

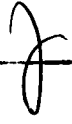
SEVENTEENTH CONGRESS OF THE REPUBLIC)
OF THE PHILIPPINES)
First Regular Session)



Senate
Office of the Secretary

'16 JUL 20 P 3:09

SENATE
S.B. No. 661

RECEIVED BY: 

Introduced by: Senator Paolo Benigno "Bam" A. Aquino IV

AN ACT RECOGNIZING AND INSTITUTIONALIZING INDIGENOUS PEOPLES' EDUCATIONAL SYSTEMS WITHIN THE PHILIPPINE EDUCATIONAL SYSTEMS, ESTABLISHING THE GUIDELINES FOR THE ACCREDITATION, MANAGEMENT, AND EVALUATION OF IP SCHOOLS, APPROPRIATING THE NECESSARY GOVERNMENT FUNDS, FINANCIAL ASSISTANCE, INCENTIVES, AND SUPPORT THEREFOR AND FOR OTHER PURPOSES

Explanatory Note

In the Philippines, the 95 distinct groups of Indigenous Peoples remain among the most vulnerable sectors of society affected by displacement, conflict and poverty. During the recent Pahiyas Festival in Quezon, a young Badjao girl begging for money captured the public's attention shedding light on the issues that IPs continue to face, challenged by instability, living on the fringes of mainstream society.

As a multicultural nation, we must endeavor to develop as an inclusive society that celebrates and promotes diverse identities that exist across the archipelago.

In accordance with RA 8371, the Indigenous People's Rights Act, which recognizes the States duty to promote the "strong expression of the ICCs/IPs for cultural integrity by assuring maximum ICC/IP participation in the direction of education", this bill seeks the creation of an Indigenous Peoples Education Council (IPEDC).

Under the Department of Education, the IPEDC will oversee, control, manage and supervise all IP Schools. The IPEDC will aim to give IP communities ownership of their education so that it may be developed in the context of their cultures, customs, traditions, interests and beliefs and may be used as an instrument for their maximum participation in national development and in ensuring their involvement in achieving national unity.

The IP curriculum shall ensure that learning takes place within the ancestral domains of an IP community and uses culturally appropriate learning standards and methods. Moreover, this bill seeks for the creation of an IP School Regional Accreditation Body

mandated to monitor and give accreditation for schools to be able to issue certificates of IP curriculum completion.

The IPEDC will ensure that adequate financial support from both the public and private sector is available to support the pioneering of IP Schools that will be able to grant scholarships, subsidies and incentives for those who wish to participate in the development of IP Education in any capacity such as curriculum development.

By institutionalizing the educational system of Indigenous Peoples in our nation, we are taking a step toward empowering them, enriching our culture and ensuring that all Filipinos, regardless of ethnicity, can participate meaningfully in Philippine society while maintaining the integrity of their tradition.

In view of the foregoing the approval of this bill is earnestly sought.


Senator Paolo Benigno "Bam" A. Aquino IV

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Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

1 **SECTION 1. Short Title.** — This Act shall be known as the "*Indigenous Peoples'*
2 *Education Systems (IPED SYSTEMS) Act*".

3 **SEC. 2. Declaration of Policy.** — In accordance with the Constitution of the Republic
4 of the Philippines, and pursuant to International Covenants, in force, and which the
5 Philippines has entered into, accepted, and/or ratified:

6 a) The State shall give priority to education, science and technology, arts, culture and
7 sports to foster patriotism and nationalism, accelerate social progress and promote
8 total human liberation and development; Pursuant thereto the State shall promote
9 the right of every individual to relevant quality education regardless of sex, age,
10 creed, socio-economic status, physical and mental conditions, racial or ethnic origin,
11 political or other affiliation. The State shall therefore promote and maintain access
12 to quality education as well as the enjoyment of the benefits of education by all its
13 citizens;

14 b) The State shall protect and promote the right of all citizens to quality education at all
15 levels and shall take appropriate steps to make such education accessible to all;
16 Accordingly, the State in conjunction with the Indigenous Peoples shall take effective
17 measures in order for Indigenous individuals, particularly children, including those
18 living outside their communities, to have access, when possible, to an education in
19 their own culture and provided in their own language;

20 c) The State shall establish, maintain, and support a complete, adequate, and
21 integrated system of education relevant to the needs of the people and society;
22 Consequently, the State shall encourage, recognize and support Indigenous Peoples'

1 Education/Indigenous Peoples' Learning Systems, non-formal, informal, as well as
2 self-learning, independent and out-of-school study programs particularly those that
3 respond to community needs;

4 d) The State shall recognize, respect, and protect the rights of Indigenous Cultural
5 Communities/Indigenous Peoples (ICCs/IPs) to present and develop their cultures,
6 traditions, and institutions. It shall consider these rights in the formulation of
7 national plans and policies. In view thereof:

8 1) The State shall respect and recognize the right of Indigenous peoples to
9 establish and control their educational systems and institutions providing
10 education in their own languages, in a manner appropriate to their cultural
11 methods of teaching and learning;

12 2) The State shall take into account regional and sectoral needs and conditions
13 and shall encourage local planning in the development of educational policies
14 and programs;

15 3) The State shall respect and recognize the right of Indigenous Peoples to
16 revitalize, use, develop, and transmit to future generations their histories,
17 languages, oral traditions, philosophies, writing systems and literatures, and
18 to designate and retain their own names for communities, places, and
19 persons;

20 4) The State shall ensure that education program and services for indigenous
21 peoples shall be developed and implemented in cooperation with them and
22 shall address their special needs, incorporate their histories, Indigenous
23 Knowledge Systems and Practices (IKSP), spirituality, and value systems and
24 will further their social economic and cultural aspirations; and

25 5) The State shall promote the right of the ICCs/IPs to develop themselves
26 within the context of their cultures, customs, traditions, interests and beliefs
27 and recognize education as an instrument for their maximum participation in
28 national development and in ensuring their involvement in achieving national
29 unity.

