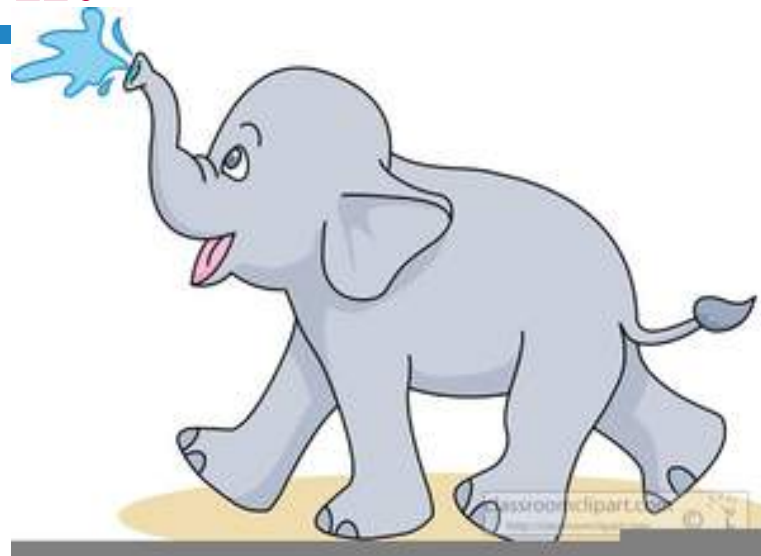


The Inclusion, Mobility, and Multilingual Education Conference
24-26 September 2019
Bangkok, Thailand

The elephant in the classroom: Language endangerment

Ryn Jean Fe V. Gonzales
SIL International



Presentation Outline

1. Language use issues in existing policies
2. MTB-MLE implementation in the midst of language endangerment
3. Sustainable Language Use
 - Literacy and language revitalization programs
4. Summary and recommendations

[REPUBLIC ACT No. 10533]

AN ACT ENHANCING THE PHILIPPINE BASIC EDUCATION SYSTEM BY STRENGTHENING ITS CURRICULUM AND INCREASING THE NUMBER OF YEARS FOR BASIC EDUCATION, APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES

Be it Basic education shall be delivered in languages understood by the learners as the language plays a strategic role in shaping the formative years of learners. *the*

native language user of by others, which he/she knows best, or uses most. This includes Filipino sign language used by individuals with pertinent disabilities. The regional or native language refers to the traditional speech variety or variety of Filipino sign language existing in a region, area or place. *as*

the “
SEC. 2. *Declaration of Policy.* — The State shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the



Republic of the Philippines
Department of Education

DepEd O R D E R
No. **32**, s. 2015

29 JUL 2015

ADOPTING THE INDIGENOUS PEOPLES EDUCATION CURRICULUM FRAMEWORK

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public and Private Elementary and Secondary Schools
All Others Concerned

1. Pursuant to DepEd Order No. 62, s. 2011 entitled *Adopting the National Indigenous Peoples Education (IPEd) Policy Framework* and DepEd Order No. 43, s. 2013 entitled *Implementing Rules and Regulations of Republic Act No. 10533 Otherwise Known as the Enhanced Basic Education Act of 2013*, the Department of Education (DepEd) is adopting the enclosed **Indigenous Peoples Education Curriculum Framework**.

2. Recognizing the right of indigenous peoples to basic education that is culturally rooted and responsive, the IPEd Curriculum Framework seeks to provide guidance to schools and other education programs, both public and private, as they engage with indigenous communities in localizing, indigenizing, and enhancing the K to 12 Curriculum based on their respective educational and social contexts.

B. Key Elements of an Indigenous Peoples Education Curriculum

- 1) **Curriculum design, competencies, and content.** Interfacing the national curriculum with IKSPs and ILS, the design of a culturally appropriate and responsive curriculum has the following features:

- a) **Anchors the learning context on the ancestral domain, the community's worldview, and its indigenous cultural institutions.**

The ancestral domain is one of the defining features of indigenous communities. It is valued not only as source of daily subsistence but also as manifestation of the intertwining of the community's cultural, social, and spiritual dimensions. In the face of displacements and migration, the sense of belongingness to one's ancestral domain, the

d) **Revitalizes, regenerates, strengthens, and enriches IKSPs, ILS, and indigenous languages.** The curriculum shall recognize IKSPs as the collective prior knowledge of indigenous learners. IKSPs in the curriculum shall contribute to the ongoing transmission of the community's cultural wealth to indigenous learners and to their meaningful practice in contemporary times.

- b) **Integrates indigenous knowledge, skills, and values (IKSPs) with the national curriculum.** Guided by the community's reflections and educational aspirations, the curriculum shall facilitate and support the community's efforts to revitalize and regenerate IKSPs that have become dormant. Based on the community's suggestions, the curriculum shall contribute in strengthening and enriching IKSPs by incorporating new but culturally appropriate concepts and learning.

- c) **Affirms and strengthens indigenous cultural identity.** The curriculum shall foster in indigenous learners a deep appreciation of their cultural identity by strengthening their relationship to their ancestry, community history, and way of life. Deeply cherished values of the community permeate the learning experience to anchor their sense of self and identity.

Wait, I got a little confused.

- ▷ MTB-MLE → starts with the language that the children know best.
- ▷ IPED → If the IKSPs ILS, and the indigenous language (IL) are dormant, they will be revitalized in schools. Specifically, the IL that the children are not speaking well anymore or not at all) will be revitalized.
 - **Goal: Literacy or language revitalization?**

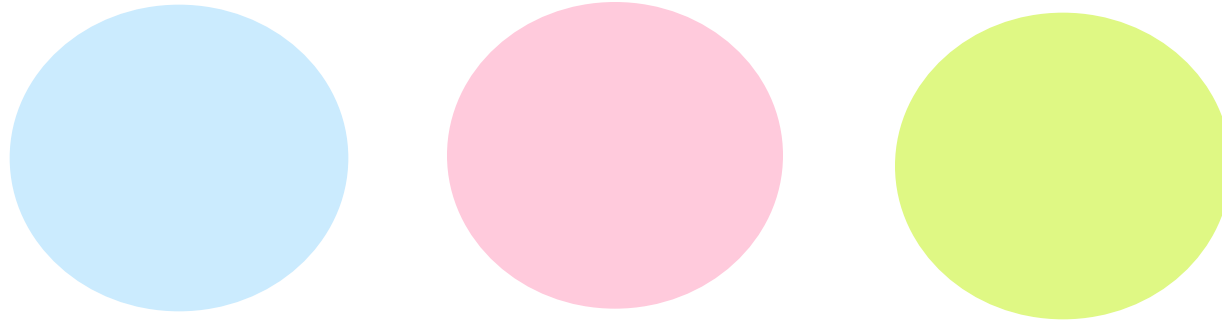
I think that...

1. Not all IL are appropriate to be used as the L1 in MTB-MLE programs.
2. Using the IL in school as a way of language maintenance or development may be strategic for some languages but not for all.
3. Using an IL that is no longer familiar to children in school also violates their right to education that serves them well.

II. Policy implementation and language endangerment

Policy Implementation:

“Expectation vs. Reality”



Legend:

L1

HL

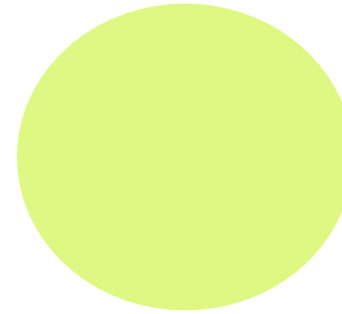
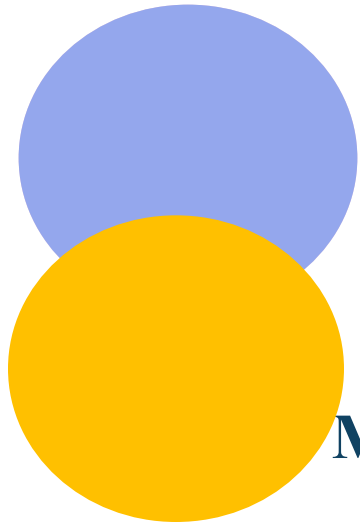
RL

NL

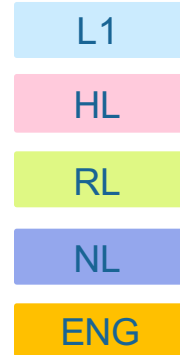
Default practice: L1 = HL (especially in IPED)

Policy Implementation

“Expectation vs. Reality”



Legend:



MT/L1 is not always the HL

Language endangerment

Language shift

Children's Iñupiat is not the heritage language
Is this worth talking about?

Yes, because of its impact on...

1. Children's learning
2. Language maintenance or revitalization programs
3. (Limited) Resource utilization

Language endangerment



A language is in danger when its speakers cease to use it, use it in an increasingly reduced number of communicative domains, and cease to pass it on from one generation to the next. That is, there are no new speakers, adults or children.

