

Annex I – Ranking of Global Competence Cognitive Performance

Rank	Countries/Economies	Average Score
1	Singapore	576
2	Canada	554
3	Hong Kong, China	542
4	United Kingdom	534
5	Chinese Taipei	527
6	Spain	512
7	Korea	509
8	Croatia	506
9	Latvia	497
10	Israel	496
11	Lithuania	489
12	Greece	488
13	Slovak Republic	486
14	Russia	480
15	Malta	479
Average score of the participating countries/economies		474
16	Chile	466
17	Serbia	463
18	Colombia	457
19	Costa Rica	456
20	Brunei Darussalam	429
21	Albania	427
22	Thailand	423
23	Panama	413
24	Indonesia	408
25	Kazakhstan	408
26	Morocco	402
27	Philippines	371



PISA 2018

Global Competence Result Release

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Definition

- examine local, global, cultural issues
- understand, appreciate perspectives/worldviews of others
- engage in open, appropriate/effective interactions across cultures
- take action for collective well-being and sustainable development

Through questionnaire (27+39 economies), cognitive (competence) tests (27 economies) to assess: students'

- Knowledge
- Skills
- Attitude





Global competence



Pisa 2018 assessment	ASSESSED IN THE COGNITIVE TEST	Beyond the scope of the PISA 2018 assessment
	ASSESSED IN THE STUDENT QUESTIONNAIRE	



Outstanding: 

- students outstanding in cognitive test (understood cognitively) among all
- global issues in curriculum
- public health awareness
- speak 2 or more languages
- migrants have better perspective taking
- migrants have better cognitive adaptability

Average: 

- global mindedness
- student attitude towards immigrants
- awareness of intercultural communication
- self efficacy on global-issues
- discrimination school climate



Requires Greater Effort in 

- interest in learning about other cultures
- respect for people from other cultures
- perspective-taking
- cognitive flexibility/adaptability
- principal view on teachers' multicultural beliefs
- teachers' view on teachers' multicultural /egalitarian belief



A Single Story

Question 1 / 4

Refer to "A Single Story" on the right. Click on a choice to answer the question.

Which of the following statements might best explain why the roommate was "shocked" by Adichie's fluent English and "disappointed" by her tape of an American pop star?

- She had hoped to learn more about African music when she found out Adichie was from Nigeria.
- She had learned in school that there are many different countries in Africa, many of which have more than one official language.
- She had formed ideas of Africa and Africans based on popular images she had been exposed to in her country.
- She had not expected the pop star to be well known in Africa because that artist sings only in English.

A SINGLE STORY

Chimamanda Ngozi Adichie is a writer who grew up in a middle-class family in the West African country of Nigeria. Both her parents worked at the University of Nigeria. Her father was a professor and her mother was a university administrator. Adichie was a university student in Nigeria before leaving to continue her education in the United States.

The following information is adapted from an online lecture given by Adichie and titled "The Danger of a Single Story." In part of the lecture, Adichie discusses her experiences with her roommate at the American university she attended.

I was 19. My American roommate was shocked by me. She asked where I had learned to speak English so well, and was confused when I said that Nigeria happened to have English as its official language. She asked if she could listen to what she called my "tribal music," and was consequently very disappointed when I produced my tape of an American pop star.

She assumed that I did not know how to use a stove.

What struck me was this: She felt sorry for me even before she saw me. . . . My roommate had a single story of Africa: a single story of catastrophe. In this single story, there was no possibility of Africans being similar to her in any way. No possibility of feelings more complex than pity. No possibility of a connection as human equals.