

Global Citizenship Education  
Curriculum Development & Integration  
Situational Analyses under the 2<sup>nd</sup> Round Project

# GLOBAL CITIZENSHIP CONCEPTS IN THE CURRICULUM OF THE PHILIPPINES:

ANALYSIS AND INITIAL  
RECOMMENDATIONS

**Felisa Tibbitts**, Teachers College of Columbia University



United Nations  
Educational, Scientific and  
Cultural Organization

**APCEIU**

Asia-Pacific Centre of  
Education for International Understanding  
under the auspices of UNESCO

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### Publisher



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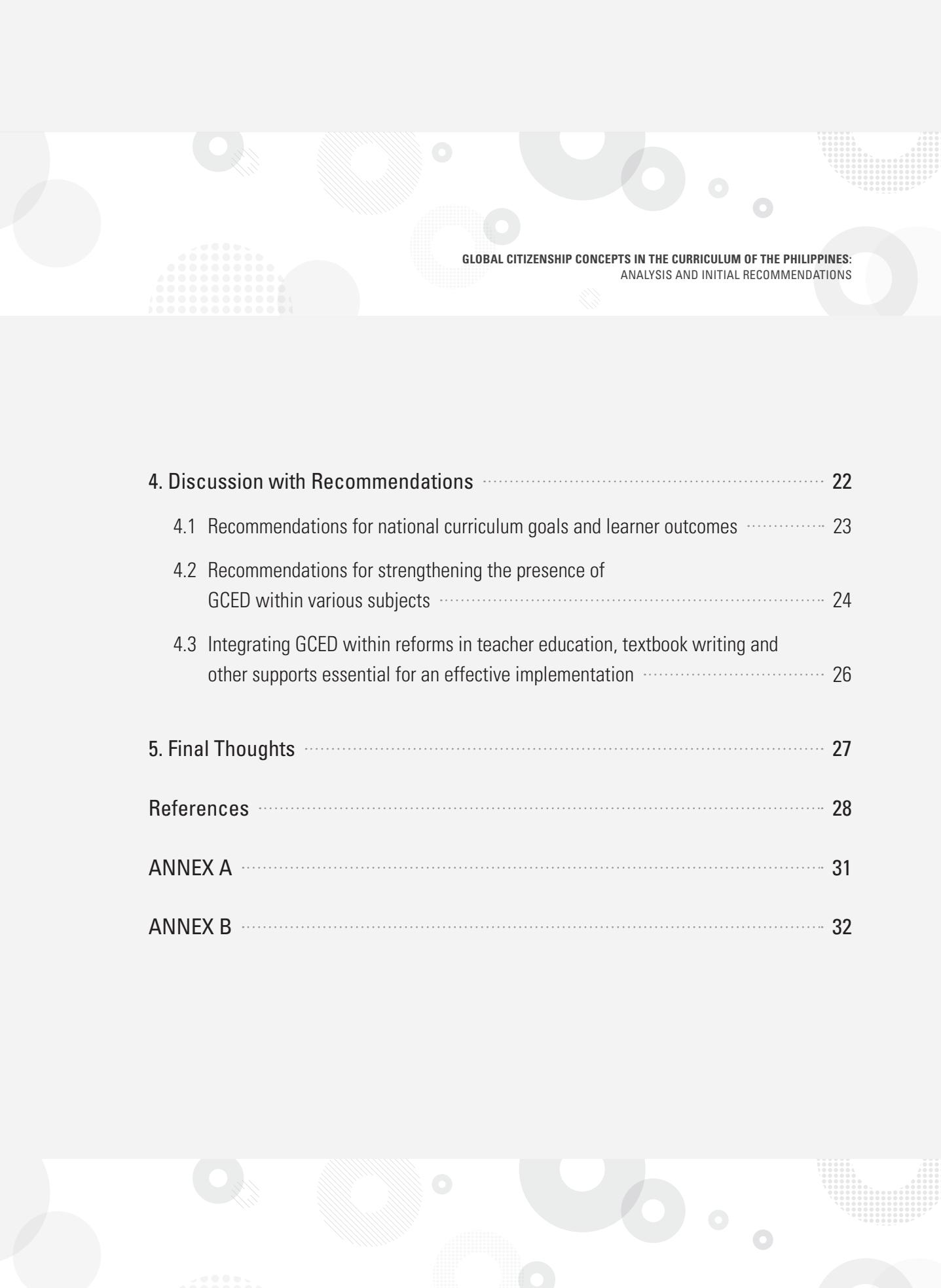
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## Summary

This report provides an analysis of the presence of concepts associated with Global Citizenship Education (GCED) in the aims and content of the Philippine national curriculum. This analysis reviews legislation and policy guidelines for K to 12 basic education. This report applies a coding scheme for GCED developed by the International Bureau of Education (IBE), derived from UNESCO's definitions of GCED and focused on civics/citizenship education. This coding scheme was developed in 2017 in collaboration between IBE-UNESCO and Asia-Pacific Centre of Education for International Understanding (APCEIU). In addition, two other UNESCO coding schemes are applied in order to analyse the presence of a somewhat wider range of GCED concepts.

