



A partnership between UNESCO APCEIU and PNU

PAGHABI

A Collection of Best GCED
Practices in the Philippines

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Philippine Normal University (PNU), and
Global Citizenship Education Cooperation Centre - Philippines (GCC-PH)

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Foreword

It is with immense pride and great enthusiasm that I present the **third edition** of PAGHABI: A Collection of GCED Best Practices in the Philippines. This publication continues to celebrate the outstanding contributions of educators, policymakers, and communities across the country 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 third edition, we once again bring together inspiring best practices from **Luzon, Visayas, and Mindanao**, reflecting the dynamic diversity and shared aspirations of the Filipino people in nurturing global citizenship through education.

From the vibrant classrooms of Luzon to the innovative learning spaces in the Visayas, and the culturally rich communities of Mindanao, each region offers invaluable perspectives and creative approaches to GCED. Whether through curriculum innovation, community-based programs, or intercultural dialogues, Filipino educators continue to embody the spirit of peacebuilding, empathy, and solidarity fostering a generation of learners who are globally minded and locally rooted.

As the Director of the UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU), I am deeply inspired by the unwavering passion and ingenuity of the Filipino education community in promoting peace, sustainability, and social justice through GCED. PAGHABI, now in its third edition, stands as a testament to the Philippines' steadfast commitment to advancing transformative education and building a more inclusive and compassionate world.

May the stories and practices shared in these pages inspire educators, policymakers, and changemakers everywhere to continue weaving their own narratives of hope, collaboration, and global solidarity toward a brighter and more sustainable future for all.

Dr. Hyun Mook Lim

Director, UNESCO Asia Pacific Centre of
Education for International Understanding

Message

In every corner of our nation's educational landscape, we see the enduring threads of innovation, passion, and dedication. The **third edition of PAGHABI: A Collection of GCED Best Practices in the Philippines** stands as a testament to the collective efforts of educators, policymakers, and communities who continue to champion the ideals of **Global Citizenship Education (GCED)** across **Luzon, Visayas, and Mindanao**.

This edition, developed in close partnership with the **UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU)** through the **GCED Cooperation Centre Philippines**, echoes a shared vision, one that celebrates education as a bridge toward peace, sustainability, and mutual understanding. As APCEIU's foreword reminds us, paghabi beautifully symbolizes the weaving together of diverse threads to create a unified tapestry. Indeed, within these pages, we witness how Filipino educators have woven GCED principles into their classrooms and communities with creativity, empathy, and purpose.

From the vibrant learning environments of Luzon to the dynamic schools of the Visayas, and the culturally rich communities of Mindanao, each story in this collection resounds with the commitment of those who see education not merely as instruction, but as transformation. These best practices reveal how local initiatives, grounded in Filipino values, contribute to a broader global movement for peace and solidarity.

As the National Center for Teacher Education, the **Philippine Normal University** takes immense pride in serving as a hub for advancing GCED in the Philippines. Through collaboration, research, and innovation, we reaffirm our commitment to nurturing educators who will continue to weave the values of global citizenship into the fabric of Philippine education.

To all who have contributed to this meaningful work, we extend our deepest gratitude. Your dedication and creativity illuminate the continuing story of PAGHABI, a story of hope, unity, and shared purpose.

May this collection inspire many more educators to take part in this collective weaving of dreams and actions toward a more inclusive, equitable, and peaceful world.

DR. BERT J. TUGA

President, Philippine Normal University



Preface

In the continuing journey of promoting Global Citizenship Education (GCED) across the Philippines, the third edition of PAGHABI: A Collection of GCED Best Practices in the Philippines stands as a testament to the creativity, dedication, and collaboration of educators nationwide. This volume highlights exemplary practices from schools, demonstrating innovative approaches to fostering global awareness, intercultural understanding, and responsible citizenship among learners.

This edition builds upon the foundations laid in previous volumes, bringing together insights from fourteen pioneering schools whose initiatives exemplify excellence in implementing GCED highlighting their strong commitment to inclusive and forward thinking education.

- **Inclusive Pedagogy:** Schools are designing learning experiences that engage diverse learners, ensuring that every student has the opportunity to participate, contribute, and develop a sense of belonging.
- **Community Engagement:** Many initiatives emphasize partnerships with local communities, encouraging students to apply their learning in meaningful ways that address real-life challenges.
- **Innovative Practices:** From integrating digital tools to project-based learning, these best practices illustrate creativity and adaptability in responding to evolving educational needs.
- **Global Awareness:** Through cross-cultural programs, international collaborations, and values-based activities, students are empowered to understand global issues and cultivate empathy and responsible citizenship.

Through this compendium, we aim to not only celebrate the achievements of participating schools but also provide a practical resource for educators, researchers, and policymakers. It offers guidance for teacher training, curriculum development, and educational research, demonstrating how GCED can be embedded effectively in diverse learning environments.

