Curriculum Analysis

Teacher Education Programmes/Courses
on
Education for Sustainable Development

(Prepared by SEAMEO INNOTECH based on sources, information and data provided by Prof. Rene C. Romero, Presidential Assistant for Special Projects and Special Concerns, PNU)

- **Name of Researcher:** South East Asia Ministers of Education Organization-Innovation Technology (SEAMEO INNOTECH)

- **ESD is . . .**
  
  Teaching people how to meet their needs through ways wherein the future generations’ needs are not jeopardized.

  Living well today and leaving the good for tomorrow

- **Name of Country:** Philippines

- **Name of Institution:** Philippine Normal University

- **Languages Used as Medium of Instruction:** English and Tagalog (Filipino)

- **Level of Education that the Institution Trains Teachers for:**
  
  - Undergraduate Degree Programs
  - Graduate Degree Programs
  - Special Programs

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Part I:

Education for Sustainable Development in the Philippines

Philippine National Policy on Teacher Education

Republic Act No.7784 is an act made to strengthen teacher education in the Philippines by establishing **centers of excellence**, creating a **teacher education council** for the purpose, appropriating funds and for other purposes. 1

In its declaration of policy in section 1, the law states that it aims to provide and ensure quality education by strengthening the education and training of teachers nationwide through a national system of excellence for teacher education. Here, **excellence** pertains to the efficient, effective and innovative delivery of relevant, functional and quality programs in teacher education, training, research and community service. The **center of excellence** shall be a public or private college, institute, school or agency engaged in the pre-service and continuing education, formal and non-formal, of teachers and top-notch educators, that has established and continues to maintain a good record in teacher education. The **teacher education** council is tasked to identify and designate among existing private and public
schools, teacher education institutions as *centers of excellence* for teacher education at the national, regional and provincial levels. It is also tasked to formulate policies and standards that shall strengthen and improve the system and initiate a periodic review of curricula and programs through participatory methods, among others. The act has been approved into a law on August 1994 by the 12th Congress of the Philippine Senate. 2

- **Teacher Education Institutions in the Philippines**

There are 967 teacher education institutions (TEIs) in the Philippines. 3 These are distributed among all the 16 regions. Region IV has the most number with 137 TEIs while Caraga Region or Region XIII has the least with 19 TEIs. These TEIs are classified as either public or private institutions. Public institutions are further classified into state, city, municipal and provincial colleges and universities. Private educational institutions are categorized into sectarian and non-sectarian institutions. Sectarian educational institutions are those that are managed by religious groups while the non-sectarian educational institutions are those that are managed by non-religious groups usually a corporation or company. 4

**National Curriculum on Teacher Education**

There is an average distribution of units in the BSE Program. This has been seen in a review of pre-service degree programs offered by a number of teacher education institutions. These include:

<table>
<thead>
<tr>
<th>Component</th>
<th>Units</th>
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<tbody>
<tr>
<td>General Education</td>
<td>76</td>
</tr>
<tr>
<td>Professional Education</td>
<td>35</td>
</tr>
<tr>
<td>Specialization</td>
<td>50 – 60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>161 – 171</strong></td>
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</tbody>
</table>

Specialization units vary. Some teacher education colleges require 36 units for a major. This is what the Department of Education, Culture and Sports (DECS) Bureau of Higher Education (BHE) specified. 5

The four-year BEED and BSEd programs for teachers are capped with a practice teaching component that takes at least one semester as preparation for actual teaching. The practicum or student teaching as it is often called could be on campus or off campus or both. Both off-campus and on campus trainings range from 6 to 12 weeks. 6

- **The Philippine National Policy on Sustainable Development**

**Philippine Agenda 21**

The Philippine Agenda 21 is the Philippines’ blueprint for sustainable development. It is the Philippines’ response to Agenda 21 adopted at the Earth Summit in Rio de Janeiro to cover the incremental costs of actions to deal with global environmental problems and to accelerate sustainable development. It was adopted by the Philippines on September 26, 1996 through Memorandum Order No.399. It identified the roles of the *Philippine Council for Sustainable Development (PCSD)* and each sector in its operation. 7
The Philippine Strategy for Sustainable Development (PSSD):

Conceptual Framework

The Philippine Council for Sustainable Development (PCSD) is the organization tasked with formulating the strategy for Philippine sustainable development. Its strategy has been conceptualised as follows:

The only rational way of planning the country's national progress is through sustainable development: meeting the needs of citizens of today without limiting the options of future generations to fulfil their needs. It is development without destruction; it is the achievement of material progress without compromising the life-support functions of natural systems; it is the pursuit of higher levels of quality of life while preserving or even enhancing environmental quality. It is the only true development.

General Strategies

Sustainable development stresses the need to view environmental protection and economic growth as mutually compatible. This implies that growth objectives should be compatible not only to the needs of society but also to the natural dynamics and carrying capacities of ecosystems. The goal of the Philippines Strategy for Sustainable Development (PSSD) is to achieve economic growth with adequate protection of the country's biological resources and its diversity, vital ecosystem functions and over-all environmental quality.

The PSSD aims to resolve and reconcile the diverse and sometimes conflicting environmental, demographic, economic and natural resource use issues arising from the country's development efforts. Following are the strategies on how they operate to achieve sustainable development: (1) Integrate Environmental Considerations in Decision-Making; (2) Proper Pricing of Natural Resources; (3) Property Rights Reform; (4) Establish an Integrated Protected Areas System; (5) Rehabilitation of Degraded Ecosystems; (6) Strengthen the Residuals Management of Industry or Pollution Control; (7) Integrate Population Concerns and Social Welfare in Development Planning; (8) Induce Growth in the Rural Areas; (9) Promote Environmental Education; and (10) Strengthen Citizen Participation and Build Constituency.

Promote Environmental Education

Environmental education as a general strategy in attaining sustainable development has two major objectives: (1) To enable citizens to understand and appreciate the complex nature of the environment as well as the role played by a properly managed environment in economic development and to develop social values that are strongly supportive of environmental protection; and (2) To develop the local knowledge base about the local environment and natural resources. The first objective may be achieved by integrating environmental concepts in elementary and secondary schools. The second objective may be done through the development and promotion of tertiary and graduate courses in ecology, environmental science, resource management and resource economics. Research and development in these areas should be promoted.

