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# Southeast Asia Primary Learning Metrics (SEA-PLM) : Global Citizenship Domain Assessment Framework

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# Southeast Asia Primary Learning Metrics (SEA-PLM)

Global Citizenship Domain  
Assessment Framework

Final, April 2016



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# GLOBAL CITIZENSHIP

## A. Introduction

### Purpose of this document

- 1 This assessment framework forms part of the Southeast Asia Primary Learning Metrics (SEA-PLM) assessment program and outlines an approach to assessing global citizenship. The framework should be read together with the SEA-PLM assessment framework for literacy and numeracy in order to understand the broader context of this work. However, this framework for global citizenship has been produced as a stand-alone document acknowledging the status of global citizenship as an interdisciplinary field and a new area of cross-national assessment.
- 2 The purpose of this assessment framework is to articulate the basic structure of the global citizenship domain as part of SEA-PLM. It provides a description of the constructs to be measured. It also outlines the design and content of the measurement instruments and describes how measures generated by those instruments relate to the constructs. It combines theory and practice to describe “both the ‘what’ and the ‘how’” (Jago, 2009, p. 1) of the SEA-PLM assessment of global citizenship.

### The development process for the SEA-PLM assessment framework for global citizenship

- 3 The scope of work for SEA-PLM included a desk review of relevant literature pertaining to ‘global citizenship’ to formulate a definition that addresses both core ASEAN and universal values and relates to competencies appropriate for students at the school Grade 5 level. This review was completed and finalised in March 2015.<sup>1</sup> The resulting definition then informed the development of the Global Citizenship domain of the SEA-PLM Assessment Framework including content and measurement sub-domains.<sup>2</sup> Considerable feedback was provided on both of these documents by the Expert Reference Group and National Teams. Many comments reflected the need for more detailed discussion of the domain and background to the key concepts informing the framework. A decision was made to extract the global citizenship domain chapter from the SEA-PLM Assessment Framework and combine with the desk review paper. This document is hereby the stand-alone SEA-PLM Global Citizenship Assessment Framework.

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1 See: *Global Citizenship Desk Review: Definitions in the ASEAN Context*, 5-Mar-15

2 See: *SEA-PLM Assessment Framework, Revised Draft Document incorporating feedback from the Domain Technical Review Teams*, (April 2015).

## The importance of global citizenship education

- 4 Global citizenship education (GCED) has emerged as a high priority across the globe to address the learning needs of an increasingly globalised world. Whilst GCED is a new term, it is based and builds upon associated fields, such as ‘peace education,’ ‘moral’ or ‘social education,’ ‘civics and citizenship education’ and others . Global citizenship education must be transformative and of high quality to foster shared values to address global issues and forge more peaceful, tolerant and inclusive societies (Global Education First Initiative 2014). The 2030 Agenda for Sustainable Development highlights the importance of GCED for promoting sustainable development, sustainable lifestyles, human rights, gender equity, promotion of peace and non-violence, and appreciation of cultural diversity and includes GCED in one of the targets of SDG Goal 4, Quality Education.<sup>3</sup> Furthermore, the agenda specifically related to SDG 4, *Education 2030 Framework for Action*, states that quality education “develops the skills, attitudes and values that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED).”<sup>4</sup> In the ASEAN region, the commitment to education that promotes human rights, human development, gender equality, a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity was reaffirmed in the Asia-Pacific Statement on Education beyond 2015.<sup>5</sup>
- 5 The UN Secretary General identified global citizenship as one of three education priorities of the “Global Education First Initiative” (GEFI), launched in 2012. GCED epitomises the founding mandate of UNESCO to build lasting global peace, and it is a strategic priority for UNESCO’s education programme 2014 – 2021.
- 6 Similarly, the the Southeast Asian Ministers of Education Organization (SEAMEO), UNICEF and participating Ministries of Education have included global citizenship as the third domain in the inaugural (SEA-PLM) to measure the learning achievement of students in member countries of SEAMEO. The definition, domains and assessment of global citizenship in the South-East Asian context must be culturally appropriate for the region.

## Global citizenship in the SEA-PLM regional context

- 7 In the ASEAN region, UNESCO Bangkok undertook an extensive study of peace education reviewing the systems of ten selected countries<sup>6</sup> including Thailand, Philippines and Malaysia. *Learning to Live Together* (2014b) addressed the gap in understanding about how teaching and learning about peace and diversity is addressed in national education policies, curricula, teaching and learning, and assessment in these countries. All participating countries highlighted

.....  
3 See: *Transforming our world: the 2030 Agenda for Sustainable Development*. <https://sustainabledevelopment.un.org/post2015/transformingourworld>

4 See: *Education 2030 Framework for Action*. <http://unesdoc.unesco.org/images/0024/002432/243278e.pdf>

5 See: *Asia Pacific Statement on Education Beyond 2015*. <http://www.unescobkk.org/education/conference/asia-pacific-regional-education-conference-aprec/asia-pacific-statement/>

6 Countries included in this study were Afghanistan, Australia, Indonesia, Malaysia, Myanmar, Nepal, Philippines, the Republic of Korea, Sri Lanka and Thailand.

the importance of building peace, unity, and social cohesion at the national policy level. With regard to their curricula, they emphasised the kinds of values, attitudes, behaviours and skills to be fostered through teaching and learning about peace and diversity, but the delivery varied from country to country through specialised or carrier subjects. The document does not however attempt to address how teachers are prepared for leading teaching and learning about peace and diversity. This is a major challenge given that teaching GCED requires creative skills and approaches to foster participatory and collaborative learning. Furthermore measuring the impact of GCED is complex as assessment in many ASEAN countries is still generally limited to traditional tests and examinations which do not capture the values and skills that effective GCED aims to foster (UNESCO 2014b).

- 8 At the country level, the governments of both the Philippines and Thailand have emphasised the importance of global competencies and fostering values and attitudes to support teaching and learning about peace and diversity. In the Philippines, the Governance of Basic Education Act (2001) includes references to lifelong learning, global awareness and creative thinking skills (UNESCO 2014b). The Philippines K-12 Curriculum was designed to address the needs of a knowledge-based economy fostering local, national and global development. Subjects that align with aims of GCED include values education and social studies. In addition, the curriculum identifies skills integral for higher education and employment as information, media and technology, learning and innovation, effective communication and life and career skills. At the school level, the types of activities conducted to foster global citizenship include field trips and role playing (UNESCO 2014b).
- 9 In Thailand, the purpose of education as relating to GCED is described in the National Education Plan (2012-2016), as “inculcating and strengthening morality, integrity, ethics and desirable values and characteristics” in students (Jones 2013 as cited in UNESCO 2014b). Within the curriculum, concepts related to GCED are dispersed across numerous learning areas (UNESCO 2014b). Activities conducted at the school level to foster global citizenship include cultural days and awareness-raising for environmental sustainability.

## Key concepts in global citizenship

- 10 One of the functions of this framework is to clarify the conceptual foundations on which the assessment of GCED is established. Key concepts and definitions are presented in order to allow readers to understand how these concepts and terms have been interpreted *for the purpose of the SEA-PLM framework and instrument development*. We fully acknowledge that some of the parameters, assumptions and definitions associated with the global citizenship domain, including some of those represented in this framework, are contested.
- 11 *Global citizenship* suggests an expanded notion of citizenship beyond the boundaries of state, with the implication that everyone is interconnected in multiple ways as citizens of the globe. While an internationally agreed definition is yet to be developed, the essence of global citizenship is generally described in terms of a sense of global belonging, solidarity and collective identity, a non-legal status beyond the state (UNESCO, 2013).

