



Technical Education and Skills Development Authority



LABOR MARKET INTELLIGENCE REPORT

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LABOR MARKET
INTELLIGENCE REPORT

ENRICHING THE CULTURE

*Enhancing Opportunities for the Philippine
Indigenous Cultural Communities*



Issue no. 3 | Series of 2020
Technical Education and Skills
Development Authority (TESDA)

EXECUTIVE SUMMARY

The Philippines is one of the countries in the world with the richest culture—even made with varied influences from both eastern and western beliefs and practices. Generally, the Filipinos know the importance of preserving and promoting these cultural traditions and views, never forgetting their roots. Filipinos value, more than anything, their traditional indigenous culture stemming from different cultural communities all over the country. These people are called the Indigenous Peoples (IP).

Republic Act no. 8371 or the Indigenous Peoples' Rights Act (IPRA) of 1997 describes the IPs as “a group of people or homogenous societies identified by self-ascription and ascription by others, who have continuously lived as organized community on communally bounded and defined territory, and who have, under claims of ownership since time immemorial, occupied, possessed and utilized such territories, sharing common bonds of language, customs, traditions and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and cultures, became historically differentiated from the majority of Filipinos.”

The 1997 IPRA is the magna carta of this minority group in the country. This law protects and promotes the rights of the 110 indigenous cultural communities (ICCs) and indigenous ethnolinguistic groups which are documented to be in 65 of 78 provinces in the country. Overall, the National Commission on Indigenous Peoples said there are 11 million documented Indigenous Peoples (IPs) as of 2013. IPRA specifically also “emphasizes the need to focus on maximizing participation of these minority groups in education, health, and other services responsive to their needs and desires (Section 2F).” TESDA is one of the national line agencies that adhere to their needs, especially in technical-vocational education and training (TVET), employment and livelihood, and even in personal skills development.

In this Labor Market Intelligence Report, TESDA will look into the current situation of the IPs in terms of their education, skills requirements, employment, and the capacity of agency and the State to provide them with necessary TVET programs.

TESDA, through this report, also found that there is a need to increase their access to more TVET programs and employment and livelihood opportunities that answer their skills need, also taking in consideration their right to self-government and preservation of their culture, curbing discrimination and exclusion, and improving peace and security concerns in their IP schools. The report likewise lists recommendations TESDA may take up for the betterment of its programs for the IPs in terms of the abovementioned findings based on some best practices from Australia and New Zealand.



BACKGROUND

Culture, simply defined as “the beliefs that people hold about reality, the norms that guide their behavior, the values that orient their moral commitments, or the symbols through which these beliefs, norms, and values are communicated (Steenland, 2014),” plays an important role in recognizing and preserving how people present their identities.

The Filipino culture is one that is made of varied influences; some even refer to it as a “melting pot of western and eastern culture (El-Saba, 2015)” as it comprises a blend of traditional Filipino and Spanish Catholic traditions, with influences from America and other parts of Asia. With these, it can be shown that the Filipino identity was primarily created as a result of pre-colonial cultures, colonial influences, and foreign traders intermixing and gradually evolving together even now.

Filipinos, wherever they are in the world, carry the identity these cultural blends built—being known globally to be family oriented, hospitable and often religious with an appreciation for art, fashion, music and food. Filipinos love getting together to sing, dance, and eat. Their annual calendar is packed with festivals, many of which combine costumes and rituals from the nation’s pre-Christian past with the Catholic beliefs and ideology of present day. They are very hardworking and strive to make life better for the next generation of their family as well. The *melting pot theory* that is evident in this culture makes this country a vibrant, exciting, and diverse place to live and visit (Philippines-History and Culture, n.d.).

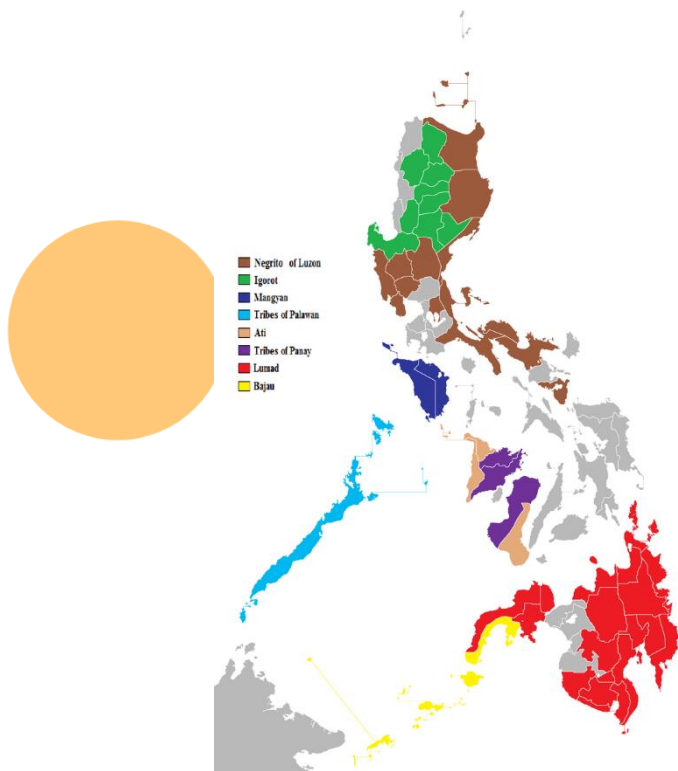
More than these generalities, the Philippines is also made up of different indigenous cultural communities and indigenous people (ICC/ IPs), living out and preserving the rich local culture of the country.



Fig.1. IP Women | Photo by: ILO/PANLIPI/ Eric Santos, 2008



Philippine Indigenous Cultural Communities/ Indigenous Peoples



Based on the data from the National Commission on Indigenous Peoples in 2013, there are 11 million documented Indigenous Peoples (IPs) and 110 indigenous ethnolinguistic groups in the Philippines, most of them in 65 of 78 provinces in the country (Cariño, 2012 in Cornelio and De Castro, 2016).


These IPs can be categorized mainly on their linguistic differentiation and geographic locations. Among the major IP groups present in the country are the Igorot (in the Cordillera mountain range in northern Luzon), the Lumad (non-Muslim indigenous peoples of Mindanao), Mangyan (in the islands of Mindoro and Sibuayan), and Negrito (residing in different regions).

Fig. 2. Location of major IP groups in the Philippines
Photo by: Wiki Commons

Further, based on **Section 3.H. of the Republic Act no. 8371, otherwise known as the Indigenous Peoples' Rights Act (IPRA) of 1997**, the sole legislation detailing **the rights and responsibilities of the state on the ICCs/ IPs in the country**, these Indigenous Cultural Communities/Indigenous Peoples refer to "a group of people or homogenous societies identified by self-ascription and ascription by others, who have continuously lived as organized community on communally bounded and defined territory, and who have, under claims of ownership since time immemorial, occupied, possessed and utilized such territories, sharing common bonds of language, customs, traditions and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and cultures, became historically differentiated from the majority of Filipinos."

They are also "peoples who are regarded as indigenous on account of their descent from the populations which inhabited the country, at the time of conquest or colonization, or at the time of inroads of non-indigenous religions and cultures, or the establishment of present state boundaries, who retain some or all of their own social, economic, cultural and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside their ancestral domains."





Comprising only a small percentage of the Philippine population and being **among the poorest and most disadvantaged**, these minority community peoples' "recognition, protection, promotion, and fulfillment of rights" are ensured under the 1997 IPRA. This Act also enables programs and projects intervening in some of their community concerns mostly, but not limited to poverty and lack of opportunity (United Nations Development Programme – Philippines, 2013).



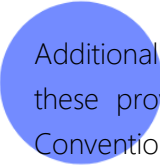
REPUBLIC ACT NO. 8371: THE INDIGENOUS PEOPLES' RIGHTS ACT (IPRA) OF 1997

The 1997 IPRA specifically aims to "recognize, protect and promote the rights of indigenous cultural communities/indigenous peoples, creating a national commission on indigenous peoples, establishing implementing mechanisms."

It likewise provides that the State should implement vital programs, activities, and projects to guarantee the recognition and the realization of the ICCs/IPs' rights, taking careful consideration their customs, traditions, values, beliefs, interests and institutions, and their plight in protecting their ancestral lands and beliefs. The State should also establish measures that foster cultural integrity, further developing and preserving the indigenous culture, traditions, and institutions of these communities.

Other than these provisions, section 2.F. **emphasizes the need to focus on maximizing participation of these minority groups in education, health, and other services responsive to their needs and desires.** This recognizes that the Republic of the Philippines gives premium on providing basic services to the Filipino people, most importantly, education.

Section 30 of the same RA states that "The State shall provide equal access to various cultural opportunities to the ICCs/IPs through the educational system, public or private cultural entities, scholarships, grants and other incentives without prejudice to their right to establish and control their educational systems and institutions by providing education in their own language, in a manner **appropriate to their cultural methods of teaching and learning.** Indigenous children/youth shall have the right to all levels and forms of education of the State."



Additionally, the United Nations Educational, Scientific, and Cultural Organization (UNESCO), backs these provisions that are for the good of the IP communities through the comprehensive Convention on the Protection of the Diversity of Cultural Expressions in 2005, which was supported and ratified by 140 parties, including the Philippines. These countries pledged to invest in cultural protection and promotion for their own and the world's sustainable development.



In fact, Article 10 of the Convention elaborates the parties' obligation to "encourage creativity and strengthen production capacities by setting up educational, training and exchange programmes in the field of cultural industries" that adhere to the IPs' traditional forms of production and will not have potential negative impacts on them.

This advocacy is also ingrained in the 17 United Nations' Sustainable Development Goals (SDG), specifically Target 4.7 which aims that by 2030, "all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and *appreciation of cultural diversity and of culture's contribution to sustainable development* (Hosagrahar, 2017)."

Additionally, the revised 1989 Indigenous and Tribal Peoples Convention of the International Labour Organization (ILO), otherwise known as the ILO Convention 169, **provides support to the right to self-determination and the right to their self-government and autonomy in matters especially concerning their internal and local relations** (Henriksen, 2008).

