

Institutionalizing Indigenous Peoples Education in Philippine Basic Education: Development of the Integrated Institutionalization Framework for Indigenous Peoples Education (IIF-IPed)

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ABSTRACT

Despite significant policy reforms, the implementation of Indigenous Peoples Education (IPed) in the Philippine basic education system remains uneven because of variations in institutional capacity, leadership, teacher preparedness, curriculum contextualization, and community participation. This study synthesized existing evidence to develop a comprehensive institutional explanation of how Indigenous Peoples Education can be sustainably implemented. Guided by the integrative review methodology of Whittemore and Knafl (2005), the study systematically analyzed empirical studies, policy documents, legal frameworks, institutional reports, and conceptual literature using thematic synthesis and cross-theme analysis. The review identified five interrelated institutional dimensions underpinning sustainable implementation: Rights-Based Educational Reform, Institutional Capacity for Culturally Responsive Education, Curriculum Contextualization and Responsive Pedagogy, Collaborative School–Community Governance, and Institutionalization through Organizational Learning. Building on these findings, the study developed the Integrated Institutionalization Framework for Indigenous Peoples Education (IIF-IPed), an evidence-informed conceptual model demonstrating how coordinated governance, teacher preparation, culturally responsive pedagogy, curriculum contextualization, community engagement, and continuous organizational learning collectively institutionalize Indigenous education. The study concludes that sustainable Indigenous Peoples Education depends on institutional integration rather than isolated educational initiatives. The proposed framework advances Indigenous education scholarship by offering a coherent institutional perspective and provides practical guidance for policymakers, educational leaders, teacher education institutions, schools, and Indigenous communities seeking to strengthen culturally responsive, equitable, and sustainable education.

Keywords: Indigenous Peoples Education; Integrative Review; Institutionalization; Culturally Responsive Pedagogy; Educational Leadership; Curriculum Contextualization; School–Community Partnerships; Organizational Learning; Philippines; IIF-IPed.

INTRODUCTION

Indigenous Peoples continue to experience persistent educational inequities despite decades of international and national commitments to inclusive and culturally responsive education. Across many countries, Indigenous learners encounter barriers associated with historical marginalization, cultural discontinuity, linguistic exclusion, and limited recognition of Indigenous knowledge within formal education systems. These challenges contribute to disparities in educational participation, achievement, and retention while undermining the broader goals of educational equity and social justice. Consequently, Indigenous education has increasingly been recognized not only as a pedagogical concern but also as a matter of educational rights, institutional responsibility, and sustainable policy implementation.

In the Philippines, Indigenous Peoples Education (IPEd) has evolved into a major educational reform anchored on constitutional guarantees, the Indigenous Peoples' Rights Act of 1997 (Republic Act No. 8371), and Department of Education policies that affirm the right of Indigenous learners to culturally appropriate, relevant, and inclusive education. The IPEd Program seeks to integrate Indigenous Knowledge Systems and Practices (IKSPs), Indigenous languages, histories, traditions, and cultural identities into the basic education curriculum while promoting equitable access to quality education. Over the past decade, the Department of Education has introduced policy reforms, contextualized curriculum initiatives, teacher capacity-building programs, and school–community partnerships to strengthen program implementation. Nevertheless, implementation remains uneven across schools and Indigenous communities because of differences in institutional capacity, leadership support, teacher preparedness, curriculum contextualization, stakeholder participation, and organizational commitment.

Existing scholarship has substantially improved understanding of Indigenous education by examining important implementation dimensions, including culturally responsive pedagogy, teacher preparation, educational leadership, curriculum contextualization, and community engagement. However, these dimensions have frequently been investigated as independent variables or isolated implementation concerns. As a result, current literature provides limited explanation of how these institutional components interact to sustain Indigenous Peoples Education over time. Much of the existing evidence describes successful practices or implementation challenges but offers little conceptual integration capable of explaining the institutional processes through which Indigenous education becomes embedded within educational systems.

