Fostering Global Competencies among Students for Strategic Enhancement of Higher Education in India

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Abstract

In twenty-first century, higher education is a significant contributor to the country's ability to compete in the global market. The key factors influencing the standard of education are curriculum, faculty, technological infrastructure, research environment, accreditation and good governance. Today's students live in an interconnected, diverse and dynamic world. Various emerging forces like economic, digital, cultural, demographic and environmental forces are shaping young people's lives and also increasing their intellectual ability. Young people today must not only learn to participate during a more interconnected world but also appreciate and luxuriate in from cultural differences. Globalisation has brought about unprecedented changes in the way countries, industries, organizations and people do business due to which employees today, represent increasingly diverse demographic backgrounds. The world which is driven by technology has become more transparent and dynamic. Thus, managing the complexities, contradictions and conflicts related to globalization has made global competence a 21st century imperative. This paper seeks to identify and conceptualize the set of skills and competencies required for students to succeed as active and engaged citizens in the 21st century. It also helps to give insights about need of global competence and role of schools to promote global competence. This paper also discusses about whether there is a need to assess global competence.

Keywords: Globalisation, Higher Education, Quality of Education, Global Competence

Introduction:

The world during which today's students will live and work is fundamentally different from the one during which their parents and teachers grew up. Rapid economic, technological and social changes are creating a world that's ever more interconnected and interdependent. Globalization of economies, the digital revolution, mass migration, and the prospect of climate instability are triggering new concerns and demanding a new kind of graduate who can encounter the intercultural forces on a daily basis. At the dawn of the 21st century we are recasting our understanding of economics, communication, security, cultural identity, citizenship, and thusthe environment. This complex environment presents a chance and a challenge. Developing a worldwide and intercultural outlook may be a process – a lifelong process – that education can shape. There is an increasing involve a more powerful and relevant learning in response to those new demands and opportunities.

Global competence is a multidimensional capacity. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being.

21st Century Global Competencies include creativity and innovation which in conjunction with collaboration, effective communication, critical thinking, and digital fluency with technology have grown in importance in diverse areas of life and are widely considered as student targets in several international educational frameworks. These global competencies are shown to beimperative for college kids to compete within the present multi-faceted and globalized world. Amongst the competencies, creativity is linked to improved memory, problem solving skills, student satisfaction, well-being, and engagement. Creativity has two components: a component of originality and a component of effectiveness.

Originality revolves around something new being generated, whether it's a process, idea, or thing. Effectiveness involves this original idea being something of use which will achieve a tangible end. The creativity inherent within the latter connects to the thought of moulding students into innovators who solve problems by rearranging and reorganizing a drag to seek outmultiple potential solutions. While creativity involves generating something new that would have a use, innovation involves actually implementing the creative idea and making it a reality.

Rationale

A broad range of forces are transforming the worldwide landscape requiring these new capacities and dispositions. Here we examine three of the foremost salient: the flattened global economy and changing demands of work; migration and immigration creating more culturally and linguistically diverse societies, and climate instability and therefore the growing need for global environmental stewardship. These three areas of transformation illustrate a world in transition—and illuminate the new educational demands that world presents. To achieve this new global age, our students will need capacities that include but transcend reading, mathematics and science – they are going to ought to be much more knowledgeable and interested by world regions and global issues, attuned to diverse perspectives, ready to communicate across cultures and in other languages, and disposed to acting toward the common weal.

The rationale for global competence also rests on the worth of studying the globe and the way it works as a potent means of engaging students deeply in learning. World cultures, transnational systems, and global issues can provide the relevance to today's world that grabs and holds students' interest. Developing global competence can thus be both a critical outcome of learning and a pathway for achieving foundational disciplinary and interdisciplinary knowledge and skills much of which are articulated in the Common Core State Standards.

Specifically, globally competent students are ready to perform the subsequent four competences: Investigate the planet beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research. Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers. Take action to enhance conditions, viewing themselves as players within the world and participating reflectively.

Literature Review

Cozzolino DiCicco (2016) noted some problems with Global competence approach. In her research, she found that the planned integration of teaching about the world into curricular offerings resulted in only the additional credential and several new courses in social studies which subsequently fell significantly in need of a globally-infused curriculum as originally intended.

Reimers (2011) suggested that students need to be ready for 'life in the real world in their communities and societies' both in school and beyond.