National Policy on Education for Sustainable Development

Education Policies for Sustainable Development

In 1989, through workshops and inter-agency consultations spearheaded by the Department of Education and Sports (DECS) and the Department of Natural Resources (DENR), in the same year that the Philippine Strategy for Sustainable Development (PSSD)
has been developed, the National Strategy for Environmental Education Action Plan was as well formulated. As an offshoot, in 1992, the National Environment Education Action Plan 1992-2002 (NEEAP) was crafted. It is a 10-year program for the systematic dissemination of environmental education concepts through the formal and non-formal education systems. Its salient features are: (1) Integration of Environmental Education in the curriculum framework for the Formal (Basic and Tertiary) and Non-Formal Education; (2) Networking and collaboration through the institutionalisation of the environmental education networks; (3) Seminar-workshops and Teachers’ Trainings on Environmental Education; (4) Annual Conferences with tertiary level teachers with themes of environmental issues of current interest; (5) Teachers’ Trainings for faculty and staff of Technology Education Skills and Development Authority (TESDA); (6) Information, Education and Communication Programs; and Publication of locally authored books on environmental education and sustainable development.

**PATLEPAM – Institutionalising Environmental Education in Tertiary Education**

The Philippine Association of Tertiary Level Educational Institutions in Environmental Protection and Management or PATLEPAM was conceived in 1995 and launched in 1996. It envisions higher education institutions to have educators that are equipped with knowledge and skills for the management of resources for sustaining productivity and ecological integrity.

Its mission is to network higher education institutions for increased appreciation of the need to integrate environmental concerns in the tertiary education curricula so that local training needs in environmental protection and management in the different regions of the country can be addressed.

The objectives of the association include: (1) to enhance information exchange and sharing of environmental protection and management; (2) to enhance environmental awareness and skills of tertiary level students and faculty members; (3) assist in curriculum development for environmental management; (4) conduct collaborative programs on instruction, research and development, and extension in environmental management; (5) strengthen the expertise in environmental management of the different regions at the technical, managerial and policy levels by catering to local training needs; and (6) serve as a link between local and international institutions.

There are twelve baccalaureate and seven graduate courses on Environmental Education. These are:

<table>
<thead>
<tr>
<th>Baccalaureate Courses</th>
<th>Graduate Courses</th>
</tr>
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<tbody>
<tr>
<td>- Diploma in Environmental Science</td>
<td>- MS Environmental Planning</td>
</tr>
<tr>
<td>- BS Environmental Development</td>
<td>- MS Environmental Education</td>
</tr>
<tr>
<td>- BS Environmental Hygiene</td>
<td>- MS Environmental Management</td>
</tr>
<tr>
<td>- BS Environmental Science</td>
<td>- MS Environmental Engineering</td>
</tr>
<tr>
<td>- BS Environmental Management</td>
<td>- MS Environmental Policy</td>
</tr>
<tr>
<td>- MS Major in Environmental Science</td>
<td>- MS Environmental Science</td>
</tr>
<tr>
<td>- BS Ecological Tourism</td>
<td>- MS Environmental Studies</td>
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<tr>
<td>- BS Environmental Studies</td>
<td></td>
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<tr>
<td>- BS Environmental Planning</td>
<td></td>
</tr>
<tr>
<td>- BS Environmental &amp; Sanitary Engineering</td>
<td></td>
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<tr>
<td>- BS Environmental Engineering</td>
<td></td>
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<tr>
<td>- BS Ecology &amp; Environmental Engineering</td>
<td></td>
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</tbody>
</table>
Part II:

Education for Sustainable Development in Philippine Normal University (PNU)

• The Philippine Normal University: Aims and Objectives

It has seriously taken its standing as the premier state university for teacher education. The Philippine Normal University, formerly known as the Philippine Normal School, formally opened in September 1, 1901. It started offering graduate studies in education in 1949 and was elevated into a full-fledged university in 1992. It declares that today’s education is primarily to educate students for personal renewal and social transformation. Education is essentially to enable students to develop their potentialities to the fullest for their holistic development. Students are educated to become change agents to improve society as it manifests itself in different and expanding environments such as family, community, workplace, nation and the world. 18

• The over-all mission of the PNU training curriculum

Its Vision

Philippine Normal University (PNU) shall be known nationally and internationally as the primary center of excellence in teacher education and educational leadership in the Philippines and in Asia. As the established producer of knowledge workers in the field of education, it shall be the primary source of high-quality teachers and education managers that can directly inspire and shape the quality of Filipino students and graduates in the country and the world. 19

Their Mission

PNU is dedicated to developing teachers and educational leaders as valued contributors in the social transformation of the Filipino for a better world. This mission is propelled by the institution’s commitment to:

- Quality education and excellence;
- Knowledge Creation and Application;
- A culture of sharing and service; and
- Growth, efficiency and accountability. 20

PNU in the Context of Society

PNU is strategically directed towards being an institution of relevance. It continues to be responsive to local, national, regional and international trends and developments. It forges its efforts and initiatives in the context of the prevailing socio-cultural climate “for a better Philippines and a better world.” 21 To facilitate growth and development, PNU invests in holistic and strategic planning to determine an appropriate course of action. 22
PNU has a symbiotic relationship with society at large. It sees itself as a “contributor to social transformation of the Filipino for a better world.” At the same time, it learns from the world. It is responsive to local, national, regional and international trends and developments. As such, local and international issues are not overlooked by the Institute.

Though not explicitly stated, PNU adheres to the concept of sustainable development as espoused in the National Environmental Education Action Plan (NEEAP). Within the context of a higher education institution for teachers and educational leaders, it has always incorporated in its goals and objectives of its various curricula a holistic approach to human development.

**PNU in the Context of Sustainable Development**

To further the ideals of PNU towards being a responsive and proactive contributor to a better Filipino and a better world, the concept of sustainable development, though not explicitly stated, has been added to its academic department. Specifically, it has adopted the environmental and cultural perspectives of sustainable development through:

- Its College of Arts and Social Sciences.