- 12 *Global citizenship education* (GCED) is the term used when situating global citizenship in an educational context, describing the knowledge, skills, values and attitudes fostered through teaching and learning about global citizenship.
- 13 *Citizenship* in the context of GCED is a term intended to denote a sense of belonging to a global community as well as the rights, duties and entitlement that comes with belonging to national political communities, and could lead to social engagement beyond the nation-state. However, it is widely acknowledged that ‘world citizenship’ is a metaphoric rather than literal concept, as there is no legal rights afforded to this status (Davies, 2006). In addition, citizenship itself is a contested notion, particularly when considering minority populations such as indigenous populations, ethnic and religious minorities and migrants and their relationship to nation-states (Tawil, 2013).
- 14 *Active and passive citizenship*. As with studies of civic and citizenship education, research on global citizenship acknowledges the tension between *active and passive* global citizenship. Passive citizenship refers to knowing one’s rights, duties and entitlements and appreciating (and even taking for granted) existing social orders, whereas active citizenship refers to knowing and demanding action be taken in the world to make positive change (Christensen 2013).<sup>7</sup> The conventional assumption is that active and passive citizenship are at opposite ends of the same dimension. When combined with the perspective that active citizenship is a more desirable state (or learning outcome) the tension arises if one accepts the proposition that activism is not for everyone (Dower, 2008 cited in Christensen, 2013). For SEA-PLM this raises the question of whether it is fair and reasonable to propose active global citizenship as the dominant or preferred outcome. The literature consistently raises global citizenship in the context of improving the world over understanding or interpreting it (Davies, 2006; Reimers, 2013). Furthermore, global citizenship represents a move away from the banking concept of education (Freire, 1996), where the student is viewed as an empty account to be filled by the teacher, to more participatory pedagogies and transformative education agendas in which students construct and reflect on their own learning through the processes of participation and engagement in their civic and civil worlds (Reilly & Niens, 2014). Accordingly, we have opted to include active global citizenship in a proposed definition for SEA-PLM while acknowledging that active global citizenship is mediated by social and political contexts, opportunity and resources in addition to knowledge and attitudes and values.
- 15 *ASEAN Values*. A working definition of global citizenship created for SEA-PLM was required to “address core ASEAN values”. This acknowledges SEA-PLM as an assessment for the Southeast Asian region and the need for region-specific characteristics to ensure local appropriateness and relevance. However, despite the role of ASEAN to facilitate regional integration, there is no singular view on what constitutes a common regional identity with core shared values. The member countries of ASEAN are acknowledged as greatly diverse in history and culture. ASEAN exists to promote active collaboration for the purpose of economic growth, social progress and cultural development. Collaboration of this nature is underpinned by universal values; principles or standards that most people have a reason to uphold as important or worthy in life such as

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 7 See Wierenga and Guevera (2013, p. 141) for a discussion of active versus passive global citizenship.



peace, safety, security, stability, and justice. While *The ASEAN Charter (2007)* does not explicitly include ‘core values,’ the 15 ‘Purposes’ under Chapter 1, Article 1 can be read as statements that articulate the principles, values and standards of behaviour held in high regard by ASEAN and can therefore be assumed to represent the ‘core values’ of ASEAN. These Purpose statements have been examined and incorporated into the working definition of global citizenship for SEA-PLM, as described in greater detail in Annex 1.

## B. Defining the domain

- 16 The working definition of global citizenship for SEA-PLM, arising from the desk review and incorporating feedback from the Expert Reference Group and National Teams is:

*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.*

- 17 The critical aspects of this definition relate to interconnectedness – between peoples, and peoples and the environment, the condition of peace, equity, safety and sustainability. The definition implies and assumes that each of these aspects is positive and that ethical and responsible active citizenship will aim to support the improvement of these conditions.

### Organisation of the global citizenship domain framework

- 18 In the literature on GCED, competencies related to global citizenship are often defined along three major measurement sub domains: the *cognitive aspects* gained through learning about global structures, systems and issues; the *attitudes and values* that reflect positive orientations to global citizenship concepts such as appreciation of diversity, equity, peace and human rights; and the *behaviours and skills* related to activities that create positive change and foster social participation. The development of a SEA-PLM learning assessment framework needs to take all of these sub-domains into consideration.
- 19 However, any global citizenship-related knowledge, attitude or behaviour demonstrated by a student must relate to global citizenship content. For example, students may express knowledge of global systems, attitudes towards diversity or behaviours relating to environmental sustainability. In the SEA-PLM context, any given task undertaken by a student (such as answering a test or questionnaire item, or participating in a citizenship activity) can be described in terms of both the relevant global citizenship content and the process applied to that content. To this end, global citizenship content can be regarded as a dimension of the larger global citizenship domain and the application of attitudinal, behavioural or cognitive processes to this content gives rise to the outcomes that can be measured in SEA-PLM.
- 20 The SEA-PLM framework for global citizenship comprises three core content sub-domains and the following three core measurement sub-domains. ‘Content’ sub-domains are the particular

topics within the broad concept of global citizenship that will be assessed, for example, global citizenship issues, systems, identities or engagement. 'Measurement' sub-domains are the functions as applied to this content that are assessed, for example cognitive (remembering, applying, analysing, evaluating), attitudes and values (feeling, sensing, valuing, believing), and behaviours and skills (acting, participating, presenting, negotiating).

- 21 All SEA-PLM global citizenship assessment materials can be mapped to all three content sub-domains and all three measurement sub-domains. This structure allows for the full breadth of the global citizenship domain to be within the scope of the framework.

## Scope of the SEA-PLM assessment

- 22 It is important to note that even though the global citizenship domain, as defined for SEA-PLM, covers a broad range of content processes and dispositions relating to global citizenship, we do not assume or expect that the full range of these will be assessed in any given cycle or at any given grade level in SEA-PLM. There are many factors that contribute to decisions about which aspects of the framework can be assessed. Key factors are the time available for candidates to complete the assessment and the age and grade level of the candidates.

- 23 During the field trial of SEA-PLM, we will assess students in Grade 5 (roughly 10 to 11 years of age). They will have approximately 20 to 30 minutes to complete the assessment. Given the limited time available for the SEA-PLM global citizenship assessment and the relatively young age of the respondents **it was decided that the assessment should focus primarily on the measurement domain of attitudes and values (and to a limited extent, behaviours and skills).**

- 24 The fact that the SEA-PLM assessment initially targets students in Grade 5 places many restrictions on the depth and breadth of global citizenship content, processes and dispositions that can be assessed. The restrictions relate to the nature of global citizenship content that students can reasonably be expected to have experience with as well as the breadth of experience they have had that could influence their attitudes (including their awareness of issues) and the opportunities they might have had for active participatory engagement in global citizenship-related activities.

- 25 With these restrictions in mind it was decided that the SEA-PLM assessment should focus on attitudes and values, and to a limited extent, the behaviours and skills associated with global citizenship content as this is deemed to be appropriate for Grade 5 students and reflects the dispositions that can lead to deeper engagement with global citizenship in the later years of schooling. Data from students will be collected using a 20-30 minute<sup>8</sup> questionnaire.

## Limitations and constraints

- 26 Whilst the SEA-PLM global citizenship domain draws upon the ASEAN Charter as a reference document for core ASEAN values, this approach is not intended to simplify the complexities and

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8 The questionnaire will be untimed, but the content will be developed with the expectation that most students will be able to answer the questions in 20-30 minutes.

dynamism of the Region. The ASEAN Charter includes values that broadly speaking could be considered universal or human values, many of which are also enshrined in the Charter of the United Nations, and the Charter of Fundamental Rights of the European Union. Similar values are also present in literature relating to global citizenship. The intention was not to present a homogenous regional identity, but to locate and articulate, from the most credible sources, several values important to ASEAN member nations *including* values pertaining to nations characterised by diversity.

- 27 This document does not seek to create a universal definition of global citizenship or global citizenship education. It defines global citizenship in the context of the operating environment of SEA-PLM, acknowledging the literature on GCED and the curricula of the region. It would not be prudent to delineate the scope of global citizenship and list any exclusions given that the field is new and continually evolving at both policy and practice levels.
- 28 SEA-PLM is constrained by scale and budget; however the global citizenship survey will provide useful baseline data to further develop the domain and instruments for future iterations of the Study.

## C. SEA–PLM Global Citizenship core content sub-domains

- 29 Students can have knowledge about, hold attitudes towards or engage with regard to different aspects of global citizenship. In this section we describe two levels of content. At the upper level we describe the content and conceptual organisers for global citizenship. At the lower level we list content relating to the organisers that is likely to be relevant and accessible to student in Grade 5.9
- 30 The SEA-PLM global citizenship framework distinguishes between the following three content sub-domains:
- Global citizenship systems, issues and dynamics;
  - Global citizenship awareness and identities; and
  - Global citizenship engagement.

### Global citizenship systems, issues and dynamics

- 31 This sub-domain relates to the civic and civil institutions that operate with a global perspective and issues that relate to the interaction between communities including, for example the distribution of wealth and power and environmental sustainability. It relates to the systems that reflect, underpin and support the interconnectedness of life on the planet. The content relevant to this aspect

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9 The examples of Grade 5 content have been adapted from a draft set of age-specific learning topics for GCED presented at the Second UNESCO Forum on Global Citizenship Education in Paris, France (28-30 January, 2015).

focuses on systems, issues and dynamics that, at the lower grade levels are primarily situated closely to the students' own experiences and contexts and at the higher grade levels become increasingly global. The lower grade level content has a greater emphasis on the foundations of the systems, issues and dynamics that underpin these concepts when implemented in the global context.

32 At the Grade 5 level, examples of content relating to this aspect include (but are not limited to):

- Organisation of societies and the world including local, national and global (families, tribes, groups, communities, villages, cities, countries, regions)
- Concepts of 'rich/poor', 'fair/unfair'
- Concepts of 'right' and 'wrong'
- Changes of rules, laws and responsibilities over time and their dynamics
- Common basic needs and rights
- Aspects of global injustice (such as: hunger, economic inequality or discrimination)
- Values and skills that enable people to live together peacefully
- Basic local, national and global governance structures and systems (trade, migration, environment, media, international organisations, political and economic alliances, public and private sectors, civil society)
- Environmental sustainability including issues such as global warming and climate change
- Issues affecting the local community (environmental, social, political, economic or other)
- Relationships between local and global issues.

