

Kalinga Teachers' Journey With Global Citizenship Education: An Impact Assessment Through Interpretative Case Study

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Abstract

This study investigates the impact of the College of Education's Extension Programs on the promotion and integration of Global Citizenship Education (GCED) among secondary school teachers in Kalinga from 2021 to 2024. It aims to assess how these initiatives enhance teachers' understanding and classroom implementation of GCED principles in alignment with UNESCO's framework. Employing an interpretative case study design, the research engaged 22 secondary school teachers through semi-structured interviews, classroom observations, and document analysis. This qualitative approach facilitated an in-depth exploration of teachers' experiences and perceptions regarding GCED. The findings reveal that the extension programs significantly enriched teachers' conceptual and practical understanding of GCED. Teachers demonstrated awareness of global issues, cultural respect, civic duties, equality, empathy, and global interconnectedness. They effectively contextualized and localized GCED principles in their lessons, using culturally relevant strategies that resonated with their learners. These efforts led to enhanced pedagogical practices, increased student engagement, and improved school-community collaboration. The study concludes that the College of Education's Extension Programs played a pivotal role in advancing GCED integration in local classrooms. These initiatives fostered a strong sense of global citizenship and social responsibility among educators and their learners. The study recommends the institutionalization of professional development workshops on GCED, the creation of a GCED integration training manual tailored to local contexts, collaboration with the Department of Education to develop a GCED toolkit, and partnerships with the Kalinga Cultural Heritage and Edu-Tourism Center to design culturally sensitive educational resources. These steps are vital in sustaining and expanding the impact of GCED in Kalinga and similar contexts.

Keywords: Global Citizenship Education, Sustainable Development Goals, Kalinga State University

1. INTRODUCTION

A concerted effort needs to be made if today's youth are to comprehend global issues and acquire the abilities required to become globally competent. According to Howlett [1] famed educator, John Dewey created a plan for peace education following the destruction he witnessed during World War I. The goal of peace education was to support curricula that would employ the social sciences to advance global patriotism. Howlett [1] explains that Dewey applied his child-centered concepts to the subjects of geography and history in an effort to promote peace and universal citizenship. The emphasis shifted from memorization of facts to a social science methodology. Dewey pushed educators to include in their curricula the principles of international collaboration and peace. Rasmussen [2] reiterates those challenges as children reach global competency, becoming global citizens.

Frazier defines a global citizen as "a person fully able to engage productively and effectively with the global academic, business, civic and cultural environments" [3]. A global citizen promotes the greater good for everyone, not just for "those of their nation-state" [4].

It is not new to use schools to encourage societal changes related to the development of global citizenship and the related knowledge and abilities. Dewey [40] understood the power schools had to create curriculum and pedagogy that enabled students to think about their place in the world.

The Department of Education (DepEd) is enhancing the basic education curriculum by promoting inclusivity and global citizenship, aligning it with international standards and values such as human rights, social justice, diversity, and sustainability. With efforts led by key officials like Director Jocelyn Andaya and Undersecretary Diosdado San Antonio, DepEd aims to reach 27 million learners by integrating global citizenship education (GCED) and fostering peaceful, inclusive communities. Complementing this,

educational institutions are also tasked with extending their expertise to communities through training, workshops, and technical support, as mandated by CHED under Republic Act 7722. Scholars like Gonzales [5] and Dilao [6] emphasize that community challenges require collaborative, knowledge-based solutions, underscoring the vital role of higher education institutions in societal transformation through responsive and science-based extension programs.

Theoretical Framework

Constructivism

Constructivism is a prominent educational theory that emphasizes the active role of learners in constructing their own knowledge. It contrasts with traditional views where knowledge is passively transmitted from teachers to students. Constructivism posits that learners build understanding through interactions with their environment and existing knowledge frameworks (schemas). This process involves assimilating new information into existing schemas or accommodating new information by revising existing schemas [7].

