



Towards Inclusion of Indigenous Peoples in Education Planning: Viable Practices and Challenges

**Department of Education
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**Educational Management
Information System Division
*Planning and Programming
Division*
Policy and Research Development
Division**



**Bureau of Learning Delivery –
Indigenous Peoples Education**

Key Themes

- Overview of the Indigenous Peoples Education(IPEd) Program and data concerns
- Data Management before the IPEd Program
- Towards Inclusion of Indigenous Cultural Communities (ICCs) in Education Planning
- Monitoring and Evaluation in IPEd
- Challenges and next steps



IPEd Program Overview

Program Description

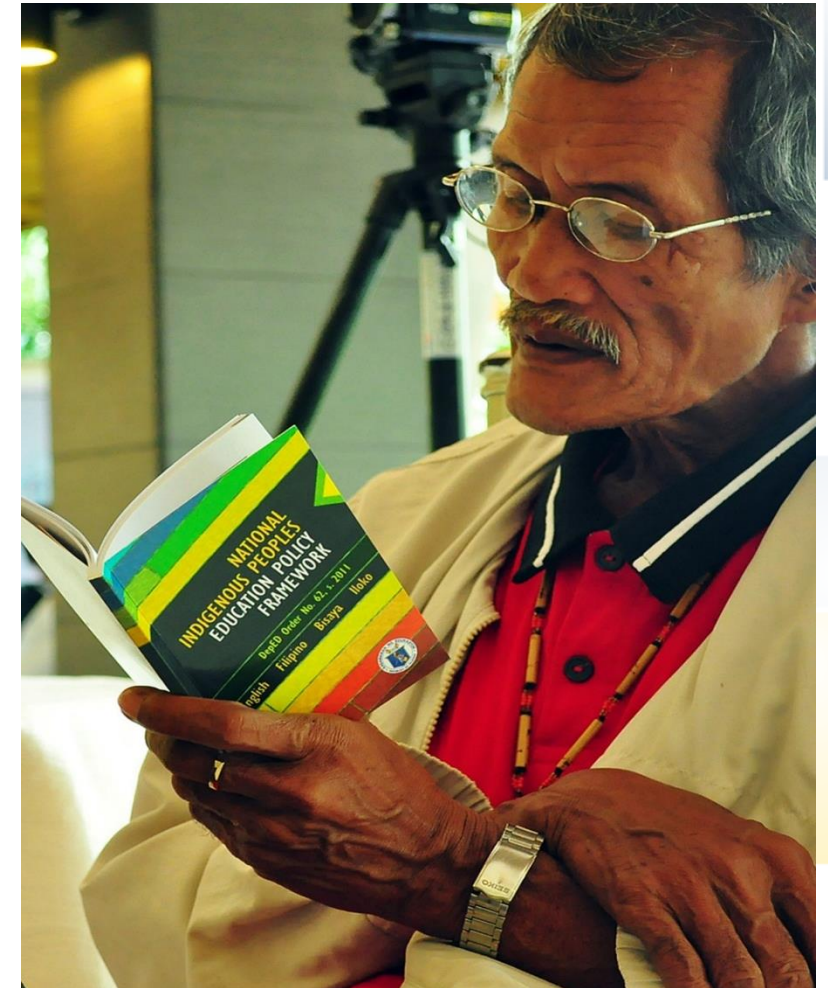
The IPEd Program is DepEd's response to the right of IP communities to basic education that is responsive to their context, respects their identities, and promotes their indigenous knowledge, competencies, and other aspects of their cultural heritage.

Department Order No. 62 s. 2011

Adopting the Indigenous Peoples Education Framework

“This DepEd Order recognizes the faults of the past. It is an invitation for us to change our perspective – the glasses that we normally use to see reality – and exchange that with a perspective that allows us to really be inclusive.”

Sec. Armin A. Luistro, SFC



Program Reach

- 16 regions (except NCR)
- 123 divisions (provincial and city divisions)
- *each region and division has an IPED Focal Person

Data Concerns

- Data on IP learners and related datasets
 - Number of IP learners – school, division, region
 - IP groups and location
- Language spoken by IP learners



Data Management Before IPEd

Before IPed...

- Basic Education Information System (BEIS), started in 2002
- Data on IP learners started in SY 2006–2007 in response to the Basic Education Sector Reform Agenda (BESRA) with IP Education as an agenda
- number of male and female IP learners per grade level in all public schools
- Definition of IPs, based on Indigenous Peoples Rights Act

Before IPEd...

