



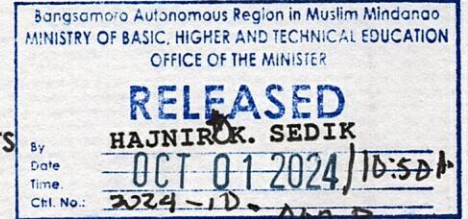
Republic of the Philippines
Bangsamoro Autonomous Region in Muslim Mindanao
Ministry of Basic, Higher and Technical Education
Cotabato City



Office of the Minister

REGIONAL MEMORANDUM

No. 464-B
 Series of 2024



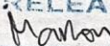
TO : ALL SCHOOLS DIVISION SUPERINTENDENTS
 ALL OTHERS CONCERNED

FROM : 
 MOHAGHER M. IQBAL
 Minister

SUBJECT : OBSERVANCE OF THE NATIONAL INDIGENOUS PEOPLES MONTH 2024
 OF DIVISIONS IMPLEMENTING THE INDIGENOUS PEOPLES EDUCATION
 (IPEd) PROGRAM

DATE : October 1, 2024

1. Pursuant to Presidential Proclamation No. 1906, s. 2009 declaring the **Month of October of every year as the National Indigenous Peoples (IP) Month**, the Bureau of Indigenous Peoples Education (BIPEd), under the Office of the Directorate General for Basic Education (DGBE) of the Ministry of Basic, Higher and Technical Education (MBHTE), shall be joining with the various indigenous cultural communities in this nation-wide celebration.
2. This year's celebration theme is **"Katutubong Karunungan Tungo sa Inklusibong Kaularan"**.
3. This IP Month intends to highlight the first decade of the nationally coordinated implementation of the IPEd Program which commenced in 2013. Starting with 15 implementing regions and 100 implementing divisions, the program has expanded to 16 regions including the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), 131 divisions, and at least 4,000 implementing schools.
4. The primary advocacy of the IPEd Program is the inclusion of Indigenous Knowledge Systems and Practices (IKSPs) and Indigenous Learning Systems (ILS) in the National and Bangsamoro education system, concretized in various aspects of curriculum implementation and education management at all levels of governance, as appropriate.
5. Within the first 10 years (2013-2023), foundational mechanisms and practices were set in place to ensure directions and institutional support for school-level implementation which started in School Year (SY) 2017-2018. Feedback generated in the process of implementation contributed to the possible changes in the regional directions of the MBHTE and provided the basis for succeeding initiatives.

Republic of the Philippines
 Bangsamoro Autonomous Region in Muslim Mindanao
 Ministry of Basic, Higher and Technical Education
 INFORMATION AND COMMUNICATIONS DIVISION
 Office of the Minister
RELEASED

 Control No. 524-10-002-B





Republic of the Philippines
Bangsamoro Autonomous Region in Muslim Mindanao
Ministry of Basic, Higher and Technical Education
Cotabato City



Office of the Minister

6. The pandemic was a major challenge that the IPEd Program hurdled in partnership with IP communities and with the support of local government units (LGUs), civil society partners, and other stakeholders. Enrollment of IP learners during the pandemic was at least at 95 percent compared to pre-pandemic levels. With the rest of the country, IPEd-implementing schools are undergoing the transition towards learning recovery from 2022 onwards.
7. To maximize activities for the observance in relation to the celebration of the first decade of the IPEd Program, divisions with IPEd implementing schools and schools catering to IP learners are strongly encouraged to consider the conduct of the following in their plan of activities:
 - a. A consultation with community elders, leaders, and culture bearers focusing on the assessment of the IPEd Program's first ten years of implementation;
 - b. Focus group discussions with parents of schools serving IP learners to generate feedback and suggestions regarding the implementation of IPEd at the school level; and,
 - c. Focus group discussions with teachers and school heads to assess the effectiveness of school-level implementation (curriculum contextualization and school governance) of the program, including issues and concerns and suggested responses to these concerns.
8. This year's observance of IP Month by IPEd implementing divisions and schools also serves as a contribution of the Ministry to the invitation of the National Commission on Culture and the Arts (NCCA) and the National Commission on Indigenous Peoples (NCIP) to all government agencies in their celebrations.
9. The schools division offices (SDOs), through the IPEd Focal Persons, shall ensure the proper coordination of activities and compliance with the guidance provided in this Memorandum. Expenses incurred relative to the conduct of activities at the school level shall be charged to the school MOOE subject to the usual accounting and auditing rules and regulations.
10. To further support the National Celebration, the Schools Division Offices (SDOs) with schools implementing IPEd Program in the Indigenous Cultural Communities (ICCs) in BARMM are enjoined to design school-based or classroom-based activities focus on how the IPEd program was implemented in the first ten years. Specifically, the SDOs and IPEd-implementing schools and schools catering to IP learners may do the following:
 - a. Integrate in the lesson plans the Indigenous Knowledge Systems and Practices (IKSPs) to be taught to the learners;
 - b. Invite IP Elders/Culture Masters to share in the class about Indigenous practices as part of the lessons;
 - c. Set a storytelling session focusing on Indigenous stories aligned with the topics discussed;
 - d. Hanging of tarpaulins in the SDOs and schools indicating the theme for this year's celebration; and



