



COMMISSION ON HIGHER EDUCATION

REGIONAL OFFICE III



CHEDRO-III MEMORANDUM
NO. 122, S. 2022

For : **DR. ROGELIO T. GALERA, JR., Ph.D.**
Director IV, AFMS
Chairperson, GAD Focal Committee

Subject : **ADDITIONAL REQUEST FOR DATA FOR THE MAGNA CARTA OF WOMEN TOOLKIT REPORT**

Date : **SEPTEMBER 6, 2022**

In compliance with the memorandum dated August 31, 2022, with subject, "Supplemental Memorandum on the Additional Request for Data for the Magna Carta of Women Toolkit Report", this Office submits the attached initiatives on Peace Education of some State Universities and Colleges (SUCs) in Central Luzon.

Should there be any further queries, the concerned staff may directly coordinate with the CHEDCL GAD Focal Point System (GFPS) at telephone number (045) 402-6659 or email at chedro3@ched.gov.ph.


DR. LEONIDA B. SIGUA-CALAGUI, LLB, CESO III
Director IV



COMMUNITY DEVELOPMENT PROGRAM FOR KABALAT TRIBE OF BULACAN

Project Components:

1. ***Peace Education and Environmental Protection and Conservation;***
2. ***Lakbay Aral (Model Farm visitation);***
3. ***Livelihood Training***
4. ***Strengthening technical capability; and***
5. ***Upland development.***



COMMUNITY DEVELOPMENT PROGRAM FOR KABALAT TRIBE OF BULACAN

Project Implementation

Component 1: Budget – PhP 50,000.00

Peace Education and Environmental Protection and Conservation

- *School Lectures and video presentations* were provided by the BASC faculty members, project staff and selected Education students among the *Grades 5 and 6 pupils in the five (5) school sites* namely:
 1. NPC Elementary School
 2. San Mateo Elementary School
 3. Ipo Elementary School
 4. Camachin Elementary School
 5. Pinag-anakan Elementary School



COMMUNITY DEVELOPMENT PROGRAM FOR KABALAT TRIBE OF BULACAN

Project Implementation

Component 1: Peace Education

- The purpose of introducing Peace Education is to holistically cultivate a culture of peace in each and every young minds of the Kabalats especially grade 5 and grade 6 pupils within the Angat Watershed area.
- Pupils were taught the value of tolerance, understanding and respect for diversity among them, their human rights as children, and peace issues.
- Their inputs in terms of their own ideas during the group workshops on how to cooperate with each other in order to eliminate violence in our societies were fully taken into account.
- In addition to expanding capacity of the students to understand the issues, peace education aims particularly at empowering the pupils, suited to their individual levels, to become agents of peace and nonviolence in their own lives as well as in their interaction with others in every sphere of their interaction in their community.



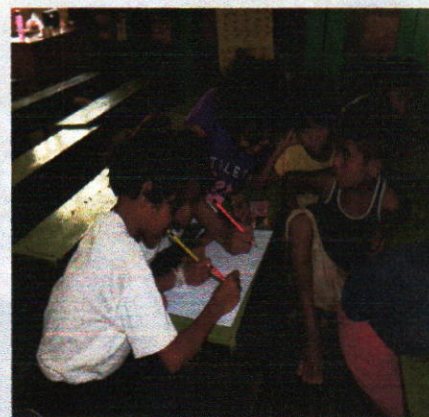
COMMUNITY DEVELOPMENT PROGRAM FOR KABALAT TRIBE OF BULACAN



- Mr John Edward Y. Cruz, faculty lecturer from BASC as he discusses the Rights of Children to the pupils of NPC Elementary School.



COMMUNITY DEVELOPMENT PROGRAM FOR KABALAT TRIBE OF BULACAN



Dr. Jennifer P. Adriano and Mr. John Edward Y. Cruz as they discuss the topic on Peace Education and the pupils at Sitio Pinag-anakan Elementary School carefully listened to the lecturers.

The Kabalat pupils of Pinag-anakan Elementary School during their workshop.



COMMUNITY DEVELOPMENT PROGRAM FOR KABALAT TRIBE OF BULACAN

- The pupils of San Mateo Elementary School as they actively participate during the discussion, workshop and presentation of outputs in front of their classmates.



San Mateo Elementary School



COMMUNITY DEVELOPMENT PROGRAM FOR KABALAT TRIBE OF BULACAN

Project Implementation

Component 1: Environmental Protection and Conservation

- The school lecture and video presentations are also expected to increase the appreciation of the Kabalat pupils regarding the protection and conservation of the environment.
- These can help in the dissemination of information regarding environmental problems such as global warming and air pollution and these problems can be minimized through the protection and conservation of the natural resources.
- After the lecture discussion and video presentation, a workshop was performed by the pupils. They shared their insights and perception in the topics and videos presented through simple drawings in 1/8 illustration board. The other workshop was done by group.



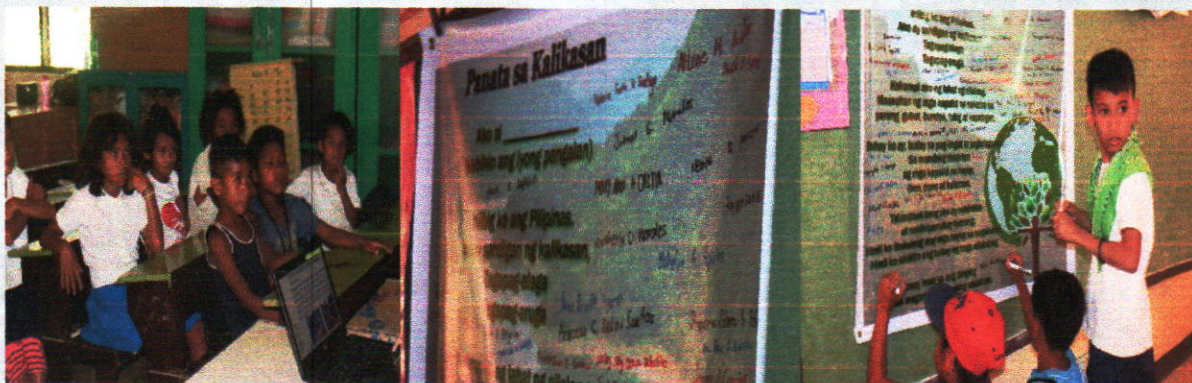
COMMUNITY DEVELOPMENT PROGRAM FOR KABALAT TRIBE OF BULACAN



The Faculty lecturers and the Kabalat pupils as they present their work on how a simple pupil can contribute for the conservation of their natural resources in Ipo, Norzagaray, Bulacan.



**COMMUNITY DEVELOPMENT PROGRAM
FOR KABALAT TRIBE OF BULACAN**



The Kabalat pupils at Camachin Elementary School as they carefully listened to the lecture about Global Warming and Watershed Conservation. The pupils also signed the pledge for Panata sa Kalikasan.



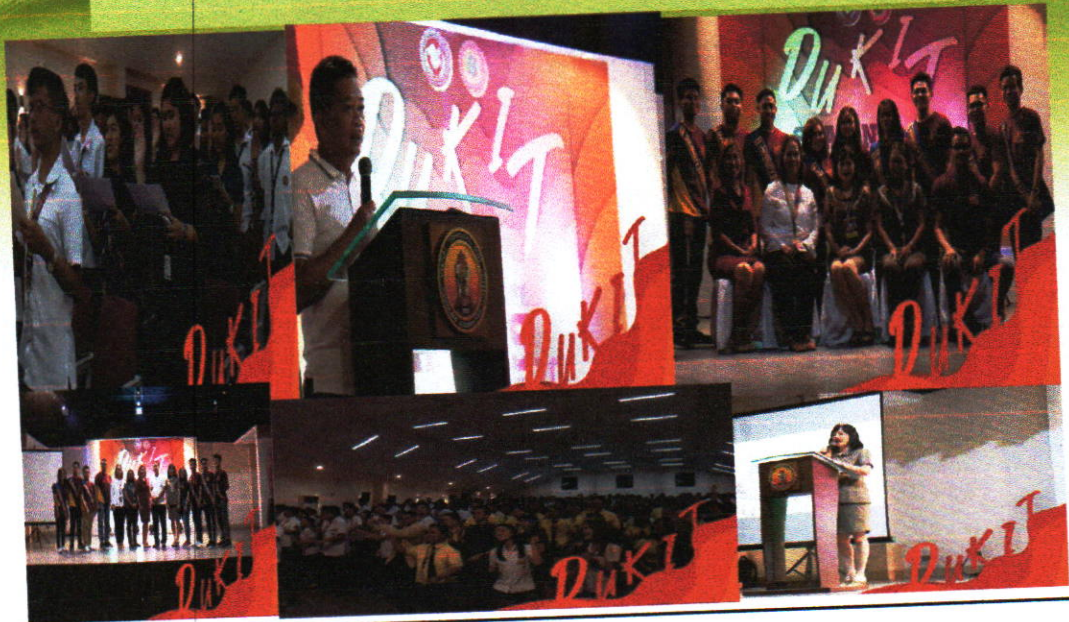
**COMMUNITY DEVELOPMENT PROGRAM
FOR KABALAT TRIBE OF BULACAN**

Thank you!



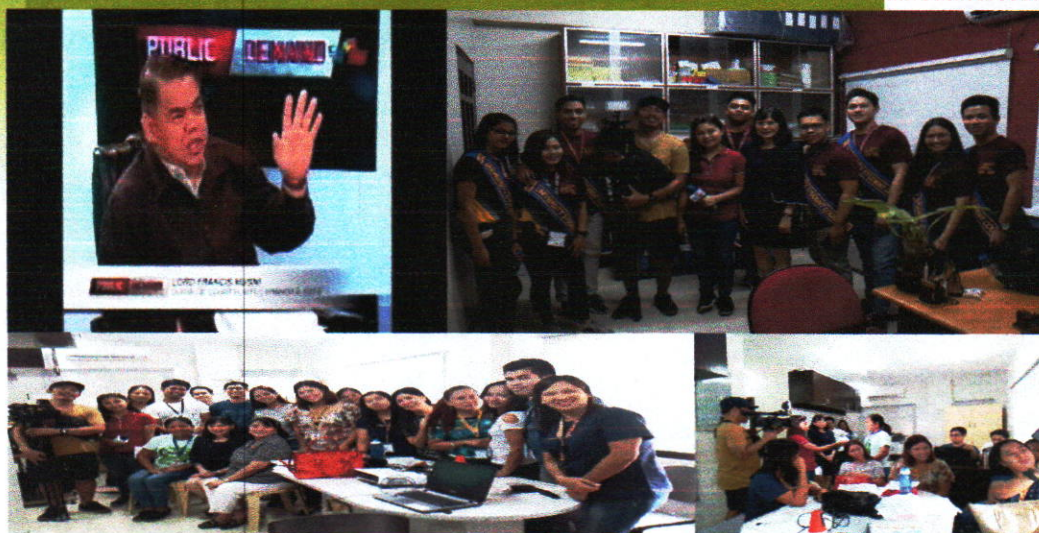
Implementation of Peace Studies

Peace Advocates



Peace Campaign

Hearing Significant Insights:
From the Lens of the Peace Advocates



Orientation on Peace Education



Series of Seminars and Conferences on Peace Education



Anti-Hazing Campaign



Anti-Bullying Campaign



Anti-Drug Use Campaign



CWTS and ROTC Briefing





**ROTC Unit Training and Orientation
Community Defense Center (CDC)
Director Major Brendo Maglasang (INF)**



General Assembly:
Bomb Threat Clarificatory Talk
University Auditorium, September 22, 2019



- National Intelligence Coordinating Agency (NICA) Central Luzon Director Rolando Asuncion serves as the Resource Speaker during the forum held in DHVSU Auditorium to discuss Peace Education
- Administrative Council Members, Faculty, Non-Teaching Personnel and Student-Leaders attended the forum



