

Global Citizenship Education in Bicol University Proposed Framework and Action Plan

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Abstract

Global citizenship education (GCED) is explicitly covered by the Sustainable Development Goals (SDGs) under the Agenda 2030. As a multifaceted and flexible approach, GCED applies a lifelong learning perspective, covering all levels of education and into adulthood, thus countries and institutions may adopt both formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation. In support of this, it is important to determine the policies and practices at the institutional level. Using mixed descriptive-evaluative method of research, the study aimed to determine status of integration of GCED in terms of policies, curriculum, co-curricular activities or student support programs, and practices of teachers, and develop and assess framework for the institutional mainstreaming of GCED and institutional GCED action plan. Data were gathered through questionnaire, focus group discussion, interview, documentary analysis, and juror validation. Findings revealed that there are no existing written or formal policies related to GCED. The integration in curriculum, curricular activities, and practices of teachers is implicit and informal across levels. The proposed framework for institutional mainstreaming of GCED considers global GCED frameworks and institutional vision, and serves as one of the bases for preparing the institutional GCED action plan. Both the proposed framework and action plan were rated highly satisfactory, thus sound and acceptable. Institutionalizing GCED through curriculum, co-curricular activities, student services, and academic practices is exigent.

Keywords: *framework, GCED mainstreaming, institutional action plan, policy, SDG 4*

Introduction

Every citizen is a citizen of the world regardless of his country of origin, cultural background, religious affiliation, socioeconomic status, political beliefs, and other diversities. Israel (2012) defines a global citizen as someone who identifies as part of an emerging world community and whose actions contribute to building this community's values and practices. Oxfam International (2007) sees the global citizen as someone who is aware of the wider world and has a sense of his own role as a world citizen, respects and values diversity, has an understanding of how the world works, is outraged by social injustice, participates in the community at a range of levels, from the local to the global, is willing to act to make the world a more equitable and sustainable place, and takes responsibility for his actions.

Global citizenship refers to a sense of belonging to a broader community and common humanity. It

emphasizes political, economic, social, and cultural interdependence and interconnectedness between the local, the national, and the global (UNESCO, 2014). UNESCO (2015) presents dimensions in GCED which were drawn from review of literature, conceptual frameworks, approaches, and curricula on GCED, as well as technical consultations and its recent work in this area. These core conceptual dimensions which are interrelated are based on, and include, aspects from all three domains of learning: cognitive, socioemotional, and behavioral. They can serve as the basis for defining GCED goals, learning objectives and competencies, as well as priorities for assessing and evaluating learning.

GCED is significant because it is explicitly covered by the Sustainable Development Goals (SDGs), also known as Global Goals, which include the promotion of inclusive and equitable education and of lifelong learning. In particular, one of its targets (Target 7) states that "by 2030, ensure that all learners acquire the

knowledge and skills needed to promote sustainable development including, among others... global citizenship education..." (UNDP, 2016). Additionally, GCED is necessary because of the interconnected and interdependent nature of the current world. According to www.ideas-forum.org.uk (n.d.), the global is not "out there"; it is part of our everyday lives. Meanwhile, UNESCO (2015) explains that we are linked as never before to other people on every continent: socially and culturally through the media and telecommunications, and through travel and migration, economically through trade, environmentally through sharing one planet, and politically through international relations and systems of regulation.

Countries both from the west and east have embraced GCED. Historically, education for global citizenship in the United Kingdom was stimulated in the 1970s and 1980s by the world studies movement which promoted the knowledge, attitudes and skills that are relevant to living responsibly in a multicultural and interdependent world (Richardson, 1976; Fisher & Hicks, 1985 as cited by Robbins *et al.*, 2003). In Canada, teachers prioritize global citizenship issues in their teaching in the context of other curricular demands, and the study suggests that where teachers are highly motivated and supported in pursuing goals which they consider important—global citizenship learning in particular—they had the agency to do so (Schweisfurth, 2006).

Additionally, in Hongkong, the major development of GCED as part of Hong Kong's secondary school curriculum guidelines has evolved from learning about rights and responsibilities in the 1990s to challenging injustice, discrimination, exclusion, and inequality since the late 1990s, emphasizing not just the rights and responsibilities of a global citizen, but also acting on and even challenging the inequality in the world (Chong, 2015). On the other hand, civics or the study of rights and duties of citizenship, has been a part of the junior and senior high school curriculum in Japan since the late 1960s (Akuzawa, 2005), and some tertiary institutions have specialized programs dedicated to teaching global citizenship (Nakamura, 2004).

