

# Global Citizenship Education in the Philippines: Adaptations and Innovations

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**G**LOBAL CITIZENSHIP EDUCATION (GCED) is an emerging concept that promotes the development of knowledge, skills, and attitudes necessary to live in a world that is interdependent and interconnected. The Philippines is among the countries that have taken significant steps in implementing GCED for the past seven years. In this report, we present the Philippine initiatives on GCED and how it has impacted the country's education sector.

One of the most significant initiatives that the Philippines has taken on GCED is its integration in the national curriculum. This integration aims to equip learners with the knowledge, skills, and values to become global citizens who can contribute to the development of the country and the world. Moreover, the Philippine government has launched various programs and projects that promote GCED. One of these initiatives is the Global Educators Program (GEP), which aims to develop teachers' competencies in teaching GCED. This program provides opportunities for teachers to participate in international conferences, workshops, and immersion programs that focus on GCED. Through the GEP, teachers are equipped with the necessary skills and knowledge to facilitate GCE in their classrooms.

Furthermore, the Philippines has established partnerships with international organizations like United Nations Educational, Scientific and Cultural Organization (UNESCO), Asia-Pacific Centre of Education for International Understanding (APCEIU) and Association of Southeast Asian Nations (ASEAN) to promote GCED. In 2016, the Philippines hosted the ASEAN Integration Through Education (ITE) program, which aimed to foster cooperation and understanding among ASEAN countries through education. This program focused on GCED as a means to promote peace, tolerance, and understanding among ASEAN youth. The Philippine government's initiatives on GCED have also been recognized by international organizations. In 2019,

the Philippines embarked on a three-year GCED project with APCEIU and Department of Education (DepEd) to integrate GCED in the K-12 curriculum and develop GCED lesson exemplars. This is a testament to the Philippines' commitment to promoting GCED as a means to achieve sustainable development and global understanding.

These GCED initiatives constitute a significant part of the work in the Philippines towards achieving the Sustainable Development Goals (SDGs) by 2030.<sup>1</sup>

### **The GCED Idea**

The multidirectional globalization process enabled countries and their citizens to interact openly, most prominently in the economic sphere. With internet, virtually everyone is able to participate online on a global scale not only on economic issues but also on issues regarding the political, socio-cultural and environmental dimensions of development. The increasingly globalized world led to global citizenship, a new kind of citizenship that accommodates global perspectives in addition to the traditional definition of citizenship tied to a nation-state. UNESCO referred to global citizenship as a “sense of belonging to a broader community and common humanity” and a “way of understanding, acting and relating oneself to others and the environment in space and in time, based on universal values, through respect for diversity and pluralism” (UNESCO, 2014, page 14). Global citizenship puts emphasis on the interdependence and interconnectedness of political, economic, social, and cultural dimensions between and among the local, the national, and the global (UNESCO, 2015).

GCED is crucial in the formation of global citizens who are equipped with essential knowledge, skills, and attitudes to participate and contribute to societal development at local and global levels. It “aims to empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges, and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world” (UNESCO, 2014, page 15). To achieve such educational goals, GCED holistically targets three dimensions of learning: cognitive, socio-emotional and behavioral (UNESCO, 2015). The cognitive domain ensures that learners acquire the necessary knowledge, understanding and critical thinking on vari-

ous global, regional, national and local issues. The socio-emotional domain provides students with a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity. The behavioral domain expects students to act responsibly at local, national, and global levels for a more peaceful and sustainable world.

Efforts and initiatives to integrate GCED-related concepts, values and behaviors in the current K to 12 curriculum in the Philippines have emerged in recent years. For example, the Division of City Schools-Manila participated in a capacity-building program called *In Scientia Nos Solidaritas* (In Science, We are United). This program aimed to prepare science teachers of Manila to integrate GCED on existing secondary school science subjects through teaching demonstrations, writing lesson exemplars and developing a contextualized and age appropriate GCED Learning Resource Material (LRM) suited to Filipino students.

### **DepEd and GCED**

During the First United Nations Association of the Philippines (UNAP) Stakeholders Conference held on 30-31 July 2018 at the University of Makati, then DepEd Secretary Leonor Magtolis Briones highlighted the Department's effort in strengthening the K to 12 curriculum, with a focus on peace and global citizenship education.<sup>2</sup>

According to Secretary Briones

(t)opics on peace and security are already integrated in our curriculum, but we, in DepEd, continuously conduct efforts to uplift our education system, and revisiting and further improving our curriculum is a part of it... If there is peace and security in the largest unit of government, in the biggest office with the largest number of people, the largest number of learners, then perhaps a major contribution can be made.

Secretary Briones noted that “one cannot have quality education if there is no peace and security.”

The conference carried the theme, “The Role of Education in Our Journey to Peace and Security,” and was attended by peace advocates, education leaders, youth, and other stakeholders from various government agen-

cies, non-governmental organizations (NGOs), educational institutions, and international organizations.

She explained that DepEd is in constant talks with education stakeholders to strengthen the K to 12 curriculum: “We have been getting feedbacks from industry, parents, schools heads, teachers, and other stakeholders, especially on how our curriculum treats issues of peace and security.” The Secretary added that these issues are becoming more urgent not only in the Philippines, but also in a global scale. Thus, ensuring ways in instilling lessons about achieving a more inclusive, just, and peaceful world in students is vital.

She then presented several measures to address the need to have education on peace and security:<sup>3</sup>

#### *1. Safe Schools Declaration*

Briones also reiterated the Department’s strong commitment in maintaining the neutrality of schools as zones of peace to ensure that students and teachers are in an environment conducive to learning and free from harm through the DepEd Order No. 44, series of 2005, or the Declaration of Schools as Zones of Peace:

“DepEd has long been implementing the policy on safe schools; Schools that are established and registered with DepEd, whether public or private, are safe from any military visitors, [military] activities, and we campaigned heavily for this during the Marawi siege,” she stated.