Steger &Wahlrab (2017) discussed the importance of understanding the "'What is there is also here and what is here is also there'… as a summary of globalization's central dynamics of interconnectivity, reconfiguration of space and 19 time, and enhanced mobility" (p. 1) and how it relates to students' ability to connect theoretical insights to practical knowledge.

Harshman & Augustine (2013) realised that moving from policy to the more micro level of individual instruction, we find a host of additional challenges to effective globalization of curricula. For schools to be able to support globally oriented programming, educators must have the capacity and desire to teach and model global competence. Each educator brings with him or her their skills, knowledge, preferences, 27 perspective, strengths, and weaknesses. The extent to which educators are willing and able to address issues of a global nature in their classrooms will have a direct effect on students' development of global competence.

Gallavan's (2008) study investigated teacher candidates' views on world citizenship and attempted to determine how to modify and enhance teacher education programs and professional development opportunities to prepare future teachers to effectively teach world citizenship to their students. Gallavan (2008) concluded that a majority of teachers in P-12, although enthusiastic about teaching world citizenship, expressed concern about not being adequately prepared.

Rapoport (2010) concluded that they "often don't feel comfortable teaching courses that touch on world issues, especially once they haven't had exposure during their teacher education programs" (p. 60). Furthermore, studies addressing global citizenship education found that U.S. teachers in comparison to teachers in other countries, including Canada, Southeast Asia, and Western Europe, prefer to teach a national model over global citizenship.

Savvy (2012) indicating that students ages 18-24 tend to favor shifts from less emphasis on national to more emphasis on international education. In addition, only 12% of students believed 28 that schools and educators were preparing them to understand issues of global domains. Based on a preponderance and scope of similar studies, it is a fair assumption that these statistics are also accurate for high school-aged students, if not more so, given high school students are thrust into higher education ill-prepared for programs that have an international focus.

Hill (1991) and Machorro (2009) documented that study abroad offered students cross-cultural experiences and enhanced their global competence. One important tension arising

from this target study abroad is that global experience only partially defines global competence and a respectful and peaceful interaction. This gave rise to an awareness that instructors teaching global competence today need to convey global values currently not done in U.S. schools. Current thinking of exposing students to crosscultural experiences/encounters that students would emerge as globally competent students, in lieu of teachers explicitly teaching a set of global values of learning about other cultures, is not enough

Moran (2010) explains that creativity is a multidimensional concept that has elicited numerous ways to define it. Within the educational context a clear understanding of creativity is important. Often, creativity is viewed by teachers through the limiting scope of exclusively artistic or intellectual acuity.

Weiss and Legrand (2011)specialise in the innovation concept as a process, not an outcome. They argue that innovation takes place "when people use innovative thinking" and define innovative thinking as "the process of solving problems by discovering, combining, and arranging insights, ideas, and methods in new ways" (p. 7) in other words, as "implementing new ideas to make positive change" (C. Legrand, personal communication, March 11, 2016).

Alberta's Framework for Student Learning (2011) outlines the relationship among the fundamental skills of literacy and numeracy and the competencies students need to acquire during their studies. Creativity and innovation is a component of the worldwide competencies alongside critical thinking and problem solving, communication, collaboration and leadership, and lifelong learning and well-being.

India's Position in the Global Community in context to Higher Education

Education, as we are aware, is significant to the human resource development and empowerment within the stages of growth of a nation. In any education system, education encompassing Management, Engineering, Medicine etc., plays a serious role in imparting knowledge, values, and developing skills and, within the process, increase the expansion and productivity of the nation. While the Govt is committed to providing primary education and certain facilities/subsidies for education, given the upper cost involved within the establishment of upper education institutes, we are witnessing the entry of personal sector to run educational institutions.

Need and Importance of Higher Education

While discussing the importance of education, we must know that schools became the foremost important means of remodelling wealth of data and skills from one generation to a different. However, the role of institutions becomes tougherwithin the times with innovations and technological developments. Investment in education and academic institutions should be viewed as an investment for economic prosperity. In India, there are about 993 Universities & 39931 affiliated colleges (Table 1) who are providing higher education in 2019. It is important that given the massive number of faculties of upper learning in India, we must target to bring more students underthe system. Investment in human capital, lifelong learning and quality education help within the development of society and nation.

