ACER-APCEIU Collaborative Study

Being and becoming global citizens: Measuring progress toward SDG 4.7

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

Rachel Parker, Jennie Chainey, Payal Goundar, Sarah Richardson, Anna Dabrowski, Amy Berry and Claire Scoular

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Acronyms

ACARA	Australian Curriculum, Assessment and Reporting Authority
ACER	Australian Council for Educational Research
APAC	Asia-Pacific (region)
APCEIU	Asia Pacific Centre of Education for International Understanding under the auspices of UNESCO
CCP	Cross curriculum priority
DepEd	Department of Education, Republic of the Philippines
GAML	Global Alliance to Monitor Learning
GCED	Global citizenship education
GEM Centre	Global Education Monitoring Centre
GNI	Gross national income
ICCS	International Civic and Citizenship Study
IEA	International Association for the Evaluation of Educational Achievement
ITES	Initial teacher education student
K-12	Kindergarten to Grade 12 (Curriculum of the Republic of the Philippines)
NCF	National Curriculum Framework
OECD	Organisation for Economic Cooperation and Development
PISA	Programme for International Student Assessment
SDG	Sustainable Development Goal
SEAMEO	Southeast Asian Ministers for Education Organisation
SEA-PLM	Southeast Asia Primary Learning Metrics
TALIS	Teaching and Learning International Survey
TEI	Teacher education institute
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

1 Introduction

Substantive work has been undertaken to define and frame global citizenship education (GCED). Global citizenship and related terms are included in the curricula and policy statements of many diverse nations around the world (Parker & Fraillon, 2016; APCEIU, 2020b), however, the education sector often struggles to enact and monitor GCED in ways that reflect the changing conditions of students and schools. Without relevant and useful tools and resources to monitor and evaluate the uptake and impact of GCED, it will likely remain on the peripheries of the mainstream as an interesting idea, but one that is yet to be realised in any meaningful way.

This study was designed by the Australian Council for Educational Research (ACER) in consultation with the Asia Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO, with support from the GEM Centre – a long term partnership between ACER and DFAT. It responds to an identified need for enhanced tools and resources for schools and systems to monitor and evaluate GCED, in accordance with United Nations (UN) Sustainable Development Goal (SDG) 4.7[1]. This need is particularly pressing in the primary school sector, where little research has examined staff or student interpretations of GCED, and the Asia-Pacific (APAC) region, where despite significant interest, gaps in understanding and implementing GCED remain.

This report presents a draft framework for monitoring effective GCED, which is relevant to systems, schools, and staff supporting upper primary school students. The framework has been developed from a review of existing instruments and research, including work undertaken to frame and assess global citizenship for the Southeast Asia Primary Learning Metrics (SEA-PLM). To develop this framework, we have also sought the input of GCED experts and teachers from the Republic of Korea, the Philippines and Australia to ensure relevance to these contexts. Accompanying the framework is a series of preliminary questions for systems, schools, and teachers designed to assist in exploring enabling conditions for the enactment of global citizenship, which is also underpinned by key findings and gaps from the literature.

Rationale

Global citizenship has existed as a target for SDG 4.7 for over 7 years (United Nations, n.d.). However, there remains a lack of information on ways in which systems and schools enact GCED. This is partially due to a lack of exploration as to the ways in which the concept of GCED is applied in the education sector, and the difficulties associated

[1] 'By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development' (see https://indicators.report/targets/4-7/).

with conflicting understandings and applications of the concept in schools and education settings.

Researchers have discovered that indicators of *effective* GCED are not limited to 'learning' and 'caring about' certain issues, but rather, applying a critical lens to the interpretation of GCED that considers a broad range of cultural and relational perspectives that challenge, rather than reinforce, stereotypical and prejudicial thinking, unequal power relations and colonial assumptions (Andreotti, 2006; Bryan et al., 2008).

Applying non-Western concepts of global citizenship counters utilitarian econometric principles that underline most Western global citizenship discourse. For example, incorporating First Nations' concepts of global citizenship counterpoises embedded Western notions that maintain colonial legacies (Bagnall & Moore, 2020).

Similarly, Bhutan's Gross National Happiness (GNH) Index challenges Western ideals of individual happiness, instead offering a multidimensional concept that is collective in nature (Dorji et. al, 2019). GNH is measured by 'psychological wellbeing, time use, community vitality, cultural diversity, ecological resilience, living standard, health, education, [and] good governance' (Ura et. al, 2012, p.1). Bhutan's Educating for GNH reflects this and is implemented as a whole-of-school, holistic approach that promotes reflective and critical thinking, and embeds environmental and culturally responsive practices (Dorji et. al, 2019).

However, there continues to be a lack of research, or formal monitoring systems, which capture GCED implementation quality and associated outcomes. Such monitoring is imperative, to provide evidence regarding readiness, implementation quality, and impact on student learning outcomes. There are very few international mechanisms which gather data about students' knowledge, behavioural intentions, and values regarding global citizenship, including environmental sustainability.

Indeed, the UNESCO Global Alliance to Monitor Learning (GAML) recognises only one data source for Sustainable Development Goal 4.7.4[2] – the International Association for the Evaluation of Educational Achievement's (IEA) International Civic and Citizenship Study (ICCS). The absence of alternative approaches to gathering data on global citizenship is particularly concerning in the APAC, as ICCS 2022 does not include any APAC contexts other than Chinese Taipei, and targets only lower secondary school students (Schulz et al., 2022). Accordingly, there are no studies recognised by UNESCO that measure global citizenship-related outcomes at primary schools in the APAC region.

Evidence suggests that young children *are* capable of thinking about global citizenship in complex ways and it is important to integrate global citizenship principles into early teaching and learning, to provide children the opportunity to develop a conceptual

[2] Percentage of students in lower secondary education showing adequate understanding of issues relating to global citizenship and sustainability (see https://gaml.uis.unesco.org/indicator-4-7-4/)

framework that supports their future understanding of global citizenship (Durlak & DuPre, 2008; Lee et al., 2008; Connolly et al., 2010; Husband 2012; in Walton et al., 2013). Global citizenship content and concepts are indeed prevalent in the primary years' curricula of 9 Southeast Asian nations including the Philippines (ACER, 2016). This reflects the interest among education systems to enable global citizenship teaching and learning in the region. This study aligns with ACER, APCEIU, and DFAT's shared priorities of inclusion, gender equity, human rights, international cooperation on climate change, and supporting the Indo-Pacific to tackle climate change. Undertaking this study in APAC is fitting, as APAC is more vulnerable to climate change risks than any other region in the world. As every child has the right to access education that is 'appropriate to their needs', education stakeholders must ensure that APAC communities can access the education that *they* need to act on the very issues that will severely impact their lives. Further, supporting APAC countries is of mutual interest to all partners; to maintain regional stability, peace, and prosperity.

Definitions

This study uses the definition of global citizenship developed by SEA-PLM as a starting point for considering literature, frameworks, and curricula, as it describes the tripartite of skills, knowledge, values and attitudes that are considered essential to global citizenship enactment by many scholars (Blackmore, 2016; Buchanan et al., 2018) and partners including Oxfam[3], UNESCO[4] and UNICEF[5].

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

Central ideas within this definition are the interconnectedness between all life forms (the self, others, and nature); peace; justice; safety; and sustainability. The competencies described here are the knowledge, attitudes, values, and skills required to enact these ideas for the betterment of all. This broadly aligns with the measurement domains contained in most global citizenship definitions. Importantly, it connects the competencies with their context and purpose. This differs from some definitions that describe competencies and their purpose separately, or in a way that fragments the overall construct.

A tight, clear, and well-constructed definition remains important, particularly given how frequently global citizenship concepts are co-opted by the media or education groups with specific agendas that do not promote peace, justice, safety, and sustainability with an understanding of interdependence (Davies, 2006). The above definition, key ideas, and competencies have therefore been used to support the analysis presented in this study.

[3] See https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship/
[4] See https://en.unesco.org/themes/gced
[5] See https://www.unicef.org.uk/rights-respecting-schools/guide-to-global-citizenship-in-rights-respecting-schools/

2 Study aims and research questions

This study aims to develop a draft framework for monitoring effective GCED, which is relevant to systems, schools, and staff supporting upper primary school students. By building on the work undertaken by APCEIU, the United Nations Children's Fund (UNICEF), and the Southeast Asian Ministers of Education Organization (SEAMEO), this study undertook the following activities:

- Review of literature, curricula, instruments, and assessments from the GCED field relevant to the APAC region, with a particular focus on the Republic of Korea, Australia, and the Philippines.
- Development of a series of questions relevant for teachers and schools based on readiness to enact global citizenship.
- Posing a series of recommendations for using these questions to monitor global citizenship enactment in the APAC region.

There are 3 research questions that guide this study:

1. What are the enabling conditions at the teacher and school level that support effective GCED teaching and learning?
2. How can these conditions inform instrument development and help us better understand teacher and school readiness to implement GCED in APAC classrooms?
3. How can these instruments be used and what else is needed to establish sustainable GCED monitoring systems in APAC?

3 Methodology

To understand the quality and impact of GCED, a new approach is required. It is not enough to simply ask students or teachers about their participation, ascribed value, and behavioural intentions regarding global citizenship topics. Researchers have discovered that indicators of *effective* GCED are not 'learning about' and 'caring about' certain issues; one can learn about a certain issue in a way that reinforces stereotypical and prejudicial thinking, unequal power relations and colonial assumptions (Andreotti, 2006; Bryan et al., 2008). With GC considered a heavily value-laden construct, having a normative approach to implementation can be considered problematic when a critical lens to the values embedded within the approach is not applied (Andreotti, 2006).

Similarly, one can express concern for an issue and not have the knowledge, ability, authority, or intent to act on it. Enablers to effective GCED are found at a deeper level, regarding the geopolitical contexts for learning, and the ways in which schools, teachers, and students frame, approach and enact GCED. Evidence presented in Chapter 5 points to critical frameworks for learning, student-centred and active learning pedagogies, transversal competencies (or 21st century skills)[6], school-wide approaches, and community commitment to GCED, among others, as enablers for effected GCED.

Impactful GCED combines the 'what' with the 'how' (and the 'where', 'why' and 'when'). In this study, we consider facilitating global citizenship in the context of the appropriate pedagogical approaches and other contextual features that support achievement of this goal.

Conceptual framework

This study acknowledges earlier attempts to classify global citizenship and distinguish between approaches to understanding school and teacher-readiness to enact global citizenship. Two lenses were used to organise and understand evidence and data: namely Andreotti's (2006) description of 'soft' versus 'critical' global citizenship, and Biggs and Collis' (1982) Structure of the Observed Learning Outcome (SOLO) Taxonomy. These theories were useful to categorise a large range of different responses considering depth of understanding and fidelity to the ideals of global citizenship as transformative education.

Soft versus critical global citizenship education

Andreotti, (2006) in her article *Soft versus critical global citizenship education*, makes a case for 'critical global citizenship' as a way to support educators to make informed and responsible pedagogical choices about the risks and implications of different conceptualisations of global citizenship.

[6] Transversal competencies include critical and innovative thinking, interpersonal and intrapersonal skills, global citizenship, media and information literacy, and other (e.g., physical health) (Care & Luo, 2016)

A key feature of critical global citizenship (Andreotti, 2006) is acting from a place of understanding that the 'differences' between people regarding access to justice, resources, wealth, power and citizenship are not context-free chance phenomena, they were and are in fact created and are maintained by people and institutions. Addressing these inequities involves self-reflection and an understanding of power and influence, and of who benefits in maintaining the global status quo.

Andreotti (2006) describes 'soft' – or superficial – conceptualisations of global citizenship as those which interact with some of the central ideas but are not designed to result in any real change. Conversely, 'critical' – or deep – conceptualisations of global citizenship are those which involve questioning and applying critical literacy skills to the problem global citizenship is trying to solve – for whom, how, when, and why, in order to act in a way that is informed by this process (Andreotti, 2006). In this study, we hypothesise that soft to critical global citizenship could be positioned on a continuum rather than a dichotomous representation. Further, this is a useful way to understand school and system readiness to enact critical global citizenship.

SOLO taxonomy

The Structure of the Observed Learning Outcome (SOLO) Taxonomy (Biggs & Collis, 1982) offers a useful model to organise questionnaire respondents' descriptions of global citizenship as it describes levels of increasing complexity in understanding of a subject ranging from a) knowing something about the topic, b) knowing several things about the topic, to c) making connections between ideas, to d) extending related ideas to new areas. This model aligned with the various ways in which respondents answered the question. Further, many acknowledge that the central idea in global citizenship is 'interconnectedness' (UNESCO, 2015; Parker & Fraillon, 2016a) and it is therefore pertinent to review the extent to which respondents make connections between ideas.

Methods

1 Literature review

The first activity undertaken in this study was a literature review, conducted to locate recent studies related to the implementation and impact of global citizenship interventions on participant's knowledge and skills. This was intended to capture a range of factors that enabled schools and teachers to successfully implement GCED. Research was restricted to studies undertaken after 2014, peer-reviewed journals and grey literature, primary school interventions, and upper primary.

Table 1 shows the search term strings used to locate literature.

Table 1 Literature review search strings

Term 1	Term 2	Term 3	Term 4
Global citizenship	Education	Effective	Primary
Global competence	Program	Evaluation	Elementary
Peace conflict	Intervention	Experimental	Upper primary
Social justice	Critical	Quasi experimental	
Environmental protection	Moral	Impact	
Sustainable development	Education	Stud/y/ies	
Intercultural competence			
Intercultural understanding			

The SEA-PLM global citizenship definition and framework provided a useful starting point to select search terms. A list of secondary terms was created should the first list not yield sufficient results for analysis. A total of 26 reports, studies and articles were located at this stage, which were used to inform subsequent data collection and analysis activities.

2 Curricula, policy documents and assessments review

The review of curricula, policy documents and assessments aimed to ensure that approaches developed aligned with and or built upon previous work relevant to the target countries.

The curricula review involved analysing peer-reviewed published literature that analysed the relevant and most recent or available versions of the curricula of the Republic of Korea, Australia and the Philippines for global citizenship content, concepts, and enactments. This included:

- *where* global citizenship concepts were described
- whether they were described in certain parts or incorporated throughout learning areas
- *how* global citizenship was described
- *when* it was intended to be taught; and
- *why* (if a rationale is included for the teaching and learning of global citizenship).

Analysis of current measurement approaches were also considered at this stage, as presented in Chapter 4.

3 Primary data collection

A series of 3 focus group workshops (FGW) were held in February and March 2023 with participants from the Republic of Korea, Australia, and the Philippines. The workshops aimed to explore shared understandings of global citizenship and its sub themes and

components, perceived enablers to enacting global citizenship in classrooms and schools, and challenges to enacting GCED in classrooms and schools. Details were as follows.

- Philippines: 22 February, 4:00-5:30pm Manila time, 18 participants, including facilitator.
- Republic of Korea: 23 February, 4:30-6:00pm ROK time, 12 participants, including facilitator.
- Australia: 2 March, 4:00-5:30pm; 8 participants, including facilitator.

A pre-workshop questionnaire comprising 9 open-ended questions was developed using LimeSurvey with 2 versions created; one in Korean language and one in English[7] and opened on January 31. Our research partners, namely Philippines Normal University, Independent Schools Queensland and APCEIU distributed the links to teachers in their respective countries. The survey ended on March 12.

The aim of the pre-workshop questionnaire was twofold:

1. to gather data about participants understandings and enactments of global citizenship prior to the FGWs; and
2. to provide a confidential space for participants to share anonymously, as no personal information was collected.

