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## GLOBAL CITIZENSHIP EDUCATION (GCED)

# ACTIVITY I: DEVELOPMENT OF GUIDELINES FOR WRITING GCED LESSON EXEMPLARS

Curriculum Development and Integration in the Philippines  
Year 3



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## EXECUTIVE SUMMARY

The Development of Guidelines for Writing GCED Lesson Exemplars is the first objective of the third phase of the Global Citizenship Education (GCED) Curriculum Development and Integration in the Philippines. This report presents the process of the ***Development of Guidelines for Writing Global Citizenship Education (GCED) Lesson Exemplars*** that ran from April 17 to May 30, 2021.

The major goal of this objective is a guiding document for Filipino teachers in developing GCED-integrated lesson exemplars by providing teachers with the necessary framework and tools needed to accomplish seamless integration of GCED in their lessons.

Along with the document, a Monitoring and Evaluation (M&E) Framework was also an output developed during this activity. It is a results-based framework done by the project's M&E Specialist who is in-charge of evaluating the development of the project and its outputs.

The strategies for this activity are:

1. Series of Meetings with the Core Team
2. Assigning Tasks
3. Writing the Guidelines
4. Editing and Finalization of the Guidelines
5. Developing the M&E Framework

The results of this first objective would be central to the process and development of the outcomes of the following activities for the Phase 3 of the GCED Curriculum Development and Integration in the Philippines.

## INTRODUCTION

The Philippines is now in the third year of the Global Citizenship Education (GCED) Curriculum Development and Integration Project which aims to mainstream GCED in the national curricula along with three other countries---Kenya, Lebanon and Sri Lanka. This project is a partnership between the Philippine Normal University (PNU), the Department of Education (DepEd), and the Asia-Pacific Center of Education for International Understanding (APCEIU).

In November 2020, the Philippine Normal University and the Department of Education successfully delivered the second phase of the GCED Curriculum Development and Integration in the Philippines. Its objectives were to: 1) develop the Philippine GCED indicators; 2) map Philippine GCED indicators in the basic education curriculum; 3) develop the Philippine GCED framework; and 4) elaborate the GCED framework in the Philippine K to 12 curriculum through the identification of Knowledge, Skills and Attitudes of GCED. The relevant documents and outputs produced in Phase 2 laid the groundwork for the implementation of Phase 3.

Phase 3 has four objectives:

1. to develop a manual for Filipino teachers in integrating GCED in their lessons,
2. develop GCED-integrated lessons based on the developed guidelines,
3. pilot-test the manual and developed GCED lesson exemplars,
4. establish a monitoring and evaluation mechanism to evaluate the Phase 3 of the project.

The *Development of Guidelines for Writing GCED Lesson Exemplars* is part of the GCED Curriculum Development and Integration in the Philippines. It is the first installment of the third phase of the GCED Curriculum Development and Integration in the Philippines which aims to develop an instructive manual providing teacher-writers all the necessary context, principles, pedagogies, considerations, and tools needed to develop lesson exemplars with GCED integration in their respective learning areas. The outputs produced in the previous phase of the project which would serve as the foundation for the development of this manual.

This particular activity is headed by the PNU-GCED Core Team under the supervision and guidance of the Project Consultants. The later installments of this phase of the project would be dependent on this manual as it would serve as the basis for the development of the GCED Lesson Exemplars.

## STRATEGIES AND ACTIVITIES

Prior to this Activity, the Global Citizenship Education (GCED) Project Year 3 Core Team began to hold a series of meetings all the way back from February 2021 where they planned and strategized for this project. Their initial strategy was revisiting the summary report from Year 2 and the recommendations from the Year 2 Technical Report. These became the bases of the GCED Core Team in drafting the concept for Year 3. Due to the limitations brought about by the pandemic and the geographical locations of all people involved, all the meetings were held online, either through Zoom or Google Meet.

The PNU Core Team is directly responsible for the implementation of the project. Tasks were delegated to specific people to ensure the efficiency of the development of the project. The Project Director, alongside the Deputy Project Director, are tasked with overall management of the project. Other members of the core team were tasked to be Curriculum Specialists who were responsible for the writing, editing, and finalizing of the guidelines for writing GCED Lesson Exemplars. The Faculty Assistant and Technical Assistants are tasked to provide support with the technical and administrative matters of the PNU Core Team and the whole project.

