

Date: 10/1/13 Time: 2:20 PM



Department of Education , Region X- Northern Mindanao DIVISION OF MALAYBALAY CITY

Corner Don Carlos and Guingona Sts. Malaybalay City



DIVISION ADVISORY

To

Education Program Supervisors/Division Coordinators

Public Schools District Supervisors

Elementary and Secondary School Heads

This Division

From

EDILBERTO L. OPLENARIA

Schools Division Superintendent

Subject:

FILLING UP OF INDIGENOUS PEOPLES EDUCATION (IPEd) BASELINE DATA FORM

Date

October 1, 2013

- 1. Pursuant to DepEd ORDER No. 62, s. 2011 entitled National Indigenous Peoples Education Policy Framework which is anchored on Education for All (EFA) 2015 (Karapatan ng Lahat, Panagutan ng Lahat) all schools are enjoined to fill-up the baseline data form enclosed.
- Two (2) hard copies duly signed by the school head shall be submitted to the Planning Section of the Division Office on October 8, 2013.
- For compliance.

DEPARTMENT OF EDUCATION

Indigenous Peoples Education Office

INDIGENOUS PEOPLES EDUCATION (IPEd) BASELINE DATA FORM

BASIC PROFILE: PRIVATE EDUCATION PROGRAMS SERVING INDIGENOUS PEOPLES (IP) LEARNERS

The Division IPEd Focal Person shall coordinate the effort to map out existing private education programs (i.e., education initiatives of NGOs, foundations, church-based groups, and other groups other than that provided by DepED) in the division that target/cater to IP learners. The inventory shall cover programs, such as schools or learning centers, that offer basic education through formal or nonformal modalities and/or other education services related to IPEd.

The attached form shall be filled out by the Division Office for each private education program that have been identified in the mapping exercise. The profile forms shall be accomplished <u>on or before September 30, 2013</u>. The Division IPEd Focal Person shall sign the forms certifying the correctness of the data.

Please double check whether all questions/fields have been completely and correctly answered.

	(Please indicate a reference number for each ac	ccomplished form. Start with number 1.)	
NAN	IE OF INSTITUTION		
LAT	EST IP ENROLMENT DATA AVAILAB	BLE	
•	Number of IP learners enrolled in the program		
•	School Year/Reference Year		
LOC	CATION		
•	Number, Street		
•	Sitio		
•	Barangay		
•	Municipality		
•	Province		
CON	TACT PERSON		
	cate designation in parentheses after name		
	TACT NUMBER AND EMAIL		
	PRESS		
	R ESTABLISHED		
EDU	CATION SERVICES OFFERED	Indicate [O] if offered and [N] if not offe	ered
•	Formal Elementary		
•	Formal Secondary		
•	Nonformal		
•	Others. Please specify.		
COV	ERAGE OF THE PROGRAM		
•	Geographic coverage		
	Specify the sitio/s or barangay/s where		
	learners come from, including the respective		
	municipality/ies		
•	Indigenous Cultural Communities (ICCs)/IP		
	Groups Specify the ICCs/IP groups the program/		
	institution caters to		
IF S	ECONDARY SCHOOL: Is it covered by		
	Government Assistance to Students and		
	hers in Private Education (GASTPE)		
	ram?		
_	icate [Y] for Yes and [N] for No;		
	If for Not Applicable		
Depl	ED PERMIT/RECOGNITION	Indicate [Y] for Yes and [N] for No; [NA	I for Not Applicable
•	With DepED permit to operate?		
•	With DepED recognition?		
•	Intends to secure DepED permit/recognition?		
•	Application for permit/recognition submitted		
REN	to DepED? IARKS/ADDITIONAL		
	ORMATION		
	J-11-1-0-1		
	Certified True and Correct by:	<u> </u>	
	D IDEAE AD		
	Division IPEd Focal Person:(Signatu	ure Over Printed Name)	BASIC PROFILE:
	(Signati	Com I mineu mune)	PRIVATE EDUCATION
	D		PROGRAMS
	Position Title :	Date:	IPEd Baseline

Division:

Reference Number: _____

DEPARTMENT OF EDUCATION

Indigenous Peoples Education Office

INDIGENOUS PEOPLES EDUCATION (IPEd) BASELINE DATA FORM

BASIC SCHOOL PROFILE: GOVERNMENT ELEMENTARY SCHOOL

This form shall be accomplished by the head of government elementary <u>schools</u> with <u>enrolled Indigenous Peoples (IP) pupils</u>. In the case of schools with annexes, extensions, etc., <u>a separate school profile shall be accomplished by every annex, extension, etc.</u>

The head of the school shall <u>submit the accomplished forms to the respective Division Office (Attention: Division IPEd Focal Person) on or before September 30, 2013.</u>

IMPORTANT

- Please read carefully the definitions and instructions indicated in each part of the form.
- No item should be left blank. Instead, "zero (0)" or "not available (NAV)" shall be written.
- Make sure that "yes or no" questions are not left blank check the appropriate box to indicate your answer.
- Double check inputted figures and ensure that they are consistent and tally correctly.
- Before submitting the accomplished form (on or before September 30, 2013), check whether all questions and tables (Tables A to L) have been completely and correctly answered.

