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November 9, 2018

Regional Memorandum
No. 394 . 2018

Indigenous Peoples Education Roadmap
Policy Directions of IPEd in CAR for 2018 to 2021

To: **Schools Division Superintendents**
       All Divisions

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 launching of the Roadmap is the objective that this will guide all programs and projects 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. On September 10 and 11, 2018 during the Consultative Conference with community elders, the Roadmap was revised to assess accomplishments undertaken in the past vis-à-vis roadmap components.

4. After an evaluation of the accomplishments for 2016 to 2018, the elders and DepEd stakeholders have agreed to refine the roadmap statements to comply with the policy directions of CAR.

5. The refined roadmap now sets the policy directions of IPEd in the region from 2018 to 2021.

6. For the Roadmap to be fully and efficiently implemented, the following are recommended to RO and SDO leaders:
   A. *Advocacy, Support, and Education/Training*
   - Provide leadership, support, and assistance for teaching and learning to happen in a culturally-sensitive and contextualized manner;
   - Provide assistance to enable teachers and other educators to harness technological developments so as to facilitate the creation of innovative knowledge products and the sharing of knowledge on IPEd;
   - Support ongoing professional development of teachers on IPEd;
   - Encourage the use of local, contextualized human and material resources as both the providers and the content of quality education.

   B. *Partnerships and Cooperation*
   - Encourage active and sustainable partnerships between educational contexts (formal and non-formal) and the wider community;
   - Facilitate cooperation between schools and parents, community organizations and institutions, and mobilize local resources within communities to develop IPEd programs, so as to enable communities to share or transmit cultural values and local art forms.

   C. *Implementation, Evaluation, and Knowledge-sharing*
   - Implement and evaluate collaborative school-community projects that are based on the principles of inclusive cooperation, integration, and relevance;

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- Encourage effective documentation and sharing of knowledge between teachers and community elders;
- Share information and evidence with stakeholders, including governments, communities, the media, NGOs, and the private sector.

7. Relative to this, the Schools Division Offices are requested to start enhancing their curriculum frameworks and develop education governance frameworks. It is further required that these frameworks be aligned to the Northern Luzon IPEd Curriculum and Governance Frameworks (refer to enclosure 2 for the frameworks).

8. All Regional Division Chiefs and Schools Division Superintendents are expected to plan measures to implement the roadmap components and to conduct progress monitoring. Attached in Enclosure No. 3 is the proposed monitoring tool. Enclosure No. 4 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.

9. To accomplish the Monitoring and Evaluation Tool in Enclosure No. 3, 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?
   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?

10. For the comprehensive realization of the policy directions set, 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. 4:

    a. Assess what has been accomplished in the previous year;
    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 refined Roadmap; and
    d. Annually monitor progress in relation to the existing roadmap and report this to the Division and Regional IPEd Focal Persons.

11. Immediate dissemination of and strict compliance to this Memorandum is directed.

MAY B. ECLAR, PhD, CESO V
Regional Director

Cordillera Administrative Region IPEd Roadmap

THE ROAD MAP DESIGN
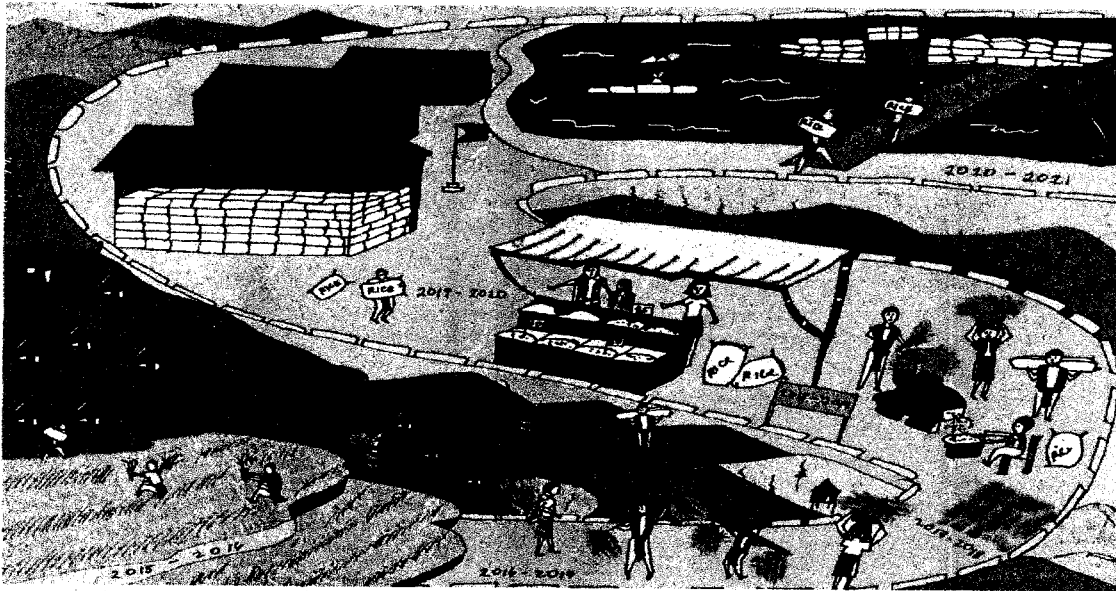
The picture depicts a continuation of the previous roadmap (2011 to 2016). From the rice fields (symbolized by the terraces), our produce (palay) will now undergo an indigenous process until only the rice grains are left to be polished, sold in the market for the consumption of the local public, and exported internationally as our share in the international market.

