Republic of the Philippines
CEBU NORMAL UNIVERSITY
COLLEGE OF TEACHER EDUCATION
Osmeña Blvd., Cebu City 6000
Philippines

Education for Sustainable Development (ESD) In-Country Workshop
Theme: Addressing Sustainability through Transformative Education
November 20-22, 2017

Education is pivotal in achieving sustainability. Its changing landscape necessitates conscious and concerted efforts among stakeholders in the academe. A number of ways can be done to equip the students with deeper understandings on the multifaceted role of education for sustainable development (ESD). One of which is the conduct of in-country workshops to ascertain transformative education by infusing ESD concepts in the Teacher Education Curriculum (TEC) thereby producing graduates who are equipped with competencies that address sustainability.

The proceedings of the in-country workshop held in Cebu City, Philippines last November 20-22, 2017 speaks of the dedication of the organizers from SEAMEO and UNESO and that of the select Teacher Education Institutions (TEIs) of the Philippines.

LEAPS

Five TEIs positively responded to the in-country workshop invitation by sending their ESD focal persons to Harolds Hotel in Cebu City, Philippines. SEAMEO's Deputy Director, Dr. Ethel Agnes P. Valenzuela, discussed about the urgency to address the gaps transformed as priority areas- advance policies, enhance learning and training environments, build the capacities of educators and trainers and empower and mobilize the youth, with the Philippines identified as pilot ground for environmental concerns.

It was also stressed that teachers are powerful agents of change who can deliver the educational response to advance sustainable development through their wide ranging influence on policies and practices, in orienting the community, on developing solutions. It is noteworthy to point out that the first in-country workshop/ ESD training among South East Asian countries happened in the Philippines.

Key understandings that surmised are the following:

- ESD allows every human being to acquire the KSAV necessary to shape a sustainable future.
- ESD requires far-reaching changes in the way education is often practiced today.
- There is a need to contextualize ESD in the Philippines.
- ESD is a framework for sustainable future.
- There is a need to capacitate TEIs as focal persons gained an in-depth understanding of ESD concepts, principles and practices
- TEI's through its faculty members to develop projects and trainings in the pre service education.
- It is a constant challenge, for everyone to ensure that education of today adequately contribute to sustainability, by seriously looking at ESD integration principles and concepts in the TEC.
- It is about the planning of today that makes tomorrow sustainable.
- The participants gave their views on their confidence of understanding ESD as an essential element for pre-service teacher training and that their institution is committed to ESD integration
- Environment was identified as the top concern for all and that the biggest challenge is to make connections between academic and societal issues so they become visible to the students.
- As ESD provides a vision of sustainability, it must be at the heart of teaching-learning practice.
- There is a complexity and an urgency to address the issues as these are about life.
- One can address the problem of ESD from where we are from and from an understanding of how much of the things we learned are still relevant today.
- Two of the gaps in the Decade of ESD (D-ESD) have been internalized- the absence of clearly articulated ESD strategies and policies, the lack of educator competencies and the need to institutionalize ESD to ensure strong political support on its implementation on systemic level.
- Through ESD, students are empowered to take informed decisions, to imbibe lifelong and holistic learning to transform themselves and the society.
- ESD integrated dimensions cover economic, social, environmental, political and cultural as reflected in the sample HOPE framework. More than the concept and practice are the integrated contexts that make ESD distinct.

Along with the many salient points shared on ESD was the sharing of the practices and policies distinct in each TEI; carefully identifying which are ESD-driven and which are simply an offshoot of outreach and livelihood projects. The projects include Cebu Technological University's (CTU) Paglaum, Bohol Islands State University's (BISU) Green Village Program, University of San Jose Recoletos' (USJR) Win on Waste, Cebu Normal University's (CNU) E-HELP, and Philippine Normal University's (PNU) ACTLIFE and Green Environment. Common entry point of ESD is on environment and agriculture.

The situation analysis of ESD integration in the Philippines provided the participants with the direction to look at the framework's dimensions on how these are clearly articulated in their projects. The introduction of the conceptual framework for ESD integration and the completion of the ESD Lens Review proved that teachers in the TEIs

are centrally involved. Using an “action research” approach to ESD integration, each TEI representative described their university’s significant ESD initiative/s for the group to identify what can be done and what can be strengthened. A 30-minute interactive sharing cemented the participants understanding of ESD. All this time, the concept of ESD is in each university but was not identified as ESD. The labeling must speak of ESD’s rich contribution to the bigger arena. Closely akin to this is the creation of the link between the identified extension services to pre-service TEC, making the ‘methods’ as best for learning ESD. ESD should not be seen as extension; it should not be happening outside the university for it must, firstly, be reflected in the teachers’ syllabus. The challenge is how to deliberately place and integrate ESD in the teaching and learning processes.

Teachers as frontliners can innovate as long as the minimum requirement of the program is met and it takes courageous leaders to act on initiatives. In integrating ESD, top management is involved. Henceforth, ESD must be reflected in the teachers’ course outcomes, in the program outcomes and in the crafting of university attributes. It was underscored that commitment to develop among the students the competencies be made explicit in the syllabi if change has to happen.

The richness of the presentations of the TEIs practices allows each to come up with a context-specific ESD framework. The synthesis of situational analysis facilitated by Dr. Robbie Guevarra made the contextualization clearer. It was clearly emphasized that ESD has to be useful and not just to be visible by embedding the principles and concepts in the curriculum of pre-service teachers, making ESD not an end point but a continuing journey in education. Constantly, each has to reflect on the interrelationships of economic, methods, context, curriculum, institution, and framework in conceptualizing and implementing ESD in each university. The entry point may vary but the idea of ‘interrelationships and visibility of the elements’ should be eminent in the framework.

It was also underscored that the elements are not to be taken as prescriptive, rather, as a lens that can be used to strengthen the extension projects with a touch of local and community realities. Crucial to the implementation are the leaders’ awareness of ESD, governing policies and availability of resources, and the articulation and alignment of ESD to SDGs.

Active participation was also observed among the participants during the Appreciative Inquiry Workshop employing the 4D Cycle, facilitated by Dr. Ethel L. Abao, the dean of the College of Teacher Education of CNU. As a methodology, it highlights on what is there, not on what should have been there just like a circuit breaker that stops negative thinking. Going through the stages, it was clear to the participants the kind of future they envisioned and the steps to be undertaken to materialize their dream. There was an interactive exercise of identifying assets and capabilities. (Please see Appendix E for the AI workshop template.

