

Taking Global Citizenship Education (GCED) Beyond the Classroom: Analyzing the Advocacy Projects of GCED-Trained Educators in the Philippines

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ABSTRACT

Global Citizenship Education (GCED) has recently become an emerging movement in the field of international education. In the Philippines, while there is a lack of policy documents from the Department of Education (DepEd) mandating its implementation, GCED is already gaining momentum on the ground. Many school heads and teachers have been involved in GCED training programs organized by international and domestic institutions. Moreover, they have not only been busy integrating GCED into their teaching practices, but they have also initiated advocacy projects that bring GCED outside the classroom. Given this context, it is interesting to examine how Filipino GCED-trained teachers take on their roles not only as global citizenship educators but also as global citizens. Utilizing phenomenological research design with data collected from artifacts analysis and interviews of GCED-trained basic education teachers and leaders, this study addressed these research questions: (1) What advocacy projects have been implemented by GCED-trained teachers in the Philippines outside the confines of their classroom?; (2) What factors motivated them?; (3) What challenges did they face in the implementation?; and (4) Employing Franch's (2020) GCED typology, what GCED discourse is dominant among the teachers based on these projects? Results showed that teachers implemented a diverse array of activities such as Sustainable Development Goals (SDGs) awareness raising, community service projects, development of GCED instructional materials, capacity building for teachers, youth empowerment programs, environmental projects, and cultural experience/intercultural exchange. They were motivated by different factors such as personal experience, issues with GCED implementation, influence of teacher training, and personal skills, interest, and passion, while they were challenged by lack of support from higher-ups, mindset of fellow educators, and lack of funding and resources. With the diversity of advocacy projects, the most dominant typology is cosmopolitan humanism. This can be attributed to the influence of teacher training programs, which played a huge role from the conceptualization to the evaluation of the projects. Given the dearth of literature on GCED teacher-led advocacy projects beyond the classroom, the given findings are valuable in understanding the role of teachers not only as global citizenship educators but also as proactive global citizens. Moreover, recommendations such as enacting a policy that mandates the teaching of GCED, adopting best practices of leading training institutions, and conducting more studies on GCED in the context of the Philippines were forwarded by the study.

Keywords: Global Citizenship Education, advocacy projects, teacher training, Philippines

Introduction

In recent years, Global Citizenship Education (GCED) has become a relevant buzzword in the field of international education. Along with quality of and access to education, it was deemed a priority area in the Global Education First Initiative (GEFI) of United Nations (UN) Secretary-General Ban Ki-moon in 2012. Institutions such as the United Nations Educational, Scientific, and Cultural Office (UNESCO), Asia-Pacific Centre of Education for International Understanding (APCEIU), and Oxfam International have been actively promoting this concept in the global arena. Moreover, it was explicitly stipulated in the Sustainable Development Goals (SDGs) 2030 Target 4.7 as a domain that learners should be equipped with to promote sustainable development. Due to its popularity, GCED has been the focus of study by many institutions and scholars. UNESCO (2014, p. 15) believes that GCED aims “to empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.” Arviola and Dellomos (2023, p. 265) supported UNESCO’s definition by stating that GCED is “an emerging concept that promotes the development of knowledge, skills, and attitudes necessary to live in a world that is interdependent and interconnected.” Meanwhile, Andreotti (2006) offered another perspective in suggesting that the core of GCED is to empower individuals to reflect critically by providing tools of analysis on how inequalities around the world came to exist and using these tools to create a future that could diminish such deeply-rooted problems. While there are diverse ideas and interpretations, given today’s heightened interdependence of the global landscape and the intensive proliferation of global issues, GCED is indeed a relevant discourse in international education.

At the classroom level, teachers are perceived to be vital in the success of the implementation of GCED. They are described by scholars as the most influential agents of GCED, especially with their role in concretizing its extensive ideals (Goren & Yemeni, 2016; Schweisfurth, 2006). While many teachers believe that global citizenship is essential in today’s world, very few possess the confidence to teach it (Lee &

Leung, 2006; Rapoport, 2010; Schweisfurth, 2006; Yamashita, 2006). As such, governments and education stakeholders around the world have invested in training programs both for pre-service and in-service teachers to better educate their students for global citizenship (Estellés & Fischman, 2021; Tarozzi & Inguaggiato, 2018). Accordingly, such programs successfully impact teachers’ GCED conceptions and actions (Sider & Ashun, 2013; Yemini et al., 2019). Aside from broadening and deepening their understanding of the term, teachers were able to implement GCED-related activities within and outside the classroom, targeting not only students but also other stakeholders. This shows that effective teacher training programs are powerful in developing global citizenship educators who are also proactive global citizens.

Similar to many countries around the world, GCED is already gaining momentum in the Philippines at present. While there is still an absence of an actual policy that directly mandates the implementation of GCED in all Philippine schools (Bernardo et al., 2022), a Philippine GCED Framework has already been developed by the Philippine Normal University (PNU) GCED Team in partnership with the Philippine Department of Education (DepEd) and UNESCO-APCEIU (UNESCO-APCEIU & PNU, 2021). Also, many school heads and teachers have been involved in GCED training programs hosted by international and domestic institutions such as UNESCO-APCEIU, PNU, and DepEd International Cooperation Office (ICO). Strong partnerships with South Korea, a leading advocate of GCED, have been formed through teacher exchange programs, learning series collaborations, and other capacity-building ventures (Department of Education, 2019a; Department of Education, 2022b; Ministry of Education & UNESCO-APCEIU, 2021; UNESCO-APCEIU, 2021; UNESCO-APCEIU, 2022). Some examples are the Asia-Pacific Teacher Exchange Programme (APTE), Asia-Pacific Training Workshop (APTW) on Education for International Understanding and GCED, and International Cooperation Office – Korea-Philippines Teacher Exchange Programme (ICO-KPTEP) GCED Learning Series. These programs not only equip teachers with the knowledge, skills, attitudes, and values to teach GCED within the classroom, but also encourage them to initiate actions and advocate for GCED outside the classroom.

