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PAMBANSANG KOMISYON PARA SA KULTURA AT MGA SINING

18 March 2025

BENJAMIN D. PARAGAS, PhD, CESO III, Director IV
Regional Director, **REGION II – CAGAYAN VALLEY**
DepED RO Regional Government Center Carig Sur Tuguegarao City, 3500 Cagayan
Email: region2@deped.gov.ph



ATTENTION: **MR. DENIS M. AGBAYANI**
Education Program Supervisor
Mobile: 0977-6998908
Email: denis.agbayani@deped.gov.ph

Dear **Dr. Paragas**:

Greetings from the National Commission for Culture and the Arts (NCCA) -Philippine Cultural Education Program (PCEP)!

The Philippine Cultural Education Program (PCEP) in partnership with the Department of Education (DepEd) will conduct the **GRADUATE DIPLOMA IN CULTURAL EDUCATION (GDCE)**. It will be up for implementation this coming **May 2025**. Classes will be held on **Mondays to Saturdays** in **Isabela State University, Echague**.

In connection with this, we would like to request a DepEd Regional Memo to formally announce the program/s to the Regional Coordinators, Schools Division, City Superintendents, Heads of Public Elementary and Secondary Schools, and interested participants.

If you have further questions regarding the matter, please don't hesitate to email us at pcep@ncca.gov.ph.

We are hoping for your favorable and immediate response. Thank you very much.

Truly Yours,

JOSEPH J. CRISTOBAL
Director, Philippine Cultural Educational Program

Attachments:

1. [NCCA-DepEd Memorandum of Agreement](#)
2. [2025 Post Graduate Scholarship Program Design](#)
3. [ISU Program Poster](#)
4. [Directory of DepEd Regional Coordinators](#)
5. [Directory of HEI Coordinators](#)
6. [List of Scholars - GDCE ISU Batch 6 \(2024-2025\)](#)



MEMORANDUM		Date: <u>4-21-25</u>	Released (Records): <u>hico</u>
To: <input checked="" type="checkbox"/> PSDS/DICs	<input checked="" type="checkbox"/> Elem/Sec School Heads		
<input type="checkbox"/> Private Schools	<input type="checkbox"/> Others:		
For: <input checked="" type="checkbox"/> Information	<input checked="" type="checkbox"/> Dissemination		
<input type="checkbox"/> Guidance	<input type="checkbox"/> Strict Compliance		
ORLANDO E. MANUEL PhD., CESO V Schools Division Superintendent			
By: <input type="checkbox"/> ASDS <input type="checkbox"/> CID Chief <input type="checkbox"/> SGOD Chief <input checked="" type="checkbox"/> AO <input type="checkbox"/> Atty		Signature:	



To: **ALL SCHOOLS DIVISION SUPERINTENDENTS**

April 10, 2025

For information, dissemination and appropriate action.

BENJAMIN D. PARAGAS PhD, CESO III
Director IV/ Regional Director

Republic of the Philippines • Office of the President
NATIONAL COMMISSION FOR CULTURE AND THE ARTS

633 General Luna Street, Intramuros, 1002 Manila / Tel. 537-2192 to 98 / Fax 527-2191 & 94 / e-mail: info@ncaa.gov.ph / website: www.ncca.gov.ph



NATIONAL COMMISSION FOR CULTURE AND THE ARTS
Philippine Cultural Education Program

Project Title: POST GRADUATE DEGREE SCHOLARSHIP PROGRAM:
Graduate Diploma in Cultural Education (GDCE)
Graduate Diploma in Teaching Arts (GDTA)

In partnership with: DepEd and selected HEI's

Implementation Date: April to June 2025

Board Resolution Number: 2025-237

Implementor-Partner:

- **NCR** Asian Institute of Maritime Studies, Inc., PASAY
- **Region 2** Isabela State University, ECHAGUE
- **Region 3** La Consolacion University Philippines, MALOLOS
- **Region 7** University of Cebu, CEBU
- **Region 7** Cebu Normal University, CEBU
- **Region 10** Xavier University, CDO City

Background and Rationale

In 2001, Sen. Teresa Aquino Oreta sponsored the 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)". The salient feature of the law, as contained in Chapter 2, Sec. 8 indicates. "The KWF, NHCP, RMA, and TNL shall be administratively attached to NCCA, and no longer with DepEd". The program for school arts and culture shall remain part of the school curriculum, but the program for cultural education will be under the purview of the NCCA. The frameworks would cover formal, non-formal, and informal art and cultural education. With this development, NCCA drafted a Cultural Education Plan that serves as a blueprint for developing greater awareness, understanding, and appreciation of the Philippine arts and culture among Filipinos. The plan was structured along the lines of the Medium-term Development Plan for Culture and the Arts.

