



NERISSA S. TANTENGCO & EVANGELINE L. MARTIN

Civic Competencies in Teacher Development among Normal Schools

ABSTRACT: Schools, which cater for children from different cultural backgrounds and cultural heterogeneity, should be regarded as an opportunity venue to emphasize citizenship education. In the context of nation-state in a regional and to contribute to shaping the discourse on emerging ASEAN (Association of South East Asian Nations) identity, a research on competencies in Civic Education is being proposed. With the advent of ASEAN Integration in 2015, South East Asian nations, specially the Philippines, must develop and prepare policy based curriculums and pedagogical approaches appropriate to the level of competencies of students. The research, using the qualitative method, focuses on how competencies of teachers in selected Normal Schools in Civic Education are being developed. This article shows that Civic Education, as a subject, should integrate human rights and peace education, so as to determine how to blend together the particular and the universal, the national and the international, and the individual and the society. A need to support youth-led initiatives and partnerships with civil society is also needed. A need in maintaining stakeholders and actors to be open to different, but effective venues and solutions. Refocusing the minds of the students by stressing that citizens must be aware of their rights and they must also exercise them responsibly to a self-governing, free, and just society.

KEW WORD: Citizenship Education; Civic Competencies; Teacher Development; Normal Schools; Civil Society.

RESUME: "Kompetensi Kewarganegaraan dalam Pengembangan Guru di Sekolah-sekolah Keguruan". Sekolah, yang diperuntukkan bagi anak-anak dari berbagai latar belakang budaya dan heterogenitas budaya, harus dianggap sebagai wahana untuk menekankan pendidikan kewarganegaraan. Dalam konteks negara-bangsa di suatu kawasan dan untuk berkontribusi dalam membentuk wacana tentang identitas ASEAN (Perhimpunan Negara-negara Asia Tenggara) yang baru, sebuah penelitian tentang kompetensi dalam Pendidikan Kewarganegaraan telah dan sedang diajukan. Dengan dimulainya Integrasi ASEAN pada tahun 2015, negara-negara Asia Tenggara, khususnya Filipina, harus mengembangkan dan menyiapkan kurikulum berbasis kebijakan dan pendekatan pedagogis yang sesuai dengan tingkat kompetensi siswa. Penelitian ini, dengan menggunakan metode kualitatif, berfokus pada bagaimana kompetensi guru di Sekolah Keguruan yang dipilih dalam Pendidikan Kewarganegaraan sedang dikembangkan. Artikel ini menunjukkan bahwa Pendidikan Kewarganegaraan, sebagai subjek, harus mengintegrasikan pendidikan hak asasi manusia dan perdamaian, untuk menentukan bagaimana memadukan antara yang khusus dan yang universal, nasional dan internasional, serta individu dan masyarakat. Kebutuhan untuk mendukung prakarsa dan kemitraan yang dipimpin pemuda dengan masyarakat sipil juga dibutuhkan. Kebutuhan untuk mempertahankan pemangku kepentingan dan individu agar terbuka terhadap berbagai tempat dan solusi yang berbeda namun efektif. Memfokuskan kembali pikiran para siswa yang menekankan bahwa warga negara harus menyadari hak-hak mereka sendiri dan mereka harus menjalankannya secara bertanggung jawab dalam sebuah pemerintahan yang mandiri, bebas, dan adil.

KATA KUNCI: Pendidikan Kewarganegaraan; Kompetensi Warganegara; Pengembangan Guru; Sekolah Keguruan; Masyarakat Madani.

About the Authors: Nerissa S. Tantengco, Ph.D. is a Full Professor VI in the College of Teacher Development, Faculty of Behavioral and Social Sciences PNU (Philippine Normal University) in Manila, Philippines. Evangeline L. Martin, Ed.D. is currently an Associate Professor IV in the College of Teacher Development, Faculty of Behavioral and Social Sciences PNU in Manila, Philippines. Corresponding authors: tantengco.ns@pnu.edu.ph

How to cite this article? Tantengco, Nerissa S. & Evangeline L. Martin. (2017). "Civic Competencies in Teacher Development among Normal Schools" in *SOSIOHUMANIKA: Jurnal Pendidikan Sains Sosial dan Kemanusiaan*, Vol.10(1) May, pp.1-18. Bandung, Indonesia: Minda Masagi Press owned by ASPENSI, ISSN 1979-0112.

Chronicle of the article: Accepted (August 15, 2016); Revised (December 30, 2016); and Published (May 30, 2017).

INTRODUCTION

ASEAN (Association of South East Asian Nations) integration necessitates investigations of areas anticipated to pose challenges to the success of fostering a regional community bound by one vision and one ASEAN identity. One such area is in the realm of society and culture. The proponents foresee that one possible choke point toward regional integration is the perceived conflict between national identity and regional identity (*cf* Curran & Renzetti, 2008; Iskandar, 2009; Rattanasevee, 2014; Suryadi, 2014; and Yaakub, 2015).

Are individual national communities ready to embrace regional identity? How many individual national identities facilitate or inhibit the formation of regional identity? These are critical questions which the proponents expect will haunt ASEAN as it embarks on building its regional community.

To contribute to shaping the discourse on emerging ASEAN identity, a research on competencies in Civic Education is being proposed. The research focuses on how competencies of teachers in selected Normal Schools in Civic Education are being developed.

Globalization and modernity encompasses almost every aspect of our lives. In the field of education, there is a disputable question of what sort of education prepares someone to be a *global citizen*. According to Lynn Davies (2017), we cannot be citizens of the world in the way that we are citizens of a nation, adding that being a citizen now takes an active role (Davies, 2017).

The UK (United Kingdom) Oxfam Curriculum for Global Citizenship defined a "global citizen" as someone, who: (1) is aware of the wider world and has a sense of their own role as a world citizen; (2) respects and values diversity; (3) has an understanding of how the world works economically, politically, socially, culturally, technologically, and environmentally; (4) is outraged by social injustice is willing to act to make the world a more equitable and sustainable place; and (5) participates in and contributes to the

community at a range of levels from the local to the global (cited in Grunsell, 2004).

Globalization pushes every nation and individuals to be more competitive. Economically, politically, and socio-culturally, globalization may pose a threat to the traditions, religious beliefs, and even question the notion of citizenship and nationalism (Gans, 2005).

With these challenges, teacher education institutions play a crucial role in the education of the youth. As stated, citizens now need to take an active role and learn how to become citizens of the world (Eryaman *et al.*, 2012). One must understand the culture, the diversity of culture, ethnicity, and religious freedom.

Civic Education specifies the knowledge and skills needed by citizens to perform their roles one may find in conflict, because of one's cultural orientation. Civic virtues, participation knowledge, and intellectual skills are very important in fostering Civic Education (Quigley, 1999; and Guilfoile & Delander, 2014).

With the advent of ASEAN Integration in 2015, South East Asian nations, specially the Philippines, must develop and prepare policy based curriculums and pedagogical approaches appropriate to the level of competencies of SEA students.