Related Studies

Several scholars have studied how GCED is being implemented outside the confines of the classroom. In Canada, Schweisfurth (2006) found that students were very much encouraged by teachers to practice engaged citizenship and take part in civic action. They were given projects such as organizing a multicultural benefit concert, distributing pamphlets on global environmental issues, and hosting a street party focused on their advocacy. GCED was also present in the informal curriculum, with teachers moderating extracurricular organizations that spearhead projects such as fundraising for children living in conflict areas and fora on youth's role in the global future. However, the interviewed teachers shared that all these GCED-related activities depended on the passion and advocacy of the teacher, and there were only a few of them who shared a commitment to this kind of work. The vibrancy of GCED implementation also appeared in Leduc's (2013) study of elementary teachers in Canada. Students were involved in various participatory activities such as awareness-raising of local issues, fundraising and advocacy for nongovernmental organizations, recycling and water conservation, and mock UN council meetings. There was also a strong tie-up between schools and non-government organizations (NGOs), as proven by teachers who attested to using resource materials created by the latter in the teaching of GCED. In the Asian context, although GCED is being implemented in different countries, a lot of challenges were noted in many studies. In Hong Kong and Shanghai, teachers' interest in GCED is high, but they find difficulty in its implementation (Lee and Leung, 2006). They attributed it to the lack of GCED training for teachers and the lack of resources on GCED. Almost the same hurdles hound ASEAN countries (Jeong, 2017). In Cambodia, teachers struggled with the lack of relevant GCED materials. In Thailand, GCED was said to be embedded in the curriculum, but the absence of proper guidelines made it hard for teachers to implement it within and outside the classroom. It was only in Singapore that teachers felt confident in teaching GCED due to the support of the government and school administration. GCED is a topic of discussion in many subjects, and students engaged in debates, watched videos, and embarked on team projects about GCED.

There are also studies that analyzed how GCED training programs influenced the pedagogy of in-service teachers. Examining the impact of a professional development course on Canadian teachers, Sider and Ashun (2013) found that participants attempted to incorporate more transformative pedagogy into their practices. They implemented activities such as encouragement of child sponsorships, involvement in "more compassion projects," and invitation of resource persons who work or have worked in developing countries. In South Korea, Pak and Lee (2018) solicited the views of in-service teachers who participated in a GCED training program regarding the implementation of GCED. While the study confirmed a strong state-led initiative in the teaching of GCED in schools, many problems need to be addressed on the ground. Some of these include the multitude, overwhelming, and endless initiatives introduced by the Ministry of Education, lack of administrator support, marginalization of GCED in the curriculum (as compared to software education and character education), instrumentalization of GCED as a means of promotion for schools and teachers, and intellectual disconnection or the stark difference between policy and reality.

All of these studies prove that teachers play a big role in implementing GCED in different parts of the world. However, multiple challenges hound the actual implementation on the ground. Some studies also showed that GCED training influences not only the pedagogy and advocacy of teachers but also their cognizance of the disconnect between GCED theories, policies, and realities. One glaring gap is the dearth of research that focuses on initiatives outside the classroom that were mainly fueled by teachers' advocacies. Also, while studies on some Asian and ASEAN countries are evident, only few published literature about GCED implementation in the Philippines are existent. As such, this study aimed to look into GCED-trained educators' advocacy projects beyond the classroom as well as their reflections on the motivations and challenges of implementing GCED in their own contexts.

Framework

Given the multiple interpretations of the term GCED, many scholars have developed different categorizations to analyze its theoretical conceptualizations and

implementation in educational settings. Andreotti (2006) distinguished between two GCED frameworks, i.e., soft versus critical, based on their basic assumptions and implications for citizenship education. In analyzing the context of Canadian schools, Shultz (2007) outlined three approaches to global citizenship: neoliberal, radical, and transformational. Oxley and Morris (2013) developed a comprehensive and integrative model by introducing two broad forms of global citizenship, cosmopolitan and advocacy-based. To analyze the

dominant GCED discourse among teachers, this study utilized the typology developed by Franch (2020). Combining the categorizations from existing literature and the results of her qualitative study in Italy, Franch proposed four GCED ideal types: Neo-liberal Human Capitalism, Cosmopolitan Humanism, Social-justice Activism, and Critical Counter Practice. The comparison among the four typologies is exhibited in Table 1.

Table 1

GCED Ideal Types (Franch, 2020)

	Neo-liberal Human Capitalism	Cosmopolitan Humanism	Social-justice Activism	Critical Counter Practice
Goal	Students should acquire the global and inter-cultural competencies to compete for jobs in the global economy.	Students become committed to universal values such as human rights, peaceful coexistence, and sustainability.	Students become critically literate and committed to act to achieve equality and social justice at the local and global level.	Students should be aware of deconstructing Western supremacy and reviving voices that have been subjugated by colonialism.
Cognitive Learning	foreign languages, knowledge of economics and job market, rules of the workplace	human rights and global issues	political and economic structures of domination, critical literacy	political, economic, cultural structures of domination, other cultures and minorities to diversify perspectives
Socio-Emotional Learning	intercultural communication	sense of belonging to a human community, empathy, conflict resolution	multiple identities, commitment to social justice	reflexive identifications, commitment to social justice
Behavioral Learning	being entrepreneurial and flexible	ethical consumerism, sustainable living, volunteering, charity	political activism	ethical and responsible, ways of seeing, knowing, and relating to others in context