  The program on Bachelor of Secondary Education (BSEd) with Major in Social Science works to equip the future teachers with professional and personal competencies in new areas such as peace and global education, human rights, environmental and multicultural education, gender and future studies; The program on BSEd major in Social Science approach to quality education and excellence center on:
  
  (a) Research – the generation of a body of knowledge through individual and collaborative researches for proactive curricular and policy reforms in teacher education; and
  
  (b) Extension and Linkages – a culture of volunteerism that is service oriented and committed to the promotion of a wholistic human development.

- The College of Science specifically the Department of Biological Sciences.

  This department’s goals include the development of competent, skilled, socially and environmentally conscious individuals committed to the task of improving society. It aims to provide dynamic leadership in shaping scientific and ethical values by building a framework for decision-making on problems and issues affecting the society. The student is encouraged to explore problems and issues and take active stand on the conservation of the country’s natural resources.

- The College of Languages, Linguistics and Literature.

  The College aims to uplift human life by advancing research in language education to produce teachers for a better Philippines and a better world. The Bachelor of Arts/Bachelor of Science in Education (AB/BSE) major in Literature is a double program with two streams – English and Filipino. When viewed both as written text and oral performance/tradition, if not as cultural artifact – literature evokes as well as captures the socio-political, psychological spiritual dilemma of our times – then and now. To carry out its vision and mission, the college engages in:

  (a) Instruction – to prepare students to cope with the demands of the 21st century to lead in addressing its multi-faceted problems – economic, social, political and technological;
  
  (b) Research – to create, analyse and evaluate the ever growing body of
Knowledge in language;

(c) Extension – to twin with and work in partnership with public and private institutions, agencies and organizations that need their professional expertise and academic service; and

(d) Production - to produce books, materials, journals, monographs and other related materials needed to advance knowledge in the learning and teaching of language, linguistics and literature. 25

The College adheres to the cultural perspective of Sustainable development. It recognizes that as globalized efforts may be imperative in aspects like poverty reduction, upholding of human rights and conflict resolution, cultural diversity should as well be recognized. The college contributes to cultural diversity through inter-cultural understanding specially where the Philippines is a developing country with diverse ethnic backgrounds and dialects using a bilingual mode of education.

Through its Graduate Diploma in Linguistics, the College provides the student with the basic knowledge of the theoretical foundations of bilingual education that will help them manage and carry out instruction in bilingual education as well as in a multi-cultural setting. The course also upgrades the teacher's competencies in teaching language and content courses in a bilingual and multi-cultural setting. 26

The College, through its Short-Term Program on Local/Foreign Language Proficiency addresses the need of the Filipino Worker Overseas (OFW), the doctoral student, the businessmen, the heritage student, tourists and international students. Language Proficiency Courses in English, French, Spanish, Filipino and Chinese are offered with them in mind. 27

• Proactive on Education for Sustainable Development the PNU Way

  o Special Projects

In 2003, then Philippine Normal University president Nilo L. Rosas created an office headed by a presidential assistant for Special Projects and Special Concerns. Professor Rene C. Romero was appointed head of this office. Currently, he still heads this office. It is under the umbrella of the Center for Linkages and Extension Services (CLES) of the University and one of its special concerns is Education for Sustainable Development (ESD). 28 Through the Special Projects and Special Concerns office, ESD has been an active component of teacher education in the University.

The Center for Linkages and Extension Services (CLES) directs all programs of the Institute in the areas of community service, institution building and networking. CLES is divided into five offices where four, except for the Office of Internal Relations, incorporate ESD into their programs and activities. These offices are: (1) Office of Academic Linkages; (2) Office of Internal Relations; (3) Office of Community Extension; (4) Office of Alumni Affairs; and (5) Office of Media and Public Relations. 28A Please see Annex A for the PNU Extension and Linkages on Education for Sustainable Development Report submitted August 23, 2007.

✓ Co-Curricular Initiatives on ESD

PNU is a visible and active member of several co-curricular activities on ESD. It has been participating yearly in the following:
- Ecology Week Celebration every September
  with Philippine Council for Peace and Global Ecology
  PNU is a founding member
- Earth Day Celebration every April
- UN Month for the Environment every June

Seminar-workshops mainstreaming ESD in teacher education curriculum were held in the PNU main campus and other campuses in Agusan were held in 2006.

PNU students became finalists in a UNESCO Painting Contest on Sustainable Development in December 2006.

A winning project of the Young Masters’ Program (YMP) Online Learning for S.D. on Eco-Camp held in Mt. Banahaw was presented in the Global Environment Youth Summit in Dubai also last December 2006 by PNU students.

In June 2007, it hosted the convening of the *National Workshop on Education for Sustainable Development*. 29 Here, 75 administrators and teachers got an overview of the country’s environmental situation and its implication to on the economic, socio-cultural and environmental perspectives of ESD were simultaneously held. The UNESCO-APNIEVE Teaching-Learning Cycle Module on ESD was also demonstrated. 30 It was during this national workshop on ESD that the administrators and teachers decided to form a network to push ESD in the regional and provincial levels of the country. This would be led by PNU through Professor Rene C. Romero. 31

Two *regional workshop-seminars* on Education for Sustainable Development were undertaken in July also in 2007 at PNU Isabela and Tuguegarao, both in Region II and another in Region IV. The learning modules produced by the University’s faculties of Center for Teaching and Learning as well as the Center for Linkages and Extension Services were tried out during these regional workshop-seminars. The learning modules used an integrated and multi-disciplinary approach and merged concepts and approaches in the Social Studies and Natural Sciences to reflect the different dimensions of sustainable development. 32

In-service training (INSET) on *Empowering High School Teachers to Educate for Sustainable Future* was organized by the University’s Center for Linkages and Extension Services in April 2007. It highlighted demo-teachings for sustainable development. It also aimed to show an integrative and multi-disciplinary approach in teaching sustainable development. The training provided the avenues for establishing networks and linkages for education for sustainable development among the participants. 33

