



Republic of the Philippines
Department of Education
CARAGA REGION XIII
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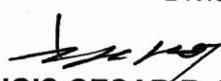


MEMORANDUM

To : **Schools Division Superintendents**
This Region

Attention: Division Planning Officers and
Division IPEd Focal Persons



From :  **FRANCIS CESAR B. BRINGAS, CESO V**
OIC-Regional Director

Subject: **Accurate Recording of Indigenous Peoples' (IP) Learners Information System (LIS) and Basic Education Information System (BEIS)**

Date : **September 21, 2018**

1. Attached is Memorandum DM-CI-2018-00326 dated September 12, 2018 on the Accurate Recording of Indigenous Peoples' (IP) Learners Information System (LIS) and Basic Education Information System (BEIS).
2. Field personnel involved in recording LIS data are strongly advised to study the attached briefer regarding **Frequently Asked Questions in Recording Indigenous Peoples (IP) Learners** and disseminate it to ensure the accuracy of data gathered regarding IP learners.
3. Furthermore, Division Planning Officers and Division IPEd Focal Persons are requested to facilitate the validation of percentage of IP enrolment by the concerned schools listed in the excel files that will be sent to them.
4. Moreover, the concerned Division personnel are advised to take the lead in typologizing all schools with IP learners in the interest of designing appropriate initiatives related to the typology of schools.
5. The Procedure for Validation of Percentage of IP Enrolment and for the Identification of Typology of Schools are attached for your reference.
6. For your guidance and immediate action.



Republic of the Philippines
Department of Education

DEPARTMENT OF EDUCATION
OFFICE OF THE UNDERSECRETARY
112 SEP 2018
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MEMORANDUM
DM- CI- 2018-00 326

FOR:

- REGIONAL DIRECTORS**
- SECRETARY OF DEPED-ARMM**
- SCHOOLS DIVISION SUPERINTENDENTS**
- PLANNING OFFICERS**
- IPed PROGRAM FOCAL PERSONS**
- SCHOOL HEADS**
- CLASS ADVISERS**
- LIS COORDINATORS**

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FROM:

Lorna Dig Dino
LORNA DIG DINO
Undersecretary, Curriculum and Instruction

SUBJECT:

ACCURATE RECORDING OF INDIGENOUS PEOPLES' (IP) LEARNERS IN THE LEARNERS INFORMATION SYSTEM (LIS) AND BASIC EDUCATION INFORMATION SYSTEM (BEIS)

DATE: 12 September 2018

The Department of Education, through the Planning Service seeks to strengthen the accuracy of recording data on learners who are members of Indigenous Peoples (IP) communities or IP learners in the Learners Information System (LIS) and consequently, in the learners' data consolidated in the Basic Education Information System (BEIS). It has also been noted that there continue to be misconceptions about the acronym "IP" and questions about IP learners that need to be clarified to ensure the accuracy of IP learner's data.

Relative to this, the following briefers regarding **Frequently Asked Questions in Recording Indigenous Peoples (IP) Learners** is being disseminated to provide guidance in answering the data fields in the LIS about IP learners and their ethnicity.

Field personnel involved in recording LIS data are strongly advised to study the briefers and disseminate it to ensure the accuracy of data gathered regarding IP learners.

For your guidance and immediate action.

FREQUENTLY ASKED QUESTIONS IN RECORDING WHO ARE INDIGENOUS PEOPLES (IP) LEARNERS

This document intends to provide guidance in noting down learners who are Indigenous Peoples (IPs) and belong to Indigenous Cultural Communities (ICCs) as needed for the Learners Information System (LIS) and the Basic Education Information System (BEIS).

According to the Indigenous Peoples Rights Act (IPRA) or Republic Act 8371, Indigenous Peoples (IPs)/Indigenous Cultural Communities (ICCs):

refer to a group of people or homogenous societies identified by self-ascription and ascription by others, who have continuously lived as organized community on communally 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, traditions and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and cultures, become historically differentiated from the majority of the Filipinos. ICCs/IPs shall likewise include peoples who are regarded as indigenous on account of their descent from the populations, which inhabited the country, at the time of conquest or colonization, or at the time of inroads of non-indigenous religions and cultures, or the establishment of present state boundaries, who retain some or all of their own social, economic, cultural and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside their ancestral domains.

To properly apply this definition and respond to other queries, this document is being provided.

What is ethnicity?

Ethnicity refers to the learner's cultural background and roots largely based on ancestry (e.g., parents, grandparents) and shared cultural upbringing.

In the Philippine context, there are ethnicities or cultural communities that are considered IPs (e.g., Ayta, Ati, Ivatan, Kankanaey, Mandaya, Tboli) and there are ethnicities or cultural communities that are not considered IPs (e.g., Tagalog, Kapampangan, Ilocano, Cebuano, Surigaonon, Ilonggo).

