

The Enhanced-Instructional Management by Parents, Community, and Teachers (E-IMPACT) and the Indigenous Peoples (IPs) Literacy

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Abstract

This study evaluated the implementation of the Enhanced Instructional Management by Parents, Community, and Teachers (E-IMPACT) Program and its influence on the literacy competency of Indigenous Peoples (IP) learners in public elementary schools in the San Jose North District, Schools Division of Occidental Mindoro. Guided by Bronfenbrenner's Ecological Systems Theory and Wenger's Community of Practice Theory, the study examined the roles of teachers, parents, and community members in supporting culturally responsive literacy education. A descriptive research design was employed involving 142 respondents, including school heads, teachers, community learning facilitators, and parents. Data were collected using a researcher-developed questionnaire based on DepEd Order No. 54, s. 2012, which demonstrated excellent reliability (Cronbach's $\alpha = 0.975$). Learners' literacy competency was determined using Philippine Informal Reading Inventory (Phil-IRI) results in English and Filipino. Descriptive statistics and chi-square tests were used to analyze the data. Results showed that the E-IMPACT Program was generally implemented across its major components, including teacher and parent training, community mobilization, self-learning modules, learner assessment, parental involvement, facilitation, and program monitoring and evaluation. However, learners demonstrated varying levels of literacy competency, indicating continuing challenges in reading proficiency. Significant differences in the assessment of program implementation were observed across selected respondent profile variables, suggesting that stakeholder characteristics influence program implementation. The findings indicate that E-IMPACT is a viable community-based and culturally responsive instructional approach for Indigenous learners. Strengthened capacity-building initiatives, sustained community participation, and context-sensitive assessment practices are recommended to improve program effectiveness and support literacy development among Indigenous learners.

Keywords: E-IMPACT; Indigenous Peoples Education; Literacy Skills; Phil-IRI; Community-Based Learning; Parental Involvement

1. Introduction

Education is recognized as a fundamental human right and an essential instrument for sustainable development. Despite global commitments to inclusive and equitable quality education under Sustainable Development Goal 4 (SDG 4), Indigenous Peoples (IPs) continue to experience substantial disparities in educational access, participation, and learning outcomes. Across many countries, Indigenous learners demonstrate lower literacy achievement, higher dropout rates, and reduced educational attainment than their non-Indigenous counterparts due to persistent socioeconomic inequalities, geographical isolation, linguistic diversity, and educational systems that inadequately reflect Indigenous cultures and knowledge systems (UNESCO, 2021; United Nations, 2022). These conditions underscore the need for educational interventions that are culturally responsive, community-centered, and capable of addressing the unique circumstances of Indigenous communities.

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The Philippine educational landscape reflects many of these global concerns. The country is home to more than 110 ethnolinguistic Indigenous groups, with an estimated population of 14–17 million individuals, many of whom reside in geographically isolated and disadvantaged areas where educational resources remain limited (National Commission on Indigenous Peoples [NCIP], 2023). Although the Indigenous Peoples' Rights Act of 1997 (Republic Act No. 8371) and subsequent educational policies recognize the right of Indigenous communities to culturally appropriate education, significant disparities in educational achievement continue to persist. Previous studies have identified inadequate instructional resources, insufficient teacher preparation, language differences, challenging geographical conditions, and limited parental educational attainment as major factors that constrain educational opportunities for Indigenous learners (UNESCO, 2021; SEAMEO INNOTECH, 2021).

To address these challenges, the Department of Education (DepEd) institutionalized the Indigenous Peoples Education (IPEd) Program through the National Indigenous Peoples Education Policy Framework and the Indigenous Peoples Education Curriculum Framework. These initiatives seek to integrate Indigenous knowledge systems, languages, traditions, and community participation into formal education. However, the implementation of culturally responsive education remains uneven, particularly in remote communities where shortages of instructional materials, limited teacher capacity, inadequate monitoring systems, and logistical constraints continue to affect educational delivery (Department of Education, 2023). Consequently, there is a continuing need to evaluate instructional programs that promote active participation among schools, families, and communities while improving learning outcomes among Indigenous learners.

