



PROCEEDINGS 2026-28

Islamic Studies Program

Proceedings of the Seminar-Workshop on Navigating Realities in Muslim Education

03-04 June 2025

Hall C, 2nd Floor, Hilda Walstrom Bldg., Ateneo de Zamboanga University
(AdZU) Lantaka Campus, N S Valderosa St., Zamboanga City

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"Image for the proceedings of the seminar on *Navigating Realities in Muslim Education*"

Photo courtesy of Dr. Nefertari Arsad

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Proceedings of the Awareness Seminar on P.D. No. 1083 (Code of Muslim Personal Laws) and Other Laws Affecting Muslims in the Philippines

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Proceedings of the Awareness Seminar on P.D. No. 1083 (Code of Muslim Personal Laws) and Other Laws Affecting Muslims in the Philippines

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Proceedings of the Roundtable Discussion on Impact Assessment on Interventions to Issues in Muslim Education

12 October 2024
Ateneo de Zamboanga University Lantaka Campus
N. S. Velderosa St., Zamboanga City

Written by Maria Zain G. Dacils and Nashwina A. Rasul



PROCEEDINGS

Proceedings of the Roundtable Discussion on Impact Assessment on Interventions to Issues in Muslim Education

About the Proceedings

The University of the Philippines Center for Integrative and Development Studies (UP CIDS), through its Islamic Studies Program (ISP), in collaboration with the University of the Philippines Institute of Islamic Studies (UP IIS), convened a two-day seminar-workshop titled “Navigating Realities in Muslim Education” on June 3–4, 2025 at Ateneo de Zamboanga University Lantaka Campus in Zamboanga City. The activity brought together educators, practitioners, and key stakeholders to address pressing challenges in Muslim education, particularly at the grassroots and school levels.

These proceedings document the discussions, presentations, and workshop outputs generated during the seminar-workshop. The sessions were designed to provide both theoretical insights and practical strategies for improving the delivery of Muslim education, with particular attention to curriculum implementation, learner development, and institutional support mechanisms.

The first day of the seminar featured expert-led discussions from representatives of government and academic institutions. Key topics included the implementation of the Madrasah Education Program of the Department of Education, the Commission on Higher Education’s Equivalency Program, and behavioral and classroom management strategies for diverse learners. These presentations provided participants with a broader policy and pedagogical context for understanding current gaps and opportunities in Muslim education.

The second day focused on interactive and application-oriented sessions, including workshops on classroom management and school planning. A significant highlight was the presentation of programs and opportunities from the Technical Education and Skills Development Authority (TESDA), which emphasized skills training, scholarships, and institutional partnerships aimed at enhancing the professional capacities of Islamic education practitioners.

The seminar-workshop gathered participants from a wide range of educational institutions, including public schools, traditional madrasah, private learning centers, and state universities across Mindanao. Their participation underscored a shared commitment to strengthening Muslim education through collaborative engagement, capacity-building, and knowledge exchange.

As a key outcome, participants identified priority areas for professional development and institutional support. In response, TESDA encouraged UP CIDS-ISP to consolidate these inputs into formal recommendations that can inform future programs and policy directions.

This seminar-workshop forms part of an ongoing initiative launched in 2024 by UP CIDS-ISP and UP IIS to respond to the evolving educational needs of Muslim communities, with a focus on practical, school-level interventions and sustainable development strategies.

These proceedings were documented and prepared by Ms. Nashwina Rasul, Senior Research Associate, UP CIDS-ISP.

Welcome Remarks

Asst. Prof. Darwin J. Absari

*Convenor, UP CIDS-Islamic Studies Program
College Secretary, UP Institute of Islamic Studies*

In his welcome remarks, Asst. Prof. Darwin Absari, Convenor of the University of the Philippines Center for Integrative and Development Studies - Islamic Studies Program (UP CIDS-ISP) and College Secretary of the University of the Philippines Institute of Islamic Studies (UP IIS), warmly welcomed the participants, organizers, and resource persons to the seminar-workshop “Navigating Realities in Muslim Education.” He acknowledged the presence of educators and practitioners, including individuals he regarded as mentors in Islamic education, and described the gathering as a collective effort to address pressing issues in the field.

Asst. Prof. Absari provided a brief institutional background of UP CIDS, noting that it was established in 1985 under the leadership of the late Eduardo Angara as the policy research arm of the University of the Philippines. Since its inception, issues concerning Mindanao and Muslim communities have been integral to its research agenda. He highlighted that the Islamic Studies Program was formally integrated into UP CIDS in 2017, further strengthening its initiatives, with Islamic education emerging as a key area of focus alongside programs on halal and Islamic law, including efforts to enhance the Code of Muslim Personal Laws.

He underscored the central role of education in shaping civilizations, emphasizing that Islamic education has historically contributed to the advancement of societies. Drawing from historical examples, he noted how knowledge rooted in revelation and reason helped transform early Muslim societies and later influenced global intellectual developments, including the European Renaissance. At the same time, he cautioned that education can also contribute to cultural dislocation when it becomes detached from local contexts, as seen in colonial experiences that disrupted indigenous knowledge systems.

Given these dynamics, Asst. Prof. Absari emphasized the critical role of Muslim educators as agents of transformation within their communities. He stressed that educators carry the responsibility of guiding the intellectual and moral direction of society, particularly in addressing contemporary challenges faced by Muslim communities. He encouraged participants to recognize the significance of their roles and to actively contribute to shaping an educational

framework grounded in Islamic principles while responsive to present-day realities.

Reflecting briefly on his personal journey, he shared how his perspective on teaching evolved over time, leading him to appreciate the profound and noble role of educators. This realization, he noted, underscores the importance of gatherings such as the seminar-workshop, which serve not only as venues for learning but also as platforms for meaningful exchange and collaboration.

In closing, he encouraged participants to engage actively in the discussions and workshops, emphasizing that their insights and contributions are essential in navigating the realities of Muslim education and in advancing the development of their communities. He concluded by expressing his gratitude to all attendees and welcoming them once again to the activity.

Opening Message

Assoc. Prof. Nefertari A. Arsad

*Project Leader, UP CIDS-Islamic Studies Program
Faculty Member, UP Institute of Islamic Studies*

Following the welcome remarks, Assoc. Prof. Nefertari A. Arsad, Project Leader of the University of the Philippines Center for Integrative and Development Studies - Islamic Studies Program (UP CIDS-ISP) and faculty member of the University of the Philippines Institute of Islamic Studies (UP IIS), delivered the opening message for the seminar-workshop.