This report contains some preliminary suggestions for how GCED might be strengthened in the Philippines' education system, taking into account the above analysis, as well as relevant research on curriculum reform in the country. We find numerous avenues for strengthening GCED within the curriculum that might be considered in current and future reform processes.





# **GLOBAL CITIZENSHIP CONCEPTS IN THE CURRICULUM OF THE PHILIPPINES: ANALYSIS AND INITIAL RECOMMENDATIONS**

## **1. Introduction**

The General Assembly of the United Nations (UN) established 17 Sustainable Development Goals (SDGs), effective from 1 January 2016. The key areas are poverty alleviation and economic inequality, democratic governance and peace-building, climate change and disaster risk. Goal 4 – high quality inclusive and equitable education – has an important part to play in meeting all the other goals.

GCED is central to UNESCO's vision for education in the 21st century (UNESCO, 2015a) and a key component for the SDGs and the 2030 Education agenda, which the Philippines has agreed to.

Elements of GCED are also present with pan-Asian priorities on Education for Sustainable Development (ESD). The Association of Southeast Asian Nations (ASEAN) promulgated an *Environmental Education Action Plan 2014-2018*, which provides a regional framework for enhancing public awareness on environmental management for sustainable development, and to accelerate the development and advancement of environmental education as a key integrating component for achieving sustainable development in the region.

We also see a direct link between GCED and National Goals for the Philippines. In the Filipino Constitution itself, political leaders recognized the value of schooling by calling for quality education that fosters a love of humanity and respect for human rights, teaches the rights and duties of citizenship, develops moral character and fosters a Filipino national culture (including indigenous cultural communities) based on the principle of unity in diversity (Republic of the Philippines, 1987, Article IV).

GCED both supersedes and integrates previous approaches supported by UNESCO to promote 'education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms' (1974, p. 142). In this respect, aspects of GCED may be familiar to member states. Yet, the promotion of GCED as an integrating umbrella (as with Education for Sustainable Development as part of SDG 4.7) encourages countries to re-visit curriculum and to strengthen treatment of GCED concepts. Sri Lanka has an additional incentive to further its current treatment of GCED, not only through its engagement in UN processes but also as part of its ongoing efforts to modernize its curriculum.

The main purpose of this report is to assist the Filipino government in identifying avenues for integrating GCED through its formal curriculum. We understand that this analysis is only one input that will be considered as the Department of Education moves forward in its planning. This report is specifically intended to assist and complement local efforts to carry out a situation analysis of GCED in the curriculum and, in concert with this team, identify concepts and reform processes for strengthening GCED in the Philippine's intended curriculum. The local team has access to a wide range of documents in the country and the opportunity to consult first-hand with numerous stakeholders in the educational environment. We hope that the UNESCO *value added* to this review and planning process is the application of the GCED analytical frameworks and ideas for curriculum integration that draw on experiences outside of the Philippines context. We are cognizant of the need for mutual dialogue that respects Filipino cultural autonomy between the Philippines government and partner institutions in the Global North. We also encourage an exchange of views and ideas across different stakeholder groups in Filipino society.

GCED curriculum development is taking place during a period when the Philippines educational system is modernizing. A successful GCED curriculum reform effort will not only be integrated within ongoing sector-based reforms in the country but will also be seen as contributing to quality education in the Philippines. We will return to this point in the Recommendations section of the report.

This case study is part of the APCEIU's efforts to support the integration of GCED within national curriculum. By national curriculum we are referring to the intended curriculum, meaning the guidelines found in syllabi and educational programming, as well as learner assessment, textbooks/learning resources, and teacher preparation. This report provides an analysis of the presence of concepts associated with GCED in the curriculum of the Philippines. This report also contains some

preliminary suggestions for how the Department of Education (DoE) might strengthen GCED in the Philippines education system, taking into account the above analysis as well as relevant scholarship.

## 2. Methodology for Analysis

**Domains:** GCED is defined by UNESCO as '...a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive and sustainable' (UNESCO, 2015a, p. 9). Given the importance of GCED to the UN and its member states, UNESCO has promulgated numerous documents to assist governments in conceptualising GCED and strengthening the presence of GCED within curriculum. These documents, and the approach incorporated within the Philippines case study, recognise three domains of potential learner outcomes: cognitive, attitudinal (socio-affective), and behavioural. The analytical frameworks that were applied for this case study incorporated all three domains.

**Sources:** Text-based resources, APCIEU staff, and the Philippines' focal point were consulted in the preparation of this report. In relation to text-based resources, only those available in English and/ or accessible to the author or the APCIEU team at the time of report preparation were consulted. Thus, the report is based on a limited set of data and findings and our recommendations should be considered bearing this in mind.

In regards to text-based sources, educational laws, policies and planning documents, as well subject-specific curriculum might each contain elements reflecting GCED. GCED might emerge:

- 1) as part of the overall educational or learner goals for a schooling system established for basic education or differing levels of schooling (e.g., primary, lower secondary, upper secondary);
- 2) as learner goals, outcomes, or content established for specific subjects;
- 3) as learner goals, outcomes, or content established for whole school or co-curriculum activities in schools; or
- 4) as goals or content of curriculum supports, such as learner assessment, textbooks, and teacher training.

