



## **Climate Change Education for Sustainable Development among Centers of Excellence and Centers of Development in Teacher Education in the Visayas Region**

### **1. Background**

Upon the conceptualization of the Sustainable Development Goals (SDGs) during the United Nations Conference on Sustainable Development, held in Rio de Janeiro, Brazil, last 2012 seventeen (17) key areas of development for sustainability were identified, thus replacing the previous eight (8) Millennium Development Goals.

The global framework for ESD implementation for the period 2020-2030 is Education for Sustainable Development: Towards realizing the SDGs (ESD for 2030). In response to the increased importance placed on ESD to promote the contribution of sustainability education to humanity's survival and prosperity, ESD for 2030 builds upon the lessons learned from the Global Action Programme on ESD (GAP, 2015-2019). All of this is for the sole reason of minimizing climate change impacts around the world through an educated citizenry.

ESD began in the Philippines in 1950. The Philippine Rural Reconstruction Movement (PRRM) was established to improve the capacity of rural areas in carrying out sustainability through an integrated program of education and livelihood. The Philippines Department of Environment and Natural Resources (DENR) called a strategy for sustainable development in 1989 with the objective to attain and maintain economic growth without depleting the natural resources. Later in 1996, the Philippine Agenda 21 served as a blueprint for enhancing sustainability and was updated in 2009 (Babia, Cotejo, 2021).

UNESCO promotes transformative education, which attempts to reorient and transform societies by creating learners with principled knowledge, attitudes, and skills that contribute to the achievement of the Global Action Programme (GAP) for Education for Sustainable Development (ESD), as stated (UN, 2018; UNESCO, 2015).

The UNESCO General Conference adopted ESD for 2030 as a follow-up to the GAP during its 40th session, and the UN General Assembly acknowledged it during its 74th session in 2019. UNESCO has created a Roadmap that provides Member States with guidelines on how to adopt ESD by 2030. The roadmap outlines concrete steps to accelerate action in five priority areas: policy, education environments, educator capacity

building, youth, and local level action, emphasizing ESD's critical role in combating climate change impacts. The focus of SDG 4 focuses on curriculum integration and teacher capacity, with the end goal of creating initiatives in schools that promote climate change mitigation and prevention.

Hence, this project brings together Centers of Excellence and Development in Teacher Education Institutions (TEI) in the country to learn and share practices that help in any way the prevention and mitigation of climate change-related impacts.

## **2. Vision**

ESD for 2030 aims to build a more just and sustainable world through strengthening ESD and contributing to the achievement of all 17 Sustainable Development Goals

## **3. Strategic Objective**

Promote ESD as a key element of quality education and a key enabler of all 17 Sustainable Development Goals with special attention to a) individual transformation  
b) Societal transformation and c) technological advances

## **4. Priority Action Areas**

- 1) Teacher Training
- 2) Curriculum Planning
- 3) Instruction
- 4) School and Community Extensions

## **5. Project Goals:**

- Strengthen climate change education among Centers of Excellence (COE) and Centers of Development (COD) in the Visayas Region;
- Convene with policymakers from COE and COD in the Visayas region and discuss the current trends in Climate Change Education;
- Showcase effective Climate Change Education policies, guidelines, and strategies implemented among COE and COD in the Visayas Region
- Develop an understanding of the existing policies, guidelines, and strategies in the implementation of the Climate Change Education

- Identify points for the seamless inclusion of Climate Change in the Curriculum, Instruction, and Teacher Training Programs;
- Present short term and long term programs for the inclusion of Climate Change Education in the curriculum, Instruction, and Teacher Training Programs among COE and COD in the Visayas Region;
- Create a community of practice and collaboration, sharing, and capacity building in the promotion of Climate Change Education.

## **6. Project Objectives:**

To provide a comprehensive report on the initiatives implemented by Centers of Excellence and Centers of Development in the Visayas Region regarding the implementation of Climate Change Education, the following objectives are identified:

- Discuss the institutional policies, strategies, and principles in promoting climate change education.
- Study various approaches and success indicators in the implementation of climate change education.
- Plan a strategy for the integration of climate change education in the curriculum, instruction, and teacher training programs.
- Generate a framework detailing the characteristics of effective integration of climate change education.
- Conduct a two-day workshop with COE and COD in the Visayas Region.
- Discuss existing climate change education practices among COE and COD in the Visayas Region.
- Present a needs-based assessment on the existing practices among COE and COD in the Visayas Region related to the implementation of climate change education in their institution.
- Fortify the integration of Climate Change Education by focusing on the outcome of the needs-based assessment and addressing the deficiencies in priority areas.
- Develop a work plan and recommend a report outline detailing effective policies, strategies, and principles in promoting climate change education.

