



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

DIVISION MEMORANDUM
No. 581, s. 2020

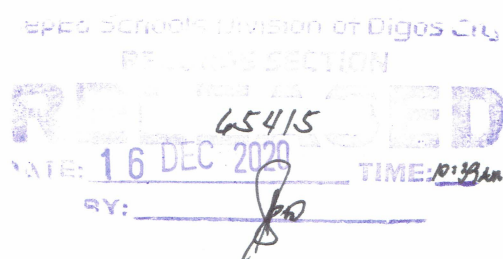
December 14, 2020

**PARTICIPATION IN BASIC ORIENTATION AND RETOOLING OF
NEW DIVISION AND REGIONAL FOCAL PERSONS
OF THE INDIGENOUS PEOPLES (IP) PROGRAM**

To: CID Chief
Division IPed Focal Person

1. Pursuant to Memorandum DM-CI-2020-00 394 of the Office of the Undersecretary for Curriculum and Instruction signed by Usec. Diosdado M. San Antonio dated December 7, 2020, this Office directs the participation of the IPed Focal Person in the Basic Orientation and Retooling of New Division and Regional Focal Persons of the Indigenous Peoples (IP) Program on December 14 – 17, 2020.
2. Registration and platform links shall be provided before the activity.
3. All expenses incurred during the conduct of the activity are chargeable against the 2020 downloaded funds subject to the usual government accounting and auditing rules and regulations.
4. For clarifications, confirmation and other concerns, please contact Apple Guintodan of the DepEd – Indigenous Peoples Education Office (IPsEO) at telephone number 09778421007 or email address ipseo@deped.gov.ph.
5. For information, guidance, and compliance.

CRISTY C. EPE
Schools Division Superintendent



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Republic of the Philippines
Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

MEMORANDUM

DM-CI-2020-00 **394**

TO : **Regional Directors of Regions II, III, CAR, IV-CALABARZON, IV-MIMAROPA, V, VI, VII, VIII, X, XI, and XII**

Schools Division Superintendents of the following divisions: Benguet, Tuguegarao, Zambales, Batangas Province, Laguna, Palawan, Camarines Sur, Negros Oriental, Tangub City, Cagayan de Oro City, Davao del Norte, Digos City, Cotabato City

FROM : 
DIOSDADO M. SAN ANTONIO
Undersecretary
Curriculum and Instruction

SUBJECT : **Basic Orientation and Retooling of New Division and Regional Focal Persons of the Indigenous Peoples (IP) Program**

DATE : **December 7, 2020**

1. This refers to the conduct of the subject activity designed for IP Education Focal Persons of implementing divisions and regions assigned to the Program from January 2018 to November 2020 who have yet to undergo the Program's orientation sessions.
2. Program Management is a vital skillset needed for the effective and efficient implementation of any program. Key competencies like finance management and activity management are needed for any program, but each program has its particular concerns that call for specialized capacity building.
3. This Orientation on the IP Education Program shall provide the new Focal Persons an overview of the context of IP communities, the dynamics of Indigenous Education Systems, policies and mechanisms of DepEd at the different governance levels with regards the implementation of the IP Education Program, and recent directions of the Department and its implications for program implementation.

4. The IPed Program's sustainability is anchored on the partnership of DepEd with IP communities, thus, understanding these specific concerns and developing the proper disposition among IPed Focal Persons so that they are effective advocates of the principle of inclusion is crucial (please see Annex 1 for the Activity Design).
5. Attached to this memorandum is the list of participants (Annex 2) who shall take part in the online activity from December 14-17, 2020. Registration and platform links shall be provided before the activity.
6. For clarifications, confirmation and other concerns, please contact Apple Guintodan of the DepEd – Indigenous Peoples Education Office (IPsEO) at telephone number 09778421007 or email address ipseo@deped.gov.ph.
7. For your appropriate action.