Data from the open-ended questionnaire were analysed inductively and grouped by emerging themes, applying the SOLO Taxonomy lens (Biggs & Collis, 1982). This enabled the identification of depth of understanding and connections between ideas, rather than just the inclusion of certain themes or topics. This approach offers a new way to move the GCED field forward toward consistent and high-quality implementation. The findings from the pre-workshop questionnaire and FGWs are presented in Chapter 5.

[7] The English version link was provided to teachers in Australia and the Philippines.

4 Review of curricula and assessments

In this chapter, we present key recent studies, assessments, and curricula related to global citizenship and associated areas from the region and beyond, with a view to understanding convergence, divergence, and ways in which this study can align with and build on work undertaken to date.

The Southeast Asia Primary Learning Metrics

SEA-PLM is a regional learning assessment and capacity building program designed by and for Southeast Asian countries to improve relevant and equitable learning outcomes for students in basic education. The steering committee comprises SEAMEO, UNICEF East Asia and Pacific Regional Office (EAPRO) and interested Southeast Asian Ministries of Education and their regional and national partners.

SEA-PLM includes measures of literacy, mathematics and global citizenship targeted for Grade 5 level students. Global citizenship was included in recognition of an increasing need to understand if and how GCED is implemented in Southeast Asia. This aligns with SDG indicator 4.7.1, which describes monitoring the extent to which GCED is mainstreamed in curricula and student assessment.

The SEA-PLM Global Citizenship Framework was developed in partnership with Ministry of Education staff of Association of Southeast Asian Nations (ASEAN) member countries Brunei Darussalam, Cambodia, Lao PDR, Malaysia, Myanmar, Philippines, Vietnam, and Thailand. The definition for SEA-PLM was iteratively designed considering the core concepts of the ASEAN Charter, the United Nations Universal Declaration of Human Rights, and the EU Charter of Fundamental Rights.

The SEA-PLM Global Citizenship Framework includes content and measurement domains that can be used in any combination. It comprises 3 content domains of:

- global citizenship systems, issues, and dynamics
- global citizenship awareness and identities
- global citizenship engagement.

The measurement domains comprise the cognitive, affective, and behavioural dimensions of global citizenship.

This definition of global citizenship was applied within the context of SEA-PLM, informed by GCED literature and curricula frameworks from ASEAN member countries, namely Brunei Darussalam, Kingdom of Cambodia, Lao People's Democratic Republic (PDR), Kingdom of Thailand, Republic of Singapore, Republic of Timor-Leste, and Republic of the Philippines (UNICEF & SEAMEO, 2017).

Evidence from the ASEAN country curricula review

The SEA-PLM *Audit of Curricula* (ACER, 2016) found that concepts typically associated with global citizenship were included in all Grade 5 level curricula, in some cases to a substantive extent. Global citizenship concepts were most frequently located in the introduction or background to the learning area or curriculum as statements relating to aims or objectives.

Many global citizenship terms were included, but most were not converted into learning outcomes; that is, knowledge and skills, behaviours or attitudes and values in the framework content.

Lao PDR and Indonesia, however, were the exception, with substantive evidence of global citizenship concepts and content at Grade 5. The curricula of both Brunei Darussalam and Lao PDR included a more prevalent focus on environmental awareness than any other global citizenship-related topic at the Grade 5 level.

The audit concluded that countries should consider whether global citizenship coverage in curricula meets their expectations and make links explicit between learning areas and learning outcomes to support pedagogy and assessment (UNICEF & SEAMEO, 2020).

Key findings from SEA-PLM 2019

SEA-PLM 2019 was the 'first large-scale comparative assessment to measure global citizenship attitudes, values and behaviours of children at primary level' (UNICEF & SEAMEO, 2020, p. 95). Student questionnaire results can be summarised as follows.

- **Global citizenship topics:** Children were more likely to respond that they had learned about topics such as what is happening in their own country, solving disagreements peacefully, and topics related to environmental protection, rather than what is happening in the world, how things that happen in the world impact their own country, and environmental issues outside their country (UNICEF & SEAMEO, 2020)[8]. This potentially signifies an enactment of global citizenship that is more local than global.
- **Valuing global citizenship learning:** Students reported valuing all topics listed, with protecting the environment as most important. Of least value were languages spoken in other countries and understanding different ethnicities. When asked about the extent of their concern for a range of environmental issues, students were most worried about water shortages, and least worried about pollution in countries outside their own, further supporting the hypothesis about local over global understandings of global citizenship (UNICEF & SEAMEO, 2020).

[8] 'Across the 6 countries, in the topics related to global and regional events, children identified that the topic they learned the least was how things that happen in other countries affect their country (52%), with 21% of children saying they did not cover anything at all on this topic. In all countries, children reported learning marginally more about what is happening in countries near them than what is happening in the world' (UNICEF & SEAMEO, 2020, p. 101).

- **Global citizenship identity:** When asked about regional identity, most students responded in ways that suggested they saw themselves in terms of their national identity, as shared with other children in their country. They were much less likely to identify with children outside their country or feel a strong association with Asia as a region (UNICEF & SEAMEO, 2020). Again, this finding suggests a local conceptualisation of global citizenship identity.
- **Global citizenship experiences:** Students were asked whether they had or would participate in a range of global citizenship activities at school including speaking in an organised debate, voting for class captain, and environmental protection activities. In general, students were more likely to respond affirmatively to activities that could be classified as passive, communal, and local, rather than those that could be classified as active, individual, and global (UNICEF & SEAMEO, 2020).

The teacher questionnaires yielded 2 important findings as follows.

- **Teachers' self-reported confidence and GCED preparation**: In general, teachers reported that they felt well prepared and confident to teach the full range of global citizenship topics presented, but less so regarding global current events and globalisation (UNICEF & SEAMEO, 2020). They reported valuing all the skills, values and characteristics listed regarding global citizenship with the lowest as 'caring about the problems of people outside their country' (UNICEF & SEAMEO, 2020).
- **Teachers' self-reported regard for global citizenship topics:** Teachers deemed most global citizenship content areas as important to learn about, particularly protecting the environment and understanding how things that happen in other countries affect their own (UNICEF & SEAMEO, 2020). When asked about5 global citizenship activities that take place in a regular school year, teachers were more likely to report that students participate in activities related to environmental sustainability (69%), helping poor or underprivileged people or groups (62%) rather than working with students from other schools (45%) and working with students from other countries (10%) (UNICEF & SEAMEO, 2020).

Opportunities and gaps

SEA-PLM 2019 provides a good basis to understand participating students' and teachers' reported experiences, values, and behavioural intentions regarding global citizenship. The results suggest a more local rather than global understanding and enactment of global citizenship.

These findings are valuable as they point to a need to better understand what may be inhibiting the global dimension of global citizenship teaching and learning in participating Southeast Asian countries. Parker and Fraillon (2017) reported that '*Global citizenship is a term that resists defining, yet many agree that global interdependence is the central theme'* (p. 65). It is therefore worth considering: with a limited global dimension, is the enactment profile presented here actually global citizenship at all?

Building on this, more questions for teachers on opportunities to enact global citizenship in classrooms and schools could be included to reflect the number and type of opportunities asked of students, to enable further correlation of results. In addition, comparisons with IEA's ICCS could be made, given both studies include some very similar items related to classroom activities.

The SEA-PLM 2019 results showed a very high frequency of affirmative responses in general. This makes it difficult for researchers to identify clear opportunities and gaps for policy, practice, and research. It is possible that one respondent's conceptualisation of what it means to participate in or facilitate global citizenship differs vastly from another. Moreover, social desirability is likely to have played a role in shaping their responses, in which respondents "self-report items in a manner that makes [them] look good rather than to respond in an accurate and truthful manner" (Holtgrave, 2004, p.161). One potential solution to this problem is to create questions that use a Likert frequency scale as the response options. We proposed that including response options related to how often global citizenship is featured in classroom learning might generate a greater variety of responses and eliminate affirmative response bias.

Further research is required to better understand how conceptualisations of the topics and enactments of global citizenship align or differ between groups, and how enactments align with evidence regarding effective GCED.

Finally, SEA-PLM 2019 revealed large differences between countries, but these were not discussed. Given the significant socio-cultural, historical, and political differences between Southeast Asian country participants, it would be of use to compare their response profiles regarding experiences, values, and behavioural intentions toward global citizenship to understand country level policy, practice and research opportunities and gaps.

The International Civic and Citizenship Study

The ICCS was designed to investigate, across a range of countries, how schools prepare young people for their roles as citizens in the 21st century (Schulz et al., 2008). Created and led by IEA, it comprises a test of knowledge and understanding of citizenship education and dispositions, and questionnaires regarding student attitudes and dispositions toward citizenship education. School and teacher questionnaires were also included.

ICCS 2016 addressed 4 research questions regarding:

1. Students' knowledge and understanding of civics and citizenship.
2. Students' perceptions of their capacity to engage in current and future civic activities.
3. Student beliefs about contemporary civil and civic issues in society.
4. The ways in which countries organise civic and citizenship education. (Schulz et al., 2018).

ICCS 2016 gathered representative data from 94,000 students from 3,800 schools and 37,000 teachers across 24 countries, most of whom were in the northern hemisphere. The students assessed were enrolled in the eighth grade, provided that the average age of students at this year level was 13.5 years or above. In countries where the average age of students in Grade 8 was less than 13.5 years, Grade 9 was defined as the target population. Asian country/context participants in ICCS 2016 included Republic of Korea, Hong Kong SAR, and Chinese Taipei (Schulz et al., 2018).

ICCS was expanded in 2022 to include topics of contemporary relevance, including 'the impact of digital technology on civic engagement, migration and diversity, environmental sustainability, young people's views of their political systems as well as global citizenship' (Schulz et al., 2022, p. 6). In addition, ICCS 2022 includes collecting data from principals about school activities related to global citizenship.

Relevant findings from ICCS 2016

ICCS 2016 found that while delivery approaches were different across countries, most generally agreed on the common learning objectives for civic and citizenship education (Schulz et al., 2018). Principals reported the most valuable student skills as critical and independent thinking, knowledge of citizens' rights and responsibilities, and skills and competencies regarding conflict resolution.

Teachers agreed with principals on the first 2 but reported 'promoting respect for and safeguard of the environment' as the third most important student competency. Regarding civic and citizenship activities, most students reported that they 'sometimes' engaged in discussions of political and social issues, at school.

Teachers reported offering a limited choice of civic related topics and activities. Most students reported having participated in class or school elections (74%) or electing their class representative (85%). Other key findings relevant to this study (see Schulz et al., 2018) are described below.

Teachers and schools: In 15 countries, civic and citizenship education was considered part of the school experience as a whole. Every country reported having civic and citizenship education as part of teacher training for teachers of subjects related to civic and citizenship education, either at the pre-service level, the in-service level, or both. As with SEA-PLM, results from ICCS 2016 suggested that, on average, most teachers felt very well or reasonably well prepared to teach almost all the civic and citizenship-related topics and skills they were asked about (see Schulz et al., p. 174). Of all the topics and skills that teachers felt very well or quite well prepared to teach, 'the global community and international organisations' was the lowest at 67% (Schulz et al., 2018, p. 174).

Students: Students' willingness to participate in civic engagement at school was highest among female students and among students who expressed higher levels of interest in social and political issues. The students who reported expecting to participate in illegal

protest activities tended to have lower levels of civic knowledge. In most countries, students who participated in ICCS 2016 reported talking more frequently with their parents about what was happening in other countries, compared to the 2009 ICCS (Schulz et al., 2018). Confident *engagement* in civic activities was correlated with *interest* in civic issues, not civic knowledge (Schulz et al., 2018).

The ICCS 2022 Assessment Framework states that the 'delivery of civic and citizenship education should entail innovative pedagogies, engaging and interactive learning environments, and the use of different sources to develop students' knowledge skills and attitudes related to this area of learning' (European Commission/EACEA/Eurydice, 2017; Council of Europe, 2018 in Schulz, 2022 p. 62).

In addition, the ICCS 2022 teacher questionnaire includes a question focused on teacher reports on classroom activities that address global issues (such as collective engagement to achieve worldwide improvements or social and economic interactions at the international level).

Opportunities and gaps

The ICCS is a useful framework for contextualizing discussions on constructing assessment frameworks for GCED, particularly regarding the context for and prevalence of civics and citizenship education. However, further research is required to understand whether 'old methods', such as multiple choice, true/false or short answers, can answer the new and complex questions posed in GCED. However, interesting results can be gleaned from correlating student test results with reported experiences, values, and attitudes. This highlights the importance of viewing global citizenship through a single lens that combines the cognitive, affective, and behavioural domains (APCEIU, 2020a).

Global citizenship education in the Republic of Korea

Curriculum context and emerging issues

The National Curriculum Framework (NCF) of the Republic of Korea is reviewed every 5 to 10 years[9]. The most recent version, herein referred to as the NCF was reviewed and revised in 2015 (Ministry of Education, 2015). It includes vision statements, goals, characteristics, and allocation of time in the curricula for global citizenship-related learning that aligns with the conceptualisation of global citizenship used in this study. For example, one of the 5 stated characteristics of the NCF is to be 'learner centred and aims to promote students' autonomy and creativity' (Ministry of Education, 2015, p.4).

The vision of the national curriculum describes an educated person as someone who is self-directed, creative, cultivated, and importantly:

'A person who lives in harmony with others, fulfilling the ethics of caring and sharing, as a democratic citizen with a sense of community and connection to the world '(Ministry of

[9] See https://asiasociety.org/education/south-korean-education

Education, 2015, p. 1). The educated person possesses competencies described as self-management, information processing skills, creative thinking skills, aesthetic-emotional competency, communication, and civic competency. There are 6 stated principles of curriculum design including:

- 'Improv[ing] the quality of learning by organizing learning content around big ideas in subject areas and providing an optimized amount of content to learn'; and
- 'Encourag[ing] students to develop self-directed learning skills and experience the joy of learning by utilizing a variety of participatory teaching methods suited to the characteristics of subject areas' (Ministry of Education, 2015, p. 3).

Educational goals at primary school, however, do not entirely reflect these interdisciplinary and holistic pedagogical approaches. Elementary school education is described as aiming to develop 'moral character, basic habits and abilities as needed for learning and daily living' (Ministry of Education, 2015, p. 4). Active learning is described to a limited extent, combined with a focus on participation and rules abidance (Ministry of Education, 2015).

The elementary school curriculum consists of subjects (or subject clusters) and Creative Experiential Activities. Subjects (from Grade 3-6) include Korean language, social studies, moral education, mathematics, Science/Practical Arts, Physical Education, Arts (Music/Art). In grade 1 and 2, subjects include Korean Language, Mathematics, and integrated subjects of Moral Life, Inquiring Life, and Pleasant Life. Creative Experiential Activities include discretionary activities, club activities, community services, and career-related activities. This may suggest that organising curriculum content around big ideas might only occur in grade 1 and 2.

Several scholars have reviewed the NCF in pursuit of global citizenship concepts and competencies. Patterson and Choi (2018) investigated the place that migration occupied in the NCF; which claims a central goal of educating for global citizenship. They found that increased international migration from 2003-2015 was an important catalyst for GCED in South Korea, and this issue features in curricula, but to a limited extent and in ways that do not question the status quo. They stated that immigration is treated as a 'neutral, value-free academic concept of spatial change' (Patterson & Choi, 2018, p. 485) which does not acknowledge the context for, causes of, and emotive community feelings about migration as a moral, ethical, political, environmental, economic, and social issue.

Patterson and Choi (2018) concluded that teaching and learning about migration as aligned with the NCF could reproduce or even strengthen hegemonic norms concerning indigenous Korean and migrant groups, preventing the latter from full civic participation, and preventing all learners from critically engaging with this important global issue.

