The Applicability of the Curriculum and The Need for Employment for The Graduate Diploma in Cultural Education (Gdce): An Input for Program Enhancement

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Abstract

Considering the challenges of 21st-century education, higher education institutions stand out as major players in coping with reforms. This is because they fulfill the trifold role of a university, which is to meet the needs of the university community in terms of instruction, research, and extension. The outcomes of this study were obtained through the use of a combination of mixed approaches, including the embedded research design. Although this was not their field of specialization, it appears that the teachers were busy writing culture-based teaching exemplars to guide their students' learning, organizing community members for culture shows, conducting research to document the indigenous peoples' knowledge, beliefs, and practices, organizing local culture shows, and writing localized teaching exemplars. Consequently, it was clear that as a result of the GDCE Program, the teachers were equipped to engage in beneficial activities aimed at promoting local culture and historical heritage. In order to meet the emerging needs of public-school teachers for continuing professional education, particularly in the promotion of IP Education, the NCCA and the Philippine Cultural Education Program (PCEP), as well as the Department of Education and the GDCE Program delivering HEIs, are seen as essential and vital components of the overall strategy to promote IP Education. The suggested program enhancement is therefore a necessary remedy if the quality of the enhanced GDCE program is to be maintained and even improved. The recognition of cultural diversity and intellectual property rights in the context of providing education based on their community intellectual property rights are undoubtedly crucial for the ongoing preservation and promotion of culture as expected in the enhancement program.

Keyword: curriculum, graduate diploma in cultural education, program enhancement, culture based-exemplars

Introduction

Given the problems of 21st Century education, higher education institutions stand out as major essential players in coping with reforms through the fulfillment of the trifold role of a university, which is the fulfillment of instructional, research, and extension needs of the university community. In order to comply with these reforms, all higher education institutions (HEIs) in the Philippines are facing a significant difficulty. One method to address these concerns is to produce graduates who are well-prepared to use what they have learned in school and put it to use in their various fields of employment (Tertiary Education Commission, 2009).

Unemployment and underemployment in the Philippines are among the most pressing challenges and worries of the government, particularly when compared to other Asian countries. Even in the past, the country has been plagued by the same problems that it is currently experiencing. The increase in the work force constantly outpaced the increase in formal job creation. This issue has resurfaced as the

Philippines' higher education institutions (HEIs) produce an increasing number of graduates in fields such as commerce, engineering, health, sciences, agriculture, and many others, but works are not being produced at the same rate as university diplomas are being awarded (de Ocampo, Bagano, & Tan, 2012). This misalignment between the educational production of graduates and the needs of industry results in gaps in job placement. As a result, graduate employability has emerged as a key indicator of a university's overall performance. In order to close this gap, educational institutions should collaborate with both the private and public sectors in order to ensure that recent graduates are placed in effective jobs in the job market. Success in the transition from education to the job market will be facilitated by placing an emphasis on specialized and well-targeted skills, as well as efficient coordination between institutions and businesses (Drine, 2017).

Graduate tracer studies are a powerful and successful method of measuring the outcomes of students' education and training in terms of their enhanced career opportunities. They are also relatively inexpensive to conduct. Graduate tracer studies, as defined by Cuadra et al. (2019), are a subject ideal for evaluating the outcomes of education and training given by academic institutions. Information regarding the graduates' whereabouts and employment status is provided through this activity on a basic level. The findings of such a study can provide sufficient information on the effectiveness of education and training in connection to the needs of graduates and the demands of the labor market or industry.

What exactly are the tenets of tracer research? The use of tracer studies in educational institutions serves as a quality assurance or accreditation control for the institution. Conducting a tracer study, in addition, provides as a link between secondary and tertiary education, which is beneficial (making a vertical match between over-education and under-education). An additional function of the tracer study is to gather information regarding a person's learning and working abilities. In addition, the tracer study reveals the relationship between educational attainment and professional performance. The results of tracer studies are extremely significant for alumni career development in the actual world of work, which means that if an institution uses the results of tracer studies as the basis for curriculum development, the level of alumni sustainability is guaranteed (Schomburg, 2010). Finally, tracer studies serve as an evaluation tool for curriculum and institutional growth, as well as a source of information for alumni marketing in a wide range of areas and industries.

