

AWARENESS TO ACTION: GLOBAL CITIZENSHIP EDUCATION IN A LOCAL HIGHER EDUCATION CONTEXT

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Abstract: This study investigates the awareness and integration of Global Citizenship Education (GCED) principles within the community of the City College of Calamba (CCC). Grounded in UNESCO's GCED framework and the UN Sustainable Development Goal (SDG) 4.7, the research addresses a critical gap in Philippine higher education literature by examining local institutional practices. A quantitative descriptive survey design was employed, utilizing a UNESCO-adapted instrument administered to 103 teaching and non-teaching staff. Non-parametric tests revealed no statistically significant differences in awareness levels of cognitive, socio-emotional, and behavioral dimensions across gender. Findings show high levels of awareness but weaker integration into teaching practices and professional services. The study highlights both opportunities and challenges in operationalizing a whole-school approach to GCED. Contributions include practical recommendations for curriculum enhancement, staff training, and policy reforms that can inform not only CCC but also other similar higher education institutions in the Asia-Pacific region.

Keywords: Global Citizenship Education, Awareness, Integration, Gender Differences, Higher Education, Philippines.

Introduction

Despite UNESCO's consistent emphasis on Global Citizenship Education, there remains a notable gap in empirical studies that assess GCED awareness and implementation within Philippine higher education institutions. While international research has explored Asia-Pacific cases, localized assessments remain limited. This study addresses this gap by examining the City College of Calamba (CCC) as a representative local case, thereby contributing evidence that links institutional practices to the broader goals of SDG 4.7 on education for sustainable development and global citizenship.

The increasing global interconnectedness and the imperative to address pressing global challenges, including sustainability, social justice, and intercultural understanding, underscore the critical importance of fostering global citizenship among individuals. Global Citizenship Education (GCED), as defined by UNESCO (2015) and other pertinent international organizations, is designed to equip learners with the essential knowledge, skills, values, and attitudes necessary to actively contribute to a more just, peaceful, and environmentally sustainable world. Within this context, higher education institutions hold a significant responsibility in cultivating GCED among their communities (Andreotti, 2011). This research endeavors to investigate the landscape of GCED awareness and integration specifically at the City College of Calamba (CCC), situated within the Philippine higher education

system. Understanding the current state of GCED within this local college setting is crucial for informing future institutional initiatives and policy development aimed at promoting global citizenship. Furthermore, this study seeks to contribute to the broader scholarly discourse on GCED within the Philippine higher education context by addressing the existing gap in knowledge regarding its specific levels of awareness and integration in a local college. The findings of this research are anticipated to provide valuable insights for curriculum enhancement, faculty professional development, and the formulation of institutional policies related to GCED at CCC, potentially offering transferable lessons for similar institutions within the region. The scope of this investigation is deliberately focused on the awareness and integration of GCED among the teaching and non-teaching staff at CCC, acknowledging any inherent limitations such as the specific participant population and the defined research timeframe.

Research Questions

This research aims to address the following key questions: First, what is the level of awareness among teaching and non-teaching staff at the City College of Calamba regarding the core conceptual dimensions of Global Citizenship Education, namely the cognitive, socio-emotional, and behavioral dimensions? Second, is there a statistically significant difference in the level of awareness of these three dimensions of GCED between male and female teaching and non-teaching staff members at the City College of Calamba? Third, what is the perceived level of evidence of a whole-school approach to GCED at the City College of Calamba, as reported by its teaching and non-teaching staff? Fourth, to what extent do teaching personnel at the City College of Calamba report actively integrating GCED approaches into their respective courses? Finally, to what extent do non-teaching personnel at the City College of Calamba report integrating GCED approaches into their daily professional services?

