Global Citizenship Education and Learning to Live Together: The Philippine Experience

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Asia-Pacific Regional Education Conference
6 August 2014
Outline

1. Introduction
2. National Policy Environment
3. Curriculum
4. Teachers
5. Assessment
“Learn English well and connect to the world. Learn Filipino well and connect to our country. Retain your dialect and connect with your heritage.”

- President Benigno S. Aquino III (Ten-Point Basic Education Agenda)

Learning to live together requires awareness for the responsibilities of local, national and global citizenship.
PHILIPPINE CONSTITUTION

Educational institutions shall: “Inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.” (Art. XIV, Sec. 3, No. 2)

GOVERNANCE OF BASIC EDUCATION ACT
(Republic Act 9155 of 2001)

“...It shall be the goal of basic education to provide them with the skills, knowledge and values they need to become caring, self-reliant, productive and patriotic citizens.” (Sec. 2)

THE ENHANCED BASIC EDUCATION ACT of 2013 (Republic Act 10533)

“...every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on...the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one’s self.” (Sec. 2)
Citizenship Education
Life Skills Education
Media Literacy Education
Peace Education
PEACE EDUCATION

Executive Order 570
Institutionalizing Peace Education in Basic Education and Teacher Education

DepEd Memorandum No. 134, s. 2003
Agreements between the Department of Education (DepEd) and the Office of the Presidential Adviser on the Peace Process (OPAPP) on Peace Education Program

DepEd Memorandum No. 14, s. 2003
DepEd Peace Movement in Mindanao

MADRASAH EDUCATION

RA 9054
An Act to Strengthen and Expand the Organic Act for the Autonomous Region in Muslim Mindanao

DepEd Order No. 51, s. 2004
Standard Curriculum for Elementary Public Schools and Private Madaris

Peace Education

Image of children making peace signs
HUMAN RIGHTS

**1987 Constitution, Article XIII, Sec. 17 & 18**

**Executive Order No. 27**: Education to Maximize Respect for Human Rights

**DECS Order No. 61, s. 1987**: Inclusion of the Study of Human Rights and Accompanying Responsibilities in the School Curricula

**DepEd Order No. 53, s. 2001**: Strengthening the Protection of Religious Rights of Students

**RA 9201**: An Act Declaring December 4 - 10 as National Human Rights Consciousness Week

**DepEd Order No. 40, s. 2012**: DepEd Child Protection Policy

GENDER EDUCATION

**RA 9710**: An Act Providing for the Magna Carta of Women

**EO 273**: Approval & Adoption of the Philippine Development Plan for Gender-Responsive Development 1995-2025

**DepEd Memo No. 19, s.2004**: Gender & Development Programs

ENVIRONMENTAL EDUCATION

**RA 9512**: An Act to Promote Environmental Awareness through Environmental Education & Other Purposes

**RA 10121**: An Act Strengthening the Philippine Disaster Risk Reduction and Management System

**DepEd Order No. 55, s.2007**: Prioritizing the Mainstreaming of DRRM in the School System & Implementation of Programs & Projects Relative Thereof

**IRR of RA 9729**: Climate Change Act

IP EDUCATION

**1987 Constitution, Article XIV, Sec. 2.4 & 17**

**RA 8371**: Indigenous Peoples Rights Act of 1997

**DepEd Order No. 42, s.2004**: Permit to Operate Primary Schools for Indigenous People & Cultural Communities

**DepEd Order No. 101, s.2010**: The Alternative Learning System Curriculum for Indigenous Peoples Education

**DepEd Order No. 62, s.2011**: Adopting the National Indigenous Peoples Education Policy Framework
**LIFE SKILLS EDUCATION**

*RA 10354*
Responsible Parenthood and Reproductive Health Act of 2012

*RA 7394*
The Consumer Act of the Philippines

**MEDIA LITERACY EDUCATION**

*DepEd Order No. 6 s. 2010*
Creation of the Department of Education Media Literacy Task Force (DepEd – MLTF)
GCE/ LTLT in practice

Curriculum

Teachers

Assessment
K to 12
Philippine Basic Education Curriculum Framework
Who is the K to 12 Graduate?
What are the Desired Outcomes from a K to 12 Graduate?
Dedicated Subjects Approach: Values Education (K-10)

**KINDERGARTEN**
- Self-respect
- Nationalism & patriotism
- Love & respect for family
- Love & respect for others
- Responsibility & accountability
- Care for the environment
- Social responsibility

**ELEMENTARY & JUNIOR HIGH SCHOOL**
- Self-worth
- Harmony with other people
- Love of country and global solidarity
- Love of God and preference for the good
Senior High School (Grades 11-12)

Core Subjects
• Media and Information Literacy
• 21st century literature from the Philippines and the world
• Introduction to the philosophy of the human person
• Personal development/ Understanding society and culture
Through Non-Academic Carrier Subjects and Co-Curricular Activities

**Music, Arts, P.E. and Health**

- Social, mental and emotional health concerns (bullying, harassment, etc.)
- Gender and human sexuality
- Philippine folk music & arts
- Asian music & arts
- Western music & arts
Philippine National Competency Based Standards
Pedagogies under K to 12

- Constructivist
- Reflective
- Integrative
- Collaborative
- Inquiry Based
Learner-centered assessment includes indicators of 21st century skills. Both cognitive and non-cognitive skills/tasks.
1. Strong enabling policy environment for GCE/ LTLT/ ESD

2. Enhancement of the curriculum meant strengthening the personal, local, national and global dimensions of education

3. Open issue: Actual implementation on the ground and actual impact