
Implementation of Global Citizenship Education (GCED)-Based Subjects in Developing Civic Competence of Senior High School Students: Basis for an Integration Framework

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ABSTRACT

This descriptive-correlational study was undertaken among the students and teachers of the Senior High School at the University of Perpetual Help System Manila to investigate the implementation of Global Citizenship Education (GCED)-based subjects in developing civic competence of the students. The findings of the study showed that Community Engagement, Solidarity and Citizenship, Philippine Politics and Governance, and Understanding Culture, Society, and Politics were very highly implemented and contributed to the development of the civic competencies of the students in terms of civic knowledge, civic skills, civic attitudes, and community participation. Furthermore, the utilization of strategies by the teachers in teaching GCED-based subjects was found to be very highly implemented; through this, students were encouraged to be critical thinkers and active citizens of society. The results also showed a significant positive relationship between the implementation of GCED-based subjects and the manifestation of civic competencies, indicating that effective implementation of GCED-based subjects strengthens students' civic competence. The selected research design and the study setting may limit the generalizability of the findings; therefore, future studies are encouraged to examine the implementation of GCED in broader educational contexts. This study emphasizes GCED-based subjects as an effective tool in promoting civic competence, and it provides a framework for strengthening Global Citizenship Education in the Senior High School curriculum.

Keywords: Civic Competence, Community Engagement, Global Citizenship Education, Philippine Politics and Governance, Senior High School Students, Understanding Culture, Society and Politics

INTRODUCTION

Global Citizenship Education has emerged in the educational setting in this era as a transformational educational approach that enables students to have the knowledge, skills, values, and attitudes that are essential in helping the students to provide various solutions to address issues locally and globally. According to UNESCO (2025), GCED enables students to develop profound knowledge about the world and prepares them to contribute to society for it to become more peaceful, inclusive and sustainable. As the system of education of the different countries all over the world becomes increasingly interconnected through globalization, many countries have integrated GCED in their curriculum fostering citizens who are responsible and globally competent.

Awareness, democracy, human rights, social responsibility, and sustainability are the goals of Global Citizenship Education. According to Chivunda and Mupeta (2023), GCED is a transformative form of learning that enables students to develop knowledge, skills, and attitudes that make them

contributors to making the world a just and peaceful place. Likewise, according to Swee-Hin (2025), through GCED, students were able to understand different issues surrounding the world while cultivating tolerance, critical thinking, and civic engagement.

In the Philippine educational setting, Global Citizenship Education has been integrated in the curriculum of K-12 through the subjects Community Engagement, Solidarity, and Citizenship, Philippine Politics, and Governance, and Understanding Culture, Society, and Politics. These subjects aim to develop civic competence, global awareness, and active participation of the students. The GCED integration is supported by the Republic Act No. 10533, known as the Enhanced Basic Education Act of 2013 that seeks to develop graduates that are equipped with 21st century skills, globally competitive, and socially responsible. Furthermore, the 1987 Philippine Constitution mandates institutions of education in the country to promote nationalism, patriotism, respect for human rights, and civic consciousness among the students. These principles align with the goals of GCED and it supports the development of the civic competence of the students.

GCED over the past two decades accumulates attention in the different systems of education around the globe as it enables learners to develop an understanding of diverse global, national and local issues (Bosio et al., 2023). It only shows that GCED has become a great factor for the country's pursuit in building students that are critically aware and globally knowledgeable individuals. It also helps in providing an avenue for the teachers and learners to acquire the necessary skills that will help in nation building. Global Citizenship Education is a key component in 21st century education. The integration of GCED in the curriculum equips the students with the knowledge, skills, values, and attitudes that is essential for developing globally aware individuals and socially responsive citizens.

Despite the growing emphasis on Global Citizenship Education, there are limited studies that have examined the implementation of GCED-based subjects and the role of these subjects in developing the civic competence among the Senior High School students. Thus, this study was conducted to determine the implementation of GCED-based subjects in developing the civic competence of the Senior High School students and to propose an integration framework based on the findings.

