

# Executive Summary

Students today live in a complex, interconnected, diverse and rapidly changing world. Economic, social, cultural, digital, demographic, environmental and epidemiological forces are shaping young people's lives. This complex environment presents both opportunities and challenges. Students should not only be able to navigate this complex environment – they should benefit from it.

In its 2018 cycle of data collection among 15-year-old students, the Programme for International Student Assessment (PISA) assessed the global competences needed to live in our interconnected and changing world. Global competence is defined as a multidimensional capacity that encompasses the ability to: 1) examine issues of local, global and cultural significance; 2) understand and appreciate the perspectives and worldviews of others; 3) engage in open, appropriate and effective interactions across cultures; and 4) take action for collective well-being and sustainable development.

The PISA 2018 global competence assessment relied on two instruments: 1) a cognitive test focused on the cognitive aspects, including knowledge and cognitive skills; and 2) a set of questionnaire items collecting self-reported information from students, parents, teachers and school principals. The questionnaire covers students' attitudes, knowledge and skills, learning opportunities at school, the existence of a dedicated curriculum and information from schools, teachers and parents on activities to promote global competence.

## **GLOBAL SKILLS AND KNOWLEDGE FOR THE 21ST CENTURY: MAIN FINDINGS**

### **Examine issues of local, global and cultural significance**

- Students in Albania, Greece, Lithuania, Malta, Portugal and the United Arab Emirates reported the highest levels of awareness of global issues, which were substantially higher than the OECD average, while students in Argentina, Brunei Darussalam, Indonesia, Malaysia, Romania, Saudi Arabia and Viet Nam reported the lowest levels of awareness.
- When it comes to students' self-efficacy regarding global issues, students in Albania, the Dominican Republic, Germany, Peru and the United Arab Emirates reported the highest levels, scoring substantially higher than the OECD average. By contrast, students in Indonesia, Kosovo, Morocco, the Republic of North Macedonia (hereafter North Macedonia), Romania, Saudi Arabia, the Slovak Republic and Viet Nam scored lower than the OECD average.
- The largest proportions of correct answers on the cognitive test items focusing on examining local, global and intercultural issues were observed in Canada, Croatia, Hong Kong (China), Israel, Korea, Latvia, Scotland (United Kingdom), Singapore, the Slovak Republic, Spain and Chinese Taipei. In all of these countries and economies, the proportion of correct answers exceeded the overall average of 38%.

### **Understand and appreciate the perspectives and worldviews of others**

- Students in Albania, Bosnia and Herzegovina, Korea, Kosovo, Lebanon, North Macedonia, Romania and Turkey reported the greatest capacity for perspective taking, while those in Colombia, France, Italy, Lithuania and the Slovak Republic showed the least.
- Of the 64 countries and economies that had non-missing data on the index of students' interest in learning about other cultures, students in Albania, Bosnia and Herzegovina, Costa Rica, the Dominican Republic, Jordan, Kosovo, Montenegro, Panama, the Philippines and Turkey showed the greatest interest.
- Students in Albania, Australia, Canada, Ireland, Korea, New Zealand, Scotland (United Kingdom), Spain and Chinese Taipei reported the most positive attitudes towards immigrants, with values in the index that were significantly higher than the OECD average. The least positive attitudes, with values significantly lower than the OECD average, were observed in Bulgaria, Hungary, Latvia, Poland, Saudi Arabia, the Slovak Republic and Turkey.
- The largest proportion of correct answers on the cognitive test items related to students' ability to understand and appreciate the perspectives of others was found in Canada, Croatia, Hong Kong (China), Korea, Scotland (United Kingdom), Spain and Chinese Taipei. The smallest proportion of correct answers was observed in Albania, Brunei Darussalam, Indonesia, Kazakhstan, Morocco, Panama, the Philippines and Thailand.

**Engage in open, appropriate and effective interactions across cultures**

- The proportion of students who reported having contact with people from other countries at school ranged between 70% and 78% in Albania, Germany, Greece, Italy, New Zealand, Panama, Singapore, Switzerland, Chinese Taipei and the United Arab Emirates, while it ranged between 20% and 30% in Argentina, Brazil, Mexico, Turkey and Viet Nam.
- The largest proportion of students who speak several languages was observed in Croatia, Estonia, Hong Kong (China), Latvia, Macao (China), Malta and Singapore, where more than 90% of students reported that they speak two or more languages. The smallest proportion was observed in Australia, Brazil, Chile, Colombia, Korea, Mexico, Scotland (United Kingdom) and Viet Nam.
- Language-learning opportunities are widely available. On average across OECD countries, only 12% of students reported that they do not learn any foreign language at school, while 38% reported that they learn one foreign language and 50% reported that they learn two or more.

**Take action for collective well-being and sustainable development**

- Students in Albania, Baku (Azerbaijan), Costa Rica, Jordan, Korea, Kosovo, Malta, Portugal, Singapore, Spain, Chinese Taipei and Turkey reported the highest levels of agency regarding global issues. The lowest levels were observed in Austria, Germany, Hungary, Latvia, the Russian Federation and the Slovak Republic.
- Students who exhibited more positive intercultural attitudes were more likely to report that they take action than those who exhibited less positive attitudes. This positive association held in almost all countries/economies and for all indices. Large differences in the number of actions taken were observed between students in the top and bottom quarters of the indices of students' interest in learning about other cultures and of agency regarding global issues.
- The largest proportions of correct answers in the part of the assessment covering taking action for sustainability and collective well-being were observed in Canada, Hong Kong (China), Korea, Scotland (United Kingdom), Spain and Chinese Taipei. In all of those countries and economies, students answered more than 40% of the items correctly.

**Performance on the global competence cognitive test**

- The top-performing countries/economies were Canada, Hong Kong (China), Scotland (United Kingdom), Singapore and Chinese Taipei, with mean performance scores more than 50 points above the overall average.
- The range and variation of relative scores after accounting for performance in mathematics, science and reading were noticeably smaller than that of raw performance scores. Canada, Colombia, Greece, Israel, Panama, Scotland (United Kingdom), Singapore and Spain showed the highest relative performance in global competence, while Albania, Brunei Darussalam, Kazakhstan, Korea and the Russian Federation showed the lowest relative performance.

**Global competence learning opportunities**

- On average across OECD countries, students reported engaging in about five learning activities. Students in Albania, Baku (Azerbaijan), Colombia, the Dominican Republic, Indonesia, Jordan, Peru, the Philippines and Thailand reported engaging in more than seven activities, while students in France, Hungary, Israel, Latvia, Russia, Scotland (United Kingdom) and Slovenia reported engaging in fewer than five.

Table VI.1 <sup>[1/2]</sup> **Students' attitudes and performance on the global competence cognitive test**

		Students' awareness of global issues	Students' self-efficacy regarding global issues	Students' perspective-taking	Students' interest in learning about other cultures	Students' respect for people from other cultures
		Mean Index	Mean Index	Mean Index	Mean Index	Mean Index
OECD	<b>OECD average</b>	0.01	0.00	-0.01	0.00	0.00
	Australia	0.10	0.05	0.05	-0.03	0.19
	Austria	-0.02	0.04	0.03	-0.15	-0.04
	Canada	0.14	0.14	0.14	0.04	0.30
	Chile	-0.10	0.01	0.01	0.08	0.08
	Colombia	-0.14	0.15	-0.21	0.11	-0.34
	Estonia	-0.01	-0.11	0.07	0.02	-0.06
	France	0.05	0.07	-0.25	0.06	0.14
	Germany	0.06	0.21	0.06	-0.18	0.16
	Greece	0.28	0.11	-0.10	-0.04	-0.21
	Hungary	-0.05	-0.03	-0.17	-0.21	-0.54
	Iceland	-0.13	-0.11	0.08	-0.05	0.00
	Ireland	0.12	-0.03	0.14	-0.10	0.21
	Israel <sup>1</sup>	-0.15	0.05	-0.08	-0.09	m
	Italy	-0.03	-0.16	-0.34	-0.25	-0.41
	Korea	-0.26	0.16	0.22	-0.14	0.20
	Latvia	-0.14	-0.04	-0.19	0.02	-0.25
	Lithuania	0.28	0.08	-0.23	0.09	-0.07
	Mexico	-0.04	0.09	0.17	0.29	0.20
	New Zealand	-0.06	-0.08	0.00	0.03	0.17
	Poland	0.10	0.10	0.05	0.05	-0.13
	Portugal	0.20	0.01	0.17	0.14	0.16
	Scotland (United Kingdom)	0.09	-0.19	-0.07	-0.16	0.25
	Slovak Republic	-0.16	-0.42	-0.24	-0.27	-0.46
	Slovenia	-0.01	-0.10	0.05	-0.07	-0.03
	Spain	0.03	-0.04	0.19	0.18	0.38
	Switzerland	-0.12	0.02	-0.05	-0.10	0.08
	Turkey	0.13	0.03	0.25	0.65	0.08

1. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Source:** OECD PISA 2018 Database, Table VI.B1.6.6.