The plan aims to address several areas of concern raised: that the country's leaders and decision-makers do not give importance to culture as a vital component in national development; that support for cultural development, heritage preservation and promotion, and cultural education has been generally neglected; Among Filipinos in general, there is a lack of understanding and appreciation of Philippine culture and its importance to their lives and to the nation; Cultural education has not been given priority in the country's formal education system; Basic education does not clearly identify and define the basic socio-cultural concepts that need to be taught to students; neither are these defined in the textbooks or instructional materials for the teachers and students; Arts subjects are given less time in the school curriculum compared to the other subject areas; There are not enough qualified teachers of arts and culture in the elementary and secondary levels; Arts subjects are given less time in the school curriculum compared to the other subject areas; Many artistic and cultural organizations, both government and non-government, have cultural education programs but these programs are not designed and implemented in a coordinated manner for greater impact; Textbooks and instructional materials on arts and culture are insufficient; that the media which is seen as a potent tool in cultural education has not been fully explored and maximized.

Given these facts, the plan specifically defined its beneficiaries: primarily are the leaders and decision-makers in both the government and private sectors; secondarily are the students and the youth; thirdly are the teachers; fourthly are the communicators or the media; and fifthly are the general public. To ensure effectiveness of the plan, NCCA agreed to insert and deliver the program in the **FORMAL EDUCATION** (i.e., national level through the DepEd, CHED & TESDA), **NON-FORMAL EDUCATION** (i.e., regional or local level through cultural awareness seminar for the policy-makers and officers of the LGU's and prepared modules the Academy for Local Government), and **INFORMAL EDUCATION** through EDUCATION through the media. In 2002 the NCCA Board approved

Resolution 2002-007 to support the Operational Expenses of the National Cultural Education Task Force.

For the full implementation of the plan, NCCA Board of Commissioners approved the Resolution No. 2007-104 recognizing the PCEP as the Philippine Cultural Education PROGRAM from being a Philippine Cultural Education PLAN of the NCCA to be funded and operationalized by the Commission.

Since summer of 2008, the NCCA-PCEP, through several conduit-HEI partners nationwide, has been offering a credit-earning post-baccalaureate teacher enhancement program called Certificate Program on Cultural Education (CPCE), in 2010 HEI partners recommended to elevate the program into a Diploma program, CPCE becomes which is now formally known as the Graduate Diploma in Cultural Education (GDCE). After 10-years of implementation, and after the crafting of the new PCEP successor plan 2018-2022 with consideration to the Philippine Development Plan (PDP) 20017-2022 the scholarship programs of PCEP shall be adopted formally into a Post Graduate Program by our partner Universities who provided credit units to our scholars.

Since its conception in 2008, the program has graduated more than **5,723**-teacher-scholars from the following institutions:

1. Lyceum of the Philippines University in Manila, NCR
2. Miriam Colleges Foundation in Quezon City NCR
3. University of the Cordilleras in Baguio City, Benguet CAR
4. University of Baguio in Baguio City, Benguet CAR
5. University of Northern Philippines in Vigan City, Ilocos Sur Region 1
6. Isabela State University (ISU) in Echague, Isabela Province Region 2
7. Bulacan State University in Malolos City, Bulacan Region 3
8. La Consolacion University Philippines (formerly University of Regina Carmeli) in Malolos City, Bulacan Region 3
9. Colegio de San Juan de Letran-Calamba in Calamba City, Laguna Region 4A
10. Manuel S. Enverga University Foundation (MSEUF) in Lucena City, Quezon Province Region 4A
11. Palawan State University (PSU) in Puerto Princessa City, Palawan Region 4B
12. Marinduque State University (MSU) in Boac, Marinduque Region 4B
13. Bicol University in Legazpi City, Albay Region 5
14. West Visayas State University in Iloilo City, Iloilo Province Region 6
15. Southwestern University in Cebu City, Cebu Province Region 7
16. Cebu Normal University in Cebu City, Cebu Province Region 7
17. University of Cebu in Cebu City, Cebu Province Region 7
18. Holy Name University in Tagbilaran, Bohol Region 7
19. University of Cebu in Cebu City, Cebu Province Region 7
20. Northwest Samar State University in Calbayog City, Samar Region 8
21. Leyte Normal University in Tacloban, Leyte Region 8
22. J. H. Cerilles State Colleges in Pagadian City, Zamboanga del Sur Region 9
23. Western Mindanao State University (WMSU), Zamboanga City, Zamboanga del Sur Region 9
24. Central Mindanao University in Bukidnon, North Cotabato Region 10
25. La Salle University-Ozamis in Ozamis City, Misamis Occidental Region 10
26. Xavier University Cagayan De Oro in Cagayan De Oro City, Misamis Oriental Region 10
27. University of Southeastern Philippines Davao City, Davao del Sur Region 11
28. Notre Dame of Marbel University in Koronadal City, South Cotabato Region 12
29. St. Paul University-Surigao (SPUS), Surigao Province CARAGA

In the context of culture-based instruction, we envision to strengthen the teacher's capacity' to deliver substantive instruction. Education for all should also mean the ability to shift paradigm to facilitate instruction which is relevant to the needs of the changing times as well as to be responsive to the demands of the industry. Secondly, education should also be focused on research development so that whatever is generated from the field can inform classroom instruction.

Description of the Project



GRADUATE DIPLOMA IN CULTURAL EDUCATION

MASTER OF ARTS IN EDUCATION, MAJOR IN CULTURAL EDUCATION (GDCE) SCHOLARS:

Strongly aligned with the program objectives of the Philippine Cultural Education Program (PCEP), the **24-unit program** offers scholarship opportunities for **15 to 20** region-based public elementary and high school teachers in the **core subject areas** (Languages, Literature, Communication, Mathematics, Philosophy, Natural Sciences, and Social Sciences) to undergo intensive training. Designed as an in-service residential program, the scholarship covers a total of **432 hours** (8 subjects for 2

school year) of intensive training designed to integrate functional understanding of the local and national history, culture, heritage and the arts into the core subject areas. It requires its participants to produce researches on local history, reflection papers, and group and individual lesson exemplars on culture-based basic education.

The NCCA-PCEP will cover only the scholarship of the **24-unit (8 Subjects)** post-baccalaureate program divided into Level I and Level II which offers foundation and major courses to enhance the students' understanding of the basic theories, processes and applications of arts, culture, heritage in the culture-based teaching of the basic education curriculum. Courses to be taken are as follows:

GDCE I

- CulEd 200 – Foundation and Pedagogy of Cultural Education*
- CulEd 201 – Re-view of Philippine History and Heritage*
- CulEd 202 – Cultural Diversity and Languages of the Philippines*
- CulEd 203 – Philippine Arts*

GDCE II

- CulEd 204 – Issues in Cultural Education*
- CulEd 205 – Media-Based Cultural Documentation*
- CulEd 206 – Local Cultural Mapping*
- CulEd 207 – Development of Culture-Based Lesson Exemplars*

Other subjects or Units beyond the specified (8) subject titles are not covered by the scholarship. To complete the **Master of Arts in Education, Major in Cultural Education**, we recommend the following course matrix to our partner HEI's:

	COURSE TITLES	UNITS
GDCE Level 1	Core:	6 units
	CulEd 200 Foundation and Pedagogy of Cultural Education (Practice-based Pedagogy) (c/o NCCA)	3
	CulEd 203 Philippine Arts (c/o NCCA)	3
	Philippine Concepts:	6 units
	CulEd 201 Re-view of Philippine History and Heritage (c/o NCCA)	3
GDCE Level 2	CulEd 202 Cultural Diversity and Languages of the Philippines (c/o NCCA)	3
	Pedagogy / Methodology:	12 units
	CulEd 204 Issues in Cultural Education (c/o NCCA)	3
	CulEd 205 Media Based Cultural Documentation (c/o NCCA)	3
	CulEd 206 Local Cultural Mapping (c/o NCCA)	3
MA	CulEd 207 Development of Culture-Based Lesson Exemplar (c/o NCCA)	3
	Electives:	6 units
	CulEd 208 Culture-Based Teaching of the Basic Education Curriculum	3
	CulEd 209 Advanced Education Theories and Pedagogy	3
	CulEd 210 Problem Based Learning and Application	3
	CulEd 211 Culture and Governance	3
	Research / Thesis:	6 units
	CulEd 212 Thesis I: Research in Cultural Education	3
	CulEd 213 Thesis II: Writing of Masteral Thesis	3