Statement of the Problem

This study aimed to determine the implementation of Global Citizenship Education (GCED)-based subjects in developing the civic competence of Senior High School students of the University of Perpetual Help System Manila. Specifically, it sought to answer the following questions:

1. What is the level of implementation of Global Citizenship Education (GCED)-based subjects in developing civic competence of Senior High School students in terms of:
 - a. Community Engagement, Solidarity and Citizenship;
 - b. Philippine Politics and Governance; and
 - c. Understanding Culture, Society, and Politics
 2. What is the level of manifestation of civic competencies among the Senior High School students in terms of:
 - a. Civic Knowledge;
 - b. Civic Skills;
 - c. Civic Attitudes;
 - d. Community Participation?
 3. What is the level of utilization of strategies in the implementation of GCED-based subjects in developing civic competence?
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4. Is there a significant relationship between the implementation of GCED-based subjects and the manifestation of civic competencies among students?
5. What integration framework can be proposed based on the findings of the study?

Scope and Delimitations

This study focused on the implementation of Global Citizenship Education (GCED)-based subjects in developing civic competence of the Senior High School students of University of Perpetual Help System Manila. Specifically, the study examined the subjects Community Engagement, Solidarity and Citizenship, Philippine Politics and Governance, and Understanding Culture, Society and Politics. The respondents consisted of students in Senior High School who are enrolled in these subjects and the teachers who are handling the identified subjects. Other subject areas were excluded to maintain focus.

Review of Related Literature

In the 21st century Global Citizenship Education has become a major approach in education due to the advancements in technology, globalization, and increasing interconnectedness of the countries around the globe. According to the United Nations Educational Scientific and Cultural Organization (UNESCO) 2025, is an educational approach that equips students' knowledge, skills, attitudes, and values they need to become responsible citizens that are capable of addressing issues in local and global settings. GCED promotes critical thinking, human rights, intercultural understanding, peace, social responsibility, and sustainable development.

According to Somani (2022), Global Citizenship Education provides students communication, dialogue, mediation, and negotiation skills that are essential in understanding and solving conflicts. It also advances a culture of peace, harmony, and respect among individuals and cultures around the world. With the help of classroom discussions, collaborative learning activities, and experiential learning activities, students become aware of issues in the society and students can become more confident to be part of the community who actively find solutions and answers to the existing problem in the society.

Descaldo and Pecson (2025) underscored that education and globalization are two important tools that develop students who can think and act globally while remaining to be responsible citizens of the society. Similarly, based on Warikanda et al. (2023) global education frameworks contribute to the development of individuals who are aware of their culture, responsible in the society, and democratic citizens who are capable of effectively participating in the communities locally and globally.

Global Citizenship Education is connected to Sustainable Development Goals 4.7, in which it ensures that students will gain knowledge and skills needed to promote gender equality, global citizenship, human rights, and sustainability. According to UNESCO (2024), it is important to ensure that the goals are achieved through monitoring and evaluating the system of education.

In the educational system of the Philippines, Global Citizenship Education is integrated in the curriculum of Senior High School through different subjects such as Community Engagement, Solidarity and Citizenship, Philippine Politics and Governance, and Understanding Culture, Society and Politics. These subjects offer opportunities for the students to develop civic awareness, cultural understanding and respect, political knowledge, and social responsibility. GCED-based subjects integration allows students to become active agents that openly participate in the development of the community and building the nation.

Research further implies that Global Citizenship Education significantly contributes to the development of civic competence. Gomez and Suarez (2023) emphasized that civic and citizenship education equips students with necessary competencies that will allow them to participate in civic and political life. Civic competence includes civic knowledge, civic skills, civic attitudes, and community participation.

Furthermore, Choo et al. (2025) underscores that values education is a fundamental tool in addressing global issues, social justice, equality, and civic engagement. Through values education, students will develop awareness of the different social issues, will be responsible citizens, and will develop respect for diversity. Likewise, based on Afriadi and Fitri (2025) civic education is important as it shapes the national identity and social responsibility of students amidst the increasing globalization.

Lastly, transformative learning approaches in education can contribute to the development of civic competence of an individual. Chanda (2024) found out that experiential learning activities such as civic engagement programs, community projects, and service learning effectively bridge theoretical knowledge and the practical application. These approaches will enable students to actively participate in addressing concerns about the society while strengthening civic responsibility.

