



EIU Best Practices 2021

## Strengthening Global Citizenship Skills: The Project GLACE Experience

A Case from **Philippines**

2021 EIU Best Practices Series No. 58 Strengthening Global Citizenship Skills: The Project GLACE Experience



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비매출 무료  
95370



APCEIU





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## Strengthening Global Citizenship Skills: The Project GLACE Experience A Case from Philippines



**APCEIU**

United Nations  
Educational, Scientific and  
Cultural Organization  
국제연합  
교육과학문화기구

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



# Foreword

The Education for International Understanding (EIU)/Global Citizenship Education (GCED) Best Practices programme is one of APCEIU's efforts to share diverse experiences, practices, and approaches to bolster EIU and GCED which can inform and inspire education professionals who wish to design and implement policies, activities, and educational programmes on EIU and GCED. A total of 54 EIU Best Practices has been published and disseminated around the Asia-Pacific region and beyond since 2006. This year, Dr. Marco Meduranda's case has been included with series number 58, focusing on the afterschool learning sessions, an off-campus intercultural education experience, and the service-learning or community outreach activities.

In the past few years, APCEIU has encouraged the participants of its capacity-building programmes to share their experiences and stories of promoting EIU and GCED through these series. At the end of each training workshop organized by APCEIU, participants present their own action plans to implement EIU and GCED after returning home. This publication shows the continued commitment and endeavors of APCEIU's training alumni to carry out EIU and GCED after the completion of the workshops. In fact, Dr. Marco Meduranda's case is the outcome of the action plans established from his learning in the Korea-Philippine Teacher Exchange Programme 2018.

The EIU/GCED Best Practices Series is unique in that it provides insights into how EIU/GCED is interpreted and put into practice in different contexts by those who are at the forefront of education. Although each case is set in different locations and institutional backgrounds, others can draw practical ideas and

observations and learn from the case contributors' experiences, challenges they faced, strategies used, and lessons learned while striving to overcome those challenges. Due to the COVID-19 pandemic, the programme was discontinued in 2020, but it could be resumed this year thanks to our alumni's great interest and participation. I hope that the EIU/GCED Best Practices will continue to serve as a useful reference for educators, policymakers and practitioners, who share a strong commitment for EIU and GCED.

Lastly, I would like to convey my deepest appreciation and congratulations to Dr. Marco Meduranda for his continuing efforts to promote EIU and GCED, and creating a synergy effect among themselves by encouraging each other and sharing ideas, which I believe contributed to the successful publication of the EIU/GCED Best Practices 2021.

September 2021



LIM Hyun Mook  
Director

# EIU Best Practices is...

APCEIU has been committed to the promotion of Education for International Understanding (EIU) since its inception, in line with one of the pillars of education “Learning to Live Together.” EIU is a UNESCO initiative to promote a Culture of Peace through education, which is central to UNESCO’s mission. EIU aims to foster global citizens with values, attitudes, knowledge and skill sets necessary for learning to live together and overcoming racial, cultural, and religious conflicts. In the recent years, this mission has been reaffirmed by the adoption of the Sustainable Development Goals (SDGs) and Education 2030. The SDG-4 and the accompanying Target 4.7<sup>①</sup> highlights the importance of promoting global citizenship education (GCED).

APCEIU launched EIU Best Practices in 2006 to encourage and support educators, scholars and activists who wish to promote EIU and GCED by collecting and sharing success stories and lessons learned in promoting EIU/GCED in different social and cultural contexts. The EIU Best Practices aim to provide practical ideas and insights on how to design and implement EIU and GCED by sharing specific examples and practices carried out by practitioners on the ground.

The programme is conducted through the following steps: 1) Call for applications: APCEIU sends announcement letters along with application forms and guidelines to the alumni of the EIU/GCED capacity-building training programmes organized by APCEIU; 2) Screening and selection: Submitted applications are reviewed by the Screening Committee, who select the five best practices; 3) Online Monitoring: The selected applicant is required to make his or her programme/project available for online monitoring. The selected applicant

is obligated to cooperate in terms of making arrangements for APCEIU's online monitoring on his/her respective country. 4) Case presentation and award ceremony: Selected applicants present their cases and receive the Global Citizenship Education Award; 5) Submission of the final reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 6) Publication and dissemination: Final reports are published and disseminated on and offline.

APCEIU encourages educators, scholars, and activists to apply and share their diverse experiences and perspectives. The occurrence of COVID-19 pandemic last 2020, prompted the programme to cease, but finally resumed online and published the series in 2021 due to the keen interest of APCEIU's alumni. It is hoped that the EIU Best Practices will continue to inspire and inform practitioners, generate meaningful dialogue, and serve as useful materials for those who are committed to promote EIU and GCED and contribute to building a more just, peaceful, and sustainable world.

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① Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

# Contributor



**Dr. Marco D. Meduranda**  
Education Programme Supervisor  
Curriculum Implementation Division  
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Department of Education  
National Capital Region  
Philippines

Working in the Department of Education for the past fourteen years, Dr. Marco D. Meduranda is currently the Education Program Supervisor (English) of the Curriculum Implementation Division in the Schools Division Office, Navotas City. He obtained his Doctor of Philosophy, major in English at the Manuel L. Quezon University.

In 2018, he was selected as a recipient of the Korea-Philippine Teacher Exchange Programme organized by UNESCO and DepEd. He also received training on TESOL at the University of South Carolina as part of the Access Program organized by the Regional English Language Office, United States Embassy in 2014. An advocate of research and global citizenship education, he has undertaken innovative projects and programs foremost is Project GLACE (Global Learning through Active Citizenship Education) which was hailed as the Best global citizenship education Re-Entry Application Project (REAP) in the Philippines in November 2019 given by the Department of Education, International Cooperation Office.



He also passed the Principals Test in 2017 and was designated Assistant to the Principal to North Bay Boulevard North Elementary School from August to October 2018 before his promotion as Education Program Supervisor in November 2018. He is an active member of the International Alliance of English Language Teachers (IAELT) and International Society of Teachers, Administrators and Researchers (ISTAR) professional networks based in Thailand.

He was an Outstanding Educator in the City of Navotas in 2015 and a Natatanging Guro (Exceptional Teacher) Awardee bestowed by the Department of Education National Capital Region in 2017. In 2019, he received the Gawad ng Pagpapahalaga (Most Valuable Personality) in the field of education given to all outstanding citizens of his birth city Malabon.

