



Republic of the Philippines  
**Department of Education**

21 OCT 2020

DepEd MEMORANDUM  
No. **066**, s. 2020

**2020 SUPPLEMENTARY GUIDELINES ON THE USE OF THE INDIGENOUS PEOPLES  
EDUCATION PROGRAM SUPPORT FUND**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Regional Directors  
Minister, Basic, Higher and Technical Education, BARMM  
Schools Division Superintendents  
Public and Private Elementary and Secondary School Heads  
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **2020 Supplementary Guidelines on the Use of the Indigenous Peoples Education (IPEd) Program Support Fund (PSF)**, in accordance with the redirection of the IPEd Program towards the implementation of the Basic Education-Learning Continuity Plan (BE-LCP) for School Year 2020–2021.
2. The IPEd PSF utilization and management for the current fiscal year is guided by Principle 4 of the BE-LCP that ensures that equity considerations are addressed. IPEd PSF lodged at the Central Office and IPEd Program implementing regions and divisions shall be maximized to support the chosen learning delivery modalities of IPEd implementing schools nationwide.
3. To this end, the IPEd Program is committed to protect its initial gains progressively achieved over the past seven years, while adapting to the context of the COVID-19 pandemic. The Program guarantees that the inclusion of IP learners in national education continues through the crisis and into recovery.
4. The parameters and processes for fund allocation, release, utilization and liquidation as discussed in DepEd Order (DO) No. 022, s. 2018 titled “Amended Multi-Year Implementing Guidelines on the Allocation and Utilization of the Indigenous Peoples Education Program Support Fund” remain in force, including the considerations arising from the dialogue with community partners.
5. Likewise, the allocation and particular considerations for Fiscal Year 2020 specified in DM No. 030, s. of 2020 titled 2020 Guidelines on the Use of Indigenous Peoples Education Program Support Fund are maintained.
6. Additional considerations in fund utilization are described in the supplementary guidelines in alignment with DO 015, s. 2020 titled *Supplementary Guidelines on Managing Maintenance and Other Operating Expenses Allocation for Schools to Support the Implementation of Basic Education Learning Continuity Plan in Time of COVID-19 Pandemic*, DO 018, s. 2020 titled *Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan*, and DO 032, s. 2020 titled *Guidelines on the Engagement of Services of Learning*

*Support Aides to Reinforce the Implementation of the Basic Education Learning Continuity Plan in Time of the COVID-19 Pandemic.*

7. Specific procedures to revise Work and Financial Plans described in these supplementary guidelines are guided by directives from the Planning Service and the Finance Strand of the Department. The Program Management Information System (PMIS) remains as the primary system to record and track PSF utilization and Program implementation plans.
8. As emphasized in DO No. 022, s. 2018, the accountable officials for the overall implementation of the IPEd Program are the schools division superintendent (SDS) at the division level and the regional director (RD) at the regional level. Relative to this, the PMIS page of the IPEd Program is lodged with the Office of the SDS at the division level and the Office of the RD at the regional level.
9. For more information, please contact the **Indigenous Peoples Education Office (IPsEO)**, Room 104, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at ipseo@deped.gov.ph.
10. Immediate dissemination of this Memorandum is desired.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary 

Encl.:  
As stated

References:  
DepEd Memorandum (No. 030, s. 2020)  
DepEd Order (Nos. 22, s. 2018, 015 and 018, s. 2020)



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

BUREAUS AND OFFICES  
FUNDS  
INDIGENOUS PEOPLES EDUCATION  
POLICY  
PROGRAMS  
SCHOOLS

(Enclosure to DepEd Memorandum No. 066, s. 2020)

## **Supplementary Guidelines on the Use of 2020 Indigenous Peoples Education (IPEd) Program Support Fund (PSF)**

Department Memorandum (DM) No. 030 s. 2020 titled **2020 Guidelines on the Use of Indigenous Peoples Education Program Support Fund** was released in March 2020 to provide guidance and updates specific to 2020 PSF concerns. It reiterates that the parameters and processes for fund allocation, release, utilization and liquidation as discussed in DepEd Order (DO) No. 022, s. 2018 or the **Amended Multi-year Implementing Guidelines on the Allocation and Utilization of the Indigenous Peoples Education (IPEd) Program Support Fund (PSF)** remain in force. These issuances discuss thematic focus areas, national program directions, and other key considerations that guide local program planning and budgeting, thereby ensuring that work and financial plans (WFP) are aligned with national directions while being responsive to the local context of the IP communities and learners being served.

