



Asia Pacific Network for International Education and Values Education (APNIEVE)



UNESCO-APNIEVE Philippines NEWSLETTER

Volume 13, Issue 1

April 2016

Inside:

- * Vietnam, A Beacon of Hope.. p3
- * CLDCFI, Isabela Promotes APNIEVE's Holistic Integrated Approachp5
- * APNIEVE Program page 8-9
- * Dr. Chua Conducts Peace Education Workshop p10

15th UNESCO-APNIEVE National Convention at First Asia Institute of Technology and Humanities, Tanauan City, Batangas

The 15th National Convention of UNESCO-APNIEVE Philippines will be held at the First Asia Institute of Technology and Humanities, Tanauan City, Batangas on April 14-16, 2016. The theme of this year's three-day convention is: **Forming Citizens for an Interconnected World**. This assembly will be a gathering of school administrators, values educators, government and non-government agencies, as well as advocates of peace, justice, human rights, and sustainable development.

Mr. Juan "Sonny" Lozano will give the welcome address. The keynote speaker of this year's convention is Ambassador Rey A. Carandang,

Ambassador Extraordinary and Plenipotentiary (retired) and Member, Board of Trustees of First Asia Institute of Technology and Humanities. Ambassador Carandang served as the Philippine Ambassador to Argentina.

Plenary sessions will tackle topics such as peace, Philippine educational reforms, Filipino heroes and citizenship education and empathy, love and care. Plenary speakers include Dr. Diosdado San Antonio, Department of Education Regional Director of Region IV A; Dr. Wilson Chua of Far Eastern University; Mr. Arnaldo Mendoza, Social Science Coordinator of FAITH; and Dr. Ronaldo A. Motilla of

Miriam College.

During parallel sessions, teachers from academic institutions in the different regions will share their expertise on values development for teachers and research and best practices on the following conference strands: Responding to the Asean Integration, Values in an Interconnected World, Citizenship in the 21st Century, and Values Integration in the Teaching Learning Process.

APNIEVE members will also elect their officers during a business meeting. The convention will end with a historical and heritage tour.

Dr. Lourdes R. Quisumbing is CEAP's 2015 Pro Deo et Patria Awardee



The Catholic Educational Association of the Philippines (CEAP) awarded Dr. Lourdes R. Quisumbing the 2015 **Pro Deo et Patria Award** during the opening of the 2015 CEAP National Convention last September 30, 2016. Dr. Maria Lourdes Quisumbing-Baybay, her daughter, received the award on Dr. Quisumbing's behalf.

Continued on page 10



President's Message



Dear APNIEVE Members and Participants,

Welcome to the 15th APNIEVE National Convention! We come a long way since APNIEVE had its first National Convention in 2002.

We are honored and grateful to hold this national convention in the First Asia Institute of Technology and Humanities (FAITH), an institutional member of APNIEVE-Philippines for many years. It is most fitting that we hold our 15th National Convention with the theme, "Forming Citizens for an Interconnected World" here at FAITH, a higher education institution which "aims to produce students who are not only technologically-skilled but are also well-grounded on good moral values."

As its website proclaims: FAITH trains its students to become global citizens. ...FAITH "aims to instill in the students a deep understanding of the uniqueness and diversities of peoples and cultures as well as issues that face this fast-changing world." As global citizens, First Asia students realize that both they and their country can meaningfully contribute to the emerging world order where peace, progress, and harmony among peoples and nations are firmly established.

Therefore, we are most grateful to Dr. Saturnino G. Belen, President, and to Mr. Juan "Sonny" Lozano, Managing Director, for hosting this national convention.

The twenty-first century has brought about the age of information communication and technology revolution and globalization. We are faced with opportunities brought about by changing educational landscapes, such as ASEAN integration, K-12 educational reforms, revised general education curriculum for the college, the internationalization of education, We are also challenged by climate change and global warming, by senseless killings of innocent people, and by forced migrations in countries at war. Thus, it is imperative that we form citizens for an interconnected world.

According to UNESCO, educating citizenship for an interconnected world or "Global Citizenship Education (GCE) is a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable. It represents a conceptual shift in that it recognizes the relevance of education in understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions. GCE also acknowledges the role of education in moving beyond the development of knowledge and cognitive skills to build values, soft skills and attitudes among learners that can facilitate international cooperation and promote social transformation. GCE applies a multifaceted approach, employing concepts, methodologies and theories already implemented in different fields and subjects, including human rights education, peace education, education for sustainable development and education for international understanding. As such, it aims to advance their overlapping agendas, which share a common objective to foster a more just, peaceful and sustainable world."

Thus, our convention will feature experts and practitioners in forming citizens for an interconnected world. We also have a sharing of researches and best practices from teachers and researchers across the country on Responding to the ASEAN Integration, Values in an Interconnected World, Citizenship Education for the 21st Century, Values Integration in the Teaching-Learning Process.

The workshop team has also prepared, in digital form, three UNESCO documents on global citizenship which we hope you will use in your teaching.