30 e) The State recognizes the complementary roles of public and private institutions in
31 the educational system and shall exercise reasonable supervision and regulation of
32 all educational institutions;

33 f) The State shall establish and maintain a system of scholarship grants, student loan
34 programs, subsidies and other incentives which shall be available to deserving
35 students, especially the indigenous peoples and the underprivileged, in both public
36 and private schools; and

37 g) The State shall implement programs designed to address the physical, intellectual,
38 psychosocial and cultural needs of learners which shall include programs for the

1 gifted and talented, learners with disabilities, madrasa programs, Indigenous Peoples
2 education programs, programs for learners under difficult circumstances specifically
3 for Indigenous Peoples. The State shall support programs that support education
4 initiatives undertaken through formal, non-formal and informal modalities with
5 emphasis in any of, but not limited to the key areas of: Indigenous Knowledge
6 Systems and Practices, Community History; Indigenous languages, Indigenous
7 Learning Systems and Community Life Cycle Based Curriculum and Assessment;
8 Education Goals, Aspirations, and Competencies specific to the Indigenous Cultural
9 Community; Engagement of Elders and other community members in the teaching-
10 learning process; assessment, and management of the initiative, recognition and
11 continuing practice of the community Indigenous learning system; and the rights and
12 responsibilities of ICCs.

13 **SEC. 3. Objectives.** — The objectives of the IPED Systems Act are:

- 14 a) To recognize and institutionalize the various existing IP Education Systems as part of
15 the National Educational System, thereby realizing a Philippine Educational System
16 that is truly inclusive and respectful of the diversity of learners;
- 17 b) To set up, sustain, and support IP Schools where the curriculum is based on culture,
18 history, and situation of indigenous peoples, where formation of learners is geared
19 at the acquisition of competencies needed to adapt and participate within the larger
20 society, where methods of teaching adhere to IP ways of knowledge management
21 including, but not limited to thematic instead of subject-based teaching framework;
22 holistic and integrated instead of segregated teaching style, and where communities
23 directly manage and provide direction to all school activities, with the elders having
24 a primary role and responsibility for transferring knowledge, and where learning
25 occurs in the context of the everyday living and environment;
- 26 c) To provide Indigenous Peoples with access to basic education that is rooted in the
27 IP's history and culture, is community-driven, deeply values creation, strengthens
28 formation towards self-reliance and assertion of human rights, competence in
29 defending and developing the ancestral domains, and equips the Indigenous person
30 with the capacity/competence to actively participate in mainstream society, be a
31 productive and versatile citizen in the general pursuit of improving the quality of
32 human life; and
- 33 d) Through a system of education planning, to institutionalize a kind of education for
34 IPs that removes all barriers to their meaningful participation in all spheres of society
35 and enables indigenous peoples to respond effectively to changing needs and
36 conditions in society, exercise their rights and duties as Filipino citizens.

37 **SEC. 4. Definition of Terms.** — As used in this Act, the following terms shall mean:

- 38 a) *Ancestral Domains* - all areas generally belonging to the Indigenous Cultural
39 Communities/Indigenous Peoples (ICCs/IPs) comprising lands, inland waters, coastal
40 areas, and natural resources therein, held under a claim of ownership, occupied or

1 possessed by ICCs/IPs, by themselves or through their ancestors, communally or
2 individually since time immemorial, continuously to the present except when
3 interrupted by war force majeure, or displacement by force, deceit, stealth, or as a
4 consequence of government projects or any other voluntary dealings entered into by
5 the government and private individuals/corporations, and which are necessary to
6 ensure their economic, social and cultural welfare. It shall include ancestral lands,
7 forests, pasture, residential, agricultural and other lands, individually owned
8 whether alienable and disposable or otherwise, hunting grounds, burial grounds,
9 worship areas, bodies of water, mineral and other natural resources, and lands
10 which may no longer be exclusively occupied by ICCs/IPs but from which they
11 traditionally had access to for their subsistence and traditional activities,
12 particularly the home ranges of ICCs/IPs who are still nomadic and/or shifting
13 cultivators;

14 b) *Ancestral Lands* - lands occupied, possessed and utilized by individuals, families and
15 clans who are members of the ICCs/IPs since time immemorial, by themselves or
16 through their predecessors-in-interest, under claims of individual or traditional
17 group ownership, continuously, to the present except when interrupted by war,
18 force majeure, or displacement by force, deceit, stealth, or as a consequence of
19 government projects and other voluntary dealings entered into by government and
20 private individuals/corporations including but not limited to, residential lots, rice
21 terraces or paddies, private forests, swidden farms and tree lots;

22 c) *Community Intellectual Rights* - the rights of ICCs IPs to own, control, develop,
23 protect (1) the past, present, and future manifestations of cultures such as but not
24 limited to, archeological and historical sites, artifacts, designs, ceremonies,
25 technologies, visual and performing arts and literature as well as religious and
26 spiritual properties; (2) science and technology including but not limited to human
27 and other genetic resources, seeds, medicine, health practices, resource
28 management systems, agricultural technologies, knowledge of properties of fauna
29 and flora, oral traditions, designs, scientific discoveries, and (3) language, script,
30 histories, oral traditions and teaching and learning systems;

31 d) *Culture* - the way of life, mores, traditions, customs of a community including its
32 following dimensions: physical (sacred grounds, cultural sites, ceremonies,
33 ceremonial objects), societal (traditions, institutions, justice systems, peace building
34 processes, educational systems and language) and technological (Indigenous
35 Knowledge Systems and Practices and Spirituality, IKSPS, genetic resources,
36 literature, design, technologies, sciences) and customary laws which are explicit or
37 implicit rules of conduct of members of society that are generally recognized and
38 accepted for which negative or positive sanctions exists;

39 e) *Culture bearers* - IP elders, spiritual leaders, and all other Indigenous Peoples who
40 live out, witness, exemplify and facilitate the learning of Indigenous Knowledge
41 Systems Practices and Spirituality (IKSPS) and who are the repositories of their
42 people's history, practices, beliefs and knowledge systems as taught to them by their
43 own elders;

