



**2022**

# **ANNUAL REPORT**

**Making Inroads in  
Culturally Relevant Education**



**CARTWHEEL  
FOUNDATION**

# Co-creating Learning Spaces for Indigenous Learners

## Our Vision

Cartwheel Foundation, Inc. (CFI) exists to empower Indigenous Peoples' communities by harnessing self-sustaining capacities through culturally relevant education.

## Our Mission

A Philippines where Indigenous Peoples enjoy their rights to quality education, self-determination and active participation in community life amidst a thriving heritage.

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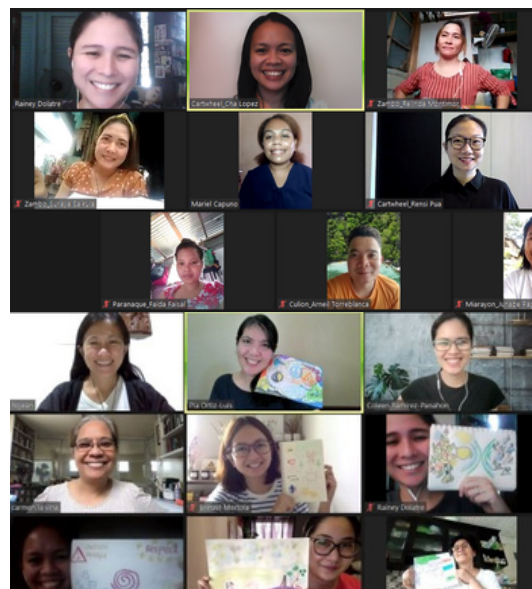
Sheila Mae D. Deconlay  
**Community Coordinator - Miarayon, Bukidnon**

Mariel S. Capuno  
**Community Coordinator - Parañaque, Metro Manila**

## About the Cover

In 2022, we at Cartwheel Foundation, Inc. (CFI) along with our partner communities, advocates, and donors have made great strides and giant leaps forward to fostering culturally relevant education for young Indigenous Peoples who need it the most.

Through arts, storytelling, and other creative forms of expression, young indigenous learners enjoy their rights to quality education and are empowered to take pride in their own culture, heritage, and identity as Indigenous Peoples.







# A Letter from our Executive Director

## 2022 was a challenging but fulfilling year for CFI

2022 was a year of adjustments for Cartwheel Foundation Inc. (CFI). Even if the world was already starting to open up after two long years of living with the pandemic, Covid-19's aftershocks are still being felt by nonprofits like us in the development sector. The call to be resilient and efficient led CFI to undergo an internal reorganization based on co-leadership. As a team, we realized that a small nonprofit like us could work more efficiently if the organization was flatter and responsibility areas were more spread out across leadership teams.

### *A Philippines where Indigenous Peoples*

2022 was also the year of transition from module-based learning in the first half of the year to face-to-face classes in the second half of the year. The transition has been a challenge for our community teachers, students and their parents. After two years of home-based learning, the sudden shift is something everyone has yet to adjust to.

Amidst these trying times, CFI has persevered in its mission to provide access to culturally-relevant education to indigenous children. In 2022, it was able to provide alternative modes of learning to 131 Sama-Bajau children residing in Barangay Kasanyangan, Zamboanga City and in Barangay San Dionisio, Parañaque City. Most importantly, in partnership with Ateneo de Zamboanga Center for Community Extension Services (ADZU-CCES) and with Sunlife Foundation, CFI was also able to construct a new classroom for our Sama-Bajau learners in Zamboanga City, in time for the reopening of face-to-face classes.

Our 4-year partnership with Consuelo Foundation, while coming to a close, has also borne fruit.

Since 2019, at the establishment of the Sama-Bajau Activity Center in Parañaque City, we have had 50 preschool graduates, with 14 of them moving up to K-12. Moreover, CFI's role has been pivotal in helping the Sama-Bajau children of Parañaque City acquire birth certificates. It is awe-inspiring to think that the children we have reached out to would not be on the birth registry and would not have had any access to the education system if not for CFI's presence.

Still, the milestones do not end there. Another important achievement, in partnership with J. Kawakami Memorial Trust, is the publication of CFI's first indigenized children's storybook. The first book of the series, containing 6 stories shared by our Sama-Bajau community, is for the benefit of our Sama-Bajau learners. Right off the bat, after this successful publication, we are already in the process of developing the second installment, this time, an anthology of stories for the Talaandig children of Bukidnon. This endeavor hopes to address the lack of indigenized mother tongue learning materials in the Philippines, which are integral to the learning process of indigenous students.

2022 was a challenging but fulfilling year for CFI. Amidst the aftershocks of the global pandemic, CFI continues to create space for hope in its communities by making sure that indigenous children are seen, heard, and **valued**. Despite challenges faced, CFI remains steadfast in its vision of a Philippines where Indigenous Peoples (IPs) enjoy their rights to quality education, self-determination and active participation in community life, amidst a thriving heritage.