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Table VI.1 <sup>[2/2]</sup> **Students' attitudes and performance on the global competence cognitive test**

	Students' awareness of global issues	Students' self-efficacy regarding global issues	Students' perspective-taking	Students' interest in learning about other cultures	Students' respect for people from other cultures
	Mean Index	Mean Index	Mean Index	Mean Index	Mean Index
<b>Partners</b>					
Albania	0.46	0.51	0.47	0.51	0.23
Argentina	-0.41	-0.24	0.00	0.08	-0.04
Baku (Azerbaijan)	0.08	0.00	-0.01	0.20	-0.38
Belarus	-0.08	-0.17	0.09	0.11	-0.16
Bosnia and Herzegovina	-0.05	-0.22	0.23	0.34	0.06
Brazil	-0.24	-0.15	0.12	0.22	0.10
Brunei Darussalam	-0.58	-0.26	-0.13	0.24	-0.23
Bulgaria	-0.07	-0.04	-0.08	-0.01	-0.51
Costa Rica	m	m	m	m	m
Croatia	0.17	0.08	-0.11	0.00	0.00
Dominican Republic	-0.07	0.21	0.02	0.39	-0.18
Hong Kong (China)	-0.10	0.04	-0.11	-0.11	-0.30
Indonesia	-0.51	-0.62	0.06	0.05	-0.34
Jordan	0.17	-0.20	-0.02	0.35	-0.05
Kazakhstan	0.09	-0.23	0.07	0.30	-0.22
Kosovo	0.18	-0.31	0.30	0.50	0.11
Lebanon	-0.27	-0.22	0.26	m	0.03
Macao (China)	-0.28	-0.27	-0.12	0.02	-0.22
Malaysia	-0.41	-0.21	-0.14	0.18	-0.33
Malta	0.23	0.03	0.18	0.05	0.01
Moldova	-0.04	-0.08	0.14	0.26	0.04
Montenegro	0.12	-0.02	0.18	0.34	0.11
Morocco	-0.30	-0.50	-0.12	0.16	-0.29
North Macedonia	0.10	-0.39	0.70	0.13	0.38
Panama	-0.08	0.06	-0.06	0.33	-0.07
Peru	0.07	0.23	-0.04	0.24	-0.13
Philippines	-0.12	-0.22	0.12	0.38	-0.10
Romania	-0.40	-0.30	0.22	0.09	-0.08
Russia	0.12	-0.13	0.17	-0.03	-0.16
Saudi Arabia	-0.50	-0.45	0.05	0.15	-0.05
Serbia	0.07	-0.11	0.06	0.07	-0.19
Singapore	-0.01	0.15	0.17	0.19	0.13
Chinese Taipei	m	m	m	m	m
Thailand	-0.25	-0.11	-0.08	-0.13	-0.55
Ukraine	-0.08	-0.14	0.06	-0.13	-0.22
United Arab Emirates	0.22	0.23	0.14	m	0.15
Uruguay	-0.20	-0.03	-0.05	0.16	-0.01
Viet Nam	-0.34	-0.30	0.01	-0.08	-0.36

1. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

Source: OECD PISA 2018 Database, Table VI.B1.6.6.


StatLink  <https://doi.org/10.1787/888934169120>

Table VI.2 <sup>[1/2]</sup> Students' attitudes and performance on the global competence cognitive test

	Students' attitudes towards immigrants	Students' cognitive adaptability	Students' awareness of intercultural communication	Students' agency regarding global issues	Students' relative performance on the global competence test
	Mean Index	Mean Index	Mean Index	Mean Index	Mean
<b>OECD average</b>	0.02	-0.01	0.00	0.00	4.04
<b>Australia</b>	0.31	0.13	0.08	0.09	m
<b>Austria</b>	-0.11	-0.07	-0.04	-0.20	m
<b>Canada</b>	0.46	0.20	0.11	0.16	18.13
<b>Chile</b>	0.22	-0.06	0.01	-0.02	-4.36
<b>Colombia</b>	0.04	-0.14	-0.09	0.17	19.74
<b>Estonia</b>	-0.28	0.11	-0.09	-0.19	m
<b>France</b>	m	-0.14	0.14	-0.05	m
<b>Germany</b>	0.12	0.07	0.03	-0.27	m
<b>Greece</b>	-0.06	-0.29	-0.05	0.06	9.59
<b>Hungary</b>	-0.90	-0.06	-0.12	-0.25	m
<b>Iceland</b>	0.27	0.12	-0.05	-0.02	m
<b>Ireland</b>	0.33	0.11	0.05	0.00	m
<b>Israel<sup>1</sup></b>	m	-0.01	0.05	m	11.16
<b>Italy</b>	-0.22	-0.33	0.00	-0.10	m
<b>Korea</b>	0.45	-0.10	0.37	0.51	-24.91
<b>Latvia</b>	-0.44	-0.05	-0.29	-0.24	-6.37
<b>Lithuania</b>	0.04	0.00	-0.01	0.09	-9.30
<b>Mexico</b>	0.23	0.22	-0.05	0.11	m
<b>New Zealand</b>	0.32	0.09	0.05	0.08	m
<b>Poland</b>	-0.47	0.06	-0.06	-0.17	m
<b>Portugal</b>	0.47	-0.15	0.23	0.32	m
<b>Scotland (United Kingdom)</b>	0.34	-0.06	0.00	-0.05	16.20
<b>Slovak Republic</b>	-0.49	-0.26	-0.29	-0.30	1.83
<b>Slovenia</b>	-0.05	0.00	-0.19	-0.10	m
<b>Spain</b>	0.39	0.28	0.09	0.24	12.71
<b>Switzerland</b>	0.00	0.00	-0.06	-0.18	m
<b>Turkey</b>	-0.36	0.20	0.07	0.28	m

1. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

Source: OECD PISA 2018 Database, Table VI.B1.6.6.


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Table VI.2 <sup>[2/2]</sup> **Students' attitudes and performance on the global competence cognitive test**

	Students' attitudes towards immigrants	Students' cognitive adaptability	Students' awareness of intercultural communication	Students' agency regarding global issues	Students' relative performance on the global competence test
	Mean Index	Mean Index	Mean Index	Mean Index	Mean
<b>Partners</b>					
Albania	0.41	0.17	0.40	0.54	-11.64
Argentina	0.07	-0.13	-0.07	-0.05	m
Baku (Azerbaijan)	-0.11	-0.03	-0.15	0.24	m
Belarus	-0.22	0.17	-0.09	-0.10	m
Bosnia and Herzegovina	-0.10	0.31	-0.11	-0.11	m
Brazil	0.07	-0.12	-0.08	-0.04	m
Brunei Darussalam	0.00	-0.42	0.03	0.03	-13.74
Bulgaria	-0.43	-0.06	-0.16	-0.07	m
Costa Rica	m	m	m	m	m
Croatia	0.05	-0.03	-0.03	0.00	9.47
Dominican Republic	-0.21	0.01	-0.07	0.06	m
Hong Kong (China)	0.03	-0.29	0.10	0.13	0.78
Indonesia	-0.29	-0.14	-0.09	-0.02	-0.38
Jordan	-0.09	0.18	-0.04	0.24	m
Kazakhstan	-0.24	-0.04	-0.27	-0.02	-14.33
Kosovo	0.08	0.01	0.16	0.23	m
Lebanon	-0.26	-0.06	0.01	0.09	m
Macao (China)	-0.02	-0.45	-0.01	0.00	m
Malaysia	m	-0.30	-0.02	-0.01	m
Malta	-0.06	0.07	0.14	0.23	2.91
Moldova	0.00	0.19	0.07	-0.10	m
Montenegro	-0.04	0.17	-0.02	-0.03	m
Morocco	-0.17	-0.20	-0.29	-0.10	6.14
North Macedonia	0.03	0.31	m	0.16	m
Panama	-0.03	-0.06	-0.04	0.04	10.01
Peru	m	-0.06	0.01	0.12	m
Philippines	-0.14	-0.12	-0.01	0.13	-7.62
Romania	-0.20	0.16	0.04	-0.15	m
Russia	-0.29	0.10	-0.30	-0.24	-19.96
Saudi Arabia	-0.31	-0.06	-0.09	-0.02	m
Serbia	-0.28	0.03	-0.08	-0.15	-1.39
Singapore	m	-0.04	0.30	0.31	10.99
Chinese Taipei	m	m	m	m	m
Thailand	-0.16	-0.29	-0.25	0.08	-8.11
Ukraine	-0.12	0.13	-0.18	-0.16	m
United Arab Emirates	m	0.12	0.10	m	m
Uruguay	0.12	-0.06	-0.06	-0.07	m
Viet Nam	-0.26	-0.43	-0.12	-0.15	m

1. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

Source: OECD PISA 2018 Database, Table VI.B1.6.6.


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Table VI.3 <sup>[1/2]</sup> Language learning and contact with people from other countries

	Proportion of students who speak one language (including the one/those spoken at home) <sup>1</sup>	Proportion of students who speak two or more languages (including the one/those spoken at home)	Proportion of students who do not learn foreign languages at school <sup>2</sup>	Proportion of students who learn one foreign language at school	Proportion of students who learn two or more foreign languages at school	Percentage of students who reported having contact with people from other countries at school
	%	%	%	%	%	%
<b>OECD average</b>	31.8	68.2	11.7	37.9	50.5	53.1
<b>Australia</b>	62.4	37.6	63.6	28.2	8.1	65.5
<b>Austria</b>	12.2	87.8	2.2	44.4	53.4	69.1
<b>Canada</b>	36.9	63.1	32.9	51.1	16.1	69.5
<b>Chile</b>	61.0	39.0	12.7	75.1	12.2	54.6
<b>Colombia</b>	66.9	33.1	9.3	73.3	17.4	37.8
<b>Estonia</b>	9.7	90.3	0.6	3.8	95.6	45.7
<b>France</b>	22.8	77.2	2.2	11.1	86.7	52.5
<b>Germany</b>	13.7	86.3	1.7	37.2	61.1	72.2
<b>Greece</b>	15.0	85.0	2.2	67.9	29.9	72.7
<b>Hungary</b>	21.6	78.4	0.6	53.9	45.5	34.7
<b>Iceland</b>	19.4	80.6	2.7	3.9	93.4	57.3
<b>Ireland</b>	40.8	59.2	11.8	72.5	15.7	67.9
<b>Israel<sup>3</sup></b>	25.9	74.1	6.3	53.3	40.4	35.7
<b>Italy</b>	28.6	71.4	0.5	44.7	54.8	70.8
<b>Korea</b>	71.6	28.4	3.3	67.9	28.8	36.6
<b>Latvia</b>	6.9	93.1	0.5	6.1	93.5	40.0
<b>Lithuania</b>	10.4	89.6	0.2	2.1	97.7	32.6
<b>Mexico</b>	71.3	28.7	14.8	70.6	14.5	29.9
<b>New Zealand</b>	58.4	41.6	62.3	27.7	10.0	73.3
<b>Poland</b>	19.7	80.3	0.4	1.3	98.3	31.4
<b>Portugal</b>	20.8	79.2	1.7	63.0	35.3	54.7
<b>Scotland (United Kingdom)</b>	61.0	39.0	64.5	30.6	4.9	57.6
<b>Slovak Republic</b>	13.4	86.6	1.0	16.2	82.8	39.7
<b>Slovenia</b>	11.6	88.4	0.8	33.9	65.3	57.9
<b>Spain</b>	16.5	83.5	2.6	38.2	59.2	69.1
<b>Switzerland</b>	12.8	87.2	6.4	11.7	81.8	77.7
<b>Turkey</b>	46.3	53.7	6.9	32.8	60.4	28.1

1. Students were asked the following question: "How many languages, including the language(s) you speak at home, do you and your parents speak well enough to converse with others?"

