

# **Student-Centric Perspectives of the ‘Why’ and ‘How’ of Fostering Global Competence in Education**

**Jesusa C. Francisco**  
**Bulacan State University**

*In today’s interconnected world, students must do more than just respect other cultures; they must also grasp global issues to become truly globally competent. This study explored students’ perspectives on the “why” and “how” of promoting global competence. Utilizing a descriptive qualitative approach, five themes were discovered through analysis of primary and secondary data sources, including virtual interview transcripts of 13 class leaders in the Purposive Communication course, essays, reports, and journals. Three themes emerged concerning the “why” of promoting global competence: gateway to career opportunities, inspiring a sense of social responsibility, and nurturing intercultural relationships. As for the “how,” two themes surfaced: the use of technology-infused strategies (TIS) and non-digital methods (NDM). These themes comprehensively addressed the three core aspects of global competence: knowledge, skills, and attitudes. The findings of this study can provide the basis for integrating global competence into the General Education Curriculum’s course objectives or outcomes. Additionally, they offer valuable insights for creating instructional materials to enhance global competence.*

*Keywords: global competence, knowledge, skills, attitudes*

## **INTRODUCTION**

In the globalized world, we live in characterized by the growing interconnectedness and interdependence of nations’ economies, peoples, and cultures (National Education Policy, 2010), changes do not only happen in the business world (Mansilla & Jackson, 2013; Salzer & Roczen, 2018) but even in the education sector. Higher educational institutions are faced with the challenge of integrating global competence in the curriculum (OECD, 2016) and developing in their students the knowledge, skills, and attitudes (Reimers, 2009), necessary to produce globally competent and competitive individuals (Kaushik et al., 2017; OECD, 2016). Global competence is defined as ‘the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development’ (OECD, 2018, p.1).

Different countries have recognized its importance early on and designed ways to make it a part of the education policy (Stray & Wood, 2020). The Organization for Economic Cooperation and Development (OECD) even regarded global competence as the primary concern of the educational system (Meyer, 2014). In the United States, students were prepared to compete in the global market (Darling-Hammond, 2010). In Great Britain, global issues had been made a part of the curriculum by establishing connections with schools in Asia, Africa, Latin America, and the Caribbean (Mansilla & Jackson, 2013). The same thing

went for other Asian countries like China and India and Sweden, which even promoted understanding with other countries through its Global Citizen Program (Mansilla & Jackson, 2013).

In the Philippine higher learning institutions, global competence has been emphasized through its inclusion in the General Education, which is a part of the curriculum and common to all undergraduates regardless of their major. Stated under Article 1 of the General Education, higher learning institutions should develop in their students “civic capacities demanded of membership in the community, country and the world” (CHED Memo No.20, series of 2013). This underscores the crucial role of interacting with people from diverse cultures and understanding viewpoints different from their own. It further stated that the goal of General Education is the person’s holistic development. Holistic in the sense that it transcends the development of the person’s identity and awareness of their collective identity as a Filipino, being part of the Filipino society and nation. In addition, it includes acceptance, appreciation, and respect for the diversity of the global community and openness to get involved and contribute to the solutions to global problems.

Although global competence is not a new construct, many issues have emerged relative to its implementation and assessment. Literature has shown that quite several educational institutions are not sufficiently and effectively preparing students to become globally competitive (Engel et al., 2019), and different countries have different views about global competence (Bourdieu, 2021). On the other hand, concerns have been raised regarding the assessment framework on global competence. The 2015 version of OECD highlighted the relationship between intercultural competence and global competence; the latest version underscored the inclusion of critical thinking and global issues (OECD, 2016). About ways by which it could be developed, provisions for the recruitment of international students and immersion in other cultures (Hoeflinger, 2012), advanced degree programs abroad and faculty interaction and collaboration have been facilitated by different colleges and universities (Johnston, 2010), which, however, was made difficult, if not possible to implement with the onslaught of the Coronavirus pandemic. However, there is little research conducted on how students regard global competence, let alone the strategies on how it may be infused in the lesson.

Despite the limitations regarding the implementation and assessment of global competence, teachers in the higher learning institutions are left with no choice but to take over the reins, considering that it has been made a part of the curriculum. While the issue on the assessment of global competence is at a standstill, focus should be directed on its implementation and integration in the subjects.

It is a common practice that teachers are the ones creating the strategies to effectively deliver the lesson. It is also worth mentioning that studies on global competence have mostly investigated the teachers’ perspectives. On the contrary, the study attempted to investigate the perceived importance of global competence through the lens of the students, who were the key players in this study, and how they thought it could best be integrated in the lessons. Moreover, it sought to address the following objectives:

1. Determine students’ perspectives of the importance of developing global competence.
2. Explore students’ learning experiences relative to the promotion of global competence.
3. Consider how global competence may be incorporated in the General Education courses, specifically the Purposive Communication course.

The results of the study, which were culled from the analysis and interpretation of primary and secondary sources such as transcripts from virtual interviews, essays, individual and group reports and journals can offer valuable insights for enhancing the integration of global competence within General Education’s course objectives, particularly, Purposive Communication. Furthermore, these findings can inform the development of instructional materials to enhance students’ global competence.

