Global Cities Inc., a program of Bloomberg Philanthropies, is a nonprofit dedicated to connecting cities around the world. We develop global competence among the next generation through our Global Scholars international virtual exchange program, which in 2022–23 is connecting more than 11,500 students in 51 cities.

Our newest report, the Codebook for Global Student Learning Outcomes, is a tool for evaluators and teachers interested in determining how well students are demonstrating global learning in any program or classroom. It also assists teachers in understanding how students are learning and what aspects of their curricula are sparking student learning. Teachers can use the Codebook to assess progress in learning by coding and analyzing student writing. Educators and researchers can use the Codebook to design, evaluate or implement global competency curricula and programs.

Global Cities conducted this research with Out of Eden Learn (OOEL), a digital exchange provider and active research project at Harvard Graduate School of Education’s Project Zero. It is co-published by Bloomberg Philanthropies and the Organisation for Economic Co-operation and Development (OECD).
Codebook Launch Program

Agenda

5:00 pm  Welcome Reception

6:00 pm  Event Program

Welcome:  Brooke Williams, Master of Ceremonies

Open:  Marjorie B. Tiven

Keynote:  Geoffrey Canada

Research Panel:  Ester Fuchs, Facilitator; Rebecca Casciano, Liz Dawes Duraisingh, Carrie James, Christina Smiraglia

Video Interview:  Andreas Schleicher

Remarks:  Robert C. Orr

Educator Panel:  Megan Wilhelm, Facilitator; Rebecca Cherot, Jafar A. Hussain, John McGuire, Agnieszka Straszewska

A Video Spotlight:  One Teacher's Story Using the Codebook to Design, Teach, and Measure; Denise Mazurik, Hilo, HI

Close:  Marjorie B. Tiven
Codebook Launch Program

Agenda

7:30–8:15 pm  Dinner  
Terrace Level

8:30 pm  Dessert Reception  
Outside Cahners Theater

The Amazing Nano Brothers Juggling Show  
Cahners Theater, start time to be announced

Educator Hosted Exhibits
Exploring AI: Making the Invisible Visible  
Level 1
Arctic Adventure  
Level 1
Engineering Design Workshop  
Level 1
Program Participants

Brooke Williams
Is a mother, editor, artist and activist living and working in Brooklyn, NY. An organizer of the National Women’s March in 2017, she is a member of the Resistance Revival Chorus, a collective of women singing protest songs in tribute to the historical importance of music in social justice movements. A founding editor at Domino Magazine, she is currently Editor-At-Large at Brownstone Cowboys Magazine, an online publication sitting at the intersection of fashion and social justice. She is also helping to run Elnora, Inc., an organization dedicated to promoting the work of underrepresented Black artists. As a photographer, Williams documents various current social justice movements, and also creates large-scale polaroid grids that explore memory, attachment and loss. Williams sits on the boards of The Spence School and The Elizabeth Streb Lab for Action Mechanics. She is a graduate of Phillips Academy and Harvard.

Marjorie B. Tiven
Is the President and Founder of Global Cities, Inc., a program of Bloomberg Philanthropies, which works in public schools in more than 50 cities worldwide to teach global competency to the next generation through its virtual exchange program, Global Scholars. Under Tiven’s leadership, more than 105,000 students engaged with their peers worldwide in e-classroom discussion boards sharing their work on global problems, developing cultural understanding, and learning to appreciate the value of different viewpoints. Tiven oversees the program’s research agenda, which develops original methodologies for evaluating global competency education. From 2002 through 2013, she served as New York City Commissioner of the Mayor’s Office for International Affairs, representing City issues with the United Nations, the U.S. Department of State and foreign governments. Tiven holds a B.A. from Antioch College and an M.S. from Columbia University School of Social Work. She is a member of the Council on Foreign Relations.

Geoffrey Canada
Is the President of Harlem Children’s Zone (HCZ), a world-renowned education and poverty-fighting organization based in New York City, and Founder of William Julius Wilson Institute (WJWI). An innovator in the field of education, author, and leading advocate for children, Canada has made it his life’s mission to help young people from under-resourced communities succeed through education. To that end, he created HCZ, a comprehensive, cradle-to-career network of programs that today serves more than 34,000 children and families in a 97-block area of Central Harlem in New York City. In 2014, after 30 years with the organization, Canada stepped down as Chief Executive Officer of HCZ. In 2020, he came out of retirement to launch WJWI, a national resource for place-based, people-focused solutions that open pathways to social and economic mobility. Canada earned his bachelor’s degree from Bowdoin College and his master’s degree from Harvard University.

