

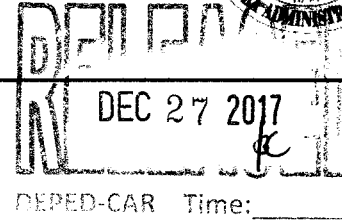


Republic of the Philippines
Department of Education
Cordillera Administrative Region
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REGIONAL ORDER


No. **013-2017**



ESTABLISHMENT OF A POLICY ON CONTEXTUALIZATION OF LEARNING RESOURCES

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

1. The DeED, CAR Regional office releases this Policy on Contextualization in contextualizing learning resources from the development, quality assurance, re-development, reproduction, distribution and use of print and non-print learning resources for IP Education in the Cordillera Administrative Region.
2. This shall guide the concerned developers, writers in developing contextualized learning resources up to its release to intended clients.
3. All previous processes or systems related to the development, approval, and release of learning resources which are inconsistent to this Regional Order are hereby repealed, rescinded, or modified accordingly.
4. This policy shall take effect immediately.
5. Immediate dissemination of and strict compliance with this ORDER is directed.


MAY B. ECLAR, Ph.D., CESO V
Office of the Regional Director

Encls.: Policy Statements on Contextualization

Reference:

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

OFFICES	PROCEDURE
COMMITTEE	RESEARCH
ISSUANCE	REVIEW
<u>/POLICY</u>	

CLMD/EMF/ect

REGIONAL GUIDELINES ON THE CONTEXTUALIZATION OF LEARNING RESOURCES

I. RATIONALE AND BACKGROUND

A. DepED Mandate

DepEd Mission is to protect and promote the right of every Filipino to quality, equitable, culture-based and complete basic education. The Department's mission statement, for the first time in history, highlights that national education should be culture-based.

Enhanced Basic Education Act of 2013 (RA 10533), Sec. 2 (c) states to make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning, including mother tongue as a learning resource. The DepEd shall adhere to the following standards and principles in developing the enhanced basic education curriculum:

- ✓ learner-centered, inclusive and developmentally appropriate
- ✓ relevant, responsive and research-based
- ✓ culture-sensitive
- ✓ contextualized and global
- ✓ use pedagogical approaches that are constructivist, inquiry-based,
- ✓ reflective, collaborative, integrative
- ✓ adhere to the principles and framework of MTB-MLE
- ✓ use the spiral progression approach to ensure mastery
- ✓ flexible enough to enable and allow schools to localize, indigenize
- ✓ and enhance the same based on their respective educational and
- ✓ social contexts.

Another standard of the K to 12 curriculum is its being flexible enough so that the local level, the schools in particular, can localize, indigenize and enhance it according to their educational and social contexts. Localization and indigenization, therefore, are major directions to actualize the K to 12 curriculum.

Information gathered is not validated with appropriate knowledge holders or culture-bearers, resulting sometimes in misinformation, inaccuracies, and misinterpretations of cultural practices.

Community information and knowledge are documented by others who then become the "authors" or "authorities" on the subject without the knowledge of the community. Books are sold and only the "author" benefits.

B. DepED Strategic Directions

DepEd Order 62, s. 2011

Adoption of the Indigenous Peoples Education Policy Framework

DO62 adheres to the Indigenous Peoples Rights Act (IPRA) that highlights the rights of IPs to their knowledge and their sharing, use and management. DepEd has to respond in line with the following:

- ACCESS
- PEDAGOGY, CONTENT AND ASSESSMENT
- LEARNING RESOURCES AND ENVIRONMENT
- HIRING, DEPLOYMENT AND DEVELOPMENT OF TEACHERS
- INSTITUTIONAL SUPPORT FOR IP EDUCATION
- LINKAGE-BUILDING
- ERADICATION OF DISCRIMINATION
- PEDAGOGY, CONTENT AND ASSESSMENT
- LEARNING RESOURCES AND ENVIRONMENT
- INSTITUTIONAL SUPPORT FOR IP EDUCATION
- ERADICATION OF DISCRIMINATION

C. Agency Concerns

Survey revealed that the following are concerns among ICCs and Department of Education in developing Learning Resources:

“Researchers” enter the community and conduct their research without going through the proper consent-seeking process.

“Researchers” gather data and information but do not acknowledge the community’s contribution, much less give a copy of the research to the community. The documentation becomes the property of the researcher or the institution.