The meetings prior to the official start of the project were focused on discussions between PNU, DepEd, and APCEIU brainstorming for the implementation of the GCED project. The objectives and major outputs of the whole project were determined during these meetings. The approach in these meetings were consultative as the PNU Team sought guidance and direction from DepEd and APCEIU. This approach was also used by the PNU Core Team in the development of the guidelines for writing GCED Lesson Exemplars. They held meetings with the Project Consultants who provided expert guidance and identified improvements needed for the manual developed by the Curriculum Specialists.

The PNU-GCED Core Team also held a meeting with an M&E Specialist who is tasked to develop an M&E Framework and evaluate the processes, development, and outputs of the project. The specialist assured the team that the M&E Framework is a results-based M&E Framework that would be focused on the outputs that the project would be producing in order to showcase the best practices of the Philippine GCED Team in implementing the GCED Curriculum Development and Integration Project.

The schedule for Activity 1 is as follows:

April 17-20	Series of Meetings with the Core Team
April 21	Assigning Tasks
April 21-May 10	Writing the Manual for GLE
May 11-30	Editing and Finalization of Manual for GLE
May 20-30	Developing the M&E Framework

The Core Team discussed in a series of meetings the essential aspects related to the development of the outputs for *Activity 1: Development of Guidelines for Writing GCED Lesson Exemplars*. The process was collaborative and consultative as Core Team members and Curriculum Consultants were free to add inputs to the work that the Curriculum Specialists had done on the manual.

### *GCED Special Meeting with the Core Team*

A special meeting was held on 7 April 2021 by the Core Team to discuss initial updates about the draft of the guidelines for writing GCED Lesson Exemplars. The Curriculum Specialists presented the proposed preliminary parts of the manual, proposed chapters, and proposed elements of the Lesson Exemplars. The team also deliberated on: 1) which learning delivery modality that was to be adopted for the GCED Lesson Exemplars, and 2) what assessment tools will be used for the GCED Lesson Exemplars.

### *Core Team Regular Meetings*

The Core Team's regular meetings addressed various concerns regarding administrative concerns and scheduling of the project's events and development. Recalibration of the project's calendar of activities was also done in one of these meetings. Discussion on the draft manual was a constant priority in these meetings and refinements were made to the draft. The Curriculum Specialists presented and discussed with the team developments on the manual's contents, including the processes, principles, and pedagogies stated in the manual.

### *GCED Consultation Meeting with Dr. Ruscoe*

In the process of refining and improving the manual, the Core Team sought the inputs of Dr. Rita Ruscoe who was able to give suggestions that the team had put into consideration for the development of the manual. A few of those suggestions were: improving some terms used in the manual, making the manual more instructive in its approach, and making the principles and guidelines in the manual clearer for those who would be using it.

### *GCED Meetings with the M&E Specialist*

The M&E Specialist, Dr. Jovar Pantao was invited by the Core Team to join in a few of their meetings to level the team's expectations on M&E. Dr. Pantao explained that through reviewing the meeting minutes, a results-based framework would be developed and used for the monitoring and evaluation of the project. Presentation of the framework was also done for the Core Team to see the process and to give comments, ask questions, and provide input.

## DEVELOPMENT AND WRITING PROCESS OF THE GUIDELINES FOR WRITING THE GCED LESSON EXEMPLARS

The manual traversed a series of discussions among the Core Team members and consultations with experts in pursuit of the development and enhancement of the draft manual. Several considerations were brought up during the early stages of planning for the manual which provided direction for its development. Some of these considerations were:

1. The team should have a picture on what the manual/guidelines would look like in terms of the number of pages that it would have and what the coverage of the content would be.
2. The purpose of the manual should be clear. Essential questions are: *Is the manual a guide on how to integrate GCED in the Lesson Exemplars? Or is it a guide on how to use the Lesson Exemplars?* The team agreed upon the manual being a guide on how GCED would be integrated in the Lesson Exemplars.
3. The design of the manual. Suggested content were: *Background and KSA of GCED, how to use the GCED Lesson Exemplars, and the Lesson Exemplars themselves.*

Curriculum Specialists, Dr. Zyalie Bedural and Prof. Gerry Areta were the focal persons for the development of the guidelines. They clarified that the manual would be for Filipino teachers who would want to write a module for GCED. The developed modules, the GCED-integrated Lesson Exemplars would be for Filipino students. In line with this, the initial proposed parts for the manual for writing GCED-integrated Lesson Exemplars are as follows:

### *Proposed Preliminary Parts*

1. Foreword
2. Acknowledgments
3. Glossary
4. Parts of the Manual

### *Proposed Chapters*

- Chapter 1 would be the introduction to the manual providing a brief description about GCED and the ongoing GCED Research in the Philippines.
- Chapter 2 would provide an overview of the Philippine GCED Framework based on Phase 2 of the project. The document to be used as reference for this chapter



shall be the report on GCED Curriculum Development and Integration and the document, *GCED: Topics and Learning Objectives*.

