

**PAGLIBI**  
A COLLECTION OF BEST GILDED PRACTICES  
IN THE PHILIPPINES

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# FOREWORD

It is with great pleasure and pride that I introduce "PAGHABI: A Collection of Best GCED Practices in the Philippines." This anthology celebrates the remarkable efforts and achievements of educators, policymakers, and communities across the Philippines in advancing Global Citizenship Education (GCED) initiatives.

In the Filipino language, "paghabi" evokes the weaving together of diverse threads to create a tapestry of beauty and strength. Indeed, this collection exemplifies the weaving together of best practices from Luzon, Visayas, and Mindanao, showcasing the rich diversity and collective aspirations of the Filipino people.

From the verdant landscapes of Luzon to the vibrant islands of Visayas, and the cultural mosaic of Mindanao, each region of the Philippines has contributed unique insights and approaches to GCED. Through innovative curriculum development, community engagement, and intercultural dialogue, educators across the archipelago have nurtured the next generation of global citizens, equipped with the knowledge, skills, and values to thrive in an interconnected world.

As Director of UNESCO Asia Pacific Centre of Education for International Understanding, I am inspired by the dedication and creativity of the Filipino education community in promoting peace, sustainability, and social justice through GCED. "PAGHABI" serves as a testament to the Philippines' unwavering commitment to building a more inclusive, equitable, and harmonious society.

May the stories shared within these pages ignite a spirit of collaboration, innovation, and solidarity among educators and policymakers worldwide, as we collectively strive towards a brighter future for all.

**Dr. LIM Hyun Mook**

Director, UNESCO Asia Pacific Centre of Education for International Understanding

# MESSAGE

In the montage of educational endeavors across our nation, we find a symphony of innovation, passion, and dedication. "PAGHABI: A Collection of Best GCED Practices in the Philippines" is not merely a book but a testament to the harmonious efforts of institutions and individuals who have championed the cause of Global Citizenship Education (GCED) from Luzon, Visayas, and Mindanao.

Within these pages, you will discover the vibrant hues of initiatives that transcend borders, echoing the diverse voices and narratives that define our educational landscape. From the bustling metropolises of Luzon to the serene shores of Mindanao, each story is a melody of hope and inspiration, composed by educators, policymakers, and community leaders who have dared to dream of a more inclusive and equitable society.

As we embark on this journey, let us pause to acknowledge the symphony of collaboration and solidarity that has brought us to this moment. It is the collective voices of institutions and individuals, each playing their part in the ensemble of change, that resonate throughout these pages. Their tireless efforts, often unseen but profoundly felt, have shaped the narrative of GCED in our nation.

To all those who have lent their voices to this symphony, we extend our deepest gratitude. Your commitment, your passion, and your unwavering belief in the transformative power of education have paved the way for a brighter future for generations to come.

May "PAGHABI" serve as a timeless piece to your dedication and a testament to the enduring legacy of GCED advocacy in the Philippines.

Dr. Bert J. Tuga  
President, Philippine Normal University



ABC

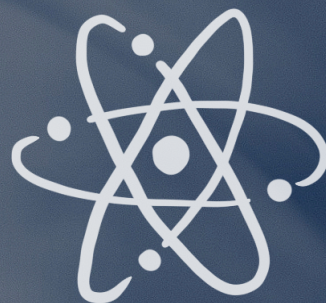
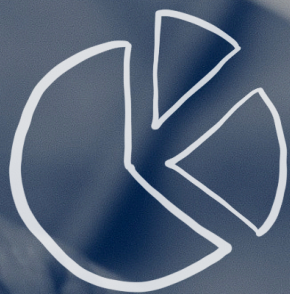
ABK

# PREFACE

As the Editor of this compendium, it brings me immense joy and eager anticipation to present this invaluable treasury of Best Practices in Global Citizenship Education (GCED). The heartfelt contributions from Luzon's Higher Education Institutions (City College of Calamba, Mabalacat City College, Marikina Polytechnic College, Pangasinan State University), Visayas' advocates (Aklan State University, and Romblon State University), and Mindanao's champion (Western Mindanao State University) radiate with the passion and dedication invested in advancing GCED. Moreover, the profound insights shared by alumni of the Korea-Philippines Teacher Exchange Program under the Department of Education (DepEd) add rich perspectives to implementing GCED initiatives in basic education.

The significance of Global Citizenship Education has evolved beyond the realms of academic discussions; it now stands as an essential societal calling. This holds particularly true in a nation as culturally diverse and globally interconnected as the Philippines.





The collaborative efforts showcased within this compendium exemplify the shared commitment of our educational institutions and educators in nurturing global citizens who embrace the responsibilities of interconnected citizenship.

The creation of this compendium is a response to the complex narrative woven by the Philippines—a tapestry of culture, history, and global interconnectedness. The need to cultivate global citizens within this dynamic landscape is paramount. This compendium serves as a treasure trove of wisdom, innovation, and inspiration, showcasing the shared commitment of universities and educators nationwide.

In a nation characterized by diverse landscapes, languages, and traditions, a collective approach is imperative to prepare the youth for an interconnected global future. This compendium is a testament to this collective commitment, offering insights and experiences that illuminate the CCC.



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path toward a more  
globally conscious  
and socially  
responsible  
society



# Celebrating Diversity & Commitment

The compendium draws from the wealth of knowledge and expertise within the Philippines, celebrating the best practices of GCED from different universities and educators who have embraced the call to foster responsible global citizens.

# A Beacon of Hope and Catalyst for Change

This resource serves as a beacon of hope and a catalyst for change in critical areas, including inclusive and multifaceted education, empowering global thinkers, addressing local and global challenges, advocating human rights and social justice, promoting sustainability, and encouraging active participation.






# Reflecting the Nation's Commitment

More than a collection of best practices, this compendium reflects the nation's commitment to nurturing informed and responsible global citizens. It is a testimony to the vision of universities and the dedication of educators who are lighting the path toward a brighter, more interconnected, and harmonious world.

