

Global competence

Canadian Results from the PISA 2018 Assessment

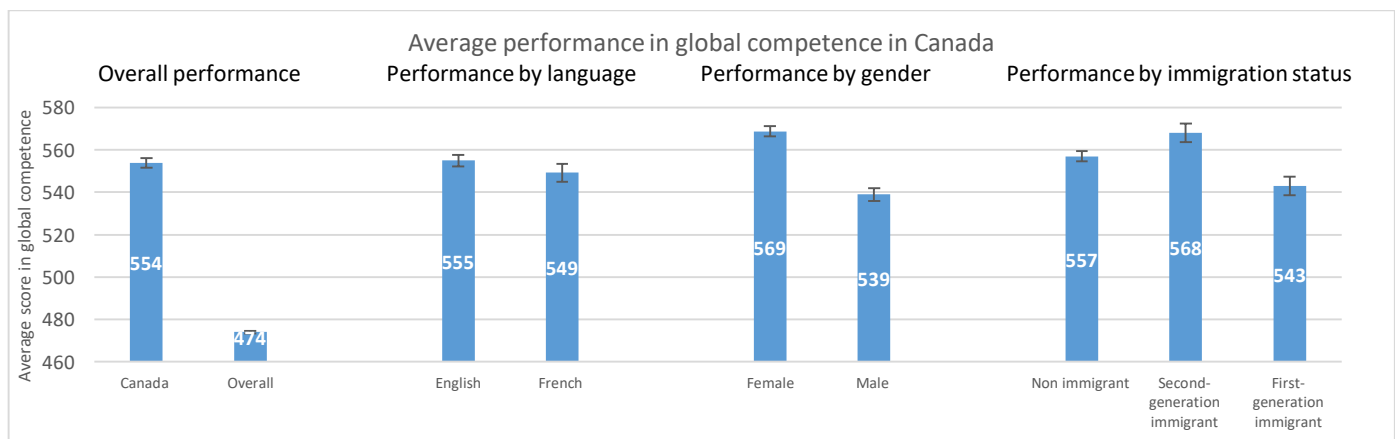
GLOBAL COMPETENCE: « THE ABILITY TO EXAMINE ISSUES OF LOCAL, GLOBAL AND CULTURAL SIGNIFICANCE; UNDERSTAND AND APPRECIATE THE PERSPECTIVES AND WORLDVIEWS OF OTHERS; ENGAGE IN OPEN, APPROPRIATE AND EFFECTIVE INTERACTIONS ACROSS CULTURES; AND TAKE ACTION FOR COLLECTIVE WELL-BEING AND SUSTAINABLE DEVELOPMENT ».

OECD (2019). PISA 2018 Assessment and Analytical Framework

BASED ON THE PISA 2018 DATA, CANADIAN 15-YEAR-OLDS POSSESS ONE OF THE HIGHEST LEVELS OF GLOBAL COMPETENCE AMONG THE 27 PARTICIPATING COUNTRIES AND ECONOMIES.

