



Implementation of the Indigenous Peoples (IP) Education Framework in Mapita Integrated School, Philippines

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Abstract – This research paper was administered to assess the extent of implementation of the Indigenous Peoples (IP) Education Policy Framework in Mapita Integrated School (MIS) in Aguilar, Pangasinan, Philippines as perceived by the teachers, parents and community leaders. Mixed method of research was used in the study. Purposive sampling technique was used in determining the respondents. Mean average and 5-point Likert scale were used in analyzing and interpreting the data gathered. The survey questionnaire was utilized as the data gathering instrument which was validated by experts to ensure its validity. Mapita Integrated School is highly implementing the Indigenous Peoples (IP) Education Policy Framework crafted by DepEd. The school highly implements the policies that strengthen the hiring, deployment, and continuous development of teachers and learning facilitators in the implementation of its IP Education Program and implements stronger affirmative action to eradicate all forms of discrimination against IPs in the entire Philippine educational system.

Keywords – Indigenous People, Indigenous People Education Framework, Mapita, Aguilar, Pangasinan

INTRODUCTION

According to the International Labour Organization (ILO), Indigenous Peoples (IP) are ethnic groups who are the original or earliest known inhabitants of an area, in contrast to groups that have settled, occupied or colonized the area more recently. Groups are usually described as indigenous when they maintain traditions or other aspects of an early culture that is associated with a given region. Smith (2012) listed several terms synonymous to IP which includes First Nations, First Peoples, Aboriginal Peoples or Native Peoples, or Autochthonous Peoples.

The National Commission on Indigenous Peoples (NCIP) stated that the Indigenous Peoples of the Philippines are the group of people

or what they call homogenous societies being identified by self-asciption or by others, who remained and continually survived as organized community on communally bounded and identified territory. There are 110 ethnolinguistic groups with 11, 320, 476 population in the country (Web.archive.org, 2013). In Northern Philippines, groups include various Igorot tribes, a group that includes the Bontoc, Ibaloi, Ifugao, Isneg, Kalinga, Kankanaey and Tinguian, who built the Rice Terraces.

In Pangasinan, one of the most prominent groups of IPs is found in Mapita, Aguilar, Pangasinan. There are 1,000 indigenous residents belonging to the Kankanaey, Ibaloy and Bago tribes who had settled in the 1960s, and dwelled a 496-hectare rolling terrain of the Zambales

mountain range, about 15 kilometers from the town (Cardiñoza, 2015).

According to the Department of Education (DepEd), majority of IP communities experience lack access to decent basic social services. They have limited opportunities to engage in the mainstream economy. They also endure social, economic, and political exclusion marginalization. One of the fundamental factors contributing to their detrimental case is the lack of access to culture-responsive basic education (Llego, 2011). Hence, the adoption of the National Indigenous Peoples Education Policy Framework (NIPEPF) was established.

In consonance with the country's commitment to achieve its Education for All (EFA) targets and the Millennium Development Goals (MDGs), and in pursuit of the Basic Education Sector Reform Agenda (BESRA), DepEd is adopting NIPEPF. It was prepared in consultation with the representatives from Indigenous Peoples (IP) communities, civil society, and other government agencies. The said is intended to be a tool for promoting shared accountability, engagement, continuous dialogue and partnership among government, civil society, IP communities, and other stakeholders (DepEd Order No. 62, s. 2011).

Mapita Integrated School is under the jurisdiction of the District of Aguilar, Schools Division of Pangasinan I, DepEd Region 1. It is located at Sitio Mapita, Aguilar, Pangasinan.

