



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region III
Division of City Schools
ALTERNATIVE LEARNING SYSTEM
City of San Jose del Monte

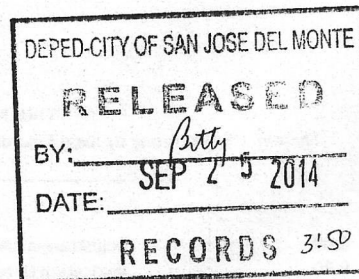


September 24, 2014

DIVISION MEMORANDUM

No. 161 s.2014

To: Schools District Supervisors
Heads of Elementary and Secondary Schools Clusters
Elementary and Secondary Schools Principals
Leaders, Indigenous Peoples' Communities
All Others Concerned



1st Division Indigenous Peoples' Education (IPEd) Orientation

Theme: Edukasyon ng mga Katutubong Dumagat: Tungo sa Edukasyon Para Sa Lahat

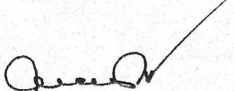
1. This is to announce to the field the conduct of the 1st Division Indigenous Peoples' Education (IPEd) Orientations in line with the National Indigenous Peoples Education Policy Framework as stipulated in the DepEd Order No. 62, s. 2011.
2. Orientation activities specifically aim to (a.) response to the right of the IP communities to have an education that is responsive to their context, their identities, values and skills, in harmony with their cultural heritage. (b.) Improve the appropriateness and responsiveness of the curriculum; and support the development of the policy environment of IPEd.
3. In connection with this, two (2) One-Day Group Orientations will be held on October 10 and on October 11, 2014, from 8:00am to 5:00pm at Kakawate High School

Matrix of schedules is as follows:

October 10, 2014 Friday Group 1	Number of Participants
Division Supervisor in-charge of ALS	1
Public Schools District Supervisors	2
Principal and ALS IPEd Focal Person of Ricaport ES	2
Principal and ALS and IPEd School Focal Person of San Roque ES,	2
Principal and ALS/ IPEd Focal Person of San Isidro ES	2
Principal and ALS/ IPEd Focal Person of Paradise Farm Elementary School	2
Principal and ALS / IPEd School Focal Person of Kakawate High School	2
Principal and ALS IPEd Focal Person of Paradise Farm National High School	2
Instructional Managers and Literacy Facilitators handling IPEd Classes	5
TOTAL NUMBER OF PARTICIPANTS	20

October 11 2014, Saturday Group 2	Number of Participants
District ALS Coordinators and Mobile Teachers	8
LGU and City Council Representatives	2
Leaders and Representatives of IP groups	4
Barangay Captains of Barangay San Roque, San Isidro, Paradise III, and Tungkong Mangga	4
Leaders of Civil Society Group	2
TOTAL NUMBER OF PARTICIPANTS	20

4. Attached are the DepEd Order No. 62, s. 2011 and the content matrix of the activities
5. All expenses and training kits in these two (2) orientations will be charged to the Indigenous Peoples Education (IPEd) Program fund.
6. Participation of all concerned is hereby enjoined.


ESTELITA G. PINEDA, CESO V
Schools Division Superintendent



"Commitment-Driven Performance by our Leaders"
"Character-Based Instruction for our Learners"





DEPARTMENT OF EDUCATION
DIVISION OF CITY OF SAN JOSE DEL MONTE
ALTERNATIVE LEARNING SYSTEM

ORIENTATION MATRIX

Theme: Edukasyong ng mga Katutubong Dumagat: Tungo sa Edukasyon Para Sa Lahat

A.M		
7:00 - 8:00	:	Registration and Photo op of Participants
8:00 - 8:30	:	Invocation (Interpretative Play) Singing of National Anthem, Regional and City Hymn Roll Call and Group Energizer
		Speaker 1 : Levelling of understanding on IP Education
8:30 - 9:00	:	Setting of Mode : Film Showing on IPed Situationer
9:00 - 10:00	:	<i>Discussions : What is the film about? What is the goal of Education relative with IP Education?</i>
		Output 1 : <i>Output of discussion on IpED Goal as presented in the Film</i>
		<u>Working break</u>
		Speaker 2 : Situationer
10:00 - 11:00	:	Powerpoint Presentation of IP Situationer in the Philippines : <i>The Making of Marginalized Indigenous Filipinos</i>
11:00 - 12:00	:	Output 2 : <i>What was the IP situation then? How education and perception of IPs had been skewed against IPs?</i>
12:00 - 1:00	:	B R E A K
P.M		
		Speaker 3 : The DO 62
1:00 - 3:00	:	Presentation of DO 62, s 2011 ; Adopting the Indigenous Peoples' Education Policy Framework
		Output 3 : <i>What are process and policy statements in ensuring equitable access of all IPs to basic education services?</i>
		<i>What other frameworks have been considered in crafting the DO 62?</i>
		Speaker 4 : Educational Basis and Rights-Based Approach
3:00 - 4:00	:	Powerpoint Presentation of Educational Basis of Culture Appropriate Education, Rights-Based Approach Principles and Procedures
		Gathering of Baseline Data
		Output 4 : Records of discussions
		<u>Working Break</u>
		Facilitator 1
4:00 - 5:00	:	Output 3: Synthesis and open forum
		Facilitator 2
5:00 - 5:30	:	Closing Program
		Singing of Advocacy Song

MARK VAL OGATIA and LOUELLA BOLIVAR
Program and Activity Facilitators



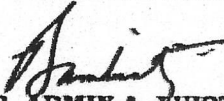

AUG 08 2011

DepEd ORDER
No. **62**, s. 2011

**ADOPTING THE NATIONAL INDIGENOUS PEOPLES (IP)
EDUCATION POLICY FRAMEWORK**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Elementary and Secondary Schools
All Others Concerned

1. In line with the country's commitment to achieve its Education for All (EFA) targets and the Millennium Development Goals (MDGs), and in pursuit of the Basic Education Sector Reform Agenda (BESRA), the Department of Education (DepEd) is adopting the enclosed **National Indigenous Peoples Education Policy Framework**. It was prepared in consultation with the representatives from Indigenous Peoples (IP) communities, civil society, and other government agencies.
2. This Policy Framework is intended to be an instrument for promoting shared accountability, continuous dialogue, engagement, and partnership among government, IP communities, civil society, and other education stakeholders. Recognizing education as a necessary means to realize other human rights and fundamental freedoms, the DepEd urges the strengthening of its policy on IP education and develop and implement an IP Education Program. This Program subscribes to the *rights-based approach* which gives primary importance to the principles of *participation, inclusion, and empowerment*.
3. Many IP communities continue to lack access to decent basic social services; they have limited opportunities to engage in the mainstream economy, and suffer social, economic, and political exclusion marginalization. A major factor contributing to their disadvantaged position is the lack of access to culture-responsive basic education. Thus, the right of indigenous peoples to education is provided in the 1987 Philippine Constitution, the Indigenous Peoples Rights Act (IPRA) of 1997, and the numerous international human rights instruments, especially in the United Nations (UN) Declaration on the Rights of Indigenous Peoples (2007).
4. Immediate dissemination of and compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary 



Encl.:

As stated

Reference:

None

To be indicated in the Perpetual Index
under the following subjects:

HUMAN RIGHTS EDUCATION
POLICY
PROGRAMS

SMA/Madel, DO Adopting the National Indigenous Peoples Education
August 1, 2011