We reviewed each of the available sources of educational policy and intended curriculum in preparing this report. These resources are included in the Reference section of this report. These included key policy documents on educational aims, both system wide and subject-specific.

**Analytical categories:** The analysis looks for evidence of GCED by employing several analytical frameworks. This report first applies the **IBE-UNESCO analytical framework** used in the cross-country analysis of GCED in civics and citizenship education (2017). This recent report focused on evidence of GCED (associated with a cosmopolitan outlook) in contrast to a civics education approach focused on national and sub-national themes (and associated with traditional, patriotic, and potentially nationalistic aims). This analysis goes into some depth in analysing citizenship education in such a way that the results promote a 'new vision' (IBE-UNESCO, 2017, p. 11) and *point of interest* for GCED. The 22 indicators associated with this framework are presented more fully in Table 1.

TABLE 1.

MATRIX FOR CODING CATEGORIES OF CURRICULUM CONTENTS ON GLOBAL CITIZENSHIP AND ASSOCIATED CONCEPTS (IBE-UNESCO, 2017 p. 14)

I. Justification and general orientations about GCED.

1. Justification of GCED (socio-economic, political, cultural, moral).
2. Global Citizenship (affirmation; characterization).

II. Cognitive domain categories.

*Global systems, structures and processes:*

3. Global governance system, structures (institutions) and processes.
4. Humanitarian law, human rights, peace building, rule of international laws.
5. Trans-national corporations.
6. Other (global systems).

*Global issues:*

7. Globalization (socio-economic, political, cultural).
8. North-south relationships, developed-developing interconnections, interdependence.
9. Climate change, biodiversity, sustainable development.
10. Global poverty, global inequality.
11. Genocide, terrorism, war, refugees.
12. Diseases (Ebola, HIV & AIDS).
13. Other (global issues).

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### III. Attitudinal (socio-affective) domain categories.

*Multiple identities:*

14. Humanity as privileged referent of identity.
15. Nation as privileged referent of identity
16. 'Embedded identities": local, national, regional (supra-national), and global.

*Difference and respect for diversity:*

*multicultural and/or international contexts-levels:*

17. Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional or world-wide contexts).
18. Discrimination, racism. (Referred to intercultural or international, regional or world-wide contexts).
19. Values and attitudes for Global Citizenship.

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### IV. Behavioural domain categories.

*Engagement, participation, actions:*

20. Current and future participation in civic protest on global issues.
21. Information and debates on socio-political issues of global reach.
22. Direct action on issues of global reach.

The IBE-UNESCO indicator framework concentrates on concepts linked with civics and citizenship education, which might be found within Social Science subjects but also within the Humanities and Life Skills subjects. The application of this framework provides relatively greater insight into the opportunities for integrating GCED these subjects.

The IBE-UNESCO framework was derived from UNESCO's *Global Citizenship Education: Topics and Learning Objectives* (2015a, pp. 29, 31), which contains key learning outcomes, key learner attributes, and topics (see Annex A). We complemented the use of this analytical framework with others developed by UNESCO for a broader set of GCED-related themes.

This 2015 publication was also the initial basis of the efforts of a **Working Group** collaboration between UNESCO, the Youth Advocacy Group, and the Center for Universal Education of the Brookings Institute (**GCED-WG**) in elaborating a framework for assessing GCED. The GCED-WG was created in response to recommendations released by the Learning Metrics Task Force (LTMF) 1.0 to respond to the priorities of UNESCO and the Global Education First Initiative (GEFI) on the importance of GCED (GCED-WG, 2016, p. 1). The broad set of learning objectives contained in UNESCO's 2015 GCED publication and the subsequent work of the GCED-WG team place a relatively stronger emphasis on attitudinal/socio-affective outcomes, such as shared values. These frameworks also contain skills not exclusive to GCED (though perhaps essential for its realisation) such as

critical thinking, problem-solving, and conflict resolution. The application of these frameworks in the Philippines report allow us to consider a wider range of curriculum approaches for promoting GCED holistically within the national curriculum. Annex B presents the initial GCED-WG competencies.

The final indicator framework was developed by IBE-UNESCO for application with the **Global Education Monitoring (GEM) Report** (2015b). This framework was used for assessing the presence of SDG 4.7 and has a specific added value in allowing us to identify a range of concepts that can be seen as directly linked with GCED though not only found in civics or citizenship education curriculum. Topics such as peace, human rights, gender equality, health, and sustainable development could conceivably emerge in other curriculum areas. The SDG 4.7 indicator framework also allows us to explore references to student-centred teaching and learning approaches and assessments that would be essential supports for realising the GCED ethos.

We recognise that the integration of GCED within a national curriculum cannot be comprised of only one subject matter. Certain GCED concepts, attitudes, and behaviours would ideally be integrated transversally across many subject areas. Moreover, school-wide and co-curricular (meaning non-formal education) practices might also offer key supports to meeting GCED learning objectives. Though such approaches can provide a vital support for effective GCED, these were not addressed in the curriculum analysis.