The Secretary likewise noted that DepEd, the Department of National Defense (DND), and other national government agencies fully support and are signatories of the Safe Schools Declaration (SSD), “an inter-governmental political agreement dedicated to protecting education in armed conflict.”<sup>4</sup>

The SSD was crafted and developed through consultations among various states as “an inter-governmental political commitment that provides countries the opportunity to express support for protecting students, teachers, schools, and universities from attack during times of armed conflict; the importance of the continuation of education during armed conflict; and the implementation of concrete measures to deter the military use of schools.”<sup>5</sup>

#### *2. Learners’ safety in schools*

Aside from ensuring that no armed conflict or personnel are allowed near and within the premises of a learning environment, the Education chief emphasized that the Department strongly

implemented policies that safeguard students from incidences of bullying and physical violence. “Bullying is absolutely forbidden and there is a protocol for handling cases of bullying; hazing is also forbidden, physical acts of violence, whether among the children, or as sometimes claimed from teachers, or from children to their teachers, these undesirable actions are all forbidden,” Briones remarked.

### 3. *On Global citizenship*

Briones also noted that because of the rapid globalizing state of the society, advancing lessons in global citizenship is important in order to have platforms for meaningful exchange, where people can learn each other’s history, culture and circumstances to foster greater respect and tolerance for each other’s identity.

“Through partnerships, we are sending our teachers to visit other countries to get vital insights which we can use for the betterment of our educational system,” she said.

“Peace, security, and global citizenship are already in the curriculum but we are further strengthening it, especially in terms of instructional materials, ways of teaching, and even the use of films, dances, and other forms of art in order to transmit these ideas and concepts to our learners,” Briones expounded. Also present at the event were Presidential Peace Adviser Secretary Jesus Dureza, Commission on Higher Education (CHED) Commissioner Ronald Adamat, UNAP President and former DepEd Secretary Mona Valisno, UNAP President Emeritus Aurora Reciaña, and former Senator Anna Dominique Coseteng. Established in 1947, UNAP aims to help promote global understanding, cooperation and peace in the Philippines and among nations based on human dignity and universal services

## **GCED in Higher Education and Other Institutions**

Promotion of GCED has gained traction in the last five years with various higher education institutions, as well as government and non-governmental organizations and advocacy groups, conducting activities on GCED. The following activities show the increasing recognition of GCED in the country:

- 2017 International Assembly of Youth for UNESCO with the theme “UNESCO Clubs Collective Actions Towards a Peaceful and Just Society” held on 1-3 September 2017 at ICON Hotel, Quezon City

sponsored by National Coordinating Body of UNESCO Clubs in the Philippines and UNESCO National Commission of the Philippines;

- 1st Global Citizenship Education Workshop for Teacher Education with the theme “Embedding GCED in the New Teacher Education Curriculum of the Philippines” held on 14-16 October 2017 at Eurotel Hotel, Manila sponsored by APCEIU and UNESCO National Commission of the Philippines;
- 2018 International Assembly of Youth for UNESCO with the theme “Protecting Heritage and Fostering Creativity for Global Citizenship” held on 6-8 September 2018 at ICON Hotel, Quezon City sponsored by National Coordinating Body of UNESCO Clubs in the Philippines and UNESCO National Commission of the Philippines;
- 2nd Global Citizenship Education Workshop for Teacher Education with the theme “Towards the Establishment of GCED Network in the Philippines” held on 6-8 September 2018 at ICON Hotel, Quezon City sponsored by UNESCO-Bangkok and UNESCO National Commission of the Philippines;
- 3rd Global Citizenship Education Workshop for Teacher Education with the theme “Whole-School Approach to Global Citizenship Education” held on 12-14 December 2018 at St. Giles Hotel, Makati City sponsored by UNESCO-Bangkok and UNESCO National Commission of the Philippines;
- Under the 2019 GCED Roadshow: Promoting Global Citizenship Education in Philippine Basic Education Schools, workshops for teachers and principals were held in Pampanga, Bacolod City and Butuan City sponsored by UNESCO-Bangkok and UNESCO National Commission of the Philippines. The project had two major components: the seminar-workshops on Whole School Approach to GCED for school heads and teachers and the Module Development anchored primarily on GCED concepts and principles;
- 2019 International Assembly of Youth for UNESCO with the theme “Protecting Cultural and Linguistic Diversity in the context of Global Citizenship Education” held on 5-7 December 2019 at Eurotel Hotel, Angeles City, Pampanga sponsored by National Coordinating Body of UNESCO Clubs in the Philippines (NCBUCP) and UNESCO National Commission of the Philippines;

- Conference on Reflecting on Global Citizenship Education (GCED) in the Time of Pandemic held on 17 July 2020 via Zoom and Facebook, organized by the Philippine Normal University (PNU) with APCEIU, SEAMEO, and Philippine National Commission for UNESCO. Participants came from at least thirty countries;
- 2022 International Assembly of Youth for UNESCO with the theme “SDG 14: Harnessing the Power of Youth as a Global Citizen to Heal the Ocean,” held on 9-11 December 2022 at Bayview Park Hotel, Manila sponsored by National Coordinating Body of UNESCO Clubs in the Philippines (NCBUCP) and UNESCO National Commission of the Philippines.



The International Assembly of Youth for UNESCO convened youth leaders and advocates of UNESCO and the SDGs (9-11 December 2022).



In light of the existence of internet technologies that have enabled Filipinos to take part in various social spheres at the global level, the need to develop responsible Filipino global citizens through education had never been more pressing. GCED offers a framework to systematically respond to this educational need. The aims of GCED have always been part of the Philippines' goals being a democracy. Moreover, institutions (particularly DepEd) have started to promote GCED-related concepts and ideals within the education system. These favorable conditions can facilitate smooth GCED integration in the basic education curriculum, which is necessary to develop the ideal Filipino global citizens.

### **Philippine Normal University**

The Philippine Normal University (PNU) started to integrate GCED in various curricular and co-curricular programs in 2017. Faculty members are familiar with the values related to GCED but they might not explicitly mention GCED in their teaching.