This fragmentation represents an important gap in Indigenous education scholarship. Sustainable educational reform rarely depends on individual interventions alone; instead, it emerges from the interaction of policies, governance structures, professional learning, curriculum systems, instructional practice, and stakeholder collaboration. Understanding these relationships is essential for strengthening Indigenous education beyond policy compliance toward long-term institutionalization. An integrative perspective is therefore needed to synthesize diverse evidence and generate a comprehensive explanation of the institutional conditions that support sustainable implementation.

To address this gap, the present study employed an integrative review methodology to synthesize empirical studies, policy documents, legal frameworks, institutional reports, and conceptual literature related to Indigenous Peoples Education in the Philippine basic education system. Through thematic synthesis and cross-theme analysis, the review identified recurring institutional dimensions and examined their interrelationships. Building on these findings, the study proposes the Integrated Institutionalization Framework for Indigenous Peoples Education (IIF-IPEd), an evidence-informed conceptual model that explains how rights-based educational reform, educational leadership and governance, teacher preparation, school–community partnerships, curriculum contextualization and localized learning resources, and culturally responsive pedagogy interact through continuous organizational learning to support the institutionalization of Indigenous Peoples Education.

The article makes three principal contributions to the literature. First, it synthesizes fragmented evidence into a coherent institutional perspective on Indigenous Peoples Education implementation. Second, it introduces the Integrated Institutionalization Framework for Indigenous Peoples Education (IIF-IPEd) as a novel conceptual model explaining the dynamic relationships among institutional components that sustain culturally responsive and inclusive education. Third, it provides practical insights for policymakers, educational leaders, teacher education institutions, schools, and Indigenous communities seeking to strengthen the implementation and long-term institutionalization of Indigenous Peoples Education in the Philippines and comparable educational contexts.

The remainder of the article presents the conceptual foundations of the study, describes the integrative review methodology, reports the thematic synthesis, introduces the proposed framework, discusses its theoretical and practical implications, and concludes with recommendations for policy, practice, and future research.

LITERATURE REVIEW

Indigenous Peoples Education as a Rights-Based Educational Reform

Indigenous Peoples Education (IPEd) has increasingly been recognized as a rights-based educational reform aimed at addressing the historical exclusion of Indigenous communities from formal education systems. International frameworks, including the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Sustainable Development Goals (SDG 4), affirm the right of Indigenous Peoples to education that is equitable, culturally relevant, and respectful of their languages, identities, and knowledge systems. These principles emphasize that education should not only improve access but also promote the preservation of Indigenous cultures and support self-determination.

In the Philippine context, Indigenous Peoples Education is institutionalized through constitutional provisions, the Indigenous Peoples' Rights Act of 1997 (Republic Act No. 8371), and Department of Education policies that recognize the educational rights of Indigenous learners. These policies require schools to provide culturally appropriate and context-responsive educational opportunities while integrating Indigenous Knowledge Systems and Practices (IKSPs) into curriculum and instruction. Consequently, Indigenous Peoples Education extends beyond curriculum adaptation and represents a broader institutional commitment to educational equity, inclusion, and social justice.

Institutional Dimensions of Indigenous Peoples Education

Research on Indigenous education consistently identifies several institutional factors that influence successful implementation. Among the most frequently reported are educational leadership, teacher preparation, curriculum contextualization, culturally responsive pedagogy, and school–community partnerships.

Educational leadership has been shown to influence organizational readiness, policy implementation, resource allocation, and collaborative decision-making. School leaders create institutional conditions that enable culturally responsive teaching, teacher professional development, and meaningful stakeholder engagement. Effective leadership therefore functions as an organizational catalyst for sustaining Indigenous education initiatives.

Teacher preparation likewise occupies a central position in Indigenous education. Numerous studies indicate that teachers frequently receive limited formal preparation for teaching Indigenous learners and often develop cultural competence through classroom experience and community immersion. Continuous professional development, mentoring, and collaboration with Indigenous communities have consequently been identified as essential mechanisms for strengthening culturally responsive instructional practice.