- Approach to Education for Sustainable Development

The concept of sustainable development is integrated in the curriculum across all academic colleges in Philippine Normal University. Using an institution-wide approach, it is characterized by an integrative and multi-disciplinary approach. It allows for holistic development for social transformation. To concretise this approach, all syllabi in the university are currently being updated to include sustainable development. More so, the board examinations being administered by the University incorporates the concept of sustainable development as one of its topics in its examinations. The university’s annual Licensure Exam Training (LET) issues review notes on the topics touching sustainable development. The
methodologies being used in ESD university wide include: lectures, extension programs, problem-based approach, inquiry approach and experiential approach. 34

The Quisumbing Teaching-Learning Cycle is another methodology being used by the University in incorporating ESD in its university-wide curriculum. It involves four points namely: 1) knowing; 2) understanding (the connections); 3) valuing (or how do you feel); and 4) acting. This teaching-learning cycle is espoused by Dr. Lourdes R. Quisumbing, the first woman-secretary of the Department of Education (Dep ED) and APNIEVE-Philippines President. 35

o ESD in the Secondary and Tertiary Levels

The holistic and inquiry approaches in teaching are best illustrated in the secondary level of Philippine Normal University as exemplified by the social studies class of Ms. Maria Eljie Mabunga. She includes environmental issues where values are incorporated. PNU Supervising Instructor Ms. Mabunga starts her class by showing a power-point presentation about her lesson. Then she gives assignments that involve project work and research in the community level. As of interview period, her classes were doing research to be able to present ethnic costumes of the Philippines in conjunction with the Linggo ng Wika or National Language Week. Her innovative lesson plans have won for her an award in an education for sustainable development competition for modules development in the UNESCO Bangkok Programme of Educational Innovation for Development. Her students received a Certificate of Excellence in the UNESCO Youth Envisioning Contest: young minds in action. 36

In the tertiary level, the classes of Dr. Melchora B. Lamorena exemplify the service and cooperative learning methods in conveying sustainable development. Similar to the National Service Training Program (NSTP) style, Dr. Lamorena taught the science concept of “saponification” to her students by teaching soap-making using indigenous products. The community adopted her method and started a livelihood out of it. In the summer of 2006, the community of Laoang in Catarman, Samar registered itself as a livelihood cooperative making and selling soap. Up ‘til present, the cooperative earns income out of soap making using indigenous materials. These efforts were taught to them through the science class of Dr. Lamorena. 37

Dr. Lamorena connects her science classes with sustainable development and daily living. She has courses on Biogeography, Biotechnology and Systematics or accounting on animals. She includes topics in her lessons on human and natural resources. 38

Other ways wherein sustainable development are integrated in the secondary and tertiary classes include:

- Bringing the teachers to the field instead of confining them to the classroom and community;
- In the field, the concept of tourism is introduced side by side with the resultant degradation of the tourist area brought about by the influx of people;
- Tours may be organized to show biodiversity in ecology camps;
- Sociology may be integrated in science. This may be done through examples like explaining why “a pregnant woman is a happy woman.” 39
In the College of Languages, Linguistics and Literature of the University, a Sudanese translator working in the Libyan Embassy works as a teacher. Because PNU believes in cultural diversity, the Sudanese teacher is encouraged to teach about the culture of Islam and its people, not only the Sudanese language per se.  

- Linkages for Sustainable Development

The University does not lack in organizations that it relates with as far as forwarding the cause of sustainable development is concerned. Within the campus, the Society of Environmental Activists is an active university-wide organization. It works hand in hand with the Biological Society in providing manpower for all sustainable development endeavours. Though the Biological Society is exclusive for Biology majors, it does not limit itself at working within the context of its concerns.

Through partnerships, linkages and consortia, Philippine Normal University is able to connect and profit from the experts of varying disciplines and organizations. This is done through exchange programs, scholarship grants, seminar-workshops, training programs or expertise resource sharing. It has linkages with over 20 organizations. In the International level, the University has linkages with organizations like: World Council for Curriculum and Instruction (WCCI); Group on Educational Affairs (GEA); UNESCO-APNIEVE; East China Normal University, Shanghai, China; Gwanju National University of Education, South Korea; Guizhuo Normal University, Guizhuo Province, China; Tokyo Gakugei University, Tokyo, Japan; and Ikeda High School, Osaka, Japan. In the Philippines, the University has linkages with organizations like PCP Global Education; Reading Association of the Philippines; International Education Technical Institute (IETI), San Pedro, Laguna; and Romblon State College.

- Continuing Education on ESD

Opportunities for research on sustainable development are present during teacher education training. A masteral thesis done by a student of the University was a pioneer in sustainable development research. It centered on evolving an instrument measuring ESD awareness.

Teachers and students are sent as participants in various trainings and conferences. Recently, PNU attended the Forum on Education for Lifelong Learning and Sustainable Development hosted by the University of Makati. The University was also present at the one-day seminar on Educating for Sustainable Development conducted for 17 regions by the APNIEVE Training Team. The 2nd International Teacher Education Forum in Shanghai, China was also attended by a delegation from PNU.

The University actively supports these endeavours not just through encouragement but it goes a step further with financial support. Though state universities do not discourage giving financial support, it is not, however, being practiced due to the meagre budget that the government allots to state colleges and universities. The PNU gives transportation allowance to students and teachers who do research studies and attend conferences for this purpose.
Resources Used for ESD

*Human resource* is the most readily available instrument at furthering the cause of sustainable development with the University. Almost every teacher and student from the different disciplines and colleges in the university are aware of the concept on sustainable development. It is discussed in every subject as points of examples or discussions. Exemplary teachers and students are also constantly being sent as participants to conferences, seminars, lectures and exchange grants across the country as well as internationally. Because of these, in the course of time, teachers and students have become constant invites as resource persons in various fora on Education for sustainable development. PNU teachers have as well become constant resource persons at demonstration teachings in different schools of the country on incorporating the concept of sustainable development in teaching. PNU teachers have also become adept at making *teaching modules incorporating ESD*. In fact, Ms. Maria Eljie Mabunga, of the University’s Center for Teaching and Learning and who is a Social Studies Supervising Instructor has already won an international award from UNESCO Bangkok Asia-Pacific Programme of Educational Innovation for Development for a course module that she has developed.