When it comes to higher education institutions in the Philippines, the Commission on Higher Education (CHED) emphasizes the importance of undertaking graduate tracer studies in order to improve student outcomes. In fact, unless a tracer study is undertaken for the program, an institution will not be able to acquire a Certificate of Program Compliance from CHED (Biscante, Clemencio & Negado, 2019). Furthermore, state universities and other higher education institutions that submit their programs for accreditation must adhere to this formal criteria in order to assess the effectiveness of the programs (Schomburg, 2018). Researchers at higher education institutions can use tracer studies to examine the long-term consequences of an intervention on people's lives in a methodical manner (International Labor Organization, 2011).

In the Philippines, the Commission on Higher Education (CHED) has mandated that higher education institutions (HEIs) conduct tracer studies as part of the process of defining a center of excellence and a center of development for degree programs since its inception as a major requirement for continuing quality assurance and identifying program relevance. It is also one of the documentary requirements of higher education accreditation bodies such as the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), Inc., which requires a graduate profile from students. The CHED as a government agency is mandated as a working arm to sustainably track and evaluate the country's higher educational institutions in terms of their effectiveness in ensuring that the majority of graduatesland jobs in local, national, and international industries. The CHED believes that the data generated from a tracer study can re-evaluate the factors

affecting and contributing to the status of graduates' employment.

This study battles on the current contributions of GDCE graduates in their continuous enhancement of cultural knowledge and skills in the workplace and community they belong.

Objectives of the Study

1. Identify the current contributions of the teacher-respondents with Graduate Diploma in Cultural Education in the continuous enhancement of cultural knowledge and skills in the workplace and in the community;
2. Identify recommendations to enhance the GDCE Program in consideration of the following:
   a. Instructional material development;
   b. Enhancing teachers' knowledge and competence on cultural education; and
   c. Needed facilities at Isabela State University

RESEARCH METHODOLOGY

Research Design

This study made use of a combination of mixed methodologies, notably the embedded research design, for its findings. It employed descriptive language to profile the alumni of ISU who graduated with GDCE between 2011 and 2018. Similarly, descriptive language was employed to describe the relevance and usefulness of the educational program. To improve or substantiate the evaluation of curriculum relevance and occupational demands, qualitative comments were gathered from participants. In this survey, open-ended questions were employed in conjunction with the tracer research and other methodologies. With the study's findings in mind, the ultimate purpose was to develop recommendations for improving the GDCE Program.

Research Respondents

This was a population study of all graduate students at Isabela State University who earned a Graduate Diploma in Cultural Education between 2011 and 2018, as required by the NCCA-PCEP, in order to track down scholars and determine curricular relevance based on their insights and experiences in their places of employment. However, only 85 out of 100 GDCE graduates were allowed to participate in the poll, which was conducted entirely online. Apart from the fact that the study took place during the COVID 19 pandemic, they found it difficult to respond to the online survey due to the difficulties in obtaining an internet connection and the lack of a wireless connection in their homes.

Research Instruments

1. **Survey Questionnaire.** This study used the Commission on Higher Education's standardized tracer study survey. The questionnaire is consisted of general (personal) data, educational background, trainings and advanced studies after college, employment data and competencies relevant to the first job. However, modifications were done in:

   a) **profile** that includes only the general information, educational background and teaching qualifications, and work station and relevant trainings and/or advanced studies attended; and

   b) **four domains** namely: core competencies learned in the program, Quality of the Program (GDCE) in terms of its usefulness in the workplace, cultivation of knowledge and skills while in the program, and core values learned in the program

2. The **open-ended questions** (labelled as others) are aimed to gather direct experiential accounts from the graduate scholars relative to the significance and usefulness of the GDCE program, their competencies vis-à-vis employer demands, as well as some personal recommendations to improve the program. Their responses were clustered and thematically analyzed.