Communities find some research processes and tools to be culturally inappropriate or culturally insensitive, and this can lead to distorted information.

Information gathered is not validated with appropriate knowledge holders or culture-bearers, resulting sometimes in misinformation, inaccuracies, and misinterpretations of cultural practices, leading in many cases to further discrimination of IP practices.

Community information and knowledge are documented by others who then become the “authors” or “authorities” on the subject without the knowledge of the community. Books are sold and only the “author” or the institution of the “author” benefits.

Information gathered is not validated with appropriate knowledge holders or culture-bearers, resulting sometimes in misinformation, inaccuracies, and misinterpretations of cultural practices.

Community information and knowledge are documented by others who then become the “authors” or “authorities” on the subject without the knowledge of the community. Books are sold and only the “author” benefits.

II. OBJECTIVES

A. General

To ensure that locally developed learning resources shall address the need on a culture sensitive, culture responsive, integrative and contextualized, relevant and responsive learning resources

B. Specific

a. To provide standard competence based contextualized learning resources.

b. Encourage the production, development, quality assurance and distribution of locally developed learning resources at the division and regional levels.

III. DEFINITION OF TERMS

a. Contextualization – refers to the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies, relevant, meaningful and useful to all learners.

b. Localization – refers to the process of relating content specified in the curriculum to local information and materials in the learner's community.

c. Indigenization – refers to the process of enhancing curriculum competencies, education resources and teaching learning process in relation to the bio –geographical, historical and socio-cultural context of the learner's community, Indigenization may also involve the enhancement of the curriculum framework, curriculum design and learning standards of subject areas, guided by the standards and principles adhered to by the national curriculum.

d. Artifacts – referred to as objects such as tools and crafts made by the indigenous peoples in the past such as ethnic cloth, cooking utensils, a handmade tool, or the remains of one, as a shard of pottery, characteristic of an earlier time or cultural stage, and objects found at an archaeological excavation.

IV. COMPOSITION, QUALIFICATION, ROLES AND FUNCTIONS OF THE PARTICIPATORY MONITORING AND EVALIATION TEAM- Regional Office

Names	Function
Regional Director	Over-all Chairperson
Assistant Regional Director	Co- Chairperson
Chief, CLMD	Co- Chairperson
QAD (1)	Member
FTAD (1)	Member
EPS LRMDS	Coordinator/ Facilitator
EPS, CLMD all subject areas	Members
LREs (9)	Members
LRMDS SDOS (9)	Members

- V. **BASIC ROLES AND FUNCTIONS OF THE PARTICIPATORY AND EVALUATION TEAM**
- a. Conduct QA periodically using the national and contextualized tools.
 - b. Submit Report Briefs and Summary of results to the Over-all Chairperson and the Team for approval and deliberation.
 - c. Recommend QA LR for uploading/ publishing to LR Portal.

VI. **POLICY STATEMENTS**

As a response, the region went into the process of formulating cultural standards in the effort to make the whole education system culturally sensitive. With the participation of elders from the eight divisions of the region, cultural standards were formulated for various aspects of the education system like the teacher, the school, education management, and learning resources, with the output serving as guide so that we move as one in contextualizing the K to 12 curriculum for IPED. This effort shall cascade as policy statements to the contextualization policy of DepEd Cordillera.

a. **INCLUSION of IPs in the LRMS PROCESSES- IP communities has a say in the mechanism, processes and implementation of the LRMS which includes structures for engagement.**

- i. Inclusion of IPs in the FPIC concerns – Free and Prior Information Consent shall be in accordance to the agreement between the ICCs and the researcher.
- ii. IP Education Framework, Platforms of Cooperation between DepED DO and community representatives
- iii. Protocols of engagement in terms of the production of LRs, TRs, and PDMs

b. **PROTECTION OF COMMUNITY IPR**

- i. Provide structures to assure participation of IP communities at different levels with the implications for the standards for IPR in the LRMS using the cultural standards form.

c. **AFFIRMATIVE ACTION AGAINST DISCRIMINATION**

- i. Development of Cultural Standards (subset of the Educational Soundness Specs?) to guide Quality Assurance processes of LRMS which is the LRMS Form E Cultural and F contextualization Forms

d. **CURRICULUM CONTEXTUALIZATION AND LEARNING RESOURCES PRODUCTION SHALL ADHERE TO THE KEY PROCESSES ON CONTEXTUALIZATION BY Establishment of DIALOGUE and COMMUNITY ENGAGEMENT which includes the following:**

- i. Situation Analysis and Education Planning.
- ii. Community Research on Indigenous Knowledge Systems and Practices (IKSPs).
- iii. Contextualization of LESSON PLANS with appropriate Instructional Materials.