Hye Seung Cho (2017), in her study of the issues that hinder implementation of GCED in South Korea, identified 3 problems that intersect with curricula enactment. When asked about the core values of global citizenship, many informants cited 'respect, care for

others, and empathy' (p. 29). This represents a very narrow and passive interpretation of global citizenship, limited to the affective domain with no consideration to knowledge and behavioural domains and harnessing these skills in the name of peace, justice, and equity, and sustainability. This presents a problem regarding the NCF which cannot be fully realised without a more holistic understanding of global citizenship.

The second issue Cho (2017) identified was that the education system of the Republic of Korea is underpinned by values and processes unconducive to GCED, as a competitive, exam-oriented system focused on individual success and socio-economic status. Finally, Cho (2017) found that informants considered GCED to be imposed upon them by government directives, which is synonymous with Andreotti's (2006) conceptualisation of 'soft' global citizenship, where change is imposed from outside to inside. Cho (2017) concludes that for global citizenship to become a transformative education agenda, critical reflection is required on how societal and school systems and values enable or impede this enactment.

Cho and Mosselson (2018) concurred, that global citizenship requires individuals to critically reflect on their 'identities, positions and the world in relation to the social and global structure in which they live' (p. 866). Literature suggests when considering interdependence, starting with the self is vital; one cannot 'transform the world', before transforming oneself.

Opportunities and gaps

GCED is articulated in the NCF as something that students 'grow into', as more complex global citizenship ideas are included in the later stages, such as Middle School (Ministry of Education, 2015). At the same time, interdisciplinary teaching and learning appears in Grades 1-2 but is replaced with a subject based approach thereafter. It would be useful to understand the rationale for this approach.

Scholars that have reviewed the NCF found a lack of critical engagement in the curricula regarding global citizenship topics such as migration, which presents a barrier both to global citizenship enactment and student learning.

Narrow conceptualisations of global citizenship were described by Cho (2017) such as the affective dimension only, which prevents global citizenship from full realisation at the classroom level. Further investigation on teacher and school readiness for GCED would be useful to advance understanding here.

Global citizenship education in Australia

Curriculum context and emerging issues

The Australian Curriculum, which was rolled out in 2012, is organised by 8 learning areas, 3 cross curriculum priorities and 7 general capabilities (Australian Curriculum, Assessment and Reporting Authority, n.d.). Most global citizenship related topics,

concepts and skills are described in the cross-curriculum priorities (CCPs) and general capabilities.

These include Critical and Creative Thinking, Ethical Understanding, Intercultural Understanding, Personal and Social Capability, Sustainability, and Aboriginal and Torres Strait Islander Histories and Cultures. Cross curricula approaches offer a 'creative way to develop … knowledge, skills and understanding, while motivating [students] to learn through stimulating, interconnected topics" (Hayes, 2010, p. 383).

CCPs are often viewed by Australian teachers, however, as an additional teaching, learning, and planning burden on top of an already demanding workload (Dyment & Hill, 2015). In this way, GCED has a marginal place in the Australian Curriculum (Buchanan, Burridge & Chodkiewicz 2018).

In their investigation of initial teacher education students (ITES) capacity to embed the 'Sustainability' cross curriculum priority into teaching practice, Dyment and Hill (2015) found that ITES possessed only a limited to moderate understanding of sustainability issues, with most only considering environmental issues over economic, social, or political sustainability. ITES were also found to possess even less understanding of the Australian Curriculum Sustainability CCP and its 9 organising ideas.

ITES reported little opportunity to gain the competencies to embed sustainability into their teaching practice, and little confidence in doing so (Dyment & Hill, 2015). These findings suggest a clearly articulated curriculum focus is not sufficient impetus for ITES to incorporate sustainability into their teaching practice.

These findings run contrary to other studies including ICCS and SEA-PLM, where teachers reported confidence regarding teaching global citizenship-related topics including sustainability (UNICEF & SEAMEO, 2020). Dyment and Hill (2015) propose that support must be provided to teacher educators on 'how to use subject content, pedagogies and assessments to integrate EfS [Education for Sustainability] into their teaching and learning area' (p. 30-31).

Buchanan et al. (2018) suggest that taking up existing curriculum opportunities within learning areas might be a way to raise the profile of this area. To maintain GCED in Australian schools they suggest considering particular pedagogies and their suitability to GCED, such as pedagogies of inquiry and action learning; adapting a recognised framework designed for Australian schools; build on the entry points described in learning areas such as science and civics and citizenship; using quality education resources such as those developed by the Australian Human Rights Commission; providing resources to pre and in-service educators; and partnering with NGOs (Buchanan et al., 2018).

Henderson and Tudball (2017) conducted a review of the Australian Curriculum Civics and Citizenship learning area. They highlighted how this learning area has at various points been appropriated for review, revision, and adaptation by governments of the

day based on their political and ideological beliefs. They found that the 'action' component of Civics and Citizenship education was underdeveloped at Grade 5 as follows:

> 'A 'civics' focus on CC learning is found in years 5–7, where 'the curriculum introduces studies about Australia's democratic values, its electoral system and law enforcement. In studying human desire and need for resources, students make connections to economics and business concepts around decisions and choices, gaining opportunities to consider their own and others' financial, economic, environmental and social responsibilities and decision-making, past, present and future' (ACARA 2016d).
>
> The inquiry questions—what is the relationship between environments and my roles as a consumer and citizen, and how do people influence the human characteristics of places and the management of spaces within them—encourage students to think critically and to consider their values, ethical views, rights and responsibilities, which once again reflects a multidimensional focus. However, in reviewing the skills listed at year 5, terms such as 'describe', 'identify', 'recognise' and 'reflect' lack an action dimension.
>
> This is also evident in the requirement for students to work with others in order to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action—describing the possible effects of their proposed action but not to be active citizens themselves—to achieve the kind of participatory citizenship that can lead to social action competence (Jensen and Schnack 2006)' (Henderson & Tudball, 2017, p. 58).

Henderson and Tudball (2017) conclude that students require opportunities at school for active participation to become competent social actors, that is, 'extend the more traditional 'learning about' an issue, to include how the issue can be addressed and student involvement in developing solutions through informed democratic participation and action' (p. 60). These findings align with Dabrowski's (2018) doctorate study of global citizenship in International Baccalaureate schools in Australia, where students 'learned about' Indigenous communities, but did not 'understand current inequities and attempt to use their advantage to respond to these inequalities' (p. 151).

Opportunities and gaps

The global citizenship focus in the Australian Curriculum was designed with interdisciplinary learning in mind – to 'fus[e]…ideas and concepts across and within subject areas…to make education more relevant and meaningful' (Hayes, 2010, p. 383). Researchers, however, have found that the Australian Curriculum's Cross Curriculum Priorities and General Capabilities have not been understood and implemented as intended, with teacher education institutes (TEIs) and ITES lacking understanding and know how on how to integrate them.

Similarly, Henderson and Tudball (2017) found that the behavioural measurement dimension lacking in the Civic and Citizenship learning area. Solutions to curricula enactment issues posed by Buchanan et al. included partnering with expert global citizenship organisations for quality improvement and employing pedagogical approaches more conducive to effective GCED including experiential and active learning (2018). APCEIU's report on developing teacher training modules echoes this

suggestion, stating that 'learning by doing'/'experiential learning' is key to authentic and engaging GCED (2020, p. 23).

Global citizenship education in Philippines

Curriculum context and emerging issues

Several studies have been conducted that map the assessment domains of global citizenship against the curricula of the Philippines. Researchers looked to the values education and social studies curriculum guides for evidence of how global citizenship competencies are articulated in the curricula of the Philippines (Bernardo et al., 2022).

Balagtas et al. (n.d) found 4 out of 7 content domains of the SEA-PLM Global Citizenship Framework and PISA Global Citizenship Framework aligned with the Philippines social studies curriculum for Grade 4 and 5 and Grade 7-10. None of the cognitive processes, behavioural and skills of the SEA-PLM Global Citizenship Framework or PISA Global Citizenship Framework were reported by Balagtas et al. (n.d) to be found in the Philippines curricula.

Only 4 of the 13 values and attitudes included in the SEA-PLM Global Citizenship Framework and PISA Global Citizenship Framework were found in the Philippines K-12 Social Studies curriculum, namely communication, adaptability, respect for humanity, and responsibility for others in the world.

The researchers found that 'In Grade 4, 44.08% of the DepEd competencies are aligned with the content domains and subdomains for Global Competencies of SEA PLM only 25% of competencies are aligned in Grade 5' (Balagtas et al., n.d, p. 75). Balagtas et al. conclude that this lack of alignment might leave Philippines learners 'ill prepared to face the challenges of a globalised world' (n.d, p. 82).

Gime et al. (2020) looked at the extent to which global citizenship has been mainstreamed into the curricula of 4 countries, including the Philippines. They found that in the Philippines, global citizenship-related learning competencies are concentrated heavily in the cognitive and behavioural domains.

The dominant concepts found from the overall review were human rights, ethical and responsible behaviour, respect for others, and environmental protection and preservation (Gime et al., 2020). Gime et al. (2020) also found that the global citizenship indicators needed more specificity to align with the essential learning competencies, and that the verbs used to describe the indicators were mismatched with those of the competencies.

De los Reyes (2013) described how the K+12 curriculum marked a change from the parochial notion of the citizen nation builder to the Filipino citizen of the world. Camicia and Frankin's (2011) study highlighted that where curricula and global citizenship are concerned, different countries aspire to different things. The teacher education campus of Southern Leyte State University emphasises speaking English and global competition;

'the language of the coloniser is presented as the only way for empowerment within the global economy' (p. 316).

Adarlo and Jackson (2017) investigated whether and how the Philippines curriculum caters to 'globalisation from below' or 'globalisation from above', the latter being globalisation that benefits the elite at the expense of the poor. Globalisation from below, that is, one's ability to take grass roots actions to counter 'problems manifesting themselves in intensely local forms but have contexts that are anything but local' (Appaduai in Adarlo & Jackson, 2017, p. 8), requires knowledge and understanding of institutions to foster democracy and social justice, dispositions related to solidarity, empathy, engagement as 21st-century learning competencies.

Adarlo and Jackson (2017) found that the K-12 curriculum includes a focus on 21st-century skills knowledge and dispositions acquisition including 'higher-order reasoning, complex communication, collaborative work, leadership, and autonomy' (p. 216). English teaching incorporates an affective dimension and mathematics includes critical thinking and problem-solving skills. Science includes disaster preparedness, risk reduction, sustainable development and collective understanding and actions on environmental issues affecting the Philippines and the rest of the world.

Opportunities and gaps

While the analysis above suggests several opportunities for GCED via explicit curriculum links, researchers have identified factors that challenge the enactment of global citizenship in the classroom. These include the prevalence of teacher-directed methods without probing questions, exploration, or in-depth thinking, and preservice education unchanged to facilitate this pedagogical shift (Adarlo & Jackson, 2017).

Further, compliance with orders imposed by higher authorities regarding standards has resulted in some teachers using more authoritarian practices in the classroom (de Mesa & de Guzman, 2006 in Adarlo & Jackson, 2017). The context for global citizenship must be considered in light of these findings.

Convergent issues and considerations

Researchers have highlighted several considerations when enacting GCED in South Korea, Australia, and the Philippines. These can be summarised as:

Centralised or decentralised education system authority/top down-bottom up: Evidence suggests that when global citizenship is imposed upon groups, understanding and uptake is limited. In some cases, GCED has been centrally mandated and is a relatively new curriculum area, in others there is a long tradition of teaching about global issues dating back decades.

Controversial issues such as immigration, emigration, and seeking asylum: Migration is a complex issue in GCED when considering the rights afforded to citizens, the

movement of people predicated by globalisation, and the conditions under which they chose to, are forced to, or cannot move.

The 3 contexts described above have very different migration issues. As discussed, South Korea only recently relaxed strict immigration limits (Patterson & Choi, 2018) and has a large diaspora living in a relatively small number of high-income countries. In contrast, the Philippines has a small number of immigrants and a large number of emigrants; citizens who reside and work overseas whose remittances comprise a significant contribution to the country's gross domestic product (GDP). De los Reyes (2013) describes how the Government of the Philippines 'literally sells its citizens to the world, together with their 'bundles of skills'' (p. 559). The K-12 curriculum reflects this, in that it professionalises the roles available to overseas Filipino workers, such as construction, caregiving, housekeeping, and in this way the curriculum is an instrument of the state reflecting its economic interests (De los Reyes, 2013).

Migration issues will likely underpin how system players conceive of citizenship and globalisation in GCED curricula and enactment.

Geopolitical economic factors: Andreotti (2006) states that we are connected, but not equally so; interdependence between peoples is underpinned by 'asymmetrical globalisation [and] unequal power relations' (p. 47).

In their country income classifications reviewed annually, the World Bank classifies the Philippines as a lower-middle income country (average gross national income (GNI) of $1,086 to $4,255 per person). Conversely, Australia and Republic of Korea are classified as high-income countries (average GNI $13,205 per person or more). Each country context has a specific economic growth, trade, and demographic profile, with education systems serving more homogenous, or linguistically and culturally diverse populations, with specific geographic challenges regarding education services delivery. One must consider conceptualisation and enactment of global citizenship considering these differences.

Conclusion

A review of country curricula and global citizenship assessments revealed a diverse range of conceptualisations and ways of including global citizenship in curricula and assessments, with different features highlighted by different systems. These findings suggest that context is critical and there is no one way to frame, enact, or assess GCED. Further, the clear differences and gaps across the curricula of the 3 target countries suggests that each requires a specific, targeted, and nuanced approach to enhancing GCED integration. Nonetheless, some general principles were evident from the research.

1. When centralised education systems impose GCED from above, understanding and uptake is limited.
2. Complex and controversial issues cannot be extracted from their political, economic, historical, and cultural contexts and taught objectively; GCED can only

begin to be transformative when issues are critically examined from different perspectives.

3. Curricula are products of geopolitical country contexts; it follows that GCED enactments will further reflect this context.
4. Impactful GCED depends on pedagogical approaches that promote curiosity, critical thinking, active engagement, and real-world problem-solving; and
5. GCED must be conceptualised, enacted, and evaluated as a complex holistic concept comprising knowledge, attitudes and values, and behaviours, with attention to the interaction between these domains.

The literature suggests that GCED is not fully enacted in the integrated tripartite cognitive-affective-behavioural way it is intended in any of the 3 APAC countries participating in this study. In the Republic of Korea, teachers' conceptualisations focused on the affective dimension. In Australia, Henderson and Tudball (2017) found opportunities to act on knowledge and values related to Civics and Citizenship within the Australian Curriculum were limited. In the Philippines, researchers identified a lack of alignment between assessment of GCED and the K-12 Curriculum, and the classroom contexts for learning presented significant challenges for enacting GCED.

Further, concerns about how education system actors reinforce and or increase hegemonic power dynamics are valid. Teachers and TEIs have been described in the literature as agents of these processes. The Pew Research Centre (2021) found public school teachers in the US to be far less racially and ethnically diverse than their students. In 2017-18, 79% of public-school teachers identified as White compared with 47% of public-school students. Of the remaining 53% of public-school students, 27% were Hispanic, 15% were Black and 5% were Asian. About 1% or fewer were Pacific Islander or identified as American Indian or Alaska Native, while 4% were of 2 or more races. Indeed, in education globally, most of the teaching workforce belongs to the ethnic majority group of the respective country (Özdemir, 2011; Maxwell, 2014; Dandala, 2018 in Glock & Schuchart, 2020). This lack of diversity among educators could create difficulties for students of colour to express their views on global citizenship-related topics as they might not feel safe. In addition, it can cause in-group favouritism, lower expectations of ethnic minority students by ethnic majority teachers, and an overrepresentation of ethnic minority students in discipline referrals (Glock & Schuchart, 2020).

