

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)

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 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

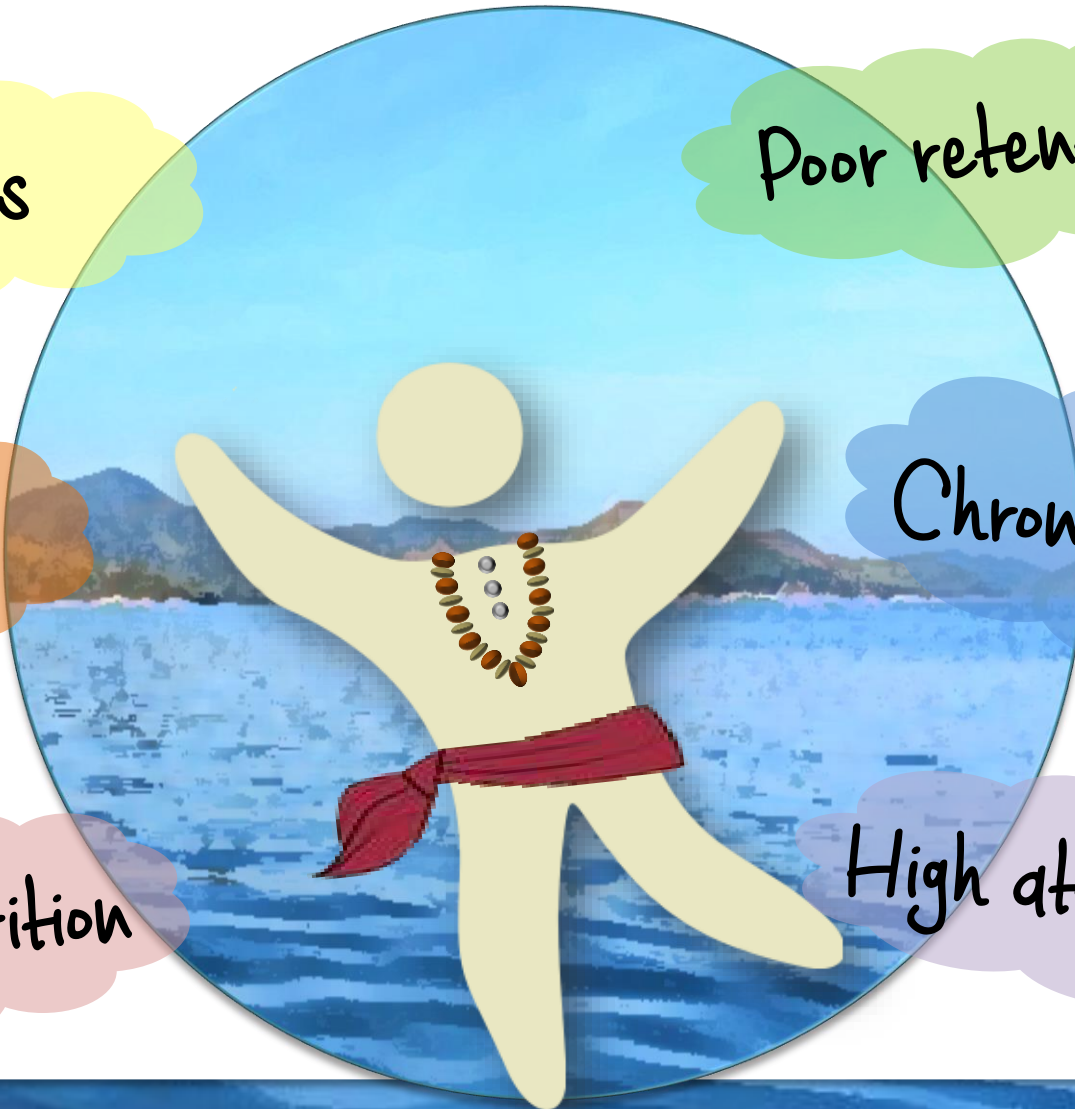
Poor retention

Hunger

Chronic absence

Poor Nutrition

High attrition rate





since 2010:

Early Childhood Education

Kurikulum

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

Aa  abagot	Bb  badi	Kk  kolumpi	Dd  dalid	Ee  empis	Gg  galang	Hh  Hal-o	Ii  ikog	Ll  lampay	Mm  manok	Nn  nigo	Ng  ngipen	Pp  pulela	Ss  sangi	Ww  wasay	Yy  yugo	Tt  tagik	Uu  ubod
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Bunga hu ng Kagbinuliga