## **LITERATURE REVIEW**

Global competence is a composite of knowledge, values, attitudes, and skills that students need to develop to become well-rounded individuals and increase their chances of employment. These four aspects include the following sub-concepts that illustrate the specific descriptions of global competence.

### **Examine Local, Global and Intercultural Issues**

As the world becomes interconnected and people live interdependently, students' knowledge of global and intercultural issues comes to the fore, not to mention the local issues, which should be everyone's primary concern. According to the OECD (2018), global competence may be shown in students' knowledge of global and intercultural issues and in their ability to analyze, think critically, and explain their stand or opinion in local and global issues, which may include understanding of environmental policies, economic and sustainable development that relate to globalization (Imoto, 2015).

Awareness and knowledge of global issues directly or indirectly affect local issues, even on the lives of people locally. Hence, students must have a wide range of perspectives in terms of what is happening in the local setting. This may be done by encouraging them to revitalize the culture of reading (Mansilla & Jackson, 2013). Part of the findings of the PISA 2018 which was observed in the Philippines, along with Malaysia, Indonesia, among others, indicated that there was an increase of one unit in the index of students' enjoyment in reading which was closely related with an increase of 0.14 unit in the index of students' global awareness.

Similarly, it is important that students know the differences in cultural practices to avoid stereotyping and ethnocentricity which serve as both cultural and communication barriers (Reid, 2015). Conversely, they must enhance their intercultural communicative competence, essential in establishing relationships with people from diverse cultural backgrounds (Arslan, 2018). According to (Deardorff, 2011), intercultural competence is the ability to engage in intercultural communication using one's knowledge and ability to ensure mutual understanding.

It can then be said that students' ability to analyze and understand local, global, and intercultural issues are important components of global competence (OECD, 2018).

### **Understanding the Perspectives on World Views of Others**

According to (Sire, 2020), worldviews are a multitude of paradigms that constitute varied belief systems and values of people from different backgrounds. To understand the perspectives on worldviews of others means to appreciate and respect others' beliefs, values, behaviors, and communication styles that may differ from their own. This would require sensitivity to others' feelings and toward cultural diversity. According to Gifford (Gifford, 2011), individuals' perspectives are not only limited to their understanding and sheer awareness of worldviews, but they also involve their willingness to take part in solving the issues that concern humanity as they apply their cultural knowledge in various cultural situations. Therefore, worldviews consist of meaning-making that requires individuals to analyze, think critically, and "co-create reality" (La Russo, et.al., 2016, p.138), as well as their flexibility to consider the views of others and not just their own and willingness to compromise when situations call for it (n.a., 2011).

### **Interactions Across Cultures**

People undergo a process of self-discovery through the reflections provided by others (Sire, 2020). Analogous to the Johari Window, which facilitates heightened self-awareness and enhanced comprehension of others through interactions with individuals from diverse cultural backgrounds, individuals broaden their viewpoints when they embrace the opportunity to comprehend, appreciate, and engage in multiculturalism (Ting-Toomey & Dorjee, 2019). Consequently, engaging effectively across cultures is a vital skill for students to cultivate to excel in the contemporary workplace (Buzzanell, 2017). This necessitates their capacity to comprehend the cultural customs and norms of various cultural and multicultural groups and adapt as needed to engage appropriately and effectively, fostering mutual understanding.

### **Take Action for Collective Well-Being and Sustainable Development**

This dimension goes beyond understanding, appreciating, and respecting as it involves taking action. However, as individuals take action, they are expected to do such, no less. Taking action entails actively getting involved and becoming responsible and productive members of society as they readily respond to the call concerning local, global and intercultural issues toward human development and sustainable development (Barrett, et.al., 2014).

However, taking action for the common good cannot exist in a vacuum as it takes confidence and competence to become well-informed and stand for what one believes in, regardless of the odds. Students must be given opportunities to make informed choices and sound judgments on critical matters and take the initiative to disseminate personal opinions on issues of relevance (Londono-Escudero, 2022), such as those that concern sustainable development—social, environment and ecological aspects (UNDP, 2020; Duran, et.al., 2015).

## **METHOD**

The study is generic qualitative research, which made use of descriptive methodology. Generic qualitative research “is not guided by an explicit or established set of philosophic assumptions in the form of one of the known or more established qualitative methodologies” (Caelli, 2003, p.13). It aims to understand how people analyze, interpret, and make meaning of a phenomenon or a situation to find answers to the questions under investigation (Mansilla & Jackson, 2013; Reid, 2015). Further, it focuses on three aspects, namely: “(1) how people interpret their experiences; (2) how they construct their worlds; and (3) what meaning they attribute to their experiences” (Kahlke, 2014, p. 40-42).

The Descriptive qualitative approach, one of the two genres of generic qualitative research, was used in the study. It is designed to produce low inference description (Sandelowski, 2010) to make it nearly close to the original data. The data gathered were analyzed using the thematic approach (which is a component of descriptive qualitative approach) to look for themes or patterns from both primary and secondary sources such as, virtual interviews, essays, individual and group reports, and journals. Recurring patterns then became the bases of the key or central themes.