Research Framework

The theoretical underpinnings of this study are primarily drawn from UNESCO's comprehensive framework for Global Citizenship Education (UNESCO, 2015), which delineates three interconnected core conceptual dimensions. The cognitive dimension emphasizes the acquisition of knowledge and the development of critical thinking skills concerning global and local issues, as well as an understanding of the interconnectedness and interdependence of nations and communities. The socio-emotional dimension focuses on cultivating values and attitudes such as empathy, solidarity, respect for diversity, and a profound sense of belonging to a shared humanity. Finally, the behavioral dimension underscores the importance of taking effective and accountable action at local, national, and global levels to contribute to a more harmonious and sustainable world. Complementing these dimensions are key learning competencies associated with GCED, including social participation, the ability to engage in multicultural coexistence with mutual respect, the capacity for critical thinking, and effective problem-resolution skills. Additionally, this study considers the holistic perspective of the whole-school approach to GCED, which advocates for the pervasive integration of GCED values and practices across all facets of an educational institution, encompassing leadership practices, curriculum design, pedagogical methodologies, student-led activities, and engagement with the wider community. Regarding the practical application of GCED, its integration in teaching involves the incorporation of global perspectives within course content and through varied assessment strategies, while for non-teaching staff, it entails the promotion of inclusivity and global awareness through their daily professional practices and interpersonal interactions. These foundational theoretical concepts and

frameworks directly shape the research questions guiding this investigation and the design of the survey instrument employed to gather data on these specific dimensions and approaches within the context of CCC.

Methods and Procedure

Research Design

The methodological framework of this study is grounded in a quantitative descriptive survey research design, which was deemed appropriate for assessing the current status of Global Citizenship Education (GCED) awareness and integration within the community of the City College of Calamba (CCC). This particular design facilitates the systematic description of the characteristics of the study population and directly addresses the research questions concerning awareness levels and the perceived extent of integration.

Sampling and Respondents of the Study

The research was conducted at the City College of Calamba, a prominent local higher education institution situated in the Philippines. The college's articulated mission and vision, alongside the demographic profile of its faculty and staff, provide the essential context for this investigation. CCC was strategically chosen as the research locale to gain specific insights into the implementation of GCED within a local college environment in the Philippine context. The target population for this study encompassed all teaching and non-teaching staff employed at CCC. A simple random sampling was employed to recruit participants for the survey instrument. The final sample comprised 103 respondents, whose detailed demographic characteristics are presented in the subsequent results section. It is important to acknowledge that the utilization of simple random sampling, but due to voluntary constraints only the turnover answered surveys were measured and introduces a potential limitation that should be taken into consideration when interpreting the overall findings of the study. Similar to other studies conducted in CALABARZON institutions (Lanuza, 2023a), which emphasized institutional resilience in adapting to post-pandemic challenges, CCC provides a valuable case for examining how local colleges operationalize global educational goals such as GCED.

Data Gathering Technique

The primary instrument for data collection was a survey questionnaire that was carefully adapted from the UNESCO Bangkok GCED Instrument (UNESCO Bangkok, 2014) to ensure its relevance to the local context. This questionnaire was structured to include distinct sections addressing participant demographics, awareness of the cognitive, socio-emotional, and behavioral dimensions of GCED (measured using a 5-point Likert scale), the perceived evidence of a whole-school approach, and the self-reported integration of GCED principles within teaching practices (for faculty members) and service delivery (for non-teaching personnel). The analysis of the collected data involved a systematic process. Initially, the raw data were processed through cleaning, coding, and entry into the Statistical Package for the Social Sciences (SPSS) software. Descriptive statistics, including measures of central tendency such as means and standard deviations, were calculated to describe the levels of awareness and the perceived extent of integration. Additionally, frequencies and percentages were utilized to summarize the demographic information of the participants and their responses to specific items within the survey. To examine potential differences in awareness levels based on the participants' sex,

non-parametric statistical tests, specifically the Kruskal-Wallis Test and the Median Test, were employed. These non-parametric tests were chosen due to the possibility that the collected data might not fully meet the assumptions of parametric statistical tests, such as the assumption of normality. For all statistical analyses conducted in this study, the level of statistical significance was predetermined at a probability (p) value of less than 0.05. Throughout the entire research process, adherence to ethical considerations was paramount. Prior to their participation, informed consent was obtained from all respondents, ensuring they were fully aware of the study's purpose and the voluntary nature of their involvement. Stringent measures were implemented to safeguard the anonymity and confidentiality of the data collected, in full compliance with relevant data privacy laws (e.g., Republic Act No. 10173 [Philippine Data Privacy Act of 2012]). Participants were explicitly informed of their right to withdraw from the study at any point without any repercussions. Finally, formal approval for the conduct of this research was obtained from the authorized offices of the institution.