- 1 f) *Culture Sensitive* - the quality of being compatible and appropriate to the culture,
2 beliefs, customs and traditions, indigenous systems and practices of the ICCs/IPs;
- 3 g) *Customary Laws* - a body of written or unwritten rules, usages, customs, and
4 practices traditionally and continually recognized, accepted, and observed by
5 respective ICCs/IPs;
- 6 h) *Customs and Practices* - norms of conduct and patterns of relationships or usages of
7 a community over time accepted and recognized as binding on all members;
- 8 i) *Free and Prior Informed Consent* - the consensus of all members of the ICCs/IPs to be
9 determined in accordance with their respective customary laws and practices. free
10 from any external manipulation, interference and coercion, and obtained after fully
11 disclosing the intent and scope of the activity, in a language and process
12 understandable to the community;
- 13 j) *Heritage* - anything possessed as a result of one's natural situation or birth;
- 14 k) *History* - a chronological record of significant events and life stories often including
15 an explanation of their causes, woven into the indigenous peoples' community life
16 and into the bigger story of a nation and the world;
- 17 l) *Indigenous Cultural Communities/Indigenous Peoples (ICC/IPs)* - a group of people or
18 homogenous societies identified by self-ascription and ascription by others, who
19 have continuously lived as organized community on communally bounded and
20 defined territory, and who have under claims of ownership since time immemorial,
21 occupied, possessed and utilized such territories sharing common bonds of
22 language, customs, traditions, and other distinctive cultural traits, and who have
23 through resistance to political, social, and cultural inroads of colonization,
24 non-indigenous religions and cultures, became historically differentiated from the
25 majority of Filipinos. ICCs/IPs shall likewise include peoples who are regarded as
26 indigenous on account of their descent from the populations which inhabited the
27 country, at the time of conquest or colonization, or at the time of inroads of non-
28 indigenous religions and cultures, or the establishment of the present state
29 boundaries, who retain some or all of their own social, economic, cultural and
30 political institutions, but who may have been displaced from their traditional
31 domains or who may have resettled outside their ancestral domains;
- 32 m) *Indigenous Peoples Education Curriculum (IPED Curriculum)* - the appropriate basic
33 education pedagogy, content and assessment which are founded upon the
34 indigenous peoples' ancestral domains, culture and spirituality, and which enables
35 the best possible interface of learning areas, learning resources, environment and
36 processes meant to facilitate their acquisition of IKSPS and universal competencies
37 for meaningful participation in national building and all spheres of life;

- 1 n) *Indigenous Knowledge, Systems and Practices (IKSPs)* - systems, institutions,
2 mechanisms. and technologies comprising a unique body of knowledge evolved
3 through time that embody patterns of relationships between and among peoples
4 and between peoples, the lands and resource environment, including such spheres
5 of relationships which may include social, political, cultural, economic and religious
6 spheres and which are the direct outcome of the indigenous peoples' responses to
7 certain needs consisting of adaptive mechanisms which have allowed indigenous
8 peoples to survive and thrive within their given socio-cultural and biophysical
9 conditions. It can also refer to the system of knowledge generation, storage,
10 transmission and evaluation being kept alive by indigenous peoples in different parts
11 of the world;
- 12 o) *Indigenous Peoples' Education Systems (IPED)* - are systems of knowledge
13 generation, storage, transmission and evaluation, which are rooted in the indigenous
14 peoples' history and culture, heritage and spirituality, and which since time
15 immemorial have been passed down from generation to generation, within the
16 integral context of the indigenous peoples' community life, their ancestral domains
17 and their distinctive identities as peoples, to enable the indigenous person to realize
18 the fullness of his/her dignity and to have adequate competencies to confront and
19 respond to various situations in life including, but not limited to interaction and
20 relationship with societies other than themselves, and ultimately to have the
21 wisdom to discern what is life-giving to live accordingly and contribute to national
22 development, social justice, transformation and wellbeing;
- 23 p) *Indigenous Peoples' Schools (IP Schools)* - are learning institutions or educational
24 institutions that believe, adhere, practice and nurture Indigenous Peoples Education
25 Systems;
- 26 q) *Indigenous Political Structures* - organizational and cultural leadership systems,
27 institutions, relationships, patterns and processes for decision making and
28 participation identified by the ICCs/IPs such as but not limited to Council of Elders,
29 Council of Timuays, Bodong Holders, or any other tribunal or body of similar nature;
- 30 r) *Indigenous Socio Cultural Institutions* - these include the intellectual, spiritual and
31 social dimensions in the culture that are interlinked and practiced as one integral
32 system. The intellectual dimension pertains to the promotion of important values for
33 the common good and the transmission of accumulated knowledge to the younger
34 generation; the spiritual dimension relates to the practice of rituals, beliefs, and
35 other cultural activities which are expressions of recognition and respect for their
36 ancestors and the environment; the social dimension refers to traditional practices,
37 values and principles that are important to the IP community for their collective
38 survival (eg. Principle of collective work, cooperation, and mutual assistance among
39 community members-that enables them to be more resilient as they collectively
40 address their issues and define their coping mechanisms;
- 41 s) *Natural Resources* - life support systems such as, but not limited to the sea, coral
42 reefs, soil, lakes, rivers, streams and forests as well as useful products found therein

- 1 such as minerals, wildlife, trees and other plants, including the aesthetic attributes of
2 scenic sites that are not man-made;
- 3 t) *Non-Government Organizations (NGOs)* - a private, non-profit voluntary
4 organizations that have been organized primarily for the delivery of various services
5 to the ICCs/IPs and have an established track record for effectiveness and
6 acceptability in the community served;
- 7 u) *Peoples' Organizations (POs)* - a private non-profit voluntary organization of
8 members of an ICC/IP community which is accepted as representative of such
9 ICCs/IPs;
- 10 v) *Private Schools* - educational institutions maintained and administered by private
11 individuals or groups;
- 12 w) *Public Schools* - educational institutions established and administered by the
13 government;
- 14 x) *Schools* - duly established institutions of learning or educational institutions;
- 15 y) *Spirituality* - indigenous peoples' expressions and practices relating to their respect,
16 relationship and responsibilities towards U1eir Creator, ancestral domain and
17 community that nurtures, protect and promote life; and
18
- 19 z) *Sustainable Traditional Resource Rights* - the rights of ICCs/IPs to sustainably use,
20 manage, protect and conserve (1) land, air water and minerals, (2) plants, animals
21 and other organisms, (3) collecting, fishing and hunting grounds, (4) sacred sites, and
22 (5) other areas of economic, ceremonial, and aesthetic value in accordance with
23 their indigenous knowledge, beliefs, systems and practices (IKSPs).

24 **SEC. 5. *The Indigenous Peoples' Community.*** — The Indigenous Peoples' Community
25 comprises all communities located within the territorial bounds of an Ancestral Domain. It
26 may also refer to established IP communities in civil reservations. resettlement areas or
27 other places where Indigenous peoples have migrated. The IP Community shall have the
28 following rights and responsibilities:

- 29 a) All aspects in the management of an IP Education Program, including curriculum,
30 privilege the voices of the community where an IPED program is being implemented;
- 31 b) The right to negotiate with others in all matters pertaining to IP education rests with
32 the community through their own decision-making processes and consensus building
33 mechanisms. to ensure that the expected outcomes of the IP Education will truly
34 respond to their collective aspirations; and
- 35 c) The IP community shall accept the responsibility for educating the whole community
36 not just the learners. This means readiness to utilize and develop resources available

1 to help meet education needs including human and material resources,
2 organizations and institutions at all levels.