OVERALL ACHIEVEMENT IN GLOBAL COMPETENCE

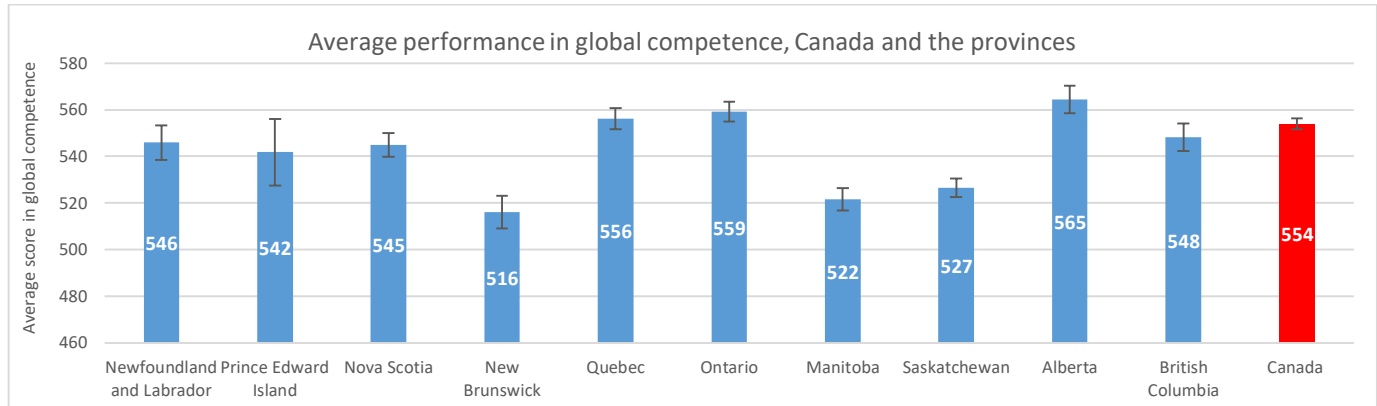
In addition to the assessment of reading, mathematics and science administered since 2000, PISA administered the first-ever assessment of global competence in 2018. The assessment was administered in 27 countries and economies and Canadian students achieved one of the highest average scores with only Singapore achieving a significantly higher average. Canada’s average score was 80 points higher than the overall average. In Canada, there was no significant difference in students’ global competence achievement based on the language in which they responded to the test but female students achieved 30 points higher on the assessment compared to male students. Results on the assessment varied significantly based on the immigration status of students with second-generation students achieving a higher average score than the other two groups (non-immigrant and first-generation students) and non-immigrant students achieving a higher average score than first-generation students.



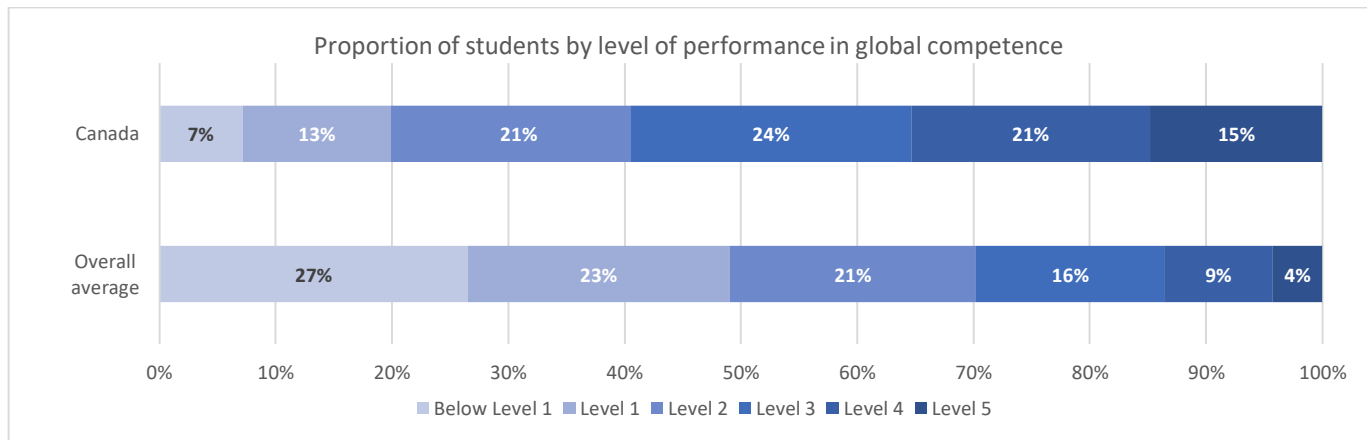
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Looking at global competence performance at the provincial level, most provinces achieved an average score comparable to the Canadian average except for New Brunswick, Manitoba, and Saskatchewan which scored lower than the Canadian average. Ontario achieved a higher average score.



In terms of levels of performance, more than a third of Canadian students reached the highest levels of performance (Levels 4 and 5) compared to 13 percent on average across all countries. Conversely, 20 percent of Canadian 15-year-olds did not reach Level 2 on the assessment compared to 50 percent across all participating countries.