Assoc. Prof. Arsad began by warmly welcoming the participants and expressing her appreciation for their continued engagement in the initiative. She acknowledged that many of the attendees had previously participated in similar activities and emphasized that the present seminar-workshop is a continuation of earlier collaborative efforts to strengthen Muslim education. She noted that insights gathered from prior consultations and interviews with participants highlighted the importance of sustained dialogue and cooperation among educators and stakeholders.

She underscored that the development of Muslim education requires continuous collaboration, not only through formal gatherings but also through ongoing engagement beyond structured activities. In this regard, she encouraged participants to feel comfortable approaching the organizers and to actively share their experiences and perspectives. She emphasized that educators

and practitioners are the primary experts in the field, and that their insights are essential in shaping responsive and relevant programs.

Assoc. Prof. Arsad also highlighted that the current phase of the project aims to expand opportunities for professional and academic development among Muslim educators. Drawing from participant feedback, the organizers invited representatives from key institutions such as the Department of Education and the Technical Education and Skills Development Authority (TESDA) to provide inputs on available programs and capacity-building initiatives. She noted that these engagements are intended to explore pathways for strengthening competencies and supporting career development in the field of Islamic education.

In particular, she shared ongoing efforts to coordinate with TESDA regarding possible certification opportunities for educators, including those with training in Arabic language. She explained that such qualifications may enable participants to pursue teaching-related certifications, thereby enhancing their professional credentials and expanding their opportunities within the education sector.

She further informed participants about upcoming sessions, including discussions related to higher education programs, which she would help facilitate in her capacity as a member of the Commission on Higher Education's Technical Panel for Islamic Studies. These sessions aim to provide additional context on academic pathways and institutional support mechanisms available to Muslim educators.

Assoc. Prof. Arsad emphasized that the seminar-workshop is not only a venue for learning but also a platform for collective reflection and contribution. She encouraged participants to actively engage in the discussions and workshops, stressing that their participation is crucial in navigating the realities of Muslim education and in shaping future initiatives.

In closing, she expressed her gratitude to all participants for their presence and continued commitment, and conveyed her hope that the activity would foster meaningful collaboration and contribute to the ongoing development of Muslim education.

LECTURES

The DepEd Madrasah Education Program (MEP)

Dr. Sarah Lucman Handang

Education Program Supervisor II, DepEd Region IX

Dr. Sarah Lucman Handang, Education Program Supervisor II for Values Education and the Madrasah Education Program (MEP) of the Department of Education (DepEd) Region IX, delivered the first lecture of the seminar-workshop. Her presentation provided an overview of the Madrasah Education Program, its implementation in Region IX, and its broader role in promoting inclusive and culturally responsive education.

Dr. Handang began by situating the Madrasah Education Program within the Philippine educational landscape. She explained that there are three types of madrasah in the country: (1) traditional madrasah, which follow a non-graded curriculum typically conducted on weekends; (2) private madaris, which may receive government subsidies; and (3) public school-based madrasah under the Madrasah Education Program, which integrates Arabic Language and Islamic Values Education (ALIVE) into the formal basic education system. She emphasized that the MEP is an inclusive program under the Bureau of Learning Delivery, designed to respond to the cognitive and cultural needs of Muslim learners.

She noted that the program is implemented in schools with a minimum number of Muslim learners, which has been adjusted from 15 to at least 10 learners under DepEd Order No. 25. The program currently covers Kindergarten to Grade 6, with ongoing curriculum development for Grades 7 to 10. In public schools, the program includes 40 minutes each for Arabic Language and Islamic Values Education, while private madaris offer more comprehensive Islamic Studies subjects.

Dr. Handang underscored that the Madrasah Education Program is not merely the teaching of religion but rather the teaching of Islamic values grounded in the Qur'an and Hadith. She distinguished this from the Good Manners and Right Conduct (GMRC) curriculum, explaining that while both aim to develop values, Islamic Values Education is anchored in Islamic sources. She also noted ongoing efforts by DepEd to harmonize values education frameworks.

She further highlighted the legal foundations of the program, including Republic Act No. 10533, Presidential Decree No. 1083, and Republic Act No. 6732, as well as DepEd Orders such as No. 41 and No. 25, which guide its implementation under the K–12 curriculum. These legal bases affirm that the Madrasah Education Program is not an ad hoc initiative but a formally institutionalized component of the national education system.

Focusing on Region IX, Dr. Handang presented data on program implementation across eight divisions: Dapitan City, Dipolog City, Isabela City, Pagadian City, Zamboanga City, Zamboanga del Norte, Zamboanga del Sur, and Zamboanga Sibugay. She reported a total of 249 public schools implementing the program, supported by 613 contract-of-service (COS) teachers and 130 plantilla (regular) teachers. She also noted ongoing developments, including the possible integration of Sulu into Region IX’s program coverage.

She highlighted disparities in access, noting that while there are over 200,000 Muslim learners enrolled in schools across the region, only around 150,000 are able to attend ALIVE classes due to a shortage of teachers. This gap, she explained, reflects a backlog equivalent to more than 100 additional teaching positions. She also pointed to structural challenges such as limited plantilla items and uneven support from local government units, emphasizing that political will plays a critical role in expanding program implementation.

Dr. Handang also discussed the professional development of Madrasah teachers (asatids). She explained that all teachers must pass the Qualifying Examination for Arabic Language and Islamic Values (QEALIS) and undergo further training such as the 23-day Language Enhancement and Pedagogy (LEAP) program. Additional initiatives, including the Accelerated Teacher Education Program (ATEP), have enabled some teachers to transition from contract-based positions to regular plantilla roles. She shared that several teachers have advanced professionally, with some becoming school heads, master teachers, and even passers of the Shari’ah Bar Examination.

In terms of capacity-building, she emphasized the need to strengthen pedagogical skills among teachers, noting that while many possess strong content knowledge, gaps remain in teaching strategies. To address this, the region has implemented various training programs, including Arabic reading pedagogy, multigrade teaching strategies, and Alternative Learning System (ALS) integration for out-of-school youth and persons deprived of liberty. She also highlighted collaborations with international partners and faith-based organizations to promote interfaith dialogue and peace education.

Dr. Handang presented several innovative initiatives, including the development of an Arabic reading assessment tool comparable to the Phil-IRI, the planned integration of Special Education (SPED) approaches in ALIVE classes, and the expansion of ALS-ALIVE programs across the region. She also proposed future interventions such as summer reading programs aimed at improving literacy among learners.

