

The Implementation of Indigenous Peoples Education (IPEd) Program: An Evaluation

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Abstract

The primary goal of this study is to evaluate the implementation of the Indigenous Peoples Education (IPEd) program in the Division of Tarlac Province. Standard questionnaires were used as the primary data gathering tool in this evaluation research method, supplemented with unstructured interviews and documentary analysis. The researcher made use of purposive sampling to identify the number of respondents. The participants of the study were the teachers and school heads of IPEd Implementing Schools in the elementary level of the Division of Tarlac Province for the School Year 2019 to 2021. It was found in the study that: (1) Most implementing schools have adequate Learning Materials (LMs). On the other hand, there are schools where LMs are insufficient and in some subjects, LMs are unavailable. (2) The school screening committee should consult IP customary elders/ leaders where the school is located to verify and better assess the application. However, this is not given considerable attention since a certification from NCIP is already acceptable. (3) Majority of the IPEd teachers obtained training by the Division of Tarlac Province. But training to familiarize with indigenous language and culture are inadequate. It was recommended that: (1) Continuous consultation with Division Inclusive Education Program Supervisor, NCIP, and Community elders shall be done to strengthen the existing implementation of IPEd program. (2) During the screening process or interview, the IP elders or leaders may be part of the screening committee to verify that the aspirant IPEd teachers fully understand their culture and practices and measure their effective communication skills. (3) Provide training for teachers to be able to incorporate their methods of teaching with the dominant language in the community. Customary Elders and IP leaders may seek their knowledge and skills by inviting them to be resource people at school-based or district-wide training.

Keywords: indigenous people, learning materials, IPEd teachers, communication skills