## Key concepts<sup>10</sup>

33 The following key concepts are of particular relevance to the global citizenship systems, issues and dynamics sub-domain. The definitions of these key concepts have been constructed to support a consistent understanding of the framework across the diverse contexts of SEA-PLM participating countries.<sup>11</sup> As indicated previously, we recognise that many of these terms are contested and are the subject of academic debate with meanings that evolve over time and across different communities.

.....  
10 Definitions here and throughout the document cannot be attributed to a single source. They were created through consultations with the SEA-PLM Domain Technical Reference Panel and other sources.

11 Also incorporated here are the descriptive Purpose statements featured in *The ASEAN Charter*, which assist in defining key terms.

<i>Interconnectedness</i>	In the context of global citizenship, the idea that local actions might have global consequences and conversely global events have local consequences.
<i>Globalisation</i>	The increased movement of people, money, goods and information within and across national and international borders and the systems and structures that facilitate this process.
<i>Government</i>	The group of people with the authority to conduct the policy, actions and affairs of a country or state.
<i>Citizenship</i>	The position or legal status of being a citizen of a nation state or supranational legal community (e.g. ASEAN).
<i>Justice</i>	Just or fair behavior or treatment, the quality of being just, righteous or morally right.
<i>Human right</i>	A form of inalienable moral entitlement that, for the purpose of this document is framed by the contents of the United Nations Universal Declaration of Human Rights (United Nations, 1948) and the Convention on the Rights of the Child.
<i>Environmental sustainability</i>	Protecting and maintaining the qualities valued in the physical environment such as air quality, biodiversity, coastal waters, inland rivers and streams, land, and climate.
<i>Sustainable development</i>	Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
<i>Rule of law</i>	The notions that the law is applied fairly and equally to all people (and institutions) and that all people (and institutions) must obey the law.
<i>Democracy</i>	The SEA-PLM global citizenship assessment framework adopts the broadest definition of democracy as ‘rule by the people.’
<i>Transparency</i>	The condition of being open and accountable to the public, and open to public scrutiny; particularly in relation to rules or processes.
<i>Critical thinking</i>	In the context of global citizenship education, critical thinking/ reflection relates to careful, rational evaluation or judgement incorporating a range of perspectives regarding an issue or idea.

## Global citizenship awareness and identities

- 34 This sub-domain relates to the multiple identities that individuals have and how these identities relate to their roles as global citizens. Included in this aspect are issues related to respect and acceptance of others and acceptance of diversity within and across communities.

- 35 At the Grade 5 level, examples of content relating to this aspect include (but are not limited to):
- The self, family, school, neighbourhood, community, country, and the world
  - Similarities and differences between people, societies and cultures (beliefs, language, traditions, religion, lifestyles, ethnicity) both within and across communities
  - Concepts of citizenship including ‘good citizens’ and ‘global citizens’
  - Diversity in society
  - Connections and relationships between communities
  - Factors that influence people’s attitudes, and values (gender, age, religion, ethnicity, culture, socio-economic and geographical context, ideologies and belief systems or other circumstances).

## Key concepts

36 The following key concepts are of particular relevance to the global citizenship awareness and identities sub-domain. The definitions of these key concepts have been constructed to support a consistent understanding of the framework across the diverse contexts of SEA-PLM participating countries.<sup>12</sup> As indicated previously, we recognise that many of these terms are contested and are the subject of academic debate with meanings that evolve over time and across different communities.

<i>Identity</i>	The characteristics or features that make an entity recognisable. Global citizenship education frames identity within the different levels/multiple identities an individual has through belonging and relating to different groups.
<i>Diversity</i>	The inclusion of individuals with a wide range of personal characteristics such as: age, gender, ethnicity, culture, physical and mental ability, religious beliefs, socio-economic status. Global citizens value and appreciate diversity, meaning that they see diversity as a strength which can be leveraged to the benefit of all.
<i>Culture</i>	The sum of attitudes, customs, beliefs, and practices of a group of people. Individuals within groups may themselves identify with a range of differing cultures.
<i>Society</i>	A community defined by its geographical territory and within which the population shares a common culture (which may comprise and celebrate multiple and diverse ethnic or other communities/cultures).

## Global citizenship engagement

37 This sub-domain relates to the ways in which individuals and groups can and choose to participate as global citizens. Included in this are the types of engagement that are possible, participatory skills necessary for engagement and motivations underlying engagement.

.....  
 12 Also incorporated here are the descriptive Purpose statements featured in *The ASEAN Charter*, which assist in defining key terms.

- 38 At the Grade 5 level, examples of content relating to this aspect include (but are not limited to):
- Individuals and groups that are taking positive action to improve the community without harming others (fellow citizens, clubs, networks, groups, organisations, programs, initiatives)
  - Collaboration and collaborative practices (including examples of successful collaborations at the local-, national- and global- levels)
  - Roles played by voluntary groups, social movements and citizens in improving their communities and in identifying solutions to global problems
  - Types of civic engagement for personal and collective action in different cultures and societies (advocacy, community service, media, governance processes such as voting – at the school or relevant level)
  - Benefits and consequences of personal and collective civic engagement
  - Processes of decision-making and problem-solving
  - Public dialogue and debate
  - Sustainable consumption habits.

## Key concepts

39 The following key concepts are of particular relevance to the global citizenship engagement sub-domain. The definitions of these key concepts have been constructed to support a consistent understanding of the framework across the diverse contexts of SEA-PLM participating countries.<sup>13</sup> As indicated previously, we recognise that many of these terms are contested and the subject of academic debate with meanings that evolve over time and across different communities.

<i>Participation</i>	For global citizens, participation means to take part in an action or act to improve conditions for oneself or others. Participation is framed in the context of ethically responsible and respectful behaviour to all other community members.
<i>Engagement</i>	The concept that citizens need to concern themselves with issues and information in their communities in order to participate effectively.
<i>Ethical</i>	The moral principles or branch of knowledge that determines ‘right’ from ‘wrong’ behaviour.
<i>Collective action</i>	When individuals with a common purpose join to act together to achieve an objective. This objective is, as above, framed in the context of ethically responsible and respectful behaviour to all other community members.

## D. Summary of questionnaire and inclusion of measurement sub-domains

40 Here we describe the link between the measurement and content sub domains, the types of questions, and how these questions reflect both the measurement and content sub domains.

.....

<sup>13</sup> Also incorporated here are the descriptive Purpose statements featured in *The ASEAN Charter*, which assist in defining key terms.

41 As stated in paragraph 18, following the basic classification of different aspects relevant for global citizenship that are commonly found in the literature, the SEA-PLM framework includes the potential for assessing the following three measurement sub-domains:

- 1- Cognitive outcomes
- 2- Attitudes and values
- 3- Behaviours and skills

## 1. Cognitive outcomes

42 These are the knowledge and understanding outcomes that students can demonstrate with respect to global citizenship content.

43 Aspects related to the first (cognitive) and to a greater extent the third (behaviours and skills) measurement sub-domains may be assessed in future SEA-PLM surveys but will not be included in the assessment of Grade 5 students.

## 2. Attitudes and values

44 These are the attitudes and values students hold with respect to global citizenship content. These will be the focus of the first cycle of the SEA-PLM assessment of Grade 5 students.

45 In the first cycle of SEA-PLM there is an emphasis on collecting data relating to attitudes and values associated with all three global citizenship content domains. This is acknowledging the relatively young age and educational experience of student respondents.

### **Students' attitudes relating to content domain 1: global citizenship systems, issues and dynamics**

46 A number of items have been included in the questionnaire that measure students' attitudes toward the key concepts included in the first content domain: global citizenship systems, issues and dynamics. These include:

- a. Attitudes toward key issues which occur locally and globally and the interconnected nature of these issues such as climate change or pollution
- b. Attitudes toward key issues and dynamics central to global citizenship such as freedom of speech, the rule of law, equity, the role of government and acceptance of diversity, and
- c. Attitudes toward the value of learning about global citizenship-related issues and topics such as global issues, diversity, non-violent conflict resolution, environmental protection, community development, and languages, in the context of global citizenship.

### **Students' attitudes relating to content domain 2: citizenship awareness and identities**

47 The questions relating to content domain 2 focus on attitudes toward different levels of identity and identification with other children, both locally, regionally, and in the global community. They also measure student's sense of interconnectedness by using a concrete example of responding to a natural disaster in another country.



### **Students' attitudes relating to content domain 3: global citizenship engagement**

- 48 Items have been included in the questionnaire that measure students' positive inclination to act or behave in accordance with the values and attitudes associated with global citizenship. These include:
- a. Attitudes and behavioural intentions with regard to acceptance of diversity, protecting the environment, and acting to assist others in need
  - b. Self-reported behaviour associated with global citizenship such as presenting ideas, leadership, decision making, communication, and advocating for positive change, as culturally appropriate
  - c. Attitudes and behavioural intentions toward fostering the skills associated with global citizenship such as decision making, advocacy, leadership, presenting ideas and communication skills.

