

IPED IMPLEMENTING SCHOOLS TOWARDS LEARNING RECOVERY

by:

MILDRED B. FAMORCAN, EdD

School Principal II, Bangkal /Bangkal Resettlement Elementary School

The global pandemic has currently produced the most serious interruption in educational possibilities. Children, such as our Indigenous Peoples learners, who lack positive economic and social conditions are likely to have less opportunities to learn. School closures during the pandemic disrupted the education of many indigenous children and youth. Globally, governments have attempted to preserve education continuity by encouraging new learning delivery modalities; yet, many indigenous peoples have been badly harmed by the abrupt change.

Reimers (2020) in his article, emphasized that for some children the disruption caused by the pandemic will be the time of experimentation of greater autonomy for their own learning and of more self-direction, however, learning settings and environment of our IP learners have negatively contributed in their opportunities to learn. One of the challenges to ensuring inclusive and quality education among our indigenous peoples is the lack of adequate technical equipment or proper internet connectivity, as well as their parents' lack of higher learning competencies and skills to assist them.

As we move forward and face the normal learning setting, our learners in IPed implementing schools show learning gaps based on assessments. For the IPed teachers to address these gaps, technical assistance must be provided through their school heads. Many cultural and contextual factors must be considered in order to successfully implement the instructional IPed programs.

Strong partnerships with the tribal communities and schools must be established in order to make the curriculum accessible and culturally relevant to the specific community context of IP learners, as well as fulfill the learning needs of IP learners who have learning losses and gaps to be addressed. Bingcas et., Al. (2022) affirmed in their study that stakeholders' support was high in terms of capacity-building of teachers for IPed, indigenized teaching strategies, learning materials development and personal growth and professional development which holistically helped in achieving the goals of the IPed programs.

Post pandemic learning setting in IP communities raises a number of challenges and concerns due to the shifting of learning modalities. IPed schools implementing the program must be able to identify the strengths of their partnership practices with different stakeholders, allowing them to address the increasing requirements of the IP communities. Similarly, a more in-depth examination of the partnership practices may aid in the development of educational responses and measures that are in line with the rights of indigenous peoples served by IPed implementing schools.

References:

Famorcan, Mildred B. (2022). Partnership Practices of IPed Implementing Schools vis-à-vis Implementation of Distance Learning. SDO Bataan.

Bangcas, Josephine et.al. (2022). Stakeholders' Support on the Implementation of Indigenous Peoples Education (IPed Programs). Vol-8 Issue-3 2022. IJARIE-ISSN(O)-2395-4396.

Reimers, Fernando M. (2020). What the Covid-19 pandemic will change in education depends on the thoughtfulness of education responses today. 09.04.2020.

<https://www.worldsofeducation.org>