



BARASOAIN KALINANGAN FOUNDATION INC.

TERMINAL REPORT

BR 2015-484

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INTRODUCTION

BACKGROUND / RATIONALE

The PCEP was conceived in response to the promulgation on 11 August 2001 of Republic Act 9155, “An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports (DECS) as a Department of Education (DepEd) and for other Purposes”. Formulated through an NCCA Board Resolution in 2001, and operationalized by a Task Force in 2002, the PCEP envisions a nation of culturally literate and empowered Filipinos by ensuring that culture is the core and foundation of education, governance, and sustainable development.

The law, while effectively reaffirmed cultural education as an integral part of basic education, had transferred this responsibility and administrative supervision of cultural agencies formerly attached to DECS to the NCCA.

Three strategic goals of PCEP which included the:

1. Establishment of an index of knowledge on Philippine culture;
2. Development of culture-based instructional materials based on minimum learning competencies and standards on culture;
3. Implementation of cultural education programs to reach various beneficiaries through formal, non-formal and informal structures.

It was designed to make cultural education accessible to all sectors of Philippine society, particularly the youth, teachers, artists and cultural workers, officials and employees of the government, members of the media, and civil society.

PCEP Institutional Intended Learning Outcomes (Competencies) of the Graduate of NCCA-PCEP Formal and Non-Formal Programs are expected to

- 1) Manifest critical and creative thinking skills
- 2) Design culture-based instructional materials
- 3) Employ innovative culture-based pedagogy
- 4) Inculcate a sense of nationalism and patriotism
- 5) Demonstrate expertise in Philippine history, heritage, culture and the arts
- 6) Exercise leadership skills in respective communities
- 7) Conduct culturally-relevant research
- 8) Initiate national, regional, and global connectedness
- 9) Conduct oneself in accordance with highest professional and ethical standard
- 10) Commit oneself to lifelong learning

In response to the K-12 Basic Education program of the DepED, the Commission on Higher Education (CHED) revised the General Education Curriculum (GEC) for college students. This new GEC will be in place in 2018, in time for the first batch of K-12 senior high school graduates.

DESCRIPTION AND OBJECTIVES

The write-shops in Luzon, Visayas, and NCR will be convened to provide three-day training on the following subjects:

Objectives are as follows:

1. To equip our College Instructors in teaching the new GE subjects
2. To provide general and specific guidance to faculty-instructors on the efficient and quality delivery of the management and instruction requirements for the new GE subjects. and
3. Provide them deliberate materials using Sagisag Kultura ng Filipinas as essential content competencies of the general education core curriculum.

ACTUAL IMPLEMENTATION

DESCRIPTION OF THE VENUE

This year the Retooling of University Professors is held at the following sites:

1. Rambutan Hall BARCIE Hotel La Consolacion University of the Philippines
(September 7 – 9, 2016)

Located in the heart of Malolos, a bustling town 44 kilometers north of Manila, is an educational institution with a proud tradition of 79 years of service to the people of Bulacan.

Established in 1937, La Consolacion University Philippines (LCUP) is a private, Catholic school owned and managed by the Augustinian Sisters of Our Lady of Consolation. LCUP's college campus sits beside Barasoain Church, dubbed as the "Cradle of Democracy in the East", the church was the venue of the 1898 Malolos Congress which drafted the first Philippine Constitution, also the first democratic constitution in Asia.

Accredited by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU), Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) and International Organization for Standardization (ISO), with an Autonomous Status granted by the Commission on Higher Education, La Consolacion University Philippines promotes an education committed to developing Filipino Christian nationalist graduates who are Gospel-value oriented and responsive to the needs of Philippine society.

La Consolacion University Philippines affirms the very significant role it plays in nation building by continuously trying to provide an integral Christian education and by developing moral values and attitudes alongside professional competence and skills among the students. This is operationalized through a balanced mix of a trilogy of educational functions: (1) the offering of relevant curricular programs of instruction, (2) strong functional outreach programs, and (3) relevant research and development projects to back up the instructional and outreach programs.

The thrust of LCUP as an educational institution is towards the development of the whole man. – a guided journey in the search for truth through the development of Filipino Christian graduates who are morally and spiritually imbued with Justice, Peace and Love, Gospel-value oriented, equipped with professional competence, and socially conscious and responsive to

the needs of Philippine society specifically in Bulacan through Evangelization.

The culture of academic excellence pervades the life of the La Consolacion University Philippines. This climate of educational excellence is evidenced by its accredited programs and certified procedures encompassing all levels from primary to graduate education.