*Highlights of the TEI Presentation*s

CNU : EHELP Program
CTU : LAMBO
PNU-V: Twist of Zest
BISU : SEEA-Banacon
USJR : WOW (Win on Waste)

Feedback and Comments from the Presentations:

Assessing the nature of the projects, Dr. Guevarra gave his feedback and comments, to wit:

- revisit the extension project and situate them vis-à-vis the ESD framework presented
- clearly identify the elements present in the project
- maintain collaboration in and out of the campus by empowering the pre-service teachers as resource speakers in the community
- sharpen the focus to identify and label what has been done and how ESD can be embedded in the curriculum
- tell the story as ESD project and as a TEC-focused project
- MOU/MOA can be forged to ensure collaboration from stakeholders in identifying local issues
- learn to deal with sustainability issues even if we are not comfortable discussing about them
- consider not only health issues but also that of economic interest of the area
- discuss hard issues with the students, explain well to allow them to make informed decisions around the issues
- know that analyzing environmental concerns are good starting points
- give the students a safe space in the classroom for them to discover and discuss society's hard issues
- always mobilize the students to engage in ESD by making the purpose clear on the perspective of the students

The presentations shed light on the reality that the heart of ESD are the real issues in the community. ESD is about decision making toward an action, embedding it in the lives of the students making it part of their system. Furthermore, Dr. Ushio Miura shared about the global ESD initiatives emphasizing the fact that sustainability is not an end but a continuous journey where teachers play key roles in transformative education and the the importance of having a 'teacher professional network for ESD was stressed by Dr. Agnes Valenzuela on SEA-ESD initiatives.

The first half of the third day of the in-country workshop was spent in the material recovery facility in the University of San Jose Recoletos in Basak, Cebu City where the participants were welcomed with the presentation of their Win on Waste (WOW) program. Debriefing and action planning followed in the afternoon. (Please see the attached action plan per TEI.)

LIMITS

Even with the ample time to prepare, few things have been identified as limits of the in-country workshop. There include the following:

- Not all of the participants were able to fill out the PRE-ESD workshop survey. To address this concern, they filled out the ESD Lens Review Tool 13 (with 7 questions); and the results were processed by Dr. Guevarra.
- There was a perceived repetitive presentations- institutional and curriculum practices, on the sharing/presenting of practices, hence the workshop has to define what is supposed to be the output of every session.
- Action planning can be done in Day 2 to give the participants enough time to reflect on their ESD practices.
- As suggested, the sequence may proceed from field trip with the use of the framework, debriefing, and revisiting the action plan using the situation analysis and appreciative inquiry approach.
- University projects must be viewed using the ESD lens.
- It could have been better if the budget was downloaded earlier to facilitate the procurement of necessary materials and participants' accommodation.

LESSONS LEARNED

Careful and conscientious planning and execution made the in-country workshop successful. It was not about event organizing. The planning made the trainers more confident to share/ to cascade the important ideas on ESD integration. Moreover the salient points were presented in a concrete way such that it becomes more meaningful to the participants. Overall, the workshop was a great success- well organized and well documented fro everyone was brought to a further step of understanding what ESD is and a network of ESD advocates was formed. Indeed, Cebu Normal University, being a center of excellence in Teacher Education, was instrumental in takes the lead in reaching out to other institutions.

The seemingly limited understanding of ESD on the first day was changed after the workshop. A new mindset and a change of worldviews were. Significant realizations include the following:

- ESD is not an extension project only. It has to revolve around the integrated dimensions as reflected in the framework in order to arrive at transformation.
- Interconnectedness is the core of ESD and not as discrete practices.
- The workshop provided an avenue to for TEIs to show off what ESD have they been doing for other to learn from.
- A community of practice- the ESD fellows, composed of critical friends was formed. With the establishment of the sharing community, local issues were identified,

points were raised and everyone learned from each other.

- Crucial in the implementation is the genuine support of school leaders; hence, they should be made fully aware of ESD. A future initiative maybe considered like organizing an “ESD Leaders’ Workshop”/ an ESD Leaders’ Summit, so leaders can address on leadership aspects on policy.
- ESD, once done seriously, is equated to ‘quality education,’ One has just to look at an entry point, at different entry points.
- The challenge faced by the TEIs is to refocus the current projects. ESD is not about the projects in the community. It is about the curriculum. It is about building the capacity for pre- service teachers to advocate ESD where the community becomes secondary.
- Field Study (FS) course is a potential avenue for students to observe ESD practices and be critical in deciding which to adopt and reject in their future classes. It may come in two cycles- the observation stage to see what is missing, and the application stage to actualize what they have not seen during their teaching internship. This is making use of situational analysis first before actual teaching. Students, using the ESD lens, will see the impact of their FS course in their actual teaching.

- The field visit in USJR was deemed essential to see how ESD is contextualized to address local issues. (Please visit https://drive.google.com/drive/folders/1GXTFOrPKf1uq2KGAVpKdjxx0U8IEQyMf , for the pictures in the MRF)
- All workshop sessions deepen the situation analysis. The reporting on the basis of appreciative inquiry (AI) , not on the project, solidify the methodology.
- A number of innovations were done like the puzzle (to be included in the toolkit) to synthesize the concepts of ESD and the use of interactive platforms like FB group, Mentimeter and Google Forms to facilitate transfer of files as well as to generate quick results from surveys.

LOOKING FORWARD

In cultivating significance along the integration of ESD in the curriculum of pre-service teachers, it is important to document the change process after the conduct of the in-country workshop. It begins with the teachers’ infusing in the curriculum the ESD principles, concepts and framework. It also contains the milestones, changes, challenges, opportunities and lessons learned in the integration process. The narrative will present also the change impact- e.g. people start doing something different. After all, this is what transformative education is all about.

