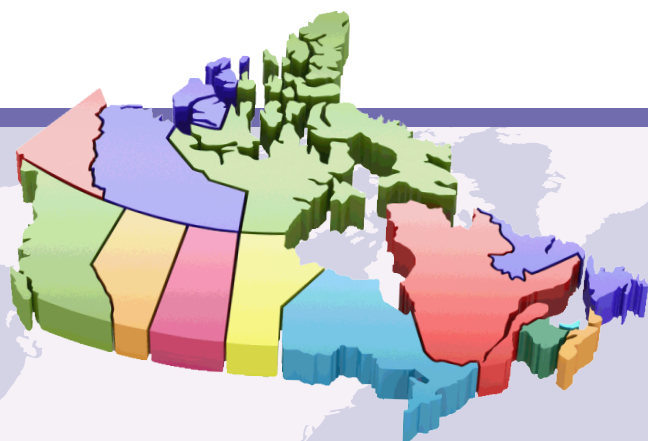


Measuring up: Canadian Results of the OECD PISA 2018 Study

The Performance of Canadian 15-Year-Olds in Global Competence



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Canada

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Canada

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Note of appreciation

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Introduction

The skills and knowledge that individuals bring to their studies, to their jobs, and to society play an important role in determining economic success and overall quality of life. Today's knowledge-based economy is driven by advances in information and communication technologies and by the globalization of markets, both of which have changed the type of knowledge and skills that the economy requires. As a result, individuals need a strong set of foundational skills upon which to build further learning.

Education systems play a central role in building this strong base. Students leaving secondary education without a strong foundation may experience difficulty accessing the postsecondary education system or the labour market, and they may benefit less when learning opportunities are presented later in life. Without the tools needed to be effective learners throughout their lives, individuals with limited skills risk economic and social marginalization.

Governments in developed countries have devoted large portions of their budgets to provide high-quality schooling. Given these investments, they are interested in the relative effectiveness of their education systems. To address these concerns, member countries of the Organisation for Economic Co-operation and Development (OECD), along with partner countries and economies,¹ developed a common tool to improve their understanding of what makes young people — and entire education systems — successful. This tool is the Programme for International Student Assessment (PISA). This triennial assessment measures the extent to which youth, at age 15, have acquired some of the knowledge and skills that are essential for full participation in modern societies.

The Programme for International Student Assessment

PISA is a collaborative effort among member countries of the OECD. It is designed to provide policy-oriented international indicators of the skills and knowledge of 15-year-old students and to shed light on a range of factors that contribute to successful students, schools, education systems, and learning environments (OECD, 2019b). It measures skills that are generally recognized as key outcomes of the educational process. The assessment does not focus on whether students can reproduce knowledge but rather on young people's ability to use their knowledge and skills to meet real-life challenges. These skills are believed to be prerequisites for efficient learning in adulthood and for full participation in society.

For almost two decades, PISA has brought significant attention to international educational assessments and related studies by generating data that permit a thorough comparative analysis of the performance of students near the end of their compulsory education. This information enhances policy-makers' ability to formulate decisions based on evidence. Specifically, findings from PISA highlight the ways in which student achievement varies across different social and economic groups and the factors that influence performance both within and among countries.

In 2018, 79 countries and economies participated in the assessment of PISA's core domains of reading, mathematics, and science. Approximately 600,000 students completed the PISA 2018 assessment, representing over 32 million 15-year-olds (OECD, 2019b). As well as these three core domains, PISA 2018 included an innovative domain, global competence, as an additional area of assessment. Twenty-seven countries and

¹ In this report, the word "countries" will be used to denote countries and economies.

economies² took part in the full global competence assessment. In Canada, all ten provinces participated in the global competence cognitive test as well as the student and school questionnaires.

What is global competence?

Students live in an increasingly interconnected, diverse, and changing world where knowledge and skills need to meet shifting demands of work and learning. New economic, digital, cultural, and environmental realities are impacting young people's lives and providing new spaces for students to connect on a global level. This rapidly changing environment presents both challenges and opportunities for students — and for education systems — that are related to participating in a more interconnected world and to developing tools to appreciate, adapt to, and benefit from cultural differences (OECD, 2019a).

As a growing area of educational and pedagogical research, global competence is an interconnected domain that encompasses different social, economic, technological, and demographic attitudes and skills. Adequately defining global competence is an important first step in understanding how to measure students' attitudes and skills and how to use findings to improve teaching and learning in the 21st century.

In the context of PISA, global competence is defined as “a multidimensional capacity that encompasses the ability to examine global and intercultural issues, understand and appreciate different perspectives and viewpoints, interact successfully and respectfully with others, and take action for collective well-being and sustainable development” (OECD, 2020, p. 3). The PISA global competence framework, using this definition as a starting point, put in place the foundations for measuring students' ability to understand and interact with the world around them. Within Canada, the pan-Canadian systems-level framework on global competencies examines these competencies as “an overarching set of attitudes, skills, knowledge, and values that are interdependent, interdisciplinary, leveraged, and applied in a variety of situations both locally and globally” (CMEC, 2020, p. 4). Both definitions outline skills and knowledge that are integral for developing global citizenship among today's young people and for promoting cohesiveness, respect, and progress in our communities.

The importance of global competence

As young people learn to participate and thrive in a more interconnected world, they can benefit from understanding cultural differences and developing an intercultural outlook. Education and schooling play a vital role in the lifelong process of developing global competence (Barrett, Byram, Lázár, Mompoin-Gaillard, & Philippou, 2014). The PISA global competence framework presents four reasons why students need intercultural and global skills: to live harmoniously in multicultural societies; to thrive in a changing labour market; to use media platforms effectively and responsibly; and to support the United Nations Sustainable Development Goals (OECD, 2019a). These reasons are grounded in the changing social, economic, and technological realities that impact the ways students interact with each other and prepare for their futures.

Focusing on the Canadian context, the Council of Ministers of Education, Canada (CMEC) prepared a list of global competencies, articulated by the provincial/territorial ministers of education, that are needed to provide learners with the knowledge and skills to meet the shifting and ongoing demands of life, work, and learning. CMEC's six global competencies are: critical thinking and problem solving; innovation, creativity, and entrepreneurship; learning to learn and to be self-aware and self-directed; collaboration; communication; and global citizenship and sustainability (CMEC, 2020, p. 2). These competencies guide the development

² The participants comprised 11 OECD countries or economies (Canada, Chile, Colombia, Greece, Israel, Korea, Latvia, Lithuania, the Slovak Republic, Spain, and the United Kingdom) and 16 partner countries (Albania, Brunei Darussalam, Chinese Taipei, Costa Rica, Croatia, Hong Kong (China), Indonesia, Kazakhstan, Malta, Morocco, Panama, Philippines, the Russian Federation, Serbia, Singapore, and Thailand).

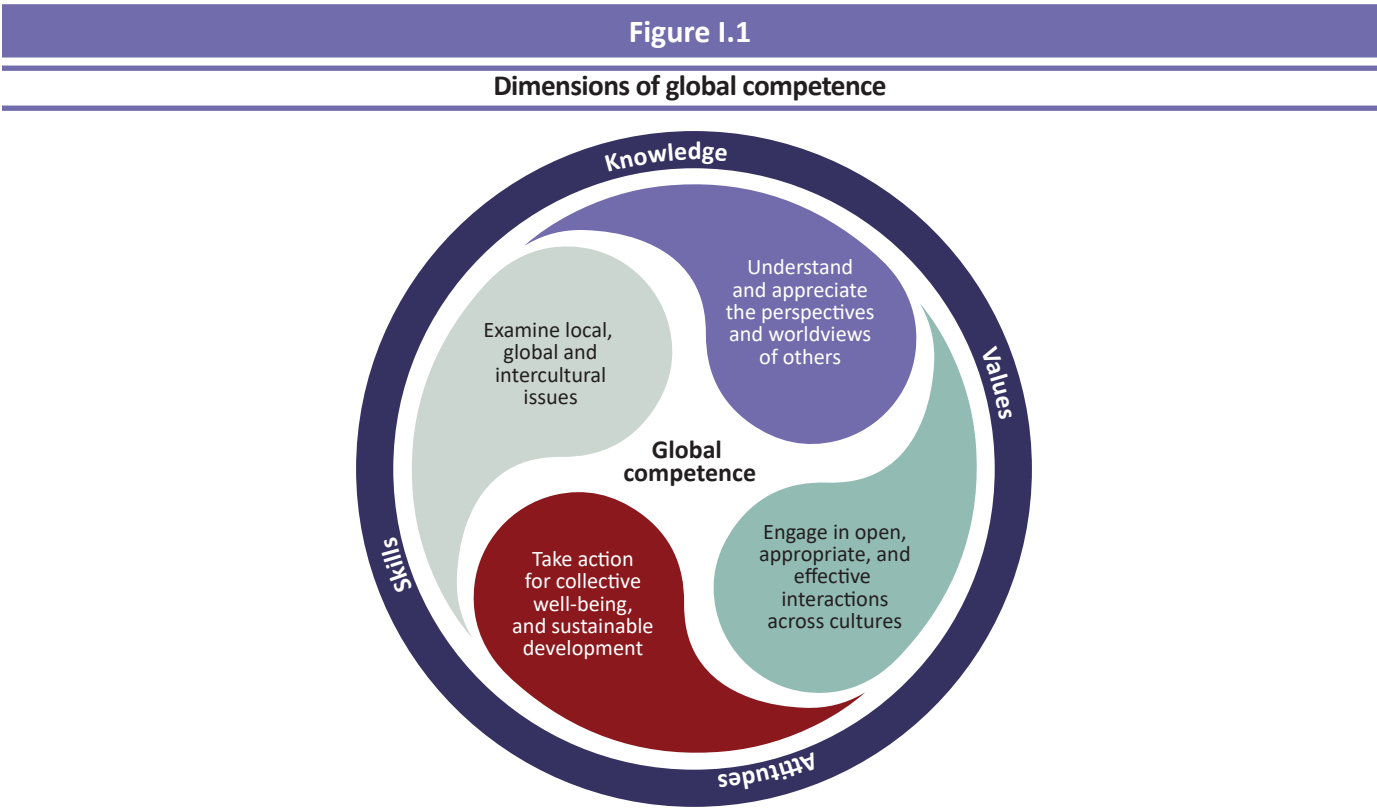
of curriculum to support student learning in a rapidly changing and interconnected world. The PISA global competence cognitive test and accompanying student questionnaire, which overlap with some of these Canadian global competence elements, provide an understanding of students’ global competence that is useful in both Canadian and international contexts.

The global competence conceptual framework

Current models of education centred on living in an interconnected world share a common goal of promoting students’ understanding of the world so that they can be empowered to express their views and participate in society (OECD, 2020). Building upon this definition of global competence, PISA proposes that:

Competence is not a specific skill; rather, it is a combination of knowledge, skills, attitudes and values successfully applied in face-to-face, virtual or mediated encounters with people who are perceived to be from a different cultural background, and in individuals’ engagement with global issues. (OECD, 2020, p. 5)

As a result of this conceptualization, PISA 2018 operationalized the definition and assessment of global competence through the four dimensions shown in Figure I.1.



Adapted from Figure 6.1 in OECD, 2019a, p. 169

The four dimensions of global competence

Dimension 1: Examine issues of local, global, and intercultural significance

Individuals living in an interconnected world need the skills and attitudes to combine their knowledge about the world with critical reasoning to form their own opinion about global issues. This requires higher-order thinking skills and media literacy. It involves the capacity to examine issues and situations of local, global, and

intercultural significance, such as poverty, economic interdependence, migration, inequality, environmental risks, conflicts, cultural differences, and stereotypes.

Dimension 2: Understand and appreciate the perspectives and worldviews of others

Individuals living in an interconnected world need the skills and attitudes to consider multiple viewpoints in examining global problems and the perspectives and behaviours of others. Individuals need to be able to examine the origins and implications of their own assumptions, as well as those of others. In turn, individuals with this competence appreciate connections that allow them to bridge differences.

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

Individuals living in an interconnected world need the skills and attitudes to adapt their behaviour and communication patterns to promote respectful dialogue, understanding of the other, and inclusion of marginalized groups. “Open interactions” are defined as “sensitivity towards, curiosity about and willingness to engage with others and their perspectives” (OECD, 2020, p. 8). “Appropriate interactions” entail respect for cultural norms. “Effective interactions” require individuals to make themselves understood and to understand others (Barrett et al., 2014). This dimension includes the ability to establish positive interactions with people of different national, ethnic, religious, social, or cultural backgrounds or of different genders.

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

Individuals living in an interconnected world need the skills and attitudes to actively and responsibly participate in society. They must have the capacity and disposition to take constructive action toward sustainable development and collective well-being. This is accomplished through individuals taking informed action to readily respond to local, global, or intercultural issues or situations.

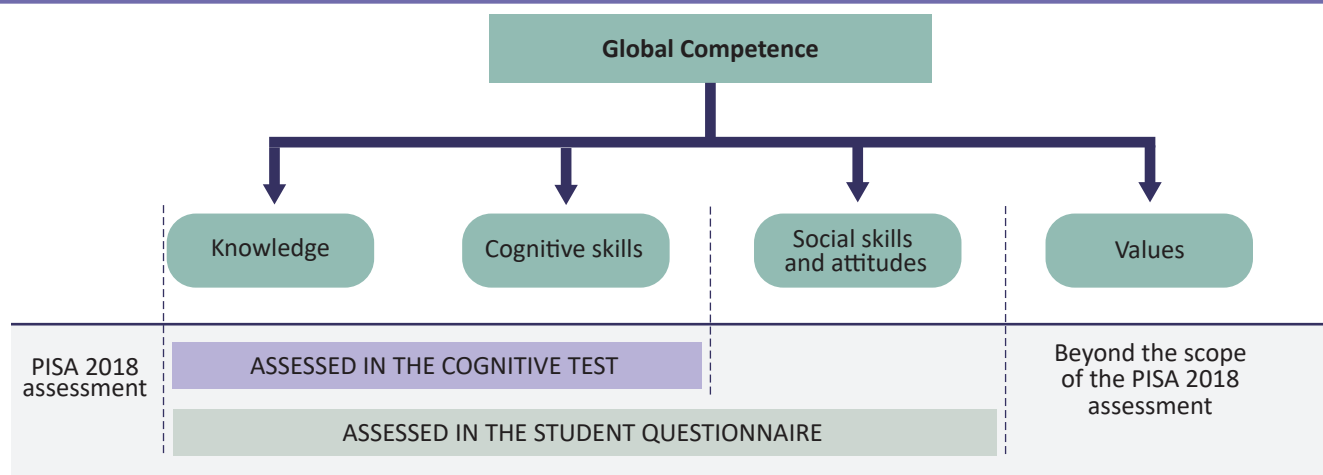
The global competence cognitive test assessed the first, second, and fourth dimensions, whereas the student questionnaire assessed all four dimensions. This report explores the first, second, and fourth dimensions in relation to several constructs assessed in the cognitive test and student questionnaire.

Description of the 2018 global competence test

Developing a large-scale assessment of global competence to be administered in countries that span the globe entailed certain challenges. This task required balancing knowledge of global issues, cultural sensitivity, and multiple perspectives and experiences while focusing on issues that would be authentic and relevant to 15-year-olds in all countries. The PISA 2018 global competence assessment was designed with a cognitive test as well as background questionnaires. While both the cognitive test and student questionnaire were used to assess knowledge and cognitive skills, social skills and attitudes were assessed only in the questionnaire, as shown in Figure I.2.

Figure I.2

The PISA approach to assessing global competence



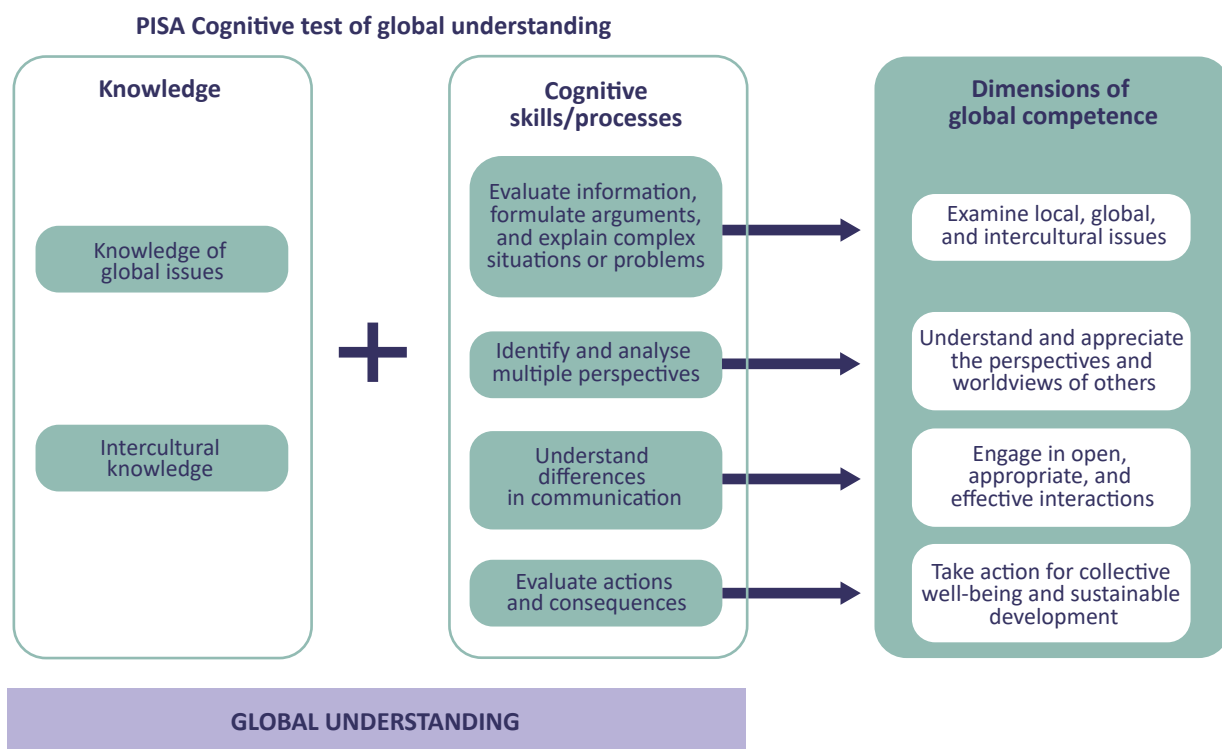
Adapted from Figure 6.2 in OECD, 2019a, p. 180

The cognitive test

The PISA 2018 global competence assessment was premised on “global understanding” defined as “the combination of background knowledge and cognitive skills required to solve problems related to global and intercultural issues” (OECD, 2019a, p. 180). Global understanding was divided into two knowledge categories and four cognitive skills or process categories. Each global understanding cognitive skill or process was linked to a global competence dimension (Figure I.3).

Figure I.3

Relationship between the PISA cognitive test of global understanding and the dimensions of global competence



Adapted from Figure 6.4 in OECD, 2019a, p. 185

The cognitive test was designed with units of questions based on a particular scenario or case study and various scenario-based tasks. The units were self-contained, integrated a range of text types (e.g., short passages, interviews, blog entries, graphs, maps), and were short enough to allow for a range of reading demands. In a typical test unit, students read about a case and responded to questions that evaluated their capacity to understand its complexity and the multiple perspectives presented by the characters involved. Each scenario was designed to expose students to a range of different situations and to test their capacity to apply their background knowledge and cognitive skills to analyze the situation and suggest solutions. Question types included both selected-response and constructed-response (or open-ended-response) items.

As reading literacy was the major domain for 2018, it was included in all test forms and was paired with one or two of the other three domains (i.e., the other two core domains of mathematics and science, and the innovative domain of global competence). For example, a student could be assigned a test version with units of questions on reading and mathematics or a version with questions on reading, science, and global competence. Each of the six different combinations of domains was randomly assigned within a school following a specific pre-assigned probability distribution.

The complete cognitive test comprised 19 test units and 71 questions; however, each student received a subset of the test, allowing for efficient use of testing time. Five test units of released items for the global competence assessment can be found in the international report for global competence (OECD, 2020). They cover the cognitive processes associated with three dimensions of global competence (i.e., examining issues of local, global, and intercultural significance; understanding and appreciating the perspectives and worldviews of others; and taking action for collective well-being and sustainable development) and five levels of proficiency (for descriptions of the proficiency levels, see Table 1.1). Screenshots of every test item, as well as information focusing on response modalities, levels of difficulty, and scoring procedures are provided online at www.oecd.org/pisa/test/. One test unit, “Rising Sea Levels,” is presented in Appendix A of the present report. It provides examples of the types of items used to assess each of the three dimensions of global competence that are included in this report as well as four of the five proficiency levels.

Background questionnaires

The second component of the PISA 2018 global competence assessment was a set of questionnaires. Items in the student questionnaire collected self-reported information on students’ awareness of global issues and cultures, skills (both cognitive and social), and attitudes. Other questionnaires collected information from schools, teachers, and parents on activities to promote global competence. In Canada, background questionnaires were administered to students and school principals; in some other countries, optional questionnaires for teachers and parents were also administered.

Students’ self-reported skills and attitudes were measured using Likert-type scales. The student questionnaire explored 14 constructs, while the school questionnaire focused on 6 constructs, as shown in Table I.1. The information in the questionnaires was used to help illustrate similarities and differences between groups of students and schools in order to establish the context for student performance in global competence. The constructs were each measured by a number of questionnaire items and were captured by indices. Beyond these indices, the global competence assessment also contained a number of other items to explore the global competence dimensions. For instance, a series of binary questions were included in the student questionnaire to measure students’ capacity to take action. Canadian data for the indices as well as this series of questions are included in Chapter 2 of this report.

Table I.1

Global competence constructs in the background questionnaires

Student questionnaire constructs

- Self-efficacy regarding global issues
- Awareness of global issues
- Perspective taking
- Cognitive flexibility/adaptability
- Awareness of intercultural communication
- Engagement (with others) regarding global issues
- Interest in learning about other cultures
- Contact with people from other countries
- Respect for people from other cultures
- Sense of agency with respect to global issues
- Attitudes toward equal rights for immigrants
- Number of languages spoken
- Foreign languages learned at school (number)
- Global competence activities at school

School questionnaire constructs

- Multicultural education
- Multicultural school climate — school principal's perception of teachers' multicultural and egalitarian beliefs
- Attention to global competence in the curriculum
- Attention to global challenges and trends in the curriculum
- Student demographics / diversity of school
- School's equity-oriented policies

Objectives and organization of this report

The purpose of this report is to provide a high-level description of the results from the PISA 2018 global competence assessment of Canadian youth. It also compares pan-Canadian results to those in other participating countries and across Canadian provinces. This report complements the PISA 2018 international report on global competence (OECD, 2020).

Chapter 1 provides information on the general performance of Canadian 15-year-old students in the assessment of global competence as well as on performance by the language of the school system, gender, immigrant status, language spoken at home, and socioeconomic status. This chapter also places the performance of Canadian students in an international context. In addition, it explores the extent to which students' performance in the core domains in PISA (reading, mathematics, and science) is associated with their performance in global competence.

Chapter 2 presents results on the performance in global competence in relation to students' self-reported behaviour and attitudes with respect to global competence. Of the 14 student questionnaire constructs assessed, six of them (awareness of global issues, self-efficacy regarding global issues, respect for people from other cultures, interest in learning about other cultures, attitudes toward immigrants, and sense of agency with respect to global issues) are presented in this chapter, along with eight questions related to students' capacity to take action. These constructs were selected for the Canadian report to illustrate the four dimensions of global competence, as well as to reflect the prominence of these topics in the international report.

The Conclusion presents a discussion of key findings and some areas in need of improvement.

Chapter 1

Canadian Students' Performance in Global Competence in an International Context

This chapter presents results of the PISA 2018 assessment in the innovative domain of global competence. First, the performance of 15-year-old students across Canada on the global competence assessment is compared to that of students in the other 26 participating countries by proficiency level, average score, and variation in performance. Then, global competence performance is compared with reading, mathematics, and science performance, as some level of mathematical literacy and a basic reading proficiency are prerequisites for global competence. Global competence results are also assessed by language of the school system in Canada. PISA samples are representative of both majority and minority official language groups in the seven provinces that have sufficient numbers for valid statistical comparisons. Owing to the small sample size, results for students enrolled in French-language schools in Newfoundland and Labrador, Prince Edward Island, and Saskatchewan are not provided separately; however, they are included in the calculations for the overall average scores in that province. The next section examines differences in global competence performance between boys and girls. The final section of this chapter reports on some key background characteristics of 15-year-old Canadian students (immigrant status, language spoken at home, and socioeconomic status), as earlier assessments have shown that students' success is affected to a great extent by their individual and family characteristics.

Twenty-seven countries participated in the PISA global competence assessment; 11 of these were OECD members (see note 2 in the Introduction for a breakdown of participating countries). Averages presented in this chapter represent all 27 participating countries; the term “all-country average” (or “AC” in some figures) is used for this average.

PISA achievement results by proficiency levels in global competence

PISA's continuous scale of global competence is divided into five levels, which provide an overall picture of students' accumulated knowledge and skills in this domain at age 15. Tasks at the lower end of the scale (Level 1) are deemed easier and less complex than tasks at the higher end (Level 5). Each level represents 65 score points, which means that there are 65 points between the top of one level and the top of the next. In addition, the category “below Level 1” encompasses those students unable to achieve the lowest level of proficiency.

Table 1.1 provides a summary description of the tasks that students are able to do at the five proficiency levels of global competence along with the corresponding lower score limit for the level. It is assumed that students classified at a given proficiency level can perform most of the tasks at that level as well as the tasks at the preceding level or levels. Level 2 is considered the baseline level of global competence that is required to participate fully in modern society. Students at Level 5 are able to successfully complete the most difficult items in the PISA global competence assessment.

Table 1.1

PISA 2018 global competence proficiency levels, summary description

Level	Lower score limit	Percentage of students able to perform tasks at this level	Characteristics of tasks
5	661 or higher	4.3% of students across all countries and 14.9% in Canada	At Level 5, students can: - identify and analyze multiple perspectives - reason about ideas and make predictions well beyond the information given in the problem while also effectively evaluating very large amounts of information - reason with this large amount of information without additional support provided in the unit's scenario, meaning they can make connections across elements of the problem on their own - effectively explain situations and aspects of situations that require complex types of thinking, such as recognizing unintended consequences, evaluating information to differentiate between biased and unbiased sources, and identifying short- and long-term consequences of actions - build complex models of the situation described in the stimulus and item in order to solve the problem - demonstrate consistency in their ability to explain situations across multiple activities within a problem
4	596	9.3% of students across all countries and 20.5% in Canada	At Level 4, students can: - identify and analyze as many as five different perspectives within a problem - demonstrate the ability to reason beyond the explicit information provided in the text while evaluating a large amount of information; however, this evaluation is supported by information such as background knowledge that is provided in the scenario of the unit, which may facilitate connections between pieces of information in the problem - provide descriptions of situations that are less familiar or require deeper reasoning, such as ones that require causal reasoning - provide explanations of situations and aspects of situations - demonstrate consistency in their ability to assess, describe, and/or explain situations across multiple activities within a problem
3	531	16.2% of students across all countries and 24.1% in Canada	At Level 3, students can: - identify and analyze two to three different perspectives within a situation; however, at this level, a trade-off is observed between students' ability to reason beyond the explicit information provided in the problem and the amount of information that must be evaluated - reason beyond the information provided in the problem as long as the amount of information that must be evaluated is relatively minimal - demonstrate the ability to evaluate greater amounts of information as long as the item does not require reasoning that extends too much beyond the information provided in the problem - evaluate a medium to high amount of information within the stimulus and item - explain the situation or aspects of the situation - demonstrate consistency in being able to assess, describe, and/or explain situations across multiple activities within a given problem
2	466	21.2% of students across all countries and 20.6% in Canada	At Level 2, students can: - correctly identify two different perspectives within a situation - reason beyond the described situation when the quantity of information remains minimal - evaluate minimal to medium amounts of information when asked to reason about information provided in the problem - describe the situation or aspects of the situation as well as identify a correct explanation of a situation - explain the situation or aspects of the situation when there is a minimal amount of information to evaluate
1	401	22.5% of students across all countries and 12.8% in Canada	At Level 1, students can: - identify one perspective correctly and use information from that perspective to complete the item - reason beyond the explicit information provided in the stimulus or item to understand a novel situation when the context is very familiar, such as having to relocate. The cause of the move can be novel (i.e., climate change), but the hardships that come from relocating are familiar and the student can easily "put themselves in someone else's shoes" by thinking about what it was like or would be like to move. - evaluate a minimal amount of information while completing the item - describe the situation or aspects of the situation
Below 1		26.5% of students across all countries and 7.1% in Canada	None of the items in the global competence item pool fell within this category, so a description of task characteristics is not available.

Adapted from OECD, 2020, pp. 158–159.

Results in global competence

The results of student performance on the PISA 2018 global competence assessment are presented in this report in two ways: as the percentage of students attaining various proficiency levels and as average scores. Results are presented for Canada overall and by province.

Results in global competence by proficiency level

In PISA 2018, 80 percent of Canadian students and 51 percent of students in all participating countries performed at or above Level 2 in global competence, which is considered by the OECD to be the baseline level of proficiency in PISA. Only one country, Singapore, at 84 percent, had a significantly higher proportion of students performing at or above Level 2 than Canada (Appendix B.1.1b).

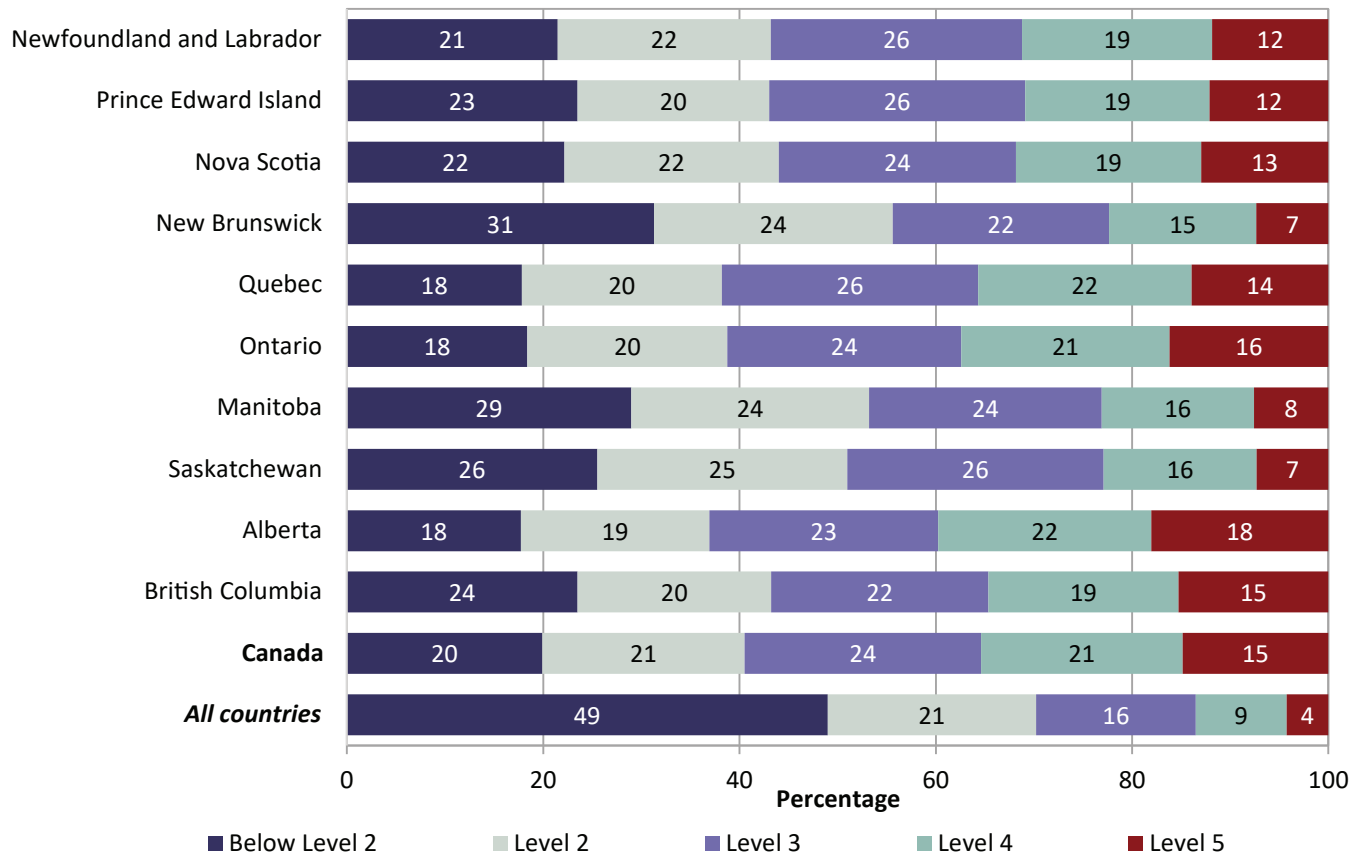
Across provinces, the percentage of Canadian students at or above the baseline level of performance ranged from 69 percent in New Brunswick to 82 percent in Quebec, Ontario, and Alberta (Figure 1.1, Appendix B.1.1b). Inversely, 20 percent of Canadian students did not reach the baseline Level 2 in global competence, compared to the all-country average of 49 percent. All countries except Singapore had a higher proportion of students performing below Level 2 compared to Canada. Within Canada, there is much variability among the provinces. Quebec, Ontario, and Alberta (all at 18 percent) had a relatively low proportion of low achievers (i.e., those achieving below Level 2), while New Brunswick (31 percent) and Manitoba (29 percent) had a relatively high proportion of low achievers (Appendix B.1.1b).

At the higher end of the PISA global competence scale, 15 percent of Canadian students performed at Level 5, compared to 4 percent performing at this level on average across all countries (Figure 1.1). Only Singapore (at 22 percent) had a proportion of students performing at Level 5 that was above that in Canada. At the provincial level, more than 10 percent of students in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Quebec, Ontario, Alberta, and British Columbia achieved at Level 5 (Appendix B.1.1a).

Seven percent of Canadian students did not achieve Level 1 in the global competence assessment, compared to 27 percent of students across all countries. Across provinces, the proportion of students that did not achieve Level 1 ranged from 6 percent in Quebec, Ontario, and Alberta to 13 percent in New Brunswick (Appendix B.1.1a).

Figure 1.1

Percentage of students at each proficiency level in global competence

*Results in global competence by average score*

The achievement scores for global competence are expressed on a scale with an average or mean reflecting the average score of students in all 27 participating countries. For the 2018 global competence assessment, the average was 474, with a standard deviation of 91. This means that, in this assessment, approximately two-thirds of all students in all countries scored between 383 and 565 on the global competence scale (i.e., within one standard deviation of the average).

International studies such as PISA summarize student performance by comparing the relative standing of countries based on their average test scores. This approach can be misleading, because there is a margin of error associated with each score (see Box 1). When considering differences in average performance between countries, only those differences that are statistically significant should be taken into account. Thus, unless otherwise stated, only statistically significant differences are noted in this chapter.

Box 1: A note on statistical comparisons

The purpose of PISA is to report results on the skills of 15-year-old students. Therefore, a random sample of 15-year-olds was selected to participate in the assessment. The averages (for mean scores and proficiency-level proportions) were computed from the scores of these random samples of students from each country, and not from the overall population of students in each country. Consequently, it cannot be said with certainty that a sample average has the same value as the population average that would have been obtained had all 15-year-old students been assessed. Additionally, a degree of error is associated with the scores describing student performance, as these scores are estimated based on student responses to test items. A statistic, called the standard error, is used to express the degree of uncertainty associated with sampling error and measurement error. The standard error can be used to construct a confidence interval, which provides a means of making inferences about the population averages and proportions in a manner that reflects the uncertainty associated with sample estimates. A 95 percent confidence interval is used in this report; it represents a range of plus or minus about two standard errors around the sample average. Using this confidence interval, it can be inferred that the population mean or proportion would lie within the confidence interval in 95 out of 100 replications of the measurement using different samples randomly drawn from the same population.

When comparing scores among countries, provinces, or population subgroups, the degree of error in each average should be considered in order to determine if averages are significantly different from each other. Standard errors and confidence intervals may be used as the basis for performing these comparative statistical tests. Such tests can identify, with a known probability, whether there are actual differences in the populations being compared.

For example, when an observed difference is significant at the .05 level, it implies that the probability is less than .05 that the observed difference could have occurred because of sampling or measurement error. When comparing countries and/or provinces, extensive use is made of this type of statistical test to reduce the likelihood that differences due to sampling or measurement errors will be interpreted as real.

A test of significance (t-test) was conducted in order to determine whether differences were statistically significant. In case of multiple t-tests, no corrections were made to reduce the false positive, or Type-I error rate. **Unless otherwise stated, only statistically significant differences at the .05 level are noted in this report for proportions of students at proficiency levels and achieving mean scores.**

Finally, when comparing results over time, the standard error includes a linking error to account for the fact that different cohorts of students have been tested over time with a test that also varied slightly over time.

The top-performing countries in the PISA 2018 global competence assessment were Singapore, Canada, Hong Kong (China), the United Kingdom, and Chinese Taipei, with mean performance scores more than 50 points above the all-country average. Overall, Canadian 15-year-old students achieved a mean score of 554 in global competence, which is 80 points above the all-country average. As shown in Table 1.2, only students in Singapore achieved higher scores than those in Canada; scores in the remaining countries were lower than those in Canada (Appendix B.1.2).

Table 1.2

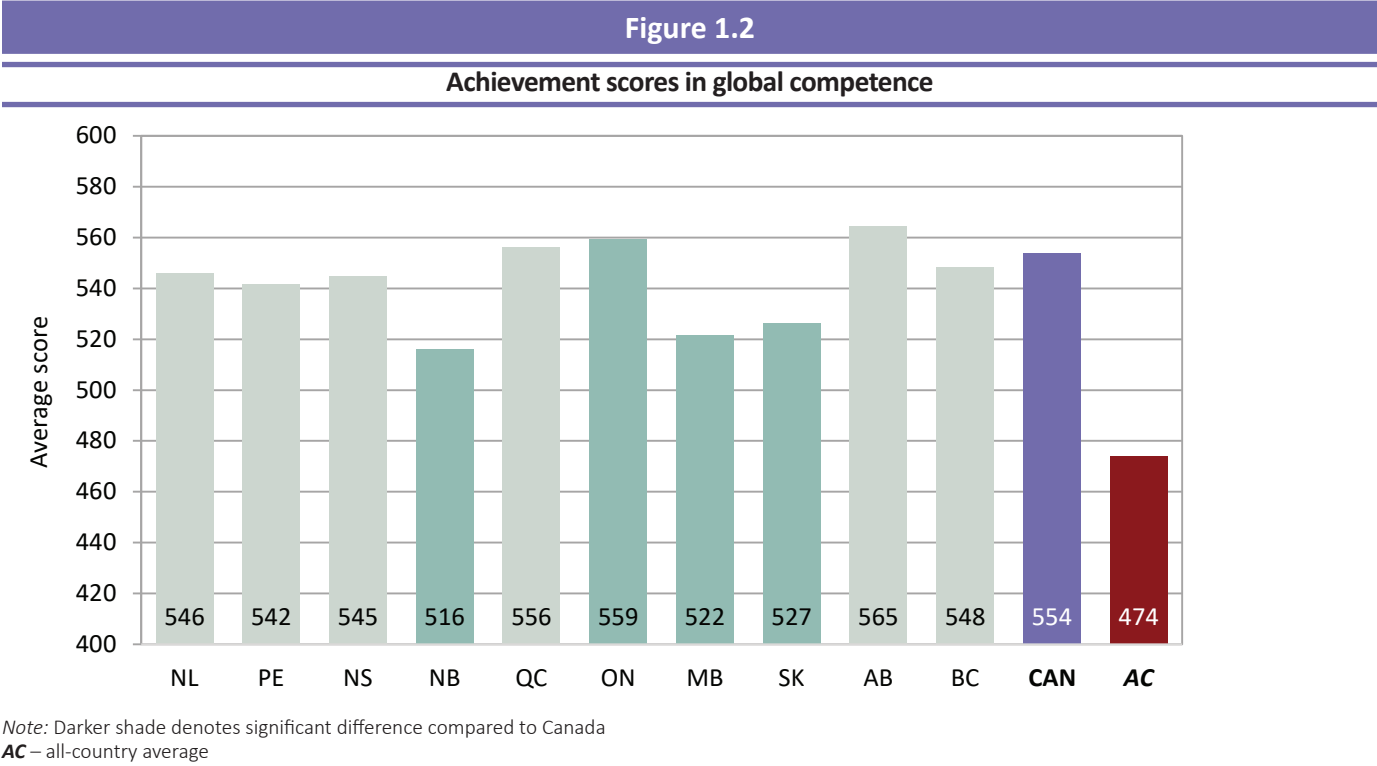
Achievement scores in global competence

Country or province	Average score	Standard error	Countries and/or provinces whose mean score is not significantly different from the comparison country or province
Singapore	576	(1.8)	Alberta
Alberta	565	(5.9)	Singapore, Ontario, Quebec, Canada, British Columbia, Newfoundland and Labrador, Prince Edward Island
Ontario	559	(4.2)	Alberta, Quebec, British Columbia, Newfoundland and Labrador, Prince Edward Island
Quebec	556	(4.6)	Alberta, Ontario, Canada, British Columbia, Newfoundland and Labrador, Nova Scotia, Prince Edward Island
CANADA	554	(2.3)	Alberta, Quebec, British Columbia, Newfoundland and Labrador, Nova Scotia, Prince Edward Island
British Columbia	548	(6.0)	Alberta, Ontario, Quebec, Canada, Newfoundland and Labrador, Nova Scotia, Hong Kong (China), Prince Edward Island, United Kingdom
Newfoundland and Labrador	546	(7.4)	Alberta, Ontario, Quebec, Canada, British Columbia, Nova Scotia, Hong Kong (China), Prince Edward Island, United Kingdom
Nova Scotia	545	(5.1)	Quebec, Canada, British Columbia, Newfoundland and Labrador, Hong Kong (China), Prince Edward Island, United Kingdom
Hong Kong (China)	542	(2.8)	British Columbia, Newfoundland and Labrador, Nova Scotia, Prince Edward Island, United Kingdom
Prince Edward Island	542	(14.2)	Alberta, Ontario, Quebec, Canada, British Columbia, Newfoundland and Labrador, Nova Scotia, Hong Kong (China), United Kingdom, Chinese Taipei, Saskatchewan, Manitoba, New Brunswick
United Kingdom	534	(4.9)	British Columbia, Newfoundland and Labrador, Nova Scotia, Hong Kong (China), Prince Edward Island, Chinese Taipei, Saskatchewan, Manitoba
Chinese Taipei	527	(2.9)	Prince Edward Island, United Kingdom, Saskatchewan, Manitoba, New Brunswick
Saskatchewan	527	(4.0)	Prince Edward Island, United Kingdom, Chinese Taipei, Manitoba, New Brunswick
Manitoba	522	(4.9)	Prince Edward Island, United Kingdom, Chinese Taipei, Saskatchewan, New Brunswick, Spain
New Brunswick	516	(6.9)	Prince Edward Island, Chinese Taipei, Saskatchewan, Manitoba, Spain, Korea, Croatia
Spain	512	(1.6)	Manitoba, New Brunswick, Korea, Croatia
Korea	509	(3.0)	New Brunswick, Spain, Croatia
Croatia	506	(2.8)	New Brunswick, Spain, Korea
Latvia	497	(2.0)	Israel
Israel	496	(3.8)	Latvia, Lithuania, Greece
Lithuania	489	(1.9)	Israel, Greece, Slovak Republic
Greece	488	(3.6)	Israel, Lithuania, Slovak Republic, Russian Federation
Slovak Republic	486	(2.3)	Lithuania, Greece, Russian Federation
Russian Federation	480	(2.8)	Greece, Slovak Republic, Malta
Malta	479	(2.1)	Russian Federation
All-country average	474	(0.6)	
Chile	466	(2.9)	Serbia
Serbia	463	(3.2)	Chile, Colombia, Costa Rica
Colombia	457	(3.3)	Serbia, Costa Rica
Costa Rica	456	(3.7)	Serbia, Colombia
Brunei Darussalam	429	(1.3)	Albania, Thailand
Albania	427	(2.5)	Brunei Darussalam, Thailand
Thailand	423	(3.0)	Brunei Darussalam, Albania
Panama	413	(2.9)	Indonesia, Kazakhstan
Indonesia	408	(2.4)	Panama, Kazakhstan, Morocco
Kazakhstan	408	(1.6)	Panama, Indonesia, Morocco
Morocco	402	(3.4)	Indonesia, Kazakhstan
Philippines	371	(3.4)	

 Above the Canadian average
 At the Canadian average
 Below the Canadian average

 Above the all-country average
 At the all-country average
 Below the all-country average

Figure 1.2 presents global competence achievement scores in the provinces along with the all-country and Canadian averages. Canada overall and all provinces were above the all-country average. When compared to the results for Canada overall, Ontario students achieved scores that were above the Canadian average, while students in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Quebec, Alberta, and British Columbia achieved scores that were similar to the Canadian average. Students in three provinces (New Brunswick, Manitoba, and Saskatchewan) scored below the Canadian average (Appendix B.1.2).



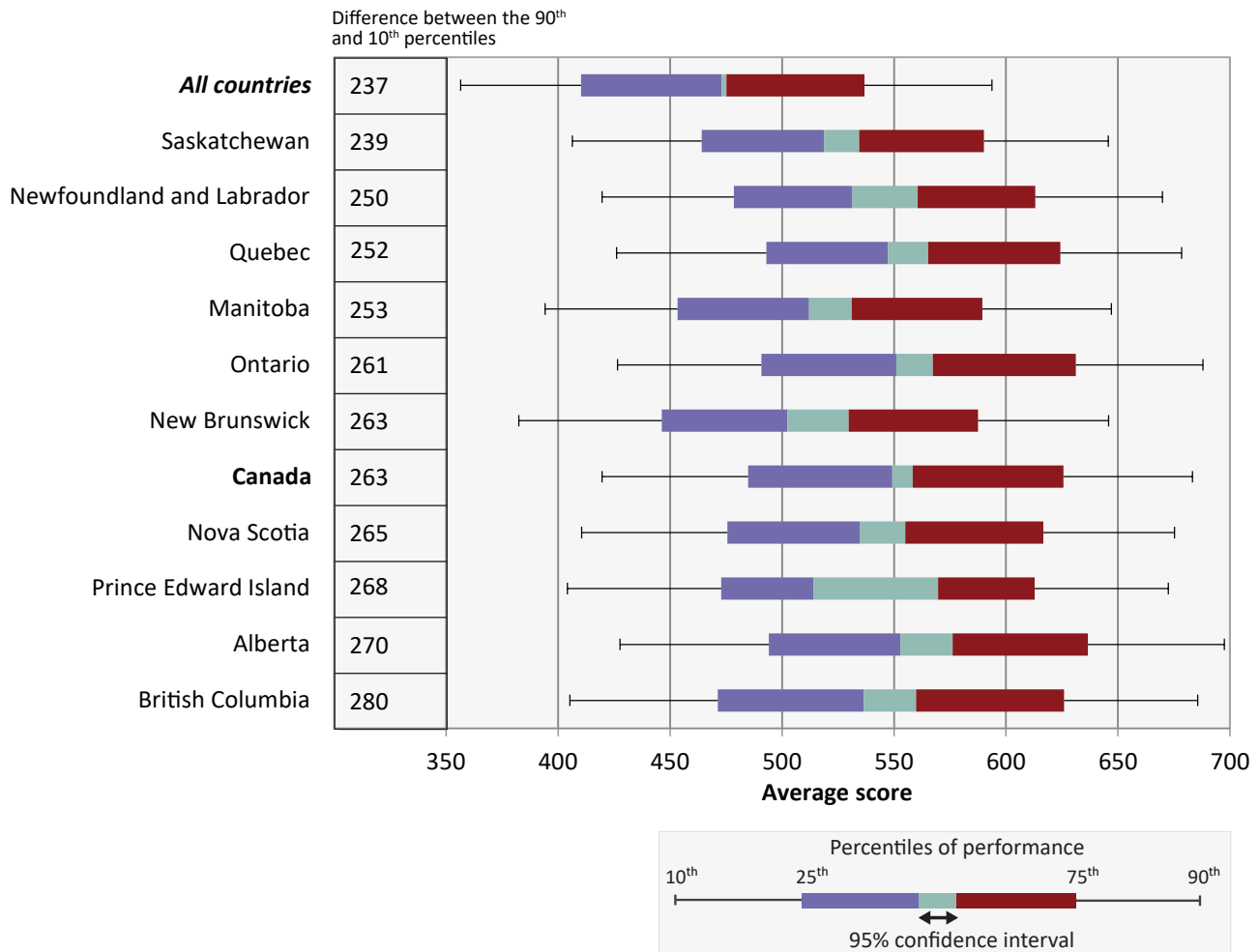
Equity in Canada

Another way of studying differences in achievement is to look at the distribution of scores within a population. The difference between the mean scores of students at the 90th percentile and those at the 10th percentile is often used as a proxy for equity in educational outcomes; such an analysis examines the relative distribution of scores or the gap that exists between students with the highest and lowest levels of performance within each country or province. Figure 1.3 shows the difference in average scores between the lowest achievers and highest achievers in global competence. For Canada overall, those in the highest decile scored 263 points higher than those in the lowest decile, which is larger than the gap across all countries (237).

At the provincial level, the smallest gap (greater equity) is found in Saskatchewan (239), while the largest gap (less equity) can be observed in British Columbia (280). It is worth noting that, although high-achieving countries tend to have a larger gap, high achievement does not necessarily come at the cost of equity. For instance, Hong Kong (China) and Chinese Taipei stand out as some of the top-performing countries in global competence but have relatively low variation between the top and bottom percentiles (Appendix B.1.3).

Figure 1.3

Differences between high and low achievers in global competence



Note: Results are ordered from the smallest to the largest difference between the 90th and 10th percentiles.

Correlation between global competence and PISA core domains

Performance in global competence is positively related to performance in reading, mathematics, and science, but also captures unique skills not measured by these domains.

Although the tasks are designed not to overlap to a great extent across domains, a positive relationship between students' scores in global competence and those in the core PISA domains of reading, mathematics, and science can be expected. Looking at the correlation between global competence and the core domains provides the opportunity to understand how achievement in these domains can influence performance in global competence.

In Canada, the correlation between performance in global competence and the core domains was 0.84 in reading and 0.78 in science, both of which were similar to the results for all countries (0.84 and 0.79, respectively). In mathematics, the correlation with global competence in Canada was lower compared to all countries (0.69 vs. 0.73) (Table 1.3, Appendix B.1.4). While these correlations are reasonably

high, they should not be seen as exclusively associated with performance results: high-achieving students in reading, for example, will not necessarily be high achievers in global competence.

Table 1.3

Correlation of global competence performance with performance in the PISA core domains

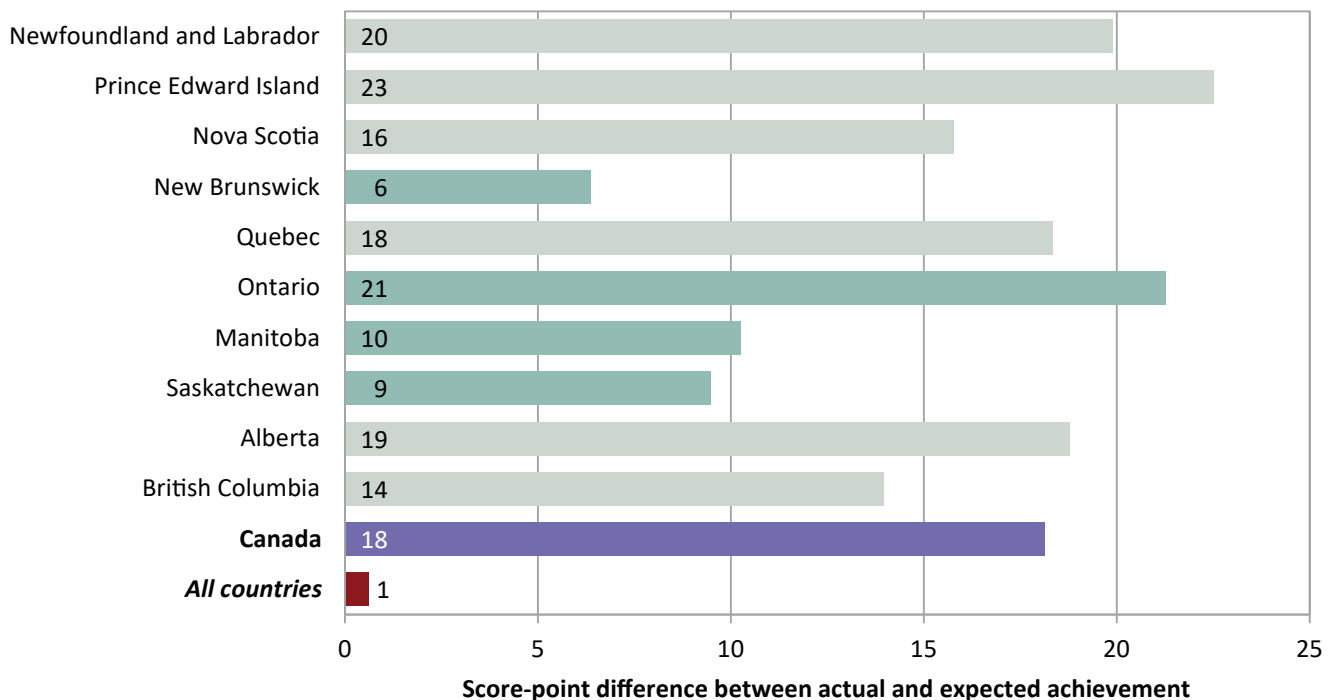
	Canada			All-country average		
	Reading	Mathematics	Science	Reading	Mathematics	Science
Global competence	0.84	0.69	0.78	0.84	0.73	0.79
Reading		0.75	0.84		0.79	0.85
Mathematics			0.76			0.78

Given that performance in global competence is closely linked to performance in the three core domains of reading, mathematics, and science, it is useful to isolate the distinctive aspects of global competence. Students' relative performance in global competence can be calculated by regressing scores in global competence over scores in the core domains.

Figure 1.4 shows the relative performance in global competence — that is, the performance in global competence after accounting for proficiency in reading, mathematics, and science. The range and variation in relative scores are noticeably smaller than those of the mean scores in global competence. One way to interpret such scores is to say that, given their scores in reading, mathematics, and science, students in Canada overall scored 18 points higher than expected in global competence. The relative performance in 11 countries was significantly higher than the all-country average (Colombia, Canada, the United Kingdom, Spain, Israel, Singapore, Panama, Greece, Croatia, Costa Rica, and Morocco). At the provincial level, the difference between actual and expected performance on global competence ranged from 6 points in New Brunswick to 23 points in Prince Edward Island (Figure 1.4, Appendix B.1.5).

Figure 1.4

Relative performance in global competence



Note: Darker shade denotes significant difference compared to Canada

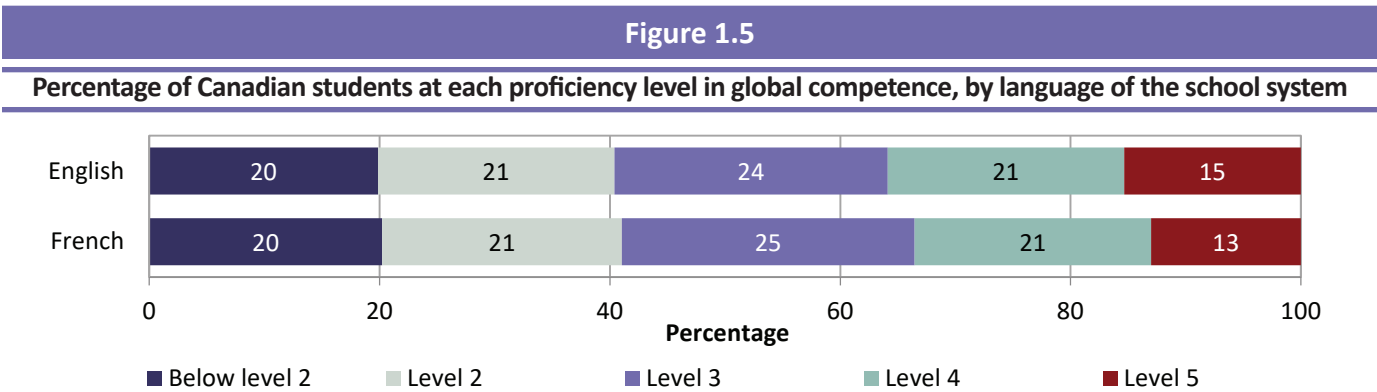
Results in global competence by language of the school system

In seven Canadian provinces (Nova Scotia, New Brunswick, Quebec, Ontario, Manitoba, Alberta, and British Columbia), the sample was sufficiently large to allow separate reporting for students in the anglophone and francophone schools systems. Students belonging to the majority-language school system are those in anglophone schools in all provinces except Quebec.

