Are Students Prepared For An Interconnected World?
Examining Global Competency in the 21st Century

#StudentsThriveTogether
PISA’s definition of global competence

Effectively combining knowledge and critical reasoning to establish an informed opinion.
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 behavior 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.
PISA’s definition of global competence

- Knowledge and cognitive skills directly tested
- Social skills and attitudes surveyed through self-reports
- Background data from:
  - School leaders
  - Teachers
  - Parents
Country participation

27 Full assessment
39 Student self-reports only
Performance on the global competence test

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

<table>
<thead>
<tr>
<th>Country</th>
<th>Score-point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colombia</td>
<td>457</td>
</tr>
<tr>
<td>Canada</td>
<td>554</td>
</tr>
<tr>
<td>Scotland (United Kingdom)</td>
<td>534</td>
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<tr>
<td>Spain</td>
<td>512</td>
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<tr>
<td>Israel</td>
<td>496</td>
</tr>
<tr>
<td>Singapore</td>
<td>576</td>
</tr>
<tr>
<td>Panama</td>
<td>413</td>
</tr>
<tr>
<td>Greece</td>
<td>488</td>
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<tr>
<td>Croatia</td>
<td>506</td>
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<tr>
<td>Costa Rica</td>
<td>456</td>
</tr>
<tr>
<td>Morocco</td>
<td>402</td>
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<tr>
<td>Malta</td>
<td>479</td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>486</td>
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<td>Hong Kong (China)</td>
<td>542</td>
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<tr>
<td>Chinese Taipei</td>
<td>527</td>
</tr>
<tr>
<td>Overall average</td>
<td>474</td>
</tr>
<tr>
<td>Indonesia</td>
<td>408</td>
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<tr>
<td>Serbia</td>
<td>463</td>
</tr>
<tr>
<td>Chile</td>
<td>466</td>
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<td>Latvia</td>
<td>497</td>
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<tr>
<td>Philippines</td>
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<tr>
<td>Thailand</td>
<td>423</td>
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<td>Lithuania</td>
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<td>Albania</td>
<td>427</td>
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<tr>
<td>Brunei Darussalam</td>
<td>429</td>
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<tr>
<td>Kazakhstan</td>
<td>408</td>
</tr>
<tr>
<td>Russia</td>
<td>480</td>
</tr>
<tr>
<td>Korea</td>
<td>509</td>
</tr>
</tbody>
</table>

Mean Score: 0

PISA Score points:
- Singapore: 576
- Canada: 554
- Hong Kong (China): 542
- Scotland (United Kingdom): 527
- Chinese Taipei: 527
- Korea: 509
- Spain: 512
- Singapore: 576
- Israel: 496
- Latvia: 497
- Chile: 466
- Croatia: 506
- Brunei Darussalam: 429
- Kazakhstan: 408
- Russia: 480
- Lithuania: 489
- Morocco: 402
- Thailand: 423
- Indonesia: 408
- Philippines: 371
- Overall average: 474

Score-point difference based on reading, math and science.
Students’ attitudes and dispositions predict performance in global competence

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

- Before accounting for gender, immigrant background, and students’ and schools’ socio-demographic profile
- After accounting for gender, immigrant background, and students’ and schools’ socio-demographic profile

Overall average

Fig VI.6.10
Students examining local, global and intercultural issues
Students' awareness of global issues

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)
Fig VI.2.3

Students’ awareness of public health issues such as pandemics

Percentage of students who are aware of public health issues
Girls’ and boys’ awareness of global issues

**Fig VI.2.1**

Girls have higher awareness of global issues

Boys have higher awareness of global issues
Students' awareness of global issues: differences between students in the top and bottom quarter by social background (ESCS)

Fig VI.2.1

Students in the top quarter of ESCS have higher awareness of global issues
Students' and parents' awareness of global issues

Before accounting for students' and schools' socio-demographic profile

After accounting for students' and schools' socio-demographic profile

Parents' awareness of global issues index
**Students’ and parents' awareness of global issues**

*Change in students’ awareness of global issues associated with a one-unit increase in the index of parents’ awareness of global issues*

- **Mean index change**
  - **Before accounting for students’ and schools’ socio-demographic profile**
  - **After accounting for students’ and schools’ socio-demographic profile**