18-day Campaign to End Violence Against Women (EVAW) –
Walk-for-a Cause



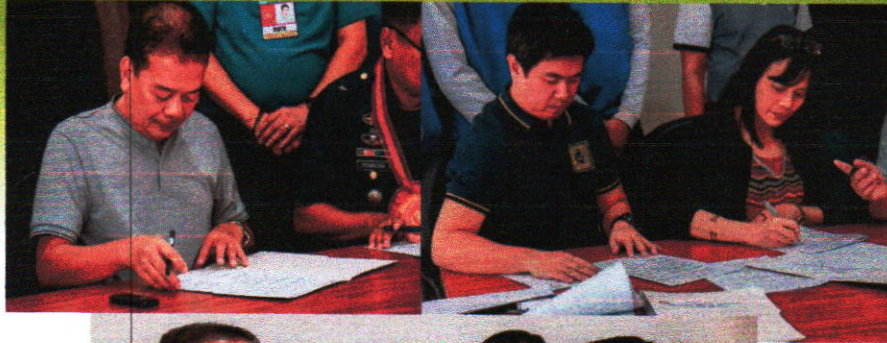
Walk for a cause



Walk for a Cause

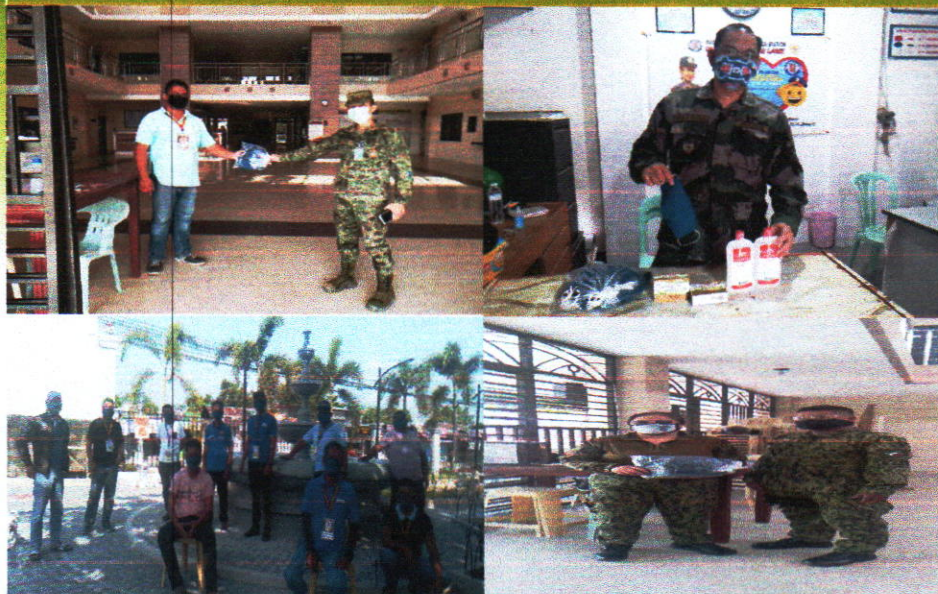


5th Fighter Wing Commander's Scholarship Program



Extension Services
a) Support the Peacekeepers

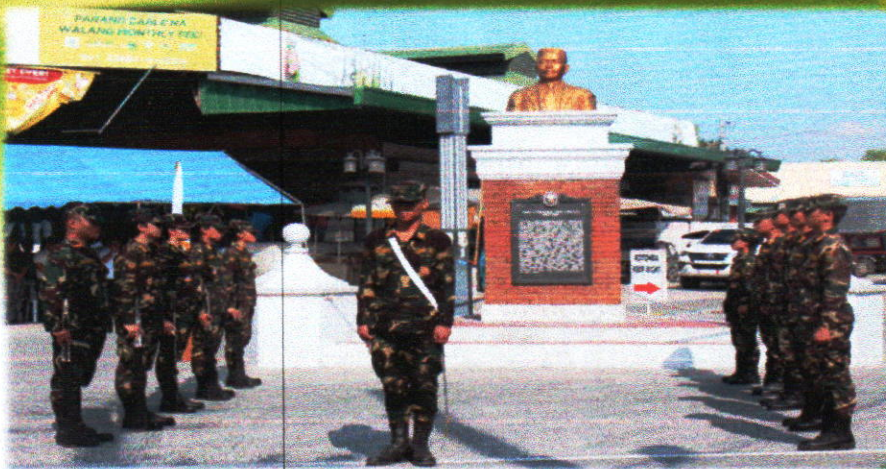
DHVSU donates washable face masks to frontliners



Extension Services

Support to the Community

ROTC participation in various socio-civic and cultural activities in the locality

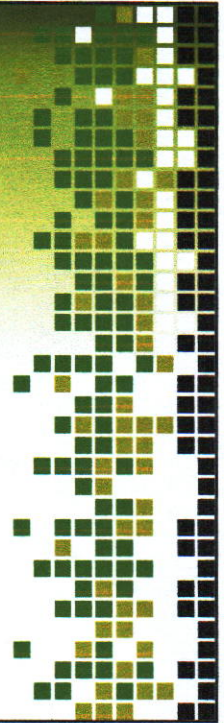


102th Death Anniversary of Juan Crisostomo "Crissot" Soto
12 July 2019
Led by C/LTC James Jigger D Juniller (1CL)

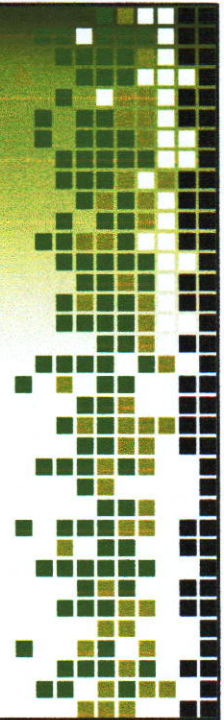




100th Death Anniversary of Felix Galura
21 July 2019
led by C/LTC James Jigger D Juniller (ICL) and C/MAJ Jasmin C Nanquilada



Rotary Club General Assembly

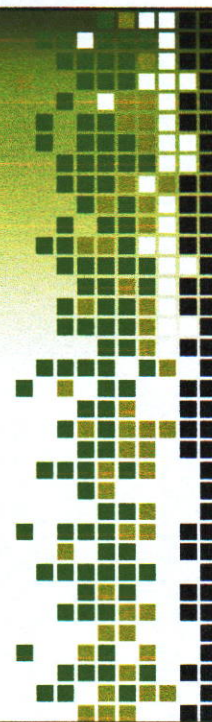




**Cultural and the Arts Association of State University and Colleges (CAASUC)-
Region III 2019
Led by Cpl Melvin Baclig**



**ROTC Cadet Officers
Online Peace Studies**



Peace Studies Workshop Sponsored by the Commission on Higher Education

CHED Workshop on Peace Studies March 27, 2021 to May 1, 2021

Republic of the Philippines
Office of the President
COMMISSION ON HIGHER EDUCATION
Marungra St., Diliman, Quezon City
Makapuu, City of San Francisco, California
Tel/Fax: (943) 435-5042, Telephone No.: (943) 436-1846/436-1847

RELEASED
MAR 24 2021
CHED/PCO 118

CHED/CH MEMORANDUM
No. 035, s. 2021

For: ALL PRESIDENTS/HEADS OF HIGHER EDUCATION INSTITUTIONS IN REGION III

Subject: CHED TRAINING WORKSHOP ON PEACE STUDIES/EDUCATION AND DEVELOPMENT OF PROTOTYPE SYLLABI

Date: 22 March 2021

The CHEDCO III hereby endorses the subject undertaking titled "CHED Training Workshop on Peace Studies/Education and Development of Prototype Syllabi" spearheaded by the Office of Programs, Standards and Examinations/CHED Central Office. The set is conducted via virtual platform from 9:00AM-12 Noon and 2:00PM-5:00PM from 27 March 2021 to 1 May 2021. The following are the schedules with their corresponding topics:

- March 27, 2021
AM-Developing Positivity and Comprehensive Wellness
PM-The Mind-Action Peace Process: How can Educators Help Sustain it?
- April 10, 2021
AM-Learning Human Dignity including the Rights of Women and Children
PM-The Basic Principles and Practice of Nonviolence
- April 17, 2021
AM-Nonviolent Conflict Resolution Skills
PM-Teaching-Learning Approaches in Peace Education
- April 24, 2021
AM-Attributes of a Peace Educator: Building Schools of and For Peace: The Whole School Approach
PM-Asynchronous
- May 01, 2021 (AM Only)
Each participant will submit a paper output indicating the integration of peace themes into CHED's syllabus for a specific subject he/she is teaching.

The target participants are required to join via Zoom Meeting with the following credentials: Meeting ID: 841 0456 4267, Passcode: 843872.

Should there be further queries, interested participants may directly coordinate with Mr. Monico Borneo of CHEDCO III at mborneo@ched.gov.ph.

For the voluntary participation of all concerned, please

MARBA TERESITA MACANAS BERMANA, PhD, CSO IV
Chief-in-Charge, Office of the Director

The screenshot shows a Zoom meeting in progress. The main window displays a grid of 12 video thumbnails of participants. On the right side, there is a list of participants with their names and status (e.g., 'Miguel...'). At the bottom, there are icons for Zoom controls like mute, video, chat, and a list of names at the bottom of the grid including 'Richard Ferral...', 'Adrian...', 'Eden Grace E.L.', 'ALDRIF TOBIK', and 'DR. BRUCE G...'. The interface is typical of a web browser-based Zoom client.

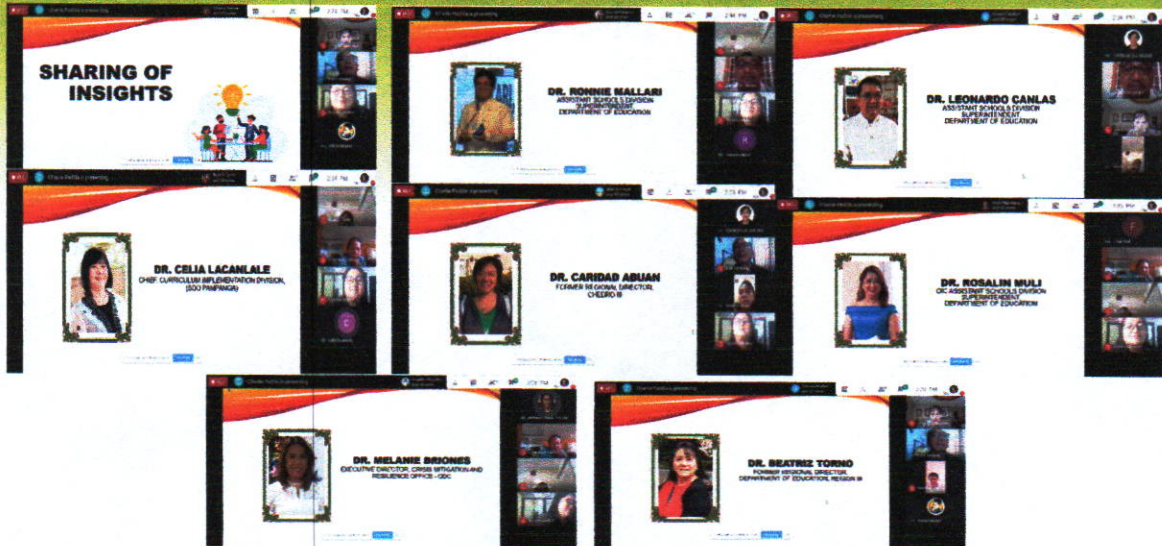


Integration of Peace Studies in the Graduate School Curricula

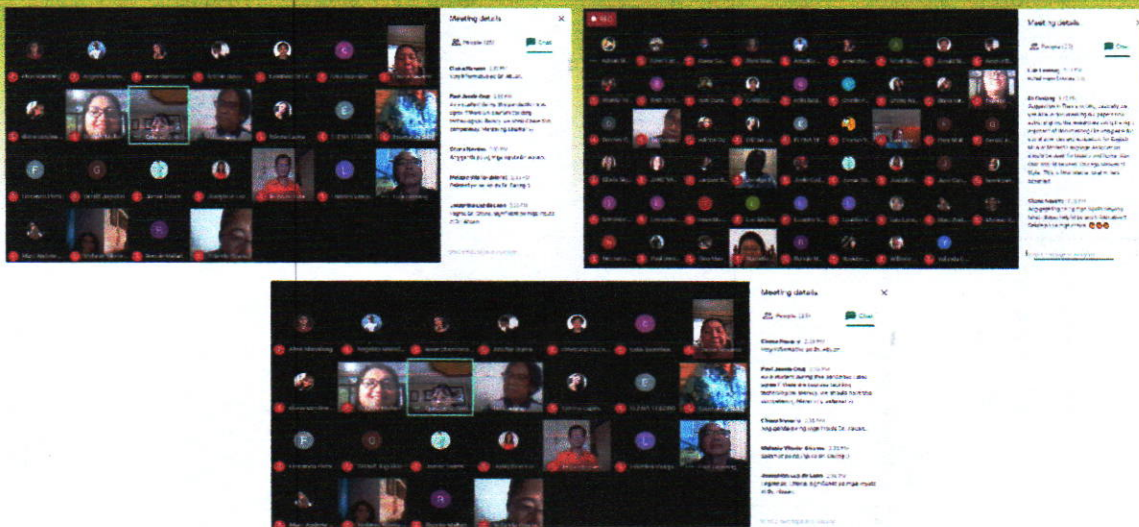
Enhancement of the Master in Public Management and Master of Arts in Education Programs

The screenshot shows a Zoom meeting interface. The main window displays a presentation slide for the 'MASTER OF PUBLIC ADMINISTRATION' program, featuring a portrait of Dr. Luis M. Lansang, Program Chair, MPA. To the left, a video feed shows Dr. Dolores Quimbarao. To the right, a gallery view shows other participants. Below the main window, two smaller windows show a document with tables and charts, likely related to the program's curriculum or data. The Zoom interface includes standard controls like mute, video, and chat at the bottom.

