



Republic of the Philippines
Department of Education
Region XI
Division of Digos City
Digos City



DIVISION MEMORANDUM

NO. 421, S. 2017

TO : Chief ES – CID

SOLLIE BERNANDINO-OLIVER
EPS/Division IPed Focal Person

FROM:


BEVERLY S. DAUGDAUG, Ed.D.
Chief ES-CID
Office-In-Charge

SUBJECT : **ATTENDANCE IN THE PRE-WORK SESSION WITH THE
DIVISION INDIGENOUS PEOPLES EDUCATION (IPed)
FOCALs ON THE 2017 MID-YEAR INTER-REGIONAL
CONFERENCE**

DATE : July 5, 2017

1. Attached is a copy of Regional Memorandum No. 179, s. 2017 dated July 3, 2017, from the Office of the Regional Director, DepEd-ROX1 with the above-named subject.
2. Attention is invited to the twenty-point reports to prepare during the pre-work session for the said regional conference.
3. Travel, meals and other incidental expenses of the participants shall be charged to Division IPed PSF-FY 2017, while meals shall be charged to the Regional FY 2017 IPed PSF, all subject to the usual accounting and auditing rules and regulations.
4. Immediate dissemination of and strict compliance with this Memorandum is desired.

DepEd Schools Division of Digo.

RELEASED

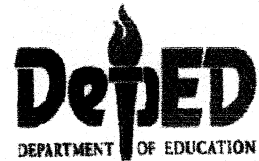
Date: JUL 05 2017 Time: 2:28 PM

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Republika ng Pilipinas
KAGAWARAN NG EDUKASYON
REHIYON XI
Lungsod ng Dabaw
Tanggapan Panrehiyon



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July 3, 2017

REGIONAL MEMORANDUM
No. 179, s. 2017

**PRE-WORK SESSION WITH THE DIVISION INDIGENOUS PEOPLES EDUCATION
(IPEd) FOCAL PERSONS ON THE 2017 MID-YEAR INTER-REGIONAL CONFERENCE**

To : Schools Division Superintendents

1. In pursuance to DepEd Memorandum DM-CI-2017-00172 from USEC Dina S. Ocampo of Curriculum and Instruction, re: 2017 Mid-year Inter-regional Conference on IPEd Program, the DepEd Region XI through Curriculum and Learning Management Division (CLMD) will initiate a Pre-Work Session with the Division IPEd Focal Persons for the consolidation of Reports on July 13, 2017 from 8:00 in the morning until 5:00 in the afternoon at the Waling-Waling Hall, Region XI.
2. The Division IPEd Focal Persons shall bring the following reports and documents in soft and hard copies using the attached templates:
 - a. 2016 and 2017 Accomplishment Reports (Based on DepEd Order No. 3, s. 2017 – Multi-Year Implementing Guidelines on the Allocation and Utilization of IPEd Program Support Fund)
 - b. 2016 and 2017 Consolidation of Regional Accomplishment Reports
 - c. Accomplishment Report for Supplemental PSF (selected Regional and Schools Division Offices)
 - d. List of Elders and Community Representatives Engaged in the IPEd Program (Division Level)
 - e. Assessment of IPEd Framework Formulation (Phase 1) (Division Level)
 - f. Assessment of IPEd Framework Formulation (Phase 2) (Division Level)
 - g. Assessment of IPEd Framework Formulation (Phases 1 and 2) – Regional Consolidation
 - h. Status of Contextualized Lesson Plans and Implementation Preparedness Checklist (Division Level)
 - i. Status of Contextualized Lesson Plans and Implementation Preparedness Checklist (Regional Level)
 - j. Updated data on the following:
 - 1.) Regional Consolidation of Initiatives with ICCs
 - 2.) List of Schools Implementing Contextualized Lesson Plans – Division Level
 - 3.) Regional Consolidation of the Status of the Implementation Process for Contextualized Lesson Plans
 - 4.) Regional Consolidation of Indigenized Lesson Plan Outputs
 - 5.) Regional Consolidation of the Status of MTB-MLE preparation
 - k. Other documents for submission are the following:
 - 1.) IPEd Framework (Phase 1; this is the version that has not yet been enhanced); this is mentioned in Attachment 2.5
 - 2.) Latest version of the individual growth and development stages of each ICC (this is Exercise 1 of the IPEd contextualization process) – this is mentioned in Attachment 2.6
 - 3.) Latest version of the community life cycle of each ICC (this is Exercise 2 of the IPEd contextualization process) – this is mentioned in Attachment 2.6
 - 4.) Latest version of the community competency matrix of each ICC (this is Exercise 5 of the IPEd contextualization process) – this is mentioned in Attachment 2.6
 - 5.) Latest version of the table of interface of national and community competencies per ICC (this is Exercise 7 of the IPEd contextualization process) – this is mentioned in Attachment 2.6
3. Travel and other incidental expenses of participants shall be charged to the Division FY 2017 IPEd Program Support Fund (PSF) while the meals shall be charged to the Regional FY 2017 IPEd PSF, all subject to the usual accounting and auditing rules and procedures.
4. Immediate dissemination of this Memorandum is earnestly desired.