We extend our gratitude to Mr. Arnaldo Mendoza, APNIEVE Region IVA Coordinator and 15th Annual Convention Convenor; Ms. Angelina Bayaua-Alcazar, Secretary, APNIEVE-Philippines; Dr. Caroline S. de Leon, Treasurer, APNIEVE-Philippines; and Ms. Jennifer R. Villareal of Miriam College for taking care of the convention preparations and the APNIEVE newsletter. We thank the contributors to the APNIEVE newsletter.

Let us join hands with all the educators in the world to form citizen for an interconnected world that is "peaceful, tolerant, inclusive, secure and sustainable."

Mabuhay,

Maria Lourdes Quisumbing-Baybay
President, APNIEVE-Philippines
14 April 2016



VIETNAM, A BEACON OF HOPE FOR ASIAN CHURCH

By: Sr. Ma. Gerolinda C. Tingson, OSA, Ed.D.

As we entered the Saigon Village, District 10 of Ho Chi Minh Vietnam, last November 26, 2015, I was struck by the two seven-foot well lighted and decorated Christmas Trees, standing at both sides of the entrance gate of the Villas. “Isn’t this a communist country? Why do they have Christmas Trees?” I blurted out with amazement. “It’s not new phenomenon. Christmas for us is always important. For the government too because this is the sign of religious freedom” (Arch. Paul Bui Van Doe, i am HCMC, 2015).

On the following day (our free time), we went to Saigon Square to shop for souvenirs and “pasalubongs”, Department stores were alive with bright and colorful Christmas decors, at par with that of shopping malls in the Philippines. Later in the afternoon after the tour of the Palace of Independence for Reunification, the First EDUSPEC group (Digital Robotic International Competition Organizers) dropped me at the Archdiocesan Pastoral Center at Ton Duc Thang St., where I would meet my fellow Augustinian Religious, Sr. Juliet Flores, OSA and to attend the anticipated Holy Mass (concelebrated by four priests of different nationalities and congregations). I found the church had donned with Christmas decorations too. “They do the decorations for the church, that’s good. For the glory of God it’s good! But the commercial part (down town) no, that’s for the business people... The banks help organized (Christmas) decorations. They do that for the government... they want to use the money of the rich people, not the money of the government. So the government cooperates with the banks” (Arch. Doc, 2015).

Before the Eucharistic Celebration started, a couple: Scott Gelsthorpe with his Vietnamese fiancé Teresa Tram were introduced to the parishioners, as the new convert to Catholicism, to be baptized within the Holy Mass and would received the Sacrament of the Holy Communion.

The Archdiocesan Center was filled with worshippers of different nationalities. The Eucharistic Celebration was power

charged with fervor manifested by the timbre of the lector’s voice, readers, psalmist, the choir who were mostly Filipinos and the resounding response of the faithful.

In Southeast Asia, the Philippines has 65% Catholics but I was surprised to learn that it is followed by Indonesia (second), and Vietnam, third. Vietnam has five and a half million Catholics, representing 6.8% of the total population. Vietnam has 26 dioceses including the three archdioceses of Hanoi, Hue and Ho Chi Minh City (Saigon), and 2,668 priests. Two priests are assigned to two thousand Catholics to a district unlike in the Philippines, two priests are assigned to minister to 20 thousand Catholics.

The roots of Catholicism in Vietnam can be traced back to the 16th Century Portuguese missionaries which was followed by the French missionary-priest, Alexander de Rhodes. He gave the Vietnamese their Alphabet – Quoc Ngu or National Language. For two hundred years the French -led Church held close ties with political activist Nguyen Anh, who “conquered” the country. It was that time when the magnificent Notre Dame Cathedral was consecrated. However, the relationship between Church and state became shattered only after Nguyen’s death. As North and South Vietnam relationship widened in 1954, many Catholics from the North, fearing persecution fled South. The leadership of Ngo Dinh Diem, a devout Catholic, was promoted by U.S. President Dwight D. Eisenhower’s government for South Vietnam.

During the war, Catholic Church bombarded the North with religious pamphlets and radio broadcasts encouraging millions of Catholics to leave North Vietnam and live under Catholic rule in South eclipsing the Buddhists. Catholic’s religious practices were already attacked in the North by the Communist party between 1954 to 1975. The schism made the North more secular while the Catholics in the South grew in strength. It wielded a lot of power, so much so that in 1963, during their Vesak Celebration, the Buddhists were prevented

from flying their flags. The Catholic Church being the biggest land owner in South Vietnam held on to its land after the war as one of the deals struck between Church and State.

In 1976, a year after the war, the Holy See ordained Archbishop Joseph Mary Trinh Nhu Khue as the first Vietnamese Cardinal. Vietnamese Catholics who had been persecuted because of the belief were killed between 1533 to 1988 were canonized by Pope John Paul II. Vietnamese Cardinal Nguyen Van Thran, a prisoner between 1975 to 1988 was nominated Secretary (and later President) of the Pontifical Council for Justice and Peace.