Constructivism has two main perspectives: Piaget's cognitive constructivism and Vygotsky's social constructivism. Piaget [8] suggests that learners actively construct knowledge through individual experiences and interactions with the physical world. He proposes that learners progress through stages of cognitive development, where they encounter challenges that force them to adapt their existing schemas. This process is essential for the development of cognitive abilities and the construction of knowledge. Vygotsky [9], on the other hand, emphasizes the social aspects of learning. He proposes that knowledge is constructed through interaction with others, particularly more knowledgeable peers or mentors. The "Zone of Proximal Development" (ZPD) highlights the importance of scaffolding, where learners receive support to achieve tasks that are just beyond their current capabilities. This approach emphasizes the role of social interactions in shaping our understanding of the world.

Transformative Learning Theory

Transformative Learning Theory [11], emphasizes the role of experiences in triggering individuals to critically examine their assumptions and ultimately leading to a fundamental shift in their worldview. This theory is particularly relevant in the context of global citizenship education (GCED) as it highlights the potential for transformative learning experiences to influence teachers in integrating GCE principles into their teaching practices. The theory suggests that transformative learning experiences can lead to a shift in teachers' understanding of their role in nurturing global citizens and a greater integration of GCED principles into their teaching strategies.

The key concepts of transformative learning include the disorienting dilemma and the phases of transformative learning. A disorienting dilemma refers to an experience that challenges existing beliefs and assumptions, causing a sense of confusion or discomfort. In the context of GCED Extension activities, such a disorienting dilemma could arise from encountering new perspectives on global issues, social justice, or intercultural understanding. These novel ideas may clash with teachers' existing beliefs about education or their role in fostering global citizenship. The phases of transformative learning involve self-examination, critical reflection on assumptions, and the exploration of alternative perspectives. Teachers engage in self-reflection on their teaching practices and their alignment with GCED principles, critically examine their assumptions about education and their role in fostering global citizenship, and explore alternative approaches to teaching and learning, including the integration of GCED principles.

Culturally Responsive Pedagogy (CRP)

Culturally Responsive Pedagogy (CRP) is an approach to teaching that attempts to address the learning needs of students from marginalized or non-majority populations. It emphasizes the significance of connecting the culture of students and their social situations with the school's curriculum [12]. CRP helps students build empathy towards different opinions and perspectives by boosting their engagement with peers [13].

The key principles of CRP include academic achievement, cultural competence, and sociopolitical consciousness. CRP focuses on cultivating the minds of students by holding high and transparent academic expectations and meeting students where they are. Culturally relevant teachers know the content, the learner, and how to teach the content to the learner [13]. CRP requires that teachers

understand culture and its role in education, take responsibility for learning about their students' culture and community, and interrogate their own identity, culture, biases, and privilege [12]. The classroom should be full of mirrors (students see themselves reflected) and windows (students learn about the lived experiences of others). Additionally, CRP requires that teachers actively educate themselves and their students on the personal and sociopolitical issues that impact their students, their communities, and the world [13]. Students are empowered to think and act in ways that challenge the inequitable status quo. CRP has significant implications for global citizenship education (GCED). By connecting students' cultural experiences and perspectives to the curriculum, CRP can make learning more engaging, relevant, and accessible for all students [12]. This approach promotes a sense of belonging and inclusion in the classroom, which is essential for fostering global citizenship [13].

Education for Sustainable Development (ESD)

Education for Sustainable Development (ESD) is a comprehensive framework that emphasizes the role of education in equipping individuals with the knowledge, skills, values, and attitudes needed to create a more just and sustainable future [14]. This framework is particularly relevant in the context of global citizenship education (GCED) as it highlights the importance of integrating social, economic, and environmental dimensions of sustainability into educational practices [15].

The key principles of ESD include a comprehensive approach, transformative learning, and global citizenship. ESD takes a comprehensive approach to sustainability, encompassing social, economic, and environmental dimensions [14]. This framework recognizes that sustainability is not limited to environmental issues but also involves social and economic aspects [14]. ESD emphasizes the importance of transformative learning, which involves a change in the processes of education to empower learners to take action locally and globally for a sustainable future [15]. Additionally, ESD is closely linked to global citizenship education (GCED) as it aims to equip individuals with the knowledge, skills, values, and attitudes necessary to contribute to a more inclusive, just, and peaceful world [16].

