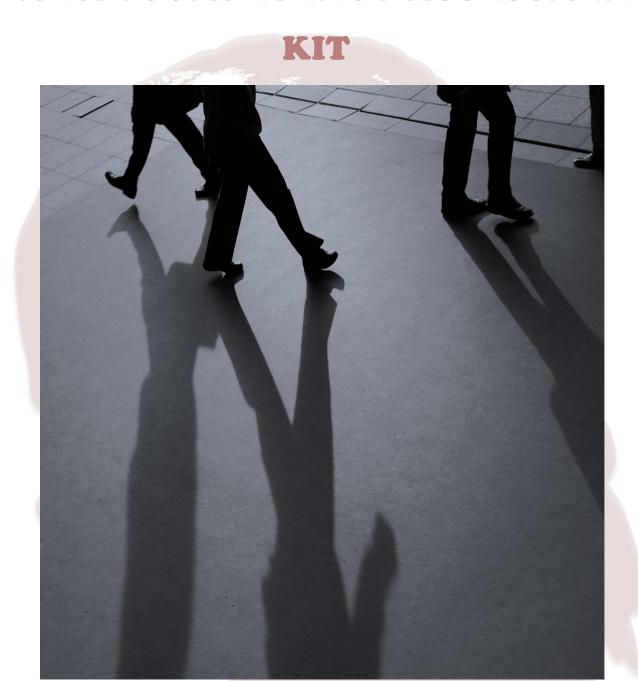# GLOBAL COMPETENCY ASSESSMENT KIT

Anova Edu Global Competency Assessment tool for Policymakers and educators

"Global Competency" refers to a multi-faceted construct that encompasses skills, values, knowledge, and attitudes necessary to tackle the global challenges of the 21st century. Global challenges such as large-scale unemployment, climate change, poverty, inequality, and inequity, require a collaborative and inclusive approach to developing sustainable solutions that benefit all of humanity.

However, to successfully achieve this, governments must invest in re-educating their citizens and

equipping them with the knowledge and skills required for future work.

In response to these pressing issues, 191 countries agreed to commit to achieving 17 global sustainable development goals (SDG) with 169 targets. The action Plan for achieving these SDGs is outlined in the 2030 Agenda: Transforming our world.

This comprehensive plan of action aims to build a global partnership to improve human lives and protect the environment.

At the heart of this agenda lies Sustainable Development Goal #4 (SDG), which prioritizes the cultivation of global competencies through education, to ensure sustainable and equitable policies.

Sustainable development goal #4: To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

To effectively accomplish sustainable development goals, nations must promote civic engagement at both local and international levels by implementing policies that prioritize lifelong learning.

To this end, Anova Edu has created an assessment tool specifically designed to assist policymakers in developing policies that encourage global competency and lifelong learning opportunities. This assessment tool underlines six essential skills considered crucial in mitigating the impact of global challenges. These key global competencies are:

i. **Analytic thinking**
   The ability to examine data to identify and understand cause-and-effect relationships, providing a foundation for problem-solving and decision-making.

ii. **Critical thinking**
    The capacity to objectively analyze information and arrive at a reasoned judgment.

iii. **Emotional intelligence / Cultural awareness**
     The ability to manage one's own emotions and the emotions of others, which is closely associated with effective leadership.

iv. **Problem-solving**
    The capacity to analyze situations, develop action plans, and anticipate risks.

v. **Technology literacy**
   The ability to digitize information, use computers, navigate the internet, and employ various technologies.

vi. **Creativity and Innovation**
    The demonstration of optimism, initiative, and ingenuity to identify opportunities and apply ideas in novel ways.

The Global Competency Assessment tool for Policymakers and educators

Step 1: Assessing policies at local level.

Anova Edu's Global Competency Assessment Tool (GCAT) aims to prompt policymakers into evaluating current policies with discernment, ensuring lifelong learning strategies are an integral part of the development process. To determine the level of success of your policies in providing lifelong learning opportunities, you should check "yes" to the following questions listed below.

