

# Building the Resilience of the Indigenous Child through Multi-Stakeholder Collaboration in Education and Health



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# THE RESILIENT IP CHILD

# RESILIENCE



“the ability to **recover**,  
**perform**, and even  
**grow** or **transform** in  
contexts of adversity”

# RESILIENCE



“Sound mental health is **built early in life**, as early experiences—which include **children’s relationships** with parents, caregivers, relatives, teachers, and peers—shape the architecture of the developing brain.”

*Center on the Developing Child (2015)*

# RESILIENCE



The combination of “supportive relationships, adaptive skill-building, and **positive experiences** constitutes the foundation of resilience.”

*Center on the Developing Child (2015)*

# The Resilient Child

- **Supportive relationships** with adult caregiver/s
- Rootedness in **cultural traditions**



- Sense of **self-efficacy**
- Perceived **control**

- Application of **adaptive strategies**
- Practice of **self-regulation**



*Adapted from:*  
Walsh, B. (2015)  
Center on the Developing Child (2015)

# The Indigenous Child

Social, Economic & Political Marginalization

Natural Calamity

Displacement

Conflict

Limited  
access to  
services

Chronic Hunger

Discrimination



# The Tagbanua Child





# THE PROGRAM AREA & POPULATION



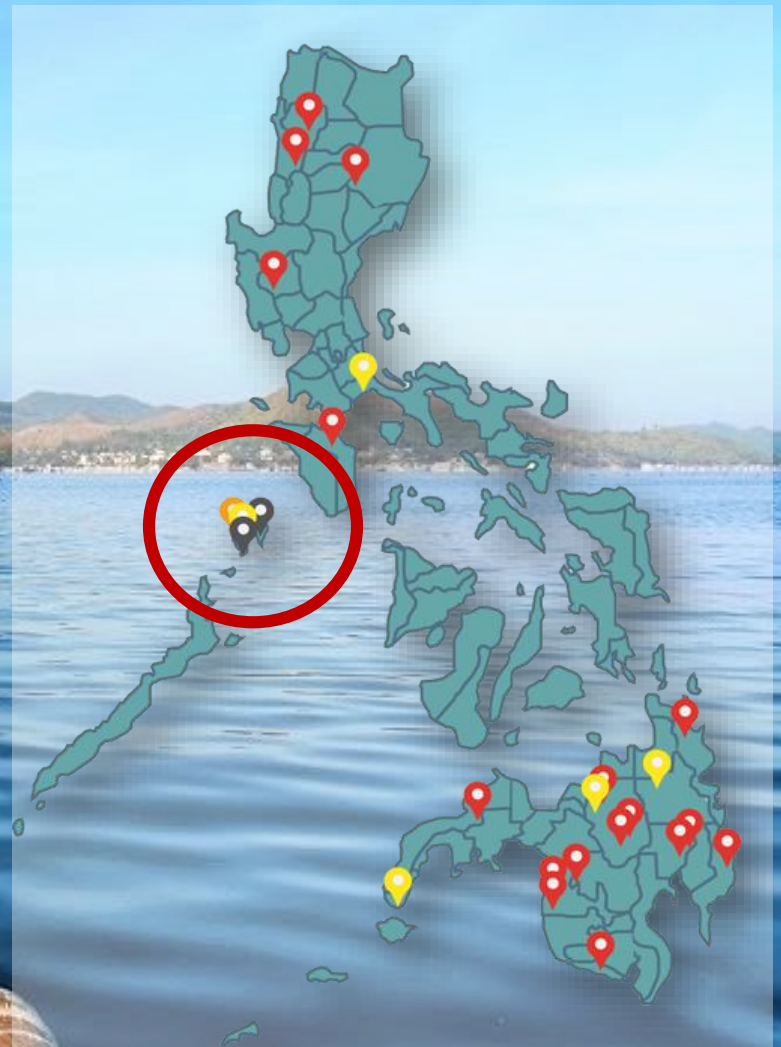
The

Torben

# Culion,

- former leper colony
- isolated location
- cluster of island communities

# Palawan





# Daily

- Lack of access to education
- Poor maternal and child health
- Limited sources of livelihood
- Discrimination & rights violation

