



PISA 2018 Results
Programme for International Student Assessment

Are students ready to thrive in an interconnected world?
Results from the first assessment of Global Competence



Andreas
Schleicher



PISA's definition of global competence

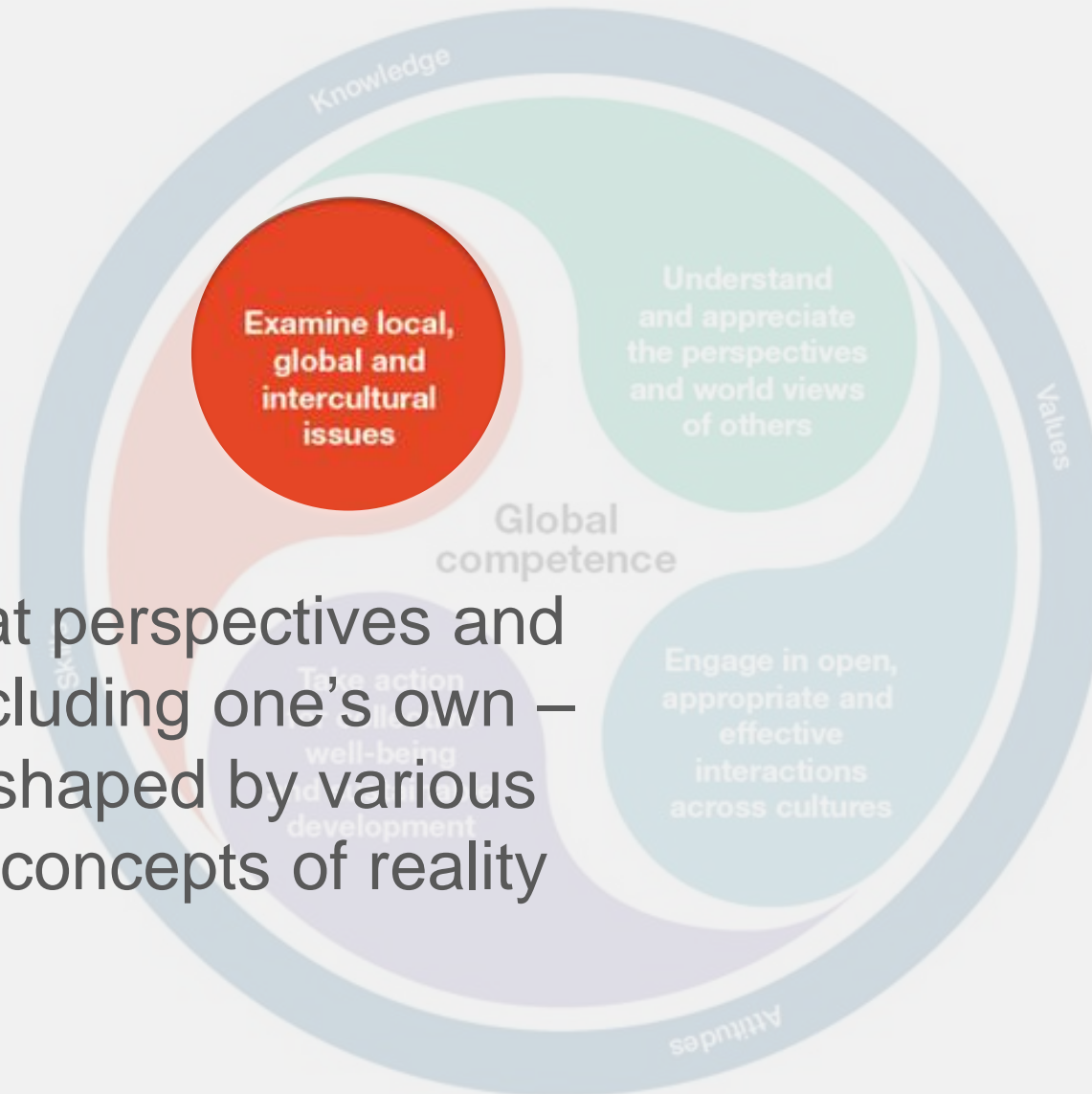


PISA's definition of global competence



Effectively combining knowledge and critical reasoning to establish an informed opinion

