



Republic of the Philippines
Department of Education
CARAGA REGION

REGIONAL MEMORANDUM
No. 0261, s. 2026

MARCH 18, 2026

To: Schools Division Superintendents
All Others Concerned

**CALL FOR NOMINATION TO THE SEAMEO SEPS TRAINING OF TRAINERS
ON GLOBAL CITIZENSHIP EDUCATION (GCED) AND THE INTEGRATION
OF THE SUFFICIENCY ECONOMY PHILOSOPHY (SEP)
FOR SUSTAINABILITY 2026**

1. The field is informed of the special scholarship training of the Southeast Asian Ministers of Education Regional Center for Sufficiency Economy Philosophy for Sustainability (SEAMEO SEPS).
2. For selection purposes, each Schools division shall nominate 2 qualified candidates – one (1) Lead Nominee and one (1) Alternate Nominee. Both the Lead Nominee and the Alternate Nominee are each required to accomplish and submit requirements in PDF form via the submission link provided on or before the specified deadline.
3. The course schedule, modality, documentary requirements, target participants and qualifications are identified in enclosures 1 and 2 of DM-OULS-2026-106.
4. In compliance with Regional Order No. 16, s. 2019, also known as the DepEd Caraga Equal Opportunity Principle (EOP) Policy, all participants are evaluated regardless of sex, gender, age, civil status, physical attributes, religion, belief, creed, race, family background, political affiliation, socio-economic status or any other legally protected characteristics.
5. For immediate dissemination and appropriate action.

MARIA INES C. ASUNCION
Director IV
Regional Director

Encl.: As stated

Reference: DM-OULS-2026-106 and Regional Order No. 16, s. 2019

To be indicated in the Perpetual Index
under the following subjects:

EVALUATION PROGRAM SCHOLARSHIP SELECTION

HRDD/ea/c
03/17/2026



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2026-03-04225





Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

MEMORANDUM
DM-OULS-2026-106

TO : Undersecretaries
Assistant Secretaries
Bureaus and Service Directors
Regional Directors
Schools Division Superintendents
School Heads
All Others Concerned

FROM : *Carmela C. Oracion*
CARMELA C. ORACION
Assistant Secretary
Officer-in-Charge
Office of the Undersecretary for Learning Systems

SUBJECT : **CALL FOR NOMINATION TO THE SEAMEO SEPS TRAINING OF TRAINERS ON GLOBAL CITIZENSHIP EDUCATION (GCED) AND THE INTEGRATION OF THE SUFFICIENCY ECONOMY PHILOSOPHY (SEP) FOR SUSTAINABILITY 2026**

DATE : 11 March 2026

1. The **SEAMEO Regional Centre for Sufficiency Economy Philosophy for Sustainability (SEAMEO SEPS)**, in collaboration with UNESCO APCEIU through the Global Citizenship Education Cooperation Centre (GCC) Programme, announces a Call for Nomination **for the Training of Trainers on Global Citizenship Education (GCED) and the Integration of the Sufficiency Economy Philosophy (SEP) for Sustainability**. The programme will run from March to October 2026, using a blended learning approach.
2. This programme aims to develop a core group of trained GCED and SEP trainers who can support capacity-building initiatives at national and regional levels. The specific objectives are to:
 - a. Strengthen participants' understanding of GCED and SEP in both theoretical and practical contexts.
 - b. Enhance participants' capacity to design, facilitate, and deliver training related to GCED and SEP in formal, or nonformal and TVET.
 - c. Foster a Community of Practice (CoP) that enables shared learning, reflection, and co-creation of knowledge based on lived and field experiences.
 - d. Establish a sustainable pool of SEAMEO SEPS-recognised trainers who can serve as resource persons for at least three (3) years.
3. The programme will run for eight (8) months and adopt a blended learning approach, combining:
 - a. Onsite training sessions
 - b. Field visits and experiential learning activities
 - c. Online engagements, including webinars and community exchanges

4. A key feature of the programme is the Community of Practice (CoP) approach, where participants actively share experiences, reflect on practice, and co-create knowledge. Emphasis will be placed on field-based learning, peer exchange, and practical application of GCED and SEP principles.

