



Republic of the Philippines
Department of Education

RELEASED
 JAN 25 2016

DM-CI-2016-0039

MEMORANDUM

DEPED-CAR Time: 4:08

TO : **REGIONAL DIRECTORS OF REGIONS I, II, III, CAR, IV-A, IV-B, V, VI, VII, NIR, VIII, IX, X, XI, XII, AND XIII**

FROM : **DINA S. OCAMPO**
 Undersecretary for Curriculum and Instruction

SUBJECT : **Rapid Appraisal of Indigenous Peoples (IP) Languages for Mother Tongue-based Multilingual Education (MTB-MLE) Implementation**

DATE : **January 15, 2016**

1. This refers to the conduct of the subject initiative led by the DepEd - Indigenous Peoples Education Office (IPsEO), particularly the accomplishment of the attached Division Rapid Appraisal Questionnaire (Attachment 1).
2. One of the key policy statements of the National Indigenous Peoples (IPEd) Policy Framework (DepEd Order No. 62, s. 2011) specifies that DepEd shall prioritize the further development and implementation of MTB-MLE in schools, learning centers, and other learning services with enrolled Indigenous Peoples (IP) learners (15.b). This policy thrust is further strengthened by the relevant provisions of Republic Act No. 10533 or the "Enhanced Basic Education Act of 2013" on the medium of teaching and learning (Sec. 5).
3. The adoption of the IPEd Curriculum Framework (DepEd Order No. 32, s. 2015) also provides added impetus to pursue MTB-MLE in schools serving IP learners. The said policy document articulates the framework of curriculum contextualization for IPEd, which has MTB-MLE as a key component. MTB-MLE in IPEd is to be pursued sensitive to the community's aspirations for their local language in relation to the lingua franca and other languages.
4. As we pursue the national rollout of curriculum contextualization for IPEd, especially for the early grades, the need to scale-up efforts to use IP languages for MTB-MLE becomes more critical. At present, there are nineteen (19) languages that are officially adopted for use in the MTB-MLE Program. In line with the thrusts of the IPEd Program, DepEd - IPsEO intends to provide the program support, together with the Regional and Division Offices, in expanding the list of officially adopted languages to



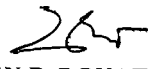
Republic of the Philippines
 Department of Education
CORDILLERA ADMINISTRATIVE REGION
 Wangal, La Trinidad, Benguet



January 25, 2016

To: **The Schools Division Superintendents**
All Divisions

For information, guidance and compliance


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 Regional Director

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include the various IP languages which serve as mother/first languages of IP learners.

5. It is in this context that this rapid appraisal of IP languages for MTB-MLE implementation is being pursued. In particular, this rapid appraisal has two objectives:
 - a) to determine all the IP languages – which do not belong to the 19 languages – that should form part of MTB-MLE implementation given that these are the actual mother languages of IP learners; and
 - b) to determine the readiness of each IP language identified for use in MTB-MLE implementation vis-à-vis four (4) basic requirements for it to be officially adopted:
 - i) orthography;
 - ii) dictionary;
 - iii) grammar book; and
 - iv) literature/materials to read.
6. Basic data for this rapid appraisal shall come from:
 - a) the Learner Information System (LIS), per DepEd Order No. 55, s. 2015 (Utilization of Language Mapping Data for MTB-MLE Program Implementation); and
 - b) information from the rapid appraisal questionnaire accomplished by Division Offices. (This questionnaire has been presented to and discussed in advance with the Regional and Division IPEd Focal Persons during the National Conference on IPEd Program Monitoring, Evaluation, and Planning held January 11-14, 2016.)
7. **In line with the above, the Division Offices included in the attached list (Attachment 2) are to accomplish the Rapid Appraisal Division Questionnaire for each of the IP languages present in the Division.**
 - **Languages to be included are those used by IPs whose ancestral domains are within the geographical coverage of the Division/predominant IP groups within the Division.**
 - **One questionnaire is to be accomplished for each language.**
 - **Please be specific in identifying the IP language in the questionnaire, specifically in the case of IP groups that may have language variations (e.g., for Ayta, you may have Ayta Mag-antsi, Ayta Mag-indi, Ayta Magbukon, and other Ayta languages). One questionnaire is to be accomplished for each language variation.**
 - **The Division IPEd Focal Person shall coordinate the accomplishment of the questionnaire together with the Division MTB-MLE Coordinator. Each questionnaire is to be signed by the Division IPEd Focal Person, MTB-MLE Coordinator, and the Schools Division Superintendent (SDS) prior to submission.**

Please ensure that all questions are appropriately and completely answered before the Division Office submits the accomplished questionnaire to the Regional Office.