STATEMENT OF THE PROBLEM

This research paper assessed the extent implementation of the Indigenous Peoples (IPs) Education Framework in Mapita Integrated School (MIS). Specifically, the study was conducted to determine the extent of implementation of the Indigenous Peoples Education Framework in MIS along : (a) ensuring the provision of universal and equitable access of all IPs to quality and relevant basic education services towards functional literacy for all; (b) adopt appropriate basic education pedagogy, content, and assessment through the integration of Indigenous Knowledge Systems and Practices

(IKSPs) in all learning areas and processes; (c) providing adequate and culturally-appropriate learning resources and environment; and (d) strengthening the hiring, deployment, and continuous development of teachers and learning facilitators in the implementation of its IP Education Program; (e) establishing and strengthening appropriate multi-level units within DepEd responsible for planning, implementing, and monitoring IP education interventions; (f) expanding and strengthening institutional and civil society linkages to ensure proper coordination, knowledge-sharing, and sustainability of the IP Education Program; and (g) implementing stronger affirmative action to eradicate all forms of discrimination against IPs in the entire Philippine educational system.

RESEARCH METHODOLOGY

The mixed method of research was used in the study. Aramo-Immonen (2013) defined mixed method research as an approach to inquiry that combines or associates both qualitative and quantitative forms. Further, Mixed method designs provide researchers, across research disciplines, with a rigorous approach to answering research questions. The quantitative descriptive design was utilized with the use of questionnaire survey assessing the extent of implementation of the IPEPF as perceived by the respondents which includes the teachers, parents and community leaders. The qualitative descriptive design was utilized through face-to-face interview with the respondents with the help of a teacher from MIS who is not part of the respondents.

The questionnaire was validated by experts. Pennington (2003) stated that content validity which is also known as logical validity, denotes to the extent to which a measure embodies all aspects of a given construct. The experts include officials working with Indigenous Peoples.

Purposive sampling technique was utilized in determining the respondents of the study. Crossman (2020) stated that purposive sample is a non-probability sample which is preferred based on characteristics of a certain

population and the objectives of the study. Purposive sampling is dissimilar from convenience sampling and is also known as selective, judgmental, or subjective sampling.

For statistical tool and analysis, the researcher will employ weighted average mean. Results of the interview may be integrated in the interpretation of statistical data.

RESULTS AND DISCUSSION

Extent of Implementation of Indigenous People (IP) Education Policy Framework in Mapita Integrated School (MIS)

Table 1 depicts the extent of implementation of indigenous people education policy framework in Mapita Integrated School.

Table 1. Extent of Implementation of Indigenous People (IP) Education Policy Framework in Mapita Integrated School (MIS)

Indicators	Mean	Description
A. Ensure the provision of universal and equitable access of all IPs to quality and relevant basic education services towards functional literacy for all.	3.25	Moderately Implemented
B. Adopt appropriate basic education pedagogy, content, and assessment through the integration of Indigenous Knowledge Systems and Practices (IKSPs) in all learning areas and processes with civil society and private sector organizations;	4.13	Highly Implemented
C. Provide Adequate and culturally-appropriate learning	3.97	Highly Implemented

resources and environment		
D. Strengthen the hiring, deployment, and continuous development of teachers and learning facilitators in the implementation of its IP Education Program.	4.43	Highly Implemented
E. Establish and strengthen appropriate multi-level units within DepEd responsible for planning, implementing, and monitoring IP education interventions.	4.13	Highly Implemented
F. Expand and strengthen institutional and civil society linkages to ensure proper coordination, knowledge-sharing, and sustainability of the IP Education Program.	4.00	Highly Implemented
G. Implement stronger affirmative action to eradicate all forms of discrimination against IPs in the entire Philippine educational system	4.40	Highly Implemented
Total	4.04	Highly Implemented

Source: DepEd Order No. 62, s. 2011

Overall, the extent of implementation of indigenous people education policy framework in Mapita Integrated School is high with an overall mean value of 4.05. Suazo and Montenegro (2018) made a similar study and found out that the level of implementation of the Indigenous Peoples Education (IPEd) Program in selected

schools in Surigao Del Sur got a fair adjectival rating.