While in the Philippines, IPRA mandates the National Commission on Indigenous Peoples (NCIP) under the Office of the President, to lead the formulation of the related programs and activities, policies, and plans for the betterment of the IPs.

The National Commission on Indigenous Peoples (NCIP)

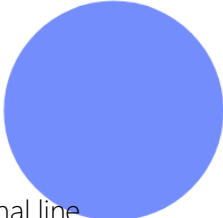
The NCIP is the lead institution directed by the State to carry out important programs, policies, and plans intended to promote and protect the rights and well-being of the ICCs/IPs and the recognition of their ancestral domains and rights. They offer several services and run projects for the IPs in the country. These are:

1. **Ancestral Domain/ Land Recognition** – where the agency assists the IPs in the issuance of their Certificate of Ancestral Domain Titles (CADTs) to formally recognize their rights of possession and ownership of their ancestral domains as identified and delineated in accordance with the 1997 IPRA;
2. **Assistance to Ancestral Domain Sustainable Development and Protection Plan (ADSDDP) Formulation** – where NCIP helps the ICC/IPs in drafting their own "holistic, comprehensive and integrated plans" that shall promote a culture and rights-based approach to development in their communities;



3. **Culturally-Appropriate Responsive and Gender-Sensitive Socio-Economic and Ecology Development Protection Services** – where NCIP provides policy support and funding in the implementation of the ICC/IPs' socio-economic services, policies and programs for their own benefit;
4. **IP Education and Advocacy Services** – where NCIP funds the **Educational Assistance Program (EAP)** to provide meaningful scholarship to qualified/deserving IP students based on screening criteria and benefits or privileges set forth in the Guidelines, and the Support and Advocacy Program where support additional education-related activities, such as, but not limited to Licensure Examination for Teachers (LET) and other review programs, etc.;
5. **IP Culture Services** – is a mechanism of the agency to further preserve and promote cultural and historical heritage of the IPs and at the same time, evoke public awareness and respect for these communities by holding cultural manifestations such as rites, performances, and the like;
6. **IP Health Services** – where in consonance with the Philippine Universal Health Care (UHC)/ *Kalusugan Pangkalahatan* (KP) (AO 2010-0036) and the UN Declaration on the Rights of Indigenous Peoples 2007 (UNDRIP), NCIP provides support in providing and promoting equal access to health care services of the IPs;
7. **Gender and Rights-based Services** – where the ICC/ IPs are guided to institute their own self-governing and self-determining socio-political structures and systems that is well-represented without discrimination;
8. **IP Rights Advocacy and Monitoring of Treaty Obligations** – where NCIP vows to focus ensuring “that the basic human rights of indigenous peoples/indigenous cultural communities (IPs/ICCs) basic social, political, cultural and economic rights are respected, recognized, protected and promoted, to promote ancestral domains as territories of peace and advocate the principle that Indigenous Peoples’ rights are human rights and the respect of which will realize both the self-determined development and security of IPs as human being and ancestral domains/communities as a whole;”
9. **Legal Services** – where NCIP is expected to provide legal assistance in the following legal components: **Indigenous Peoples Legal Assistance (IPLA), Paralegal Training,** and Documentation of Customary Laws, vital to exercising of the ICC/IPs’ basic rights; and
10. **Adjudication Services** – where the NCIP, through its Regional Hearing Offices (RHOs) and the Commission En Banc (CEB), are allowed to review cases submitted for adjudication, **act as a quasi-judicial tribunal;** and after due proceedings and hearings, **resolve the issues raised for adjudication.**





These services continue to be implemented by the NCIP, together with several partner national line agencies, non-government organizations, and advocacy groups. This goes to show how the rights and privileges of the ICC/IPs should be given prime importance, especially education. This report will start its discussion by looking closely at the current state of the IP education in the country.



IP EDUCATION IN THE PHILIPPINES

Recent statistics in the national performance of Filipino students are grim. According to a study done by Cornelio and De Castro in 2016, **they cited that the Philippines has been flagged as one of the “worst performers” in Asia in terms of the achievement of the 2015 Millennium Development Goals (MDG) in Education.** Data in 2011 show that despite 91.21% net enrollment in primary education, only 70.96% of this complete elementary school.

Data for IP youths in the country, however, is worse. Of the estimated 5.1 million IPs under 18 years old in the Philippines, **only around 1.2 million IP children are enrolled in elementary and high schools (Calunsod, 2013 in Cornelio and De Castro, 2016).**

Data on IPs taking technical – vocational education and training (TVET), on the other hand, is also scarce in the country, even with global recognition of the need for access in tech-voc training. The Australian National Training Authority (ANTA) further emphasized that in their country, their indigenous peoples are encouraged to take TVET so they will “have viable jobs and their learning culture will be shared. (Australian Public Service Commission, n.d).”

And with empowering the IPs and eradicating rampant poverty incidences with them, Australia believes that their participation in TVET programs will boost their opportunities to acquire desirable and needed labor market skills they need for employment (Dockery, A. M. and Milson, N., 2007).

In connection with these points, the Philippines continue to look into relevant programs that ensure more Filipino IPs have access to quality education—basic up to tertiary— appropriate and developmental to their culture, beliefs, and values to skew the abovementioned numbers. One of these programs is the EAP of the NCIP.



The Education Assistance Program of NCIP

As mentioned above, the EAP is a merit-based scholarship program where qualified and deserving IP students' education are supported by the State. The NCIP Administrative Order No. 5, s. 2012 further details how the scholarship selection is done through the guidance of the NCIP Guidelines of 2012 on the Merit-Based Scholarship (NCIP-MBS) and Educational Assistance (NCIP-EA) and its amendments by virtue of Commission En Banc Resolution No. 06-099-2014, series of 2014.

Several projects under this NCIP program promote education and their cultural diversity. Some of these are Licensure Examination for Teachers (LET) and other review programs, Bridging Programs, School and Community-related Health Programs, Appropriate Social Infrastructures, and Trainings and Research Programs for Culturally-Appropriate IP Education.

Data on the number of IPs reached by this initiative is scarce, as the researchers only found reports from NCIP Regions 6, 7, and 8. These NCIP regional offices launched in September 18-20, 2019 in partnership with Cherry Mobile, the "CherySkwela: Be Cool in School" project for 1000 Akeanon Bukidnon pupils from 11 IP schools in Madalag, Aklan.



Fig. 3. Beneficiaries of CherySkwela Project | Photo by: Cherry Mobile

So, in giving prime importance on education, the State also ensures development of curriculum appropriate and responsive to community needs of ICC/IPs.



Embedding Culture in IP Education

Giving prime importance on education, the State also ensures development of curriculum appropriate and responsive to community needs of ICC/IPs. Section 46.C. of IPRA created the Office of Education, Culture, and Health, the unit assigned to effectively oversee implementation of anything IP education-, health-, and rights – related matters in the country. Specifically, the office shall “assist, promote and support community schools, both formal and non-formal, for the benefit of the local indigenous community, especially in areas where existing educational facilities are not accessible to members of the indigenous group.”

Furthermore, as described in Section 8.4 of the Implementing Rules and Regulations of Republic Act No. 10533 and the existing literature about Indigenous People Pedagogy, **IP Education is offered as a formal, non-formal, and/or informal modality** and gives emphasis on some key topics including the following (DepEd Order No. 22, s. 2016, 2015):

1. Indigenous knowledge systems and practices and community history,
2. Indigenous languages,
3. Indigenous Learning Systems (ILS),
4. Community life cycle-based curriculum and assessment,
5. Education goals, aspirations, and competencies specific to the ICC,
6. Engagement of elders and other community members in the teaching-learning process, assessment, and management of IP education,
7. Recognition and continuing practice of the community’s ILS, and
8. Rights and responsibilities of ICCs.

Besides public and government-run IP schools offering IP education revolving these topics and others related and intended to addressing the locals’ community needs, **the State also recognizes the efforts of private institutions providing quality and more accessible learning and even employment and livelihood to ICC/IPs**, especially in the remotest areas in the countries where most of these communities are. The government even has existing partnerships with local and international civil society, private sector organizations, and religious communities involved in these initiatives.

Roles of Private Institutions in IP Education

IP community members, more than learners, are also tapped as beneficiaries and workers in some projects of different non-government organizations (NGOs) and Corporate Social Responsibility (CSR) engagements of companies—also local and international.



For instance, the Philippine Task Force for Indigenous Peoples' Rights (TFIP) is a chain of NGOs in the country that collectively advocate to promote and defend IP rights and help uphold their self-determined development through the support of the Bread for the World – Protestant Development Service of Germany (Philippine Task Force for Indigenous People's Rights, n.d.).

This religious organization has members all over the country that run different programs and activities that mostly delve around research and leadership and capacity-building and training for the IPs in their own communities, specifically the IP Women and Youth.



One of the most popular projects they launched is the Project *Siklab*, where they supported the organization of a national indigenous people's youth movement and network and their activities tackling their own concerns in promoting and continuing knowledge creation among the IP youth. *Siklab* was the product of the National Indigenous Youth Conference organized by the Asia Pacific Indigenous Youth Network in 2009 in Ulas, Davao City.

Fig. 4. Siklab Project Logo | Photo by: TFIP

TFIP collaborates with the local government units (LGUs), NCIP, and the following member-partners to implement their projects for the ICC/ IPs (Philippine Task Force for Indigenous People's Rights Partners, n.d.):

1. Consortium of Christian Organizations in Rural Development (CONCORD)
2. Cordillera Women's Education and Action Research Center, Inc. (CWEARC)
3. The Episcopal Church in the Philippines (ECP)
4. Visayas Mindanao Regional Officer for Development (VIMROD)
5. Integrated Development Program for Indigenous Peoples in Southern Tagalog (IDPIP-ST)
6. Montañosa Research and Development Center, Inc. (MRDC)
7. Katinnulong Daguiti Umiliiti Amianan, Inc. (KADUAMI, Inc.)
8. Southern Christian College – Office of the Vice President for Research and Extension (SCC – OVPRE)
9. Sibol ng Agham at Teknolohiya (SIBAT)
10. SILDAP – Southeastern Mindanao, Inc.
11. Tebtebba Foundation, Inc. (TEBTEBBA)

TFIP is only one of the NGOs that educate and employ the IPs. They engage in different activities, mostly concerning cultivating their traditional cultural practices and/or fighting for their rights.



