



Republic of the Philippines
Department of Education


17 JUL 2017

DepEd O R D E R
No. **34**, s. 2017

**GUIDELINES ON THE FORMATION OF CONSULTATIVE AND ADVISORY BODIES
ON INDIGENOUS PEOPLES EDUCATION (IPEd) IN REGIONS
IMPLEMENTING THE IPEd PROGRAM**

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) adopts the enclosed **Guidelines on the Formation of Consultative and Advisory Bodies on Indigenous Peoples Education (IPEd) in Regions Implementing the IPEd Program**. This is pursuant to DepEd Order (DO) No. 62, s. 2011 entitled *Adopting the National Indigenous Peoples Education Policy Framework* and DO 43, s. 2013 entitled *Implementing Rules and Regulations of Republic Act No. 10533 Otherwise Known as the Enhanced Basic Education Act of 2013*.
2. Consistent with the Rights-Based Approach (RBA) as articulated in the National IPEd Policy Framework and DO 32, s. 2015 entitled *Adopting the Indigenous Peoples Education Curriculum Framework*, this Order provides for the formation of Consultative and Advisory Bodies (CABs) on IPEd at the regional, schools division, and school levels in IPEd-implementing regions.
3. The guidelines is intended to provide general guidance to DepEd offices in facilitating the formation of CABs. This is to ensure that the appropriate institutional support is provided, consistent with IPEd policies and specific agreements between the concerned DepEd field offices and the indigenous peoples community representatives engaged in the implementation of the IPEd Program.
4. For more information, all concerned may contact the **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.
5. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encls.:

As stated

References:

DepEd Order Nos.: (62, s. 2011; 43, s. 2013; and 32, s. 2015)

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

INDIGENOUS PEOPLES EDUCATION
POLICY
PROGRAMS

Lem/CAR: Guidelines on the Formation of the Consultative and Advisory Bodies on IPEd
0557-Jun 21 2017

(Enclosure to DepEd Order No. 34 , s. 2017)

**GUIDELINES ON THE FORMATION OF CONSULTATIVE AND ADVISORY
BODIES ON INDIGENOUS PEOPLES EDUCATION (IPEd) IN REGIONS
IMPLEMENTING THE IPEd PROGRAM**

I. Rationale

1. Consistent with the *National Indigenous Peoples Education (IPEd) Policy Framework* (DepEd Order No. 62, s. 2011/"DO62"), DepEd recognizes that the goals of the IPEd Program can only be realized if it is implemented in partnership with indigenous cultural communities (ICCs). This fundamental principle guiding every aspect of program implementation and policy formulation proceeds from the particular understanding of the Rights-based Approach (RBA), as articulated in DO62 and the *IPEd Curriculum Framework* (DepEd Order No. 32, s. 2015 [DO32]).
2. In the discourse that has developed since the issuance of DO62, the means through which partnership is actualized in the IPEd Program is what is called "community engagement" – the "dynamic of sustained partnership and dialogue on IPEd between DepEd and indigenous communities" (DO32, p.11). As a defining element of the IPEd Program, community engagement is highlighted in the Implementing Rules and Regulations (IRR) of *The Enhanced Basic Education Act of 2013* (Republic Act No. 10533), which describes the IPEd Program as one that "supports education initiatives undertaken through formal, non-formal, and informal modalities with emphasis on any of, but not limited to, these key areas: Indigenous Knowledge Systems and Practices (IKSPs) 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 [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).
3. From an institutional perspective, it may be recalled that DepEd's mission statement now explicitly includes "culture-based" as one of the key characteristics of basic education that every Filipino has the right to avail (DepEd Order No. 36, s. 2013). DepEd recognizes that "[f]or indigenous communities, culture-based education would mean one that is grounded in the context of their community life, recognizes their IKSPs, and is inclusive of their cultural perspectives" (DO32, p.4).