He has been married for twelve years and is blessed to have three children.

# Acknowledgement

This milestone will not be possible without the generous support and kind assistance of the following:

Department of Education Secretary, Leonor Magtolis Briones for the encouragement to innovate and continuously improve practices towards the development of holistic learners who can think globally and act locally. To Dr. Margarita Consolacion C. Ballesteros, the Director of the International Cooperation Office Department of Education Central Office for all the inspiration and motivation to keep rippling on as individual actions can have far-reaching effects in terms of the efforts to embed global citizenship education in the Philippines' basic education curriculum.

Warmest appreciation is also expressed to Dr. Wilfredo E. Cabral, Regional Director of Department of Education - National Capital Region for the support given as Project GLACE was given a Basic Education Research Fund grant that helped in its implementation. Special thanks are given to Regional Office officials namely Dr. Warren Ramos and Dr. Felicino Trongco for all the assistance provided to the proponent.

Utmost gratitude is also extended to Dr. Alejandro G. Ibañez and Dr. Meliton P. Zurbano, the proponent's current and former Schools Division Superintendent who gave full support for the implementation of the project at the division level. Acknowledgment is also accorded to the Chief of the Curriculum Implementation Division, Mrs. Loida O. Balasa for believing in the project's goals and intents.

This achievement is dedicated to all the focal persons, department heads, and

twenty-seven teachers who operationalized Project GLACE afterschool learning classes. Heartfelt thanks is conveyed to Dr. Maria Cristina Acuna Robles (Navotas NHS), Dr. Cristy Castillo Micalat (Kaunlaran HS), Ms. Wilfreza Balagosa (San Rafael Technological and Vocational HS), Mr. Irwin Jopio (Tanza NHS), Mr. Olival Cruz (Tangos NHS), Mr. Rico Tarectecan (Filemon T. Lizan SHS), Mr. Carlos Oro (Bangkulasi SHS), Mr. Russel Samson (Navotas Science HS) and Mrs. Joji Fernando (San Roque NHS) - the nine school heads who ensured the successful implementation of Project GLACE.

Deepest thanks are also given to Honorable Mayor Tobias Reynald M. Tiangco and Honorable Congressman John Rey Tiangco for supporting Project GLACE Off-Campus Learning Experience by providing the Navotour Bus Transportation. Special thank you to Ms. Kathryn Ann Hilario, Education Coordinator of the LGU for all the assistance extended to the students.

Sincerest thanks are also extended to Dr. Lili Nurlaili, Education and Culture Attaché of the Embassy of the Republic of Indonesia in Manila as well as Mr. Xavier Lara, Director of the American Spaces Philippines of the United States Embassy in Manila.

More so, profound appreciation is also given to UNESCO APCEIU (Asia-Pacific Centre of Education for International Understanding) for all the support accorded to the professional development of the proponent and all the educators around the world and for its relentless efforts to promote education for international understanding and global citizenship education.

Acknowledgment is also given to Mr. Danilo G. Osorio, president of the Korea-Philippines Teacher Exchange Program for all the help and guidance. Thanks as well to Mr. Lawrence C. Arabia and the whole KPTEP Batch 2018 for the moral support.

To all the 354 learners and parents, thank you for your participation, cooperation, and appreciation for the project. To the proponent's family, Tina, his wife, and Sid, Set and Sol, his children, thank you for the constant joy and inspiration.

Above all, immense gratitude to the Almighty Father in Heaven for the ceaseless gift of wisdom, mercy, grace, and love that sustained and blessed the proponent all the days of his life.

# Summary

The enacted Republic Act 10533 or the Enhanced Basic Education Act of 2013 mandates the Department of Education (DepEd) to create holistically developed learners who can think globally and can act locally. This suggests that learners should be given opportunities to sharpen creative and critical thinking competencies, problem-solving, and socio-emotional learning domains in real-life contexts that will enable them to address local problems using global mindsets towards becoming global citizens.

This manuscript shares the milestones of Project GLACE or Global Learning through Active Citizenship Education, an after-school enhancement program that sought to enhance students' global citizenship skills through afterschool learning sessions, off-campus intercultural education experiences, and service-learning or community outreach activities. Using the 4-I's (Inquire, Investigate, Innovate and Impact), selected teachers taught global citizenship education concepts for a span of 12 - 15 weeks with the first six to ten weeks exploring the themes of social justice and equity, identity and diversity, self-awareness and reflection, concern for the environment, commitment to sustainable development, and commitment to participation and inclusion.

354 Grade 9-12 students and 27 teachers from 9 public high schools in Navotas City participated in the initiative. Participants also visited learning spaces in selected embassies to widen their international understanding. Students also embarked on service-learning projects that allowed them to address identified community concerns or issues. Initial outcomes reveal the improvement of socio-emotional learning aspects of learners as well as global citizenship attitudes based on the result of researcher-made questionnaires and focus group discussions.

Students' outputs showed improved collaboration, critical thinking skills, and other socio-emotional development domains. As a result, schools have supported the continuation and expansion of Project GLACE in the city.

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## **ACRONYMS**

EIU	Education for International Understanding
GCED	Global Citizenship Education
KPTEP	Korea-Philippines Teacher Exchange Programme
LRM	Learning Resource Material
MOU	Memorandum of Understanding
REAP	Re-entry Application Projects
SDGs	Sustainable Development Goals
UNDESD	United Nations Decade of Education for Sustainable Development

# Strengthening Global Citizenship Skills: The Project GLACE Experience

## 1. Introduction and Background

The enacted Republic Act 10533 or the Enhanced Basic Education Act of 2013 mandates the Department of Education (DepEd) to create holistically developed learners who can think globally and can act locally. This suggests that learners should be given opportunities to sharpen critical thinking, problem-solving, and communication skills in real-life contexts that will enable them to address local problems using a global mindset towards becoming global citizens. In addition, speaking before the delegates of the First United Nations Association of the Philippines Stakeholders Conference in July 2018, DepEd Secretary Leonor Magtolis Briones called for Filipino educators to strengthen the K to 12 basic education curriculum by integrating peace and global citizenship education. She underscored the need for DepEd to continuously conduct efforts to upgrade the education system by revisiting and improving the curriculum to ensure that all learners are given quality, holistic, relevant, and liberating basic education.

