



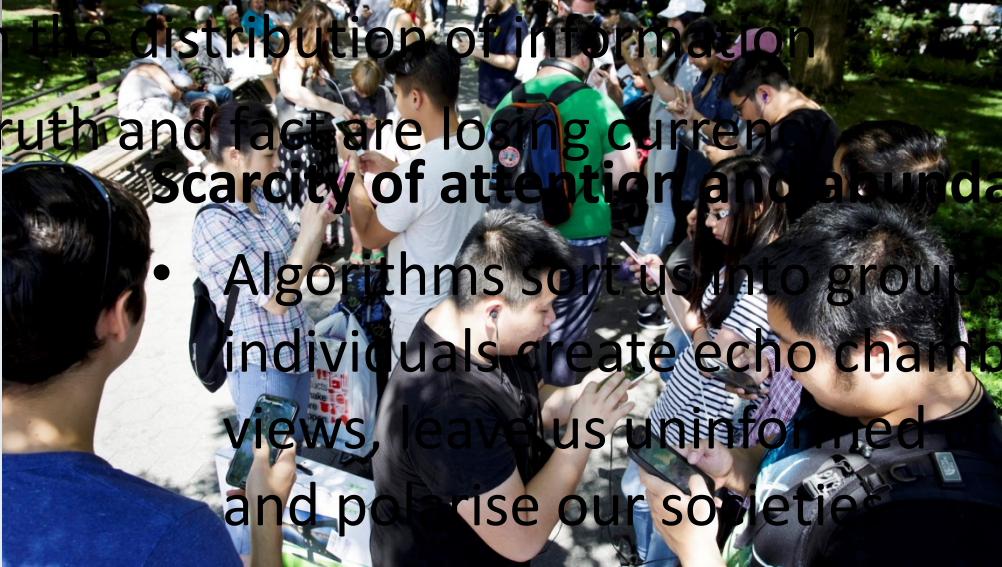
Preparing students for their future, not our past

How global competence became the heart of educational success in the 21st century

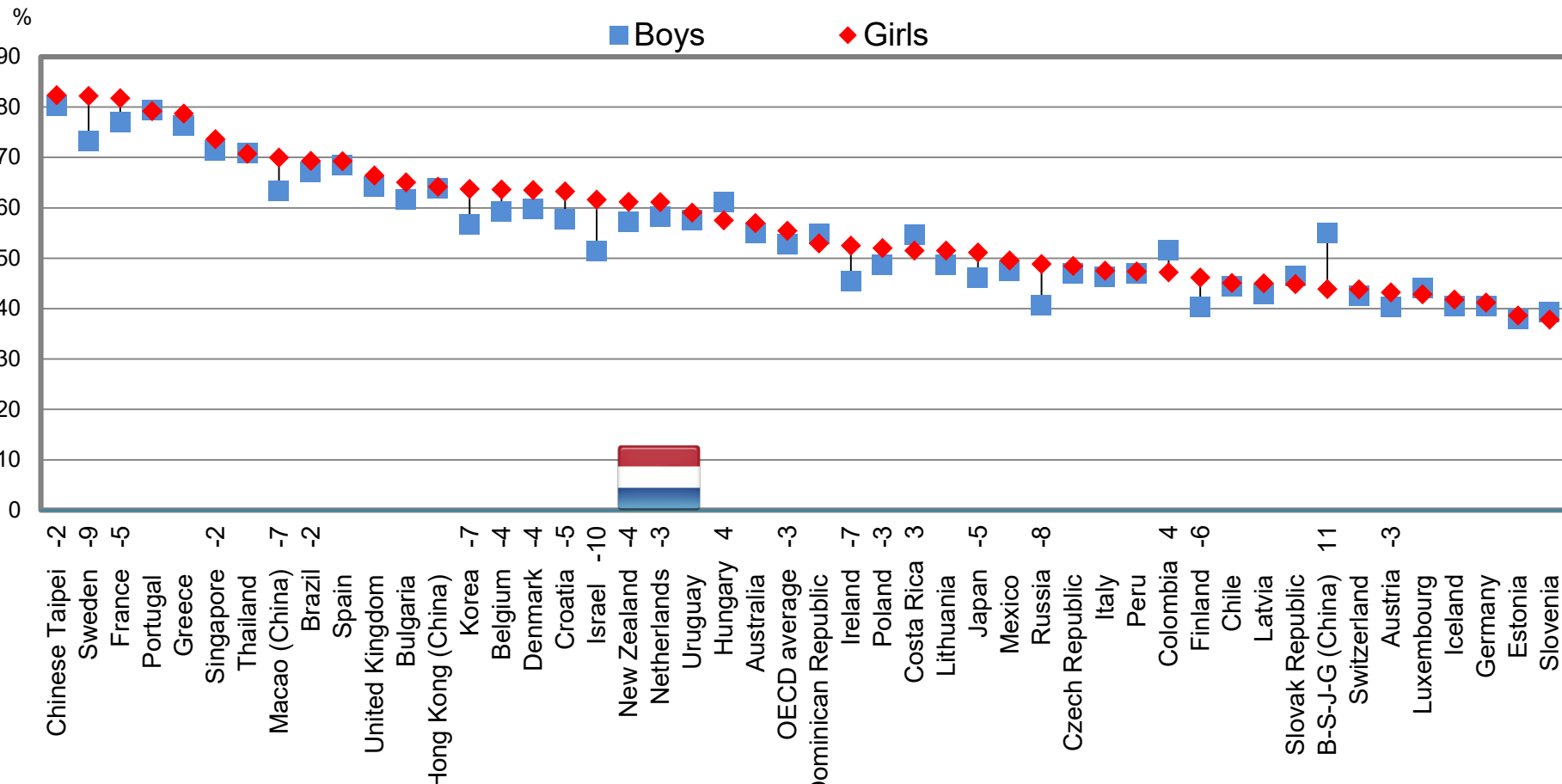
UNESCO, Amsterdam

The post-truth world where reality becomes fungible

- Virality seems privileged over quality in the distribution of information
- Truth and fact are losing currency
- Scarcity of attention and abundance of information
- Algorithms sort us into groups of like-minded individuals create echo chambers that amplify our views, leave us uninformed of opposing arguments, and polarise our societies