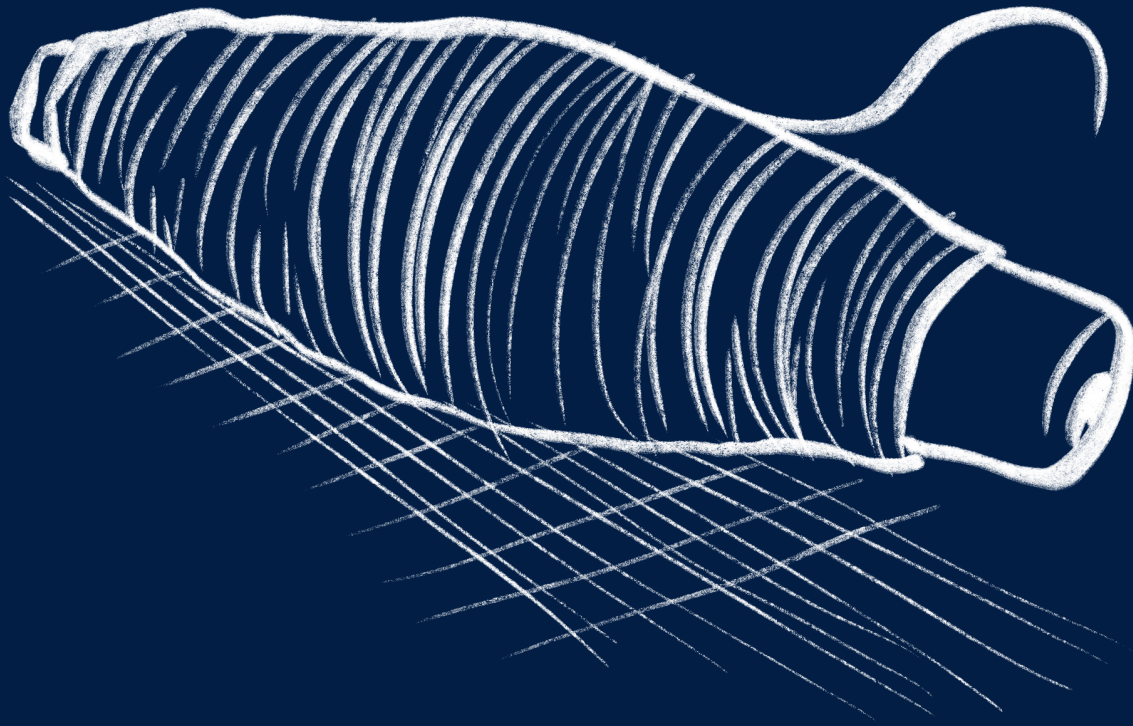
# A Celebration of Shared Experiences

This compendium is a celebration of the power of shared experiences and the potential they hold to shape a future where the Philippines plays a pivotal role in the global community. It is a testament to the transformative impact of education in creating a society of individuals who are not only knowledgeable but also actively engaged in shaping a better world.



In presenting this compendium, we invite readers to explore the rich tapestry of GCED practices, to learn from the collective experiences of educators, and to join in the shared vision of building a future where global citizenship is at the core of education. May this compendium inspire and guide us toward a more interconnected, harmonious, and socially responsible world.

C.O. Dellomos



# INTRODUCTION

Global Citizenship Education (GCED) is no longer a mere academic concept; it has evolved into a profound societal imperative. In the Philippines, where the rich tapestry of culture, history, and global interconnectedness weaves a complex narrative, the importance of cultivating global citizens cannot be overstated. In this dynamic landscape, the creation of a compendium of Best Practices in Global Citizenship Education from different universities across various regions and individual initiatives of teachers from the Department of Education is an invaluable treasure trove of wisdom, innovation, and inspiration.

The compendium draws from the wealth of knowledge and expertise within the Philippines, celebrating the best practices of GCED from different universities and educators who have embraced the call to foster responsible global citizens. By bringing together the collective wisdom of these institutions and dedicated teachers, this resource becomes a beacon of hope and a catalyst for change in several critical areas:

### **Inclusive and Multifaceted Education**

The compendium showcases the diverse range of approaches to GCED adopted by universities and teachers, providing insights into how inclusivity, multiculturalism, and interdisciplinarity can be integrated into the educational fabric of the Philippines.

### **Empowering Global Thinkers**

It offers a glimpse into the methods and strategies used to foster critical thinking and global competence among students, empowering them to become active, informed contributors to the global community.

### **Addressing Local and Global Challenges**

In a world where local issues are intrinsically linked to global problems, the compendium illustrates how educators are equipping Filipino students with the knowledge, values, and skills to engage with and influence solutions on both scales.

This compendium is not just a collection of best practices; it is a reflection of the nation's commitment to nurturing informed and responsible global citizens. It is a testimony to the vision of universities and the dedication of educators who are lighting the path toward a brighter, more interconnected, and harmonious world. It is a celebration of the power of shared experiences and the potential they hold to shape a future where the Philippines plays a pivotal role in the global community.

### **Advocating Human Rights and Social Justice**

With numerous human rights and social justice challenges prevalent, the compendium serves as a guide on how ethical values can be instilled, encouraging students to be champions of justice and equality, both locally and globally.

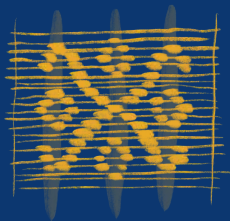
### **Promoting Sustainability**

In an era where sustainability is crucial, the compendium demonstrates how balanced economic, environmental, and social development is being instilled within the Philippine educational system.

### **Encouraging Active Participation**

The resource underscores the role of active student involvement in service-learning, volunteerism, and civic engagement. It exemplifies students' transformation from passive learners to proactive agents of change within their communities and the world at large.