The four GCED ideal types can be distinguished based on their primary goal and the target learning domains, i.e, cognitive, socio-emotional, and behavioral. In Neo-liberal Human Capitalism, the goal is for students to “acquire the global and intercultural competencies to compete for jobs in the global economy, and a country builds a pool of human resources that will help it to gain or maintain a position in the global economy” (Franch, 2020, p. 514). After they graduate, students are expected to be globally competitive and ready to work for multinational corporations in any part of the world. In the cognitive domain, students

are taught foreign languages, especially English, knowledge of the neoliberal economic system and the job market, and the rules of the workplace. In the socio-emotional domain, students are trained on how to communicate with people from other cultures. In the behavioral domain, they are expected to be entrepreneurial and flexible based on the demands of the global market. In Cosmopolitan Humanism, the goal is for students to be equipped with and committed to global ethics and universal values such as human rights, peaceful coexistence, and sustainable lifestyle. It is envisioned that they will be “respectful and responsible citizens

that engage in pro-social behavior to ensure social cohesion and integration” (Franch, 2020, p. 515). In the cognitive domain, students learn about universal human rights and various global issues. In the socio-emotional domain, students are imbued with a sense of belongingness to the global community, and different values such as empathy and peaceful conflict resolution. In the behavioral domain, they are expected to practice ethical consumerism, sustainable living, volunteerism, and charity – a citizen not only for other people but also for the environment. In Social-justice Activism, the goal is for students to “become critically literate and committed to act to achieve democracy, equality and social justice within the local community and at global level” (Franch, 2020, p. 515). Drawing on the discourses of Marxist theorists, this typology believes that students should not only be critically aware but also be proactive in dealing with the root causes of global inequalities. In the cognitive domain, students learn about the political and economic structures of power and domination and critical literacy. In the socio-emotional domain, students should recognize their multiple identities, e.g., race, ethnicity, gender, socio-economic status, and be committed to the achievement of social justice. In the behavioral domain, students are expected to be political activists willing to fight against all forms of inequality. Finally, in Critical Counter Practice, the goal is for students to deconstruct the notion of Western/White/European cultural supremacy and advocate for the protection and revival of indigenous voices that have been marginalized by colonialism. They should be able to adopt post-colonial and post-structuralist perspectives as means of viewing and interpreting the world. In the cognitive domain, students are taught the political, economic, and cultural structures of Western domination, along with knowledge of local cultures and minorities to diversify their perspectives. In the socio-emotional aspect, students should be made aware of reflexive identifications, i.e., how their statuses and roles affect the way they view the world, and be committed to social justice, especially for minorities. In the behavioral domain, students are expected to practice ethical, responsible, and responsive ways of seeing, knowing, and relating to others in context.

In this study, Franch interviewed three groups of people: education policymakers, international development workers, and in-service teachers. It was found that among education policymakers, the dominant discourse was Neo-liberal Human Capitalism. They believed that students should be equipped with the necessary knowledge and skills to be globally competitive. On the other hand, many international development workers and in-service teachers subscribed to the Cosmopolitan Humanism approach, affirming that GCED should help develop respectful and responsible citizens who are prepared to live in a global society. Franch emphasized the need to infuse concepts of Social-justice Activism and Critical Counter Practice in the educational setting, which can be achieved by strengthening the role of teacher education and forging deeper alliance between academia and practice.

Aside from its integrative theoretical and empirical foundations, this categorization was deemed fit for this research because a significant portion of the participants in the study were also in-service teachers in charge of the implementation of GCED. Utilizing this typology, it was easier to perceive which discourse is dominant among GCED-trained educators in the Philippines, especially by looking into the nature of their advocacy projects beyond the classroom.

Purpose of the Study

In line with the UN Sustainable Development Agenda 2030, studies on GCED are growing in different countries worldwide. However, there is still a notable dearth of published literature in the Philippines. This research aims to contribute to the existing research gap by examining how GCED-trained teachers in the Philippines take on their roles not only as global citizenship educators but also as global citizens. Also, given the absence of an official policy from DepEd, it is interesting to investigate what teachers on the ground are doing in implementing GCED, especially outside the classroom, which is a less explored theme. With these goals in mind, the study sought to address the following research questions:

1. What advocacy projects have been implemented by GCED-trained teachers in the Philippines outside the confines of the classroom?
2. What factors motivated them to develop these projects?
3. What challenges did they face in the implementation of these projects? and
4. Employing Franch's GCED typology, what GCED discourse is dominant among the teachers based on these projects?

Scope and Limitation

The study focused primarily on the concept of GCED which garnered renewed global popularity with the launching of GEFI in 2012 and the SDGs 2030 in 2015. While various levels of citizenship education, i.e., local, national, and global, have been embedded in the curriculum worldwide for centuries, renewed attention has been given to GCED in recent years with the intensification of global issues and international relations. This strand of GCED is being promoted in the Philippines by UNESCO and its partner local and international institutions and is being advocated by trained educators on the ground. Also, this study looked into the case of basic education leaders and teachers. Many of the studies tend to focus on tertiary education, and there is a limited body of research exploring the implementation of GCED in primary and secondary schools (Myers, 2010; Sant et al., 2018). Finally, respondents from the study all came from the island of Luzon in the Philippines. Most of them were from the National Capital Region (NCR), but there were also representatives from Cordillera Administrative Region (CAR), Ilocos Region, and Bicol Region. Attempts to include educators in Visayas and Mindanao were made by sending letters of invitation, but no replies were received. Still, the advocacy projects of some of the respondents were implemented outside Luzon island, thus extending the geographical scope of the study.