5. Program details are as follows:

Programme Title	Training of Trainers on Global Citizenship Education (GCED) and the Integration of the Sufficiency Economy Philosophy (SEP) for Sustainability		
Training Schedule	8 months (March – October 2026)		
No. of Slots	One (1) Lead Nominee and One (1) Alternate Nominee		
Modality	Blended Learning (Online Monthly Sessions + Onsite Training)		
Programme Schedule	Date & Time (PH Time, GMT+8)	Activity	Participation
	27 Mar 2026 (3:00–5:00 PM)	Webinar Series 1	Lead & Alternate
	24 Apr 2026 (3:00–5:00 PM)	Online Practicum	Lead & Alternate
	29 May 2026 (3:00–5:00 PM)	Webinar Series 2	Lead & Alternate
	26 Jun 2026 (3:00–5:00 PM)	Online Workshop	Lead & Alternate
	31 Jul 2026 (3:00–5:00 PM)	Webinar Series 3	Lead & Alternate
	28 Aug 2026 (3:00–5:00 PM)	Online Practicum	Lead & Alternate
	28 Sep – 2 Oct 2026(Onsite, Thailand)	Onsite Training Sessions	Lead & Selected Alternates
	30 Oct 2026 (3:00–5:00 PM)	Webinar Series 4	Lead & Alternate
Target Participants and Qualifications	A. Essential Qualifications of Participants	B. Desirable / Added-Value Qualifications	
	1. Professional Background & Role - Currently working in education or related fields (formal, nonformal, TVET) - Affiliated with a recognised government or academic institution - Holds a position that allows training replication or influence on practice/policy 2. Relevant Experience (GCED/SEP) 3–5 years in GCED, peace education, ESD, human rights, SEP, sustainable/community development, or teacher/adult learning	1. Prior Regional/International Exposure - Experience with SEAMEO, ASEAN, UNESCO, APCEIU or similar initiatives - Involved in cross-country collaboration or international training programmes - SEAMEO SEPS alumni (SEP-ED, SEP4School and other special programmes and projects) 2. Community-Based/Field Experience - Hands-on work in community development,	

	b. Proven practical field experience, not just theory 3. Training & Facilitation Experience a. Experienced trainer, facilitator, or resource person b. Skilled in participatory, reflective, dialogue-based, and experiential learning c. Experience with diverse groups (teachers, youth, communities, policymakers) 4. Commitment & Availability a. Commit to an 8-month blended programme: 5 days onsite in Thailand + monthly online learning (2 hrs synchronous) b. Actively engage in a Community of Practice c. Serve as a GCED-SEP trainer/resource person for minimum of 3 years d. Have institutional endorsement for time and support 5. Openness to Co-Creation & Reflection a. Willing to learn from others, share practices, and engage in reflection and dialogue b. Respectful of diverse cultural, social, and national perspectives 6. Communication & Language Skills a. Functional English (speaking & writing) for regional discussions, online webinars, and collaborative documentation b. Able to share learnings in local/national contexts post-programme	school-community partnerships, or sustainability/livelihood projects b. Able to apply theory to real-world practice 3. Digital & Online Competence a. Proficient with online platforms and virtual learning communities b. Willing to document learning via blogs, videos, or reflective journals 4. Leadership & Multiplier Potential a. Proven leadership in teacher networks, learning communities, or institutional/national initiatives b. Clear potential to scale up GCED and SEP initiatives nationally or regionally
	C. Nomination Structure - The nomination will include a Lead and an Alternate, ensuring active participation, continuity, and long-term impact, with the Lead nominee taking primary responsibility and the Alternate supporting and building capacity. - The lead-alternate nomination system ensures active participation, continuity, and long-term impact, with the Lead nominee taking primary responsibility and the Alternate supporting and building capacity. - To promote gender balance, it is encouraged that nominations consist of one male and one female.	
Expected Outputs	A pool of qualified and SEAMEO SEPS-recognised GCED and SEP trainers is established.	

