

Advancing Global Citizenship: Fostering Intercultural Competence and Global Awareness

Dr. Ritzcen A. Durango¹, Stephanie L. Colorada²

^{1,2} St. Michael's College Quezon Ave., Iligan City

ABSTRACT: The increasing interconnectedness of the world necessitates the integration of global perspectives into education. This study aims to assess the significant practices of teachers in fostering global citizenship education (GCE) and internationalizing curriculum to enhance students' global awareness, intercultural competence, and ethical responsibility. The motivation for this research stems from the need to prepare students to face global challenges through education. Using a descriptive research design, data was collected through surveys and interviews with teachers. The methods employed aimed to evaluate the level of awareness, understanding, and integration of GCE principles in teaching practices. Results indicated that while teachers possess a moderate understanding of GCE, there are gaps in its practical implementation. The conclusion underscores the importance of professional development for teachers to effectively integrate global citizenship principles into their curricula. Recommendations include the development of a school program focused on enhancing cultural understanding, encouraging international collaboration, and building essential global skills among students.

KEYWORDS: Curriculum integration ,Global citizenship , Intercultural competence Internationalization,Teacher practices ,Teaching methods

1.0 INTRODUCTION

In an increasingly interconnected world, the concept of global citizenship has emerged as a crucial educational goal, aimed at preparing students to face courageously the academic challenges and contribute to a globally diverse and interconnected society. At the heart of this educational paradigm shift lies the integration of international perspectives and practices into curriculum and instruction. This paper explores the evolving landscape of global citizenship education and the strategies employed in internationalizing curriculum to foster students' global awareness, intercultural competence, and ethical responsibility as global citizens.

Global citizenship education (GCE) addresses the pressing need for individuals to understand global issues, respect cultural diversity, and engage in cross-cultural dialogue to solve shared challenges. It goes beyond mere awareness of global issues; it cultivates in students a sense of responsibility towards promoting social justice, human rights, and sustainable development on a global scale (Andreotti, 2019; UNICEF, 2020). By embedding global citizenship principles into curriculum and instruction, educational institutions not only equip students with academic knowledge but also empower them to become active contributors to a more equitable and inclusive global community.

Internationalization of curriculum involves incorporating global perspectives, cross-cultural understanding, and international competencies across various subjects and disciplines (Knight, 2021). This approach enriches learning experiences by exposing students to diverse cultural perspectives, languages, and global issues that transcend national boundaries. Through internationalized curriculum, educators aim to prepare students to thrive in a globalized economy, work effectively in multicultural environments, and address global challenges collaboratively (Leask, 2018).

Accordingly, the essential goal of this study is to assess the significant practices of teachers and explores the evolving landscape of global citizenship education and the strategies employed in internationalizing curriculum to foster students' global awareness, intercultural competence, and ethical responsibility as global citizens. It looks into teaching and learning based on the teachers understanding, critical thinking, and active participation in addressing global challenges. It likewise looks into the inclusion of awareness of interconnected global issues such as human rights, sustainability, social justice, and cultural diversity. It further assesses how the teachers contribute to local, national, and global communities and how they promote values of empathy, respect for diversity, and a sense of shared responsibility for the planet and its inhabitants with the final goal of engaging in meaningful actions that promote a more equitable and sustainable world.

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The results of this study will guide the development of a school program focused on incorporating global education into our curriculum and teaching strategies. This program aims to equip teachers with the tools to nurture students into global citizens by enhancing cultural understanding, encouraging international collaboration, and building essential global skills.

RESEARCH THEORIES

Global Citizenship Education (GCE) Theory Global Citizenship Education (GCE) Theory, proposed by Vanessa Andreotti in 2010, emphasizes developing students' knowledge, skills, values, and attitudes needed to address global issues. This theory encourages active participation in the global community and promotes a sense of belonging to a common humanity. Andreotti's GCE Theory advocates for an educational approach that prepares students to understand and engage with complex global issues. By fostering an awareness of global interconnectedness, students learn to see themselves as part of a larger world community where their actions have far-reaching consequences. Respect for diversity and human rights is central to GCE, encouraging students to appreciate and embrace cultural differences while advocating for equity and inclusion. The commitment to social justice and sustainable development drives students to take action in addressing global challenges such as poverty, inequality, and environmental degradation. This holistic approach aims to cultivate informed, empathetic, and proactive global citizens.