In all participating provinces, students in majority-language school systems had higher achievement scores in global competence than students in minority-language school systems.

Results by proficiency level and language of the school system

Figure 1.5 shows proficiency levels in global competence for Canada overall by language of the school system in which students were enrolled.³ There was no significant difference between the two language systems when the results are examined by proficiency level (Appendix B.1.6a).



When Canadian and provincial results at Level 2 or higher for English-language schools are compared, we see that students in Ontario achieved these levels at a higher rate than students in Canada as a whole, while those in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Quebec, and Alberta achieved these levels at a rate similar to the Canadian average. Students in New Brunswick, Manitoba, Saskatchewan, and British Columbia achieved Level 2 or above at a rate lower than the Canadian average. With respect to French-language schools, students in Quebec achieved these levels at a higher rate than the Canadian average, while students in Alberta and British Columbia achieved these levels at a rate similar to the Canadian average. Students in Nova Scotia, New Brunswick, Ontario, and Manitoba achieved Level 2 or above at a rate lower than the Canadian average (Table 1.4, Appendix B.1.6b).

³ Within anglophone school systems, students in French Immersion programs typically completed the global competence component in English.

Table 1.4

Comparison of Canadian and provincial results for percentage of students achieving at or above Level 2 in global competence, by language of the school system

Anglophone school system		
Higher* percentage than Canada	The same percentage as Canada	Lower* percentage than Canada
Ontario	Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Quebec, Alberta	New Brunswick, Manitoba, Saskatchewan, British Columbia
Francophone school system		
Higher* percentage than Canada	The same percentage as Canada	Lower* percentage than Canada
Quebec	Alberta, British Columbia	Nova Scotia, New Brunswick, Ontario, Manitoba

*Denotes significant difference

With respect to the achievement of students in anglophone and francophone systems within provinces, a greater proportion of anglophone students in Nova Scotia and Ontario achieved at Level 2 and above as well as at Level 5 compared to francophone students. In the remaining provinces, equity was observed between the language groups (Table 1.5, Appendix B.1.6b).

Table 1.5

Comparison of provincial results for percentage of students achieving at or above Level 2 in global competence, by language of the school system

Higher* percentage in anglophone schools	Higher percentage in francophone schools	No significant difference between school systems
Nova Scotia, Ontario		Canada, New Brunswick, Quebec, Manitoba, Alberta, British Columbia

*Denotes significant difference

Results by average score and language of the school system

When the results are examined by average score, there is again no significant difference between anglophone and francophone school systems in Canada overall (Figure 1.6). The data also reveal few differences between the two language systems within the provinces, with only Nova Scotia and Ontario showing significant differences (Figure 1.7, Appendix B.1.7).

Figure 1.6

Achievement scores in global competence in Canada, by language of the school system

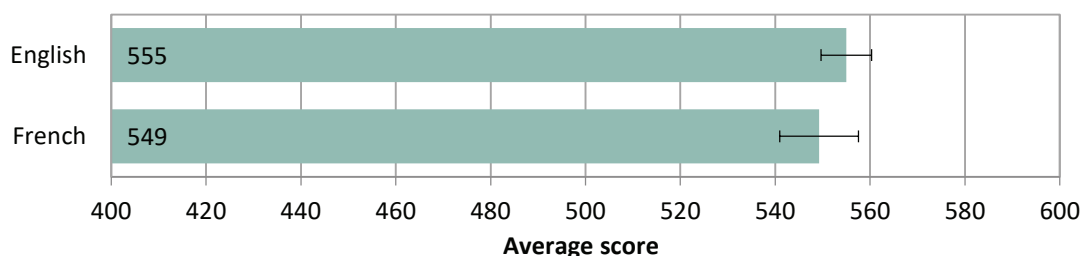
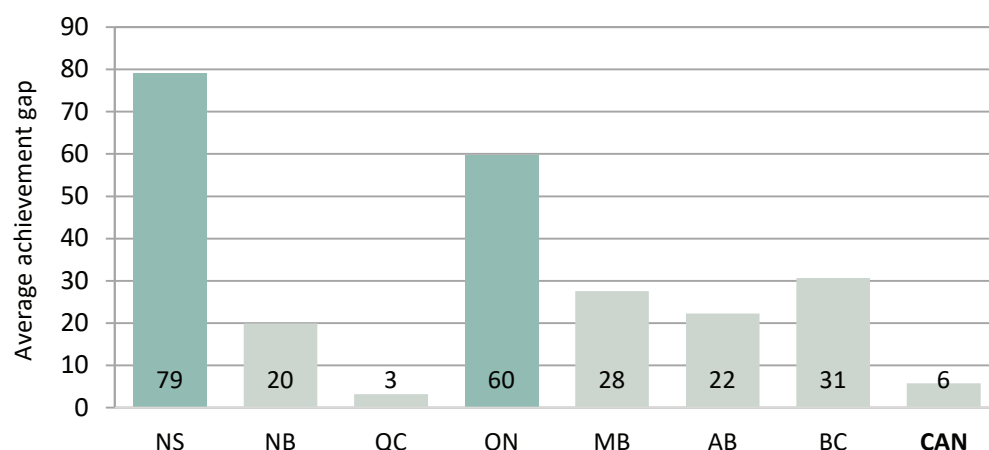


Figure 1.7

Achievement gap in global competence, by language of the school system



Note: Darker shade denotes a significant difference within the province between anglophone and francophone systems (A – F).

Table 1.6 presents a comparison of provincial achievement scores in global competence and the Canadian means for both English- and French-language school systems. In English-language systems, Ontario students scored above the Canadian English average, while the scores of students in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Quebec, Alberta, and British Columbia were at the Canadian English average. In French-language schools, Quebec students scored above the Canadian French average, and students in Alberta and British Columbia scored at the Canadian French average. The achievement scores for students in the remaining provinces for which reliable data are available were below the respective Canadian averages (Appendix B.1.7).

Table 1.6

Comparison of Canadian and provincial results for achievement scores in global competence, by language of the school system

Anglophone school system		
Above* the Canadian English average	At the Canadian English average	Below* the Canadian English average
Ontario	Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Quebec, Alberta, British Columbia	New Brunswick, Manitoba, Saskatchewan
Francophone school system		
Above* the Canadian French average	At the Canadian French average	Below* the Canadian French average
Quebec	Alberta, British Columbia	Nova Scotia, New Brunswick, Ontario, Manitoba

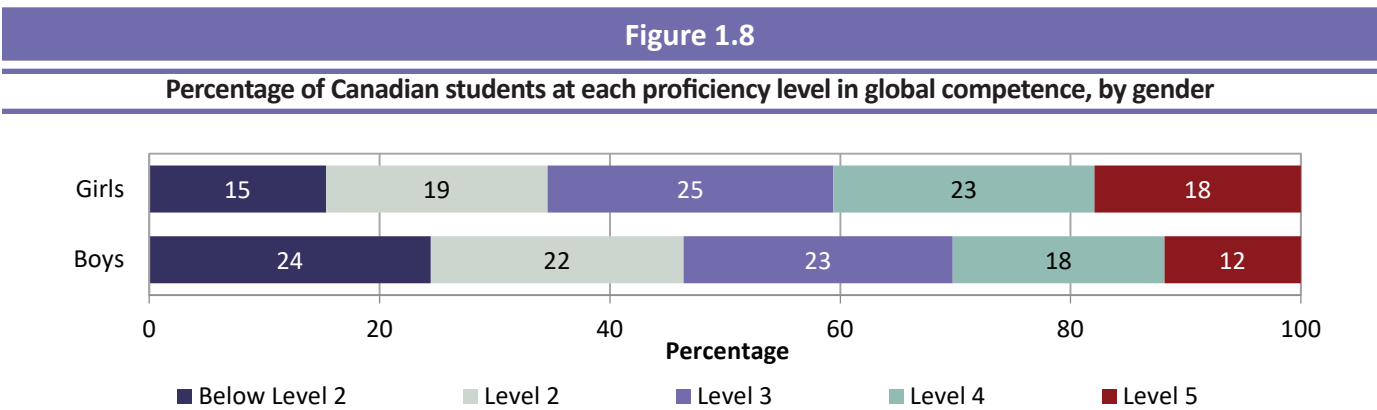
*Denotes significant difference

Results in global competence by gender

Results by proficiency level and gender

In the PISA 2018 global competence assessment, a higher proportion of girls than boys in Canada achieved at or above the baseline level (Level 2). In Canada overall, 85 percent of girls attained Level 2 or higher, compared with 76 percent of boys. The proportion of low achievers (below Level 2) in global competence was higher for boys than girls in Canada, while more girls than boys achieved the highest level of proficiency (Level 5) (Figure 1.8, Appendix B.1.8b).

Across Canada, girls outperformed boys in global competence.



In most provinces, the percentages of girls and boys achieving at Level 2 or above were the same as the percentages in Canada as a whole. The only differences were in Saskatchewan and British Columbia for boys and in New Brunswick and Manitoba for both girls and boys (Table 1.7, Appendix B.1.8b).

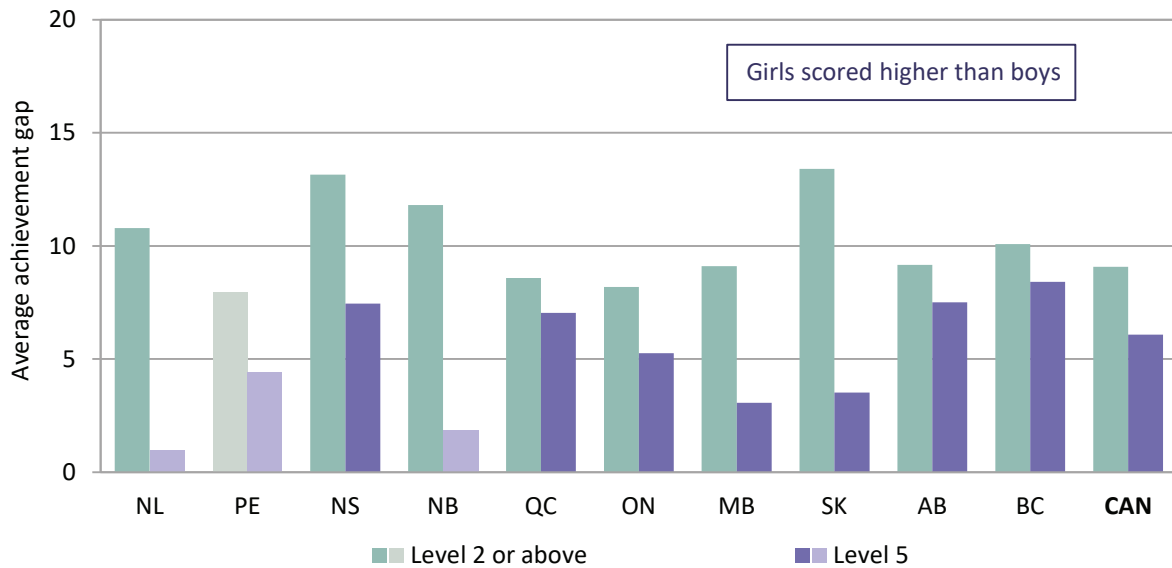
Table 1.7		
Comparison of Canadian and provincial results for percentage of students achieving at or above Level 2 in global competence, by gender		
Girls		
Higher percentage than Canada	The same percentage as Canada	Lower* percentage than Canada
	Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Quebec, Ontario, Saskatchewan, Alberta, British Columbia	New Brunswick, Manitoba
Boys		
Higher percentage than Canada	The same percentage as Canada	Lower* percentage than Canada
	Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Quebec, Ontario, Alberta	New Brunswick, Manitoba, Saskatchewan, British Columbia

* Denotes significant difference

The achievement gap in global competence favoured girls at Level 2 and above in all provinces except Prince Edward Island, where no significant difference in performance was observed. For Level 5, no gender gap was found in Newfoundland and Labrador, Prince Edward Island, and New Brunswick, while more girls than boys achieved the highest level of performance in the other provinces (Figure 1.9, Appendix 1.8b).

Figure 1.9

Achievement gap between girls and boys in Canada, by proficiency level in global competence



Note: Darker shades denote significant difference between girls and boys (G – B)

Results by average score and gender

On average across Canada and in 20 of the 27 countries participating in the global competence assessment, girls outperformed boys when achievement was measured by average score. Figure 1.10 shows the achievement scores for girls and boys in Canada as a whole.

Figure 1.10

Achievement scores in global competence in Canada, by gender

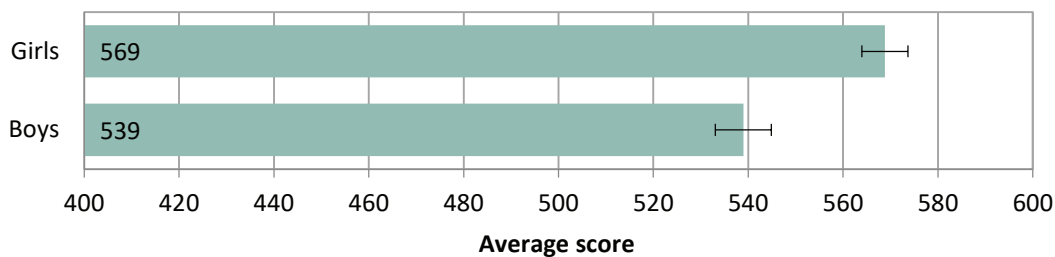


Table 1.8 presents a comparison between provincial achievement scores and the Canadian means for girls and boys. In most provinces, girls and boys scored at the respective Canadian averages. Girls in Alberta and boys in Ontario scored above the Canadian averages in global competence, while boys in Nova Scotia and both girls and boys in New Brunswick, Manitoba, and Saskatchewan scored below the Canadian averages (Appendix B.1.9).

Table 1.8

Comparison of Canadian and provincial results for achievement scores in global competence, by gender

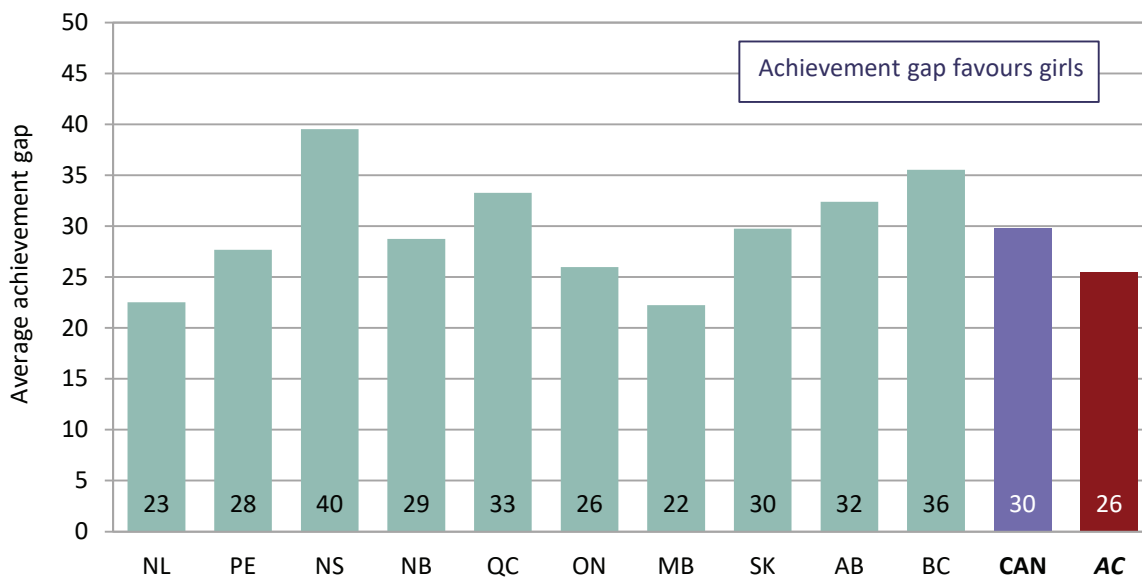
Girls		
Above* the Canadian average for girls	At the Canadian average for girls	Below* the Canadian average for girls
Alberta	Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Quebec, Ontario, British Columbia	New Brunswick, Manitoba, Saskatchewan
Boys		
Above* the Canadian average for boys	At the Canadian average for boys	Below* the Canadian average for boys
Ontario	Newfoundland and Labrador, Prince Edward Island, Quebec, Alberta, British Columbia	Nova Scotia, New Brunswick, Manitoba, Saskatchewan

* Denotes significant difference

The achievement gap between girls and boys was 30 points in Canada and 26 points across all countries, in both cases favouring girls. The gender gap also favoured girls in all provinces, with the difference in achievement ranging from 40 points in Nova Scotia to 22 points in Manitoba (Figure 1.11, Appendix B.1.9).

Figure 1.11

Achievement gap between girls and boys, by average score in global competence



Note: The figures are girls' scores minus boys' scores.
AC – all-country average

Achievement in global competence and student characteristics

Immigrant status

In PISA 2018, students were grouped into three categories related to immigrant status:

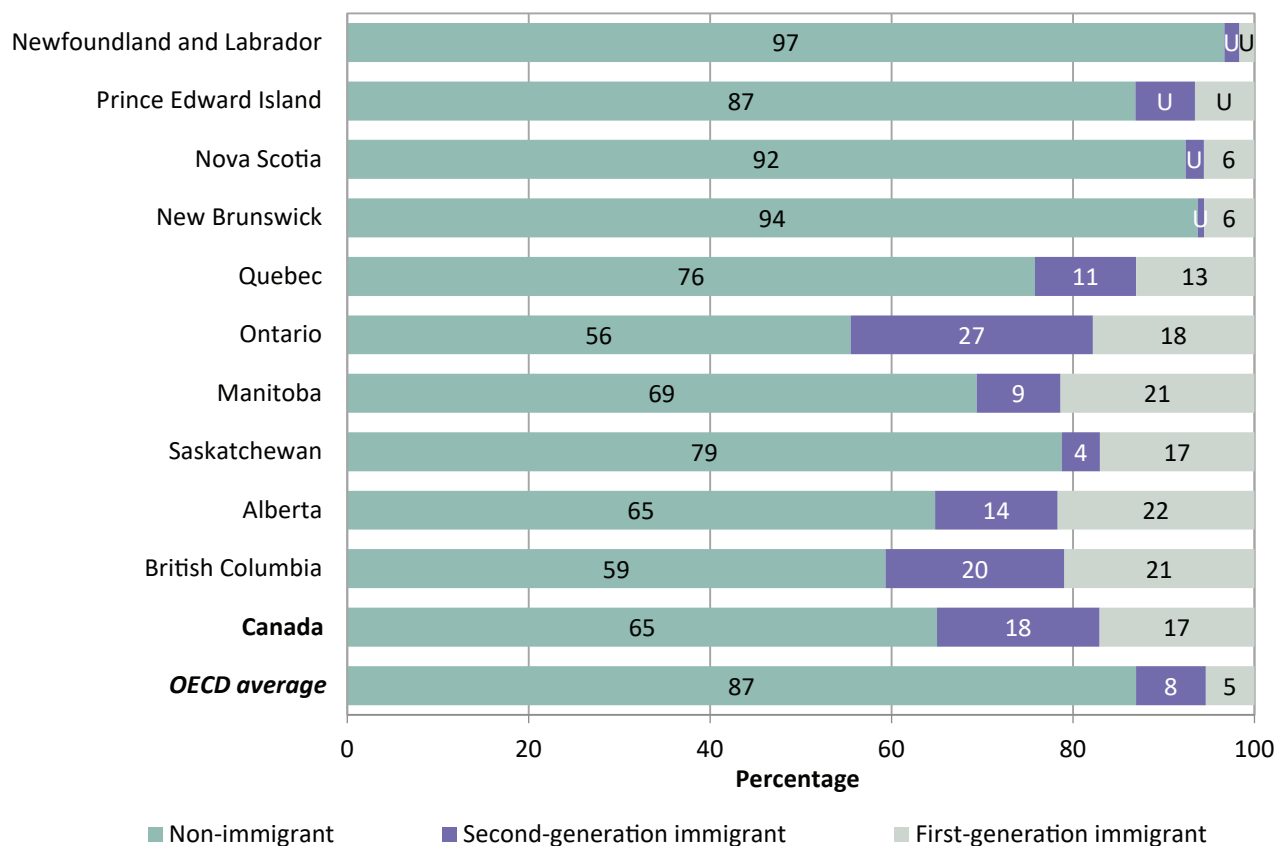
- **non-immigrant** students are those who have at least one parent who was born in the country in which the assessment was administered, regardless of whether the student himself or herself was born in that country
- **second-generation immigrant** students are those who were born in the country in which the assessment was administered but have foreign-born parents
- **first-generation immigrant** students are foreign-born students whose parents are also foreign-born

Thirteen percent of 15-year-old students across OECD countries participating in the global competence assessment reported an immigrant background. Canada had the highest proportion of immigrant students among all participating countries, with over one-third of its student population (35 percent) made up of immigrants. Provincially, the highest proportion of immigrant students can be found in Ontario (45 percent) and British Columbia (41 percent) (Figure 1.12; O'Grady, Deussing, Scerbina, Tao, Fung, Elez, & Monk, 2019, p. 112).

There was no performance gap between immigrant and non-immigrant students in global competence in Canada overall.

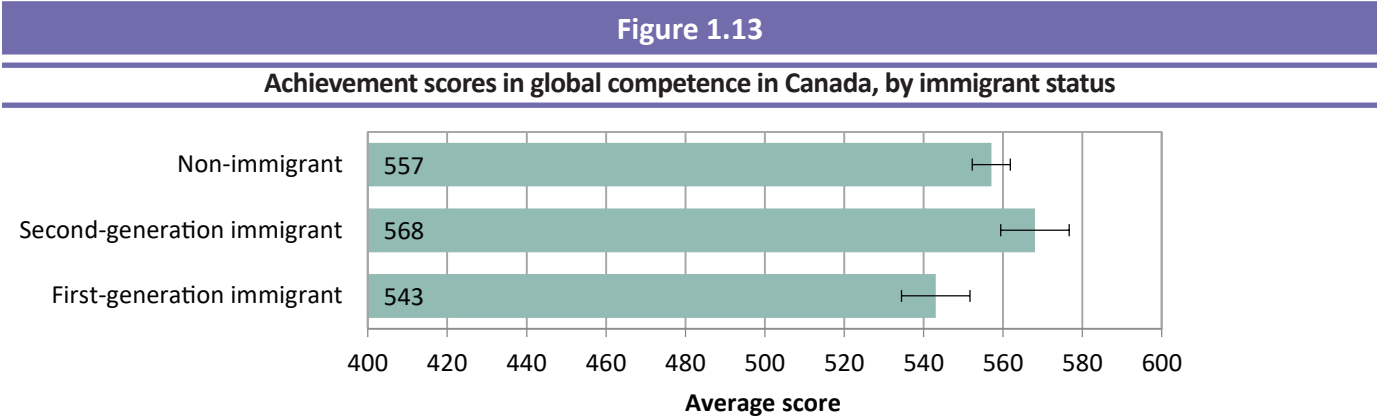
Figure 1.12

Percentage of students participating in the global competence assessment, by immigrant status



U – too unreliable to be published

In regards to global competence, across all participating countries, non-immigrant students scored 18 points higher than immigrant students. In contrast, there was no achievement difference in Canada between immigrant and non-immigrant students (Appendix B.1.10). That said, significant differences can be seen in Canadian results when immigrant subgroups are examined. In Canada overall, second-generation immigrant students outperformed non-immigrants by 11 points, while first-generation immigrant students achieved lower scores than both non-immigrant and second-generation immigrant students, by 14 points and 25 points respectively (Figure 1.13). Within provinces, there were few significant differences among these subgroups (Appendix B.1.10).

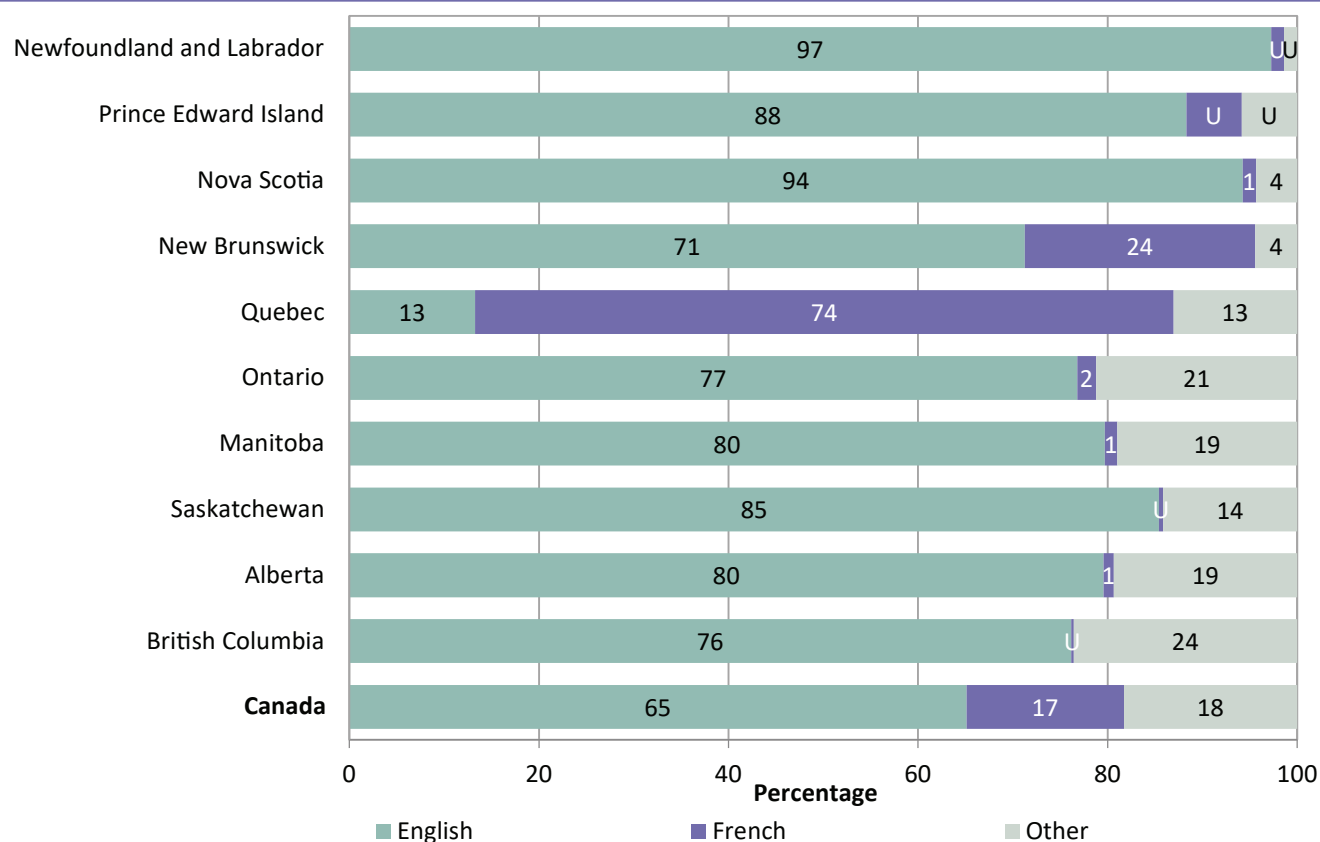


Language spoken at home

In Canada, 65 percent of students participating in the global competence assessment spoke English at home; of the remainder, similar proportions of students spoke either French or a language other than English or French at home. The highest proportion of students who spoke another language other than English or French at home was found in British Columbia (24 percent) (Figure 1.14; O’Grady et al., 2019, p. 116).

Figure 1.14

Language spoken at home, as reported by Canadian students participating in the global competence assessment



U – too unreliable to be published

In Canada overall and in all provinces except Ontario, there was no significant difference in achievement in global competence between students who spoke either English or French at home. At the pan-Canadian level, students who spoke a language other than the two official languages at home had lower scores; however, there was much variability within provinces in the results for these groups (Table 1.9, Appendix B.1.11).

Table 1.9

Relationship between students' language spoken at home and global competence achievement

	English		French		Other		Difference		
	Average score	Standard error	Average score	Standard error	Average score	Standard error	English–French	English–Other	French–Other
Canada	558	(2.9)	558	(4.0)	544	(4.7)		*	*
Newfoundland and Labrador	551	(8.8)	530	(70.9)	597	(30.6)			
Prince Edward Island	546	(15.7)	486	(40.3)	532	(26.0)			
Nova Scotia	548	(5.1)	502	(27.3)	518	(19.6)			
New Brunswick	520	(7.5)	502	(14.0)	538	(15.9)			
Quebec	556	(6.2)	562	(4.8)	529	(11.1)		*	*
Ontario	564	(4.4)	520	(14.2)	555	(7.4)	*		*
Manitoba	526	(5.3)	534	(26.1)	507	(8.7)		*	
Saskatchewan	530	(4.1)	581	(31.0)	509	(8.3)		*	*
Alberta	567	(6.6)	565	(21.4)	561	(7.2)			
British Columbia	556	(6.0)	533	(36.9)	529	(9.3)		*	

* Denotes significant difference

Socioeconomic status

Socioeconomic status (SES), which comprises both cultural and economic factors, has often been represented by a complex cluster of variables that include parents' occupations, parents' educational attainment, learning resources in the home, and how parents communicate the value of education to their children, among other variables (Crowe, 2013; Chevalier, Harmon, O'Sullivan, & Walker, 2013).

In PISA, SES is measured by an index of economic, social, and cultural status (ESCS). This index was constructed from the following variables, based on students' responses to a questionnaire that was administered as part of the PISA 2018 assessment: the highest occupational status of parents, the highest educational level of parents, the existence of a number of home possessions that can be used as proxies for material wealth, and the number of books and other educational resources available in the home.

A higher ESCS index signifies higher average socioeconomic status. The average ESCS index of students from OECD countries participating in the global competence assessment was -0.03, while Canada's ESCS index was 0.42, the highest of all participating countries in the global competence assessment. Provincially, the ESCS index varied from a high of 0.48 in Ontario to a low of 0.17 in Manitoba (O'Grady et al., 2019, p. 106).

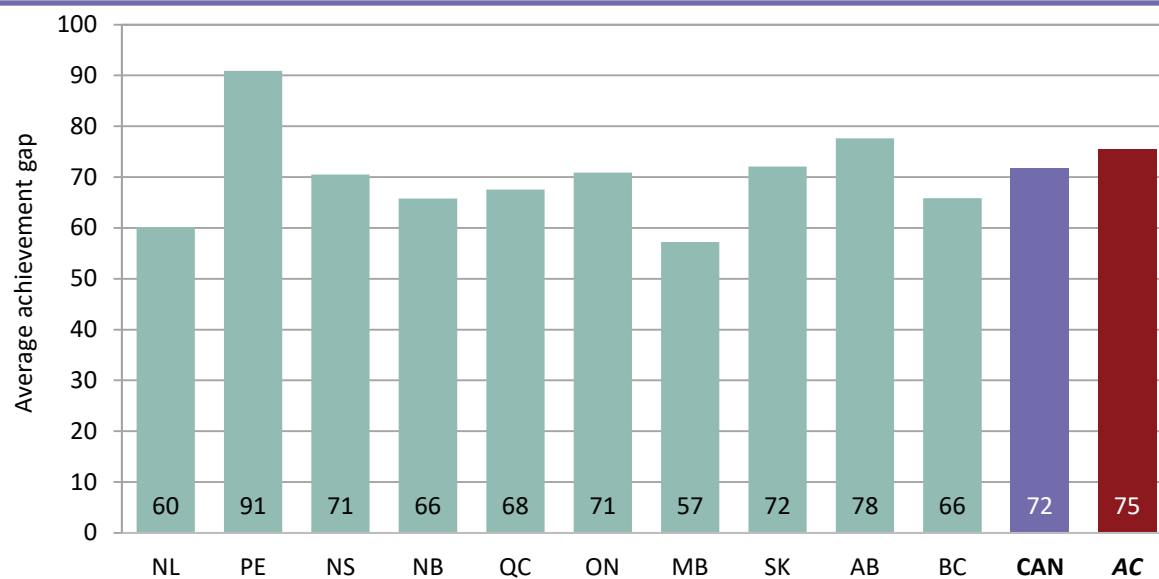
According to the OECD, students in the top 25 percent of the ESCS index are defined as socioeconomically advantaged, while those in the bottom 25 percent are defined as socioeconomically disadvantaged (OECD, 2020). The socioeconomically advantaged students outperformed the disadvantaged students in global competence across all 27 participating countries as well as in all provinces in Canada (Figure 1.15, Appendix B.1.12). The largest differences — 80 score points or more — in favour of advantaged students were observed in Brunei Darussalam, Chile, Chinese Taipei, Costa Rica, Israel, Lithuania, Malta, the Philippines, Singapore, the Slovak Republic, and the United Kingdom. The smallest differences — 60 score points or less — were observed in Albania, Hong Kong (China), Indonesia, Kazakhstan, Morocco, and Thailand (Appendix B.1.12).

Socioeconomically advantaged students outperformed disadvantaged students in global competence.

The differences between advantaged and disadvantaged students were largely attenuated when relative performance was taken into account. After controlling for performance in the PISA core domains (reading, mathematics, and science), differences became statistically non-significant in 17 countries and were positive only in Singapore, Costa Rica, Lithuania, Canada, Spain, Brunei Darussalam, the Russian Federation, Chile, Croatia, and Latvia (OECD, 2020, p. 163).

Figure 1.15

Achievement gap in global competence between socioeconomically advantaged and disadvantaged students



Note: The figures are socioeconomically advantaged students' scores minus disadvantaged students' scores.

AC – all-country average

As was expected with these findings, students' SES was positively associated with their performance in global competence in Canada, but not as strongly as in many other participating countries. The ESCS index explained 10.0 percent of the variation in global competence achievement results among all countries, while in Canada it explained 6.9 percent of such variation. Socioeconomic status explained less of the difference in global competence scores in four participating countries compared to Canada. In the provinces, the variation in achievement in global competence explained by the ESCS index ranged from 4.5 in Manitoba to 10.7 in Prince Edward Island (Appendix B.1.12).

Summary

Canada performed well in the PISA 2018 global competence assessment, with 80 percent of Canadian students reaching at least Level 2, which is considered by the OECD to be the baseline level of proficiency. Only one country (Singapore) had a greater proportion of students (84 percent) achieving at this level. Fifteen percent of Canadian students reached the highest level of performance (Level 5), compared to 4 percent across all countries. In terms of achievement scores, Canada ranked second among all participating countries, surpassed only by Singapore (554 vs. 576 score points, respectively).

This chapter has explored performance in global competence in relationship to a number of student characteristics: gender, language of the school system as well as language spoken at home, and socioeconomic and immigrant status.

With respect to gender, girls outperformed boys in all countries, except the United Kingdom. In Canada, more girls than boys achieved at Level 2 or above and at Level 5. The gender gap favouring girls was 30 points in Canada compared to 26 points across all countries. In Canada, the gender gap was smallest in Manitoba (22 points) and largest in Nova Scotia (40 points).

With respect to language of the school system, there was no significant difference at the pan-Canadian level between anglophone and francophone school systems by either performance level or average score. Provincially, significant differences were found between school systems in only two provinces (Nova Scotia and Ontario),

where students in anglophone schools outperformed their francophone peers both in terms of proficiency levels and achievement scores.

No significant difference was found between the results of students who spoke either English or French at home except in Ontario, where students who spoke English at home scored 44 points higher than those who spoke French. At the pan-Canadian level, global competence achievement was significantly higher for students who spoke one of the official languages compared to those who spoke a language other than English and French at home. At the provincial level, students in Quebec and Saskatchewan who spoke either English or French at home outperformed those who spoke another language. Students in Manitoba and Saskatchewan whose home language was French outperformed their peers who spoke English or another language at home. In Ontario, students who spoke English at home had higher achievement scores than those who spoke French or another language at home.

As was the case with the three core domains of PISA (reading, mathematics, and science), students from advantaged backgrounds (i.e., those in the top quarter of the PISA ESCS index) outperformed their disadvantaged peers (i.e., those in the bottom quarter of the ESCS index) in the global competence cognitive test. Differences were positive and statistically significant across all provinces as well as across all participating countries.

In contrast to the all-country average, no difference was found between the performance of students with an immigrant and a non-immigrant background at the pan-Canada level. At the same time, significant differences exist between subgroups. In Canada overall, non-immigrant students outperformed first-generation immigrant students; however, second-generation immigrant students outperformed both their non-immigrant and first-generation immigrant peers.

Chapter 2

A Profile of Students and Their Attitudes toward Global Issues

PISA global competence contextual questionnaires

As part of the PISA global competence assessment, Canadian students and their school principals completed questionnaires designed to provide the provinces and territories with contextual information to aid in the interpretation of the performance results. Researchers, policy-makers, and practitioners can use the information provided by these questionnaires to help them determine what factors influence learning outcomes. Although the global competence questionnaires covered 14 constructs, as discussed in the international report and listed in Table I.1, only a select number of results are highlighted in the present report. In addition to discussing a series of questions on students' capacity to take action, this chapter will report on the following six indices:

- awareness of global issues;
- self-efficacy regarding global issues;
- respect for people from other cultures;
- interest in learning about other cultures;
- attitudes toward immigrants; and
- sense of agency with respect to global issues.

As discussed in the Introduction, these constructs were selected for further investigation to illustrate the four dimensions of global competence in PISA, as well as to reflect the coverage of these topics found in the international report.

This chapter presents the associations between the above indices and students' performance in the PISA 2018 global competence survey. Such associations do not necessarily reflect a causal relationship: in fact, cause and effect may go both ways. Causal links may also be indirect, mediated by other important factors; or the links may be spurious and reflect associations with a third, confounding, factor that influences the degree of proficiency on global competence and the students' attitudes toward global issues.

More countries, including both OECD and partner countries, provided responses to the global competence questionnaire than participated in the cognitive test: this chapter draws on data from 64 countries that completed the student questionnaire. See Box 2 for information about participating countries and how international averages are presented in this chapter.

More detailed analysis of the student and school global competence questionnaires will be presented in future CMEC reports and publications.

Box 2: A note on international averages

Where applicable, this chapter presents “international averages.” In Chapter 1, the “all-country average” was calculated from the 27 countries and economies that participated in the global competence cognitive test — that is, the 11 OECD countries and economies and 16 partner countries and economies referenced in the Introduction and Chapter 1 (for a list of these countries, see note 2 in the Introduction). In contrast, in this chapter, the “OECD average” is calculated from the 27 OECD countries that provided responses to the global competence questionnaires but did not necessarily participate in the cognitive test: Australia, Austria, Canada, Chile, Colombia, Estonia, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Korea, Latvia, Lithuania, Mexico, New Zealand, Poland, Portugal, the Slovak Republic, Slovenia, Spain, Switzerland, Turkey, and the United Kingdom. All other mentioned countries are not OECD member or partner countries and economies, but participated nevertheless in PISA 2018. Within this chapter, both the all-country average and OECD average are referred to as the “international average” (INT); however, these averages are reported separately in many of the data tables in Appendix B.

Examining local, global, and intercultural issues

As discussed in the Introduction, the first dimension of the PISA global competence framework focuses on students’ ability to examine issues of local, global, and intercultural significance. To be effective citizens in an interconnected world requires that students possess the skills and attitudes that enable them to combine knowledge and awareness about the world with critical reasoning to form their own opinions about global issues. This process requires higher-order thinking skills and media literacy (OECD, 2019b). This section examines students’ self-efficacy regarding, and awareness of, global issues as well as their performance on the global competence test related to this first dimension.

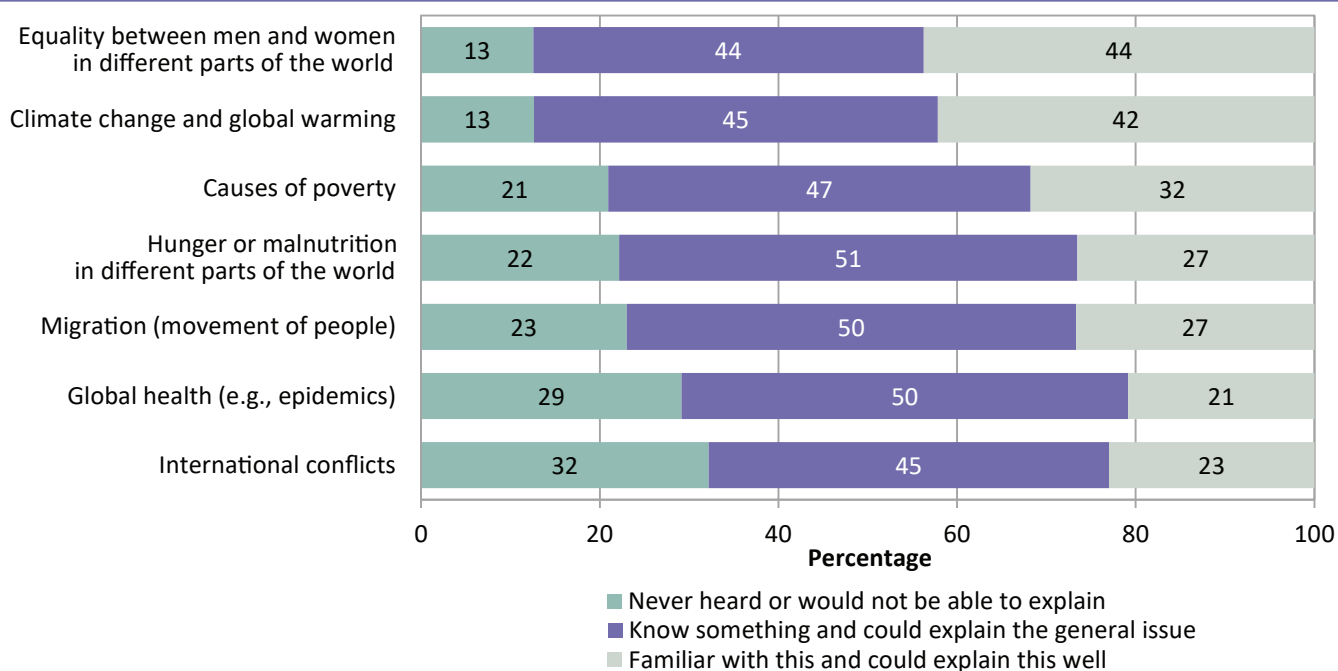
Index of students’ awareness of global issues

To measure students’ awareness of global issues, PISA 2018 asked students to what extent they were informed about the following topics: climate change, global health, migration, international conflicts, hunger or malnutrition, causes of poverty, and gender equality. These seven topics constitute the “students’ awareness of global issues index.”

As shown in Figure 2.1, students in Canada reported that they are most familiar with issues related to gender equality and climate change, with 87 percent of students reporting that they either know something about these topics or are familiar with them. The topic with which students were least familiar was international conflicts: 68 percent of Canadian students reported that they either know something about this issue and could explain the general issue, or are familiar with this issue and could explain it well (Appendix B.2.1a).

Figure 2.1

Percentage of Canadian students by their responses to questionnaire items for the awareness of global issues index



Note: Percentages are ordered from the greatest to the least awareness of global issues.

Greater awareness of global issues is positively related to performance in global competence in all countries, including Canada, and in all Canadian provinces. In comparison to students who reported having no knowledge of these issues, students in Canada who reported knowing something about and being able to explain these issue had higher average scores in global competence; this is the case for all items in the awareness of global issues index (Table 2.1). Provincially, few variations were observed when these two groups of students were compared. Interestingly, when the “know something and could explain the general issue” and the “familiar with this and could explain this well” groups were compared, only two issues showed significant differences at the pan-Canadian level and in most provinces: climate change and global warming, and equality between men and women in different parts of the world. In both cases, higher achievement was associated with greater awareness of these issues (Appendix B.2.1a).

Table 2.1

Relationship between Canadian students' response to questionnaire items for the awareness of global issues index and global competence achievement

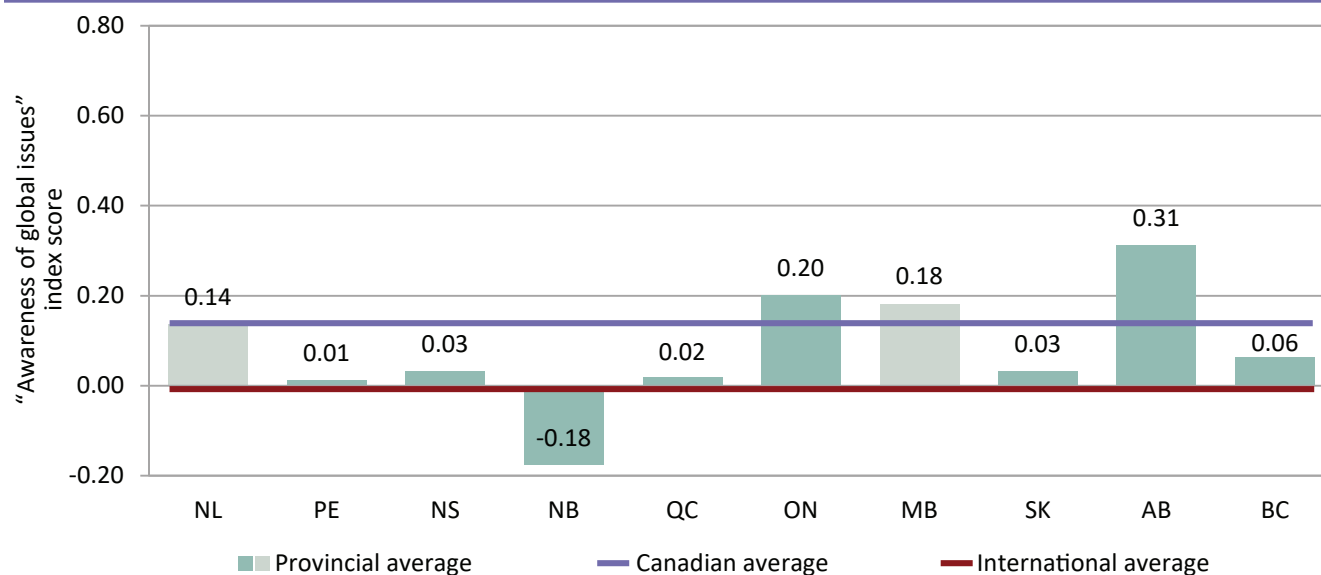
Questionnaire items	Never heard or would not be able to explain	Know something and could explain the general issue	Familiar with this and could explain this well
Equality between men and women in different parts of the world	515*	558	575*
Climate change and global warming	491*	556	585*
Causes of poverty	542*	564	568
Hunger or malnutrition in different parts of the world	543*	566	565
Migration (movement of people)	544*	565	566
Global health (e.g., epidemics)	546*	568	562
International conflicts	549*	565	567

* Significant difference compared to the average score in the "know something and could explain the general issue" category

Students in Canada reported high levels of awareness of global issues, as measured by this index; they were surpassed by nine participating countries (Albania, Lithuania, Greece, Malta, United Arab Emirates, Portugal, Kosovo, Jordan, and Croatia) (OECD, 2020). Within Canada, notable variations in this index were observed between the provinces, with the highest index value (0.31) found in Alberta (Figure 2.2, Appendix B.2.1ba). All provinces except New Brunswick were at or above the international average for this index.

Figure 2.2

Average scores for the awareness of global issues index



Note: Darker shade denotes significant difference compared to Canada

Some variation in index results is evident among various sociodemographic groups (Appendices B.2.1ba–bd). At the pan-Canadian level, as shown in Table 2.2, students from anglophone school systems, girls, immigrant students, and socioeconomically advantaged students reported higher levels of awareness of global issues in comparison to their respective counterparts. Provincially, there were fewer significant differences within each group, except for the economic, social, and cultural status (ESCS) index group, where socioeconomically advantaged students (i.e., those in the top quarter of the ESCS) across all provinces reported higher levels of awareness of global issues than did disadvantaged students (Table 2.2).

Table 2.2

Differences in scores on the awareness of global issues index, by sociodemographic characteristics

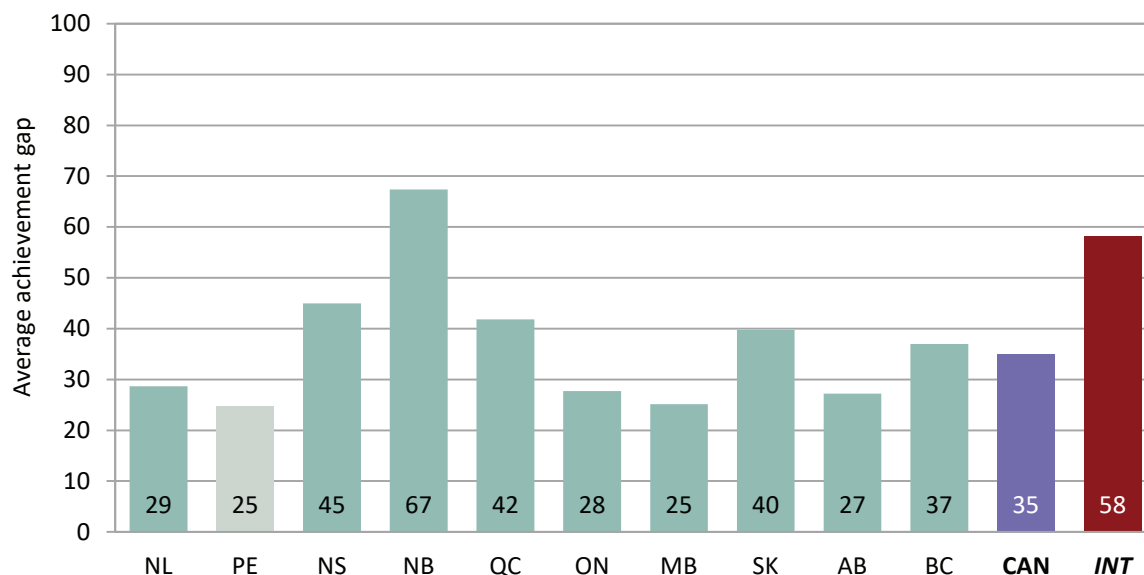
	Anglophone – francophone students	Girls – boys	Immigrant – non-immigrant students	Top – bottom quarter of ESCS
Newfoundland and Labrador	--	0.04	0.39	0.47
Prince Edward Island	--	0.16	0.27	0.58
Nova Scotia	0.24	0.07	0.15	0.48
New Brunswick	0.05	-0.02	0.15	0.55
Quebec	0.09	-0.01	0.10	0.58
Ontario	0.15	0.05	0.09	0.46
Manitoba	0.02	0.08	0.12	0.57
Saskatchewan	--	0.04	0.34	0.53
Alberta	0.10	0.11	0.10	0.49
British Columbia	0.16	0.03	0.13	0.44
Canada	0.17	0.04	0.14	0.51
International	--	0.08	-0.03	0.50

Note: Shaded boxes represent a significant difference with a subgroup.

Figure 2.3 shows the difference in global competence achievement scores between students in the top quarter (i.e., highest awareness) and students in the bottom quarter (i.e., lowest awareness) of the awareness of global issues index. Canadian students who reported that they are familiar with global issues scored 35 points higher in global competence than those students who reported a lack of familiarity with global issues, which is lower than the achievement gap internationally (58 points). The achievement gap between students in the top and bottom quarter of this index was significant in all provinces except Prince Edward Island. The gap was highest in New Brunswick (67 points) and lowest in Manitoba and Prince Edward Island (25 points) (Appendix B.2.1ca).

Figure 2.3

Difference in global competence achievement scores between students in the top and bottom quarters of the awareness of global issues index

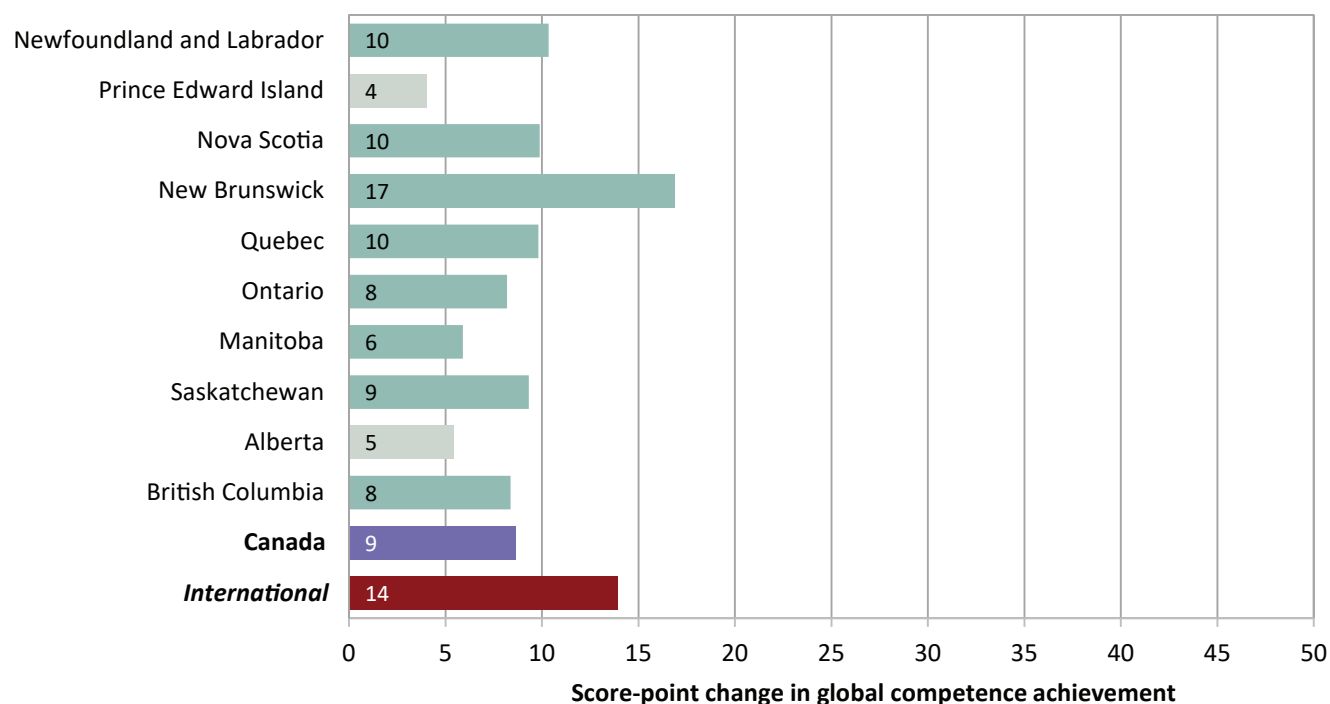


Note: Darker shade denotes significant difference within a province.

Another way of looking at these results is to determine the change in global competence performance that is related to an increase of one unit in the awareness of global issues index score. After gender and student socioeconomic profile were accounted for, a one-unit increase in the awareness of global issues index was related to a 9-point increase in achievements scores in Canada and a 14-point increase internationally. No significant change was found in Prince Edward Island or Alberta; the most positive change associated with increased awareness was found in New Brunswick (17 points), which was above both the Canadian and international averages (Figure 2.4, Appendix B.2.1cb). Despite having the lowest index score, New Brunswick had the largest positive association between the awareness index and the average global competence score.

Figure 2.4

Relationship between global competence performance and a one-unit change in the index of awareness of global issues



Note: Darker shade denotes significant difference within a province.