### **3. Findings**

#### *3.1 Findings for overall aims of the Philippine curriculum*

Sources: *An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years of Basic Education, Appropriating Funds Therefor and For Other Purposes* (Congress of the Philippines, 2013); *Policy Guidelines on the K to 12 Basic Education Program* (DoE, 2019); *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program* (DoE, 2015); *An Act Institutionalizing the Philippines Qualification Frameworks (PQF), Establishing the PQF-National Coordination Council (NCC) and Appropriating Funds Thereof* (Congress of the Philippines, 2017).

**Analysis:** Goals of the education system are both explicitly and implicitly linked with GCED through two predominant aims: co-existence and participation in the global economy.

In the 2015 *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*, the document notes the importance of respect for the religious beliefs of others, identifying personal biases and showing respect for all (p. 4). In the 2013 legislation *Enhancing the Philippine Basic Education System*, we note that co-existence is set up as an aim for Filipinos at both the local and global levels:

"[E]very graduate of basic education shall be an empowered individual who has learned....the ability to coexist in fruitful harmony with local and *global* communities [ital added], the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one's self" (Congress of the Philippines, 2013, Section 2).

Links between the Filipino education system and engagement in the global workforce are reinforced in various policy documents, emphasizing the orientation of the schooling towards competition in the global economy. The *Policy Guidelines on the K to 12 Basic Education Program* (2019) acknowledges the relationship between the education system and the "needs of the global community," (p. 8) as well as the priority of developing citizens who can cultivate "global partnerships for development" (p. 6). The *Enhanced Basic Education Act* (2013) recognizes the key role of education for employment in a 'rapidly changing and increasingly globalized environment' (Section 2b). Moreover, the DoE is mandated to work with the Commission on Higher Education 'to craft harmonized basic and tertiary curricula for the global competitiveness of Filipino graduates' (Section 5). One of the objectives of the *Philippine Qualifications Framework* (2017), which establishes the standards for graduation from different educational institutions, is to 'to align domestic qualification standards with the international qualification framework thereby enhancing recognition of the value and comparability of Philippine qualifications and supporting the mobility of Filipino students and workers (Section 4c).

Filipino curriculum documents reference 21st Century skills as goals for schooling (DoE, 2015, p. 20). Some of these skills overlap with the core competencies identified by the UNESCO GCED-WG (see Annex B):

- Learning and innovation skills - creativity, curiosity, problem solving and adaptability) (*critical thinking/problem solving* indicator found in UNESCO GCED-WG)
- Effective communication skills - teamwork, collaboration and interpersonal, personal and interactive skills (*ability to communicate and collaborate* indicator found in UNESCO GCED-WG) (de Los Reyes, 2013, p. 555)

These competencies are accompanied by numerous goals for curriculum reform that are learner-centered, also reflecting the GCED approach (Congress of the Philippines, 2013):

- (a) The curriculum shall be learner-centered, inclusive and developmentally appropriate;
- (b) The curriculum shall be relevant, responsive and research-based;
- (c) The curriculum shall be culture-sensitive;
- (d) The curriculum shall be contextualized and global;
- (e) The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative (Section 5).

Our conclusion is that Filipino policy documents include explicit references to GCED-related themes, as well as implicit references, with much to be built upon through a 'global dimension'. At the same time, we note that the Philippines' orientation towards the international community appears to be primarily that of participation in the global economy and perhaps self-determination. This combination of findings indicates a clear possibility of the Philippines' Department of Education to incorporate and strengthen the existence of GCED concepts as developed by UNESCO while maintaining an allegiance to aims that pertain to national development goals.

### ***3.2 Findings for Peace Education and Environmental Education***

**Sources:** *Institutionalizing Peace Education in Basic Education and Teacher Education* (President of the Philippines, 2006); *The National Environmental Education Action Plan 2018-2040* (Department of Environment and Natural Resources, 2017).

**Analysis:** Two guidelines have been issued by non-DoE government agencies in the Philippines on topics linked with GCED. Education for Sustainable Development was included into a 2017 action plan and, since 2006, the country has had a national peace education mandate.

The document establishing peace education programming identifies a “culture of peace” as a main aim for basic education, both in the formal and non-formal education section (President of the Philippines, 2006, Section 1). Peace education, as defined in the Philippines’ context, is linked with co-existence and interculturalism (#17 IBE indicator) though only at the national level.

The 2017 Environmental Action Plan has several educational aims that can be seen as linked either directly or indirectly with GCED:

- Educate the young on global citizenship (p. 7) (*global citizenship*, indicator #1 in IBE UNESCO framework)
- Promote world peace and global citizenship (p. 3) (*global citizenship*, indicator #1 in IBE UNESCO framework)
- Respect, understanding and preservation of values and cultural heritage of the different communities (p. 3) (*intercultural empathy and respect*, indicator #17 in IBE UNESCO framework)

The Environmental Action Plan links up education for sustainable development with three local values: *Bayanihan* – working together for a sustainable environment; *Pagtipid* – conserving and avoiding wasting resources; *Malasakit* – empathy for one another and love towards the nation and planet (Department of Environment and Natural Resources, 2017, p. 20).

Table 2 on the next page summarizes in greater detail the results of the analysis of the policy documents reviewed so far.

