



Republic of the Philippines
Department of Education

19 APR 2016

DepEd ORDER
No. **22**, s. 2016

**IMPLEMENTING GUIDELINES ON THE ALLOCATION AND UTILIZATION
OF THE INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM
SUPPORT FUND FOR FISCAL YEAR (FY) 2016**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary Schools Heads
All Others Concerned

1. The Department of Education (DepEd) has instituted a National Indigenous Peoples Education (IPEd) Program in pursuit of the National Indigenous Peoples Education Policy Framework based on DepEd Order No. 62, s. 2011 entitled *Adopting the National Indigenous Peoples (IP) Education Policy Framework* and Republic Act (RA) No. 10533, *the Enhanced Basic Education Act of 2013*.
2. In support to DepEd's plans and priorities on IPEd, the enclosed **Implementing Guidelines on the Allocation and Utilization of the Indigenous Peoples Education (IPEd) Program Support Fund (PSF) for Fiscal Year (FY) 2016** budget shall be provided to selected regions and schools divisions to effectively implement the program, subject to the guidelines on the availment, release, utilization and liquidation thereof.
3. For more information, all concerned may contact the **DepEd – Indigenous Peoples Education Office (IPsEO)**, Department of Education (DepEd) Central Office, Ground Floor, Mabini Building, DepEd Complex, Meralco Avenue, Pasig City at telefax no. (02) 633-7212 or through email address: ipseo@deped.gov.ph.
4. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

Encl.: As-stated

References: DepEd Order: Nos. (62, s. 2011) and 4, s. 2015

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

CURRICULUM AND INSTRUCTION: Indigenous Peoples Education
FUNDS
POLICY
PROGRAMS
STRAND: Curriculum and Instruction

**Implementing Guidelines on the Allocation and Utilization of the
Indigenous Peoples Education Program Support Fund FY 2016**

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Implementing Guidelines on the Allocation and Utilization of the Indigenous Peoples Education Program Support Fund FY 2016

1.0 Rationale

- 1.1 The Indigenous Peoples Education (IPEd) Program is DepEd's response to the right of indigenous peoples (IP) to basic education that is responsive to their context, respects their identities, and promotes the value of their indigenous knowledge, skills, and other aspects of their cultural heritage. Specifically, the objectives of the IPEd Program are the following:
 - a. make the curriculum culturally responsive to the specific community context of IP learners;
 - b. build the capacity of teachers, school heads, and other concerned personnel at different levels of governance in implementing culture-based education for IPs;
 - c. support the development of culturally appropriate learning resources and learning environment responsive to the specific community context of IP learners;
 - d. strengthen the policy environment supportive of IPEd; and
 - e. address the learning needs of IP learners who lack access to basic education services.
- 1.2 The IPEd Program supports the realization of the K to 12 Basic Education Curriculum, which subscribes to the following standards and principles, among others: inclusive, culture-sensitive, and flexible enough to enable and allow schools to localize, indigenize, and enhance based on the community's educational and social context.
- 1.3 To strengthen the capacity of DepEd in responding to IP learning needs, in a manner that is flexible, demand-driven, and evidence-based, a Program Support Fund (PSF) shall be provided to regional and schools division offices in FY 2016. For the implementation of the program in 2016, the PSF shall be used solely for IPEd-related activities that support three (3) thematic focus areas, namely: (1) curriculum and learning resources development; (2) capacity building; and, (3) education planning for IPEd. These focus areas aim at further building the institutional capacity of DepEd offices in responding to and managing the complexities of IPEd implementation, supporting the indigenization of the curriculum at the school/division level, and formulating education plans at the division and school levels that are culturally relevant and responsive. Activities under these thematic focus areas progressively build on previous years' priority activities.

2.0 Scope

These guidelines shall provide the rules for avancement, release, utilization, and liquidation of the FY 2016 IPEd Program Support Fund.

3.0 Definition of Terms

For purposes of these guidelines, the following terms shall be construed to mean as follows:

- 3.1 Indigenous Peoples (IPs) – as stipulated in the Indigenous Peoples Rights Act (IPRA) of 1997, Section 3(h), IPs or 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, 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. 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.”
- 3.2 IP Education (IPEd) Program – refers to the “program that supports education initiatives undertaken through formal, non-formal, and informal modalities with emphasis on any of, but not limited to, the key areas of Indigenous Knowledge Systems and Practices and community history, indigenous languages, Indigenous Learning System (ILS) and community life cycle-based curriculum and assessment, educational goals, aspirations and competencies specific to the Indigenous Cultural Community (ICC), engagement of elders and other community members in the teaching-learning process, assessment, and management of the initiative, recognition and continuing practice of the community's ILS, and the rights and responsibilities of ICCs” (Section 8.4, Implementing Rules and Regulations of Republic Act No. 10533).