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City College of Calamba  
Mabalacat City College  
Marikina Polytechnic College  
Pangasinan State University



DEPED  
KPTep

Project WE INNOVATE  
Science for Peace



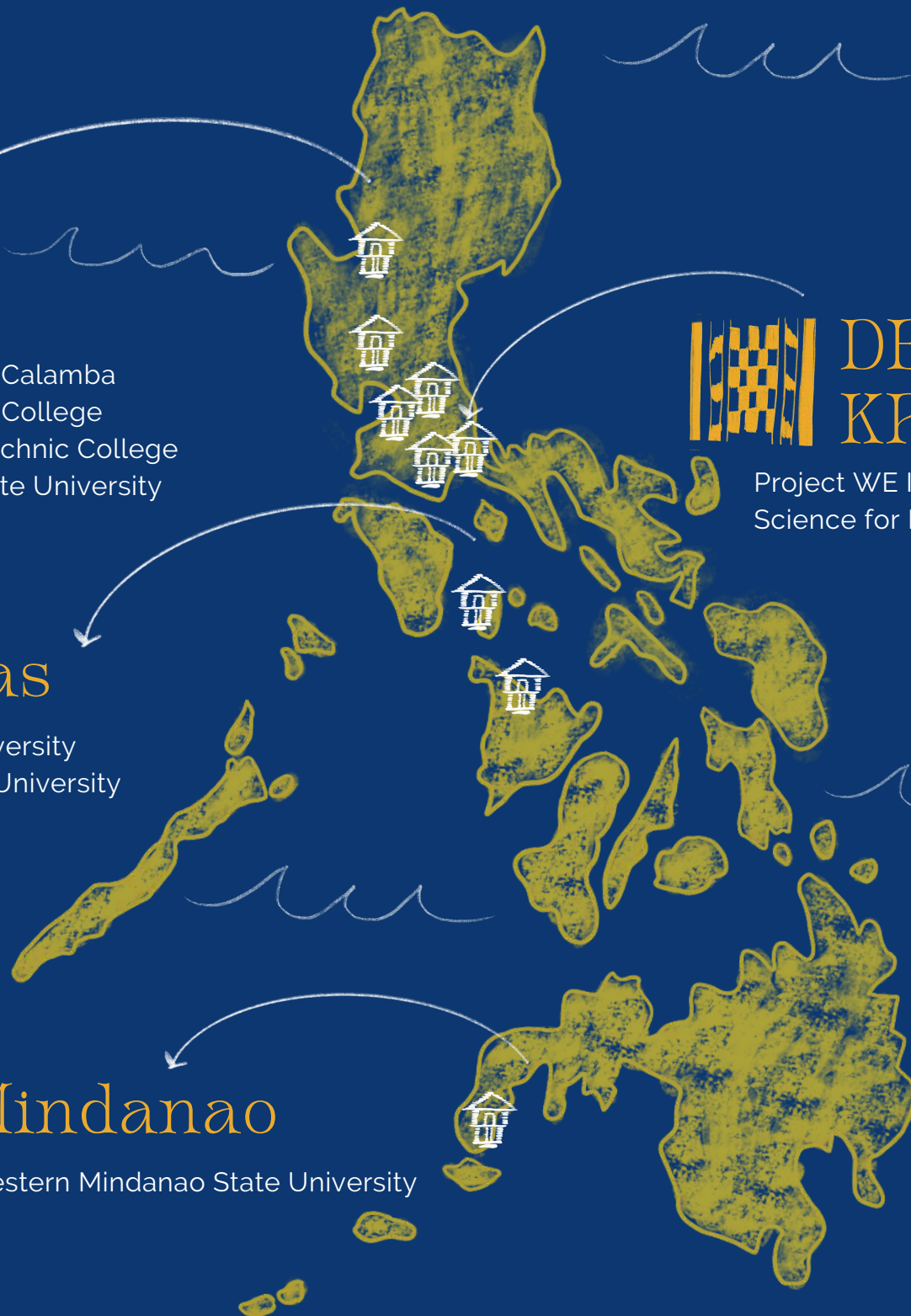
## Visayas

Aklan State University  
Romblon State University



## Mindanao

Western Mindanao State University



# THE GRASSROOTS

LUZON BEST PRACTICES

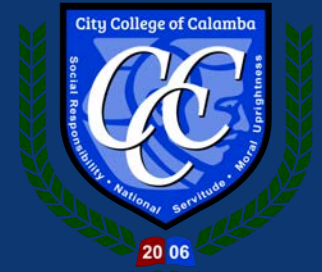


FEATURED UNIVERSITIES

City College of Calamba | Mabalacat City College  
Marikina Polytechnic College | Pangasinan State Universities