**Table 2.**

## GCED INDICATORS (IBE-UNESCO, 2017) IN THE PHILIPPINES' POLICY DOCUMENTS

X=present with explicit links to the global level; -- = present with no explicit links to the global level, traditional civics approach

Indicator \ Document	Enhanced Basic Education Act of 2013*	PQF Act 2017	Policy Guidelines on Classroom Assessment 2015*	Institutionalizing Peace Education 2006	National Environmental Education Action Plan 2018-2040
<b>I. Justification and general orientations about GCED.</b>					
Justification of GCED (socio-economic, political, cultural, moral).					
Global Citizenship (affirmation; characterisation).	--				X
<b>II. Cognitive domain categories.</b>					
<i>Global systems, structures and processes:</i>					
Global governance system, structures (institutions), and processes.					--
Humanitarian law, human rights, peace building, rule of international laws.				--	--
Trans-national corporations.					
Other (global systems).					
<i>Global issues:</i>					
Globalisation (socio-economic, political, cultural).	X	--			X
North-south relationships, developed-developing interconnections, interdependence.					
Climate change, biodiversity, sustainable development.			--		X
Global poverty, global inequality.					
Genocide, terrorism, war, refugees.					
Diseases (Ebola, HIV & AIDS).					
Other (global issues).					

III. Attitudinal (socio-affective) domain categories.					
<i>Multiple identities:</i>					
Humanity as privileged referent of identity.			--		X
Nation as privileged referent of identity.			X		
'Embedded identities': Local, national, regional (supra-national), and global.			--		X
Difference and respect for diversity: Multicultural and/or international contexts-levels:					
Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional, or world-wide contexts).	X		--	--	X
Discrimination, racism (referred to intercultural or international, regional, or world-wide contexts).					
Values and attitudes for Global Citizenship.					
IV. Behavioural domain categories.					
<i>Engagement, participation, actions:</i>					
Current and future participation in civic protest on global issues.					
Information and debates on socio-political issues of global reach.					X
Direct action on issues of global reach.					X

Notes: The Enhanced Basic Education Act of 2013 included as a learner aim the "capacity to engage in autonomous, creative, and critical thinking (Section 2). Also, the "curriculum should be learner-centered and, inclusive" and pedagogical approaches should be "constructivist, inquiry-based, reflective, collaborative and integrative (Section 5). According to the Policy Guidelines on Classroom Assessment (2015), "the goal of the K to 12 curriculum is to holistically develop Filipinos with 21st Century Skills" (p. 20). These competencies and pedagogies are however not reported in this table since they are not explicitly linked to active or global citizenship.

### ***3.3 Findings for Philippine curriculum content***

**Sources:** *Policy Guidelines on the K to 12 Basic Education Program (DoE, 2019); Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program (DoE, 2015); An Act Institutionalizing the Philippines Qualification Frameworks (PQF), Establishing the PQF-National Coordination Council (NCC) and Appropriating Funds Thereof (Congress of the Philippines, 2017).*

**Analysis:** In the Department of Education Policy Guidelines (2019), the curriculum for Grades 1-3 does not directly reflect any IBE Global Citizenship indicators though there are references to traditional civics education, such as cultivating an appreciation for one's culture through mother tongue education. The Basic Education Act of 2013 also addresses the principle of Mother Tongue-Based Multilingual Education (MTB-MLE) and indicates that 'the curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts' (Section 5).

For Grades 4-6, the Homeroom Guidance Program in particular is designed to foster traditional civics education through preparation for student roles in their respective communities and the cultivation of social relationships. The Special Program in Journalism and Supreme Student Government (SSG) also offer opportunities to develop skills in critical thinking and advocacy that are critical to both traditional civics and global citizenship.

Traditional civic education links throughout all grade levels can be found in the emphasis on cultural dances, art, stories, and traditions; which are connected to the development of national pride.

Table 3 provides an assessment of the curriculum for Grades 7-12, as that was where the most links to GCED were present. In developing this table, we distinguished between elements of the curriculum that appeared to be directly linked with GCED and those which that indirectly linked, meaning that they could be built upon through a GCED lens.

TABLE 3.

## GCED AND PHILIPPINES' MIDDLE AND SECONDARY LEVEL SUBJECT-SPECIFIC AIMS

(X=direct link; -- = indirect but supportive link.)

LEARNING AIM*	RELATIONSHIP TO GCED	Global approach to citizenship (IBE-UNESCO, 2017)	Traditional approach to civics and/or moral education
<i>Grades 7-10</i>			
Grade 7 Science: <i>Understanding the greenhouse effect and global warming</i>		X (#9)	
Grade 8 AP: <i>World history</i>		X (#13)	
Grade 9 Health: <i>Collective action for the environment</i>		X (#22)	
Grade 10 Health: <i>Understanding global health initiatives</i>		X (#12)	
Grade 10 AP: <i>Contemporary issues</i>		-- (#13)	X
<i>Grades 11-12 (Senior High School)</i>			
Humanities – 21st Century Literature from the Philippines and the World: <i>Appreciation and critical study of various traditions</i>		X (#17, #19)	X
Communication – Media and Information Literacy: <i>Developing creative and critical thinking, encouraging responsible use and consumption of media</i>		-- (#21)	X
Science – Earth and Life Science: <i>Issues related to natural hazards, including processes at the population and ecosystem levels</i>		-- (#9)	--
Science – Physical Science: <i>Understanding sources of energy, pollution and recycling</i>		-- (#9)	--
Social Science – Understanding Culture, Politics, and Society: <i>Developing sensitivity to cultural differences, awareness of social and political dynamics, and examination of the country's current human development</i>		-- (#17, #21)	X
Philosophy – Introduction to Philosophy of the Human Person: <i>Issues of being in the world with others and the environment</i>		X (#19)	--
Physical Education and Health – Quarter 4 Recreational Activities: <i>Creating a positive relationship with natural environments and promoting their sustainable use</i>		-- (#9)	--

