

# Global Competence and Sustainable Practices among Senior Secondary Students in Patna

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**Abstract:** *This study examines global competence and sustainable practices among senior secondary students in Patna, India. It assesses students' awareness of global challenges, such as environmental sustainability, social equity, and cultural understanding, and explores how these issues are incorporated into their daily lives. Global Competence and Sustainable Practices are need of the hour. It is imperative to teach our next generation to respect Mother Nature. With this research paper the researcher wants to analyse the gap between the knowledge and practice of senior secondary students. This qualitative research explores the global competence and sustainable practices of senior secondary students in Patna, India. Utilizing semi - structured interviews and focus group discussions, the study investigates students' awareness, attitudes, and behaviors regarding global challenges and sustainability. Findings indicate a growing awareness of global issues, yet gaps persist in practical engagement with sustainable practices. Recommendations for educational strategies aimed at enhancing global competence and promoting sustainability are provided. The study emphasizes the need for a more integrated educational approach to enhance global competencies and promote responsible, sustainable behaviors among students, fostering greater engagement with global citizenship and sustainability.*

**Keywords:** Global competence, sustainable practices, senior secondary students, qualitative research

## 1. Introduction

Importance of global competence and sustainable practices are increasing day by day in present world. It can only be achieved with the help of education. In an increasingly interconnected world, global competence is crucial for navigating the complex challenges of the 21st century, including environmental sustainability, social equity, and economic development (OECD, 2018). As nations grapple with issues like climate change, pollution, resource depletion, and social injustice, fostering a sense of global responsibility among young people becomes imperative. In the context of Patna, Bihar, where urbanization and environmental concerns are significant, understanding the global competence of senior secondary students is essential. This research aims to explore the relationship between global competence and sustainable practices among these students, providing insights that may inform educational practices.

Global competence is defined as the ability to understand and act on global issues, encompassing knowledge, skills, and attitudes necessary for effective participation in a diverse and interconnected world (Council of Europe, 2016).

Sustainable practices are activities and processes that aim to meet current needs without compromising the ability of future generations to meet their own needs. These practices consider the long - term environmental, social, and economic impacts, ensuring a balance between growth and the preservation of natural resources.

Sustainable practices, on the other hand, refer to behaviors that promote environmental stewardship, social equity, and economic viability (UNESCO, 2017). Research indicates that educational institutions play a vital role in developing global competence and promoting sustainable practices among students (Mahat & Vann, 2020; Shakya et al., 2021).

Despite the growing recognition of these concepts, limited research exists on their interplay within the specific context of Patna. This study aims to fill this gap by investigating how senior secondary students perceive and engage with global challenges and sustainability. The researcher wants to investigate the relationship between their knowledge and practices performed in daily life.

## 2. Significance of the study

As globalisation keeps changing educational paradigms, developing global competency gives students the tools they need to survive and prosper in a linked world. This competency includes the capacity for cross - border collaboration and good communication in addition to knowledge of other cultures and international challenges. Gaining these skills is essential for students in Patna, a city that is going through major changes, in order to be employable in the future.

Furthermore, incorporating sustainable practices into education is in line with urgent global issues including social injustice, resource depletion, and climate change. Given the particular environmental issues that India faces, such as pollution and waste management.

Moreover, integrating sustainable practices into education aligns with pressing global challenges such as climate change, resource depletion, and social inequality. As India faces unique environmental challenges—ranging from pollution to waste management—educating students about sustainability fosters a sense of responsibility towards their communities and the planet. This qualitative study seeks to explore how senior secondary students perceive and engage with global competence and sustainability, shedding light on their attitudes, experiences, and aspirations.

Understanding these dynamics is essential for several reasons. Firstly, it contributes to the existing body of literature on education for sustainable development, offering insights into how young people conceptualize sustainability in their local context. Secondly, it provides valuable information for policymakers and educators in designing curricula that emphasize interdisciplinary learning, equipping students with the knowledge and skills to address complex global issues effectively.

