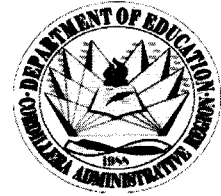
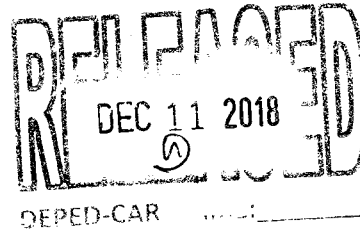


Republic of the Philippines
DEPARTMENT OF EDUCATION
CORDILLERA ADMINISTRATIVE REGION
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REGIONAL ORDER
No. 009-2018



DEC 07 2018
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**CONTEXTUALIZED ENHANCED BASIC EDUCATION CURRICULUM POLICY
GUIDELINES FOR THE CORDILLERA ADMINISTRATIVE REGION**

To: Schools Division Superintendents
All Concerned
All Divisions

1. DepEd – CAR issues the Contextualized Enhanced Basic Education Curriculum Policy Guidelines for the Cordillera Administrative Region to provide direction to all Schools and Schools Division Offices in the implementation of the Enhanced Basic Education Curriculum in the context of the Cordillera Administrative Region.
2. This policy shall likewise provide guidance in the contextualization process while focusing on core values specific to learners in the region.
3. Immediate dissemination and implementation of this policy is required.


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Contextualized Enhanced Basic Education Curriculum Policy Guidelines for the Cordillera Administrative Region

I. Background/Rationale

The Department of Education – Cordillera Administrative Region, in keeping with Republic Act 10533 and the vision, mission, and goals of the Department, formulate this policy to provide direction to the Cordillera Administrative Region in the implementation of the Enhanced Basic Education Curriculum as contextualized to the unique identity of the Region.

This effort also supports the attainment of the Sustainable Development Goals (SDG) 4 or Quality Education, clearly translated in the Regional Development Plan for 2017 to 2022, stated as “promoting Philippine Culture and Values through indigenizing the education system and mainstreaming cultural education in the education system” (*National Economic Development Authority, 2018 SDG Forum*).

In the refined Regional Indigenous Peoples Education (IPEd) Roadmap for 2018 to 2021, the following actions have been recommended. These lay some guiding principles for the development of this contextualized policy guidelines:

1. 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.*

2. 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.*

3. *Implementation, Evaluation, and Knowledge-sharing*

- *Implement and evaluate collaborative school-community projects that are based on the principles of inclusive cooperation, integration, and relevance;*
- *Encourage effective documentation and sharing of knowledge between teachers and community elders;*
- *Share information and evidence with stakeholders, including governments, communities, the media, National Government Organizations, and the private sector.*

With these principles at hand, the Region has pushed through with the foregoing guidelines, rooted in the Indigenous Knowledge Skills, Practices (IKSPs) and Values interfaced with the national competencies with the main vision of producing holistically developed and globally-competitive Cordilleran learners imbued with 21st century skills and global competencies as they are prepared to be future elders and IKSP holders.

II. Purpose and Scope of the Policy

Consistent with DepEd Order No. 62, s. 2011 entitled Adopting the National Indigenous Peoples Education Policy Framework and DepEd Order No. 32, s. 2015 entitled Adopting the National IPEd Curriculum Framework, this Regional Policy sets standards for the Education Leaders in the Regional, Division, District, and School levels in the implementation of the Enhanced Basic Education Curriculum in CAR.

It is rooted on the following goals and objectives:

Goal:

To ensure the provision of universal and equitable access of all Cordilleran learners to quality and relevant basic education services increasing their motivation towards learning and their success in the global milieu.

Objectives:

1. To provide direction to regional, division, and district education leaders as they impart technical support to the schools;
2. To guide School Heads and teachers in contextualizing content, resources, strategies, and assessment schemes relevant to the Cordilleran learner; and
3. To provide tool for monitoring and evaluating the implementation of curriculum contextualization.

This Regional Policy further provides guidelines on the following components: curriculum, instruction, classroom assessment, learning resources and instructional materials, learning space and environment, and monitoring and evaluation.