- Chapter 3 would provide an understanding of the GCED-integration curriculum mapping in the Philippines' basic education. Its aim is to serve as a guide and reference of the subject matter experts (SMEs) in developing GCED-integrated Lesson Exemplars.
- After providing all the context needed, chapter 4 would present the guidelines for drafting the GCED-integrated Lesson Exemplars. It would include a repertoire of suggested approaches, methods, strategies, and tools of teaching, learning and assessing GCED outcomes that may be used by the writers. Social content considerations shall also be incorporated in the guidelines.

The team agreed to adopt DepEd's *Alternative Delivery Modality - Learning Resources (ADM-LR)* for the GCED-integrated Lesson Exemplars' module elements format. This was in response to Director Joyce Andaya's suggestion that it would be better if a GCED-integrated Lesson Exemplar would be a module that can be readily used by the teachers already in the field and ADM-LR is the format currently being used by teachers now in the current setup due to the limitations brought about by the pandemic. This would also give ease to the teacher-writers because of their familiarity with the format and language used here.

### *Proposed Elements of the Lesson Exemplars*

1. Subject Matter
2. Grade Level
3. GCED Topic (for identification of GCED integration prior to the lesson)
4. GCED Domain (for identification of GCED integration prior to the lesson)
5. GCED Indicators (for identification of GCED integration prior to the lesson)
6. Lesson Title
7. Lesson Introduction
8. Lesson Objectives
9. Lesson Proper
10. Appendix

Other suggestions and adjustments for the manual came up during another meeting of the Core Team with the Curriculum Consultant, Dr. Rita Ruscoe:

1. Simplification of terms and titles by using "GCED Lesson Exemplars (GLE)" instead of "GCED-integrated Lesson Exemplars" since integration is already implied here.
2. Narrowing down and simplification of content discussed in the manual by taking out other information that teacher-writers might not need in writing their own

GLEs and emphasizing the important things that are relevant and necessary for the teacher-writers to know and use in developing their own GLEs.

3. Making the manual instructive in its approach by simplifying explanations and not making it look like a technical report. It should be quite easy for teacher-writers to understand and to grasp the information presented and taught in the manual.

The team discussed the “Before-During-After” process in writing the GCED Lesson Exemplars. This section in the manual would give GLE writers an idea of the process on how to write the GLEs.

*Before* - In this phase, GLE writers will acquaint themselves with all relevant documents that they will need in order to prepare themselves for the writing of GLEs. These documents include: 1) *The Philippine Guidance Matrix*, 2) *Philippine GCED KSA*, 3) *GCED Pedagogy*, and 4) *Classroom Assessment Resource Book and DepEd Order No. 31, s. 2020*.

*During* - In this phase, GLE writers will proceed with writing the Lesson Exemplars using the templates and samples available for writing the GLE. The GLE Writer’s responsibility here is to ensure the integration of GCED into their learning area of expertise.

*After* - In this phase, the GLE is assumed to be completed and will then go through validation to establish the validity, alignment, and coherence of the lesson and the integration of GCED. The GLE will then be subjected to language editing. After validation, the GLE will now move on to implementation--the actual use of the GLE in the field.

A rubric for developing GLEs was also added to be a part of the Validation section of the *After* Phase. The rubric is provided for experts who would evaluate the developed GLEs. Learning Competencies and the Instructional Design and Organization of the GLE are what was taken into consideration for the assessment of the GLE. Validators can comment on whether the developed GLE is “Highly Recommended”, “Recommended”, “Conditionally Recommended”, or “Not Recommended”. A “Summary of Comments” section was also added at the end of the rubric as a space for validators to provide the writer a list of suggestions for revisions.