PNU, as the National Center for Teacher Education, embeds GCED in Teacher Education Curriculum. It considered the following changing contexts of education and the corresponding educational reforms to embed GCED in its Outcomes-based Teacher Education Curriculum:

1. Growing internationalization of education which requires harmonization of standards and policies for evaluation, assessment standards, teacher training, curriculum, instruction, and testing between and among countries;
2. Scientific and technological developments which are revolutionizing the teaching-learning processes in the 21st Century;
3. Imperatives of education for sustainable development which will promote sustainable living and improve the capacity of people to address the environmental and development issues;
4. Impact of globalization which requires addressing both specificities of culture and tolerance of cultural diversity between and among groups in a borderless world and at the national level; and
5. Restructuring of Basic Education anchored on lifelong learning and Education for All which requires a new set of competencies for teachers.



GCED principles and values are integrated into General Education and Professional Education courses offered at PNU. In the General Education courses, GCED is integrated in subjects like “Understanding the Self,” “[Jose] Rizal’s Life and Works,” “Readings in Philippine History,” “Ethics,” “Contemporary World,” “Art Appreciation,” “Mathematics in the Modern World,” “Purposive Communication,” and “Science, Technology, & Society.” In the Professional Education courses, GCED is integrated in “Foundation of Education,” “Psychology of Learners,” “Theories of Learning,” “Guidance and Counseling,” “Developments in Education,” “Educational Technology,” “Principles and Methods of Teaching,” “Introduction to Curriculum Development and Instructional Planning,” “Assessment and Evaluation of Learners,” “Introduction to Special Education,” “Developmental Reading,” “Professional Ethics and Relevant Laws,” and “Practice Teaching.”

In 2022, the PNU and APCEIU established the GCED Cooperation Centre Philippines (GCC Philippines) to serve as the hub for teacher training, research and curriculum development, and information dissemination on GCED in the country. It aims to engage teachers, school heads, and educational supervisors on GCED content and teaching methods to advance GCED in the Philippine educational system; to direct research and exercises promoting the improvement of the GCED educational plan; and to expand training partners’ familiarity with GCED drives and ventures. GCC Philippines aims to become a champion for the advancement of GCED in the Philippine educational contexts.<sup>6</sup>



Lim Hyunmook, Director of APCEIU (left) and Bert J. Tuga, PhD, President of PNU (right) signed a Memorandum of Agreement on 15 March 2022 designating PNU as the GCED Cooperation Centre in the Philippines.

In the same year (2022), GCC Philippines established a network of state colleges and universities on GCED. These higher education institutions, mainly teacher education institutions (TEIs) which advocate GCED in their respective regions, were recognized as “GCC Regional Hubs”. These colleges and universities have a long history of actively participating in different projects and programs concerning the welfare of their students. They are also the leading institutions in the regions in terms of implementing GCED. Top-performing TEIs were chosen as the first GCC Regional Hubs in the country, to wit, Pangasinan State University, PNU North Luzon, Tarlac Agricultural University, City College of Calamba, Romblon State University, Bicol University, PNU Visayas, University of Eastern Philippines, Bukidnon State University, Mindanao State University, PNU Mindanao, Sulu State College, Kalinga State University, Marikina Polytechnic College and Sulu State College.



Philippine Normal University and seventeen TEIs signed Memorandum of Understanding designating them as GCC Regional Hubs.

The Institutional Capacity-building on GCED project was launched in 2022 to build a stronger foundation of GCED knowledge and application for PNU faculty and staff by providing a series of capacity-building activities. This project is perceived as the cause of multiplication of leaders on GCED within the university.



GCC Philippines spearheaded a series of GCED trainings for PNU Faculty and Staff as part of its Institutional Capacity Building on GCED Project.

### **GCED Integration Project: The Tripartite Project of APCEIU, PNU, and DepEd**

The integration of GCED in basic education is critical in achieving quality education, which is Goal 4 in SDGs. As defined by UNESCO, global citizenship is a “sense of belonging to a broader community and common humanity” and a “way of understanding, acting and relating oneself to others and

the environment in space and in time, based on universal values, through respect for diversity and pluralism” (UNESCO, 2014, page 14). Indeed, the globalized world has brought to the fore the need for global citizenship to be mainstreamed in the basic education curriculum in order to develop a new kind of citizens who would work together in making this planet peaceful, just and sustainable. Toward this end, the systematic integration of GCED in basic education must be seriously considered by the education sectors across the globe.

More than the expected commitment of the Philippine government to meeting the SDGs, integrating and mainstreaming GCED into the basic curriculum can contribute to the country’s overall goal of improving the quality of education.

While GCED-related concepts have always been promoted in the education system of the Philippines, the efforts were sporadic and fragmented. In the current K to 12 curriculum, cultural tolerance, respect for human rights, social justice, gender respect and equality, environmental sustainability, peace advocacy, collaboration, and cooperation are highly evident in the standards and competencies (Andaya, 2019). However, a systematic and intentional integration of GCED in the basic curriculum is necessary for students to become the ideal Filipino global citizens.

Integration of GCED in the intended and implemented curriculum can be challenging. Aside from it being a new term to education professionals like curriculum developers, teachers and education leaders, Filipino teachers may not be aware of the global guidance document on the overall teaching and learning objectives of GCED (APCEIU, 2019). Education leaders, with the support of global organizations advancing global citizenship and international understanding like APCEIU, must come together in efforts to scaffold integration of GCED from the intended to implemented curriculum. The Philippines, along with Kenya, Lebanon and Sri Lanka, under the auspices of the UNESCO - APCEIU, embarked on a three-year (2019-2020) project named Global Citizenship Education (GCED) Curriculum Development and Integration with the aim of mainstreaming GCED in the national curriculums.<sup>7</sup> DepEd, as the lead agency for this project, conducted the situation analysis that aimed to determine the entry points of GCED integration during the first year of implementation. For its second year of implementation, which focused on the drafting of the GCED-integrated curriculum, DepEd designated PNU as its implementing partner.