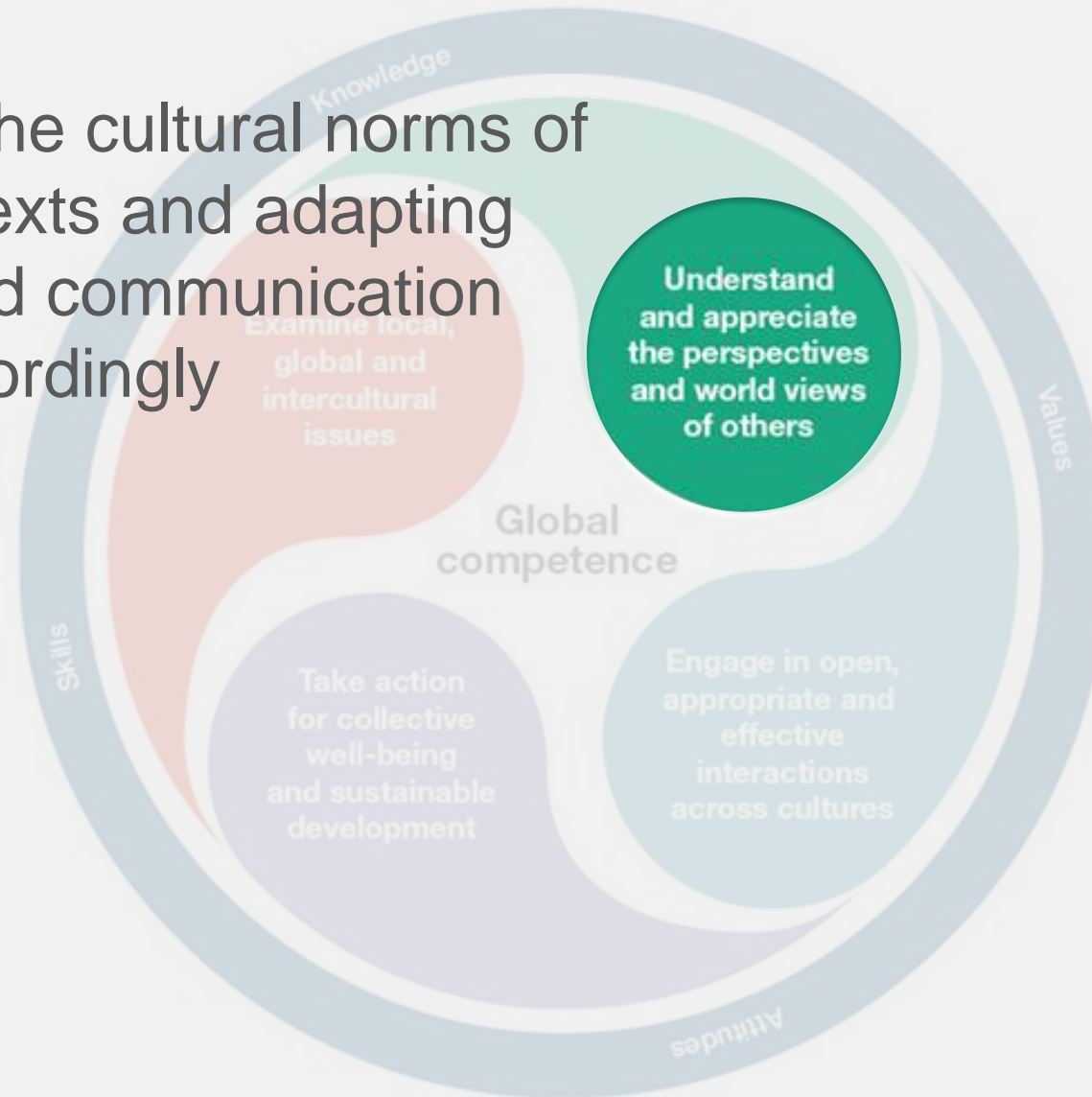
PISA's definition of global competence



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

PISA's definition of global competence

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



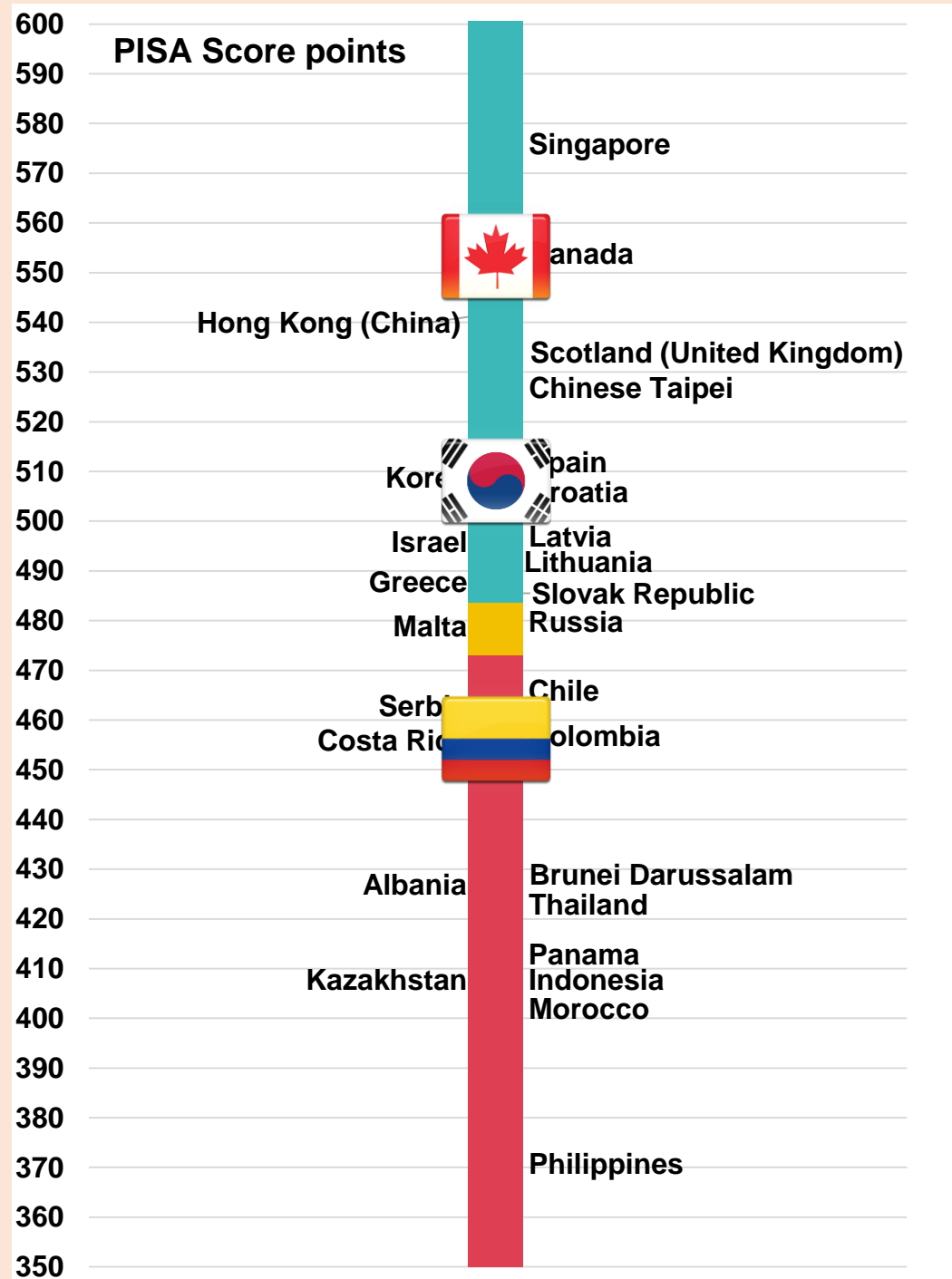
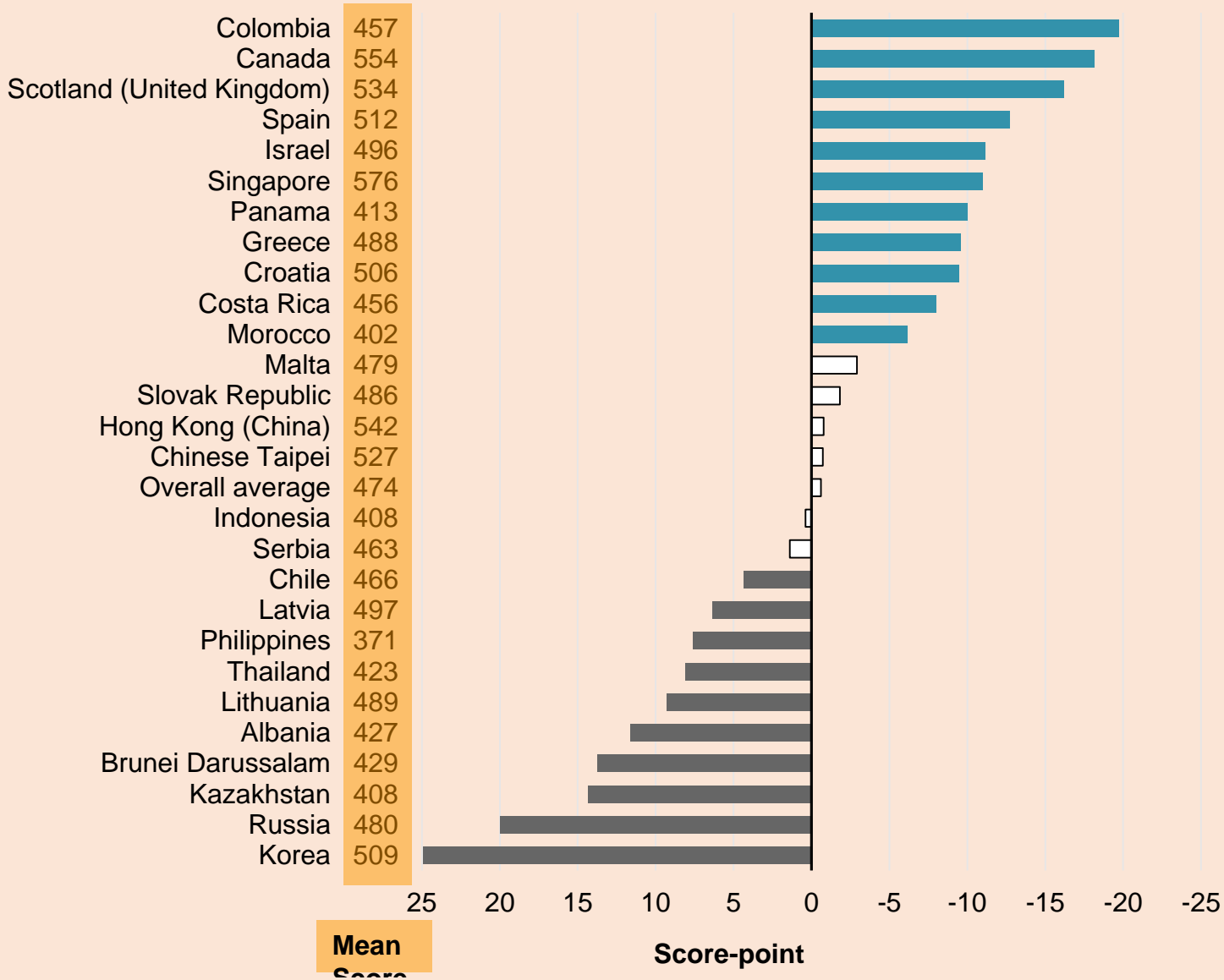
PISA's definition of global competence



Being ready and willing to take informed, reflective action to improve living conditions in one's own communities and beyond.

Performance on the global competence test

Score-point difference between actual and expected performance in global competence (based on reading, math and science)

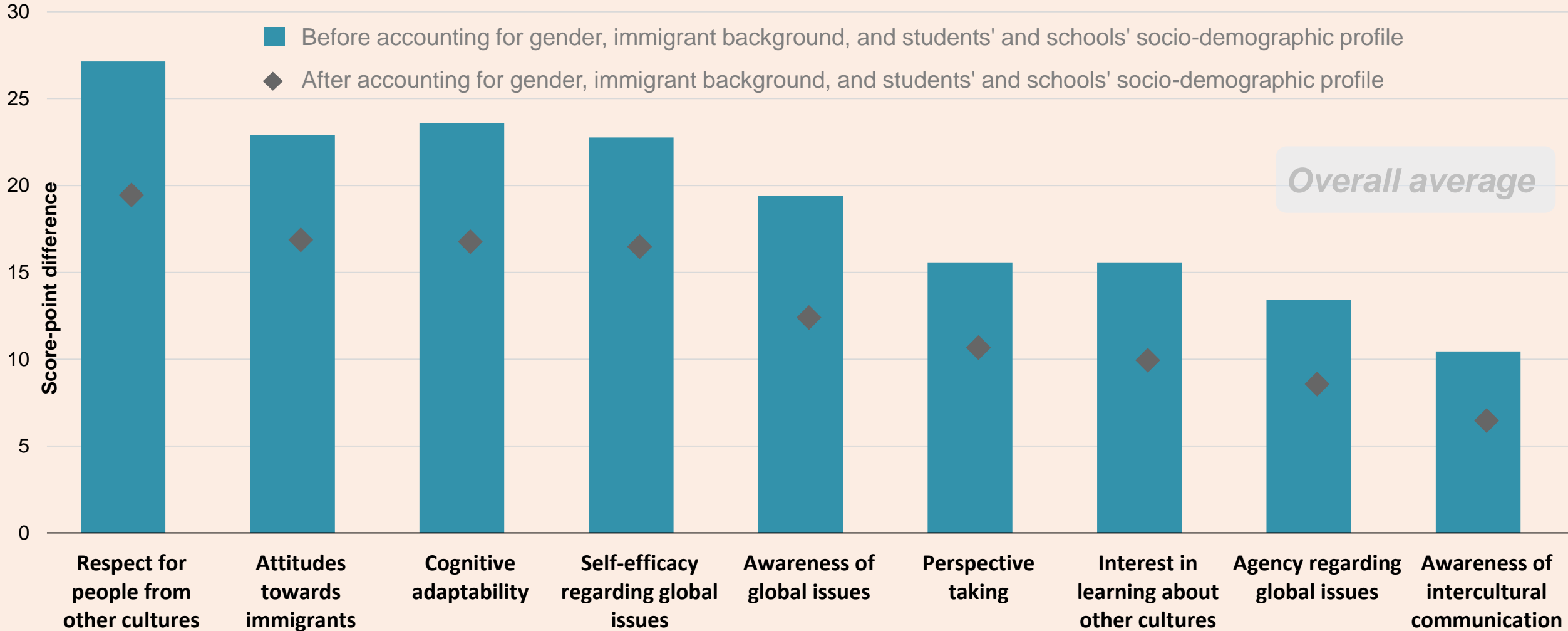




Students' attitudes and dispositions **predict** performance in global competence

Fig VI.6.10

Score-point difference associated with a one-unit increase in the indices of students' attitudes and dispositions





Students examining local, global and intercultural issues



Students' awareness of global issues

Fig VI.2.1a

Percentage of students who responded they know about the following topics or are very familiar with them:

Equality between men and women in different parts of the world

**Migration
(movement of people)**

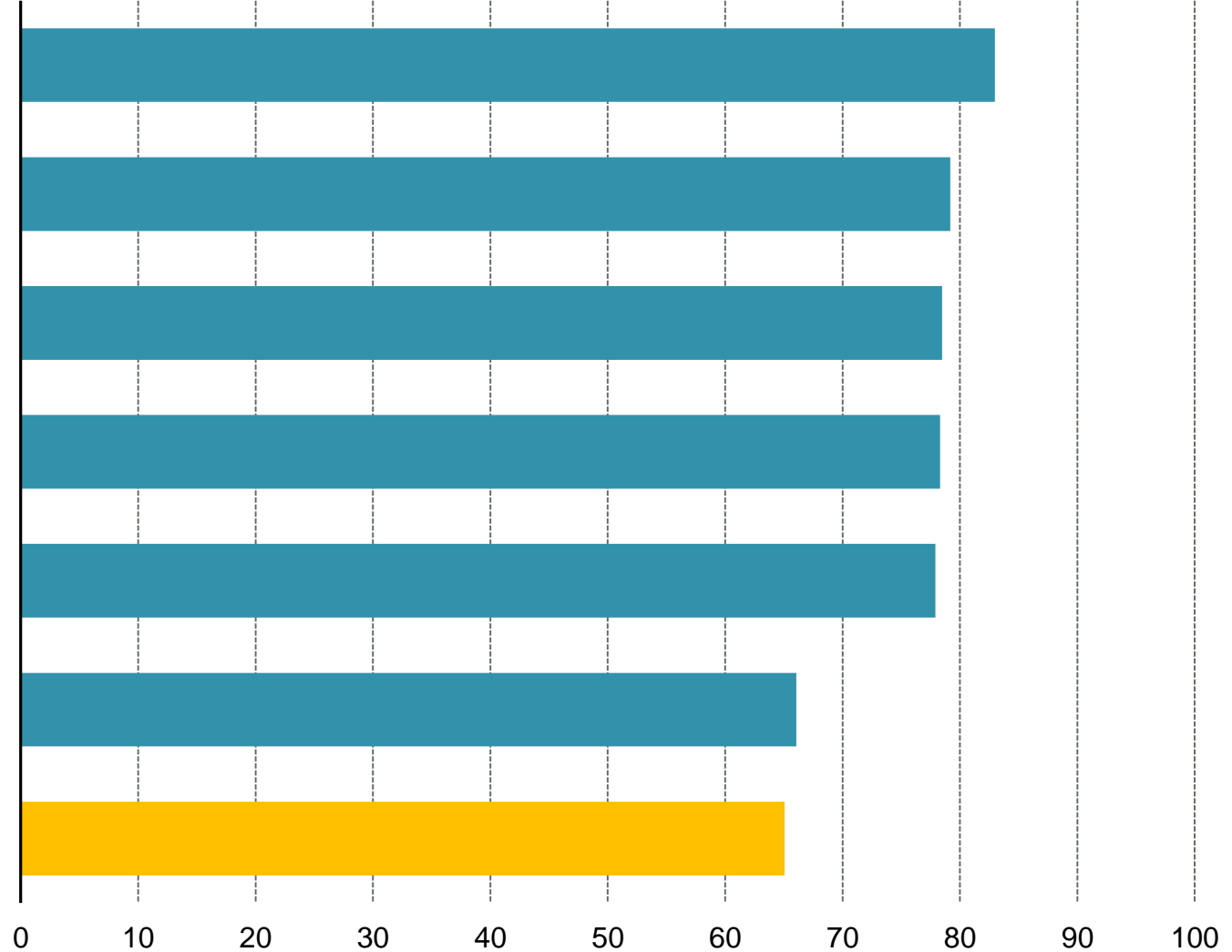
Climate change and global warming

Causes of poverty

Hunger or malnutrition in different parts of the world

International conflicts

**Global health
(e.g. epidemics)**

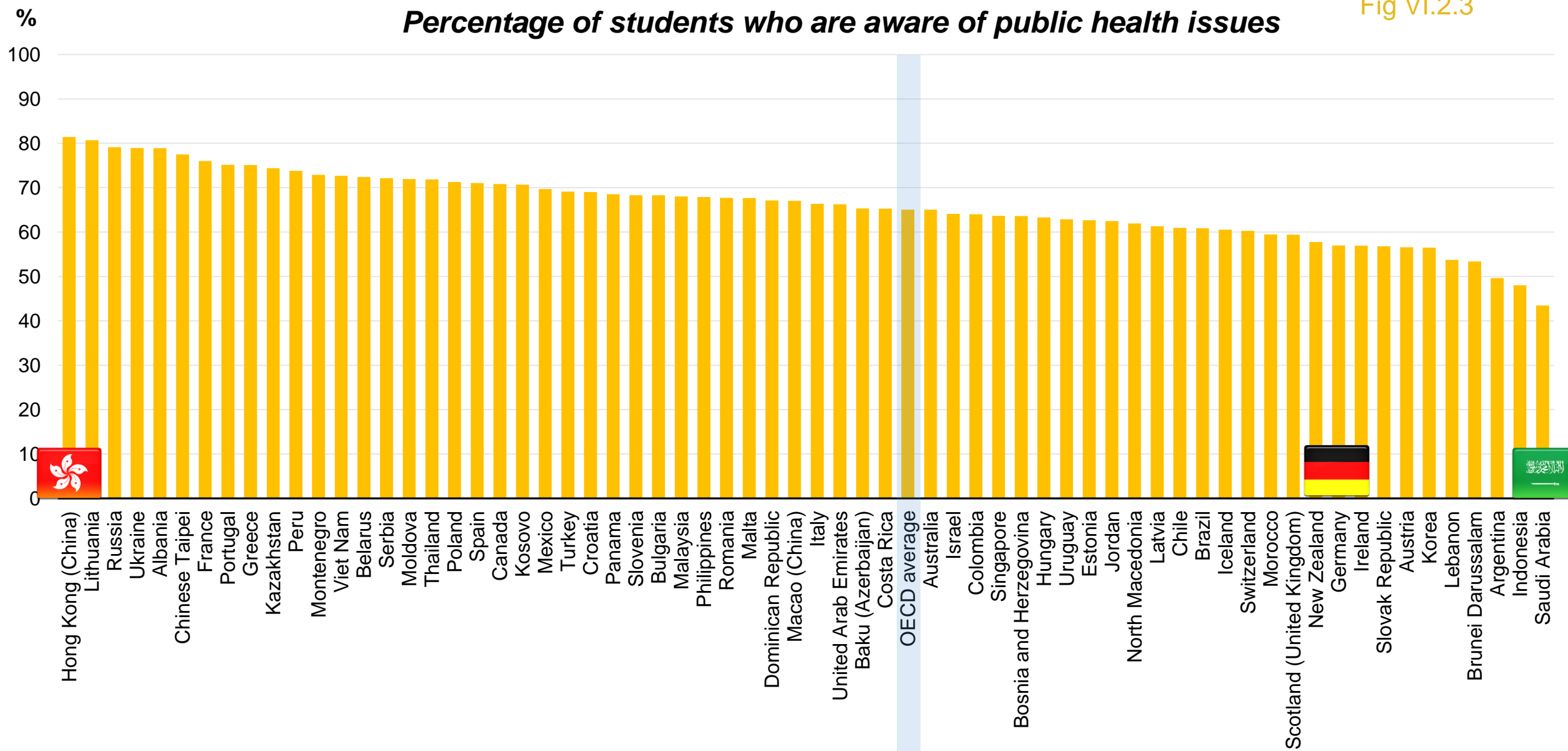




Students' awareness of public health issues such as pandemics

Fig VI.2.3

Percentage of students who are aware of public health issues





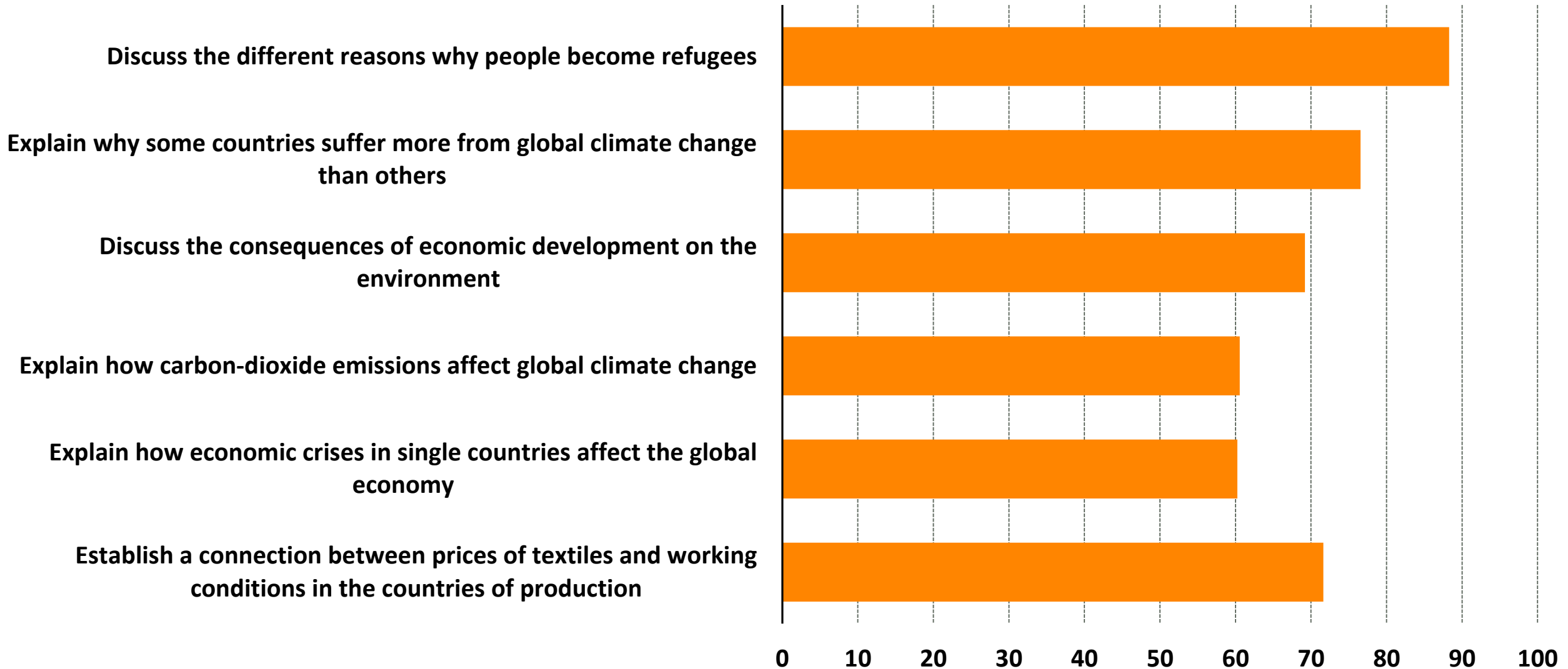
Students' **self-efficacy** regarding global issues