Theoretical Framework

This study is grounded in the Social Learning Theory developed by Albert Bandura (1977) and the Experiential Learning Theory introduced by David Kolb (1984).

Based on the Social Learning Theory of Albert Bandura, through observation, social interaction, and shared experiences individuals develop their knowledge, skills, and attitudes. In the context of Global Citizenship Education through the use of different pedagogies such as classroom discussions, collaborative learning activities, community engagement activities, and interactions with teachers and other students will acquire different values and principle. These learning experiences contribute to the students' development of civic knowledge, civic skills, civic attitudes, and active participation in the community.

On the other hand, based on the Experiential Learning Theory of David Kolb, through direct experience, reflection, conceptualization, and the application of acquired knowledge learning of individuals can take place. This stance supports the implementation of GCED-based subjects, as it gives the students an avenue to engage themselves in real-world scenarios that are related to community participation, cultural awareness, political participation, and social responsibility. Students can deepen their understanding of citizenship while developing different competencies needed for meaningfully participating in the society through actively participating in civic-oriented activities.

Together, these theories provide a solid theoretical foundation for explaining how GCED-based subjects contribute to the development of civic competence among Senior High School students.

Conceptual Framework

The study is premised to the assumption that the implementation of Global Citizenship Education (GCED)-based subjects influences the development of civic competence of the students in Senior High School.

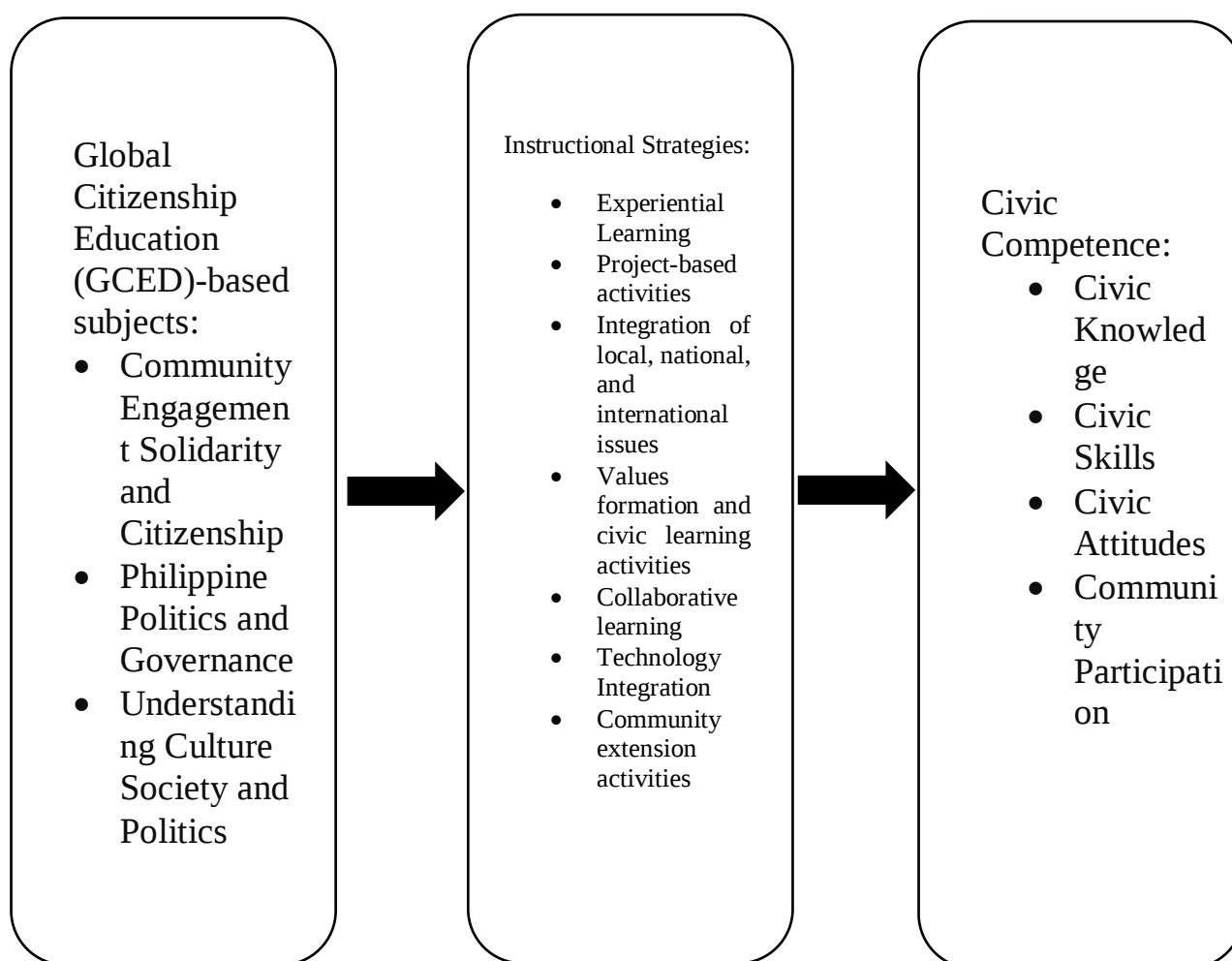
Figure 1 presented the conceptual framework of the study. This framework showed how the implementation of Global Citizenship Education (GCED)-based subjects influenced the development of civic competence of Senior High School students. The GCED-based subjects were Community Engagement, Solidarity and Citizenship, Philippine Politics and Governance, and Understanding Culture, Society and Politics, these subjects exposed students to different concepts about civics, democratic values, and responsibilities in the society.