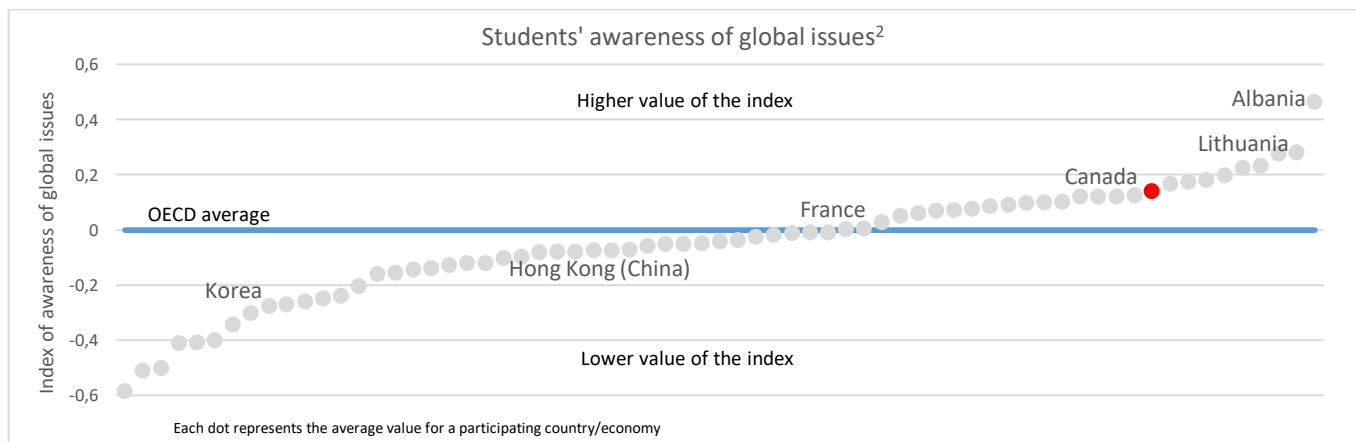
THE PISA GLOBAL COMPETENCE FRAMEWORK

The OECD PISA 2018 framework identifies four dimensions for global competence¹.



DIMENSION I: EXAMINE LOCAL, GLOBAL AND INTERCULTURAL ISSUES

The index of awareness of global issues measures the extent to which students are aware of global issues based on responses to questionnaire items. Canadian students showed higher levels of awareness of global issues than OECD students on average.



Looking at this index at the item level (following chart), Canadian students were more familiar with climate change and global warming and with equality between men and women in different parts of the world and less familiar with international conflicts and global health (e.g. epidemics).

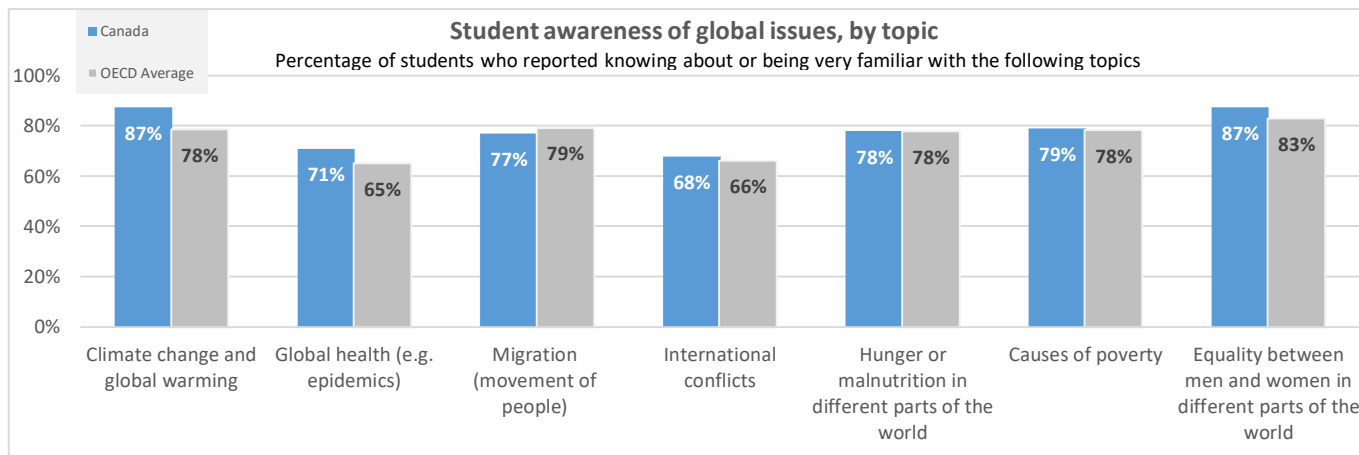
¹OECD (2019). *PISA 2018 Assessment and Analytical Framework*. PISA, Éditions OCDE, Paris, <https://doi.org/10.1787/b25efab8-en>

² Some countries are included in charts for illustrative purposes.

