



Republic of the Philippines
Department of Education
REGION I

SCHOOLS DIVISION OF THE CITY OF BATAC

DIVISION MEMORANDUM
No. 532 s. 2024

18 SEP 2024

**INTENSIFYING BEHAVIORAL ATTITUDES AND ETHICAL VALUES IN SUPPORT
OF THE REGIONAL VALUES REORIENTATION PROGRAM "MAG-AARAL NG
REHIYON UNO, HUWARAN ANG HUSAY AT PAGKATAO"**

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education Regional Office I through the Curriculum and Learning Management Division (CLMD) aspires to intensify behavioral attitudes and ethical values through achievable programs/projects/activities aligned with the Core Values of DepEd: MakaDiyos, Maka-tao, Makakalikasan, and Makabansa, supporting the Regional Values Reorientation Program: Mag-aaral ng Rehiyon Uno, Huwaran ang Husay at Pagkatao, and adopting the twelve (12) Monthly Value Clusters for Ethical Themes as stipulated in DECS Memo 174, s. 1995.

2. In relation to the implementation of this program, the Schools Division of the City of Batac (SDCB) will conduct a Division Meeting on September 18, 2024 at the SDO Conference Hall at 3:00 p.m. with the following agenda:

- a. Election of Officers
- b. Updates on Integrating the Regional Values Reorientation Program into the Curriculum.
- c. Embedding Core Values in School Activities
- d. Incorporating Child Protection Concepts in Teaching
- e. Best Practices and Success Stories in Teaching EsP/GMRC
- f. Challenges Encountered by Teachers
- g. Feedback from Teachers on the Relevance and Quality of Instructional Materials
- h. Recommendations for Improving Teaching the Subject

3. The participants in the meeting are the EsP/GMRC key teachers from each public elementary and secondary schools in the division.

4. Enclosed is Regional Memorandum No. 1043, s. 2024 regarding the Intensifying Behavioral Attitudes and Ethical Values Reorientation Program, "Mag-aaral ng Rehiyon Uno, Huwaran ang Husay at Pagkatao," for your reference.

5. For information and guidance.


ANSELMO R. ALUDINO
Schools Division Superintendent

Encl.: As stated.
References:

Regional Memorandum No. 1043, s. 2024



DepEd Batac City



batac.city@deped.gov.ph



www.csdбатаc.com

Asuncion Street, 16-S Quiling Sur,
City of Batac, Ilocos Norte
Telephone No.: (077) 677-1993

To be indicated in the Perpetual Index
Under the subject:

VALUES REORIENTATION PROGRAM

2412840/4196/CID-AVJ/DM- Intensifying Behavioral Attitudes and Ethical Values
September 13, 2024



DepEd Batac City



batac.city@deped.gov.ph



www.csdbatac.com

Asuncion Street, 16-S Quiling Sur,
City of Batac, Ilocos Norte
Telephone No.: (077) 677-1993



SDCB RECORDS UNIT

2412840

DepEd SDCE
RECEIVED
SEP 05 2024

Republic of the Philippines
Department of Education
REGION I

DEPARTMENT OF EDUCATION
RECORDS SECTION REGION I
018740
By: SEP 04 2024

BY: 88.26

REGIONAL MEMORANDUM

No. 1043, s. 2024

To: Schools Division Superintendents

**INTENSIFYING BEHAVIORAL ATTITUDES AND ETHICAL VALUES
IN SUPPORT OF THE REGIONAL VALUES REORIENTATION PROGRAM
"MAG-AARAL NG REHIYON UNO, HUWARAN ANG HUSAY AT PAGKATAO"**

1. The Department of Education Regional Office I through the Curriculum and Learning Management Division (CLMD) aspires to intensify behavioral attitudes and ethical values through achievable programs/projects/activities aligned with the Core Values of DepEd: Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa, supporting the Regional Values Reorientation Program: Mag-aaral ng Rehiyon Uno, Huwaran ang Husay at Pagkatao, and adopting the twelve (12) Monthly Value Clusters for Ethical Themes as stipulated in DECS Memo 174, s. 1995.

- 2. The program aims to develop Filipinos who:
 - a. are self-actualized, integrally developed human beings imbued with a sense of human dignity;
 - b. are social beings with a sense of responsibility and self-discipline for their community and environment;
 - c. are productive persons who contribute to the economic security and development of the family and nation;
 - d. have a deep sense of nationalism and are committed to the progress of the the nation as well as the entire world community through global solidarity; and
 - e. manifest in actual life an abiding faith in God and spirituality.

