

The Programme for International Student Assessment (PISA) is a triennial survey of 15-year-old students that assesses the extent to which they have acquired the key knowledge and skills essential for full participation in society. The assessment focuses on proficiency in reading, mathematics, science and an innovative domain. In 2018, the innovative domain was global competence.

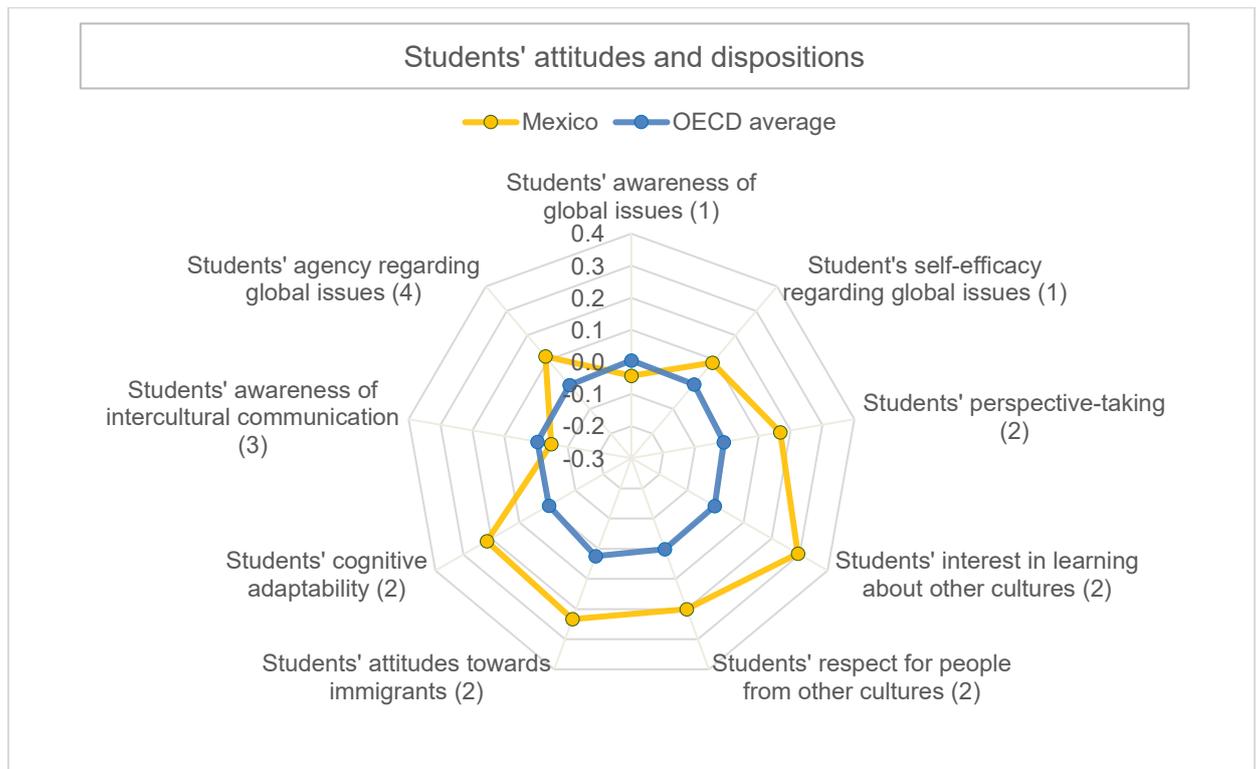
Mexico

In its 2018 cycle of data collection among 15-year-old students, PISA assessed the global competences needed to live in an 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. Students in 27 countries and economies both sat the global competence test and completed the global competence module in the student questionnaire. Students in a further 39 countries and economies completed the global competence module in the questionnaire only. Students in Mexico completed the questionnaire only.

Key Findings

- Out of the nine scaled indices measuring students' global competence attitudes and dispositions, students in Mexico reported higher than the OECD average values on the following measures: self-efficacy regarding global issues, perspective taking, interest in learning about other cultures, respect for people from other cultures, cognitive flexibility, attitudes towards immigrants, and agency regarding global issues.
- Students reported values below the OECD average on awareness of global issues and of intercultural communication.