While it is important to acknowledge that the PISA assessment on global competence focused on 15-year-old students, it is worth noting that this study specifically targeted first-year students enrolled in the researcher’s Purposive Communication course during the second semester of the Academic Years 2021-2022.

### **Data Collection and Analysis**

Since the scope of the study was limited to the first-year students of Purposive Communication, students’ outputs from the class activities and discussions like essays, individual and group reports, journals, along with the transcripts from virtual interviews using open-ended questions served as the research data, which were sorted out as part of the preliminary step in the data analysis.

In analyzing the data, written outputs were first examined to determine common patterns and passages deemed meaningful and relevant to the research questions or topic being investigated, without making any interpretations. The same process was done in other data like the interview transcripts in which related statements or passages were underlined, and those forming a single idea were placed under one code or theme. Recurring codes were clustered together and assigned names to serve as emerging themes. Each theme was then provided with a description or discussion supported by direct quotations from the transcripts or activity outputs. All themes from the written outputs and transcripts were integrated and discussed.

## **RESULTS AND DISCUSSION**

Pursuing global competitiveness has become a prevalent objective, particularly within the academe. This goal places significant demands on higher education institutions, compelling them to cultivate students’ global competence as a precondition for international competitiveness. While various approaches to nurturing global competence have been explored (Gifford, 2011), including initiatives like short-term international courses (Council of Europe, 2018), curriculum internalization (Gifford, 2011), and intercultural projects (La Russo et al., 2016), this study uniquely displayed authentic learning experiences to facilitate the comprehension of global competence. Moreover, students were entrusted with tasks that encouraged them to devise means of promoting global competence, thus engaging them to address urgent challenges and prompting them to apply their knowledge and skills towards fostering a sustainable world

(n.a., 2012). Through the analysis of students' outputs and transcripts from virtual interviews, five thematic categories emerged: three relating to the 'why' or rational behind promoting global competence and two focusing on the 'how' or strategies for its promotion.

### **Rationale for Promoting Global Competence**

#### *Gateway to Career Opportunities*

A report by the World Economic Forum (WEF) estimated that the increased use of technology and automation is expected to displace 85 million jobs by 2025. While digitization prevails in various sectors, certain roles necessitate distinct proficiencies such as effective communication, a crucial 21<sup>st</sup>-century skill (Sire, 2020; Ting-Toomey & Dorjee, 2019 & Buzzanell, 2017). Consequently, global competence, encompassing communication, critical thinking, innovation and intercultural awareness (Barret et al., 2014; Londono-Escudero, 2022), is indispensable for thriving in a globally interconnected world (OECD, 2018). As one participant articulated:

*I know it's hard when we graduate because it will be difficult to find job because machines already operate many jobs. That's why, I need to do other things which the machine cannot perform. I should be very good in English because it is the international language. (Personal Interview with Student 4)*

Understandably, the individual's ability and capability to perform the job plays a big part in being hired.) "The world economy no longer pays for what people know but for what they can do with what they know" (Malik, 2018, p.12). Still, there is more to getting employed than sheer knowledge. Getting involved in a globalized world (Bostrom, 2012) and acquiring a global perspective through their conscious effort to know diverse cultures and learning from them through their education would give graduates and employees a competitive edge in the workplace.

*These days it is not only what one knows that will make him get hired but how he relates with others, especially if you will work abroad since people there have other cultures different from mine. (Personal Interview with Class Mayor 1)*

*Since my dream is to work in Korea, I am studying their language and even culture although I know how to speak a little and even their culture, I know something because I am fond of watching Kdrama and I am a big fan of BTS. (Personal Interview with Group Leader 7)*

*My sister who works in the United States told me that I should know how to speak and value my time if I want to get a job because life in the US is fast-paced. It's different in the Philippines because Filipinos, like me, spend more time in social media but in the US, according to my sister, I cannot do it. (Personal Interview with Class Mayor 3)*

It is then a must for educational institutions to periodically check the relevance of their curricular goals and objectives, which must be aligned with the sustainable development goals (Lim, 2011), necessary for further improvement, specifically in the higher learning institutions. According to the British Council (2013), effective communication and right behavior toward others with different cultural backgrounds can increase the chance of employment.

*I really need to improve my skills, especially my communication skills and if I can learn multiple languages, it will be my advantage. But then, it should not only be my communication skills because how will I adjust with the people if I get the chance to work abroad if I do not know their culture. I might offend them that will cause conflict or misunderstanding. (Personal Interview with Class Mayor 5)*

### *Inspiring Social Responsibility*

Educational institutions grapple with the challenge of instilling global competence in students, extending beyond mere skill enhancement to encompass intercultural competence and social responsibility (Kahlke, 2014; Ortiz-Marcos, et. al., 2020 & Bretag, et. al., 2017). Engaging students in addressing global issues, regardless of the scale of their contributions, epitomizes their capacity to effect meaningful change (Flammina, 2019). Participants recognized their potential to make a difference. One student's reflection:

*When we were working on our project, my group mate shared that at first, she thought we were only students and asked how we could help promote global connections? But when my other group mate said that we could compose a song wherein the lyrics would be about the importance of promoting peace, like what happened to the Asians who were victims of hate crime in the US, I realized that we need not be in position and even students like us could do something even if it is just a small thing. (Personal Interview with Group Leader 2)*

*The world has a lot of problems. The war in Ukraine affected us a lot. The prices of gasoline affected the prices of basic commodities. Sometimes I think how students like me can help solve these problems until I realized that I am not Superman. Maybe even Superman cannot solve the problems. I will just do what I can like in helping save Mother Earth. (Personal Interview with Class Mayor 6)*

*Even if I already know that all of us are a part of the problem especially environmental problems, that's why, we are suffering from climate change, I realized that I am not consciously doing things that will help at least minimize the problems caused by climate change. If only all of us will take the government policy on the 3Rs of waste management, which we also discuss in class, maybe, we can help. (Personal Interview with Class Mayor 12)*

The convergence of global competence with the “3Rs” – Reasoning, Resilience and Responsibility – as outlined by Mc Donnell (2004), emphasizes its centrality in fostering academic achievement and societal contributions.

### *Nurturing Intercultural Relationship*

Prominent figures like Mahatma Gandhi championed openness to diverse cultures, advocating for cultural exchange and understanding (British Council, 2013). Likewise, modern education emphasizes intercultural competence as a core goal (Darling-Hammond, 2010). Participants recognized the significance of embracing diverse cultures with one student expressing:

*I realized that it's okay not to accept the cultures of people from other countries. I mean, not to adopt. But what is important is that we understand and respect. I think, it will not do us any harm if we will also follow what they are doing when we visit their country, but when we go back to our country, we can practice and observe our own culture again. (Personal Interview with Class Mayor 8)*

According to Barret and Byram (2019), interculturality became a trend in research in the 18th century, highlighting the importance of global competitiveness. Hence, intercultural communication skills are essential in the promotion of intercultural relationships.

*Just like what we discussed, Ma'am, there is no way we can live meaningfully without forming relationships not just with other Filipinos but with other people from other nations. And we can only do that if we will know, learn, understand, and appreciate their cultures. (Personal Interview with Class Mayor 10)*

As there are many different reasons to be globally competent, so too, are different ways. Realizing the importance of global competence, different groups from selected classes were able to come up with learning activities on how it may be promoted: (1) through Technology-Infused Strategies (TIS; and (2) through Non-Digital Methods (NDM). From these strategies, features of global competence were highlighted as students designed activities by which they could involve themselves in global issues, make connections and communicate with others across the globe. Moreover, they showed understanding and respect for other nations' cultures, as their way of responding to the challenges of globalization.

### **Strategies for Promoting Global Competence**

This category encompasses dynamic methods leveraging technology to foster global competence.

#### **Technology-Infused Strategies (TIS)**

Under the umbrella of Technology-Infused Strategies, participants engaged in innovative approaches to transcend geographical boundaries.

##### *Song Composition "Let's Live in Peace"*

The song served as a medium for the group to convey their thoughts and emotions concerning global issues, specifically the rise of hate crimes, which have unfortunately victimized many Filipinos. The lyrics of the song drew inspiration from a diverse array of sources, including contributions from group members themselves.

In this musical composition, the group underscored the idea that, despite belonging to different races, they all share a common humanity capable of coexisting in peace and harmony. The musical backdrop for the song, titled 'Happy Upbeat Type Beat (Chance the Rapper Type Beat),' was sourced from YouTube, available for free use. However, the overall tone and lyrics of the music were a collaborative effort by the entire group.

##### *Podcast "Wanted: Earth Savers"*

The podcast content was on environmental concerns. The group members felt the need to promote this aspect of global competence, so listeners will be reminded that each of us has a significant role in protecting and saving our dying environment. They highlighted the significance of simple yet impactful practices, such as the three "Rs"—reduce, reuse, and recycle, which can collectively contribute significantly to the conservation of our planet Earth.

##### *Video Clip "The Way Filipinos Are"*

The group's objective was to promote global competence through a brief advertisement. They aimed to showcase Filipino practices, such as 'pagmamano' (hand kissing), 'pagtatanggal ng sapatos bago pumasok sa bahay' (removing the shoes when entering other people's house), 'pagdarasal' (prayer), at 'pagsasabi ng po at opo' (using "po" and "opo" as signs of respect especially for the elderly).

To provide a glimpse of other cultures, they reached out to Filipinos who had been residing abroad for over a decade, essentially making them dual citizens. The family they interviewed comprised fewer than ten members, all of whom were of Filipino descent. Despite living in Canada for over a decade, they proudly demonstrated how they continue to uphold Filipino traditions while embracing Canadian customs.

To foster global competence, one must remain rooted in their own culture while also embracing the world around them. It involves exploring, discovering, and appreciating diverse cultures without losing touch with one's heritage. It also requires the openness to navigate unfamiliar situations with respect and understanding.