Monitoring and Assessment

In the same way that the Philippine Normal University does not include sustainable development in its curriculum on teacher education, the University also does not have an institutionalised system of monitoring and assessing the gains of its efforts in implementing a holistic and inter-disciplinary approach toward education for sustainable development. The University, however, sites three instruments that endeavor to do these:

- The graduate thesis done centering on formulating an instrument to measure ESD Awareness – this is an instrument that is ready for use. However, it should warrant a pre-testing of the instrument and some refinements based on a pre-test;
- The research study that showcases ESD best practices in ten schools; and
- The Teacher Evaluation Scale that assesses the teacher’s effectiveness. This is an instrument used University-wide as basis for faculty promotion. The scale incorporates assessment of the teachers’ quantitative and qualitative use on the concept of sustainable development in his/her lessons.

Effective Tools on ESD

UNESCO Bangkok APEID Conference Proceedings has been mentioned as the foremost source of information and effective tool towards the University’s thrust on ESD. Other materials mentioned that the University uses include: UNESCO APCEU publications like Sang Saeng and indigenous publications from Philippine groups like Haribon Foundation, Bato Balani Foundation and Ibon Foundation, Inc. Breakthrough Journal is as well a publication mentioned where materials are gathered as a source of information.
Outcomes

Education for Sustainable Development in the Philippine Normal University is presently at the level of creating awareness on the concept of sustainable development among its campus population of 7,000, as well as among its various attending communities and stakeholders. The task is done through promotional work that includes making of posters and in-campus lectures and other extra curricular activities. 49

Since its inception in 2003, the office for Special Projects and Special Concerns has been tasked at handling Education for Sustainable Development at the University. Its work has been focused on: a) integrating sustainable development values among its communities and stakeholders; and b) acquiring the skills in teaching education for sustainable development. This far, the office for Special Projects and Special Concerns sees the need to develop an instrument to measure the social impact of ESD. It also sees the need to develop an instrument to measure the University’s efforts toward furthering this cause. 50

- Modus Vivendi

In integrating sustainable development values among its communities and stakeholders, the University advocates creative simplicity in life. Individuals are constantly encouraged to relate their consumption and lifestyle to the concept of sustainable development. 51

Philippine Normal University believes that sustainable development should not be a three-unit elective course taken by an interested few or by those running out of interesting electives to enrol with. PNU believes that education for sustainable development should be an across the board curriculum that starts with the integration and inculcation of sustainable development values. The University has started to evolve its own teacher education curriculum on ESD. It supports the UNESCO thrust on ESD but it is not UNESCO driven. 52

By evolving its own teacher education curriculum on sustainable development and by employing an across the board curriculum that starts with the integration and inculcation of sustainable development values, Philippine Normal University believes it can educate its students for personal renewal and social transformation to become change agents to improve society as it manifests itself in different and expanding environments such as family, community, workplace, nation and the world. This, in a capsule is the PNU Philosophy on education for sustainable development.

Analysis / Recommendations

- Strengths

The strength of the efforts of the Institute towards education for sustainable development lies in two factors:

- It is an across the board curriculum that starts with the integration and inculcation of sustainable development values; and
- The resolve and the strong will of the Office of the Presidential Assistant for Special Projects and Special Concerns towards an advocacy for education for sustainable development.

The first strength that is, having an across the board curriculum on sustainable development, may prove to be a better way of achieving awareness and attitude
inculcation among a greater number of the university population. This may be so than the other choice of having Sustainable Development as an instituted three-unit elective in the curriculum. As it is, Sustainable Development to the uninformed is seen as an additional subject in the already loaded curriculum. It is simply an additional task. On the extreme, it is also a subject seen as irrelevant to being an accomplished educator. Much so that it is an elective. Hence, there would be less who would take it as an elective. Because of these prevailing attitudes, the subject of sustainable development is given to limited individuals taking it as an elective instead of making it a university wide advocacy.

The second strength is the Office of the Presidential Assistant for Special Projects and Special Concerns. The office, headed by Professor Rene C. Romero has been very committed to the cause of sustainable development. It gives demonstrations on their developed course modules in integrating sustainable development with the basic subjects almost anywhere they are invited to. The team also is active at attending conferences, seminars and workshops both in the country and outside. It is no wonder that they have become staples at these yearly events. Because of the strong commitment of the Special Projects and Special Concerns Office, this group of educators has been considered experts on education for sustainable development in the Institute.

The Institute is a force to reckon with when it comes to community and extension work. Even in its drive to implement to spread the cause of sustainable development, it has included the subject in the communities where their students employ practice teaching. This community and extension work that is adopted from the concept of the National Service Training Program (NSTP) being implemented nationwide.

- **Weaknesses**

The strengths of the Institute’s thrust towards sustainable development may also be its weaknesses. First, integrating and inculcating sustainable development values among all curriculum may result in a lack of focus on the more substantial concerns of sustainable development such as knowing and understanding the dynamics of every sustainable development concern as well as ways and means to arrive at the right knowledge, attitude and behavior with regard these dynamics. Moreover, the right skills to solve sustainable development issues must be developed among the future educators. There is the risk that an across the board curriculum may result in an “on the surface” knowledge of issues. All Philippine Normal University teachers must be equipped with the right knowledge and skills at infusing sustainable development concerns in their field of expertise. The Institute has developed a very good core group of ESD advocates in the PNU while on the other hand, the rest of the Institute’s population are on the awareness level about ESD. This is a looming gap in its implementing strategy.

Second, the strong resolve of the office of Special Projects and Special Concerns headed by Professor Rene C. Romero is a moving force behind the implementation of ESD at the Institute with the support of its President, Atty. Lutgardo B. Barbo. The office as well, has many other projects and activities university wide. The concern on education for sustainable development is running the risk of losing its momentum when a change in personnel or membership occurs.

