



PAGHABI

A Collection of Best GCED Practices in the Philippines

Copyright © 2025 Asia-Pacific Centre of Education for International Understanding,
Philippine Normal University, and Global Citizenship Education Cooperation Centre - Philippines

All rights reserved. No part of this report may be reproduced or used in any manner without written permission of the copyright owner except for the use of quotations in a book review via the Chief Editor.

Published by

Global Citizenship Education Cooperation Centre - Philippines
Philippine Normal University
Manila, Philippines

Funded by

Asia-Pacific Centre of Education for International Understanding

Contributors

Rowena R. Hibanada
Victoria J. Delos Santos
Ronald A. Gonzales
Ludivina B. Dekit
Ronald Allan S. Mabunga
Melandro D. Santos
Patrick John F. Mansueto
Myren Y. Ginoy
Mary Ann Grace Dulay
Victor P. Estrella
Mark G. Calimbo
Irma L. Escobia
Kevin Aaron M. Peralta
Arianne D. Catibog
Filipino M. Catibog

Layout Artist

John Rey A. Rayen

Language Editor/s

Marla C. Papango
Erhwin A. Clarin

Writer/Chief Editor:

Carl O. Dellomos

Project Management Team

Consultant: Adonis P. David
Project Lead: Carl O. Dellomos
Co-Project Lead: Serafin A. Arviola Jr.
Project Technical Assistants: John Rey L.
Velasco & Jasper Kent O. Barreno

GCC Philippines Management Team

Interim Overall Coordinating Supervisor:
Bert J. Tuga
Director: Rowena R. Hibanada
Deputy Director: Carl O. Dellomos

Philippine Normal University Management

President: Bert J. Tuga
Vice President for Academics: Jennie V. Jocson
Vice President for Planning, Research,
and Quality Assurance: Adonis P. David
Vice President for Finance and Administration:
Jose M. Ocampo Jr.
Vice President for University Relations
and Advancement: Lordinio A. Vergara

ISBN 979-11-93573-47-1 (PDF)

PAGHABI

A Collection of Best GCED Practices in the Philippines



DEDICATION

The PAGHABI project is dedicated to fostering collaboration, knowledge sharing, and innovation in Global Citizenship Education (GCED) across the Philippines. It seeks to weave together diverse practices and insights from educational institutions, educators, and advocates to create a vibrant tapestry of exemplary initiatives. By celebrating these efforts, PAGHABI aims to inspire collective action, promote inclusivity, and contribute to the holistic development of global citizenship values within the Philippine education system.

"PAGHABI: A Collection of Best GCED Practices in the Philippines"

The title "PAGHABI: A Collection of Best GCED Practices in the Philippines" reflects the essence of the project bringing together diverse practices and narratives in Global Citizenship Education (GCED) from various institutions nationwide.

The term "PAGHABI," meaning "to weave," symbolizes the collaborative effort of educators, advocates, and institutions in crafting a unified yet richly textured tapestry of knowledge and experiences.

FOREWORD

It is with immense pride and great enthusiasm that I present the second edition of PAGHABI: A Collection of Best GCED Practices in the Philippines. This anthology continues to celebrate the outstanding contributions made by educators, policymakers, and communities across the Philippines in advancing Global Citizenship Education (GCED).

The word paghabi in Filipino beautifully symbolizes the act of weaving diverse threads to form a strong and unified tapestry. In this second edition, we again bring together the best practices from Luzon, Visayas, and Mindanao, illustrating the dynamic diversity and shared aspirations of the Filipino people.

From the lush landscapes of Luzon to the lively islands of Visayas, and the rich cultural fabric of Mindanao, each region has continued to offer invaluable perspectives and innovative approaches to GCED. Whether through curriculum development, community-driven initiatives, or intercultural dialogues, Filipino educators have remained dedicated to fostering a new generation of global citizens—equipped with the knowledge, values, and skills needed to thrive in our interconnected world. As the Director of the UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU), I am deeply inspired by the passion and ingenuity of the Filipino education community in promoting peace, sustainability, and social justice through GCED. PAGHABI, now in its second edition, stands as a testament to the Philippines' unwavering commitment to creating a more inclusive, equitable, and harmonious society.