### **3. Behaviours and skills**

- 49 A small number of items have been included in the questionnaire that relate to students' experiences of activities that allow them to exercise global citizenship-related behaviours and skills. These include behaviours and skills such as: presenting ideas, leadership, decision making, communication, and advocating for improvement.

### **Students experience of global citizenship education**

- 50 It is important to acknowledge the SEA-PLM Global Citizenship domain as the first of its kind in measuring students' attitudes toward global citizenship across a diverse range of contexts. Despite its appearance in curricula, it is unclear to what extent students are learning about global citizenship content areas. Accordingly, questions have been included that relate to students' reported experience of global citizenship-related topics or concepts at school. Furthermore, questions have been included to collect information relating to students' experience of school-related activities to support the development of global citizenship such as: participating in programs to make the school more environmentally friendly, voting in school/class elections or presenting ideas and participating in classroom debate.

## **E. Relationship between content and measurement sub-domains**

- 51 Measures of global citizenship will be derived from items in the SEA-PLM assessment and can be mapped to both core content and measurement domains.<sup>14</sup> As mentioned previously, in its first assessment, the focus of SEA-PLM will be mainly focused on measuring attitudes and values; however, Table 1 below demonstrates how the structure of the SEA-PLM framework supports the assessment of all three measurement dimensions across the aspects of global citizenship content represented in the framework.

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<sup>14</sup> This framework organisation draws upon elements include in the assessment framework that was developed for the IEA International Civic and Citizenship Education Study (Schulz, Fraillon, Ainley, Kerr, & Losito, 2008).

**Table 1: Relationship between core content and measurement sub-domains**

<b>Measurement sub-domains</b>	<b>Content sub-domain 1</b> <i>Global Citizenship Systems, Issues and Dynamics</i>	<b>Content sub-domain 2</b> <i>Global Citizenship Identities awareness and identities</i>	<b>Content sub-domain 3</b> <i>Global Citizenship Engagement</i>
<b>Cognitive</b>	A	B	C
<b>Attitudes and values</b>	D	E	F
<b>Behaviours and skills</b>	G	H	I

52 Each cell represents a possible measure regarding a particular content sub-domain. The following are examples of possible measures in a SEA-PLM assessment covering all measurement and content sub-domains:

- A. Cognitive: Students demonstrate their awareness or understanding of a supranational union such as the UN, ASEAN or European Union.
- B. Cognitive: Students understand the similarities and differences between societies and cultures
- C. Cognitive: Students demonstrate awareness of ethical and responsible actions and identify a possible course of action for making people in the community aware of climate change.
- D. Attitudes and values: Students express their attitudes towards peaceful co-existence with other countries.
- E. Attitudes and values: Students demonstrate their identification with students in other communities or countries
- F. Attitudes and values: Students express their belief in the value of individual or collective action to help environmental sustainability.
- G. Behaviours: Students report on the frequency with which they talk about global issues.
- H. Behaviours: Students report on their interaction with peers from different contexts.
- I. Behaviours: Students report on their participation in activities to improve environmental sustainability and preserve the environment.

53 A student questionnaire was chosen as the most appropriate instrument to measure the attitudes and values (and to a limited extent limited behaviours and skills) associated with global citizenship acknowledging the scope and budget for the program. Items were constructed using a Likert-style item response format which will require respondents to indicate the best response for them. Students are advised that there are no right or wrong answers in this instrument.

54 The SEA-PLM Teacher Questionnaire will also provide valuable data to compare and correlate with student data. Questions include identifying teachers' main role (specialist learning area, whether students undertake global citizenship education related activities, how highly they value global citizenship education content areas, skills, values and characteristics. Furthermore, the questionnaire will collect valuable data on pre-service teacher education and global citizenship filling an important gap related to knowledge about whether pre-service teacher education includes global citizenship education concepts, topics or themes (UNESCO 2014b). The questionnaire will also collect data on teacher's confidence levels with regard to teaching specific global citizenship related topics.

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# ANNEX I

## A. SEA-PLM Global Citizenship and “Core ASEAN Values”

### I. Background

A number of core documents were identified as those including descriptions of ASEAN values, namely:

- *The ASEAN Charter, 2007*
- *ASEAN Socio-Cultural Community Blueprint, 2009*
- *Mid-Term Review of the ASEAN Socio-Cultural Community Blueprint (2009-2015)*
- Gauthier, M 2013, ‘The ASEAN and the Idea of a Global Citizenship’, *GSTF Journal Of Law & Social Sciences*, 3, 1, p. 36
- Jones, ME 2004, ‘Forging an ASEAN Identity: The Challenge to Construct a Shared Destiny’, *Contemporary Southeast Asia: A Journal of International and Strategic Affairs*, 1, pp 140-154.

A mapping exercise was conducted to examine those values expressed as ASEAN values against specific concepts central to the SEA-PLM working definition of global citizenship.

### 2. ASEAN Values

#### CHAPTER 1

#### PURPOSES AND PRINCIPLES

*The Purposes of ASEAN are:*

1. To maintain and enhance peace, security and stability and further strengthen peace-oriented values in the region;
2. To enhance regional resilience by promoting greater political, security, economic and socio-cultural cooperation;
3. To preserve Southeast Asia as a Nuclear Weapon Free Zone and free of all other weapons of mass destruction;
4. To ensure that the peoples and Member States of ASEAN live in peace with the world at large in a just, democratic, and harmonious environment;
5. To create a single market and production base which is stable, prosperous, highly competitive and economically integrated with effective facilitation for trade and investment in which there is free flow of goods, services and investment, facilitated movement of business persons, professionals, talents and labour; and freer flow of capital;
6. To alleviate poverty and narrow the development gap with ASEAN through mutual assistance and cooperation;
7. To strengthen democracy, enhance good governance and the rule of law, and to promote and protect human rights and fundamental freedoms, with due regard to the rights and responsibilities of the Member States of ASEAN;

8. To respond effectively, in accordance with the principle of comprehensive security, to all forms of threats, transnational crimes and transboundary challenges;
9. To promote sustainable development so as to ensure the protection of the region's environment, the sustainability of its natural resources, the preservation of its cultural heritage and the high quality of life of its peoples;
10. To develop human resources through closer cooperation in education and life-long learning, and in science and technology, for the empowerment of the peoples of ASEAN and for the strengthening of the ASEAN community;
11. To enhance the well-being and livelihood of the peoples of ASEAN by providing them with equitable access to opportunities for human development, social welfare and justice;
12. To strengthen cooperation in building a safe, secure and drug-free environment for the peoples of ASEAN;
13. To promote a people-oriented ASEAN in which all sectors of society are encouraged to participate in, and benefit from, the process of ASEAN integration and community building;
14. To promote ASEAN identity through the fostering of a greater awareness of the diverse culture and heritage of the region; and
15. *To maintain the centrality and proactive role of ASEAN as the primary driving force in its relations and cooperation with its external partners in a regional architecture that is open, transparent and inclusive.*

(Extracted from *The ASEAN Charter*, 2007, pp. 3-5)

### 3. Mapping ASEAN 'Purpose' statements against global citizenship concepts

Purpose Statements, The ASEAN Charter (ASEAN 2007, pp. 3-5).	Global Citizenship Concept
<b>4. To ensure that the peoples and Member States of ASEAN live in peace with the world at large in a just, democratic and harmonious environment</b>	Peace Interconnectedness
<i>7. To strengthen democracy, enhance good governance and the rule of law, and promote and <b>protect human rights</b> and fundamental freedoms with due regard to the rights and responsibilities of the Member States of ASEAN</i>  <b>12. To strengthen cooperation in building a safe, secure and drug-free environment for the peoples of ASEAN</b>	Valuing human life Human rights Good governance Rule of law Freedom Human rights Safety Security
<b>9. To promote sustainable development so as to ensure the protection of the region's environment, the sustainability of its natural resources, the preservation of its cultural heritage and the high quality of life of its peoples.</b>	Valuing the natural world Environmental sustainability Valuing cultural heritage
<b>1. To maintain and enhance peace, security and stability, and further strengthen peace-oriented values in the region</b> <b>3. To preserve Southeast Asia as a Nuclear Weapon Free Zone and free of all other weapons of mass destruction</b>	Peace Security

<p>6. To alleviate poverty and <b>narrow the development gap within ASEAN</b> through mutual assistance and cooperation</p> <p>11. To enhance the well-being and livelihood of the peoples of ASEAN by providing them with equitable access to opportunities for human development, social welfare and justice</p>	<p>Equality Justice</p>
<p>13. To promote a people-oriented ASEAN in which <b>all sectors of society are encouraged to participate in, and benefit from, the process of ASEAN integration and community building</b></p>	<p>Acting and relating (with an understanding of interconnectedness)</p>