Definition of selected terms used in this form:

- **Indigenous Peoples (IPs)** a collective term used to refer to Filipinos who have been differentiated from the rest of Philippine society based on the persistence until today of their cultural communities and their cultural practices. Today, they are the descendants of cultural communities who, in the previous centuries and decades, fought off or evaded the incursions of colonization and other non-indigenous influences. Other terms used in the past were "native/netibo." More culturally-sensitive local terms used recently are "katutubo" and "lumad."
- Indigenous Cultural Community (ICC) a collective term used for the various cultural communities in the Philippines who ascribe themselves and/or are identified as Indigenous Peoples (IPs). Other terms used in the past for these groups were: "cultural minorities," "tribal communities," and "tribal Filipinos." *The term "Indigenous Cultural Community" and "Indigenous Peoples" are considered to be more culturally-sensitive*. Examples of ICCs would be: Kalinga, Agta, Ibaloi, Ati, Subanen, Mandaya, Hanunuo, Batak, T'boli

NOTE: In filling out the portions of the form that require the names of the ICCs, please be as specific as possible and avoid terms used in some areas that actually refer to several ICCs, such as "Mangyan" (in Mindoro) and "Igorot" (in Cordillera).

Example: In the island of Mindoro, "Mangyan" is a common term used to refer to the ICCs in the area, such as Alangan, Hanunuo, Tadyawan, and Iraya. Hence, in filling out the form, what should be indicated is the specific ICC (i.e., Alangan or Hanunuo or whatever specific ICC) and not simply "Mangyan."

- IP Pupil refers to a pupil who is identified as an IP/belonging to an ICC
- IP Education refers to teaching-learning processes 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 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

INDIGENOUS PEOPLES EDUCATION (IPEd) BASELINE DATA FORM

SCHOOL INFORMATION GOVERNMENT ELEMENTARY SCHOOL SY 2013-2014

School Head:(Signature	Over Printed Name)	Division IPEd Focal Person:	(Signature Over Printed Name)	IPEd Baseline
Certified True and Correct by:		Verified by the Division Office:		GOVERNMENT ELEMENTARY SCHOOL PROFILE
No No				
Is the school located with (Please check appropriate by Yes		enous Peoples?		
School District:			Mother School ID:	
Sitio: Municipality: Region:	110vince/City	school.	Yes (Please indicate School ID of th	,
School Name:		cohool	check appropriate box if the school	ol is an annex/extension

Table A. IP ENROLMENT, BY INDIGENOUS CULTURAL COMMUNITY (ICC), SY 2013-2014

- This table shall indicate the <u>breakdown of IP enrolment by ICC</u> reported in the Enhanced Basic Education Information System (EBEIS) Beginning of School Year (BOSY) data (as of June 7, 2013). Hence, the IP enrolment figures reported in Table A-1 should match the SY 2013-2014 BOSY IP enrolment data.
- If there were <u>additional IP pupils accepted after the BOSY SY 2013-2014 cut-off of June 7, 2013</u>, please <u>input the additional IP enrolment data in a separate table</u> (Table A-2).

Table A-1. IP Enrolment, by ICC, based on EBEIS BOSY SY 2013-2014 (as of June 7, 2013)

Table A-1. IF Enronnen		o, buscu (71 51 7	2010 201	r (us o	Enrolle								
Indigenous Cultural Community (ICC)	Kinde	ergarten	Gr	ade 1	Gra	ade 2	Gra	ade 3	_	ade 4	Gr	ade 5	Gr	ade 6	Tot (Kinder to	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
																<u> </u>
																-
																+

Certified True and Correct	t by:	Verified by the Division Office:		GOVERNMENT ELEMENTARY SCHOOL PROFILE
School Head:(S	Signature Over Printed Name)	Division IPEd Focal Person:	(Signature Over Printed Name)	IPEd Baseline
Position Title :	Date:	Position Title :	Date:	Page 4 of 18

Table A-2. Additional IP Enrolment, by ICC, AFTER the EBEIS BOSY SY 2013-2014 Cut-off of June 7, 2013

• This table is to be accomplished ONLY if there were additional IP pupils accepted after June 7, 2013.

Indigenous Cultural							Enrolled IP Pupils									
Community (ICC)	Kind	ergarten		ade 1	Gra	ade 2		ade 3		ade 4	Grade 5		Grade 6		Total (Kinder to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
		l .	1	l	l .		1	I	1	I	l	l	1	I	l	1

Certified True and Correct	by:	Verified by the Division Office:		GOVERNMENT ELEMENTARY SCHOOL PROFILE
School Head:(Si	ignature Over Printed Name)	Division IPEd Focal Person:	(Signature Over Printed Name)	IPEd Baseline
Position Title :	Date:	Position Title :	Date:	Page 5 of 18

Table B. ENROLMENT OF IP ALTERNATIVE LEARNING SYSTEM (ALS) LEARNERS IN THE SCHOOL, SY 2013-2014

- This table shall indicate the <u>breakdown by ICC of IP ALS learners who are attending their learning sessions in the public school</u> reported in the Enhanced Basic Education Information System (EBEIS) Beginning of School Year (BOSY) data (as of June 7, 2013). Hence, the figures reported in Table B-1 should match the SY 2013-2014 BOSY IP ALS enrolment data.
- If there were <u>additional IP learners accepted after the BOSY SY 2013-2014 cut-off of June 7, 2013</u>, please <u>input the additional IP ALS</u> enrolment data in a separate table (Table B-2).