May the stories shared in these pages inspire educators, policymakers, and change-makers worldwide, fueling collaboration, creativity, and solidarity in our collective journey toward a brighter and more sustainable 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





Marikina Polytechnic College

- The Learning Express (LEX) Program



PNU Institute of Teaching and Learning

- Transforming FGEEL-ITL into a Model School for Global Citizenship Education
- Integration of GCED Principles in FGEEL-ITL Classes: Music, Arts, and English Classes through International Folk Songs



Romblon State University

- Scholarly Satchels: Bridging Dreams with Resources for the Success of Alternative Learning System (ALS) Students through Global Citizenship Education at Alcantara

Featured Universities



Kalinga State University

- Weaving Global and Local: Kalinga State University's GLOCAL Initiative on Global Citizenship Education



Bicol University

- Project MENTOR: Motive, Engage, Nurture, Team-up, Organize, and Reflect



University of Eastern Philippines

- Collaborative Prosperity-Partnership Caravan for Transformative Community Impacts towards Global Citizenship Education and Advocacy



Bukidnon State University

- Global Citizenship Education: Focusing on the Whole Child



Luzon

- Marikina Polytechnic University
- Kalinga State University
- Bicol University
- Romblon State University
- PNU Institute of Teaching and Learning





MENTORING THE NEXT

Capacitating Bicolano Teachers as Promulgators of GCED

BICOL UNIVERSITY



Building Foundations for Global Citizenship

In the vibrant region of Bicol, home to breathtaking natural wonders and unique cultural practices, the journey to embed Global Citizenship Education (GCED) into classrooms has taken a transformative turn. Despite GCED's growing global prominence, many educators in the region remain unfamiliar with its principles. Recognizing this gap, Bicol University (BU), through its Center for Teaching Excellence, launched Project MENTOR—an initiative designed to empower teachers to become advocates and practitioners of GCED in their schools and communities.



SCALING UP THROUGH PROJECT MENTOR

Project MENTOR, short for Motivate, Engage, Nurture, Team-up, Organize, and Reflect, aims to equip Bicolano teachers with the tools and knowledge to contextualize GCED within local classrooms. The project focuses on enhancing teacher competencies, developing instructional materials, and disseminating validated GCED resources across schools.

The program began with one-on-one mentoring sessions to introduce the basics of GCED. This personalized approach sparked curiosity and interest among teachers, motivating them to explore how GCED principles align with their areas of specialization. Veteran educators with prior GCED experience guided their peers in understanding and applying these principles.





TRANSFORMING REALIZATIONS INTO ACTION

Following individual mentoring, a regional training convened teachers who had completed the foundational sessions. This workshop provided a collaborative space for participants to share insights and develop GCED-enriched instructional materials. Many realized that their existing teaching practices already aligned with GCED, even if they were unaware of the term itself.

Empowered by these realizations, educators took action:

- Integrating GCED into their lesson plans and instructional materials.
- Leading school-wide activities centered on GCED principles.
- Engaging in discussions with colleagues and school heads to amplify GCED awareness.

Pre-service teachers also pledged to incorporate GCED principles into their professional education courses and internships, ensuring that the next generation of educators continues to champion these values.

A BORDERLESS APPROACH TO LEARNING

Project MENTOR capitalized on the accessibility and flexibility of modern learning modalities. By leveraging these tools, teachers in Bicol have become catalysts for global citizenship, shaping students who are prepared to thrive in an interconnected world.

Bicol University's initiative demonstrates that with proper guidance and collaboration, educators can weave the values of GCED into their teaching, fostering the development of globally aware and socially responsible citizens.

“To inspire one teacher is to impact generations of learners, paving the way for a brighter, interconnected future.”



MANIFESTING A GCED LEARNING ENVIRONMENT: BRINGING GLOBAL CITIZENSHIP TO LIFE

Manifesting a GCED Learning Environment

PNU INSTITUTE OF TEACHING AND LEARNING



TRANSFORMING SPACES FOR GLOBAL CITIZENSHIP EDUCATION



At the Institute of Teaching and Learning (ITL) at the Philippine Normal University in Manila, the principles of Global Citizenship Education (GCED) extend beyond textbooks and classroom discussions. Through creativity and collaboration, the ITL has reimagined its school environment as a vibrant space where GCED is not only taught but experienced.