Throughout her presentation, Dr. Handang emphasized the transformative impact of education, particularly in promoting social cohesion and reducing cultural and religious biases. Drawing from her experience in Zamboanga City, she noted significant shifts in attitudes over time, with increased mutual respect and cultural integration among diverse communities. She underscored that education serves as a powerful agent of change—one that not only develops individual learners but also contributes to peacebuilding and national development.

In closing, she reaffirmed the importance of sustained investment in the Madrasah Education Program and encouraged stakeholders to continue supporting initiatives that enhance access, quality, and inclusivity in Muslim education.

Open Forum

Following her lecture, Dr. Sarah Lucman Handang engaged in an open forum with participants. The discussion provided an opportunity to raise questions, clarify concerns, and share insights regarding the implementation and strengthening of the Madrasah Education Program (MEP). It was noted that the open forum was conducted while Dr. Handang was still present, as she needed to leave the event shortly thereafter.

One of the key questions raised by a participant focused on the role of parents and community institutions, such as Darul Ifta, in strengthening the MEP. In response, Dr. Handang emphasized that parents play a crucial role in supporting the program by ensuring that their children attend ALIVE classes and by recognizing their responsibility in nurturing their children's Islamic education. She shared instances where some parents discouraged participation in the program, viewing it as an additional burden rather than an essential component of their children's development. She underscored that such attitudes must be addressed through continuous advocacy and community engagement.

She further highlighted the importance of religious leaders, educators, and community members in reinforcing awareness of Islamic obligations and the value of education. According to her, strengthening the MEP requires a holistic approach that extends beyond the school, involving families, religious institutions, and the broader Muslim community.

In response to questions regarding the recognition and support of the program within the Department of Education, Dr. Handang clarified that the MEP is already institutionalized through existing laws and policies. However, she noted that the effectiveness of its implementation varies across divisions, depending on the initiative and commitment of program coordinators. She emphasized that while some coordinators actively advocate for and expand the program, others may be less proactive, particularly when they lack sufficient understanding of its significance.

She also highlighted the important role of Darul Ifta and Muslim scholars in policy development. She cited an example where proposed changes to merge Arabic Language and Islamic Values into a single subject were opposed by religious authorities due to differences in competencies. Their intervention, she explained, contributed to the non-implementation of the proposed change, demonstrating that the voices of Muslim scholars are recognized and can influence education policy.

Another concern raised by participants involved the inclusion of private madrasah in capacity-building activities. Dr. Handang acknowledged that private institutions are sometimes unintentionally excluded from trainings due to the structure of program implementation, where funding and activities are managed at the division level. She committed to reminding division coordinators to include private madrasah teachers in future trainings and capacity-building initiatives.

Participants also raised questions regarding the absence of the Madrasah Education Program in higher grade levels, particularly in junior and senior high school. In response, Dr. Handang explained that while curriculum development for Grades 7 to 10 has already been undertaken, its implementation requires legislative support. She stressed that the expansion of the program beyond elementary level is critical, as adolescence is a formative stage where learners need guidance in understanding Islamic principles. She further explained that strengthening Islamic education at these levels could help address vulnerabilities, including exposure to misinformation and extremist ideologies.

She emphasized that education plays a key role in prevention, noting that gaps in knowledge may leave learners susceptible to misinterpretations of religious teachings. She also shared ongoing efforts to advocate for legislative action that would institutionalize the expansion of the MEP to higher levels, including proposals to develop specialized tracks in senior high school that could prepare students to become future madrasa educators.

A student participant also raised concerns regarding the lack of designated prayer spaces (musalla) in some public schools, particularly for those attending afternoon classes. In response, Dr. Handang affirmed that ensuring religious accommodation is part of inclusive education. She explained that school administrators have the responsibility to provide appropriate spaces for prayer, and that students may organize themselves through Muslim Student Associations (MSA) to formally advocate for their needs. She also highlighted the role of Parent-Teacher Associations (PTAs) in supporting such initiatives through formal resolutions and engagement with school leadership.

Throughout the open forum, Dr. Handang also shared practical insights from her field experience, emphasizing the importance of accountability, commitment, and ethical responsibility among educators. She underscored that teaching is not only a professional duty but also a moral and spiritual responsibility, particularly in the context of Islamic education.

In closing, she reiterated the need for shared responsibility among stakeholders—including educators, parents, community leaders, and government institutions—in strengthening the Madrasah Education Program. She encouraged participants to continue advocating for the program, actively engage in its implementation, and work collaboratively toward improving access and quality of Muslim education in the Philippines.

CHED Development Programs

Assoc. Prof. Nefertari A. Arsad

*Project Leader, UP CIDS-Islamic Studies Program
Faculty Member, UP Institute of Islamic Studies*

Assoc. Prof. Nefertari A. Arsad delivered the second lecture of the seminar-workshop, focusing on selected higher education initiatives of the Commission on Higher Education (CHED), particularly those related to equivalency

and accreditation pathways. She clarified at the outset that her presentation would be limited to areas within her expertise as a member of the Technical Panel for Islamic Studies under CHED's Office of Program Standards and Development, noting the absence of CHED regional representatives during the activity.

She centered her discussion on the Expanded Tertiary Education Equivalency and Accreditation Program Act, enacted on March 3, 2025, which expands earlier frameworks on equivalency and accreditation. She explained that the law reflects the State's policy to promote accessible and inclusive education by recognizing various forms of learning, including formal, non-formal, informal, and indigenous learning systems. The Act also aims to develop innovative pathways that allow individuals to gain academic recognition for competencies acquired outside traditional educational settings.

Assoc. Prof. Arsad elaborated on two key concepts under the Act: equivalency and accreditation. Equivalency refers to the process of assigning academic credits based on demonstrated competencies through assessments, while accreditation involves the recognition and validation of learning obtained through various forms of education and experience. She emphasized that these mechanisms are particularly significant for individuals who have pursued studies outside the Philippine formal education system.

She highlighted that one of the primary applications of equivalency is the recognition of foreign academic degrees. Holders of foreign degrees may apply for equivalency in order to pursue further studies in the Philippines or to qualify for local employment. She noted that, in most cases, applications are approved as long as the degree is comparable to Philippine standards and properly documented.

Assoc. Prof. Arsad then outlined the application requirements, which include a formal request letter stating the purpose of the application, authenticated transcripts of records and diplomas, and certification from the Philippine Embassy in the country where the degree was obtained. She stressed the importance of proper authentication, including embassy validation, to facilitate the evaluation process.

