



September 28, 2018

Division Memorandum  
No. 664 s, 2018

**ALIGNING EFFORTS IN RESPONSE TO THE CONCERNS ON PRIVATE  
LEARNING INSTITUTIONS SERVING IP LEARNERS**

To: Assistant Superintendents  
CID & SGOD Chiefs  
Education Supervisors/Coordinators  
District Supervisors/OICs  
Elementary and Secondary School Heads  
Heads, Private Elementary and Secondary Schools

1. For the information and guidance of all concerned, attached is Unnumbered Regional Memorandum, dated September 19, 2018, entitled **“Aligning Efforts in Response to the Concerns on Private Learning Institutions Serving IP Learners”**.
2. For details, see attached Regional Memorandum.
3. Immediate dissemination of this Memorandum is desired.

  
**RHEA MARA. ANGTUD, Ed. D., CESO VI**  
Schools Division Superintendent



REPUBLIKA NG PILIPINAS  
REPUBLIC OF THE PHILIPPINES  
KAGAWARAN NG EDUKASYON  
DEPARTMENT OF EDUCATION  
REHIYON VII, GITNANG VISAYAS  
REGION VII, CENTRAL VISAYAS  
Sudlon, Lahug, Cebu City



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MEMORANDUM

To : Schools Division Superintendents

From : *Juliet A. Jeruma*  
JULIET A. JERUMA  
Regional Director

Subject : **ALIGNING EFFORTS IN RESPONSE TO THE CONCERNS ON  
PRIVATE LEARNING INSTITUTIONS SERVING IP LEARNERS**

Date : September 19, 2018

1. Per DepEd Memorandum dated August 10, 2018 entitled **Aligning Efforts in Response to the Concerns on Private Learning Institutions Serving IP Learners**, the Department of Education recognizes the significant contribution of private learning institutions serving IP learners in providing culture - based basic education services to Indigenous Peoples (IP) communities.
2. Issues and concerns arises in certain communities regarding private learning institutions serving IP learners, all Regional Directors and Schools Division Superintendents are enjoined to channel communications from other agencies or groups relative to such concerns to the Office of the Secretary.
2. For more details, see enclosure.
3. Immediate dissemination of and compliance with this Memorandum is directed.

*Handwritten notes:*  
and 9/20/18  
4-27-18



Department of Education  
Region VII, Central Visayas

FD2018-3072  
17-Sep-18

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Republic of the Philippines  
**Department of Education**

**MEMORANDUM**  
DM- CI- 2018-00 326

**FOR:**

- REGIONAL DIRECTORS**
- SECRETARY OF DEPED-ARMM**
- SCHOOLS DIVISION SUPERINTENDENTS**
- PLANNING OFFICERS**
- IPed PROGRAM FOCAL PERSONS**
- SCHOOL HEADS**
- CLASS ADVISERS**
- LIS COORDINATORS**

**FROM:**   
**LORNA DIG DINO**  
Undersecretary, Curriculum and Instruction

**SUBJECT:** **ACCURATE RECORDING OF INDIGENOUS PEOPLES' (IP) LEARNERS IN THE LEARNERS INFORMATION SYSTEM (LIS) AND BASIC EDUCATION INFORMATION SYSTEM (BEIS)**

**DATE:** 12 September 2018

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The Department of Education, through the Planning Service seeks to strengthen the accuracy of recording data on learners who are members of Indigenous Peoples (IP) communities or IP learners in the Learners Information System (LIS) and consequently, in the learners' data consolidated in the Basic Education Information System (BEIS). It has also been noted that there continue to be misconceptions about the acronym "IP" and questions about IP learners that need to be clarified to ensure the accuracy of IP learner's data.

Relative to this, the following briefer regarding **Frequently Asked Questions in Recording Indigenous Peoples (IP) Learners** is being disseminated to provide guidance in answering the data fields in the LIS about IP learners and their ethnicity.

Field personnel involved in recording LIS data are strongly advised to study the briefer and disseminate it to ensure the accuracy of data gathered regarding IP learners.