##### *Video Chat Using OmeTV*

Thanks to globalization and technological advancements, the boundaries that once separated us have grown smaller in our increasingly interconnected world. Today, individuals from diverse cultural, racial, ethnic and socioeconomic backgrounds can easily communicate and elaborate. A globally competent

individual acknowledges our shared humanity and collective responsibility for our planet, striving to contribute to a better and peaceful world.

For the group's project, they utilized the OmeTV app, a video chat platform, to engage with four randomly selected virtual strangers representing different races and cultures. They aimed to learn about their cultural practices within their respective countries and gain insight into their perspectives on global issues. The individuals they interviewed were from United States and Columbia.

Understanding and appreciating other cultures and gaining awareness of global issues and viewpoints of their peers are essential steps in developing a value system rooted in kindness, tolerance, and acceptance of diverse perspectives. Therefore, they chose interviews as the format for our project, seeking to uncover how their interviewees' respect, comprehend, and value different cultures while embracing diversity.

They selected the OmeTV app due to its wider user base spanning the globe which ensured that they could easily connect with random strangers, enabling them to gain insights into their thoughts and ideas on various issues and their interactions with individuals from diverse cultural backgrounds and beliefs.

#### *Advocacy Video Campaign "Different but United"*

The world consists of different social structures, cultures, races, religions, and beliefs. We have no control over what culture and society we will be born in. However, culture holds the power to influence our lives from the start until the very end. Culture plays a very important role in our lives. Whether we admit it or not, it can determine how other people are going to be treated. In any society, biases and prejudices are being experienced that lead to negative treatment especially toward other ethnic groups.

The group came up with the idea of doing an advocacy video to portray the diverse cultures in their society to open the minds of their audiences and promote respect for the culture of the ethnic groups. In their video, they depicted five (5) different cultures, namely, Filipino, Indian, Thai, Japanese and even the culture of the Muslim people, to show how different one's culture in one country is from another.

They aimed to show the distinct characteristics of every culture with the hope of addressing the stereotyping and judgment that anyone may have encountered. Through their advocacy video, they delivered a message to everyone that even though we belong in different social classes, religions, or races, we are still living on the same planet—sharing and somehow feeling a common bond of unity with others.

#### *Interactive Website*

The group embarked on creating an interactive website, accessible to people worldwide without charge. The primary aim of their website was to establish a platform, a virtual space where individuals from diverse countries and cultures could engage with each other in real-time. This platform served as a conduit for sharing their cultural experiences and, in turn, listening to others' narratives.

While the core feature of their website was the interactive server, visitors would not gain instant access. Before joining the virtual space, they were encouraged to engage with their curated materials, readily available on the website. These resources provided essential information about promoting global competence and elucidated the purpose of the website and server.

To ensure a safe and informed community, visitors were required to create their own accounts before being granted access to the server. This measure ensured members were well-informed and respectful of others within the community.

They opted for a website as their platform because of its ease of global dissemination. The group firmly believed that one of the most effective ways to enhance their global competence was to participate in a community where individuals could freely converse and express themselves without the fear of judgment, especially those residing outside their home country. This project aimed to foster connections among participants and potentially dissolve any feelings of inferiority or superiority, leading to more harmonious relationships.

#### *Comic Strip and Trailer Video*

One of the university's primary objectives is to remain 'relevant and responsive to the dynamically changing domestic and international environments.' Achieving this requires fostering diverse perspectives



within the academic community, fostering a culture of continual innovation within and beyond the institution's boundaries. In our quest for insights and entertainment related to the lives and ideas of others, we often turn to online searches and movies. Two prominent platforms for such engagement are trailers and comics, both of which offer unique modes of presentation and entertainment.

The group considered 'art' as a powerful tool for influencing and educating individuals. It effectively enhances cognitive abilities, stimulates visualization, and improves communication skills, allowing young people to express their thoughts, ideas, and emotions through artistic expression. This belief drove their decision to employ 'comics' and 'trailer videos' as their chosen mediums for promotion and presentation.

Utilizing art, such as the stylized format of comic cartoons, enabled promoters of global competence to reach a broader and more diverse global audience, particularly targeting youth. Similarly, video trailers, often employed to tease upcoming movies, videos, and TV shows, followed a similar approach by providing glimpses into the subject matter and conveying a basic understanding of its key elements.

The trailer video, titled 'Promoting Global Competence,' acted as a teaser, setting the stage for the broader context and content of the topic. In contrast, the comic, titled 'Kyuryo' (a playful take on the word 'curiosity'), served as a vehicle for conveying vital information about 'Global Competence,' and it was designed to be accessible and enjoyable to the general public, with a particular focus on their target audience.

#### *Role Playing Animation*

Through this activity, they aimed to raise awareness about cultures that are often unfairly judged by people from other nations.

Role-playing served as an ideal medium for them to amplify their message, reaching beyond their national borders to a global audience. The central lesson they aimed to convey through this short, animated role-play was the importance of cultivating respect rather than resorting to judgment or belittlement when encountering individuals from diverse backgrounds. This message extends to those who may differ from us in terms of color, race, or physical appearance.

#### *Interview*

The group interviewed with a former international student who was a Filipino born in Dubai. She studied and earned an International Baccalaureate Diploma at Doha British School.