Sharing of Insights by Experts



Participants



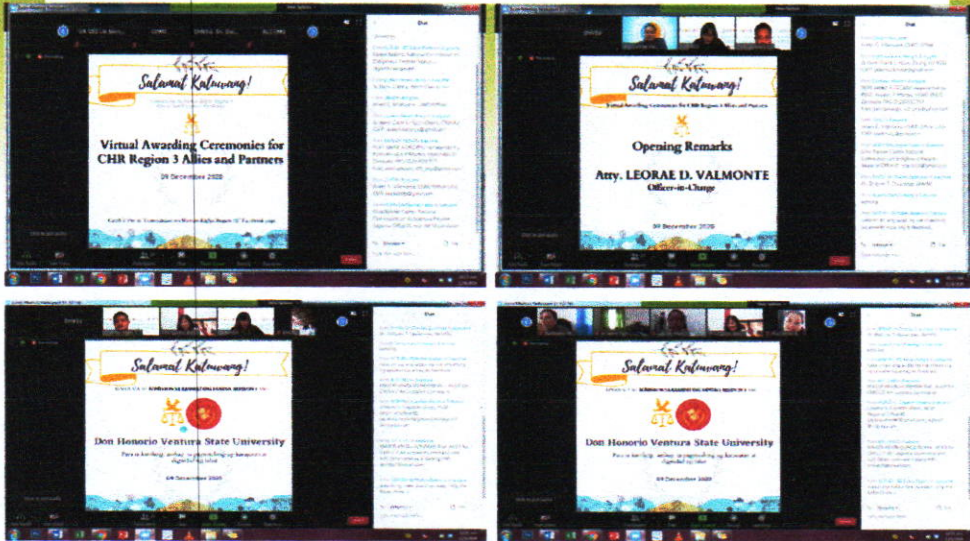
- Commendation for Espousing Peace Precepts and Ideals

ISO-Certified

Office of Student Affairs & Services is identified as a Unit with an ISO BEST PRACTICE by the External Auditor



AWARDED AS A HUMAN RIGHTS ADVOCATE BY THE COMMISSION ON HUMAN RIGHTS



Commission on Higher Education acknowledges DHVSU's GAD Mainstreaming Initiatives




Philippine Commission on Woman (PCW) Recognition of DHVSU's GADvocacies


Thank you DHVSU for your support and for participating in the 2020 18-Day Campaign to End Violence Against Women (VAW). Let us all continue to advocate for a VAW free community.

#VAWfreePH






Republic of the Philippines
Pampanga State Agricultural University
Magalang, Pampanga
People-Centeredness Systems Thinking Accountability Unity
SUC Level IV University AACUP Institutionally-Accredited Level II



Certificate No. RU-18-1485-026
ISO Certified University

PSAU Indigenous People Peace Studies/Education Initiatives


April 10, 2021




PSAU: The University with a Heart for HUMANE (HUMANity, Agriculture, Nature and Entrepreneurship) Development.

✉ presidentoffice@psau.edu.ph ☎ (045)343-4950
www.psau.edu.ph (045)343-4950

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Implementation of IP Peace Education


The Pampanga State Agricultural University has implemented IP Peace Education by having it integrated in its course syllabi especially General Education subjects. The implementation does not only ensure that the learners of PSAU become well-rounded individuals, but as citizens that promote peace among others.




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Certificate No. RU-18 1485 020
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Some of the topics included in the course syllabi are the following:

1. Philippine Ethnic Arts
2. Indigenous People's Way of Life
3. Indigenous People in the Modern World
4. Current Issues on Peace and Order
5. Peace and Religion
6. Global Peace Education
7. Definition of Ethics
8. The Foundation of Morality


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Sample Syllabi

Pampanga State Agricultural University
 Magalang, Pampanga
COLLEGE OF ARTS AND SCIENCES
 Outcomes-Based Education (OBE) Course Design/Syllabus in GE- UTS
 (Understanding the Self)
 Second Sem, SY 2020-2021

4	Unit 2. Sociology A. The self as a product of modern society B. Mead and the social self	Lecture/ Discussion Group Discussion Documentary Showing Insight Sharing	Quizzes Assignments Reaction Paper Recitation
5	Unit 3. Anthropology A. The self and person in contemporary anthropology B. The self embedded in culture C. Indigenous People in the modern world	Lecture/ Discussion Create a Documentary on how culture molds the self Film Showing (Paglipay)	Quizzes Assignments Group Presentation

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Pampanga State Agricultural University
 Magalang, Pampanga
COLLEGE OF ARTS AND SCIENCES
Outcomes-Based Education (OBE) Course Design/Syllabus in ART APPRECIATION
Second Semester, SY 2020-2021

	Art as Pleasure Art as Play Art as Expression Art as Empathy and Experience		
13-14	Unit 6. Soul and Space: Focusing on the Philippine Arts > The Philippine Ethnic Arts > Historical Development of Visual Arts in the Philippines	Virtual Regional Tour Group Presentation of Philippine Festivals Film Viewing: "Paglipay"	Art in review: Evaluation of Philippine Regional Arts, strengths and weaknesses
15	FINAL PERFORMANCE/EXAMINATION		

15
 president@psau.edu.ph (045)343-4150
 www.psau.edu.ph (045)343-4959

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Pampanga State Agricultural University
 Magalang, Pampanga
COLLEGE OF ARTS AND SCIENCES
Outcomes-Based Education (OBE) Course Design/Syllabus in The Contemporary World
Second Semester, SY 2020-2021

10	Midterm Examination		
11	Unit 4. A World of Ideas A. Global Media Cultures B. The Globalization of Religion C. Modernity and Indigenous Peoples D. Dynamics and Conflict of the World Religions (Global Peace Education)	Lecture/Oral discussion Documentary/Film Viewing Reporting Reporting The Rise of ISIS/Mindanao Conflict Documentary	Quizzes Assignments Critique paper
12-14	Unit 5. Global Population and Mobility A. The Global City B. Mandated topic: Global Demography C. Global Migration D. Research Proposal Writing E. Research Proposal Critique	Lecture/discussion Group Report Mini-lecture on citation methods for research papers Proposal for final research paper Pair discussion	Quiz on the reading materials Recitation


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SUC Level IV University **AACCUP Institutionally-Accredited Level II**






Pampanga State Agricultural University
 Magalang, Pampanga




COLLEGE OF ARTS AND SCIENCES

Outcomes-Based Education (OBE) Course Design/Syllabus in GE-ETHECS
 Second Semester, SY 2020-2021


Weeks	Topic/s	Outcomes-based Teaching and Learning	Assessment of Learning Outcomes
Lecture 1	Unit 1: ETHICS DEFINED a. Introduction b. Definition of Ethics c. The Importance of Studying Ethics d. Ethics and its Relation to Other Sciences e. Standards of Morality: Moral vs. Non-Moral. f. Why Do We Have to be Ethical?	Classroom Sharing (Introductions) Lecture	Pencil and paper test, etc. Module Assessment 1
Page 4			




Pampanga State Agricultural University
 Magalang, Pampanga



COLLEGE OF ARTS AND SCIENCES




2-4	9. The Division of Ethics Unit 2. THE FOUNDATION OF MORALITY a. The Moral Agent b. The dilemmas c. Cultural and Moral Behavior d. Cultural Relativism e. The Doctrine of Ethical Relativism f. The Filipino Morality g. Strength of the Filipino Character h. Ethical Responsibility of Moral	Lecture Film showing: "Emperor's Club"	Introductory Group Dynamics Case of Ruben Case of Baby Theresa Recitation Film analysis Module Assessment 2
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Republic of the Philippines
Pampanga State Agricultural University
 Magalang, Pampanga





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Thank you.



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  (045)343-4950

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Republic of the Philippines
PRESIDENT RAMON MAGSAYSAY STATE UNIVERSITY
(Formerly Ramon Magsaysay Technological University)
Iba, Zambales, Philippines

Status of Implementation on Peace Education

Presented by:

DR. FELIPA M. RICO
Vice President for Academic and Student Affairs

President Ramon Magsaysay State University integrate and incorporate Peace Education into General Education subjects. Specifically, General Education 3A and 2A (GEC 3a and 2a), under curriculum 2019-2020, for first and second year students.

Please find the following attachments:

- a. Curricula with the integration of IPed and Peace Education, CHEDRO contents noted,
- b. Sample syllabi GEC 2a and 3a
- c. Copy of SLM

a. Curricula with the integration of IPed and Peace Education, CHEDRO contents noted



Ramon Magsaysay Technological University
Iba, Zambales
COLLEGE OF TEACHER EDUCATION
BACHELOR OF SECONDARY EDUCATION MAJOR IN SCIENCE (BASED SCIENCE)
Based from CMO No. 75 s. 2017

GEC 2 Readings in the Philippine History with CMO No.2 – IP Education

FIRST YEAR 1 ST SEMESTER						FIRST YEAR 2 ND SEMESTER					
Course Code	Course Description	Units			Prerequisite	Course Code	Course Description	Units			Prerequisite
		Sec	Lab	Reg				Sec	Lab	Reg	
UC1	Reading in the Philippine History and Geography	3	0	3	UC2	Understanding the Self	3	0	3	UC1	
UC2	The Self and its interaction with Learning Experiences	3	0	3	UC3	The Philippine People	3	0	3	UC1	
UC3	Facilitating Learning Experiences	3	0	3	UC4	Introduction to the History of Education	3	0	3	UC1	
UC4	Language, Literacy and Culture	3	0	3	UC5	Introduction of Special and Inclusive Education	3	0	3	UC1	
UC5	Philosophy and Pedagogical Practices	3	0	3	UC6	Philosophy and Ethics	3	0	3	UC1	
UC6	Library Reading Services	3	0	3	UC7	Research Methods	3	0	3	UC1	
UC7	Development of Values in the Social Sciences	3	0	3	UC8	Research Methods	3	0	3	UC1	
TOTAL		24	0	24	TOTAL		24	0	24		

SECOND YEAR 1 ST SEMESTER						SECOND YEAR 2 ND SEMESTER					
Course Code	Course Description	Units			Prerequisite	Course Code	Course Description	Units			Prerequisite
		Sec	Lab	Reg				Sec	Lab	Reg	
UC8	Philosophy of Education	3	0	3	UC9	Special and Inclusive Education	3	0	3	UC8	
UC9	Research, Evaluation and Action	3	0	3	UC10	Reading in the History of Education	3	0	3	UC8	
UC10	Reading in the History of Education	3	0	3	UC11	Introduction to the History of Education	3	0	3	UC8	
UC11	Introduction to the History of Education	3	0	3	UC12	The Teacher and the School	3	0	3	UC8	
UC12	The Teacher and the School	3	0	3	UC13	Introduction to the History of Education	3	0	3	UC8	
UC13	Introduction to the History of Education	3	0	3	UC14	Introduction to the History of Education	3	0	3	UC8	
UC14	Introduction to the History of Education	3	0	3	UC15	Introduction to the History of Education	3	0	3	UC8	
UC15	Introduction to the History of Education	3	0	3	UC16	Introduction to the History of Education	3	0	3	UC8	
TOTAL		24	0	24	TOTAL		24	0	24		

FIRST YEAR 3 RD SEMESTER					
Course Code	Course Description	Units			Prerequisite
		Sec	Lab	Reg	
UC17	Special Needs and Inclusive Teaching in the 21 st Century	3	0	3	UC16
UC18	Philosophy of Education	3	0	3	UC16
UC19	Introduction to the History of Education	3	0	3	UC16
TOTAL		9	0	9	

Office of the President
College of Teacher Education
Regional Office in Iba, Zambales, CDR-Philippines
APR 30 2018
CONTENTS NOTED
DR. CAROLINA DEL ROSARIO-ESCALA
Principal

b. Sample syllabi GEC 2a and 3a



Republic of the Philippines
President Ramon Magsaysay State University
(Formerly Ramon Magsaysay Technological University)
Iba, Zambales, Philippines



AN OUTCOMES BASED LEARNING PROGRAM
COLLEGE OF TEACHER EDUCATION
1ST Semester: A.Y. 2020-2021

VISION

The President Ramon Magsaysay State University shall be a progressive learner-centered research university recognized in the ASEAN Region in 2020.

