

Comparison of Global Competencies in General and Vocational Education

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KLJUČNE BESEDE: globalne kompetence, PISA 2018, Slovenija, gimnazijski programi, poklicni programi

POVZETEK – Članek se osredotoča na globalne kompetence v znanstvenih in (javno)političnih razpravah, opredeljene kot skupek znanj, spretnosti, stališč in vrednot, ključnih za uspešno osebno in poklicno življenje v globaliziranem svetu. Preučuje rezultate raziskave PISA 2018, ki kažejo, da so učenci v Sloveniji svoje globalne kompetence ocenili pod povprečjem OECD. Ukvarja se z znanstveno relevantnimi vprašanji ali, kako in zakaj učenci in učenke v gimnazijskih in poklicnih srednješolskih programih v Sloveniji (ne) poročajo o enaki ravni globalnih kompetenc. Rezultati kažejo, da učenci in učenke poklicnih izobraževalnih programov v primerjavi z učenci in učenkami gimnazijskih programov poročajo o bistveno nižjih globalnih kompetencah, a o bistveno več priložnostih za učenje globalnih vsebin v šoli. Rezultati, ki kažejo, da so v Sloveniji učenci in učenke z nižjim socialno-ekonomskim statusom vključeni predvsem v programe poklicnega izobraževanja in da možnosti za pridobivanje globalnih kompetenc v šoli niso bistveno povezane s samoocenjenimi globalnimi kompetencami (zavedanjem globalnih vprašanj), postavljajo pod vprašaj kompenzacijsko vlogo šole pri pridobivanju globalnih kompetenc učencev in učenek.

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ABSTRACT – The article deals with global competencies, understood in academic and policy discussions as a set of knowledge, skills, attitudes and values crucial for successful personal and professional life in a globalized world. It examines the PISA 2018 results, which show that students in Slovenia self-assessed their global competencies below the OECD average. It addresses the scientifically relevant questions of whether, how and why students in Slovenia in general and vocational upper-secondary programmes (do not) report the same level of global competencies. The results show that students in vocational education programmes in comparison to students in general education programmes report significantly lower global competencies but significantly higher learning opportunities on global issues at school. The results, which show that in Slovenia students with lower socioeconomic status are mainly involved in vocational education programmes and that opportunities for acquiring global competencies in school are not significantly related to the self-reported global competencies (awareness of global issues), question the compensating role of school in the acquisition of global competencies by students.

1 Introduction

The challenges of globalization require education systems to pay special attention to the education of global citizens who, with their global competencies, will be able to live in an increasingly interdependent, multicultural and rapidly changing world (e.g., OECD, 2020). While the theoretical foundations for global citizenship education date back to 1970 (e.g., Bourn, 2020), the measurement of global competencies has gained attention, especially in the last decades. The Programme for International Students Assessment (PISA, 2018) is the first study which assessed the global competencies of students around the world from an international comparative perspective. In its analyti-

cal framework, global competencies are understood as “the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development” (OECD, 2018, p. 7). In addition to international comparisons, its data provides in-depth insights into the acquisition of global competencies by 15-year-old students within the national education systems, including differences between different educational tracks.

(Global) citizenship competencies in general and vocational education programmes

Part of the mission of modern education systems is to foster formally equal citizens by promoting the reproduction of essential conditions for democratic governance (Nylund et al., 2020; Sinjur, 2016). The main aim of education is to prepare students for successful participation in society and the labour market, and thus support their societal integration (Van Der Werfhost, 2017). Unequal access to opportunities to learn citizenship has been identified as an important factor that contributes to socioeconomic inequalities in later civic engagement (Hoskins et al., 2021) and thus affects the social cohesiveness of society (e.g., Van Goethem et al., 2020). Although the role of school in equipping students for later civic engagement has been well recognized, the research (e.g., Nylund et al., 2022) shows that not all students have the same learning opportunities on these issues at school (Oblak and Lavrič, 2019). The data show that in most European Union member states, including Slovenia, the general upper-secondary education programmes (GEP) and the vocational upper-secondary education programmes (VEP) differ significantly in terms of individual students’ factors (e.g., economic, social and cultural status – ESCS, prior educational experience, etc.), as well as systemic and school-level factors (goals, programmes, curricula, teacher training programmes), which may be related to future (global) civic and citizenship engagement.