# Challenges



# Typhoon

November 2013

# Haiyan

# The Tagbanua Child

**Illness**

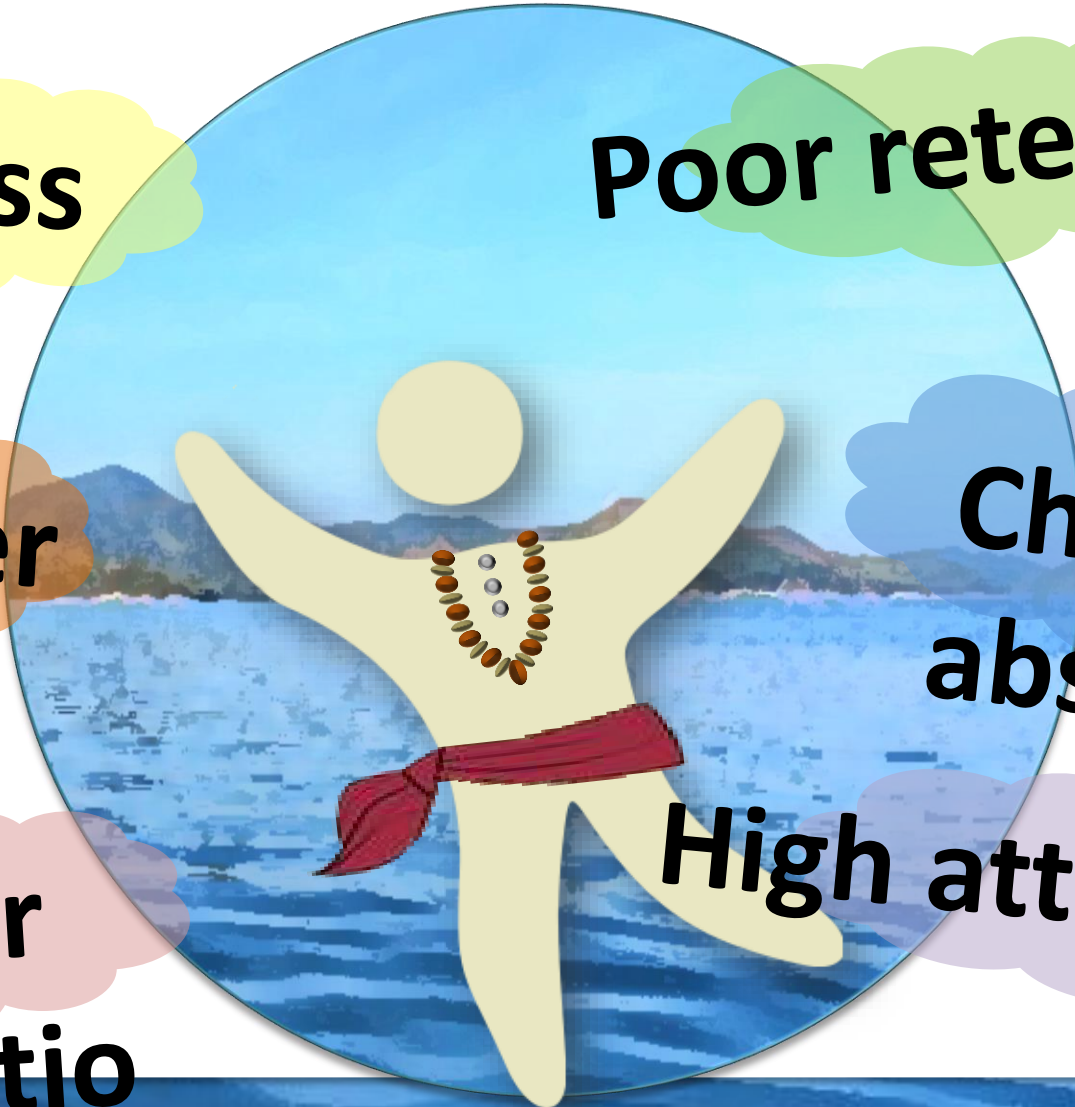
**Poor retention**

**Hunger**

**Chronic  
absence**

**Poor  
Nutritio**

**High attrition ra**



RESPONSE



since 2010:

# Early Childhood



# Kurikulum

Una ha hunto hu Edukasyon  
para hu mga bata ha Higaonon ta Sinakungan



Bunga hu ng Kagbinuliga

Sa Banuwa hu Higaonon  
Brgy. Sinakungan,  
Lungsod ta Esperanza  
Probinsiya ta Agusan Del Sur

PHILIPPINES  
2014



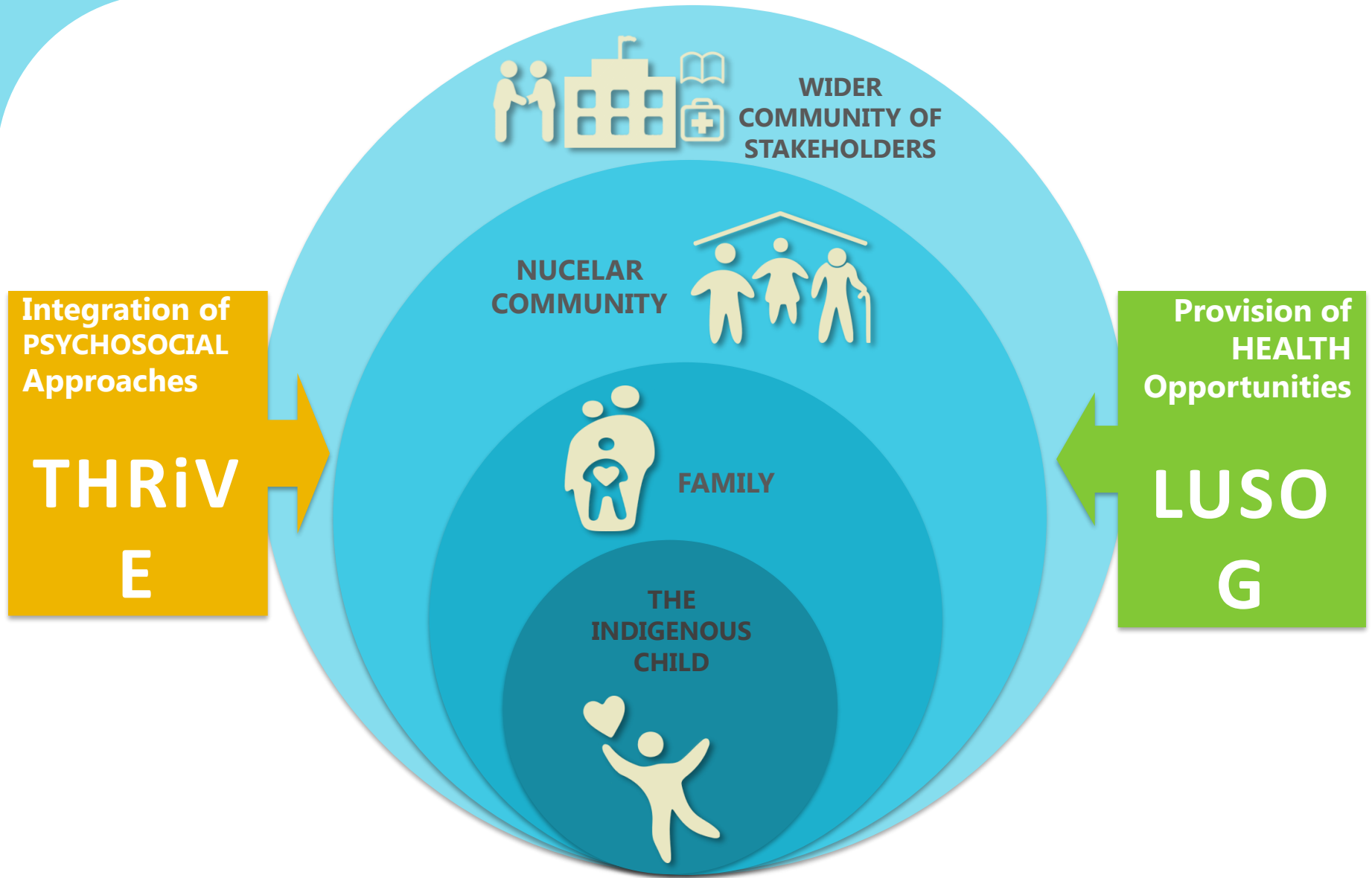
- Culture-sensitive curriculum
- Pedagogy based on Indigenous Peoples (IP) Education
- Safe spaces for learning