Curriculum contextualization represents another critical institutional dimension. Integrating Indigenous histories, languages, cultural traditions, and local knowledge into classroom instruction enhances learner engagement, promotes cultural identity, and improves educational relevance. Contextualized curricula further strengthen connections between schools and Indigenous communities while preserving Indigenous cultural heritage within formal education.

School–community partnerships likewise contribute significantly to successful implementation. Indigenous elders, parents, and cultural practitioners provide valuable cultural knowledge, participate in curriculum development, validate localized learning resources, and strengthen educational accountability. Such partnerships position Indigenous communities as active collaborators in educational governance rather than passive beneficiaries of educational programs.

Toward the Institutionalization of Indigenous Peoples Education

Although previous studies have identified these implementation factors, the literature generally examines them independently, providing limited understanding of how they interact to sustain Indigenous Peoples Education over time. Much of the existing research emphasizes individual interventions, specific programs, or localized practices without offering an integrated explanation of the institutional processes through which Indigenous education becomes embedded within educational systems.

Institutionalization involves more than the implementation of educational activities. It refers to the process by which educational reforms become incorporated into organizational policies, governance structures, professional learning systems, curriculum practices, resource allocation, and institutional culture. From this perspective, the long-term sustainability of Indigenous Peoples Education depends upon the coordinated functioning of interconnected institutional systems rather than isolated educational initiatives.

This institutional perspective remains underdeveloped in Indigenous education scholarship. While evidence supports the importance of leadership, teacher preparation, curriculum contextualization, and community engagement, few studies have conceptualized how these elements operate collectively as an integrated institutional system. Addressing this gap requires a synthesis capable of identifying recurring patterns across diverse forms of evidence and generating a higher-order conceptual explanation of Indigenous Peoples Education implementation.

Accordingly, the present study adopts an integrative review approach to synthesize existing knowledge and develop the Integrated Institutionalization Framework for Indigenous Peoples Education (IIF-IPed). By conceptualizing Indigenous education as a dynamic institutional ecosystem, the proposed framework extends existing scholarship beyond descriptions of implementation factors and offers an evidence-informed explanation of how educational institutions can sustain culturally responsive, inclusive, and equitable Indigenous education.

METHODOLOGY

Research Design

This study employed an integrative review to synthesize existing knowledge on the implementation of Indigenous Peoples Education (IPed) in the Philippine basic education system. An integrative review enables the inclusion and systematic analysis of diverse forms of evidence, including qualitative, quantitative, mixed-methods studies, policy documents, legal frameworks, institutional reports, and conceptual literature. Compared with traditional literature reviews, this approach facilitates the development of higher-order conceptual insights and theoretical models by integrating findings across heterogeneous sources.

The review followed the methodological framework proposed by Whittemore and Knafl (2005), which consists of five iterative stages: problem identification, literature search, data evaluation, data analysis, and presentation. This approach was selected because it is well suited to complex educational issues where evidence originates from multiple research traditions and documentary sources.

Search Strategy

A systematic literature search was conducted using electronic databases, including Scopus, Web of Science, ERIC, Google Scholar, and Philippine institutional repositories, together with official publications from the Department of Education (DepEd), the National Commission on Indigenous Peoples (NCIP), UNESCO, and relevant international organizations. The search was limited to studies published between 2010 and 2025 to capture developments following the institutionalization of the Philippine IPed Program.

Search terms were combined using Boolean operators and included Indigenous Peoples Education, Indigenous education, culturally responsive pedagogy, teacher preparation, educational leadership, curriculum contextualization, Indigenous Knowledge Systems and Practices, community participation, rights-based education, and Philippines. Manual reference checking of selected publications was also undertaken to identify additional relevant studies

Eligibility Criteria

Studies were included when they (a) examined Indigenous Peoples Education or closely related Indigenous education initiatives; (b) addressed one or more institutional dimensions of implementation, including leadership, teacher preparation, curriculum, pedagogy, governance, community participation, or institutionalization; (c) were empirical studies, policy documents, legal instruments, institutional reports, or peer-reviewed conceptual papers; and (d) were published in English.