III. Definition of Terms

For purposes of this policy, the following terms are defined and understood as follows:

1. Ancestral Domain (AD) refers to all areas generally belonging to Indigenous Cultural Communities/Indigenous Peoples (ICCs/IPs) comprising lands, inland waters, coastal areas, and natural resources therein, held under a claim of ownership, occupied or possessed by ICCs/IPs, themselves or through their ancestors, communally or individually since time immemorial, continuously to the present except when interrupted by war, force majeure or displacement by force, deceit, stealth or as a consequence of government projects or any other voluntary dealings entered into by government and private individuals/corporations, and which are necessary to ensure their economic, social and cultural welfare. It shall include ancestral land, forests, pasture, residential, agricultural, and other lands individually owned whether alienable and disposable or otherwise, hunting grounds, burial grounds, worship areas, bodies of water, mineral and other natural resources, and lands which may no longer be exclusively occupied by ICCs/IPs but from which they traditionally had access to for their subsistence and traditional activities, particularly the home ranges of Indigenous Cultural Communities/Indigenous Peoples who are still nomadic and/or shifting cultivators (Section 3(a), RA 8371)
2. Contextualization refers to the educational process relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all learners (Department of Education Order No. 32, s. 2015, p. 6).

The degree of contextualization may be described and distinguished into the following:

- Localization refers to the process of relating learning content specified in the curriculum to local information and materials in the learners' community.
 - Indigenization refers to the process of enhancing curriculum competencies, education resources, and teaching-learning processes in relation to the bio-geographical, historical, and socio-cultural context of the learners' community. Indigenization may also involve the enhancement of the curriculum framework, curriculum design, and learning standards of subject areas, guided by the standards and principles adhered to in the national curriculum.
3. Culture-bearers are elders or individuals of integrity who are born into the culture of the community or who have extensive knowledge and practice of the community culture. They have the skill to provide wise advice and

enlightenment on matters concerning the culture and community life of the indigenous Cultural Community they belong to.

4. Formal Educational Context refers to the basic education system being completed by our learners who attend classes from Kindergarten to Grade 12.
5. Indigenous Knowledge Systems and Practices (IKSPs) are systems, institutions, mechanisms, and technologies comprising a unique body of knowledge that evolved through time, embodying patterns of relationships between and among peoples, their lands and resource environment (Section 6(f), National Commission on Indigenous Peoples Administrative Order No. 1, s. 2012, The Indigenous Knowledge Systems and Practices and Customary Laws Research Documentation Guidelines of 2012).
6. Indigenous Peoples/Indigenous Cultural Community (IP/ICC) refers to a group of people or homogenous societies identified by self-ascription and ascription by others, who have continuously lived as organized community on community bounded and defined territory, and who have, under claims of ownership since time immemorial, occupied, possessed and utilized such territories, sharing common bonds of language, customs, tradition and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and culture, became historically differentiated from the majority of Filipinos.
7. Indigenous Learning Systems (ILS) refers to the ICC's system of educating succeeding generations of youth into their community's cultural system, including IKSPs. While labeled today as informal modality of education, an ILS also has a curriculum, pedagogical approaches and teaching strategies, forms of assessment, and mechanisms for management of the learning process (DO 32, s. 2015, p. 8).
8. Non Formal Educational Context refers to education or learning that may happen in any environment apart from the regular classroom setting. It may be learning that may happen in any environment apart from the regular classroom setting. It may be learning that happens where the community stays and may not be as structured as the formal setting.

IV. Defining Features

This policy is still founded on the following salient features of the Enhanced Basic Education Curriculum:

1. Strengthening Early Childhood Education
2. Making the curriculum relevant to learners
3. Building skill
4. Ensuring unified and seamless learning
5. Gearing up for the future
6. Nurturing the fully developed Filipino

These salient features of the curriculum intertwine with the following cultural standards set by the community elders:

1. Culturally-responsive, sensitive, and appropriate curriculum that incorporates relevant IKSPs and ILS in all learning levels and areas, and articulates Indigenous Peoples Rights and Practices in the education system
2. Inclusive, gender and culture sensitive to develop the 21st century integrative skills
3. Rooted on ancestral domain that recognizes, promotes and upholds the IKSPs
4. Develops IP learners' understanding of his identity
5. Enhances the IKSPs of learners in response to the demands of the global community

This policy also envisions the DepEd vision, mission, and goal statements as relevant to the context of CAR in specific details:

The DepEd Vision
*We dream of Filipinos
Who passionately love their country
And whose values and competencies
Enable them to realize their full potential
And contribute meaningfully to building the nation.*

*As a learner-centered public institution,
The Department of Education
Continuously improves itself
To better serve its stakeholders.*

