

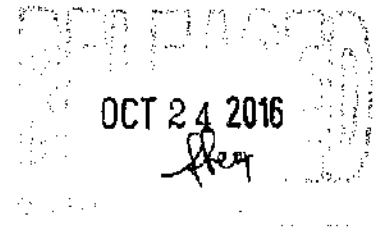



Republic of the Philippines
 Department of Education
 CORDILLERA ADMINISTRATIVE REGION
 Wangal, La Trinidad, Benguet



Regional Memorandum
 No. 312-2016

To: Chiefs, Regional Division Units
 Schools Division Superintendents
 All Others Concerned
 All Divisions



From: 
 SORAYA T. FACULO
 Chief Education Supervisor
 Officer In-charge
 Office of the Regional Director

Subject: Indigenous Peoples Education Roadmap for 2016 to 2021

Date: October 17, 2016

1. Pursuant to the implementation of IPed in the Cordillera Administrative Region, the Roadmap for 2016 to 2021 has been launched during the opening of the 2016 Regional Basic Education Congress on October 3, 2016.
2. With the meaningful launching of the Roadmap is the objective that this will guide all activities and programs of the Regional and Division Offices, including the schools in the efficient implementation of the Enhanced Basic Education (K to 12) Curriculum in the context of the Cordilleras.
3. All Regional Division Chiefs and Schools Division Superintendents are requested to plan measures for the conduct of progress monitoring of the Roadmap implementation. Attached in Enclosure No. 2 is the proposed monitoring tool. Enclosure No. 3 provides the monitoring and evaluation report templates to be submitted to the Regional Office through the IPed Focal Person. Template A shall be submitted annually every 15th of January while Template B shall be submitted every 15th of December.
4. To accomplish the Monitoring and Evaluation Tool in Enclosure No. 2, the following questions need to be asked:
 - a. What activities have been accomplished per component?
 - b. How were the activities implemented?
 - c. What issues/concerns have been met in the implementation of these activities?

Telephone Number	Office of the Director IV -422-1318	Budget and Finance Division -422-5155	Cash Section -309-3017	Record Section -309-3015
	Fax Machine -422-4074	Elementary Education Division -422-7096	Physical Facilities Unit/ICT -309-3011	Payroll Services Unit -424-3993
	Office of the Director III -309-3013	Alternative Learning System -422-5187	Regional Planning Unit -309-1234	Special Services Division -424-5167
	Administrative Division -422-1804	Secondary Education Division -309-3014	Supply Unit -422-2198	Commission on Audit -422-7434

- d. What recommendations would be suggested for the effective implementation of the roadmap component?
 - e. Are there other components which need to be included relative to the efficient implementation of IPEd?
5. For the comprehensive realization of this Roadmap, all Regional Divisions and Schools Division Offices are encouraged to undertake the following which shall be reflected in Monitoring and Evaluation Report Templates A and B as provided for in Enclosure No. 3:
- a. Assess what has been accomplished in the previous roadmap (2011 to 2016);
 - b. Identify gaps and use these gaps in to bridge previous accomplishments and what needs to be done at present;
 - c. Plan efforts to accomplish the 2016 to 2021 Roadmap; and
 - d. Annually monitor progress in relation to the existing roadmap and report this to the Division and Regional IPEd Focal Persons.
6. Immediate dissemination of and strict compliance to this Memorandum is directed.

**Cordillera Administrative Region
INDIGENOUS PEOPLES EDUCATION ROADMAP 2016 TO 2021**

2016 - 2017

- * Drafted and validated contextualized Lesson Plans for Kinder to Grades 1 and 7
- * Community elders participated in the development of learning resources
- * Regional policy on consent-seeking process for research and learning resources production
- * Capacitated the LRMDs Division teams in the Quality Assurance of contextualized Instructional Materials
- * Continuous survey of and response to priority sites
- * Conceptualized the Division IPEd Learning Resource Center
- * Recognized and strengthened network of elders in all divisions
- * Developed tools for monitoring and evaluating performance of various governance levels
- * Drafted Regional Assessment Framework
- * Formulated Monitoring and Evaluation Framework for CAR
- * Formulated Quality Assurance Framework
- * Community elders participated in monitoring and evaluation

2017 – 2018

- * Revalidated and enhanced the Regional IPEd Curriculum Framework
- * Drafted and validated contextualized Lesson Plans for Grades 2, 3, and 8
- * Distributed the validated contextualized lesson plans for Kinder to Grades 1 and 7
- * Contextualized the ALS curriculum for IPEd in CAR
- * All Division Learning Resource Management and Development System produced contextualized learning resources in all subject areas
- * Regional policy on research of Indigenous Knowledge Systems and Practices (IKSPs)
- * Policy on guidelines for the development of AD-based and culture-responsive School Improvement Plan (SIP)

