



# The 4th Student Assembly

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**SAMAHAAN Act No. 004-2425**

## **AN ACT INSTITUTIONALIZING THE INTEGRATION OF MINDANAO PERSPECTIVES AND IDENTITY TO STUDENT ACTIVITIES AND ENGAGEMENTS**

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### **ARTICLE I.**

#### **General Provisions**

- SECTION 1**      **Short Title.** This Act shall be known as the Lifelong Involvement in Heritage, Outreach, and Knowledge (LIHOK) Act.
- SECTION 2**      **Declaration of Policy.** In line with Article II, Section 3 of the SAMAHAN Constitution, which upholds the value of education and educational development on students' growth, more specifically in harnessing "the critical thinking and decision-making capabilities of the students" and in "championing the rights of the society's marginalized sectors," and Article II, Section 4(6), which commits SAMAHAN to provide "avenues for mental, social, and political flourishing directed towards the prosperity of the Philippines, especially Mindanao," this Act seeks to institutionalize Mindanao-centered and community-driven academic enrichment initiatives within student organizations.
- SECTION 3**      **Scope.** This Act shall apply to the following:
- SAMAHAAN Central Board,
  - Student Executive Councils (SECs),
  - Recognized student organizations within Ateneo de Davao University under the jurisdiction of SAMAHAN, and
  - Other offices, departments, and commissions, as may be determined by the SAMAHAN Constitution or governing rules.



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## SECTION 4

**Definition of Terms.** For the purposes of this Act, the following terms are defined as follows:

- a. Academic Enrichment Activity refers to any forums, seminars, panel discussions, research initiatives, or student-led academic projects aimed at expanding knowledge beyond coursework.
- b. Executing bodies refer to the SAMAHAN Central Board, Student Executive Councils (SECs), and other offices, departments, and commissions, as may be determined by the SAMAHAN Constitution or governing rules.
- c. Holistic engagements refer to activities that promote the intellectual, social, cultural, spiritual, and personal development of students that complement the formal academic curriculum and may include activities such as but not limited to community involvement, civic engagement, advocacy initiatives, and interdisciplinary enrichment programs.
- d. Mindanao-centered Engagement refers to the incorporation of Mindanao-focused academic enrichment activities and holistic engagements into student-led events and projects.
- e. Student Executive Council (SEC) refers to the highest governing body of a specific program-based student body.



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## ARTICLE II.

### PURPOSE AND OTHER PRELIMINARY PROVISIONS

#### SECTION 1

**Objectives.** This Act seeks to:

- a. Enhance student-led academic learning by promoting grounded academic enrichment activities through a heavier emphasis on Mindanao-centered Engagement in terms of topics, nuances, discourse, and the like, within various academic fields.
- b. Strengthen integral academic growth by supplementing formal education with institutionalized student-driven holistic engagements that are accessible to all.
- c. Ensure sustainable academic and advocacy initiatives by strengthening the SEC's capacity to pursue such initiatives, as needed by its context and expertise.

#### SECTION 2

**Implementation Guidelines on Academic Enrichment Activities.** To ensure the effective execution and fulfillment of the objectives of this Act in relation to academic enrichment activities, the following implementation guidelines shall be observed:

- a. All executing bodies must practice Mindanao-centered Engagement in all initiatives they lead. This must be observed in the event planning, management, implementation, and post-event evaluation.
- b. All academic enrichment activities spearheaded by executing bodies, such as but not limited to forums, workshops, seminars, quiz bowls, dialogues, peer tutorship programs, and roundtable discussions, must also adhere to the exact requirement of integrating Mindanao discussions into such activities.

#### SECTION 3

**Implementation Guidelines on Holistic Engagements.** To ensure a balance between internal student enrichment and external contributions as enshrined by the SAMAHAN Constitution's Article II, Section 3(4), that education should help in "strengthening communities, and championing the rights of the society's marginalized sectors," the following implementation guidelines shall be observed:

- a. All SECs shall allocate 15% of their SAMAHAN budget to



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their Campaigns and Advocacy Committees. These funds should be restricted strictly for advocacy-related holistic engagements.