This interview was intended to learn about the interviewee's firsthand experiences of another country's culture and the difficulties she encountered as a Filipino living in a foreign land.

#### **Non-Digital Methods (NDM)**

Contrasting with TIS, NDM encompass strategies that do not rely on technology, yet remain potent in promoting global competence. Notably, the newsletter and bookmarks serve as tangible artifacts promoting cultural, environmental, and socio-political awareness.

#### *Newsletter*

The group created articles featuring cultural, environmental, and economic and political news, which are of global concern.

A part of the feature article indicated the value of establishing relationship with other people belonging to the same and other nationalities:

*It can start off as one person from the next room, gradually growing into a group of people. Eventually, one can find themselves nestled in the middle of a budding network of like-minded individuals that have similar goals and ideals. To put it simply, one's connections allow them to view the world in a way no one thought would be possible. It grants people the opportunity to live life in the eyes, culture, and presence of another even if they are miles or eons away from each other. It provides them with a way to impart valuable*

*resources to aid in the welfare of the greater good. It makes visualizing and actualizing a future where empathy, diversity, and inclusivity thrive no longer a pipe dream.*

#### *Sample Group Work: Bookmarks*

The group's way of promoting global competence may be simple and somewhat outmoded, but they all agreed that making bookmarks with captions could better express their sentiments, especially on issues that concerned them, whether economic, social, political, or environmental. Some were famous quotes, others were original.

“Think locally, act globally”

“Building connections for a more competitive world.”

“Be globally competent and competitive.”

## **CONCLUSION**

The significant role that global competence plays in the educational system has been gaining attention worldwide. Hence, it is hardly surprising that its inclusion in the curriculum is given emphasis. While it is undeniable that crafting effective teaching strategies and drawing inspiration from the best practices of others may not single-handedly enable students to fully grasp the concept of global competence, they nonetheless provide an essential starting point.

From the students' vantage point, regarding the promotion and cultivation of global competence, it becomes evident that their perspectives align harmoniously with the three fundamental components of global competence—knowledge, skills, and attitudes. Through their classroom activities and projects, students demonstrated their comprehension of global issues and phenomena and demonstrated their ability to engage in cross-cultural exchanges, articulating their viewpoints effectively. Additionally, they exhibited a profound understanding of and respect for the beliefs and practices of different cultures. Their awareness and critical analysis of global and environmental concerns, coupled with their willingness to contribute in their own modest ways towards fostering peace and sustainability, were noteworthy.

This underscores the undeniable reality that we inhabit a borderless and interconnected world, where the essence of life on Earth comes to fruition through the creation and navigation of relationships. It establishes the universal truth that humans are inherently social beings who thrive not in isolation but through connections. This perspective is not rooted in the inability to live independently but rather in the realization that we are not meant to.

Indeed, when humans unite, they become the world and more, forming cultural, political, social, economic, and environmental bonds that transcend borders.

## **ACKNOWLEDGEMENTS**

I would like to express my sincere gratitude to all those who contributed to the successful completion of this research project, “Student-Centric Perspectives of the ‘Why’ and ‘How’ of Fostering Global Competence in Education.”

I am deeply appreciative of Dr. Cecilia N. Gascon, the President of Bulacan State University, for providing the resources and academic environment necessary for conducting this research.

I extend my warmest gratitude to the participants of this study, the students, whose candid perspectives and experiences were pivotal to the research. Your willingness to share your insights was truly invaluable.

I am thankful to the broader academic community and all those who have contributed to the field of global competence education. Your pioneering work laid the foundation for this study.

This research would not have been possible without the collective efforts of these individuals and my university. Thank you all for being a part of this endeavor.