Appendix A.
Participant's Registration Form

United Nations Educational, Scientific and Cultural Organization

From the People of Japan

UNESCO Global Action Programme on Education for Sustainable Development

Sustainable Development Goals

Cebu Normal University 1902

Education for Sustainable Development (ESD) In-Country Workshop
November 20-22, 2017
Theme: Addressing Sustainability Through Transformative Education
Venue: Harolds Hotel in Cebu City

REGISTRATION FORM

Name of Participant :
Name of School :
Address :
Designation/Position :
Email Address :
Mobile Number :
Signature

Workshop Objectives:
On the successful completion of this in-country workshop, the participants must have:

1. *gained an in depth understanding of ESD concepts, principles and practices and*
2. *come up with a framework that integrate ESD goals in the curriculum.*

Workshop Expectation/s:
In this workshop, I expect

_____
_____

On ESD Experiences/Practices
What ESD experiences/practices are you willing to share? Are these available in any website ?

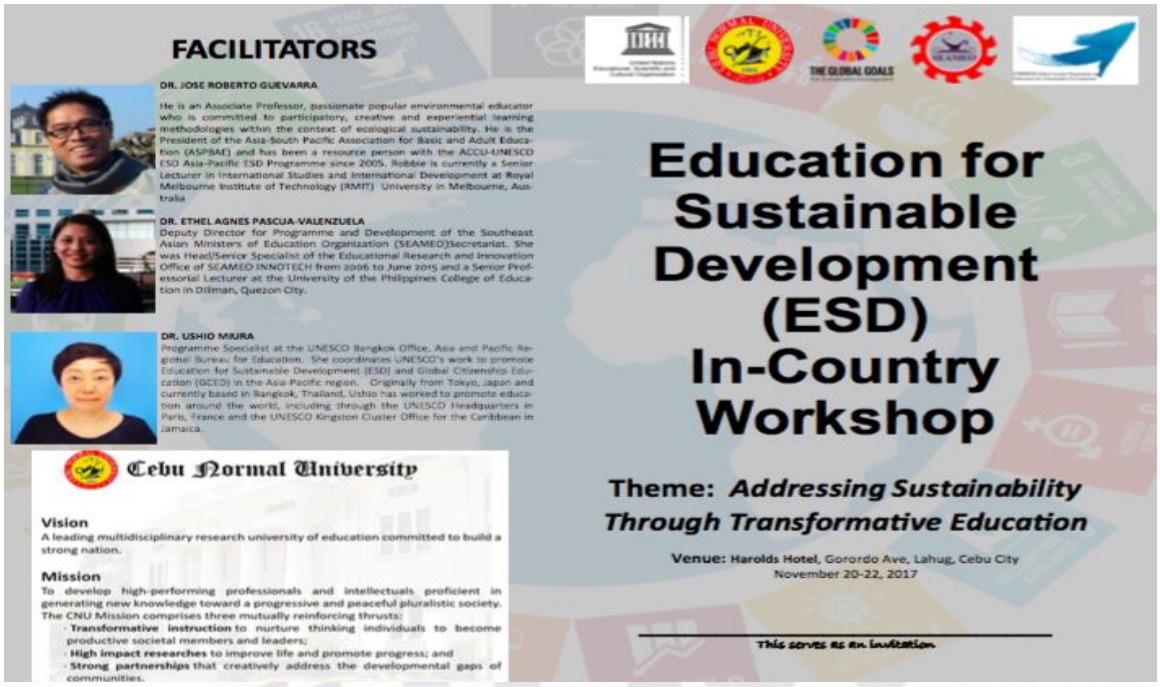
_____
_____

Appendix B

List of Participants

Names	TEI	Position/ Designation	Email Address	Contact Number
1. Renan O. Elcullada	CNU-Main	ILS Supervisor	renanelcullada@yahoo.com	0918-9651595
2. Christine V. Cubillo	BISU-Calape	Asso. Prof. V	christinevcubillo@gmail.com	0916-7142302
3. Lynette Matea S. Camello	CTU-Argao	Asso. Prof. V, ST Supervisor	camillespen2ink@gmail.com	0917-7174787
4. Annaliza G. Santillana	PNU-Visayas	Director, CGGTE	santillana.alg@pnu.edu.ph	0910-2773020
5. Donna B. Remigio	PNU-NL	Director, CIPE	remigio.db@pnu.edu.ph	0975-0551264
6. Edwin A. Pilapil	CTU-Main	CAS Dean	pilapiledwin@yahoo.com.ph	0919-6401420
7. Lea A. Ladonga	USJR	Supervisor, Pre-service Teachers	leannahgertrude@gmail.com	0932-0077600
8. Rosita L. Lacea	CNU-Main	Laboratory School Mentor	rosita_lacea@yahoo.com	0942-6060570
9. Maria Lilibeth G. Castil	BISU	Dean Of Instructions	mlgcastil@yahoo.com	0942-5389728
10. Porferio M. Almerino	CTU-Main	Chair, COEd	porferio.almerino@gmail.com	0942-0456728
11. Ma. Aira Chenessa B. Aguilar	USJR	Faculty Member	misscheene@usjr.edu.ph	0917-7700779
12. Helen B. Boholano	CNU	CTE Research Coordinator	hibihag08@gmail.com	0923-8027366
13. Licinia S. Saniel	BISU-Bilar	Dean, College of Education	licyssaniel@yahoo.com	0939-7660749
14. Jestoni P. Babia	USJR	Dean, College of Education	jestonibabia@live. com.ph	0933-1943526
Secretariat				
1. Dr. Ethel L. Abao	CNU	Dean, College of Teacher Educ.	etheldlabao@yahoo.com	0918-9352217
2. Dr. Jennifer D. Paño	CNU	ESD Focal Person	jenniferpano90@yahoo.com	0932-9569421
3. Dr. Remedios C. Bacus	CNU	Asst. Prof.II	mhedybacus28@gmail.com	0995-6623596
4. Mr. Max Isidro V. Alejandro	CNU	Faculty, CTE	isidromax@hotmail.com	0908-8981832

Appendix C
Program



FACILITATORS

DR. JOSE ROBERTO GUEVARRA

He is an Associate Professor, passionate popular environmental educator who is committed to participatory, creative and experiential learning methodologies within the context of ecological sustainability. He is the President of the Asia-South Pacific Association for Basic and Adult Education (ASPBAE) and has been a resource person with the ACCU-UNESCO ESD Asia-Pacific ESD Programme since 2005. Robbie is currently a Senior Lecturer in International Studies and International Development at Royal Melbourne Institute of Technology (RMIT) University in Melbourne, Australia

DR. ETHEL AGNES PASCUA-VALENZUELA

Deputy Director for Programme and Development of the Southeast Asian Ministers of Education Organization (SEAMEO)Secretariat. She was Head/Senior Specialist of the Educational Research and Innovation Office of SEAMEO INNOTECH from 2006 to June 2015 and a Senior Professorial Lecturer at the University of the Philippines College of Education in Diliman, Quezon City.