The second phase of this international project had four objectives: 1) develop the Philippine GCED indicators; 2) map Philippine GCED indicators in the basic education curriculum; 3) develop the Philippine GCED framework; and 4) elaborate the GCED framework in the Philippine K to 12 Basic Education Curriculum through the identification of knowledge, skills and attitudes of GCED.



APCEIU and PNU Letter of Agreement designating PNU as APCEIU implementing agency for the Curriculum Development and Integration Project with DepEd (2019).

## Development of the Philippine GCED Framework

Curriculum mapping was a crucial first step in developing the Philippine GCED Framework. This intensive review of the curriculum identified GCED-related concepts and themes and established the patterns and manner by which they were found in the curriculum. Within a learning area (LA),

curriculum experts analyzed the specific topics, units, or grading periods where specific GCED concepts, values and behavior were most prominently integrated. They looked at how the curriculum was developed to meet the needs of integrating GCED principles in the K to 12 curriculum. Further, they provided a comparative view on the level of integration of GCED indicators across LAs.

Looking at the results of the curriculum mapping, a Project Core Team synthesized the patterns that emerged across levels, across learning areas and how they were horizontally developed. The integration in the curriculum of GCED competencies and practices required an inward look to examine the intended curriculum. Curriculum mapping revealed various insights and illustrations of GCED in the Philippine K to 12 curriculum. Mapping results were categorized further on the basis of LAs and grade levels (GLs).

The findings on the varying levels of integration of GCED concepts and themes in the country's basic education curriculum point to the need for a framework that can guide all those who have stake at designing the curriculum and in identifying the needed educational experience to be provided to students for a proper integration of GCED both in the intended and implemented curriculums.

A constructivist approach guided the development of the GCED-integrated curriculum by responding to the following questions:

1. What educational purposes do we seek to attain?;
2. What educational experiences can be provided to students by integrating GCED in the K-12 curriculum?; and
3. How should these GCED experiences be effectively organized in the curriculum?

This started the development the Philippine GCED framework.

The Philippine GCED Framework had to clearly outline the intent, purpose, and functionality of GCED integration in the learning areas and grade levels. The development of this framework was done at several levels.

The first level of analysis involved examining the existing context and realities of the Philippine educational system in conjunction with the review of the curriculum mapping results. Drawing from various legal, pedagogical and educational sources, and the essential elements of Global Citizenship amidst the challenges of globalization, the Project Core Team realized that

the intended national curriculum was an important institutional vehicle to promote and propagate the ideals of Global Citizenship. Looking at the range of statutes, department orders, and educational philosophies, the Project Core Team recognized that policies and programs were already in place to support the teaching of GCED knowledge skills, values and behaviors.

On the second level of analysis, the Project Core Team examined the international and local contexts and how these were entangled in the daily life experiences of Filipinos. Significant global developments, challenges and problems have heightened the need for GCED in the Philippines.

In the context of the Philippines, elements of GCED are related to the national principles and policies expressed in the 1987 Constitution.<sup>8</sup> The Constitution gives prime importance to education by aiming to “[e]stablish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.” (Section 1, Article XIV). The Constitution also highlights the Bill of Rights (Article III). The national principles and policies serve as guiding tenets in enacting laws in the country. Additionally, the government issued Executive Order 570, Institutionalizing Peace Education in Basic Education and Teacher Education, in 2006.<sup>9</sup> All these were inputs in the development of the Philippine GCED Framework.

The third level of analysis focused on deeper understanding of the vision of GCED. The Project Core Team reviewed the notions of global citizenship such as GCED as a global educational endeavor and a call to action intended to emphasize humanity’s solidarity. The focus on global citizenship resulted from increasing global and regional initiatives with implications on policy, curriculums, teaching, and learning. The Project Core Team identified the important GCED attributes and skills to be developed among the students.

The Project Core Team underwent a visioning process where GCED served as a vehicle to build more just, peaceful, tolerant and inclusive societies, acknowledging that this would require appropriate visions, policies, strategies, commitments and sustained actions. Through a critical education process, the root causes of conflicts and crises had to be fully understood, followed by the design and implementation of appropriate actions for resolving them. Through GCED, the next generation of youth and adults form their values, principles and knowledge of peaceful futures and develop their sense of responsibility and accountability in taking personal and social actions necessary for transformation towards a culture of peace. The Project



Core Team enhanced the view of the global citizen as a person who take local action that contributes to addressing global problems.

The next layer of analysis was composed of reflective analysis of the Project Core Team's own biases as opposed to the general underpinnings of GCED. A workshop for this purpose tackled the theoretical and philosophical underpinning of GCED as a critical and transformative education. This was also the opportune time to look upon the appropriate pedagogies that could be considered in teaching GCED in the Philippines. The processes of teaching and learning GCED need to be consistent with the values and principles of transformative education (e.g., democratic, dialogical, holistic, participatory, creative, critical empowerment) in order to facilitate the growth of socio-emotional and behavioral or action capacities and competencies (Toh, 1997; Cawagas, 2007). For education to be transformative, knowledge (cognitive domain) must touch the heart (socio-emotional) and turn into action to bring about positive change (behavioral dimension). GCED should foster students' engagement by examining global issues and contextualizing them in the local issues to promote earth stewardship, social conscience and love of country. This workshop identified the enabling factors needed for GCED to thrive in the educational context.

The last layer of analysis was the identification of the content, scope and components of GCED in the Philippine K to 12 Basic Education Curriculum. GCED indicators developed for the Philippines were based on the three domains of learning – the cognitive, socio-emotional and behavioral.

In this last step, the Project Core Team deliberated on how the interconnections and cohesive integration of the identified aspects of GCED in the Philippines could be presented. Moreover, the Project Core Team carefully deliberated on how these layers of contexts and dimensions of GCED should be organized to depict the envisaged experience of learning on how to become an ideal Filipino global citizen. This led to the development of a proposed national framework on GCED.