3. Attached in Enclosure 1 is the guidelines in the implementation of the Values Reorientation Program: **Mag-aaral ng Rehiyon Uno, Huwaran ang Husay at Pagkatao.**

4. Suggested activities to instill ethical values and behavioral values are as follows:

- Posting of images/illustrations/posters/slogans of ethical values on Office/School/Classroom bulletin boards and the like
- Promoting values through the school's FB Page
- Integrating and practicing values across the different learning areas
- Inviting stakeholders to share at least 15 minutes after the flag ceremony every 1st Monday morning of the month to discuss the Month's Values and Ethical theme
- Managing virtual sessions (e.g. Living a Simple Life: Balancing through Simplicity, Instilling Integrity in the Workplace)
- Conducting a Search for the Most Eco-Office/Classroom
- Maintaining Workplace Diversity and Inclusion in Times of Crisis
- Understanding Psychosocial Support



Flores St., Catbangan, City of San Fernando, La Union
Telephone Nos.: (072) 607-8137/682-2324


DepEd Region I | region1@deped.gov.ph | www.depdro1.com



Copyright © 2019

5. All teachers, school heads, Public Schools District Supervisors, DepEd officials, and staff are encouraged to promote and practice ethical values and behavioral attitudes especially in the workplace by creating a value-based atmosphere depicting the value ethical themes for each month of the year.
6. RO and SDO shall monitor and evaluate the implementation of the suggested activities and the Values Reorientation Program.
7. Should there be queries and clarifications, contact the CLMD through telephone number (072) 682-2324.
8. For information, guidance, and compliance.

For the Regional Director:


ATTY. RHEA JOY L. CARBONELL
Chief Administrative Officer
Administrative Division

Encl.: None

Reference: None

To be included in the Perpetual Index

Under the subject:

VALUES REORIENTATION PROGRAM

CLMD/magd/RM_Intensifyingbehavioralattitudes
September 4, 2024



DepEd RO1



Documan 3

CLMD 241376

MAG-AARAL NG REHIYON UNO, HUWARAN ANG HUSAY AT PAGKATAO
A Values Reorientation Program

I. BACKGROUND AND RATIONALE

In the year 2040, the country is envisioned as a prosperous middle-class society where no one is poor. People live long and healthy lives and are smart and innovative.

The country is a high-trust society where families thrive in vibrant, culturally diverse, and resilient communities (Ambisyon Natin, 2040). This vision shall be realized through the collective efforts of our Filipino learners equipped not only with academic skills but also non-cognitive and transversal skills.

Research at the international, national, and school levels is increasingly looking at the value of non-cognitive skills (also often referred to as **socioemotional skills**) and how education systems impact their development. These non-cognitive skills cover a range of abilities such as conscientiousness, perseverance, and teamwork.

In addition, transversal skills are skills that can be used in a wide variety of situations in life and at work. These are the skills needed by Filipino learners to successfully adapt to changes and to lead meaningful and productive lives.

These skills are critically important to student achievement, both in and beyond the classroom. They form a critical piece of workers' skill sets, which comprise cognitive, non-cognitive, and job-specific skills (Kattan, 2017).

It is imperative to note, that it is time to look beyond cognitive and transversal skills in testing and incorporate character and citizenship education, with a holistic focus on children's well-being and development of the whole person instead.

Everyday report highlights the continuing increase of crime, violence, and corruption leading to public emergency in the country. In the global setting, Youth violence is a public health and social issue with crimes ranging from bullying to homicide. Most of such incidents happen at school or are school-associated crimes (Shimizu, 2020).

While reports from different countries vary, it is evident that school-associated crimes are prevalent regardless of the economic and socio-political status of the country. Learners experience bullying, physical fighting, sexual crimes, physical assault, and homicide, among others.

This situation is not different in the Philippine setting. Literature highlights that learners who experienced some form of childhood violence, including school crimes are more likely to drop out than their peers. Boys who were victims of abuse are 26% more likely not to graduate while girls who were in similar situations are 24% more likely not to finish their formal education. Furthermore, they are found to be more prone to violent behavior, which may lead to more crimes (Bouchrika, 2020).