DR. USHIO MIURA

Programme Specialist at the UNESCO Bangkok Office, Asia and Pacific Regional Bureau for Education. She coordinates UNESCO's work to promote Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) in the Asia-Pacific region. Originally from Tokyo, Japan and currently based in Bangkok, Thailand, Ushio has worked to promote education around the world, including through the UNESCO Headquarters in Paris, France and the UNESCO Kingston Cluster Office for the Caribbean in Jamaica.

Cebu Normal University

Vision
A leading multidisciplinary research university of education committed to build a strong nation.

Mission
To develop high-performing professionals and intellectuals proficient in generating new knowledge toward a progressive and peaceful pluralistic society. The CNU Mission comprises three mutually reinforcing thrusts:

- **Transformative instruction** to nurture thinking individuals to become productive societal members and leaders;
- **High impact researches** to improve life and promote progress; and
- **Strong partnerships** that creatively address the developmental gaps of communities.

Education for Sustainable Development (ESD) In-Country Workshop

Theme: *Addressing Sustainability Through Transformative Education*

Venue: **Harolds Hotel**, Gorordo Ave, Lahug, Cebu City
November 20-22, 2017

This serves as an invitation

Day 0 – Sunday – November 19, 2017

Time AM/PM	Activity Objectives	Expected Outputs	Facilitator
	Arrival in Cebu		
	Pre-Workshop consultations will be scheduled by RMIT University facilitator with universities to discuss initial survey results	Participants prepare their presentations. The presentations aim to give the co-participants an overview of ESD Situation in their own TEI's	CNU Facilitators RMIT Facilitator

Day 1 - Monday - November 20, 2017

8:00 – 10:00	Opening Ceremonies National Anthem and Invocation Welcome Remarks Dr. Filomena T. Dayagbil SUC President III,CNU Message from SEAMEO Dr Ethel Agnes P Valenzuela Workshop Orientation Dr Jennifer D. Paño ESD Focal Person-CNU Introduction of participants Dr Ethel L. Abao CTE Dean Rationale and Objectives of the SEA ESD Workshop Dr Ethel Agnes P. Valenzuela Group Photo		CNU Chorale CNU Secretariat
10:00 –10:30	Coffee/Tea Break		
10:30-12:00	Input 1: Overview of ESD Concept and Practice	Understand Education for Sustainable Development Concepts and Practices	Dr Robbie Guevara RMIT University
12:00 – 1:30		Lunch	
1:30 – 5:00	TEI Paper Presentation on ESD Policies, Practices, Issues and Challenges: Bohol Island State University (BISU) Cebu Normal University (CNU) Cebu Technological University (CTU) Philippine Normal University (PNU) University of San Jose Recoletos (USJR) Situation Analysis Output	Gain understanding on ESD Policies, Practices, Issues and Challenges in each SEA country	Dr Ethel L. Abao CNU Secretariat Dr Robbie Guevara RMIT University
7:00 – 9:00	Welcome Dinner		

Day 2 - Tuesday - November 21, 2017

Time	Activity Objectives	Expected Outputs	Facilitator
8:30 – 9:00	Registration and Opening Session's Ice Breaker		Dr Medy Bacus CNU Secretariat
9:00-10:00	Synthesis of Situational Analysis: ESD Integration successes and challenges	SEA ESD Integration Framework for TEIs	Dr Robbie Guevara RMIT University
10:00-10:30		Coffee/Tea Break	
10:30 – 12:00	Workshop 1- ESD Integration at the university level using Appreciative Inquiry	4D's of the University	Dr Ethel Abao CNU Secretariat Dr Robbie Guevara, RMIT University
	Workshop 2- ESD Curriculum Mainstreaming Approaches	Awareness of current curriculum mainstreaming approaches	Dr Ethel Abao CNU Secretariat Dr Robbie Guevara, RMIT University
12:00 – 13:30		Lunch	
1:30 - 3:00	Workshop 3 – Institutional Mainstreaming Approaches	Awareness of current institutional mainstreaming Approaches	Dr Jennifer D. Paño CNU Secretariat Dr Robbie Guevara, RMIT University
3:00 - 5:00	Global, Southeast Asia and Local ESD Integration Initiatives: Lessons Learned	Lessons from Global SEA Local	Dr Ushio Miura Dr Ethel Valenzuela Dr Jennifer D. Paño
6:00		Dinner (Free Time)	

Day 3 – Wednesday – November 22, 2017

Time	Activity Objectives	Expected Outputs	Facilitator
08:00-12:00	School Visit		CNU Secretariat
12:00 - 1:00		Lunch	
1:00 – 2:00	ESD Curriculum Mainstreaming Approach Selection (by TEIs)	Select or adapt from the 7 approaches presented	Dr Ethel Agnes P. Valenzuela, SEAMEO Secretariat
2:00 – 3:00	Contextualising the ESD Integration Modules to each TEI Workshop	Identify possible ESD integration approach for each TEI	Dr Ushio Miura UNESCO Bangkok
3:00 – 3:30		Coffee/Tea Break	
3:30 – 4:30	Presentation of Action Plans (10 minutes each TEI)	TEI Action Plan (format to be provided)	Dr Ethel Abao Dr Robbie Guevarra RMIT University
4:30 – 5:30	Evaluation and Synthesis		Dr Remedios Bacus CNU Secretariat
	Closure		Dr Ushio Miura, UNESCO Bangkok
	Distribution of Certificates		

Appendix D
ESD Lens Review Tool 13

United Nations Educational, Scientific and Cultural Organization

From the People of Japan

UNESCO Global Action Programme on Education for Sustainable Development

Sustainable Development Goals

CEBU NORMAL UNIVERSITY 1902

ESD Lens Review Tool 13:ESD and Pre-Service Teacher Education
Adapted for use by: Teacher Educators and TEI Leaders/Administrators/Managers

Name of Participant: _____
Institution : _____

Pre-Service Teacher Education	Existing Practice in relation to each of the review questions	Possible Initiatives/Changes
1. Are all teachers exposed to the importance of ESD?		
2. Is ESD seen as a whole-of-curriculum priority?		
3. Are cross-curricular and thematic possibilities developed at a policy, institutional and/or programmatic level in teacher education?		
4. Is ESD infused in all core courses in pre-service teacher programs (e.g. in studies in education; curriculum theory; curriculum planning; applied curriculum studies for teaching different subjects?		
5. Is ESD infused into the range of elective courses in pre-service teacher education programs so that teachers can develop advanced understandings of aspects of ESD and skills if they wish?		
6. Are continuous professional development programs in ESD available for teachers to build their commitment and capabilities to implement and develop ESD?		

