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”
“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)
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
Limited access to services
Discrimination
Conflict
Chronic Hunger
The Tagbanua Child
THE PROGRAM AREA & POPULATION
The Tagbanu
Culion, Palawan

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

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

- Illness
- Poor retention
- Hunger
- Chronic absence
- Poor nutrition
- High attrition rate
since 2010:

Early Childhood
- Culture-sensitive curriculum
- Pedagogy based on Indigenous Peoples (IP) Education
- Safe spaces for learning
Immersing in Community life
ENHANCING THE MODEL
Integration of Psychosocial Approaches

The Enhanced ECD Model

Provision of Health Opportunities

THRiVE

NUCLEAR COMMUNITY

FAMILY

THE INDIGENOUS CHILD

WIDER COMMUNITY OF STAKEHOLDERS
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
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 Community

• 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)
- Engaging the community in all aspects of program design and development
- Nurturing partnerships with multi-sectoral stakeholders for sustained program delivery
SYNTHESIS

Cultural integration harnesses community strength.

Collaboration multiplies resources and opportunities.

Community engagement inspires action.