

ACER-APCEIU Collaborative Study



Being and becoming **global citizens**: Measuring progress toward SDG 4.7

Phase I: Monitoring teacher and school readiness to enact global citizenship in the Asia-Pacific region

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Summary report. Being and becoming global citizens: Measuring progress toward SDG 4.7. Phase I: Monitoring teacher and school readiness to enact global citizenship in the Asia-Pacific region.

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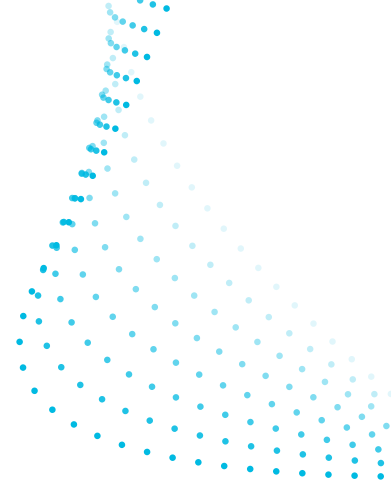
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BACKGROUND

Readiness to enact global citizenship education requires monitoring at the teacher, school and system level



The relationship between global citizenship and education quality was established almost a decade ago, when it was described as a target under United Nations Sustainable Development Goal (SDG) 4.7 – to ‘ensure all learners acquire knowledge and skills needed to promote sustainable development.’ Despite efforts to define and frame global citizenship education (GCED), systems continue to grapple with understanding, enacting, and measuring it in ways that reflect changing local and global conditions for students, teachers and schools.

This study responds to an identified need for tools and resources for systems to enact, monitor and evaluate GCED, particularly in primary school in the Asia-Pacific region. Presented here is a draft framework for monitoring effective GCED, which is relevant to systems, schools, and staff supporting upper primary school students. This was developed through a review of existing instruments and literature, consultation with experts, and data collected through questionnaires and focus group workshops with teachers from Australia, South Korea, and the Philippines.

Within this study, the definition of global citizenship developed by the Southeast Asia Primary Learning Metrics (SEA-PLM) is used as a starting point for considering literature, frameworks, and curricula, as it describes the skills, knowledge, values, and attitudes that are considered essential to global citizenship enactment by many scholars and partners including Oxfam, UNESCO and UNICEF.

Global Citizens appreciate and understand the interconnectedness of all life on the planet. They act and relate to others with this understanding to make the world a more peaceful, just, safe, and sustainable place (UNICEF & SEAMEO, 2017, p. 21).



Central ideas within this definition are the interconnectedness between all life forms (the self, and others, and nature); peace; justice; safety; and sustainability. The competencies described here are the knowledge, attitudes, values, and skills required to enact these ideas for the betterment of all. This broadly aligns with the measurement domains contained in most global citizenship definitions.

Recommendations



Examine the role that teachers, schools and systems play in enacting GCED.

The development of the draft global citizenship monitoring and evaluation framework allows for the examination of how teachers, schools and systems work together to enact GCED. By using a holistic approach, it acknowledges the interconnection and role that each of these stakeholders play in delivering successful GCED.



Implement pedagogies that promote curiosity, critical thinking, and open-mindedness, as dispositions associated with GCED.

Evidence from the literature, international studies, and focus groups suggested that certain pedagogical approaches – such as active, experiential, and collaborative learning – were better suited to enacting GCED and promoting GC characteristics than others.



Describe GCED on a continuum from superficial learning to deep understanding to help systems identify the next steps to improve quality.

Education systems have the flexibility to understand, enact and monitor GCED as relevant to their context by describing on a continuum. Representing GCED as a binary; either effective or ineffective is not helpful to systems, schools, and teachers. It is more useful to support stakeholders to chart GCED understandings and enactments on a continuum from soft to critical GC, or simple to complex understandings.



Frame GCED with relevance to the political, economic, historical, and cultural context of systems.

A nuanced approach is required to frame, enact and assess GCED within countries. There is no singular approach to monitoring GCED that can work the same for every country. Consideration about the context of implementing GCED is important for effective implementation and enactment.

Synthesising the evidence

The study was guided by 3 research questions regarding the enabling conditions for GCED, how these conditions can inform instrument development and future needs for establishing sustainable GCED monitoring in the Asia Pacific region.