GRADUATE DIPLOMA IN TEACHING ARTS



MASTER OF ARTS IN EDUCATION, MAJOR IN TEACHING ARTS (GDTA) SCHOLARS:

The NCCA-PCEP will cover only the scholarship of the **24-unit (8 Subjects)** post-baccalaureate program divided into Level I and Level II which offers foundation and major courses to enhance the students' understanding of the basic theories, processes and application of arts, culture, and heritage in the culture-based teaching of the basic education curriculum. GDTA can apply classroom concepts

in professional settings through internships and independent studies at numerous art organizations in their region. The arts management program maintains academic and professional relationships with many national and regional institutions. Courses to be taken are as follows:

GDTA I

CulEd 200 – Foundation and Pedagogy of Cultural Education (Practice-based Pedagogy)

CulEd-TA 200 – Foundations of Art

CulEd-TA 201 – Arts Appreciation and Criticism

CulEd 203 – Philippine Arts

GDTA II

CulEd-TA 202A - Apprenticeship and Exploration in the Arts 1 (Visual Arts)

CulEd-TA 202B - Apprenticeship and Exploration in the Arts 1 (Literary & Performing Arts)

CulEd-TA 203 - Apprenticeship and Exploration in the Arts 3 (Specialization)

CulEd-TA 204 - Apprenticeship and Exploration in the Arts 4 (Specialization)

Other subjects or Units beyond the specified (8) subject titles are not covered by the scholarship. To complete the Master of Arts in Education, Major in Teaching Arts, we recommended the following course matrix to our partner HEI's:

COURSE TITLES	UNITS
Core:	6 units
CulEd 200 – Foundation and Pedagogy of Cultural Education (Practice-based Pedagogy) (c/o NCCA)	3
CulEd 203 – Philippine Arts (c/o NCCA)	3
Theory:	6 units
CulEd-TA 200 – Foundations of Art (c/o NCCA)	3
CulEd-TA 201 – Arts Criticism and Appreciation (c/o NCCA)	3
Pedagogy / Methodology:	12 units
CulEd-TA 202A - Apprenticeship and Exploration in the Arts 1 (Visual Arts) (c/o NCCA)	3
CulEd-TA 202B - Apprenticeship and Exploration in the Arts 1 (Literary & Performing Arts) (c/o NCCA)	3
CulEd-TA 203 - Apprenticeship and Exploration in the Arts 3 (Specialization - OJT) (c/o NCCA)	3
CulEd-TA 204 - Apprenticeship and Exploration in the Arts 4 (Specialization - Culminating Project) (c/o NCCA)	3
Elective Courses	6 units
EDUC 202: Educational Statistics and Analysis	3
CulEd 210 – Production Management (Problem Based Learning and Application)	3
CulEd 211 – Culture and Governance	3
Research/Thesis Courses	6 units
CulEd 212 – Thesis I: Research in Teaching the Arts	3
CulEd 213 – Thesis II: Writing of Masteral Thesis	3

TERMS OF SCHOLARSHIP

To become successful, scholars must:

1. Must be a Public Elementary and High School teacher of the core subject areas (Languages, Literature, Communication, Mathematics, Philosophy, Natural Sciences, and Social Sciences);
2. Passed the PCEP Qualifying Examination administered by the appointed DepEd Coordinator and may be assisted by respective HEI Coordinator of the project in every region;
3. Complete pertinent documents required by PCEP, DepEd & HEI's composed of, but not limited to the following:
 - 3.1 Nomination & Individual Application Form
 - 3.2 Copy of Professional Regulation Commission Identification Card
 - 3.3 Copy of School ID
 - 3.4 Copy of Birth Certificate
 - 3.5 Transcript of Records
4. Passed the University's Entrance Examination (if any);
5. Execute a Scholarship Agreement between NCCA Conduits with the following conditions:
 - 5.1 You shall devote your time to complete the NCCA required units
 - 5.2 That you will pursue and finish the Master of Education Major in Cultural Education or Teaching Arts;
 - 5.3 That you will submit an accomplishment report on professional advancement to the PCEP Secretariat;
 - 5.4 That you will actively participate to all NCCA-PCEP Programs;
 - 5.5 That you will commit yourself to the Graduate Attributes of PCEP such as:
 - 5.5.1 Manifest critical and creative thinking skills
 - 5.5.2 Design culture-based instructional materials
 - 5.5.3 Employ innovative culture-based pedagogy
 - 5.5.4 Inculcate a sense of nationalism and patriotism
 - 5.5.5 Demonstrate expertise in Philippine history, heritage, culture, and the arts
 - 5.5.6 Exercise leadership skills in respective communities
 - 5.5.7 Conduct culturally-relevant research
 - 5.5.8 Initiate national, regional, and global connectedness
 - 5.5.9 Conduct oneself under highest professional and ethical standard
 - 5.5.10 Commit oneself to lifelong learning
6. Shall render service in the country, preferably in your home region for a minimum period of 2 years.

GDCE Nomination Form

<https://drive.google.com/file/d/17hHAG-zXqVo1dRTKqgXZ796gBc7aMKP4/view?usp=sharing>

GDCE Application form

<https://forms.gle/MmjZ1lc4eQF0hcZd6>

MINIMUM ADMISSION REQUIREMENTS FOR PROSPECTIVE SCHOLARS

CRITERIA	REQUIREMENTS	
	Graduate Diploma in Cultural Education	Master's Program
Age	23 to 50 years old*	25 to 55 years old**
Academic Qualifications	Bachelor degree with general weighted average of 85% or equivalent	Must have satisfactorily passed 24 units of Graduate Diploma in Cultural Education accredited by the NCCA
Teaching Experience	At least 3 years teaching experience in any or a combination of academic subjects in a public elementary or high school	At least 4 years of teaching experience in any or a combination of academic subjects
Qualifying Examinations	LET, HEI Graduate Admission Test (If any)	LET, HEI Graduate Admission Test (if any), and NCCA Aptitude Test
Endorsement	By any one of the following: principal, district supervisor, division education supervisor or division superintendent	By any one of the following: principal, district supervisor, division education supervisor or division superintendent
Principal's Certification	Service incumbency of 3 years, Good moral character, with a permanent appointment at the time of application	Service incumbency of 3 years, Good moral character, with a permanent appointment at the time of application

* Priority is given to 23 to 40 years old applicants; 41 to 50-year-old applicants may be shortlisted subject to availability of slots.

** Priority is given to 25 to 50-year-old applicants; 51 to 55-year-old applicants may be shortlisted subject to availability of slots.

*** 75% of the slot must be from the region there is an HEI and 25% slot will be open for applicants coming from different regions / island cluster.

Special Circumstances:

Priority is given to first time MA taker; applicants who already have MA or PhD may be shortlisted subject to availability of slots.

Priority is given to Public School Teacher; applicants from Private Schools may be shortlisted subject to availability of slots.

GENERAL PROVISIONS

1. The programs are administered by the National Commission for Culture and the Arts' Philippine Cultural Education Program (PCEP) through financial grants extended to accredited and approved State Universities & Colleges (SUCs) or culture-oriented non-governmental organizations (NGOs) partnering with an accredited and approved Higher Education Implementors (HEI).
2. The NCCA, through PCEP, is the highest policy and decision-making body for all administration, appeals, arbitration, monitoring, and evaluation requirements of the program. All local implementation concerns shall be the responsibility of the participating HEIs.
3. The NCCA PCEP shall seek endorsement and/or accreditation by the Department of Education, HEI's to the Commission on Higher Education, and/or other government agencies concerned with the administration of education and cultural programs.

4. Participating HEIs are responsible for the local administration, management, representation, accreditation and coordination of the program, particularly with local DepEd/CHED regional or division offices, local government units, and direct scholar-beneficiaries.
5. All accredited/approved HEI conduit-grantees shall enter into a Memorandum of Agreement (MOA) with the NCCA, subject to completion and submission of all grant requirements.