Using pooled European Social Survey data collected between 2002 and 2012 from 24 European countries, Van der Werfhorst (2017) demonstrated that adults educated in VEP had lower levels of political engagement than adults educated in GEP (Van der Werfhorst, 2017). Similarly, Hoskins et al. (2014) found that 16 to 18-year-old students enrolled in VEP in Germany, England, and Denmark reported the intention to take part in elections less often than students in GEP. Dijkstra et al. (2021) note that students in GEP in comparison to their peers in VEP have greater civic knowledge (see also Van der Wal and Waslander, 2007); they are more supportive of equal rights for ethnic groups; they participate in more civic activities at school and rate them as important; they report a classroom climate that is open to discussion and more positive relationships between students and teachers. The students of GEP are more convinced that critical citizenship and personal development are important, while students of VEP are more focused on citizenship oriented towards adaptation and socially desirable behaviour. At the same time, Dijkstra et al. (2021) did not detect any differences between the education programmes regarding students’ confidence in their civic competencies and participation. Nylund et al. (2022) highlight that the curricula in GEP “provide substantially different opportunities to foster understanding and self-confidence to exert influence in work-

places or society”. GEP enable conceptual knowledge and training in critical thinking and active citizenship. These are lacking in VEP, although they seem to be very valuable in terms of acquiring “knowledge that enables the questioning of prevailing conditions”, “to address situations in vocational environments and exert influence at workplaces”, as well as to be engaged in civic issues (exerting influence through trade unions, etc.).

In this regard, the European Parliament (2022) recognized that VEP devotes lower attention to citizenship education in comparison to GEP. This is not only evident in the curricula and other learning opportunities on (global) citizenship issues at school, students’ civic knowledge and dispositions, but also in society and teachers’ views of citizenship education in different educational tracks (see Leenders et al., 2008; Van Goethem et al., 2020).

Research gap and the aim of the research

Van der Werfhorst (2017) highlights that although “civicness” can be regarded as one of the most important educational goals, the question of its realization in different education programmes has been neglected in the research. With few exceptions, such studies have not been directed towards VEP (Nylund et al., 2022).

Van De Werfhorst (2017) highlights that education systems (including general and vocational tracks) differ; therefore, it is important to consider a particular education system when addressing specific educational issues. The national strategic framework in Slovenia (see Šterman Ivančič and Štremfel, 2023) sets the acquisition of global competencies by students as an important educational goal. Research attention has already been devoted to the individual factors related to global competencies, e.g., gender, migrant background, ESCS (Šterman Ivančič and Štremfel, 2022), while the school factors, such as the educational track, have not been studied yet. Slovenia provides an interesting context for such investigation since, with its post-socialist past and current education policy goals, it has been regarded as a strong proponent of equity in education, also as regards the civics dimension of education. By focusing on the issue of the global competencies of students in Slovenia in GEP and VEP in the PISA 2018 data, the article addresses the topical national issue while also filling the research gap and contributing to the scientific discussions in the wider (global) citizenship education research field.

In this framework, the paper aims to answer the following research questions:

- Do the self-assessed global competencies of students attending GEP and VEP in Slovenia differ significantly?
- Do students in GEP and VEP report the same learning opportunities on global issues at school?
- How are the reported learning opportunities on global issues at school related to students’ awareness (i.e., knowledge) of global issues?
- Are the differences between education programmes just as evident when students’ ESCS is taken into consideration?
- What are the implications of the research findings for policy and practice?

2 Method

To answer the research questions, we conducted secondary analyses of the OECD PISA 2018 data for which the method (participants, instruments, and data analysis) is explained in the following paragraphs.

Participants

The final sample in the analysis includes a representative sample of 6074 15-year-old male and female students, of whom 2882 (47%) are female and 3192 (53%) are male. 2054 (34%) students attended GEP, 2578 (42%) attended technical education programmes, and 1442 (24%) students attended vocational education programmes of medium duration.

Instruments

After a 2-hour PISA 2018 reading, mathematics, and science literacy test, the students completed the student questionnaire, which is used to identify the effects of different background factors on student achievement. For the analysis, we used students' self-reports on their ESCS, global competencies, and learning opportunities on different global issues at school.