One such initiative is the Enhanced Instructional Management by Parents, Community, and Teachers (E-IMPACT) Program. Developed by the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) and later adopted by the Department of Education as an alternative delivery mode, E-IMPACT adopts a learner-centered instructional management model that combines self-learning modules, peer-assisted learning, teacher facilitation, parental engagement, community participation, continuous learner assessment, and systematic program monitoring. Unlike conventional literacy interventions that primarily target reading remediation, E-IMPACT integrates instructional management practices that strengthen collaboration among teachers, parents, and community stakeholders to support learners' academic development. This comprehensive framework makes the program particularly relevant in Indigenous communities, where multigrade classes, limited educational resources, and strong community structures characterize the learning environment.

Among the expected outcomes of E-IMPACT is the improvement of learners' literacy competency. Literacy serves as a fundamental indicator of academic success and lifelong learning because it influences learners' capacity to comprehend, communicate, and participate effectively in formal education. In the Philippine basic education system, the Philippine Informal Reading Inventory (Phil-IRI) functions as the official classroom-based assessment for measuring learners' reading proficiency in English and Filipino. The assessment provides evidence on learners' reading levels and guides teachers in planning appropriate instructional interventions (Department of Education, 2024). Examining learners' Phil-IRI performance alongside the implementation of E-IMPACT therefore provides an opportunity to determine whether effective instructional management practices correspond with improved literacy outcomes among Indigenous learners.

The San Jose North District of the Schools Division of Occidental Mindoro provides an appropriate context for this investigation because several public elementary schools within the district serve Indigenous Mangyan learners living in geographically isolated communities. These schools have implemented the E-IMPACT Program to address shortages in teaching personnel, improve instructional delivery, and encourage greater participation from parents and community members. Although the program has been sustained for several years, empirical evidence regarding its implementation and its association with learners' literacy performance remains limited. Moreover, little is known about how respondents' educational background, training, and level of involvement influence their assessment of the program's implementation.

Existing literature has extensively examined Indigenous education, literacy development, culturally responsive teaching, and alternative delivery modes. However, studies that simultaneously evaluate the implementation of the E-IMPACT Program, assess Indigenous learners' literacy competency using Phil-IRI results, and examine differences in program implementation based on respondents' characteristics remain scarce, particularly within Indigenous communities in Occidental Mindoro. This gap limits the availability of evidence needed to strengthen instructional management strategies and improve educational outcomes for Indigenous learners.

This study addresses this gap by assessing the implementation of the Enhanced Instructional Management by Parents, Community, and Teachers (E-IMPACT) Program among Indigenous learners in the San Jose North District, Schools

Division of Occidental Mindoro. Specifically, it examines the extent of program implementation across its major components, determines learners' literacy competency using Phil-IRI assessment results in English and Filipino, and investigates differences in program implementation based on respondents' profile characteristics. The findings are expected to contribute to the growing body of knowledge on Indigenous education by providing empirical evidence that can inform educational policy, strengthen instructional management, improve literacy interventions, and support the continuous implementation of culturally responsive education for Indigenous learners.

2. Materials and method

2.1. Research Design

This study employed a descriptive research design to evaluate the implementation of the Enhanced Instructional Management by Parents, Community, and Teachers (E-IMPACT) Program and examine the literacy competency of Indigenous Peoples (IP) learners in the San Jose North District, Schools Division of Occidental Mindoro. The design was appropriate because it described existing conditions without manipulating variables. Specifically, the study determined the respondents' profile, assessed the extent of E-IMPACT implementation across its major components, described learners' literacy competency based on the Philippine Informal Reading Inventory (Phil-IRI) results, and examined differences in the assessment of program implementation according to respondents' profile. Descriptive research is suitable for describing characteristics, conditions, and naturally occurring relationships among variables (Creswell & Creswell, 2018).