The New Ordinance on Religion and Belief was passed by the Vietnamese Government in December 2004, reiterating citizen’s rights to freedom of belief, freedom of religion and freedom not to follow a religion. Violations of these freedoms are prohibited. “Abuse” of freedom of belief or religion that undermines the country’s peace, independence, and unity is illegal. Moreover, it warns that religious activities must be stopped if they negatively affect the cultural tradition of Vietnam.

Religious congregations after 1975 continue their mission of evangelization in Vietnam sans their religious habits (women) and teach catechism in the Archdiocesan Center. They bring the joy and manifest zeal in their mission to bring Christ to the people of Vietnam. That is probably the reason why the vocation to Religious Life are very much alive there.

Continued on page 4



Sr. Gerei in front of Vietnamese Martyrs



VIETNAM... Continued from page 3



Sr. Juliet with children

To date there is an uneasy peace noticeable between Church and State. There's a certain mistrust that exist between them. They coexist in a climate of unofficial and cold diplomacy. Nonetheless, the number of churches built are increasing, so thus the amount of crossover at street level. The Vietnamese people are tolerant and people of all religions get on. It is common among Christians to be seen in a Buddhist Temple to pray if the Church is not found in the locality.

The Vatican has no official relation with Vietnam yet it has representative in Rome among the 14 cardinal electors.

Catholicism has remained stable in Vietnam before 1975. The number of Catholics was 5.50 million. Since then the population tripled but the percentage of Catholics remained the same. The Communists argue that lack of growth means the future looks dismal; as members die off, consequently the less number. However, the Church argues a different angle, "it is obvious, that when the church is present in contexts that have been through decades of difficult political and social situations, keeping the light of faith burning bright is already a sign of grace, (the conversion of

Scott to Catholicism attested this) especially bearing in mind the difficulties and the decline in the number of Catholics in other parts of the world" (Bishop Dinh Duc Dao, 2015).

While the number of Catholics in Vietnam may fall, the power of the Church shows no sign of declining. The Catholics in Vietnam will continue to be the source of enlightening influence for many as shown in the case of Teresa who influenced Scott to become a Catholic convert before marriage. "Best Wishes", I addressed Teresa and "Congratulation and Welcome to our Catholic faith", I joyfully greeted Scott.

Some say, "Vietnam has a communist government but it is NOT a communist country". There is a great hope for the Church in Vietnam to be effective missionary in the world because their faith has been tried and deepened by the persecution in the past and control in the present. Despite that Catholicism is a minority, the vibrancy and intensity of faith are what make the Catholic Church in Vietnam a beacon of hope for Asian Church.

APNIEVE-Philippines conducts training at La Consolacion College of Novaliches

Sr. Geroinda Tingson, OSA, President, La Consolacion College of Novaliches, invited APNIEVE-Philippines to conduct two training sessions to the faculty, staff and selected students. Dr. Ronaldo A. Motilla, APNIEVE Philippines regional trainer, conducted a seminar-workshop entitled, *Caring for Ourselves: A Guide to Personal and Professional Wellbeing* on June 20, 2015. Dr. Motilla emphasized the importance of taking care of oneself as a prerequisite to taking care of others, especially the students. According to Dr. Motilla, it is essential to live a well-balanced life by nurturing the physical,



social, emotional, mental, occupational, environmental and spiritual dimensions of the person. On the other hand, Dr. Maria Lourdes Quisumbing-Baybay, APNIEVE-Philippines President shared her talk, *Fortifying Lifelong Learning Competencies for our*

Preferred: Revisiting the Four Pillars of Learning. She explained the four pillars of learning and discussed the strategies to develop lifelong competencies in both teachers and students.

CLDCFI, Isabela Promotes APNIEVE's Holistic Integrated Approach to Teaching and Learning towards a Peaceful and Sustainable Future

by: Janet Ciencia-Colobong, Ph.D.



Parents from the different communities of Jones, Isabela listen to Dr. Janet Colobong as she shares her tips for Holistic Health. Parents are here for the scheduled Medical Mission organized by the CLDCFI.

The Children's Learning and Development Center Foundation, Inc. (CLDCFI) of Jones, Isabela, with Janet Ciencia-Colobong, Ph.D. Board of Director Member for Region 02 of the Asia Pacific Network for International Education and Values Education (APNIEVE) after going through Values Education Re-orientation for three consecutive years, developed various programs and activities for school year 2015-2016 to promote a holistic and integrated learning and valuing process which is interactive, participative, experiential and reflective.

Having been challenged to actualize the core values learned such as Educational for Sustainable Development, Peace and Non-Violence, Love and Compassion, Responsible Citizenship, Creation Spirituality, and Holistic Health, the faculty members and the students planned programs and activities during the school year such as 1) Conducting Values Re-orientation for all the members of the academic community and other stakeholders 2) Organizing and Mobilizing Parents of the Elementary and the High School Department to promote love of God, love of country and the environment 3) Revisiting school's vision-mission to articulate even better the core values espoused by the institution like fighting for the truth, justice, love, peace.