At the secondary level, the curriculum includes a number of specialized subjects and tracks to develop professional competencies, some of which already incorporate a global citizenship approach. However, it is important to note these are not a part of the education experience for every student.

TABLE 4.

## GCED AND PHILIPPINES' SECONDARY LEVEL SUBJECT-SPECIFIC AIMS AND TRACKS

(X=direct link; -- = indirect but supportive link.)

LEARNING AIM*	RELATIONSHIP TO GCED	Global approach to citizenship (IBE-UNESCO, 2017)	Traditional approach to civics and/or moral education
<i>Specialized Subjects and Tracks</i>			
Accountancy, Business, and Management: <i>Business Ethics and Social Responsibility</i>	-- (#5, #21)	--	
STEM: <i>Disaster Readiness and Risk Reduction</i>	-- (#9, #13)	--	
Humanities and Social Sciences: <i>World Religions and Belief Systems</i>	X (#17, #19)	--	
Humanities and Social Sciences: <i>Community Engagement, Solidarity, and Citizenship</i>	-- (#4, #22)	X	
Humanities and Social Sciences: <i>Philippine Politics and Governance</i>	-- (#4)	X	
Humanities and Social Sciences: <i>Trends, Networks, and Critical Thinking in the 21st Century</i>	X (#13, #19, #21)	--	
Arts and Design: <i>Developing Filipino Identity in the Arts</i>	-- (#15)	X	
<i>Special Curricular Programs (SCPs)</i>			
Special Program in the Arts: <i>Preserve and enrich Filipino culture and heritage</i>	X (#15)	X	
Special Program in Foreign Language: <i>Develop understanding and appreciation for other peoples' cultures</i>	-- (#17, #19)	X	
Special Program in Journalism	-- (#21)	X	

We note the importance of language learning in the agenda to promote national unity and social cohesion, as the Philippines is composed of 55 ethnic groups who speak 171 languages and dialects across the archipelago of 7100 islands. Filipino and English are regarded as national official languages, and English is also used as the main medium of instruction (Bernardo & Malakoluntha, 2013, p. 60).

In addition to these special programs, there is also a Homeroom Guidance Program (HGP) at the secondary level, which, "envision[s] to prepare learners to work for the common good of society while

upholding international standards” (DepEd, 2019, p. 89). This suggests links to traditional citizenship education as well as global frameworks, such as those on human rights or international law.

The Citizenship Training Program (CTP) includes education on citizenship rights and responsibilities, though its focus on the national context and “military orientation” (p. 90) can potentially put it at odds with the goals of GCED. On the other hand, the National Schools Press Conference, which supports the goals of the Special Program in Journalism, is oriented towards sustaining “advocacy on social consciousness and environmental awareness” (DepEd, 2019, p. 91). While again, the percentage of participation in this program by the Philippines’ secondary population is unknown, it shows promise in being complementary to GCE.

In the non-formal Alternative Learning System (ALS) curriculum, links to Global Citizenship were identified. These are presented in Table 5.

TABLE 5.

GCED AND PHILIPPINES’ ALTERNATIVE LEARNING SYSTEM (ALS) CURRICULUM

(X=direct link; -- = indirect but supportive link.)

LEARNING AIM*	RELATIONSHIP TO GCED	Global approach to citizenship (IBE-UNESCO, 2016a)	Traditional approach to civics and/or moral education
Learning Strand 1 – Communication Skills: Participate as a member of the community, nation, and world	X (#16)		X
Learning Strand 4 – Life and Career Skills: Perform wise utilization of resources and conserve for future generations; maximize efficiency as a productive citizen	-- (#9, #13)		X
Learning Strand 5 – Understanding Self and Society: Developing the knowledge, attitudes, values, and skills to act in a multi-cultural and pluralistic society	X (#7, #16, #17, #19, #21)		X

As demonstrated above, the Philippines’ specialized subjects and non-formal education tracks include a number of GCE indicators that would enrich and enhance the formal, required curricula as well. These results suggest many potential curriculum footholds for integrating GCED, which are addressed in the recommendations section.

## 4. Discussion with Recommendations

We now offer some preliminary suggestions for how GCED might be strengthened in the Philippines' education system. We find numerous avenues for strengthening GCED within the country's curriculum and current reform processes. This report is specifically intended to assist and complement the local situation analysis of GCED. We trust that Filipino education policymakers and other national and local stakeholders will review and complement our recommendations using their extensive knowledge of the Philippines' curriculum, reform processes, and traditions within the schooling system. We hope that our suggestions will be a *value added* to local processes intended to contextualise the international GCED themes and learning objectives.