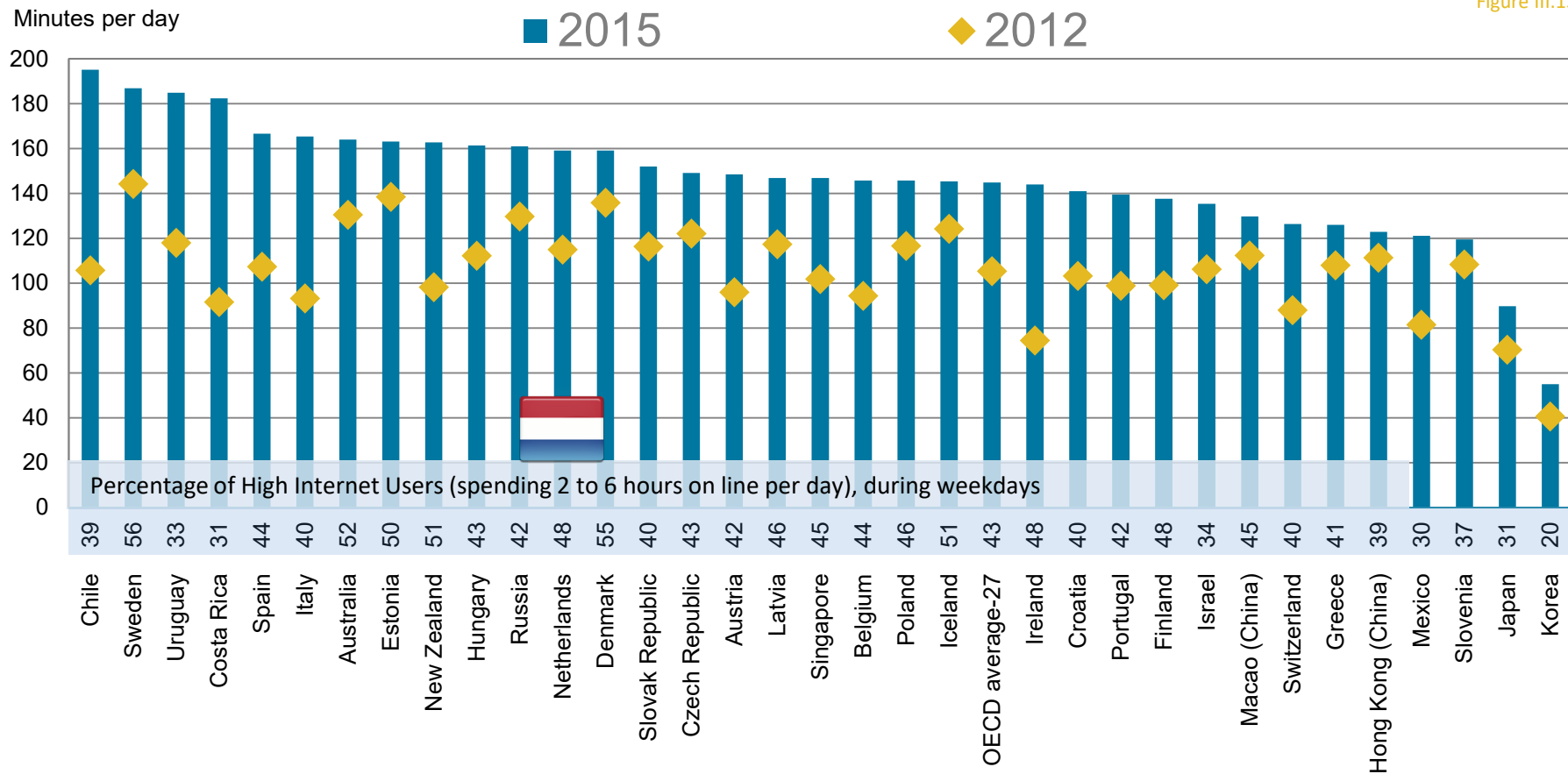


15-year-olds feeling bad if not connected to the Internet (PISA)



Students are using more time online outside school on a typical school day (PISA)