Among the any activities organized by CLDCFI along APNIEVE's core thrusts and for the purpose of living out time-honored values are the following:

1. Organizing the School Publication dubbed "The Dreamers' Pen" – realizing that great achievements can begin with a dream, the newly organized student writers dared to harness their communication abilities to be able to speak out the truth and speak their minds out with the end-view of promoting well-informed community members to forge alliances and collaborations for their envisioned dream world to come about.
2. Conducting Seminar-Workshops on Values Inculcation/ Team Building Activities for PTCA Officers and all parents – considering that the family is the basic unit of society and that values formations can be greatly influenced within the family, the seminars conducted attempted to plant the seed of love for God, country, nature, and others.
3. Dress up your Dreams – this activity is meant to make students savour their dream professions by wearing the usual uniforms or attire of the said professions and be able to put themselves in the shoes of their respective dream professionals such as being an ideal teacher, doctor, engineer, chef, law enforcer, lawyer, social workers or psychologists, etc.
4. Medical Mission – convinced that Holistic Health includes a wide range of aspects like: Mental Dimension, Spiritual Well-being, Physical Health among many others, the CLDCFI academic community organized the first ever Medical Mission of the school jointly supported by the local government, the Department of Health, with the doctors in the area, UERM Association of Students taking up Medicines.
5. Putting up Enhancement Sessions on Values Development for the CLDCFI Faculty Staff as part of their Continuing Development Programs
6. Coming up with various promotional campaigns to promote love of nature, creation spirituality and Educational Sustainable Development

With the abovementioned activities, CLDCFI hoped to create a difference, blaze a trail in Jones, Isabela and become catalysts for the needed change which as Mahatma Gandhi once said... "Be the change you wish to see."



Citizenship Education for an Interconnected World: A Holistic Approach

Lourdes R. Quisumbing, PhD
Founding President
UNESCO-APNIEVE and APNIEVE-Philippines

Dear APNIEVE Colleagues,

How can we prepare our youth to meet the challenges of such complex and fast changing realities that they face today and in the future? How can we develop citizens who can bring about the transformation of our culture of violence, intolerance and greed to a culture of peace, non-violence and respect for one another? How can we teach them to live and to work together in harmony and in an interconnected world? How can the youth be empowered to become responsible, committed and effective agents of change for a better world? How can we help develop citizens with a Conscience, Commitment and Compassion?

Indeed, the education of individuals and of societies, is propelled by the power of dreams—of visions of what ought to be, of what we want to become, of what kind of world we would like to live in, of how to find peace and happiness. Education is goal-oriented and is motivated by the values we cherish, the ideals we seek, the priorities we choose to live by.

I am convinced that education can and should lead change, one that is directed and purposeful, that it can be an instrument of planned and systematic intervention. Of course, there are dangers to be avoided, like indoctrination and manipulation. Hence the urgent need for new and appropriate educational programs and practices towards free and responsible, enlightened and committed citizenship, able to discern what is true, just and good and to act accordingly.

We aspire for the transformation of our culture of war, violence and greed into a culture of peace, where people learn and understand more about each other, accept and respect each other's uniqueness, human rights and fundamental freedoms, where people learn to care and to share, to live together in a just and free, peaceful and compassionate world.

The second set of questions to be considered is: Who can create better societies? What kinds of individuals have the capacity/ability to create better societies? What personal attributes and characteristics should the individual citizen possess? What knowledges, sensitivities, attitudes, values and action-competencies are needed?

Experts of the Hong Kong Institute of Education reached a consensus on eight citizen characteristics which constitute the traits, skills and specific competencies citizens of the 21st century will need to cope and manage the undesirable trends and to cultivate and nurture the desirable ones. In order of their importance, they are the:

- ability to look at and approach problems as a member of a global society
- ability to work with others in a cooperative way and to take responsibility for one's roles/duties within society
- ability to understand, accept and tolerate cultural differences
- capacity to think in a critical and systematic way
- willingness to resolve conflict in a non-violent manner
- willingness to change one's lifestyle and consumption habits to protect the environment
- ability to be sensitive towards and to defend human rights, rights of women, ethnic minorities, etc.
- willingness and ability to participate in politics at the local, national and international levels

A careful consideration of these characteristics shows that they consist more of attitudes, values and sensitivities plus the abilities to act as citizens and agents of change, rather than knowledge and information.

The initial step of citizenship education should focus on the first social unit, the family, since the rudiments of responsible citizenship begin at home, where fundamental human needs of love, trust and care, belongingness and a sense of connection, autonomy and initiative, are met during the early years of childhood, the foundation stages of human development.

Characteristics of individuals, as possessors of intrinsic worth, are distinguished from those needed for agents of change; rightly so, since the individual's intrinsic worth as a human person is the first attribute on which others are founded. Furthermore, individuals need to learn to be fully human, complete persons who have developed all the dimensions of their humanity in a holistic manner.

