



United Nations  
Educational, Scientific and  
Cultural Organization



Japan  
Funds-in-Trust



Global Action Programme  
on Education for Sustainable  
Development

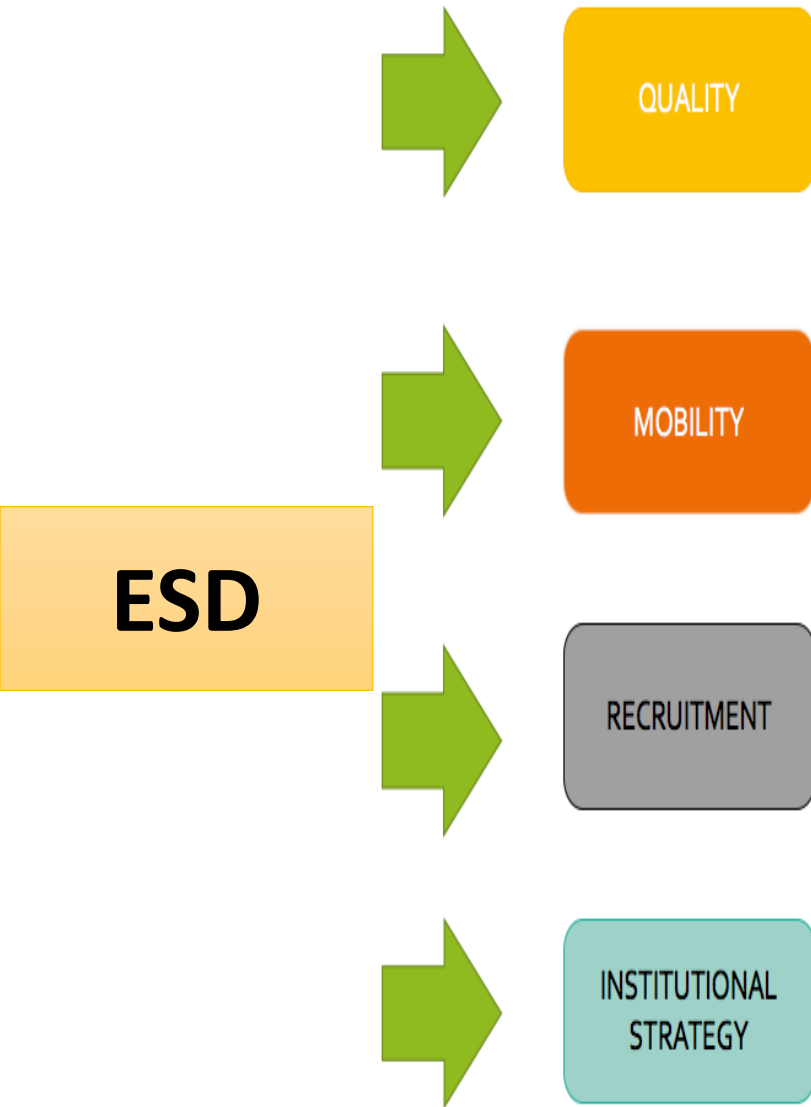


Southeast Asian  
Ministers of Education  
Organization

## 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?

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- 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.



# Recoleta Eco- Park

This is a project of the University of San Jose- Recoletos 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 to a big forest that can sustain the environment in the future generations to come. The brains of this project, Bro. Jaazeal 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 Recoleta priests who pioneered and modeled the planting of trees in





# Sending off our Pre-service teachers to Thailand and Indonesian Universities



SEA- Teacher Project







## Teacher Ed Community Outreach programs

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

SuperBalita Cebu 14 Apr 2013 (PR)



**KASABOTAN.** Ang Ramon Aboitiz Foundation Inc. (RAFI) Deputy Director for Operations Amaya Aboitiz, USJ-R President Rev. Fr. Enrico Peter Silab, OAR, ug Dean Julieta Catipay sa USJ-R's College of Education, nilagda og project agreement sa "Certification Program on Mother TongueBased Multi-Lingual Education (MTB-MLE) for Public School Teachers" niadtong Marso 21. Makita sa hulagway mao sila si (nagtindog, gikan sa wala) Jestoni Babia, USJR assistant project coordinator, ug Anton Dignadice, executive director sa RAFI's Education Development Unit.