In line with this, the Schools Division Office (SDO)- Navotas City included on its Five- Year Division Education Development Plan the goal of curriculum build-up which focused on developing curriculum enrichment programs and projects that would enhance values and competencies of learners to think globally and act locally. Currently, SDO Navotas oversees the operations of 24 public elementary and secondary schools in the highly urbanized city of Navotas with a total learner enrolment of 31,069 for Kinder and Elementary Grades and 18,838 for Junior and Senior High School for a total of 49,907 learners. However,



in 2019, there was still no structured program that could engage learners in authentic, real-life global citizenship education. Citizenship education is only learned through textbooks. In addition, teachers have very limited content knowledge and pedagogy on how to teach global citizenship education in an active, transformative, and integrative way.

In 2018, the project proponent, Dr. Marco D. Meduranda who was then a classroom teacher at Navotas National High School was selected as a recipient of the Korea-Philippines Teacher Exchange Programme (KPTEP). After spending three months teaching intercultural education to Korean learners at Chungju Sungsim School for the Deaf, he observed and noted the rich after-school program the school offered for its learners. He thought of bringing this best practice to his school in Navotas City.



▲ Project GLACE was an off-shoot of Dr. Meduranda's Re-Entry Application Project after his participation in the Korea-Philippines Teacher Exchange Programme in 2018.

© Dr. Meduranda

Eventually, upon his return to the Philippines in June of 2018, he proposed an afterschool programme entitled Project GLACE (Global Learning through Active Citizenship Education) as his Re-entry Application Project (REAP), a requirement for all returning exchange teachers. REAP is an innovative project that applies the concepts of Global Citizenship Education (GCED) to address identified priority improvement areas in the teacher's school locality. Project GLACE along with other REAP from other delegates was presented during the Debriefing Conference of KPTEP recipients at the Department of Education, Central Office on July 30, 2018. A panel composed of the Dr. Margarita Consolacion C. Ballesteros, Director of the International Cooperation Office, Dr. Alma Ruby

C. Torio, Assistant Secretary of the Department of Education together with other Education Supervisors, and Specialists scrutinized the project's doability, responsiveness, cost- effectiveness, and replicability.

On August 13, 2018, Project GLACE was approved by DepEd authorities for implementation which was announced through a regional memorandum. At the onset, Project GLACE was originally intended to be implemented in the proponent's school but opportunely, he was promoted as Education Programme Supervisor in the Schools Division Office - Navotas City. With this, Dr. Meduranda proposed to the Schools Division Superintendent, Dr. Alejandro G. Ibañez and the Chief of the Curriculum Implementation Division, Mrs. Loida O. Balasa and Chief of the Schools Governance Operations Division, Dr. Gemma Villaluna the implementation of the project to all nine secondary schools. Finally on March 20, 2019, Project GLACE was approved for implementation to all the high schools in the city.



▲ Launching Program of Project GLACE together with the City Mayor, Schools Division Office officials and nine high school principals in the city of Navotas. © Dr. Meduranda.

On May 21, 2019, Project GLACE was launched. All nine high school principals, together with the Schools Division Superintendent and key officials were present to support the Project. It was even made more successful by the attendance of the City Mayor of Navotas, Hon. John Reynald M. Tiangco, who pledged support for its implementation.

On 21 to 23 of May 2019, training was conducted for the selected 27 teachers who were chosen to implement the afterschool programme. These teachers were chosen by the school heads based on competence, and commitment to complete the project which ran from the 4th week of June 2019 through the first week of March 2020. Teachers were oriented on how to manage the afterschool programme from the screening and selection of participants, parent and student orientations, school-based launching of the project, and project implementation.



▲ Twenty-seven (27) teachers across all nine high schools in the city of Navotas were trained from 21 to 23 May 2019 on how to teach global citizenship education in active, reflective and meaningful way © Dr. Meduranda

They were also trained how to use active learning strategies, learner-centered approaches, and community learning pedagogies to ensure that afterschool learning sessions would make a positive impact on learners especially in the acquisition of global citizenship knowledge, skills and attitudes. Below is the matrix of activities of the training:

**Table 1**  
**Division-wide Teacher Training on Global Citizenship Education Matrix of Activities**

Day 1 (May 21, 2019)	Day 2 (May 22, 2019)	Day 3 (May 23, 2019)
Registration of Participants 08:00 - 08:30 AM	<b>Management of Learning 08:00 - 08:30 AM</b>	
Opening Program/ Launching of Project GLACE 8:30 - 09:30 AM	Teaching Social Justice and Equity; Developing Creative and Critical Thinking  8:30 - 10:00 AM	Walk through Week 5: Commitment to Participation and Inclusion 8:30 -10:00 AM
Health Break 09:30- 09:45 AM	Health Break 10:00 -10:15 AM	Health Break 10:00 -10:15 AM
1st Lecture 09:45-10:45 AM Understanding Global Citizenship Education (GCED) towards 21st Century Teaching & Learning Day 1 (May 21, 2019)		
Speaker: Ms. Gladeline Lou Pereña Gotato	Teaching Identity & Diversity/ Understanding Empathy 10:15AM - 12:00 PM	Conducting Service Learning Projects through Project GLACE 10:00 AM - 12:00 Pm
2nd Lecture 10:45 - 12: 00 Designing Lessons with GCED Integration		
Speaker: Ms. Karen Villanueva		
<b>Lunch Break 12:00 - 01:00 PM</b>		
3rd Lecture 1:00-3:00 PM Understanding the Instructional Framework of Project GLACE and Orientation of Activities  Facilitator: Marco D. Meduranda	Teaching Self-Awareness & Reflection Respecting People and Human Rights 1:00 - 3:00 PM	Managing Project GLACE at the School Level 1:00 - 3:00 PM
<b>Health Break 03:00 -03:15 PM</b>		
1st Workshop: 03:15 - 04:45 PM Transformative Learning Pedagogy for Global Citizenship Education and Service Learning	Teaching Concern for the Environment & Commitment to Sustainable Development 3:15 - 5:00 PM	Closing Program Awarding of Certificates 3:15 - 5:00 PM
Clearinghouse 04:45 - 05:00 PM		

The resource speakers in the training are former Korea-Philippines Teacher Exchange programme recipients who have been trained on GCED transformative pedagogies. The proponent acknowledges the assistance given by the Korea-Philippines Teacher Exchange Alumni Association (KPTEAA) to this undertaking. Indeed, with a supportive network of GCED advocates through the KPTEAA, the proponent smoothly conducted the teacher training to make the teaching of GCED effective and meaningful for the learners of the city of Navotas.