- e. **On harvested Learning Resources (LRs) which were locally developed prior K to 12 shall be given permission for redevelopment by the ICCs through CLMD/CID -LRMDS, with a clear understanding of the degree of redevelopment to be done.**
 - i. To avoid infringement Copyright shall be secured for any redeveloped or modified LRs to fit to the current curriculum.
 - ii. Learning resources shall be culturally –responsive acquired and developed (harvested) shall undergo consent – seeking processes and shall duly recognize the source of the material and properly acknowledging the community.
 - iii. Can be redeveloped without losing the essential message validated within the target cultural dimensions and shall be validated with the community before final production.
 - iv. Shall or can be contextualized in relation to the context and realities of the cultural communities that will use the material. Can be contextualized in relation to the context and realities of the cultural communities that will use the material: present IP values, beliefs, traditions, practices, arts, crafts and community institutions in their proper community context and historical setting. Material shall be validated before final production utilizing the Contextualized Validation Tool for Contextualization of LRs
 - v. promotes the sense of belongingness among learners who belong to the cultural community being represented
 - vi. Free of erroneous facts, interpretations and biases about the ICC being presented Shall be assessed utilizing standards and contextualization guidelines / criteria and with corresponding contextualized lesson plans in line with the K to 12 competencies in every target key stage area.
 - vii. Uphold and communicate the richness of IP values, traditions and practice and community institutions.
 - viii. Present IP Values, beliefs, traditions, practices, arts, crafts in their proper community context and historical setting.
 - ix. Shall adhere to the guidelines set by the national on print and camera ready materials
 - x. Assessment shall utilize all standards including those that examine culture-responsiveness and are regionally generated / developed and Quality Assured.
 - xi. Culturally –responsive education resources recognize the community /ICC as the owner and author of the community's cultural product and processes. Ownership and authorship of the IKSPs by the community are appropriately acknowledged in the learning resources developed.
 - xii. Teachers contextualizing LRs shall be acknowledged as writers and or Documenters of the Learning Resource and shall be accorded recognition after thorough consultation with (SDOs) DepED and ICCs.
 - xiii. The Cataloguing of culturally –responsive Learning Resources duly recognize the persons involved in the production of the LR.
 - xiv. The identity of the source of information regarding the IKSPs and those involved in validation are to be documented to clarify accountability

- xv. Cultural considerations guide the publication and delivery of culturally-responsive education resources.
- xvi. The manner of storing the education resources respects the community's belief system
- xvii. The community's right to decide on the extent of distribution of learning resources that discuss the community's IKSPs is respected.
- xviii. The TERRITORY as Learning Resource shall be accorded proper respect:
- xix. Permission is sought before going to particular places within the territory
- xx. Reverence as appropriate is practiced during the visit
- xxi. Before leaving, check to assure proper care has been accorded to the place
- xxii. Any materials used in the place should be cleared with the community
- xxiii. Community's consent is sought with regards the publication (inclusion in the portal) of their community as a learning resource (ex. video clip of the place).

f. CULTURAL ARTIFACTS are used, the meaning/s ascribed to or associated with the artifact by a community are respected:

- i. ARTIFACTS are handled, used and kept/stored based on the meaning, restrictions, symbolisms and other considerations set by the community.
- ii. The meanings associated with the artifacts are incorporated in the discussion to assure that learners understand the artifacts holistically and the lesson promotes its authentic and proper use
- iii. Commercial viability of artifacts should be discussed with the community before discussing commercial dimensions.
- iv. Example in TLE
- v. The publication of the artifacts as a learning resource (video clip or picture to be stored in the portal) are done with the community's permission.
- vi. In IP Education, the concept of learning resources is not limited to books, cds, audio recordings, manipulatives. It also includes the place or the territory, cultural artifacts, cultural practices, and people thus:
- vii. When PRACTICES are used as a learning resource, the meaning ascribed to or associated by a community with the practices are respected and practiced.
- viii. Permission is ought as appropriate before the practice is made a part of the teaching –learning process
- ix. The presence of culture-bearers is sought to assure the proper learning and understanding of the practice.
- x. The lesson promotes a deep understanding of the history, evolution and value of the practice, developing in IP learners a sense of inheritance of the practice, and among learners of other ethnicities, a respect for the practice.