For GCED to be transformative, as intended, participants require the opportunity to consider positions of privilege, who 'benefit[s] from and [who has] control over unjust and violent systems and structures (Andreotti, 2006, p. 46). It is likely to be extremely difficult – if not impossible – for schools to create opportunities for these important critical discussions when the system is designed and delivered by the very subjects intended for critical examination.

5 Enabling conditions for effective global citizenship education

As the education policies and practices reviewed here suggest, global citizenship is understood and interpreted in a range of ways in the Republic of Korea, the Philippines, and Australia. These differences sometimes lead to confusion around the goals of GCED, but also diminish opportunities for effective integration and transformative application in classrooms.

There remains a lack of data on *how* GCED principles are implemented in schools and classrooms, and less still on the conditions that must be present for this enactment to occur. Accordingly, this chapter offers new insights into the enabling conditions and barriers that support or inhibit effective and impactful GCED. For the literature review, 'effective GCED' was considered to be an educational program that achieved a positive impact on skills, knowledge and behaviours associated with GC, measured pre- and post-implementation. Considering both literature and insights from key actors at the teacher, school and system level, this chapter seeks to explore the different education policy and practice levers that can assist in the design and measurement of GCED.

Findings from the literature

Enabling conditions related to teachers and teaching

According to the literature, effective GCED programs have been led by teachers who possess the following dispositions, experiences, knowledge, and skills.

Values and attitudes: Teachers who are effective in fostering global citizenship in the classroom possess an open-mindedness to change, personal growth, and transformation (Martin, 2008; Chiba et al., 2021). They also demonstrate empathy, compassion, perspective-taking, and a personal commitment to global citizenship (Chiba et al., 2021; Edge et al., 2010). Furthermore, they value positive classroom relationships and diversity, and recognise the opportunities for learning that such diversity provides.

Experience and exposure to global citizenship: Teachers have deeper and more nuanced understanding of global citizenship when they complete pre-service education that includes critical literacy skills development, cross-cultural learning experiences and diverse course content, activism, values-based global citizenship pedagogy, and simulated problem solving and decision-making (Bryan et al., 2008; Buchanan et al., 2018; Kopish, 2017; Reyes et al., 2018). Other enabling experiences include placements in diverse and/or marginalized communities, opportunities to foster personal and professional intercultural competencies, authentic opportunities to take action on global citizenship issues, and 21st-century skills training (Chubbuck & Zembylas, 2016; Walton et al., 2013).

Deep knowledge of global issues: Teachers who possess a deep understanding of global issues and their relationship to other connected phenomena, as well as their own cultural identities and position in the classroom, are better equipped to foster global citizenship (Olovsson, 2021; van Werven et al., 2021). They also have a strong understanding of the nature of peace and violence and the elements that prevent violence and support peace (Chiba et. al, 2021). Additionally, they understand different communication types and their relationship to culture and identity, and how to work effectively in partnership with NGOs (Kopish, 2017).

Transversal skills: Teachers who possess transversal skills are better able to engage their students and create effective GCED programs (Reyes et al., 2018). These skills include collaboration, analytical/critical thinking, deep self-reflection/awareness, systems thinking, curiosity/pursuing new global citizenship learning, communication (including conflict resolution and active listening), the ability to foster socio-emotional skills, and intercultural competence.

Teaching strategies and practices: Teachers who have led impactful global citizenship programs utilize a range of teaching strategies and practices. They prioritize student-centred learning, incorporate recognized collaborative learning strategies, dialogue-based inquiry, and experiential/active learning to foster interaction, collaboration, communication, and reflection (Brock et al., 2006; Edge & Khamsi, 2013; Kopish, 2017). They connect current content, whether global, regional, or local, to foster critical thinking and problem-solving skills, and they use and foster reflective practice to understand socio-cultural issues and their impact on the classroom (Buchanan et al., 2018; Kopish, 2017; van Werven et al., 2021). These teachers prioritize positive classroom relationships to build a classroom community where all can participate, leveraging opportunities arising from classroom diversity and using ICT integration, issues-based, problem-based, and service learning, subject-integrated teaching, and context and age-appropriate activities (Boeve-de Pauw & Van Petegem, 2018; Buchanan et al., 2018; Guo-Brennan, 2022; Olovsson, 2021; Reyes et al., 2018; van Werven et al., 2021).

Teachers who lead impactful GCED engage in **professional collaborative activities**, including co-planning lessons, lesson observations, lesson study cycles, collegiate dialogue on strengthening relationships with other students, and the development of high-quality learning materials (Edge et al., 2010; Ghosn-Chelala, 2020). They also form global citizenship-related professional learning communities and encourage the formation of student-led global citizenship communities (Edge et al., 2010; Ghosn-Chelala, 2020).

Assessment: Impactful GCED assessment practices focus on global competence and are ongoing, offer informative feedback that is both achievement-oriented and identifies areas for development (Mansilla & Jackson, 2011). They are aligned with explicit assessment criteria or rubrics known to students and conducted by teachers, students, and other stakeholders (Mansilla & Jackson, 2011; Oxfam, 2015). Assessment practices monitor and support children to develop successful learning strategies that are socially

and culturally appropriate, inclusive of cognitive, affective, and behavioural competences (Barblett & Moloney 2010, Binkley et al., 2012, Perso 2012; van Werven et al., 2021). These practices are comprehensive, including multiple different types of measures and perspectives – formative and summative – and are developed in collaboration with teachers and other relevant stakeholders (Mansilla & Jackson, 2011, Binkley et al., 2012; Bourke & Mentis, 2014; Commonwealth of Australia, 2008; Jago, 2009; Perso 2012, Oxfam 2015).

Challenges: Teachers face several challenges to implementing GCED in the classroom. Many teachers lack the skills, knowledge, and confidence to incorporate global ideas and lead discussions on controversial issues (Thomas & Banki, 2021). Teachers are reported to lack confidence regarding teaching global citizenship behaviours and social and emotional learning perspectives related to global citizenship (UNESCO, 2021). Top-down approaches to implementing GCED can result in low quality or weak uptake, and there is often a lack of guidance in teaching 21st-century skills (Reyes et al., 2018). Additionally, unequal distribution of materials and limited resources, large class sizes, overcrowded curricula, and lack of time to research and apply new teaching strategies can impede progress (Kenya Institute of Curriculum Development, 2021; Reyes et al., 2018). Furthermore, teachers may lack clarity about terms such as education for sustainable development (ESD) or global citizenship (Kenya Institute of Curriculum Development, 2021; UNESCO, 2021). There is also a lack of teacher understanding about children's global citizenship capability and understanding, which begins in the early years (Buchanan et al., 2018). Moreover, lack of experience in team or peer teaching (which has been identified as an enabler to high-quality GCED) further exacerbates the problem (Kenya Institute of Curriculum Development, 2021).

Enabling conditions related to schools

Schools that have implemented impactful GCED programs share the following common characteristics and values.

Creating a positive GCED culture: Schools promote an open and inclusive environment with a social justice orientation that addresses inequalities and reinforces a moral obligation to foster global citizenship (Asia Education Foundation, 2013; Guo-Brennan, 2022 Musara et al., 2021). Leading teachers play a vital role in encouraging transformative learning by linking curricula, pedagogical knowledge, global citizenship frameworks, and activism (Cochran-Smith 2010). They form peer working groups to foster global citizenship and they also champion global citizenship-related student groups and activities (Bussman & Seashore, 2021; Edge, Higham, and Frayman, 2010).

School leadership support: School leaders establish and define GCED as an institutional goal and commit to school-wide enactment through leadership and provision of administrative support (Edge et al., 2009; Guo-Brennan, 2022; Walton et al., 2013). They inspire and support staff to develop GCED leadership roles and enact deep and sustainable change (Asia Education Foundation, 2013; Guo-Brennan, 2022). School

leaders also implement distributed leadership models and encourage reflective practices (Asia Education Foundation, 2013).

School level processes: Effective processes involve establishing medium to long-term commitments to GCED, engaging a diverse workforce, and setting goals that align with those of the community (Edge et al., 2009; Edge & Khamsi, 2013; Guo-Brennan, 2022; Mullen, 2021). Policies that reflect a commitment to building teacher capacity to share leadership, and promote supportive relationships are also crucial (Boeve-de Pauw & Van Petegem, 2018). Additionally, meaningful collaboration with diverse school community members and NGOs deepens understanding of personal and global issues (Buchanan et al., 2018).

Challenges: The growing trend of nationalism in industrialised countries often leads to a narrow and self-interested interpretation of global citizenship (Buchanan et al., 2018). Additionally, a lack of understanding of transversal competencies, which are critical to global citizenship, can hinder the ability of school leaders and teachers to interpret learning outcomes and integrate them into teaching practice, as well as engaging parents in the process (Reyes et al., 2018). Conflicting politics and community perspectives can also create obstacles that discourage students from enacting global citizenship and ESD (Kenya Institute of Curriculum Development, 2021; UNESCO, 2021). All these challenges require careful consideration and strategic approaches to overcome, in order to promote effective GCED implementation in schools.

Enabling conditions related to systems

Effective GCED programs have been successfully implemented within education systems that prioritize policies, curricula, program designs, attributes, and characteristics that foster global citizenship.

GCED skills and diversity promoting practices: Systems that enable the effective integration of GCED are those that include recruitment processes ensuring a diverse pool of teachers who foster critical reflexivity and can critically analyse institutional and societal inequalities (Cochran-Smith, 2010; Guo-Brennan, 2022).

Well-designed global citizenship programs and support: Systems support global citizenship program designs that incorporate critical frameworks to reduce prejudice and foster intercultural competency, strong leadership, participant engagement and personal interaction, equal partnership of minority groups and diverse communities, teacher placements in diverse or marginalized communities, a human rights focus, and experiential and practice-oriented continued professional learning (Allport, 1954; Asia Education Foundation, 2014; Buchanan et al., 2018; Edge et al., 2010; Goren & Yemini, 2017; Mullen, 2021; Wierenga & Guevara, 2013).

GCED supportive policy and curricula: Policies and curricula should provide opportunities for critical analysis and reflection upon one's own multiple cultural/personal identities, incorporate content and learning resources that represent

diverse perspectives, approaches, and languages, and create learning activities that explore differences and promote perspective-taking (Mullen, 2021; van Werven et al., 2021). Additionally, policies should acknowledge, appreciate, and celebrate diversity and support GCED and ESD lesson planning, particularly in regions largely responsible for climate change (van Werven et al., 2021; UNESCO, 2021b).

Challenges: One key issue is teacher education that reinforces existing educational and social structures, rather than challenging them (Buchanan et al., 2018). Another challenge is the lack of an agreed upon definition and approach to global citizenship, which leads to criticism, disputes, and ambiguity (Buchanan et al., 2018; Goren & Yemini, 2017). Western assumptions and concepts being embedded in global citizenship are also problematic, as this can result in the absence of other cultural perspectives in curricula (Goren & Yemini, 2017). Furthermore, GCED's interdisciplinary nature makes it difficult to fit within one curriculum area (Thomas & Banki, 2021). However, attempts to integrate it across learning areas risks neglecting it entirely. Lastly, top-down, policy-led approaches to GCED can create additional burdens on teachers who may not know how to incorporate global citizenship into their lesson plans and teaching practices (Buchanan et al., 2018).

Findings from questionnaires and focus group workshops

In February and March 2023, a series of 3 online FGWs were held with participants from the Republic of Korea, Philippines, and Australia, with a total of 38 participants. In addition, an open-ended pre-workshop questionnaire was distributed by partners on 31 January and closed on 12 March. A total of 84 partial and complete responses to the questionnaire were received. Of these responses, 23% completed the Korean language version and 77% completed the English version. Respondents were asked about their school funding model (private or public). 69% of respondents selected public; 20% selected private and 11% of data was missing.

The FGWs adhered to the same agenda comprising introductions, followed by series of questions regarding defining global citizenship, enabling environments for global citizenship, pedagogies for global citizenship, how to measure global citizenship, and looking forward, how schools and or governments can support implementation of global citizenship. The facilitator, Dr Sarah Richardson, posed questions in 4 different ways: using Zoom chat; a web-based polling platform (Poll Everywhere); verbally to the group, and verbally to individuals in the group. These methods generated a range of different responses with varying levels of detail. The option of writing responses was useful when communication was impacted by connectivity and language issues, and enabled participation from almost all attendees in each workshop. The FGWs yielded some interesting findings regarding participants understandings and examples of global citizenship enactment, as presented here in each relevant section.

Understandings of global citizenship

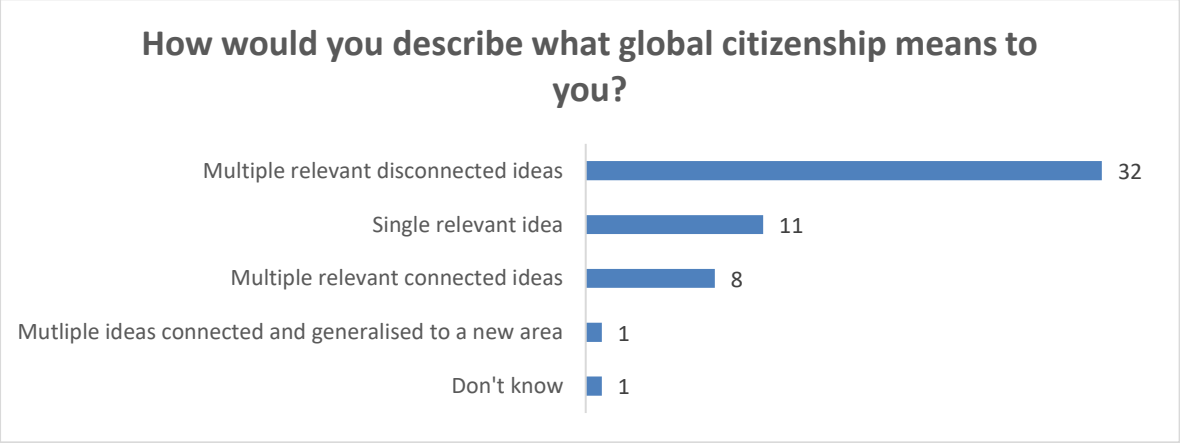
As the literature suggests, understanding of global citizenship depends on context. For this reason, study participants were asked about their personal views on global citizenship, including what global citizenship means to them, as a precursor to examining the ways in which knowledge and understanding shape the implementation of GCED.

There were 56 complete responses to this question. The only common feature of the responses was their diversity, ranging from single relevant ideas to complex extended descriptions (see Biggs & Collis 1982) as described below:

- **Single relevant idea ideas** for example, '*a citizen of the world.*'
- **Multiple relevant disconnected ideas**, for example *'being a citizen who is aware, cares and acknowledges a responsibility to accept our world as a total community.'*
- **Multiple connected relevant ideas**, for example '*Global citizenship is someone who helps in solving or give solutions to the problems in the community for the greater good.'*
- **Multiple ideas connected to a new area**, for example: *'a global citizen is someone who accepts they are part of something bigger than themselves and acknowledges they have a role to play in that. It is someone who connects on an existential level with their part in a global community and works locally to contribute positively to the common good of society. They make informed decisions and accept responsibility for their actions and their role in both a local and global community. Their decisions and actions are based on empathy for others with an acknowledgement of linguistic and cultural differences found within communities.'*

As shown in Figure 1, the most common way for respondents to describe global citizenship was as a series of multiple relevant and disconnected ideas, that is, a list of ideas that thematically align with the global citizenship discourse, but the describer does not state how the ideas relate to each other.