<table>
<thead>
<tr>
<th>Country</th>
<th>Mean index change</th>
<th>Index of parents’ awareness of global issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>(-0.32)</td>
<td></td>
</tr>
<tr>
<td>Portugal</td>
<td>(0.19)</td>
<td></td>
</tr>
<tr>
<td>Chile</td>
<td>(-0.1)</td>
<td></td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>(-0.49)</td>
<td></td>
</tr>
<tr>
<td>Korea</td>
<td>(-0.34)</td>
<td></td>
</tr>
<tr>
<td>Mexico</td>
<td>(0.4)</td>
<td></td>
</tr>
<tr>
<td>Croatia</td>
<td>(0.25)</td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall average</td>
<td>(-0.07)</td>
<td></td>
</tr>
<tr>
<td>Malta</td>
<td>(-0.07)</td>
<td></td>
</tr>
<tr>
<td>Macao (China)</td>
<td>(-0.4)</td>
<td></td>
</tr>
<tr>
<td>Hong Kong (China)</td>
<td>(-0.43)</td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td>(0.48)</td>
<td></td>
</tr>
<tr>
<td>Ireland</td>
<td>(0.31)</td>
<td></td>
</tr>
<tr>
<td>Panama</td>
<td>(-0.25)</td>
<td></td>
</tr>
</tbody>
</table>
Understanding and appreciating the perspectives and worldviews of others
Cognitive adaptability

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

- "I can change my behaviour to meet the needs of new situations"
- "I can deal with unusual situations"
- "When encountering difficult situations with other people, I can think of a way to resolve the situation"
- "I am capable of overcoming my difficulties in interacting with people from other cultures"
- "I can adapt to different situations even when under stress or pressure"
- "I can adapt easily to a new culture"

OECD average
Students’ cognitive adaptability

Higher values in the index indicate higher cognitive adaptability
Fig VI.3.7

Girls’ and boys’ cognitive adaptability

Girls have higher cognitive adaptability

Boys have higher cognitive adaptability
Students’ understanding of the **perspectives of others**

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

- "I sometimes try to understand my friends better by imagining how things look from their perspective"
- "I believe that there are two sides to every question and try to look at them both"
- "I try to look at everybody's side of a disagreement before I make a decision"
- "Before criticising somebody, I try to imagine how I would feel if I were in their place"
- "When I'm upset at someone, I try to take the perspective of that person for a while"

Fig VI.3.1a
Girls’ and boys' understanding the perspectives of others

Fig VI.3.1

Girls have higher ability to understand the perspectives of others
Students’ interest in learning about other cultures

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

- "I want to learn how people live in different countries" - 56%
- "I am interested in how people from various cultures see the world" - 53%
- "I am interested in finding out about the traditions of other cultures" - 52%
- "I want to learn more about the religions of the world" - 43%

OECD average
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

Mean index difference

Immigrant - non-immigrant students

After accounting for students’ and schools’ socio-economic profile

Immigrant students have higher interest in learning about other cultures

Non-immigrant students have higher interest in learning about other cultures

Differences between immigrant and non-immigrant students are only presented for countries and economies where more than 5% of students have an immigrant background.
Students’ and parents’ interest in learning about other cultures

Change in students’ interest in learning about other cultures associated with a one-unit increase in the index of parents’ interest in learning about other cultures

Fig VI.3.4

Before accounting for students' and schools' socio-demographic profile

After accounting for students' and schools' socio-demographic profile

<table>
<thead>
<tr>
<th>Country</th>
<th>Index change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>(0.18)</td>
</tr>
<tr>
<td>Ireland</td>
<td>(0.07)</td>
</tr>
<tr>
<td>Portugal</td>
<td>(0.01)</td>
</tr>
<tr>
<td>Malta</td>
<td>(0.05)</td>
</tr>
<tr>
<td>Brazil</td>
<td>(-0.03)</td>
</tr>
<tr>
<td>Hong Kong (China)</td>
<td>(-0.32)</td>
</tr>
<tr>
<td>Korea</td>
<td>(0.00)</td>
</tr>
<tr>
<td>Italy</td>
<td>(-0.15)</td>
</tr>
<tr>
<td>Mexico</td>
<td>(-0.07)</td>
</tr>
<tr>
<td>Chile</td>
<td>(0.05)</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>(0.33)</td>
</tr>
<tr>
<td>Macao (China)</td>
<td>(-0.22)</td>
</tr>
<tr>
<td>Croatia</td>
<td>(0.25)</td>
</tr>
<tr>
<td>Panama</td>
<td>(0.10)</td>
</tr>
</tbody>
</table>