Realizing the DepEd Vision in CAR

- **We dream of Cordilleran learners as future leaders and IKSP holders of their communities whose values and competencies contribute to their community's cultural integrity and identity as they continue to interact with other culture, peoples, and identities.**

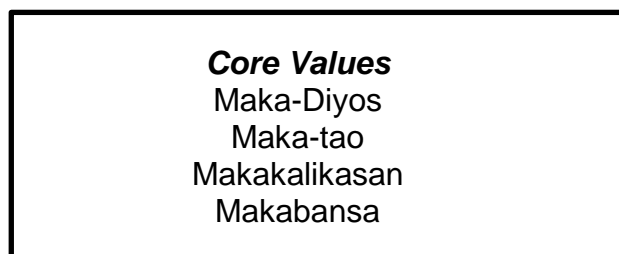
The DepEd Mission

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

- Students learn in a child-friendly, gender-sensitive, safe, and motivating environment
- Teachers facilitate learning and constantly nurture every learner
- Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen
- Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners

Realizing the DepEd Mission in CAR

- To fulfill our mission in delivering quality, equitable, culture-based, and complete basic education where:
 - ✓ We respect rights of indigenous peoples to education and their desire for an education that is responsive to their context.
 - ✓ We respect their identities and promote the value of their indigenous knowledge, skills, and other aspects of their cultural heritage.
 - ✓ Harmonious working atmosphere among school personnel is evident to ensure success in achieving positive learning outcomes for all types of learners; and
 - ✓ Open communication with community stakeholders is maintained to guarantee mutual support in realizing the school's goals and plans.



Realizing the Core Values in CAR

All education leaders and community elders in CAR envision our Cordilleran learners to be future community leaders with integrity, able to relate with the global community without losing appreciation of their own identities and exhibiting the following indigenous values:

- Desire to do, say, and think of that which is good, true, and beautiful; care for others and the environment (*sintil*);
- Care in intentionally inflicting harm or pain in thoughts, words, or deed to fellow “kakailian”, animals, plants, and all creation-animate or inanimate (*inayan*);
- Avoidance of despicable acts against life and property; avoidance of what is offensive to Kabunian and to one's own kind (*paniyaw*);
- Adherence to taboos/inhibitions or rituals to ensure one's good health and those of one's kin (*ngilin*);
- Engage in ethical standards that would uplift one's status or honor and that of one's family, clan, or tribe (*bain*).

V. Program Components

To provide guidance in carrying out specific components, the following are indispensable:

1. Curriculum

- a. Curriculum is no longer a mere compilation of instrumental aspects developed in order to transmit knowledge but rather a process that also involves the everyday experiences which are lived in schools, all of which may contribute to learners' personal and educational development. This understanding of curriculum requires the development and implementation of pedagogical strategies able to ensure equity in educational systems and curricular justice (Connell, 1993). This is in line with Bernstein's (1998) idea of "recontextualization" – a process of adequacy of the nationally prescribed curriculum to a lived and meaningful way of learning.
- b. Interfacing the national curriculum with IKSPs and ILS is the design of a culturally appropriate and responsive curriculum. In order to make the curriculum responsive or relevant, indigenization may be strategized to incorporate the following steps:
 - i. *Identify key stages of the human life cycle of the community and standards for each stage*
 - ii. *Agree with the elders of the community what agricultural knowledge system they would want to focus on (rice, rootcrops, etc.)*
 - iii. *Identify key activities being undertaken by the learner or the key role/s of the learner for each growth stage during every phase of the agricultural cycle*
 - iv. *Identify key knowledges, conscience/values and practices for each phase of the agricultural knowledge system in relation to the stages of growth*
 - v. *Identify community competencies based on the key knowledges, conscience/values and practices identified in the previous matrix*
 - vi. *Interface community competencies and national competencies*
 - vii. *Formulate indigenized learning objectives*
 - viii. *Make the curriculum brief*
 - ix. *Make the indigenized lesson plans*
- c. The curriculum must always uphold the rights, identity, and culture of the Cordillerans as individuals and as a people. Thus, all learning areas must capture IKSPs, with the aim of making the Cordilleran learner engaged with his authentic identity. Incorporating IKSPs must always be in consultation with community elders.