2. Students reported on the number of foreign languages they learned at their school in the year they sat the PISA test (ST189).

3. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Source:** OECD PISA 2018 Database, Tables VI.B1.4.5 and VI.B1.4.11.


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Table VI.3 <sup>[2/2]</sup> Language learning and contact with people from other countries

	Proportion of students who speak one language (including the one/those spoken at home) <sup>1</sup>	Proportion of students who speak two or more languages (including the one/those spoken at home)	Proportion of students who do not learn foreign languages at school <sup>2</sup>	Proportion of students who learn one foreign language at school	Proportion of students who learn two or more foreign languages at school	Percentage of students who reported having contact with people from other countries at school
	%	%	%	%	%	%
<b>Partners</b>						
Albania	28.1	71.9	2.8	29.9	67.3	71.5
Argentina	54.8	45.2	7.6	81.8	10.6	29.8
Baku (Azerbaijan)	28.7	71.3	6.3	17.9	75.8	42.3
Belarus	21.2	78.8	1.0	67.0	32.0	36.9
Bosnia and Herzegovina	24.1	75.9	0.7	32.6	66.7	58.1
Brazil	65.1	34.9	12.8	57.8	29.5	22.0
Brunei Darussalam	13.4	86.6	29.4	23.0	47.6	56.4
Bulgaria	29.3	70.7	0.4	4.3	95.3	44.7
Costa Rica	49.0	51.0	5.3	43.5	51.3	66.1
Croatia	9.6	90.4	0.5	41.5	58.1	40.3
Dominican Republic	59.4	40.6	6.3	23.7	70.1	57.6
Hong Kong (China)	7.4	92.6	21.3	45.9	32.7	67.5
Indonesia	35.8	64.2	10.2	45.0	44.8	33.4
Jordan	52.6	47.4	18.4	65.2	16.5	44.7
Kazakhstan	19.0	81.0	2.8	37.5	59.7	49.9
Kosovo	33.2	66.8	3.4	33.2	63.4	68.1
Lebanon	m	m	10.9	20.9	68.2	53.9
Macao (China)	9.1	90.9	9.7	49.9	40.3	55.2
Malaysia	37.4	62.6	31.8	26.1	42.1	41.7
Malta	9.6	90.4	3.4	38.1	58.5	57.9
Moldova	15.1	84.9	2.1	9.2	88.8	39.4
Montenegro	18.1	81.9	0.9	32.1	67.1	59.3
Morocco	33.0	67.0	5.0	15.5	79.5	47.4
North Macedonia	m	m	1.1	27.8	71.1	38.3
Panama	57.6	42.4	9.4	51.6	38.9	73.5
Peru	59.8	40.2	14.0	60.7	25.3	34.9
Philippines	30.5	69.5	24.2	34.6	41.3	61.9
Romania	34.1	65.9	0.7	2.3	97.0	44.5
Russia	41.0	59.0	1.9	67.1	31.0	35.8
Saudi Arabia	58.3	41.7	29.5	61.3	9.1	49.1
Serbia	24.7	75.3	1.0	44.9	54.1	48.2
Singapore	7.8	92.2	5.7	78.9	15.3	73.0
Chinese Taipei	15.9	84.1	8.0	57.9	34.0	77.6
Thailand	40.9	59.1	7.7	33.5	58.7	64.8
Ukraine	18.5	81.5	1.0	49.5	49.5	38.2
United Arab Emirates	17.3	82.7	16.2	50.9	32.9	70.2
Uruguay	44.0	56.0	9.0	71.3	19.7	33.2
Viet Nam	66.8	33.2	1.0	89.5	9.5	20.3

1. Students were asked the following question: "How many languages, including the language(s) you speak at home, do you and your parents speak well enough to converse with others?"

2. Students reported on the number of foreign languages they learned at their school in the year they sat the PISA test (ST189).

3. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Source:** OECD PISA 2018 Database, Tables VI.B1.4.5 and VI.B1.4.11.


**StatLink**  <https://doi.org/10.1787/888934169158>



Table VI.4 <sup>[1/2]</sup> Language learning and students' attitudes<sup>1</sup>

OECD		Associations between the index of awareness of intercultural communication and the number of foreign languages learned by the student at school	Associations between the index of self-efficacy regarding global issues and the number of foreign languages learned by the student at school	Associations between the index of student's awareness of global issues and the number of foreign languages learned by the student at school	Associations between the index of perspective taking and the number of foreign languages learned by the student at school
		Difference between one or more languages and no languages learned <sup>2</sup>	Difference between one or more languages and no languages learned	Difference between one or more languages and no languages learned	Difference between one or more languages and no languages learned
		Dif.	Dif.	Dif.	Dif.
	<b>OECD average</b>	<b>0.19</b>	<b>0.19</b>	<b>0.18</b>	<b>0.11</b>
	Australia	0.00	<b>0.08</b>	<b>0.06</b>	0.04
	Austria	0.13	-0.05	0.07	0.01
	Canada	<b>0.09</b>	<b>0.09</b>	0.03	-0.04
	Chile	<b>0.17</b>	<b>0.20</b>	<b>0.18</b>	<b>0.17</b>
	Colombia	<b>0.19</b>	<b>0.22</b>	<b>0.16</b>	0.05
	Estonia	c	c	c	c
	France	0.17	<b>0.20</b>	0.07	0.05
	Germany	0.34	0.23	<b>0.37</b>	0.06
	Greece	<b>0.25</b>	0.21	<b>0.35</b>	<b>0.25</b>
	Hungary	c	c	c	c
	Iceland	0.25	0.10	0.16	0.00
	Ireland	<b>0.18</b>	<b>0.16</b>	0.04	<b>0.11</b>
	Israel <sup>3</sup>	<b>0.18</b>	<b>0.30</b>	<b>0.23</b>	0.05
	Italy	0.17	0.18	<b>0.45</b>	0.13
	Korea	<b>0.16</b>	<b>0.31</b>	<b>0.27</b>	<b>0.24</b>
	Latvia	c	c	c	c
	Lithuania	c	c	c	c
	Mexico	<b>0.21</b>	<b>0.14</b>	<b>0.12</b>	0.09
	New Zealand	0.04	<b>0.06</b>	0.05	<b>0.08</b>
	Poland	c	c	c	c
	Portugal	<b>0.35</b>	<b>0.41</b>	<b>0.48</b>	<b>0.28</b>
	Scotland (United Kingdom)	<b>0.10</b>	0.02	0.01	-0.01
	Slovak Republic	<b>0.41</b>	<b>0.61</b>	c	0.10
	Slovenia	0.12	0.15	0.15	<b>0.54</b>
	Spain	<b>0.28</b>	<b>0.34</b>	<b>0.32</b>	0.10
	Switzerland	0.06	-0.01	0.03	0.02
	Turkey	<b>0.37</b>	<b>0.24</b>	<b>0.25</b>	<b>0.14</b>

1. Students were asked the following question: "How many foreign languages do you learn at your school this school year?"

2. All associations are presented after accounting for students' gender and students' and schools' socio-economic profile. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

3. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Note:** Values that are statistically significant are marked in bold.

**Source:** Source: OECD PISA 2018 Database, Table VI.B1.4.13.


**StatLink**  <https://doi.org/10.1787/888934169177>

Table VI.4 <sup>[2/2]</sup> Language learning and students' attitudes<sup>1</sup>

	Associations between the index of awareness of intercultural communication and the number of foreign languages learned by the student at school	Associations between the index of self-efficacy regarding global issues and the number of foreign languages learned by the student at school	Associations between the index of student's awareness of global issues and the number of foreign languages learned by the student at school	Associations between the index of perspective taking and the number of foreign languages learned by the student at school
	Difference between one or more languages and no languages learned <sup>2</sup>	Difference between one or more languages and no languages learned	Difference between one or more languages and no languages learned	Difference between one or more languages and no languages learned
	Dif.	Dif.	Dif.	Dif.
<b>Partners</b>				
<b>Albania</b>	<b>0.38</b>	0.21	<b>0.29</b>	<b>0.35</b>
Argentina	<b>0.17</b>	<b>0.38</b>	<b>0.29</b>	0.04
Baku (Azerbaijan)	<b>0.24</b>	<b>0.28</b>	<b>0.45</b>	0.08
Belarus	<b>0.32</b>	0.20	<b>0.52</b>	0.09
Bosnia and Herzegovina	<b>0.53</b>	0.23	<b>0.94</b>	-0.21
Brazil	<b>0.15</b>	<b>0.26</b>	<b>0.30</b>	<b>0.11</b>
Brunei Darussalam	0.00	0.01	0.00	0.04
Bulgaria	c	c	c	c
Costa Rica	<b>0.30</b>	<b>0.19</b>	<b>0.24</b>	0.19
Croatia	c	c	c	c
Dominican Republic	0.10	0.09	0.17	0.12
Hong Kong (China)	0.07	<b>0.15</b>	<b>0.10</b>	<b>0.06</b>
Indonesia	0.10	0.09	<b>0.23</b>	0.01
Jordan	<b>0.31</b>	<b>0.34</b>	<b>0.49</b>	0.08
Kazakhstan	<b>0.22</b>	<b>0.25</b>	<b>0.36</b>	<b>0.19</b>
Kosovo	<b>0.31</b>	<b>0.25</b>	<b>0.54</b>	<b>0.21</b>
Lebanon	<b>0.18</b>	<b>0.10</b>	<b>0.25</b>	<b>0.15</b>
Macao (China)	<b>0.12</b>	<b>0.13</b>	<b>0.21</b>	<b>0.13</b>
Malaysia	0.02	0.03	<b>0.07</b>	-0.04
Malta	<b>0.30</b>	0.18	0.07	<b>0.33</b>
Moldova	0.14	0.13	<b>0.25</b>	0.08
Montenegro	0.18	0.24	<b>0.61</b>	-0.18
Morocco	<b>0.32</b>	0.14	<b>0.27</b>	0.04
North Macedonia	m	0.05	<b>0.68</b>	0.16
Panama	0.12	0.15	0.06	0.11
Peru	0.07	<b>0.10</b>	<b>0.14</b>	-0.03
Philippines	<b>0.09</b>	<b>0.10</b>	<b>0.21</b>	0.06
Romania	c	-0.10	<b>0.50</b>	c
Russia	<b>0.38</b>	<b>0.29</b>	<b>0.52</b>	<b>0.33</b>
Saudi Arabia	<b>0.27</b>	<b>0.18</b>	<b>0.24</b>	0.03
Serbia	<b>0.76</b>	0.21	<b>0.62</b>	0.21
Singapore	<b>0.14</b>	0.10	0.04	0.01
Chinese Taipei	<b>0.16</b>	<b>0.30</b>	<b>0.32</b>	<b>0.35</b>
Thailand	<b>0.15</b>	<b>0.14</b>	<b>0.23</b>	<b>0.19</b>
Ukraine	<b>0.33</b>	<b>0.48</b>	<b>0.70</b>	0.09
United Arab Emirates	-0.03	0.06	0.00	0.00
Uruguay	<b>0.20</b>	<b>0.20</b>	<b>0.21</b>	0.02
Viet Nam	<b>0.31</b>	0.34	0.32	0.16

1. Students were asked the following question: "How many foreign languages do you learn at your school this school year?"