Specifically, the extent of implementation is also high on the following indicators: *strengthening the hiring, deployment, and continuous development of teachers and learning facilitators in the implementation of its IP Education Program* with 4.43 mean value; *implementing stronger affirmative action to eradicate all forms of discrimination against IPs in the entire Philippine educational system* with 4.40 mean value; *establishing and strengthening appropriate multi-level units within DepEd responsible for planning, implementing, and monitoring IP education interventions* with 4.13 mean value; *adopting appropriate basic education pedagogy, content, and assessment through the integration of Indigenous Knowledge Systems and Practices (IKSPs) in all learning areas and processes with civil society and private sector organizations* with 4.13 mean value; *expanding and strengthening institutional and civil society linkages to ensure proper coordination, knowledge-sharing, and sustainability of the IP Education Program* with 4.00 mean value; and *providing adequate and culturally-appropriate learning resources and environment* with 3.97 mean value.

On the other hand, the extent of implementation is moderate in *ensuring the provision of universal and equitable access of all IPs to quality and relevant basic education services towards functional literacy for all* with 3.25 mean value.

Table 2 shows the extent of implementation of indigenous people education policy framework in Mapita Integrated School particularly in ensuring the provision of universal and equitable access of all IPS and relevant basic education services towards functional literacy for all.

Table 2. A. Ensure the Provision of Universal and Equitable Access of All IPs to Quality and Relevant Basic Education Services towards Functional Literacy for All

Indicators	Mean	Description
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Mapita Integrated School..		
1. provides culture-responsive basic education services through both the formal school system and alternative learning system in cooperation with the National Commission on Indigenous Peoples (NCIP), National Commission for Culture and the Arts (NCCA), local government unit, and other government agencies, and in partnership with civil society and private sector organizations;	3.45	Moderate Implemented
2. maximizes the basic education service contracting and other public-private partnership (PPP) schemes in responding to the learning needs of IPS;	1.78	Slightly Implemented
3. directs to gather-in an appropriate and timely manner – relevant data needed from schools, learning centers, and education programs/projects for the effective planning and implementation of its IP Education Program	4.52	Very Highly Implemented
Total	3.25	Moderately Implemented

Source: DepEd Order No. 62, s. 2011

Generally, the extent of implementation in *ensuring the provision of universal and equitable access of all IPS and relevant basic education services towards functional literacy for all* is moderate with an overall mean value of 3.25.

On the other hand, the extent of implementation is moderate on *providing culture-responsive basic education services through both the formal school system and alternative learning system in cooperation with the National Commission on Indigenous Peoples (NCIP), National Commission for Culture and the Arts (NCCA), local government unit, and other government agencies, and in partnership with civil society and private sector organizations* with a mean values of 3.45. One factor that hinder this is the lack of school fund and awareness in the community.

Further, the extent of implementation in *maximizing the basic education service contracting and other public-private partnership (PPP) schemes in responding to the learning needs of IPS* is slightly implemented with a mean value of 1.78 because of lack of funds and awareness.

The result is similar from the study of Suazo and Montenegro (2018) which states that funding allocation has affected primarily the level of management in implementing the IPed program because MOOE budget had been done before the implementation of the program. School management is static in implementing IPed activities because of financial constraint. Hence, teachers did not tap nor involve the IP elders as resource persons in teaching Indigenous Knowledge Skills and Practices (IKSPs).

Table 3. B. Adopting Appropriate Basic Education Pedagogy, Content, and Assessment through the Integration of Indigenous Knowledge Systems and Practices (IKSPS) in All Learning Areas and Processes

Indicators	Mean	Description
Mapita Integrated School..		

1. supports DepEd program that gives due recognition to and promote the sustainability of indigenous learning systems;	4.55	Very Highly Implemented
2. prioritizes the further development and implementation of Mother Tongue-based Multilingual Education (MTB-MLE);	3.60	Highly Implemented
3. prioritizes the further development and implementation of culture-responsive education for sustainable development; and	4.25	Highly Implemented
4. prioritizes the further development and implementation of alternative modes of instructional delivery and assessment schemes to address the peculiar needs of IP learners.	4.10	Highly Implemented
Total	4.13	Highly Implemented

Source: DepEd Order No. 62, s. 2011

Table 3 displays the extent of implementation of indigenous people education policy framework in Mapita Integrated School specifically in adopting appropriate basic education pedagogy, content, and assessment through the integration of indigenous knowledge systems and practices in all learning areas and processes.

