Sub-Regional Workshop on Education for Sustainable Development (ESD) for Teacher Education Institutions

USJ-R ESD Programs: Status, Good Practices & Challenges
How did USJ- R College of Education respond to the challenges?

• Fostered international research collaboration

• Considered issues of global citizenship concerning education by partnering with other international stakeholders.
Win on WASTE Program (WoW)

The program aims to conserve, reuse, reduce recycle waste products and materials targeting a zero-waste University community. This is largely done through the production and utilization of the Materials Recovery Facility (MRF), a facility that will recycle wastes such as Styrofoam, used papers in classroom and offices into products such as the creation of green bags, stationery papers, paper charcoal, paper beads and many others.

Sir Robi, interviewing a WOW pre-service teacher volunteer on the MRF Facility

Participants of the ESD In-country workshop observing the WOW pre-service teacher volunteer on how other wastes are being recycled from the MRF. Dr. Valenzuela of SEAMEO is documenting the process.
Recoletos Eco-Park

This is a project of the University of San Jose-Recolletos in Brgy. Maslob Danao, Cebu, encouraging students, faculty and staff, along with community partners to plant 75,000 trees in a 100-hectare land owned by the Recoleta community, until 2022. This is to create a big forest that can sustain the environment in the future generations to come. The brains of this project, Bro. Jazeal Jakosalem, OAR, Property Administrator of USJ-R, was given the first ever “Green Ring Award” during the closing ceremony of The Climate Reality Project Leadership Core Training last March 16, 2017 at the Sofitel Philippine Plaza in Pasay City due to this initiative.

The Recoletos priests who pioneered and modeled the planting of trees in
Sending off our Pre-service teachers to Thailand and Indonesian Universities

SEA- Teacher Project
One of the flagship programs of the USJ-R College of Education is the establishment of MTB-MLE Programs for teachers and students in the Region.

Naghiusa sa pagsuporta sa MTB-MLE

ANG Ramon Abotiz Foundation Inc. (RAFI) nilagda at kasabotan tali sa University of San Jose Recoletos (USJR) aron paggamit sa kalidad sa pagtuto sa mga magtuto sa handling Kindergarten ug Grades 13 pupul sa sa publicong tunghaan niadtong Marso 21 sa RAFI Eduardo Abotiz Development Studies Center. Pinaagi sa “Certificate Program on Mother Tongue Based Multi-Lingual Education (MTBMLE) for Public School Teachers”, ang 80 ka magtuto sa Ilawigan sa Sugbo harag dan halagad ngi pagbansay bahin sa MTBMLE sa teachinglearning process.

Ang paggamit sa lokal na pinulog sa Kindergarten ngadto sa Grade 3 mao usa sa nagungang bahin sa K12 educational program.

Sila ipaconv sa USJR sulod sa duha ka trimesters ubos sa Master of Education in Early Childhood Education Program, diin gipahat nga makakuhuna at kalidad nga MTB-MLE instructional materials ug makatabang sa ilang kau ban sa epektibong pagturo sa MTBMLE.

Nag-suporta kini sa teacher’s training sa language mapping research sa Sugbo, diin nagabat sa desisyon sa instructional materials. Ang universi’ty’s research team mao nagmuno sa epektibong pagtama sa MTBMLE instruction.

Ang pagbansay gitumong sa paghatag at ikagahibalo sa public school teachers uban sa theoretical ug practical approaches nga maayong magamit diha sa pagpatama sa MTBMLE, diin ginsa nga ipatuma sa Kindergarten ug Grade 1, ug sa Grade 2 karong Hulyo.