ATTY. ALBERTO T. ESCOBARTE, CESO III
Regional Director

DEPARTMENT OF EDUCATION ROXI

Incl.: As stated
Reference: DM-CI-2017-00172

ROC9/clmd/mpvallejo

RELEASED

By:
Time: 7:10 PM

ATTACHMENT 2.1.A

Accomplishment Report (As of June 30, 2017)
Indigenous Peoples Education Program Support Fund (IPed PSF)
FY 2016

Region: _____
Division: _____
Quarter: _____

I. Physical and Financial Accomplishments

Activity Code	Objectives/Major Activities	Major Output/s	Unit of Measure/ Indicator	Means of Verification (MoV)	Physical Accomplishments			Financial Accomplishments		
					Target	Actual	%	Budget	Actual	%
1.0	Objective 1									
1.1	Activity 1									
1.2	Activity 2									
1.3	Activity 3									
2.0	Objective 2									
2.1	Activity 1									
2.2	Activity 2									
2.3	Activity 3									

II. Issues, challenges, and other concerns

A. Policy-related Concern/Issue	Recommendation to Address Issue/Concern	Office to Decide/Act on Recommendation (CO/RO/DO)
...		
...		
...		
B. Operational Concern/Issue		
...		
...		

Prepared by:

Certified correct by:

Regional / Division IPed Focal Person

Regional Director / Schools Division Superintendent

ATTACHMENT 2.1.B

Accomplishment Report (As of June 30, 2017)
Indigenous Peoples Education Program Support Fund (IPed PSF)
FY 2017

Region: _____
Division: _____
Quarter: _____

I. Physical and Financial Accomplishments

Activity Code	Objectives/Major Activities	Major Output/s	Unit of Measure/ Indicator	Means of Verification (MoV)	Physical Accomplishments			Financial Accomplishments		
					Target	Actual	%	Budget	Actual	%
1.0	Objective 1									
1.1	Activity 1									
1.2	Activity 2									
1.3	Activity 3									
2.0	Objective 2									
2.1	Activity 1									
2.2	Activity 2									
2.3	Activity 3									

II. Issues, challenges, and other concerns

A. Policy-related Concern/Issue	Recommendation to Address Issue/Concern	Office to Decide/Act on Recommendation (CO/RO/DO)
...		
...		
...		
B. Operational Concern/Issue		
...		
...		

Prepared by:

Certified correct by:

Regional / Division IPed Focal Person

Regional Director / Schools Division Superintendent

Regional Accomplishment Report (As of June 30, 2017)
Indigenous Peoples Education Program Support Fund (IPed PSF)
FY 2016

Region: _____
Division: _____
Quarter: _____

I. Physical and Financial Accomplishments

Activity Code	Objectives/Major Activities	Physical Accomplishments			Financial Accomplishments		
		Target	Actual	%	Budget	Actual	%
1.0	Make the curriculum culturally responsive						
2.0	Build the capacity of personnel						
3.0	Development of culturally appropriate learning resources and environment						
4.0	Strengthen the policy environment						
5.0	Address access needs						
6.0	Strengthen stakeholder support through advocacy						
7.0	Promote culturally responsive governance of schools, learning centers and other programs						
8.0	Strengthen community engagement mechanisms						
9.0	Program planning, management, monitoring and evaluation						
	*activities not within the thematic focus area						
TOTAL							

II. Issues, challenges, and other concerns

A. Policy-related Concern/Issue	Recommendation to Address Issue/Concern	Office to Decide/Act on Recommendation (CO/RO/DO)
...		
...		
B. Operational Concern/Issue		
...		
...		