Although the Philippines has yet to formulate its national framework and action plan on GCED, academic institutions such as Bicol University may take initiative in mainstreaming GCED. Embracing GCED is a move toward supporting Sustainable Development Goal (SDG) 4 – Quality Education under the Agenda 2030. In particular, it will help in equipping the students with knowledge, skills and attitudes that

will allow them to become responsible, engaged and empowered citizens who can confidently participate in various human affairs in the global arena without diminishing their sense of nationalism. Not to mention, this educational approach will address the 21st-century framework of learning, including giving importance not only to cognitive development but also to social development.

This paper aimed to present a discussion on the development of institutional framework and action plan on GCED to serve as reference to other institutions guided by the following research objectives: Determine status of integration of GCED at the school level considering elementary, secondary and college levels; Develop a framework to mainstream GCED institutionally; and Develop and assess the proposed institutional GCED action plan.

Theoretical Framework

Global citizenship is a multidimensional educational concern. Its wide-ranging concern can be discerned in Oxfam's (2015) discussion, to wit:

"...global citizenship involves asking questions and critical thinking; exploring local-global connections and our views, values and assumptions; exploring the complexity of global issues and engaging with multiple perspectives; exploring issues of social justice locally and globally; applying learning to real-world issues and contexts; opportunities for learners to take informed, reflective action and have their voices heard; all ages, all areas of the curriculum; enrichment of everyday teaching and learning; and the whole school environment."

UNESCO considers GCED as transformative, building the knowledge, skills, values, and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world (2015). As a multifaceted approach, UNESCO (2015) posits that GCED employs concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development, and education for international understanding, and aims to advance their common objectives. Additionally, GCED applies a lifelong learning perspective, beginning from early childhood and continuing through all levels of education and into adulthood, requiring both "formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation."

UNESCO (2015) posits that GCED is based on the three domains of learning – the cognitive, socioemotional, and behavioral (Figure 1). These correspond to the four pillars of learning which are: Learning to know, to do, to be, and to live together. These three domains are the following: (1) Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities; (2) Socioemotional: values, attitudes, and social skills that enable learners to develop effectively, psychosocially, and physically, and to enable them to live

together with others respectfully and peacefully; and (3) Behavioral: conduct, performance, practical application, and engagement. The key learning outcomes, key learner attributes, topics, and learning objectives suggested are based on these three domains of learning. They are interlinked and integrated in the learning process and should not be understood as distinct learning processes. Learning outcomes describe the knowledge, skills, values, and attitudes that learners can acquire and demonstrate as a result of GCED.