N°	Question	Description	Yes	No
1	Does your country have a national education policy for primary, secondary, and tertiary education?	A national education policy provides direction and focus for learning and development in a country. Having a national education policy can help to promote equity and inclusion in society.		
2	Does the national education policy in your country include access to vocational training opportunities?	Vocational education equips individuals with the practical skills and knowledge they need to succeed in certain trades. It provides career advancement for citizens who were unsuccessful in obtaining degrees at primary and secondary level.		
3	Are the policies in your dossier inclusive? Providing support to special need individuals, adult learning, and reintegration programs?	Learning and development promotes social mobility, equal opportunities, and personal growth. Equal access to learning and development opportunities is essential for creating an inclusive society and promoting personal growth and well-being.		
4	Does your policies provide access to learning and development?	This question does not only pertain to the policies you develop, but also to the policies that govern you.		
5	Is learning and development accessible to all, regardless of age,	By providing equal access to learning opportunities, it allows individuals from all		

	gender, special needs, and education level?	backgrounds to acquire the knowledge and skills necessary to compete in the job market and achieve economic success.		
6	Are your policies evidence-based and backed by research?	Evidence-based results and research are crucial in many fields, including education, public policy, and more. By relying on evidence-based results and research, policymakers make informed decisions that are more likely to be effective and beneficial for individuals and society. This can help to establish clear standards and benchmarks for evaluating performance and outcomes.		

Table 1Assessing policies at local level, Anova Edu, 2023

If your policies provide a foundation for education, and guarantees access to continued learning, this is a positive indication of success. Answering "yes" to all the questions above confirms this. However, if you answered "no" to any of the questions, it indicates a need for improvement within your policy. A comprehensive policy should answer "yes" to all four questions presented.

Step II: National Policy and Global Impact (NPGI) matrix

The second step involves assessing the scope of a policy. To create policies that facilitate the development of global competencies, policymakers must identify crucial stakeholders. These stakeholders can be found in government, the business community, and the international community. In addition, policymakers must comprehensively understand the impact these entities have on their citizens, and the government's ability to enforce regulations.

The National Policy and Global Impact (NPGI) matrix supports policymakers in their decision-making process. The NPGI matrix serves as a valuable tool for identifying crucial stakeholders, evaluating available resources, and formulating multilateral policies. The NPGI matrix will help policymakers create a thorough blueprint that outlines the roles and responsibilities of key players. In addition, the NPGI will highlight which entity should be accountable for specific desired outcomes.

The NPGI matrix is illustrated in the form of a Venn diagram. The core of the Venn diagram is the heart of the policy, it is where all overlapping circles intersect. The outer overlapping sets of the Venn diagram; Partnerships, Accessibility, Cooperation, and Investment help policymakers identify shared relationships between 2 or 3 of the separate sub-sets.

The sub-sets of the Venn diagram below list three key players for developing a strong blueprint for a sustainable policy that promotes global competence. Likewise, the primary goal of the business community and the international community is to foster investment and cooperation. It should be noted that the specific objectives within the overlapping areas of the Venn diagram may differ depending on the policy goals in question. In the final phase of the matrix, you need to:

1. Identify and list the available resources and significant stakeholders within each circle of the Venn diagram based on the shared objectives mentioned earlier. Take into consideration the areas in Step 1, where you answered "No". This is an opportunity for you to identify key stakeholders needed to achieve that specific objective of the policy.

2. List all key stakeholders, assess their impact on society and citizens. Finally, think about what responsibilities can be delegated to each stakeholder to encourage or promote the objectives of the policy. Consider the following questions:

    i.   Is there an existing partnership? Is there potential for cooperation and investment?

    ii. How can this stakeholder contribute to the objectives of the policy? What are the potential resources?

    iii. Are these resources accessible to the public? If not, to whom are they accessible?

3. Begin networking by building your contact portfolio. Reach out to the entities listed and initiate discussions, encourage opportunities, form agreements, delegate roles and responsibilities, and identify any concerns or obstacles that may arise.

National Policy and Global Impact (NPGI) matrix