Curriculum experts and mappers, DepEd officials and UNESCO-APCEIU representatives examined the proposed national framework on GCED. Their comments improved the overall quality of the framework and ensured its relevance. Further, the Project Core Team asked two GCED Expert validators to make an overall evaluation of the pertinent parts of the final copy of the proposed national framework. Their inputs led to minor revision of the proposed national framework on GCED.

## PAGHABI: The Philippine GCED Framework

The Philippine GCED Framework is formally titled *Philippine Adaptation of GCED: Holistic Approach in Basic Education and Institutionalization*. It has the acronym PAGHABI, which is a Filipino word for traditional weaving in Philippine culture. PAGHABI is the metaphor for the process of weaving the interconnections among the different elements/strands and processes including complexities of GCED, reflecting the unique and artistic aspects of a curriculum design process.

At the center of the framework is the Filipino global citizen who embodies the GCED competencies needed to build a just, peaceful and sustainable society. The framework emphasizes the goal of making the Filipino students become “globally adaptive and competent,” highlighting the ultimate goal of K to 12 curriculum of making the Filipino students optimize a whole world approach (i.e., recognizing the importance of other countries’ best practices in various fields [interests] across contexts [cultures]). These global competencies are driven by two forces of global citizenship coming from within and from the outside. Global citizenship *mula sa loob* (from within) refers to factors that influence the Filipino students to identify themselves according to their socio-political origins, cultural roots, and consciousness and to understand their significance in the inclusive community of global citizens. The framework is founded on deep understanding of the concept of *kapwa* by the Filipino students. *Kapwa* (fellow) is defined as a shared identity, core value and relationship among Filipinos which can be highlighted as the local culture-based conceptualization of global citizenship that emphasizes oneness, social justice, and communal development. *Kapwa* leads to *pagiging makatao-mabuting tao* (being a good person) and *makataong pagtrato* (humane treatment) of fellow human beings (Liao, 2016), which are important for Filipinos in uplifting and maintaining solidarity and peace. A Filipino imbued with the four national core values promoted by DepEd (*makatao* [pro-people], *maka-Diyos* [pro-God], *maka-kalikasan* [pro-environment], and *maka-bansa* [pro-country]) is the Filipino global citizen. The students should learn and manifest the global competence in the family, community, nation and the world.

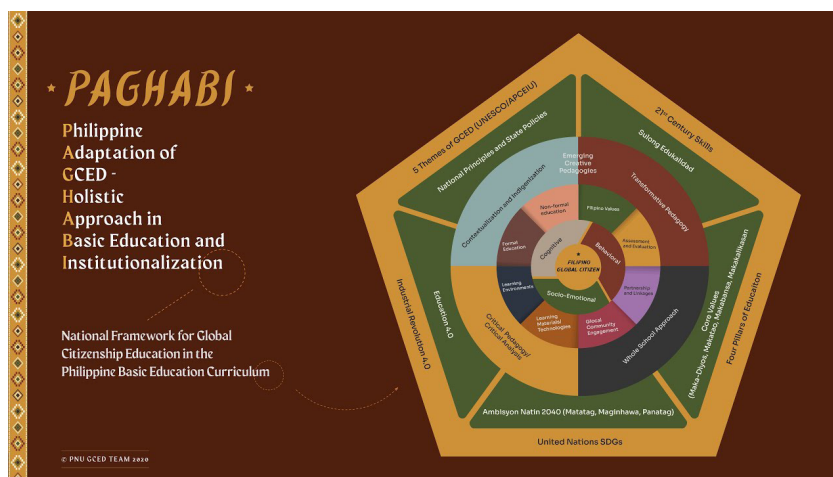
Global citizenship *mula sa labas* (from outside) refers to factors that influence the Filipino students in using and adopting the best practices from other parts of the world to become responsible and accountable global citi-

zens. The 21st century skills and other global competencies are what the Filipino students have to use to face the challenges of living in the community affected by global influences. Filipino students should be able to gauge the relevance of these global contexts and experiences through their own meaningful experiences. This approach ensures that learning the competencies of global citizenship is not promoting the distortion, alienation and marginalization of Filipino students' experiences and represent themselves better in a pluralist world by valuing their own identity, respecting communal welfare, loving common humanity and acting towards a just, peaceful and sustainable world.

Adapting GCED to the Philippine K to 12 Basic Education Curriculum, the PAGHABI is structured according to five major threads (international context, local context, GCED pedagogies and approaches, whole curriculum strategies and the GCED domains, outcomes and themes) that are interwoven to guide the development of the Filipino global citizen. The weaving of GCED into the K to 12 curriculum provides a systematic integration across learning areas and grade levels. The threads on the KSAs (knowledge, skills and attitude), entry points in the curriculum and pedagogical practices are interwoven to make a beautiful tapestry of GCED in the Philippine basic education curriculum. PAGHABI institutionalizes GCED integration in basic education.

Lastly, PAGHABI uses the whole school approach to make GCED not just integrated into the intended curriculum but also ingrained in the school ethos. In this approach, everyone in the learning community and in the broader community collaborate to achieve the GCED outcomes. Teacher empowerment is an essential part of the process of seamlessly weaving GCED to the Filipino way of life. Teachers must be given curricular guidelines, pedagogical guides, textbooks, or teaching-learning resources on GCED. They should be provided further training and consultation service to enhance their capacity. Similarly, all members of the school community must be involved in curriculum development and integration.

To make the development of PAGHABI effective and impactful, it needed the collaborative and collective efforts of different institutions in laying and weaving-in numerous threads with DepEd, PNU and APCEIU as the main players along with all others who wanted to be involved in the process.



A Conceptual Diagram of PAGHABI: The Philippine GCED Framework.

In 2021, PNU formally submitted PAGHABI to DepEd for adoption as the national framework for GCED integration across learning areas. It was used during the revision of K to 12 curriculum for kindergarten to Grade 10 (i.e., MATATAG Curriculum). At present, the PAGHABI framework is also being used by various schools as basis for their local GCED curriculum development and integration initiatives.