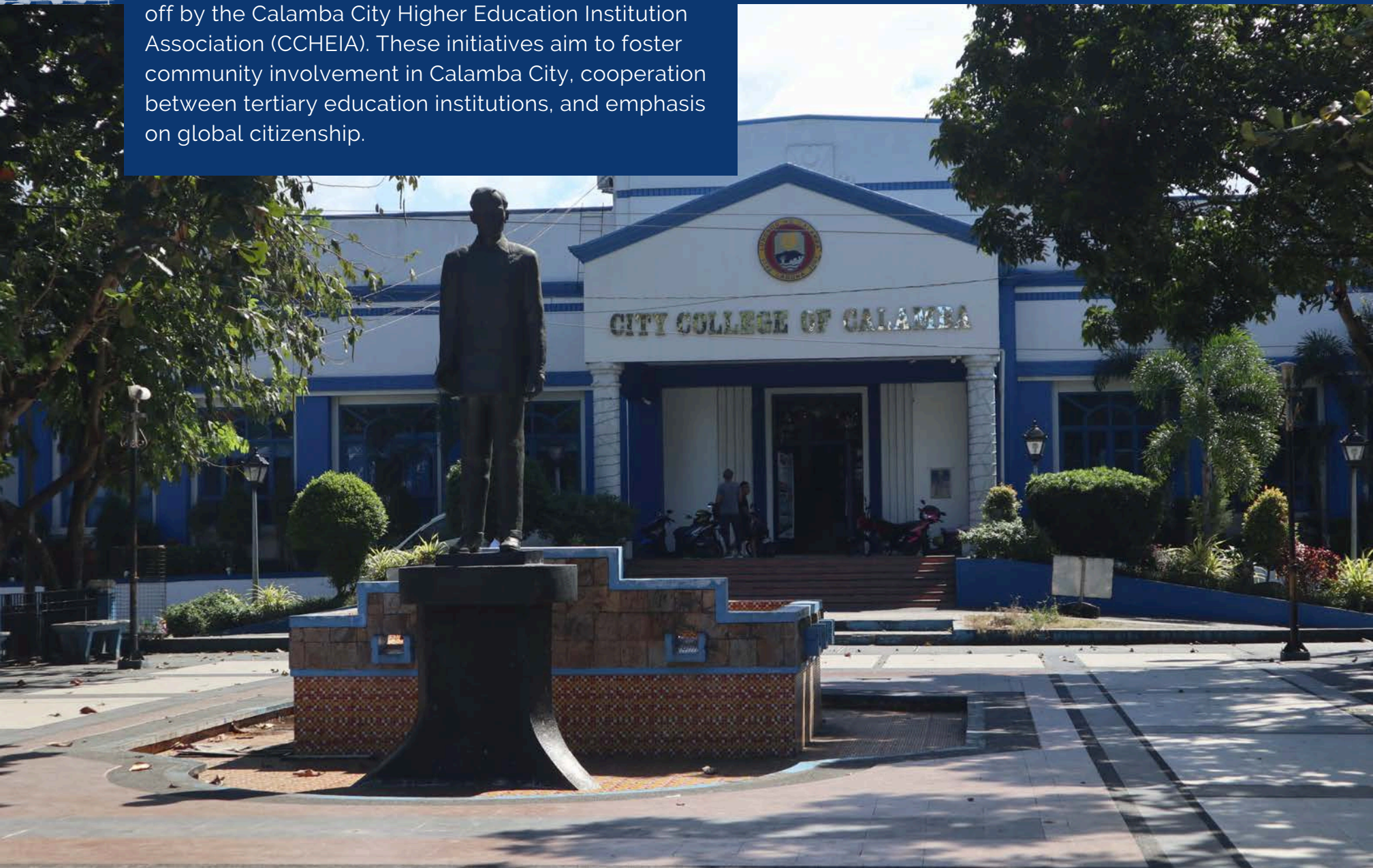
CITY COLLEGE OF CALAMBA

# Calamba City's Global Education Odyssey



CHARTING A PATH WITH CCHEIA INITIATIVES

The planning stage for the future Citywide Global Citizenship Education (GCED) events has been kicked off by the Calamba City Higher Education Institution Association (CCHEIA). These initiatives aim to foster community involvement in Calamba City, cooperation between tertiary education institutions, and emphasis on global citizenship.





Moreover, on September 11, 2023, City College of Calamba held its inaugural Teaching and Non-Teaching Development Program Lecture Series, "The Institutional Approach to Global Citizenship Education," with the goal of recalibrating and equipping its non-teaching staff members with the skills, knowledge, and viewpoints required to effectively implement an institutional approach to global citizenship education. In the first semester of the 2018–2019 academic year, City College of Calamba began offering GCED as part of its curriculum. Nevertheless, during the first semester of the 2022–2023 academic year, it was only maintained and has continued to be a component of the curriculum.



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to calibrate and recalibrate the teaching and non-teaching staff members with the knowledge, tools, and perspectives necessary to effectively deliver an institutional approach to global citizenship education.



GCED as a  
curriculum



# Mabalacat City College



Mabalacat City College (MCC) has included a Peace Building Program as a fundamental approach in its commitment to Global Citizenship Education (GCED). In order to optimize the implementation of this approach and achieve its desired outcomes, MCC has undertaken a range of activities, programs, and projects that are strategically focused on civic consciousness, educational curriculum, arts and culture, technology, environment, youth empowerment, and socio-emotional development.





These areas demonstrate MCC's steadfast commitment to equipping its students, faculty, and stakeholders with the knowledge and skills necessary to become well-informed, empathetic, and accountable global citizens who promote peace. MCC aims to provide its community with the necessary information, principles, and attitudes required to confront the global concerns of the present era, through its forward-thinking projects.

# Marikina Polytechnic College



In an effort to strengthen higher education management structures in developing nations, Marikina Polytechnic College (MPC) took part in the "Training on Internal Quality Assurance (TrainIQA) in Southeast Asia 2022-2023: A Program for Intercultural Understanding and International Collaboration in Education." Dr. Ma. Arra Santos, the head of MPC's Research and Development Office (RDO) took part in the aforementioned training, which occurred from November 2022 to October 2023. The inaugural opening of The Center for Marikina Valley Studies (CMVS): A Center for Advancing Cultural Heritage was another noteworthy achievement for MPC.



The institution will serve as a center for learning and inquiry, providing courses like a summer school on local history and heritage and building a vast collection of published books, theses, and dissertations. A detailed assessment of these ideas' adaptation and practicality in the real world was made possible by the students' active participation in testing them in the communities.





# The Learning Express

MARIKINA POLYTECHNIC COLLEGE  
SINGAPORE POLYTECHNIC

The Learning Express (LEX), hosted from October 2 to 13, 2023, at Marikina Polytechnic College in collaboration with Singapore Polytechnic, is a project that focuses a significant emphasis on the 'lifelong learning' framework through internationalization and community building.