Figure 1. Students' attitudes and dispositions



Note: (1) is for the first dimension of global competence, (2) is for the second dimension, (3) is for the third dimension and (4) is for the fourth dimension.

Source: OECD, PISA 2018 Database, Table V1.B1.6.6.

Examine issues of local, global and cultural significance

The first dimension of global competence focuses on students' ability to combine knowledge about the world and critical understanding when they form opinions about a local or global issue.

- Students in Mexico reported levels of self-efficacy regarding global issues that are substantially higher than the OECD average and similar to those observed in Croatia, Greece, Lithuania and Poland. In particular, they were the most confident on discussing why some countries suffer more from global climate change than others with 77% of them reporting that they could do task easily or with some effort (OECD average 72%). Students were also confident on discussing the consequences of economic development on the environment (75%, compared to the OECD average of 65%), on explaining how economic crises in single countries affect the global economy (72%, compared to the OECD average of 61%) and in discussing the different reasons why people become refugees (71%, compared to the OECD average of 77%).
- On awareness of global issues, students reported levels that are slightly below the OECD average and similar to those observed in countries like Hungary, Italy and The Republic of Moldova. Students were the most aware of gender equality with 84% of them reporting that they know about the topic or are very familiar with it (OECD average 83%). This was followed by awareness of causes of poverty (81%, compared to the OECD average of 78%), migration (77%, compared to the OECD average of 79%), hunger and malnutrition (77%, compared to the OECD average of 78%), and climate change and global warming (77%, compared to the OECD average of 78%).

Understand and appreciate the perspectives and worldviews of others

The second dimension of global competence focuses on students' ability to understand and appreciate the perspectives and worldviews of others.