PISA 2018 measured students' self-reports on different *Global competencies scales*: Self-efficacy regarding global issues; Awareness of global issues; Attitudes towards immigrants; Interest in learning about other cultures; Perspective taking; Cognitive flexibility/adaptability; Respect for people from other cultures; Awareness of intercultural communication; and Sense of global-mindedness. All the mentioned scales and corresponding items are described in detail in the PISA 2018 Technical Report (OECD, 2021). All the scales showed good internal consistency for the Slovenian sample, with the coefficient alpha values ranging between $\alpha = .83$ and $\alpha = .93$ (OECD, 2021). Since we were especially interested in the connections between students' self-reported awareness of global issues (i.e., knowledge about global issues) and their opportunities to learn about different global issues at school, we describe these two scales in more detail.

Students' awareness of global issues was measured by PISA with the question "How informed are you about the following topics?": "Climate change and global warming", "Global health (e.g., epidemics)", "Migration (movement of people)", "International conflicts", "Hunger or malnutrition in different parts of the world", "Causes of poverty" and "Equality between men and women in different parts of the world". Students rated the items on a four-point scale (ranging from 1 – I have never heard of this to 4 – I am familiar with this and I would be able to explain this well).

Learning opportunities on global issues were measured by PISA with the question "Do you learn the following at school?" Students responded with "Yes" or "No" to the following items: "I learn how to solve conflicts with other people in our classrooms",

“I analyse global issues together with my classmates in small groups during class”, “I learn how people from different cultures can have different perspectives on some issues”, and “I learn how to communicate with people from different backgrounds”.

The PISA 2018 *Index of Economic, Social, and Cultural Status* (ESCS) consists of data on the highest level of education attained by both parents, the parents' occupation, and material and cultural goods in the home environment.

Data analysis

For the analysis, we used the standardized values of indices for Slovenia for students' ESCS and all the global competencies scales, and the percentages of students that answered “Yes” on each item on learning opportunities on the global issues scale. For all of the above, we used the existing values from the PISA 2018 database.

To answer the research questions, we did the following in the analysis:

- we first compared the average value of the ESCS index between different education programmes in Slovenia;
- we compared the average values of global competence indices and the percentages of students that answered “Yes” on a specific learning opportunities scale between secondary GEP and VEP of medium duration; and
- we tested the correlations between students' self-reported awareness of global issues and learning opportunities on global issues within GEP and VEP of medium duration.

The statistical significance of differences between the groups of students was tested using a t-test at a significance level of $p \leq .05$. For the correlations between the variables, the point-biserial correlation coefficient at a significance level of $p \leq .05$ was used.

Data were analysed using the statistical software IEA IDB Analyzer (Version 5.0.18). Due to two-stage sampling in the study and the use of weights for individual students (W_FSTUWT), this software also allowed us to use sample weights to properly assess the standard parameter errors in the population using the bootstrap method.

3 Results

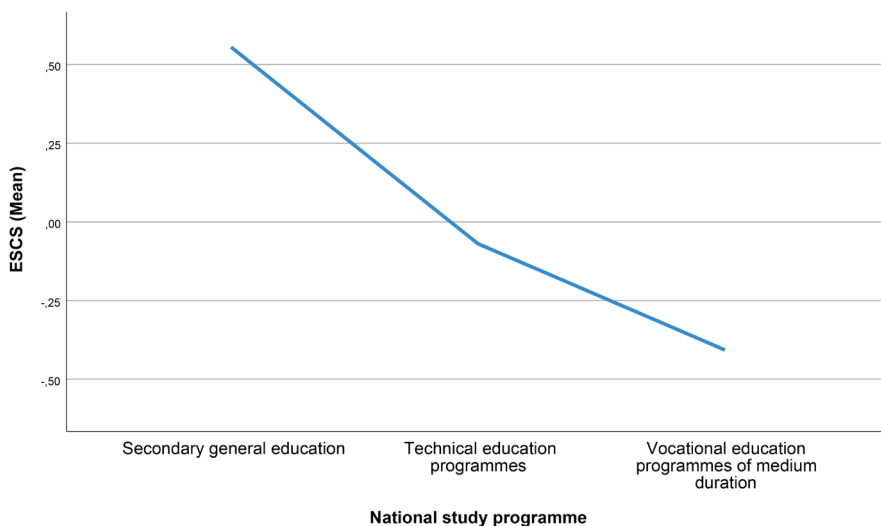
Results in Graph 1 show there are significant differences in students' ESCS according to the education programme they attend. The average value of the ESCS index in general upper-secondary education is .56, in technical education programmes -.07, and in vocational education programmes of medium duration -.41.