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

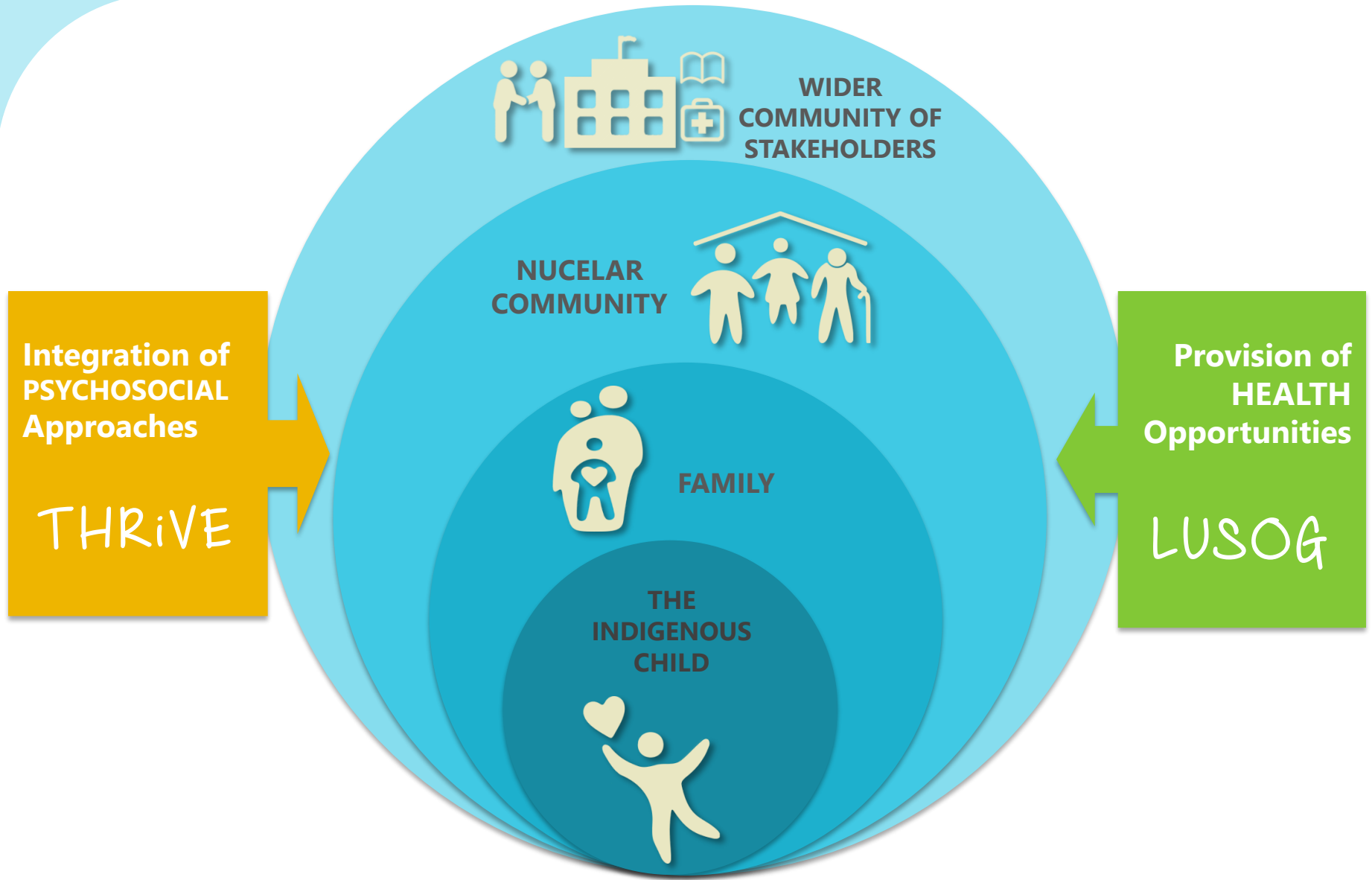
PHILIPPINES
2014



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



Immersing in Community life



The Enhanced ECD Model

THRIVE

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 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

A group of people, mostly women, are gathered in a room with large windows. Some are sitting on wooden benches, while others are standing. In the foreground, a woman is writing on a large yellow sheet of paper on a table. The paper has some text and green sticky notes on it. The text on the paper includes "GROUP 2", "TAIS NAMING", "ST. KATHARINE'S", "SUPPORT GROUPS", and "MAKAMIT". There are also green sticky notes with text like "TAIS NAMING" and "ST. KATHARINE'S". The people are dressed in casual clothing. The room has a simple, functional appearance with a wooden floor and a table covered with a patterned cloth in the background.

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

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

Boat classroom

a Safe Space
for Healing & Learning

*Bajau tribe of Zamboanga
(Southern Philippines)*



POLICY IMPLICATIONS



- ① Drawing from indigenous Knowledge, systems and practices (IKSP) harnesses the community's inherent strengths

Cultural Integration

- ① Engaging the community in all aspects of program design and development inspires collective action among its members

Community Engagement

- ① 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





CFI International



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