Methodology

The study employed a phenomenological research design to examine the advocacy projects of GCED-

trained teachers in the Philippines. Creswell (2014, p. 14) described phenomenological research as “a design of inquiry coming from philosophy and psychology in which the researcher describes the lived experiences of individuals about a phenomenon as described by participants.” Such design was chosen because the study placed prime importance on the participants’ meaning-making and account of the phenomenon, in this case, the implementation of GCED outside the classroom. Purposive sampling was primarily used to determine the participants. Aside from teachers, the invitation was extended to basic education leaders, such as school heads and district supervisors, who participated in GCED trainings several years ago, when they were still teachers. The following qualifications were set to gather the respondents: 1) they should have undergone more than five days of GCED training in the past ten years; 2) they should have implemented or been involved in GCED-related activities within and outside the classroom; and 3) they should be willing to cooperate and provide valuable data. Recommendations from institutions such as APCEIU and PNU GCED Cooperation Centre (GCC) were also solicited to gather participants.

Ten respondents, consisting of seven in-service teachers and three basic education leaders, agreed to participate in the study. Majority of them are female (60%). All of them taught or are currently teaching in public schools. Majority handled elementary classes, while some taught junior high school and high school students. Four of them were Science teachers, while others taught English, Social Studies, Values Education, and senior high school subjects. Their years in the teaching profession ranged from 12 to 21 years. In terms of highest educational attainment, 60% are master’s degree holders, 30% have a doctorate, and 10% have a bachelor’s degree. In terms of GCED trainings they attended, the number ranged from one to 21. Most of the trainings were conducted by UNESCO-APCEIU, DepEd-ICO, ICO-KPTEP, and PNU. Some of them voluntarily signed up for the trainings, while others were selected by their supervisors or school heads. Table 2 shows the profile of the respondents.

Table 2*Profile of the Respondents*

Respondent	Current Position	Region	Sex	Teaching Experience (Years)	Teaching Experience (Level/s)	Teaching Experience (Subject/s)	Highest Educational Attainment	Number of Trainings Attended
A	Teacher	NCR	Female	21	Elementary	Science	Master's	16
B	Leader	NCR	Female	20	Elementary	All subjects	Master's	21
C	Leader	NCR	Male	15	Junior High School	Science	Master's	14
D	Teacher	Bicol region	Female	13	Elementary	English, Character Education, and Science	Doctorate	4
E	Teacher	NCR	Male	12	Elementary, and Junior and Senior High School	Social Studies, Understanding Culture, Society, and Politics, Introduction to the Philosophy of the Human Person, Contemporary Philippine Arts from the Regions, Trends, Networks, and Critical Thinking in the 21st Century	Master's	6
F	Leader	NCR	Male	17	Junior High School	English	Doctorate	10
G	Teacher	NCR	Female	20	Junior and Senior High School	Social Studies, Values Education, and Korean	Master's	8
H	Teacher	NCR	Female	14	Elementary	English	Bachelor	5
I	Teacher	CAR	Female	18	Elementary	All subjects	Doctorate	1
J	Teacher	Ilocos Region	Male	13	Junior and Senior High School	Science, Consumer Chemistry, Quantitative Research, Earth and Life Science, Biological Science	Master's	5

Individual in-depth interview was used as the primary mode of data collection. An interview protocol (See Appendix) was used as a guide. Before implementation, it was pilot-tested twice and revised to ensure validity and comprehensibility. An invitation letter, attached with the interview protocol and informed consent form, was sent to the participants a week before the interview. Due to geographical constraints, interviews were conducted through Zoom. All interview sessions were recorded after seeking the permission of the respondents. During the interview, artifacts related to the advocacy projects, e.g., project reports, pictures, and websites, were requested from the respondents to substantiate their accounts and enrich the research data.

Data from the interviews were transcribed and analyzed using analytic procedures. After getting a general sense of the information from the transcriptions, raw data were organized in a spreadsheet to comprehensively examine similarities and differences. Manual coding was then done, followed by the generation of themes and categories vis-à-vis the research questions and Franch's GCED typology framework. Although the use of manual processing and organizing of data could be considered a limitation of the analysis, different strategies were used to ensure qualitative validity, reliability, and adherence to research ethics. Validation of interview data was done by juxtaposing them with artifact analysis. Findings from the interview were compared and substantiated with the artifacts that the respondents submitted. Also, member-checking or confirming the accuracy of the data with the participants through follow-ups was also conducted. Lastly, research ethics was observed by securing an informed consent form from the respondents and assuring them of their anonymity and confidentiality as stated in the invitation letter.

Findings and Discussion

The four research questions were used as the sub-headings to organize the findings. Tables and figures were used to systematize the data, while quotes from the participants were inserted to substantiate the results. Finally, the findings were juxtaposed vis-à-vis related studies and framework to highlight similarities as well as the unique points of this research.

RQ1: What advocacy projects have been implemented by GCED-trained teachers in the Philippines outside the confines of the classroom?

The advocacy projects implemented by the respondents were categorized into seven themes: SDG Awareness-Raising in Communities, Community Service Projects, Development of GCED Instructional Materials, Capacity Building for Teachers, Youth Empowerment Programs, Environmental Projects, and Cultural Experience/Intercultural Exchange. Table 3 illustrates these themes along with the title of the projects, short description, and implementor.

Several advocacy projects launched by the teachers were programs that target various stakeholders in the community. They implemented these projects to spread awareness about the SDGs (e.g., #TeachLoveSDGs, Let's Have A Conversation) or to help marginalized sectors such as children with special needs (e.g., Project GLACE) and indigenous peoples (e.g., Project AETA). Some projects aimed to address the gaps related to GCED in the education sector by developing instructional materials (e.g., Science for Peace, Project BMAP) and capacity building for teachers (e.g., Project Padayon, AKLAT). Finally, other advocacy projects spearheaded by the teachers encouraged the involvement of their own students. Some were immersed in youth empowerment programs (e.g., Project YAKAP, GCED UNESCO Clubs); some were involved in environmental projects (e.g., YMCA Involvement, Project Luntian); while others experienced intercultural exchanges (e.g., Project GLACE, Intercultural exchange with Korean schools).