3 **SEC. 6. Indigenous Peoples' Education System (IPED Systems).** — Indigenous
4 Peoples' Education Systems (IPED Systems) are systems of knowledge generation, storage,
5 transmission and evaluation, which is rooted in the Indigenous Peoples' history, culture,
6 heritage and spirituality, and which since time immemorial had been handed down from
7 generation to generation within the integral context of the indigenous peoples'
8 community life, their ancestral domains/ territories, and their distinctive identity as
9 peoples, to enable the Indigenous person to realize the fullness of his/her dignity as a
10 person, fulfill his/her roles as a member of the Indigenous communities, to have adequate
11 competencies to confront and respond to various situations in life including but not limited
12 to interaction and relationships with societies other than theirs, and to ultimately have the
13 wisdom to discern what is life-giving and to live accordingly.

14 **SEC. 7. Integral Components of IPED Systems.** — The following are the integral
15 components of IP Education Systems:
16

17 a) The Philosophy, Foundational Principles, Values and Characteristic of IPED System
18 rest upon the belief that Indigenous culture, history, heritage and spirituality are the
19 foundation of which an integrated sense of self and identity is built. Mainstream
20 competencies, learning processes and worldview are learned to enable the
21 Indigenous Peoples to engage in contemporary times.

22 b) Teaching and Learning Processes in the IPED System include the following:

- 23 1) IP Learners: In the IP Education Systems IP learners are formed in the ways of
24 the ancestors and in competencies, which will enable them to interact with
25 contemporary mainstream society;
26 2) IP Education Teachers: Are learning facilitators, the core of whom comprise
27 the elders in the community. The IPED Teacher is one who is capable of
28 appreciating and discerning the IP perspective, has a deep understanding of
29 the ancestral domains and culture, the learners under her/his care, the
30 learners' families and their community;
31 3) IPED Instructional Setup: The use of the Indigenous Peoples' own language as
32 the medium of instruction, teaching and learning processes in imparting
33 knowledge and information are a conditions sine qua non in the IP Education
34 process. The school calendar and activities follow the pattern of community
35 life. Knowledge products and tools are generally derived from the
36 environment and are based on IP learning systems. School structures follow
37 indigenous architecture, orientation and preferences.

38 c) IPED Curriculum and Evaluation process:

- 39 1) IPED Curriculum is thematic and modular is based on indigenous knowledge
40 systems and practices, it mirrors the IP life—including present realities,
41 culture, history, heritage and spirituality. It is developed with the community

1 taking a proactive and central role. It enables the learner to acquire both
2 indigenous and mainstream competencies, learning processes and
3 worldviews with the end goal of enabling the learner to have the wisdom to
4 discern what is life-giving and to live accordingly; and

5 2) Evaluation process: The IP community will have a central role in testing and
6 evaluation processes. These processes will adhere to the IP's system of
7 evaluation without dismissing the usefulness and benefits from recent tools
8 and methods as appropriate in different situations.

9
10 d) School Management: IP communities as the primary owners shall have control and
11 active participation in the management of IP schools, without prejudice to the
12 support as may be requested from public and private partner individuals or
13 institutions. Transparency and accountability to the community is the foremost
14 attribute of the school management system.

15 **SEC. 8. The Indigenous Peoples Education Community.** — The IP Education
16 Community refer to those persons, groups of persons as such, or associated in institutions
17 involved in organized teaching and learning processes. The IP Education Community include
18 the IP Community, the Elders in the community, Parents or Guardians of IP learners, the IP
19 learners, IPED teachers, and school personnel including school administrators, teaching
20 staff, non-teaching personnel, the IP School Accreditation Body and the IPED Council.

21 a) Elders as Culture Bearers in the Community - The elders as culture bearers in the
22 community ensure the integrity of their cultural heritage, they are key in ensuring
23 the continuity of the IP way of life. They form the core of IPED teachers. Elders in the
24 community include Leadership structures that keep the indigenous community intact
25 and functional and are recognized and respected as such by the community. The
26 Elders as culture bearers have the following powers and roles in relation to IP
27 Education System:

- 28 1) Elders as active knowledge managers in the teaching and learning process: Elders
29 are the acknowledged repositories of their people's history, practices, beliefs,
30 and knowledge systems having faithfully and truthfully practiced these as taught
31 them by their own elders. In the education process. the elders, culture bearers
32 shall not only provide and validate information but also facilitate learning; and
33 2) They shall be actively involved in whole cycle of IPED curriculum development
34 from conceptualization and implementation, to monitoring, evaluation and
35 revision.

36 b) Parents or Guardians - Parents or guardians are the biological parents, or any other
37 person, head of the institution, which has custody over an IP learner. Parents shall
38 have the following rights and responsibilities in relation to the IPED System/Program.

- 39 1) Parents or Guardians have the right, both by themselves and as a member of the
40 IP community, to participate in the planning and implementation of the total
41 school program;

- 1 2) Parents or Guardians have a right to any official record directly relating to the
2 children/minors who are under their parental responsibility; and
3 3) Parents or Guardians have the responsibility to uphold the IP education system
4 and processes, and to promote the vision-mission of the IP School.

5 c) The IP Learners or Students - These are members of an Indigenous Peoples'
6 community who accept and participate in Indigenous ways of knowing, learning and
7 thinking. Indigenous learners shall have the following rights and duties:

- 8 1) Participate in learning activities and receive basic education, which enable
9 him/her to acquire both indigenous and mainstream competencies, learning
10 process, and worldviews that will enable him/her to actively participate in
11 society and be a productive and versatile citizen in the general pursuit of
12 improving the quality of human life;
13 2) The right to free expression of opinions, suggestions, and to effective channels of
14 communication with appropriate academic and administrative bodies of the
15 school or institution;
16 3) The right to guidance and counseling, access his own school records, to be issued
17 official certificates, diplomas, grade, transfer credentials and other similar
18 documents upon request;
19 4) The right to be free from involuntary contributions except those imposed by
20 their own community;
21 5) The duty to exert his utmost to develop his/her potentials for service, exercise
22 his rights responsibly in the knowledge that he/she shall be answerable for any
23 infringement or violation of the public welfare and the rights of others;
24 6) Participate actively in the promotion of the general welfare, particularly in the
25 social, economic and cultural development of his/her community, their ancestral
26 domains, in the attainment of a just and orderly society; and
27 7) Promote and maintain peace and tranquility of the school/community by
28 observing rules of discipline and by exerting efforts to attain harmonious
29 relationships with his/her fellow learners, the teachers and other school
30 personnel.

