Educating for Global Competence

Reflecting on the purposes of contemporary education with the whole child and the world in mind

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A perennial question in education:

What matters most for youth to learn at a given historical time and on what basis do we justify our choices?
The plan for this talk

I. Learning is changing
II. Our images of the child and society matter
III. Global Competence: moving in the right direction
IV. Some Implications
The changing nature of learning

Perennial Qualities of Learning
Prior understanding – rich knowledge and transfer – metacognition
Enculturation matters

Emerging forms of learning
Neo-millennial learning styles
Connected learning
New digital civic and political participation
Challenges of digital cosmopolitanism
Our images of the child and society matter
The “Future Worker” Child

- Skills, future gainful employment
- Matching skills labor demand
- Certification & accountability
The “Future Worker” Child

Driving Narratives

• Our search for economic growth: increasing population income and consumption
• Pursuit of technological progress and control of nature
The “Future Worker” Child

Some blind spots

- Incentives and extrinsic to learning
- Growing “relevance gap”
- Missed opportunity to educate for the whole child and for life
The Child in her Fullest Human Potential

Multidimensional view of what makes us human

• Labor to meet basic needs
• Meaningful work
• Social relations of mutual obligation
The Child in her Fullest Human Potential

Driving Narratives

• The story of our efforts to build and sustain successful democracies

• The story of our species living on a fragile planet
III.

Educating for Global Competence
...moving in the right direction
Akual - Learning to take perspective
Global Competence

... is the capacity to examine global and intercultural issues, to take multiple perspectives under a shared respect for human rights, to engage in open, appropriate and effective interactions with people from different cultures and to act for collective well-being and sustainable development.

Draft Framework PISA Global Competence Assessment OECD, 2017
Global Competence - dimensions and knowledge domains

1. Cultural and intercultural relations
2. Socio-economic development and interdependence
3. Institutions, conflicts and human rights.
4. Environmental Sustainability
Implications

Purpose of education: Nurturing human potential and societal wellbeing

- Meaningful learning, agency and engagement now
- Rethinking curriculum as lenses into the world
- Bringing the world into the classroom for informed examination
- New approaches to measuring success
Our path today

I. Learning is changing
II. Our images of the child and society matter
III. Global Competence: Moving in the right direction
IV. Educating for life: Implications
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