Results and Discussion

The presentation of results based on the research questions were arranged accordingly in this section.

Demographic profile of the respondents

Table 1 The Frequency distribution of the respondent's profile in terms of Age

Age	Frequency	Percentage
20 and Below	9	8.7%
21-30	35	34%
31-40	23	22.3%
41-50	21	20.4%
51-60	10	9.7%
61-70	2	1.9%
71 and Above	3	2.9%
Total	103	100%

The demographic profile of the respondents is presented in Tables 1 through 4. Table 1 illustrates the age distribution, revealing a predominantly younger to middle-aged workforce at the City College of Calamba, with the largest segment falling within the 21-30 age range. This age distribution may have implications for the receptiveness and engagement with new educational paradigms like GCED, as younger educators might be more familiar with contemporary global issues and pedagogical approaches (Prensky, 2001).

Table 2 The Frequency distribution of the respondent's profile in terms of Sex

Sex	Frequency	Percentage
Male	41	39.8%

Female	62	60.2%
Total	103	100%

Table 2 details the sex of the respondents, indicating a higher representation of female staff compared to male staff. This gender distribution is important to consider in the context of educational settings and may influence perspectives and experiences related to GCED (although our subsequent analysis found no significant differences in awareness based on sex).

Table 3 The Frequency distribution of the respondent's profile in terms of Classification

Classification	Frequency	Percentage
Administrator and Teaching Personnel	10	9.7%
Non-Teaching Personnel and Part-time Teaching Personnel	4	3.9%
Non-Teaching Personnel only	46	44.7%
Part-time Teaching Personnel only	1	1.0%
Security Personnel	4	3.9%
Teaching Personnel only	38	36.9%
Total	103	100%

Table 3 presents the classification of the respondents, highlighting that the largest groups were non-teaching personnel only and teaching personnel only. Understanding the perspectives of both teaching and non-teaching staff is crucial for a comprehensive assessment of GCED integration within the institution, as a whole-school approach necessitates the involvement of all stakeholders (UNESCO, 2015).

Table 4 The Frequency distribution of the respondent's profile in terms of Tenure of Service

Tenure of Service	Frequency	Percentage
Contract-of-Service	72	69.9%
Permanent employee	31	30.1%

Total	103	100%
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Finally, Table 4 shows the tenure of service, with a majority of staff being under contract-of-service. This prevalence of contract-based employment might influence job security and potentially the level of investment in long-term institutional initiatives like GCED integration.

Gced conceptual dimension and learning competencies awareness

Table 5 The Mean distribution of the awareness of the respondents on the core conceptual dimension

Core Conceptual Dimensions	Mean	Verbal Interpretation
Cognitive	4.19	Moderately Aware
Socio-emotional	4.39	Extremely Aware
Behavioural	4.42	Extremely Aware
Grand Mean	4.33	Extremely Aware

of GCED

Table 5 presents the awareness of the respondents regarding the core conceptual dimensions of GCED. The high mean scores across the cognitive, socio-emotional, and behavioral dimensions suggest a strong foundational understanding of GCED principles among the staff. The "Extremely Aware" interpretation for the socio-emotional and behavioral dimensions, and "Moderately Aware" for the cognitive dimension, indicates that the respondents generally grasp the importance of global interconnectedness, respect for diversity, and taking action for a sustainable world. This level of awareness is a positive precursor for the effective integration of GCED within the institution (Oxley & Morris, 2013). In the Philippine context, several scholars have examined innovative strategies for improving teaching and institutional resilience. For example, Lanuza (2017) explored outcomes-based education strategies in mathematics instruction, while Lanuza (2022) demonstrated the effectiveness of active learning strategies such as the gallery walk in enhancing student engagement and performance. These studies highlight the importance of contextualized approaches to global education frameworks, showing that awareness must be complemented by practical, localized strategies for implementation.

