Global Competence

Part **I** Reading for GC Knowledge

Text A Preparing for Global Competence

✎ Warm-up

Self-Assessment of Global Competence

Directions: *Please rate yourself on a scale of 1 to 5, where 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree. Then discuss the questions that follow.*

Self-Assessment Questionnaire	Scale				
Cultural Awareness					
I am curious about and interested in learning about different cultures.	1	2	3	4	5
I actively seek opportunities to engage with people from diverse cultural backgrounds.	1	2	3	4	5
I am aware of my own cultural biases and open to challenging and expanding my cultural perspectives.	1	2	3	4	5
Communication Skills					
I feel comfortable communicating with people who speak languages other than my native language.	1	2	3	4	5
I am mindful of non-verbal communication cues (body language, gestures) in cross-cultural interactions.	1	2	3	4	5
I adapt my communication style to be more inclusive and respectful of cultural differences.	1	2	3	4	5
Openness to Diversity					
I actively seek opportunities to engage with individuals from diverse ethnic groups, religions, and social backgrounds.	1	2	3	4	5
I am comfortable working in a team with people who have different perspectives and ideas.	1	2	3	4	5

(Continued)

Self-Assessment Questionnaire	Scale				
I believe that diversity enhances the learning and working environment.	1	2	3	4	5
Global Awareness					
I am knowledgeable about global issues such as climate change, poverty, and human rights.	1	2	3	4	5
I actively seek information about current events and international affairs.	1	2	3	4	5
I feel a sense of responsibility to contribute to addressing global challenges.	1	2	3	4	5

1. Based on your self-assessment, what do you think is global competence?

2. Considering your score, would you say that you possess a strong level of global competence?

Preparing for Global Competence[1]

❶　In the 21st century, students live in an **interconnected**, diverse, and rapidly changing world. Emerging economic, digital, cultural, **demographic**, and environmental forces are shaping young people's lives around the globe and increasing their intercultural encounters on a daily basis. This complex environment presents an opportunity and a challenge. Young people today must not only learn to participate in a more interconnected world but also appreciate and benefit from cultural differences. Developing global competence is a lifelong process.

What Is Global Competence?

❷　Global competence is a **multidimensional capacity**. Globally **competent** individuals can examine local, global, and intercultural issues, understand and appreciate the perspectives and world views of others, interact successfully and respectfully with others, and take responsible action toward **sustainability** and **collective** well-being.

1　The text was adapted from "Preparing Our Youth for an Inclusive and Sustainable World: The OECD PISA Global Competence Framework". 2018. Organization for Economic Cooperation and Development (OECD, France).

❸   "Competence" here is not merely a specific skill but a combination of knowledge, skills, attitudes, and values successfully applied to face-to-face, virtual or **mediated** encounters with people who are **perceived** to be from a different cultural background, and to individuals' experiences of global issues (i.e. situations that require an individual to reflect upon and engage with global problems that have deep **implications** for current and future generations).

Why Do We Need Global Competence?

❹   Since the end of the Cold War, ethno-cultural **conflicts** have become the most common source of political violence in the world, and they show no sign of **abating**. The many episodes of **indiscriminate** violence in the name of a religious or **ethnic affiliation** challenge the belief that people with diverse cultures are able to live peacefully in close **proximity**, accept differences, find common solutions and resolve disagreements. Contemporary societies call for complex forms of belonging and **citizenship** where individuals must interact with distant regions, people, and ideas while also deepening their understanding of their local environment and the diversity within their own communities.

❺   Effective communication and appropriate behavior within diverse teams are also keys to success in many jobs and will remain so as technology continues to make it easier for people to connect across the globe. Employers increasingly seek to attract learners who easily adapt and are able to apply and **transfer** their skills and knowledge to new contexts. Work readiness in an interconnected world requires young people to understand the complex **dynamics** of globalization, be open to people from different cultural backgrounds, build trust in diverse teams, and demonstrate respect for others.

❻   Meanwhile, over the past two decades, **radical** transformations in digital technologies have shaped young people's outlook on the world, their interactions with others and their perception of themselves. Online networks, social media, and interactive technologies are giving rise to new types of learning, where young people exercise greater control over what and how they learn. At the same time, young people's digital lives can cause them to disconnect from themselves and the world, and ignore the impact that their actions may have on others. **Likewise**, access to an unlimited amount of information is often paired with insufficient media **literacy**, meaning that they are easily fooled by **partisan**, biased or fake news. In this context, cultivating global competence can help young people **capitalize** on digital spaces, better understand the world they live in, and responsibly express their voice online.

❼   Finally, developing global competence can help form new generations who

care about global issues and engage in **tackling** social, political, economic, and environmental challenges. It is **imperative** to guarantee that every young person acquires the knowledge and skills **essential** for promoting **sustainable** development. This **encompasses** education for sustainable development, the adoption of sustainable lifestyles, the **advocacy** for human rights, the pursuit of gender equality, the **propagation** of a culture of peace and nonviolence, the cultivation of global citizenship, and a **profound** appreciation for cultural diversity, recognizing its significant contribution to sustainable development.

