

# WEBINAR PROCEEDINGS

IN COMMEMORATION OF THE NATIONAL INDIGENOUS PEOPLES MONTH  
A WEBINAR ON INDIGENOUS PEOPLES EDUCATION (IPE)



## Advancing Indigenous Peoples Right to a Sustainable, Quality, and Culture-based Education

OCTOBER 23  
10AM TO 12NN

VIA ZOOM  FB.COM/ENETPHILIPPINES

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 YOUTUBE.COM/CHANNEL/UCTI4U6SMHJBMUL-Z7KHVKKW



### SPEAKERS



**BAE JENNIFER  
PIA SIBUG-LAS**

COMMISSIONER  
NATIONAL COMMISSION ON  
INDIGENOUS PEOPLES -  
CENTRAL MINDANAO



**MARIA LOURIE  
VICTOR**

DEPARTMENT OF EDUCATION  
IPS EDUCATION OFFICE



**LITO "TUBAG"  
JUGATAN**

LUBOS NA ALYANSA  
NG MGA KATUTUBONG  
AYTA NG SAMBALES



**DATU CALEB  
TIGKIL SIAWAN**

MAGPET TRIBAL COUNCIL  
E-NET IPS WORKING GROUP



**MARLENE  
FLORESCA**

CHILDFUND  
PHILIPPINES



**CHITA SULAN**

KLUBI KESTIFUN NE  
KEHEBOL YOM KETENGAN  
(T'BOLI WOMEN OF LAKE SEBU)

### MODERATOR



**APPLE MAY  
GUNSI**

TEDURAY YOUTH



**KRIS JOVET  
GARCIA**

CHILDFUND  
PHILIPPINES



**FLORA C.  
ARELLANO**


PRESIDENT  
E-NET PHILIPPINES

# BACKGROUND

In commemoration of the National Indigenous Peoples Month this October, E-Net in partnership with ChildFund, holds a Webinar titled “Advancing Indigenous Peoples Right to a Sustainable, Quality, and Culture-based Education.” to raise awareness and promote action for advancing Indigenous Peoples' rights, especially the right to education.

The webinar's list of speakers are:

1. Bae Jennifer Sibug-las, Commissioner for Central Mindanao, National Commission on Indigenous Peoples (NCIP);
2. Maria Lourie Victor, Indigenous Peoples' Education Office, Department of Education (DepEd);
3. Lito "Tubag" Jugatan, Lubos na Alyansa ng mga Katutubong Ayta ng Sambales (LAKAS);
4. Datu Caleb Tigkil Siawan, Magpet Tribal Council, E-Net IP Working Group;
5. Marlene Floresca, Education Program Specialist, ChildFund Philippines;
6. Chita Sulan, from Klubi Kestifun Ne Kehebol Yom Ketengan (T'Boli Women of Lake Sebu)
7. Kris Jovet Garcia, Business Development Manager, ChildFund Philippines;
8. Flora Arellano, President, E-Net Philippines; and
9. Apple May Gunsi, Teduray IP Youth from Upi, Maguindanao, Webinar Moderator.



The webinar started at 10:00am with a video presentation by E-Net Philippines, which showed how the network was formed under the call “Education for All.”

Apple Gunsi, a Teduray youth from Upi, Maguindanao who is actively engaged in community development activities launched by ChildFund in Mindanao, was the assigned webinar moderator. Gunsi welcomed the speakers, participants and guests to the webinar, and shared that she was particularly happy to attend the activity which aims to further the rights of indigenous peoples, including the indigenous youth, for quality, strong and culture-based education.

The Philippine National Anthem was played, followed by a prayer led by John Lester Quirrez, an Agta/Dumagat youth from General Nakar in North Quezon Province.

# PROF. FLORA ARELLANO

President, E-Net Philippines

## WELCOME REMARKS



Professor Flora Arellano, president of E-Net Philippines, was introduced by Gunsí to give the opening remarks.

Arellano thanked the speakers and participants to the webinar and proceeded to explain that the activity was jointly undertaken by E-Net and ChildFund Philippines.

