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# Forging Global Citizens: A Comparative Study of Intercultural Pedagogical Practices of Higher Educational Institutions in the Philippines

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## Abstract

*This research fills a critical void in the empirical literature on intercultural education in Philippine HEIs by attending to the lived experiences of faculty, staff, and students immersed in intercultural learning spaces. Although there is an extant literature focused on the value and struggles of intercultural education, very little of this work examines the intersubjective realities of the people within the institutions. A significant portion of the existing literature adopts a top-down approach, focusing on institutional policies and programmatic evaluations without giving voice to the experiences of the individuals who are most directly impacted by these programs. This lacuna was addressed through the use of a mixed-method approach to tap the richness and complexity of what intercultural education means in Philippine HEIs and to provide us with more holistic insights into the nature of its transformative promise. Since the Philippine context is also marked by the presence of diverse ethical and linguistic groups, more studies are needed to understand the particular issues involved in engendering intercultural understanding within such a context. It is also critical to comprehend the attitudes held by international academic staff members regarding institutional practices and structures for campus internationalization.*

*Keywords: Intercultural Education, Higher Education, Philippines, Lived Experiences, Institutional Frameworks, Intercultural Competence.*

## Introduction

In the era of an ever-shrinking world, the demand for intercultural competence in HEIs has never been greater, requiring depth and breadth to explore lived experiences that give meaning to intercultural learning in the Philippine context (Ayunon & Haloc, 2021). This study aimed to overcome theoretical assumptions and policy imperatives to highlight the granular challenges faced by teaching, learning, and administrative staff (as well as students) involved in intercultural pedagogy, acknowledging the multifaceted dimensions of intercultural learning contexts (Bartleet et al., 2020). Using a mixed-methodology design, the study combined qualitative data from in-depth interviews, ethnographic observations, and case studies to gain a rich, in-depth understanding of the complex dynamics of these environments and explore the difficulties, as well as address the potential benefits, of promoting interculturality (Guillén-Yparrea & Soledad, 2023). Ultimately, we aim to offer theoretically grounded contributions to understanding that can 1) aid in the development, implementation, and assessment of intercultural programming that will 2) contribute to a more inclusive and global-minded academic community. It is important to know how integration between practice-based experiences is accomplished, and that program designs can facilitate learning (Billett, 2015). This approach facilitates a deeper understanding of intercultural dynamics and equips students with the skills required for intercultural competence in a globalized world. This study will make a substantial contribution to the literature in the field of intercultural learning, as it will provide practical support for HEIs wishing to improve their intercultural learning activities and produce graduates who are not only academically qualified but also culturally skilled and globally oriented. The prevailing literature underscores HEIs' role in developing intercultural competence among students, strategically positioning students in the advanced information age for a world where co-operation occurs beyond natural barriers like cultural differences (Aziz, 2017). However, the road to successful intercultural education is unclear, as researchers continue to identify challenges in areas such as resource allocation, faculty training, and the design of quality assessments.

## Review of Related Literature

With the rise of globalization, the importance of the ICC has increased. Therefore, HEIs have been urged to give prominence to their development as a fundamental commitment of the educational mission (Eisenchlas & Trevaskes, 2007). This competence is an advantage and a necessity for graduates who wish to achieve in