31 d) IPED Teachers/Learning Facilitators - IPED Teachers/Learning Facilitators may be IPs
32 themselves or non-IPs who facilitate the transmission of knowledge, values and skills
33 through indigenous learning processes. It shall be the duty and responsibility of IPED
34 Teachers/Learning Facilitators to:

- 35 1) Zealously endeavor to understand and appreciate the IP perspective and
36 aspirations, values and beliefs, worldview, ancestral domains, culture, the
37 learners under their care the learners' families and communities. To help
38 teachers imbibe, understand and appreciate IKSPS. It shall be mandatory for
39 teachers in IP Schools to participate in community immersions at least once
40 every school year. Such immersion programs shall be developed, implemented
41 and evaluated in coordination with the elders and leaders of the community;
42 2) Nurture the capacity of IP learners to learn from their own experiences (including
43 dreams) from creation and from the community and ancestral domains;

- 1 3) Participate meaningfully in community life in a manner that is appropriate,
2 sensitive to and respectful of community processes;
- 3 4) Perform his/her duties to the school by discharging his/her responsibilities in
4 accordance with the philosophy, goals and objectives of the IP School;
- 5 5) Participate as an agent of constructive social, economic, moral, intellectual,
6 cultural and political change in the school and in the community within the
7 context of the community's own values and priorities for development; and
8 6) Render reports and to prepare scholastic ratings when appropriate.
- 9 e) Other IP School Personnel - Other School Personnel are all other non-academic staff
10 needed for effectively running an IP School. All IP School Personnel shall:
- 11 1) Zealously endeavor to understand and appreciate the IP perspective, values and
12 beliefs, ancestral domains, culture, the learners under their care the learners'
13 families and communities; and
14 2) Perform their duties and responsibilities in accordance with the philosophy, goals
15 and objectives of the IP School/ the community where it is established.
- 16 f) The School Administrator - Together with the community concerned, the school
17 administrator shall ensure the efficient and effective administration and
18 management of the IP School. The School Administrator shall assume and maintain
19 professional behavior in his work, in dealing with learners, elders, teachers,
20 academic and non-academic staff, parents and guardians of the learners.
- 21 g) IP School Regional Accreditation Body - The IP School Accreditation Body shall be
22 composed of at least three (3) IP elders where the school shall be located, a regional
23 DepEd representative, a representative from DepEd National Office- Indigenous
24 Peoples Education Office (IPSEO), and a member of the IPED Council. Accreditation
25 bodies shall enforce a permitting system for IP Schools in the Region, and upon its
26 judicious determination and assessment of the requirements submitted by the
27 applicant shall issue to the applicant school the authorization to operate; and
- 28 h) The IPED Council - The IPED Council, which shall be established within the
29 Department of Education, will be the primary body that will oversee, control,
30 manage, and supervise all IP Schools. The IPED Council shall formulate a Recognition
31 System for IP Schools, shall formulate appropriate policies, rules and regulations
32 governing teaching and learning processes, curriculum, evaluation and management
33 of IP Schools, shall deliberate, adopt and implement the National IPED Program of
34 the Department of Education. It shall be composed of the DepEd Secretary or his
35 duly appointed representative, one (1) IP representative from each of the seven (7)
36 ethnographic regions, one (1) IP representative from an IPED School for each of the
37 islands of Luzon, Visayas (including Panay, Negros, Palawan, Romblon and Mindoro),
38 and Mindanao, the Director of the Office of Education Culture and Health of the
39 National Commission on Indigenous Peoples, and three (3) representatives of the
40 Civil Society Groups engaged in IP Education.

1 **SEC. 9. Indigenous Peoples Education Curriculum.** — IPED Curriculum is the
2 appropriate basic education pedagogy, content and assessment, which integrates the
3 indigenous peoples' IKSPs in all learning areas and processes, and provides adequate and
4 culturally appropriate learning resources and environment.

5 The IP Education Curriculum promotes and deepens the valuing of the ancestral
6 domains as wellspring of life and knowledge, and enables learners to perform their sacred
7 calling as nurturers of creation. The Indigenous Education Curriculum likewise:

- 8 a) Strengthens the capability of learners to face the threats against the ancestral
9 domains;
- 10 b) Recognizes as pillar, the wisdom of the elders and leaders of the concerned
11 indigenous community;
- 12 c) Distills the indigenous culture through continuing research, reflections and decision -
13 making together with the elders and the community; and
- 14 d) Recognizes all community members as facilitators of learning and all events as
15 leading to learning moments.
- 16 e) Recognizes all community members as facilitators of learning and all events as
17 leading to learning moments.
- 18 f) Recognizes all community members as facilitators of learning and all events as
19 leading to learning moments.

19 The IPED Curriculum shall have the following features:

- 20 a) Rooted in the ancestral domain and its Indigenous cultural institutions. The IPED
21 curriculum must view the ancestral domain as its central focus so that this legacy
22 and the IP culture as a whole will continue to survive and be sustained;
- 23 b) Embodies the sacredness of transmitting IKSPs which underscores spirituality that is
24 imbedded in all aspects of IP life;
- 25 c) Revitalizes, regenerates, strengthens and enriches IKSPs, Indigenous learning
26 systems and Indigenous language. Indigenous language (and in some cases, the
27 system of writing) shall be used as the language of learning first before the regional
28 lingua franca. Consequently, instructional materials shall be written in the
29 Indigenous language and the content shall be on the community's culture, history,
30 beliefs and practices;
- 31 d) Affirms and strengthens IP identity. The content, strategies and methodology shall
32 focus on the community values cherished and practiced for generations;
- 33 e) Focuses on cultural competencies and other types and forms of knowledge,
34 concepts, and skills attuned with the needed life-long learning values and
35 competencies for the development and protection of ancestral domains, their
36 culture and the advancement of IP rights and welfare. The curriculum shall enable
37 the IP learner to actively engage in shaping the community's future without losing
38 track of their identity and cultural heritage;

- 1 f) Allows the whole community to discern new concepts that will contribute to the
2 community's integrity while building new relations with the broader society.
3 Curriculum review and revision that incorporates new knowledge, approaches and
4 methodology shall be the concern of everyone in the community;
- 5 g) Uses instructional materials and resources that are culture-based and culture-
6 sensitive, this is ensured through the participation of the whole community in
7 curriculum development;
- 8 h) Utilizes the whole ancestral domains as a learning space. Classes shall not be limited
9 to physical structures as rooms but in the IPs' natural environment.