The Institute is evolving its own teacher education curriculum on sustainable development that involves a multi-disciplinary approach. A very important move of the Institute towards this is the current revision of the syllabi of the various academic
colleges to include the subject of sustainable development concerns. It is important that the Office of the Academic Affairs does not stop at reviewing the revised syllabi. It is suggested that the Office develop the implementing guidelines on this. Included in the implementing guidelines should be a structured method of implementation for every college or discipline. The modules developed by the teachers in the Institute may be a part of the pedagogy.

The Office of the Special Projects and Special Concerns is urged to develop a permanent office on Education for Sustainable Development. This way, the continuing efforts of the Institute toward ESD can insure its sustainability regardless of its membership and composition. The office may have the following regular functions and/or programs: (a) Research and Development; (b) Training; (c) Marketing; and (d) IEC.

- Research and Development takes care of monitoring and evaluation of the activities on ESD. It may also be tasked at developing new pedagogies on ESD based on results of monitoring and evaluation. Continuing curriculum improvement may be one of its functions;
- Training is the task of continuously implementing training programs on ESD for the various disciplines and academic colleges of the Institute;
- Marketing may be done to look for linkages and support both logistical and financial, outside of the Institute towards the various ESD training or development programs so that the Institute does not incur an added cost on the Institute’s funds; and
- IEC or Information, Education and Communication is the component that takes care of gathering information on current developments nationwide and worldwide on ESD. Here, it is highly suggested that the Office on ESD be linked on ICT more particularly through the internet to get fresh information and develop new international linkages for program support. So far, ESD efforts in the Institute have not been maximizing ICT use for cyber information and communication. It has been limited to powerpoint presentations during seminars, teaching demonstrations and conferences. The IEC may also be a section that develops promotional materials for its various activities.

The looming gap between the highly informed group of teachers and personnel in the Office of the Special Affairs and Special Concerns on one side and the student and regular personnel on the other side in the Institution concerning sustainable development should be addressed. The Institute has started doing this by implementing an environment friendly campus where waste segregation is practiced and where a clean and green campus is maintained in the heart of the pollution of the metropolis. However, this is only one facet of the whole concept of sustainable development. The concept of sustainable development needs to be pervasive in the Institute. The need for a clear-cut institutional policy on sustainable development is imperative if the gap is to be eliminated. The policy is to be made known to every student and personnel. To encourage a positive and responsive reaction, an institute-wide incentive scheme from individual to group and to college wide recognition on prototype activities or models of sustainable development may be given every school year.

* End *
ANNEX A

PNU Extension and Linkages on Education for Sustainable Development
A Report submitted by the Office of the Special Projects and Special Concerns of Philippine Normal University

A. Introduction

Teacher education programmes and courses in integrating Education for Sustainable Development (ESD) at the Philippine Normal University (PNU) is the focus of this report. Historically, it traces PNU’s involvement in ESD in the last 5 years highlighting selected best practices and bold initiatives in drawing analysis and implications to the future thrusts of developing global citizenships.

B. Background Information

Philippine Normal University as the primary center of excellence and a premiere university for teacher education is dedicated to develop and train teachers and educational managers for the country and the world equipped with knowledge, skills, attitude and values inherent in ESD.

The 1980s saw the rise of consciousness in environmental education and PNU contributed to it through local, national and international action. To cite a few:

(a) Summer Youth Eco-Camps on Educating Ecological Stewardship; Youth and Teacher Participation in the “Water for the Future”; Role of Young Leaders in the Preservation and Promotion of Natural Heritage; Youth Leadership for Global Citizenship and Sustainable Development; and Role of Youth Volunteers in the Promotion of Natural Heritage and Culture of Peace Among Others. Noteworthy is PNU participation in regular In-Service trainings among teachers nationwide on Educating for Sustainable Development and annual convention and General Assembly of Extension Services on the UN Decade of ESD;

(b) Research in measuring environmental awareness and coming up with an evaluation instrument measuring principals and teachers’ competencies on ESD in 18 regions in the Philippines (FAPE Research Project, 2007);

(c) Research in profiting day care center workers and coming up with policy recommendations in incorporation ESD in early childhood curriculum content among 3-6 years old in day-care centers (in-progress, PNU Planning, Research and Extension, 2007);

(d) Literacy Training Service Component of the National Service Training Program (NSTP) is on-going in adopted communities of PNU in Baseco, Tondo, Quezon and Bicol whose objective is mobilization through initiation and promotion through demo-teaching and LTS of ESD.
C. Aims and Objectives

Significant contributions in promoting ESD will be the highlights of this report through:

a) Students-teachers-parents training program (ESD environmental advocacy program); LTS-NSTP;
b) Revisiting educational philosophy and mission-vision statement i.e. greening of the school;
c) Integration of concepts and values in the curriculum both in undergraduate and graduate courses;
d) Partnership with government and non-government organizations, vibrant civil society e.g. Haribon Foundation and Gawad Kalinga;
e) Research and knowledge generation activities e.g. measuring sustainable index for ESD teaching competencies; and
f) Policy research / profiling on ESD among day-care and early childhood centers.

D. Approach

An interdisciplinary and multi-disciplinary approach is adopted to explore the role of ESD ideas in the context of contemporary society and international milieu and assess the implications of our undertakings of fairness, justice and global citizenship.

Fora on ESD involved students and teachers to be empowered e.g. environmental, human rights, women, which provide opportunities to discuss development issues particularly those that are relevant to ESD and equity. In effect, the 3rd International Youth Conference with the theme: “Youth Leadership for Global Citizenship and Sustainable Development” was held at PNU Manila last August 12-14, 2002 which served as an international forum on ESD. This encouraged the students to explicitly explore the relationships among environments, sustainability and technology across the curriculum.

Problem-based Learning (PBL) as a disciplinary focus is often helpful, even necessary because it allows the depth of inquiry to major breakthroughs and discoveries. It also allows students-teachers-practitioners on facts about ESD in an integrated approach across different subject areas of the curriculum. This is the inter-disciplinary teaching and learning e.g. through the topics and examples. Teaching ESD through the PBL approach is a very good way to achieve educational objectives without curriculum overload.