ANNEX II

B. Curriculum Audit and Review: Global Citizenship

# **Southeast Asia Primary Learning Metrics (SEA-PLM)**

Curriculum Audit and Review:  
Global Citizenship

Final, March 2016



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# Introduction

To determine the extent to which the countries participating in the UNICEF Southeast Asia Primary Learning Metrics (SEA-PLM) include global citizenship in their national curricula, a review and audit of curricula of nine ASEAN member countries<sup>15</sup> was conducted against five key questions. These include identifying where in the curriculum global citizenship related content is located, and whether this content aligns with the underpinning concepts of the SEA-PLM definition for global citizenship. Furthermore, the review has also considered whether content or competency descriptions align with the sub-domains of the SEA-PLM global citizenship assessment framework. To ensure consistency with SEA-PLM, Grade 5 or approximate level curricula frameworks in the nine countries included were reviewed in detail. The review and audit included the following curricula:

**Brunei Darussalam**, Social Studies for years 4, 5, and 6, 2009

**Kingdom of Cambodia**, Social Studies Grades 4-9, 2006

**Lao People’s Democratic Republic**, World Around Us, 2013; and Moral Education, 2013

**Kingdom of Thailand**, Social Studies, Religion and Culture, 2008

**Republic of Singapore**, Civics and Morality Education Syllabus Primary, 2007

**Democratic Republic of Timor Leste**, Social Science Curriculum, 2014

**Socialist Republic of Vietnam**, Morals; and, Nature and Society, 2007

**Republic of the Philippines**, Edukasyon sa Pagpapakatao, (Education in Health), 2013

**Republic of Indonesia, Religion; The Five Moral Principles; Citizenship; Social Sciences; and Natural Sciences**, 2013.

## Summary of Findings

Overall findings from the curriculum audit and review confirm that concepts typically associated with global citizenship are included in all curricula, in some cases to a substantive extent. Global citizenship concepts are most frequently located in the introduction or background to the learning area or curriculum as a statements relating to aims or objectives. In a number of cases these aims include not only knowledge-related goals, but also the development of behaviours and skills, and attitudes and values. However, whilst many curricula use terms such as ‘interdependence’, ‘global issues’, or ‘active citizenship’ in the introductory sections, they do not necessary expand upon these terms. Where global citizenship concepts such as ‘social diversity’, ‘social cohesion’, ‘respect for difference’, ‘peace’, ‘equity’, ‘justice’, ‘participation’ and ‘active citizenship’ are included in objective statements related to knowledge, behaviours and skills, and attitudes and values, they are not necessarily translated into learning outcomes in the framework content. Content related to global citizenship was generally found in the following learning areas:

- Social Studies

.....

<sup>15</sup> Curricula were reviewed on the basis of whether the relevant learning area was available, and available in English. The total number of Southeast Asian countries participating in the pilot is 4: Brunei Darussalam, Cambodia and Lao. However a total of 9 Southeast Asian countries have participated in SEA-PLM meetings and workshops. As the instruments are intended for the ASEAN region, it is critical that as many curricula are reviewed and audited from the region.

- Social Science
- Moral Education
- Civics and Citizenship Education

The learning area 'Moral Education' within the Lao PDR national curriculum was deemed to include the most references to global citizenship themes and concepts at both the aims and objectives level, and also within the basic learning competencies framework for Grade 5. Included are knowledge related competencies, but also attitudes and values and behaviours and skills that align with all three of SEA-PLM measurement domains. Substantial evidence of global citizenship concepts and topics spanning the cognitive, affective, and behavioural sub-domains was also located across five subjects within the Indonesian Curriculum 2013.

## Curriculum Review Framework

The curriculum review and audit was underpinned by the definition created for SEA-PLM as aligned with ASEAN values, namely:

*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.*

The following five questions guided the global citizenship curriculum audit and review:

- A. **Where is global citizenship located in the curriculum?**
  1. What is the name of the learning area that contains most of the information and concepts that align with global citizenship?
- B. **What evidence can be found that global citizenship is incorporated into the curriculum?**
  2. Does the curriculum include an overarching statement regarding vision, values, principles, or goals?
  3. Does this **statement** include any of the concepts associated with global citizenship?
  4. Within the **learning areas** above, are any of the concepts associated with global citizenship included?

Typical **concepts associated with global citizenship**:

- a. Acting and relating to others with an understanding of the interconnectedness/ interdependence between people, and between people and the environment
  - b. Valuing peace and non violence
  - c. Valuing equity
  - d. Valuing fairness and justice
  - e. Valuing student safety and well being
  - f. Valuing the natural world
  - g. Valuing human life
5. Within the relevant learning area does the curriculum include opportunities to foster not only **knowledge**, but the **behaviours and skills**, and **values and attitudes** associated with global citizenship, such as:

**a. Knowledge:**

- i. The **organisation of societies and the world** including local, national and global (families, tribes, groups, communities, villages, cities, countries, regions)
- ii. Teaching and learning about **global issues** such as climate change, global conflict, resource shortages and financial crises
- iii. Teaching and learning about the **relationship between local and global issues**
- iv. Teaching and learning about **global structures or systems and phenomena** such as trade, migration, media, international organisations, political and economic alliances, public and private sectors, civil society

**e. Attitudes and values:**

- i. Values learning about global citizenship
- ii. Fosters respect for or appreciation of diversity
- iii. Values opportunities to demonstrate the behaviours or skills associated with global citizenship such as encouraging respect for diversity, assisting those in need, or acting to protect the environment

**d. Behaviours and skills:**

- i. Opportunities to present ideas
  - ii. Opportunities to demonstrate leadership
  - iii. Opportunities to make decisions
  - iv. Opportunities for communication
  - v. Opportunities to advocate for improvement
- 
- As related to global citizenship concepts

# BRUNEI DARUSSALAM

**Learning Area(s):** Social Studies

**Source:** Social Studies for years 4, 5 and 6, 2009

**Learning area description:** Social Studies is described as looking at society in totality and examining the forces that hold society together and those that transform it. Content is described as covering national history, human relationships, and their interdependence to each other, economics and resources, global issues, and how global events affect students' views on the world. Note that Social Studies are a replacement for History and Geography. The objectives of the learning area are described as fostering “knowledge, skills, attitudes and values” to “appreciate that resources are limited” and “appreciate the multicultural way of living in Brunei Darussalam”, as well as the skills to “present information and ideas clearly orally, visually and in written forms” and “effective decision-making skills.” “Understanding and responsibility toward social harmony” and “recognizing the need for change” are attitudes and values to be fostered through participation in this course. Included here are concepts typically associated with global citizenship such as knowledge of global issues, interdependence, and awareness of environmental issues.

## **How the learning area (at Grade 5 level) addresses the key measurement sub-domains:**

### **a. Knowledge:**

The curriculum includes outcomes related to knowledge of historical events and concepts which link with global citizenship such as migration, for example, “the *impact* of the arrival of westerners in Brunei from the 16th century to the 19th century; losing territories to western powers; accepting the residential system and the advantages and disadvantages to this system” [italics added]. However it is unclear whether the prevailing attitudes and values underpinning these learning outcomes also align with global citizenship themes as they are not articulated. Conversely the learning area includes “our resources” as a discrete theme; learning outcomes include ability to define the meaning of resources; distinguish between renewable and non-renewable resources; explain what scarcity means; and; analyse and evaluate steps by the government to conserve natural resources. The values that underpin this theme are described as appreciating that resources are limited, and that conservation is everyone’s responsibility. Global interdependence in relation to importing and exporting is a theme at Grade 6 level; associated values are described as appreciating the links with the rest of the world and instilling awareness that globalisation has its advantages and disadvantages.

### **b. Attitudes and Values**

To a limited extent, regarding the environment, as above.

### **c. Behaviours and Skills**

Described under the “Resources” theme is the learning outcome that students will “suggest ways of how we can reduce the usage of resources at school, home and the community.” While this is most likely a cognitive outcome, it links with global citizenship in that it points to potential behaviour or behavioural intentions arising from the exercise.

# KINGDOM OF CAMBODIA

**Learning Area(s):** Social Studies

**Source:** Social Studies Grades 4-9, 2006

**Learning Area Description:**

Social Studies are organized in five strands: Morals and Civics, History, Geography, Art Education, Planning and Organising.

**How the learning area (at Grade 5 level) addresses the key measurement sub-domains:**

**a. Knowledge**

Knowledge-related learning outcomes are specified for Grade 5 under the Morals and Civics strand and include being able to explain the difference between rights and responsibilities of children; describe ways to respond to pressure from others to engage in risky behaviour; demonstrate understanding of road rules; and understanding roles and processes of parliament, for example, how laws are made.

In Grade 8, Geography (as a unit under Social Studies) includes comparing the characteristics and living conditions of developed and developing countries and comparing Cambodia with other countries in the region such as Vietnam, Thailand, Laos, Indonesia and Timor Leste.