ANG Ramon Aboitiz Foundation Inc. (RAFI) nilagda og kasabotan tali sa University of San Jose Recoletos (USJR) aron pagpalambo sa kalidad sa pagtudlo sa mga magtutudlo sa handling Kindergarten ug Grades 13 pupils sa sa publikong tunghaan niadtong Marso 21 sa RAFI Eduardo Aboitiz Development Studies Center.

Pinaagi sa "Certificate Program on Mother TongueBased Multilingual Education (MTBMLE) for Public School Teachers", ang 80 ka magtutudlo sa lalawigan sa Sugbo hatagan og halapad nga pagbansay bahin sa MTBMLE sa teachinglearning process.

Ang paggamit sa lokal na pinulogan sa Kindergarten ngadto sa Grade 3 maoy usa sa nagunang bahin sa K12 educational program.

Ang 80 ka mga magtutudlo sa mga magtutudlo pilion ning summer sa panel nga gilangkoban sa mga representate sa RAFI, USJR College of Education, ug Department of Education 7.

Sila ipaenroll sa USJR sulod sa duha ka trimesters ubos sa Master of Education in Early Childhood Education Program, diin gipaabot nga makakuha og kalidad nga MTB-MLE instructional materials ug makatabang sa ilang kau ban sa epektibong pagtudlo sa MTBMLE.

Nagsuporta kini sa teacher's training sa language mapping basihan sa desinyon sa instructional materials. Ang university's research team maoy magtuon sa epektibong pamaagi sa MTBMLE instruction.

Ang pagbansay gitumong sa paghatag og igong kahibalo sa public school teachers uban sa theoretical ug practical approaches nga maayong magamit diha sa pagpatuman sa MTBMLE, diin gimando nga ipatuman sa Kindergarten ug Grade 1, ug sa Grade 2 karong Hunyo.

Ang panaghiusa sa RAFI's Grants pinaagi sa RAFI Development Fund

gitumong nga makaambit sa pagpalambo sa kalidad sa edukasyon sa paghimo niining dunay kamahinungdanon ug paghatag og opurtunidad sa pagtuon.

Karong tuiga, ang RAFI sa makausa pa nagduso alang sa mga proyekto sa Sugbo nga hatagan sa pinansyal nga tabang pinaagi sa RAFI Development Fund.

Ang priority projects karong tuiga naglakip sa curriculum development, integration, ug management; alternative delivery mode (ADM); alternative learning system (ALS); technical ug vocational education and training; ug initiatives nga magsuporta sa K12 program.

Ang interesadong kahugpongman mosumiter sa aplikasyon hangtod sa Hulyo 31.

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# Fostered research collaboration pertaining to ESD programs

Kecoletos Multidisciplinary Research Journal, Vol 3, No 2

## Mother-Tongue Based Multilingual Education Certificate Program vis- a- vis Pupils' Academic Performance in Public Elementary Schools in Cebu

*Jestoni P. Babia, Helmae N. Etulle-Tapanan, Juleita M. Catipay, Lea Mae 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.



Partnered with international stakeholders for ESD programs.

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.

## 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 .





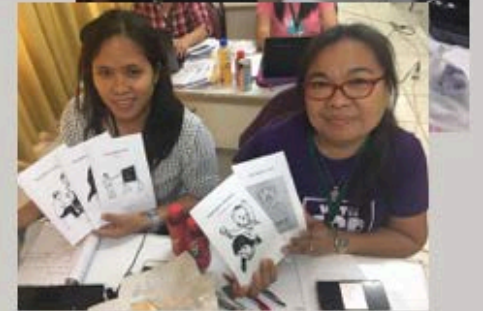
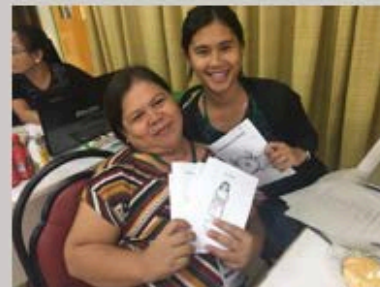


**DECODABLE** refers to text that only contains letters and sounds a student has already learned. This introduces children systematically to reading.