ESD has significant implications for GCED. By integrating ESD principles into educational practices, teachers can help students develop a deeper understanding of global challenges and the role they can play in addressing these issues. This can be achieved through various activities such as incorporating sustainable development lessons into the curriculum to help students understand the interconnectedness of social, economic, and environmental dimensions of sustainability [14]. Service-learning projects can provide students with opportunities to apply their knowledge and skills in real-world contexts, fostering a sense of global citizenship and responsibility [15]. Interdisciplinary learning can help students integrate knowledge from various subjects to understand complex global issues and develop a more holistic understanding of sustainability [16].

Statement of the Problem

The study assessed the impact of the College of Education Extension programs on Global Citizenship Education among its adopted schools from year 2021 to 2024, it sought answers to the following:

1. What are the key themes emerged from the understanding of teachers on Global Citizenship Education (GCED)?
2. What are the manifestations of GCED integration in the teaching of the teacher-beneficiaries?
3. What are the key themes emerged from the educational impact of the GCED Extension Programs among the participants?
4. What are the key terms emerged from the social impact of the GCED Extension Programs among the participants?

2. METHODS

This qualitative study utilized an interpretative case study approach to deeply explore the unique context of Kalinga teachers and their experiences with Global Citizenship Education (GCE). Through purposive sampling, 22 secondary teachers from the DepEd Tabuk City and DepEd Kalinga Divisions were selected due to their active participation in the College of Education Extension programs and their familiarity with GCE concepts. The case study approach allowed the researchers to examine this specific group within their real-life teaching environment, capturing their insights on integrating GCE into classroom

practices. The selected participants offered rich, context-specific data on the educational and social impact of GCE, making the study particularly relevant to the Kalinga Province setting.

Data were collected over two months through multiple methods, including classroom observations, interviews, and document reviews. A total of 14 classroom sessions across core subjects were observed, and extensive interviews were conducted with participating teachers, yielding valuable qualitative data. The analysis followed a four-phase process: initial transcription and organization, descriptive coding, pattern coding to uncover key themes, and synthesis of findings to draw meaningful conclusions. This rigorous analytical process allowed for a detailed understanding of how GCE is being implemented and the influence of extension activities on teachers' pedagogical practices and professional growth.

3. RESULT AND DISCUSSION

Understanding of Teachers on Global Citizenship Education

Teachers in Kalinga Province possess a well-rounded understanding of Global Citizenship Education (GCED), emphasizing responsibility and ethical behavior within the global community. Most teachers (21 out of 22) stressed the importance of promoting peace, sustainability, and understanding global interdependence, aligning with UNESCO's definition of GCED to empower learners to build more peaceful and inclusive societies. Additionally, 19 participants highlighted the need for cultural sensitivity and appreciation to foster inclusivity and reduce ethnocentrism, reflecting the importance of intercultural understanding in GCED. Teachers also recognized the importance of raising awareness about global issues such as climate change and poverty, with 18 participants emphasizing that educating students on these challenges aligns with UNESCO's framework for fostering global responsibility.

Empathy and equality were also key themes noted by 11 participants, emphasizing the emotional and ethical dimensions of GCED. These elements support UNESCO's vision of fostering a sense of belonging to a common humanity based on human rights. While fewer participants (8) discussed civic duties, this theme highlights the need for future training programs to focus on practical engagement in community and global affairs. The study's findings align with Constructivist Theory, where teachers engage students in experiential learning, helping them build an understanding of global citizenship through real-world applications and reflective interactions. This approach allows students to actively construct knowledge about being good global citizens, respecting cultures, and addressing global issues.

GCED Integration in the Teachings of Teacher-Beneficiaries

Teacher-beneficiaries of the Extension program effectively integrated Global Citizenship Education (GCED) by blending local culture with global perspectives in their lessons. In Grade 9 Araling Panlipunan, concepts of supply and demand were contextualized through the sustainable production of Kalinga's traditional rice and coffee, using local farmers as case studies and incorporating group discussions, field visits, and multimedia resources. In Grade 7 Araling Panlipunan, students analyzed local governance initiatives aligned with global cooperation and environmental stewardship through activities like comparative analysis and mock local governance projects. Similarly, Grade 9 English lessons on intercultural communication emphasized Kalinga's cultural heritage, with students participating in cultural exchange sessions, group projects, and discussions on communication styles. These localized teaching strategies enriched the curriculum, allowing students to understand global concepts through their community and fostering a sense of global responsibility rooted in local realities.