With a keen understanding that learning extends beyond the classroom, ITL has infused its campus with visuals and displays that capture the essence of GCED. From the moment students and visitors enter the building, the integration of GCED principles is apparent—catching eyes and sparking interest, especially among young learners.



GCED STANDEES: A GATEWAY TO THE SDGS

One standout feature of the school's transformation is the installation of GCED standees, which prominently showcase the United Nations Sustainable Development Goals (SDGs). These colorful and engaging visuals aim to:

- **Raise Awareness:** Introducing students to key concepts like sustainability, equality, and social responsibility.
- **Encourage Action:** Inspiring learners to address challenges like climate change and inequality.
- **Foster Community:** Instilling a sense of belonging to a global community.

The standees serve as visual reminders of the importance of global citizenship, motivating students to move beyond awareness into actionable change.



INSPIRING REFLECTION AND ENGAGEMENT

By turning walls into canvases and staircase into showcases, ITL has created an environment where GCED is both seen and felt. This immersive approach fosters reflection, awareness, and active engagement among students, helping them understand their roles in shaping a more equitable and sustainable world.



A wall with a large tree mural in the center. To the left, there are several framed posters or photographs. Below the tree, the word 'INTERNATIONAL' is written in large, block letters. At the bottom of the image, there is a grid of small, square images or icons.

“A VISUALLY ENRICHED LEARNING SPACE IS NOT JUST AN ENVIRONMENT— IT IS A POWERFUL TOOL FOR SPARKING CURIOSITY, FOSTERING RESPONSIBILITY, AND BUILDING A GENERATION OF PROACTIVE GLOBAL CITIZENS.”

Global Citizenship in Tune

Harmonizing Global Citizenship through Music

At the Institute of Teaching and Learning (ITL) of the Philippine Normal University in Manila, the principles of Global Citizenship Education (GCED) resonate beyond traditional methods. By integrating music into GCED instruction, ITL has created a novel and meaningful way for students to connect with global values.

Through the use of international folk songs, ITL fosters self-discovery, cultural appreciation, and an understanding of the interconnectedness of humanity. This approach aligns music with multiple GCED themes, including human capital development, environmental awareness, peace, and global cooperation.

FROM CLASSROOMS TO CONCERTS

Music classes for Grades 3 to 7 and Grade 10 became the stage for this innovative practice. Students learned and performed folk songs from diverse cultures, such as:

- Zum Gali Gali (Israel)
- Nabiya (South Korea)
- Hsiao (China)
- Noe Bushi (Japan)
- Buring Kakak-Tua (Indonesia)
- Aeyaya Balano Sakkal (India)



Their efforts culminated in a vibrant concert where learners donned simple yet culturally appropriate costumes, complete with headdresses and props. Performances reflected the underlying themes of the songs and demonstrated the students' growing awareness of global issues.

ONE WORLD, MANY SONGS

Despite the songs' diverse origins, the concert highlighted a unifying theme: the oneness of the world amid diversity. Students deepened their understanding of other cultures and gained a greater appreciation of their shared humanity.

Through this innovative initiative, ITL showed that GCED can be taught not just through words but through melodies that transcend borders, inspiring learners to find harmony in diversity and work towards a shared global future.



“MUSIC IS A UNIVERSAL LANGUAGE THAT ALLOWS STUDENTS TO HEAR THE WORLD’S STORIES, SING ITS SHARED STRUGGLES, AND CREATE A COLLECTIVE MELODY FOR PEACE AND COOPERATION.”

WEAVING GLOCAL IN EDUCATION

Kalinga State University's Journey in Integrating GCED

KALINGA STATE UNIVERSITY

TKR

KALINGA STATE UNIVERSITY



HUMAN RESOURCE

KALINGA STATE UNIVERSITY
College of Education

COED Graduate Extension Program
**"Mapping & Promoting
Global Citizenship Education"**

Elementary School, C... Apayao
APRIL 3, 20...



Blending the Global and the Local

At Kalinga State University (KSU), the mission of nurturing globally-minded citizens starts with honoring the richness of local culture. Through its pioneering program, "GLOCAL: From GLObal to LoCAL," the university has seamlessly integrated Global Citizenship Education (GCED) into the Basic Education Curriculum in Conner, Apayao.

