



Republic of the Philippines
Department of Education

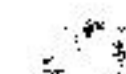
MEMORANDUM

22 MAY 2019

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors) Regions I, III, V, VI, X, XI, XIII and NCR
Schools Division Superintendents) Pampanga, Olongapo, Pangasinan I,
Pangasinan II, Nueva Ecija, Naga City,
Albay, Zambales, Makati, Sorsogon,
Bulacan, Malabon, Bataan, Masbate
City, Negros Occidental, Misamis
Occidental, Bukidnon, Davao del Norte,
Davao del Sur, Agusan del Norte and
Agusan del Sur
Public Elementary and Secondary School Heads
All Others Concerned

**PROMOTING GLOBAL CITIZENSHIP EDUCATION IN PHILIPPINE
BASIC EDUCATION SCHOOLS**

1. The Department of Education (DepEd) supports the conduct of Seminar-Workshop for School Heads and Teachers on Whole School Approach to Global Citizenship Education (GCED) entitled **Promoting Global Citizenship Education in Philippine Basic Education Schools**. The activity is organized by UNESCO National Commission of the Philippines (UNACOM) and Philippine Normal University (PNU). This will be held in three venues across the country (Clark, Pampanga; Bacolod, Negros Occidental; and Butuan City, Agusan del Norte) from **May to June 2019**.
2. The seminar-workshop aims to:
 - a. understand the basic concepts, principles, conceptual framework and competencies of GCED;
 - b. develop approaches and strategies to promote or cultivate global citizenship in basic education schools;
 - c. formulate specific techniques to integrate GCED in formal, informal, and hidden curricula;
 - d. create instructional materials, print and nonprint, that will make the learning of GCED more effective among the schoolchildren;
 - e. explore strategies to strengthen school and community partnerships for promotion of GCED; and
 - f. establish a network of schools heads and lead teachers who will serve as advocates of GCED in basic education schools and their respective communities.
3. The seminar-workshop will involve school heads and teachers from public and private schools of selected schools divisions from Regions I, III, V, VI, X, XI, XIII, and National Capital Region identified by UNACOM and PNU in the enclosed concept note.



4. The organizers will cover the hotel accommodation and meals of the participants throughout the event. All other related travel expenses on the participation of the participants shall be borne by the schools they represent and will be charged to their local funds, subject to the usual auditing and accounting rules and regulations.

5. For more information, please contact the **UNESCO National Commission of the Philippines**, Ground Floor, Department of Foreign Affairs, 2330 Roxas Boulevard, Pasay City at telephone nos. (02) 834-3447, (02) 834-4843 or (02) 834-4887.

6. Immediate dissemination of this Memorandum is desired.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.: As stated

MCED/MDP/SMMA - CM Promoting Global/Citizenship Education in Philippine AAAR Education Schools
0343 - May 22, 2019



Republic of the Philippines
Department of Education
Region I
SCHOOLS DIVISION OF ILOCOS SUR
Bantay, Ilocos Sur



To: OIC-Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
School Heads, Public Elementary and Secondary Schools

For information and guidance.


GEMMA Q. TACUYCUI, CESO V
Schools Division Superintendent



To be indicated in the Perpetual Index
under the following subjects:

GCEP

Seminar-Workshop

Teachers

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"SMILE AND SERVE WITH A HAPPY HEART"

Preparing Teachers for Global Citizenship Education

Organized by the UNESCO National Commission of the Philippines and the Philippine Normal University

Coordinated by UNESCO Asia and the Pacific Regional Bureau for Education, Thailand

With support from the Department of Education and Asia Pacific Center for Education for International Understanding