The results indicate that education programmes in Slovenia represent relatively homogeneous groups of students according to the ESCS. Since the largest differences have been observed with regard to achievement, ESCS and other factors of student achievement and adaptive learning behaviour between GEP and VEP of medium duration – further referred to as VEP – (e.g., Puklek Levpušček et al., 2012), in further analyses, we

will be interested in the differences in global competencies and learning opportunities on global issues between these two groups of students.

Graph 1

Differences in Students' ESCS According to Upper-Secondary Education Programme in Slovenia



Further results (Table 1) show that there are significant differences in all dimensions of global competencies between students attending GEP and those attending VEP. Students in VEP reported low global competencies on all scales (below the OECD average). The largest differences in self-reported global competencies between the two groups were found in “Respect for people from other cultures” (.24 vs. -.49), “Self-efficacy regarding global issues” (.16 vs. -.43) and “Awareness of global issues” (.22 vs. -.37); the smallest differences were found in self-reported “Cognitive flexibility/adaptability” (.08 vs. -.10).

Table 1*Self-Reported Global Competencies of Students in GEP and VEP*

	<i>GEP</i>		<i>VEP</i>	
	<i>M</i>	<i>SE</i>	<i>M</i>	<i>SE</i>
Respect for people from other cultures	.24	.03	-.49	.03
Self-efficacy regarding global issues	.16	.03	-.43	.03
Awareness of global issues	.22	.03	-.37	.03
Awareness of intercultural communication	.04	.03	-.53	.03
Attitudes towards immigrants	.14	.03	-.34	.03
Interest in learning about other cultures	.13	.03	-.30	.03
Sense of global-mindedness	.08	.03	-.30	.04
Perspective taking	.13	.03	-.15	.03
Cognitive flexibility/adaptability	.08	.03	-.10	.03

Note. GEP – general upper-secondary education programme; VEP – vocational upper-secondary programme of medium duration; M – mean; SE – standard error; Differences between the two groups are listed in descending order. All the differences between the groups proved to be statistically significant at the level of $p \leq .05$.

The contrary was found in analysing the differences in self-reported learning opportunities on global issues between students attending GEP and those attending VEP. As is evident from Table 2, the results show that students who attended VEP on average reported a higher percentage of agreement with all the items on the scale, except for the item related to learning about other cultures in the classroom.

Students from both programmes (Table 2) reported the highest percentage of agreement with the item related to learning about other cultures in the classroom, and, in addition to this item, the highest percentage of agreement was also reported with the item relating to learning about conflict resolution with other people. Moreover, students from both education programmes reported the lowest percentages of agreement with the item related to reading newspapers, searching for news online, or watching news reports together in class, and with the item related to being asked by teachers for their opinion on international news in class.

Table 2*Self-Reported Learning Opportunities on Global Issues between Students in GEP and VEP*

	<i>GEP</i>		<i>VEP</i>	
	<i>%</i>	<i>SE</i>	<i>%</i>	<i>SE</i>
I learn about the interconnectedness of countries' economies.	35.60	1.46	56.13	1.50
I learn how to solve conflicts with other people in our classrooms.	53.28	1.37	58.74	1.57
I learn about different cultures.	71.99	1.60	62.76	1.43
We read newspapers, look for news on the Internet or watch the news together during classes.	20.39	1.24	37.47	1.73
I am often invited by my teachers to give my personal opinion about international news.	28.60	1.26	40.58	1.62
I participate in events celebrating cultural diversity throughout the school year.	29.93	1.60	38.61	1.52
I participate in classroom discussions about world events as part of the regular instruction.	36.35	1.70	44.28	1.84
I analyse global issues together with my classmates in small groups during class.	29.16	1.57	43.14	1.47
I learn how people from different cultures can have different perspectives on some issues.	42.13	1.44	49.81	1.84
I learn how to communicate with people from different backgrounds.	44.77	1.49	50.47	1.70

Note. GEP – general upper-secondary education programme; VEP – vocational upper-secondary education programme of medium duration; % – percentage of students that responded with a “Yes”; SE – standard error.