2. All associations are presented after accounting for students' gender and students' and schools' socio-economic profile. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

3. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Note:** Values that are statistically significant are marked in bold.

**Source:** Source: OECD PISA 2018 Database, Table VI.B1.4.13.


**StatLink**  <https://doi.org/10.1787/888934169177>

Table VI.5 <sup>[1/2]</sup> Language learning and students' attitudes<sup>1</sup>

OECD		Associations between the index of student's interest in learning about other cultures and the number of foreign languages learned by the student at school	Associations between the index of respect for people from other cultures and the number of foreign languages learned by the student at school	Associations between the index of student's attitudes towards immigrants and the number of foreign languages learned by the student at school	Associations between the index of student's cognitive adaptability and the number of foreign languages learned by the student at school
		Difference between one or more languages and no languages learned <sup>2</sup>	Difference between one or more languages and no languages learned	Difference between one or more languages and no languages learned	Difference between one or more languages and no languages learned
		Dif.	Dif.	Dif.	Dif.
	<b>OECD average</b>	<b>0.14</b>	<b>0.21</b>	<b>0.18</b>	<b>0.08</b>
	Australia	<b>0.17</b>	0.02	<b>0.05</b>	0.04
	Austria	0.11	0.22	0.10	0.17
	Canada	<b>0.17</b>	<b>0.08</b>	<b>0.05</b>	<b>0.05</b>
	Chile	<b>0.28</b>	<b>0.32</b>	<b>0.20</b>	<b>0.20</b>
	Colombia	<b>0.10</b>	<b>0.19</b>	<b>0.12</b>	0.00
	Estonia	c	c	c	c
	France	<b>0.35</b>	<b>0.35</b>	m	-0.02
	Germany	0.12	<b>0.49</b>	0.26	-0.03
	Greece	-0.06	0.21	<b>0.20</b>	0.17
	Hungary	c	c	c	c
	Iceland	0.10	<b>0.54</b>	<b>0.29</b>	0.13
	Ireland	<b>0.16</b>	<b>0.19</b>	<b>0.16</b>	<b>0.13</b>
	Israel <sup>3</sup>	<b>0.26</b>	m	m	<b>-0.16</b>
	Italy	-0.08	0.12	0.31	-0.01
	Korea	<b>0.25</b>	<b>0.28</b>	<b>0.26</b>	<b>0.26</b>
	Latvia	c	c	c	c
	Lithuania	c	c	c	c
	Mexico	0.07	<b>0.14</b>	<b>0.10</b>	<b>0.14</b>
	New Zealand	<b>0.25</b>	<b>0.05</b>	0.04	<b>0.07</b>
	Poland	c	c	c	c
	Portugal	0.13	<b>0.39</b>	<b>0.45</b>	<b>0.29</b>
	Scotland (United Kingdom)	<b>0.12</b>	-0.03	-0.03	0.05
	Slovak Republic	0.15	0.14	0.28	0.01
	Slovenia	0.00	0.22	0.00	0.02
	Spain	0.09	<b>0.13</b>	<b>0.32</b>	0.07
	Switzerland	0.16	0.18	<b>0.35</b>	0.08
	Turkey	<b>0.20</b>	<b>0.21</b>	<b>0.08</b>	<b>0.14</b>

1. Students were asked the following question: "How many foreign languages do you learn at your school this school year?"

2. All associations are presented after accounting for students' gender and students' and schools' socio-economic profile. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

3. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Note:** Values that are statistically significant are marked in bold.

**Source:** OECD PISA 2018 Database, Table VI.B1.4.13.


**StatLink**  <https://doi.org/10.1787/888934169196>

Table VI.5 <sup>[2/2]</sup> Language learning and students' attitudes<sup>1</sup>

	Associations between the index of student's interest in learning about other cultures and the number of foreign languages learned by the student at school	Associations between the index of respect for people from other cultures and the number of foreign languages learned by the student at school	Associations between the index of student's attitudes towards immigrants and the number of foreign languages learned by the student at school	Associations between the index of student's cognitive adaptability and the number of foreign languages learned by the student at school
	Difference between one or more languages and no languages learned <sup>2</sup>	Difference between one or more languages and no languages learned	Difference between one or more languages and no languages learned	Difference between one or more languages and no languages learned
	Dif.	Dif.	Dif.	Dif.
<b>Partners</b>				
<b>Albania</b>	<b>0.29</b>	<b>0.25</b>	<b>0.30</b>	<b>0.24</b>
Argentina	0.03	<b>0.26</b>	<b>0.22</b>	-0.01
<b>Baku (Azerbaijan)</b>	<b>0.22</b>	<b>0.29</b>	<b>0.13</b>	<b>0.28</b>
Belarus	0.19	0.25	<b>0.43</b>	0.07
Bosnia and Herzegovina	0.03	0.25	<b>0.38</b>	0.00
Brazil	<b>0.17</b>	<b>0.26</b>	<b>0.21</b>	0.08
Brunei Darussalam	-0.01	0.01	<b>-0.09</b>	<b>0.06</b>
Bulgaria	c	c	c	c
Costa Rica	0.11	<b>0.18</b>	<b>0.26</b>	<b>0.15</b>
Croatia	c	c	c	c
Dominican Republic	0.22	0.25	-0.02	<b>0.48</b>
Hong Kong (China)	<b>0.07</b>	<b>0.08</b>	<b>0.06</b>	<b>0.07</b>
Indonesia	0.07	<b>0.10</b>	0.02	-0.02
Jordan	<b>0.14</b>	<b>0.19</b>	<b>0.23</b>	<b>0.13</b>
Kazakhstan	<b>0.22</b>	<b>0.19</b>	<b>0.22</b>	<b>0.19</b>
Kosovo	<b>0.27</b>	<b>0.44</b>	<b>0.24</b>	-0.04
Lebanon	m	<b>0.19</b>	0.08	<b>0.18</b>
Macao (China)	<b>0.13</b>	<b>0.15</b>	<b>0.10</b>	0.04
Malaysia	0.03	-0.03	m	0.03
Malta	<b>0.34</b>	0.18	0.12	0.18
Moldova	0.07	0.16	0.11	0.12
Montenegro	0.31	<b>0.50</b>	0.12	-0.03
Morocco	0.13	0.19	<b>0.24</b>	0.01
North Macedonia	-0.06	0.15	0.16	<b>0.45</b>
Panama	<b>0.21</b>	0.03	0.05	0.09
Peru	0.04	0.08	m	0.02
Philippines	<b>0.07</b>	<b>0.07</b>	<b>0.07</b>	<b>0.10</b>
Romania	c	c	c	-0.02
Russia	<b>0.30</b>	<b>0.67</b>	<b>0.32</b>	<b>0.44</b>
Saudi Arabia	<b>0.09</b>	<b>0.07</b>	<b>0.15</b>	0.00
Serbia	<b>0.37</b>	<b>0.71</b>	0.28	<b>0.48</b>
Singapore	0.05	-0.03	m	0.02
Chinese Taipei	<b>0.29</b>	<b>0.39</b>	<b>0.30</b>	<b>0.25</b>
Thailand	<b>0.13</b>	<b>0.29</b>	<b>0.12</b>	<b>0.14</b>
Ukraine	-0.15	0.27	<b>0.45</b>	-0.04
United Arab Emirates	m	-0.05	m	0.01
Uruguay	0.07	<b>0.15</b>	<b>0.16</b>	-0.07
Viet Nam	<b>0.27</b>	0.24	0.20	0.15

1. Students were asked the following question: "How many foreign languages do you learn at your school this school year?"

2. All associations are presented after accounting for students' gender and students' and schools' socio-economic profile. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

3. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Note:** Values that are statistically significant are marked in bold.

**Source:** OECD PISA 2018 Database, Table VI.B1.4.13.


**StatLink**  <https://doi.org/10.1787/888934169196>

Table VI.6 <sup>[1/2]</sup> Contact with people from other countries at school and students' attitudes<sup>1</sup>

		Associations between the index of awareness of intercultural communication and contact with people from other countries at school	Associations between the index of self-efficacy regarding global issues and contact with people from other countries at school	Associations between the index of students' awareness of global issues and contact with people from other countries at school	Associations between the index of perspective taking and contact with people from other countries at school
		Difference between those who have contact and those who do not <sup>2</sup>	Difference between those who have contact and those who do not	Difference between those who have contact and those who do not	Difference between those who have contact and those who do not
		Dif.	Dif.	Dif.	Dif.
OECD	<b>OECD average</b>	<b>0.08</b>	<b>0.13</b>	<b>0.13</b>	<b>0.08</b>
	Australia	<b>0.16</b>	<b>0.26</b>	<b>0.19</b>	<b>0.17</b>
	Austria	<b>0.09</b>	<b>0.15</b>	<b>0.20</b>	<b>0.08</b>
	Canada	<b>0.18</b>	<b>0.24</b>	<b>0.17</b>	<b>0.14</b>
	Chile	-0.04	<b>0.10</b>	<b>0.14</b>	0.05
	Colombia	0.02	-0.01	<b>0.06</b>	0.04
	Estonia	-0.02	0.02	0.03	<b>0.07</b>
	France	<b>0.14</b>	<b>0.17</b>	<b>0.15</b>	<b>0.11</b>
	Germany	<b>0.14</b>	<b>0.12</b>	<b>0.15</b>	<b>0.08</b>
	Greece	<b>0.12</b>	<b>0.12</b>	<b>0.17</b>	<b>0.07</b>
	Hungary	<b>0.08</b>	<b>0.12</b>	<b>0.10</b>	0.04
	Iceland	<b>0.17</b>	<b>0.20</b>	<b>0.25</b>	<b>0.15</b>
	Ireland	<b>0.12</b>	<b>0.19</b>	<b>0.19</b>	<b>0.08</b>
	Israel <sup>3</sup>	0.01	<b>0.11</b>	<b>0.17</b>	0.06
	Italy	<b>0.08</b>	0.03	0.06	<b>0.07</b>
	Korea	<b>0.08</b>	<b>0.13</b>	<b>0.10</b>	<b>0.09</b>
	Latvia	-0.04	<b>0.09</b>	<b>0.09</b>	<b>0.11</b>
	Lithuania	-0.03	<b>0.09</b>	0.01	0.03
	Mexico	-0.06	<b>0.14</b>	<b>0.16</b>	0.04
	New Zealand	<b>0.20</b>	<b>0.18</b>	<b>0.21</b>	<b>0.16</b>
	Poland	<b>-0.08</b>	0.05	0.04	0.01
	Portugal	0.04	<b>0.09</b>	<b>0.14</b>	<b>0.11</b>
	Scotland (United Kingdom)	<b>0.19</b>	<b>0.23</b>	<b>0.18</b>	0.09
	Slovak Republic	0.05	<b>0.10</b>	<b>0.11</b>	<b>0.08</b>
	Slovenia	<b>0.06</b>	<b>0.11</b>	<b>0.11</b>	<b>0.09</b>
	Spain	<b>0.12</b>	<b>0.13</b>	<b>0.14</b>	<b>0.09</b>
	Switzerland	<b>0.26</b>	<b>0.22</b>	<b>0.27</b>	<b>0.09</b>
	Turkey	-0.01	0.02	0.05	0.06