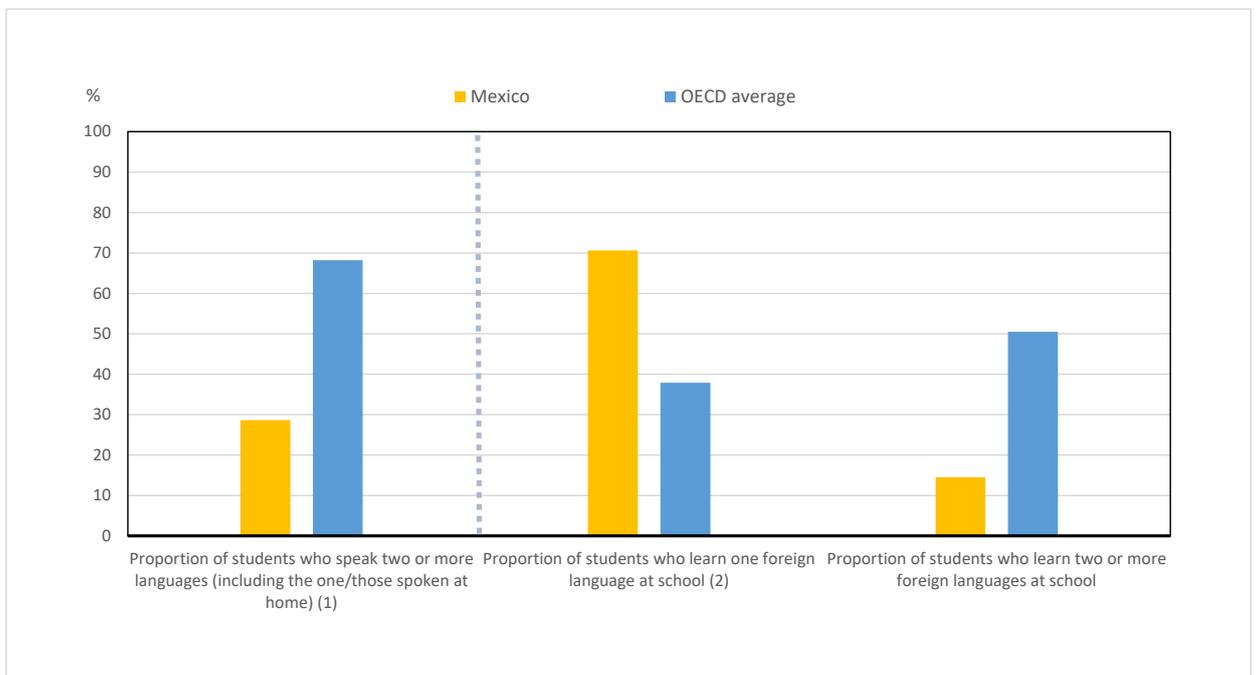
- When asked to describe their ability to understand the perspectives of others, 68% of students reported that they try to understand their friends better by imagining how things look from their perspective (OECD average 64%). Some 66% of students reported that there are two sides to every question and that they try to look at them both (OECD average 63%) and about 64% reported that before criticising somebody, they try to imagine how they would feel if they were in their place (OECD average 55%). About 54% of students reported that when they are upset at someone, they try to take the perspective of that person for a while (OECD average 40%). On the scaled index of perspective taking, students in Mexico reported levels that are higher than the OECD average and similar to those observed in Portugal, the Russian Federation and Singapore.
- Students in Mexico reported markedly higher levels of interest in learning about other cultures than the OECD average. About 67% (OECD average 59%) of the students reported that they want to learn how people live in different countries, while about 65% (OECD average 55%) reported that they are interested in how people from various cultures see the world. Slightly fewer students (64%, compared to the OECD average of 54%) reported that they are interest in finding out about the traditions of other cultures, and even fewer (55%, compared to the OECD average of 40%) said that they want to learn about the religions of the world.
- Students in Mexico reported some of the highest levels of respect for people from other cultures. The Mexico average on this index was positive and higher than the OECD average and similar to values observed in Australia, Ireland, Korea and New Zealand. The proportion of students responding positively exceeded 80% on all questionnaire items used in constructing this index. The largest proportion was for respecting people from other cultures as equal human beings with 85% of students reporting that the statement reflects their beliefs.
- Students also reported positive attitudes towards immigrants that are higher than the OECD average. In particular, 88% of students agreed or strongly agreed that immigrant children should have the same opportunities for education that other children in the country have (OECD average 85%). Some 88% agreed or strongly agreed that immigrants should have the same rights that everyone else in the country has (OECD average 80%), and about 87% reported that immigrants should be able to continue their customs and lifestyles (OECD average 76%). Fewer students agreed or strongly agreed with the statement that immigrants who live in a country for several years should be able to vote (82%, compared to the OECD average of 72%).
- Students in Mexico reported levels of cognitive adaptability that are higher than the OECD average both on the scaled index and on individual questionnaire items. Students in Mexico were relatively confident on changing their behaviour to meet the needs of new situations, on overcoming difficulty interacting with people from other cultures, on adapting to different situations even when under stress or pressure, on dealing with unusual situations and on resolving difficult situations with other people. More than 60% of students gave positive answers on all those questionnaire items.

Engage in open, appropriate and effective interactions across cultures

The third dimension of global competence is the ability to engage in effective communication across cultures. Students who are proficient in this aspect of global competence are likely to be aware of the nuances of intercultural communication, to be multilingual and to have contact with people from different cultural backgrounds.

- Students in Mexico reported levels of awareness of intercultural communication slightly below the OECD average and similar to those observed in Greece, Iceland and Panama. Out of the seven questionnaire items used in the construction of this index, a majority of students of 80% agreed or strongly agreed with the following five statements: “I carefully observe others’ reaction”; “I frequently check that we are understanding each other correctly”; “I listen carefully to what others say”; “I give concrete examples to explain my ideas, and If there is a problem with communication, I find ways around it”.
- Few students in Mexico are multilingual with 29% of them reporting that they speak two or more languages (OECD average 68%). However, about 71% of them reported that they learn one foreign language at school (OECD average 38%) and 15% reported that they learn two or more (OECD average 50%). Another 15% reported that they do not learn any foreign languages at school.
- Speaking and learning multiple languages is positively and sometimes strongly associated with students’ global and intercultural attitudes and dispositions, even after accounting for students’ and schools’ socio-economic profiles.

Figure 2. Language speaking and learning



Notes: 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?"