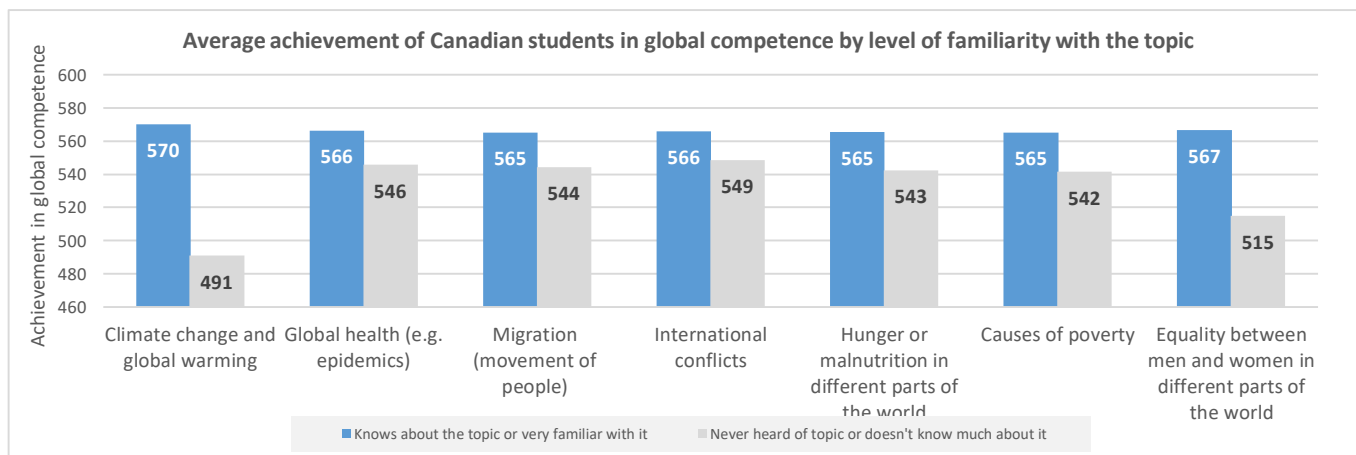
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For the most part, the level of awareness of Canadian students for each topic matched that of OECD students overall.



There were large differences in global competence achievement between Canadian students who were more familiar with climate change and global warming and with equality between men and women in different parts of the world and students who were not familiar with these topics.