Table B-1. Enrolment of IP ALS Learners in the School, by ICC, SY 2013-2014 (as of June 7, 2013)

Indianas Cultural								,		GE	(, -	- /				T (LTD A)	
Indigenous Cultural Community (ICC)		& low	1:	2	1	3	1	4	1	5	16-	20	21-	-25	26-	-30		& ove		LS Learners 13-2014
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

Certified True and Correct by:		verified by the Division Office:	verified by the Division Office.							
School Head:		Division IPEd Focal Person:		SCHOOL PROFILE IPEd Baseline						
(Signa	ture Over Printed Name)		(Signature Over Printed Name)							
Position Title :	Date:	Position Title :	Date:	Page 6 of 18						

Table B-2. Additional Enrolment of IP ALS Learners in the School, by ICC, AFTER the EBEIS BOSY SY 2013-2014 Cut-off of June 7, 2013

• This table is to be accomplished ONLY if there were additional IP learners accepted after June 7, 2013.

Indianas Cultural								AGE										Total IP ALS Learners		
Indigenous Cultural Community (ICC)		l & low	12	2	13	3	1	4	1	5	16-	20	21-	-25	26-	30		& ove		LS Learners 13-2014
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

Certified True and Correct by		Verified by the Division Office:		GOVERNMENT ELEMENTARY SCHOOL PROFILE
School Head:		Division IPEd Focal Person:		IPEd Baseline
(Sign	nature Over Printed Name)		(Signature Over Printed Name)	
Position Title :	Date:	Position Title :	Date:	Page 7 of 18

Table C. IP LEARNERS REACHED BY ALS SERVICES WITHIN THE CATCHMENT/SERVICE AREA OF THE SCHOOL SY 2013-2014

- This refers to <u>ALS services/learning sessions conducted OUTSIDE THE SCHOOL BUT WITHIN THE CATCHMENT/SERVICE AREA</u> of the school. These are the ALS services/learning sessions that are usually conducted in the community itself in venues/structures other than that of the formal school (e.g., adult literacy classes in remote sitios).
- The catchment/service area refers to the geographic area for purposes of this form, the specific sitios that the school is supposed to serve (even if no pupils from some of these sitios are currently enrolled in the school).

Do ALS services reach the	IP communities within the	mmunities within the catchment/service area of the school? (Please check appropriate box.)											
Yes													
No No													
		is needed, you can print an ext ," followed by the school nam		e additional entries	. In the upper rig	ht portion of the							
Sitio	Barangay	Municipality	Province	Nun	Number of IP ALS Lear SY 2013-2014								
				Male	Female	Total							
Certified True and Correct by:		Verified by the Divi	sion Office:			NMENT ELEMENTARY							
School Head:(Signate		Division IPEd Foca	l Person:		SCHOO IPEd Ba	L PROFILE seline							
(Signati	ure Over Printed Name)		(Signature O	ver Printed Name)									
Position Title :	Date:	Position Title :		Date:		Page 8 of 18							

TABLE D. IP MOTHER TONGUES/FIRST LANGUAGES, SY 2013-2014

RNMENT ELEMENTARY DL PROFILE aseline
OL PROFILE
/L1 of IP pupils?
Aultilingual

TABLE E. RESIDENCE OF IP PUPILS, SY 2013-2014

• This table shall indicate basic information on the residence of IP pupils enrolled in the school.

Sitio Barar	Rorongov			er of IP from the itio	f IP n the Distance of Sitio from		How pupils reach the school (Please check appropriate box. There can be more than one answer.)					
Sido	Sitio Sitio	Male	Female	School (in kilometers)	Walking	Jeepney	Habal- habal	Tricycle	Boat	Animal Transport	Others (Please specify.)	

Certified True and Correct by: School Head:		Verified by the Division Office:		GOVERNMENT ELEMENTARY SCHOOL PROFILE IPEd Baseline
	ure Over Printed Name)	Division IPEd Focal Person:	(Signature Over Printed Name)	1РЕй Баѕеипе
Position Title :	Date:	Position Title :	Date:	Page 10 of 18