The COVID-19 pandemic, however, necessitates a shift in program priorities, and adjustments in the conduct of planned activities to align with DO No. 012, s. 2020 or the “Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in the light of the COVID-19 Public Health Emergency”. Specifically, relevant to the IPEd Program is Principle 4 of the BE-LCP which is to “be sensitive to equity considerations and concerns, and endeavor to address them as best we can”. In this period of crisis, it is doubly imperative for the IPEd Program to ensure that IP learners and communities being served shall not fall out of the Department’s ambit of affirmative action, and that inclusion as a principle continues to be actualized.

As directed by Memorandum No. OUF-2020-0411 released by the Office of the Undersecretary for Finance, these supplementary guidelines are being issued to guide the revision/finalization of Work and Financial Plans (WFPs) of IPEd Program implementing regions and divisions.

### **A. General Program Directions: Protecting Initial Gains, Maximizing Opportunities**

To align with the BE-LCP, the IPEd Program is guided by the IP Education Program Learning Continuity Plan Framework that has at its core the commitment to **protect the initial gains** attained by the IPEd Program while **maximizing opportunities** arising from this crisis that promote key dimensions and advocacies inherent to the Program.

Through the seven years of nationally coordinated implementation, processes and mechanisms have been set in place to enable and strengthen the capacity of over 3,000 schools nationwide with dominantly IP learners to implement the IPEd Program. The aspiration of a culturally sensitive and appropriate education is being actualized in these schools in partnership with the local IP community/ies through culture bearers and other Indigenous Knowledge Systems and Practices (IKSP) holders who partner with teachers in developing contextualized lesson plans and other learning materials.



As the nation goes through this crisis, it is imperative that the capacity of these schools to implement the IPEd Program through the appropriate delivery of learning modalities does not only continue but is further honed, including the various mechanisms and processes that support IPEd implementation. Doing so would be to protect a major expression of the Program's initial gains.

While the pandemic's adverse impacts are heavily felt by all, it has simultaneously increased public awareness and pushed the practice of mechanisms that are inherent to the implementation and advocacies of the IPEd Program.

The increased participation of family and community members, for example, in the process of learning delivery nationwide can become an opportunity to strengthen further the role and capacity of IP community culture bearers to take part in the teaching-learning process. Their participation is one of the core mechanisms of the IPEd Program, and the recent developments are providing opportunities to strengthen this mechanism.

Arising from this pandemic is the growing understanding of and appreciation for community resilience in IP communities. The latter is inherent in the articulation of IP communities about the ancestral domain, so this growing interest in community resilience facilitates the understanding of the wider Philippine society regarding the ancestral domain.

The above opportunities shall allow the IPEd Program to “build back better.”

## **B. Guiding Principles and Specific Directions**

The general direction of **protecting initial gains and maximizing opportunities** shall be guided by the following principles:

### **1. Wellbeing of all**

IP communities have their respective local articulation of communal well-being and the common good which is very similar to the call today for “healing as one” and “bayanihan”. For IP communities, this is even extended to the environment and the spiritual dimension. This principle shall guide all intentions and actions of the IPEd Program in navigating program management through the crisis and towards recovery.

### **2. Rights-based approach**

Recognizing and actualizing the rights of IP communities is inherent and central to the IPEd Program. This approach shall continue to guide program management in whatever scenario during this crisis. The principles of inclusion, participation and empowerment of the rights-based approach shall be upheld. The practice of continuing free, prior and informed consent (FPIC) shall continue to be an institutional obligation. This also aligns with the principle of socio-economic equity and rights-based approach discussed in the Department of Health (DOH) Administrative Order No. 2020-15 (Guidelines on the Risk-based Public Health Standards for COVID-19 Mitigation).



### **3. Equity and inclusion in crisis**

IP communities continue to have particular vulnerabilities as compared to other groups or sectors in society and such vulnerabilities increase their being disadvantaged and excluded in the rush to implement initiatives to cope through the pandemic (ILO, May 2020). Recognizing these and their impacts shall guide the formulation of policies and plans to ensure that equitable resources and support IP communities to strengthen their inherent capacities to respond to the crisis and open more options towards recovery.

### **4. Context-specific responsiveness**

An understanding of the specific context of IP communities shall guide all initiatives relative to the pandemic to ensure that cultural and other contextual considerations and sensitivities are part of the design and implementation of all initiatives.