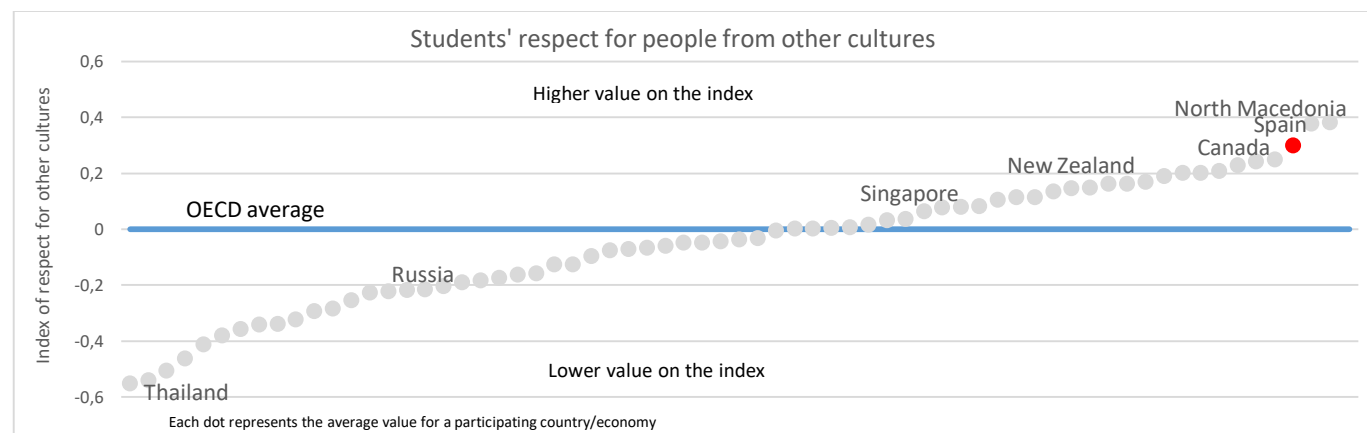
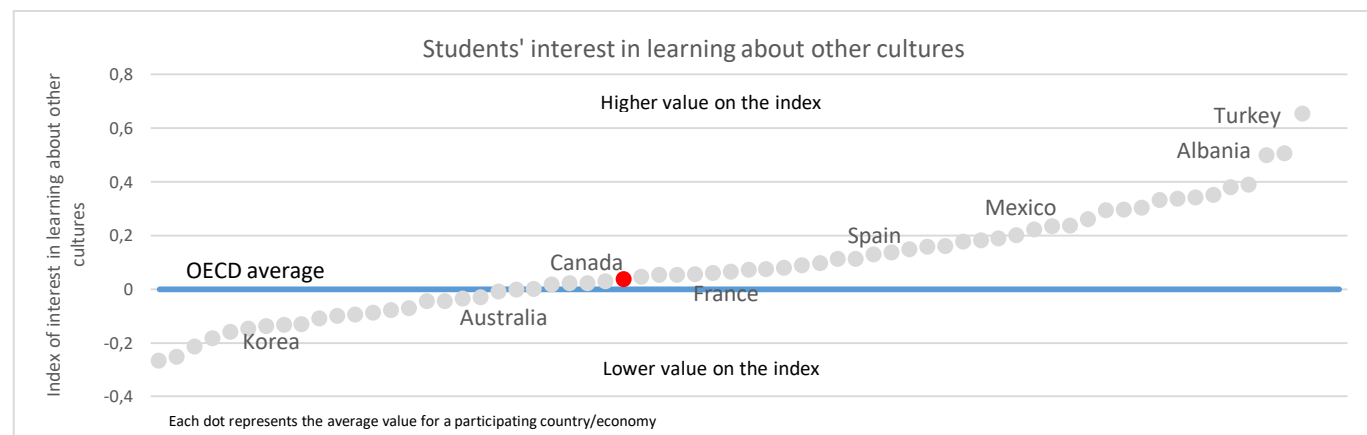
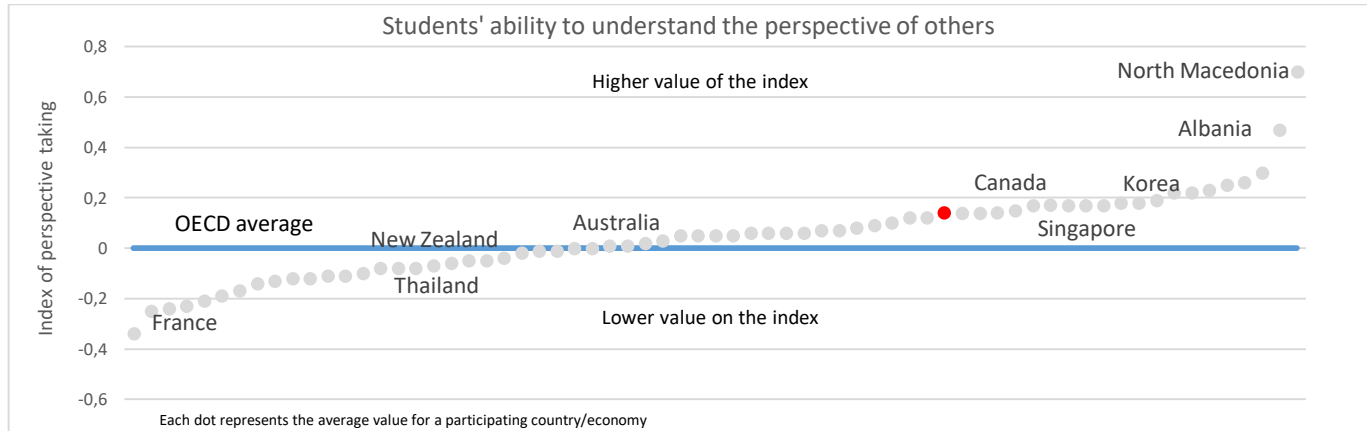