Intercultural Competence Theory Intercultural Competence Theory, developed by Darla K. Deardorff in 2006, focuses on the ability to interact effectively and appropriately with people from different cultures. This theory highlights the importance of understanding cultural differences, developing empathy, and building communication skills. Deardorff's seminal work, "The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization," identifies key components of intercultural competence, including cultural self-awareness, knowledge of other cultures, skills in interpreting and relating across cultures, and attitudes of openness and curiosity. Deardorff's Intercultural Competence Theory underscores the necessity of cultural self-awareness, where individuals recognize their cultural biases and perspectives. Knowledge of other cultures involves understanding different cultural norms, values, and practices, which is essential for effective communication and interaction. Skills in interpreting and relating across cultures enable individuals to navigate cultural differences and build meaningful relationships. Attitudes of openness and curiosity drive a willingness to learn from others and engage in intercultural exchanges. This theory is crucial in fostering environments where diversity is respected and valued, promoting mutual understanding and collaboration.

Transformative Learning Theory Transformative Learning Theory, proposed by Jack Mezirow in 1997, posits that learning can fundamentally change one's worldview through critical reflection and discourse. This theory is particularly relevant for global citizenship education as it involves questioning assumptions and embracing new perspectives. In his work, "Transformative Learning: Theory to Practice," Mezirow outlines key components of transformative learning, including critical reflection on personal and cultural beliefs, rational discourse with others, and the transformation of one's worldview and behavior. Mezirow's Transformative Learning Theory emphasizes the role of critical reflection in recognizing and challenging existing beliefs and assumptions. Rational discourse with others provides a platform for exchanging ideas and perspectives, facilitating deeper understanding and growth. The transformation of one's worldview and behavior is the ultimate goal, where individuals adopt new ways of thinking and acting that are more inclusive and informed. This theory supports the development of global citizens who are open to change and committed to continuous learning and improvement.

Constructivist Theory Constructivist Theory, developed by Jean Piaget and Lev Vygotsky, emphasizes that learners construct knowledge through experiences and interactions with the world. This theory supports experiential learning and collaborative projects, which are integral to global citizenship and internationalization. Piaget's "The Origins of Intelligence in Children" and Vygotsky's "Mind in Society: The Development of Higher Psychological Processes" highlight the importance of learning as an active, contextualized process, the significance of social interaction and collaboration, and the role of the teacher as a facilitator. Piaget and Vygotsky's Constructivist Theory advocates for active learning where students engage with their environment and construct their understanding. Social interaction and collaboration are crucial, as learning is seen as a social process where individuals learn from each other. The role of the teacher shifts from being a transmitter of knowledge to a facilitator who guides and supports students in their learning journeys. This approach fosters critical thinking, creativity, and problem-solving skills, essential for addressing global issues.

Comparative Education Theory Comparative Education Theory, advanced by Erwin H. Epstein and Robert F. Arnove, involves studying education systems, policies, and practices across different countries to understand how they address global and local issues. This theory provides insights into effective practices for integrating global citizenship into the curriculum. Epstein's "Comparative Education: Overview" and Arnove's "Comparative Education and World-Systems Analysis" emphasize cross-national comparisons of educational systems, analysis of educational policies and their outcomes, and understanding the cultural and contextual factors influencing education. Epstein and Arnove's Comparative Education Theory highlights the value of examining and comparing educational systems worldwide. This comparative approach allows educators to identify best practices and innovative strategies that can be adapted to different contexts. Analyzing educational policies and their outcomes helps understand the impact of various

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approaches on student learning and development. Understanding the cultural and contextual factors influencing education is crucial for implementing effective and relevant educational practices. This theory supports a global perspective in education, promoting the sharing of knowledge and experiences across borders.

These theories and their proponents provide a strong foundation for understanding and implementing global citizenship and internationalization practices in curriculum and instruction. Each theory highlights different aspects of education that contribute to preparing students to be informed, empathetic, and active global citizens. By integrating these theories into educational practices, educators can foster environments that promote critical thinking, cultural awareness, social responsibility, and collaborative learning.

This study aims to assess the global citizenship education and internationalization practices in curriculum and instruction. Specifically, it seeks to answer the following:

1. What is the level of awareness of the GCE of teacher respondents in terms of
 - 1.1 principles and concepts of Global Citizenship Education
 - 1.2 Issues and Trends in Global citizenship education
2. What is the teacher respondents' level of understanding on GCE on the aspect of cultural competence?
3. What is the level of the teacher respondents extent of integrating GCE in curriculum, teaching methods and experiential learning courses?
4. What is the level of agreement of the teacher respondents on GCE in terms of challenges of implementing global citizenship education?