Figure 1 Descriptions of global citizenship

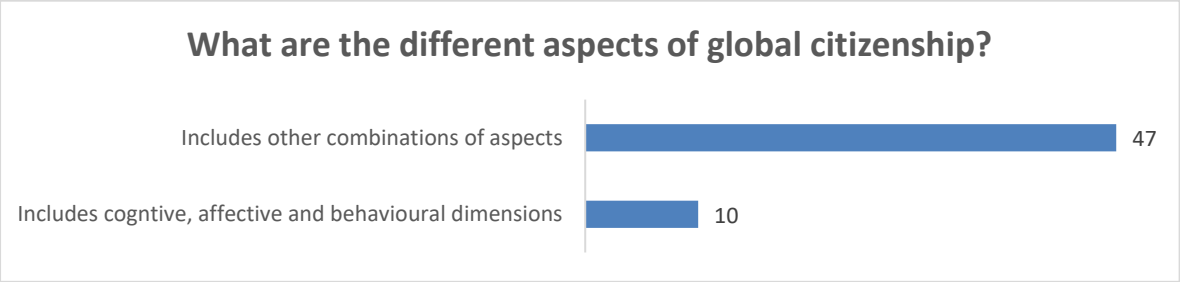


Respondents were asked what they thought were the different aspects of global citizenship (see Figure 2). Again, the only common feature was the diversity of responses.

Most responses included a list of phrases or words, for example '*diversity, belonging, understanding, appreciation*' or 'connectedness, community, shared responsibility'. As this study uses a definition with 3 measurement dimensions, namely cognitive, affective, and behavioural (Parker & Fraillon, 2016), responses were organised into 2 groups; those that included the 3 measurement dimensions, and those that included one or 2 and other themes. Of the 57 responses to this question, 10 posited that global citizenship includes these 3 dimensions, for example [translated from Korean language] '*Understanding of human beings, politics and society, sensitivity to those in power, solidarity based on this, and ability to act (practice).*'

The remaining 47 responses comprised a combination of aspects including one or 2 of the dimensions listed above, plus other themes.

Figure 2 Aspects of global citizenship



Respondents were asked 'Based on these aspects [above], would you see yourself as a global citizen?' Of the 56 complete responses, most answered yes (77%), as expected for a questionnaire distributed to teachers identified as interested in this area (see Figure 3).

Figure 3 Respondents self-reported global citizenship status

Respondents were asked to explain their response to 'Are you a global citizen?' Again, the SOLO Taxonomy (Biggs & Collis, 1982) was used to organise the diverse range of explanations for global citizenship status responses. Only 'yes' explanations provided (n=40) were analysed here due to the limited number of 'no' and other explanations.

Figure 4 Rationale for GC status

As aligned with the question 'How would you describe what global citizenship means to you?', most respondents explained their response with several relevant and disconnected ideas, for example:

> 'I am concerned about how we as a global society are treating our earth and its inhabitants' or 'I seek to stay informed and value the people, biodiversity, and physical environments in my local community, nationally and globally. I stay informed about local, national, and global issues (sociological, political, and environmental). I am committed to contributing positively to the common good of society.'

A small number of respondents (n=3) presented rationales with multiple relevant connected ideas, for example [translated from Korean language]:

> 'Knowing and understanding the connection with the world, and having an interest in common problems of mankind, I am trying to find out what I can do to make the world a better place and put it into practice. We strive to use [fewer] disposable products and strive to save electricity and supplies. When purchasing a product, are there any elements in raw materials or materials that could cause labour exploitation or climate change? If possible, we try to purchase products with a low carbon footprint that would have occurred in production and distribution…The process of such attention and effort sometimes causes discomfort. I consider myself a global citizen because I am willing to put up with this inconvenience. Because living as a global citizen means being willing to endure discomfort.'

Given that the respondent group comprised self-nominated interested GCED practitioners, it is not surprising that explanations for the 'No' and 'Somewhat' responses were considered and critically reflective, for example, '*Still struggling with aspects like human rights [versus] economic and sustainability and making moral and socially ethical decisions for my lifestyle*', and '*I don't believe I have the ability to create change on a global scale for the benefit of others*.' These responses suggest that one's global citizenship status is personal, based on a personal set of understandings, access to opportunities and information, and therefore inherently unique. If global citizenship is indeed personal, we cannot apply one's personal global citizenship framework and success criteria to another; they are all valid.

Another area for further investigation is the extent to which descriptions of global citizenship and personal explanations for global citizenship status diverge or converge. A cursory review suggests that respondents provided more ambitious descriptors in response to the question 'What does global citizenship mean to you', compared with

'Are you a global citizen, and if so/not, why?' This may highlight the tension between the theory and practice of global citizenship, and the difficulties of implementing the construct with fidelity to its aspiring ideals; that it is good idea in theory but unachievable in practice due to school-/system or personal limitations.

When asked to describe global citizenship, participants of the Philippines FGW described awareness, understanding and action regarding global issues. Thinking and doing were emphasized but feeling and believing were somewhat absent. The lack of the socio-emotional dimension in the discussion aligns with evidence presented that global citizenship competencies in the Philippines curriculum focused heavily on the cognitive and behavioural domains (Gime, 2020). Participants also described global citizenship as a learning opportunity for both students *and* teachers. One said:

> '…this is [also] a learning area for adults; you can't give what you don't have…having knowledge of different cultures to enable us to fully interact with others.'

It is therefore important to consider this comment and recognise that teachers and students are often learning together regarding global citizenship; acknowledging this is fundamental to seeing learning as a partnership, not a 'transmission model', and this notion is central to GCED.

South Korean workshop participants were asked to describe what global citizenship means to them. Responses were high-level, with existential, spiritual, and philosophical undertones, for example, 'restoration or recovery of humanity,' '[a world where] our collective wellbeing is restored', [where we] 'align for peace, climate change'; 'practise the universal values common to humankind - peace, human rights, justice, and [appreciation for] cultural diversity'.

These ideas might reflect a depth or tradition of thinking and engagement in global citizenship that typified the cohort of South Korea participants as highly experienced global citizenship teachers with a collective 136 years of teaching. Others highlighted the range of skills and competencies associated with global citizenship such as active and intentional communication for collaboration and peaceful co-existence, empathy, and knowledge about the rule of law.

The definitions implied that global citizenship begins as an innate quality, bestowed by a common humanity, and is fostered '*from the place of life where you are stepping forward*.'

When Australian participants were asked what global citizenship means to them, almost all offered a tripartite description of cognitive, affective, and behavioural domains relating to peace, equity, justice, inclusivity, and environmental protection. This is likely due to the cohort's experience in educational programming, research, assessment, and teacher professional learning; several participants were experienced in developing global citizenship frameworks for learning for schools and systems. Other defining features of global citizenship provided were connecting ideas and critical thinking about inequities; knowing the reasons for differences; preparing students for a time beyond the present which will require certain skills knowledge and dispositions and

acknowledging the key role of agency in defining global citizenship. One participant said:

> '…Knowledge is important, but a core part is agency, the willingness to want to make a change, the importance of collaborating with people, particularly those that are impacted. A lot of the schools I work with, it's about solutions and getting young people to see that they can make change, but sometimes we are not [getting] to the root causes of things and only focusing on the symptoms, so I think agency is about wanting to have that transformative change. It's at a local and global level, and applies to everyone, every day.'

Several participants described global citizenship enactment contexts comprising local, regional, national, and international levels, and one participant offered a definition with 4 elements: critical thinking, interconnectedness, the socio-emotional dimension of belonging to humankind, and an action orientation.

The 'values' component of global citizenship was noted by participants as challenging for teachers who are accountable to a school community where discussions with children on certain topics might be perceived as imparting personal values. One participant offered a way to navigate this as follows:

> 'it's a shared challenge for educators and students - finding the balance regarding not enforcing views and values, but if we are serious about school cultures that foster inclusion and equity, we are already inserting a flag and stating what we will and won't tolerate and accept. One of the big things I have learned is developing dialogue skills, normalising these types of discussions knowing that no one has all the answers. We all have different experiences and perceptions. Developing the skills to have dialogue about difficult topics rather than debate. When coming at it from this angle it creates more openness.'

These results reflect the literature about global citizenship; that it is a contested term lacking an agreed definition, and understandings are diverse, multifarious, and often contradictory (Davies, 2006; Goren & Yemini, 2017). Reviewing global citizenship through the SOLO Taxonomy (Biggs & Collis, 1982) lens offers a new way to move the field forward toward consistent and high-quality implementation by looking at depth of understanding and connections between ideas rather than the inclusion of certain themes or topics.

Enacting global citizenship in the classroom

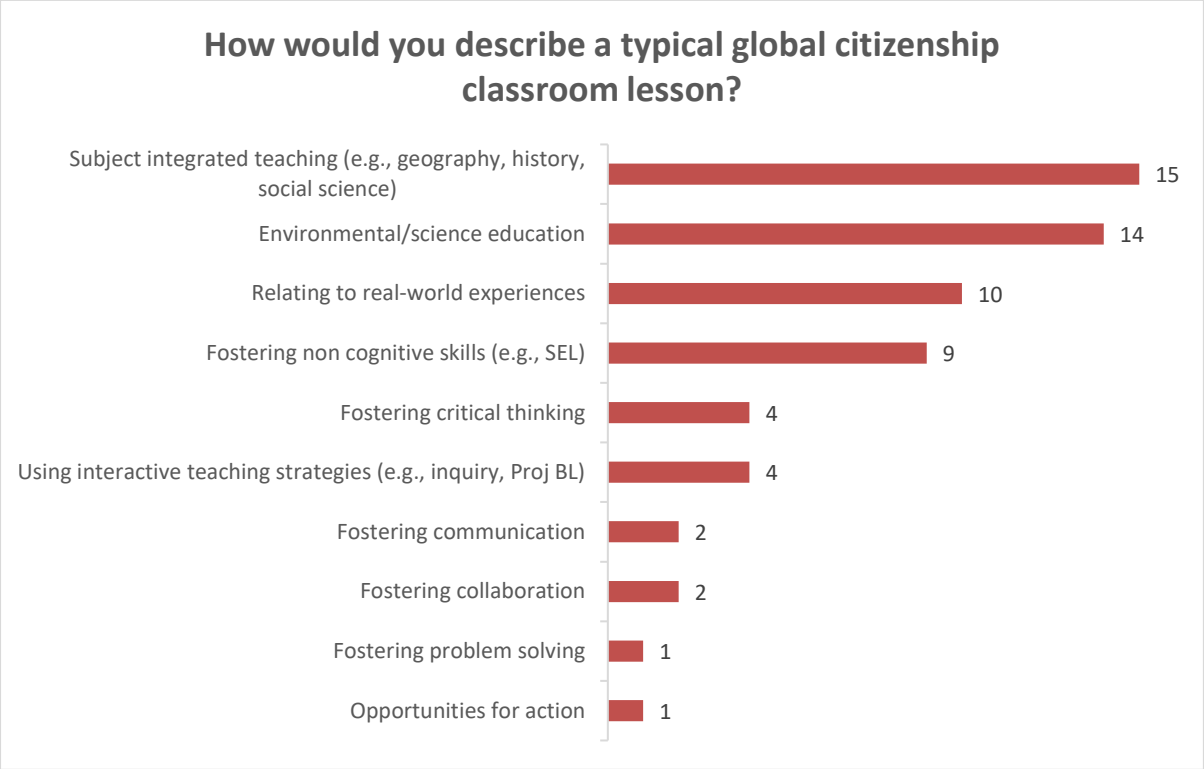
The questionnaire was designed to collect data on teachers' experiences providing students with the opportunity to strengthen or practice global citizenship at school. Respondents were asked 'How would you describe a typical lesson in your classroom that aims to foster global citizenship?' A total of 54 complete responses were provided[10]. Responses were grouped inductively according to emerging themes, namely: pedagogical approaches or teaching strategies; subject types, real world experiences, and skills development. The most common description of GCED classroom enactment

[10] Note that some descriptions aligned with multiple categories and are therefore included more than once.

was via subjects such as history, geography, general studies, and other subjects within the broader area of humanities and social sciences (HASS). Examples are provided here:

> 'I would develop lessons to give a deeper understanding of the essential elements to human survival in the range of geographical and socio-economic environments across the globe alongside the political differences and histories and their impact on people.'
>
> [Translated from Korean language] 'We strive to structure lessons using history, scientific inquiry, etc. for critical understanding.'

Figure 5 Descriptions of typical global citizenship classroom lessons



Environmental/science education was afforded its own category due to the number of descriptions, and the literature suggests that many view environmental protection and global citizenship as interrelated (Ferguson, Roofe & Cook, 2021). One respondent said, '*Looking at using our waste as sustainable fuel, looking at other's values, ethical discussions etc.*' Another said:

> 'A typical lesson that builds a sense of global citizenship in my primary science classroom would often be linked to the physical environment and biodiversity or the physical environment and natural resources. We would often speak about environmental issues and ways they as primary students could act at a local level (school or home) to make a positive impact or difference.'

These results are promising as one of the enabling conditions for effective GCED described in the literature was 'subject integrated teaching'; specifically, the planning and implementation of subject integrated teaching is led by the teacher (Olovsson, 2021). Some of the responses included phrases such as 'I always try to include…' and 'I would develop lessons to…', which may suggest that teachers played an active role in planning and implementation.

Results converged with the literature on pedagogical enablers to effective GCED, in that respondents described developing transversal skills (Reyes et al., 2018) and acknowledged the context for learning that global citizenship offers, for example:

> 'In my classroom, I would underpin the lesson planning with the ethos of empathy - delving deeper into diversity, equity and inclusion first. I believe this sets the groundwork and provides a lens for students to start critically thinking about the issues that are important to them. Such issues can be explored through inquiry-based learning - where I aim to expand my students' research and critical thinking skills, which will arm them with the tools they need to be a global citizen.'

Respondents were asked why they thought their global citizenship lessons worked well, which yielded some interesting results regarding key areas that relate to effective GCED. Responses were grouped inductively by emerging themes, and there were 4 key reasons cited by respondents related to GCED efficacy. These were:

- **Making connections**: with student's lives by investigating a 'real world relevant topic', connecting the concrete with the abstract, making connections from the known local to the unknown global; connecting with what matters to them.
- **Engagement:** activities are fun and engaging, challenging, inclusive, interesting, active, and promote agency, for example: 'Students have choice about what they want to learn more about and are then able to share their new knowledge with others, in turn educating everyone in the class.'
- **Fostering transversal skills**, such as empathy, self-efficacy, action based on knowledge, skills to be globally competitive.
- **Using certain teaching strategies**, such as establishing a clear learning intention, a context for communication skills development, and integration across classes.

Results are presented in Figures 6 to 9.

