

Case study

Workshops on Education for Global Citizenship

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Case study location: Quezon City, The Philippines

Case study summary:

A partnership workshop was held with 26 formal, nonformal and informal educators, climate advocates, solidarity economy practitioners, women advocates, peace and human rights advocates to share insights on EGC. The module enhancement workshop was held with Grade 10 students on “Strengthening Partnerships through Education: A Learning Journey on Climate Change Adaptation and Resiliency”. Both workshops highlighted the importance of education in addressing social and global issues and promoting responsibility. Representatives from each workshop group will now go on to develop a social studies module on Climate Change Adaptation for Grade 10 which is proposed to be adopted as part of the regional or national curriculum to promote responsibility.

Case Study

Based on project work in 2015, 2016 to date. (CHR-PFT is to submit a draft of 3-4 pages by 5th September 2016 per latest Covenant signed by Fleur de Lys C. Cupino and Marilou B. Cerilla).

Weaving Responsibilities through Education

“To meet the challenges of our times, human beings will have to develop a greater sense of universal responsibility. We must all learn to work not just for our own self, family or nation but for the benefit of all humankind. Universal responsibility is key to human survival. It is the best foundation for world peace, the equitable use of natural resources, and through concern for future generations, the proper care of the environment.”

--- The Dalai Lama

A world in which cultures of responsibility are prevalent in human thinking and practices in all spheres of activities has been the guiding tenet of the Charter of Human Responsibilities-Philippine Facilitation Team (CHR-PFT) in the conceptualization and implementation of its activities and projects. Its two-pronged purpose are 1) to implement and support programs and projects that promote responsible behavior and practices towards other people and the environment, and 2) to network and partner with other organizations in the Philippines and abroad for purposes of exercising responsibilities, promoting peace, respecting diversity, upholding human rights, protecting the environment, promoting education for all, and respecting identity, culture and gender.

Banking on its various levels of networking and linkage work at the local level which commenced in 2004, even before it officially registered in 2008 with the Securities and Exchange Commission of the Philippines (SEC), the CHR-PFT proposed a project “Responsible Citizenship through Education/ Global Citizenship Education.” This project builds on the experiences and gains from previous endeavors of the team in the promotion of the concepts and practice of human responsibilities and Global Citizenship Education (GCE) at the local and international level. The GCE project has been conceptualized to be implemented from 2015-2017 and is part of the Charles Leopold Mayer Foundation’s (FPH - a Swiss Foundation) program: Socio-professional and ethical responsibility. The project support fund for GCE has been facilitated by the Alliance for Sustainable and Responsible Societies (ARespons) which aims to place responsibility at the heart of the transition towards sustainable societies. The following major workshops were implemented through funds from FPH:

1. Partnership Meeting-Workshop on Education for Global Citizenship

The Charter of Human Responsibilities-Philippine Facilitation Team (CHR-PFT) organized and facilitated the Partnership Meeting-Workshop on Education for Global Citizenship (EGC) last March 3, 2016 at the Sulo Riviera in Quezon City, Metro Manila. The objectives of the activity were: 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.”

A total of 26 individuals who are all resource persons in their own right, each having a wealth of experience in education and training in the formal, non-formal and informal settings; managing volunteerism among the youth (in school and out-of-of school), facilitation and supervision of community outreach activities; natural resource management; disaster risk reduction and management; community organizing; entrepreneurship/solidarity economy; advocacy and networking at the national and international level, e.g. on climate justice, solidarity economy, human development in general). The participants comprised formal, nonformal and informal educators, climate advocates, solidarity economy practitioners, women advocates, peace and human rights advocates. It was a meeting among advocates, mentors and those they mentored, hence it elicited sharing of experiences and insights across generations.

Highlights of the Meeting-Workshop

Marilou B. Cerilla, Project Coordinator, gave the Welcome Remarks and facilitated the introduction of participants while Fleur de Lys “Pinky” Castelo-Cupino provided the program overview.

Overview of the Current CHR-PFT Project. Pinky Cupino, explained that the CHR-PFT is composed of a core of social development workers who share in working towards putting responsibilities at the core of the transition to sustainable societies and develop as a resource center that will tackle governance, global community and transition to oikonomy. Aside from being social development workers, the CHR-PFT members are also educators since they propagate the various issues through different means.

The CHR-PFT began with the Youth Festival in 2006 and engaged in different programs particularly with the young people. In 2008, it facilitated another Youth Festival dubbed as Y-Acts and also provided resource persons to the Governance Workshop of the Solidarity Economy. In 2010, CHR-PFT took part in a global program Let's Take Care of the Planet which initiated a program in the Philippines participated in by UNESCO and the Department of Education. It enabled the team to launch the campaign on taking care of the planet and facilitated the selection of the Philippine delegates to the international conference held in Brasilia, Brazil. Five (5) students were able to attend the said conference. Fleur de Lys Cupino also had the opportunity to join other international activities such as Rio+20 and a conference in 2014 on Citizenship for Global Education with Educators for Global Citizenship. Other CHR-PFT members also had representations in Asia-Pacific fora on coastal/marine resources held in Fiji and Samoa.