Arellano explained that the International Decade of the World's Indigenous People (1995-2004)

was proclaimed by the UN General Assembly in its resolution 48/163 (21 December 1993) with the main objective of strengthening international cooperation for the solution of problems faced by indigenous people in such areas as human rights, the environment, development, education and health. Despite having legal mandates, both local and international, the Philippines' indigenous peoples remain marginalized and excluded; they are among the poorest of the population.

The State, subject to provisions of the Constitution and other national development policies and programs, say that it shall protect the rights of the IP cultural communities to their ancestral lands and shall ensure their economic, social and cultural well being. Sadly these good provisions of the Constitution are not fully implemented.

Arellano further explained that IP communities face multiple challenges. Development aggression, by external groups and companies, is rampant; causing displacement of IPs from their ancestral lands. By force and deception, their human rights are grossly violated.

## WELCOME REMARKS

Arellano challenged webinar participants, for those coming from an educationist's perspective, to acknowledge and promote the culture and language of IPs, which enrich our cultural heritage. "Our IP brothers and sisters deserve to be protected as vehicles of culture and identity."

Further, Arellano asserted that they need to support and promote the rights of the IPs to self-determination, and work for recognition of their cultural identity; including their right to learn and the right to use their own language. Consequently, they need to promote, within the education curriculum, the use of materials that reflect the history of our IPs, the culture and contemporary lifestyles, their knowledge, skills, values and beliefs.

Arellano cited that according to the UN, 2022 until 2032 would be the international declaration of indigenous languages, to be led by UNESCO; and that as Filipino educators, there is a need to integrate our programs to this upcoming declaration.

Arellano closed her opening speech by posing a challenge to fellow educators and IP rights advocates, by enjoining them to engage in the advocacy of protecting the rights of the Indigenous communities. Quoting Macliing Dulag, a Kalinga IP hero, "Land is life (ang yuta upa ay buhay). Land is sacred, land is beloved, from its womb spring our life."

# BAE JENNIFER PIA 'LIMPAYEN' SIBUG-LAS

Commissioner for Central Mindanao,  
National Commission on Indigenous Peoples (NCIP)

## ENFORING THE LAWS THAT UPHOLD AND PROTECT THE EDUCATIONAL RIGHTS OF INDIGENOUS PEOPLES



Hailing from Kidapawan City, North Cotabato, multi-awarded IP rights advocate, jurist doctor and Manobo tribe princess, Bae Jennifer 'Limpayen' Sibug-Las, is currently the Commissioner for Central Mindanao of the National Commission on Indigenous Peoples (NCIP).

Sibug-Las greeted the participants to the webinar and asked for patience as her internet signal is weak and fluctuating due to the effect of a recent typhoon.

She further explained that under the Presidential Proclamation 1906 by then president, Gloria Macapagal-Arroyo, October was declared as National Indigenous Peoples' Month. The NCIP is also currently celebrating the 23rd anniversary of the social legislation Indigenous Peoples Rights Act of 1997, which is a landmark law created to address the depressed plight of our IPs in the country.

Since then, NCIP conducts an annual IPRA thanksgiving, and this year's theme is "Correcting historical injustices for Indigenous Peoples' rights and welfare." This year's celebration is also in compliance with DepEd Memo 359 series 2020, in observance of National IP Month; and DepEd Order 62, series 2011. DepEd's 2020 theme, "Hamon ng pandemya ating harapin, Gabay ang katutubong karunungan at giting." The theme highlights indigenous knowledge, systems and practices, in facing the both the education and pandemic crisis; and schools and DepEd district

offices are enjoined to conduct appropriate and relevant activities, but with utmost consideration on the pandemic situation (i.e.) health protocols.

Sibug-las said it is an "honor" to be with friends who share her advocacies and that her presentation in the webinar is timely and relevant especially during this month and during this pandemic, as it is also the main objective at the NCIP to raise public awareness on the importance and contribution of IPs in nation-building.

Her presentation is broken down into topics, namely: state of indigenous education, persistent issues in IP education, IP learners and digital literacy, and laws and NCIP programs on education to empower IPs.