3. **Document Scanning** was done to gather information on profile of Isabela State University students with Graduate Diploma in Cultural Education (GDCE) from School Year 2015-2019, usefulness of the Graduate Diploma and contributions of the graduate students in Cultural Education.

Data Gathering Procedures

In order to gather the needed data, the data gathering procedures articulated on Table 2 were strictly followed:

Table 2. Data Gathering Procedures

Activities	Date	Venue	Person(s) Involved
Tracing the location of graduate scholars using DepEd documents and enrolment data from ISU	January 2020	Isabela State University and Educational divisions	Researcher
Crafting of transmittal letters to seek for approval (DepEd Division Offices of Region 2)	February 2020	Researcher's Residence and DepEd Division Offices	Researcher and various SDOs
Conduct of individual free prior and informed consent from graduate scholars about the tracer study and its objectives (personalized letters)	February 2020	Identified locale of schools in various Divisions	Researcher and Graduate Scholars (Teachers)
Floating and retrieval of the tracer study tool upon approval from the cultural educators	February – March 2020	Identified locale of schools in various Divisions	Researcher

Treatment of Data

In treating the needed data, the following tools and techniques will be used:

1. To determine the extent of curriculum relevance through acquisition of 21st century skills, knowledge and the core competencies of the GDCE Program computation of mean scores and standard deviations were used. Qualitative descriptions of quantitative data are shown in Table 3.

Table 3. Mean Score Scale and Qualitative Descriptions

Mean Scores	Percentage Scores	QDs
1.00-1.49	79-below	Insignificant
1.50-2.49	80-84	Slight
2.50-3.49	85-89	Modest
3.50-4.00	90-100	Immense

2. To identify the contributions of the teacher-graduates in their workplaces, computation of means and standard deviations were used. Items with lower mean scores, have greater or higher rank; and

3. To craft the proposed enhancement in the GDCE Program, it will consider the salient findings of this study, as well as the recommendations of the cultural educators.

Research Findings and Discussions
Current Contributions of the Students with Graduate Diploma in Cultural Education in the Continuous Enhancement of Cultural Knowledge and Skills of People in the Workplace and in the Community

Table 1 presents the current contributions of the teachers in their schools as a graduate of the GDCE Program at Isabela State University.

Table 13. Current Contributions of the Teacher-Graduates of the GDCE Program in their own Workplaces

Descriptive Statistics (N=85)			
Current Contributions in the Promotion of Culture Education and Promotion	**Mean**	**SD**	**Rank**
1. Formulating culture-based lesson exemplars in my field of specialization	3.38	3.95238	1
2. Formulating culture-based lesson exemplar outside my field of specialization	5.12	4.61052	5
3. Publishing a research project in cultural education	5.72	4.41153	6
4. Organizing a local culture show	4.69	3.83599	4
5. Writing a module/learning resource unit in Cultural Education	6.01	3.50338	7
6. Enriching a course syllabus/syllabi in cultural education	6.65	3.92960	9
7. Making an art piece/ artwork in cultural education	6.74	3.80524	10.5
8. Composing a song/literary piece in cultural education	6.83	3.99359	13
9. Formulating dance steps	7.23	4.53465	14.5
10. Organizing a stage play	8.09	4.65122	16
11. Making multi-ethnicity promotional activities	6.74	5.24893	10.5
12. Conducting historical or cultural researches	6.12	4.43683	8
13. Providing campaign materials in cultural education	7.23	6.10161	14.5
14. Providing trainings, workshops, seminars, lectures on culture education	7.60	5.95259	12
15. Documenting local knowledge, beliefs and practices	4.40	4.08015	3
16. Organizing the community for relevant cultural promotion	4.23	3.98404	2

It was evident that in descending order, the top-five current contributions of the teachers along cultural education were as follow: (1) formulating culture-based lesson exemplars in their field of specialization (mean=3.38, rank 1); (2) organizing the community for relevant cultural promotion (mean=4.23, rank 2); (3) documenting local knowledge, beliefs and practices (mean=4.40, rank 3); (4) organizing local culture shows (mean=4.69, rank 4); and (5) formulating culture-based lesson exemplar outside their fields of specialization (mean=5.12, rank 5). As described in previous section, most of the students with GDCE are teachers who serve as advocates of cultural preservation and promotion through education. Moreover, 38.5 % of the 85 respondents had trainings related to cultural education and promotion like cultural researches, cultural mapping, and culture-based action researches. Hence, aforementioned top-five current contributions of the teachers are

evidences that teachers continuously educating the learners on culture by integrating it on their daily lessons, culture sensitive instructions, and organizing cultural shows.