She also explained the step-by-step process of evaluation. Applications are first submitted to the CHED Regional Office, which endorses them to the CHED Central Office. Documents are then verified, including checks on the legitimacy and recognition of the issuing institution. The application

is subsequently forwarded to the Technical Panel for Islamic Studies for evaluation. Based on this evaluation, the panel may endorse the application for approval, after which a certificate of equivalency may be granted. She noted that positive endorsements from the technical panel are generally upheld in subsequent stages of the approval process.

Beyond formal equivalency, Assoc. Prof. Arsad discussed broader equivalency pathways under the expanded law, including opportunities for recognizing learning from indigenous and community-based education systems. She raised the possibility of accrediting graduates from local madrasah and kulliyah, as well as other forms of Islamic learning within Muslim communities. However, she acknowledged that these pathways are still being developed and require further engagement with CHED.

She emphasized the importance of documentation in pursuing such recognition. Institutions and learners are encouraged to maintain records of academic activities, curricula, and learning outcomes, as these will be essential in future applications for accreditation and equivalency. She also highlighted that individuals with incomplete formal education may benefit from these pathways by aligning their prior learning and work experience with recognized academic programs, allowing them to complete degrees through flexible arrangements.

During the discussion, participants raised questions regarding the accreditation of local madrasah institutions and the requirements needed to align with CHED systems. In response, Assoc. Prof. Arsad reiterated that while the framework is still evolving, institutions should begin preparing foundational documents such as articles of incorporation, institutional records, and documentation of their educational programs. These will be crucial in future engagements with CHED as the implementation of the expanded Act progresses.

She also informed participants that ongoing efforts are being undertaken by the Technical Panel for Islamic Studies to develop policy standards for undergraduate programs in Islamic Studies. This includes plans for public consultations, which may provide opportunities to raise concerns and explore accreditation pathways for Islamic educational institutions. Participants were encouraged to submit questions and concerns that could be relayed to CHED during these engagements.

In closing, Assoc. Prof. Arsad emphasized that while current mechanisms are still in the process of development, the expanded equivalency and accreditation framework presents significant opportunities for Muslim educators and

institutions. She encouraged participants to proactively prepare documentation, engage in dialogue, and explore available pathways to ensure that diverse forms of learning within Muslim communities are formally recognized within the Philippine higher education system.

Understanding Learner Behavior

Prof. Vi-Amor Dayrit

*Lecturer, UP College of Human Kinetics
Special Education (SPED) Specialist*

Prof. Vi-Amor Dayrit delivered the third lecture of the seminar-workshop, focusing on understanding learner behavior, particularly among children exhibiting challenging behaviors. Drawing from her 19 years of experience working with children with special needs, she emphasized the importance of recognizing underlying factors that influence student behavior and learning.

At the outset, Prof. Dayrit underscored a fundamental principle in education: the need for teachers not only to be understood by their students but also to understand their learners. She framed her discussion through a case-based narrative, sharing her experience with a learner named “Mariam,” a child who initially showed strong resistance to attending school. Over the course of eight years, she worked with the child through a process of trial and error, eventually supporting her transformation from a disengaged learner into an achiever. This case illustrated that difficult behaviors—such as refusal to attend school, aggression, and noncompliance—can be addressed through informed and intentional teaching strategies.

Prof. Dayrit identified common classroom behaviors associated with learner difficulty, including tantrums, refusal to follow instructions, power struggles between teacher and student, and attention-seeking actions. She emphasized that such behaviors are often misinterpreted as disobedience or poor character. Instead, she urged educators to reframe these behaviors as indicators of distress, signaling unmet needs or underlying challenges that require intervention.

She outlined several common misconceptions among teachers and parents when dealing with “hard-headed” learners. These include interpreting behavior solely as disobedience, reacting with anger or raised voices, engaging learners during emotional meltdowns, focusing only on negative behavior, and

prioritizing correction over connection. She cautioned that such responses may lead to disengagement, as students tend to “shut down” when confronted aggressively. Instead, she recommended strategies such as maintaining calm responses, avoiding negotiation during tantrums, allowing time for emotional regulation, and engaging learners only after they have calmed down.

Prof. Dayrit further identified five key factors that may explain misbehavior in learners. First, developmental delays may affect cognitive functions, particularly in young learners whose prefrontal cortex—responsible for reasoning and decision-making—is still developing. Second, autonomy-seeking behavior reflects a child’s need for control and independence, which should be guided rather than suppressed. Third, physical needs such as hunger, fatigue, or emotional distress at home may manifest as behavioral issues in school.

She then focused on two critical factors: genetics and environment. Drawing from the concept of epigenetics, she explained that environmental conditions can influence gene expression and, consequently, child development. She introduced the concept of “brain reserve,” which begins developing as early as the 21st day of pregnancy and plays a crucial role in stress regulation, emotional control, and cognitive resilience. Factors such as maternal health, nutrition, stress levels, sleep quality, and exposure to illness during pregnancy were identified as significant determinants of a child’s developmental outcomes.

Another major theme of the lecture was the concept of “brain rot,” which she described as the deterioration of cognitive functioning due to excessive consumption of low-quality digital content. She explained that behaviors such as excessive screen time, social media scrolling, video gaming, and exposure to superficial or repetitive online content can negatively affect attention span, critical thinking, and learning capacity. She noted that this phenomenon is particularly prevalent among Generation Z and Generation Alpha learners.

Prof. Dayrit presented observable signs of brain rot among students, including shortened attention span, difficulty focusing on complex tasks, reduced reading capacity, and superficial thinking. She also highlighted how exposure to internet slang, viral content, and low-quality media may affect language development and communication. She emphasized that while technology is unavoidable, its use must be regulated, particularly among young learners whose cognitive systems are still developing.

She also discussed recommended guidelines for screen time, citing international standards that discourage screen exposure among very young children. For

infants and toddlers, she emphasized that no screen time is ideal, as children at this stage require direct human interaction, physical activity, and sensory experiences. For older children, she recommended controlled and supervised use of technology, with an emphasis on maintaining “tech-free zones” and encouraging offline activities such as reading, sports, and creative play.

In addition to digital influences, Prof. Dayrit highlighted the impact of dietary factors on behavior and cognition. She pointed to substances such as excessive sugar and artificial food coloring (e.g., red dye) as contributors to hyperactivity and behavioral challenges. She connected these factors to the increasing prevalence of attention-related conditions such as ADHD, noting that such conditions may also be associated with learning difficulties including dyslexia, dysgraphia, dyspraxia, and dyscalculia.

She explained that these challenges, if left unaddressed, may lead to long-term consequences such as academic failure, poor social skills, risk-taking behaviors, and difficulty maintaining relationships. However, she emphasized that early intervention and proper guidance can significantly improve outcomes for affected learners.