She proceeded to narrate that there are currently 133 IP groups in the Philippines, with communities located in 52 provinces nationwide; with their own languages, clothing and ancestral lands. It is the mandated of the NCIP to serve these 133 groups.

Sibug-Las further explained that there is an identified 41% of the IP population aged 0-14, while 56% are in the 15-64 age group. Educational attainment is as follows: 46% were able to finish elementary, 19% were highschool graduates, 18% have no education, 7% college undergraduates and only 2% were college graduates. (Census 2000)

In the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) alone, out of 2,490 barangays, there are only 1,730 with established schools. A deficit of 760 barangays without elementary schools as 547 are served by adjacent barangays, leaving 213 with no access to any learning facilities; translating to 45,508 IP children with no access to school.

She added that still in Mindanao, there are five (5) municipalites with no secondary schools, and nineteen (19) municipalities without senior high schools.

Persistent issues both in basic and higher education still beset IPs. Ancestral lands do not have any public schools within 3 kilometers from their respective boundaries. Learners have to brave crossing

rivers and streams, walk kilometers to reach public schools. They do not have access to roads and school structures.

On the other hand, teachers are inadequate and proficiency in IP teaching is a problem. They also travel kilometers to reach IP schools. Armed conflict and skirmishes, especially in Maguindanao, also force IPs to evacuate their communities, causing absenteeism from work and school. Early marriage and migration are also issues.

Problems for IP learners' digital literacy during Covid-19 are: lack of access to gadgets, poverty vs. costs of going to school, no internet access and IP parents unable to assist their children due to lack of knowledge in using gadgets or technology as most parents were not able to finish school or were not able to attend any schooling at all. Teachers are also facing difficulties in bringing modules and learning materials to IP communities due to their location.

Sibug-Las formally asked Professor Flora Arellano to continue reading her presentation as her internet signal continues to be difficult. Arellano then read the laws and programs that empower IPs. Among them are: Indigenous Peoples Rights Act (IPRA) Law of 1997, IPRA Chapter V Section 25 on Basic Services, Section 27 Children and youth, Section 28 Integrated system of education, DepEd Order No. 62, s. 2011 which adopted the National Indigenous Peoples Education (NIPED) policy framework; and the DepEd Order No. 32 s. 2015, which adopted the IP education curriculum framework.



# MARIA LOURIE VICTOR

Indigenous Peoples' Education Office,  
Department of Education (DepEd)

## BUDGET, SERVICES AND PROGRAMS FOR INDIGENOUS PEOPLES EDUCATION



Miss Maria Lourie Victor is currently Senior Technical Assistant under the DepEd's Indigenous Peoples' (IP) Education Office. She hails from Benguet and is of Kankanaey and Visayan parentage.

Victor proceeded to discuss the historical and institutional issues faced by the indigenous communities. It is only in the years 2008 to 2010 that DepEd were able to hold dialogues with IP communities and active civil society groups such as

as E-Net with regards to issues and concerns on IP's access to education.

In 2010, the Basic Education Reform Agenda (BESA) greatly helped in combining and systematically improving the national education system and indigenous knowledge, skills and practices. The DepEd Order 62, series of 2011, which adopted the National Indigenous Peoples (IP) Education Policy Framework, paved for the beginning of an education system that is rooted in indigenous culture.

Victor said that the DepEd is slowly making inroads towards an accessible and inclusive education for IP learners, by hiring, developing and assigning IP teachers, allocating funds and establishing the IPED office at the national level and designating a focal person for IP education at the central, regional and division offices.

She explained that the steps are being taken, i.e. rights-based approach on IP education, towards healing and reconciliation.

DepEd took time to map the baseline of IP learners. To facilitate the interface of the IPED framework, DepEd sought to recognize the indigenous governance systems and structures of IP communities towards culture sensitivity. They conducted activities and used materials involving aspects of IP culture.

In 2017 – 2018, Victor shared that they were able to implement IP education at school and community level implementation, piloting the program in Region 10 or Northern Mindanao. They were able to use indigenous language for teaching in schools, with elders as teachers or guides.