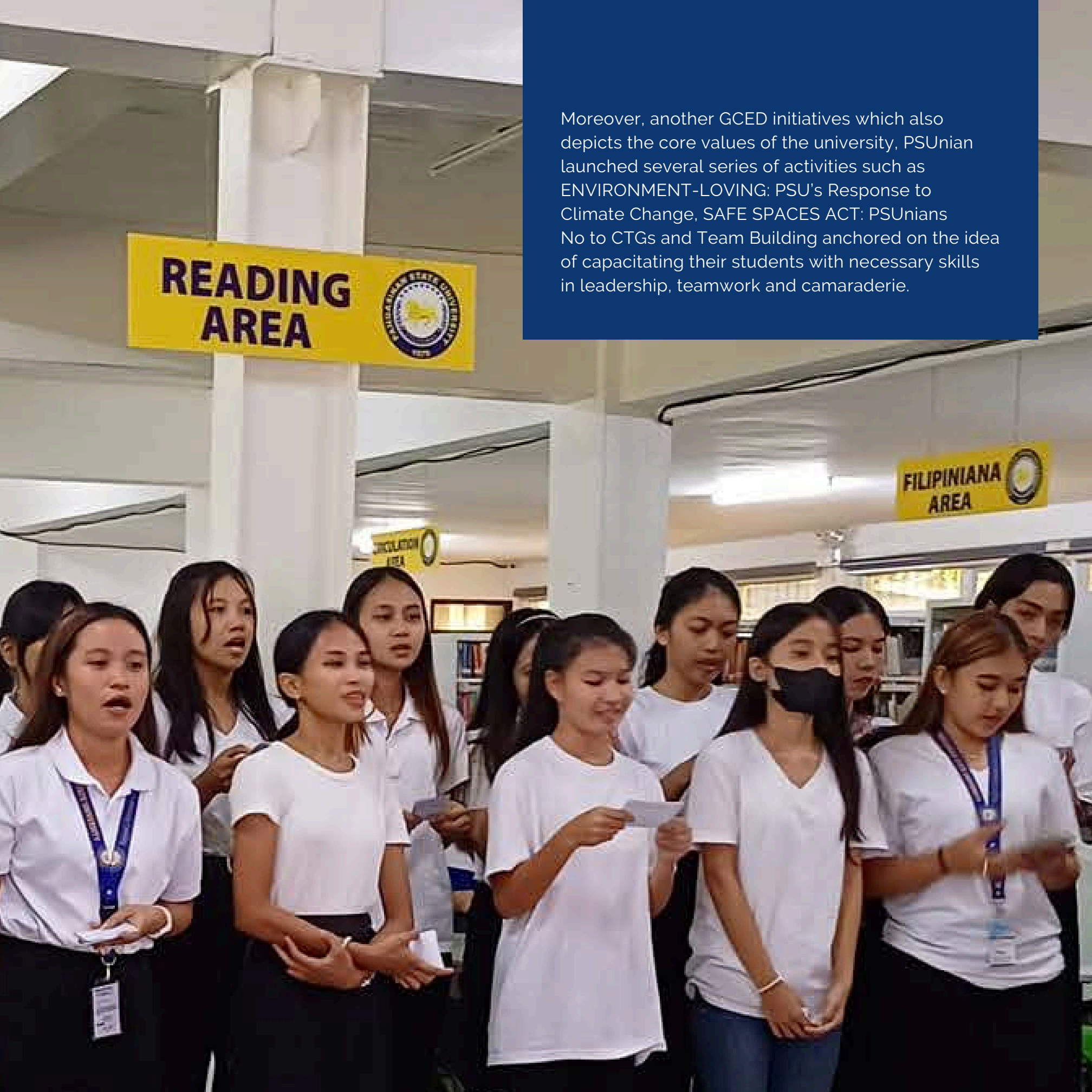
In addition to identifying issues in the community, the students were committed to working with the communities to co-create solutions. By collaborating, the suggested solutions were made to be both practically viable and well-received by the communities for which they were intended.

# Pangasinan State University



As the Pangasinan State University (PSU) geared towards nation-building and global citizenship. The institution carried out a seminar-workshop which took place on November 5, 2022, and has a theme of "Ganda, Galing, Gahum, Giliw, Gugma: Adopting a Filipino Model of Global Citizenship Education (GCED)." The workshop was intended to sustain the University Leaders' involvement in professional development and integrate the Global Citizenship Education in their curriculum, instructional materials, ways of teaching and even the use of different materials in the classrooms.





Moreover, another GCED initiatives which also depicts the core values of the university, PSUnian launched several series of activities such as ENVIRONMENT-LOVING: PSU's Response to Climate Change, SAFE SPACES ACT: PSUnians No to CTGs and Team Building anchored on the idea of capacitating their students with necessary skills in leadership, teamwork and camaraderie.

# THE COLLECTIVE PURPOSE

VISAYAS BEST PRACTICES



FEATURED UNIVERSITIES

Aklan State University | Romblon State University

## PROJECT STAR

# Aklan State University's Stellar Commitment to Sustainable Community Development



Aklan State University—New Washington Aklan established the extension program Project STAR, an acronym for Sharing Skills, Talents, Abilities, and Resources, with the intention of addressing the demands of the community. The university has executed a comprehensive initiative to emphasize the connection between its educational programs and the improvement of the quality of life for the marginalized sector. By aligning itself with the 2030 Agenda for Sustainable Development, the institution demonstrated its commitment to advancing the standards of education, health education, and environmental preservation in order to achieve sustainable development.



AKLAN STATE UNIVERSITY

he faculty, students, and officials of the department all played a crucial role in the development and execution of the programs. Additionally, funding and technical expertise were acquired through external partnerships established between the university and local government units. The result of this collective initiative was a competent community that possessed expertise in livelihood programs, mitigating climate change, rhythmic application, and enhancing the 4Ps (Pagbasa, Pagsulat, Pakikinig at Pagsasalita).