Fig VI.2.7

■ Germany

Students who reported doing these tasks easily or with some effort





Understanding and appreciating the perspectives and worldviews of others

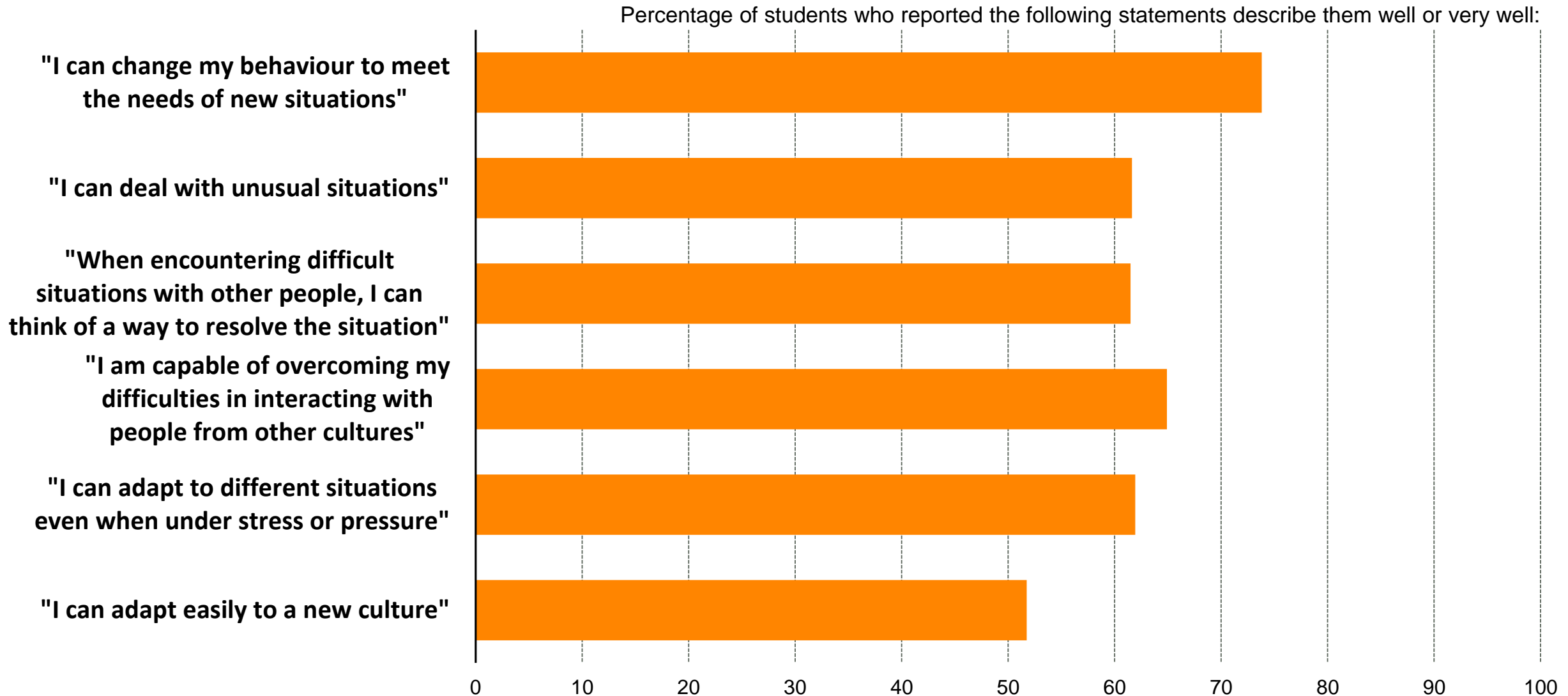


Cognitive adaptability



■ Germany

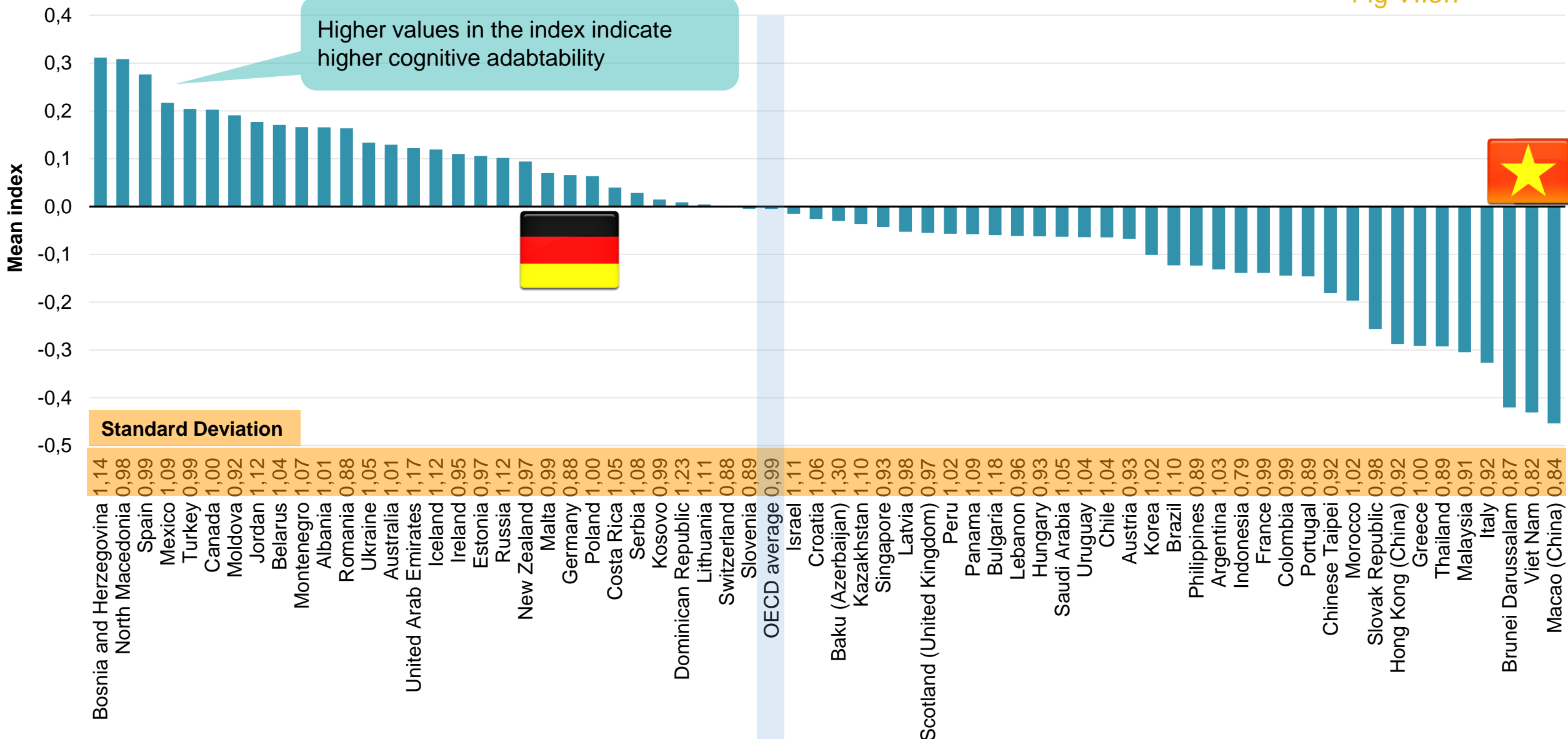
Fig VI.3.7a





Students' cognitive adaptability

Fig VI.3.7





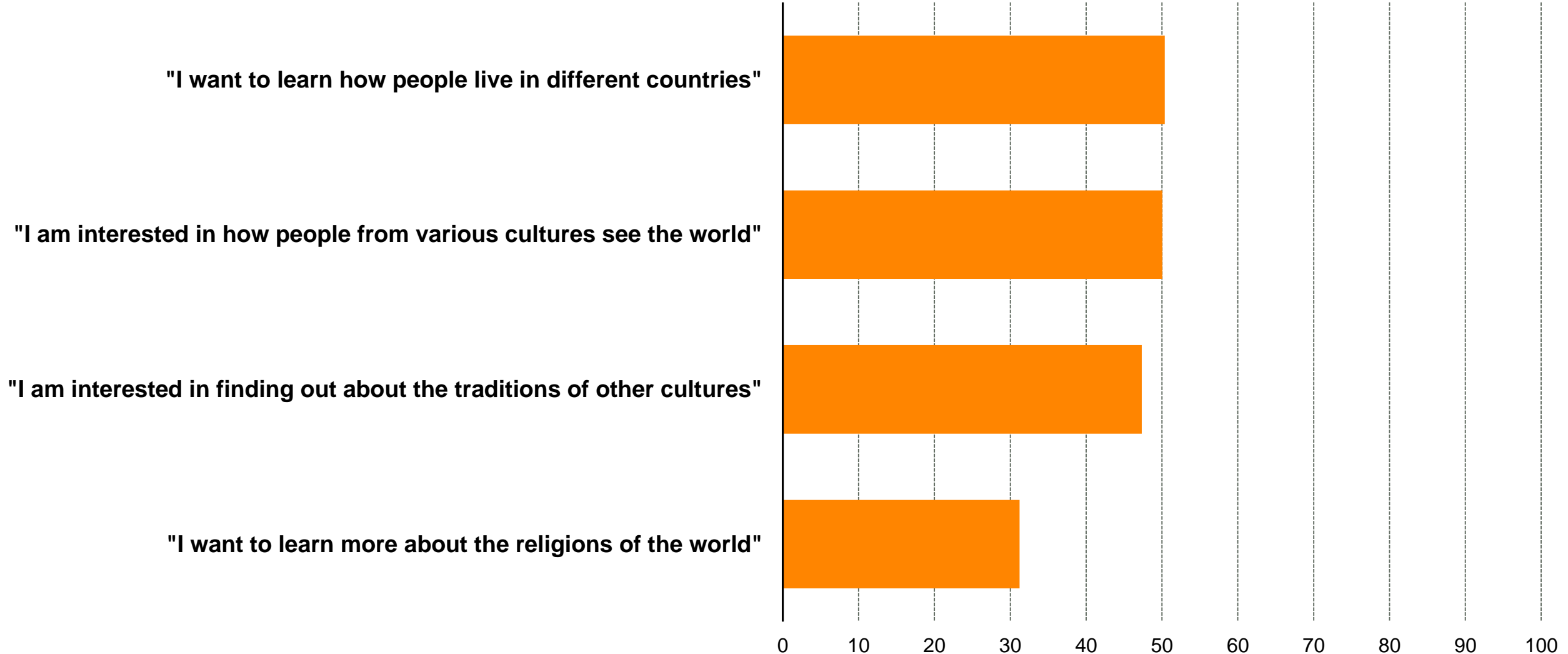
Students' interest in learning about other cultures



■ Germany

Fig VI.3.3a

Percentage of students who reported the following statements describe them well or very well:

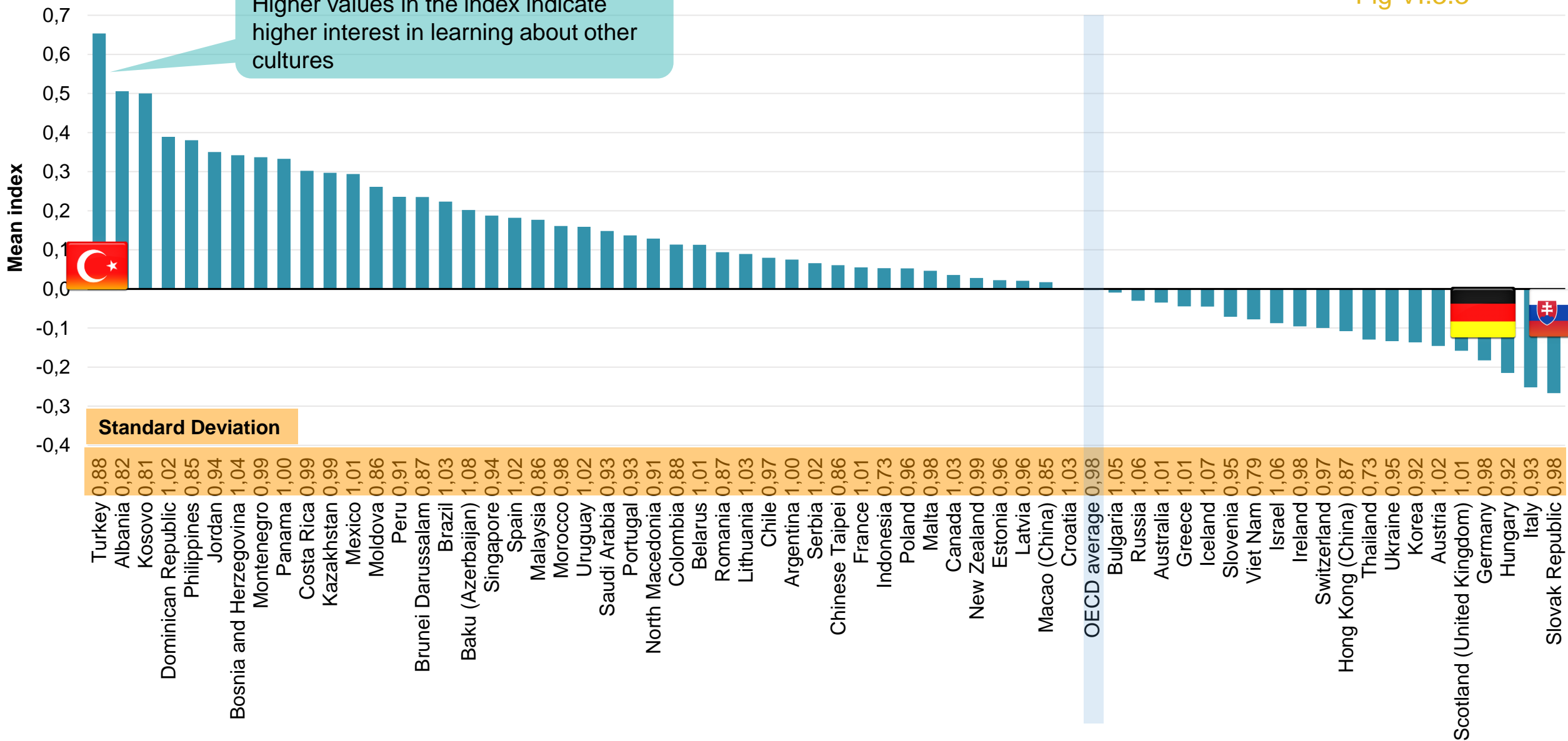




Students' interest in learning about other cultures

Fig VI.3.3

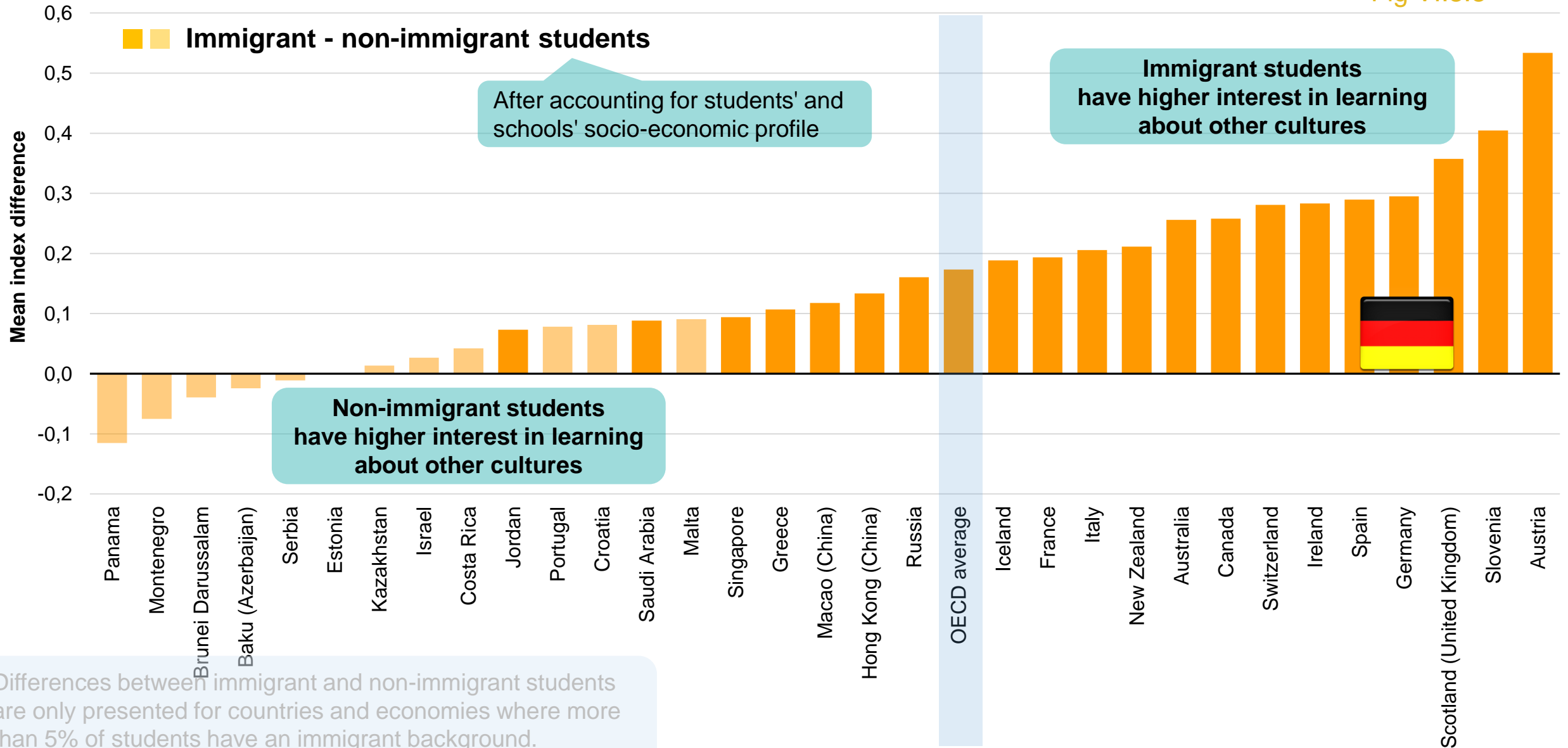
Higher values in the index indicate higher interest in learning about other cultures





Immigrant students' interest in learning about other cultures

Fig VI.3.3

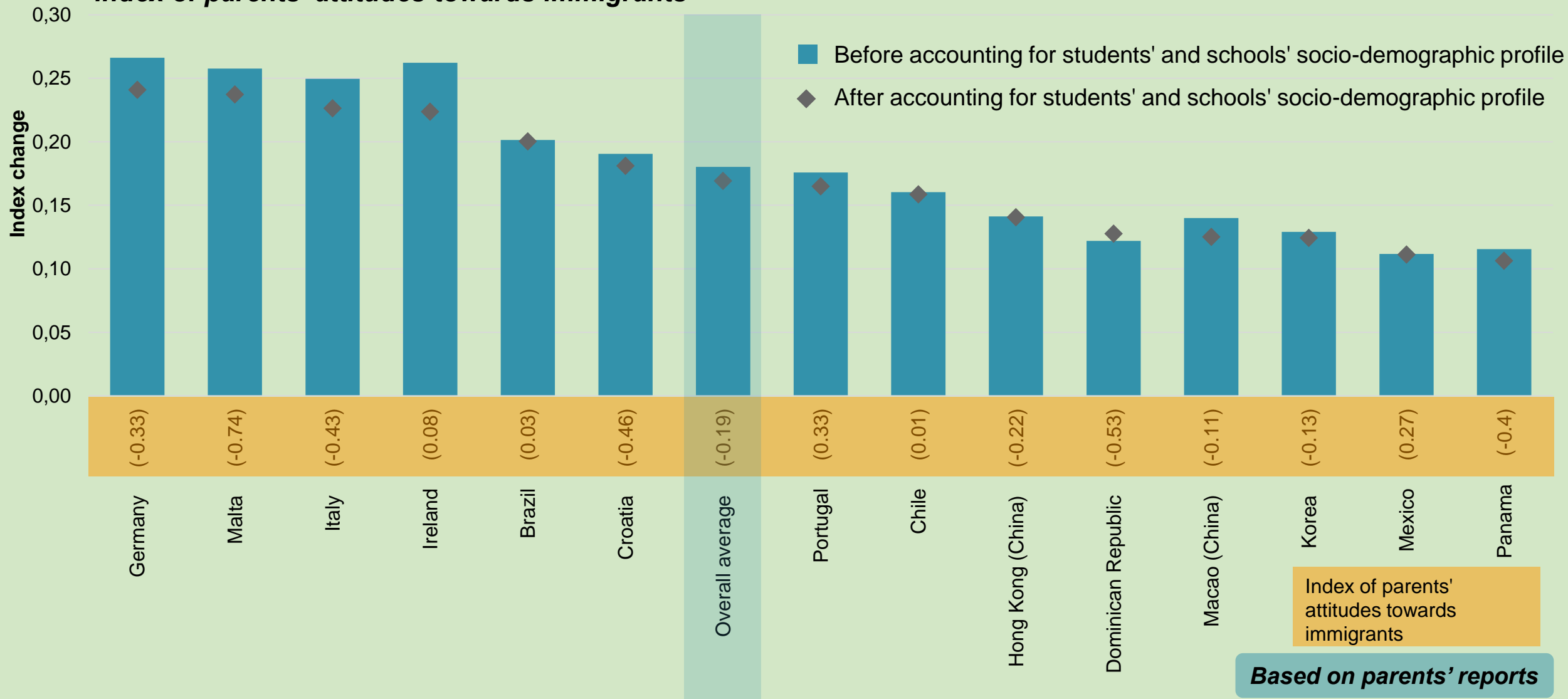




Students' and parents' attitudes towards immigrants

Fig VI.3.13

Change in students' attitudes towards immigrants associated with a one-unit increase in the index of parents' attitudes towards immigrants