ADMISSION AND PROGRAM MANAGEMENT

1. Continuing HEI conduit-grantees may start the re-entry screening process for old Level 1 graduates as soon as possible. First-time, or Level 1, HEI conduit-grantees in close coordination with their DepEd Regional Offices may start recruiting new program applicants as soon as the MOA has been delivered.
2. HEI conduit-grantees shall be responsible for the processing, acceptance and registration of successful applicants. They shall devise their internal policies and procedures, subject to the general scholarship admission and provisions required by PCEP. Since 2014, non-government HEI's may accept a maximum of five basic education teachers from their university to the program, provided that these teachers will only get free tuition fees and do not enjoy any other support from the same grant.
3. HEI Coordinator to facilitate and may be assisted by the DepEd Coordinator in conducting the **QUALIFYING EXAMINATION** to all scholarship applicants to determine the cultural proficiencies of the applicant – since it's an MA Program, all qualified scholars must have the aptitude to define culture, arts, Philippine history, and culture-based education.
4. HEI conduit-grantees are responsible for checking and verification of all requirements submitted by prospective scholar-participants. Any misrepresentation or falsification of documents submitted for admission shall automatically disqualify the applicant found guilty of such act/s. If the offense is discovered after the applicant has been admitted to the program, the offending scholar-participant shall be automatically dropped from the program and will be required to reimburse the HEI all expenses incurred or paid for his/her participation.
5. The final list of newly-admitted and/or re-entry scholar-participants, including copies of submitted application or re-entry documentation, shall be approved by the HEI based on the prescribed minimum requirements for admission and retention. It reserves the right to further verify the documents submitted by the admitted scholar-participant.
6. Deadline for HEIs to accept new and re-entry applications is on _____. HEIs are required to submit to PCEP the list and documentation requirements of admitted scholar-participants one week before the start of classes or before _____.
7. Actual program implementation should be held for a maximum of one month, including orientation, class instruction sessions, special activities and graduation ceremonies. Inclusive period of the one-month program implementation should be from _____.
8. All accredited/approved HEI conduit-grantees shall secure permit, approval or accreditations from CHED to add major subject on Cultural Education / Teaching Arts for their existing MA in Education Program, and secure new courses approval on MA in Cultural Education.
9. All accredited/approved HEI conduit-grantees shall ensure that GDCE/GDTA Scholars will be considered regular student of their University, to be accepted in the University registry system and be given due credit units to Master's Program in Education major in Cultural Education or Teaching Arts or M.A. in Cultural Education reflected to their Transcript of Record (TOR) after finishing the 24 units.

CURRICULUM AND FACULTY MANAGEMENT

1. Each course module should be taught by ACCREDITED PCEP Instructors, a competent instructor or pool of instructors professionally-equipped or academically-trained and experienced to teach the specific subject. All instructors assigned to teach in the program should be approved by PCEP based on their submitted curriculum vitae or resume detailing the instructor/s' proficiency in the assigned subject module.
2. In case of team teaching, a head instructor should be designated to coordinate the sessions and devise a method in determining the module grade of scholar-participants.

3. The PCEP maintains a list of qualified accredited experts who may be tapped by HEIs as Visiting Faculty to teach any of the core subjects in the absence of local expert-educators within the existing HEI's faculty roster.
4. Instructors assigned to teach subject modules are required to follow the prescribed curriculum, syllabus and program design required by the PCEP, including all session lectures and activities, assignments, and final outputs by scholar-participants. Any class requirement should be thoroughly discussed with scholar-participants. Any deviation or addition to the curriculum and syllabus should have prior approval of the PCEP. The NCCA and PCEP reserve the right to monitor and verify with scholar-participants if the curriculum, syllabus and requirements are followed by the HEIs and their designated instructors.
5. Instructors are required to follow the grading system prescribed in the curriculum and syllabus design. A systematic record of marking scholar-participants' performance in quizzes, tests, and submitted final requirements should be submitted to the project director within two weeks after the subject module's completion.
6. A Program Orientation may be convened by the PCEP before the official start of the program. HEI conduit-grantees are required to send the designated project director or coordinator once a date has been set.