an internationalized world where cooperative activities are becoming more boundary-less, exceeding geographical and cultural borders (Arasaratnam-Smith, 2020). Evidence in the literature supports the key role that HEIs have in developing learners' cultural competence, as learners need specific competences to adapt to a world characterized by cross-border collaborations International Journal of Educational Sciences| Volume 6, No 2| 2013 and the increasing importance of cultural understanding (Suguku, 2023). Nevertheless, implementing successful intercultural education initiatives is not without its challenges, and studies have repeatedly examined the remaining barriers of budget, faculty readiness, and robust indicators of effectiveness (Engelbrecht, 2016). Institutional culture and context influence the design and implementation of IC programs and "the core of the university and how IC is addressed in a HEI" (Leask, 2015). 'Internationalization at home' has been advocated as one of the strategic responses to the need to develop intercultural understanding and intercultural competence in a global economy (Choi & Khamalah, 2017). Intercultural competence for peacebuilding in post-conflict (Guo, 2025). Higher education contributes to the development of intercultural competence. The effectiveness of these initiatives depends on the institutions' ability to build campus diversity, develop innovative pedagogical practices, arrange for collaborative teaching using internet technologies, and incorporate the students from the partnering institutions in a helpful manner (Sahasrabudhe et al., 2020). According to a study, most faculty did not participate in research despite HEIs' attempts (Wong, 2019). HEIs must make a determined effort to stimulate a research-based culture and offer more options for professional development, mainly because the links between teachers' research capacity and the difficulties they experience have been established (Amenabar & Pontillas, 2024).

## Research Gap

Although the literature points to the value of intercultural education and the difficulties encountered in its operationalization, a noticeable gap in evidence exists regarding what constitutes the lived experiences of students and educators at the Philippine HEIs. Existing research has identified theoretical models and described policy implications and outcomes surrounding intercultural education; however, there has been less work to investigate the lived experiences of faculty, staff, and students as they work and learn within intercultural learning contexts. Most of the current scholarship adopts a top-down perspective that emphasizes program evaluations and institutional policies, with little in-depth examination of the lived experiences of those most affected by these programs and their engagement with them. To address this gap,

this research utilizes a mixed methods approach to capture the richness and intricacy of intercultural education in Philippine HEIs and obtain a more comprehensive and sophisticated knowledge of its potential to bring about transformation. Second, as the Philippines is home to numerous different ethnic and linguistic groups, it is important to explore more deeply the challenges and opportunities in developing an understanding among people of diverse cultural backgrounds in the specific context (Wong, 2019). The attitudes of academic staff towards institutional systems and frameworks are also critical in campus internationalization (Minocha et al., 2018). Additional study is necessary to determine the applicability of the findings in other cultures and to make modifications.

## Research Objectives

To gain a thorough understanding of how intercultural competence is being integrated into Philippine higher education institutions, several research objectives are necessary to guide the investigation.
1. Uncovering the Lived Experiences of Intercultural Education in Philippine HEIs
2. Exploring the Pedagogical Narratives Shaping Intercultural Competence
3. Mapping the Intercultural Landscape through case study analysis.

## Research Methods

The study employed a qualitative research method to determine the nature of intercultural education in Philippine higher education institutions. This method centered on interpreting lived experiences, pedagogical stories, and institutional settings that influence the development of intercultural competence among faculty, staff, and students (Ayunon & Haloc, 2021). The data collection methods were deliberately selected to generate rich, descriptive data consistent with the interpretive approach to qualitative inquiry (Mantula et al., 2024).

To identify the lived experiences of intercultural education, the research team implemented semi-structured interviews among faculty, staff, and students within various Philippine HEIs. The double interviews were semi-structured, enabling an open-ended exploration of participants' ideas, covering the major issues involving intercultural pedagogy, program implementation, and personal experience (Tingabngab & Binayao, 2023). The interview guide was created to gather rich accounts of participants' experiences with intercultural education programs, their perceptions of the impact of these programs, and the obstacles and opportunities in

promoting learners' intercultural competence. Classrooms, workshops, and other locations hosting intercultural education activities were attended for ethnographic observation. Such observations allowed learning from direct experience about how intercultural interactions occur in the classroom, what teaching methods faculty use, and how students interact with various perspectives. Field notes provided rich accounts of physical setting, people's interactions, and the climate of the learning context. The observations were intended to supplement the interview accounts and provide contextual evidence, complementing and verifying or contradicting the participants' experiences described during the interviews. The data gathering process revealed potential challenges in data collection, highlighting the need for researchers to possess adequate skills and knowledge of appropriate strategies and procedures.