Appendix E

Appreciative Inquiry Workshop Template

TEI: _____

Discover (strengths)	Dream (Vision)	Design (action)	Destiny (direction)

Appendix F

Action Plan Template

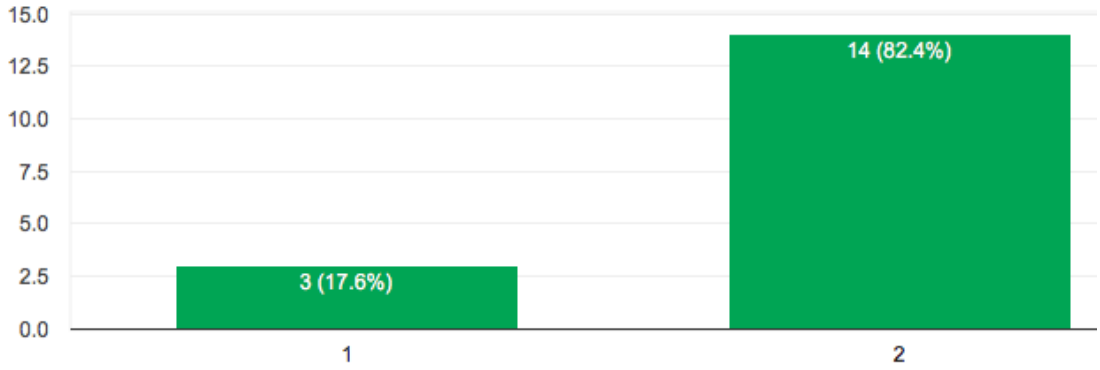
Major Activities	With whom/ whom to involve	Support/Resources Needed	When	Status
Objectives and Expected Output				
Methodology and Training				
Potential Risks/Challenges				
Funding Requirements				
Follow up Activities/Next Steps				

Appendix G

Evaluation Result

1. I was well informed about the objectives of this workshop.

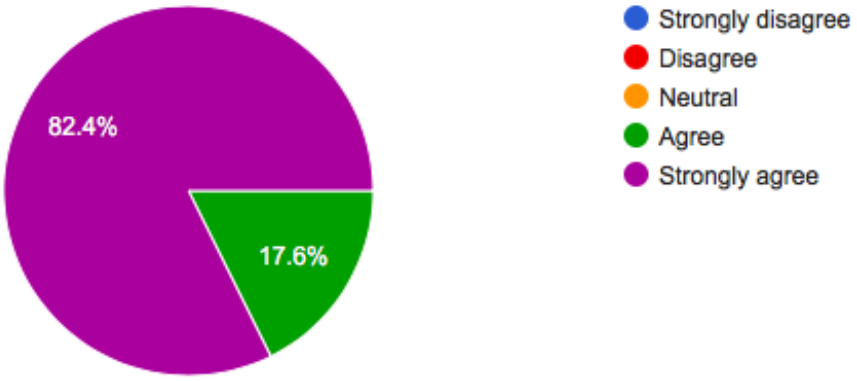
17 responses



1-No 2- Yes

2. This workshop lived up to my expectations.

17 responses

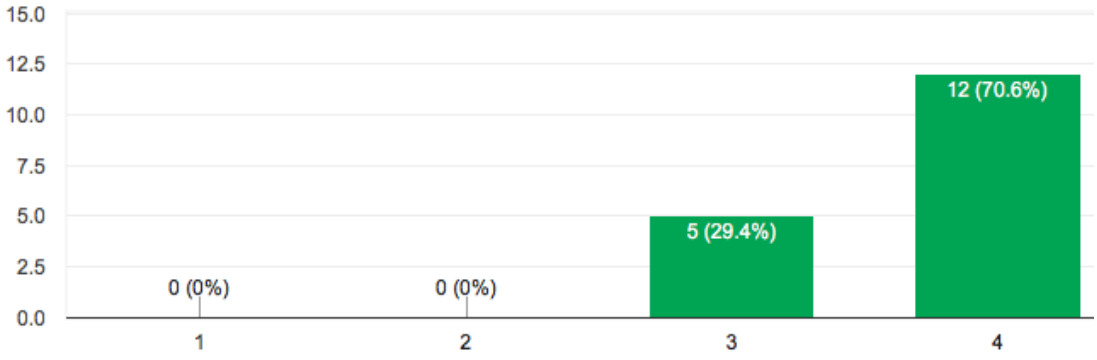


3. The content is relevant to my work.

17 responses

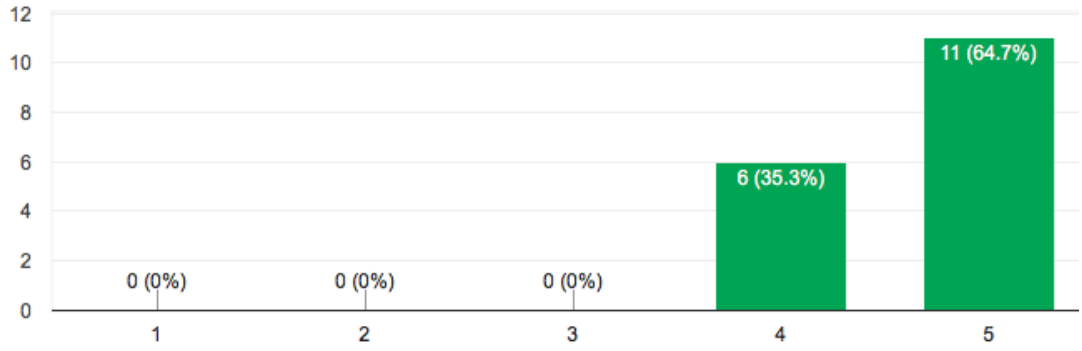
4. The workshop objectives are _____ to me.