Prepared by:

Certified correct by:

Regional / Division IPed Focal Person

Regional Director / Schools Division Superintendent

ATTACHMENT 2.2.B

Regional Accomplishment Report (As of June 30, 2017)
Indigenous Peoples Education Program Support Fund (IPed PSF)
FY 2017

Region: _____
Division: _____
Quarter: _____

I. Physical and Financial Accomplishments

Activity Code	Objectives/Major Activities	Physical Accomplishments			Financial Accomplishments		
		Target	Actual	%	Budget	Actual	%
1.0	Make the curriculum culturally responsive						
2.0	Build the capacity of personnel						
3.0	Development of culturally appropriate learning resources and environment						
4.0	Strengthen the policy environment						
5.0	Address access needs						
6.0	Strengthen stakeholder support through advocacy						
7.0	Promote culturally responsive governance of schools, learning centers and other programs						
8.0	Strengthen community engagement mechanisms						
9.0	Program planning, management, monitoring and evaluation						
	*activities not within the thematic focus area						
TOTAL							

II. Issues, challenges, and other concerns

A. Policy-related Concern/Issue	Recommendation to Address Issue/Concern	Office to Decide/Act on Recommendation (CO/RO/DO)
..		
..		
B. Operational Concern/Issue		
..		
..		

Prepared by:

Certified correct by:

Regional / Division IPed Focal Person

Regional Director / Schools Division Superintendent

ATTACHMENT 2.3

**SUMMARY REPORT
UTILIZATION OF ADDITIONAL INDIGENOUS PEOPLES EDUCATION
(IPED) FUNDS*
As of June 30, 2017**

REGIONAL OFFICE: _____

PURPOSE OF FUNDS: _____

A. Additional funds provided (in PhP)	
B. Amount utilized (in PhP) (as of June 30, 2017)	
C. Utilization Rate (%) ($C = B/A \times 100$)	
Prepared by:	
Regional / Division IPed Focal Person	Regional / Division Accountant
Regional / Division Budget Officer	

* This is to be prepared by selected regions only as stipulated in Page 2 (specifically in the description of Attachment ____) of the memorandum for the conduct of the 2017 Mid-year National Conference on IPed Program Monitoring, Evaluation, and Planning.

ONLY the following regions are to prepare this report:

REGION	UTILIZATION REPORT ON
II	1) Capacity building for IP community representatives engaged with DepEd in curriculum contextualization 2) Supplemental IPed PSF
CAR	1) Capacity building for IP community representatives engaged with DepEd in curriculum contextualization
III	1) Capacity building for IP community representatives engaged with DepEd in curriculum contextualization
MIMAROPA	1) Supplemental IPed PSF
VI	1) Capacity building for IP community representatives engaged with DepEd in curriculum contextualization
X	1) Capacity building for IP community representatives engaged with DepEd in curriculum contextualization 2) Supplemental IPed PSF
XIII	1) Capacity building for IP community representatives engaged with DepEd in curriculum contextualization 2) Supplemental IPed PSF

**SUMMARY OF INDIGENOUS PEOPLES EDUCATION (IPEd) FRAMEWORK
FORMULATION PROCESS (PHASE 1)
(2014-2016)**

Division: _____

Region: _____

1. Please submit a copy of your division's IPEd Framework (Phase 1; this is the version that has not yet been enhanced) in MS Word format during the mid-year conference.
2. Has your division started the enhancement of the IPEd Framework (Phase 1)? Please tick (/)
Yes or No
Yes _____ No _____
3. Year IPEd Framework (Phase 1) formulation started: _____
4. Year the IPEd Framework(Phase 1) document was finalized: _____

5. Assessment of IPEd Framework Formulation (Phase 1)

Please assess the process of IPEd Framework formulation (Phase 1) of your division using the table below. Please rate each item listed in the table from 1-5, with 5 *being the most satisfactory*. If an item was not discussed with the community, please indicate "NA" for not applicable. Please indicate what improvements need to be looked into, if any, for each item based on your rating.

Item	Rating	Improvement needed
a. The ICCs in the division actively took part in selecting the representatives who took part in framework formulation.		
b. The appropriate community representatives have consistently been involved in framework formulation.		
c. Elders and community representatives who participated in the framework formulation process can discuss about the IPEd Program effectively if requested to do so in their community and by the LGU.		
d. The ICCs in the division have clearly given their consent for the partnership between DepEd and their ICC for IPEd.		
e. Basic demographic data about the ICCs in the division were covered during framework formulation.		
f. The ICCs were able to adequately narrate about the scope of their ancestral domain and the major IKSPs that continue to be practiced until today.		
g. The ICCs were able to adequately narrate about the positive and negative factors that affected their lives as a community and their		

Item	Rating	Improvement needed
practice of their IKSPs.		
h. A VMGO for their community was formulated by the community.		
i. The community was able to adequately narrate what positive and negative factors have affected their transmission of their IKSPs to the younger generation.		
j. The community was able to formulate their VMGO specific for culture-responsiv education.		
k. Strategic policies for IPed implementation were formulated in the division.		
l. The ICCs in our Division and the Division Office have a clear understanding of DO62, DO32 and DO51.		