TAXONOMY OF MOTIVATIONS INFLUENCING LANGUAGE SHIFT (Karan 2008, 2016)

- **Communicative**
- **Economic**
 - **Job related**
 - **Trade related**
 - **Network related**
- **Social Identity**
 - **Prestige group related**
 - *Solidarity related*
 - *Conformity related*
 - *Hero/Villain related*
 - *Distance related*
- **Language Power and Prestige**
 - *High language forms*
 - *Low language forms*
- **Nationalistic and political**
- **Religious**
 - *Pleasing or appeasing*
 - *Sacred language*
 - *Access writing*

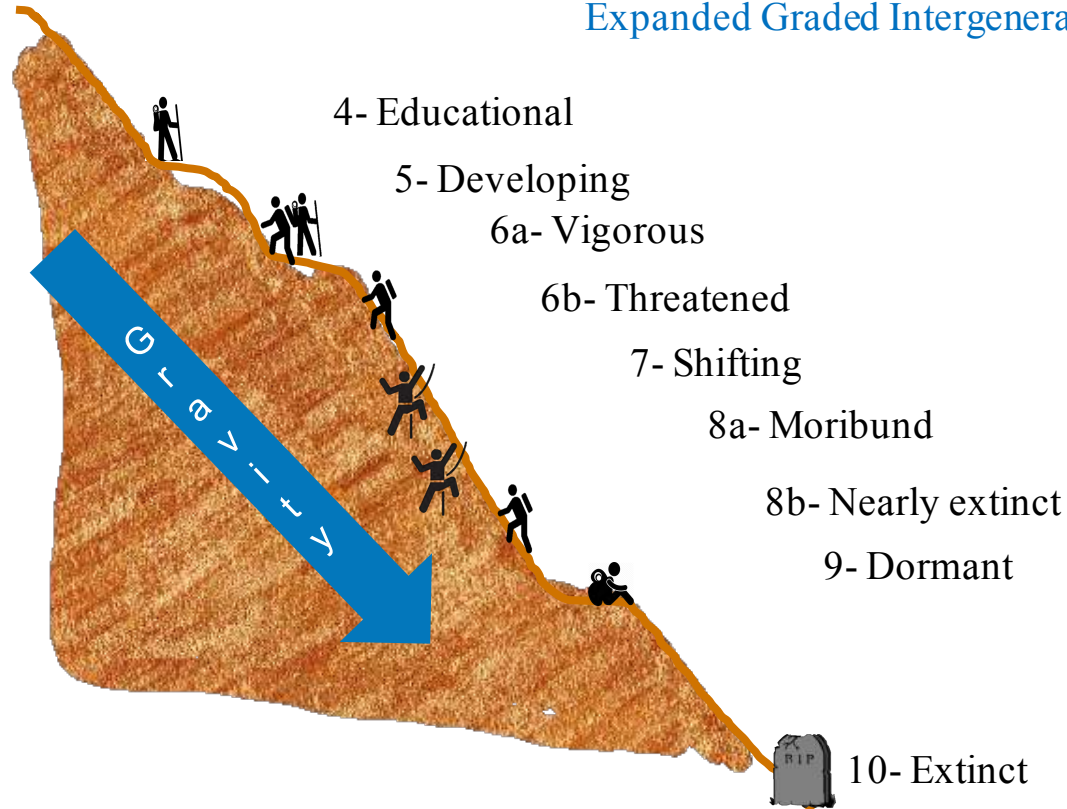
Bold: Dominant language

Italics: Vernacular

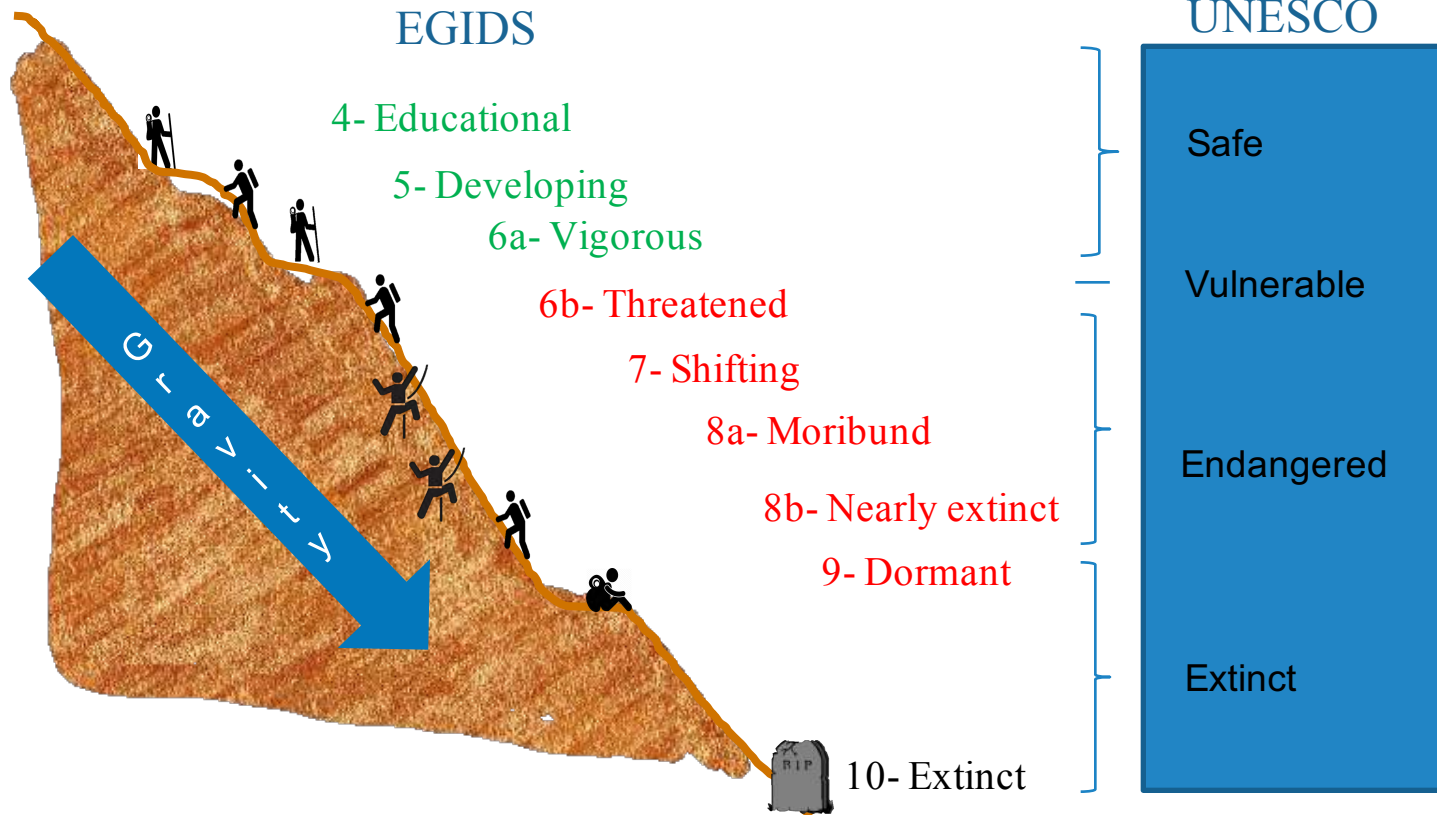
II. Status of languages used in school as MOI

ASSESSING LANGUAGE VITALITY

Expanded Graded Intergenerational Disruption Scale EGIDS



ASSESSING LANGUAGE VITALITY



Vitality of languages used in schools

4-

Educational

Isnag [isd]
Tboli [tbl]
Obo Manobo [obo]
Yakan [yka]
Tagabawa [bgs]

5-

Developing

Ibaloy [ibl]
Kalanguya [kak]
Kankanaey [kne]
Sambal Botolan [sbl]
Ayta Mag-indi [blx]
Dumagat Bulos [due]
Casiguran Agta [dgc]
Central Subanen [syb]
Northern Subanen [stb]
Blaan [bps], [bpr]
Sangil [snl]
Sama Bangingi [sse]
Maguindanaon [mdh]
Matigsalug [mbt]

Southern Subanen* [laa]
Ayta Mag-antsi* [sgb]
Higaunon* [mba]
Mamanwa* [mmn]
Agusan Manobo* [msm]
Teduray* [tiy]
Ata Manobo* [atd]

6a-

Vigorous

Iranun* [ilp]
Kamayo* [kyk]
Kolibugan [skn]

6b-

Threatened

Itneg Inlaud [iti]
Ayta Abellen [abp]
Ayta Ambala [abc]
Ayta Magbukun [ayt]
Dumagat Kabulloan [agy]
Eastern Subanen [sfe]

7- Shifting

Giangan (Klata) [bgi]

Vitality of languages used in schools

Threatened (6b) or shifting (7) in some speech

Communities

Isnag [isd]
Tboli [tbl]
Obo Manobo [obo]
Yakan [yka]
Tagabawa

Developing

Ibaloy [ibl]
Kalanguya [kak]
Kankanaey [kne]
Sambal Botolan [sbl]
Ayta Mag-indi [blx]
Dumagat Bulos [due]
Casiguran Agta [dgc]
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Ata Manobo* [atd]

6a- Vigorous

Iranun* [ilp]
Kamayo* [kyk]
Kolibugan [skn]