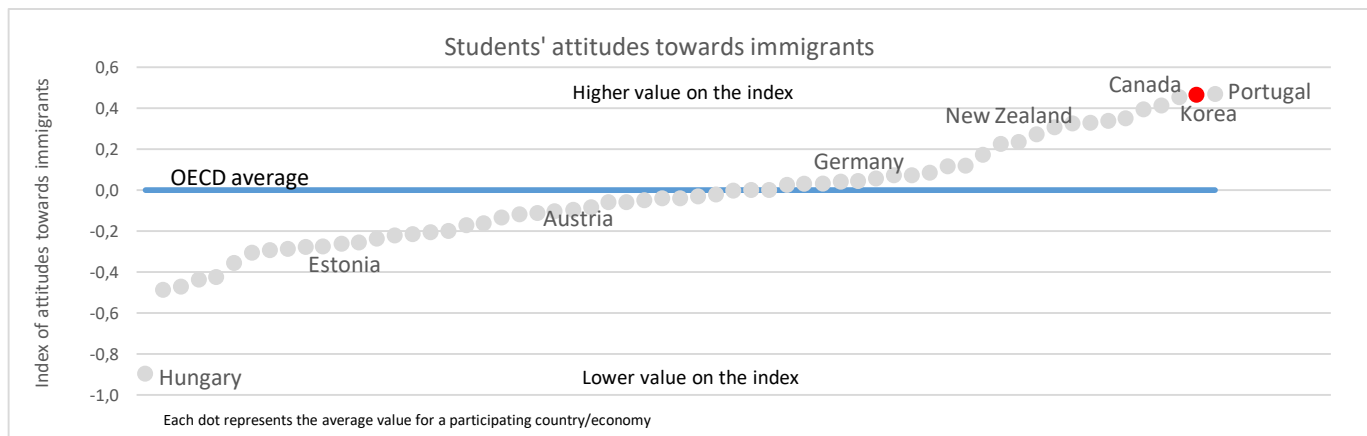
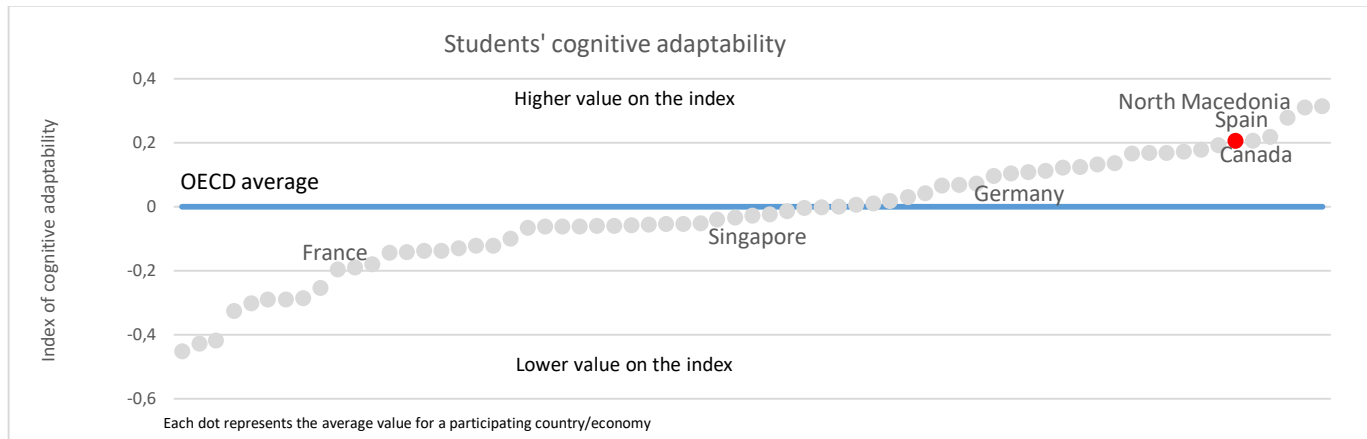
DIMENSION 2: UNDERSTAND AND APPRECIATE THE PERSPECTIVES AND WORLDVIEWS OF OTHERS

To assess this dimension, several indicators were measured: students' ability to understand the perspective of others, students' interest in learning about other cultures, students' respect for people from other cultures, students' cognitive adaptability (the ability to adapt one's thinking and behaviour to the prevailing cultural environment or to novel situations and context that might present new demands or challenges), and students' attitudes towards immigrants.