The GLOCAL initiative harmonizes global ideals with local realities, equipping learners with the values of respect, social justice, and environmental responsibility. By weaving together the global and the local, KSU ensures that students understand their dual roles as members of their immediate communities and a shared global village.

BUILDING BRIDGES THROUGH COLLABORATION

This initiative is a collaboration between KSU's College of Education and the Office of Distance Education, Transnational Education, and International Linkages (ODETEIL), with support from the Department of Education (DepEd) in Apayao. Together, they have aligned the curriculum with international standards while maintaining a solid connection to local contexts, ensuring relevance for students.



EMPOWERING EDUCATORS AND FUTURE TEACHERS

The program engaged educators and future teachers through workshops, lectures, and discussions, equipping them to:

- Integrate GCED principles into classrooms.
- Connect global issues to local realities, making them relatable for students.
- Emphasize the impact of local actions on the global stage.



By weaving local culture into global discussions, educators created a curriculum that resonates deeply with learners, fostering a sense of responsibility and awareness.

IMPACT AND LEGACY

The GLOCAL initiative has already significantly transformed the education system in Apayao. Educators now seamlessly incorporate global topics into localized discussions, bridging the gap between the global and the local.



“THROUGH THE GLOCAL PROGRAM, KALINGA STATE UNIVERSITY IS SHAPING CITIZENS WHO ARE ROOTED IN THEIR LOCAL CULTURE YET EQUIPPED TO NAVIGATE THE INTERCONNECTED CHALLENGES OF THE GLOBAL WORLD.”

This innovative approach exemplifies how education can weave a stronger, more inclusive tapestry of understanding, linking local identities with global citizenship.

Building Bridges Through Education

The TEACH-GCED Initiative



Kalinga State University (KSU) is addressing gaps in the basic education curriculum by amplifying the teaching of civics and social studies through Global Citizenship Education (GCED). Through the **TEACH-GCED** Initiative—Empowering Adopted Schools through the Integration of Global Citizenship Education in Araling Panlipunan—KSU equips teachers with the knowledge and tools to foster a more holistic and global approach to education.



A Transformative Initiative with Lasting Impact

The TEACH-GCED program at Balawag National High School (BNHS) introduced teachers and students to Global Citizenship Education (GCED) through a one-day event featuring lectures, workshops, and interactive sessions. These activities focused on integrating GCED into lessons and addressing global issues like environmental sustainability, human rights, and intercultural understanding.

Teachers gained practical tools and a stronger understanding of GCED principles, joining a network of educators dedicated to shaping global citizens. Students were encouraged to think critically about challenges such as climate change, social justice, and human rights, empowering them to take active roles in their communities and beyond.

This initiative highlights the importance of transformative education in fostering socially responsible individuals prepared to address global challenges.

Connecting Local and Global

The TEACH-GCED Initiative showcases how education can bridge local experiences with global challenges. By mobilizing educators and students alike, KSU is shaping a new generation of informed, compassionate, and proactive global citizens.



“THROUGH TEACH-GCED, EDUCATION BECOMES THE BRIDGE THAT CONNECTS COMMUNITIES TO THE LARGER WORLD, FOSTERING UNDERSTANDING, RESPONSIBILITY, AND COLLABORATION.”

A hand holding a pen over a spiral notebook, with a blurred background of books and a warm, golden light. The scene is set on a desk, suggesting a study or writing environment. The lighting is soft and warm, creating a sense of focus and dedication.

Preserving Heritage Through Education: Stitching Local History into Global Citizenship

Bringing Local History to the Forefront

Kalinga State University (KSU) champions the preservation of local history as a vital element of Global Citizenship Education (GCED). Through its IM Development on Local History with Basic Research Using Historical Methodology, educators, alumni, and students were trained to create instructional materials rooted in Kalinga's rich cultural legacy.

The program equipped participants with historical research skills and module development techniques, enabling them to:

- Highlight the global relevance of local traditions.
- Instill cultural pride in students.
- Create learning materials that connect heritage to global issues.

KSU's initiative nurtures educators as stewards of Kalinga's heritage, ensuring local history remains a cornerstone of global learning.