### Philippine GCED Themes, Topics and Human Rights

Complementing PAGHABI, PNU faculty members (Professors Carl O. Dellomos, Serafin A. Arviola, PhD, Rowena R. Hibanada, PhD, Zyralie L. Bedural, PhD, and Wensley Reyes, PhD) identified themes and topics related to human rights within the Philippine GCED context as shown in Table 1. These themes and topics cover local, national, and global dimensions, and also delve into areas other than human rights such as cultural relations, environmental sustainability, and socio-economic development. Table 1 not only provides guidance for educators in developing their own exemplars but also reflects the collaborative efforts of PNU faculty members in developing a comprehensive resource.

Table 1. GCED themes and topics in relation to human rights

| Themes and Topics   |   |   |  |  |
|---|---|---|--|--|
| Local, National , Global Systems, Structures, and Processes | Culture and Intercultural Relations   | Environmental Protection and Sustainability               | Socio-economic Development and Interdependence   | Institutions, Conflicts, Social Justice, and Human Rights    |
| Underlying Assumptions and Power Dynamics                   | Identity Formation, Protection, Recognition, and Advancement in Multicultural Societies | Environment and Natural Resources                         | Economic Interaction and Interdependence   | Promotion and Advancement of Peace                           |
| Historical Development of Global Systems and Structures     | Cultural Expressions and Intercultural Exchanges and Communication                      | Environmental Justice, Risks, and Policies                | Inclusivity and Equitable Development  | Political Participation and Engagement                       |
| Interconnectedness of Global, National, and Local Systems   | Diversity, Coexistence, Indigenization, and Glocal Communities                          | Environmental Practices and Behaviors                     | Human Capital Development and Equal Opportunities  | Human Rights and Humanitarian Law                            |
| Globalization: Processes and Challenges                     | Discrimination based on Gender, Ethnicity, Disabilities, and Religious Beliefs          | Climate Change, Biodiversity, and Sustainable Development | Health Issues Affecting Interaction and Connectedness of Communities at Local, National, and Global Levels | Prevention of Conflicts, Cultural Inequities and Hate Crimes |

Under the theme “Local, National, Global Systems, Structures, and Processes,” the topic “Historical Development of Global Systems and Structures” include discussion of the international system mainly the United Nations human rights system covering international human rights standards and mechanisms and the subregional systems, namely, the ASEAN Intergovernmental Commission on Human Rights (AICHR)<sup>10</sup> and the ASEAN Commission on the Promotion and Protection of the Rights of Women and Children (ACWC)<sup>11</sup> with their own set of mechanisms and documents on various issues.

The topic “Interconnectedness of Global, National, and Local Systems” covers discussion of the Commission on Human Rights and the Commission on Women of the Philippines and their link to the UN mechanisms such as

the treaty monitoring bodies and the Universal Periodic Review process and the AICHR and ACWC mechanisms.

Under the theme “Culture and Intercultural Relations,” several topics cover human rights. The topics “Identity Formation, Protection, Recognition, and Advancement in Multicultural Societies” and “Diversity, Coexistence, Indigenization, and Glocal Communities” covers discussion of the Indigenous People’s Rights Act (IPRA)<sup>12</sup> and the work of the National Commission on Indigenous Peoples (NCIP).<sup>13</sup>

The topic “Discrimination based on Gender, Ethnicity, Disabilities, and Religious Beliefs” covers discussion of national policies and mechanisms on gender, ethnicity, disabilities, and religious beliefs. For Filipinos with disabilities, Presidential Decree 1509 of 1978 (as amended by Presidential Decree 1761 of January 4, 1981) creating the National Commission Concerning Disabled Persons (NCCDP)<sup>14</sup> is an important content for discussion.

Under the theme “Environmental Protection and Sustainability,” the topic “Environmental Justice, Risks, and Policies” covers discussion of laws and mechanisms that protect the rights of indigenous Filipinos as well as those of upland farmers and subsistence fisherfolk to natural resources as well as their role in protecting them (e.g., use and protection of the ancestral domain be it land or water resources<sup>15</sup>). The topic “Climate Change, Biodiversity, and Sustainable Development” covers discussion of national development policies on natural resources and sustainable development.

Under theme “Institutions, Conflicts, Social Justice, and Human Rights,” GCED aims to elucidate the roles of various institutions in safeguarding human rights or violating them. It delves into the analysis of conflicts, emphasizing their impact on the rights of individuals and communities, encouraging students to explore solutions through the human rights lens.

The topic “Promotion and Advancement of Peace” which underscores the inseparable link between peace and human rights, educates students on conflict resolution skills, emphasizing that sustainable peace is contingent on the protection and promotion of human rights. In the topic of “Political Participation and Engagement,” elucidates citizenship rights, empowering students to recognize their role in political processes and stressing the significance of free and fair elections as integral components of human rights.

“Human Rights and Humanitarian Law” forms a critical topic guiding students through the intricate legal frameworks at both national and international levels. This includes studying human rights law and humanitarian

law during armed conflict, with a focus on the role of international bodies in enforcing and monitoring human rights standards.

Lastly, the topic “Prevention of Conflicts, Cultural Inequities, and Hate Crimes” integrates human rights principles into education, advocating for inclusive learning environments that respect and celebrate cultural diversity. Through discussions and projects, students are encouraged to understand, combat, and prevent hate crimes, fostering a culture of tolerance and acceptance.

In essence, GCED in the Philippines is a holistic approach to education, intertwining the core principles of human rights across various themes to empower students to become informed, responsible, and proactive global citizens.

