



La Salle Institute of Governance  
Jesse M. Robredo Institute of Governance

# Civic education programs for the youth: A preliminary review

Francisco A. Magno

August 8, 2022

**YOUTHLED**  
YOUTH LEADERSHIP FOR DEMOCRACY

# PROJECT OBJECTIVES

- To review and enhance the civic education curriculum in private schools and non-formal education programs in NGOs
- To contribute towards improving awareness, knowledge, and action regarding civic rights, duties, and responsibilities among the youth through research and crafting new modules for JHS, SHS, and NGOs

# METHODOLOGY



## Key Informant Interview

**Data gathered:**  
Data on program background, training, effects of civic education, strengths, and gaps

**Analysis:**  
Qualitative analysis



## Document Collection

**Data gathered:**  
Course and program outlines, curriculum maps and syllabi, learning modules, and assessment tools

**Analysis:**  
Identification of themes through NVivo

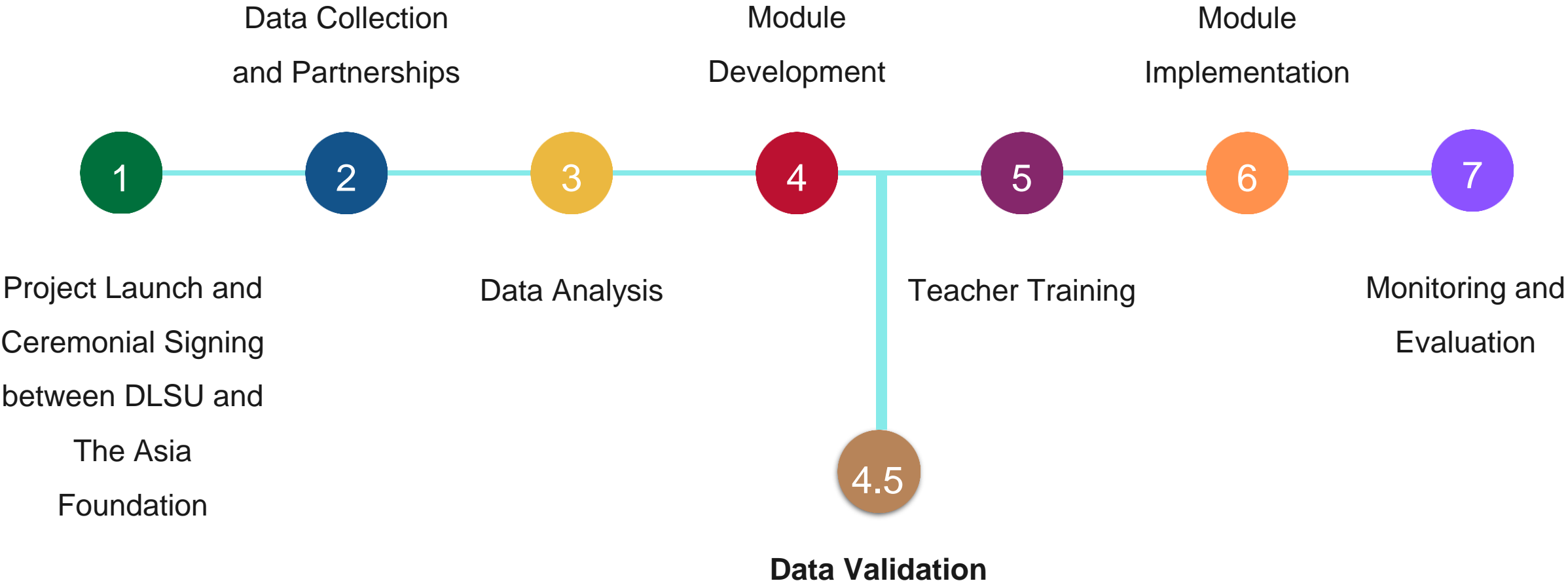


## Rapid Inventory

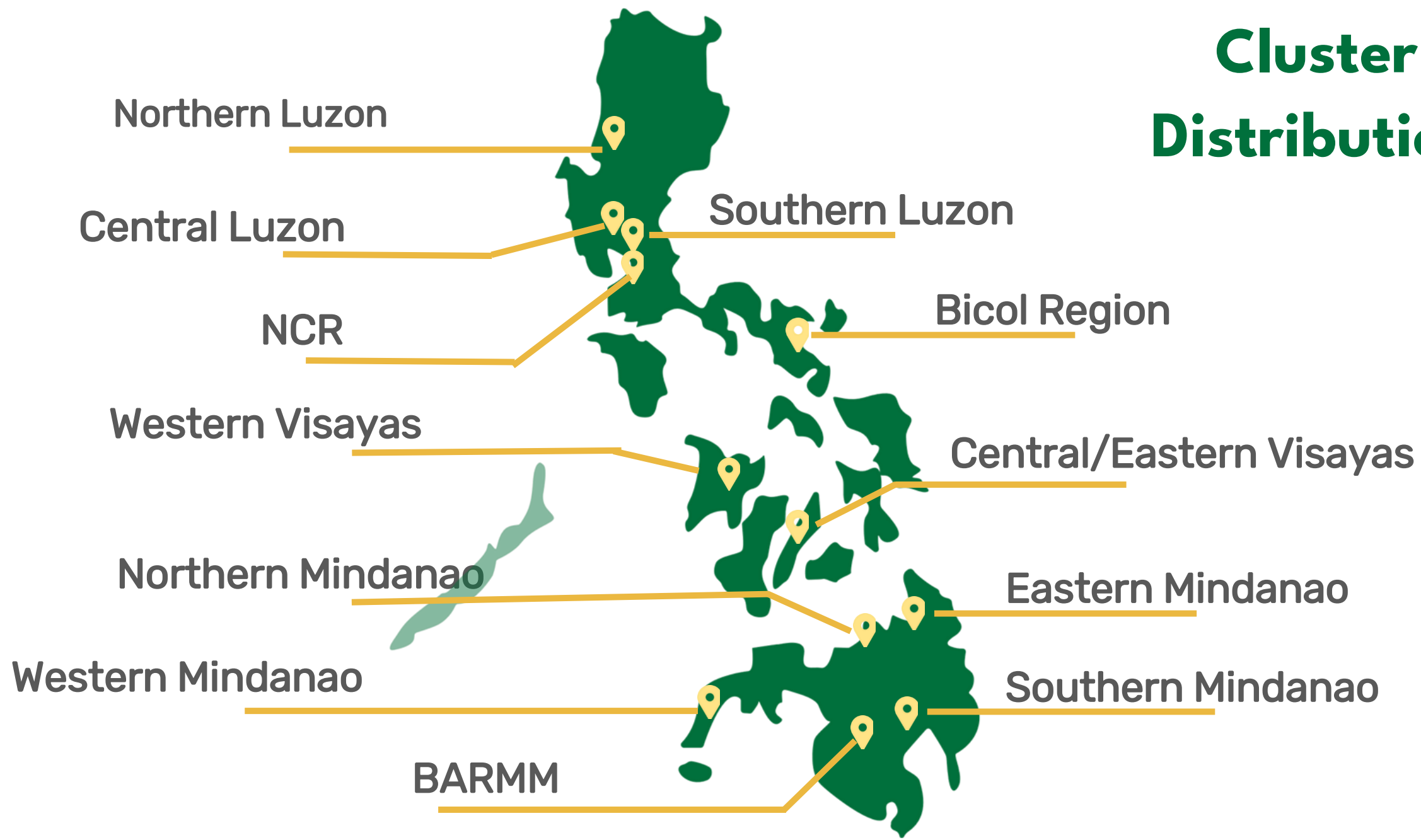
**Data gathered:**  
Data on training, content, focus sectors, medium and mode of instruction, youth education programs, and co-curricular activities