TABLE F. HAZARDS ENCOUNTERED BY IP PUPILS IN GOING TO SCHOOL, SY 2013-2014

ards in travelling from their ox.)	r residence to the school and back that can c	ause injury or death?	
w.			
zard			
r slippery footpath/s			
nd/s			
	Varified by the Division Office:		GOVERNMENT ELEMENTARY
			SCHOOL PROFILE
Over Printed Name)	Division IPEd Focal Person:(Signatu	ure Over Printed Name)	IPEd Baseline
Date:	Position Title :	Date:	Page 11 of 18
	ox.) ww. zard r slippery footpath/s lapidated footbridge/s nd/s Over Printed Name)	w. Please check the appropriate There can be more than one a r slippery footpath/s lapidated footbridge/s ad/s Verified by the Division Office: Division IPEd Focal Person: (Signature)	Please check the appropriate box. There can be more than one answer. r slippery footpath/s lapidated footbridge/s d/s Verified by the Division Office: Division IPEd Focal Person: (Signature Over Printed Name)

TABLE G. PROFILE OF SITIOS IN THE SCHOOL'S BARANGAY

Position Title:

- This table shall cover ALL the sitios WITHIN the school's barangay WITH IP presence, whether or not the school-aged IP children of the sitio are enrolled in the school.
- Only sitios with IP presence are to be included below. Sources of data can be barangay records (barangay health workers, etc.) and other sources at the local level.

• If more space is needed, you can print an extra copy/ies of Table G for the additional entries. In the upper right portion of the additional form/s, write down "Table G – additional," followed by the school name and school ID.

"Table G –	additional," followed by the school name	and school ID.				
			Please chec	k appropriate box. There of	an be more t	than one answer.
Sitio	Indigenous Cultural Community/ies (ICC) Present in the Sitio	Estimated Total Population of IPs in the Sitio (estimated population of all the ICC present in the sitio combined)	Sitio is a location of a public elementary school (of any kind/type, multigrade, monograde, annex/extension, etc.)	Sitio is a location of a public secondary school (of any kind/type, multigrade, monograde, annex/extension, etc.)	Sitio is reached by ALS Services	Sitio is a location of a private education program* (of any level/type, kindergarten, elementary, secondary, nonformal)
* Private educatio DepED	n program – refers to education initic	ttives of NGOs, churc	h-based groups, found	lations, and other gro	ups other	than that provided by
Certified True and Corre	(Signature Over Printed Name)	Verified by the Divisio Division IPEd Focal P	erson:	e Over Printed Name)	SCH	/ERNMENT ELEMENTARY IOOL PROFILE I Baseline

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Position Title:

Table H. SCHOOL PERSONNEL, SY 2013-2014

Table H-1

Particulars	SY 2013-2014			
Teaching Personnel	Total Number	Number of IP Teachers*		
Number of LET passers				
Number of non-LET passers				
Number of teachers who are from the school's barangay or adjacent				
barangays				

^{*} IP teacher – refers to a teacher identified as an IP/belonging to an ICC

Certified True and Cor	rect by:	Verified by the Division Office:		GOVERNMENT ELEMENTARY SCHOOL PROFILE	
School Head: (Signature Over Printed Name)		Division IPEd Focal Person:	(Signature Over Printed Name)	IPEd Baseline	
Position Title :	Date:	Position Title :	Date:	Page 13 of 18	

Table H-2

- In the first column, list the different position classification of ALL teaching, teaching-related, and non-teaching personnel in the school (e.g., Teacher I, Master Teacher II, Principal II).
- In the second column, indicate the <u>total</u> number of personnel for each position classification.
- In the third column, indicate the number of IP personnel (i.e., personnel identified as an IP/belonging to an ICC) for each position classification.

	Particulars	· •	SY 2013-2014				
Position Classification			Total Number	Number of IP Personnel			
Certified True and Correct by:	:	Verified by the Division	on Office:	GOVERNMENT ELEMENTARY SCHOOL PROFILE			
School Head:		Division IPEd Focal I	Person:	IPEd Baseline			
School Head:(Signature)	ature Over Printed Name)		(Signature Over Printed Na	ime)			
Position Title :	Data	Position Title	Da	Page 14 of 19			

Table I. PREVIOUS ACTIVITIES AND EFFORTS RELATED TO IP EDUCATION

Has the school participated in any indigenization of learning materia (Please check appropriate box.)	previous efforts related to IP Educals, etc.)	ation? (e.g., pilot school for IP Edu	cation, indigenization	of the curriculu	m,
Yes					
No					
If yes, please indicate below what	these activities/initiatives were.				
	orint an extra copy/ies of Table I for wed by the school name and school		r right portion of the ad	ditional form/s	, write
Name of Project/Program/Initiative	Specific activities participated in and date (trainings, workshops, etc.)	Name of participants	Outputs of the Activities	Where outputs used in the school? (Please check appropriate box.)	
	workshops, etc.)			Yes	No
				·	
Certified True and Correct by:	Verified by	the Division Office:		GOVERNMENT I SCHOOL PROFIL	
School Head:(Signature Over Prin	Division IPI	Ed Focal Person:(Signature Over	Printed Name)	IPEd Baseline	Æ
Position Title :	Date: Position Titl	e:	Date:	Pag	ge 15 of 18

Table J. PREVIOUS ACTIVITIES UNDERTAKEN TO PROMOTE AWARENESS ABOUT IPS Has the school undertaken previous efforts to promote awareness about, appreciation of, and cultural sensitivity towards IPs? (Please check appropriate box.) Yes No If yes, please fill out the table below. Name or Type of Activity Specific Objectives/Purpose of the **Outputs of the Activity** Date Activity Certified True and Correct by: Verified by the Division Office: GOVERNMENT ELEMENTARY SCHOOL PROFILE School Head: _____(Signature Over Printed Name) Division IPEd Focal Person: _____ IPEd Baseline (Signature Over Printed Name) Position Title : Date: Position Title : Date: Page 16 of 18

Table K. KINDS AND SOURCES OF EXTERNAL SUPPORT FOR IP PUPILS

Is there any form of external support for IP pupils in your school? (Please check appropriate box.)