- b. Similarly, all Campaigns and Advocacy Committees of each respective SECs shall direct all advocacy projects and engagement activities to actualize Mindanao-centered Engagements, as defined by this Act. They are required to conduct at least one advocacy project, community engagement program, or any initiative of a similar nature per semester.
- c. Provided the scope of this Act's jurisdiction, executing bodies are still allowed to enter externally arranged academic, leadership, socio-civic, spiritual, co-curricular, and extra-curricular enrichment activities that are not explicitly nor implicitly tied towards Mindanao-centered Engagement, but are highly encouraged to take preference for those that execute such.

## SECTION 4

**Overseeing Monitoring Bodies.** The following shall be tasked with the execution of the provisions of this Act.

- a. The SAMAHAN Central Board shall be the overall overseeing body for the implementation of this act. The SAMAHAN Department of Academic Affairs and SAMAHAN Department of Campaigns and Advocacies shall serve consultatory roles in the monitoring process of academic enrichment activities and holistic engagements, respectively.
- b. The Student Judicial Court shall ensure that executing bodies with overlapping responsibilities of implementation and monitoring fulfill their respective responsibilities.

## SECTION 5

**Monitoring Guidelines.** To guarantee the proper execution and fulfillment of the provisions of this Act, the following guidelines shall be adhered to:

- a. To ensure the implementation of Article II, Section 2, and Section 3, the following shall be observed:
  - i. An event can be considered as successfully complying with the requirements set by Article II, Section 2(a) if it can explain how the conduct of the event promotes Mindanao's heritage, history, culture, identity, economy, experiences, practical applications of programs or courses to Mindanao,





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- and, any other aspects as may be determined by executing bodies.
- ii. The SAMAHAN Department of Academic Affairs shall conduct semestral reviews and assessments of the academic enrichment activities implemented and shall ensure their compliance with the provisions of this Act.
  - iii. The SAMAHAN Department of Campaigns and Advocacies shall conduct semestral reviews and assessments of the advocacy projects implemented and shall ensure the following:
    1. That at least one advocacy project was implemented
    2. That such advocacy project actively promotes Mindanao
  - b. To ensure the implementation of Article II, Section 3(a), all SECs shall make a separate Liquidation Report, treating its own Campaigns and Advocacy Committee as a separate entity, detailing how the funds for the allocated budget were used within the semester. The allocated budget must have been substantially used for these projects, and the excess of which, must not have been re-allocated and used for other purposes.

## SECTION 6

**Policy for non-compliance.** In case of non-compliance, the following guidelines should be noted:

- a. Non-compliance on the Nature and Conduct of Academic Enrichment Activities and Holistic Engagements
  - i. Upon proof that there is significant non-compliance, to be determined by the frequency of failure, the scope of the event, degree of negligence, and other relevant factors, the immediate head officer tasked with the implementation of such and the head of such executing body shall be given a minimum of one-week suspension from their relevant positions, which must be disclosed publicly for transparency and accountability. They must also publish an Explanation Letter detailing the reasons behind their deviation from the provisions of this Act.
- b. Non-compliance on the Budgetary Allocation
  - i. Failure to comply for SECs shall receive a penalty in



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- the form of a reduction in the consequent semestral budget that they receive from SAMAHAN, whose amount is equal to the supposed budget allocation for the current semester.
- ii. The mandated budget allocation for this consequent semestral budget shall be computed based on what they are supposed to receive and not on the net amount after the deduction of the aforementioned penalty.
  - iii. The extra funds attained as a result of the reduction will be divided equally between the SAMAHAN Department of Campaigns and Advocacies and the SAMAHAN Department of Academic Affairs.