The research team conducted semi-structured interviews with key faculty members who either develop or teach around intercultural education to examine the pedagogical narratives of intercultural competence. These interview questions inquired about the faculty members' teaching methods, why they used them, and what they knew about intercultural competency (Qin, 2024). The interview guide was designed to elicit faculty members' beliefs, values, and assumptions about intercultural education. Interview data were reviewed for themes, tensions, and contradictions in the narratives, which were then analyzed to uncover the implicit and explicit knowledge that informs and shapes the practice of teaching and learning related to intercultural competence. This study investigated the convergence of faculty perspectives on teaching and professorial practice in the classroom, particularly about considerations of diversity, equity, and inclusion in teaching. The study also employed a case study method to understand better the intercultural terrain in some Philippine HEIs, which are considered a purposely chosen set of different organizations. The case study sites were purposively selected based on institution type, location, student background, and the presence of unique intercultural education efforts (Spieler et al., 2025). Analysis of documents, interviews, and observations within each case study location provided an in-depth understanding of the relevant institutional context and its impact on intercultural education. The inquiry focused on how institutional culture, resources, and students' demographic characteristics influenced the design and implementation of intercultural programs. Levels of satisfaction of students enrolled in courses lectured in a multicultural context were also investigated (Gonçalves & Staevieiri, 2015). The study aimed to explore the difficulties and advantages of cross-cultural capacity-building in differing institutional settings, to provide some implications for CS personnel development and administration work in each specific

context, as well as the potential to apply the findings to others (Donia et al., 2024; Qin, 2024). Research capacities were associated with the challenges teachers could encounter and with educational levels serving as mediating factors for such capacities. (Amenabar & Pontillas, 2024).

## Results and Findings

*Lived Experiences of Intercultural Education in Philippine HEIs*

Intercultural education in the Philippine HEIs is a complex interwoven reality shaped by pedagogical discourses, stakeholder perceptions, and the politics of implementation (Bartleet et al., 2020; Tingabngab & Binayao, 2023). Comprehending this necessitates scrutiny of intercultural pedagogy that goes beyond the superficial, focusing on the complexities involved in learning contexts (Hale et al., 2020). The input of faculty, staff, and students is critical to the success of the strategies (Wang, 2024). The requirement by the Commission on Higher Education for research to be concomitant with teaching has implications for faculty research (Wong, 2019). Intercultural education naturally connects language with culture. Through examining interview and observation data, some common themes have surfaced: (1) infusing intercultural perspectives into curricula; (2) cultural identity; (3) power dynamics in interactions; and (4) creating inclusive learning spaces (Joaquin et al., 2020; Quitoras & Abuso, 2021) and the effects both positive and negative of technology integration (Freed et al., 2019). Teacher preparation, as well as research capability building, is essential to improving the quality of instruction.

*Theme 1. 1: Challenges and Successes of Implementing Intercultural Education in Philippine HEIs*

Institutionalization of intercultural education in Philippine HEIs continues to face challenges of incorporating intercultural perspectives across curricular offerings and addressing power relations in intercultural encounters. Nevertheless, students' intercultural competence, problem-solving, and critical thinking thrive when based on project work. It is essential to have faculty development for the successful implementation of initiatives.

*"The biggest hurdle is a lack of resources and training for faculty. Many are not equipped to teach intercultural concepts effectively. We need more funding for workshops, training materials, and opportunities for faculty to engage in professional development focused on intercultural pedagogy."*

This is more than just reporting a scarcity of resources. It articulates the resources required, including funding for workshops, new training materials, and opportunities for continued professional development. This suggests that prolonged institutional investment in faculty development is crucial, rather than one-off intervention schemes. Poor training is reflected in the quality of intercultural education delivered to students.

*"While challenging, the project-based approach shows promise. Students are actively engaged and develop valuable skills beyond just knowledge acquisition. For example, projects that involve collaboration with international partners or community-based initiatives foster real-world application of intercultural skills and knowledge. However, careful scaffolding and support are crucial for successful implementation."*

This response expands on the success of project-based learning by providing concrete examples (international collaborations, community projects). It also acknowledges the need for careful planning and support to ensure that all students benefit from this approach. This suggests that while project-based learning is effective, it is not a simple *"plug-and-play"* solution and requires thoughtful implementation.