- * Policy on contextualized Regional Monitoring and Evaluation
- * Regional policy for curriculum contextualization in CAR
- * Policy on identifying and responding to priority sites
- * Policy on recognizing Elders for Indigenous Peoples Education
- * Regional policy on the operations and maintenance of Learning Resource Centers
- * Formulated a region-wide system for capacity building of all DepEd personnel for IPEd
- * Capacitated elders on the DepEd systems
- * Formulated the contextualized standards for learning spaces in CAR
- * Institutionalized fully functional IPEd Learning Resource Centers in all divisions
- * Formulated a protocol in identifying and responding to priority sites
- * Conducted Regional Peoples' Congress for IPEd
- * Validated tools for monitoring and evaluating contextualized teaching-learning processes
- * Contextualized standards and guidelines for Quality Assurance of Regional Processes
- * Developed tools for Regional Assessment
- * Developed contextualized Monitoring and Evaluation tools

2018 – 2019

- * Drafted and validated contextualized Lesson Plans for Grades 4, 5, and 9
- * Distributed the validated contextualized Lesson plans for Grades 2, 3 and 8
- * Developed working orthographies for major languages
- * Conducted Workshop on Indigenous Learning Systems
- * Regional policy on capacitating all DepEd personnel in CAR for IPEd
- * Regional policy on the roles, functions and accountabilities of elders in the Regional DepEd system
- * Operationalized the capacity building system for IPEd for all schools and in all divisions
- * Capacitated Indigenous Cultural Communities for production of Learning Resources
- * Continuously enhanced IPEd Learning Resource Centers
- * Contextualized PASBE in the accreditation of schools
- * Defined the roles and functions of the elders in relation to DepEd systems
- * Developed sustained partnerships with other stakeholders for IPEd advocacies
- * Enhanced linkages with Line Agencies on conduct of LRMS activities

- * Established and institutionalized a regionally contextualized monitoring and evaluation mechanism
- * Rolled out tools and processes for Monitoring and Evaluation, Quality Assurance, and Assessment

2019 – 2020

- * Drafted and validated contextualized Lesson Plans for Grades 6 and 10
- * Distributed the validated contextualized lesson plans for Grades 4, 5, and 9
- * Learning resources developed and produced by Indigenous Cultural Communities (ICCs)
- * Regional policy in implementing contextualized PASBE
- * Policy on supporting Indigenous Learning Systems (ILS)
- * Capacitated IPEd focal persons, school heads and community elders/ representatives on the established IPEd monitoring and evaluation mechanism
- * Actively involved elders in all DepEd systems
- * Forged agreements with stakeholders for support for IPEd
- * Assessed Roll out for Monitoring and Evaluation, Quality Assurance, and Assessment

2020 – 2021

- * Drafted and validated contextualized Lesson Plans for Grades 11 and 12
- * Distributed the validated contextualized lesson plans for Grades 6 and 10
- * Completed working orthographies for major languages in CAR
- * Integrated formal, ALS, and ILS in IPEd
- * Institutionalized a NEAP-accredited Higher Education Institution to offer graduate courses on IPEd for the professional benefit of teachers/educators
- * Reached key agreements in the Regional Development Council for IPEd
- * Fully implemented Monitoring and Evaluation, Quality Assurance, and Assessment processes

Enclosure No. 2: CAR-IPEd 2016 to 2021 Roadmap

MONITORING AND EVALUATION TOOL
FOR THE IPEd ROADMAP IMPLEMENTATION
(CY _____)

A. For Schools Division Offices:

DIVISION		DISTRICT	
SCHOOL		SCHOOL ID	
SCHOOL HEAD		DESIGNATION	
ROADMAP COMPONENT	ACTIVITIES ACCOMPLISHED	ISSUES/CONCERNS	RECOMMENDATIONS

Would there be other components which need to be included relative to the efficient implementation of IPEd? Yes No

If Yes, please specify what components these are:

Source of Information: _____
 Interviewed by: _____
 Date: _____

Signature: _____
 Signature: _____

B. For Regional Divisions:

UNIT/DIVISION			
CHIEF			
ROADMAP COMPONENT	ACTIVITIES ACCOMPLISHED	ISSUES/CONCERNS	RECOMMENDATIONS

Would there be other components which need to be included relative to the efficient implementation of IPEd? Yes No

If Yes, please specify what components these are:

Source of Information: _____
 Interviewed by: _____
 Date: _____

Signature: _____
 Signature: _____

MONITORING AND EVALUATION REPORTS
RE THE IPEd ROADMAP IMPLEMENTATION

Template A:

CY 2017 - 2018						
ROADMAP COMPONENT	How to Implement	When to Implement	PLAN FOR ACTION			REMARKS
			Resources Needed			
			Human	Financial	Material	

*Note: to be submitted annually on or before the 15th of January

Prepared by:

Verified:

(IPEd Focal Person)

(SDS/Regional Division Chief)

Template B:

CY 2016 - 2017								
ROADMAP COMPONENT	ACCOMPLISHMENTS	GAPS	PLAN FOR GAPS				Remarks	
			How to Implement	When to Implement	Resources Needed			
					Human	Financial		Materials

*Note: to be submitted annually on or before the 15th of December

Prepared by:

Verified:

(IPEd Focal Person)

(SDS/Regional Division Chief)