What Does Global Competence Include?

❽　The definition of "global competence" outlines four target dimensions that people need to apply successfully in their everyday life.

❾　**Dimension 1:** The capacity to examine issues and situations of local, global, and cultural significance (e.g. poverty, economic interdependence, **migration**, inequality, environmental risks, conflicts, cultural differences, and stereotypes). People who acquire a mature level of development in this dimension use higher-order thinking skills, such as selecting and weighing appropriate evidence to reason about global developments.

❿　**Dimension 2:** The capacity to understand and appreciate different perspectives and world views. It highlights that globally competent people are willing and capable of considering global problems and other people's perspectives and behavior from **multiple** viewpoints. As individuals acquire knowledge about other cultures' histories, values, communication styles, beliefs, and practices, they acquire the means to recognize that their perspectives and behavior are shaped by multiple influences, that they are not always fully aware of these influences, and that others have views of the world that are profoundly different from their own.

⓫　**Dimension 3:** The ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds and genders. It describes what globally competent individuals are able to do when they interact with people from different cultures. They understand the cultural norms, interactive styles and degrees of formality of intercultural contexts, and they can flexibly adapt their behavior and communication to suit.

⓬　**Dimension 4:** The capacity and **disposition** to take constructive action toward sustainable development and collective well-being. It focuses on young people's role as active and responsible members of society and refers to individuals' readiness to respond to a given local, global or intercultural issue or situation. This dimension recognizes that young people have multiple **realms** of influence ranging from personal

and local to digital and global.

❸   These four dimensions are strongly interdependent and **overlapping**, justifying the use of the singular term "global competence". For example, students from two different cultural backgrounds who work together on a school project demonstrate global competence as they: get to know each other better (examine their cultural differences); try to understand how each perceives his or her role in the project and the other's perspective (understand perspectives); negotiate misunderstandings and clearly communicate expectations and feelings (interact openly, appropriately, and effectively); and take stock of what they learn from each other to improve social relationships in their classroom and school (act for collective well-being).

(1,034 words)

✏️ Glossary

interconnect	/ˌɪntəkə'nekt/	v.	相联系；相互连接
demographic	/ˌdemə'ɡræfɪk/	adj.	人口的，人口统计的
multidimensional	/ˌmʌltɪdaɪ'menʃənl/	adj.	多维的；多面的
capacity	/kə'pæsəti/	n.	能力；生产量；生产能力
competent	/'kɒmpɪtənt/	adj.	能胜任的
sustainability	/sə,steɪnə'bɪləti/	n.	耐久性，可持续性
collective	/kə'lektɪv/	adj.	集体的，共同的
mediate	/'miːdieɪt/	v.	调解
perceive	/pə'siːv/	v.	感知；认为
implication	/ˌɪmplɪ'keɪʃn/	n.	可能的影响（或作用、结果）
conflict	/'kɑːnflɪkt/	n.	冲突，争论
abate	/ə'beɪt/	v.	减弱，减轻
indiscriminate	/ˌɪndɪ'skrɪmɪnət/	adj.	任意而为的
ethnic	/'eθnɪk/	adj.	民族的，种族的
affiliation	/əˌfɪli'eɪʃn/	n.	紧密联系；官方联系
proximity	/prɒk'sɪməti/	n.	接近，靠近
citizenship	/'sɪtɪzənʃɪp/	n.	公民身份，国籍
transfer	/træns'fɜː(r)/	v.	转移
dynamics	/daɪ'næmɪks/	n.	动力学，动力
radical	/'rædɪkl/	adj.	重大的；彻底的

likewise	/ˈlaɪkwaɪz/	*adv.*	同样地
literacy	/ˈlɪtərəsi/	*n.*	读写能力
partisan	/ˌpɑːtɪˈzæn/	*adj.*	盲目拥护的
capitalize	/ˈkæpɪtəlaɪz/	*v.*	利用
tackle	/ˈtækl/	*v.*	处理，解决
imperative	/ɪmˈperətɪv/	*adj.*	命令式的，强制式的
essential	/ɪˈsenʃl/	*adj.*	基本的；重要的
sustainable	/səˈsteɪnəbl/	*adj.*	可持续的
encompass	/ɪnˈkʌmpəs/	*v.*	包含，包括
advocacy	/ˈædvəkəsi/	*n.*	拥护，提倡
propagation	/prɒpəˈgeɪʃn/	*n.*	（观点、理论等的）传播
profound	/prəˈfaʊnd/	*adj.*	深刻的；极大的
migration	/maɪˈgreɪʃn/	*n.*	移民，迁徙
multiple	/ˈmʌltɪpl/	*adj.*	多个；多重的
disposition	/ˌdɪspəˈzɪʃn/	*n.*	性情
overlap	/ˌəʊvəˈlæp/	*v.*	重叠，与……重合

Task 1

Directions: Please read the text and fill in the blanks below with a proper word.