4.0 Policy Statement

The DepEd hereby establishes the rules for availment, release, utilization, and liquidation of the FY 2016 IPEd Program Support Fund.

5.0 Allocation of Program Support Fund

- 5.1 All regions with IP communities/learners are covered by PSF except the National Capital Region (NCR) and the Autonomous Region in Muslim Mindanao (ARMM). In the case of NCR, it is assumed that the needs of the IP learners (e.g., Sama-Bajau) will be addressed using other funding sources, while ARMM shall be supported by the Basic Education Assistance to Mindanao (BEAM)-ARMM. The DepEd-Indigenous Peoples Education Office (IPsEO), however, will provide technical assistance to NCR and ARMM as may be deemed necessary.
- 5.2 In the case of the newly created Negros Island Region (NIR), the Regional PSF shall be sourced from the budgetary allocation of Regions VI and VII, while the PSF of the Schools Divisions shall be sourced from the allocation of their former Regions. The Regional Offices of VI, VII, and NIR shall deliberate on the allocation for NIR following the considerations set in this section of the guidelines. The results of this deliberation shall then be the basis of the Work and Financial Plan (WFP) to be submitted for approval, following the procedures specified in Section 7.0 of these guidelines.

5.3 The Regional and Schools Division IPEd Focal Persons of each region shall convene to discuss the PSF allocation for FY 2016.

5.4 The selection of schools divisions which shall be provided with PSF and their corresponding allocation shall be guided by the following considerations:

a. Primary considerations

- Population distribution of ICCs across the region's schools divisions
- Number of IP learners based on the latest data from EBEIS and other data sources from the field validated by the ICCs
- Number of schools with IP learners
- Number of schools involved in the curriculum indigenization process
- Number of priority sites for access interventions
- Ongoing division-led projects or interventions of the schools division that are responsive to the situation of IP learners and aligned with the IPEd Program's thematic focus areas
- Suggested interventions by the schools division's ICCs as indicated in the IPEd Framework that are aligned with the IPEd Program's thematic focus areas
- Alignment of the schools division's initiatives with the IPEd Program's thematic focus areas
- Track record on fund utilization and prompt report submission during previous years

b. Secondary considerations

- Schools divisions in the region that were included as PSF recipients in previous years
- Availability of support for education interventions for ICCs coming from external sources/partners that can be aligned to the IPEd Program's perspective and approach

5.5 In determining the allotment of the Regional Office, the Regional and Schools Division IPEd Focal Persons should consider the projected activities for the year that are appropriately region-led and other initiatives that the Regional Office has to undertake to ensure that it is able to perform its mandate in relation to the implementation of the IPEd Program.

5.6 The allocation for IPsEO shall be used to support its program implementation, operations, monitoring and evaluation activities.

6.0 Eligible Activities and Expenses

6.1 The Program Support Fund for FY 2016 shall be used for activities related to the following three (3) thematic focus areas:

- a. *Curriculum and learning resources development* in line with the objective to make the curriculum sensitive and responsive to the cultural and social context of the IP learners being served by the school/learning program, as well as producing the needed culture-based learning

resources. Activities under this thematic area may be related to any of, but not limited to, the following:

- Curriculum contextualization and learning resources development sessions, consultations, and workshops of school and division personnel with IP elders, leaders, culturebearers (who may be invited as resource persons); and community representatives and other relevant stakeholders
 - Production of learning materials with content duly validated with concerned IP communities and that have undergone quality assurance
- b. *Capacity building* to develop the knowledge, skills, and attitudes (KSAs) of teachers, managers, and personnel across DepEd offices/units to be effective IPEd implementers/managers, which may involve resource persons coming from the community. Activities under this thematic area may be related to any of, but not limited to, the following:
- Training/retooling of teachers and school heads for IPEd implementation
 - Workshop-sessions on Indigenous Learning Systems (ILS)
 - Workshop-session on community engagement and partnership-building for IPEd
 - Technical assistance training for supervisors of schools implementing IPEd
- c. *Education planning for IPEd* at the division and school levels which shall cover prerequisite processes and requirements for appropriate curriculum development and implementation, learning materials development, and other fundamental aspects, and may involve resource persons from the community. Activities under this thematic area may be related to any of, but not limited to, the following:
- Training of school heads and supervisors on Culture-responsive/Ancestral Domain-based School Improvement Plan (SIP)
 - Training of supervisors for technical assistance on Culture-responsive/Ancestral Domain-based SIP
 - Orientation/training of the School Planning Team and other stakeholders on Culture-responsive/Ancestral-Domain based SIP
 - IPEd planning activities of Schools Division Offices and schools with IP learners