Significance of the Project to the Research Priorities of the University. The research aims to produce competencies based research on Civic Education. As a member of ASTEN (Association of Teachers Education Network) and being the NCTE (National Center for Teacher Education) in the Philippines, the research will be in significant not only to the partner institutions but also to the academic community.

With the advent of ASEAN Integration in 2015, the research will be very useful in developing curricular programs, pedagogical approaches or even formulating policies in teaching Civic Education based on insights on current practices in ASEAN.¹ What are being

¹See, for example, "Preparation for the ASEAN Community in 2015" in *Thai Higher Education Review*, Vol.10, No.33, July-September 2010.



Graphic 1:
Conceptual Framework

compared are not only the practices in ASEAN, but how Civic Education converge and diverge. See graphic 1.

OBJECTIVES, RESEARCH DESIGN, AND METHOD

The research project has had the main and specific objectives. Main objective is to compare how teachers in selected Normal Schools are prepared to be competent in Civic Education. Specific objectives is as follows: (1) Determine the level of competence of internal stakeholders in Civic Education; (2) Describe the relevant curricular programs, policies, and learning environment in terms of the competencies in Civic Education; and (3) Compare the level of competencies in Normal Schools of teacher development in Civic Education.

To determine the level of competencies in the field of Civic Education, the researchers will have the following respondents. The researchers will also conduct an initial survey/assessment of competencies in the field of Civic Education (*cf* Torney-Purta & Wilkenfeld, 2009; and Reimers, 2013). Thus, the researchers will initially draft instruments to determine the level of competencies of the different internal stakeholders, such as faculty and students in Civic Education.

A review of related literature in the field of Civic Education will be relevant in determining the level of competencies of the internal stakeholders. The developed/ finalized instrument will later be used in the preparation of their Country Report

on the level of competencies in the field of Civic Education.

FINDINGS AND DISCUSSION

Findings. There are 26 respondents in this study. They came from BSU (Bukidnon State University), ASU (Aklan State University), PSU (Palawan State University), and PNU (Philippine Normal University) – Main Campus in the Philippines.

The respondents answer the following questions as to, firstly, “what are the topics included on the discussion, assessment tools, and pedagogical approaches used in the conduct of your Civic Education classes?”. See table 1.

Table 1 signifies that topics, such as Civic Responsibility with 23 points or 88.46%; Cooperation and Nationalism/Patriotism with 19 points or 73.08%; Democracy with 17 points or 65.38%; Environment, Respect, Social Justice with 16 points or 61.54%; and Globalization, Human Rights with 15 points or 57.69% were the most common topics included in the discussion, and pedagogical approaches used in the conduct of Civic Education courses. Then, see table 2.

Table 2 stresses that assessment tools used in Civic Education are usually Civic Engagement with 18 points or 69.23%, Written Exam with 17 points or 65.38%; and Sample Cases/Situations They Need to Answer with 16 points or 61.54%.

The respondents answer the following questions as to, secondly, “what are the training, instructional materials, involvement in projects, activities,

Table 1:
Topics Included in the Discussion of Civic Education

Topics Included in the Discussion	Civic Education	%
1. Citizenship	14	53.8%
2. Civic Responsibility	23	88.46%
3. Conflict and Resolution	13	50%
4. Cooperation	19	73.08%
5. Democracy	17	65.38%
6. Diversity	9	34.61%
7. Environment	16	61.54%
8. Gender equality	14	53.85%
9. Geography	8	30.77%
10. Global Issues, Challenges, and Problems	13	50%
11. Globalization	15	57.69%
12. Human Rights	15	57.69%
13. Interdependence	10	38.46%
14. Nationalism/Patriotism	19	73.08%
15. Racial and Ethnic Pluralism	8	30.76%
16. Religious Freedom	11	42.31%
17. Respect	16	61.54%
18. Social Justice	16	61.54%
19. Special Needs Equity	12	46.15%
20. Sustainable Development	9	34.61%
21. Others, Please Specify Peace Education	1	3.85%

Table 2:
Assessment Tools Used in Civic Education

Assessment Tools Used	Civic Education	Others	%
1. Civic Engagement	18		69.23%
2. Observation of Behaviors	11		42.31%
3. Questionnaire	13		50%
4. Sample Cases/Situations They Need to Answer	16		61.54%
5. Written Test/Exam	17		65.38%
6. Others, Please Specify	Classroom Discussion/Situational	Service Learning	-

Table 3:
Trainings, Materials Development in Civic Education

Provision of Training and Instructional Materials	CE		%	
Faculty members are:	Yes	No	Yes	No
1. Provided with appropriate instructional materials and teaching devices for Civic Education.	11	8	42.31%	30.76%
2. Provided with adequate trainings and seminars to update their knowledge and skills in teaching Civic Education.	15	6	57.69%	23%
3. Provided with book allowances for Civic Education.	6	14	23%	53.84%
4. Given subsidies either in the form of travel grants to cover air fare, accommodation or registration fees when participating in conferences or trainings related to Civic Education.	15	5	57.69%	19.23%
5. Others, please specify: Book allowance is given to the faculty and they are free to decide w/c books to purchase (PNU).	-	-	-	-

Table 4:
Faculty Involvement in Projects and Activities in Civic Education

Involvement in Projects and Activities	CE		%	
	Yes	No	Yes	No
Faculty members are:				
1. Provided with opportunities to attend in national and international conferences on Civic Education.	15	4	57.69%	15.38%
2. Encouraged to organize and involve Civic Education projects and activities.	15	5	57.69%	19.23%
3. Encouraged to join or affiliate with organizations involved in Civic Education.	17	3	65.38%	11.54%
4. Given scholarships for continuing education related to Civic Education.	5	0	19.23%	0
5. Others, Please Specify.	-	-	-	-

Table 5:
Incentives and Rewards Given as Per Regard to Civic Education

Incentives and Rewards	CE		%	
	Yes	No	Yes	No
The Institution:				
1. Recognizes exemplary performance of teachers in Civic Education in: preparing instructional materials, organizing high-impact projects, and conducting and writing research.	14	5	53.85%	19.23%
2. Provides incentives to teachers for active involvement with organizations related to Civic Education.	7	10	26.92%	38.46%
3. Provides incentives and awards to recognized organizations for exemplary contributions in the promotion of Civic Education.	9	8	34.61%	30.77%
4. Others, Please Specify.	-	-	-	-

incentives, and rewards provided for faculty development related to Civic Education?". See table 3.

Table 3 depicts that in the training, instructional materials involvement in projects, activities, incentives, and rewards provided for faculty development related to Civic Education, it is clearly seen that providing with adequate trainings and seminars to update the faculty in their knowledge and skills in teaching Civic Education and the university/colleges are giving subsidies in the form of travel grants to cover air fare, accommodation or registration fees if a faculty is participating in conferences and trainings related to Civic Education both garnered 15 points or 57.69%.

While faculty are provided with appropriate instructional materials and teaching devices used in Civic Education was given 11 points or 42.31%. Then see table 4.