## 7. Training Matrix

Day 1: Monday – June 6, 2022			
Time	Activity Objectives	Expected Outputs/ Outcomes	Facilitator
8:00 – 8:30	<ul style="list-style-type: none"> <li>• Opening ceremonies</li> <li>• National Anthem</li> <li>• Invocation</li> <li>• Welcome Remarks</li> </ul> <p>• Message</p> <p><u>Conference Reminders</u></p> <ul style="list-style-type: none"> <li>• Rationale and Objectives of the Workshop</li> </ul> <p>• Group Photo</p> <p>• Virtual Meeting Netiquette</p>		<p><b>USJ- R President</b></p> <p><b>UNACOM</b></p> <p><b>Dr. Runvi Manguerra</b> TEC Executive Director</p> <p><b>Dr. Jestoni Babia</b> Dean, SED University of San Jose – Recoletos ESD SEAMEO Fellow ESD Consultant, UNESCO National Commission of the Philippines Philippine Representative to UNESCO’s Climate Change Education TEC Visayas Representative</p> <p><b>Mr. Sondrew Baya</b> Program Conference Chair</p>
8:30 – 9:00	Key Note Speech 1: Current Status of Climate Change Education and ESD in Japan	Awareness of ESD and CCE in Japan	<b>Dr. Hiroki Fujii</b> Director, ESD Promotion Center, Okayama University CCE Project Lead in Asia & the Pacific
9:00 – 9:30	Key Note Speech 2: The Status of Climate Change Education in Japan	Awareness of CCE in Miyagi University of Education, Japan	<b>Dr. Tomonori Ichinose</b> Professor, Miyagi University of Education, Japan
9:30 – 10:00	<b>Input 1:</b> Overview of ESD	Awareness of Education for Sustainable Development (ESD)	<b>Dr. Jestoni Babia</b>
10:00 – 10:15	<b>Health Break</b>		

<p>10:15 – 12:00</p>	<p><b>Input 2:</b> Sharing of Updates on the ESD and Climate Change Education Initiatives/Practices in Teacher Education Institutions (TEI)</p>	<p>Reports on the implementation of different ESD initiatives and practices in each TEI's.</p>	<p><b>Dr. Helmae Tapanan</b> Principal, Senior High School University of San Jose – Recoletos</p> <p><b>Dr. Jennifer Paño</b> ESD Fellow, SEAMEO Cebu Normal University</p> <p><b>Dr. Lynette Camello</b> Director, ESD Center ESD Fellow, SEAMEO Cebu Technological University</p> <p><b>Dr. Anna Liza Santillana</b> Quality Assurance ESD Fellow, SEAMEO Philippine Normal University</p> <p><b>Dr. Felina Espique</b> Dean, STELLA St. Louis University – Baguio President, PAFTE</p>
<p>12:00 – 1:00</p>	<p style="text-align: center;"><b>Lunch Break</b></p>		
<p>1:00 – 1:30</p>	<p style="text-align: center;"><b>Settling Down and Breakout Rooms Assignment</b></p>		
<p>1:30 – 3:00</p>	<p><b>Workshop 1:</b> Group Sharing and Discussion on needs for teachers practicing climate change education and education programs on climate change education</p>	<p>Documentation of identified needs and corresponding education programs on Climate Change Education for teacher education</p>	<p><b><u>Breakout Room 1:</u></b> Teacher Training Mr. Sondrew Baya Faculty, SED University of San Jose - Recoletos</p> <p><b><u>Breakout Room 2:</u></b> Curriculum Planning Ms. Ma. Aira Chenessa Aguilar DOTE Chair, SED University of San Jose – Recoletos</p> <p><b><u>Breakout Room 3:</u></b> Instruction Mr. Ryan Reyes Faculty, Junior High School University of San Jose – Recoletos</p> <p><b><u>Breakout Room 4:</u></b> School and Community Extension Mr. Rex Villavelez Faculty, SED University of San Jose – Recoletos</p>