Similarly, we are looking at IPEd in CAR as a way of producing learners (symbolized by the palay) who will be honed mentally, physically, emotionally, and spiritually so they would be fully ready to face real life outside of their community as workers, leaders, policy-makers. The skill, knowledge, and values they have been imbibed with are seen to prepare them in improving their ways of living here and in the international scene.

POLICY DIRECTIONS OF IPED IN CAR FOR 2018 TO 2021

After a review of the components not achieved for 2016 to 2018, the elders and DepEd stakeholders grouped the components to prioritize those that can be feasibly achieved until 2021 and those that have critical impact to the efficient implementation of IPEd.

A. Regional Office

1. **Regional policy framework to enable SDOs to enhance crafted curriculum frameworks and develop education governance frameworks**

   The Regional Office and the SDOs are expected to enhance the curriculum frameworks they have crafted and to develop their own education governance frameworks aligned with the Northern Luzon Curriculum and Governance Frameworks.

   The curriculum framework would provide direction to the schools in their contextualization efforts. For the Schools Division Offices, the governance

framework would guide them in ensuring quality implementation of the IPEd program.

2. Regional policy to clarify issues on Free, Prior, and Informed Consent (FPIC)

Free, Prior, and Informed Consent (FPIC) is a specific right that pertains to indigenous peoples and is recognized in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). It allows them to give or withhold consent to a project that may affect them or their territories.

In our case, this must be provided by NCIP. However, elders and DepEd stakeholders would like clarification and consideration for the FPIC to be given by the community stakeholders already.

3. Policy guidelines for Personnel Selection Board on provision of credit for teachers as writers

One of the elements given credit for promotion of teachers is authorship. As defined in the guidelines, an author is a writer of an article or a book. Relative to contextualization however, teachers cannot claim sole and genuine authorship of contextualized materials because the stories are owned by the community. Hence, they can only collect or write the stories passed on orally.

It is a suggestion that the teachers' efforts as writers and collectors must also be credited; that points will not be limited to authentic authorship.

4. Regional policy on determining ethnicity

There must be a clear definition of the different ethnicities so to avoid entry of multiple ethnicities of learners when filling out the Learner Information System.

5. Guidelines on the selection of the School Council of Elders

Clear guidelines must be outlined to determine elders who should be included in the School Council of Elders.

Age is not the only qualifying factor to be considered an elder. Extensive knowledge of community culture and wisdom in decisions made must be highly regarded as well.

6. Policy to include IP representatives in the School Planning Team

Clear guidelines must also be determined to include IP representatives otherwise known as community elders, in the School Planning Team or the team that crafts the School Improvement and Annual Implementation Plans.

IP representatives need to have a voice in the SIP and AIP crafting so that school projects and plans are aligned to the community culture. This strategy is also helpful in getting maximum support from the community stakeholders in the efficient implementation of school plans.

7. Guidelines on full implementation of Monitoring and Evaluation, Quality Assurance, and Assessment Processes

The Regional Office needs to provide guidelines on the M and E, QA, and Assessment Processes to include appropriate tools to conduct such.

Monitoring the IPEd implementation corresponds greatly to monitoring the K to 12 implementation in CAR. Hence, there should only be one system or process to be followed and tools must likewise be consistent.

8. **Policy on the development of working orthographies for major languages in CAR**

There are many languages used across the 8 Divisions in the region; however a survey may be helpful to determine the major languages per Division. This will be the basis of the Regional Office in crafting a policy in the development of orthographies. Orthographies are necessary requisites to contextualization of learning resources.

9. **Guidelines on institutionalizing NEAP-accredited Higher Education Institutions to offer graduate courses on IPEd for the professional benefit of teachers**

In our pursuit for professional excellence of teachers and continuous implementation of the IPEd program, it is suggested that the Office would partner with a HEI who may be qualified to offer graduate and post graduate courses on culture education for the benefit of our teachers.

B. Schools Division Office

10. **IPEd Curriculum Framework**

Seven of the eight SDOs have already crafted their Curriculum Frameworks. Tabuk City, since its independence from SDO Kalinga, is on the process of developing one.

It is suggested that SDOs would enhance their Curriculum Frameworks and align these to the Northern Luzon IPEd Curriculum Framework.

This framework is indispensable as it would provide an organized plan or set of standards for the school heads and teachers in their contextualization efforts. It would also provide a clear set of goals on what the learners must be able to know and do.

11. **IPEd Governance Framework**

The IPEd Governance Framework includes the goals and strategic mandates needed to successfully implement the IPEd program.

