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# MEASURING GLOBAL CITIZENSHIP EDUCATION IN SOUTHEAST ASIA: A SEA PLM APPROACH

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**GAML5**

October 2018

Hamburg, Germany



# Outline of Presentation

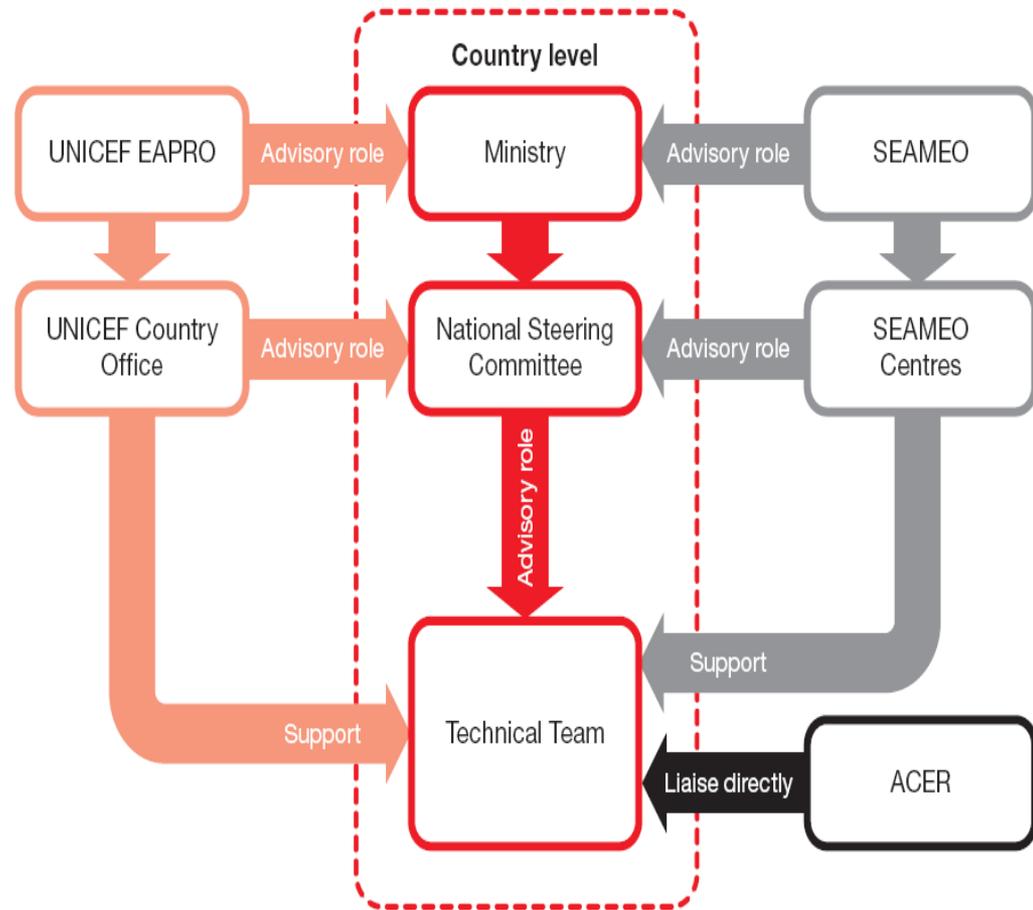
- I. INTRODUCTION
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- IV. REFLECTIONS ON GCED FIELD TRIAL OUTCOMES
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## What is SEA-PLM?