2.0 METHOD

This research employed explanatory sequential mixed method involving assess the significant practices of teachers and explores the evolving landscape of global citizenship education and the strategies employed in internationalizing curriculum to foster students' global awareness, intercultural competence, and ethical responsibility as global citizens. It looks into teaching and learning based on the teachers understanding, critical thinking, and active participation in addressing global challenges. It likewise looks into the inclusion of awareness of interconnected global issues such as human rights, sustainability, social justice, and cultural diversity. It further assesses how the teachers contribute to local, national, and global communities and how they promote values of empathy, respect for diversity, and a sense of shared responsibility for the planet and its inhabitants with the final goal of engaging in meaningful actions that promote a more equitable and sustainable world.

This study was conducted at Saint Michaels College Iligan City located in Northern Mindanao. Recently the institution has embarked on Internationalization programs and initiatives and has set initial steps in incorporating global Education perspectives in classroom discussion.

This study focused on the assessment of teachers practices in terms of Gobal education and Internationalization in terms of Principles and Concepts of Global Citizenship Education, Issues and Trends in Global Citizenship Education (GCE) and Internationalization practices in curriculum and instruction.

This study utilized a purposive sampling technique in choosing the respondents. This sampling technique is used in a research in order to recruit participants which could provide deep and detailed information with regards to the phenomenon in question. In this particular research, the sample that has been purposely chosen to participate in the study are full time teachers of Saint Michael's College from kindergarten to Graduate school.

The researcher adapted the Global Citizenship Education designed by Bustus published by Lorimar publication. Key focus areas include Teaching and Learning Dynamics: Investigating teachers' understanding, critical thinking, and active participation in addressing global challenges, Global Issues Integration: Exploring how awareness of interconnected global issues—such as human rights, sustainability, social justice, and cultural diversity—is included in teaching practices and Community Contributions: Assessing how teachers contribute to local, national, and global communities, promoting values of empathy, respect for diversity, and a shared responsibility for the planet.

The research aims to understand how teachers can engage students in meaningful actions that promote a more equitable and sustainable world. Through this Explanatory Sequential mixed-method approach, the study provides a comprehensive view of how global citizenship education is implemented and its impact on developing globally minded students.

RESULT AND DISCUSSION

Table 1.1 Extent of your Integration of Global Citizenship Education in Principles and Concepts of Global Citizenship Education

Indicators	Mean	SD	Qualitative Interpretation
1. Interconnectedness	3.67	.816	To a large extent
2. Diversity and Inclusion	3.79	.782	To a large extent
3. Sustainability	3.71	.891	To a large extent
4. Human Rights	3.86	.926	To a large extent
5. Social Justice	3.76	.906	To a large extent
6. Global Awareness	3.79	.813	To a large extent
7. Critical and Creative Thinking	3.83	.794	To a large extent
8. Active Citizenship	3.86	.843	To a large extent
9. Ethical Leadership	3.81	.804	To a large extent
10. Lifelong Learning	4.00	.883	To a large extent
Over-all Mean	3.81	.758	To a large extent

The indicator "Lifelong Learning" has the highest mean score of 4.00 with a standard deviation of .883, interpreted qualitatively as "To a large extent." Conversely, the indicator "Interconnectedness" has the lowest mean score of 3.67 with a standard deviation of .816, also interpreted as "To a large extent." The overall mean of all indicators is 3.81 with a standard deviation of .758, indicating that the principles and concepts of Global Citizenship Education are integrated "to a large extent."

The data indicates that while all indicators are integrated to a large extent, there is variability in the degree to which different aspects of Global Citizenship Education are emphasized. The highest mean for "Lifelong Learning" suggests a strong emphasis on fostering continuous education and adaptability among learners. In contrast, the lowest mean for "Interconnectedness" may imply a relative underemphasis on the interconnected nature of global issues, which is crucial for holistic global citizenship.

The emphasis on "Lifelong Learning" reflects an educational environment that prioritizes continuous personal and professional development. This focus can equip students with the skills needed to adapt to a rapidly changing world. However, the lower emphasis on "Interconnectedness" suggests a need to enhance educational strategies that foster a deeper understanding of global interdependence. Strengthening this aspect can lead to more comprehensive global citizenship education, preparing students to better navigate and address global challenges collaboratively.