17 responses



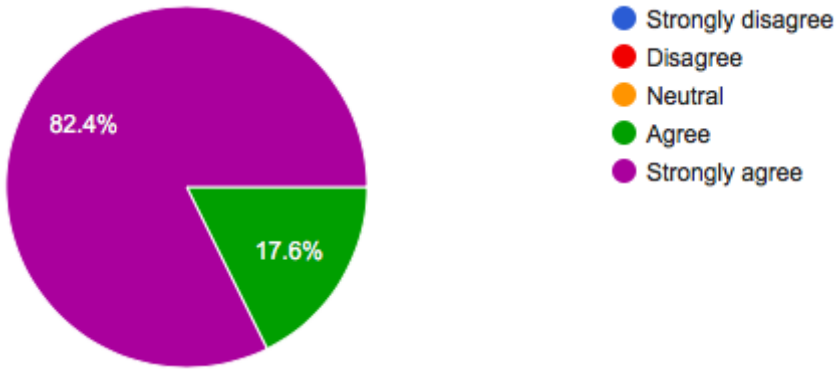
5. The difficulty level of this workshop was appropriate.

17 responses



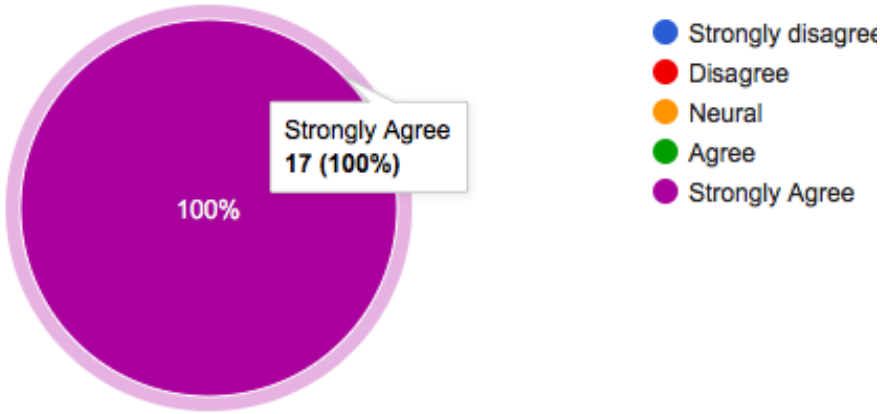
6. The pace of this workshop was appropriate.

17 responses



7. The facilitators were well-prepared and organized.

17 responses

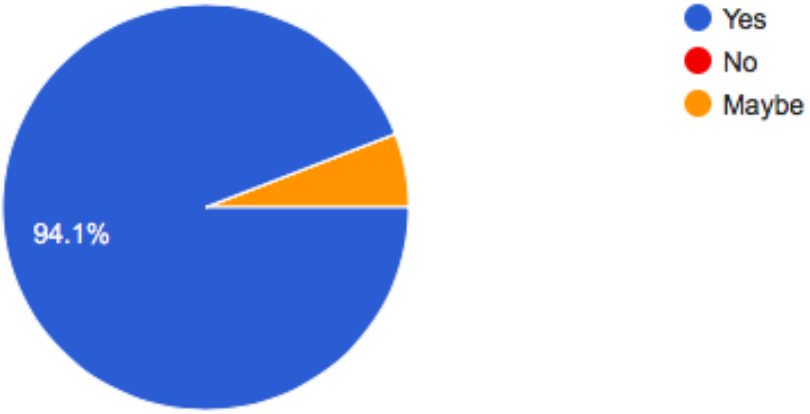


8. The visual materials used were appropriate and relevant.

17 responses

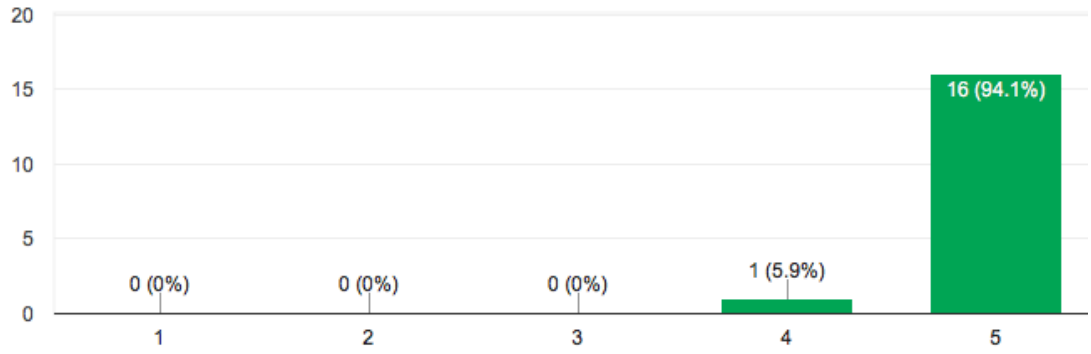
9. I accomplished the objectives of this workshop.

17 responses



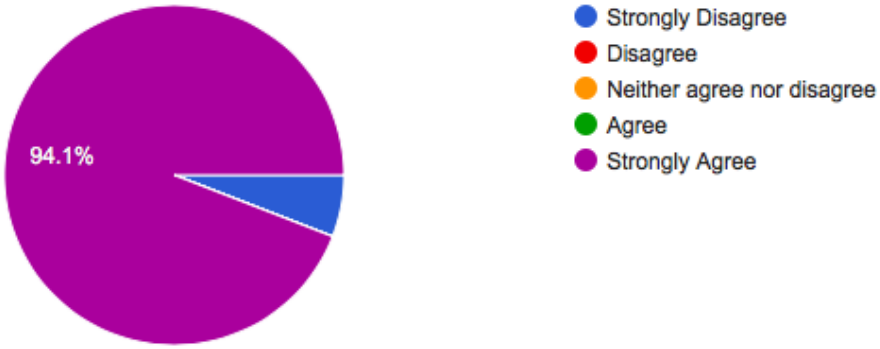
10. I will be able to use what I learned in this workshop.