Funding was given by the Schools Division Office for the capacity-building on Global Citizenship Education for teachers. Additional financing was also secured when the project was approved for the Basic Education Research Fund granted by the Department of Education National Capital Region. The City Government of Navotas through the Office of the City Mayor also provided transportation assistance for the Off-campus Intercultural Education component of the project which brought the students and teachers to selected embassies in Metro Manila to gain cross-cultural exposure with other nationalities. Implementing schools also provided teaching and learning materials for the afterschool learning sessions. The proponent coordinated with these internal and external stakeholders through communication letters and planning meetings as partnerships and resource mobilization like these are crucial to realize the goals of the project.

Throughout the implementation of the project, continuous monitoring, and provision of technical assistance to teachers were conducted by the proponent through regular coordination meetings and actual visitation on afterschool learning sessions in order to address challenges, support teaching and learning and also document milestones and success stories.

## 2. Description of the Programme

### 2.1 Goals and Objectives

Project GLACE stands for Global Learning through Active Citizenship Education. It seeks to enhance students' global citizenship skills through after-school learning sessions, service-learning or community outreach activities, and intercultural education activities.

It is GLOBAL LEARNING as it seeks to educate young people beyond the textbook, beyond classroom walls, and help them see beyond the places they currently call home. (UNESCO, 2011). The project is anchored on ACTIVE CITIZENSHIP EDUCATION as it emphasizes the need for social transformation by fostering open societies, harnessing the enthusiasm and motivation of younger generations, and providing them with the tools to build a better future for their communities and the region (UNESCO, 2015). Project GLACE operationalizes the idea of thinking globally, acting locally as it provides opportunities for students to be active agents of change in the community by using a global mindset which refers to an individual's ability to perceive, know, and process information across cultures.

Project GLACE seeks to impart the conceptual dimensions of GCED (UNESCO, 2015). It specifically aimed to:

1. Provide opportunities for students to acquire global citizenship education (GCED) knowledge, skills, and attitudes through an afterschool program that utilize active learning, service learning, and intercultural education activities;
2. Engage teachers in designing and developing lessons on GCED through contextualization and localization; and
3. Popularize GCED in the division of Navotas by engaging external stakeholders to support the GCED afterschool program.

## 2.2 Characteristics of the Target Group

For its first year of implementation, Project GLACE sought to engage junior and senior high school students (Grades 9-12). A total of 354 learners in all nine secondary schools in the Division of Navotas City participated in the project. A total of 27 teachers were also engaged in the implementation of the project. A class was composed of 30-60 students. A total of nine classes across nine high schools in the division were created. Students were selected based on their willingness and ability to finish the program, academic standing, and parental consent and support. Teachers who handled Project GLACE classes were trained in transformative pedagogies. Each class was handled by one or two English Language Arts teachers and one Social Studies teacher who were selected for having a very satisfactory performance rating and willingness to collaborate in designing GCED lessons. Table 2 shows the list of Project GLACE participating schools and the number of students and teachers.

**Table 2**  
**List of Participating Schools and the Number of Students and Teachers**

No	School	Male	Female	No. of Students	No. of Teachers
1	San Roque National High School	14	28	42	3
2	Bangkalasi Senior High School	12	26	38	2
3	San Rafael Tech. Voc. High School	7	18	25	2
4	Tangos National High School	24	12	36	3
5	Tanza National High School	19	13	32	3
6	Navotas National High School	19	39	58	4
7	Kaunlaran High School	26	22	48	4
8	Filemon T. Lizan Senior High School	21	19	40	3
	TOTAL	153	201	354	27

## 2.3 Elements and Structure of the Programme/Project

Project GLACE has three components: (1) Afterschool learning sessions; (2) Off-campus Intercultural Education Experience; and (3) Service-learning or community outreach activities.

### 2.3.1 Afterschool Learning Session

The afterschool learning sessions teach learners the concepts of global citizenship education in an active, engaging, and reflective process. Students were engaged in 3 to 4 hours after school learning sessions conducted twice a week (1.5 to 2 hrs per session) for a span of twelve to fifteen weeks. The following are some of the topics covered in the afterschool learning sessions.

1. Social Justice and Equity
2. Critical and Creative Thinking
3. Identity and Diversity
4. Understanding Empathy
5. Self-awareness and reflection
6. Respecting people and human rights
7. Concern for the environment
8. Commitment to Sustainable development
9. Commitment to participation and inclusion
10. Community engagement through service learning



▲Afterschool learning sessions let students discover GCED concepts in interactive and collaborative ways using the 4Is approach - Inquire, Investigate, Innovate and Impact.

©Dr. Meduranda





▲Project GLACE branding logo.  
© Dr. Meduranda

All of the instructional activities are geared towards the acquisition and learning of three key conceptual dimensions of GCED - cognitive, socio-emotional, and behavioral. These GCED conceptual dimensions were taught from 12 to 15 weeks with the first six to ten weeks exploring the themes of social justice and equity, identity and diversity, self-awareness and reflection, concern for the environment, commitment to sustainable development and commitment to participation and inclusion.

In designing the afterschool sessions, teachers were trained to adopt the 4Is approach:

Inquire, Investigate, Innovate and Impact. In the Inquire phase, students will gain awareness, interest and curiosity on the local challenges in their community and how this

relates to the overall global landscape. Students explore the GCED concepts in an interactive, collaborative and engaging way through various active learning strategies and reflective learning approaches.

In the Investigate phase, students analyze the root cause of the problem and develop empathy towards others, and gain a deeper perspective on a local and

global scale. In the Innovate phase, students propose solutions for their identified community problem. In the last phase, students ascertain the Impact of the concepts they have learned to their perspectives and values using authentic assessment strategies like reflective journals, essays among others.