All of these activities were launched after the respondents' participation in the GCED training programs. They were required by the training institutions, such as UNESCO-APCEIU and DepEd-ICO, to brainstorm and develop GCED-related projects that they would implement after undergoing the program. Hence, the teachers were hands-on from the conceptualization to the implementation of the projects. Training institutions also provided support through finances, mentorship, or other resources. Respondents were only required to implement one project, but most of them launched more than one. Some even tried to find ways to sustain these projects up to the present by seeking donations from private groups and individuals or lobbying for funds from the school or DepEd. In this context, it is evident that GCED training programs greatly contributed to Filipino teachers' practices, similar to Sider and Ashun's (2013) study on Canadian teachers. They became more passionate not only in adopting transformative pedagogies within the classroom but also in advocating as global citizens beyond the school.

Table 3*Advocacy Projects Implemented by the Respondents*

Themes	Activities (Implementor)
SDG Awareness-Raising in Communities	<ul style="list-style-type: none"> • #TeachLoveSDGs – an online forum about SDGs with different resource speakers (Respondent A) • Usap Po Tayo: Building Better Family Conversation Against Disinformation – a seminar teaching parents and children about fake news, peaceful dialogue, and conflict resolution (Respondent E)
Community Service Projects	<ul style="list-style-type: none"> • Project GLACE (Global Learning through Active Citizenship Education) – service learning projects spearheaded by students, such as giving of gifts to families of children with special needs and storytelling for children with special needs (Respondent F) • Project AETA (Accessible Education to Agtas) – basic literacy program for indigenous peoples, teaching them health protocols during the pandemic, feeding program, and giving of school supplies (Respondent I) • Community Workshops – workshops for youth leaders, students, and mothers on different activities such as hydroponics and livelihood training (Respondent D) • Project SOSSY (Solutions-Oriented Social Sciences for Young Manlitanians) – turnover of student outputs such as infographic posters and advocacy videos to immediate communities (Respondent E) • Project Life – provision of support to indigent families who were affected by the extension of the quarantine period during the COVID-19 pandemic (Respondent J)
Development of GCED Instructional Materials	<ul style="list-style-type: none"> • Science for Peace – development of worksheets and videos integrating UN Day celebrations into Science lessons (Respondent C) • Project BMAP (Big Book for Multicultural Awareness for Pupils) – publication of a book about multicultural awareness titled <i>Annyeong Minji, Kumusta Maria</i> (Respondent H) • Project Hiraya – development of GCED-integrated self-learning modules and instructional videos in Science and Araling Panlipunan (Respondent A) • Environmental Education Module – development of module on environmental education for YMCA USA and YMCA Albay (Respondent D) • Project Paglinang – development of teaching toolkits in different junior high school
Capacity Building for Teachers	<ul style="list-style-type: none"> • Project Padayon – teacher training on different topics, such as gender equality (Respondent B) • AKLAT (Association of Keen Language Teachers) – establishment of an organization of
Youth Empowerment Programs	<ul style="list-style-type: none"> • Project YAKAP (Youth for Advocacy and Knowledge-Access Program on Education for Global Citizenship) – a youth convention and provision of support to youth organizations in their advocacy projects (Respondent A) • GCED UNESCO Clubs – establishment of a club where students celebrate UN International Days, hold eco-walk, and do coastal clean-ups (Respondent J)
Environmental Projects	<ul style="list-style-type: none"> • YMCA (Young Men's Christian Association) Involvement – encouragement of two students to become organization volunteers and be involved in coral planting (Respondent D) • Project Luntian – conduct of tree planting activities and planned establishment of
Cultural Experience / Intercultural Exchange	<ul style="list-style-type: none"> • Project GLACE – visit of schools to embassies, such as the American Embassy and Indonesian Embassy (Respondent F) • Intercultural exchange with schools in Daejeon City, South Korea – holding of collaboration projects and free chat sessions among Filipino and South Korean students (Respondent G)

The abundance and diversity of advocacy projects being implemented by the respondents can be compared to those practices being done in Canadian schools, as evidenced in studies by Schweisfurth (2006) and Leduc (2013). Teachers develop partnerships with different sectors in the communities, and they encourage their students to be proactive citizens and take part in civic actions. Both also involve students at a young age, as early as elementary school. An outstanding difference is the projects related to developing instructional materials and conducting training for other teachers. This point can be unique in the Philippines since GCED efforts in the education sector are coming from the grassroots, given the absence of an official

