




Republic of the Philippines
Department of Education
Caraga Region
SCHOOLS DIVISION OF SURIGAO DEL SUR

DEPED-DIVISION OF SURIGAO DEL SUR
RELEASED
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DIVISION MEMORANDUM
No. 083, s. 2026

To: CID Chief
Division IPed Focal Person
Public Schools District Supervisors
District In Charge
Concerned School Heads
All Others Concerned

**DIVISION WORKSHOP ON CULTURAL COMPETENCY MAPPING
AND ALIGNMENT TO THE REVISED K-10 CURRICULUM**

1. The implementation of the Revised K-10 Curriculum emphasizes contextualization, inclusivity, and learner-centered instruction. As schools serve increasingly diverse communities—including Indigenous Peoples (IP), culturally distinct groups, and marginalized learners, there is a pressing need to ensure that curriculum delivery reflects and respects learners' cultural identities.
2. Cultural Competency Mapping is a systematic process of identifying cultural assets, traditions, community knowledge systems, languages, and lived experiences that can enrich teaching and learning in an IPED implementing schools divisionwide. When aligned with the Revised K-10 Curriculum, cultural mapping supports: meaningful contextualization of learning competencies; improved learner engagement and participation; strengthened inclusion of Indigenous Knowledge Systems and Practices (IKSP); enhanced responsiveness to community realities; and reduction of cultural bias in instructional materials and assessment practices. Hence, the conduct of Division Workshop on Cultural Competency Mapping and Alignment to the Revised K-10 Curriculum on March 2-3, 2026 in Goldbar Hotel & Restaurant, Tandag City.
3. The following are the objectives of the activity:
 - a. Explain the principles of cultural competency in education;
 - b. Describe the key features of the Revised K-10 Curriculum;
 - c. Identify cultural assets and community knowledge systems within the community;
 - d. Develop a Cultural Competency Map for the respective district;
 - e. Align mapped cultural elements with specific K-10 learning competencies;
 - f. Formulate an integration plan for curriculum contextualization in coordination with the IP leaders and elders and the NCIP.

4. Participants of the activity are the school heads of all the IPEd implementing schools, invited Indigenous Peoples (IP) leaders, elders and culture bearers.
5. School Head participants shall bring a copy of their mapped cultural competency in the community where their IPEd implementing school is situated and a copy of the Revised K-10 Curriculum. They shall also bring laptop and extension wire to be used during the workshop.
6. Expenses incurred on meals and snacks, accommodation, honorarium and transportation of IP leaders, elders/culture bearers shall be charged to the IPEd Program Support Fund (PSF). Travelling expenses of the school heads shall be charged to their School MOOE/SEF/Local Funds subject to the usual budgeting, accounting, and auditing rules and regulations.
7. Immediate dissemination of this Memorandum is desired.


LORENZO O. MACASOCOL, PhD, CESO V
 Schools Division Superintendent

Encl.: None
 Reference: DO 32,s.2015 and DO 62,s.2011
 To be indicated in the Perpetual Index
 under the following subjects:

IPEd

COMPETENCY MAPPING

CID/IPEd
 02/25/2026