

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

FIFTEENTH CONGRESS

Third Regular Session

House Bill No. 6744

**INTRODUCED BY REPRESENTATIVES NANCY A. CATAMCO AND
TEDDY BRAWNER - BAGUILAT**

EXPLANATORY NOTE

We have over one hundred ethnic groups all over Luzon, Visayas and Mindanao and collectively, our indigenous peoples compose roughly fifteen percent of our country's population. These indigenous peoples possess their distinct cultures, beliefs and traditions which set them apart from mainstream Filipinos and is the source of our nation's cultural heritage.

As time goes, however, our knowledge and appreciation of our ancestors' ethnic culture and traditions is dissipating. Especially in this age of information and communication technology (ICT), our Filipino youth is knowing less and less of their roots and origins.

For instance, in an interview of a known youth personality during an event organized by the National Commission for Culture and Arts which aimed to promote cultures of indigenous peoples, it was readily shown that the youth of today has completely lost knowledge and appreciation of our indigenous cultures. The news report stated:

"At the recent press conference hosted by event organizer, the National Commission for Culture and Arts, Miss Universe 2010 4th runner-up Venus Raj was a special guest and she articulated what is a common perception, particularly young people, after she watched a presentation by a group of Kalinga-Apayao natives.

"I have been seeing this kind of presentation in schools and other places but it is only now that it has dawned on me that such people really exist in the country, I thought they were just that before, mere dance presentations, I believe this event will be a big help to educate the youth of today on our native culture and traditions," says Raj."

(Quoted from: A celebration of Filipino Indigenous Culture, by Lito Cinco, Manila Standard Today, October 7, 2010)

It is posited that it is precisely because of the Filipinos' lack of knowledge and appreciation of their indigenous brothers' cultures and traditions that lead them to discriminate and marginalize the latter. The youth of today, for instance, do not seem to have sufficient education on the cultures and traditions of our indigenous cultural communities because there has not been a sufficient "flow of information" from the indigenous communities, through the State, to the mainstream Filipinos. Regrettably, the flow of information today seems to go from the mainstream unto the indigenous communities. This, it is feared would lead to the homogenization of our cultures and would completely eradicate the distinct cultural identity of our indigenous peoples.

The paradox, it is said, is that the more universal we become, the more concerned we are about our cultural identity.

With this rather alarming condition, this bill is proposed in order pass on to the Filipino youth of today the values and traditions of our indigenous peoples by including in indigenous education in their school curricula, so that they may have a deeper understanding of their roots and origins. It is hoped that with the passage of this bill along with the recent adoption of the government of the National Indigenous Peoples Education Policy framework or DepEd Order 62 Series of 2011, proper education would eventually eradicate prejudice and discrimination among members of our indigenous cultural communities.

In view of the foregoing, the immediate approval of this bill, which shall supersede House Bill No. 4166 with the same subject matter as earlier filed, is earnestly requested by the undersigned representatives.


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**INTRODUCED BY REPRESENTATIVES NANCY A. CATAMCO
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**AN ACT MANDATING THE INCLUSION OF INDIGENOUS CULTURE EDUCATION
IN THE CURRICULA OF SCHOOLS IN ALL LEVELS IN THE COUNTRY PURSUANT
TO DEPED ORDER 62 SERIES OF 2011**

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

SECTION 1. *Declaration of State Policy.* The State recognizes the role of our indigenous cultural communities in achieving genuine peace, equality, social justice and democracy in our country.

To this end, it is hereby declared policy of the State, in line 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) and National Indigenous Peoples Education Policy Framework of the Department of Education (DepEd), to provide appropriate education to its citizens, especially the youth, on Indigenous cultures, traditions, socio-economic and political systems.

SECTION 2. *Inclusion of Indigenous Education in the School Curriculum in All Levels.* To ensure proper understanding and appreciation of indigenous cultures by the Filipinos of today, especially the youth, as well as to protect and develop the same, the Indigenous education shall be included in the curriculum of all public and private schools in the Philippines at all levels.

In giving due recognition and appropriate integration of the IPs' cultural heritage and history, these shall be included into the learning content of schools and learning programs. The Department of Education and Commission on Higher Education shall actively promote compliance with this policy among private schools and other private

SECTION 3. *Formulation of Courses and Subjects.* The Department of Education (DepEd) and Commission on Higher Education (CHED) in coordination with the National Commission on Indigenous Peoples, National Commission for Culture and the Arts, local government units, and other government agencies, and in consultation with various non-governmental organizations, educational institutions, advocacy groups, organizations of indigenous communities, shall hereby formulate courses and subjects on indigenous education which shall be included in the school curricula in all levels.

Documentation and research activities by IPs on their own history, knowledge, practices, and other aspect of cultural heritage shall be encouraged and supported by the DepEd and CHED as a means of enriching the learning resources available to IP communities and the educational system at large. The DepEd and CHED shall uphold and advocate the protection of the intellectual property rights of IPs.

Section 4. *Rules and Regulations.* The Department of Education and Commission on Higher Education shall promulgate the rules and regulations for the effective enforcement of the provisions of this Act.

Section 5. *Separability Clause.* Should any provision of this Act or any part thereof be declared invalid, the other provisions, so far as they are separable from the invalid ones, shall remain in full force and effect.

Section 6. *Repealing Clause.* All laws, orders, issuances, rules and regulations or parts thereof inconsistent with this Act are hereby repealed or modified accordingly.

Section 7. *Effectivity.* This Act shall take effect fifteen (15) days after its complete publication in at least two newspapers of general circulation.

Approved,