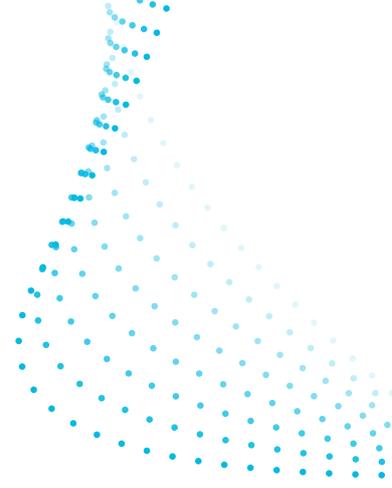


Monitoring and evaluating global citizenship education in the Asia-Pacific region



Global citizenship education is now an important element of curricula, policy, and practice in many diverse nations around the world. Almost a decade ago, education for global citizenship was described as a target under United Nations Sustainable Development Goal 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 assessing GCED in ways that reflect changing local and global conditions for students, teachers, and schools.

This new study is part of a collaborative research partnership between the Asia Pacific Centre for International Understanding (APCEIU) under the auspices of UNESCO, and the Global Education Monitoring (GEM) Centre – a long-term partnership between the Australian Council for Educational Research (ACER) and the Australian Government’s Department of Foreign Affairs and Trade (DFAT). It responds to the need for tools and resources to enact, monitor and assess GCED, particularly in primary schools in the Asia-Pacific region.

This policy brief provides recommendations for policymakers and development organisations to inform uptake and quality of GCED education and future policies, practices, and investments.



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:

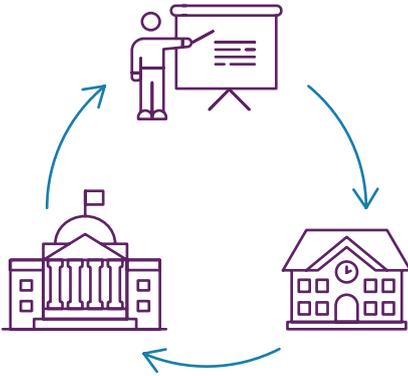
- 38 focus group participants
- 84 completed questionnaires

Participants included teachers, principals, and education experts.



KEY RECOMMENDATION

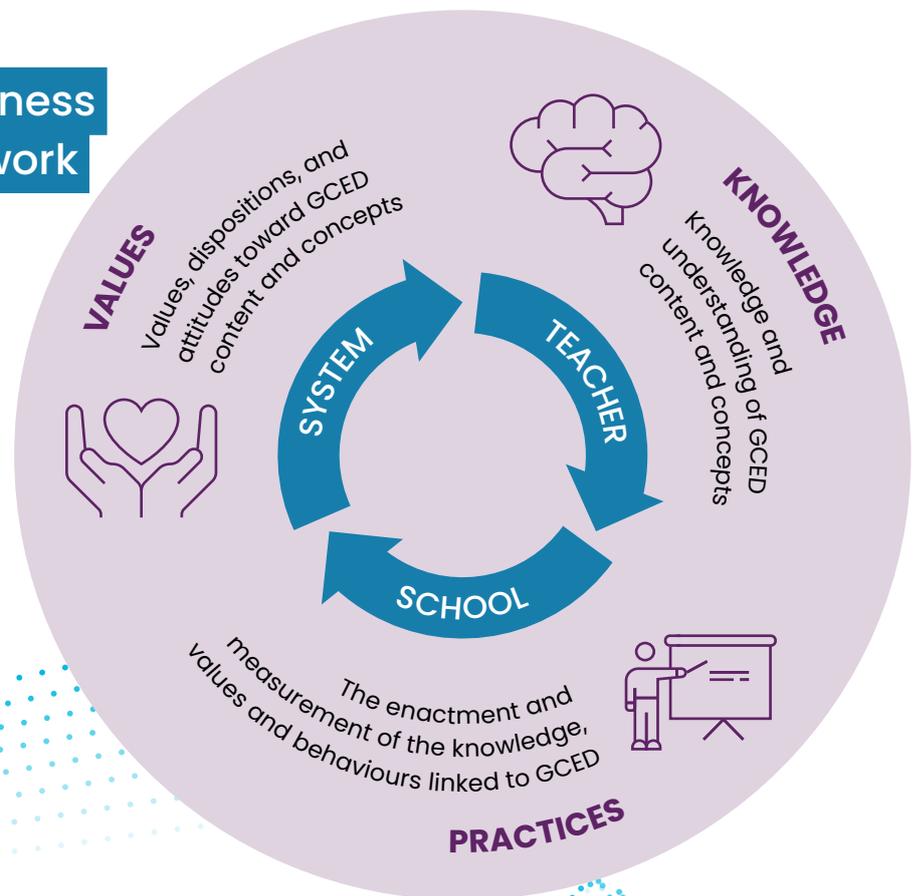
Examine the role that teachers, schools and systems play in enacting GCED