Senator Sherwin Gatchalian has revealed disturbing statistics, citing that the Philippines is the most problematic in the world for bullying among over 70 countries. In addition, 17.5 million students have been bullied across the Philippines. This figure was confirmed by the Child Protection Network Foundation (CPNF) during the senate hearing in 2023 (Inquirer.net, 2023).

A 2016 National Baseline Survey on Violence Against Children led by the Council for the Welfare of Children indicated that 65% of Filipino students have been bullied nationwide, according to CPNF Executive Director Bernadette Madrid (Inquirer.net, 2023).

The last 4 percent of crimes committed by children in the Philippines from 2012 to 2015 involved violations of special laws, such as Republic Act (RA) 9165 (prohibited drugs), Presidential Decree 1866 (illegal possession of firearms) and Presidential Decree 1602 (illegal gambling).

While children and teenagers primarily figured in petty crimes, youth offenders are allegedly getting younger and bolder. Some children are now figuring in heinous crimes that would send them to jail for life. In 2015, theft, physical injury and rape were the top 3 crimes committed by children. Theft cases recorded in 2015 reached 3,715, while physical-injury cases totaled 1,859. Rape cases involving child perpetrators reached 642 (Business Mirror, 2022).

In the Regional lens, data on the problems confronted by the learners are the following: child abuse (156), bullying (2,271), a child at risk which includes victims of abuse (89), victims of neglect (9), coming from a dysfunctional family or without parent or guardian (362), being a member of a gang (122), living in a community with a higher level of criminality (1), smoking/drinking (176). These data were taken from the Legal Unit and showed an alarming number of cases from Kindergarten to the Secondary level.

To respond to this alarming situation, President Rodrigo Duterte has signed a law institutionalizing Good Manners and Right Conduct (GMRC) and Values Education as a core subject in the K to 12 curriculum both in public and

private schools. Under Republic Act (RA) 11476 inked by Duterte on June 25, 2022, GMRC and Values Education shall replace the existing Edukasyon sa Pagpapakatao (ESP) subject.

In Region 1, a Values Reorientation Program shall be implemented since social transformation begins with the inner transformation of the individual. This program, **“Mag-aaral ng Rehiyon Uno, Huwaran ang Husay at Pagkatao”**, is anchored on the DepEd’s core values Maka-Diyos, Maka-tao, Makakalikasan, at Makabansa. These core values are essential to empower the young leaders of this generation to lead, build, and help our country. In addition, this supports the region’s mantra, “Built on character, empowered by competence.”

This program shall reorient the learners on how to become **Maka-Diyos** who express their spiritual beliefs while respecting the spiritual beliefs of others and show adherence to ethical principles by upholding truth; **Maka-tao** who are sensitive to individual, social, and cultural differences and demonstrate contributions toward solidarity; **Makakalikasan** who shows love and care for the environment, and promotes the utilization and conservation of natural resources; **Makabansa** who demonstrates pride in being a Filipino, exercises the rights and responsibilities of a Filipino Citizen and Demonstrates appropriate behavior in carrying out activities in the school, community, and country.

II. PROGRAM OBJECTIVES

A. General Objective

This program, **“Mag-aaral ng Rehiyon Uno: Huwaran ang Husay at Pagkatao”**, aims to produce holistically developed learners with 21st-century skills and desirable character.

B. Specific Objectives

Specifically, the program aims to develop Filipinos who:

- a. are self-actualized, integrally developed human beings imbued with a sense of human dignity;
- b. are social beings with a sense of responsibility and self-discipline for their community and environment;
- c. are productive persons who contribute to the economic security and development of the family and nation;
- d. have a deep sense of nationalism and are committed to the progress

- of the nation as well as the entire world community through global solidarity; and
- e. manifest in actual life an abiding faith in God and spirituality.

C. Enabling Objectives

In order to achieve the objectives, the learners are expected to:

- a. participate with competence and confidence in school activities; and
- b. manifest in their behavior, actions, skills, and decisions an integration of personal and character development.

III. PROGRAM COMPONENTS

Values Enhancement Activities. These are activities anchored in the objectives of the program that shall enhance the implementation of the new GMRC curriculum in Grades 1 to 6 and Values Education in Grades 7-10.

All values listed on the next page are to be always observed and practiced by the learners in all instances. However, for the purpose of this program, a specific value shall be highlighted in each month.