**LEVELED READERS** are books or stories of increasing difficulty, so children advance their vocabulary, build comprehension skills, and increase reading fluency.

Produced MTB- MLE  
Books integrating  
ESD Themes

1,200 books  
produced



# Actions After the In- country Workshop

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# 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- a- 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.





# Final Prospectus (Integrating 3.0 Units ESD)



University of San Jose Recoletos  
College of Education  
Basak, Pardo, Cebu City



## BACHELOR OF EARLY CHILDHOOD EDUCATION (BECED)

Effective School Year 2018-2019

Student ID #:	
Name:	
City Address:	
Home Address:	

### Preparatory Subjects

Final Grade	Course Title	Cot
	PROF ED A	Philosophical, Sociological and Education
	PROF ED B	3R Fundamentals in Educatio

### First Semester

Final Grade	Course Title	Cot
	PROF ED 01	Building and Enhancing New
	PROF ED 02	Foundations of Special and In
	GE 01	Readings in the Philippine His
	GE 02	Art Appreciation
	ED-ECED 01	Foundation of Early Childhood
	ED-ECED 02	Child Development
	ED-ECED 03	Play and Developmentally Ap Education
	REEd 1	Revelation of Faith

### Summer

Final Grade	Course Title	Course Description	Lecture Units	Lab Units	Total Units	Pre-requisite/s	Board Subjects
	PROF ED 08	The Teacher and the Community, School Culture and Organizational Leadership	3		3	PROF ED 06,07	✓
	PROF ED 09	Education for Sustainable Development (focusing on ESD Integration in the K-12 Curriculum)	3		3	None	
	PROF ED 10	Design Education (Creating Learning Spaces)	3		3	PROF ED 05, 07	
<b>TOTAL</b>			<b>9</b>		<b>9</b>		

### THIRD YEAR

#### First Semester

Final Grade	Course Title	Course Description	Lecture Units	Lab Units	Total Units	Pre-requisite/s	Board Subjects
	PROF ED 11	Assessment in Learning 1	3		3	PROF ED 03, 04, 06	✓
	PROF ED 12	Research 1(Educational Research Statistics)		3	3	None	✓
	GE 12	Philippine Indigenous Communities	3		3	PROF ED 08, 09	✓
	PROF ED 13	Instructional Technology for Teaching and Learning in the Field of Specialization		3	3	PROF ED 05, 07	✓
	ED- ECED 11	Assessment of Children's Development and Learning	3		3	ED-ECED 08, 09	✓
	ED- ECED 12	Science in Early Childhood Education	3		3	None	✓
	ED- ECED 13	Early Learning Environment	3		3	None	✓
<b>TOTAL</b>			<b>15</b>	<b>6</b>	<b>21</b>		