COA

	- Regional and national capacities for teacher training, facilitation, and programme implementation in sustainability and global citizenship education are strengthened. - Regional collaboration and knowledge exchange are enhanced through an active and sustained Community of Practice. - Participants are certified and equipped to serve as resource persons, trainers, or facilitators at national and regional levels for a minimum period of three years.
Outcomes	A sustainable and regionally coordinated network of certified GCED and SEP trainers is established, enabling the systematic sharing of expertise across countries to strengthen national and regional capacities in sustainability and global citizenship education through strategic, collaborative capacity-building initiatives.
Recognition and Sustainability	Participants who will successfully complete the programme will receive official recognition or certification from SEAMEO SEPS. Graduates are expected to contribute to future SEAMEO SEPS initiatives, support national-level activities, and sustain the Community of Practice beyond the programme duration.
Provisions Covered by SEAMEO SEPS (Full Sponsorship – Onsite)	All expenses for the onsite training sessions in Thailand (28 September – 2 October 2026) will be fully covered by SEAMEO SEPS under GCC funding, including accommodation and training materials.
Deadline of Submission	March 20, 2026
Submission Link	https://forms.office.com/r/910sQR6bY5

6. For selection purposes, the National Educators Academy of the Philippines (NEAP) encourages each **Bureau/Division/Regional Office Personnel Development Committee (PDC)** to nominate **at least two (2) qualified candidates—one (1) Lead Nominee and one (1) Alternate Nominee**. To promote gender balance, it is encouraged that nominations consist of **one male and one female**. All nominees must meet the qualifications and submit the documentary requirements detailed under **Eligibility & Documentary Checklist (Enclosure 1)** along with their accomplished and duly signed **Scholarship Clearance (Enclosure 2)**.
7. Both the Lead Nominee and the Alternate Nominee are each required to accomplish and submit requirements (in PDF Form) via the submission link provided on or before the specified deadline. These include:
- A. SEAMEO Regional Centre for Sufficiency Economy Philosophy for Sustainability requirements:
- Short CV (2–3 pages); and
 - Brief Statement of Motivation (maximum 500 words) addressing:
 - Experience in GCED, SEP, and/or sustainability education;
 - Commitment to the 1-year training programme and 3-year post-programme engagement as a trainer/resource person; and
 - Vision for applying the learning at the national level.
- B. DepEd Standard Requirements:
- Regional Office Nomination Form
 - Recent Personal Data Sheet (PDS)

3. Work Experience Sheet
 4. Endorsements from the Immediate Supervisor and the Schools Divisions Office
 5. Proof/s of outstanding accomplishments (relevant certificates)
 6. Individual Performance and Commitment Review Form (IPCRF) for the two (2) consecutive years
 7. Updated Service Record
 8. Certificate of No Pending Case
 9. Passport
 10. Work Application Plan
 11. Medical Certificate
8. Please be advised that applications may be disqualified for various reasons, including, but not limited to: incomplete requirements, absence of official endorsement(s), direct submission of applications to the Secretariat's email, or discrepancies in submitted documents, among others.
9. For more information regarding the course programme, kindly refer to the attached **Concept Note** and the **Qualifications of Nominees**.
10. For concerns and queries, please contact the **NEAP Scholarships Secretariat** via email at scholarships@deped.gov.ph or landline (02) 8715-9919.
11. For immediate dissemination and appropriate action.