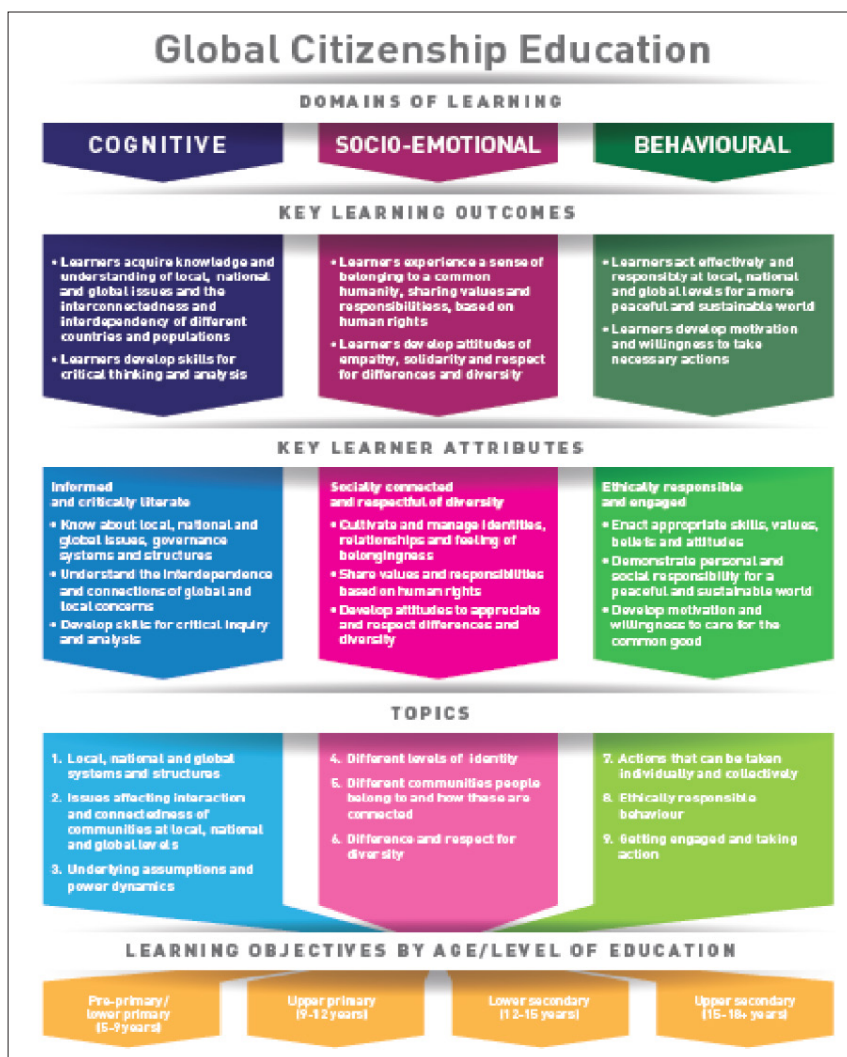


Figure 1. Framework for Global Citizenship (UNESCO, 2015)

Materials and Methods

Research Method

This research used both quantitative and qualitative approaches. Specifically, it used the descriptive method of research to identify the status of integration of GCED in institutional policies. It used the developmental-evaluative method to evaluate the proposed institutional GCED framework and action plan.

Setting of the Study

The study was conducted in Bicol University Integrated Laboratory School Elementary Department, High School Department and College of Education during the academic year 2018-2019. The College of Education, which includes the different levels and offer teacher education, was chosen as the setting for this pioneer GCED research in the university since promoting multi-stakeholder policy on GCED integration, initially teacher education, is a necessary prerequisite for a real, long-term, and sustainable process of GCED integration (Tarozzi and Inguaggiato, 2018).

Respondents and Key Informants

The respondents for the status of GCED policies in the institutional and department levels consisted of total enumeration of elementary teachers (10) and secondary teachers (16). The interviewees were randomly selected pupils, consisting of 10 elementary pupils, 12 high school students, and 10 college students, and 10 teachers from the college level. The informants, who participated in the focus group discussion, consisted of 16 teachers from the three levels, and four school heads and department heads. Jurors of the framework for the institutional GCED mainstreaming consisted of three internal stakeholders such as a research director, school principal, and teacher-researcher, and five external validators consisted of an education official, two school principals, a master teacher, and a classroom teacher with professional work experience in the academe of 20 years and above.

Data Gathering Techniques

Data were gathered using questionnaire, interview guide, focus group discussion, juror's critiquing of framework and action plan using validated researcher-made rubric for assessing the framework and rubric for assessing the action plan.

Statistical Treatment

Descriptive statistics such as frequency count, percentage, weighted mean, and mean were used to interpret the data.

Results and Discussion

Status of integration of global citizenship at the school and department levels

The Philippines has yet to formulate its national framework on GCED. Nevertheless, it was assumed that there could be institutional policies related to GCED that exist or that there could be policies in which the purpose and/or some of its provisions closely relate to GCED, or that can be considered GCED by attribution. To ascertain the absence or existence of GCED policies, at the onset, inquiry through interview or letter to the concerned offices in the university was done. No official documents on GCED policies were gathered from concerned offices. Specifically, results reveal that there are no Board of Regents-approved GCED policies or policies at the college or department levels, nor are there any administrative orders or office memoranda. Overall, the university does not currently have any approved written GCED policies for the different levels.

In addition, teachers in both the elementary and high school levels reported that they were unaware of GCED policies in the university or in their departments, while a few claimed these may be unwritten and informally implemented (Table 1). In addition, no teacher reported that GCED policies in the institution are either drafted, approved, or implemented formally.

Moreover, responses of most of the teachers to the interview indicate they were generally unaware of GCED itself. The few teachers (2 out of 10) who reported about the unwritten policies and informally implemented probably referred to the practice of conducting student activities which promote competencies that are contiguous with the CGED competencies, or strategies of teachers in integrating concepts related to GCED. The findings are further supported by the teachers' claim that almost all of them have not attended a training, orientation, seminar, or meeting about GCED. Findings could mean that the university, the College of Education, or even the elementary and high school departments have not yet engaged officially in activities related to GCED. However, it is important to note that months after the data were collected, faculty from the college level were

Table 1. Status of Institutional GCED Policies as Reported by the Teachers (n=26)

GCED Policies	F						%	
	Elementary Teachers N= 10		High School Teachers N=16		Total			
	Unwritten & Informally Implemented	Unaware	Unwritten & Informally Implemented	Unaware	Unwritten & Informally Implemented	Unaware	Unwritten & Informally Implemented	Unaware
University Level	1	9	2	14	3	23	11.54	88.46
College Level	1	9	2	14	3	23	11.54	88.46
Department Level	1	9	2	14	3	23	11.54	88.46
Course Level	1	9	3	11	1	25	3.85	96.15

Note: No teacher reported the GCED policies in the institution are either drafted, approved or implemented formally.

able to attend a conference on GCED.