1. Students were asked the following question: "Do you have contact with people from other countries at school?"

2. All associations are presented after accounting for students' gender and students' and schools' socio-economic profile. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

3. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Note:** Values that are statistically significant are marked in bold.

**Source:** OECD PISA 2018 Database, Table VI.B1.4.8.


**StatLink**  <https://doi.org/10.1787/888934169215>

Table VI.6 <sup>[2/2]</sup> **Contact with people from other countries at school and students' attitudes<sup>1</sup>**

		Associations between the index of awareness of intercultural communication and contact with people from other countries at school	Associations between the index of self-efficacy regarding global issues and contact with people from other countries at school	Associations between the index of students' awareness of global issues and contact with people from other countries at school	Associations between the index of perspective taking and contact with people from other countries at school
		Difference between those who have contact and those who do not <sup>2</sup>	Difference between those who have contact and those who do not	Difference between those who have contact and those who do not	Difference between those who have contact and those who do not
		Dif.	Dif.	Dif.	Dif.
Partners	Albania	0.01	0.09	0.10	0.07
	Argentina	-0.01	0.07	0.08	0.14
	Baku (Azerbaijan)	0.00	0.19	0.15	-0.01
	Belarus	0.07	0.04	0.10	0.02
	Bosnia and Herzegovina	-0.01	0.05	0.04	0.09
	Brazil	-0.10	-0.03	-0.16	-0.10
	Brunei Darussalam	0.04	0.05	0.09	0.04
	Bulgaria	-0.09	0.07	0.01	0.07
	Costa Rica	0.03	0.12	0.13	0.12
	Croatia	0.05	0.06	0.11	0.02
	Dominican Republic	-0.01	0.11	0.09	0.03
	Hong Kong (China)	-0.01	0.06	0.09	0.04
	Indonesia	-0.08	0.09	0.00	0.00
	Jordan	-0.09	0.00	-0.12	0.01
	Kazakhstan	0.06	0.10	0.05	0.03
	Kosovo	-0.09	0.07	0.05	0.05
	Lebanon	-0.24	0.03	-0.03	0.00
	Macao (China)	-0.01	0.04	0.07	0.05
	Malaysia	-0.02	0.00	-0.05	-0.01
	Malta	0.10	0.19	0.15	0.08
	Moldova	0.02	0.08	0.10	0.10
	Montenegro	0.04	0.07	0.01	0.05
	Morocco	-0.04	0.10	0.03	-0.07
	North Macedonia	m	0.09	0.04	0.00
	Panama	0.22	0.12	0.15	0.12
	Peru	-0.03	0.06	0.09	0.05
	Philippines	-0.10	-0.04	-0.13	-0.06
	Romania	-0.04	0.06	0.04	0.01
	Russia	0.02	0.12	0.06	-0.02
	Saudi Arabia	-0.01	0.14	0.04	0.11
	Serbia	-0.01	0.07	0.05	0.06
	Singapore	0.13	0.17	0.19	0.13
Chinese Taipei	0.14	0.15	0.11	0.21	
Thailand	0.05	0.10	0.09	0.05	
Ukraine	0.03	0.02	0.01	-0.03	
United Arab Emirates	0.06	0.14	0.15	0.13	
Uruguay	0.05	0.09	0.17	0.10	
Viet Nam	0.03	0.09	0.06	0.00	

1. Students were asked the following question: "Do you have contact with people from other countries at school?"

2. All associations are presented after accounting for students' gender and students' and schools' socio-economic profile. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

3. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Note:** Values that are statistically significant are marked in bold.

**Source:** OECD PISA 2018 Database, Table VI.B1.4.8.


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Table VI.7 <sup>[1/2]</sup> **Contact with people from other countries at school and students' attitudes<sup>1</sup>**

		Associations between the index of students' interest in learning about other cultures and contact with people from other countries at school	Associations between the index of respect for people from other cultures and contact with people from other countries at school	Associations between the index of students' attitudes towards immigrants and contact with people from other countries at school	Associations between the index of students' cognitive adaptability and contact with people from other countries at school
		Difference between those who have contact and those who do not <sup>2</sup>	Difference between those who have contact and those who do not	Difference between those who have contact and those who do not	Difference between those who have contact and those who do not
		Dif.	Dif.	Dif.	Dif.
OECD	<b>OECD average</b>	<b>0.17</b>	<b>0.12</b>	<b>0.07</b>	<b>0.15</b>
	Australia	<b>0.28</b>	<b>0.21</b>	<b>0.15</b>	<b>0.21</b>
	Austria	<b>0.18</b>	<b>0.28</b>	<b>0.16</b>	<b>0.14</b>
	Canada	<b>0.27</b>	<b>0.17</b>	<b>0.16</b>	<b>0.18</b>
	Chile	<b>0.13</b>	0.01	-0.06	<b>0.17</b>
	Colombia	0.03	0.00	-0.03	<b>0.10</b>
	Estonia	<b>0.08</b>	0.04	0.02	<b>0.08</b>
	France	<b>0.19</b>	<b>0.20</b>	m	<b>0.17</b>
	Germany	<b>0.29</b>	<b>0.24</b>	<b>0.20</b>	<b>0.12</b>
	Greece	<b>0.14</b>	<b>0.20</b>	<b>0.12</b>	<b>0.18</b>
	Hungary	<b>0.16</b>	<b>0.14</b>	<b>0.06</b>	<b>0.13</b>
	Iceland	<b>0.33</b>	<b>0.25</b>	<b>0.14</b>	<b>0.23</b>
	Ireland	<b>0.24</b>	<b>0.19</b>	<b>0.18</b>	<b>0.16</b>
	Israel <sup>3</sup>	<b>0.13</b>	m	m	<b>0.12</b>
	Italy	<b>0.10</b>	<b>0.15</b>	<b>0.07</b>	<b>0.11</b>
	Korea	<b>0.18</b>	0.05	0.04	<b>0.22</b>
	Latvia	<b>0.15</b>	-0.03	0.00	<b>0.13</b>
	Lithuania	0.06	<b>-0.07</b>	<b>-0.08</b>	0.03
	Mexico	<b>0.12</b>	-0.04	<b>-0.12</b>	<b>0.10</b>
	New Zealand	<b>0.26</b>	<b>0.22</b>	<b>0.13</b>	<b>0.22</b>
	Poland	<b>0.06</b>	-0.04	0.03	<b>0.09</b>
	Portugal	<b>0.13</b>	<b>0.10</b>	0.03	<b>0.20</b>
	Scotland (United Kingdom)	<b>0.26</b>	<b>0.18</b>	<b>0.12</b>	<b>0.18</b>
	Slovak Republic	<b>0.19</b>	<b>0.09</b>	0.03	<b>0.16</b>
	Slovenia	<b>0.19</b>	<b>0.15</b>	<b>0.09</b>	<b>0.17</b>
	Spain	<b>0.18</b>	<b>0.14</b>	<b>0.08</b>	<b>0.14</b>
	Switzerland	<b>0.23</b>	<b>0.34</b>	<b>0.22</b>	<b>0.18</b>
	Turkey	0.02	0.00	0.06	<b>0.13</b>

1. Students were asked the following question: "Do you have contact with people from other countries at school?"

2. All associations are presented after accounting for students' gender and students' and schools' socio-economic profile. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

3. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Note:** Values that are statistically significant are marked in bold.