### **5. Indigenous Knowledge Systems and Practices (IKSPs) for community and education resiliency**

IP communities have IKSPs that have withstood the test of time and have proven to be very useful for communities in times of disasters, calamities and other crises. Some communities have already activated several practices in response to the present pandemic to ensure community survival (e.g., cultural practices of quarantine). These can be tapped, reinforced and strengthened by the national education system not only for the short-term (survival through the crisis) but for the long-term (community recovery towards continuing resilience).

The following are the IPEd program directions:

#### **1. Wholistic recovery**

The IPEd Program shall, as much as it can, put in place the needed preparatory mechanisms and processes for recovery that look into the socio-economic, political, cultural, and spiritual aspects of the community.

#### **2. Continuity of Inclusive education**

The IPEd Program is one with the IP communities in their aspiration to actualize Inclusive Education in their communities and among their children under whatever circumstances. This shall continue even under the challenging conditions brought about by the COVID-19 pandemic.

#### **3. Sustainable development of the ancestral domain**

The pandemic has highlighted the importance of the capacity of IP communities to establish and maintain self-sufficiency mechanisms within their ancestral domain. Several communities have been able to keep themselves safe from infection while ensuring their basic needs because of their IKSPs, which reflects their inherent potential to actualize sustainable development. Education efforts can be developed further towards nurturing the IKSPs so that younger generations can contribute to the long-term goal of sustainable development in their ancestral domains.

#### **4. Equity in education governance**

Critical in seeing through the crisis towards recovery is the institutional support of DepEd towards the continuing operations of the IPEd Program.

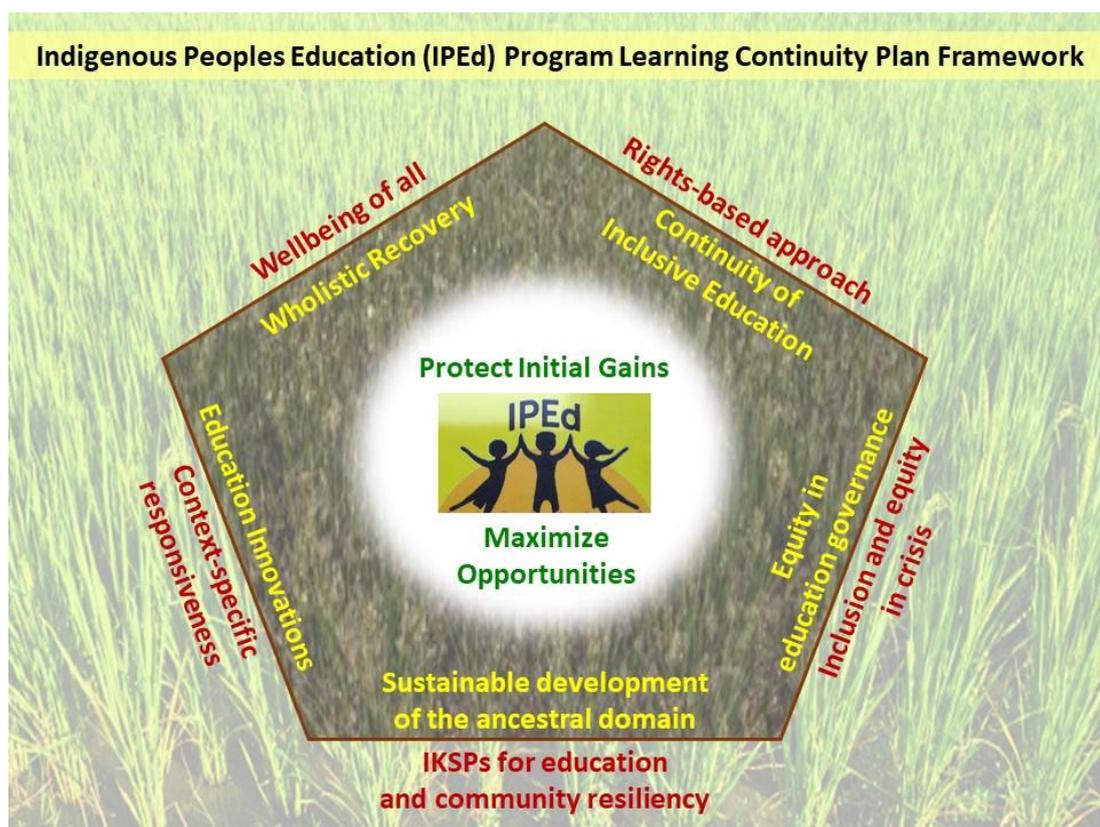


Guided by the BE-LCP and the IPed LCP Framework, financial and other resources of the Program shall be realigned towards adequate and appropriate support of the learning delivery modalities to be undertaken by IPed implementing schools and other schools serving a dominant number of IP learners. Plans, at all governance levels of DepEd, shall also ensure the inclusion of IP learners and their contexts.