- SY 2010–2011, started language data collection, Mother Tongue-based Multilingual Education (MTB-MLE); SY 2013–2014, part of the Basic Education Information System

Table F. LANGUAGES USED IN MOTHER TONGUE-BASED-MULTILINGUAL EDUCATION (MTB-MLE)

- Per DepED Order No. 16, s. 2012, check as appropriate the language used as medium of instructions from Kindergarten to Grade 3.

- | | |
|--|--|
| ☐ Tagalog | ☐ Maranao |
| ☐ Kapampangan | ☐ Chabacano |
| ☐ Pangasinense | ☐ Ibanag |
| ☐ Iloko | ☐ Ivatan |
| ☐ Bikol | ☐ Sambal |
| ☐ Cebuano | ☐ Akianon |
| ☐ Hiligaynon | ☐ Kinaray-a |
| ☐ Waray | ☐ Surigaonon |
| ☐ Tausug | ☐ Yakan |
| ☐ Maguindanaoan | ☐ Others, pls.specify _____ |

Before IPed...

- SY 2010–2011, started language data collection, Mother Tongue-based Multilingual Education (MTB–MLE); SY 2013–2014, part of the Basic Education Information System
- SY 2013–2014, the Learner Information System (LIS) was initiated; this creates a learner profile; ethnicity was a dataset

Before IPEd...

- Data in the Learner Information System (LIS)
 - Learner's name
 - Learner's Reference No.
 - Birthdate
 - Place of Birth
 - Sex
 - Name of parent/
guardian
 - Address
 - Religion
 - Ethnicity
 - Mother Tongue
 - Grade Level
 - Special Needs
 - 4Ps/CCT Recipients
 - Muslim Learner
 - Indigenous Peoples
Learner



Towards Inclusion of ICCs in Education Planning

Towards Inclusion...

- Fiscal year 2013, start of nationally coordinated IPEd Program implementation

Towards Inclusion...

- Who are IPs?
 - Aren't we all indigenous?
 - IPs – Indigent Pupils
 - IPs, 4Ps?
 - Children with mixed ethnicities?
 - What if they do not want to be identified as IPs?
- IP data is affected by social factors; data generation is affected

Towards Inclusion...

- We trace ancestry, not percentage of IP “blood”
- Identification of two ethnicities to avoid the view that one ethnicity is more superior than another
- Change of description of IP from definition of IP to description of IP learner (can have one or both parents as an IP)

Towards Inclusion...

Extension name

Relationship

Parent



Extension name

☐ Reason for not specifying mother's maiden name

☐ No mother

☐ Not disclosed

Extension name

Indigenous Peoples

Is this learner a member of Indigenous Cultural Communities/Indigenous Peoples?

☒ Yes ☐ No

Select Ethnicity

Talaandig



--select--



Mother tongue

Binukid



Other spoken languages

Cebuano / Sinugbuanong Binisay



--select--



Religion

Christianity



--select--

Buddhism

Christianity

Hinduism

Indigenous Religion

Islam

Judaism

Other Religion



Philippines



Current Residence

Province

Permanent Residence

☐ Same as current address

Province

Towards Inclusion...

- Inclusion of Indigenous Religion

Towards Inclusion...

Extension name Relationship Parent	Extension name ☐ Reason for not specifying mother's maiden name ☐ No mother ☐ Not disclosed	Extension name
Indigenous Peoples Is this learner a member of Indigenous Cultural Communities/Indigenous Peoples? ☒ Yes ☐ No Select Ethnicity Talaandig --select-- Current Residence Province	Mother tongue Binukid Other spoken languages Cebuano / Sinugbuanong Binisay --select-- Permanent Residence ☐ Same as current address Province	Religion Christianity --select-- Buddhism Christianity Hinduism Indigenous Religion Islam Judaism Other Religion Philippines

Towards Inclusion...

- Inclusion of Indigenous Religion
- Identification of several languages

Towards Inclusion...

Extension name 	Extension name 	Extension name
Relationship Parent ▼	☐ Reason for not specifying mother's maiden name ☐ No mother ☐ Not disclosed	
Indigenous Peoples Is this learner a member of Indigenous Cultural Communities/Indigenous Peoples? ☒ Yes ☐ No	Mother tongue Binukid ▼ Other spoken languages Cebuano / Sinugbuanong Binisay ▼ --select-- ▼	Religion Christianity ▲ 🔍 --select-- ▲ Buddhism Christianity Hinduism Indigenous Religion Islam Judaism No Religion ▼
Select Ethnicity Talaandig ▼ --select-- ▼	Current Residence Province Bataan	Permanent Residence ☐ Same as current address Province Bataan
		Philippines ▼

Towards Inclusion...