A project funded by the Korean Funds-in-Trust

CONCEPT NOTE

Key information

Title of project	Promoting Global Citizenship Education (GCED) in Philippine Basic Education Schools	
Country	Philippines	
Implementing agency	Philippine Normal University in partnership with Philippine National Commission for UNESCO	
Country team leader (name and contact details)	Dr. Bert J. Tuga Email: tuga.bj@pnu.edu.ph	Mobile: +639175832683
Country team members (name and contact details)	Mr. Rex A. Ubac, Jr. Dr. Serafin A. Arviola	Email: rexubac@gmail.com Email: arviola.sa@pnu.edu.ph
Beneficiaries (target groups)	School heads and teachers of basic education schools in Luzon, Visayas and Mindanao / 90 basic education schools	
Total project budget		
Timeframe	April – June 2019	
Project summary	<p>The proposed project aims to promote GCED in Philippine Basic Education School through Capacity Building of School Heads and Teachers and Curriculum Development. There are two (2) components of the proposal. First, the Seminar-Workshop for School Heads and Teachers on Whole School Approach to Global Citizenship Education (GCED) which is designed to capacitate our school heads and teachers on how to transform their schools into "GCED schools" to enable them to address local and global issues of sustainability and development and champion global peace and justice in their respective communities. Second, the Development of Module Exemplars in GCED concepts and principles using local knowledge and practices. The modules/lessons can be used as stand-alone materials or can be integrated across the subjects in the curriculum. Proposed by the Philippine Normal University and the Philippine Commission UNESCO, the seminar workshop will be conducted in 3 strategic places across the Philippines. A total of 90 school heads and teachers in basic education, both public and private will benefit from the project. The target implementation period is May-June 2019. Meanwhile, the module development workshops will involve national and local experts on GCED who have received international trainings from UNESCO Bangkok and APCEIU. The expected completion date of modules is June 2019.</p>	

1. Project description

The project has two (2) components:

- 1) The Whole School Approach to GCED is a 3-day Seminar Workshop for School Heads and Teachers. Following the "road show" design, the activity will be held in 3 venues across the country. The seminar-workshop will enable the participants to develop clear and deeper understanding of GCED and initiate or implement programs that will transition their respective schools into GCED schools.
- 2) The Module Development Workshops will produce Module Exemplars in GCED that can be used as stand-alone materials that can be used in teaching GCED concepts and principles in formal and non-formal education or can be integrated across the subjects in the curriculum. One good feature of the modules is the use of local knowledge and practices as they relate to the global perspectives of GCED. Through the modules, teachers and trainers will be able to teach or integrate contextualized/localized GCED concepts and principles to the Filipino learners.

2. Rationale

Every country has its own educational vision on how to prepare the youth to become "good citizens". While such citizenship education in the previous decades have laid much emphasis on nationalism, national identity and civic conventionality in view of nurturing good citizens, however, citizenship education of today, according to UNESCO (2014) "advocates more for quality education that can genuinely accommodate young people to become responsible and capable members of the community, who are motivated to and empowered to engage in democracy, development and the building of peaceful and sustainable society."

Similarly, one's identity and responsibility as a member of society nowadays goes beyond the geographical frontiers of a country or state. Contemporary issues such as poverty and hunger, health and diseases, conflict and war, global warming and climate change, movements of people, commodities and cultures, and so on are hardly bound to the concerns of solely one country but they are matters affecting many people across borders (UNESCO, 2014).

This view of shifting discourses on citizenship education, from a traditional nation-state concept to citizenship across borders, is supported by a number of educators and scholars who have dedicated their time and expertise in advancing the discussion on the new concept of citizenship advocated by UNESCO.

According to Andreotti and De Souza (2012), "the emergence of the concept of citizenship identities endeavours to alter the philosophical foundations of the notion of citizenship; global citizenship is seen to offer the conceptual framework for levelling up the nation or transcending the walls of ethnic, religious or racial differences to contain all within a global community." Global citizenship means individuality and moral philosophy rather than specific roles and set of duties correlated with the concept of citizenship in an autonomous state. To be a global citizen is to possess a global viewpoint that allows you to view oneself as part or interconnected with the experiences of other people in other parts of the world. As Dower (2003) explains, "a global citizen may also accept an ethic of more extensive benevolence. She does not merely help those in front of her, she accepts a general responsibility and seeks out appropriate ways of helping, including helping at a distance."

The view of Dower above has been established in recent years on the way many people from different parts of the world respond to the needs of other men and women in places or countries that have been stricken by different natural catastrophes and intense human conflict like the devastation brought by typhoon Haiyan/Yolanda (local name) in the Visayas region of the Philippines, the killer quake's destruction in Nepal, and human displacements in Syria and other middle east countries because of terrorism and armed conflicts.

Global citizenship is defined as having social responsibility, valuing interconnectedness, and comprehending the impact of global issues to individual and community lives, and understanding how and why decisions are made which affect the Earth and life on it and, most especially, ways by which the future can be influenced (Andrzejewski and Alessio, 1999; Osler and Vincent, 2002; Torres, 2002).