Figure III.13.3



Digitalisation



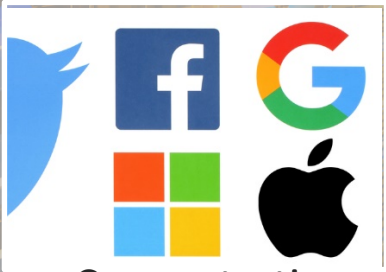
Democratizing



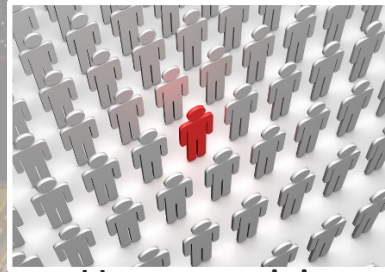
Particularizing



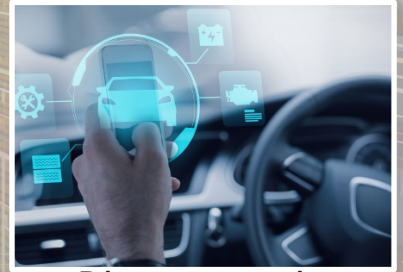
Empowering



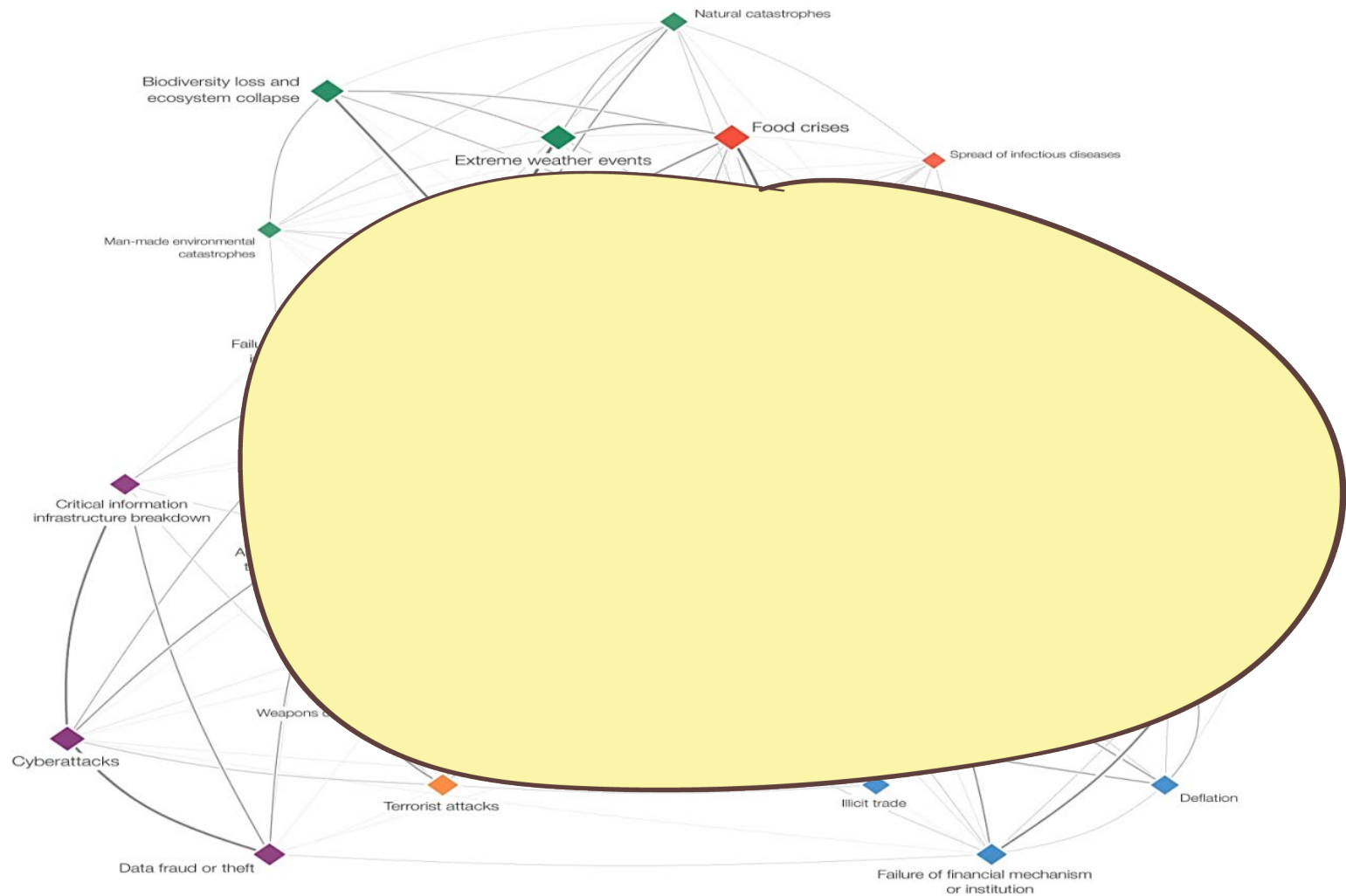
Concentrating



Homogenizing



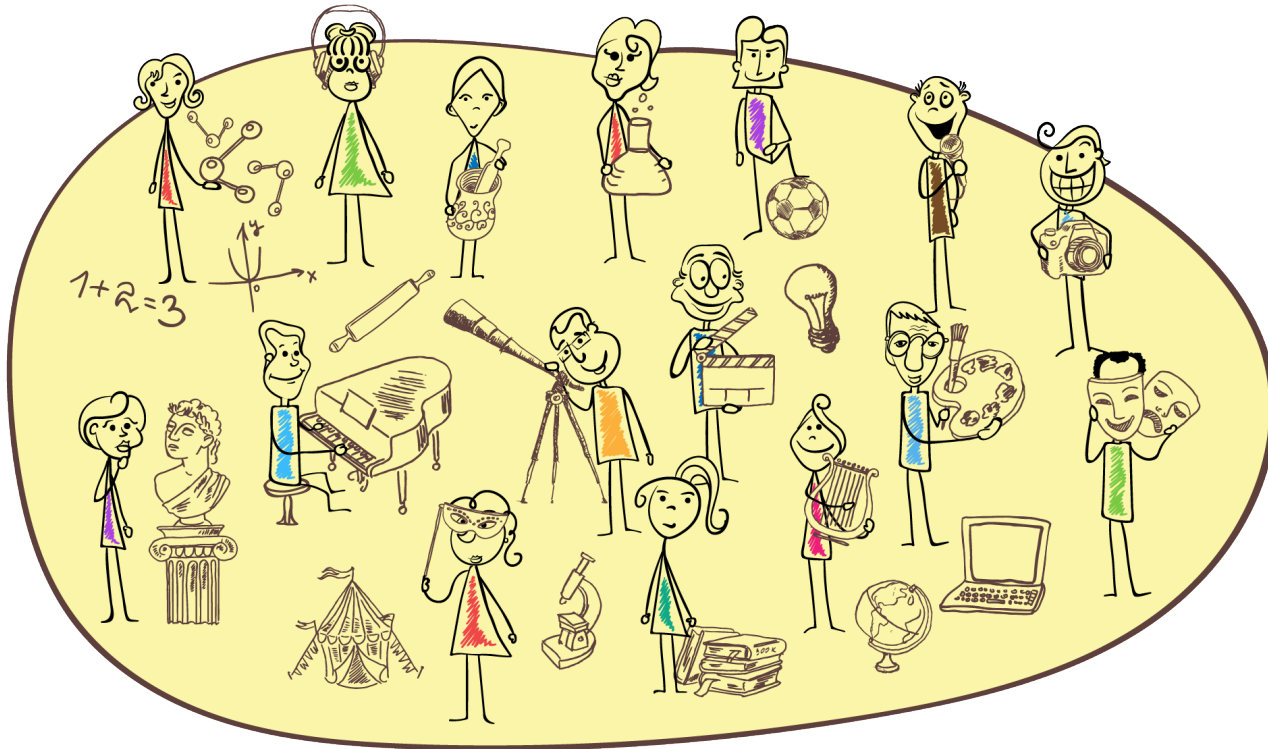
Disempowering



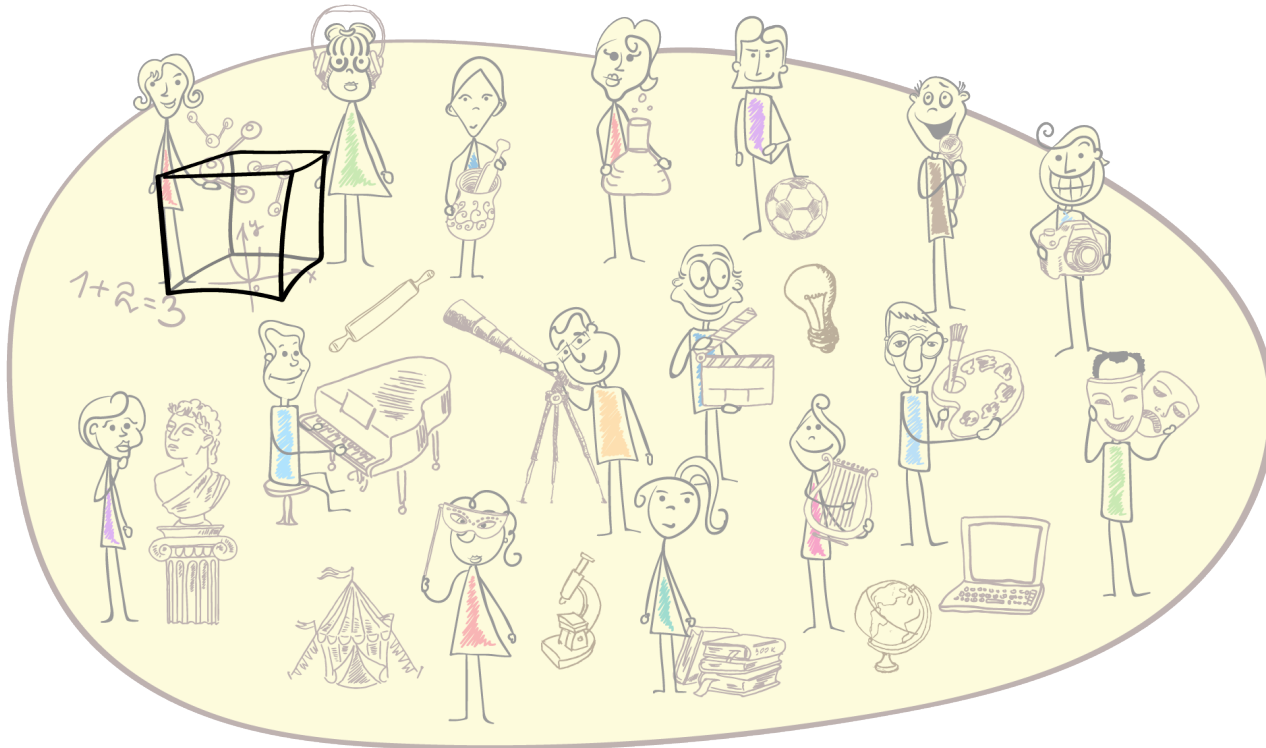
The multi-faceted world of knowledge



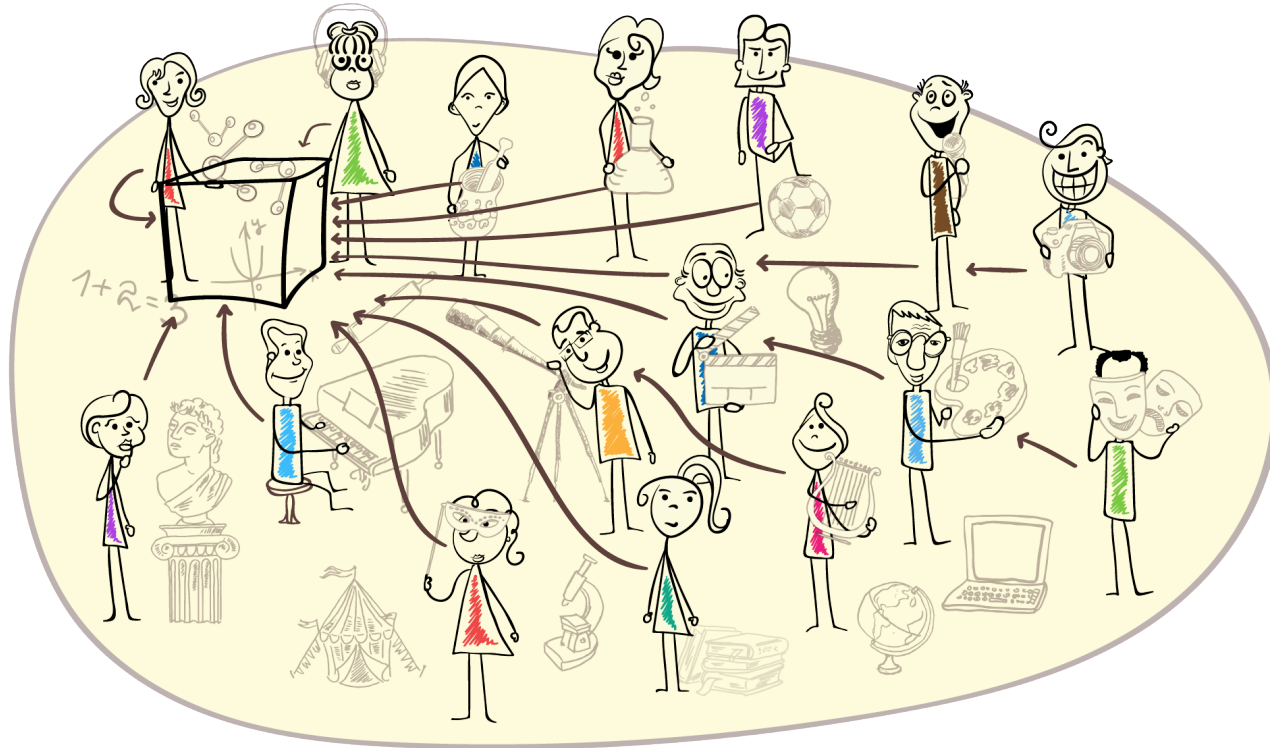
The **human** world of knowledge



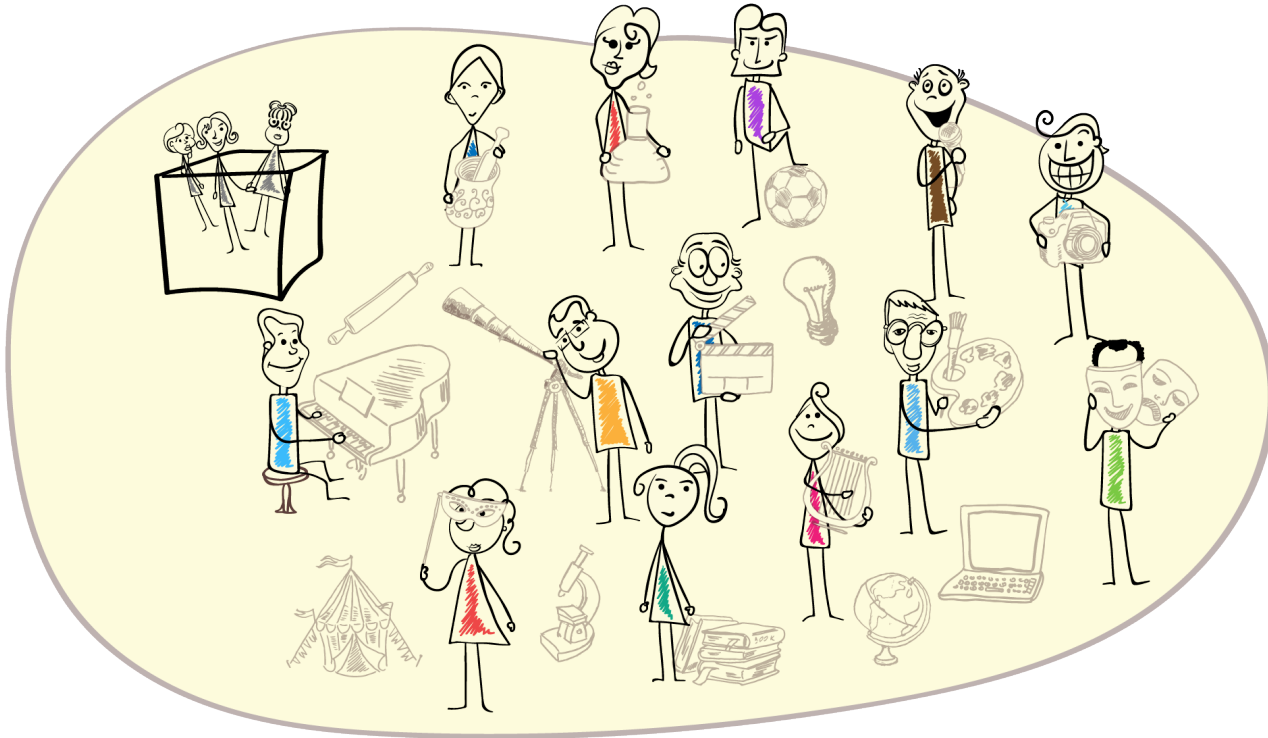
The small world of the curriculum



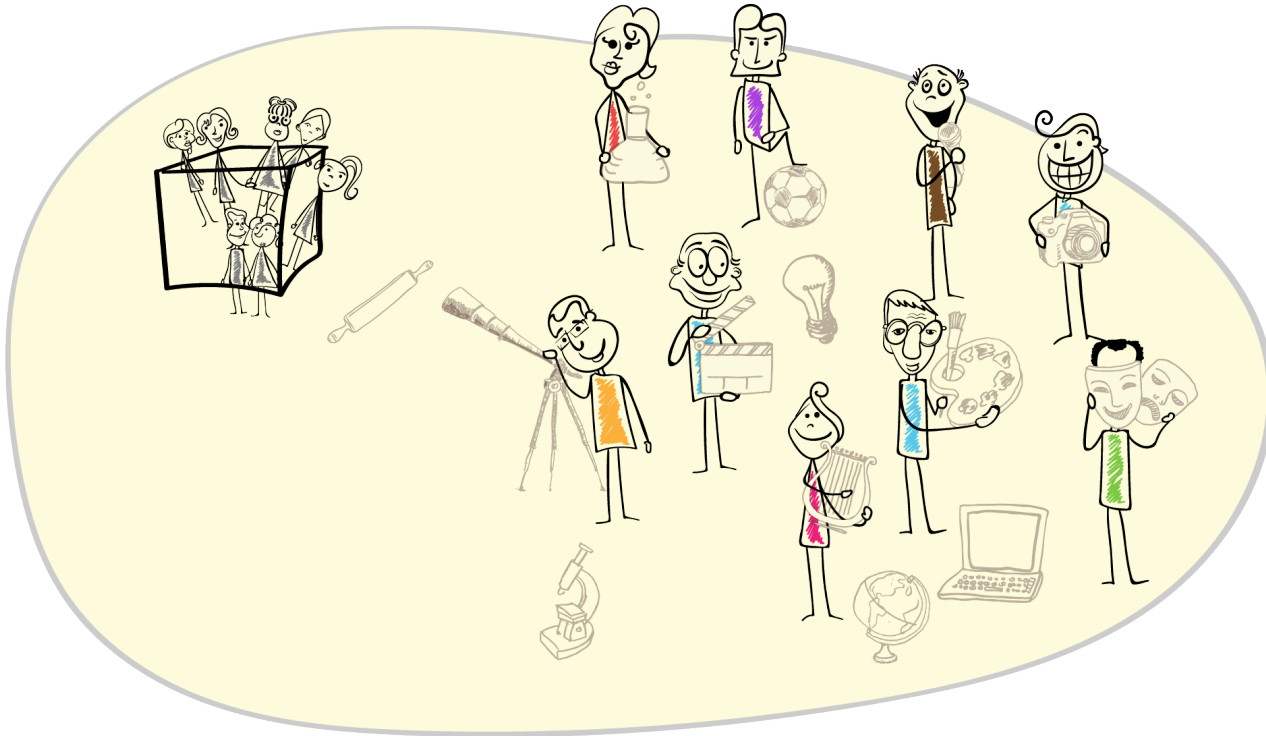