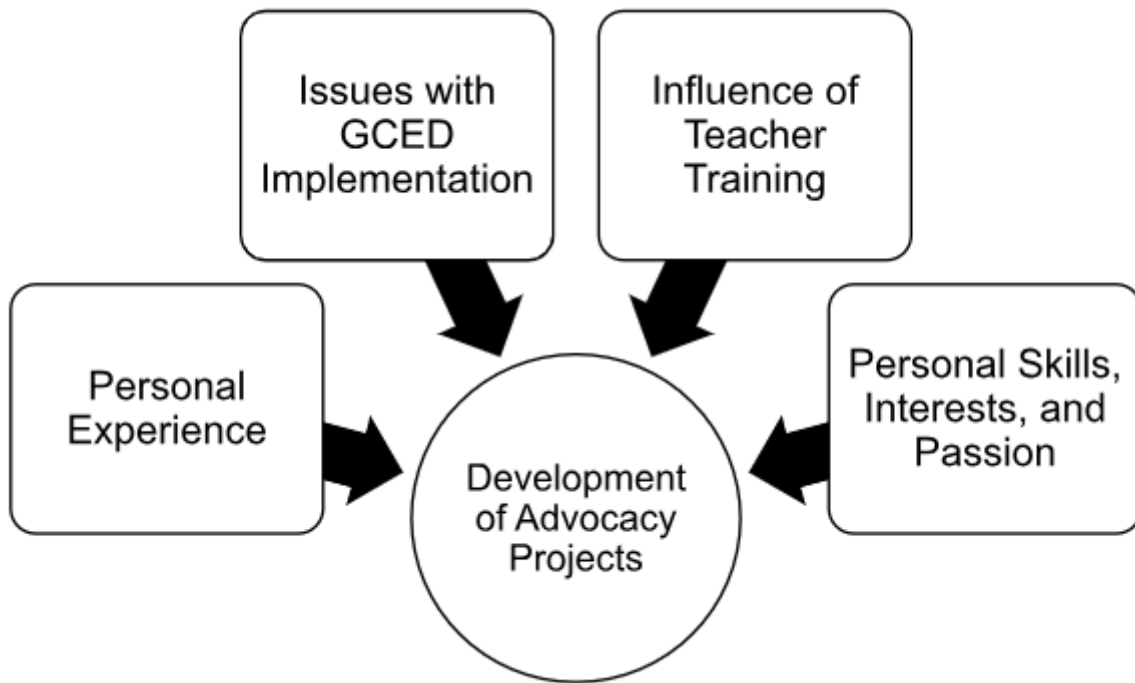
policy from the Department of Education at present. As such, teachers are not only advocating GCED in the community and their students but also among their fellow educators.

RQ2: What factors motivated them to develop these projects?

Factors that motivated the respondents in the development of advocacy projects were personal experience, issues with GCED implementation, influence of teacher training, and personal skills, interests, and passion. Figure 1 illustrates these themes that were generated from interviews with the teachers.

Figure 1

Factors Motivating Teachers in the Development of Advocacy Projects



Personal Experience. One theme that emerged as a factor that influenced the conceptualization of the advocacy projects was personal experience. Respondents shared different life experiences that led to the development of these initiatives. For example, Respondent I, who developed Project AETA for the indigenous peoples in her locality, shared that her desire to reach out to them was rooted in being a part of that sector, growing up with them, and witnessing their tribulations. Respondent D,

who involved her students in YMCA projects, cited her intercultural experiences during her undergraduate years as her prime motivator.

During college, I was exposed to different cultures. The cultural exchanges enabled me to experience diversity, and I want my students to experience it. I want them to know that diversity is not scary. It opens possibilities. The more we know, the more we become tolerant.

Issues with GCED Implementation. Other teachers cited issues with GCED implementation as a main factor. Different challenges, such as lack of GCED advocates, teacher training, resources, and support from leaders, were enumerated. Respondent G, who developed GCED teaching toolkits for junior high school teachers through Project Paglinang, emphasized the need to equip teachers with GCED knowledge and skills to address issues on GCED implementation in the classroom. This can be achieved by developing instructional materials and launching capacity-building programs for teachers.

Personal Skills, Interests, and Passion. Personal skills, interests, and passion were also mentioned as motivations in GCED advocacy. Respondent A wanted to apply her skills in video editing and module writing, which led to the development of GCED instructional materials in Science and Social Studies through Project Hiraya. Meanwhile, Respondent G's interest in the development of curricula and learning resources enabled her to integrate GCED in the formal curriculum through Project Paglinang and informal curriculum through intercultural exchanges with a Korean school. Aside from expressing their passion to help their students and fellow educators, some teachers like Respondent B were inspired by their own community.

The first thing that entered my mind was my fellow people in Northern Samar. They are one of the poorest provinces in the Philippines. There is a problem of insurgency and armed conflict. They have very poor signal. I feel that they are so deprived, so I decided to bring my project to them. And I believe it's important to give back to where I originally came from.

Influence of Teacher Training. Finally, teacher training also played a huge factor in preparing the respondents for project development. Upon participation, they were initially briefed by the training institutions that they would be launching projects after completing the program. For instance, UNESCO-APCEIU's capacity-building program emphasized that project planning was part of the 10-day workshop, aside from the discussion of different topics such as gender equality, media literacy, culture of peace, community-based learning, and sustainable development by the resource speakers. Hence, many of the projects of the respondents were

connected to these topics, such as Project Padayon, Science for Peace, and Project AETA. Previous participants were also invited to present their advocacy projects, and some respondents derived ideas from these. For example, Respondent E launched Usap Po Tayo, a seminar workshop about fake news, which was inspired by the project of a previous participant from Mongolia. Respondent H emphasized how such interactions with fellow advocates affected her motivation:

I was able to understand concepts and principles about GCED. I also learned approaches incorporating GCED in the classroom. The best trainings or sessions that we had was the GCED Learning Series by KPTEP. There were GCED advocates who presented their advocacy projects. Because of their stories, you will be inspired. I was thinking if I was doing it the right way, but I realized we have different stories to tell. They inspired me to do better in promoting GCED.

It is evident from her statement that the training not only helped her gain GCED knowledge and skills, but it also became an avenue to network with fellow GCED advocates who inspired them in their activities. Many of the teachers also received funding, mentorship, and different forms of support from the institution. In the UNESCO-APCEIU training, selected participants received a grant and/or mentorship from an expert group depending on the scale of their project. During and after the project implementation, they were required to submit documents for monitoring and evaluation. With these motivators, they were able to successfully launch their advocacy projects. These findings are congruent with the results of Sider and Ashun (2013) which showed that GCED training programs can have a profound impact on the transformative practices of teachers. Through the training that they received, they were encouraged not only to be global citizenship educators for their students, but were also inspired to go beyond the classroom and advocate as global citizens.