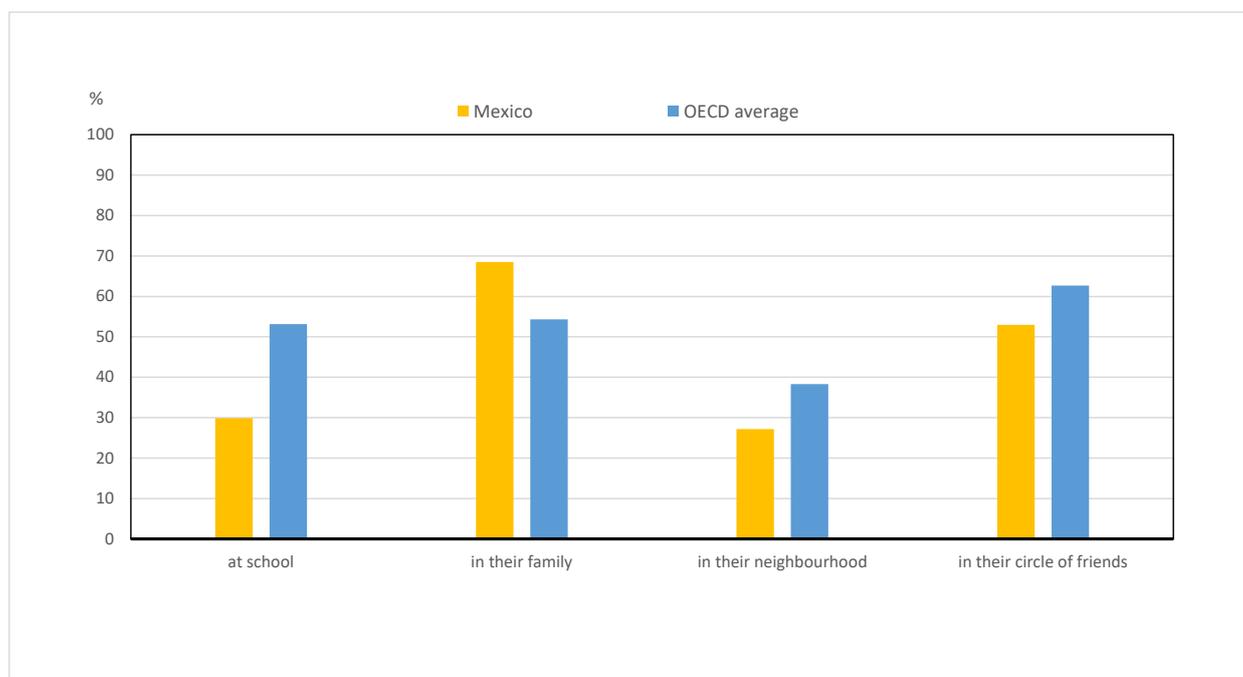
2. Students reported on the number of foreign languages they learned at their school in the year they sat the PISA test.

Source: OECD, PISA 2018 Database, Table V1.B1.4.10.

- Few students reported that they have contact with people from other countries at school (30%, compared to the OECD average of 53%), and in their neighbourhood (27%, compared to the OECD average of 38%). However, more students reported that they have contact with people from other countries in their circle of friends (53%, compared to the OECD average of 63%) and in their family (69%, compared to the OECD average of 54%).

- In Mexico, having contact with people from other countries at school is positively correlated with students' self-efficacy regarding and awareness of global issues, students' interest in learning about other cultures, and students' cognitive adaptability.

Figure 3. Contact with people from other countries



Source: OECD, PISA 2018 Database, Table V1.B1.4.4.