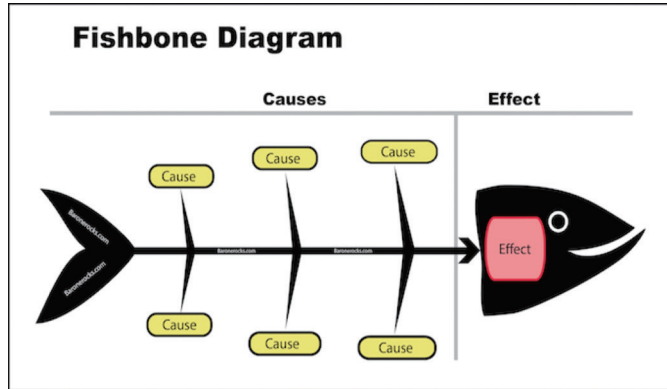
To illustrate the 4Is approach, below is an example Project GLACE learning session guide outline.

<b>GCED Theme</b>	Social Justice
<b>GCED Focus Skill</b>	Showing empathy
<b>Learning Objectives:</b>	Identify causes of the plights of Navoteño family and children Demonstrate empathy for the victims of injustices Formulate solutions based on the problems presented
<b>Learning Activities:</b> <b>INQUIRE:</b> Students gain awareness, interest, and curiosity on a local issue and relate this to the overall global landscape.	<p>The students view TRIGGER VIDEOS on Social Injustices <a href="https://www.youtube.com/watch?v=HcXukmgw9mg">https://www.youtube.com/watch?v=HcXukmgw9mg</a> <a href="https://www.youtube.com/watch?v=QeKtCwaMM28">https://www.youtube.com/watch?v=QeKtCwaMM28</a> <a href="https://www.youtube.com/watch?v=u0Gr44dRSac">https://www.youtube.com/watch?v=u0Gr44dRSac</a> <a href="https://www.youtube.com/watch?v=9SHjcN_q07c">https://www.youtube.com/watch?v=9SHjcN_q07c</a> <a href="https://www.youtube.com/watch?v=ykOA4q20sFU">https://www.youtube.com/watch?v=ykOA4q20sFU</a></p> <p>A family who lives inside the cemetery A family who eats “pagpag” A young girl who fishes for a living Children who are breadwinners Children in conflict with the law</p> <p>The students (grouped according to their respective teams) create an EMPATHY MAP. Presentation of outputs and processing follow after.</p> <div style="text-align: center;"> <p><b>Empathy Map</b></p> <p><b>Hearing:</b> What does this person hear from authority figures, the media, the public and family and friends?</p> <p><b>Name:</b></p> <p><b>Seeing:</b> What does this person see around them?</p> <p><b>Saying:</b> What is this person's attitude in public?</p> <p><b>Gain:</b> What do they want and need?</p> <p><b>Pain:</b> What are their fears and frustrations?</p> <p>What causes them <b>major worries?</b>      What makes them <b>happy?</b></p> </div>

**INVESTIGATE:**

The students create FISHBONE DIAGRAMS. The purpose of this graphic organizer is to help teams categorize the many potential causes of problems or issues in an orderly way. It also helps in determining root causes.

students analyze the root cause of the problem and develop empathy towards others, and gain a deeper perspective on a local and global scale.



Learners' outputs become the springboard for the discussion on social injustices with emphasis on problems in the Navotas community: child labor, housing, poverty, hunger and deprivation, hygiene, and sanitation. A slide presentation on the interconnectedness of the issue of poverty in Navotas to other parts of the world will be shown. Students relate local and global issues through interactive discussion.

**INNOVATE**  
Students propose solutions for their identified community issue/ problem.

The students are introduced to the concept of THINKING OUTSIDE THE BOX (Solution Box). Based on the fishbone diagrams they have earlier accomplished, they offer solutions to the problems they have dug up



**IMPACT**

The students are introduced to MINDFUL REFLECTION (Rose, Thorn, Bud). They are made to realize that reflection is the most important aspect of their learning experience.

<p>Rose A highlight, a success, or something positive that happened.</p>	<p>Thorn A challenge you experienced, or something you can use more support with.</p>	<p>Bud New ideas or something you're looking forward to knowing or understanding more.</p>

**2.3.2. Off-campus Intercultural Education Experience**

Project GLACE structure also includes an off-campus intercultural education experience where learners visited sponsoring embassies like the United States Embassy in Manila and the Education and Cultural Attaché Office in the

Embassy of the Republic of Indonesia. In this component, learners gained a deeper understanding of intercultural education through actual meetings and engagement activities with the educators from the embassies.



▲Project GLACE classes visited embassies for their intercultural education enrichment.  
© Dr. Meduranda.

To undertake this component, the proponent wrote a letter to the International Cooperation Office (ICO) of the Department of Education to identify embassies with existing intercultural education programs. The ICO then connected the proponent to the officer concerned with this activity.

A series of coordination meetings and correspondence between the proponent and the partner embassies were undertaken to arrive at final activity dates, topics and other arrangements. Table 3 provides the schedule of learners for this component of the project.

**Table 3**  
**Schedule of Students' Off-campus Intercultural Education Experience**

School	Embassy Visited	Topic	Date
Tangos National High School	American Spaces Philippines, United States Embassy, Manila	#TechThursday: STEM Education- The Future Today	August 29, 2019
San Rafael Technological and Vocational High School	American Spaces Philippines, United States Embassy, Manila	Education System of the United States	September 10, 2019
Navotas National Science High School	American Spaces Philippines, United States Embassy, Manila	Environmental Education	September 20, 2019
Filemon T. Lizan Senior High School	American Spaces Philippines, United States Embassy, Manila	Education System of the United States	September 24, 2019
Navotas National High School	Embassy of the Republic of Indonesia in Manila	Culture and Education of Indonesia	October 03, 2019
Kaunlaran High School	Embassy of the Republic of Indonesia in Manila	Culture and Education of Indonesia	October 04, 2019
San Roque National High School	Embassy of the Republic of Indonesia in Manila	Culture and Education of Indonesia	October 10, 2019
Bangkulasi Senior High School	Embassy of the Republic of Indonesia in Manila	Culture and Education of Indonesia	October 11, 2019

### 2.3.3. Service-Learning/Community Outreach Activity

Another element of Project GLACE is the service-learning or community outreach activity where learners identified a problem in the community and addressed this by coming up with a service-learning project. Student service-learning is an instructional technique that combines meaningful community work with instruction and reflection to enhance learning, foster active citizenship, and reinforce civic duty.

