Global Competence is the disposition and knowledge to understand and act on issues of global significance (CCSSO & Asia Society). Those issues are identified in the Sustainable Development Goals adopted by countries to end poverty, protect the planet, and ensure prosperity for all (United Nations). Globally competent individuals are life-long learners who understand these issues and have an appreciation for cultural differences, an ability to understand and consider multiple perspectives, use critical and comparative thinking skills as well as problem-solving abilities, and are comfortable with ambiguity and change (World Savvy).

The California Global Education Project (CGEP) has adopted the four domains, or capacities, for global competence presented by CCSSO & Asia Society (2011) to foster awareness and curiosity about how the world works, which is informed by disciplinary and interdisciplinary insights. CGEP agrees that globally competent students are able to:

1. **Investigate the world beyond their immediate environment**, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives, others’ and their own**, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

CGEP identifies the following specific competencies, or indicators, within these four domains for educators, students, parents/guardians, and community partners to use for themselves and for instructional purposes.

**Investigate the World**
- Pose questions to better understand issues and perspectives
- Identify and suspend assumptions and judgements
- Recognize the value of each person in a global community
- Explore the world with curiosity

**Recognize Perspectives**
- Keep an open mind
- Identify my personal perspectives and influences
- Examine the perspectives and influences of others
- Consider multiple perspectives and opinions
- Analyze cultural influences, connections, and contexts
- Empathize with others

California Global Education Project (June 2017)
Communicate Ideas

- Actively listen to others
- Consider the audience and communicate appropriately
- Share ideas and context with diverse audiences
- Engage in civil discourse

Take Action

- Use evidence and values to guide plans
- Assess options and consider the potential impact of planned actions
- Apply creative thinking and solve problems
- Capitalize on available resources and partnerships
- Persist through challenges
- Act and reflect individually and collaboratively
- Act with respect for individual dignity, differences, and human rights
- Contribute to a better world

The above global competence indicators combined with the Sustainable Development Goals guide the work of CGEP in supporting global education in PK-12 programs in California.

Find more information about the Sustainable Development Goals and topics at the Sustainable Development Goals Knowledge Platform (https://sustainabledevelopment.un.org/)

For more information about the California Global Education Project, go to www.CalGlobalEd.org and find Global Competence Benchmarks for the Indicators above. The benchmarks present performance criteria for each global competence indicator at three levels – developing, progressing, and practicing.

California Global Education Project (June 2017)