



Republic of the Philippines
Department of Education
REGION XII
SCHOOLS DIVISION OF SOUTH COTABATO

**Office of the Schools Division
Superintendent**

26 Nov 2024

DIVISION MEMORANDUM
CID No. **270** s. 2024

INDIGENOUS PEOPLES EDUCATION PROGRAM IMPLEMENTATION REVIEW

To: Public Schools District Supervisors/Principals In-Charge
Public Elementary and Secondary School heads Concerned
District/School IPEd Coordinators
All Others Concerned

1. As mandated by Republic Act 10533, Enhanced Basic Education Act of 2013 in our commitment is to provide culturally sensitive education for all learners, fostering an inclusive and equitable learning environment that values and celebrates the diverse cultures and identities of Indigenous peoples. To achieve this, the Schools Division of South Cotabato shall continue in implementing a comprehensive approach that includes various activities, trainings, and programs designed to enhance the effectiveness of IPEd Program.

2. Anent this, the Monitoring and Evaluation (M&E) play a crucial role in ensuring the successful implementation of the Indigenous Peoples Education (IPEd) program and its contribution to the Department of Education's (DepEd) overarching goal of providing quality basic education for all learners. By systematically tracking progress, identifying challenges, and analyzing outcomes, M&E provides valuable insights into the effectiveness of IPEd programs. This data-driven approach allows us to understand what works well, what needs improvement, and how to adapt our strategies to better meet the needs of Indigenous learners.

3. This activity aims to:

- a. document the bottlenecks, best practices of each municipality
- b. discuss the issues and concerns of each municipality.
- c. create a catch up plan for the improvement of the program for 2025

4. Anent this, a 2-day Indigenous Peoples Education (IPEd) Program Implementation Review shall be conducted at AFL 168 (Viajera), National Highway, City of Koronadal on December 3-4, 2024. Attached is the List of Participants and its enclosure.



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No.	FULL NAME (LAST, First, M.I.)	GENDER (M/F)	POSITION/ DESIGNATION	SCHOOL/ OFFICE	DISTRICT/ MUNICIPALITY
1	SABOD, MARIANNE M	F	PSDS/Div.IPEd	SDOSC	
2	LBUAYA, BERT T.	M	EPS	SDOSC	
3	ADAM, FELMAR ROY S.	M	P1/REACTOR	LAMLAHAK ES	LAKE SEBU EAST
4	BANTAN, RONALD	M	TIC/DIST.IPED COORD	DATAL TABLO IS	TBOLI EAST
5	PACO, MARIALUZ	F	DIST IPED COORD	KALYONG IS	POLOMOLOK EAST
6	LARA, CRISTY	F	DIST IPED COORD	LUNEN IS	TUPI SOUTH
7	APELLANES, VERNIE	M	DIST IPED COORD	TOKAY MAL ES	TAMPAKAN
8	PADILLA, GILBERT	M	DIST IPED COORD	EL ULIT ES	TANTANGAN
9	PIANG, RICKY	M	DIST IPED COORD	TORIL ES	TBOLI WEST
10	BAAY, ALBERT	M	DIST IPED COORD	TALAYTAY ES	LAKE SEBU EAST
11	CABALTERA, JEFRED D.	M	DIST IPED COORD	BLIT IS	LAKE SEBU WEST
12	TALINO, JAIBEN	M	DIST IPED COORD	TUBURAN ES	NORALA
13	VEGAFRIA, ANNIE MAE	F	DIST IPED COORD	LAMBUSON G ES	SURALLAH SOUTH
14	PANDONG, ARIEL	M	DIST IPED COORD	UPONG ES	BANGA NORTH
15	BASEL, DOLORES	F	DIST IPED COORD	UPPER TALAHIK ES	SURALLAH NORTH
16	MENDOZA, ELLEN	F	DIST IPED COORD	LUDIVICO ES	TUPI NORTH
17	LICAYAN, REBECCA	F	P1/CHLC	LEMSNOLO N ES	TBOLI WEST
18	CERBAS, ARNOLD	M	DIST IPED		BANGA SOUTH



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			COORD		
19	BEATISULA, CECILE E.	F	DIST IPED COORD	LAPU ES	POLOMOLOK WEST
20	ADELANTAR, JOY D.	F	NURSE		SDOSC
21	MALIDA, JOSSETH A	F	MT II/CHLC	LANDAN NHS	POLOMOLOK EAST
22	DAHAM, DANAH	F	TEACHER II	TBOLI SBU SHS	LAKE SEBU EAST
23	ABAD, BEVERLY	F	PIC/ REACTOR		POLOMOLOK EAST
24	CATUBAY, RODEL	M	SEPS/ REACTOR		SDOSC
25	DINGAL, JUDITH	F	PIC/ REACTOR		TUPI NORTH

5. Further, the teacher participants shall ensure that affected subjects must be handled by the MSB/PSB/Relieving Teachers so that no lesson will be left behind. Hence, they are entitled to Service Credits for services rendered during Saturdays and Sundays.