Mean index of parents’ interest in learning about other cultures
Students’ attitudes towards immigrants

Percentage of students who reported they agree or strongly agree with the following statements about immigrants:

- Immigrant children should have the same opportunities for education that other children in the country have
- Immigrants should have all the same rights that everyone else in the country has
- Immigrants should have the opportunity to continue their own customs and lifestyle
- Immigrants who live in a country for several years should have the opportunity to vote in elections

OECD average

Fig VI.3.10a
Fig VI.3.10

Mean index

Higher values in the index indicate more positive attitudes towards immigrants

Students’ attitudes towards immigrants
### Students’ and parents’ attitudes towards immigrants

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

<table>
<thead>
<tr>
<th>Country</th>
<th>Index of parents' attitudes towards immigrants</th>
<th>Index change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>(-0.33)</td>
<td>(-0.33)</td>
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<tr>
<td>Malta</td>
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<td>(-0.74)</td>
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<tr>
<td>Italy</td>
<td>(-0.43)</td>
<td>(-0.43)</td>
</tr>
<tr>
<td>Ireland</td>
<td>(0.08)</td>
<td>(0.08)</td>
</tr>
<tr>
<td>Brazil</td>
<td>(0.03)</td>
<td>(0.03)</td>
</tr>
<tr>
<td>Croatia</td>
<td>(0.46)</td>
<td>(0.46)</td>
</tr>
<tr>
<td>Overall average</td>
<td>(-0.19)</td>
<td>(-0.19)</td>
</tr>
<tr>
<td>Portugal</td>
<td>(0.33)</td>
<td>(0.33)</td>
</tr>
<tr>
<td>Chile</td>
<td>(0.01)</td>
<td>(0.01)</td>
</tr>
<tr>
<td>Hong Kong (China)</td>
<td>(-0.22)</td>
<td>(-0.22)</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>(-0.53)</td>
<td>(-0.53)</td>
</tr>
<tr>
<td>Macao (China)</td>
<td>(-0.11)</td>
<td>(-0.11)</td>
</tr>
<tr>
<td>Korea</td>
<td>(-0.13)</td>
<td>(-0.13)</td>
</tr>
<tr>
<td>Mexico</td>
<td>(0.27)</td>
<td>(0.27)</td>
</tr>
<tr>
<td>Panama</td>
<td>(-0.4)</td>
<td>(-0.4)</td>
</tr>
</tbody>
</table>

- **Before accounting for students' and schools' socio-demographic profile**
- **After accounting for students' and schools' socio-demographic profile**

Based on parents' reports.
Connections between students' intercultural attitudes and dispositions

Perspective taking

Interest in learning about other cultures

Cognitive adaptability

Attitudes towards immigrants

Respect for people from other cultures

OECD average

Based on students' reports

Correlation coefficient between 0.4 and 0.45

Correlation coefficient between 0.3 and 0.4

0.32

0.37

0.44

0.45

0.31

0.38

0.4

0.45

Fig VI.3.14
Ability to engage in open, appropriate and effective communication across cultures
Students' awareness of intercultural communication

Percentage of students who agreed or strongly agreed that, when talking to people whose native language is different from theirs, they do the following:

- "I listen carefully to what they say"
- "If there is a problem with communication, I find ways around it (e.g. by using gestures, re-explaining, writing etc.)"
- "I frequently check that we are understanding each other correctly"
- "I carefully observe their reactions"
- "I give concrete examples to explain my ideas"
- "I choose my words carefully"
- "I explain things very carefully"

OECD average

Fig VI.4.1a

Percentage of students who agreed or strongly agreed that, when talking to people whose native language is different from theirs, they do the following:
Higher values in the index indicate higher awareness of intercultural communication.
Girls’ and boys’ awareness of intercultural communication

Mean index difference
Girls have higher awareness of intercultural communication

Fig VI.4.1
Students who reported having contact with people from other countries

- In their circle of friends
- In their family
- At school
- In their neighbourhood

OECD average

Fig VI.4.4
Students who reported having contact with people from other countries at school

Fig VI.4.5
Contact with people from other countries relates positively to interest in learning about other cultures

Difference in the index of interest in learning about other cultures between students who reported that they have contact with people from other countries and those who reported that they do not have such contact