**b. Attitudes and Values**

At the Grade 5 level, the following learning outcome is included: “Construct possible responses to the same scenarios to show how different behaviours demonstrate different values (for example, honesty, courtesy, thoughtfulness, respect and their opposites).” These values broadly align with those associated with global citizenship but are not explicit or detailed regarding the subject of respect/courtesy/thoughtfulness (i.e. diverse peoples). Discrimination (based on race and/or disability) and the effect on people’s lives is discussed in Grade 8.

**c. Behaviours and Skills**

The curriculum does not include learning outcomes related to fostering the skills and behaviours associated with global citizenship at the Grade 5 level. Organising and participating in class elections is included in the “Morals/Civics” component of Social Studies in Grade 7, as is presenting to the class on a topic. Suggesting ways to improve the rights of particular groups of people is discussed in Grade 8. Peaceful conflict resolution is listed as a learning outcome for Grade 8.

**Notes**

At the Grade 5 level, “Morals/Civics” is focused on ‘good’ over ‘active’ citizenship” with the emphasis on personal efficacy in the Cambodian context; getting on with others by fostering courtesy, honesty, thoughtfulness and respect. At the Grade 5 level, understanding a child’s rights is not embedded with other aspects such as identity or engagement (which children have fewer rights than others and what to do when a child’s rights are infringed.) The focus is on living safely in the present, avoiding danger or conflict (staying safe, drug free, avoiding accidents) over emancipation (improving one’s situation and those of others). Skills for participation are fostered through understanding the skills required to obtain employment, and through working in groups to plan an event.

# LAO PEOPLE'S DEMOCRATIC REPUBLIC

**Learning Area(s):** World Around Us

**Source:** World Around Us, 2013

**Learning Area Description:** The subject “World Around Us” is a combination of Science, Social Studies, Environment and Health learning at the primary school level. It is the study of these subjects as they relate to the daily life of the students themselves, in their own environment and society. In daily life these subjects (fields of knowledge) are integrated, and so in the “World Around Us”, the learning is presented in an integrated way. Use of language skills and ideas of technology are also integrated with the “World Around Us” content.

**Learning Area Objective:** To foster knowledge, skills and attitudes regarding relationships between environments and living things, changing environment and society, culture and community, social diversity and cohesion, societies outside of Laos PDR, questioning why things are the way they are, conducting research, taking action, thinking critically, solving problems, respect for the views and cultures of others, care for Laos PDR resources, caring attitudes toward self, others and environment, and fostering openness to new ideas, intellectual honesty and rigour.

Within this learning area, the units History and Geography most often include the typical concepts associated with global citizenship. Importantly, the introduction to the learning area includes a list of aims under the headings “Knowledge”, “Skills,” and “Attitudes and Values”. Examples of some of the aims under these headings that align with typical global citizenship concepts are:

- Ability to think critically, basing opinions on supportable and reliable evidence
- Respect for the views of others
- Respect for the culture of others
- Care for the resources of Lao PDR
- A responsible and caring attitude towards themselves, other people and the environment
- Knowledge of social diversity and social cohesion

However, in the section that describes basic learning competencies for each grade, there are few references to outcomes associated with these aims.

## **How the learning area (at Grade 5 level) addresses the key measurement sub-domains:**

### **a. Knowledge**

At the Grade 5 level, competencies include knowledge of the importance of markets for success of industries, comparing Lao and other ASEAN countries including population and economic conditions, advantages of relationships with neighbouring countries, reporting on ASEAN events since 1995, and the significance of world events. Students are required to demonstrate ability to explain the terms civil and criminal law and describe the impact on their lives. Competencies also include ability to compare Laotian arts and culture with other ASEAN countries and ability to express own attitude to arts, culture and traditions.

### **b. Attitudes and Values**

Not included at the Grade 5 level.

### **c. Behaviours and Skills**

Not included at the Grade 5 level.

**Learning Area:** Moral Education, 2013

**Source:** Moral Education in English (document name)

**Learning Area Description:** This subject focuses on developing students' ability to become good citizens in all the social spheres that they will operate in the future. It is the study of a community's rules for and expectations of its citizens and citizen's roles and responsibilities to the community. The text below refers to basic learning competencies achieved at the Grade 5 level.

**How the learning area (at Grade 5 level) addresses the key content sub-domains:**

**a. Knowledge**

Learning competencies listed at the Grade 5 level include ability to “tell world rules (international laws and agreements)”, and explain their purpose in terms of how they assure a “good global environment“ (for example, successful relationships between nations, peaceful, fair, just, safe for all, and explain the responsibilities of individuals to ensure the rules are followed). Students are required to describe their own actions to follow rules and assist others to follow. They must be able to identify international laws and agreements that are often broken and the reason why and develop, implement and evaluate a plan to improve self as a follower/keeper of the laws and agreements. Under “Leadership and Management” they must be able to identify leaders and managers of the world and their responsibilities, identify characteristics of good leaders and managers and describe the way they are applied in good management and leadership of the world. Under “Problem Solving” students must identify a global problem, and discuss and undertake wide research to gather information about the problem. Under “Culture and Traditions in Modern Life” students must conduct research to find out the way the world has changed with time, and about how that has affected lifestyles globally (for example, higher education, economic opportunities, higher technology, changing gender roles, environmental change, solidarity amongst national groups, etc).

**b. Attitudes and values**

Moral Education includes the following aims regarding values and attitudes, i.e. that students' will foster:

- Self esteem and self reliance, and so a positive approach to life
- A commitment to live a useful and productive life
- A spirit of enjoyment, appreciation and tolerance of their own and other cultures
- A sense of personal worth through healthy psychological growth
- Moral values and standards of personal conduct based on integrity, respect and consideration for others
- Pride in their culture and their own work
- The values of cooperation, kindness, trust, respect and honesty
- Motivation to become part of a force for social change that improves the quality of life
- Willingness to participate and cooperate as part of a team in community activities

These aims are articulated as basic competencies at the Grade 5 level under different themes such as ‘self esteem and self reliance’ or ‘teamwork and partnership’ including identifying the characteristics of a good world citizen such as solidarity and respect for rights. These values align with those generally associated with global citizenship.

**c. Behaviours and Skills**

(Described as self esteem and self reliance; aligns with the notion of self-efficacy in global citizenship). Students must be able to identify the characteristics of being a good citizen of the world and tell why they support good global life. Students must develop, implement and evaluate a plan to improve her/himself as a citizen of the world including identifying which characteristics are needed, how to



develop these characteristics, looking at one problem area, implementing the idea for at least a week. Under “Teamwork and Partnership” students must be able to describe the ways that teamwork and partnership are used in world activities and the ways this supports success for the nations involved; identify the characteristics of being a good “team member of the world”<sup>16</sup> and develop, implement and evaluate a plan to improve her/himself as a team member. Under “Leadership and Management” students will develop, implement and evaluate a plan to improve her/himself as a leader or manager. They will make decisions, based on knowledge of and analysis of situations, to take local action to contribute to solving the (global) problem. After implementation, students will evaluate decisions and actions in terms of their appropriateness to solve the problem, including: recount what was done and why, report on results of action, report on the quality of results (did it reach target?), and replan for further action based on evaluation. Students must plan, implement and evaluate a strategy for adopting some global behaviours to suit modern times, including list good global behaviours (friendship, solidarity with strangers, kindness, good manners, etc), and advocate for them; identify their own area of weakness in adopting good global behaviours, and share ideas about how to develop strengths or how to adapt traditions/customs to make them relevant globally; and plan a strategy to develop self as a global person while living a Lao lifestyle.

## REPUBLIC OF THE UNION OF MYANMAR<sup>16</sup>

**Learning Area(s):** N/A

**Source:** N/A

**Learning Area Description:** N/A

**How the learning area (at Grade 5 level) addresses the key measurement sub-domains:**

- a. **Knowledge**
- b. **Attitudes and Values**
- c. **Behaviours and Skills**

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<sup>16</sup> The review of the Myanmar curriculum will take place subsequent to the finalization of the new curriculum and supply of documents to ACER.

# KINGDOM OF THAILAND

**Learning Area(s):** Basic Education Core Curriculum, Background, Vision, Principles, and Goals. Specific Learning Area: Social Studies, Religion and Culture.

**Source:** Basic Education Core Curriculum, 2008

**Learning Area Description:** The Basic Education Core Curriculum, Background section cites the value of “maintaining Thailand’s competitive position in the world community” through enhanced capacity of learners. This acknowledges globalisation as a force impacting economic development and influencing learning requirements. It states that “Emphases have been placed on morality, preference for Thai-ness, skills in analytical and creative thinking, technological know-how, capacity for teamwork and ability to live in peace and harmony in the world community.” These concepts align strongly with those typically associated with global citizenship. The vision for the curriculum includes enhanced capacity for all learners to “fully realise their commitment and responsibilities as Thai citizens and members of the world community.”