A. Mga Pagpapahalagang Isusulong sa Bawat Buwan: The following values shall be strictly observed every month.

MONTH	ETHICAL THEMES	CORE/RELATED VALUES
January	Self – Reliance	Trustworthiness, Independence, Industry, Resourcefulness, Creativity
February	Love	Service, Kindness, Friendliness, Selflessness, Brotherhood
March	Excellence	Productivity, Quality, Perseverance
April	Spirituality	Humility, Realization of Oneness with Other People and Beings, Purity, Sensitivity to Religious Values
May	Harmony	Beauty and Simplicity
June	Self-Discipline	Cleanliness, Orderliness, Fitness, Health, Ecological Harmony, Orderly Conduct of Self-Control
July	Integrity	Being True to Oneself, Truthfulness,

		Trustworthiness, Sincerity, Honesty
August	Courage	Assertiveness, Positive Attitude, Spiritual Strength
September	Respect	Care, Concern, Tolerance, Consideration
October	Responsibility	Commitment, Accountability, Reliability
November	Nationalism	Loyalty, Patriotism, Appreciation of Cultural Heritage, Pride in One's Country
December	Peace	Justice, Serenity, Fairness, Harmony, Prudence

Source: DECS Memorandum 174, s. 1995

Suggested Activities. In observance of the listed core/related values, the following activities are suggested: Posting the character trait for the month in conspicuous areas/social media platforms of the school/class; integrating the messages/ways to achieve the trait every first Monday during Flag rites and in any program/activity; giving recognition to learners exemplifying the character trait for the month.

In addition, the EsP/GMRC/VE Coordinator is encouraged to include other related activities through which the values could be always expressed.

B. Wika ko, Pagkatao ko (Filipino Language Keeps Culture and Values Intact)

The character of the language a certain society uses, reflects the way they choose to convey those ideas and concepts. The use of words in daily conversation reflects the values that show respect, love, unity, and others.

Suggested Activities. The program encourages all teachers across learning areas to use Filipino terms in their lesson examples and during their conversations with learners, colleagues, and school personnel. These words are listed below and not only limited to the following:

Respectful way to say "Yes" and "No"	po, opo, ho <i>(They are used when speaking with an older person or with strangers)</i>
Words to show respect to family members	Ate, Kuya, Itay, Tatay, Inay, Nanay, Tita, Tito, Lola, Lolo

	Pangasinan - Atsi, Kuya, Ama, Ina, Panginaen-Pangamaen, Laki, Bai Ilokano - Manang, Manong, Apong
Words to show respect to other people	Mang, Aleng Pangasinan - Nana, Mama, Bai, Laki
Addressing someone in a formal way	<i>One is expected to use the plural "you," kayo, as in Kamusta po kayo?</i>
Show a higher degree of politeness	<i>Use the plural "they," silá. Kamusta po silá?</i> <i>This accords a person even more respect.</i> Pangasinan -sikara, sikada, da/ra, ira

In addition, subject teachers are highly encouraged to provide opportunities and activities that shall develop appropriate behavior that shall take place when provided with opportunities where the value can be practiced in all learning areas.

Provide Real World Connections. Connect class discussions to real-world issues and examples where values play a significant role. This helps learners see the relevance of values in everyday life and societal issues.

Facilitate Reflective Teaching. Encourage learners to reflect on their own values and how these influence their perspectives. Activities like journaling or small group discussions can help learners articulate and examine their beliefs.

Developing a value indirectly is based on the belief that every lesson in any subject area can be used in teaching values. Knowledge and skills subjects are the starting points for appreciation. The learner must first understand the value before appreciating or believing in it. Then opportunities shall be given to practice it until the value has been internalized and the learner's behavior reflects it in a constant manner. Only then can the value become a virtue and transform the learner's character (Quisumbing, 1994).

C. Gawa ng Kabaitan (Random Acts of Kindness)

Stories help us understand other people and their unique perspectives. In addition, it helps us to learn and empathize with other people as we come to understand their point of view.

Suggested activities. To help the learners get the idea, discuss any biographies they have read or watched (or watch clips or read excerpts together) and then discuss or list together a summary of the rules by which these individuals seemed to live their lives. Also ask learners the same question about characters in novels, adults in their lives, historical figures, and even our local heroes.

Getting Started

The teacher shall give question prompts to help learners start thinking more deeply about their own values or principles. Teachers should follow up learners' statements with questions to help them think more deeply about their answers. For example, what makes these qualities worth admiring and worth following? How did you choose that incident or example or person? Why are these qualities or values so important to you?