Fig VI.4.7

Before accounting for students' and schools' socio-demographic profile
After accounting for students' and schools' socio-demographic profile

Socio-demographic status includes gender, immigrant status and student's and school's index of economic, social and cultural status
Contact with people from other countries and student's attitudes towards immigrants

**Mean index difference**

**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**

**Fig VI.4.7**

- Before accounting for students' and schools' socio-demographic profile
- After accounting for students' and schools' socio-demographic profile

Socio-demographic status includes gender, immigrant status and student's and school's index of economic, social and cultural status
Speaking foreign languages
Students who speak two or more languages

Fig VI.4.9
Students who learn multiple foreign languages at school

Fig VI.4.10
Speaking two or more languages relates positively to respect for people from other cultures

Difference in the index of respect for people from other cultures between students who reported to speak two or more languages and those who do not

Before accounting for students' and schools' socio-demographic profile
After accounting for students' and schools' socio-demographic profile

Fig VI.4.12
Student agency regarding global issues
Students’ agency regarding global issues

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage of Students Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Looking after the global environment is important to me&quot;</td>
<td>80%</td>
</tr>
<tr>
<td>&quot;I think of myself as a citizen of the world&quot;</td>
<td>75%</td>
</tr>
<tr>
<td>&quot;When I see the poor conditions that some people in the world live under, I feel a responsibility to do something...&quot;</td>
<td>70%</td>
</tr>
<tr>
<td>&quot;It is right to boycott companies that are known to provide poor workplace conditions for their employees&quot;</td>
<td>70%</td>
</tr>
<tr>
<td>&quot;I can do something about the problems of the world&quot;</td>
<td>60%</td>
</tr>
<tr>
<td>&quot;I think my behaviour can impact people in other countries&quot;</td>
<td>55%</td>
</tr>
</tbody>
</table>

Fig VI.5.1a
Students who reported that they take the following actions:

- I reduce the energy I use at home to protect the environment (70%)
- I keep myself informed about world events via Twitter or Facebook (60%)
- I regularly read websites on international social issues (e.g. poverty, human rights) (50%)
- I choose certain products for ethical or environmental reasons, even if they are a bit more expensive (40%)
- I participate in activities in favour of environmental protection (35%)
- I participate in activities promoting equality between men and women (30%)
- I boycott products or companies for political, ethical or environmental reasons (20%)
- I sign environmental or social petitions online (15%)

Fig VI.5.4
Students and parents who take action for collective well-being and sustainable development

Association between students' capacity to take action and that of their parents

Odds ratio

<table>
<thead>
<tr>
<th>Activity</th>
<th>Odds ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>I reduce the energy I use at home to protect the environment</td>
<td>2.5</td>
</tr>
<tr>
<td>I choose certain products for ethical or environmental reasons,</td>
<td>2.0</td>
</tr>
<tr>
<td>even if they are a bit more expensive</td>
<td></td>
</tr>
<tr>
<td>I boycott products or companies for political, ethical or environmental</td>
<td>1.5</td>
</tr>
<tr>
<td>reasons</td>
<td></td>
</tr>
<tr>
<td>I participate in activities promoting equality between men and women</td>
<td>1.5</td>
</tr>
<tr>
<td>I participate in activities in favour of environmental protection</td>
<td>1.5</td>
</tr>
<tr>
<td>I sign environmental or social petitions online</td>
<td>1.0</td>
</tr>
<tr>
<td>I keep myself informed about world events via &lt;Twitter&gt; or &lt;Facebook&gt;</td>
<td>1.0</td>
</tr>
<tr>
<td>I regularly read websites on international social issues (e.g. poverty,</td>
<td>1.0</td>
</tr>
<tr>
<td>human rights)</td>
<td></td>
</tr>
</tbody>
</table>

Based on parents' reports

Overall average
How the number of actions relates to students' attitudes

Change in the number of actions taken by students associated with a one-unit increase in the following indices

<table>
<thead>
<tr>
<th>Students' attitudes towards immigrants</th>
<th>Students' cognitive flexibility/adaptability</th>
<th>Students' respect for people from other cultures</th>
<th>Students' perspective-taking</th>
<th>Students' awareness of intercultural communication</th>
<th>Student's self-efficacy regarding global issues</th>
<th>Students' awareness of global issues</th>
<th>Students' agency regarding global issues</th>
<th>Students' interest in learning about other cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean index difference