**“BY PRESERVING OUR PAST, WE INSPIRE STUDENTS TO EMBRACE THEIR ROLES IN
A SHARED GLOBAL FUTURE.”**

ABOARD THE LEARNING EXPRESS

Driving GCED Through Collaboration and Innovation

MARIKINA POLYTECHNIC COLLEGE



MARIKINA POLYTECHNIC COLLEGE
MARIKINA CITY

Connecting Communities Through Learning

The Learning Express program at Marikina Polytechnic College exemplifies Global Citizenship Education (GCED) by fostering collaboration between Filipino and Singaporean students. This partnership with Singapore Polytechnic offers an immersive, out-of-textbook learning experience rooted in internationalization, lifelong learning, and sustainable development.

Design Thinking in Action

The program employs the Design Thinking pedagogy, a human-centered approach to problem-solving that encourages empathy, creativity, and collaboration. Participants work directly with communities through the following steps:

- Observing and interviewing residents to identify local needs.
- Creating sustainable solutions based on community insights.
- Presenting prototypes for feedback and refinement.

This iterative process not only equips students with problem-solving skills but also builds trust and collaboration with the community.





Bridging Cultures for Global Principles

Through exchanges, presentations, and immersion programs in both Marikina and Singapore, students gain a deeper understanding of shared global challenges. By tackling real-world problems together, they cultivate friendships, cultural understanding, and actionable solutions that embody the principles of GCED.





**“LEARNING EXPRESS TRANSFORMS
EDUCATION INTO A JOURNEY OF
EMPATHY, INNOVATION, AND GLOBAL
RESPONSIBILITY, SHAPING STUDENTS
INTO PROACTIVE CHANGEMAKERS.”**

EMPOWERING LEARNERS WITH SCHOLARLY SATCHELS

GCED for Alternative Learning Systems

ROMBLON STATE UNIVERSITY



Bridging Education Gaps Through GCED

Recognizing the transformative power of education, Romblon State University (RSU) launched the Scholarly Satchels Initiative to support learners in the Alternative Learning System (ALS) at Alcantara National High School. This effort highlights the adaptability of Global Citizenship Education (GCED) to reach diverse learners, ensuring that education is a tool for personal and communal growth.



Scholarly Satchels



TOOLS FOR SUCCESS

The scholarly satchels were thoughtfully curated with resources that included:

- Educational materials tailored to ALS students.
- Information on GCED principles to inspire global citizenship values.



These satchels aim to bridge the gap between aspirations and achievement, providing ALS learners with the tools they need to excel academically and develop a sense of purpose.