**Source:** OECD PISA 2018 Database, Table VI.B1.4.8.


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Table VI.7 <sup>[2/2]</sup> **Contact with people from other countries at school and students' attitudes<sup>1</sup>**

	Associations between the index of students' interest in learning about other cultures and contact with people from other countries at school	Associations between the index of respect for people from other cultures and contact with people from other countries at school	Associations between the index of students' attitudes towards immigrants and contact with people from other countries at school	Associations between the index of students' cognitive adaptability and contact with people from other countries at school
	Difference between those who have contact and those who do not <sup>2</sup>	Difference between those who have contact and those who do not	Difference between those who have contact and those who do not	Difference between those who have contact and those who do not
	Dif.	Dif.	Dif.	Dif.
<b>Partners</b>				
Albania	<b>0.10</b>	0.03	0.01	<b>0.15</b>
Argentina	<b>0.15</b>	0.03	-0.04	<b>0.20</b>
Baku (Azerbaijan)	0.04	0.05	-0.02	<b>0.10</b>
Belarus	<b>0.23</b>	<b>0.08</b>	<b>0.08</b>	<b>0.15</b>
Bosnia and Herzegovina	<b>0.10</b>	<b>0.08</b>	0.02	<b>0.12</b>
Brazil	0.05	<b>-0.23</b>	<b>-0.16</b>	<b>0.15</b>
Brunei Darussalam	<b>0.06</b>	0.03	0.01	<b>0.13</b>
Bulgaria	<b>0.19</b>	<b>0.13</b>	-0.03	<b>0.16</b>
Costa Rica	<b>0.09</b>	<b>0.05</b>	0.04	<b>0.15</b>
Croatia	<b>0.12</b>	-0.01	<b>0.05</b>	<b>0.13</b>
Dominican Republic	-0.01	-0.01	-0.05	<b>0.12</b>
Hong Kong (China)	<b>0.08</b>	<b>0.07</b>	0.00	<b>0.07</b>
Indonesia	<b>0.10</b>	<b>-0.10</b>	-0.04	<b>0.10</b>
Jordan	<b>0.07</b>	<b>0.05</b>	-0.03	<b>0.09</b>
Kazakhstan	<b>0.11</b>	<b>0.09</b>	0.01	<b>0.12</b>
Kosovo	<b>0.13</b>	0.01	<b>-0.09</b>	<b>0.14</b>
Lebanon	m	-0.04	-0.03	<b>0.12</b>
Macao (China)	<b>0.07</b>	0.01	0.04	<b>0.15</b>
Malaysia	0.02	-0.01	m	<b>0.12</b>
Malta	<b>0.20</b>	<b>0.17</b>	<b>0.08</b>	<b>0.20</b>
Moldova	<b>0.15</b>	<b>0.06</b>	0.00	<b>0.16</b>
Montenegro	<b>0.14</b>	0.00	0.04	<b>0.15</b>
Morocco	0.01	<b>-0.09</b>	<b>-0.11</b>	0.04
North Macedonia	<b>0.13</b>	0.01	<b>-0.07</b>	<b>0.12</b>
Panama	<b>0.13</b>	<b>0.16</b>	0.10	<b>0.12</b>
Peru	<b>0.08</b>	0.04	m	<b>0.11</b>
Philippines	-0.01	<b>-0.07</b>	<b>-0.14</b>	<b>0.04</b>
Romania	<b>0.16</b>	0.02	0.00	<b>0.11</b>
Russia	<b>0.17</b>	<b>0.08</b>	0.05	<b>0.14</b>
Saudi Arabia	<b>0.15</b>	<b>0.07</b>	<b>0.06</b>	<b>0.19</b>
Serbia	<b>0.12</b>	0.01	0.00	<b>0.14</b>
Singapore	<b>0.13</b>	<b>0.19</b>	m	<b>0.21</b>
Chinese Taipei	<b>0.21</b>	<b>0.21</b>	<b>0.08</b>	<b>0.25</b>
Thailand	<b>0.11</b>	<b>0.12</b>	0.04	<b>0.13</b>
Ukraine	<b>0.07</b>	<b>-0.08</b>	-0.02	<b>0.08</b>
United Arab Emirates	m	<b>0.12</b>	m	<b>0.14</b>
Uruguay	<b>0.14</b>	<b>0.09</b>	0.01	<b>0.16</b>
Viet Nam	<b>0.08</b>	0.01	0.04	<b>0.16</b>

1. Students were asked the following question: "Do you have contact with people from other countries at school?"

2. All associations are presented after accounting for students' gender and students' and schools' socio-economic profile. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

3. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Note:** Values that are statistically significant are marked in bold.

**Source:** OECD PISA 2018 Database, Table VI.B1.4.8.


**StatLink**  <https://doi.org/10.1787/888934169234>



Table VI.8 <sup>[1/2]</sup> **Global competence learning activities and students' attitudes<sup>1</sup>**

	Number of learning activities	Change in the index of self-efficacy regarding global issues associated with an increase of one activity in the number of learning activities <sup>1</sup>	Change in the index of awareness of global issues associated with an increase of one activity in the number of learning activities	Change in the index of perspective taking associated with an increase of one activity in the number of learning activities	Change in the index of interest in learning about other cultures associated with an increase of one activity in the number of learning activities
		Mean	Dif.	Dif.	Dif.
<b>OECD</b>	<b>OECD average</b>	5.5	<b>0.06</b>	<b>0.06</b>	<b>0.04</b>
	Australia	5.9	<b>0.07</b>	<b>0.08</b>	<b>0.05</b>
	Austria	5.5	<b>0.06</b>	<b>0.06</b>	<b>0.03</b>
	Canada	6.0	<b>0.06</b>	<b>0.08</b>	<b>0.05</b>
	Chile	5.7	<b>0.06</b>	<b>0.08</b>	<b>0.04</b>
	Colombia	7.3	<b>0.08</b>	<b>0.08</b>	<b>0.02</b>
	Estonia	5.0	<b>0.05</b>	<b>0.05</b>	<b>0.05</b>
	France	4.8	<b>0.06</b>	<b>0.06</b>	<b>0.04</b>
	Germany	5.4	<b>0.05</b>	<b>0.08</b>	<b>0.05</b>
	Greece	5.7	<b>0.05</b>	<b>0.06</b>	<b>0.04</b>
	Hungary	3.9	<b>0.06</b>	<b>0.05</b>	<b>0.03</b>
	Iceland	5.8	<b>0.05</b>	<b>0.06</b>	<b>0.05</b>
	Ireland	5.3	<b>0.06</b>	<b>0.07</b>	<b>0.04</b>
	Israel <sup>2</sup>	5.0	<b>0.06</b>	<b>0.08</b>	<b>0.03</b>
	Italy	5.6	<b>0.07</b>	<b>0.07</b>	<b>0.04</b>
	Korea	5.7	<b>0.04</b>	<b>0.05</b>	<b>0.04</b>
	Latvia	4.9	<b>0.06</b>	<b>0.06</b>	<b>0.05</b>
	Lithuania	5.8	<b>0.06</b>	<b>0.07</b>	<b>0.04</b>
	Mexico	6.6	<b>0.06</b>	<b>0.07</b>	<b>0.03</b>
	New Zealand	5.3	<b>0.07</b>	<b>0.08</b>	<b>0.05</b>
	Poland	5.7	<b>0.03</b>	<b>0.04</b>	<b>0.04</b>
	Portugal	5.9	<b>0.05</b>	<b>0.07</b>	<b>0.03</b>
	Scotland (United Kingdom)	4.9	<b>0.07</b>	<b>0.08</b>	<b>0.05</b>
	Slovak Republic	5.0	<b>0.05</b>	<b>0.06</b>	<b>0.03</b>
	Slovenia	4.0	<b>0.04</b>	<b>0.03</b>	<b>0.02</b>
	Spain	5.6	<b>0.05</b>	<b>0.05</b>	<b>0.04</b>
	Switzerland	5.2	<b>0.04</b>	<b>0.06</b>	<b>0.04</b>
	Turkey	5.8	<b>0.04</b>	<b>0.05</b>	<b>0.06</b>

1. All associations are presented after accounting for students' gender and students' and schools' socio-economic profile. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

2. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Note:** Values that are statistically significant are marked in bold.

**Source:** OECD PISA 2018 Database, Table VI.B1.7.11.


StatLink  <https://doi.org/10.1787/888934169253>

Table VI.8 <sup>[2/2]</sup> **Global competence learning activities and students' attitudes<sup>1</sup>**

		Number of learning activities	Change in the index of self-efficacy regarding global issues associated with an increase of one activity in the number of learning activities <sup>1</sup>	Change in the index of awareness of global issues associated with an increase of one activity in the number of learning activities	Change in the index of perspective taking associated with an increase of one activity in the number of learning activities	Change in the index of interest in learning about other cultures associated with an increase of one activity in the number of learning activities
		Mean	Dif.	Dif.	Dif.	Dif.
Partners	Albania	7.4	0.09	0.10	0.08	0.09
	Argentina	6.3	0.08	0.09	0.07	0.09
	Baku (Azerbaijan)	7.3	0.08	0.09	0.05	0.07
	Belarus	5.4	0.04	0.06	0.05	0.09
	Bosnia and Herzegovina	5.7	0.05	0.05	0.03	0.06
	Brazil	6.2	0.06	0.06	0.03	0.06
	Brunei Darussalam	5.6	0.05	0.06	0.03	0.06
	Bulgaria	6.0	0.05	0.05	0.03	0.07
	Costa Rica	6.2	0.06	0.08	0.06	0.08
	Croatia	5.4	0.04	0.06	0.01	0.05
	Dominican Republic	7.9	0.07	0.07	0.05	0.05
	Hong Kong (China)	6.7	0.06	0.06	0.04	0.06
	Indonesia	7.6	0.06	0.08	0.04	0.06
	Jordan	7.1	0.08	0.08	0.04	0.06
	Kazakhstan	6.3	0.07	0.08	0.04	0.07
	Kosovo	6.9	0.06	0.05	0.04	0.06
	Lebanon	6.4	0.04	0.06	0.06	m
	Macao (China)	5.7	0.05	0.06	0.05	0.06
	Malaysia	6.1	0.08	0.08	0.06	0.07
	Malta	5.6	0.07	0.07	0.03	0.08
	Moldova	5.7	0.07	0.08	0.05	0.09
	Montenegro	6.3	0.05	0.04	0.03	0.07
	Morocco	5.9	0.07	0.06	0.03	0.03
	North Macedonia	5.8	0.05	0.04	0.04	0.07
	Panama	6.7	0.06	0.07	0.04	0.04
	Peru	7.1	0.05	0.07	0.05	0.07
	Philippines	8.0	0.07	0.12	0.05	0.09
	Romania	5.3	0.04	0.03	0.01	0.06
	Russia	5.0	0.07	0.06	0.03	0.09
	Saudi Arabia	6.2	0.08	0.05	0.06	0.08
	Serbia	5.2	0.05	0.05	0.03	0.07
	Singapore	7.8	0.07	0.08	0.05	0.08
	Chinese Taipei	6.3	0.08	0.08	0.05	0.08
	Thailand	7.5	0.05	0.05	0.03	0.05
	Ukraine	5.1	0.07	0.08	0.04	0.08
	United Arab Emirates	m	m	m	m	m
	Uruguay	5.9	0.05	0.06	0.03	0.06
	Viet Nam	6.3	0.09	0.09	0.08	0.10

1. All associations are presented after accounting for students' gender and students' and schools' socio-economic profile. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

2. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Note:** Values that are statistically significant are marked in bold.