RQ3: What challenges did they face in the implementation of these projects?

Challenges that respondents faced in the implementation of the advocacy projects were categorized into three themes: Lack of Support from Higher-ups, Mindset of Fellow Educators, and Lack of Funding and Resources.

Lack of Support from Higher-ups. The most dominant among these was the lack of support from their higher-ups. They said that many education leaders in the district or division office were not aware of GCED. Respondent C stated:

If there are no mandates from UNESCO or other leaders, GCED projects might not push through. It is hard to promote. If initiatives started from the grassroots and not from the Central Office, they might be rejected.

This is indeed a big problem since the GCED activities are being spearheaded by teachers themselves who are at the grassroots. Worse than not receiving support was their perception of the school officials that the teachers' motivation to initiate a project was just to flaunt their knowledge and skills, thus hindering them from implementing their advocacies. Respondent I was even red-tagged by school heads because she invited some sponsors who they thought were leftists. This is a serious problem, given that the landscape of GCED advocacy is occurring at the bottom-up process.

Mindset of Fellow Educators. Another issue was the current mindset of their fellow educators. For many respondents, it was a challenge advocating GCED to non-trained teachers because of their presumptions that GCED is a new and unknown concept. Furthermore, without a direct mandate from the Department of Education, it is an additional burden to integrate it into their lessons. Respondent J shared his observation about working in this kind of environment.

We have a pool of intelligent teachers but most of them are close-minded. How we will able to persuade them is the challenge. It's up to you to apply inter-cultural understanding to persuade these kinds of people. It's really difficult. You are advocating GCED and the environment is really close-minded.

Lack of Funding and Resources. The lack of funding and resources was another challenge cited by the respondents. Some of them had to use money from their own pockets to be able to implement their projects. While many of them received grants from training institutions, a problem of sustaining their projects for the succeeding years was encountered. Some had issues with logistical resources, such as

poor Internet connection in rural areas, while others experienced lack of manpower in launching projects that were done in communities. Time was also an important resource that teachers did not have since they had to prepare and implement these projects on top of their teaching and non-teaching responsibilities. However, these teachers were still able to pursue their projects by finding solutions such as searching for donors and sponsors, tapping institutional partners such as local government units, and utilizing social media to expand the reach of their advocacy.

Since the teachers involved in this study were GCED-trained educators, they did not have the same problems as the teachers from Hong Kong, Shanghai, Cambodia, and Thailand that were mentioned in studies conducted by Lee and Leung (2006) and Jeong (2017). They were already equipped with the various knowledge, skills, attitudes, and values required in the teaching of GCED, and capable to implement GCED pedagogy and advocacy within and outside the classroom. However, some of their experiences are similar to those of GCED-trained teachers in South Korea cited by Pak and Lee (2018), specifically on the serious lack of support from education leaders and administrators. Moreover, the challenges in the actual implementation of projects are unique points in this study since it mainly focused on the advocacy works of teachers beyond the classroom.

RQ4: Employing Franch's GCED typology, what GCED discourse is dominant among these teachers based on their projects?

With the majority of the advocacy projects of the teachers characterized as SDG-awareness raising, community service, youth empowerment, and environmental projects, the dominant discourse based on Franch's typology was Cosmopolitan Humanism. This is because the goal and nature of many of the projects, as well as the cognitive, socio-emotional, and behavioral skills that were targeted, correspond with the ideals of Cosmopolitan Humanism. This GCED typology is "underpinned by moral cosmopolitanism and in particular its focus on our common humanity and the moral duties and obligations owed to all human beings" (Franch, 2020, p. 515). The goal is for students to become "better" global citizens by inculcating in

them awareness of and commitment to universal values like human rights, peaceful coexistence, and sustainability. It is very much tied to the tenets and principles espoused in several UN documents, such as the *Universal Declaration of Human Rights* and *The 2030 Agenda for Sustainable Development*. Advocacy projects such as #TeachLoveSDGs, an online forum about the SDGs, and Project Padayon, a capacity-building for teachers, targeted cognitive learning through the teaching of global issues like gender equality and sustainability. Usap Po Tayo, a seminar for parents and children on fake news, instilled socio-emotional skills such as empathy, peaceful dialogue, and conflict resolution. Community outreach programs like Project GLACE and Project AETA and environmental projects like GCED UNESCO Clubs and Project Luntian embodied behavioral learning such as charity, volunteerism, and sustainable living. Even projects related to capacity-building for teachers (e.g., Project Padayon) and the development of instructional materials (e.g., Science for Peace) were imbued with Cosmopolitan Humanism, encouraging other educators to spread the advocacy of the UN within and beyond their classes. Therefore, much like the in-service teachers in Franch's study, Cosmopolitan Humanism was also the most dominant typology among GCED-trained Filipino educators.

A number of these advocacy projects also exhibited some elements of Neo-liberal Human Capitalism. This typology aims to produce globally competitive students by developing their technical, digital, and intercultural competencies. The aim is for students to be equipped with knowledge of foreign languages and economic systems, possess skills in problem-solving and intercultural communication, and become more flexible, entrepreneurial, and workplace-ready. While technical and digital aptitudes were not given much focus in the respondents' projects, some of them bannered intercultural competencies. Project BMAP, which led to the publication of a children's story about friendship between Filipino and Korean girls, was laden with multicultural concepts and values. Collaboration projects and free chat sessions between schools in the Philippines and South Korea encouraged intercultural communication among students. Field trips to embassies under Project GLACE also deepened their cultural awareness with regard to other countries, such as the United States of America and Indonesia.

While global competitiveness might not be the main motivation of these teachers in launching these activities, the desire to expose students to other cultures and develop their intercultural and multicultural sensibilities can be considered an important function of Neo-liberal Human Capitalism.