After a brief orientation on GCED, the teachers stated that although GCED is not explicitly mentioned, the university conducts activities which may in part be related to GCED since the target competencies are either similar or closely related. Responses to the interview reveal that among the activities participated in by students and teachers which may be indirectly related to GCED are Clean and Green Program, World Teachers' Day, International Literacy Day, Move Philippines, Recycling, and Encampment. Teaching strategies mentioned include use of differentiated activities, integrating social awareness in the lessons, citing examples from other countries, and integrating citizenship in some lessons. The activities pertaining to anti-bullying, which is a law in the country, are also claimed to be related to GCED. In consonance to these findings, Tarozzi and Inguaggiato (2018) argued that GCED integration requires a critical and progressive commitment toward human rights, peace, environmental sustainability, social justice and economic equality, and a positive attitude toward diversity.

Relatedly, the students' responses to the interview evidently indicate their lack of familiarity with GCED either as explicit integration in the lessons, the school programs or other extracurricular activities. All the elementary pupils and high school students reported they have learned about global citizenship education in the GCED seminar conducted after the interview, and have no prior involvement in GCED lessons or activity in the current or previous school year. Most of the college students (8 out of 10 interviewees) claimed that they have not learned explicitly about GCED during their academic stay in the college during the current or previous terms. All the students, however, stated that they were familiar with the activities mentioned by the teachers, but were not aware that these were related to GCED in various extents.

Overall, the responses to the interview by the students (elementary, high school and college) and by the teachers generally indicate lack of familiarity with GCED as part of the SDGs, and lack of familiarity of institutionalized integration of GCED in lessons, programs, activities, and policies of the school. The evident similarity in the responses of the four groups of interviewees indicate the absence of institutional GCED policy, action plan, and curricular integration or enrichment.

Evidently, it was noted during the focus group

discussions and the informal interviews that prior to the orientation, the teachers lacked adequate accurate information about GCED although they were familiar with being a global citizen. The specific paradigm and strategies to purposely teach global citizenship whether in specific lessons or in extracurricular activities were either unknown or vague to them. The results imply that in the previous academic years, at least in the last three academic years, and prior to this GCED project, GCED was yet to be institutionalized in the university, which is similar to the national situation. Of importance is the evident corroboration of the key informants to the responses of the interviewees showing that the institution is yet to institutionalize the GCED policy and plan.

Generally, the results are similar to the findings of Dusi, Steinbach, and Messetti (2012) who reported that some teachers had ambiguous or assimilationist conceptions of citizenship education, and others based it on ethics and interculturalism for an inclusive concept of citizenship. Some of their good practices are not yet instilled institutionally, so teachers trying to foster a democratic habitus feel isolated within their institutions and wider society.

Proposed Framework for the Institutional Mainstreaming of GCED

The Agenda 2030 includes, among others, quality education as one of the sustainable development goals (SDGs). In particular, SDG 4 includes GCED as one of its targets. Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social, and cultural interdependence and interconnectedness between the local, national, and global communities. The three dimensions in GCED which are interrelated are cognitive, socioemotional, and behavioral which serve as the basis for defining GCED goals, learning objectives and competencies, as well as priorities for assessing and evaluating learning (UNESCO, 2014). GCED is 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, secure, and sustainable. It highlights essential functions of education related to the formation of citizenship [in relation] to globalization. It is a concern with the relevance of knowledge, skills and values for the participation of citizens in, and their contribution to, dimensions of societal development which are linked at local and global levels (UNESCO, 2015).

The Philippines, as a member country of the United Nations (UN), and Bicol University, as a university aiming to become a world-class university, must adhere to the thrusts of the UN. An initiative toward the institutional mainstreaming of GCED in one of the disciplines, in this case English Education, is an effort that supports GCED and therefore SDG 4. Given the absence of national and institutional framework for the mainstreaming of GCED in any discipline or generally in the basic and higher education programs, it is deemed significant to start the initiative which serves as an input for regional or even national efforts toward formalized GCED mainstreaming.