In general, the extent of implementation in *adopting appropriate basic education pedagogy, content, and assessment through the integration of indigenous knowledge systems and practices in all learning areas and processes* is highly implemented with an overall mean value of 4.13. This may constitute the readiness and

active involvement of the school personnel in the community.

More particularly, the extent of implementation is very high *on supporting DepEd program that gives due recognition to and promote the sustainability of indigenous learning systems* with an overall mean value of 4.55.

On the other hand, the extent of implementation is highly implemented on the following: *prioritizing the further development and implementation of culture-responsive education for sustainable development; prioritizing the further development and implementation of alternative modes of instructional delivery and assessment schemes to address the peculiar needs of IP learners; and prioritizes the further development and implementation of Mother Tongue-based Multilingual Education (MTB-MLE) with mean values of 4.25, 4.10, and 3.60 respectively.*

In the study of Suazo and Montenegro (2018), the ineptness to Minanuvu language and insufficiency of learning materials had affected so much the level of implementing the program.

Table 4. C. Providing Adequate and Culturally-Appropriate Learning Resources and Environment

Indicators	Mean	Description
Mapita Integrated School..		
1. ensures the proper selection and development of textbooks and other supplementary learning materials provided to IP learners;	4.05	Highly Implemented
2. supports DepEd in putting in place a policy that would promote the establishment and maintenance of culture-responsive educational infrastructures,	4.30	Highly Implemented

learning environment and spaces.		
3. encourages documentation and research activities by IPs on their own history, knowledge, practices, and other aspects of cultural heritage.	3.45	Moderately Implemented
4. uphold and advocate the protection of the intellectual property rights of IPs in pursuing this policy.	4.08	Highly Implemented
Total	3.97	Highly Implemented

Source: DepEd Order No. 62, s. 2011

Table 4 indicates the extent of implementation of indigenous people education policy framework in Mapita Integrated School specifically providing adequate and culturally-appropriate learning resources and environment.

Taken as a whole, the extent of implementation *in providing adequate and culturally-appropriate learning resources and environment is highly implemented* with an overall mean value of 3.97.

More so, the extent of implementation is high on the following: *supports DepEd in putting in place a policy that would promote the establishment and maintenance of culture-responsive educational infrastructures, learning environment and spaces; uphold and advocate the protection of the intellectual property rights of IPs in pursuing this policy; and ensures the proper selection and development of textbooks and other supplementary learning materials provided to IP learners* with mean values of 4.30, 4.08, and 4.05 respectively. This may be possible because of the close monitoring of the school head in terms of IP instructional materials, facilities and equipment.

On the other hand, the extent of implementation is moderate in *supporting DepEd in putting in place a policy that would promote*

the establishment and maintenance of culture-responsive educational infrastructures, learning environment and spaces with mean value of 3.45. This in in consonance with the lack of infrastructures, learning environment and space conducive to IPs.

Table 5. D. Strengthen the Hiring, Deployment, and Continuous Development of Teachers and Learning Facilitators in the Implementation of its IP Education Program

Indicators	Mean	Description
Mapita Integrated School..		
1. reviews, harmonizes, and aligns its teacher education and development policies consistent with the Philippine Professional Standards for Teachers (PPST), MTB-MLE Policy, “Localization law” (Republic Act No. 8190), and other relevant laws and issuances to support affirmative action responding to the learning needs of IP learners.	4.35	Highly Implemented
2. pursues as needed, a support program for the training and provision of incentives for teachers assigned in IP communities, especially in isolated and hard-to-reach areas.	4.20	Highly Implemented
3. encourages and mobilizes support for members of IP communities, who may wish to enter the teaching profession, to help them	4.60	Very Highly Implemented

complete the necessary academic preparation and satisfy professional licensure requirements.		
4. encourages and supports the active participation of community members, especially elders and community knowledge specialists, in the learning process.	4.58	Very Highly Implemented
Total	4.43	Highly Implemented

Source: DepEd Order No. 62, s. 2011

Table 5 exhibits the extent of implementation of indigenous people education policy framework in Mapita Integrated School particularly in strengthening the hiring, deployment, and continuous development of teachers and learning facilitators in the implementation of its IP education program.