## SECTION 7

**Transitory Provisions.** In the process of transitioning to adapt this Act, the following shall be observed:

- a. Representatives of executing bodies shall participate in a Policy Dialogue with the Parliament to discuss the rationale, consult on the planned implementation, and answer questions related to the Act.
- b. A public information dissemination initiative shall emanate from relevant SAMAHAN organizations, in partnership with SECs, Atenews, and similar organizations to raise awareness about the event rationale and the implications of its implementation to the greater student body through message blasts, social media publications, and a university-wide memorandum.
- c. All stakeholders will be given a one-semester transition period to fully implement the provisions of this Act. Hence, compliance will be monitored by the start of the next semester following the aforementioned transition period.
- d. SECs shall specifically execute the following:
  - i. Review their previous and existing budget allocations in funds to strategize for compliance with the 15% budget allocation requirement.
  - ii. Coordinate with faculty, experts, and stakeholders for the SEC's planned approach to its implementation, as well as the projects in line with this Act.
- e. A 3-phased warning system shall be implemented from the beginning of the transition period following the initial



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implementation of this Act.

- i. Failure to comply with any of the provisions of this Act shall merit a warning.
- ii. The first warning shall involve a formal notice sent to the executing body as a reminder to adhere to the Act.
- iii. The second warning shall involve an official warning, which warrants a meeting between the offending party and the pertinent SAMAHAN Department office.
- iv. The third and final warning shall trigger the penalties and sanctions as mandated by this Act.
- v. By the end of a full Academic Year, this warning system shall be removed.

## ARTICLE III.

### FINAL PROVISIONS

- SECTION 1**      **Repealing Clause.** All other laws, rules, or regulations contrary to or inconsistent with this Act are hereby repealed or modified accordingly.
- SECTION 2**      **Separability Clause.** If any provision of this Act is held to be invalid or unconstitutional, the remaining provisions shall continue in full force and effect.
- SECTION 3**      **Effectivity.** If any provision of this Act is held to be invalid or unconstitutional, the remaining provisions shall continue in full force and effect.



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## Appendix A

### RATIONALE AND EVIDENTIARY SUPPORT FOR THE LIHOK ACT

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#### Part I. Introduction

The Lifelong Involvement in Heritage, Outreach, and Knowledge (LIHOK) Act seeks to institutionalize Mindanao heritage and identity in all student activities and engagements, primarily through academic enrichment activities and holistic engagements as defined by this Act.

More specifically, LIHOK Act aims to achieve its objectives by ensuring the integration of the unique contexts, perspectives, and nuances of Mindanao in academic enrichment activities and holistic engagements, as well as a provision mandating the allocation of 15% of SECs' SAMAHAN funds towards engagement activities.

This Rationale and Evidentiary Support Document shall serve to further justify and explain the importance and evidentiary basis of the provisions of this Act. It shall explain, among other things, the following:

- (1) The importance of having a contextualized understanding of how theoretical and practical concepts apply in relation to Mindanao's unique local needs and contexts
- (2) The role of student organizations in directing student development through the activities that it sets
- (3) The effectiveness of budget allocation in achieving historical mandates and goals

#### Part II. General Justification

As the second-largest island group in the Philippines, Mindanao features a complex but unique mixture of socio-cultural heritage, economic needs, and political landscape. Owing to its history of trade relations with southern countries and its distinct experiences under the different colonial rulers of the Philippines, Mindanao has often possessed a unique general identity that promotes and empowers the identities of the indigenous communities within the region (Strategia Development Research Institute, 2021). While it is rich in natural resources as a major national contributor to agriculture and natural resource production, many of the socio-economic disparities, such as insufficient access to employment, the continuous displacement and marginalization of marginalized sectors, and environmental degradation, persist in retaining the struggle of attaining sustainable development both economically and socially, with large parts of it remaining underdeveloped, if not borderline exploited (Department of Finance, 2023).



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There are multiple ways by which the University recognizes this.

