Republic of the Philippines

DEPARTMENT OF EDUCATION

**CORDILLERA ADMINISTRATIVE REGION**

Wangal, La Trinidad, Benguet

**EVALUATION TOOL FOR THE CONTEXTUALIZATION OF CULTURAL AND CURRICULUM STANDARDS**

*Direction: For each of the following statements, check the box which best reflects your judgement*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **INDICATORS** | | **AGREE** | **DISAGREE** | **NOT APPLICABLE** |
| 1. **GOVERNANCE** | |  |  |  |
| * + - 1. Does it foster culture sensitive and appropriate policy, based on international and national laws and DepEd policies? | |  |  |  |
| * + - 1. Does it recognize, promote and protect IP rights? | |  |  |  |
| * + - 1. Does it support IP ancestral domain rights and indigenous learning system? | |  |  |  |
| * + - 1. Does it include representatives from IP community governance bodies who are models of wisdom and integrity? | |  |  |  |
| * + - 1. Does it include education managers who are champions of IP culture? | |  |  |  |
| * + - 1. Does it include education managers who apply IP management practices? | |  |  |  |
| * + - 1. Does it adopt IP community life cycle? | |  |  |  |
| * + - 1. Does it adopt IP community decision making process? | |  |  |  |
| * + - 1. Does it recognize IP ways/ methods/ procedures on accounting, research, hiring, deployment and construction of structures? | |  |  |  |
| * + - 1. Does it allow contextualization of national policies and standards? | |  |  |  |
| * + - 1. Does it implement culturally responsive policies aligned with national policies? | |  |  |  |
| * + - 1. Does it implement a system of quality assurance that adheres to IPEd management standards? | |  |  |  |
| * + - 1. Does it adopt IKSPs in the exercise of their mandates in discharging their discretion/ decision making relative to hiring and finance? | |  |  |  |
| * + - 1. Does it manifest/ reflect sensitivity in discharging their functions? | |  |  |  |
| 1. **CURRICULUM AND CURRICULUM DEVELOPMENT** | |  |  |  |
| * + - 1. Does it include IKSPs and ILs in all learning levels and areas? | |  |  |  |
| * + - 1. Does it develop harmonious relationship anchored on culture and spirituality among different religious groups? | |  |  |  |
| * + - 1. Does it reflect students’ learning on IP culture and traditions? | |  |  |  |
| * + - 1. Is it based on Ancestral Domain and centers on the Indigenous People Learner? | |  |  |  |
| * + - 1. Does it promote the utilization of local materials language and experiences? | |  |  |  |
| 1. **INSTRUCTION** | |  |  |  |
| * + - 1. Is it holistically respecting and involving the factors of learning? | |  |  |  |
| * + - 1. Does it show respect to the rights of learners, elders and other vulnerable sectors of society? | |  |  |  |
| * + - 1. Does it support the promotion and respect of the diverse Ancestral Domain of the Cordilleras? | |  |  |  |
| * + - 1. Does it include the enhancement and preservation of the Cordillera cultures? | |  |  |  |
| 1. **EDUCATION PLANNING** | |  |  |  |
| * + - 1. Is there an established structure for IPEd easy access of data? | |  |  |  |
| * + - 1. Does the planning process incorporate customary practices and indigenous ways? | |  |  |  |
| * + - 1. Are the planning tools community-friendly? | |  |  |  |
| * + - 1. Does the mechanism include relevant IKSPs? | |  |  |  |
| 1. **EDUCATION RESOURCES** | |  |  |  |
| * + - 1. Are the education resources products of validated researches? | |  |  |  |
| * + - 1. Does it promote IP culture, values and ways of learning? | |  |  |  |
| 1. **MONITORING AND EVALUATION** | |  |  |  |
| * + - 1. Does the environment show the cycle of community life of IP? | |  |  |  |
| * + - 1. Does it promote personal and community involvement in environmental management for sustainable development? | |  |  |  |
| * + - 1. Does it provide accurate information about the IP Learner? | |  |  |  |
| * + - 1. Does it use Cordilleran language with pride and as an IP identity? | |  |  |  |
| * + - 1. Does it respect IP Rights Act? | |  |  |  |
| * + - 1. Does it show IP sensitivity or any IP issue? | |  |  |  |
| * + - 1. Does it show IKSPs, ILS and IP values in the curriculum are Ancestral Domain based? | |  |  |  |
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| COMMENTS/ SUGGESTIONS | | | | |
| Evaluator/ Validator: | School: | Grade Level: | | Date: |