The framework showed that the effectiveness of GCED-based subjects was enhanced through different instructional strategies. Furthermore, through the activities and learning experiences, students are expected to develop their civic competencies such as civic knowledge, civic skills, civic attitudes, and community participation. Additionally, utilization of appropriate instructional strategies in delivering GCED-based subjects contributed significantly to the development of civic competence of the students.

METHODOLOGY

A quantitative research approach was employed in this study to investigate the implementation of Global Citizenship Education (GCED)-based subjects and their contribution in the development of civic competence among Senior High School students at the University of Perpetual Help System Manila. Specifically, it examined the implementation of Community Engagement, Solidarity and Citizenship, Philippine Politics and Governance, and Understanding Culture, Society and Politics, and how these subjects contribute to students' civic competence in the areas of civic knowledge, civic skills, civic attitudes, and community participation. In addition, the findings of the study served as the foundation for the development of a GCED Integration Framework aimed at strengthening the implementation of GCED-based subjects and enhancing students' civic competence.

Research Design



The study utilized a descriptive-correlational research design. The descriptive method was used on determining the extent of implementation of GCED-based subjects, assessing the level of manifestation of civic competencies among Senior High School students, and identifying the extent to which instructional strategies were utilized in the delivery of GCED-based subjects. Meanwhile, the correlational method was employed to determine the relationship between the implementation of GCED-based subjects and the manifestation of students' civic competencies. Moreover, the study examined the association between GCED implementation and selected teacher profile variables, as

well as the significant differences between teachers' and students' perceptions regarding the implementation of GCED-based subjects and civic competence.

Research Procedure

The study was conducted through a systematic research process. Initially, a comprehensive review of related literature and studies was undertaken to establish the theoretical and conceptual foundations of the research. Existing relevant literature concerning Global Citizenship Education, GCED-based subjects, and civic competence was examined to identify research gaps and provide direction for the development of the research framework.

Following the review of literature, the researcher created a research instrument that was later validated by experts to make sure that it is suitable for gathering data on the implementation of GCED-based subjects and the manifestation of civic competencies of the students. Prior to the collection of data, approvals and permissions were obtained from the administrators of the school.

The validated questionnaire was then given to the identified teacher and student respondents. After the data collection was completed, the gathered data were systematically organized, tabulated, analyzed, and interpreted using appropriate statistical tools. The results obtained from the analysis of the data were served as the foundation for the proposed GCED Integration Framework that is intended to strengthen the civic competence of the Senior High School students.

Data Collection and Sample Selection

The respondents of the study were comprised of six (6) teachers of Senior High School who handle GCED-based subjects and one hundred twenty-six students who were enrolled at the University of Perpetual Help System Manila. The respondents were selected through purposive sampling, considering that both respondents were directly involved in the teaching and learning process that is associated with GCED-based subjects.