Learning to be a fully human person, a complete individual, multi-competent, intelligent and enlightened, creative and flexible, committed and inspired, responsive and free, will have to be the fundamental and continuing goal of citizenship education.

We need citizens and leaders with a Conscience, Commitment and Compassion to enable them to create a more just and human, more responsible and free, more peaceful and compassionate world.

In sum, individuals need to learn to be fully human, complete persons who have developed all the dimensions of their humanity in a holistic manner, their human faculties and powers: physical, intellectual, moral, aesthetic, socio-cultural, economic, political and spiritual. They must possess knowledge and understanding that



lead to insight and wisdom, values and attitudes that enable them to love and appreciate themselves and others; skills and action competencies to translate knowledge and values into behavior. As we can see, citizenship education is really a lifetime process and continuing learning, involving total development of the whole person, not a finished product or outcome of a curriculum, for a given time or location. It calls for a holistic approach to citizenship education and the collaborative efforts of society.

Furthermore, a new model for citizenship education should address the different dimensions of citizenship: personal, spatial and temporal, take into consideration the different contexts, global and local, and utilize different approaches to citizen education.

Multidimensional Citizenship Education consists of the knowledges, skills and attitudes resulting from the interfacing of global knowledge with local knowledge with the aim of producing citizens who are members of a particular nation as well as of the community of nations in a manner that is thoughtful, active, personal yet committed to the common good.

These major shifts in educational paradigms and approaches must be accompanied by corresponding changes and reforms in our educational system, in general and in teacher education policies, practices, and strategies, such as:

1. Learner-centered and learning-oriented curriculum

- a) change in the role of the teacher as sole purveyor of knowledge to facilitator and motivator of learning;
- b) from rigid selection of students based on single and fixed criteria to more open and flexible standards taking into account the learner's multiple intelligences, aptitudes and interests; and
- c) from prescribed pedagogy to more flexible teaching styles that respect the uniqueness of the learners' intelligences, motivations, needs and situations.

2. Contextualized learning

- a) pre-organized subject matter to contextualized themes generated from the global realities and the culture relevant, meaningful and useful to the learner;
- b) knowledge limited to the local scene to globalized knowledge, values, attitudes and skills interfaced with local wisdom;
- c) from traditional pedagogies to more modern strategies of teaching and learning with the freedom to use mixed modes of instruction and more interactive technology; and,
- d) from rigid subject matter boundaries to more interdisciplinary and multidisciplinary approaches to problems and issues.

3. Holistic and innovative methods of assessing educational outcomes

- a) revising the scope and content of assessment of learning outcomes for greater relevance;
- b) designing qualitative and quantitative methods of assessment of performance according to objectives; and,
- c) developing more diversified and creative forms of assessment that can be applied to such categories as civic values and attitudes, civic capacity, etc.

“Valuing our common humanity, as well as our local cultural traditions, provides challenges and tensions that still need to be met...Developing new ways of thinking about globalized civic

education. . .requires a continuing concerted effort by all civic educators. That the debate has started is important. That it be finished and that it influences classroom practice across the region are even more important,” concludes Kerry J. Kennedy (2000). Finishing the debate may not be the more important thing but it is crucial to start **acting**.

This calls for bold innovations in our educational philosophy and practice. Instead of a rigid and compartmentalized knowledge-based curriculum, we should adopt a more holistic view of education which aims at the development of the faculties and powers of the whole person—cognitive, affective, emotional, aesthetic, volitional, behavioral; a teaching-learning approach which does not stop at knowledge and information nor at developing skills and competence, but proceeds to understanding and gaining insights, that educates the heart and the emotions and develops the ability to choose freely and to value, to make decisions and to translate knowledge and values into action. **The heart of education is the education of the heart.** Values education is a necessary component of a holistic citizenship education.

But by values education we do not mean merely teaching **about values** but rather **learning how to value**, how to bring knowledge into the deeper level of **understanding** and insights; into the affective realm of our **feelings and emotions**, our cherished choices and priorities into loving and appreciating, and how to internalize and translate these into our behavior. Truly, values education is a holistic process and a total learning experience.

Indeed, it is time for decision-makers and practitioners in the field of education to lead in the total effort of designing and implementing new and more effective ways of preparing our future citizens and future leaders to lead in the creation of better societies, the transformation of our present culture of violence and greed into a culture of peace and non-violence.

My dear APNIEVE colleagues, our priority task is to translate the valuable learnings and insights gained from scholars on civic education, into planning and development of curricula, in designing concrete but flexible programs, courses, subjects, and activities, so that the school can fulfill its mission in this diverse, multi-cultural interconnected world, educating citizens to possess “civic capacity”— the knowledge, values and action competencies needed to create a better and more human world for themselves and the future generations, a culture of peace, justice and love.

