Measuring Global Competencies
implications and critique

TEESNet 9th Annual Conference, Liverpool Hope University
Measuring What’s Valuable
or
Valuing What’s Measurable

Monitoring and Evaluation in Education for Sustainable Development and Global Citizenship
1 Measuring: What does this mean?
2 Functions of measuring in education
3 Values reflected by Education for Sustainable Development and Global Citizenship
4 Measuring what’s valuable!
1 Measuring: What does this mean?
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Measuring

= A standard against something which can be judged

= To ascertain the quantity of a unit of material via calculated comparison with respect to a standard.
A quality is compared to a standard and by this transformed into a figure.

→ **Comparison** with other qualities related to a criterion
Subjective decision and objective figures

- Size
- Weight
- Value

Figures and entity
Decisions transformed into figures

- Weight
- Size
- Value

Figures and entity

High effectivity
Measuring education

Social background
Cognitive background
Cultural context

Instruction
Informal learning

Knowledge
Skills
Attitudes and values

Learner
Learning offer
Learning outcome

Competencies
Decisions transformed into figures

Which part of the model is in the focus?

What are the criterions to choose?

How to operationalize?

What should be the standard?

Knowledge about the nature of the learning process and competence acquisition is a precondition
Take home message

Measuring in the educational field creates objectivity and the possibility of comparing but needs shared decisions or a common sense about the understanding of domain specific learning and acquisition of competencies.
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Why measuring - functions of measuring

- Legitimation
- Quality assurance and governance of processes
- Lobbying for a topic
- Policy decision making
- Research/gaining knowledge
Take home message

Measuring is linked to different functions. It is important to reflect this in advance to be aware of the implications of measuring.
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Global Education ....

= Education, that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all”.
(Maastricht 2002)
Global Education and Global Learning
(Maastricht declaration 2002)

Factual dimension, dealing with sustainability

Temporal dimension, enduring uncertainty and social change

Social dimension, focussing on interculturality and social justice

Rights’ dimension, understanding human rights and social contracts
What is understood as a 'competence'?

“The concept of competence refers to an individually or interindividually available collection of prerequisites for successful action in meaningful task domains.”

(Franz E. Weinert 1999, p. 6)
Competences =

cognitive skills and knowledge
+
attitudes and values
(= motivational, volitional and social readiness)
leads to
successful action
What are key competences for global learning and education for sustainability?

Numerous approaches (de Haan 2006; Scheunpflug & Lang-Wojtasik 2005; Barth 2007; Orientierungsrahmen 2005; Sterling 2001/2006 etc.)

→ Wiek, Withycombe & Redman 2011: Synthesis of 43 approaches to competences education for sustainability
Competences in Global Learning (Wiek, Withycombe & Redman 2011)

- Systems-thinking competence
- Anticipatory competence
- Normative competence
- Strategic competence
- Interpersonal and intercultural competence
## Competences in Global Learning

<table>
<thead>
<tr>
<th>Domain</th>
<th>Skills/Knowledge</th>
<th>Motivation</th>
<th>Volitation/willpower</th>
<th>Social readiness</th>
<th>Values</th>
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<td>Systems-thinking</td>
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<td>Systems-thinking</td>
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<td>Normative competence</td>
<td>concepts of justice, fairness</td>
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<td>Accepting the necessity of justice</td>
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<td>Strategic competence</td>
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<td>complex cause effects, feedback loops</td>
<td>to structure and to rationalise</td>
<td>to approach problems</td>
<td>balance between teamwork and individual work</td>
<td>reflected consumption</td>
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<td>Anticipatory competence</td>
<td>concepts of uncertainty &amp; epistemic status</td>
<td>to deal with uncertainty</td>
<td>future as important perspective</td>
<td>inter-cultural competences</td>
<td>responsible glocal action</td>
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<td>Normative competence</td>
<td>concepts of justice, fairness ...</td>
<td>to stand for personal norms</td>
<td>to be aware of the own normative assumption</td>
<td>language skills</td>
<td>glocal reflection</td>
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<td>motivational persistence</td>
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<td>change of perspective</td>
<td>advocating action</td>
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<td>Strategic competence</td>
<td>strategies, success-factors</td>
<td>motivating myself and others</td>
<td>to be ready to reflect strategically</td>
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<td>engaging in politics</td>
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<td>Interpersonal competence</td>
<td>types of collaboration</td>
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<td>to show will power</td>
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Methods to achieve competences in Global Learning

- scenarios, simulations, dilemma decisions,
- engagement, activities
- allowing self-esteem and self-efficacy
- connecting classrooms, opportunities to reflect intercultural communication
- structuring methods, planning, finding information
- philosophical inquiry
For measuring global competencies

→ reflected **decisions** are necessary what dimension is taken into account

  how many aspects are necessary that we can speak about measuring global competencies?

→ it is necessary to go **beyond self description** (you get in a lot of cases a more positive self description with more global naivety)

→ it should be taken into account that until now there does not exist an **agreed concept** of global competencies and no **agreed testing instruments**
Take home message

Global learning is broadly discussed and well understood in its objectives. But it is still unclear how these competences are systematically acquired.

As values related global competencies are socially expected, self-explanation is very loosely related to these competencies.
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Decisions

1. Which aspect of the learning process is focused? Competencies, informal learning, instruction, learners' attitudes etc.?
2. What is the function of the measurement?
3. What function may measurement become in the given political situation?
Standards

1. A measurement must describe the concept of global competencies related to the international discourse.
2. Measurement of competencies should be related to the standard of competence-measurement (action; no self-description)
3. In case a score is created, does this score measure the same in different contexts?
Thank you!