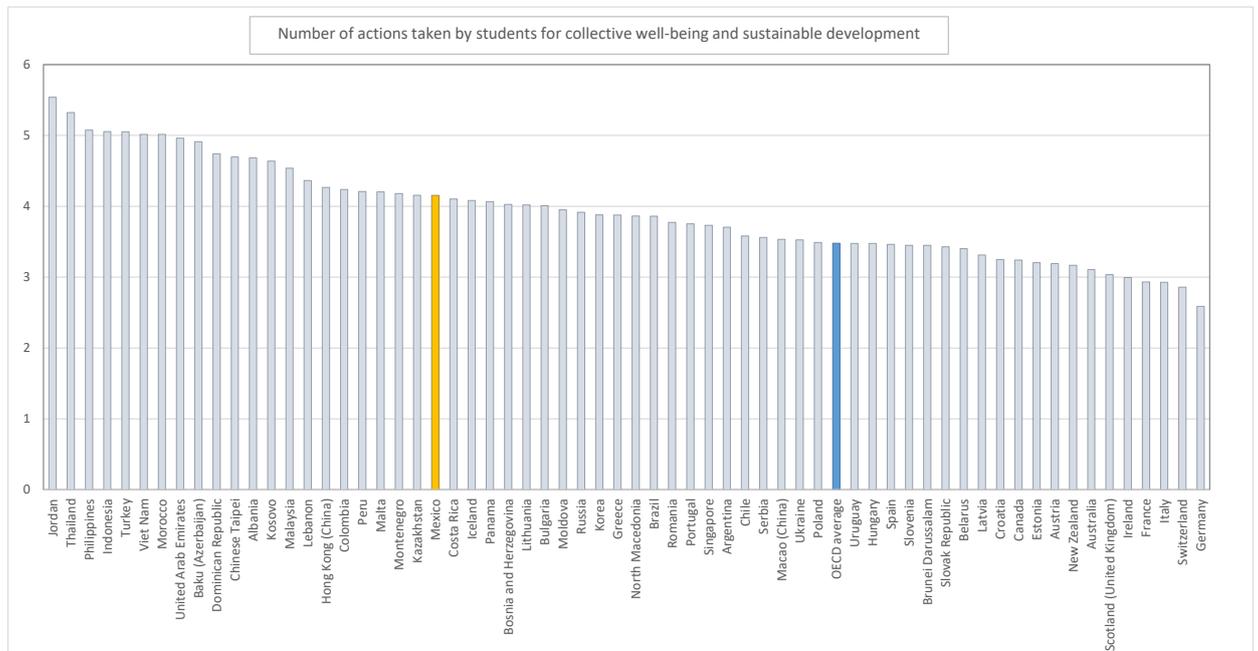
Take action for collective well-being and sustainable development

The fourth dimension of global competence is about taking action for sustainable development and collective well-being which is the ultimate goal of the three dimensions explored previously.

- Students in Mexico reported levels of agency regarding global issues higher than the OECD average and similar to those reported by students in Lebanon, Lithuania and Peru. More than 70% of students agreed or strongly agreed with the following statements: “When I see the poor conditions that some people in the world live under, I feel a responsibility to do something about it”; “I can do something about the problems of the world”; “Looking after the global environment is important to me”; and “I think of myself as a citizen of the world”.
- Students were asked eight questions about actions they take for sustainability and collective well-being. Students in Mexico took on average 4.2 actions, which is higher than the average observed across all OECD countries (3.5 actions). The actions that were most common in Mexico were: reducing energy use at home with 78% of students reporting that they do so (OECD average 71%); keeping oneself informed about world events using social media (73%, compared to the OECD average of 64%); reading websites on international social issues (58%, compared to the OECD average of 46%); and participating in activities in favour of environmental protection (55%, compared to the OECD average of 38%). The least common actions taken by students were: boycotting companies for political, ethical or environmental reasons (28%, compared to the OECD average of 27%); and signing environmental or social petitions (26%, compared to the OECD average of 25%).

- The number of actions for sustainability and collective well-being was positively associated with students' attitudes and dispositions. This association was not attenuated when students' and schools' socio-economic profiles were accounted for.

Figure 4. Taking action for sustainability and collective well-being



Note: 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.