**Analysis:**  
Descriptive statistics

# PROJECT TIMELINE



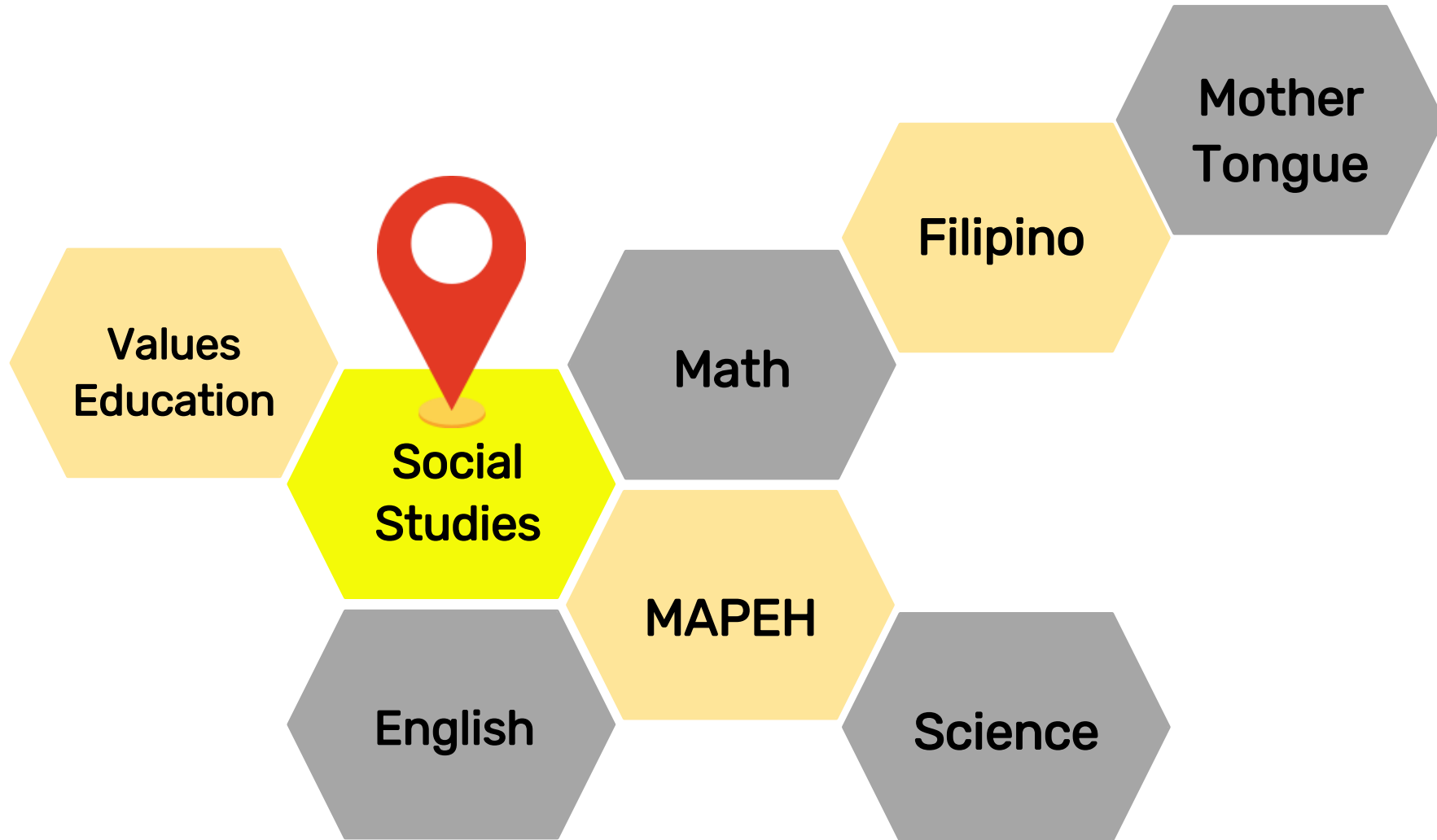
# Cluster Distribution

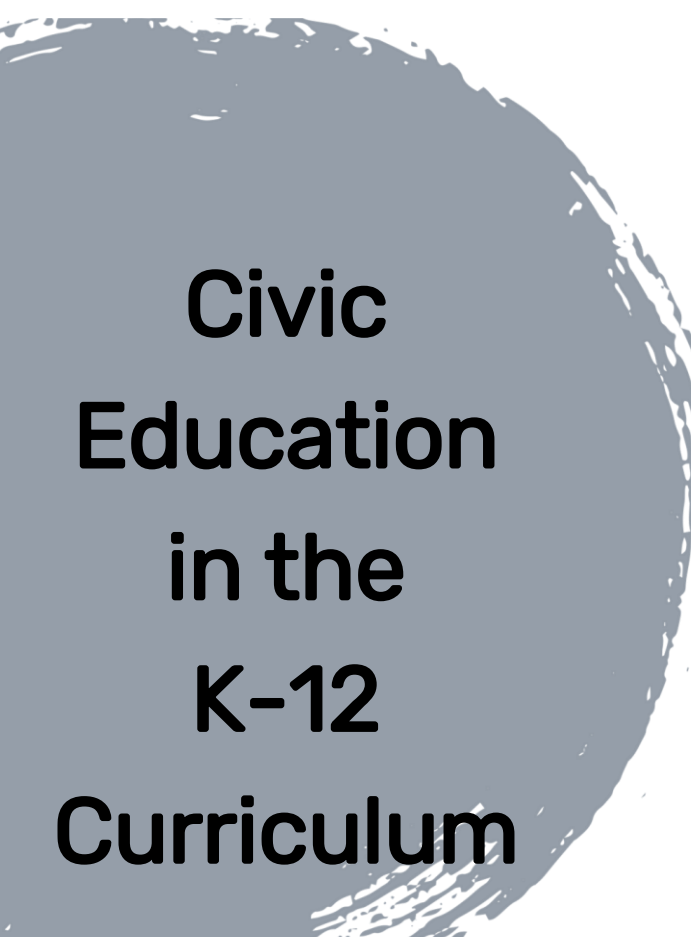


# Results

## Private School Curriculum




# Locating CE in the K-12 Curriculum





# Civic Education in the K-12 Curriculum

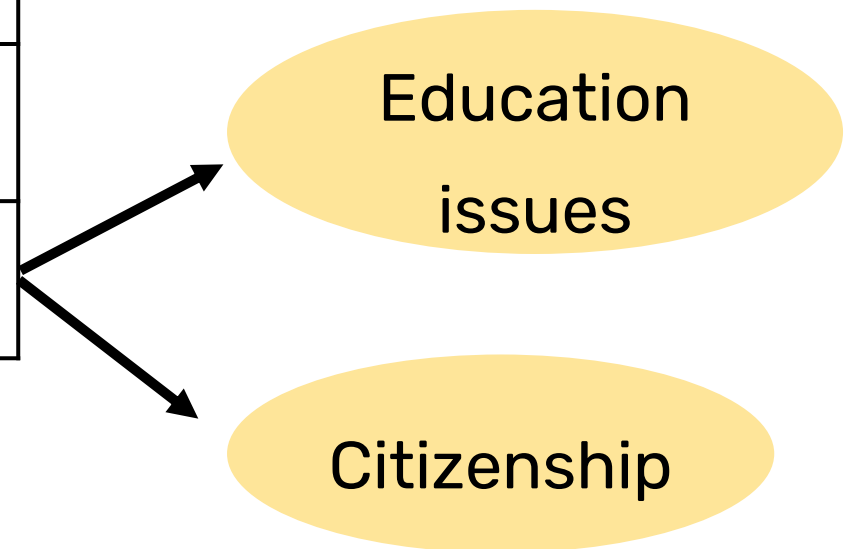
<b>K</b>	Myself and others
<b>G1</b>	Myself, my family, and school
<b>G2</b>	My community, now and then
<b>G3</b>	The Philippine regions
<b>G4</b>	The Philippines as a country
<b>G5</b>	The formation of the Philippines as a state
<b>G6</b>	The challenges and responses of nationhood

