IP EDUCATION: AN EFFORT TOWARDS CULTURAL PRESERVATION AND PROTECTION

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The indigenous peoples population is one sector of our society that needs to be protected and given special care and attention. This is because primarily, they are said to be the roots of the Filipino race but they have become smaller in their size of population as some of them have mixed-bred with the local people of the lowlands.

The Indigenous Peoples (IPs) have managed to survive with the lowland people and have eventually learned to adapt to their ways and styles in life. However, as they socialize and meet up with the lowlanders, some of them (especially young ones) have somehow took their own values, culture and traditions aside while trying to cope with the lowlands way of life and the modern technology revolution.

Thus, some young IPs these days would not actually look and act like IPs at all. They have become modern and fashionable and have somehow “forgotten” their old culture of songs, dances, respect and value systems.

And to answer to this great need to protect and preserve our IPs culture and tradition, the Alternative Learning System has come up with this Indigenous Peoples Education where the IPs value system, culture and tradition will form part of the teaching and learning curriculum.

While it still follows the Basic Curriculum of the Department of Education, which is now the Enhanced Basic Education Curriculum with its K to 12 program on 5th year of implementation, the IPEd basically helps out in delivering education using the IPs knowledge, skill and values and practices. The IPEd curriculum is still parallel with the Enhance Basic Education Curriculum but somehow specializes in integrating IPs knowledge, skills and practices (IKSPs) in the teaching and learning process.

The older generation of the IPs are also considered as human resources in teaching and local and indigenous materials are used to intensify the IP integration. The elders can be invited as resource speakers in matters regarding the IPs old customs and traditions as they teach such to the young learners.
In this way, aside from just teaching the learning areas in their mother tongue as possible IPs values, culture and tradition are especially injected so that the IPs, the younger generation will still continue to live by such values and tradition and learn to love and embrace such the way the older generation does.

In the same manner, the IPs culture, tradition and IKSPs will not come to a point where they will become endangered and eventually extinct.

We, as Filipinos, need to preserve our indigenous people, their ancestral domain and their values, culture and tradition, so as to preserve and protect our national heritage and legacy as a nation as well.

The IPEd will be the answer towards the preservation and protection of our IPs cultural and local heritage which have made them unique and special since the beginning of our written history and will continue to last for a lifetime.

References:
Indigenous Peoples Education: “From Alienation To Rootedness”, consolidated report by The Episcopal Commission on Indigenous Peoples, www.hurights.or.jp