2.2. Participants and Sampling

The study involved 142 respondents selected from a population of 205 stakeholders directly involved in the E-IMPACT Program during School Year 2025–2026. Participants comprised two school heads, 20 teachers, 10 community learning facilitators, and 110 parents from Taganop Elementary School and Naibuan Elementary School. The sample size was determined using Cochran's formula with finite population correction. Stratified random sampling with proportional allocation and lottery selection was employed. Learners were not included as respondents because literacy competency was determined using existing Phil-IRI records.

2.3. Research Locale and Time Frame

The study was conducted at Taganop Elementary School and Naibuan Elementary School in the San Jose North District, Schools Division of Occidental Mindoro, Philippines. These public elementary schools implement the E-IMPACT Program and primarily serve Indigenous Mangyan communities located in geographically isolated and disadvantaged areas. Data collection was undertaken during School Year 2025–2026 following the approval of the Schools Division Office and the participating schools.

2.4. Research Instrument

Data were collected using a researcher-developed questionnaire based on the benchmark statements contained in DepEd Order No. 54, s. 2012, which provides standards for the implementation of the E-IMPACT Program. The instrument was designed to assess the implementation of seven program components: (1) training and support for teachers and parents, (2) community mobilization and advocacy, (3) self-learning modules, (4) student assessment mechanisms, (5) parental involvement, (6) teacher and parent facilitation, and (7) program monitoring and evaluation.

The questionnaire consisted of two sections. The first section gathered respondents' demographic information, including educational attainment, number of E-IMPACT-related trainings attended, and nature of involvement in the program. The second section comprised thirty benchmark statements assessing the implementation of the program. Responses were measured using a seven-point Likert scale ranging from 1 (Not Implemented at All) to 7 (Fully Implemented). The instrument was translated into Filipino by a qualified language teacher to improve comprehension among respondents while preserving the meaning of the original statements.

Learners' literacy competency was determined using their official Phil-IRI assessment results in English and Filipino obtained from school records with the approval of the school heads.

2.5. Validity and Reliability

The questionnaire underwent content validation by three experts with specialization in educational research, Indigenous Peoples Education, and educational supervision. Their recommendations were incorporated to improve the clarity, relevance, organization, and appropriateness of the instrument.

A pilot test was subsequently conducted among respondents with characteristics similar to those of the target population but who were excluded from the actual study. Internal consistency reliability was determined using Cronbach's alpha, yielding a coefficient of 0.975, which indicates excellent reliability. The results confirmed that the instrument was appropriate for the conduct of the study.

2.6. Data Gathering Procedure

Ethics clearance was first secured from the appropriate institutional research ethics committee before the commencement of the study. Thereafter, permission to conduct the research was obtained from the Schools Division Superintendent through the Office of the Public Schools District Supervisor and subsequently from the school heads of Taganop Elementary School and Naibuan Elementary School.

Eligible participants received information regarding the objectives, procedures, benefits, and voluntary nature of the study before signing the informed consent form. The questionnaires were administered either through face-to-face distribution or electronically via Microsoft Forms, depending on the respondents' availability and accessibility. Completed questionnaires were retrieved, verified for completeness, and encoded for analysis. Official Phil-IRI results in English and Filipino were then obtained from school records with the authorization of the school heads and class advisers. All collected data were stored securely and used exclusively for research purposes.

2.7. Data Analysis

Descriptive and inferential statistical techniques were employed using appropriate statistical software. Frequency counts and percentages were used to summarize respondents' demographic characteristics and the distribution of literacy competency levels. Weighted means were computed to determine the extent of E-IMPACT implementation across the seven program components. Mean scores were interpreted using the established seven-point Likert scale descriptors.

The chi-square test of independence was employed to determine whether significant differences existed in respondents' assessment of E-IMPACT implementation when grouped according to educational attainment, number of trainings attended, and nature of involvement in the program. Statistical significance was evaluated at the 0.05 level.

2.8. Ethical Considerations

The study complied with the ethical principles of respect for persons, beneficence, and justice. Ethics approval was obtained from the appropriate institutional ethics review committee before data collection. Participation was voluntary, and respondents were informed of their right to decline participation or withdraw from the study at any point without consequence. Written informed consent was secured prior to data collection.