<b>G7</b>	Asian studies
<b>G8</b>	World History
<b>G9</b>	Economics
<b>G10</b>	Contemporary Issues 
<b>G11</b>	Understanding Culture, Society, and Politics 
<b>G12</b>	Philippine Politics and Governance 
<b>G12</b>	Community Engagement 



# Civic Education in JHS

<b>1st Grading</b>	<b>Environment &amp; Economy</b>
<b>2nd Grading</b>	<b>Political &amp; Peace Issues</b>
<b>3rd Grading</b>	<b>Human Rights &amp; Gender</b>
<b>4th Grading</b>	<b>Civics &amp; Citizenship</b>



Education  
issues

Citizenship

# Key Findings in JHS CE Modules

- **Content:** Additional content areas
  - eg. the role of citizenship in social change, **civic engagement models**, integrated **Christian perspective**, community engagement **framework**, link to **SDGS**, inclusion of **human rights**.
- **Curricular Modules:** Private schools use diverse approaches.
  - eg. **case study**, simulation, **practical research**, spoken word **poetry**, video presentation, role-playing, **social media posts**, analyze policies and laws, **propose civic/community activities**.
- **No co-curricular** activities in some schools.

# CE in SHS Core Subject: UNDERSTANDING CULTURE, SOCIETY, AND POLITICS

- 8 Sub-topics
- 1 is Responding to social, political, and cultural change that is divided into 3 topics (8 hours):
  - Inclusive Citizenship and Participatory Governance
  - New forms of media and social networking
  - Social movements (e.g., environmentalism, feminism)
- This shows the lack of extensive civic education in the existing curriculum of senior high school in core subjects.
- If SHS students do not go to HUMSS, this would be their last exposure on Civic Education.

# CE in SHS Core Subject: UNDERSTANDING CULTURE, SOCIETY, AND POLITICS

Philippine Politics & Governance  
(1st Semester, 80 Hours)

Findings: predominantly on politics  
and governance and not on  
citizenship (1/13 of the topics)

Community Engagement,  
Solidarity, And Citizenship  
(2nd Semester, 80 Hours)

Findings: predominantly on  
community solidarity and not on  
citizenship (1/5 of the topics)

# GAPS

- Lack of time spent on civic education
- Differing module contents/focus that veers away from civic education
- Some schools have no co-curricular activities
- Teacher-training on CE
- Lack of avenues for civic engagement
- Minimal interaction with the social sectors

This should not be taught in Grade 10 alone, Grade 7 pa lang may particular topic na all about Civic Engagement

For SHS, If that can be added to all strands, much better.

The struggle is in the preparation of materials and modules, development of the curriculum, and even in translation.

“

Training is important.

There is a need for support mechanisms.

”