L.R. Quinsambay

14 April 2016



UNESCO-APNIEVE PHILIPPINES 15th NATIONAL CONVENTION

First Asia Institute of Technology and Humanities
Tanauan, Batangas, Philippines
April 14-16, 2016

Theme: Forming Citizens for an Interconnected World

TIME	ACTIVITY	VENUE
12:00 PM	Registration	Multipurpose Hall Administration Building
1:00 PM	Invocation : <i>Dr. Rebecca S. Sanchez</i> Coordinator, Region XIII National Anthem Welcome Address: <i>Mr. Juan "Sonny" Lozano,</i> Managing Director, First Asia Institute of Technology and Humanities (FAITH) Introduction of Participants : <i>Ms. Angelina Bayaua-Alcazar</i> Secretary, APNIEVE Philippines	
1:30 PM	Introduction of Keynote Speaker : <i>Dr. Maria Lourdes Quisumbing-Baybay</i> President, APNIEVE Philippines	
2:45 PM	Keynote Address: <i>H. E. (Mr.) Rey A. Carandang</i> Ambassador Extraordinary and Plenipotentiary (retired) Republic of the Philippines Member, Board of Trustees, FAITH Open Forum Group Photo	
3:00 PM	Break	
3:30-5:00 PM	Plenary Speech: Peace is Nowhere <i>Dr. Wilson S. Chua</i> Vice-President, APNIEVE Philippines	

April 15, 2016, Friday (Day 2)

TIME	ACTIVITIES	VENUE
8:30 AM	Plenary Session: Responding to the Challenges of the Philippine Educational Reforms <i>Dr. Diosdado San Antonio</i> - Regional Director, Region IV A	Multipurpose Hall Administration Building
10:15 AM	Break	
10:30 AM	Plenary Session: Filipino Heroes and Citizenship Education <i>Mr. Arnaldo Mendoza,</i> Social Science Coordinator, FAITH	
12:00 PM	Lunch	
1:00 PM	Responding to the ASEAN Integration Group A : Matrix Organizational Design in the Management of HEI's <i>Dr. Jollie Alson,</i> University of Perpetual Help System DALTA Readiness of Secondary Schools for PASBE Accreditation <i>Edna E. Trinidad & Dr. Rebecca S. Sanchez,</i> Surigao del Sur State University	Room 211 Mabini Building
	Values in an Interconnected World Group B: Conflict Management Styles of Officials from Selected State Universities and Colleges (SUC) in the Philippines <i>Dr. Allan Mabunga and Prof. Maria Eljie Mabunga</i> Philippine Normal University Governance and Peacebuilding among Areas of War Conflict in Region 12, <i>Dr. Hubaida A. Mamalinta, Merle C. Padilla</i> <i>and Shaida B. Sumapal,</i> Sultan Kudarat State University	Room 212 Mabini Building



2:15 PM	<p>Values in an Interconnected World</p> <p>Group A : Value-Based Recollection Modules <i>Salvador Balagot and Dr. Jollie N. Alson</i> University of Perpetual Help System DALTA</p> <p>A Study of the Lukan Beatitudes from the Perspective of Solidarity with the Poor, <i>Renato dela Cruz</i>, Miriam College</p> <p>Group B : Peace Education among UNESCO ASPnet and Teacher Education Institutions (TEIs) in the Philippines: A Peace Education Framework <i>Dr. Ronald Allan S. Mabunga</i>, Philippine Normal University</p> <p>“Bringing Out the Gandhi in Every Preservice Teacher”: Peace Education Integration in the Practice Teaching Program of Holy Angel University, Angeles City, Pampanga, <i>Arlan de la Cruz</i>, <i>Holy Angel University</i></p>	Room 211 Mabini Building
3:30 PM	Break	
3:45 PM – 5:00 PM	<p>Citizenship Education for the 21st Century</p> <p>Group A : Let Your Votes Be Heard: A Result Analysis of FAITH Halalan Simulation 2016, <i>Mark Nicolas A. Macabulos and Camille L. Silva</i>, FAITH</p> <p>Modules on Citizenship Education: Preparation and Evaluation <i>Prof. Rene Romero</i>, City College of San Fernando</p> <p>Citizenship Education and Values Integration</p> <p>Group B: A Study on Teaching Style and Students' Motivation to Learn in Araling Panlipunan in Grades 4, 5 & 6 <i>Alberto G. Viharin</i>, Saint Pedro Poveda College</p> <p>Construction and Validation of Filipino Values Scales by College Psychology Students <i>Maria Lourdes Quisumbing-Baybay</i>, <i>Miriam College</i></p> <p>Values Integration in the Teaching-Learning Process</p> <p>Group C : Continuing the Work of Christ’: Exemplifying Values through Gender Integration in the Curriculum <i>Dr. Arlyn M. Floreta and Honey B. Tabiola</i>, Father Saturnino Urios University</p> <p>Values Integration in Teaching Science <i>Genevive P. Damarillo and Dr. Rebecca S. Sanchez</i> Surigao del Sur State University</p>	Room 211 Mabini Building Room 212 Mabini Building Room 212 Mabini Building Room 213 Mabini Building

April 16, 2015, Saturday (Day 3)