To mainstream GCED, both international and local (institutional) legal bases should serve as a foundation for embracing the initiative on institutional GCED mainstreaming. Agenda 2030 specifies two globally recognized frameworks on GCED by UNESCO and Oxfam while the institutional vision includes determining the status of GCED policy and extent of integration in the curriculum and in the co-curricular activities. These two frameworks provide significant inputs to determine both competencies and themes or topics to be covered in various academic or academic-related undertakings related to the English discipline. In addition, it is considered necessary to include as inputs the results of a GCED audit in the institution. Specifically, these include

information on the status of the GCED policy and practices as well as extent of integration in curriculum, co-curricular undertakings, and other instructional practices.

Considering these inputs, participatory processes are necessary to address the needs, gaps, or challenges identified considering the different inputs. These processes include GCED audit, workshops, focus group discussions, interviews with school heads, faculty and students, curricular review and juror validation. As a result, the following are expected to be developed: institutional policy on GCED, enriched English curriculum integrating GCED, list of co-curricular activities integrating GCED, and instructional practices adhering to GCED framework. All of these are expected to be covered by the Institutional GCED Action Plan (IGAP) which serves as a guide to the concerned units and departments to mainstream GCED.

Consequently, when the IGAP is operationalized with the support of various stakeholders, it is expected to strengthen mainstreaming of GCED initially in English education. It is deemed significant to manifest this mainstreaming across levels both at the classroom level and at the school level. Additionally, involvement of the concerned departments and units as well as student organizations can serve as important precursors to the realization of the IGAP.

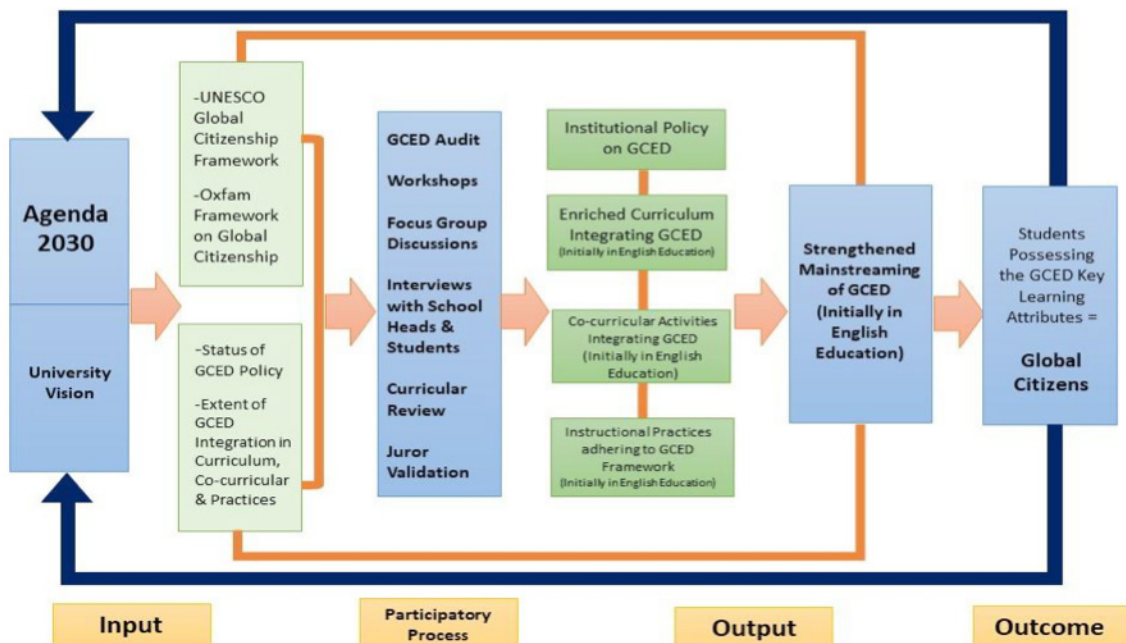


Figure 2. Proposed Framework for Institutional Mainstreaming of GCED using IPOO

Expectedly, all these undertakings in support of GCED and of SDG4 lead to the development of students who possess the GCED key learning attributes in terms of cognitive, socioemotional, and behavioral aspects. In brief, the students who have substantial participation in these undertakings are expected to demonstrate the characteristics of a global citizen. For Oxfam (2006), a global citizen is “someone who is aware of the wider world and has a sense of his own role as a citizen of the world; respects and values diversity; has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally; is outraged by social injustice; participates in and contributes to the local and global community; is willing to act to make the world a more sustainable place, and takes responsibility for his actions.” Clearly, Oxfam focuses the definition of global citizenship on action and participation. Such global citizen corresponds to students who, as provided in the university vision, “will serve as leaders and change agents for social transformation and development.”