Australia, South Korea, and the Philippines were selected for the study. The methods used were reviews of extant literature, curricula and policy documents. The study also included existing cross national GCED related assessments, and primary data collection via a questionnaire and focus group workshops.



Literature review

Review of 82 reports, studies, and articles



Curricula, policy documents and assessment review

Across 3 countries



Focus group workshops and questionnaires

Participants across 3 countries:

- 38 focus group participants
- 84 completed questionnaires

Participants included teachers, principals, and education experts.



Researchers analysed different forms of evidence and compared them with elements such as knowledge, values, and behaviours, and on how they described, enacted and assessed GCED. The study revealed that GCED enactment is a complex and multi-stakeholder process. Accordingly, a draft monitoring and evaluation framework (see Table below) was developed to understand how key features of GCED are understood and realised by teachers, schools and systems.

Draft outline of global citizenship monitoring and evaluation framework

	TEACHERS	SCHOOLS	SYSTEMS
KNOWLEDGE	Teachers possess deep knowledge and understanding of global citizenship concepts and content.	Supportive GCED school culture, based on deep knowledge and understanding of global citizenship-related content and concepts by leaders and staff.	Global citizenship-related guidance, policies, resources, curricula, and support informed by GCED knowledge and understanding.
VALUES AND ATTITUDES	Teachers possess global citizenship-related dispositions, values, and attitudes such as open-mindedness and empathy.	Supportive school culture based on global citizenship-related values, attitudes and dispositions of leaders and staff.	Systems foster supportive school and teaching culture by providing GCED-related guidance, policies, resources, curricula, and supports embodying attitudes, values, and dispositions.
PRACTICES	<p>Teachers and teaching teams can enact their knowledge skills and values for effective global citizenship education using appropriate pedagogical practices.</p> <p>Teachers and teaching teams can assess global citizenship, including transversal competencies using a variety of strategies and measures.</p> <p>Teachers can collaborate with teaching peers, students and school community.</p>	<p>Schools are led by supportive leaders, and school processes reflect the content, concepts and principles of CGED.</p> <p>Support teachers can assess global citizenship meaningfully, using rubrics and aligned with global citizenship and/or transversal competencies.</p> <p>Schools support collaboration with teachers, students, community and NGOs.</p>	<p>Supportive policies, programs, resources and curricula.</p> <p>Policies, resources and guidance supports good practice in global citizenship and transversal competencies assessment.</p> <p>Systems support and enable collaboration with schools, students and community partners.</p>



FINDINGS FROM THE LITERATURE

There are a range of enabling conditions for enacting GCED by teachers, schools and systems.



Enabling conditions for teachers to enact GCED

Values and attitudes: open-mindedness to change, personal growth, transformation, empathy, compassion, personal commitment to GCED, value and leverage diversity.

Experience and exposure to GCED: preservice education includes authentic critical GC, active experiential pedagogies, and 21st century skills training.

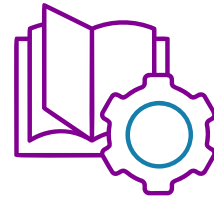
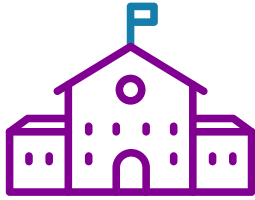
Deep knowledge of global issues: including identity/self-reflection, peace and conflict, communication, culture and identity, working in partnership with.

Transversal skills: collaboration, analytical/critical thinking, deep self-reflection/awareness, systems thinking, curiosity/pursuing new GC learning, communication (including conflict resolution and active listening), the ability to foster socio-emotional skills, and intercultural competence.

Teaching strategies and practices: student-centred learning and fostering positive classroom relationships.

Professional collaborative activities: including co-planning and collegiate dialogue and forming/supporting the formation of school-based GC communities.

Assessment: good practice in GCED assessment includes creating explicit assessment criteria or rubrics known to students and conducted by teachers, students and other stakeholders.



Enabling conditions for schools to enact GCED

Creating a positive GCED culture: including promoting open, inclusive environments, a social justice orientation that addresses inequalities and reinforce a moral obligation to foster GC.

School leadership support: inspire and support staff to develop GCED leadership roles, link curricula, pedagogical content knowledge, GCED frameworks and activism, and establish GCED as an institutional goal.