Table 4 stresses the faculty involvement in projects and activities, such as

encouraging her/him to join or affiliate with organizations involved in Civic Education garnered 17 points or 65.38% as the highest mark. Providing with opportunities to attend in national and international conferences on Civic education and encouraging faculty to organize and be involved in Civic Education projects and activities both get 15 points or 57.69% from the answers of the faculty. Then see table 5.

Table 5 depicts as in the granting of incentives and rewards the institutions recognizes exemplary performance of teachers in Civic Education as in preparing of instructional materials, organizing high impact projects, and conducting and writing research got the highest mark of 14 or 53.85%. Providing incentives and awards to recognized organizations for exemplary contributions in the promotion of Civic Education got 9 points or 34.61%. While providing incentives to teachers for active involvement with organizations related to Civic Education got 7 points or 26.92%.

Table 6:
Activities, Facilities, Services, and Learning Environment Related to Civic Education

Activities	Yes	No
1. Anti-Bullying Measures	22	4
2. Collaborative	26	-
3. Democratic Processes	24	-
4. Open to Universal Values	25	-
5. Outside the Classroom Experiences	22	1
6. Respectful of All Teachers, Students, and Staff	25	1
7. Service Activities in School and Community	26	-
8. Student-Centered	22	1
9. Use of Multiple Civic Education Channels, Like Radio, Television, and Other Media	15	10
10. Others, Please Specify	Prepare teacher-made hand-outs/ teachers are expected to prepared their own materials	

Table 7:
Availability of Facilities and Services in Civic Education

Availability of Facilities and Services	Yes	No	Other Answer/Comments
1. Assistive Rails	5	18	Partial - 2
2. Breastfeeding Station	0	24	-
3. Language Interpreter	3	21	-
4. Elevator/Lift Access	5	20	Partial - 1
5. Ramp Access	19	6	Partial - 1
6. Recycling Facility/ Access to Recycling Facilities	9	14	-
7. Restroom for PWD	5	20	-
8. Restroom for LGBT	0	20	-
9. Sign Language Interpreters	1	23	-
10. Trash Bins Segregated Accordingly	20	5	But Not Sustainable
11. Women's Helpdesk	8	17	-
12. Worship Center	5	18	-
13. Others, Please Specify	-	-	-

The respondents answer the following questions as to, thirdly, "what are the activities, facilities, services, and learning environment related to Civic Education in your institution?". See table 6.

Table 6 stresses that, as in the activities related to Civic Education, there are 26 participants answered as their priority the use of collaborative and service activities in school and community. While open to universal ideas and respectful of all teachers, students, and staff garnered 25 points. Democratic processes got 24 points. Then see table 7.

Table 7 showed that as per regard to availability of facilities and services, availability of trash bins segregated accordingly top the respondents answer

as it gets 20 points. Followed by ramp access for physically-abled students got 19 points, and recycling facility with 9 points. Existence of Women's Helpdesk is given priority as well in state colleges and universities possibly with the existence of University Center for Gender Relations. See, then, table 8.

Table 8 stresses that in a learning environment, it is strongly observed that there are many organizations which students can freely join regardless of race, gender, economic background, and religion got 20 points; followed by showing respect for national symbols, landmarks, history, and heroes and heroines as well as speaking the native/mother tongue and national language fluently got 15 points, and people

Table 8:
Factors that Manifests a Learning Environment in a Civic Education

Learning Environment	Strongly Observed	Observed	Seldom Observed	Never Observed
1. There are many organizations which students can freely join regardless of race, gender, economic background, and religion.	20	6	-	-
2. People can peacefully protest against a law or national issue they believe to be unjust.	8	6	12	-
3. People can take part in activities promoting and protecting human rights.	14	10	2	-
4. Show respect for national symbols, landmarks, history, and heroes and heroines.	15	10	1	-
5. Speak their native/ mother tongue and national language fluently.	15	7	4	-
6. Actively engage in advocacy programs through membership in organizations, direct participation, and extending support.	13	7	5	-

taking part in activities promoting and protecting human rights got 14 points.

Summary and Discussion. As embodied in the *policies and programs* of ASU (Aklan State University), BSU (Bukidnon State University), PSU (Palawan State University), and PNU (Philippine Normal University) as State Universities in the Philippines, they all follow CHED (Commission on Higher Education) memorandums and orders, such as RA (Republic Act) No.963 or the National Service Training Program Act; RA No.7610: An Act Providing for Stronger Deterrence & Special Protection Against Child Abuse, Exploitation & Discrimination, and for other Purposes; RA No.9165 or the Comprehensive Dangerous Drugs Act of 2002; CHED Memo Order No.09, Series 2013 or the Enhanced Policies and Guidelines on Student Affairs and Services; they as well integrate concepts on Civic Education in many courses as in:

Firstly, ASU concentrate in establishing a "People-Led and Multi-Sector Supported Isla Kapisipan Mangrove Reforestation, Aquasilviculture, and Ecotourism Project"; have Extension and Community Services in which the focus is in Sustaining Community Development or the Establishment of Technology-Based Incubation Centers for Food Processing; Agro-Eco and Hospitality Technology for Katunggan it Ibajay; and

have done research about Estranghero sa Paraiso: Boracay's Indigenous People, wherein the university establish a twinning program with the indigenous people of that particular area (Romaquin, 2009; and Morales, 2014).

Secondly, BSU have prepared syllabus, such as Socio 114 or the Filipino Society that stresses the individual's sense of Nationalism and Patriotism; Socio 115 or the Sociology of Education that stresses the Active Participation in Social Issues Pertaining to Education; Socio 116 or the Sense of Social Responsibility Issues Concerning Indigenous People; Socio 106 Ethno Linguistic Groupings of the Philippines and their Cultural Heritage; Socio 117 Environmental Issues; and Socio 125 Concepts and Beliefs related in Culture (BSU, 2013, 2014, and 2015).

Thirdly, PSU showed an Exhibit-Katutubong Kasuotan at PSU-Museum that features indigenous dress and ornaments of the Indigenous Peoples found in Palawan; in year 1998, they have decided for the integration of peace education, gender, and development programs; there was a *Transition Curriculum* that have included values education with the specific subjects that relate to personhood and understanding the self; and there was an inclusion in Philippine History of geography subject (PSU, 2013a, 2013b, 2013c, 2014, 2015a, 2015b,

2015c, 2015d, and 2016).

Fourthly, PNU has Community Partnership & Extension Office, which focuses in: ASQUE (Adopt a School for Quality Education) that strengthens the link between home education and school education, community development is better achieved between the collaboration of the school and the community; ACTLIFE (Adopt a Community Thru Literacy Initiatives for Empowerment) that is designed for the adopted community, such as the local *barangay*, it aims to empower the vulnerable members of the community as thru personal and societal development; My Home, My School, which aims to empower and transform adopted schools and communities by mobilizing all education stakeholders from concerned local government units *barangay* officials, school supervisors, head, teachers, and parents or guardians in adopted communities/schools; DEAR (Disaster Emergency and Relief) that focuses on meeting people's immediate emergency needs through relief and distribution, it likewise includes disaster management as to improve community's preparedness and responses before and after disasters; and LCB (Leadership Capability) which strengthens the leadership capabilities of the volunteers to be able to serve the community better (PNU, 2013).