After Region 10, DepEd proceed to pilot the IP education programs in 16 more regions, or 124 divisions. They noted that 3,032 schools that have dominantly IP learners (90-100%), and DepEd cited that they were able to serve 121,250 IP learners.

Victor also shared that they have listed over 2,177 teachers in DepEd that are knowledgeable in IP education and most of them are also of indigenous communities. There are also 307 schools set up for IPs and they are working on around 90 different language materials for the Mother Tongue – Based Multilingual Education (MTB-MLE).

Victor closed her presentation by saying that even in the time of a pandemic, there should always be education for our learners most especially the marginalized learners.

# LITO 'TUBAG' JUGATAN

Lubos na Alyansa ng mga Katutubong Ayta ng Sambales (LAKAS)

## INTEGRATION OF IP KNOWLEDGE SYSTEMS AND PRACTICES (IKSP) INTO PUBLIC EDUCATION



Ka Lito 'Tubag' Jugatan, is currently the Chairperson of the Lubos na Alyansa ng mga Katutubong Ayta ng Sambales (LAKAS), which was organized in 1982, in partnership with the Franciscan Missionaries of Mary (FMM).

Before the eruption of Mount Pinatubo in 1991, Lakas was able to establish a literacy program among their communities; including 22 cooperatives.

The Pinatubo eruption have dislocated them from their original ancestral lands, and Lakas was only able to re-establish their communities in 2011. Their Certificate of Ancestral Domain Title (CADT) covers around 16,000 hectares in Botolan, Zambales.

Lakas practices likas-kayang pagsasaka or sustainable farming. They were able to set up their highschool in June 2013 by DepEd Order No 71 s. 2003 and was approved as a school by the Zambales division in 2013.

Their highschool curriculum teaches IP knowledge, systems and practices (ISKP), including sustainable agriculture, Aeta customs and traditions, Aeta dances, music and sports, survival skills; and celebration of National IP Day. They have four (4) teachers that teach different topics. They teach orthography to keep their Sambal language alive by teaching the students the proper norms of spelling, hyphenation and punctuation.

Jugatan shared that Lakas have ten (10) junior highschool teachers, three (3) senior highschool teachers and two (2) ISKP facilitators. These teachers wear their traditional costumes when teaching so as to also instill upon the students the culture of their clothing. For school year 2020, Lakas Highschool has around 300 students, mostly Aetas and a few 'unat' or lowlanders.

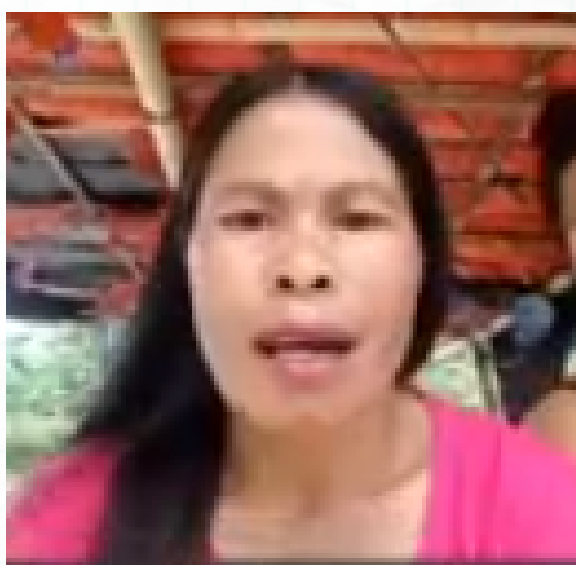
He added that as early as nursery school (pamatobo-an), they already teach their culture of rootedness or identity. They also teach how to protect and care for their ancestral domain, among others. They also recognize the role and contribution of women; and in school, men and women share leadership and responsibilities.



# CHITA SULAN

Klubi Kestifun Ne Kehebol Yom Ketengan  
(T'Boli Women of Lake Sebu)

**EMPOWERING IP WOMEN AND  
COMMUNITY THROUGH EDUCATION**



Chita Sulan, is a woalen leader of Klubi kestifun ne kehebol yom ketengan, an organization of T'boli women in Lake Sebu of South Cotabato, Mindanao.