Table 1: Higher Education Institutions (Universities & Colleges) in India

Universities	993
Standalone Institutions	10725
Colleges	39931

Source: Statistics on Higher Education, 2019-20 from http://www.dreducation.com/data-statistics-india-student-college.html

Table 2: Expenditure on Education

Country	Spending on education as a percentage of GDP
Sweden	7.7
New Zealand	6.4
Brazil	6.2
South Africa	6.2
UK	5.5
Australia	5.3
US	5.0
China	4.0
India	3.1

Source:https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS

India's Position in the Global Community:

Table 3: Gross Enrolment Ratio (GER) for Higher Education 2019

Country	GER for Higher Education
US	88.2%
Germany	70.3%
France	65.6%
UK	60.6%
Brazil	51.3%
China	49.1%
Indonesia	36.4%
India	26.3%
South Africa	22.4%
Pakistan	9.4%

Source: https://theprint.in/india/education/study-shows-how-indias-higher-education-enrollment-can-jump-to-65-from-27/441582/

It concludes that US has the highest GER at 88.2 per cent, followed by Germany (70.3 per cent), France (65.6 per cent), UK (60.6 per cent), Brazil (51.3 per cent), China (49.1 per cent), Indonesia (36.4 per cent) and India (27.4 per cent in 2017-18, 26.3 per cent in 2018-19). The two nations below India are South Africa (22.4 per cent) and Pakistan (9.4 per cent).

Why Global Competence in Higher Education is Needed

1. The flattened global economy and changing demands of work

Globalization, the accelerating traffic of products, ideas, people, and capital round the world, has changed the face of labor. Perhaps most significantly, understanding changing economies during a multipolar world matters to youth themselves if they're to participate thoughtfully in tomorrow's economies. In a survey of large U.S. corporations, the Committee for Economic Development, a non-profit organization of over 200 business leaders and university presidents, found that almost 30 percent of companies believed that they had failed to fully exploit their business opportunities thanks to insufficient personnel with international skills. Eighty percent expected their overall business to extend notably if that they had more internationally competent employees on staff. Increasingly, employers

are trying to find competent, reliable individuals who will work on a lovely cost—regardless of location. At the start of the 20th century only five percent of the roles in America required specialized knowledge and skill.

What competences will students got to fare well during a flattened global economy? They range from learning, thinking, and innovation skills, such as thinking creatively and using systems thinking, to skills associated with life and careers, 4 such as designing, evaluating, and managing one's own work for ongoing improvement and adapting to vary. Globally competent students steel oneself against a worldwide economy by learning the way to investigate matters of worldwide significance. Most importantly, preparing to figureduring a flattened global economy would require that students learn to require action. It requires that they learn to identify opportunities for productive action and develop and perform informed plans.

2.Unprecedented global migration

International migration is happening on a larger scale than ever, changing the demographics of classrooms and neighbourhoods alike. Migrants from the developing world bring with them and take-home ideas, know-how, practices, and skills that influence their encounters with and integration into the societies that host them. Migrants also remit home such social remittances—ie., values, practices, ideas that they acquire in their host country—which both promote and impede development in their countries of origin (Levitt &Lamba, 2009). As a result, world migration is felt within the classrooms, neighborhoods, markets, and streets of both sending and receiving societies in cities. Much like global markets of labor and goods, migration today demands new educational responses. Students who have learned intercultural skills, understand multiple contexts and traditions, and have had multiple opportunities to reflect on their own worldviews in light of others are less likely to experience difference as a threat requiring violent defense. Rather they're more likely to experience the cultural encounter as a chance for exchange and collaboration. The framework for global competence articulates two core capacities at the center of intercultural sophistication: the capacity to acknowledge perspectives (others' and one's own) and therefore the capacity to speak ideas effectively across diverse audiences.

3.Climate instability and environmental stewardship

Over the previous couple of decades, the world has experienced a growing frequency of utmost weather conditions and overall rising temperatures. An important job for subsequent generations is going to be that of managing the results of global climate change and devising effective solutions for mitigation and adaptation. The challenge will be significant.

Adaptation to global climate change involves a brand-new paradigm—one that considers a variety of possible future climate conditions and associated impacts, some well outside the realm of past experience. Climate change affects every region, country, city, and village on the earth in distinct ways and shaping living conditions, job opportunities, and civic participation for youth. Preparing our youth for a way forward for climate and environmental instability require that students understand how energy consumption in one place affects living conditions of individuals on the opposite side of the globe and the way we all depend upon an equivalent atmosphere for all the times. It will require that students understand current and future climate solutions and learn to weigh their potential against their risks.