Research Panel

Ester Fuchs - Facilitator
Is Professor of International and Public Affairs and Political Science and Director of the Urban and Social Policy Program at Columbia University’s School of International and Public Affairs. Fuchs is PI on Communities Speak: Rebuilding the Post–COVID City Through Community Engagement; Chief Social Impact Office and co-PI for the NSF Engineering Research Center for Smart StreetScapes (CS3); and Director of Whosontheballot.org, an online voter education and engagement initiative. She currently serves on the boards of Global Cities, Inc., Fund for the City of New York, and the Citizens Union. Fuchs’ academic research is in urban politics and policy; American elections; data driven policy and community engagement; smart cities; and digital education for teaching global literacy. Fuchs served as Special Advisor to the Mayor for Governance and Strategic Planning under New York City Mayor Michael Bloomberg from 2001 to 2005. She was the first woman to chair a NYC Charter Revision Commission in 2005. Fuchs advises non-profits, businesses and political campaigns and is a frequent political commentator. Fuchs received a BA from Queens College, CUNY; an MA from Brown University and PhD in Political Science from the University of Chicago.
Rebecca Casciano
Is the Founder and President of Glass Frog Solutions, a consulting firm that provides research and program evaluation services to nonprofit organizations. A mixed-methods researcher, Casciano oversees projects ranging from multi-year, independent studies of federally funded programs to shorter-term engagements designed to build organizations’ in-house evaluation capacity. Prior to starting Glass Frog, Casciano studied demography and sociology at Princeton University, where she received her PhD and later worked as a Postdoctoral Research Associate in the Office of Population Research.

Liz Dawes Duraisingh
Is a Principal Investigator and the incoming Co-Director of Project Zero, a research center at the Harvard Graduate School of Education. There, she co-directs Out of Eden Learn, an online program and research project designed to promote thoughtful intercultural inquiry and exchange among young people from around the world. Duraisingh also leads international research that seeks to promote inquiry-driven innovation or deeper learning across networks of schools through powerful practice-based professional development for teachers and school leaders. She additionally serves on the core faculty of the Harvard Graduate School of Education, teaching courses on qualitative research methods and designing intercultural learning experiences. She was formerly a middle and high school history teacher, working in England and Australia. She holds degrees from the University of Oxford, University College London, and Harvard University.

Carrie James
Is a Senior Research Associate and Principal Investigator at Project Zero at the Harvard Graduate School of Education. A sociologist by training, for over a decade James’ work has focused on young people’s digital experiences, including the opportunities and challenges for their well-being, social connections, and civic lives. She is a co-director of the online learning community Out of Eden Learn and directs research for the Democratic Knowledge Project K-12 at Harvard’s Edmond & Lily Safra Center for Ethics. With Emily Weinstein, James is co-author of the book, *Behind Their Screens: What Teens are Facing (and Adults are Missing)* (2022, MIT Press). James has a PhD in Sociology from NYU and is a parent to two technology-loving children, ages 13 and 17.

Christina Smiraglia
Is a Learning Researcher & Adjunct Lecturer at the Harvard Graduate School of Education and an Instructor in Harvard’s Museum Studies graduate program. Her research focuses on object-based and sensory educational approaches across the lifespan, and she teaches courses on research methods and informal learning. In addition to her work at Harvard, she is a Research Associate with Turtle Peak Consulting and on the board of directors for Massachusetts Odyssey of the Mind, a non-profit creative problem-solving competition for students. Smiraglia previously worked as an educator in more than a dozen museums, including the J. Paul Getty Museum, National Air & Space Museum, and National Zoo, and she earned degrees from Harvard University, The George Washington University, and the University of Delaware.

Andreas Schleicher
Is Director for Education and Skills at the OECD. He initiated and oversees the Programme for International Student Assessment (PISA) and other international instruments that have created a global platform for policy-makers, researchers and educators across nations and cultures to innovate and transform educational policies and practices. He has worked for over 20 years with ministers and education leaders to improve education. Former U.S. Secretary of Education Arne Duncan said that Schleicher “understands the global issues and challenges as well as or better than anyone I’ve met, and he tells me the truth”. Former UK Secretary of State Michael Gove called Schleicher “the most important man in English education” – even though he is German and lives in France. He is the recipient of numerous honours and awards, including the “Theodor Heuss” prize, awarded in the name of the first president of the Federal Republic of Germany for “exemplary democratic engagement”. He holds an honorary professorship at the University of Heidelberg.
Robert C. Orr
Serves as University of Maryland School of Public Policy Dean, United Nations under secretary-general, and special advisor to the UN secretary-general on climate change. Prior to joining UMD, Orr served as the assistant secretary-general for strategic planning in the Executive Office of the United Nations secretary-general from 2004 to 2014, and was the principal advisor to the secretary-general on counter-terrorism, peace building, women’s and children’s health, sustainable energy, food and nutrition, institutional innovation, public-private partnership and climate change. Orr joined the UN from Harvard University where he served as the executive director of the Belfer Center for Science and International Affairs at the Kennedy School of Government. Previously, he served as director of the Council on Foreign Relations. He has served in senior posts in the government of the United States, including deputy to the United States ambassador to the United Nations and director of global affairs at the National Security Council.