Prof. Dayrit also discussed the role of the hippocampus in memory retention, emphasizing that effective learning depends on how information is processed and stored in the brain. She outlined key strategies to support learning, including repetition, association, novelty teaching, emotional engagement, and the development of positive home habits. She highlighted that meaningful learning experiences—such as hands-on activities and emotionally engaging lessons—are more likely to be retained by students.

She further emphasized the importance of creating supportive home environments, noting that habits such as reading, shared family time, and reduced screen exposure contribute significantly to cognitive development. She encouraged educators and parents to work together in fostering these habits, stressing that failure to guide children effectively may result in external influences shaping their development.

To reinforce her points, Prof. Dayrit conducted interactive activities with participants, including exercises demonstrating the effects of different types of content on creativity and attention, as well as a “Morse code” relay activity designed to highlight the importance of focus, sensory engagement, and classroom interaction. She explained that such activities can be adapted for

classroom use to re-engage learners and identify students who may require additional support.

Building on these foundational insights, Prof. Dayrit further expanded the discussion by introducing neurological and developmental dimensions that influence learner behavior. She emphasized that some behavioral challenges are rooted in underlying neurological conditions that are not immediately visible and cannot simply be corrected through discipline, but instead require informed management and intervention.

A key concept introduced was that of primitive reflexes, which are automatic responses present at birth and necessary for early development. These reflexes are expected to be integrated as the child matures; however, when retained, they may lead to difficulties in learning and behavior. She explained that the Asymmetrical Tonic Neck Reflex (ATNR) may result in poor handwriting and difficulty with coordination, while the Symmetrical Tonic Neck Reflex (STNR) may affect posture, writing speed, and the ability to remain seated.

She further discussed the Palmar Grasp Reflex, which may impact both motor and speech development, and the Moro Reflex, which may contribute to anxiety and emotional reactivity. The Tonic Labyrinthine Reflex (TLR) and Spinal Galant Reflex (SGR) were also highlighted as factors affecting balance, coordination, and physical regulation. These retained reflexes, she emphasized, are often misinterpreted as behavioral problems rather than developmental concerns.

Prof. Dayrit stressed the importance of systematic observation, encouraging educators to document patterns of behavior before making conclusions. In this context, she introduced the ABC Model of Behavior (Antecedent–Behavior–Consequence) as a framework for analyzing and understanding student behavior.

She also expanded the discussion to include Sensory Processing Disorder (SPD), explaining that beyond the five basic senses, learners rely on additional sensory systems such as proprioception, vestibular sense, and interoception. Disruptions in these systems may affect focus, emotional regulation, and classroom participation. She emphasized that incorporating multi-sensory teaching approaches and creating supportive classroom environments—such as designated quiet or sensory spaces—can help learners regulate and engage more effectively.

In closing, Prof. Dayrit emphasized that understanding learner behavior requires a holistic perspective that considers neurological, developmental, environmental, and sensory factors. She reiterated that educators must be equipped not only with content knowledge but also with the ability to respond to diverse learner needs. By doing so, teachers can foster inclusive, responsive, and supportive learning environments that promote both academic and personal growth.

Classroom Management

Prof. Vi-Amor Dayrit

*Lecturer, UP College of Human Kinetics
Special Education (SPED) Specialist*

Following the comprehensive discussion on understanding learner behavior, Prof. Dayrit delivered the fourth lecture of the seminar-workshop, focusing on classroom management strategies grounded in developmental, behavioral, and cognitive principles. She emphasized that effective classroom management is not merely about maintaining order, but about creating structured, responsive, and supportive learning environments that address the diverse needs of learners.

At the outset, she underscored that classroom management must be anchored in an understanding of the root causes of behavior. Strategies for managing learners should not be implemented in isolation, but rather informed by prior analysis of developmental, neurological, and environmental factors discussed in the preceding session.

Central to her lecture was the introduction of Applied Behavior Analysis (ABA) as a foundational framework for managing classroom behavior. ABA focuses on systematically shaping behavior through structured teaching, repetition, and reinforcement. Prof. Dayrit explained that this approach is particularly effective for learners with developmental and learning challenges, as it allows teachers to break down complex skills into smaller, achievable steps.

She presented specific techniques within ABA, including Discrete Trial Training (DTT), which involves structured, step-by-step instruction where tasks are divided into manageable components. Each step is taught through repeated practice, allowing learners to gradually acquire skills. Closely related to this is the concept of errorless teaching, wherein teachers provide prompts

and guidance to ensure that learners produce correct responses from the outset. This approach minimizes frustration and builds confidence, especially among learners who may struggle with repeated failure.

Prof. Dayrit also introduced practical instructional strategies such as the “one-word-at-a-time” method, which supports language development by guiding learners incrementally. Rather than overwhelming students with complete answers, teachers scaffold learning by gradually building responses, enabling learners to process and retain information more effectively.

A significant portion of the lecture was devoted to clarifying the distinction between reward systems and reinforcement. She explained that while rewards are external incentives given after a desired behavior, reinforcement is a broader concept rooted in behavioral psychology that strengthens behavior over time. Reinforcement may be positive (adding a desirable stimulus) or negative (removing an undesirable stimulus), both aimed at increasing the likelihood of a behavior being repeated. She emphasized that negative reinforcement should not be confused with punishment, as it is still intended to encourage positive behavior.

Drawing from the work of B. F. Skinner, she explained the principle of operant conditioning and its application in classroom settings. Through consistent reinforcement, teachers can shape behavior gradually, guiding learners toward more appropriate and adaptive responses. She also highlighted the importance of timing and consistency in reinforcement, noting that immediate and predictable responses from teachers are more effective in shaping behavior.

Prof. Dayrit further emphasized the need to gradually reduce reliance on external rewards. While rewards may be effective in the early stages of behavior shaping, overdependence can hinder the development of intrinsic motivation. She encouraged teachers to transition from tangible rewards to more internal forms of motivation, such as self-regulation, personal achievement, and a sense of responsibility.

In addition to behavior management strategies, she introduced the concept of learning stations or centers as a practical approach to classroom organization. In this setup, the classroom is divided into designated areas where learners engage in different activities, such as writing, cutting, tracing, or hands-on tasks. This approach allows for movement, variety, and differentiated instruction, making it particularly effective for learners who struggle with traditional, sedentary classroom structures.

She emphasized that learning stations promote engagement by allowing students to interact with materials in a more dynamic and experiential manner. At the same time, they enable teachers to observe learners more closely, identify specific areas of difficulty, and provide targeted support.