The global nature of global climate change, paired with the multiplicity of impacts expected in various parts of the globe, will demand that students learn to acknowledge perspectives carefully.

4. To live harmoniously in multicultural communities

Education for global competence can promote cultural awareness and respectful interactions in increasingly diverse societies. The many episodes of indiscriminate violence within the name of a spiritual or ethnic affiliation challenge the assumption that folks with diverse cultures are ready to live peacefully in close proximity, accept differences, find common solutions and resolve disagreements. With the high influx of immigrants in numerous countries, communities need to redefine their identity and native culture.

Contemporary societies involve complex kinds of belonging and citizenship where individuals must interact with distant regions, people and ideaswhile also deepening their understanding of their local environment and therefore the diversity within their own communities. By appreciating the differences within the communities to which they belong - the state, the region, the city, the neighbourhood, the college – students can learn to measure together as global citizens (Delors et al., 1996; UNESCO, 2014b). While education cannot bear the sole responsibility for ending racism and discrimination, it can teach children the importance of challenging cultural biases and stereotypes.

5. To thrive in a changing labour market

Educating for global competence can boost employability. Effective communication and appropriate behaviour within diverse teams are keys to success in many roles, and can remain so as technology continues to form it easier for people to connect across the globe. Employers increasingly seek to draw in learners who easily adapt and are ready to apply and transfer their skills and knowledge to new contexts. Work readiness in an interconnected world requires children to know the complex dynamics of globalisation, be hospitable people from different cultural backgrounds, build trust in diverse teams and demonstrate respect for others.

6. To use media platforms effectively and responsibly

Over the past 20 years radical transformations in digital technologies have shaped young people's outlook on the planet, their interactions with others and their perception of themselves. Online networks, social media and interactive technologies are giving rise to new sorts of learning, where children exercise greater control over what and the way they learn. At an equivalent time, young people's digital lives can cause them to disconnect from themselves and therefore the world, and ignore the impact that their actions may wear others. Moreover, while technology helps people to simply connect round the world, online behaviour suggests that children tend to "flock together" (Zuckerman, 2014) favouring interactions with alittle set of people with whom they have much in common. Likewise, access to a vast amount of data is usually paired with insufficient media literacy, meaning that children are easily fooled by partisan, biased or fake news. In this context, cultivating students' global competence can help them to capitalise on digital spaces, better understand the planet they sleep in and responsibly express their voice online.

7. To support the Sustainable Development Goals

Finally, educating for global competence can help form new generations who care about global issues and have interaction in tackling social, political, economic and environmental challenges. The 2030 Agenda for Sustainable Development recognises the critical role of education in reaching sustainability goals, calling on all countries "to ensure, by 2030, that eachlearners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development an sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence,

global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development"

21st Century Global Competencies
These competencies include creativity and innovation which alongside collaboration, effective communication, critical thinking, and digital fluency with technology have grown in importance in diverse areas of life and are widely considered as student targets in several international educational frameworks. These global competencies are shown to be imperative for college kids to compete within the present multi-faceted and globalized world. Amongst the competencies, creativity is linked to improved memory, problem solving skills, student satisfaction, well-being, and engagement.

1.Experiential Learning
Experiential learning, either field-based learning or classroom-based learning, allows students to require ownership of tasks and learn through making mistakes. Field-based learning includes apprenticeships, internships, practicums, field-trips, and other experiences that allow students to increase themselves beyond the classroom to the important world. Classroom-based learning includes "hands on" activities within the categorylike case-studies, simulations, role-playing, and cooperative learning. Both sorts of experiential learning have shown to enhance student retention, dropout rates, self-esteem, and engagement.

2.Authentic Learning
Involves the usage of multi-disciplinary real-life problems as a method to generate student engagement and develop 21st century global competencies. Specifically, authentic learning looks to arm student with flexible problem-solving techniques that can be used in a variety of classroom and real-life contexts. Authentic learning has become an integral component of Science, Technology, Engineering and Arithmatic (STEM) education moving faraway from memorization of formulas towards making the classroom a place of investigation.

3.Teaching for Successful Intelligence
Involves teachers matching student learning experiences to their individual analytic, creative, and practical abilities. Often this involves organizing students into similar learning so as for teachers to cater to their abilities and reach as large a cross section of their classroom as possible.