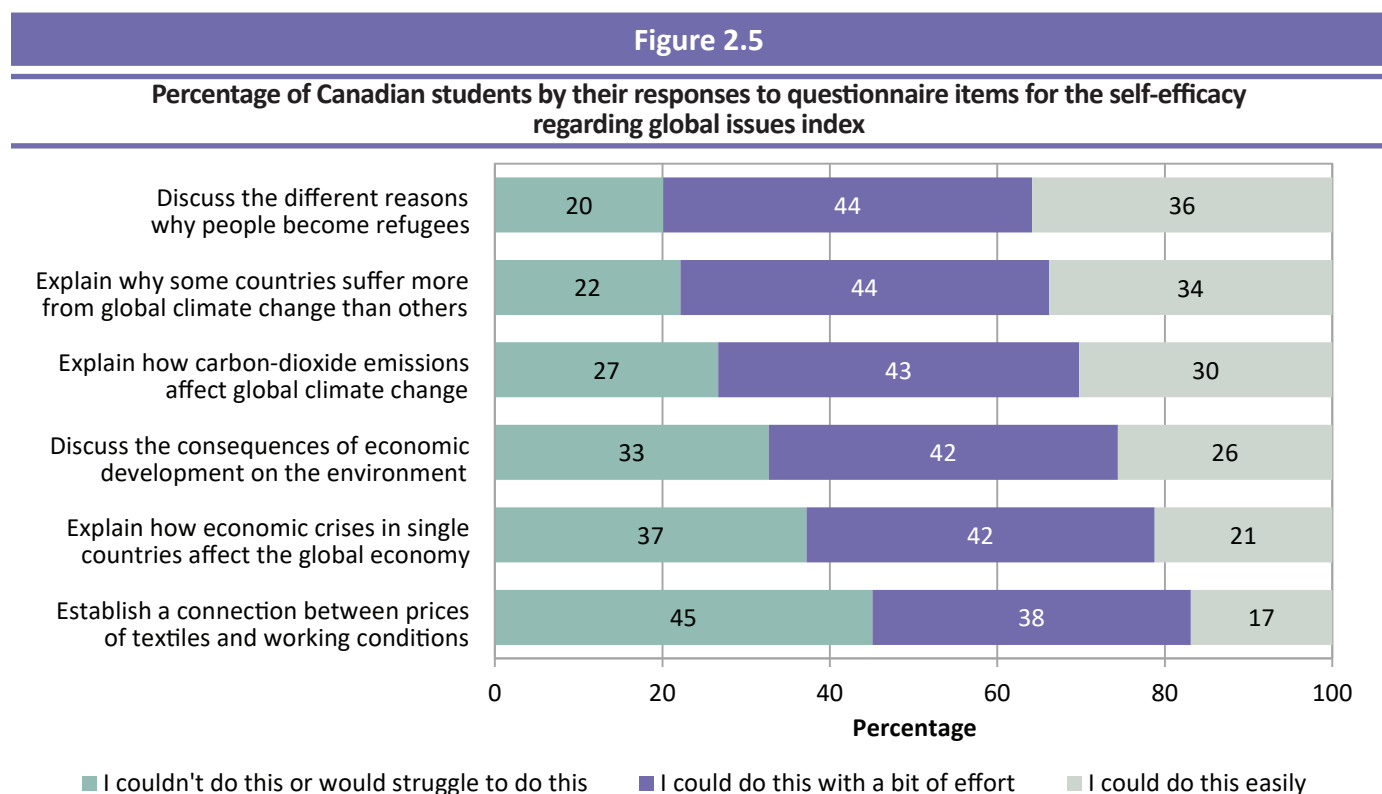
Index of students' self-efficacy regarding global issues

Self-efficacy beliefs refer to one's confidence in engaging in specific activities that contribute to progress toward one's goals (Bandura, 1977). Students' belief in their ability to succeed is an important outcome of education and is highly relevant to successful learning. Self-efficacy has been found to relate to students' academic achievement (Marsh, Artelt, & Peschar, 2006), and research has revealed that students reporting higher levels of self-efficacy obtained higher reading comprehension scores than students reporting lower levels of perceived competence (Schunk & Pajares, 2009).

To measure students' self-efficacy regarding global issues, PISA asked students to what extent they could perform certain tasks related to global competence on their own, such as discussing or explaining issues related to climate change, the global economy, and migration.

Figure 2.5 shows students' responses to the six questions about self-efficacy regarding global issues that constitute the "students' self-efficacy regarding global issues index." Students reported that they were most confident in discussing the different reasons why people become refugees, with 80 percent of students in Canada reporting that they could do this task easily or with some effort. This is fairly close to the international

average of 77 percent. The issue about which students were least confident was establishing a connection between prices of textiles and working conditions, which 55 percent of Canadian students and 58 percent of students internationally reporting being able to do (Appendix B.2.2a).



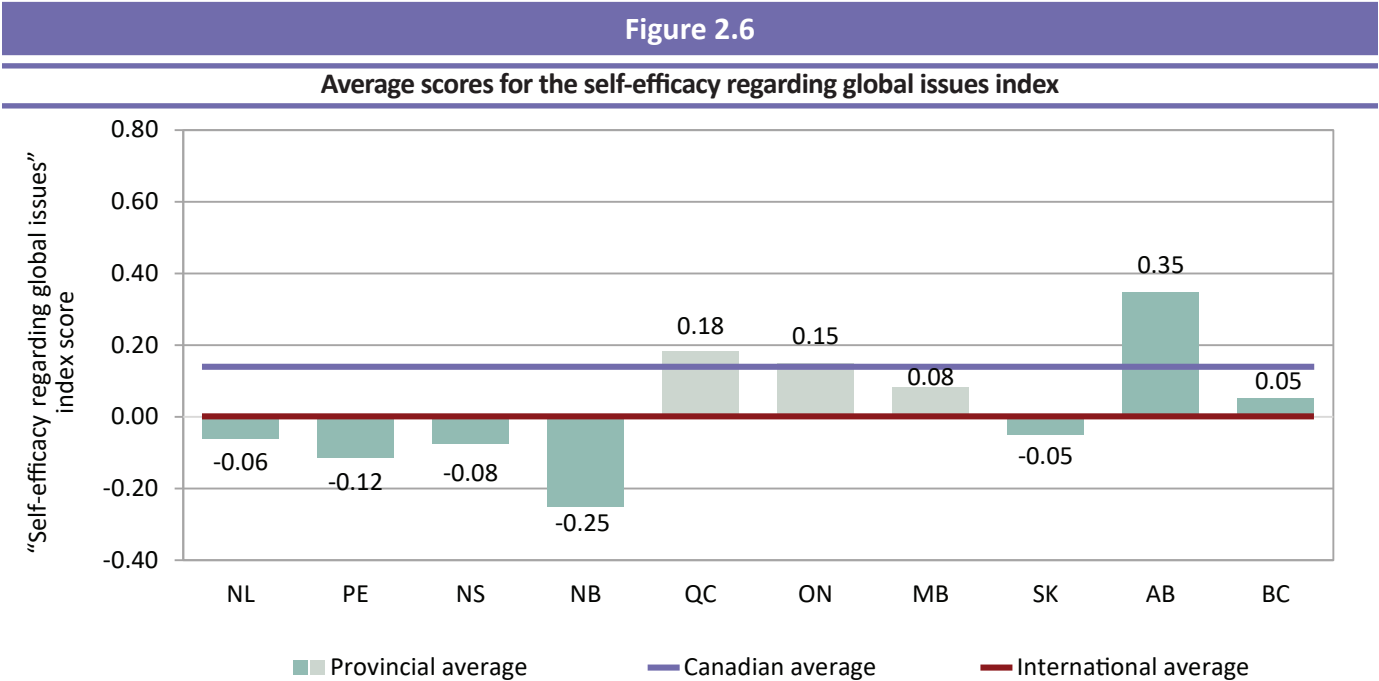
Note: Percentages are ordered from the greatest to the least self-efficacy regarding global issues.

As shown in Table 2.3, greater self-efficacy regarding global issues is positively related to Canadian students' performance in global competence. This is the case for all issues, and the trend holds for all provinces and at the international level (Appendix B.2.2a).

Table 2.3			
Relationship between Canadian students' response to questionnaire items for the self-efficacy regarding global issues index and global competence achievement			
Questionnaire items	I couldn't do this or would struggle to do this	I could do this with a bit of effort	I could do this easily
Discuss the different reasons why people become refugees	518*	560	586*
Explain why some countries suffer more from global climate change than others	529*	559	584*
Explain how carbon-dioxide emissions affect global climate change	516*	561	598*
Discuss the consequences of economic development on the environment	540*	558	592*
Explain how economic crises in single countries affect the global economy	548*	560	583*
Establish a connection between prices of textiles and working conditions	545*	563	599*

* Significant difference compared to the average score in the "I could do this with a bit of effort" category.

Students in Canada reported high levels of self-efficacy regarding global issues, as indicated by this index, surpassed by only eight participating countries (Albania, United Arab Emirates, Peru, Germany, the Dominican Republic, Korea, Colombia, and Singapore). Notable variations with respect to this index were observed across provinces, with the highest index value (0.35) found in Alberta (Figure 2.6, Appendix B.2.2ba).



Significant differences in scores on the self-efficacy index are evident at the pan-Canadian level in each of the four sociodemographic subgroups (Appendices B.2.2ba–bd). Francophone students, boys, immigrant students, and those in the top quarter of the ESCS index all scored higher on the self-efficacy index than their respective counterparts, as shown in Table 2.4. At the provincial level, students from francophone school systems in New Brunswick and Quebec reported higher levels of self-efficacy regarding global issues than did their counterparts in anglophone school systems. Boys in Quebec, Ontario, Saskatchewan, and British Columbia scored higher than girls on this index, while immigrant students had higher index scores that their non-immigrant peers in all provinces except New Brunswick and Alberta. Socioeconomically advantaged students reported higher levels of self-efficacy regarding global issues compared to disadvantaged students in all provinces except Prince Edward Island.

Table 2.4

Differences in scores on the self-efficacy regarding global issues index, by sociodemographic characteristics

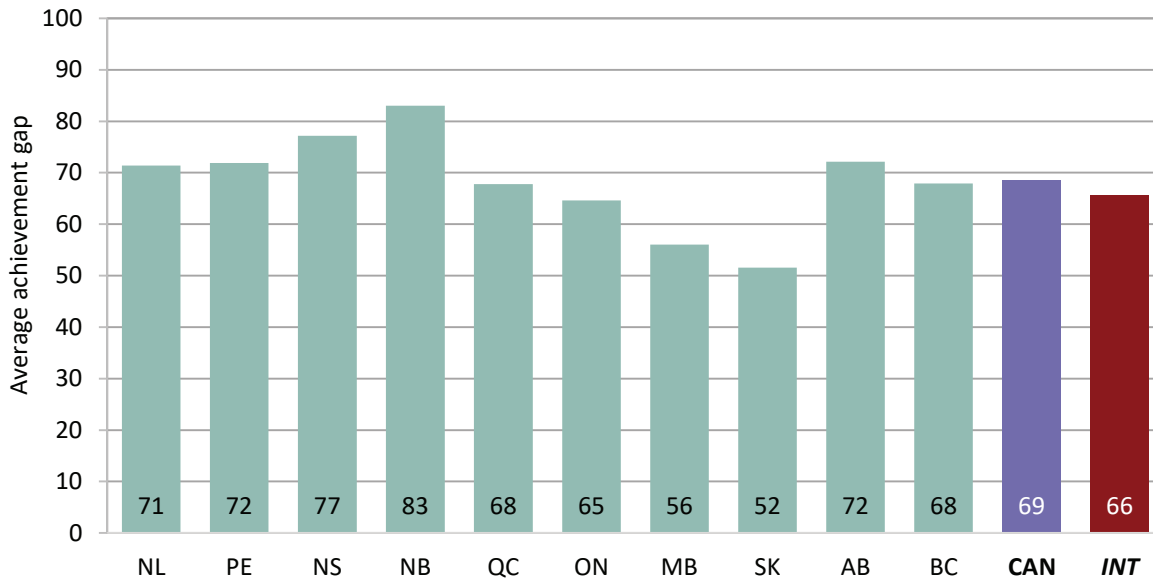
	Anglophone – francophone students	Girls – boys	Immigrant – non- immigrant students	Top – bottom quarter of ESCS
Newfoundland and Labrador	--	-0.16	0.55	0.68
Prince Edward Island	--	-0.05	0.42	0.37
Nova Scotia	0.02	-0.09	0.49	0.70
New Brunswick	-0.19	-0.10	0.26	0.65
Quebec	-0.12	-0.14	0.10	0.68
Ontario	-0.05	-0.19	0.21	0.57
Manitoba	0.02	-0.10	0.22	0.49
Saskatchewan	--	-0.21	0.36	0.48
Alberta	-0.12	-0.05	0.08	0.70
British Columbia	-0.15	-0.11	0.25	0.53
Canada	-0.06	-0.14	0.20	0.61
International	--	-0.06	-0.03	0.56

Note: Shaded boxes represent a significant difference within a subgroup.

Higher self-efficacy regarding global issues is positively related to performance on global competence internationally, in Canada, and in all provinces. Higher average scores on global competence were found for students who reported being more confident in discussing or explaining various global issues, in comparison to students who reported not being able or struggling to do so. As shown in Figure 2.7, the 25 percent of Canadian students who were most confident in their ability to explain/discuss global issues (the top quartile of this index) scored 69 points higher on average on global competence than the 25 percent of students who reported little or no confidence in their ability to do so (the bottom quartile of the index). Within Canada, a positive association between self-efficacy regarding global issues and achievement scores on global competence was observed in all provinces, with students who reported higher self-efficacy outperforming those with lower self-efficacy by a range of 52 points in Saskatchewan to 83 points in New Brunswick (Appendix B.2.2ca).

Figure 2.7

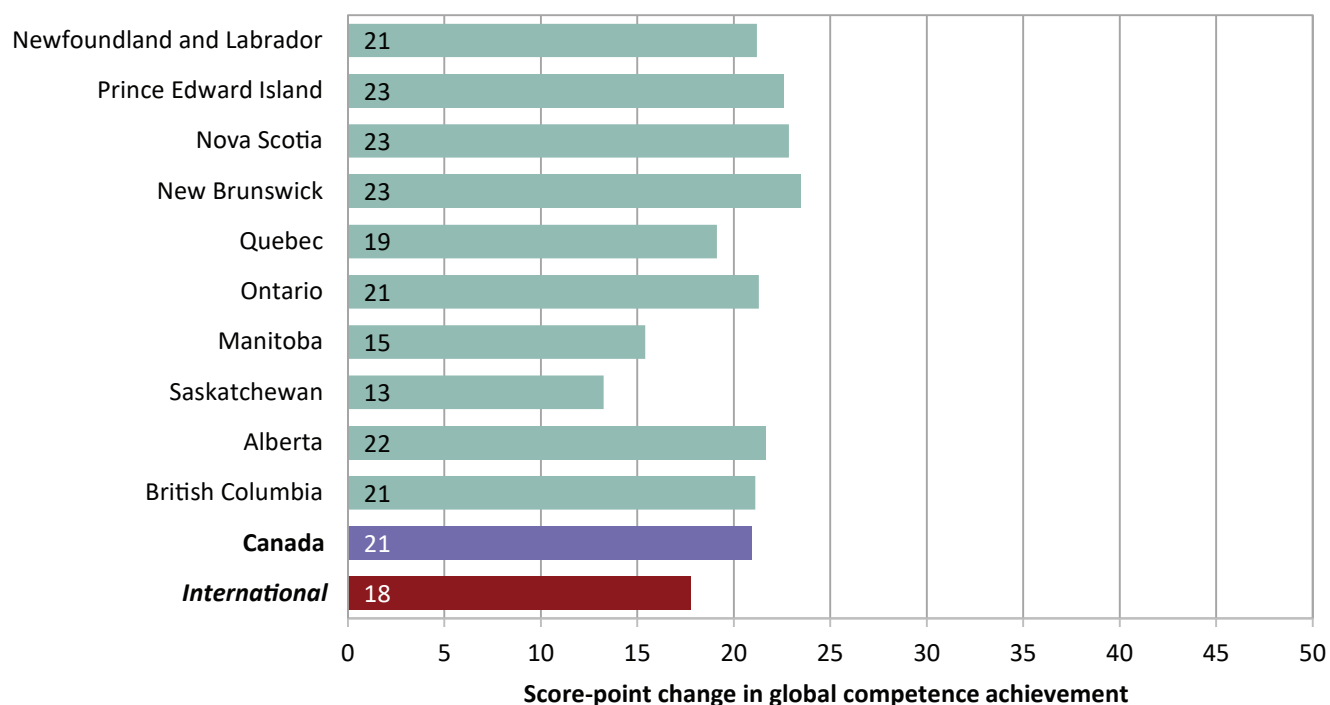
Difference in global competence achievement scores between students in the top and bottom quarters of the self-efficacy regarding global issues index



After gender and student socioeconomic profile are accounted for, an increase of one unit on the index of self-efficacy regarding global issues is associated with an average increase of 21 points in Canada and 18 point internationally in global competence scores (Figure 2.8, Appendix B.2.2cb). Despite having both the lowest index scores and the largest differences in average global competence scores between students in the top and bottom quartile of the index, the Maritime provinces had the largest positive associations with the self-efficacy index and average global competence scores. In these provinces, after gender and socioeconomic status are accounted for, a one-unit increase in the index of students' self-efficacy regarding global issues was associated with an average increase in students' global competence score that was above the Canadian average.

Figure 2.8

Relationship between global competence performance and a one-unit change in the index of self-efficacy regarding global issues



Understanding and appreciating the perspectives and worldviews of others

As countries become more interconnected through enhanced international mobility and economic interdependence, the importance of global citizenship education has gained prominence (Gaudelli, 2016). A global citizen embraces cultural diversity while promoting social justice and sustainability, as well as having a sense of responsibility to act (Reysen & Katzarska-Miller, 2013). Globalization is claimed to lead to more diverse societies that require engagement with broader, more inclusive conceptions of citizenship (Banks, 2017), and an important aspect of global citizenship is an understanding that global issues must be viewed through multiple lenses and perspectives.

The second dimension of the PISA global competence framework is students' understanding of and appreciation for the perspectives and worldviews of others. Individuals with this competence possess the skills and attitudes to evaluate the origins and implications of their own assumptions and behaviours, and to seek and find connections and bridge differences with others (OECD, 2019a).

Recognizing and valuing cultural diversity contributes to a positive diversity climate (Plaut, Thomas, & Goren, 2009). The ideology of multiculturalism proposes that, in order to attain equality, group memberships and identity must be acknowledged and celebrated (Urbiola, Wills, Ruiz-Romero, Moya, & Esses, 2017). The endorsement of multiculturalism has been associated with increased social cohesion (Joshee, 2004) and greater support for policies related to social justice (e.g., more open immigration policies, affirmative action, language supports such as bilingual classrooms) (Wolsko, Park, & Judd, 2006). The Multiculturalism Policy Index is a research project that tracks the evolution of multiculturalism policies in 21 Western democracies, including Canada, since the early 1960s. The project monitors the adoption of policies related to three types of minorities: immigrant groups, national minorities, and Indigenous peoples. The index shows that multicultural policies continue to develop, with Canada having one of the strongest policy scores.

This section examines students’ attitudes toward other cultures as well toward immigrants, using data obtained from the student questionnaire. It also reports on student performance related to the second dimension of the global competence framework, as measured by the PISA global competence assessment.

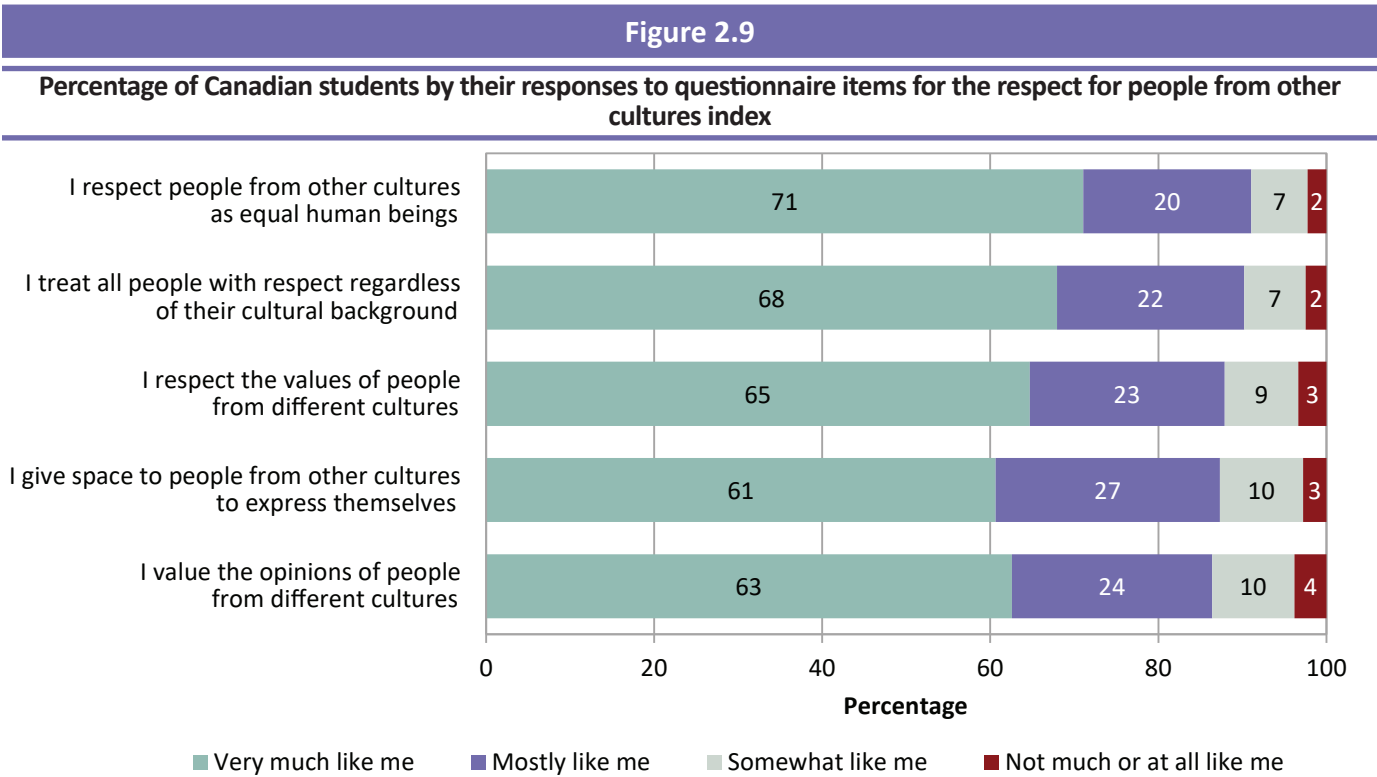
Indices of attitudes toward other cultures

PISA 2018 defines “culture” as a composite of material (e.g., clothing and food), social (e.g., language and religion), and subjective (e.g., beliefs and values) elements (OECD, 2020). Under this definition, various types of groups (e.g., ethnic, faith, linguistic, occupational, and generational) possess their own distinctive culture. An individual can belong to multiple groups and thus have multiple cultural affiliations and identities. These cultural affiliations intersect: the way in which an individual relates to one culture depends on perspectives that are shaped by all the other cultures to which the individual belongs. As a result, each individual possesses a unique cultural positioning.

Within the PISA 2018 global competence domain, two indices measured students’ attitudes toward culture: respect for people from other cultures, and interest in learning about other cultures.

Index of respect for people from other cultures

The “respect for other cultures index” was constructed from five items, shown in Figure 2.9, using a four-point Likert scale from “very much like me” to “not much or at all like me.” At the pan-Canadian level, all statements in this index received high levels of agreement from students: for each of the items, at least 60 percent of students responded with “very much like me,” which was more than 10 percentage points higher than the international average.



Note: Percentages are ordered from the greatest to the least respect for people from other cultures.

There was a positive, linear trend between this index and achievement in global competence, with highest scores achieved by students reporting the greatest levels of respect for other cultures in their responses to all five items (Table 2.5, Appendix B.2.3a).

Table 2.5

Relationship between Canadian students' response to questionnaire items for the respect for other cultures index and global competence achievement

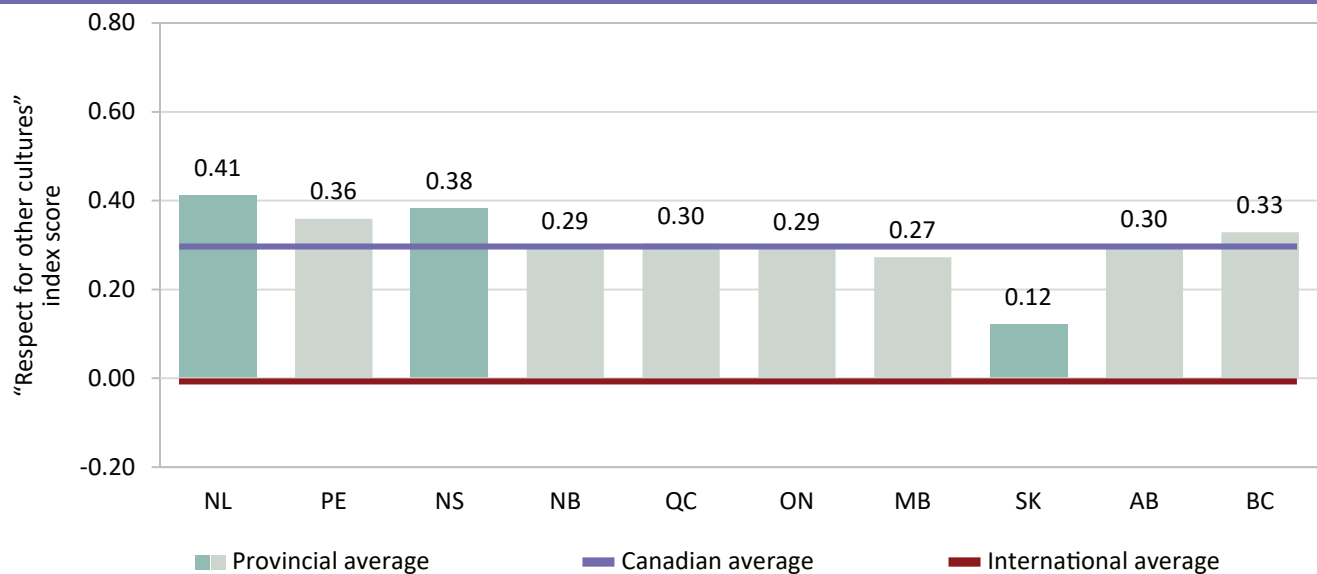
Questionnaire items	Very much like me	Mostly like me	Somewhat like me	Not much or at all like me
I respect people from other cultures as equal human beings	576*	537	491*	489*
I treat all people with respect regardless of their cultural background	577*	540	491*	492*
I respect the values of people from different cultures	575*	548	506*	499*
I give space to people from other cultures to express themselves	576*	552	508*	499*
I value the opinions of people from different cultures	576*	549	515*	504*

* Significant difference compared to the average score in the "mostly like me" category.

On the respect for people from other cultures index, Canada was surpassed by only two countries (Spain and the Republic of North Macedonia). Within Canada, only three provinces had scores on this index that were significantly different from the Canadian average: students in Newfoundland and Labrador (0.41) and Nova Scotia (0.38) scored above the Canadian average (0.30), while those in Saskatchewan scored below it (0.12) (Figure 2.10, Appendix B.2.3ba).

Figure 2.10

Average scores for the respect for other cultures index



Note: Darker shade denotes significant difference compared to Canada

With respect to groups with different sociodemographic characteristics, girls and students in the top quarter of the ESCS index reported greater respect for other cultures. This trend holds at the international, pan-Canadian, and provincial levels. Compared to their francophone peers, anglophone students in Nova Scotia, Ontario, and Alberta scored higher on the respect for people from other cultures index, while immigrant students had higher index scores than their non-immigrant counterparts in Saskatchewan, Alberta, and Canada overall (Table 2.6, Appendices B.2.3ba–bd).

Table 2.6

Differences in scores on the respect for people from other cultures index, by sociodemographic characteristics

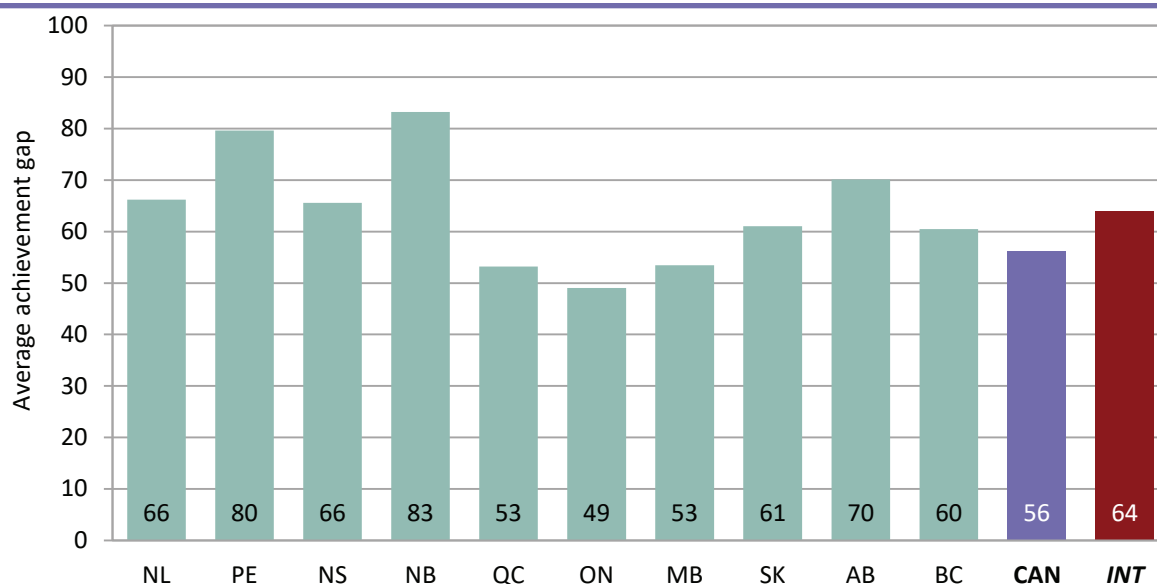
	Anglophone – francophone students	Girls – boys	Immigrant – non-immigrant students	Top – bottom quarter of ESCS
Newfoundland and Labrador	--	0.46	0.01	0.21
Prince Edward Island	--	0.54	0.19	0.45
Nova Scotia	0.21	0.54	0.00	0.25
New Brunswick	-0.02	0.51	0.04	0.29
Quebec	0.02	0.41	0.01	0.31
Ontario	0.09	0.51	0.04	0.22
Manitoba	0.02	0.44	0.04	0.22
Saskatchewan	--	0.54	0.12	0.39
Alberta	0.15	0.48	0.19	0.31
British Columbia	0.15	0.38	-0.02	0.15
Canada	0.01	0.47	0.04	0.26
International	--	0.45	0.02	0.36

Note: Shaded boxes represent a significant difference within a subgroup.

When performance in global competence is examined for students who were in the top and bottom quarters of the respect for other cultures index, the difference at the international level is not significant. However, the achievement gap was significant at the pan-Canadian level and in all provinces (Figure 2.11, Appendix B.2.3ca).

Figure 2.11

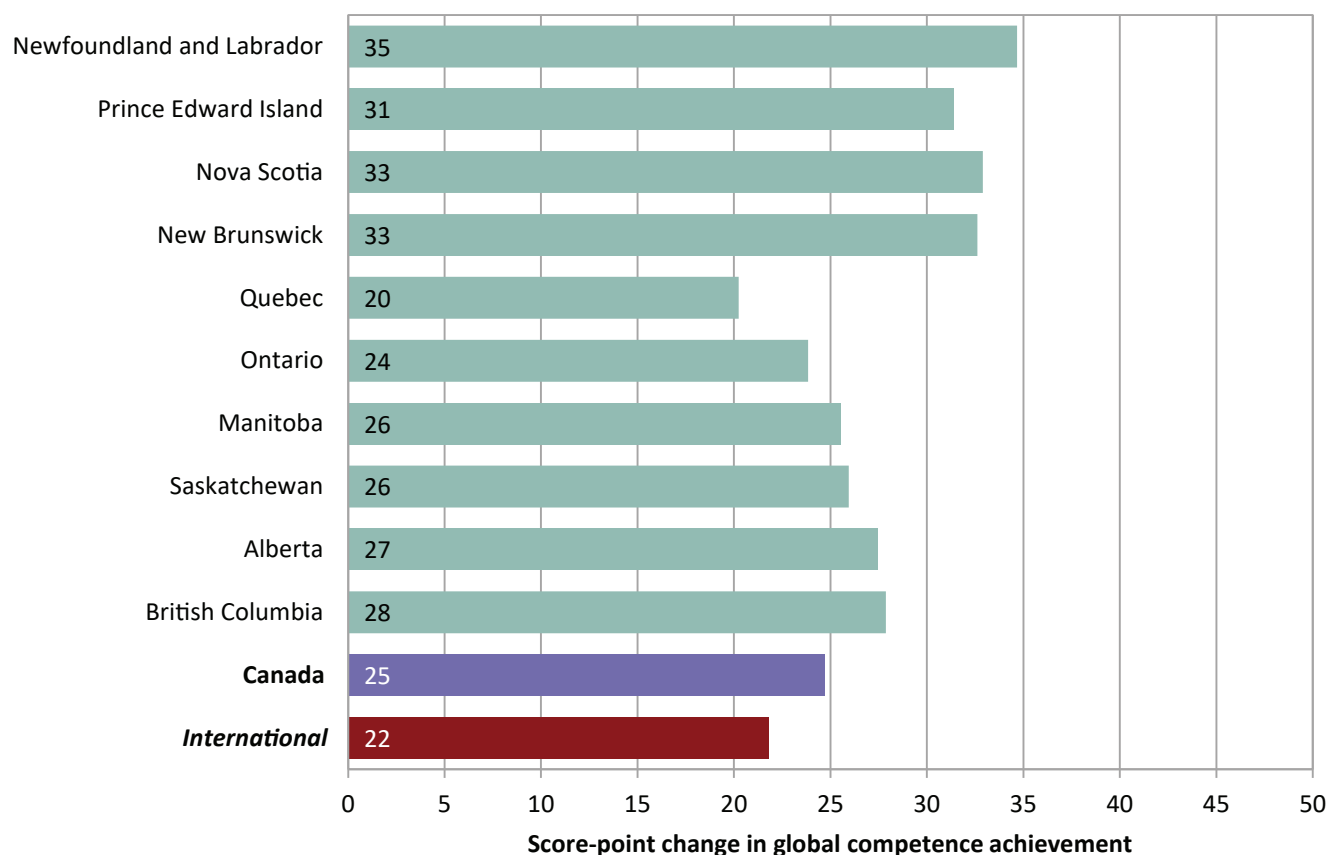
Difference in global competence achievement scores between students in the top and bottom quarters of the respect for other cultures index



There is a positive relationship between index scores and global competence achievement in all provinces. Within Canada, after gender and student socioeconomic profile are accounted for, a one-unit increase in the respect for people from other cultures index related to an increase in achievement scores in global competence ranging from 20 points in Quebec to 35 points in Newfoundland and Labrador (Figure 2.12, Appendix B.2.3cb).

Figure 2.12

Relationship between global competence performance and a one-unit change in the index of respect for other cultures

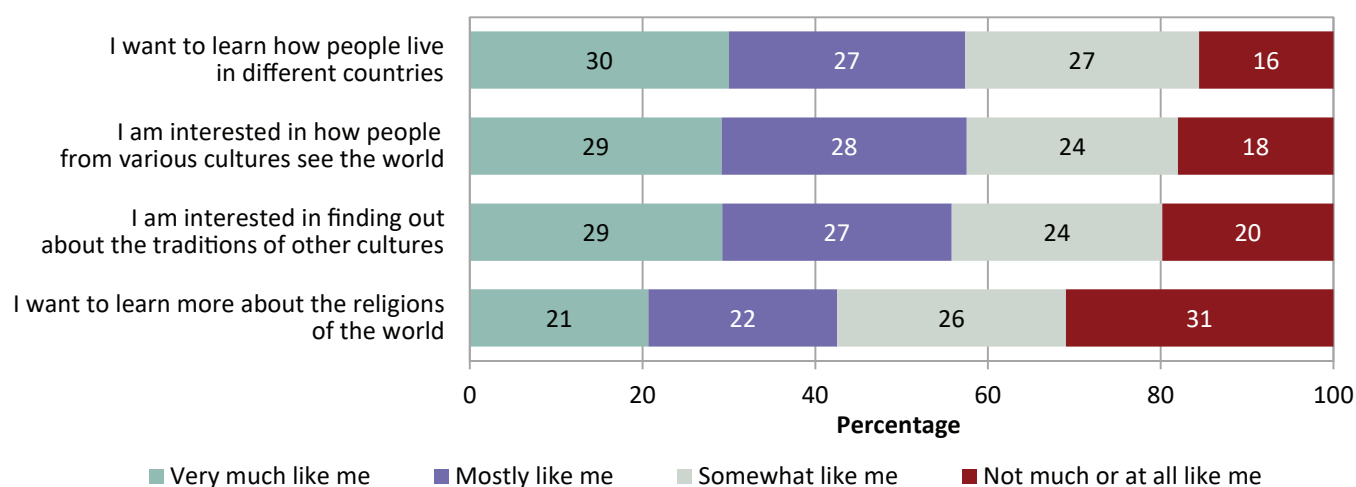


Index of interest in learning about other cultures

The “interest in learning about other cultures index” comprised the four questionnaire items shown in Figure 2.13. No more than 30 percent of students in Canada selected the response “very much like me” for any of these four items. Moreover, when students were asked about their intent to learn about religions of the world, a larger proportion of students selected the less positive response (“not much or at all like me”). As discussed in the international report (OECD, 2020), this suggests that students’ understanding of religion may be more complex or sensitive than that of culture. These two trends — a lower rate of strong agreement on items related to this index and a relatively higher proportion of disagreement with respect to learning about world religions — align with observations at the international level (Appendix B.2.4a).

Figure 2.13

Percentage of Canadian students by their responses to questionnaire items for the interest in learning about other cultures index



Note: Percentages are ordered from the greatest to the least interest in learning about other cultures.

There was a positive relationship between index scores and achievement: students reporting higher levels of interest in learning about other cultures achieved higher scores in global competence; however, there seemed to be a threshold, in that achievement significantly improved between the “mostly like me” and “very much like me” categories for only two items — those related to interest in the worldviews and in the traditions of other cultures (Table 2.7, Appendix B.2.4a).

Table 2.7

Relationship between Canadian students’ response to questionnaire items for the interest in learning about other cultures index and global competence achievement

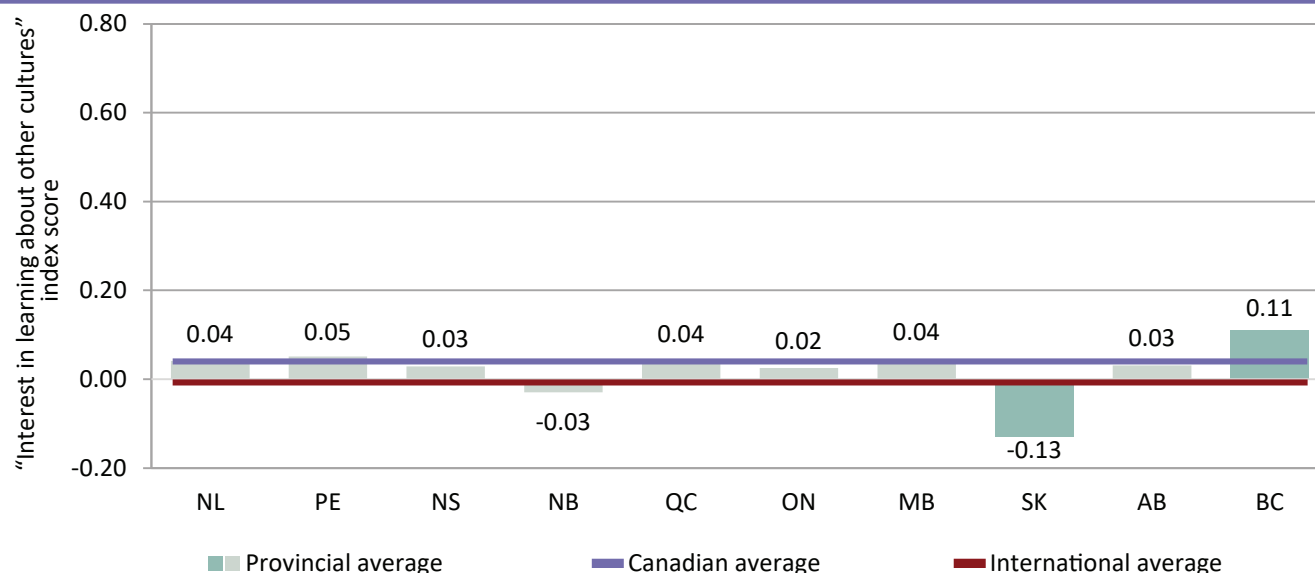
Questionnaire items	Very much like me	Mostly like me	Somewhat like me	Not much or at all like me
I want to learn how people live in different countries	575	568	552*	533*
I am interested in how people from various cultures see the world	580*	568	546*	536*
I am interested in finding out about the traditions of other cultures	578*	569	551*	534*
I want to learn more about the religions of the world	571	564	554*	556*

* Significant difference compared to the average score in the “mostly like me” category.

Close to 60 percent of participating countries had higher scores than Canada on this survey (OECD, 2020). Within Canada, students in most provinces, with the exception of Saskatchewan and British Columbia, had scores for this index that were not significantly different than the Canadian average (Figure 2.14, Appendix B.2.4ba).

Figure 2.14

Average scores for the interest in learning about other cultures index



Note: Darker shade denotes significant difference compared to Canada

The results are more varied when examined by sociodemographic subgroup (Appendices B.2.4ba–bd). Compared to students in anglophone schools, francophone students in Ontario and Manitoba expressed greater interest in other cultures. Immigrant students reported more interest in learning about other cultures than did their non-immigrant peers in Canada overall and in all provinces except Newfoundland and Labrador. A greater interest in learning about other cultures was reported by girls in all provinces and by socioeconomically advantaged students in all provinces except Prince Edward Island, where there was no significant difference (Table 2.8).

Table 2.8

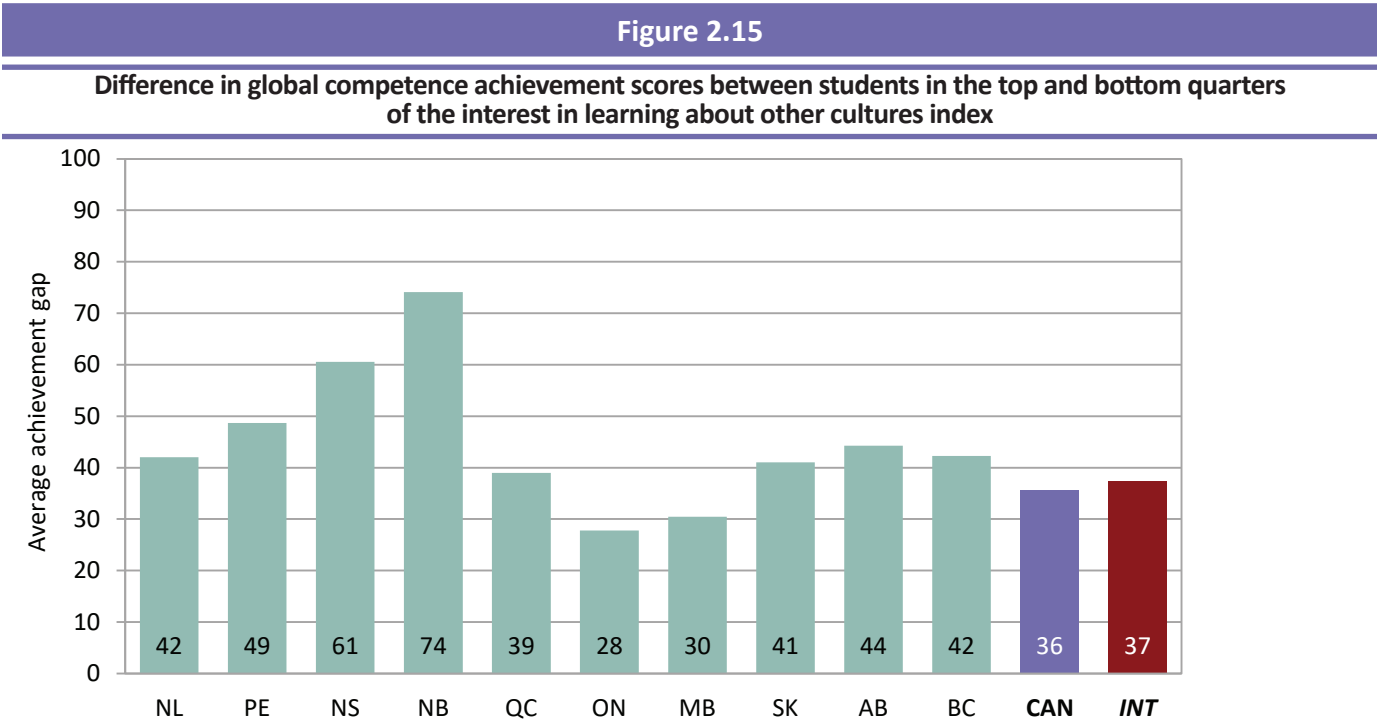
Differences in scores on the interest in learning about other cultures index, by sociodemographic characteristics

	Anglophone – francophone students	Girls – boys	Immigrant – non-immigrant students	Top – bottom quarter of ESCS
Newfoundland and Labrador	--	0.41	0.34	0.50
Prince Edward Island	--	0.48	0.68	0.29
Nova Scotia	-0.11	0.70	0.30	0.33
New Brunswick	-0.08	0.48	0.38	0.41
Quebec	-0.06	0.47	0.25	0.46
Ontario	-0.08	0.49	0.23	0.30
Manitoba	-0.19	0.51	0.31	0.25
Saskatchewan	--	0.52	0.50	0.33
Alberta	-0.09	0.52	0.35	0.37
British Columbia	-0.05	0.50	0.17	0.28
Canada	-0.02	0.50	0.25	0.34
International	--	0.38	0.10	0.34

Note: Shaded boxes represent a significant difference within a subgroup.

At the pan-Canadian level, the difference in achievement for students in the top and bottom quarters of this index was similar to the international average (36 points vs. 37 points, respectively). Across provinces,

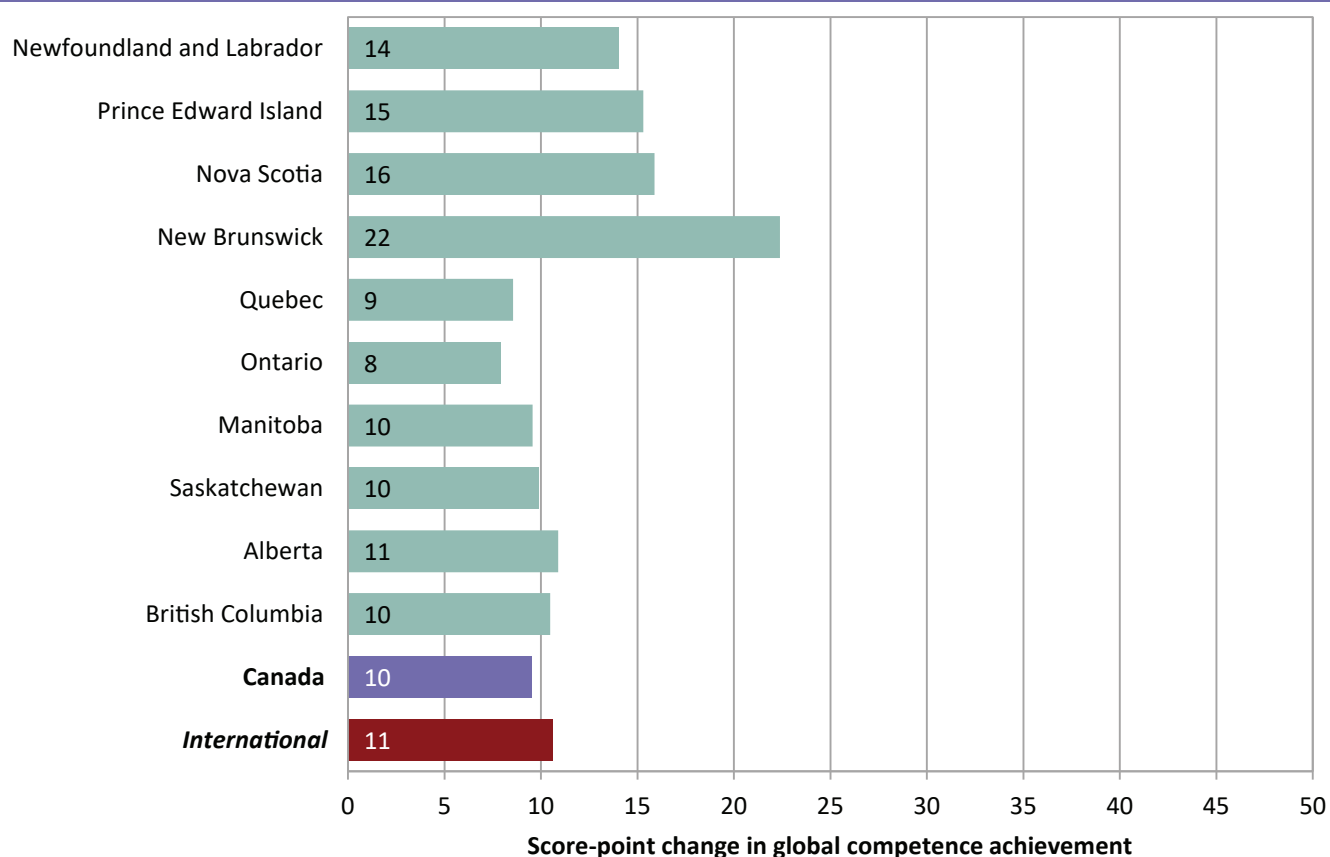
the achievement gap ranged from 28 points in Ontario to 74 points in New Brunswick (Figure 2.15, Appendix B.2.4ca).



There was a positive relationship between scores on the interest in learning about other cultures index and global competence achievement in all provinces. After gender and student socioeconomic profile are accounted for, a one-unit increase in this index related to an increase in achievement scores ranging from 8 points in Ontario to 22 points in New Brunswick (Figure 2.16, Appendix B.2.4cb). Despite having the most substantial difference in average global competence scores between students in the top and bottom quartiles of this index, New Brunswick showed the most significant positive association between the index and the average global competence score.

Figure 2.16

Relationship between global competence performance and a one-unit change in the index of interest in learning about other cultures



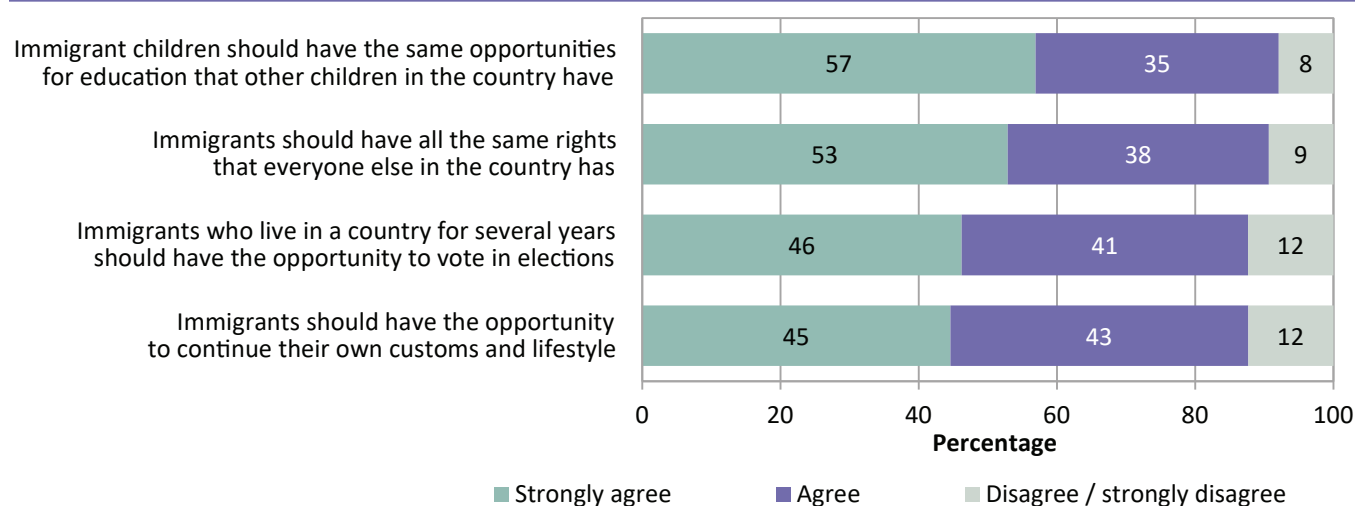
Index of attitudes toward immigrants

Canada is a multicultural country, with the second-largest foreign-born population in the world in proportion to its overall population (CMEC, 2015; Duff & Becker-Zayas, 2017; Parkin, 2015). The *Canadian Multiculturalism Act* recognizes the country's multicultural heritage and that this heritage must be protected.⁴ Newcomers help address the demographic and economic challenges of an aging population. Specifically, Canada needs a growing labour force, and immigration helps employers find the skilled talent needed to address the needs of a growing labour market. Canada's largest cities, which attract high levels of international migration, have seen GDP grow faster than the national average (Agopsowicz, 2020). How schools and education systems respond to increasing diversity is an important aspect of integrating students into their new country.

The PISA "attitudes toward immigrants index" was derived from student responses to a series of four statements on a four-point Likert-type scale (ranging from "strongly disagree" to "strongly agree"). As shown in Figure 2.17, in which the "strongly disagree" and "disagree" response categories were collapsed, the vast majority of students in Canada agreed or strongly agreed with each of the statements in this index. The proportion of Canadian students supporting these statements was higher than the proportions across OECD countries, and most of the variation in the index was found within schools compared to between schools (OECD, 2020).

⁴ RSC 1985, c. 24 (4th Supp.), <https://laws-lois.justice.gc.ca/eng/acts/c-18.7/page-1.html>

Figure 2.17

Percentage of Canadian students by their responses to questionnaire items for the attitudes toward immigrants index

Note: Percentages are ordered from the most to the least positive attitudes toward immigrants.

As indicated in Table 2.9, a positive relationship exists between the attitudes toward immigrants index scores and achievement: students reporting more positive attitudes toward immigrants achieved higher scores in global competence than those who reported less favourable attitudes (Appendix B.2.5a).

Table 2.9

Relationship between Canadian students' responses to questionnaire items for the attitudes toward immigrants index and global competence achievement

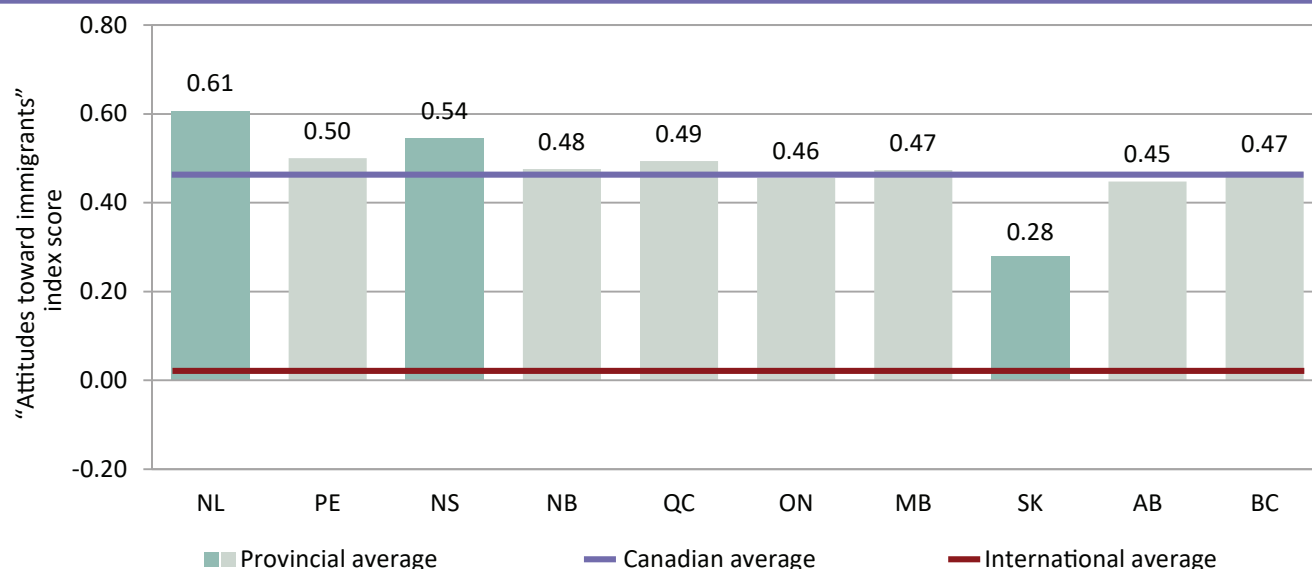
Questionnaire items	Disagree / strongly disagree	Agree	Strongly agree
Immigrant children should have the same opportunities for education that other children in the country have	501*	537	584*
Immigrants should have all the same rights that everyone else in the country has	516*	541	583*
Immigrants who live in a country for several years should have the opportunity to vote in elections	525*	547	584*
Immigrants should have the opportunity to continue their own customs and lifestyle	532*	548	581*

* Significant difference compared to the average score in the "agree" category

As shown in Figure 2.18, students in all provinces scored much higher on this index — that is, they have more positive attitudes toward immigrants — than the international average (Appendix B.2.5ba). The index of attitudes toward immigrants varies within countries. In Canada, scores on this index ranged from 0.61 in Newfoundland and Labrador to 0.28 in Saskatchewan. In seven countries participating in this study (Saudi Arabia, Ireland, Germany, Austria, Latvia, Australia, and Jordan), a positive relationship was found between attending schools where more than 10 percent of students have immigrant backgrounds and having positive attitudes toward immigrants, after accounting for students' and schools' demographic profiles. In Canada, 69 percent of students reported attending schools where more than 10 percent of students have an immigrant background, which, as noted above, was associated with higher scores on this index (OECD, 2020). International studies such as PISA have shown that Canada has a high level of equity in education, which suggests successful integration policies and practices with respect to newcomers. As with other indices, variation in the index was much higher within schools compared to between schools (OECD, 2020).