Sulan shared that their organization, comprised of women weavers, is 15 years old. Lake Sebu was awarded as a Certificate of Ancestral Domain Title (CADT) in 1993 to Lake Sebu's T'boli and Ubo tribes, which make up 55% of Lake Sebu's population.

Lake Sebu is composed of 19 barangays, covering 89,138 hectares.

She shared the importance of the Alternative Learning System (ALS) education for T'boli women. In the past when they were not yet organized, IP women faced discrimination and have no access to education, even basic literacy or reading or writing.

In their culture, Sulan shared, women were not allowed to study in school. She felt empowered when they were able to access ALS in their communities.

ALS helped them with literacy, towards livelihood skills training and capacity-building for women. They felt confident in their organization and knowledge, and are determined to pass on their valuable culture of weaving to the next generation.

Sulan also shared that in the time of the pandemic and the community lockdowns, their livelihood was affected. But they continued to weave. They launched skills training for Klubi youth, to produce different products from produce they harvested from their communities such as plantains (saing saba), kamote, taro, etc.

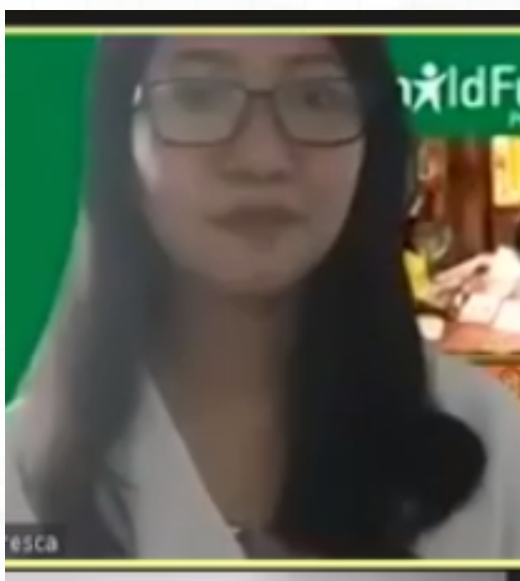
She reiterated the positive effects of ALS in their women and communities. She said that women and the out-of-school youth have increased their confidence, knowledge and skills. It also helped in facilitating the formation of local educators and education volunteers. They were able to develop their own curriculum learning materials based on local history and culture, with their mother tongue as their form of instruction. They are also able to form a multi-stakeholder cooperation for education with the DepEd, local government units, non-government organization and community people. In addition, the livelihood projects, an important source of income for women and out of school youth, continues.

Sulan shared that they face challenges in the "new normal" education. They have college students that need to cross rivers just to get mobile phone internet signal for their online classes. Learners share or hiran/borrow mobile phones in order for them to register their attendance in online classes. The mothers of learners are getting modules, spending more for transportation, even walking, since most parents do not have extra income for transportation costs. Parents also find it difficult to assist their children in modular or online classes as most parents were unable to finish basic education. The youth in their community also find it hard to attend classes as they have to help their parents to farm in the fields.

# MARLENE FLORESCA

Education Program Specialist,  
ChildFund Philippines

## MOBILIZING RESOURCES FOR AFFIRMATIVE ACTION FOR IP EDUCATION



Miss Marlene Floresca is currently an Education Program Specialist for ChildFund Philippines, an NGO that has been in the Philippines for 49 years and operates in 21 of 81 provinces, with 12 local NGO partners.

ChildFund has been working with CSOs, government agencies and communities in the Philippines towards the advancement and protection of the rights of children particularly those who experience

deprivation, exclusion and vulnerability. These children, mostly poor, indigenous and those with disabilities, are more prone to natural hazards, conflict, hazardous labor and abuse.

ChildFund's programs are designed according to the needs of children and youth in every stage of their developmental needs. They have early childhood development (ECD) with responsible parenting programs for young children. They also have basic literacy and numeracy programs, including programs for IP youth like Apple Gunsi, to prepare them as young adults.

ChildFund also advocates for a culture-based and context-based education for IP learners, as they believe that education is the identity of the people, and recognize the role of different stakeholders especially that of the community.