6.2 The following shall also be considered in planning the use of the PSF:

- National directions of the IPEd Program discussed during the 2015 Year-end National Conference on IPEd Program Monitoring, Evaluation, and Planning
- IPEd Framework/s of the Schools Divisions (the PPAs section of the Framework may be useful)
- Previous year's WFP

- 6.3 In cases of activities that are not related to the said thematic focus areas, but are considered priorities by the recipient region/division, the concerned region/division shall submit a proposal justifying the conduct of such activity, subject to the approval of IPsEO.
- 6.4 All activities and initiatives in the WFP should adhere to the principles and guidance provided by DepEd Order No. 51, s. 2014 (Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture) and DepEd Order No. 32, s. 2015 (Adopting the Indigenous Peoples Education Curriculum Framework).
- 6.5 Eligible expenses shall be those related to:
- a. travel expenses related to IPsEO-led capacity-building activities, attendance and participation to IPEd training activities, workshops, conferences (both at the national and local levels,) school and community activities related to education planning for IPEd, among others;
 - b. community engagement and partnership-building activities with IP communities, IPOs, civil society organizations, and other government agencies; and
 - c. other expenses in support of 6.1 are eligible as long as the expenses are classified under MOOE.
- 6.6 Ineligible expense items shall include:
- a. operational expenses such as payment of utilities (water, electricity, janitorial, and security services) funded by regular MOOE;
 - b. hiring and payment of salaries of additional staff;
 - c. capital outlay items; and
 - d. expenses covered by Official Development Assistance (ODA)-supported projects and other special or national programs or subsidies.

7.0 Availment and Release

The availment/release of the regional/division Program Support Fund (PSF) shall be subject to the approval of the regional/division IPEd Work and Financial Plan (WFP) (**Annex 2**). Details of procedure are stated in item 7.1. In the preparation of their IPEd WFPs, the regions and divisions shall ensure coherence and complementation with other IPEd-related activities funded by other sources, if there are any.

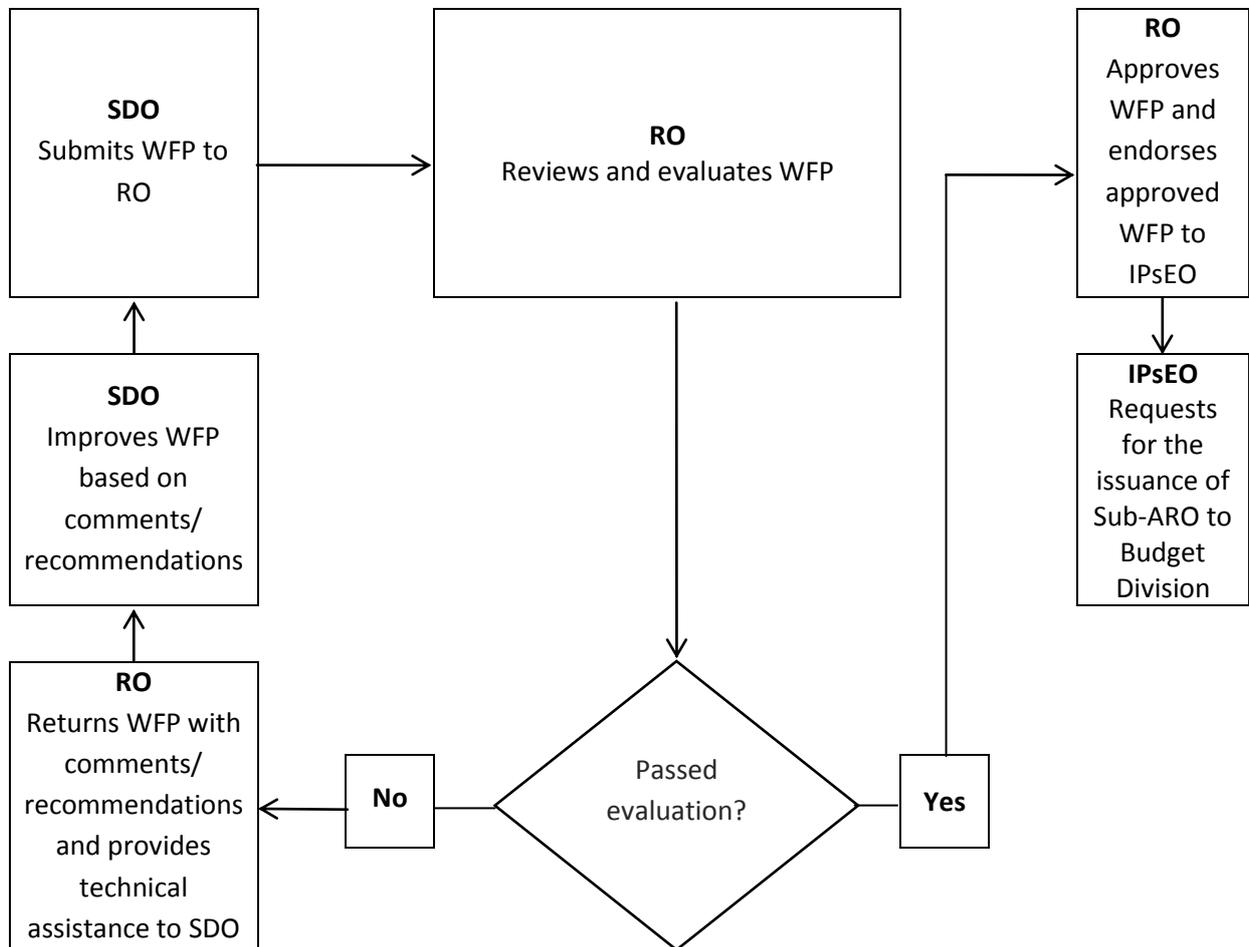
7.1 Procedure in the Availment and Release of Fund:

7.1.a Division Program Support Fund

- i. The Schools Division Office(SDO) shall prepare and submit the IPEd WFP to the Regional Office (RO) for evaluation within the first quarter of the Fiscal Year;
- ii. The RO shall devise or use existing mechanisms to review and evaluate the IPEd WFP within three (3) weeks from the date of submission to ensure its alignment with the identified thematic focus areas (if a certain division does not receive any information regarding its IPEd WFP within the set period, the IPEd WFP shall be deemed “approved”);

- iii. The RO shall notify the SDO upon approval of its IPEd WFP, copy furnished IPsEO;
- iv. The IPsEO shall request the Budget Division-Finance Service for the issuance of the Sub-ARO to the SDO;
- v. In cases where the RO has recommendations and/or suggestions for revisions, the RO shall return the IPEd WFP to the SDO for improvement;
- vi. The SDO shall submit the revised IPEd WFP once RO recommendations and comments are integrated; and
- vii. The PSF shall be released as soon as the revised IPEd WFP is approved by the RO.

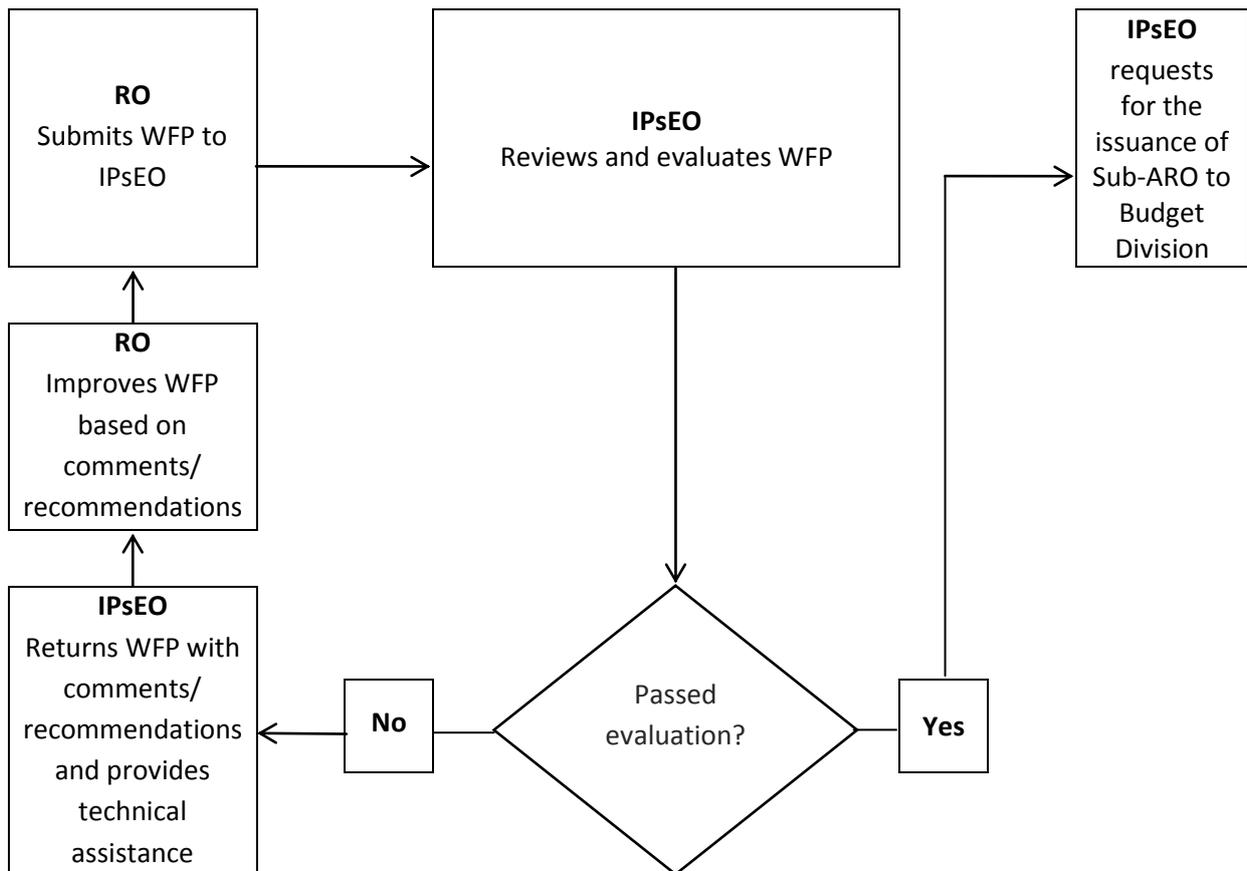
Figure 1: Process Flow for the Availment of Schools Division PSF



7.1.b Regional Program Support Fund

- i. The RO shall prepare and submit the IPEd WFP to IPsEO for evaluation, within the first quarter of the Fiscal Year;
- ii. The IPsEO shall review and evaluate the IPEd WFP submitted by the RO, within three weeks, to ensure alignment with the identified thematic focus areas (if a certain region does not receive any information regarding its IPEd WFP within the set period, the IPEd WFP shall be deemed “approved”);
- iii. The region shall be notified by the IPsEO upon approval of their IPEd WFP;
- iv. The IPsEO shall request the Budget Division-Finance Service for the issuance of the Sub-ARO to the RO;