Investigating what different actors **know, value and practice** allows us to monitor and evaluate their readiness to implement GCED.

Measuring GCED readiness using a quality framework

The GCED Quality Framework begins a conversation on how to measure the readiness of teachers, schools, and systems to enact, monitor and evaluate GCED.



RECOMMENDATION 2

Implement pedagogies that promote curiosity, critical thinking, and open-mindedness, as these align with high-quality GCED.

RECOMMENDATION 3

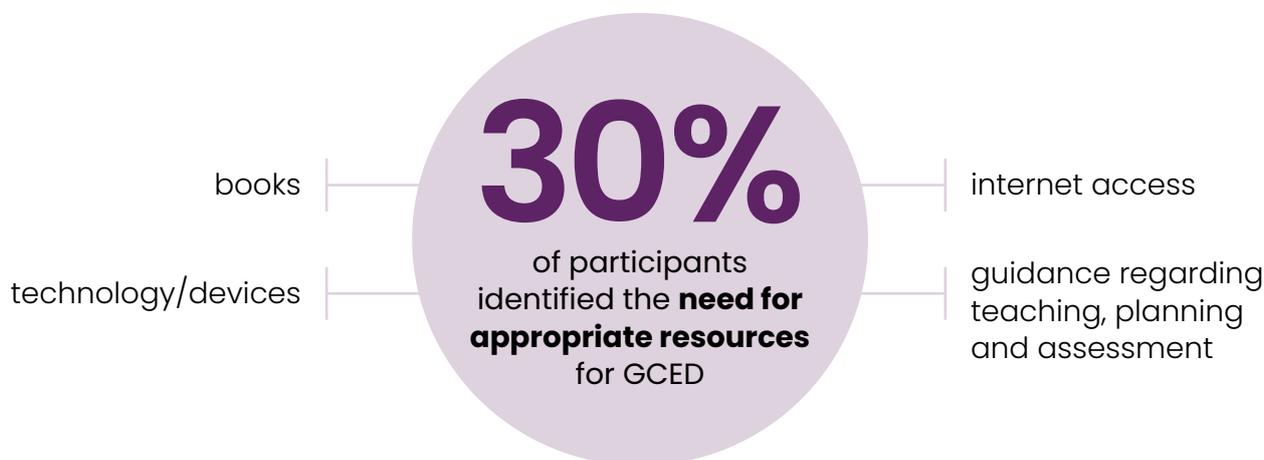
Describe GCED on a continuum from superficial learning to deep understanding, to help systems identify where they sit and the next steps to improve quality.

RECOMMENDATION 4

Frame GCED with relevance to the political, economic, historical, and cultural context of systems, so it is appropriate and applicable to schools, teachers and students.

