

## ISP and Cordillera Folklore Night

By Gaston Kibiten

### Part I. ISP Report

The evening started with a report from the ISP BOT Chair on the status of the IGO Scholarship Program (ISP). The report is divided into four parts: a) 10-year summary and conclusions, (b) Challenges, and (c) Resolutions.

#### A. 10-year Summary

The report was significant as it this year marks the 10<sup>th</sup> year since the first ISP scholars were accepted into the program, that is, from AY 2006-07 to AY 2015-16. The highlights are presented in the table below:

<b>ISP Scholars, AY 2006-07 to AY 2015-16</b>					
<b>Batch</b>	<b>Year</b>	<b>Accepted Scholars</b>	<b>Graduates</b>	<b>Ongoing Studies</b>	<b>Stopped/Dropped</b>
1	2006-07	6	5	-	1
2	2007-08	8	7	-	1
3	2008-09	10	7	-	3
4	2009-10	6	4	-	2
5	2010-11	5	4	-	1
6	2011-12	6	3	-	3
7	2012-13	6	3	1	2
8	2013-14	6	1	4	1
9	2014-15	7	-	6*	1*
10	2015-16	6	-	6*	-*
<b>Total</b>		<b>66</b>	<b>34</b>	<b>17*</b>	<b>15*</b>

\*These figures are tentative as the school year has not ended for all schools; there might be slight changes as the school year closes.

In addition to the above figures, last school year also marked a milestone in terms of the ISP having sent invitations to all the high schools in the Cordillera Administrative Region. Moreover, from the above, the following can be concluded:

1. The ISP is fully established. Systems for selection and monitoring are well in place.
2. The program has borne fruit, though not resulting in a hundred percent success for all students accepted as scholars. But the circumstances behind the dropping out and/or

failure of the students who were dropped from the Program are beyond the control of the system.

#### B. Challenges

1. To increase the number of scholars. Per ISP Charter, the number of scholars targeted for one school year is thirty (30). In the past few years, we just reached 22 at the most.
2. To increase financial support per semester. For the moment, P5,000 is given as financial assistance for each scholar per semester. This is just enough to pay the tuition fees of students in most state colleges and universities. It can be increased to include cover other expenses.

#### C. Resolutions

1. In light of the K-12 program to be implemented this AY 2016-17, the ISP goes for a two-year moratorium on accepting new scholars (i.e., up until AY2018-19). This break should give us time to generate more funds and stabilize financial support for the program.

### Part II. Cordillera Folklore

Dr. Yvonne K. Belen reported on the Cordillera Folklore Documentation Project/Contest implemented by the ISP-BOT. The report highlights are as follows:

1. In October 2015, the ISP-BOT sent invitations to all the Cordillera high schools inviting Grades 9-10 students to collect and submit folklore from their elders. The idea was let them appreciate their folklore, including their native language as they will document the folklore in the vernacular. Then they partner with an English teacher who will translate the folklore into English.
2. There were a total of 28 folklore submitted to date. However, the ISP-BOT has decided not to select and award winners pending the validation of the pieces sent (in terms of language used, the details, and whether these have not been published at all). In the meantime, the amount of P500 shall be given as token appreciation for those who sent entries.
3. The goal is to eventually come up with a publication of these folklores. The publication is intended, firstly, as a future reference for Cordillera schools in their language and culture classes. Secondly, sales from the book shall be made to augment ISP funds.

For the evening, six pieces representing the six provinces were selected for presentation as a teaser for the upcoming publication and at the same time entertain the participants. Volunteers from the six provinces did a creative reading (and for some, with enactment) of the pieces. The crowd enjoyed the pieces and presentations, capping an evening that started with a sumptuous dinner around a bonfire, Cordillera-style!