Included in the overview was UNESCO's definition of Global Citizenship Education: “Global citizenship education aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.”

Climate Justice. Ms. Lydinyda Nakpil, Regional Coordinator of Jubilee South/Asia Pacific Movement on Debt and Development talked about Climate Justice. She enlightened the participants on the issues of climate justice and informed that the climate crisis requires immediate response or action from the global community, as well as at the local level. There is a call to make the transition to clean renewable energy which requires heightened advocacy to influence national policies that strongly support environment-friendly processes. She emphasized the urgency to act on the climate crisis now, because at stake is the viability of the human race.

Workshop. 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 factors which contributed to the development of the participants as responsible citizens/social development advocates ranged from socialization at home, having been inspired by the people they met from educational institutions, communities, engagement with faith-based organizations and other civil society groups.

As to the learnings gained from working on advocacy/ies which may help mold/develop the minds of the young people to become global citizens, this portion surfaced tools/approaches/techniques which are considered valid as these have been learned and applied under different contexts. The participants' responses to the question, who is the global citizen: 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/ interdependence, 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, President of Asian Solidarity Economy Council (ASEC)-Philippines, and Chairperson of RIPESS-Asia who challenged all the participants to develop their own theories and implement the concept and practice of global citizenship and learning communities.

2. Module Enhancement Workshop: “Strengthening Partnerships through Education: A Learning Journey on Climate Change Adaptation and Resiliency

Prior to the second conference, the CHR Philippine team members held an internal workshop to thresh out the details of implementation of the succeeding conference focusing on a teaching-learning module on the course: Contemporary Issues for Grade 10 students emphasizing Climate Change Adaptation and Disaster Risk Reduction (CCA/DRR). Since it aimed to initiate a participatory process of formulating the module with formal educators, the team linked up with the Quezon City Division of City Schools under the Department of Education (DepEd) to be its major partner in this endeavor. The project concept was coursed to the Schools Division Superintendent who then endorsed the team to the Social Studies supervisor. The workshop concept was discussed with the Social Studies supervisor who readily

agreed to send 18 Social Studies teachers representing 18 public secondary schools (out of the total 47 schools) distributed in the six political districts of the City. A Memorandum was issued by DepEd which ensured the participation of the teachers specified in the directive. The brief report on the previous activities, projects and engagements of the CHR-PFT since 2004 served as the source of background information of the DepEd officials about the organizing team (CHR-PFT) which sought partnership with them for the first time, at the city level.

The Module Enhancement Workshop with the theme “**Strengthening Partnerships through Education: A Learning Journey on Climate Change Adaptation and Resiliency**” was conducted last August 30, 2016 at the Sulo Riviera, Quezon City, Metro Manila, with a total of 30 participants in attendance (18 Social Studies formal educators, four (4) representatives from the private secondary schools, and two (2) from civil society organizations. The rest are members of the CHR-PFT. Its general objective is to develop a Module on Araling Panlipunan (Social Studies) for Grade 10 focusing on Climate Change and its Impacts. Specific objectives of this workshop are: 1) to orient the Social Studies teachers on the concepts relevant to global citizenship education as inputs for the enhancement of the module/learning guide focusing on climate change and its impacts; and 2) to develop a complete module covering three major topics: a) Community Environmental Problems, b) Climate Change and 3) Disaster Risk Reduction and Management. (See Appendix for Module Learning Plan)

Giving the incoming Social Studies Supervisor, Mr. Francis Briones, a part in the program, such as delivering the Opening Message is a positive development on the part of CHR-PFT in terms of building new partnership with a formal educational institution. His message contained information on human responsibilities as practiced by the CHR-PFT based on the briefing material provided to DepEd. As the supervisor reiterated the previous CHR-PFT activities and engagements, the formal educators, in a way have been initially oriented on human responsibilities through the previous CHR-PFT activities mentioned in his message. To quote him: “Indeed, this workshop is part of the Charter of Human Responsibilities-Philippine Facilitation Team which recognizes the youth as key agents and target group in promoting culture of responsibility which is characterized by a shared state of mind and a way of life that encompasses both a commitment and a concern. The organization believes that building the commitment to the creation and maintenance of sustainable societies supportive of harmonious relations among peoples, nations, regions and the natural world, and concern about the consequences of individual and collective actions is better started with young people.” This was further deepened by the overview on the CHR-PFT shared by Fleur de Lys Cupino which was already updated with the inclusion of what transpired during the Partnership Meeting-Workshop held last March 3, 2016.