The learning area “Social Studies, Religion and Culture“ is described as “peaceful coexistence in Thai society and the world community; good citizenship; faith in religious teachings; appreciation of resources and the environment; and patriotism and pride in Thai nationalism. “ There are 5 strands under this learning area including specified standards, namely: Religion, Morality and Ethics, Civics, Culture and Living in Society, Economics, History and Geography. This analysis focuses on strand 2 as the most relevant to global citizenship concepts and content.

## **How the learning area (at Grade 5 level) addresses the key measurement sub-domains:**

### **a. Knowledge**

The types of cognitive processes develop in complexity as the years progress. At grade 5 level students are to be able to “analyse” the importance of Buddhism or the learners’ own religions as cultural heritage and a pivot for developing the Thai nation. In the strand “Civics, Culture and Living in Society“, outcomes are included relating to knowing what a *good* citizen is and does as opposed to an *active* citizen. Other comprehension level indicators include explaining the structure, power, duties and importance of local administration, specifying the roles, duties and methods of assuming posts in local administrations and the community benefit of such posts. There is no mention of global systems, structures or issues or the relationship between the global and local; this is addressed to a limited extent at the Year 9 level.

### **b. Attitudes and Values**

Under the Civics, Culture and Living in Society strand at the Grade 5 level, there is one learning outcome that aligns with the attitudes and values measurement domain: learners are expected to be able to ‘appreciate the values’ of Thai culture that affect the way of life in Thai society. However these values are not specified thereby making it impossible to ascertain whether they align with those ascribed to global citizenship.

### **c. Behaviours and Skills**

Under the “Civics, Culture and Living in Society” strand, learners are expected to be able to ‘propose methods’ of protecting themselves and others from violation of children’s rights. Earlier grades include knowledge level outcomes related to knowing what a right is and what rights are protected by law. Finally, Grade 5 level learners are expected to “participate” in the preservation and dissemination of the local wisdom of their communities, indicating a link with the third measurement domain within the SEA-PLM Global Citizenship Assessment Framework.

# REPUBLIC OF SINGAPORE

**Learning Area(s):** Civics and Morality Education (CME)

**Source:** Civics and Morality Education Syllabus Primary, 2007

**Learning Area Description:** Civics and Moral Education (CME) is described as developing the moral wellbeing of Singaporean pupils by helping them “acquire and live by the values that guide them to make appropriate choices and determine their behaviour and attitudes towards themselves, others and the environment” (p. A-2). Emphasised strongly here are the “values and attitudes, and behaviours and skills “as central to this learning area (knowledge is not emphasised as strongly). The goal of CME is to nurture a person of good character who is caring and acts responsibly towards self, family, school, community, nation and the world. The syllabus is divided up into six core values: Respect, Responsibility, Integrity, Care, Resilience and Harmony. These values align with other national policy documents including in education. This is the only curriculum reviewed that is organised this way. The approach to teaching is also described as a “process based approach” rather than a “content based approach” meaning that instead of learning facts and information, students learn new skills and values through action.

**How the learning area (at Grade 5 level) addresses the key measurement sub-domains:**

**a. Knowledge**

Knowledge is described in the context of a student knowing their strengths and weaknesses, being aware of what they are good at, understanding the value of fostering empathy and learning how to apply this knowledge. Knowledge of the schools’ vision, goals is listed, as are knowledge of financial literacy, healthy habits and understanding concepts such as self discipline.

**b. Attitudes and Values**

The syllabus is primarily concerned with teaching attitudes and values, and underpinning this is the inherent importance placed upon this kind of learning. The concepts that are highlighted as important are those such as consensus, not conflict, racial and religious harmony, mutual respect, and building friendships with diverse peoples. Many of these values align with those ascribed to global citizenship. However, strategies for non-violent/peaceful conflict resolution are generally associated with global citizenship (over consensus). In the CME syllabus, ‘conflict’ is presented in a negative light.

**c. Behaviours and Skills**

The syllabus focuses on fostering skills associated with social and emotional learning such as self awareness, relationship management, responsible decision making, self management and social awareness which is described as being aware of how others feel to enable pupils to develop empathy and appreciation for diversity, and these skills are fundamental to good interpersonal relationships. Specifically, under the “Respect” value strand, learning objectives are described as demonstrating ways to live up to the school’s vision, and achieve the school’s goals. Leadership, namely practising ways of being a good team leader, is included under the “Responsibility” strand as a learning outcome. However, while active citizenship is included as a key message, the scope and learning outcomes pertain to upholding laws and ideals, taking care of public property, defending the nation: generally concepts associated with civic compliance. Active citizenship is associated with critical thinking and advocacy: taking informed and responsible action. A teaching and learning program that fosters active citizenship develops in learners the desire to make a positive change and the skills to engage in political activity. However the CME syllabus fosters understanding of the concepts associated with the core

values and opportunities to practice these to a limited extent.

# DEMOCRATIC REPUBLIC OF TIMOR LESTE

**Learning Area(s):** Social Science

**Source:** Social Science Curriculum, 14 May 2014

**Learning Area Description:** Social Science is described as the study of interaction between the individual and his/her local and social environment. The core concepts include respect for human dignity and rights, pride in Timorese identity and culture, commitment to democratic and peaceful processes and love and care for the environment. Teaching strategies are articulated as emphasising experiential learning, inquiry and critical thinking, and various forms of communication. The discipline is organised around four recurring concepts: people, places, times and systems. There is strong alignment here with the concepts typically associated with global citizenship, specifically the following concepts which are included as descriptors against the organising concepts:

- Human rights
- Interdependence
- Interrelationship between people, animals and their natural environment
- The need to protect the earth and natural resources through responsible and sustainable development
- Continuity and change/transformation on the personal, family, community, national and world levels
- The systems people create – economic and political and their strengths and weaknesses (inferring a critical view of systems)

The last point is important: few curricula declare the fallibility of systems and offer opportunities to critique. This process is akin to global citizenship teaching and learning.

## **How the learning area (at Grade 5 level) addresses the key measurement sub-domains:**

### **a. Knowledge**

Cognitive processes identified include understanding Timor Leste's political structure and democratic processes, and those processes that occur at a school level such as school councils. Students are required to develop an understanding of Timorese pre-independence history via reading migration maps, presumably to understand the effect of migration on social and cultural history. At the year 5 level, in the 'second cycle' of the curriculum, outcomes are organised as they relate to identities, grouped as "me and others", "me and my family", "me and my community", "me and my nation", and "me and the world." This is significant as recognising different levels of identity and placing the self in the world is a typical global citizenship concept.

### **b. Attitudes and Values**

Not included.

### **c. Behaviours and Skills**

At year 5 level, skills to be developed include presenting one's knowledge or ideas in oral and written form, reflecting one's own critical thinking process.

# SOCIALIST REPUBLIC OF VIETNAM

**Learning Area(s):** Morals; and, Nature and Society

**Source:** Vietnam Primary Curriculum: Morals; and, Nature and Society, 2007

**Learning Area Description:** Morals: the objectives of this learning area are to foster understanding about standards of behaviour with relation to self, work, communities, country, environment, and mankind; develop skills related to self efficacy and behaviour regulation and modification; and social and emotional development such as fostering self esteem, responsibility, and respect and advocacy against cruelty or wrongdoing.

Nature and Society: The objectives of this learning area are to foster understanding about human health, natural and social phenomena, and skills related to observing, commenting, and questioning and expressing understanding about human health related issues and simple natural and social events and phenomena. In addition, it aims to promote attitudes and values pertaining to environmental protection, national pride, respect for school community, hygiene and personal safety and the safety of families and communities.

## **How the learning area (at Grade 5 level) addresses the key measurement sub-domains:**

### **a. Knowledge**

The Grade 5 level Moral curriculum achievement standards describes knowing the meaning of peace (and the value for people, families and mankind) as a learning outcome. In addition it includes obtaining an awareness level understanding of the United Nations and the relationship between Vietnam and the United Nations. Also included is the ability to identify natural resources nationally and locally (in one's community) and understand why preservation is important.

### **b. Attitudes and Values**

The Grade 5 level Morals curriculum prioritises teaching and learning about taking responsibility for one's actions, respecting elders, children and women, cooperation, valuing peace, and respecting all nations and cultures. However, these values appear as aims rather than competencies or outcome statements resulting from a program of teaching and learning incorporating these values. The standards section describes taking responsibility in the context of impulse control, demonstrating commitment to and protecting one's own ideas, and standing up against wrongdoing.

### **c. Behaviours and Skills**

In the description of learning area content, the Morals curriculum includes active participation in activities aligned to students' ages to make a contribution to national development and preservation. Against the "natural environment" sub-topic, a learning achievement is included relating to students' ability to preserve natural resources by suitable actions (although these are not explained or elaborated).

