



Republic of the Philippines
House of Representatives
Quezon City, Metro Manila

Sixteenth Congress
First Regular Session

House Bill No. **3641**



Introduced by HON. SITI DJALIA A. TURABIN-HATAMAN of Anak Mindanao
(AMIN) Party-List

EXPLANATORY NOTE

Muslim Filipinos comprise 10% of the Philippine Population. Consequently, several non-Muslims do not exactly know their history, culture and Islam as a religion and this lack of understanding gave rise to misconceptions that most often lead to various acts of discrimination.

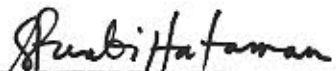
To bridge this gap, Anak Mindanao (AMIN Party-list) authored and filed a bill in the 14th Congress entitling "Moro History, Culture and Identity Studies Act." A bill which mandates the inclusion in the curricula of all levels of education and training in all schools in the country, of the study and understanding of Moro history, culture and identity which recall and highlight the positive relations among the tri-peoples, especially between Muslims and Christians, as well as their common origins and other points of commonality.

More often, relations between people of varied faith and culture are strained due to biases based on ignorance or misinformation. It is our aim to educate our people especially the young ones, and we believe this must start in the very forefront of education - our Schools.

This law becomes even more significant as we continue to search for Peace. Studies revealed that it is the minds and hearts of Muslims and Christians that provide the basic challenge in this search. An effort of Christians, Muslims and the Indigenous People alike to improve their understanding and appreciation of each other's historical, social and cultural values is the cornerstone of the edifice of peace that each individual, Christian or Muslim, must build.

We firmly believe in the importance of institutional mechanisms like the peace processes and peace agreements. These however must be truly embedded in the hearts and minds of people, through deeper understanding, acceptance and respect of our history and culture, so that the gains of peace can be sustained.

It is therefore our great desire to have this bill passed into law. As such, we earnestly seek support for the approval of this bill.



REP. SITTI DJALILA A. TURABIN-HATAMAN

Anak-Mindanao (AMIN) Party List



Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

SIXTEENTH CONGRESS
First Regular Session

House Bill No. **3641**

Introduced by HON. SITTI DJALIA A. TURABIN-HATAMAN

**AN ACT PROVIDING FOR THE MANDATORY STUDY OF MORO AND
INDIGENOUS PEOPLES HISTORY, CULTURE AND IDENTITY IN THE
CURRICULA OF ALL LEVELS OF SCHOOLS IN THE COUNTRY**

*Be it enacted by the Senate and the House of Representatives of the Philippines
in Congress assembled:*

SECTION 1. Short Title. – This act shall be known as the “*Moro and Indigenous Peoples History, Culture and Identity Studies Act.*”

SECTION 2. Inclusion in Curricula. – The Department of Education (DepEd) and the Commission on Higher Education shall include the study and understanding of Moro and Indigenous Peoples (IP) history, culture and identity in the curricula of all levels of education and training in all schools in the country, starting in Mindanao, adopting the scope and treatment of the subjects or courses to the respective educational levels. The DepEd and CHED shall likewise initiate and maintain regular programs and special projects to provide venues for information and discussion of Moro history, culture and identity, including the utilization of informal education and other means to stress the importance of respect therefor. The Moro and IP mandatory studies shall be under two different curriculums which shall be taught independently of each other.

SECTION 3. Key Content. – In the formulation and creation of courses or subjects on Moro and Indigenous Peoples history, culture and identity to be included in the school curricula or other educational or training programs to implement and carry out the directives herein, including the writing, printing and publication of textbooks and other reading materials relative thereto, the agencies concerned shall consult recognized

experts on Moro and Indigenous Peoples history, culture and identity as well as recognized resource persons on the Mindanao peace process and Muslim-Christian dialogue, and shall at all times emphasize the following key points and areas:

- a.) An understanding of the “Mindanao issues” and the “Moro issues” as well as the roots of the conflict there and its impact on the rest of the country, with appropriate attention to the history of the Muslims in the Philippines.
- b.) The specific character of Mindanao as an island shared by these tri-peoples and thus the ideal of their equality, co-existence and unity, including the peculiarities of the different Moro and Lumad ethno-linguistic groups.
- c.) The positive relations and remembrances in history among the tri-peoples of Mindanao: the Christian settlers and their descendants, the Moros or Muslims, and the Lumad or indigenous highlander tribes.
- d.) The identification of the common origins of the peoples of Mindanao and of the Philippines as well as other points of commonalities, including the positive presentation of these peoples before the arrival of Islam and Christianity.
- e.) The appreciation of the various cultures and ethnic identities.
- f.) Support for the broader Mindanao peace process which address both the structural roots of the Mindanao conflict and the deep social, cultural and religious cleavages there, and which consists not only of peace negotiations with rebel groups but also people-to-people peace processes such as promotion of Muslim-Christian dialogue and a culture of peace.
- g.) Fostering of the attitudes and values of peace and dialogue such as esteem, respect, honesty, sincerity, patience, generosity, graciousness, sensitivity, trust, prudence, and love.

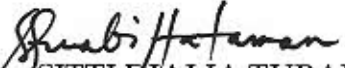
SECTION 4. *Funds and Appropriations.* – The amount as may be necessary for the implementation of this Act shall be taken from funds of the DepEd and the CHED and/or from the latter two agencies’ appropriations for policy formulation, program planning, standards development and instructional materials development. Thereafter, such amounts such as may be necessary for its continued implementation shall be included in the General Appropriations Act.

SECTION 5. *Repealing Clause.* - Any provision of law or regulation inconsistent herewith is hereby repealed, revoked or modified accordingly.

SECTION 6. *Separability Clause.* - If any provision of this Act is declared unconstitutional or inoperative, the other provisions shall remain in force and in effect.

SECTION 7. *Effectivity Clause.* - This Act shall take effect immediately upon approval.

Approved


Rep. SITTI DJALIA TURABIN-HATAMAN
Anak Mindanao (AMIN) Party-List