## REFERENCES

- Arslan, S. (2018). A probe into the indicators of intercultural communicative competence in an EFL self-study textbook. *International Online Journal of Education and Teaching (IOJET)*, 5(1), 150–167.
- Barret, M., & Byram, M. (2020). Errors by Simpson and Dervin (2019) in their description of the council of Europe's references framework of competences for democratic culture. *Intercultural Communication Education*, 3(2), 75–95. DOI: 10.29140/ice.v3n2.286
- Barrett, L.F. (2014). The conceptual act theory: A précis. *Emotion Review*, 6(4), 92–297. <https://doi.org/10.1177/1754073914534479>
- Bedir, H. (2019). Pre-service ELT teachers: Beliefs and perceptions on 21<sup>st</sup> century learning and innovation skills (4Cs). *Journal of Language and Linguistics*, 15(1), 233–235.
- Big Think. (2014). Retrieved from <https://www.pdfdrive.com/big-think-strategy-how-to-leverage-bold-ideas-and-leave-small-thinking-behind-e159986079.html>
- Boström, M. (2012). A missing pillar? Challenges in theorizing and practicing social sustainability: Introduction to the special issues. *Sustainability: Science, Practice and Policy*, 8(1), 3–14. doi: 10.1080/15487733.2012.11908080
- Bourdieu, A.T. (2021). Theory of practice and the OECD PISA global competence framework. *Journal of Research in International Education*, 20(2), 154–170. doi: 10.1177/14752409211032525
- Bretag, T., & van der Veen, R. (2017). Pushing the boundaries: Participant motivation and self-reported benefits of short-term international study tours. *Innovation in Education and Teaching International*, 58(3), 175–183. <https://doi.org/10.1080/14703297.2015.1118397>
- Buzzanell, P.M. (2017). *Communication theory of resilience: Enacting adaptive-transformative processes when families experience loss and disruption*. <https://doi.org/10.4324/9781315204321-9>
- Caelli, K., Ray, L., & Mill, J. (2003). Clear as mud: Toward greater clarity in generic qualitative research. *International Journal of Qualitative Methods*, 2(2), 1–24.
- Commission on Higher Education (CHED). (2022, January). *Memo No. 34, s. 2022: Survey on the Implementation of GE Program*. Retrieved from <https://chedro3.ched.gov.ph/wp-content/uploads/2022/01/Memo-No.-34-s.-2022-Survey-on-the-Implementation-of-GE-Program.pdf>
- Council of Europe. (2018). Reference framework of competences for democratic culture. *Council of Europe, Strasbourg*. Retrieved from <https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture>
- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press.
- Deardorff, D.K. (2011). Intercultural competence in foreign language classroom: A framework and implication for educators. In A. Witte, & T. Harden (Eds.), *Intercultural Competence: Concepts, Challenges, Evaluations* (pp. 37–54). Oxford: Peter Lang.
- Duran, D.C., Gogan, L.M., Artene, A., & Duran, V. (2015). The components of sustainable development — A possible approach. *4th World Conference on Business, Economics and Management (WCBEM-2015)*, 26, 806–811. doi: 10.1016/S2212-5671(15)00849-7
- Eizaguirre, A., Feijoa, M.G., & Laka, J.P. (2019). Defining sustainability core competencies in business and management studies based on multinational stakeholders' perceptions. *Sustainability*, 11, 23–33.
- Engel, L.C., Rutkowski, D., & Thompson, G. (2019). Toward an international measure of global competence? A critical look at the PISA 2018 framework. *Globalization, Societies and Education*, 17(2), 117–131. DOI: 10.1080/14767724.2019.1642183
- Flammina, M., Sadri, H., & Mejia, C. (2019). An internalization project to develop global competency across the disciplines. *International Journal of Teaching and Learning in Higher Education*, 31(2), 332.
- Gifford, R. (2011). The dragons of inaction: Psychological barriers that limit climate change mitigation and adaptation. *American Psychologist*, 66(4), 290–302.

- Griffiths, M.D., Kuss, D.J., Billieux, J., & Pontes, H.M. (2016). The evolution of internet addiction: A global perspective. *Addictive Behaviors*, 53, 93–195.
- Hedlund-de Witt, A. (2011). The rising culture and worldview of contemporary spirituality: A sociological study of potentials and pitfalls for sustainable development. *Ecological Economics*, 70(6), 1057–1065. Elsevier.
- Hoeflinger, J.P. (2012). *Extending OpenMP to clusters*. Retrieved from <http://www.hearne.co.uk/attachments/OpenMP.pdf>
- Imoto, R. (2015). Home economics education to nurture the leaders of a sustainable society. *日本家庭科教育学会誌*, 58(3), 172–176. [http://dx.doi.org/10.11549/jjahee.58.3\\_172](http://dx.doi.org/10.11549/jjahee.58.3_172)
- Johnston, P.M. (2010). Towards culturally appropriate assessment? A contribution to debates. *Higher Education Quarterly*, 64(3), 231–245. <https://doi.org/10.1111/j.1468-2273.2010.00463.x>
- Kahlke, R.M. (2014). Generic qualitative approaches: Pitfalls and benefits of methodological mixology. *International Journal of Qualitative Methods*, 13(1), 37–52. <https://doi.org/10.1177/160940691401300119>
- Kallick, B., & Zmuda, A. (2017). *Students at the center: Personalized learning with habits of mind*. Alexandria, Virginia, USA.
- Kaushik, R., Raisinghani, M.S., Gibson, S., & Assis, N. (2017). The global aptitude assessment model: A critical perspective. *American Journal of Management*, 17(5), 82–95.
- Kestin, T., van den Belt, M., Denby, L., Ross, K.E., Thwaites, J., & Hawkes, M. (2017). *Getting started with the SDGs in universities: A guide for universities, higher education institutions, and the academic sector*. Retrieved from <http://ap-unsdsn.org/regional-initiatives/universities-sdgs/university-sdg-guide/>
- Kioupi, V., & Voulvoulis, N. (2019). Education for sustainable development: A systemic framework for connecting the SDGs to educational outcomes. *Sustainability*, 11, 6104.
- LaRusso, M., Kim, H.Y., Selman, R., Uccelli, P., Dawson, T., Jones, S., . . . Snow, C. (2016). Contributions of academic language, perspective taking, and complex reasoning to deep reading comprehension. *Journal of Research on Educational Effectiveness*, 9(2), 201–222. <http://dx.doi.org/10.1080/19345747.2015.1116035>
- Lim, J.H. (2011). Qualitative methods in adult development and learning: Theoretical traditions, current practices, and emerging horizons. In C. Hoare (Ed.), *The Oxford Handbook of Reciprocal Adult Development and Learning* (2<sup>nd</sup> Ed., pp. 39–60). New York, NY: Oxford University Press.
- Londono-Escudero, C. (2022). Nature governance for collective well-being: Reconciling holistic sustainability and human development. *Journal of Humanities and Applied Social Sciences*, 5(3), 193–210. <https://doi.org/10.1108/JHASS-02-2022-0029>
- Malik, R.S. (2018). Educational challenges in 21<sup>st</sup> century and sustainable development. *Journal of Sustainable Development and Research*, 2(1), 9–20.
- Mansilla, V.B., & Jackson, A. (2013). Educating for global competence: Learning redefined for an interconnected world. In H.H. Jacobs (Ed.), *Mastering Global Literacy* (pp. 5–27). Bloomington, IN: Solution Tree Press.
- Mc Donnell, J. (2004). *The other 3 Rs: Reasoning, resilience and responsibility*. Retrieved from <https://www.apa.org/ed/schools/teaching-learning/3rs-defined>
- Merriam, S.B. (2002). Basic interpretive qualitative research. In S.B. Merriam (Ed.), *Qualitative Research in Practice* (pp. 37–39). San Francisco, CA: Jossey-Bass.
- Meyer, H.D. (2014). The OECD as pivot of the emerging global educational accountability regime: How accountable are the accountants? *Teachers College Record*, p.116. Google Scholar.
- National Education Policy. (2010). Retrieved from <https://en.unesco.org/creativity/policy-monitoring-platform/national-education-policy-2010>.
- Neergaard, M., Olesen, F., Andersen, R.S., & Sondergaard, J. (2009). Qualitative description – The poor cousin of health research. *BMC Medical Research Methodology*, 9(1), 52–56. doi: 10.1186/1471-2288-9-52