The small world of the curriculum



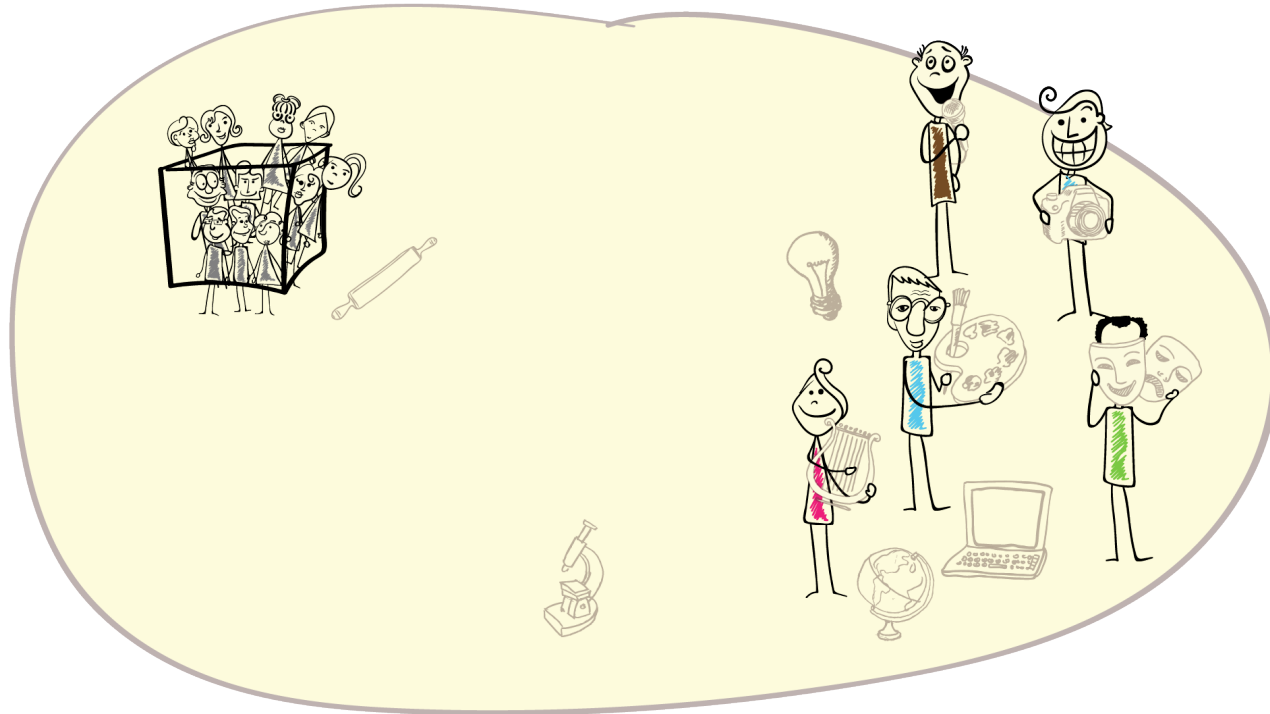
The small world of the curriculum



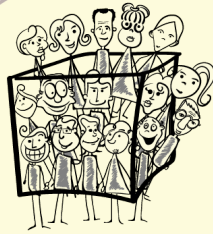
The small world of the curriculum



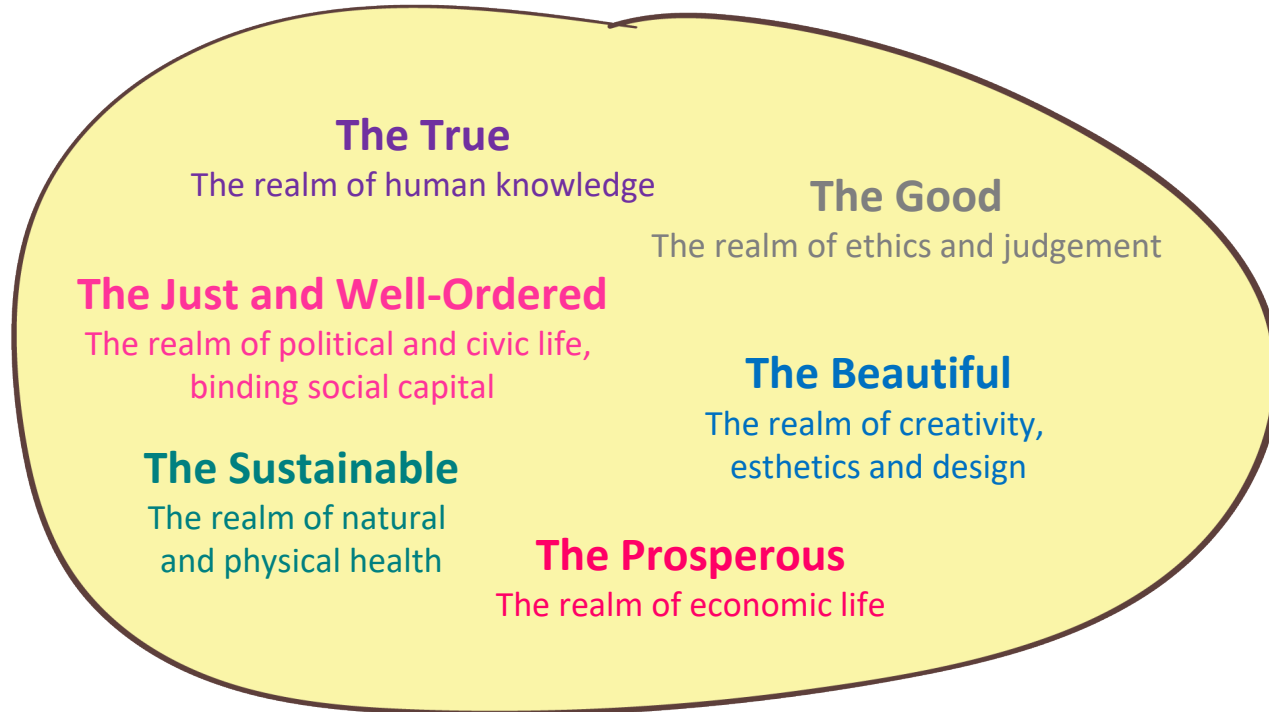
The small world of the curriculum



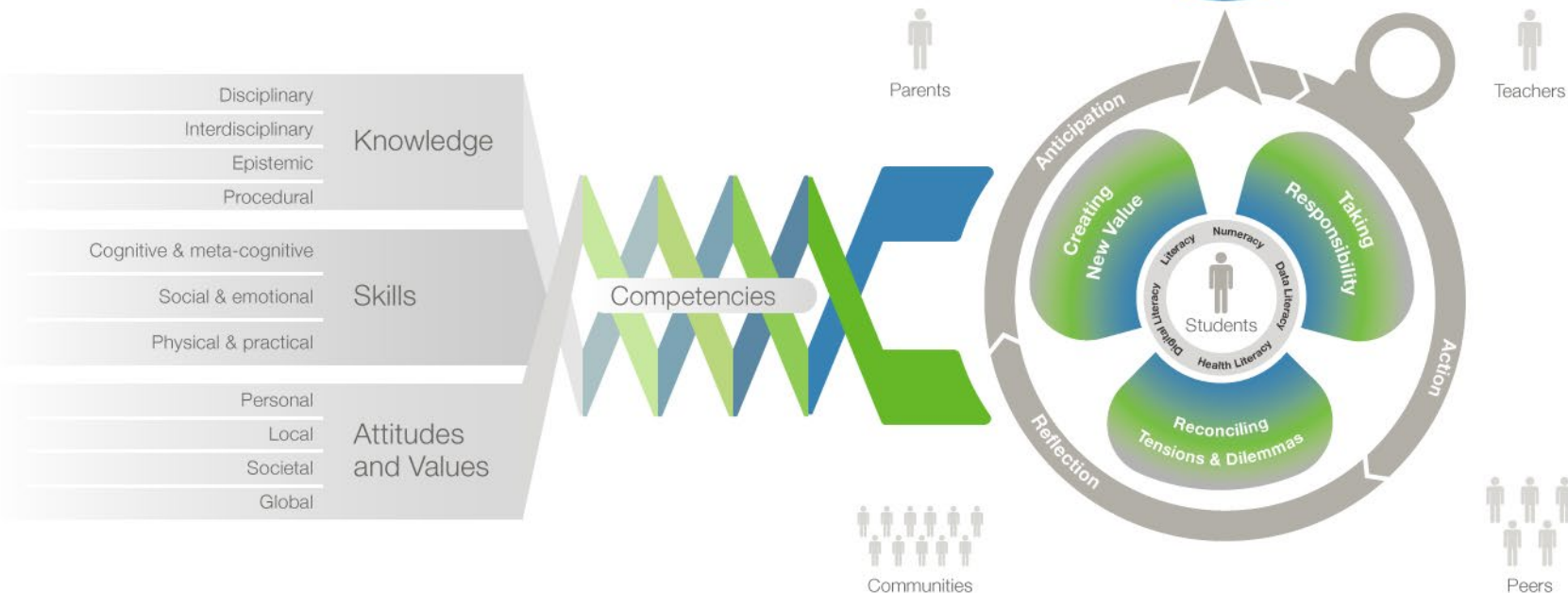
The small world of the curriculum



The big world of learning



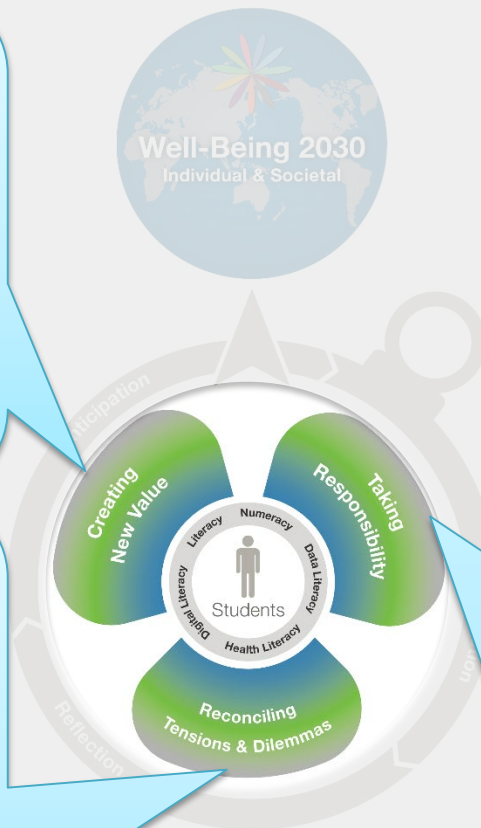
The future will be about pairing the artificial intelligence of computers with the cognitive, social and emotional skills and values of humans