Confidentiality and anonymity were maintained by assigning codes instead of recording participants' names. Phil-IRI records were accessed only after obtaining authorization from the school heads and were used solely for research purposes. All electronic and printed data were stored securely, with access restricted to the researcher.

2.9. Scope and Limitations

This study focused on evaluating the implementation of the E-IMPACT Program in two public elementary schools, namely Taganop Elementary School and Naibuan Elementary School, in the San Jose North District, Schools Division of Occidental Mindoro. The respondents included school heads, teachers, community learning facilitators, and parents directly involved in the implementation of the program during School Year 2025–2026. Learners' literacy competency was assessed using existing Phil-IRI results in English and Filipino rather than through direct testing.

The findings are limited to the selected schools and may not be generalized to other districts or Indigenous communities with different educational contexts. The assessment of program implementation relied on respondents' perceptions, which may be influenced by individual experiences and subjective judgment. Furthermore, the descriptive research design allowed the identification of existing conditions and group differences but did not establish causal relationships between E-IMPACT implementation and learners' literacy competency.

3. Results and discussion

3.1. Respondents' Profile

Table 1 Respondents' profile in terms of educational attainment and nature of involvement in E-IMPACT program.

Nature of Involvement	Educational Attainment	Frequency	Percentage (%)
SH and Teacher			
	Bachelor	14	9.86
	Master	8	5.63
	Total	22	14.49
Facilitators			
	Bachelor	4	2.82
	Master	6	4.23
	Total	10	7.05
Parents			
	Elementary Undergraduate	97	68.31
	Elementary Graduate	7	4.93
	Secondary Undergraduate	4	2.82
	College Unit	1	.70
	College Graduate	1	.70
	Total	110	77.46
Grand Total		142	100.0

Table 1 summarizes the demographic characteristics of the respondents. Most school personnel and community learning facilitators possessed bachelor's or master's degrees, whereas the majority of parents (68.31%) were elementary undergraduates. Parents constituted the largest respondent group (77.46%), reflecting the community-centered design of the E-IMPACT Program.

These findings indicate that although school implementers possess adequate educational qualifications, parents, as the primary home learning partners, have limited formal education and training. This underscores the importance of continuous technical assistance and capacity-building to enable parents to effectively support literacy development. Similar findings were reported by UNESCO (2021), which identified teacher support and community participation as essential factors in improving educational outcomes among Indigenous learners. Likewise, SEAMEO INNOTECH emphasized that sustained professional development enhances the effectiveness of alternative delivery programs.

Table 2 Respondents' profile in terms of number of trainings attended from the E-IMPACT program.

No. of Trainings	Frequency	Percentage (%)
None	126	88.73
1	9	6.34
2-3	3	2.11
4 or more	4	2.82
Total	142	100.0

The table above shows that most respondents (88.73%) had not attended any formal E-IMPACT training, while only 11.27% had participated in one or more training activities. This finding indicates limited capacity-building opportunities among stakeholders involved in program implementation.

Given the collaborative nature of E-IMPACT, inadequate training may affect the consistency of instructional delivery, learner assessment, and community engagement. The low training participation may also reflect the challenges faced by geographically isolated schools, including limited access to professional development opportunities. These findings support UNESCO (2019), which emphasized that continuous professional development is essential for sustaining community-based education programs, and SEAMEO INNOTECH, which identified capacity building as a key factor in the successful implementation of alternative delivery modes.

3.2. Implementation of the E-IMPACT Program

Table 3 Extent of implementation of the E-IMPACT Program.