6. Please describe briefly below the major agreements, if any, reached by the division and the ICCs during framework formulation in relation to the implementation of IPed.

7. Please describe briefly how the agreements reached in framework formulation were formalized between DepEd and the communities.

STATUS OF INDIGENOUS PEOPLES EDUCATION (IPEd) FRAMEWORK FORMULATION (PHASE 2)

Division: _____

Region: _____

The Phase 2 of IPEd Framework formulation includes the enhancements to support curriculum contextualization, particularly the community competencies matrix, the table showing the interface of DepEd and community competencies that serves as basis for making lesson plans, and additional topics that need to be discussed with the community.

1. If your division already finalized its IPEd Framework (Phase 2), please submit a copy in MS Word format during the Mid-year conference.
2. A softcopy of the following are to also be submitted during the Mid-year conference:
 - a. Latest version of the individual growth and development stages (this is Exercise 1 of the IPEd contextualization process)
 - b. Latest version of the community life cycle (this is Exercise 2 of the IPEd contextualization process)
 - c. Latest version of the community competencies matrix (this is Exercise 5 of the IPEd contextualization process)
 - d. Latest version of the table of interface of national and community competencies (this is Exercise 7 of the IPEd contextualization process)

The above documents are key references in making contextualized lesson plans.

3. Assessment of IPEd Framework Formulation (Phase 2)

This portion is to be accomplished only by divisions who have started or finished the enhancement of their IPEd Framework (Phase 1). If your division has not yet started IPEd Framework enhancement, please tick (/) "Not Applicable" below.

_____ **Not Applicable**

For divisions that have started or finished the enhancement process, please assess the process of IPEd Framework enhancement using the table below. Please rate each item listed in the table from 1-5, with 5 being the most satisfactory. If an item was not discussed with the community, please put NA (not applicable). Please indicate what improvements need to be looked into, if any, for each item based on your rating.

Item	Rating	Improvement needed
a. The community has adequately discussed and described what are the important considerations, characteristics and indicators for one to be considered an IP from its specific cultural view (e.g., as an Ayta, Bugkalot, Subanen; not in general terms).		
b. The community adequately discussed the history of its community (e.g., origins, accounts on the setting up of settlements, migration patterns).		
c. The community was able to adequately describe the individual growth and development stages based		

Item	Rating	Improvement needed
on its cultural perspective (this is Exercise 1 of the IPed contextualization exercises).		
d. The table of individual growth and development stages has been finalized and is already included in the IPed Framework (Phase 2).		
e. The community was able to adequately describe the community life cycle (this is Exercise 2 of the IPed contextualization exercises).		
f. The community life cycle table has been finalized and is already included in the IPed Framework (Phase 2).		
g. The community has adequately discussed the community competencies for Kindergarten that are to be interfaced with the national competencies.		
h. The community competencies matrix for Kindergarten has been finalized and is already included in the IPed Framework (Phase 2).		
i. The community has adequately discussed the community competencies for Grade 1 that are to be interfaced with the national competencies.		
j. The community competencies matrix for Grade 1 has been finalized and is already included in the IPed Framework (Phase 2).		
k. The table showing the interface of community competencies and DepEd competencies for Kindergarten has been finalized and is included in the IPed Framework (Phase 2).		
l. The table showing the interface of community competencies and DepEd competencies for Grade 1 has been finalized and is included in the IPed Framework (Phase 2).		
m. The community has adequately discussed what for it are the criteria or indicators in considering a person to be a culture bearer.		
n. The community has adequately discussed what the key processes and mechanisms are in passing on the IKSPs to the younger generation.		
o. The community has identified and described practices in DepEd that need to be changed or improved since they are culturally inappropriate for IPs.		
p. The VMGO for IPed has been enhanced.		

Item	Rating	Improvement needed
q. Cultural standards have been discussed adequately.		
r. Projects and activities discussed in Phase 1 have been enhanced.		

4. Please describe briefly below the major agreements reached, if any, by the division and the ICCs during the enhancement of the IPEd Framework and why these agreements were set.