If yes, please fill out the table below. Is this form of assistance present in Frequency of Support from Provider/s vour school? (Please check appropriate box.) (Please check appropriate box.) Form of External Support for IP Pupils Provider/s of Support* Sustained Yes One-time Occasional over a certain No period Monetary (This may be in the form of financial subsidy, allowance, and other forms of assistance, such as the CCT/4Ps program.) In-kind (This includes school supplies, learning materials, and other non-monetary material forms of support.) Volunteer services (This may include tutorial sessions by volunteers, learning sessions by elders, dorm management by parents, and other similar *voluntary support.*) Others Please specify here: *Please specify the name of the government agency, NGO, foundation or organization providing the support. In the case that support is provided by individuals not representing a specific organization or agency, such as concerned members of the community or individuals outside the community, indicate "Individuals" as the provider of support. Certified True and Correct by: Verified by the Division Office: GOVERNMENT ELEMENTARY SCHOOL PROFILE School Head: _____(Signature Over Printed Name) Division IPEd Focal Person: _____ IPEd Baseline (Signature Over Printed Name) Position Title :______Date:_____ Position Title : Date: Page 17 of 18

No

Table L. KINDS AND SOURCES OF Do you have any IP education-related in				Yes No	F THE SCHOOL
If yes, has there been any form of externa (Please check appropriate box.)		education-related i	initiatives of the school?		
If yes, please fill out the table below.					
Types of IP Education-related		Type of sup			
Activities	(Please check ap Monetary	propriate box. There c	an be more than one answer.) Technical Assistance*	Provider	c/s of support**
Teaching training					
Module making					
Learning materials development					
Learning materials development					
Curriculum development					
Others Please specify here:					
Trease specify here.					
* Technical assistance refers to technical suppor	t for activiting like	de a andrest of training	g/workshops on montoning/ooseh	in a gaggione musuidad bu	an in dividual/anoun sub a samo as
**Technical assistance refers to technical suppor resource person/s. **Please specify the name of the government age specific organization or agency, such as concern	ency, NGO, foundat	ion or organization pro	oviding the support. In the case t	hat support is provided by	v individuals not representing a
Certified True and Correct by:		Verified by the Divis	sion Office:		GOVERNMENT ELEMENTARY SCHOOL PROFILE
School Head:		Division IPEd Focal	l Person:		_ IPEd Baseline
(Signature Over Printed Nam	ee)		(Signature Ove	er Printed Name)	
Position Title :Dat	e:	Position Title :		Date:	_ Page 18 of 18

DEPARTMENT OF EDUCATION

Indigenous Peoples Education Office

INDIGENOUS PEOPLES EDUCATION (IPEd) BASELINE DATA FORM

BASIC SCHOOL PROFILE: GOVERNMENT SECONDARY SCHOOL

This form shall be accomplished by the head of government secondary schools with enrolled Indigenous Peoples (IP) students. In the case of schools with annexes, extensions, etc., a separate school profile shall be accomplished by every annex, extension, etc.

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- Indigenous Cultural Community (ICC) a collective term used for the various cultural communities in the Philippines who ascribe themselves and/or are identified as Indigenous Peoples (IPs). Other terms used in the past for these groups were: "cultural minorities," "tribal communities," and "tribal Filipinos." *The term "Indigenous Cultural Community" and "Indigenous Peoples" are considered to be more culturally-sensitive*. Examples of ICCs would be: Kalinga, Agta, Ibaloi, Ati, Subanen, Mandaya, Hanunuo, Batak, T'boli

NOTE: In filling out the portions of the form that require the names of the ICCs, please be as specific as possible and avoid terms used in some areas that actually refer to several ICCs, such as "Mangyan" (in Mindoro) and "Igorot" (in Cordillera).

Example: In the island of Mindoro, "Mangyan" is a common term used to refer to the ICCs in the area, such as Alangan, Hanunuo, Tadyawan, and Iraya. Hence, in filling out the form, what should be indicated is the specific ICC (i.e., Alangan or Hanunuo or whatever specific ICC) and not simply "Mangyan."