MISSION

The President Ramon Magsaysay State University shall primarily provide instruction, undertake research and extension, and provide advanced studies and progressive leadership in agriculture, forestry, engineering, technology, education, arts, sciences, humanities, and other fields as may be relevant to the development of the Province.

GOALS OF THE COLLEGE

Graduates of the Teacher Education Program shall have the ability to:

1. Relate education to the larger historical, social, cultural and political processes;
2. Use wide range of teaching methodologies to effectively facilitate learning in various types of environment;
3. Devise alternative teaching approaches for diverse learners
4. Plan lessons with appropriate instructional materials to effective delivery and assessment of learning outcomes
5. Build a strong character reflecting professional and ethical standards; and
6. Grow in person and in profession through the pursuit of lifelong learning.
7. Pass the Licensure Examination or Above the National Percentage

NON DISCRIMINATION STATEMENT

The PRMSU values diversity and seeks talented students, faculty, and staff from diverse backgrounds. The PRMSU does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, creed, national, or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in the administration of its admissions, financial aid, educational or athletic programs, or other University administered programs or in its employment practices. Questions or complaints regarding this policy should be directed to the Vice President of Academic and Student Affairs and Director of Student Affairs, PRMSU, Iba, Zambales

Course Code

GEC 2a

Course Title

Readings in the Philippine History with CMO No.2 – IP Education

Course Description

The course analyzes Philippine history from multiple perspectives through the lens of selected primary sources coming from various disciplines and of different genres. Students are given opportunities to analyze the author's background and main arguments, compare different points of view, identify biases and examine the evidences presented in the documents. The discussion will tackle traditional topics in history and other interdisciplinary themes that will deepen and broaden their understanding of Philippine political, economic, social, scientific and religious history. Priority is given the primary materials that could help students develop their analytical and communication skills. The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, articulate, broad-minded, morally upright and responsible citizens.

Credit

3

Contact Hours per Week:

3 hours (54 Hours)

Place of the Course in the Program

General Education

Prerequisite

None

Course General Objectives

At the end of the semester 75% of the students have attained 80 % proficiency level:

1. Analyze the dynamic historical transition of the Philippine society;
2. Appreciate the contributions of the people that shaped the Filipino identity, the national culture, Society, the rule of women in the History of the Philippines; and
3. Show the impact of the issues of the past and the contemporary that relative affect the condition of the today's societies.
4. Analyze different Author's perspective in different issues in the Philippine History.

I. Course Outline and Timeframe

WEEK	TOPICS
1-3	<p>CHAPTER 1 – MEANING, NATURE AND CONCEPT OF HISTORY</p> <ul style="list-style-type: none"> ▪ Definitions of History ▪ Nature of History ▪ Concepts of History ▪ Modern Concept of History ▪ Aims of Teaching History ▪ Values of Teaching History ▪ Colonialism and Historical Themes in the Philippines
	<p>CHAPTER 2 – DIFFERENT HISTORICAL SOURCES AND CONTENT ANALYSIS</p> <ul style="list-style-type: none"> ▪ Critical Thinking ▪ Sources and Types of Sources ▪ Historical Bias and Criticism ▪ Author’s Purpose ▪ Mag Tala ng Aking Buhay by Gregoria de Jesus

8-12	<p>CHAPTER 3 – ASSESSMENT AND ANALYSIS OF HISTORICAL SOURCES</p> <ul style="list-style-type: none"> ▪ Templates for Historical Sources ▪ Purpose of Historical Sources ▪ Importance of Primary Sources ▪ Different Historical Sources; a. Chronicle – Customs of Tagalogs by Juan de Placencia b. Declaration of Principles – Kartilya ng Katipunan by Emilio Aguinaldo c. Memoirs – Paghirang sa Supremo Bilang Hari ni Heneral Emilio Aguinaldo d. Proclamation – The Act of Declaration of Philippine Independence e. Cartoons – Political Caricatures of the American Era 1900-1941 f. Speech – Speech before the Joint Session of the United States Congress (1986) by Corazon C. Aquino g. Paintings – Spoliarium by Jaun Luna and The making of Philippine Flag by Fernando Amorsolo h. Film – The Yellow Propaganda “The Aquino and Cojuangco Fact’s We Didn’t Know”
	<p>MIDTERM</p>
13-15	<p>CHAPTER 4 – THE DIFFERENT HISTORICAL CONTROVERSIES</p> <ul style="list-style-type: none"> ▪ First Voyage Around the World by Antonio Pigafetta ▪ Limasawa or Butuan? Debates Continues where first mass held ▪ Butuan Claims and Evidences ▪ The Two Faces of 1871 Cavite Mutiny ▪ The Rizal Retraction ▪ Balintawak the Cry for nationwide revolution ▪ The Trial and Death of Andres Bonifacio? ▪ Emilio Aguinaldo: hero or Gangster?

16-18

CHAPTER 5 – SOCIAL, POLITICAL, ECONOMIC AND CULTURAL ISSUES IN THE PHILIPPINES

- Comprehensive Agrarian Reform Law/Program
- Comprehensive Agrarian Reform Extension with Reforms (CARPER)
- The Philippine Constitution
- The Taxation in the Philippines and the TRAIN Law
- IP Inclusion in Nationalized Spaces of learning: IPED (Managing Muslim Minority in the Philippines)
- Top 10 Historical Landmarks and UNESCO Sites in the Philippines

FINALS

Suggested Readings

1. Aguinaldo, Emilio. (1964). Mga Gunita ng Himagsikan. Manila: C.A. Suintay.
2. Alvarez; Santiago. (1998). Katipunan and the Revolution: Memoirs of a general. Quezon city: Ateneo de Manila University Press.
3. Blount, James (1968) the American Occupation of the Philippines, 1898-1912. Quezon City: Malaya Books Inc.
4. Cavanna, Jesus Ma. The Unfolding Glory: Documentary History of the conversion of Jose Rizal{s.n}
5. Del Pilar, Marcelo. (1957). Monastic Supremacy in the Philippines. Manila Philippine Historical Association.
6. Forbes, Wiliam Cameron, (1928) the Philippine Islands, Vol.2. New York :Houghton Mifflin
7. Fox, Robert . (1970) the Tabon Caves. Mainila : National Museum
8. Historical Data Papers. Philippine National Library, Microfilm Collection.
9. National Historical Institute: (1997) Documents of the 1898 Declaration of Philippine Independence, the Malolos Constitution and the First Philippine Republic. Manila National Historical Institute.
10. National Historical Institute: (1978) Minutes of Katipunan. Manila Historical Commission.
11. Philippine National Archives: Erreccion de Pueblos.
12. Zaide, Gregorio and Sonia Zaide: (1990) Documentary Sources of Philippine History 12 vols. Manila: National Book Store

Teaching Learning Approaches

1. Lecture and Discussion
2. Individual/Group Presentations
3. Written and Oral Presentation
4. Open Forum and Debate
5. Use of Multi-media

Course Requirements

Attendance, Quiz, Major Examinations, Written Activities, Oral Recitation and Project

GE Grading System

Class Standing –	50%	C.S. 50%
Major Examination	30%	ME 30%
Project	20%	Proj. 20%
	100%	100%

MIDTERM GRADE -50% + FINAL TERM- 50% = SEMESTRAL GRADE-100%

CLASSROOM POLICIES

1. Regular in attendance is required.
2. All students who come to class 15 minutes after the teacher started the discussion will be considered late.
3. 2 consecutive late will be considered as absence.
3. Reading the required reading materials before entering the class is a must.
4. Intellectual dishonesty: cheating, plagiarism and “free-riding” in group work are strictly prohibited.
5. Take major examination such as Prelim, Mid-term and Final Exams.
6. Submit requirements on time. Papers submitted beyond the scheduled deadline will not be accepted.
7. No makeup examinations will be given to those who miss one. However, when a student misses a long exam for a valid reason, he/she must present a medical certificate or an excuse letter upon return.
9. Cell phones should be turned off or set in silent mode before entering the class.

(REFER TO STUDENT MANUAL)

Class Schedule

TTH – BSE 1 FILIPINO (9:00-10:30), BSE 1 MATH (10:30-12:00), and BSE 1 ENGLISH (12:20-2:00)

Consultation Hour

(Vacant time of the Instructor)

Prepared by:

IRISH E. EBLACAS, MAEd.
Instructor I

Reviewed by:

CECILE M. CHARCOS, EdD.
BSE Program Chair

Noted by:

LILIAN F. UY, EdD.
Dean CTE

c. Copy of Self Learning Module

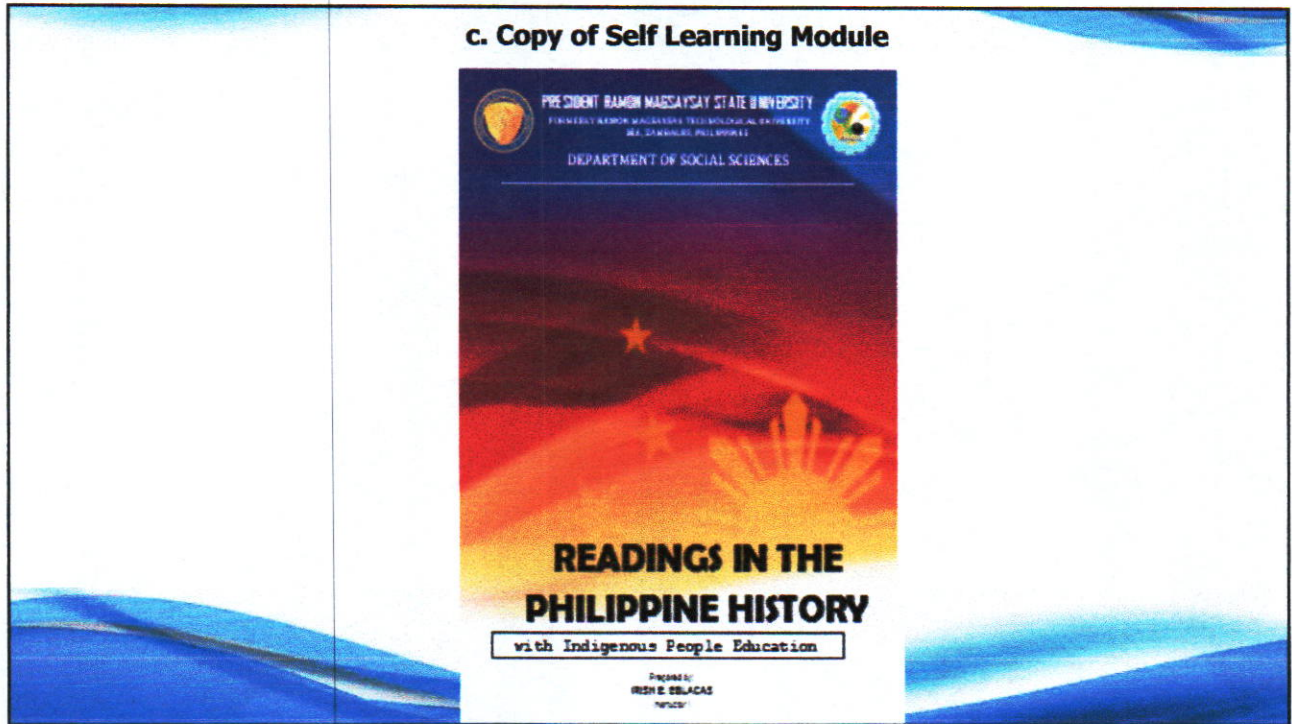


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TSU INITIATIVES IN THE IMPLEMENTATION OF IP AND PEACE STUDIES/EDUCATION