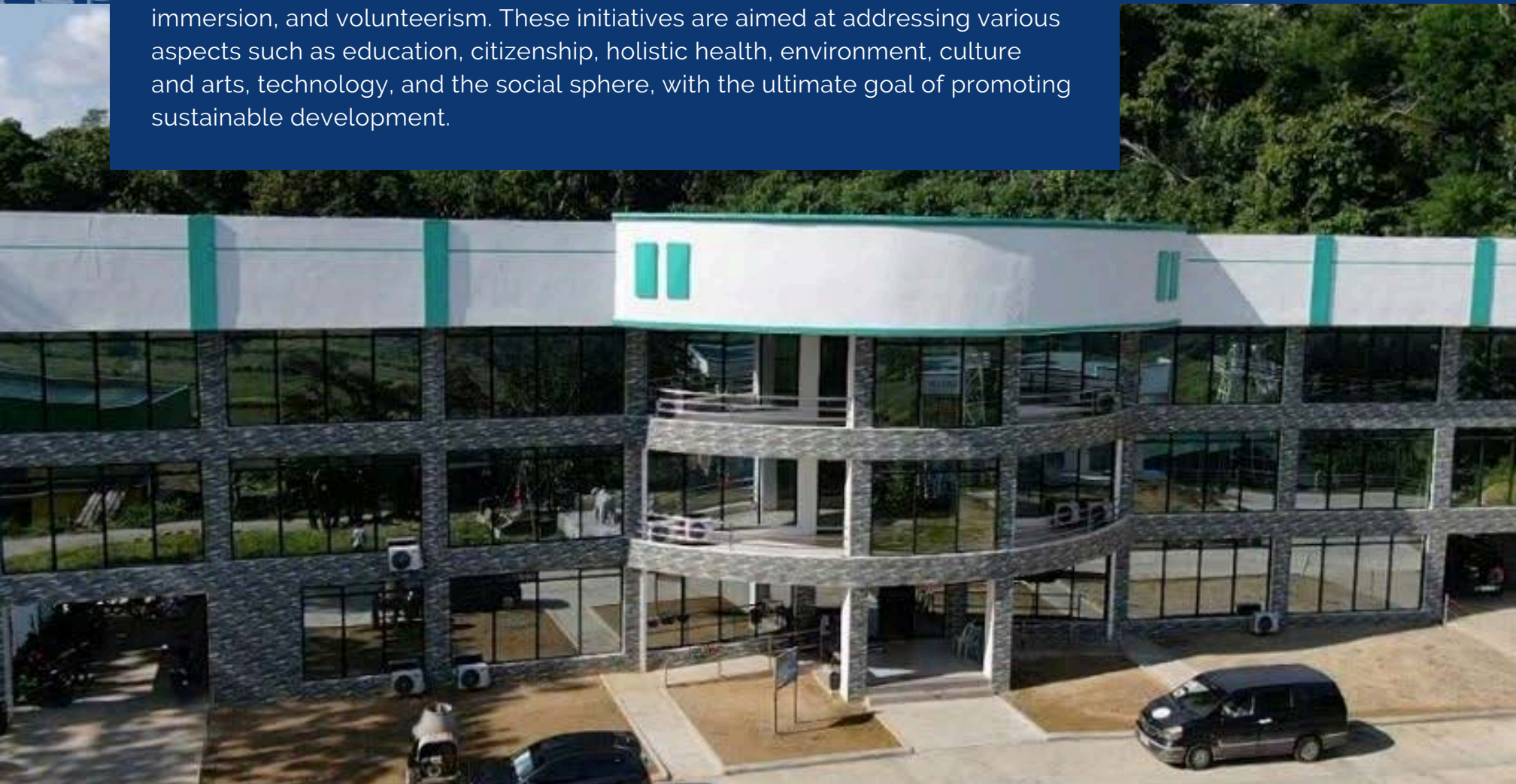
Sharing  
talents, abilities  
& resources

## SUSTAINABLE IMPACT

# Romblon State University's Multi-Faceted Approach to Holistic Development



Romblon State University has implemented a wide range of initiatives encompassing training, capacity building, research, extension services, immersion, and volunteerism. These initiatives are aimed at addressing various aspects such as education, citizenship, holistic health, environment, culture and arts, technology, and the social sphere, with the ultimate goal of promoting sustainable development.





The university provided a range of projects, sub-projects, and associated extension projects, which were overseen by both faculty members and students. These initiatives aimed to tackle many topics, including mental health issues, climate change, disasters, gender-based issues, and educational and curriculum improvements. The community has been positively influenced by the effective implementation of several programs, which were made possible through collaborative efforts.



Photo from Romblon State University Facebook Page







Photo from Western Mindanao State University Student Council Facebook Page

# Multifaceted Approach





# DIVERSITY & BEYOND

MINDANAO BEST PRACTICES



FEATURED UNIVERSITY

Western Mindanao State University

# Western Mindanao State University



At present, WMSU aspires to establish itself as the institution of choice for tertiary education, with a particular focus on cultivating individuals into roles that advocate for social accountability, human progress, environmental preservation, and international peace and security. A series of seminars were organized by Western Mindanao State University (WMSU) between 2021 and 2022 in order to reevaluate the institution's goals and determine its future course of action in consideration of the government's development strategy detailed in the "Ambisyon Natin 2040." A variety of initiatives and activities have been executed by the university with the objective of promoting and strengthening harmony, cultural awareness, and the inclusion of Global Citizenship Education (GCED) in the surrounding community.



Photo from MindaNews



By means of an all-encompassing process in curriculum development and writing, WMSU demonstrates its dedication to promoting peace and global citizenship in a manner that transcends the confines of the academic setting. The practices mentioned above encompass the following: the Mindanao Week of Peace, observed on the last Thursday of November; the International Day of Peace and Peace Consciousness Month in September; and World Interfaith Harmony Week, which occurs annually during the first week of February. These activities hold significant importance within the university as they provide an opportunity for introspection regarding their contribution to peacebuilding efforts and foster a sense of appreciation for their role as global citizens. Recognizing its responsibility to the greater community and the importance of enhancing the incorporation of peace and Global Citizenship Education (GCED), WMSU plans to partner with instructors from the island provinces of Basilan, Sulu, and Tawi-Tawi.