During the finalization stage, there were a few more minor adjustments that were made and the title was changed into *Developing Philippine GCED Lesson Exemplars: A Guide to Practice*. The major contents of the manual were narrowed down to:

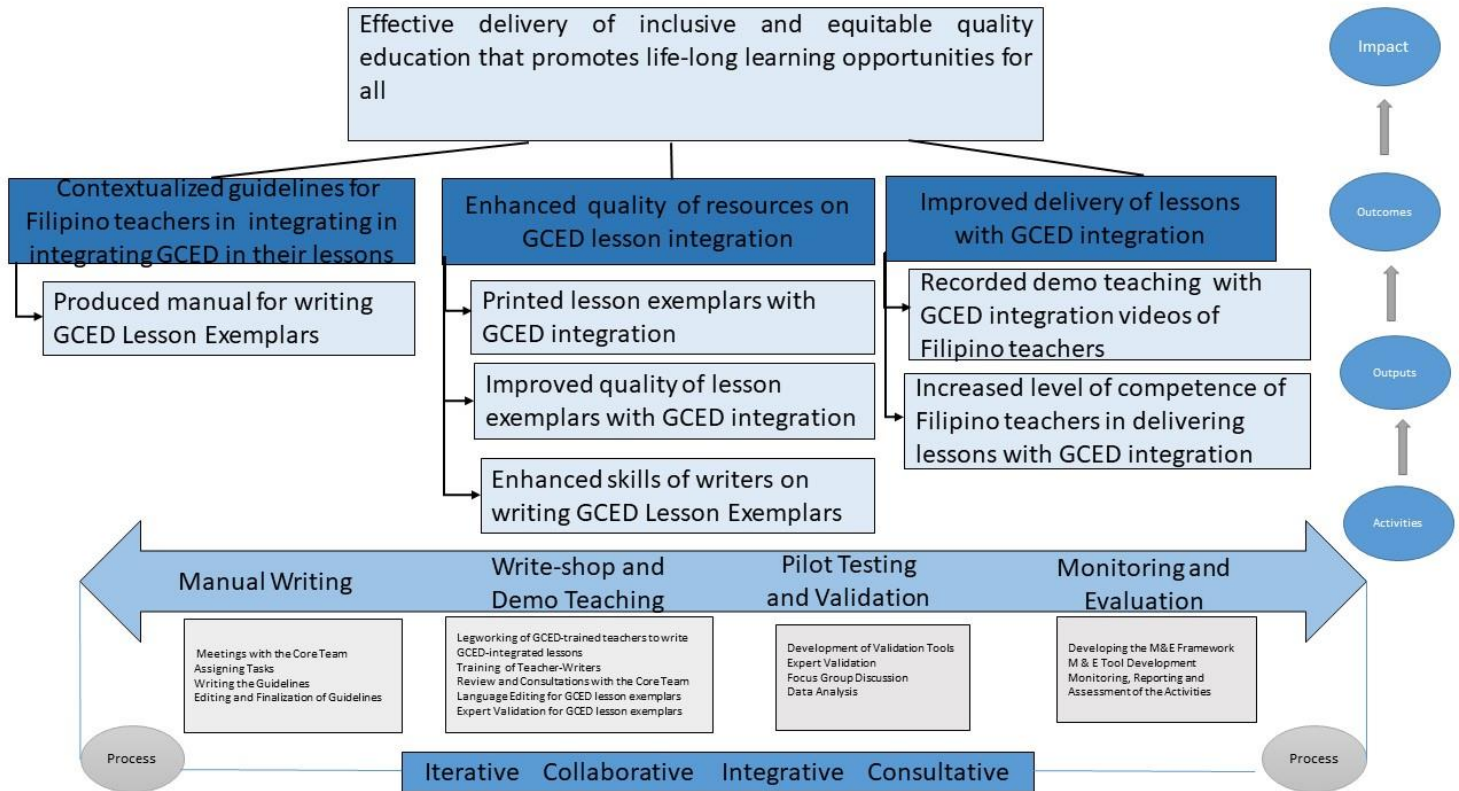


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1. *About the Manual* - provides information on what the manual is for and the process on how to write the GLEs.
2. *Getting to Know GCED* - provides a quick look on what GCED is all about.
3. *Familiarizing with the GCED Documents* - provides key information about GCED principles, pedagogies, and strategies that would be used in developing GLEs.
4. *Developing the GLEs* - provides all the technical information about the design, specifications, and guidelines for GLE development.

