

Compliance with the Integration of Indigenous Peoples' Studies into Relevant Higher Educational Curricula

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Introduction: To foster inclusive education, CHED CMO No. 2, s. 2019 mandates the integration of Indigenous Peoples (IP) studies into higher education curricula. This research evaluates the extent of compliance among State Universities and Colleges (SUCs) in Negros Occidental, specifically examining the strategies employed and challenges encountered by these institutions in implementing the mandate.

Methodology: This study employed a multimethod design using purposive sampling. Quantitative data regarding the compliance and challenges of integrating IP studies were gathered from internal (program chairs and faculty) and external (social science experts) assessors, then analyzed using frequency, mean, and standard deviation. To cross-verify these findings, qualitative insights were gathered through focus group discussions with at least six qualified participants across three Negros Occidental SUCs and analyzed using Lichtman's 3Cs.

Results: The quantitative results revealed that the HEIs reached moderate extent of compliance in integrating IP studies into their curricula. Meanwhile, based on qualitative inquiry, six (6) major themes emerged: Utilization of Project-Based learning; Engagement in Experiential Learning Activities; Mobilization of Multi-media; Reference Materials for IP Studies; IP Educators Equipped in Handling the IP Education; Cultural Sensitivity of IP

Conclusion: The presented extent of compliance in integrating IP studies is affirmed by the challenges encountered. It may not be a very good extent of compliance; however, faculty members of HEIs are open to continuous assessment and evaluation of their teaching performance in delivering IP knowledge. Their identified strategies on integrating indigenous education signal the HEI's commitment to fostering respect, understanding, and appreciation of the rich cultural heritage of IPs.

Practical Value: This study provided empirically supported insights that CHED can use to strengthen or adjust guidelines, ensuring that integration efforts are meaningful and not just symbolic. Also, the findings highlight the best strategies for integrating IP studies, which could aid curriculum developers in designing more inclusive, culturally relevant programs that genuinely reflect Indigenous ways of knowing and perspectives.

Directions for Future Research: Future research should investigate the indigenous community involvement in teaching practices and curriculum development. In addition, comparative studies across two categories of schools could provide deeper insights into factors that enhance or hinder effective integration since they are funded and operated differently. Longitudinal research could also track the long-term impacts of Indigenous curriculum integration practices, student outcomes, institutional practices, and community relationships.

Keywords: indigenous education, extent of integration, multimethod, state university, Philippines

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