Figure 2.18

Average scores for the attitudes toward immigrants index



Note: Darker shade denotes significant difference compared to Canada

When data were analyzed by sociodemographic group, francophone students in Canada overall were found to have a more positive attitude toward immigrants, although no significant differences were found by language group at the provincial level. Girls showed more positive attitudes toward immigrants than did boys in all participating countries except Macao (China), Hong Kong (China), and Viet Nam and in all provinces except Prince Edward Island. Unsurprisingly, students with an immigrant background had more positive attitudes toward immigrants than did their Canadian-born peers, except in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, and British Columbia, where no significant difference was found between these two groups. Finally, socioeconomically advantaged students (i.e., those in the top quarter of the PISA ESCS index) reported more positive attitudes toward immigrants than did their disadvantaged peers in all countries except Hong Kong (China) and Italy. This is consistent with the results in all provinces except Prince Edward Island, where there was no significant difference between students in the top and bottom quarters of this index (Table 2.10, Appendices B.2.5ba–bd).

Table 2.10

Differences in scores on the attitudes toward immigrants index, by sociodemographic characteristics

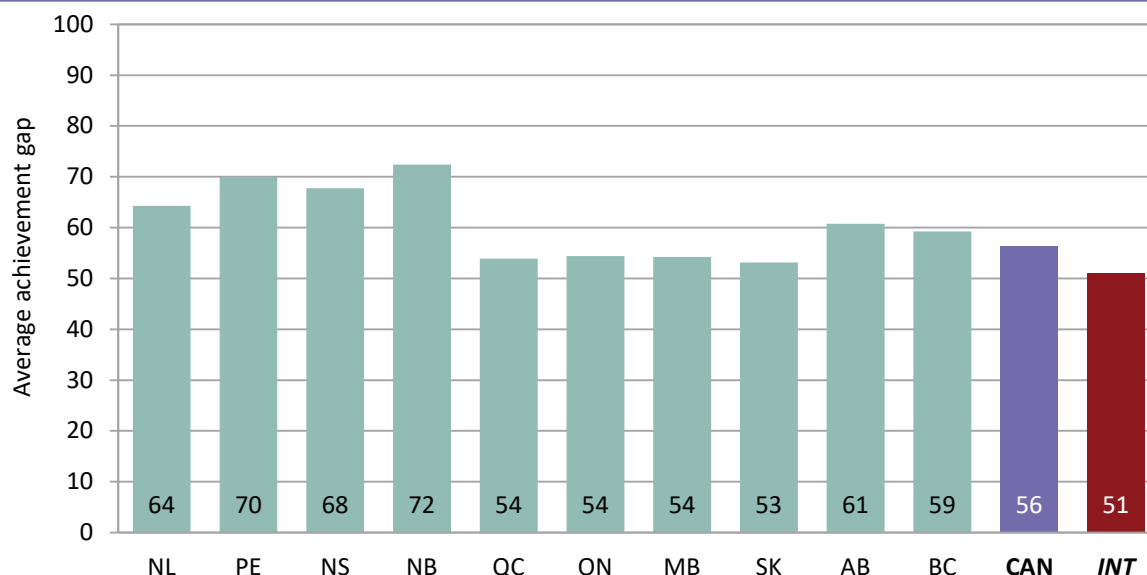
	Anglophone – francophone students	Girls – boys	Immigrant – non- immigrant students	Top – bottom quarter of ESCS
Newfoundland and Labrador	--	0.43	0.12	0.28
Prince Edward Island	--	0.26	0.29	0.18
Nova Scotia	0.05	0.58	-0.09	0.18
New Brunswick	-0.03	0.47	0.26	0.24
Quebec	-0.03	0.31	0.33	0.33
Ontario	-0.06	0.41	0.16	0.25
Manitoba	0.02	0.40	0.29	0.26
Saskatchewan	--	0.40	0.32	0.19
Alberta	-0.04	0.38	0.31	0.35
British Columbia	0.07	0.34	0.09	0.19
Canada	-0.04	0.38	0.19	0.25
International	--	0.32	0.13	0.21

Note: Shaded boxes represent a significant difference within a subgroup.

Figure 2.19 shows the relationship between global competence achievement and the average scores of students in the top quarter (more positive attitudes) and bottom quarter (less positive attitudes) of the attitudes toward immigrants index. There is a general pattern of higher achievement in global competence associated with increasingly positive attitudes toward immigrants. The difference in achievement scores between students in the top and bottom quarters of this index is 56 points in Canada and 51 points internationally (Appendix B.2.5ca).

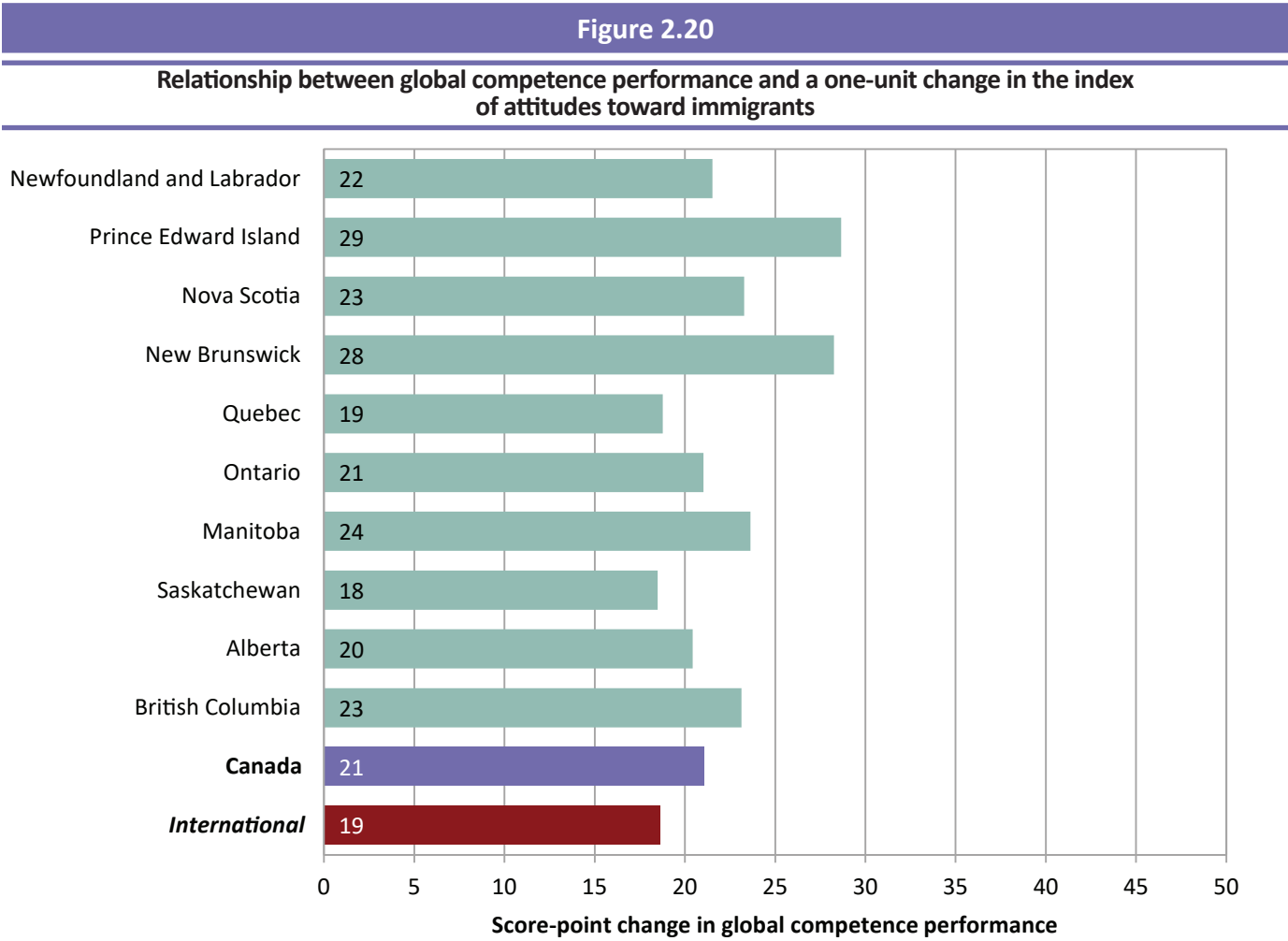
Figure 2.19

Difference in global competence achievement scores between students in the top and bottom quarters of the attitudes toward immigrants index



Once gender and student socioeconomic profile are accounted for, a one-unit increase in the attitude toward immigrants index is related to increased global competence scores. In Canada, the increase ranged from 18 points in Saskatchewan to 29 points in Prince Edward Island (Figure 2.20, Appendix B.2.5cb). Despite having the largest differences in the average global competence scores between students in the top and bottom

quartile of the attitude toward immigrants index, Prince Edward Island and New Brunswick showed the largest positive associations between this index and achievement scores in global competence.



Taking action for collective well-being and sustainable development

Global citizenship involves an awareness of diverse worldviews and perspectives, while engaged citizenship requires an appreciation for the diversity of people and their perspectives and the desire to work toward a better future for all (Reysen & Katzarska-Miller, 2013). Students who are aware of global issues, understand various perspectives, and can communicate across different cultures are more likely to be willing and ready to take informed and concrete actions when faced with issues on both a local and global scale. They exercise agency with critical awareness that there are multiple perspectives, each of which provides insight into different aspects of the human condition. Young people who are proficient in this dimension of global competence are engaged in improving their own communities, consider themselves global citizens, and will work to build a more inclusive and sustainable world (OECD, 2020). A survey of undergraduate students in the United States found that students who felt that their government had a responsibility to address global issues were three times more likely to become engaged in activities related to global issues (Barchi & Winter, 2015). Provincial and territorial ministers of education in Canada have acknowledged that an active approach in the education system to engagement with global issues, where students learn to understand and resolve global problems and are provided with opportunities to collaborate in meaningful, real-world experiences, is a foundation of global competencies (CMEC, 2020). However, students often consider global competencies to be vague, and they have trouble connecting such competence to their actions, a problem that must be overcome in order to promote engaged global citizenship (Goren & Yemini, 2017).

The fourth dimension of the PISA 2018 global competence conceptual framework, “taking action for collective well-being and sustainable development,” refers to students’ engagement or sense of agency with respect to global issues and their readiness to take action in order to participate actively and responsibly in response to local, global, and/or intercultural issues or situations (OECD, 2020).

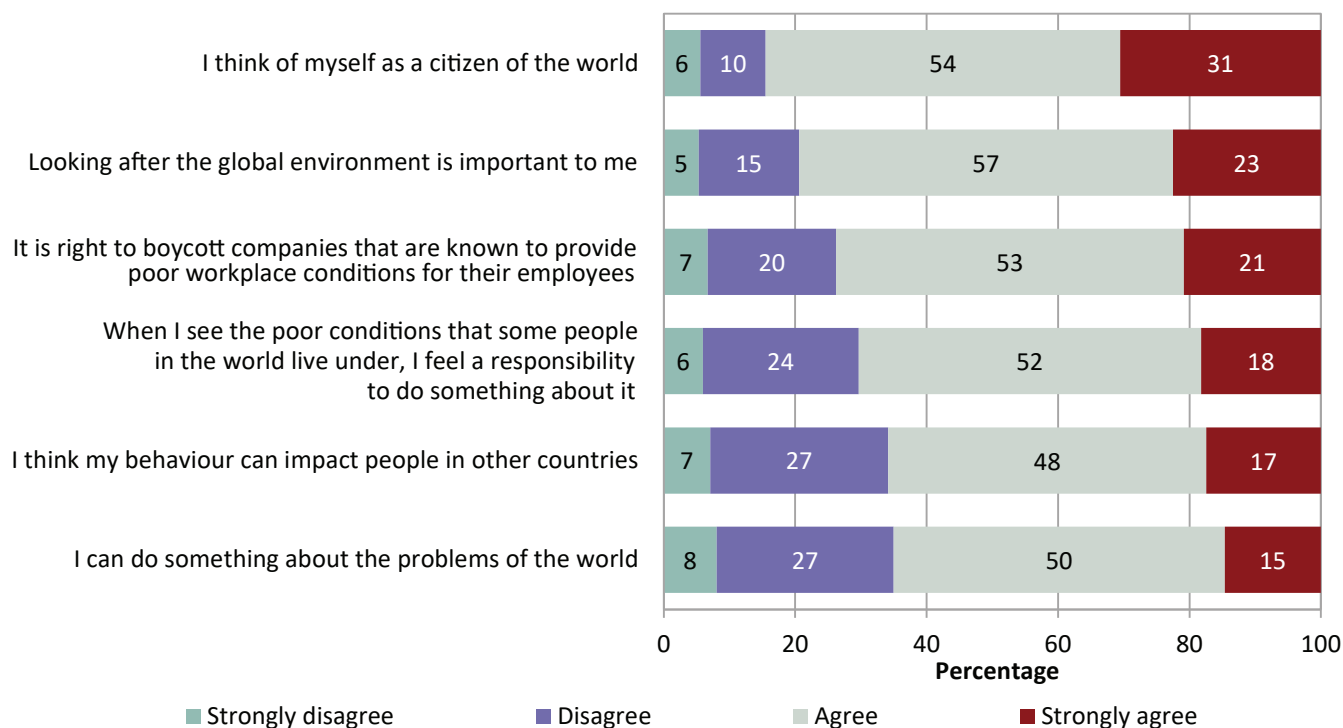
Index of a sense of agency regarding global issues

In PISA 2018, “a sense of agency regarding global issues” is defined as “a worldview in which one sees oneself as connected to the world community and feels a sense of responsibility for its members” (OECD, 2020, p. 63). To generate a better understanding of how students engage with these issues, students were asked about the extent to which they agree with the six statements shown in Figure 2.21. Responses to these statements were combined to create the “sense of agency regarding global issues index.”

In Canada, around four out of five students agreed or strongly agreed with the statements that they see themselves as citizens of the world and that looking at the global environment is important to them. However, only two-thirds of Canadian students reported believing that their behaviour can impact people in other countries or that they can do something about the problems of the world (Figure 2.21, Appendix B.2.6a). Agreement percentages in Canada were higher than the OECD average for all statements about engagement with global issues. Generally, both in Canada and internationally, students were more likely to agree with statements that did not involve an active role (e.g., “I think of myself as a citizen of the world”) rather than statements that implied that they needed to take action (e.g., “I think my behaviour can impact people in other countries” or “I can do something about the problems of the world”). Although students may be aware of global issues and believe that they are important, they may be more reluctant to commit to taking action or may not believe that their actions can have meaningful impact.

Figure 2.21

Percentage of Canadian students by their responses to questionnaire items for the sense of agency regarding global issues index



Note: Percentages are ordered from the greatest to the least sense of agency with respect to global issues.

In Canada, a higher sense of agency with respect to global issues was related to higher achievement in global competence (Table 2.11, Appendix B.2.6a).

Table 2.11

Relationship between Canadian students' response to questionnaire items for the sense of agency regarding global issues index and global competence achievement

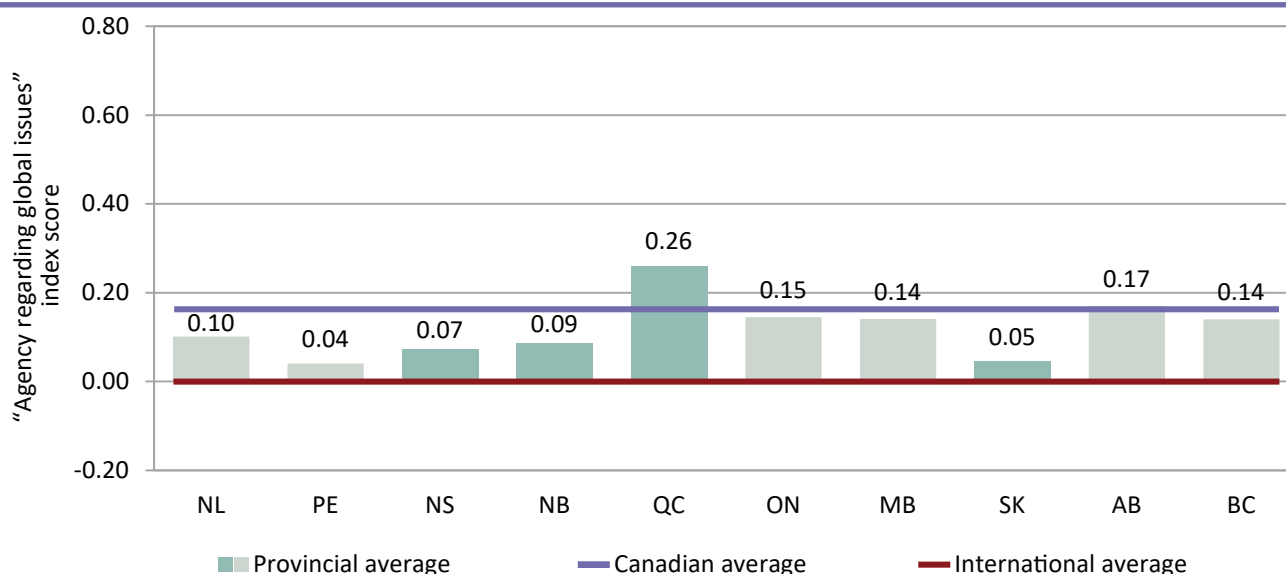
Questionnaire items	Strongly disagree	Disagree	Agree	Strongly agree
I think of myself as a citizen of the world	525*	553	557	577*
Looking after the global environment is important to me	532*	537*	562	584*
It is right to boycott companies that are known to provide poor workplace conditions for their employees	533*	530*	565	590*
When I see the poor conditions that some people in the world live under, I feel a responsibility to do something about it	540*	553*	562	576*
I think my behaviour can impact people in other countries	542*	556	560	580*
I can do something about the problems of the world	540*	558	563	572*

* Significant difference compared to the average score in the "agree" category.

Canadian students' scores on the index of global agency were higher than the international average (0.16 vs. 0.00 respectively); however, students in 13 countries (Albania, Korea, Portugal, Singapore, Costa Rica, Chinese Taipei, Turkey, Baku (Azerbaijan), Jordan, Spain, Kosovo, Malta, and Colombia) reported a higher level of agency regarding global issues than did Canadian students. Within Canada, students in Quebec reported a level of agency regarding global issues that was higher than the Canadian average, while students in Nova Scotia, New Brunswick, and Saskatchewan reported levels lower than the Canadian average (Figure 2.22, Appendix B.2.6ba).

Figure 2.22

Average scores for the sense of agency regarding global issues index



Note: Darker shade denotes significant difference compared to Canada

Analyzing the Canadian data by sociodemographic group shows that students attending French-language schools generally demonstrated greater engagement than students attending English-language schools. This

difference was significant in Canada and in all provinces for which data were available except Nova Scotia and British Columbia. Girls reported greater engagement with global issues than did boys in Canada and in all provinces except Newfoundland and Labrador and Prince Edward Island, where no significant difference was found in terms of gender. This gender difference favouring girls was also observed in 53 of 63 countries. Few differences in agency regarding global issues were observed internationally when the data were analyzed by students' immigrant status. Canada was one of only seven countries in which immigrant students expressed greater engagement with global issues than did non-immigrant students. At the provincial level, a greater level of agency was reported by immigrant students in only two provinces, Alberta and British Columbia. In Canada, as internationally, socioeconomically advantaged students reported greater engagement with global issues compared to disadvantaged students (Table 2.12, Appendices B.2.6ba–bd).

Table 2.12

Differences in scores on the sense of agency regarding global issues index, by sociodemographic characteristics

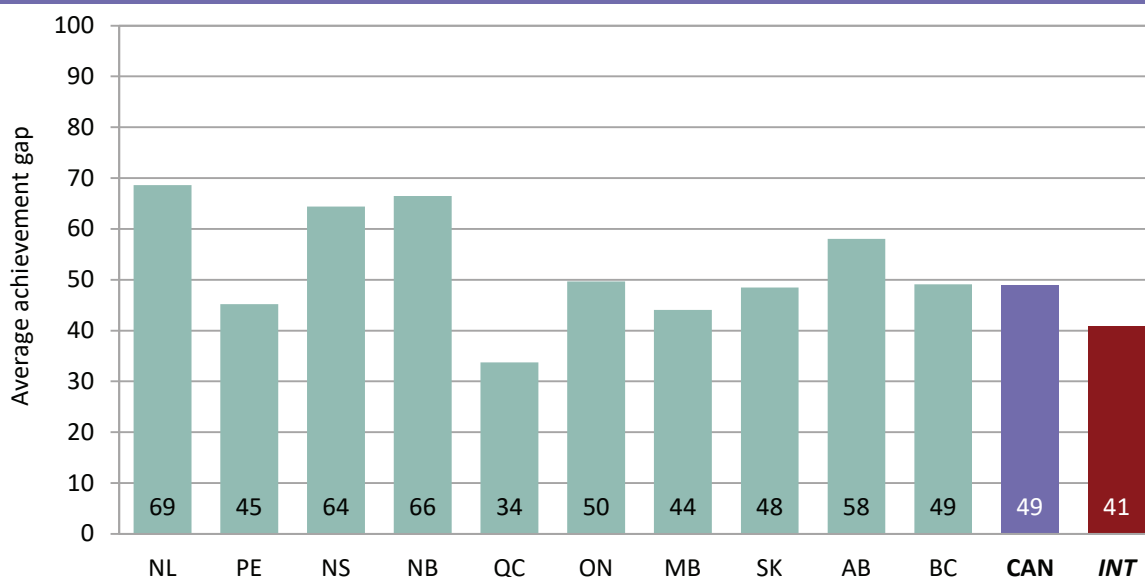
	Anglophone – francophone students	Girls – boys	Immigrant – non- immigrant students	Top – bottom quarter of ESCS
Newfoundland and Labrador	--	0.09	0.32	0.31
Prince Edward Island	--	-0.01	0.09	0.51
Nova Scotia	-0.14	0.44	0.17	0.37
New Brunswick	-0.29	0.30	0.03	0.57
Quebec	-0.22	0.22	-0.02	0.44
Ontario	-0.13	0.29	0.04	0.34
Manitoba	-0.32	0.29	0.09	0.34
Saskatchewan	--	0.27	0.12	0.39
Alberta	-0.29	0.40	0.16	0.41
British Columbia	-0.13	0.35	0.09	0.33
Canada	-0.15	0.30	0.05	0.37
International	--	0.20	-0.03	0.34

Note: Shaded boxes represent a significant difference within a subgroup.

In Canada, students in the top quarter of the agency regarding global issues index scored 49 points higher in global competence on average than students in the bottom quarter of the index; the corresponding international figure is 41 points. The achievement gap related to this index was significant in all provinces and ranged from 34 points in Quebec to 69 points in Newfoundland and Labrador (Figure 2.23, Appendix B.2.6ca).

Figure 2.23

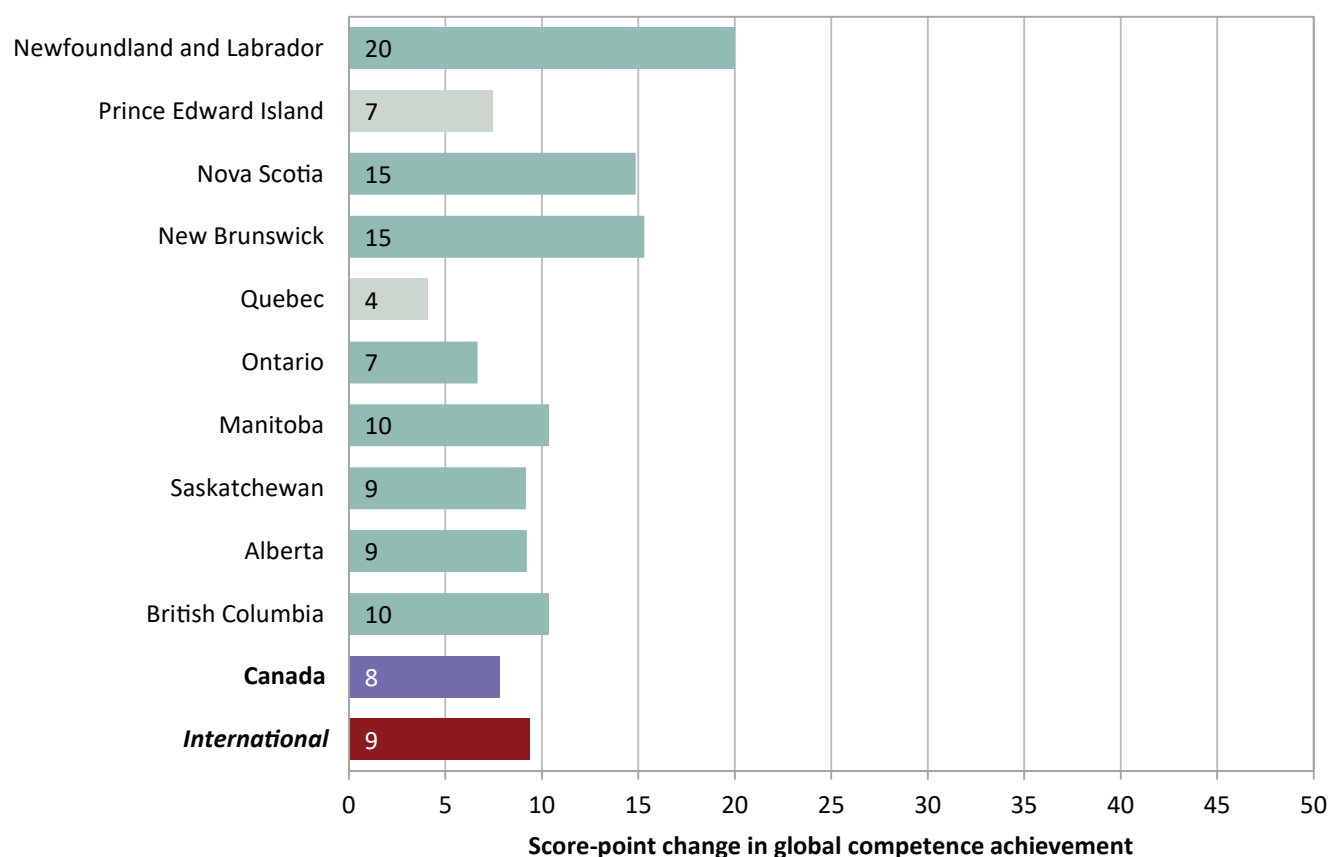
Difference in global competence achievement scores between students in the top and bottom quarters of the sense of agency regarding global issues index



After gender and student socioeconomic profile were accounted for, a one-unit increase in the agency regarding global issues index results was associated with an 8-point increase in global competence achievement in Canada and a 9-point increase internationally. This positive relationship was found in all provinces except Prince Edward Island and Quebec, where the difference was not statistically significant. The increase in achievement ranged from 7 points in Ontario to 20 points in Newfoundland and Labrador (Figure 2.24, Appendix B.2.6cb). Despite observing some of the lowest index scores and the largest differences in average global competence scores between students in the top and bottom quartiles of this index, Newfoundland and Labrador, Nova Scotia, and New Brunswick showed the largest positive associations between this index and global competence scores.

Figure 2.24

Relationship between global competence performance and a one-unit change in the index of sense of agency regarding global issues



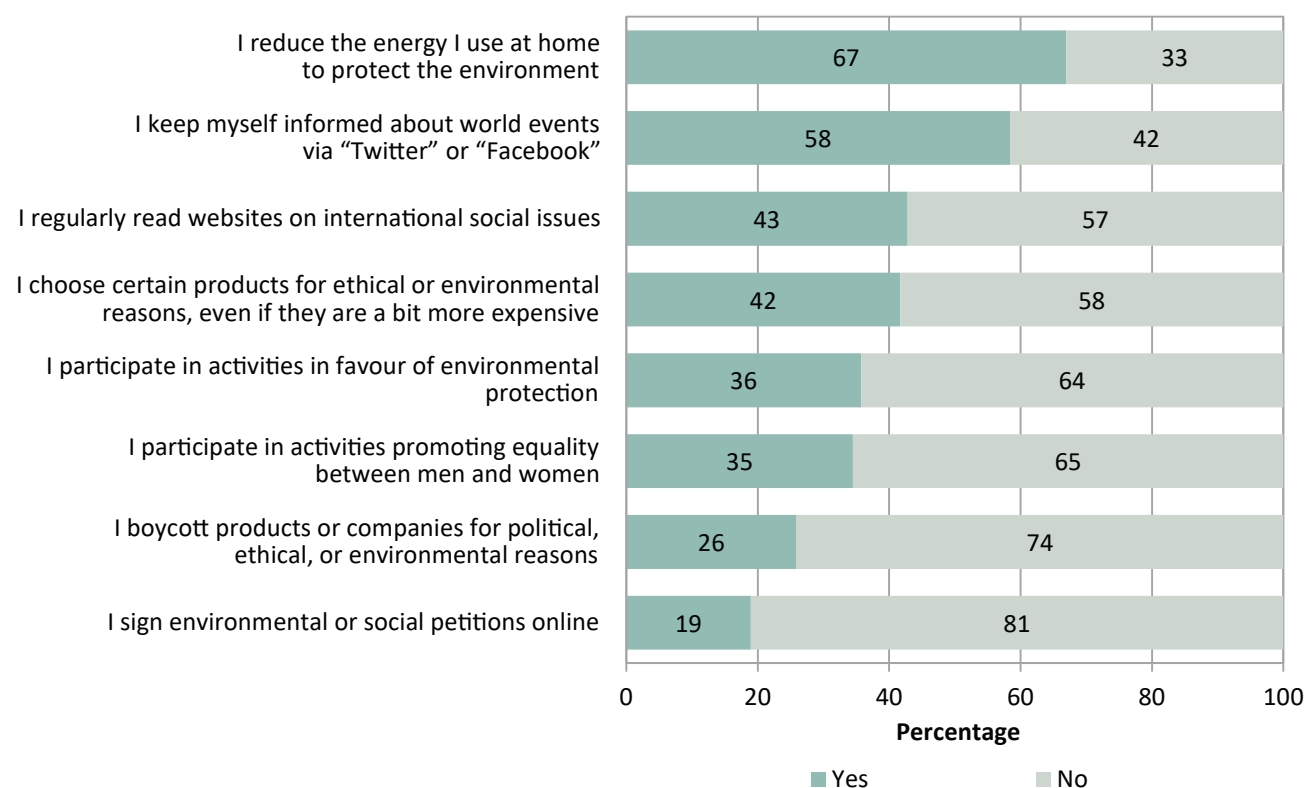
Note: Darker shade denotes significant difference within province.

Willingness to take action

Students who have a sense of agency regarding global issues should be able to translate their willingness to engage with issues into a willingness to take action to benefit others. PISA 2018 assessed students' willingness to take action using a series of eight "yes or no" statements, as shown in Figure 2.25. Canadian students were most likely to take action on energy consumption (67 percent) and least likely to sign online petitions related to environmental or social issues (19 percent). This implies that students are more likely to engage with actions on an individual basis rather than on a solidaristic one.

Figure 2.25

Percentage of Canadian students by their responses to questionnaire items related to their willingness to take action

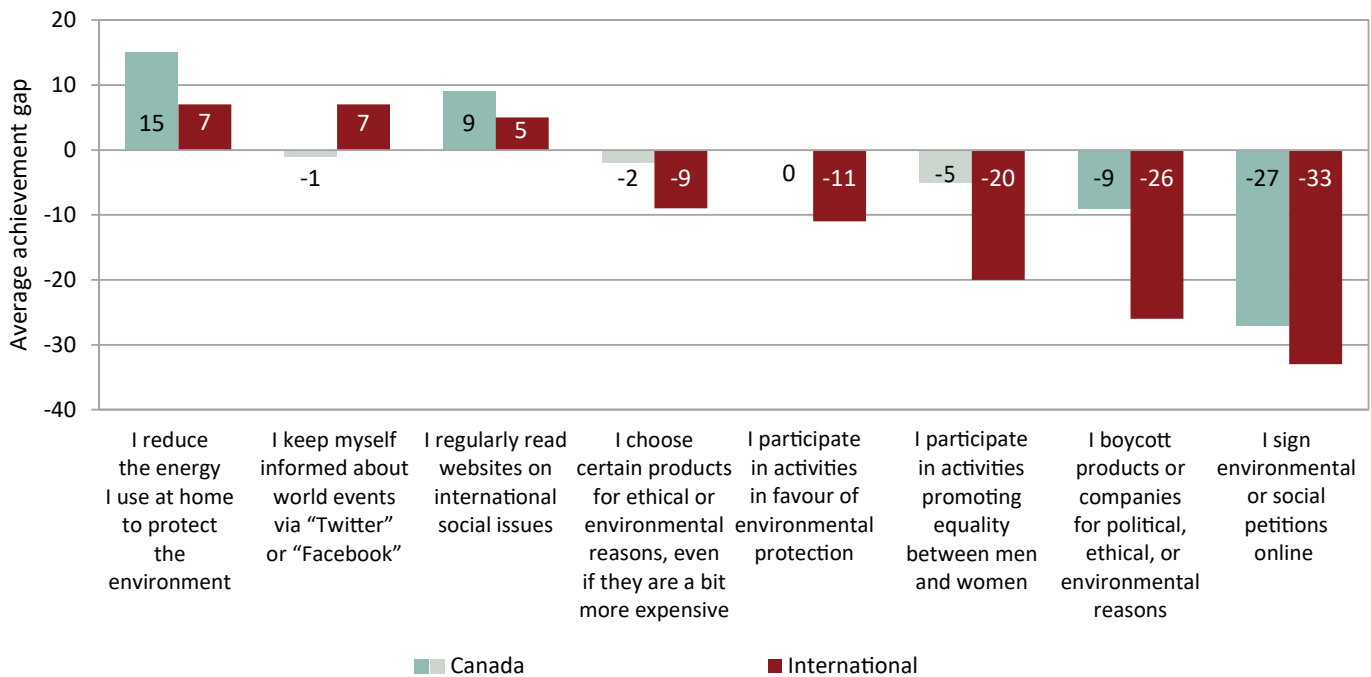


Note: Items are ordered from the greatest to the least willingness to take action.

For most of the statements related to students' willingness to take action to benefit others, there was a greater achievement gap at the international level than in Canada between students who answered "yes" or "no." In Canada, higher achievement in global competence was observed in students who responded positively to questions related to energy use and using the Internet to inform themselves about global issues. However, there was a significant negative relationship with global competence achievement and student responses to questions related to their willingness to boycott products or companies and to sign petitions (Figure 2.26, Appendix B.2.7).

Figure 2.26

Achievement gap related to students' responses to questions related to willingness to take action



Note: Darker shade denotes significant difference within Canada or countries.

Summary

This chapter is organized according to three dimensions of the global competence conceptual framework. Within each dimension, several indices related to responses to the PISA 2018 global competence student questionnaire and cognitive test were analyzed. The first part explored dimension one: examining issues of local, global, and intercultural significance. The second section analyzed dimension two of the framework: understanding and appreciating the perspectives and worldviews of others. Finally, the third part of this chapter examined the fourth dimension of global competence: taking action for collective well-being and sustainable development.

The first theme, examining local, global, and intercultural issues, comprised two indices: awareness of global issues and self-efficacy regarding global issues. Students were asked about their level of awareness of specific issues as well as their self-efficacy regarding global issues. The Canadian average on both indices was positive and significantly higher than the respective international averages. Generally, provincial results were mostly positive (higher awareness) for the awareness of global issues index but mostly negative (lower self-efficacy) for the self-efficacy regarding global issues index. Among sociodemographic groups at the pan-Canadian level, the results were similar for both indices: immigrant students and socioeconomically advantaged students reported higher levels of awareness of and self-efficacy regarding global issues compared to non-immigrants and socioeconomically disadvantaged students. Notably, francophone students and boys in Canada were more likely than anglophone students and girls to report higher levels of self-efficacy regarding global issues; the inverse trend is evident with respect to the awareness of global issues index. In Canada overall, the achievement gap between students in the top and bottom quarters of these indices was higher for the index of students' self-efficacy regarding global issues compared to the awareness of global issues index (69 points vs. 35 points). This trend is consistent internationally and across all provinces. This finding implies that students who already believe themselves to be competent with respect to global and intercultural issues — that is, they report that

they possess the knowledge and skills to discuss and explain such issues — were more likely to have higher achievement in global competence.

The second theme, understanding and appreciating the perspectives and worldviews of others, was explored through three indices: respect for people from other cultures, interest in learning about other cultures, and attitudes toward immigrants. For each of these indices, the proportion of positive responses (“very much like me”/“mostly like me” for the first two and “strongly agree”/“agree” for the third) was higher in Canada than at the international level. At the pan-Canadian level, a positive relationship was found between global competence achievement and positive attitudes toward other cultures and toward immigrants. It is noteworthy that, compared to the respect for other cultures index, the items constituting the interest in learning about other cultures index are less strongly endorsed, with much lower proportions of “very much like me” responses and a more even distribution of the four levels of response. This suggests that, although Canadian students strongly respect individuals from other cultures, it is not necessarily the case that these students are as strongly motivated to learn about other cultures.

When comparing scores at the Canadian and international levels on the three indices related to understanding and appreciating the perspectives and worldviews of others, the greatest differences in index scores were found in the respect for other cultures (0.30 in Canada vs. 0.00 internationally) and attitudes toward immigrants (0.46 in Canada vs. 0.02 internationally) indices. By contrast, Canadian and international results were closer for the interest in learning about other cultures index (0.04 vs. 0.00, respectively). At the pan-Canadian level, no significant differences were found for these three indices between anglophone and francophone students, while significant differences were observed between immigrant and non-immigrant students. At both the international and pan-Canadian levels, girls scored higher than boys, while socioeconomically advantaged students (i.e., those in the top quarter of the PISA ESCS index) scored higher than their disadvantaged peers. Unsurprisingly, there was a significant achievement gap between students in the top and bottom quarters of each of the three indices at both the Canada and provincial levels. At the international level, the gap was not significant for the respect for other cultures index. Newfoundland and Labrador scored highest on the respect for people from other cultures and attitudes toward immigrants indices, whereas British Columbia scored highest on the interest in learning about other cultures index.

The third theme, taking action for collective well-being and sustainable development, focused on the index of student agency regarding global issues and a series of questions on students’ willingness to take action. With respect to items included in the agency index, at least 80 percent of Canadian 15-year-olds thought of themselves as citizens of the world and reported that looking after the global environment was important to them. In response to questions about their capacity to take action, the least common actions reported by students were boycotting products and companies, and signing petitions. Such actions require active participation or involve forms of active citizenship that adolescents may not be familiar with or that require considerable time and effort. Students who responded positively to questions related to saving energy and staying informed about global issues had higher achievement scores in global competence than those who answered in the negative to these two questions.

Conclusion

This initial assessment of students' knowledge, skills, and attitudes related to global competence has provided insight at the international, national, and provincial levels. In Canada, global competence was measured by students' performance on the cognitive portion of the PISA 2018 assessment as well as by their self-reported skills and attitudes determined from the student questionnaire. Chapter 1 examined students' global competence performance, with reference to both proficiency levels and achievement scores and to a number of student characteristics. Chapter 2 analyzed these scores in relation to self-reported skills and attitudes on six indices (awareness of global issues; self-efficacy regarding global issues; respect for people from other cultures; interest in learning about other cultures; attitudes toward immigrants; and sense of agency regarding global issues) along with the series of questions on students' capacity to take action.

Beyond Canada

Canada ranked second in global competence scores, outperformed by only Singapore. In addition, Canadian students had one of the highest proportions of correct answers, along with students in the United Kingdom and Singapore; more than 80 percent of student responses were correct, which greatly exceeded the all-country average of 38 percent. After proficiency in reading, mathematics, and science was accounted for, Canada's global competence score was significantly above the all-country average, surpassed by only one country. Furthermore, compared to its international peers, Canada had among the highest proportion of students scoring in the top three proficiency levels.

In each of the six indices examined in this report, Canadian students performed above the international average. This indicates that, compared to their international peers, the average student in Canada tended to have more positive attitudes in each of the three dimensions of global competence examined in this report: examining issues of local, global, and intercultural significance; understanding and appreciating the perspectives and worldviews of others; and taking action for collective well-being and sustainable development. Canada had among the highest averages in the index of respect for people from other cultures: a significant majority of students in Canada responded positively to each of the five statements that constituted this index. In addition, Canadian students had among the most positive attitudes toward immigrants, with values in that index that were significantly higher than the international average.

PISA 2018 explored certain system-level characteristics in relation to students' attitudes and performance in global competence. One such characteristic is GDP per capita. Canada was among a handful of participating countries with the highest GDP per capita. There was a weak but positive relationship in Canada between this characteristic and the index of respect for people from other cultures. Associations were also found between high GDP per capita and scores on other indices, and Canada was among the countries in which students reported the highest levels of self-efficacy regarding global issues and greatest awareness of global issues. Another system-level characteristic was employment rate. Countries, including Canada, with a high employment rate had higher levels of respect for people from other cultures. Finally, the OECD (2020) found that, in terms of income inequalities among participating countries, Canada is particularly notable for its high sociodemographic equity and high relative performance on the assessment of global competence.

Within Canada

As a complement to the PISA 2018 international report on global competence, this report has focused on students' knowledge, skills, and attitudes related to global competence primarily within Canada.

Overall, the PISA 2018 global competence results have highlighted Canadian students' strong command of global competence, both in knowledge and skills, as assessed through the cognitive assessment, and in their attitudes and skills, as self-reported in the student questionnaire. Although considerable variation exists among provinces in global competence scores, all provinces achieved above the all-country average.

With respect to the six indices examined in this report, students in Canada who ranked in the top quartile of each index outperformed their peers in the bottom quartile in the global competence cognitive assessment. In Canada, such achievement gaps were larger than the international average for all six indices. This notable difference between students in the top and bottom quartiles of these indices highlights the inherent link between attitudes and performance. This finding underlines the importance of understanding the role played by peers, teachers, parents, and media in shaping young people's views and values related to the global competence dimensions.

Index scores were also analyzed in relation to four sociodemographic characteristics: language of the school system, gender, immigrant status, and socioeconomic status (SES). Across Canada, significant differences were found between students in the top and bottom quartiles of the economic, social, and cultural status (ESCS) index for each of the global competence indices. Significant differences were also found between girls and boys in nearly all provinces for three indices: respect for people from other cultures, interest in learning about other cultures, and attitudes toward immigrants. The differences between students in the top and bottom quartile of the ESCS index and between girls and boys highlight some differences in global competence attitudes and skills. Specifically, students with higher SES and girls are more likely to have more positive attitudes and skills, which are associated with stronger performance in global competence. Perhaps differences in the nature of activities of girls and boys contribute to the gender gap. The PISA 2018 international report discusses socialization differences that may potentially give rise to variation in attitudes: girls are likelier than boys to self-report their participation in activities that relate to intercultural understanding and communication, whereas boys are more likely than girls to self-report activities that involve identifying and discussing their views (OECD, 2020). This gendered participation in different types of activities may foster certain attitudes and skills. However, The PISA 2018 international report notes that a difference in interests, and not necessarily socialization processes, may explain different types of participation.

Delving deeper, regression analyses offer a more complex look into pan-Canadian and provincial results in global competence. An initial overview of the scores on the various indices and the achievement gaps between students in the top and bottom quartiles of these indices may offer some indication of student performance in each province. However, as has been discussed, regression analyses reveal that index scores can nevertheless quite positively predict global competence scores, which further offer some indication of student performance in relation to student beliefs and attitudes. As we saw in Canada, this trend was often particularly evident in the Maritime provinces, where it was observed that even low index scores can predict positive differences in global competence score, after gender and socioeconomic status are accounted for.

In a highly globalized world, well-developed intercultural and global skills are increasingly important. Workplaces are becoming increasingly diverse and interconnected, requiring students to develop new types of knowledge and skills. Understanding different cultures and perspectives and communicating with others who may not share the same worldview are required for success in the workforce in the 21st century. Moreover, the transformation of information and communication technologies is shaping our global perspectives as well as our interactions with others.

As stated in the UN Sustainable Development Goal for education, we need to ensure that, “by 2030, all learners acquire the knowledge and skills needed to promote sustainable development, including ... through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development” (UNESCO, 2016, p. 21). Education that helps young people gain the skills for living in an interconnected world will contribute to the development of global citizens who care about global issues and who are willing to take action toward collective well-being and sustainable development.

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Appendix A

Global Competence Cognitive Assessment: Released Test Items

Five test units from the PISA 2018 global competence cognitive assessment were released: “A Single Story,” “Refugee Olympians,” “Ethical Clothing,” “Language Policy,” and “Rising Sea Levels.” They cover the cognitive processes associated with the three dimensions of global competence examined in this report and five levels of proficiency. Screenshots of every test item, as well as information focusing on response modalities, levels of difficulty, and scoring procedures, are provided online at www.oecd.org/pisa/test/. Released items that were used to access each dimension are as follows:

- **Dimension 1:** Students who sat the global competence test in the 27 participating countries answered 37 test items covering their experience in examining local and global issues. Eight released items originating from three test units — “A Single Story,” “Refugee Olympians,” and “Rising Sea Levels” — provide examples of how this domain was assessed. Those test items ranged in difficulty from proficiency Level 1 to Level 5.
- **Dimension 2:** Students answered 18 test items that focused on understanding and appreciating the perspectives and worldviews of others. Six released test items originating from four test units — “Refugee Olympians,” “Ethical Clothing,” “A Single Story,” and “Rising Sea Levels” — were used to explore this dimension. Those test items ranged in difficulty from proficiency Level 1 to Level 4.
- **Dimension 4:** Fourteen test items were used to assess students’ capacity to take action for collective well-being and sustainable development, and nine items were released for this dimension. The test items originated from three test units: “Ethical Clothing,” “Language Policy,” and “Rising Sea Levels.” Those test items ranged in difficulty from proficiency Level 2 to Level 5.

The test unit “Rising Sea Levels” will be presented in this appendix because it provides examples of the type of items used to assess each of the three dimensions of global competence that are included in this report as well as four of the five proficiency levels. The unit comprised four multiple choice questions and one constructed response that would be “human coded” by teachers at the coding session organized in each participating country.

Rising Sea Levels

The focus of this unit is on a global issue — climate change and rising sea levels. The introduction of the unit briefly describes the effects of rising temperatures on sea levels, while the five items within the unit explore the effects of rising sea levels on individuals who live in areas of low elevations, such as islands and coastal areas. The unit focuses on a fictional place where sea levels have risen and displaced the inhabitants of the islands, making them climate refugees. The content domain of this unit is “socioeconomic development and interdependence” with a subdomain of “economic interactions and interdependence.” This unit also includes content relevant to the domain of “environmental sustainability” with a subdomain of “natural resources and environmental risks.”

The screenshot shows the PISA 2018 interface for the 'Rising Sea Levels' unit. At the top, there is a blue header bar with 'PISA 2018' on the left, a progress indicator (a row of five green squares, the first of which is white), a power button icon, a question mark icon, and navigation arrows. Below the header, a light blue box contains the title 'Rising Sea Levels' and the subtitle 'Introduction'. Below this box, a line of text reads: 'Read the introduction below. Then click on the NEXT arrow.' The main content area is a large white rectangle with a thin green border. Inside this area, the title 'RISING SEA LEVELS' is centered at the top. Below the title, the following text is displayed: 'Rising global temperatures, resulting from increased levels of carbon dioxide in the atmosphere, are causing sea levels to rise all over the world. Islands and coastal areas with low elevations are particularly impacted. Most scientists believe that sea levels will continue to rise for hundreds of years.' Below this text, a note in italics reads: '[Note: The following unit focuses on climate change and rising sea levels in a fictional country.]'

Dimension 1: Examining global, local, and intercultural issues

Rising Sea Levels

Question 1 / 5

Refer to "Rising Sea Levels" on the right. Click on the choices in the table to answer the question.

According to the filmmaker, the goal of the documentary was "to persuade audiences that rising global temperatures are a threat by presenting the impact on people's lives."

Given this goal, do the reasons in the table below explain the filmmaker's decision to focus specifically on Travina? Click on either **Yes** or **No** for each reason.

Is this a reason that explains why focusing on Travina might persuade audiences that rising global temperatures are a threat?	Yes	No
Viewers who know people in Travina will appreciate the goal of the documentary.	☐	☐
Climate change has already affected the people of Travina in ways that can be clearly documented.	☐	☐
Travina is an example of how rising sea levels might affect other locations worldwide.	☐	☐
The government in Travina wants its citizens to learn all they can about carbon dioxide production.	☐	☐



RISING SEA LEVELS

The film *Travina: A Paradise Lost* is a popular documentary that examines the impacts of rising sea levels on Travina, a small island nation that includes 12 low-lying islands and is home to about 20,000 inhabitants. The country's main industries are tourism, fishing, and agriculture. Over the last decade, rising sea levels have forced hundreds of Travinians to move to higher ground. Scientists estimate that unless worldwide carbon dioxide emissions are drastically reduced, much of Travina will be underwater by 2075.

<i>Cognitive process</i>	Evaluating information, formulating arguments, and explaining issues/situations
<i>Cognitive subprocess</i>	Describing and explaining complex situations or problems
<i>Response format</i>	Complex multiple choice
<i>Proficiency level</i>	4
<i>All-country average</i>	23%
<i>Canadian average</i>	33%

CODING GUIDE

Full credit

To receive credit on this item, students had to get all parts of the item correct. The correct answers are: no, yes, yes, no. The second and third statements describe reasons that support the filmmaker's goal, whereas the first and fourth statements do not.

Item 2

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

PISA 2018

Rising Sea Levels
 Question 2 / 5

Refer to "Rising Sea Levels" on the right. Click on the choices in the table to answer the question.

Some environmentalists worry that the attention Travina is receiving because of the film's success could have negative consequences.

Are the situations in the table below examples of possible negative consequences? Click on either **Yes** or **No** for each example.

Is this an example of a possible negative consequence of the film's success?	Yes	No
Tourists may rush to see the islands before it is too late and arrive on large cruise ships that can pollute the air and water.	☐	☐
The international attention given to saving Travina may take the spotlight off the larger issue of how to deal with global climate change.	☐	☐
The government of Travina may struggle to quickly get donations to those who need them most.	☐	☐
Although Travinians can move to higher ground as the sea rises, they would lose much of their farmland.	☐	☐



RISING SEA LEVELS

The film *Travina: A Paradise Lost* is a popular documentary that examines the impacts of rising sea levels on Travina, a small island nation that includes 12 low-lying islands and is home to about 20,000 inhabitants. The country's main industries are tourism, fishing, and agriculture. Over the last decade, rising sea levels have forced hundreds of Travinians to move to higher ground. Scientists estimate that unless worldwide carbon dioxide emissions are drastically reduced, much of Travina will be underwater by 2075.

<i>Cognitive process</i>	Evaluating actions and consequences
<i>Cognitive subprocess</i>	Assessing consequences and implications
<i>Response format</i>	Complex multiple choice
<i>Proficiency level</i>	5
<i>All-country average</i>	14%
<i>Canadian average</i>	25%

CODING GUIDE

Full credit

To receive credit on this item, students had to get all parts of the item correct. The correct answers are: yes, yes, no, no. Only the first two examples describe possible negative consequences of the film's success.

Dimension 1: Examining global, local, and intercultural issues

<i>Cognitive process</i>	Evaluating information, formulating arguments, and explaining issues/situations
<i>Cognitive subprocess</i>	Describing and explaining complex situations or problems
<i>Response format</i>	Complex multiple choice
<i>Proficiency level</i>	3
<i>All-country average</i>	28%
<i>Canadian average</i>	53%

Full credit

PISA 2018 Global Competence

Item 4

Dimension 2: Understanding and appreciating the perspectives and worldviews of others

PISA 2018     

Rising Sea Levels
Question 4 / 5

Type your answer to the question.

In cases such as the one in Travina, citizens may be forced to become "climate refugees". Climate refugees are people who are forced to leave their communities or countries because of environmental disasters.

What is one challenge that climate refugees would be likely to face when moving to a new place?

<i>Cognitive process</i>	Identifying and analyzing multiple perspectives
<i>Cognitive subprocess</i>	Recognizing perspectives
<i>Response format</i>	Open response, human coded
<i>Proficiency level</i>	1
<i>All-country average</i>	65%
<i>Canadian average</i>	86%

CODING GUIDE

Full credit

Code 1: Provides a challenge associated with someone leaving their community or country. Responses should refer to one of the following categories of challenges:

1. Communication
2. Financial/economic
3. Difficulties adjusting to life in a new place
4. Difficulties associated with leaving or losing the community or home and/or finding a new place to live
 - They may not know the language. [1]
 - Language [1 – *minimal response; the word “language” provides a strong enough connection to a communication challenge*]
 - They may not know the language, which could make it hard to get a job. [1 and 2]
 - They might have to move to a place that is more expensive and then life would be harder for them. [2]
 - They may be unfamiliar with the culture and not fit in. [3]
 - They might have trouble making friends because they are different. [3]
 - They may not get used to the temperature or humidity in their new home and get sick easily. [3 – *responses that refer to adjusting to the climate of a new place are acceptable*]
 - Discrimination [3 – *minimal response; related words such as racism, prejudice, etc. are acceptable because they provide a strong connection to a challenge refugees might experience in adjusting to life in a new place*]
 - They may not be able to move with all of their family. [4]
 - They might miss their native homeland. [4]
 - They would be sad to leave the place they called home. [4]
 - They might not be allowed into some countries. [4]

Item 5

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

PISA 2018

Rising Sea Levels
 Question 5 / 5

Click on the choices in the table to answer the question.

In order to deal with the threat of rising sea levels, both short-term and long-term responses are needed. Short-term responses have an immediate impact or provide a solution in a short period of time. Long-term responses require more time before they have an impact.

Identify each of the proposals below as either a short-term or long-term response to rising sea levels. Click on either **Short-term** or **Long-term** for each proposal.

Is this proposal a short-term or long-term response to rising sea levels?	Short-term	Long-term
Building sea defences such as dams and seawalls.	☐	☐
Reducing greenhouse gases that are warming the planet.	☐	☐
Installing technologies to produce drinking water by removing salt from seawater.	☐	☐
Moving villages and cities to higher ground.	☐	☐
Supporting research to develop new strategies to protect people and land.	☐	☐

<i>Cognitive process</i>	Evaluating actions and consequences
<i>Cognitive subprocess</i>	Considering actions
<i>Response format</i>	Complex multiple choice
<i>Proficiency level</i>	5*
<i>All-country average</i>	12%
<i>Canadian average</i>	19%

* Full credit was used for analysis for this item; however, partial credit was also awarded to students.

CODING GUIDE

Full credit

To receive full credit on this item, students had to get all five statements of the item correct. The correct answers are: short-term, long-term, short-term, short-term, long-term. Only the second and last statements represent long-term responses to rising sea levels; the remaining statements represent short-term responses.

Partial credit

To receive partial credit on this item, students had to get four out of five statements correct.