Data were collected using a questionnaire that was made by the researcher which underwent validation by the experts in the field of education and social sciences. The instrument was designed to measure the level of implementation of GCED-based subjects, level of manifestation of civic competencies, and the utilization of instructional strategies. The survey was administered by the researcher through Google Forms after obtaining the needed approval from the authorities and securing the consent from the participants.

Data Analysis Methods

The collected data were analyzed using both descriptive and inferential statistical methods. Frequency counts and percentages were employed to describe the profile of the teacher respondents. Meanwhile, weighted mean was employed to determine the level of implementation of GCED-based subjects, the extent of civic competence manifestation, and the level of utilization of instructional strategies.

To examine the relationship between the implementation of GCED-based subjects and students' civic competencies, the Spearman Rank-Order Correlation was utilized. Kendall's Tau-b Correlation was used to examine the relationship between GCED implementation and selected teacher profile variables. Furthermore, the Mann-Whitney U Test was utilized to identify significant differences between teachers' and students' perceptions regarding the implementation of GCED-based subjects and civic competence. All statistical analyses were interpreted at a 0.05 level of significance.

Research Hypothesis and Validation

The study tested the null hypothesis stating that there is no significant relationship between the implementation of Global Citizenship Education (GCED)-based subjects and the manifestation of civic competencies of the Senior High School students. The formulated hypothesis was evaluated through the appropriate statistical procedures. The findings showed that there is a significant positive relationship between the implementation of GCED-based subjects and the manifestation of civic

competencies, showing that effective implementation of GCED-based subjects enhances the civic knowledge, civic skills, civic attitudes, and community participation of the students.

Study Limitations and Ethical Considerations

The scope of this study was limited to the students and teachers of the Senior High School department at the University of Perpetual Help System Manila during the academic year covered by the research. The findings of the study were solely derived from the responses provided by the respondents and, therefore, may not be applicable to other educational institutions with different settings, characteristics, or population.

Throughout the entire process of the research ethical considerations were carefully observed. Before the conduct of the study, permission was obtained from the administrators of the school. The participants were informed about the purpose of the research. The participants' anonymity and confidentiality were safeguarded by ensuring that individual responses remained undisclosed and were used exclusively for research purposes. Respondents of the study were also informed regarding their right to withdraw. Throughout the research process, the researcher handled all of the collected data with high regard for confidentiality, integrity, and respect.

RESULTS AND DISCUSSIONS

Level of Implementation of GCED-Based Subjects

Table 1

Summary of the Level of Implementation of Global Citizenship Education (GCED)-Based Subjects in Developing the Civic Competence of Senior High School Students in UPHSM as Perceived by Teachers and Students

Domain	Teachers		Students	
	Mean	Description	Mean	Description
A. Community Engagement Solidarity and Citizenship	4.60	Very High Implementation	4.60	Very High Implementation
B. Philippine Politics and Governance	4.77	Very High Implementation	4.56	Very High Implementation
C. Understanding Culture, Society and Politics	4.80	Very High Implementation	4.54	Very High Implementation
Overall Mean	4.72	Very High Implementation	4.57	Very High Implementation
4.51 – 5.00	Very High Implementation		1.51 – 2.50	Low Implementation
3.51 – 4.50	High Implementation		1.00 – 1.50	Very Low Implementation
2.51 – 3.50	Moderate Implementation			

The quantitative study conducted among the students and teachers of the Senior High School department in University of Perpetual Help System Manila revealed that Global Citizenship Education (GCED)-based subjects were **Very Highly Implemented** in developing the civic competence of the students. The findings of the study showed that the subjects were effectively integrated in instruction and learning experiences of the students. Lessons and activities that promotes active community participation, civic responsibility, cultural understanding, and global awareness were exposed to the students. The implementation of GCED-based subjects gives opportunities to the students to develop and advance their knowledge, skills, attitudes that leads them to become an active and responsible citizen.