**Source:** OECD PISA 2018 Database, Table VI.B1.7.11.


**StatLink**  <https://doi.org/10.1787/888934169253>

Table VI.9 <sup>[1/2]</sup> **Global competence learning activities and students' attitudes**

	Change in the index of respect for people from other cultures associated with an increase of one activity in the number of learning activities <sup>1</sup>	Change in the index of attitudes towards immigrants associated with an increase of one activity in the number of learning activities	Change in the index of awareness of intercultural communication associated with an increase of one activity in the number of learning activities	Change in the index of cognitive adaptability associated with an increase of one activity in the number of learning activities	Change in the index of agency regarding global issues associated with an increase of one activity in the number of learning activities
	Dif.	Dif.	Dif.	Dif.	Dif.
<b>OECD</b>					
<b>OECD average</b>	<b>0.03</b>	<b>0.02</b>	<b>0.03</b>	<b>0.05</b>	<b>0.06</b>
Australia	<b>0.04</b>	<b>0.03</b>	<b>0.04</b>	<b>0.06</b>	<b>0.08</b>
Austria	<b>0.04</b>	<b>0.02</b>	<b>0.05</b>	<b>0.05</b>	<b>0.06</b>
Canada	<b>0.02</b>	<b>0.01</b>	<b>0.03</b>	<b>0.06</b>	<b>0.06</b>
Chile	<b>0.03</b>	<b>0.01</b>	<b>0.03</b>	<b>0.07</b>	<b>0.05</b>
Colombia	<b>0.04</b>	<b>0.02</b>	<b>0.05</b>	<b>0.06</b>	<b>0.07</b>
Estonia	<b>0.03</b>	<b>0.02</b>	<b>0.04</b>	<b>0.05</b>	<b>0.07</b>
France	<b>0.01</b>	m	<b>0.03</b>	<b>0.04</b>	<b>0.07</b>
Germany	<b>0.03</b>	<b>0.03</b>	<b>0.03</b>	<b>0.06</b>	<b>0.06</b>
Greece	<b>0.04</b>	<b>0.02</b>	<b>0.04</b>	<b>0.06</b>	<b>0.06</b>
Hungary	<b>0.02</b>	<b>0.03</b>	<b>0.02</b>	<b>0.04</b>	<b>0.05</b>
Iceland	<b>0.03</b>	0.00	<b>0.04</b>	<b>0.05</b>	<b>0.05</b>
Ireland	<b>0.04</b>	<b>0.02</b>	<b>0.03</b>	<b>0.06</b>	<b>0.06</b>
Israel <sup>2</sup>	m	m	<b>0.03</b>	<b>0.05</b>	m
Italy	<b>0.05</b>	<b>0.04</b>	<b>0.03</b>	<b>0.06</b>	<b>0.06</b>
Korea	<b>0.02</b>	<b>0.02</b>	<b>0.03</b>	<b>0.06</b>	<b>0.07</b>
Latvia	<b>0.04</b>	<b>0.02</b>	<b>0.04</b>	<b>0.06</b>	<b>0.04</b>
Lithuania	<b>0.03</b>	<b>0.02</b>	<b>0.05</b>	<b>0.04</b>	<b>0.08</b>
Mexico	<b>0.02</b>	0.00	<b>0.03</b>	<b>0.06</b>	<b>0.05</b>
New Zealand	<b>0.04</b>	<b>0.03</b>	<b>0.04</b>	<b>0.07</b>	<b>0.08</b>
Poland	<b>0.03</b>	<b>0.01</b>	<b>0.02</b>	<b>0.06</b>	<b>0.05</b>
Portugal	<b>0.02</b>	0.01	<b>0.02</b>	<b>0.05</b>	<b>0.05</b>
Scotland (United Kingdom)	<b>0.03</b>	<b>0.03</b>	<b>0.03</b>	<b>0.05</b>	<b>0.06</b>
Slovak Republic	<b>0.05</b>	<b>0.02</b>	<b>0.03</b>	<b>0.05</b>	<b>0.06</b>
Slovenia	0.01	0.01	<b>0.01</b>	<b>0.03</b>	<b>0.03</b>
Spain	<b>0.01</b>	<b>0.01</b>	<b>0.02</b>	<b>0.05</b>	<b>0.05</b>
Switzerland	<b>0.02</b>	0.01	<b>0.03</b>	<b>0.03</b>	<b>0.04</b>
Turkey	<b>0.04</b>	<b>0.04</b>	<b>0.03</b>	<b>0.07</b>	<b>0.05</b>

1. All associations are presented after accounting for students' gender and students' and schools' socio-economic profile. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

2. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Note:** Values that are statistically significant are marked in bold.

**Source:** OECD PISA 2018 Database, Table VI.B1.7.11.


**StatLink**  <https://doi.org/10.1787/888934169272>

Table VI.9 <sup>[2/2]</sup> **Global competence learning activities and students' attitudes**

	Change in the index of respect for people from other cultures associated with an increase of one activity in the number of learning activities <sup>1</sup>	Change in the index of attitudes towards immigrants associated with an increase of one activity in the number of learning activities	Change in the index of awareness of intercultural communication associated with an increase of one activity in the number of learning activities	Change in the index of cognitive adaptability associated with an increase of one activity in the number of learning activities	Change in the index of agency regarding global issues associated with an increase of one activity in the number of learning activities
	Dif.	Dif.	Dif.	Dif.	Dif.
<b>Partners</b>					
<b>Albania</b>	<b>0.07</b>	<b>0.05</b>	<b>0.07</b>	<b>0.10</b>	<b>0.12</b>
Argentina	<b>0.04</b>	<b>0.02</b>	<b>0.04</b>	<b>0.09</b>	<b>0.07</b>
Baku (Azerbaijan)	<b>0.06</b>	<b>0.04</b>	<b>0.03</b>	<b>0.07</b>	<b>0.06</b>
Belarus	<b>0.06</b>	<b>0.04</b>	<b>0.04</b>	<b>0.07</b>	<b>0.07</b>
Bosnia and Herzegovina	<b>0.02</b>	<b>0.02</b>	<b>0.02</b>	<b>0.04</b>	<b>0.05</b>
Brazil	0.01	0.01	<b>0.03</b>	<b>0.06</b>	<b>0.05</b>
Brunei Darussalam	<b>0.04</b>	0.00	<b>0.03</b>	<b>0.06</b>	<b>0.05</b>
Bulgaria	<b>0.06</b>	<b>0.02</b>	<b>0.02</b>	<b>0.06</b>	<b>0.04</b>
Costa Rica	<b>0.03</b>	<b>0.02</b>	<b>0.03</b>	<b>0.09</b>	<b>0.07</b>
Croatia	0.00	<b>0.01</b>	<b>0.03</b>	<b>0.03</b>	<b>0.06</b>
Dominican Republic	<b>0.06</b>	<b>0.02</b>	<b>0.06</b>	<b>0.09</b>	<b>0.06</b>
Hong Kong (China)	<b>0.03</b>	0.01	<b>0.03</b>	<b>0.06</b>	<b>0.07</b>
Indonesia	<b>0.05</b>	<b>0.03</b>	<b>0.04</b>	<b>0.07</b>	<b>0.06</b>
Jordan	<b>0.07</b>	<b>0.05</b>	<b>0.05</b>	<b>0.08</b>	<b>0.08</b>
Kazakhstan	<b>0.05</b>	<b>0.04</b>	<b>0.05</b>	<b>0.07</b>	<b>0.07</b>
Kosovo	<b>0.04</b>	<b>0.01</b>	<b>0.02</b>	<b>0.06</b>	<b>0.05</b>
Lebanon	<b>0.04</b>	<b>0.03</b>	0.01	<b>0.05</b>	<b>0.05</b>
Macao (China)	<b>0.04</b>	<b>0.03</b>	<b>0.04</b>	<b>0.07</b>	<b>0.07</b>
Malaysia	<b>0.07</b>	m	<b>0.06</b>	<b>0.09</b>	<b>0.07</b>
Malta	<b>0.04</b>	<b>0.03</b>	<b>0.03</b>	<b>0.05</b>	<b>0.07</b>
Moldova	<b>0.05</b>	<b>0.04</b>	<b>0.05</b>	<b>0.07</b>	<b>0.08</b>
Montenegro	<b>0.02</b>	<b>0.01</b>	<b>0.03</b>	<b>0.04</b>	<b>0.05</b>
Morocco	0.01	0.01	<b>0.04</b>	<b>0.04</b>	<b>0.05</b>
North Macedonia	<b>0.03</b>	0.01	m	<b>0.06</b>	<b>0.02</b>
Panama	0.02	<b>0.04</b>	<b>0.03</b>	<b>0.06</b>	<b>0.05</b>
Peru	<b>0.04</b>	m	<b>0.03</b>	<b>0.06</b>	<b>0.04</b>
Philippines	<b>0.08</b>	<b>0.05</b>	<b>0.07</b>	<b>0.07</b>	<b>0.08</b>
Romania	0.01	0.01	0.01	<b>0.04</b>	<b>0.06</b>
Russia	<b>0.05</b>	<b>0.03</b>	<b>0.03</b>	<b>0.07</b>	<b>0.07</b>
Saudi Arabia	<b>0.05</b>	<b>0.02</b>	<b>0.02</b>	<b>0.09</b>	<b>0.08</b>
Serbia	<b>0.03</b>	<b>0.02</b>	<b>0.02</b>	<b>0.04</b>	<b>0.05</b>
Singapore	<b>0.03</b>	m	<b>0.04</b>	<b>0.07</b>	<b>0.08</b>
Chinese Taipei	<b>0.04</b>	<b>0.01</b>	<b>0.03</b>	<b>0.09</b>	<b>0.08</b>
Thailand	<b>0.04</b>	<b>0.03</b>	<b>0.04</b>	<b>0.05</b>	<b>0.06</b>
Ukraine	<b>0.04</b>	<b>0.03</b>	<b>0.04</b>	<b>0.06</b>	<b>0.07</b>
United Arab Emirates	m	m	m	m	m
Uruguay	<b>0.03</b>	0.00	<b>0.03</b>	<b>0.06</b>	<b>0.05</b>
Viet Nam	<b>0.09</b>	<b>0.04</b>	<b>0.06</b>	<b>0.11</b>	<b>0.09</b>

1. All associations are presented after accounting for students' gender and students' and schools' socio-economic profile. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

2. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Note:** Values that are statistically significant are marked in bold.