Slow Onset Impact of Climate Change. This topic was presented by Danica Marie Supnet, Research Coordinator of the Institute for Climate and Sustainable Cities (ICSC). The linkage with them started during the first Partnership Meeting Workshop. Having observed that ICSC and CHR-PFT have similar concerns with regard to environmental issues, ICSC extended support to the Module Enhancement Workshop by providing a resource person who also participated actively in the deliberations during the enhancement of the draft module. They also shared the Summary Report of their research on Slow Onset Impact of Climate Change.

“Disaster Risk Reduction and Mitigation: Lessons from the Field,” another topic intertwined with Climate Change was presented by Emmanuel M. Luna, Ph.D., Director of the Doctor of Social Development Program of the College of Social Work and Community Development, University of the Philippines. Ms. Supnet and Dr. Luna were able to present and discuss concepts and field experiences that are relevant to the understanding of the educators with regard to the climate change phenomenon and its consequences in the social, economic and political spheres.

Dr. Aleli Bawagan, currently the Assistant Secretary at the Department of Social Welfare and Development, a CHR-PFT member, served as the workshop director. The concepts and experiences shared by the resource persons, as well as the actual teaching experiences of the educators, guided them in critiquing and enhancing the parts of the module or learning/teaching guide. A resource material authored by Dr. Emmanuel M. Luna with the title “Protecting Lives, Saving Communities” were provided to the participants as one of the references in the development of the full module.

Next Steps: It was reiterated that the slant on educators in the partnership highlights education’s role in addressing social and global issues. The next steps after the module enhancement entail 1) formation of the core group (with a representative from each workshop group) which will serve as partners in continuing the validation of the Social Studies Module/Learning Guide on Climate Change Adaptation for Grade 10. In succeeding meetings, they will proceed with the revision of the module by filling in the information gaps as well as substantiating it with appropriate teaching strategies, (one representative from each workshop group committed to be part of the core group, 2) Validation of the module which will require a series of sessions using the developed module and 3) Finalization and publication of the Module on Climate Change Adaptation for Grade 10.

As these processes are in progress, representation of CHR-PFT in the higher level of decision making with regard to curriculum development will be done such as, setting a meeting with the Undersecretary of the Bureau of Curriculum Development for Secondary Education of the of DepEd. As there is no official Social Studies module yet on Contemporary Issues for Grade 10, the CHR-PFT together with the Division of City Schools of Quezon City, through its Social Studies Supervisor, will explore the possibility of leveling up the scope of the module development process such as working for its adoption as a standard module for Grade 10 at the regional or national level. Weaving responsibilities through partnerships in education is still a long journey. (Attached is the draft learning plan reviewed by the workshop participants last August 30, 2016 at the Sulo Riviera and was consolidated by Fleur de Lys Cupino. The actual Learning Plan to be developed will be in Filipino language).

Learning Module on Environmental Problems
(Part of Grade 10 Social Studies Course: Contemporary Issues)

I. Content Standard
Students shall understand national and global environmental problems in order to attain national and global development.

II. Performance Standard
Students shall be able to make a project that would manifest their capacity to think critically about environmental problems and to create appropriate responses.

III. Essential Understanding
The students will understand the underlying reasons and effect of Climate Change to communities, including an understanding on disasters and hazards as well as the different components on disaster work: *Disaster Risk Reduction and Management: 1) prevention and mitigation, 2) preparedness, 3) response, 4) recovery and rehabilitation.*

IV. Essential Question
How can the communities respond to Climate Change and its effect on the local population?

V. Performance Task
Students shall make a project that would showcase the different strategies in responding to environmental problems as a result of climate change in one's own community before, during or after a disaster. The students shall work in groups and shall act as members of a local *Disaster Risk Reduction and Management Committee* as:

- a. a youth leader;
- b. a local council official;
- c. a member of a neighborhood association with five children; or
- d. a senior citizen.

The groups can simulate a typhoon with floods, movement of the West Valley Fault, or a dengue epidemic. They can showcase their project through a photo collage, a 3D map, a video, infographics, photo exhibit, or a play.

VI. Outline of the contents

- A. The disasters affecting the local community
- B. Capacity and vulnerability assessment mapping
- C. Climate change
 - 1. Basic concepts on climate change
 - 2. Political, economic, social effects (impacts and consequences) in rural and urban areas
 - 3. National and international regulations and responses
 - 4. Individual and community responses
- D. Disaster risk reduction management
 - 1. Meteorological, hydrological, climatological, geological
 - 2. National and international regulations
 - 3. Components: prevention and mitigation, preparedness, response, and recovery and rehabilitation
 - 4. Individual and community responses
- E. Performance task
- F. Assessment

Submitted by:

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