### **GCED and Human Rights: Legal Policy Support**

The key concepts of GCED are found in the country’s national goals as stipulated in the 1987 Philippine Constitution. The 1987 Constitution contains the elements of GCED such as cultural tolerance, respect for human rights, social justice, and gender respect and equality. The Preamble of the 1987 Constitution highlights the Filipinos’ aspirations to establish a government that would “promote the common good, conserve and develop our patrimony, and secure to ourselves and our posterity the blessings of independence and democracy under the rule of law and a regime of truth, justice, freedom, love, equality, and peace.”<sup>16</sup>

Other constitutional provisions include Article II (Declaration of Principles such as renunciation of war; maintenance of peace and order; the protection of life, liberty, and property; promotion of a just and dynamic social order that will ensure the prosperity and independence of the nation and free the people from poverty; recognition of the youth and women in nation-building; social justice in all phases of national development; protection and advancement of the right of the people to a balanced and healthful ecology. Major parts of the Constitution on safeguards to human rights and social justice (i.e., Article III: Bill of Rights; Article XIII: Social Justice and Human Rights) should be highlighted. Educational institutions are tasked by the state to ensure that its citizens are instilled with these concepts and values as stipulated in Article XIV Section 3, to wit:

[educational institutions] shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appre-



ciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.

Ideals, key concepts and goals of GCED are found in the Philippines' national laws and DepEd issuances on basic education. As early as 1987, human rights inclusion into the school curriculum was directed through Department Order (DO) 61, s. 1987 - Inclusion of the Study of Human Rights and Accompanying Responsibilities in the School Curricula. This issuance is for "education to develop consciousness among the citizenry of the need to respect human rights and to help deter violation." To further strengthen human rights, schools were directed to celebrate Human Rights Consciousness Week under DO 31, s. 2003 in compliance with Republic Act No. 9201, An Act Declaring December 4 to 10 as National Human Rights Consciousness Week in the Country and for other purposes.<sup>17</sup> In 2006, peace education, an integral part of GCED, was promulgated through Executive Order No. 570, s. 2006 – Institutionalizing Peace Education in Basic Education and Teacher Education, which instructs DepEd to "mainstream peace education in the basic formal and non-formal education curriculum, utilizing the existing peace education exemplars and other peace-related modules, and enhance the knowledge and capability of supervisors, teachers and non-teaching personnel on peace education through the conduct of in-service trainings."

The law on the current basic education curriculum, also known as the Enhanced Basic Education Act of 2013 (Republic Act No. 10533),<sup>18</sup> categorically states the direction of education in the Philippines by highlighting the "co-existence" of local and global aims. According to Section 2: "...it is hereby declared the policy of the State that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one's self."

In December 2021, RA 11476 also known as the GMRC and Values Education Act explicitly provides for the teaching of global citizenship along with principles that are covered by GCED:<sup>19</sup>

Sec. 5: Coverage of Values Education - It is hereby mandated that Values Education shall be an integral and essential part of the DepEd's K to 12 Basic Education Curriculum. Values Education as herein provided shall encompass universal human, ethical, and moral values, among others. It shall inculcate among our students the basic tenets of the observance of respect for oneself, others, and our elders, intercultural diversity, gender equity, ecology and integrity of creation, peace and justice, obedience to the law, nationalism and global citizenship, as well as the values of patience, perseverance, industry, honesty and integrity, and good faith in dealing with other human beings along with all other universal values.

These enabling laws are testament to the Philippines' commitment to human rights and to facilitating the creation of a humane, peaceful, and sustainable world by making Filipinos responsible and proactive global citizens.

### **Policy Recommendations**

Recognizing the Philippines' commitment to fostering a culture of respect for human rights and global citizenship, a policy aimed at integrating GCED and human rights principles into the national educational framework should be proposed. Emphasizing the fundamental values enshrined in Article 26 of the Universal Declaration of Human Rights (UDHR)<sup>20</sup> and Article 13 of the International Covenant on Economic, Social, and Cultural Rights (ICESCR),<sup>21</sup> these policy recommendations seek to cultivate an informed, responsible, and socially conscious citizenry.

#### **Policy Recommendations:**

##### **1. Development of curricular guidelines**

Development of comprehensive curricular guidelines that embed GCED principles, encompassing themes such as institutions, conflicts, social justice, human rights, promotion and advancement of peace, political partici-

pation and engagement, human rights and humanitarian law, and the prevention of conflicts, cultural inequities and hate crimes.

- Rationale: Recognizing the interconnectedness of global issues, this is a policy on continuing and substantial incorporation of GCED in the curriculums.

## 2. Professional development

Implementation of targeted professional development programs, workshops, and courses that empower educators to integrate GCED themes into their teaching methodologies.

- Rationale: Acknowledging the pivotal role of educators, this policy emphasizes the need for specialized training to equip teachers with the knowledge and skills necessary for effective GCED delivery.

## 3. Integration of human rights education into the school curriculum

Integration of human rights education into existing subjects, dedicating specific modules to explore the principles outlined in the UDHR and ICESCR. Promote extracurricular activities that enhance students' understanding of human rights issues.

- Rationale: Aligned with Article 26 of the UDHR, which underscores the right to education for the full development of human personality, this policy strengthens the promotion of human rights awareness among students that DepEd started three decades ago on human rights integration, by having identified themes and topics based on Philippine context that link human rights to GCED principles.

## 4. Collaborative mechanisms with other institutions

Establishment of collaborative mechanisms among NGOs, UN agencies, and other relevant entities to share resources, expertise, and best practices in implementing GCED and human rights education programs.

- Rationale: Recognizing the importance of collaboration, this is a policy on partnerships with civil society organizations and international bodies to enrich GCED initiatives and human rights education.

## 5. Assessment and measurement of impact

Development of assessment tools and criteria to measure the impact of GCED and human rights education initiatives, with the results informing ongoing improvements and adjustments.

- **Rationale:** Ensuring accountability and effectiveness, this is a policy on regular assessment and monitoring mechanisms to evaluate the integration of GCED and human rights education in the school system.

These policy recommendations are meant to solidify the Philippines' commitment to GCED and human rights principles, aligning with international standards set forth in the UDHR and ICESCR. By adopting these measures, we aspire to nurture a generation of Filipino citizens who are not only academically proficient but also socially responsible, respectful of human rights, and globally aware, contributing to a more just and interconnected world.