# Results

## NGOs

# Civic education themes

Voter Education

AmBag Mo

Model SK

Leadership Training

Anti-Sexual Harassment

Legal Rights Education

Gender Awareness

Youth Resist

Indigenous Peoples' Education

Anti-Drug Abuse Campaign

Youth Conversation and Consultation

Youth Empowerment Program

Bukas Bayani

Youth with Disability Leadership

Program

Human Rights Education

Fellowship and Leadership Program

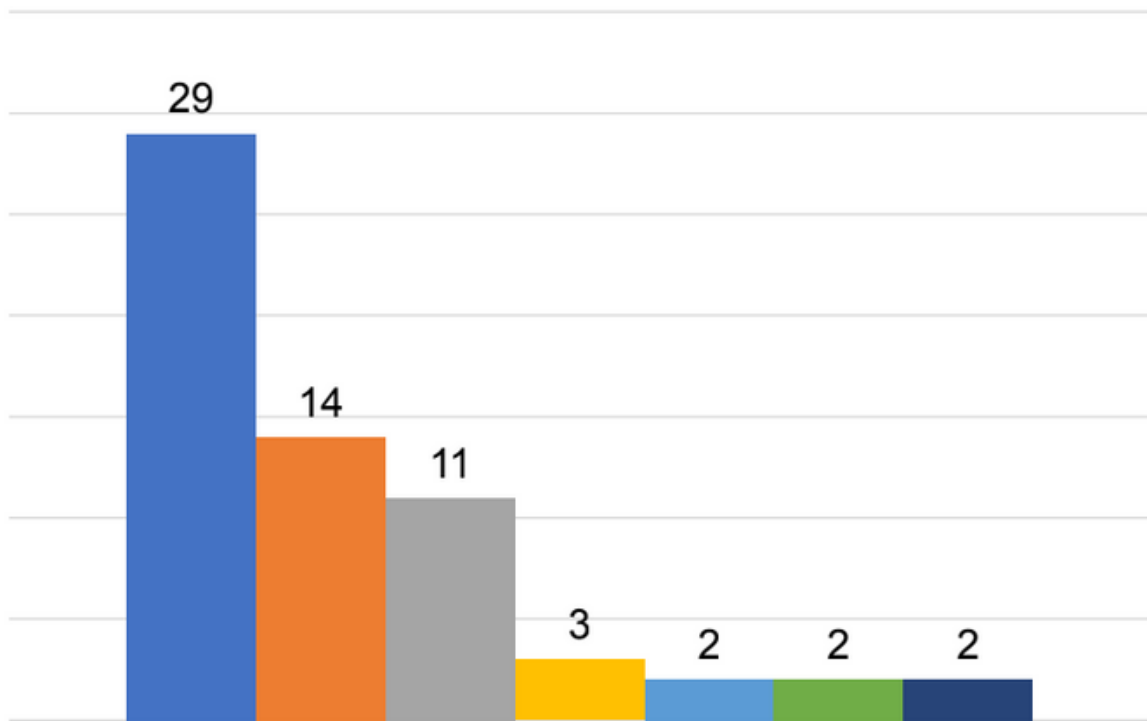
# NGO focus sectors

Children and/or Youth  
Education  
Environment  
Women  
Peace and Security  
Human Rights, Democracy  
and Governance

Indigenous People  
Agriculture  
Health  
Urban/Rural Poor  
LGBTQ+  
Person With Disabilities  
Religion