*Theme 1. 2: The Role of Lived Experiences and Stakeholder Perceptions*

Assessing the long-term outcomes of intercultural education interventions that are guided by rich descriptions of lived experience is essential. Faculty, staff, and students' perceptions influence these programs' success. A study on lived experiences provides valuable insights into successes and obstacles that could inform future interventions and policies.

*"Students from diverse backgrounds bring unique perspectives, but their voices are not always heard or valued equally. There is a need for more inclusive pedagogical approaches that actively solicit and incorporate student feedback. Creating safe spaces for open dialogue and critical reflection is also essential."*

This reply focuses on the issue of equitable participation and voice within learning. It also suggests the importance of pedagogical shifts that may reverse the narrow *"input-output"* focus (dealing solely with information overload) of the classic teacher-centered approach, to create a more inclusive and collaborative learning space. Note of *"Safe Space"*: Safety of potential power imbalances and everyone being comfortable.

*Faculty must be more aware of their biases and how they impact student interactions and learning. This requires ongoing self-reflection and critical engagement with diversity,*

*equity, and inclusion issues. Regular professional development focused on culturally responsive teaching practices is crucial."*

This response highlights the importance of educator self-awareness and ongoing professional development. It emphasizes that intercultural competence is about teaching students about other cultures and educators critically examining their biases and practices. The call for culturally responsive teaching suggests a shift towards more student-centered and culturally relevant pedagogical approaches.

*Theme 1.3: The Interconnectedness of Language, Culture, and Technology in Intercultural Education*

Inter-cultural education is based on the association between language and culture, aiming to increase learners' knowledge of the culture. Technology creates opportunities for cross-border information flows, while raising issues of access and literacy. Programs to enhance research capacity are necessary to increase the quality of teaching.

*"Technology can be a powerful tool, but we must ensure everyone has equal access and the skills to use it effectively. This means addressing the digital divide through initiatives that provide affordable internet access and digital literacy training for students and faculty alike. We must also be mindful of the digital equity implications of different technologies and learning platforms."*

This discussion builds on the digital divide by suggesting actions that need to be taken to bridge it: ensuring affordable Internet access and digital literacy training. It also highlights the importance of considering students' diverse needs and competencies when integrating technology into education. This is why a comprehensive approach to technological integration is needed, addressing not just access but equity.

*"Integrating language learning into intercultural education is crucial. It is about understanding different cultures and communicating effectively within them. This requires a more integrated approach to language instruction, embedding it within broader intercultural learning experiences rather than treating it as a separate subject."*

This answer emphasizes the significance of language mastery and cultural contact in communication across cultural boundaries, suggesting that contact with other human beings via language should not be an *"extra"* in education. It indicates that language should not be studied in isolation but within the context of richer intercultural learning experiences, which will contribute to a more comprehensive and successful intercultural education. This underscores the necessity for a more communicative and holistic approach to language learning.

*Pedagogical Narratives Shaping Intercultural Competence*

In today's increasingly globalized world, intercultural learning has become a significant aspect of higher education. In Philippine HEIs, teachers' pedagogical practices significantly influence students' perceptions of cultural diversity and are greatly influenced by the global and local conceptualizations. In this study, we examine the pedagogical "stories" and beliefs that inform what we have referred to as 'intercultural education' and center on how issues of intercultural competence are framed, enacted, and justified by faculty. Through semi-structured interviews with influential instructors, the study has revealed the implicit and explicit values driving teaching. Its goals are to identify common themes, contradictions, and tensions in these narratives and provide a glimpse into how educators negotiate between universal frameworks and local cultural dynamics. The study contributes to a broader understanding of how intercultural education is learned, lived, and contested in the Philippine classroom.

