The Implementation of Indigenous Peoples Education (IPED) Program: Towards A Proposed Plan of Action

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Abstract

The primary objective 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 by unstructured interviews and documentary analysis. The participants of the study were the teachers and school heads of IPEd Implementing Schools at the elementary level of the Division of Tarlac Province. The researcher applied different research instruments in the study, such as survey- questionnaires backed-up by unstructured interviews to provide some clarification and verify the data collected in the questionnaire. During the interview, more questions were asked to confirm and explain the responses of the participants to the questionnaire. Three (3) experts checked and validated the survey questionnaire used in data gathering: One Education Program Supervisor for Inclusive Education and two Public Schools District Supervisors. It was found in the study that: (1) Most implementing schools have adequate Learning Materials (LMS). In some schools Learning Materials are not sufficient and, in some learning areas, Learning Materials are unavailable. (2) The school screening committee should consult IP customary elders or leaders where the school is situated 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 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 teacher 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 Peoples Education, Curriculum, Indigenous People, IPEd Program

Introduction

Education is a public institution that imparts basic academic knowledge, skills, and cultural values to a society. Education is universally recognized as an essential source for people and communities. In most countries, primary education is increasingly seen as a responsibility and a right. From a historical

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viewpoint, the world's education system has expanded significantly during the last two centuries. Global literacy rates have been improving over the previous two centuries, primarily due to rising primary education rates.

Indigenous education is mainly related with the traditional educational methods, beliefs, and practices that have secured the transfer of indigenous knowledge and skills from generation to generation. Additionally, new types of indigenous education are developing that assist indigenous peoples in addressing today's challenges. Over 20 Latin American nations, Canada and the United States, Australia and New Zealand, Norway, and the Philippines, to mention a few, have created indigenous education projects. Recently, Indonesia has seen a surge in indigenous education expansion and development.

The Indigenous Peoples Rights Act of 1997 requires all government organizations to acknowledge and ensure the welfare of Indigenous Cultural Communities/Indigenous Peoples in the context of national unity and development. The Department of Education published the DepEd Order No. 62, s. 2011, The National Indigenous Peoples Education Policy Framework, serves as a model for promoting, continuous conversations, shared accountability, dedication, and partnerships with the government, IPs groups, and other partners in education in advocating IPs Learners' educational rights. The Indigenous Peoples Education (IPEd) Program is the Department of Education's response to indigenous peoples' right to primary education contextually sensitive, acknowledges their identities, and values their indigenous knowledge, skills, and other attributes of their culture and legacy.

In this context, the researcher targets to evaluate the implementation of the Indigenous Peoples Education (IPEd) program in public schools in the Division of Tarlac Province. Additionally, the study will evaluate the program objectives, eligible activities and expenses, operational expenses, implementation, and methods and strategies. Furthermore, it will strive to ascertain the problems, challenges, and needs associated with implementing the program. Survey questionnaires will be prepared and administered to the research participants. Thus, this research study may serve as a springboard for establishing teacher-specific training programs.

Objectives of the Study

This study evaluated the implementation of Indigenous Peoples Education (IPEd) Program among implementing schools in the Division of Tarlac Province.

1. To evaluate the implementation of Indigenous Peoples Education (IPEd) program as to:
    1.1. Input
        1.1.1. Program Objectives
        1.1.2. Learning Materials
        1.1.3. Hiring Process
        1.1.4. Capacity Building
        1.1.5. Curriculum Content and Planning
    1.2. Process
        1.2.1. Level of Implementation
        1.2.2. Methods and strategies
    1.3. Product
        1.3.1. Proficiency Level of Learners
2. To identify problems encountered by the teachers and school heads in the implementation of IPEd program.

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Methodology

This study used an evaluation research method to evaluate the implementation of the Indigenous Peoples Education (IPEd) Program of the Division of Tarlac Province. It aimed to define the problems encountered during the implementation. The participants of the study were the teachers of IPEd implementing schools in the Division of Tarlac Province. The total number of participants for each school was determined using a purposive and convenient sampling approach. Participants were 106 teachers and 19 school heads in 21 schools within 7 districts in the Division of Tarlac Province.

The researcher applied different research instruments in the study, such as survey- questionnaires backed-up by unstructured interviews to provide some clarification and verify the data collected in the questionnaire. During the interview, more questions were asked to confirm and explain the responses of the participants to the questionnaire. Three (3) experts checked and validated the survey questionnaire used in data gathering. One Education Program Supervisor for Inclusive Education and two Public Schools District Supervisors.