### 5. Education innovations

The recent challenges posed by the pandemic have brought to the fore the importance of the family and community in the education process, both as a venue for learning and as facilitators of the teaching-learning process. Mechanisms, processes and models of teaching and learning specific to IP learners can be developed, refined, and documented for scaling up and long-term implementation.

The discussed principles and directions are summarized in the framework below.



### C. Program Implementation Priorities

Guided by the principles and directions, IPed Program priorities for FY 2020 shall primarily **focus on supporting IPed implementing schools** and other **schools serving a dominant population of IP learners in implementing their respective learning delivery modality/ies.**



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**IPEd Program implementing schools** have been and continue to be involved in developing and implementing contextualized lesson plans since 2015, developing culture-based learning materials, and setting in place mechanisms to ensure culturally appropriate school management mechanisms and practices. **Schools serving IP learners**, on the other hand, are undergoing the needed preparations to implement the IPEd Program. While they are not yet implementing contextualized lesson plans regularly, they have been included in advocacy activities and other similar IPEd initiatives as part of their preparation to be IPEd implementing schools.

All IPEd implementing divisions shall update their roster of IPEd implementing schools and schools serving IP learners.

IPEd PSF downloaded to IPEd implementing divisions shall continue to be managed at the division level, and the following shall be prioritized to support schools implementing IPEd and schools serving IP learners as they implement their learning delivery modality/ies:

1. initiatives on contextualization, this time for self-learning modules, activity sheets, radio/TV scripts and/or other materials to be used in learning delivery;
2. contextualization of advocacy materials that promote health, wellbeing, minimum health standards, and psychosocial support materials;
3. production, reproduction, and distribution of contextualized self-learning modules and related support materials (e.g., activity sheets) to be distributed to learners;
4. production and distribution of contextualized Information, Education and Communication (IEC) health advocacy materials;
5. procurement of tangible items that are necessary for effective and efficient delivery of the school's learning modality, and are below P15,000.00 per unit (e.g., printer, wifi-modem, hard drives, megaphone, radio units for learners); and,
6. Honorarium or salaries for Learning Support Aides (LSAs) and other additional manpower needed by the school for effective learning delivery.

Activities and initiatives that sustain mechanisms crucial to IPEd implementation at the division and school level during the pandemic and through recovery shall continue. These include, but are not limited to, the following:

1. capacitating DepEd personnel (e.g., school heads, supervisors, teachers) in effectively continuing IPEd implementation through the crisis and recovery (e.g., Retooling of School Heads and Teachers assigned to IPEd implementing schools and schools serving IP learners); and,
2. consultations/meetings with community leaders, elders and culture bearers relative to effective implementation of learning delivery modalities and sustaining education continuity in the community.



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Essential regular activities of the IPEd Program that are key for program management shall be part of the implementation. These include, but are not limited to, the following:

1. Advocacy activities (e.g., IP Month and related activities);
2. Program Implementation Review for program monitoring;
3. Meetings with DepEd personnel on program management concerns; and,
4. Activities related to Program Assessment.

Should the schools' resources fall short, the IPEd PSF may also be utilized to purchase supplies included in hygiene kits (e.g., alcohol, soap, face masks).

Regional PSF, on the other hand, shall prioritize activities and initiatives that sustain mechanisms crucial to IPEd implementation, and essential regular activities of the IPEd Program that are key for program management. Remaining funds after budgeting the aforementioned activities shall be for downloading to divisions to support school level LCP implementation.

#### **D. Considerations in IPEd PSF Management and Utilization**

For FY 2020, IPEd PSF management and utilization, especially at the division level, shall be aligned with the following issuances:

1. DepEd Order No. 015, s. 2020 titled **Supplementary Guidelines on Managing Maintenance and Other Operating Expenses Allocation for Schools to Support the Implementation of Basic Education Learning Continuity Plan in Time of COVID -19 Pandemic**;
2. DepEd Order No. 018, s. 2020 titled **Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan**; and,
3. DepEd Order No. 032, s. 2020 titled **Guidelines on the Engagement of Services of Learning Support Aides to Reinforce the Implementation of the Basic Education Learning Continuity Plan in Time of the COVID-19 Pandemic** which specifies that other program funds can be utilized for this purpose.