Similar to Franch's study, Social-Justice Activism and Critical Counter-Practice did not come up in the advocacy projects of the respondents. Social-Justice Activism believes that students should become critically literate and politically active in fighting for equality and social justice at the local and global level, while Critical Counter-Practice upholds that students should be made aware of deconstructing Western supremacy and acknowledging indigenous and marginalized voices in tackling and solving local and global issues. When respondents were asked about their perceptions of the critical perspectives of GCED, others said that it is too radical, indoctrinating, and offensive to some stakeholders, such as the parents. However, one respondent shared that she knew of another GCED-trained teacher and her students managing an online newspaper that voices out critical opinions on various national and global issues. She acknowledged that it might not be widespread in the Philippines, but there has been considerable progress made by some teachers who are already involved in these efforts.

Conclusion and Recommendations

This study aimed to analyze how GCED-trained teachers in the Philippines implement GCED outside the classroom and determine the dominant GCED typology among the participants based on Franch's framework. To achieve this, basic education teachers and leaders were interviewed about the nature, motivations, and challenges of their GCED advocacy projects and were asked to submit artifacts related to these. Given the dearth of published literature on GCED in the Philippines, this study contributes to a better understanding of GCED implementation by educators who can be considered knowledgeable practitioners. Because they have participated in GCED training programs, it is expected that they have acquired relevant theoretical knowledge and understanding of GCED. As in-service teachers and leaders, they are teeming with experience not only in the actual implementation of GCED in the classroom setting but also with involvement in

GCED-related activities outside their classes. Thus, their insights and recommendations are highly valuable in advancing the knowledge in this field and further understanding the context in the Philippines.

The respondents in this study launched a diverse set of advocacy projects. They catered to various sectors, such as the community, the environment, their fellow educators, and their own students. They targeted different skills encompassing cognitive, socio-emotional, and behavioral learning. Amidst the diversity of projects, many of them are characterized by the ideology of Cosmopolitan Humanism. The main reason that can be attributed to this is that the majority of the respondents underwent training programs spearheaded by UNESCO and its related agencies, which banner similar GCED ideals and aspirations. Even training institutions in the Philippines, like DepEd-ICO and PNU, coordinated with UNESCO-APCEIU in the GCED training of teachers. With the influence of teacher training cited as a major factor in the development of these projects, it is not surprising that the vision of UNESCO, i.e., “to empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world,” is highly reflected in the advocacy projects of these educators.

Some of the motivations and challenges shared by Filipino teachers are similar to those raised by their counterparts in other countries like Canada and South Korea. Even faced with challenges, educators remain passionate about their advocacy projects and are still sustaining these at present, with the help of training institutions, networks, and sponsors. Since majority of these projects were sparked by teacher training programs, it is important that other institutions adopt their best practices in the conduct of GCED training. They should not stop at knowledge-sharing but instead, convince participants to be more proactive by encouraging them to pitch feasible projects within or outside their classrooms. If possible, they should fund these projects and help sustain them by building an ecosystem of support, in the form of networks, sponsors, and GCED-trained education leaders. If more teacher training institutions will heed this call, it will be easier for GCED advocates to overcome the aforementioned challenges.

Finally, this study proved the role of teachers as not only global citizenship educators but also proactive global citizens. They are passionately engaged in GCED advocacy, going beyond the four walls of their classroom. They do not only target to influence their students, but they wish to contribute to building a better society for everyone. Given the absence of an official national policy directing the teaching of GCED in schools all over the country, it is laudable that efforts to promote GCED are advanced by teachers on the ground. To further produce such quality of proactive global educators, the study puts forward the following recommendations:

1. Enact a policy that will mandate the teaching of GCED in all Philippine schools. PNU has already developed the Philippine GCED Framework and published lesson exemplars for the integration of GCED in subject areas; hence their effective utilization in schools across the country should be ensured by the DepEd. Aside from teachers, education leaders and officials should also receive adequate and quality training to make them supporters and partners of grassroots advocates.
2. Adopt the best practices of leading training institutions, such as UNESCO-APCEIU. Encourage participants to launch projects within and/or outside the classroom after the conduct of the training program. Provide funding, mentorship, and resources, as well as feedback, monitoring, and evaluation of the projects. Also, create an ecosystem of support to ensure the sustainability of these projects.
3. Conduct more studies related to GCED in the context of the Philippines. Given the dearth of published literature on this field, there are a lot of topics for scholars to explore. From the results of this study, different areas can be examined. Moreover, as some critics contend that GCED is a Western construct, it will be interesting to scrutinize if a decolonized GCED is present in the Filipino culture. Topics related to it can also be explored in future studies.

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Appendix Interview Protocol

A. Background

1. How long have you been teaching?
 - a. Are you currently teaching in a public or a private school?
 - b. What subject(s) have you taught or are teaching now?
2. What course(s) did you take in college/graduate school?

B. GCED Projects outside the Classroom

1. What GCED actions, practices, or activities have you implemented or been involved with OUTSIDE the classroom? Please describe them in detail.
2. Please present the artifact(s) that you used in GCED-related activities outside the classroom.
3. What motivated you to implement or be involved in these actions?
4. How did you come up with these actions?
5. What challenges did you face in the implementation of these actions?
6. How did teacher training programs influence your GCED actions?

C. Attendance in GCED Trainings

1. How many GCED trainings for in-service teachers have you attended?
 - a. What are these trainings?
 - b. When and where did they take place?
 - c. Who organized these trainings?
2. Have you attended GCED training during your pre-service education?
 - a. If yes, what are these trainings?
 - b. When and where did they take place?
 - c. Who organized these trainings?

D. Concluding Thoughts

1. Do you have any more information to share about your conceptions, actions, and trainings related to GCED?

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