Contact Details

Nominations and application requirements may be coursed through respective HEI and DepEd Coordinators. Directory enclosed.

For inquiries, you may also contact:

MS. JENNIFER BARBERAN BAUTISTA

Documentation & Information Officer

Email pcep.formaleducation@gmail.com

DR. JOSEPH "SONNY" J. CRISTOBAL

Director

PHILIPPINE CULTURAL EDUCATION PROGRAM

Unit 5D 5/F #633 Gen. Luna Street, Intramuros, Manila

Email pcep@ncca.gov.ph

Reference: [DM CT 115 s. 2024 PCEP Program Components](#)

[NDCEP MOA](#)

**MEMORANDUM OF AGREEMENT
(MOA)**

KNOW ALL MEN BY THESE PRESENTS:

This Agreement made and entered into this 9th day of February 2013, in the City of Pasay, Philippines by and between:

The **NATIONAL COMMISSION FOR CULTURE AND THE ARTS**, a government agency created by and pursuant to Republic Act No. 7356 dated 3 April 1992, with office address at NCCA Building, 633 General Luna Street, Intramuros 1002 Manila represented by its Chairman **FELIPE M. DE LEON, JR.**, hereinafter referred to as "NCCA".

-and-

The **DEPARTMENT OF EDUCATION**, a government agency created by law and pursuant to Republic Act No. 9155 dated 24th July 2000, with office address at DepED Complex, Meralco Avenue, Pasig City, represented by its Secretary, **BR. ARMIN A. LUISTRO FSC**, hereinafter referred to as "DepED".

WITNESSETH

WHEREAS, the State recognizes that culture is a human right to be accorded respect and allowed to flourish, that the Filipino national culture shall be evolved and developed by the people themselves in a climate of freedom and responsibility, and that the Filipino national culture shall be equitable, effectively creating and distributing cultural opportunities to all;

WHEREAS, the NCCA is mandated to ensure the widest dissemination of artistic and cultural products among the greatest number across the country and overseas for their appreciation and well-being;

WHEREAS, the NCCA in this mandate may collaborate with the Department of Education and all other concerned agencies, public and private, and cause to be established and developed an intensified culture and arts education program at all levels of the educational system, public and private, to ensure meaningful culture and arts integration across the school curriculum, and encourage and support continuous training of cultural workers and administrators by qualified trainers;

WHEREAS, the Constitution mandates all educational institutions to inculcate patriotism and nationalism, foster love for humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, and encourage critical and creative thinking;

WHEREAS, it is one of the objectives of the DepED to make schools and learning centers the most important vehicle for the teaching and learning of culture and the arts, and national values and for developing the Filipino learners' love of country and pride in its rich heritage;



NOW THEREFORE, The NCCA and the DepED hereto mutually agree to collaboratively conduct cultural education programs and activities such as but not limited to teacher training and development of training modules and instructional materials.

I. Object of the Agreement Both parties agree to create an **NCCA - DepED Cultural Education Program (NDCEP).**

The parties will establish a strong collaboration and networking activities between themselves in the formulation and implementation of plans and programs for the integration and mainstreaming of Philippine arts and culture in the basic education system.

A. The purposes of the said agreement are as follows:

1. The development and implementation of an enhanced **Special Program for the Arts (SPA)** curriculum with production of instructional and resource materials;
2. The mainstreaming of Indigenous Knowledge Systems, Skills and Practices (IKSSP) through the institutionalization of an appropriate **"School for Living Traditions (SLTs)"** model in the formal education systems;
3. Support the **K to 12 Program** of DepED, [both in the formal and informal systems], particularly the subjects on heritage, culture and arts through teacher training, resource materials and by formulating competencies for arts-related careers;
4. The institutionalization of the training of students and teachers on arts and culture for both in-service and degree programs under the NCCA Philippine Cultural Education Program (PCEP) in line with Article X of Section 38 of RA No. 10066 or the Cultural Heritage Law; and,
5. Cultural enrichment activities for students, teachers, and education administrators in the formal and non formal systems.

B. Composition. -- The **NCCA-DepED Cultural Education Program Committee (NDCEPC)** shall be composed of seven (7) members, five (5) assigned by or organically with the NCCA and two (2) from DepED. The NCCA Plan/Policy Formulation and Programming Division (PPFPD) or its successors in interest shall be the Secretariat.