Sources focusing exclusively on Indigenous education outside the study's conceptual scope, duplicate publications, opinion pieces without analytical content, conference abstracts, dissertations lacking accessible full texts, and documents with insufficient methodological or conceptual detail were excluded.

Data Analysis

Following eligibility screening and quality appraisal, the included literature was analyzed using thematic synthesis. Data extraction focused on study characteristics, implementation strategies, institutional factors, key findings, and implications for Indigenous Peoples Education.

The analysis followed three iterative stages. First, meaningful units of information were coded inductively across all included sources. Second, related codes were grouped into descriptive categories reflecting common implementation patterns. Finally, higher-order analytical themes were generated through constant comparison and cross-source synthesis. Relationships among the resulting themes were subsequently examined to identify recurring institutional interactions and develop an overarching conceptual explanation.

This analytical process produced seven interrelated themes: Rights-Based Educational Reform; Culturally Responsive Pedagogy; Teacher Preparation; Educational Leadership and Governance; School–Community Partnerships; Curriculum Contextualization and Localized Learning Resources; and Institutionalization of Indigenous Peoples Education. Cross-theme analysis further informed the development of the Integrated Institutionalization Framework for Indigenous Peoples Education (IIF-IPed).

Trustworthiness

Several strategies were employed to enhance the rigor of the review. A transparent search strategy, explicit eligibility criteria, standardized data extraction procedures, and systematic quality appraisal promoted methodological consistency. The inclusion of multiple evidence sources allowed methodological triangulation, while iterative comparison of themes strengthened analytical credibility. Throughout the synthesis, conceptual interpretations were continuously refined to ensure that the proposed framework accurately reflected the collective evidence rather than isolated findings from individual studies.

Results

The integrative review synthesized evidence from empirical studies, policy documents, legal frameworks, and institutional reports examining the implementation of Indigenous Peoples Education (IPed) in the Philippine basic education system. Despite differences in research design, geographical context, and implementation setting, the

reviewed literature consistently identified several institutional dimensions that collectively influence the effectiveness and sustainability of Indigenous Peoples Education.

The thematic synthesis revealed that successful implementation is not determined by isolated educational interventions but by the interaction of multiple institutional systems. Five higher-order themes emerged from the analysis: (1) Rights-Based Educational Reform, (2) Institutional Capacity for Culturally Responsive Education, (3) Curriculum Contextualization and Responsive Pedagogy, (4) Collaborative School–Community Governance, and (5) Institutionalization through Organizational Learning. These themes represent integrated conceptual categories derived from the seven analytical themes identified during the full review.

Theme 1. Rights-Based Educational Reform as the Foundation of Indigenous Peoples Education

Across the reviewed literature, Indigenous Peoples Education was consistently conceptualized as a rights-based educational reform grounded in educational equity, cultural inclusion, and the recognition of Indigenous Peoples' rights. International human rights instruments, national legislation, and Department of Education policies collectively establish the legal and ethical foundations for culturally appropriate and inclusive education.

The review indicates that these policy frameworks provide institutional legitimacy for Indigenous education; however, legislation alone does not ensure effective implementation. Sustainable implementation depends on educational institutions translating policy commitments into governance structures, curriculum systems, teacher development, and instructional practice. Rights-based reform therefore functions as the normative foundation upon which all other institutional components operate.

Theme 2. Institutional Capacity for Culturally Responsive Education

A second major theme concerns the institutional capacity of educational systems to support culturally responsive education. This capacity is primarily developed through educational leadership, governance, and continuous teacher preparation.

Educational leaders influence implementation by aligning policies with school improvement initiatives, allocating resources, facilitating professional learning, and fostering collaborative organizational cultures. Simultaneously, teacher preparation equips educators with the competencies necessary to integrate Indigenous Knowledge Systems and Practices (IKSPs), culturally responsive pedagogy, and contextualized instruction into classroom practice.