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INDIGENOUS PEOPLES EDUCATION (IPEd) BASELINE DATA FORM

SCHOOL INFORMATION GOVERNMENT SECONDARY SCHOOL

School ID:			x/Extension School:	lie en ennew/extension
School Name:		(Pleas	se check appropriate box if the schoo	is an annex/extension
School Name:Sitio:	Barangay:	Seno	1.)	
Municipality:	Province/City:		Yes (Please indicate School ID of th	e Mother School)
Region:	Division:		Mother School ID:	
School District:			No	
Is the school located within (Please check appropriate be	_	genous Peoples?		
Yes				
No				
Certified True and Correct by:		Verified by the Division Office:		GOVERNMENT SECONDARY SCHOOL PROFILE
School Head:		Division IPEd Focal Person:		IPEd Baseline
(Signature C	Over Printed Name)		(Signature Over Printed Name)	
Position Title :	Date:	Position Title :	Date:	Page 3 of 17

Table A. IP ENROLMENT, BY INDIGENOUS CULTURAL COMMUNITY (ICC), SY 2013-2014

- This table shall indicate the <u>breakdown of IP enrolment by ICC</u> reported in the Enhanced Basic Education Information System (EBEIS) Beginning of School Year (BOSY) data (as of June 7, 2013). Hence, the IP enrolment figures reported in this form should match the SY 2013-2014 BOSY IP enrolment data.
- If there were <u>additional IP students accepted after the BOSY SY 2013-2014 cut-off of June 7, 2013</u>, please <u>input the additional IP enrolment data</u> in a separate table (Table A-2).

Table A-1. IP Enrolment, by ICC, based on EBEIS BOSY SY 2013-2014 (as of June 7, 2013)

	Enrolled IP Students													
Indigenous Cultural Community (ICC)	Gr	ade 7	Gr	ade 8		ade 9 ar 3)		de 10 ar 4)		de 11 elling)		nde 12 delling)	Tota (Grade 7	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	1													
	1													
	1													

Certified True and Correct by:		Verified by the Division Office:		GOVERNMENT SECONDARY SCHOOL PROFILE
School Head:(Signal	nture Over Printed Name)	Division IPEd Focal Person:	(Signature Over Printed Name)	IPEd Baseline
Position Title :	Date:	Position Title :	Date:	Page 4 of 17

Table A-2. Additional IP Enrolment, by ICC, AFTER the EBEIS BOSY SY 2013-2014 Cut-off of June 7, 2013

• This table is to be accomplished ONLY if there were additional IP students accepted after June 7, 2013.

	Enrolled IP Students													
Indigenous Cultural Community (ICC)	Grade 7		Grade 7 Grade 8					de 10 ar 4)		de 11 elling)		nde 12 delling)	Tot (Grade 7	al (to 12)
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

Certified True and Correct	by:	Verified by the Division Office:		GOVERNMENT SECONDARY SCHOOL PROFILE
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Table B. ENROLMENT OF IP ALTERNATIVE LEARNING SYSTEM (ALS) LEARNERS IN THE SCHOOL, SY 2013-2014

- This table shall indicate the <u>breakdown by ICC of IP ALS learners who are attending their learning sessions in the public school</u> reported in the Enhanced Basic Education Information System (EBEIS) Beginning of School Year (BOSY) data (as of June 7, 2013). Hence, the figures reported in Table B-1 should match the SY 2013-2014 BOSY IP ALS enrolment data.
- If there were <u>additional IP learners accepted after the BOSY SY 2013-2014 cut-off of June 7, 2013</u>, please <u>input the additional IP ALS</u> enrolment data in a separate table (Table B-2).

Table B-1. Enrolment of IP ALS Learners in the School, by ICC, SY 2013-2014 (as of June 7, 2013)

Indianas Cultural								,		GE	(, -	- /				T (LTD A)	
Indigenous Cultural Community (ICC)	11 & below 12		1	13 14		15 16-20		20	21-	-25	26-30			& ove	Total IP ALS Learners SY 2013-2014					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

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School Head:		Division IPEd Focal Person:		IPEd Baseline
(Signa	ature Over Printed Name)		(Signature Over Printed Name)	
Position Title :	Date:	Position Title :	Date:	

Table B-2. Additional Enrolment of IP ALS Learners in the School, by ICC, AFTER the EBEIS BOSY SY 2013-2014 Cut-off of June 7, 2013

• This table is to be accomplished ONLY if there were additional IP learners accepted after June 7, 2013.

Indianas Cultural	AGE								Total IP ALS Learners											
Indigenous Cultural Community (ICC)	11 & below		12	12 13		14		1	15		16-20		21-25		26-30		& ove		LS Learners 13-2014	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

Certified True and Correct by: School Head:		Verified by the Division Office: Division IPEd Focal Person:		GOVERNMENT SECONDARY SCHOOL PROFILE IPEd Baseline
	ture Over Printed Name)	_ Division II La I ocal I cison	(Signature Over Printed Name)	II La Bascine
Position Title :	Date:	Position Title :	Date:	Page 7 of 17

Table C. IP LEARNERS REACHED BY ALS SERVICES WITHIN THE CATCHMENT/SERVICE AREA OF THE SCHOOL SY 2013-2014

- This refers to <u>ALS services/learning sessions conducted OUTSIDE THE SCHOOL BUT WITHIN THE CATCHMENT/SERVICE AREA</u> of the school. These are the ALS services/learning sessions that are usually conducted in the community itself in venues/structures other than that of the formal school (e.g., adult literacy classes in remote sitios).
- The catchment/service area refers to the geographic area for purposes of this form, the specific sitios that the school is supposed to serve (even if no pupils from some of these sitios are currently enrolled in the school).