The said accreditation and certification means that the La Consolacion University Philippines has met and passed local requirements and international standards with its built-in quality management systems for design, development and implementation of primary and higher education services to the local and international market concerning world-class, professionally competent graduates.

Behind the story of the beautiful Barcie International Center, stand the architectural hands of Thomas Morallo. The institute was opened in 2000 and provides training on Science, Hotel and Restaurants and Tourism. The place also witnesses conferences and parties. It has wonderful accommodation for guests. The design of the structure resembles the Filipino Hotel of Metro Manila. There are 88 rooms decorated in Philippine style to promote the cultural heritage of the country. A huge ballroom, banquet, dining space and hall provides perfect place for conferences and events. The place also provides a tennis court designed in the Olympic style.

2. Silliman Hall and Guy Hall Silliman University Dumaguete (September 12 – 14, 2016)

All of the country's top universities would boast of offering quality education. Silliman is no different. But while it joins the ranks of prestigious Philippine universities, it is humbled by a gift of a location that bespeaks of the natural environment's complement to academic learning -- one feature that sets Silliman apart from the rest.

Dotted with over 300 acacia trees, the Silliman campus is uniquely embraced in between views of the Cuernos de Negros mountains in its background and the Visayan sea at its frontage. The 62-hectare campus offers patches of greens on where personal relationships are nurtured, spiritual nourishment facilitated, and the concept of quality student life redefined.

Silliman University is a melting pot of cultures and religions. Of its overall population of more than 9,000, over 400 are international students from 44 countries. Its affiliation with the United Church of Christ in the Philippines as a Protestant university has never been a hindrance to the exercise of religious freedom. Majority of Silliman students are Roman Catholics and a good number are Muslims.

The university is located in the charming city of Dumaguete, dubbed the 'City of Gentle People,' an hour away by plane from Manila and four hours away by boat from Cebu. Silliman thrives in a city where the strip of restaurants offering good food along the boulevard and where everything a student needs are just a stone's throw away. While offering the coveted 'retirement getaway' environment, the city is not left behind by progress. You can find infrastructure developments and businesses sprouting in support of the city's "University Town" concept.

Campus life revolves around the motto *Via, Veritas, Vita* (of Christ being the Way, the Truth, the Life). It is Silliman's mission to develop the whole person within the Christian context and

in a sound environment. Students are expected to put their education to work in service to others -- another mark that distinguishes Silliman from other institutions of higher learning.

It is also the conducive residential campus life that sets Silliman University apart from the other leading universities in the Philippines. The 12 regular and cooperative dormitories provide a "home away from home" for Silliman students who come from outside Dumaguete. In the dormitories, students belong to a family, a part of the bigger Silliman community. Corollary to this sense of community is the "Silliman Spirit" - an atmosphere of personal closeness, warmth, friendship and concern.

3. Audio Visual Room St. Joseph's College of Quezon City (September 26 -28, 2016)

St. Joseph's College of Quezon City was founded 75 years ago as St. Joseph's Academy by Dutch Franciscan Sisters. Situated along España Extension, the school admitted its first primary school pupils in 1932 and drew children from the rapidly growing communities of New Manila, Kamuning and San Juan. Under the leadership of its first school directress, Mother Magdala Verhuizen, the academy opened the high school department the following year. During the Japanese occupation, the school was closed down, the Dutch sisters interned in Los Baños, and the buildings were used as a mini-military hospital by the Japanese army and later by the US military. SJA officially became St. Joseph's College of Quezon City in 1948 with the opening of the college department which offered programs in education, liberal arts, secretarial science and music.

COURSE DESCRIPTION

Head Instructor	COURSE	UNITS	COURSE DESCRIPTION
Prof. Chuck Pascual University of Santo Tomas	Understanding the Self / <i>Pag-unawa sa Sarili</i>	3 units	Nature of identity; factors and forces that affect the development and maintenance of personal identity / <i>mga katangian at elemento ng indentidad; mga salik at mga puwersa na umaapekto sa paghubog at pagpatnubay sa personal na identidad.</i>
Dr. Joseph Salazar and Prof. Mark Benedict Lim Ateneo De Manila	Purposive Communication / <i>Malayuning Komunikasyon</i>	3 units	Writing, speaking and presenting to different audiences and various purposes./ <i>Pagsulat, pagsasalita, at paglalahad para sa iba't ibang madla at iba't ibang layunin</i>
Prof. Tim Dacanay DLSU College of Saint Benilde	Contemporary World / <i>Ang Kasalukuyang Daigdig</i>	3 units	Globalization and its impact on individuals, communities and nations, challenges and responses. / <i>Globalisasyon at ang epekto nito sa mga indibidwal, mga komunidad, at mga nasyon; mga hamon at mga tugon</i>

INTRODUCTION

BACKGROUND / RATIONALE

The UNESCO recognizes that culture, in all of its dimensions, is a fundamental component of sustainable development. Still, culture is often ignored in governance exercises and development planning initiatives of many government units.