Educator Panel

Megan Wilhelm - Facilitator
Is Chief Program Officer at Global Cities, Inc. and leads new initiatives to share best practices, research findings, and content for teaching global competency. She formerly led the professional team of educators that manages Global Scholars, the virtual exchange program currently connecting over 11,500 students in 51 cities. Before joining Global Cities, Wilhelm was the Global Citizenship Education Officer at the World Federation of United Nations Associations. In this role, she managed the implementation and expansion of a global citizenship education program in Armenia, India, and Singapore. Wilhelm is a Teach For America alumna and taught in New Haven, Connecticut. She received a U.S. Fulbright grant in 2012 to conduct social psychology research in Cyprus. Wilhelm holds an Ed.M. in International Education Policy from Harvard Graduate School of Education, an M.A. in Sociology from the University of Maryland, College Park, and a B.A. in Psychology and Classics from Kenyon College.

Rebecca Cherot
As an expert in global learning, Cherot has been instrumental in developing and implementing innovative strategies for promoting cross-cultural understanding and global awareness among students. Her work has been widely recognised, receiving an eTwinning award for a wellbeing project with schools in Spain and the UK. More recently, she has coordinated a team of 10 schools in Nepal and the UK in a zero-waste project. Cherot has a deep commitment to excellence and a passion for inspiring students to achieve their full potential. She has worked in education for 18 years, both in the UK and overseas, and has held a wide range of management and leadership roles.

Jafar A. Hussain
Is a Seconded Faculty Member of York University and a French immersion teacher with the Toronto District School Board in Ontario, Canada. He is actively involved in initiatives and research focused on equity, diversity and inclusion. Hussain is a researcher in the area of second-language education, and has published multiple articles on using technology as well as innovative and reflective practices in a French immersion classroom. He holds a B.A from York University in French Studies, a B. Ed. and an M. Ed in Teaching Second Languages from the University of Ottawa, in Canada.

John McGuire
Is a Social Studies teacher who has been working in education for close to a decade. Over the course of his career, McGuire has taught English in Italy, worked as a Middle School Social Studies teacher in the Bronx, NYC, and currently teaches High School Global History and Economics in Long Island, New York. McGuire’s experiences include advising teachers as a Grade Team Leader and Department Chairman, as well as advising students as a Student Government and Model United Nations Advisor. While teaching in the Bronx, NYC, McGuire collaborated with Global Cities, Inc. by teaching and implementing the Global Scholars curriculum within his classroom. McGuire has a Bachelor of Arts degree in History and Secondary Education with a Masters degree in Adolescent Special Education.
Agnieszka Straszewska
Has been involved in public education since 2010, starting at a primary school level, currently working as a high school teacher and a university lecturer. The experience of living in different countries has made her a passionate advocate for diversity and inclusion. She strongly believes that our differences should be celebrated and embraced, rather than feared or suppressed. Throughout my professional career, she has always sought out opportunities to learn from people of different backgrounds. These are the values she tries to implement in her classroom. In her view, through education and respect, we are able to build a more harmonious and tolerant future. In her spare time, Straszewska is a keen traveler, a bookworm, a plant and cat lover.

Denise Mazurik
Is Director of Waiākea Intermediate School’s Global Exchange in Hilo, Hawai‘i. After obtaining her JD, she chose to follow her true calling by shifting her focus from the courtroom to the classroom. Recognizing the transformative power of education, she embarked on a journey to shape young minds and prepare them for a globalized world. This huaka‘i (journey), prompted by her own young daughter, brought her to Hilo, Hawai‘i in 2014 where she owned and operated a preschool before returning to school to become licensed in secondary education. She is now a dedicated instructor of middle school global scholars, fostering an environment that encourages critical thinking, cross-cultural understanding, and intellectual growth. She creates a safe and inclusive learning environment where all haumāna (students) feel valued and empowered. By incorporating Hawaiian language and culture into her curriculum, she encourages her haumāna to appreciate and celebrate diversity, fostering empathy and a global mindset.
Tel Aviv. Student
From Sea to City
Hello
My name is A., I’ll talk about the waters of Tel Aviv. The water comes from the Sea of Galilee, but now there’s no water. So they started from the Mediterranean Sea, just take out the salt.

