



## Global competence and its implications for education

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### Abstract

In order for people to prosper in a world that is changing quickly and for societies to advance without leaving anybody behind, they must possess the Reinforcement global competency. Citizens need to develop the ability to analyze and comprehend global and intercultural issues in addition to the skills necessary to be competitive and prepared for a new world of work, given the context in which we all stand to gain greatly from increased openness and connectivity and to lose greatly from rising inequality and radicalism. This paper includes the aspect of , that today's classrooms will determine how much of that vision is realized, and it is up to educators to make sure that which are truly a social compact between people. Intentionally focusing on more than just the fundamentals of science, arithmetic, and reading. However, these objectives are only significant if they are made apparent. This has led to the inclusion of global competence in the OECD Programme for International Student Assessment (PISA), the world's benchmark for academic achievement, in its measures for educational quality, equality, and efficacy. In 2018, PISA will evaluate global competency for the first time ever. That is to say, this framework offers the intellectual foundation for it.

**Keywords:** Global connectivity, reinforcement, education, assessment

### Introduction

Being globally competent involves having several facets. Examining local, global, and multicultural concerns, comprehending and appreciating many viewpoints and worldviews, interacting politely and productively with others, and taking responsible action toward sustainability and communal well-being are all skills of those who possess global competency. Students in the twenty-first century live in a world that is varied, linked, and changing quickly. Emerging pressures in the fields of economics, digitalization, culture, demographics, and the environment are reshaping young people's lives globally and enhancing their everyday cross-cultural interactions. There are challenges as well as opportunities in this complicated climate. In addition to learning how to engage in a globalized society, today's youth also need to understand and capitalize on cultural diversity. They may instruct students in the responsible, efficient, and critical use of social media and digital information. Schools may promote intercultural awareness and tolerance by giving students opportunities to participate in activities that cultivate a respect for many ethnicities, languages, and cultural practices. Students should be encouraged by their schools to attempt to understand the most important topics that are defining our day. The only way education systems can meet the high expectations placed on them to assist students in thriving in an increasingly interconnected world is if they establish new learning objectives based on a strong framework and employ various forms of assessment to evaluate the success of their programs and instructional strategies. PISA seeks to give a thorough picture of education systems' initiatives to establish learning environments that encourage youth to comprehend the world outside of their immediate surroundings in this context. To better educate young people to become global citizens, one of the main objectives of this effort is to support evidence-based decisions on how to enhance

curriculum, instruction, assessments, and school responses to cultural diversity.

### Global competence

Global competences are neither universally understood or enumerated in a single list that serves as a standard. Numerous educational institutions, associations, and companies have created their own sets of competencies or benchmarks for what it takes to be able to perform effectively and efficiently in an international setting. According to some experts, being globally competent entails having the following working definitions: the ability to listen, observe, and evaluate; the ability to analyze, interpret, and relate; and the capacity to grasp global systems, global issues, the dynamics of how things are interrelated and interconnected in the world, and how society can best address global issues.

### Global competence and its dimensions <sup>[1]</sup>

Building on the concepts of several global education models, including intercultural education, is education for global competency and education for democratic citizenship and global citizenship (UNESCO). Though these models differ in focus and breadth (e.g., emphasizing democratic culture or cultural diversity instead of environmental sustainability or human rights), they still aim to increase students' awareness of the world and provide them with the tools they need to voice their opinions and engage in society.

PISA offers a fresh viewpoint on the definition and evaluation of global competency, which enhances the models that are already in place. Policy makers and school administrators may develop learning resources and curricula that address global competency as a complex cognitive, socio emotional, and civic learning aim with the aid of these conceptual underpinnings and assessment criteria.

The term "competence" refers to a set of abilities, attitudes, and beliefs that are effectively utilized in face-to-face, virtual or interactions with persons who are thought to come from a different cultural background and to people's experiences with global challenges.

