

MYP students and the PISA Global Competence framework

Creating the conditions for success

PISA Global Competence and the MYP

The PISA Global Competence Assessment

Research-demonstrated impact of the MYP

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The Middle Years Programme *fosters international-mindedness*

The MYP has an internationally-minded approach that fosters empathy, neurolinguistic diversity and cultural respect. This approach links to the OECD Programme for International Student Assessment (PISA) Global Competence framework.

The Middle Years Programme *nurtures innovation*

The **MYP Student Innovator grant**¹ has a strong focus on social impact. The 2020 student finalists represent 21 IB World Schools in 13 countries and are eligible to receive grant funds of more than \$145,000 combined.

The Middle Years Programme *develops drivers of change*

IB World Schools are required to let MYP students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond.

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What is the PISA Global Competence framework?

A combination of knowledge, skills, attitudes and values for young adults to successfully deal with an increasingly interconnected and rapidly changing world.

What is IB international-mindedness?

An overarching construct related to intercultural understanding, global engagement and multilingualism.

Introduced in 2018 by the Organization for Economic Co-operation and Development (OECD). The framework is assessed through the **PISA Global Competence Assessment²**.

Continuously developed since 1950 by the founders of the International Baccalaureate (IB). This construct permeates through an IB education, assessment, and the standards and practices of IB World Schools.

Designed as a framework to help the education community assess how well schools are enabling young people to develop global competence skills.

Designed as a construct that helps schools to develop internationally minded young people who can create a better and more peaceful world.

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The PISA Global Competence Assessment measures four highly interdependent dimensions of development, all of which are reflected in the core values and structure of the MYP.

Dimension 1:
Examine local, global, intercultural issues

World-leading, innovative on-screen exams measure how MYP students **investigate real and globally relevant contexts**, connecting the classroom to the world.

Dimension 2:
Understand and appreciate the perspectives and world views of others

The IB requires schools to provide MYP students with opportunities to explore and develop their **personal and cultural identities**. MYP students strive to collaborate effectively, listening carefully to the **perspectives of other individuals and groups**.

Dimension 3:
Engage in open, appropriate and effective interactions across cultures

All MYP students **study a second language**. Furthermore, the IB requires schools to develop and implement a language policy that **recognizes multilingualism as a right**, and an invaluable resource for learning.

Dimension 4:
Take action for collective well-being and sustainable development

MYP students **lead local initiatives** through community and/or personal projects. Through **approaches to learning**, MYP students learn how to learn and take responsibility for their own development.

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Enrolment in the MYP has a positive impact on open-mindedness, civic-mindedness, international-mindedness and global awareness. MYP students tend to initiate and engage more in service learning projects in school and volunteer activities outside of school.

Top 3 statements on global-mindedness that MYP students in the USA responded more positively to compared to their non-IB peers³:

1. I generally find it interesting to spend time talking with people from another culture
2. I feel very concerned about the lives of people who live in countries where human rights are not respected
3. I enjoy trying to understand people's behaviour in the context of their culture

Attitudes and behaviours concerning global issues that MYP students in the UK strongly agreed with⁴:

- I treat everyone the same no matter what their background
40% MYP students 27% non-IB students
- I encourage others to respect people from different backgrounds
32% MYP students 20% non-IB students
- I try to help people if they are being treated unfairly
33% MYP students 24% non-IB students
- I think about how my actions affect the future
30% MYP students 20% non-IB students