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RESEARCH ARTICLE

THE EFFECTS OF SOCIAL DIVERSIFICATION ON INDIGENOUS PEOPLES EDUCATION (IPEd): AN EVALUATIVE REVIEW

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ABSTRACT

The threat of the widespread pandemic COVID19 has hit every nation around the globe by surprise. There has been a sudden closure of economic activity and a need to alter processes to what we now call the "New Normal". Along with the changes in economic system and lifestyle during the pandemic time, are changes in the education system of the Department of Education in the implementation of different modalities of learning and new teaching approaches. It has been a notion for our Education Department to look for alternatives in order for education to continue despite the threats of the Pandemic. The pandemic caused many reasons for concern from the people in the education sector most especially the public teachers who are now given the burden to make education happen no matter what the consequences and challenges there may be. This study evaluated the different coping mechanisms of public teachers to handle stress that was brought by the pandemic.

INTRODUCTION

The Indigenous Peoples Education (IPEd) program is one of the human rights-based approaches in the Education for All (EFA) concept that gives indigenous people the rights and privileges to benefit from educational services in a country where their culture and beliefs are relevant. It also acts as an essential component of the preservation of society and culture, as well as the social prosperity of the country. In the Philippines, as one multicultural paradise with varied cultural influences, social diversification is one very important aspect in the implementation of education for all where equal opportunity for quality education is given to every social classes, gender and ethnicity. The importance of integrating social diversification in indigenous peoples' education programs has been reiterated in the crafting of the IPEd curriculum framework. In response to the above principles, DepEd Order32, s.2015, Following the Indigenous Peoples Education Curriculum System, outlined the indigenous peoples' rights to use basic education facilities that are relevant to the needs of the indigenous peoples in order to educate the indigenous peoples.

This structure provides guidance for schools and other education initiatives as they include indigenous peoples in our education system, which includes the need to value and accept Indigenous Information Systems and Practices (IKSPs) in teaching programs and schools where they appeal to IPEd communities, specifically to establish a community of social diversification that eliminates discrimination of cultural indifference among students, peers and educators. At the beginning of the 21st century, social diversity hit the rise in nations where over half of the population in a classroom came from various nationalities, race or ethnicity. Schools and universities around the world promote inclusion and knowledge that negative stereotypes and cultural prejudices among different groups or ethnicities should be dissipated, especially in order to preserve the way of life of indigenous peoples. All students benefit from promoting integration and understanding around multicultural education and taking a culturally sensitive approach to teaching. It is important to note, with these culturally sensitive teaching methods in mind, why diversity and cultural sensitivity are so critical in the classroom and the advantages they can have for students now and in the long term. This study can help reflect the effects of social diversification to indigenous peoples' education especially in relation to their academic and civic and emotional advantages. This can help further assess why is there a need to develop culturally sensitive learning plan that can help students from different ethnic groups improve their

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confidence and love for education. In addition, social diversification can also improve every learners' awareness and understanding of different culture and beliefs. Thus, develop their ability to co-exist in a multicultural and diverse community.

OBJECTIVES

The study aims to evaluate the effects of social diversification in the indigenous peoples' education. Specifically, this evaluative study seeks to understand the following points:

- Determine the demographic profile of Indigenous people in terms of the following;
- Identify the effects of social diversification on the following aspects:
 - Academic Benefits
 - Civic and Emotional Benefits
- Propose contextualized learning plan to be included in the indigenous people education program.

METHODOLOGY

This study uses a descriptive approach to analysis that incorporates data from school data and Focused Group Discussion (FGD) data from teachers managing classes with indigenous people. In order to define learning plans for improving and fostering social diversification in indigenous peoples' education, it reviews and analyzes data from existing implementation guidelines. This research paper has used existing related literature and studies from reputable primary sources in the quest for insights and information that addresses this paper's entire objective. In addition, this paper identifies crucial changes in learning plans that will support teachers and learners in the philosophy of Education for All in the manner of cultural awareness and diversity practice among learners of different ethnicities.

PRESENTATION OF DATA AND ANALYSIS

Demographic Profile of IPEd: The tribe of the Ati community in the City of Naga is one of the sectors that can achieve fair education rights on the basis of the 2001 Education For All Guidelines and No Child is Left Behind Act that aims to help disadvantaged students get education despite the difficulty they face. The Local Government of the City develops the IPEd community in the city where they are given a place to stay and an inclusive school atmosphere where they can learn together with locals of the City. The percentage of enrolled Indigenous People students is at 11 percent of the school's overall population of 498 students. There are 28 male and 26 female IPEd students who are currently enrolled from Kinder to 6th grade. They are under inclusive classroom which means they are together with regular students in a classroom. The value of providing an inclusive educational atmosphere is that both the local people's culture and language can be absorbed by the IPEd students and the locals can also learn from their culture and appreciate their differences, according to school's administrator Ms. Apayor. The sharing of information between and between students makes it easier for the learning process to take place. Much of this tribe's livelihood comes from trade and merchandise where they must go to various places in another region to sell and collect goods that they will sell on the market.