Crafting a Reflective Essay

After learners have had a chance to think about and discuss the prompts, they will be ready to start to write. A reflective essay of this sort can be linked in format to learners' appropriate grade-level language arts writing standards and objectives. Instruct them to reflect on the past year, both in and out of school, and write about what they consider to be the values or principles by which they want to live their lives, and why.

Emotional Literacy Worksheet

This worksheet teaches students how to think through their different thoughts and emotions in a healthy way. By thinking about different situations where they felt strongly, learners will learn how to more effectively communicate and channel their emotions in future. Recognizing specific circumstances that made them feel particularly angry or sad can be helpful for thinking about their future behavior and for positive mental health.

Moving from Reflection to Application

Ask learners at the start of the school year to commit themselves to living by their principles or laws from the outset. Throughout the school year, the teacher can have them reflect on what they wrote and committed to, check in with others on how they are doing on following through, and revise their laws if necessary.

Some of the examples are listed below:

CORE VALUE/ MONTH	PERSON INVOLVED	OUTSTANDING ACCOMPLISHMENT	SOURCE OF STORY
Honesty (July)	Dennis Geverola	On one of his daily rides, he found a bag left behind in his vehicle by an unfortunate passenger. He returned Php 2 million (estimated US\$38,000). He quickly brought the bag to the local authorities knowing they would have the means to locate the owner.	https://www.gtgoonetimes.com/2019/05/15/honest-filipino-driver-returns-a-passengers-lost-bag-with-us38000-in-it-and-teaches-us-honesty/
Self-Reliance (January)	Rolando Barrientos	A balut vendor who build his own hand-built drum car made of scraps and junks	https://www.youtube.com/watch?v=9QaAMdnGE-c

D. Pagiging isang Pandaigdigang Mamamayan (Becoming a Global Citizen)

Our world is becoming increasingly complex and intricate humans have never been more connected or interdependent. These changes have brought life to the concept of *Global Citizenship*, or the idea that we are one global community, and therefore our choices and actions may affect people and communities locally, nationally, or even internationally.

In this program, the learners shall be able to explore ideas on globalization and interdependence, social justice and equity, identity and diversity, sustainable development, peace, and conflict.

Since one of the least mastered competencies in Edukasyon sa Pagpapakatao (EsP) is awareness of local and global issues, it is timely to create a participatory classroom environment. Learners shall assess evidence, negotiate, make informed decisions, solve problems, and work both independently and with others.

Learners who are global citizens see themselves as part of an emerging world community and are committed to helping build this community's values and practices.

E. DokyuPagpapahalaga (Value-Laden Documentary)

Videos increase learners' engagement because they get to see and hear the concept being taught, and they can process it in the same way they process their everyday interactions. Thus, this helps boost learners' achievement. If students are interested in the material, they will process and remember it better (Bevan, 2020).

Suggested Activities. With the increasing number of technological innovations, the young generation can now be recognized as prosumers because they consume and produce content simultaneously. DokyuPagpapahalaga provides an avenue where aspiring young television documentarists can showcase and share their talents and promote learners' participation in pressing issues that directly affect their total development. Relative to this, value-laden documentary videos are to be prepared based on the GMRC/VE competencies and values to be observed for the month.

Specific competencies highlighting the values shall be presented and to be used in the topic/lesson presentation. These videos shall be quality assured by the QA Team from the Curriculum and Learning Management Division before posting in the LRIS and Curriculum Matters for dissemination.

F. Pagkilala sa mga Natatanging Nagpakita ng Filipino Values

Recognizing and rewarding learners who exemplify core values is a powerful way to reinforce those values within the school, organization or educational setting. The awarding shall be held during the Monday convocation/flag raising, card day, and other school programs.

The following activities are listed in support of the program and not only limited to the following:

Create a Recognition Program

Awards and Certificates. Design and present awards or certificates to learners who have demonstrated the core values in their work or studies.

Spotlight Features. Highlight individuals in newsletters, on bulletin boards, or on social media to celebrate their achievements publicly.

Event Celebrations. Host events or ceremonies to honor those who have exemplified the values, allowing peers and colleagues to participate in the recognition.

Incorporate Peer Recognition. Allow peers to nominate and vote for their colleagues or classmates who they believe exemplify the core values.