Apparently, the teachers were busy writing culture-based exemplars to guide their teaching, organizing community members for culture shows, conducting researches to document the local knowledge, beliefs and practices of IPs, organizing local culture shows and writing localized teaching exemplars even if this was not their field of specialization. It was therefore evident that as a result of the GDCE Program, the teachers were capacitated to do worthwhile activities to promote local culture and history.

Bennett (2007) articulate that *perfect teachers* are viewed as people who become inspirations for all their students to realize their own intellectual, social and individual developments at highest level. The knowledge,

skills, including teachers' behavior and attitude in the classroom are seen as key factors in enabling all students to reach their potentials despite their genders, ethnicities, ages, religions, languages and other extraordinary factors. Although teachers' duties and responsibilities related to their jobs are expanded and varied, they are often unprepared for these new roles and expectations. Thus, multicultural education is about schools working with oppressed groups, not against these groups.

To response to the emerging of needs of public -school teachers for continuing professional education, especially in promoting IP Education, realizing the tasks of the NCCA and the Philippine Cultural Education Program (PCEP), the Department of Education and the GDCE Program delivering HEIs are seen as essential and vital. In furthering PCEP's goals for the development of culture-based instructional materials for basic education program, teachers shall be provided cultural training to become effective advocates of Filipino cultural heritages is a must. Providing them lots of opportunities to excel and tap their potentials such as offering scholarships is seen as vital.

Proposed Recommendations for an Enhanced GDCE Program

Rationale

Recognition of cultural diversity and IP rights in providing education based on their community intellectual rights are indeed important for continuous cultural preservation and promotion. All government educational institutions, are mandated to recognize and promote the rights of Indigenous Cultural Communities/Indigenous Peoples (ICCs/IPs) within the framework of national unity and development through the enactment of the Indigenous Peoples Rights Act of 1997 also known as the Republic Act (RA) No. 8371. In response to this, through the National Cultural Heritage Act of 2009, the PCEP, together with the Department of Education (DepEd), was tasked to *formulate the cultural heritage education programs both for local and overseas Filipinos to be incorporated into the formal, alternative and informal education, with*

emphasis on the protection, conservation and preservation of cultural heritage property.(Article X, RA 10066). In basic education, the DepEd issued the DepEd Order No. 62, s. 2011 titled National Indigenous Peoples Education Policy Framework, to serve as an instrument for promoting shared accountability, engagement and partnership among government, continuous dialogue, civil society, IPs communities and other education stakeholders in upholding the IPs Learners' education rights. Hence, teachers, as primary instruments for education.

In response to this, NCCA's launched a project with the PCEP named *2015 Graduate Diploma in Cultural Education*. The program is a 24-unit graduate credit program of the National Commission for Culture and the Arts (NCCA), in partnership with the Department of Education (DepEd). It is a two-summer curriculum program designed for public school teachers. Level I scholars are expected to continue to Level II, with each phase consisting of twelve (12) graduate-level academic credits. Upon completion, the graduates have the option to continue on to the Master of Education, Major in Cultural Education. Moreover, the scholarship grant consists of full tuition and stipend to cover the cost for meals, accommodation, and other expenses.