Mindful of the need to accelerate the process of integrating culture in basic education and mainstreaming it in national development plans, the Board of the National Commission for Culture and the Arts (NCCA) created the Philippine Cultural Education Program (PCEP) in 2001. The PCEP envisions a nation of culturally literate and empowered Filipinos by ensuring that culture is the core and foundation of education, governance, and sustainable development.

Among a number of projects, the PCEP rolled out two (2) boot camp training sessions on governance for Local Government Unit (LGU) executives during the first half of 2015. Dubbed as LGU National Training on Cultural Awareness and Culture-based Governance, PCEP gathered LGU executives and other local sectors for two-day collaborative sessions that underscore the various exchanges of cultural works and practices in the local government sector. Various topics were introduced to participants that are intended to raise the awareness on the need for local ordinances and initiatives on cultural education, arts and cultural programs, culture-based public management, cultural tourism, heritage conservation, creation of arts and culture offices and councils, among others.

Cognizant of the need to integrate the value of culture among government leaders and institutionalize culture-based policies and programs within a reasonable period, the PCEP has developed the Executive Diploma for Culture-based Governance (EDCG). The EDCG program is a capacity-building mechanism that will cater to current LGU executives and other local government leaders engaged in development planning and policymaking. The EDCG program aims to produce graduates with heightened appreciation of the role of culture in local development and enhanced practice of leadership and governance that will build a firm sense of identity and self-respect as Filipinos.

COMPETENCIES

PCEP Institutional Intended Learning Outcomes (Competencies) of the Graduate of NCCA-PCEP Formal and Non-Formal Programs are expected to

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PROGRAM DESCRIPTION

A strategic way of developing more culturally relevant development projects and reaching out to more local communities is to roll out a formal academic program for decision makers and leaders from LGUs. The EDCG program will strengthen the capacity of many LGU executives across the Philippines by providing relevant information, training, and mentoring to facilitate the creation of policies, programs, and similar initiatives with the focus of building a Filipino sense of identity and respect for cultures across the Philippines.

The primary targets of the EDCG are governors, vice-governors, mayors, vice-mayors, provincial board members, and municipal and city councilors. In order to have an impact across the archipelago, the EDCG shall be offered in Higher Educational Institutions located in city centers of Luzon, Visayas, and Mindanao.

MODE OF DELIVERIES

PROJECT 1 is the **Edukasyong Kultural ng Komunidad: Culture-Based Governance Conference**. A three-day face-to-face orientation on arts and culture, cultural education, culture-based governance and to curate and enrich all cultural knowledge and networks, and transforms them into cultural, social and economic capitals that will propel innovation and advancement towards the development of a knowledge-driven economy as the country's future driver of growth. The projects also support the development of a **Culture-based Governance Center** in every region in consortium with LGA.

PROJECT 2 is formal delivery of the courses, **Executive Diploma in Culture-Based Governance (EDCG)** through an intensive face-to-face interactions on scheduled dates (at least 12-month period) the 1st and 2nd courses will be delivered in two-week intensive classes. The 3rd courses will engage learners in a "practicum program" where each participant will be assigned mentors to guide them and check their progress. Credit units of this course shall be accredited by Local Government Academy (LGA) and can be applied / credited in a Public Administration Courses in any Higher Education Institutions of partner Universities of PCEP or in M.A in Heritage Conservation of UST.

The EDCG courses shall be credited as 3 Units or an equivalent to 1-subject as per CHED ORDER No. 7, s.1995, issued to prescribe the standard requirements and guidelines to be observed in accrediting seminar/workshop/trainings attended in lieu of graduate programs to be taken either in the master's or doctorate levels.

ACTUAL IMPLEMENTATION

DESCRIPTION OF THE HOST CITY

Vigan is an island, which used to be detached from the mainland by three rivers – the great Abra River, the Mestizo River and the Govantes River. It is unique among the Philippine towns because it is the country's most extensive and only surviving historic city that dates back to the 16th century Spanish colonial period.

Vigan was an important coastal trading post in pre-colonial times. Long before the Spanish galleons, Chinese junks sailing from the South China Sea came to Isla de Bigan through the Mestizo River that surrounded the island. On board were sea-faring merchants that came to barter exotic goods from Asian kingdoms in exchange for gold, beeswax and other mountain

products brought down by natives from the Cordilleras. Immigrants, mostly Chinese, settled in Vigan, intermarried with the natives and started the multi-cultural bloodline of the Bigueños.