After accounting for students' and schools' socio-demographic profile

OECD average

Fig VI.5.7

Change in the number of actions associated with a one-unit increase in the following indices:

Students' attitudes towards immigrants
Students' cognitive flexibility/adaptability
Students' respect for people from other cultures
Students' perspective-taking
Students' awareness of intercultural communication
Student's self-efficacy regarding global issues
Students' awareness of global issues
Students' agency regarding global issues
Students' interest in learning about other cultures

Mean index difference

After accounting for students' and schools' socio-demographic profile

OECD average
Learning about other cultures at 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

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
<th>OECD average</th>
</tr>
</thead>
<tbody>
<tr>
<td>In our school, students learn about different cultural perspectives on historical and social events</td>
<td>90%</td>
<td>80%</td>
</tr>
<tr>
<td>In our school, students learn about the cultures (e.g. beliefs, norms, values, customs or arts) of diverse cultural groups that live in &lt;country of test&gt;</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>Our school supports activities that encourage students’ expression of diverse identities (e.g. national, religious, ethnic or social identities)</td>
<td>85%</td>
<td>80%</td>
</tr>
<tr>
<td>In our school, students learn about the histories of diverse cultural groups that live in &lt;country of test&gt;</td>
<td>85%</td>
<td>80%</td>
</tr>
<tr>
<td>In our school, students learn about the histories of diverse cultural groups that live in other countries</td>
<td>82%</td>
<td>80%</td>
</tr>
<tr>
<td>Our school adopts different approaches to educate students about cultural differences (e.g. teamwork, peer-to-peer learning, simulations, problem-based...)</td>
<td>82%</td>
<td>80%</td>
</tr>
<tr>
<td>Our school organises multicultural events (e.g. cultural diversity day)</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>In our school, students are encouraged to communicate with people from other cultures via web/Internet/social media</td>
<td>75%</td>
<td>70%</td>
</tr>
<tr>
<td>Our school offers an exchange programme with schools in other countries</td>
<td>70%</td>
<td>60%</td>
</tr>
<tr>
<td>In our school, we celebrate festivities from other cultures</td>
<td>60%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Based on principals’ reports
In our school, we celebrate festivities from other cultures

Based on principals’ reports
Our school offers an exchange programme with schools in other countries

Based on principals’ reports
Teachers’ need for professional development in teaching culturally diverse students

Percentage of teachers who reported needing professional development in teaching in a multicultural or multilingual setting, in schools attended by 15-year-olds

Based on teachers’ reports
Students’ perception of discrimination at school

Higher values in the index indicate higher perception of discrimination in schools.

“ They have misconceptions about the history of some cultural groups”;
“ They say negative things about people of some cultural groups”;
“ They blame people of some cultural groups for problems faced by [the country of test]”;
“ They have lower academic expectations for students of some cultural groups”.

<table>
<thead>
<tr>
<th>Country</th>
<th>Mean Index</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baku (Azerbaijan)</td>
<td>1.12</td>
<td>0.12</td>
</tr>
<tr>
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Perception of discrimination at school relates negatively to students’ respect for people from other cultures

Change in the index of students’ respect for people from other cultures associated with a one-unit increase in the index of discriminatory school climate

-0.35
-0.30
-0.25
-0.20
-0.15
-0.10
-0.05
0.00
0.05
0.10
0.15
0.20
0.25
0.30
0.35

Index change

Saudi Arabia
Turkey
Philippines
Thailand
Indonesia
North Macedonia
Brunei Darussalam
Greece
Chinese Taipei
Malaysia
Hungary
Viet Nam
Moldova
Hong Kong (China)
New Zealand
Ireland
Belarus
Albania
Argentina
Colombia
Slovenia
Costa Rica
Korea
Kazakhstan
Panama
Macao (China)
Viet Nam
Hong Kong (China)

OECD average
Latvia
Kosovo
Poland
Hong Kong (China)
Korea
Kazakhstan
Panama
Macao (China)

Before accounting for gender, immigrant background, and students' and schools' socio-demographic profile

After accounting for gender, immigrant background, and students' and schools' socio-demographic profile

Fig VI.8.10

Perception of discrimination at school relates negatively to students’ respect for people from other cultures

Change in the index of students’ respect for people from other cultures associated with a one-unit increase in the index of discriminatory school climate