- **The Regional Offices shall collect and review all the accomplished questionnaires from their respective Division Offices, and submit these to DepEd - IPaEO on or before January 29, 2016.**
 - **Accomplished questionnaires are to be submitted in both hard and soft copies (i.e., signed original to be sent to DepEd - IPaEO by mail/courier and scanned copy in PDF format to be sent to ipseo@deped.gov.ph).**
8. The results of this rapid appraisal shall be immediately used in the planning and programming of the necessary support to Regional and Division Offices to enable the use of identified IP languages for MTB-MLE implementation, and evidence-based program decision-making.
 9. For clarifications or any other concerns, please get in touch with DepEd - IPaEO at telephone number (02) 633-7212 or email address ipseo@deped.gov.ph.
 10. For your appropriate action.

ATTACHMENT 1

Department of Education – Indigenous Peoples Education Office

**Rapid Appraisal of Indigenous Peoples (IP) Languages for
Mother Tongue-based Multilingual Education (MTB-MLE)
Implementation**

Division Questionnaire

This questionnaire is intended to assess readiness in using a particular IP language for the implementation of MTB-MLE. Specifically, it looks into: (1) the status of a locally accepted orthography for writing the language, and (2) availability of educational materials in the language (Big Books, Small Books; Spelling Guide and a Grammar book; a basic reading primer; a pupils' dictionary or wordlist).

IP Language: _____		
Division: _____	Region: _____	
Submitted by: _____		Noted by: _____
_____	_____	_____
Division IPEd Focal Person	Division MTB-MLE Coordinator	Schools Division Superintendent
<i>* Signature over printed name</i>		

I. Working Orthography

A. Orthography Status (Please answer 'yes' or 'no')

1. Is the _____ language written by the people? ()
2. Is there general consistency as to how it is written? ()
3. Is there community-wide acceptance of the written form? ()
4. Has the community published or does it publish anything in the language? ()
5. Are there variations in how the language is written in other communities that identify with the language? ()

B. Spelling Guide

6. Is there a spelling guide (documenting the orthography) for this language? ()
7. Are illustrated alphabet charts included? ()
8. Are there tables with examples of words to illustrate use of the letters? ()

C. Alphabet primers (Please answer 'yes' or 'no')

9. Is there an alphabet primer or primer lessons in this language? ()
10. If there is an alphabet primer, does it appear that there is a lesson for each letter? ()

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II. Dictionary – Current Status (Please answer 'yes' or 'no')

- 11. Is there a wordlist or collection of expressions/phrases in the language with the corresponding meanings in another language (Filipino and/or English; in some instances, perhaps in another Regional language)? ()
- 12. Is there a dictionary in the language in which one or more languages are used to describe the words and definitions? It could be bilingual, trilingual or could even include more languages. ()

III. Grammar book (Please answer 'yes' or 'no')

- 13. Is there any written description of the grammar of the language? ()
 - Basic sentence structures? For example:
 - o Non-verbal basic clause: *Mainit ang araw.*
 - o Verbal clause: *Pupunta ako sa palengke.*
 - o Existential clause: *May tao dito.*
 - Verbal inflection? For example:
 - a. Contemplated or future action: *pupunta.*
 - b. Completed or past action: *pumunta.*
 - c. On-going or present action: *pumupunta.*
 - Markers? *ang, ng, sa, si, ni, sa, kay*

IV. Literature/reading materials (Please answer 'yes' or 'no', or fill in the requested information)

Big Books:

- 14. Are Big Books available in this language? ()
- 15. How many?
 - a. ____ Many (>10). b. ____ Some (6 to10). c. ____ A few (0-5).

Small Books:

- 16. Are small storybooks available in this language? ()
- 17. How many?
 - b. ____ Many (>10). b. ____ Some (6 to10) c. ____ A few (0-5).

- 18. Please list any other written materials that you know about in this language (academic or community materials). You may attach an additional sheet of paper if needed.