3:00 – 3:15	<b>Health Break</b>		
3:15 – 4:15	Presentation of Outputs (Big Group Discussion)		One Representative per breakout room
4:15 – 4:30	Situational Analysis Output	Identify the needs and educational programs in Climate Change Education across identified key areas	<b>Mr. Sondrew Baya</b> Faculty, SED University of San Jose - Recoletos
4:30 PM	<b>End of Day 1</b>		

**Day 2: Tuesday – June 7, 2022**

8:00 – 8:30	Preliminaries		<b>Emcee</b>
8:30 – 9:00	Recap of Day 1		<b>Mr. Hope Yamyamin</b> Faculty, SED University of San Jose – Recoletos
9:00 – 10:00	<b>Input 3:</b> ESD Research Projects and Initiatives (Results and Updates)		<b>Dr. Jestoni Babia</b> Dean, SED University of San Jose – Recoletos  ESD Fellow Southeast Asian Ministers of Education Organization (SEMEO)  ESD Consultant, UNESCO National Commission of the Philippines  Philippine Representative to UNESCO’s Climate Change Education
10:00 – 10:15	<b>Health Break</b>		
10:15 – 12:00	<b>Input 4:</b> Validation Techniques – Verifying Results of Climate Change Education Programs	Increase technical know-how on Validating climate change education programs	<b>Dr. Richard Jugar</b> Dean, SED Director, DOST-SEI CBPSME SPP Chair, Curriculum and Instruction Committee Institutional/Independent Consultant for Basic Education University of San Carlos SAGC, Teacher Education CALOHE Asia

12:00 – 1:00	<b>Lunch Break</b>		
1:00 – 1:15	<b>Settling Down and Assigning to Breakout Rooms</b>		
1:15 – 2:45	<p><b>Workshop 2:</b> Group Sharing and Discussion on how to verify results of teacher education programs for climate change education</p>	<p>Documentation of identified methods or techniques to verify results of education programs</p>	<p><b><u>Breakout Room 1:</u></b> Teacher Training</p> <p>Mr. Sondrew Baya Faculty, SED University of San Jose - Recoletos</p> <p><b><u>Breakout Room 2:</u></b> Curriculum Planning</p> <p>Ms. Ma. Aira Chenessa Aguilar DOTE Chair, SED University of San Jose – Recoletos</p> <p><b><u>Breakout Room 3:</u></b> Instruction</p> <p>Mr. Ryan Reyes Faculty, Junior High School University of San Jose – Recoletos</p> <p><b><u>Breakout Room 4:</u></b> School and Community Extension</p> <p>Mr. Rex Villavelez Faculty, SED University of San Jose – Recoletos</p>
2:45 – 3:00	<b>Health Break</b>		
3:00 – 3:45	Presentation of Outputs (Big Group Discussion)		One Representative per breakout room
3:45 – 4:00	Synthesis and Evaluation	Synthesize ways and means to verify results of educational programs in Climate Change Education across identified key areas	<p><b>Mr. Rex Villavelez</b> Faculty, SED University of San Jose – Recoletos</p>
4:00 – 4:30	Closing Ceremony		<b>Emcee</b>

## 9. Target Groups

- a) Centers of Excellence (COE) in Teacher Education in the Visayas
  - i.) West Visayas State University – Lambunao Campus
  - ii.) Cebu Normal University
  - iii.) Silliman University
  - iv.) University of San Carlos
  - v.) University of San Jose – Recoletos
  
- b) Centers of Development (COD) in Teacher Education in the Visayas
  - i.) University of San Agustin
  - ii.) University of Saint La Salle
  - iii.) Holy Name University
  - iv.) Negros Oriental State University – Main Campus
  - v.) Leyte Normal University
  
- c) SEAMEO ESD Universities
  - i.) Cebu Technological University
  - ii.) Philippine Normal University – Visayas

## 10. Platform

The workshop will have a hybrid format, with facilitators and some speakers meeting in one location and participants being invited online. Prior to the start of the workshop, participants will be requested to register online and complete an online questionnaire via google form.

## 11. Contact Person/s

You may send your queries to any of the contact person found below:

Mr. Sondrew Baya  
Faculty, SED  
University of San Jose - Recoletos  
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