Throughout the lecture, Prof. Dayrit reinforced that classroom management is not about control or discipline alone, but about fostering an environment that supports learning, emotional regulation, and positive behavior. She highlighted that structured routines, clear expectations, and responsive teaching practices are essential in creating such environments.

In closing, she reiterated that effective classroom management is deeply connected to an educator's ability to understand their learners. By integrating behavioral frameworks such as ABA with inclusive and learner-centered strategies, teachers can create classrooms that are not only orderly but also nurturing, adaptive, and conducive to meaningful learning experiences.

School Planning

Assoc. Prof. Nefertari A. Arsad

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Assoc. Prof. Nefertari A. Arsad delivered the fifth lecture of the seminar-workshop, focusing on school planning as a critical component of educational development. She framed the session as a continuation of earlier discussions, noting that while previous sessions addressed learner-level planning, this lecture shifts the focus to planning at the school level. The content of the lecture was also informed by insights gathered from participants during prior engagements and consultations.

At the outset, she defined school planning as a repetitive and cyclical process, emphasizing that planning does not occur only once per school year but may take place continuously within and across academic periods. She explained that planning must remain responsive to changing conditions, as static planning may result in ineffective or outdated practices. Central to this process is the need for realistic situational analysis, which requires educators and administrators to honestly assess whether existing programs or policies are working, and to identify the conditions necessary for their success.

She further explained that school planning involves the creation of action plans aimed at delivering quality education, setting clear target outcomes, and designing strategies to achieve these goals. Planning, she noted, operates at multiple levels: the lesson level (e.g., daily lesson plans), course level (e.g., planning for an entire subject), program level (e.g., Arabic language programs across grade levels), and administrative or management level. These levels are interconnected and must work together to ensure that educational objectives are met.

A significant portion of the lecture focused on situational analysis as the foundation of effective planning. She described it as a reflective and ongoing process that examines both internal and external conditions within the classroom, school, or organization. Internal conditions may include student capabilities, teacher competencies, and available resources, while external conditions may involve parental support, community context, and institutional constraints. Through this process, educators can identify key challenges and opportunities that inform planning decisions.

Participants shared their own practices in conducting situational analysis, including quarterly academic reviews, weekly administrative meetings, and periodic in-service trainings. These examples highlighted that situational analysis may occur at different frequencies depending on institutional context, but requires sufficient observation over time to accurately capture conditions and trends.

Assoc. Prof. Arsad then illustrated the application of school planning through a case example from the Maharlika Village Islamic Madrasa. The institution's goal was to achieve Arabic language mastery among students. However, a key issue identified was that students progressed through grade levels without achieving mastery, resulting in repeated reteaching and uneven learning outcomes. Additional internal challenges included varying student abilities, differences in teacher competencies, and limited instructional resources. External challenges included limited parental support and the absence of institutional networks for Islamic education at the time.

In response, the school implemented a program-level intervention that reorganized Arabic instruction based on learner proficiency rather than grade level. Students were grouped into beginner, intermediate, and advanced levels, regardless of age, and attended classes according to their assessed abilities. A dedicated time block was allocated for Arabic instruction across all grade levels, allowing teachers to focus on specific proficiency groups and tailor strategies

accordingly. Students were allowed to move between levels within the school year based on demonstrated progress.

This approach, she noted, proved effective in addressing disparities in learner readiness and allowed for more targeted instruction. It also highlighted the importance of aligning instructional strategies with learner needs, rather than strictly adhering to conventional grade-level structures inherited from formal education systems.

Building on this, she emphasized that curriculum design must be contextualized to local realities. Drawing from participant inputs, she highlighted issues such as the lack of localized curriculum, limited availability of appropriate learning materials (e.g., Arabic texts with necessary markings for beginner readers), and the constraints of weekend-based madrasa systems. These realities require educators to adapt content, sequence learning appropriately, and ensure that curriculum progression is clearly mapped from entry-level to advanced stages.

She also discussed challenges such as limited instructional time, large class sizes, inconsistent student attendance, and resource constraints. These factors must be considered in planning, particularly in designing realistic targets and strategies. For example, policies such as attendance requirements, assessment systems, and level-based progression were identified as mechanisms to address issues of student retention and learning continuity.

Assoc. Prof. Arsad then transitioned to planning at the lesson and course levels, providing examples such as integrating Islamic concepts into other subjects, addressing diverse learner needs through differentiated instruction, and anticipating variations in learning pace. She emphasized that effective lesson planning requires anticipating learner responses and preparing multiple strategies to accommodate different levels of understanding within the same classroom.

She also highlighted the importance of clarifying learning objectives, particularly in language instruction. Using Arabic language education as an example, she explained that planning must be guided by the intended purpose of learning—whether for communication, cultural understanding, Qur'anic comprehension, or academic research. Each purpose requires different instructional strategies, content, and assessment approaches.

At the course level, she introduced key planning questions, such as identifying desired learning outcomes, determining indicators of achievement, designing

appropriate assessments (including diagnostic, formative, and summative), and ensuring alignment between objectives and evaluation methods. She emphasized that planning should prioritize learner outcomes rather than rigid adherence to textbooks, allowing flexibility for deeper learning and skill development.

She further discussed the importance of time allocation and feasibility, particularly in contexts with limited instructional time, such as weekend madrasa programs. Educators must assess whether learning targets are realistic within the available timeframe and adjust either strategies or expectations accordingly.

At the administrative level, she outlined broader considerations, including infrastructure, learning environments, human resources, financial constraints, and access to academic and non-academic materials. She also noted the importance of balancing institutional sustainability with the non-commercial nature of Islamic education, which often limits the extent to which schools can rely on tuition-based funding.

The lecture concluded with the introduction of the Plan–Do–Check–Act (PDCA) cycle, a framework for continuous improvement. This involves planning based on situational analysis, implementing the plan, evaluating results, and making necessary adjustments. She emphasized that this cycle is ongoing and essential for ensuring that educational programs remain responsive and effective over time.

In closing, Assoc. Prof. Arsad reiterated that school planning is a dynamic and iterative process that requires collaboration, critical reflection, and adaptability. By grounding planning in realistic assessment and aligning it with clear educational goals, schools can better respond to challenges and improve the quality of education provided to learners.

Technical-Vocational Education and Training (TVET): Pathways to Skills Development, Employment, and Inclusive Growth

Director Omarkhayyam Dalagan

Technical Education and Skills Development Authority (TESDA), Regional Office IX

Director Omarkhayyam Dalagan delivered the sixth lecture of the seminar-workshop, providing an overview of the mandate, programs, and strategic direction of the Technical Education and Skills Development Authority (TESDA), with particular emphasis on its relevance to Muslim communities and Islamic education practitioners.