Enrich, a ChildFund program, now on its 5th year, is currently being implemented in partnership with various regional DepEd offices; and this program deals with the numeracy and literacy proficiency of children. Supported by partner donors, they also have special projects such as Early Childhood Program for IPs, Light for Hope (light project for Apayao and North Cotabato learners) and Boat School (delivery mode for Bajau children of Sulu).

## KRIS JOVET GARCIA

Business Development Manager,  
ChildFund Philippines

### MOBILIZING RESOURCES FOR AFFIRMATIVE ACTION FOR IP EDUCATION



Miss Kris Jovet Garcia is currently Business Development Manager for ChildFund Philippines.

Garcia shared their NGO's learnings and experience in finding donors and resource partners for their programs and projects; and how they engage with stakeholders and their resource partners.

She explained the concept and basic themes of resource mobilization, or

the movement of money, and further shared that more than the movement of funds, ChildFund would like to add value for the resource partners.

Garcia said that they are sharing this so as to help fellow NGOs and POs in their resource mobilization and funding efforts, especially now in a pandemic, when resources are scarce and donors are hard to find.

She presented three themes of resource mobilization, which are: capturing existing resources, capitalizing on non-monetary resources and marrying/matching resources.



In capturing resources, ChildFund believes that there are resources waiting to be tapped; they just have to make sure that they are in the priority of people or companies or institutions that have resources. Let us present our track record, offer them what can we deliver, she says.

ChildFund also believes in capitalizing on non-monetary resources, or non-financial. We can use them in the community, those donated resources that are in kind or contributed by the local government. Even leased equipment such as venues, chairs and tables, even providing security during our community aid distribution programs, are very much appreciated resources in the delivery of our programs and services.

In marrying or matching resources, Garcia said to keep stock or check what the NGO has inside; by checking on what we can deliver and looking outside for resources that can complement the needs and offerings of the NGO. They work with DepEd, local government and partner institutions.

Garcia reiterated that we all have value, or have value proposition, we can add to the table, that donors also need. The hard part is how to find and match our value with donors.

She also said that they as an NGO have realizations, what they call the 4C(s): consult, collaborate, communicate and consistency.

Consultation with partners, donors and stakeholders is key for the successful program and project design and implementation. Collaboration with different resource institutions is also important as they are many other NGO complementers (or competitors) that are into resource mobilization. Communication, or updating the donors of the progress of the project is a must. Donors appreciate constant communication. Consistency in the delivery of our services and predictability of our efforts, reports and deliverables.

Garcia added that it is important to build and nurture partnerships. Especially for some aspects that we cannot deliver, and we tap the help of other institutions or groups or partners. They need to build rapport with their resource partners and community stakeholders.

She also shared that they learned that “it is okay to start small.” ChildFund seeks small, activity-based funding. Some resource funders like to see that projects can be scaled. They always think how to develop, collaborate on small projects with other organizations.

Garcia also said that NGOs or POs should always “ask, thank and report” to resource partners. Ask, if given or not, is still important. Thank your partners and donors, with a simple letter or social media post or shoutout is very much appreciated. We should standardize our thank you letters, even if the donated amount is just one-peso or higher, we should always say thank you to our donors. In addition, accompanying our thank-you(s) is a report, a report on the investment of our donors into the project or program. She added, always repeat this three (3).

Garcia added the tip, “be predictable” with donors on your projects. The donors must know what your organization can and cannot deliver, as predictability or consistency builds trust. As, she added, it is easier to have a repeat donor than to find a new resource partner.

She closed her presentation with “content is king.” She encouraged the maximization of communication channels, such as social media or digital media, to share where we are in the project, to make sure that we inform the public, the donors, and other stakeholders, what the results of the project are; or what is needed in any particular moment or phase in the project.

# DATU CALEB TIGKIL SIAWAN

Magpet Tribal Council,  
E-Net IP Working Group

## MAKING THE RIGHT TO EDUCATION OF IPS' REAL - POLICY RECOMMENDATIONS



Datu Caleb Tigkil Siawan is currently the Chairperson and Executive Director of the Magpet Tribal Council of the Manobos in Mindanao. He is also a member and resource person of E-Net Philippines' IP Working Group.