The results so far indicate that students who attended VEP, i.e., students with lower ESCS, on average reported significantly lower global competencies, but on the contrary, greater learning opportunities on global issues than their peers who attended GEP. This indicates that students' ESCS does not play an important role in students' self-reported learning opportunities on global issues.

Further results are in line with these findings. As is evident from Table 3, the results show that students' self-reported awareness of global issues (i.e., their knowledge of global issues) is significantly low but negatively correlated with all the items on learning opportunities on the global issues scale, regardless of the education programme, with values of correlation coefficients ranging from -.13 to -.02 in general upper-secondary education programmes and from -.12 to .00 in vocational education programmes.

Table 3

Correlation Coefficients between Students' Self-Reported Awareness of Global Issues and Learning Opportunities on Global Issues in GEP and VEP

	GEP		VEP	
	r_{pb}	SE	r_{pb}	SE
Awareness of global issues	1.00	.00	1.00	.00
I learn about the interconnectedness of countries' economies.	-.07**	.04	-.11**	.03
I learn how to solve conflicts with other people in our classrooms.	-.07**	.04	-.12**	.04
I learn about different cultures.	-.09**	.03	-.08**	.04
We read newspapers, look for news on the Internet or watch the news together during classes.	-.02*	.04	-.05*	.04
I am often invited by my teachers to give my personal opinion about international news.	-.05*	.04	-.01*	.04
I participate in events celebrating cultural diversity throughout the school year.	-.12**	.04	-.01*	.04
I participate in classroom discussions about world events as part of the regular instruction.	-.13**	.04	.00	.04
I analyse global issues together with my classmates in small groups during class.	-.05*	.03	.00	.04
I learn how people from different cultures can have different perspectives on some issues.	-.05*	.03	-.11**	.04
I learn how to communicate with people from different backgrounds.	-.06**	.03	-.06**	.03

Note. GEP – general upper-secondary education programme; VEP – vocational upper-secondary education programme of medium duration; r – point-biserial correlation coefficient; SE – standard error; ** Correlation is significant at the level of $p \leq .01$; * Correlation is significant at the level of $p \leq .05$.

4 Discussion

The results show that Slovenian students in VEP report significantly lower global competencies in comparison to students in GEP. This holds for all nine dimensions of global competencies. These results are consistent with the existing research on students' civic competencies, e.g., students in GEP have greater civic knowledge and more positive attitudes towards migrants (e.g., Dijkstra et al., 2021). The results, which show that Slovenian students in VEP report greater learning opportunities on global issues at school, are not consistent with the existing research, which mainly highlights fewer learning opportunities on (global) citizenship issues in VEP. Finally, the results show that students' reports about the learning opportunities on global issues at school are

negatively related to the reported awareness of global issues (i.e., knowledge of global issues). These are not consistent with the results, which show that learning opportunities on global issues in most OECD countries are positively related to global competencies (OECD, 2020).

These findings raise several questions about the organization and content of global citizenship learning in VEP in Slovenia. Firstly, it raises the question of the quality of these learning opportunities (Oblak and Lavrič, 2019), for which it can be argued that effectiveness is limited. However, the question of the reliability of students' understanding and reporting about the learning opportunities should not be neglected in this regard. Secondly, it calls into question the compensating role of vocational schools in promoting students' global competencies. Taking into consideration the existing research findings that ESCS is an important individual factor related to global competencies (e.g., Smith et al., 2017), also in Slovenia, and that students with low ESCS are mainly involved in VEP, it seems that vocational schools in Slovenia do not compensate this individual factor and do not enable deprived students to develop global competencies in schools.

5 Conclusions

In 2024, Slovenia is in the process of renewing the curricula and preparing a new programme for education for the next decade, which makes the results of this article topical and policy relevant. The article shows that in the area of global competencies, just as in the area of basic competencies (reading, math, science literacy), ensuring equal opportunities and thus equity remains one of the important challenges of the Slovenian education system (cf. Cankar et al., 2017; Šterman Ivančič and Štremfel, 2020). The revealed differences in the global competencies of students in general and vocational education programmes support the idea (e.g., Demaine, 2002) that global competencies shed light on (in)equality and (in)just opportunities of citizens within nation-states (Sinjur, 2016). This has implications for educational practice.

