

Name: _____ Class number: _____
Section: _____ Schedule: _____ Date: _____

Lesson title: Agrarian Reforms in the Philippines**Learning Targets:**

At the end of the module, students will be able to:

1. Arrange the history of agrarian in the Philippines using sequencing activity.
2. Identify core issues related to agrarian reform policies and initiatives of every period.
3. Propose possible solutions to the present issue of agrarian crisis.

Materials:

SAS

References:

*Asuncion, N. & Cruz, G.R. (2019).
Readings in Philippine History*

*Martinez, R., Bumidang, J., Tayaban, D.,
Battung, J., Fragata, R.D., Vilorio, M.,
Dulay, M. & Cristobal, J. (2018). The
readings in Philippine History*

A. CONNECT

Hello, PHINMA students! How are you today? I hope all is well with you and you are enjoying your exploration in this course/subject. Always remember, it's always interesting to explore new things and gain learning. Last meeting, we discussed Antonio Luna's assassination. Today, we will move to another lesson where we will learn about agrarian reforms in the Philippines. Today's lesson focuses on the history of agrarian reform in the Philippines and its significance to Philippine development. Agrarian issues have long existed in the country despite the efforts of past administrations to address them. We will look into the programs and policies crafted by past administrations and assess their contributions and shortcomings in terms of achieving effective and genuine agrarian reform policies in the Philippines.

To help us understand what we read, we will use the comprehension strategy of **defining and describing** arguments and texts. This will help us grasp the content better.

To help you learn better, remember to work with the SAS in sequence. Our SAS activities are designed so that each task will help you learn more effectively. Do all the tasks. Working on all the tasks will help you learn more. If there are changes to the tasks, your teacher will tell you. Read the instructions carefully. Ask your teacher or your classmates if you have questions about the tasks. Let's start learning!

A.1 Lesson Preview/Review (10 minutes)**Activity 1. Role Playing**

The class will be divided into four groups to represent the following sectors: the government, the business industry, the landowners, and the landless farmers. Each group will deliberate on how to address the given scenario. Afterwards, two members from each group will serve as the representatives in a simulated town hall meeting in order to address and resolve the issue presented by the scenario.



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Sector descriptions:

***Government:** As government officials, your task is to always consider the welfare of every citizen. You should be guided by the utilitarian principle: the greatest good for the greatest number.

***Business Industry:** As business owners, your foremost concern is maintaining a good and profitable business at all costs. As capitalists, your goal is to always get the best profit at the least possible cost.

***Landowners:** As landowners, you possess the most available asset in the agriculture industry. Your goal is to always make the most out of the land you own in terms of revenue.

***Landless farmers** As landless farmers, you till the lands of landowners in exchange for minimal wage or share of revenue. You serve as the core of the agricultural sector of the country. However, you struggle to survive because of lack of assets, investments, and capabilities.

Scenario:

The faraway town of DreamLand is a town that relies on agricultural production for its economy. One day, a once in a lifetime opportunity dawns upon the town when a group of business investors offers to convert all the agricultural land of Dreamland to commercial spaces and residential areas.

They claim that by converting the land, Dreamland will have its economy improved. However, this will displace the majority of the residents of the town including the many farmers who have no other source of livelihood. Given the impasse, the business investors, landowners, and landless farmers seek the guidance of the government to shed light on the dilemma.



Question: What significant learning have you gained from this activity? Write your thoughts in the space provided.

B. COACH

B.1 Content Notes (30 minutes)

Like I said earlier in the lesson preview, In this lesson, you are going to learn about the “Agrarian Reforms in the Philippines”. To assist us in understanding what we’ll read, we will use the comprehension strategy of **defining and describing**.