GAD (Gender and Development) Office provides the Basic Gender and Development Orientation or Gender Sensitivity Training for the university's internal and external clients; strategic framework of GAD; and formulated GPB (GAD Plan and Budget) which is based on the GAD agenda/GAD emerging gender issues, international and national GAD mandates, and the result of gender analysis. It also creates a GAD section in the organization's website.²

Civic Education and the Learning Environment. There are special programmes for each university regarding the learning

environment for it strongly observed that there are many organizations in which the students can freely join regardless of race, gender, economic background, and religion; they can show respect for national symbols, landmarks, history, and heroes and heroines as well as speaking the native/mother tongue and national language fluently and people took part in activities promoting and protecting human rights. Specifically in following here:

Firstly, ASU (Aklan State University) has a *Student Handbook*, which emphasizes the University's Thrust as to:

Improve the University's physical, manpower and material resource capabilities and methodologies for effective, efficient, and relevant teaching and learning process; focus the University's curricular offerings primarily towards the needs of the agricultural/fishery sectors in consonance with the University's mandate; and direct research priorities towards agricultural/fishery productivity, environmental preservation and allied problems (cited in Briones & Carlos, 2013).

There is also a provision for the creation of Student Organizations as:

The student in each of the five campuses of ASU is governed by their respective Supreme Student Councils/Supreme Student Governments (Briones & Carlos, 2013).

The *Student Handbook* provides also the Conduct and Discipline of the Student Disciplinary Committee as stated that:

There shall be a Student Disciplinary Committee composed of a chairman, who shall be the University Guidance Counselor and two members to be appointed by the University President for a period of one year, from among the faculty and staff of the University. In any disciplinary case before the Committee, a respondent may request that two students be appointed to sit without the right to vote with the Committee (cited in Briones & Carlos, 2013).

There are also programs introduced in their communities, such as Empowering Community People towards Gaining Responsibility of Their Own Health: A Comprehensive Based Health Program,

²See "Gender and Development Agenda, 2014-2016". Available online at: http://www.csc.gov.ph/phocadownload/GAD/CSC%20GAD%20Agenda_2014-2016_20May2014.pdf [accessed in Manila, Philippines: January 15, 2017].

which protect the health and well-being of the people specifically in Barangay Venturanza and preserve its vast natural resources; and Engaging Students Organizations toward Environmental Sustainability (Solid Waste Management and Plant a Tree), in which the main thrust is to promote participation of the environment as part of its advocacy to climate change mitigation and HELP (Hope for Education the Learners for Progress) wherein students in the College of Education is required to have a field study subjects wherein observations to cooperating schools are needed as part of their Practice Teaching (*cf* Briones & Carlos, 2013; and Jewcharoensakul, 2016).³

Secondly, BSU (Bukidnon State University) created a Grievance Committee intended for students and faculty, composed of Dean of Student Services, Lawyer of the University, Dean of the College Concern, Senior Faculty, and Faculty Association President were very active in giving assistance to students. They also provide a written handbook on conflict prevention and resolution. Lawyers from the faculty of College of Arts and Sciences are giving assistance to the needy students, faculty, and administrative staff concern. Social Science Department teachers are also handling social conflict cases, such as about bullying, discrimination, health awareness, and HIV or Human Immunodeficiency Virus' cases (BSU, 2013, 2014, and 2015).

Thirdly, PSU (Palawan State University) main thrust is to help attain the objectives of the Philippine Higher Education Reform, particularly in raising the level of educational outcomes and in increasing the social relevance of PSU's developmental functions. The ESO (Extension Services Office) has shifted its flagship extension program to ecotourism. With ecotourism, the ESO can help develop a responsible tourism industry in the Province that conserves the environment while enhancing its socio-economy. This is also in keeping with the vision of Palawan State University

"to provide an excellent and relevant higher education for sustainable development".⁴

Fourthly, PNU (Philippine Normal University), as Pursuant to Republic Act No.9647, was known to be funded and operated as a *National Center for Teacher Education* in the country. The *PNU Student Handbook* stresses about the University Committee on Student Discipline which is tasks to the OSASS (Office of Student Affairs and Student Services). It is empowered to implement disciplinary measures and provide disciplinary sanctions to students who will violate any of the existing rules and regulations of the University on student discipline.⁵

Minor and major offenses as to pertain to violations may be investigated by the Dean of OSASS, any faculty of OSASS, and OSASS Student Discipline Coordinator. As for the violations committed by student, the following might be applied as to suspension for at least one semester/ term, disqualification from graduating with honors or awards, dismissal or expulsion. Grievance Committee was form in order to look into and investigate complaints against a fellow student, faculty member or employee. It settles disputes, problems or misunderstanding between students and administrative employee. The grievance becomes formal, if it is expressed in writing and duly signed by the person concerned (*ibidem* with footnote 5).

Civic Education and the Curriculum.

In the curriculum, integration of concepts related to human rights, peace education, gender sensitivity, ethnic diversity, global responsibility, civic education, nation building, and peace process were the main focus of their Social Science courses (Fountain, 1999; and CASS, 2015). Thru film videoing and existence of students organizations to addresses the following civic issues were utilized.

⁴As cited in "Extension Services Office". Available online at: <http://psu.palawan.edu.ph/index.php/research-and-extension/extension-office> [accessed in Manila, Philippines: March 2, 2017].

⁵See, for example, "Focused Group Discussions of Philippine Normal University TOP Management". *Unpublished Report in 2016*, owned by Authors.

³See also "ASTEN (Association of Teachers Education Network) Power Point Presentations" owned by Authors.

Firstly, ASU (Aklan State University) has five programs that will address the university's vision of an APEX (Academic Pillar of Excellence) for Sustainable Development. It is committed to produce globally competent professionals, leaders and entrepreneurs through technological breakthroughs in research, efficacy of extension, and efficiency in production (Romaquin, 2009; and Morales, 2014). The College of Agriculture, Forestry, and Environmental Science is committed to produce globally competent agriculturists, foresters, environmentalists, technologists, professionals, leaders, entrepreneurs, and farmers through equitable, quality and relevant curricular programs in agriculture, forestry and environmental science enriched by breakthroughs of research, effectiveness of extension and efficiency of production (Abello, 2014).

The CTE (College of Teacher Education) is committed to produce well rounded, highly competent, technically prepared, and morally upright educators who will be the prime movers of development. Its major focus is about a teacher – leader. He/she will be a leader in teacher education for universal human development. The SMS (School of Management Sciences) is committed to provide students with a premiere business and public management by integrating academic and experiential learning in production, research, and extension to prepare them for global business environment.

The SVM (School of Veterinary Medicine) commits to train, produce, and supply globally competent veterinarians capable of addressing the complex challenges in the broad fields of veterinary practice. SAS (School of Arts and Sciences) is committed to produce graduates from: BA (Bachelor of Arts) major in English and Mathematics; BSN (Bachelor of Science in Nursing); BSBio (Bachelor of Science in Biology); and BSAM (Bachelor of Science in Applied Mathematics).

