

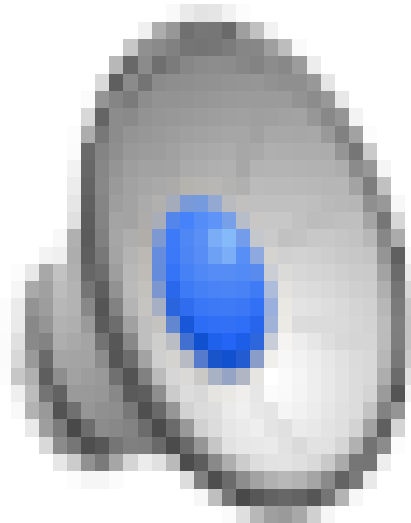


GENERATION

GLOBAL

A project of the Tony Blair Faith Foundation

From Face to Faith to Generation Global



'In a nutshell'

Global competence is the capacity to analyse global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions

with others from different backgrounds on the basis of a shared respect for human dignity.



Gabriela Ramos

OECD Chief of Staff and Sherpa to the G20

“Reinforcing global competencies is vital for individuals to thrive in a rapidly changing world and for societies to progress without leaving anyone behind. Against a context in which we all have much to gain from growing openness and connectivity, and much to lose from rising inequalities and radicalism, citizens need not only the skills to be competitive and ready for a new world of work, but more importantly they also need to develop the capacity to analyse and understand global and intercultural issues. The development of social and emotional skills, as well as values like tolerance, self-confidence and a sense of belonging, are of the utmost importance to create opportunities for all and advance a shared respect for human dignity.”

Policy questions OECD seeks to address regarding global competencies

How well are students prepared for life and employment in culturally diverse societies and in a globalised world?

How much are students exposed to global news and how do they understand and critically analyse intercultural and global issues?

What are the salient divides in the population in terms of global competence?

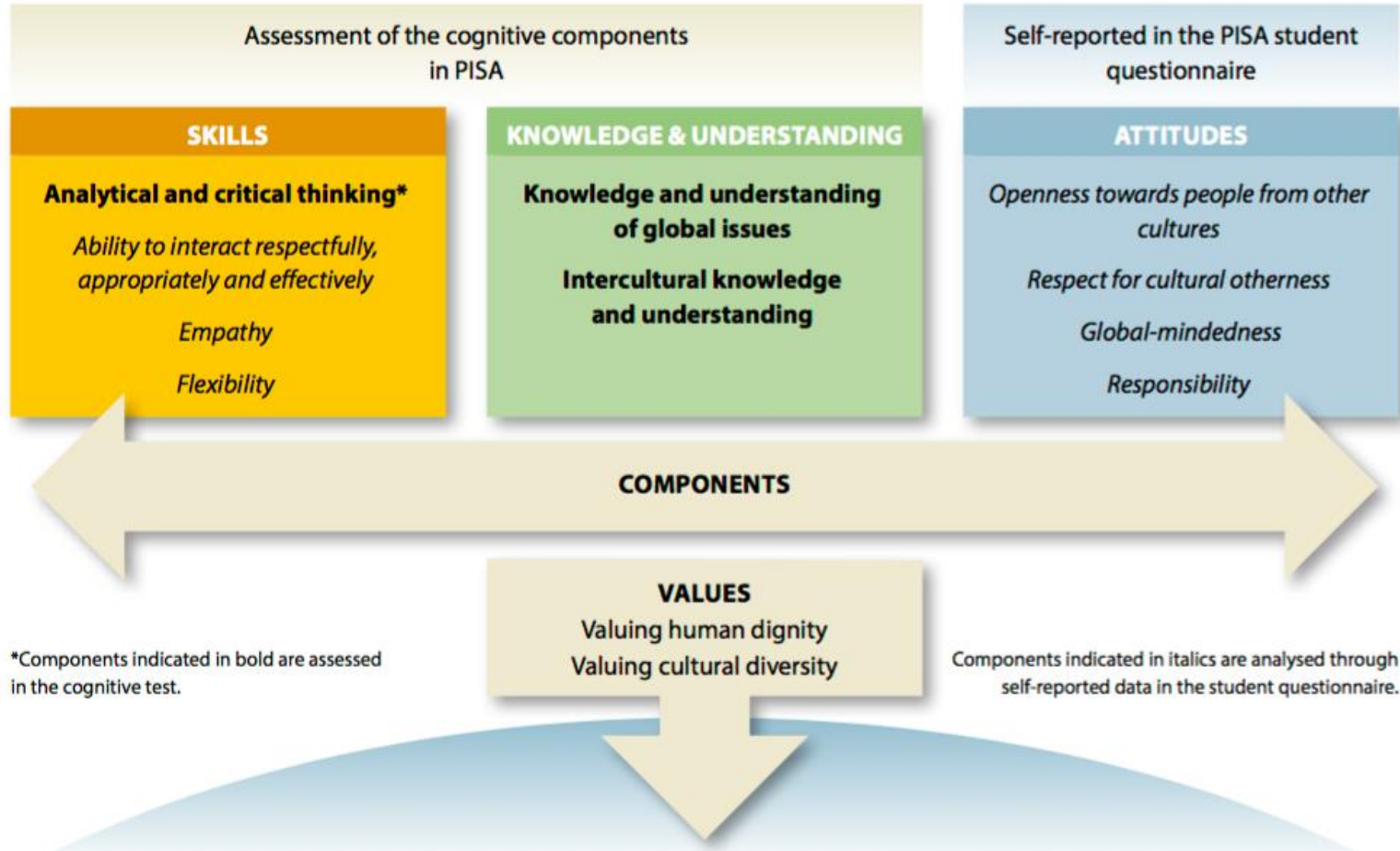
What approaches to multicultural, intercultural and global education are used at school?

What approaches are used to educate culturally diverse students and how are schools leveraging this diversity to develop students' global competence?

What approaches are used to stimulate peer-to-peer learning between students from different cultures?

How well are schools contesting cultural and gender biases and stereotypes, including their own?

PISA 2018



A note on knowledge and understanding

*Intercultural knowledge and understanding can be defined as knowledge and understanding of intercultural interactions and culture. It involves knowledge about one's own culture, other cultures, and the similarities and differences between cultures. **Knowledge about cultures without understanding adds little value.** One can know, and continue to judge and dismiss superficially (Williams-Gualandi, 2015). Acquiring intercultural understanding means recognizing that one's own perspective is shaped by multiple influences (e.g., culture, religion, gender, socio-economic status, education), as a way to develop an understanding of other people's perspectives, to distinguish between unique and common qualities, and to understand how these different perspectives might relate in an intercultural context (Doscher, 2012). To understand another's values is not necessarily to accept them. But to see through 'another cultural filter' (Fennes and Hapgood, 1997) may be an opportunity to deepen and inflect one's own values.*



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