6b- Threatened

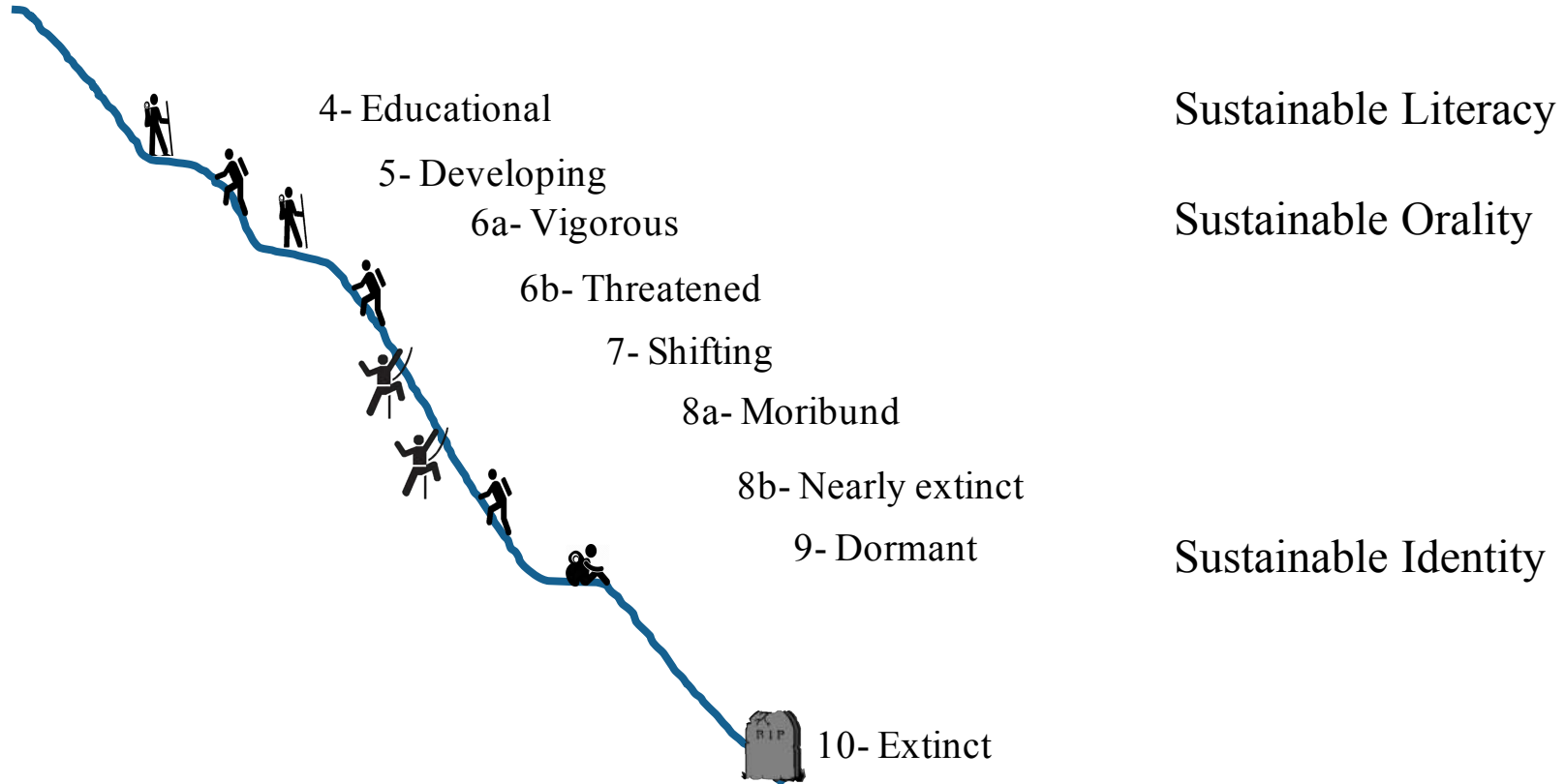
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Ayta Magbukun [ayt]
Dumagat Kabulloan [agy]
Eastern Subanen [sfe]

7- Shifting

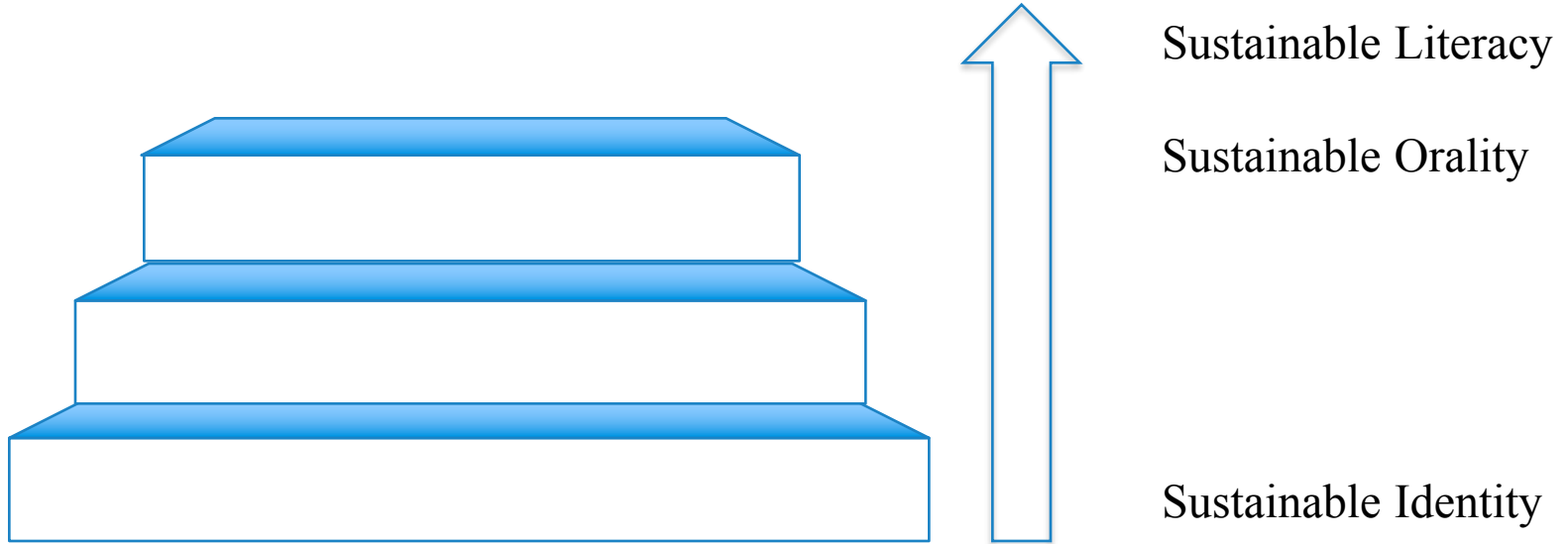
Giangan (Klata) [bgi]

III. Sustainable language use

Sustainable Use Model (SUM)



Sustainable language use



IV. Implications on MTB-MLE and IPEd Programs

a) Successful MTB-MLE Programs

- Use of HL is appropriate when the language is at level 6a ;
- at 6b and lower , it would require more work and resources.
- Using a language that is unfamiliar to children in for the purpose of language revitalization is contrary to the intent of MTB-MLE.

“ Oral language proficiency lays the foundation for the reading and writing skills children will develop as they enter and progress through school.”

<https://grapeseedus.com> (2017)

b) Language revitalization

- ▷ Entails far greater effort than DEPED can muster through IPED.
 - Orality issues is best addressed in the home/ community. with parents and elders. The elders often fail to see that they are part/cause of the problem. 😊
- ▷ Literacy will not solve orality and/or identity problems
 - Why would people bother or parents encourage their children to read and write in a language that they do not even speak and value?

V. Recommendations

Recommendations

1. The DEPED should consider the status of the language which will be used as the MOI in MTBMLE implementation.
 - Consider teaching the HL as L2, if the children have already shifted to another language.
2. Clarify conflicting provisions between policies concerning language use (e.g. what is the L1/ MT).

Recommendations

2. There is a need for a more in depth assessment of language use, vitality, attitudes, and other sociolinguistic issues related to MTB-MLE implementation.
 - Ethnic population vs. speaker population
3. As ‘influencers’ or consultants being asked by DEPED to help in the policy implementation, Institutions have to help in making sure the DEPED and the community could make informed decisions so that goals are realistic and resources are used wisely.

Salamat!

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rynj_gonzales@sil.org

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Questions?