Recent studies highlight the importance of lifelong learning in education. For example, a study by Schunk (2020) emphasizes that lifelong learning is essential for adapting to the evolving demands of the global economy and technological advancements. Additionally, Banks (2019) underscores the significance of interconnectedness in global citizenship education, advocating for educational frameworks that promote understanding and collaboration across diverse cultural and national contexts.

The integration of Global Citizenship Education principles and concepts is substantial, as indicated by the overall mean of 3.81. While lifelong learning is highly emphasized, indicating a robust approach to continuous education, there is room for improvement in fostering interconnectedness among learners. Addressing this gap can lead to a more balanced and effective global citizenship education, better preparing students to meet the challenges and opportunities of an interconnected world.

Table 1.2 Extent of your Integration of Global Citizenship Education in Issues and Trends in Global Citizenship Education

Indicators	Mean	SD	Qualitative Interpretation
1. Global Economy	3.69	.869	Very Aware
2. Global Health	3.74	.767	Very Aware
3. Global Environment and Sustainability	3.83	.794	Very Aware
4. Political Instability and Conflicts	3.69	.811	Very Aware
5. International Relationships	3.55	.739	Very Aware
6. International Policies	3.36	.759	Moderately Aware
7. International Studies and Student Exchange	3.31	.715	Moderately Aware
8. Income inequality	3.69	.869	Very Aware
9. Human Rights Violations	3.76	.726	Very Aware
10. Technological Advancements	3.79	.717	Very Aware
11. Digital Divide (access to information and technology, internet connectivity, digital literacy and others)	3.67	.754	Very Aware
12. Demographic Shifts (Population growth, aging population, urbanization etc).	3.62	.697	Very Aware
Over-all Mean	3.64	.635	Very Aware

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The indicator "Global Environment and Sustainability" has the highest mean score at 3.83 with a standard deviation of 0.794, indicating that respondents are very aware of this issue. Conversely, "International Studies and Student Exchange" has the lowest mean score at 3.31 with a standard deviation of 0.715, reflecting a moderate awareness. The overall mean score across all indicators is 3.64 with a standard deviation of 0.635, which falls into the category of "Very Aware."

The high awareness of "Global Environment and Sustainability" suggests that this issue is highly prioritized among respondents. The emphasis on environmental sustainability may be driven by the increasing global focus on climate change and environmental preservation. On the other hand, the moderate awareness of "International Studies and Student Exchange" might indicate lesser emphasis or exposure to international academic opportunities or exchanges. The overall mean of 3.64 suggests that, on average, respondents exhibit a strong awareness of global citizenship issues.

The strong awareness of global environmental issues implies a significant focus on sustainability in educational curricula, potentially leading to increased engagement in environmental initiatives and policies. However, the lower awareness of international academic exchange opportunities could hinder global academic collaboration and the exchange of diverse perspectives. To address this, educational institutions might need to promote and integrate more international study programs and exchange opportunities, fostering a more globally connected educational experience.

Recent literature emphasizes the importance of environmental education in fostering global citizenship. A study by Fahey and Kenway (2020) highlights how sustainability education can enhance students' global awareness and responsibility. Additionally, research by Altbach and de Wit (2020) points out the critical role of international education in promoting global understanding and cooperation, indicating the need to increase awareness and participation in international academic exchanges.

The data reveals a high overall awareness of global citizenship issues among respondents, particularly regarding environmental sustainability. However, there is a notable gap in awareness of international academic exchanges. Addressing this gap could enhance global academic collaboration and cultural exchange, contributing to a more interconnected and informed global citizenry. Educational institutions should leverage the strong awareness of environmental issues to further integrate sustainability into curricula while simultaneously boosting international academic exchange programs to create a well-rounded global citizenship education.