Looking at its entirety, the extent of implementation in *strengthening the hiring, deployment, and continuous development of teachers and learning facilitators in the implementation of its IP education program* is highly implemented with an overall mean value of 3.97. This may be possible because of the strict implementation of the school personnel of the DepEd Order No. 62, s. 2011 known as the Adoption of the National Indigenous Peoples Education Policy Framework

Be more precise, the extent of implementation is very high on the following: *encouraging and mobilizing support for members of IP communities, who may wish to enter the teaching profession, to help them complete the necessary academic preparation and satisfy professional licensure requirements and encourages and supporting the active participation of community members, especially elders and community knowledge specialists, in*

the learning process, with mean values of 4.60 and 4.58 respectively.

On the other hand, the extent of implementation is high on the following: *reviewing, harmonizing, and aligning its teacher education and development policies consistent with the Philippine Professional Standards for Teachers (PPST), MTB-MLE Policy, “Localization law” (Republic Act No. 8190), and other relevant laws and issuances to support affirmative action responding to the learning needs of IP learners and pursuing as needed, a support program for the training and provision of incentives for teachers assigned in IP communities, especially in isolated and hard-to-reach areas* with mean values of 4.35 and 4.20 respectively.

Table 6. E. Establish and Strengthen Appropriate Multi-Level Units within DepEd Responsible for Planning, Implementing, and Monitoring IP Education Interventions

Indicators	Mean	Description
Mapita Integrated School..		
1. strengthens the capacity of its teaching and non-teaching staff across levels to effectively manage its IP Education Program.	4.15	Highly Implemented
2. ensures that adequate financial support – sourced from various sources, such as the agency’s regular annual budget, the LGUs’ Special Education Fund (SEF), and education projects are readily available to implementing units/entities to ensure smooth implementation and sustainability of education services.	4.10	Highly Implemented

Total	4.13	Highly Implemented
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Source: DepEd Order No. 62, s. 2011

Table 6 reveals the extent of implementation of indigenous people education policy framework in Mapita Integrated School particularly in establishing and strengthening appropriate multi-level units within DepEd responsible for planning, implementing, and monitoring IP education interventions.

By and large, the extent of implementation in *establishing and strengthening appropriate multi-level units within DepEd responsible for planning, implementing, and monitoring IP education interventions*.is highly implemented with an overall mean value of 4.13. This supports the idea proper coordination of all the stakeholders in spite of financial constraints.

Table 7. F. Expand and Strengthen Institutional and Civil Society Linkages to Ensure Proper Coordination, Knowledge-Sharing, and Sustainability of the IP Education Program

Indicators	Mean	Description
Mapita Integrated School..		
1. maximizes existing inter-agency/multi-stakeholder basic education-related structures at all levels as the mechanism to coordinate, formulate policies, undertake social mobilization and advocacy, mobilize resources, and monitor and evaluate IP education interventions and initiatives.	4.20	Highly Implemented
2. organizes consultations and dialogues as needed to periodically review the implementation of this policy	3.80	Highly Implemented

framework and other policy directives and interventions that will ensue from it.		
Total	4.00	Highly Implemented

Source: DepEd Order No. 62, s. 2011

More to the point, the extent of implementation is also high on the following: *strengthening the capacity of its teaching and non-teaching staff across levels to effectively manage its IP Education Program and ensuring that adequate financial support – sourced from various sources, such as the agency’s regular annual budget, the LGUs’ Special Education Fund (SEF), and education projects are readily available to implementing units/entities to ensure smooth implementation and sustainability of education services* with mean values of 4.15 and 4.10 respectively.

Table 7 presents the extent of implementation of indigenous people education policy framework in Mapita Integrated School particularly in expanding and strengthening institutional and civil society linkages to ensure proper coordination, knowledge-sharing, and sustainability of the IP education program.