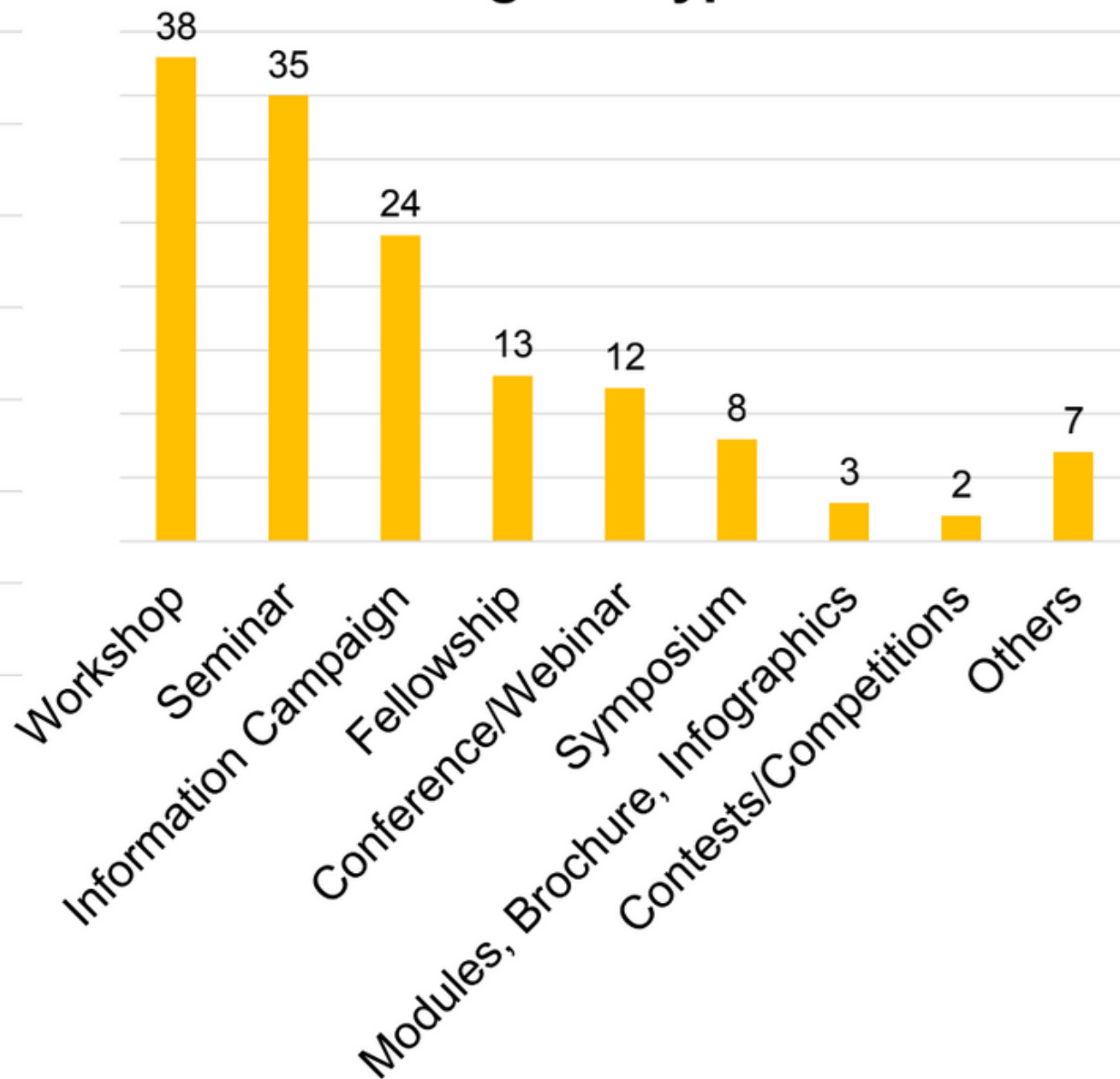


### Mode of Learning



- Blended
- Face-to-face
- Online synchronous
- Online synchronous and asynchronous
- Online asynchronous
- All modes
- Online synchronous, asynchronous, and Offline

### Program Type



# Strengths (NGOs)

“ We have various development partners and a strong network of local organizations.

Our programs are based on the needs of the locality.

*The fluidity and adaptability of our materials contributed to the effectiveness of our programs.*

“ Our volunteers are very diverse...this allows us to have a multidisciplinary approach in the conduct of training activities.”

**The topics are selected based on the feedback from participants.**

# Gaps (NGOs)

“

The weakness stems from the lack of a structured program.

We realize the need to have a playbook, and a manual to guide the implementation process.

“ The availability of volunteers and lack of training of our facilitators are among the gaps in the training programs. ”

***It is difficult to find funding for our projects.***

# MOVING FORWARD: NEXT STEPS

- **Develop Co-curricular modules and training manuals**
  - a) JHS Module: Civics and Citizenship Module
  - b) SHS Module:
    - Core Subject, Understanding Culture, Society, and Politics should introduce Citizenship
    - HUMSS:
      - Philippine Politics and Governance
      - Community Engagement, Solidarity, and Citizenship
      - Work Immersion/Research/Career Advocacy/Culminating Activity Work
  - c) CSO/NGO Module
- **Teacher's and facilitator's Training**
- **Private school - NGO partnerships**

A photograph featuring a laptop on the left and a stack of four books on the right. The laptop is open, and its screen is tilted. The books are stacked vertically, with the top one being the thinnest and the bottom one the thickest. The text "Thank you!" is centered over the image in a white, sans-serif font. The background is a blurred, warm-toned bokeh.

Thank you!