“Community Development through Feeding Program”

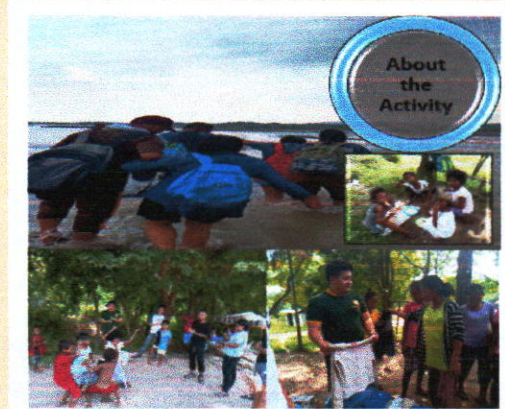
Sitio Bulacan, Brgy. Sta. Juliana, Capas Tarlac
November 11, 2019

OPLAN OUTREACH PROGRAM

College of Criminal Justice Education (CCJE) as a growing College in the University aims to help the Filipino Indigenous Peoples (IP) and commits to achieve social justice in the society by making people who are less in life to be more in law and in the eyes of the people of the community.

The said College was able to achieve the target by conducting a series of activities with the active support of the Registered Criminologists and other volunteers last November 11, 2019 at Sitio Bulacan, Sta. Juliana, Capas, Tarlac.

The activities that were conducted include: Feeding program; Games; Gift-giving; and Giving of information on the basic rights of the Indigenous Peoples (IP).



Briefing and Orientation (7:00 am)

Mr. Carmen, the Program Extension Chairperson (PEC) of TSU-CCJE, informs his co-faculty members, and other volunteers regarding the nature and scope of the activity and the Do's and Don'ts in the actual scene/venue of the activity.

On Our Way to Sitio Bulacan (7:20 am)

Mr. Las-igan (TSU-CCJE Faculty/Project leader), Ms. Buscayno (TSU-CCJE Faculty) and Mr. Carmen (TSU-CCJE Faculty/PEC) strike their sweetest pose and smile while on their way to Sitio Bulacan.



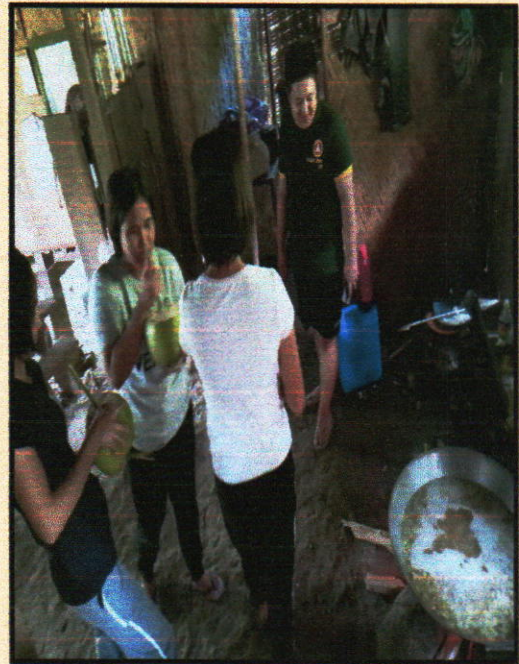
Getting the Names of the Participants (IPs)

Ms. Busycano and other faculty members of TSU-CCJE acquires the names of the IPs of Sitio Bulacan on November 11, 2019 invites them to join in the activities on that day.



Preparation for the Feeding Program

Mr. Las-igan prepares and ensures that the food is clean and healthy.



Mr. Las-igan, the project head, leads the team in giving foods to Aetas

Feeding Program Proper

The Indigenous Peoples (IPs) of Sitio Bulacan, Sta. Juliana, Capas, Tarlac enjoy the foods prepared by the TSU-CCJE and other volunteers.



The Aetas bear a good smile as they enjoy the food prepared by the TSU-CCJE Faculty

Gift-giving Activity



CCJE Faculty donates spare clothes, books, and other equipment to the people of Sitio Bulacan, Sta. Juliana, Capas, Tarlac as an early Christmas gift



Games

The volunteers conducted a short game together with the Aetas as a closing activity to the children of Sitio Bulacan to bring joy and happiness before they leave their place.






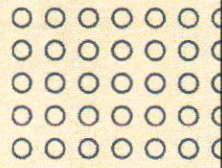
TSU SCHOOL OF LAW IP INITIATIVES



Sitio Baliwet Medical Mission

held on January 6, 2020 in coordination with American doctors and IBP Zambales. TSU Law School assisted the distribution of food, clothing, and others. Around 80 IPs were given medical treatment, dental, and operation tuli.

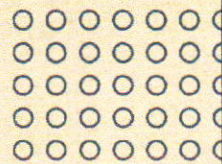


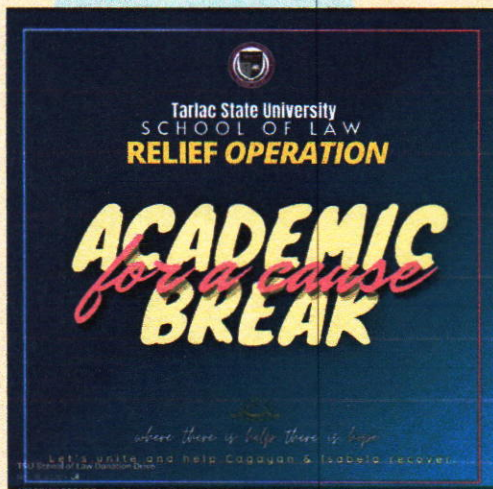


A graphic with text: TARLAC STATE UNIVERSITY SCHOOL OF LAW, THE CALAMITY OUTREACH, ACADEMIC BREAK FOR A CAUSE, NOVEMBER 17 TO 21, 2020. Below it, a purple box says: Students are highly encouraged to participate in our relief operation to help our fellow Filipinos in Cagayan and Isabela.

The Calamity Outreach

BUDGET: 10, 000 Pesos





Relief operations of TSU Law to indigenous people of Cagayan during the massive flooding

TSU Law used the academic break for a cause by requiring law students to help in the packaging of donations amount of donation is around 600k in kind and cash


Philippine Air Force Civil-Military Operations Group


NEWS FLASH: Warrior Diplomats' Dominating Assistance!
As long as there are people to help, we will extend our efforts towards the needs of all people until we reach those unreachable.

Today! Your PAFCMOG has tirelessly delivered 1,135 bags of rice and sardines, and 172 sacks of rice (25 kgs per sack) to Cagayan Valley thru the Support Our Troops Philippines! headed by Maj Gen Alvin Parrero, donated sacks of rice were turned over to Dr. Jose Dela Rama Jr., the dean of the Tarlac State University-College of Law and with the cooperation of JCI-Tarlac. With much exuberance, your Warrior Diplomats with the assistance of the Tactical Operations Wing Northern Luzon and Tactical Operations Group 3 (TOG3), Air Logistics Command, 600th Air Base Group, will aggressively put everything on the line to sustain the relief operations to every family in those affected areas.

No matter how rough the road will be, our service will fiercely go to you 24/7, with Diwa, Galing, at Malasakit.

#TakeTheLEADSoarasONE
#AFFYoucanTRUST
#UlyssesPH
#UlyssesPHaid





DONATION DRIVE

All raised funds will proceed to the victims in Cagayan & Isabela

DONATION UPDATE

IN KIND AND MONETARY

19 NOVEMBER 2020 | As of 11:59pm

IN KIND: Php 493,469.00
worth of relief goods

MONETARY: Php 194,882.15

TOTAL: Php 688,351.15

TSU School of Law Donation Drive

THANK YOU AND #STAYSAFE!

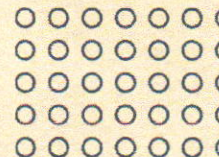






PSA Mobile Registration

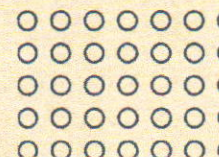
This is the mobile registration of the birth certificates of the IPs. TSU law assisted the civil registrar of Capas in helping the Aeta community secure or cause the correction of erroneous birth certificates. Cost is around 5000 and around 60 aetas were benefited



Proyekto Pagpapatala in 2017

This is the project of IBP and TSU Law assisted in helping IPs in the registration of their birth certificates.

Budget: 10,000





Medical Mission and Kasalang Bayan

This is medical mission and kasalang bayan where TSU law participate in giving legal advice to the IP

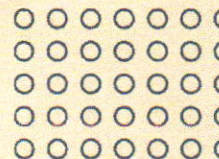
Budget: 10, 000



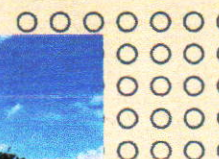


Lecture and Legal Mission

Lecture and legal mission sometime in March 2018 at Zambales. TSU law and IBP Zambales gave free lectures to aetas

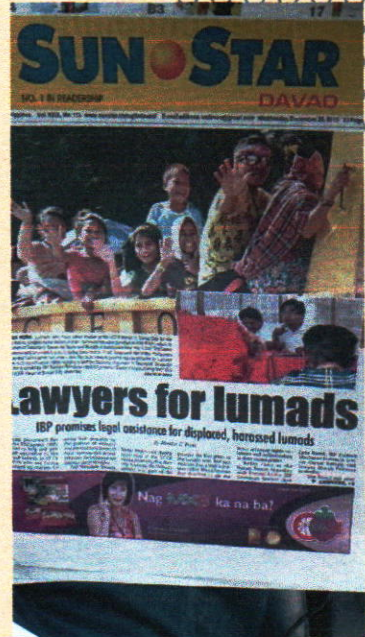


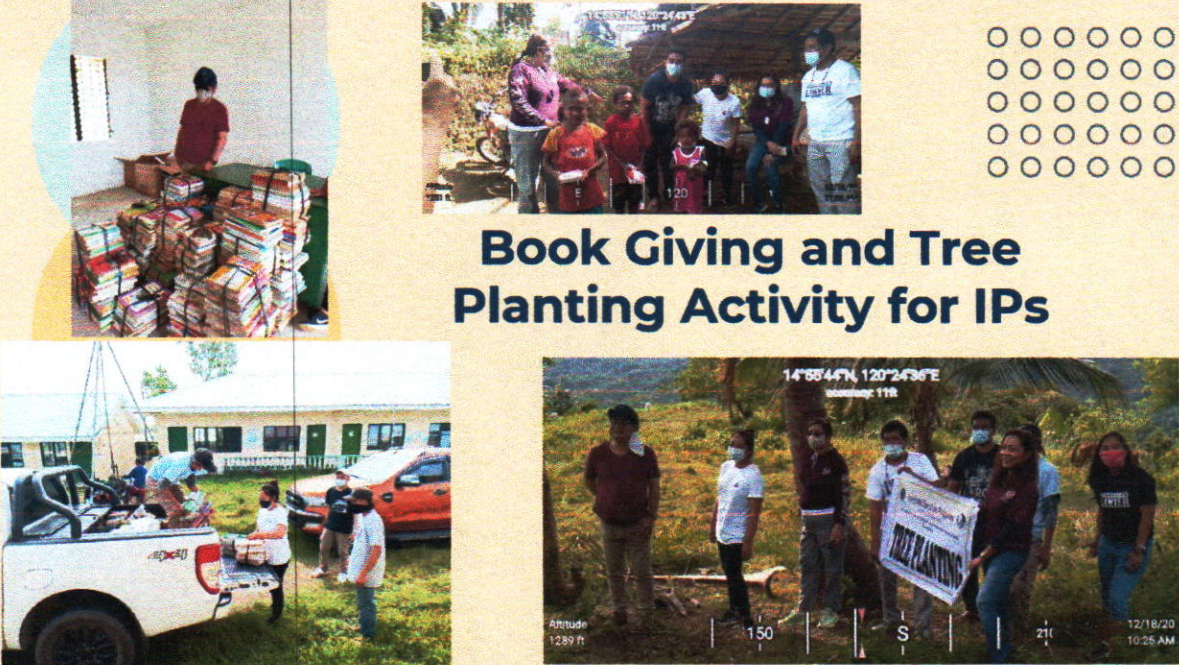
Brigada escueta undertaken by TSU law sometime in June 2019 to help schoolchildren have books, notebooks, slippers etc. TSU law entered into a MOA with UST Simbahayan to help IP in tarlac