The Inclusion, Mobility, and Multilingual Education Conference

24-26 September 2019

Bangkok, Thailand

Walang Bibitw: Challenges and Opportunities of Educational Reform in the Philippines

Levi C. Cruz

Translators Association of the Philippines

Mansueto S. Casquite

United Bible Societies

Ryn Jean Fe V. Gonzales

SIL International

The Inclusion, Mobility and Multilingual Conference
24-26 September, 2019
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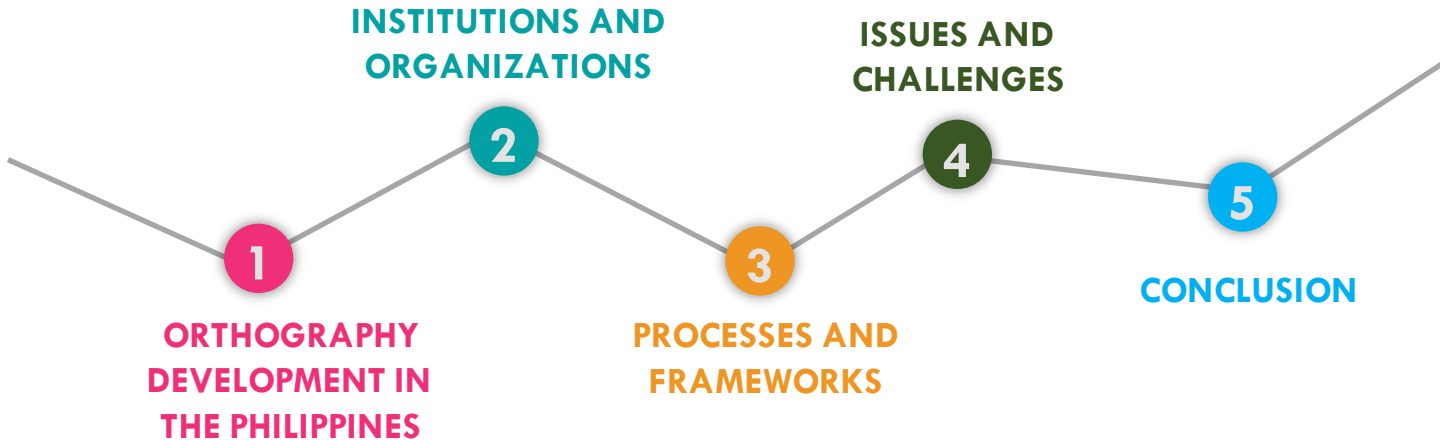
ORTHOGRAPHY DEVELOPMENT IN THE PHILIPPINES: DIFFERING FRAMEWORKS AND PROCESSES

Levi C. Cruz

Translators Association of the Philippines



OVERVIEW OF PRESENTATION



LINGUISTIC SITUATION OF THE PHILIPPINES



- The Philippines is a multilingual country with more than 175 indigenous languages.
- 19 languages were selected as pilot languages (15 or which are major languages)
- Estimated that speakers of the major languages comprise 85% of the population
- Multilingualism is a norm for many Filipinos

ORTHOGRAPHY DEVELOPMENT IN THE PHILIPPINES



COMMISSION ON FILIPINO LANGUAGE

A government institution mandated by the law to develop the Filipino language

NATIONAL LANGUAGE

PUBLICATIONS, WRITERS' GROUPS

A normalized writing system evolved naturally over time through the use of their writing system(s).

MAJOR LANGUAGES

"MINORITY" LANGUAGES

NGOs

The written form is motivated by missionary linguists who help produce written materials in the language.

LINGUISTIC SITUATION OF THE PHILIPPINES



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develop the Filipino
language

MTB-MLE

NATIONAL
LANGUAGE

MAJOR
LANGUAGES

"MINORITY"
LANGUAGES

PUBLICATIONS

NGOs



LANGUAGE POLICY IN THE PHILIPPINES



1974



BILINGUAL EDUCATION POLICY

- English
- Filipino

MULTILINGUAL EDUCATION POLICY

2009



2012



IMPLEMENTATION OF MTB-MLE IN SCHOOLS

19 Priority languages

BASIC EDUCATION ACT OF 2013

2013



2015



INDIGENOUS PEOPLE'S EDUCATION (IPED) CURRICULUM FRAMEWORK

"in all regions with IP communities"

ORGANIZATIONS AND INSTITUTIONS



Summer Institute of Linguistics



Department of Education



Translators Association of the
Philippines



Save the Children



Komisyon sa Wikang Filipino
(Comission on the Filipino Language)



University of the Philippines

And more...

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And more...

ORGANIZATIONS AND INSTITUTIONS



Summer Institute of Linguistics

Region I (8 language groups)
Region II (Isnag)
Region III (9 language groups)
Region IV (4 languages)
Region V (Agta)
Region XI (7 language groups)
ARMM (6 language groups)



Translators Association of the
Philippines

Region X (12 language groups)
Region II (Gaddang)
Region V (Boinen)
Region XI (Kamayo)



Komisyon sa Wikang Filipino
(Comission on the Filipino Language)

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Komisyon sa Wikang Filipino
(Comission on the Filipino Language)

ORGANIZATIONS AND INSTITUTIONS



Summer Institute of Linguistics

- Volunteer, non-profit organization
- in cooperation with the DepEd
- Language development, translation, research, training and materials development
- www.philippines.sil.org



Translators Association of the Philippines

- Volunteer, non-profit organization
- Language development and Bible translation
- www.translators.org.ph



Komisyon sa Wikang Filipino (Comission on the Filipino Language)

- Official government institution mandated to develop, preserve, and promotie the various local Philippine languages
- www.kwf.gov.ph

ORGANIZATIONS AND NETWORKS



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PROCESSES AND FRAMEWORKS



Summer Institute of Linguistics

- Participatory approach

“...help communities to think and talk together in order to describe and analyse their situation, decide what to do, plan how to do it and evaluate what has been done.” (Hasselbring: 2010)



PROCESSES AND FRAMEWORKS



Summer Institute of Linguistics

- Participatory approach

“...help communities to think and talk together in order to describe and analyse their situation, decide what to do, plan how to do it and evaluate what has been done.” (Hasselbring: 2010)



- Phase 1: Alphabet chart and spelling rules
- 5 days, 8-10 participants per language group
- Teachers + language community members

PROCESSES AND FRAMEWORKS



Summer Institute of Linguistics

- Participatory Approach (ADW)
(Easton & Wroge, 2012; Casquite 2013)

“...help communities to think and talk

- *Discussion in “What makes a good Alphabet”*
“...help communities to think and talk together about their situation, decide what to do, plan how to do it and evaluate what has been done.” (Hasselbring: 2010)
- Writing and reading of stories



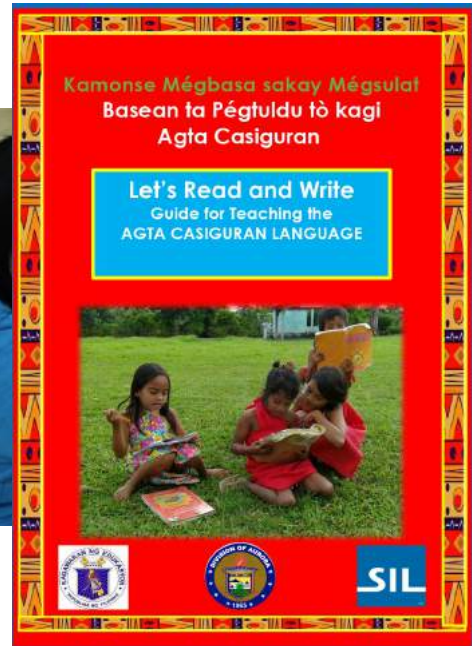
- Discussing problem areas
 - Phase I: Alphabet chart and spelling rules
- Spelling options
 - 5 days, 8-10 participants per language group
- Producing a grapheme chart
 - Teachers + language community members

PROCESSES AND FRAMEWORKS



Summer Institute of Linguistics

- Beyond Phase 1:
 - Community testing and validation
 - Primers
 - Big books and small books



Phase 1 Output: Spelling Guide

PROCESSES AND FRAMEWORKS



Translators Association of the
Philippines

- Participatory approach
- Focus on linguistic analysis with the participants
- 8-10 participants per language group,
- Teachers + community members





PROCESSES AND FRAMEWORKS



- Participatory approach
- Focus on linguistic analysis with the participants
- 8-10 participants per language group,
- Teachers + community members





PROCESSES AND FRAMEWORKS



Discovering...

How sounds are produced (Vocal apparatus)



Sounds in the language (phones)

VOWEL CHART

	FRONT	CENTRAL	BACK
HIGH	i ɪ		u ʊ
MID		ə	y
LOW	ɛ	e æ	ɑ: ɒ

Significant sounds in the language (phonemes)

Vowel Phonemes

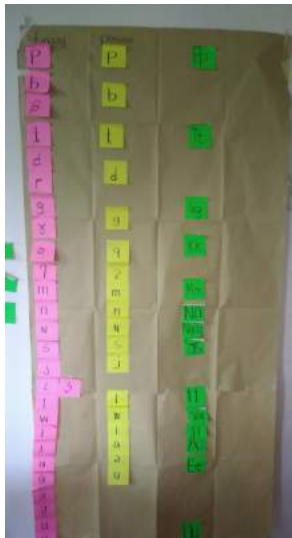
[ɛ] 'laki'	[ɪ] 'kiri'
[a] 'kano'	[ə] 'kano'
[u] 'dramu'	
MINIMAL PAIRS	
[pə] 'paras' / [bə] 'buras'	
[pa] 'palay' / [ba] 'baby'	
[d] 'dawan' / [t] 'tawan'	
[n] 'nakat' / [ŋ] 'gungat'	
[n] 'nakat' / [ŋ] 'nakat'	



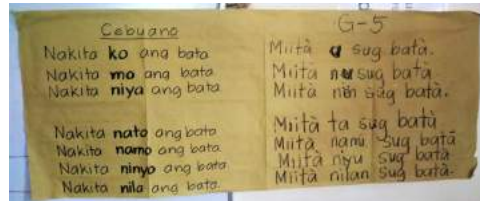
PROCESSES AND FRAMEWORKS



Choosing a symbol for each phoneme/sound



Writing in sentences



Story Writing



PROCESSES AND FRAMEWORKS



Komisyon sa Wikang Filipino (Commission on the Filipino Language)

Purpose:

“...undertake, coordinate, and promote researches for the development, propagation, and preservation of Filipino and other languages.” (Article 14, Section 9)

Framework:

“...the creation of the orthographies of native languages must hew to the form of a national orthography.” (KWF, 2018).