The ECS (Extension and Community Services) is the University's forefront in its efforts to reach out people who are in

need of knowledge, attitudes, values, skills, and opportunities for quality education, sustainable agriculture, enterprise, development, health, and social welfare. Accomplishments in research work includes documentation of the historical accomplishments of the DYMT Community Radio Station in reaching out to the rural people (Arnaldo & Tabing eds., 2008); the publication of the Farmer-Teacher Module; the establishment of the KALAHII (*KapitBisig Laban saKahirapan*) Farmers Center; the coordination of the Regional Techno-Gabay Program of DOST-PCARRD (Philippine Council for Agriculture, Forestry and Natural Resources Research and Development) and WESVARRDEC (Western Visayas Agriculture and Resources Research and Development Consortium), the institutionalization of Plan International Disaster Risk Management and the regional recognition of Isla Kapisipan as First Place in the Regional Development Council VI Best Public Sector Projects (Abello, 2011).

These highly leveled impact of the extension services of the University through the CAFES (College of Agriculture, Forestry, and Environmental Sciences) was recognized by CHED (Commission of Higher Education) in 2009, as the Center for Agriculture Education in Western Visayas, and by NAFES (National Agriculture and Fisheries Education System), together with the College of Fisheries and Marine Sciences, as a National University for Agriculture and Fisheries (Romaquin, 2009).

Secondly, BSU (Bukidnon State University) offers varied programs of academic excellence along with diverse opportunities. Students can participate in relevant internship in local and international level, field experiences, community service, and leadership development. The College of Arts and Sciences two fold goals seeks to provide training for students who seek professions in the Language and Letters, Mathematics, Natural Sciences, and Social Sciences; through quality instruction, research, community extension services and

production, and provide a basic liberal arts training to students who seek professions in education and in business administration (BSU, 2013, 2014 and 2015).

The College of Business seeks to produce professional for business and government imbued with high sense of personal integrity and equipped with skills for employment through programs responsive to the needs of local, regional, national, and international development. The College of Social Development and Technology provides knowledge and competencies for students in social development and technology to transform them into dedicated professionals who shall become catalysts of change in the society empowering themselves and other people to self-reliant and productive (*cf* Messner, 2008; and Thomson, 2008).⁶

The College of Law will develop professionals with character, integrity, and professionalism who will uphold the credo of truth, justice, and fairness; and are cognizant of the ethical, moral, social, political, and economic dimensions of the community and the country. The College of Nursing seeks to develop locally and globally competitive professional nurses imbued with responsibility, nationalism, creativity, and a critical thinking generalist with attitude, knowledge, and skills in nursing (Bates & Phelan, 2002).

The College of Education provides instruction, conduct research, and render public service activities that promote better educational opportunities at all levels with special emphasis on quality teacher education. The Graduate School provides opportunities for scholarly achievement and increased competence in education and government. These can be achieved through advanced programs of study, instruction, research, extension and production that contribute to the preservation, promotion, and advancement of knowledge which are relevant to the changing conditions in Northern Mindanao

and the country (IMHE, 2012).

The R&D (Research and Development) Unit of the university envisions quality, relevant, and responsive research and development programs that contribute to a productive educational institution. Its mission is to move forward the frontiers of knowledge and promote reforms in education by nurturing a culture of research in the academe. It shall continue to implement researches in consonance with institutional, regional, national, and international priorities. The thrusts and priorities of the R&D Unit are clustered into the following broad disciplines: Institutional Researches, Education, Ecology and Environment, Socio-Economic-Political-Cultural, and Mathematics-Science-Technology (Johnston, 2007).

Extension is one of the core functions of the University. It makes BSU (Bukidnon State University) respond effectively to social and economic needs and demands of individuals and society. The university is mandated to promote extension services and community outreach programs guided by the philosophy that the academe has a social responsibility to contribute significantly to the improvement of the quality of life of the communities it serves in the fields of Education, Arts and Sciences, Industrial and Business Information Technology.

BSU empowers the depressed, deprived, and underserved communities by offering services in providing the needy the technical means and opportunities for the continuing education, livelihood programs, entrepreneurship, and governance in the region not only in Bukidnon, but in the whole island of Mindanao to support them toward a better quality of life. BSU Extension Office is sincere in its mission to help improve the quality of life of the depressed, deprived, and underserved communities in the university's sphere of influence using integrative and collaborative approaches to community development (BSU, 2013, 2014 and 2015).

Thirdly, PSU (Palawan State University) offered 11 new academic programs,

⁶See "College of Social Development and Technology". Available online at: http://buksu.edu.ph/?page_id=326 [accessed in Manila, Philippines: January 15, 2017].

such as Bachelor of Science in Tourism, Marine Biology, Environmental Science, Computer Science, Agri-Business, and Hotel and Restaurant Management, four diploma courses, and the first Petroleum Engineering course in the Philippines. Recently it opened another avenue of learning for non-degree holders, but currently working in the different offices and industries who may want to finish their degrees without moving out of their work area (PSU, 2013a, 2013b, 2013c, 2014, 2015a, 2015b, 2015c, 2015d, and 2016).

The Board of the Commission on Higher Education Meeting held last 13 December 2010, in Manila, through CEB (Chief Executives Board) Resolution No.328-2010, approved the University's application for the deputation to offer Bachelor of Science in Business Administration and Bachelor of Science in Petroleum Engineering effective January 2011 until January 2016 via ETEEAP (Expanded Tertiary Education Equivalency and Accreditation Program). The ETEEAP is a comprehensive educational assessment program which recognizes knowledge, skills, attitudes, and values obtained by individuals from formal, non-formal, and informal education and training and related work experiences.⁷

In the field of Medical Education, PSU signed a Memorandum of Agreement with the Government of the Province of Palawan for the establishment of a Graduate School of Medical Sciences and for training of Medical Doctors. A construction of a District Hospital in the premises of PSU and scholarships were provided with free education for residents of Palawan Province. PSU has been training nurses and is affiliated to three hospitals in Puerto Princesa for training of nurses and doctors. The Provincial Government of Palawan will fund the establishment of a new District Hospital in the campus of PSU. The School of Medical Sciences will offer the MD (Doctor of Medicine) degree, which is

equivalent to MBBS (Bachelor of Medicine, Bachelor of Surgery) in the Commonwealth or United Kingdom system.

Fourthly, PNU (Philippine Normal University) has three colleges such as the CTD (College of Teacher Development) which is the undergraduate school of the university that offers bachelor's degree in early childhood education, elementary education, and secondary education with various fields of specialization. The CGSTER (College of Graduate Studies and Teacher Education Research) focuses in providing leadership in the field of education as committed in pursuing academic excellence and advancing research for the promotion of culture of sharing and professional growth.