Meanwhile, in the case of government-led initiatives, the **provisions of the 1997 IPRA elaborate roles of the NCIP Office of Education, Culture, and Health in giving more access to education—from basic to higher education, and even post-doctorate degrees**, most especially in health-related professions (NCIP Programs, n.d.). Strict coordination with the Department of Education, Culture, and Sports (now Department of Education) and the Commission on Higher Education (CHED) regarding this matter is required in the legislation.

A. Department of Education (DepEd)

The Department of Education (DepEd), through the Executive Order they first issued in 2004, was then assigned to release the permits to operate schools for IPs. They were assigned to **regulate the operations of both state-owned and private organizations that establish community-based schools and ensure their curricula align with national standards.**

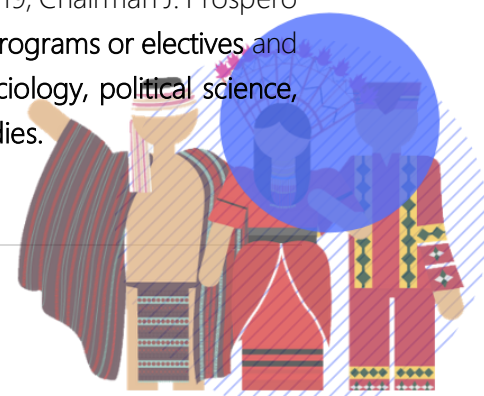
But as conflicts in procedures and manners of teaching arose between the IP schools, the State, and the other stakeholders involved in this, continuous changes in authority were done throughout the years—from the Bureau of Non-Formal Education to Bureau of Alternative Learning System in 2004 to now, Indigenous Peoples Education Office (IPsEO) established in 2011.

It also took several framework revisions before DepEd came up with the current **National IP Education Policy Framework in 2011** based on DepEd Order No. 62, s. 2011 entitled “Adopting the National Indigenous Peoples (IP) Education Policy Framework and republic Act No. 10533, or the Enhanced Basic Education Act of 2013.

This guide provides universal access education; pursues integration of IP knowledge in schools; and encourages the mother tongue-based multilingual education (MTB-MLE) approach, culture-responsive education for sustainable development, and alternative modes of instructional delivery, intended to address specific cultural and community needs of the IP learners (Cornelio and De Castro, 2016).

B. Commission on Higher Education (CHED)

Through the CHED Memorandum Orders (CMO) Nos. 1 and 2, s. 2019, Chairman J. Prospero De Vera III urged the Higher Education Institutions (HEIs) to offer **programs or electives** and incorporate in their existing courses in history, social sciences, **sociology, political science, management, humanities, and the like—Peace Studies and IP Studies.**



CHED also offered financial assistance and capacity building/ training in Peace Education Training for HEIs who are incapable of offering these IP and Peace Education programs. Program offerings in these topics started last Academic year 2019 – 2020, with the CHED Regional Offices (CHED-ROs) closely monitoring curriculum and other developments related to this directive.

This initiative, in accordance with the provisions in IPRA and the Republic Act No. 10908 or the “Act Mandating the Integration of Filipino-Muslim and Indigenous Peoples History, Culture, and Identity in the Study of Philippine History in Both Basic and Higher Education,” aims to help address pressing issues of poverty and human rights abuse of IPs in the country as well.

C. Technical Education and Skills Development Authority (TESDA)

TESDA, on the other hand, unlike DepEd and CHED, are not specifically mandated by IPRA to provide like-modalities of education. But as the lead agency in TVET and its commitment to provide quality TVET for all, TESDA deemed it vital to **offer quality and accessible tech-voc skills training and education for ICC/IPs, too.**

This pledge is also anchored in the **National Technical Education and Skills Development Plan (NTESDP) 2018 – 2022**, where the agency works towards addressing two of the most imposing challenges of the current middle-level manpower of the country—exclusion and poverty, through its two-pronged strategy of TVET for global competitiveness and workforce readiness and TVET for social equity and poverty reduction.

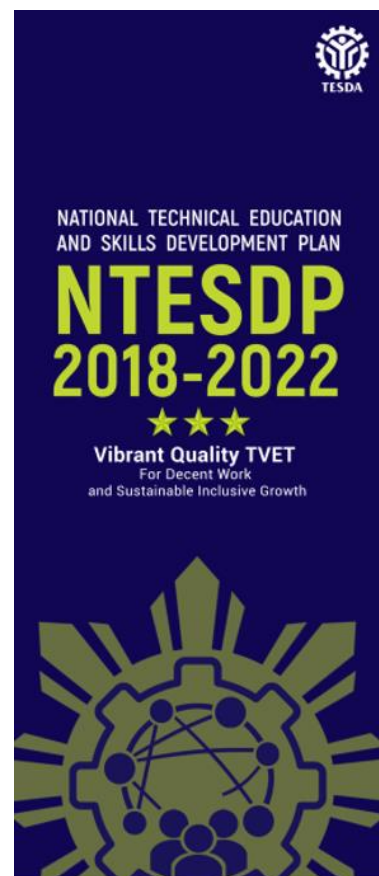
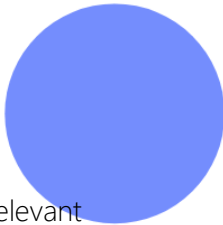


Fig. 5 NTESDP 2018 – 2022

Under the **TVET for Social Equity strategy of the agency**, TESDA considers special clients—such as the socially-excluded and the displaced, informal workers, **indigenous peoples**, farmers, fisherfolks, drug dependents, rebel returnees, victims of abuse and human trafficking, returning OFWs, persons with disabilities (PWDs), and others—as beneficiaries and active participants of its technical-vocational education and training initiatives all over the country.






The State, through the said mandates, supports the provision of culturally-appropriate and relevant education and training for the Filipino ICC/IPs. However, the country still has a lot of challenges to successfully implement these programs.



CURRENT SITUATION OF ICC/IPs IN THE PHILIPPINES

NCIP has identified primary thematic concerns/ challenges their agency is facing in realizing their mandate in service of the ICC/IPs. The following are what NCIP has pointed out so far (Mandate, Vision and Mission, n.d.):

1. Formal recognition of Ancestral Domains
2. Control and management of Ancestral Domains
3. NCIP's capacity to deliver its mandate
4. Destruction of the ecosystems within Ancestral Domains
5. Non-compliance and violation of Free, Prior, and Informed Consent (FPIC)
6. *Pagkawala ng kultura ng IPs* (Deteriorating cultural practices of IPs)
7. IP governance is weak
8. Impact of government services is not felt
9. Overlapping claims over Ancestral Domains
10. *'Di pagkilala ng mga ahensya sa mga IP leaders* (Agencies not recognizing IP leaders)
11. Displacement of IPs from their Ancestral Domains
12. *Kakulangan sa kaalaman sa Karapatan* (Lack of knowledge about their rights)
13. Discrimination of IPs
14. Peace and Security



More reports affirm these challenges especially in identity, poverty, land ownership, livelihood and employment, and education. ILO, in the same 2017 report on "Decent Work Country Diagnostics: Philippines 2017," stated that **scarce data on the measurement of implementation success of policies**, especially in non-discrimination of protected groups such as the IPs, is a prevailing issue in the country. This also resulted into **lack of properly designed interventions specific for these special clients**.



High Poverty Incidence

Further interjecting with these identified concerns is the prevailing poverty incidence in Filipino IPs. UNDP Philippines cited in their study that the first-ever Report on the State of the World of Indigenous Peoples issued by the United Nations Permanent Forum on Indigenous Issues in January 2010 stated that the IPs even make up one-third of the world's poorest and most disadvantaged peoples (2013).

In the Philippines, poverty is manifested in these numbers: "Mindanao, where 61 per cent of indigenous peoples live, contributes 31 per cent of the total poverty incidence in the country and has the highest poverty and subsistence incidence among the major island groups in the country. Poverty incidence in Mindanao reaches 38.8 per cent, an increase of 1.1 per cent from 2003 figures. Mindanao's poverty incidence rate is 11.9 percentage points higher than the national average of 26.9 per cent. Subsistence incidence – the proportion of families and individuals not earning enough to meet basic food needs – is also highest in Mindanao at 19.2 per cent (Cariño, 2012)."


Struggle for Self-Identity and Self-Determination

Relative to sustainability is also their right to self-determination—how they want to govern their community and how they want to carry out with their concept of sustainable development. A study in 2016 with a Lumad group in Mindanao showed that they "valued participatory and inclusive processes, but also appreciated external financial and technical support. While economic upliftment is strongly desired, there was also a general feeling that, more Indigenous knowledge should be incorporated into the plans, and that means to revitalize Indigenous culture and ways of knowing should form part of plan strategies (Hassan, K. and L'Abbe, R.)."

In the case of TVET programs in ICC/IP communities, the indigenous minorities should be given freedom to take the courses they want—whether they want to take programs related to the preservation of their culture if they want to get used to modern technology as well. Abayao, in his paper further said that "Recognizing that culture is dynamic yet powerful, indigenous peoples should be introduced to "modern" knowledge systems but at the same time be equipped with the skills to understand the context of such knowledge so they will not look down on traditional culture as inferior (2002)."

While during the United Nations – Nippon Foundation Fellowship Programme in New York, Professor Robert Capistrano highlighted in his paper presentation, the important link of the IPs' self-determination with land ownership and control and access to their lands, territories, and national resources (2010). "To most indigenous peoples..., land represents life, both as a way of life and a means to survive (Tauli-Corpuz and Cariño, 2004)."





Most of the 110 major IP groups in the country rely on traditional upland swidden (slash-and-burn) agricultural farming and the utilization of natural resources as livelihood. But with the pertinent land-grabbing issues and migration of majority groups in IP lands to introduce new but unsustainable lowland commercial farming techniques, the IPs continue to struggle—not only with ownership, but with their identities, in support of previous point that land represents life (De Vera, 2007).