- xi. The publication of practices in non-print formats will be according to the decision of the community.
- xii. Indigenous equipment like prototypes of IP instruments or any intervention shall under the consent seeking process and the NSTIC prototyping process for testing and reproduction.

g. When Elders are tapped as Learning Resources:

- i. People/ Elders as a learning resource happen when culture bearers are invited to be part of the teaching-learning process. They are accorded the respect due to them.
- ii. Culture bearers (ICCs) are properly oriented about classroom lessons and activity and their suggestions regarding cultural dimensions in relation to the lessons are sought to assure cultural sensitivity, accuracy and appropriateness.
- iii. Learners are prepared and oriented about the presence of culture bearers and are guided to respect them.
- iv. The needs of the culture bearers/elders are appropriately responded to.
- v. In documenting the lesson, seek the permission of the culture bearer/elders.
- vi. On Private schools developing contextualized Learning resources:
- vii. The material shall be conceptualized after consent-seeking processes were done.
- viii. Uphold and communicate the richness of IP values, traditions and practice and community institutions.
- ix. Present IP Values, beliefs, traditions, practices, arts, crafts in their proper community context and historical setting.
- x. Material shall be validated before final production utilizing the Contextualized Validation Tool for Contextualization of LRs.
- xi. Shall not be utilized for profit in any circumstance unless utilized for their school use or shall respond to DepED textbook call as publisher.
- xii. Shall bear the expenses in the piloting and cultural validation of the locally developed LRs.

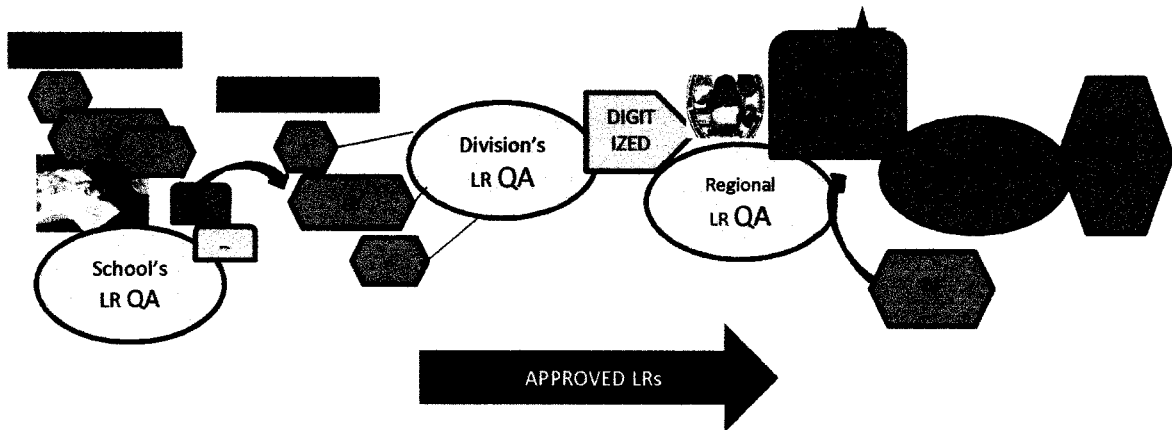
h. On Monitoring and Evaluation:

- i. Shall be done in accordance with the supervisory/instructional plans of the schools with reference to this policy.
- ii. Results shall be directed to the SDS of the concerned division for possible intervention.
- iii. Findings /analysis shall be coordinated with the concerned functional divisions in the region.

VII. SCOPE OF THE POLICY

The policy covers all Txt and Non-txt Learning resources , print and non-print teachers' developed Learning Resources categorized as Teachers Materials (DLP, DLL, Teachers' Guide, Instructional materials, modules and manuals), Learners' Materials (Activity Sheets, modules) and Professional Development Materials, TVL and Math and science equipment.

VIII. FLOW DIAGRAM OF CONTEXTUALIZED LRMS



IX. REFERENCES:

IPED Framework, IPED Curriculum Framework, IPED Policy Framework,
IPED Road MAP 2016-2020

DepEd Order 62, s. 2011 Adoption of the Indigenous Peoples Education
Policy Framework

RA 10533, Sec. 2 and Sec. 5 Enhanced Basic Education Act of 2013

Approved:

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