4.Educators are Curators ofInnovation
This paradigm of learning involves educators inspiring student learning by carefully selecting, as a curator would, relevant and galvanizing information to present to them. The intent is for teachers to pick content which generates excitement in their students and a culture of inquiry and investigation.

5.Student-Centered Learning
The central element of this type of learning is students being the constructors of their own learning instead of just receivers of knowledge. There are three major types of student-centered learning:
a) Inquiry-Based Learning: This type of learning involves students leading their own inquiry into new knowledge by asking questions, trying to find information, and generating

the topics of inquiry. Inquiry-based learning has been shown to help with student achievement by providing students with opportunities for creativity, exploration, and pattern building.

b) Problem-Based Learning: Problem-based learning challenges students to unravel complex, world problems. Students are actively engaged to hunt out the acceptable information to unravel the matter independently. This form of learning has been shown to produce advantages to students in critical thinking, learning development, and improved fluency in mathematics.

c) Design-Based Learning: Design-based learning involves students generating knowledge through the act of making. This area has shown popularity within the sciences and connects well to STEM-based educational plans.

How do we assess global competence?

The global competence assessment in PISA 2018 consists of two parts:

a cognitive assessment and a background questionnaire.

The cognitive assessment is meant to elicit students' capacities to critically examine global issues; recognise outside influences on perspectives and world views; understand the way to communicate with others in intercultural contexts; and identify and compare different courses of action to affect with global and intercultural issues.

In the background questionnaire, students are about to be asked to report how familiar they're with global issues; how developed their linguistic and communication skills are; to what extent they hold certain attitudes, like respect for people from different cultural backgrounds; and what opportunities they need at college to develop global competence. Answers to the college and teacher questionnaires will provide a comparative picture of how education systems are integrating global, international and intercultural perspectives throughout the curriculum and in classroom activities.

The Concept of Global Competence and its Implications for Education

The Dimensions of Global Competence

Education for global competence builds on the ideas of various models of worldwide education, like intercultural education, global citizenship education and education for democratic citizenship (UNESCO, 2014a; Council of Europe, 2016a). Despite differences in their focus and scope (cultural differences or democratic culture, instead of human rights or environmental sustainability), these models share a standard goal to push students' understanding of the globe and empower them to precise their views and participate in society.

PISA contributes to the prevailing models by proposing a brand-new perspective on the definition and assessment of global competence. These conceptual foundations and assessment guidelines will help policy makers and faculty leaders create learning resources and curricula that approach global competence as a multifaceted cognitive, socio-emotional and civic learning goal. They will also facilitate governments' ability to monitor progress and ensure systematic and long-term support. "Competence" isn't merely a particular skill but may be a combination of information, skills, attitudes and values successfully applied to face-to-face, virtual or mediated encounters with people that are perceived to be from a special cultural background, and to individuals' experiences of worldwide issues (i.e. situations that need apersonal to reflect upon and have interaction with global problems that have deep implications for current and future generations).

Acquiring global competence may be a life-long process – there's no single point at which a private becomes completely globally competent.

PISA will assess at what stage 15-year-old students are situated during this process, and whether their schools effectively address the event of worldwide competence.

The PISA 2018 assessment uses the following definition of Global Competence: Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to interact in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.

This definition outlines four target dimensions of worldwideCompetence that individuals ought to apply successfully in their everyday life:

1. the capacity to examine issues and situations of local, global and cultural significance
   (e.g. poverty, economic interdependence, migration, inequality, environmental risks, conflicts, cultural differences and stereotypes);
2. the capacity to understand and appreciate different perspectives and world views;
3. the ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender; and
4. the capacity and disposition to take constructive action toward sustainable development and collective well-being.

Dimension 1: Examine problems with local, global and cultural significance

This dimension refers to globally competent people's practices of effectively combining knowledge about the globe and important reasoning whenever they form their own opinion a few global issues. People who acquire a mature level of development during this dimension use higher-order thinking skills, like selecting and weighing appropriate evidence to reason about global developments. Globally competent students can draw on and mix the disciplinary knowledge and modes of thinking acquired in schools to ask questions, analyse data and arguments, explain phenomena, and develop a position concerning an area, global or cultural issue (BoixMansilla and Jackson, 2011). Development in this dimension also requires media literacy, defined as the ability to access, analyse and critically evaluate media messages, as well as to create new media content (Buckingham, 2007; Kellner and Share, 2005). Globally competent people are effective users and creators of both traditional and digital media.