Why is it important to be accurate regarding ethnicity data on IP learners?

Every child has the right to an identity and nationality. The correct recording of one's ethnicity is a fundamental aspect of a learner's identity. It has a bearing on program implementation and the design of the teaching-learning process because lessons can be developed in relation to the socio-cultural background of learners.

Is it DepEd who identifies who are IPs?

It is the right of the IP learners and the IP communities to identify and declare who is an IP, while it is the obligation of DepEd to record it accurately in relation to its education mandate. DepEd personnel should not decide on who are to be considered IP learners even if based on data of other agencies. The data of other agencies shall be considered only as a secondary reference; the main source of information is the learner and the community to which the learner belongs to.

Does IP mean indigent person/pupil/people?

No, IP stands for Indigenous Peoples, not indigent persons. Indigent is related to the economic status of a person whereas Indigenous Peoples is related to the cultural dimension of a person. It is possible that an IP is indigent, but not all IPs are indigent, in the same way that not all indigent are IPs.

Are 4Ps beneficiaries IPs?

Not all 4Ps beneficiaries are IPs and it is also possible that there are IPs who are not 4Ps beneficiaries. Please do not use the 4Ps list as a primary basis for the identification of IPs.

While DSWD does have a Modified Conditional Cash Transfer (MCCT) Program specific for IPs, the list of these beneficiaries should not be used as the main reference in determining the ethnicity or IP identity of learners.

Can language be used as a reliable basis for determining if the learner is an IP?

No, it is possible for an IP learner not to speak the language of the IP community one belongs to due to circumstances (e.g. grew up in an area where the language of their IP community is not spoken). Not speaking the community's language does not mean the IP learner is not an IP anymore. (e.g., an Ayta learner raised in Manila may not anymore be fluent in the language of the community but the community considers the child as an Ayta and a member of their community).

Who are Indigenous Peoples (IPs) in the Philippine context?

IPs/ICCs in the Philippines are cultural communities that have, in varying degrees, maintained until today their way of life, their customary governance systems, their Indigenous Knowledge Systems and Practices (IKSPs), and even spiritual traditions which have been practiced and passed on from one generation to another since the pre-Hispanic times. They also remember, as a community, the specific geographical area in the country which has been the home of their community since time immemorial.

There are more than 100 cultural communities in the country that are considered IPs/ICCs. The term IPs can be used to refer to a person (e.g., the IP learner) or to the cultural community as a whole (e.g., the Ayta in Zambales are IPs). It can also be used as a general term when pertaining to a group of people who are of various IP ethnicities.

At the community level, there are various terms encountered that pertain to IP groups in particular regions. In Mindanao, the term *lumad* has been popularized as a general term for cultural communities that are considered IPs. Please take note, *lumad* is not the name of the group or ethnicity. The ethnicity is the specific name of the group (e.g. Tagakaulo, Blaan). In Filipino-speaking areas, the term *katutubo* is the equivalent of *lumad*. Again, *katutubo* is not the ethnicity.

In the Northern Luzon, a general term being used is Igorot. Again, Igorot is not the ethnicity, the ethnicity is Tuwali, Kankanaey, Isnag, to name a few. In Mindoro island, the general term is Mangyan, the specific name of the group needs to be asked (e.g., Hanunuo, Buhid, Iraya).

How can we ascertain the IP identity of a learner?

Before ascertaining if there are IP learners in the school or class, it will be useful to know if there are cases of bullying or discrimination against IPs in the school or wider community. If there are such cases, it is possible that some learners including their parents, will hesitate to reveal their ethnic identity (e.g., identifying as Ilocano or Bisaya instead of their own cultural group). In such cases, determining ethnicity will have to be done in a sensitive manner.

Whatever the situation, it is useful to seek out the assistance of recognized community elders or leaders in the process of ascertaining who of the learners are IPs. As stated in the definition in IPRA, a person may identify to being an IP (self-ascription) but it has to be checked with the community itself (ascription by others) since being an IP means having parents and other relatives in that particular cultural group.

Learners will not be familiar with the term "IP" but will most likely be familiar with the specific ethnicity or name of the IP cultural community in their area.

If one of the parents of the learner is an IP and the other is not, is the child an IP?

Yes, the learner is considered an IP. For as long as the learner has IP ancestry on either side of his/her parentage, the learner is considered an IP.

If the learner does not know that s/he is an IP, what do we do?

Please discuss with the parents and recognized elders or leaders of the community the learner belongs to.

If the learner denies being an IP but community knowledge affirms that the learner is an IP, will the learner be recorded as an IP?