-0.35
-0.30
-0.25
-0.20
-0.15
-0.10
-0.05
0.00
0.05
0.10
0.15
0.20
0.25
0.30
0.35

Index change

Saudi Arabia
Turkey
Philippines
Thailand
Indonesia
North Macedonia
Brunei Darussalam
Greece
Chinese Taipei
Malaysia
Hungary
Viet Nam
Moldova
Hong Kong (China)
New Zealand
Ireland
Belarus
Albania
Argentina
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Kazakhstan
Panama
Macao (China)
Viet Nam
Hong Kong (China)

OECD average
Latvia
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Korea
Kazakhstan
Panama
Macao (China)

Before accounting for gender, immigrant background, and students' and schools' socio-demographic profile

After accounting for gender, immigrant background, and students' and schools' socio-demographic profile

Fig VI.8.10
Students engaged in learning opportunities at school

- I learn about different cultures
- I learn how to solve conflicts with other people in our classrooms
- I learn how people from different cultures can have different perspectives on some issues
- I learn how to communicate with people from different backgrounds
- I participate in classroom discussions about world events as part of the regular instruction
- I learn about the interconnectedness of countries’ economies
- I analyse global issues together with my classmates in small groups during class
- I am often invited by my teachers to give my personal opinion about international news
- We read newspapers, look for news on the Internet or watch the news together during classes
- I participate in events celebrating cultural diversity throughout the school year

OECD average
Fig VI.7.2

Number of learning activities students engage in at school

- Philippines
- Dominican Republic
- Singapore
- Indonesia
- Thailand
- Albania
- Colombia
- Jordan
- Kosovo
- Panama
- Mexico
- Lebanon
- Montenegro
- Kazakhstan
- Viet Nam
- Argentina
- China
- Bulgaria
- Morocco
- Portugal
- Australia
- Uruguay
- Lithuania
- Iceland
- North Macedonia
- Turkey
- Greece
- Moldova
- Korea
- Poland
- Macao (China)
- Bosnia and Herzegovina
- Chile
- Brunei Darussalam
- Spain
- Malta
- Austria
- Italy
- Hungary
- New Zealand
- Germany
- Ireland
- Romania
- Switzerland
- Estonia
- Slovakia
- Russia
- Israel
- Latvia
- Scotland (United Kingdom)
- France
- Slovenia
- Hungary

Number of actions taken by students
The number of learning activities relates positively to students’ attitudes

Before accounting for gender, immigrant background, and students’ and schools' socio-demographic profile

After accounting for gender, immigrant background, and students' and schools' socio-demographic profile

OECD average
Some takeaways

- Large gender gaps in students’ global and intercultural skills and attitudes
  - Boys were more likely than girls to report taking part in activities where they are expected to express and discuss their views, while girls were more likely than boys to report taking part in activities related to intercultural understanding and communication.

- Teachers play a key role in promoting and integrating intercultural understanding into classroom practices
  - Most teachers reported that they are confident in their ability to teach in multicultural settings. But at the same time they report a high need for professional development in this field.
  - Few teachers reported having received training on integrating intercultural issues in the classroom or on conflict resolution, the role of education in confronting discrimination or on teaching in multicultural and multilingual settings.
  - Students who perceive discrimination by their teachers towards immigrants and people from other cultural backgrounds exhibited similar negative attitudes.
  - Students’ engagement in wider learning activities for global and intercultural issues at school is positively associated with students attitudes
  - Socio-economically disadvantaged students are engaged in the fewer number of learning activities at school than advantaged students, while the opposite is observed at the school level. This suggest that providing learning opportunities is not enough. Encouraging all students to engage in these learning activities regardless of their background will be important

- A link between students learning foreign languages and having more positive intercultural attitudes
  - Speaking two or more languages was positively associated with awareness of global issues, interest in learning about other cultures, respect for people from other cultures and positive attitudes towards immigrants.

- Students who exhibited more positive intercultural attitudes were more likely to report that they take action

- Public policy can make a real difference: The schools and education systems that are most successful in fostering global knowledge, skills and attitudes among their students are those that
  - offer a curriculum that values openness to the world,
  - provide a positive and inclusive learning environment,
  - offer opportunities to relate to people from other cultures, and
  - have teachers who are prepared for teaching global competence.
Thank you

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- PISA 2018 Results (Volume I): What Students Know and Can Do
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Email: Andreas.Schleicher@OECD.org
THANK YOU

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