Creating new value connotes processes of creating, making, bringing into being and formulating; and outcomes that are innovative, fresh and original, contributing something of intrinsic positive worth. The constructs that underpin the competence are creativity/ creative thinking/ inventive thinking, curiosity, global mind-set, ...

In a structurally imbalanced world, the imperative of reconciling diverse perspectives and interests, in local settings with sometimes global implications, will require young people to become adept in handling tensions, dilemmas and trade-offs. Underlying constructs are empathy, resilience/stress resistance trust, ...

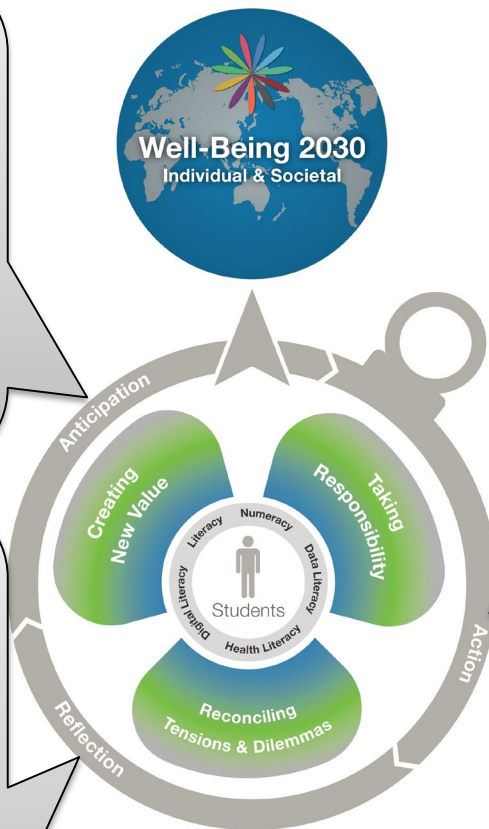


Dealing with novelty, change, diversity and ambiguity assumes that individuals can think for themselves and work with others. This suggests a sense of responsibility, and moral and intellectual maturity, with which a person can reflect upon and evaluate their actions in the light of their experiences and personal and societal goals; what they have been taught and told; and what is right or wrong

Underlying constructs include critical thinking skills, meta-learning skills (including learning to learn skills), mindfulness, problem solving skills, responsibility, ...