17 responses



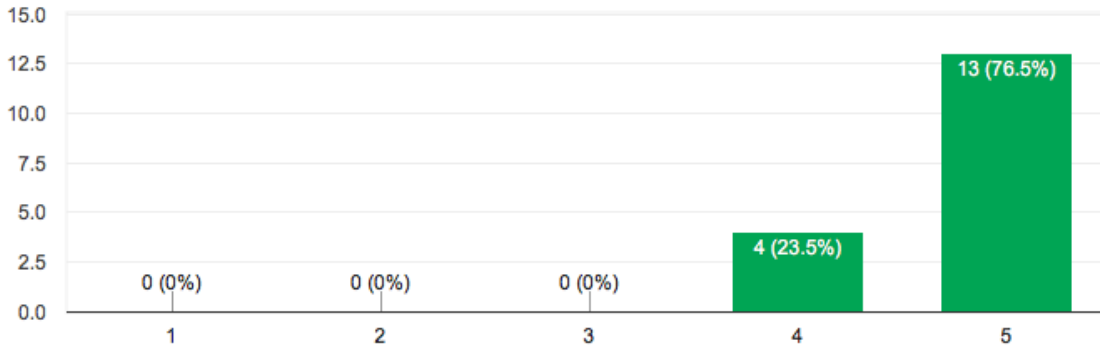
11. The workshop was a good way for me to learn what ESD is.

17 responses



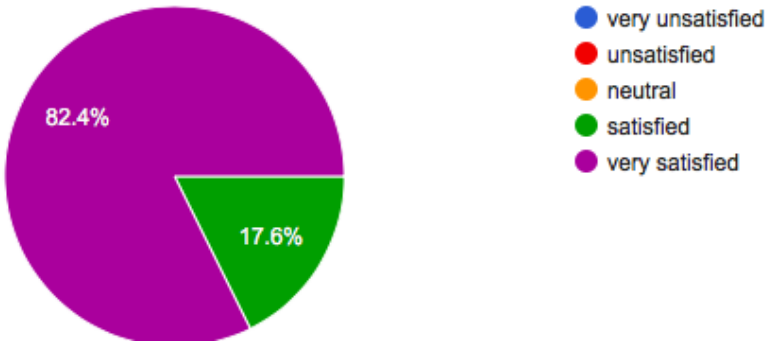
12. The venue is conducive to learning.

17 responses



13. My overall assessment of the ESD in-country workshop is _____

17 responses



14. The topic/s or aspect/s of the workshop that I find most useful is/are _____.

15 responses

Re orientation / Paradigm shift to sustainable development esp on preservice teacher education (2)
the workshops the ESD Framework
I fully understand the ESD framework and how this will be integrated in the curriculum.this is very timely because we are on the process of crafting the Green Teacher Education Curriculum.
I fully understand the ESD Framework and how this will be integrated in the curriculum
ESD Framework ESD Approaches in the curiculum
Appreciative Inquiry
All topics covered are useful.
ESD Framework
action plan preparation
the framework as basis in the integration of ESD in the pre service teaching
ESD FRAMEWORK

15. The topic/s or aspect/s of the workshop that I find least useful is/are _____.

14 responses

none (4)
None (4)
Repetitions of sharings from local practices (2)
I have not found any topics whic is irrelevant all are very important.
None of the topics is less impt
everything is useful
NONE

Appendix H
TEIs Action Plans

BOHOL ISLAND STATE UNIVERSITIES

Road Map

CURRENT SITUATION	ESD concepts and domains are not fully integrated in the TE curriculum
December 2017	Top Management Support Gained Towards ESD Integration
January 2018	ESD concepts addressing the goals are integrated in the curriculum
May 2018	Enclosure of ESD in the Review of Strategic Plan (SWOT)
December 2018	Initial Review and Evaluation of ESD Implementation
December 2020	Extension of ESD Programs to other curricular programs Gain support of other stakeholders, partner agencies/institutions
December 2030	ESD concepts addressing the goals are embedded in both curricular and extra-curricular activities among the faculty members and TEI students Collaborate ESD Programs with alumni and stakeholders and partner communities

Major Activities	With whom/ whom to involve	Support/ Resources Needed	When	Status
Gain top management support for ESD Integration	Execom TE Deans/ ChairsESD Focal Persons/Committee	Management support	December 2017	
Integrate ESD goals in the Review of Strategic Plan (SWOT) Strengthen RCE initiatives and tap TE human resource Integrate concepts addressing the ESD goals in the curriculum; faculty capability building	Execom TE Deans/ Chairs Stakeholders TE Students Focal Persons/Committee Resource Persons	Management support Faculty support Student support	May 2018	

Initial Review and Evaluation ESD integration and initiatives	Execom TE Deans/Program Chairs] Stakeholders Students Focal Persons/Committee	Financial support Technical support	December 2018	
Extension of ESD programs, activities to stakeholders with the aid of preservice teachers, partner agencies/institutions (organic farming, livelihood skills…)	Execom Deans/ Program Chairs Stakeholders Preservice teachers Focal Persons/Committee	Partner institutions and linkages Financial support Technical support	December 2020	
ESD concepts addressing the goals are embedded in both curricular and extra-curricular activities among the faculty members and TE students and graduates ESD Practicing BISU Communities	Execom Deans/ Program Chairs Focal Persons/Committee Stakeholders Students	Partner institutions and linkages Financial support Technical support	December 2030	

CEBU TECHNOLOGICAL UNIVERSITY

In the next 12 years

THE CURRENT SITUATION:

- ESD as a concept is not yet imbibed in the framework of the university, though the ESD goals are articulated in the University VMGO

Time Frame	Targets	Strategies
BY NEXT MONTH:	Orientation/Awareness Seminar on Education for Sustainable Development.	Invite Resource Persons from the USJ-R and CNU and SEAMEO/UNESCO/UN
IN MAY 2018:	Creation of ESD support structure in complementation with the four-fold functions of the university ESD framework is already embedded in the curriculum	Designations for: University ESD Director Campus-Level ESD Focal Persons/Chairpersons Curriculum revision Inclusion of ESD framework in the syllabi
IN DECEMBER 2018	Tangible ESD Driven Projects across the four-fold functions in collaboration with faculty, staff, students and other stakeholders	Religious Periodic Monitoring, Review and Evaluation
IN 2020	Sustained awareness of ESD framework Each campus as a showroom/hub of a banner ESD Project	Religious Periodic Monitoring, Review and Evaluation, Re-planning
IN 2030	Cebu Technological University will become a leading ESD-driven technological university in the Visayas Region	Majority, if not all of the SDG goals are attained.