Activities:

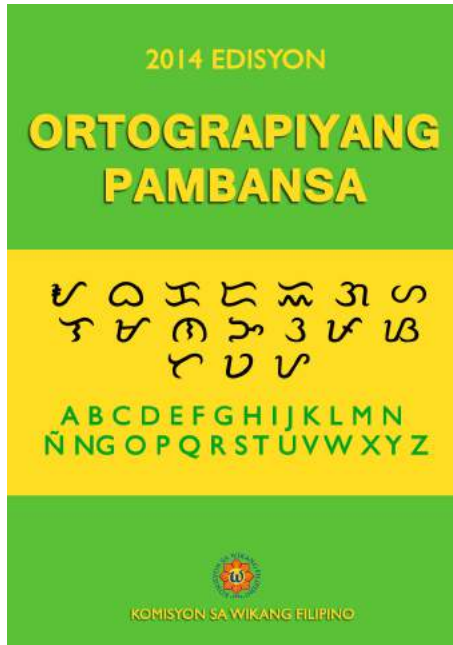
“Since 2013, the KWF has been disseminating the [National Orthography] ...and conducting lectures and workshops nationwide on its use by schoolteachers and various audiences and users of the language.” (KWF, 2018).

*Disseminated a writing manual or style guide.”
(KWF, 2018)*

PROCESSES AND FRAMEWORKS



Komisyon sa Wikang Filipino
(Commission on the Filipino Language)



Common pool of orthographic symbols to be used by Philippine languages.

Addition of symbols, particularly the <ë> to represent the schwa sound

Examples:

<i>ëttëng</i>	‘big’	Kalanguya
<i>ëshahël</i>	‘many’	Ibaloy
<i>bakën</i>	‘not’	Kankananaëy

PROCESSES AND FRAMEWORKS



Komisyon sa Wikang Filipino
(Commission on the Filipino Language)

The KWF Mandate and the Work of Orthography, Harmonization, and Modernization of the Filipino language

 KOMISYON SA WIKANG FILIPINO - MONDAY, DECEMBER 3, 2018 - READING TIME: 11 MINUTES 

So much misunderstanding has surfaced lately as certain groups have quite vehemently voiced their opposition to the Komisyon sa Wikang Filipino's campaign to institute a national orthography through 1) the *writing of orthographies* for the other native languages of Philippines, of which there is seldom one existing (as we will show later); 2) the updating of existing orthographies especially for what has been traditionally considered the "major" Philippine languages, and 3) the subsequent necessity for the *harmonization* of said orthographies.

Such misunderstanding, and even ignorance, indeed, have led many to forget even the most fundamental core of this linguistic task under the KWF's mandate: that there is an *existing*

ISSUES AND CHALLENGES



ISSUE # 1: COMMUNITY INVOLVEMENT

The community who will use the orthography need to be well-represented.



ISSUES AND CHALLENGES



ISSUE # 2: PREVIOUS WRITING SYSTEMS

Orthography development should acknowledge orthographies done previously or by other groups.



ISSUES AND CHALLENGES



ISSUE # 2: EXISTING ORTHOGRAPHIES

- A. Status of the orthography Is there already an existing orthography decided upon by some people in the language community?
Are people aware of it?
- B. Attitude How do people view the existing orthography? Do they approve of it?

ISSUES AND CHALLENGES



ISSUE # 3: DECISION MAKING PROCESS

“And it is through participating in decision making, that people make the writing system their own” (Malone 2004:45).



ISSUES AND CHALLENGES



ISSUE # 3: DECISION MAKING

- A. Top-down vs. Bottom-up How do people see the decision-making process—are they favorable with top-down or bottom-up approach?

- B. Politics Who do people see as the decision-makers in the community — few select (leaders/elders) or majority?



An effective orthography is not only (a) linguistically sound, but is also crucially (b) acceptable to all stakeholders

Cahill³¹ (2017)

CONCLUSION



- This presentation has shown the reality of the orthography development in the Philippines
-
- Current orthography development situation in the Philippines was motivated by the need to teach and produce materials in the Mother Tongue in schools
- Organizations who are involved in helping language groups employ different processes and frameworks
- Government is also involved in the development of the orthographies of native languages of the Philippines

...

CONCLUSION



- Challenges faced in our experience in orthography development centered around three main issues: (1) community involvement, (2) acknowledgement of previous orthographies, and (3) decision-making process
- The complexities of orthography development in the “old” setup is amplified in the “new” setup:
- Unlike the traditional setup where standardization can take time, i.e. more time in decision making process and community testing, the nature of the current setup forces “standardization” to happen in a short time. Although the goal is to produce only a working orthography, we observe that people view it as a “final” or “standard” orthography, since it will be the system that will be taught to the children.

...

CONCLUSION



- Organizations and institutions carry certain processes and frameworks that affect the orthography development, but the extent to which it affects the acceptability is not verified.
- Differing frameworks as to who is the ultimate decision maker regarding their orthography has caused confusion to the stakeholders,

A move forward is to create a space for dialogue between and among stakeholders

- Despite the challenges being faced in orthography development in the Philippines, the current situation has presented opportunities for learning during this trial and error stage, and better the orthography development process of DepEd .

THANK YOU



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The Inclusion, Mobility, and Multilingual Education Conference
24-26 September 2019
Bangkok, Thailand