*Theme 2.1: Intercultural Teaching as Values Formation*

For many faculty members, intercultural education served as a vehicle for developing fundamental human values, including respect, empathy, and humility. It was not just that intercultural competence was seen as a set of cognitive skills or knowledge about cultural facts. However, it was implicitly regarded as a moral attitude towards diversity.

Participant Responses:

*"Intercultural education, for me, is about teaching my students to respect other beliefs and backgrounds, even if they do not agree with them."* (Participant 5)

*"I always begin with values, like pakikipagkapwa, because before we talk about cultural differences, we must learn how to treat each other as equals."* (Participant 9)

These responses indicate that faculty infuse values-based learning into their pedagogy, spotlighting shared humanity. Their stories demonstrate that intercultural competence is learned through curricular content and relational strategies based on Filipino cultural values. This moral-ecological stance views the classroom as a transformative space that serves as a venue for intercultural learning, emphasizing both personal growth and intellectual development.

*Theme 2.2: Tensions Between Global Frameworks and Local Realities*

While some educators were inspired by global discourses (e.g., UNESCO's global competence framework), they acknowledged challenges in contextualizing

these frameworks within the Philippine socio-cultural landscape. These tensions emerged in balancing academic content with students' lived realities and local cultural contexts.

Participant Responses:

*"We use materials from international organizations, but often our students cannot relate to Western case studies or examples."* (Participant 3)

*"I modify global frameworks and try to 'Filipinize' the content, so my students can connect better."* (Participant 4)

This theme points to the complexity of intercultural teaching in postcolonial contexts. Educators are not passive recipients of international models but adapt them to fit local epistemologies. The pedagogical narratives reflect an ongoing negotiation between global education standards and indigenous or national identities. These tensions highlight the need for culturally responsive frameworks that empower both educators and students to engage with interculturality from their standpoint.

*Theme 2.3: Experiential Pedagogy as a Pathway to Intercultural Understanding*

Educators emphasized experiential learning, such as immersion programs, service-learning, and cultural exchanges, as practical tools for fostering intercultural competence. These methods were seen as more impactful than purely theoretical approaches, allowing students to confront cultural differences firsthand and develop a deeper understanding.

Participant Responses:

*"We bring our students to indigenous communities. The interaction allows them to appreciate differences and question their assumptions."* (Participant 6)

*"My intercultural communication class includes projects where students collaborate with peers from other ASEAN countries."* (Participant 2)

Experiential pedagogy allows students to internalize intercultural learning through reflection on real-life encounters. The narratives suggest that such practices bridge the gap between abstract concepts and lived realities, deepening students' capacity for empathy, dialogue, and critical cultural awareness. Faculty members see these approaches as transformative, especially in shaping students' intercultural dispositions beyond the classroom.

*Institutional Culture and Intercultural Education*

The complex association of institutional culture and intercultural education programs indicates varied dynamics among Philippine HEIs. Institutional culture, consisting of values, beliefs, and norms, plays an important role in the terrain of

intercultural education by exerting an impact on its development, delivery, and effectiveness (Manila et al., 2022). In this context, the accessibility and distribution of resources, such as budgetary considerations, resources in general, and human resources, are important to consider to what extent intercultural programs can be established and maintained (Quitoras & Abuso, 2021). In addition, the student population, with diverse ethnicity, socio-economic status, and academic preparedness, has complicated intercultural initiatives (Ambida, 2017; Manila et al., 2022). The combination of these constructs allows and impedes the development of cross-cultural competency among students and faculty (Aziz, 2017).

*Theme 3.1. Adaptive Intercultural Competence*

Among the key themes from this analysis is *"adaptive intercultural competence"*, emphasizing that HEIs can tailor intercultural programs to their students' unique needs and circumstances. This flexibility requires a close understanding of students' cultural backgrounds, learning styles, and backgrounds so institutions can create culturally sensitive curricula and teaching practices.