Preservation of Cultural Practices and IP Identities

In connection to abovementioned point that most formal-setting schools are not necessarily culturally-sensitive and appropriate to the values of the ICC/IPs, discriminating and even displacing the IPs also lead them to not continuing practice of their local traditions. Discouraging the recognition of cultural and old local practices (i.e. medical practices) in school lessons because of modernized technology and innovation contributes to the deteriorating practice of these IP cultures as well. In connection with the previous point, the IPs should be able to self-determine their choices and local community practices, including educational and tech-voc program implementation.

Additionally, the lack of communication and information materials documenting and disseminating local IP culture and traditions, besides the decreasing instances of producing school/ community plays and other cultural gatherings and activities is a viewed concern that should be addressed.

Discrimination and Exclusion of IPs

Another thing that should be given focus is the most prevalent existing problem in the implementation of IP Education programs in the country, discrimination. Cornelio and De Castro reports that most IPs in formal school settings are mostly discriminated for their way of living, mostly viewed as “backward, uncivilized, or ignorant (2016),” further discouraging IP learners to attend classes and programs available in and near their communities.



Formal school settings do not suit the needs and cultural reservations of some ICC/IPs as well. This could be a factor that dejects them to go to schools. Most schools in the country offer “neoliberal” education structure, where the learners are expected to study how they can cope with the rapidly changing and increasingly globalized world, not necessarily centered in preserving old and local indigenous culture and addressing their modest community living needs (Cornelio and De Castro, 2016).





Peace and Security Concerns in IP Schools

On the other hand, Cornelio and De Castro in their study on the State of the Indigenous Education in the country in 2016, also identified issues in local communist insurgencies in areas mostly inhabited by the ICC/IPs as one of the primary issues in the provision of IP Education. Military conflict between the government forces and the community insurgents frequently happen during the long-standing decades of local rebellions in the country, especially in Mindanao.



Military presence of both forces in IP schools have been documented over the years. These incidents of violence exposed to the IP youth leave them traumatized (IDMC, 2011 in Cornelio and De Castro, 2016) and discouraged to go to their schools.

IP Education Curriculum and TVET Program Provisions in ICC/IP Communities

Meanwhile, progress in developing relevant policies and updating existing legislation and education frameworks/ guidelines in the provision of IP Education in the country is also rather slow. The last update of the National IP Education Policy Framework and the creation of the IPsEO was back in 2011. Nine years and rapid changes in the education platforms and landscape already leaves a big gap in these IP Education efforts.

Continuous and strict adherence to NCIP Guidelines, especially in Administrative Order no. 5, where the State, through TESDA should “provide ICC/IPs with various skills and/or capacities to contribute their share to nation-building (2012),” should be observed especially in planning and executing tech-voc programs for the IPs.

The Philippines may learn from Australia for having concrete labor market policies and employment guidelines for programs for their indigenous peoples (Dockery, A. M. and Milson, N., 2007).

Additionally, scarce number of researches in the state of the IP Education and IPs in general in the country yields less assessment on the implementation of education and cultural programs for the IPs. With little and old data on these factors, the country could face a lot of other difficulties in advancing educational efforts and preserving cultural traditions for the ICC/IPs, in turn.



Awareness on Available TVET Programs

While specific to the conduct of TVET initiatives, as most ICC/IPs reside in the remotest areas of the Philippine Islands, information dissemination on available skills training programs in TESDA training institutions (TTIs) and technical-vocational institutions (TVIs) can be hard.

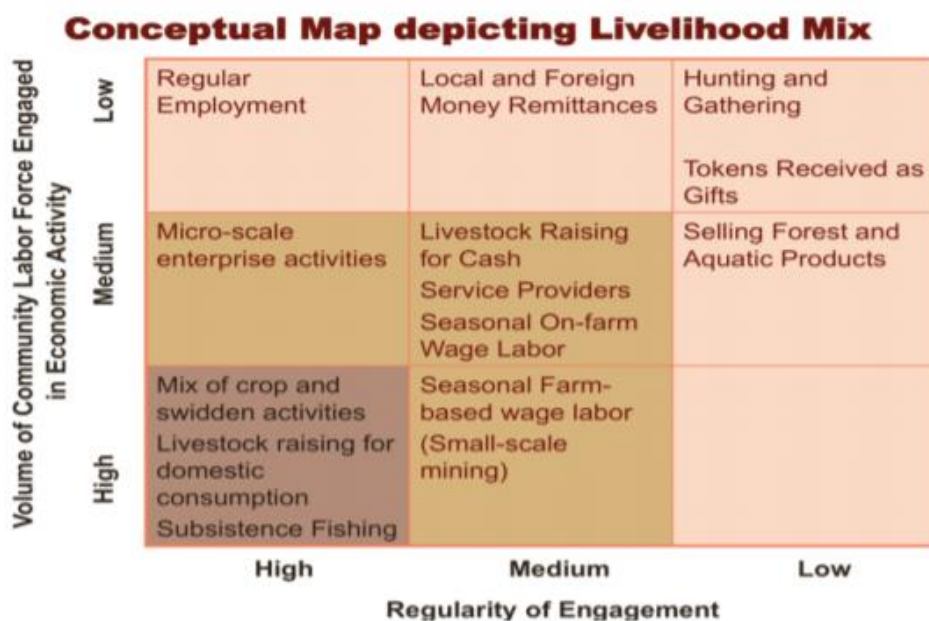


Although TESDA allocates budget and extends efforts in providing more accessible programs by adding more mobile skills training projects, the low participation rate of the IPs in the available TVET programs indicates the need for an intensified campaign in skills training for IPs in the communities.

Employment and Livelihood of ICC/IPs

The low educational attainment and enrollment of members of the Indigenous Peoples Groups in the Philippines also connect to low employment rates and contribute further to the poverty level of these minorities. Most IPs are subjected to different work discriminations—with their ethnical affiliation, sex, and others. More often than not, they are being marginalized from “political processes and economic benefit.” They face “exclusion, loss of ancestral lands, displacement, pressures to and destruction of traditional ways of life and practices, and loss of identity and culture,” and in worse cases—even death. (UNDP Philippines, 2010).

Furthermore, a research by the EED Philippine Partners Task Force for Indigenous Peoples’ Rights (EED-TFIP) in 2004 describes the livelihood mix of the Filipino IPs where most are regularly employed in agricultural farming and subsistence fishing and a low number are still engaged in hunting and gathering. Medium economic engagement of the IPs usually ranges from seasonal-farm based wage labor such as small-scale mining; to livestock raising for cash, service provision, on farm wage labor; to local and foreign money remittances (Cariño, 2007 in Cariño, 2012) .



Source: Our Harvest in Peril, EED-TFIP 2004

Fig. 6. Livelihood Mix among IPs in the Philippines



These economic activities, mostly agriculture-related and those that rely on the utilization of natural resources such as **small-scale mining and livestock-raising** are the sources of income of the Filipino ICC/IPs. Other than that, the review of literature suggests that IPs also engage in **making crafts and other cultural items** that they usually sell in tourism centers in their localities; **manufacturing products in factories near their areas; and doing construction.**

The table below details the employment means of the IPs in the country based on their description in the **2009 Philippine Standard Industrial Classification**, the country's standard in identifying productive activities undertaken by its establishments. This classification system will serve as a guide for analysis later on primary economic activities of the IPs (National Statistical Coordination Board, 2009).

Table 1. PSIC Table of Economic Activities of Filipino IPs

PSIC CODE	ECONOMIC ACTIVITY/ PSIC DESCRIPTION	REMARKS
011	Growing of non-perennial crops	Traditional Filipino IPs, like what has been mentioned earlier, grow their own crops and usually cultivate lowland farms to maintain a living and to produce their own/ community food source in their ancestral lands.
012	Growing of perennial crops	
013	Plant propagation	
014	Animal production	Livestock raising is one of the most common animal production activity of the IPs. Most raise animals to either eat or sell.
017	Hunting, trapping and related service activities	Hunting and gathering, though not much common, is still practiced by some IPs, mostly those that reside in the mountains. They hunt for wild animals and eat or sell them, too.
021	Silviculture and other forestry activities	Associated with the slash-and-burn method/ <i>kaingin</i> farming is the industry of logging among IPs.
022	Logging	



PSIC CODE	ECONOMIC ACTIVITY/ PSIC DESCRIPTION	REMARKS
031	Fishing	Meanwhile, Sulod and Ati IPs in the coastal communities like those in Panay and Negros Islands rely on fishing and aquaculture activities in their seas, lakes, and rivers (ADB, 2002).
032	Aquaculture	
072	Mining of non-ferrous metal ores except precious metals	On the other hand, other mountain dwellers and IPs in communities near mining sites get engaged with several mining jobs for a living, usually looking for metals and/or minerals.
131	Spinning, weaving and finishing of textiles	<p>Making traditional cultural products usually involve crafts that are weaved and sewn, that is why the textile industry in IPs is quite popular. Selling and trading textile and other commodities in bulk and in retail is also a lucrative source of income for them.</p> <p>For instance, the Davao Fashion Design Council (DFDC), convened 11 IP communities from different parts of Mindanao to showcase their traditional indigenous deign pieces in the Victoria and Albert Museum in London in 2019. The same IP groups also participated in the annual Fashion Weekend of DFDC held May 24 to 26, 2019 at the Ayala Abreeza Mall, Davao City (Padillo, 19 May 2019).</p>
139	Manufacture of other textiles	



Fig. 7. IP artisans in Davao preparing their products |

Photo courtesy of: Business World Online

PSIC CODE	ECONOMIC ACTIVITY/ PSIC DESCRIPTION	REMARKS
		<p>SUPER1 Philippines, a multinational bag manufacturer based in Pampanga, also employed a total of 57 Aetas from Porac in 2018, in coordination with DOLE – Central Luzon and the Public Employment Service Office (PESO) – Pampanga.</p>
410	Construction of buildings	<p>The government also has its own means of providing livelihood and employment to these cultural minorities. Through different programs mostly headed by different national line agencies, IPs in their cultural communities are hired in several short- and long- term contractual, and sometimes permanent-type positions of wage labor.</p> <p>During the recent closure and renovation of the Boracay Islands, DOLE recruited about 2,000 informal and indigenous peoples in Boracay to assist in the cleanup of the island and attend to some office work during the six-month shutdown enforced. Most of those who were employed were from the Ati Tribe, the first known inhabitants of Boracay (Garcia, 8 April 2018).</p> <p>Meanwhile, mass employment in both contractual- and permanent-type positions were also enabled with the Build, Build, Build project of the present administration. President Rodrigo Duterte, with his massive infrastructure development programs nationwide, created thousands of jobs—especially in construction, and sources of livelihood for Filipinos, including the IPs in the cultural communities and the far-flung areas.</p> <p>Also in Pampanga, the big-ticket construction of the New Clark City of the Bases Conversion and Development Authority (BCDA) that aims to convert a 9,450-hectare land to the “first smart, green, and resilient metropolis in the country,” employed 300 Aetas on-the-spot when it was</p>
421	Construction of roads and railways	
429	Construction of other civil engineering projects	
431	Demolition and site preparation	
432	Electrical, plumbing and other construction installation activities	
433	Building completion and finishing	

PSIC CODE	ECONOMIC ACTIVITY/ PSIC DESCRIPTION	REMARKS
		launched on Labor Day of 2019. Most of these hired-on-the-spot workers were farmers and IPs of different sitios in several provinces in Central Luzon, and are now earning an average of Php15,000 to Php18,000 monthly (Tecson, 18 July 2019).