The synthesis suggests that leadership and teacher development are mutually reinforcing institutional processes. Strong leadership creates conditions for continuous professional learning, while well-prepared teachers contribute to instructional innovation and organizational improvement. Together, these components strengthen institutional readiness for implementing Indigenous Peoples Education.

Theme 3. Curriculum Contextualization and Culturally Responsive Pedagogy

The review consistently identified curriculum contextualization as the mechanism through which Indigenous knowledge is integrated into formal education. Localized learning resources, contextualized instructional materials, and culturally responsive teaching strategies enable learners to connect academic content with their cultural identities, community experiences, and Indigenous Knowledge Systems and Practices.

Evidence further demonstrates that culturally responsive pedagogy promotes learner engagement, strengthens cultural identity, and enhances educational relevance. Rather than functioning independently, curriculum contextualization and pedagogy operate as complementary processes in which contextualized learning resources

support culturally meaningful classroom instruction, while instructional experiences provide feedback for continuous curriculum refinement.

Theme 4. Collaborative School–Community Governance

Another recurring finding emphasizes the central role of Indigenous communities in educational governance. Indigenous elders, parents, cultural leaders, and community organizations contribute directly to curriculum development, instructional resource validation, teacher learning, cultural preservation, and educational planning.

The synthesis demonstrates that school–community partnerships extend beyond stakeholder participation and represent collaborative governance structures that enhance educational legitimacy and cultural authenticity. Schools that actively engage Indigenous communities are better positioned to contextualize curriculum, strengthen instructional relevance, and sustain culturally responsive educational practices.

Theme 5. Institutionalization through Organizational Learning

The final synthesized theme explains how Indigenous Peoples Education becomes sustainable within educational institutions. Institutionalization occurs when rights-based educational principles, leadership practices, professional development, curriculum systems, community partnerships, and culturally responsive pedagogy become embedded in organizational policies, governance structures, and routine educational practice.

A recurring finding across the literature is the importance of continuous organizational learning. Monitoring, reflective practice, collaborative inquiry, and evidence-informed decision-making enable educational institutions to adapt implementation strategies and strengthen institutional capacity over time. Organizational learning therefore serves as the mechanism through which Indigenous Peoples Education evolves from policy implementation into sustained institutional practice.

Cross-Theme Synthesis and Development of the IIF-IPEd

Although each synthesized theme represents a distinct institutional dimension, the review indicates that they function as an interconnected organizational system rather than as independent implementation factors. Rights-based educational reform establishes institutional direction, leadership coordinates organizational processes, teacher preparation develops professional competence, curriculum contextualization supports culturally responsive pedagogy, and school–community partnerships strengthen cultural legitimacy. Continuous organizational learning integrates these institutional dimensions, allowing educational systems to adapt and improve over time.

This cross-theme analysis led to the development of the Integrated Institutionalization Framework for Indigenous Peoples Education (IIF-IPEd) (Figure 1). The framework conceptualizes Indigenous Peoples Education as a dynamic institutional ecosystem in which governance, professional learning, curriculum systems, instructional practice, and community engagement interact to achieve the long-term institutionalization of culturally responsive and inclusive education.

The proposed framework extends existing Indigenous education scholarship by shifting the analytical focus from isolated implementation variables toward institutional integration. Rather than viewing policy, leadership, pedagogy, curriculum, and community engagement as separate domains, the IIF-IPEd demonstrates how these components collectively contribute to sustainable educational reform.

Figure 1. Integrated Institutionalization Framework for Indigenous Peoples Education (IIF-IPed).



DISCUSSION

The findings of this integrative review demonstrate that the implementation of Indigenous Peoples Education (IPed) extends beyond curriculum adaptation or isolated instructional innovations. Rather, the synthesis indicates that sustainable Indigenous education is fundamentally an institutional process requiring the coordinated interaction of educational policies, leadership, professional development, curriculum systems, community engagement, and organizational learning. This perspective broadens prevailing understandings of Indigenous education by shifting attention from individual implementation factors toward the institutional conditions that sustain culturally responsive and inclusive educational reform.

