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

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RESILIENCE

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

(World Bank, 2013)
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)
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
- Conflict
- Chronic Hunger
- Displacement
- Limited access to services
- Discrimination
The Tagbanwa Child
The Tagbanua
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
Typhoon Haiyan
November 2013
The Tagbanua Child

- Illness
- Poor retention
- Hunger
- Chronic absence
- Poor Nutrition
- High attrition rate
since 2010: Early Childhood Education
Culture-sensitive curriculum
Pedagogy based on Indigenous Peoples (IP) Education
Safe spaces for learning
Immersing in Community life
The Enhanced ECD Model

Integration of PSYCHOSOCIAL Approaches

THRiVE

Provision of HEALTH Opportunities

The INDIGENOUS CHILD

FAMILY

NUCELAR COMMUNITY

WIDER COMMUNITY OF STAKEHOLDERS

LUSOG
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 building
Psychosocial support
Cultural gatherings
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

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
“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
Boat classroom
a Safe Space for Healing & Learning

Bajau tribe of Zamboanga
(Southern Philippines)
POLICY IMPLICATIONS

- Drawing from indigenous Knowledge, systems and practices (IKSP) harnesses the community’s inherent strengths

  Cultural Integration

- Engaging the community in all aspects of program design and development inspires collective action among its members

  Community Engagement

- Nurturing partnerships with multi-sectoral stakeholders multiplies resources and opportunities for sustained program delivery

  Collaboration
SYNTHESIS

Cultural integration harnesses community strength

Collaboration multiplies resources and opportunities

Community engagement inspires action