Based on this table of economic activities and the researchers' review of previous studies/ related write-ups, it can be deduced that the usual jobs—even if temporary, permanent, contractual, or project-based in nature—of the IPs can be farmers, farmer-helpers, business entrepreneurs, traders and retailers, fishermen, and wage laborers in construction sites.

Furthermore, industries and the State should look closely at this labor market information to come up with more and better programs that will address the IPs labor needs. For TESDA, Table 1 can be used to identify the skills need of the Filipino indigenous peoples and look into what TVET programs can be developed for them.

SKILLS NEED

Based on the sectoral studies and plans done for the NTESDP 2018 – 2022, "TVET is recognized to contribute in both economic growth and social equity by providing productive and employable skills needed by the industries, the communities, and the individuals." These are all aimed at developing productive and world-class skilled workforce for decent and productive employment to achieve sustainable inclusive growth.

The Philippine Development Plan 2017-2022 success indicators also account for monitoring culture and values in achieving national economic and social development. The latest report on the Statistical Indicators on Philippine Development (StatDev) in 2018 show a medium likelihood of success overall (Philippine Statistics Authority).

And although the data specific to the economic contributions of the IP workforce in the Philippines is generally scant (ILO, 2017), it is still important to look into the skills need of the IPs to supply them with competencies that will help them for livelihood creation or employment.

The table below aims to look into what jobs the IPs are employed in based on their economic activities and the corresponding TESDA Training Regulations they can take to upskill or reskill.





Table 2. Skills Need and Employment Opportunities of IPs based on their economic activities

PSIC CODE	ECONOMIC ACTIVITY/ PSIC DESCRIPTION	IP JOBS	TVET PROGRAMS (Training Regulations)
011	Growing of non-perennial crops	Farmer, Farm Worker, Livestock and Poultry Raiser	<ul style="list-style-type: none"> • Agricultural Crops Production NC I • Agricultural Crops Production NC II • Agricultural Crops Production NC III • Grains Production NC II • Horticulture NC III • Animal Production (Poultry-Chicken) NC II • Animal Production (Swine) NC II • Animal Production (Ruminants) NC II
012	Growing of perennial crops		
013	Plant propagation		
014	Animal production		
017	Hunting, trapping and related service activities		
021	Silviculture and other forestry activities		
022	Logging		
031	Fishing	Fisherman, Aquaculture Farmer, Aquaculture Farm Caretaker/ Aide	<ul style="list-style-type: none"> • Aquaculture NC II • Fish Capture NC I • Fish Capture NC II • Fishport Wharf Operations NC I • Seaweed Production NC II
032	Aquaculture		
072	Mining of non-ferrous metal ores except precious metals	Miner, Machine/ Heavy Equipment Operator	<ul style="list-style-type: none"> • Driving NC II • Heavy Equipment Operation NC I • Heavy Equipment Operation NC II • Heavy Equipment Servicing NC II
131	Spinning, weaving and finishing of textiles	Weaver, Dressmaker, Tailor, Entrepreneur	<ul style="list-style-type: none"> • Dressmaking NC II • Fashion Design NC III • Tailoring NC II • Jewelry Making NC I • Jewelry Making NC II • Footwear Making NC II • Customer Services NC II



PSIC CODE	ECONOMIC ACTIVITY/ PSIC DESCRIPTION	IP JOBS	TVET PROGRAMS (Training Regulations)
139	Manufacture of other textiles		<ul style="list-style-type: none"> • Basic Entrepreneurship
410	Construction of buildings	Carpenter, Laborer, Mason, Machine/ Heavy Equipment Operator, Welder	<ul style="list-style-type: none"> • Carpentry NC II • Masonry NC I • Heavy Equipment Operator NC II • Driving NC II • Flux-Cored Arc Welding NC I • Flux-Cored Arc Welding NC II • Flux-Cored Arc Welding NC III • Gas Welding NC I • Gas Welding NC II • Gas Metal Arc Welding NC I • Gas Metal Arc Welding NC II • Gas Metal Arc Welding NC III • Gas Tungsten Arc Welding NC II • Gas Tungsten Arc Welding NC III • Gas Tungsten Arc Welding NC IV • Submerged Arc Welding NC I • Submerged Arc Welding NC II • Shielded Metal Arc Welding NC I • Shielded Metal Arc Welding NC II • Shielded Metal Arc Welding NC III • Shielded Metal Arc Welding NC IV
421	Construction of roads and railways		
429	Construction of other civil engineering projects		
431	Demolition and site preparation		
432	Electrical, plumbing and other construction installation activities		Plumber, Scaffolder, Tile Setter, Electrician,

PSIC CODE	ECONOMIC ACTIVITY/ PSIC DESCRIPTION	IP JOBS	TVET PROGRAMS (Training Regulations)
			<ul style="list-style-type: none"> Electrical Installation and Maintenance NC II Electrical Installation and Maintenance NC III
433	Building completion and finishing	Construction Painter	<ul style="list-style-type: none"> Construction Painting NC II Construction Painting NC III

Table 2 shows how the TVET sector can strongly support and meet the demand for competencies of the IPs in the Philippines given that most of their jobs and economic activities already have corresponding training regulations (TR) available in TESDA.

The next part of this report will further look into the current capacity of TVET provision in IP education for the IPs in the country and its possible gaps with the skills need identified. The following statistics from 2017 up to 2019 are from the TESDA – Labor Market Information Division (LMID) and the Regional Operations Management Office – Management Information Technology Division (ROMO – MITD).

TVET CAPACITY

Table 3. Total Number of IP Enrolled, Graduated, Assessed, Certified, and Employed by Sex (2017 – 2019)

REGION	2017			2018			2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Enrolled	22,229	25,941	48,170	38,414	47,296	85,710	57,289	65,698	122,987
Graduated	20,467	24,191	44,658	38,560	46,785	85,345	50,357	60,138	110,495
Assessed	9,371	6,592	15,963	6,483	5,866	12,349	14,836	13,971	28,807
Certified	8,500	6,054	14,554	5,980	5,124	11,104	13,950	13,211	27,161
Employed	-	-	2,534	-	-	13,014	-	-	10,725

Source: 2017 MIS 03-02 data from TESDA Regional Office, Provincial Office and TechVoc Institute ROPOTI
2018-2019 data from TESDA Training Management Information System (T2MIS) of MITD-ROMO
Consolidated and Validated by Planning Office – Labor Market Information Division (PO-LMID)

Note: Sex disaggregated data not available for the # of employed graduates

Table 3 shows the total number of members of the ICC/IPs who enrolled and graduated in TVET programs nationwide, assessed and certified with National Certificates (NCs) and/or Certificates of Competencies (COCs) in TESDA-accredited assessment centers, and were reportedly employed locally or internationally in the period of 2017 to 2019.



Assessed and certified IPs got a slight decrease of 23% from 2017 to 2018, but rapidly doubled by 2019, due to intensified implementation of priority programs for IPs like the “Build, Build, Build” Program and the Presidential Directive on including IPs as beneficiaries of projects under the TESDA-led Poverty Reduction, Livelihood, and Employment Cluster (PRLEC) of the National Task Force to End Local Communist Armed Conflict (NTF-ELCAC).

A total of 113,117 IPs from different regions have enrolled in TVET programs initiated by TESDA through the efforts of regional and provincial PRLECs in 2019. Of this enrollees, 101,148 graduated, 25,169 were assessed, 23,765 were certified, and 9,014 were employed. This shows that last year, almost 92% of the program beneficiaries for IPs are under initiatives concerning both presidential directives. Figure 8 shows a breakdown of this statistic:

Presidential Directives (EGACE)

Indigenous People and Cultural Communities

January to December 26, 2019

REGION	ENROLLED	GRADUATES	ASSESSED	CERTIFIED	EMPLOYED
I	1,229	1,049	530	522	56
II	8,637	8,042	1,643	1,612	286
III	3,079	2,471	1,125	1,089	299
IV-A	1,735	1,501	363	360	30
IV-B	2,974	2,591	671	586	103
V	740	555	191	145	6
VI	1,517	1,373	559	531	137
VII	883	772	492	450	73
VIII	448	353	198	193	125
IX	11,321	10,324	2,497	2,373	2,647
X	13,845	12,884	2,202	2,116	851
XI	16,859	13,507	3,058	2,902	2,298
XII	4,211	3,119	1,561	1,483	350
NCR	1,308	1,258	936	845	20
CAR	25,447	24,160	7,450	7,055	1,475
CARAGA	14,421	13,129	1,583	1,404	45
ARMM	4,463	4,060	110	99	213
TOTAL	113,117	101,148	25,169	23,765	9,014

Source: Data generated from T2MIS from January 1, 2019 to December 26, 2019

Fig. 8. IP Beneficiaries of TESDA PRLEC programs in 2019

From this, it can also be inferred that the number of enrolled and graduated IPs all maintained a doubling increase per year. Female enrollees and graduates were consistently higher than males by about three to nine thousand IPs yearly. The case for assessed and certified IPs, on the other hand, is the opposite. Male-assessed and certified IPs were always more than females for the three-year period.