Appendix B

PISA 2018 Global Competence: Data Tables

Table B.1.1a

Percentage of students at each proficiency level: GLOBAL COMPETENCE

Country or province	Proficiency levels											
	Below Level 1		Level 1		Level 2		Level 3		Level 4		Level 5	
	%	Standard error	%	Standard error	%	Standard error	%	Standard error	%	Standard error	%	Standard error
Singapore	6.4	(0.4)	9.7	(0.5)	15.8	(0.5)	21.8	(0.7)	23.9	(0.7)	22.3	(0.8)
Alberta	6.0	(1.0)	11.7	(1.1)	19.2	(1.4)	23.3	(1.3)	21.7	(1.3)	18.0	(1.8)
Quebec	6.4	(0.8)	11.4	(1.0)	20.4	(1.2)	26.1	(1.1)	21.8	(1.0)	13.9	(1.3)
Ontario	6.2	(0.8)	12.2	(0.8)	20.4	(0.9)	23.8	(1.0)	21.2	(1.1)	16.2	(1.2)
Canada	7.1	(0.5)	12.8	(0.5)	20.6	(0.5)	24.1	(0.5)	20.5	(0.6)	14.9	(0.6)
Hong Kong (China)	8.6	(0.7)	12.7	(0.7)	21.1	(1.0)	26.9	(0.8)	20.9	(0.8)	9.8	(0.7)
Newfoundland and Labrador	7.0	(1.3)	14.5	(1.9)	21.7	(1.9)	25.6	(1.9)	19.4	(2.0)	11.8	(1.8)
Nova Scotia	8.4	(1.2)	13.8	(1.6)	21.9	(1.5)	24.1	(1.7)	18.9	(1.7)	12.9	(1.6)
Prince Edward Island	U	(3.5)	13.6	(3.1)	19.5	(2.9)	26.1	(3.5)	18.8	(3.5)	12.1	(2.9)
British Columbia	9.4	(1.1)	14.1	(1.1)	19.7	(1.2)	22.1	(1.2)	19.4	(1.3)	15.3	(1.6)
Chinese Taipei	9.4	(0.7)	15.7	(0.8)	24.9	(0.9)	26.3	(0.9)	17.1	(0.8)	6.7	(0.8)
Saskatchewan	8.9	(1.1)	16.6	(1.2)	25.5	(1.4)	26.1	(1.4)	15.6	(1.1)	7.3	(1.0)
United Kingdom	10.5	(1.1)	15.7	(1.4)	23.0	(1.1)	22.6	(1.5)	16.3	(1.2)	12.0	(1.4)
Manitoba	11.3	(1.3)	17.7	(1.4)	24.2	(1.5)	23.7	(1.5)	15.5	(1.3)	7.6	(0.9)
New Brunswick	13.3	(1.9)	18.0	(1.7)	24.3	(2.0)	22.1	(2.0)	15.0	(1.6)	7.3	(1.3)
Korea	14.2	(0.8)	17.7	(0.8)	24.6	(0.8)	24.7	(0.7)	14.5	(0.8)	4.4	(0.5)
Spain	13.4	(0.5)	18.4	(0.4)	24.5	(0.4)	23.5	(0.5)	14.3	(0.4)	5.8	(0.3)
Croatia	12.8	(1.0)	20.5	(0.8)	26.6	(1.1)	23.3	(1.0)	12.5	(0.7)	4.2	(0.5)
Latvia	13.4	(0.8)	22.6	(0.8)	29.2	(0.9)	22.6	(0.9)	10.1	(0.7)	2.2	(0.4)
Israel	22.8	(1.3)	17.7	(0.9)	19.5	(0.8)	18.7	(0.9)	13.5	(0.7)	7.8	(0.6)
Greece	19.0	(1.3)	21.8	(0.8)	25.4	(0.9)	20.3	(1.0)	10.5	(0.6)	3.1	(0.4)
Lithuania	18.9	(0.8)	22.0	(0.7)	25.0	(0.8)	20.0	(0.7)	10.4	(0.6)	3.7	(0.3)
Slovak Republic	19.7	(0.9)	22.6	(0.8)	25.1	(0.9)	18.8	(0.7)	10.2	(0.6)	3.6	(0.5)
Russian Federation	19.8	(1.1)	24.6	(0.8)	26.5	(0.7)	18.5	(0.8)	8.4	(0.6)	2.2	(0.4)
Malta	24.8	(1.0)	21.2	(0.9)	21.5	(0.9)	18.4	(0.7)	9.4	(0.6)	4.5	(0.4)
Chile	24.8	(1.3)	25.6	(0.9)	25.2	(0.8)	16.5	(0.8)	6.6	(0.5)	1.3	(0.2)
Serbia	27.9	(1.3)	24.0	(0.9)	22.8	(0.8)	15.3	(0.8)	7.6	(0.6)	2.3	(0.3)
Costa Rica	27.1	(1.3)	29.1	(1.0)	24.4	(0.8)	13.5	(0.8)	4.9	(0.8)	0.9	(0.2)
Colombia	27.3	(1.4)	29.3	(0.9)	23.1	(0.9)	13.3	(0.8)	5.6	(0.5)	1.5	(0.3)
Brunei Darussalam	43.6	(0.6)	23.5	(0.6)	16.8	(0.6)	10.3	(0.4)	4.7	(0.3)	1.0	(0.2)
Albania	38.4	(1.3)	31.2	(0.9)	20.5	(0.8)	8.1	(0.7)	1.7	(0.3)	U ‡	(0.1)
Thailand	40.4	(1.6)	32.0	(1.1)	18.4	(0.9)	7.6	(0.8)	1.6	(0.3)	U	(0.1)
Panama	46.5	(1.4)	28.3	(0.9)	16.6	(1.1)	6.7	(0.7)	1.6	(0.4)	U ‡	(0.1)
Morocco	52.0	(2.1)	27.8	(1.1)	15.1	(1.1)	4.5	(0.4)	0.6	(0.2)	U ‡	(0.0)
Kazakhstan	49.0	(0.9)	30.9	(0.7)	13.9	(0.6)	4.7	(0.3)	1.2	(0.2)	U	(0.1)
Indonesia	47.9	(1.6)	32.6	(1.3)	14.6	(0.8)	4.2	(0.5)	0.7	(0.2)	U ‡	(0.0)
Philippines	69.0	(1.6)	18.0	(0.8)	8.8	(0.6)	3.4	(0.5)	0.8	(0.2)	U ‡	(0.1)
All-country average	26.5	(0.2)	22.5	(0.2)	21.2	(0.2)	16.2	(0.2)	9.3	(0.1)	4.3	(0.1)

‡ There are fewer than 30 observations.

U Too unreliable to be published.

Note: Countries and provinces have been sorted in descending order by the total percentage of students who attained Level 2 or higher. Below Level 1 consists of students who scored at Level 1b and lower. Level 1 refers to Level 1a.

Table B.1.1b

Proportion of students who performed below Level 2 and at Level 2 or above: GLOBAL COMPETENCE

Country or province	Proficiency levels			
	Below Level 2		Level 2 or above	
	%	Standard error	%	Standard error
Singapore	16.1	(0.6)	83.9	(0.6)
Alberta	17.7	(1.8)	82.3	(1.8)
Quebec	17.8	(1.5)	82.2	(1.5)
Ontario	18.4	(1.3)	81.6	(1.3)
Canada	19.9	(0.7)	80.1	(0.7)
Hong Kong (China)	21.3	(1.0)	78.7	(1.0)
Newfoundland and Labrador	21.5	(2.4)	78.5	(2.4)
Nova Scotia	22.2	(1.9)	77.8	(1.9)
Prince Edward Island	23.5	(5.0)	76.5	(5.0)
British Columbia	23.5	(1.8)	76.5	(1.8)
Chinese Taipei	25.0	(1.2)	75.0	(1.2)
Saskatchewan	25.5	(1.7)	74.5	(1.7)
United Kingdom	26.2	(1.9)	73.8	(1.9)
Manitoba	29.0	(1.9)	71.0	(1.9)
New Brunswick	31.3	(2.7)	68.7	(2.7)
Korea	31.9	(1.2)	68.1	(1.2)
Spain	31.9	(0.7)	68.1	(0.7)
Croatia	33.3	(1.4)	66.7	(1.4)
Latvia	35.9	(1.0)	64.1	(1.0)
Israel	40.5	(1.5)	59.5	(1.5)
Greece	40.8	(1.6)	59.2	(1.6)
Lithuania	41.0	(1.0)	59.0	(1.0)
Slovak Republic	42.4	(1.1)	57.6	(1.1)
Russian Federation	44.4	(1.3)	55.6	(1.3)
Malta	46.1	(0.9)	53.9	(0.9)
Chile	50.3	(1.3)	49.7	(1.3)
Serbia	51.9	(1.4)	48.1	(1.4)
Costa Rica	56.2	(1.8)	43.8	(1.8)
Colombia	56.5	(1.6)	43.5	(1.6)
Brunei Darussalam	67.1	(0.6)	32.9	(0.6)
Albania	69.6	(1.2)	30.4	(1.2)
Thailand	72.4	(1.5)	27.6	(1.5)
Panama	74.8	(1.5)	25.2	(1.5)
Morocco	79.8	(1.5)	20.2	(1.5)
Kazakhstan	80.0	(0.8)	20.0	(0.8)
Indonesia	80.5	(1.2)	19.5	(1.2)
Philippines	86.9	(1.2)	13.1	(1.2)
All-country average	49.0	(0.2)	51.0	(0.2)

Note: Countries and provinces have been sorted in descending order by the total percentage of students who attained Level 2 or higher.

Table B.1.2

Average scores and confidence intervals: GLOBAL COMPETENCE

Country or province	Average	Standard error	Confidence interval – 95% lower limit	Confidence interval – 95% upper limit
Singapore	576	(1.8)	573	580
Alberta	565	(5.9)	553	576
Ontario	559	(4.2)	551	567
Quebec	556	(4.6)	547	565
Canada	554	(2.3)	549	558
British Columbia	548	(6.0)	536	560
Newfoundland and Labrador	546	(7.4)	531	561
Nova Scotia	545	(5.1)	535	555
Hong Kong (China)	542	(2.8)	537	548
Prince Edward Island	542	(14.2)	514	570
United Kingdom	534	(4.9)	525	544
Chinese Taipei	527	(2.9)	522	533
Saskatchewan	527	(4.0)	519	534
Manitoba	522	(4.9)	512	531
New Brunswick	516	(6.9)	502	530
Spain	512	(1.6)	509	515
Korea	509	(3.0)	503	514
Croatia	506	(2.8)	501	512
Latvia	497	(2.0)	493	500
Israel	496	(3.8)	489	504
Lithuania	489	(1.9)	486	493
Greece	488	(3.6)	481	495
Slovak Republic	486	(2.3)	482	491
Russian Federation	480	(2.8)	474	486
Malta	479	(2.1)	475	483
Chile	466	(2.9)	460	472
Serbia	463	(3.2)	457	470
Colombia	457	(3.3)	451	464
Costa Rica	456	(3.7)	448	463
Brunei Darussalam	429	(1.3)	426	431
Albania	427	(2.5)	422	432
Thailand	423	(3.0)	418	429
Panama	413	(2.9)	407	418
Indonesia	408	(2.4)	403	413
Kazakhstan	408	(1.6)	404	411
Morocco	402	(3.4)	396	409
Philippines	371	(3.4)	364	378
All-country average	474	(0.6)	473	475

Note: Countries and provinces have been sorted in descending order by average score.

Table B.1.3

Variation in student performance: GLOBAL COMPETENCE

Country or province	Percentiles												Difference in score points between the 10 th and 90 th percentiles
	5 th		10 th		25 th		75 th		90 th		95 th		
	Score	Standard error	Score	Standard error	Score	Standard error	Score	Standard error	Score	Standard error	Score	Standard error	
Indonesia	299	(3.8)	322	(3.7)	360	(3.0)	452	(2.9)	500	(4.8)	530	(5.2)	178
Kazakhstan	293	(3.1)	317	(2.6)	358	(1.9)	453	(2.1)	505	(3.2)	541	(4.5)	188
Morocco	289	(3.8)	310	(3.7)	348	(3.5)	452	(4.5)	503	(4.3)	532	(4.1)	193
Thailand	304	(3.8)	329	(3.5)	370	(3.0)	473	(4.0)	527	(5.5)	558	(5.6)	198
Albania	303	(4.0)	329	(3.3)	372	(2.7)	479	(3.1)	531	(4.3)	560	(4.8)	202
Philippines	256	(3.1)	278	(2.9)	315	(2.8)	418	(4.8)	484	(7.3)	523	(8.2)	205
Panama	284	(4.3)	310	(3.5)	354	(3.0)	466	(4.3)	522	(5.7)	555	(6.8)	213
Latvia	357	(4.1)	386	(3.2)	439	(2.5)	555	(2.5)	606	(3.6)	634	(4.4)	220
Costa Rica	320	(5.2)	348	(3.9)	396	(3.1)	513	(5.0)	569	(6.7)	602	(7.2)	221
Colombia	321	(3.9)	349	(3.4)	396	(3.1)	515	(4.3)	577	(4.6)	612	(4.5)	228
Croatia	359	(5.4)	389	(4.1)	443	(3.9)	570	(3.2)	624	(4.3)	654	(4.6)	235
Russian Federation	332	(4.4)	363	(3.8)	417	(3.4)	543	(3.3)	599	(4.0)	631	(4.5)	236
Chile	319	(3.4)	349	(3.9)	402	(3.6)	529	(3.5)	585	(3.4)	616	(3.9)	236
Chinese Taipei	368	(4.2)	405	(4.0)	466	(3.6)	593	(3.8)	644	(4.3)	672	(4.9)	239
Saskatchewan	373	(8.1)	406	(5.2)	464	(5.6)	590	(4.6)	646	(6.3)	677	(6.0)	239
Korea	342	(5.1)	379	(4.3)	445	(3.9)	578	(3.4)	628	(3.6)	656	(3.7)	249
Hong Kong (China)	371	(5.8)	410	(4.8)	480	(3.6)	611	(2.9)	660	(3.2)	688	(3.8)	250
Newfoundland and Labrador	386	(11.6)	420	(7.5)	479	(9.1)	613	(8.5)	670	(9.4)	705	(13.4)	250
Brunei Darussalam	291	(3.1)	315	(2.6)	358	(2.3)	494	(2.2)	565	(2.9)	603	(3.9)	250
Greece	328	(6.0)	361	(5.4)	421	(4.6)	556	(3.6)	612	(3.9)	643	(4.7)	250
Lithuania	333	(3.8)	364	(2.8)	420	(3.0)	557	(2.5)	615	(3.5)	649	(3.6)	251
Quebec	387	(8.5)	426	(6.0)	493	(6.0)	624	(5.0)	678	(5.2)	711	(7.0)	252
Spain	349	(3.0)	384	(2.7)	445	(2.1)	581	(1.7)	636	(2.2)	667	(2.5)	253
Manitoba	359	(9.5)	394	(6.7)	453	(6.5)	589	(5.9)	647	(5.7)	681	(7.0)	253
Slovak Republic	330	(4.0)	362	(2.9)	418	(3.2)	554	(3.3)	615	(3.4)	649	(4.3)	253
Serbia	306	(4.6)	337	(3.6)	392	(3.9)	532	(3.8)	596	(4.2)	630	(4.2)	259
Ontario	389	(7.2)	427	(6.0)	491	(5.1)	631	(4.7)	688	(5.0)	722	(7.4)	261
New Brunswick	347	(10.8)	383	(9.7)	446	(8.0)	587	(8.2)	646	(8.2)	681	(10.7)	263
Canada	382	(4.1)	420	(3.2)	485	(2.8)	626	(2.6)	683	(2.8)	717	(3.7)	263
Nova Scotia	375	(8.4)	410	(7.2)	476	(6.7)	617	(6.6)	675	(8.1)	707	(8.6)	265
Prince Edward Island	362	(29.5)	404	(23.2)	473	(18.4)	613	(13.4)	672	(19.6)	709	(21.9)	268
Alberta	391	(8.6)	428	(7.6)	494	(6.9)	636	(6.3)	697	(8.5)	729	(9.7)	270
United Kingdom	359	(8.4)	398	(6.5)	462	(6.4)	607	(6.6)	672	(8.0)	711	(8.4)	274
Malta	308	(4.0)	341	(4.4)	401	(3.3)	554	(2.9)	617	(4.4)	656	(4.5)	276
Singapore	387	(3.9)	430	(3.3)	506	(3.1)	653	(2.2)	707	(2.5)	737	(3.6)	277
British Columbia	368	(7.6)	405	(8.3)	471	(7.4)	626	(7.0)	686	(7.0)	720	(8.0)	280
Israel	309	(4.6)	343	(4.7)	409	(5.2)	582	(4.0)	648	(3.8)	681	(4.2)	305
All-country average	326	(0.9)	357	(0.7)	410	(0.7)	537	(0.7)	594	(0.9)	626	(1.0)	237

Note: Countries and provinces have been sorted in ascending order by the difference in score points between the 10th and 90th percentiles.

Table B.1.4

Correlation of performance in global competence with performance in reading, science, and mathematics

Country or province	Correlation between performance in global competence and performance in...						For comparison, correlation between performance in reading and science		For comparison, correlation between performance in mathematics and science		For comparison, correlation between performance in mathematics and reading	
	...reading		...science		...mathematics		Correlation	Standard error	Correlation	Standard error	Correlation	Standard error
	Correlation	Standard error	Correlation	Standard error	Correlation	Standard error						
Brunei Darussalam	0.90	(0.01)	0.87	(0.00)	0.83	(0.01)	0.92	(0.00)	0.87	(0.01)	0.89	(0.00)
Chinese Taipei	0.88	(0.00)	0.86	(0.01)	0.82	(0.01)	0.88	(0.00)	0.88	(0.01)	0.83	(0.01)
Lithuania	0.88	(0.00)	0.81	(0.01)	0.76	(0.01)	0.87	(0.01)	0.81	(0.01)	0.83	(0.01)
Israel	0.88	(0.01)	0.85	(0.01)	0.81	(0.01)	0.89	(0.01)	0.83	(0.01)	0.83	(0.01)
Malta	0.88	(0.01)	0.85	(0.01)	0.81	(0.01)	0.88	(0.01)	0.86	(0.01)	0.83	(0.01)
Newfoundland and Labrador	0.88	(0.01)	0.84	(0.02)	0.78	(0.02)	0.87	(0.01)	0.84	(0.02)	0.81	(0.02)
Singapore	0.88	(0.00)	0.83	(0.01)	0.76	(0.01)	0.89	(0.00)	0.80	(0.01)	0.81	(0.01)
Nova Scotia	0.87	(0.01)	0.83	(0.01)	0.73	(0.03)	0.86	(0.01)	0.80	(0.02)	0.77	(0.02)
Croatia	0.87	(0.01)	0.81	(0.01)	0.76	(0.01)	0.84	(0.01)	0.78	(0.01)	0.81	(0.01)
Philippines	0.87	(0.01)	0.81	(0.01)	0.76	(0.02)	0.89	(0.01)	0.80	(0.01)	0.85	(0.01)
Colombia	0.87	(0.01)	0.81	(0.01)	0.74	(0.01)	0.86	(0.01)	0.77	(0.01)	0.80	(0.01)
Latvia	0.86	(0.01)	0.80	(0.01)	0.76	(0.01)	0.84	(0.01)	0.77	(0.01)	0.78	(0.01)
Greece	0.86	(0.01)	0.78	(0.01)	0.73	(0.01)	0.85	(0.01)	0.76	(0.01)	0.77	(0.01)
Prince Edward Island	0.86	(0.02)	0.82	(0.04)	0.72	(0.04)	0.86	(0.02)	0.79	(0.04)	0.75	(0.03)
Panama	0.86	(0.01)	0.80	(0.01)	0.72	(0.02)	0.89	(0.01)	0.78	(0.02)	0.82	(0.01)
Saskatchewan	0.86	(0.01)	0.82	(0.01)	0.73	(0.02)	0.86	(0.01)	0.81	(0.01)	0.77	(0.01)
Hong Kong (China)	0.85	(0.01)	0.82	(0.01)	0.78	(0.01)	0.84	(0.01)	0.83	(0.01)	0.80	(0.01)
Chile	0.85	(0.01)	0.79	(0.01)	0.73	(0.01)	0.84	(0.01)	0.76	(0.01)	0.78	(0.01)
Serbia	0.85	(0.01)	0.77	(0.01)	0.73	(0.01)	0.83	(0.01)	0.77	(0.01)	0.79	(0.01)
Alberta	0.85	(0.01)	0.79	(0.02)	0.72	(0.02)	0.84	(0.01)	0.78	(0.02)	0.77	(0.01)
British Columbia	0.84	(0.01)	0.79	(0.02)	0.68	(0.02)	0.84	(0.01)	0.76	(0.02)	0.73	(0.02)
Ontario	0.84	(0.01)	0.79	(0.01)	0.71	(0.01)	0.84	(0.01)	0.78	(0.02)	0.75	(0.01)
Morocco	0.84	(0.01)	0.77	(0.01)	0.69	(0.02)	0.84	(0.01)	0.73	(0.01)	0.75	(0.01)
New Brunswick	0.84	(0.02)	0.78	(0.02)	0.70	(0.03)	0.85	(0.01)	0.77	(0.02)	0.75	(0.02)
Korea	0.84	(0.01)	0.85	(0.01)	0.81	(0.01)	0.84	(0.01)	0.84	(0.01)	0.78	(0.01)
Canada	0.84	(0.00)	0.78	(0.01)	0.69	(0.01)	0.84	(0.01)	0.76	(0.01)	0.75	(0.01)
Spain	0.83	(0.01)	0.80	(0.01)	0.73	(0.01)	0.81	(0.01)	0.77	(0.01)	0.76	(0.01)
Manitoba	0.83	(0.02)	0.78	(0.02)	0.70	(0.02)	0.85	(0.01)	0.80	(0.02)	0.77	(0.02)
Albania	0.83	(0.01)	0.73	(0.01)	0.67	(0.01)	0.81	(0.01)	0.72	(0.01)	0.72	(0.01)
Slovak Republic	0.82	(0.01)	0.77	(0.01)	0.72	(0.01)	0.85	(0.01)	0.81	(0.01)	0.80	(0.01)
Russian Federation	0.82	(0.01)	0.78	(0.01)	0.71	(0.01)	0.84	(0.01)	0.77	(0.01)	0.78	(0.01)
Thailand	0.81	(0.01)	0.76	(0.02)	0.68	(0.02)	0.83	(0.01)	0.73	(0.01)	0.75	(0.01)
Quebec	0.80	(0.01)	0.72	(0.02)	0.64	(0.02)	0.83	(0.01)	0.73	(0.02)	0.75	(0.02)
Costa Rica	0.78	(0.01)	0.72	(0.02)	0.65	(0.02)	0.84	(0.01)	0.78	(0.01)	0.77	(0.01)
United Kingdom	0.78	(0.02)	0.68	(0.02)	0.64	(0.03)	0.80	(0.02)	0.68	(0.02)	0.71	(0.02)
Indonesia	0.76	(0.01)	0.69	(0.02)	0.65	(0.02)	0.82	(0.01)	0.71	(0.02)	0.78	(0.01)
Kazakhstan	0.75	(0.01)	0.68	(0.01)	0.55	(0.01)	0.82	(0.01)	0.65	(0.01)	0.66	(0.01)
All-country average	0.84	(0.00)	0.79	(0.00)	0.73	(0.00)	0.85	(0.00)	0.78	(0.00)	0.79	(0.00)

Note: Countries and provinces have been sorted in descending order by the correlation between performance in global competence and performance in reading.

Table B.1.5

Relative performance and average scores: GLOBAL COMPETENCE

Country or province	Relative performance	Standard error	Average	Standard error
Prince Edward Island	22.5	(13.1)	542	(14.2)
Ontario	21.3	(2.3)	559	(4.2)
Newfoundland and Labrador	19.9	(7.5)	546	(7.4)
Colombia	19.7	(1.3)	457	(3.3)
Alberta	18.8	(5.0)	565	(5.9)
Quebec	18.3	(3.2)	556	(4.6)
Canada	18.1	(1.5)	554	(2.3)
United Kingdom	16.2	(3.9)	534	(4.9)
Nova Scotia	15.8	(4.9)	545	(5.1)
British Columbia	13.9	(4.3)	548	(6.0)
Spain	12.7	(0.9)	512	(1.6)
Israel	11.2	(1.8)	496	(3.8)
Singapore	11.0	(1.1)	576	(1.8)
Manitoba	10.2	(4.3)	522	(4.9)
Panama	10.0	(1.6)	413	(2.9)
Greece	9.6	(1.6)	488	(3.6)
Croatia	9.5	(1.5)	506	(2.8)
Saskatchewan	9.5	(3.4)	527	(4.0)
Costa Rica	8.0	(1.7)	456	(3.7)
New Brunswick	6.3	(7.2)	516	(6.9)
Morocco	6.1	(1.8)	402	(3.4)
Malta	2.9	(1.6)	479	(2.1)
Slovak Republic	1.8	(1.7)	486	(2.3)
Hong Kong (China)	0.8	(1.5)	542	(2.8)
Chinese Taipei	0.7	(1.9)	527	(2.9)
Indonesia	-0.4	(1.2)	408	(2.4)
Serbia	-1.4	(1.4)	463	(3.2)
Chile	-4.4	(1.5)	466	(2.9)
Latvia	-6.4	(1.4)	497	(2.0)
Philippines	-7.6	(1.8)	371	(3.4)
Thailand	-8.1	(1.5)	423	(3.0)
Lithuania	-9.3	(1.3)	489	(1.9)
Albania	-11.6	(1.5)	427	(2.5)
Brunei Darussalam	-13.7	(1.3)	429	(1.3)
Kazakhstan	-14.3	(1.3)	408	(1.6)
Russian Federation	-20.0	(1.2)	480	(2.8)
Korea	-24.9	(1.3)	509	(3.0)
All-country average	0.6	(0.3)	474	(0.6)

Note: Countries and provinces have been sorted in descending order by relative performance.

Table B.1.6a

Percentage of students at each proficiency level in anglophone and francophone school systems:
GLOBAL COMPETENCE

Canada and provinces	Proficiency levels											
	Below Level 1		Level 1		Level 2		Level 3		Level 4		Level 5	
	%	Standard error	%	Standard error	%	Standard error	%	Standard error	%	Standard error	%	Standard error
Anglophone school systems												
Canada	7.0	(0.5)	12.9	(0.5)	20.5	(0.5)	23.7	(0.6)	20.5	(0.7)	15.3	(0.8)
Newfoundland and Labrador	7.0	(1.3)	14.5	(1.9)	21.7	(1.9)	25.6	(1.9)	19.4	(2.0)	11.8	(1.8)
Prince Edward Island	U‡	(3.7)	13.1	(3.2)	19.7	(3.1)	26.6	(3.5)	19.1	(3.6)	12.2	(3.1)
Nova Scotia	7.7	(1.1)	13.5	(1.6)	21.9	(1.5)	24.4	(1.8)	19.3	(1.7)	13.3	(1.7)
New Brunswick	12.1	(1.9)	17.1	(1.9)	24.1	(2.3)	22.6	(2.0)	16.0	(2.1)	8.1	(1.6)
Quebec	5.0	(1.2)	12.2	(1.6)	20.8	(1.7)	26.1	(2.1)	21.9	(1.4)	14.1	(1.3)
Ontario	5.7	(0.8)	11.9	(0.8)	20.2	(1.0)	24.0	(1.1)	21.6	(1.2)	16.6	(1.3)
Manitoba	11.2	(1.4)	17.6	(1.5)	24.2	(1.5)	23.8	(1.5)	15.7	(1.3)	7.6	(1.0)
Saskatchewan	8.9	(1.1)	16.6	(1.2)	25.4	(1.4)	26.2	(1.4)	15.6	(1.1)	7.3	(1.0)
Alberta	6.0	(1.0)	11.7	(1.1)	19.2	(1.4)	23.3	(1.3)	21.7	(1.3)	18.1	(1.8)
British Columbia	9.3	(1.1)	14.1	(1.1)	19.7	(1.2)	22.1	(1.2)	19.4	(1.3)	15.3	(1.6)
Francophone school systems												
Canada	7.9	(0.8)	12.4	(0.9)	20.8	(1.2)	25.4	(1.1)	20.5	(1.0)	13.0	(1.2)
Nova Scotia	U	(9.5)	22.2	(4.1)	21.8	(4.8)	17.5‡	(4.6)	U‡	(3.5)	U‡	(4.1)
New Brunswick	16.1	(4.4)	20.2	(3.1)	25.0	(3.0)	20.6	(4.0)	12.5	(2.7)	U‡	(2.1)
Quebec	6.6	(0.9)	11.3	(1.1)	20.3	(1.3)	26.1	(1.2)	21.7	(1.1)	13.9	(1.4)
Ontario	16.8	(2.1)	20.1	(1.9)	24.0	(1.5)	20.4	(1.4)	12.0	(1.5)	6.7	(1.7)
Manitoba	16.2	(5.3)	21.8	(4.8)	27.2	(4.1)	21.1	(3.6)	U‡	(3.8)	U‡	(3.3)
Alberta	9.7‡	(2.5)	13.6‡	(4.0)	21.2	(4.3)	25.2	(3.8)	17.6	(4.4)	U‡	(5.2)
British Columbia	13.7‡	(3.9)	U‡	(5.2)	25.0	(4.6)	22.4	(5.3)	15.2‡	(4.3)	U‡	(4.2)

‡ There are fewer than 30 observations.

U Too unreliable to be published.

Note: Because Newfoundland and Labrador and Prince Edward Island did not oversample students by language, and due to the small sample size for Saskatchewan francophone students, results for only English-language schools are available for these provinces.

Table B.1.6b

**Proportion of students in anglophone and francophone school systems who performed
below Level 2, at Level 2 or above, and at Level 5: GLOBAL COMPETENCE**

Canada and provinces	Anglophone school systems		Francophone school systems		Difference (A–F)	
	%	Standard error	%	Standard error	Difference	Standard error
Below Level 2						
Canada	19.8	(0.9)	20.2	(1.4)	-0.4	(1.6)
Newfoundland and Labrador	21.5	(2.4)	–	–	–	–
Prince Edward Island	22.5	(5.3)	–	–	–	–
Nova Scotia	21.2	(1.9)	49.0**	(10.3)	-27.8*	(10.4)
New Brunswick	29.3**	(3.0)	36.3**	(5.9)	-7.1	(6.6)
Quebec	17.1	(2.1)	17.9**	(1.6)	-0.8	(2.7)
Ontario	17.6**	(1.3)	36.9**	(2.8)	-19.3*	(3.1)
Manitoba	28.8**	(1.9)	38.0**	(8.4)	-9.2	(8.6)
Saskatchewan	25.5**	(1.7)	–	–	–	–
Alberta	17.7	(1.8)	23.4	(5.0)	-5.7	(5.3)
British Columbia	23.5**	(1.8)	29.0	(6.8)	-5.5	(7.0)
Level 2 or above						
Canada	80.2	(0.9)	79.8	(1.4)	0.4	(1.6)
Newfoundland and Labrador	78.5	(2.4)	–	–	–	–
Prince Edward Island	77.5	(5.3)	–	–	–	–
Nova Scotia	78.8	(1.9)	51.0**	(10.3)	27.8*	(10.4)
New Brunswick	70.7**	(3.0)	63.7**	(5.9)	7.1	(6.6)
Quebec	82.9	(2.1)	82.1**	(1.6)	0.8	(2.7)
Ontario	82.4**	(1.3)	63.1**	(2.8)	19.3*	(3.1)
Manitoba	71.2**	(1.9)	62.0**	(8.4)	9.2	(8.6)
Saskatchewan	74.5**	(1.7)	–	–	–	–
Alberta	82.3	(1.8)	76.6	(5.0)	5.7	(5.3)
British Columbia	76.5**	(1.8)	71.0	(6.8)	5.5	(7.0)
Level 5						
Canada	15.3	(0.8)	13.0	(1.2)	2.4	(1.5)
Newfoundland and Labrador	11.8**	(1.8)	–	–	–	–
Prince Edward Island	12.2	(3.1)	–	–	–	–
Nova Scotia	13.3	(1.7)	U	(4.1)	9.0*	(4.4)
New Brunswick	8.1**	(1.6)	U	(2.1)	2.5	(2.7)
Quebec	14.1	(1.3)	13.9**	(1.4)	0.2	(1.9)
Ontario	16.6	(1.3)	6.7**	(1.7)	9.9*	(2.2)
Manitoba	7.6**	(1.0)	U	(3.3)	3.4	(3.4)
Saskatchewan	7.3**	(1.0)	–	–	–	–
Alberta	18.1	(1.8)	U	(5.2)	5.3	(5.5)
British Columbia	15.3	(1.6)	U	(4.2)	7.0	(4.6)

– Not available.

U Too unreliable to be published.

* Significant difference within Canada or province.

** Significant difference compared to Canada.

Note: Because Newfoundland and Labrador and Prince Edward Island did not oversample students by language, and due to the small sample size for Saskatchewan francophone students, results for only English-language schools are available for these provinces.

Table B.1.7

Average scores by language of the school system: GLOBAL COMPETENCE

Canada and provinces	Anglophone school systems		Francophone school systems		Difference (A–F)	
	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	555	(2.7)	549	(4.2)	6	(5.0)
Newfoundland and Labrador	546	(7.4)	–	–	–	–
Prince Edward Island	544	(15.4)	–	–	–	–
Nova Scotia	548	(5.3)	469**	(29.6)	79*	(30.1)
New Brunswick	522**	(7.6)	502**	(15.1)	20	(16.9)
Quebec	559	(4.9)	556**	(5.0)	3	(7.0)
Ontario	562**	(4.3)	502**	(7.8)	60*	(8.9)
Manitoba	522**	(5.1)	495**	(22.0)	28	(22.6)
Saskatchewan	527**	(4.1)	–	–	–	–
Alberta	565	(6.0)	542	(16.4)	22	(17.4)
British Columbia	548	(6.0)	518	(17.9)	31	(18.9)

-- Not available.

* Significant difference within Canada or province.

** Significant difference compared to Canada.

Note: Because Newfoundland and Labrador and Prince Edward Island did not oversample students by language, and due to the small sample size for Saskatchewan francophone students, results for only English-language schools are available for these provinces.

Table B.1.8a

Percentage of students at each proficiency level by gender: GLOBAL COMPETENCE

Canada and provinces	Proficiency levels											
	Below Level 1		Level 1		Level 2		Level 3		Level 4		Level 5	
	%	Standard error	%	Standard error	%	Standard error	%	Standard error	%	Standard error	%	Standard error
Girls												
Canada	4.9	(0.4)	10.4	(0.5)	19.2	(0.6)	24.8	(0.7)	22.7	(0.8)	17.9	(0.9)
Newfoundland and Labrador	4.3‡	(1.2)	11.8	(2.1)	22.0	(2.9)	28.4	(2.7)	21.2	(2.9)	12.3	(2.2)
Prince Edward Island	U‡	(3.5)	12.4‡	(3.8)	19.2	(4.0)	26.7	(4.9)	20.3‡	(4.6)	14.3‡	(3.9)
Nova Scotia	4.9	(0.9)	10.8	(1.5)	20.6	(1.9)	26.0	(2.7)	21.1	(2.0)	16.6	(2.1)
New Brunswick	9.3	(1.8)	16.2	(2.3)	24.6	(2.5)	24.3	(2.3)	17.3	(2.6)	8.2	(1.7)
Quebec	4.4	(0.8)	9.2	(1.1)	18.0	(1.3)	26.2	(1.6)	24.8	(1.5)	17.4	(1.9)
Ontario	4.4	(0.8)	9.9	(0.9)	19.1	(1.2)	24.7	(1.4)	23.1	(1.4)	18.9	(1.6)
Manitoba	8.8	(1.4)	15.5	(2.2)	24.2	(2.3)	25.5	(2.0)	16.8	(1.9)	9.1	(1.4)
Saskatchewan	5.6	(1.0)	13.0	(1.5)	26.0	(1.6)	28.7	(1.8)	17.6	(1.5)	9.1	(1.5)
Alberta	3.7	(0.9)	9.4	(1.4)	17.7	(2.2)	23.8	(2.1)	23.6	(2.2)	21.8	(2.2)
British Columbia	6.7	(1.1)	11.7	(1.4)	18.3	(1.5)	22.3	(1.6)	21.5	(1.7)	19.5	(2.1)
Boys												
Canada	9.3	(0.7)	15.1	(0.7)	22.0	(0.7)	23.4	(0.8)	18.4	(0.9)	11.8	(0.8)
Newfoundland and Labrador	9.8	(2.0)	17.2	(2.6)	21.4	(2.6)	22.7	(2.7)	17.5	(2.9)	11.3	(2.5)
Prince Edward Island	U‡	(4.4)	14.7‡	(3.8)	19.8	(3.7)	25.5	(5.1)	17.3‡	(4.7)	U‡	(4.0)
Nova Scotia	12.0	(1.9)	16.9	(2.4)	23.2	(2.6)	22.1	(2.3)	16.6	(2.4)	9.1	(1.7)
New Brunswick	17.3	(2.4)	20.0	(2.1)	24.1	(2.5)	19.7	(2.9)	12.5	(1.8)	6.4	(1.6)
Quebec	8.5	(1.1)	13.7	(1.3)	22.8	(1.7)	26.0	(1.4)	18.6	(1.3)	10.4	(1.1)
Ontario	8.0	(1.1)	14.4	(1.2)	21.6	(1.3)	23.0	(1.5)	19.4	(1.6)	13.6	(1.5)
Manitoba	13.6	(1.7)	19.8	(1.9)	24.2	(2.2)	22.0	(2.0)	14.3	(1.7)	6.1	(1.0)
Saskatchewan	12.0	(1.7)	20.0	(1.7)	25.0	(2.3)	23.7	(1.8)	13.7	(1.5)	5.6	(0.9)
Alberta	8.3	(1.3)	13.9	(1.7)	20.7	(2.0)	22.8	(1.9)	19.9	(1.8)	14.3	(2.0)
British Columbia	12.0	(1.7)	16.5	(1.6)	21.1	(1.8)	22.0	(1.9)	17.3	(1.9)	11.1	(1.7)

‡ There are fewer than 30 observations.

U Too unreliable to be published.

Table B.1.8b

**Proportion of boys and girls who performed below Level 2, at Level 2 or above,
and at Level 5: GLOBAL COMPETENCE**

Canada and provinces	Girls		Boys		Difference (G–B)	
	%	Standard error	%	Standard error	Difference	Standard error
Below Level 2						
Canada	15.4	(0.7)	24.4	(1.1)	-9.1*	(1.1)
Newfoundland and Labrador	16.2	(2.4)	27.0	(3.4)	-10.8*	(3.3)
Prince Edward Island	19.5	(5.3)	27.4	(6.0)	-7.9	(5.3)
Nova Scotia	15.7	(1.9)	28.9	(2.7)	-13.2*	(2.7)
New Brunswick	25.5**	(2.8)	37.3**	(3.3)	-11.8*	(3.0)
Quebec	13.6	(1.6)	22.2	(1.9)	-8.6*	(1.7)
Ontario	14.2	(1.2)	22.4	(1.7)	-8.2*	(1.7)
Manitoba	24.3**	(2.5)	33.4**	(2.3)	-9.1*	(3.1)
Saskatchewan	18.6	(1.8)	32.0**	(2.2)	-13.4*	(2.2)
Alberta	13.1	(1.9)	22.3	(2.2)	-9.2*	(2.2)
British Columbia	18.4	(2.0)	28.5**	(2.2)	-10.1*	(2.3)
Level 2 or above						
Canada	84.6	(0.7)	75.6	(1.1)	9.1*	(1.1)
Newfoundland and Labrador	83.8	(2.4)	73.0	(3.4)	10.8*	(3.3)
Prince Edward Island	80.5	(5.3)	72.6	(6.0)	7.9	(5.3)
Nova Scotia	84.3	(1.9)	71.1	(2.7)	13.2*	(2.7)
New Brunswick	74.5**	(2.8)	62.7**	(3.3)	11.8*	(3.0)
Quebec	86.4	(1.6)	77.8	(1.9)	8.6*	(1.7)
Ontario	85.8	(1.2)	77.6	(1.7)	8.2*	(1.7)
Manitoba	75.7**	(2.5)	66.6**	(2.3)	9.1*	(3.1)
Saskatchewan	81.4	(1.8)	68.0**	(2.2)	13.4*	(2.2)
Alberta	86.9	(1.9)	77.7	(2.2)	9.2*	(2.2)
British Columbia	81.6	(2.0)	71.5**	(2.2)	10.1*	(2.3)
Level 5						
Canada	17.9	(0.9)	11.8	(0.8)	6.1*	(1.0)
Newfoundland and Labrador	12.3**	(2.2)	11.3	(2.5)	1.0	(3.1)
Prince Edward Island	14.3	(3.9)	U	(4.0)	4.4	(5.2)
Nova Scotia	16.6	(2.1)	9.1	(1.7)	7.5*	(2.3)
New Brunswick	8.2**	(1.7)	6.4**	(1.6)	1.9	(1.9)
Quebec	17.4	(1.9)	10.4	(1.1)	7.0*	(1.9)
Ontario	18.9	(1.6)	13.6	(1.5)	5.3*	(1.8)
Manitoba	9.1**	(1.4)	6.1**	(1.0)	3.1*	(1.5)
Saskatchewan	9.1**	(1.5)	5.6**	(0.9)	3.5*	(1.5)
Alberta	21.8	(2.2)	14.3	(2.0)	7.5*	(2.2)
British Columbia	19.5	(2.1)	11.1	(1.7)	8.4*	(2.1)

* Significant difference within Canada or province.

** Significant difference compared to Canada.

Table B.1.9

Average scores by gender: GLOBAL COMPETENCE

Canada, provinces, and all-country average	Girls		Boys		Difference (G–B)	
	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	569	(2.5)	539	(3.0)	30*	(3.1)
Newfoundland and Labrador	557	(7.8)	534	(8.7)	23*	(7.1)
Prince Edward Island	556	(13.7)	528	(17.9)	28*	(13.3)
Nova Scotia	564	(5.3)	525**	(6.2)	40*	(5.6)
New Brunswick	530**	(7.7)	501**	(7.8)	29*	(6.9)
Quebec	573	(5.7)	539	(4.7)	33*	(5.4)
Ontario	572	(4.4)	546**	(5.2)	26*	(4.8)
Manitoba	533**	(5.3)	511**	(5.6)	22*	(5.3)
Saskatchewan	542**	(4.0)	512**	(5.0)	30*	(4.3)
Alberta	581**	(6.2)	549	(6.5)	32*	(4.7)
British Columbia	566	(6.7)	531	(6.6)	36*	(6.3)
All-country average	487**	(0.7)	461**	(0.7)	26*	(0.8)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.1.10

Average scores by immigrant status: GLOBAL COMPETENCE

Canada, provinces, and all-country average	Non-immigrant students		Immigrant students		Second-generation immigrant students		First-generation immigrant students		Difference (immigrant students–non-immigrant students)		Difference (second-generation students–non-immigrant students)		Difference (first-generation students–non-immigrant students)		Difference (first-generation students–second-generation students)	
	Average	Standard error	Average	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error	Difference	Standard error	Difference	Standard error	Difference	Standard error
Canada	557	(2.4)	556	(3.6)	568	(4.4)	543	(4.4)	-1	(3.7)	11*	(4.3)	-14*	(4.6)	-25*	(5.3)
Newfoundland and Labrador	553	(8.7)	565‡	(27.3)	596‡	(51.6)	555‡	(32.5)	13	(26.1)	44	(52.0)	3	(30.9)	-41	(61.7)
Prince Edward Island	545	(14.0)	537	(23.5)	578‡	(39.7)	529‡	(25.9)	-7	(20.8)	34	(39.5)	-15	(23.1)	-49	(45.6)
Nova Scotia	546**	(5.2)	555	(16.0)	557‡	(27.8)	555	(16.8)	9	(15.5)	11	(26.8)	8	(16.8)	-2	(28.1)
New Brunswick	515**	(7.4)	546	(14.6)	545‡	(38.0)	546	(15.5)	31*	(15.4)	30	(38.0)	31	(16.4)	1	(40.3)
Quebec	565	(4.7)	538**	(9.5)	548	(11.4)	529	(10.9)	-27*	(9.2)	-17	(10.8)	-36*	(11.0)	-19	(11.9)
Ontario	562	(4.7)	563**	(5.6)	573	(6.3)	550	(7.4)	1	(6.3)	10	(6.7)	-13	(8.0)	-23*	(7.7)
Manitoba	524**	(5.0)	524**	(7.0)	539**	(10.5)	518**	(7.8)	0	(6.5)	15	(10.2)	-6	(7.2)	-21	(11.1)
Saskatchewan	531**	(4.1)	526**	(6.8)	561	(12.0)	518**	(7.4)	-4	(6.3)	31*	(11.4)	-13	(7.1)	-43*	(12.9)
Alberta	566	(6.8)	569	(7.1)	584	(11.1)	560**	(7.5)	3	(7.0)	18	(10.3)	-6	(8.0)	-24*	(11.6)
British Columbia	553	(6.2)	548	(9.0)	561	(10.2)	536	(11.1)	-4	(9.0)	9	(9.8)	-17	(11.3)	-25*	(11.8)
All-country average	476**	(0.6)	458**	(3.2)	457**	(3.6)	458**	(4.5)	-18*	(3.2)	-19*	(3.6)	-18*	(4.5)	0	(5.2)

‡ There are fewer than 30 observations.

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.1.11

Average scores by language spoken at home: GLOBAL COMPETENCE

Canada and provinces	English		French		Other		Difference (English–French)		Difference (English–Other)		Difference (French–Other)	
	Average	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error	Difference	Standard error	Difference	Standard error
Canada	558	(2.9)	558	(4.0)	544	(4.7)	-1	(5.0)	14*	(5.3)	14*	(5.6)
Newfoundland and Labrador	551	(8.8)	530‡ (70.9)		597‡ (30.6)		21	(69.4)	-46	(30.0)	-67	(73.4)
Prince Edward Island	546	(15.7)	486‡ (40.3)		532‡ (26.0)		60	(44.7)	14	(26.2)	-45	(51.5)
Nova Scotia	548	(5.1)	502** (27.3)		518 (19.6)		46	(28.1)	30	(18.1)	-16	(30.8)
New Brunswick	520** (7.5)		502** (14.0)		538 (15.9)		17	(14.3)	-18	(17.3)	-36	(21.3)
Quebec	556	(6.2)	562** (4.8)		529 (11.1)		-7	(6.4)	27*	(10.3)	34*	(10.0)
Ontario	564** (4.4)		520** (14.2)		555** (7.4)		45*	(14.7)	10	(7.5)	-35*	(15.9)
Manitoba	526** (5.3)		534 (26.1)		507** (8.7)		-7	(25.9)	20*	(9.2)	27	(27.8)
Saskatchewan	530** (4.1)		581‡ (31.0)		509** (8.3)		-50	(30.9)	21*	(7.7)	72*	(31.1)
Alberta	567	(6.6)	565 (21.4)		561** (7.2)		2	(21.3)	6	(8.3)	4	(22.5)
British Columbia	556	(6.0)	533 (36.9)		529 (9.3)		23	(37.1)	26*	(8.7)	4	(37.0)

‡ There are fewer than 30 observations.

* Significant difference within Canada or province.

** Significant difference compared to Canada.

Table B.1.12

Average scores by index of economic, social, and cultural status (ESCS): GLOBAL COMPETENCE

Country or province	Bottom quarter		Second quarter		Third quarter		Top quarter		Difference (top quarter–bottom quarter)		Change in the average score per one (integer) unit change in the ESCS index		Explained variance in student performance ($r^2 \times 100$)	
	Average	Standard error	Average	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error	Difference	Standard error	%	Standard error
Kazakhstan	391	(2.1)	401	(2.1)	412	(2.0)	426	(2.9)	35*	(3.5)	16*	(1.6)	3.4	(0.6)
Indonesia	389	(3.3)	402	(2.7)	409	(3.3)	433	(5.2)	44*	(6.3)	16*	(2.1)	6.0	(1.6)
Morocco	384	(3.7)	391	(3.7)	400	(3.9)	435	(4.5)	50*	(5.1)	14*	(1.4)	7.3	(1.4)
Hong Kong (China)	517	(3.8)	542	(3.6)	543	(3.3)	572	(5.0)	54*	(6.5)	19*	(2.4)	4.4	(1.1)
Albania	401	(3.2)	424	(2.6)	429	(3.4)	456	(4.6)	55*	(5.1)	21*	(1.9)	6.7	(1.1)
Manitoba	495	(7.3)	515	(6.6)	528	(6.4)	553	(6.0)	57*	(8.5)	24*	(3.6)	4.5	(1.4)
Thailand	405	(3.3)	408	(2.8)	415	(3.2)	465	(5.3)	60*	(6.4)	21*	(2.1)	9.9	(1.9)
Newfoundland and Labrador	521	(11.9)	548	(10.5)	564	(10.7)	581	(10.9)	60*	(11.1)	28*	(5.0)	6.0	(2.1)
Latvia	465	(3.2)	487	(2.9)	509	(3.0)	529	(3.5)	65*	(4.1)	29*	(1.8)	8.1	(1.0)
New Brunswick	485	(8.4)	506	(8.4)	525	(8.7)	551	(10.0)	66*	(10.8)	31*	(4.5)	6.7	(1.9)
British Columbia	510	(7.1)	540	(6.4)	571	(7.6)	576	(9.5)	66*	(10.7)	34*	(4.6)	6.3	(1.6)
Croatia	481	(3.6)	489	(3.6)	508	(3.2)	548	(3.6)	67*	(4.3)	34*	(2.0)	8.5	(0.9)
Quebec	522	(6.3)	547	(5.8)	571	(5.6)	589	(7.0)	68*	(8.1)	34*	(3.8)	7.2	(1.5)
Russian Federation	444	(3.8)	471	(2.9)	493	(3.4)	513	(4.3)	69*	(5.6)	34*	(2.7)	7.5	(1.1)
Korea	474	(4.5)	498	(3.5)	519	(3.9)	544	(4.4)	69*	(6.3)	35*	(3.0)	7.7	(1.3)
Nova Scotia	506	(8.4)	535	(6.9)	568	(7.5)	577	(8.0)	71*	(9.7)	34*	(5.2)	7.5	(1.8)
Ontario	523	(6.4)	552	(4.9)	577	(5.4)	594	(5.6)	71*	(7.5)	30*	(3.8)	5.9	(1.3)
Serbia	434	(4.3)	452	(4.1)	466	(3.9)	505	(4.8)	71*	(6.5)	32*	(2.8)	7.1	(1.2)
Canada	517	(3.3)	544	(2.8)	572	(3.1)	589	(3.1)	72*	(4.0)	33*	(2.0)	6.9	(0.7)
Saskatchewan	493	(6.1)	517	(5.2)	536	(6.0)	565	(6.3)	72*	(8.1)	32*	(3.6)	8.7	(1.8)
Colombia	425	(3.7)	441	(4.1)	462	(4.1)	502	(5.5)	77*	(6.7)	23*	(2.0)	11.0	(1.8)
Alberta	525	(7.5)	554	(6.7)	584	(7.4)	603	(8.6)	78*	(10.2)	38*	(4.5)	8.9	(2.0)
Spain	477	(2.3)	498	(2.2)	521	(2.1)	556	(2.2)	79*	(3.1)	29*	(1.0)	9.6	(0.7)
Panama	380	(3.7)	401	(2.9)	413	(3.6)	459	(5.8)	79*	(7.0)	22*	(1.9)	13.2	(1.9)
Greece	451	(4.3)	474	(4.1)	497	(4.1)	531	(4.5)	79*	(6.1)	32*	(2.4)	9.7	(1.3)
Philippines	337	(2.6)	362	(2.8)	368	(4.0)	417	(6.7)	80*	(7.1)	27*	(2.5)	14.5	(2.2)
Chinese Taipei	489	(3.3)	518	(3.2)	535	(3.6)	569	(4.3)	80*	(5.1)	33*	(2.1)	11.0	(1.3)
Malta	437	(4.3)	474	(3.8)	490	(3.9)	519	(3.8)	82*	(5.7)	31*	(2.1)	7.9	(1.0)
Costa Rica	420	(4.3)	438	(2.9)	460	(4.9)	506	(5.2)	86*	(6.0)	25*	(1.7)	14.9	(1.8)
Chile	431	(3.9)	452	(3.8)	468	(3.6)	517	(3.4)	87*	(4.7)	32*	(1.8)	13.2	(1.3)
United Kingdom	497	(8.4)	519	(6.4)	547	(5.9)	586	(8.4)	89*	(12.6)	38*	(5.3)	9.2	(2.4)
Prince Edward Island	498	(17.8)	522	(19.6)	562	(14.8)	589	(15.9)	91*	(17.3)	43*	(10.6)	10.7	(3.9)
Lithuania	446	(3.2)	477	(3.1)	500	(3.3)	538	(2.7)	92*	(4.2)	40*	(1.9)	13.0	(1.2)
Slovak Republic	441	(4.2)	473	(3.3)	495	(3.3)	537	(4.2)	95*	(6.2)	37*	(3.0)	12.6	(1.8)
Brunei Darussalam	387	(2.6)	409	(2.4)	434	(2.6)	487	(2.6)	100*	(4.1)	40*	(1.6)	16.0	(1.1)
Singapore	522	(3.4)	560	(2.9)	597	(2.8)	628	(3.2)	105*	(4.5)	44*	(1.8)	14.7	(1.2)
Israel	441	(4.6)	484	(4.9)	532	(4.5)	556	(5.0)	116*	(6.5)	46*	(2.4)	14.7	(1.3)
All-country average	440	(0.7)	463	(0.7)	481	(0.7)	516	(0.9)	75*	(1.1)	30*	(0.4)	10.0	(0.3)

* Significant difference within Canada, province, or all participating countries.

Note: Countries and provinces have been sorted in ascending order by the difference in score points between the bottom and top quarters.

Table B.2.1a

Percentage and average scores of students in Canada by students' awareness of global issues: GLOBAL COMPETENCE

How informed are you about the following topics? (ST197)	Never heard or would not be able to explain				Know something and could explain the general issue				Familiar with this and could explain this well			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Climate change and global warming (ST197a)	12.6	(0.4)	491*	(4.0)	45.2	(0.5)	556	(2.5)	42.2	(0.7)	585*	(2.8)
Global health (e.g., epidemics) (ST197b)	29.2	(0.5)	546*	(3.3)	50.0	(0.4)	568	(2.3)	20.8	(0.4)	562	(3.4)
Migration (movement of people) (ST197c)	23.0	(0.4)	544*	(3.4)	50.3	(0.5)	565	(2.5)	26.7	(0.5)	566	(3.1)
International conflicts (ST197d)	32.2	(0.5)	549*	(3.1)	44.8	(0.5)	565	(2.7)	23.0	(0.4)	567	(3.6)
Hunger or malnutrition in different parts of the world (ST197e)	22.2	(0.4)	543*	(3.8)	51.3	(0.4)	566	(2.5)	26.5	(0.5)	565	(3.3)
Causes of poverty (ST197f)	21.0	(0.5)	542*	(3.5)	47.3	(0.5)	564	(2.5)	31.8	(0.5)	568	(3.2)
Equality between men and women in different parts of the world (ST197g)	12.5	(0.3)	515*	(4.3)	43.7	(0.5)	558	(3.3)	43.7	(0.5)	575*	(2.7)

* Significant difference compared to the average score in the "Know something and could explain the general issue" category.

Table B.2.1aa

Percentage and average scores of students by students' awareness of global issues: GLOBAL COMPETENCE

Canada, provinces, and international averages	Climate change and global warming (ST197a)											
	Never heard or would not be able to explain				Know something and could explain the general issue				Familiar with this and could explain this well			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	12.6	(0.4)	491*	(4.0)	45.2	(0.5)	556	(2.5)	42.2	(0.7)	585*	(2.8)
Newfoundland and Labrador	12.1	(1.2)	478*	(14.7)	44.5	(1.7)	556	(10.1)	43.4	(2.0)	578*	(8.5)
Prince Edward Island	16.8	(1.9)	479*	(18.7)	49.4	(3.2)	560	(17.8)	33.8	(2.6)	561	(15.5)
Nova Scotia	13.5	(0.9)	483*	(9.9)	47.1	(1.3)	549	(6.2)	39.4	(1.3)	575*	(6.8)
New Brunswick	22.6	(1.2)	471*	(9.2)	49.8	(1.5)	525	(8.3)	27.6	(1.2)	552*	(9.1)
Quebec	16.5	(0.8)	504*	(7.2)	46.3	(1.2)	563	(5.1)	37.2	(1.2)	589*	(5.8)
Ontario	10.0	(0.7)	491*	(7.6)	43.1	(1.1)	556	(4.2)	46.9	(1.3)	592*	(4.8)
Manitoba	13.2	(0.9)	461*	(8.1)	41.3	(1.5)	526	(5.7)	45.5	(1.8)	546*	(5.9)
Saskatchewan	16.9	(1.2)	481*	(7.1)	47.5	(1.6)	535	(5.2)	35.7	(1.4)	551*	(4.5)
Alberta	8.9	(0.8)	482*	(11.2)	46.2	(1.3)	564	(6.4)	44.9	(1.6)	593*	(6.4)
British Columbia	15.2	(1.0)	491*	(7.5)	48.4	(0.9)	555	(6.8)	36.5	(1.2)	578*	(6.7)
OECD average	21.5	(0.1)	--	--	50.8	(0.2)	--	--	27.7	(0.1)	--	--
All-country average	--	--	426*	(0.8)	--	--	488	(0.6)	--	--	506*	(0.9)

* Significant difference compared to the average score in the "Know something and could explain the general issue" category.