School level processes: establishment of medium- to long-term commitment to GC, policies that commit to building teacher capacity to share leadership and promote supportive relationships, and meaningful collaboration with diverse community members.

Enabling conditions for systems to enact GCED

Systemic practices that promote GCED skills and diversity: schools are supported with diverse recruitments, and teachers can foster critical reflexivity and analyse institutional and social inequities.

Well-designed GC programs and support: systems support GC program designs that incorporate critical frameworks, strong leadership, participant engagement and equal partnerships.

GCED supportive policy and curricula: policies and curricula describe opportunities for critical analysis and reflection, exploration of diverse perspectives, and learning activities that promote perspective taking.



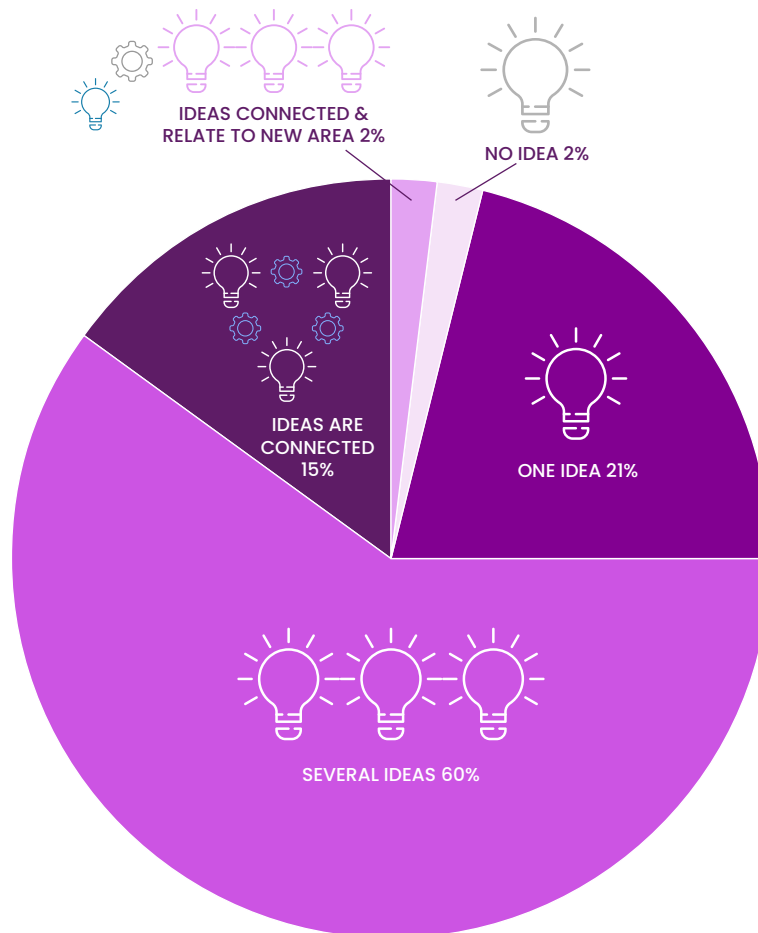
Findings across the review of curricula and policies