Figure 6 Why global citizenship lessons work: making connections

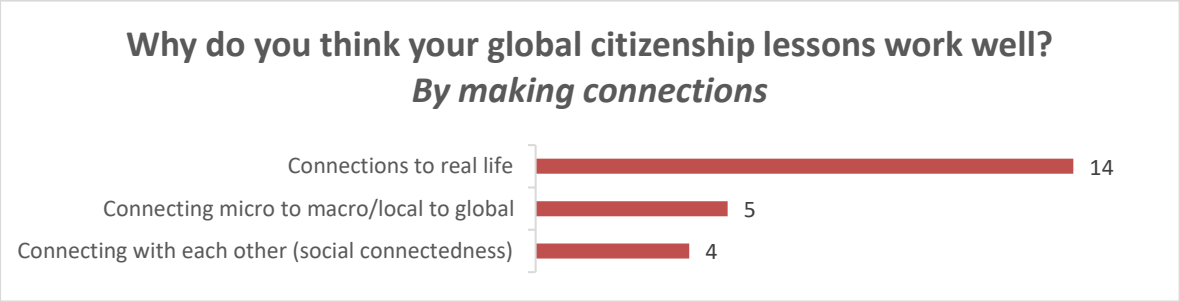


Figure 7 **Why global citizenship lessons work: engagement**

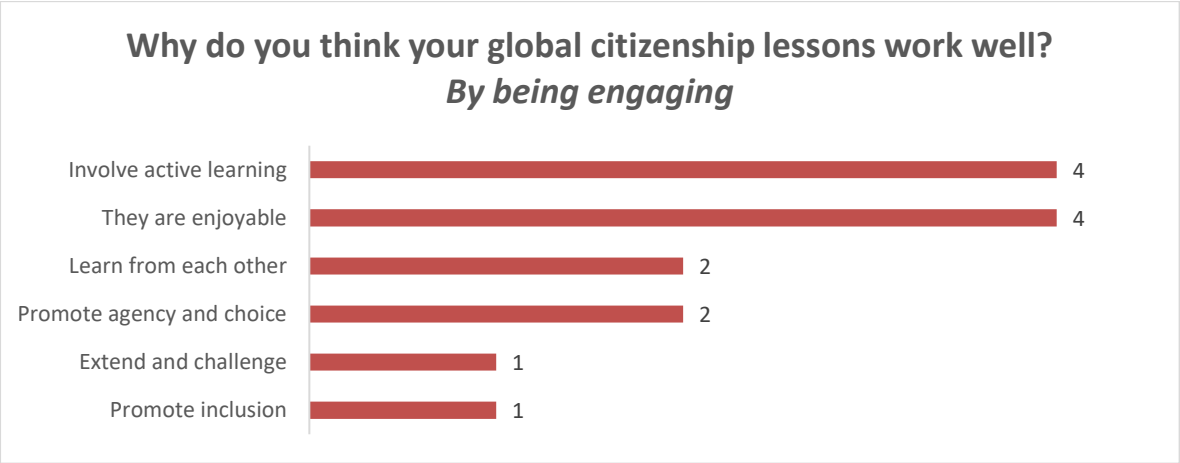
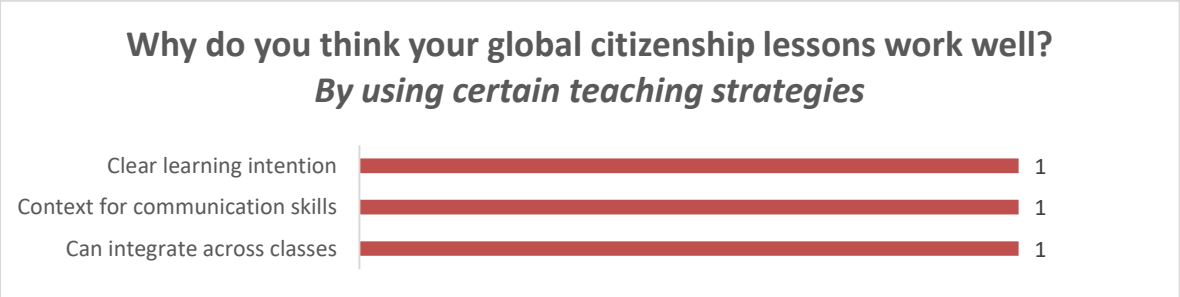


Figure 8 **Why global citizenship lessons work: transversal skills**

Figure 9 **Why global citizenship lessons work: teaching strategies.**



Of the 54 responses to the question regarding why global citizenship classroom activities work well, the highest proportion related to making connections (54%); to the 'real world', to issues and phenomena outside their immediate community, and to each other. One respondent said '*Activities such as these work well because students have a real-world, relevant topic to investigate. The outcomes can make a real difference.*' This is encouraging as interconnectedness is an acknowledged central theme of global citizenship.

When asked about pedagogies to foster global citizenship, responses from Philippines FGW participants included '*immersion*,' '*pedagogies that use inclusive approaches*' that

recognise each learner and their unique insights, '*asking learners for their personal insights in order to get their attention*,' '*using devices*', and meeting them at their level, showing interest to foster positive relationships. One participant said:

> 'I make it a point to do lessons using game-based learning, I try to use games, improvise, so they could learn the concepts better. A much as possible I would give [learners] performance or project tasks, which they would really engage with the community. We are already on our 3rd quarter, and we are discussing in Grade 10, the concept of gender. The project I gave them was to make a short film about how they as students and responsible citizens can promote respect to diversity of genders and respective preferences, so I asked them to take time to understand these concepts and gauge what the community has to say about this so they could really answer the question.'

Another participant said global citizenship pedagogies are those that '*address cognitive, social, and emotional [facets of learning] and are aligned with other pedagogies such as peace education, to empower learners to be more holistic, and open to the existing realities in the communities and the interconnectedness of what's happening with other communities*.' Another participant highlighted the challenges of inclusive and differentiated teaching approaches for teachers, but maintained that they were the key to re-engagement, especially post-pandemic where many students have disengaged from learning.

When asked about pedagogies that foster global citizenship, South Korean FGW participants described student-centred active learning that is situated in the context of one's village, town or region and carried out as projects that involve fostering communication, collaboration, and problem-solving skills in authentic ways. One participant described their global citizenship lesson as follows (translated from Korean language by APCEIU):

> '[It] started with the idea that students were banned from taking bicycles to schools, due to neighbourhood concerns. The problem was that for children in that area, school was too close to take a bus, too far to walk. Mr Park[11] asked students to attend a council meeting to share their opinions and in the end, their right to take bikes to school was reinstated. In the process they had to explain why it was needed but they also learned about safety in the process, what was missing (traffic lights etc). It was a project-based learning activity, and they had to write a petition to City Hall to change the unsafe environmental features [that were affecting their ride to school]. The project involved visits to NGOs for them to learn about different issues; environmental, political action, which were included thematically in the project. They themselves had a chance to exercise their rights as a citizen, understanding that they are young, they are not official [voting] citizens [yet], but potential citizens [within input into the decisions that impact them].'

Others agreed with Mr Park, that global citizenship pedagogies are experiential, using authentic audio-visual materials, they are relevant to students' lives, and involve investigation, discovery and resolving issues in schools, villages, or regions. One

[11] Pseudonym.

described how GCED involves subject-integrated teaching to develop transversal skills, using '*critical teaching methods.'* They explained as follows:

> 'I believe that critical teaching is the process of discovering facts and feelings that students were unaware of. To this end, understanding emotions and situations through theatrical activities that put the issue in context, discovering the roots of current problematic issues through history, and classes using scientific data expand students' thinking and promote global citizenship. I think it has the effect of enhancing understanding.'

Another participant described how the class must be a safe and supportive environment to foster high-level communication skills. '*I think it starts from the peaceful class management. Students need be able 1) to talk about their own discomfort and conflicts in the class, and work together to resolve these conflicts; 2) to make common assignments and have an attitude to practice together; and 3) to share and empathize the pain and pleasure of friends. I think it is what you can do as the basis.'*

Australian FGW participants were asked about pedagogies that support GCED and responded that there were several things to consider. One participant said that when working with different types of schools, no single pedagogical 'type' works, so '*we need to approach it from an intersectional point of view'*, noting that if we understand individual's and group's unique composition of social categories, we will know how to respond. Another participant said that inquiry- and problem-based approaches have been useful when engaging with and addressing school and community-based problems. One participant described visible thinking routines developed by Harvard Project Zero and culturally responsive pedagogies are impactful GCED strategies. A question was posted about classroom diversity or lack thereof and its impact on effective GCED. One participant responded that diversity is ubiquitous and can be invisible, and as teachers our role is to support students to unpack and understand culture:

> 'It's an important question. [I have learned that] culture is more than nationality, ethnicity…if you are in a homogenous group, it's about creating space to see that there is cultural diversity within that group, regarding age, ability, sexuality, gender, interests, there is more diversity here [than what you might think] there was. You might not have as many [visually apparent] differences but they are there… Culture has many different layers, and shapes our perspectives, we need to help all students to see that it's relevant to them.'

Assessing global citizenship education

Philippines FGW participants were asked about how to assess global citizenship. One participant said that assessment needed to be a designated responsibility [in a school] to collect evidence; 'like any inquiry cycle whereby we investigate and design, implement, evaluate, and revise'. One participant reflected that the system prioritises numbers (scores and rankings) over other forms of evidence, which inhibits global citizenship assessment. They said, 'assessing global citizenship depends on the standards we have agreed upon…we tend to forget other aspects of learning; we have to consider other [ways] of collecting evidence such as gathering people's voices.'

When asked about assessing global citizenship, South Korean participants acknowledged the difficulty in doing so. One said that assessment equals standardising, and that this is incongruous with global citizenship. Several participants proposed ways to assess global citizenship as pre and post attitudinal surveys, peer evaluation, self-evaluation, summative assessments of global citizenship-related knowledge, and '*presentations by students of their knowledge gained from social participation classes*'. One participant suggested longitudinal studies that collect data on school leaver destinations as a valuable way to capture the impact of GCED, noting its longer-term transformation learning objectives.

When asked about measuring global citizenship, Australian workshop participants noted the challenges in measuring the affective and behavioural domains as more challenging than the cognitive dimension, when considering traditional forms of assessment. One participant said that global citizenship is contextual and difficult to compare when it relates to opportunity and access, as follows:

> 'How do you measure [when] one student is doing a great job leading the school's environment club, and another is doing a great job looking after their siblings so they might not be able to do extra-curriculars? Some things I have seen that have helped have been journals, folios for students to reflect on the different skills or attitudes that they are working to develop. [Others] include peer and teacher reflections for more insightful data…asking questions such as 'when is a time when you thought you demonstrated empathy?'

Another participant said that pre and post evaluations are important when trying to ascertain if you have had an impact, and self/peer reflections are useful also. The facilitator stated that it is important to consider good assessment principles as follows:

> 'Define what you are measuring in a scientific way, identify the key dimensions, and break these down even further, and finally, assess the things you can see in a classroom; there is no point talking theoretically – if I am looking for a particular action or behaviour, ask what [method] might give me those data.'

Responses suggested that there *are* lots of potential ways to assess global citizenship, but also some reticence about assessment in general. This is likely perpetuated by system demands on schools to assess certain skills in certain ways that may be incongruous with teaching. The implication here is that assessing global citizenship might reduce teacher autonomy and the efficacy of global citizenship teaching and learning if it is done in reductive ways.

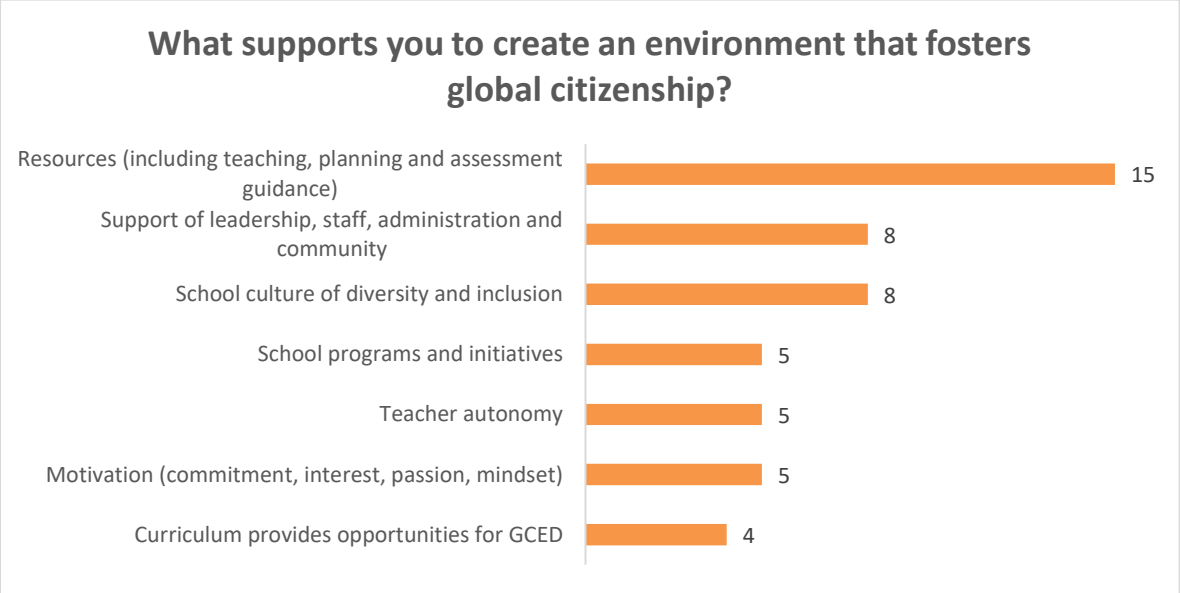
Enablers to fostering global citizenship in schools and classrooms

The questionnaire sought to gather data on the extent to which the survey respondents' schools provide an enabling environment for students to strengthen their global citizenship skills. Informants were asked 'Thinking about your classroom, school and community context: What supports you to create an environment that fosters global citizenship?'

A total of 48 responses were provided to this question and were grouped according to theme[12]. The most common enabler cited was categorised as 'resources' (30%), including books, technology/devices, internet access, financial, and guidance regarding teaching, planning, and assessment.

One respondent said an enabler was, '*the resources to provide individualised learning experiences. Connections with the global community*.' Another stated, *'[the] things we have in place to support teachers include competency rubrics based on citizenship to guide teachers towards a narrow focus on citizenship, making it easier to plan for school-based unit plan templates that include global citizenship as one element to be considered; [and the] requirement for lesson goals to specify a competency focus.'* 'Resources' hereby incorporates the knowledge and skills to monitor and evaluate GCED efficacy. In instrument design, consideration should be given to distinguishing different types of enabling resources to better identify which types of resources are needed and those that are closely linked to efficacy.

Figure 10 Enablers to fostering global citizenship learning environments



The enablers identified by survey respondents aligned with the literature on effective GCED in most areas, such as values and attitudes (motivation), knowledge, skills, assessment, and pedagogical practices (resources), and collaboration (support).

However, respondents described two additional enablers; a group of responses categorised as 'teacher autonomy' and a group categorised as 'school level initiatives.' These categories could be considered school-level enabling factors given that teachers may have little ability to influence these. Teacher autonomy was described as the freedom to select and implement school-based units, creativity in the delivery of science, social studies, and religious studies according to global citizenship values, organising

[12] Two responses were included in 2 categories making the total 50.

the class according to teacher's intentions, and independently operating the curriculum by teachers. School level initiatives were described as school programs and activities as enablers to fostering global citizenship. These included: Sponsoring children locally or internationally; giving/donations; international guest speakers; school recycling programs; international sister schools; international exchanges; water and sanitation hygiene programs; being a 'UNESCO school'; preparation of picture books relating to the UN SDGs; extending library use for GCED; and eco-school activities including creating gardens and using compostable materials.

Philippines workshop participants were asked how schools can create a positive and supportive global citizenship learning environment. Responses included: by encouraging school-community connections, having school-based programs that showcase different international cultures, through a whole school approach, embedding global citizenship in curricula, and through inclusive practices. One participant highlighted the central challenge is '*not knowing what [global citizenship is], but not how [to implement] especially in schools without supportive and interested stakeholders*.' They asked, '*should global citizenship be a [compulsory] subject?' and stated that 'in the Philippines it is an emerging idea, not all learning areas have explicit [global citizenship] integration in the curriculum'.*

Regarding how schools can support teachers to foster global citizenship, one South Korean respondent had an insider's perspective as a principal having done exactly that. They said, (in Korean language, translated by APCEIU):

> 'Under [my] leadership [my] school has a program called a whole school approach and [my] school has a special designation by the metropolitan school office as a UNESCO School, which enables a whole school approach; within the list of subjects, various aspects of global citizenship are integrated. In particular, the school library is used, [I] requisitioned 400 new books on the SDGs and audio-visual materials so they can be used for various activities in the school.'