II. Obligations of the Parties.—The parties shall undertake the following obligations:

A. The NCCA shall:

1. Identify the components of the Special Program for the Arts Curriculum (SPA) then turn over the same for drafting into curriculum by the DepED;
2. Coordinate with the DepED for the institutionalization of the SLTs and their inclusion into continuing DepED programs, details of which shall form part and annexure of this MOA;
3. Appoint five permanent representatives to the NCCA-DepED Cultural Education Program Committee (NDCEPC);
4. Initiate and facilitate the development and implementation of the NDCEP;

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5. Tap culture and arts experts, and masters of living traditions (MLT) to provide the content, information and material resources for the NDCEP;
6. Provide culture and arts experts and MLTs for the actual implementation of the program such as the trainings and instructional materials production;
7. Allocate budget for the NDCEP subject to the regular NCCA grants process; and,
8. Provide Secretariat for the activities of the NDCEP.

B The DepED shall:

1. Include in the formal and non-formal system culture and the arts, the SLTs and the SPA. Institutionalize the training of arts teachers in coordination with the NCCA.
2. Appoint two permanent representatives to the NCCA-DepED Cultural Education Program Committee (NDCEPC).
3. Ensure active engagement of the NCCA in the development of appropriate curriculum on Philippine arts and culture, instructional materials, and teachers training.
4. Ensure the integration and efficient implementation of the NDCEP and its inclusion in the DepED annual workplan.
5. Support participation of DepED students, teachers, and administrators in various NCCA programs for cultural enrichment activities such as the Philippine Arts Festival / National Arts Month, National Heritage Month, International Dance Festival, Indigenous Peoples Month, and the Philippine Cultural Education Program (PCEP), among others.
6. Pave the way to ensure the recognition of expertise of the "Masters of Living Tradition (MLT)" to qualify them to teach part time in view of such expertise.
7. Provide counterpart funding for the implementation of the NDCEP.

C. The NCCA-DepED Cultural Education Program Committee (NDCEPC) shall:

1. Convene within fifteen (15) days after the signing of this Memorandum of Agreement
2. Conduct regular meetings or may call for special meetings as deemed necessary.
3. Elect a Chairperson and a Vice-Chair from among themselves, ensuring the representation from both parties among the members of the committee.
4. Create Ad-Hoc committee(s) to craft the component projects and activities and consolidate them into the NDCEP.
5. Ensure that the provisions and commitments of both parties stipulated in this Memorandum of Agreement shall be complied with.
6. Conduct regular assessment and evaluation of the NDCEP and make necessary suggestion/s
7. Prepare reports for the information and appreciation of the NCCA national committees and the Board of Commissioners and the Secretary of the Department of Education.



This Memorandum of Agreement shall take effect immediately upon signing by both parties and shall continue to be in force until revoked or superseded.

WHEREFORE, the parties hereto have hereinto affixed their signatures this ____ day of _____, 2013, in the City of Manila, Philippines.

For the DEPARTMENT OF EDUCATION

For the NATIONAL COMMISSION
FOR CULTURE AND THE ARTS

BR. ARMIN A. LUISTRO FSC
Secretary

FELIPE M. DE LEON, JR.
Chairman

Signed in the presence of:

Atty. ALBERTO T. MUYOT
Undersecretary for Legal and Legislative Affairs

EMELITA V. ALMOSARA, CESO IV
Executive Director III

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ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)
CITY OF MANILA) S.S.

Before me on this ____ day of FEB 19 2013 2013 personally appeared FELIPE M. DE LEON, JR. with Community Tax Certificate No. CCI2012 08910827 issued on January 3, 2013 in Manila and BR. ARMIN A. LUISTRO FSC with Community Tax Certificate No. _____ issued on _____ at _____ both known to me to be the same persons who executed the foregoing instrument and they acknowledged to me the same is their free will and voluntary act and deed.

This Instrument consists of four (4) pages including this page wherein this acknowledgment is written.

IN WITNESS, I have hereunto set my hand and affixed my notarial seal this ____ day of FEB 19 2013 2013

Doc. No. 117 ;
Page No. 45 ;
Book No. X ;
Series of 2013

MYRNA B. PACALA
NOTARY PUBLIC
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