

5th UNESCO Forum on Transformative Education

for Sustainable Development, Global Citizenship,

Health and Well-being

The implementation of transformative education
– where do we stand?

What does the SEA-PLM 2019 survey tell us about citizenship education in primary schools of 6 Southeast Asian countries?

Concurrent sessions 2

Session 2.3

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What does the SEA-PLM 2019 survey tell us about citizenship education in primary schools of 6 Southeast Asian countries?

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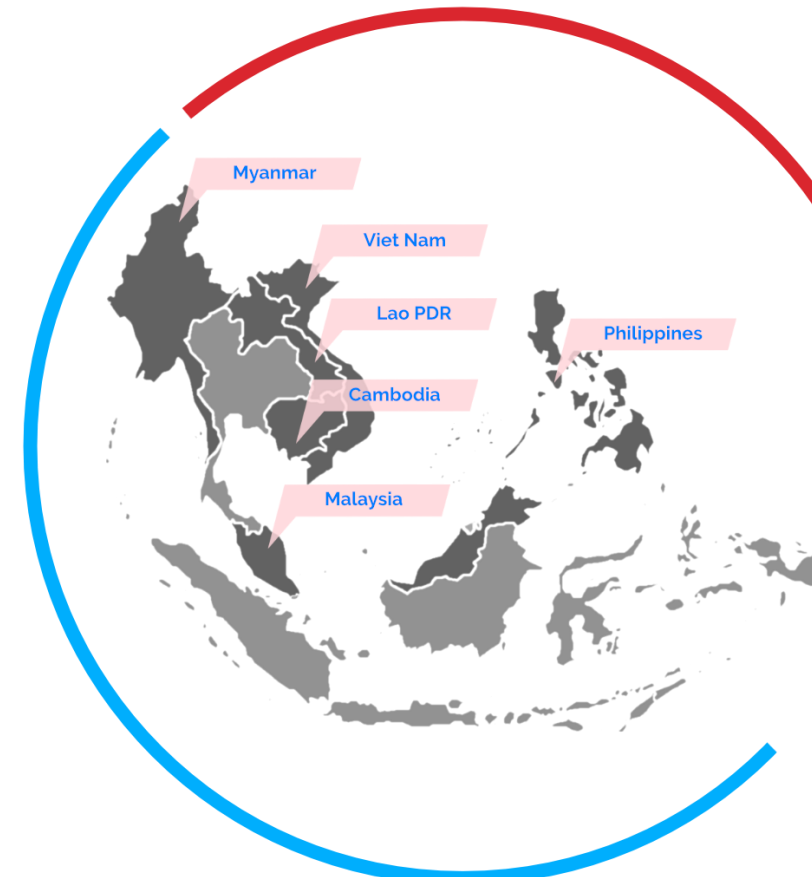
Southeast Asian
Ministers of Education
Organization

unicef 
for every child

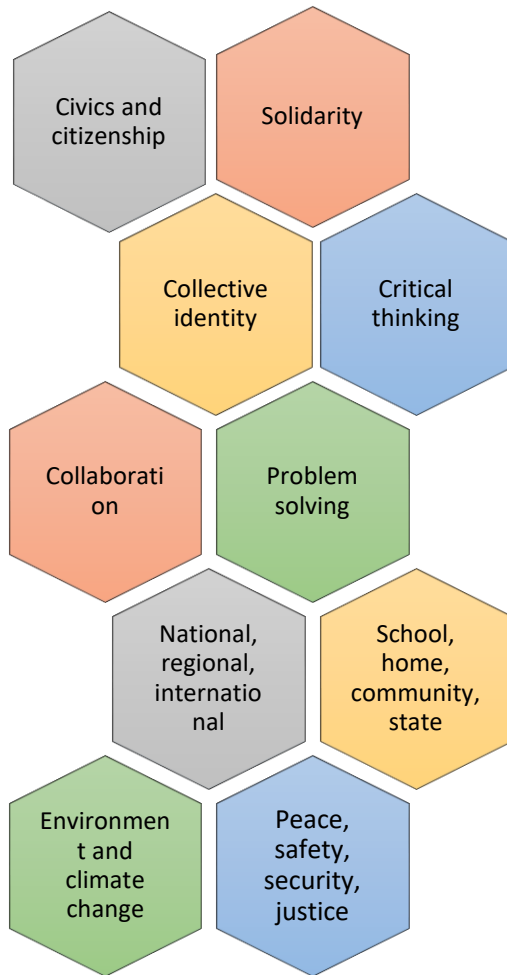


SEA-PLM 2019 study settings

- RLSA to generate data and metrics to compare learning and context in 3 major learning domains – reading/writing/mathematics
- + innovative/experimental Global Citizenship education module
- Cyclic study to track progress over time/ SDG 4.1 – every 4-5 years.
- 1st Round 6 countries / Main survey in 2019, Grade 5
- Developed specifically for and by the South-East Asian countries
- Estimates are representative of 5M of students enrolled in G5 in 2019 – 30 000 students, at least 150 schools/country.
- Translated in 11 languages and pre-tested in small samples
- Aligned on international standards in comparative measurement
- Capacity building component to strengthen technical and institutional capacities



SEA-PLM Global Citizenship topics and concepts



- Since 2014, regional consultation for co-developing a consensual theoretical approach for measuring the level of global citizenship outcomes in primary schools. Audit of GZ concepts and topics in official curricula. That was challenging!
- *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’ (SEAMEO & UNICEF, 2016, p. 5).*
- 15 questions, about 100 items in total, to address:
 - attitudes and values / behaviours and skills
 - systems, issues and dynamics/ identities / engagement
 - no cognitive measure
- Paper-pencil questionnaire, Likert style item response format – 4 modalities or yes/no

SEA-PLM Global Citizenship questions – Released questionnaires in public access

Children

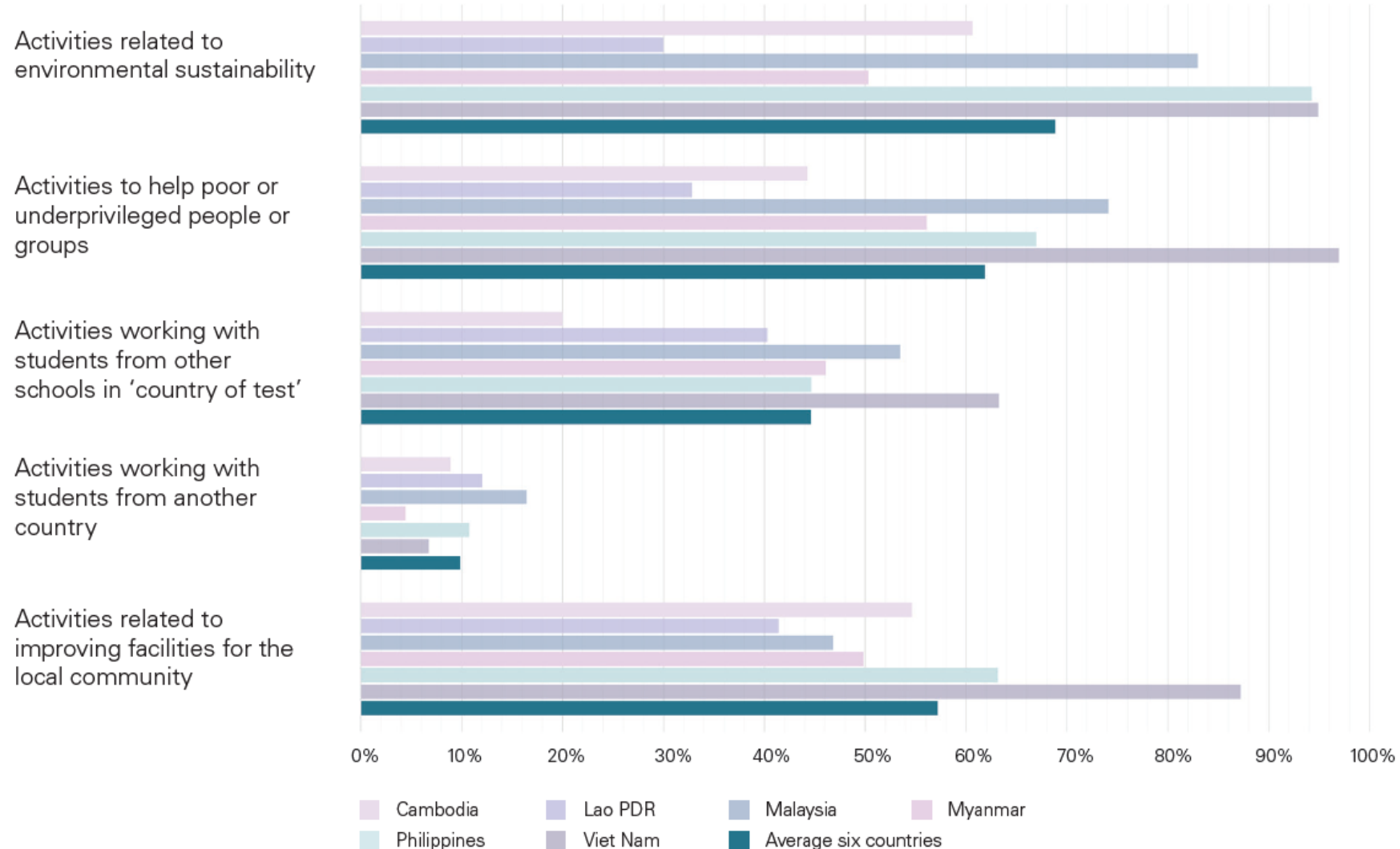
- Perception of global citizenship topics learned at school- 1 question
- Attitudes towards global citizenship topics – 1 question
- Attitudes towards societal issues - 2 questions
- Attitudes towards environmental sustainability – 1 question
- Attitudes towards national and regional identity – 1 question
- Participation in activities related to global citizenship education at schools – 3 questions

Teacher

- Pre-service preparation for global citizenship education – 1 question
- Confidence in teaching global citizenship topics
- Attitudes about children’ global citizenship skills, values and characteristics, and learning – 2 questions
- Perception of children’s opportunities for global citizenship education at school -1 question

SEA-PLM Global Citizenship questions – one example from the teacher perspective

Figure 4.27: Percentage of teachers who reported that global citizenship activities took place in a regular school year



SEA-PLM Global Citizenship questions – Scales example

- When applicable, scale indices were derived.
- Illustrate how well questions that were conceptually linked by domain of interest correlated with one another. Way to measure progress and cross-outcomes with context related data?
- GLOBCON index – environmental sustainability issues. On average, children who met higher proficiency levels in the 3 learning domains were more likely to have concerns about environmental sustainability issues (0.4 in reading, 0.3 in writing and 0.3 in mathematics).
- GCLEARN index – attitudes towards local, national, regional and global topics with regards to systems, issues and dynamics. In 4 out of the 6 countries, differences were observed between girls' and boys'. In Lao PDR, boys were more likely than girls to report significant levels of positive attitudes. In Malaysia, Myanmar and the Philippines, girls were more likely to have those positive attitudes.

Some qualitative and quantitative findings from the whole research

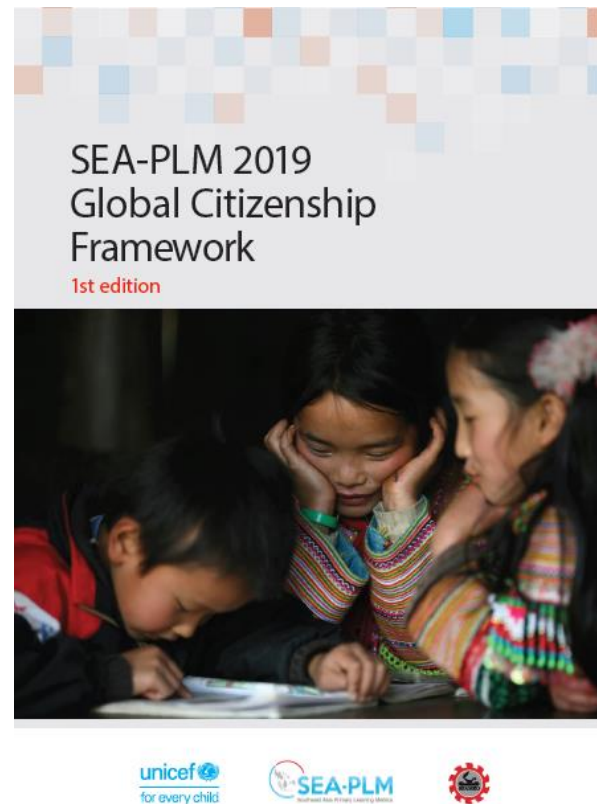
- Children show particular interest/positive attitudes on issues affecting their communities (e.g environmental issues, social cohesion)
- Most of the teachers indicated they were prepared for and felt confident teaching almost all topics listed in the GC questionnaire.
- Regional/global values and attitudes, and activities were less reported (e.g. teachers less prepared for teaching *globalization* (34% 'very well') and *challenging inequality* (42% 'very well').
- For instance, less than 60% of Grade 5 children identified themselves as Asian.
- How to better frame regional/global concepts in primary curriculum...while keeping national citizenship values and cultural beliefs as core goals and... providing equal opportunities for all children to develop citizenship values, behaviours and skills at primary level.

SEA-PLM 2019 Global Citizenship: some challenges and limitations

- Young age of children in Grade 5. Children are not expected to have formally learned all of the specific concepts and elements in this area.
- Children's responses strongly depend on their reading and oral proficiency in the language of instruction. Increase social-desirability bias?
- The children's responses showed their views on a range of topics, rather than a comprehensive understanding of global citizenship.
- The final number of reliable constructed scales is limited to measure full GC indented definition progress. Indented – about 15 scales / realized 5
- Update this module for a future round (How to measure changes?) while disseminating questions and concepts to support better national integration



[Chapter 3 for full results](#)



[Framework for full concepts](#)

www.sea-plm.org for news, data and documentation