

Scholarship Recommendation Form

Instructions: Thank you for being a recommender for the PCAFPD scholarship. Recommendations are used as part of the selection process. Please type your information below and provide a digital copy to the applicant for submission. Handwritten responses will not be accepted.

Recommender Information

Name: **DR. RAMON JR R. BLANQUERA**

Relationship to applicant: **Class Adviser (Grade 10)**

Organization/School: **Manuel Luis M. Quezon High School**

Email address: **ramonjr.blanquera@deped.gov.ph/ 09956403096**

Applicant Information: Use additional pages as needed

Name: **Keisha B. San Pascual**

Current School: **PAMANTASAN NG LUNGSOD NG MAYNILA**

Recommendation

I am honored to recommend **Keisha B. San Pascual** for the **PCAFPD Scholarship**. I had the privilege of serving as her TLE–Home Economics teacher and Class Adviser during her Junior High School years. Because of these roles, I had the opportunity to observe her closely not only in terms of her academic performance but also in her daily interactions with classmates, participation in school activities, response to responsibilities, and development as a young person with leadership potential.

Throughout the time that I knew Keisha as a learner, one of the qualities that consistently stood out to me was her regular presence and active class participation. She was consistently present during our lessons and demonstrated a willingness to engage in the different learning activities provided to the class. She did not simply attend classes as a passive learner. She participated in discussions, group activities, practical exercises, classroom tasks, and other learning experiences. Her consistent participation reflected her commitment to her education and her willingness to take advantage of the opportunities provided to her as a student.

As a TLE–Home Economics teacher, I was able to observe Keisha in learning situations that required more than academic knowledge. TLE–Home Economics develops practical competencies while also requiring learners to demonstrate discipline, responsibility, cooperation, creativity, resourcefulness, problem-solving, and teamwork. In these activities, Keisha demonstrated her willingness to work with others and fulfill the responsibilities assigned to her. She showed that she could participate in collaborative tasks and contribute to the completion of activities while maintaining respectful relationships with her classmates.

Her commitment to school was also evident in her participation in extracurricular activities and school-related programs. She was willing to attend and participate beyond the regular classroom setting. Her involvement in these activities provided her with opportunities to interact with learners outside her immediate group, develop confidence, work with others, and assume responsibilities in different situations. I believe that such experiences contributed significantly to her personal development and helped strengthen the interpersonal and leadership qualities that I observed in her.

Keisha was also part of a class with a particularly diverse composition, where approximately half of the learners were mainstream learners. Being part of such a classroom environment required learners to demonstrate patience, understanding, respect, cooperation, and sensitivity toward

classmates with different needs, abilities, personalities, and experiences. In this setting, Keisha demonstrated an ability to work positively with her classmates and contribute to an atmosphere of cooperation and mutual respect.

This aspect of her Junior High School experience is particularly relevant to her development as a young leader. Leadership in a diverse classroom is not limited to holding a formal position or giving instructions to others. It requires the ability to communicate, listen, cooperate, understand differences, encourage participation, and help create an environment in which everyone can contribute. From my observations as her Class Adviser, Keisha demonstrated these qualities in her interactions with her classmates.

I witnessed her emerging leadership among her peers. She was willing to take responsibility and participate actively when class responsibilities and activities required cooperation. She could encourage her classmates to participate and work together toward common objectives. Her leadership was demonstrated through her actions and daily interactions rather than simply through a title or position.

I particularly appreciated her willingness to work with different classmates. She did not allow differences in personalities, abilities, or circumstances to prevent her from cooperating with others. Instead, she demonstrated respect and consideration toward her peers. This ability to work effectively with different people is an important leadership quality that I believe will continue to serve her well as she progresses to higher education and eventually enters the wider community.

As her Class Adviser, I also observed her sense of responsibility and dependability. She understood the importance of fulfilling responsibilities entrusted to her and participating in activities that benefited the class. Her consistent attendance and active involvement made her a reliable member of the classroom community. She was present not only physically but also through her willingness to participate, cooperate, and contribute.

I believe that one of Keisha's important accomplishments is the positive role she played within her class. While accomplishments are sometimes measured through awards, honors, or formal recognitions, I believe that a learner's everyday contribution to the classroom community is equally meaningful. Her willingness to participate, cooperate with classmates, accept responsibilities, and contribute to a positive classroom environment demonstrates a form of leadership that is practical and genuine.