Celebrating cultural communities, intensifying interagency synergy

Mansueto S. Casquite
United Bible Societies



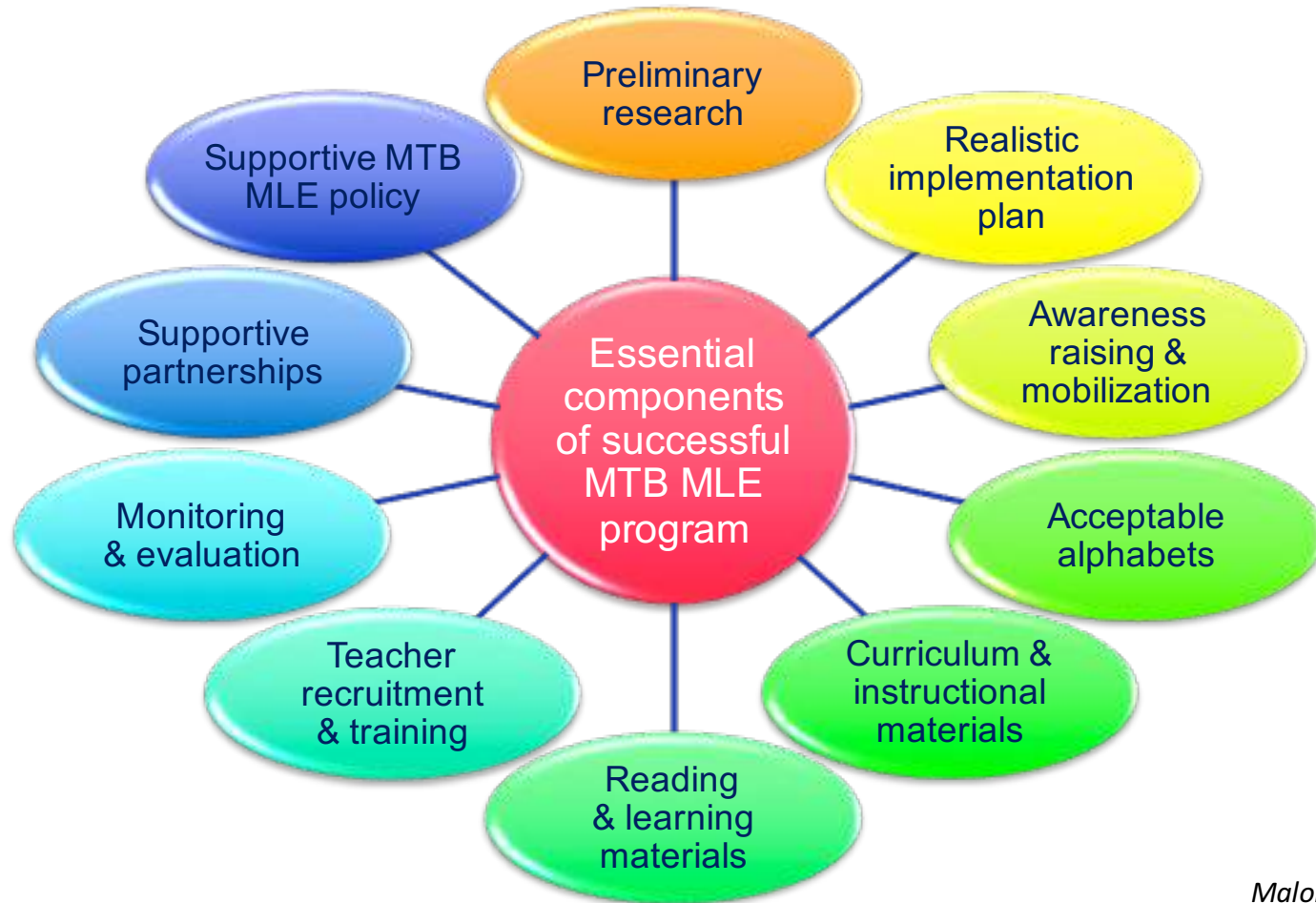


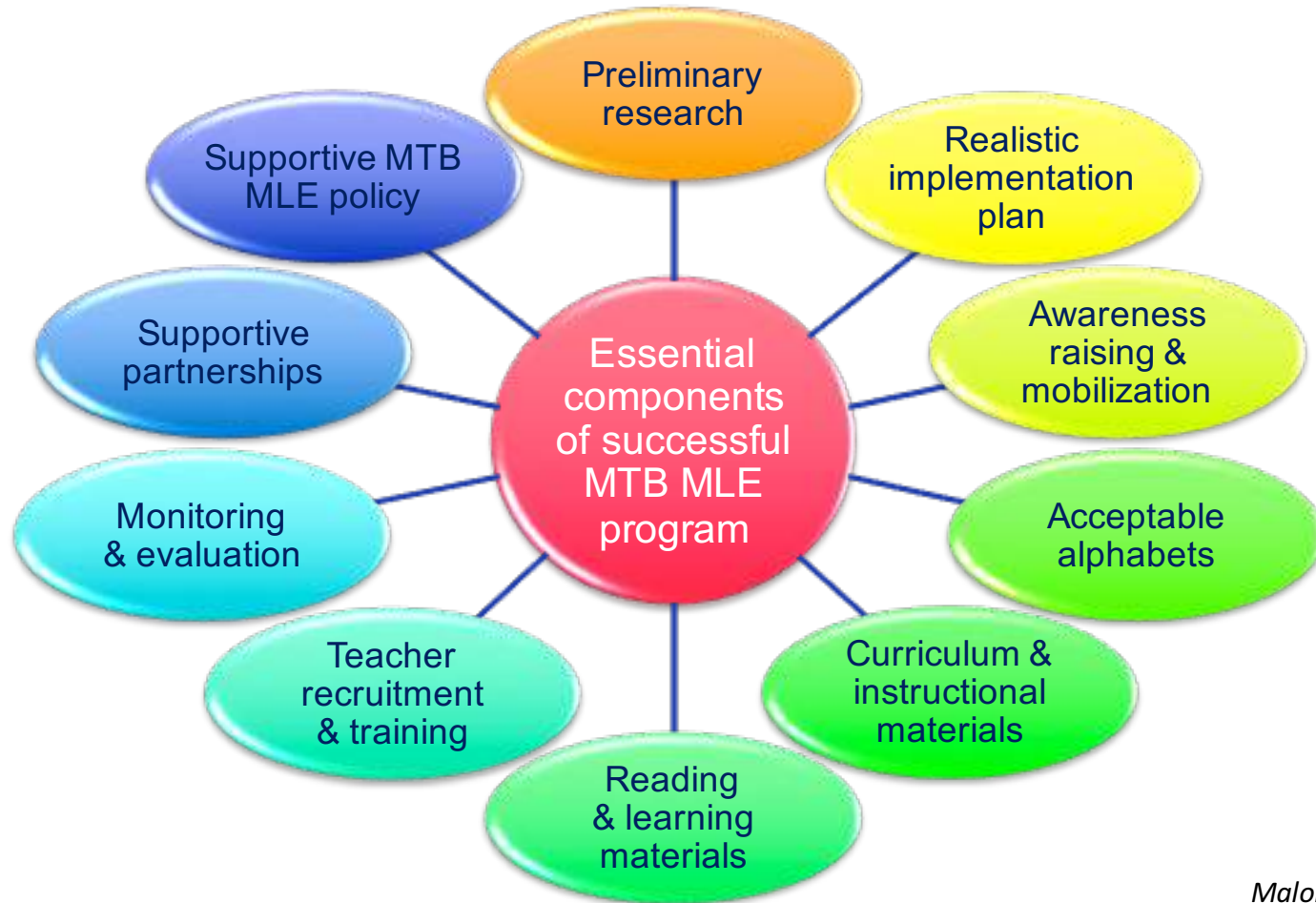
OUTLINE

1.

Principles and Policies

MTB MLE, IPed, and the communities





MTB MLE and IPEd in the Philippines

- ▷ Department Order 74, s 2009 (DO74)
“Institutionalizing Mother Tongue Based Multilingual Education (MLE)”, 14 July 2009.
- ▷ Currently implemented in K-3 in 19 languages across the country.
- ▷ Department Order 62 s. 2011 (DO62)
“Adopting the National Indigenous Peoples (IP) Education Policy Framework”, 8 August 2011.
- ▷ All other IP language groups or indigenous cultural communities that are not part of the 19 languages where MTB MLE is implemented.

MTB MLE Key Features

▷ Policy Statement

V. Policy Statement

13. As prescribed by **Republic Act No. 10533**, DepEd shall adhere to the following principles in pursuit of the K to 12 Basic Education Program:

- a. The curriculum shall be learner-centered, inclusive, developmentally relevant and appropriate. Learner-centered is an approach to education that puts the needs and interests of the students at the center of the teaching-learning process.
- b. The curriculum shall be relevant, responsive and research-based. It is based on learning theories, principles, sound research, and studies in teaching and learning dynamics.
- c. The curriculum shall be culture-sensitive which means that instruction must respect the cultural identities of the learners.
- d. The curriculum shall be contextualized and global. Relevant, appropriate, and responsive curriculum will only become a reality if it puts a premium on the personal, bio-geographical and socio-cultural setting of the learners, taking into account the demands of the national and global community.
- f. The curriculum shall adhere to the principles and framework of Mother Tongue-Based Multilingual Education (MTB-MLE) in the early grades. Instructional materials and capable teachers to implement the MTB-MLE curriculum shall be available. The guidelines on the implementation of the MTB-MLE program are further explained in Annex 4.

- ▷ Known to unknown
- ▷ Strong foundation in literacy through the first language
- ▷ Locally relevant or culturally familiar concepts
- ▷ Emphasizes understanding, meaning, and communication as well as skill development (Dekker 2001)

IPed Key Features

▷ Policy Statement

V. Policy Statement

13. As prescribed by **Republic Act No. 10533**, DepEd shall adhere to the following principles in pursuit of the K to 12 Basic Education Program:

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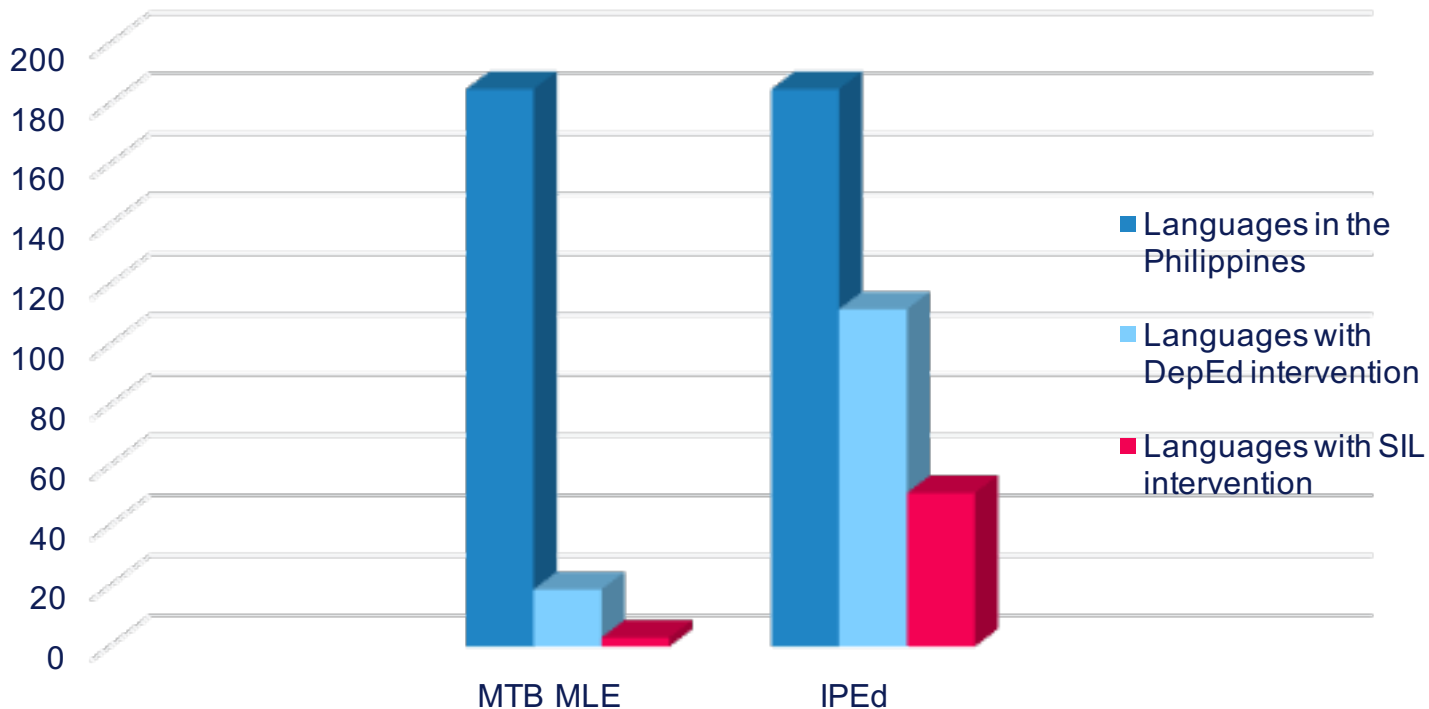
- ▷ A framework for a rights-based approach to basic education
- ▷ Fosters participation, inclusion, and empowerment
- ▷ Recognizes, protects, and promotes the rights and welfare of Indigenous Peoples / Indigenous Cultural Communities
- ▷ Equips the learners to face various social realities and challenges

2.