Component	Mean	Interpretation
Community Mobilization and Advocacy	5.84	Mostly Implemented
Student Assessment Mechanisms	5.74	Mostly Implemented
Training and Support	5.69	Mostly Implemented
Program Monitoring and Evaluation	5.61	Mostly Implemented
Self-Learning Modules	5.51	Mostly Implemented
Teacher-Parent Facilitation	5.36	Moderately Implemented
Parental Involvement	5.02	Moderately Implemented
Overall	5.54	Mostly Implemented

Scale: 6.50 – 7.00 Fully Implemented; 5.50 – 6.49 Mostly Implemented; 4.50 – 5.49 Moderately Implemented; 3.50 – 4.49 Partially Implemented
2.50 – 3.49 Minimally Implemented; 1.50 – 2.49 Rarely Implemented; 1.00 – 1.49 Not Implemented at All

Overall, the E-IMPACT Program was mostly implemented across all major components. Community mobilization and advocacy obtained the highest mean (5.84), indicating strong collaboration among schools, community leaders, and partner organizations. Student assessment mechanisms (5.74) and training and support (5.69) also received favorable ratings, suggesting that schools have established systematic monitoring and instructional support practices.

In contrast, parental involvement (5.02) and teacher-parent facilitation (5.36) obtained comparatively lower ratings. These results suggest that although parents participate in school activities, their direct engagement in home-based literacy instruction remains limited. The finding may be associated with parents' educational background and limited exposure to E-IMPACT training. UNESCO (2021) likewise noted that Indigenous literacy programs become more effective when parents receive sustained capacity-building and culturally responsive instructional guidance.

3.3. Literacy Competency of Indigenous Learners

Table 4 Phil-IRI reading profile of the Indigenous learners.

	ENGLISH		FILIPINO	
English Reading Profile	<i>f</i>	(%)	<i>f</i>	(%)
Independent Reader	17	42.1	16	44.7
Instructional Reader	12	31.6	19	50.0
Frustration Reader	9	23.7	3	7.9
Total	38	100.0	38	100.0

Most learners were classified as either Independent or Instructional Readers in both English and Filipino. However, Filipino demonstrated a lower proportion of Frustration Readers (7.9%) than English (23.7%), indicating stronger literacy performance in the national language. The findings suggest that E-IMPACT has contributed to learners'

foundational literacy development while also revealing persistent challenges in English reading proficiency. These results are consistent with UNESCO (2021), which reported that Indigenous learners generally achieve better literacy outcomes in languages that are more familiar within their communities. Similarly, the Department of Education recommends using Phil-IRI results to identify learners requiring targeted reading interventions.

3.4. Differences in the Assessment of E-IMPACT Implementation according to Respondents' Profile

Table 5 Chi-square test of differences in respondents' assessment according to role.

Component	X ²	p-value
Training and Support	13.69	0.003*
Parental Involvement	40.15	<0.001*
Teacher-Parent Facilitation	16.49	0.001*

*Significant at $p < 0.05$. Community Mobilization and Advocacy, Self-Learning Modules, Student Assessment Mechanism, and Program Monitoring and Evaluation were not significant ($p > 0.05$).

Significant differences were observed in Training and Support, Parental Involvement, and Teacher/Parent Facilitation, indicating that stakeholders' roles shape their perceptions of components that require direct participation. School heads, teachers, facilitators, and parents perform distinct responsibilities within E-IMPACT; consequently, they experience training opportunities, instructional support, and home-school collaboration differently. The absence of significant differences in the remaining components suggests that community mobilization, self-learning modules, assessment practices, and monitoring procedures are implemented consistently across stakeholder groups. These findings support UNESCO (2021), which reported that standardized implementation mechanisms tend to produce similar perceptions among stakeholders, while role-specific responsibilities influence views on training and parental engagement (Epstein, 2019).

Table 6 Chi-square test of differences in respondents' assessment according to number of E-IMPACT trainings attended.

Component	X ²	p-value
Training and Support	11.12	0.011*
Self-Learning Modules	9.78	0.021*
Parental Involvement	11.27	0.010*

*Significant at $p < 0.05$. Community Mobilization and Advocacy, Student Assessment Mechanism, Teacher/Parent Facilitation, and Program Monitoring and Evaluation were not significant ($p > 0.05$).

Respondents who attended one or more E-IMPACT trainings generally reported more favorable assessments of Training and Support, Self-Learning Modules, and Parental Involvement than those with no training exposure. This finding suggests that formal training enhances stakeholders' understanding of instructional support, module utilization, and parental participation. Similar results were reported by UNESCO (2019) and Darling-Hammond et al. (2020), who emphasized that sustained professional development improves instructional practices and stakeholder engagement in community-based literacy programs.

