IPEd in DepED: Policy and Program Context

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DEPARTMENT OF EDUCATION
Indigenous Peoples Education Office
“We have been miseducated by a system that perpetuates cultural oppression ... which we need to change to undertake reforms.” - Br. Armin A. Luistro FSC
• National IPEd Policy Framework (DepED Order No. 62, s. 2011 or “DO62”)

  – recognizes the right of IPs to culturally rooted basic education

  – provides a framework on DepED engagement and approach to IPEd
• Republic Act No. 10533 ("Enhanced Basic Education Act of 2013" or "K to 12 Law")

Standards and principles in developing the enhanced basic education curriculum:
- inclusive
- relevant
- culture-sensitive
- contextualized
- flexible enough to enable and allow schools to localize, indigenize, and enhance based on their educational and social contexts
• IRR of RA 10533 – institutionalization of IPEd in DepED

“Section 8. Inclusiveness of Enhanced Basic Education. … inclusiveness of enhanced basic education shall mean the implementation of programs … which shall include …

8. 4 Indigenous Peoples (IP) Education Program. This shall refer to the program that supports education initiatives undertaken through formal, non-formal, and informal modalities with emphasis on any of, but not limited to, these key areas: Indigenous Knowledge Systems and Practices and community history; indigenous languages; Indigenous Learning System (ILS) and community life cycle-based curriculum and assessment; educational goals, aspirations, and competencies specific to the indigenous cultural community (ICC); engagement of elders and other community members in the teaching-learning process, assessment, and management of the initiative; recognition and continuing practice of the community’s ILS; and the rights and responsibilities of ICCs.”

• ‘Reformulated’ DepED Mission: To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education
• National IPEd Program – started 2013

– Aside from helping address access issues, IPEd Program primarily seeks to support IPs right to *culturally-rooted education* in a manner that promotes *self-determination*

– It is *essential* to prepare DepED, especially the field offices, for IPEd implementation – otherwise we might do more harm than good; hence, the need to *invest* in institutional preparation and laying the foundation of *meaningful* engagement and partnership between IP communities and DepED

– For IP learners, IPEd is the manifestation of K to 12. This means: schools/learning programs where learning meaningfully *interface* competencies in the K to 12 curriculum with IP community-specific competencies
• Other priority areas:

  – Curriculum development – at the school level – anchored on the IPEd Curriculum Framework

  – Recognition of and support to CSO/community-managed schools

* Recognition guidelines issued (DepED Order No. 21, s. 2014); financial support to IP schools starting 2015