One of the principal contributions of this study is the identification of institutional integration as the central mechanism underlying sustainable Indigenous Peoples Education. Previous studies have consistently highlighted the importance of culturally responsive pedagogy, teacher preparation, educational leadership, curriculum contextualization, and community participation. However, these elements have generally been examined independently or as discrete implementation strategies. The present synthesis demonstrates that their effectiveness depends upon continuous interaction within an integrated institutional system. Consequently, successful implementation is determined not only by the quality of individual interventions but also by the coherence with which institutional components reinforce one another.

The proposed Integrated Institutionalization Framework for Indigenous Peoples Education (IIF-IPed) offers an evidence-informed explanation of these interactions. The framework conceptualizes Rights-Based Educational Reform as the normative foundation of Indigenous education, Educational Leadership and Governance as the coordinating mechanism, Teacher Preparation and School–Community Partnerships as institutional enablers, Curriculum Contextualization and Culturally Responsive Pedagogy as instructional mechanisms, and Continuous Organizational Learning as the process through which these components become institutionalized. Unlike existing conceptualizations that emphasize linear implementation, the framework portrays Indigenous education as a dynamic institutional ecosystem characterized by reciprocal relationships, continuous adaptation, and collaborative governance.

This systems perspective contributes to educational leadership literature by emphasizing that organizational capacity is as important as instructional innovation. Educational leaders play a pivotal role not only in implementing policy but also in cultivating institutional cultures that support continuous professional learning, collaborative decision-making, reflective practice, and community engagement. Leadership therefore functions as the integrative force that aligns organizational structures with the goals of culturally responsive education.

The findings also reinforce the central role of Indigenous communities in educational governance. Rather than viewing Indigenous communities as external stakeholders, the review supports their recognition as co-creators of educational quality. Their participation in curriculum development, instructional resource validation, cultural preservation, and educational planning strengthens both the authenticity and legitimacy of Indigenous education. This perspective aligns with participatory models of educational governance while extending them through the explicit recognition of Indigenous Knowledge Systems and Practices as foundational educational resources.

Another significant contribution concerns the concept of institutionalization. Existing literature often evaluates Indigenous education in terms of program implementation or policy compliance. The present review suggests that these measures provide only a partial understanding of sustainability. Institutionalization occurs when Indigenous education becomes embedded within organizational policies, governance structures, professional development systems, curriculum processes, and everyday educational practice. From this perspective, sustainability is measured not by the completion of activities but by the degree to which Indigenous education becomes an enduring institutional commitment capable of adapting to changing educational and community contexts.

The emphasis on continuous organizational learning further distinguishes the proposed framework from previous models. The synthesis demonstrates that monitoring, reflective practice, collaborative inquiry, and evidence-informed decision-making enable educational institutions to refine implementation strategies and strengthen institutional capacity over time. Organizational learning therefore functions as the mechanism through which Indigenous Peoples Education evolves from policy aspiration to sustained institutional practice. This finding has broader implications for educational reform, suggesting that adaptive learning systems are essential for maintaining culturally responsive education in diverse and evolving contexts.

The framework likewise offers practical implications for educational policy and institutional development. For policymakers, the findings suggest that Indigenous education initiatives should be designed as integrated institutional reforms rather than collections of independent projects. Policy implementation should be accompanied by leadership development, sustained teacher professional learning, curriculum support, community engagement mechanisms, and institutional monitoring systems. For educational leaders, the framework provides a strategic guide for embedding Indigenous education within school improvement planning, instructional supervision, and organizational development. Teacher education institutions may likewise use the framework to strengthen pre-service and in-service preparation by systematically integrating Indigenous education competencies into teacher development programs.