- Naming of IP learners
 - DepEd personnel SHOULD NOT name IP learners
- Follow Administrative Order 3, s. 2004
 - Having one name only
 - Having a first name, middle name, and last name, with the middle name not necessarily the maiden surname of the mother or the last name not necessarily that of the father
 - Using the first name of the father as the surname of the child

Towards Inclusion...

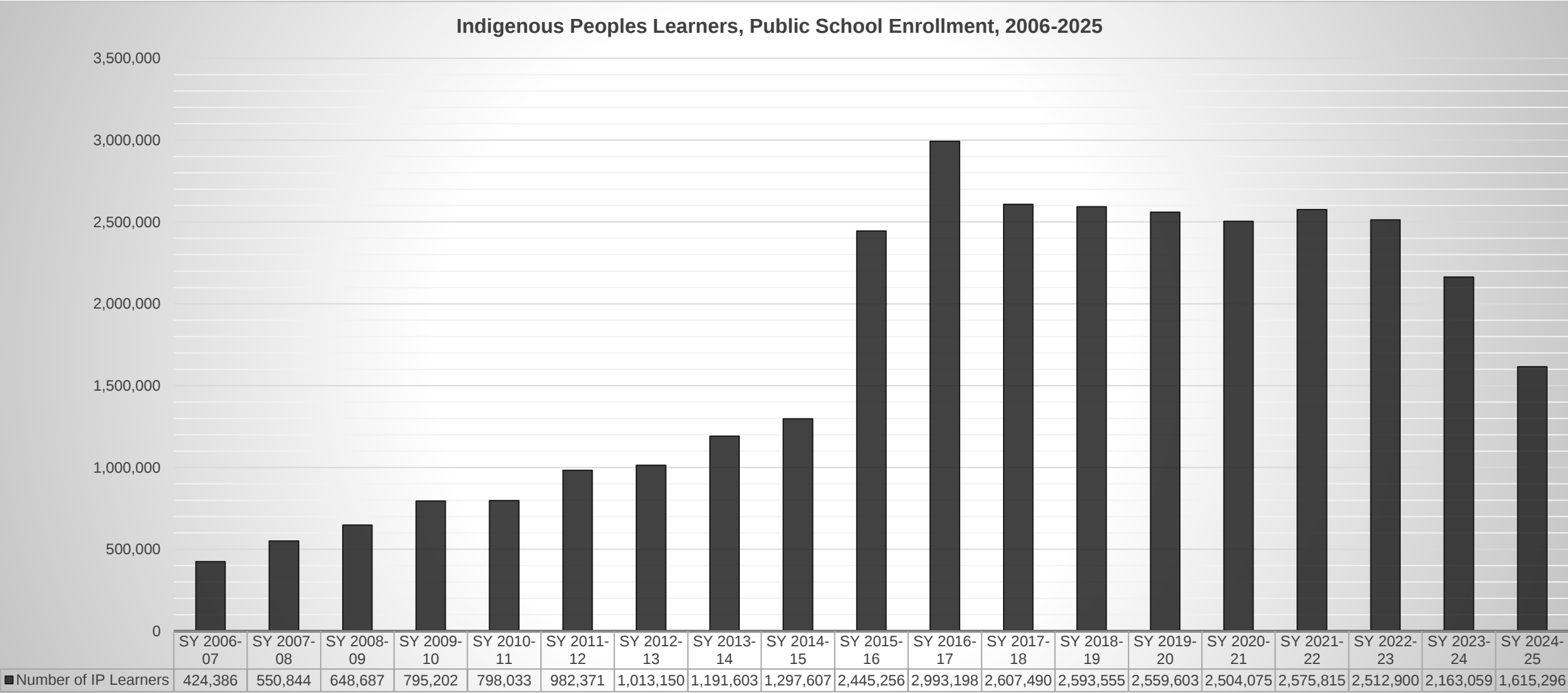
- Released an FAQs on documenting who are IPs in 2018
- 2019, 2023, we looked into ethnicity list
 - Accuracy of IP ethnicity list (included non-IPs)
 - Spelling of ICC names, e.g., Ibaloi or Ibaloy?
 - Removing derogatory ethnicity names – e.g., Baluga, KongKing
- 2021 updated NCIP ethnicity list as major reference