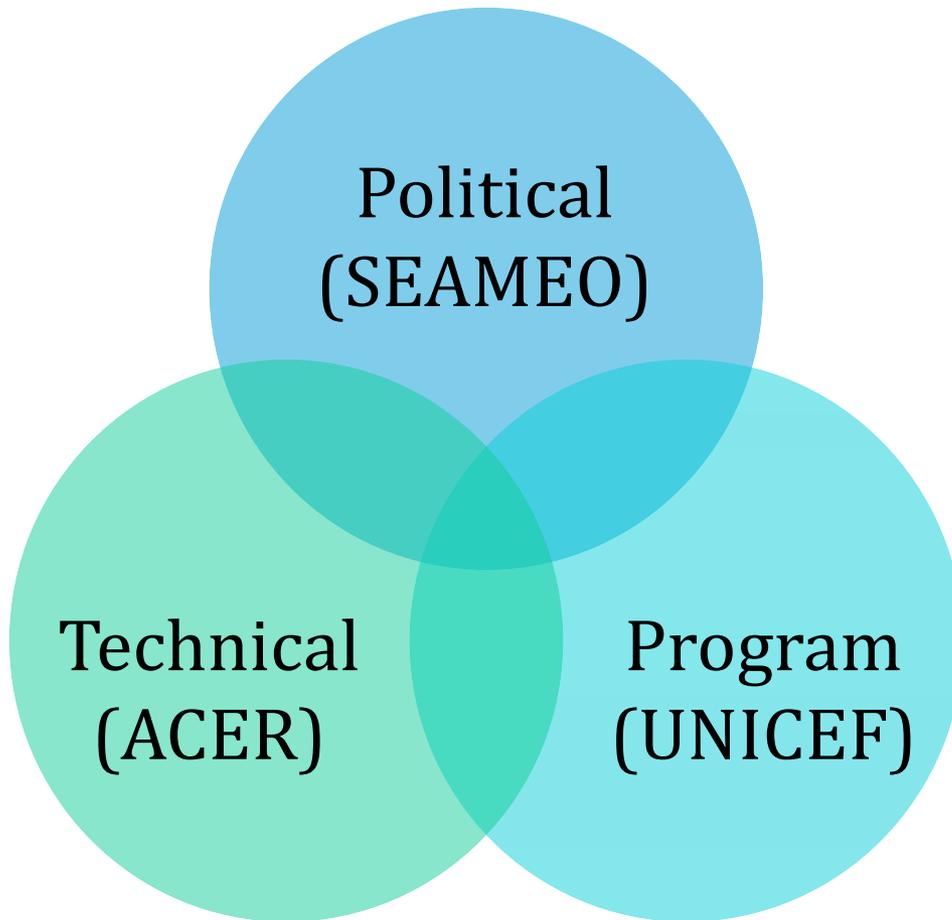


- The SEA-PLM serves the goal of improving quality of education through system level monitoring of learner achievements in SEAMEO member countries (11 countries)
- The initiative aims at supporting SEAMEO Member Countries to better measure and understand the status of learning achievement amongst the general population and for specific groups

# 1. SEA PL M Organizational Structure



# I. Implementing Partner



- SEA-PLM is led by SEAMEO & UNICEF with technical expertise by ACER
- Each organization provides support at regional & Country level
- These three elements (political/program/technical) ensures a solid foundation for SEA-PLM

# I. INTRODUCTION



1. The only assessment at regional scale designed to **measure progress in relation to the values and curricula of the Southeast Asian region**
2. SEA PLM assess **writing** across SEA languages
3. The only assessment in region to date to assess foundations of **global citizenship** and Southeast Asian values

# II. GCED FRAMEWORK

- *Audit of Curricula for the Southeast Asia Primary Learning Metrics (March 2016)*, an early issue confronted in developing an assessment framework for SEA-PLM was determining how to design and construct a single assessment program across all ASEAN member countries.



The design and approach needed to take account of the **similarities and differences in the curriculum frameworks** in each country for the four domains that were to be assessed through SEA-PLM: **Mathematics, Reading, Writing, and Global Citizenship.**

**Grade 5, Primary, the level currently targeted by SEA-PLM.**

- **Four contextual questionnaires** were administered as part of the field trial:
  1. A ***student questionnaire*** given to all participating students designed to measure contextual information, such as student characteristics, home background, school community, and perceptions of learning domains. In addition, it also contains questions designed to measure global citizenship values, attitudes, and behaviours of young students cross-nationally in the ASEAN region which is quite a new concept and approach.
  2. A ***parent questionnaire*** given to the parents of all participating students in the study. Parents were asked to complete detailed questions about the home background of the child as well as pre-school attendance and literacy and numeracy capabilities before entering schooling