TIME	ACTIVITIES	
8:00 AM	Plenary Workshop: Honoring the Interconnectedness of Life through Gratefulness <i>Dr. Ronaldo Motilla</i> , Miriam College	Multipurpose Hall Administration Building
9:15 AM	<p>Workshops: Values Integration in the Teaching-Learning Process</p> <p>Group A Facilitating the APNIEVE Teaching-Learning Cycle of Values Integration, <i>Ma. Jamelia Villanueva</i>, Miriam College</p> <p>Group B Global Solidarity in Education for Sustainable Development: Expressions of Peace and of Humanity, <i>Dr. Janet C. Colobong</i>, <i>Children’s Learning and Development Center Foundation, Inc. (CLDCF)</i>, <i>Santiago City</i></p>	Room 211 Mabini Building Room 212 Mabini Building
10:15 AM	Break	
10:30 AM	<p>Business Meeting</p> <p>President’s Report Financial Report Membership Report Elections</p> <p>Workshop Assessment</p> <p>Distribution of Certificates of Participation</p>	Multipurpose Hall Administration Building
12:00 PM	Lunch	
1:00 PM-5:00PM	Appreciating Citizenship through Batangas’ Historical and Cultural Heritage (optional guided tour): Malvar Shrine, Mabini Shrine, Casa de Segunda, Lipa Churches	

Convention Convenor

Mr. Arnaldo Mendoza

First Asia Institute of Technology and Humanities



Dr. Lourdes R. Quisumbing is CEAP's...

Continued from page 1

The citation reads:

CATHOLIC EDUCATION
ASSOCIATION OF THE PHILIPPINES
Pro Deo et Patria Award
Lourdes Reynes Quisumbing, PhD

The Catholic Educational Association of the Philippines (CEAP) firmly believes that the integral formation of our young rests on the twin foundations of love of God and love of country. Genuine Catholic education leads our students to a deeper faith in God that strengthens their love and firm hope in Him. As a consequence they become loyal, productive and upright citizens of the country.

At a time when the Philippines was rebuilding from the ruins of World War II, Dr. Lourdes R. Quisumbing was a leading light and stalwart of four Catholic institutions – St. Theresa's College, University of San Carlos, De La Salle University, and Miriam (formerly Maryknoll) College. Believing that "The heart of education is the education of the heart", she pioneered in establishing Values Education, Peace Education and Environmental Education in the Philippines. She received the *Pro Ecclesia Et Pontifice* award from Pope John Paul II in 1979.

At a time when the country was reeling from the effects of the degeneration of moral values of the dictatorial regime, Dr.



Dr. Maria Lourdes Q. Baybay receives the award in behalf of Dr. Quisumbing

Lourdes R. Quisumbing headed the Department of Education, Culture and Sports as the first woman Secretary of Education. Through her flagship program, "Moral Recovery", she set the environment for Values Education as the country rebuilt both its moral fabric, the economy and restored democracy.

At a time when the world needed leadership in building sound educational programs that will build an interdependent global community, her work as Ambassador to UNESCO produced papers and manuals for UNESCO member states on Education for the 21st century, based on UNESCO's four pillars.

At a time when Filipino women needed models of womanhood, she was a shining witness as a Catholic wife and mother, raising nine children steeped in Catholic teaching and service to humanity. Even in her golden years,

she embarked on writing inspirational books, composing songs that celebrate basic human values, sharing her timeless wisdom. Her legacy is indeed multi-faceted, as a wife and mother, as an educator, as a voice to building a more humane world.

For all these and in recognition of her love for country; in recognition of her fidelity to her calling as an educator; in recognition of her visionary and moral leadership in the Philippines and in the world, CEAP recognizes Lourdes Reynes Quisumbing Ph.D., with this *Pro Deo et Patria Award*.

Dr. Quisumbing responded with a note of gratitude. "I cannot express enough my joy and gratitude for the CEAP Pro Deo et Patria award. Earlier, I had sent a message saying that I was not worthy or deserving to receive the award. However, with the greatest respect and appreciation, please receive my humble THANKS.

Please relay my best regards to the CEAP officers, Fr. Rod Salazar, Bro. Armin Luistro, Dr. Charito Lapus, and other friends. This is one of the greatest events of my life."

Dr.

Chua Conducts Peace Education Workshop

Peace Education Module Writing live in Seminar and Workshop of Angel C. Palanca Peace Program Foundation Incorporated (ACP³FI) was held at Alta Roca Resorts in Antipolo last November 17 to 19, 2015.

The Seminar- Workshop had the following objectives: to come up with a concrete evaluation tools for the Peace Education; to establish the skeletal framework of Peace Education module; and ultimately to create a core group that will be actively involved in writing module contents.

Dr. Wilson S. Chua, the vice-president of APNIEVE discussed the holistic and integrated approach to teaching and learning and the teaching learning cycle of UNESCO-APNIEVE to the faculty participants from Far Eastern University Systems. Participants based on the inputs were grouped and invited to review and analyze their peace education materials and eventually the groups came out with their own outcome based peace education syllabi/modules.