Inter-disciplinary and multi-disciplinary themes under ESD includes: culture and religion for a sustainable future e.g. multi-cultural centers; indigenous knowledge and sustainability; women and sustainable development e.g. center for gender education; sustainable communities e.g. extension services for adopt-a-community, an extension project of Center for Linkages and Extension Services where Literact Training Service of NSTP students are undertaken.

E. Content

• Analysis to Teacher Education Curriculum (TEC) to include ESD as one of the optional courses in TEC
  a) Integration of ESD concepts and values in courses like Social Science, such as power resources and human rights subject areas
  b) In Natural Sciences, ESD is integrated in subject areas and discussions of the ecological loss on inter-generational responsibility and inter-connections between environment and organism. (Eco-System Approach)
c) In values education, ESD concepts are integrated in life-long skills at home, schools and in community activities wherein in it will develop character building and enhance interpersonal relationship skills.

- **Co-curricular Initiatives on ESD**

  PNU is a visible and active member of several co-curricular initiatives on ESD. The university has been participating yearly in the following:
  1. Ecology Week Celebration
     in cooperation with the Philippines Council for Peace and Global Ecology
     Held every September
     PNU is a founding member
  2. Earth Day Celebration every April
  3. UN Month for the Environment every June

  Activities during these celebrations include:
  - On-the-Spot Essay Writing Contest
  - On-the-Spot Poster Making Contest
  - Eco-Challenge (Run0Swim-Run) Race for the Earth
  - Oratorical Contest
  - Eco-Song Fest

- **Special Activities**

  The year 2005 – 2015 was declared by UNESCO as the “International Decade of Education for Sustainable Development.” PNU as a premiere teaching training institution in the country that has mandated to spearhead innovative teaching strategies and programs has embarked in a series of activities to promote ESD not only inside the campus but also with a wider constituency.

  - Seminar workshops on ESD, mainstreaming ESD in Teacher Education Curriculum were conducted in 2006 at PNU main campus and other campuses in Agusan by Prof. Rene C. Romero and CLES faculty members.
  - Prof. Eljie Mabunga won 3rd place on the UNESCO Lesson Plan Making Contest on ESD sponsored by UNESCO Bangkok. PNU students became finalists in the UNESCO Painting Contest on Sustainable Development in December 2006.
  - A winning project of Young Masters Program (YMP) On-Line Learning for Sustainable Development on Eco-Camp in Mt. Banahaw was presented in the Global Environment Youth Summit in Dubai last December 2006.
  - Students and faculty members held Ecology Camps (Eco-Camps) in Banahaw from year 2000 up to present: Palawan in May 2002; Bohol in May 2003 and Tagaytay in 2001
  - Adopt-a-Community, Gawad Kalinga Project 2006-2007, the site for NSTP for 4 semesters
  - An extension program is conducted not as part of the academic requirement but as an outreach towards the improvement of the community’s quality of life. PNU partnered with Gawad Kalinga in October 1, 2005 initially to help the Literact Training Service in Baseco spearheaded by CASS and CLLL. It has expanded to three different villages in the country which includes GK Paradise Heights, formerly Smokey Mountain and in Calapan, Oriental Mindoro.
- Various activities and projects included mothers’ class on health, nutrition and livelihood, para-teacher training for community-based pre-schools of GK Sibol Schools were provided by PNU last summer, June 4-5, 2007 with 300 participants in Manila and Cavite. This year alone, PNU, through the various extension units of the university served more than 1,500 beneficiaries in four Gawad Kalinga sites.

- **In-Campus Initiatives**
  - Several campus initiatives on ESD were implemented such as: tree planting and campus greening in Manila, Isabela, Cadiz and Quezon Province.
  - Proper canteen waste disposal and garbage segregation are being done
  - Advocacy and urging campus residents on anti-littering and anti-pollution were implemented
  - Campus organizations like UNESCO Club and UNESCO ASPNet participated in several in campus activities on sustainable development

- **Networking and Partnerships Sustained**

  Networking and partnerships with national and international organizations in Asia were forged and opened new doors for the internationalisation of PNU’s strategy to cope with globalisation of education for the 20th century. The university continues building international image and improves our own capacities so that we can also share our skills knowledge to others. With the PNU thrust on internationalisation of teacher education, several linkages and partnerships were forged through the efforts of CLES faculty members to promote education for international understanding (EIU). An article on Educating for International Understanding in the Philippines was published by APCEIU based in Korea, authored by Prof. Rene C. Romero. The PNU chorale was hosted by our partner school in Gwangju National University of Education (GNUEK) in Korea during their successful performance tour. Now on its second year, English proficiency training for GNUEK students is on-going with the English Department Spearheading.

  Amidst austerity measures, PNU continues to be visible with a sense of purpose and vitality to stay connected in the international and national limelight. PNU must go through a paradigm shift finding the right partners and initiate memoranda of agreements, now reaping positive activities that are immensely helpful for faculty and students simply sharing similar interests, capability and goals. As of May 2007, the following partner schools with memorandum of agreements continue to internationalize PNU academic programs and faculty mobility:

  - Ikeda High School (Osaka Kyoiku University), Japan
  - Kyoto University Education, Japan
  - Tokyo Gakugei University, Japan
  - East China Normal University, China
  - Gwangju National University of Education, Korea
  - Nanyang Normal University
PNU is a prime mover of many professional organizations, learned society, civil society organizations and government institutions in the country because of the expertise of faculty members in their field. This year, faculty members either became member or elected as officer in various professional organizations. As of June 2007, PNU is visible and an active member of the following institutions:

- Philippine Council for Peace and Global Education (PCPGE)
- UNESCO Associated Schools Project Network (UNESCO-ASPNet)
- World Council on Curriculum and Instruction – Philippine Chapter (WCCI-Phil.)
- Philippine Association of Graduate Education (PAGE)
- Peace Education Network of the Philippines (PEN)
- Teacher Education Council (TEC)
- Literacy Coordinating Council of the Philippines (LCC-P)
- Synergeia Foundation Network of Universities and Schools
- South Manila Inter-Institutional Consortium
- Philippine Guidance and Counselling Association, Inc.
- Philippine Association of State Universities and Colleges (PASUC)
- Council of Deans and Heads of Home Economics in the Philippines
- Philippine Association of Academic Research and Libraries
- Reading Association of the Philippines
- Nutrition and Dietetics Association of the Philippines (NDAP)
- Accrediting Agency of Chartered Colleges and Universities of the Phil. (AACCUP)
- Foundation for the Upgrading of Standard of Education (FUSE)
- Philippine Association of Extension Program Implementors (PAEPI)
- Knights of Rizal Inc.
- Southeast Asian Library Inc.
- Philippine Association of Home Economics Educators from State Colleges and Universities (PAHESCU)
- Haribon Foundation
- UNESCO-APNIEVE
- DENR
- Department of Education

Ranging from instructional through academic sharing and teacher training service, PNU is moving towards another leap in community extension services redirecting energies, drawing out leadership potential on teachers and students. In the spirit of “bayanihan” – the real definition of sharing and service which becomes a value added program for the four-pronged quadrants of commitment of the university. Some illustrative examples:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TITLE</th>
<th>VENUE</th>
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<tbody>
<tr>
<td>March 17-18, 2001</td>
<td>Study visit to Vigan Heritage Village (a UNESCO World Heritage Site)</td>
<td>Vigan, Ilocos Sur</td>
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<td>March 20-23, 2001</td>
<td>Peace Camp 2001</td>
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<td>1st Asia Pacific Youth Volunteer Encounter</td>
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<td></td>
<td>Theme: Role of Youth Volunteers in the Promotion of Culture, Peace &amp;</td>
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<td>Sustainable Dev’t.</td>
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<td>May 31 – June 1, 2001</td>
<td>Educating for Ecological Stewardship</td>
<td>Assumption Formation House &amp; Ecology Center, Antipolo Rizal</td>
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<tr>
<td>July 17-18, 2001</td>
<td>Study Visit to Ifugao</td>
<td>Ifugao Province Cordillera Autonomous Region</td>
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<tr>
<td>May 3-10, 2002</td>
<td>Summer Floating Youth Camp 2002</td>
<td>Puerto Princesa City, Palawan</td>
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</table>
Theme: The Role of Young Leaders in the Preservation and Promotion of Natural Heritage

August 12-14, 2002
3rd International Youth Conference
Theme: Youth Leadership for Global Citizenship and Sustainable Development
Philippine Normal University

May 16-25, 2003
Summer Eco-Camp 2003
Theme: Youth and Teachers’ Participation in Water for the Future Program
Loboc, Bohol

August 12-14, 2003
4th International Youth Conference
Theme: Youth Empowerment for Natural and Cultural Heritage Preservation
PNU Manila

August 18-20, 2005
17th Annual Convention & General Assembly of PAEPI, Inc.
Theme: UN Decade on Education for Sustainable Development & the Phil. Millennium Development Goals – Implications to Extension Services
PNU Manila

April 27-28, 2007
PNU INSET – Educating for Sustainable Development
Theme: Empowering High School Teachers to Educate for Sustainable Future
PNU Kanla

Participation in International Conferences/Workshops/Meetings

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<td>August 29-30, 2006</td>
<td>Education for Conviviality in Asia</td>
<td>Faculty/Research Project</td>
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<tr>
<td></td>
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<td>Prof. Rene C. Romero</td>
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<td>July 20-22, 2006</td>
<td>International Conference on Teacher Education</td>
<td>Faculty</td>
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<td></td>
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<td>Prof. Rene C. Romero</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edna Abulon</td>
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<td>Prof. Teresita Tabbada</td>
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Extension Services as Resource Speakers

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<tr>
<td>March 6, 2007</td>
<td>Seminar-Workshop on Educating for Sustainable Development</td>
<td>Prof. Rene C. Romero</td>
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<tr>
<td>Prosperidad, Agusan</td>
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<td>Prof. Jerick C. Ferrer</td>
</tr>
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<td>December 19, 2006</td>
<td>PNU Bayanihan for Victims of Typhoon Reming</td>
<td>Faculty, staff, students of PNU</td>
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<td>Bicol Region</td>
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<td></td>
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<tr>
<td>December 8-10,2006</td>
<td>Literacy and Ecological Camp Kinabuhayan Elementary School</td>
<td>NSTP students, faculty and staff</td>
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<td>September 16-17, 2006</td>
<td>Adopt-a-School Dolores, Quezon</td>
<td>NSTP Students</td>
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<tr>
<td>September 17-18, 2006</td>
<td>Adopt-a-Community Gawad Kalinga Baseco</td>
<td>NSTP Students</td>
</tr>
<tr>
<td></td>
<td>Literacy Training classes</td>
<td></td>
</tr>
<tr>
<td>September 21, 2006</td>
<td>Youth Aid on Peace Training on Leadership, Conflict Resolution, Conflict Analysis and Action Planning</td>
<td>Faculty, students</td>
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## 2007 Education for Sustainable Development Programs

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<td>April 27-28, 2007</td>
<td>ESD – Empowering High School Teachers in Teaching for Sustainable Future</td>
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<tr>
<td>April 20-21, 2007</td>
<td>UNESCO-APNIEVE Seminar Workshop on ESD</td>
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<tr>
<td>February 1-3, 2007</td>
<td>Synergeia – Improving Quality Education in the Philippines with ESD Focus on Curriculum</td>
<td>Prof. Rene C. Romero, Prof. Jerick Ferrer, Dr. Dumadaug</td>
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<td>August 3-13, 2006</td>
<td>41st UNESCO International Youth Camp, Korea Theme: Unity and Diversity Exposure to Different Eco-Systems</td>
<td>3 Student Leaders: Adelyn Carbon, Ma. Jesus Guillas, Anna Loraine Ang</td>
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<tr>
<td>August 20-21, 2006</td>
<td>Seminar on Peace, Human Rights &amp; Cultural Heritage</td>
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</tr>
<tr>
<td>September 18-21, 2006</td>
<td>Ecology Week Celebration Theme: The Youth – Hope of Environment</td>
<td>PCPGE Member Schools and Eco-Camp Participants</td>
</tr>
</tbody>
</table>
Sources


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