4. Given this background, community engagement is therefore underpinned by a more nuanced appreciation of the cultural dimension, particularly in the context of IP communities. This calls for an institutional response on the part of DepEd that goes beyond its usual configuration of program implementation and system of operations. As expounded in the IPEd Curriculum Framework, "[s]ince culture is an organic dynamic and continuously evolves, developing a culturally responsive education is necessarily an evolving process. It can only materialize through an *institutionalized* partnership and a continuing dialogue between DepEd and the community ... this effort will also demand that DepEd learns to work with realities that are inherent to an indigenous community – the ancestral domain, customary governance structures, IKSPs, and ILS" (DO32, p. 11).
5. Since the inception of the IPEd Program, establishing mechanisms to support a more institutionalized partnership and dialogue between DepEd and IP communities has been a priority. A fundamental mechanism that has emerged, for example, is the formulation of an "IPEd Framework" at the division level. An IPEd Framework discusses the indigenous community's cultural-historical context, contemporary situation of ILS and IKSPs, and an education situation analysis from the perspective of the community. The framework provides the basis for defining the specific direction, goals, and objectives of the IPEd Program for a specific locality, including the interface of ILS and ISKPs with the national education system.
6. The experience in IPEd Framework formulation and curriculum contextualization has resulted to specific local arrangements to sustain the dialogue and collaboration between the IP communities and DepEd field offices. In some areas, for example, IP elders have decided to constitute a core group (e.g., a "Council of Elders for IPEd") that would engage DepEd on various program implementation concerns. Having such arrangements have so far proven to be beneficial to the accomplishment of what DepEd and the IP elders have set out to do in curriculum contextualization and addressing emerging program concerns.
7. Drawing from this experience and in view of the growing demand to put in place formal mechanisms that would consistently and effectively support the partnership between DepEd and IP communities across the country, especially as curriculum contextualization efforts are scaled-up and intensified, the formation of a *Consultative and Advisory Body on IPEd* (CAB-IPEd) at the field level has been identified as a key measure.

II. Scope

8. This DepEd Order provides for the formation of Consultative and Advisory Bodies on IPEd at the regional, division, and school levels in IPEd-implementing regions. It gives general guidance to all concerned DepEd offices in facilitating the formation of CABs so that the appropriate institutional support may be provided, consistent with IPEd policies and specific agreements between the concerned DepEd field office and the IP community representatives engaged in the implementation of IPEd.
9. The formation of CABs is not intended to limit in any way DepEd's engagement and dialogue with other self-governance and consultative bodies formed by IP communities that may already be existing or have yet to be established. The CAB is meant to provide an institutionalized mechanism to further support the *interface* of the national education system and the ILS, IKSPs, and IP customary governance practices, complementing other appropriate mechanisms and measures already in place or that may be adopted.

III. Policy Statement

10. The DepEd hereby adopts these guidelines on the formation of Consultative and Advisory Bodies on IPEd.
11. Regional Offices (ROs) and Schools Division Offices (SDOs) implementing the IPEd Program shall facilitate the formation of CABs at the regional and division levels, respectively.
12. A school or a cluster of schools implementing IPEd shall also facilitate the formation of a school level CAB. As appropriate to the school's specific context, the CAB shall have a functional relationship with the School Governing Council (SGC) to ensure that processes and decisions in relation to curriculum development and implementation, governance, and other aspects of IPEd implementation are well coordinated and supported.

IV. Formation of the Body

13. Consistent with the Rights-based Approach (RBA), as articulated in DepEd's IPEd policies, DepEd (duty-bearer) performs a facilitative role in the formation of a CAB, while the IP community (rights-holder) through the IP elders and other community representatives performs the actual act of constituting the CAB.

14. DepEd shall organize the consultative process and other preparatory activities leading to the formation of CABs. The concerned DepEd office shall ensure that activities in this preparatory phase are culturally sensitive and responsive to indigenous customary processes or practices that the community representatives may wish to observe.
 - a) The SDO shall organize a gathering of IP elders and community representatives who were involved in the formulation of the IPEd Framework and other community engagement activities (e.g., those who were involved in curriculum contextualization). This assembly shall select among the participants the members who shall constitute the Division CAB.
 - b) Once the Division CABs have been constituted, the RO shall organize a gathering of all the members of Division CABs who shall then select among themselves representatives to constitute the Regional CAB.
 - c) The Division CABs with the SDOs shall facilitate the formation of school level CABs.
 - d) The assembly of IP community representatives shall determine the term of a CAB member and the interval of convening assemblies to select members for succeeding terms.
15. A CAB member should be a member of an ICC by ethnicity and duly selected by the abovementioned assembly of IP elders and other community representatives.
16. Each CAB shall have a minimum of three (3) members. The number of members may be increased based on the specific context of the area of operations of the concerned DepEd office and in the interest of ensuring adequate and effective representation of the ICC/s being served.
17. Once constituted, the CAB shall select among its members a Chair, in accordance with the process agreed upon by the body. The term of the Chair shall be determined by the body.
18. A CAB may adopt its own name should this be suggested and agreed upon by the body. The name may be in any language, with due consideration that it be consistent with the nature and role of the body.
19. To officially document the formation of a CAB, the assembly of IP community representatives shall inform the head of the concerned DepEd office that a CAB has been constituted through a written document signed

by all of them, which shall also contain the names of those who were selected as members and the agreements reached during the assembly. Upon receipt of the document, the head of office shall issue a written acknowledgement, a copy of which shall be furnished to all those who attended the assembly.