Action Plan

Name of Teacher Education Institution: Cebu Technological University

Major Activities	With whom/ whom to involve	Support/ Resources Needed	When	Status
• Orientation/ Awareness Seminar on Education for Sustainable Development.	Resource Persons from the USJ-R and CNU and SEAMEO/UNESCO/UN Faculty and Staff Students	University Fund UNESCO/SEAMEO	Next Month	

Major Activities	With whom/ whom to involve	Support/ Resources Needed	When	Status
• Designations for: University ESD Director Campus-Level ESD Focal Persons/Chairpersons • Curriculum revision • Inclusion of ESD framework in the syllabi	Newly-Designated Officials VPs CDs Deans Program Chairpersons Stakeholders	University Funds	May 2018	
• Tangible ESD Driven Projects across the four-fold functions in collaboration with faculty, staff, students and other stakeholders • Religious Periodic Monitoring, Review and Evaluation	Deans Program Chairpersons Faculty Students	Externally-generated funds University Funds	2020	
• Majority, if not all of the SDG goals are attained	ESD-Focal Persons VPs CDs Deans Program Chairpersons Stakeholders	Externally-generated funds University Funds	2030	

Detailed Plan of Action

	Details and Description
1. Title of Activity	Integrate ESD concepts in the reorientation workshops of faculty members Integrate ESD concepts in the general education and major subjects Integrate ESD concepts in the TE Professional subjects (content, methodology) Integrate ESD concepts in the student co-curricular and extra-curricular activities Promote ESD in university paper and campus updates, and Information

	Details and Description
	office Strengthen Regional Center for Expertise RCE initiatives with preservice teachers as one of the potent implementing human resource
2. Objectives and Expected Output	Developed awareness, knowledge, skills, values related to ESD concepts and domains
3. Methodology and Timing	Include ESD in the syllabi content Use of innovative pedagogy in the integration of ESD Invite resource persons for ESD input for both faculty and students Benchmarking in institutions, establishment, projects which model ESD principles (organic demo farms, industry/field immersions, extension projects, livelihood community projects..) Tap student organizations in the development of ESD activities and projects (curricular and co-curricular projects) Emphasize ESD related researches and extension projects
4. Potential Risks/Challenges	Legal concerns as to student trips Commitment of top management and faculty members and partner agencies
5. Funding Require-ments and Partners	Include funding needs in the APP GAA and STF Donations from partner institutions
6. Follow up Activities/ Next Steps	Monitoring, adjustments, evaluation, enhancement

CEBU NORMAL UNIVERSITY - LABORATORY SCHOOL

Major Activities	With whom/ whom to involve	Support/ Resources Needed	When	Status
- Student teachers' orientation on ESD - Implement some activities from ESD module (contextualized based on CNU needs)	- ILS faculty (proponents)	- Financial support - Technical and logistics	- December 2017	
- Re-launching of the program with emphasis on ESD	- ILS faculty (proponents) - Barangay officials and beneficiaries of Brgy. Caputatatan Norte	- Financial support - Technical and logistics	- December 2017	
- Lecture/orientation on ESD concepts - Community immersion	- ILS faculty (proponents) - Barangay officials and beneficiaries of Brgy. Caputatatan Norte - University President - VPAA - VPA - OSA - Students teachers	- Financial support - Technical and logistics - meals	- January 2018 – March 2018	
- Monitoring	- ILS faculty (proponents) - Barangay officials and beneficiaries of Brgy. Caputatatan Norte - University President - VPAA, VPA - VPA - OSA	- Financial support - Technical and logistics - meals	- January 2018 – March 2018	

Major Activities	With whom/ whom to involve	Support/ Resources Needed	When	Status
	- Students teachers			

Detailed Plan of Action

	Details and Description
Title of Activity	Superman in a Woman: Empowering Housewives in the Society
Objectives and Expected Output	- Equip with ESD concepts and principles - Increase gender sensitivity awareness - Provide livelihood opportunities - internalize ESD as a way of life by doing extension activities
Methodology and Timing	Phase 1 Gender Sensitivity Training Phase 2 Livelihood Training Skills Phase 3 Microfinance Assistance
Potential Risks/Challenges	- Attendance of the beneficiaries - Accessibility and distance of the extension area - Government procurement
Funding Requirements and Partners	Php 120,000.00 - Cebu Normal University - Brgy Caputatan Norte - Department of Agriculture - DSWD - GAD Focal Person - DTI
Follow up Activities/ Next Steps	- Monitoring and evaluation - Sustainability of the Project

PHILIPPINE NORMAL UNIVERSITY - ISABELA

MAJOR ACTIVITIES	With Whom/Whom To Involve	Support/Resources Needed	When	Status
Dialogue with University Officials	Office of the Hub		December 2017	
Launching of ESD (website, school-paper, school and community)	Office of the Hub	Materials for info dissemination	2nd week/3rd week of December 2018	
Faculty Orientation Seminar on ESD in General, with discussions on localization and contextualization	Office of the Center for IPEducation	University Fund Materials, Food	January 2018	
Research on Indigenous Solid Waste Management	Office of the Center for IPEd and Research Center, FGSTERIPEd	University Fund Transportation, NCIP ways, Materials, Writing expenses, Travel Expenses	January-May 2018	
Student Teacher Summit	Faculty of Teacher Development	University Fund Materials, Food	June 2018	
Embedding Results of Researches to Curriculum and Student Teaching Orientation (OBTEC Summit, STOS)	Office of the Dean of Academics and IPEd, DepEd Officials, Cooperating Schools	University Fund Materials, Food	June 2018	
RTD / Consultative Meeting with IPs/School Heads, Community Partners, Stakeholders, Students	Office of the Center for IPEducation	University Fund Venue, Food, Materials, Speakers, Transportation of delegates	June 2018	
School Implementation of the Indigenous 9003 (Student Assembly and entire PNU NL)	Office of the Executive Director and Provost, Student Government	University Fund,, LGU Materials, Equipment, Facilities, Labor, Printing, Signages, etc	January 2019	
Community Adoption for the Implementation of Indigenous 9003	Office of the Center for IPEducation, Student Government	Materials, food,	January 2019	