Republic of the Philippines
Bangsamoro Autonomous Region in Muslim Mindanao
Ministry of Basic, Higher and Technical Education
Cotabato City



Office of the Minister

- e. Teachers and learners in IPed-implementing schools are encouraged to wear their cultural attire on any day of the week for the whole month of October. Schools catering to IP learners are also encouraging them to practice the same.
11. During the conduct of the IP Month Celebration, be guided with the following salient features outlined in DO 51, s. 2014.
12. It is further encouraged that the conduct of these activities, as applicable, should adhere to IP community practices on cultural heritage. Utilize DepEd Order 51, s. 2014 or the Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture as a reference in the implementation of activities to ensure adherence to ethical standards.
13. Indigenous cultural communities, however, have raised key concerns regarding the way their cultural expressions have been projected to the public, some of which are the following:
- a. Cultural expressions have been used for intentions and purposes deemed inappropriate by the community;
 - b. Cultural expressions like artifacts and symbols have been heavily commercialized without regard for symbolic and/or sacred meanings;
 - c. Cultural expressions have been presented in modified form for varied purposes and National intents, without regard for their inherent meanings, resulting in mistaken understanding and misrepresentation of the expressions; and,
 - d. Indigenous knowledge is being tackled in class with interpretations and understanding not validated by the community.
14. The above-mentioned observations resulted in the loss of proper context and erroneous understanding of the community's cultural expressions, leading to the further spread of wrong notions regarding IP cultures nationwide. For the ICCs, the impact is felt among the youth whose practice and understanding of cultural expressions are sometimes based on these popularized erroneous understandings and sensibilities. In some cases, this phenomenon becomes a basis for the loss of confidence in and belongingness to one's indigenous culture.

On Cultural Presentations, Festivals, and Similar Activities

The purpose of the activity should promote cultural sensitivity and respect for cultural diversity.

- a. The activity should promote a dignified appreciation for the community and its culture.
- b. The activity should not commercialize Indigenous culture nor use financial incentives as undue motivation.
- c. The activity should foster an appreciation of the performance or presentation from the standpoint and standards of the community and avoid inappropriate comparison and competition.



Republic of the Philippines
Bangsamoro Autonomous Region in Muslim Mindanao
Ministry of Basic, Higher and Technical Education
Cotabato City



Office of the Minister

- d. Presentations should be appropriate to the purpose or theme of the activity such as conducting the following:
- **Traditional Dance Contest.** Showcasing Indigenous dances that have been passed down through generations
 - **Cultural Attire Showcase.** Celebrating the unique traditional clothing and accessories
 - **Traditional Music Performance.** Featuring Traditional music and playing Indigenous instruments
 - **Storytelling and Folklore Competition.** Preserving their oral traditions through storytelling contests, Oration, and Extemporaneous speech delivered in specific IP language.
 - **Indigenous Games and Sports.** Reviving traditional games and sports of the Tribe that are unique to their culture
 - **Foods and Delicacies Cooking Competition.** Featuring the process of food preparation and cooking of selected IP Delicacies
 - **Quiz Bee.** Assessing how deep the knowledge of the IP learners on the IKSP, ILS by Featuring the History, General Information, Traditional Cultural Practices and Traditions, Arts and Crafts.

15. Prior to the activity, the appropriate process of seeking permission from the community to present aspects of Indigenous culture should be observed.

- a. The purpose and intention of the activity should be clearly and accurately communicated to the community whose cultural expression is to be shared.
- b. The presentation should adhere to the standards and other stipulations of the community.

Authenticity and preparatory concerns in the conduct of the activity should be addressed.