For your guidance and immediate action.

## **FREQUENTLY ASKED QUESTIONS IN RECORDING WHO ARE INDIGENOUS PEOPLES (IP) LEARNERS**

This document intends to provide guidance in noting down learners who are Indigenous Peoples (IPs) and belong to Indigenous Cultural Communities (ICCs) as needed for the Learners Information System (LIS) and the Basic Education Information System (BEIS).

According to the Indigenous Peoples Rights Act (IPRA) or Republic Act 8371, Indigenous Peoples (IPs)/Indigenous Cultural Communities (ICCs):

refer to a group of people or homogenous societies identified by self-ascription and ascription by others, who have continuously lived as organized community on communally bounded and defined territory, and who have under claims of ownership since time immemorial, occupied, possessed and utilized such territories, sharing common bonds of language, customs, traditions and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and cultures, become historically differentiated from the majority of the Filipinos. ICCs/IPs shall likewise include peoples who are regarded as indigenous on account of their descent from the populations, which inhabited the country, at the time of conquest or colonization, or at the time of inroads of non-indigenous religions and cultures, or the establishment of present state boundaries, who retain some or all of their own social, economic, cultural and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside their ancestral domains.

To properly apply this definition and respond to other queries, this document is being provided.

### **What is ethnicity?**

Ethnicity refers to the learner's cultural background and roots largely based on ancestry (e.g., parents, grandparents) and shared cultural upbringing.

In the Philippine context, there are ethnicities or cultural communities that are considered IPs (e.g., Ayta, Ati, Iyatan, Kankanaey, Mandaya, Tboli) and there are ethnicities or cultural communities that are not considered IPs (e.g., Tagalog, Kapampangan, Ilocano, Cebuano, Surigaonon, Ilonggo).

### **Why is it important to be accurate regarding ethnicity data on IP learners?**

Every child has the right to an identity and nationality. The correct recording of one's ethnicity is a fundamental aspect of a learner's identity. It has a bearing on program implementation and the design of the teaching-learning process because lessons can be developed in relation to the socio-cultural background of learners.

**Is it DepEd who identifies who are IPs?**

It is the right of the IP learners and the IP communities to identify and declare who is an IP, while it is the obligation of DepEd to record it accurately in relation to its education mandate. DepEd personnel should not decide on who are to be considered IP learners even if based on data of other agencies. The data of other agencies shall be considered only as a secondary reference; the main source of information is the learner and the community to which the learner belongs to.

**Does IP mean indigent person/pupil/people?**

No, IP stands for Indigenous Peoples, not indigent persons. Indigent is related to the economic status of a person whereas Indigenous Peoples is related to the cultural dimension of a person. It is possible that an IP is indigent, but not all IPs are indigent, in the same way that not all indigent are IPs.

**Are 4Ps beneficiaries IPs?**

Not all 4Ps beneficiaries are IPs and it is also possible that there are IPs who are not 4Ps beneficiaries. Please do not use the 4Ps list as a primary basis for the identification of IPs.

While DSWD does have a Modified Conditional Cash Transfer (MCCT) Program specific for IPs, the list of these beneficiaries should not be used as the main reference in determining the ethnicity or IP identity of learners.

**Can language be used as a reliable basis for determining if the learner is an IP?**

No, it is possible for an IP learner not to speak the language of the IP community one belongs to due to circumstances (e.g. grew up in an area where the language of their IP community is not spoken). Not speaking the community's language does not mean the IP learner is not an IP anymore. (e.g., an Ayta learner raised in Manila may not anymore be fluent in the language of the community but the community considers the child as an Ayta and a member of their community).

**Who are Indigenous Peoples (IPs) in the Philippine context?**

IPs/ICCs in the Philippines are cultural communities that have, in varying degrees, maintained until today their way of life, their customary governance systems, their Indigenous Knowledge Systems and Practices (IKSPs), and even spiritual traditions which have been practiced and passed on from one generation to another since the pre-Hispanic times. They also remember, as a community, the specific geographical area in the country which has been the home of their community since time immemorial.