Firstly, Ateneo de Davao University's Vision highlights the ability to contribute and serve Mindanao, as part of its grounding principles for the overall direction of the University. Subsequently, its Mission makes explicit mention of Mindanao three times, as follows:

- (1) It engages in intercultural, interreligious, and inter-ideological dialogue, especially in Mindanao.
- (2) It responds to the needs of the Bangsamoro, the Bangsamoro Autonomous Region in Muslim Mindanao, as well as the needs of the Lumad communities.
- (3) It strengthens its science and technology instruction, research, and technopreneurship in Mindanao.

Secondly, the SAMAHAN Constitution recognizes its mandate to be of service to Mindanao as enshrined in the objectives and principles discussed in Article II of the SAMAHAN Constitution, stating that the SAMAHAN shall strive to **“provide an avenue for mental, social, and political flourishing that is directed towards the prosperity of the Philippines, especially Mindanao,”** and similar provisions in Section 3 which highlight the fundamental role of education in social formation and development to achieve such goals, such as its role in the development of **“critical thinking and decision-making capabilities,”** in **“improving quality of life and championing the rights of the society’s marginalized sectors,”** and in **“encouraging participatory governance.”**

Thirdly, Jesuit teachings that underlie Ignatian pedagogy, while not explicitly mentioning Mindanao, give similar emphasis on contributing to the common good through the concepts of *cura personalis*, in terms of internal and individual development for well-rounded individuals, and applying such in the concept of being men and women for others, emphasizing the need to apply one's holistic education and formation for the service of others in solidarity with the poor through active engagement and a commitment to faith and justice.

Lastly, it aligns with the overall direction of Catholic Social Teachings as established by encyclicals like *Evangelii Gaudium* by Pope Francis (2013) which reinforces the fundamental role of education as a tool for social transformation and commitment to the common good and *Sollicitudo Rei Socialis* by Pope John Paul II (1987) which entrenches the need for development to respect cultures and differences.



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Therefore, if the University's Vision and Mission, the supreme student governing body's objectives and principles, and even the Jesuit values and Catholic Social Teachings that underlie the foundation of the University pedagogy, all point toward the need to integrate a localized and contextualized understanding of and action towards contributing to Mindanao, then it becomes necessary to ensure that existing systems and guidelines adhere to such and are optimized to actualize such goals and objectives.

For this reason, student organizations have supported the University in its commitment to academic excellence, student leadership, and social responsibility by providing platforms for students to raise concerns about systems, lobbying for students' rights and welfare in relation to these experiences, establishing the SAMAHAN Department of Academic Affairs for concerns of academic nature, and creating committees and departments dedicated towards actualizing advocacy projects headed by the SAMAHAN Department of Campaigns and Advocacies.

However, despite this, the following gaps are identified.

First, there is weak institutional support for advocacy-based initiatives. While the aforementioned attempts of student organizations exist to actualize the abovementioned values, vision, mission, and objectives of the University, insufficient institutional support for such makes these efforts optional.

Disregarding the best assumption that all student organizations have academic enrichment activities and holistic engagements that are all grounded in how they contribute and relate to the Mindanao context, what remains are two alternatives. It's either advocacy projects that are still implemented but are not responsive to what the local context genuinely needs, or no advocacy projects are implemented at all. While the former is still able to conduct such projects, it still leaves the experience with a disconnect between what it is and what it ought to be; it does not optimize these projects to meet the most important objectives with the limited resources that it operates within.

This has two implications.

First, in the long-term, with insufficient institutional support and no standardized requirement, these efforts often remain fragmented, inconsistent, and dependent on individual leadership terms. Without a clear understanding of the necessity of its implementation and of ensuring that such is aligned with the University's Vision and Mission, its effectiveness is constrained by the rise and fall of effective student leadership. Although the same problem can arise with the implementation of this Act, the extent to which its volatility occurs is perceived to be more controlled, considering that the mandate constrains what they can choose not to do.