In the book, *The Philippine Island*, Vol. III, p. 276, Blair and Robertson, two letters of Governor General Guido de Lavezares to King Philip II of Spain mentions: "It seemed best to send Captain Juan de Salcedo with 70 or 80 soldiers to people the coast of Los Ilocano on the shores of the river called Bigan." Salcedo then sailed from Manila on May 20, 1572 and arrived in Vigan on June 12, 1572.

Thus, after the successful expedition and exploration of the North, Don Juan de Salcedo founded "Villa Fernandina de Vigan" in honor of King Philip II's son, Prince Ferdinand who died at the tender age of four. From Vigan, Salcedo rounded the tip of Luzon and proceeded to pacify Camarines, Albay, and Catanduanes.

As a reward for his services to the King, Salcedo was awarded the old province of Ylocos which then composed of the Ilocos Norte, Ilocos Sur, Abra, La Union and some part of Mountain Province as his Encomienda and was accorded the title as Justicia Mayor de esta Provincia de Ylocos.

In January 1574, Salcedo returned to the capital of his Encomienda, Vigan, bringing with him some Augustian Missionaries to pioneer the evangelization of Ylocos and established a Spanish city, for the purpose of controlling the neighboring country.

Governor General Gomez Perez Darmarinas, in his Account of Encomienda dated in Manila on May 31, 1591 states: "The town of Vigan called Villa Fernandina has five or six Spanish citizens with one priest, a Justice, one Alcalde Mayor (Governor) and a Deputy. The King collects 800 tributes (equivalent to 3,200 subjects). During this period, the old Vigan was composed of 19 barrios.

In 1645-1660, Vigan was already divided into 21 Cavezas de Barangay as mentioned in the "Libro de Casamiento", the oldest records of the parish house of Vigan found in its Archives. Separated from the naturales, the Chinese have their own place of settlement called pariancillo, "Los Sangleyes del parian" and the Spaniards were residents in a villa called "Los Españoles de la Villa".

How Vigan got its name is told from an anecdote carried by the tongue of generations, which tells of a Spaniard walking along the banks of the Mestizo River. There, he met a native of the place and stopped to inquire: "Como se llama usted de esta lugar?"

Not understanding a word of Spanish, the native scratched his head and upon seeing that the Spaniard was pointing to a plant, exclaimed in Ilocano: "Bigaa Apo". Bigaa being *Alcasia Macroniza*, a giant Taro plant belonging to the Gabi family which used to thrive at the bank of the Mestizo River. From the name of the plant – Bigaa, hence Vigan derived its name.

COMPONENT 1:
STRATEGIC WRITESHOP IN HERITAGE AND CULTURE-BASED GOVERNANCE MODULE

Summary of Activities

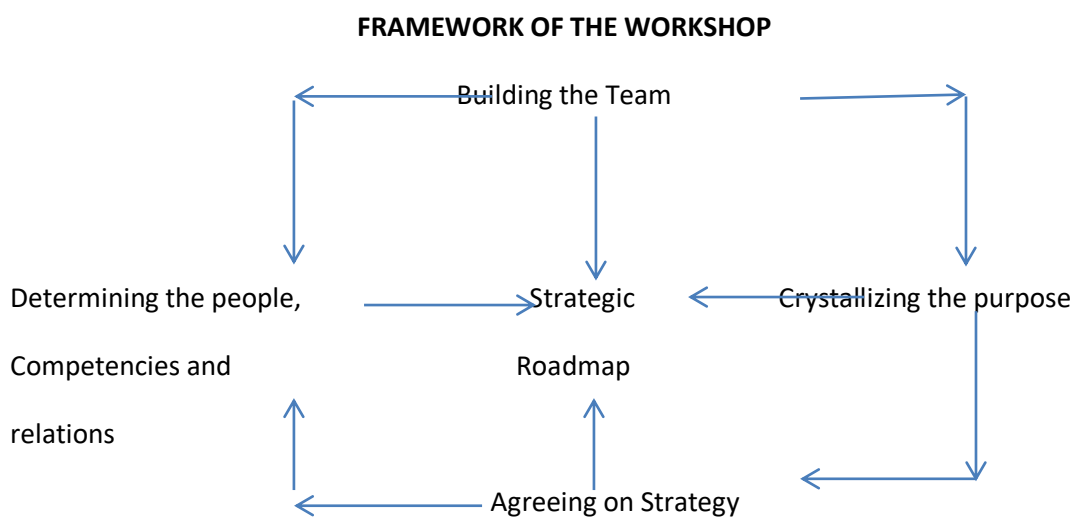
A two-day Seminar- Workshop on the Strategic Writeshop in Heritage and Culture-based Governance Module was held last June 2 -3, 2016 at the Vigan Conservation Complex. It was conducted by the Philippine Cultural Education Program (PCEP) of the National Commission for Culture and the Arts (NCCA) and the Department of Interior and Local Government, Local Government Academy (LGA) in partnership with the City Government of Vigan.

The objectives of the seminar-workshop;

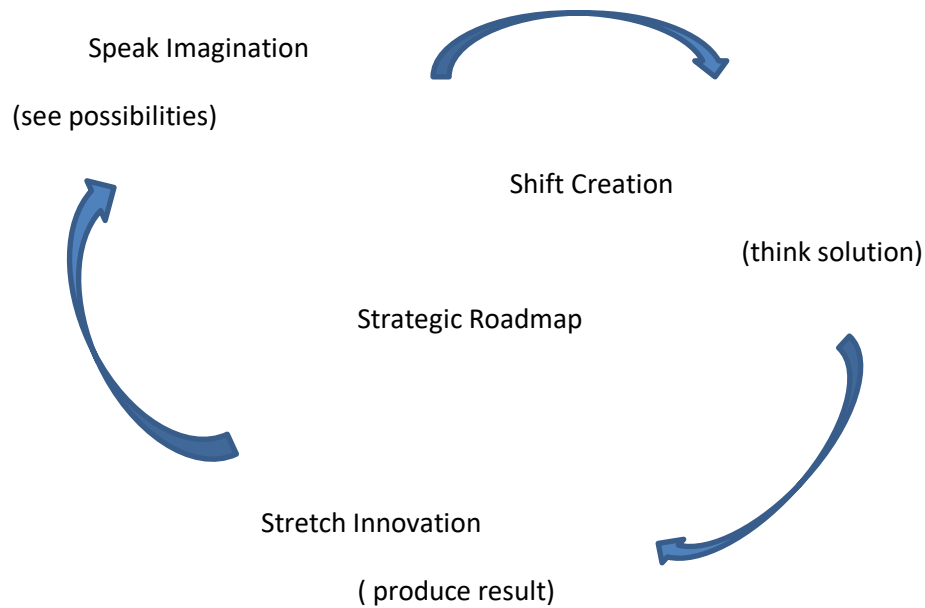
1. Develop the strategic road map for the Vigan Heritage and Cultural Governance Center
2. Formulate the vision, mission, goals and strategies of the center
3. Define specific action to ensure that the priorities and strategies are implemented
4. Identify the roles and responsibilities relationship and personnel competencies required to effectively serve the major customers of the organization

Major Objective

- Set up the consortium
- Prepare the Curriculum
-



THE CREATIVE FRAMEWORK



Developed Strategic Plan

VISION: **PANDAYAN – VIGAN**

A wellspring of excellence in culture-based governance

Mission: Produce, conserve and promote cultural memory, knowledge, practices, Programs and policies in good governance toward sustainable and Inclusive growth of local communities

Goals:

1. Ensure that the Heritage and Culture are the foundation, principles and framework for meaningful governance, sustainable development and inclusive growth
2. Establish a Research and Studies Center which will hasten the production dissemination and absorption of culturally informed skills, determined attitude and constituted knowledge.
3. Foster among its stakeholder a heightened awareness, understanding, appreciation and promotion of local Icon, history, heritage, creative industries and tourism.

Challenges and Issues

1. Absence of policies organization structure and human resource to manage the center
2. Inadequate culture-based education
3. Lack of research studies and documentation of cultural practices, assets and treasures
4. Lack of awareness and curriculum knowledge appreciation of indigenous, local and regional and national cultures

Addressing Issue #1

Strategies	Activities	Responsible Institution	Timeframe
Policy Formulation a. Creation of Office b. Role & Functions c. . Budget	Enactment of the Local Ordinance a. Public hearings/consultation b. Committee Hearing/meeting c. Plenary Debate	Executive Dept. SPM, Academe, TWG. NGO's	July – October 2016
Capability Building	Training Program	LGU/HRMO	1 st Quarter of 2017
Monitoring and Evaluation	Development of M & E Tool Creation of Feedback mechanism	Head of Offices/External Stakeholders	Year round