At the outset, Director Dalagan expressed appreciation for the opportunity to share insights on technical-vocational education and training (TVET), emphasizing its importance in advancing both individual livelihoods and the broader economy. He began by situating TESDA within its legal and institutional framework, noting that the agency was established through Republic Act No. 7796, or the TESDA Act of 1994, under the administration of former President Fidel V. Ramos. The law consolidated various government entities, including the National Manpower and Youth Council, the apprenticeship program of the Department of Labor and Employment, and the Bureau of Technical Vocational Education.

He outlined TESDA's vision of becoming a transformational leader in technical education and skills development, aimed at producing a globally competitive Filipino workforce. Its mission centers on setting direction, establishing standards, and implementing inclusive, quality-assured training and certification systems. He also highlighted the agency's core values, including demonstrated competence, institutional integrity, innovation, and nationalism, noting that TESDA consistently ranks among government agencies with high public trust and approval ratings.

Director Dalagan then discussed TESDA's core services, beginning with the Unified TVET Program Registration and Accreditation System (UTPRAS),

through which TESDA regulates and accredits institutions offering technical-vocational training. He emphasized that only TESDA-accredited institutions are authorized to provide such programs, warning against the proliferation of fraudulent training providers.

He also explained the Philippine TVET Competency Assessment and Certification System, through which TESDA assesses and certifies workers' competencies. Certifications are issued in levels—from National Certificate (NC) I to IV—indicating increasing levels of skill proficiency. He underscored the importance of this system in ensuring that certified workers are truly competent, particularly in light of reported cases of falsified credentials.

A substantial portion of the lecture focused on TESDA's scholarship programs, which provide free training opportunities along with financial support. These include the Training for Work Scholarship Program (TWSP), which aligns training with industry demand; the Special Training for Employment Program (STEP), which targets marginalized communities and provides starter toolkits; and other programs such as TESDA's diploma programs under the Universal Access to Quality Tertiary Education framework. These diploma programs offer three-year training pathways that may lead to degree programs in partner institutions.

He also highlighted specialized scholarship programs for particular sectors, including rice farmers, coconut farmers, and transport workers, as well as programs for upskilling and reskilling employed individuals. Importantly, he emphasized that all TESDA scholarships are free and include training allowances to support participation, with plans to align allowances with regional minimum wage rates to further reduce barriers to access.

Director Dalagan stressed that TESDA programs are inclusive and open to all individuals regardless of age, gender, or background, reflecting the agency's "no containment" policy. He specifically encouraged Muslim communities and madrasa institutions to engage with TESDA programs, noting successful collaborations with Islamic institutions that have implemented TVET programs such as computer systems servicing.

He then presented TESDA's 8-point agenda, which includes expanding access to TVET, reshaping public perception of technical education, developing higher-level competency standards, aligning training with industry demand, improving employment outcomes, integrating technology and flexible learning, strengthening global competitiveness, and harmonizing TVET with

senior high school and higher education pathways. He emphasized the need to reposition TVET as a viable and respectable alternative to traditional degree programs, citing data showing that many degree holders enroll in TESDA programs to enhance employability.

The lecture also explored priority sectors for TVET, including agriculture, manufacturing, health, tourism, construction, information and communications technology, and transportation. He provided regional data illustrating trends in training programs, graduates, and workforce demands in the Zamboanga Peninsula.

Director Dalagan further discussed emerging trends shaping the future of work, including artificial intelligence, big data, cybersecurity, robotics, and virtual reality-based training. He emphasized the need for continuous upskilling and adaptation, noting that technological advancements are rapidly transforming labor market requirements.

In relation to workforce development, he identified key competencies required for the future, such as analytical thinking, problem-solving, creativity, emotional intelligence, and technological proficiency. He also highlighted existing challenges, including skills mismatches, limited labor market alignment, and gaps in leadership and investment.

A significant portion of the lecture was devoted to pathways for engagement in TVET, including how to obtain National Certificates, become trainers or assessors, and participate in competency-based training systems. He explained that becoming a certified trainer requires both technical certification and completion of a trainer's methodology program, leading to a National TVET Trainer Certificate.

Director Dalagan also highlighted the growing integration of halal standards in TVET, including halal-certified training environments, halal food processing, halal tourism, and the development of halal auditors. He emphasized that halal principles extend beyond food to encompass broader ethical and professional practices, and encouraged Muslim participants to take leadership roles in this area.

In concluding his lecture, he reiterated TESDA's commitment to inclusivity and its role in promoting economic empowerment through skills development. He encouraged participants, their families, and their communities to take advantage

of TESDA programs, emphasizing that technical education offers practical pathways toward employment, entrepreneurship, and long-term stability.

Open Forum

Following the lecture of Director Omarkhayyam Dalagan, an open forum was conducted to provide participants the opportunity to raise questions, clarify concerns, and explore possible applications of Technical-Vocational Education and Training (TVET) within their respective institutions and communities.

One of the initial questions focused on TESDA's diploma programs under the Universal Access to Quality Tertiary Education framework, particularly regarding curriculum alignment and progression to degree programs. Director Dalagan clarified that diploma programs are designed to be aligned with corresponding degree programs, such as Diploma in Healthcare Technology Management leading to a Bachelor of Science in Nursing. He explained that institutions offering diploma programs must either have their own degree programs or establish partnerships with colleges or universities through formal agreements. These partnerships ensure that graduates may proceed to higher education, often entering at advanced levels depending on curriculum alignment.

Participants also inquired about financial considerations, particularly for students who may not qualify for scholarships. Director Dalagan explained that while TESDA covers tuition costs for scholars, non-scholars may need to shoulder expenses independently. He noted that TESDA provides substantial financial support for scholars, including tuition subsidies and training costs, which may reach significant amounts per student depending on the program.

Another concern raised during the forum related to the availability of training programs in Arabic language. In response, Director Dalagan clarified that TESDA does not currently offer Arabic language training as part of its standard programs. However, he noted that individuals with Arabic language backgrounds may have their competencies assessed and potentially recognized through equivalency processes, enabling them to qualify for trainer-related programs such as the Trainer's Methodology course.

Participants also raised practical concerns regarding scheduling, particularly for teachers who wish to undergo TESDA training while managing teaching responsibilities. Director Dalagan emphasized TESDA's flexibility, explaining

that training schedules may be adjusted through blended arrangements, including online sessions, weekend classes, or modified schedules based on mutual agreement. This flexibility aims to accommodate working professionals while ensuring access to training opportunities.