Level of Manifestation of Civic Competencies

Table 2
Summary of the Level of Manifestation of the Civic Competencies of Senior High School Students as Perceived by Teachers and Students

Domain	Teachers		Students	
	Mean	Description	Mean	Description
A. Civic Knowledge	4.40	High Manifestation	4.39	High Manifestation
B. Civic Skills	4.30	High Manifestation	4.33	High Manifestation
C. Civic Attitudes	4.53	Very High Manifestation	4.48	High Manifestation
D. Community Participation	4.23	High Manifestation	4.28	High Manifestation
Overall Mean	4.37	High Manifestation	4.37	High Manifestation
4.51 – 5.00	Very High Manifestation		1.51 – 2.50	Low Manifestation
3.51 – 4.50	High Manifestation		1.00 – 1.50	Very Low Manifestation
2.51 – 3.50	Moderate Manifestation			

The findings of the study showed that the Senior High School students' civic competencies were **Highly Manifested** in terms of civic knowledge, civic skills, civic attitudes, and community participation. Students showed awareness of the civic responsibilities, respect for diverse cultures, understanding of cultural, political and social issues, and willingness to participate in the different activities of the community. The integration of GCED-based subjects equipped students with civic principles that allowed them to apply these principles in the school and the community. These findings showed that GCED-based subjects play a significant role that develops students who are active citizens, culturally aware, and socially responsible.

Level of Utilization of Instructional Strategies

Table 3
Level of Utilization of Strategies in the Implementation of GCED-Based Subjects in Developing the Civic Competence of Senior High School Students in UPHSM as Perceived by Teachers and Students

Indicators	Group	Very High		High		Moderate		Low		Very Low	
		F	%	F	%	F	%	F	%	F	%
1. Collaborative activities and discussion are being utilized.	Teachers (n=6)	4	66.7	1	16.7	1	16.7	0	0.0	0	0.0
	Students (n=126)	73	57.9	44	34.9	9	7.1	0	0.0	0	0.0
2. Integration of local, national and global issues in classroom discussion.	Teachers	3	50.0	3	50.0	0	0.0	0	0.0	0	0.0
	Students	72	57.1	45	35.7	9	7.1	0	0.0	0	0.0
3. Utilization of technological resources.	Teachers	4	66.7	2	33.3	0	0.0	0	0.0	0	0.0
	Students	72	57.1	40	31.7	13	10.3	1	0.8	0	0.0
	Teachers	4	66.7	1	16.7	1	16.7	0	0.0	0	0.0

4.Utilization of experiential learning approach.	Students	76	60.3	43	34.1	7	5.6	0	0.0	0	0.0
5.Critical thinking task is being implemented.	Teachers	4	66.7	2	33.3	0	0.0	0	0.0	0	0.0
	Students	79	62.7	35	27.8	11	8.7	1	0.8	0	0.0
Mean	Teachers	4.57 — Very High Utilization									
	Students	4.51 — Very High Utilization									

Note: Highest frequencies are in boldface

4.51 – 5.00	Very High Utilization	1.51 – 2.50	Low Utilization
3.51 – 4.50	High Utilization	1.00 – 1.50	Very Low Utilization
2.51 – 3.50	Moderate Utilization		

The study revealed that instructional strategies used in the implementation of GCED-based subjects were Very Highly Utilized by teachers. Various learner-centered and experiential approaches were employed to facilitate meaningful learning experiences among students. These strategies encouraged collaboration, critical thinking, civic engagement, and active participation in discussions and community-related activities. Through the effective utilization of instructional strategies, students were provided with opportunities to connect classroom learning with real-world issues, thereby strengthening their civic competence and global awareness.

Significant Relationship between the Level of Implementation of GCED-Based Subjects and Level of Manifestation of Civic Competencies

Table 4
Relationship Between the Level of Implementation of Global Citizenship Education (GCED)-Based Subjects in Developing Civic Competence and the Level of Manifestation of the Civic Competencies of Senior High School Students

