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## **LEVEL OF IMPLEMENTATION OF INDIGENOUS PEOPLES EDUCATION PROGRAM IN AGUSAN DEL SUR, PHILIPPINES.**

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### **Abstract**

The study assessed and evaluated the level of implementation of IPed program in the selected elementary schools in the division of Agusan Del Sur, Philippines. Using descriptive-survey design, the researcher assessed the IPed program in the following parameters: pedagogy and methodology, indigenous knowledge systems and practices, curriculum and content, language of instruction, teacher training, materials, and assessment and evaluation. The researcher made use of purposive sampling to identify the number of respondents. Respondents were teachers, school head, IP elders and IP learners from eight schools implementing IPed program. Results showed that in terms of pedagogy and methodology and indigenous knowledge systems and practices got a “satisfactory” rating while curriculum content and planning, language of instruction, teacher training, materials, and assessment and evaluation got a “poor rating”. Therefore, the researcher recommended that the Department of Education must intensify the participation of stakeholders in the instructional materials design and development. Curriculum design and framework must come from the grassroots that reflects the community life of the IPs/ICCs. Also, it was recommended that teachers need to understand the IPed policy to help them align their methods of instruction to the cultural upbringings and indigenous learning systems of the IPs/ICCs.

**Keywords:** Indigenous Peoples Education, Curriculum, Indigenous Peoples.

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