The objectives of the project are aligned with the Goals of PCEP. The project aims then that the teacher-participants': (1) expand their knowledge base in Philippine history, heritage, culture, and the arts (*PCEP Goal 1*); (2) provided with hands-on opportunities for critical dialogue with the local culture and arts (*PCEP Goal 1*); (3) develop knowledge framework, structures, and information systems in integratingf history, culture, heritage and the arts into the basic education curriculum (*PCEP Goal 2*); and (4) build their capability to contribute meaningfully to a deeper understanding and appreciation of the nation's history, heritage, culture, and the arts in the context of contemporary Philippine realities (*PCEP Goal 3*).

The Graduate Diploma in Cultural Education Level I is a 24-unit course that offers the following subjects namely:

(a) CulEd 200 – Pedagogy of Cultural Education (3 units);

(b) CulEd 203 – Cultural Diversity and Languages in the Philippines (3 units);

(c) CulEd 204 – Review of Philippine History and Heritage (3 units);

CulEd 205 – Philippine Art (3 units);

CulEd 206 – Local Cultural Mapping (3 units);

CulEd 207 – Media-based Cultural Documentation (3 units);

CulEd 208 – Issues in Cultural Education (3 units); and

CulEd 209 – Development of Culture-based Lesson Exemplars.

The recipients of the scholarship are permanent public school teachers from DepEd which makes their students the main beneficiaries. The assistance consists of full tuition fee and registration, workshop kits, and a stipend amounting to five thousand pesos which is used to cover meals, accommodations and other necessary expenses.

The following are the eligibility requirements for clients of the program:

(1) 23 - 50 years old with good moral character;

(2) Bachelor degree holder with general weighted average of 85% or equivalent;

(3) With at least three (3) years of teaching experience with permanent appointment in any or a combination of academic subjects in a public elementary or high school;

(4) LET-passer; and

(5) Endorsed by any of the following: principal, district supervisor; division education supervisor or division superintendent.

Having gained a more broad knowledge about the culture studies and having their minds be more open to the cultural education, they can become instruments in influencing their students and the community to develop in them the love and appreciation for their culture and identity as Filipinos. Because they themselves can gain enlightenment based from the lectures that they will get. In addition, they can also give enlightenment to the people in their community when they go back to their own respective schools and towns.

Furthermore, the recommendations for the enhancement of the GDCE program were grounded from the findings of this study as follows:

1. In terms of personal and work-related variables, the GDCE Program from School Years 2011-2018 were dominated by female teacher-enrollees, mostly married, and who were currently employed and had regular status of employment in the public education system. Majority landed their first job as teachers and still continue to do so at present. Currently, all of them were in the teaching profession and who held Teacher III positions. In terms of teaching qualifications, all of them were graduates of the teaching profession and a big majority did not finish any master's and or doctorate degree. The only program that they finished apart from their Bachelor's Degree was the NCCA-PCEP-sponsored GDCE Program. All of them passed the Licensure Examination for Teachers. In terms of work station and relevant trainings attended, majority of the teacher-graduates of the GDCE Program at ISU were from Isabela who had few or no relevant trainings at all;

2. The teacher-graduates of the GDCE Program in Isabela State University had immensely enhanced their 21st Century knowledge and skills, as well as the core competencies of the program. The teacher-graduates also perceived the usefulness of the program in the workplace at immense extent. Likewise, they also acquired richer socio-cultural values through their immersion in the program;

3. In descending order, the top-five current contributions of the teachers along cultural education in their workplaces were formulating culture-based lesson exemplars in their field of specialization; organizing the community for relevant cultural promotion; documenting local knowledge, beliefs and practices; organizing local culture shows; and

formulating culture-based lesson exemplar outside their fields of specialization.

Objectives of the Enhanced Program

As explained in the beginning Chapter of this study, the ultimate goal is the enrichment of the GDCE Program at Isabela State University to:

1. Empower GDCE students as advocates of cultural preservation and promotion.
2. Equip the GDCE students with the 21st century skills in the facilitation of cultural education
3. Provide opportunities for GDCE students to explore and experience Filipino culture

Recommendations for the Enhanced GDCE Program

The teacher-graduates of the GDCE program are the ones doing culture promotion and indigenous peoples' education effort in their own schools. Deduced from their insights had served as the primary considerations in drafting the recommendations to enhance the GDCE program. To create patterns on their insights, their ideas were openly coded and then thematically clustered.