Yes, the learner will be recorded as an IP. However, it will be necessary to undertake certain steps to assure the learner that there is nothing to fear in revealing his/her ethnic identity.

If the learner belongs to an IP group as ascertained by parents and/or the community the learner belongs to but the learner does not know the community's language and cultural practices, will the learner be recorded as an IP?

Yes, the learner will be recorded as an IP.

For further inquiries, please coordinate with your Division or Regional IP Education Focal Person. You may also communicate with the IP Education Office (IPsEO) at (02)633-7212 and ipseo@deped.gov.ph.

VALIDATION OF PERCENTAGE OF IP ENROLMENT AND IDENTIFICATION OF TYPOLOGY OF SCHOOLS

This is to be accomplished at the division level for consolidation at the regional level.

Each division will be given excel files of schools with IP learners grouped according to the following percentages: 100%; 80-99%, 50-79%, 11-49; 10% and below. These were generated from the national BEIS data.

Two school years of this type of data will be provided, data from SY 2016-2017 and SY 2017-2018. Two school years are given because there is a need for us to compare the data of these school years. According to the Planning Division of the Central Office, there is a discrepancy between the data of these school years, thus the effort to cross-check the data between these two school years.

NOTE: Submission date for the validated data with corresponding typology will be on **November 29, 2018**. However, for SDOs with big number of schools to be validated, at least they are able to submit the validated and typologized 100% and 80-99% groups.

PROCEDURE FOR VALIDATION OF PERCENTAGE OF IP ENROLMENT:

1. Please go over the list of schools with 100% IP enrolment for each school year.
2. Please validate with the assistance of the planning officer, district supervisors, school heads and teachers as appropriate if the percentage indicated in the table is accurate. The table can be reproduced or shared as needed. Please do not change the format of the template.
3. If the percentage of a school is correct, please write the word **confirmed** under the *Validation/Comments* column. Please do this for both SY 2016-2017 and SY 2017-2018.
4. If the percentage is not correct, please write the more accurate estimated percentage of IP learners in the school (e.g., in the table, the school has 100% enrolment but upon validation, it is only 50-79%; please write **50-79%**).
5. In cases where the school has no IP learners at all but was mistakenly identified to have IP learners, please put **no IP learners** in the comments column.
6. If the name of one school appears in the list of both school years, please put the comments in both sheets.
7. Please do the same with the schools of other percentages while working on both school years; please prioritize from the highest percentage to the lowest percentage.

PROCEDURE FOR THE INDICATION OF THE TYPOLOGY OF EACH SCHOOL:

The file named "2018 MY reference for Typologies of Schools" is to be used for this portion as major reference.

As discussed in previous conferences, one of the efforts that needs to be done is to typologize all schools with IP learners in the interest of designing appropriate initiatives related to the typology of schools.

1. For each school listed in the excel files except those noted to have **no IP learners**, please indicate in the validation/comments column the school's typology based on the terms listed below. Please refer to the file named Typologies of Schools in coding the type of school. Please write only the code based on the Typologies document (e.g. A.1, B.7, D.3).

A description of terms accompanies the Typology. The working description of terms used in the initiative of the IP Education Program to classify schools serving IP learners according to typologies is meant for internal use only for the purpose of organizing data regarding the types of schools being described. These terms and typologies are not for use in policy papers or official documents and communications until refined for such purposes.

2. If the name of one school appears in the list of both school years, please put the code in both sheets.
3. Please do the same with the schools of other percentages; please prioritize from the highest percentage to the lowest percentage.

Note: Each school will have two comments:

1. the validated percentage (either the word "confirmed", corrected percentage or the phrase "no IP learner"), and
2. the typology code
3. Examples of what shall be written under the Validation/comments column:
 - a. **Confirmed; A.7** (this would mean the school's percentage of IP learners is correct; it is 100% IP with learners coming from the same ICC, located outside the AD, and the learners are from migrated settlements)
 - b. **No IP learners** (no need to typologize)
 - c. **50-79%; C.3** (this would mean the school's percentage of IP learners is being corrected to be 50-79%; the school is within the AD of the community, the learners in the school are coming from more than one ICC, and the school is in a rural area)

Procedure for the naming of files to be submitted to RO through email cc: elizabeth.ysulan@deped.gov.ph

Please code the filename of your softcopy submissions as follows:

2018(space)MY(space)typology(space)Percentage(space)SY(school year)_R(region number)_(division name)

Note: the percentage to be used in the filename is the one according to BEIS

Example: 2018 MY Typology 100% SY16-17_R13_Agusan del Norte
2018 MY Typology 50-79% SY17-18_R13_Bayugan City