*"Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development [2]."*

According to this concept, individuals must successfully utilize four target characteristics of global competence in their daily lives:

- The ability to investigate matters and circumstances of regional, international, and cultural importance (such as poverty, economic interdependence,
- The ability to comprehend and value diverse perspectives and world views
- The capacity to build positive relationships with people of different national, ethnic, religious, social, or cultural backgrounds or genders
- The capacity and disposition to take constructive action toward sustainable development and collective well-being. Migration, inequality, environmental risks, conflicts, cultural differences, and stereotypes.

The phrase "global competence" can be used since these four aspects are highly interrelated and overlap. For instance, when students from two different cultural backgrounds collaborate on a school project, they show that they are globally competent when they: examine how their cultures differ from one another; try to understand how each sees their role in the project and the other's perspective; resolve misunderstandings and communicate expectations and feelings in a clear and concise manner; and evaluate what they have learned from one another to strengthen social relationships in the classroom and school as a whole [3].

#### **Examination of the issues related to local, global and cultural significance.**

This dimension describes how globally competent individuals successfully combine their understanding of the outside world with crucial thinking each time they establish their own viewpoint on a worldwide subject. Individuals that reach a mature developmental stage in this area employ higher-order cognitive abilities, such as choosing and analyzing relevant data, to make decisions regarding world events. [4] Students who are globally competent are able to ask questions, analyze arguments and facts, explain phenomena, and form opinions on local, global, or cultural issues by combining and using the discipline knowledge and ways of thinking they have learned in school. Media literacy, which is the capacity to access, analyze, and critically assess media messages as well as produce new media, is another prerequisite for development in this area.

#### **Perception analysis on global competence**

This component demonstrates how internationally competent individuals are able and willing to take into account both global issues and other people's viewpoints and actions from many angles. People can recognize that their perspectives and behaviors are shaped by a variety of factors, that they are not always fully aware of these

influences, and that other people have worldviews that are very different from their own as they gain knowledge about the histories, values, communication styles, beliefs, and practices of other cultures. Examining the causes and effects of one's own and other people's assumptions is necessary when engaging with others who have various opinions and worldviews. This in turn suggests a deep regard for and curiosity in the other person's identity, reality, and feelings [5].

**Global issues:** Global issues are ones that have an impact on every person, regardless of their country or socioeconomic class. Trade, poverty, human rights, geopolitics, and the environment are a few among them. By highlighting the differences and similarities in people's lives, global challenges highlight the connections between various parts of the world. For instance, pollution in one location depletes the ozone layer in another; floods in agricultural areas destroy local economies and environments while simultaneously having an impact on global markets and causing waves of migration. Global concerns affect local communities in a variety of ways, despite their global reach. This is why global issues are also local issues.

**Intercultural issues:** Intercultural difficulties (situations) result from interactions between people from diverse cultural origins, much as global challenges occur when ecological and socioeconomic interests transcend national boundaries. Each person's thoughts, beliefs, feelings, and behaviors are understood by the other throughout this exchange. If there aren't any significant cultural differences and people are willing to learn about and accept them, this procedure should go well. However, confusion and misunderstanding can also occur in cross-cultural relationships [6]. The knowledge categories listed below should be included in a curriculum: international interactions and culture; socioeconomic development and interdependence environmental sustainability, as well as international organizations, disputes, and human rights. Different viewpoints and opinions should be highlighted while challenging ideas like "truth" and "information" in the teaching of these four areas. For instance, the instructor might point out that there are several perspectives on what development entails and signifies while discussing global economic development disparities, encouraging the students to gauge growth using various standards

**Culture and intercultural relations:** The first major area of knowledge for global competency is related to the various ways that culture and intercultural connections are expressed, including via languages, the arts, knowledge, customs, and norms. Learning about this area of study may inspire young people to recognize the significance of preserving cultural variety and distinctions, as well as assist them become more conscious of their own cultural identity and the variations and similarities between and within cultures [7]. Students begin to recognize various, complicated identities when they learn about different cultures and individual distinctions. They also refrain from classifying people based just on one or two identity markers (e.g., black, white, woman, poor). Students can learn about this topic by considering their own cultural identities as well as those of their friends, by examining prevalent preconceptions about individuals.

**Socio-economic development and interdependence:** The field of socio-economic development and interdependence pertains to the examination of development trends across various geographical areas. Around the world, with an emphasis on the connections and relationships between economies and cultures. Students can analyze the various manifestations of globalization, including international migration, transnational production, global brands, and technology, at varying degrees of complexity and in ways that are developmentally appropriate. By doing this, students may begin to understand how many processes—local, national, and international—coincide to produce national development patterns and the disparities in opportunity that exist across people.

**Environmental sustainability:** Students who want to support and advocate for sustainability must have a strong foundation in environmental problems. Instructional exercises in the students who study environmental sustainability are better able to comprehend the intricate networks and rules governing the use and demand for natural resources. In the knowledge domain of global competency, the emphasis is on formal and informal institutions that uphold fundamental human rights and promote harmonious interpersonal interactions. Students can study the origins of international organizations like the United Nations, consider the contentious nature of global governance in a world of drastically unequal power dynamics, analyze the reasons behind and potential resolutions for historical and contemporary conflicts involving nations, racial or social groups, and look at the venues and chances for youth engagement.

#### **Instructions for promoting the global competence**

A variety of student-centered pedagogies can support the growth of students' perspective-taking, flexibility, polite communication, critical thinking about global concerns, and conflict management abilities. Working on cooperative projects in groups helps enhance reasoning and teamwork abilities. It incorporates activities that are topic- or theme-based and appropriate for a range of skill levels and age groups. Participants negotiate the objectives and content, and students can design their own educational resources, which they then present and assess collectively. Effective cooperation among learners requires that they feel safe and at ease, and that the job and its objectives are clearly defined for them<sup>[8]</sup>. When engaged in cooperative work, students quickly discover that being polite, focused, truthful, and sympathetic is necessary for efficiency. Work on projects can successfully link. Students can voice their differences, biases and culturally determined beliefs through organized discussions in the classroom. In order to stimulate discussion, a teacher typically uses a thought-provoking video clip, image or text (Costa and Kallick, 2013). Students can then present supporting evidence, comment and express their differing points of view. Class discussion is, by nature, an interactive endeavour, and reflective dialogue engenders proactive listening and responding to ideas expressed by one's peers.

#### **Global competence and its assessment**

In order to evaluate global competency in all of its complexity, many methods and perspectives must be used. Contributions from evaluation of global competence a step

in the right direction, despite the obvious obstacles and constraints that still exist. The primary obstacle facing the PISA evaluation is that it must take into consideration the wide range of geographic and cultural circumstances that are represented in participating nations using a single international instrument. It is likely that students who score highly on an assessment of their reasoning on a global issue have some prior knowledge of the topic, and the kind of prior knowledge children have is shaped by their experiences within their particular social context. On the one hand, the examined population's cultural diversity necessitates that the test material cannot. The reporting of the results will reflect the differences between these two assessment components. Students' answers to the questions in the cognitive test can be objectively scored as right (or partially right) or wrong, and can thus be presented on a scale. Given that the capacity to understand global or intercultural issues and situations can be developed at school, the PISA proficiency scale is expected to yield results that can be interpreted in educational policy terms. For some of the questions measuring attitudinal or socio-emotional traits. however, defining right or wrong answers is more controversial because the development of these traits and their contribution towards global competence might be non-linear. Measurement issues are also more acute in self-reported items, so ranking students or countries on the basis of students' responses to the questionnaire risks errors of misrepresentation and misinterpretation.

#### **Conclusion**

We started our investigation by attempting to ascertain which talents are most valued by employers. Our specific inquiry was whether companies place a premium on global capabilities. But when we looked more closely at the idea of global skills, we discovered that, at their foundation, the most crucial talents in any situation are the capacity for excellent communication, reasoning and problem-solving, and collaborative work. Employers place the most importance on these qualities, as we also discovered. Understanding other cultures and countries is crucial for someone to be able to use their core competencies in every situation, at any time. In environments where one culture predominates, they might not be as significant. We also observed that a person's long-term resilience is significantly influenced by their attitude. Not only do people need to possess superior fundamental talents,

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