2. Instruction

- a. One of the essential factors in making learning comprehensive to our young learners is language. And to make learning even more relevant or meaningful DepEd institutionalized the use of the

learner's mother tongue as medium of instruction during the first four years of schooling (Kindergarten to Grade 3). Using the community's mother tongue may be more beneficial to our young Cordilleran learners as we aim to bridge home and community to school. In so doing, learning starts from the child's schema or what is known/familiar to him or her.

- b. Approaches used can be experiential. Learning that emerges from the experiences and observations of learners in the community results to meaningful learning. Learners are able to relate to concepts that are familiar to their context.
- c. Delivery may be formal or informal. Formal instruction happens within the four walls of the classroom while informal instruction may happen anywhere. For IPEd, informal instruction relates to the Indigenous Learning System or ILS. Teachable moments happen anywhere and more often than not modelling appropriate behavior happens outside the classroom, hence the significance of informal instruction. To make learning more broad and inclusive, there must be a balance between theory and practice which may only be possible with the blend of formal and informal instruction.
- d. Collaborative and participative indigenous learning systems. Community life focuses on collaboration and participative decision-making. Hence, the teaching-learning process must be one that promotes this learning system. Learner-centeredness is also encouraged in this scheme.
- e. Community IKSP holders and culture bearers are partners in the teaching and learning process, hence, they can be tapped as resource persons or learning facilitators.

3. Classroom Assessment

- a. The Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program stipulated in DepEd Order No. 8, s. 2015 shall be adhered to.
- b. Furthermore, the Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program comprehensively stated in DepEd Order No. 36, s. 2016 shall be the primary basis in giving recognition and awards to deserving learners.
- c. In the light of the assessment of learning outcomes, Performance-based assessment is highlighted. The focus question is "How well can you use what you know?". We envision our Cordilleran learners to utilize inputs gained from the teaching-learning process to everyday circumstances. Concepts must be applied in real-life situations that call for problem-solving and decision-making. The

use of paper-pencil tests may be significant, but it is more indispensable that our learners dwell with practical applications of learning.

4. Learning Resources and Instructional Materials

Instructional materials and other learning resources shall be developed and utilized in line with the described curriculum content and teaching-learning processes.

- a. Materials that are to be indigenized or localized must depict in written and visual form the customs and traditions authentic to the community. It must be done in consultation with community elders or IKSP holders.
- b. These materials must also bear cultural sensitivities and follow protocols for development.
- c. Publication of these learning resources and instructional materials must be discussed and agreed upon with the community to protect the community's intellectual property rights and in keeping with related ethical principles and practice.
- d. The language to be used in preparing the LRs and IMs shall be determined in dialogue with the community.

5. Learning Space and Environment

- a. Ancestral domain is considered as the primary learning space and environment of the Cordilleran learners.
- b. The guidance of the community shall be sought when designing learning activities that involve going to particular places in the ancestral domain to ensure that sacred places are not violated and cultural norms are observed while going and staying in the learning area.
- c. Learners must be taught and trained to value their ancestral domain. This includes taking care of all flora and fauna, living and nonliving creatures found in the community. They must regard their community or ancestral domain as a significant part of their beings as Cordillerans.

6. Monitoring and Evaluation

Enclosure to Regional Order No. 009, s. 2018
Contextualized Enhanced Basic Education Curriculum Policy Guidelines for the
Cordillera Administrative Region

- a. The aim of monitoring and evaluation is to improve curriculum delivery and strengthen lifelong learning among the Cordilleran learners.
- b. Monitoring and Evaluation focus is on what the entire curriculum support system did to develop the Cordilleran learner holistically.
- c. The system recognizes methods in the Indigenous Learning Systems and includes these in the range of Monitoring and Evaluation methods to be used. Cultural considerations are also highlighted in the preparation of Monitoring and Evaluation tools.

VI. Effectivity

This policy shall take effect immediately upon approval. The Regional Office, Schools Division Offices, and Schools shall adhere to and shall develop specific rules and procedures to implement this policy relative to their context.

VII. References

Bastian, Modesta, Ed. D. Regional IPEd Curriculum Framework for CAR.

DepEd Order No. 62, s. 2011, "Adopting the National Indigenous Peoples Education Policy Framework".

DepEd Order No. 32, s. 2015, "Adopting the Indigenous Peoples Education Curriculum Framework".

Northern Luzon Indigenous Peoples Summit, Lingayen, Pangasinan, 2018

Republic Act 10533, "Enhanced Basic Education Act of 2013".