We hope that PAGHABI continues to serve as a bridge, connecting educators, learners, and communities in the shared pursuit of global citizenship, and inspiring continued innovation and collaboration across the Philippine educational landscape.







“Through shared stories of learning and innovation, PAGHABI inspires educators to shape a generation that thinks globally, acts responsibly, and embraces the world with empathy.”



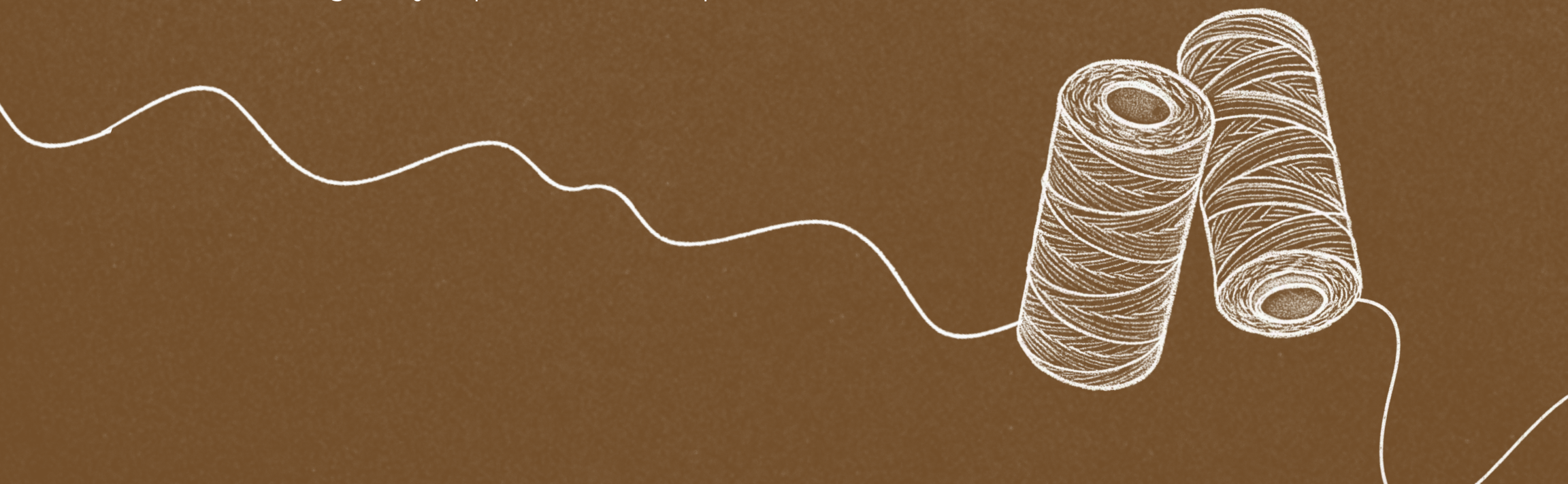
Introduction

Education today demands more than knowledge transfer; it calls for nurturing learners who are critical thinkers, empathetic citizens, and proactive participants in an interconnected world. Global Citizenship Education (GCED) embodies this vision, equipping students with the skills, values, and attitudes needed to navigate and contribute positively to an increasingly complex global society.

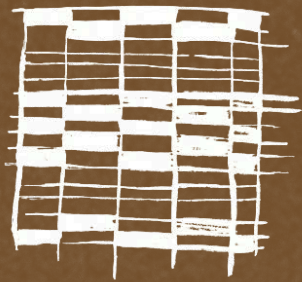
This 3rd edition of PAGHABI presents a collection of best practices from schools across the Philippines that exemplify the principles of GCED in action. Each featured initiative demonstrates innovative approaches to teaching, community involvement, and learner engagement, reflecting the dynamic and evolving landscape of Philippine education.

By sharing these experiences, this compendium seeks to inspire educators to adopt, adapt, and innovate their own practices in promoting global citizenship. Moreover, it aims to provide accessible guidance for teacher training programs, curriculum designers, and policymakers who are committed to embedding GCED across all levels of learning.

Ultimately, PAGHABI is more than a collection of case studies; it is a celebration of educational excellence, collaboration, and the unwavering commitment of Filipino educators to prepare learners for a globally responsible and compassionate future.