Table B.2.1ab

Percentage and average scores of students by students' awareness of global issues: GLOBAL COMPETENCE

Canada, provinces, and international averages	Global health (e.g., epidemics) (ST197b)											
	Never heard or would not be able to explain				Know something and could explain the general issue				Familiar with this and could explain this well			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	29.2	(0.5)	546*	(3.3)	50.0	(0.4)	568	(2.3)	20.8	(0.4)	562	(3.4)
Newfoundland and Labrador	35.2	(1.6)	539*	(10.6)	47.5	(1.8)	567	(10.3)	17.3	(1.2)	561	(10.7)
Prince Edward Island	34.4	(2.5)	533*	(16.2)	47.3	(2.9)	567	(17.5)	18.3	(2.2)	524*	(18.9)
Nova Scotia	37.3	(1.6)	541*	(7.3)	46.4	(1.5)	560	(6.1)	16.3	(1.2)	546	(8.6)
New Brunswick	40.5	(1.5)	506*	(8.3)	45.0	(1.5)	530	(8.5)	14.4	(1.0)	528	(11.9)
Quebec	26.7	(0.8)	545*	(6.5)	54.0	(0.9)	573	(5.0)	19.3	(0.7)	563	(7.3)
Ontario	29.3	(1.0)	557*	(5.6)	49.3	(0.8)	571	(4.0)	21.4	(0.9)	570	(6.2)
Manitoba	31.9	(1.2)	515*	(6.2)	46.8	(1.2)	539	(5.4)	21.3	(1.0)	518*	(6.7)
Saskatchewan	32.6	(1.5)	515*	(6.4)	48.3	(1.3)	542	(4.6)	19.1	(1.2)	535	(5.5)
Alberta	24.1	(0.8)	551*	(7.7)	50.3	(1.2)	579	(6.5)	25.5	(1.3)	571	(6.7)
British Columbia	31.2	(1.0)	540*	(6.9)	49.2	(0.8)	563	(6.8)	19.6	(0.8)	555	(8.1)
OECD average	34.9	(0.1)	–	–	49.4	(0.1)	–	–	15.7	(0.1)	–	–
All-country average	–	–	458*	(0.8)	–	–	490	(0.7)	–	–	488	(0.9)

* Significant difference compared to the average score in the "Know something and could explain the general issue" category.

Table B.2.1ac

Percentage and average scores of students by students' awareness of global issues: GLOBAL COMPETENCE

Canada, provinces, and international averages	Migration (movement of people) (ST197c)											
	Never heard or would not be able to explain				Know something and could explain the general issue				Familiar with this and could explain this well			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	23.0	(0.4)	544*	(3.4)	50.3	(0.5)	565	(2.5)	26.7	(0.5)	566	(3.1)
Newfoundland and Labrador	19.1	(1.6)	544	(13.4)	54.4	(1.7)	560	(10.1)	26.5	(1.6)	558	(9.3)
Prince Edward Island	27.3	(3.0)	527*	(18.5)	44.2	(4.1)	556	(16.3)	28.4	(2.8)	552	(15.5)
Nova Scotia	27.6	(1.4)	531*	(7.3)	48.8	(1.4)	557	(6.9)	23.6	(1.4)	562	(7.1)
New Brunswick	32.1	(1.3)	501*	(8.6)	49.6	(1.5)	527	(8.7)	18.3	(1.2)	535	(11.0)
Quebec	26.4	(0.9)	542*	(6.5)	50.9	(0.9)	575	(5.2)	22.7	(0.8)	564	(6.4)
Ontario	21.0	(0.9)	555*	(6.6)	50.8	(1.0)	568	(4.3)	28.1	(1.0)	574	(5.4)
Manitoba	21.8	(1.2)	508*	(7.4)	46.5	(1.1)	535	(5.5)	31.7	(1.2)	528	(6.2)
Saskatchewan	25.8	(1.2)	517*	(6.4)	51.0	(1.2)	537	(4.9)	23.2	(1.2)	538	(5.6)
Alberta	15.2	(0.9)	550*	(9.2)	51.0	(1.3)	571	(7.0)	33.7	(1.5)	578	(7.0)
British Columbia	28.4	(1.1)	547	(7.0)	48.5	(1.1)	558	(6.3)	23.1	(1.0)	555	(8.0)
OECD average	20.8	(0.1)	–	–	52.3	(0.1)	–	–	26.8	(0.1)	–	–
All-country average	–	–	447*	(0.8)	–	–	487	(0.6)	–	–	492*	(0.9)

* Significant difference compared to the average score in the "Know something and could explain the general issue" category.

Table B.2.1ad

Percentage and average scores of students by students' awareness of global issues: GLOBAL COMPETENCE

Canada, provinces, and international averages	International conflicts (ST197d)											
	Never heard or would not be able to explain				Know something and could explain the general issue				Familiar with this and could explain this well			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	32.2	(0.5)	549*	(3.1)	44.8	(0.5)	565	(2.7)	23.0	(0.4)	567	(3.6)
Newfoundland and Labrador	30.3	(1.8)	541*	(11.2)	46.3	(1.8)	563	(9.7)	23.4	(1.6)	565	(9.6)
Prince Edward Island	38.7	(3.3)	532*	(15.3)	40.3	(3.9)	561	(17.6)	20.9	(2.4)	548	(18.0)
Nova Scotia	37.9	(1.7)	541	(7.6)	41.5	(1.4)	554	(5.9)	20.6	(1.4)	560	(7.8)
New Brunswick	44.8	(1.5)	506*	(8.0)	38.8	(1.3)	529	(8.6)	16.5	(1.1)	537	(12.2)
Quebec	41.0	(1.0)	555*	(6.4)	40.9	(0.9)	573	(4.9)	18.1	(0.7)	563	(7.2)
Ontario	29.8	(1.0)	557	(5.4)	45.3	(0.9)	568	(4.8)	24.9	(0.8)	575	(6.0)
Manitoba	34.8	(1.2)	517*	(6.0)	43.7	(1.1)	535	(6.0)	21.6	(1.0)	528	(6.2)
Saskatchewan	32.9	(1.6)	519*	(6.0)	46.1	(1.1)	538	(4.8)	21.0	(1.3)	539	(5.9)
Alberta	24.1	(1.1)	557*	(7.8)	49.2	(1.1)	575	(6.6)	26.7	(1.2)	573	(7.5)
British Columbia	29.7	(1.2)	538*	(6.8)	46.7	(1.0)	560	(6.7)	23.6	(1.0)	563	(8.2)
OECD average	33.9	(0.1)	--	--	45.9	(0.1)	--	--	20.2	(0.1)	--	--
All-country average	--	--	463*	(0.7)	--	--	488	(0.7)	--	--	490*	(0.9)

* Significant difference compared to the average score in the "Know something and could explain the general issue" category.

Table B.2.1ae

Percentage and average scores of students by students' awareness of global issues: GLOBAL COMPETENCE

Canada, provinces, and international averages	Hunger or malnutrition in different parts of the world (ST197e)											
	Never heard or would not be able to explain				Know something and could explain the general issue				Familiar with this and could explain this well			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	22.2	(0.4)	543*	(3.8)	51.3	(0.4)	566	(2.5)	26.5	(0.5)	565	(3.3)
Newfoundland and Labrador	20.8	(1.6)	538*	(12.7)	51.1	(2.1)	561	(10.5)	28.1	(1.7)	561	(8.7)
Prince Edward Island	26.8	(2.4)	549	(18.0)	46.4	(2.7)	553	(19.9)	26.8	(2.3)	537	(14.3)
Nova Scotia	24.9	(1.2)	531*	(7.9)	48.5	(1.4)	559	(6.5)	26.6	(1.2)	553	(7.5)
New Brunswick	29.6	(1.3)	493*	(9.1)	49.4	(1.5)	529	(8.7)	20.9	(1.3)	537	(9.6)
Quebec	23.9	(0.8)	539*	(6.8)	52.0	(0.7)	574	(5.0)	24.1	(0.7)	566	(6.5)
Ontario	21.8	(1.0)	553*	(6.8)	50.5	(0.9)	569	(4.5)	27.8	(1.0)	573	(5.7)
Manitoba	20.0	(1.2)	504*	(7.1)	49.1	(1.0)	536	(5.8)	30.9	(1.2)	526	(5.9)
Saskatchewan	24.0	(1.6)	510*	(7.0)	50.8	(1.4)	538	(4.6)	25.3	(1.1)	541	(5.3)
Alberta	17.2	(0.9)	556*	(10.2)	53.4	(1.3)	574	(6.5)	29.4	(1.3)	572	(6.8)
British Columbia	23.9	(1.0)	542*	(6.7)	52.5	(1.0)	559	(6.6)	23.5	(1.0)	557	(7.7)
OECD average	22.1	(0.1)	--	--	52.6	(0.1)	--	--	25.3	(0.1)	--	--
All-country average	--	--	452*	(0.8)	--	--	488	(0.6)	--	--	490*	(0.8)

* Significant difference compared to the average score in the "Know something and could explain the general issue" category.

Table B.2.1af

Percentage and average scores of students by students' awareness of global issues: GLOBAL COMPETENCE

Canada, provinces, and international averages	Causes of poverty (ST197f)											
	Never heard or would not be able to explain				Know something and could explain the general issue				Familiar with this and could explain this well			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	21.0	(0.5)	542*	(3.5)	47.3	(0.5)	564	(2.5)	31.8	(0.5)	568	(3.2)
Newfoundland and Labrador	19.9	(1.5)	538*	(14.2)	46.9	(1.8)	563	(10.8)	33.2	(1.8)	559	(7.7)
Prince Edward Island	28.7	(2.5)	536	(17.7)	41.7	(3.4)	553	(18.0)	29.6	(3.2)	550	(14.7)
Nova Scotia	22.3	(1.3)	533*	(7.4)	48.4	(1.6)	554	(6.4)	29.3	(1.3)	558	(7.2)
New Brunswick	29.1	(1.3)	494*	(9.5)	48.1	(1.4)	528	(8.3)	22.9	(1.3)	537	(9.8)
Quebec	24.1	(0.8)	550*	(6.9)	48.0	(0.9)	570	(5.4)	27.9	(0.7)	565	(6.1)
Ontario	19.1	(0.9)	552*	(6.5)	46.4	(0.9)	567	(4.7)	34.4	(0.9)	575	(5.4)
Manitoba	20.9	(1.1)	503*	(7.3)	44.8	(1.3)	531	(5.7)	34.3	(1.3)	536	(5.6)
Saskatchewan	23.6	(1.4)	509*	(7.4)	47.7	(1.2)	537	(4.0)	28.7	(1.3)	542	(4.9)
Alberta	17.9	(0.9)	549*	(9.2)	47.1	(1.4)	574	(7.0)	35.0	(1.5)	576	(6.7)
British Columbia	22.1	(1.1)	528*	(8.0)	49.4	(1.1)	559	(6.4)	28.5	(1.1)	565	(7.3)
OECD average	21.7	(0.1)	--	--	50.0	(0.1)	--	--	28.3	(0.1)	--	--
All-country average	--	--	451*	(0.9)	--	--	486	(0.7)	--	--	492*	(0.8)

* Significant difference compared to the average score in the "Know something and could explain the general issue" category.

Table B.2.1ag

Percentage and average scores of students by students' awareness of global issues: GLOBAL COMPETENCE

Canada, provinces, and international averages	Equality between men and women in different parts of the world (ST197g)											
	Never heard or would not be able to explain				Know something and could explain the general issue				Familiar with this and could explain this well			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	12.5	(0.3)	515*	(4.3)	43.7	(0.5)	558	(3.3)	43.7	(0.5)	575*	(2.7)
Newfoundland and Labrador	13.2	(1.1)	509*	(15.3)	40.7	(1.7)	561	(10.5)	46.1	(1.7)	566	(8.5)
Prince Edward Island	16.1	(2.0)	499*	(20.6)	41.3	(2.9)	553	(17.5)	42.6	(2.6)	563	(13.9)
Nova Scotia	14.3	(0.9)	492*	(8.7)	42.6	(1.7)	550	(6.3)	43.1	(1.7)	571*	(6.8)
New Brunswick	19.7	(1.3)	475*	(10.7)	43.8	(1.5)	522	(8.8)	36.5	(1.5)	543*	(8.5)
Quebec	14.1	(0.7)	511*	(7.8)	44.2	(1.0)	564	(5.7)	41.8	(1.1)	580*	(5.2)
Ontario	11.2	(0.7)	526*	(7.8)	43.7	(1.0)	563	(5.6)	45.1	(1.0)	580*	(4.5)
Manitoba	14.8	(1.0)	487*	(8.5)	43.0	(1.1)	531	(5.7)	42.2	(1.3)	536	(5.5)
Saskatchewan	16.8	(1.1)	486*	(8.9)	43.5	(1.2)	533	(5.2)	39.7	(1.4)	550*	(4.6)
Alberta	10.9	(0.5)	529*	(12.4)	42.3	(1.3)	568	(7.3)	46.8	(1.2)	581	(6.2)
British Columbia	12.4	(0.8)	516*	(8.9)	45.2	(1.1)	551	(7.0)	42.4	(1.1)	569*	(6.7)
OECD average	17.0	(0.1)	--	--	46.0	(0.1)	--	--	37.0	(0.1)	--	--
All-country average	--	--	440*	(0.9)	--	--	483	(0.7)	--	--	498*	(0.8)

* Significant difference compared to the average score in the "Know something and could explain the general issue" category.

Table B.2.1ba

Index of students' awareness of global issues by sociodemographic characteristics

Canada, provinces, and all-country average	Language of the school system							
	All students		Anglophone school systems		Francophone school systems		Difference (A–F)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.14	(0.01)	0.17	(0.02)	0.01	(0.02)	0.17*	(0.03)
Newfoundland and Labrador	0.14	(0.04)	0.14	(0.04)	--	--	--	--
Prince Edward Island	0.01**	(0.05)	0.02	(0.05)	--	--	--	--
Nova Scotia	0.03**	(0.03)	0.04	(0.03)	-0.20	(0.09)	0.24*	(0.09)
New Brunswick	-0.18**	(0.03)	-0.16	(0.04)	-0.21	(0.05)	0.05	(0.07)
Quebec	0.02**	(0.02)	0.10	(0.04)	0.01	(0.02)	0.09	(0.05)
Ontario	0.20**	(0.03)	0.21	(0.03)	0.05	(0.04)	0.15*	(0.04)
Manitoba	0.18	(0.03)	0.18	(0.03)	0.16	(0.10)	0.02	(0.10)
Saskatchewan	0.03**	(0.04)	0.03	(0.04)	--	--	--	--
Alberta	0.31**	(0.03)	0.31	(0.03)	0.21	(0.08)	0.10	(0.09)
British Columbia	0.06**	(0.03)	0.06	(0.03)	-0.09	(0.10)	0.16	(0.10)
All-country average	0.01**	(0.00)	--	--	--	--	--	--

-- Not available.

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Note: Because Newfoundland and Labrador and Prince Edward Island did not oversample students by language, and due to the small sample size for Saskatchewan francophone students, results for only English-language schools are available for these provinces.

Table B.2.1bb

Index of students' awareness of global issues by sociodemographic characteristics

Canada, provinces, and all-country average	Gender							
	All students		Girls		Boys		Difference (G–B)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.14	(0.01)	0.16	(0.02)	0.12	(0.02)	0.04*	(0.02)
Newfoundland and Labrador	0.14	(0.04)	0.15	(0.05)	0.12	(0.06)	0.04	(0.08)
Prince Edward Island	0.01**	(0.05)	0.09	(0.09)	-0.07	(0.10)	0.16	(0.15)
Nova Scotia	0.03**	(0.03)	0.06	(0.04)	0.00	(0.04)	0.07	(0.05)
New Brunswick	-0.18**	(0.03)	-0.18	(0.04)	-0.17	(0.05)	-0.02	(0.06)
Quebec	0.02**	(0.02)	0.01	(0.02)	0.02	(0.03)	-0.01	(0.03)
Ontario	0.20**	(0.03)	0.22	(0.03)	0.18	(0.03)	0.05	(0.04)
Manitoba	0.18	(0.03)	0.22	(0.04)	0.14	(0.04)	0.08	(0.05)
Saskatchewan	0.03**	(0.04)	0.05	(0.04)	0.01	(0.05)	0.04	(0.06)
Alberta	0.31**	(0.03)	0.37	(0.04)	0.25	(0.04)	0.11*	(0.05)
British Columbia	0.06**	(0.03)	0.08	(0.04)	0.05	(0.03)	0.03	(0.05)
All-country average	0.01**	(0.00)	0.04	(0.00)	-0.03	(0.00)	0.08*	(0.01)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.1bc

Index of students' awareness of global issues by sociodemographic characteristics

Canada, provinces, and all-country average	Immigrant status							
	All students		Non-immigrant students		Immigrant students		Difference (immigrant students– non-immigrant students)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.14	(0.01)	0.09	(0.01)	0.23	(0.02)	0.14*	(0.02)
Newfoundland and Labrador	0.14	(0.04)	0.12	(0.04)	0.51	(0.25)	0.39	(0.25)
Prince Edward Island	0.01**	(0.05)	-0.02	(0.06)	0.25	(0.18)	0.27	(0.19)
Nova Scotia	0.03**	(0.03)	0.02	(0.03)	0.17	(0.10)	0.15	(0.10)
New Brunswick	-0.18**	(0.03)	-0.18	(0.03)	-0.02	(0.12)	0.15	(0.12)
Quebec	0.02**	(0.02)	0.00	(0.02)	0.10	(0.04)	0.10*	(0.05)
Ontario	0.20**	(0.03)	0.16	(0.03)	0.25	(0.04)	0.09*	(0.05)
Manitoba	0.18	(0.03)	0.14	(0.04)	0.26	(0.06)	0.12*	(0.06)
Saskatchewan	0.03**	(0.04)	-0.03	(0.04)	0.31	(0.05)	0.34*	(0.06)
Alberta	0.31**	(0.03)	0.27	(0.04)	0.37	(0.05)	0.10	(0.05)
British Columbia	0.06**	(0.03)	0.00	(0.03)	0.13	(0.05)	0.13*	(0.06)
All-country average	0.01**	(0.00)	0.01	(0.00)	-0.02	(0.03)	-0.03	(0.03)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.1bd

Index of students' awareness of global issues by sociodemographic characteristics

Canada, provinces, and all-country average	Economic, social, and cultural status index							
	All students		Bottom quarter		Top quarter		Difference (top quarter– bottom quarter)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.14	(0.01)	-0.11	(0.02)	0.41	(0.02)	0.51*	(0.02)
Newfoundland and Labrador	0.14	(0.04)	-0.05	(0.07)	0.42	(0.06)	0.47*	(0.10)
Prince Edward Island	0.01**	(0.05)	-0.23	(0.11)	0.35	(0.17)	0.58*	(0.22)
Nova Scotia	0.03**	(0.03)	-0.22	(0.06)	0.26	(0.07)	0.48*	(0.09)
New Brunswick	-0.18**	(0.03)	-0.49	(0.07)	0.05	(0.06)	0.55*	(0.09)
Quebec	0.02**	(0.02)	-0.28	(0.03)	0.30	(0.04)	0.58*	(0.04)
Ontario	0.20**	(0.03)	-0.01	(0.04)	0.46	(0.03)	0.46*	(0.05)
Manitoba	0.18	(0.03)	-0.09	(0.07)	0.48	(0.05)	0.57*	(0.09)
Saskatchewan	0.03**	(0.04)	-0.24	(0.07)	0.29	(0.05)	0.53*	(0.06)
Alberta	0.31**	(0.03)	0.01	(0.06)	0.50	(0.05)	0.49*	(0.08)
British Columbia	0.06**	(0.03)	-0.17	(0.05)	0.28	(0.05)	0.44*	(0.07)
All-country average	0.01**	(0.00)	-0.24	(0.01)	0.26	(0.01)	0.50*	(0.01)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.1ca

Index of students' awareness of global issues and performance in global competence

Canada, provinces, and all-country average	Scores in global competence, by quarters of the index of student awareness of global issues				Difference in relative performance between students in the top quarter and students in the bottom quarter of this index	
	Bottom quarter		Top quarter			
	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	535	(3.4)	570	(3.4)	35*	(4.4)
Newfoundland and Labrador	530	(12.1)	558	(9.5)	29*	(11.3)
Prince Edward Island	525	(17.3)	549	(15.5)	25	(17.2)
Nova Scotia	521	(7.5)	566	(7.2)	45*	(9.1)
New Brunswick	480	(9.5)	548	(9.3)	67*	(10.1)
Quebec	533	(6.9)	575	(6.5)	42*	(7.4)
Ontario	548	(5.8)	576	(6.1)	28*	(7.5)
Manitoba	504	(6.4)	529	(6.4)	25*	(7.5)
Saskatchewan	505	(6.8)	545	(5.5)	40*	(6.5)
Alberta	549	(8.9)	576	(7.0)	27*	(9.8)
British Columbia	528	(7.0)	565	(8.1)	37*	(8.2)
All-country average	442	(0.8)	501	(0.8)	58*	(1.1)

* Significant difference within Canada, province, or all participating countries.

Note: "Relative performance" refers to the residual performance, attributable to purely "global competence" competencies, after accounting for performance in reading, mathematics, and science, in a regression performed across students at the national or provincial level.

Table B.2.1cb

Index of students' awareness of global issues and performance in global competence

Canada, provinces, and all-country average	Change in global competence performance per one (integer) unit change in the index of awareness of global issues		Explained variance in student performance ($r^2 \times 100$)		Change in relative global competence performance per one (integer) unit change in the index of awareness of global issues		Explained variance in student relative performance ($r^2 \times 100$)	
	Difference	Standard error	%	Standard error	Difference	Standard error	%	Standard error
Before accounting for gender and student socioeconomic profile								
Canada	14*	(1.5)	1.9	(0.4)	2	(1.3)	71.3	(0.9)
Newfoundland and Labrador	14*	(3.9)	2.1	(1.3)	0	(2.8)	78.0	(2.1)
Prince Edward Island	10	(5.5)	1.3	(1.4)	2	(4.1)	75.5	(5.0)
Nova Scotia	16*	(3.4)	2.4	(1.1)	2	(2.1)	78.3	(1.6)
New Brunswick	21*	(3.7)	4.8	(1.7)	1	(2.1)	73.0	(2.3)
Quebec	14*	(2.8)	2.3	(0.9)	1	(2.4)	63.6	(1.9)
Ontario	12*	(2.5)	1.7	(0.7)	2	(2.0)	72.6	(1.6)
Manitoba	10*	(2.5)	1.4	(0.7)	2	(1.8)	71.5	(2.4)
Saskatchewan	14*	(2.3)	2.8	(0.9)	3	(1.7)	75.9	(1.5)
Alberta	12*	(3.5)	1.5	(0.9)	3	(2.0)	73.6	(1.9)
British Columbia	13*	(3.1)	1.5	(0.7)	3	(2.3)	72.0	(1.7)
All-country average	19*	(0.4)	5.6	(0.2)	3*	(0.3)	73.7	(0.3)
After accounting for gender and student socioeconomic profile								
Canada	9*	(1.5)	9.1	(0.9)	1	(1.3)	71.9	(0.9)
Newfoundland and Labrador	10*	(3.9)	6.8	(2.3)	0	(2.7)	78.8	(2.1)
Prince Edward Island	4	(6.4)	11.7	(3.5)	1	(4.2)	76.6	(5.0)
Nova Scotia	10*	(3.4)	11.5	(2.1)	1	(1.9)	79.0	(1.7)
New Brunswick	17*	(3.5)	11.0	(2.5)	1	(2.0)	73.5	(2.2)
Quebec	10*	(2.6)	10.3	(1.9)	1	(2.3)	64.4	(1.9)
Ontario	8*	(2.6)	7.5	(1.5)	1	(2.0)	73.3	(1.6)
Manitoba	6*	(2.5)	5.5	(1.4)	2	(1.8)	71.7	(2.4)
Saskatchewan	9*	(2.2)	11.7	(1.9)	3	(1.7)	76.5	(1.4)
Alberta	5	(3.2)	11.3	(2.2)	2	(2.0)	74.1	(1.9)
British Columbia	8*	(3.1)	8.8	(1.9)	3	(2.2)	72.8	(1.7)
All-country average	14*	(0.4)	15.2	(0.3)	2*	(0.3)	74.1	(0.3)

* Significant difference within Canada, province, or all participating countries.

Note: "Relative performance" refers to the residual performance, attributable to purely "global competence" competencies, after accounting for performance in reading, mathematics, and science, in a regression performed across students at the national or provincial level.

Table B.2.2a

Percentage and average scores of students in Canada by self-efficacy regarding global issues: GLOBAL COMPETENCE

How easy do you think it would be for you to perform the following tasks on your own? (ST196)	I couldn't do this or would struggle to do this				I could do this with a bit of effort				I could do this easily			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Explain how carbon-dioxide emissions affect global climate change (ST196a)	26.7	(0.6)	516*	(2.9)	43.1	(0.4)	561	(2.6)	30.2	(0.6)	598*	(2.2)
Establish a connection between prices of textiles and working conditions (ST196b)	45.1	(0.7)	545*	(2.5)	38.0	(0.5)	563	(2.5)	16.9	(0.5)	599*	(3.5)
Discuss the different reasons why people become refugees (ST196c)	20.1	(0.4)	518*	(3.1)	44.1	(0.5)	560	(2.9)	35.8	(0.6)	586*	(2.6)
Explain why some countries suffer more from global climate change than others (ST196d)	22.1	(0.5)	529*	(3.4)	44.0	(0.4)	559	(2.7)	33.8	(0.6)	584*	(2.8)
Explain how economic crises in single countries affect the global economy (ST196e)	37.2	(0.5)	548*	(2.8)	41.6	(0.4)	560	(2.7)	21.2	(0.4)	583*	(3.4)
Discuss the consequences of economic development on the environment (ST196f)	32.7	(0.6)	540*	(2.8)	41.7	(0.5)	558	(2.8)	25.6	(0.5)	592*	(3.3)

* Significant difference compared to the average score in the "I could do this with a bit of effort" category.

Table B.2.2aa

Percentage and average scores of students by self-efficacy regarding global issues: GLOBAL COMPETENCE

Explain how carbon-dioxide emissions affect global climate change (ST196a)

Canada, provinces, and international averages	I couldn't do this or would struggle to do this				I could do this with a bit of effort				I could do this easily			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	26.7	(0.6)	516*	(2.9)	43.1	(0.4)	561	(2.6)	30.2	(0.6)	598*	(2.2)
Newfoundland and Labrador	30.4	(1.6)	516*	(11.6)	46.4	(1.7)	564	(8.9)	23.2	(1.3)	591*	(10.8)
Prince Edward Island	35.9	(2.7)	503*	(18.7)	45.5	(3.5)	572	(14.7)	18.6	(3.2)	576	(18.3)
Nova Scotia	34.6	(1.3)	511*	(7.8)	41.4	(1.5)	554	(6.0)	24.0	(1.3)	600*	(7.9)
New Brunswick	40.1	(1.6)	485*	(8.8)	41.6	(1.6)	536	(9.0)	18.3	(1.2)	565*	(9.7)
Quebec	29.8	(1.0)	523*	(5.5)	39.4	(1.0)	567	(5.8)	30.8	(1.2)	598*	(6.7)
Ontario	23.9	(1.1)	520*	(4.7)	42.6	(0.8)	564	(4.0)	33.5	(1.2)	604*	(4.8)
Manitoba	26.1	(1.2)	491*	(7.0)	42.8	(1.2)	522	(6.0)	31.2	(1.5)	565*	(5.7)
Saskatchewan	30.2	(1.3)	503*	(5.5)	46.2	(1.3)	535	(5.2)	23.6	(1.4)	565*	(6.1)
Alberta	20.3	(1.2)	521*	(7.6)	47.2	(1.3)	568	(6.5)	32.6	(1.4)	605*	(7.1)
British Columbia	31.1	(1.3)	516*	(7.3)	45.7	(0.9)	560	(6.6)	23.2	(1.2)	596*	(7.0)
OECD average	37.0	(0.2)	--	--	43.0	(0.1)	--	--	20.0	(0.1)	--	--
All-country average	--	--	446*	(0.7)	--	--	488	(0.7)	--	--	513*	(1.0)

* Significant difference compared to the average score in the "I could do this with a bit of effort" category.

Table B.2.2ab

Percentage and average scores of students by self-efficacy regarding global issues: GLOBAL COMPETENCE

Establish a connection between prices of textiles and working conditions
in the countries of production (ST196b)

Canada, provinces, and international averages	I couldn't do this or would struggle to do this				I could do this with a bit of effort				I could do this easily			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	45.1	(0.7)	545*	(2.5)	38.0	(0.5)	563	(2.5)	16.9	(0.5)	599*	(3.5)
Newfoundland and Labrador	56.9	(1.8)	548	(9.9)	34.0	(1.8)	559	(10.0)	9.1	(1.1)	591*	(12.8)
Prince Edward Island	58.9	(2.8)	538	(17.3)	31.8	(2.9)	567	(17.7)	9.3	(1.9)	541†	(30.3)
Nova Scotia	54.1	(1.5)	536*	(6.3)	35.4	(1.5)	562	(6.3)	10.6	(1.0)	589*	(12.1)
New Brunswick	57.1	(1.6)	508*	(8.4)	33.4	(1.5)	532	(9.0)	9.5	(0.8)	564*	(13.7)
Quebec	33.7	(1.0)	537*	(5.1)	39.4	(0.8)	563	(5.5)	26.9	(1.0)	601*	(6.8)
Ontario	49.1	(1.3)	558*	(4.1)	37.1	(1.0)	567	(4.7)	13.8	(0.8)	602*	(7.7)
Manitoba	49.3	(1.2)	519*	(6.0)	38.6	(1.3)	534	(5.8)	12.1	(0.8)	546	(8.1)
Saskatchewan	52.4	(1.5)	527	(4.6)	36.5	(1.4)	532	(6.0)	11.2	(0.9)	558*	(8.5)
Alberta	38.8	(1.5)	545*	(5.4)	40.8	(1.0)	575	(7.0)	20.4	(1.2)	609*	(8.8)
British Columbia	47.3	(1.3)	536*	(6.2)	38.3	(1.3)	561	(6.8)	14.3	(0.9)	597*	(9.6)
OECD average	42.0	(0.2)	--	--	42.3	(0.1)	--	--	15.7	(0.1)	--	--
All-country average	--	--	467*	(0.7)	--	--	486	(0.7)	--	--	501*	(1.1)

† There are fewer than 30 observations.

* Significant difference compared to the average score in the "I could do this with a bit of effort" category.

Table B.2.2ac

Percentage and average scores of students by self-efficacy regarding global issues: GLOBAL COMPETENCE

Discuss the different reasons why people become refugees (ST196c)

Canada, provinces, and international averages	I couldn't do this or would struggle to do this				I could do this with a bit of effort				I could do this easily			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	20.1	(0.4)	518*	(3.1)	44.1	(0.5)	560	(2.9)	35.8	(0.6)	586*	(2.6)
Newfoundland and Labrador	20.7	(1.3)	513*	(12.8)	42.3	(1.8)	556	(10.0)	37.0	(1.6)	579*	(8.6)
Prince Edward Island	26.1	(3.8)	500*	(19.8)	43.4	(2.6)	553	(16.0)	30.5	(3.2)	582*	(13.7)
Nova Scotia	24.3	(1.3)	513*	(7.9)	44.5	(1.6)	549	(5.2)	31.2	(1.3)	583*	(8.0)
New Brunswick	29.7	(1.5)	480*	(9.9)	41.5	(1.4)	520	(8.0)	28.8	(1.3)	565*	(9.4)
Quebec	22.7	(0.9)	535*	(5.5)	42.7	(0.9)	562	(5.9)	34.6	(0.9)	587*	(5.9)
Ontario	18.1	(0.9)	520*	(6.2)	44.9	(1.1)	567	(4.5)	37.0	(1.2)	591*	(4.4)
Manitoba	20.4	(1.0)	485*	(7.6)	47.1	(1.2)	530	(5.6)	32.5	(1.3)	552*	(5.5)
Saskatchewan	26.9	(1.4)	506*	(5.8)	45.9	(1.2)	532	(4.9)	27.1	(1.3)	561*	(5.5)
Alberta	15.6	(0.8)	516*	(8.1)	40.9	(1.1)	565	(6.9)	43.5	(1.3)	595*	(7.1)
British Columbia	22.1	(1.1)	514*	(7.1)	45.4	(1.3)	559	(6.8)	32.6	(1.3)	577*	(6.9)
OECD average	22.8	(0.1)	--	--	44.9	(0.1)	--	--	32.3	(0.1)	--	--
All-country average	--	--	445*	(0.7)	--	--	482	(0.7)	--	--	510*	(0.9)

* Significant difference compared to the average score in the "I could do this with a bit of effort" category.

Table B.2.2ad

Percentage and average scores of students by self-efficacy regarding global issues: GLOBAL COMPETENCE

Explain why some countries suffer more from global climate change than others (ST196d)

Canada, provinces, and international averages	I couldn't do this or would struggle to do this				I could do this with a bit of effort				I could do this easily			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	22.1	(0.5)	529*	(3.4)	44.0	(0.4)	559	(2.7)	33.8	(0.6)	584*	(2.8)
Newfoundland and Labrador	22.3	(1.4)	523*	(12.9)	45.8	(1.9)	560	(9.2)	31.8	(1.8)	574	(9.7)
Prince Edward Island	24.9	(3.0)	504*	(16.7)	45.6	(3.2)	555	(17.0)	29.5	(2.4)	573	(16.4)
Nova Scotia	24.3	(1.3)	518*	(7.7)	42.0	(1.4)	553	(5.9)	33.6	(1.2)	572*	(8.0)
New Brunswick	32.1	(1.5)	492*	(9.2)	43.1	(1.3)	525	(9.2)	24.8	(1.3)	554*	(8.5)
Quebec	24.4	(0.9)	541*	(5.7)	43.8	(0.8)	565	(6.1)	31.7	(0.9)	582*	(6.1)
Ontario	20.8	(0.9)	533*	(5.7)	43.6	(0.9)	562	(4.6)	35.6	(1.1)	593*	(5.2)
Manitoba	21.7	(1.1)	495*	(6.8)	44.6	(1.3)	528	(5.8)	33.6	(1.4)	549*	(5.3)
Saskatchewan	26.0	(1.3)	503*	(6.4)	45.0	(1.3)	534	(4.3)	29.0	(1.5)	556*	(5.7)
Alberta	18.1	(1.2)	530*	(8.0)	43.7	(1.1)	571	(7.1)	38.2	(1.3)	590*	(6.5)
British Columbia	23.6	(1.3)	528*	(7.7)	45.6	(1.2)	553	(7.2)	30.8	(1.2)	577*	(6.2)
OECD average	27.7	(0.1)	--	--	45.8	(0.1)	--	--	26.5	(0.1)	--	--
All-country average	--	--	451*	(0.8)	--	--	484	(0.7)	--	--	506*	(0.9)

* Significant difference compared to the average score in the "I could do this with a bit of effort" category.

Table B.2.2ae

Percentage and average scores of students by self-efficacy regarding global issues: GLOBAL COMPETENCE

Explain how economic crises in single countries affect the global economy (ST196e)

Canada, provinces, and international averages	I couldn't do this or would struggle to do this				I could do this with a bit of effort				I could do this easily			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	37.2	(0.5)	548*	(2.8)	41.6	(0.4)	560	(2.7)	21.2	(0.4)	583*	(3.4)
Newfoundland and Labrador	44.6	(2.0)	546	(11.0)	37.1	(2.0)	553	(9.6)	18.2	(1.6)	585*	(10.0)
Prince Edward Island	42.7	(2.6)	532*	(16.0)	40.7	(2.9)	565	(15.6)	16.6	(2.0)	546	(21.7)
Nova Scotia	45.9	(1.3)	540*	(6.8)	38.9	(1.1)	556	(5.7)	15.2	(1.0)	571	(11.6)
New Brunswick	49.3	(1.6)	509	(8.2)	35.5	(1.5)	522	(8.9)	15.2	(1.1)	559*	(12.0)
Quebec	35.3	(0.8)	553	(5.5)	41.5	(0.8)	560	(5.0)	23.3	(0.8)	587*	(6.7)
Ontario	37.4	(1.0)	555*	(4.6)	41.8	(0.8)	566	(4.8)	20.8	(0.7)	589*	(6.3)
Manitoba	40.1	(1.2)	522	(5.6)	41.5	(1.1)	528	(6.1)	18.4	(1.0)	540	(6.6)
Saskatchewan	44.2	(1.4)	531	(5.0)	39.9	(1.3)	528	(5.2)	15.9	(1.1)	546*	(7.7)
Alberta	29.8	(1.1)	548*	(6.8)	43.0	(1.2)	571	(7.0)	27.3	(1.4)	593*	(7.6)
British Columbia	39.2	(1.4)	543*	(6.4)	42.1	(1.2)	557	(6.8)	18.8	(1.1)	572*	(7.3)
OECD average	39.5	(0.1)	--	--	42.6	(0.1)	--	--	18.0	(0.1)	--	--
All-country average	--	--	465*	(0.7)	--	--	485	(0.7)	--	--	498*	(1.0)

* Significant difference compared to the average score in the "I could do this with a bit of effort" category.

Table B.2.2af

Percentage and average scores of students by self-efficacy regarding global issues: GLOBAL COMPETENCE

Canada, provinces, and international averages	Discuss the consequences of economic development on the environment (ST196f)											
	I couldn't do this or would struggle to do this				I could do this with a bit of effort				I could do this easily			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	32.7	(0.6)	540*	(2.8)	41.7	(0.5)	558	(2.8)	25.6	(0.5)	592*	(3.3)
Newfoundland and Labrador	39.7	(1.9)	534*	(11.1)	39.8	(1.9)	559	(9.2)	20.5	(1.5)	590*	(10.0)
Prince Edward Island	45.6	(2.5)	531	(18.2)	36.0	(2.6)	555	(14.3)	18.3	(2.7)	578	(20.6)
Nova Scotia	39.4	(1.4)	530*	(7.1)	41.6	(1.5)	555	(5.6)	18.9	(1.2)	585*	(8.9)
New Brunswick	45.5	(1.7)	506	(8.2)	37.8	(1.5)	520	(9.5)	16.7	(1.0)	563*	(10.2)
Quebec	32.0	(0.9)	544*	(4.8)	41.3	(0.8)	563	(6.3)	26.7	(0.9)	590*	(6.3)
Ontario	32.6	(1.2)	550*	(4.9)	42.3	(0.9)	562	(4.7)	25.1	(0.9)	597*	(6.3)
Manitoba	33.5	(1.1)	512*	(6.0)	42.1	(1.2)	528	(5.9)	24.4	(1.1)	551*	(6.4)
Saskatchewan	40.3	(1.4)	523	(4.9)	39.8	(1.5)	532	(5.7)	19.8	(1.1)	552*	(6.8)
Alberta	24.0	(1.1)	537*	(7.1)	42.1	(1.4)	559	(6.1)	33.9	(1.3)	607*	(7.9)
British Columbia	35.6	(1.4)	533*	(5.9)	41.5	(1.1)	556	(7.7)	22.8	(1.2)	585*	(6.8)
OECD average	35.1	(0.1)	--	--	43.4	(0.1)	--	--	21.5	(0.1)	--	--
All-country average	--	--	462*	(0.7)	--	--	484	(0.7)	--	--	499*	(0.9)

* Significant difference compared to the average score in the "I could do this with a bit of effort" category.

Table B.2.2ba

Index of self-efficacy regarding global issues by sociodemographic characteristics

Canada, provinces, and all-country average	Language of the school system							
	All students		Anglophone school systems		Francophone school systems		Difference (A–F)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.14	(0.01)	0.13	(0.02)	0.19	(0.02)	-0.06*	(0.03)
Newfoundland and Labrador	-0.06**	(0.04)	-0.06	(0.04)	--	--	--	--
Prince Edward Island	-0.12**	(0.05)	-0.10	(0.05)	--	--	--	--
Nova Scotia	-0.08**	(0.03)	-0.08	(0.03)	-0.10	(0.09)	0.02	(0.09)
New Brunswick	-0.25**	(0.04)	-0.30	(0.04)	-0.12	(0.06)	-0.19*	(0.06)
Quebec	0.18	(0.02)	0.08	(0.04)	0.20	(0.03)	-0.12*	(0.05)
Ontario	0.15	(0.03)	0.15	(0.03)	0.20	(0.04)	-0.05	(0.05)
Manitoba	0.08	(0.03)	0.08	(0.03)	0.06	(0.09)	0.02	(0.09)
Saskatchewan	-0.05**	(0.03)	-0.05	(0.03)	--	--	--	--
Alberta	0.35**	(0.03)	0.35	(0.03)	0.47	(0.08)	-0.12	(0.08)
British Columbia	0.05**	(0.03)	0.05	(0.03)	0.20	(0.09)	-0.15	(0.10)
All-country average	0.00**	(0.00)	--	--	--	--	--	--

-- Not available.

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Note: Because Newfoundland and Labrador and Prince Edward Island did not oversample students by language, and due to the small sample size for Saskatchewan francophone students, results for only English-language schools are available for these provinces.

Table B.2.2bb

Index of self-efficacy regarding global issues by sociodemographic characteristics

Canada, provinces, and all-country average	Gender							
	All students		Girls		Boys		Difference (G–B)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.14	(0.01)	0.07	(0.02)	0.21	(0.02)	-0.14*	(0.02)
Newfoundland and Labrador	-0.06**	(0.04)	-0.14	(0.06)	0.03	(0.06)	-0.16	(0.09)
Prince Edward Island	-0.12**	(0.05)	-0.14	(0.08)	-0.09	(0.06)	-0.05	(0.10)
Nova Scotia	-0.08**	(0.03)	-0.12	(0.04)	-0.03	(0.04)	-0.09	(0.06)
New Brunswick	-0.25**	(0.04)	-0.30	(0.04)	-0.20	(0.06)	-0.10	(0.07)
Quebec	0.18	(0.02)	0.12	(0.03)	0.26	(0.03)	-0.14*	(0.04)
Ontario	0.15	(0.03)	0.06	(0.03)	0.24	(0.03)	-0.19*	(0.04)
Manitoba	0.08	(0.03)	0.03	(0.04)	0.13	(0.04)	-0.10	(0.05)
Saskatchewan	-0.05**	(0.03)	-0.16	(0.04)	0.05	(0.05)	-0.21*	(0.06)
Alberta	0.35**	(0.03)	0.32	(0.04)	0.37	(0.04)	-0.05	(0.05)
British Columbia	0.05**	(0.03)	0.00	(0.04)	0.10	(0.04)	-0.11*	(0.05)
All-country average	0.00**	(0.00)	-0.03	(0.00)	0.03	(0.00)	-0.06*	(0.01)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.2bc

Index of self-efficacy regarding global issues by sociodemographic characteristics

Canada, provinces, and all-country average	Immigrant status							
	All students		Non-immigrant students		Immigrant students		Difference (immigrant students– non-immigrant students)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.14	(0.01)	0.07	(0.02)	0.27	(0.02)	0.20*	(0.03)
Newfoundland and Labrador	-0.06**	(0.04)	-0.08	(0.04)	0.48	(0.21)	0.55*	(0.22)
Prince Edward Island	-0.12**	(0.05)	-0.16	(0.05)	0.26	(0.21)	0.42*	(0.21)
Nova Scotia	-0.08**	(0.03)	-0.11	(0.03)	0.38	(0.12)	0.49*	(0.12)
New Brunswick	-0.25**	(0.04)	-0.27	(0.04)	-0.01	(0.14)	0.26	(0.14)
Quebec	0.18	(0.02)	0.17	(0.03)	0.26	(0.04)	0.10*	(0.05)
Ontario	0.15	(0.03)	0.06	(0.04)	0.27	(0.04)	0.21*	(0.06)
Manitoba	0.08	(0.03)	0.01	(0.04)	0.24	(0.05)	0.22*	(0.06)
Saskatchewan	-0.05**	(0.03)	-0.13	(0.04)	0.24	(0.03)	0.36*	(0.05)
Alberta	0.35**	(0.03)	0.32	(0.04)	0.40	(0.05)	0.08	(0.06)
British Columbia	0.05**	(0.03)	-0.05	(0.04)	0.19	(0.05)	0.25*	(0.07)
All-country average	0.00**	(0.00)	0.00	(0.00)	-0.03	(0.02)	-0.03	(0.02)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.2bd

Index of self-efficacy regarding global issues by sociodemographic characteristics

Canada, provinces, and all-country average	Economic, social, and cultural status index							
	All students		Bottom quarter		Top quarter		Difference (top quarter– bottom quarter)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.14	(0.01)	-0.16	(0.02)	0.45	(0.02)	0.61*	(0.03)
Newfoundland and Labrador	-0.06**	(0.04)	-0.35	(0.07)	0.33	(0.06)	0.68*	(0.10)
Prince Edward Island	-0.12**	(0.05)	-0.33	(0.14)	0.04	(0.14)	0.37	(0.24)
Nova Scotia	-0.08**	(0.03)	-0.45	(0.07)	0.26	(0.06)	0.70*	(0.09)
New Brunswick	-0.25**	(0.04)	-0.55	(0.07)	0.10	(0.07)	0.65*	(0.10)
Quebec	0.18	(0.02)	-0.16	(0.03)	0.52	(0.03)	0.68*	(0.04)
Ontario	0.15	(0.03)	-0.13	(0.05)	0.44	(0.04)	0.57*	(0.05)
Manitoba	0.08	(0.03)	-0.12	(0.07)	0.36	(0.05)	0.49*	(0.09)
Saskatchewan	-0.05**	(0.03)	-0.28	(0.06)	0.20	(0.05)	0.48*	(0.07)
Alberta	0.35**	(0.03)	-0.06	(0.05)	0.64	(0.04)	0.70*	(0.07)
British Columbia	0.05**	(0.03)	-0.21	(0.07)	0.32	(0.05)	0.53*	(0.07)
All-country average	0.00**	(0.00)	-0.26	(0.01)	0.30	(0.01)	0.56*	(0.01)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.2ca

Index of self-efficacy regarding global issues and performance in global competence

Canada, provinces, and all-country average	Score in global competence, by quarters of the index of self-efficacy regarding global issues				Difference in relative performance between students in the top quarter and students in the bottom quarter of this index	
	Bottom quarter		Top quarter			
	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	527	(3.0)	596	(2.8)	69*	(3.6)
Newfoundland and Labrador	522	(12.2)	593	(9.0)	71*	(10.2)
Prince Edward Island	504	(17.9)	575	(18.1)	72*	(17.0)
Nova Scotia	511	(8.0)	588	(8.6)	77*	(10.5)
New Brunswick	482	(9.2)	565	(9.6)	83*	(9.5)
Quebec	529	(5.1)	597	(6.7)	68*	(6.7)
Ontario	537	(5.2)	602	(5.3)	65*	(6.4)
Manitoba	497	(7.4)	554	(5.9)	56*	(7.7)
Saskatchewan	508	(6.1)	559	(6.2)	52*	(7.7)
Alberta	531	(6.8)	603	(8.1)	72*	(8.5)
British Columbia	520	(7.1)	588	(7.0)	68*	(8.3)
All-country average	446	(0.8)	511	(0.8)	66*	(1.0)

* Significant difference within Canada, province, or all participating countries.

Note: "Relative performance" refers to the residual performance, attributable to purely "global competence" competencies, after accounting for performance in reading, mathematics, and science, in a regression performed across students at the national or provincial level.

Table B.2.2cb

Index of self-efficacy regarding global issues and performance in global competence

Canada, provinces, and all-country average	Change in global competence performance per one (integer) unit change in the index of self-efficacy regarding global issues		Explained variance in student performance ($r^2 \times 100$)		Change in relative global competence performance per one (integer) unit change in the index of self-efficacy regarding global issues		Explained variance in student relative performance ($r^2 \times 100$)	
	Difference	Standard error	%	Standard error	Difference	Standard error	%	Standard error
Before accounting for gender and student socioeconomic profile								
Canada	24*	(1.2)	6.5	(0.6)	3*	(0.9)	71.2	(0.9)
Newfoundland and Labrador	24*	(3.5)	6.9	(2.0)	3	(2.1)	78.2	(2.1)
Prince Edward Island	26*	(6.0)	6.8	(2.9)	3	(4.1)	76.0	(4.9)
Nova Scotia	27*	(3.6)	7.7	(2.1)	1	(1.9)	78.2	(1.6)
New Brunswick	27*	(2.8)	9.1	(1.8)	3	(1.8)	72.9	(2.3)
Quebec	23*	(2.4)	6.2	(1.3)	3	(2.1)	63.6	(2.0)
Ontario	24*	(2.1)	6.0	(1.0)	2	(1.3)	72.4	(1.6)
Manitoba	18*	(2.3)	4.1	(1.1)	3*	(1.6)	71.3	(2.5)
Saskatchewan	16*	(2.6)	3.5	(1.0)	2	(1.6)	75.6	(1.6)
Alberta	27*	(2.6)	8.2	(1.4)	4*	(1.6)	73.6	(1.9)
British Columbia	25*	(2.6)	5.6	(1.2)	4	(2.2)	72.0	(1.7)
All-country average	23*	(0.4)	6.5	(0.2)	4*	(0.3)	73.8	(0.3)
After accounting for gender and student socioeconomic profile								
Canada	21*	(1.1)	12.9	(1.0)	3*	(0.9)	71.9	(0.9)
Newfoundland and Labrador	21*	(3.4)	10.7	(2.5)	2	(2.2)	78.9	(2.1)
Prince Edward Island	23*	(6.7)	17.0	(3.9)	2	(4.1)	77.0	(5.0)
Nova Scotia	23*	(4.0)	15.4	(2.3)	1	(1.9)	78.9	(1.7)
New Brunswick	23*	(2.8)	14.7	(2.5)	3	(1.9)	73.4	(2.3)
Quebec	19*	(2.1)	13.4	(1.9)	3	(2.0)	64.4	(2.0)
Ontario	21*	(2.1)	11.3	(1.6)	2	(1.3)	73.1	(1.6)
Manitoba	15*	(2.2)	8.0	(1.7)	3*	(1.6)	71.5	(2.5)
Saskatchewan	13*	(2.6)	12.7	(2.0)	3	(1.6)	76.3	(1.4)
Alberta	22*	(2.5)	15.7	(2.1)	4*	(1.6)	74.1	(1.9)
British Columbia	21*	(2.8)	12.4	(2.0)	4	(2.3)	72.8	(1.7)
All-country average	18*	(0.3)	16.2	(0.3)	3*	(0.3)	74.2	(0.3)

* Significant difference within Canada, province, or all participating countries.

Note: "Relative performance" refers to the residual performance, attributable to purely "global competence" competencies, after accounting for performance in reading, mathematics, and science, in a regression performed across students at the national or provincial level.

Table B.2.3a

Percentage and average scores of students in Canada by respect for people from other cultures:
GLOBAL COMPETENCE

How well does each of the following statements describe you? (ST217)	Very much like me				Mostly like me				Somewhat like me				Not much or at all like me			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
I respect people from other cultures as equal human beings (ST217a)	71.1	(0.6)	576*	(2.5)	20.0	(0.5)	537	(3.2)	6.7	(0.3)	491*	(4.6)	2.2	(0.1)	489*	(10.4)
I treat all people with respect regardless of their cultural background (ST217b)	67.9	(0.6)	577*	(2.5)	22.3	(0.5)	540	(2.9)	7.3	(0.3)	491*	(4.8)	2.5	(0.1)	492*	(9.4)
I give space to people from other cultures to express themselves (ST217c)	60.6	(0.6)	576*	(2.5)	26.7	(0.5)	552	(2.7)	9.9	(0.4)	508*	(4.5)	2.8	(0.2)	499*	(9.0)
I respect the values of people from different cultures (ST217d)	64.7	(0.5)	575*	(2.5)	23.2	(0.5)	548	(3.1)	8.8	(0.3)	506*	(4.5)	3.3	(0.2)	499*	(8.8)
I value the opinions of people from different cultures (ST217e)	62.6	(0.6)	576*	(2.5)	23.8	(0.5)	549	(3.2)	9.8	(0.3)	515*	(4.0)	3.8	(0.2)	504*	(7.9)

* Significant difference compared to the average score in the "Mostly like me" category.

Table B.2.3aa

Percentage and average scores of students by respect for people from other cultures: GLOBAL COMPETENCE

Canada, provinces, and international averages	I respect people from other cultures as equal human beings (ST217a)															
	Very much like me				Mostly like me				Somewhat like me				Not much or at all like me			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	71.1	(0.6)	576*	(2.5)	20.0	(0.5)	537	(3.2)	6.7	(0.3)	491*	(4.6)	2.2	(0.1)	489*	(10.4)
Newfoundland and Labrador	76.3	(1.4)	572*	(9.3)	17.3	(1.3)	516	(9.9)	4.8	(0.8)	488	(15.5)	1.6	(0.4)	428*†	(31.0)
Prince Edward Island	75.6	(2.6)	561*	(16.3)	16.5	(1.9)	510	(21.1)	5.4	(1.2)	485†	(21.6)	U	(1.2)	401*†	(41.0)
Nova Scotia	75.7	(1.6)	566*	(6.0)	17.1	(1.3)	516	(8.2)	5.3	(0.8)	473*	(10.8)	1.9	(0.3)	434*†	(17.1)
New Brunswick	71.6	(1.5)	539*	(7.8)	17.7	(1.4)	497	(11.1)	8.2	(0.8)	434*	(10.9)	2.5	(0.5)	435*	(20.1)
Quebec	73.7	(1.1)	577*	(4.9)	17.8	(0.7)	546	(6.7)	5.8	(0.5)	501*	(11.4)	2.8	(0.3)	506*	(14.4)
Ontario	70.4	(1.1)	581*	(4.2)	20.3	(1.0)	547	(6.2)	7.0	(0.6)	502*	(8.0)	2.3	(0.3)	489*	(15.4)
Manitoba	68.4	(1.1)	545*	(4.8)	20.7	(0.9)	502	(6.9)	8.6	(0.9)	467*	(10.0)	2.3	(0.4)	465	(20.5)
Saskatchewan	60.7	(1.4)	555*	(4.7)	26.4	(1.0)	511	(6.0)	10.4	(0.8)	468*	(8.6)	2.5	(0.5)	469*	(17.0)
Alberta	69.9	(0.9)	589*	(6.3)	21.2	(0.7)	539	(7.9)	7.0	(0.6)	493*	(12.1)	2.0	(0.4)	506	(22.8)
British Columbia	72.1	(1.2)	569*	(6.2)	20.6	(1.1)	525	(7.1)	5.6	(0.6)	474*	(10.7)	1.6	(0.3)	485	(22.0)
OECD average	58.0	(0.2)	–	–	24.4	(0.1)	–	–	12.8	(0.1)	–	–	4.7	(0.1)	–	–
All-country average	–	–	495*	(0.7)	–	–	472	(0.7)	–	–	437*	(1.0)	–	–	414*	(2.0)

† There are fewer than 30 observations.

U Too unreliable to be published.

* Significant difference compared to the average score in the "Mostly like me" category.