AGREEMENTS	REASON FOR THE AGREEMENTS

**REGIONAL CONSOLIDATION OF INDIGENOUS PEOPLES (IPEd) FRAMEWORK
FORMULATION PROCESS (PHASE 1)
(2014-2016)**

Region: _____

This form consolidates the divisions' answers to Attachments 2.5.

1. Please indicate the status of IPEd Framework Formulation (Phase 1) of the divisions in your region by listing the divisions that fall under the appropriate category.

Category	Divisions
Finished the IPEd Framework (Phase 1); enhancements ongoing but not yet included	
Finished the IPEd Framework (Phase 1); enhancements already included (Phase 2 finished)	
Did not complete the formulation of the IPEd Framework (Phase 1) but continued into Phase 2	
Did not complete the formulation of the IPEd Framework (Phase 1); will still start the enhancement process	

2. Please discuss in what ways and/or for what purposes has the IPEd Framework (Phase 1) been used in the process of implementing the IPEd Program. Please indicate which divisions indicated such.

Uses of the IPEd Framework	Divisions

**REGIONAL CONSOLIDATION OF
STATUS OF IPED FRAMEWORK FORMULATION (PHASE 2)**

This form consolidates the answers of the divisions to Attachment 2.6.

Please indicate below which divisions have finished the following items that are to be included in the IPed Framework (Phase 2):

Item	Divisions
a. important considerations, characteristics and indicators for one to be considered an IP from the community's specific cultural view (e.g., as an Ayta, Bugkalot, Subanen; not in general terms)	
b. history of the IP community (e.g., origins, accounts on the setting up of settlements, migration patterns)	
c. individual growth and development stages based on their cultural perspective (this is Exercise 1 of the IPed contextualization exercises).	
d. community life cycle (this is Exercise 2 of the IPed contextualization exercises)	
e. community competencies matrix for Kindergarten	
f. community competencies matrix for Grade 1	
g. The table showing the interface of community competencies and DepEd competencies for Kindergarten	
h. The table showing the interface of community competencies and DepEd competencies for Grade 1	
i. criteria or indicators in considering a person to be a culture bearer.	
j. key processes and mechanisms in passing on the IKSPs to the younger generation.	
k. practices in DepEd that need to be changed or improved since they are culturally inappropriate for IPs	
l. The VMGO for IPed has been enhanced	
m. Cultural standards	
n. Enhancement of projects and activities discussed in Phase 1	

STATUS OF CONTEXTUALIZED LESSON PLANS AND
IMPLEMENTATION PREPAREDNESS CHECKLIST

Division: _____

Region: _____

A. Status of Contextualized Lesson Plans

Please fill out the needed data as appropriate to your division. If your division did not need to make contextualized lesson plans for any of the categories below, please tick (/) *Not Applicable*.

1. Kindergarten _____ *Not applicable*

In the first column, please indicate the ICCs for whom Kindergarten contextualized lesson plans are being prepared. In the succeeding columns, please indicate per quarter the total number of lesson plans that have been written (W) and how many of the total written have been quality assured (QA). Please add rows as needed.

ICC	Kindergarten							
	Q1		Q2		Q3		Q4	
	W	QA	W	QA	W	QA	W	QA

2. Grade 1 _____ *Not applicable*

In the first column, please indicate the ICCs for whom Grade 1 contextualized lesson plans are being prepared. In the second column, please indicate the subjects that were contextualized per ICC (each ICC will have more than one subject contextualized). For each subject, please indicate per quarter the total number of lesson plans that have been written (W) and how many of the total written have been quality assured (QA). Please add rows as needed.

ICC	Subjects	Grade 1							
		Q1		Q2		Q3		Q4	
		W	QA	W	QA	W	QA	W	QA

If your Division contextualized lesson plans for other grades, please make a similar table as above and submit as an additional page to this form.

3. Multi-grade _____ *Not applicable*

In the first column, please indicate the ICCs for whom multigrade (MG) contextualized lesson plans are being prepared. In the second column, please indicate the subjects that were contextualized per ICC (each ICC may have more than one subject contextualized for MG use). For each subject, please indicate per quarter the total number of MG contextualized lesson plans that have been written (W) and how many of the total written have been quality assured (QA). Please add rows as needed.

Levels combined (e.g., Kindergarten-Grade 1; Grade 1-Grade 2): _____

ICC	Subject	Multigrade							
		Q1		Q2		Q3		Q4	
		W	QA	W	QA	W	QA	W	QA

If your division contextualized lesson plans for more than one combination of levels, please make a similar table as above and submit as an additional page to this form.