Andrews & Aydin [19] highlighted the significance of incorporating GCED into the social studies curriculum to equip students with the tools and resources to advocate for social justice, unity, and equity. Similarly, Bruce et al. [20] emphasized incorporating GCED to help students understand how political, economic, cultural, social, and environmental constructs impact a global society. Byker & Marquardt [21] found that incorporating GCED into teacher preparation programs can help students develop a deeper understanding of global issues and their local relevance. These findings align with the Extension program's approach of using localized scenarios and teaching strategies to enhance students' understanding of global concepts. Furthermore, González-Valencia et al. [22] underscored the need for diverse approaches to GCED, including considering peoples and nations beyond the concept of the state, which is reflected in the Extension program's incorporation of local culture and global perspectives. Dill [23] identified two major trends in considering education for global citizenship: instrumental and critical

approaches. The Extension program aligns with both trends by equipping students with competencies for success in the globalized world while challenging dominant discourses and power structures by incorporating local realities and global perspectives.

Integrating localized scenarios and teaching strategies within the GCED Extension Programs also reflects the principles of Culturally Responsive Pedagogy (CRP). Teachers foster an inclusive and engaging educational environment that respects and values students' cultural backgrounds by incorporating local culture, traditions, and real-world examples into their lessons. This approach makes learning more relevant and meaningful for students and promotes cultural competence, empathy, and social responsibility, essential components of both GCED and CRP.

Emerging Themes on the Educational Impact of the GCED Extension Programs

1. Enhanced Cultural Relevance

One of the key emerging themes in the educational impact of GCED extension programs is the enhancement of cultural relevance. This involves integrating local and global perspectives to create a more inclusive and culturally responsive educational environment. This theme is crucial in promoting cross-cultural understanding, tolerance, and inclusivity, which are essential for building a more harmonious and equitable world.

Teachers reported a significant increase in their ability to make lessons more culturally relevant and engaging for their students. By integrating local scenarios and traditional practices into their subjects, such as sustainable farming techniques in Kalinga or traditional weaving and rice production, teachers felt they could connect with their students on a deeper level. This cultural integration not only made lessons more relatable but also fostered a sense of pride and awareness of their own heritage among students. Teachers observed that students became more interested and participatory in class discussions and activities, which led to improved comprehension and retention of the material.

A study by UNESCO on "Bringing Living Heritage to the Classroom in Asia-Pacific" [24] found that the GCED course empowered educators with the knowledge and tools to foster cultural preservation and intercultural understanding among students. This cultural integration made lessons more relatable and engaging, leading to improved comprehension and retention of the material. Further, another study by Vinschool on "Global Citizenship Education (GCED)" [25] highlighted the benefits of GCED in providing students with knowledge and skills beyond the regular curriculum. By incorporating local scenarios and traditional practices into subjects, GCED helped students develop a sense of pride and awareness of their own heritage, leading to improved student engagement and participation in class discussions and activities.

2. Improved Pedagogical Practices

This theme refers to the enhanced teaching methods and strategies that educators adopt to effectively integrate global citizenship education into their curricula.

The GCED Extension Programs provided teachers with innovative teaching strategies and instructional materials, which they found highly beneficial in enhancing their pedagogical skills. For instance, using case studies, field visits, and hands-on activities allowed teachers to move beyond traditional lecture methods and engage students in more dynamic and interactive learning experiences. Teachers noted that these approaches helped cater to different learning styles and promoted critical thinking, problem-solving, and collaborative skills among students. The use of localized examples also provided a tangible context for abstract concepts, making learning more concrete and meaningful.

A study by Ahmed and Abdel Fattah [26] found that GCED programs improved students' global learning by providing them with interactive and practical experiences. Similarly, a study by Gibson and Reysen [27] demonstrated that teachers' global awareness significantly impacted students' global citizenship identification and endorsement of prosocial values and behaviors. The use of case studies, field visits, and hands-on activities, as mentioned in the text, can be supported by research that emphasizes the importance of experiential learning in developing critical thinking and problem-solving skills. For example, a study by Martin [28] found that students who participated in global citizenship education programs showed increased awareness of global interconnections and developed a sense of responsibility towards global issues.