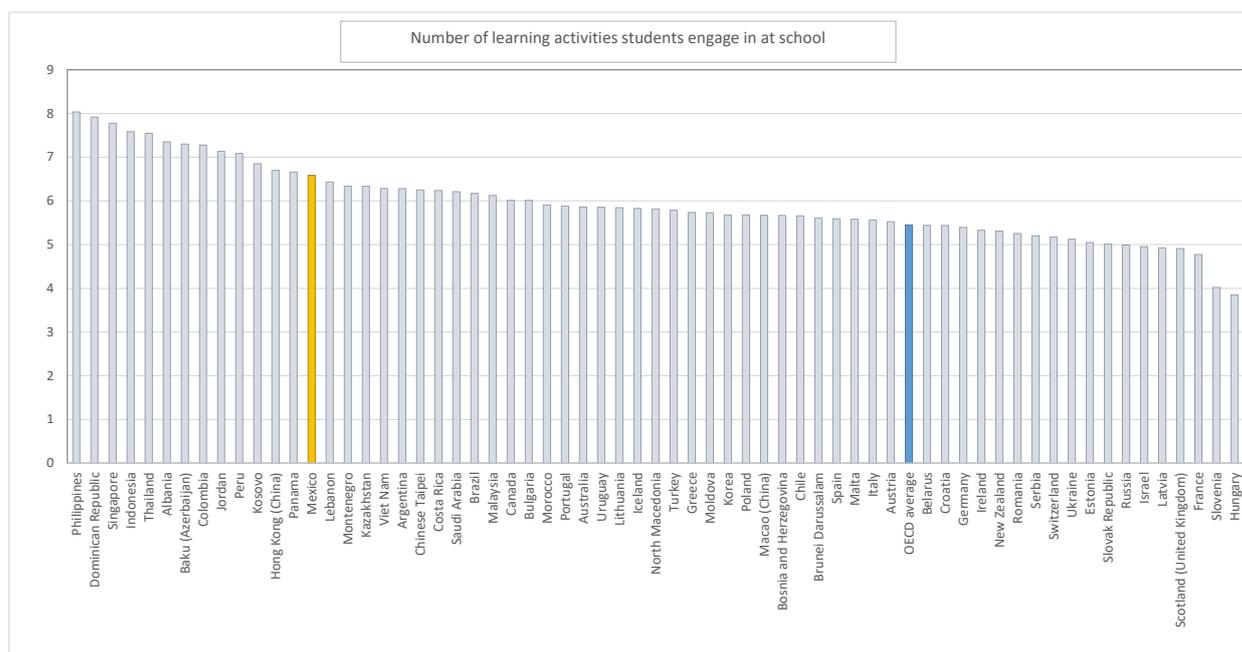
Countries and economies are ranked in descending order of the number of actions taken by students for collective well-being and sustainable development.

Source: OECD, PISA 2018 Database, Table V1.B1.5.18 and Table VI.B1.5.9

Learning for global competence

- Students were asked ten questions about different global and intercultural learning activities they engage in at school. On average across OECD countries, students reported that they engage in about 5.5 activities. In Mexico, students engaged in 6.6 activities.
- The most common learning activity students engage in was learning how to solve conflicts with other people in our classrooms with 85% of students reporting that they do so (OECD average 64%). This was followed by learning about different cultures (81%, compared to the OECD average of 76%); learning how people from different cultures can have different perspectives on some issues (73%, compared to the OECD average of 62%); and analysing global issues together with my classmates in small groups during class (64%, compared to the OECD average of 48%). The least common activities were: reading newspapers and looking for news on the Internet or watching the news together during classes (57%, compared to the OECD average of 41%), and participating in events celebrating cultural diversity throughout the school year (54%, compared to the OECD average of 41%).
- In Mexico as in other countries, participating in global and intercultural learning activities is positively associated with all students' attitudes and dispositions.

Figure 5. Engagement with global and intercultural learning activities



Note: 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.

Countries and economies are listed in descending order of the number of learning activities students engage in at school.

Source: OECD, PISA 2018 Database, Table V1.B1.7.1.

- More than 80% of students in Mexico attended schools where school principals reported that climate change and global warming and equality between men and women are covered in the curriculum (OECD averages varied around 80%). Topics related to intercultural understanding such as knowledge of different cultures, respect for cultural diversity and critical thinking, are also commonly covered in the curriculum.

Key features of PISA 2018

The content

- The PISA 2018 survey focused on reading, with mathematics, science and global competence as minor areas of assessment; Mexico implemented the global competence questionnaire only. PISA 2018 also included an assessment of young people's financial literacy, which was optional for countries and economies. Results for reading, mathematics and science are released on 3 December 2019, results for financial literacy on 7 May 2020 and results for global competence on 22 October 2020. Mexico did not implement the financial literacy module.