A letter requesting authorization to conduct the research was sent to the Schools Division of Tarlac Province. After the request was approved, a letter was prepared to request the participation and cooperation of the school heads and teachers.

Results and Discussions

1. Implementation of Indigenous Peoples Education (IPEd) programs

1.1. In terms of Program Objectives

Table 1
Program Objectives

Program Objectives	Teachers		School Heads	
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
Establish rights-based partnership with IP communities to ensure inclusion, participation, and empowerment of Ips in the implementation of the IPED Program.	4.19	Very Satisfactory	4.56	Outstanding
Make the curriculum culturally responsive to the IP learners' specific community.	4.25	Very Satisfactory	4.56	Outstanding
Build the capacity of teachers, school heads, and other concerned personnel at different levels of governance in implementing culture-based education for IPs.	4.28	Very Satisfactory	4.44	Very Satisfactory
Develop culturally appropriate learning resources and learning environments.	4.34	Very Satisfactory	4.33	Very Satisfactory
Facilitate interfacing between IP communities and DepEd in education.	4.23	Very Satisfactory	4.33	Very Satisfactory
Strengthen the policy environment supportive of IPEd.	4.34	Very Satisfactory	4.56	Outstanding
Address the learning needs of IP learners who do not have access to basic education services.	4.34	Very Satisfactory	4.33	Very Satisfactory
Composite Mean	**4.28**	**Very Satisfactory**	**4.44**	**Very Satisfactory**

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On program objectives, teachers and school heads gave the most weight to the 'strengthen the policy environment supportive of IPEd' strand, with a weighted means of 4.34 and 4.56. However, the *weak point* in this strand, as assessed by the teachers, is the 'establish rights-based partnership with IP communities to ensure inclusion, participation, and empowerment of IPs in the implementation of the IPED Program' strand with a weighted mean of 4.19 while for the school heads are 'develop culturally appropriate learning resources and learning environments,' 'facilitate interfacing between IP communities and DepEd in education,' and 'address the learning needs of IP learners who do not have access to basic education services with a weighted mean of 4.33. The grand mean for school heads is 4.44, slightly higher than the grand mean for teachers (4.28). It is clear that school heads and teachers are assisting the IPEd program by implementing specific guidelines, mechanisms, and strategies to accomplish and achieve program objectives.

1.2. In terms of Learning Materials

Table 2
Learning Materials

Learning Materials	Teachers		School Heads	
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
Learning objectives are aligned with the DepEd learning competencies.	4.26	Very Satisfactory	4.22	Very Satisfactory
Learning competencies are stated clearly and written from the student's perspective.	4.25	Very Satisfactory	4.44	Very Satisfactory
Content is free from cultural, gender, racial, or ethnic bias.	4.09	Very Satisfactory	4.56	Outstanding
Content stimulates and promotes critical thinking.	4.11	Very Satisfactory	4.44	Very Satisfactory
Content is relevant to real-life situations.	4.19	Very Satisfactory	4.44	Very Satisfactory
Language (including vocabulary) is appropriate to the target user level, including the use of local language.	4.25	Very Satisfactory	4.33	Very Satisfactory
Content promotes positive values that support formative growth.	4.23	Very Satisfactory	4.33	Very Satisfactory
Culturally responsive, sensitive, and appropriate curriculum that incorporates relevant Indigenous Knowledge, Skills, and Practices (IKSPs) in all learning levels and areas and articulates Indigenous Peoples' rights and practices in the education system.	4.25	Very Satisfactory	4.56	Outstanding
Inclusive, gender sensitive, and culturally sensitive in developing the 21st century integrative skills.	4.23	Very Satisfactory	4.33	Very Satisfactory
Rooted in an ancestral domain that acknowledges, promotes, and protects Indigenous Knowledge, Skills, and Practices (IKSPs).	4.28	Very Satisfactory	4.56	Outstanding
Develops IP learners' understanding of their identities.	4.30	Very Satisfactory	4.33	Very Satisfactory
Enhances the Indigenous Knowledge Systems and Practices (IKSPs) of learners in response to the demands of the global community.	4.21	Very Satisfactory	4.33	Very Satisfactory
Discussion of concepts with local situations or examples and addition of local topics to particular subjects (e.g., indigenous musical instruments in music class aside from the usual instruments taught).	4.19	Very Satisfactory	4.22	Very Satisfactory
Inclusion of local knowledge in the topics (e.g., local identification system of animals and plants, or land and water forms).	4.23	Very Satisfactory	4.67	Outstanding
Addition of underlying values like identity and self-determination.	4.19	Very Satisfactory	4.56	Outstanding
Composite Mean	**4.22**	**Very Satisfactory**	**4.42**	**Very Satisfactory**