Level of Implementation	Level of Manifestation				Overall Mean	
	Civic Knowledge	Civic Skills	Civic Attitudes	Community Participation		
Community Engagement	r _s	0.604**	0.584**	0.676**	0.431**	0.616**
Solidarity and Citizenship	Sig.	0.000	0.000	0.000	0.000	0.000
Philippine Politics and Governance	r _s	0.590**	0.563**	0.554**	0.450**	0.577**
	Sig.	0.000	0.000	0.000	0.000	0.000
Understanding Culture, Society and Politics	r _s	0.539**	0.577**	0.493**	0.580**	.607**
	Sig.	0.000	0.000	0.000	0.000	0.000
Overall Mean	r _s	0.660**	0.671**	0.632**	0.575**	0.694**
	Sig.	0.000	0.000	0.000	0.000	0.000

**. Correlation is significant at the 0.01 level (2-tailed).

The statistical analysis revealed a significant relationship between the implementation of Global Citizenship Education (GCED)-based subjects and the manifestation of civic competencies among Senior High School students. The findings indicate that higher levels of implementation of GCED-based subjects correspond to higher levels of civic knowledge, civic skills, civic attitudes, and

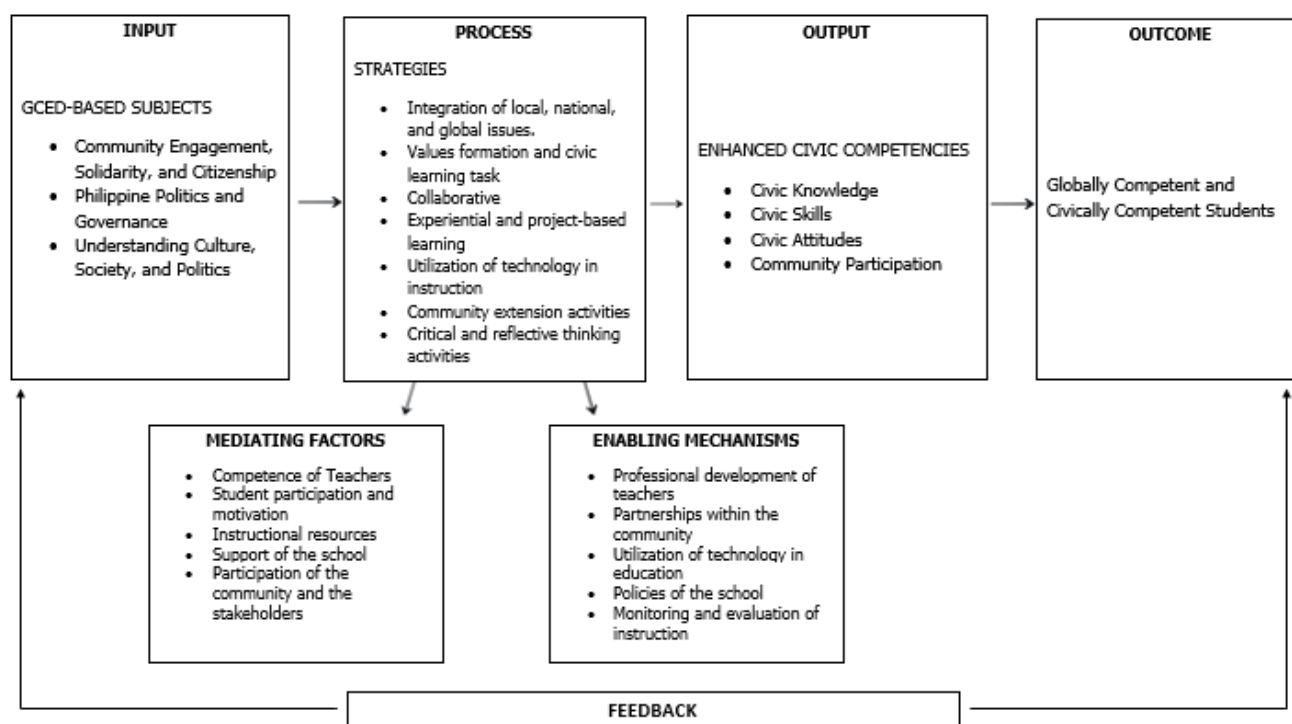
community participation. The results of the findings underscore the importance of GCED in cultivating civic competence among students and also prepares students to be active, globally aware, and responsible citizens who can contribute positively to society.