Anticipation mobilises cognitive skills, such as analytical or critical thinking, to foresee what may be needed in the future or how actions taken today might have consequences for the future

Reflective practice is the ability to take a critical stance when deciding, choosing and acting, by stepping back from what is known or assumed and looking at a situation from other, different perspectives

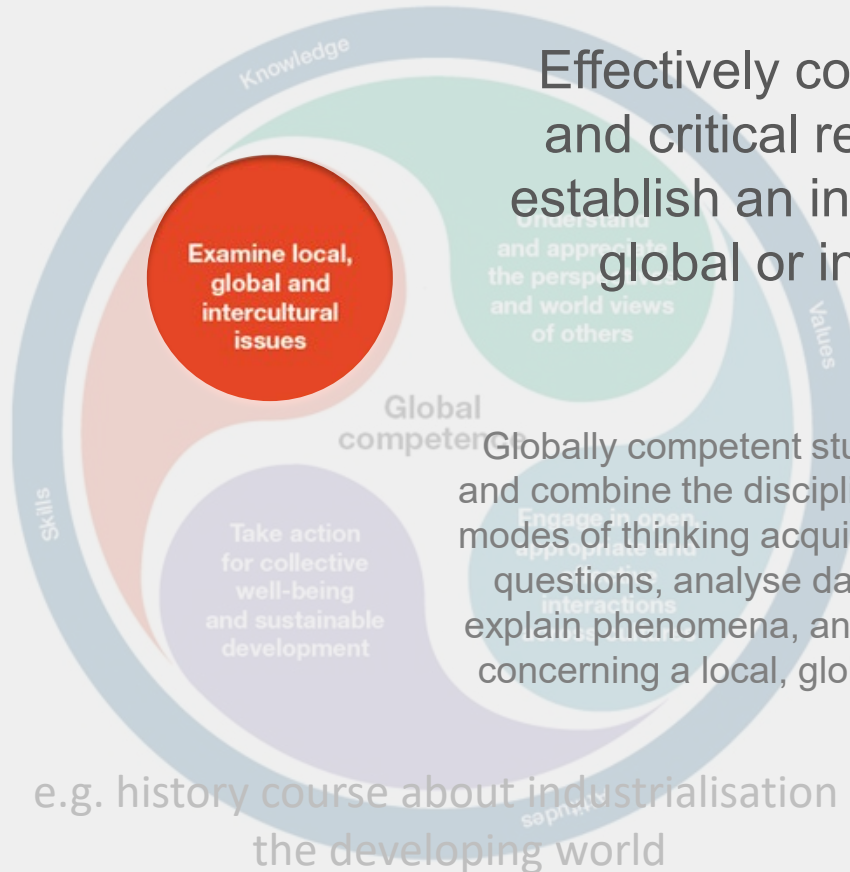


Implications for pedagogy

Both reflective practice and anticipation contribute to the willingness to take responsible actions



Global competence



Effectively combining knowledge and critical reasoning in order to establish an informed opinion on a global or intercultural issue.

Globally competent students can draw on and combine the disciplinary knowledge and modes of thinking acquired in schools to ask questions, analyse data and arguments, explain phenomena, and develop a position concerning a local, global or cultural issue

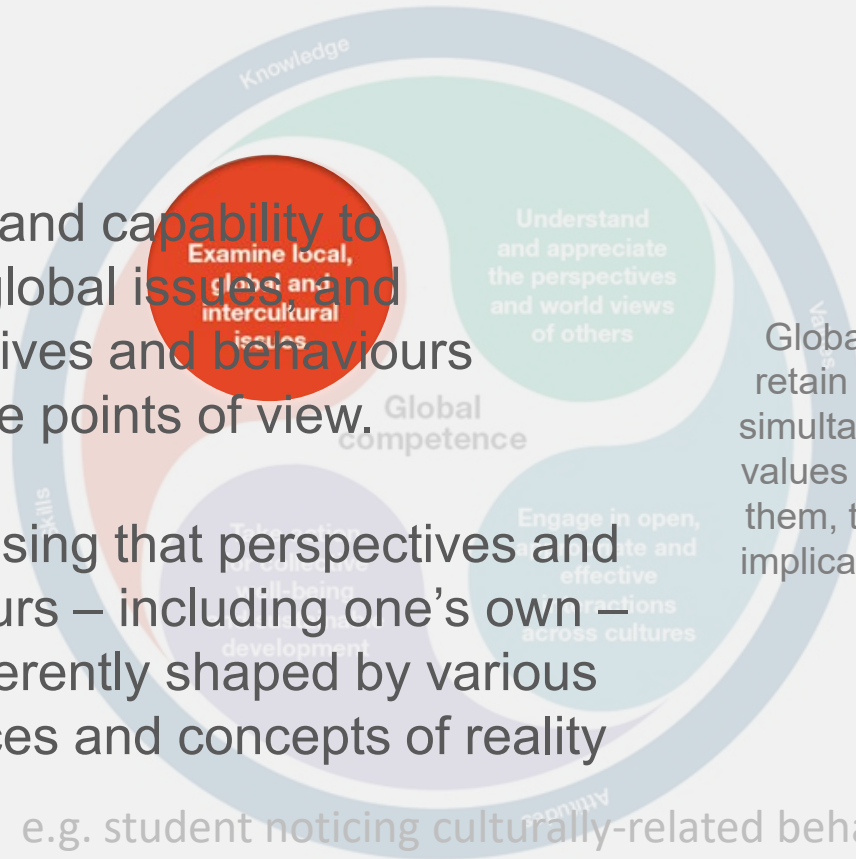
e.g. history course about industrialisation in the developing world

Global competence

Willingness and capability to understand global issues and others' perspectives and behaviours from multiple points of view.

Recognising that perspectives and behaviours – including one's own – are inherently shaped by various influences and concepts of reality