Table B.2.3ab

Percentage and average scores of students by respect for people from other cultures: GLOBAL COMPETENCE

I treat all people with respect regardless of their cultural background (ST217b)

Canada, provinces, and international averages	Very much like me				Mostly like me				Somewhat like me				Not much or at all like me			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	67.9	(0.6)	577*	(2.5)	22.3	(0.5)	540	(2.9)	7.3	(0.3)	491*	(4.8)	2.5	(0.1)	492*	(9.4)
Newfoundland and Labrador	73.3	(1.5)	573*	(9.3)	19.7	(1.4)	519	(9.2)	5.3	(0.7)	484	(17.0)	1.7	(0.4)	466‡	(41.1)
Prince Edward Island	71.6	(2.8)	565*	(15.9)	19.5	(2.1)	504	(23.9)	5.5	(1.1)	484‡	(20.2)	U	(1.4)	457‡	(43.9)
Nova Scotia	74.0	(1.5)	568*	(5.7)	18.7	(1.2)	516	(8.5)	5.6	(0.7)	477*	(11.7)	1.7	(0.4)	423*‡	(21.7)
New Brunswick	68.4	(1.6)	541*	(7.9)	20.4	(1.3)	497	(9.9)	8.4	(0.9)	445*	(12.0)	2.9	(0.5)	420*	(20.3)
Quebec	67.5	(1.3)	580*	(4.9)	22.6	(0.9)	546	(6.3)	7.0	(0.5)	507*	(11.0)	2.9	(0.4)	498*	(15.4)
Ontario	68.2	(1.1)	583*	(4.3)	21.8	(1.0)	549	(5.7)	7.5	(0.7)	496*	(7.7)	2.5	(0.3)	495*	(13.6)
Manitoba	67.1	(1.3)	544*	(5.0)	21.6	(1.0)	506	(6.5)	8.9	(0.9)	472*	(9.3)	2.4	(0.4)	460*	(18.6)
Saskatchewan	58.8	(1.3)	555*	(4.6)	27.2	(1.2)	512	(6.0)	10.8	(0.7)	470*	(9.2)	3.2	(0.4)	487	(16.4)
Alberta	67.6	(1.1)	590*	(6.2)	22.8	(0.9)	542	(7.6)	7.3	(0.6)	501*	(10.5)	2.4	(0.4)	500*	(20.3)
British Columbia	68.7	(1.3)	571*	(6.2)	23.0	(1.0)	530	(6.9)	6.4	(0.5)	468*	(12.3)	1.9	(0.3)	508	(16.9)
OECD average	54.2	(0.2)	–	–	27.0	(0.1)	–	–	14.0	(0.1)	–	–	4.9	(0.1)	–	–
All-country average	–	–	499*	(0.7)	–	–	471	(0.7)	–	–	440*	(1.0)	–	–	421*	(2.0)

‡ There are fewer than 30 observations.

U Too unreliable to be published.

* Significant difference compared to the average score in the “Mostly like me” category.

Table B.2.3ac

Percentage and average scores of students by respect for people from other cultures: GLOBAL COMPETENCE

I give space to people from other cultures to express themselves (ST217c)

Canada, provinces, and international averages	Very much like me				Mostly like me				Somewhat like me				Not much or at all like me			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	60.6	(0.6)	576*	(2.5)	26.7	(0.5)	552	(2.7)	9.9	(0.4)	508*	(4.5)	2.8	(0.2)	499*	(9.0)
Newfoundland and Labrador	66.7	(1.7)	572*	(9.7)	22.4	(1.6)	533	(9.6)	9.5	(1.0)	518	(13.6)	1.5	(0.3)	426*‡	(37.5)
Prince Edward Island	66.7	(2.7)	564*	(16.2)	21.4	(2.2)	526	(18.0)	9.4	(1.6)	491	(26.3)	U	(1.2)	401*‡	(41.0)
Nova Scotia	62.7	(1.8)	568*	(6.1)	26.9	(1.5)	535	(7.5)	8.4	(0.9)	483*	(10.1)	2.0	(0.4)	451*	(17.5)
New Brunswick	62.5	(1.7)	542*	(7.9)	23.2	(1.3)	506	(10.4)	10.5	(0.9)	459*	(11.8)	3.8	(0.7)	442*	(19.8)
Quebec	62.9	(1.1)	577*	(5.1)	24.2	(0.9)	560	(6.1)	9.4	(0.7)	516*	(8.9)	3.5	(0.4)	507*	(15.0)
Ontario	60.3	(1.1)	581*	(4.2)	26.6	(0.8)	560	(5.2)	10.4	(0.7)	519*	(7.9)	2.7	(0.3)	500*	(13.4)
Manitoba	60.0	(1.3)	543*	(5.1)	26.0	(1.3)	518	(6.0)	11.5	(0.8)	474*	(8.8)	2.4	(0.4)	480*	(18.4)
Saskatchewan	51.9	(1.2)	554*	(4.9)	31.0	(1.0)	526	(6.0)	13.2	(0.7)	474*	(8.0)	3.9	(0.5)	490*	(15.2)
Alberta	59.6	(1.0)	590*	(6.2)	28.4	(1.1)	552	(7.6)	9.3	(0.7)	511*	(10.0)	2.7	(0.4)	520	(21.0)
British Columbia	60.4	(1.6)	569*	(6.4)	29.0	(1.4)	545	(6.4)	8.6	(0.8)	492*	(11.4)	2.0	(0.4)	490*	(18.9)
OECD average	49.0	(0.2)	–	–	29.4	(0.1)	–	–	16.5	(0.1)	–	–	5.1	(0.1)	–	–
All-country average	–	–	499*	(0.7)	–	–	478	(0.7)	–	–	440*	(1.0)	–	–	418*	(1.9)

‡ There are fewer than 30 observations.

U Too unreliable to be published.

* Significant difference compared to the average score in the “Mostly like me” category.

Table B.2.3ad

Percentage and average scores of students by respect for people from other cultures: GLOBAL COMPETENCE

I respect the values of people from different cultures (ST217d)

Canada, provinces, and international averages	Very much like me				Mostly like me				Somewhat like me				Not much or at all like me			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	64.7	(0.5)	575*	(2.5)	23.2	(0.5)	548	(3.1)	8.8	(0.3)	506*	(4.5)	3.3	(0.2)	499*	(8.8)
Newfoundland and Labrador	70.0	(1.6)	569*	(9.5)	21.8	(1.5)	543	(9.9)	6.2	(0.9)	486*	(15.5)	2.0	(0.5)	463*‡	(34.2)
Prince Edward Island	69.6	(2.6)	564*	(16.4)	17.7	(2.3)	521	(17.2)	8.6	(1.9)	495‡	(22.9)	4.2	(1.3)	431*‡	(32.8)
Nova Scotia	69.2	(1.7)	566*	(5.8)	20.9	(1.3)	531	(8.6)	8.0	(0.8)	489*	(14.9)	1.8	(0.3)	426*	(19.6)
New Brunswick	66.0	(1.7)	540*	(7.8)	19.8	(1.4)	505	(11.7)	9.5	(0.9)	451*	(11.4)	4.6	(0.6)	452*	(20.6)
Quebec	65.9	(1.0)	577*	(4.9)	21.7	(0.8)	555	(6.0)	8.2	(0.5)	525*	(11.1)	4.2	(0.5)	502*	(14.0)
Ontario	64.3	(1.0)	581*	(4.2)	23.0	(0.8)	557	(6.0)	9.4	(0.7)	509*	(8.2)	3.3	(0.4)	515*	(13.4)
Manitoba	64.3	(1.3)	542*	(5.1)	22.5	(1.1)	513	(6.6)	10.0	(0.8)	473*	(8.6)	3.2	(0.5)	493	(17.2)
Saskatchewan	54.6	(1.3)	554*	(4.8)	29.5	(1.1)	518	(6.3)	11.9	(0.8)	484*	(9.3)	4.0	(0.5)	477*	(14.6)
Alberta	65.0	(1.0)	587*	(6.2)	23.8	(1.1)	550	(8.1)	8.0	(0.6)	520*	(10.0)	3.2	(0.4)	492*	(17.0)
British Columbia	64.7	(1.3)	568*	(6.5)	25.2	(1.2)	543	(6.3)	7.7	(0.5)	488*	(11.4)	2.5	(0.4)	484*	(17.6)
OECD average	51.9	(0.2)	–	–	27.4	(0.1)	–	–	14.8	(0.1)	–	–	5.9	(0.1)	–	–
All-country average	–	–	499*	(0.7)	–	–	476	(0.7)	–	–	441*	(1.0)	–	–	414*	(1.8)

‡ There are fewer than 30 observations.

* Significant difference compared to the average score in the “Mostly like me” category.

Table B.2.3ae

Percentage and average scores of students by respect for people from other cultures: GLOBAL COMPETENCE

I value the opinions of people from different cultures (ST217e)

Canada, provinces, and international averages	Very much like me				Mostly like me				Somewhat like me				Not much or at all like me			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	62.6	(0.6)	576*	(2.5)	23.8	(0.5)	549	(3.2)	9.8	(0.3)	515*	(4.0)	3.8	(0.2)	504*	(7.9)
Newfoundland and Labrador	68.4	(1.8)	571*	(9.4)	21.4	(1.6)	537	(9.7)	7.4	(0.9)	503*	(15.7)	2.9	(0.6)	480*‡	(27.8)
Prince Edward Island	67.6	(2.8)	564*	(17.0)	19.8	(2.0)	519	(16.7)	8.6	(1.5)	512‡	(23.4)	4.0	(1.2)	417*‡	(33.7)
Nova Scotia	68.5	(1.7)	565*	(5.9)	21.1	(1.2)	535	(7.6)	7.7	(0.7)	490*	(11.3)	2.7	(0.4)	437*	(21.6)
New Brunswick	63.9	(1.8)	543*	(7.9)	20.7	(1.5)	502	(10.6)	10.3	(0.9)	461*	(11.4)	5.2	(0.7)	436*	(14.0)
Quebec	63.2	(1.2)	578*	(4.9)	23.2	(0.9)	558	(6.3)	9.1	(0.6)	524*	(8.6)	4.5	(0.5)	505*	(12.4)
Ontario	62.3	(1.2)	580*	(4.2)	23.6	(1.0)	560	(6.6)	10.3	(0.7)	521*	(7.8)	3.7	(0.4)	523*	(10.9)
Manitoba	62.4	(1.3)	543*	(5.1)	23.6	(1.2)	513	(6.7)	10.2	(0.9)	486*	(9.3)	3.8	(0.5)	472*	(14.6)
Saskatchewan	53.1	(1.4)	554*	(4.9)	30.2	(1.2)	520	(6.1)	11.9	(0.7)	485*	(9.2)	4.8	(0.6)	477*	(13.4)
Alberta	61.7	(1.1)	589*	(6.4)	24.8	(1.1)	551	(8.1)	9.4	(0.6)	526*	(8.2)	4.0	(0.5)	506*	(15.2)
British Columbia	63.7	(1.3)	571*	(6.4)	24.1	(1.2)	535	(7.0)	9.5	(0.7)	505*	(12.4)	2.7	(0.3)	488*	(15.6)
OECD average	49.8	(0.2)	–	–	27.8	(0.1)	–	–	15.6	(0.1)	–	–	6.7	(0.1)	–	–
All-country average	–	–	499*	(0.7)	–	–	478	(0.7)	–	–	446*	(1.0)	–	–	417*	(1.7)

‡ There are fewer than 30 observations.

* Significant difference compared to the average score in the “Mostly like me” category.

Table B.2.3ba

Index of respect for people from other cultures by sociodemographic characteristics

Canada, provinces, and all-country average	Language of the school system							
	All students		Anglophone school systems		Francophone school systems		Difference (A–F)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.30	(0.01)	0.30	(0.01)	0.29	(0.02)	0.01	(0.03)
Newfoundland and Labrador	0.41**	(0.03)	0.41	(0.03)	--	--	--	--
Prince Edward Island	0.36	(0.06)	0.40	(0.04)	--	--	--	--
Nova Scotia	0.38**	(0.03)	0.39	(0.03)	0.18	(0.09)	0.21*	(0.10)
New Brunswick	0.29	(0.03)	0.29	(0.03)	0.31	(0.05)	-0.02	(0.06)
Quebec	0.30	(0.02)	0.32	(0.03)	0.30	(0.03)	0.02	(0.04)
Ontario	0.29	(0.02)	0.29	(0.02)	0.20	(0.03)	0.09*	(0.03)
Manitoba	0.27	(0.02)	0.27	(0.02)	0.25	(0.08)	0.02	(0.08)
Saskatchewan	0.12**	(0.03)	0.12	(0.03)	--	--	--	--
Alberta	0.30	(0.02)	0.30	(0.02)	0.14	(0.07)	0.15*	(0.07)
British Columbia	0.33	(0.02)	0.33	(0.02)	0.18	(0.08)	0.15	(0.09)
All-country average	0.00**	(0.00)	--	--	--	--	--	--

-- Not available.

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Note: Because Newfoundland and Labrador and Prince Edward Island did not oversample students by language, and due to the small sample size for Saskatchewan francophone students, results for only English-language schools are available for these provinces.

Table B.2.3bb

Index of respect for people from other cultures by sociodemographic characteristics

Canada, provinces, and all-country average	Gender							
	All students		Girls		Boys		Difference (G–B)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.30	(0.01)	0.53	(0.01)	0.06	(0.02)	0.47*	(0.02)
Newfoundland and Labrador	0.41**	(0.03)	0.63	(0.04)	0.17	(0.05)	0.46*	(0.06)
Prince Edward Island	0.36	(0.06)	0.63	(0.05)	0.09	(0.09)	0.54*	(0.08)
Nova Scotia	0.38**	(0.03)	0.64	(0.03)	0.10	(0.04)	0.54*	(0.04)
New Brunswick	0.29	(0.03)	0.54	(0.03)	0.02	(0.05)	0.51*	(0.06)
Quebec	0.30	(0.02)	0.50	(0.02)	0.09	(0.03)	0.41*	(0.03)
Ontario	0.29	(0.02)	0.54	(0.02)	0.04	(0.03)	0.51*	(0.03)
Manitoba	0.27	(0.02)	0.49	(0.03)	0.05	(0.04)	0.44*	(0.05)
Saskatchewan	0.12**	(0.03)	0.40	(0.03)	-0.15	(0.04)	0.54*	(0.04)
Alberta	0.30	(0.02)	0.53	(0.03)	0.05	(0.03)	0.48*	(0.04)
British Columbia	0.33	(0.02)	0.52	(0.02)	0.13	(0.03)	0.38*	(0.04)
All-country average	0.00**	(0.00)	0.22	(0.0)	-0.22	(0.0)	0.45*	(0.0)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.3bc

Index of respect for people from other cultures by sociodemographic characteristics

Canada, provinces, and all-country average	Immigrant status							
	All students		Non-immigrant students		Immigrant students		Difference (immigrant students– non-immigrant students)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.30	(0.01)	0.29	(0.01)	0.33	(0.02)	0.04*	(0.02)
Newfoundland and Labrador	0.41**	(0.03)	0.41	(0.03)	0.42	(0.15)	0.01	(0.15)
Prince Edward Island	0.36	(0.06)	0.34	(0.06)	0.53	(0.14)	0.19	(0.15)
Nova Scotia	0.38**	(0.03)	0.39	(0.03)	0.39	(0.08)	0.00	(0.09)
New Brunswick	0.29	(0.03)	0.29	(0.03)	0.33	(0.12)	0.04	(0.12)
Quebec	0.30	(0.02)	0.30	(0.02)	0.31	(0.04)	0.01	(0.04)
Ontario	0.29	(0.02)	0.28	(0.02)	0.32	(0.03)	0.04	(0.04)
Manitoba	0.27	(0.02)	0.26	(0.03)	0.30	(0.04)	0.04	(0.05)
Saskatchewan	0.12**	(0.03)	0.10	(0.03)	0.23	(0.04)	0.12*	(0.05)
Alberta	0.30	(0.02)	0.24	(0.03)	0.42	(0.03)	0.19*	(0.05)
British Columbia	0.33	(0.02)	0.34	(0.03)	0.32	(0.04)	-0.02	(0.05)
All-country average	0.00**	(0.00)	-0.01	(0.0)	0.02	(0.0)	0.02	(0.0)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.3bd

Index of respect for people from other cultures by sociodemographic characteristics

Canada, provinces, and all-country average	Economic, social, and cultural status index							
	All students		Bottom quarter		Top quarter		Difference (top quarter– bottom quarter)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.30	(0.01)	0.18	(0.02)	0.44	(0.01)	0.26*	(0.02)
Newfoundland and Labrador	0.41**	(0.03)	0.36	(0.06)	0.57	(0.04)	0.21*	(0.07)
Prince Edward Island	0.36	(0.06)	0.21	(0.11)	0.66	(0.07)	0.45*	(0.12)
Nova Scotia	0.38**	(0.03)	0.25	(0.08)	0.51	(0.05)	0.25*	(0.09)
New Brunswick	0.29	(0.03)	0.15	(0.06)	0.44	(0.05)	0.29*	(0.08)
Quebec	0.30	(0.02)	0.14	(0.04)	0.45	(0.04)	0.31*	(0.05)
Ontario	0.29	(0.02)	0.18	(0.04)	0.41	(0.03)	0.22*	(0.05)
Manitoba	0.27	(0.02)	0.19	(0.04)	0.41	(0.05)	0.22*	(0.06)
Saskatchewan	0.12**	(0.03)	-0.11	(0.04)	0.28	(0.04)	0.39*	(0.05)
Alberta	0.30	(0.02)	0.15	(0.04)	0.46	(0.03)	0.31*	(0.06)
British Columbia	0.33	(0.02)	0.26	(0.05)	0.42	(0.04)	0.15*	(0.07)
All-country average	0.00**	(0.00)	-0.17	(0.0)	0.19	(0.0)	0.36*	(0.0)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.3ca

Index of respect for people from other cultures and performance in global competence

Canada, provinces, and all-country average	Score in global competence, by quarters of the index of respect for people from other cultures				Difference in relative performance between students in the top quarter and students in the bottom quarter of this index	
	Bottom quarter		Top quarter		Difference	Standard error
	Average	Standard error	Average	Standard error		
Canada	518	(3.1)	574	(2.8)	56*	(4.0)
Newfoundland and Labrador	510	(10.2)	576	(10.5)	66*	(9.9)
Prince Edward Island	483	(17.5)	562	(18.4)	80*	(15.2)
Nova Scotia	495	(7.4)	560	(8.4)	66*	(9.3)
New Brunswick	466	(9.3)	550	(10.0)	83*	(11.5)
Quebec	527	(6.3)	580	(5.5)	53*	(6.1)
Ontario	527	(5.4)	576	(5.3)	49*	(6.4)
Manitoba	488	(6.7)	541	(7.0)	53*	(7.6)
Saskatchewan	491	(6.5)	552	(6.0)	61*	(8.6)
Alberta	521	(7.0)	591	(7.7)	70*	(7.5)
British Columbia	508	(6.7)	568	(7.6)	60*	(8.2)
All-country average	438	(0.8)	502	(0.8)	64	(1.0)

* Significant difference within Canada, province, or all participating countries.

Note: "Relative performance" refers to the residual performance, attributable to purely "global competence" competencies, after accounting for performance in reading, mathematics, and science, in a regression performed across students at the national or provincial level.

Table B.2.3cb

Index of respect for people from other cultures and performance in global competence

Canada, provinces, and all-country average	Change in global competence performance per one (integer) unit change in the index of respect for people from other cultures		Explained variance in student performance ($r^2 \times 100$)		Change in relative global competence performance per one (integer) unit change in the index of respect for people from other cultures		Explained variance in student relative performance ($r^2 \times 100$)	
	Difference	Standard error	%	Standard error	Difference	Standard error	%	Standard error
Before accounting for gender and student socioeconomic profile								
Canada	30*	(1.9)	6.9	(0.9)	6*	(1.8)	71.6	(0.9)
Newfoundland and Labrador	37*	(5.1)	9.4	(2.5)	7*	(3.1)	78.3	(2.0)
Prince Edward Island	39*	(7.0)	11.5	(4.7)	5	(5.0)	76.5	(5.1)
Nova Scotia	41*	(3.9)	10.4	(1.8)	8*	(2.7)	78.8	(1.7)
New Brunswick	37*	(3.8)	11.3	(2.1)	5	(3.0)	73.5	(2.3)
Quebec	27*	(3.0)	6.0	(1.3)	5	(2.8)	63.5	(2.0)
Ontario	29*	(2.6)	6.3	(1.2)	6*	(2.0)	72.9	(1.7)
Manitoba	29*	(3.0)	7.0	(1.4)	5*	(2.1)	71.6	(2.5)
Saskatchewan	32*	(3.5)	10.8	(2.1)	7*	(2.8)	76.2	(1.7)
Alberta	34*	(3.1)	8.5	(1.3)	8*	(2.5)	74.1	(1.9)
British Columbia	33*	(3.4)	6.5	(1.3)	9*	(2.5)	72.5	(1.6)
All-country average	27*	(0.4)	8.6	(0.2)	4*	(0.4)	73.7	(0.3)
After accounting for gender and student socioeconomic profile								
Canada	25*	(2.0)	12.7	(1.0)	4*	(2.0)	72.1	(0.9)
Newfoundland and Labrador	35*	(5.5)	13.1	(2.6)	4	(3.2)	78.9	(1.9)
Prince Edward Island	31*	(8.5)	19.6	(4.9)	2	(5.5)	77.5	(5.0)
Nova Scotia	33*	(4.1)	16.4	(2.4)	5	(2.9)	79.2	(1.7)
New Brunswick	33*	(3.8)	16.0	(2.6)	3	(3.0)	74.0	(2.3)
Quebec	20*	(3.3)	13.0	(1.8)	3	(3.2)	64.3	(1.9)
Ontario	24*	(2.9)	10.9	(1.6)	4	(2.2)	73.5	(1.6)
Manitoba	26*	(3.2)	10.2	(1.8)	4	(2.2)	71.8	(2.5)
Saskatchewan	26*	(3.5)	16.8	(2.5)	6*	(2.9)	76.5	(1.6)
Alberta	27*	(3.0)	15.5	(2.2)	6*	(2.4)	74.4	(2.0)
British Columbia	28*	(3.3)	12.7	(2.1)	7*	(2.4)	73.2	(1.7)
All-country average	22*	(0.4)	17.4	(0.3)	3*	(0.4)	74.1	(0.3)

* Significant difference within Canada, province, or all participating countries.

Note: "Relative performance" refers to the residual performance, attributable to purely "global competence" competencies, after accounting for performance in reading, mathematics, and science, in a regression performed across students at the national or provincial level.

Table B.2.4a

Percentage and average scores of students in Canada by students interest in learning about other cultures:
GLOBAL COMPETENCE

How well does each of the following statements describe you?	Very much like me				Mostly like me				Somewhat like me				Not much or at all like me			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
I want to learn how people live in different countries (ST214a)	30.0	(0.5)	575	(2.8)	27.4	(0.4)	568	(3.5)	27.1	(0.5)	552*	(2.7)	15.6	(0.4)	533*	(3.6)
I want to learn more about the religions of the world (ST214b)	20.7	(0.5)	571	(3.3)	21.8	(0.5)	564	(3.3)	26.5	(0.5)	554*	(3.3)	31.0	(0.5)	556*	(2.7)
I am interested in how people from various cultures see the world (ST214c)	29.1	(0.5)	580*	(2.7)	28.4	(0.5)	568	(3.1)	24.5	(0.4)	546*	(3.2)	18.0	(0.4)	536*	(2.9)
I am interested in finding out about the traditions of other cultures (ST214d)	29.2	(0.5)	578*	(2.8)	26.6	(0.5)	569	(3.4)	24.4	(0.4)	551*	(3.4)	19.8	(0.4)	534*	(3.1)

* Significant difference compared to the average score in the "Mostly like me" category.

Table B.2.4aa

Percentage and average scores of students by students interest in learning about other cultures:
GLOBAL COMPETENCE

Canada, provinces, and international averages	I want to learn how people live in different countries (ST214a)															
	Very much like me				Mostly like me				Somewhat like me				Not much or at all like me			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	30.0	(0.5)	575	(2.8)	27.4	(0.4)	568	(3.5)	27.1	(0.5)	552*	(2.7)	15.6	(0.4)	533*	(3.6)
Newfoundland and Labrador	31.8	(1.6)	581*	(9.6)	28.1	(1.6)	555	(11.9)	25.1	(1.4)	545	(10.6)	15.1	(1.4)	525*	(11.9)
Prince Edward Island	32.7	(4.8)	557	(18.6)	25.3	(2.8)	558	(18.1)	26.1	(3.8)	547	(17.3)	15.9	(2.0)	498*	(24.7)
Nova Scotia	32.0	(1.4)	573*	(7.4)	26.8	(1.3)	549	(7.9)	24.3	(1.1)	540	(7.3)	16.8	(1.2)	518*	(8.7)
New Brunswick	28.9	(1.4)	550	(8.4)	26.8	(1.4)	535	(9.5)	26.7	(1.2)	502*	(9.3)	17.6	(1.2)	478*	(10.1)
Quebec	33.2	(0.9)	576	(5.7)	27.6	(0.8)	574	(7.5)	24.1	(0.8)	559*	(6.2)	15.1	(0.7)	530*	(6.0)
Ontario	28.9	(1.0)	580	(5.0)	26.5	(0.8)	576	(6.6)	28.7	(0.9)	557*	(4.9)	15.9	(0.6)	544*	(6.9)
Manitoba	29.4	(1.1)	538	(6.6)	28.2	(1.1)	540	(6.5)	26.4	(1.0)	521*	(6.1)	16.1	(0.9)	498*	(8.7)
Saskatchewan	22.8	(1.3)	549	(5.1)	27.1	(1.1)	547	(7.1)	29.8	(1.1)	517*	(4.6)	20.4	(1.1)	509*	(8.0)
Alberta	28.7	(1.2)	589*	(7.4)	25.9	(1.0)	571	(7.7)	29.2	(1.2)	564	(7.4)	16.2	(1.0)	543*	(8.4)
British Columbia	31.2	(1.1)	566	(7.3)	30.7	(1.2)	560	(7.5)	25.3	(1.2)	546	(7.8)	12.8	(0.8)	523*	(8.6)
OECD average	31.0	(0.1)	–	–	27.8	(0.1)	–	–	25.9	(0.1)	–	–	15.3	(0.1)	–	–
All-country average	–	–	490*	(0.8)	–	–	488	(0.8)	–	–	469*	(0.8)	–	–	450*	(1.1)

* Significant difference compared to the average score in the "Mostly like me" category.

Table B.2.4ab

Percentage and average scores of students by students interest in learning about other cultures:
GLOBAL COMPETENCE

Canada, provinces, and international averages	I want to learn more about the religions of the world (ST214b)															
	Very much like me				Mostly like me				Somewhat like me				Not much or at all like me			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	20.7	(0.5)	571	(3.3)	21.8	(0.5)	564	(3.3)	26.5	(0.5)	554*	(3.3)	31.0	(0.5)	556*	(2.7)
Newfoundland and Labrador	20.5	(1.5)	559	(11.6)	21.6	(1.5)	569	(11.8)	22.5	(1.4)	544*	(11.6)	35.4	(1.8)	554	(8.9)
Prince Edward Island	23.1	(2.3)	573	(18.6)	20.3	(2.6)	533	(20.6)	27.8	(2.9)	549	(19.3)	28.7	(2.0)	536	(14.8)
Nova Scotia	19.4	(1.2)	571	(7.0)	21.1	(1.2)	559	(10.2)	25.0	(1.2)	540	(8.3)	34.5	(1.4)	540	(6.5)
New Brunswick	19.7	(1.2)	552*	(10.4)	20.1	(1.4)	526	(10.7)	28.7	(1.4)	513	(8.8)	31.5	(1.5)	504*	(9.2)
Quebec	20.3	(0.8)	565	(6.3)	20.7	(0.6)	567	(7.3)	25.3	(0.7)	565	(7.2)	33.7	(0.9)	561	(5.1)
Ontario	20.4	(1.0)	577	(5.6)	22.6	(0.9)	575	(6.2)	27.2	(1.0)	555*	(5.6)	29.8	(0.8)	564	(5.4)
Manitoba	21.9	(1.1)	536	(7.2)	23.8	(1.1)	528	(6.7)	25.5	(1.1)	522	(7.3)	28.8	(1.1)	526	(6.8)
Saskatchewan	17.2	(1.0)	551	(5.7)	22.5	(1.1)	538	(6.7)	28.8	(1.0)	521*	(5.6)	31.4	(1.1)	525	(5.8)
Alberta	21.3	(1.0)	590*	(7.0)	20.8	(1.1)	570	(8.5)	26.1	(0.9)	565	(9.1)	31.8	(1.1)	560	(7.0)
British Columbia	22.2	(1.2)	566	(8.7)	21.9	(0.9)	549	(8.4)	26.6	(0.9)	553	(7.8)	29.3	(1.1)	548	(6.2)
OECD average	19.0	(0.1)	–	–	21.1	(0.1)	–	–	26.1	(0.1)	–	–	33.7	(0.1)	–	–
All-country average	–	–	487*	(0.9)	–	–	479	(0.9)	–	–	476*	(0.8)	–	–	478	(0.8)

* Significant difference compared to the average score in the “Mostly like me” category.

Table B.2.4ac

Percentage and average scores of students by students interest in learning about other cultures:
GLOBAL COMPETENCE

Canada, provinces, and international averages	I am interested in how people from various cultures see the world (ST214c)															
	Very much like me				Mostly like me				Somewhat like me				Not much or at all like me			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	29.1	(0.5)	580*	(2.7)	28.4	(0.5)	568	(3.1)	24.5	(0.4)	546*	(3.2)	18.0	(0.4)	536*	(2.9)
Newfoundland and Labrador	31.9	(1.8)	580	(10.0)	24.5	(1.6)	565	(12.2)	24.2	(1.4)	539*	(11.4)	19.3	(1.6)	528*	(9.5)
Prince Edward Island	31.9	(3.4)	576	(17.0)	24.6	(2.5)	549	(15.4)	24.8	(1.9)	532	(22.3)	18.6	(2.3)	519	(19.4)
Nova Scotia	32.0	(1.3)	577*	(7.4)	28.1	(1.3)	555	(9.0)	20.8	(1.3)	535	(7.0)	19.1	(1.3)	514*	(8.1)
New Brunswick	27.6	(1.4)	556	(9.7)	26.7	(1.6)	539	(8.8)	24.2	(1.4)	497*	(8.7)	21.5	(1.3)	480*	(10.6)
Quebec	30.4	(0.9)	580	(5.9)	26.3	(0.8)	575	(7.3)	23.9	(0.8)	553*	(6.6)	19.4	(0.8)	539*	(6.0)
Ontario	28.5	(1.0)	584*	(4.8)	28.5	(0.9)	572	(5.6)	25.1	(0.9)	554*	(5.5)	17.9	(0.7)	546*	(6.2)
Manitoba	28.6	(1.2)	545	(6.4)	29.3	(1.2)	534	(6.1)	24.8	(1.0)	519*	(6.1)	17.3	(0.9)	501*	(9.1)
Saskatchewan	23.4	(1.3)	553	(5.4)	27.7	(1.1)	542	(6.6)	27.1	(1.0)	517*	(5.8)	21.8	(1.0)	510*	(6.5)
Alberta	29.4	(1.1)	595*	(6.6)	28.3	(1.2)	576	(7.7)	24.5	(1.0)	552*	(8.5)	17.9	(1.1)	545*	(8.0)
British Columbia	30.0	(1.2)	572	(7.0)	31.7	(1.2)	563	(7.5)	23.4	(1.0)	535*	(7.4)	14.9	(0.7)	525*	(8.8)
OECD average	27.9	(0.1)	–	–	26.9	(0.1)	–	–	26.2	(0.1)	–	–	19.0	(0.1)	–	–
All-country average	–	–	498*	(0.8)	–	–	487	(0.8)	–	–	466*	(0.8)	–	–	455*	(1.0)

* Significant difference compared to the average score in the “Mostly like me” category.

Table B.2.4ad

Percentage and average scores of students by students interest in learning about other cultures:
GLOBAL COMPETENCE

Canada, provinces, and international averages	I am interested in finding out about the traditions of other cultures (ST214d)															
	Very much like me				Mostly like me				Somewhat like me				Not much or at all like me			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	29.2	(0.5)	578*	(2.8)	26.6	(0.5)	569	(3.4)	24.4	(0.4)	551*	(3.4)	19.8	(0.4)	534*	(3.1)
Newfoundland and Labrador	30.9	(1.8)	579	(10.1)	23.7	(1.5)	566	(13.7)	24.1	(1.4)	539*	(10.3)	21.3	(1.6)	532*	(9.9)
Prince Edward Island	27.2	(3.1)	577	(16.5)	27.8	(2.4)	555	(17.0)	24.2	(3.0)	544	(20.2)	20.9	(2.0)	507*	(19.3)
Nova Scotia	30.4	(1.4)	579*	(7.4)	24.8	(1.3)	551	(8.2)	22.0	(1.4)	542	(7.0)	22.8	(1.1)	517*	(7.6)
New Brunswick	27.3	(1.3)	553	(9.3)	25.7	(1.6)	539	(9.0)	25.4	(1.4)	502*	(9.7)	21.6	(1.2)	480*	(10.1)
Quebec	32.2	(1.0)	584	(5.6)	25.3	(0.8)	576	(6.7)	22.7	(0.8)	558*	(7.2)	19.8	(0.8)	526*	(5.4)
Ontario	28.1	(0.9)	580	(4.9)	26.6	(0.9)	576	(6.3)	25.3	(0.8)	559*	(6.0)	20.0	(0.7)	545*	(5.8)
Manitoba	28.3	(1.0)	543	(6.1)	28.3	(1.2)	533	(6.5)	23.6	(1.1)	519	(6.6)	19.9	(1.0)	509*	(8.5)
Saskatchewan	23.3	(1.2)	550	(5.3)	26.2	(1.1)	546	(6.4)	27.4	(1.2)	518*	(6.2)	23.0	(1.2)	512*	(6.3)
Alberta	29.1	(1.2)	592*	(6.9)	26.8	(1.2)	573	(8.2)	24.6	(1.2)	557	(8.3)	19.5	(1.0)	550*	(6.9)
British Columbia	30.1	(1.1)	573	(7.8)	28.4	(0.9)	561	(7.4)	23.7	(1.0)	544*	(7.4)	17.8	(1.0)	523*	(7.8)
OECD average	28.6	(0.1)	–	–	25.4	(0.1)	–	–	25.2	(0.1)	–	–	20.8	(0.1)	–	–
All-country average	–	–	496*	(0.8)	–	–	488	(0.8)	–	–	470*	(0.8)	–	–	453*	(0.9)

* Significant difference compared to the average score in the "Mostly like me" category.

Table B.2.4ba

Index of students' interest in learning about other cultures by sociodemographic characteristics

Canada, provinces, and all-country average	Language of the school system							
	All students		Anglophone school systems		Francophone school systems		Difference (A–F)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.04	(0.01)	0.03	(0.01)	0.05	(0.02)	-0.02	(0.02)
Newfoundland and Labrador	0.04	(0.04)	0.04	(0.04)	--	--	--	--
Prince Edward Island	0.05	(0.07)	0.07	(0.08)	--	--	--	--
Nova Scotia	0.03	(0.03)	0.03	(0.03)	0.14	(0.09)	-0.11	(0.09)
New Brunswick	-0.03	(0.03)	-0.05	(0.04)	0.02	(0.05)	-0.08	(0.06)
Quebec	0.04	(0.02)	-0.01	(0.05)	0.05	(0.02)	-0.06	(0.06)
Ontario	0.02	(0.02)	0.02	(0.02)	0.10	(0.03)	-0.08*	(0.04)
Manitoba	0.04	(0.02)	0.04	(0.03)	0.23	(0.09)	-0.19*	(0.09)
Saskatchewan	-0.13**	(0.03)	-0.13	(0.03)	--	--	--	--
Alberta	0.03	(0.03)	0.03	(0.03)	0.13	(0.08)	-0.09	(0.08)
British Columbia	0.11**	(0.02)	0.11	(0.02)	0.16	(0.09)	-0.05	(0.10)
All-country average	0.00**	(0.00)	--	--	--	--	--	--

-- Not available.

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Note: Because Newfoundland and Labrador and Prince Edward Island did not oversample students by language, and due to the small sample size for Saskatchewan francophone students, results for only English-language schools are available for these provinces.

Table B.2.4bb

Index of students' interest in learning about other cultures by sociodemographic characteristics

Canada, provinces, and all-country average	Gender							
	All students		Girls		Boys		Difference (G–B)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.04	(0.01)	0.28	(0.02)	-0.22	(0.01)	0.50*	(0.02)
Newfoundland and Labrador	0.04	(0.04)	0.24	(0.06)	-0.17	(0.06)	0.41*	(0.08)
Prince Edward Island	0.05	(0.07)	0.29	(0.08)	-0.19	(0.11)	0.48*	(0.15)
Nova Scotia	0.03	(0.03)	0.36	(0.04)	-0.33	(0.04)	0.70*	(0.05)
New Brunswick	-0.03	(0.03)	0.20	(0.04)	-0.28	(0.05)	0.48*	(0.06)
Quebec	0.04	(0.02)	0.27	(0.03)	-0.20	(0.03)	0.47*	(0.03)
Ontario	0.02	(0.02)	0.27	(0.03)	-0.22	(0.03)	0.49*	(0.03)
Manitoba	0.04	(0.02)	0.30	(0.04)	-0.21	(0.03)	0.51*	(0.05)
Saskatchewan	-0.13**	(0.03)	0.14	(0.04)	-0.39	(0.05)	0.52*	(0.06)
Alberta	0.03	(0.03)	0.29	(0.04)	-0.23	(0.03)	0.52*	(0.05)
British Columbia	0.11**	(0.02)	0.36	(0.03)	-0.14	(0.04)	0.50*	(0.04)
All-country average	0.00**	(0.00)	0.19	(0.00)	-0.19	(0.00)	0.38*	(0.01)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.4bc

Index of students' interest in learning about other cultures by sociodemographic characteristics

Canada, provinces, and all-country average	Immigrant status							
	All students		Non-immigrant students		Immigrant students		Difference (immigrant students– non-immigrant students)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.04	(0.01)	-0.05	(0.01)	0.20	(0.02)	0.25*	(0.02)
Newfoundland and Labrador	0.04	(0.04)	0.03	(0.04)	0.37	(0.18)	0.34	(0.18)
Prince Edward Island	0.05	(0.07)	-0.03	(0.09)	0.65	(0.15)	0.68*	(0.19)
Nova Scotia	0.03	(0.03)	0.01	(0.03)	0.31	(0.12)	0.30*	(0.12)
New Brunswick	-0.03	(0.03)	-0.06	(0.03)	0.33	(0.11)	0.38*	(0.11)
Quebec	0.04	(0.02)	-0.02	(0.02)	0.23	(0.05)	0.25*	(0.05)
Ontario	0.02	(0.02)	-0.08	(0.03)	0.15	(0.04)	0.23*	(0.05)
Manitoba	0.04	(0.02)	-0.05	(0.03)	0.26	(0.05)	0.31*	(0.06)
Saskatchewan	-0.13**	(0.03)	-0.23	(0.04)	0.27	(0.05)	0.50*	(0.06)
Alberta	0.03	(0.03)	-0.09	(0.03)	0.27	(0.04)	0.35*	(0.05)
British Columbia	0.11**	(0.02)	0.04	(0.03)	0.21	(0.04)	0.17*	(0.05)
All-country average	0.00**	(0.00)	-0.02	(0.00)	0.08	(0.03)	0.10*	(0.03)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.4bd

Index of students' interest in learning about other cultures by sociodemographic characteristics

Canada, provinces, and all-country average	Economic, social, and cultural status index							
	All students		Bottom quarter		Top quarter		Difference (top quarter– bottom quarter)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.04	(0.01)	-0.13	(0.02)	0.21	(0.02)	0.34*	(0.03)
Newfoundland and Labrador	0.04	(0.04)	-0.12	(0.07)	0.37	(0.06)	0.50*	(0.09)
Prince Edward Island	0.05	(0.07)	-0.05	(0.10)	0.24	(0.17)	0.29	(0.18)
Nova Scotia	0.03	(0.03)	-0.14	(0.06)	0.20	(0.06)	0.33*	(0.08)
New Brunswick	-0.03	(0.03)	-0.28	(0.07)	0.13	(0.06)	0.41*	(0.08)
Quebec	0.04	(0.02)	-0.19	(0.05)	0.26	(0.03)	0.46*	(0.05)
Ontario	0.02	(0.02)	-0.13	(0.05)	0.17	(0.04)	0.30*	(0.06)
Manitoba	0.04	(0.02)	-0.07	(0.05)	0.18	(0.05)	0.25*	(0.07)
Saskatchewan	-0.13**	(0.03)	-0.31	(0.06)	0.02	(0.05)	0.33*	(0.08)
Alberta	0.03	(0.03)	-0.18	(0.05)	0.19	(0.05)	0.37*	(0.07)
British Columbia	0.11**	(0.02)	-0.01	(0.05)	0.27	(0.04)	0.28*	(0.07)
All-country average	0.00**	(0.00)	-0.16	(0.01)	0.18	(0.01)	0.34*	(0.01)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.4ca

Index of students' interest in learning about other cultures and performance in global competence

Canada, provinces, and all-country average	Score in global competence, by quarters of the index of students' interest in learning about other cultures				Difference in relative performance between students in the top quarter and students in the bottom quarter of this index	
	Bottom quarter		Top quarter			
	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	542	(2.8)	578	(2.8)	36*	(2.9)
Newfoundland and Labrador	534	(9.0)	576	(10.1)	42*	(9.8)
Prince Edward Island	523	(17.0)	572	(17.2)	49*	(17.8)
Nova Scotia	521	(6.1)	581	(7.8)	61*	(8.2)
New Brunswick	482	(10.3)	556	(9.9)	74*	(9.2)
Quebec	542	(5.2)	581	(6.0)	39*	(5.3)
Ontario	554	(5.8)	582	(4.8)	28*	(6.0)
Manitoba	512	(7.3)	542	(6.4)	30*	(6.9)
Saskatchewan	513	(6.5)	554	(5.3)	41*	(6.7)
Alberta	551	(7.2)	595	(6.9)	44*	(7.2)
British Columbia	528	(7.1)	571	(7.4)	42*	(7.9)
All-country average	460	(0.8)	497	(0.8)	37*	(1.0)

* Significant difference within Canada, province, or all participating countries.

Note: "Relative performance" refers to the residual performance, attributable to purely "global competence" competencies, after accounting for performance in reading, mathematics, and science, in a regression performed across students at the national or provincial level.

Table B.2.4cb

Index of students' interest in learning about other cultures and performance in global competence

Canada, provinces, and all-country average	Change in global competence performance per one (integer) unit change in the index of students' interest in learning about other cultures		Explained variance in student performance ($r^2 \times 100$)		Change in relative global competence performance per one (integer) unit change in the index of students' interest in learning about other cultures		Explained variance in student relative performance ($r^2 \times 100$)	
	Difference	Standard error	%	Standard error	Difference	Standard error	%	Standard error
Before accounting for gender and student socioeconomic profile								
Canada	15*	(1.1)	2.4	(0.3)	5*	(0.8)	71.7	(0.9)
Newfoundland and Labrador	17*	(3.6)	3.7	(1.5)	6*	(2.3)	78.4	(2.0)
Prince Edward Island	21*	(6.3)	4.9	(2.8)	7	(4.2)	75.6	(5.2)
Nova Scotia	23*	(2.8)	5.8	(1.4)	5*	(1.9)	78.7	(1.6)
New Brunswick	27*	(3.0)	8.1	(1.7)	6*	(2.0)	73.8	(2.2)
Quebec	15*	(2.1)	2.5	(0.7)	2	(1.4)	63.8	(1.8)
Ontario	13*	(2.1)	1.7	(0.6)	5*	(1.3)	73.0	(1.7)
Manitoba	13*	(2.5)	2.0	(0.7)	6*	(1.7)	71.6	(2.5)
Saskatchewan	15*	(2.3)	3.2	(0.9)	6*	(1.7)	76.3	(1.6)
Alberta	17*	(2.6)	3.2	(0.9)	7*	(2.0)	74.0	(2.0)
British Columbia	17*	(2.8)	2.4	(0.8)	8*	(1.8)	72.6	(1.6)
All-country average	16*	(0.4)	2.8	(0.1)	3*	(0.3)	73.8	(0.3)
After accounting for gender and student socioeconomic profile								
Canada	10*	(1.1)	9.4	(0.8)	3*	(1.0)	72.2	(0.9)
Newfoundland and Labrador	14*	(3.7)	8.1	(2.0)	4	(2.5)	79.0	(2.0)
Prince Edward Island	15*	(6.1)	14.0	(4.1)	5	(4.3)	76.4	(5.1)
Nova Scotia	16*	(3.0)	12.8	(2.1)	3	(2.1)	79.2	(1.7)
New Brunswick	22*	(3.3)	13.4	(2.4)	4*	(2.1)	74.2	(2.2)
Quebec	9*	(1.9)	10.4	(1.8)	1	(1.2)	64.5	(1.9)
Ontario	8*	(2.2)	7.7	(1.5)	3*	(1.4)	73.6	(1.6)
Manitoba	10*	(2.5)	6.0	(1.5)	5*	(1.8)	71.7	(2.5)
Saskatchewan	10*	(2.4)	11.7	(1.9)	5*	(1.9)	76.7	(1.5)
Alberta	11*	(2.5)	11.7	(2.2)	6*	(2.0)	74.3	(2.0)
British Columbia	10*	(2.6)	9.3	(1.9)	6*	(1.9)	73.2	(1.7)
All-country average	11*	(0.4)	13.7	(0.3)	2*	(0.3)	74.2	(0.3)

* Significant difference within Canada, province, or all participating countries.

Note: "Relative performance" refers to the residual performance, attributable to purely "global competence" competencies, after accounting for performance in reading, mathematics, and science, in a regression performed across students at the national or provincial level.

Table B.2.5a

Percentage and average scores of students in Canada by students' attitudes toward immigrants:
GLOBAL COMPETENCE

People are increasingly moving from one country to another. How much do you agree with the following statements about immigrants? (ST204)	Strongly disagree/ disagree				Agree				Strongly agree			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Immigrant children should have the same opportunities for education that other children in the country have (ST204a)	7.9	(0.3)	501*	(5.3)	35.2	(0.5)	537	(2.7)	56.9	(0.6)	584*	(2.4)
Immigrants who live in a country for several years should have the opportunity to vote in elections (ST204b)	12.3	(0.4)	525*	(3.7)	41.4	(0.5)	547	(2.9)	46.2	(0.6)	584*	(2.3)
Immigrants should have the opportunity to continue their own customs and lifestyle (ST204c)	12.3	(0.4)	532*	(3.8)	43.1	(0.5)	548	(2.9)	44.6	(0.6)	581*	(2.5)
Immigrants should have all the same rights that everyone else in the country has (ST204d)	9.3	(0.4)	516*	(4.4)	37.8	(0.5)	541	(2.7)	52.9	(0.6)	583*	(2.4)

* Significant difference compared to the average score in the "Agree" category.

Table B.2.5aa

Percentage and average scores of students by students' attitudes toward immigrants: GLOBAL COMPETENCE

Immigrant children should have the same opportunities for education
that other children in the country have (ST204a)

Canada, provinces, and international averages	Strongly disagree/disagree				Agree				Strongly agree			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	7.9	(0.3)	501*	(5.3)	35.2	(0.5)	537	(2.7)	56.9	(0.6)	584*	(2.4)
Newfoundland and Labrador	6.9	(0.9)	490	(20.1)	29.4	(1.7)	527	(9.7)	63.7	(1.9)	578*	(9.0)
Prince Edward Island	9.4	(1.5)	484‡	(22.4)	31.9	(2.7)	517	(18.3)	58.7	(2.9)	571*	(16.1)
Nova Scotia	6.7	(1.0)	483	(18.8)	33.4	(1.8)	520	(7.0)	59.9	(1.6)	574*	(5.6)
New Brunswick	9.2	(0.8)	453*	(13.8)	34.6	(1.5)	490	(9.0)	56.2	(1.6)	551*	(8.0)
Quebec	8.3	(0.6)	498*	(10.6)	29.7	(1.0)	544	(5.6)	62.0	(1.1)	585*	(5.3)
Ontario	7.9	(0.6)	517*	(8.2)	36.8	(0.9)	541	(4.8)	55.3	(1.1)	591*	(4.4)
Manitoba	8.6	(0.8)	467*	(8.7)	35.6	(1.2)	506	(6.6)	55.8	(1.2)	552*	(4.8)
Saskatchewan	10.1	(0.7)	494*	(8.8)	43.0	(1.2)	511	(5.3)	46.9	(1.2)	559*	(4.5)
Alberta	7.4	(0.7)	507*	(11.2)	35.2	(1.0)	545	(6.7)	57.4	(0.9)	595*	(6.3)
British Columbia	7.0	(0.6)	478*	(9.7)	37.3	(1.3)	534	(5.7)	55.7	(1.4)	577*	(6.6)
OECD average	14.9	(0.1)	--	--	41.9	(0.2)	--	--	43.2	(0.2)	--	--
All-country average	--	--	427*	(1.1)	--	--	464	(0.7)	--	--	505*	(0.8)

‡ There are fewer than 30 observations.

* Significant difference compared to the average score in the "Agree" category.

Table B.2.5ab

Percentage and average scores of students by students' attitudes toward immigrants: GLOBAL COMPETENCE

Immigrants who live in a country for several years should have the opportunity to vote in elections (ST204b)

Canada, provinces, and international averages	Strongly disagree/disagree				Agree				Strongly agree			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	12.3	(0.4)	525*	(3.7)	41.4	(0.5)	547	(2.9)	46.2	(0.6)	584*	(2.3)
Newfoundland and Labrador	11.0	(1.1)	518	(16.4)	35.5	(1.8)	541	(10.2)	53.5	(1.9)	577*	(8.8)
Prince Edward Island	13.2	(1.7)	491*	(23.0)	38.9	(3.1)	536	(17.4)	47.9	(3.1)	570*	(15.4)
Nova Scotia	10.9	(1.0)	508	(12.9)	41.5	(1.6)	534	(6.3)	47.7	(1.5)	573*	(6.4)
New Brunswick	12.0	(1.2)	471*	(13.7)	41.1	(1.4)	502	(8.2)	46.9	(1.7)	551*	(8.3)
Quebec	11.6	(0.7)	526*	(7.6)	36.7	(1.0)	549	(6.0)	51.7	(1.2)	587*	(5.6)
Ontario	12.4	(0.8)	536*	(6.6)	42.8	(0.9)	553	(5.0)	44.8	(1.0)	589*	(4.3)
Manitoba	12.5	(0.9)	493*	(8.9)	40.7	(1.3)	512	(6.3)	46.8	(1.3)	552*	(5.2)
Saskatchewan	15.7	(0.9)	508	(7.4)	46.7	(1.1)	518	(5.1)	37.7	(1.1)	561*	(4.8)
Alberta	13.8	(0.9)	531*	(8.8)	41.8	(1.3)	558	(6.4)	44.4	(1.1)	596*	(6.9)
British Columbia	11.4	(0.8)	511*	(8.3)	43.4	(1.2)	544	(6.5)	45.2	(1.3)	575*	(6.7)
OECD average	27.7	(0.1)	--	--	44.2	(0.2)	--	--	28.2	(0.1)	--	--
All-country average	--	--	458*	(0.9)	--	--	470	(0.7)	--	--	497*	(1.0)

* Significant difference compared to the average score in the "Agree" category.

Table B.2.5ac

Percentage and average scores of students by students' attitudes toward immigrants: GLOBAL COMPETENCE

Immigrants should have the opportunity to continue their own customs and lifestyle (ST204c)

Canada, provinces, and international averages	Strongly disagree/disagree				Agree				Strongly agree			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	12.3	(0.4)	532*	(3.8)	43.1	(0.5)	548	(2.9)	44.6	(0.6)	581*	(2.5)
Newfoundland and Labrador	8.7	(0.9)	522	(16.6)	38.5	(1.9)	539	(9.9)	52.9	(2.1)	576*	(9.4)
Prince Edward Island	12.7	(2.0)	488*	(17.7)	37.9	(3.0)	537	(17.5)	49.4	(3.1)	571*	(16.5)
Nova Scotia	9.9	(0.8)	508	(17.3)	39.5	(1.5)	528	(6.6)	50.6	(1.4)	574*	(6.2)
New Brunswick	11.7	(1.1)	472*	(13.7)	42.6	(1.5)	506	(8.0)	45.7	(1.6)	548*	(8.7)
Quebec	17.0	(0.7)	553	(6.4)	42.0	(0.8)	560	(5.8)	41.0	(1.2)	577*	(5.2)
Ontario	11.3	(0.8)	532*	(7.9)	43.3	(0.8)	553	(5.0)	45.4	(1.2)	588*	(4.3)
Manitoba	10.9	(0.8)	493	(8.8)	42.4	(1.4)	511	(6.2)	46.7	(1.3)	552*	(5.0)
Saskatchewan	15.0	(0.8)	518	(8.5)	48.6	(1.2)	517	(5.0)	36.4	(1.1)	558*	(5.0)
Alberta	11.7	(0.8)	539	(8.8)	42.7	(1.4)	555	(6.8)	45.6	(1.2)	594*	(6.9)
British Columbia	9.8	(0.8)	507*	(8.8)	44.2	(1.1)	543	(6.2)	45.9	(1.4)	575*	(7.2)
OECD average	23.7	(0.1)	--	--	48.4	(0.2)	--	--	27.9	(0.1)	--	--
All-country average	--	--	452*	(1.0)	--	--	470	(0.7)	--	--	498*	(0.9)

* Significant difference compared to the average score in the "Agree" category.

Table B.2.5ad

Percentage and average scores of students by students' attitudes toward immigrants: GLOBAL COMPETENCE

Immigrants should have all the same rights that everyone else in the country has (ST204d)

Canada, provinces, and international averages	Strongly disagree/disagree				Agree				Strongly agree			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	9.3	(0.4)	516*	(4.4)	37.8	(0.5)	541	(2.7)	52.9	(0.6)	583*	(2.4)
Newfoundland and Labrador	7.7	(0.9)	526	(15.1)	34.7	(1.7)	530	(10.5)	57.6	(1.8)	578*	(9.4)
Prince Edward Island	9.4	(1.9)	474*	(21.7)	33.9	(2.6)	529	(17.9)	56.7	(3.0)	569*	(17.0)
Nova Scotia	8.7	(0.8)	499	(14.1)	34.4	(1.5)	521	(6.9)	56.8	(1.5)	575*	(5.9)
New Brunswick	9.3	(0.9)	467*	(14.9)	37.1	(1.5)	500	(8.3)	53.6	(1.6)	545*	(8.4)
Quebec	8.1	(0.5)	517*	(9.8)	34.1	(1.1)	546	(5.8)	57.8	(1.2)	585*	(5.2)
Ontario	9.7	(0.9)	525*	(8.7)	38.3	(1.0)	547	(4.7)	52.0	(1.1)	589*	(4.5)
Manitoba	10.2	(0.8)	478*	(8.9)	37.3	(1.2)	508	(6.2)	52.6	(1.3)	554*	(5.1)
Saskatchewan	12.1	(0.8)	507	(8.7)	42.7	(1.3)	510	(5.0)	45.2	(1.3)	560*	(4.6)
Alberta	10.0	(0.7)	530*	(9.1)	39.7	(1.3)	552	(6.5)	50.3	(1.1)	594*	(6.9)
British Columbia	8.9	(0.7)	500*	(8.9)	39.7	(1.3)	536	(6.8)	51.4	(1.4)	578*	(6.7)
OECD average	19.8	(0.1)	--	--	44.0	(0.2)	--	--	36.3	(0.2)	--	--
All-country average	--	--	450*	(1.0)	--	--	468	(0.7)	--	--	496*	(0.9)

* Significant difference compared to the average score in the "Agree" category.

Table B.2.5ba

Index of students' attitudes toward immigrants by sociodemographic characteristics

Canada, provinces, and all-country average	Language of the school system							
	All students		Anglophone school systems		Francophone school systems		Difference (A–F)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.46	(0.01)	0.45	(0.02)	0.50	(0.02)	-0.04	(0.03)
Newfoundland and Labrador	0.61**	(0.04)	0.61	(0.04)	--	--	--	--
Prince Edward Island	0.50	(0.06)	0.52	(0.06)	--	--	--	--
Nova Scotia	0.54**	(0.03)	0.55	(0.03)	0.50	(0.08)	0.05	(0.09)
New Brunswick	0.48	(0.03)	0.47	(0.04)	0.50	(0.06)	-0.03	(0.08)
Quebec	0.49	(0.02)	0.46	(0.04)	0.50	(0.03)	-0.03	(0.04)
Ontario	0.46	(0.02)	0.45	(0.03)	0.52	(0.03)	-0.06	(0.04)
Manitoba	0.47	(0.03)	0.47	(0.03)	0.45	(0.10)	0.02	(0.11)
Saskatchewan	0.28**	(0.02)	0.28	(0.02)	--	--	--	--
Alberta	0.45	(0.02)	0.45	(0.02)	0.49	(0.09)	-0.04	(0.09)
British Columbia	0.47	(0.03)	0.47	(0.03)	0.40	(0.10)	0.07	(0.11)
All-country average	0.02**	(0.00)	--	--	--	--	--	--

-- Not available.