In this section of the report our input is presented for three policy areas:

1. National curriculum goals and learner outcomes
2. Different Subject Areas
3. Curriculum support systems, including teacher education and textbook writing

In terms of curriculum strategies for GCED, our position is that effective integration of GCED within the Philippines' educational system will require a combination of strategies, including a transversal integration of key GCED themes and learning outcomes across all subjects, a focused integration of GCED content and aims in certain subjects, and co-curriculum and even whole school efforts that reinforce GCED learning aims (Tibbitts, 2015, p. 37). Efforts in related approaches such as citizenship education, peace education, and human rights education have shown that combined strategies help to ensure that an approach is not treated in a superficial or ad hoc manner but in a way that is meaningful and sustained through a student's school experience. A cohesive, systematic approach will help to ensure that education and learner engagement with GCED is *meaningful, consistent and sustained*.

#### **4.1 Recommendations for national curriculum goals and learner outcomes**

We reviewed the Philippines' overall aims for its educational system and its national curriculum and presented our findings earlier in this report.

Our specific recommendations for strengthening the GCED language in the overall aims of Kenyan education and curriculum are based on UNESCO's GCED Key Learning Outcomes presented in Annex A and include the following kinds of changes:

- Include clear links with the global levels, in addition to the local and national levels;
- Strengthen references to global issues;
- Recognize multiple layers of identity;
- Use the concepts of *human dignity, common humanity, equality* and *human rights*;
- Promote engagement in activities for a peaceful and sustainable world;
- Include verbs related to taking action, not just having an attitude towards or capacity to do so.

We recognise that the Kenyan educational system is closely linked with wider country goals related to the importance of (a) **co-existence and social cohesion**, and (b) **engagement in the global economy**. We propose that human development be linked more strongly with civic engagement. The Philippines' curriculum can promote identity and engagement at multiple levels - local, national, pan-African and global – and in cultural, political as well as economic activities.

We have developed some illustrations, drawing on those aims mentioned earlier in the report. Below are some adaptation so existing goals. In addition, altogether new ones might be developed closely linked with the aims of GCED.

##### *Enhancing the Philippine Basic Education System (2013)*

- The capacity and willingness to transform others and one's self *for a peaceful and sustainable world* (Section 2).

##### *Environmental Action Plan (2017)*

- Educate the young on global citizenship, *cultivating their capacities to take action in solidarity with others for a peaceful and sustainable country and issues of global reach* (p. 7).

- Promote world peace and global citizenship, *with engagement for a peaceful and sustainable world* (p. 3).
- Respect, understanding and preservation of values and cultural heritage of the different communities, *at the local, national and global levels, with a sense of common humanity* (p. 3).

*Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program (2015)*

The document notes the importance of respect for the religious beliefs of others, identifying personal biases and showing respect for all. This could be extended to include in the context of *interconnectedness and interdependency* of a multi-ethnic and multi-religious country, region and world, based on an understanding of human dignity and common humanity.

Through the review of scholarship on the Philippines education system, we realize that there are different considerations at play in relation to the country's relation to the world. One is its post-colonial stance and the other has to do with the large numbers of Philippine citizens who travel abroad for work. Philippine education policymakers may well want to retain a critical and cautious approach to the country's engagement with international partners while at the same time promoting the rightful place of Filipinos as global citizens in multiple dimensions (not just economic ones). Globalization need not remain so closely linked with global migration in the Philippine context (Almonte, 2003, p. 24). The competencies associated with 'leadership and responsibility' in the Enhanced Basic Education Act can take on connotations of active citizenship in relation to global issues. This is essential for building collective competence amongst learners who can contribute to societal transformation.

#### *4.2. Recommendations for strengthening the presence of GCED within various subjects*

Table 3 through 5 reflect our analysis of both direct and indirect links between the thematic curriculum and GCED when applying the UNESCO-affiliated GCED analytical frameworks. In this section we build on the analysis presented in these tables, as well as relevant scholarship, in presenting suggestions for ways to strengthen GCED in specific subjects.

This analysis already shows an explicit reference to GCED themes in numerous subjects, including Grade 7 Science, World History and Health (see Table 3). At the high school level, once can see links

with GCED in the Humanities and Social Sciences. Yet, there are numerous ‘indirect’ links with GCED that could be easily built upon.

In general, we recommend changes in language and content along the lines of those recommended in the previous section for the Philippines’ educational goals. Content reforms can involve inclusion of more global issues and links to the international, as well the promotion of common humanity. We believe that the addition of the global level does not compete with the aim to foster these values and attitudes within Filipino society, but rather is additional affirmation of the importance of these life skills. We suggest that in addition to touching on the global dimension of these values and attitudes that those of *solidarity* and *common humanity* be added where appropriate.