Furthermore, this study has implications for community engagement, as it highlights the role of students as change agents within their local contexts. By encouraging active participation in sustainable practices, students can lead initiatives that promote environmental stewardship and social equity, thereby fostering a culture of sustainability in Patna.

In conclusion, this qualitative study is significant not only for its potential to influence educational practices but also for its contribution to the broader discourse on global competence and sustainability. By understanding the perspectives of senior secondary students in Patna, the research aims to inform strategies that empower youth to become informed, responsible, and active participants in both local and global communities, ultimately contributing to a more sustainable and equitable future.

### 3. Methodology

#### Research Design

For the purpose of offering comprehensive insights into senior secondary students' perceptions on global competency and sustainable behaviours, a qualitative study design was selected. With the help of this method, rich, contextual data that captures the complexity of students' experiences and opinions can come to light.

#### Sample

The study involved 20 senior secondary students from various schools in Patna, selected through purposive sampling. The sample included both boys and girls aged 15 - 18, ensuring a diverse representation of experiences and perspectives.

#### Data Collection

Data were collected through semi - structured interviews and focus group discussions. Each session lasted between 35 minutes and 45 minutes and was conducted in a comfortable environment to encourage an open dialogue. The interviews focused on students' understanding of global issues, their attitudes toward sustainability, and their engagement in sustainable practices. All sessions were recorded with the participants' consent and transcribed for analysis.

#### Data Analysis

In order to find important themes and patterns in the data, thematic analysis was used. In order to arrive at insightful findings, this required coding the transcripts and organising relevant concepts. Because of the repetitive nature of the procedure, new topics could arise as the research went on.

### 4. Findings

#### Awareness of Global Issues

Most participants demonstrated a basic awareness of global issues such as climate change, pollution, poverty, and inequality.

For instance, one of the students stated, "I know that climate change is a big problem, and it affects everyone."

However, many students lacked a nuanced understanding of how these issues are interconnected.

A student reflected, "I know about global warming, but I'm not sure how it relates to things like poverty or education."

Many of the students were not aware that poverty and inequality is a worldwide problem and they considered it as a state and national problem.

#### Attitudes toward Sustainability

Participants expressed generally positive attitudes toward sustainable practices. Many cited school initiatives, such as tree plantation drives and cleanliness campaigns, as motivating factors.

One student noted, "Our school encourages us to participate in these activities, and I think they are important."

Nevertheless, there was a notable gap between awareness and actual engagement.

One of the students expressed, "Our school is a plastic free zone but many of the students bring single use plastic and even in our school canteen single use plastic chips are sold."

Many students acknowledged that while they supported sustainability efforts, they often failed to adopt these practices in their daily lives.

A student admitted, "I try to recycle, but I often forget to bring my reusable bag when I go shopping."

There were many students who told that they try to motivate their family members but they fail miserably because of rigid mindset and misinformation provided to older generation.

#### Barriers to Engagement in Sustainable Practices

Several barriers to active participation in sustainable practices were identified. Many students reported a lack of resources and support from their families.

One participant mentioned, "My parents don't really understand why I should care about these issues. They think it's not a big deal."

Additionally, students highlighted limited access to information and educational resources as significant challenges.

A student remarked, "I want to learn more about how I can help, but I don't know where to find that information."

The major barriers in practicing sustainability identified were lack of support from parents and misinformation on social media. One unique problem was fear mongering videos in the name of environment friendly actions.

### Role of Education in fostering Global Competence and Sustainable Practices

Participants recognized the crucial role of education in fostering global competence and sustainable practices. Many expressed a desire for more comprehensive education on these topics.

One student suggested, "Schools should teach us more about global issues and how we can make a difference. It should be part of our regular classes."

This sentiment underscores the importance of integrating global competence and sustainability into the curriculum to empower students.

