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# DE LA SALLE UNIVERSITY

THE INTEGRATION OF THE DECS VALUES EDUCATION PROGRAM WITH  
THE SECONDARY RELIGION SYLLABUS

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A Thesis  
presented to  
the Faculty of the Graduate School  
De La Salle University

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Master in Religious Education

by

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## ABBREVIATIONS

AA	Apostolicam Actuositatem Decree on the Apostolate of the Laity
CS	Catholic School
CT	Catechesi Tradendae Apostolic Exhortation of His Holiness Pope John Paul II on Catechesis in our Time 16 October 1979
DECS	Department of Education Culture and Sports
DV	Dei Verbum Dogmatic Constitution on Divine Revelation
ECERI	Episcopal Commission on Education and Religious Instruction
GS	Gaudium Et Spes Pastoral Constitution on the Church in the Modern World
LG	Lumen Gentium Dogmatic Constitution in the Church
MECS	Ministry of Education, Culture and Sports
NCDP	National Catholic Directory for the Philippine
NESC	New Elementary School Curriculum
NSSC	New Secondary School Curriculum
PC	Perfectae Caritatis Decree on the Appropriate Renewal of the Religious Life
SEARRAG	Southeast Asian Research Review and Advisory Group
UR	Unitatis Redintegration Decree on Ecumenism



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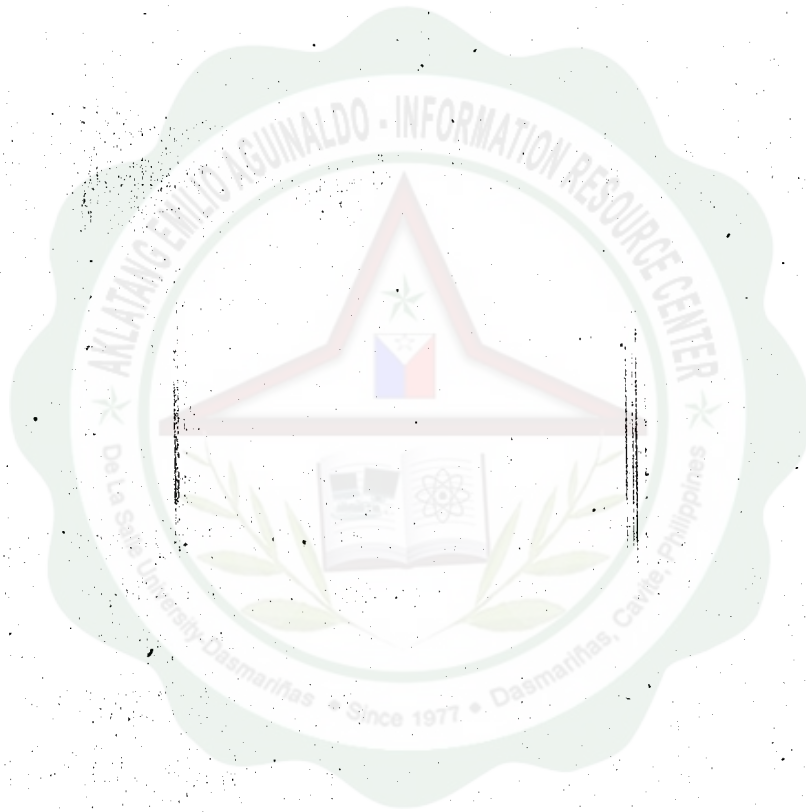
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## CHAPTER VI

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

#### SUMMARY

This last chapter of the study presents the summary, conclusions and recommendations. In a very concise study approach, it is the main goal of the study to improve, enrich and en flesh the religion program in the Catholic secondary schools. Prior to the writing of this study, the researcher experienced that teaching religion in the Catholic secondary school was difficult for the majority of religious educators and trained religious educators, poor syllabi and poor environment. So in an effort to promote the main goal of values and religion education, the study gives us a four year level scope and sequence, syllabi and an example lesson plan modules per year level to facilitate an effective learning process, integrating the DECS' values education program.

The integration of the DECS' values education program and the existing religious education program in the Catholic secondary schools is possible as shown in the syllabi and in the sample lesson plan of the four year level. They supplement and compliment each other. Moreover, with the DECS' framework, religious education has been supported to come out with an inculturated and



indigenized proclamation of the Good News.

To have come out with this program, an actual and personal observation, teaching and evaluation were conducted by the researcher herself from the different sections of each year level of St. Paul College, an administered institution in the province. Of the methodology used; try-out, pre-test and the post-test, it was found out that its suitability and effectivity to the students was visibly translated in their daily life, thus values education should be emphasized.



## CONCLUSIONS

Based on the findings of the study, the following conclusions were discovered:

1. DECS' values education and secondary religious education share in the common good and identity of every human being.
2. Both programs have the same focus - the dignity of the human person - in the Person of Jesus of Nazarene.
3. That DECS' values education can be integrated, not only with religious education but in all subject areas.
4. Values education should be intensified at home, in school and in the larger community.
5. The effectivity of the values education largely depend on the teacher's resourcefulness and generosity in inculcating its integration.





RECOMMENDATIONS

To adopt a more vivid integration of the DECS' values education program with the existing religious education program in Catholic secondary schools, the researcher recommends the following:

1. That the DECS' values education program be more specific in its year level objectives.
2. More seminars and conference be conducted to school administrators, parents, teachers on values education.
3. That secondary Catholic schools should be engage in a more actual involvement in the parish life activities to experience and live the meaning of how to belong.
4. That religious educators be professionally trained and regularly updated in the new trends in teaching religion through conferences, lectures and seminars.