For the Divisions, this will be helpful as all systems are encouraged to work together to meet the goals of IPEd. The framework spells out point of convergence for program implementation and monitoring and evaluation.

12. **Development of IPEd Program**

It has been a connotation that what CO mandates as the IPEd program is already the program itself for the field. All SDOs are encouraged to develop their own programs, projects, activities relative to the implementation of IPEd.

Their initiatives must be guided by the following questions:

- What is the PPA about?
- What is the objective of the PPA?
- Who are involved in the implementation?
- How will the PPA be implemented?
- How will the PPA benefit the learners?
- How will you ensure sustenance of the PPA?
- How will you overcome expected challenges or issues?

NORTHERN LUZON IPED CURRICULUM FRAMEWORK
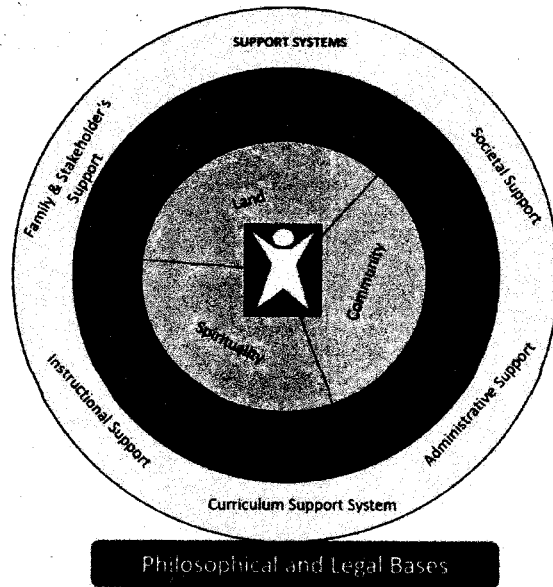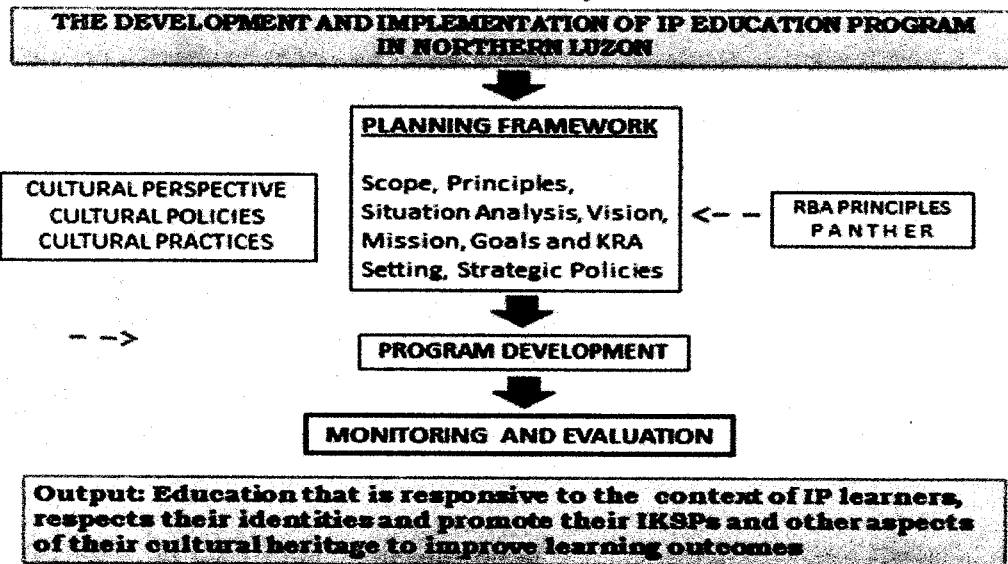

THE NORTHERN LUZON IP EDUCATION GOVERNANCE FRAMEWORK

THE DEVELOPMENT AND IMPLEMENTATION OF IP EDUCATION PROGRAM IN NORTHERN LUZON

PLANNING FRAMEWORK

Scope, Principles, Situation Analysis, Vision, Mission, Goals and KRA Setting, Strategic Policies

| CULTURAL PERSPECTIVE |
| CULTURAL POLICIES |
| CULTURAL PRACTICES |

RBA PRINCIPLES
PANTHER

PROGRAM DEVELOPMENT

MONITORING AND EVALUATION

Output: Education that is responsive to the context of IP learners, respects their identities and promote their IKSPs and other aspects of their cultural heritage to improve learning outcomes

MONITORING AND EVALUATION TOOL
(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: _____   Signature: _____
Interviewed by: _____   Signature: _____
Date: _____

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: _____   Signature: _____
Interviewed by: _____   Signature: _____
Date: _____

Enclosure No. 4: M and E Reports of CAR-IPEd Policy Directions

MONITORING AND EVALUATION REPORTS
RE THE IPED ROADMAP IMPLEMENTATION

Template A:

ROADMAP COMPONENT	PLAN FOR ACTION						REMARKS
	How to Implement	When to Implement	Resources Needed				
			Human	Financial	Material		

CY 2019

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 2018

ROADMAP COMPONENT	ACCOMPLISH-MENTS	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)

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