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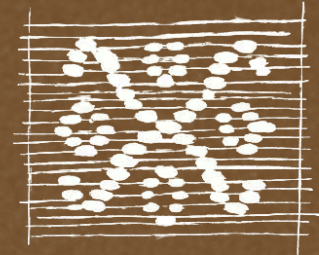
Visayas

- Philippine Normal University Visayas
- Aklan State University
- University of Eastern Philippines



Mindanao

- Western Mindanao State University
- Philippine Normal University Mindanao
- Sulu State College



Luzon

- Pangasinan State University
- Kalinga State University
- Tarlac Agricultural University
- City College of Calamba
- Bicol University
- St. Paul University Philippines
- PNU- Center for Teaching and Learning – FGEEL





BRIDGES BEYOND BORDERS

LUZON BEST PRACTICES



FEATURED UNIVERSITIES

Marikina Polytechnic College | Pangasinan State University

Kalinga State University | Tarlac Agricultural University

City College of Calamba | Bicol University

St. Paul University Philippines | PNU- Center for Teaching and Learning – FGEEL



MARIKINA POLYTECHNIC COLLEGE

MPC-Globus Apprenticeship Program: A GCED Best Practices for International Cooperation between the Global North and the Global South

The MPC-Globus Apprenticeship Program is a partnership between the Marikina Polytechnic College (MPC) and the GLOBUS fund, which is supervised by the Danish Ministry of Foreign Affairs. The program's objective is to foster international cooperation by deploying Danish apprentices to the Philippines for practical training. Represented by the Danish Trade Union Development Agency (DTDA) Asia Office, the GLOBUS fund began negotiations in July 2024 to send apprentices from Himmerlands Erhvervs-og Gymnasieuddannelser (HEG) and Center for Erhvervsrettede uddannelser Lolland Falster (CELF).





A series of scoping missions were conducted by an MPC Technical Working Group and representatives from DTDA, HEG, and CELF to identify host enterprises for the apprentices. Four companies, Megawide Construction Corporation, Filtra Timber, Manly Plastics Incorporated, and Exo Armoring Company were chosen. A total of 19 Danish apprentices were deployed for a one-month program, alongside 17 MPC students who were paired with them.



The apprenticeship served as a platform for a valuable exchange of skills and culture. Filipino apprentices learned from the Danes' technical skills and speed, while the Danish apprentices marveled at the resourcefulness and innovative workaround strategies of their Filipino counterparts. Beyond the technical training, the program also exposed the Danish students to the local culture, providing a "work-life" balance through visits to cultural hubs and scenic spots. The experience provided both groups with unique perspectives on global education and citizenship.



Pangasinan State University PSU as a Torchbearer of Global Citizenship Education in Region I

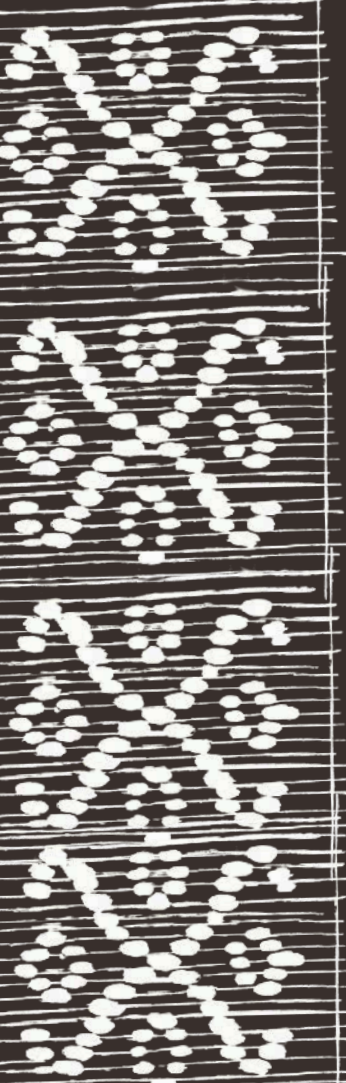
Pangasinan State University (PSU) has been designated as the Regional Hub for Global Citizenship Education (GCED) in Region I. The university integrates GCED principles not only into its curriculum but also into a wide range of initiatives across its nine campuses and partner communities. At the core of its approach is the belief that global citizenship begins with self-awareness and an appreciation for one's cultural roots.





To achieve this, PSU implements various capacity-building programs, webinars, and forums for students, faculty, and non-teaching personnel to engage in critical dialogue on national and international issues. The university's mobility programs, including local and international exchanges, are considered a key best practice. These exchanges broaden horizons while strengthening pride in Filipino and regional identity. Additionally, PSU emphasizes cultural engagement by showcasing regional traditions, arts, and community initiatives through intercultural performances and grassroots programs. Through these efforts, PSU aims to cultivate socially conscious, ethically grounded, and culturally confident graduates who can contribute to both national development and global dialogue.