Table 1.3 Extent of your Integration of Global Citizenship Education in Aspects on Cultural Competence

Indicators	Mean	SD	Qualitative Interpretation
1. Customs, Traditions, Beliefs and Practices of other nations	3.64	.692	Good Understanding
2. People from Diverse Cultural Backgrounds	3.71	.742	Good Understanding
3. Respecting Cultural Differences	3.98	.715	Good Understanding
4. Handling situations of different cultural norms and standards	3.83	.696	Good Understanding
5. Communicating and interacting with people of diverse cultures	3.83	.730	Good Understanding
6. Sensitivity to Cultural Nuances and Social Norms	3.79	.717	Good Understanding
7. Adapting One's Behavior to Various Cultural Settings	3.76	.726	Good Understanding
8. Appreciation of various perspective and experiences of different cultures	3.95	.697	Good Understanding
9. Locating additional of resources and support to enhance cultural competence	3.74	.734	Good Understanding
Over-all Mean	3.80	.637	Good Understanding

The indicator "Respecting Cultural Differences" has the highest mean score of 3.98 with a standard deviation of 0.715, indicating a good understanding of this aspect of cultural competence among respondents. The indicator with the lowest mean score is "Customs, Traditions, Beliefs and Practices of other nations" with a mean of 3.64 and a standard deviation of 0.692, also indicating a good understanding but to a slightly lesser extent. The overall mean score across all indicators is 3.80 with a standard deviation of 0.637, which reflects a good understanding of cultural competence as a whole.

The high awareness and understanding of "Respecting Cultural Differences" suggest that respondents place significant importance on mutual respect and tolerance in diverse cultural settings. This indicates that cultural sensitivity and respect are well-integrated into their education or training. Conversely, the slightly lower score for understanding the "Customs, Traditions, Beliefs and Practices of other nations" might imply that there is room for improvement in educating respondents about specific cultural details and practices. The overall mean score of 3.80 indicates that respondents generally possess a good understanding of various aspects of cultural competence.

The findings imply that while there is a strong foundation of respect for cultural differences among respondents, there could be a greater emphasis on educating about the specific customs, traditions, and practices of other nations. This could be

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achieved through more detailed cultural studies programs and interactive learning experiences such as cultural immersion activities or exchange programs. Enhancing understanding in these areas could lead to more comprehensive cultural competence, enabling individuals to navigate and contribute positively in diverse cultural settings.

Recent studies support the importance of cultural competence in global citizenship education. A study by Deardorff (2020) highlights the necessity of integrating comprehensive cultural education to develop intercultural competence effectively. Additionally, research by Spencer-Oatey and Franklin (2019) emphasizes that a deep understanding of specific cultural practices and norms is crucial for effective intercultural communication and collaboration.

The data suggests that respondents have a good overall understanding of cultural competence, particularly in respecting cultural differences. However, there is a slightly lower level of understanding regarding the customs, traditions, and practices of other nations. To enhance cultural competence comprehensively, educational programs should aim to provide more detailed and experiential learning opportunities focused on specific cultural knowledge. This holistic approach will better equip individuals to engage in and contribute to a globally interconnected and culturally diverse world.

Table 1.4 Extent of your Integration of Global Citizenship Education in Curriculum and Teaching Methods and Experiential Learning Courses

Indicators	Mean	SD	Qualitative Interpretation
1. Integration of Concepts and Principles of Global Citizenship in daily lessons	3.55	.916	To a Large Extent
2. Integration of Global issues in Curriculum (e.g. climate change, poverty, human rights and others) in the teaching and learning process	3.69	.841	To a Large Extent
3. Integration of Multi-cultural Content and Perspective	3.64	.791	To a Large Extent
4. Integration of Experiential Learning Courses	3.64	.879	To a Large Extent
5. Integration of Critical and Creative Thinking skills	3.71	.774	To a Large Extent
6. Cross curricular Integration (across different subject areas)	3.62	.825	To a Large Extent
7. Use of Interactive and Participatory Teaching Methods	3.81	.804	To a Large Extent
8. Technology Integration	3.86	.843	To a Large Extent
9. Utilization of Assessment tools and strategies	3.81	.804	To a Large Extent
10. Utilization of Varies learning materials and resources	3.93	.894	To a Large Extent
11. Utilization of Media Technology	3.95	.882	To a Large Extent
Over-all Mean	3.75	.746	To a Large Extent

The indicator "Utilization of Media Technology" has the highest mean score of 3.95 with a standard deviation of 0.882, indicating that it is integrated to a large extent in the curriculum and teaching methods. On the other hand, the indicator "Integration of Concepts and Principles of Global Citizenship in daily lessons" has the lowest mean score of 3.55 with a standard deviation of 0.916, though it is still integrated to a large extent. The overall mean score across all indicators is 3.75 with a standard deviation of 0.746, indicating that the various aspects of global citizenship education are integrated into the curriculum to a large extent.