- a. Community participants should be properly briefed about the purpose of the activity and other details (i.e., background of the audience, expectations, venue, and other related concerns).
- b. Participants of the presenting group should be the appropriate and duly chosen representatives of the community.
- c. Resource persons for the activity should be recommended by the community or from the members of the Consultative Advisory Body (CAB).
- d. As much as possible, culture-bearers should be present from planning to execution.
- e. The sacred dimension of the presentations, if any, should be observed (e.g., a ritual that should be done before the presentation).



Republic of the Philippines
Bangsamoro Autonomous Region in Muslim Mindanao
Ministry of Basic, Higher and Technical Education
Cotabato City



Office of the Minister

- f. Adequate preparation time for the presentation, as deemed necessary by the community, should be observed.
 - g. Authenticity of elements of the presentation {e.g., music, instruments, attire, steps/movement) should be given due attention. Availability of needed materials should be considered in deciding whether or not an activity is to be held. The values being communicated by the cultural expression should be maintained.
 - h. Elements of the cultural expression should not be modified and/or exaggerated for the sake of presentation.
 - i. To avoid stereotyping and inappropriate representation, imitating the physical appearance of members of the community as part of a presentation should not be done.
16. The audience should be properly oriented to foster the educational quality of the activity.
- a. The historical background and context of the presentation should be clearly communicated, preferably by a community member designated by the community.
 - b. Opportunity and adequate time for the audience to raise questions and clarifications, if any, should be provided.
- **On the Use of Indigenous Clothing and Related Paraphernalia**
 - a. Indigenous clothing or garments should not be referred to as “costume” since the cultural context of these materials is not for show.
 - b. For teachers and other MBHTE personnel who do not belong to the Indigenous community, the permission of the community should be sought before wearing their indigenous clothing and related paraphernalia. The clothing is to be used in accordance with the community's practice and the meanings they associate with its use (e.g., proper occasion, context, etc.).
 - c. Indigenous clothing and related paraphernalia should not be imitated, used for commercial purposes, or made fun of.
 - **On the Use of Community Artifacts**
 - a. Appropriate permission should be sought before artifacts are used for whatever purpose. In the absence of an opportunity to appropriately seek permission, the use of the artifact/ s should be deferred.
 - b. Appropriate permission should be sought when taking pictures or videos of artifacts.
 - c. Reproduction of artifacts should be decided upon by the community.
 - d. Understanding the origin and proper use of the artifacts should be a prerequisite to their use.
 - e. Sacred artifacts should not be used for presentations and other activities that the community deems to be an inappropriate context for their use.



Republic of the Philippines
Bangsamoro Autonomous Region in Muslim Mindanao
Ministry of Basic, Higher and Technical Education
Cotabato City



Office of the Minister

- **On the Use of Community Symbols**
 - a. The permission of the community should be sought before using the community's symbols.
 - b. Use of symbols, if allowed, should be in accordance with community protocols, standards, and attributed meanings.
 - c. The community's ownership of the symbols should be recognized.
 - **On Publications, Videos, and other Related Materials**
 - a. Appropriate permission should be sought in producing publications, videos, and other related materials (i.e., articles in newsletters, exhibits, posters, multimedia outputs, etc.) to be made about the community.
 - b. Content of materials about the community should promote understanding and respect for the community's culture.
 - c. The final content including visuals (e.g., pictures and artworks) and local terms used should be cleared and validated with the community.
 - d. Appropriate permission should be sought if outputs of community members (e.g., artworks, write-ups, etc.) are to be included in such materials.
17. The above guidelines do not limit additional protocols and standards that specific Indigenous communities may wish to be observed in the course of their engagement with Regional and Division offices and schools.
18. All MBHTE personnel and other learning programs/projects should be guided by the basic principle of Free, Prior, and Informed Consent (FPIC) and respect for cultural integrity.
19. Private learning institutions and education initiatives are also enjoined to observe these guidelines.
20. The SDOs, through the IPEd Focal Persons, shall ensure the proper coordination of activities and compliance with the guidance provided in this Memorandum. Expenses incurred relative to the conduct of activities shall be charged to School MOOE subject to the usual accounting and auditing rules and regulations.
21. Should you have concerns or other inquiries, kindly contact Ms. Imelda S. Sombrito, Regional IPEd Focal Person, at mobile no. 0936-693-7842.
22. For information, guidance, and dissemination.