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Regarding the assessment of learning resources, the responses of teachers and school heads differ significantly. But teachers respond to the highest mean that the learning materials develop IP learners' understanding of their identities. While the assessment of school heads on IPEd learning materials, the Inclusion of local knowledge in the topics got the highest mean score. It is clearly stated that the school heads' assessment differs from the teachers' assessment in learning materials. Since teachers are the key players in the lesson delivery, they know if the learning materials are suited to the capabilities and needs of the IP learners.

1.3. In terms of the Hiring Process

Table 3
Hiring Process

Hiring Process (Evaluation And Selection)	Teachers		School Heads		Composite Mean	Verbal Description
	Mean	Verbal Description	Mean	Verbal Description		
There is an IPED implementing school screening committee for IPED teacher-applicants.	4.15	Very Satisfactory	4.44	Very Satisfactory	4.30	Very Satisfactory
Only applicants, who by ethnicity, an IP member can apply and be considered as IPED teacher-applicants.	3.70	Very Satisfactory	4.56	Outstanding	4.13	Very Satisfactory
Applicants who by ethnicity and IP member community but are not LET passers can apply.	2.45	Fair	2.36	Fair	2.41	Fair
Non- IP applicants are allowed to apply to IPED implementing schools.	3.70	Very Satisfactory	4.00	Satisfactory	3.85	Very Satisfactory
For IPED teacher-applicants, a certificate from the IP elders certifying that the applicant is a member of the IP is required.	3.98	Very Satisfactory	4.11	Very Satisfactory	4.05	Very Satisfactory
Recognized IP customary leaders where the school is situated are conferred by the committee to validate and better evaluate the application.	2.32	Fair	2.48	Fair	2.40	Fair
There is a different evaluation and selection procedure for IPED-teacher applicants.	3.96	Very Satisfactory	4.44	Very Satisfactory	4.20	Very Satisfactory
There is a different criterion for IPED teacher-applicants and regular teacher-applicants.	4.04	Very Satisfactory	4.67	Outstanding	4.36	Very Satisfactory
Composite Mean	**3.54**	**Very Satisfactory**	**3.88**	**Very Satisfactory**	**3.71**	**Very Satisfactory**
					Grand Mean	

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On the hiring process, with the rating of 4.15 and a verbal description of "Very Satisfactory," teacher-participants evaluated that there is an IPED implementing school screening. This statement was proved by school heads and got a mean score of 4.44. In the IPEd hiring process, there are different criteria for regular teacher applicants, as both participants attested. This assertion got the highest mean score of 4.67 from school heads and the second-highest score of 4.04 from the teachers. As per DepEd Order 50, series of 2016, IP leaders shall be consulted by the school screening committee to validate and better assess the application of the teachers. However, this statement got the lowest mean of 2.62 for the teachers and 2.78 for the school heads, and a "Satisfactory" verbal description was gained for both participants.

1.4. In terms of Capacity Building

Table 4
Capacity Building

Capacity Building	Teachers		School Heads		Composite Mean	Verbal Description
	Mean	Verbal Description	Mean	Verbal Description		
Familiarize with indigenous culture.	4.23	Very Satisfactory	4.22	Very Satisfactory	4.23	Very Satisfactory
Familiarize with indigenous language.	4.06	Very Satisfactory	4.22	Very Satisfactory	4.14	Very Satisfactory
Respect for indigenous beliefs and principles regarding education.	4.36	Very Satisfactory	4.44	Very Satisfactory	4.40	Very Satisfactory
Respect indigenous concepts and values who engage in an interactive process with indigenous communities and students.	4.34	Very Satisfactory	4.67	Outstanding	4.51	Outstanding
Utilize and develop responsive and innovative teaching approaches in cooperation with the IP leaders.	4.26	Very Satisfactory	4.56	Outstanding	4.41	Very Satisfactory
Utilize and develop responsive and immersive instructional materials in cooperation with the IP leaders.	4.25	Very Satisfactory	4.56	Outstanding	4.41	Very Satisfactory
Open to continuous assessment of our work.	4.25	Very Satisfactory	4.33	Very Satisfactory	4.29	Very Satisfactory
Programs organized in collaboration with indigenous peoples' groups and communities.	4.25	Very Satisfactory	4.22	Very Satisfactory	4.24	Very Satisfactory
Facilities organized in collaboration with indigenous peoples' groups and communities.	4.25	Very Satisfactory	4.44	Very Satisfactory	4.35	Very Satisfactory
Composite Mean	**4.25**	**Very Satisfactory**	**4.41**	**Very Satisfactory**	**4.33**	**Very Satisfactory**
					Grand Mean	