10 The dynamic process of curriculum development, review, revision and validation
11 shall be based on systematic and sustained consultations with IP communities, provided
12 that customary processes and practices of giving Free, Prior and Informed Consent (FPIC)
13 shall strictly be observed when other institutions/personalities outside the IP community
14 are involved. Provided further, that the process shall be well conceptualized and planned
15 taking into consideration the community's flow of life and cultural values and practices.

16 IP communities shall be actively engaged in all aspects of management,
17 implementation, monitoring and evaluation of the IPED curriculum to ensure that it
18 appropriately integrates the special needs, histories, identities, language, indigenous
19 knowledge, systems and practices, and other aspects of the IPs' culture, as well as their
20 social, economic and cultural priorities and aspirations.

21 The implementation of an IPED curriculum shall benefit from the support of other
22 institutions and civil society organizations. These organizations may participate in any
23 aspect of the curriculum development process, provided that their participation is with the
24 Free and Prior Informed Consent of the IP community concerned, provided further that the
25 support to be provided must be based on community aspirations and shall be in accordance
26 with the community processes and framework, shall be non-prescriptive; and provided
27 finally that partnerships and linkages shall undergo a consultative participatory process the
28 mechanisms of which shall be anchored on IP values and practices.

29 Assessment shall measure IKSPs competencies and appropriate forms of knowledge,
30 concepts and skills. The assessment process including methods and tools shall be culture-
31 based, anchored on IP community values, and appropriate to the competencies being
32 measured. Knowledge application is key in measuring learning that has taken place. This is
33 consistent with the IP view that learning happens anywhere, anytime and is designed to
34 protect and nurture their culture, accordingly, assessment shall:

- 35 a) Be viewed as part of the IP's living culture;
- 36 b) Curriculum implementers shall apply the community's assessment methods and
37 systems of measuring competencies and values learned using its accepted set of
38 standards or levels; and
39

1 c) The design of the assessment tools shall address the needs and concerns of the
2 community and must be done with the active participation of the IP Community.

3 Cultural and traditional practices of the indigenous community shall be taken into
4 consideration in determining the school calendar. Provided however, that the required
5 number of calendar days of a school year must be adhered to.

6 **SEC. 10. Establishment and Accreditation, Recognition of, and Support for**
7 **Indigenous Peoples Schools (IP Schools).** — Indigenous Peoples Schools (IP Schools) are
8 learning institutions or educational institutions that believe, adhere, practice and nurture
9 Indigenous Peoples' Education Systems. These may be private or public schools. Private IP
10 Schools are educational institutions established and administered by private individuals or
11 groups while Public IP Schools are established and administered by the government.

12 IP Schools may be established by either private institutions or government through
13 any of its agencies or instrumentalities provided that the establishment of the school in an
14 ancestral domain or IP community shall be with the free and prior informed consent of the
15 IP community concerned.

16 Indigenous Peoples in ancestral domains where the school is located shall be the
17 primary owners of IP Schools, provided that Indigenous Peoples may allow and seek support
18 from public and private institutions such as religious groups and mission boards and
19 foundations.

20 Accreditation bodies for IP schools shall be created in all the ethnographic regions
21 established under the Indigenous Peoples' Rights Act, including: Cordillera Administrative
22 Region and Region 1, Region 2, the rest of Luzon, island groups, Eastern and Southern
23 Mindanao, Central Mindanao and Northern and Western Mindanao. Accreditation bodies
24 for IP Schools shall be composed of at least three (3) IP elders where the school shall be
25 located, a regional DepEd representative, a representative from DepEd National Office-
26 IPsEO, and a member of the IPED Committee. Accreditation bodies shall enforce a
27 permitting system for IP schools, and upon its judicious determination and assessment of
28 the requirements submitted by the applicant shall issue to the applicant school the
29 authorization to operate.

30 All applications for accreditation of IP Schools shall be submitted to the appropriate
31 accreditation body for the ethnographic region where the school is established (if already
32 operating) or where it is to be established. The Applicant shall submit the following:

- 33 a) The written free and prior informed consent of the community/Resolution where
34 the school is to be/is established, coured through their existing, recognized
35 Indigenous Political Structure/Leadership, including the minutes of the consultations
36 conducted pertinent to the FPIC process of the concerned IP community;
37
38 b) A written undertaking that the IP School will operationalize the IPED System with all
39 its integrated components (Philosophy, Teaching and Learning Processes,
40 Curriculum, Assessment and Management);

1
2 c) Copy of the IPED Program that the school is intending to implement, or
3 implementing, if the school already exists; and

4 d) The internal organization of the school and its manual of operations, which shall
5 include, among others, the manner of settling any disputes, which may occur
6 involving its personnel and staff and/or the IP Community, concerned.

7 In the interim that the Permitting System for IP Schools is being created, Department
8 Order No. 42 series of 2004 of the Department of Education, entitled "Permit to Operate
9 Primary Schools for Indigenous Peoples and Cultural Communities" shall be used to accredit
10 IP schools.

11 IP Schools are encouraged to register with the Department of Education for
12 mainstreaming in the educational system. Such registration shall be effected by recognition.
13 A System for Recognition will be instituted in the Department of Education, the conditions
14 for the grant of recognition, for its cancellation and withdrawal and other related matters
15 shall be set by the IPED Council which shall be created in the Department of Education
16 within one year after the enactment of the IPED Systems Act.

17 The issuance of a certificate of recognition to an IP School shall have the following
18 effects:

- 19 a) Transforms the permit/accreditation issued by the Regional Accreditation Body to a
20 permanent authorization to operate;
21 b) Entitles the school to give the students who have completed their course a
22 certificate or diploma; and
23 c) Entitles the students who have graduated from such recognized schools to all the
24 benefits and privileges enjoyed by graduates in similar courses of studies in all
25 schools recognized by the government.

26 The control and administration of IP schools shall be vested primarily with the
27 indigenous peoples subject to such lawful and reasonable supervision and regulation of the
28 Department of Education.

29 IP Schools shall be under the Supervision and Regulation by the Department of
30 Education, through an IPED Council which shall be established therein within a year after
31 the enactment of this law.