The Philippine economy is largely agricultural and industrial. Agriculture has been existing even during the precolonial times considering that rice is an Asian staple food along with other crops. The agricultural economy,

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however, has brought about economic and social problems concerning the agrarian structure as well as land tenancy with the farmers-the ones who are actually cultivating the fields-as the losers in this system.
The Land Reform

Land reform involves changing or establishing laws, regulations, or customs regarding land ownership. It also refers to the remedies to improve the relation between the tiller and the owner of the land or employee and employer in a farm. In other words, it identifies the rights of the one who owns or uses a particular agricultural land.

Land reform is often used interchangeably with agrarian reform but the latter is much broader.

Concept	Land Reform	Agrarian Reform
Scope and Focus	<u>Primarily focuses on the redistribution of land ownership and tenure rights.</u> It aims to reallocate land from large landowners to landless or tenant farmers to correct historical inequalities in land distribution.	Encompasses land reform but also includes broader changes in the agricultural sector. <u>It involves not only the redistribution of land but also the provision of support services such as credit, training, infrastructure, and market access.</u> Agrarian reform aims to improve the overall socio-economic conditions of farmers and agricultural workers.
Objectives	The <u>main goal is to ensure fair distribution of land, enabling landless farmers to own land and thereby increasing their economic independence and productivity.</u>	<u>Aims for a comprehensive transformation of the agricultural sector.</u> This includes improving agricultural productivity, enhancing rural development, reducing poverty, and promoting social justice.
Components	<u>Involves measures such as land redistribution, securing land tenure, and legal reforms related to land ownership.</u>	<u>Includes land redistribution along with agricultural development programs, provision of agricultural inputs and technology, rural infrastructure development, and policies to support farmers' rights and welfare.</u>



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Beneficiaries	<u>Targets landless farmers, tenant farmers, and small-scale farmers who need access to land.</u>	<u>Benefits a wider range of stakeholders in the agricultural sector, including landless farmers, tenant farmers, small-scale farmers, agricultural workers, and rural communities.</u>
Examples	<u>A government initiative to redistribute large estates to small farmers and provide them with secure land titles.</u>	<u>A holistic program that includes land redistribution, building rural infrastructure like roads and irrigation systems, providing agricultural education and training, and establishing cooperative marketing systems for farmers.</u>

In general, agrarian reform covers the restructuring of tenure and the pre- and post-production support services structures in the agricultural sector.



History of Agrarian Reform

Problems in the distribution or ownership of agricultural lands in the Philippines already exist since the pre-colonial era. **Prior to the Spanish colonial period**, a system of land ownership was already in place wherein the datu served as the principal owner of the lands while the maharlika and the timawa were entitled to have some parts of land in a certain area. People categorized as alipin (slave) served as the workers of the community. Majority of yields from the land would go to the datu. Once an alipin was given a piece of land for him or her to own, he or she would no longer be considered an alipin.

During the Spanish colonial period, the Spanish authorities considered all lands as public domain regardless of cultural customs. The king of Spain was also at liberty to distribute parcels of land as rewards to loyal Spanish military and civilians. Due to this, private ownership of land became the trend during the Spanish colonial period.

When the **Americans took over the Philippines from Spain**, 93 percent of the country's land area was held by the American colonial government. Governor General William Howard Taft wanted to have a liberal policy that would allow a good portion of the land area to be sold off to American investors. With this, the United States Congress set a limit of 16 hectares to be owned by American individuals and 1,024 hectares by American corporations through the 1902 Land Act. Moreover, the Land Registration Act of 1902 provided a comprehensive registration of land titles under the Torrens system. Such policies established by the American colonial government made land ownership exclusive and enabled foreign entities to own land despite any cultural systems that many indigenous groups of the Philippines may observe. Throughout the American

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colonial period, other important legislations were also passed like the Public Land Act of 1903 that introduced the homestead system in the Philippines and the Tenancy Act of 1933 that regulated relationships between landowners and tenants of rice and sugarcane lands through a 50-50 sharing system.

