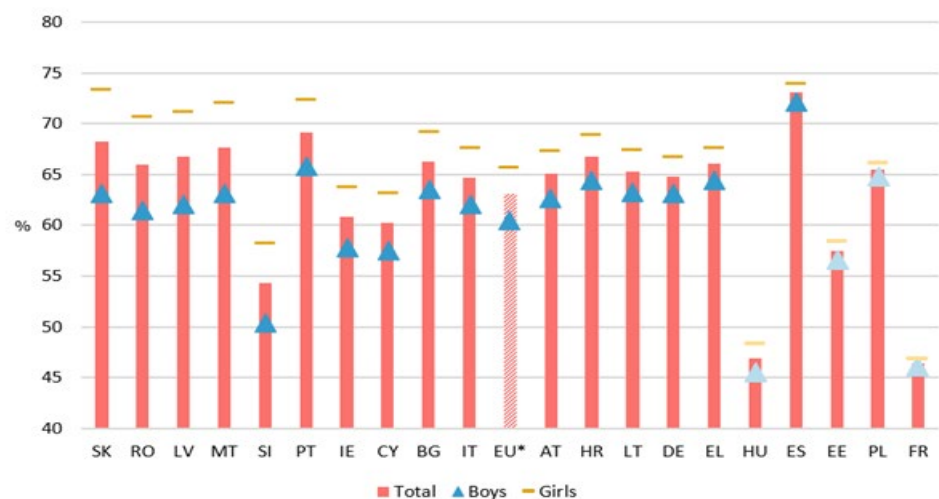


## Chart of the month (March 2022)

### A gender perspective on education for global competence: spotlight on conflict solving

Acknowledging the importance of youth in building a greener, digital, and more inclusive future, the EU has made 2022 the [European Year of Youth](#). Dealing with global issues requires young generations to be able to interact positively and effectively with people from diverse but interconnected environments. Developing global competence is a lifelong process, but education can be a game changer by shaping it from an early stage. The ability to solve conflicts is an important skill needed to thrive in today's world, allowing individuals and communities to live and work together. Our third chart of the Month for 2022 looks at gender differences in reported participation in learning activities aiming at developing conflict resolution skills.

#### Learning how to solve conflicts with other people



Source: OECD, PISA 2018 database, [Table VI.B1.7.1](#) and [Table VI.B1.8.1](#).

Note: Share of students responding 'yes' to the question 'I learn how to solve conflicts with other people in our classrooms' in PISA 2018. Sorted in descending order according to the gap between girls and boys. Darker shaded markers denote significant gender differences. \*Unweighted EU-20 average. 20 EU Member States participated in the PISA 2018 global competence assessment. For further notes, see PISA source tables

The chart shows that in 2018, across participating EU Member States, on average close to two in three (63%) students reported having been exposed to learning activities related to conflict solving. Spain recorded the highest share (73.1%), followed by Portugal (69.1%) and Slovakia (68.3%). The lowest shares can be observed in France (46.4%) and Hungary (46.9%), where less than half of the students reported that they learned how to solve conflicts with other people in their classroom.

Girls were more likely than boys to report that they learn how to solve conflicts (an average difference of 5.2 percentage points across Member States). This suggests that girls may be more exposed to learning activities related to resolving conflicts compared to their male peers. There are significant gender variations between countries, however. The gaps between girls and boys range from 10.2 percentage points in Slovakia to 1.9 percentage points in Spain, with no clear link between the overall level of perceived exposure and size of the gender gap. Differences were not significant in Hungary, Estonia, Poland, and France.

These findings draw the attention to existing learning strategies and practices at European level which may expose girls more than boys to learning experiences conducive to developing certain socio-emotional competences. Findings from the global competence assessment in PISA 2018 suggest that boys were more likely than girls to participate in activities in which they are expected to give and discuss their views, while girls were more likely than boys to report participating in activities related to intercultural understanding and communication. While these differences may be the result of different interests, they could also stem from how girls and boys are socialised in the classroom, e.g. through teaching practices that may reinforce gender stereotypes. Further research and data are needed to investigate teaching and learning practices in more depth. This would help design and develop dedicated programmes to build capacity to address gender stereotypes at school and community levels.

## **Background**

According to the PISA framework, [global competence](#) is a multi-dimensional construct that requires a combination of knowledge, skills, attitudes and values successfully applied to global issues or intercultural situations. Education for global competence can promote cultural awareness, respectful and peaceful interactions, boost employability and form new generations who can actively engage in addressing social, economic, political, and environmental challenges. The EU [key competences for lifelong learning](#) lay the foundations for further developing global competence in formal, non-formal and informal education and training settings. Successful interpersonal relations and social participation are covered by the 'personal, social and learning to learn' key competence. In 2020, the Commission introduced a conceptual framework, [LifeComp](#), to systematise the need to improve personal and social competences through education and lifelong learning, as well as to promote learning how to learn. The importance of developing these competences is also reflected in the priorities of the current [strategic framework](#) for European cooperation in education and training.

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