Do ALS services reach the	e IP communities within the	he catchment/service area of the	he school? (Please check appr	ropriate box.)			
Yes No							
		is needed, you can print an ex," followed by the school nam		e additional entries	. In the upper rig	ght portion of the	
Sitio	Barangay	Municipality	Province	Nun	Number of IP ALS Learne SY 2013-2014		
				Male	Female	Total	
Certified True and Correct by:		Verified by the Div			SCHC	ERNMENT SECONDARY	
School Head:(Signat	ure Over Printed Name)	Division IPEd Foc	al Person:(Signature O	ver Printed Name)	IPEd B	aseune	
Position Title :	Date:	Position Title :		Date:		Page 8 of 17	

TABLE D. RESIDENCE OF IP STUDENTS, SY 2013-2014

• This table shall indicate basic information on the residence of IP students enrolled in the school.

Sitio Barangay Con		Indigenous Cultural Community/ies (ICC) in the	Studer	er of IP nts from Sitio	Approximate Distance of Sitio from	(Plea	ase check ap		idents reac box. There		chool more than one	answer.)
Sido	Darangay	Sitio	Male	Female	School (in kilometers)	Walking	Jeepney	Habal- habal	Tricycle	Boat	Animal Transport	Others (Please specify.

Certified True and C	orrect by:	Verified by the Division Office:	GOVERNMENT SECONDARY SCHOOL PROFILE
School Head:	(Signature Over Printed Name)	Division IPEd Focal Person: (Signature Over Printed Name)	IPEd Baseline
Position Title :	Date:	Position Title :Date:	Page 9 of 17

TABLE E. HAZARDS ENCOUNTERED BY IP STUDENTS IN GOING TO SCHOOL, SY 2013-2014

Do IP students encounter hazards in travelling from thei (Please check appropriate box.)	r residence to the school and back that can cause injury or dea	ıth?
Yes		
No No		
If yes, fill out the table below.		
Hazard	Please check the appropriate box. There can be more than one answer.	
Crossing the river/s		
Hiking through steep and/or slippery footpath/s		
Crossing unstable and/or dilapidated footbridge/s		
Crossing accident prone road/s		
Others. (Please specify)		
Certified True and Correct by:	Verified by the Division Office:	GOVERNMENT SECONDARY SCHOOL PROFILE
School Head:(Signature Over Printed Name)	Division IPEd Focal Person:(Signature Over Printed Name)	IPEd Baseline
Position Title :Date:	Position Title :Date:	Page 10 of 17

TABLE F. PROFILE OF SITIOS IN THE SCHOOL'S BARANGAY

- This table shall cover ALL the sitios WITHIN the school's barangay WITH IP presence, whether or not the school-aged IP children of the sitio are enrolled in the school.
- Only sitios with IP presence are to be included below. Sources of data can be barangay records (barangay health workers, etc.) and other sources at the local level.

• If more space is needed, you can print an extra copy/ies of Table F for the additional entries. In the upper right portion of the additional form/s, write down "Table F – additional," followed by the school name and school ID.

1 able F – a	additional," followed by the school name	and school ID.				
			Please chec	k appropriate box. There of	an be more t	than one answer.
		Estimated Total	Sitio is a location of a	Sitio is a location of a		Sitio is a location of a
g.,	Indigenous Cultural Community/ies	Population of IPs in the Sitio	public elementary school	public secondary school	Sitio is	private education
Sitio	(ICC) Present in the Sitio	(estimated population	(of any kind/type,	(of any kind/type,	reached	program*
		of all the ICC present	multigrade,	multigrade,	by ALS	(of any level/type,
		in the sitio combined)	monograde,	monograde,	Services	kindergarten, elementary,
			annex/extension, etc.)	annex/extension, etc.)		secondary, nonformal)
* Private educatio	n program – refers to education initia	tives of NGOs, churc	h-based groups, found	dations, and other gro	ups other	than that provided by
DepED						
Certified True and Corre	ect by:	Verified by the Division	n Office:			OVERNMENT SECONDARY HOOL PROFILE
School Head:		Division IPEd Focal P	erson:			d Baseline
	(Signature Over Printed Name)		(Signature	e Over Printed Name)		
Position Title :	Date:	Position Title :		Date:		Page 11 of 17

Table G. SCHOOL PERSONNEL, SY 2013-2014

Table G-1

Particulars	SY 2013-2014						
Teaching Personnel	Total Number	Number of IP Teachers*					
Number of LET passers							
Number of non-LET passers							
Number of teachers who are from the school's barangay or adjacent							
barangays							

^{*} IP teacher – refers to a teacher identified as an IP/belonging to an ICC

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(Signati	ure Over Printed Name)		(Signature Over Printed Name)		
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Table G-2

- In the first column, list the different position classification of ALL teaching, teaching-related, and non-teaching personnel in the school (e.g., Teacher I, Master Teacher II, Principal II).
- In the second column, indicate the total number of personnel for each position classification.
- In the third column, indicate the number of IP personnel (i.e., personnel identified as an IP/belonging to an ICC) for each position classification.