First of all, the students' backgrounds (e.g., ESCS, academic abilities) should be taken into consideration when planning effective learning opportunities on global issues (e.g., Van de Werfhorst, 2017). Taking into consideration the discussion about the aim of vocational education, it is important that it not only pursues the employability goal (Kunc et al., 2020), but the active citizenship dimension as well. From this perspective, the basic knowledge about the global world should be strengthened. Studies (e.g., Dijkstra et al., 2021) report that this is often lacking in VEP, but is crucial and necessary for developing all other virtues of modern global citizens, e.g., skills, attitudes, values (Štremfel and Šterman Ivančič, 2022). As highlighted by Nylund et al. (2020), these learning opportunities should be focused not only on general subjects but also on vocational ones, as these hold the same dispositions for global citizenship learning. Thus, VEP would fulfil their compensating role in developing the global competencies of their students.

Dr. Urška Štremfel, dr. Klaudija Šterman Ivančič

Primerjava globalnih kompetenc v gimnazijskem in poklicnem izobraževanju

Izzivi globalizacije sprožajo potrebo, da izobraževalni sistemi posebno pozornost namenijo izobraževanju globalnih državljanov, ki bodo lahko s svojimi globalnimi kompetencami uspešno delovali v vse bolj soodvisnem, multikulturnem in hitro spreminjajočem se svetu. Slovenija je v letu 2018 sodelovala v raziskavi PISA (Program mednarodne primerjave dosežkov učencev), ki je prvič spremljala globalne kompetence učencev in učenk v mednarodni primerjalni perspektivi. Te v skladu s konceptualnim okvirom raziskave vključujejo preučevanje lokalnih, globalnih in medkulturnih vprašanj, razumevanje in spoštovanje različnih pogledov na svet, vključevanje v pozitivne interakcije z ljudmi iz različnih kultur in aktivno delovanje za skupno blaginjo ter trajnostni razvoj (OECD, 2020). Rezultati raziskave kažejo, da so slovenski učenci in učenke, v primerjavi z vrstniki iz držav OECD, poročali o statistično značilno nižjih globalnih kompetencah. Medtem ko je bila dosedanja raziskovalna pozornost v Sloveniji namenjena predvsem individualnim dejavnikom, ki osvetljujejo navedene rezultate, se v prispevku osredotočamo na šolske dejavnike oziroma na razlike v poročanih globalnih kompetencah ter priložnostih za usvajanje globalnih kompetenc med učenci in učenkami gimnazijskih in poklicnih srednješolskih programov. S tem zapolnjujemo raziskovalne vrzeli ter prispevamo k znanstvenim razpravam na širšem področju razvoja (globalnih) državljskih kompetenc v šolskem okolju. Redke obstoječe raziskave sicer kažejo, da je v programih poklicnega izobraževanja, v primerjavi z gimnazijskimi programi, manj pozornosti namenjene (globalni) državljski vzgoji. To je razvidno ne le v učnih načrtih in drugih priložnostih za usvajanje globalnih kompetenc v šoli, državljskemu znanju in dispozicijah učencev in učenk, ampak tudi v pogledih družbe in učiteljev na cilje (globalne) državljske vzgoje v različnih izobraževalnih programih (npr. Leenders idr., 2008; Van Goethem idr., 2020). Neenak dostop do priložnosti za razvoj državljskih kompetenc je bil v raziskavah prepoznan kot pomemben dejavnik, ki prispeva k socialno-ekonomskim neenakostim pri kasnejšem državljskem udejstvovanju (Hoskins idr., 2021) in tako vpliva na socialno kohezivnost družbe (npr. Van Goethem idr., 2020).

V prispevku odgovarjamo na naslednja raziskovalna vprašanja: Ali učenci in učenke gimnazijskih in poklicnih srednješolskih programov v Sloveniji poročajo o enaki ravni globalnih kompetenc? Ali učenci in učenke v gimnazijskih in poklicnih srednješolskih programih poročajo o enakih priložnostih za usvajanje globalnih kompetenc v šoli? Kako so poročane priložnosti za učenje o globalnih vprašanjih v šoli povezane s poročanim zavedanjem učencev o globalnih vprašanjih? Ali so razlike med izobraževalnimi programi prav tako značilne, če upoštevamo socialno-ekonomski status učencev in učenk? Kakšne implikacije prinašajo rezultati za politiko in prakso? Da bi odgovorili na raziskovalna vprašanja, smo izvedli sekundarne analize podatkov OECD PISA 2018. Končni vzorec v analizi zajema reprezentativen vzorec 6074 15-letnih učencev in učenk, od tega 2882 (47%) učenk in 3192 (53%) učencev. 2054 (34%) učencev in učenk je obiskovalo gimnazijske programe, 2578 (42%) programe tehničnega izobraževanja in

1442 (24 %) programe srednjega poklicnega izobraževanja. Podatke smo analizirali s statističnim programom IBM SPSS 27.0 in z orodjem IEA IDB Analyzer Version 4.0.35.