While on another note, employed IPs dramatically increased from 2017 (2,534) to 2018 (13,014), but slightly decreased by about 18% in 2019, recording only 10,725 employed IPs.



Table 4. Total Number of IP Enrolled, Graduated, Assessed, Certified, and Employed by Region (2017 – 2019)

REGION	2017					2018					2019				
	Enrolled	Graduated	Assessed	Certified	Employed	Enrolled	Graduated	Assessed	Certified	Employed	Enrolled	Graduated	Assessed	Certified	Employed
ARMM	310	310	147	128	11	3,526	3,341	231	178	543	5,235	4,345	145	131	585
CAR	9,314	8,986	3,308	3,109	439	19,559	20,202	2,959	2,735	1,986	27,189	25,725	8,416	7,990	1,867
CARAGA	2,848	2,108	675	586	2	9,336	8,994	729	625	1,109	15,843	14,368	1,904	1,664	68
NCR	1,288	863	662	646	1	1,123	1,256	328	316	49	1,352	1,289	939	848	29
I	453	436	518	479	266	2,119	2,044	462	452	188	1,324	1,152	629	621	59
II	4,964	4,838	693	636	65	4,268	4,354	663	615	701	9,082	8,741	1,892	1,855	403
III	2,385	2,245	1,141	1,079	60	2,267	2,445	803	761	434	3,493	2,887	1,401	1,345	304
IV-A	411	338	390	360	15	1,583	1,789	348	334	116	1,823	1,567	392	389	62
IV-B	3,108	2,963	614	540	12	4,156	4,015	411	389	478	3,469	3,151	751	664	113
V	377	295	307	255	291	1,268	915	256	205	313	824	695	258	189	7
VI	1,482	1,234	1,026	933	15	2,642	2,855	395	372	428	1,805	1,498	625	594	143
VII	154	152	33	30	10	1,341	1,221	148	141	181	990	874	526	483	80
VIII	253	235	401	394	479	2,509	2,407	354	325	546	502	380	201	196	183
IX	5,008	4,550	3,026	2,657	264	11,061	11,483	1,704	1,470	1,809	12,166	11,463	2,863	2,725	3,213
X	4,056	3,709	579	529	448	8,977	7,589	416	399	767	14,500	13,414	2,402	2,313	898
XI	10,421	10,100	1,418	1,284	133	6,890	7,304	1,292	1,216	3,164	18,574	15,274	3,556	3,345	2,347
XII	1,338	1,296	1,025	909	23	3,085	3,131	850	571	202	4,816	3,672	1,907	1,809	364
GRAND TOTAL	48,170	44,658	15,963	14,554	2,534	85,710	85,345	12,349	11,104	13,014	122,987	110,495	28,807	27,161	10,725

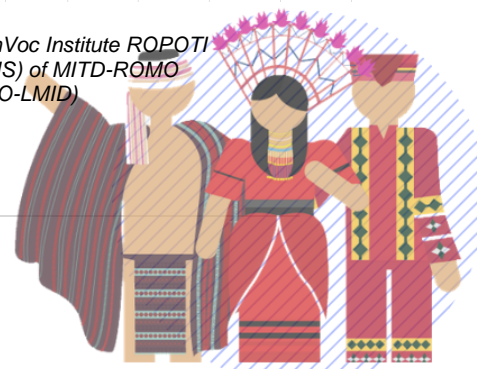
Source: 2017 MIS 03-02 data from TESDA Regional Office, Provincial Office and TechVoc Institute ROPOTI
2018-2019 data from TESDA Training Management Information System (T2MIS) of MITD-ROMO
Consolidated and Validated by Planning Office – Labor Market Information Division (PO-LMID)

Table 4, on the other hand, breaks down the total number of enrolled, graduated, assessed, certified, and employed (EGACE) IPs by region. Bulk of the EGACE IPs throughout 2017 to 2019 were from the Cordillera Administrative Region (CAR), Region XI (Davao Region), and Region IX (Zamboanga Peninsula). These regions are also where most ICC/IP cultural communities in the country are currently situated.

Table 5. Total Number of IP Enrolled, Graduated, Assessed, Certified, and Employed by Qualification: 2017 – 2019) (Top 20)

QUALIFICATIONS (WTR)	2017					2018					2019				
	Enrolled	Graduated	Assessed	Certified	Employed	Enrolled	Graduated	Assessed	Certified	Employed	Enrolled	Graduated	Assessed	Certified	Employed
1 Bread and Pastry Production II	1,715	1,566	1,452	1,381	102	4,330	4,049	918	866	603	4,969	4,819	3,183	3,083	999
2 Organic Agriculture Production II	474	456	153	147	108	2,868	2,901	383	318	1,195	4,751	4,038	1,847	1,772	675
3 Driving II	1,101	974	1,021	944	77	2,804	2,686	949	893	270	2,384	2,406	1,802	1,691	330
4 Shielded Metal Arc Welding (SMAW) II	1,652	1,327	1,863	1,753	194	1,815	2,040	931	880	334	2,596	2,481	1,659	1,575	303
5 Shielded Metal Arc Welding (SMAW) I	873	843	650	597	116	1,822	2,040	614	600	838	2,114	1,523	1,118	1,044	98
6 Dressmaking II	682	631	457	383	134	1,817	1,956	584	447	365	1,452	1,240	637	581	215
7 Housekeeping II	761	634	549	525	55	1,669	1,780	596	584	296	849	1,050	777	750	193
8 Hilot (Wellness Massage) II	741	515	607	593	63	1,587	1,674	603	560	955	2,529	2,155	1,639	1,555	894
9 Cookery II	324	283	866	793	11	1,513	1,659	365	341	240	1,672	1,545	1,051	984	198
10 Automotive Servicing I	372	229	605	545	43	1,417	1,341	397	379	176	1,122	934	768	711	75
11 Food Processing II	610	601	372	348	17	1,417	1,377	187	178	504	513	516	293	282	104
12 Carpentry II	325	361	577	537	153	1,342	1,345	389	375	194	1,659	1,182	534	485	65
13 Computer Systems Servicing II	313	244	591	495	83	1,280	1,297	647	556	363	1,551	1,189	400	371	157
14 Automotive Servicing II	368	243	486	422	21	966	974	359	321	177	1,069	919	728	667	172
15 Electrical Installation and Maintenance II	455	400	483	412	88	926	839	234	205	222	1,769	1,538	963	886	160
16 Bookkeeping III	284	250	148	85	32	903	916	549	235	275	444	410	401	287	51
17 Masonry II	261	215	380	348	13	890	863	237	217	110	1,168	980	400	371	34
18 Food and Beverage Services II	351	263	578	533	60	619	735	351	319	179	911	918	532	489	160
19 Tile Setting NC II	448	372	-	-	-	649	641	208	197	26	1,111	976	685	677	30
20 Electronics Products Assembly and Servicing II	419	394	282	227	36	665	546	194	158	122	1,104	747	496	424	42

Source: 2017 MIS 03-02 data from TESDA Regional Office, Provincial Office and TechVoc Institute ROPOTI
2018-2019 data from TESDA Training Management Information System (T2MIS) of MITD-ROMO
Consolidated and Validated by Planning Office – Labor Market Information Division (PO-LMID)



In connection, all these recorded EGACE IPs throughout the country took the TVET Qualifications listed in Table 5. Bread and Pastry Production NC II was the most popular among the IPs, followed by Organic Agriculture Production NC II, then Driving NC II.

It should also be noted that in the top 20 of both years, half of the lists contain the available TRs that correspond to the jobs the IPs are currently in. The other half of the courses they took were concerned with livelihood and jobs accessible in their own communities. In 2018, 4 out of 5 top qualifications are what the IPs need.

But in 2019, this reduced to a 3-out-of-5 ratio. Bread and Pastry Production NC II and Hilot (Wellness Massage) NC II, both TRs under the tourism sector, are not part of the skills needs identified in Table 2. The gap created by the other ten popular courses that are not in the skills need of the IPs should be addressed. Potentially increasing the popularity and access to TVET qualifications really needed by the IPs reflective of their economic activities is something TESDA should work on.

Table 6a. Total Number of IP Enrolled, Graduated by Qualification (WTR) by Sex: 2018 – 2019) (Top 20)

QUALIFICATIONS (WTR)	2018						QUALIFICATIONS (WTR)	2019					
	ENROLLED			GRADUATED				ENROLLED			GRADUATED		
	Male	Female	Total	Male	Female	Total		Male	Female	Total	Male	Female	Total
1 Bread and Pastry Production II	591	3,739	4,330	524	3,525	4,049	1 Bread and Pastry Production NC II	735	4,234	4,969	752	4,067	4,819
2 Organic Agriculture Production II	1,149	1,719	2,868	1,177	1,724	2,901	2 Organic Agriculture Production NC II	1,651	3,100	4,751	1,417	2,621	4,038
3 Driving NC II	2,222	582	2,804	2,114	572	2,686	3 Shielded Metal Arc Welding (SMAW) NC II	2,320	276	2,596	2,214	267	2,481
4 Shielded Metal Arc Welding (SMAW) NC II	1,641	174	1,815	1,834	206	2,040	4 Hilot (Wellness Massage) NC II	515	2,014	2,529	444	1,711	2,155
5 Shielded Metal Arc Welding (SMAW) NC I	1,630	192	1,822	1,831	209	2,040	5 Driving NC II	1,996	388	2,384	2,015	391	2,406
6 Dressmaking NC II	116	1,701	1,817	406	1,550	1,956	6 Shielded Metal Arc Welding (SMAW) I	1,901	213	2,114	1,375	148	1,523
7 Housekeeping NC II	358	1,311	1,669	112	1,668	1,780	7 Electrical Installation and Maintenance NC II	1,592	177	1,769	1,395	143	1,538
8 Hilot (Wellness Massage) NC II	310	1,277	1,587	344	1,330	1,674	8 Cookery NC II	395	1,277	1,672	390	1,155	1,545
9 Cookery NC II	304	1,209	1,513	339	1,320	1,659	9 Carpentry NC II	1,509	150	1,659	1,066	116	1,182
10 Automotive Servicing NC I	1,373	44	1,417	1,300	41	1,341	10 Computer Systems Servicing NC II	651	900	1,551	475	714	1,189
11 Food Processing NC II	182	1,235	1,417	164	1,213	1,377	11 Dressmaking NC II	107	1,345	1,452	85	1,155	1,240
12 Carpentry NC II	1,257	85	1,342	1,261	84	1,345	12 Masonry NC II	1,070	98	1,168	905	75	980
13 Computer Systems Servicing NC II	511	769	1,280	513	784	1,297	13 Automotive Servicing NC I	1,065	57	1,122	902	32	934
14 Animal Production (Swine) NC II	169	1,080	1,249	109	708	817	14 Tile Setting NC II	953	158	1,111	838	138	976
15 Animal Production (Poultry-Chicken) NC II	184	823	1,007	138	465	603	15 Electronics Products Assembly and Servicing II	793	311	1,104	548	199	747
16 Automotive Servicing NC II	925	41	966	928	46	974	16 Automotive Servicing NC II	1,028	41	1,069	884	35	919
17 Electrical Installation and Maintenance NC II	868	58	926	779	60	839	17 Agricultural Crops Production II	439	597	1,036	333	437	770
18 Bookkeeping NC III	154	749	903	156	760	916	18 Food and Beverage Services II	280	631	911	286	632	918
19 Masonry NC II	822	68	890	800	63	863	19 Agricultural Crops Production I	367	486	853	364	465	829
20 Beauty Care NC II	47	831	878	69	1,028	1,097	20 Housekeeping NC II	254	595	849	329	721	1,050