The incorporation of localized examples to provide a tangible context for abstract concepts can also be validated by research that highlights the importance of contextual learning. For instance, a study by Lenkaitis and Loranc-Paszylk [29] found that students who engaged in global citizenship education programs showed improved understanding of global issues and developed a sense of global citizenship.

3. Strengthened Global Perspective

One of the most profound impacts was the broadening of teachers' and students' global perspectives. By discussing global challenges through local lenses, such as environmental sustainability and human rights, teachers felt they were able to bridge the gap between local issues and global concerns. This integration helped students see the interconnectedness of their community with the wider world, fostering a sense of global citizenship and responsibility. Teachers felt more equipped to address complex global topics in their classrooms, and they noticed an increase in students' awareness and curiosity about global issues, as well as a heightened sense of empathy and social responsibility.

Research has consistently shown that global citizenship education plays a crucial role in fostering a deeper understanding of the interconnectedness between local and global issues. For instance, Oxley and Morris [30] found that such education helps learners see themselves as part of a larger community by recognizing the connections between local and global challenges. This aligns with the teachers' experiences of helping students understand the link between local environmental issues and global concerns like climate change. Studies by Gaudelli [31] and Andreotti [32] further highlight the benefits of global citizenship education. Gaudelli's research suggests that this type of education enhances learners' awareness and curiosity about global issues, as well as their sense of empathy and social responsibility. Andreotti emphasizes the importance of critical global citizenship education, which encourages learners to examine complex issues from multiple perspectives. By discussing global challenges through local lenses, the GCED extension programs align with this approach, enabling teachers to address complex global topics more effectively in their classrooms and fostering a sense of global citizenship and responsibility among students.

Emerging Themes on the Social Impact of the GCED Extension Programs

1. Enhanced Community Engagement

Enhanced Community Engagement refers to the strengthened interaction and collaboration between teachers, students, and the local community, driven by the GCED Extension Programs. Teachers have actively integrated local cultural elements and real-world scenarios into their lessons, creating opportunities for community members, such as farmers, artisans, and policymakers, to participate in the educational process. This engagement includes activities like guest speakers and field visits, enriching the curriculum and helping students connect their studies to their everyday lives, fostering a deeper connection between schools and their communities.

Sklad et al. [33] found that incorporating local perspectives and community engagement in global citizenship education at a Dutch Liberal Arts and Sciences College fostered a deeper connection between schools and their communities. Similarly, the use of guest speakers and field visits in the GCED Extension Programs aligns with the principles of transformative engagement, which highlights the importance of experiential learning activities in promoting civic engagement and community involvement [34]. In addition, the cultural exchange session, where students interacted with elders from the Kalinga community, is also supported by research on intercultural learning experiences. Bishundat et al. [35] emphasized the importance of cultivating critical hope through critical leadership development, which involves fostering empathy and understanding among diverse groups. This approach is reflected in the civic engagement value rubric developed by the Association of American Colleges and Universities [36], which assesses students' ability to work actively in community contexts and collaborate across and within communities. The integration of local cultural elements and real-world scenarios into lessons embodies Constructivist Theory, where students build knowledge through hands-on experiences and reflection. This approach also aligns with Culturally Relevant Pedagogy Theory, emphasizing the importance of connecting students' cultural backgrounds with their learning experiences, fostering inclusivity, and enhancing community engagement.

2. Foster Inclusivity and Empathy

Fostering Inclusivity and Empathy involves creating a classroom environment where diversity is celebrated, and students are encouraged to understand and respect different perspectives. Through the GCED Extension Programs, teachers have been empowered to cultivate such an atmosphere, promoting empathy and social cohesion among students. By integrating discussions on human rights, diversity, and global citizenship, teachers encourage students to explore and appreciate various cultures and viewpoints. Activities like role-playing and group discussions provide opportunities for students to experience and understand the challenges of others, fostering empathy and a deeper appreciation of diversity. These experiences cultivate a supportive and inclusive classroom environment, where every student feels valued and respected, ultimately preparing them to be empathetic and inclusive members of society.