Ang panahon sa RAFI’s Grants piniagi sa RAFI Development Fund

KASABOTAN. Ang Ramon Abotiz Foundation Inc. (RAFI) Deputy Director for Operations Amaya Abotiz, USJ-R President Rev. Fr. Enrico Peter Silad, DMin, ug Dean Julieta Capipay sa USJ-R College of Education, nilagda at project agreement sa “Certification Program on Mother Tongue Based Multi-Lingual Education (MTB-MLE) for Public School Teachers” niadtong Marso 21. Makita sa hulagway mao si (naglingad, gikan sa wala) leystoni Babia, USJR assistant project coordinator, ug Anton Dignadice, executive director sa RAFI’s Education Development Unit.
Fostered research collaboration pertaining to ESD programs

Mother Tongue Based Multilingual Education Certificate Program vis-à-vis Pupils’ Academic Performance in Public Elementary Schools in Cebu

Jestoni P. Babia, Helmee N. Etule-Tapanan, Juliet M. Gaitope, Les Aee A. Ladonga

Abstract

This study investigates the effectiveness of the Mother Tongue Based Multilingual Education (MTB-MLE) Certificate Program to the academic performance of pupils utilizing their first language in learning. Teacher-scholars’ performance were measured in terms of teaching-learning and teaching facilitation. Moreover, pupils’ satisfaction level were determined based on the comparison of teachers’ performance as scholars, trained and non-trained. The findings of this study revealed that teacher-scholars who enrolled in the certificate program showed positive and direct effect to pupils’ academic performance. An increase of pupils’ achievement and satisfaction level towards learning using MTB-MLE as a medium of instruction was grounded on the intensity of teachers’ training about the implementation of MTB-MLE in each grade level. Furthermore, scrutinizing the differences of both teachers’ performance and pupils’ performance in Grades 1-3 will be helpful in determining more provisions to make the K to 12 implementation more effective and more understandable to individuals within the cycle of learning.
Internationalization is not an end. It is a means to conduct research, implement and design teacher education programs and evaluate them. Once the cycle is completed, funding opportunities may come in.

Partnered with international stakeholders for ESD programs.

ENABLING WRITERS’ Goals and Objectives

The Enabling Writers’ Program is a result of the work of many partners and stakeholders around the world, who are working on improving reading instruction and providing effective resources for reading instruction.
Produced MTB-MLE Books integrating ESD Themes

1,200 books produced

**DECODABLE** refers to text that only contains letters and sounds a student has already learned. This introduces children systematically to reading.

**LEVELED READERS** are books or stories of increasing difficulty, so children advance their vocabulary, build comprehension skills, and increase reading fluency.
Actions After the In-country Workshop
Launching and Curriculum Quality Audit

• The activities that the College had undertaken last December 2017 was the initial preparation for the field-testing of the books for the Enabling Writers’ Training Workshop, the launching of the ESD Programs.

• Curriculum Quality Audit vis-à-vis the formulation of the “customized” 2018 Teacher Education Curriculum for the USJ-R College of Education. All these were made possible through the creation of the ESD Committee headed by the Dean.
### Bachelor of Early Childhood Education (BECED)

**Effective School Year 2018-2019**

#### Summer

<table>
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<tr>
<th>Final Grade</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Lecture Units</th>
<th>Lab Units</th>
<th>Total Units</th>
<th>Pre-requisite(s)</th>
<th>Board Subjects</th>
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<td>The Teacher and the Community, School Culture and Organizational Leadership</td>
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<td>PROF ED 06,07</td>
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#### First Semester

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<td>Child Development</td>
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<td>ED-ECED 03</td>
<td>Play and Developmentally Ap Education</td>
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<th>Pre-requisite(s)</th>
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<td>PROF ED 03, 04, 06</td>
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<td>Instructional Technology for Teaching and Learning in the Field of Specialization</td>
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<td>PROF ED 05, 07</td>
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<td>Assessment of Children's Development and Learning</td>
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<td>ED-ECED 08, 09</td>
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PBL Integration