Paris. Student 1
Thank you for your posting is it very interesting.
But we want to know why there is no more water?
E. and N.

Paris. Student 2
Hello A.,
Thank you for your post it is very interesting.
we did the water quiz and we learned a lot, next time we will think before throwing something in the sink.
We would like to know how you take out the salt from the sea?
Yours sincerely,
Paris friends, L. and U.

Paris. Student 3
Dear A.,
we wanted to say thank you for making me learn new things about the water in Tel Aviv I really liked it. In Paris we have a big source of water that we called the Seine but it sources doesn’t come from the Mediterranean Sea.
Sincerely T. & A.

Tel Aviv. Student
E. and N.
There is not alot of water because it is very hot in the summer and the water is drying up. And when it rains, there is hardly any rain.

Tel Aviv. Student
To L. and U.
The salt is found using the sesalination process.

NYC. Student
Really? That’s so cool! Is your country surrounded by two seas?

“Next time we will think before throwing something in the sink.”

These students from Tel Aviv, Paris, and New York City deepen their understanding of water by exchanging personal experiences, asking questions and clarifying ideas.

TEL AVIV, ISRAEL
PARIS, FRANCE
NEW YORK CITY, NY, U.S.
Hi Global Scholars,

I would like to tell you about a water celebration in Buffalo, it is an annual water festival which means it happens every year. People participate by eating food and doing many water games. One fact you may find interesting is that it started out small in someone’s backyard but people were interested and through out the years it got bigger and more popular so now it takes place on the West Side of Buffalo.

Your friend, 
J.

Dear, J.

Thank you for telling me about a water celebration in Buffalo. I think what you shared is interesting because I think that is important learn celebrations of other cultures.

A question I have for you is, what is you favourite part of this celebration?

Your friend,
T.

Dear T.,

Im glad you enjoyed the information. I agree that it’s important to know other peoples celebrations from around the world. I enjoy the food and water balloon fights. Thank you for replying and I am wondering what are some of your favorite festivals or celebrations in your community?

Your friend,
J.

“It’s important to know other peoples celebrations from around the world.”

Students in Buffalo and Madrid appreciate diversity as they exchange observations about water festivals in their cities. They provide their international peers with primary texts that spark curiosity about life in cities around the world.

BUFFALO, NY, U.S.
MADRID, SPAIN

Students from Warsaw and Hawaii describe how the geography of their cities impacts their access to water. They find that both cities missed opportunities to recycle water.

WAIKOLOA, HI, U.S.
WARSAW, POLAND

“I can help my local water supply stay safe and clean...”

Students from Warsaw and Hawaii describe how the geography of their cities impacts their access to water. They find that both cities missed opportunities to recycle water.

“...”

Hawaii.Student

From Nature to Faucet

Dear peers,

I learned about Waikoloa’s water system by researching about how my city uses water and the challenges of Waikoloa’s water systems.

Waikoloa accesses its water from wells that pump water from an underground aquifer.

I was surprised to learn that Waikoloa doesn’t recycle water for potable use because we recycle used water for irrigation uses for the resorts and golf courses. At our water treatment plan, only one step is missing to change used water to potable water.

I can help my local water supply stay safe and clean by picking up trash around my city so trash and garbage doesn’t get into Waikoloa’s water source.

Sincerely,
C.

Warsaw.Student

Dear C.

Thank you for teaching me about the water system in Waikoloa

The water system in my city is similar because my city also has access to groundwater.

However, our systems are different because we get water mostly from Vistula and not from the well.

I think geography affects our water system because the Vistula flows through Warsaw and we take water from it.

Do you know what is the river near your place of residence?

Something I learned from your post that I can use in my city is that wasted water can be used again

Sincerely,
J.

Hawaii.Student

Dear J.,

Thank you for your question! In Waikoloa we don’t have any rivers near the residences. However, we do have a river in Waipio Valley but not many people use it as a water source because the valley is so steep to get into. The people that live there use water for their daily use, but mostly to grow Taro. One question I have for you is, is your river, Vistula, your only water source in Warsaw?

Sincerely,
C.

Global Competency Learning in Action

Nur-Sultan.Student
Dear, peers!

The solution we think is most helpful for our city is telling people to economize, save water and don’t waste water, because most people in our city don’t worry about consequence.

Some solutions that are already used in our city are smart water and clean dirty water to clean water.

The solutions reflect our local culture and geography because people are different, we have different cultures. Some people economize water, some people don’t.