Processes and Practices

MTB MLE, IPed, and the communities

Languages where MTBMLE and IPed are currently implemented



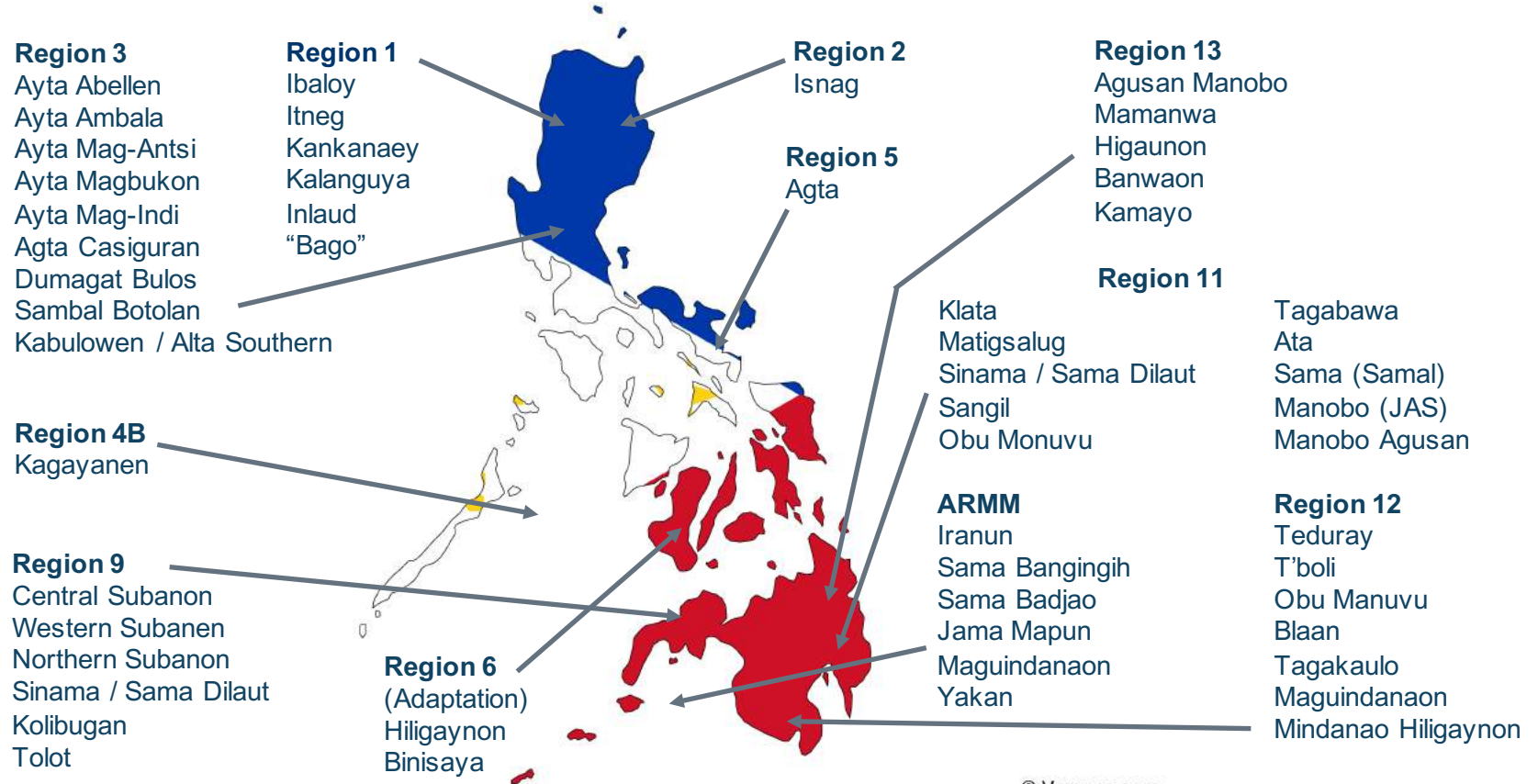
Languages where MTBMLE is currently implemented

- ▷ Akeanon / Akianon
- ▷ Bikol
- ▷ Chavacano
- ▷ Hiligaynon
- ▷ Ilokano/Iloko
- ▷ Ivatan
- ▷ Kapampangan
- ▷ Kinaray-a
- ▷ Maguindanaon
- ▷ Maranao
- ▷ Pangasinan/Pangasinense
- ▷ Sambal
- ▷ Sinugbuanong Binisaya/Cebuano
- ▷ Sunurigaanon/Surigaanon
- ▷ Tagalog
- ▷ Tausug
- ▷ Waray
- ▷ Yakan
- ▷ Ybanag/Ibanag

Languages where MTBMLE is currently implemented

- ▷ Akeanon / Akianon
- ▷ Bikol
- ▷ Chavacano
- ▷ **Hiligaynon** (in Mindanao)
- ▷ Ilokano/Iloko
- ▷ Ivatan
- ▷ Kapampangan
- ▷ Kinaray-a
- ▷ **Maguindanaon**
- ▷ **Maranao**
- ▷ Pangasinan/Pangasinense
- ▷ Sambal
- ▷ Sinugbuanong Binisaya/Cebuano
- ▷ Sunurigaanon/Surigaanon
- ▷ Tagalog
- ▷ Tausug
- ▷ Waray
- ▷ **Yakan**
- ▷ Ybanag/Ibanag

ICCs / Indigenous Languages with SIL intervention



Practices and processes

Participatory Approaches

- Orthography Development and Materials Development

Participation of community leaders and elders

- Contextualization of curriculum, orthography & materials development, field testing, planning

Community consultation & validation

- field testing

Orthography development

Sama Dilaut, Zamboanga Peninsula





Local communities play a major role in the successful implementation of MTB MLE in schools with IP learners..... Constant community engagements and dialogue between DepEd and the IP communities develop deeper understanding and builds strong partnerships and harmonious relationships that enable the smooth flow of important processes in implementing MTB MLE and IPEd programs in the schools within the communities.”