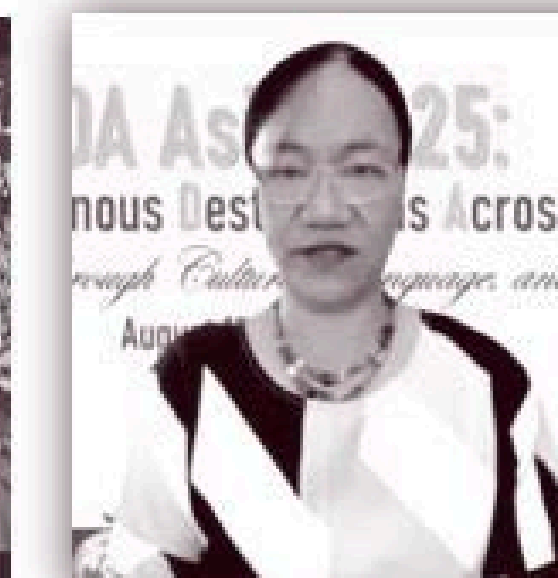
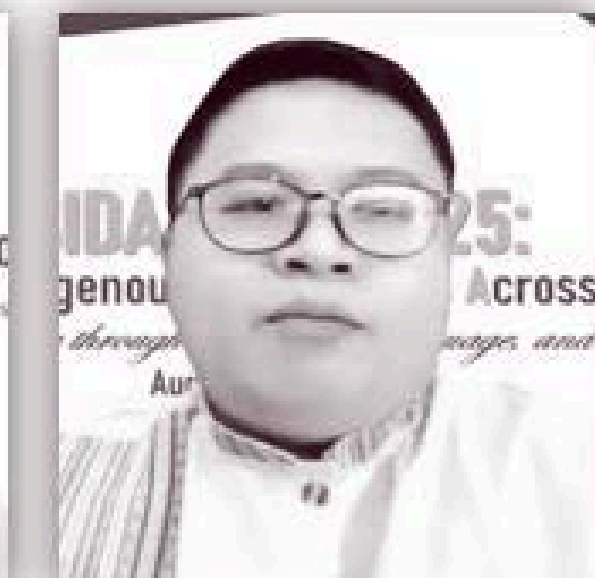


Kalinga State University

BIDA Asia 2025:

Advancing Global Citizenship Education through Indigenous Wisdom and Digital Innovation

The BIDA Asia 2025 webinar, hosted by Kalinga State University (KSU), served as a two-day virtual journey through culture, language, and people, advancing Global Citizenship Education (GCED) through indigenous wisdom and digital innovation.



Held on August 19-20, 2025, the event aimed to nurture learners with empathy and intercultural understanding. The program featured lectures on preserving indigenous cultural heritage and safeguarding traditions in a changing world, and it highlighted the use of virtual reality and web technology for immersive cultural tourism.

The webinar attracted over 720 participants from across Asia and beyond, utilizing technology to overcome geographical boundaries and facilitate intercultural dialogue. A key part of the event was a promotional video competition on indigenous tourism, which encouraged students and faculty to use digital storytelling to advocate for heritage preservation. This initiative demonstrated how GCED empowers learners to use their skills and voices to champion causes that matter to local and global communities.





Tarlac Agricultural University

2nd GCED Research Conference 2025: Redefining Education Beyond Borders: TAU's Global Citizenship Colloquium

The 2nd Global Citizenship Education (GCED) Research Conference, held at Tarlac Agricultural University's College of Education on May 15-16, 2025, focused on the theme, "Beyond Four Walls: Redefining Basic and Higher Education through Global Insights". This annual colloquium served as a platform for students, teachers, and researchers to present their findings, share innovative ideas, and engage in academic discussions that advance global citizenship and educational development.





Plenary Session 2

*The Role of Technology in Advancing
Global Citizenship Education*

DR. ISMA ROSILA ISMAIL

Universiti Malaysia Terengganu



The conference aimed to break down the barriers of traditional classrooms and help educators navigate cross-cultural perspectives, while encouraging critical thinking and collaborative engagement.

Plenary Session 3

*Policy and Partnerships for Advancing
Global Citizenship Education*

DR. BENNY S. SOLIMAN

Tarlac Agricultural University



The event provided an opportunity to expose a wide range of ideas and innovative practices for integrating global issues into the curriculum. The studies presented became a benchmark for participants, driving academic transformation through GCED. This initiative also helped participants, particularly teachers, keep up with emerging trends and equip themselves with the skills needed to navigate the changing educational and economic landscape. The conference affirmed the purpose of GCED to address concerns in the educational environment and promote a more inclusive and connected learning experience.



City College of Calamba

Best Practices

City College of Calamba (CCC) is a trailblazer in Region IV-A for integrating Global Citizenship Education (GCED) across all its academic programs. Since 2023, the college has promoted global awareness and social responsibility through various initiatives, including outreach programs and policy revisions for inclusivity.