Dimension 2: Understand and appreciate the perspectives and world views of others

This dimension highlights that globally competent people are willing and capable of considering global problems and other people's perspectives and behaviours from multiple viewpoints. As individuals acquire knowledge about other cultures' histories, values, communication styles, beliefs and practices, they acquire the means to recognise that their perspectives and behaviours are shaped by multiple influences, that they're not always fully conscious of these influences, which others have views of the globe that are profoundly different from their own (Hanvey, 1975). Engaging with different perspectives and world views requires individuals to appear at the origins and implications of others and their own assumptions. This successively implies a profound respect for and interest in who the opposite is, their concept of reality and their emotions. Individuals with this competence also account for and appreciate the connections (e.g. basic human rights and wishes, common experiences) that enable them to bridge differences and make basis. They retain their cultural identity but are simultaneously conscious of the cultural values and

beliefs of individuals around them. Recognising another's position or belief isn't necessarily to simply accept that position or belief. However, the power to ascertain through 'another cultural filter' provides opportunities to deepen and question one's own perspectives, and thus make more mature decisions when handling others (Fennes and Hapgood, 1997).

Dimension 3: Engage in open, appropriate and effective interactions across cultures
This dimension describes what globally competent individuals are able to do once they interact with people from different cultures. They understand the cultural norms, interactive styles and degrees of ritual of intercultural contexts, and that they can flexibly adapt their behaviour and communication to suit. This dimension addresses appreciation for respectful dialogue, desire to know the opposite and efforts to incorporate marginalised groups. It emphasises individuals' capacity to interact with others across differences in ways in which are open, appropriate and effective. Open interactions mean relationships during which all participants demonstrate sensitivity towards, curiosity about and willingness to interact with others and their perspectives. Appropriate refers to interactions that respect the expected cultural norms of both parties. In effective communication, all participants are able to make themselves understood and understand the other (Barrett et al., 2014)

Dimension 4: Take action for collective well-being and sustainable development
This dimension focuses on young people's role as active and responsible members of society, and refers to individuals' readiness to reply to a given local, global or intercultural issue or situation. This dimension recognises that children have multiple realms of influence starting from personal and native to digital and global. Competent people create opportunities to require informed, reflective action and have their voices heard. Taking action may imply standing up for a schoolmate whose human dignity is in jeopardy, initiating a worldwide media campaign at college, or disseminating a private view point on the refugee crisis via social media. Globally competent people are engaged to enhance living conditions in their own communities and also to create a more just, peaceful, inclusive and environmentally sustainable world. Figure 1 shows how global competence is defined because the combination of the four dimensions (examining issues, understanding perspectives, interacting across cultural differences and taking action), and the way each dimension builds on specific knowledge, skills, attitudes and values.

Figure 1. The relationship between the cognitive test of global understanding and the dimensions of global competence