# III.SEA PLM GCED Questionnaire

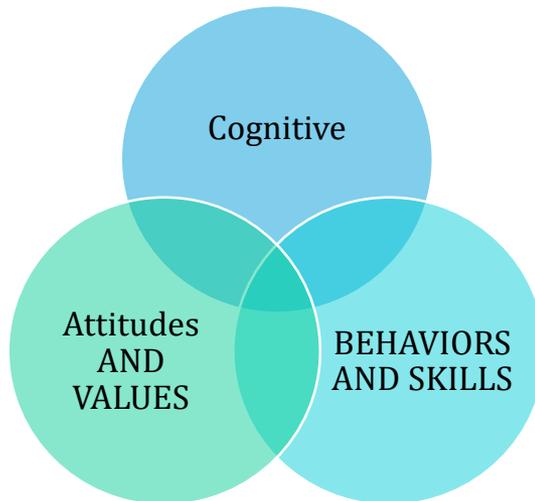
- **Four contextual questionnaires** were administered as part of the field trial:
  3. A **teacher questionnaire** given to all sampled Grade 5 teachers which gathered information about teacher background, professional development, teaching pedagogy, attitudes towards their school, classroom resources and classroom practices.
  4. A **school questionnaire** given to school principals (or nominated school representative) to report on the school context for learning, school characteristics, including the school climate, facilities and resources, teaching practices and policies, and community and social context.

The SEA PLM GCAF includes three measurement domains:

- Cognitive
- Attitudes and values
- Behaviours and skills

The three content sub-domains:

- GC systems, issues and dynamics;
- GC awareness and identities; and
- GC engagement.



***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.***



## IV. GCED SEA PLM QUESTIONNAIRE

- A student questionnaire was determined as the most appropriate and feasible instrument to measure the socio-emotional learning outcomes (attitudes and values) associated with global citizenship.

- *Examples:*

*Attitudes and values of students towards students with disabilities, climate change, level of identity and identification with other children locally/regionally/globally, and interactions between communities.*

## Sea plm Three questionnaire-item-development workshops

- Participants included content specialists, item development experts, research directors, and staff responsible for other research programs with similar objectives.
- Important considerations: alignment with the Global Citizenship Assessment Framework (GCAF), and considering question order, number of items, reading load, item formats, and response option formats.
- The data to be collected was about **students' attitudes toward concepts and content potentially unknown to the students.**
- A draft questionnaire was developed with **10 questions and 71 items.**
- It was submitted and reviewed by the Domain Technical Review Panel (DTRP)

Country	Schools in survey	Students with questionnaire data
Brunei	38	1805
Cambodia	35	1747
Laos	35	1811
Myanmar	35	2099
Malaysia	63	4044
Philippines	36	1905
Vietnam	35	2262
Total	277	15673

- **A total of 15,673 students from the seven field trial countries completed the Student Questionnaire (StQ)**, which included 10 questions pertaining to their GC learning context, and attitudes, values and behavioural intentions toward GC.
- This set of 10 questions is referred to hereafter as the StQ GC Cluster.
- Students were sampled to participate in the field trial and complete the StQ as whole classes.

	<b>GCED Items</b>
1.	Exposure to GC Issues in Schools
2	Participation in GC related activities in schools
3	Asian Identity
4	Attitudes Towards Society
5	Concern for Global Issues
6	Expected civic behavior
7	Attitudes towards assisting other countries
8	Attitudes towards learning about GC-related issues
9	Students' behavioural intentions to foster the skills associated with Global Citizenship, such as decision-making, advocacy, leadership, presenting ideas and communication skills
10	Exposure to global citizenship issues at school

- A key challenge faced in designing the questionnaire was **the lack of benchmarks regarding students' experiences of learning about GC and students' knowledge and understanding of GC concepts and content.**
- While the curricula audit revealed the inclusion of GC concepts and content at the Grade 5 level, **the team had no reference point for students' actual abilities with regard to GC.**
- This was identified as a limitation of the StQ GC Cluster; **that data would be collected about students' attitudes toward concepts and content potentially unknown to the students.**
- FT showed that many students had difficulties in understanding some of the terms used in the GC question. To address this a **glossary of terms** will be developed for use by Test Administrators if explanations of terms are needed

## IV. Concluding Thoughts : Project Outcomes

- 1. Enhanced capacity to generate and analyse assessment data at regional, national and sub-national levels**
- 2. Enhanced capacity to utilise assessment data for education improvement and more equitable learning outcomes at regional, national and sub-national levels**
- 3. Enhanced ASEAN integration in terms of approaches to assessment, with initial focus on Primary Grade 5 in the domains of reading, writing, mathematics and global citizenship**

- 1. Adequate and predictable funding**
- 2. Strong political leadership & commitment**
- 3. Accommodation to Government priorities & planning cycles**
- 4. Clear and coherent coordination mechanism**
- 5. High quality and predictable technical leadership (ACER) to ensure survey meets international standards**
- 6. Capacity development**
- 7. Commitment to utilization of the data**



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# Thank you!

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