Siawan reiterated the E-Net IP working group's recommendations. He said that it is important to invest in a culture-based education that promotes the IPs identity and self-

determination. He pushed for the integration of indigenous knowledge systems and practices in the curriculum and learning materials.

He also promoted indigenous elders as local facilitators and resource persons.

Siawan also asked for government subsidies for IPs to cover the costs of education such as transportation, food and school supplies, while contributions for various school expenses should also be waived. He also asked for higher budget allocation for Maintenance and Other Operating Expenses (MOOE) for schools in communities with high concentration of indigenous communities.

Siawan also underscored the importance of community-based Early Childhood Care and Development (ECCD) for indigenous communities and asked for more day care centers.

He also shared that the Alternative Learning System (ALS) program should be expanded to cover IPs. In addition, he enjoined the DepEd and the local government units to institutionalize IP participation in decision-making in schools and the education system.



# OPEN FORUM

## **Q1 (Kristel Quirrez from General Nakkar, Quezon):**

**For Miss Victor, how can we transition learners from daycare to elementary, especially during the time of pandemic, when young people are not allowed to go out in public?**

DepEd Victor: DepEd only deals with kinder to Grade 12 students. It is best if there would be talks between DepEd and the Department of Social Welfare and Development (DSWD) since the DSWD handles the daycare education in barangays. This will include the IPED for daycare too.

## **Q2 (John Carlo Calzado):**

**In the time of pandemic and the youth cannot go out, do you have any advice for us?**

ChildFund Floresca: Modular learning is being done in the areas handled by ChildFund. Let us coordinate with our teachers there in the communities.

## **Q3 (Vevey ChildFund, Moderator):**

**We want to hear about the condition of the 2.9 million IPs who may or may not enrolled this year due to Covid-19 complications**

DepEd Victor: We are monitoring the enrollment. How many enrolled and what can be done. Aside from modular, since this is the suitable form of education delivery in remote communities, let us try to check any other learning support needs. The adults in the communities, they can be considered and trained to be partners, help guide the learners. We recognize the decision of parents who opted to take their families into remote areas to protect themselves.

We can also continue to teach indigenous education systems, the flow of life in the community. Since it is the foundation of communities. If formal school is not possible, this is an option for us. If there is an opportunity for DepEd personnel to reach learners in remote communities, modular is okay. If not, encourage indigenous education, so we can guide the system of learning (pagkatuto) of children in the communities. Education, in any and every possible way, should continue.

### **Q4 (Vevey ChildFund, Moderator):**

**There are reports of 5,500 lumads learners who were unable to enroll this school year due to the pandemic and the lack of access to gadgets, electricity and internet; while some of the modules received are not appropriate to the situation and culture of their sector. Do we have any interventions for them? How do we ensure that they will go back to the formal education system?**

DepEd Victor: Same as mentioned before. We can use different ways. Especially on the parents helping us as partners in education, we are seriously studying this.

### **Q4 (Vevey ChildFund, Moderator):**

**There are reports of 5,500 lumads learners who were unable to enroll this school year due to the pandemic and the lack of access to gadgets, electricity and internet; while some of the modules received are not appropriate to the situation and culture of their sector. Do we have any interventions for them? How do we ensure that they will go back to the formal education system?**

DepEd Victor: Same as mentioned before. We can use different ways. Especially on the parents helping us as partners in education, we are seriously studying this.

### **Q4 (Vevey ChildFund, Moderator):**

**For NCIP and DepEd, IP schools are red-tagged or called as breeding ground for communist rebels. Do you have any action that would ensure IP schools will not be indiscriminately branded as communist supporters?**

DepEd Victor: It is our policy to declare schools as zones of peace, as per DepEd Order 32, s. 2019. We give orientations or peace education trainings to teachers. It is unfortunate that a few IP schools are red-tagged. It is important that teachers are oriented on the issue of peace talks, and that the school and IP communities have a strong relationship. We also have a mechanism in DepEd, also an inter-agency mechanism, for any reporting on violations.