In this process, the students together with their teachers think of an identified community or school problem. Afterward, they brainstorm an innovative solution to address the selected issue and develop action plans for the proposed

solution before undertaking the community outreach activity.

Reflection is carried out before, during and after the service-learning activity to maximize learning outcomes. Reflection is very crucial because it rounds out what the students have

learned and why the project benefitted them. In Project GLACE, learning is not the product of teaching but the result of the activity of the learners and his/her critical reflection to it. The following are some of the reflection questions asked to students:

1. What am I learning about myself and others?
2. What impact did today's activity have on me?
3. What did I do that was effective? Why was it effective?
4. What did I do that seemed to be ineffective? How could have I done it differently?
5. What values, opinions, decisions have been made or changed through this experience?
6. Is it important to me to stay involved in the community?
7. How will my efforts working with this group contribute to social change? My perspectives as a student? What changes would I make in this experience if it were repeated?



▲ Students from Navotas Science High School conducted a literacy outreach to learners with special education needs at Kapitbahayan Elementary School.

© Project Compendium of SDO Navotas



▲ Project GLACE class from Kaunlaran High School undertake advocacy activities to promote anti-bullying activities towards LGBT youth.  
© Project GLACE Compendium of SDO Navotas

The table below highlights all service-learning activities that Project GLACE classes embarked on as application of their learning on global citizenship education.

**Table 4**  
**List of Conducted Service Learning Activities per School**

School	Title of Activity
Navotas National High School	Awareness Drive for Indigenous Peoples and Community Conserved Areas (CCA)
Kaunlaran High School	LGBT Anti-Bullying Campaign advocacy
San Roque National High School	Coastal Clean-up Drive
Tangos National High School	Literacy Outreach to SPED class
Tanza National High School	Fostering the Value of Inclusion through Gift-giving to People with Disabilities
Filemon T. Lizan Senior High School	Youth Advocacy on Mental Health
Bangkalasi Senior High School	Reading aloud of stories with environmental themes for out-of-school children
San Rafael Technological High School	Feeding program and literacy outreach for disadvantage children
Navotas National Science High School	Story reading and crafting arts for learners with special needs



## 2.4. Monitoring and Supporting Project GLACE classes

To ensure that teachers are given support throughout the implementation phase of the program, the proponent conducted Kumustahan or coordination meetings to identify and address any issues, gaps, challenges, and concerns of the teachers. The proponent also conducted actual school visits to see how engaged learners and teachers are in their GLACE sessions.

This was also the time to recognize teachers and department heads for their support and commitment to the quality delivery of the program. The proponent gave certificates of recognition to teachers and also gave talks on GCED to inspire students to complete the afterschool enhancement program and other Project GLACE activities.

## 2.5. Detailed Timeline of Activities

Provided below is the detailed timeline of activities of Project GLACE in the pre-implementation, implementation proper and post-implementation phases:

### Pre-implementation Phase: 2nd week of April - 4th week of June, 2019

#### Activities

- Needs assessment and initial planning
  - Securing informed consent forms from the division and schools
  - Scheduling of workshops for school heads, teachers, and learners
  - Final planning meeting of TWG
  - Instructional planning and materials preparation
  - Collaborative unit planning and curriculum alignment
  - Creation of budget of work and matrix of activities
  - Coordination to community organizations like LGU and NGOs for the community service-learning activities of learners
  - Finalization of program matrix and launching of the project
  - Finalizing of modules, worksheets, and instructional materials
  - Securing school and co-teachers support
  - Getting parents and students' consent
  - Coordinating logistics for the program launch
  - Launching of the program
-

### Implementation Proper: 1st week of July to 4th week of February, 2020

#### Activities:

- Implementation of the afterschool program
- Conduct of service-learning activities
- Ensure that reflection sessions are undertaken every after service activities
- Monitoring implementation by getting the challenges in project implementation and doing needed tweaking of the activities

### Post-Implementation Phase: 1st to 2nd week of May, 2020

- Administration of post-survey assessment on GCED
  - Conduct of post FGD to get feedback from students and teachers on the outcomes of the project
  - Conduct of follow-up interviews with selected parents and community members involved in the program
  - Analysis of student service-learning portfolios
  - development of assessment rubric
  - content analysis of selected journals
  - Triangulation of findings and interpretation of results
  - Documentation of findings and finalization of reports
  - Celebration of success through the Festival of Learning
- 

## 2.6 Measuring Initial Gains

To measure the impact of Project GLACE on learners' global citizenship skills, the proponent adopted the Global Citizenship Scale developed by Reysen, Larey, & Katzarska- Miller (2012). This is a standardized 22 item, 7-point Likert scale was used to measure the change in five aspects of global citizenship aligned to the themes tackled in Project GLACE namely: Valuing Diversity, Social Justice, Intercultural Communication, Social Responsibility, Empathy, and Environmentalism. A student satisfaction survey was also administered to ascertain the level of satisfaction of learners who participated in the project. A focus group discussion following Krueger's protocol was also conducted to gather qualitative data from learners' and teachers' feedback to gain insights on how to continuously improve the project.

## 3. Relevance to EIU/GCED

Project GLACE is highly relevant to EIU and GCED as its components are all aligned with the conceptual dimensions of Global Citizenship Education. The

12 to 15 weeks afterschool learning sessions are all geared towards providing learners with opportunities to acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations. The learning tasks are also geared towards development of critical thinking and analysis.

On the other hand, the off-campus intercultural education activities are designed to let learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights. The learners' encounters with other nationalities provide them authentic experience that sharpen their intercultural communication competencies and deepen their appreciation of various cultural backgrounds and perspectives. Based on students' reflections and debriefing sessions, they were also able to develop attitudes of empathy, solidarity and respect for differences and diversity.



▲ Project GLACE afterschool classes develops students' critical thinking and analysis.  
©Project GLACE Compendium of SDO Navotas

Lastly, the service-learning or community outreach component of Project GLACE is contingent with the development of the behavioral dimension of Global Citizenship Education as it encourages learners to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world. The reflective and participatory approach of the service-learning project developed among learners the motivation and willingness to take necessary actions.