e.g. student noticing culturally-related behaviour

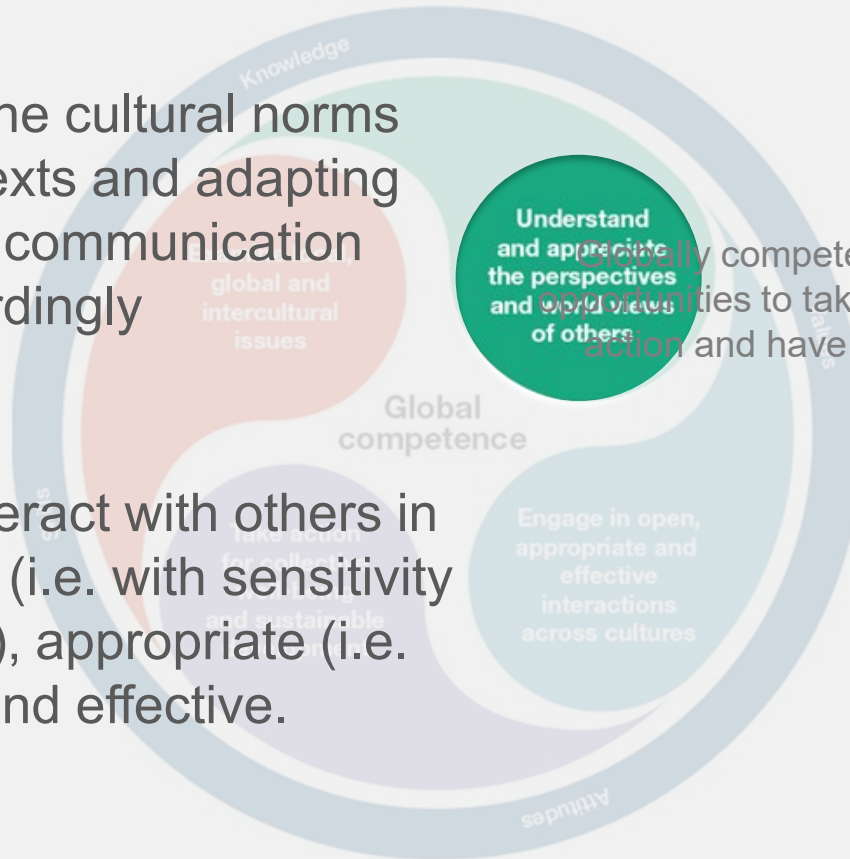


Globally competent students can retain their cultural identity but are simultaneously aware of the cultural values and beliefs of people around them, they examine the origins and implications of others' and their own assumptions

Global competence

Understanding the cultural norms of different contexts and adapting behaviour and communication accordingly

The capacity to interact with others in ways that are open (i.e. with sensitivity and engagement), appropriate (i.e. respectful) and effective.



Globally competent students create opportunities to take informed, reflective action and have their voices heard

Global competence



Readiness to respond to a given local, global or intercultural issue. Being ready and willing to take informed, reflective action and an engagement to improve living conditions in one's own communities and beyond.

Global competence



PISA's definition of global competence

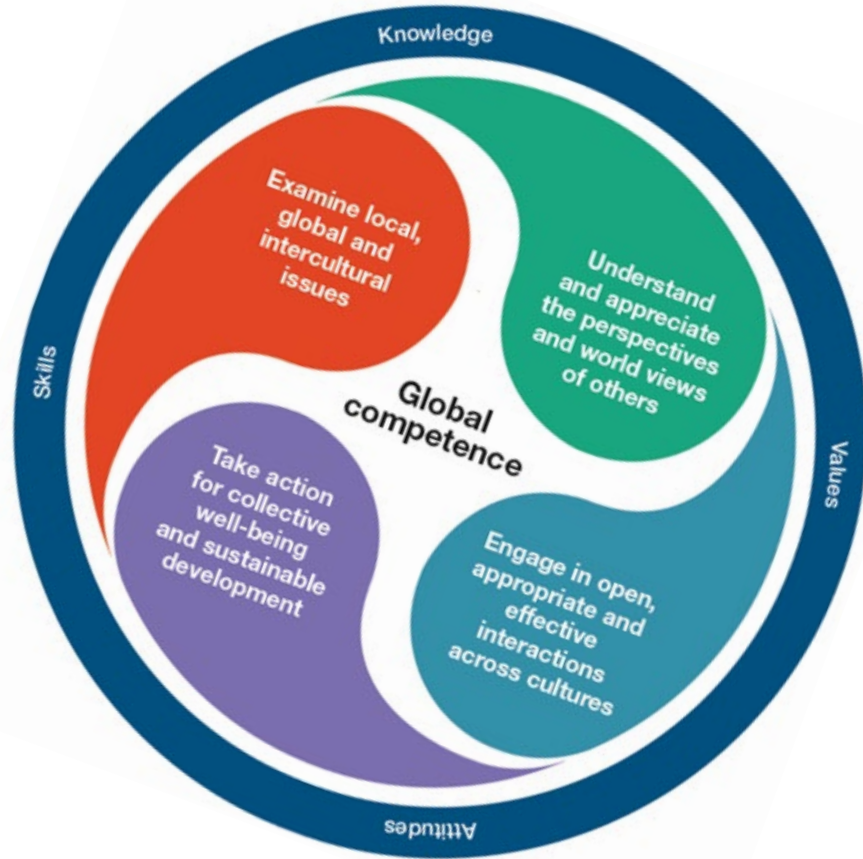


Knowledge of **global issues** and **intercultural issues**

Content domains:

- Culture and intercultural relations (as students engage in learning about other cultures they recognise multiple, complex identities and avoid categorising people through single markers)
- Socio-economic development and interdependence
- Environmental sustainability
- Global institutions, conflicts and human rights

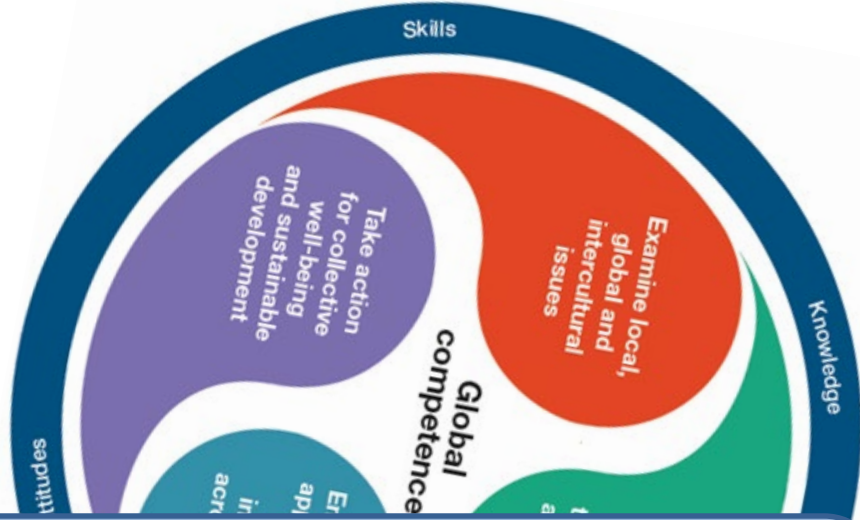
PISA's definition of global competence



Global competence builds on specific **cognitive and socio-emotional skills**, including

- Reasoning with information
- Communication in intercultural contexts
- Perspective-taking (the cognitive and social skills to understand how other people think and feel)
- Conflict resolution
- Adaptability

PISA's definition of global competence



The mind-set that students adopt towards a person, a group, an institution, an issue, a behaviour or a symbol

Openness towards people from other cultural backgrounds

Respect for cultural differences

Global-mindedness

“A worldview in which one sees oneself as connected to the world community and feels a sense of responsibility for its members”

PISA's definition of global competence



Values go beyond attitudes as they transcend specific objects or situations

People use them consciously and unconsciously as reference for judgements

- **Human dignity**
- **Cultural diversity**

A role for schools

- The **first place** where children encounter the diversity of society
- Provide students with opportunities **to learn about global developments** that affect the world and their own lives
- Teach students to **develop a fact-based and critical worldview**
- Equip students with an **appreciation** of other cultures and an **awareness** of their own **cultural identities**
- Engage students in **experiences** that facilitate international and intercultural relations
- **Promote the value of diversity**, which in turn encourages sensitivity, respect and appreciation

Thank you

Find out more about our work at www.oecd.org/pisa

- All publications
- The complete micro-level database

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