V raziskavi PISA 2018 so učenci in učenke podali samooceno na različnih lestvicah globalnih kompetenc: samoučinkovitost pri pojasnjevanju globalnih vprašanj, zavedanje o globalnih vprašanjih, odnos do priseljencev, zanimanje za spoznavanje drugih kultur, razumevanje perspektive drugih, spretnost miselnega prilagajanja, spoštovanje ljudi iz drugih kultur, spretnost medkulturne komunikacije, odzivnost na globalna vprašanja in diskriminatorno vedenje učiteljev na šoli. Vse lestvice so za slovenski vzorec pokazale dobro notranjo skladnost, saj so se vrednosti koeficienta alfa gibale med $\alpha = 0,83$ in $\alpha = 0,93$ (OECD, 2021). V prispevku nas je še posebej zanimala povezava med samooceno učenčevega zavedanja o globalnih vprašanjih (tj. znanja o globalnih vprašanjih) in njihovimi priložnostmi za učenje o različnih globalnih vprašanjih v šoli. Pri ugotavljanju zavedanja o globalnih vprašanjih so učenci in učenke odgovarjali na vprašanje "Koliko si obveščen/-a o naslednjih problemih?" Pripadajoče postavke so ocenili na štiristopenjski lestvici (1 – Nikoli nisem slišal/-a za to do 4 – Ta problem poznam in bi lahko precej dobro pojasnil/-a, za kaj gre), primeri postavk pa so naslednji: "Podnebne spremembe in globalno segrevanje", "Svetovno zdravje (npr. epidemije)", "Preseljevanje (selitev ljudi)" ipd. Priložnosti za usvajanje globalnih kompetenc v šoli je raziskava PISA ugotavljala z vprašanjem "Se v šoli учиš naslednje?" Učenci in učenke so na pripadajoče postavke odgovorili z "Da" ali "Ne", ocenili pa so deset postavk, ki se nanašajo na različne globalne kompetence, npr.: "Učim se o medsebojni povezanosti gospodarstev držav", "V razredu se učim reševati spore z drugimi ljudmi", "Pri rednem pouku se udeležujem razrednih razprav o svetovnih dogodkih", "Učim se, kako se sporazumevati z ljudmi iz drugačnih kulturnih ozadij". Indeks socialno-ekonomskega statusa učencev in učenek je v raziskavi PISA (2018) sestavljen iz podatkov o najvišji stopnji dosežene izobrazbe obeh staršev, poklicu staršev ter materialnih in kulturnih dobrinah v domačem okolju.

Rezultati kažejo, da v Sloveniji obstajajo velike razlike v socialno-ekonomskem statusu učencev in učenek glede na srednješolski izobraževalni program, ki ga obiskujejo. Povprečna vrednost indeksa v gimnazijskih programih je 0,56, v programih tehničnega poklicnega izobraževanja –0,07, v programih srednjega poklicnega izobraževanja pa –0,41.

Rezultati kažejo, da učenci in učenke v gimnazijskih programih v primerjavi z učenci in učenkami v poklicnih srednješolskih programih poročajo o pomembno višjih globalnih kompetencah v vseh dimenzijah globalnih kompetenc (odnos do priseljencev, zanimanje za spoznavanje drugih kultur, razumevanje perspektive drugih, spretnost miselnega prilagajanja, spoštovanje ljudi iz drugih kultur, spretnost medkulturne komunikacije, odzivnost na globalna vprašanja, diskriminatorno vedenje učiteljev na šoli).