In terms of quality and quantity of education, the indigenous people's way of living and their response to education posts a greater challenge for the education sector to handle. Their attendance rate is very low and there is a high likelihood of dropping out students due to the kind of livelihood they have, the IPEd students need to go to places to buy and sell goods or to attend to their cultural values and rituals for a quiet time. The teachers drafted plans for intervention to help IPEd students achieve success in their education, due to the situation at hand. These interventions are home visitation, one-on-one review teaching and peer-to-peer coaching, among others. The teachers also must develop homework activities that could help IPEd students continue learning despite the consequences of having to prioritize their livelihood next to education. Based on the estimated from the information of the United Nations Department of Economic and Social Affairs: Population Division in 2017, the Philippines between 12% to 17% of indigenous peoples all over the different regions nationwide. This shows several Filipinos need assistance in education in a more inclusive environment and curriculum.

Effects of Social Diversification to IPEd: A view of social diversification in education is a benchmark of a productive education. According to the study of Lopez (2017) students' performance and instructional interactions is derived from the different learning relationships that exist among students. It can be viewed that social diversification in education can greatly affect students' performance in classroom. Areas in Academic and Civic development initially improved as in the case of the IPEd students in City of Naga Division. An interview was conducted, and the following results were shown:

Academic Benefits of Social Diversification on IPEd: The indigenous peoples' way of simple living is an example of a Nomadic lifestyle where a need for formal education is not a priority since they are mostly dependent on the environment for basic needs of food, shelter, clothing, etc. Without a degree or diploma, the indigenous tribe can prosper because they can go fishing and trade in products for a living. However, with the changing times, this calls for measure of improvement. The education sector painted a different concept of way of living. Through education, the indigenous peoples learned the concept of monetary exchange and the value of money. By having education, they are more adept and more knowledgeable about trade and merchandise. In reading and evaluating, the IPEd group also had better and more mastered skills that they could use in their business ventures or landing a job and employment.

The increase in literacy rate of the community lessens the poverty rate of nation as more people become more skilled and better qualification for job and employment. According to UNESCO Digital Library (2016) It is evident that literacy is one factor for economic improvement. Literacy interventions generally provide economic growth in the society. In the aspect of academic benefits to IPEd students, social diversification plays a greater role in achieving higher literacy rate in the community. The diverse environment in the classroom, gives students proper stimulus to learn more. Wells, Fox, Cobo (2016) discussed how racially diverse classrooms can benefit all students. Educational benefits include cognitive, social and emotional aspects of all students in a socially diversified classroom. According to the report, because of educational benefits of diversity, colleges and

universities commit to adapt racially diverse educational settings as well as student bodies in organization so that students can learn from one another across cultural boundaries and help them fight with different perspectives and to collaboratively work across lines of differences that can help students prepare and become globally competitive.

Civic and Emotional Benefits Social Diversification on IPEd: Public schools welcome a more diverse spectrum within their walls where students and families from different cultures come together in an inclusive environment setting. Social diversified views, opinions, and principles are not only fully legal but also valued by students and families in a community.

Challenges of Social Diversification: The implementation of social diversification on IPEd programs recognized the rights of the indigenous peoples (IP) to have basic education that is culturally rooted and responsive, DepEd Order No.32 s.2015. Diversity contributes to institutional features that associate the importance of education with service to the broader community. However, Diversity of culture in an education setting sometimes may be the hardest to live and deal with, because teachers and administrators need to adjust and implement contextualization of instruction in their classroom. To address the issue, teachers need to understand their roles and responsibilities.

Conclusion

This time of globalization, social diversity is an important component to train students to become resilient and adaptive. This evaluative study attempted to analyze effects of social diversification of Indigenous Peoples Education IPEd in terms of academic, civic and emotional advantages as well as the challenges thereto. It can be concluded that:

- Social diversification of Indigenous Peoples Education (IPEd) programs have helped students of the Ati community in the City of Naga Division to improve their academic performance with the help of peer coaching.
- Students from the IPEd programs initially gained self-confidence and enriched their skills as they become learn in school.
- Social Diversification has positive impact in the society and the community with the increase of literacy rate. The increase of literacy rate increases the chance for employment of the citizens in the community.
- The challenges of social diversification in the educational environment are the contextualization of materials and lesson plans in order to address cultural differences and respond to problems in the delivery of instruction.

Recommendations

- Conduct a series of consultative meeting among education providers in the IPEd community and formation of a consultative and advisory bodies for IPEd.
- Outline the structure of the IPEd curriculum, which incorporates social diversification in all education areas that can grow and enhance multicultural knowledge among diverse learners.

- Integrate psychosocial principles as part of the contextualized lessons for operation and curriculum.
- Provide opportunities for culturally embedded practices to build awareness, empathy, open-mindedness and trust among students in order to prepare themselves for a diverse workplace.
- Provide services that develop collaborative co-existence where students work together in conjunction with various cultures and ethnicities.

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