Towards a More Inclusive Society



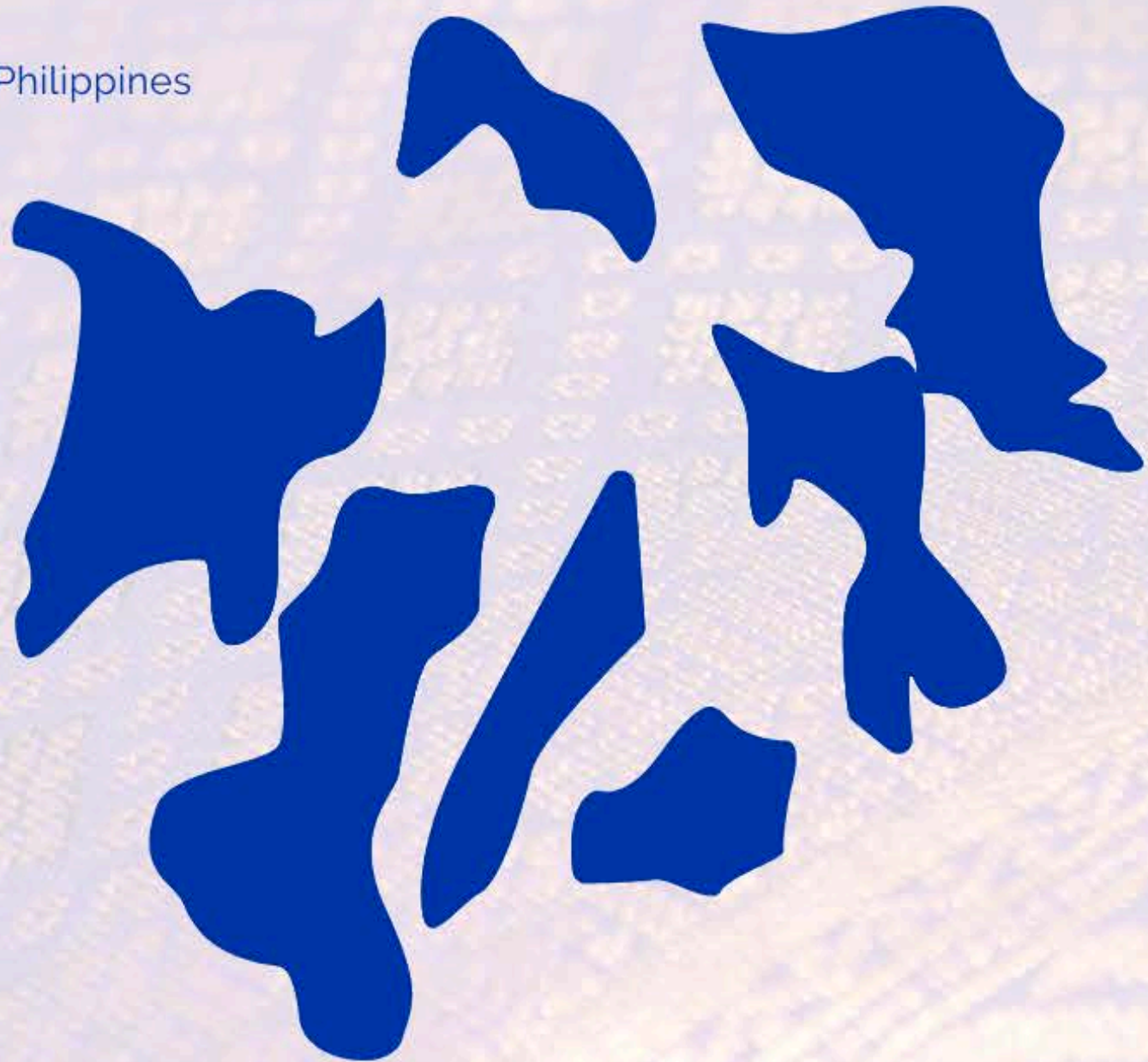
The Scholarly Satchels Initiative exemplifies how education can ignite potential and empower marginalized learners. By equipping ALS students with the knowledge and resources they need, RSU is contributing to the realization of a more equitable and inclusive society, where education serves as a beacon of opportunity for all.



**“WITH EACH SATCHEL DELIVERED, WE
PLANT THE SEEDS OF HOPE, NURTURING
A GENERATION OF LEARNERS READY TO
THRIVE AND LEAD IN A GLOBAL
COMMUNITY.”**

Visayas

- University of Eastern Philippines





COLLABORATIVE PROSPERITY

The Caravan for Transformative Community Impact

UNIVERSITY OF EASTERN PHILIPPINES



Driving Sustainable Development in Northern Samar

The Prosperity (Kauswagan) Caravan, launched by the University of Eastern Philippines (UEP) in 2022, stands as a testament to Global Citizenship Education (GCED) and the United Nations Sustainable Development Goals (SDGs). This initiative addresses the social and economic needs of marginalized communities in Northern Samar by delivering vital services and fostering empowerment.

REACHING REMOTE COMMUNITIES

By partnering with local and national government units, civil society organizations, businesses, and academic institutions, the caravan bridges gaps in services for even the most remote barangays.



ITS 2023 IMPACT INCLUDED:

- 569 barangays reached.
- 84,000 families supported.
- Over 639,000 lives touched.

SERVICES PROVIDED INCLUDE:

- Health and Wellness: Vaccination drives and feeding programs to improve community health.
- Education and Advocacy: Workshops on sustainability, human rights, and peace education to raise awareness and inspire action.
- Economic Empowerment: Skills training in livelihood and financial literacy to promote self-sufficiency and resilience.

Building Partnerships for Change

At the heart of the Prosperity Caravan lies the strength of collaboration. Stakeholders pool resources, expertise, and human capital to create a foundation for sustainable development. Through capacity building, technical knowledge exchange, and civic engagement, the program empowers local communities to actively shape their futures.