Education serves as a powerful catalyst for fostering global competence and sustainable practices. By creating an inclusive, interdisciplinary learning environment that promotes critical thinking, cultural awareness, and community engagement, educational institutions can empower students to navigate the complexities of the modern world and contribute to a more sustainable future.

Education that emphasizes inquiry - based and experiential learning fosters critical thinking and problem - solving abilities. Students learn to analyze complex problems, consider multiple viewpoints, and develop innovative solutions. This skill set is essential for addressing global issues and implementing sustainable practices in their communities.

Education can promote cultural awareness and empathy by exposing students to different cultures, languages, and traditions. Programs such as exchange initiatives, collaborative projects, and global citizenship education help students appreciate diversity and understand the significance of cultural context in global issues. This awareness is vital for effective communication and collaboration in an interconnected world.

## 5. Analysis

The findings reveal that while senior secondary students in Patna are becoming increasingly aware of global issues, there are notable gaps in their understanding and engagement with sustainability. The awareness demonstrated by participants indicates a foundational knowledge of global challenges; however, the lack of depth in their understanding suggests the need for more comprehensive educational strategies.

The positive attitudes toward sustainability, coupled with a gap in actual practice, highlight the necessity for interventions that translate awareness into action. Educational institutions can play a pivotal role in bridging this gap by providing students with the tools, resources, and support necessary to engage meaningfully with sustainability initiatives.

## 6. Recommendations

- 1) **Curriculum Integration:** Educational institutions should integrate global competence and sustainability topics into the curriculum. This can include project - based learning, where students engage with real - world issues and develop practical solutions. Such an approach not only will enhance the understanding but also will foster a sense of agency among students. Subjects such as environmental science, social studies, and economics can incorporate global challenges like climate change, poverty, and cultural diversity. This interdisciplinary approach encourages critical thinking and allows students to understand the interconnectedness of global systems
- 2) **Community Engagement:** Schools should develop partnerships with local organizations to provide students with practical opportunities for engagement in sustainability projects. Community service initiatives can serve as a platform for students to apply their knowledge and contribute to local sustainability efforts. Service - learning and community engagement projects provide students with practical experiences that connect classroom learning to real - world challenges. By participating in local sustainability initiatives or global awareness campaigns, students can apply their knowledge and skills while developing a sense of responsibility and agency. Such experiences empower students to become active contributors to their communities and global citizens.
- 3) **Awareness Campaigns:** Implementing awareness campaigns within schools can encourage students to adopt sustainable practices in their daily lives. These campaigns can focus on practical tips for reducing waste, conserving energy, and advocating for environmental policies.
- 4) **Teacher Training:** Educators should receive training on global competence and sustainable practices to effectively teach these concepts. This can involve professional development workshops that equip teachers with the necessary skills and resources to inculcate global competence and sustainable practices among students. Training programs can include strategies for facilitating discussions on global issues, incorporating sustainability into lesson plans, and promoting inclusive learning environments.
- 5) **Parental Involvement:** Engaging parents in sustainability education can help reinforce the importance of these issues at home. Schools can organize workshops or informational sessions for parents to raise awareness and encourage supportive behaviours. It is very necessary to educate the parents because they play a very important role in fostering sustainable values among children.
- 6) **Collaboration and Partnerships:** Schools and educational institutions can form partnerships with NGOs, government agencies, and businesses focused on sustainability and global competence. These collaborations can provide students with resources, mentorship, and opportunities to engage in real - world projects. Such partnerships enhance the relevance of education and help students connect theory to practice

## 7. Conclusion

This study emphasises the possibility of global competency and sustainable practices development among Patna senior secondary students. Even while people are becoming more aware of global issues, there are still many gaps in knowledge and participation. Through focused instructional approaches, schools may close these gaps and enable students to take an active role in solving global issues. The results highlight how critical it is to cultivate a sustainable culture in educational institutions in order to produce a future generation that is more educated and more responsible.

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