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GENERAL ELIGIBILITY REQUIREMENTS/CHECKLIST

Name:	
Scholarship Program:	
Sponsoring Agency/Organization:	
Region/SDO:	
Work Station:	

Remarks (✓, X, others)	Eligibility	Documentary Requirements
	a. Must be a Filipino citizen.	Updated Personal Data Sheet
	b. Must have obtained a very satisfactory (VS) performance rating for two (2) consecutive years. c. Must present his/her Individual Development Plan (IDP) that is validated by the head of the office.	Latest rated performance rating with approved IDP
	d. Must be holding a permanent item.	Updated Service Record
	f. Must have no master's degree (for those who will apply for a master's degree) and shall have no doctoral degree (for those who will apply for a doctoral degree). g. Must have no current or pending enrollment in other institutions for graduate or postgraduate degree programs (for degree programs).	Updated Personal Data Sheet
	h. Must be willing to sign a Scholarship Contract and commit to its provisions.	(shall be complied after being officially nominated)
	j. Must have no pending administrative, civil, or criminal case, and must have not been found guilty of any violation involving moral turpitude, corruption, or fraud.	Certificate of no pending administrative/legal charges



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SCHOLARSHIP CLEARANCE

I. NAME		
II. Position/Designation		
III. Permanent Station		
IV. Has availed any scholarship program	☐ Yes ☐ No	If yes, fill out sections V-X, as applicable.
V. Scholarship Program	Program Type	Title of the Program
	☐ Degree ☐ Non-Degree	
VI. Scholarship Duration		
VII. Status	☐ Completed the Course (Submit a copy of Certificate of Completion)	☐ Withdrawn from the Course (State the reason below)



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VIII. Reason/s for Non-Completion (must be supported by attachments)	☐ Resignation ☐ Transfer ☐ Retirement ☐ Others <i>Explain further.</i>	
IX. Service Obligation	No. of Months/Yrs Required	No. of Months/Yrs Completed
X. Reason for Non-Completion (must be supported by attachments)	☐ Resignation ☐ z ☐ Retirement ☐ Others <i>Explain further.</i>	
<i>I hereby attest that the information in this form and the supporting documents attached hereto are true and correct</i>		
Name and Signature of the Scholar		
Date and Time		
<i>This is to certify that the information in this form and the supporting documents attached hereto are true and correct</i>		
Name and Signature of the Recommending Authority (SDO - HRDD)		
Date and Time		
APPROVED		
Name and Signature of the Recommending Authority (RO-HRDD)		
Date and Time		



Global
Citizenship Education
Cooperation Centre

Training of Trainers on Global Citizenship Education (GCED) and the Integration of the Sufficiency Economy Philosophy (SEP) for Sustainability

QUALIFICATIONS OF NOMINEES

This training programme aims to develop a pool of trainers on Global Citizenship Education (GCED) and the integration of the Sufficiency Economy Philosophy (SEP) for sustainability. The programme will engage 20-30 participants over 8 months, using a blended approach that combines onsite training sessions, field visits, and online engagements/webinars.

Implemented through a Community of Practice (CoP) framework, the programme emphasises shared learning, reflection, and collaboration. Participants will be trained in both the theoretical and practical aspects of GCED and SEP, with a strong focus on field-based experiences and co-creation of knowledge drawn from lived experiences. Graduates of the programme will be recognised as GCED and SEP trainers for SEAMEO SEPS in Southeast Asia and beyond, and are expected to serve as resource persons, trainers, or facilitators for a minimum of 3 years, with certification provided upon completion.

Nominations will be requested from SEAMEO Member Countries between February and March 2026, and the trainers training will take place between March and October 2026.