32 **SEC. 11. IPED Council.** — There shall be created within the Department of Education
33 an IP Education Council (IPED Council), which will be the primary body that will oversee,
34 control, manage and supervise all IP schools. The IPED Council shall be composed of the
35 following:

- 36 a) The DepEd Secretary or an alter ego from the Office the Secretary duly designated by
37 the Department Secretary;

- 1 b) One IP representative from each of the seven (7) ethnographic regions, chosen by
2 the concerned IPs in a culturally appropriate process, who shall serve a term of three
3 (3) years, unless otherwise removed by the body that choose him or any other
4 circumstance preventing him to perform his duties;
- 5 c) One Indigenous Person representing an IPED School or Institution for each of the
6 islands of Luzon, Visayas (including Panay, Negros, Palawan, Romblon and Mindoro
7 Oriental and Mindoro Occidental), and Mindanao, who shall be chosen in an
8 appropriate process from IPED Schools/Practitioners in the island, and who shall
9 likewise serve a term of three (3) years, unless otherwise removed by the body that
10 chose him, or any other circumstance preventing him to perform his duties;
- 11 d) The Director of the Office of Education, Culture and Health of the National
12 Commission on Indigenous Peoples (NCIP); and
- 13 e) Three (3) representatives of the Civil Society Groups engaged in IP Education.

14 **SEC. 12. Functions of the IPED Council.** — The IPED Council shall be convened by the
15 DepEd at least once every quarter. The IPED Council shall formulate the Permitting and
16 Recognition System for IP Schools; formulate appropriate policies, rules and regulations
17 governing teaching and learning processes, curriculum, evaluation and management of IP
18 Schools; deliberate, adopt and implement the National IPED Program of the Department of
19 Education.

20 **SEC. 13. Inter-agency Multi Sectoral Collaboration in the Implementation of IPED**
21 **Systems/IP Schools.** — The DepEd and the IPED Council in collaboration with the NCIP, Civil
22 Society Organizations (CSOs) and Indigenous Peoples' Organizations (IPOs) shall maximize,
23 but shall not be limited to, existing inter-agency/multi stakeholder basic education related
24 structures at all levels as mechanism to coordinate, formulate policies, undertake social
25 mobilization and advocacy, mobilize resources, and monitor and evaluate IP education
26 interventions and initiatives. The DepEd in consultation with the IPED Council, shall organize
27 consultations and dialogues as needed to periodically review the implementation of the
28 IPED Program, other policy directives and interventions that will ensue from it.

29 **SEC. 14. Appropriation of Government Funds, Financial and Technical Assistance,**
30 **Incentives and Support for IP Schools.** — Pursuant to the declared policy of the State that
31 the national government shall contribute to the financial support of education programs in
32 accordance with the goal of education as declared in the Constitution, IP schools whether
33 private or public, shall receive from the national government financial assistance and other
34 forms of incentives for the school, its teachers and learners.

- 35 a) Public IP Schools shall continue to be funded primarily from national funds:
36 provided, that local governments shall be encouraged to assume operation of local
37 public schools on the basis of national fund participation and adequate revenue
38 sources which may be assigned by the national government for the purpose; and
- 39 b) Private IP Schools may be provided with aid by the national government in
40 recognition of their complementary role in the education system. Such aid shall be in
41 form of grants or scholarships, or loans from government financial institutions.

1 To enable the Government to make available IP Education Systems to all areas
2 where IPs are present, private IP School operators shall be contracted to provide services to
3 public IP Schools subject to qualification by the IPED Council; *Provided* that such service
4 contract shall include payment of the salaries of teachers and other school personnel that
5 will be involved in providing the service, provided further that the salary shall not be below
6 the prevailing legal statutory wage applicable in the region.

7 Any private IP School duly recognized by the government, may receive any grant and
8 legacy, donation, gift, bequest or devise from any individual, institution, corporation,
9 foundation, trust or philanthropic organization, or research institution or organization as
10 may be authorized by law. Furthermore, private IP schools are authorized to engage in any
11 auxiliary enterprise to generate income primarily to finance their educational operations
12 and or reduce the need to increase student fees.

13 The DepEd shall ensure that adequate financial support sourced from various
14 sources such as but not limited to the agency's regular annual budget, Special Fund from the
15 Office of the President of the Philippines, the LGU's Special Education Fund (SEF) and
16 education projects are readily available to IP Schools and other IPED implementing entities
17 to ensure smooth implementation and sustainability of IPED services.

18 In recognition of the complementary roles of public and private educational
19 institutions in the education system and the invaluable contribution that private schools
20 have made and will make to education, the State shall provide the mechanisms to improve
21 quality in private education by maximizing the use of existing resources of private
22 education, recognizing in the process the government responsibility to provide basic
23 elementary and secondary education as having priority over its function to provide for
24 education, financial assistance shall be extended to students and teachers in Private IP
25 Schools, consisting of the following:

- 26 a) tuition fee supplements for students;
- 27 b) textbook and learning resources assistance scholarships;
- 28 c) education loan fund; and
- 29 d) teachers' assistance fund

30 All eligible students in private IP schools shall be entitled to tuition fee supplements
31 from the government consisting of an absolute amount not lower than 70% of the average
32 prevailing tuition fee rates of private schools in the region for each equivalent grade level.

33 The Department of Education shall allocate at least 10% of its funds every year for
34 textbooks and learning materials for IPED.

35 The Department of Education, National Commission on Indigenous Peoples,
36 Department of Science and Technology (DOST), Department of Labor and Employment
37 (DOLE) through the Technical Education and Skills Development Authority (TESDA) and
38 other government agencies government controlled corporations shall allocate funds for
39 scholarship grants for Indigenous Peoples in an amount equivalent to not less than 20% of

1 any of its funds available for such purpose; *Provided* that in the case of NCIP the full amount
2 shall be appropriated.

3 Education Loans and Teachers' Assistance Grants shall be made available to IPED
4 Teachers and Learning Facilitators in accordance with such rules as may be established by
5 the IPED Council Revenues and Assets: All revenues and assets of IP schools established as
6 nonprofit educational institutions used actually, directly, and exclusively for educational
7 purposes shall be exempt from taxes and duties. Upon the dissolution or cessation of the
8 corporate existence of such institutions, their assets shall be disposed of in the manner
9 provided by law.

10 Proprietary IP schools including those cooperatively owned, may likewise be entitled
11 to such exemptions subject to the limitations provided by law including restrictions on
12 dividends and provisions for reinvestment.