During the Japanese occupation, the Hukbahalap controlled whole areas of Luzon. Landlords who collaborated with the Japanese lost their lands to the peasants, and those who supported the Huks earned fixed rentals from land which favored tenants. Through the Hukbalahap, peasants and tenants recognized abuses from landowners who did not give them enough shares. This caused many peasants to take up arms and be part of the Hukbalahap.

Post-War Period and Marcos Era

In a nation that thrives from agricultural practices, land is the most valuable form of property. As such, various forms of shared tenancy between landowners and tillers were conceptualized. The kasama system is the most popular form of shared tenancy. It is an informal agreement in which the landlord offers land, seeds, and the cash needed for transplanting and harvesting crops while the tenant or the kasama offers his carabao and labor for an equal share of the yield.

However, the failure of the kasama system to fully address the need for genuine agrarian reform led to the rise of socialist movements that further contributed to agrarian unrest. The rise of local landlords to power became the common norm as they continued to exercise their dominance in securing control over their resources. Matters became worse during the authoritarian rule of President Ferdinand Marcos, a dominant local landlord. The Martial law period saw the rise of land grabbing and awarding of concessions to Marcos cronies. Such corruption heightened the call for a genuine agrarian reform program.

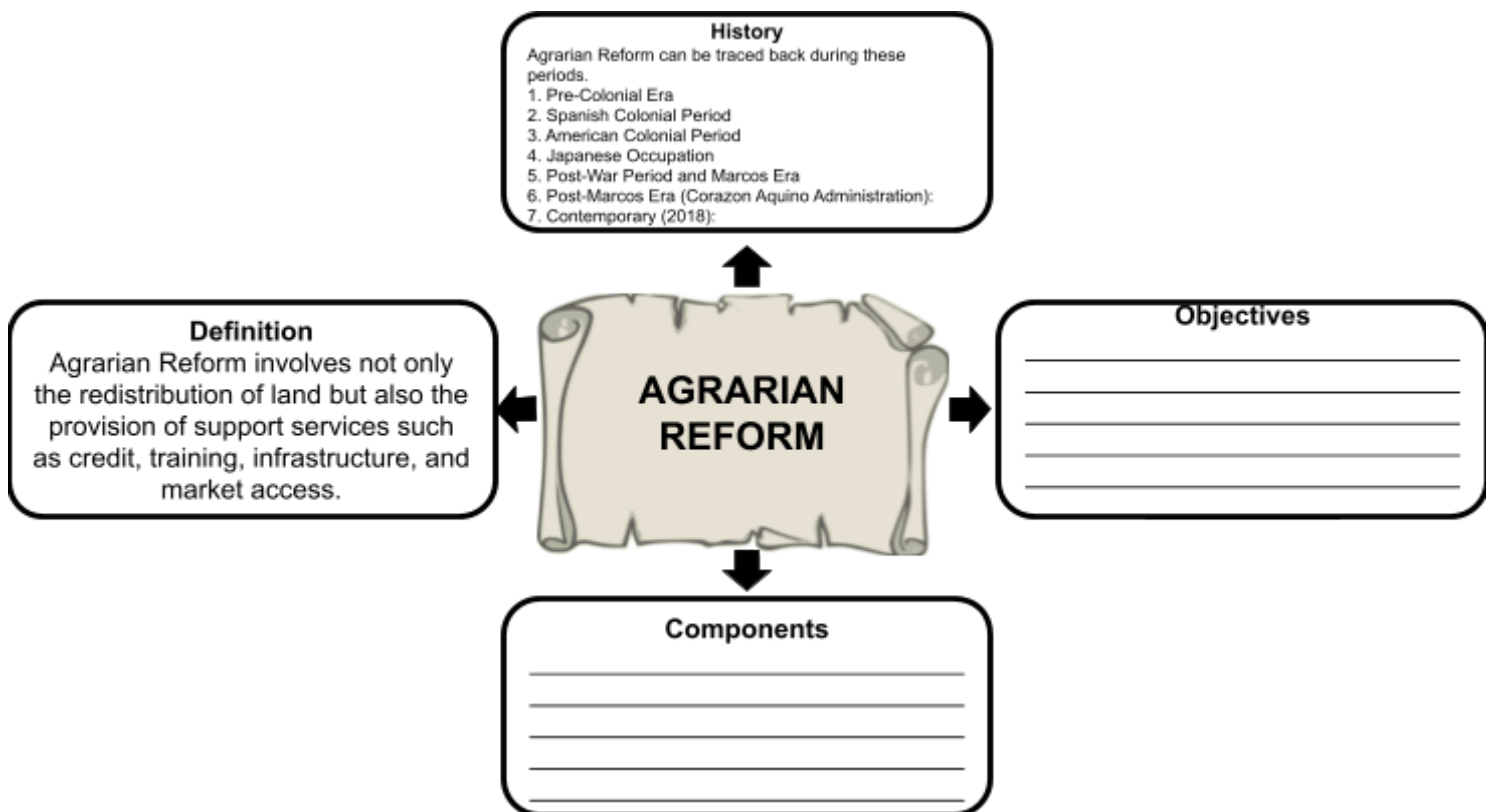
With the downfall of the Marcos administration, demands for agrarian reform became more pressing. **When Corazon Aquino became president,** the public had high hopes that efforts would be made to facilitate a historic agrarian reform program. The Aquino administration was able to pass the Comprehensive Agrarian Reform Law in 1988, heralded as the single most important piece of government legislation. The law establishes the Comprehensive Agrarian Reform Program (CARP), known as the result of congressional haggling between lawmakers, landowners, and the advocates of land reform (Bello, 2014).