Source: 2018-2019 data from TESDA Training Management Information System (T2MIS) of MITD-ROMO Consolidated and Validated by Planning Office – Labor Market Information Division (PO-LMID)

Further looking into the top qualifications with training regulations (WTR) took by the enrolled and graduated IPs, more IP women prefer the top 1 and 2 courses more than men in both years; and male IPs, on the other hand, threw an overwhelming majority over female IP-enrollees and graduates in Driving NC II in both years.

Almost all of the courses also contain huge gender disparities. The gaps in the above-listed courses evidently show which courses are still being considered to be dominated by prevalent gender roles and constructs. More male IPs still take construction-related courses such as Driving NC II, Shielded Metal Arc Welding NC I and II, and Automotive Servicing NC I and II; while female IPs still choose “feminine courses” like Bread and Pastry Production NC II, Dressmaking NC II, Housekeeping NC II, and Cookery NC II.



Table 6b. Total Number of IP Enrolled, Graduated by Qualification (NTR) by Sex: 2018 – 2019) (Top 20)

QUALIFICATIONS (NTR/COC)	2018						2019					
	ENROLLED			GRADUATED			ENROLLED			GRADUATED		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1 Entrepreneurship Training	4,075	6,056	10,131	3,911	5,898	9,809	3,888	5,918	9,806	3,894	6,006	9,900
2 Assembly of Solar Nightlight and Post Lamp	452	290	742	445	269	714	924	1,027	1,951	538	365	903
3 Skills Training on Hybrid Rice Production	461	249	710	461	249	710	420	1,103	1,523	254	677	931
4 Bread Making	138	500	638	138	499	637	554	894	1,448	454	687	1,141
5 Life Skills Training	119	312	431	119	312	431	534	908	1,442	513	863	1,376
6 Pastry Making	78	344	422	81	344	425	344	755	1,099	323	712	1,035
7 Information Technology/Computer Literacy	206	189	395	206	189	395	321	724	1,045	531	1,115	1,646
8 Solar Light Assembly	4	105	382	261	96	357	139	824	963	139	824	963
9 Cake Making	56	316	372	56	314	370	623	259	882	623	259	882
10 Soap Making	113	245	358	113	245	358	37	788	825	44	749	793
11 Food Processing	19	266	285	19	266	285	561	235	796	551	232	783
12 Skills Training on Vegetables Production	125	140	265	125	140	265	162	578	740	162	578	740
13 Basic Masonry Works (Leading to Masonry NC II)	260	2	262	260	2	262	292	391	683	292	391	683
14 Basic Training in Bookkeeping	48	184	232	48	184	232	92	463	555	90	446	536
15 Basic Life Support	186	45	231	186	45	231	204	290	494	191	253	444
16 Korean Language	149	78	227	148	77	225	409	80	489	409	80	489
17 Training Induction Program	76	131	207	76	131	207	119	302	421	118	287	405
18 Manicure and Pedicure Skills Trainings	19	186	205	19	176	195	210	311	521	183	257	440
19 Organic Farming Training (Leading to OAP NC II)	96	94	190	96	94	190	68	430	498	56	383	439
20 Japanese Language Program	142	13	155	172	21	193	130	281	411	130	281	411

Source: 2018-2019 data from TESDA Training Management Information System (T2MIS) of MITD-ROMO Consolidated and Validated by Planning Office – Labor Market Information Division (PO-LMID)

As regards the qualifications with no training regulations (NTR/COC), though, it shows the diversity in the courses that IPs choose to enroll to and finish. Most of the IP enrollees and graduates were from the Entrepreneurship Training in both years since the skills need earlier showed the IPs' interest in manufacturing and starting their own livelihood/businesses. Meanwhile, other popular courses for the IPs varied in both years.

However, the same point in Table 7a still stands with the disproportion of male and female graduates in "gender-labeled" courses such as Basic Masonry Works (Leading to Masonry NC II) and Bread Making in Table 7b.

Although no studies on TVET setting have been published yet on IP discrimination, in connection with the data collected in this LMIR, there is a growing gender disparity in the tech-voc programs between male and female IPs.

Gender Discrimination in TVET Programs

TESDA, along with DepEd and CHED is mandated by the Philippine Magna Carta of Women (MCW) to "develop mechanisms for assessment and monitoring of compliance, such as sex-disaggregated list of students, tracers of graduates, and the like" in their programs. Being one of the most gender-responsive agencies in the country, TESDA continues to support efforts in mainstreaming gender equality and support for empowerment of both sexes.

TESDA's GAD Consultant, Jeanne Illo presented in her Gender Profile of the TVET Sector report to the agency different gender gaps in the conduct of the TVET programs and courses in the country (2019).



This report supports the prevalent “gendering” of sectors or qualifications of the IP trainees—tourism courses that are usually associated with “feminine attributes of caring and nurturing” and male-laden sectors like construction that usually need “masculine attributes such as strength.”

Illo further asserted in her study that more male trainees are biased to take courses related to automotive, land transportation, construction, and to some extent, electrical and electronics (2019). IP male trainees mostly finished Driving NC II and Metal Arc Welding programs. Whereas female IPs mostly took feminine courses like Bread and Pastry Production NC II, Dressmaking NC II and other tourism sector programs.

On another note, availability and the accessibility to the training programs in the areas of the IPs also remain as relevant factors to consider in the popularity of the TVET courses taken by the enrollees and graduates. In connection, it is also important to look into the scholarship allocation output of the agency for the IPs.

Table 8. Total Number of IP Scholarship Output by Sex: 2018-2019

Indicators	2018			2019		
	Male	Female	Total	Male	Female	Total
Enrolled	223,003	216,510	439,513	303,743	238,485	542,228
Graduated	235,196	229,302	464,498	247,897	198,407	446,304
Assessed	87,705	78,119	165,824	185,890	145,066	330,956
Certified	80,248	71,526	151,774	175,916	137,063	312,979
Employed	-	-	2,254	-	-	6,531

Source: 2018-2019 data from TESDA Training Management Information System (T2MIS) of MITD-ROMO Consolidated and Validated by Planning Office – Labor Market Information Division (PO-LMID)

Note: Sex disaggregated data not available for the # of employed graduates

Table 8, on the other hand, shows an irregular pattern of increase and decrease of EGACE in 2018 and 2019. 2018 has more graduates than enrolled due to the spillover of the scholarship programs from the previous year (2017), while the usual slight decrease from enrolled to graduated was observed in 2019.

Assessed, certified, and employed IPs also doubled in number from 2018 to 2019, again, because of intensified efforts to prioritize IPs in TVET programs the agency offers with different NGAs and others partners.

Besides the previously mentioned programs, below are also some of the actions TESDA has done to advance education, livelihood, and job opportunities for the Filipino ICC/IPs:



TESDA IP TVET Initiatives

1. Back in February 28, 2017, **TESDA and NCIP forged a Memorandum of Agreement (MOA)** specifically aimed to help the IPs for self or wage employment to uplift their economic status by issuing National Certificates (NCs) and Certificates of Competency (COCs) to successful IP-graduates of the program both agencies will implement. Then-**TESDA and NCIP Secretaries Guling “Gene” Mamondiong and Leonor Oralde – Quintayo** signed the MOA to formalize the partnership that still stands to date. An existing technical-working group (TWG) consisting of several TESDA offices was also created in connection to this MOA (TESDA Order no. 428, s. 2017, 06 November 2017).
2. While in a bid to look into better ways to preserve and develop local indigenous cultures of the Philippine ICC/IPs, TESDA organized a five-day **Community-Based Skills Development Program for the Indigenous Peoples (IPs) and Cultural Communities** in Iloilo City last March 19 to 23, 2018 for TESDA Central and Regional Offices.

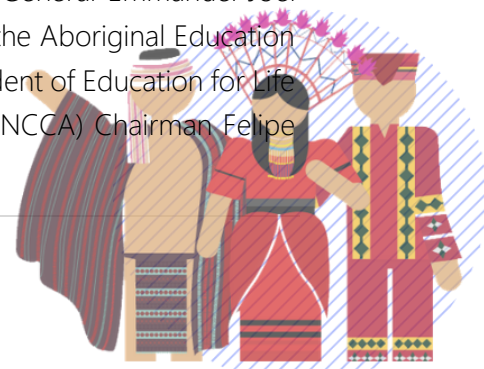
During the seminar, a multiplier training approach and the development of relevant regional action plans for curriculum development, learning modules, assessment tools, and trainer/ learner guides in TESDA TVET training programs were discussed together with NCIP, National Commission for Culture and the Arts (NCCA), and the NCCA – School of Living Traditions (SLT) Zonal Coordinators.