13 Subject to conditions prescribed by law, all grants, endowments, donations, or
14 contributions used actually, directly, and exclusively for education purposes shall be exempt
15 from tax.

16 **SEC. 15. *Establishment of Basic Information System.*** — As part of its Basic Education
17 Information System (BEIS), the DepEd offices and units shall be directed to gather, in an
18 appropriate and timely manner, and in coordination with the concerned indigenous
19 peoples' community, relevant data needed from schools, learning centers, and education
20 programs and projects that shall guide the formulation, implementation and evaluation of a
21 national IP Education Program.

22 **SEC. 16. *Promotion of IP Learning Systems in non IP Schools.*** — The Department of
23 Education shall give due recognition to and promote the sustainability of Indigenous
24 learning systems, consequently, in all non-IP Schools where the school population includes a
25 sizeable number indigenous peoples, the DepEd shall encourage the adoption of culturally-
26 sensitive education pedagogy, content, and assessment through the integration of
27 Indigenous Knowledge Systems and Practices in all learning area and processes. Moreover,
28 the DepEd shall prioritize the further development and implementation of the following in
29 schools, learning centers, and other learning services with enrolled IP learners:

- 30 a) Mother tongue-based multilingual education (MTB-MLE);
31 b) Culture responsive education for sustainable development; and
32 c) Alternative modes of instructional delivery and assessment schemes to address
33 the peculiar needs of IP learners.

34 **SEC. 17. *Priority of IP Teachers/Learning Facilitators for Teaching Positions in IP***
35 ***Public Schools.*** — Indigenous persons shall be given priority for teaching positions in IP
36 Public Schools, provided that the licensure requirement shall be waived when the IP teacher
37 will be posted to teach in IP schools within their own ancestral domains. *Provided* finally,
38 that all IP School teachers and learning facilitators shall undergo licensure examinations at
39 such time that a licensure process for IP teachers shall be set and adopted by the IPED
40 Council.

1 **SEC. 18. Support for Indigenous Persons Desiring to Enter the Teaching Profession.**

2 — The DepEd shall encourage and mobilize support for members of IP communities, who
3 may wish to enter the teaching profession, help them complete the necessary academic
4 preparation and satisfy professional licensure requirements.

5 **SEC. 19. Teacher Education and Development Policies.** — The DepEd shall review,

6 harmonize, and align its non-IP teacher education and development policies consistent with
7 the National Competency-Based Teacher Standards (NCBTS), MTB-MLE Policy, Localization
8 Law or Republic ` No. 8190, and other relevant laws and issuances to support affirmative
9 action responding to the learning needs of IP learners. The DepEd in collaboration with the
10 IPED Council shall set the Professional Licensure Requirement for IPED Teachers. For this
11 purpose, a Licensure Examination/Testing Standards/Package shall be developed for IPED
12 teachers and learning facilitators.

13 **SEC. 20. Affirmative Action to Eradicate All Forms of Discrimination Against IP in
14 the Entire Philippine Education System.** — Within the framework of maintaining inclusive

15 and effective learning environments, the DepEd shall nurture, among all learners and DepEd
16 teaching and non-teaching personnel, respect for human rights and cultural diversity.
17 Accordingly, all concerned DepEd offices and units shall ensure that textbooks,
18 supplementary learning materials, and other learning resources are free from discriminatory
19 content and erroneous accounts, description and visual depictions, which misinterpret the
20 history and culture of IPs and/or do not adequately acknowledge them. To promote greater
21 awareness and appreciation of the IPs cultural heritage and history - an integral yet often
22 neglected part of the Philippines national history and heritage-these shall be given due
23 recognition and appropriately integrated in the learning content of schools and learning
24 programs. DepEd shall actively promote compliance with this policy among private schools
25 and other private institutions of learning.

26 **SEC. 21. Implementing Rules and Regulations.** — Within sixty (60) days from the

27 effectivity of this Act, Department of Education and an ad hoc IPED Council, in collaboration
28 with the NCIP, NCCA, DILG, and other relevant government agencies, shall promulgate the
29 necessary rules and regulations for the effective implementation of this Act. Provided that
30 the ad hoc IPED Council shall be composed of three (3) representatives each from the seven
31 (7) ethnographic regions to be chosen by representatives from the ethnographic region
32 convened for the purpose of choosing the representative to the ad hoc IPED Council, one (1)
33 representative of IP Schools from each of the major islands, Luzon, Visayas (Panay, Negros,
34 Palawan, Mindoro and Romblon) and Mindanao, to be chosen by representatives of IP
35 Schools in the island convened for the purpose of choosing their representative to the ad
36 hoc IPED Council, and five (5) CSO representatives who are engaged in IP Education
37 Programs, as may be invited by the Department of Education; Provided that these CSOs
38 have been actively involved in the crafting of the National Framework for IPED.

39 **SEC. 22. Transitory Provision.** — In abeyance of the establishment of the permitting

40 system for IP Schools, the DepEd Order No. 42, series of 2004, entitled "Permit to Operate
41 Primary Schools for Indigenous Peoples and Cultural Communities" shall remain as the
42 guide for the registration and accreditation of IP Schools.

1 **SEC. 23. Appropriations.** — To implement the provisions of this Act, the amount of
2 seven hundred million pesos (700,000,000.00) per year for ten (10) years is hereby
3 appropriated to the Department of Education for the Indigenous Peoples Education Systems
4 Program, to be included in the General Appropriations Act. A supplementary appropriation
5 in the amount of twenty million pesos (20,000,000.00) from the gross receipts of travel tax
6 of the preceding year shall be provided to the Indigenous Peoples Education Program of the
7 DepEd as a reserve fund for every year of operation immediately upon approval of this Act.
8 This shall be used to augment funding for auxiliary aids and services.

9 **SEC. 24. Saving Clause.** — This Act will not in any manner adversely affect the rights
10 and benefits of the ICCs/IPs under Conventions, Recommendations, International Treaties,
11 Protocols, National Laws, Awards, Customs and Agreements.

12 **SEC. 25. Separability Clause.** — Should any provision herein be declared
13 unconstitutional, the same shall not affect the validity of the other provisions of this Act.

14 **SEC. 26. Repealing Clause.** — All laws, decrees, orders, rules, and regulations or
15 other issuances or parts inconsistent with the provisions of this Act are hereby repealed or
16 modified accordingly.

17 **SEC. 27. Effectivity.** — This Act shall take effect fifteen (15) days after its publication
18 in the Official Gazette or in any two (2) newspapers of general circulation in the Philippines.

19 *Approved,*