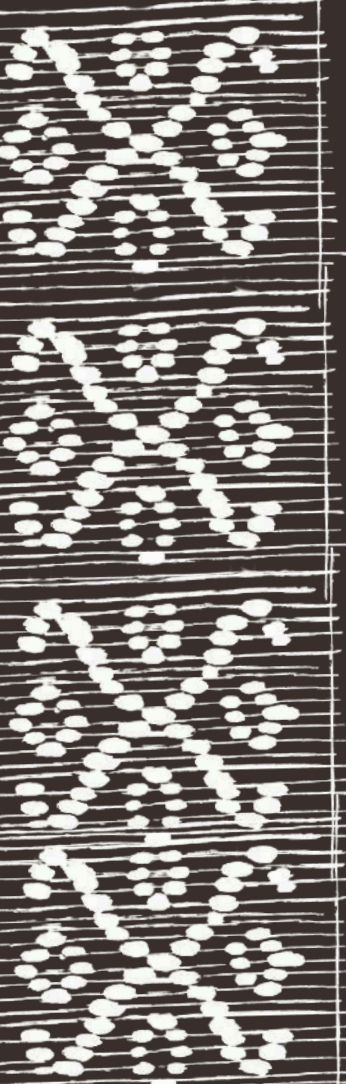






CCC's projects are guided by its GCED vision and the Sustainable Development Goals (SDGs). The college focuses on addressing key global issues such as education, hunger, and the environment, with the goal of empowering both students and faculty to become socially responsible and globally aware agents of change.

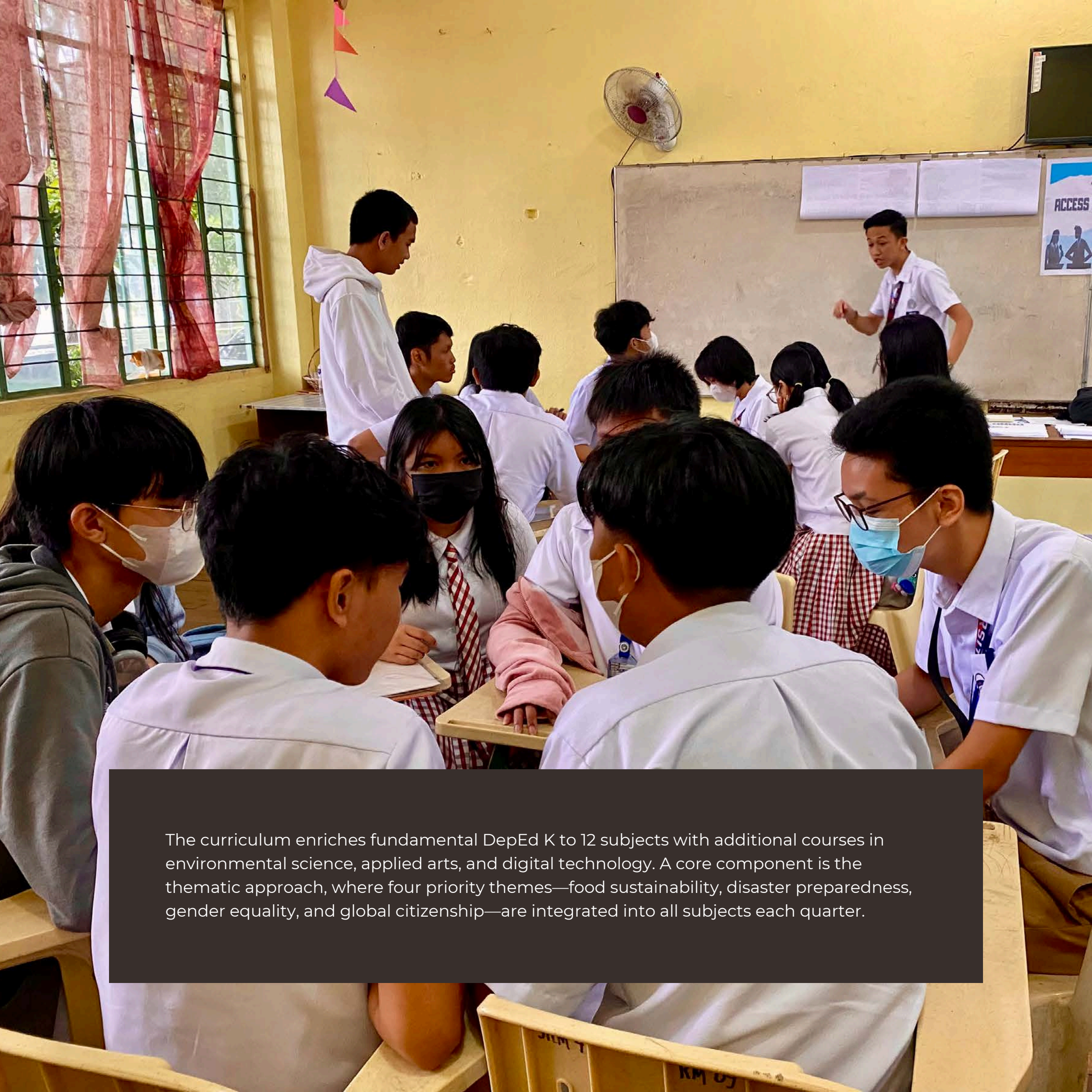
The institutionalization of GCED has enabled students to initiate and implement diverse, community-centered projects within a single semester. These hands-on experiences not only reflect their engagement with GCED principles but also prepare them to be globally minded, socially responsible citizens.