# REPUBLIC OF THE PHILIPPINES

**Learning Area:** Edukasyon sa Pagpapakatao (EsP) (Education in Health)

**Source:** “Edukasyon sa Pagpapakatao Curriculum Guide\_English translation Grades 1-6 only” (Document name), 2013

**Learning Area Description:** Not provided. The learning area framework is organised into standards and topics and values. At the grade 5 level, there are four “Topics/Values”. These are:

6. Personal Responsibility and Good Member of the Family
7. Human Relationships
8. Love for the Country and Participation in Global Solidarity
9. Faith and Love to God; Commitment to Goodness

The standard that applies to all topics is: “Demonstrated the student’s understanding on the thorough analysis of expression, performing of duties with responsibility and its application towards happy, peaceful and prosperous life for oneself/family, others/community, country/world and God”. This appears to be a convergence of an aim and an objective given its broad nature.

## **How the learning area (at Grade 5 level) addresses the key measurement sub-domains:**

### **a. Knowledge**

Not included.

### **b. Attitudes and Values**

Attitudes and values are included in list form, but not related to learning outcomes or competencies. A sample of some of the values listed that align with those ascribed to global citizenship include:

- Critical thinking
- Open mindedness
- Respect for other people’s opinions
- Care for the environment
- Peace and order
- Global solidarity
- Responsibility/Accountability
- Civic consciousness

### **c. Behaviours and Skills**

Not included.

# REPUBLIC OF INDONESIA

**Learning Area(s):** Religion; The Five Moral Principles; Citizenship; Social Sciences; and Natural Sciences.

**Source:** Indonesian Curriculum 2013

**Learning Area Description:** The new curriculum (2013) responds to external challenges such as globalisation, environmental challenges, technology and information, and international competitiveness. In the Curriculum 2013, all learning areas are divided into two groups. Group A comprises of six core subjects (Religion, The Five Moral Principles (Pancasila) and Citizenship, Indonesian, Mathematics, Natural Sciences and Social Sciences – the last two learning areas are taught from Year 4 onwards) and are designed by the central government and Group B (Culture and Arts, PE/Sports and Health) are developed by the local governments. Concepts typically associated with global citizenship are covered in the following subjects:

- Religion,
- The Five Moral Principles, and;
- Citizenship, Social Science and Natural Science.

There is significant evidence that the topic of diversity is covered in the Five Moral Principles, and Citizenship and Social Science. There is also a connection with global citizenship in Natural Science.

How the learning area (at Grade 5 level) addresses the key measurement sub-domains:

## a. Knowledge

Students develop their understanding about the organisation in the societies from Year 1. In Years 1 to 4 they begin to learn about familiar contexts – home and family, school and local community. They begin to notice the similarities and differences between individuals and groups in their classroom, school and community, and to learn to appreciate that different cultural, language and religious groups that make up the Indonesian nation. In Years 5-6, they are introduced to broader understandings of the diverse ethnics that make up the nation, they become increasingly aware of the complexity and diversity of Indonesian society and the groups that make up that society. They become increasingly aware of national events, as well as environmental and social issues. They begin to understand the structure of government through the activities of government that they are familiar with – in local, state, and national contexts. They reflect on the values that are important to a democratic and multicultural society. Specific topics that align with global citizenship are covered as follows:

- i. The **organisation of societies and the world** including local, national and global (families, tribes, groups, communities, villages, cities, countries, regions):

In Religion, in the early years, students are taught about God's creation, including their own existence, their family's and friends', and they begin to appreciate nature and these existences. They understand the levels of statuses' and relationship in the family and how to refer to those older than them. They build on their learning about belonging – to the communities of the school, the local, the nation and the world.

In the Five Moral Principles and Citizenship, students observe and describe unity in diversity at home and school. In Social Science, they also recognise roles in social, economy, educational, and cultural community and how the individual relates to the community (historically, geographically and economically).

- ii. Teaching and learning about **global issues** such as climate change, global conflict, resource shortages and financial crises: In Natural Science, students identify changes in nature and make connections between the changes and human activities and their effects to the balance of the surrounding environment. In the Five Moral Principles, Year 6 students appreciate their existence as a citizen of the nation and world and acknowledge how they are affected by global issues.
- iii. Teaching and learning about the **relationship between local and global issues**:  
Not included.
- iv. Teaching and learning about **global structures or systems and phenomena** such as trade, migration, media, international organisations, political and economic alliances, public and private sectors, civil society: There are several instances where these concepts can be found in Social Science. Social Science is introduced in Year 4, where students' learning takes place in broader context and they become more aware of the complexities of society. They learn about trade between provinces and understand the interdependence between provinces in nation building. Students are required to present results of observations on activities and changes in human's lives and their continuation in social, economy, culture and education environment from provided resources. Students must demonstrate ability to elaborate on their understanding of the interconnections between humans and the environment. They must be able to explain their understanding about the power dynamics based on their observation of the Indonesian people and their activities related to their functions and roles in social, economic and cultural organisations in Indonesia.

#### **e. Attitudes and Values**

Students explore ways to shape their lives and value their belonging in the diverse and dynamic society and contribute locally and nationally. They are introduced to the key values of Indonesia's democratic system of government, such as freedom, equality and justice. Students also investigate the role of different groups in our community. They also explore cultural diversity, and how belonging to different groups can shape personal identity. They develop values and skills that enable people to live together peacefully.

##### **vi. Values learning about global citizenship**

In the later years (post Years 1 and 2), students become increasingly aware of the complexity of the wider world and recognise and comprehend the benefits of the diversity of social, culture and economy as implied in the Indonesian motto *Bhinneka Tunggal Ika* "Unity in Diversity". They identify similarities and differences within and between cultures and societies (gender, age, religion and socioeconomic status).

In Religion, students distinguish between 'right' and 'wrong' and give reasons for their choices, they appreciate God's creations such as the climate and its phenomenon and the variety of the flora and fauna. They also appreciate the existence of others representing different cultures, nations, ethnicity and religions. They help each other and others in need and appreciate and respect others opinions.



Students also begin to understand the concept of justice and appreciate different genders. They demonstrate responsibility and understand their existence as a citizen and part of the world.

vii. **Fosters respect for or appreciation of diversity**

In Religion, students build on their understanding with regard to respecting and caring for themselves and others. They demonstrate tolerance and affection to others; they appreciate and respect other living beings. In the Five Moral Principles, students accept diverse individual characteristics in religious life at home and school and accept the unity in diversity in Year 1. Then in Year 2, they demonstrate tolerance, affection and care when interacting with friends, family, teachers at home & school who come from diverse backgrounds of religions, ethnics, etc. In the later years students learn to appreciate and respect the diversity of individual characteristics in different groups of people, they comprehend the meaning of differences in cultures and societies beyond their own experience and the value of different perspectives. They appreciate the benefits of diversity in individual characteristics and appreciate unity in diversity.

viii. **Values opportunities to demonstrate the behaviours or skills associated with global citizenship such as encouraging respect for diversity, assisting those in need, or acting to protect the environment.**

Students apply values, attitudes and skills to manage and engage with diverse groups and perspectives; they engage and take action to promote common good.

In the lower primary in Religion, students fulfil their responsibilities to their family; they respect their parents and other family members. They are humble and demonstrate positive manners to their friends, at home, at school and in the community. They demonstrate tolerance and maintain harmony, care for others and interact positively to maintain peace with diverse groups of people.

In the upper primary they are involved and act on world's issues. In Buddhism, they complete tasks and create work related to the preservation of nature to show gratitude to San Cai (Child of Wealth), they create teenagers' program to be submitted to Kong Hu Cu's religious leaders as contributions to the local Matakun (Council of Kong Hu Cu Religion Indonesia) and community. In the Five Moral Principles, they play roles to represent unity, they demonstrate cooperation with different groups of people at home, school and community. They demonstrate behaviour in accordance to the rights and obligations as a member of a family, school and community in the lower primary, and to the laws as a citizen in the upper primary. They fulfil their obligations and follow regulations to ensure order at home, school and community.

**i. Behaviours and Skills**

Students investigate and identify the roles and contributions of various individuals and groups in the community and nation, and the ways that they can participate in a community. They reflect and communicate ideas on issues related to citizenship.

i. **Opportunities to present ideas**

Students participate in role-play to present and simulate different forms of unity in diversity. They make connections and share ideas of positive behaviour and the Five Moral Principles. They present the dynamics of fulfilling basic necessities between provinces to nurture the national's unity. In Social Science, students interact with people from various social groups in real world interactions to support interdependence in building and strengthening the nation.

ii. **Opportunities to demonstrate leadership**

In the upper primary, students studying Christianity and Catholicism are involved and act on real world issues. In the Five Moral Principles, they participate in programs to help community with their activities disregarding religion, ethnicity and social economic status.

iii. **Opportunities to make decisions**

In the Five Moral Principles, students of Years 5 and 6 demonstrate appreciation and participate in cooperative strategies that enable decision-making and demonstrate commitment to implement the results of discussions.

iv. **Opportunities for communication**

In the Five Moral Principles, students interact with diverse groups of people and simulate forms unity in diversity. They share ideas in written and oral forms on their cooperation with diverse members of the society while implementing a variety of activities related to the community.