COUNTRY	CURRICULA AND POLICY	CHALLENGES AND SOLUTIONS
SOUTH KOREA	<p>The National Curriculum Framework of the Republic of Korea (Ministry of Education, 2015), articulates a vision for education with 'community' and 'connection to the world' as central tenets. GC-related competencies, including information processing and civic competency are described as general goals, but these do not clearly correspond to the stated goals and competencies of the primary years curriculum.</p>	<p>Reviews of the curriculum have found that controversial issues such as migration are not framed critically and instead reinforce the dominant viewpoint. Some cite passive and narrow interpretations of GC, and an education system based on values and attitudes incompatible to GC, e.g., competition, individual success, and wealth accumulation, and lack of critical reflection on identity, social and global positioning.</p> <p>The literature review indicates opportunities for future research. These include investigating the transitions between key stages of schooling and how teaching strategies and pedagogies change accordingly. In addition, future research could investigate the strong and singular focus on the affective dimension of GC and understanding of teacher and school readiness to enact a tri-dimensional (cognitive, affective, behavioural) conceptualisation of GCED.</p>
AUSTRALIA	<p>In the Australian Curriculum, outside of humanities and social sciences, most GC-related content and concepts are found in the areas called 'cross-curriculum priorities (CCPs)' and 'general capabilities.' These are supplementary to the 8 core subjects/learning areas (e.g., English, mathematics, science, etc).</p>	<p>The cross-curricula areas are perceived as additional teaching and learning requirements surplus to existing demands. GC therefore occupies a marginal place in the Australian Curriculum.</p> <p>Challenges to enacting GC as cited by researchers include the lack of training in initial teacher education on how to incorporate CCPs, and a lack of an action/engagement dimension in the civics and citizenship learning area. To overcome the problems, researchers have proposed using pedagogies more suitable to GCED integration such as active, experiential, or inquiry-based learning. These, strategies often involve real world problem engagement. The also recommended partnering with expert GC organisations as a solution.</p>
PHILIPPINES	<p>When reviewing the curricula of the Philippines, researchers have found that GC-related learning competencies are concentrated heavily in the cognitive and or behavioural domains. GC concepts most commonly included were human rights, ethical and responsible behaviour, respect for others, and environmental protection and preservation.</p>	<p>Researchers identified several opportunities for enhancing GCED by creating explicit curriculum links and identified factors that challenge the enactment of GC in the classroom. These include the prevalence of teacher-directed methods without probing questions, exploration, or in-depth thinking, and preservice education unchanged to facilitate this pedagogical shift.</p> <p>Further, compliance with orders imposed by higher authorities regarding standards has resulted in some teachers using more authoritarian practices in the classroom. The notion of unintended teacher behaviour as a result of compliance practices needs to be considered when thinking of further developing GC in the Philippines.</p>

Findings from the review of assessments

ASSESSMENT	DESCRIPTION	OPPORTUNITIES AND GAPS
SOUTHEAST ASIA PRIMARY LEARNING METRICS	<p>SEA-PLM is the only study that measures primary school-age student and teacher attitudes and values toward GC across multiple Southeast Asian countries. The SEA-PLM GC assessment framework was developed in partnership with education ministries in 8 countries and references a curricula audit that found evidence of GC concepts and content in all Grade 5 level target country curricula.</p> <p>The SEA-PLM 2019 Main Regional Report found children's responses to GC questions signified a more local than global conceptualisation of GC. Children were more likely to report learning about, valuing, and identifying with phenomena occurring locally. Students and teachers were also more likely to respond affirmatively about activities that could be classified as passive, communal and local, rather than those that could be classified as active, individual, and global.</p>	<p>Findings that participants conceptualise GC as a more local, passive, and communal rather than global, active, and individual construct, are valuable for stakeholders to understand context, design interventions, and broaden understanding of GC beyond Western liberal democratic countries.</p> <p>SEA-PLM, which only measures the affective dimension of GC, offers no insights into how and when GCED is enacted, to what effect, and why GC is conceptualised in this way. These questions remain important topics for future investigation.</p>
INTERNATIONAL CIVIC AND CITIZENSHIP STUDY	<p>International Association for the Evaluation of Educational Achievement's International Civic and Citizenship Study (ICCS) includes measures of knowledge, attitudes and values, and behavioural intentions toward civic and citizenship (C&C) and GC-related content and concepts. Participants in ICCS 2016 included students, teachers, and school leaders across 24 countries. The students assessed were enrolled in the eighth grade, provided that the average age of students at this year level were 13.5 years or above. In countries where the average age of students in Grade 8 was less than 13.5 years, Grade 9 was defined as the target population.</p> <p>ICCS offers insights into the C&C/GC-related skills and knowledge deemed most important by participating country teachers and principals, and the range of topics on offer. ICCS 2016 found that teachers felt least prepared to teach about 'the global community and international organisations,' as compared with other topics. ICCS 2016 generated a range of valuable student-level findings, including the relationship between gender and civic engagement, socio-economic status and immigrant status and civic knowledge, types of civic activities and civic knowledge, and civic engagement and civic interest.</p>	<p>Importantly, ICCS findings demonstrate the relationship between C&C/GC-related knowledge, attitudes and values, and behavioural intentions. Education stakeholders can use these findings for curricula design, pedagogical interventions and overall understanding of the enablers that support high-quality impactful civic education. For example, ICCS 2016 found confident engagement in civic activities was correlated with interest in civic issues, not civic knowledge. This finding, that 'interest' (i.e., caring about, valuing, enjoying) underpins 'action', is critical for teaching and learning.</p> <p>If confident civic engagement is a goal for education, systems must promote and support school and classroom cultures that foster the dispositions that generate interest, such as curiosity and critical thinking, and open-mindedness, and provide opportunities for students to become interested in C&C/GC-related topics.</p> <p>Understanding the relationship between the affective and behavioural dimension of C&C/GC education is critical when considering pedagogical approaches. Targeted strategies that generate student interest by meaningfully building on students' experiences, existing interests, and knowledge may be more effective to prompt civic action than more didactic approaches.</p>

How participants described global citizenship



Study participants were asked in both the questionnaire and focus group workshops what GC means to them. The only common feature of the responses was their diversity. Accordingly, a novel way to organise and code responses was employed, using the classifications in Biggs and Collis' (1982) SOLO Taxonomy. This provided insights into the complexity of respondents' thinking about GC, which ranged from superficial to deep. At one end of the continuum, respondents presented a single relevant idea about GC, for example, 'being a citizen of the world', and at the other, they could generalise or extend their thinking about GC to a new area, such as, describing the relationship between GC domains and philosophy, ethics, and the cosmos.

Enacting GC in the classroom

Study participants were asked to describe a typical GC classroom lesson and responses were grouped according to emerging themes, namely, pedagogical approaches or teaching strategies; subject types; real world experiences; and skills development. The most common description of GCED classroom enactment was via subjects such as history, geography, general studies, and other subjects within the broader area of humanities and social sciences. Responses also highlighted the strong association between GC and environmental education and science.

When asked why they thought their GC lessons worked well, survey respondents cited several reasons which were grouped by theme: making connections; engagement; fostering transversal skills; and using certain teaching strategies. The most cited reason for success (28%) was that activities helped students make connections (to real life, connecting the micro to macro and social connections).

Assessing global citizenship

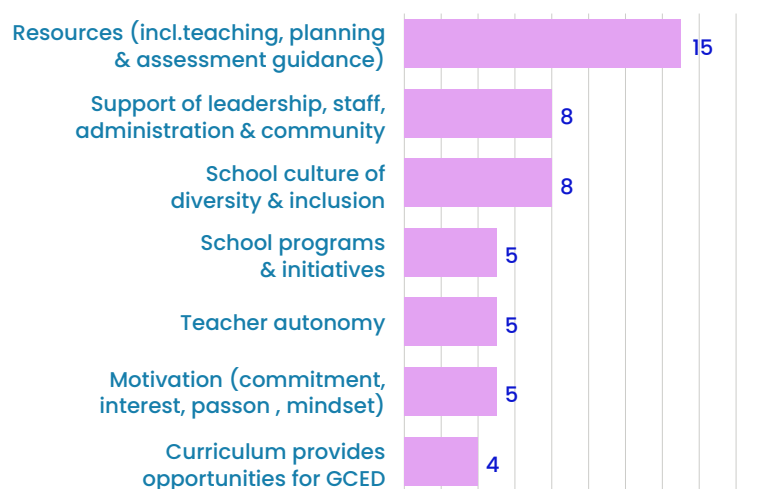
Workshop participants from the Philippines said that how they assess GCED depends on agreed standards and must be a delegated responsibility within schools. One cited the challenge that the system prioritises scores and rankings over other evidence as inhibiting GC assessment. South Korean participants concurred, that assessment equals standardising, and that this does not conform with GC. Nonetheless, they described useful ways of assessment as pre and post attitudinal surveys, peer evaluation, self-evaluation, longitudinal studies, and summative assessments of GC-related knowledge, and 'presentations by students of their knowledge gained from social participation classes'. Australian participants also noted the challenges in assessing GC, particularly the affective and behavioural dimensions. One advocated for pre and post assessments to ascertain impact in addition to self and peer reflections.



Enablers to fostering GC in schools and classrooms

When asked what supports them to create an environment that fosters GC, respondents most frequently described enablers categorised as 'resources' (30%) such as books, technology/devices, internet access, financial, and guidance regarding teaching, planning, and assessment.

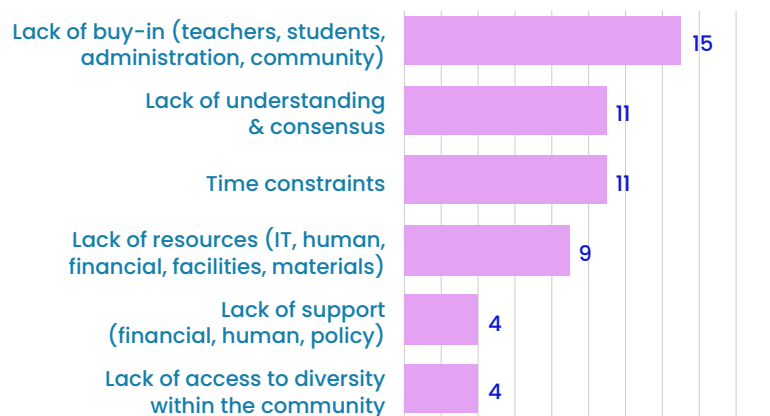
What supports you to create an environment that fosters global citizenship?



Challenges to fostering GC in schools and classrooms

When asked about the challenges to fostering GC in schools and classrooms, the most common challenge cited was categorised as 'lack of buy in' by teachers, students, administrators, and the community. Responses included a general lack of interest, closed mindedness, bias, low prioritisation of GCED, disinterest by students, parochial views, lack of understanding about how GC relates to or concerns individuals, and indifference by administrators and parents.

What are some of the challenges to creating an environment that fosters global citizenship?



NEXT STEPS

This study responds to a need to understand the enabling conditions that support effective GCED and how these conditions can inform instrument development to measure system, school, and teacher readiness to implement GCED. Evidence presented here strongly suggests that GC is reflective of the context in which it exists.

The findings demonstrate alignment between the literature and primary data regarding the enablers and barriers to effective GCED. The consistency across evidence sources that teachers' understandings and descriptions of GC enactment in the classroom ranged from superficial to deep. This distinction was also useful when reflecting on the conceptualisation of GC ranging from soft to critical. Further, although there were some common enabling conditions, teacher understandings were quite disparate, and efficacy was largely dependent on context and resourcing. The findings from the study can be used to further probe the development of the following tools and mechanisms:

System readiness scale

This study provides a strong basis to develop a series of questions for stakeholders concerning their readiness to enact global citizenship education. Responses to these questions may be organised and coded to determine level of readiness. The types and stages of readiness suggest that a system readiness scale to monitor and measure global citizenship education enactment would be useful – ranging from latent to advanced, exploring critical indicators as presented here.

Teacher global citizenship education enactment proficiency scale

This study makes a case for a type of pedagogical content knowledge specific to global citizenship education to support better understanding and enactments of global citizenship. Further research is required on teacher dispositions, skills, and knowledge that form the basis of a teacher global citizenship education enactment proficiency scale.



Continuum of superficial to deep global citizenship

Finally, we suggest that this research should work toward developing a continuum rather than a dichotomous representation of global citizenship education as either effective or ineffective. This might assist system stakeholders to understand and monitor the quality of global citizenship.

Phase II of the study

Phase II of the study will result in the development of a global citizenship education system, school and classroom evaluation toolkit and guidelines. These resources will assist stakeholders to locate their context and its enabling features on a continuum of global citizenship education implementation from emergent to established to support understanding, uptake, and quality. The proposed activities for Phase II of the study are to:

1. Pilot of the pre-workshop questionnaire in 2 additional countries
2. Conduct FGW in new location with research partners in Lao PDR
3. Pilot the quantitative instrument developed in Phase I in the 5 locations.

A focus on readiness to implement effective GCED acknowledges the contextual variations in understanding and enactment; that partners will be at different points on a global citizenship education implementation continuum depending on system, school, and teacher-related enabling factors.

This research will extend our understanding of global citizenship education readiness across diverse contexts and contribute to SDG 4.7 monitoring.

MORE INFORMATION

Read the full report including a list of references, [Being and becoming global citizens: Measuring progress toward SDG 4.7: Phase I: Monitoring teacher and school readiness to enact global citizenship in the Asia-Pacific region.](#)

