

## Discourse and Partnerships on Education for Global Citizenship

*Short Description: The Charter of Human Responsibilities Philippine Facilitation Team conducted a Partnership Meeting-Workshop on Education for Global Citizenship on March 3, 2016 in Quezon City, Philippines. Twenty seven educators and advocates on social development issues talked about what a global citizen is, the state of Education for Global Citizenship in the Philippine setting, and what needs to be done through partnerships. The team outlines the next steps: a teaching-learning module of an existing basic education curricular learning area and a forum for young people to talk about education for global citizenship.*

The Charter of Human Responsibilities Philippine Facilitation Team conducted a Partnership Meeting-Workshop on Education for Global Citizenship on March 3, 2016 in Quezon City, Philippines attended by twenty seven (27) formal, nonformal and informal educators, climate advocates, solidarity economy practitioners, women advocates, and peace and human rights advocates.

Marilou B. Cerilla gave the Welcome Remarks while Fleur de Lys “Pinky” Castelo-Cupino provided the program overview. The objectives of the activity are: To learn from the motivations and ethical dilemmas of educators and advocates that molded them to be socially responsible citizens and advocates in their social development fields; to arrive at an understanding of the concept of education for global citizenship; and to identify ways on how to inspire educators and young people to be more responsive to the “cry of the poor as well as to the cry of the earth.”

Liddy Nacpil, Regional Coordinator of Jubilee South/Asia Pacific Movement on Debt and Development talked about Climate Justice. She emphasized the urgency to act on the climate crisis now, because at stake is the viability of the human race.

Prof. Aleli B. Bawagan, PhD of the University of the Philippines College of Social Work and Community Development guided the body in the Workshop and Synthesis. The questions included: How did you become the person/citizen/social development advocate that you are? What did you learn from working on your advocacy/ies which you think could help mold/develop the minds of the young people to become global citizens? As someone who believes that you have a contribution to make this world a caring world, how do you think educators and advocates could help transform others, especially the young people, in this globalized world and technological age, the age of new media? From the preceding discussions, how can we define global citizenship? What are the elements of being a global citizen?

The participants answered the question on who is the global citizen? It includes the recognition of self - the rootedness of self to culture, the grounding in the community, and the awareness of the context. It includes embracing the global - belongingness to the world and appreciation that our local actions have global consequences. It includes possession of values - respect for diversity, openness, rights and responsibilities, spirituality, interconnectedness, interdependent, selflessness, among others. It involves action – the ability to volunteer, to establish relationships and networks, to create a community of change, and to become a person for others. The acronym PRIME was presented to mean persistence, resilience, innovation, meta-cognition, and empathy. A young participant, Queen Dagahuya, claimed that the burden

of changing society for the better and of addressing the climate crisis eventually shall rest on the young people, the selfie generation so educators and society must think of ways to reach the hearts and minds of, and involve the young in actions concerning the planet and other global issues.

Pilar Habito, executive director of the Lifelong Learning Organization of the Philippines, proposed that educators participate in making the Implementing Rules and Regulations on a law on Youth Entrepreneurship, particularly in presenting field realities that showcase learning communities. The meeting was closed by Ben Quiñones who challenged all the participants to develop their own theories and implement the concept and practice of global citizenship and learning communities.

Based on this meeting, two conferences and a teaching-learning module for Grade 10 students are in the offing. One conference will involve classroom teachers and other nonformal and informal educators to present a module that will be developed on Education for Global Citizenship, taking off from the Curriculum Guide that the government's Department of Education has developed on the course: Contemporary Issues for Grade 10 students. Another is a conference among young people to talk about the relevance of Education for Global Citizenship.

This event was co-organized by Ma. Corzon Gratuito, Flora A. Santos and Joel O. Marcaida.