▲ Project GLACE service- learning activities encourage students to address community issues.  
© Project GLACE Compendium of SDO Navotas

## 4. Conclusion

### 4.1 Outcomes and outputs

Findings from the pre and post assessments show that learners gained increased knowledge, skills and attitudes on global citizenship as they reported higher level mean scores in the Global Citizenship Scale assessment. Students also rated their experience in the Project GLACE activities as excellent and cited that the afterschool learning sessions, off-campus intercultural education experience, and service-learning activities have brought them meaningful and very memorable learning experiences. They reported that the project enabled them to develop self-awareness, respect for diversity, and enhanced communication and critical thinking skills.

Focus group discussions with the students showed that they want longer afterschool learning sessions and more opportunities to visit other embassies for intercultural learning. They also stressed the continuation of the Project to the next school year as they hope that more learners get to experience the fun and memorable know-how they gained in the afterschool enhancement project.

Schools' documentation of Project GLACE service-learning activities also conveyed the appreciation of the community to the outcomes of the project. The local government expressed support and recognition to the value of the project in uplifting the quality of education in the city. Partners in the Embassy of the Republic of Indonesia in Manila and American Spaces Philippines also communicated their willingness to continuously support the project as its intentions are aligned with the institutions' goal of engaging the youth in cross-cultural understanding.

On the other hand, teachers were able to develop 90 examples of lesson plan that are focused on GCED themes and competencies. In addition, the examination of students' final portfolios showed changed mindsets and perspectives as revealed by the reflection forms and activity outputs. Examination of teachers' developed lesson plans and activity sheets also manifested increased pedagogical skills in teaching global citizenship education.

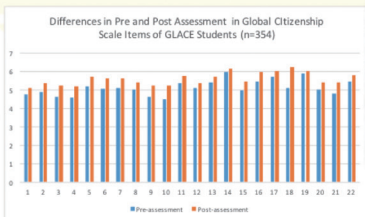
## Initial Outcomes

Project GLACE 1st Year of Implementation  
(S.Y. 2019-2020)

**354** Beneficiaries  
Students

**27** Teachers

**9** Public Secondary Schools



Project GLACE student-participants reported higher level of agreement with the 22 items (as indicated by mean scores) in the Global Citizenship Scale after the post-assessment.

Teachers developed **90** lesson exemplars that are focused on GCED themes and competencies



© Project GLACE compendium of SDO Navotas

Challenges	Solutions
Postponement of sessions due to suspension of classes	Special arrangements, catch up sessions
Challenging place for learning; the need for rooms	Request for the school head for a more conducive learning place
Funds for the learning materials	Release of memo on the use of local funds for GLACE learning materials
Administrative support to engage other teachers in giving grade incentives	Intensify collaboration with grade level leaders and seek stronger support from school heads
Time Constraint (overlapping concerns of some teachers)	Time management and being proactive

The proponent gathered feedback from teachers regarding the challenges and concerns they experience for the continuous improvement of the program. This was done during the regular Kumustahan sessions or coordination meetings with teachers where they did not only point out problems but also brainstormed for solutions on these concerns. The table below shows the identified challenges in project implementation and the aligned solutions to address the concerns.



▲ Dr. Meduranda posed with the Project GLACE school focal persons. He regularly conducted Project GLACE coordinators meeting from June 2019 - March 2020 to monitor the implementation of the project in nine public secondary schools in the city. ©Dr. Meduranda.

## 4.2 Celebration of Success

To celebrate the success of the project and to provide a platform where learners can showcase the evidence of learning they gained from the project, a Festival of Learning was conducted on March 06, 2019. 354 students received their certificates of completion, while 27 teachers were given certificates of recognition for their hard work and commitment to implement the project. School heads were also recognized for the support accorded to the project.



▲ Dr. Meduranda receives best application project award from the Department of Education.  
© Dr. Meduranda

The nine schools also installed booths where students' outputs and reports of service-learning projects were displayed. Students proudly presented the outcomes of their afterschool learning activities, intercultural education experiences, and service-learning projects to invited guests and visitors including the Director of the International Cooperation Office of the Department of Education and the Mayor of Navotas City. The event also paved way for the launching of the Project GLACE Journal and Lesson Exemplar Compendium.



▲Scenes from the Project GLACE Festival of Learning.

© Dr. Meduranda



▲Project GLACE Festival of Learning was an avenue to celebrate the success of the 1st year implementation of this innovative afterschool enhancement program that was supported by the whole school community and the local government of Navotas City. © Dr. Meduranda

Project GLACE also reaped success after being hailed as the Best Application Project in the country given by the Department of Education during the International Forum on Teacher Exchange for Global Citizenship Education on November 23, 2019.

The results and outcomes of the pilot Project GLACE implementation were also shared in the Sharing Stories on Asia-Pacific Education Movement (SSAEM)



Conference in 2019 and at the 20th-anniversary commemoration of UNESCO Asia Pacific Center for Education for International Understanding (APCEIU) on August 25, 2020.

### 4.3 Proponent's Critical Reflection

The Project GLACE initiative has helped embed Global Citizenship Education in basic education. Supported by Department of Education officials, school principals, the local government, and other education partners, Project GLACE implementation for its first year has been a resounding success. Educators who wish to embark on similar undertakings should ensure project responsiveness not only to the education agency's goals but also to the partner institutions' philosophies and directions.

Close collaboration and coordination with all involved are crucial to ensure that shared ownership of the project is established. On the other hand, issues on implementation at the classroom level are addressed through continuous dialogue and engagement. Teachers should be supported through technical assistance and regular monitoring and evaluation.

Documenting the milestones and keeping key officials informed are also important as these build the credential of the project and establish its validity and significance. Funding support can be secured once officials see the alignment of the project to the agency's strategic directions and the feasibility of implementation.

As the project was able to operationalize DepEd's mandate of equipping learners with the competencies to think globally and act locally, the proponent has made some policy recommendations on how to streamline GCED to the basic education curriculum. First, global citizenship education can be harmonized to the curriculum by interfacing performance and content standards in the

K to 12 curriculum and GCED's key conceptual dimension. Next, school leaders and teachers should be given training on transformative pedagogies and competency enhancements on GCED, Sustainable Development Goals and Education for International Understanding. Third, there should be a whole of community approach to advocate global citizenship education to engage external stakeholders especially local government units, and other education partners to create a supportive ecosystem where global citizenship education for the youth is supported and continuously nurtured.