## MONITORING AND EVALUATION (M&E) FRAMEWORK





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## GCED LESSON EXEMPLAR MANUAL

### DEVELOPING PHILIPPINE GCED LESSON EXEMPLARS: A GUIDE TO PRACTICE

## VALIDATION INSTRUMENT

CHECKLIST FOR EVALUATING GCED-INTEGRATED LESSON EXEMPLARS	
Learning Area	
Grade Level	
Quarter	
GCED Domain/s & Indicators	
GCED Theme/s and Topic/s	
GCED-Enhanced Content Standard	
GCED-Enhanced Performance Standard	

**DIRECTION:** Please mark with a check (✓) the box that corresponds to your evaluation of the GLE.

Indicators	4 <i>Very Evident</i>	3 <i>Evident</i>	2 <i>Partially Evident</i>	1 <i>Not Evident</i>	Remarks
<b><i>Learning Competencies</i></b>					
1. The GLE is consistent with the content and performance standards are articulated in the Philippine GCED KSAs.					
2. The objectives are SMART and written in the target GCED domain/s and indicator/s.					
<b><i>Instructional Design and Organization</i></b>					
1. The GLE provides learning objectives which reflect the GCED themes and topics.					
2. The topic chosen explicitly					



integrates GCED in the learning area.					
3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.					
4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.					
5. The content reflects the correct integrated concepts relevant to the individual learners and the society.					
6. The activities in the GLE are designed in a logical manner.					
7. The GLE is developmentally-appropriate to its target learners					
8. The GLE used the GCED integration strategies ( <i>Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos</i> ).					
9. The GLE employs appropriate GCED assessment methods and tools that is aligned with the learning objectives and GCED pedagogy					
10. The GLE is free from any grammatical, factual, conceptual and computational errors.					

RECOMMENDATIONS FOR IMPLEMENTATION	
<input type="checkbox"/> <b>HIGHLY RECOMMENDED</b>	All of the set indicators for an exemplary lesson are <b>very evident and free of errors</b> .
<input type="checkbox"/> <b>RECOMMENDED</b>	Majority of the set indicators for an exemplary lesson are <b>very evident with minimal revisions</b>
<input type="checkbox"/> <b>CONDITIONALLY RECOMMENDED</b>	Some of the set indicators for an exemplary lesson are <b>evident with minor revisions</b> of the content, activities, language and format.
<input type="checkbox"/> <b>NOT RECOMMENDED</b>	<b>None</b> of the set indicators are evident with <b>major revisions</b> of the content, activities, language and format.



### SUMMARY OF COMMENTS FOR REVISION

Page Number	Brief Description of Errors/ Findings/ Observations	Specific Comments and Suggestions

#### Over-all Comments / Suggestions / Recommendations

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Validated by:

Signature over Printed name

Date:

#### NAME INCLUSION IN THE GLE FINAL COPY:

I agree to include my name in the final copy of the GCED Lesson Exemplar as Validator.

Please do not include my name in the final copy of the GCED Lesson Exemplar as Validator.



## PHOTOS



GCED Core Team Meeting with M & E Specialist, Dr. Jovar Pantao



Meeting with the UPCEIU



GCED Core Team Regular Meeting  
Consultation Meeting with Dr. Ruscoe

The 3 <sup>rd</sup> Year of GCED Curriculum Development and Integration in the Philippines		
Details	Expected Outcomes	Timeline
<b>Activity 1:</b> Development of Guidelines for Writing GCED lesson exemplars - Core Team meetings - Writing and Finalizing the guideline	Guideline for writing GCED-integrated Lesson Exemplars	May 2021
<b>Activity 2:</b> Write-shop and Demo-Teaching Video production - Training - Lesson exemplars writing & Expert review - Finalizing and video recording (Demo teaching)	Sample GCED-integrated Lesson Exemplars	June 2021
<b>Activity 3:</b> Pilot Testing and Validation - Development of tools for validation - Validation and Focus Group Discussions - Data analysis and report writing	Pilot Testing Report	September 2021
<b>Activity 4:</b> Project Evaluation and Technical Report Writing - Report writing workshop - Public Presentation	Project Evaluation Report Technical Report	October 2021

Before	During	After
<b>Review</b> 1. Philippine GCED Documents, Key Outcomes, Key Learner Aims/Bases and Indicators 2. Philippine GCED Themes and Topics 3. Philippine GCED KSA 4. GCED Mapping per Learning Area 5. GCED-integrated Lesson Exemplar (GLE) Manual 6. DepEd Order No. 31, s. 2020 (for assessment)	<b>Write</b> Write GLEs using the GCED-integrated Lesson Exemplar template	<b>Validate</b> 1. Establish content validity, alignment and coherence 2. Correct any language errors

GCED Core Group Regular Meeting