Table 7 Chi-square test of differences in respondents' assessment according to educational attainment.

Role	Component	X ²	p-value
Teachers and School Heads	Training and Support	16.50	0.007*
	Community and Mobilization Advocacy	25.00	0.033*
	Parental Involvement	24.50	0.031*
	Teacher/ Parent Facilitation	25.50	0.036*
Parents	Parental Involvement	11.995	0.017*

*Significant at $p < 0.05$.

Among teachers and school heads, significant differences were found in Training and Support ($\chi^2 = 16.50$, $p = 0.007$), Community Mobilization and Advocacy ($U = 25.00$, $p = 0.033$), Parental Involvement ($\chi^2 = 24.50$, $p = 0.031$), and Teacher/Parent Facilitation ($\chi^2 = 25.50$, $p = 0.036$). No significant differences were observed for self-learning modules, student assessment mechanisms, and program monitoring and evaluation ($p > 0.05$).

Among facilitators, no significant differences were detected across all components ($p > 0.05$), indicating that perceptions of E-IMPACT implementation were comparable regardless of educational background.

Among parents, Parental Involvement was the only component with a significant difference ($\chi^2 = 11.995$, $p = 0.017$). Parents with higher educational attainment reported more favorable assessments of their participation in supporting their children's literacy development, whereas perceptions of the other program components did not differ significantly.

Overall, these results indicate that educational attainment influences perceptions of training, community engagement, and parental participation, but has limited effect on perceptions of standardized instructional materials, assessment procedures, and monitoring systems. The findings are consistent with OECD (2020) and Darling-Hammond (2021), who noted that educators with advanced qualifications often apply more critical standards when evaluating educational programs, while effective community facilitation depends more on practical experience and cultural familiarity than on formal academic credentials.

4. Conclusion

This study demonstrated that the Enhanced Instructional Management by Parents, Community, and Teachers (E-IMPACT) Program was generally mostly implemented in public elementary schools serving Indigenous learners in the San Jose North District, Schools Division of Occidental Mindoro. Community mobilization and advocacy, student assessment mechanisms, training and support, self-learning modules, and program monitoring were implemented satisfactorily, while parental involvement and teacher-parent facilitation require further strengthening. Phil-IRI results showed that Indigenous learners generally performed better in Filipino than in English, indicating the need for targeted interventions to improve English reading proficiency. Significant differences in the assessment of E-IMPACT implementation were observed according to respondents' role, training exposure, and educational attainment, suggesting that stakeholder characteristics influence perceptions of selected program components.

The findings affirm that E-IMPACT is a viable community-based and culturally responsive instructional approach for supporting literacy development among Indigenous learners. However, enhancing stakeholder capacity through continuous professional development, increased parental engagement, and culturally responsive learning resources remains essential to improve program implementation and learner outcomes. The study contributes empirical evidence that may guide policymakers, school administrators, and educators in strengthening Indigenous Peoples Education initiatives and improving literacy programs in geographically isolated and disadvantaged communities.

Compliance with ethical standards

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Disclosure of conflict of interest

The author declares that there are no financial, professional, or personal conflicts of interest that could have influenced the conduct, analysis, or reporting of this research.

Statement of ethical approval

Ethical approval for this study was obtained from the University Research Ethics Committee (UREC) through the appropriate College-Level Research Ethics Committee (CLREC) or Open University System Research Ethics Committee (OUSREC) before data collection. Administrative permission was also secured from the Schools Division Office of Occidental Mindoro and the respective school heads of the participating schools.

Statement of informed consent

Written informed consent was obtained from all respondents before their participation. Participation was voluntary, and respondents were informed of the purpose of the study, their right to withdraw at any time without penalty, and the measures taken to ensure confidentiality and anonymity. Phil-IRI records were accessed only with the approval of the school heads and were used exclusively for research purposes.

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