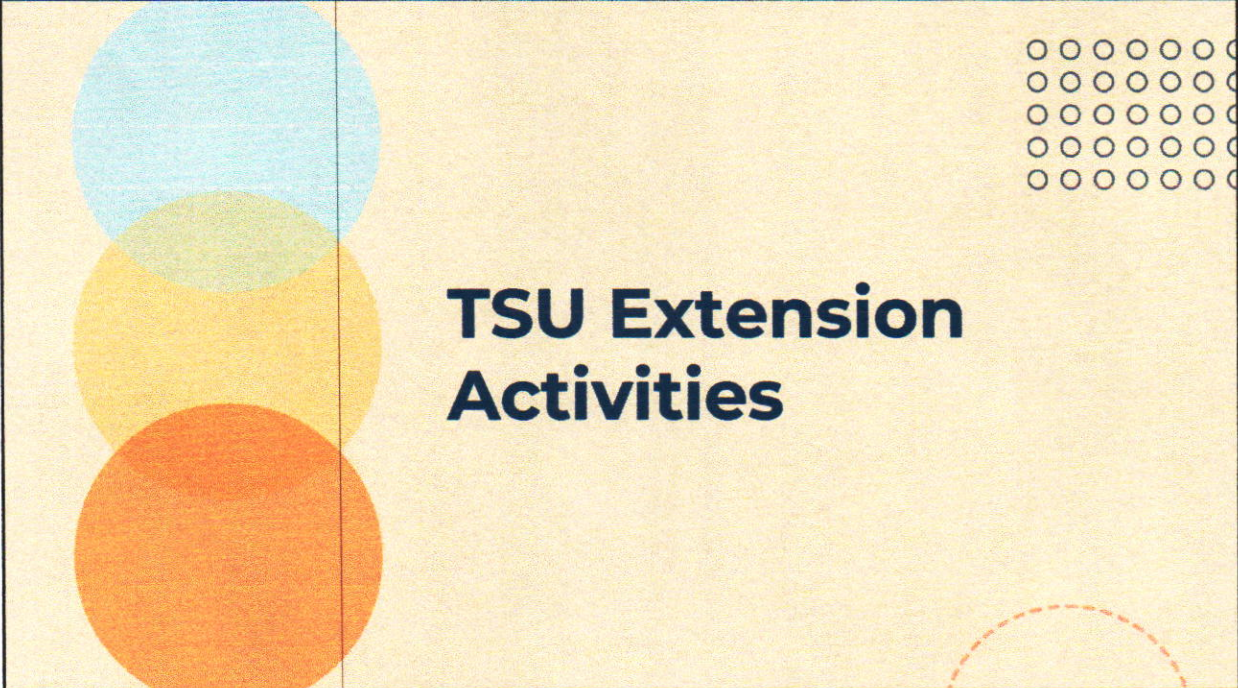


**UST Simbahayan Project
with IBP including TSU
law**

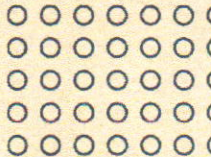
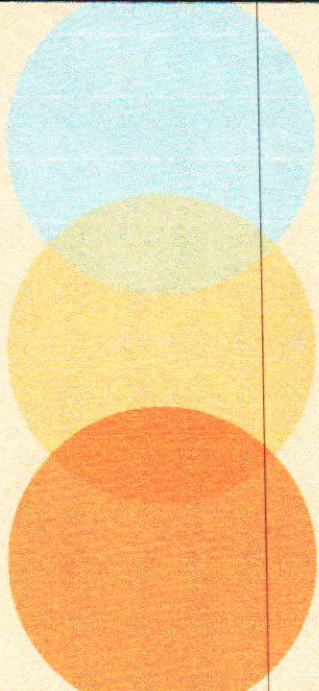




Book Giving and Tree Planting Activity for IPs



TSU Extension Activities



1 Assistance to Asosasyon ng Katutubong Mahawang (AKMA)

Background of AKMA

AKMA is an organization established to promote for the rights of Aeta Mahawang in 1997 and it is within the boundaries of the Barangay Anupul in the Municipality of Bamban and Barangays Aranguren, Cut-Cut, O'Donnel and Patling in the Municipality of Capas.

Based on the survey and interview, AKMA has a total of **12 households with a total of 47 household members.**

Seminar on Certificate of Ancestral Domain (2017)

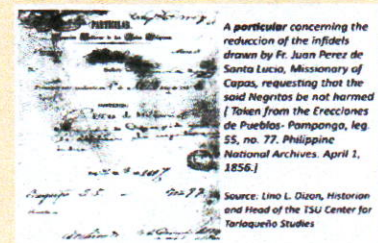
The seminar was conducted to orient the stakeholders and AKMA officials regarding the legal terms and guidelines in the preparation of Certificate of Ancestral Domain Title (CADT). Atty. Kristofferson Diwas from the NCIP was invited to be the resource speaker of the activity.



31

Historical Account Reading: Blueprint of Aeta, 1856 (2017)

Dr. Lino L. Dizon, Head of TSU Center for Tarlaqueño Studies (Commissioner of the National Historical Commission of the Philippines) provided a historical accounts to the Aeta that they originally owned the land in Capas, Tarlac.



32

Documentation of Social Justice System (2017)

A case reported by a 17-year old Aeta in Sitio Kawayan, Maruglo, Capas Tarlac who went hunting and unintentionally killed his 14-year old relative. The mediation of both parties-families was documented and both parties-families amicably settled in the form of "Langgad" – peace offering or gift.



33

Documentation of Mamaloy Baboy Ritual (2018)

The activity was significant to the Aeta Mahawang as they revisit their long forgotten Aeta practice to thank their Ancestors from the blessings they received and for keeping them safe. A music was played while the "Anito" are chanting and dancing to drive away bad spirits.



34

Literacy in Filipino Language and Gender Equality and Edukasyon Tulong Tugon (2018)

Experts from the College of Education conducted training on Literacy in Filipino Language and Gender Equality to the children and elders of AKMA. It aims to educate and discuss the concern for gender equality and identify strategies to promote gender sensitization and Filipino language through education.



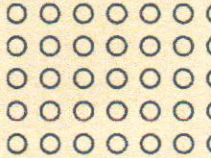
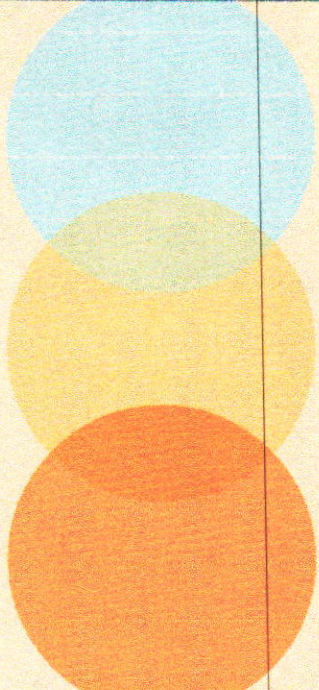
35

Provision of Technical Consultancy on CADT Application (2019)

IP Center assists AKMA's Chairman and her team regarding the step-by-step process towards CADT application and its related documentary requirements and supporting records in accordance to NCIP standards/protocols.



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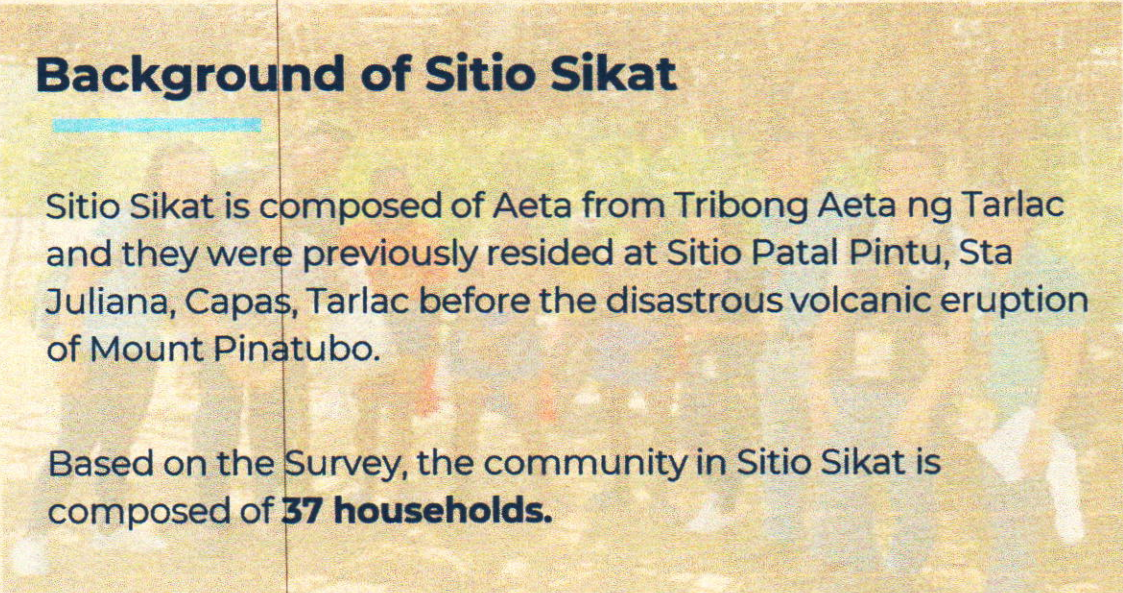
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Assistance to Sitio Sikat, San Clemente, Tarlac

Background of Sitio Sikat

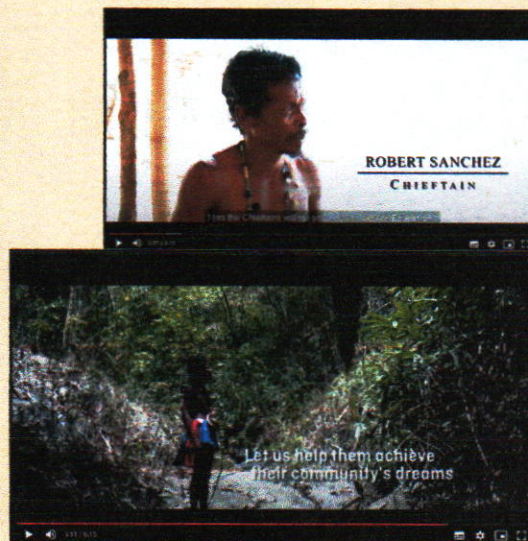
Sitio Sikat is composed of Aeta from Tribong Aeta ng Tarlac and they were previously resided at Sitio Patal Pintu, Sta Juliana, Capas, Tarlac before the disastrous volcanic eruption of Mount Pinatubo.

Based on the Survey, the community in Sitio Sikat is composed of **37 households**.