Second Semester

# PBL Integration

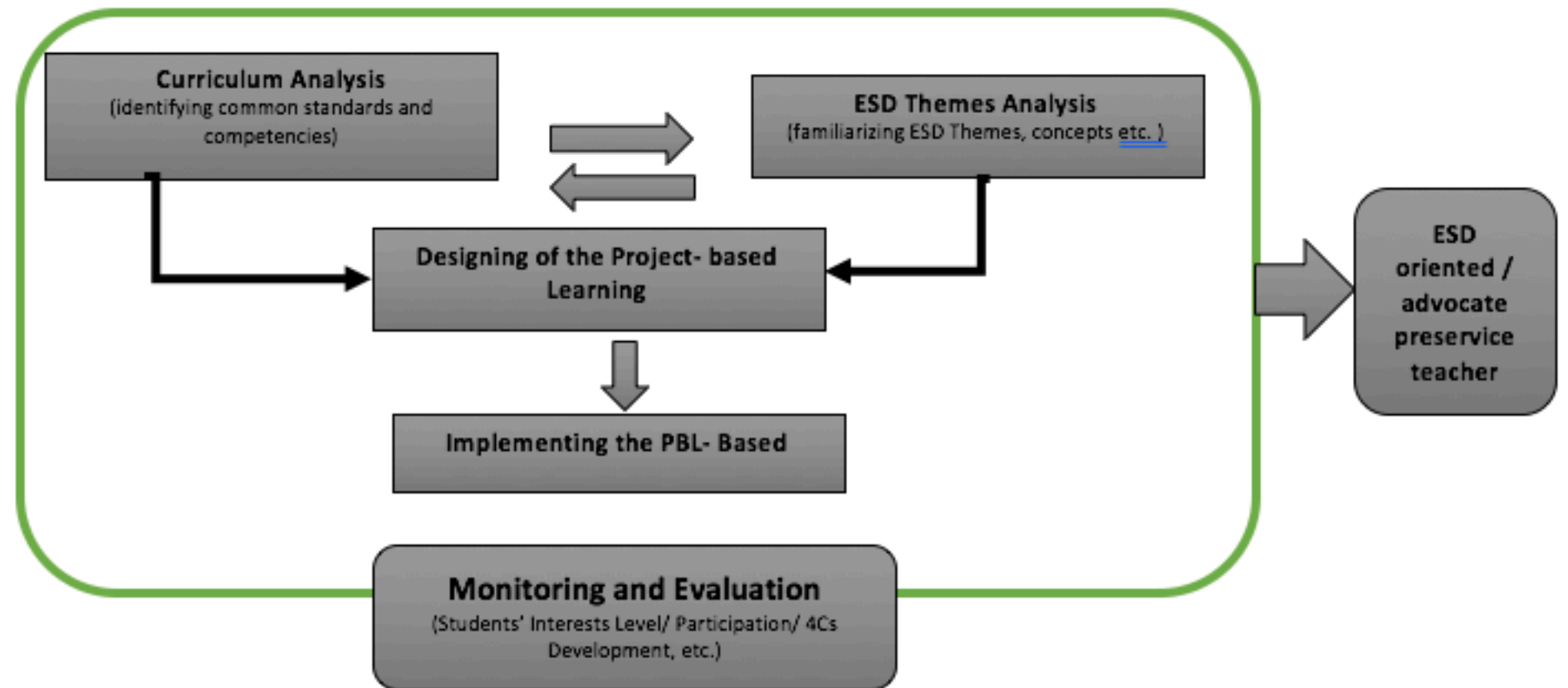
during the kick-off in 2018, the integration of Project-based Learning Designs in the Assessment for Student Learning 2 Course (ASL 2) has been implemented. Pre-service teachers designed, planned, monitored and evaluated authentic community projects which are sustainable, developmental and reflective. 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)

## DETAILED PLAN OF ACTION

Components	Details and Description
1. Title of the Activity	Problem-based Learning Plan Integrating ESD
2. Objectives and Expected Output	<ol style="list-style-type: none"><li>1. Identify the methodologies and strategies of developing PBL-based learning plan integrating ESD</li><li>2. Design PBL-based learning plan integrating ESD</li><li>3. Manifest appreciation on the integration of ESD to PBL-based learning plan through dynamic learning sessions</li></ol>
3. Methodology and Timing	<ol style="list-style-type: none"><li>I. Training Component: Dynamic Learning Sessions using Top-Down Model<ol style="list-style-type: none"><li>A. In-service Teachers Capacity Building for Preservice Team Heads</li><li>B. Preservice Team Heads Training for Preservice Teachers</li></ol></li><li>II. Development Component: Designing of PBL-based activities integrating ESD</li><li>III. Research Component: Monitoring and Evaluating the Impact of the Activity through Research</li></ol>
4. Potential Risks/ Challenges	<ul style="list-style-type: none"><li>Change in leadership</li><li>Resources</li><li>Change of schedules</li><li>Availability of speakers</li></ul>
5. Funding Requirements and Partners	<ul style="list-style-type: none"><li>Training Logistics</li><li>Venue</li><li>Communications</li><li>Honoraria</li><li>Modules (validation)</li><li>Human resources</li></ul>
6. Follow-up Activities/ Next Steps	<ul style="list-style-type: none"><li>Application of PBL-based learning designs in classroom setting</li><li>Extensive classroom observation</li><li>Feedbacking Sessions</li></ul>