As shown in Figure 2, the inputs consist of both international and local (institutional) legal bases, specifically the UNESCO and Oxfam frameworks, while the institutional vision includes determining the status of GCED policy and extent of integration in the curriculum and in the co-curricular activities. The participatory processes include six collaborative processes which serve as strategies for eliciting the necessary outputs. The output is strengthening the mainstreaming of GCED initially and specifically in English Education. Lastly, the outcome consists of students who are considered as

global citizens, thereby, attaining one of the targets of Agenda 2030 and the university vision.

To ascertain the soundness of the proposed institutional GCED framework, it was submitted to jurors for assessment considering eight indicators (Table 2). Results reveal that in five indicators, namely, purpose of the framework, concepts covered by the framework, application of the framework, use of academic language, and paradigm of the framework, the proposed framework was rated 3.66 to 4.0 or highly satisfactory. In three indicators such as context of the framework, details of the framework, and clarity of thought, it was rated 3.0 to 3.33 or satisfactory. Additionally, in all the eight indicators, it was rated 3.80 to 4.0 by the external stakeholders. Overall, results show that it was rated highly satisfactory in seven indicators and satisfactory in one indicator which is context of framework with a grand overall rating of 3.73 or highly satisfactory. Results imply that the proposed framework is sound and therefore is acceptable as the basis for institutional action planning on GCED.

The good points of the proposed GCED framework noted by the jurors pertain to the purpose of the framework’s purpose, details, application, paradigm, and the discussion. These good points which support the satisfactory to highly satisfactory ratings in the different indicators, include the following:

The purpose of the framework is clearly written; however, the outcome can be further divided into medium and long term as presented in the attached framework.

Table 2. Assessment of the proposed GCED Framework

Indicators	Internal Stakeholders (3 Jurors)		External Stakeholders (5 Jurors)		Overall	
	Mean	Description	Mean	Description	Mean	Description
Purpose of Framework	3.66	HS	3.80	HS	3.73	HS
Context of the Framework	3.0	S	3.80	HS	3.40	S
Details of the Framework	3.33	S	3.80	HS	3.57	HS
Concepts Covered by the Framework	3.66	HS	3.80	HS	3.73	HS
Application of the Framework	3.66	HS	3.80	HS	3.73	HS
Clarity of Thought	3.33	S	4.00	HS	3.67	HS
Use of Academic Language	4.0	HS	4.00	HS	4.00	HS
Paradigm of the Framework	4.0	HS	4.00	HS	4.00	HS
Grand Overall	3.58	HS	3.88	HS	3.73	HS

HS- Highly satisfactory, S- Satisfactory

- *It's a well-constructed framework*
- *The paradigm is clear.*
- *The framework will provide an opportunity for the team to properly plan, implement and evaluate their program based on set goals.*
- *The discussion is brief, straightforward and clear.*
- *There are no difficult concepts included so the discussion is understandable.*
- *Congratulations! Not all can actually conceptualize a development program using a framework as strategy to identify and address gaps.*
- *Overall, this is a clear and easy-to-understand framework.*

The suggestions for the refinement of the proposed institutional GCED framework pertain to elaboration of SDG 4, use of a model (logic model) to improve discussion, adding of related literature and studies, elaboration of outputs and outcomes. Specific suggestions provided include the following: 1) Use logic design model in improving the proposed framework, and include outputs and outcomes; 2) Add more discussion on SDG No. 4; 3) Elaborate Agenda 2030, UNESCO Global Citizenship Framework and Oxfam framework on global citizenship since many school officials and teachers are not yet familiar with GCED.

While the proposed institutional framework is anchored on the institutional vision, Solís-Gadea (2010) asserts that education for global citizenship could be part of the foundations of a university education that has as a final goal the maintenance and development of human citizenship, as an answer to the decadence and social fragmentation that we currently undergo. Relatedly, Jarrar (2012) suggested that to achieve the humanitarian component of global citizenship in education, one must start from the moral value system of human identity.

Assessment of the Proposed Institutional GCED Action Plan

Rationale. In the context of globalization, which significantly affects all facets of human affairs, there is a strong need to strengthen global citizenship. This is addressed in Agenda 2030 as one of the SDGs. Global citizenship refers to a sense of belonging to a broader community and common humanity which emphasizes political, economic, social, and cultural interdependence and interconnectedness between the local, the national, and the global (UNESCO, 2014). GCED is 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, secure, and sustainable. It is concerned with the relevance of knowledge, skills, and values for the citizens' participation and contribution to the dimensions of societal development which are linked at local and global levels (UNESCO, 2015).