According to Bello (2014), with a fresh start following the dark years of Martial law, the EDSA People Power vested to the Aquino government the opportunity to finally level the playing field and turn it upside again. The legislative power conferred to President Corazon Aquino, by virtue of the revolutionary government, could have empowered her to quickly implement a radical agrarian reform program, which would be supported by the middle class and the landed elite. Nevertheless, Aquino opted to let Congress decide on the program. The landed elite that enjoyed the harvest of capitalism would never allow a genuine law to reap what they deemed was for them. This spelled the fate of agrarian reform in the Philippines, with Congress perceived to have hastily drafted and passed a weak law to circumvent the issue.

Currently, in 2018, agrarian issues continuously plague the country and the implementation of a genuine agrarian reform program is still a dream for Filipino farmers. Administrations after Aquino promised to facilitate and speed up actual land redistribution programs but to no avail.

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The failure of the government to establish a genuine agrarian reform program can be rooted to the fact that many government officials have vested interests. They themselves do not want to redistribute land to farmers because they may have connections with the landed elites. In addition, there is no inventory of the actual lands that are subjected to the distribution program. Uncontested lands are easily distributable. However, contested lands are expected to be protected by the local landed elite to ensure that these lands will not be subjected to any agrarian reform program.



Congratulations! We are done!

Always remember, finding the definition and description of our main topic is important in understanding it better and deeper. You can use this comprehension strategy in any subject! Also, no pressure! It takes time to get used to this but I assure you that this will help you study smarter and will make things easier.

Strategy Review:

1. What is the title of the text we read? _____
2. What reading comprehension strategy did we use? _____
3. What are the two steps in this strategy? _____
4. How many main ideas were in the text? _____
5. How many supporting details were there in the text? _____