Bicol University
**SDG- Informed Basic Education
Curriculum: The Bicol University Model:
Making Every BU Graduate an Ethical and
Empowered Global Citizenship**

Bicol University's basic education curriculum, implemented in the 2020-2021 academic year, is designed to produce "Ethical and Empowered Global Citizens" by integrating the Sustainable Development Goals (SDGs) and global citizenship education (GCED).





The curriculum enriches fundamental DepEd K to 12 subjects with additional courses in environmental science, applied arts, and digital technology. A core component is the thematic approach, where four priority themes—food sustainability, disaster preparedness, gender equality, and global citizenship—are integrated into all subjects each quarter.



The university's framework also includes partnerships with local and international collaborators. Students are encouraged to participate in online and on-site activities that connect them with learners worldwide. This active engagement is considered an effective way to teach students about critical social issues, promote respect for diversity, and foster a sense of belonging to the global community. Additionally, the university provides institutional training for teachers, including peer mentoring and professional development, to ensure they are prepared to implement the new curriculum.

St. Paul University Philippines Global Citizenship Education at St. Paul University Philippines

Saint Paul University Philippines (SPUP) has a strong commitment to Global Citizenship Education (GCED), which it embeds throughout its academic and co-curricular programs. The university's approach is holistic, aiming to create "leaders with conscience" who are intellectually competent, culturally sensitive, socially responsible, and spiritually grounded.







SPUP integrates GCED principles from basic education to graduate school. In the Basic Education Unit, concepts like diversity, peace, and ecological responsibility are introduced in classes such as values education and environmental science. At the tertiary level, these ideals are woven into professional programs, such as peace and multicultural education in teacher training, global health concerns in nursing, and corporate social responsibility in business courses. The university also encourages faculty and student research to align with the UN Sustainable Development Goals (SDGs), ensuring their work contributes to both local and global conversations.



PNU- Center for Teaching and Learning–FGEEEL PNU-FGEEEL-CTL GCED Best Practices

PNU-FGEEEL-CTL is striving to become a Global Citizenship Education (GCED) Model School by revising its curriculum to integrate GCED competencies. The center's goal is to develop students' knowledge, skills, values, and attitudes to become active global citizens. They have implemented a unique approach using quarterly themes like "Myself, My Environment, My Country, and My Universe," which helps to structure learning around key global citizenship concepts and supports holistic development.







GCED principles are woven into both lesson planning and co-curricular activities. The lessons themselves promote critical thinking on issues such as biodiversity, social justice, and intercultural understanding through goal-setting, multimedia, and research. The center's "Sangandiwa" activities celebrate international observances, while collaborative projects with students from different countries foster cultural understanding, teamwork, and mutual respect. This combination of project- and place-based learning ensures that students are not only knowledgeable about global issues but also equipped with the practical skills needed to contribute positively to their communities. The center remains committed to continuously enhancing its GCED practices to prepare students for active and responsible global citizenship.



HERITAGE MEETS FUTURE

VISAYAS BEST PRACTICES




FEATURED UNIVERSITIES

Marikina Polytechnic College | Pangasinan State University

Kalinga State University | Tarlac Agricultural University

City College of Calamba | Bicol University

St. Paul University Philippines | PNU- Center for Teaching and Learning – FGEEL



Philippine Normal University Visayas PNU Visayas' Youth Congress at the Forefront of Global Citizenship Education in the Negros Island Region

The Philippine Normal University – Visayas, as one of the GCED Cooperation Centre Regional Hub, remains at the forefront of championing the values and competencies of global citizenship, especially among the youth. This is an acknowledgement of their potential to become transformative leaders capable of driving sustainable and inclusive community development.



Title: iTeach: Lifeline for Literacy

Source of data in problem identification: CRLA results for GRD 1-3

Phil-tri results GRD 4-6

1. Problem: Low Literacy level

2. Proposed Solution: Conduct remedial classes for literacy every FRIDAY (catch-up Friday for literacy)

3. Objectives: This project aims to:

... based on school needs

students to have
... macroskills develop-

... ders (org. officers) an

opportunity to improve leadership skills.

