



Republic of the Philippines  
Department of Education  
Region XI  
Division of Digos City  
Digos City



DIVISION MEMORANDUM  
NO. 544, S. 2017

TO : **Chief ES-OIC, SGOD**  
**Chief ES-CID**  
**EPs/PSDSs/Principals/HTs/SICs (Elementary & Secondary)**

FROM : **WINNIE E. BATOON, Ed.D.** *for: [Signature] : 08/22/17*  
Officer-In-Charge  
Office of the Schools Division Superintendent

SUBJECT : **1. ROLES AND RESPONSIBILITIES OF THE INDIGENOUS  
PEOPLES EDUCATION PROGRAM COORDINATORS AT THE  
DISTRICT AND SCHOOL LEVEL**  
**2. SUBMISSION OF THE NAMES OF IPED PROGRAM  
DISTRICT AND SCHOOL COORDINATORS**

DATE : August 18, 2017

1. The Department of Education (DepEd) issues DepEd Order No. 33, s. 2017 to define the roles and responsibilities of the Regional and Division IPed Focal Persons for purposes of program accountability and ensuring that the scope of their coordinative function is understood across the organizational units of the regional offices (ROs) and schools division offices (SDOs). This is pursuant to DepEd Order No. 62, s.2011 entitled *Adopting the National Indigenous Peoples Education (IPed) 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. While Regional and Division IPed focal persons have been designated since the National IPed Program has been officially instituted in 2013, a more nuanced appreciation of the roles and responsibilities of the IPed Focal Persons, vis-a-vis the specific requirements of the program have developed in the course of defining its distinct approach to program implementation and community engagement. This has also emerged amidst the milestone reforms brought about by the K to 12 Basic Education Program. The resulting articulation of this key aspect of program management is contained in this policy document, which has been refined in the course of several inter-regional conferences on the IPed Program and program management discussions convened by the DepEd-Indigenous Peoples Education Office (IPsEO).
3. **It is on this context that Districts and Schools should have IPed Program Coordinators, whose functions, roles, and responsibilities are relatively similar as that of the Regional and Division IPed Focal Persons.**

DepEd Schools Division of Digo.

**RELEASED**  
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date **AUG 22 2017** time 10:25 AM

sv. *[Signature]*

**4. The roles and responsibilities of the District/School IPED Program Coordinator/s:**

1. The District/School IPED Coordinator serves as the overall coordinator of the management and implementation of the IPED Program at the district/school level.

**11. Consistent with the specific mandate of the SDO, the tasks of the District/School IPED Program Coordinator are the following:**

- a. Oversees IPED Program implementation in support of SDO senior management
- b. Finalizes the School /District IPED Work and Financial Plan (WFP) and ensures its timely submission
- c. Monitors the utilization of the IPED Program Support Fund (PSF) of the SDO
- d. Provides timely feedback and reports to SDO senior management especially on matters requiring management decision and intervention
- e. Coordinates with and provides timely feedback to the RO and IPsEO on policy, program and operational concerns
- f. Facilitates at the school and at the district levels respectively, discussions to set SDO directions and plans for the IPED Program informed by the discussions with IPED-implementing schools and IP community partners
- g. Convenes meetings, consultations and other related activities with IP community partners (i.e., IP elders and other community representatives engaged with DepEd on IPED) in relation to IP Program directions and plans at the district and school level
- h. Coordinates the provision of technical assistance within the SDO, district, school, and learning centers
- i. Coordinates with the appropriate offices/units and persons within and outside DepEd at the district and school level as needed in the implementation of IPED activities
- j. Coordinates with offices and other school/district coordinators/program coordinators within the SDO to ensure that IPED concerns are addressed in operations and implementation of programs and projects
- k. Initiates specific IPED activities based on national policy and program directions in coordination with the appropriate offices and programs in the SDO
- l. Represents the School Head/Public Schools District Supervisor, particularly the IPED Program, in gatherings, meetings, and other forums involving various stakeholders
- m. Facilitates the resolution of IP-related issues and concerns referred by various offices at the school and at the district level
- n. Provides technical assistance to IP community partners, civil society support groups/NGOs, private learning institutions serving IP learners in the resolution of issues and concerns at the school and district level/s
- o. Prepares the necessary reports and ensures their timely submission
- p. Maintains a well-organized archive of IPED Program documents
- q. Ensures proper orientation on program processes and turnover of documents in the event that a new school/district coordinator is designated
- r. Performs other ad hoc functions as agreed with SDO and RO senior management, and IPsEO

**5. The basic attributes of an IPED School/District Coordinator.** The following attributes shall guide the selection of personnel to be designated as IPED School/District Coordinator. These shall also provide a benchmark for IPED School/District Coordinator in their continuous professional development and developing the knowledge, skills, and attitude required in effectively managing the IPED Program:

**A. Working within DepEd to achieve IPEd Program goals**

- i.) Has basic knowledge on and familiarity with Indigenous Peoples
- ii.) Has been oriented on or exposed to the IPEd Program
- iii.) Exhibits program management skills (e.g. preparing an Action Plan, Work and Financial Plan, organizing and managing workshops, trainings, and consultations, facilitating program processes)
- iv.) Maintains good rapport with offices in the RO and SDO
- v.) Familiar with the functions of the various functional units of the RO and SDO
- vi.) Can explain the mandates of programs or projects one is assigned to manage
- vii.) Systematic in filing and managing documents

**B. Interacting with the IP Community**

- i.) Has experience in interacting with IP communities
- ii.) Exhibits inter-cultural awareness and cultural sensitivity
- iii.) Has effective communication and facilitation skills
- iv.) Can travel to IP communities and stay for a short duration if needed
- v.) Possesses interpersonal and intrapersonal skills

6. The references of the foregoing include the following:

- DepEd Memorandum No. 212, s. 2016 – Reiterating the Role of the Indigenous Peoples Office (IPsEO)”
- DepEd Order No. 62, s. 2011 – Adopting the Indigenous Peoples (IP) Education Policy Framework”
- DepEd Order No. 103, s. 2011 – “Creation of Indigenous Peoples Education Office (IPsEO)”
- DepEd Order No. 3, s. 2017 – “Multi-year Implementing Guidelines on the Allocation and Utilization of the Indigenous Peoples Education Program Support Fund”
- Republic Act No. 8371 – “The Indigenous Peoples Rights Act of 1997”
- Republic Act 10533 – “The Enhanced Basic Education Act of 2013”

7. Submission of the names of School and District IPEd Program Coordinator/s shall be on August 24, 2017, Thursday, Attention: Sollie Bernardino-Oliver, Division IPEd Program Focal Person with the suggestive template:

School	District	School Coordinator	District Coordinator	School Head	PSDS Focal & PSDS In-Charge

8. For information, dissemination and prompt compliance.