The CFLEX (College of Flexible Learning and e-PNU) serves as a degree and non-degree granting college that manages the University's online undergraduate and graduate programs. It focuses in developing and managing the University's virtual campus and the traditional face to face customized programs for different publics. It serves as PNU's focal unit in managing and coordinating the University's training, review, certificate in teaching, in-service, and all non-degree programs.⁸

The four campuses of PNU outside Manila serves as regional hub in different regions, such as PNU North Luzon – Hub for Indigenous Education; PNU South Luzon – Hub for Technology and Livelihood Education; PNU Visayas – Hub for Environment and Green Technology Education; and PNU Mindanao – Hub for Multicultural Education which continues to provide leadership in cultural activities for the preservation of folk arts: music, dance, and rituals of the Manobos and Higaonons of the province. For several years, the performing groups managed the staging of rituals and dances of the Manobo tribesmen for cultural festivals, both local and national (*ibidem* with footnote 8).

⁷See "Palawan State University: A Government Funded University". Available online at: <http://www.admission-advisor.org/pdf/Philippines%20Palawan%20State%20University%20Brochure.pdf> [accessed in Manila, Philippines: January 15, 2017].

⁸See "The Philippine Normal University: General Information about the Agency and the Selected Areas of Operation". Available online at: <https://www.pnu.edu.ph/wp-content/uploads/2015/08/Manual-of-Operation.pdf> [accessed in Manila, Philippines: January 15, 2017].

Civic Education and Faculty Development. Granting of incentives and rewards as the four institutions recognizes exemplary performance of teachers in Civic Education includes the preparation of instructional materials, organizing high impact projects, and conducting and writing of researches. Activities set by universities related to Civic Education includes collaborative and service activities in school and community, open to universal ideas, respectful of all teachers, and activities fostering democratic processes (Van Driel, Darmody & Kerzil, 2016).

In the availability of facilities and services, the availability of trash bins segregation, ramp access for physically-abled students, and recycling facility were prioritized. All campuses have Women's Helpdesk, this is due with the existence of University Center for Gender Relations and offered courses in Women's Studies or Gender Studies.⁹

Firstly, in ASU (Aklan State University), as stated in the Extension Manual for In-Service Training of Faculty that:

Faculty interested to attend local, national, and international conferences, seminars, trainings and study tours to promote exchange of knowledge and scientific information shall be funded by the University Extension Fund or sponsored by the sponsoring agency subject to the approval from the University President (cited in Romaquin, 2009).

An example of these faculty trainings, as stated in the 2013 *ANNUAL REPORT* of the Faculty and Staff Development, the ASU (Aklan State University) President joins ECEML FAT in the Netherlands and Europe and faculty joined the 34th Annual PACSA (Philippine Association of Campus Student Adviser) National Convention for Campus Advisers.

There were some university's projects wherein faculty members were asked to join and be part of the community projects such

as Coastal Clean-up, Yoga Classes, Faculty Training on Drug Education and Extensions implementation of cooperatives in Palawan.

Secondly, in BSU (Bukidnon State University), there are Crash Courses on awareness about the University Rules; Anti Violence and Women Children Symposium; policies for LGBT (Lesbian, Gay, Bisexual, and Transgender) were being discussed and BLINK for Student-Administration Face to face meeting addressing issues and concern which was done annually. The said activity was spearheaded by the Student Council and School Organizations (cf NSTP, 2014, 2015a and 2015b; and Simmons, 2015).

Thirdly, in PSU (Palawan State University), different awards were given as to reflect how the faculty members work hand in hand for naming the university as "the most sustainable and eco-friendly school in the Philippines". The said awards given to PSU were as follows:

CHED-Recognized service provider under the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP);

Center of Excellence in Teacher Education (2010-1013);

Obtained "Outstanding" ratings in the 2005-2010 Agency Performance Review conducted by the Department of Budget and Management, the only one in the MIMAROPA Region;

The only institution in Region IV-B designated by CHED as a delivering higher education institution under the Continuing Education Program for tertiary faculty in all schools in Palawan, in partnership with UP Diliman;

A Center of Training (COT) in the Teacher Induction Program of the Department of Education;

World-Bank Knowledge for Development Center (one of only 2 SUCs of the 11 KDCs in the whole country);

Hall of Fame awardee as the cleanest and greenest school in Palawan and Puerto Princesa City;

2012 Puerto Princesa – Palawan Association of Higher Education Institution (PPPAHEI) Over-all Champion.¹⁰

⁹See also "GENCEN: Center for Gender in Global Context" in *Digest*, February 2013 Edition. Available online also at: http://gencen.isp.msu.edu/files/9314/5495/9504/Digest_February_edition_201213.pdf [accessed in Manila, Philippines: January 15, 2017].

¹⁰See "Nature Studies and Innovations in an Era of Changing Global Climate and Environment". Available online at: <https://www.researchgate.net> [accessed in Manila, Philippines: January 15, 2017].

Fourthly, at PNU (Philippine Normal University) was designated as the National Center for Teacher Education based from PNU Research Agenda 2013-2015 and was task to conduct researches, case studies, and other appropriate methodologies to enhance the curriculum and training designs for teacher training, teacher education, and continuing professional education of teachers and academic supervisors (Shulman, 1987; and Ogena, 2013). Thru the Education Policy Research and Development Office, it helps to ensure faculty and administrative staff to produce or make researches and publish it to an accredited journal here and abroad. Incentives were given to the faculty and administrative staff during University day celebration after they have published their researches.

Preparations of modules and instructional kits were designed and made by Social Science Faculty as to pertain to Human Rights, Gender Studies, Peace and Transformative Education. There were programs and projects done by UNESCO-ASPNET (Associated Schools Project Network) and signing of the Memorandum of Agreement with CARITAS-Manila, Memorandum of Agreement with Taguig City and Pateros, Memorandum of Agreement with Hope Street Association, Memorandum of Agreement with Barangay 843, Memorandum of Agreement with Gawad Kalinga Community Development Foundation, and Memorandum of Agreement with Synergeia Foundation. Students' organizations like PNU-INVOLB (International Volunteers and Leaders Body) and FBESS Summit Seminar on Right Voting help to expound knowledge of students as to present Philippine situations (*cf* Katigbak, 2013; Galache, 2015; and Idris, 2016).

CONCLUSION

Schools, which cater for children from different cultural backgrounds and cultural heterogeneity, should be regarded as an opportunity venue to emphasize citizenship education. Civic Education, as a subject, should integrate human rights and peace

education, so as to determine how to blend together the particular and the universal, the national and the international, and the individual and the society.

A need to support youth-led initiatives and partnerships with civil society is also needed. A need in maintaining stakeholders and actors to be open to different, but effective venues and solutions. Refocusing the minds of the students by stressing that citizens must not be aware of their rights alone rather they must also exercise them responsibly and fulfil those personal and civic responsibilities necessary to a self-governing, free, and just society.