A. On Instructional Materials Development

Table 14 shows the top-three recommendations of teacher-respondents on instructional material development.

Table 14. Recommendations for Instructional Material Development

Recommendations (N=85)	Freq.	Percent	Rank
1. Writing workshops on Instructional Material Development to be spearheaded by ISU	37	43.5	1
2. Integration of IP elders in crafting localized or contextualized modules	29	34.1	2
3. Invitation of IP elders to teach indigenous knowledge, systems and practices (IKSPs) using mother tongue at least once a week or twice a month	25	29.4	3
4. Conduct of survey on the ethnicities of students or pupils in the schools to determine major local languages to become the medium of communication in instruction and writing of module contents	16	18.8	4

Multiple Response (N=85)

In descending order, from highest to lowest, the top-three recommendations on instructional materials development were as follow: (1) conduct of writing workshops on Instructional Material Development to be spearheaded by ISU (43.5%, rank 1); (2) integration of IP elders in crafting localized or contextualized modules (34.1%, rank 2); and (3) invitation of IP elders to teach indigenous knowledge, systems and practices (IKSPs) using mother tongue at least once a week or twice a month (29.4%, rank 3).

In terms of conduct of writing workshops on Instructional Material Development to be spearheaded by ISU, the following verbatim responses were gathered:

It's not enough to study, we should be trained on how to write instructional modules. There should be continuing training workshops on writing modules. We recommend that ISU should also spearhead trainings on module writing. Teach us the basics in writing modules in IPED.

Moreover, our concern now is *There is no standardized module, all are written in*

Ilocano, how about the format? In this regard, we recommend that ISU should organize workshops on learning material development. We are willing to attend writing workshops so that we will know the parts. There should be a subject to teach us how to write modules. Through this, it would *Help us write modules.*

In terms of integration of IP elders in crafting localized or contextualized modules, the following were some qualitative responses:

The elders can be invited to help in translating Ilocano terms in other dialects. It is because *The old folks are more knowledgeable than us. They can check the local terms. They can help us write the localized modules. They can provide assistance in translating in their own words the English or Ilocano terms.*

Therefore, *They should be invited in crafting contextualized modules. They should be part of the writing team.* We should trust their knowledge, skills, and abilities because *some of them are retired teachers.*

In terms of invitation of IP elders to teach indigenous knowledge, systems and practices (IKSPs) using mother tongue at least once a week or twice a month, the following insights were shared by the teachers:

In the perspective of the respondents, *The elders can be invited once a week to teach using their own language. or They can be invited at least twice a month to help teachers teach in their own dialects.* In fact, *The old folks are more knowledgeable of their IKSPs, They know better their own ways of life.* Hence*, they could share it much better.* For example, *The justice system or agricultural practices can be taught by elders who are more knowledgeable.*

To encourage their participation in teaching, *There should be scheduling of elders to be part of the teaching team.* It is believed that *they are very much willing to teach students.*

B. On Enhancing Teachers' Knowledge and Competence on Cultural Education

In relation to the recommendations of teachers on enhancing the teachers' knowledge and competence on cultural education, Table 15 presents the top-three suggestions of the teacher-respondents.

Table 15. Recommendations for Enhancing Teachers' Knowledge and Competence on Cultural Education

Recommendations (N=85)	Freq.	Percent	Rank
1. Continuing training for IPED Teachers by ISU on IPED	33	38.8	1
2. Field works in various Indigenous Cultural Communities	28	32.9	2
3. Inter-school collaboration on research documentation of IKSPs with ISU	24	28.2	3.5
4. Community immersions/field trips to be integrated in the GDCE Program	24	28.2	3.5

Multiple Response (N=85)

Accordingly, in descending order from highest to least, the top-three recommendations to enhance the teachers' knowledge and competence on cultural education were as follow: (1) continuing training for IPED Teachers by ISU on IPED (38.8%); (2) field works in various Indigenous Cultural Communities (ICCs) (32.9%); and (3) inter-school collaboration on research documentation of IKSPs with ISU (28.2%) and community immersions/field trips to be integrated in the GDCE Program (28.2%).