The respondent highlighted the need for strong leadership, high-quality relevant resources, partnerships, and a school-wide approach.

Another participant stated that the school culture is key, and should be reflected by implementing policies that enable global citizenship ideas to be fully realised in the school, such as peaceful conflict resolution: She said (in Korean language, translated by APCEIU):

> 'A few years after 2015 and the SDGs [the creation of SDG 4.7], there were a growing number of policies at the provincial and metropolitan office which include global citizenship as a main goal of education. Centralisation is changing, but relative to other systems, for example, Australia, South Korea has a more centralised system. Once you have [global citizenship] as a main goal in education policy, schools plan their own curriculum and ensure that it is aligned with the provincial and metropolitan education policies. Accordingly, you can say that in [South] Korea, global citizenship is mainstreamed to a certain degree and recognised. The problem is that it does not guarantee a school culture that [recognises and appreciates] global

> citizenship, and [I] am serious that the school culture must be changed, and cultural transition takes time to [occur]. So when [I] returned to the school as Vice Principal last year [I] suggested to teachers a focus on [restorative justice]; that is when you deal with school violence there are two approaches, one focused on punitive/punishment and one on [resolution]. The latter is about making sure that every party to the problem reflects on their own actions, and everyone wins. Not just the victim but the offender. Even when things happen, they can rebuild the community and look after one another.'

In response to a question about how governments could support schools to foster global citizenship, South Korean teachers' responses included being supportive but minimising interference, by '*encouraging teachers' autonomy and professionalism while demonstrating the importance of global citizenship education for the growth and development of children*.' Others said that teacher's workload should be reduced, reduce class sizes to allow meaningful interaction between teachers and students, simplify administrative procedures, and give teacher autonomy in organising the curriculum. These responses indicate significant system level barriers preventing GCED implementation that are not easily surmounted.

One participant said that emerging trends in education sometimes cause changes to system-level support, which can negatively impact implementation. She said (in Korean language, translated by APCEIU):

> [In South Korea] something can be popular for some time and then something else will come along. [My] school is in the metropolitan area and global citizenship was considered hot in 2015, however in recent years, governments are favouring terms such as transformative education for ecology.

Another participant commented that the bottom line (conceptual framework) is essentially the same and concurred that sustainable and firmly grounded support from government is important for effective GCED implementation.

Australian FGW participants were asked about system and school level enablers for global citizenship. One participant noted that within large schools, opportunities global citizenship activities are sometimes limited and only available to certain classes such as those nominated as high achieving (see Ozbey & Karduz 2023 on the relationship between global citizenship and gifted/non-gifted students). Other enablers included leadership support and a whole of school approach with structural mechanisms or committees to implement and review the impact of global citizenship programs over time. One participant said that even when teachers are provided with the resources and support to implement global citizenship, they have little time to consolidate their new learning and plan lessons; leadership needs to provide teachers with time and space to embed new learning into practice. Another participant noted the importance of having a shared language about GCED, and that certain words can hinder understanding, for example ''*global,' which is often taken to mean 'over there*.'' When asked about the differing levels of global citizenship capacity in teaching cohorts, respondents said that it is important to work with champions or early adopters and provide support to them to develop their skills, rather than offering support to everybody based on an assumed equal skill level.

One participant referred to 4 features of globally competent schools as: those whose environment reflects their stated values; those that have a culture of leading and learning in global citizenship; those where global citizenship is embedded in curricula and co-designed with teachers and students, and those that connect and collaborate with community resources.

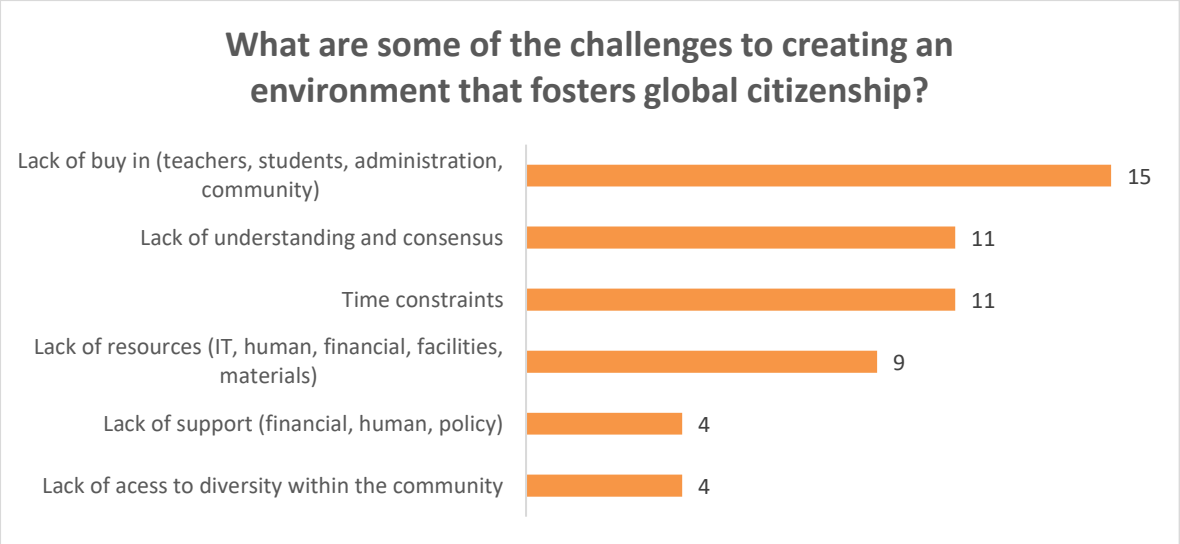
Responses highlighted the holistic nature of global citizenship enactment, that it involves system, school, and community participation. This suggests that effective GCED extends beyond the teacher and classroom and depends on a range of stakeholders for efficacy; that a holistic concept requires holistic interpretation.

Challenges to fostering global citizenship schools and classrooms

Respondents were asked 'What are some of the challenges to creating an environment that fosters global citizenship?' A total of 54 complete responses were grouped according to emerging themes. The most common challenge cited by informants was categorised as 'lack of buy in,' by teachers, students, administrators, and the community. Responses included: a general lack of interest, closed mindedness, bias, low prioritisation of GCED, disinterest by students, parochial views, lack of understanding about how global citizenship relates to or concerns me, indifference by administrators and parents. These views were described as perpetuated by countries different value systems, news, and media, and that *'racism still exists among older generations.'*

One respondent said, 'It depends on the year level and their understanding of the topic, but sometimes it can be as simple as 'I'm just not interested in anything outside my local community.'' Another said [translated from Korean language], 'Administrators and parents are often indifferent'.

Figure 11 Challenges to fostering global citizenship learning environments



The challenges identified by respondents to the survey align with the literature in all key categories except 'lack of buy in.' However, 'buy- in,' characterised as 'support of

leadership, staff, administration, and community' was identified as a key enabler to fostering global citizenship learning environments by both respondents to the survey and within the literature. Given that the literature comprised studies of effective GCED, stakeholder buy-in was a key feature in the success of programs rather than a noted absence.

Several respondents cited administrative burdens as inhibiting GCED implementation (included in the categories lack of understanding, lack of resources and lack of support), however administrative burden was not found as a challenge in the literature (but administrative support was identified as a school-level enabler). Other challenges cited in the literature which were not included in informant responses were top-down policies that create additional burdens on teachers who do not know how incorporate GCED into lesson plans and teaching practice (Cho, 2017), and when global citizenship related concepts, content and skills are integrated across learning areas via CCPs and general capabilities, they run the risk of being overlooked (Dyment & Hill, 2015).

Additional questions

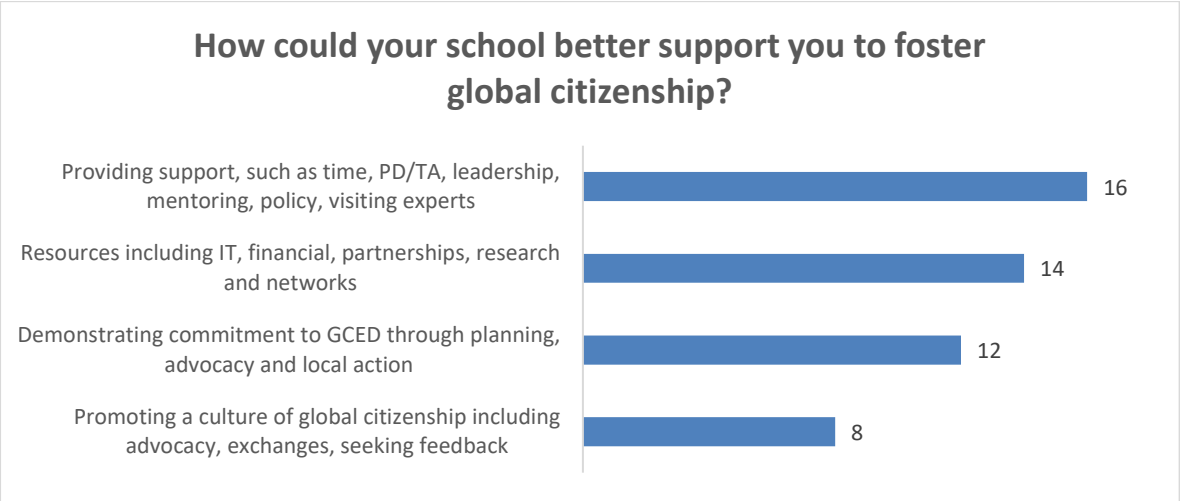
The questionnaire included 2 final questions; How could your school better support you to foster global citizenship? And, finally, if there were no restrictions, what would you do to provide your students with the best possible opportunities to strengthen or practice global citizenship? These questions were designed to better understand teachers' needs in order of priority and understand how access, opportunity, and system levers influence enactments of global citizenship.

There were 45 complete responses to the question 'How could your school better support you to foster global citizenship?' The highest priority need was categorised as 'providing support' (32%). Within this category there were a variety of needs described, such as time, professional learning, liaising with other educators, shadowing, leadership, mentoring, technical assistance, expert speakers, financial assistance, reduction of work, securing educational research time, protection and support from external pressure related to global citizenship, professional learning communities, school principal support.

One respondent said:

> There must be a support in the implementing body by endorsing engaging global citizenship activities for the students, and resources.' Another stated 'an outreach/community link able to make the types of partnerships we would like to have with students for specific units, and find us a [expert]…[for example]…a Marine biologist working in our local Marine Environment to come and talk with them about the impact of human activity on this environment; Year 4 will investigate cultural stories in Term 2 - we would love a local Elder to come and talk about traditional stories from our local area.

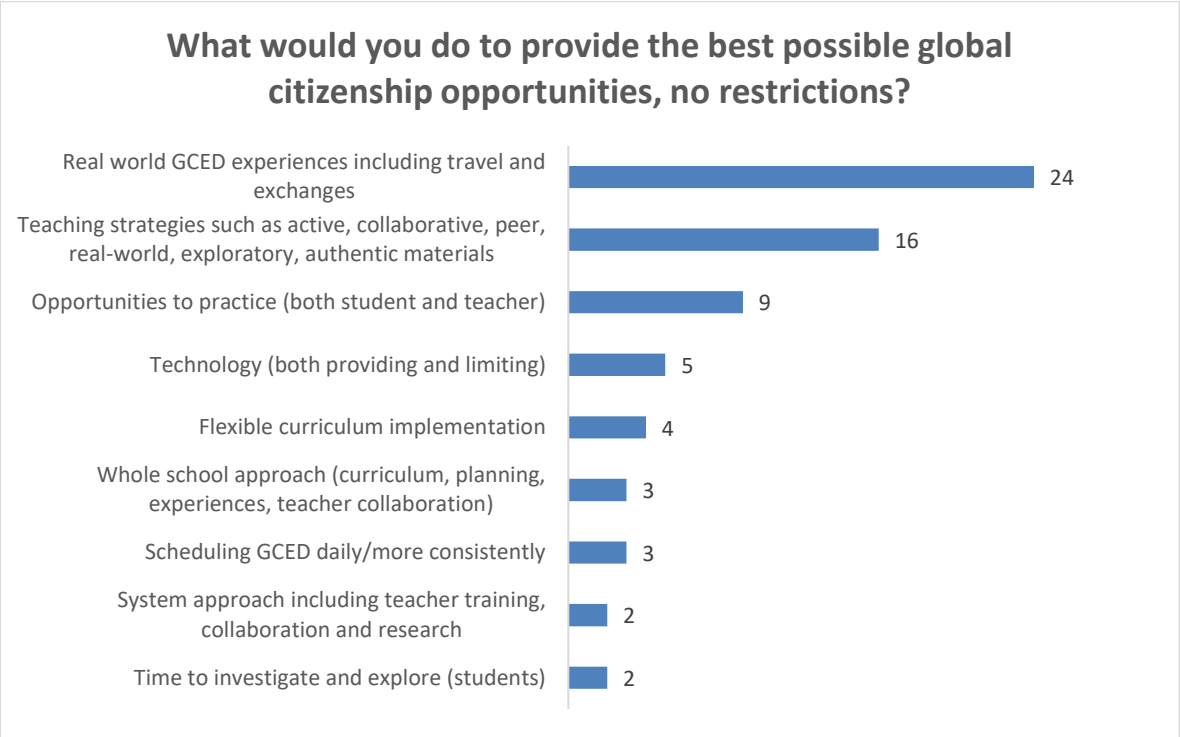
Figure 12 School support to foster global citizenship



Noting the variation in responses, they could be used to create a question where needs are prioritised by respondents. This would advance understanding about priority of needs under the category 'providing support.'

The final question included was 'Imagine that there are no restrictions (time, resources or other) on how you facilitate learning. What would you do to provide your students with the best possible opportunities to strengthen or practice global citizenship?' There were 47 complete responses to this question which were categorised inductively by emerging themes. Some responses were coded to multiple categories.

Figure 13 Best possible global citizenship opportunities for students, no restrictions



The most common responses to the question were categorised as providing 'real world experiences' including travel and exchanges (35%). Respondents described food fairs, field trips, excursions, sharing cultural experiences with other cultural groups, sister school exchanges, talking to classes around the world, pen pals, and joining international and national clubs.

However, also within this category were learning experiences focused on mental and emotional rather than physical journeys, for example *'detailed and applied knowledge about the lesson [and] [applying] the learnings in real life'* and [translated from Korean language], *'daily reading of news articles that is happening around the globe. This can be either online or by having them cut articles from newspapers or magazines*.' One respondent described local action, namely '*Involve [learners in] activities that will give them voice and action in our community through participating in Barangay sessions and youth clubs.'*

Survey responses regarding real world experiences such as travel, and intergroup contact demonstrates the commitment to the notion that the 'global' in global citizenship involves seeing and experiencing the world. However, the literature did not, to a significant extent, include cross-cultural exchanges or intergroup contact as enabling factors to effective GCED. A greater emphasis was placed on critical frameworks for learning, values-based education, transversal skills, openness, empathy, and personal commitment to global citizenship. While certain skills and dispositions can be fostered through cross-cultural experiences, it is possible that instead, experiences reinforce stereotypical and prejudicial thinking. As important, or perhaps more so, are the critical frameworks for learning that shape experiences.

The second most common response to this question described the types of teaching strategies needed to foster effective GCED, such as 'exposure to information and building resilience, decision making and investigative skills' and [translated from Korean language], '*If there are no restrictions, I want to create enough opportunities to feel emotionally conscious. I think it will be an effective class if you visit scenes related to current social issues, see, hear, feel, share your thoughts, and put them into practice.*' These findings align with the literature which finds pedagogies that support effective GCED are those that are experiential and transformative (Fricke & Gathercole, 2015; Buchanan et al., 2018; Reyes et al., 2018; van Werven et al., 2021).