Fig. 9. Community-Based Skills Development Program for the Indigenous Peoples (IPs) and Cultural Communities, 19 – 23 March 2018, Iloilo City

3. Other related conferences were also attended by TESDA in a bid to recognize and forward the rights of Indigenous Peoples in the country, especially in technical-vocational education and training (TVET) and creation of more jobs and livelihood. One of these is the:

Conference on Technical Vocational Education and Training (TVET) for Indigenous People of the ASEAN last November 19-20, 2014 at the Bayleaf Intramuros, Manila which was attended by key resource persons such as then-**TESDA Director General Emmanuel Joel Villanueva**; then-Senator **Loren Legarda**; Director **Michelle Hall** of the Aboriginal Education and Training in Australia; Mr. **Edicio Dela Torre**, Founder and President of Education for Life Foundation (ELF); National Commission for Culture and the Arts (NCCA) Chairman **Felipe de Leon, Jr.**; and representatives of ASEAN member-states.



4. **Consultations** in forms such as **Board Meetings** are also being held to continue discussion and come up with relevant policies, activities, and programs for the IPs. Last February 10, 2018, TESDA convened their Regional Directors and the Regional Representatives of NCIP in the TESDA Central Office to discuss the said matters (TESDA Order no. 33, s. 2018, 06 February 2018).
5. TESDA continuously conducts **Community-based Training for Enterprise Development Programs** in different parts of the country, most especially in the localities of the ICC/IPs as well. This skills training program is specially designed for usually poor and marginal groups who most of the time, has no equal access to formal training and education provisions.

As most members of the ICC/IPs “have low skills, limited management abilities, have few economic options, and have no access to capital (mostly unqualified for formal credit programs),” TESDA implements a special training program for them to hone their community skills needs and have more employment and livelihood opportunities. Different strategies are being employed by TESDA Regional Offices to effectively implement these programs for these special clients (Community-based programs, n.d.).



Fig. 10. IP Graduates in the Community-Based Skills Training held in Sitio Tibucag, Daguhoy, Davao del Norte

TESDA continues to advocate in its special skills training and other tech-voc programs for the IPs the importance of preserving their traditional crafts while the agency, in partnership with different public and private organizations, assist them in their skills and community needs.

But given the gaps identified with the skills need and the current TVET capacity of the country, a lot more has to be done.



RECOMMENDATIONS

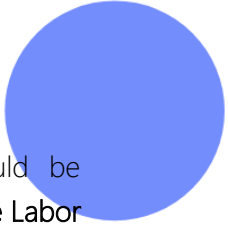
The following recommendations specific to TESDA hope to increase the number of IP TVET learners in the 21st century era and preserve and enrich the local IP culture in the Philippines more based on some best practices from the New Zealand, the Australian Government, and previous experiences of the agency with its TVET programs:

1. **Alignment of TESDA's policies and programs to the national plan for the Indigenous People.** The literature discloses the need for the development of wholistic programs among government agencies for the IPs, which can be done through the alignment of the initiatives among government agencies. TESDA, as one of the implementers of quality education in the country, has to make sure that all programs and initiatives for the IPs from the development of competency standards up to the scholarship provision consider the national programs for the IPs.
2. **Draft data-based policies that will enable increased engagement in IPs on TVET programs and employment opportunities.** In connection with the previous point, TESDA may also opt to further legislate its own memoranda guiding its field offices and training institutions in implementing more TVET programs in more ICC/IP communities in the country in line with the country strategy for IP education.

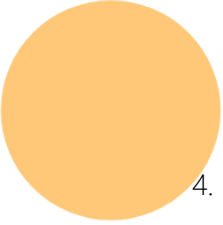
And in partnership with NCIP and DOLE, the country may also come up with a comprehensive employment and skills training guide for the Filipino indigenous peoples, similar to what the Australian Public Service Commission (APC) developed. This will standardize processes in recruiting IPs given their vulnerability and special cultural requirements and/or restrictions, if any. APC, more than their "Indigenous Recruitment Guide" also made a website that allows IPs to easily access employment opportunities available for them in the country (Australian Public Service Commission, n.d.).

3. **Improve the conduct of research regarding the current state of the IPs and the TVET provision in their communities.** Studying more about the current status of tech-voc programs being implemented in the country may provide more solid baseline data that can be used in the projection of TVET capacity in the future. Evaluation on these programs are also important to be conducted to improve the implementation of such programs in the future and if they meet the current skills needs of these clients. These studies can be used creating more specific and timelier TVET Frameworks and policies as well.





ILO recommends that stricter design and implementation of programs should be considered by TESDA as IPs are one of the **most vulnerable sectors of the Philippine Labor Force**. Also, in partnership with DOLE and PSA, **developing a labor and employment statistics report** that include the performance data of implementing agencies, policies, and other programs details for IPs would be helpful (2017).

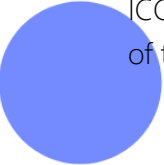


Furthermore, the Philippines may also adapt the National Centre for Education Statistics in the United States and the Education sites at the New Zealand Ministry of Education on the establishment of a comprehensive data collection framework in evaluating IP post-secondary education programs and national outcomes (Silta Associates, 2010).

4. **Properly evaluating TVET programs for IPs.** As results of evaluation studies of TVET program implementations guarantee betterment of the said programs in the future, researchers doing these evaluation studies should also be careful of the factors they are testing. Dockery and Milsom of the National Centre for Vocational Education Research (NCVER) of the Australian Government notes in their report that “no Australian studies that rigorously identify the ‘net’ impact of Indigenous participation in VET on labour market outcomes (2007).”

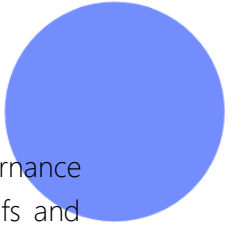
This only indicates that the researches also put in consideration what the IPs think are factors of success of TVET programs for them, more than national output that usually measure the extent of their participation by numbers. Researchers need to carefully look at their study through the eyes and values of the indigenous peoples, so they can accurately measure the level of success of the program for them.

5. **Conduct more inclusive and client-based training programs.** TESDA may design a more appropriate and client-based community-based training curriculum and materials for the IPs with continuous consultation and skills need assessment initiatives with the IP groups themselves, the NCIP, and other relevant IP-support groups headed by its existing TWG.

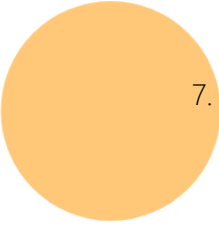


Self-determination is important for IPs, so considering their choices for the programs intended for them should always be taken into account. Community ownership is also an important concept the program implementors should consider. Having the support of the ICC/IPs for the project and commitment with them increase the chances of a smoother run of the program (Morley, 2015).





6. **Intensify efforts in preserving ICC/IPs culture and beliefs.** While choice and self-governance with programs in IPs should be valued, preserving their indigenous cultural beliefs and practices should also be given prime importance. The review of literature presented in this report clearly highlights how the general education curriculum/ programs are mostly neoliberal and westernized; thus, inciting problems with the preservation and promotion of these local cultures. TESDA should consider producing TVET programs that do not only cater to skills needs of the people, but respect and promote their cultures in all aspects as well.

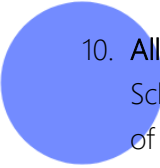


7. **Intensify awareness drive for available community-based training programs.** Going to ICC/IP communities and personally introducing the benefit and opportunities of TVET programs for the IPs is a good strategy to increase their participation in these programs for them. Information drives in partnership with their community leaders through mediums they can understand and appreciate is also a must. Producing culturally-appropriate materials in their local languages such as posters, comics, and community plays will be helpful as well.

8. **Utilize functions of Community Training Employment Coordinators (CTECs) in ICCs.** TESDA may opt to ask for the IP Community Leaders to also be their CTECs so the IP community members will be more encouraged to take TVET courses for the good of their own communities. Community-based training programs endorsed by their co-community members might bring these programs closer to them, and at the same time, more understanding in taking these programs for their skills needs.

9. **Increase training programs in TTIs, Mobile Training Laboratories, and other available platforms.** Utilizing all platforms in which TVET programs can be delivered—institution-based and community-based through mobile training laboratories, more IPs will be enticed to take skills training. These programs will also be more accessible to them, thereby increasing number of educated and employed IPs in the country.

Partnerships and incentive agreements with different private companies for Enterprise-Based training programs will be helpful in both increasing number of TVET trainees and the chances of these IP trainees to be directly-employed.



10. **Allot more funding for scholarship programs for IPs.** TESDA, basing on the annual Regional Scholarship Allocation Plans (RSAP) submitted by its field offices, can increase the number of scholarship slots per area in the TVET qualifications they need to enroll in based on their skills needs. This LMIR already identified that IPs generally need competencies in agriculture, aquaculture, construction, and manufacturing.



ROs may also customize this LMIR and situate their studies in the ICC/IP communities in their regions. TESDA Regional and Provincial Directors may further coordinate with NCIP for planning and allocating funds for TVET program implementation.

11. **Assist IPs in providing employment and establishing livelihood practices after skills training.** True to the advocacy of the current TESDA Administration of providing TESDA trainees a job and a livelihood after training, and in congruence to the call of the State for a **Matapang at May Malasakit governance**, the agency, through its regional and district offices, may create programs that help **give IPs opportunities for employment and livelihood.**

The ROs/POs may coordinate with LGUs and NGOs to connect them with employers and fund several community projects that generate profit for the ICC/IPs. Direct partnership with DOLE should also be helpful.

A good example of this is the joint program of TESDA Region XI, other NTF-ELCAC-member agencies, Hijo Resources, Inc., and LEADTECH, Inc. where they connect farmers—some of which are IPs, in the region, to global markets and better opportunities so they can have a stable livelihood and an additional source of income (Agak Center, n.d.). They even have an online platform where farmer-IPs can directly sell their products.



Fig. 11. Secretary Isidro Lapeña during the opening of the Agak Center in Davao, November 2019.

In another note, the evaluation studies on the TVET Programs may likewise be used to study their impact with the employment trends of the IPs.



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TVET Data Source:

2017 MIS 03-02 data from TESDA Regional Office, Provincial Office and TechVoc Institute ROPOTI

2018-2019 data from TESDA Training Management Information System (T2MIS)
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