V. Role and Functions of the Body

20. The CAB shall be a viable mechanism through which sustained dialogue, partnership, and interface between DepEd and the IP communities are facilitated in the implementation of the IPEd Program. It shall serve as a body that effectively provides a formal forum for community representation – consistent with the principles of participation, inclusion, and empowerment – in the planning, implementation, monitoring, and evaluation of the IPEd Program at the level of the region, division, and school.
21. The capacity of the CAB to represent the IP community emanates from the community itself. Therefore, it is vital that the body maintains its sense of duty and accountability to the community, and sustains an open communication channel with the various communities they represent to provide relevant, timely, and accurate information and feedback on IPEd implementation and other education-related concerns.
22. Consistent with the principle of partnership subscribed to by the IPEd Program, the CAB shall have the following functions:
 - a) facilitate the full and active participation of the IP community in the implementation of IPEd;
 - b) facilitate wider consultation as needed with other IP elders/community representatives and other bodies constituted by IP communities on specific issues and concerns;
 - c) provide technical advise on curriculum contextualization, governance, and the direction of IPEd Program implementation in their area of responsibility after the members have undertaken appropriate discussions with the communities they represent;
 - d) plan, monitor, and evaluate with DepEd various aspects of the implementation of the IPEd Program and other education programs/projects/initiatives that may involve IP learners;
 - e) serve as a consultative mechanism in the formulation of policies and design of initiatives and activities;
 - f) facilitate the resolution of community-related issues and concerns in the implementation of the IPEd Program; and
 - g) perform other functions agreed upon with the concerned DepEd office.

23. The CAB together with the concerned DepEd office shall determine and adopt its own rules and protocols in the execution of its functions.
24. Any conflict that may arise in the course of the execution of its functions shall be resolved by the CAB through dialogue and customary conflict resolution processes.

VI. The Secretariat

25. The concerned DepEd office (i.e., RO, SDO, or school) shall serve as the Secretariat of the CAB. At the regional and division levels, the IPEd Focal Person shall take the lead in executing the secretariat functions and shall coordinate with various offices as needed. At the school level, one of the school personnel shall be designated to perform such role.
26. The Secretariat shall have the following basic functions:
 - a) organize the assembly of IP elders and other community representatives for the selection of CAB members;
 - b) orient new members on the role and functions of the CAB and on other basic information on the IPEd Program and DepEd systems and processes;
 - c) host and facilitate the conduct of regular meetings and other activities agreed upon by the CAB and the concerned DepEd office;
 - d) document proceedings of meetings and other activities for reference of the CAB and the concerned DepEd office;
 - e) ensure the proper filing/archiving of all CAB documents, including the documentation of proceedings and other activities;
 - f) regularly update the CAB members on developments on the IPEd Program and other concerns that may have implications for IPEd; and
 - g) perform other functions as agreed upon by the concerned DepEd office and the CAB.
27. The Secretariat shall ensure that the CAB meetings and other activities are duly incorporated in its IPEd Work and Financial Plan (WFP) and sufficiently allocated with budget sourced from its IPEd Program Support Fund and/or other appropriate fund sources.

VII. Frequency of Meetings and Other Activities

28. The Regional CAB shall have its regular meeting every 6 months, while the Division CAB shall meet every 2 months.

29. The frequency of meetings of the School CAB shall be determined by the School Head in consultation with the body and with due consideration of the specific context of IPEd implementation in the school or cluster of schools. The School CAB, however, shall meet at least twice in a school year.
30. The CAB and its Secretariat may agree to convene special meetings to discuss specific issues and concerns, and organize other activities as needed in support of IPEd Program implementation.

VIII. Monitoring and Evaluation

31. The Indigenous Peoples Education Office (IPsEO) of the Central Office, the Education Support Services Division (ESSD) at the region, and the Schools Governance and Operations Division (SGOD) at the division shall monitor and evaluate the implementation of these guidelines and continuously gather feedback from internal and external stakeholders.
32. The IPsEO shall provide technical assistance to field offices as needed and discuss CAB developments and concerns during the regular inter-regional conferences on the IPEd Program.

IX. References

- DepEd Order No. 62, s. 2011 – "Adopting the Indigenous Peoples (IP) Education Policy Framework"
- DepEd Order No. 43, s. 2013 – "Implementing Rules and Regulations (IRR) of Republic Act No. 10533 Otherwise Known as The Enhanced Basic Education of 2013"
- DepEd Order No. 63, s. 2013 – "Our Department of Education Vision, Mission and Core Values (DepEd VMV)"
- DepEd Order No. 32, s. 2015 – "Adopting the Indigenous Peoples Education Curriculum Framework"