In terms of continuing training for IPED Teachers by ISU on IPED, the following qualitative responses were gathered:

Trainings are very important, hence, *It is a must that we sustain the trainings of teachers.* We recommend that *ISU can spearhead trainings* or *organized continuing trainings of teachers on IPED.* Example, *Every year, there should be continuing seminars on IPED.* Likewise, *There should be scheduled trainings during summer vacation* because *The teachers are free during summer. ISU can always inform participants during the summer break for continuing trainings.* In addition, *we are very much willing to attend continuing trainings on IPED.*

In terms of conduct of field works in various Indigenous Cultural Communities (ICCs), the following insights were shared by the teacher-respondents:

ICCs are important resource for knowledge building because *they serve as very good laboratories to enhance knowledge. It is important to be with the people and the community to understand their ways of life.* Thus, we recommend that *There should be scheduled field works in ICCS. It could be integrated in any suited subject. We believed that the*

more immersed we are, the more knowledgeable and confident we are. We should be in the communities. Moreover, *being in the filed enhances one's knowledge* because *it is cultural education. It is not enough to be in the classroom* because *not everything is learned.* The learning and experiences outside the classroom develop confident and competent teachers because *being competent in field studies increases teachers' confidence to teach IPED.*

In terms of inter-school collaboration on research documentation of IKSPs with ISU, the following comments were shared:

It is important to create inter-school research collaboration. Thus, it is recommended that *ISU should establish partnership in the individual schools especially on research.* Likewise, *the teachers should partner with ISU teachers on the conduct of cultural studies.*

Moreover, *participation in research is part of module writing. How can we write modules, if there are no researches?* It is through research that data-driven learning materials shall be created. *There are action researches in the DepEd but we need help.* Thus, *ISU can help the schools come up with cultural researches.* It is also recommended that *there should be school linkages especially on research.* Also, *Schools can collaborate with each other in the conduct of studies.*

In terms of community immersions/field trips to be integrated in the GDCE Program, the following ideas were recommended:

Educational field trips enhance teachers' competence and exposure. It is one way *to immerse teachers in cultural communities which helps a lot* in able *to see other ICCs and as a way to be culturally educated. Teachers cannot teach what they do not know.* Therefore*, Field trips are important activities to help teachers be able to know people better.* As regards the importance of field trips, it is recommended that *it can be scheduled in the communities* and allow teachers to immerse themselves. There should be *One subject assigned for field trips of teachers.*

C. On Needed Facilities at ISU

In relation to the recommendations of teachers on Needed Facilities at ISU to teach Cultural Education more meaningful, Table 16 shows the top-three suggestions of teacher-respondents.

Table 16. Recommendations for Needed Facilities at ISU

Recommendations (N=85)	Freq.	Percent	Rank
1. Adequate cultural books, references and journals in the ISU Library	34	40.0	1.5
2. Online journals in Cultural Education	34	40.0	1.5
3. Establishment of a Cultural Center at ISU	26	30.6	3.5
4. Creation of online platforms (such as Facebook, Messenger, Twitter and Other Chat Groups) for Graduates of GDCE Program to share updates in Cultural Promotion and IPED works	26	30.6	3.5
5. Establishment of a Living Museum at ISU for education purposes.	23	27.1	5

Multiple Response (N=85)

In descending order from highest to least, the top-three most essential recommendations were as follow: (1) adequate cultural books, references and journals in the ISU Library (40.0%); (2) presence of online journals in Cultural Education at ISU Library (40.0%); (3) establishment of a Cultural Center at ISU (30.6%); (4) creation of online platforms (such as Facebook, Messenger, Twitter and Other Chat Groups) for Graduates of GDCE Program to share updates in Cultural Promotion and IPED works (30.6%); and (5) establishment of a Living Museum at ISU for education purposes (27.1%).