According to Loh (2013), "global citizenship education is transformative - giving learners the chance to enhance their competencies in order to realize their rights and obligations to promote a better world and future. It draws upon learning from other transformative education processes including human rights education, education for sustainable development, education for international/intercultural understanding, and education for peace."

Nurturing global citizenship among our young people requires teachers to possess global perspective, exhibits cultural sensitivity, model global citizenship, and engages students in educational activities aimed at developing global citizenship. According to Zhao (2010), "teachers should be able to explain to students how people in different parts of the world are interdependent, why caring about others is beneficial to ourselves, and what can we do to ensure a peaceful and sustainable world for all human beings." He further said that "teachers should guide the students in understanding global problems such as terrorism, war and conflict, environmental issues, and health issues from varying perspectives."

Similarly, schools leaders have roles to play in transforming their schools to become models of democracy and global citizenship promoting respect for diversity, tolerance, peace and justice. Through a whole school approach, schools will be able to design the formal and informal learning experiences of children to help them develop the expected competencies cognitively, socio-emotionally and behaviorally.

Indeed, school leaders and teachers take an important function in advocating or advancing any transformative educational programs. Global citizenship education cannot be achieved without school leaders and teachers who can inspire and encourage students to think and understand social issues and problems within local and global lens.

Over the last few years, trainings on GCED have been significantly provided to instructors and professors in teacher education institutions in the country. While we recognize the importance of training them as they also contribute to effective integration of GCED in pre-service teacher education, this proposal aims to strengthen the promotion or advancement of GCED in basic education both in public and private schools. Basic Education serves as training ground for young children for responsible and active citizenship. Preparing school heads and teachers for GCED, is one big step towards transforming our basic education schools for a just, peaceful and sustainable future.

In addition to capacity building of school heads and teachers, there is also a need to provide ready-made, contextualized/localized, and structured materials on GCED where teachers can use when they teach or integrate GCED concepts and principles in the basic education curriculum. In this way, the transformation of schools as "GCED schools" will not only happen in superficial way but will target specifically the heart of the educational system - the curriculum.

3. Goals and objectives

The proposed project aims to promote GCED in Philippine Basic Education School through Capacity Building of School Heads and Teachers and Curriculum Development. For each component, the following objectives are provided.

After the Seminar-Workshop on Whole School Approach to GCED, the school heads and teachers are expected to:

- Understand the basic concepts, principles, conceptual framework and competencies of global citizenship education;
- Develop approaches and strategies to promote or cultivate global citizenship in basic education schools;
- Formulate specific techniques to integrate GCED in formal, informal and hidden curriculum;
- Create instructional materials, print and non-print, that will make learning of GCED more effective among our school children;
- Explore strategies to strengthen school and community partnership for the promotion of global citizenship education; and
- Establish a network of schools heads and Lead Teachers for GCED who will serve as advocates of GCED in basic education schools and their respective communities

On the other hand, the module exemplars on GCED aims to provide teachers relevant, structured and accessible materials which they can use to teach or integrate GCED concepts and principles in their respective classrooms across subjects.

4. Target beneficiaries

Seminar-Workshop

- Luzon – 30 Participants (15 schools heads and 15 teachers)
- Visayas – 30 Participants (15 schools heads and 15 teachers)
- Mindanao – 30 Participants (15 schools heads and 15 teachers)

Total Number of Participants – 90 school heads and teachers or 90 basic education schools across the country

Module Development

Initially, the modules will be piloted and used in the abovementioned 90 schools. After validation and feed backing, the modules will be revisited for its improvement and will be recommended for use in the Department of Education as supplementary materials in teaching Social Science and other subjects, as deemed necessary.

5. Expected results

At the end of the training workshop, the participants are expected to have a clear and deeper understanding of Global Citizenship Education concepts, principles, theories and approaches. Through the various workshop outputs, they are expected to initiate or implement programs that will transition their respective schools into GCED schools. In addition, the seminar workshop will pave way to a more structured network of school heads and teachers in the different regions/provinces in the Country. By

doing so, the challenge of localizing GCED in schools and communities will be addressed efficiently and effectively.

After the completion of the modules on GCED, the teachers will be more confident to teach or integrate GCED concept and principles in the current curriculum across subjects. The modules will enable them to do seamless teaching or integration of GCED and will effectively translate GCED to the level of their learners' experience, background and abilities.

6. Description of activities

Seminar-Workshops

Generally, the 3-day event will be composed of 3 major activities: Plenary sessions, and break-out seminars and workshops.