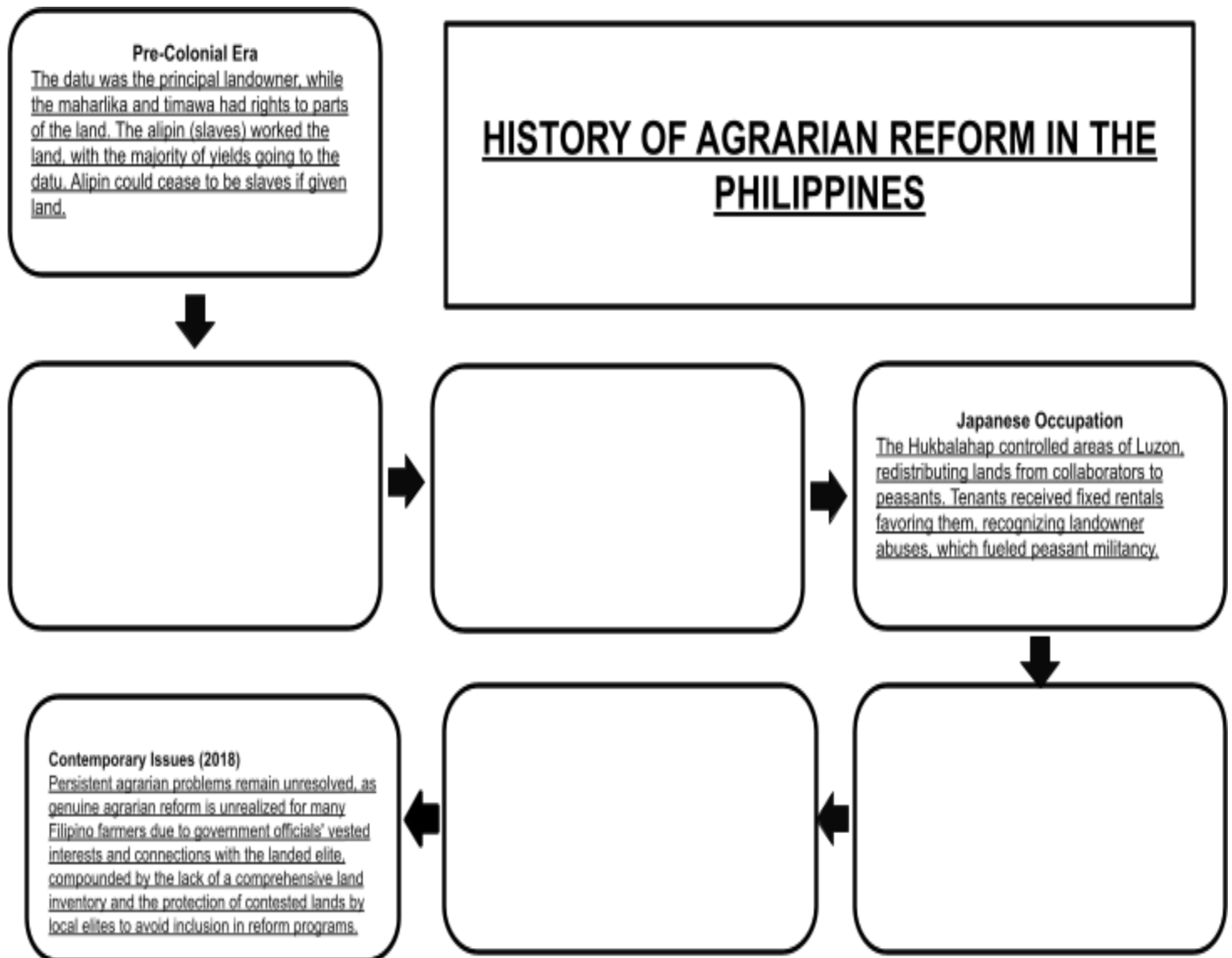


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B.2 Skill Building Activity

Activity 2: Sequencing Activity (15 minutes)

Revisit your content notes and work on the Sequencing Activity with your group. Arrange the history of agrarian in the Philippines using the provided graphic organizer.