Participant Responses:

*Adaptive intercultural competence reflects HEIs' ability to customize programs for diverse student needs. Institutions create more inclusive, culturally responsive learning environments by integrating indigenous knowledge and offering support like language help and mentoring.* (Participant 4)

*Adaptive intercultural competence means listening to students and shaping education around their cultures. It is about making space for indigenous wisdom and offering support that feels personal and meaningful.* (Participant 8)

For example, the study participants emphasized integrating indigenous knowledge systems and viewpoints into the curriculum, making it more inclusive and culturally relevant for students from diverse cultural backgrounds. Adaptive intercultural competence is also characterized by targeted support to address the specific needs of racially and ethnically marginalized and underserved students, including, but not limited to, linguistic support, cultural mentoring, and transcultural counseling.

*3.2 Navigating Institutional Constraints*

A second key theme highlights HEIs' difficulties in introducing intercultural education projects, given resource constraints, bureaucratic obstacles, and other pressing demands. Although the significance of intercultural competence is

acknowledged, colleges and universities struggle to dedicate resources to program creation, faculty development, and student participation.

Participant Responses:

*"Even if we want to improve intercultural programs, there is barely enough funding or staff support. Sometimes we end up doing the bare minimum just to say the program exists."* (*Participant 9*)

*"Collaborating across departments sounds excellent in theory, but the red tape is exhausting. It is hard to innovate when our regular workload is already stretched thin.* (Participant 7)

This lack of resources in turn results in all types of negative consequences: from the superficial character of intercultural programs while they could have a profound content and impact on such cross-cultural communication as well as the limited number of students who have the access to them as the result of which the very objectives of intercultural competence is not achieved (Nagibova, 2019). In addition, bureaucratic factors and administrative inertia may hinder the launch of innovative intercultural projects when they require collaboration among different departmental units or with the external world. Research limitations, including heavy workloads, can hinder teachers' ability to effectively participate in intercultural education projects (Abelardo et al., 2019).

*Theme 3.3 Cultivating Inclusive Learning Environments*

Finally, the topic of "building inclusive learning environments" addresses the conscious work that HEIs undertake to contribute to the existence of spaces where students from different socio-cultural, socio-economic, racial/ethnic, gender, sexual orientation, capabilities, and faith backgrounds feel valued, respected, and enabled to take part fully in learning. This begins with a culture of inclusivity that fosters diversity, challenges stereotypes, and encourages self-reflection among students and faculty (Eden, Lau et al., 2024; Markey, Allemand, Müller, & Cheung, 2021).

Participant Responses:

*"Being in a classroom where every culture is acknowledged makes me feel more seen and confident to speak up, it changes how I engage with learning."* (Participant 13)

*"When we do group work with people from different backgrounds, I learn so much more. It opens perspectives I never considered before."* (Participant 10)

Inclusive learning environments are marked by open discussion, respect for others, and a commitment to social justice, which allows students to interact with a wide range of thoughts and to gain greater understanding of intercultural concerns (Markey et al., 2021). Respondents in the study emphasized the need to create

conditions that allow students to communicate with peers from different cultures, for example, in collaborative projects, in a group, or in connection with free time activities (Eden et al., 2024).

## Discussion

The intercultural education environment in Philippine HEIs is a composite drawing from pedagogy, stakeholder perspectives, and pragmatic decisions (Wong, 2019). Faculty development is one avenue that naturally supports this and is fundamental to integrating intercultural perspectives, and this ideal challenges issues of power in intercultural encounters (Frederick & James, 2007). It is not enough to see beyond the surface; you must plunge into the morass of details concerning learning environments and how intercultural pedagogy colors the educational experience. It is necessary to recognize the language-in-culture aspect within the framework of intercultural education programs, as this significantly influences the learning process. Faculty, staff, and student attitudes are critical in determining the success of intercultural education programs and the general educational climate (Markey et al., 2021). Context for Faculty Research The research mandate of the Commission of Higher Education and its role in instruction provide the context that shapes, to some extent, the research activities of faculty, including in the field of intercultural education (Albia & Chan, 2017). Themes such as the infusion of intercultural concepts into curricula, the significance of cultural identity, the operation and impact of power in the intercultural education process, the creation of inclusive learning spaces, and the ambivalent practices of technology integration are all discussed when examining intercultural education. The development of teachers and strengthening of research capacity are prerequisites for advancing the quality of teaching, which means that teachers require professional development.

