

## PISA

### PISA 2018 Results (Volume VI): Are students ready to thrive in an interconnected world?

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## Executive Summary

### Table VI.1 “Students’ attitudes and performance on the global competence cognitive test”, pp.19-20

The table does not show the correct information for Costa Rica and Chinese Taipei. The correct table is available at the StatLink provided below the table (<https://doi.org/10.1787/888934169120>).

### Table VI.2 “Students’ attitudes and performance on the global competence cognitive test”, pp. 21-22

The table does not show the correct information for Costa Rica and Chinese Taipei. The correct table is available at the StatLink provided below the table (<https://doi.org/10.1787/888934169139>).

## What is PISA?

### P.50, 4<sup>th</sup> bullet point should read:

*“Volume VI: Are Students Ready to Thrive in an Interconnected World? (OECD, 2020<sub>[7]</sub>), examines students’ ability to consider...”*

## Chapter 2

### p. 82, 4th paragraph should read:

“The results show that the most common global issues covered by teachers are climate change and global warming (on average, in schools attended by 15-year-olds, 72% of teachers reported that this topic is included in their lessons Figure VI.2.11).”

### p. 82, 5th paragraph should read:

“The countries where climate change and global warming are commonly covered by teachers in schools attended by 15-year-olds are Albania, the Dominican Republic, Peru and Malaysia, with more than 80% report doing so (Table VI.B1.2.10). Global health issues are commonly covered by teachers

in Albania, Brazil, the Dominican Republic, Malaysia and Peru (on average, in schools attended by 15-year-olds, more than 75% of teachers report doing so), while migration is commonly covered in the Dominican Republic (82%).”

**Figure VI.2.11 Students exposed to global issues in their school lessons, p. 82**

The heading inside the plot should read: “In schools attended by 15-year-olds, percentage of teachers who reported including the following global issues in their lessons”

**Chapter 7**

**p. 178, 5th bullet point should read:**

“On average, in schools attended by 15-year-olds, about 45% of teachers received training on teaching about equity and diversity. Proportions were particularly larger than the overall average in Albania and Malaysia.”

**p. 194, section “Teachers’ professional development” 3rd and 4th paragraphs should read:**

“Findings show that few teachers had attended those activities in their professional development programmes, and even fewer had done so in the previous 12 months. On average across all countries/economies, in schools attended by 15-year-olds about 30% of teachers received professional development on teaching in multicultural or multilingual settings, second-language teaching or teaching intercultural communication skills in their teacher development programmes, while about 45% of teachers reported receiving training on teaching about equity and diversity. Proportions were particularly larger than the overall average in Albania and Malaysia. The proportions were smaller for training activities attended in the previous 12 months. In schools attended by 15-year-olds, on average, only around 20% of teachers had participated in training activities in the first three areas, and 30% reported that they had participated in training on equity and diversity in the previous 12 months (Table VI.B1.7.15).”

“Teachers were asked five other questions about whether they received professional development for teaching in multicultural settings. The findings show that, on average, in schools attended by 15-year-olds, 30% to 60% of teachers reported receiving training in the different areas (Figure VI.7.13). For instance: 59% of teachers reported that they had received training on conflict resolution; 48% reported that they had received training on the role of education in confronting discrimination; 37% had received training on culturally-responsive teaching approaches; 34% of teachers reported that they had received training on intercultural communication; and 33% reported that they had received training on teaching in multicultural classrooms.”

**p. 194, section “Teachers’ professional development”, 6th paragraph should read:**

“On average across the 18 countries and economies that distributed the teacher questionnaire, in schools attended by 15-year-olds, 54% of teachers reported a moderate or high need for professional development in teaching in multicultural and multilingual settings; 46% of teachers reported a moderate or high need for training in teaching intercultural communication; 45% reported a moderate or high need for training in teaching second languages; and 42% reported a moderate to high need for training in teaching about equity and diversity.”

**Figure VI.7.13 Teachers' professional development in teaching in multicultural settings, p. 195**

The heading inside the plot should read: "In schools attended by 15-year-olds, percentage of teachers who reported receiving professional development in the following areas"

The axis legend should be: "Mean %"

The ranking should read: "Items are ranked in descending order of the percentage of teachers who reported receiving professional development in the following areas, in schools attended by 15-year-olds."

**Figure VI.7.14 Teachers' need for professional development in teaching culturally diverse students. P. 195**

The headings in each side of the figure should start by: "In schools attended by 15-year-olds, percentage of teachers who reported needing professional development ..."

The axis legends should be: "Mean %"

The ranking should read: "Countries and economies are listed in descending order of the percentage of teachers who reported needing professional development in these areas, in schools attended by 15-year-olds."

**Figure VI.7.15 Teachers' need for professional development in teaching diverse classes, p. 196**

The headings in each side of the figure should start by: "In schools attended by 15-year-olds, percentage of teachers who reported needing ..."

The axis legends should be: "Mean %"

The ranking should read: "Countries and economies are listed in descending order of the percentage of teachers who reported needing professional development in these areas, in schools attended by 15-year-olds."

**Figure VI.7.16 Incorporating intercultural skills into school lessons, p. 196**

The heading inside the plot should read: "In schools attended by 15-year-olds, percentage of teachers who reported including opportunities to promote the following skills in their lessons:"

The axis legend should be: "Mean %"

The ranking should read: "Items are ranked in descending order of the percentage of teachers who reported that those skills are covered in lessons, in schools attended by 15-year-olds."

**pp. 196-197, section "Opportunities to promote intercultural skills in lessons" (starting line 3):**

"On average across the 18 countries and economies that distributed the teacher questionnaire, in schools attended by 15-year-olds, 92% of teachers included critical thinking in their lessons (Figure VI.7.16); 88% included respect for cultural diversity; 74% of teachers included knowledge of other

cultures; 73% included openness to people from other cultures; 52% of teachers included intercultural communication; and 47% included foreign languages in their lessons.

Some variations were observed between countries and economies. Albania, the Dominican Republic, Malaysia and the United Arab Emirates showed the largest proportion of teachers who promoted all five intercultural skills, in schools attended by 15-year-olds.”

**p. 197, section “Teachers’ self-efficacy in multicultural environments”, 2nd paragraph:**

“In schools attended by 15-year-olds, on average more than 80% of teachers reported a high degree of self-efficacy, as measured by the five statements (Table VI.B1.7.17).”

## Chapter 9

**p. 227, 2nd paragraph, line 4, should read:**

“Variations were also observed among participating countries and economies. On average, Albania, the Dominican Republic, Malaysia and the United Arab Emirates showed the largest proportion of teachers that promote all five intercultural skills, in schools attended by 15-year-olds. The ability of teachers to choose and promote particular topics in their lessons depends on the intended curriculum but also on how much autonomy teachers enjoy in implementing the curriculum.”

**p. 227, 5th paragraph should read:**

“However, most teachers reported that they are confident in their ability to teach in multicultural settings. In fact, in schools attended by 15-year-olds, on average more than 80% of teachers reported a high degree of self-efficacy, as measured by five statements: ...”

## Annex D The development and implementation of PISA: A collaborative effort

P.423. First list on the top left should be replaced by the following:

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