A. ESSENTIAL QUALIFICATIONS OF PARTICIPANTS	B. DESIRABLE / ADDED-VALUE QUALIFICATIONS
1. Professional Background & Role a. Currently working in education or related fields (formal, nonformal, TVET) b. Affiliated with a recognised government or academic institution c. Holds a position that allows training replication or influence on practice/policy 2. Relevant Experience (GCED/SEP) a. 3–5 years in GCED, peace education, ESD, human rights, SEP, sustainable/community development, or teacher/adult learning b. Proven practical field experience, not just theory 3. Training & Facilitation Experience a. Experienced trainer, facilitator, or resource person b. Skilled in participatory, reflective, dialogue-based, and experiential learning c. Experience with diverse groups (teachers, youth, communities, policymakers) 4. Commitment & Availability a. Commit to an 8-month blended programme: 5 days onsite in Thailand + monthly online learning (2 hrs synchronous) b. Actively engage in a Community of Practice c. Serve as a GCED–SEP trainer/resource person for minimum of 3 years d. Have institutional endorsement for time and support 5. Openness to Co-Creation & Reflection a. Willing to learn from others, share practices, and engage in reflection and dialogue b. Respectful of diverse cultural, social, and national perspectives 6. Communication & Language Skills a. Functional English (speaking & writing) for regional discussions, online webinars, and collaborative documentation b. Able to share learnings in local/national contexts post-programme	7. Prior Regional/International Exposure a. Experience with SEAMEO, ASEAN, UNESCO, APCEIU or similar initiatives b. Involved in cross-country collaboration or international training programmes c. SEAMEO SEPS alumni (SEP-ED, SEP4School and other special programmes and projects) 8. Community-Based/Field Experience a. Hands-on work in community development, school–community partnerships, or sustainability/livelihood projects b. Able to apply theory to real-world practice 9. Digital & Online Competence a. Proficient with online platforms and virtual learning communities b. Willing to document learning via blogs, videos, or reflective journals 10. Leadership & Multiplier Potential a. Proven leadership in teacher networks, learning communities, or institutional/national initiatives b. Clear potential to scale up GCED and SEP initiatives nationally or regionally C. NOMINATION STRUCTURE • The nomination will include a Lead and an Alternate, ensuring active participation, continuity, and long-term impact, with the Lead nominee taking primary responsibility and the Alternate supporting and building capacity. • The lead–alternate nomination system ensures active participation, continuity, and long-term impact, with the Lead nominee taking primary responsibility and the Alternate supporting and building capacity. • To promote gender balance, it is encouraged that nominations consist of one male and one female.

**Training of Trainers on Global Citizenship Education (GCED) and the Integration of the
Sufficiency Economy Philosophy (SEP) for Sustainability
The Nominees (preferably a male and a female)**

Country	
Nominating Institution	
Name of Nominating Official	
Position of Nominating Official	

The Lead Nominee - Fully participates in all programme components - Leads training, facilitation, and SEAMEO SEPS regional and national activities - Experienced in training, leadership, or programme implementation - Main national contact for GCED–SEP capacity building initiatives	
Name	
Position Title	
Office	
Office Address	
Email	
Mobile	
Required Supporting Documents - Short CV (2–3 pages) - Brief statement of motivation (max 500 words) addressing: - Experience in GCED/SEP/sustainability - Commitment to 1+3-year engagement - Vision for applying learning at national level	

The Alternate Nominee - Joins the programme with the Lead nominee - Steps in if Lead cannot attend activities - Supports national follow-up and CoP engagement - Builds capacity for continuity and sustainability	
Name	
Position Title	
Office	
Office Address	
Email	
Mobile	
Required Supporting Documents - Short CV (2–3 pages) - Brief statement of motivation (max 500 words) addressing: - Experience in GCED/SEP/sustainability - Commitment to 1+3-year engagement - Vision for applying learning at national level	



Training of Trainers on Global Citizenship Education (GCED) and the Integration of the Sufficiency Economy Philosophy (SEP) for Sustainability

CONCEPT NOTE

A. Background and Rationale

Global challenges such as climate change, social inequality, and sustainability require educators who are equipped not only with knowledge, but also with values, mindsets, and practical approaches that promote responsible and active citizenship. Global Citizenship Education (GCED) and the Sufficiency Economy Philosophy (SEP) offer complementary frameworks that emphasise sustainability, moderation, reasonableness, ethical decision-making, and global responsibility. There is a growing need to build a regional pool of trainers who can effectively integrate these approaches into education systems across Southeast Asia.