... d To strengthen community collaboration
Sustainable

Anchored on this advocacy, PNU Visayas has once again implemented its flagship GCED initiative, the International Youth Congress and Leadership Camp. Its installation in 2024 is seen as an expanded version of its Youth Congress initially implemented in 2021 and now caters to a wider audience base. The congress and camp aim to equip student leaders with practical leadership skills, intercultural competencies, and a deep sense of shared responsibility for fostering sustainable and inclusive development.



**INTERNATIONAL YOUTH CONGRESS
& LEADERSHIP CAMP (IYCLC) 2024**

THEME: "iLEAD: SYNERGIZING & ADVANCING YOUTH ACTION FOR SDGs"



IYCLC
INTERNATIONAL YOUTH CONGRESS AND LEADERSHIP CAMP

Another milestone for this year's congress is its strong grounding on collaboration and partnership. PNU Visayas forged a partnership with the City Government of Cadiz under its City Mayor Hon. Salvador G. Escalante, Jr. and its City Social Welfare and Development Office. Likewise, it has also inked a partnership with a fellow tertiary education institution in the entity of West Visayas State University – Himmamaylan City Campus and its College Student Council. This approach aims to amplify the reach of youth leadership efforts through inter-institutional connections. It has laid the groundwork for localized youth-led SDG project development.



One hundred fifty participants composed of diverse youth stakeholders, from leaders to advocates of various causes, were catered to various exercises that zoomed in on pertinent topics that magnified the contribution of the youth in the realization of the SDGs and the promotion of Global Citizenship. These topics were delivered by global youth leaders with Mr. Ovais Sultan Khan, an independent Indian Human Rights, Justice, and Peace Activist, headlining the roster of speakers.

The presence of these international speakers provided a platform for foreign best practices to be translated into local approaches that can be used by youth leaders in the country to promulgate holistic development and stronger social participation.

Aklan State University

Bridging Culture and Sustainability: The Paghaboé it Piña Dance Project of Aklan State University and Aklan Provincial Government

In the province of Aklan, the pineapple is renowned not merely for its fruit but also as a source of high-quality fiber. This local textile is woven from the Red Spanish (Pinya Bisaya) variety of the pineapple plant, which gives it its exquisite quality and delicate texture.





In this thriving tradition of pineapple textile weaving, the evolving industry of creating Filipino formal wear, such as barong tagalog and baro't saya, has been grounded in a time-honored tradition of craftsmanship and cultural heritage preservation.

To promote awareness and appreciation of this manifestation of local ingenuity, the Provincial Government of Aklan, through the Aklan Provincial Tourism Office (APTO), and in partnership with the Aklan State University, worked on a developmental research study to create a folk dance entitled Pagbaboé it Piña. The artistic form visualizes the intricate process of pineapple textile weaving, which in the long run becomes a manifestation of artistry and cultural significance.

The cultural collaboration of the institutions in this joint project stands as a testament to their commitment to safeguarding the Aklanons' rich weaving tradition. This step also aligns with the national policies and global sustainability goals.

Since the conception of this cultural art form, it has been showcased on various platforms, capturing the attention and interest of many, making it more viable as a vehicle for promotion and preservation. Through this dance, the heritage of transforming the humble pineapple leaves into a delicate fabric is safeguarded and promoted to ensure that this cultural practice will continue to thrive for future generation.





University of Eastern Philippines
Nurturing a Green Shield:
Empowering Social Responsibility through
Environmental Crisis Management at the University of
Eastern Philippines for a Sustainable Future

As part of its commitment to championing the seamless integration of GCED principles and sustainable environmental practices in university life, the University of Eastern Philippines (UEP) has recognized the need for a program that can mainstream disaster preparedness, environmental stewardship, and social responsibility among its stakeholders. In response, the institution has implemented the Green Shield program.





THE PILLAR

INTEGRAL PARTNER UNIVERSITY

The Green Shield covers a broad range of advocacies, including strengthening disaster preparedness and crisis management capacity among UEP stakeholders, promoting environmentally responsible campus lifestyles, institutionalizing solid waste management, advancing green technologies, fostering education on climate change, building strategic partnerships, and integrating environmental policies into university processes. Notable activities within the Green Shield include institutional emergency response simulations, the ridge-to-reef initiative, the waste-to-worth effort Bazura Tienda, and environmental education campaigns in nearby communities, among others.



Thanks to its dedication and perseverance in executing all aspects of the program, the university has observed improvements. UEP reported that since the Green Shield initiative, green space increased by 90%, compliance with conservation activities reached 90%, and more than a thousand stakeholders received GCED training.

By integrating GCED and environmental sustainability, UEP demonstrates a comprehensive approach to global citizenship, setting a standard for higher education institutions to blend education, advocacy, and innovation toward a sustainable future.