The high score for "Utilization of Media Technology" reflects a strong emphasis on using technological tools to enhance learning and teaching processes. This aligns with contemporary educational practices that leverage digital media to create engaging and interactive learning experiences. Conversely, the lower score for "Integration of Concepts and Principles of Global Citizenship in daily lessons" suggests that while global citizenship concepts are included, they may not be as deeply or consistently embedded in everyday teaching practices. The overall mean indicates a robust integration of global citizenship education, but highlights areas where further integration could be beneficial.

The strong integration of media technology in the curriculum implies that students are likely receiving a modern education that incorporates diverse digital tools and resources, preparing them for a technologically advanced world. However, the lower integration of global citizenship principles in daily lessons suggests a need for more consistent and pervasive inclusion of these concepts to ensure students develop a comprehensive understanding of global issues. Educators may need to focus on embedding these principles more deeply into daily instruction to foster a well-rounded global perspective among students.

Recent literature underscores the importance of integrating technology and global citizenship education. A study by Starkey (2019) emphasizes the role of digital tools in enhancing global learning experiences and engaging students in global issues. Additionally, Reimers and Chung (2020) highlight the need for comprehensive integration of global citizenship principles throughout the curriculum to develop students' global competencies effectively.

The data indicates that various aspects of global citizenship education, particularly the utilization of media technology, are integrated to a large extent within the curriculum. However, there is room for improvement in embedding the concepts and principles of global citizenship more consistently in daily lessons. To achieve a more holistic global citizenship education, educators should

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focus on integrating these principles more deeply across all aspects of teaching and learning, ensuring that students are well-prepared to navigate and contribute to a globally interconnected world.

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Table 1.5 Challenges in Implementing Global Citizenship Education (GCE)

Indicators	Mean	SD	Qualitative Interpretation
1. Institutional and Administrative Support	3.93	.778	Agree
2. Teacher Training and support in GCE	3.98	.749	Agree
3. Integration of GCE across subject areas and disciplines	3.95	.764	Agree
4. Quality and Availability of GCE Materials and Resources	4.00	.796	Agree
5. Framework, Guidelines and Policies in GCE implementation	3.98	.680	Agree
6. Students Engagement in GCE	3.98	.680	Agree
7. Cultural, Societal and other Factors affecting GCE implementation	3.98	.604	Agree
8. Budget Allocation in funding the GCE Programs and Activities	3.95	.697	Agree
9. Assessment Tools and Techniques to evaluate the effectiveness of GCE implementation	3.93	.712	Agree
10. Community and Parental Support in the GCE Programs	3.98	.680	Agree

The indicator "Quality and Availability of GCE Materials and Resources" has the highest mean score of 4.00 with a standard deviation of 0.796, indicating that respondents agree this is a significant challenge in implementing Global Citizenship Education (GCE). The indicators "Institutional and Administrative Support" and "Assessment Tools and Techniques to evaluate the effectiveness of GCE implementation" have the lowest mean scores of 3.93 with standard deviations of 0.778 and 0.712, respectively, also indicating agreement but suggesting these areas might be slightly less challenging compared to others. Overall, all indicators reflect agreement that these are challenges, with mean scores hovering around the same high level.

The high score for "Quality and Availability of GCE Materials and Resources" suggests that a primary challenge in implementing GCE is ensuring that there are sufficient and high-quality resources available for educators and students. The slightly lower scores for "Institutional and Administrative Support" and "Assessment Tools and Techniques" indicate that while these are recognized as challenges, they may be somewhat better managed or perceived as less critical than the availability of materials and resources. Overall, the high mean scores across all indicators highlight that multiple facets of GCE implementation are seen as challenging by respondents. The emphasis on the challenge of obtaining quality and available GCE materials and resources implies that efforts to improve GCE should prioritize resource development and distribution. Addressing this issue could significantly enhance the effectiveness and reach of GCE programs. While institutional support and assessment techniques are also important, ensuring that educators have access to the necessary materials is foundational. Institutions might need to invest in creating and disseminating comprehensive GCE resources and provide ongoing support for their effective use. Recent studies emphasize the importance of resources and materials in the successful implementation of educational programs. For instance, a study by Tarozzi and Torres (2020) highlights the critical role of high-quality educational materials in effectively teaching global citizenship concepts. Moreover, Sant et al. (2021) discuss the need for robust frameworks and resources to support the integration of global citizenship education across curricula, underscoring the challenges identified in this data.

