



HOUSE OF REPRESENTATIVES

H. No. 4832

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BY REPRESENTATIVES BALINDONG, ROMULO, ESCUDERO, PIAMONTE,  
MAGSAYSAY, LAGDAMEO (M.), NOGRALES, DEL ROSARIO (A.G.) AND  
RODRIGUEZ (R.)

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AN ACT MANDATING THE COMMISSION ON HIGHER EDUCATION  
TO INCLUDE A SUBJECT OF MORO HISTORY, CULTURE AND  
IDENTITY STUDIES AS AN ELECTIVE IN THE HIGHER  
EDUCATION CURRICULUM

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

- 1           SECTION 1. *Short Title.* – This Act shall be known as the “Moro  
2 History, Culture and Identity Studies Act”.
- 3           SEC. 2. *Definition of Term.* – As used in this Act:
- 4           (a) *Higher education curriculum* shall refer to the general education  
5 curriculum designed for students taking up courses leading to a degree.
- 6           SEC. 3. *Inclusion of the Subject of “Moro History, Culture and Identity  
7 Studies” as an Elective in the Higher Education Curriculum.* – Pursuant to its  
8 mandate under Republic Act No. 7722, otherwise known as the “Higher  
9 Education Act of 1994”, the Commission on Higher Education (CHED) is  
10 hereby mandated to develop a course of “Moro History, Culture and Identity  
11 Studies” as an elective in the higher education curriculum.

1           SEC. 4. *Key Content.* – In the formulation and creation of the Moro  
2 History, Culture and Identity Studies, including the writing, printing and  
3 publication of textbooks and other reading materials relative thereto, the  
4 agencies concerned shall consult recognized experts on Moro History, Culture  
5 and Identity, as well as recognized resource persons on the Mindanao Peace  
6 Process and Muslim-Christian dialogue, and shall at all times emphasize the  
7 following key points and areas:

8           (a) An understanding of the “Mindanao problem” and the “Moro  
9 problem” as well as the roots of the conflict there and its impact on the rest of  
10 the country, with appropriate attention to the history of the Muslims in the  
11 Philippines;

12           (b) The specific character of Mindanao as an island shared by these  
13 tri-peoples and thus the ideal of their equality, co-existence and unity,  
14 including the peculiarities of the different Moro and Lumad ethno-linguistic  
15 groups;

16           (c) The positive relations and remembrances in history among the  
17 tri-peoples of Mindanao: the Christian settlers and their descendants, the  
18 Moros or Muslims, and the Lumads or indigenous highlander tribes;

19           (d) The identification of the common origins of the people of  
20 Mindanao and of the Philippines as well as other points of commonalities,  
21 including the positive presentation of these peoples before the arrival of Islam  
22 and Christianity;

23           (e) The appreciation of the various cultures and ethnic identities;

24           (f) Support for the broader Mindanao Peace Process which addresses  
25 both the structural roots of the Mindanao conflict and the deep social, cultural  
26 and religious cleavages there, and which consists not only of peace  
27 negotiations with rebel groups but also people-to-people peace processes such  
28 as the promotion of Muslim-Christian dialogue and a culture of peace; and

1           (g) Fostering of the attitudes and values of peace and dialogue such as  
2 esteem, respect, honesty, sincerity, patience, generosity, graciousness,  
3 sensitivity, trust, prudence and love.

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

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

9           SEC. 7. *Effectivity.* – This Act shall take effect fifteen (15) days after  
10 its publication in the *Official Gazette* or in a newspaper of general circulation.

Approved,

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