### **Insights and Observations**

GCED in the Philippines has emerged as a vital medium in promoting human rights awareness and education. The GCED initiatives so far undertaken reflect a conscious effort of instilling a sense of responsibility and respect for human rights at both local and global levels. Noteworthy is the integration of diverse themes such as institutions, conflicts, social justice, human rights, and topics such as promotion and advancement of peace, political participation and engagement, human rights and humanitarian law, and the prevention of conflicts, cultural inequities, and hate crimes in the basic education curriculum to learn about GCED. These themes are strategically woven into the educational fabric, fostering a comprehensive understanding of global issues among students. The integration project underwent a rigorous process, where curriculum experts from the DepEd and various TEIs collaborated on the integration of GCED and human rights into the curriculum, and validation by experts from various fields. Afterwards, exemplars were developed to facilitate teacher's teaching practice.

The initiatives and innovations implemented in the Philippines are commendable. The curriculum adjustments that incorporate GCED themes and human rights principles showcase a commitment to producing socially conscious and informed citizens. Moreover, the emphasis on teacher training ensures that educators are equipped to effectively deliver GCED content, creating a multiplier effect in reaching a broader student population. Partnerships with civil society organizations and international bodies fur-

ther enrich the educational experience, providing students with real-world insights into the application of human rights principles.

The link between GCED and human rights in the Philippines is intrinsic to cultivating a generation that not only comprehends the theoretical aspects of human rights but is also actively engaged in promoting and upholding these principles. The integration of human rights themes within the broader GCED framework serves as a bridge between theoretical knowledge and practical application, preparing students to become advocates for justice, equality, and peace. By nurturing a culture of respect for diversity, inclusivity, and social responsibility, these initiatives lay the foundation for a society that values and safeguards the rights of every individual.

In conclusion, the initiatives undertaken in the Philippines regarding GCED and human rights education exemplify a progressive and holistic approach to shaping the next generation of global citizens. The intentional fusion of these themes into the educational landscape reflects the nation's commitment to fostering not only academic excellence but also a deep-seated respect for human rights. As the Philippines continues to innovate and expand these initiatives, the ripple effect is anticipated to contribute significantly to a more just, interconnected, and rights-respecting society, both nationally and globally.

## **Endnotes**

1 Goal 4 of the SDGs pertains to the achievement of inclusive and equitable quality education. Target 4.7 stipulates that global citizenship, along with education for sustainable development, gender equality and human rights, should be mainstreamed and integrated in national education policies, curriculums, teacher education and student assessment.

2 Department of Education, DepEd to bolster peace, global citizenship education, (2018), [www.deped.gov.ph/2018/08/30/deped-to-bolster-peace-global-citizenship-education/](http://www.deped.gov.ph/2018/08/30/deped-to-bolster-peace-global-citizenship-education/).

3 Department of Education, *ibid*.

4 The Safe Schools Declaration, <https://ssd.protectingeducation.org/>.

5 Safe Schools Declaration, Right to Education, [www.right-to-education.org/resource/safe-schools-declaration](http://www.right-to-education.org/resource/safe-schools-declaration).

6 For more information, visit the website of GCC at <https://gced.pnu.edu.ph/>.

7 See Kick-Off Meeting for GCED Curriculum Development and Integration, APCEIU, 12 April 2019, [www.gcedclearinghouse.org/news/kick-meeting-gced-curriculum-development-and-integration?language=en](http://www.gcedclearinghouse.org/news/kick-meeting-gced-curriculum-development-and-integration?language=en).

8 The Constitution of the Republic of the Philippines (1987), [www.officialgazette.gov.ph/constitutions/1987-constitution/](http://www.officialgazette.gov.ph/constitutions/1987-constitution/).

9 See full text of Executive Order 570 (2006), Institutionalizing Peace Education in Basic Education and Teacher Education, in [www.officialgazette.gov.ph/2006/09/26/executive-order-no-570-s-2006/](http://www.officialgazette.gov.ph/2006/09/26/executive-order-no-570-s-2006/).

10 ASEAN Intergovernmental Commission on Human Rights (AICHR), <https://aichr.org/about-aichr-2/>.

11 ASEAN Commission on the Promotion and Protection of the Rights of Women and Children (ACWC), <https://acwc.asean.org/>.

12 See text of The Indigenous Peoples' Rights Act of 1997 in [www.officialgazette.gov.ph/1997/10/29/republic-act-no-8371/](http://www.officialgazette.gov.ph/1997/10/29/republic-act-no-8371/).

13 See National Commission on Indigenous Peoples (NCIP), <https://ncip.gov.ph/>.

14 See National Commission Concerning Disabled Persons (NCCDP), <https://ncda.gov.ph/>.

15 A good example is the ancestral domain of the Tagbanwa in Palawan that includes the water surrounding the island where the indigenous community resides. See The Ancestral Lands and Waters of the Indigenous Tagbanwa Communities of Northern Palawan, <https://chr-observatories.uwazi.io/api/files/1589915210176lt7irghr12b.pdf>.

16 The Constitution of the Republic of the Philippines, op. cit.

17 Republic Act No. 9201, An Act Declaring December 4 to 10 as National Human Rights Consciousness Week in the Country and for Other Purposes, 2003, [www.officialgazette.gov.ph/2003/04/01/republic-act-no-9201/](http://www.officialgazette.gov.ph/2003/04/01/republic-act-no-9201/).

18 Republic Act No. 10533, An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and for Other Purposes, 2013, [www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/](http://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/).

19 Republic Act No. 11476, An Act Institutionalizing Good Manners and Right Conduct and Values Education in the K TO 12 curriculum, appropriating funds therefor, and for other purposes, 2020, [www.officialgazette.gov.ph/2020/06/25/republic-act-no-11476/](http://www.officialgazette.gov.ph/2020/06/25/republic-act-no-11476/).

20 Article 26 (2) of the Universal Declaration of Human Rights states:

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Universal Declaration of Human Rights, [www.un.org/en/about-us/universal-declaration-of-human-rights](http://www.un.org/en/about-us/universal-declaration-of-human-rights).

21 Article 13 (1), of the International Covenant on Economic, Social, and Cultural Rights states:

1. The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship

among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

International Covenant on Economic, Social, and Cultural Rights,  
[www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights](http://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights).