

Why We Need to Teach Our Children our History, Culture & Heritage

***“Ang hindi marunong lumingon
sa pinanggalingan ay hindi
makakarating sa paroroonan”***

**Alice A. Pañares
Commissioner
National Commission for Culture and the Arts**

The National Commission for Culture and the Arts



Empowering the Filipino Imagination

MANDATE OF NCCA

Encourage the continuing and balanced development of a pluralistic culture

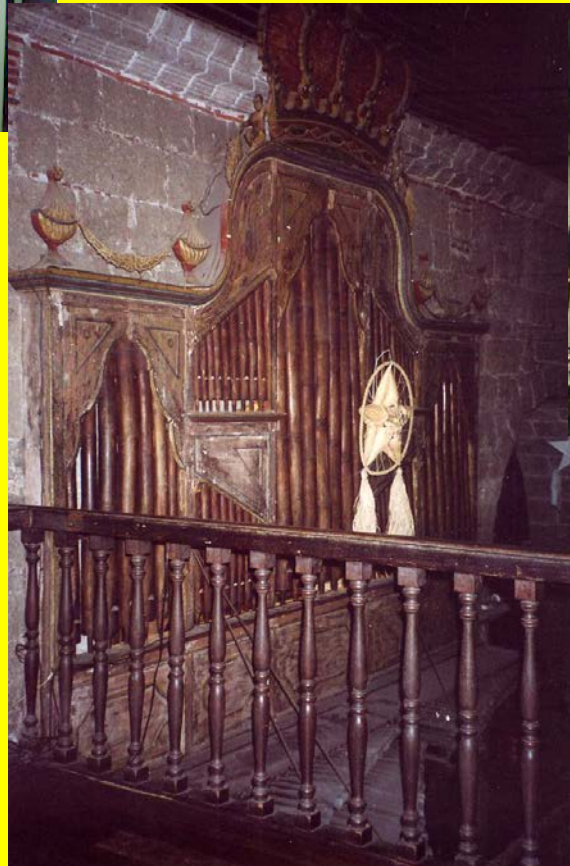


Preserve and integrate traditional culture and its various creative expressions as a dynamic part of national cultural mainstream

**Ensure the widest dissemination
of artistic and cultural products
among the greatest number across
the country and overseas**



**Conserve and
promote the
nation's
historical and
cultural
heritage**



**Our children and people should
know**

our history

our culture

our heritage

so that they have a strong sense

of their NATIONAL

IDENTITY AS A FILIPINO

be proud of the PHILIPPINES

and contribute to its development

However, Filipinos have a **WEAK SENSE OF NATIONAL IDENTITY**

- **our past history – colonized by Spaniards and Americans (450 yrs.)**
- * **our culture was suppressed, negated, and diminished because Spanish and American culture were imposed. (However, over time we have assimilated these influences)**
- **Even in our independence, CULTURAL COLONIALISM seeps in subliminally.**

**Mass Media has invaded our homes
and western culture has invaded our
psyches so easily.**

**We eat McDonalds, KFC Chicken, HagenDaz
ice Cream, Wendy's salads, Pizza Hut,
Nestle milk and chocolates more often than
we eat bibingka, puto, suman and adobo.**

**We watch Michael Jackson, Lady Gaga, Justin
Beiber, David Archuleta, Jennifer Lopez,
Mariah Carey, Psy and they are paid ten
times more than our local singers!**

Our children and teeners today.....

- **are foreign-brand conscious**
- **are given many choices with digital tools**
- **Technology is accessible, mobile, interconnected and they use it.**
- **Even in areas with no electricity, they find ways to connect! The internet café is just a tricycle away!**

Our youth have a SUBLIMINAL BORDERLESS SCHOOL in

- **FACEBOOK**
- **Twitter**
- **YouTube**
- **Google**

**They read news, books, download songs, research,
connect, chat with friends, watch TV shows**

**And play many internet games they find cool,
exciting, challenging, colorful, animated,
and interactive.**

They can access these anytime, anyplace.

They are VISUALLY LITERATE.

McCann Erickson Youth Study 2000 and 2005

LEISURE ACTIVITIES OF of teenagers	2000 %	2005 %	(DIF)
1. watch TV	88	82	- 6
2. listen to RADIO	73	52	-21
3. READ BOOKS	50	35	-15
4. watch DVD/VHS	37	25	-12
5. listen to CDs/MP3	49	24	-25
6. read newspaper/magazines	37	18	-19
7. watch movie in theater	23	9	-14

McCann Erikson Youth Study 2000 and 2005

Entertainment of Teeners	2000	2005	(Dif)
	%	%	
1. internet café	33	52	+19
2. family/ self	14	28	+14
3. friends	13	13	=
4. school	16	1	-15
5. business malls	12	0	-12
6. relatives	9	4	- 5
7. Others	1	2	+1

McCann Erikson Youth Study 2000 and 2005

The youth

1. enjoy a lot of exposure to technology across ALL ECONOMIC CLASSES
2. want access to info over media- they digest it easily and quickly
3. spend their money on internet café, phone cards, phone bills & not on food.
4. Technology is IMBEDDED in their daily lives; IMPRINTED in their language, interests, identities, and world.

McCann Erikson Youth Study 2000 and 2005

- There is a sentiment of a GREAT DIVIDE!
- The adults feel that today's youth is SO DIFFERENT from the way they grew up.
The youth are a DIFFERENT BREED.
Teachers, parents have a lot of CATCHING UP TO DO to be where the youth are today.

SUCCESSFUL INITIATIVES **in TEACHING HISTORY, CULTURE,** **HERITAGE**

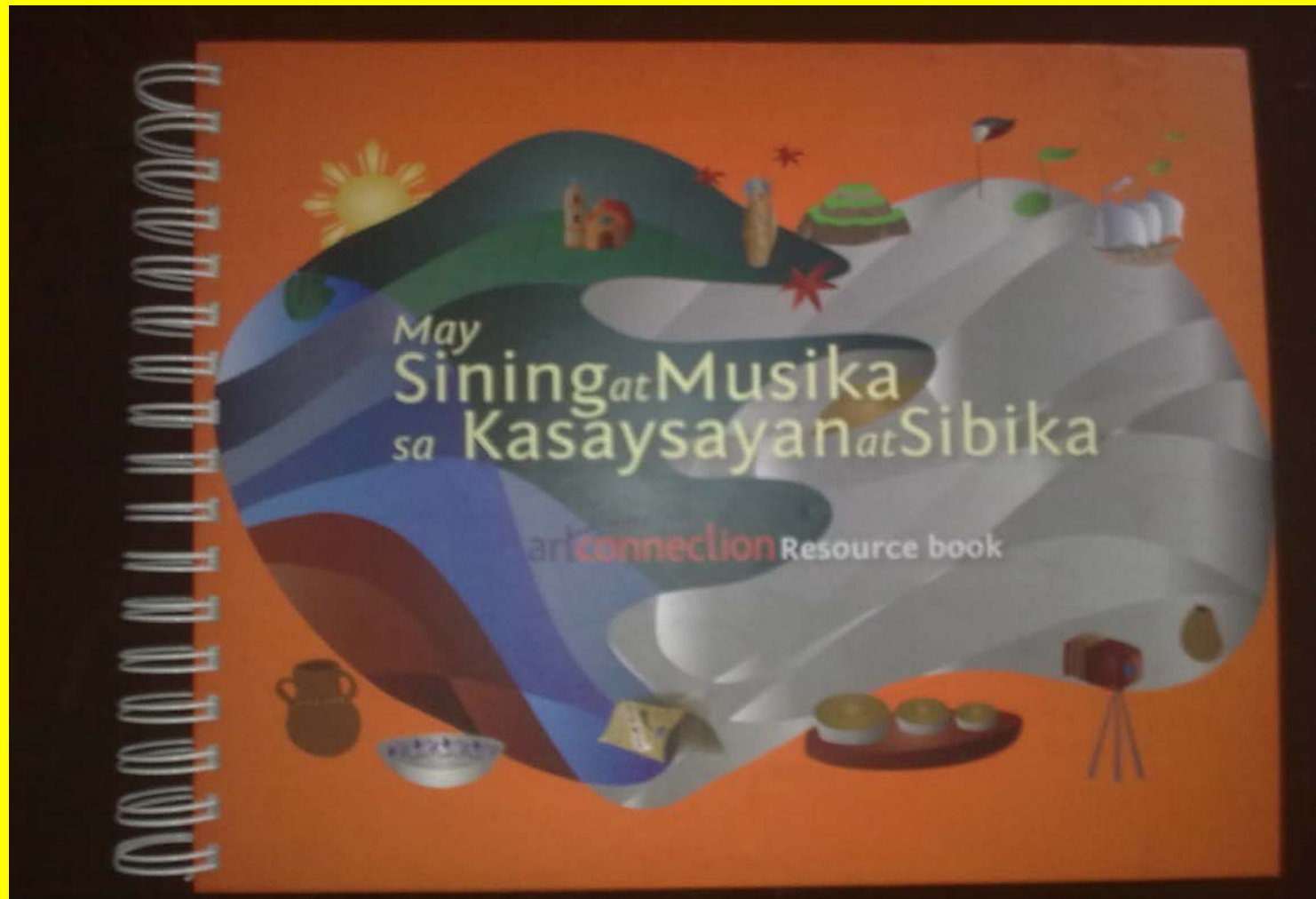
- 1. ARTCONNECTION Resource Book (FHL, LCF)**
- 2. PHIL. CULTURAL EDUCATION PROG. (NCCA)**
- 3. THEATER IN EDUCATION PROGRAM (PETA)**
- 4. ART ACROSS THE CURRICULUM (PAEA)**
- 5. TEACHING SCIENCE THROUGH ART (PSC)**
- 6. PHIL CULTURE & VALUES COURSE (DFA)**

interactive.....multi-media....integrative

1. ARTCONNECTION RESOURCE BOOK

May Sining at Musika sa Kasaysayan at Sibika

Produced by Ayala Foundation, Filipinas Heritage Lib., LCF



1. ARTCONNECTION RESOURCE BOOK

HOW TO USE THIS SOURCEBOOK

- 1 Open and read the contents of the master narrative of any chapter/unit of the sourcebook.
- 2 If you need a deeper knowledge and/or illustration of any aspect of the subject matter, find the appropriate link that corresponds to the topic under discussion.
- 3 Use the appropriate methodology found in the suggested strategies for teaching the topics to students.
- 4 Remember that a good way of determining whether students have understood and learned their lessons is their ability to recall the meaning of the key concepts!

The screenshot shows a sample article with several annotations. A circle highlights a section of the text, and arrows point from this section to other parts of the page, including a map and a list of key concepts. The page is part of a spiral-bound book with a vertical index on the right side.

Maitum Excavation

Archaeologists discovered pottery jars were reported to the Archaeology Division of the National Museum of the Philippines in June 1990. These were made of earthenware pottery designed and formed like human figures with complete facial expressions. They were used as covers for secondary and/or multiple burial jars and can be associated to the Metal Ages in the Philippines ca. 100 BC to AD 100. Archaeological research is being conducted on these very important and significant cultural remains which were discovered at Ayub Cave in Prot. Maitum, South Cotabato. These artifacts may have been our material evidence for the backbone of Magindanao pre-history and, of course, the Filipino people, in general." (Dizon, 1994)

The image shows two earthenware pottery jars. The one on the left is a reddish-brown color with a human-like face. The one on the right is a lighter color, possibly white or light brown, with a human-like face and red spiral patterns on the body. The jars are displayed against a white background.

The golden image of Agni

The most spectacular find yet made in Philippine archaeology is that of the golden Agni. Agni is a Hindu deity worshipped in the "gold room" of the Chicago Museum of Natural History, which appears to date from the 10th century or earlier. It was initially found in 1917, originating from the site of a temple following a storm and flood, on the left bank of the Iloilo River near Esperanza (Agnay). It was found by a woman who entered the river after the storm and then her hands passed into those of Mrs. Bañaga, a local official. He brought it to me in 1918, and I had great respect at the Bureau of Science. Its golden value exceeded 4000 pesos (at the 1918 rates). I had to get the Government to purchase it for the National Museum, but funds were not available. Finally, funds were found for its purchase by the Chicago Museum.

A study made by Dr. F. G. A. Beach, of Boston, in 1920, came to the conclusion that it was made by local workers in Mindanao, possibly in Magindanao, during the early Medieval period—except that the local artist synthesized the characteristics of the Hindu deity in the image. This image is apparently that of a female goddess, and fits in well with the name, "Agni" (Sanskrit "pradip") (Beach, 1927, pp. 301-302).

The image shows a golden image of Agni, a Hindu deity, seated in a meditative pose. The figure is highly ornate, with a large, multi-tiered crown and intricate jewelry. The figure is seated on a lotus flower. The background is dark, making the golden figure stand out.

Timeline of Colonization in the Philippines

The timeline shows the impact of three major colonial powers on the Philippines:

- Japan (1941-1945):**
 - Introduction of language and culture.
- United States (1898-1946):**
 - Industrial public school system and literacy.
 - English language.
 - Modernization of Filipino culture.
 - Introduction of the Western and Christian religions.
- Spain (1565-1898):**
 - Introduction of Catholicism.
 - Spanish influence in art forms including architecture, dance, and religious education.

The timeline is represented by a curved line with icons for each power: a plane for Japan, a horse for the United States, and a ship for Spain. A map of the Philippines is shown at the end of the timeline.

1. ARTCONNECTION RESOURCE BOOK -225 pp.

- *For Gr. 4, 5, 6
- *Is interactive, has links
- *Has visuals, drawings maps, pictures, icons
- *Teaching strategies are in Filipino
- * Important Concepts are highlighted
- *References by Experts
- *Pilot tested – 7 schools

Future Plans:

Put in DVD for wide distribution

For teachers

Train more teachers



2. PHIL. CULTURAL EDUCATION PROG. Flagship Project of the Nat. Commission for Culture & the Arts (NCCA)

- **GOAL: integrate Phil. culture, history, heritage**
 - in **ALL SUBJECTS** and **ALL LEVELS**
(K to 12) of the **DepEd Curriculum**;
 - in **governance programs** of **LGUs, tourism**
 - in the **content of media programs**

**To strengthen our NATIONAL IDENTITY
as a FILIPINO, and be proud of the PHILIPPINES**

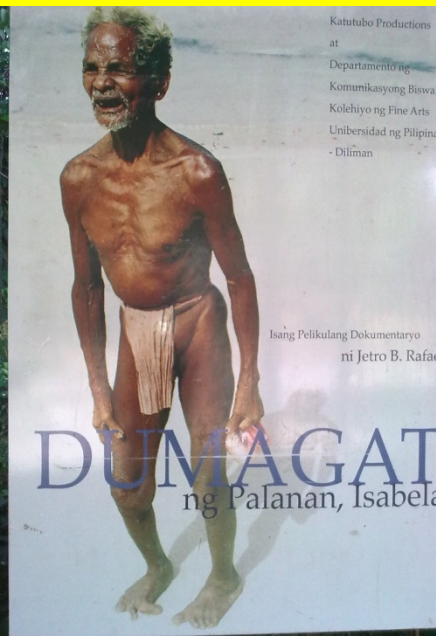
*(in fulfillment of the new Heritage Bill to teach
Phil. heritage, culture and history in education,
government institutions and media)*

2. PHIL. CULTURAL EDUCATION PROGRAM

Nat. Commission for Culture & the Arts

COMPONENT A. Cultural Index (*Sagisag Kultura*)

of art icons, songs, dances, events, persons, epics
myths, architecture, heritage sites, instruments,
rites, festivals from all parts of the Philippines.



2 . PHIL. CULTURAL EDUCATION PROGRAM

Nat. Commission for Culture & the Arts (NCCA)

- **Component B: TRAINING of TEACHERS**

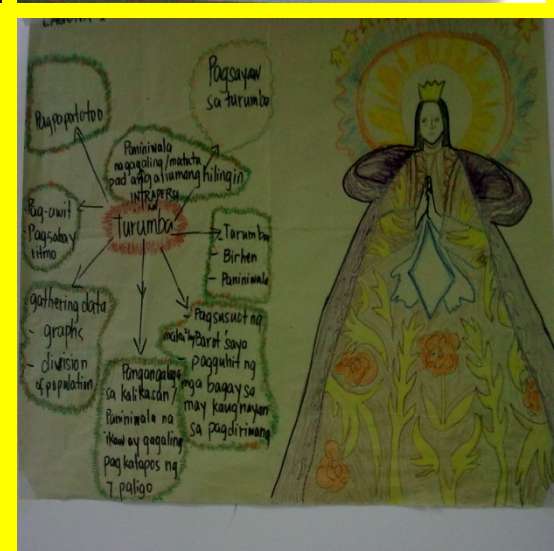
- * **3-5 day workshops on Creative and Interactive Approaches in Teaching Philippine Culture in the different subjects taught by teachers.**

- * **Scholarships for an M.A. in Cultural Education in coordination with 10 universities in Luzon, Visayas and Mindanao given to classroom teachers.**

As of 2013, more than 1,200 teachers were trained in integrating Phil. culture, heritage in all subjects.

2. PHIL. CULTURAL EDUCATION PROGRAM Nat. Commission for Culture & the Arts (NCCA)

1,200 Teachers Trained in Luzon, Visayas, Mindanao



2. PHIL. CULTURAL EDUCATION PROGRAM

Nat. Commission for Culture & the Arts (NCCA)

- **Component: C. Cultural Education Kits**
 - lesson plans and exemplars**
 - cultural index**
 - DVDs, art samples**
 - multimedia materials**
 - visuals and pictures**
 - reference materials**

**for teachers, LGUs, media officers, NGOs
artists. other groups
(to be completed this 2012-2014)**

2. PHIL. CULTURAL EDUCATION PROGRAM

Nat. Commission for Culture & the Arts (NCCA)

- **Component D. Training of Cultural Workers, LGUs, Tourism Officials, artists, and other groups to update them on the new Heritage Bill that requires Philippine heritage, history and culture to be part of their programs and governance. (training is on-going)**

3. THEATER IN EDUCATION (TIE) PROGRAM Conducted by PETA, Phil. Educational Theater Asso.

- To provide more student participation and involvement, teachers are encouraged to include theater (drama, music, movement, arts) in their different subjects.



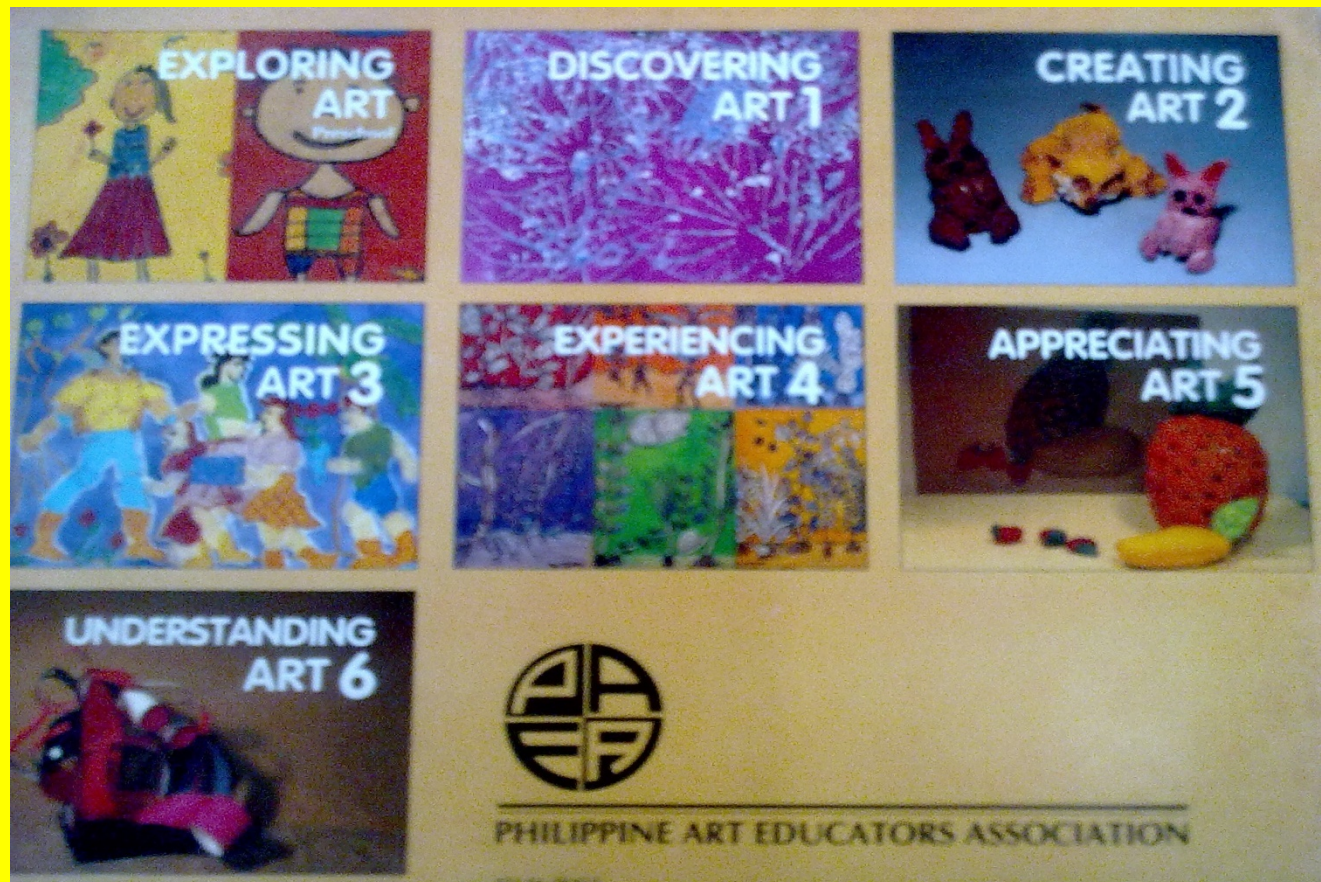
3. THEATER IN EDUCATION (TIE) PROGRAM Conducted by PETA, Phil. Educational Theater Asso.

Ang Batang Rizal
a play about Rizal as
a young boy had many
performances before
school children.
PETA wants to raise
funds to translate this
to FILM so more
children can see it here
and abroad,



4. ART ACROSS THE CURRICULUM (AAC) by the PHIL. ART EDUCATORS Asso.

PAEA members produced 7 Art books for kids with teachers guides on how to integrate art in all the subjects from K to gr. 6



4. ART ACROSS THE CURRICULUM WORKSHOPS by the PHIL. ART EDUCATORS Asso.

Teachers are given hands-on workshops on Phil. arts, culture, crafts and given tours to heritage sites since the 60s up to the present.

in Bulacan



in a dap-ay in the Mt. Province



4. ART ACROSS THE CURRICULUM (AAC) ART ED Specialization Course by the PHIL. ART EDUCATORS ASSO. Funded by NCCA and held at the PHIL. NORMAL UNIVERSITY (for 30 units)

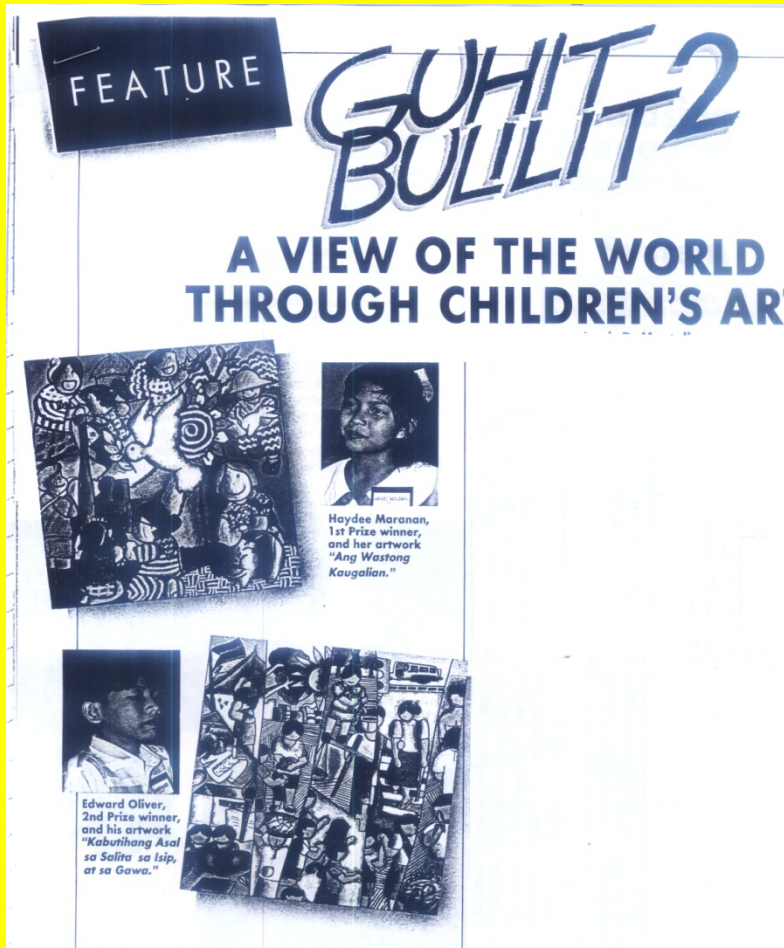


**65 TEACHERS
GRADUATED IN PNU
Art Ed Specialization-
30 units (1998)**
All were on scholarships.



4. ART ACROSS THE CURRICULUM

PAEA with COCA COLA FOUNDATION held interactive workshops over several years, for teachers, integrating Phil. art & culture in their teaching of different subjects. Themes of Guhit Bulilit were based on Philippine culture.



5. TEACHING SCIENCE THROUGH THE ARTS

An Interactive & Integrative Approach with PHILIPPINE SCIENCE CENTRUM

Science Teachers were surprised that they could use Art to teach Science concepts! Workshops are ongoing in Luzon, Visayas and Mindanao.



6. PHILIPPINE CULTURE & VALUES COURSE **By the FOREIGN SERVICE INSTITUTE (DFA)**

for their personnel leaving for consulates and embassies abroad, who will serve as frontliners, to promote appreciation for our country's culture and society. (1 month)

Lectures are given by Experts on Philippine:

- * value system**
- * culture, history**
- * society, family, religions, education**
- * ethno-linguistic groups**
- * arts and heritage sites. Final activity is a visit to a Philippine heritage site.**

Conclusion:

1. **Learn from other countries who consciously promote national pride and identity.**
 - a. **Americans – lessons to develop “ American pride”**
 - b. **Koreans – students visits Korean heritage sites yearly**
 - c. **Thais – billboards of Thai heroes and artists**
 - d. **Singaporeans – “Singapore” as subject & museum on how Singapore became a nation.**
 - e. **Japanese – use of mother tongue; rites, values, pride**
 - f. **Hongkong – Curriculum Dev. Council said Morality & National Education will be compulsory subjects in all grades beginning in 2012.**

Conclusion:

3. Teach our culture in our native languages (MTB-MLE) – 12 languages.

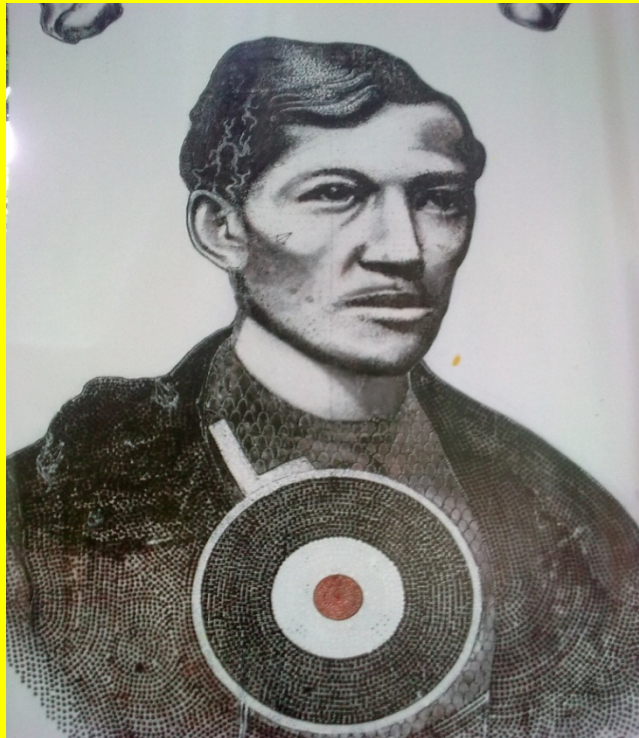
Language is a bearer of culture.

4. Emulate countries with strong national identity and pride. Implement the Heritage Bill and legislate the teaching of Philippine heritage, culture and history in schools, government agencies and private institutions.

Conclusion:

- We cannot leave the cultivation of our national identity to chance.**

We must TEACH Philippine history, culture, and heritage CREATIVELY to our youth, so they develop a sense of belonging and identity



**as a FILIPINO
who is proud of
the PHILIPPINES
and eager to serve
and work
for its development.**

Thank you!
Salamat!