Her participation in extracurricular activities further strengthened these qualities. By becoming involved in school activities beyond regular academic requirements, she had opportunities to develop her confidence, communication skills, teamwork, initiative, and ability to work with others. These experiences helped her become a more well-rounded learner and provided opportunities for her to practice the values of cooperation and responsibility in different settings.

I have also observed in Keisha a positive attitude toward learning and personal development. She demonstrated willingness to listen to guidance and improve herself. She understood that education is not limited to obtaining grades but also involves developing the character, skills, and values necessary to become a responsible individual. Her experiences as a learner in TLE–Home Economics and as a member of a diverse class contributed to this development.

The classroom environment in which Keisha learned also provided opportunities for her to develop empathy, social awareness, respect, and inclusiveness. Working with classmates with different needs and abilities requires an understanding that every learner has a valuable contribution to make. Her ability to participate in this environment and maintain positive relationships with her peers demonstrates qualities that extend beyond academic achievement.

These experiences are also relevant to the community-service component of the PCAFPD Scholarship. A learner who learns to cooperate with diverse individuals, accept responsibility, encourage others, and contribute positively to a group is developing the foundation necessary for meaningful community involvement. I believe Keisha has the potential to bring these values beyond the classroom and apply them in her future studies, workplace, and community.

From an academic perspective, Keisha demonstrated commitment and consistency in her schooling. Her regular attendance, active participation, willingness to complete classroom

responsibilities, and involvement in school activities demonstrate that she values the opportunities provided by education. These qualities are important indicators of her potential to succeed as she continues her academic journey.

I also believe that Keisha has the determination necessary to benefit from a scholarship opportunity. A scholarship is not simply financial assistance; it is an investment in a learner's potential. Based on what I observed during her Junior High School years, I believe that Keisha has qualities worthy of such an investment. She has demonstrated that she is willing to attend, participate, learn, cooperate, and take responsibility.

The PCAFPD Scholarship's emphasis on academic performance, leadership, community service, and personal circumstances makes it an appropriate opportunity for a learner such as Keisha. As her former teacher and adviser, I can attest to the qualities that I personally observed in her, particularly her consistent participation in school, willingness to engage in extracurricular activities, ability to work with diverse classmates, and emerging capacity to lead and encourage her peers.

I believe that Keisha's greatest strength is not limited to what she can accomplish individually. She has demonstrated the ability to become part of a group, work with others, and contribute toward a shared goal. Her leadership is reflected in her willingness to participate, her dependability, and her positive interactions with her classmates. These qualities are important foundations for becoming a responsible and compassionate member of society.

Having personally known Keisha as both her TLE–Home Economics teacher and Class Adviser, I have seen her grow from a learner into a more confident, responsible, and socially engaged young person. I have witnessed her consistent presence in class, active participation in learning activities, involvement in extracurricular programs, willingness to accept responsibilities, and ability to work constructively with her classmates.

For these reasons, I strongly and wholeheartedly recommend Keisha B. San Pascual for the PCAFPD Scholarship. I believe she possesses the academic potential, responsibility, perseverance, leadership qualities, interpersonal skills, and character necessary to make the most of this opportunity.

I am confident that further educational support will allow Keisha to continue developing her abilities and reach her full potential. More importantly, I believe that the education she receives can eventually be translated into meaningful contributions to her family, school, and community. The qualities I observed in her during Junior High School—commitment, participation, cooperation, responsibility, inclusiveness, and emerging leadership—provide a strong foundation for her continued growth.

As her former TLE–Home Economics teacher and Class Adviser, I am proud to have been part of her educational journey. I sincerely hope that the PCAFPD Scholarship Committee will give her favorable consideration. I believe Keisha is deserving of the opportunity to continue her education, strengthen her leadership abilities, and pursue her aspirations.

I recommend her without reservation and with full confidence in her potential to become a responsible, capable, and service-oriented individual. I believe that supporting Keisha's education today can help prepare a young person who, in the future, can use her knowledge, skills, and experiences not only for her own success but also for the benefit of others.

Respectfully recommended,

DR. RAMON JR. R. BLANQUERA

Recommender Name & Signature

Date: AUGUST 19, 2026