ACTIVITY DESIGN
BASIC ORIENTATION AND RETOOLING ON THE INDIGENOUS PEOPLES (IP)
EDUCATION PROGRAM: NEW IPED FOCAL PERSONS
December 14-17, 2020

Objectives of the Activity

General Objective:

Participants will be able to apply the perspectives and competencies gained as reference for the work they are doing as supervisors of schools serving IP communities

Specific Objectives:

At the end of the activity the participants will be able to:

- develop a holistic perspective on the overall learning and socio-cultural context of IP communities
- gain and develop skills related to the following: program management specific to the IPED Program; contextualizing the curriculum, learning delivery and learning resources; and, customizing education governance to be responsive to the context of IP learners
- identify gaps in implementation in the previous years and steps moving forward aligned with the principles and policy statements outlined in the National IP Education Policy Framework (DepED Order No. 62, s. 2011) through the preparation of a re-entry/action plan for SY 2018-2019

Activity Framework and Design

Consistent with the principles and commitment of DepED, as stated in DepED Order No. 62, s. 2011, the rights-based approach, development of cultural sensitivity, and strengthening of solidarity with IPs permeates the whole training session. The application of the principles of inclusion, participation and empowerment in the dynamics of IPED Program implementation will also be tackled.

IP Education as an expression of K to 12 will also be discussed to clarify how IP Education fits in the overall direction of K to 12 implementation.

The training has five sequential themes, each one building on the other. The **IP Situationer** covers the creation of the concept of cultural minorities and indigenous peoples, including the struggle of IP communities for recognition and inclusion. The theme **Indigenous Learning Systems** introduces the participants to the dynamics of cultural development and education processes in the community setting. The recognition of the DepEd of IKSPs and ILS and its background is the focus of the theme **Philippine Education System and IP Communities**, and it also includes the historical background of the advocacy for IPED and how it relates to recent policy declarations of the Department. Understanding the challenges of interfacing IP community dynamics with the national education and education management systems are tackled under the theme **Program Implementation Dynamics**. Participants are expected to apply the training and will review program implementation (2013-2019) and identify steps moving forward.

LIST OF PARTICIPANTS

**Basic Orientation and Retooling of New Division and Regional Focal Persons on
Indigenous Peoples Education (IPEd) Program**
December 14-17, 2020 / via Online

REGION	PARTICIPANTS
Cordillera Administrative Region	Regional Focal Person
	Benguet SDO Division Focal Person
Region II	Tuguegarao SDO Division Focal Person
Region III	Zambales SDO Division Focal Person
Region IV-CALABARZON	Regional Focal Person
	Batangas SDO Division Focal Person
	Laguna SDO Division Focal Person
Region IV-MIMAROPA	Regional Focal Person
	Palawan SDO Division Focal Person
Region V	Regional Focal Person
	Camarines Sur SDO Division Focal Person
Region VI	Regional Focal Person
Region VII	Regional Focal Person
	Negros Oriental SDO Division Focal Person
Region VIII	Regional Focal Person
Region X	Cagayan De Oro SDO Division Focal Person
	Tangub City SDO Division Focal Person
Region XI	Davao Del Norte SDO Division Focal Person
	Digos City SDO Division Focal Person
Region XII	Regional Focal Person
	Cotabato City SDO Division Focal Person

Day	Topic		
DAY 1 (Monday)	IP Situationer - History of evolution of the concept on “Indigenous Peoples” - Initiatives of IP communities for education - Government response to the education gaps in IP communities	Rights-based approach Solidarity with the struggle of IP communities for inclusion, participation, and empowerment Sensitivity to the realities and concerns of IP communities Cultural sensitivity Inclusive education Interfacing indigenous learning systems with K to 12	RUNNING THREADS
DAY 2 (Tuesday)	Indigenous Learning Systems and Customary Governance Systems - Education in the community life of IP communities - IKSPs and Multiple Intelligence - IP learning and teaching processes (orality, storytelling, intergenerational knowledge and wisdom) - Customary governance systems		
DAY 3, am (Wednesday)	Philippine Education System and IP Communities - Policy Context of IPEd - K to 12 and IPEd		
DAY 3 pm & DAY 4 (Wednesday-Thursday)	Program Implementation Dynamics - Interfacing education governance and the national curriculum with the IP community’s systems - Rights-based approach - Governance - Curriculum - Implementation concerns		