Questions were also raised regarding institutional participation, particularly how schools may offer TESDA-accredited programs. Director Dalagan explained that institutions must comply with specific requirements under TESDA's accreditation system, including the availability of qualified trainers, facilities, and program documentation. He emphasized that one of the main challenges in offering TVET programs is the limited number of certified trainers, which TESDA addresses by facilitating access to Trainer's Methodology courses.

Further inquiries focused on certification processes, including how to obtain National Certificates (NC) and Trainer's Methodology credentials. Director Dalagan clarified that individuals must first obtain the appropriate NC level corresponding to their field, followed by completion of the Trainer's Methodology course to qualify as trainers. He noted that experienced practitioners may undergo competency assessment directly, based on demonstrated skills and prior experience.

Participants also asked about time limits for completing certification requirements. Director Dalagan clarified that there is generally no strict time limit for completing assessments or additional requirements, allowing individuals flexibility in completing their certification process. He also highlighted TESDA's efforts to provide pre-assessment and support mechanisms to assist applicants.

Another important discussion point involved access to TESDA programs for marginalized sectors, including beneficiaries of government programs, persons deprived of liberty (PDLs), and underserved communities. Director Dalagan emphasized that TESDA prioritizes these groups and actively conducts outreach programs to deliver training in various locations, including correctional facilities and remote communities. He reiterated TESDA's inclusive policy, noting that access to training is open to all individuals who meet basic requirements.

Concerns were also raised regarding employment opportunities following TESDA training. In response, Director Dalagan clarified that while TESDA does not directly provide employment placement, it facilitates workforce readiness and may support linkages with employers. He emphasized that the

primary role of TESDA is to equip individuals with competencies that enhance employability and livelihood opportunities.

Participants further inquired about specific programs such as driving certification, emergency medical services (EMS), and web development. Director Dalagan explained that certification in areas such as driving requires proof of competence and may involve practical assessment rather than reliance on licenses alone. He also noted high demand for programs such as EMS, which often results in long waiting lists, and highlighted the need for proper coordination to secure training slots.

Several participants expressed concerns about previous applications that did not result in enrollment. Director Dalagan acknowledged these challenges, citing high demand and limited slots as contributing factors. He encouraged participants to coordinate directly with TESDA offices and emphasized the possibility of organizing special training batches for specific groups, subject to sufficient enrollment and commitment.

The discussion also explored opportunities for collaboration between TESDA and Islamic education institutions, particularly in organizing group-based training and facilitating access to Trainer's Methodology programs. Director Dalagan expressed openness to such collaborations, noting that group requests may be accommodated through special arrangements, especially for underserved sectors.

In concluding the open forum, Director Dalagan reiterated TESDA's commitment to inclusivity, flexibility, and service. He encouraged participants to take advantage of available programs and emphasized the importance of commitment among trainees to ensure the effective use of training resources. The session ended with expressions of appreciation and a call for continued engagement between TESDA and participating institutions.

Closing Remarks

Assoc. Prof. Nefertari A. Arsad

*Project Leader, UP CIDS–Islamic Studies Program
Faculty Member, UP Institute of Islamic Studies*

In her closing remarks, Assoc. Prof. Nefertari A. Arsad expressed her gratitude to all participants for their active engagement throughout the two-day seminar-workshop. She noted that while the duration of the activity was relatively short, she hoped that the sessions were productive, meaningful, and opened opportunities for further collaboration among participants and partner institutions.

She highlighted that the participation of key institutions—such as the Department of Education, the Commission on Higher Education, and the Technical Education and Skills Development Authority—was intentionally facilitated to present concrete opportunities for Muslim educators, both at the individual and collective levels. She encouraged participants to take advantage of these opportunities, particularly by organizing themselves as groups or batches, which may facilitate endorsement and access to training programs and professional development pathways.

Assoc. Prof. Arsad also emphasized the value of the sessions on learner behavior, classroom management, and school planning, expressing hope that these discussions provided practical insights that participants could apply in their respective teaching contexts. She encouraged participants to continue engaging with the materials and activities introduced during the seminar, including submitting outputs where applicable.

Looking ahead, she noted that the project may still have opportunities for follow-up activities within the year, including additional meetings and collaborative initiatives. She invited participants to reflect on possible directions for future engagement, such as the development of localized and contextualized learning resources, as well as collective efforts to advance the broader agenda of Muslim education in the Philippines.

She further underscored the importance of sustained collaboration among stakeholders, citing the expressed commitments of partner institutions and emphasizing the need to maintain open communication channels. Through continued coordination and shared efforts, she noted that meaningful progress can be achieved in strengthening Islamic education.

In closing, she thanked all participants for their presence and contributions, and encouraged them to provide feedback on the seminar-workshop to help inform future initiatives. She concluded by expressing hope that the activity would serve as a foundation for continued collaboration and development in Muslim education.

Photo Documentation



Assoc. Prof. Nefertari A. Arsad presents her lecture on school planning and educational development.



Prof. Vi-Amor Dayrit presents her lecture on understanding learner behavior and classroom management.



Dr. Sarah Lucman Handang presents the Madrasah Education Program (MEP) during the seminar-workshop.



Group photo of the organizers, resource persons, and participants during the seminar-workshop on navigating the realities of Muslim education.

Center for Integrative and Development Studies

Established in 1985 by University of the Philippines (UP) President Edgardo J. Angara, the UP Center for Integrative and Development Studies (UP CIDS) is the policy research unit of the University that connects disciplines and scholars across the several units of the UP System. It is mandated to encourage collaborative and rigorous research addressing issues of national significance by supporting scholars and securing funding, enabling them to produce outputs and recommendations for public policy.

The UP CIDS currently has twelve research programs that are clustered under the areas of education and capacity building, development, and social, political, and cultural studies. It publishes policy briefs, monographs, webinar/conference/forum proceedings, and the Philippine Journal for Public Policy, all of which can be downloaded free from the UP CIDS website.

The Program

The Islamic Studies Program (ISP) seeks to advance the critical and strategic roles of Islam in nation-building and determines to lead the Filipino communities to know Islam deeper and consequently deal with the existing stereotypes against Muslims. The three-fold research component is comprised of: (1) Hikma, or the historical and Islamic knowledge for the modern age; (2) Shari'a courts practices, implementations, and issues for revisions; and (3) the Moro story, which entails identifying key issues affecting the dynamics of Moro families locally and globally.

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