Technical Assistance on Audio Visual Presentation (2019)

The IP Center and College of Arts and Social Sciences-Communication Department collaborates for an AVP project for Sitio Sikat. The project aims to capture and record vital information related to the daily living and current situation of the Sitio, and made available for viewing of interested stakeholders.




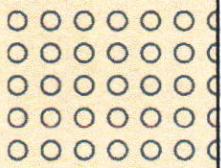
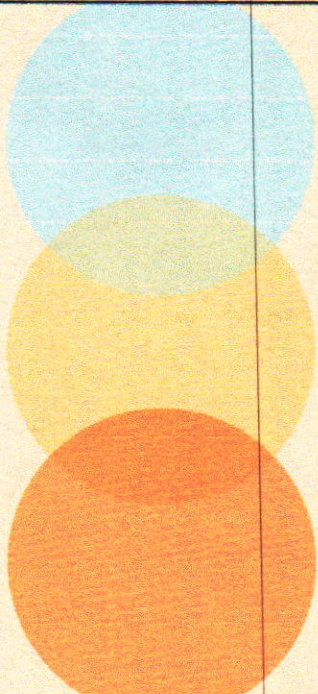
39

Technical Assistance on Design and Conceptualization and Cost Estimation of Water System of IP Community (2019)

The project aims to design a water filtration system to provide a potable water source in the IP Community. It opened partnership with the Rotary Club-Tarlac Chapter to fund the system designed by the College of Engineering and Technology.



40

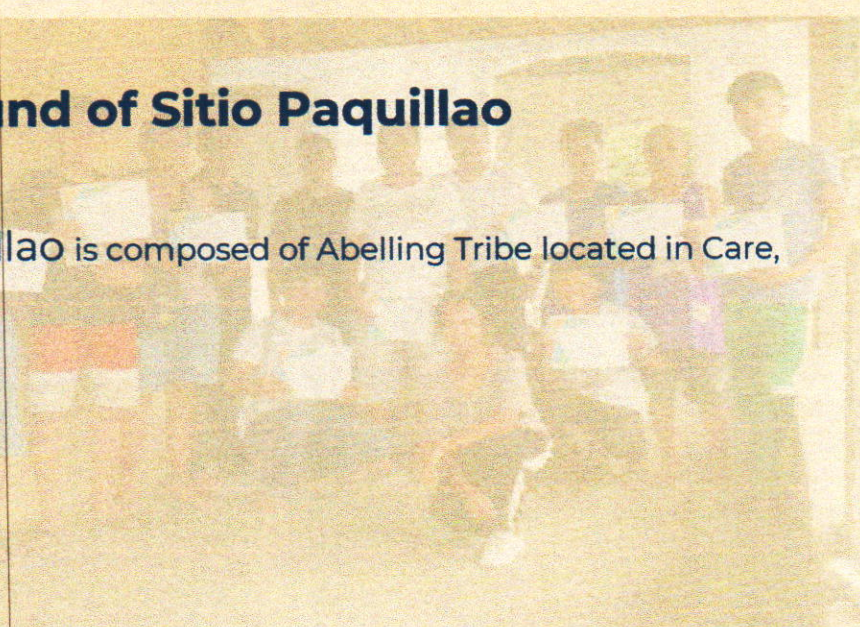


3

Assistance to Sitio Paquillao, Care, Tarlac City

Background of Sitio Paquillao

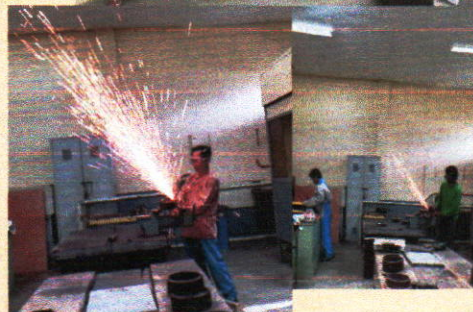
Sitio Paquillao is composed of Abelling Tribe located in Care, Tarlac City.



42

Training on Shielded Metal Arc Welding (2019)

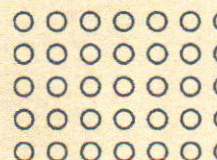
The said training was designed by College of Engineering and Technology Faculty Experts to enhance the participants' knowledge, skills and attitudes of potential welder in accordance to industry standards. Currently, **seven (7) out of 25 participants** are now an NC II holders, while the remaining are on their ongoing industry practice.



43

4

Assistance to Sitio Sitler, Sta. Juliana Capas, Tarlac



Background of Sitio Sittler

Sitio Sittler is composed of Abelling and Aeta Hungey Tribes. Based on the survey, Sitio Sittler is composed of **35 households with a total of 151 residents.**

45

Malasakit para sa Aeta Community (2018)

The project of College of Public Administration and Governance (CPAG) aims to assist the Lupaing Ninuno Aeta Association in Sitio Sittler, Sta. Juliana, Capas, Tarlac in response to their needs in education, health and sanitation, social and governance, and agriculture, livelihood and entrepreneurship.



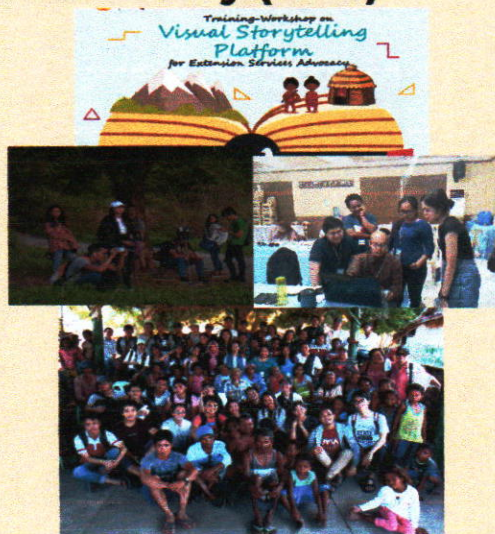
46

5

Other Activities

Training-Workshop on Visual Storytelling Platform for Extension Services Advocacy (2019)

The IP center initiated 5-day training-workshop to serve as a pathway for students and professionals to showcase the cultures, traditions, practices, problems and issues of the IPs and ICCs. The training produced a total of **four (4) AVPs**.



IP Photo Exhibit (2019)

The IP center hosted its 1st Indigenous Peoples' Photo Exhibition with a theme entitled "Buklod Lahi, Isang Mithi: Ugnayan Tungo Sa Pag-unlad ng mga Katutubong Lahi and it displayed several photographs, AVPs and indigenous materials of the IPs.



49

Outreach Activities for IPs

Extension Activity	Office/ College and Academic Program	Year	Beneficiary
Outreach/Immersion Program	CTE	2018	Aetas at Sitio, Mainang
Community Outreach to the Aeta Community at Bueno, Capas, Tarlac	OUP	2019	Aeta Community
Storytelling for Community Engagement and Outreach for the Children and Adolescents in Sitio Sikat	CASS	2019	Tribong Aeta / Sitio Sikat
Community Outreach Activity	UESO	2019	Tribong Aeta / Sitio Sikat
Comdev Project Planning for 2019, research and gift giving & awarding ceremony of the donated Carabao Project	CPAG	2019	Lupaing Ninuno Aeta Association Incorporated
Group Dynamics Activities cum Gift-giving Program	CASS	2019	Calangitan High School
Gift Giving and Solidarity Activity	CASS	2019	AKMA



50

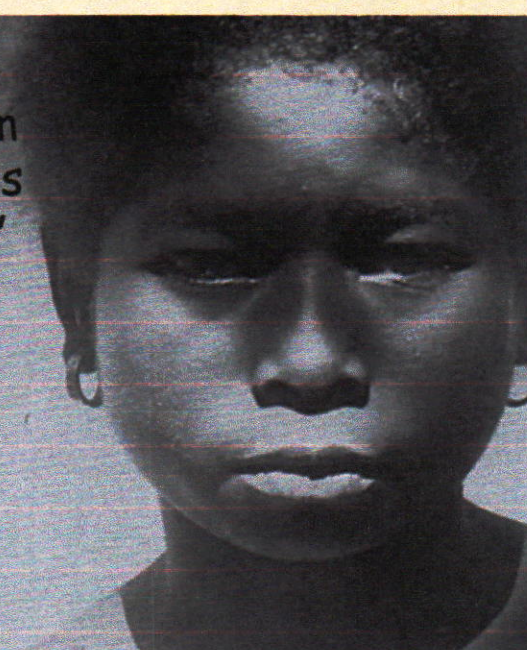
Socio-ecological Impact Assessment (SEIA) to the IPs in Sitio Sapang Kawayan, Capas, Tarlac

Two Colleges namely College of Science-Environmental Science Department and College of Arts and Social Sciences-Psychology Department collaborated for the preparation of the researches titled *Rapid Biodiversity Assessment (BIORAP) in the Ancestral Domain of the Aeta Mahawangs in Capas, Tarlac* and *Social Impact Assessment of New Clark City's Development Projects: Perspectives from Indigenous Peoples' Sense of Quality of Life for the IPs in Sitio Sapang Kawayan, Aranguren, Capas, Tarlac.*



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I. Researches on Indigenous People and Peace Studies/Education:




2020 IP Study

"Sense of Quality of Life from the Perspectives of Indigenous Peoples: A Narrative Analysis"

Author:
Jeremiah Paul C. Silvestre

1st Place winner (Group A) in the
Second Regional Research Conference
hosted by TSU via Zoom on December 3, 2020



"Sense of Quality of Life from the Perspectives of Indigenous Peoples: A Narrative Analysis"

This research studied the concept of quality of life among indigenous peoples experiencing a major development project affecting their community. It explored the narratives of eleven (11) elders of an aeta community experiencing the development project taking place. Thematic Analysis was employed to analyze the transcripts from the pakikipagkwentuhan. Results of the study captured that the participants' sense of quality of life is reliant on their inherited ancestral land, dependence on it for livelihood & provision to their family and the hopes of passing it to the next generation. Themes from the narratives were related to human rights and well-being concepts. Recommendations drawn from the study include using multiple units of analysis to make the research more comprehensive and reporting of the results for social policy. Since Central Luzon is inhabited by thousands of aeta (e.g. approximately 50,000 in the area of Mt. Pinatubo alone), this research can contribute in the existing literature about indigenous peoples in the region. More so, it can give voice to the experiences of aeta as a marginalized community, and use Psychology for advocacy.

2020 IP Study

"As Assessment of the Indigenous Systems and Practices on Self-Governance Among Aeta Communities in Brgy. Sta. Juliana, Capas, Tarlac: Towards a Proposed Development Plan"

Authors:

Dr. Alfred V. Rigor and Prof. Mary Jane N. Rigor

1st Place winner in the Gender and Development category

Second Regional Research Conference-
hosted by TSU via Zoom on December 3, 2020

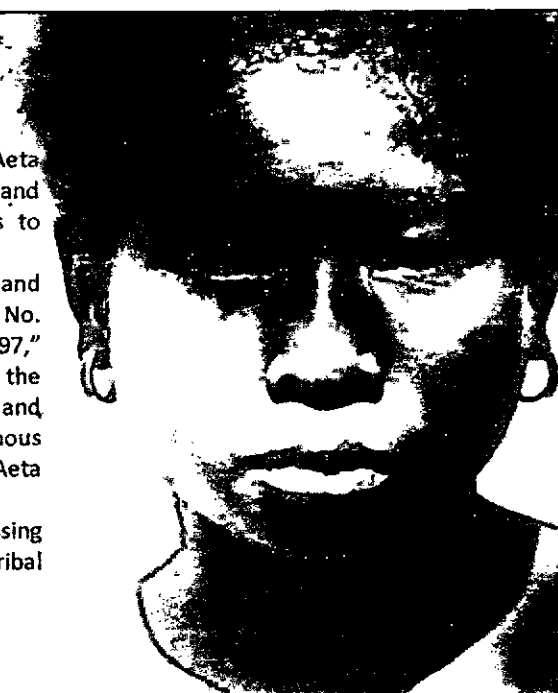


"As Assessment of the Indigenous Systems and Practices on Self-Governance Among Aeta Communities in Brgy. Sta. Juliana, Capas, Tarlac: Towards a Proposed Development Plan"

The true meaning of empowerment can be achieved if the Aeta can gain the power to control their indigenous systems and practices on self-governance as self-reliant communities to chart and justify their own path towards development.