Community service should be integrated into both the formal and informal curriculum of the school. Community service is not a substitute for formal instruction in civics and government, but it can enhance that instruction. Social Studies teachers should have a major responsibility and a duty to refocus their classrooms on the teaching of character and civic virtues.¹¹

References

- Abello, Isaac. (2011). "Collaborations Rule WESVARRDEC's 2011 R&D Symposium". Available online at: <http://wesvarrdec.blogspot.co.id/2011/09/collaborations-rule-wesvarrdec-2011-r.html> [accessed in Manila, Philippines: March 2, 2017].
- Abello, Melpha M. (2014). "Energy Firm Taps ASU's Expertise for Livelihood Program: ASU Report". Available online at: <http://www.asu.edu.ph/index.php/about-us/vision-mission/8-about> [accessed in Manila, Philippines: March 2, 2017].
- Arnaldo, Carlos A. & Louie N. Tabing [eds]. (2008). *Community Radio in Asia: Putting People in Charge*. Laguna, Philippines: Tambuli Community Radio and CRDL Enterprises. Available online also at: http://net-workingworlds.weebly.com/uploads/1/5/1/5/15155460/community_radio_asia.pdf [accessed in Manila, Philippines: March 2, 2017].
- "ASTEN (Association of Teachers Education Network) Power Point Presentations" owned by Authors.
- Bates, Reid A. & Kelli C. Phelan. (2002). "Characteristics of a Globally Competitive

¹¹*Statement:* We wish to confirm that our paper is not a product of plagiarism, and have not been submitted, reviewed as well as published by other scholarly journals.

- Workforce" in *Advances in Developing Human Resources*, Vol.4, No.2 [May], pp.121-132. Available online also at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.520.1272&rep=rep1&type=pdf> [accessed in Manila, Philippines: March 2, 2017].
- Briones, Roehlano M. & Melvin B. Carlos. (2013). *Higher Education in Agriculture: Trends, Prospects, and Policy Directions*. Makati City: Philippine Institute for Development Studies. Available online also at: <https://dirp3.pids.gov.ph/webportal/CDN/PUBLICATIONS/pidsbk14-afnr.pdf> [accessed in Manila, Philippines: January 15, 2017].
- BSU [Bukidnon State University]. (2013). *Instructional Materials on Social Philosophy*. Philippines: Bukidnon State University.
- BSU [Bukidnon State University]. (2014). *Extension Unit: Accomplishment Report Annual Report 2014*. Philippines: Bukidnon State University.
- BSU [Bukidnon State University]. (2015). *Accomplishment Report: A Symposium on Program and Projects of the City Government of Malaybalay on Solid Water Management*. Philippines: Bukidnon State University, July 15.
- CASS [College of Arts and Social Sciences]. (2015). *Social Science Department, Peace and Development, Visit to Tala-andig Tribe at Lantapan*. Bukidnon: College of Arts and Social Sciences.
- "College of Social Development and Technology". Available online at: http://buksu.edu.ph/?page_id=326 [accessed in Manila, Philippines: January 15, 2017].
- Curran, Daniel J. & Claire M. Renzetti. (2008). *Social Problems: Society in Crisis*. Boston: Allyn and Bacon.
- Davies, Lynn. (2017). "The Power of a Transitional Justice Approach to Education: Post-conflict Education Reconstruction and Transitional Justice". Available online at: https://www.ictj.org/sites/default/files/Research_Study_Davies.pdf [accessed in Manila, Philippines: March 24, 2017].
- Eryaman, Mustafa Yunus *et al.* (2012). "Special Issue: Education for Active Citizenship" in *IJPE: International Journal of Progressive Education*, Vol.8(3). Available online also at: <http://inased.org/v8n3/ijpev8n3.pdf> [accessed in Manila, Philippines: January 15, 2017].
- "Extension Services Office". Available online at: <http://psu.palawan.edu.ph/index.php/research-and-extension/extension-office> [accessed in Manila, Philippines: March 2, 2017].
- "Focused Group Discussions of Philippine Normal University TOP Management". *Unpublished Report in 2016*, owned by Authors.
- Fountain, Susan. (1999). "Peace Education in UNICEF". *Working Paper*. New York: Education Section Programme Division UNICEF. Available online also at: <https://www.unicef.org/education/files/PeaceEducation.pdf> [accessed in Manila, Philippines: March 2, 2017].
- Galache, Grace O. (2015). *Instructional Materials Compilation on Peoples and Cultures of the Philippines: Socio 106*. Philippines: Bukidnon State University.
- Gans, Judith. (2005). "Citizenship in the Context of Globalization". Available online at: <http://udallcenter.arizona.edu/immigration/publications/Citizenship%20and%20Globalization.pdf> [accessed in Manila, Philippines: January 15, 2017].
- "GENCEN: Center for Gender in Global Context" in *Digest*, February 2013 Edition. Available online also at: http://gencen.isp.msu.edu/files/9314/5495/9504/Digest_February_edition_201213.pdf [accessed in Manila, Philippines: January 15, 2017].
- "Gender and Development Agenda, 2014-2016". Available online at: http://www.csc.gov.ph/phocadownload/GAD/CSC%20GAD%20Agenda_2014-2016_20May2014.pdf [accessed in Manila, Philippines: January 15, 2017].
- Grunsell, Angela. (2004). "Oxfam and Education for Global Citizenship: Learning for the Future". Available online at: https://think-global.org.uk/wp-content/uploads/dea/documents/dej_10_2_grunsell.pdf [accessed in Manila, Philippines: January 15, 2017].
- Guilfoile, Lisa & Brady Delander. (2014). *Guidebook: Six Proven Practices for Effective Civic Learning*. USA [United States of America]: ECS [Education Commission of the States]. Available online also at: <http://www.ecs.org/clearinghouse/01/10/48/11048.pdf> [accessed in Manila, Philippines: January 15, 2017].
- Idris, Noraini. (2016). *Preparing Quality Teachers for the Future: Development of Guiding Principles*. Tanjong Malim, Malaysia: Penerbit UPSI [Universiti Pendidikan Sultan Idris].
- IMHE [Institutional Management in Higher Education]. (2012). "Fostering Quality Teaching in Higher Education: Policies and Practices". Available online at: <https://www.oecd.org/edu/imhe/QT%20policies%20and%20practices.pdf> [accessed in Manila, Philippines: January 15, 2017].
- Iskandar, Ira. (2009). *EU Centre Intern (July – August 2009): Higher Education in ASEAN*. Jakarta: Secretariat of ASEAN [Association of South East Asian Nations].
- Jewcharoensakul, Surachai. (2016). "The Result of Corroboration for Education and Culture Development: Interdisciplinary of Home, School and Temple". *Unpublished Ph.D. Thesis*. Bangkok, Thailand: Faculty of Education, Katsetsart University.
- Johnston, Andy. (2007). "Higher Education for Sustainable Development: Final Report of International Action Research Project". Available online at: <https://www.oecd.org/education/innovation-education/centreforeffectivelearningenvironmentsce/45575516.pdf> [accessed in Manila, Philippines: January 15, 2017].
- Katigbak, Tony. (2013). "The Right of Suffrage" in *Philstar Global Opinion*. Available