The proponent is also keen to continuously improve the project and make it relevant to the new normal landscape of education brought upon by the COVID 19 pandemic. As part of its Project Continuity Plan, Project GLACE 2.0 will be implemented for SY 2021-2022. This will utilize a blended learning modality that consists of synchronous online sessions and asynchronous self-learning modules on global citizenship education. Another target is expanding Project GLACE accessibility not only for the learners in formal curriculum but also to the non-formal education which include students of the Alternative Learning System. Initial coordination meetings have already been undertaken and development of self-learning modules have commenced. Indeed, through commitment and dedication, the goal of embedding, popularizing and making GCED accessible for all Filipino learners can be done

■ Annex

# Project **GLACE**

**Global Learning through Active Citizenship Education**



**MARCO D. MEDURANDA, Ph.D**  
Division of City Schools Navotas City  
Department of Education  
National Capital Region



Research Committee of SDO Navotas approved Project GLACE – March 20, 2019



**Project**  
**Global Learning through Active Citizenship Education**



Launching of Project GLACE on May 21, 2019

Project GLACE is an after-school program that seeks to enhance students global citizenship skills through service learning activities and off-campus intercultural experiences.



Project GLACE Teacher Training Program  
May 22-24, 2019

Department of Education  
Schools Division Office - Navotas City

**Launching Program of Project GLACE Cum  
Teacher Training on Global Citizenship Education  
and Community Learning Pedagogy**

**Project  
Global Learning through  
Active  
Citizenship  
Education**

*"Nurturing 21<sup>st</sup> Century Skills through Global  
Citizenship Education and Service Learning"*

May 21, 2019 4<sup>th</sup> Floor Navotas National High School  
Navotas City - 8:30 - 9:30 AM




Three-day training for teachers who will handle Project GLACE from May 21-23, 2019 held at Navotas National High School






## Instructional Framework

Global Learning through Active Citizenship Education




**Project GLACE Covered Themes and Topics**

- Week 1 Social Justice & Equity/Developing Critical and Creative Thinking
- Week 2 Identity & Diversity/Teaching Empathy
- Week 3 Self-awareness & Reflection/ Respecting people and human rights
- Week 4 Concerns for the environment and commitment to sustainable development
- Week 5 Commitment to participation and inclusion
- Week 6-8 Community engagement through Service Learning Projects
- Week 9 Intercultural Learning via Off-campus Learning Experience
- Week 9-10 Festival of Learning



**Intercultural Education Partners**



# Festival of Learning

Global Learning through Active Citizenship Education

- Students share the results and outcomes of their Project GLACE classes and service learning activities– March 6, 2019
- Launching of Project GLACE Compendium of Lesson Exemplars and Activity Guides
- Attended by Director Margarita Ballesteros and Navotas City Officials led by Cong. John Rey Tiangco
- Completion of 354 students, 27 teachers across 9 public schools



# Outcomes and Future Direction

- Project GLACE was selected by UNESCO APCEIU to be featured in their 20<sup>th</sup> anniversary commemoration – August 25, 2020
- DepEd International Cooperation Office chose Project GLACE to be the country's entry in the Sharing Stories of Asia-Pacific Education Movements, an international conference on GCeD – November 23, 2019
- Planning for Project GLACE 2.0 for SY 2020-2021
- Development and Production of Self-Learning Modules on Global Citizenship Education – February, 2021





Republic of the Philippines  
Department of Education  
NATIONAL CAPITAL REGION  
SCHOOL DIVISION OFFICE OF NAVOTAS CITY  
Rampanteles Elementary School Compound  
M. Nolas St., Spac - Alimagan, Navotas City



**MEMORANDUM**

DATE: July 03, 2019

TO: OIC, Assistant Schools Division Superintendent  
Chief Education Supervisors  
Education Program Supervisors  
Public Schools District Supervisors  
Public Secondary School Principals  
All others concerned

RECEIVED  
JUL 03 2019  
OFFICE OF THE SCHOOL DIVISION SUPERINTENDENT

FROM: MELITON F. ZURBANO,  
Assistant Schools Division Superintendent  
OIC: Office of School Division Superintendent

SUBJECT: PROJECT GLACE SCHEDULE OF COORDINATION MEETINGS

1. Please be informed that there will be a series of coordination meetings as part of the monitoring and continuous provision of technical assistance for the successful implementation of PROJECT GLACE (Global Learning towards Active Citizenship Education).
2. Participants of the coordination meeting will be the English department head and one teacher managing Project GLACE in the school. Kindly note the schedule of the coordination meeting.

ACTIVITY	DATE	VENUE/TIME
1st Coordination Meeting	July 05, 2019	Magintagan Elementary School Conference Hall
2nd Coordination Meeting	August 19, 2019	1:00 - 4:00 PM
3rd Coordination Meeting	September 6, 2019	

3. Immediate and wide dissemination of this memorandum is desired.

OME: *Optimal, One, Nolas*  
*Optimize, Nurture, Excel.*

Form No. CO-006-0

## Monitoring and Continuous Support



### Challenges Met After Compliance

School	Challenges	Solutions
Navotas NIS	Providing grade incentives	orientation meeting with teachers connected with GLACE participants
Kumustahan HS	do	do
San Roque HS	securing 100% attendance	grade incentives screening process provision for food thru resource mobilization
Tampas NIS	securing 100% attendance	grade incentives screening process provision for food thru resource mobilization
Sinca NIS	nothing	
San Rafael TVHS	nothing	
Navotas Science HS	nothing	
Banghaluis SHS	Providing grade incentives	orientation meeting with teachers connected with GLACE participants
Elmoran Lisan SHS	budget concern	orientation with thateachers connected with GLACE participants

- The Kumustahan Sessions provides support to GLACE teachers as they implement the project in their respective schools.

## Project GLACE Off-campus Intercultural Learning Experience



“I recognize the value of partnerships to ensure that learners are given high quality learning opportunities.”



EMBASSY OF THE REPUBLIC OF INDONESIA  
MANILA, PHILIPPINES

## Project GLACE Service Learning Activities



- Coastal Clean-up

## Project GLACE Service Learning Activities

Service Learning Activity at Tangos Elementary School  
SPED Class (Commitment to Participation and Inclusion)