- v. In cases where IPsEO has recommendations and/or suggestions for revisions, the IPEd WFP is returned to the RO for improvement;
- vi. The RO shall submit the revised IPEd WFP once the comments and recommendations of IPsEO are integrated; and
- vii. The PSF shall be released as soon as the revised RO IPEd WFP is approved by the IPsEO.

Figure 2: Process Flow for the Availment of Regional PSF



7.2 Allotment Release

- a. Upon release of the Agency Budget Matrix (ABM)/SARO by DBM to DepEd-
CO, the Budget Division-Finance Service shall issue the Sub-Allotment
Release Order (Sub-ARO) to the regions and schools divisions.
- b. The regions and divisions, upon receipt of Sub-ARO, shall request from
DBM-Regional Office the corresponding cash requirement or Notice of Cash
Allocation (NCA).

7.3 Liquidation and Utilization of Funds

Utilization and liquidation of the funds shall be subject to the usual
accounting and auditing rules and regulations.

8.0 Roles and Responsibilities

8.1 At the regional and schools division levels, the IPEd Focal Person shall serve
as the overall coordinator of the implementation of the IPEd Program. In
relation to the PSF, the IPEd Focal Person shall perform the following roles
in close coordination and collaboration with other concerned
personnel/units:

a. Schools Division level:

- i. Coordinate the formulation and processing of the schools division IPEd
WFP;
- ii. Prepare and consolidate inputs to the required reports; and
- iii. Supervise and monitor program implementation and fund utilization.

The Schools Division Superintendent (SDS) shall be accountable as the
overall IPEd Program implementer.

b. Regional level:

- i. Coordinate the formulation and processing of the regional IPEd WFP;
- ii. Prepare and consolidate inputs to required reports;
- iii. Supervise and monitor program implementation and fund utilization; and
- iv. Provide technical assistance to the divisions.