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Second, in the short term, student organizations are often overwhelmed with pressures to prioritize logistical support and funding for other events, such as extracurricular competitions and performance-based activities like PALARO and SADYA, which causes them to divert much of their funding and resources to such, often leaving advocacy campaigns with greater limitations in resources.

While income-generating projects exist, their success becomes a condition for the implementation of these advocacy projects. Therefore, the certainty provided in concrete budget allocation offsets these harms and optimizes the effectiveness of these activities in meeting their respective objectives.

With all this in mind, the problem is simply that advocacies and effective contributions to Mindanao are contingent on consistent and sustainable effort; therefore, its institutionalization is crucial for achieving both, by taking away the convenient option to opt-out.

Second, there is inconsistent interdisciplinary exposure toward Mindanao-centered engagements. Often, those invited to academic enrichment activities and forums, and those who organize them are those from the social sciences and governance subjects, which limits the exposure and appreciation of other fields regarding the intersectionality of social issues in Mindanao and the practice of their professions.

At the very least, volunteering opportunities, General Education subjects, Arrupe Social Formation subjects like the National Service Training Program (NSTP), Arrupe Social Formation (ASF), and Seniors' Integration Program (SIP), and even Service-Learning Programs (SLP) exist to ensure immersion and understanding of the lived experiences of Mindanaoan in light of its cultural and historical roots and in the context of service in line with Jesuit teachings.

However, there are two things to note:

- (1) Existing mechanisms are limited to intermittent efforts to integrate Mindanao-based discussions into the professional development of students. Essentially and as an example, before or after completing ASF courses, students do not have direct access to the same insights and opportunities that those who currently take it have. While SIP was established to reinforce Jesuit teachings, there is room for improvement in ensuring consistency, independent of the reinforcement of such.
- (2) As the most proximate and visible entity in each specific program, Student Executive Councils ought to make these efforts as visible and accessible as possible, regardless of the current subjects that one has to take as required by their curriculum, and regardless of the volunteering opportunities that come and go.

To put it simply, without clear institutionalized and standardized intent to integrate Mindanao identity and localized contexts into academic enrichment activities and similar initiatives, the learning experiences of students continue to be limited,





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which hampers the fundamental role of Universities to promote comprehensive and critical learning and development.

Ultimately, if academic development ought to be holistic, it must be grounded in a contextualized and interdisciplinary understanding of the immediate realities beyond the echo chambers of privilege that the majority of the Ateneo population enjoy. Hence, genuine academic development encompasses not only the standards enshrined in formal academic curriculums but also in terms of how existing systems among student organizations function to complement such learning experiences, not only for the benefit of the students but for Mindanao as a whole.

## **Part III. Evidentiary Support**

### **On the role of student organizations**

A 2023 study conducted in Cagayan de Oro City showed that student organizations play an important role in holistic and complementary learning after it found that involvement in clubs and organizations provided opportunities for personal growth, social engagement, stress relief, improved mental health and the development of collaborative and leadership skills (Cabrejas & Mendoza, 2023). Similarly, Grauerholz (2001) discusses holistic teaching as an important factor for deep learning, citing the need to have efforts that are directed outside of the classroom through institutional opportunities for students to grow and develop.

From this, the role of student organizations in improving the learning experience becomes clear. They exist not merely to develop the leadership capacities of student leaders who are actively engaged in the planning and organization process of the activities they implement but also to implement the learning experiences of those who participate in them. This reinforces the importance of having a clear and guided direction toward how these student activities ought to operate.

In addition to this, Oxfam international (2008) corroborates the importance of integrating Mindanao identity into student activities and education programs explaining that the integration of culture-based principles into the learning experience not only aids in the development of life skills but also grounds students and reminds them of their rootedness in their local indigenous cultures and way of life. Furthermore, these types of discussions and institutionalization aid in fostering educational systems that provide inclusive and safe learning environments for vulnerable students at risk of being marginalized, which proves that, not only does it incentivize the creation of more meaningful academic enrichment activities and holistic engagements, but it also improves the learning experiences of minority populations inside the University (Simeon et al., 2017).