Addressing Issue # 2

Strategies	Activities	Responsible Institution	Timeframe
Form a body - multisectoral	Writeshop/meetings	NCCA- PCEP, DILG, LGA, LGU, DepEd	3 months
Creation of a learning resource center	Collection of researches, documents and other literature conserving culture based education program	Pandayan-Vigan	3 months
Establish a pool of experts	Selection and Recruitment	Pandayan-Vigan, LGA, NCCA-PCEP	3 months

Addressing Issue #3

Strategies	Activities	Responsible Institution	Timeframe
Establish a menu a programs to be offered – regular and specialized	Conduct of trainings Cultural Mapping.. etc Legislation	Pandayan-Vigan	2017 onward
Collaboration with stakeholder	Conduct of program – activities for benchmarking and sharing experiences	Pandayan-Vigan, LGU, NCCA-PCEP,. NGA, NGO	To start in 2017
Linkaging	Establish partnership with schools specializing in culture based education program	Pandayan-Vigan, SUC's, DepEd	

Addressing Issue #4

Strategies	Activities	Responsible Institution	Timeframe
Development of Curriculum	<ul style="list-style-type: none"> - Workshop to identify and formulate competencies - Validation of curriculum wuth stakeholder and Board of Trustees 	Pandayan-Vigan, Board of Trustees, NCCA-PCEP, DILG/LGA, Dep ED, CHED, UNP, TESDA	3 rd quarter of 2016
Material Development	<ul style="list-style-type: none"> - Research and Inventory of Materials - Data Banking - Development of Production of Material 		4 th quarter of 2016
Curriculum Delivery System	<ul style="list-style-type: none"> - Trainor's Training - Networking with Cultural Educational Institution 		4 th quarter of 2016

Business Plan	<ul style="list-style-type: none"> - Ordinance creating the following Center on local enterprise, policies, manpower, registration fees - Concessionaire rental and profit sharing - Product development and sales - Sales from publication - Income from museum and research center - Project proposal to institutions providing grants - Partnership with NGO's NGA's learning institution 		3 rd quarter of 2016
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NEXT CRITICAL STEP

1. Creation of CORE Group

Mayor Eva Marie S. Medina – Chairman

Members:

Joseph "Sonny" Cristobal – NCCA-PCEP

Dir. Marivel C. Sacendoncillo – LGA

Sir Santi – UNP

SPM Ramil Arce

Anselmo Aludino – DepED

Federico Bitonio – DILG

Randy de la Rosa – DILG

Role of the CORE Group

- a. Help in crafting of the Sanggunian Ordinance
- b. Develop the Interim, Structure
- c. Draft the MOA for the participating institutions

2. Organize a Technical Working Group or TWG

Technical Working Group

Ferdie Lopez – NCCA-PCEP

Victoria Ramos – DILG

Ma. Cristine Reyes – Dep ED

Mila Alquiza – LGU

Larry Dizon –TESDA

Role of the TWD

- a. Craft the research agenda
- b. Make initial steps in the development of the curriculum

Next Action:

- 1. Ceremonial MOA Signing and Launching of the First Course (October 2016)**
- 2. Module on Culture-Based Governance shall be develop by July 2016 and it will be adapted by LGA**

COMPONENT 2:

NCCA-PCEP VIDEO MODULES (1ST Module)

PCEP-LGA NEO-MENTORING PROGRAM involves peer-based and face-to-face session for newly-elected local official of 2016. The program aims to provide a space where the newly-elected officials can discuss issues or challenges in local governance with their mentors, who could be past or present local officials. It is envisioned to build confidence and trust between the mentors and the newly-elected officials that will pave the way for significant transition in knowledge, work or thinking. The expected outcome would be an enhanced performance management and empowerment of the Local Chief Executives.

COMPONENTS:

SCRIPT-OUTLINE

Component	Topic	Sub-topics	Possible Resource persons
1. Rationale (1-2 minutes)	<ul style="list-style-type: none">Rationale	<ul style="list-style-type: none">Overview	<ul style="list-style-type: none">Sonny
2. Filipino-ness (5 minutes)	<ul style="list-style-type: none">Kahulugan ng kultura	<ul style="list-style-type: none">Sino ang Filipino?Ano ang Filipino?	<ul style="list-style-type: none">Felipe de LeonCovarF Sionil Jose
3. Pamamahalang Filipino (5 minutes)	<ul style="list-style-type: none">Katuturan	<ul style="list-style-type: none">Significance of culture in governance and development (education, livelihood, tourism, etc)?	<ul style="list-style-type: none">MaribelOrlandEric Zerrudo
4. Culture-based governance (5 minutes)	<ul style="list-style-type: none">Karanasan	<ul style="list-style-type: none">Explain disconnect between current governance approaches and being FilipinoWhat is culture-based governanceWhy do we need to re-learnHow is culture-based governance practiced?	<ul style="list-style-type: none">Mayor Eva (Vigan)Mayor Basco, BatanesMayor Marbel, Koronadal
5. Synthesis (1-2 minutes)	<ul style="list-style-type: none">VO	<ul style="list-style-type: none">	<ul style="list-style-type: none">Sonny



LGU Performance Scorecard

What is TARGET/ LGU Scorecard?