The practice of intercultural education in Philippine HEIs is a story of simultaneous failure and success. One major challenge is allowing intercultural perspectives to properly permeate the established curricula and the power dynamics in intercultural interactions. Studies have shown that project-based assessments positively affect students' intercultural competence, problem-solving, and critical thinking skills (Guillén-Yparrea & Soledad, 2023). They conclude that project-based assessment effectively taught culture, thereby enhancing students' intercultural competence, problem-solving ability, critical thinking, and learning motivation (Nguyen, 2021). Faculty development is not only beneficial but is necessary for effective practice of intercultural education, which is one of the ways by which educators can nurture intercultural understanding and competence among their

students. Teacher preparation programs should focus on expanding the awareness of intercultural competence and methods of classroom inclusivity (Smolcic & Katunich, 2016). Several teachers face a shortage of materials and training, a significant barrier to implementing intercultural education programs. Schools must invest resources and training so that teachers feel prepared yet supported by intercultural training (Eden et al., 2024). Such challenges must be addressed with a multi-pronged strategy involving curriculum change, teacher training, and enabling learning environments.

Based on the obstacles and accomplishments, it is essential to recognize that promoting cultural competence in education necessitates a multidisciplinary approach that integrates curriculum development, teacher training, community outreach, and technology (Eden et al., 2024). Institutions can prepare students for success in a globally interconnected world by valuing diversity and inclusion, encouraging critical thinking, and developing empathy (Amenabar & Pontillas, 2024). Higher education plays a significant role in the promotion of curriculum that creates an educational climate conducive to intercultural competency by critically examining biased theories and histories, accommodating media and educational materials to diverse cultural inclinations, provide equal access and opportunities to individuals irrespective of their socio-economic status, and respecting different learning styles among students (Gonzales, 2017). Culturally responsive instruction enables teachers to create a classroom that values differences and diversity while promoting critical thinking and empathy, preparing students to navigate today's globalized society with knowledge and compassion (Markey et al., 2021). Ongoing professional development of teachers in intercultural competence is crucial for bridging the gap between theory and implementation, enabling them to produce relevant and practical intercultural education.

## Conclusions

Thus, the implantation of intercultural education in the Philippine Higher Education Institutions is a complex undertaking that requires an integrated, comprehensive, and inter-institutional response beyond curriculum adjustments The argument is that faculty development is not only good, worthy, and worthwhile, but critical to the weaving of IC perspectives throughout the educational continuum and the reduction of power differentials in intercultural exchanges. This requires us to delve deeper than merely cataloging involvement, examine the intricate relationships between environments of learning and intercultural pedagogy, and better understand how these components influence the learning experience. Moreover, finally, understanding the importance of the relationship between language and culture and

its implications for the effectiveness of intercultural education efforts is crucial. The combined beliefs of faculty, staff, and students shape the educational environment. Therefore, the perspectives of faculty, staff, and students should be considered in the development and implementation of intercultural educational interventions.

Additionally, the Commission on Higher Education's dual responsibility for instruction and research provides a framework that influences faculty research foci, particularly in intercultural education. Focus on issues of intercultural curricular integration, the political nature of cultural identity, shifting power relations, the generation of inclusive teaching and learning spaces, and the ambivalent role of computer and information technologies are recurrent themes in the literature on intercultural education. At the same time, teacher training and the strengthening of research capabilities are crucial to improving the quality of teaching, highlighting the importance of in-service training among the teaching workforce.

For its part, Philippine HEIs wish to ensure that their teachers are well prepared for the intercultural dynamics of the classroom in a way that promotes inclusivity and equity and remedies power imbalances. Furthermore, HEIs need to foster a research environment that incentivizes academic staff to investigate the complexities and dimensions associated with intercultural education, leading to culturally responsive pedagogies and resources.

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