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Most of the IPEd teachers received training by the Division of Tarlac Province through the HRD, with the assistance of the Education Supervisor in Inclusive Education. This is noticeable since the highest and lowest ratings indicate "Very Satisfactory" for the corresponding items.

Teachers and school leaders rated the capacity building as "Very Satisfactory" with a Grand Mean of 4.33. IP and non-IP teachers with more than five years in service were satisfied with the seminars and training provided by the SDO Tarlac Province. Teachers with less than five years of experience, especially new teachers, and non-IP teachers, need more intensive language and culture training to impart to IP learners the indigenous knowledge, skills, and practices they deserve and to ensure they can maintain important cultural ties, affirm their identity, and preserve vital connections with older generations.

1.5. In terms of Level of Implementation

Table 5
Level of Implementation

Level Of Implementation	Teachers		School Heads		Composite Mean	Verbal Description
	Mean	Verbal Description	Mean	Verbal Description		
Provide leadership assistance to facilitate culturally sensitive and contextualized teaching and learning.	4.13	Very Satisfactory	4.44	Very Satisfactory	4.29	Very Satisfactory
Assist teachers in promoting innovation advancements to allow the development of creative knowledge and the sharing of knowledge on IPEd.	4.19	Very Satisfactory	4.78	Outstanding	4.49	Very Satisfactory
Support continuing professional growth and development of teachers on IPEd.	4.19	Very Satisfactory	4.44	Very Satisfactory	4.32	Very Satisfactory
Encourage the use of local material resources as both educational providers and educational content.	4.19	Very Satisfactory	4.67	Very Satisfactory	4.43	Very Satisfactory
Encourage active and sustainable partnerships between educational contexts and the wider community.	4.19	Very Satisfactory	4.67	Outstanding	4.43	Very Satisfactory
Facilitate collaboration between schools, parents, and community groups, and mobilize local resources within communities to build IPEd programs, so that communities may share their cultural values and local art forms.	4.19	Very Satisfactory	4.78	Outstanding	4.49	Very Satisfactory
Establish and assess school-community partnership initiatives based on the concepts of inclusive collaboration, integration, and relevance.	4.23	Very Satisfactory	4.67	Outstanding	4.45	Very Satisfactory
Encourage efficient documentation and sharing of knowledge between community elders, school leaders and teachers.	4.17	Very Satisfactory	4.56	Outstanding	4.37	Very Satisfactory
Provide stakeholders with information and evidence, including governments, communities, and National Local Government Unit.	4.17	Very Satisfactory	4.33	Very Satisfactory	4.25	Very Satisfactory
Composite Mean	**4.18**	**Very Satisfactory**	**4.59**	**Outstanding**	**4.39**	**Very Satisfactory**
					Grand Mean	

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On the level of implementation, it is clearly shown that the implementation and evaluation of collaborative school-community projects are based on inclusive cooperation, integration, and relevance principles. Both participants agreed upon this statement as the highest achievable statement. A successful partnership between the school and the community results from effective collaboration, a culture of trust, and shared responsibility for educating the children and young people at the school.