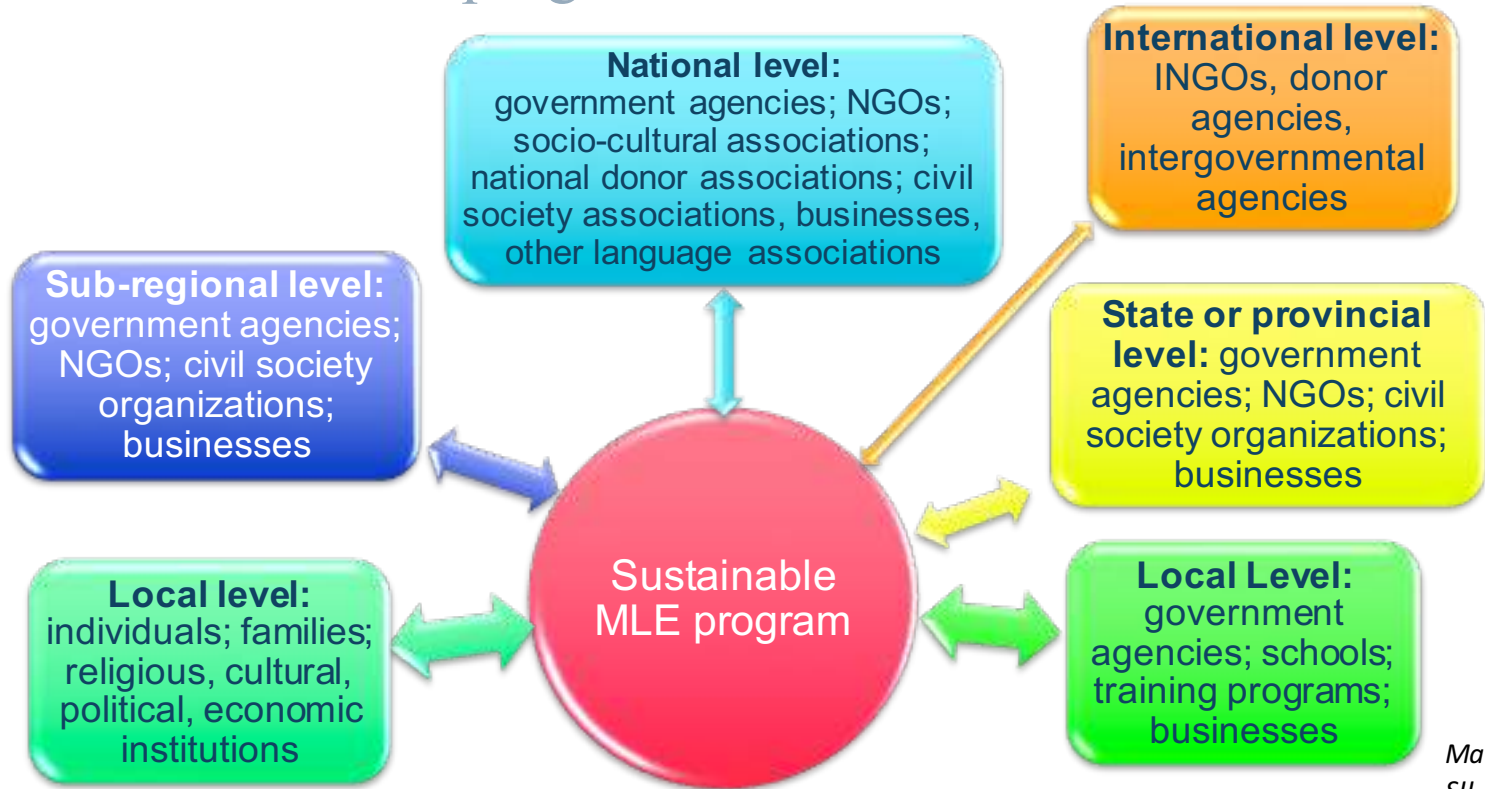
- A Regional Focal Person for IPEd

3.

Participation

MTB MLE, IPed, and the communities

Networks and linkages that promote strong and sustainable MLE programs



Community Participation

Recognizes and celebrates cultural identities and heritage

Validates cultural realities and local context

Encourages inclusion

Empowers local people

Fosters unity and cooperation

Intensifies partnerships



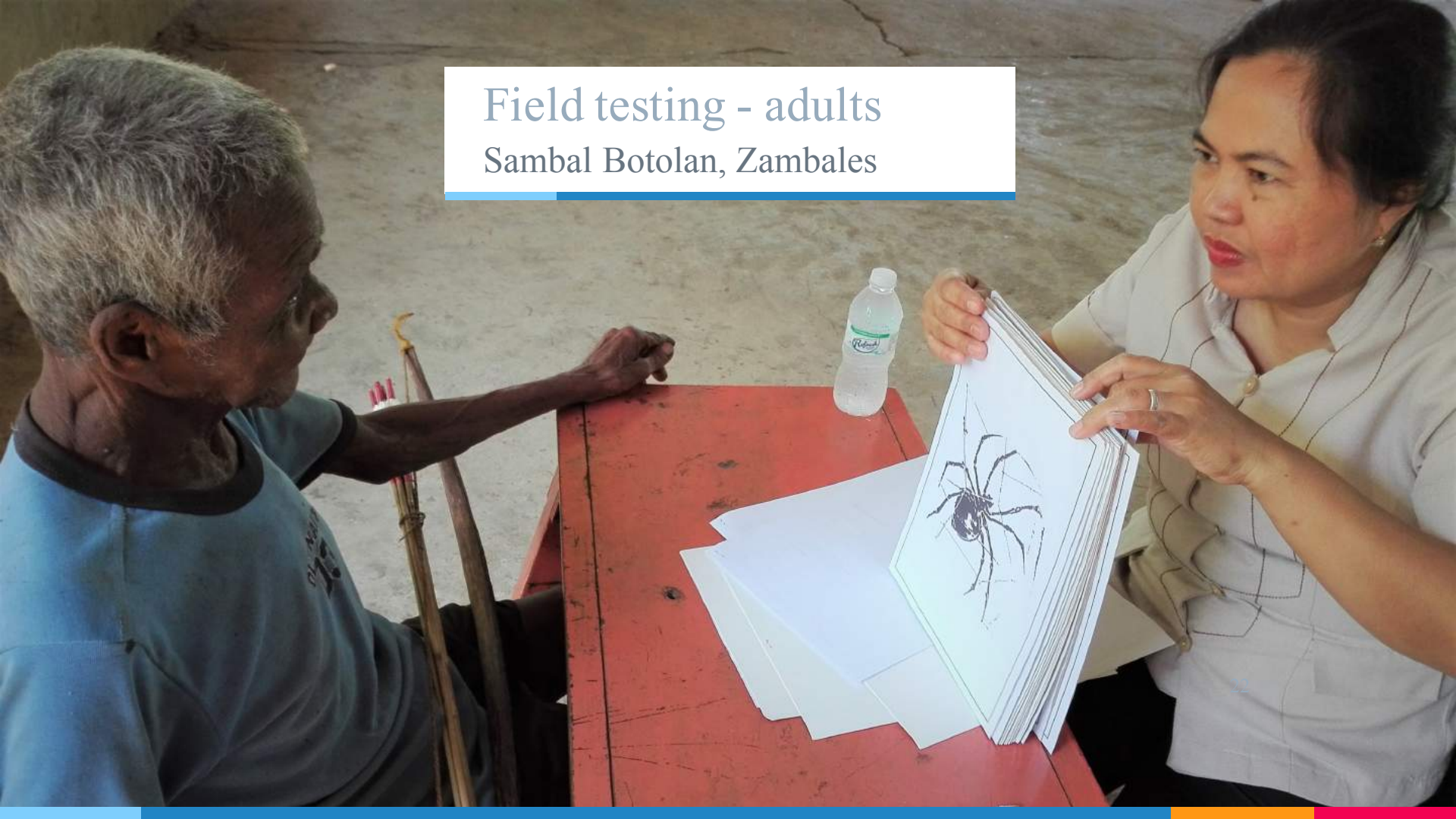
Orthography development
Northern Subanen, Zamboanga del Norte

Community validation

Sambal Botolan, Zambales



Field testing - adults
Sambal Botolan, Zambales





Field testing - children
Sambal Botolan, Zambales



The participation of local leaders and community elders has a big impact in our implementation – our programs and projects will not be achieved without their untiring support and participation.”

- a School Principal
Zambales, Philippines

Interagency Intervention with DepEd

▷ Partnerships

- Formal (with MOU)
- Informal – by invitation

Organizations that SIL has partnered with in helping Dep Ed implement MTB MLE and IPED

Save the Children in the Philippines

Translators Association of the Philippines

Environmental Science for Social Change

Ingle Foundation of Davao, Inc.

Alcantara Foundation

Al Hayat Foundation, Inc.

Assisi Foundation

Higher Education Institutions (ADDU, LPU, USJR)

Interagency Intervention with DepEd

Philippine Community of Practice 2019



**Multilingualism and IKSP Integration:
Gains and Gaps - IP CoP 2019**
23-25 May 2019 | USEP Mintal, Davao City



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2019 INTERNATIONAL YEAR OF
Indigenous Languages

Philippine Community of Practice





Partnerships between different organizations involved in Indigenous Peoples (IP) education and Mother Tongue Based Multilingual Education (MTB-MLE) are crucial as they help the educational interventions better fit the context of each community, language, or cultural group... With diverse backgrounds and experiences, they are able to explore and think of relevant ways to help in the implementation of IPEd and MTB-MLE. At the same time, they provide their hands and feet to support educational efforts in minority communities.”

- Eva Marie B. Maboloc
Ingle Trust Foundation of Davao,

Inc.

4. Challenges

Challenges

- ▷ Wider community participation – location and selection of participants
- ▷ Local political dynamics in community participation
- ▷ Wider support from parents and community leaders – need for advocacy and mobilization
- ▷ Interagency synergy – organizational agenda vs community resources (Indigenous Knowledge, Skills and Practices) and ownership
- ▷ The need to address and accomplish the policy vs realistic implementation

5.

Recommendations

Recommendations

- ▶ Incorporate community participation into each component of MTB MLE and IPEd by
 - giving a proper and safe venue to listen to the voices of the local people.
 - developing a more realistic advocacy and mobilization strategy to get wider participation and support from parents and local leaders
 - developing a more participatory approach in selecting key stakeholders and participants for all aspects of the program
 - creating a proper selection criteria for participants in workshops for orthography and materials development, field testing, and validation; at the regional or division level to avoid issues in local political dynamics.

Recommendations

- ▷ Set up clear goals and expectations between and amongst stakeholders, partners, and the community.
- ▷ Create a more realistic implementation plan, utilizing the resources of the community properly and mobilizing the external stakeholders.



Celebrating cultural communities, by recognizing, promoting, and utilizing its indigenous knowledge, skills, and practices; along with strong stakeholder support and interagency synergy are crucial steps towards sustainability of education programs in the Philippines and beyond.

Salamat po!

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