UNESCO [37] emphasizes the role of media and information literacy in fostering global citizenship, which includes developing critical thinking and empathy through intercultural communication and understanding different perspectives. Similarly, Bourn [38] highlights the need for a critical vision of GCED that emphasizes equality and social justice, which involves fostering empathy and understanding among diverse groups. This approach is also reflected in the civic engagement value rubric developed by the Association of American Colleges and Universities [36], which assesses students' ability to work actively in community contexts and collaborate across and within communities. The use of role-playing and group discussions in the GCED Extension Programs to foster empathy and social cohesion is also supported by research on the value of experiential learning activities.

Role-playing and group discussions reflect Constructivist Theory, allowing students to construct knowledge through social interaction and experiential learning.

3. Building Stronger Teacher-Student Relationships

This theme entails fostering deeper connections and mutual understanding between educators and students, facilitated by the GCED Extension Programs. Through personalized approaches and empathetic communication, teachers create an atmosphere of trust and support where students feel valued and understood. By engaging students in discussions about their backgrounds and interests, teachers gain insights into their needs and preferences, leading to meaningful interactions and personalized support. These efforts enhance academic performance and contribute to students' social and emotional development, fostering a positive and inclusive learning environment where both students and teachers thrive.

Ahmed and Abdel Fattah [26] emphasize the role of teacher preparation and professional development programs in enhancing teachers' global awareness and ability to contribute to a more inclusive and just world. Similarly, UNESCO [37] recommends promoting whole-institution approaches and engaging practitioners in international partnerships and exchange programs to foster GCED practices. These findings demonstrate the value of personalized approaches and empathetic communication in fostering deeper connections and mutual understanding between educators and students.

The GCED Extension Programs' emphasis on engaging students in discussions about their backgrounds and interests is also supported by research on the value of student-centered learning approaches. For example, Gibson and Reysen [39] found that teachers' global awareness impacted students' global citizenship identification and endorsement of prosocial values and behaviors. Additionally, O'Flaherty and Liddy [40] highlighted the importance of including education for sustainable development and GCED in research studies, which can prepare students for living in the global world. Tarozzi and Torres [41] emphasized the need for a structural link between GCED and ALE, which involves fostering a sense of belonging to a broader community and common humanity through student-centered learning activities. These findings demonstrate the effectiveness of the GCED Extension Programs in building stronger teacher-student relationships and fostering a positive and inclusive learning environment. The personalized approaches and empathetic communication in building stronger teacher-student relationships reflect Constructivist Theory, emphasizing student-centered learning where knowledge is co-constructed through meaningful interactions.

4. CONCLUSION

Kalinga State University has positioned itself as a hub for Global Citizenship Education (GCED) in the Cordillera Region by integrating local cultural elements into its programs, enhancing global awareness

among teachers and students while fostering pride in Kalinga's heritage. The university's GCED Extension Programs have positively impacted pedagogical practices, introducing innovative strategies such as experiential learning and community-based projects. These initiatives improve student engagement and community collaboration, fulfilling the university's mandate to extend its educational reach. Additionally, by aligning with Education for Sustainable Development (ESD), the programs promote several Sustainable Development Goals (SDGs), highlighting the university's role in advancing global sustainability and inclusivity.

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This research was funded by the College of Education, Kalinga State University, as part of its Extension Program initiatives on Global Citizenship Education (GCED) from 2021 to 2024. No external funding was received.

Ethical Approval

This study was reviewed and approved by the Kalinga State University Research Ethics Committee. The research protocol was granted ethical clearance.

Author Contributions

The author solely conceptualized, designed, conducted, analyzed, and wrote the entire research study

5. RECOMMENDATIONS

1. The College of Education may implement a series of professional development workshops as an extension program for teachers that focus on experiential learning and practical engagement strategies to enhance their understanding and teaching of global citizenship education, ensuring alignment with UNESCO's GCED framework.

2. The College of Education could develop and implement a comprehensive training program series under the College Extension Services Office for teachers that focuses on integrating localized scenarios and teaching strategies into their curricula to enhance the relevance and effectiveness of Global Citizenship Education in alignment with the Department of Education's goals.

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