1.6. In terms of Methods and Strategies

Table 6
Methods and Strategies

Methods And Strategies	Teachers		School Heads		Composite Mean	Verbal Description
	Mean	Verbal Description	Mean	Verbal Description		
Uses mother tongue in literacy and numeracy instruction.	4.11	Very Satisfactory	4.56	Outstanding	4.34	Very Satisfactory
Produces and uses indigenous materials in teaching and learning.	4.09	Very Satisfactory	4.56	Outstanding	4.33	Very Satisfactory
Teaching other languages as a basis for cross-cultural understanding and tolerance	4.06	Very Satisfactory	4.44	Outstanding	4.25	Very Satisfactory
Use of the local language in teaching when appropriate.	4.11	Very Satisfactory	4.56	Outstanding	4.34	Very Satisfactory
Discussion of topics using local examples or situations.	4.04	Very Satisfactory	4.33	Very Satisfactory	4.19	Very Satisfactory
Local knowledge and examples are included into the discussions.	4.11	Very Satisfactory	4.22	Very Satisfactory	4.17	Very Satisfactory
Addition of core values such as and self-determination, responsibility, id entity.	4.09	Very Satisfactory	4.33	Very Satisfactory	4.21	Very Satisfactory
Addition of local topics to subjects (ex. indigenous musical instruments)	3.96	Very Satisfactory	4.22	Very Satisfactory	4.09	Very Satisfactory
Inviting IP elders or experts from the community as speaker or lecturer for topics.	2.23	Fair	2.44	Fair	2.34	Fair
Involving native speakers of indigenous languages as teachers in ceremonies with family members, to learn about cultural significance of places, rituals, associated songs, dances, astrological observation, etc.	2.49	Fair	2.44	Fair	2.47	Fair
Composite Mean	**3.73**	**Very Satisfactory**	**4.01**	**Very Satisfactory**	**3.87**	**Very Satisfactory**
					Grand Mean	

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On methods and strategies, most teachers were employing the mother tongue in the classroom instruction, especially for literacy and numeracy instruction, as well as the local language when appropriate, as per classroom observations conducted by school heads. As per DepEd Order No. 32, Series of 2015 – Adopting the Indigenous Peoples Education Curriculum Framework, The Department of Education encouraged educators to promote sustained community involvement, which assures indigenous communities' meaningful participation in including their IKSP in the Basic Education Curriculum. Elders or experts from the community were not thoroughly involved as resources for specific subjects or as speakers in ceremonies to understand locations' customs and cultural importance.

1.7. Summary of Teachers and School Heads Ratings

Table 7
Summary of Teachers and School Heads Ratings on the Implementation of the Indigenous Program Education (IPEd) Program

Parameter	Teachers		School Heads		Composite Mean	Verbal Description
	Mean	Verbal Description	Mean	Verbal Description		
Program Objectives	4.28	Very Satisfactory	4.49	Very Satisfactory	4.30	Very Satisfactory
Learning Materials	4.22	Very Satisfactory	4.42	Very Satisfactory	4.32	Very Satisfactory
Hiring Process	3.54	Very Satisfactory	3.88	Very Satisfactory	3.71	Very Satisfactory
Capacity Building	4.25	Very Satisfactory	4.41	Very Satisfactory	4.33	Very Satisfactory
Curriculum Content and Planning	4.26	Very Satisfactory	4.48	Very Satisfactory	4.37	Very Satisfactory
Program Support Fund and Operational expenses	4.13	Very Satisfactory	4.21	Very Satisfactory	4.17	Very Satisfactory
Level of Implementation	4.18	Very Satisfactory	4.59	Outstanding	4.39	Very Satisfactory
Methods and strategies	3.73	Very Satisfactory	4.01	Very Satisfactory	3.87	Very Satisfactory
Overall Ratings on the Evaluation of the Implementation of the IPEd Program					**4.18**	**Very Satisfactory**

Teachers and school heads evaluated the implementation of the Indigenous Peoples Education (IPEd) Program as "Very Satisfactory", with an overall mean rating of 4.18. The participants are teachers and school heads in IPEd implementing schools in the Division of Tarlac province. The weighted means obtained from the participants were reflected from eight (8) parameters: Program Objectives, Learning Materials, Hiring Process, Capacity Building, Curriculum Content and Planning, Program Support Fund and Operational Expenses, Level of Implementation, and Methods and strategies.

The results of this study identified the areas for improvement and strengths which will help the program implementers, curriculum planners, teachers, and school administrators to figure out on what areas they need to focus.

