



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS
DIVISION OF CITY SCHOOLS - TAGBILARAN CITY

**Office of the Schools Division
Superintendent**

DIVISION MEMORANDUM
No. **438** , s. 2025

July 14, 2025

Elevat-Ed: A Short Course on Contemporary Issues for Teachers

To: Assistant Schools Division Superintendent
Chief, CID and SGOD
Public Secondary and SHS Principal
All Others Concerned

1. This Office hereby disseminates the letter from the **Asian Center, University of the Philippines, Diliman** offering graduate-level multidisciplinary programs in Asian and Philippine studies.
2. Kindly refer to the attached communication for more details.
3. Immediate dissemination is highly desired.

WILFREDA D. BONGALOS PhD CESO V
Schools Division Superintendent

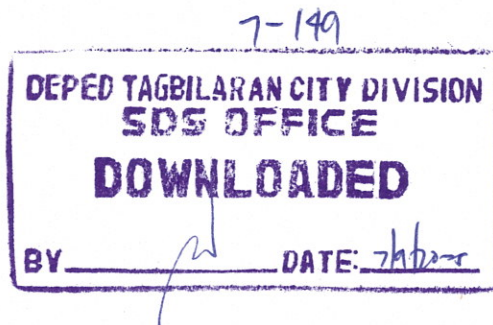
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16 June 2025

WILFREDA D. BONGALOS
Schools Division Superintendent
Tagbilaran City Schools Division
Department of Education Region VII



Dear Superintendent Bongalos,

The Asian Center, University of the Philippines Diliman is the only unit in the university with a regional area of specialization, offering graduate-level multidisciplinary programs in Asian and Philippine Studies. Its mandate—the study of Asia—is underpinned by law, Republic Act 5334. Aligned with its mandate to serve as a research and teaching hub for Asian and Philippine Studies, the UP Asian Center is launching **Elevat-Ed: A Short Course on Contemporary Issues for Teachers**. This short course aims to enhance the capability of Filipino educators in effectively teaching contemporary political, economic, social, and cultural issues as outlined in the K-to-12 curriculum of the Department of Education. The program seeks to equip teachers with the necessary skills and knowledge to facilitate meaningful learning experiences and improve access to quality teaching resources.

As part of the preparation, we will be conducting **Training Needs Analysis (TNA)** among prospective participants to ensure that the course is relevant, and directly applicable to secondary education. In this regard, we respectfully request your permission to conduct an **online TNA Survey**, particularly to the teachers of Grades 10 to 12 Social Sciences subjects. We would also welcome participation from other teachers with experience or interest in teaching contemporary social issues.

We believe that their insights and perspectives play a significant and crucial role in shaping the content and structure of the course, ensuring that the training effectively meets the needs of educators. Your support in facilitating the TNA Survey is instrumental in enhancing the program's impact towards the overall goal of improving the quality of Philippine education.

Here is the link for the Google form of the TNA Link:

<https://forms.gle/7WKXfuEB9dGiwYEb9>



We have also attached the concept note for the short course for your perusal.

Should you have further questions or clarifications, you may contact us through email address: lsdonaire@up.edu.ph or phone number 8981-8500 loc. 3586.


We greatly appreciate your time and consideration and look forward to the opportunity to collaborate with your esteemed institution.

Thank you very much, and we hope for your positive response.


Respectfully,


LEIGH S. DONAIRE-DASTAS
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Elevat-Ed: Levelling Up Teaching for Contemporary Issues

Concept Note

Globalization, the emergence of technology, and the recent pandemic re-sparked the discussion regarding the challenges faced by the Philippine education system. In a 2022 global learning assessment, the Philippines ranked as one of the lowest among 64 OECD countries. The Year One Report of EDCOM II (2024) concluded that the Philippines is indeed experiencing an education crisis as a result of “miseducation” or “poorly delivered education to Filipino learners.” Considered a perennial problem, these challenges include limited infrastructure, poverty, access, budget cuts, inefficiency in governance, and the lack of resources and opportunities. Specifically, the report identified “the lack of education programs for critical education professionals” as one of the challenges uncovered during the EDCOM II’s first year.

During the 2024 State of the Nation Address (SONA), current President Bongbong Marcos (BBM) underlined the significance of developing not only literacy but also problem-solving and critical thinking among Filipino youth. In a study by Marquez (2017, 281), he placed critical thinking as a valuable tool for nation-building.

However, the Alliance of Concerned Teachers (ACT), an organization of teachers, academics, and other education workers in the Philippines, pointed out that our education system is “not designed to develop critical and creative thinking.” This, among the many other issues in Philippine education, has alarmed lawmakers, teachers, and other stakeholders to call for an improved system of education. As such, President BBM called for the newly appointed Department of Education Secretary Sonny Angara to ensure the immediate recovery and improvement of the country’s quality of education by strengthening the competence of public school teachers. The Department of Education also acknowledged and emphasized the importance of upskilling, reskilling, and training for teachers “to ensure the education system’s recovery from learning losses through the years.”

Educators play a pivotal role in fostering student awareness, engagement, and appropriate response and action to critical national issues. However, a significant challenge lies in equipping teachers with the necessary knowledge and skills to effectively convey and encourage students to critically examine complex contemporary issues. It is important that learners “can analyze information and distinguish the real from the fake, form their opinions from sound and logical arguments, solve problems, and make evidence-based decisions in different aspects of their lives.” Cultivating critical thinking among Filipino youth allows them “to analyze information, consider various solutions, and make informed decisions” especially in the face of political, economic, and social adversity (Felix 2023).

Aligned with its mandate to serve as a research hub for Asian Studies and Philippine Studies in the Philippines and help create a society critically and socially aware, the Asian Center, University of the Philippines Diliman is organizing *Elevat-Ed: Levelling Up Teaching for Contemporary Issues*. Reviving the Asian Center’s extension program, this project aims to enhance the capability of Filipino teachers in teaching contemporary political, economic, social, and cultural issues as outlined in the K-to-12 curriculum of the Department of Education. Using materials developed and used at the UP Asian Center for its classroom instruction and research, it seeks to empower Filipino teachers, ensuring they can confidently

facilitate meaningful learning experiences and improve access to learning and teaching materials.

Rooted in the University of the Philippines' principles of "Honor, Excellence, and Service," *Elevat-Ed: Levelling Up Teaching for Contemporary Issues* is also in fulfilment of the University's public service mandate—the nationalization of knowledge—and current UP President's flagship programs, academic excellence and the strengthening of the public service orientation of UP. By strengthening teachers' capacities, this initiative aims to help foster well-informed youth capable of critical thinking and active participation in national discourse.

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