Proposed Integration Framework

Based on the findings of the study, a framework entitled “Strengthening Civic Competence through Global Citizenship Education (GCED)” was proposed. The framework underscores that through curriculum integration, community engagement activities, civic learning activities, and learner centered instructional strategies the implementation of GCED-based subjects is effective. The framework highlights the role of Community Engagement, Solidarity and Citizenship, Philippine Politics and Governance, and Understanding Culture, Society and Politics in developing students’ civic knowledge, civic skills, civic attitudes, and community participation. Ultimately, the framework aims to strengthen civic competence and produce globally competent and socially responsible citizens.

The framework further illustrates that the effective implementation of GCED-based subjects is supported by different instructional strategies, which facilitates the development of civic knowledge, civic skills, civic attitudes, and community participation of the students. These competencies enable students to be capable of engaging themselves meaningfully in their community and wider society. Furthermore, the framework also provides educational institutions with a guide for further strengthening the integration of Global Citizenship Education in the curriculum and fostering meaningful civic involvement among students.

STRENGTHENING CIVIC COMPETENCE THROUGH GLOBAL CITIZENSHIP EDUCATION



SUMMARY

The quantitative study conducted among the students and teachers of the Senior High School department at the University of Perpetual Help System Manila has yielded highly favorable findings in the implementation of Global Citizenship Education (GCED)-based subjects. The results revealed that Community Engagement, Solidarity and Citizenship, Philippine Politics and Governance, and Understanding Culture, Society and Politics were Very Highly Implemented in enhancing students’

civic competence. Similarly, students' civic competencies in terms of civic knowledge, civic skills, civic attitudes, and community participation were found to be Very Highly Manifested. The findings further indicated that teachers Very Highly Utilized instructional strategies that promoted active participation, critical thinking, social responsibility, and community engagement.

Furthermore, the study established that there is a significant positive relationship between the implementation of GCED-based subjects and the manifestation of civic competence among the students. Based on the findings of the study, a framework entitled "Strengthening Civic Competence through Global Citizenship Education (GCED)" was proposed to further reinforce the implementation of Global Citizenship Education and support the students' development to be more globally competent and responsible citizens.

CONCLUSIONS

The findings of the quantitative study conducted at the University of Perpetual Help System Manila demonstrated that Global Citizenship Education (GCED)-based subjects make a positive contribution to the development of civic competence among Senior High School students. The implementation of Community Engagement, Solidarity and Citizenship, Philippine Politics and Governance, and Understanding Culture, Society and Politics effectively enhanced students' civic knowledge, civic skills, civic attitudes, and community participation.

The findings further indicated that the use of appropriate instructional strategies strengthened the delivery of GCED concepts and encouraged students to actively participate in civic and community-related affairs. Additionally, the significant relationship identified between GCED-based subject implementation and civic competence affirms the role of Global Citizenship Education as an effective educational approach in preparing learners to become socially responsible, globally aware, and actively participative citizens.

The proposed framework "Strengthening Civic Competence through Global Citizenship Education (GCED)" also emphasizes the importance of maintaining and improving the implementation of GCED-based subjects in the curriculum of Senior High School to develop students who have the ability to contribute meaningfully to local, national, and global communities.

RECOMMENDATIONS

Based on the findings and conclusions of the study, several recommendations are presented.

Educational institutions are encouraged to continuously strengthen the integration of Global Citizenship Education (GCED) principles within the curriculum to further enhance the civic competence of Senior High School students. Teachers are likewise encouraged to consistently utilize learner-centered, experiential, and community-based instructional approaches that promote the development of civic knowledge, civic skills, civic attitudes, and community participation.

Furthermore, school administrators are recommended to create professional development programs, trainings, and seminars that will improve teachers' knowledge, skills, and competencies to effectively implement GCED. Additionally, as a reference for strengthening initiatives in civic education and improving the implementation of GCED-based subjects, the proposed framework may be adopted. Future researchers may also explore similar studies across different contexts in educational settings to further validate, expand, and enrich the findings of the present study.

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AI DECLARATION STATEMENT

AI-assisted tools were exclusively used for the enhancement of grammar, refinement of the language, and the organization of the manuscript during the preparation of this article. No artificial intelligence tools were utilized in the collection, analysis, and interpretation of the data. All authors were credited with regard to their academic contributions.

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