during the kick-off in 2018, the integration of Project-based Learning Designs in the Assessment for Student Learning 2 Course (ASL 2) has been implemented. Pre-service teachers designed, planned, monitored and evaluated authentic community projects which are sustainable, developmental and reflective. This plan is in preparation for a pre-service training for PBL-based designs where ESD is integrated. (Please see Detailed Plan of Action below)
Conceptual Framework integrating ESD in the Curriculum
**UN-ESD Themes**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Viewing Competencies</th>
<th>Themes</th>
<th>ESD Thrust</th>
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<tbody>
<tr>
<td>1</td>
<td>Tell the big ideas/key concepts from gestures of the interlocutors</td>
<td>Filipina Sports Legends</td>
<td>Gender Equality</td>
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<tr>
<td>2</td>
<td>Follow a series of directions while viewing</td>
<td>Combating Hunger in the Philippines</td>
<td>Health Promotion</td>
</tr>
<tr>
<td>3</td>
<td>Read appropriately to a program viewed</td>
<td>Rights of the Filipino Child</td>
<td>Children Protection</td>
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<tr>
<td>4</td>
<td>Group the message conveyed by the program viewed</td>
<td>Religious Tolerance in Philippine Context</td>
<td>Intercultural Faith</td>
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<tr>
<td>5</td>
<td>Denote meaning of unfamiliar words</td>
<td>Preserving Local Filipino Culture</td>
<td>Cultural Diversity</td>
</tr>
<tr>
<td>6</td>
<td>Form mental images of the information conveyed by the program viewed</td>
<td>Cracking Poverty in the Filipino Urban Areas</td>
<td>Poverty Reduction and Sustainable Urbanization</td>
</tr>
<tr>
<td>7</td>
<td>Extract information from a program viewed</td>
<td>Filipino Resilience during Natural Disasters</td>
<td>Disaster Risk Reduction</td>
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</tbody>
</table>

**Presentation #1**

- courseware utilized materials which are related to real-world
Future Plans

CURRENT CONDITIONS (APPRECIATIVE INQUIRY/SITUATIONAL ANALYSIS)
- Existence of Solid waste management practices, products and resources
- Existence of Community Outreach Programs (CoP)
- Existence of 5-year Programs on Cyberbullying, Premarital Sex, HIV/AIDS and Drug Abuse

SITUATION NEXT MONTH
Field Testing of the books (review, monitor and evaluate based on ESD concepts)
Full-launching of 3-Year ESD Programs and Activities for Preservice Teachers
CAA using ESD as a framework

SITUATION 2018
- Start of EWT Roll-out for in-service and Preservice Teachers
- Final Review and Evaluation of Field Tested Books
- Submission of Field Tested Books to DepEd via LRMPS Portal
- Additional 3.0-unit course on ESD and SDG

SITUATION 2020
- End of externally-funded projects
- Monitoring & Evaluation Report of the 3-Year ESD college Programs and Activities for Preservice Teachers
- Receive awards for best ESD Projects through award-giving bodies (UNESCO, SEAMEO etc.)
- Roll out of new, specific ESD Programs and Services

WHAT NEEDS TO BE DONE
- Discuss ESD Framework to the College and Graduate School Planning, Reviewing, Monitoring and Evaluating the Curriculum Design the ESD General Program of Activities (GPDA)

WHAT NEEDS TO BE DONE
- Communicate with stakeholders on the objectives of the projects (TEIs and DepEd)
- Design the prospectus integrating 3.0 units of ESD and SDG on the Bachelor in Elem and Secondary Education Programs
- Training of teachers/professors handling the specialized course including syllabus preparation and materials development

WHAT NEEDS TO BE DONE
- Gather research and evidence-based activities on the projects and programs conducted
- Submit new proposals and entry plans for award-giving bodies
- Review, Monitor and Evaluate GPDA of ESD Programs
- Share best practices of ESD Programs through CoP activities

DREAM: What We want in the Future (2030)
ESTABLISHMENT OF RESEARCH, TRAINING AND DEVELOPMENT OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (RTD-ESD)
Maraming salamat po!