B. Purpose and Objectives

This programme aims to develop a core group of trained GCED and SEP trainers who can support capacity-building initiatives at national and regional levels. The specific objectives are to:

- Strengthen participants' understanding of GCED and SEP in both theoretical and practical contexts.
- Enhance participants' capacity to design, facilitate, and deliver training related to GCED and SEP in formal, or nonformal and TVET
- Foster a Community of Practice (CoP) that enables shared learning, reflection, and co-creation of knowledge based on lived and field experiences.
- Establish a sustainable pool of SEAMEO SEPS-recognised trainers who can serve as resource persons for at least three (3) years.

C. Target Participants

The programme will engage 20-30 participants, including:

- Lead and alternate nominees from SEAMEO Member Countries
- Representatives from teacher education institutions/universities in Thailand and other countries
- Identified experts and invited partners.

Participants are expected to possess relevant experience in education, training, or sustainability-related areas, and to demonstrate strong commitment to the objective and the full duration of the programme.

D. Programme Design and Approach

The programme will run for eight (8) months and adopt a blended learning approach, combining:

- Onsite training sessions,
- Field visits and experiential learning activities, and
- Online engagements, including webinars and community exchanges.

A key feature of the programme is the Community of Practice (CoP) approach, where participants actively share experiences, reflect on practice, and co-create knowledge. Emphasis will be placed on field-based learning, peer exchange, and practical application of GCED and SEP principles.

E. Expected Outputs and Outcomes

- A pool of qualified and SEAMEO SEPS–recognised GCED and SEP trainers is established.
- Regional and national capacities for teacher training, facilitation, and programme implementation in sustainability and global citizenship education are strengthened.
- Regional collaboration and knowledge exchange are enhanced through an active and sustained Community of Practice.
- Participants are certified and equipped to serve as resource persons, trainers, or facilitators at national and regional levels for a minimum period of three years.

Outcome

A sustainable and regionally coordinated network of certified GCED and SEP trainers is established, enabling the systematic sharing of expertise across countries to strengthen national and regional capacities in sustainability and global citizenship education through strategic, collaborative capacity-building initiatives.

F. Recognition and Sustainability

Participants who successfully complete the programme will receive official recognition or certification from SEAMEO SEPS. Graduates are expected to contribute to future SEAMEO SEPS initiatives, support national-level activities, and sustain the Community of Practice beyond the programme duration.

 Under the auspices of the Government of Thailand, SEAMEO SEPS was established to promote the Sufficiency Economy Philosophy (SEP) as a strategic framework for achieving sustainable development. This mandate aligns closely with SEAMEO Priority Areas and Sustainable Development Goal (SDG) 4, particularly target 4.7, which emphasises equipping learners with the knowledge and skills needed for sustainable development. This includes education for sustainable development (ESD), gender equality, peace, appreciation of cultural diversity, and Global Citizenship Education (GCED).

By fostering SEP mindsets, SEAMEO SEPS supports GCED through the promotion of values such as resilience, ethical decision-making, and sustainability. Recognising this, the UNESCO APCEIU invited SEAMEO SEPS to become a GCED Cooperation Centre for Thailand and Southeast Asia.

APCEIU is a UNESCO Category 2 Centre established in 2000 by the Agreement between the Government of the Republic of Korea and UNESCO to promote and develop Education for International Understanding (EIU), currently regarded as GCED. GCED is recognised by UNESCO as one of the most important elements of 21st-century education. This importance is further emphasised in the SEAMEO Strategic Plan 2021–2030.

The establishment of GCED Cooperation Centre (GCC) at SEAMEO SEPS is both timely and strategic. It reflects the growing recognition of GCED as a transformative approach essential to addressing persistent social, economic, and environmental disparities in Thailand and across Southeast Asia. The GCC at SEAMEO SEPS also complements the existing network of six GCCs in the region, including SEAMEO Community Education Development (CED) in Lao PDR, and universities in Cambodia, Indonesia, Malaysia, Philippines and Thailand.