G. Model the Values

School Heads and other school personnel should model the core values themselves. This sets a strong example and reinforces the importance of these values throughout the organization or educational environment.

IV. EVALUATION OF RESULTS

Classroom Evaluation

The best proof that a learner has recognized, appreciated, and internalized a value if it is evident in daily conduct. The following are ways to evaluate:

- a. through self-assessment, learners report on their behavior using checklists and attitude scales; and
- b. through another learner's independent assessment of the learner's behavior in anecdotal reports.

Collection and Dissemination of Program Activity Results

The best stories/ videos/performance output related to the different activities of this program shall be collected by the Division EsP Supervisor to be forwarded to the Regional Supervisor in EsP for review and quality assurance.

A regional contest shall be conducted to select the best outputs to be published and posted in the official FB page of DepEd RO1. Refer to the RM 1254, s. 2023 for the contest guidelines.

Relative to this, the model learner who exemplifies the Filipino values shall be featured in the official FB Page of DepEd Region I to recognize their story worthy of emulation.

V. IMPLEMENTATION ARRANGEMENTS

1. Program Management Structure
 - The Program is a joint undertaking of DepEd RO 1 and the 14 SDOs.
2. Development and quality assurance of Learning Resources to be used in the program shall be spearheaded by CLMD in cooperation with ALL EPSs (Region and SDOs), PSDSs, identified LR developers and support personnel.
3. HRDD and CLMD shall design and implement the capacity building activities in cooperation with the CID and SGOD of SDOs.
4. QAD shall quality assure the conduct of trainings and other activities in cooperation with the SGOD and shall provide assistance in the development of M and E Tool.
5. Social Mobilization and Advocacy activities shall be led by ESSD in coordination with PAU and SGOD of SDOs.
6. Provision of ICT Support Systems shall be done by the ICTU in coordination with Division ITOs and School ICT Coordinators.

7. PPRD in cooperation with SGOD of SDOs shall initiate the conduct relevant basic and action researches.

VI. MONITORING AND EVALUATION

1. Success and sustainability of this program will only be ensured if there is a systematic and adequate monitoring and evaluation (M & E). The following are the offices and units, which will implement and monitor the program.
2. Regional Office through Curriculum and Learning Management Division (CLMD) and Division Offices through the Curriculum and Instruction (CID) shall conduct M&E at their level to identify implementation gaps and determine program development opportunities that will ensure that support systems are in place.
3. The school through the School Head shall ensure the proper and successful implementation of the program in accordance with the prescribed standards. The School Head shall regularly monitor classes, provide technical assistance, give relevant feedback, forge partnerships, and submit timely reports to the District and/or Division office to ensure the success and sustainability of the program.
4. The program monitoring and evaluation shall be anchored on the mandates of the office and focus on how the desired outcome shall be achieved. Provision of technical assistance and support from the different levels of governance shall be monitored to ensure efficiency and effectiveness in the implementation of the program.

VII. REFERENCES

- Ambisyon Natin 2040. <https://2040.neda.gov.ph/about-ambisyon-natin-2040/>
- Bevan, M. (2020). Why videos are important in education. <https://www.nextthoughtstudios.com/video-production-blog/2017/1/31/why-videos-are-important-in-education>
- Bouchrika, I. (2020). 40student crime statistics: 2020/2021 data, analysis, and predictions. <https://research.com/education/student-crime-statistics>
- Business Mirror (2022). Juvenile delinquency in the philippines: is juvenile justice fair? <https://businessmirror.com.ph/2022/05/19/juvenile-delinquency-in-the-philippines/>
- Fernandez, D. (2023). Philippines tops 70 countries in bullying, PISA data reveals – Gatchalian. <https://newsinfo.inquirer.net/1729112/fwd-ph-tops-70-nations-in-bullying-as-17-5-million-students-bullied>
- Kattan, R. B. (2017). Non-cognitive skills: what are they and why should we care? <https://blogs.worldbank.org/education/non-cognitive-skills-what-are-they-and-why-should-we-care>
- Quisumbing, L. R. (1994). A study of the Philippine values education programme (1986-1993). <https://www.semanticscholar.org/paper/A-Study-of-the-Philippine-Values-Education-Quisumbing/fc319ea759e57fe1f6202c8db8b4b4c09547da6d>
- Shimizu, Y. (2020, June 8). Youth violence. *WHO Newsroom*.