Broadly speaking, the extent of implementation in *expanding and strengthening institutional and civil society linkages to ensure proper coordination, knowledge-sharing, and sustainability of the IP education program* is highly implemented with an overall mean value of 4.00. This may be possible due to the strong connection of LGU – Aguilar, DepEd and community leaders. This further supports the findings of Arquillano (2018) that the partnership between LGU Aguilar and Mapita ICC farmers is beneficial to the latter.

More precisely, the extent of implementation is also high on the following: *maximizing existing inter-agency/multi-stakeholder basic education-related structures at all levels as the mechanism to coordinate, formulate policies, undertake social mobilization and advocacy, mobilize resources, and monitor and evaluate IP education interventions and*

initiatives and organizing consultations and dialogues as needed to periodically review the implementation of this policy framework and other policy directives and interventions that will ensue from it with mean values of 4.20 and 3.80 respectively.

Table 8. F. Implementing Stronger Affirmative Action to Eradicate All Forms of Discrimination against IPs in the Entire Philippine Educational System

Indicators	Mean	Description
Mapita Integrated School..		
1. nurtures among all learners and personnel, respect for human rights and cultural diversity.	4.62	Highly Implemented
2. ensures that textbooks, supplementary learning materials, and other learning resources are free from discriminatory content and erroneous accounts, descriptions, and visual depictions, which misrepresent the history.	4.18	Highly Implemented
Total	4.40	Highly Implemented

Source: DepEd Order No. 62, s. 2011

Table 8 discloses the extent of implementation of indigenous people education policy framework in Mapita Integrated School particularly in implementing stronger affirmative action to eradicate all forms of discrimination against IPs in the entire Philippine educational system

On the whole, the extent of implementation in *implementing stronger affirmative action to eradicate all forms of discrimination against IPs in the entire Philippine educational system* is highly implemented with an overall mean value of 4.40. This supports the idea that discrimination in all

forms not just in IPs is clearly being taught in school and in the community as well.

Among other things, the extent of implementation is very high in *nurturing among all learners and personnel, respect for human rights and cultural diversity* with a mean value of 4.62. On the other hand, the extent of implementation is high in *ensuring that textbooks, supplementary learning materials, and other learning resources are free from discriminatory content and erroneous accounts, descriptions, and visual depictions, which misrepresent the history* with mean value of 4.81.

CONCLUSIONS

From the preceding findings, the following conclusions were drawn.

Mapita Integrated School is highly implementing the Indigenous Peoples (IP) Education Policy Framework crafted by DepEd. MIS highly strengthens the hiring, deployment, and continuous development of teachers and learning facilitators in the implementation of its IP Education Program and implements stronger affirmative action to eradicate all forms of discrimination against IPs in the entire Philippine educational system.

Further, the school highly establishes and strengthens appropriate multi-level units within DepEd responsible for planning, implementing, and monitoring IP education interventions and adopting appropriate basic education pedagogy, content, and assessment through the integration of Indigenous Knowledge Systems and Practices (IKSPs) in all learning areas and processes with civil society and private sector organizations.

In addition, the school highly expands and strengthens institutional and civil society linkages to ensure proper coordination, knowledge-sharing, and sustainability of the IP Education Program and provides adequate and culturally-appropriate learning resources and environment.

On the other hand, the school, in a way, ensures the provision of universal and equitable

access of all IPs to quality and relevant basic education services towards functional literacy for all.

RECOMMENDATIONS

Based on the above-mentioned findings and conclusions, the following recommendations are hereby presented. Mapita Integrated School (MIS) should sustain relevant programs and activities pertinent to the implementation of the Indigenous Peoples Education Policy Framework particularly on nurturing among all learners and personnel, respect for human rights and cultural diversity; encouraging and supporting the active participation of community members, especially elders and community knowledge specialists, in the learning process, and encouraging and mobilizing support for members of IP communities, who may wish to enter the teaching profession, to help them complete the necessary academic preparation and satisfy professional licensure requirements.

The school should conduct awareness campaign and propose worthy projects on basic education service contracting and other public-private partnership (PPP) schemes in responding to the learning needs of IPS.

The school should also encourage the faculty members and the community to conduct research pertaining to IPs on their own history, knowledge, practices, and other aspects of cultural heritage.

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