Table 6 The Mean distribution of the awareness of the respondents on the core learning competencies of GCED

Core Learning Competencies	Mean	Verbal Interpretation
Social participation	4.34	Extremely Aware
Multicultural coexistence	4.39	Extremely Aware
Discovering and setting tasks	4.36	Extremely Aware
Critical thinking	4.35	Extremely Aware
Collaboration	4.42	Extremely Aware
Gathering and using materials	4.37	Extremely Aware
Expression/communication	4.29	Extremely Aware
Problem resolution	4.35	Extremely Aware
Grand Mean	4.36	Extremely Aware

Table 6 details the awareness of the respondents regarding the core learning competencies of GCED. The consistently high means across all competencies, interpreted as "Extremely Aware," signify that the staff recognize the importance of skills such as social participation, multicultural coexistence, critical thinking, and problem resolution in fostering global citizenship. This understanding of the necessary competencies can facilitate the development of curricula and activities that aim to cultivate these skills in students and be reflected in professional practices (Tibbitts, 2002).

GCED in whole-school approach

Table 7 The Mean distribution of the awareness of the respondents GCED in whole-school approach

Aspects	Mean	Verbal Interpretation
Presence of active school leadership in promoting GCED.	4.40	Extremely Evident
Contextualized curriculum integrating GCED	4.34	Extremely Evident
Participatory GCED learning in student council and other organizations.	4.30	Extremely Evident
Invited City officials that give lectures on city policies and plans.	4.33	Extremely Evident
Grand Mean	4.34	Extremely Evident

Table 7 illustrates the perceived evidence of GCED in a whole-school approach at the City College of Calamba. The high means for aspects such as active school leadership, contextualized curriculum, participatory learning, and invited city officials, all interpreted as "Extremely Evident," suggest that the respondents perceive the institution as actively promoting and embedding GCED principles across various levels. This positive perception of a whole-school approach is crucial for the successful mainstreaming of GCED within the educational environment (UNESCO, 2015).

Integration of GCED in courses and services

Table 8 The Mean distribution of the Integration of GCED in the courses of teaching personnel

Aspects	Mean	Verbal Interpretation
Situational lecture examples about global, regional, national, and local issues.	3.17	Sometimes
Learning material for students that emphasizes the basic knowledge, ideals, and obligations about GCED.	3.10	Sometimes
Assessment of students that highlights their experiences and actions towards creating a sustainable world at the local, national, and global levels.	3.13	Sometimes
Grand Mean	3.13	Sometimes

Table 8 presents the integration of GCED in the courses of teaching personnel. The lower means for situational lecture examples, learning material emphasizing GCED, and assessment highlighting sustainable actions, all interpreted as "Sometimes," indicate that while awareness is high, the actual incorporation of GCED principles into teaching practices might be less frequent. This gap between awareness and implementation is a common challenge in educational reform and suggests a need for targeted support and resources for faculty to translate their understanding into pedagogical practices (Fullan, 2007).

Table 8 The Mean distribution of the Integration of GCED in the services of non-teaching personnel

Aspects	Mean	Verbal Interpretation
Situational lecture examples about global, regional, national, and local issues.	3.17	Sometimes
Learning material for students that emphasizes the basic knowledge, ideals, and obligations about GCED.	3.10	Sometimes
Assessment of students that highlights their experiences and actions towards creating a sustainable world at the local, national, and global levels.	3.13	Sometimes
Grand Mean	3.13	Sometimes

Table 9 details the integration of GCED in the services of non-teaching personnel. The finding that engagement with co-employees respecting diversity occurs "Often," while the promotion of global citizenship in decision-making and participation in related activities happen "Sometimes," suggests that while interpersonal interactions align with GCED principles, the explicit integration into broader professional roles might be less consistent. Recognizing and fostering the role of non-teaching staff in contributing to a globally aware and inclusive institutional culture is an important aspect of a comprehensive GCED strategy (UNESCO, 2015). The gap between awareness and integration resonates with findings from Lanuza (2023b), who observed that pedagogical practices during the transition to post-pandemic classrooms in Philippine higher education required deliberate institutional support to translate awareness into consistent teaching strategies. This suggests that awareness of GCED at CCC must likewise be reinforced by training and structured institutional policies.