Guided by the GCED frameworks of UNESCO and Oxfam, it is deemed significant to start an initiative since there is still no national GCED framework in the Philippines. The crafting of an institutional GCED framework and of an institutional GCED action plan will pave the way to the mainstreaming of CGED in the policies, curriculum, and practices in the academe. Though in its local level, it is a concrete effort supporting Agenda 2030 which will eventually lead to more synergized and comprehensive GCED undertakings within the institution and in the region.

Goals. The proposed institutional GCED action plan aims to: propose institutional policy on GCED mainstreaming based on the reviewed research-based GCED framework and action plan; enhance the teachers and preservice teachers' knowledge and competence in GCED; enhance the GCED cognitive, socioemotional, and behavioral competencies of students; develop and validate lesson exemplars and instructional materials integrated with GCED objectives, themes, topics, and tasks; and align and/or implement cocurricular activities to GCED framework

Basis of Action Plan. The proposed action is based on the Framework for GCED Mainstreaming (initially started with the English Education both curricular and extracurricular activities). The proposed framework considers the Input-Participatory Process-Output-Outcome model, and is based on Agenda 2030 (such as UNESCO GCED Framework and Oxfam Framework on Global citizenship) and the institutional vision. Although the framework specifies English Education, the ultimate intent is to apply this to the different courses/disciplines. The framework briefly puts forth that through appropriate GCED inputs and the participatory process, the institutional GCED mainstreaming will be attained as an output and eventually the students as the key clients will be honed as global citizens, which is aligned to the institutional vision of developing "leaders as change agents for social transformation and development."

Proposed Activities. The major activities included in the proposed action plan are based on the key issues identified from the different stakeholders (Table 3).

Table 3. Proposed Activities, strategies and means of verification based on identified key issues

Key Issues Addressed	Proposed Activities	Strategies	Means of Verification
Key Issue 1: Absence of institutional policy on GCED Mainstreaming in the different levels	<ul style="list-style-type: none"> • Workshop on the Review of research-based Framework and Action Plan for Institutional GCED Mainstreaming • Drafting of Policy on the Institutional GCED Mainstreaming 	<ul style="list-style-type: none"> • Workshops • FGDs • Open Forum • Advocacy Campaign • Presentation to clearinghouse 	<ul style="list-style-type: none"> • Revalidated GCED Framework • Draft of the institutional policy on GCED mainstreaming
Key Issue 2: Lack of teachers' awareness, knowledge and competence on GCED	<ul style="list-style-type: none"> • Training-workshops on GCED for Teachers • Training-workshops on GCED for Preservice Teachers • Regional Conference on GCED 	<ul style="list-style-type: none"> • Training-workshop • Conference • Wide dissemination of GCED through various means 	<ul style="list-style-type: none"> • 2 Training-workshops conducted • 1 Conference conducted • Posters and IEC materials on GCED
Key Issue 3: Absence of formal explicit mainstreaming of GCED in the courses	<ul style="list-style-type: none"> • Research on Curricular Review through Syllabi Assessment • Class observations to Assess GCED Integration in Actual Teaching Practices 	<ul style="list-style-type: none"> • Workshops • Documentary Analysis • Focus Group Discussion • Class Observations 	<ul style="list-style-type: none"> • Curriculum Guide or Catalogue for GCED Integration • Report on the actual GED integration in lessons
Key Issue 4: Lack of materials on hand for GCED mainstreaming (especially locally produced contextualized IMs)	<ul style="list-style-type: none"> • Workshop on the Preparation of Institutional Guide of GCED Mainstreaming • Preparation and Validation of Lesson Plans or Session Plans with GCED mainstreaming and other Instructional Materials on GCED 	<ul style="list-style-type: none"> • Workshop series • Juror Validation • Teaching Demonstrations 	<ul style="list-style-type: none"> • Validated Institutional Guide for GCED Integration in the Curriculum • Sample lessons with GCED integration • Sample GCED instructional materials
Key Issue 5: Need for strengthening GCED mainstreaming in extra-curricular activities of students	<ul style="list-style-type: none"> • Workshop on the review of extracurricular activities of the students • Workshop on the preparation of GCED aligned activities for the different organizations and clubs • Improvement of the documentation of activities for reference and for submission to concerned office or agency 	<ul style="list-style-type: none"> • Workshops • Focus Group Discussions • Seminar-workshops 	<ul style="list-style-type: none"> • Report on the Assessment results on the GCED alignment of extracurricular activities • Catalogue of GCED-aligned extracurricular activities • Sample documentation of extracurricular activities which show GCED alignment

Resources and Support. To realize the goals and objectives and implement the activities, fiscal support is necessary to defray costs of catering, supplies and materials, and professional fees of resource persons, jurors, consultants, process observers, and other related expenses. Likewise, administrative support is necessary in terms of endorsement of the activities and use of existing resources in the university, and release time for the faculty and officials to be involved.