# Conceptual Framework integrating ESD in the Curriculum

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## UN-ESD Themes

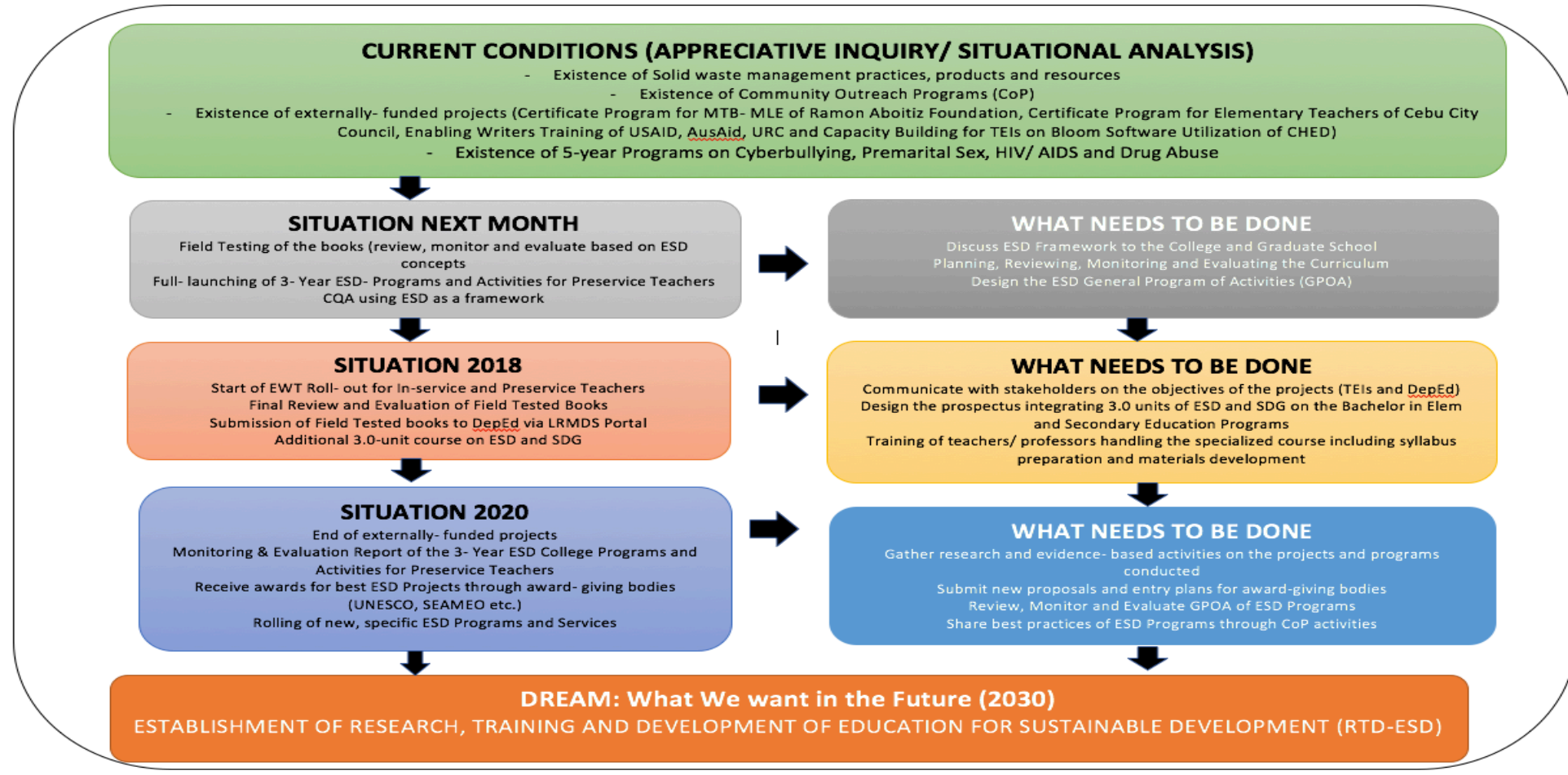
Course No.	Viewing Competencies	Themes	ESD Thrust
1	Tell the big ideas/key concepts from gestures of the interlocutors	Filipina Sports Legends	Gender Equality
2	Follow a series of directions while viewing	Combating Hunger in the Philippines	Health Promotion
3	React appropriately to a program viewed	Rights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



## Presentation #1

- courseware utilized materials which are related to **real-world**

# Future Plans



Maraming salamat po!