In terms of adequate cultural books, references and journals in the ISU Library, the following suggestions were enumerated:

The ISU Library should have lots of cultural references and books that we can use. It should be fully equipped with many resources like books and articles" featuring *"the culture in the Amianan. There should be journals and reading references relating to culture, specifically in Northern Luzon. These books should be made available for students.* Hence, *There should be a way to make accessible needed cultural references.*

One of the concerns now off GDCE scholars is *locating cultural books and references is not easy.* To address this, we recommend that *the library staff should put everything in a cultural section*

so that it would be easy for GDCE students. The library should stack a lot of references on culture.

In terms of presence of online journals in Cultural Education at ISU Library, the following insights were shared:

One of the concerns of the GDCE scholars is *lacked of online journals in cultural education* and it is considered as *a big problem.*

Some schools have online journals. Similarly, it is recommended that ISU should *facilitate access in online cultural journals* and *devise a way to have it. It would be easier to write modules when there are available online journals. Many researches on culture are found online.* It is very helpful when *Online journals are ready available* for cultural students and teachers.

In terms of establishment of a Cultural Center at ISU, the teachers mentioned the following verbatim responses:

It is recommended that ISU *should establish Cultural Center* that serves as *a place where students of GDCE can converge. Maybe it is more explicit if there is a Center at ISU.* Like in s*ome schools where have Cultural Center* that serves as *a tangible way of showcasing the program.* It may encourage others to come and study culture at ISU becuase *they will see that ISU is really capable to teach Cultural Education when there is a facility like a Center.*

As regards the establishment of cultural center, it is recommended that *funds should be budgeted for creation of a Cultural Center* since ISU has appropriate budget for it.

However, *private sponsors or donors can help build a Center at ISU.*

In terms of creation of online platforms (such as Facebook, Messenger, Twitter and Other Chat Groups) for Graduates of GDCE Program to share updates in Cultural Promotion and IPED works, the following were ideas were shared:

Important updates can be posted online. Example*, ISU can link with students using social media* because *students can connect via Facebook or Messenger.* Thus*, the school shall create social media accounts to inform us about updates on cultural education. Twitter accounts can also be used to inform us about essential updates.* These could result to *continuing information dissemination through online means.*

In terms of establishment of a Living Museum at ISU for education purposes, the following were suggested:

For educational purposes, a museum can be created at ISU like *most modern libraries have museums.* Similarly, s*chools with Cultural Center have living museum to display or exhibit artifacts and important records.* As implementing institution in the preservation and promotion of culture, *there is a need to establish a museum at ISU.*

Museum can be created for other schools to imitate. Moreover, *a living museum helps a lot in research activities. Important artifacts and Archival records or cultural studies can be stored in the museum. Written records on IKSPs can be displayed in a museum.* Hence,

it is also believed that *ISU can create a museum of ICCs.*

Considering the above recommendations, administrators of the Isabela State University could utilize the results of this study in crafting needed institutional policies that are aimed to enhance the GDCE Program. The foregoing recommendations by teacher-graduates, as well as the various inputs from other stakeholders such as the faculty members of the program and coordinators, lecturers and facilitators could be taken into consideration by top-level administrators in brainstorming essential steps to enhance further the said GDCE Program.

Conclusions

Based on findings, the following conclusions were derived:
1. The teachers contribute immensely in their workplace through cultural promotion and education such as formulating culture-based lesson exemplars, organizing relevant community activities that promote local culture, documenting local knowledge, beliefs and practices and organizing local culture shows; and
2. The teacher-graduates have varied and wide-ranging endorsements on instructional material development, enhancing teacher knowledge and competencies and needed facilities.

Recommendations

In the light of the findings and conclusions of this study, the following recommendations are strongly advanced:
1. In the promotion of cultural education, the teacher-graduates can establish linkages with local agencies and departments for needed technical, physical and financial resources, solicit stronger participation of community elders for needed human resources, organize training camps for the youth and establish greater participation from school stakeholders to widen the base of cultural promotion; and

2. That the proposed recommendations forwarded in this study be used as baseline information for needed institutional plans and program policies since they are based on the salient findings of this study.

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