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2. Proficiency Level of Learners

Table 10
Proficiency Level Of Learners For S.Y. 2019-2020 And 2020-2021

Core Subjects	Outstanding 90-100		Very Satisfactory 85-89		Satisfactory 80-84		Fair Satisfactory 75-79		Did Not meet Expectations (Below 75)	
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
English	7%	11%	18%	31%	59%	53%	16%	5%	0%	0%
Science	9%	12%	17%	36%	61%	49%	12%	3%	0%	0%
Math	9%	12%	16%	32%	62%	53%	14%	3%	0%	0%
Filipino	12%	14%	17%	43%	60%	40%	11%	3%	0%	0%
Average	**9%**	**12%**	**17%**	**36%**	**60%**	**49%**	**13%**	**4%**	**0%**	**0%**

On the Proficiency levels, during 2020-2021, under Modular Distance Learning, the learners' academic achievement was enhanced in all levels and subjects. learners with the general average of 75-79 were set down by 9% and the general average of the learners of 80-84 was also decreased by 11%. Nevertheless, the general average of 85-89 was improved by 19%, and the general average of 90-100 increased by 3 %.

Conclusions

Based on the findings, the following conclusions were drawn:

1. Program objectives are achievable based on the responses of teachers and school heads. The overall rating for teachers and school heads was "Very Satisfactory". This means the program objectives of the DepEd guide most IPEd implementing schools. School heads and teachers support the IPEd program by implementing specific guidelines, mechanisms, and strategies to accomplish and achieve program objectives.
2. Evaluation of Learning Materials (LMs) utilized in the IPEd program have various assessments from teachers and school heads. Teachers evaluated the content of the LMs, the inclusion of local knowledge in the tropics were observed, such as the local identification system of animals and plants or land and water forms which is very important so that IP learners will further understand and can easily relate to the lesson. Since teachers are the key players in the lesson delivery, they know whether the LMs are suitable to the capabilities and needs of the IP learners.
3. As indicated in the DepEd Order 50, series of 2016, the school screening committee should consult IP customary elders or leaders where the school is situated to verify and better assess the application. However, this is not given considerable attention since a certification from NCIP is already acceptable.
4. Majority of the IPEd teachers obtained training by the Division of Tarlac Province. But Intensive training to familiarize with indigenous language and culture are inadequate. Teachers must be provided continuous training opportunities to remain effective in their teaching careers.

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5. The overall result of the Implementation of Indigenous Peoples Education (IPEd) Program based on the assessment of the teachers and school heads in all parameters is "Very Satisfactory"

Recommendations

Based on the foregoing discussion of the salient findings and conclusions, the following are the recommendations offered by the researcher:

1. Based on the teachers' responses, due to a shortage of learning resources, they adapted from the other division to solve the scarcity of learning materials. It is recommended that school heads or district supervisors review first the content of learning materials used by the teacher and if the content is appropriate to the culture of the IP learners where the teachers are employed.
2. The presence of the IP elders and leaders are encouraged to be in the actual module development process to evaluate and validate the content of the learning materials during the development phase. This is to prevent cultural appropriation and to check all the relevant data.
3. It is highly suggested that IP elders and leaders are appropriately informed about the purpose of the certificate or attestation that the teacher applicants requested from them. School heads, District supervisors, or school screening committees should consider discussing the regulations of DepEd regarding certificates.
4. During the screening process or interview, the IP elders or leaders may be part of the screening committee. This is to verify that the aspirant IPEd teachers really understand their culture and practices and measure their effective communication skills with future learners.
5. In the hiring and selection process of Senior High School teacher applicants, the Rating obtained in the Licensure Examination for Teachers (LET) is not required, but hired teachers are allowed a maximum of 5 years to pass the LET. This ruling may also be applied to IPEd program. These IP applicants who not yet LET passers can offer more indigenous knowledge, skills, and practices to IP learners because they know more about the culture of IP community.
6. The school may allot budget for Curriculum contextualization and learning resources development sessions, consultations, and workshops of the school, Workshop-sessions on Indigenous Learning Systems (ILS).
7. School heads may continuously consult with the Division Inclusive Education Program Supervisor to address the needs in Learning Materials. They may also consult the NCIP and community elders to strengthen the existing implementation of IPEd program and the crafting contextualized, localized, and indigenized learning materials.
8. The IPEd implementing schools my strengthen the engagement of elders or experts from the community by inviting them as resource persons for specific topics when the contents include ceremonies involving family members, rituals, the cultural significance of places, associated songs, dances, astrological observation, etc. It is highly suggested to allow customary elders to discuss these topics in the classroom to give accurate information and knowledge.
9. Future researchers are encouraged to conduct similar research involving larger samples wherever possible but include additional variables and indicators that could establish greater percentage of variability.

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