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Hence, this Act reinforces the role of student organizations in supplementing the holistic development of students inside the formal curriculum and in terms of their formation as part of the Ignatian pedagogy.

## On the effectiveness of budgetary allocations

Earmarked budgets have been used as a prong in many policy decisions to address multiple social issues before.

For one, in the context of medicine, earmarked budgets were used to implement malaria control initiatives to maintain distinct funding streams for vaccination and malaria control efforts (The Funding Gap, 2024). Similarly, budget allocations were used in Tunisia to identify areas of economic prioritization. Government spending was then focused on enhancing labor productivity which resulted to positive accelerating effects on their economic growth, showing that earmarking budget allocations for specific purposes have worked and have been effective in meeting their respective goals (Ghali, 2003).

In choosing the specific percentage, Republic Act No. 10742 also known as the Sangguniang Kabataan Reform Act of 2015 was taken into account, specifically Section 20 which establishes the financial independence of the SK through the provision of 10% of the general fund of the barangay to fund youth development and empowerment programs and projects. Hence, this 10% budget allocation and restriction requirement was used to identify the minimum percentage, while the remaining 5% was adjusted based on historical data from the Liquidation Reports for each of the recent programs and advocacy projects by the SAMAHAN Department of Campaigns and Advocacies. More than this, this also served as a corroborating justification on the need to allocate a portion of existing funds for advocacy-related activities, establishing a parallel between barangay units and SK offices and SAMAHAN and SECs.

More than these case studies, analyzing data from the SAMAHAN Office of the Student Treasurer, the following tables were attained:

Cluster	Cluster Population	%	base	₱ 61,024.00	Balance Forwarded	Grand Total/ Bal. Forwarded
Accountancy	1114	13.28%	20,000	28,102.59	6.00	28,108.59
Business and Management	1540	18.36%	20,000	31,201.07	0.00	31,201.07
Computer Studies	661	7.88%	20,000	24,807.73	72.04	24,879.77
Engineering and Architecture	1870	22.29%	20,000	33,601.30	0.00	33,601.30
Humanities and Letters	311	3.71%	20,000	22,262.03	264.59	22,526.62
Natural Science and Mathematics	286	3.41%	20,000	22,080.20	26.37	22,106.57
School of Education	161	1.92%	20,000	21,171.02	0.03	21,171.05
School of Nursing	1215	14.48%	20,000	28,837.21	3,982.72	32,819.93
Social Science	1232	14.68%	20,000	28,960.85	65.68	29,026.53
<b>Total</b>	<b>8390</b>		<b>180,000</b>	<b>241,024.00</b>	<b>4,417.43</b>	<b>₱ 245,441</b>
				<b>0.00</b>		



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Table 1. First Semester Cluster Budget Allocation of the SAMAHAN Funds

Cluster	Cluster Population	%	base	₱ 70,017.00	Balance Forwarded	Grand Total/ Bal. Forwarded
Accountancy	1034	12.64%	20,000.00	28,850.56	0.00	28,850.56
Business and Management	1611	19.69%	20,000.00	33,789.41	0.00	33,789.41
Computer Studies	637	7.79%	20,000.00	25,452.42	0.77	25,453.19
Engineering and Architecture	1773	21.67%	20,000.00	35,176.06	775.62	35,951.68
Humanities and Letters	316	3.86%	20,000.00	22,704.81	0.00	22,704.81
Natural Science and Mathematics	271	3.31%	20,000.00	22,319.63	0.00	22,319.63
School of Education	156	1.91%	20,000.00	21,335.29	0.00	21,335.29
School of Nursing	1184	14.47%	20,000.00	30,134.49	3,208.95	33,343.44
Social Science	1198	14.65%	20,000.00	30,254.32	10.68	30,265.00
<b>Total</b>	<b>8180</b>		<b>180,000.00</b>	<b>250,017.00</b>	<b>3,996.02</b>	<b>₱ 254,013.00</b>