Conclusion

Results from the questionnaire and FGWs revealed that participants' understandings of global citizenship are extremely diverse, and more likely to comprise a list of global citizenship-relevant ideas (60%) than a description that relates these ideas to each other or extends them to a new area (17%). It is reasonable to hypothesise that understandings may impact enactment and more cohesive descriptions may be associated with more intentional enactment. Respondents provided their understandings and challenges as one, which suggests that defining global citizenship cannot be separated from the difficulties in doing so. Open-ended questions proved useful due to the detail they provided, offering insights into the respondents understanding of the 'what, why and how' of GCED. This detailed unpacking is critical to explore diverse understandings of a contested and composite term like global citizenship.

Half of respondents described a typical GCED lesson as incorporated within core learning areas such as history, geography, science, and social science. This is a promising finding, particularly in Australia, where researchers have argued that locating global citizenship content in cross-curriculum priorities and general capabilities as resulted in a marginalisation of global citizenship (Buchanan, Burridge & Chodkiewicz 2018). Study participants here described how they could relate global citizenship content and competencies within existing learning areas.

Study participants' descriptions of enacting GCED were richly descriptive and valuable, and clearly highlight its complexity and the range of classroom, school and community enablers that underpin quality. Qualitative data such as these have an important place in fully understanding GCED which cannot be replaced by quantitative methods.

GCED assessment was perceived as problematic by study participants and potentially reductive if traditional methods were employed. This reflects the literature on global citizenship assessment which advocates for meaningful, consultative, and diverse approaches (Mansilla & Jackson, 2011, Binkley et al., 2012; Bourke & Mentis, 2014; Commonwealth of Australia, 2008; Jago, 2009; Perso 2012, Oxfam 2015). Participants appeared to be the least confident about assessing global citizenship (compared with understanding and enacting) which suggests both a challenge and opportunity for further support.

The enablers to enacting global citizenship as described reflected the literature and their descriptions of GCED enactments. The range of enablers strongly suggest that high quality enactment of GCED strongly depends on a range of factors that extend from the classroom to the school, community, and system. Responses from participants in Australia, South Korea and the Philippines were notably consistent on this, citing individual classroom teachers' values, skills, and knowledge, as supported by leaders and schools, and in turn global citizenship-supportive policies, curricula, and community networks. These responses highlight the holistic nature of GCED enactment requiring a holistic classroom-school-community-system response, as presented hereafter.

6 Measuring global citizenship education readiness

This chapter presents a draft framework for monitoring and evaluating global citizenship. The framework is accompanied by key questions and themes for survey and interview instruments to be administered with teachers, school leaders, and system actors.

Literature and data revealed that effective or high-quality GCED enactment is a complex multi-stakeholder process. Accordingly, a draft monitoring and evaluation framework has been developed which considers the key features of GCED-supportive classrooms, schools and systems.

This framework can be expanded to create indicators for each cell, which teachers, schools, and systems can use to measure the extent to which their environments are supportive of effective GCED.

Table 2 Draft outline of global citizenship monitoring and evaluation framework

	TEACHERS	SCHOOLS	SYSTEMS
KNOW	• Teachers' global citizenship-related knowledge	• Supportive school based on deep knowledge of global citizenship related content by leaders and staff	• Informed evidence based global citizenship-related guidance, policy, resources, curricula, and support.
VALUE	• Teachers' global citizenship related dispositions	• Supportive school culture based on global citizenship-related values and dispositions of leaders and staff	• Supportive global citizenship values and cultures
PRACTICE: **Measure & Engage**	• Enact knowledge skills and values for effective global citizenship using appropriate pedagogical practices • Assess global citizenship including transversal competencies using a variety of strategies and measures • Collaboration with teaching peers, students, and school community	• Supportive leaders and school processes • Support teachers to assess global citizenship meaningfully, using rubrics and aligned with global citizenship and or transversal competencies • Support collaboration with teachers, students, community and NGOS	• Supportive policies, programs, resources, curricula • Policy, resources, and guidance supports good practice in global citizenship and transversal competencies assessment • Supportive collaboration with schools, students, partnerships, and resources

Qualitative interview questions for teachers

The following set of questions were trialled as part of this study, and can be administered in an interview protocol format, Padlet or open-ended online questionnaire, depending on study scope.

1. We are interested in your personal views of global citizenship. How would you describe what global citizenship means to you?

2. What do you think are the different aspects of global citizenship?

3. Based on these aspects, would you see yourself as a global citizen? If so, why/not?

4. We are interested in your experience of providing students with the opportunity to strengthen or practice global citizenship at school. How would you describe a typical lesson [or global citizenship unit] in your classroom that aims to foster global citizenship?

5. Why do you think that these activities work well?

6. We are interested in the extent to which your school provides an enabling environment for students to strengthen their global citizenship. Thinking about your classroom, school, and community context: What supports you to create an environment that fosters global citizenship?

7. Thinking about your classroom, school, and community context: what are some of the challenges to creating an environment that fosters global citizenship?

Prompting questions

- Can you provide more detail?
- Can you give me an example?
- Can you explain that a bit more?

Qualitative interview questions for principals

1. Can you tell me a little about yourself and your role at the school?

2. We are interested in your personal views of global citizenship. How would you describe what global citizenship means to you?

3. What are 5 words you think of when you consider the phrase global citizenship?

4. What do you see as your role in supporting teachers to enact GCED?

5. How do you prepare for supporting teachers to enact GCED?

6. Thinking about your classroom, school, and community context: What do you think might be some of the challenges to enacting GCED at your school?

7. Thinking about your classroom, school, and community context: What do you think are some of the things that currently support teachers' GCED enactment at your school? How does this provide support?

8. Imagine that there are no restrictions (time, resources or other) on your teachers or school. What would you do to provide your students with the best possible opportunities to strengthen or practice global citizenship?

Questionnaire options for teachers

The following set of questions for teachers relate to the above domain 'knowing and valuing'. These questions explore teachers' understanding of global citizenship as an enabler to effective implementation, values, and attitudes, as dispositions that underpin effectiveness, and background experiences, noting pre-service education that features high quality experiential GCED is an enabler to efficacy.

- Selecting from the following options, which best describes what global citizenship means to you.
  - Develop response options based on open-ended questionnaire.
- Open-mindedness: Willingness to incorporate new ideas and perspectives in my teaching practice (Agreement)
- Empathy: Willingness to consider and understand student perspectives and feelings even when they differ from my own (Frequency)
- Personal commitment: to integrate global citizenship in my teaching and learning and creating opportunities for students to become responsible, engaged, and active global citizenships (Agreement)
  - Rank the following topics for the importance for student's future success in career and life (literacy, numeracy, science, socio-emotional skills, digital literacy, health literacy etc)
- Frequency of opportunities in pre-service education to:
  - Engage in critical thinking about equity and inclusion
  - Participate in cross cultural learning opportunities
  - Engage in discussions regarding vulnerable populations in your country or others
  - Placement in diverse or marginalised communities
- Frequency of opportunities in professional learning to:
  - Foster intercultural communication skills in simulated environments

  - Participate in action-based research
  - Participate in inquiry-based learning
- How often have you participated in professional development related to global citizenship teaching and learning in the past two years (Frequency, never, once, a few, more than five)

Questions related to:

- Understanding of global issues
- Awareness of cultural identities/intersectionality
- Conflict resolution and peace
- Understanding how transversal competencies are best developed including communication, collaboration, creativity, and critical thinking

Pedagogical practices

Items on frequency of opportunities regarding:

- Students working together on shared problems
- Acknowledging and utilising knowledge about student knowledge and experience in planning and teaching
- Incorporating local or international events into teaching
- Reflective practice
- Building positive relationships with students
- Connecting current with previous topics
- Create connections between topics and learners' personal experiences
- Applying theory in practice
- Use of ICT in learning
- Interactive or hands on learning using rich materials
- Facilitate critical thinking in the learning process
- Activities where students take active roles in their school or community to address social issues
- monitoring of growth, differentiation, assessment of student skills

Selecting from the options: How would you describe a typical global citizenship lesson [or unit] in your classroom?

- Create scale using response from questionnaire comprising subject integrated teaching, environmental science education, relating to real world experiences, fostering non cognitive skills, fostering critical thinking, using interactive teaching

strategies, fostering collaboration, fostering problems solving, opportunities for action.

My global citizenship lessons/units are effective because they are (select options):

- engaging, make connections, using certain teaching strategies or foster transversal skills.

Professional collaboration

- Cross reference with professional collaboration features from this study.

Assessment

- Cross reference with assessment challenges and enablers from his study.

Challenges and enablers

- In what ways could your school better support you to foster global citizenship?
  - Use responses options as generated by questionnaire, namely: Support (time, PD, TA, leadership, mentoring, policy, visiting experts); Resources (IT, financial, partnerships, research, and networks; Demonstrating commitment through planning, advocacy and local action, and promoting a culture of global citizenship including advocacy, exchanges, seeking feedback.
- Create a problems scale (from not a problem to a serious problem) relating to fostering global citizenship from the challenges described in the evidence table OR select the top 5 problems hindering your ability to foster global citizenship in your classroom.
- Create an enablers scale from things that support you to foster global citizenship from most important to least OR select the top 5 enablers that support your ability to foster global citizenship in your classroom.

Questionnaire domains for school principals

- Values and attitudes/dispositions
- Leadership practices
- School level processes/community collaboration
- Challenges: include a problems scale from not a problem to a serious problem from the evidence table.

Questionnaire domains for system stakeholders

- Values and attitudes/characteristics
- Global citizenship program design, including teacher education institutions
- Policy/curriculum

7 Recommendations and next steps

This study responds to the identified need for enhanced tools and resources for schools and systems to monitor and evaluate GCED, in accordance with UN SDG 4.7. It builds on work undertaken by APCEIU, UNICEF, and SEAMEO by:

- Reviewing literature, curricula, instruments, and assessments from the GCED field relevant to the APAC region, with a particular focus on the Republic of Korea, Australia, and the Philippines
- Developing a series of questions relevant for teachers and schools based on readiness to enact global citizenship; and
- Posing the following recommendations for using these questions to monitor global citizenship enactment in the APAC region.

Recommendations

This report identified alignment between studies, namely SEA-PLM and ICCS on items including common GCED classroom activities. It may be useful to include some of these items in this study to enable comparisons across regions regarding the types of global citizenship classroom activities most frequently occurring. In addition, pedagogies that support GCED were found to be active, experiential, and project-based learning. It may be useful to seek permission and incorporate similar items to those included in the Organisation for Economic Cooperation and Development (OECD) Teaching and Learning International Survey (TALIS) regarding these pedagogical approaches, or compare TALIS results for the countries included in this study.

Evidence presented here strongly suggests that global citizenship is reflective of the context in which it exists (Cho & Mosselson, 2017). Accordingly, informant questions must be designed to capture context-specific differences within the key interview/questionnaire domain. A qualitative interview would capture this specificity and act as a useful basis to refine questionnaires. In addition, qualitative data provides evidence of what capacity looks like at different levels which can be drawn upon to develop a quantitative measure of GCED enactment. Questionnaires for teachers and school principals should take no longer than 45 minutes to complete (no more than 180[13] individual items). For students, we recommend a questionnaire take no longer than 30 minutes to complete (no more than 90 different items). However, this depends on the age of the respondents; this length might be too long for a younger cohort whose reading literacy levels will be much lower.

This study responded to research questions regarding the enabling conditions that support effective GCED; how these conditions can inform instrument development to

[13] Note that the teacher questionnaire developed by APCEIU has less than 180 items, however the student questionnaire had over 100 items.

measure system, school, and teacher readiness to implement GCED; and recommendations for Phase II. A key part of this work was describing what GCED efficacy looks like and what conditions underpin success. Included here is a literature review, the development of qualitative and quantitative research instruments, and analysis from a three-country pre-workshop questionnaire and workshops with teachers from Philippines, South Korea, and Australia.

Here we found alignment between the literature and primary data regarding the enablers and barriers to effective GCED, and consistency across evidence sources that teachers' understandings and descriptions of global citizenship enactment in the classroom ranged from superficial to deep. This distinction is also useful when reflecting on conceptualisation of global citizenship ranging from soft to critical (Andreotti, 2006). Further, although there were some common enabling conditions, teacher understandings were quite disparate, and efficacy was largely dependent on context and resourcing.

Evidence collated and questions presented here could be used in the following ways:

By researchers/educators: evidence and questions can be used by researchers and trialled in new settings to test the validity of the approach and continue to take the field forward. Further research could also examine education policy investments in the region noting related to educational technology and 21st-century learning as means to integrate global citizenship in teaching and learning.

Governments and government agencies: Governments of participating countries can use the evidence and recommendations from this study to inform understanding of the uptake and quality of GCED, the readiness of schools and systems to implement GCED in their country, and to inform discussions about future programming and investment.

Donors and development partners: Evidence from this study can be used by UIS, UNESCO/APCEIU, and other stakeholders to revise and expand guidelines on monitoring 4.7 in different contexts for different age cohorts.

This study has identified the ways in which selected Asia-Pacific countries frame, describe, and enact global citizenship and the challenges and enablers to doing so. This information can be used as a basis for donors and development partners to make strategic decisions about investment in the specific areas of GCED.

Next steps

The evidence presented above provides a strong basis to develop a series of questions for stakeholders concerning their readiness to enact GCED. These questions are presented at Chapter 6. Responses to these questions may be organised and coded to determine level of readiness. The types and stages of readiness suggest that a system readiness scale to monitor and measure GCED enactment would be useful ranging from latent to advanced, exploring critical indicators as presented here.

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

Finally, we suggest that this research should work toward developing a continuum rather than a dichotomous representation of soft or critical global citizenship, which might assist system stakeholders to understand and monitor the quality of global citizenship offerings.

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

This research will allow us to extend our understanding of GCED readiness across diverse contexts, contributing to SDG 4.7 monitoring. Phase II of the Study will result in the development of a GCED System, School, and Classroom Evaluation Toolkit and guidelines for stakeholders to locate their context and its enabling features on a continuum of GCED implementation from emergent to established to support understanding, uptake, and quality.

This approach builds upon ACER's work for International Baccalaureate (IB) International with Jacobs Foundation and Oxford University Centre for Educational Assessment, to understand the contexts that enable curiosity and creativity.

The primary research question to guide Phase II of this study will be:

1. What enabling conditions underpin system, school, and teacher readiness to implement effective GCED in target countries, and how can these support stakeholders to understand, enact and monitor global citizenship in accordance with SDG 4.7?

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

Secondary questions may include:

2. How do global citizenship conceptualisations and enablers differ in new partner countries and how does this expand our understanding of GCED readiness?
3. How can countries use a GCED System, School, and Classroom Evaluation Toolkit to increase understanding, uptake, and quality implementation of global citizenship, including situating their practice and charting a progressive path to higher quality?

Methods for Phase II of the study may include consultation and FGWs with new country partners on Phase I report and findings, pre-workshop questionnaire administration in Cambodia and Lao PDR, and the administration of the global citizenship enablers quantitative research instrument to 5 pilot countries. The findings from these methods will allow for the development of a preliminary report comprising of a synthesis of results of the qualitative research, which includes understandings, enactments, enablers, and challenges and how these expand on data collected in Phase I, and results of the quantitative instrument pilot.

Additionally, a final report will be produced, including a GCED System, School, and Classroom Evaluation Toolkit. Relevant SEA-PLM results, where available, will be referenced in the final report. Further, when OCED releases the global citizenship unit from PISA 2018, it can be aligned with this work. Given the inclusion of SEA-PLM countries, this study will provide a unique opportunity to understand the context for student and teacher questionnaire results. This research will allow us to extend our understanding of global citizenship education readiness across diverse contexts, contributing to SDG 4.7 monitoring.

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