Anchored in the field of public and administration and governance pursuant to the provision of Republic Act No. 8371, known as "The Indigenous Peoples' Rights Act of 1997," which states that: "The State shall recognize and promote the rights of ICCs/IPs within the framework of national unity and development," the study aims to assess the Indigenous Systems and Practices on Self-Governance among Aeta Communities in Barangay Sta. Juliana Capas, Tarlac.

This study used a descriptive method of research is assessing the IP governance systems and practices of selected tribal sitios in Barangay Sta. Juliana, Capas, Tarlac.



2020 IP and Peace Study

"The Conflict Resolution Process: Aeta Aberlin Tribe"

Author: Lian Carla Luzong

2nd Place winner in the Gender and Development category

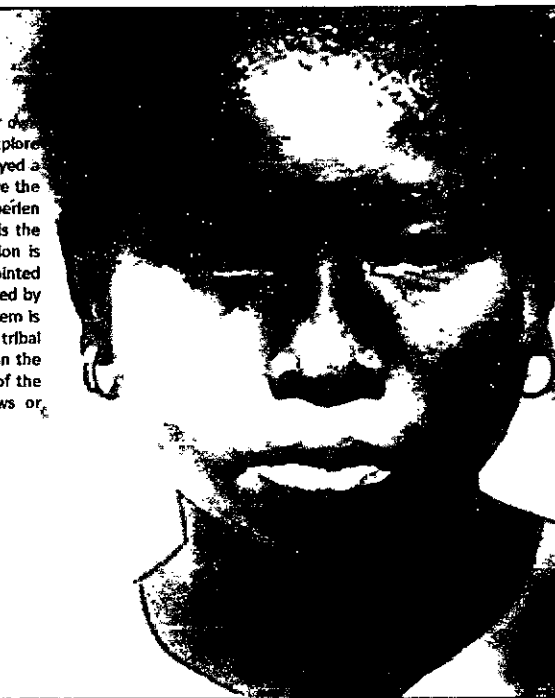
Second Regional Research Conference

hosted by TSU via Zoom on December 3, 2020



"The Conflict Resolution Process: Aeta Aberlin Tribe"

The Aeta Aberlin Tribe in Sitio Ye Young, Brgy. Sta. Juliana, Capas, Tarlac have their own indigenous mechanism to deal with conflicts. The main purpose of this study is to explore the indigenous conflict resolution among the Aberlin Aetas. This study has employed a qualitative research method to meet the stated objectives of the study. To achieve the above objectives, the study collected primary data from different participants in Aberlin Aeta Tribe by employing one of the qualitative data collection techniques which is the conduct of semi-structured interview. In general, the process of conflict resolution is headed by the Tribal Chieftain together with the 5 elders "mangatwa" to be appointed and requested by the former to hear and settle certain conflict. Also, as encountered by the tribe members who was already been subjected in their traditional justice system is that their system is unfair towards the involvement of women in decision making, tribal leaders are inconsistent in rendering decisions they rendered decisions different on the same offense committed which look as unjustifiable and unfair on part of some of the tribe members and their system do not adhere on some of the national laws or international human rights.



2020 Peace Study

"An Analysis of Recidivism Among Inmates of Tarlac City Jail"

Authors:

Lian Carla Luzong, John Vincent Carmen, Theodore Timpac, Jayson R. Felix

Presented in the

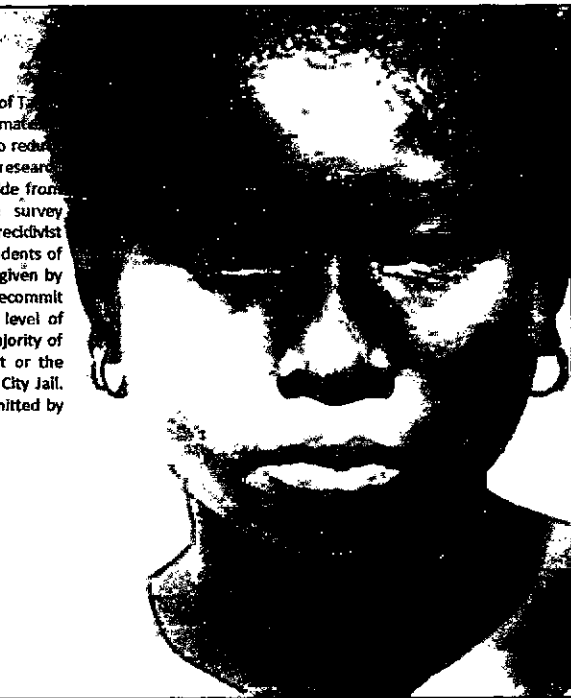
Second Regional Research Conference

hosted by TSU via Zoom on December 3, 2020



"An Analysis of Recidivism Among Inmates of Tarlac City Jail"

The study was conducted to identify the factors affecting the recidivism of inmates of Tarlac City Jail and to determine what are the crimes most likely to recommit by these inmates in order for the researchers to proposed programs or measures to eliminate or not to reduce cases of recidivism. The researchers used mixed quantitative and qualitative research design and survey questionnaires were utilized as data gathering instrument, aside from that, the researchers also conducted interview as supplementary to the survey questionnaires to fully determine and analyze the reasons or factors for their recidivist behavior and only those considered as recidivist inmates are the subject or respondents of the study. Documentary analysis was also applied to the records and documents given by Tarlac City Jail Administration to determine the crimes most likely to commit and recommit by inmates. The study find out that most of the recidivist inmates have low level of education, most of them are on high school level. The results also shows that majority of them are unemployed and according to the result of the study unemployment or the inability to obtain employment is the main reason why recidivism exist in Tarlac City Jail. Drug related crime of the violation of RA 9165 is the common crime that recommitted by the said inmates.



2020 Research Proposal

"Rapid Biodiversity Assessment (BIORAP) in the Ancestral Domain Of the Aeta Mahawan in Capas, Tarlac"

Authors:
Bertrand Aldous Santillan and
Wesley Gagarin



This research project will conduct a biodiversity survey in the claimed ancestral domain of the Aeta Mahawang, located in Mt. Dalin, one of the straw hat mountains in Capas, Tarlac. The survey will be narrowed to tree endemism and diversity only.

Budget: Php 118, 260.00



2020 Research Proposal

**"Linguwistikong Etnograpiya
ng mga Ayta Mahawang sa
Tarlac"**

Authors:

Raffy S. Aganon

Arlyn C. Cura and

Jessica Marie I. Dela Peña

Budget: Php 70,000.00



2019-IP Study

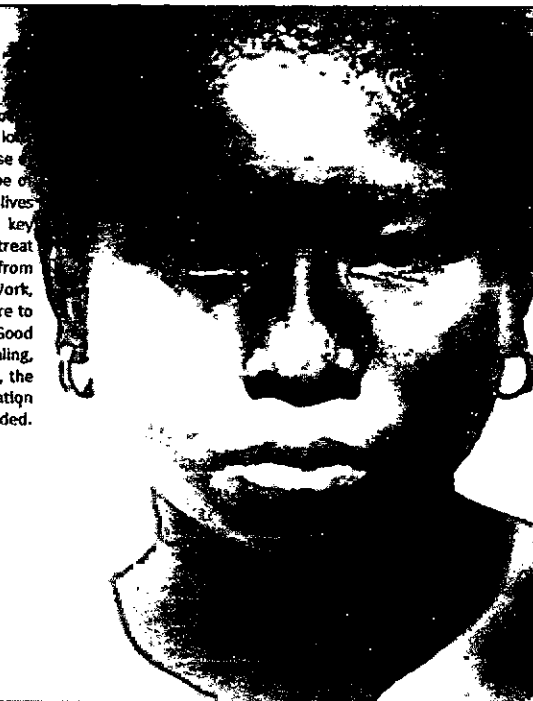
**"Victim Survivor of Forced
Labor Among Aetas: A Case
Study in Tarlac"**

Author: Ramil Las-Igan



"Victim Survivor of Forced Labor Among Aetas: A Case Study in Tarlac"

The major purpose of this study was to determine what form of forced labor was experienced by the respondents, to assess the coping strategies practiced by the respondents, and to look into the impact of the previous victimization to their current life. It was further the purpose of this study to present a clearer picture of the lives of the forced labor victims in the hope of clarifying or understanding how they have coped or dealt with, surpassed, and lived their lives after the experience. This study utilized the qualitative research design and used key informant interview as the main data gathering tool. Thematic analysis was employed to treat the data that were obtained from the interview. The recurrent themes extracted from experiences of Aetas towards forced labor involve withholding of Salary, Domestic Work, Irregularities in Compensations and Benefits, False Promises, Maltreatment, Threat, Failure to give assistance, Land Grabbing, Force to Sign Document, Involuntary Servitude and Good Treatment. The coping mechanisms adopted by the respondents included Time Healing, Displacement and Avoidance maladaptive and lastly. As regards the status of their living, the victims survivors' lives remained the same though some claimed that after the victimization their life improved. An action plan aimed at aiding Aetas and Local officials was recommended.



2018 Peace Study

"A study on the Awareness of Katarungang Pambarangay in the Different Barangays of San Clemente, Tarlac"

Authors:
Theodore Timpac, Roel Alviar, Lylani Claro, Jayson Felix



2017 IP Study

"Indigenous Students' School Engagement: Basis for Multi-Sectoral Intervention"

Authors:

Dr. Lolita V. Sicat and Dr. Rodrigo M. Sicat

Presented in the

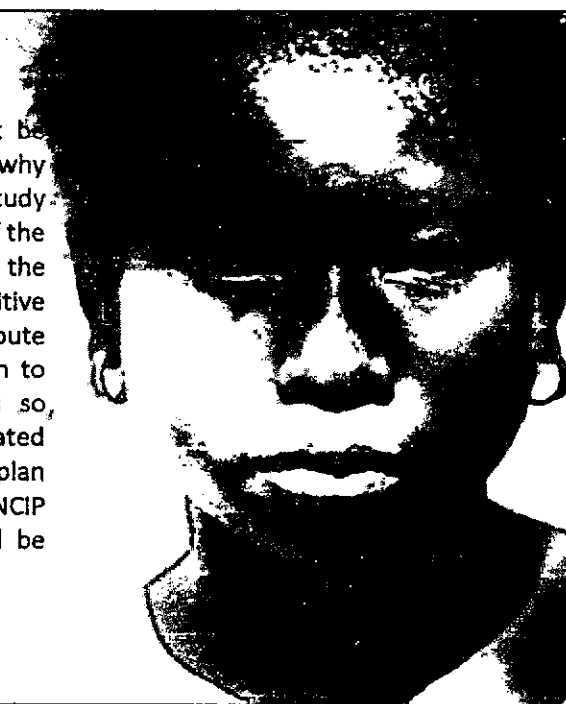
First International Forum-on Empowerment and Social Transformation

held on April 5-7, 2018 in Bontoc, Mountain Province



"Indigenous Students' School Engagement: Basis for Multi-Sectoral Intervention"

School context and environment may or may not be ideal and this may add up to the possible reasons why learning may be hard for IP students. This study attempted to analyze the educational engagement of the IP students from Pampanga and Tarlac; establish the school factors that significantly indicate cognitive engagement; and to resolve the factors that contribute to disengagement by a multi-sectoral plan of action to help the IP students. For high school IPs, it is so important to them that they belong and they are treated well to inspire them to perform. The multi-sectoral plan of actions is addressed to DEPED, the NGOs and the NCIP to help the IPs in their adjustment to school and be successful.



II. Initiatives in the Implementation of IP and Peace Studies/Education in the Area of Gender and Development

- For the Gender and Development Office (GADO) be inclusive, the IP students are represented through the IP GAD Coordinator. The GAD programs /projects / activities are disseminated to the IP students through the IP GAD Coordinator. There are 19 IP students enrolled for the 2nd semester AY 2020-2021 as reported by the IP Coordinator.
- GAD initiates development of researches on IP studies as shown in the previous slides.