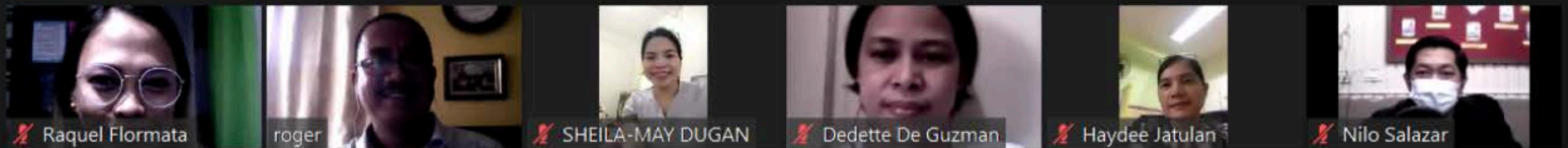
# Curriculum Development for Peace Studies Writeshop



# AS ONE

DEPED KPTEP

The Department of Education's goal of incorporating global citizenship into the Philippine K-12 curriculum was supported by a capacity-building workshop held by the Manila Division of City Schools last September 28 to October 1, 2021 via Virtual Zoom Meeting. The goal of this workshop is to assist the teacher-participants promote culture of peace through the following: (1) GCED Learning Engagement Worksheets and (2) UN International Days Promotional Video.



## SCIENCE FOR PEACE

# Promoting Peace Education through Integration of UN International Days Celebration in Teaching Science Class

In support of the Department of Education's Global Citizenship Integration in the Philippine K to 12 Curriculum, through the initiative of the project proponent Melandro D. Santos from Timoteo Paez Integrated School, the Manila Secondary Science Head Teachers Association (MSSHTA), under the auspices of UNESCO-APCEIU, Dep-ED ICO and Division of City Schools-Manila, conducted a Capacity Building-Workshop on "Integrating Peace Education through UN International Days Celebration in Teaching Science Class held on September 28-Oct 1, 2021 via Virtual Zoom Meeting. This webinar workshop was facilitated by the invited resource speakers specialized in the Global Citizenship Education themes and concepts. The participants were secondary science teachers, headteachers, selected school district supervisors, and other school leaders. The lecture discussions provided the participants with concepts and knowledge on GCED themes and concepts which include promotion of peace, UN International Days Celebration, UN Sustainable Development Goals, GCED Pedagogical Approaches, and Development of GCED Learning Resource Materials.

# PATHWAYS OF PROMOTING PEACE EDUCATION

**Carl O. Dellomos, MISS**  
Philippine Normal University  
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We need to foster global citizenship  
to create the world we want



## GCED: Themes and Concepts relevant to K to 12 Science Curriculum”

Rowena R. Hibanada, Ph.D  
CPEO-ARSO,  
GCED CORE TEAM MEMBER  
Philippine Normal University