STUDY FINDINGS

GCED enablers

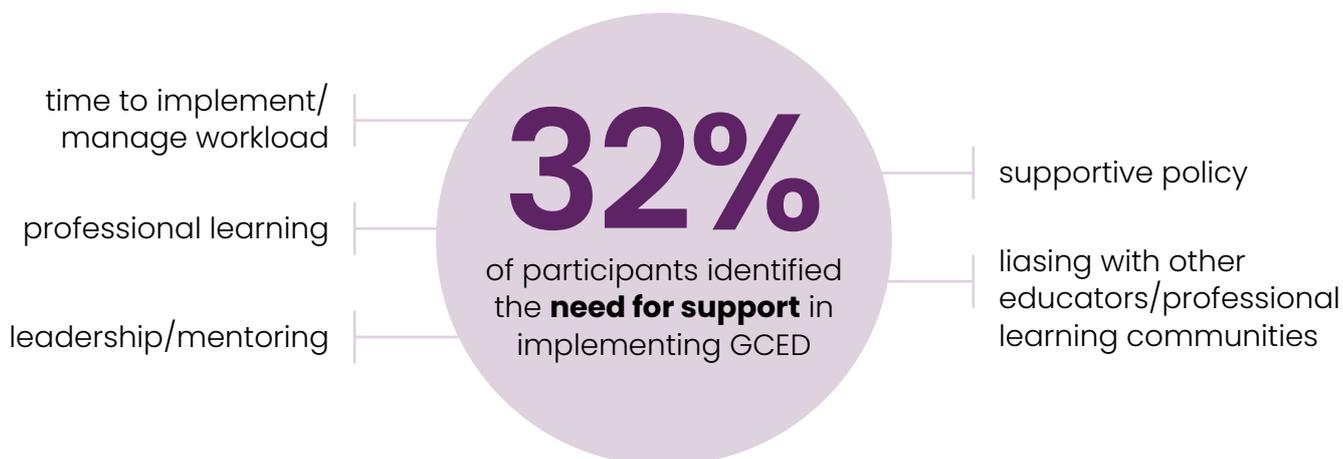


17% of participants suggested a school culture that promotes diversity and inclusion would be beneficial.

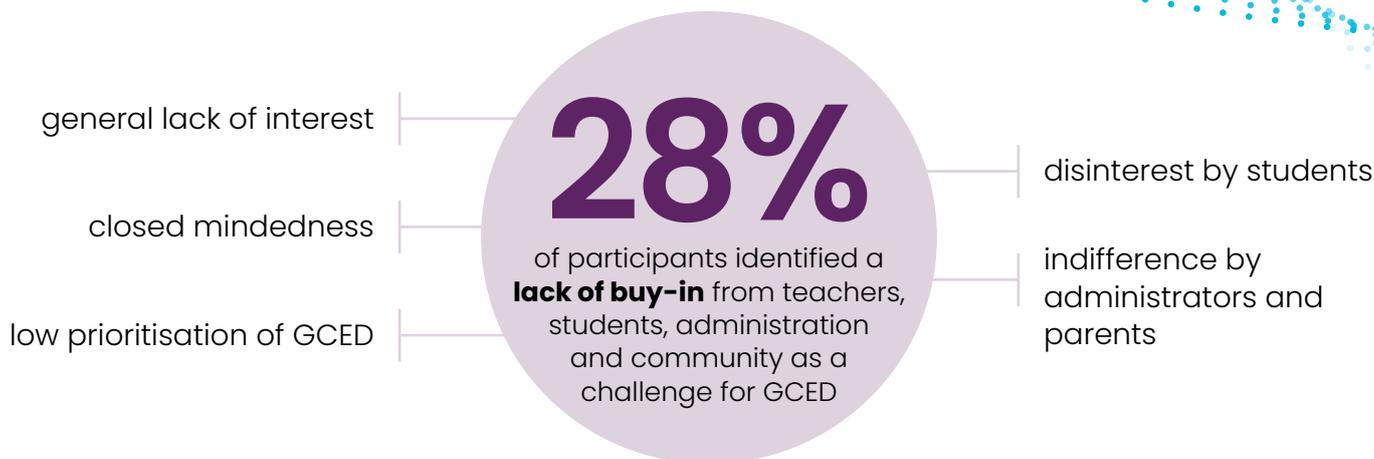
GCED must be conceptualised, enacted and assessed as a holistic concept comprising **knowledge, attitudes and values, and behaviours**, with attention to the interaction between these domains.

High-quality GCED assessment practices include **a range of measures to both inform teaching and learning and assess student competencies**, and are developed in collaboration with teachers and other relevant stakeholders.

Teacher autonomy – the ability to **exercise freedom and creativity** when implementing GCED – was viewed as an enabling condition by some participants.



GCED challenges



Understanding of global citizenship differed across contexts. A lack of understanding and consensus was considered a barrier for implementation by **20% of participants**.

Assessment of GCED proved most challenging by participants. **Creative methods are required** to capture students' GCED knowledge, skills, and behaviours.

Top-down, policy-led approaches to GCED **can create additional burdens on teachers** who may not know how to incorporate GCED into their teaching practices.

Analysis of the curricula across the 3 countries found that GCED is **not fully enacted as intended** as a 3-dimensional construct including knowledge, values and behaviours.

Read the full [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](#) report.

The next phase of the study will aim to further refine the GCED quality framework and to develop a readiness toolkit for schools and governments to use for enacting GCED.

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