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B.3 Skill Building Activity

Activity 3: Solutionize Activity (15 minutes)

The common agrarian issues of a country encompass land distribution inequities, land tenure insecurity, limited access to credit and agricultural inputs, environmental degradation, rural poverty, challenges in agrarian reform implementation, land conflicts, and vulnerability to climate change. With your groupmates, evaluate the current situation in the Philippines and identify any existing agrarian issues requiring government attention. Once identified, select one issue that demands urgent action. Subsequently, engage in discussions to brainstorm potential solutions. Record your findings and proposed solutions in the designated boxes below.

Main Problem: _____

SOLUTION	
A	B

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C. CHECK**C.1 Check for Understanding (10 minutes)**

You are doing well! Next, you need to answer the activity below. This will assess your learning about the lesson.

Activity 3: True or False

Read each question carefully, and understand what is being asked. Before the number, write TRUE if the statement is correct, FALSE if otherwise.

- _____ 1. During the pre-colonial era, the datu was the principal landowner, while the maharlika and timawa had rights to parts of the land.
- _____ 2. The Spanish colonial authorities respected indigenous land customs and practices, allowing for diverse systems of land ownership.
- _____ 3. The American colonial government in the Philippines aimed to restrict land ownership to American individuals and corporations.
- _____ 4. The kasama system, popular during the post-war period, successfully addressed the need for genuine agrarian reform in the Philippines.
- _____ 5. Despite legislative efforts such as the Comprehensive Agrarian Reform Law of 1988, genuine agrarian reform has been achieved in the Philippines, with equitable land distribution for Filipino farmers.

D. LESSON CONCLUDE:**D.1 Summary / Frequently Asked Questions**

1. **What are some potential consequences of the lack of comprehensive land inventory in the Philippines for the implementation of agrarian reform programs?**

Answer: The lack of comprehensive land inventory can lead to ambiguity and disputes over land ownership, hindering the effective implementation of agrarian reform programs. Without accurate information on land distribution and ownership, it becomes challenging to identify eligible lands for redistribution, leaving room for manipulation and resistance from vested interests.

2. **How do social and economic factors contribute to the persistence of agrarian issues in the Philippines despite legislative efforts such as the Comprehensive Agrarian Reform Law of 1988?**

Answer: Social factors such as the influence of landed elites and economic factors such as unequal access to resources contribute to the persistence of agrarian issues. Vested interests among government officials and elites often prioritize their own interests over genuine agrarian reform, perpetuating inequality in land distribution. Moreover, economic disparities exacerbate the challenges faced by small-scale farmers, making it difficult for them to compete and thrive in the agricultural sector.

3. **Discuss the role of grassroots movements and civil society organizations in advocating for genuine agrarian reform in the Philippines.**

Answer: Grassroots movements and civil society organizations play a crucial role in advocating for genuine agrarian reform by raising awareness, mobilizing communities, and holding government officials accountable. These movements often represent the interests of marginalized farmers and amplify their voices in policy-making processes. Through collective action and advocacy campaigns, grassroots organizations work towards achieving meaningful reforms that address the underlying causes of agrarian inequality and empower small-scale farmers.



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D.2 Thinking about Learning (10 minutes)

To end the session today, kindly answer the questions posted below to sum up your today's learning experience. I am hoping to get an honest answer.

1. The three things that I significantly learned from the readings are...

2. The three things that are still unclear to me are...

3. The three questions that I want to ask about the readings are...

D. 3 Glossary of Terms

- ☐ **Datu:** This refers to a tribal chief or leader who held significant power and authority over a community or territory during the pre-colonial era.
- ☐ **Hukbahalap:** This refers to the Hukbong Bayan Laban sa Hapon, a guerrilla organization formed during the Japanese occupation of the Philippines, primarily composed of peasants and rural workers fighting against Japanese forces and collaborating landlords.
- ☐ **Kasama system:** This refers to an informal agreement between landlords and tenants, wherein the landlord provides land, seeds, and cash for farming operations, while the tenant offers labor and the use of a carabao in exchange for an equal share of the crop yield.