



Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

June 17, 2020

REGIONAL MEMORANDUM

No. **516**, s. 2020

**CONSIDERATIONS IN THE CONDUCT OF ENROLLMENT PROCEDURES BY SCHOOLS
SERVING IP LEARNERS LOCATED IN REMOTE, GEOGRAPHICALLY DIFFICULT AND
CONFLICT-AFFECTED AREAS**

To: Schools Division Superintendents
Regional Office Division Chiefs
Public Elementary and Secondary School Heads
All Others Concerned

1. Attached is Memorandum DM-CI-2020-00100 from the Office of the Undersecretary for Curriculum and Instruction dated June 9, 2020 relative to the considerations in the conduct of enrollment procedures by schools serving IP learners located in remote, geographically difficult, and conflict-affected areas.
2. For details and guidance, refer to the attached Memorandum.
3. Immediate dissemination of and compliance with this Memorandum are desired.


RAMIR B. UYTICO EdD, CESO IV
Director IV 

Enclosures: DM-CI-2020-00100

References: As stated

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

EDUCATION ENROLLMENT INDIGENOUS PEOPLE PROGRAMS

CLMD-RTV

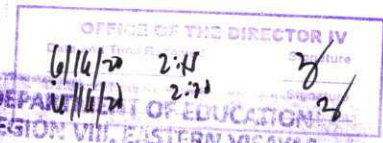




Republic of the Philippines

Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION



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**MEMORANDUM
DM-CI-2020-00100**

TO : Regional Directors, Chief, Policy, Planning, and Research Division (PPRD) and Regional IPed Program Focal Persons- I, II, CAR, III, IV-A, MIMAROPA, V, VI, VII, VIII, IX, X, XI, XII and CARAGA

Minister, Planning Officer, and IPed Program Focal Person, Ministry of Basic, Higher and Technical-Vocational Education (MBHTE)

Superintendents, Schools Governance and Operations Division (SGOD) Chiefs and IPed Program Focal Persons of Indigenous Peoples Education (IPed) Program Implementing Divisions

FROM : DIOSDADO M. SAN ANTONIO
Undersecretary

JESUS L. R. MATEO
Undersecretary

SUBJECT : Considerations in the Conduct of Enrollment Procedures by Schools Serving IP Learners Located in Remote, Geographically Difficult and Conflict-affected Areas

DATE : June 9, 2020

With the onslaught of the COVID-19 pandemic, the country's Indigenous Peoples (IP) communities have taken varied measures to protect their communities. In several regions, some families/communities have decided to move into the more interior areas of the uplands for two purposes: 1) to distance from the town centers which tend to be areas of higher infection risk; and, 2) be in a part of their ancestral domain where they can undertake their livelihood practices to ensure their basic needs as a community. These are areas where they have a higher chance of self-sufficiency to see through this crisis, something they most likely will not have if they remained closer to the town centers.

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Others have activated their community protection practices and protocols by delineating and designating community boundaries which outsiders should not trespass. Supplies for the community are left by local government unit (LGU) personnel at the boundary and are picked up by community members at an agreed time or signal. These protection practices and protocols are part of the IP community's Indigenous Knowledge Systems and Practices (IKSPs) for communal wellbeing and survival.

These indigenous community protection practices as a response to the threat of the spreading infection have been noted by the United Nations Permanent Forum on Indigenous Issues (UNFPPII) which is calling on all countries to be culturally sensitive in designing and implementing interventions to be introduced to IP communities, and to respect their cultural protection practices, including the decision of those who have moved into temporary isolation to protect themselves. Governments are also being called on to ensure the inclusion of IP communities in national COVID-19 response and recovery plans, highlighting the need for equitable mitigating measures and safety nets, given that many IP communities tend to be at a disadvantaged position to begin with. The rights of IPs to basic services at all time and to exercise self-determination as a community is also enshrined in the country's Indigenous Peoples Rights Act of 1997 which is one of the foundations of the Indigenous Peoples Education (IPEd) Program of the Department.

The Basic Education Learning Continuity Plan (BE-LCP) also includes "sensitivity to equity considerations and concerns" as Principle 4, particularly for groups in society that, at present, continue to be vulnerable and at a disadvantaged position, and this includes IP communities.

It is in this context that this Memorandum is being issued to provide supplementary considerations in implementing DO 8 s. 2020 or the *Guidelines on Enrollment for School Year 2020-2021 in the Context of the Public Health Emergency Due to COVID-19* in schools serving IP learners and located in IP communities, most of them in remote, geographically difficult and conflict-affected areas.

This Memorandum reiterates the Guidelines' call for heightened vigilance in ensuring the safety and wellbeing of all learners, stakeholders and DepEd personnel during the enrollment period. All schools serving IP learners and in IP areas shall strictly adhere to the stipulated schedule for distance and face to face enrollment initiatives. It is imperative that communities in the country's interior areas that have not been reached by the COVID-19 infection are kept protected, especially because these are areas where health care services needed in the face of an infection are not readily accessible.

Particular considerations and guidance are outlined in Annex 1 of this document. Also included as Annex 2 is the Frequently Asked Questions on Recording Who are Indigenous Peoples (IP) Learners which has been issued in 2018 but may be relevant once again in answering the question on ethnicity of IP learners.

For your appropriate action.