- Organisation for Economic Co-operation and Development. (2016). *Education at a Glance 2016: OECD Indicators*. Retrieved from <https://www.oecd.org/education/skills-beyond-school/education-at-a-glance-2016-indicators.htm>
- Organization for Economic Co-operation and Development. (2015). *PISA 2018 Draft Global Competence Framework*. Paris: OECD Publishing.
- Organization for Economic Co-operation and Development. (2018). *Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework*. Retrieved from <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>
- Ortiz-Marcos, I., Breuker, V., Rodriguez, R., Kiellgren, B., Dorel, F., Toffolon, M., . . . Eccli, V. (2020). A framework of global competence for engineers: The need for a sustainable world. *Sustainability*, 12(22), 9568. <https://doi.org/10.3390/su12229568>
- Perez-Salgado, F., Abbott, D., & Wilson, G. (2018). Dimensions of professional competences for interventions towards sustainability. *Sustain. Sci.*, 13, 163–177.
- Reid, E. (2015). Techniques developing intercultural communicative competences in English language lessons. *Procedia - Social and Behavioral Sciences*, 186, 939–943. <https://doi.org/10.1016/j.sbspro.2015.04.011>
- Reimers, F. (2009). Educating for global competency. In J.E. Cohen, & M.B. Malin (Eds.), *International Perspectives on the Goals of Universal Basic and Secondary Education* (pp. 183–202). New York: Routledge.
- Sälzer, C., & Roczen, N. (2018). Assessing global competence in PISA 2018: Challenges and approaches to capturing a complex construct. *Int J Develop Educ Gobal Learn*, 10(1), 5–20. DOI:10.18546/IJDEGL.10.1.02
- Sandelowski, M. (2010). Whatever happened to qualitative description? *Research in Nursing and Health*, 23, 334–340.
- Savva, M., & Stanfield, D. (2018). International-mindedness: Deviations, incongruities and other challenges facing the concept. *Journal of Research in International Education*, 17(2), 179–193.
- Sire, J.W. (2020). *The universe next door: A basic worldview catalog*. Retrieved from [https://books.google.com/books/about/The\\_Universe\\_Next\\_Door.html?id=obhdLJK8UjEC](https://books.google.com/books/about/The_Universe_Next_Door.html?id=obhdLJK8UjEC)
- Stray, J.H., & Wood, B. (2020). Global-local education policy dynamics: A case study of New Zealand and Norway. *Scandinavian Journal of Educational Research*, 64(2), 256–269.
- Ting-Toomey, S., & Dorjee, T. (2019). *Communicating across cultures*. New York, London: Guilford Press. DOI: 10.3389/fpsyg.2014.00867
- United Nations Development Programme. (2020). Background of the sustainable development goals. *UNDP*. Retrieved from <https://www.undp.org/content/undp/en/home/sustainable-development-goals/background.html>
- United Nations Educational, Scientific and Cultural Organization. (2014). *Global citizenship education: Preparing learners for the challenges of the twenty-first century*. Paris: UNESCO. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000227729>
- Yáñez, S., Uruburu, Á., Moreno, A., & Lumbreras, J. (2019). The sustainability report as an essential tool for the holistic and strategic vision of higher education institutions. *J. Clean. Prod.*, 207, 57–66.