- Performance monitoring: aimed at sustaining good governance and improving service delivery
- Exacting accountability
- Strategic, participative and localized approach

It Contributes to:

- Meeting the Sustainable Development Goals
- Sound planning and budgeting (BUB)
- Performance recognition and incentives (SGLG & PCF)

The birth of SDGs in 2015 posed a need to mainstream the assessment criteria in accordance with the globally accepted SDG indicators, therefore TARGET was brought forth.

The Sustainable Development Goals



TARGET Assessment Areas:

1. Accountable and Transparent LGUs
2. Clean Water, Energy, and Sanitation for All
3. Inclusive and Equitable Education
4. Good health and Well-being
5. Disaster Resilient Community
6. Business and Investment Promotion
7. Peaceful, Orderly, and Just Community
8. Clean and Livable Environment

The Sustainable Development Goals



TARGET Assessment Areas

Accountable and
Transparent LGUs

Clean Water, Energy,
and Sanitation for All

Inclusive and
Equitable Education

Good health and
Well-being

Disaster Resilient
Community

Business and
Investment Promotion

Peaceful, Orderly, and
Just Community

Clean and Livable
Environment

The birth of SDGs in 2015 posed a need to mainstream the assessment criteria in accordance with the globally accepted SDG indicators, therefore **TARGET** was brought forth.





Where are we now?

The LGU Scorecard intends to reveal the current situation of the community anchored on SDG-influenced and needs-based indicators.

It will channel LGU efforts and resources towards interventions that are anticipated to contribute to the SDGs.



In Municipality A, there are
350 households without
access to potable water.

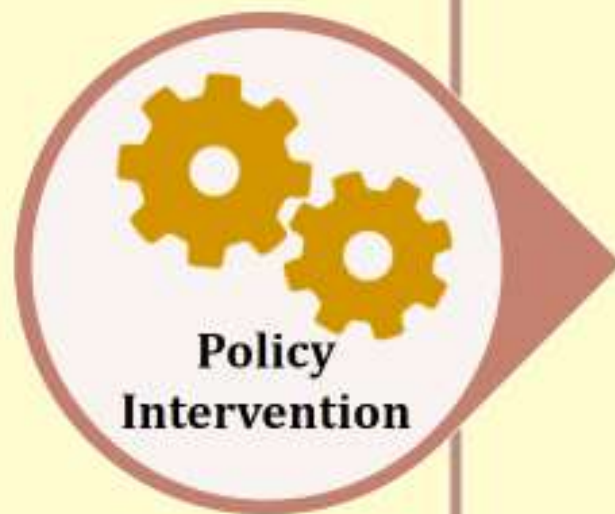
50 children are malnourished
90 children are not attending
school



What can we do?

Considering the capacity and resources that the LGU possesses, and the area that needs to be prioritized, the LGU shall identify target or mark to be achieved annually and every three years.

Indicator	Where are we now? (2016)	What can we do? (2017) (No. of beneficiaries)	What can we do? (2019) (No. of beneficiaries)
Households without access to potable water	350	100	350
Number of children who are malnourished	50	30	50
Number of children who are not attending school	90	20	90



How to do it?





Indicator	Where are we now? (2016)	What can we do? (2019) (No. of beneficiaries)	2019
Households without access to potable water	350	350	0
Number of children who are malnourished	50	50	0
Number of children who are not attending school	90	90	0

350 households benefited from the *Patubig Program*

50 children provided with extra medical and nourishment program

90 out-of-school youth provided with educational assistance

Clean Water, Energy, and Sanitation for All

Business and Investment Promotion

Peaceful, Orderly, and Just Community

Good health and Well-being

Inclusive and Equitable Education

Accountable and Transparent LGUs

Disaster Resilient Community

Clean and Livable Environment

SDGs

Sample LGU Scorecard

[illegible]

Call
to
Action

LGU Policies
and
interventions
anchored on
the real needs
of the local
community

LGU Policies
that will
contribute to
the realization
of SDGs while
bringing
benefits to its
constituency

Sound
Planning and
budgeting



COMPONENT 3:

CULTURE- BASED GOVERNANCE CONFERENCE (NOVEMBER 21 -23, 2016)

A three day face-to-face orientation of on arts and culture, cultural education, culture-based governance will curate and enrich all cultural knowledge and networks, and transforms them into cultural, social and economic capitals that will propel innovation and advancement towards the development of a knowledge-driven economy as the country's future driver of growth. This project also supports the development of a **Culture-based Governance Center** in every region in consortium with LGA.

