

*Promoting Peace through Language
Teaching
among the Tri-People of Mindanao
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Background (1/3)

- *Mindanao is the 2nd largest island in the Philippines, 2nd only to Luzon. Conflict in Mindanao started during the time when the Spaniards came to the Philippine*
- *Spaniards conquered the Philippines.*
- *Muslims conquered Luzon and Visayas submitted their sovereignty to the Spaniards. The Muslims and the Lumads in Mindanao showed resistance to the Spaniards. The people in Mindanao never submitted their sovereignty to the Spaniards.*

Where is Mindanao?



✳ *Photo Courtesy:*

<http://peace-hs.osipp.osaka-u.ac.jp/img/mindanao-Map.jpg>

Background (2/3)

- *During the Spanish - American war, the Americans went to the Philippines purposely to wage war against the Spaniards. The Americans enlisted some Filipinos to help them in waging war against the Spaniards. The Americans successfully defeated the Spaniards. Soon after the war the Americans started to assume control over the Philippine Archipelago and gave independence to the Filipinos in 1898.*

Background (3/3)

- *However, at the time the Americans take control over the Philippines, they introduced some laws which caused social injustice among the Muslims, e.g. the Public Land Act of 1919 appropriated a maximum of 10 hectares in homestead lots to Muslim Filipinos, and 24 hectare lots to non-Muslim Filipinos.*

Current Background

- ✦ *Existing Revolutionary Groups in Mindanao:*
 1. *Moro Islamic Liberation Front*
 2. *Moro National Liberation Front*
 3. *Abu Sayyaf (Still considered as terrorist group by the Philippine Government and the US)*

Objectives

This action plan aims to:

- *Teach English language among the Tri-People of Mindanao (Muslims, Christians, and the Lumads)*
- *Develop camaraderie among the learners*
- *Develop understanding of the importance of co-existence among the learners*
- *Establish a culture of peace among the Tri-people*

Who are the Tri-People in Mindanao?

- *The tri-people of Mindanao is composed of the Lumads or indigenous peoples; the Bangsa Moro and the Mindanao settlers or group of people traditionally from the islands of Luzon and the Visayas that settled permanently in Mindanao nowadays. Each group of people is identified with their own cultural beliefs and traditions such as that of the Lumads, known as holder and practitioner of the traditional and primitive way of life to these days; the Bangsa Moro people with their Islamic faith and their own traditional way of life and the settlers with their Christian faith and beliefs historically inherited from their colonial masters.*

(Source: <https://www.asienhaus.de/public/archiv/I-3AlimM.BandaraLumadpeopleMindanao.PDF>)

Summary of Activities

- ✿ *Formal school lectures and activities in language teaching are already obtain by the learners in the actual classroom instruction. With this project, the proponent desires to create another activity which will be enjoyed by the learners.*
- ✿ *The activities in this project are presented into a game and contest form, such as; but not limited to the following:*
 1. *Spelling contest*
 2. *Oral reading contest*
 3. *word games contest*
 4. *Essay writing contest*

Challenges

- ✿ ***Wide Area.** Mindanao could be a wide scope for this project. So, its implementation might be limited only to the proponent's city or it might be implemented to the populated areas of the Tri-People.*
- ✿ ***Funds.** Without funds the mobility, logistics, and human resources could be restrained.*

Sponsors

- *The following could be of help for the accomplishment of this project:*
 1. *Non-Governmental Organisations*
 2. *Local Government through its local school board/
Education Committee*
 3. *Private Corporations within the city or municipality
where the activity will be held.*

Stakeholders

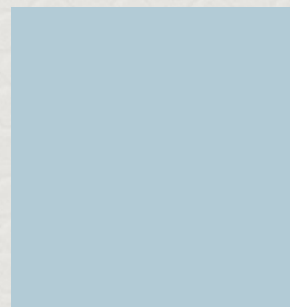
- ✿ *The following are stakeholders of this project:*
 1. *The learners from the Tri-People*
 2. *The parents and teachers of the learners*
 3. *The local and the national government*

Results

- *This project would produce the following results:*
 1. *Learners could be more aware about peace*
 2. *Learners will create understanding among each other*
 3. *Learners would have peace of mind with his neighbours*
 4. *Learn to help each other to develop a lasting peace*
 5. *Learners could perform better in school as they attended this learning program*
 6. *Teachers could develop a teaching strategies in a diverse culture environment*

Timeline

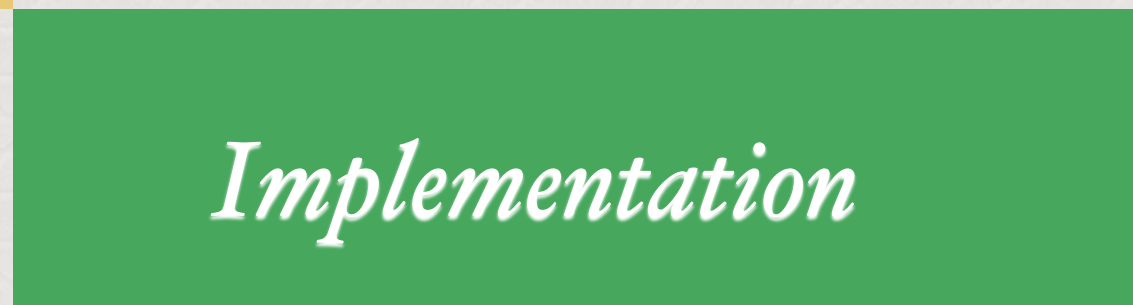
Sept 14 Oct 14 Nov 14 Dec 14 Jan 15 Feb 15 Mar 15 Apr 15 May 15 Jun 15 Jul 15 Aug 15



Organizing



Planning



Implementation

Estimated Cost

•	<i>Teachers' Honorarium</i> ———	<i>US\$ 1,117 (\$47/Teacher/Day)</i>
•	<i>Logistics</i> —————	<i>US\$ 558 (Est \$46/month)</i>
•	<i>Transportation</i> —————	<i>US \$280 (Est \$24/month)</i>
•	<i>Food/Snacks</i> —————	<i>US\$280 (Est \$24/month)</i>
•	<i>Others</i> —————	<i>US\$200</i>
•	<i>Total</i> —————	<i>US\$2,435</i>

Monitoring & Evaluation

- *Once the project has received its green light from the appropriate authorities, monitoring must be regularly implemented.*
- *Every activity must be recorded/documentated;*
- *Once a month monitoring;*
- *Evaluation must be done every accomplished activity.*

*“Do not think that courage and strength are proved
by killing and destruction, true courage lies in
working for peace”*

—Pope John Paul II



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