The students

- Some 600 000 students completed the assessment in 2018, representing about 32 million 15-year-olds in the schools of the 79 participating countries and economies. In Mexico, 7 299 students completed the assessment, representing 1 480 904 15-year-old students (66% of the total population of 15-year-olds).

The assessment

- Computer-based tests were used in most countries, with assessments lasting a total of two hours. In reading, a multi-stage adaptive approach was applied in computer-based tests whereby students were assigned a block of test items based on their performance in preceding blocks.
- Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses. The items were organised into groups based on a passage of text describing a real-life situation. More than 15 hours of test items for reading, mathematics, science and global competence were covered, with different students taking different combinations of test items.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire that covered school management and organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires to elicit more information. These included: in 19 countries/economies, a questionnaire for teachers asking about themselves and their teaching practices; and in 17 countries/economies, a questionnaire for parents asking them to provide information about their perceptions of and involvement in their child's school and learning. Mexico implemented the parent questionnaire only.
- Countries/economies could also chose to distribute three other optional questionnaires for students: 52 countries/economies distributed a questionnaire about students' familiarity with computers; 32 countries/economies distributed a questionnaire about students' expectations for further education; and 9 countries/economies distributed a questionnaire, developed for PISA 2018, about students' well-being. Mexico implemented the students' Information and Communications Technology (ICT) familiarity and well-being questionnaires.

References

OECD (2020), *PISA 2018 Results (Volume VI): Are Students Ready to Thrive in an Interconnected World?* PISA, OECD Publishing, Paris, <https://doi.org/10.1787/d5f68679-en>

Map of PISA countries and economies



OECD member countries

Australia
Austria
Belgium
Canada
Chile
Colombia
Czech Republic
Denmark
Estonia
Finland
France
Germany
Greece
Hungary
Iceland
Ireland
Israel
Italy
Japan
Korea
Latvia
Lithuania
Luxembourg
Mexico
Netherlands
New Zealand
Norway
Poland
Portugal
Slovak Republic
Slovenia
Spain
Sweden
Switzerland
Turkey
United Kingdom
United States*

Partner countries and economies in PISA 2018

Albania
Argentina
Baku (Azerbaijan)
Belarus
Bosnia and Herzegovina
Brazil
Brunei Darussalam
B-S-J-Z (China)**
Bulgaria
Costa Rica
Croatia
Cyprus¹
Dominican Republic
Georgia
Hong Kong (China)
Indonesia
Jordan
Kazakhstan
Kosovo
Lebanon
Macao (China)
Malaysia
Malta
Republic of Moldova
Montenegro
Morocco
Republic of North Macedonia
Panama
Peru
Philippines
Qatar
Romania
Russian Federation
Saudi Arabia
Serbia
Singapore
Chinese Taipei
Thailand
Ukraine
United Arab Emirates
Uruguay
Viet Nam

Partner countries and economies in previous cycles

Algeria
Azerbaijan
Guangdong (China)
Himachal Pradesh (India)
Kyrgyzstan
Liechtenstein
Mauritius
Miranda (Venezuela)
Tamil Nadu (India)
Trinidad and Tobago
Tunisia

* Puerto Rico participated in the PISA 2015 assessment (as an unincorporated territory of the United States).

** B-S-J-Z (China) refers to four PISA 2018 participating Chinese provinces/municipalities: Beijing, Shanghai, Jiangsu and Zhejiang. In PISA 2015, the four PISA participating Chinese provinces/municipalities were: Beijing, Shanghai, Jiangsu and Guangdong.

1. **Note by Turkey:** The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document, as well as any data and any map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

For more information about PISA 2018, visit <http://www.oecd.org/pisa/>

Data can also be found on line by following the *StatLinks*  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using: <http://gpseducation.oecd.org/>.

Questions can be directed to:

PISA team
Directorate for Education and Skills
edu.pisa@oecd.org

Country note author:

Tarek Mostafa
Directorate for Education and Skills