Immersing in

# Community life

ENHANCING THE MODEL



The **Enhanced ECD** Model

# THRiV

## Trauma-informed Healing and Resilience strengthening in Vulnerable Environments

- ECD classroom as a **safe space** for healing and learning
- practice of **care and empathy** among teachers, parents and community leaders
- strengthens **home-school connection**





Teachers'

capacity



**Psychosocial support**



Cultural



# LUSOG

## Linking the UnderServed with Opportunities for Growth and Health

- ⦿ founded on health research
- ⦿ key components:
  - ✓ health education
  - ✓ health partnerships
- ⦿ bridges community with service providers





# Field health research

in the 3 partner communities



# Stakeholder meetings

with government & private institutions



**Bridging gaps**  
between communities & service providers



Learning exchange,  
setting commitments

# EMERGING LESSONS

# EMERGING **Lessons**



For the **Children**

- Expressive techniques
- Involvement in design and evaluation



# EMERGING **Lessons**



“The Tagbanua children are **now more focused** during class and are less distracted with what’s going on outside the classroom. They’re also **less shy around people**. Before, they would usually cover their mouths when being spoken too. Now, they’re **able to sustain a conversation.**”

– Bricks Sintaon, Cartwheel Education Coordinator



# EMERGING **Lessons**



## For the **Family**

- Involvement in program development cycle
- Self-efficacy
- Responsive parent-child interaction

# EMERGING **Lessons**



"As a community and for our children, we are eager to learn more and be **open to new concepts and innovations.**"

"In order to ensure a continuous feeding program, **we are ready to build our own** garden of vegetables and root crops."

– Tagbanua parents after *LUSOG Day* events (Health Learning Exchanges)

# EMERGING **Lessons**



For the **Communities**

- Supporting teachers and caregivers
- Dialogue and participatory decision-making
- Build on IKSP

# EMERGING **Lessons**



"I am able to share the benefits of **self-care through role modelling**. The learners are now enthusiastic about exercising too."

– Jake Juan,  
Community Teacher

"Thanks to THRiVE, I am able to, slowly but surely, **overcome my being stern with myself**...After all these years as a teacher, I realized that I can still learn to **let myself be guided by the flow** of things."

– Lilia Diaz,  
Community Teacher

# EMERGING **Lessons**

For the **Stakeholders**



- Bridge perspectives and knowledge
- Complement efforts and resources
- Links with public and private institutions
- Ensure delivery of services

# EMERGING **Lessons**



“There are instances where the government may have been unsuccessful in providing the needs of the people... We hope to continue this partnership [with the communities] to **have a better understanding of the contexts of one another.**”

“We will be more **sensitive to the traditional practices** of the Tagbanua and apply this to our work.”

– Local government and social service institution representatives after *LUSOG Day* events

LOOKING FORWARD

# Boat classroom

a Safe Space  
for Healing & Learning

*Bajau tribe of Zamboanga  
(Southern Philippines)*





# POLICY IMPLICATIONS



- ⦿ Drawing from indigenous Knowledge, systems and practices (IKSP)

**Cultural**

- ⦿ Engaging the community in all aspects of program design and development

**Integration**

**Community**

- ⦿ Nurturing partnerships with multi-sectoral stakeholders for sustained program delivery

**Engagement**

**Collaborat**

**ion**

# SYNTHESIS

**Cultural  
integration**  
*harnesses  
community strength*

**Collaborati  
on**  
*multiplies resources and  
opportunities*

**Comm  
engagem  
unity**  
*inculcates action*





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