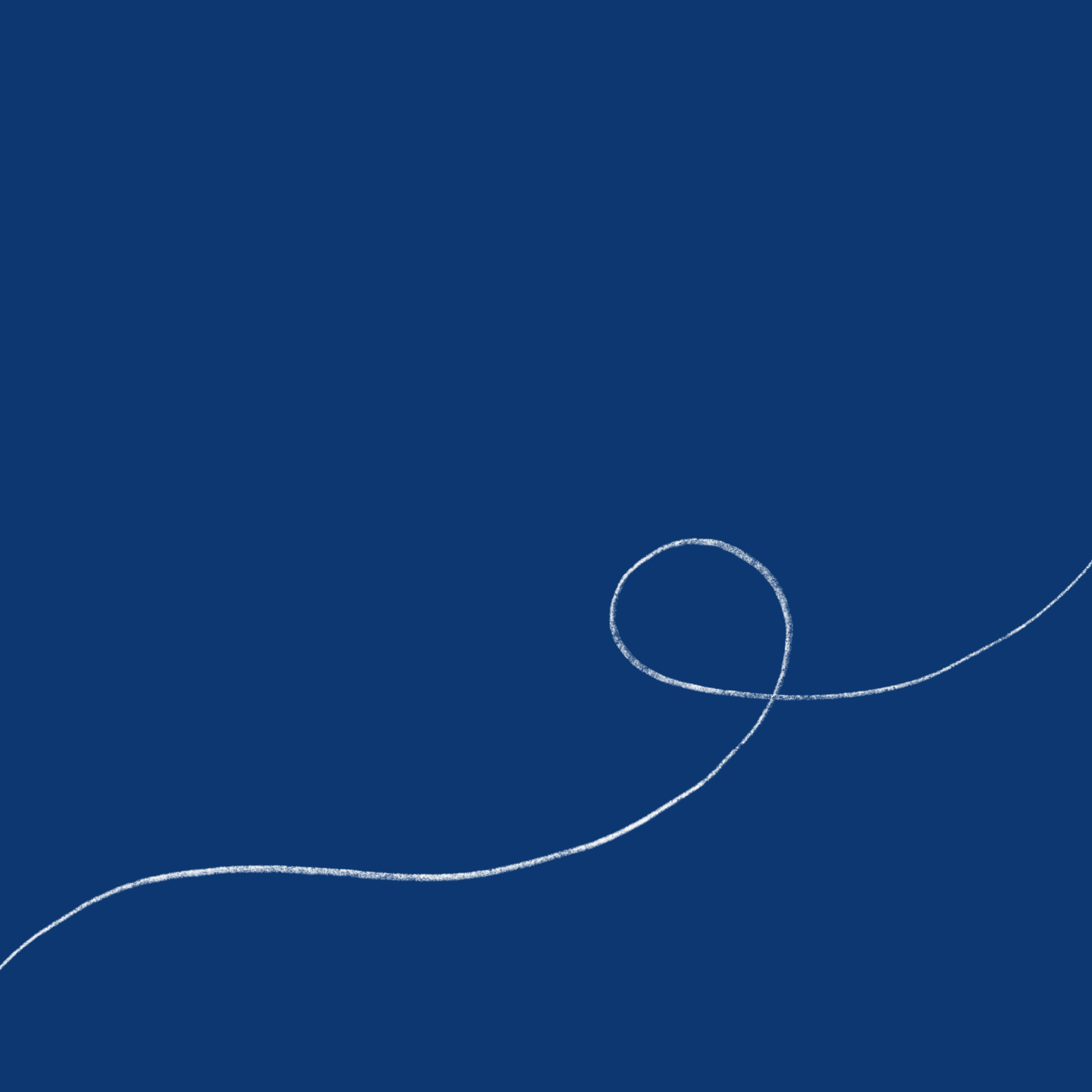


## PROJECT WE INNOVATE

# Pivoting from Classroom to Community

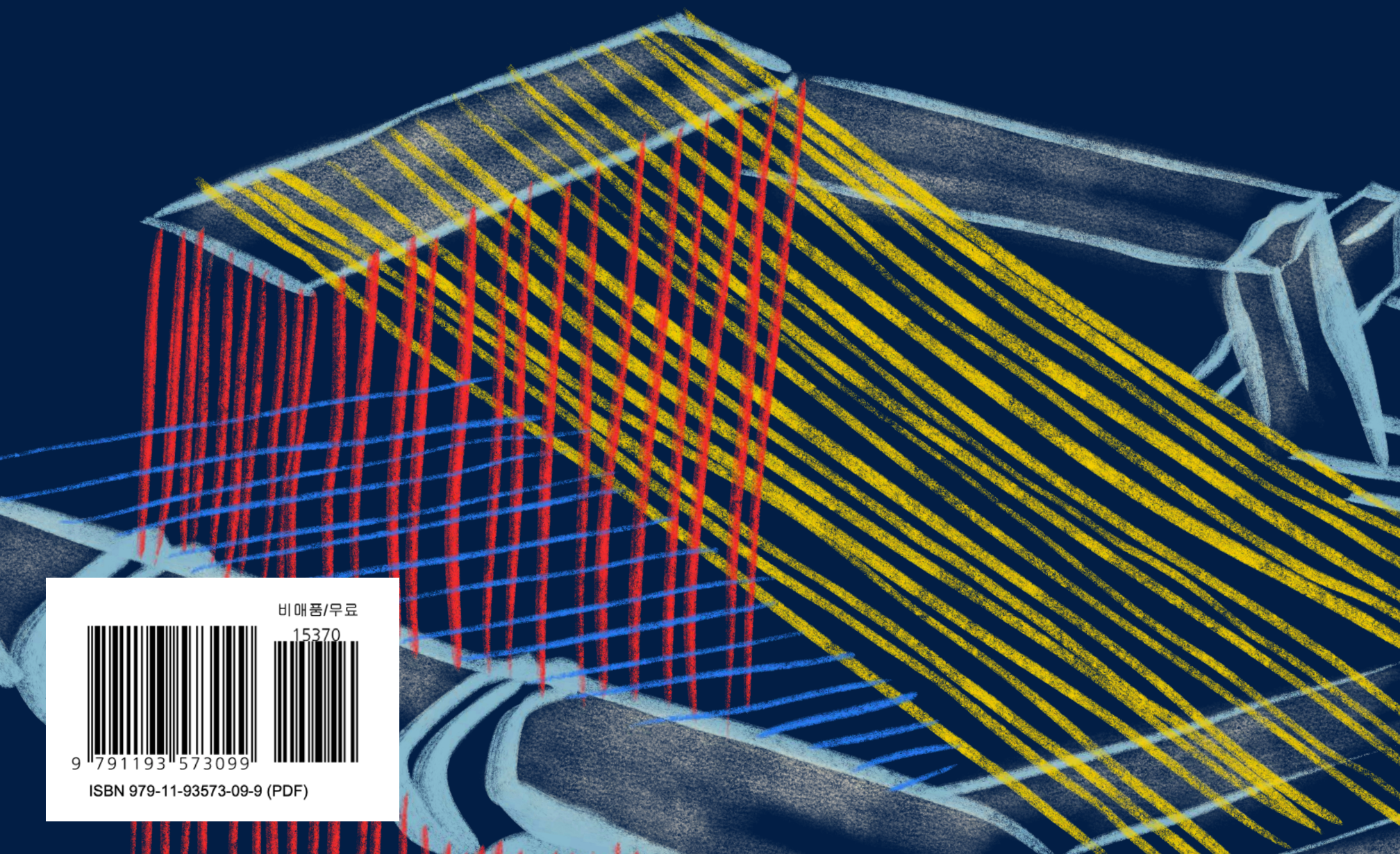
PROJECT WE INNOVATE aims to capacitate teachers to identify ways on how objectives of GCED/SDGs be integrated across learning areas; to prepare lesson exemplars and Science Investigatory Projects integrating the concept of GCED/SDGs; to enhance and develop the skills of teachers in writing printed and non-printed materials like Learning Modules, Strategic Intervention Materials, Worksheets, Action Research; to adopt some strategies and techniques in teaching through demonstration teaching and conduct of Learning Action Cell Sessions and; to plan and implement community and outreach activities that are aligned with GCED/SDGs. After the capacity training program and activities for teachers, they are now expected to initiate their own Programs, Projects, and Activities (PPAs) that will benefit their learners and community.







A partnership between UNESCO APCEIU and PNU

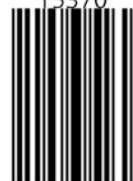


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