Understanding Global Competence
What is global competence?
• Global competence is a(n) (1) _____ capacity.
• Globally competent individuals can examine local, global, and (2) _____ issues, understand and appreciate the perspectives and world views of others, interact successfully and respectfully with others, and take responsible action toward (3) _____ and collective well-being.
Why do we need global competence?
• To live harmoniously in multicultural (4) _____;
• To thrive in a changing (5) _____ market;
• To use (6) _____ platforms effectively and responsibly;
• To support the (7) _____ development goals.

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Understanding Global Competence
What does global competence include?
• **Dimension 1:** To examine issues of (8) _____, (9) _____, and (10) _____ significance;
• **Dimension 2:** Understand and appreciate the (11) _____ and (12) _____ of others;
• **Dimension 3:** (13) _____ in open, appropriate, and effective (14) _____ across cultures;
• **Dimension 4:** Take action for (15) _____ well-being and sustainable development.

Task 2

Directions: *Please read the text again and decide whether the following statements are true (T) or false (F) based on what you have learned from the text.*

_____ 1. Developing global competence is a one-time process that doesn't extend throughout an individual's life.

_____ 2. Global competence involves only specific skills that are applied in face-to-face interactions.

_____ 3. The definition of "competence" in the context of global competence includes skills in not only face-to-face but also virtual or mediated encounters.

_____ 4. Ethno-cultural conflicts have diminished since the end of the Cold War.

_____ 5. Young people's digital lives can lead them to disconnect from themselves and the world, potentially overlooking the impact of their actions on others.

_____ 6. Developing global competence is not linked to cultivating an understanding of human rights, gender equality, and global citizenship.

_____ 7. Individuals with a mature level of development demonstrate higher-order thinking skills by selecting and weighing appropriate evidence to reason about global developments.

_____ 8. Globally competent individuals, as highlighted in the text, primarily focus on their own perspectives without considering the viewpoints of others.

_____ 9. Individuals with global competence in Dimension 3 possess the ability to comprehend cultural norms, interactive styles, and levels of formality in

intercultural contexts.

_____ 10. The four dimensions of global competence are independent of each other, and their interdependence does not justify the use of the singular term "global competence".

Task 3

Directions: *Please translate the following five sentences into English using the words or phrases in the parentheses.*

1. 这个国际合作项目需要我们集体的智慧和经验，以应对全球性挑战。（collective）

2. 在跨文化交流中，不同文化的习惯和价值观是相联系的。（interconnect）

3. 学生们的国际化体验可能会对他们未来的职业生涯产生深远的影响。（implication）

4. 在国际胜任力的养成中，培养一种开放、灵活的性情对于成功的跨文化交流至关重要。（disposition）

5. 在培养国际胜任力的过程中，我们需要审视各种文化之间的差异，以更好地促进全球理解和合作。（take stock of）

Task 4

Directions: *Please discuss the following questions in groups and role-play the following situation with your solution.*

Situation

Jo and Ai are collaborating on a school project with a student from another country, Mike. The students set up a video chat on a web platform to have a brainstorm, but at the convened time for the meeting, they find Mike online. When, a few hours later, the students manage to connect on the web platform, Jo complains that not showing up at the first meeting is not a good way to start, and gets angry when she receives no explanation at all from Mike, who remains silent on the other end of the line.

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1. Which dimension of global competence does this story relate to?

2. Suppose you were the student Ai in this story, how would you solve this problem? Work out a solution with your group member and perform the entire situation.

Text B   Developing Global Competence

✏️ Warm-up

Directions: *Look at the curriculum below and talk about which course you'd like to take to enhance your global competence. Give your opinions on your choices.*

Curriculum for College Students	
Course 1: World Cultures and Geography • Overview of the concept of global competence • Exploration of the importance of intercultural skills in today's world	**Course 6: Psychology and Sociology** • Introduction to basic concepts in psychology and sociology • Exploration of topics such as cognition, emotion, motivation, and behavior
Course 2: Fundamentals of Science and Mathematics • Core principles of science and mathematics • Developing analytical thinking and problem-solving skills	**Course 7: Introduction to Computer Science** • Basic concepts in computer science and technology • Understanding the binary system, data representation, and computer architecture
Course 3: Chinese Composition and Literature • Development of writing and analytical skills • Insights into the classical and contemporary Chinese literature	**Course 8: Global Economics and Trade** • Introduction to global economic systems and international trade • Understanding the impact of economic policies on different regions
Course 4: Language Communication in a Global Context • Introduction to the role of language in cross-cultural communication • Practical exercises to enhance language skills and intercultural communication	**Course 9: Cross-Cultural Experiences (Internship/Study Abroad)** • Practical application of global competence in a real-world setting • Reflection on experiences and challenges encountered during the internship or study abroad