**Source:** OECD PISA 2018 Database, Table VI.B1.7.11.


**StatLink**  <https://doi.org/10.1787/888934169272>

Table VI.10<sup>[1/2]</sup> School climate and students' attitudes

	Perception of discrimination at school	Change in the index of students' perspective taking associated with a one-unit increase in the index of perception of discrimination at school <sup>1</sup>	Change in the index of students' respect for people from other cultures associated with a one-unit increase in the index of perception of discrimination at school	Change in the index of students' attitudes towards immigrants associated with a one-unit increase in the index of perception of discrimination at school	School principal's view on teachers' multicultural and egalitarian beliefs
	Mean Index	Dif.	Dif.	Dif.	Mean Index
<b>OECD average</b>	-0.01	<b>-0.09</b>	<b>-0.18</b>	<b>-0.08</b>	-0.05
<b>Australia</b>	-0.11	<b>-0.12</b>	<b>-0.19</b>	<b>-0.13</b>	0.02
<b>Austria</b>	m	m	m	m	m
<b>Canada</b>	m	m	m	m	0.07
<b>Chile</b>	-0.10	<b>-0.16</b>	<b>-0.20</b>	<b>-0.12</b>	-0.05
<b>Colombia</b>	0.10	<b>-0.10</b>	<b>-0.17</b>	<b>-0.08</b>	-0.08
<b>Estonia</b>	0.02	<b>-0.08</b>	<b>-0.20</b>	<b>-0.06</b>	-0.24
<b>France</b>	m	m	m	m	m
<b>Germany</b>	-0.04	-0.01	<b>-0.19</b>	<b>-0.10</b>	0.03
<b>Greece</b>	0.34	<b>-0.06</b>	<b>-0.11</b>	<b>-0.03</b>	0.19
<b>Hungary</b>	0.13	-0.04	<b>-0.12</b>	<b>0.05</b>	-0.43
<b>Iceland</b>	-0.26	<b>-0.11</b>	<b>-0.26</b>	<b>-0.12</b>	0.21
<b>Ireland</b>	-0.30	<b>-0.05</b>	<b>-0.16</b>	<b>-0.15</b>	0.47
<b>Israel<sup>2</sup></b>	m	m	m	m	-0.19
<b>Italy</b>	-0.12	<b>-0.07</b>	<b>-0.20</b>	<b>-0.09</b>	0.11
<b>Korea</b>	-0.54	<b>-0.12</b>	<b>-0.18</b>	<b>-0.09</b>	-0.67
<b>Latvia</b>	0.04	<b>-0.10</b>	<b>-0.18</b>	<b>-0.05</b>	-0.32
<b>Lithuania</b>	0.15	<b>-0.11</b>	<b>-0.19</b>	<b>-0.11</b>	-0.18
<b>Mexico</b>	0.09	<b>-0.14</b>	<b>-0.19</b>	<b>-0.09</b>	-0.19
<b>New Zealand</b>	-0.01	<b>-0.05</b>	<b>-0.15</b>	<b>-0.12</b>	0.06
<b>Poland</b>	0.09	<b>-0.12</b>	<b>-0.18</b>	<b>-0.03</b>	0.25
<b>Portugal</b>	-0.19	<b>-0.10</b>	<b>-0.20</b>	<b>-0.14</b>	-0.10
<b>Scotland (United Kingdom)</b>	-0.29	<b>-0.05</b>	<b>-0.21</b>	<b>-0.14</b>	0.31
<b>Slovak Republic</b>	0.31	<b>-0.10</b>	<b>-0.22</b>	-0.02	-0.19
<b>Slovenia</b>	0.25	<b>-0.07</b>	<b>-0.18</b>	<b>-0.07</b>	-0.31
<b>Spain</b>	-0.11	<b>-0.10</b>	<b>-0.20</b>	<b>-0.12</b>	0.27
<b>Switzerland</b>	0.01	<b>-0.08</b>	<b>-0.21</b>	<b>-0.15</b>	-0.09
<b>Turkey</b>	0.36	<b>-0.05</b>	<b>-0.07</b>	<b>0.04</b>	-0.18

1. All associations are presented after accounting for students' gender and students' and schools' socio-economic profile. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

2. The global competence sample from Israel does not include students in ultra-Orthodox schools and, thus, is not nationally representative. See PISA 2018 Technical Report (OECD, forthcoming) for details.

**Note:** Values that are statistically significant are marked in bold.

**Source:** OECD PISA 2018 Database, Tables VI.B1.8.11, VI.B1.8.13 and VI.B1.8.14.


**StatLink**  <https://doi.org/10.1787/888934169291>

Table VI.10 [2/2] **School climate and students' attitudes**


	Perception of discrimination at school	Change in the index of students' perspective taking associated with a one-unit increase in the index of perception of discrimination at school <sup>1</sup>	Change in the index of students' respect for people from other cultures associated with a one-unit increase in the index of perception of discrimination at school	Change in the index of students' attitudes towards immigrants associated with a one-unit increase in the index of perception of discrimination at school	School principal's view on teachers' multicultural and egalitarian beliefs
	Mean Index	Dif.	Dif.	Dif.	Mean Index
<b>Partners</b>					
Albania	-0.10	<b>-0.16</b>	<b>-0.17</b>	<b>-0.12</b>	-0.22
Argentina	0.09	<b>-0.06</b>	<b>-0.17</b>	<b>-0.10</b>	-0.01
Baku (Azerbaijan)	0.72	<b>-0.21</b>	<b>-0.19</b>	<b>0.07</b>	-0.69
Belarus	-0.13	<b>-0.14</b>	<b>-0.17</b>	<b>-0.06</b>	0.42
Bosnia and Herzegovina	0.21	<b>-0.16</b>	<b>-0.21</b>	-0.03	0.16
Brazil	0.11	<b>-0.17</b>	<b>-0.25</b>	<b>-0.09</b>	0.16
Brunei Darussalam	0.26	<b>-0.04</b>	<b>-0.10</b>	<b>-0.07</b>	-0.43
Bulgaria	0.36	<b>-0.20</b>	<b>-0.22</b>	<b>0.03</b>	-0.16
Costa Rica	-0.27	<b>-0.13</b>	<b>-0.18</b>	<b>-0.11</b>	-0.18
Croatia	0.02	<b>-0.12</b>	<b>-0.24</b>	<b>-0.11</b>	0.05
Dominican Republic	0.45	<b>-0.17</b>	<b>-0.20</b>	<b>0.07</b>	0.06
Hong Kong (China)	-0.03	<b>-0.10</b>	<b>-0.14</b>	<b>-0.04</b>	-0.83
Indonesia	0.24	<b>-0.07</b>	<b>-0.09</b>	-0.01	-0.14
Jordan	0.39	<b>-0.10</b>	<b>-0.19</b>	-0.03	-0.63
Kazakhstan	0.12	<b>-0.12</b>	<b>-0.18</b>	<b>-0.05</b>	-0.42
Kosovo	0.22	<b>-0.22</b>	<b>-0.18</b>	<b>-0.12</b>	-0.19
Lebanon	m	m	m	m	-0.55
Macao (China)	-0.14	-0.02	<b>-0.13</b>	<b>-0.07</b>	-0.15
Malaysia	0.25	<b>-0.06</b>	<b>-0.12</b>	m	0.11
Malta	0.29	<b>-0.11</b>	<b>-0.18</b>	<b>-0.05</b>	-0.42
Moldova	0.04	<b>-0.09</b>	<b>-0.14</b>	<b>-0.06</b>	-0.21
Montenegro	0.15	<b>-0.20</b>	<b>-0.24</b>	<b>-0.09</b>	0.05
Morocco	0.59	<b>-0.11</b>	<b>-0.19</b>	-0.02	-0.69
North Macedonia	0.14	<b>-0.10</b>	<b>-0.10</b>	<b>-0.05</b>	m
Panama	0.29	<b>-0.08</b>	<b>-0.18</b>	0.00	0.01
Peru	0.04	<b>-0.15</b>	<b>-0.20</b>	m	-0.59
Philippines	0.59	<b>-0.08</b>	<b>-0.09</b>	<b>-0.04</b>	0.19
Romania	0.08	<b>-0.12</b>	<b>-0.19</b>	<b>-0.07</b>	0.00
Russia	0.08	<b>-0.22</b>	<b>-0.23</b>	<b>-0.06</b>	0.25
Saudi Arabia	0.60	-0.02	-0.02	<b>0.14</b>	-0.73
Serbia	0.13	<b>-0.18</b>	<b>-0.23</b>	-0.02	0.12
Singapore	m	m	m	m	0.48
Chinese Taipei	0.17	<b>-0.07</b>	<b>-0.11</b>	<b>-0.04</b>	-0.45
Thailand	0.46	<b>-0.09</b>	<b>-0.09</b>	0.00	-0.12
Ukraine	-0.02	<b>-0.13</b>	<b>-0.20</b>	<b>-0.10</b>	0.36
United Arab Emirates	m	m	m	m	0.33
Uruguay	0.05	<b>-0.12</b>	<b>-0.19</b>	<b>-0.09</b>	-0.04
Viet Nam	-0.31	<b>-0.10</b>	<b>-0.13</b>	<b>-0.06</b>	-0.91

1. All associations are presented after accounting for students' gender and students' and schools' socio-economic profile. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

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**Note:** Values that are statistically significant are marked in bold.

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# Thriving in an interconnected world

In our interconnected world the ability to live and work together with other people, who may think differently or have a different background to us, is vital for success.

## Many students want to learn about other cultures and people who are different to them

In response to the statement “**I respect people from other cultures as equal human beings**”

✓ **82%**  
agreed

✗ **18%**  
disagreed

**Girls reported greater respect for people from other cultures than boys**

**as did advantaged students compared to their disadvantaged peers**



Around **4 in 5** or more students were in schools

whose curriculum covered **global issues**, such as climate change and epidemics



Students who had **positive attitudes and dispositions** reported more **global and intercultural learning** at school

Many students reported supporting sustainability and intercultural understanding

However, this is mostly done through **simple actions requiring neither time nor money**

**71%** reduced their energy consumption

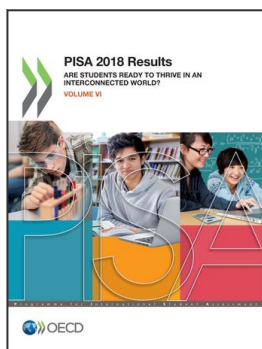
**64%** followed world events on social media

Schools, teachers and parents can help students develop the skills and attitudes needed to thrive in our interconnected world



**TAKE ACTION**





From:

## PISA 2018 Results (Volume VI)

Are Students Ready to Thrive in an Interconnected World?

Access the complete publication at:

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