The Regional Director shall be accountable as the overall IPEd Program
implementer.

8.2 At the national level, the IPsEO shall coordinate the overall process of
availment and utilization of PSF at the regional and division levels, as
specified in these guidelines. This office shall issue supplemental guidelines
and provide technical assistance as may be deemed necessary.

9.0 Progress Monitoring

9.1 To ensure effective and efficient implementation of IPEd in the different
regions, an inter-regional conference managed by IPsEO shall be conducted
bi-annually. This shall serve as the venue for the regions and schools
divisions to report progress on their program implementation.

9.2 The regions shall conduct regular monitoring of program implementation in the schools divisions as part of their mandated functions and responsibilities.

10.0 Performance and Fund Utilization Reporting

10.1 The SDO shall submit their accomplishment report (**Annex 3**) to the Regional Office on a quarterly basis, copy furnished IPsEO.

10.2 The Regional Offices shall submit their accomplishment report (**Annex 3**) to the IPsEO on a quarterly basis.

11.0 Evaluation of the Program

Program evaluation shall be undertaken by a composite team (to be identified) to determine its alignment with the program implementation plan, under the supervision of the Planning Service. The evaluation shall be conducted during the last quarter of the year.

12.0 Effectivity

These guidelines shall be in force and in effect starting FY 2016 unless sooner repealed, amended, or rescinded.

**DEPARTMENT OF EDUCATION
SUMMARY OF FY 2016IPEdPROGRAM SUPPORT FUND ALLOCATION – GAA,
BY REGION**

REGION	PROGRAM SUPPORT FUND (inPhP)
Region I - Ilocos Region	4,052,000.00
Cordillera Administrative Region (CAR)	8,675,000.00
Region II - Cagayan Valley	6,767,000.00
Region III - Central Luzon	5,650,000.00
Region IVA - CALABARZON	2,339,000.00
Region IVB - MIMAROPA	4,940,000.00
Region V - Bicol Region	1,864,000.00
Region VI - Western Visayas*	3,900,000.00
Region VII - Central Visayas*	2,845,000.00
Region VIII - Eastern Visayas	811,000.00
Region IX - Western Mindanao	6,415,000.00
Region X - Northern Mindanao	8,069,000.00
Region XI - Southern Mindanao	8,890,000.00
Region XII - Central Mindanao	7,345,000.00
Region XIII - CARAGA	4,916,000.00
<i>Central Office</i>	84,522,000.00
GRAND TOTAL	162,000,000.00

**For the allocation of the newly created Negros Island Region (NIR), please refer to Section 5.2 of these guidelines.*

Work and Financial Plan (WFP)
Indigenous Peoples Education Program Support Fund (IPEd PSF)
FY 2016

Region: _____
 Schools Division: _____

A. Work Plan

Activity Code	Objectives/Major Activities	Unit of Measure/ Indicator	Means of Verification (MoV)	Physical Targets (TOTAL)	Monthly Target											
					Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
1.0	Objective 1															
1.1	Activity 1	-----	-----	-----												
1.2	Activity 2	-----	-----	-----												

B. Organizational Arrangements

Activity code	Objectives/Major Activities	Key Persons Involved
1.0	Objective 1	
1.1	Activity 1	
1.2	Activity 2	

C. Financial Plan

Activity Code	Objectives/Major Activities	Budget Allocation	Monthly Cash Program (MCP)													
			Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec		
1.0	Objective 1															
1.1	Activity 1	-----														
1.2	Activity 2	-----														

Prepared by:

Endorsed by:

Approved by:

 Region / Schools Division IPEd Focal Person

 Regional Director / Schools Division Superintendent

 IPSEO Coordinator / Regional Director

Accomplishment Report
 Indigenous Peoples Education Program Support Fund (IPEd PSF)
 FY 2016

Region: _____
 Schools Division: _____
 Quarter: _____

I. Physical and Financial Accomplishments

Activity Code	Objectives/Major Activities	Unit of Measure/ Indicator	Means of Verification (MoV)	Physical Accomplishments			Financial Accomplishments		
				Target	Actual	%	Budget	Actual	%
1.0	Objective 1								
1.1	Activity 1	-----							
1.2	Activity 2	-----							
1.3	Activity 3								
2.0	Objective 2								
2.1	Activity 1								
2.2	Activity 2								
2.3	Activity 3								

II. Issues, challenges, and other concerns

Prepared by:

Certified correct by:

 Region / Schools Division IPEd Focal Person

 Regional Director / Schools Division Superintendent