- online also at: <http://www.philstar.com/opinion/2013/05/15/942224/right-suffrage> [accessed in Manila, Philippines: January 15, 2017].
- Messner, Michael. (2008). *In Conflict and Order: Understanding Society*. Boston: Allyn and Bacon, 8th edition.
- Morales, Minerva I. (2014). "Coastal and Mangrove Eco-Tourism in Catanduanes Island (Philippines): A Menace or a Bonus?". Paper presented in an International Conference on Latest Trends in Food, Biological & Ecological Sciences (ICLTBE'14), on July 15-16, in Phuket, Thailand. Available online also at: <http://iaast.org/upload/6185A0714028.pdf> [accessed in Manila, Philippines: January 15, 2017].
- "Nature Studies and Innovations in an Era of Changing Global Climate and Environment". Available online at: <https://www.researchgate.net> [accessed in Manila, Philippines: January 15, 2017].
- NSTP [National Service Training Program]. (2014). *Symposium on Drug and Substance Abuse*. Philippines: National Service Training Program.
- NSTP [National Service Training Program]. (2015a). *Luwas nga Dulaanan, Kalipay sa Kabataan: NSTP Civic Welfare Training Service Accomplishment Report SY 2014-2015*. Philippines: National Service Training Program.
- NSTP [National Service Training Program]. (2015b). *Symposium on Voters Education*. Philippines: National Service Training Program, July 26.
- Ogena, Ester B. (2013). "PNU Research Agenda, 2013-2015". Available online at: <https://www.pnu.edu.ph/wp-content/uploads/2014/08/PNU-Research-Agenda-2013-2015.pdf> [accessed in Manila, Philippines: January 15, 2017].
- "Palawan State University: A Government Funded University". Available online at: <http://www.admissionadvisor.org/pdf/Philippines%20Palawan%20State%20University%20Brochure.pdf> [accessed in Manila, Philippines: January 15, 2017].
- PNU [Philippine Normal University]. (2016). *Community and Partnership and Extension Office Brochure*. Manila: PNU Press.
- PNU [Philippine Normal University]. (2013). *Philippine Normal University Research Agenda, 2013-2015*. Manila: PNU Press.
- "Preparation for the ASEAN Community in 2015" in *Thai Higher Education Review*, Vol.10, No.33, July-September 2010.
- PSU [Palawan State University]. (2013a, 2013b, 2013c, 2014, 2015a, 2015b, 2015c, 2015d, and 2016). *BARITA: Official Newsletter of Palawan State University*, Vol.14, Issue No.8 [August].
- PSU [Palawan State University]. (2013b). *BARITA: Official Newsletter of Palawan State University*, Vol.14, Issue No.9 [September].
- PSU [Palawan State University]. (2013c). *Operation Guidelines on the Extension Function of the Palawan State University*. Philippines: Palawan State University, revised edition.
- PSU [Palawan State University]. (2014). *Research Development and Extension (RDE) Quarterly*, Issue of April-June, ISSN 2408-3127.
- PSU [Palawan State University]. (2015a). *Research Development and Extension (RDE) Quarterly*, Issue of April-June, ISSN 2408-3127.
- PSU [Palawan State University]. (2015b). *BARITA: Official Newsletter of Palawan State University*, Vol.14, Issue No.8 [August].
- PSU [Palawan State University]. (2015c). *BARITA: Official Newsletter of Palawan State University*, Vol.16, Issue No.9 [September].
- PSU [Palawan State University]. (2015d). *BARITA: Official Newsletter of Palawan State University*, Vol.16, Issue No.10 [October].
- Quigley, Charles N. (1999). "Civic Education: Recent History, Current Status, and the Future". Paper presented at the American Bar Association Symposium on February.
- Rattanaseevee, Pattharapong. (2014). "Explaining the Dynamics of Regional Integration: Democratisation, Identity, Institutions, and Leadership in the Case of ASEAN". *Unpublished Ph.D. Thesis*. UK [United Kingdom]: Department of Social and Policy Science, University of Bath. Available online also at: http://opus.bath.ac.uk/43930/1/thesis_final_Pattharapong_Rattanaseevee_21_July_2014.pdf [accessed in Manila, Philippines: January 15, 2017].
- Reimers, Fernando M. (2013). "Assessing Global Education: An Opportunity for the OECD". Available online at: <https://www.oecd.org/pisa/pisaproducts/Global-Competency.pdf> [accessed in Manila, Philippines: January 15, 2017].
- Romaquin, Marilyn E. (2009). "Akalan State University: Responding to the Global Role of Competitiveness in Higher Education". A Paper for Panel Discussion International Conference on Society and University (ICSU): Roles for Community Strengthening, on August 5-6, at Rambahai Barni Rajabhat University, Chanthaburi Province, Thailand. Available online also at: <https://www.rbru.ac.th/icsu2009/proceedings/Part4.pdf> [accessed in Manila, Philippines: January 15, 2017].
- Shulman, L.S. (1987). "Knowledge and Teaching: Foundations of the New Reform" in *Harvard Educational Review*.
- Simmons, Andrew. (2015). "The Problem with Ds: Why the Letter Grade should be Banned from Schools". Available online at: <https://www.theatlantic.com/education/archive/> [accessed in Manila, Philippines: January 15, 2017].
- Suryadi, Ace. (2014). *Research Collaboration of Teacher Education among the ASEAN Teacher Education Institution (TEI's): Approaches and Strategies*. Bandung: UPI [Universitas Pendidikan Indonesia] Press.
- "The Philippine Normal University: General Information about the Agency and the Selected Areas of Operation". Available online at: <https://www.pnu.edu.ph/wp-content/uploads/2015/08/Manual-of-Operation.pdf> [accessed in Manila, Philippines: January 15, 2017].

- Thomson, Andrew. (2008). "Exploring the Relationship Between Higher Education and Development: A Review and Report". Available online at: http://www.ghfp.org/Portals/ghfp/publications/thomson_hei_role_dev.pdf [accessed in Manila, Philippines: January 15, 2017].
- Torney-Purta, J. & B.S. Wilkenfeld. (2009). *Paths to 21st Century Competencies Through Civic Education Classrooms: An Analysis of Survey Results from Ninth-Graders (A Technical Assistance Bulletin)*. Chicago, IL: American Bar Association Division for Public Education. Available online also at: <http://www.civicyouth.org/PopUps/CMS-ABA21stCentSkillsStudyFullFinal.pdf> [accessed in Manila, Philippines: January 15, 2017].
- Van Driel, B., M. Darmody & J. Kerzil. (2016). "Education Policies and Practices to Foster Tolerance, Respect for Diversity and Civic Responsibility in Children and Young People in the EU". *NESET II Report*. Luxembourg: Publications Office of the European Union, doi: 10.2766/46172. Available online also at: http://ec.europa.eu/dgs/education_culture/repository/education [accessed in Manila, Philippines: January 15, 2017].
- Yaakub, Mohammad Naim. (2015). *Challenges in Education towards the Realization of ASEAN Community 2015*. Tanjong Malim: Penerbit UPSI [Universiti Pendidikan Sultan Idris].



The Philippines Students at School
(Source: <http://www.theosophy.ph>, 15/4/2017)

Schools, which cater for children from different cultural backgrounds and cultural heterogeneity, should be regarded as an opportunity venue to emphasize citizenship education. Civic Education, as a subject, should integrate human rights and peace education, so as to determine how to blend together the particular and the universal, the national and the international, and the individual and the society.