B. Implementation Preparedness Checklist

For each item in the table, please tick (/)Yes or No as appropriate.

Item	Yes	No
The community competencies matrix for Kindergarten of ICCs listed in No. 1 above has been finalized and validated.		
The community competencies matrix for Grade 1 of ICCs listed in No. 2 above has been finalized and validated.		
All schools that will implement contextualized lesson plans this SY 2017-2018 are properly documented (MS Excel file on Schools Implementing Contextualized Lesson Plans).		
All schools that will implement contextualized lesson plans this SY 2017-2018 have been monitored for changes in personnel.		
School heads and teachers of schools that will implement contextualized lesson plans this SY 2017-2018 who have not undergone retooling have been retooled and oriented about the IPed Program.		
School heads and teachers of schools that will implement contextualized lesson plans this SY 2017-2018 have been trained in the use of the contextualized lesson plans.		
The supervisors of the CID who will be directly involved in supervising the use of the contextualized lesson plans have been oriented about the IPed Program.		
The supervisors of the CID who will be directly involved in supervising the use of the contextualized lesson plans have been oriented about contextualization for IPed.		
Our division has had initial discussions regarding the supervision of schools implementing contextualized lesson plans for IPed.		

REGIONAL CONSOLIDATION:
STATUS OF CONTEXTUALIZED LESSON PLANS AND
IMPLEMENTATION PREPAREDNESS CHECKLIST

Region: _____

This form consolidates the divisions' answers to Attachment 2.8.

A. Summary of ICCs being served by the whole region and grade levels with
Contextualized Lesson Plans

In the table below, please list the ICCs in your region for whom contextualized lesson plans were made. For each ICC, please indicate which divisions prepared contextualized lesson plans under which level. Please add rows as needed.

ICC	Kindergarten	Grade 1	Grade 2	Grade 3	Multi-grade

B. Regional Implementation Preparedness Checklist

For each item in the table, please indicate under the Yes column the divisions who answered Yes, and under the No column, the divisions who answered No.

Item	Yes	No
1. The community competencies matrix for Kindergarten of ICCs listed in No.1 has been finalized and validated.		
2. The community competencies matrix for Grade 1 of ICCs listed in No. 2 has been finalized and validated.		
3. All schools that will implement contextualized lesson plans this SY 2017-2018 are properly documented (MS Excel file on Schools Implementing Contextualized Lesson Plans).		
4. All schools that will implement contextualized lesson plans this SY 2017-2018 have been monitored for changes in personnel.		
5. School heads and teachers of schools that will implement contextualized lesson plans this SY 2017-2018 who have not undergone retooling have been retooled and oriented about the IPed Program.		
6. School heads and teachers of schools that will implement contextualized lesson plans this SY 2017-2018 have been trained in the use of the contextualized lesson plans.		
7. The supervisors of the CID who will be directly involved in supervising the use of the contextualized lesson plans have been oriented about the IPed Program.		
8. The supervisors of the CID who will be directly involved in supervising the use of the contextualized lesson plans have been oriented about contextualization for IPed.		
9. Our Division has had initial discussions regarding the supervision of schools implementing contextualized lesson plans for IPed.		

**ACTION PLAN OF THE
SCHOOLS GOVERNANCE AND OPERATIONS DIVISION (SGOD) FOR INDIGENOUS
PEOPLES EDUCATION (IPEd) IMPLEMENTATION**

Division: _____

Region: _____

- A. Given the discussions during the SGOD Training-Workshop on Contextualizing Support Systems for IPEd (Batch 1 and 2), please confer with your SGOD and list the activities the SGOD plans to undertake for SY 2017-2018 in relation to IPEd implementation. Please add rows as needed.

ACTIVITY	MONTH and YEAR	SGOD PERSONNEL INVOLVED

- B. What steps can be taken to update the Schools Division Superintendent (SDS) regarding SGOD involvement in IPEd concerns?

- C. An orientation of SGOD personnel is strongly encouraged. Please list in the table below the positions of those who need to be oriented about the IPEd Program because their tasks are directly relevant to aspects of IPEd implementation or they are directly working with IP communities and learners (the SGOD chief is a given). Please include those deployed in the field if they are working directly with IP learners or communities (e.g., nurses working in districts that are dominantly with IP communities and learners). For each position, please indicate how many are to be included in the orientation.

POSITION	NUMBER