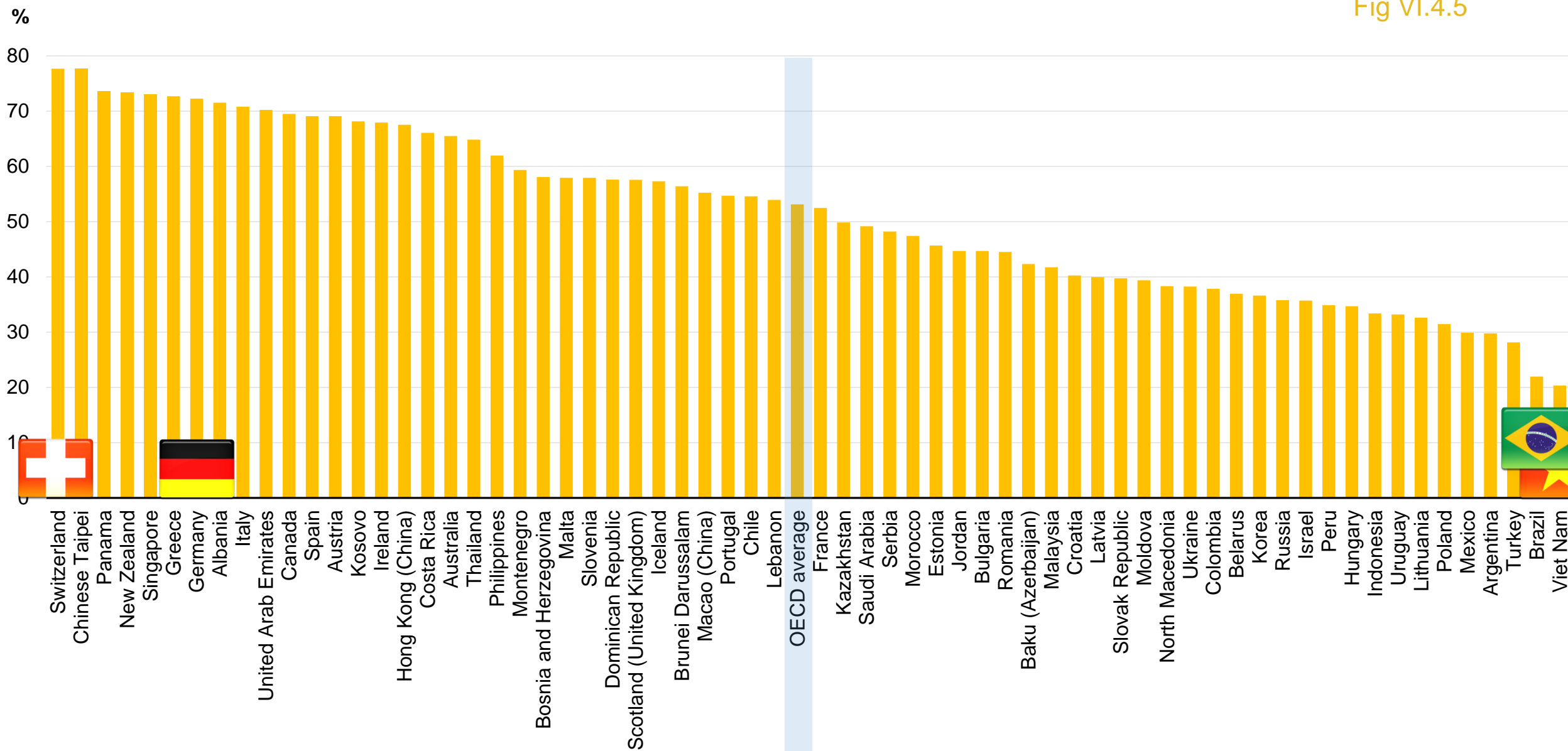


Ability to engage in open, appropriate and effective communication across cultures



Students who reported having contact with people from other countries **at school**

Fig VI.4.5

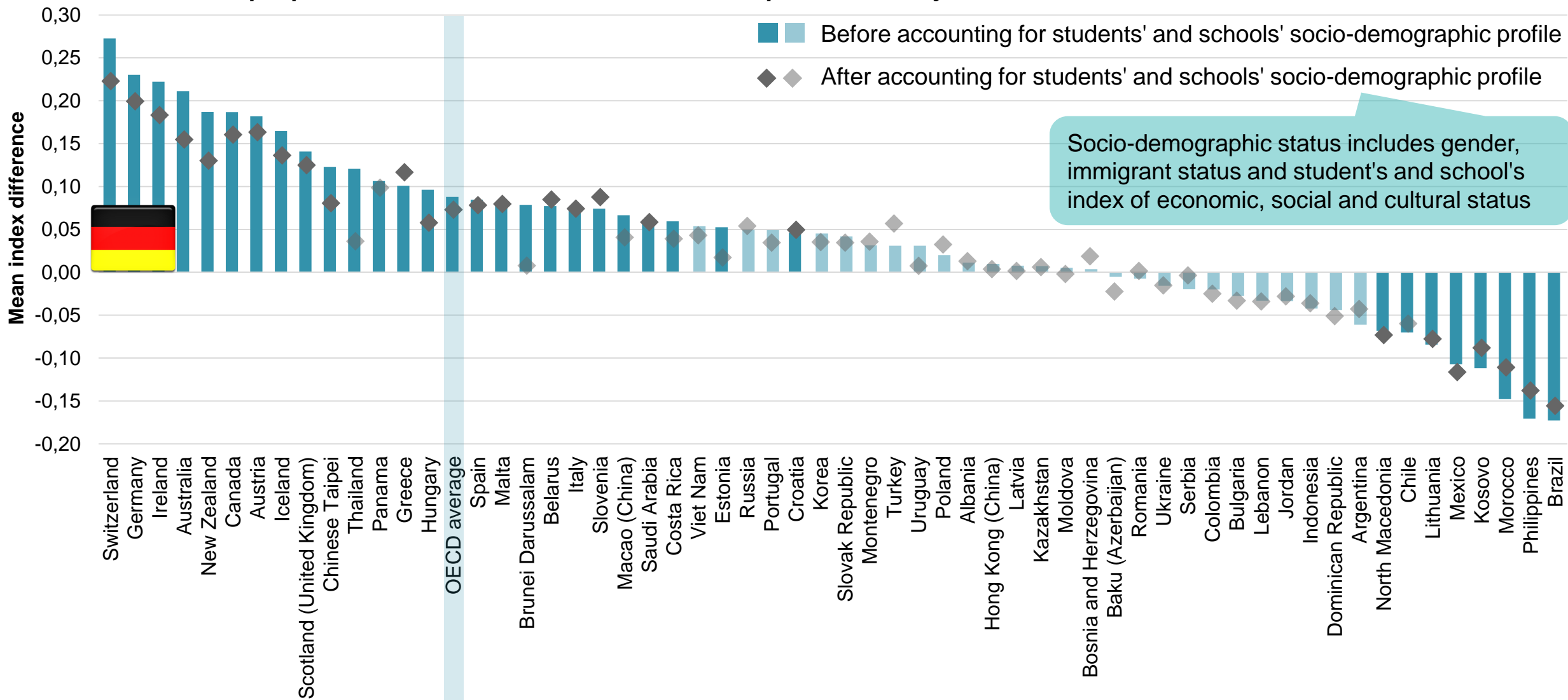




Contact with people from other countries and student's attitudes towards immigrants

Fig VI.4.7

Difference in the index of student's attitudes towards immigrants between students who reported that they have contact with people from other countries and those who reported that they do not have such contact





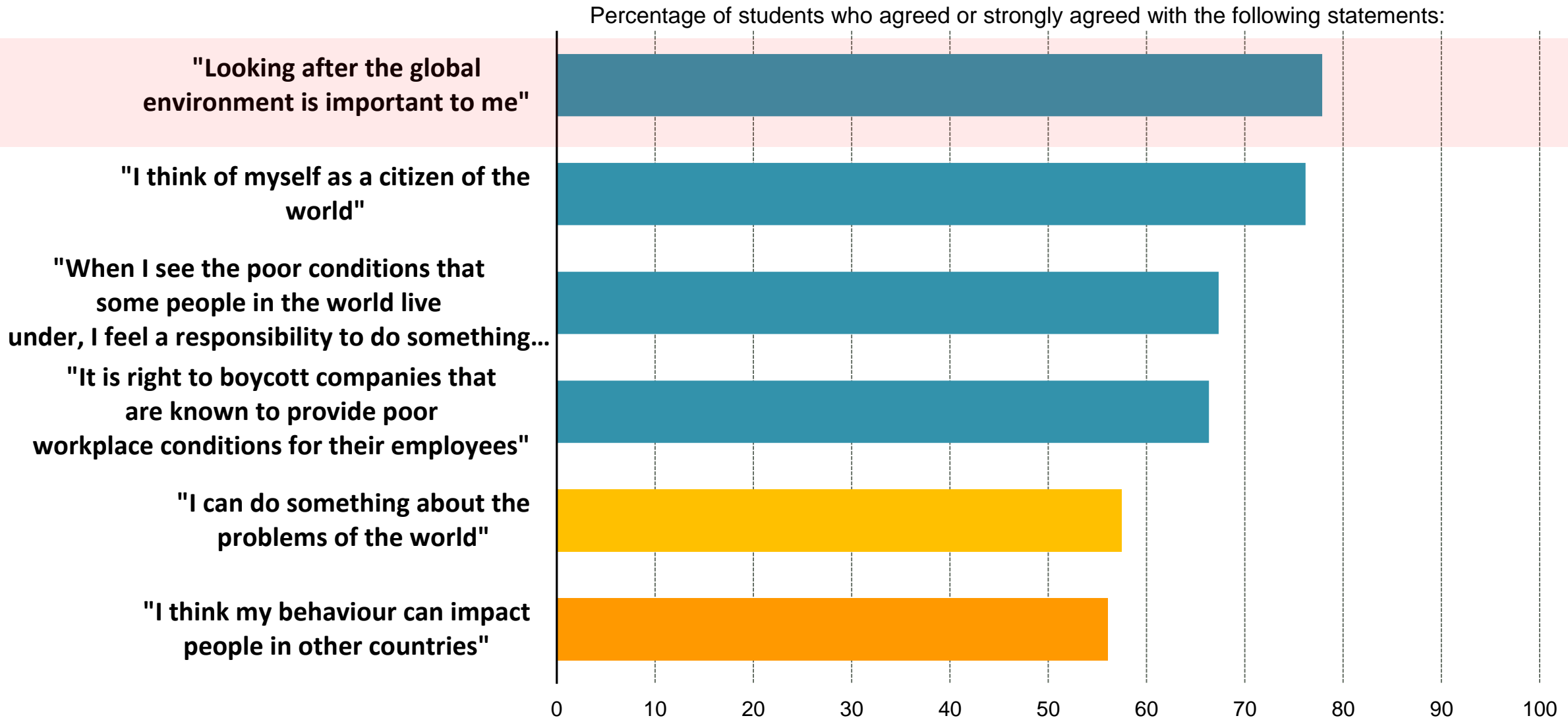
Student **agency regarding global issues**