** Significant difference compared to Canada.

Note: Because Newfoundland and Labrador and Prince Edward Island did not oversample students by language, and due to the small sample size for Saskatchewan francophone students, results for only English-language schools are available for these provinces.

Table B.2.5bb

Index of students' attitudes toward immigrants by sociodemographic characteristics

Canada, provinces, and all-country average	Gender							
	All students		Girls		Boys		Difference (G–B)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.46	(0.01)	0.65	(0.01)	0.27	(0.02)	0.38*	(0.02)
Newfoundland and Labrador	0.61**	(0.04)	0.81	(0.05)	0.38	(0.06)	0.43*	(0.07)
Prince Edward Island	0.50	(0.06)	0.63	(0.10)	0.37	(0.09)	0.26	(0.14)
Nova Scotia	0.54**	(0.03)	0.83	(0.04)	0.24	(0.04)	0.58*	(0.05)
New Brunswick	0.48	(0.03)	0.70	(0.04)	0.23	(0.05)	0.47*	(0.07)
Quebec	0.49	(0.02)	0.64	(0.02)	0.33	(0.03)	0.31*	(0.03)
Ontario	0.46	(0.02)	0.66	(0.03)	0.25	(0.03)	0.41*	(0.03)
Manitoba	0.47	(0.03)	0.67	(0.03)	0.27	(0.04)	0.40*	(0.04)
Saskatchewan	0.28**	(0.02)	0.48	(0.03)	0.08	(0.03)	0.40*	(0.05)
Alberta	0.45	(0.02)	0.63	(0.03)	0.25	(0.04)	0.38*	(0.06)
British Columbia	0.47	(0.03)	0.64	(0.03)	0.30	(0.04)	0.34*	(0.04)
All-country average	0.02**	(0.00)	0.18	(0.00)	-0.13	(0.00)	0.32*	(0.01)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.5bc

Index of students' attitudes toward immigrants by sociodemographic characteristics

Canada, provinces, and all-country average	Immigrant status							
	All students		Non-immigrant students		Immigrant students		Difference (immigrant students– non-immigrant students)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.46	(0.01)	0.40	(0.01)	0.59	(0.02)	0.19*	(0.02)
Newfoundland and Labrador	0.61**	(0.04)	0.60	(0.04)	0.72	(0.17)	0.12	(0.17)
Prince Edward Island	0.50	(0.06)	0.48	(0.08)	0.77	(0.19)	0.29	(0.23)
Nova Scotia	0.54**	(0.03)	0.56	(0.03)	0.47	(0.12)	-0.09	(0.13)
New Brunswick	0.48	(0.03)	0.47	(0.03)	0.73	(0.11)	0.26*	(0.11)
Quebec	0.49	(0.02)	0.42	(0.02)	0.75	(0.04)	0.33*	(0.04)
Ontario	0.46	(0.02)	0.39	(0.03)	0.55	(0.03)	0.16*	(0.04)
Manitoba	0.47	(0.03)	0.39	(0.03)	0.67	(0.04)	0.29*	(0.06)
Saskatchewan	0.28**	(0.02)	0.22	(0.03)	0.54	(0.05)	0.32*	(0.06)
Alberta	0.45	(0.02)	0.34	(0.02)	0.65	(0.04)	0.31*	(0.05)
British Columbia	0.47	(0.03)	0.44	(0.04)	0.52	(0.03)	0.09	(0.05)
All-country average	0.02**	(0.00)	0.01	(0.00)	0.14	(0.03)	0.13*	(0.03)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.5bd

Index of students' attitudes toward immigrants by sociodemographic characteristics

Canada, provinces, and all-country average	Economic, social, and cultural status index							
	All students		Bottom quarter		Top quarter		Difference (top quarter– bottom quarter)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.46	(0.01)	0.35	(0.02)	0.60	(0.02)	0.25*	(0.03)
Newfoundland and Labrador	0.61**	(0.04)	0.49	(0.08)	0.77	(0.07)	0.28*	(0.10)
Prince Edward Island	0.50	(0.06)	0.52	(0.11)	0.70	(0.12)	0.18	(0.12)
Nova Scotia	0.54**	(0.03)	0.42	(0.06)	0.61	(0.06)	0.18*	(0.08)
New Brunswick	0.48	(0.03)	0.33	(0.05)	0.56	(0.06)	0.24*	(0.09)
Quebec	0.49	(0.02)	0.33	(0.04)	0.66	(0.04)	0.33*	(0.05)
Ontario	0.46	(0.02)	0.36	(0.05)	0.60	(0.04)	0.25*	(0.05)
Manitoba	0.47	(0.03)	0.33	(0.05)	0.59	(0.05)	0.26*	(0.07)
Saskatchewan	0.28**	(0.02)	0.18	(0.05)	0.37	(0.06)	0.19*	(0.08)
Alberta	0.45	(0.02)	0.29	(0.05)	0.64	(0.05)	0.35*	(0.07)
British Columbia	0.47	(0.03)	0.36	(0.06)	0.55	(0.05)	0.19*	(0.08)
All-country average	0.02**	(0.00)	-0.07	(0.01)	0.14	(0.01)	0.21*	(0.01)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.5ca

Index of students' attitudes toward immigrants and performance in global competence

Canada, provinces, and all-country average	Score in global competence, by quarters of the index of students' attitudes toward immigrants				Difference in relative performance between students in the top quarter and students in the bottom quarter of this index	
	Bottom quarter		Top quarter			
	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	524	(3.0)	581	(2.7)	56*	(3.5)
Newfoundland and Labrador	515	(10.7)	579	(10.1)	64*	(10.7)
Prince Edward Island	495	(18.6)	565	(18.5)	70*	(17.7)
Nova Scotia	508	(7.9)	576	(7.3)	68*	(8.4)
New Brunswick	476	(10.1)	548	(9.9)	72*	(10.8)
Quebec	531	(5.9)	585	(5.6)	54*	(6.8)
Ontario	532	(5.2)	586	(4.8)	54*	(6.1)
Manitoba	495	(7.8)	549	(6.2)	54*	(8.0)
Saskatchewan	506	(6.6)	560	(5.2)	53*	(6.8)
Alberta	533	(7.0)	593	(8.3)	61*	(8.0)
British Columbia	514	(6.2)	573	(7.6)	59*	(7.9)
All-country average	449	(0.8)	500	(0.9)	51*	(1.0)

* Significant difference within Canada, province, or all participating countries.

Note: "Relative performance" refers to the residual performance, attributable to purely "global competence" competencies, after accounting for performance in reading, mathematics, and science, in a regression performed across students at the national or provincial level.

Table B.2.5cb

Index of students' attitudes toward immigrants and performance in global competence

Canada, provinces, and all-country average	Change in global competence performance per one (integer) unit change in the index of students' attitudes toward immigrants		Explained variance in student performance ($r^2 \times 100$)		Change in relative global competence performance per one (integer) unit change in the index of students' attitudes toward immigrants		Explained variance in student relative performance ($r^2 \times 100$)	
	Difference	Standard error	%	Standard error	Difference	Standard error	%	Standard error
Before accounting for gender and student socioeconomic profile								
Canada	26*	(1.3)	6.2	(0.6)	5*	(1.0)	71.6	(0.9)
Newfoundland and Labrador	25*	(4.3)	6.4	(2.0)	5*	(2.3)	78.3	(2.0)
Prince Edward Island	32*	(6.6)	10.1	(3.9)	6	(3.9)	76.7	(4.9)
Nova Scotia	29*	(3.4)	8.1	(1.7)	6*	(1.6)	78.7	(1.6)
New Brunswick	32*	(3.6)	10.0	(2.1)	7*	(2.1)	74.0	(2.3)
Quebec	24*	(2.5)	5.8	(1.1)	8*	(1.9)	63.7	(1.9)
Ontario	25*	(2.3)	5.9	(1.1)	4*	(1.7)	72.9	(1.7)
Manitoba	26*	(2.8)	7.8	(1.4)	5*	(2.1)	71.3	(2.5)
Saskatchewan	22*	(2.7)	6.4	(1.4)	4*	(1.5)	75.8	(1.7)
Alberta	27*	(2.9)	6.7	(1.3)	5*	(2.2)	73.6	(2.0)
British Columbia	27*	(3.1)	6.4	(1.4)	4*	(1.9)	72.1	(1.7)
All-country average	23*	(0.4)	5.8	(0.2)	3*	(0.3)	73.4	(0.3)
After accounting for gender and student socioeconomic profile								
Canada	21*	(1.3)	12.4	(0.9)	4*	(1.0)	72.1	(0.9)
Newfoundland and Labrador	22*	(4.4)	9.9	(2.5)	3	(2.3)	78.9	(2.0)
Prince Edward Island	29*	(6.1)	20.0	(4.9)	6	(3.8)	77.6	(4.8)
Nova Scotia	23*	(3.4)	14.7	(2.3)	4*	(1.7)	79.2	(1.7)
New Brunswick	28*	(3.4)	15.9	(2.7)	6*	(2.0)	74.4	(2.3)
Quebec	19*	(2.2)	13.4	(2.0)	7*	(1.9)	64.5	(1.9)
Ontario	21*	(2.5)	10.7	(1.5)	3	(1.8)	73.5	(1.6)
Manitoba	24*	(2.8)	10.9	(1.7)	4	(2.2)	71.5	(2.5)
Saskatchewan	18*	(2.5)	14.4	(2.0)	3	(1.6)	76.3	(1.5)
Alberta	20*	(2.7)	14.4	(2.3)	4	(2.1)	74.1	(2.0)
British Columbia	23*	(2.9)	12.7	(2.2)	3	(2.0)	72.9	(1.7)
All-country average	19*	(0.4)	15.8	(0.3)	3*	(0.3)	73.8	(0.3)

* Significant difference within Canada, province, or all participating countries.

Note: "Relative performance" refers to the residual performance, attributable to purely "global competence" competencies, after accounting for performance in reading, mathematics, and science, in a regression performed across students at the national or provincial level.

Table B.2.6a

Percentage and average scores of students in Canada by students' sense of agency with global issues:
GLOBAL COMPETENCE

To what extent do you agree with the following statements? (ST219)	Strongly disagree				Disagree				Agree				Strongly agree			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
I think of myself as a citizen of the world (ST219a)	5.6	(0.2)	525*	(5.4)	9.9	(0.3)	553	(4.5)	54.0	(0.5)	557	(2.5)	30.5	(0.5)	577*	(2.9)
When I see the poor conditions that some people in the world live under, I feel a responsibility to do something about it (ST219b)	5.9	(0.2)	540*	(5.2)	23.7	(0.5)	553*	(3.1)	52.1	(0.5)	562	(2.9)	18.2	(0.4)	576*	(3.5)
I think my behaviour can impact people in other countries (ST219c)	7.1	(0.3)	542*	(4.7)	27.1	(0.5)	556	(2.6)	48.4	(0.5)	560	(2.5)	17.4	(0.4)	580*	(3.4)
It is right to boycott companies that are known to provide poor workplace conditions for their employees (ST219d)	6.7	(0.2)	533*	(4.4)	19.5	(0.5)	530*	(3.7)	52.9	(0.6)	565	(2.7)	20.8	(0.4)	590*	(3.2)
I can do something about the problems of the world (ST219e)	8.1	(0.3)	540*	(4.8)	26.9	(0.6)	558	(3.4)	50.4	(0.6)	563	(2.5)	14.6	(0.4)	572*	(3.7)
Looking after the global environment is important to me (ST219f)	5.3	(0.3)	532*	(5.6)	15.3	(0.4)	537*	(4.2)	56.9	(0.5)	562	(2.4)	22.5	(0.5)	584*	(3.5)

* Significant difference compared to the average score in the "Agree" category.

Table B.2.6aa

Percentage and average scores by students' sense of agency with global issues: GLOBAL COMPETENCE

Canada, provinces, and international averages	I think of myself as a citizen of the world (ST219a)															
	Strongly disagree				Disagree				Agree				Strongly agree			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	5.6	(0.2)	525*	(5.4)	9.9	(0.3)	553	(4.5)	54.0	(0.5)	557	(2.5)	30.5	(0.5)	577*	(2.9)
Newfoundland and Labrador	3.6	(0.6)	510*	(20.2)	9.1	(1.0)	517*	(14.5)	59.4	(2.0)	553	(9.6)	28.0	(1.8)	580*	(10.5)
Prince Edward Island	4.8	(1.1)	454*†	(32.7)	8.7	(2.0)	530†	(33.0)	55.1	(3.4)	545	(16.5)	31.4	(2.9)	566	(16.0)
Nova Scotia	4.3	(0.7)	496*	(19.3)	11.2	(0.9)	543	(10.3)	55.6	(1.6)	544	(6.2)	29.0	(1.3)	569*	(7.8)
New Brunswick	6.7	(0.8)	474*	(14.2)	9.4	(1.1)	510	(13.2)	53.3	(2.0)	511	(8.1)	30.5	(1.5)	550*	(10.1)
Quebec	5.4	(0.5)	521*	(10.2)	8.4	(0.5)	553	(9.0)	46.6	(1.0)	566	(5.3)	39.7	(1.1)	573	(5.4)
Ontario	6.1	(0.5)	537*	(8.8)	10.6	(0.7)	563	(7.7)	55.8	(0.9)	562	(4.5)	27.5	(0.9)	585*	(5.3)
Manitoba	5.7	(0.6)	493*	(13.1)	9.8	(0.7)	515	(10.0)	54.8	(1.4)	521	(6.0)	29.7	(1.2)	550*	(5.3)
Saskatchewan	6.0	(0.5)	508	(10.5)	10.3	(0.8)	511	(9.8)	58.0	(1.2)	528	(5.5)	25.8	(1.2)	554*	(4.5)
Alberta	4.9	(0.6)	541	(11.8)	10.8	(0.8)	565	(12.0)	55.0	(1.6)	564	(6.3)	29.3	(1.3)	589*	(7.2)
British Columbia	5.0	(0.6)	503*	(13.5)	9.6	(0.6)	545	(8.9)	56.3	(1.2)	553	(6.4)	29.1	(1.3)	570*	(8.0)
OECD average	7.7	(0.1)	–	–	16.1	(0.1)	–	–	52.1	(0.2)	–	–	24.1	(0.1)	–	–
All-country average	–	–	433*	(1.4)	–	–	458*	(1.1)	–	–	478	(0.7)	–	–	500*	(0.9)

† There are fewer than 30 observations.

* Significant difference compared to the average score in the "Agree" category.

Table B.2.6ab

Percentage and average scores by students' sense of agency with global issues: GLOBAL COMPETENCE

When I see the poor conditions that some people in the world live under, I feel a responsibility to do something about it (ST219b)

Canada, provinces, and international averages	Strongly disagree				Disagree				Agree				Strongly agree			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	5.9	(0.2)	540*	(5.2)	23.7	(0.5)	553*	(3.1)	52.1	(0.5)	562	(2.9)	18.2	(0.4)	576*	(3.5)
Newfoundland and Labrador	4.5	(0.8)	522	(17.3)	25.5	(1.7)	537*	(11.3)	54.2	(1.9)	558	(10.2)	15.9	(1.2)	589*	(13.9)
Prince Edward Island	5.8	(1.2)	481*†	(27.1)	26.3	(2.2)	549	(18.9)	53.6	(2.8)	550	(17.2)	14.3	(2.7)	547	(19.7)
Nova Scotia	6.0	(0.7)	518	(17.8)	27.3	(1.3)	541	(8.3)	50.2	(1.5)	548	(5.9)	16.5	(1.0)	576*	(8.2)
New Brunswick	6.5	(0.8)	484*	(15.0)	23.7	(1.3)	512	(9.6)	50.1	(1.5)	517	(9.4)	19.6	(1.2)	554*	(9.8)
Quebec	5.7	(0.5)	536*	(8.5)	20.7	(0.8)	563	(4.9)	51.4	(1.0)	570	(5.7)	22.2	(0.9)	566	(8.2)
Ontario	6.0	(0.5)	556	(8.6)	23.9	(0.8)	558	(5.4)	53.1	(1.0)	567	(4.7)	17.0	(0.8)	584*	(6.2)
Manitoba	5.4	(0.6)	502*	(12.6)	23.9	(1.2)	521	(6.6)	52.6	(1.3)	528	(6.0)	18.1	(1.2)	545*	(7.0)
Saskatchewan	6.8	(0.6)	515	(9.8)	27.1	(1.1)	529	(5.9)	51.6	(1.1)	527	(5.3)	14.5	(0.9)	561*	(6.6)
Alberta	6.8	(0.8)	551	(10.9)	23.4	(1.1)	562	(8.0)	50.9	(1.1)	569	(7.0)	18.9	(0.8)	589*	(9.2)
British Columbia	5.3	(0.6)	522*	(11.7)	25.8	(1.2)	546	(6.1)	51.9	(1.2)	556	(6.9)	17.0	(1.0)	570	(10.2)
OECD average	6.7	(0.1)	–	–	26.0	(0.1)	–	–	51.3	(0.2)	–	–	16.1	(0.1)	–	–
All-country average	–	–	448*	(1.4)	–	–	471*	(1.0)	–	–	480	(0.7)	–	–	494*	(1.0)

† There are fewer than 30 observations.

* Significant difference compared to the average score in the "Agree" category.

Table B.2.6ac

Percentage and average scores by students' sense of agency with global issues: GLOBAL COMPETENCE

I think my behaviour can impact people in other countries (ST219c)

Canada, provinces, and international averages	Strongly disagree				Disagree				Agree				Strongly agree			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	7.1	(0.3)	542*	(4.7)	27.1	(0.5)	556	(2.6)	48.4	(0.5)	560	(2.5)	17.4	(0.4)	580*	(3.4)
Newfoundland and Labrador	6.0	(1.0)	527*	(14.1)	31.7	(1.8)	544*	(10.2)	48.3	(1.6)	564	(10.0)	14.1	(1.3)	570	(13.8)
Prince Edward Island	6.9	(1.2)	493†	(24.4)	30.4	(2.6)	548	(17.5)	48.1	(2.8)	551	(17.3)	14.6	(2.9)	539	(23.9)
Nova Scotia	8.3	(0.9)	526	(14.8)	32.2	(1.4)	540	(6.6)	44.3	(1.5)	549	(6.4)	15.3	(1.1)	582*	(9.3)
New Brunswick	7.6	(0.8)	490*	(13.9)	30.7	(1.6)	513	(9.8)	47.1	(1.8)	522	(8.9)	14.6	(1.1)	547*	(11.5)
Quebec	8.0	(0.5)	543*	(7.3)	27.1	(0.8)	565	(5.6)	44.1	(0.9)	567	(5.6)	20.9	(1.0)	573	(8.8)
Ontario	6.6	(0.5)	558	(9.0)	26.4	(0.9)	563	(5.1)	50.0	(1.1)	564	(4.3)	16.9	(0.8)	587*	(6.6)
Manitoba	6.9	(0.8)	511	(10.6)	28.0	(1.2)	525	(6.7)	48.4	(1.3)	526	(5.6)	16.8	(1.0)	546*	(6.8)
Saskatchewan	7.4	(0.6)	514	(10.1)	27.5	(1.1)	526	(5.1)	50.9	(1.2)	530	(5.8)	14.2	(0.9)	558*	(6.3)
Alberta	7.6	(0.8)	539*	(9.9)	24.7	(1.1)	561	(8.2)	49.0	(0.9)	570	(6.5)	18.7	(0.9)	596*	(9.4)
British Columbia	6.6	(0.6)	526*	(10.7)	28.8	(1.0)	549	(6.2)	49.7	(1.2)	556	(7.0)	14.9	(0.9)	573*	(9.5)
OECD average	9.3	(0.1)	–	–	34.7	(0.1)	–	–	43.3	(0.1)	–	–	12.8	(0.1)	–	–
All-country average	–	–	461*	(1.2)	–	–	482*	(0.8)	–	–	475	(0.7)	–	–	490*	(1.1)

† There are fewer than 30 observations.

* Significant difference compared to the average score in the "Agree" category.

Table B.2.6ad

Percentage and average scores by students' sense of agency with global issues: GLOBAL COMPETENCE

It is right to boycott companies that are known to provide poor workplace conditions for their employees (ST219d)

Canada, provinces, and international averages	Strongly disagree				Disagree				Agree				Strongly agree			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	6.7	(0.2)	533*	(4.4)	19.5	(0.5)	530*	(3.7)	52.9	(0.6)	565	(2.7)	20.8	(0.4)	590*	(3.2)
Newfoundland and Labrador	5.6	(0.8)	515*	(15.7)	22.5	(1.5)	522*	(11.4)	54.0	(1.9)	564	(10.0)	17.9	(1.2)	590*	(12.2)
Prince Edward Island	5.8	(1.6)	498*†	(26.0)	22.6	(2.7)	511*	(17.7)	53.3	(3.2)	559	(15.8)	18.2	(2.4)	561	(23.2)
Nova Scotia	6.3	(0.8)	514*	(13.7)	22.0	(1.2)	512*	(7.8)	51.5	(1.4)	556	(5.9)	20.1	(1.1)	591*	(8.7)
New Brunswick	7.2	(0.9)	476*	(13.1)	26.9	(1.4)	495*	(10.7)	48.5	(1.7)	526	(8.5)	17.4	(1.2)	564*	(11.8)
Quebec	7.9	(0.5)	530*	(7.0)	19.4	(0.8)	545*	(6.0)	47.9	(0.9)	571	(4.9)	24.8	(0.9)	585*	(7.3)
Ontario	6.6	(0.5)	550*	(8.9)	18.1	(0.8)	535*	(7.2)	54.6	(1.1)	570	(4.7)	20.7	(0.7)	595*	(5.3)
Manitoba	6.4	(0.7)	495*	(10.6)	22.6	(1.1)	502*	(7.1)	52.4	(1.2)	533	(5.3)	18.6	(1.0)	560*	(6.5)
Saskatchewan	7.1	(0.6)	509*	(10.1)	26.5	(1.1)	512*	(6.0)	50.3	(1.1)	534	(5.9)	16.2	(1.1)	566*	(5.9)
Alberta	6.7	(0.7)	542*	(10.6)	17.7	(0.9)	533*	(7.8)	54.3	(1.3)	575	(7.0)	21.3	(1.0)	599*	(8.2)
British Columbia	5.4	(0.6)	508*	(11.2)	20.8	(0.9)	524*	(6.4)	55.7	(1.4)	560	(6.4)	18.1	(1.2)	588*	(9.4)
OECD average	8.1	(0.1)	–	–	25.5	(0.1)	–	–	48.5	(0.1)	–	–	17.9	(0.1)	–	–
All-country average	–	–	454*	(1.2)	–	–	463*	(0.9)	–	–	481	(0.7)	–	–	499*	(1.0)

† There are fewer than 30 observations.

* Significant difference compared to the average score in the "Agree" category.

Table B.2.6ae

Percentage and average scores by students' sense of agency with global issues: GLOBAL COMPETENCE

I can do something about the problems of the world (ST219e)

Canada, provinces, and international averages	Strongly disagree				Disagree				Agree				Strongly agree			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	8.1	(0.3)	540*	(4.8)	26.9	(0.6)	558	(3.4)	50.4	(0.6)	563	(2.5)	14.6	(0.4)	572*	(3.7)
Newfoundland and Labrador	6.3	(1.0)	525*	(14.8)	29.8	(1.7)	542*	(10.7)	52.6	(1.7)	565	(9.9)	11.3	(1.1)	576	(14.3)
Prince Edward Island	8.8	(1.5)	492*†	(26.5)	29.7	(2.7)	554	(19.2)	52.7	(3.0)	549	(15.3)	8.7	(2.3)	536†	(31.7)
Nova Scotia	9.0	(1.0)	522*	(12.1)	31.2	(1.2)	544	(7.3)	45.1	(1.6)	555	(6.3)	14.6	(1.0)	565	(8.4)
New Brunswick	8.8	(0.8)	493*	(14.1)	29.3	(1.4)	509*	(9.7)	49.4	(1.8)	527	(8.5)	12.5	(1.0)	549	(12.1)
Quebec	8.9	(0.6)	543*	(7.5)	30.9	(1.0)	568	(5.2)	44.2	(1.0)	570	(6.1)	16.0	(0.7)	565	(9.2)
Ontario	8.0	(0.6)	553	(8.8)	24.7	(1.0)	564	(6.2)	53.2	(0.9)	568	(4.5)	14.1	(0.7)	576	(6.4)
Manitoba	7.8	(0.8)	507*	(11.3)	26.6	(1.1)	527	(6.3)	51.4	(1.3)	528	(5.9)	14.2	(0.8)	542	(6.6)
Saskatchewan	7.5	(0.6)	513*	(8.8)	28.1	(1.2)	524	(5.4)	51.1	(1.3)	534	(6.0)	13.3	(0.8)	550	(7.3)
Alberta	8.6	(0.7)	539*	(9.7)	25.7	(1.3)	563	(8.8)	49.7	(1.3)	572	(5.9)	16.0	(0.9)	592*	(8.9)
British Columbia	6.5	(0.7)	526*	(11.7)	27.1	(1.2)	549	(6.7)	52.2	(1.3)	558	(7.0)	14.2	(0.8)	567	(10.2)
OECD average	9.5	(0.1)	–	–	33.0	(0.1)	–	–	45.3	(0.2)	–	–	12.2	(0.1)	–	–
All-country average	–	–	458*	(1.2)	–	–	477*	(0.8)	–	–	481	(0.7)	–	–	485*	(1.1)

† There are fewer than 30 observations.

* Significant difference compared to the average score in the "Agree" category.

Table B.2.6af

Percentage and average scores by students' sense of agency with global issues: GLOBAL COMPETENCE

Looking after the global environment is important to me (ST219f)

Canada, provinces, and international averages	Strongly disagree				Disagree				Agree				Strongly agree			
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error
Canada	5.3	(0.3)	532*	(5.6)	15.3	(0.4)	537*	(4.2)	56.9	(0.5)	562	(2.4)	22.5	(0.5)	584*	(3.5)
Newfoundland and Labrador	3.8	(0.7)	507*	(19.4)	19.3	(1.3)	523*	(11.6)	57.4	(1.9)	560	(10.1)	19.5	(1.4)	589*	(10.6)
Prince Edward Island	6.1	(1.3)	473*†	(30.9)	17.8	(2.1)	513*	(19.3)	62.3	(3.3)	558	(15.4)	13.8	(2.4)	556	(20.6)
Nova Scotia	4.8	(0.9)	487*	(16.9)	19.2	(1.1)	518*	(9.4)	54.8	(1.5)	551	(6.1)	21.2	(1.3)	593*	(7.0)
New Brunswick	6.1	(0.8)	467*	(16.4)	18.4	(1.2)	495*	(10.4)	53.3	(1.8)	521	(8.7)	22.2	(1.4)	554*	(9.5)
Quebec	4.2	(0.4)	533*	(10.2)	10.9	(0.6)	533*	(8.3)	54.1	(1.0)	567	(5.1)	30.7	(0.9)	580*	(7.2)
Ontario	6.1	(0.6)	546*	(9.8)	15.8	(0.7)	546*	(6.6)	57.5	(1.1)	568	(4.2)	20.6	(1.0)	589*	(6.5)
Manitoba	5.3	(0.6)	488*	(12.3)	16.6	(1.1)	507*	(8.1)	57.8	(1.3)	528	(5.4)	20.3	(1.0)	556*	(6.2)
Saskatchewan	6.1	(0.6)	508*	(9.7)	19.4	(1.1)	508*	(7.0)	56.6	(1.3)	534	(5.2)	17.9	(1.2)	557*	(6.0)
Alberta	5.5	(0.6)	547	(11.6)	16.2	(0.9)	547*	(9.2)	58.2	(1.1)	569	(6.5)	20.0	(1.0)	600*	(8.6)
British Columbia	4.3	(0.6)	506*	(14.8)	16.2	(0.9)	535*	(6.8)	58.0	(1.4)	555	(6.6)	21.4	(1.2)	581*	(8.2)
OECD average	5.6	(0.1)	–	–	16.6	(0.1)	–	–	55.0	(0.2)	–	–	22.9	(0.1)	–	–
All-country average	–	–	441*	(1.5)	–	–	457*	(1.0)	–	–	480	(0.6)	–	–	498*	(0.9)

† There are fewer than 30 observations.

* Significant difference compared to the average score in the "Agree" category.

Table B.2.6ba

Index of students' sense of agency with global issues by sociodemographic characteristics

Canada, provinces, and all-country average	Language of the school system							
	All students		Anglophone school systems		Francophone school systems		Difference (A–F)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.16	(0.01)	0.13	(0.01)	0.29	(0.03)	-0.15*	(0.03)
Newfoundland and Labrador	0.10	(0.03)	0.10	(0.03)	--	--	--	--
Prince Edward Island	0.04	(0.07)	0.03	(0.07)	--	--	--	--
Nova Scotia	0.07**	(0.03)	0.07	(0.03)	0.21	(0.10)	-0.14	(0.10)
New Brunswick	0.09**	(0.03)	0.01	(0.04)	0.29	(0.06)	-0.29*	(0.07)
Quebec	0.26**	(0.03)	0.06	(0.04)	0.29	(0.03)	-0.22*	(0.05)
Ontario	0.15	(0.02)	0.14	(0.02)	0.27	(0.04)	-0.13*	(0.04)
Manitoba	0.14	(0.03)	0.14	(0.03)	0.45	(0.10)	-0.32*	(0.11)
Saskatchewan	0.05**	(0.03)	0.04	(0.03)	--	--	--	--
Alberta	0.17	(0.02)	0.17	(0.02)	0.46	(0.10)	-0.29*	(0.10)
British Columbia	0.14	(0.03)	0.14	(0.03)	0.27	(0.10)	-0.13	(0.11)
All-country average	0.00**	(0.00)	--	--	--	--	--	--

-- Not available.

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Note: Because Newfoundland and Labrador and Prince Edward Island did not oversample students by language, and due to the small sample size for Saskatchewan francophone students, results for only English-language schools are available for these provinces.

Table B.2.6bb

Index of students' sense of agency with global issues by sociodemographic characteristics

Canada, provinces, and all-country average	Gender							
	All students		Girls		Boys		Difference (G–B)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.16	(0.01)	0.31	(0.01)	0.01	(0.02)	0.30*	(0.02)
Newfoundland and Labrador	0.10	(0.03)	0.14	(0.05)	0.06	(0.05)	0.09	(0.07)
Prince Edward Island	0.04	(0.07)	0.03	(0.07)	0.05	(0.11)	-0.01	(0.12)
Nova Scotia	0.07**	(0.03)	0.28	(0.04)	-0.16	(0.05)	0.44*	(0.06)
New Brunswick	0.09**	(0.03)	0.23	(0.05)	-0.07	(0.05)	0.30*	(0.07)
Quebec	0.26**	(0.03)	0.37	(0.03)	0.15	(0.03)	0.22*	(0.04)
Ontario	0.15	(0.02)	0.29	(0.03)	0.00	(0.03)	0.29*	(0.04)
Manitoba	0.14	(0.03)	0.28	(0.03)	0.00	(0.04)	0.29*	(0.04)
Saskatchewan	0.05**	(0.03)	0.18	(0.03)	-0.09	(0.05)	0.27*	(0.05)
Alberta	0.17	(0.02)	0.37	(0.03)	-0.03	(0.04)	0.40*	(0.06)
British Columbia	0.14	(0.03)	0.31	(0.04)	-0.04	(0.03)	0.35*	(0.04)
All-country average	0.00**	(0.00)	0.10	(0.00)	-0.10	(0.00)	0.20*	(0.01)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.6bc

Index of students' sense of agency with global issues by sociodemographic characteristics

Canada, provinces, and all-country average	Immigrant status							
	All students		Non-immigrant students		Immigrant students		Difference (immigrant students– non-immigrant students)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.16	(0.01)	0.15	(0.01)	0.20	(0.02)	0.05 *	(0.02)
Newfoundland and Labrador	0.10	(0.03)	0.09	(0.03)	0.41	(0.21)	0.32	(0.22)
Prince Edward Island	0.04	(0.07)	0.04	(0.09)	0.13	(0.24)	0.09	(0.27)
Nova Scotia	0.07 **	(0.03)	0.07	(0.03)	0.24	(0.12)	0.17	(0.12)
New Brunswick	0.09 **	(0.03)	0.09	(0.04)	0.12	(0.11)	0.03	(0.12)
Quebec	0.26 **	(0.03)	0.26	(0.03)	0.24	(0.05)	-0.02	(0.05)
Ontario	0.15	(0.02)	0.12	(0.03)	0.16	(0.03)	0.04	(0.04)
Manitoba	0.14	(0.03)	0.12	(0.03)	0.21	(0.05)	0.09	(0.05)
Saskatchewan	0.05 **	(0.03)	0.03	(0.04)	0.16	(0.06)	0.12	(0.07)
Alberta	0.17	(0.02)	0.11	(0.03)	0.27	(0.04)	0.16 *	(0.06)
British Columbia	0.14	(0.03)	0.11	(0.04)	0.20	(0.04)	0.09 *	(0.04)
All-country average	0.00 **	(0.00)	0.00	(0.00)	-0.03	(0.04)	-0.03	(0.04)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.6bd

Index of students' sense of agency with global issues by sociodemographic characteristics

Canada, provinces, and all-country average	Economic, social, and cultural status index							
	All students		Bottom quarter		Top quarter		Difference (top quarter– bottom quarter)	
	Score	Standard error	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	0.16	(0.01)	-0.02	(0.02)	0.35	(0.02)	0.37 *	(0.03)
Newfoundland and Labrador	0.10	(0.03)	-0.02	(0.06)	0.29	(0.07)	0.31 *	(0.09)
Prince Edward Island	0.04	(0.07)	-0.13	(0.14)	0.38	(0.14)	0.51 *	(0.17)
Nova Scotia	0.07 **	(0.03)	-0.12	(0.06)	0.25	(0.06)	0.37 *	(0.08)
New Brunswick	0.09 **	(0.03)	-0.17	(0.06)	0.40	(0.07)	0.57 *	(0.09)
Quebec	0.26 **	(0.03)	0.03	(0.04)	0.47	(0.04)	0.44 *	(0.05)
Ontario	0.15	(0.02)	-0.02	(0.05)	0.32	(0.04)	0.34 *	(0.06)
Manitoba	0.14	(0.03)	0.00	(0.05)	0.34	(0.06)	0.34 *	(0.08)
Saskatchewan	0.05 **	(0.03)	-0.15	(0.05)	0.23	(0.06)	0.39 *	(0.08)
Alberta	0.17	(0.02)	-0.02	(0.04)	0.39	(0.06)	0.41 *	(0.08)
British Columbia	0.14	(0.03)	-0.05	(0.05)	0.28	(0.04)	0.33 *	(0.06)
All-country average	0.00 **	(0.00)	-0.16	(0.01)	0.18	(0.01)	0.34 *	(0.01)

* Significant difference within Canada, province, or all participating countries.

** Significant difference compared to Canada.

Table B.2.6ca

Index of students' sense of agency with global issues and performance in global competence

Canada, provinces, and all-country average	Score in global competence, by quarters of the index of students' sense of agency with global issues				Difference in relative performance between students in the top quarter and students in the bottom quarter of this index	
	Bottom quarter		Top quarter			
	Average	Standard error	Average	Standard error	Difference	Standard error
Canada	538	(2.9)	587	(3.0)	49*	(3.9)
Newfoundland and Labrador	520	(9.4)	588	(10.2)	69*	(10.4)
Prince Edward Island	518	(17.9)	564	(20.8)	45*	(19.4)
Nova Scotia	522	(7.2)	586	(6.9)	64*	(7.8)
New Brunswick	494	(9.5)	561	(9.0)	66*	(10.6)
Quebec	544	(5.3)	578	(8.2)	34*	(9.8)
Ontario	546	(5.0)	596	(5.7)	50*	(5.9)
Manitoba	508	(6.6)	552	(5.8)	44*	(7.5)
Saskatchewan	515	(5.9)	564	(5.2)	48*	(7.3)
Alberta	544	(7.5)	602	(8.0)	58*	(8.2)
British Columbia	531	(5.5)	580	(7.9)	49*	(7.7)
All-country average	458	(0.8)	499	(0.8)	41*	(1.0)

* Significant difference within Canada, province, or all participating countries.

Note: "Relative performance" refers to the residual performance, attributable to purely "global competence" competencies, after accounting for performance in reading, mathematics, and science, in a regression performed across students at the national or provincial level.

Table B.2.6cb

Index of students' sense of agency with global issues and performance in global competence

Canada, provinces, and all-country average	Change in global competence performance per one (integer) unit change in the index of students' sense of agency with global issues		Explained variance in student performance ($r^2 \times 100$)		Change in relative global competence performance per one (integer) unit change in the index of students' sense of agency with global issues		Explained variance in student relative performance ($r^2 \times 100$)	
	Difference	Standard error	%	Standard error	Difference	Standard error	%	Standard error
Before accounting for gender and student socioeconomic profile								
Canada	13*	(1.3)	1.8	(0.4)	4*	(1.0)	71.5	(0.9)
Newfoundland and Labrador	23*	(4.8)	5.0	(1.9)	6*	(2.7)	78.5	(1.9)
Prince Edward Island	15*	(7.5)	2.1	(2.0)	8*	(3.7)	77.1	(5.0)
Nova Scotia	23*	(3.3)	4.8	(1.3)	5*	(1.7)	79.0	(1.7)
New Brunswick	21*	(3.7)	5.0	(1.7)	4	(2.3)	73.6	(2.3)
Quebec	9*	(3.4)	1.1	(0.7)	1	(3.0)	63.4	(1.9)
Ontario	11*	(1.9)	1.4	(0.5)	4*	(1.1)	72.7	(1.6)
Manitoba	14*	(2.5)	2.3	(0.8)	5*	(1.6)	71.5	(2.5)
Saskatchewan	14*	(2.4)	2.6	(0.8)	4*	(1.6)	76.0	(1.5)
Alberta	15*	(2.9)	2.6	(0.9)	6*	(2.0)	73.8	(1.9)
British Columbia	17*	(2.9)	2.4	(0.8)	7*	(1.7)	72.4	(1.6)
All-country average	13*	(0.4)	2.2	(0.1)	2*	(0.3)	73.6	(0.3)
After accounting for gender and student socioeconomic profile								
Canada	8*	(1.2)	9.1	(0.9)	3*	(0.9)	72.0	(0.8)
Newfoundland and Labrador	20*	(4.6)	9.3	(2.4)	5*	(2.6)	79.2	(1.9)
Prince Edward Island	7	(7.0)	13.8	(3.9)	6	(3.8)	77.9	(5.0)
Nova Scotia	15*	(3.0)	12.5	(2.4)	4	(1.8)	79.5	(1.8)
New Brunswick	15*	(3.6)	10.9	(2.5)	2	(2.3)	74.1	(2.3)
Quebec	4	(3.1)	10.2	(1.9)	1	(2.8)	64.2	(1.9)
Ontario	7*	(1.9)	7.2	(1.4)	2*	(1.2)	73.3	(1.6)
Manitoba	10*	(2.4)	6.3	(1.6)	5*	(1.6)	71.6	(2.5)
Saskatchewan	9*	(2.4)	11.5	(1.9)	3*	(1.5)	76.5	(1.4)
Alberta	9*	(2.6)	11.6	(2.4)	4*	(1.9)	74.2	(2.0)
British Columbia	10*	(2.6)	9.4	(1.9)	5*	(1.7)	73.1	(1.7)
All-country average	9*	(0.4)	13.3	(0.3)	2*	(0.3)	74.0	(0.3)

* Significant difference within Canada, province, or all participating countries.

Note: "Relative performance" refers to the residual performance, attributable to purely "global competence" competencies, after accounting for performance in reading, mathematics, and science, in a regression performed across students at the national or provincial level.

Table B.2.7

Percentage and average scores of students in Canada by students' capacity to take action: GLOBAL COMPETENCE

Are you involved in the following activities? (ST222)	Yes				No				Difference (Yes–No)	
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	Difference	Standard error
I reduce the energy I use at home to protect the environment (ST222a)	66.9	(0.5)	566	(2.4)	33.1	(0.5)	550	(3.1)	15*	(3.2)
I choose certain products for ethical or environmental reasons, even if they are a bit more expensive (ST222b)	41.7	(0.5)	560	(2.8)	58.3	(0.5)	561	(2.6)	-2	(3.0)
I sign environmental or social petitions online (ST222c)	18.9	(0.5)	539	(3.9)	81.1	(0.5)	566	(2.4)	-27*	(4.2)
I keep myself informed about world events via Twitter or Facebook (ST222d)	58.4	(0.5)	561	(2.2)	41.6	(0.5)	561	(3.1)	-1	(3.0)
I boycott products or companies for political, ethical, or environmental reasons (ST222e)	25.9	(0.5)	554	(3.8)	74.1	(0.5)	563	(2.4)	-9*	(4.0)
I participate in activities promoting equality between men and women (ST222f)	34.5	(0.5)	558	(3.0)	65.5	(0.5)	562	(2.3)	-5	(2.8)
I participate in activities in favour of environmental protection (ST222g)	35.7	(0.5)	561	(3.0)	64.3	(0.5)	561	(2.6)	0	(3.4)
I regularly read websites on international social issues (ST222h)	42.8	(0.6)	566	(2.4)	57.2	(0.6)	557	(2.6)	9*	(2.4)

* Significant difference within Canada.

Table B.2.7a

Percentage and average scores by students' capacity to take action: GLOBAL COMPETENCE

Canada, provinces, and international averages	I reduce the energy I use at home to protect the environment (ST222a)								Difference (Yes–No)	
	Yes				No				Difference	Standard error
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error		
Canada	66.9	(0.5)	566	(2.4)	33.1	(0.5)	550	(3.1)	15*	(3.2)
Newfoundland and Labrador	67.5	(1.9)	561	(8.8)	32.5	(1.9)	544	(10.8)	17*	(8.5)
Prince Edward Island	62.3	(2.3)	553	(13.5)	37.7	(2.3)	537	(21.5)	16	(16.7)
Nova Scotia	65.6	(1.4)	562	(5.9)	34.4	(1.4)	527	(6.8)	35*	(7.1)
New Brunswick	61.4	(1.6)	526	(7.2)	38.6	(1.6)	511	(9.5)	16*	(7.5)
Quebec	61.0	(1.0)	571	(5.5)	39.0	(1.0)	556	(5.5)	15*	(4.9)
Ontario	68.1	(1.0)	572	(4.4)	31.9	(1.0)	557	(5.3)	15*	(5.3)
Manitoba	67.1	(1.1)	535	(5.3)	32.9	(1.1)	514	(6.5)	21*	(6.5)
Saskatchewan	66.7	(1.1)	536	(4.8)	33.3	(1.1)	523	(5.5)	13*	(5.7)
Alberta	68.4	(1.2)	574	(6.2)	31.6	(1.2)	561	(7.4)	12*	(6.2)
British Columbia	71.9	(1.1)	558	(6.2)	28.1	(1.1)	543	(7.1)	15*	(6.7)
OECD average	70.6	(0.1)	–	–	29.4	(0.1)	–	–	–	–
All-country average	–	–	480	(0.6)	–	–	472	(0.8)	7*	(0.8)

* Significant difference within Canada, province, or all participating countries.

Table B.2.7b

Percentage and average scores by students' capacity to take action: GLOBAL COMPETENCE

Canada, provinces, and international averages	I choose certain products for ethical or environmental reasons, even if they are a bit more expensive (ST222b)									
	Yes				No				Difference (Yes–No)	
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	Difference	Standard error
Canada	41.7	(0.5)	560	(2.8)	58.3	(0.5)	561	(2.6)	-2	(3.0)
Newfoundland and Labrador	39.0	(1.9)	559	(9.7)	61.0	(1.9)	555	(9.7)	4	(8.5)
Prince Edward Island	37.1	(3.6)	554	(15.3)	62.9	(3.6)	543	(21.0)	11	(25.3)
Nova Scotia	35.0	(1.4)	555	(7.1)	65.0	(1.4)	547	(5.6)	9	(6.5)
New Brunswick	39.8	(1.8)	521	(7.9)	60.2	(1.8)	522	(8.8)	-1	(8.4)
Quebec	37.9	(1.1)	569	(5.6)	62.1	(1.1)	562	(5.2)	7	(4.1)
Ontario	44.2	(1.1)	563	(4.9)	55.8	(1.1)	570	(4.7)	-7	(5.2)
Manitoba	38.1	(1.4)	522	(5.9)	61.9	(1.4)	532	(5.7)	-11	(6.6)
Saskatchewan	37.9	(1.2)	527	(5.7)	62.1	(1.2)	535	(4.5)	-8	(5.3)
Alberta	39.5	(1.1)	567	(7.0)	60.5	(1.1)	572	(6.2)	-5	(5.5)
British Columbia	45.9	(1.2)	556	(7.3)	54.1	(1.2)	552	(5.8)	3	(5.8)
OECD average	45.3	(0.2)	–	–	54.7	(0.2)	–	–	–	–
All-country average	–	–	474	(0.7)	–	–	483	(0.7)	-9*	(0.7)

* Significant difference within Canada, province, or all participating countries.

Table B.2.7c

Percentage and average scores by students' capacity to take action: GLOBAL COMPETENCE

Canada, provinces, and international averages	I sign environmental or social petitions online (ST222c)									
	Yes				No				Difference (Yes–No)	
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	Difference	Standard error
Canada	18.9	(0.5)	539	(3.9)	81.1	(0.5)	566	(2.4)	-27*	(4.2)
Newfoundland and Labrador	18.0	(1.5)	549	(11.9)	82.0	(1.5)	557	(9.1)	-8	(10.9)
Prince Edward Island	13.8	(1.7)	549	(18.7)	86.2	(1.7)	548	(16.0)	1	(19.6)
Nova Scotia	15.0	(1.0)	545	(10.8)	85.0	(1.0)	551	(5.4)	-5	(10.3)
New Brunswick	20.8	(1.1)	499	(10.7)	79.2	(1.1)	527	(7.9)	-28*	(10.5)
Quebec	17.1	(0.8)	561	(7.7)	82.9	(0.8)	566	(4.9)	-4	(6.5)
Ontario	20.8	(1.1)	540	(6.4)	79.2	(1.1)	574	(4.5)	-34*	(7.0)
Manitoba	18.2	(1.0)	500	(7.9)	81.8	(1.0)	535	(5.0)	-34*	(7.6)
Saskatchewan	17.9	(0.9)	502	(8.8)	82.1	(0.9)	539	(4.2)	-37*	(8.4)
Alberta	16.7	(0.9)	550	(8.3)	83.3	(0.9)	574	(6.4)	-24*	(8.8)
British Columbia	19.3	(1.0)	522	(8.7)	80.7	(1.0)	562	(5.6)	-40*	(7.5)
OECD average	25.4	(0.1)	–	–	74.6	(0.1)	–	–	–	–
All-country average	–	–	456	(0.8)	–	–	489	(0.6)	-33*	(0.8)

* Significant difference within Canada, province, or all participating countries.

Table B.2.7d

Percentage and average scores by students' capacity to take action: GLOBAL COMPETENCE

I keep myself informed about world events via "Twitter" or "Facebook" (ST222d)

Canada, provinces, and international averages	Yes				No				Difference (Yes–No)	
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	Difference	Standard error
Canada	58.4	(0.5)	561	(2.2)	41.6	(0.5)	561	(3.1)	-1	(3.0)
Newfoundland and Labrador	69.9	(1.9)	555	(8.7)	30.1	(1.9)	558	(11.7)	-4	(9.1)
Prince Edward Island	60.8	(2.9)	556	(14.5)	39.2	(2.9)	534	(18.7)	22	(13.5)
Nova Scotia	59.6	(1.7)	547	(5.8)	40.4	(1.7)	554	(7.4)	-8	(7.4)
New Brunswick	58.9	(1.4)	526	(8.3)	41.1	(1.4)	516	(8.5)	10	(8.3)
Quebec	61.1	(0.9)	566	(4.8)	38.9	(0.9)	563	(6.6)	3	(5.3)
Ontario	59.2	(0.9)	567	(4.3)	40.8	(0.9)	567	(5.2)	0	(4.8)
Manitoba	54.7	(1.3)	527	(5.8)	45.3	(1.3)	529	(5.8)	-2	(6.2)
Saskatchewan	56.9	(1.3)	532	(4.5)	43.1	(1.3)	534	(5.2)	-2	(4.4)
Alberta	54.5	(1.4)	569	(6.2)	45.5	(1.4)	571	(7.4)	-2	(6.5)
British Columbia	55.7	(1.4)	551	(6.6)	44.3	(1.4)	559	(6.2)	-9	(5.6)
OECD average	63.9	(0.1)	–	–	36.1	(0.1)	–	–	–	–
All-country average	–	–	480	(0.6)	–	–	473	(0.8)	7*	(0.7)

* Significant difference within Canada, province, or all participating countries.

Table B.2.7e

Percentage and average scores by students' capacity to take action: GLOBAL COMPETENCE

I boycott products or companies for political, ethical, or environmental reasons (ST222e)

Canada, provinces, and international averages	Yes				No				Difference (Yes–No)	
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	Difference	Standard error
Canada	25.9	(0.5)	554	(3.8)	74.1	(0.5)	563	(2.4)	-9*	(4.0)
Newfoundland and Labrador	23.8	(1.7)	559	(9.9)	76.2	(1.7)	555	(9.6)	3	(10.1)
Prince Edward Island	19.8	(2.1)	555	(18.4)	80.2	(2.1)	545	(16.1)	9	(17.7)
Nova Scotia	21.1	(1.1)	556	(9.5)	78.9	(1.1)	549	(5.5)	7	(9.5)
New Brunswick	23.3	(1.2)	518	(9.6)	76.7	(1.2)	522	(7.9)	-3	(8.9)
Quebec	26.9	(0.9)	570	(6.9)	73.1	(0.9)	563	(5.0)	7	(5.5)
Ontario	26.8	(1.0)	552	(6.0)	73.2	(1.0)	573	(4.4)	-20*	(6.4)
Manitoba	23.5	(1.2)	519	(7.7)	76.5	(1.2)	532	(5.0)	-12	(7.3)
Saskatchewan	22.9	(1.1)	524	(6.6)	77.1	(1.1)	535	(4.4)	-11	(6.3)
Alberta	25.5	(1.3)	571	(7.6)	74.5	(1.3)	569	(6.4)	2	(7.3)
British Columbia	25.5	(0.9)	541	(9.7)	74.5	(0.9)	559	(5.5)	-18*	(8.5)
OECD average	26.8	(0.1)	–	–	73.2	(0.1)	–	–	–	–
All-country average	–	–	460	(0.8)	–	–	486	(0.6)	-26*	(0.8)

* Significant difference within Canada, province, or all participating countries.

Table B.2.7f

Percentage and average scores by students' capacity to take action: GLOBAL COMPETENCE

I participate in activities promoting equality between men and women (ST222f)

Canada, provinces, and international averages	Yes				No				Difference (Yes–No)	
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	Difference	Standard error
Canada	34.5	(0.5)	558	(3.0)	65.5	(0.5)	562	(2.3)	-5	(2.8)
Newfoundland and Labrador	42.1	(1.7)	562	(7.9)	57.9	(1.7)	551	(10.8)	12	(8.6)
Prince Edward Island	34.5	(3.3)	532	(16.4)	65.5	(3.3)	555	(15.9)	-22	(12.3)
Nova Scotia	35.5	(1.6)	560	(7.5)	64.5	(1.6)	544	(6.0)	16*	(8.1)
New Brunswick	32.3	(1.4)	521	(7.8)	67.7	(1.4)	521	(8.5)	0	(8.2)
Quebec	22.2	(0.9)	564	(7.2)	77.8	(0.9)	565	(5.3)	0	(7.1)
Ontario	37.0	(1.1)	562	(5.2)	63.0	(1.1)	570	(4.5)	-8	(5.3)
Manitoba	38.4	(1.4)	524	(6.6)	61.6	(1.4)	531	(5.1)	-8	(6.3)
Saskatchewan	37.3	(1.2)	528	(6.0)	62.7	(1.2)	535	(4.7)	-7	(6.3)
Alberta	39.5	(1.4)	570	(6.6)	60.5	(1.4)	570	(6.3)	1	(4.8)
British Columbia	38.0	(1.5)	549	(8.0)	62.0	(1.5)	558	(5.7)	-9	(6.9)
OECD average	32.8	(0.1)	–	–	67.2	(0.1)	–	–	–	–
All-country average	–	–	466	(0.7)	–	–	486	(0.6)	-20*	(0.7)

* Significant difference within Canada, province, or all participating countries.

Table B.2.7g

Percentage and average scores by students' capacity to take action: GLOBAL COMPETENCE

I participate in activities in favour of environmental protection (ST222g)

Canada, provinces, and international averages	Yes				No				Difference (Yes–No)	
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	Difference	Standard error
Canada	35.7	(0.5)	561	(3.0)	64.3	(0.5)	561	(2.6)	0	(3.4)
Newfoundland and Labrador	38.5	(2.0)	561	(9.2)	61.5	(2.0)	553	(9.6)	8	(7.7)
Prince Edward Island	35.7	(2.9)	543	(16.0)	64.3	(2.9)	549	(15.9)	-6	(12.1)
Nova Scotia	33.5	(1.3)	562	(7.6)	66.5	(1.3)	544	(5.5)	19*	(7.5)
New Brunswick	36.0	(1.5)	528	(8.3)	64.0	(1.5)	518	(8.4)	10	(8.5)
Quebec	25.3	(0.9)	566	(6.6)	74.7	(0.9)	565	(5.1)	1	(5.8)
Ontario	39.2	(1.1)	566	(5.1)	60.8	(1.1)	568	(4.7)	-2	(5.6)
Manitoba	36.1	(1.3)	527	(6.7)	63.9	(1.3)	529	(5.3)	-2	(6.8)
Saskatchewan	35.1	(1.1)	523	(6.0)	64.9	(1.1)	537	(4.3)	-15*	(5.5)
Alberta	36.2	(1.2)	571	(6.5)	63.8	(1.2)	569	(6.7)	2	(5.8)
British Columbia	40.6	(1.2)	554	(7.5)	59.4	(1.2)	554	(6.2)	0	(7.2)
OECD average	38.5	(0.2)	–	–	61.5	(0.2)	–	–	–	–
All-country average	–	–	473	(0.7)	–	–	484	(0.7)	-11*	(0.7)

* Significant difference within Canada, province, or all participating countries.

Table B.2.7h

Percentage and average scores by students' capacity to take action: GLOBAL COMPETENCE

Canada, provinces, and international averages	I regularly read websites on international social issues (ST222h)									
	Yes				No				Difference (Yes–No)	
	%	Standard error	Average	Standard error	%	Standard error	Average	Standard error	Difference	Standard error
Canada	42.8	(0.6)	566	(2.4)	57.2	(0.6)	557	(2.6)	9*	(2.4)
Newfoundland and Labrador	45.8	(2.0)	564	(8.8)	54.2	(2.0)	549	(9.9)	15*	(7.3)
Prince Edward Island	39.7	(2.7)	561	(15.4)	60.3	(2.7)	538	(17.5)	23	(15.8)
Nova Scotia	40.2	(1.4)	567	(6.7)	59.8	(1.4)	539	(5.7)	28*	(6.4)
New Brunswick	40.2	(1.7)	533	(8.3)	59.8	(1.7)	513	(8.4)	20*	(8.5)
Quebec	36.7	(0.9)	571	(5.5)	63.3	(0.9)	562	(5.5)	9	(5.1)
Ontario	45.7	(1.2)	571	(4.6)	54.3	(1.2)	564	(4.6)	7	(4.5)
Manitoba	39.7	(1.3)	530	(6.1)	60.3	(1.3)	528	(5.3)	3	(6.1)
Saskatchewan	40.9	(1.4)	538	(5.5)	59.1	(1.4)	529	(4.5)	9	(5.3)
Alberta	41.9	(1.4)	578	(6.6)	58.1	(1.4)	564	(6.7)	14*	(6.3)
British Columbia	46.2	(1.0)	557	(6.6)	53.8	(1.0)	553	(6.4)	3	(6.0)
OECD average	46.4	(0.2)	–	–	53.6	(0.2)	–	–	–	–
All-country average	–	–	480	(0.7)	–	–	475	(0.7)	5*	(0.7)

* Significant difference within Canada, province, or all participating countries.