### **Q5 (Vevey ChildFund, Moderator):**

**For Apple Gunsí, ano ang pwede mo mai-contribute sa pamayanan after this webinar?**

Teduray Youth/Gunsí: I am happy I was asked to moderate. These events, they help me a lot to enhance my skills and abilities. I want to share what I have learned in this webinar with my fellow Upi youth.

### **Q6 (Vevey ChildFund, Moderator):**

**Does DepEd have any plans to hire and train IPs to be teachers?**

DepEd Victor: We have started training last year. We will expand this in the coming years. We are actively implementing the advocacy for IPED at the division levels.

# PROF. FLORA ARELLANO

President, E-Net Philippines

## CLOSING REMARKS



To close the webinar, Professor Flora Arellano read the E-Net's statement on National Indigenous Peoples' Month, On Ensuring a Sustainable, Quality and Culture-based Education of Indigenous Peoples. Arellano highlighted the need for DepEd and the national government to allocate higher budget for the implementation of programs under the National Indigenous Peoples Education (NIPED) to ensure that no one will be left behind, including our marginalized IP learners, in education.

She also asked that establishment of community learning centers (CLCs) in 100-identified IP communities without access to government schools. Consequently, Arellano said it is important to hire, train and deploy IP teachers to teach in these IP community schools.

The Indigenous Peoples (IPs) here in the Philippines, around 113-IP groups, remain to be one of the most marginalized and neglected sectors in Philippine society. Indigenous communities continue to face systemic problems of poverty and land ownership. They lack access to essential government services and are unable to effectively participate in governance. Their livelihood and way of life are persistently threatened with economic activities such as mining and logging.

Likewise, access to education for Filipino IP learners remains difficult, despite Constitutional, National and International laws and declarations that recognize and guarantee the rights of all, including Indigenous Peoples. This includes maintenance of their own schools and for them to carry out their own educational activities and the use or teaching of their own language.



## CLOSING REMARKS

As the nation celebrates National Indigenous Peoples' Month this October, we in E-Net Philippines, would like to reiterate the importance of ensuring a sustainable, quality and culture-based education for our learners in the indigenous communities.

We also want to hear from the Department of Education (DepEd) on the condition of the almost 2.9-million IP learners, based on DepEd 2019 enrolment data, who may or may not have enrolled this school year, given the complications to access education brought on by the Corona virus pandemic.

We appreciate the presence and efforts undertaken through the DepEd's National Indigenous Peoples Education (NIPED), however, we continue to ask for further cooperation and Indigenous Peoples' participation in developing more education policies and curricula that are well-resourced, culturally- sensitive and aligned with the learning needs of our IP learners.

To ensure that no one will be left behind in education, including our marginalized IP learners, we encourage the DepEd and the national government to:

- Create an enabling environment for stakeholders' partnerships with the DepEd and vice versa, to support the development of a sustainable, quality and culture-based education in IP communities. Institutionalize indigenous people's participation in decision-making in schools and education as a whole.
- Provide for the establishment of community learning centers (CLCs) in 100-identified communities without access to government schools, more so in this time of pandemic.
- Hire, train and deploy IP teachers to teach in IP community schools. Consequently, gather IP leaders as resource persons and as partners in the drafting of curricula and learning materials made for and by IPs.
- Higher budget allocation for the implementation of programs under the National Indigenous Peoples Education (NIPED).
- Inclusion of IP learners under the Alternative Learning System (ALS). Expand the framework, learning strategies and curricula of the government's ALS given the difficult circumstances and different learning needs of marginal communities – it must be contextualized, learner-centered and culture-based.

## CLOSING REMARKS

- Inter-Agency cooperation and strategy between DepEd, CHED, DOLE, TESDA, DOH, NCIP, Local Government Units, the Council for the Welfare of Children, and all other concerned agencies to address and arrest the increasing number of children and youth who are out of school and deprived of education.

**We call on all stakeholders to work together in advancing the rights of our Indigenous Peoples.**

**Walang Dapat Maiwan, Walang Maisasantabi! #####**