**SUSTAINABLE
DEVELOPMENT**



Students' agency regarding global issues

Fig VI.5.1a





**Education for living
in an interconnected world**



Learning about other cultures at school

Fig VI.7.5

Percentage of students whose school principal reported that the following statements reflect teachers' practices for multicultural learning in their school:

In our school, students learn about different cultural perspectives on historical and social events

In our school, students learn about the cultures (e.g. beliefs, norms, values, customs or arts) of diverse cultural groups that live in <country of test>

Our school supports activities that encourage students' expression of diverse identities (e.g. national, religious, ethnic or social identities)

In our school, students learn about the histories of diverse cultural groups that live in <country of test>

In our school, students learn about the histories of diverse cultural groups that live in other countries

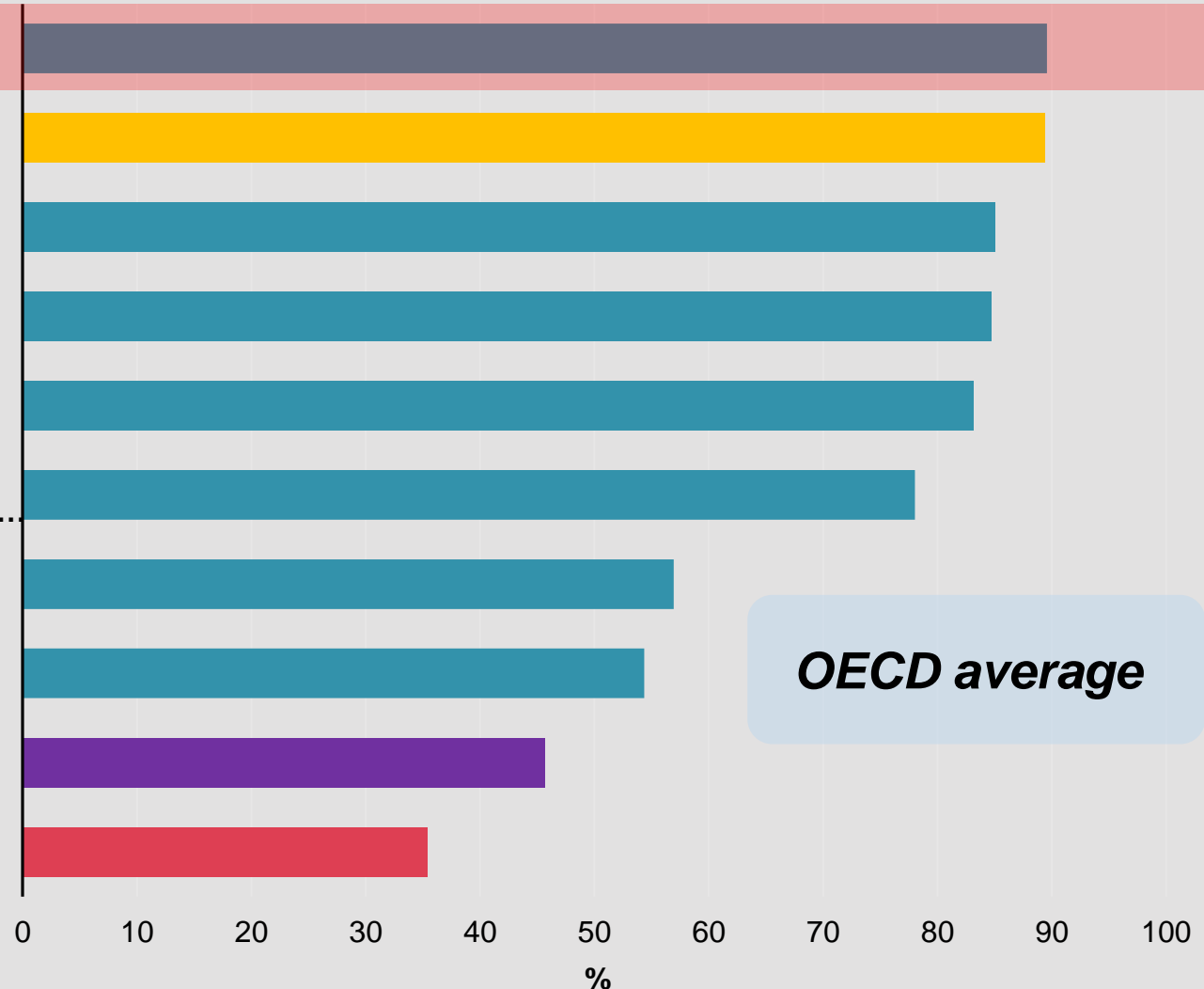
Our school adopts different approaches to educate students about cultural differences (e.g. teamwork, peer-to-peer learning, simulations, problem-based...)

Our school organises multicultural events (e.g. cultural diversity day)

In our school, students are encouraged to communicate with people from other cultures via web/Internet/social media

