Political Scientist Examines China's Arrival as a Global Economic Power

Everyone is talking about China. In the news daily — on TV, online and in print — China's arrival as a rapidly developing and industrializing global power is front and center.

The People's Republic of China (PRC) ranks as the world's second largest economy after the United States. It has been the world's fastest-growing major economy, with consistent growth rates of around 10 percent over the past 30 years. The nation is also the largest exporter and second largest importer of goods in the world.

Despite an economy that seems to be growing at a boundless rate, China's rise as an economic powerhouse has been carefully managed by its Communist leaders, according to Roselyn Hsueh, Assistant Professor of Political Science and Asian Studies at Temple University.



Roselyn Hsueh, Temple
Assistant Professor of
Political Science and Asian Studies

"In the last 30 years, China has opened its doors to global integration and external investment," said Hsueh. "Today's China is governed by a new economic model that departs fundamentally from its East Asian neighbors and its own Communist past."

"But behind the buzz of 'China's rise' is a complex story of how the Chinese government has selectively used market liberalization followed by re-regulation in a way that enables the Communist leadership to promote domestic industries, enhance its technology base and retain power, including the power to control the flow of information," she said.



China's emergence as a global economic power, as evidenced by the proliferation of outdoor advertising, is the topic of *China's Regulatory State*, by Roselyn Hsueh. In it she demonstrates that while global competition in China can be fierce, new rules are being introduced in some sectors to privilege domestic industry.

Hsueh examines China's distinctive integration into the international economy in her new book, *China's Regulatory State: A New Strategy for Globalization* (Cornell University Press, 2011).

While visiting China in the summer of 2002, Hsueh confronted a paradox: On the one hand, the state's hand could be seen in economic activities everywhere; yet simultaneously there existed genuinely capitalist practice and values.

Foreign influence was ubiquitous — from neon displays of ING on skyscrapers in Shanghai to billboards selling Motorola handsets on provincial boulevards. Yet, she said, visits to municipalities and towns and villages revealed the government was still maintaining tight control over some sectors of the economy.

"Witnessing this apparent unevenness of liberal market capitalism got me asking deeper questions about China's politics and economy," said Hsueh.

In her book, Hsueh demonstrates that China only appears to be a more liberal state. According to her model, the central government tightly regulates sectors with high strategic value, such as telecommunications, but will allow much looser regulation of nonstrategic subsectors, such as textiles.

"China has adopted a bifurcated economic strategy," said Hsueh. "Even as it introduces competition, the state selectively asserts control over industry and market development at the sectoral level to achieve state goals." For more information contact Kim Fischer, 215-204-7479 or kim.fischer@temple.edu.

University of Pittsburgh at Johnstown Student Fulfills a Dream in Africa

A Secondary Education and History major at the University of Pittsburgh at Johnstown, Lisa Slippy, fulfilled a lifelong dream this summer by traveling to Africa. Lisa knew that the United Republic of Tanzania was a safe, beautiful land with friendly people and after researching different organizations, found that YWAM in Arusha, Tanzania, had the best opportunities for service. Youth With A Mission (also known as YWAM, pronounced "WHY-wham") is an international volunteer movement of Christians from many backgrounds, cultures and Christian traditions.

For two and one-half months Lisa was part of a medical outreach staff that lived at a base camp in northeastern Tanzania, about 80 miles southwest of Mount Kilimanjaro-- the highest mountain in Africa. Lisa was placed in an orphanage where she helped with a feeding program and also taught English and Art. Her placement area was quite rural: working farms and dirt roads with most people having to walk to get water. The scenery was very beautiful and included cows grazing on the soccer ("football") field belonging to the school. To add to the multi-cultural experience, her roommates were from Kenya, Korea, Germany as well as the United States.

When asked what struck her most about the people and culture Lisa commented, "African and American cultures are vastly different; more so than I anticipated.

Tanzanians are generally outgoing, musically inclined, excellent cooks and curious about other parts of the globe. They also impressed me with being bilingual and trilingual. I learned, however, that people are people no matter where you go and we can connect on some level no matter the differences."

Lisa was particularly moved during her time in Tanzania when a pastor's wife gave each member of a visiting tribal Massai village family a beautiful handmade beaded necklace. She noted that the woman's generosity to strangers while she lived in poverty was quite touching.



Massai church service in Arusha, Tanzania.

After graduation Lisa plans to teach abroad, perhaps in Korea, and to also travel to Prince Edward Island with Habitat for Humanity. She adds that a future goal is to travel to more places and to "learn something you never knew; do something you never have done!" The academic community at Pitt-Johnstown is proud of Lisa's participation in this rewarding humanitarian experience.

For more Information contact: Judy Freedman at 814-269-7133 or jfreedman@pitt.edu.



New Vision School dedication ceremony in Arusha, Tanzania.



Pitt-Johnstown student Lisa Slippy poses with young residents of Arusha, Tanzania, during a volunteer program this summer.

**UNIVERSITY OF PENNSYLVANIA'S NATIONAL RESOURCE CENTERS
LAUNCH GREATER PHILADELPHIA EDUCATION NETWORK**



Contact: Menaka Gopalan
Tel: 215-898-7475
Email: menakag@sas.upenn.edu

**A New Website Featuring Global Education Resources, News,
Events, Opportunities, & Networks for Delaware Valley K-16 Educators**

Sponsored by the South Asia Center, African Studies Center, Center for East Asian Studies and Middle East Center, the Greater Philadelphia Education Network website, is a first of its kind, one-stop resource tool for K-16 educators.

The website launch party was held on Friday, December 2, 2011 at the Arch Auditorium in Philadelphia.

Raili Roy, Assistant Director at the South Asia Center, says, “The new website is the first step towards creating a sustainable education network for the region. We live in a globalized world and increasingly teachers are incorporating global content in their curricula. Based on feedback given by oriented resources that are local to Philadelphia- such as upcoming lectures, programs, exhibits and the like-as well as classroom and teaching resources from around the world such as lesson plans, blogs, video-conferencing. The new website differs from other global education websites, as it allows for registered members to contribute to the content of the website by unloading their own lesson plans, events, etc.”

Funded under the Title VI by the U.S. department of Education, the National Resources Centers at the University of Pennsylvania are committed to providing resources pertaining to the regions of South Asia, Africa, East Asia and the Middle East to K-16 educators and students in the Delaware Valley and beyond.

Contact for further information: Raili Roy, South Asia Center, 820 Williams Hall, 255 S. 36th Street, Philadelphia, PA 19104, email: railiroy@sas.upenn.edu.

GREATER PHILADELPHIA GLOBAL EDUCATION NETWORK

<http://www.philaglobaled.org/>