Dr. Chua's co-facilitators during the seminar-workshop were Prof. Marco Gutang, Prof. Greg Dulay and Mr Ian Romeo de Felipe, the program director of ACP³FI.



Activity workshop



CURRENT APNIEVE-PHILIPPINES MEMBERS (2015-2016)

INSTITUTIONAL MEMBERS:

- First Asia Institute of Technology and Humanities, Tanauan City, Batangas
- Fr. Saturnino Urios University, Butuan City
- John B. Lacson Foundation, Iloilo City
- Miriam College, Quezon City
- Surigao del Sur State University, Tandag City
- University of La Salette, Santiago City
- University of Rizal System

APNIEVE-Philippines Vice-President Trained by Former US Vice-President Al-Gore during the 31st Climate Reality Project Leadership Corps Training in the Philippines

Dr. Wilson S. Chua, vice president of APNIEVE-Philippines together with select group of 533 world changers from Asia-Pacific, who had come together to confront the greatest issue of our time, Climate Change and to catalyzing a global solution by making urgent action a necessity across every level of society.

The trainees learned from former US Vice President and Nobel Laureate Al-Gore and group of world-class scientists, communicators, organizers, strategists, and innovators about climate change and what it means not just for the Philippines, but our planet as a whole.

The Climate Reality Project Leadership Corps training was held last March 14-16, 2016 at Sofitel Hotel of which the learning outcomes were the following:

To know how the Climate crisis affects us personally and how they can join entrepreneurs, educators, students, professionals and leaders around the world in developing real solutions.

To learn how Filipinos are standing up to demand action from world leaders.

To hear about grassroots organizing in the 21st century and how together we can build on the



Dr. Wilson S. Chua and other trainees

landmark Paris Agreement to create a safe and sustainable future for the planet.

Plenary speakers were Rev. Fr. Edwin Gariguez, executive secretary, National Secretariat for Social Action talked about faith voices on climate; Honorable Mayor of Tacloban Alfred Romualdez shared building resiliency the story of Tacloban; Founder and chairman of Climate Reality Project Al-Gore gave training on climate change from global agreement to local action and climate crisis and its solutions; Rev. Fr. Jose Ramon Villarin, SJ, Ateneo de Manila University President, Dr. Henry Pollack, Professor University of Michigan, Mr. Emmanuel de Guzman, Philippine Climate Change

Commissioner, Dr. Antonio de Viña, Dean Ateneo School of Government, and Mrs. Theresa Mundita Lim, Director Protected Areas and Wildlife Bureau, DENR, Ma. Carmela D. Locsin, Director General Sustainable Development and Climate Change Department Asian Development Bank were members of the panel discussion and trainor; Senator Loren Legarda elucidated the road to decarbonisation.

The highlight of the training was the meeting and firsthand sharing of the works in the field between the veteran climate reality leaders from around the world and the new leaders. Hopefully, the new leaders will allow the experience to make a difference for their future acts of leadership for climate change.



Sponsors of 2016 APNIEVE-Philippines :

APNIEVE Philippines **Board of Directors 2014-2016**

The following officers were elected for years 2014-2016.

President : **Dr. Maria Lourdes Quisumbing-Baybay**

Vice-President : **Dr. Wilson S. Chua**

Secretary: **Angelina Bayaua-Alcazar**

Treasurer: **Dr. Caroline S. de Leon**

The following regional coordinators were elected **for years 2014-2016**

National Capital Region:

Sr. Gerolinda Tingson, OSA, Mr. Renato dela Cruz,
Primadonna Gelua, Rev. Fr. Orlando C. Acheron, O.P.

Cordillera Autonomous Region:

Dr. Alda Bringas

Region I:

(open for nomination)

Region II:

Dr. Janet C. Colobong

Region III:

Prof. Rene C. Romero, Ms. Hiyasmin Malicdem

Region IV:

Ms. Carmina Taule (4A), Mr. Arnold Mendoza (4A)

Dr. Edna Piol (4B), Dr. Nick Valdez (4A)

Region V:

(open for nomination)

Region VI:

Dr. Lourdes C. Arañador

Region VII:

Dr. Lourdes T. Cañete-Quisumbing, Dr. Sergio Alo, III

Region VIII:

Mr. Apolinario John A. Bocar

Region X:

Ms. Saturnina Aberin, (open for nomination)

Region XI:

Mr. Argel Pingot

Region XII and ARMM:

Dr. Hubaida A. Mamalinta

CARAGA:

Dr. Rebecca S. Sanchez, Dir. Harold Pareja, Fr. James Ucab, Jr.



UNESCO-APNIEVE Philippines **NEWSLETTER**

Dr. Caroline S. De Leon

Dr. Maria Lourdes Quisumbing-Baybay

Editorial Board

Jennifer Rosales-Villareal

Editorial Staff

Dr. Lourdes R. Quisumbing

Consultant

MIRIAM COLLEGE UNESCO APNIEVE

Katipunan Avenue, Loyola Heights, Quezon City

apnieve.ph@gmail.com

http:// www.apnieve.org.ph