

# **Further Indigenizing The Philippines' Indigenous Peoples' Core Curriculum**

## **Abstract**

The Philippines is home to more than 170 languages represented by almost the same number of indigenous people. Among these people are the 7 ethnolinguistic groups of Mindoro island – Alangan, Taubuhid, Buhid, Hanunoo, Ratagnon, Iraya and Gubatnon.

The study focuses on the process on how the country's Department of Education, through its Bureau of Alternative Learning System, has created the Indigenous Peoples' Core Curriculum (IPCC). Also, it looks into the correspondence of such curriculum to that of the national standards of basic curriculum. Evolving to the needs of the IP communities of the basics on reading, writing and basic mathematical skills, the paper looks into the sub-divisions of the IPCC and its approach as a holistic style of sharing the knowledge and skills of the IPCC curriculum.

The study also looks into the peculiarities of the indigenous peoples, particularly that of the IPs of Mindoro island – an island south of the main island of Luzon – and shows how the IPCC can be further developed and indigenized. Although the Department of Education claims that the IPCC is a general curriculum for all indigenous peoples in the Philippines, the study proves that such curriculum does have a lens of a lowlander and not of the indigenous people.

One way of making the IPCC more indigenized is by creating modules that are thematic in presentation. One unique example is the issue of ancestral land domain and how the peoples of Mindoro struggled and gained their land. In such a given module, one can teach the people the concept of the Indigenous Peoples' Rights Act of 1997, the use of calendar, the system of government and so on.

The paper proposes that the IPCC should be reviewed and be updated since it was developed and shared for almost 7 years now. Also, the paper wishes to have a more extensive study on how the IPCC was used in the field since there is no clear study on such an aspect.