Overall, Canadian students' index values were slightly higher than the OECD average index value in understanding the perspective of others and close to the OECD average in their interest

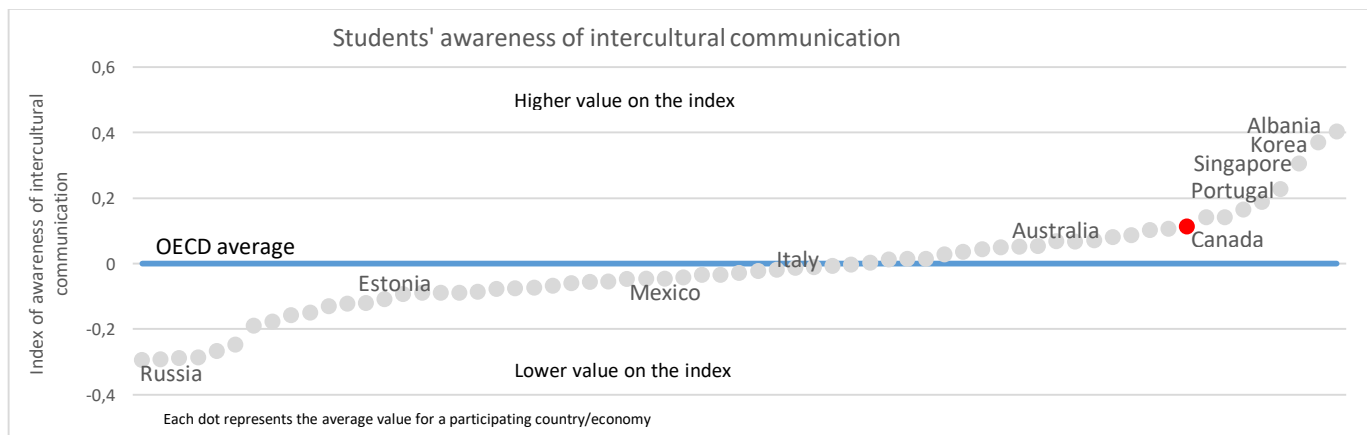
in learning about other cultures. Canadian 15-year-olds also attained among of the highest average indices in respect for people from other cultures, cognitive adaptability, and attitudes towards immigrants.





DIMENSION 3: ENGAGE IN OPEN, APPROPRIATE AND EFFECTIVE COMMUNICATION ACROSS CULTURES

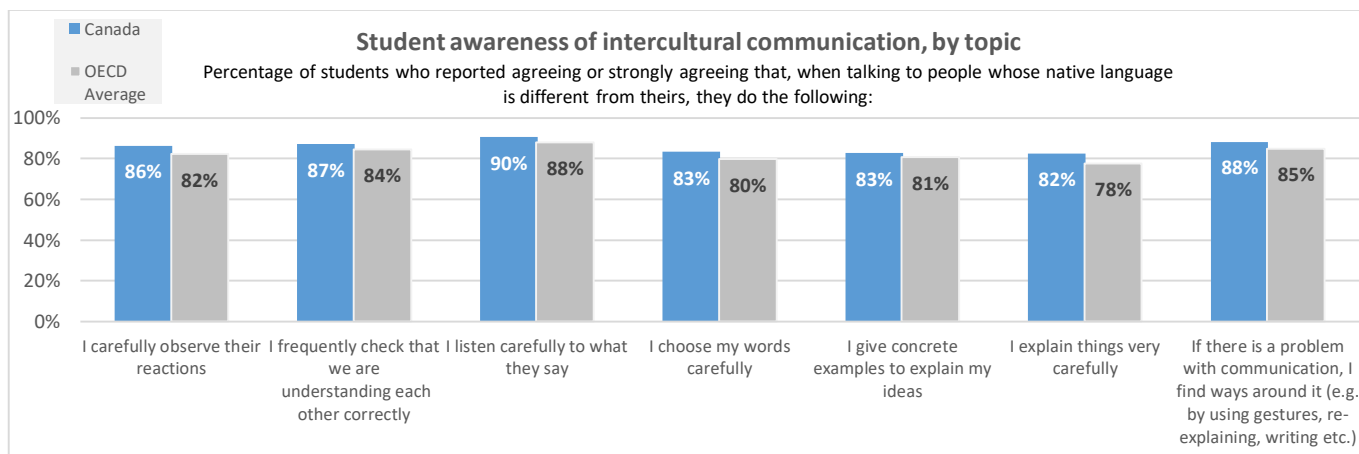
An overall index of students' awareness of intercultural communication was developed based on student responses to questionnaire items. Canadian students scored higher than the OECD average on this index.