Particulars		SY 2013-2014			
Position Classification	n		Total Number	Number of IP Personnel	
Certified True and Correct by:		Verified by the Division		GOVERNMENT SECONDARY SCHOOL PROFILE	
School Head:(Signature Over Printed Name)		Division IPEd Focal I	Person:(Signature Over Printed Na	IPEd Baseline	
(Sign	aaure Over Printea Name)		(Signature Over Printed Na	ime)	
Position Title:	Date:	Position Title :	Da	te: Page 13 of 17	

Table H. PREVIOUS ACTIVITIES AND EFFORTS RELATED TO IP EDUCATION

Has the school participated in any indigenization of learning materia (Please check appropriate box.)	previous efforts related to IP Educates, etc.)	ation? (e.g., pilot school for IP Edu	cation, indigenization of	of the curricul	ım,	
Yes						
No						
If yes, please indicate below what	these activities/initiatives were.					
	print an extra copy/ies of Table I for owed by the school name and school		r right portion of the ad	lditional form/	s, write	
Name of Project/Program/Initiative	Specific activities participated in and date (trainings, workshops, etc.)	Name of participants	Outputs of the Activities	used in the (Please	Where outputs used in the school? (Please check appropriate box.)	
	- /			Yes	No	
Certified True and Correct by:	Verified by	the Division Office:		GOVERNMENT		
School Head:(Signature Over Pri	Division IP	Ed Focal Person:(Signature Over	Printed Name)	SCHOOL PROI IPEd Baseline	FILE	
Position Title :		e :	Date:	Pag	e 14 of 17	

Table I. PREVIOUS ACTIVITIES UNDERTAKEN TO PROMOTE AWARENESS ABOUT IPS Has the school undertaken previous efforts to promote awareness about, appreciation of, and cultural sensitivity towards IPs? (Please check appropriate box.) Yes If yes, please fill out the table below. Name or Type of Activity **Date** Specific Objectives/Purpose of the **Outputs of the Activity** Activity Certified True and Correct by: Verified by the Division Office: GOVERNMENT SECONDARY SCHOOL PROFILE School Head: _____(Signature Over Printed Name) Division IPEd Focal Person: _____ IPEd Baseline (Signature Over Printed Name) Position Title : Date: Position Title :______ Date:_____ Page 15 of 17

Table J. KINDS AND SOURCES OF EXTERNAL SUPPORT FOR IP STUDENTS Is there any form of external support for IP students in your school? (Please check appropriate box.) If yes, please fill out the table below. Is this form of assistance present in Frequency of Support from Provider/s vour school? (Please check appropriate box.) (Please check appropriate box.) Form of External Support for IP Students Provider/s of Support* Sustained Yes One-time Occasional over a certain No period Monetary (This may be in the form of financial subsidy, allowance, and other forms of assistance, such as the CCT/4Ps program.) In-kind (This includes school supplies, learning materials, and other non-monetary material forms of support.) Volunteer services (This may include tutorial sessions by volunteers, learning sessions by elders, dorm management by parents, and other similar *voluntary support.*) Others Please specify here: *Please specify the name of the government agency, NGO, foundation or organization providing the support. In the case that support is provided by individuals not representing a specific organization or agency, such as concerned members of the community or individuals outside the community, indicate "Individuals" as the provider of support. Certified True and Correct by: Verified by the Division Office: GOVERNMENT SECONDARY SCHOOL PROFILE School Head: _____(Signature Over Printed Name) Division IPEd Focal Person: _____ IPEd Baseline

Position Title : ______ Date: _____

Position Title :______ Date:_____ Page 16 of 17

(Signature Over Printed Name)

Table K. KINDS AND SOURCES Of Do you have any IP education-related in				ED INITIATIVES (Yes No	OF THE SCHOOL
If yes, has there been any form of exter (Please check appropriate box.)	nal support for IP	education-related	initiatives of the school?		
If yes, please fill out the table below.					
Types of IP Education-related		Type of sup			
Activities		(Please check appropriate box. There can be more than one answer.)			er/s of support**
m 1:	Monetary	In-kind	Technical Assistance*		
Teaching training					
Module making					
Wodale making					
Learning materials development					
Curriculum development					
Others					
Please specify here:					
	-				
	-				
	-				
	- 🗀				
* Technical assistance refers to technical supports resource person/s.	•	, , ,			
**Please specify the name of the government as specific organization or agency, such as concer					
Certified True and Correct by:	Verified by the Divisi		sion Office:		GOVERNMENT SECONDARY SCHOOL PROFILE
School Head:		Division IPEd Foca			IPEd Baseline
(Signature Over Printed Na	me)		(Signature Ove	er Printed Name)	
Position Title :D	ate:	Position Title :		Date:	Page 17 of 17