Persons Involved. In all the proposed activities, the persons responsible are the following: head of the agency, concerned university and college officials, resource persons, jurors, facilitators, teacher-participants, members of the working committees, and representatives of the partner schools.

Monitoring Scheme. In the absence of an office in charge of GCED, the Center for Teaching Excellence for the meantime may take charge of the monitoring of the different activities. Relevant forms will be devised to facilitate monitoring. A staff will be assigned to ensure the monitoring and documentation of all GCED-related activities proposed in the action plan. In addition, since most of the proposed activities are research-based, the monitoring protocols of the R&D using the appropriate forms will be considered. Overall, the monitoring will consider both the goals and objectives and the measures of success as provided in the action plan together with the extent of addressing the GCED-related key issues identified.

As shown in Table 4, the proposed institutional GCED action plan was rated 3.66 to 4.0 in terms of goals

and objectives, activities to be undertaken, resources needed, implementation strategies, persons involved and adherence to GCED framework. In two features such as monitoring and evidence for measuring attainment of goals, and objectives, it was rated 3.33 or satisfactory. Meanwhile, it was rated 3.80 to 4.00 in all the eight features by the external stakeholders. Overall, results range from 3.57 to 4.00 with a grand overall mean of 3.83 or highly satisfactory. Findings mean that the action plan is acceptable and implementable since the requirements for the action plan are rated highly satisfactory in most of the features though there are suggestions for improvement.

The school as a vital social organization can help in realizing GCED, especially if its undertakings are based on a well-prepared action plan. Takkaca and Akdemirb (2012) concluded that human potential to make global citizenship real can best be utilized through schools. Schools, if organized for this purpose, may become model communities composed of global citizens believing in the idea that similarities of people are more important than their differences, and that solidarity and equality should precede diversity.

Also, Tarozzi and Inguaggiato (2018) contend the need for an approach combining a vertical dimension (all levels of government) with a horizontal one (learning communities, networks, stakeholders). In the same vein, though at the institutional level, the framing of the GCED plan involved both the vertical and horizontal dimensions, that is, officials and personnel in the different levels, and stakeholders from the elementary, high school and college levels.

Table 4. Assessment of the proposed Institutional GCED Action Plan

Features	Internal Stakeholders (3 Jurors)		External Stakeholders (5 Jurors)		Overall	
	Mean	Description	Mean	Description	Mean	Description
Goals and Objectives of the Action Plan	3.66	HS	3.80	HS	3.73	HS
Activities to be Undertaken	3.66	HS	4.00	HS	3.83	HS
Resources Needed	3.66	HS	3.80	HS	3.73	HS
Implementation Strategies	4.0	HS	4.00	HS	4.00	HS
Monitoring	3.33	S	3.80	HS	3.57	HS
Evidence for Measuring Attainment of Goals and Objectives	3.33	S	4.00	HS	3.67	HS
Persons Involved	4.0	HS	4.00	HS	4.0	HS
Adherence to the GCED Framework	4.0	HS	4.00	HS	4.00	HS
Grand Overall	3.71	HS	3.93	HS	3.82	HS

HS- Highly satisfactory, S- Satisfactory

Conclusion and Recommendations

GCED is explicitly covered by the SDGs (UNDP, 2016). It is considered as transformative, building the knowledge, skills, values, and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world (UNESCO, 2015). To support it is to support inclusive education and lifelong learning. Any institution aiming to ensure attainment of GCED needs synergized efforts to promote its mainstreaming in its policies, curriculum, and practices. In Bicol University, there are no existing written or formal policies related to GCED in the elementary, secondary and college levels. The integration in curriculum, curricular activities and practices of teachers is noted as implicit and informal. To assist the institution, we proposed a framework for institutional mainstreaming of GCED which considers global GCED frameworks and institutional vision, and serves as one of the bases for preparing the institutional GCED action plan. Both the GCED framework and action plan are highly satisfactory, and therefore can aptly serve as guide for the institutional mainstreaming of GCED. The formulation of GCED institutional policy and the use of the proposed framework for institutional mainstreaming of GCED and the institutional GCED action plan may be strongly considered in the university planning and in curricular innovation. These documents may serve as references to the other institutions when crafting their own.

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