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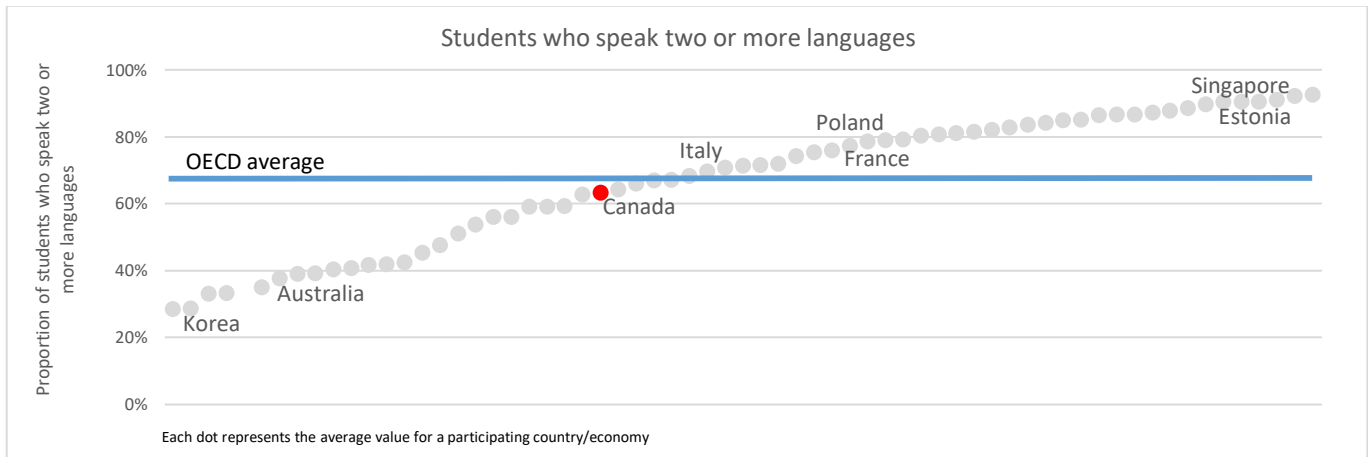
On all seven questions composing this index, a similar proportion of Canadian students, compared with the OECD average, agreed that they do perform different strategies when talking with people whose native language is different from theirs. In all cases, Canadian students who agreed that they perform these strategies achieved a higher score in global competence than those who disagreed, with the most effective strategies being listening carefully to what the other person says and finding ways around it if there is a problem with communication (e.g., by using gestures, re-explaining, writing, etc.).



Students were also asked to indicate how many languages they speak at home well enough to converse with others. Slightly more than 60 per cent of Canadian students stated that they speak two or more languages which is lower than the OECD average of 68 per cent with eight countries having 90 per cent or more of students speaking at least two languages.

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DIMENSION 4: TAKE ACTION FOR COLLECTIVE WELL-BEING AND SUSTAINABLE DEVELOPMENT

On the overall index of global mindedness (a person being a citizen of the world with commitments and obligations towards the planet and others, irrespective of their particular cultural or national background), Canadian students scored higher than the OECD average.