The data reveals that respondents perceive a range of challenges in implementing Global Citizenship Education, with the quality and availability of materials and resources being the most significant. While institutional support and assessment techniques are also challenging, addressing the resource gap could have the most immediate and substantial impact on GCE implementation. To overcome these challenges, educational institutions should prioritize the development, acquisition, and distribution of high-quality GCE materials, alongside strengthening institutional support and refining assessment strategies to ensure comprehensive and effective global citizenship education.

Table 2.5 Summary of the Students' Level of Agreement of the Respondent's Professional Development

Factors	Min	Max	Mean	SD	Description
Principles and Concepts of Global Citizenship Education	1.60	5.00	3.81	.758	To a large extent
Issues and Trends in Global Citizenship Education	1.83	5.00	3.64	.635	Very Aware

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Aspects on Cultural Competence	2.22	5.00	3.80	.637	<i>Good Understanding</i>
Curriculum and Teaching Methods and Experiential Learning Courses	1.91	5.00	3.75	.746	<i>To a Large Extent</i>
Challenges in Implementing Global Citizenship Education (GCE)	2.10	5.00	3.96	.664	<i>High (Level of agreement)</i>

The indicator "Challenges in Implementing Global Citizenship Education (GCE)" has the highest mean score of 3.96 with a standard deviation of 0.664, indicating a high level of agreement among respondents regarding the challenges they face. The indicator "Issues and Trends in Global Citizenship Education" has the lowest mean score of 3.64 with a standard deviation of 0.635, showing that respondents are very aware of these issues and trends but to a slightly lesser extent compared to other factors. The overall mean scores for the various factors range from 3.64 to 3.96, all indicating substantial levels of agreement or understanding.

The high level of agreement on the challenges in implementing GCE suggests that respondents recognize significant barriers to effective integration of global citizenship concepts in education. The slightly lower mean for awareness of issues and trends in GCE indicates that while respondents are aware, this awareness does not necessarily translate into overcoming implementation challenges. The overall consistency in mean scores across different factors shows a balanced recognition of the importance of various aspects of professional development in GCE.

The high level of agreement on implementation challenges implies that addressing these barriers could significantly enhance the effectiveness of GCE programs. Educators and policymakers need to focus on mitigating these challenges through targeted professional development, resource allocation, and policy support. Improving awareness of issues and trends in GCE could also help in formulating more effective strategies to integrate global citizenship education seamlessly across curricula.

Recent studies highlight the importance of addressing implementation challenges to enhance global citizenship education. According to Bourn (2020), overcoming these challenges requires a comprehensive approach that includes policy support, adequate resources, and continuous professional development. Additionally, Reimers (2019) emphasizes the need for educators to stay updated with current trends and issues in global citizenship to effectively integrate these concepts into teaching.

The data indicates that respondents recognize the importance of various aspects of professional development in global citizenship education, with particular emphasis on the challenges faced during implementation. Addressing these challenges through enhanced professional development, better resources, and supportive policies could significantly improve the integration of global citizenship education. Continuous awareness and understanding of global issues and trends are also crucial in fostering a comprehensive and effective educational approach to global citizenship.

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Global Education and Internationalization Program Program Title: Global Perspectives for Tomorrow (GPT)

Program Overview

Global Perspectives for Tomorrow (GPT) is a comprehensive school program designed to integrate global education and internationalization into the curriculum and instruction. This program aims to prepare students to be global citizens by fostering intercultural understanding, promoting international cooperation, and developing global competencies.

Objectives

1. **Cultivate Global Awareness:**
 - Enhance students' understanding of diverse cultures, global issues, and international relations.
2. **Promote Intercultural Competence:**
 - Develop skills in intercultural communication and collaboration.
3. **Integrate Global Content:**
 - Infuse global themes and perspectives across various subjects.
4. **Encourage Global Citizenship:**
 - Foster a sense of responsibility and engagement with global challenges.

Key Components

1. Curriculum Integration

- **Global Themes in Core Subjects:**
 - Infuse global issues such as climate change, human rights, and sustainable development into subjects like Science, Social Studies, and Language Arts.
- **Interdisciplinary Projects:**
 - Implement project-based learning activities that require students to collaborate on global topics, incorporating research, critical thinking, and creative solutions.