HARMONY IN DIVERSITY

MINDANAO BEST PRACTICES



FEATURED UNIVERSITIES

Western Mindanao State University
Philippine Normal University Mindanao
Sulu State College



Western Mindanao State University

Compositions and Conversations: WMSU's approach to advocating interfaith peace, understanding, and collaboration

The Western Mindanao State University takes pride in its GCED initiatives that are mainly grounded on peace promotion, particularly in connection to interfaith understanding. As a part of this institutional advocacy, WMSU has conducted activities aimed at celebrating oneness and unity among diverse beliefs.





In February 2025, during the World Interfaith Harmony Week, grade school students gathered at WMSU to showcase their talents in promoting peace. These young learners wrote and arranged their own songs, expressing their hopes and dreams for a harmonious world. They then had the chance to perform their songs, adding an artistic touch to their advocacy. Each performance highlights the power of music to promote understanding, unity, and peace.



The institution also provided an avenue for a dialogue among students from various beliefs. Through this activity, the university showcased its dedication to fostering dialogue, embracing diversity, and promoting peace, values that are crucial in developing future leaders who will help build a just and inclusive society.

These initiatives reaffirm WMSU's dedication to peace and global citizenship education, ensuring that young learners are empowered to become advocates of peace in their own ways.



Philippine Normal University Mindanao Integrating Multicultural Education and GCED: The PNU Mindanao Approach

Philippine Normal University Mindanao (PNUM) is strengthening its role as a hub for multicultural education by championing initiatives that embody the principles of Global Citizenship Education (GCED). Through a wide range of programs, the campus integrates cultural understanding, inclusivity, sustainability, and international collaboration into its academic and community activities.





One key practice is celebrating cultural diversity, highlighted by ASEAN-themed activities on its founding anniversary, which showcased performances from all ten ASEAN member states, fostering solidarity and regional identity. The university also holds roundtable discussions on culturally responsive teaching, equipping faculty with strategies to affirm diversity and address the varied realities of learners.

PNUM actively promotes inclusivity through initiatives like Dula sa Tanan, a program for learners with disabilities that empowers all abilities through developmental games. To support migrant families, the university partnered with the Department of Migrant Workers to launch a capacity-building program for children of overseas Filipino workers, providing modules on well-being, leadership, and financial literacy.

Environmental stewardship is also part of its GCED thrusts, with activities such as plogging, coastal cleanups, and mangrove planting that cultivate ecological responsibility among future educators. The university also strengthens indigenous identity and cultural preservation through its research and extension projects on the Agusan Manobo language, ensuring community participation and consent in knowledge production.

Beyond the campus, PNUM empowers student leaders to engage in national and international dialogues on global citizenship. Its student government representatives presented GCED at the GCED Youth Camp 2025, with one student elected as the Executive Director for Mindanao under the GCED Youth Network Philippines. Participation in programs like PRIME Camp in Pangasinan and partnership discussions with University College Leuven-Limburg (UCLL) Belgium further amplify PNUM's commitment to global collaboration and peace education.

Inclusivity and advocacy also extend to gender equity. The annual Pride Kakaisa celebration serves as a platform to affirm diversity, promote acceptance, and strengthen solidarity with the LGBTQIA+ community.





Through these interconnected practices—cultural exchange, inclusive education, environmental action, indigenous research, youth empowerment, and global partnerships—PNU Mindanao exemplifies its dedication to shaping future-ready teachers who are not only locally grounded but also globally conscious, compassionate, and committed to building a just and sustainable world.



Sulu State College

Weaving Global Citizenship into Community Threads through "SUGPAT KASILASA"

At the center of the festivities connected to the annual commemoration of the founding of the Sulu State College is an advocacy to strengthen collaboration towards involvement and development of various stakeholders. This advocacy is carried out through SUGPAT KASILASA, a community service program that aims to uplift lives at the grassroots level, in line with the broader vision of Global Citizenship Education (GCE) and the United Nations' Sustainable Development Goals (SDGs).





The program embodies SSC's mission of delivering relevant education and responsive service to the community, reaffirming the institution's commitment to its stakeholders and bringing its academic vision to life through community empowerment. By incorporating the United Nations Sustainable Development Goals (SDGs) into its extension initiatives, SUGPAT KASILASA fosters a culture of global awareness among SSC faculty, staff, and students, making them key players in worldwide efforts toward sustainable development. Rooted in the needs of local communities, the program drives meaningful change by tackling unique challenges with sustainable and inclusive solutions, ensuring a lasting impact.

As a strong example of GCED in the region, SUGPAT KASILASA brings together community goals and global frameworks. The program shows students and faculty how to better grasp the connections between today's challenges. It also fosters critical thinking by enabling students to break down complex problems and come up with their own innovative solutions. On top of that, it sparks meaningful action, pushing students to take part in direct service and advocacy that makes a positive impact on social change.







A partnership between UNESCO APCEIU and PNU

