

Report on the 9th TU-RIPS Seminar on
**“Assessing and Sustaining Global Citizenship Education in the
Philippines: Disparities in Learning and Teaching
Perspectives,”**
held on December 8th, 2023

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Abstract

The 9th TU-RIPS Seminar, the third TU-RIPS seminar of this year, was held at Sendagaya Campus, Tsuda University on December 8th, 2023. Dr. Jason Alinsunurin, Associate Dean and Associate Professor at the Department of Economics, De La Salle University in the Philippines, the guest speaker of this seminar, gave a talk under the title of “Assessing and Sustaining Global Citizenship Education in the Philippines: Disparities in Learning and Teaching Perspectives.” He shared his findings of the study on GCE (Global Citizenship Education) in line with environment and society in Asia. This seminar was a hybrid event. About twenty-five students and professors from Japan and the Philippines participated. Dr. Naoko Shinkai, Director, Research Institute for Policy Studies, Tsuda University facilitated this seminar.

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The 9th TU-RIPS Seminar, the third TU-RIPS seminar of this year, was held at Sendagaya Campus, Tsuda University on December 8th, 2023. The overall theme of TU-RIPS seminar this year is “Environment and Society.” Dr. Jason Alinsunurin, Associate Dean and Associate Professor at the Department of Economics, De La Salle University in the Philippines, the guest speaker of this seminar, presented the results of his study on GCE, corresponding to environment and society in Asia. In his talk, with the title of “Assessing and Sustaining Global Citizenship Education in the Philippines: Disparities in Learning and Teaching Perspectives,” he shared the findings of recent analysis on the effectiveness of global citizenship education (GCE) in the Philippines, based on the SEA-PLM (Southeast Asia Primary Learning Metrics) 2019 data.

His presentation consisted of three parts: the emergence of GCE and the recognition of its importance, the association of GCE with global development and challenges in general, and the results of the examination of the learning environment regarding GCE and the effectiveness of GCE in the Philippines.

He stressed the importance of GCE in the context of SDGs (Sustainable Development Goals) in the advancement of globalization, particularly Goal 4. He also explained the reason for the formation of GCE. GCE emerged from citizenship education and global education. For that reason, GCE contains three parts: behavioral, cognitive, and socio-emotional domains.

The third part of his presentation was about the case study of GCE in the Philippines. He shared the results of analysis, based on the data from the SEA-PLM survey in 2019. There are eleven questions regarding the level of awareness of global issues, such as climate change, the effect of things happening in other countries on the Philippines, environmental protection, loss of natural resources, pollution in the Philippines and outside the Philippines, etc. He found that among those global issues, “climate change” recorded the highest percentage of grade 5 students with an abundance of learning, whereas “environmental protection” and “how things of other countries affect the Philippines” demonstrated low percentages. “How can you solve problems in your community” and “Pollution outside the Philippines” are also the issues with high percentages of students with plenty of learning experiences. The learning gap exists between public and private schools for some global issues. For example, about 20% of public-school students said that they learned at a minimum level about “climate change,” whereas only 10% of private school students said so. He examined the learning outcomes of students by socioeconomic status and concluded that students of the highest income quintile learned more about GC (Global Citizenship) related issues than others. However, he did not find any difference in learning experiences of GC related issues by gender. He also quantitatively investigated principal factors for learning experiences of the issue of “climate change,” applying the multinomial logistic regression analysis. He confirmed that the positive effects of two factors, belonging to high income quintiles and attending private schools are statistically significant. He also mentioned that

apart from these non-satisfiable outcomes of students, most teachers seem to be confident about teaching GCE subjects at schools.

After his talk, students from Tsuda University and De La Salle University shared their learning experiences on GC related issues at secondary schools. This time, the TU-RIPS seminar became a platform to reflect real time participations and contributions to discussions by students from different countries. It provided a unique opportunity for students to understand the real situations in education in different countries and students from both countries seem to have enjoyed the interactions. We would like to attempt similar platforms if there is a chance in the future.

We conducted this seminar in a hybrid format and there were about twenty-five participants. Ten undergraduate students from Tsuda University participated in person, and twelve undergraduate students from De La Salle University participated virtually. Dr. Naoko Shinkai, Director, Research Institute for Policy Studies, Tsuda University facilitated this event.



Dr. Jason Alinsunurin during his talk (Permission granted by the speaker)