Our school offers an exchange programme with schools in other countries

In our school, we celebrate festivities from other cultures



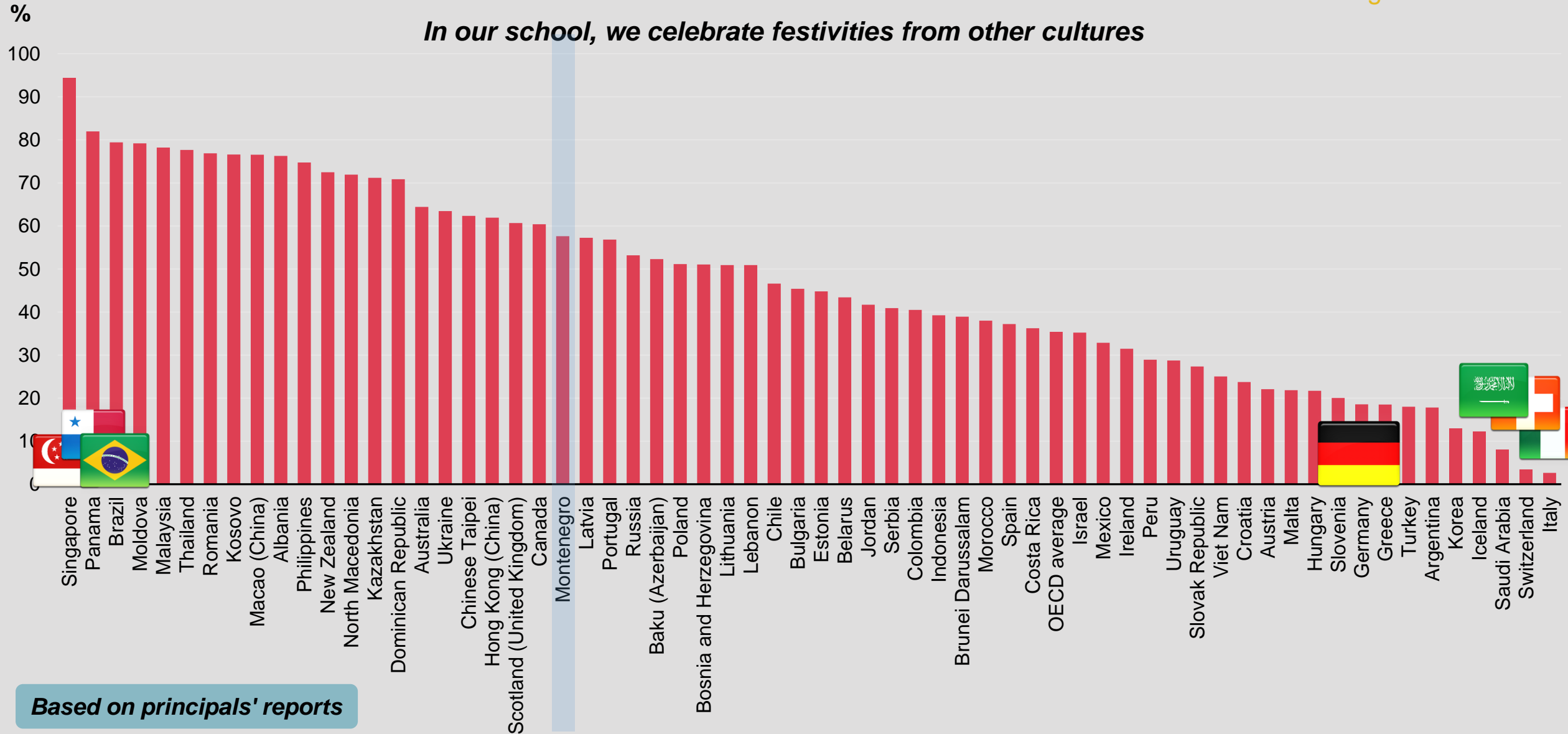
Based on principals' reports



Celebrations of cultural festivities

Fig VI.7.7

In our school, we celebrate festivities from other cultures



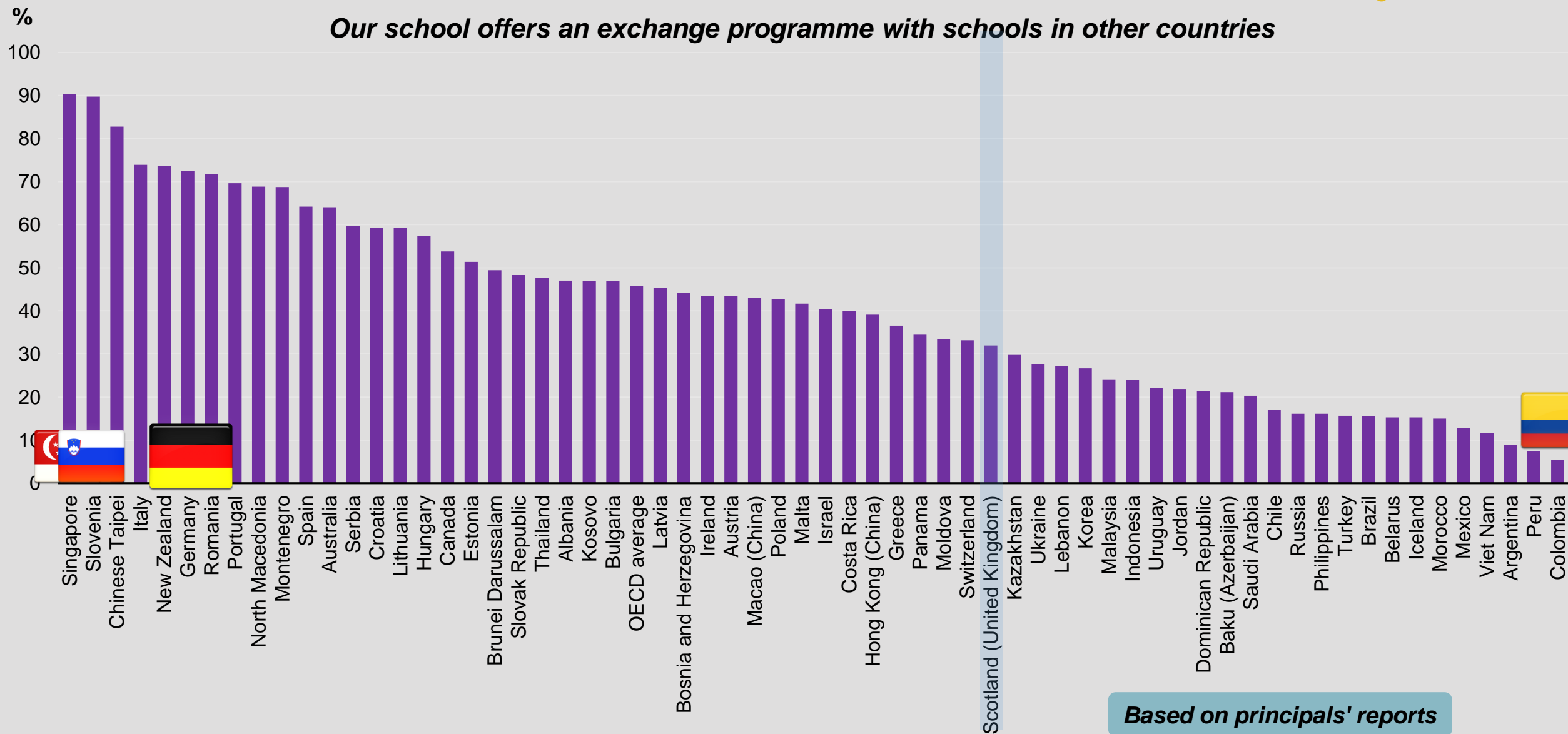
Based on principals' reports



Student exchanges

Fig VI.7.7

Our school offers an exchange programme with schools in other countries

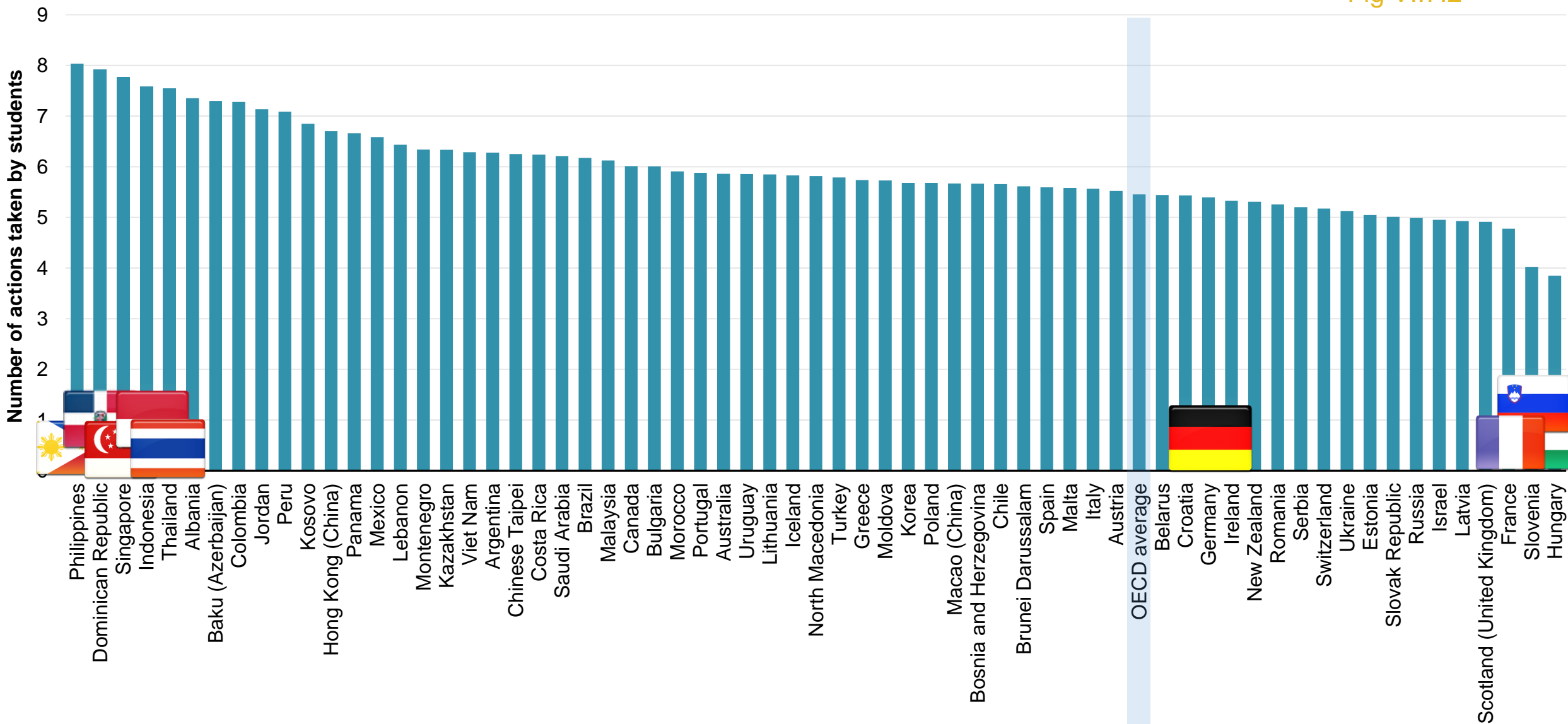


Based on principals' reports



Number of learning activities students engage in at school

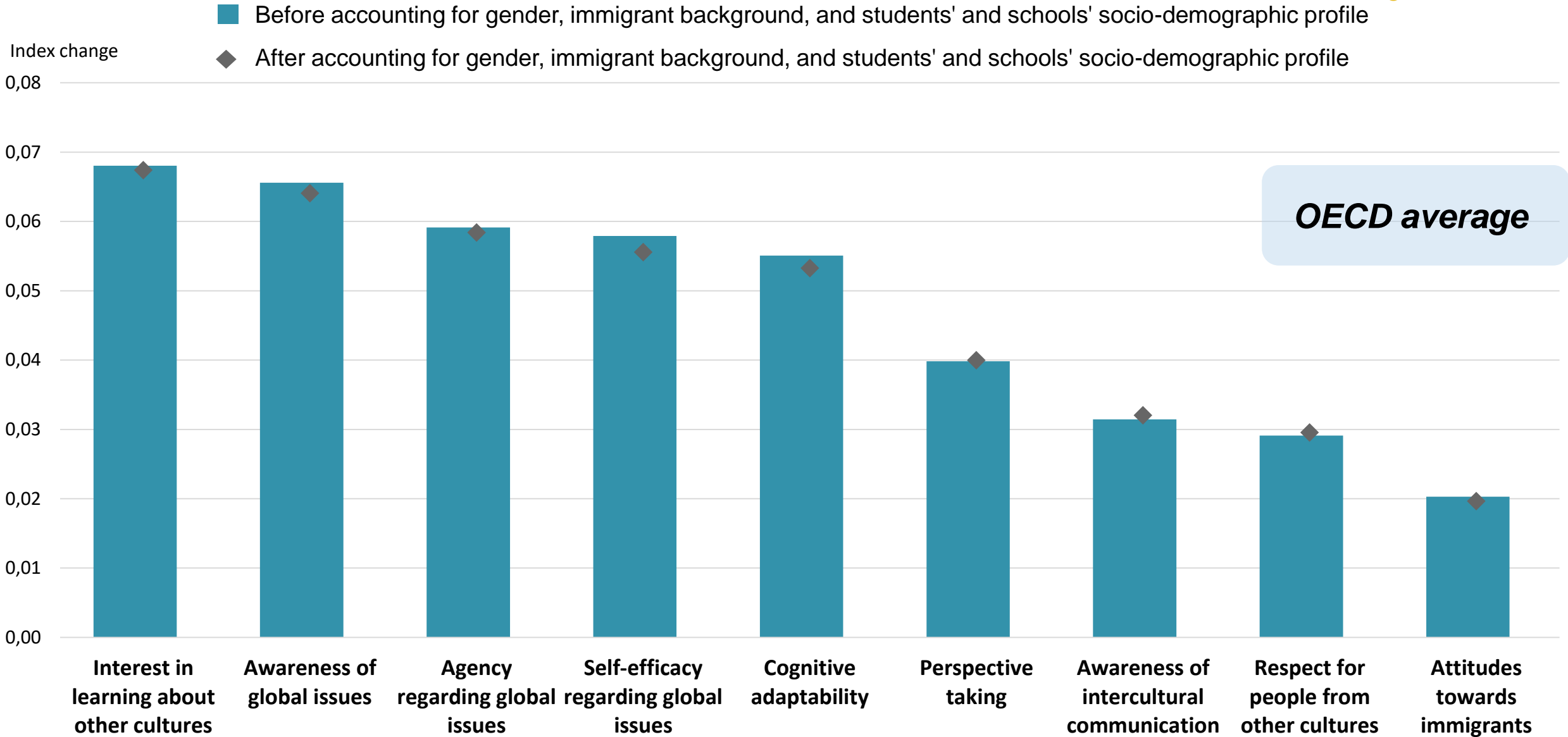
Fig VI.7.2





The number of learning activities relates positively to students' attitudes

Fig VI.7.3



Thank you

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

- PISA 2018: *Insights and Implications*
- PISA 2018 Results (Volume I): *What Students Know and Can Do*
- PISA 2018 Results (Volume II): *Where All Students Can Succeed*
- PISA 2018 Results (Volume III): *What School Life Means for Students' Lives*

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Email: Andreas.Schleicher@OECD.org