Although this review focused on the Philippine basic education system, the framework has broader relevance for other contexts seeking to institutionalize culturally responsive and Indigenous education. Many countries face

similar challenges related to educational equity, cultural inclusion, and the recognition of Indigenous knowledge within formal schooling. While institutional arrangements differ across jurisdictions, the core principle of coordinated institutional integration offers a transferable perspective that may inform future comparative research and educational policy development.

Several limitations should also be acknowledged. As an integrative review, the study synthesizes existing evidence rather than generating new empirical data. Consequently, the proposed framework represents a conceptual model that requires empirical validation across diverse educational settings. Future studies should examine the relationships among the framework's components using quantitative, qualitative, and mixed-methods approaches. Longitudinal investigations and comparative studies across Indigenous communities would further refine the framework and strengthen its applicability in different educational contexts.

Overall, the Integrated Institutionalization Framework for Indigenous Peoples Education (IIF-IPed) advances Indigenous education scholarship by providing a comprehensive institutional explanation of how culturally responsive and inclusive education can be sustained over time. By integrating rights-based educational reform, leadership, teacher preparation, curriculum contextualization, school–community partnerships, culturally responsive pedagogy, and organizational learning into a single conceptual model, the framework extends existing knowledge beyond descriptions of implementation factors toward a theory-informed understanding of institutional transformation. As such, it provides both a scholarly contribution to educational research and a practical guide for strengthening Indigenous Peoples Education in the Philippines and comparable educational systems.

CONCLUSION

This integrative review synthesized diverse forms of evidence to develop a comprehensive institutional understanding of the implementation and sustainability of the Indigenous Peoples Education (IPed) Program in the Philippine basic education system. The findings demonstrate that successful Indigenous Peoples Education extends beyond policy enactment or isolated instructional innovations and instead depends on the coordinated interaction of institutional systems that collectively support culturally responsive, inclusive, and equitable education.

The review identified five interrelated institutional dimensions that underpin sustainable implementation: Rights-Based Educational Reform, Institutional Capacity for Culturally Responsive Education, Curriculum Contextualization and Responsive Pedagogy, Collaborative School–Community Governance, and Institutionalization through Organizational Learning. Rather than functioning independently, these dimensions operate as mutually reinforcing components of an integrated institutional ecosystem in which leadership, professional development, curriculum, governance, community engagement, and continuous learning collectively shape educational outcomes.

The principal contribution of this study is the development of the Integrated Institutionalization Framework for Indigenous Peoples Education (IIF-IPed). Derived from a systematic synthesis of empirical and documentary evidence, the framework provides an evidence-informed explanation of how institutional integration supports the long-term sustainability of Indigenous Peoples Education. By conceptualizing Indigenous education as a dynamic organizational process rather than a collection of discrete interventions, the framework advances existing scholarship and offers a new perspective for understanding educational reform in culturally diverse contexts.

Beyond its theoretical contribution, the framework has important implications for educational policy and practice. It highlights the need for policymakers to design Indigenous education initiatives as comprehensive institutional reforms supported by coordinated governance, sustained professional learning, curriculum contextualization, meaningful school–community partnerships, and continuous organizational learning. For educational leaders and

teacher education institutions, the framework provides a strategic guide for strengthening institutional capacity and embedding culturally responsive practices within everyday educational systems.

Although the study focuses on the Philippine basic education system, its institutional perspective offers insights that may inform Indigenous education reforms in other contexts facing similar challenges related to educational equity, cultural inclusion, and the recognition of Indigenous knowledge. Future research should empirically validate the Integrated Institutionalization Framework for Indigenous Peoples Education (IIF-IPed) across diverse educational settings and examine the relationships among its institutional components through quantitative, qualitative, and mixed-methods approaches.

In conclusion, this study demonstrates that the sustainability of Indigenous Peoples Education depends on institutional transformation rather than isolated educational initiatives. The proposed Integrated Institutionalization Framework for Indigenous Peoples Education (IIF-IPed) provides both a conceptual advancement for Indigenous education scholarship and a practical roadmap for strengthening culturally responsive, inclusive, and sustainable educational systems.

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