Table 2. Second Semester Cluster Budget Allocation of the SAMAHAN Funds

Provided these, assuming that clusters are expected to receive similar levels of general budget allocations for consequent academic years, the following table shows the budget allocation as mandated by this Act:

1st Semester	Breakdown of Budget Allocation		Total
	Restricted for Advocacy Projects (15%)	Unrestricted (85%)	
Accountancy	4,215.39	23,887.20	28,102.59
Business and Management	4,680.16	26,520.91	31,201.07
Computer Studies	3,721.16	21,086.57	24,807.73
Engineering and Architecture	5,040.20	28,561.11	33,601.30
Humanities and Letters	3,339.45	18,923.58	22,263.03
Natural Science and Mathematics	3,312.03	18,768.17	22,080.20
School of Education	3,175.65	17,995.37	21,171.02
School of Nursing	4,325.58	24,511.63	28,837.21
Social Science	4,344.13	24,616.72	28,960.85
<b>Total</b>	<b>36,153.75</b>	<b>204,871.25</b>	<b>241,025.00</b>

Table 3. Sample Breakdown of the First Semester Budget Allocation Assuming that this Act has been Implemented





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2nd Semester	Breakdown of Budget Allocation		Total
	Restricted for Advocacy Projects (15%)	Unrestricted (85%)	
Accountancy	4,327.58	24,522.98	28,850.56
Business and Management	5,068.41	28,721.00	33,789.41
Computer Studies	3,817.86	21,634.56	25,452.42
Engineering and Architecture	5,276.41	29,899.65	35,176.06
Humanities and Letters	3,405.72	19,299.09	22,704.81
Natural Science and Mathematics	3,347.94	18,971.69	22,319.63
School of Education	3,200.29	18,135.00	21,335.29
School of Nursing	4,520.17	25,614.32	30,134.49
Social Science	4,538.15	25,716.17	30,254.32
Total	37,502.55	212,514.44	250,016.99

Table 4. Sample Breakdown of the Second Semester Budget Allocation Assuming that this Act has been Implemented

Based on these illustrations, there are two key insights that should be noted:

- (1) The 15% allocation is sufficient to provide a substantial starting point for advocacy projects to begin with. It gives enough room and capital for income-generating projects to still be needed and to be implemented effectively.
- (2) The remaining unrestricted funds are still more than the majority of what is allocated from the SAMAHAN funds, offsetting concerns about having significantly limited funds for other logistical concerns and projects.

Ultimately, 15% strikes a balance between necessitating and capacitating advocacy committees to operate effectively while upholding the other purposes of SECs in line with their own mandate for their respective programs.

## Part IV. Conclusion

Academic development ought not to be restricted to the constraints of the official requirements of a formal curriculum. Such is the role of student organizations – to complement and support efforts to ensure holistic growth among the student population. The LIHOK act is one step towards bridging the identified gaps as mentioned earlier.

First, it establishes an institutional framework and support towards the adoption of a Mindanao identity in academic enrichment activities and holistic engagements by





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emphasizing the prioritization placed on advocacy projects and identity integration as importance facets of student activity engagements.

Second, in doing so, it is an avenue to ensure sustainable engagements with the social issues faced by Mindanao, in line with the vision, mission, values, and objectives of the University by removing the non-optionality of the nature of these types of activities. In doing so, a baseline level of impact is guaranteed by the mere existence of the Act.

Lastly, it alleviates the issue of inconsistent interdisciplinary exposure by promoting a sustainable framework that goes beyond the student leaders who currently hold a position of authority. In doing so, incentives are provided to student organizations to ensure that their formal education is complemented by the multifacetedness and intersectionality by which you can understand and appreciate multiple disciplines.

To conclude, academic development and holistic empowerment are the prerequisites to effective, sustainable, and comprehensive capacity development. Without it, much of the socio-civic engagements and the formation of a common student agenda directed to actualize the values and ideals of Ignatian pedagogy.



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