The said conference is designed for Provincial/City/Municipal Local Chief Executives, Legislators and concerned Department Heads in LGUs to underscore the significant role of culture in achieving good governance. The conference is free of any registration fees. All participants will be provided workshop kit, materials, and a certificate of participation. The round-trip transportation to and from Vigan, other meals and accommodation will be shouldered by the participants, chargeable against local funds, subject to existing accounting and auditing rules and regulations.

ORIENTATION and LAUNCHING of DIPLOMA IN CULTURE-BASED GOVERNANCE

November 21, 22 & 23, 2016 Heritage City of Vigan, Ilocos Sur			
TIME	Nov 21 Monday: Gala Night	Nov. 22 Tuesday : CONFERENCE DAY (Vigan Convention Center Function D)	Nov 23 Wednesday : VIGAN CITY TOUR
8:00- 9:00am		Arrival and Registration	Ilocos Regional Museum Vigan Conservation Complex Weaving Pagburnayan Jar Making
9:00- 10:30am		OPENING PROGRAM <ul style="list-style-type: none">National AnthemPrayerWelcome Address <i>Mayor Carlo Medina</i>Project Overview <i>by PCEP Director JOSEPH "SONNY" CRISTOBAL</i>	
10:30- 11:30am		Approaches in Culture- Based Governance (CBG 301) Dr. Eric Zerrudo	
11:30 – 11:45 am		Jule J. Daquioag, Ph.D., CESO IV Regional Director DILG Region 1	

11:30-1:00pm		L U N C H	Intent Registration to DCBG Course
1:00-2:00		Foundations and Principles of Culture-based Learning (CBG 300) Prof. Ferdinand Lopez	
2:00-3:00		Cultural Practices for Inclusive Growth and Sustainable Development (CBG 302) Dr. Aldrin Darilag	
3:00-4:00		Cultural Immersion and Field Study (CBG 303) Ms. Janina Medina Fariñas	
4:00 – 4:30		Arch. Veronica Dado NHCP	
5:00-	GALA NIGHT - Burgos St. (in front of the city hall)		

CALL FOR PAPERS

TALAS is a transdisciplinary academic journal of the National Commission for Culture and the Arts (NCCA) - Philippine Cultural Education Program (PCEP). This refereed journal on Culture-based Education envisions to provide a space for critical discussion and creative dialoguing among scholars, practitioners, and culture bearers in the fields of Philippine Arts, Heritage, History, Culture, and Education. The editors welcome scholarly articles, literary works, visual arts and performance documentation, and book reviews which may be written in Filipino or English. Literary works in other Philippine Languages should be accompanied by an abstract in English or Filipino. As a refereed journal, the accuracy of facts and all opinions are the responsibility of the authors, and do not necessarily reflect the opinions of the editors and the NCCA-PCEP.

Notes to Contributors:

- Manuscripts should not be more than 25 pages including endnotes and works cited, double-spaced; exceptions for creative works and semi monographic materials
- Articles must be sent as email attachment (in Word or PageMaker) and mailed in hardcopy (3 copies) to: Mr. Joseph "Sonny" Cristobal

Deadlines:

- Interested contributors should submit a 1-page proposal to PCEP Secretariat via email (pcep.secretariat@gmail.com) by **March 30, 2016 (Wednesday)**.
- We will send out invitations for full manuscripts by **April 28, 2016 (Thursday)**. Complete manuscripts should be submitted by **July 28, 2016 (Thursday)**.
- Reviews and editorial decisions, and revisions will be due by **August 25, 2016**

NARRATIVE REPORT

The PCEP Secretariat received an overwhelming number of thirty-two (32) abstracts from scholars here and abroad doing fascinating research on Philippine culture. Because of space limitation in publication, the Scientific Committee had to choose priority topics which they felt would be representative of the multiple facets of cultural education, history and heritage studies constellating in the archipelago right now.

Fifteen contributors were invited to submit a twenty-five (25) page article including Endnotes, References, Photos, etc., following the latest Chicago documentation style manual on or before June 5, 2016 for the second round of the journal refereeing process.

PCEP, invited experts to be part of the editorial board to ensure the excellent quality of the articles included in the journal and in order to maintain its cutting edge features.

After a series of consultation and editing, eight (8) articles will be published in the first edition of Talas Journal.