Regions and divisions shall revise/finalize their WFPs according to the discussed IPEd Program priorities for FY 2020, and shall be guided by the following standards/provisions to ensure the expedient, efficient and effective implementation of plans and the judicious use of the PSF:

1. In this time of a pandemic and in cognizance of the need to maximize funds for learning delivery, all regions and divisions shall undertake austerity measures and ensure that all activities and initiatives shall be conducted with simplicity, while meeting essential objective/s and outputs identified. Non-essentials (e.g., bags, shirts, unnecessary backdrops) shall be avoided.
2. Regions, after finalizing budgets for priority activities, shall include in their WFP the downloading to divisions of remaining Regional 2020 PSF. This shall also apply to Regional 2019 Continuing funds, if any. Regions, in



dialogue with IPEd implementing divisions, shall determine the amount to be downloaded to divisions.

3. IPEd Division Focal Persons shall update the division's list of IPEd implementing schools and schools serving IP learners. The situation, learning modality/ies to be implemented, and needs for implementation of these schools shall be properly identified and mapped out with the assistance and/or support of other division personnel. This data shall serve as basis for revising /finalizing the division's IPEd WFP.
4. Activities to be conducted are subject to the existing government regulations regarding budgeting, accounting, auditing, and procurement. Division focal persons are to consult their finance division regarding the appropriate process to be undertaken to ensure compliance with government regulations and the DepEd Order cited above.
5. Tangible items to be procured costing below the capitalization threshold of Php15,000.00 per unit will be treated as semi-expendable items/property, subject to issuance of Inventory Custodian Slip. These items shall be recognized as expense upon issuance to the end user. IPEd Focal Persons shall keep a list of which schools were recipients of what items.
6. Salaries/honoraria of Learning Support Aides and other additional manpower needs for effective learning delivery shall be guided by DO 032, s. 2020. For purposes of estimating budget for this in the WFP, the regional minimum wage can be used as reference.
7. Should cash advance be an option, this shall be subject to the rules and regulations on the granting, utilization, and liquidation of cash advances as provided for under Commission on Audit (COA) Circular No. 97-002 dated February 10, 1997, as amended by COA Circular No. 2006-005 dated July 13, 2006.

#### **E. Revision/Finalization of WFPs based on Supplementary Guidelines**

All IPEd implementing regions and divisions shall align their 2020 WFP in accordance to the priorities discussed. This shall also apply to 2019 Continuing Funds.

Regions and divisions that have approved WFPs based on the pre-pandemic context shall revise their WFPs.

1. Revised plans shall be encoded in an offline Expenditure Matrix (EM) to be provided.
2. The offline EM of divisions shall be reviewed by the Regional Focal Persons, while the offline EMs of regions shall be reviewed by IPsEO. Once it has passed review, the EM shall be printed with the following as signatory:



- i. Prepared by: IPEd Regional/Division Focal Person or the CID/CLMD Chief
  - ii. Noted by: CID chief (if not the one to prepare the EM), Budget Officer and SGOD chief (for division)/Budget Office and PPRD chief (for region)
  - iii. Approval: SDS (for division)/RD (for region)
3. The approved EM serves as a basis to commence the online revision of the WFP in the PMIS. Assistance from the planning unit can be sought for this concern.
4. After the online revision of the WFP, this is to be printed and routed for signature. Signatories for the WFP remain the same as that identified in DM No. 030, s. 2020 titled **2020 Guidelines on the Use of Indigenous Peoples Education Program Support Fund.**

Regions and divisions that do not yet have an approved WFP and are still to upload their EM for 2020 PSF, shall update their EM to reflect the present pandemic context. The EM to be used for encoding should be the copy downloaded from the IPEd PMIS page of the region/division for FY 2020. The process to generate the WFP and the needed signatories are discussed in DM No. 030, s. 2020.

#### **F. Progress Monitoring, Fund Utilization and Performance Reporting**

Upon the uploading of WFPs in the PMIS, the PMIS shall be used as the main monitoring tool for the utilization of the PSF. Outputs and activity accomplishments shall also be reported using the PMIS reporting facility.

Progress monitoring shall also be conducted during the Program Implementation Review to be scheduled before the year ends.



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