Nasprotno rezultati kažejo, da so učenci in učenke v poklicnih srednješolskih programih v primerjavi z učenci in učenkami v gimnazijskih programih poročali o več priložnostih za usvajanje globalnih kompetenc v šoli pri vseh postavkah, razen pri postavki, ki se nanaša na učenje o drugačnih kulturah, pri kateri so o več priložnostih poročali učenci in učenke gimnazijskih programov.

Nadalje rezultati kažejo, da je samoocena učenčevega zavedanja o globalnih vprašanjih (tj. znanja o globalnih vprašanjih) negativno povezana z vsemi postavkami, ki se

nanašajo na samooceno priložnosti za usvajanje globalnih kompetenc v šoli ne glede na srednješolski izobraževalni program, ki ga obiskujejo učenci in učenke.

Rezultati odpirajo več vprašanj o organizaciji in vsebini učenja globalnega državljanstva v programih srednjega poklicnega izobraževanja v Sloveniji. Postavlja se vprašanje kakovosti priložnosti za usvajanje globalnih kompetenc, za katere je na podlagi rezultatov prispevka mogoče trditi, da je njihova učinkovitost omejena. Rezultati prav tako postavljajo pod vprašaj kompenzacijsko vlogo programov srednjega poklicnega izobraževanja pri razvoju globalnih kompetenc učencev in učenk. Upoštevajoč raziskave, da je socialno-ekonomski status pomemben individualni dejavnik pri usvajanju globalnih kompetenc (npr. Smith idr., 2017), tudi v Sloveniji, in da so v programe srednjega poklicnega izobraževanja v Sloveniji vključeni učenci in učenke z nižjim socialno-ekonomskim statusom kot v gimnazijske programe, je mogoče trditi, da programi srednjega poklicnega izobraževanja v Sloveniji ne kompenzirajo tega individualnega dejavnika in deprivilegiranim učencem in učenkam ne omogočajo, da bi globalne kompetence uspešno razvijali v šoli.

Prispevek prikazuje, da tako kot na področju temeljnih kompetenc (bralna, matematična, naravoslovna pismenost), tudi na področju globalnih kompetenc zagotavljanje enakih možnosti in s tem pravičnosti ostaja eden izmed pomembnih izzivov slovenskega izobraževalnega sistema (prim. Cankar et al., 2017; Šterman Ivančič in Štremfel, 2020). Identificirane razlike v globalnih kompetencah učencev in učenk v programih gimnazijskega in srednjega poklicnega izobraževanja podpirajo idejo (npr. Demaine, 2002), da globalne kompetence osvetljujejo (ne)enakost in (ne)pravične možnosti državljanov znotraj nacionalnih držav.

Rezultati implicirajo, da je treba pri načrtovanju učinkovitih priložnosti za usvajanje globalnih kompetenc v šoli upoštevati individualno ozadje učencev in učenk, kot sta socialno-ekonomski status in akademske sposobnosti (Van de Werfhorst, 2017). V razpravah o prihodnosti srednjega poklicnega izobraževanja je pomembno poudariti, da ta ne zasleduje le cilja zaposljivosti, temveč tudi razsežnost aktivnega državljanstva, pri tem pa tudi v poklicnih programih krepiti temeljno znanje o globaliziranem svetu. Raziskave (npr. Dijkstra idr., 2021) kažejo, da je slednja dimenzija v programih srednjega poklicnega izobraževanja pogosto prezrta, a ključna za razvoj vseh drugih vrlin sodobnih globalnih državljanov (spretnosti, stališč, vrednot) (Štremfel in Šterman Ivančič, 2022). Kot poudarjajo Nylund in drugi (2020) bi morale biti priložnosti za usvajanje globalnih kompetenc v srednjem poklicnem izobraževanju zagotovljene ne le pri splošnih, temveč tudi poklicnih predmetih, saj imajo ti enake dispozicije za učenje globalnega državljanstva. Kot taki bi programi srednjega poklicnega izobraževanja uspešneje izpolnjevali svojo kompenzacijsko vlogo pri razvoju globalnih kompetenc vseh, tudi deprivilegiranih učencev in učenk.

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Dr. Urška Štremfel, znanstvena sodelavka na Pedagoškem inštitutu v Ljubljani, Slovenija.
E-mail: urska.stremfel@pei.si

Dr. Klaudija Šterman Ivančič, znanstvena sodelavka na Pedagoškem inštitutu v Ljubljani, Slovenija.
E-mail: klaudija.sterman@pei.si