Many of the GCED themes are eligible to be infused within other subjects. The perspectives of local, national, and global apply to not only the social sciences but also the natural sciences, particularly if one considers science and technology in light of current issues. Language learning, particularly foreign language learning, is an opportunity to be introduced to GCED principles related to diversity as well as shared values. Literature can introduce learners to different ideas and experiences than they would not otherwise encounter. There is almost no limit to the ways in which GCED concepts, attitudes and behaviours can be fostered within the Philippines’ school system. We encourage Filipino education policymakers to study the GCED learning outcomes and topics and to find ways to creatively infuse these with subject-specific curriculum (see UNESCO, 2015).

We have some suggestions for individual subjects, that Filipino curriculum developers might consider:

- Include global issues within “Contemporary Issues” at the lower secondary level, emphasizing the interconnectedness and interdependence between national and international issues.
- Similarly, global issues can be integrated within the natural and social sciences.
- Philippine geography teachers can incorporate civic responsibility within the treatment of climate change, reflecting a “social education” approach (Ho & Seow, 2017).
- Supplemental civic education programs, such as Project Citizen, can improve students’ civic attitudes and sense of personal efficacy (Piñgul, 2015). This can help to strengthen the behavioural dimensions of GCED.
- Learning Strand 4 ‘Life and Career Skills’ in the ALS curriculum might be given an international dimension.

In our earlier analysis, we observed aims and themes in ESD and peace education that might be linked up with and strengthened through GCED. We recommend that research be carried out to uncover what has worked well – or not so well – in implementing peace education and ESD, and to integrate GCED accordingly.

In addition to the above observations, we think that the Philippines' interest in promoting 21st Century skills could intersect with a GCED initiative, as there is some overlap in relation to learner competencies. In particular, we think that these approaches might present helpful avenues for integrating GCED within the “deep learning” that can take place in extracurriculars and clubs. The ESD plan includes benchmarks for curriculum integration and outreach programming for the short-medium- and long-term that could serve as an example for a GCED initiative.

These are just some suggestions for how to infuse GCED within existing subject-specific curriculum. We anticipate that Filipino curriculum developers have many other ideas.

#### *4.3 Integrating GCED within reforms in teacher education, textbook writing and other supports essential for an effective implementation*

The GCED approach is not only thematic but also one that calls for learner-centred teaching and learning processes. Learning goals include values, skills and behaviors like critical thinking and analysis, a motivation to care for the common good, and taking action to address issues at the local, national, or global levels require methodologies and activities. These are challenging to implement in many school systems, due to conditions such as large class sizes or a traditional emphasis on rote learning. Yet they are essential for an intended GCED curriculum to be effectively implemented.

In order for GCED to deliver the “transformation” process, will need to support some related agendas for curriculum reform in the Philippines, especially the learner-centered approach. The 21 Century skills agenda that the DoE has identified helps to set the expectation for curricular changes oriented towards a diverse set of learner competencies. It will be important to cultivate critical thinking in learners, as ‘lower order thinking’ has the focus in the past (Marquez, 2017, p. 289).

Teacher training will be key – both pre-service and in-service. Teachers will need to be motivated by the approach and by the topics. If GCED concepts and approaches are to be successfully introduced in the schools, this will depend on other reforms and supports for teachers. For example, educators will need to learn how to use alternative forms of assessment in the classroom that recognizes and rewards students' active engagement and project-based activities. GCED reform efforts and build on and support such changes.

## 5. Final Thoughts

GCED is central to a global vision for education in the 21st century and a key component for the UN's SDGs and the 2030 Education agenda. The Philippines has strong incentives to further its current treatment of GCED not only through its engagement in UN processes but also as a member of the international community. We believe that a successful GCED effort will assist the Philippines in achieving its wider goals to deliver effective quality education – including competency-based approaches and learner-centred methods -- and motivate children and youth to actively and responsibly engage in society at all levels.

The Philippines' government has already committed itself to integrating GCED in its curriculum. We hope that the analysis and preliminary recommendations provided in this report will effectively support this local GCED effort and commend the Department of Education for its intention to do so. Building not only on the existing GCED-related themes but also the momentum of major reforms in curriculum and the teaching sector could help to bring about a successfully implemented GCED curriculum.

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## ANNEX A

### UNESCO GLOBAL CITIZENSHIP EDUCATION TOPICS AND LEARNING OBJECTIVES

#### BOX 1.

#### GCED Key Learning Outcomes

##### Cognitive:

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

##### Socio-emotional:

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

##### Behavioural:

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

Source: UNESCO (2015a). *Global Citizenship Education: Topics and Learning Objectives*. Paris: UNESCO, p. 29. <sup>①</sup>

<sup>①</sup> For a more detailed and age-specific rendering of UNESCO'S GCED learning outcomes and topics, see pages 31-40.

## ANNEX B

### UNESCO GCED-WG CORE COMPETENCIES FOR GLOBAL CITIZENSHIP EDUCATION

- Empathy
- Critical thinking/problem solving
- Ability to communicate and collaborate with others
- Conflict resolution
- Sense of security and identity
- Shared universal values
- Respect for diversity/intercultural understanding
- Recognition of global issues (e.g., environmental, social, economic, etc.)

Source: Global Citizenship Education Working Group (GCED-WG). 2016. *Measuring Global Citizenship Education Toolkit*. June. Unpublished internal working document, p. 8.

GLOBAL  
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