A Model for Transformation

The caravan's success highlights the transformative power of shared responsibility. By working together, institutions, government bodies, and citizens can foster profound, lasting change in underserved regions.



2023.06.30



PROSPERITY PARTNERSHIP CARAVAN MODEL

“THE PROSPERITY CARAVAN IS MORE THAN A PROGRAM—IT’S A MOVEMENT THAT UNITES COMMUNITIES AND STAKEHOLDERS TO CREATE PATHWAYS FOR A SUSTAINABLE AND EQUITABLE FUTURE.”

Mindanao

- Bukidnon State University



BULWAGANG STATE UNIVERSITY
COLLEGE OF EDUCATION
SECONDARY SCHOOL LABORATORY
GENDER AND DEVELOPMENT UNIT

GENDER AWARENESS ORIENTATION

WEDNESDAY, MARCH 02, 2022
 AM: PRACTICE TEACHERS
 PM: GRADE 7 STUDENTS

RESOURCE SPEAKER:
Mrs. Rely Jean R. Dalunhay
 1990, Zamboanga, Division of Mindanao

Zoom Meeting ID: 899 8229 7098
 Password: 8445095122



EDUCATING FOR COMPASSION AND RESPONSIBILITY

Global Citizenship Education: Focusing on the Whole Child

BUKIDNON STATE UNIVERSITY

ON STATE UNIVERSITY

A PREMIER UNIVERSITY OF INNOVATIVE AND ETHICAL LEADERS
FOR SUSTAINABLE DEVELOPMENT

UNNIGH

THE UNIVERSITY'S DUAL PROGRAMS PROVIDE ADVANCE EDUCATION IN HIGHER
TECHNOLOGICAL PROFESSIONS, RESEARCH AND TRAINING IN THE FIELD OF
EDUCATION WITH EMPHASIS ON LEADERSHIP, ADMINISTRATION, INFORMATION
MANAGEMENT AND HUMAN SERVICES. WE ARE ALSO PROVIDING SPECIALIZED
PROGRAMS FOR AGING AND EXTENSIVE SERVICE AND PROVIDING SPECIALIZED
PROGRAMS FOR AGING AND EXTENSIVE SERVICE AND PROVIDING SPECIALIZED



Holistic Education in Bukidnon

In Bukidnon, the Secondary Laboratory School (SLS) of Bukidnon State University (BSU) is redefining education by embracing a “whole child” approach. Through its Global Citizenship Education (GCED) programs, SLS integrates academics with initiatives that foster Gender and Development (GAD) advocacy, mental health awareness, community engagement, and cultural sensitivity.



TARGETING KEY SOCIAL ISSUES

Driven by Sustainable Development Goal No. 5 (Gender Equality), SLS's programs address critical local issues, including:

- Teenage pregnancy and HIV/AIDS prevention.
- Mental health awareness and support.
- Community empowerment through cultural sensitivity and engagement.

Partnering with organizations like the Philippine National Policewomen's Desk and the Philippine Obstetrical and Gynecological Society, SLS tailors its programs to meet the specific needs of Northern Mindanao.





ACTIVITIES THAT EMPOWER LEARNERS

The school's initiatives include:

- GAD Caravan: Promoting equality and self-awareness.
- Career Guidance Sessions: Preparing students for meaningful futures.
- Cultural Forums: Encouraging respect and appreciation for diversity.

Through reflective activities, play-based learning, and health seminars, SLS nurtures socially responsible and compassionate learners.



Building a Just and Equitable World

SLS exemplifies BSU's commitment to developing students who value social justice and cultural respect. By equipping learners with the knowledge, skills, and empathy to contribute to a better world, SLS shapes future leaders who are prepared to build an inclusive and sustainable society.





**“IN NURTURING THE WHOLE CHILD, SLS
IS NOT JUST EDUCATING STUDENTS—IT
IS CULTIVATING GLOBAL CITIZENS WHO
WILL LEAD WITH COMPASSION AND
RESPONSIBILITY.”**

PAGHABI

A Collection of Best GCED Practices in the Philippines



GCED Cooperation Centre Philippines

A partnership between UNESCO APCEIU and PNU



비매 품/무료

15370

9 791193 573471

ISBN 979-11-93573-47-1 (PDF)