Batak
Batangan
Batangan Mangyan
Belwang
Bikol/Bicol
Binongan
Bisaya/Binisaya
Blaan
Boholano
Bontoc
Bontok
Bugkalot
Bugarot
Buhid
Buhid Mangyan
Bukidnon
Butbut
Cagaluan
Cagayanen

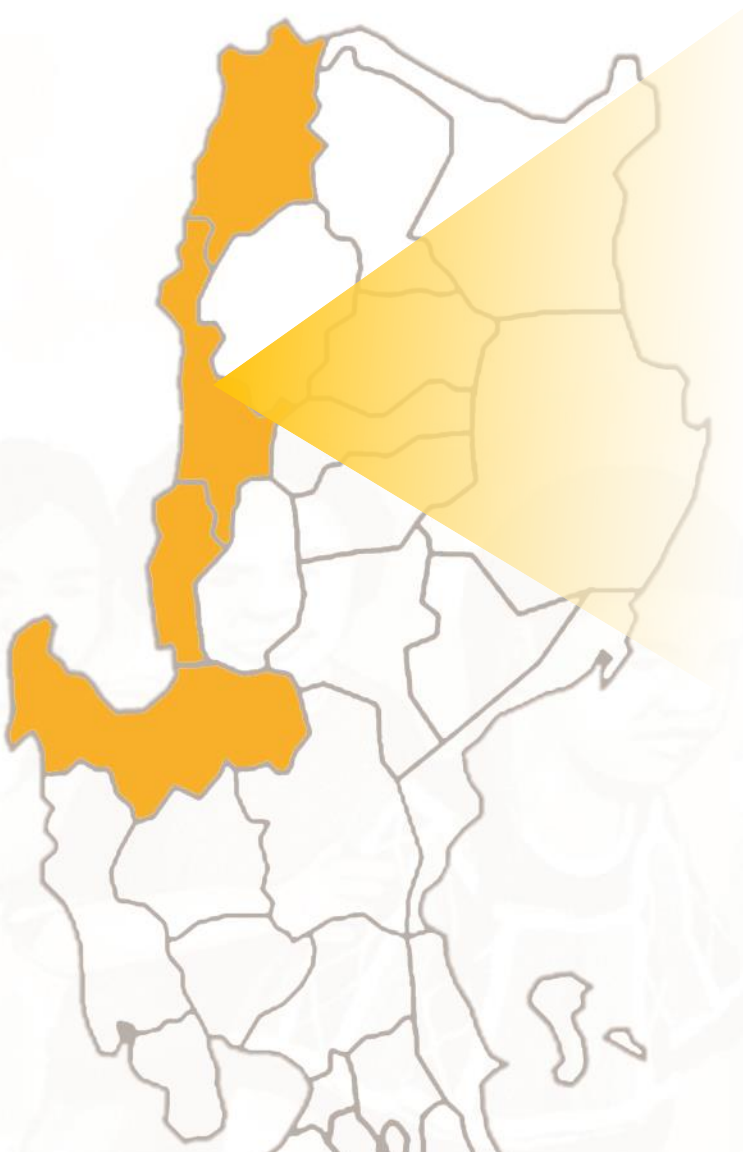
Ifugao
Ikalahan
Ilaud
Ilianen
Ilocano
Ilongot
Iranon
Iraya
Iraya Mangyan
Isarog
Isinai
Isnag
Isnai
Isneg
Isoroken
Itawia
Itawis
Itbayat-Ivatan
Itneg

Magbekin
Magbukon
Mag-indi
Magkunana
Maguindanao
Majokayong
Malaweg/Malaueg
Malbong
Mamanwa
Mandaya
Mandek-ey
Mandukayan
Mangali
Mangguangan
Manobo
Manobo B"lit
Manobo-Dulangan
Manobo-Ubo
Mansaka

Towards Inclusion...



REGION 1



No. of IPed Implementing Divisions	6**
No. of IP learners enrolled (public, K until G12)	71,961*
No. of IPed Implementing Schools (public)	205**
No. of Public Schools with 100% IP Learners	93*
No of. IP learners in public schools benefitting from the IPed Program	12,300**
No of IPed Implementing Schools that participated in F2F Expansion	158**