The comparison of GCED conceptual dimension and learning competencies awareness when grouped according to profile

Table 10 Kruskal Wallis-Test

Sex		N	Mean Rank
Median1	Male	41	51.49
	Female	62	52.34
	Total	103	
Median2	Male	41	54.59
	Female	62	50.29
	Total	103	
Median3	Male	41	53.43
	Female	62	51.06
	Total	103	

	Median1	Median2	Median3
Chi-Square	.025	.605	.181
df	1	1	1
Asymp. Sig.	.874	.437	.670

Table 11 Median Test

		Sex	
		Male	Female
Median1	> Median	18	28
	<= Median	23	34
Median2	> Median	24	27
	<= Median	17	35
Median3	> Median	20	27

<= Median		21	35
	Median1	Median2	Median3
N	103	103	103
Median	4.0000	4.0000	4.5000
Chi-Square	.016	2.218	.272
df	1	1	1
Asymp. Sig.	.900	.136	.602
Yates' Continuity Correction	Chi-Square		
	.006	1.659	.102
	df	1	1
	Asymp. Sig.	.939	.198
			.749

To investigate potential differences in GCED awareness based on the sex of the respondents, non-parametric Kruskal-Wallis tests were conducted. The results of these tests indicated no statistically significant differences in the median awareness scores between male and female respondents for the cognitive (Chi-Square = 0.025, df = 1, p = 0.874), socio-emotional (Chi-Square = 0.605, df = 1, p = 0.437), and behavioral (Chi-Square = 0.181, df = 1, p = 0.670) dimensions. Similarly, Median tests also failed to reveal any significant differences between male and female respondents in the proportion of individuals scoring above or below the median for the cognitive (Chi-Square = 0.016, df = 1, p = 0.900), socio-emotional (Chi-Square = 2.218, df = 1, p = 0.136), and behavioral (Chi-Square = 0.272, df = 1, p = 0.602) dimensions. These findings suggest that, within the context of CCC, the level of awareness regarding the core conceptual dimensions of GCED does not appear to be significantly influenced by the gender of the staff members. These results align with previous research on faculty perceptions of global awareness in higher education (Banks, 2004). The perceived evidence of a whole-school approach to GCED was examined through several items in the survey.

Tables 10 and 11 present the results of the Kruskal-Wallis and Median Tests examining differences in GCED awareness based on sex. The lack of statistically significant differences across the cognitive, socio-emotional, and behavioral dimensions indicates that both male and female staff at the City College of Calamba demonstrate similar levels of understanding regarding the fundamental concepts of global citizenship education. This finding suggests that GCED awareness is relatively consistent across gender within the institution.

Summary of Results, Conclusion, and Recommendations

In summary, this study's findings indicate a generally commendable level of awareness concerning the cognitive, socio-emotional, and behavioral dimensions of Global Citizenship Education among both

the teaching and non-teaching staff at the City College of Calamba. Notably, the statistical analyses revealed no significant differences in the levels of awareness across these dimensions based on the gender of the respondents. The perceived evidence of a whole-school approach to GCED and the self-reported integration of GCED principles into both academic courses and professional services demonstrated variability across different aspects, highlighting areas within the institution where GCED is more evident and areas that may benefit from further attention and development (UNESCO, 2015). In conclusion, while a foundational understanding of GCED appears to be present within the CCC community, sustained and strategic efforts are essential to further strengthen its comprehensive integration across all levels of the institution's academic and administrative functions. As emphasized in Lanuza (2023a), building resilient teacher education institutions requires a holistic model encompassing leadership, curriculum, and staff well-being. This aligns with our recommendation for CCC to adopt a more structured whole-school approach to GCED, ensuring that awareness is effectively translated into sustained practice. Based on the key findings and the overall conclusions of this study, the following recommendations are proposed for the City College of Calamba: [Provide specific and actionable recommendations aimed at enhancing GCED awareness among faculty and staff if indicated by the results, strengthening the implementation of a whole-school approach to GCED, developing targeted strategies for the deeper integration of GCED principles within the curriculum of various disciplines, identifying and promoting effective ways to further engage non-teaching staff in fostering GCED within the institutional environment, and suggesting potential avenues for future research that could build upon the insights gained from this study.]

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