PISA cognitive test of global understanding
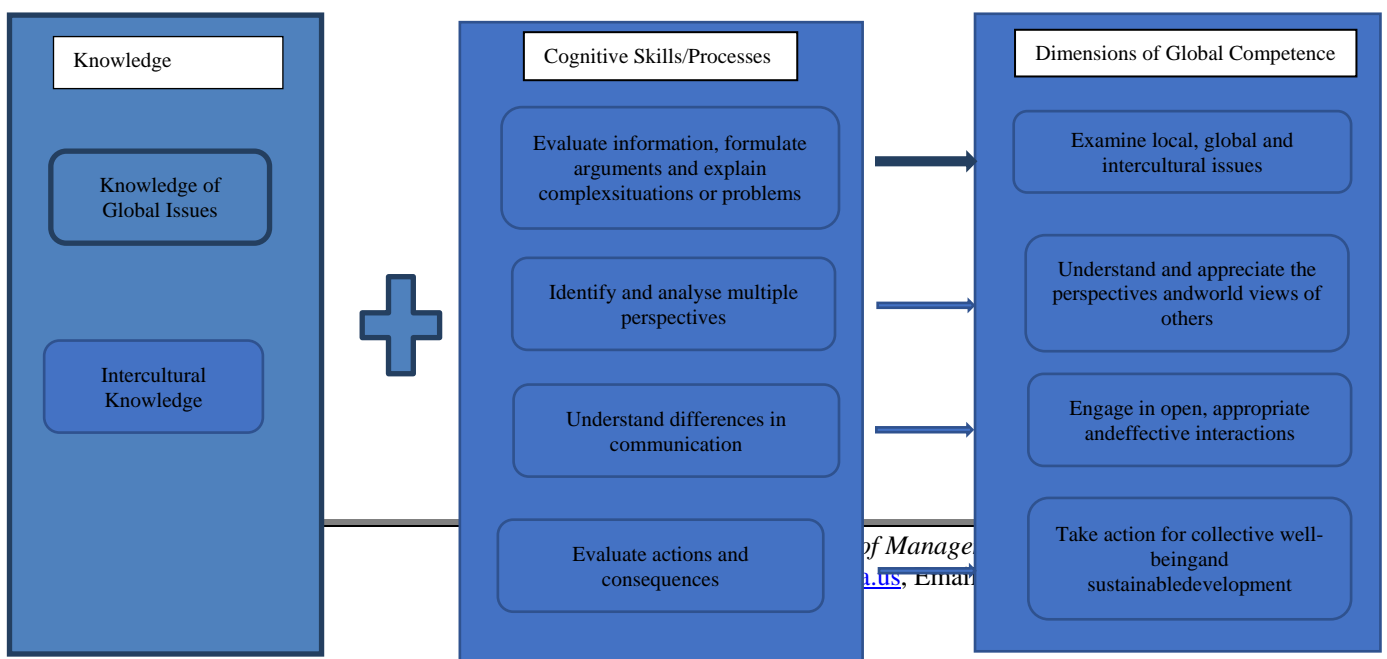
Key Findings

In terms of fostering global competencies, we found the following:

1. The most frequent strategies used to foster the six competencies of deeper learning (e.g., mastery of core academic content; critical thinking and complex problem solving; effective communication skills; collaboration skills; an understanding of the way to learn; and aneducational mindset) were project-based learning, internship opportunities, and collaborative group work;

2. There was a focus on strategies using real-life examples, various forms of technology (e.g., robots and robotic construction kits; computer-based simulations; computer games; and web-based curriculums), and providing students of all ages with the opportunity to learn in different environments and contexts to support their development of global competencies.

3. In terms of assessing global competencies, we found that the use of technology and problem simulations is a key tool to assess how students were progressing in their development of certain competencies, including using online games and collaborative learning opportunities through which to watch students' actions;

4. One older medium-quality review found that citizenship education can enhance student learning and achievement, communication skills, and academic achievement, and can result in changes in operations of movement from concrete literal thinking to abstract thinking.

5. The study noted that to make improvements schools would need to restructure the professional-preparation program to enhance understandings of cultural diversity, increase parental involvement in informing school activities, and allocate adequate resources to promoting diversity and competence.

Conclusion

To sum up, we'd like to acknowledge that the knowledge, skills and productivity of our growing young and dynamic manpower form the backbone of our economy.How schools answer to growing economic interdependence, cultural divides, new digital opportunities and involves sustainability will have a big impact on the well-being of all members of the communities they serve. All people, in both diverse and homogenous communities, are called upon to challenge cultural stereotypes, reflect on the causes of racial, religious and hate violence, and within the creation of respectful, integrated and sustainable societies. Achieving global competence through education would require significant changes within the classroom: changes concerning what students study the globe and other cultures, the opportunities they need to practice what they learn, and the way teachers support this learning by working with diverse students. Some national curricula now put emphasis on education for sustainable development and intercultural education. Many teachers also encourage students to analyse and reflect on the basis of worldwide issues, and share ideas on possible solutions. However, progress has been uneven and good practices haven't been shared sufficiently at the international level.

Education systems will thus learn from one other about the way to best adapt curricula, promote innovative teaching methods and adjust teachers' initial education and training so

on to facilitate the development of global competence. A broad range of learning activities within the classroom can actually influence students' global competence and involve teachers altogether subject areas, although to differing degrees. These may include role-playing activities that allow students to require on different perspectives, discussions on prejudice and discrimination, or project-based activities that encourage students to analyse and reflect on the root causes of global issues. The most challenging, but perhaps most urgent endeavour are going to be experiment with and evaluate new methods to further improve the measurement of the socio-emotional, attitudinal and value dimensions of global competence.

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