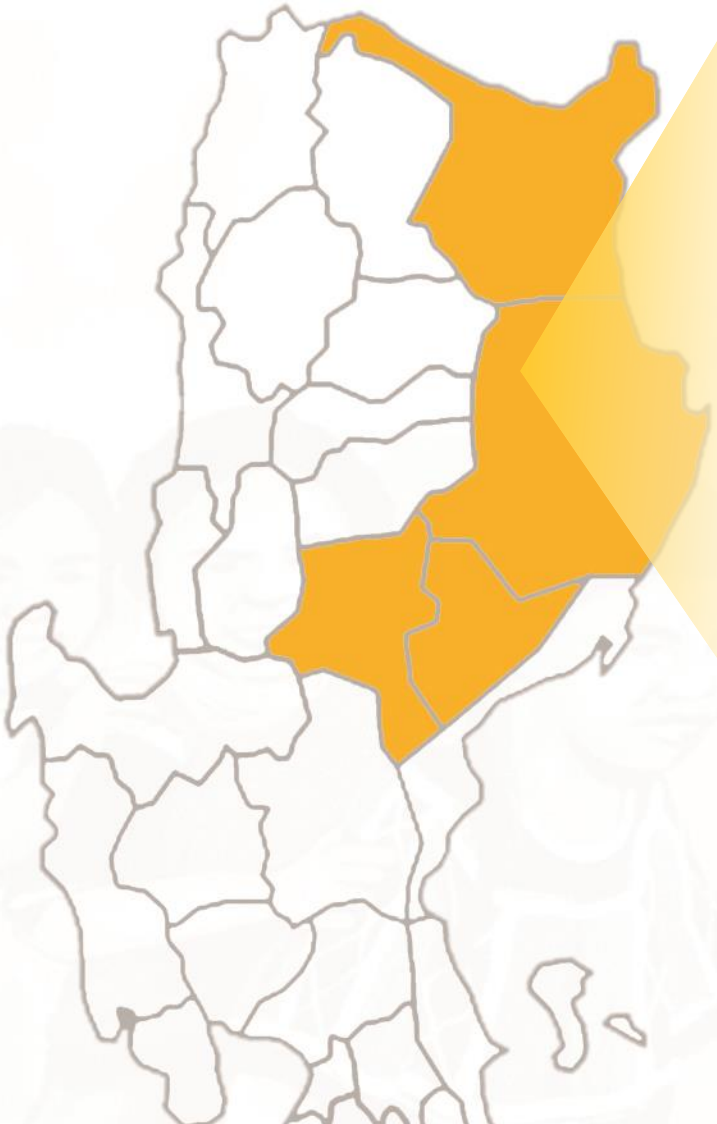
Indigenous Cultural Communities:

- *Bago*
- *Ibaloy*
- *Isnag*
- *Isneg*
- *Kankanaey*
- *Tingguians*
- *Yapayao*

**Based on LIS, as of January 15, 2021, for SY 2020-2021*

***Based on IPsEO survey, first half of 2022*

REGION 2



No. of IPed Implementing Divisions	9**
No. of IP learners enrolled (public, K until G12)	232,093*
No. of IPed Implementing Schools (public)	395**
No. of Public Schools with 100% IP Learners	122*
No of. IP learners in public schools benefitting from the IPed Program	23,700**
No of IPed Implementing Schools that participated in F2F Expansion	60**

Indigenous Cultural Communities:

-Agta	-Ibaloy	-Isneg	-Kankanaey
-Ayangnan	-Ibanag	-Itawes	-Malaueg
-Bugkalot	-Ivatan	-Iwak	-Tuwali
-Gaddang	-Isinay	-Kalanguya	-Yogad

**Based on LIS, as of January 15, 2021, for SY 2020-2021*

***Based on IPsEO survey, first half of 2022*

Towards Inclusion...

- Where are the IPs?
 - The concept of Ancestral Domain – Section 3 and 4, IPRA
 - The concept of customary governance
 - ICCs cutting across provinces/divisions

Towards Inclusion...

- Where are the IPs?
 - Ancestral Domain as a unit of planning



Towards Inclusion...

- Where are the IPs?
 - Ancestral Domain as a unit of planning
 - Activity across several divisions, one ICC
 - One division has to engage several ICCs



Monitoring and Evaluation for IPEd

Towards Inclusion...

- Measuring Learning Outcomes
 - How well are our IP learners doing in education?
 - 2024, disaggregation of National Achievement Test data
 - Draft learning outcomes for IP learners
 - Measures for cognitive capacity (NAT)
 - Measures for cultural capacity (to be worked on)



Challenges and Ways Forward

- Need for a shared ethnicity list across agencies
- Need for an accurate population of IPs to be able to generate Gross and Net Enrollment Rate; targeting
- Naming of ICCs, correct spelling
- Languages of ICCs
- Parity studies