Sincerely, A.

NYC.Student 1
Dear A,

We chose the same solution (Telling people to save water and not waste water and to use storm water for different things) because people like to litter and don’t realize the damage they have created.

Geography and culture did influence the solution we choose because in New York there is a lot of garbage and trash and we need to save water because we may soon run out.

A question we have about the solution you shared is how can your city do better? This waterway is interesting because our Hudson River is polluted and we want to find a way to fix it but we have no progress :(

Sincerely, N. and J.

NYC.Student 2
Dear A,

We chose a different solution because our city will not be affected by just telling people what to do. Geography and culture did not influence the solution because people will not listen.

A question we have about the solution is why would people listen and not do something else?

Sincerely, A.

Nur-Sultan.Student in reply to NYC.Student 1
Dear N., Thank you for the question! I think we can do better if we will make fines for wasting water. I think it is a good idea and people would not waste water. If they waste water, fines will be more expensive. I think there would be progress if we did that. Thank you N. and J. for the question.

Nur-Sultan.Student in reply to NYC.Student 2
Dear A. Thank you for the question! I think people don’t care about impact or they are lazy. I think a person thinks that if he waste water, it will not be bad, because he thinks that there is a lot of water and he will not affect the amount of water. And many people think so. That’s why water is wasting fast. Thank you A. for your question.

“We need to save water because we may soon run out.”

Students from Nur–Sultan* and New York City reflect on solutions to the problems of litter and water waste. They come to two important realizations: these problems exist elsewhere, and their peers are similarly concerned.

NUR–SULTAN, KAZAKHSTAN
NEW YORK CITY, NY, U.S.

*Nur–Sultan is now Astana, the capital city of Kazakhstan.

Deer Peers,

We analyzed the news article like "Coral Bleaching", "Greenhouse Effect" and "Impact of Climate Change" in Liberty Times or by Dai Changfeng. The articles taught us that climate change impact our city by sea level rises and global temperature rise. Another impact of climate change in our city that we have observe is the temperature of the sea rises and causes the coral bleaching. In the other hand, the power of typhoons have increased year by year, and it caused the economic losses. Some ideas we have are we can ride bikes or take public transportation to school or to work, set the temperature of the air conditioners at 28 degrees, and don't create too much trash.

Sincerely, S.

Jacksonville.Student 1

Hey I learned alot about your post but I mainly noticed your city has sea rises which also causes lots of horrible things to happen with sea life and plants such as coral bleaching and also economic losses. Which by the way sea rising is also in our city and also affects sea life. I also think that if I survey people about these problems in our cities people will get really concerned about this. I very much hope that I learn people in our cities will do something about this stuff.

Jacksonville.Student 2

Thanks for posting! Climate change impacts our cities in similar ways. We both have rising sea levels and temperature, which can destroy many ecosystems. However, I never thought about how typhoons hurt the environment. Florida is famous for its yearly hurricanes, but I never realized that it has the ability to harm my water security. On the contrary, I believe that many people would be concerned about the effects of climate change. Climate change has a huge impact on the environment, so it's only normal to be concerned about it.

Taipei.Student 2

Dear K.,

Thanks for your reply! But what I mean about typhoons is that the power of typhoons is a phenomenon of climate change we have observed. The power increasing of typhoons means the climate of the Earth is getting more and more extreme. On the other hand, the scouring of the typhoon will also harm our water security, too.

Event Attendees

12 Countries
61 Cities
Global Cities, Inc. Advisory Board

Carol Bellamy, Former Executive Director of UNICEF

Jeanne Brooks-Gunn, Professor of Child Development, Columbia University

Ester R. Fuchs, Professor of International and Public Affairs and Political Science and Director of the Urban and Social Policy Program, SIPA, Columbia University

Charlynn Goins, Chairman Emerita of the New York Community Trust

Thomas H. Golden, Esq., Senior Attorney, Bloomberg LP

William (Bill) Gray, Senior Advisor, Blackstone Group

John B. King, Jr., Chancellor of the State University of New York, Former U.S. Secretary of Education

Robert Orr, Dean, University of Maryland School of Public Policy

Fernando M. Reimers, Ford Foundation Professor of Practice in International Education, Director of Global Education, Harvard University

Michael Rubenstein, President, AppNexus

Milbrey “Missie” Rennie Taylor, Strategic and Media Consultant

Marjorie B. Tiven, Founder and President, Global Cities, Inc., a Program of Bloomberg Philanthropies

Tony Travers, Director of British Government@LSE, Professor, London School of Economics
Use the camera app on your phone to scan the QR code below and download a digital copy of the Codebook.

For more information, visit:

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