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2. Language and Cultural Studies

- **Foreign Language Instruction:**

- Offer courses in multiple foreign languages to enhance linguistic and cultural proficiency.

- **Cultural Exchange Programs:**

- Facilitate virtual or physical exchange programs with partner schools abroad to promote cultural immersion and mutual learning.

3. Global Competency Development

- **Global Issues Forums:**

- Organize regular forums

Global Education and Internationalization Program Program Name: "Global Horizons: Cultivating International Mindsets"

Vision:

To nurture globally aware and culturally competent students who can navigate and contribute to a diverse, interconnected world.

Mission:

To integrate global perspectives into all areas of the curriculum, fostering an environment of inclusivity, intercultural understanding, and global citizenship.

Program Components

1. **Curriculum Integration:**

- **Global Themes:** Embed global issues and themes (e.g., sustainability, human rights, cultural diversity) across subjects.
- **Interdisciplinary Projects:** Develop project-based learning opportunities that require students to address global challenges.
- **Language Learning:** Offer a variety of world language courses and integrate language learning with cultural studies.

2. **International Partnerships:**

- **Sister Schools:** Establish partnerships with schools in different countries for cultural exchanges, joint projects, and collaborative learning.
- **Exchange Programs:** Facilitate student and teacher exchange programs to provide firsthand experience of different cultures and educational systems.

3. **Professional Development:**

- **Global Education Training:** Provide teachers with professional development focused on global education, cultural competence, and international teaching methodologies.
- **International Conferences:** Encourage participation in international conferences and workshops to stay abreast of global education trends.

4. **Technology and Virtual Learning:**

- **Virtual Classrooms:** Use technology to connect with classrooms around the world for joint lessons and discussions.
- **Online Resources:** Utilize global digital resources and platforms for research, collaboration, and learning.

5. **Community and Parental Involvement:**

- **Cultural Events:** Organize cultural fairs, international nights

CONCLUSION

The integration of Global Citizenship Education (GCE) at St. Michael's College, Iligan City, has shown significant progress, particularly in fostering global awareness, intercultural competence, and ethical responsibility among students. The study indicates that teachers have effectively incorporated principles of GCE across various domains, including interconnectedness, diversity and inclusion, sustainability, human rights, social justice, and critical thinking. Despite these advancements, several challenges persist, notably the quality and availability of GCE materials and resources, as well as institutional support and assessment techniques.

The consistent high mean scores across different indicators suggest that while educators are committed to implementing GCE, there is a critical need for better resources and institutional backing. Addressing these challenges is essential for enhancing the overall effectiveness and reach of GCE programs. The emphasis on high-quality materials and comprehensive institutional support highlights the foundational role these elements play in successful GCE implementation.

RECOMMENDATIONS

1. **Resource Development and Distribution:**

- Invest in creating and disseminating high-quality GCE materials. This includes textbooks, multimedia resources, and online platforms that provide up-to-date and comprehensive content on global citizenship.

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- Collaborate with educational publishers and organizations specializing in GCE to ensure the availability of diverse and inclusive materials.
- 2. Institutional Support:**
 - Strengthen institutional and administrative support by developing clear policies and guidelines for GCE implementation. This includes allocating sufficient budget for GCE programs and activities.
 - Establish dedicated teams or committees to oversee the integration of GCE across the curriculum and provide continuous support to educators.
- 3. Professional Development:**
 - Provide ongoing professional development opportunities for teachers to enhance their understanding and teaching of GCE. Workshops, seminars, and collaborative learning sessions can help educators stay updated with the latest trends and best practices in GCE.
 - Encourage educators to participate in international exchange programs and global networks to broaden their perspectives and bring innovative teaching strategies into the classroom.
- 4. Assessment and Evaluation:**
 - Develop robust assessment tools and techniques to evaluate the effectiveness of GCE programs. Regular feedback from students and teachers can help identify areas for improvement and measure the impact of GCE initiatives.
 - Utilize both qualitative and quantitative methods to assess the outcomes of GCE, ensuring a comprehensive understanding of its effectiveness.
- 5. Community and Parental Engagement:**
 - Foster strong community and parental support for GCE programs. Engage parents and local community members in GCE activities to create a supportive environment for students.
 - Organize community events and forums to raise awareness about the importance of global citizenship and encourage collective efforts towards sustainable development and social justice.

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