6. Transportation allowance of the participants shall be chargeable against School/Division MOOE while food and accommodation of the participants and facilitators shall be chargeable against IPED PSF 2023-continuing fund subject to usual accounting and auditing rules and procedures.

7. For any inquiry, all personnel concerned are advised to contact Marianne M. Sabod, PSDS through cellphone no.09472504479.

8. Immediate dissemination of this memorandum is directed.


LEONARDO M. BALALA, CESO V
Schools Division Superintendent



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Enclosure : IPED PIR TOOLKIT

MMS/DM -indigenous program education PIR
0000/November 26, 2024



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Program Implementation Toolkit: 2024 IPEd PIR

Slide 1: Program Implementation Overview

Table:

Category	Details	Impact on School, Teachers, and Learners	Verification Methods	Bottlenecks and Issues
Trainings Attended	List of trainings, participants	Describe positive changes in teaching practices, student engagement, and learning outcomes.	Observation reports, student performance data, teacher feedback surveys.	Highlight challenges faced during training implementation, including accessibility, time constraints, or lack of resources.
Supplies and Materials	List of supplies and beneficiaries	Describe how materials improved teaching and learning experiences.	Inventory records, teacher and student feedback.	Identify any shortages, delays in delivery, or issues with material quality.
Others				

Case Studies: Include detailed case studies showcasing the positive impact of the IPEd program on individual learners or schools.

Note: Include at least two (2) Most Significant Change Stories (MSCS) as proof of the program's impact.

Best Practices: Highlight successful strategies and best practices adopted by schools implementing the IPEd program.

Slide 2: Innovations and Gap Addressing



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- Briefly describe innovative strategies implemented to address identified gaps or variances in program implementation.
- Provide specific examples of how these innovations improved the program's effectiveness.

Slide 3: IPed Implementation Status

- **Checklist of IPed Implementing Schools by Level:**
 - **Elementary:** Total number of schools implementing IPed (list school names).
 - **Junior High School:** Total number of schools implementing IPed (list school names).
 - **Senior High School:** Total number of schools implementing IPed (list school names).
- **Total Number of Learners Served:** As of SY 2024-2025.

***Data Visualization:** Consider using charts or graphs to visually represent key data points, such as the number of schools implementing IPed or the impact of training on student performance.*

Slide 4: Specific Learner Groups

- **Dual Language Learners:** Total number of schools serving both IP and Madrasah learners (list school names).
- **Native Language Learners:** Total number of schools with learners whose only medium of instruction is their native language.

Slide 5: Partnerships

- List all partners supporting IP Education, including Memoranda of Agreement (MOA) or Memoranda of Understanding (MOU).

***Stakeholder Feedback:** Include feedback from teachers, parents, and learners on the effectiveness of the IPed program.*

Slide 6: Challenges and Recommendations



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A. Management:

- **Support:** Identify challenges related to administrative support, funding, and resource allocation.
- **Operations/Implementation:** Highlight difficulties encountered in program implementation, such as logistical issues, communication breakdowns, or staff training needs.

B. Recommendations for Policy Formulation:

- Propose specific policy changes or recommendations based on the identified challenges to enhance the IPED program's effectiveness.

***Challenges and Solutions:** Present a comprehensive overview of challenges faced during implementation and proposed solutions.*

Slide 7: Technical Assistance Needed from D

- Outline specific areas where technical assistance from the District Office (DO) is required to support program implementation.

Slide 8: Ways Forward and Sustainability

- **Action Plan:** Develop a clear action plan outlining steps to address identified challenges and improve program implementation.
- **Sustainability Plan:** Outline strategies to ensure the long-term sustainability of the IPED program in the school/district.

Note: Tboli Sbu, CHLC of Landan NHS and Lemsnolon ES should be separated in the report and have their own time to report their toolkit.