In Service,

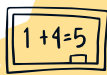
**Rensi Julienne Pua**





# Our Impact by the Numbers

## IP Children and Youth



131 young students in partner learning centers supported through alternative learning modes



6 birth certificates processed; 11 more birth certificates in progress



6 indigenized children's stories produced; 2 learning materials developed



1 safe learning space constructed



4 youth learners graduating from college

## Family and Nuclear Community



3 IP groups engaged in culture sharing



23 community duty-bearers and staff trained in rights-based and safeguarding practices



8 learning facilitators trained in culturally relevant, rights-based & resilience-focused approaches



17 culture bearers involved in Cultural LINKS story-sharing circles

## Wider Community



4 groups supported in developing safeguarding policies



5 groups (315 people) engaged in IP culture awareness learning exchanges



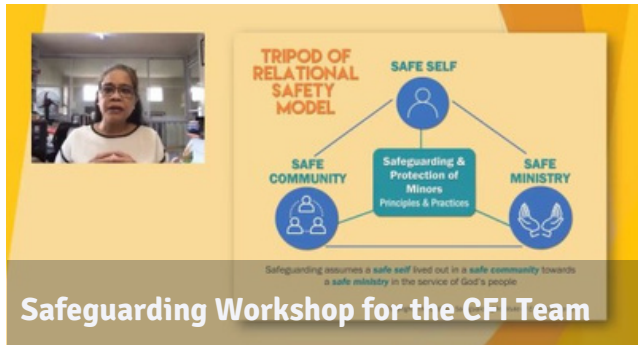
9 stakeholders engaged as CFI's champions



# 2022 Community Highlights (1 of 5)

Empowering Indigenous Learners and Communities Together

JANUARY



To deepen understanding and appreciation of safeguarding – including related issues and implications in practice – CFI team members underwent a series of online learning sessions on the topic between December 2021-January 2022.

Resource persons were Dr. Carmen “Titay” B. La Viña and Coleen Rae Ramirez-Panahon of the Catholic Safeguarding Institute, who also fulfill roles as among CFI’s current Board of Trustees. This initiative was made possible with support from development partner, Consuelo Zobel Alger Foundation.

MARCH



On March 23, 2022, CFI conducted a safeguarding conversation session with parents and teachers from Sama-Bajau community members residing in Parañaque City and Zamboanga. The discussion highlighted that children have their own rights which are foundational to upholding and safeguarding them. At the end of the session, the participants affirmed their commitment to ensuring children’s safety by educating their children and each other as well as their wider community to become safe spaces.

MAY



On May 18 and 25, 2022, CFI continued engaging selected Sama-Bajau parents, teachers, and community members from Zamboanga and Parañaque in a series of learning conversations on safeguarding. Each session tackled key themes connected to the pillars of children’s rights namely the right to survival, protection, participation, and development.

JUNE



In May 2022, some 140 Sama-Bajau young learners residing in Parañaque and Zamboanga received supplementary feeding meals sponsored by TDCX in support of CFI’s Community Nutrition and Health Education Initiative.

# 2022 Community Highlights (2 of 5)

Empowering Indigenous Learners and Communities Together

JULY



**Graduation of 4 Young IP (YIP) College Grantees**

In partnership with the University of Southeastern Philippines Pamulaan Center for Indigenous Peoples' Education, CFI has been supporting scholars with financial aid under its YIP Program. In 2022, four new IP youth became college graduates namely Hannah Mae Bertonia, Mary Ann Silmaro, Archelle Babe Payandong, and Floramae Tapere (from left to right in the image above), all of whom are the first in their families to graduate college. Since YIP started, there have been 83 IP college graduates supported by CFI.



JULY



**Daloy ng Karunungan Teachers' Training**

On July 26, 27, and 29, 2022, CFI engaged selected teachers of indigenous Sama-Bajau, Talaandig, and Tagbanua students from Zamboanga, Parañaque, Malate, Bukidnon, and Palawan in a three-part series of online learning exchange sessions entitled, "Daloy ng Karunungan Para sa Mga Guro ng Katutubong Mag-aaral." Together, they delved into themes tackling the realities faced by teachers of indigenous learners. The overall aim of the training series was to support them as they navigate the educational landscape to guide their students better.

These sessions illustrated the realities teachers of indigenous learners face, which allowed them to gain new perspectives, insights, tools, and strategies that can further support their dedication to providing quality education to indigenous learners.

AUGUST

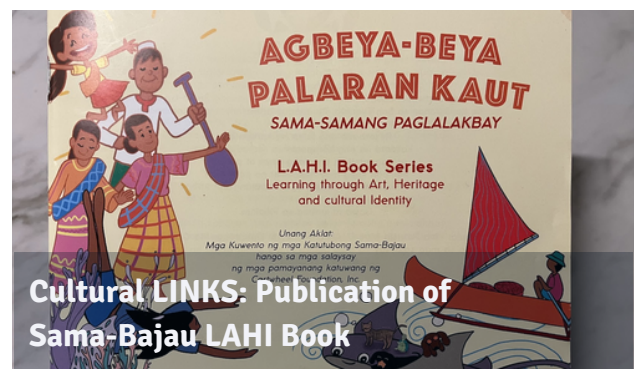


**Enrollment in Big School of 5 Sama-Bajau Graduates**

In August 2022, five of our Sama-Bajau preschool graduates were successfully enrolled in Kindergarten at a DepEd school. Since 2019, a total of 14 learners from the Sama-Bajau Activity Center attend big school! Many of them are first-generation learners, whose parents never got the opportunity to attend school. These efforts were possible because of the tireless support of our partner community teachers, Marilyn Bayona and Faida Faisal.



AUGUST



**Cultural LINKS: Publication of Sama-Bajau LAHI Book**

In August 2022, CFI published an anthology of six Sama-Bajau children's stories entitled "Agbeya-beya Palaran Kaut" (Sama-samang Paglalakbay). The initiative was born out of the need to safeguard the intangible cultural heritage of indigenous communities. The featured stories were shared by our Sama-Bajau communities through story-sharing circles.



# 2022 Community Highlights (3 of 5)

Empowering Indigenous Learners and Communities Together

SEPTEMBER



**Completion of Birth Certificate Registration for 6 Sama-Bajau Learners**

Six Sama-Bajau children from CFI's Parañaque partner community received their birth certificates in September 2022. This not only ensures their basic rights are upheld but also ensures that they are able to access social services as a recognized citizen of the Philippines. Eleven more birth certificates are being processed with a target release in 2023. The birth registrations were facilitated by the hard work of community teachers, Marilyn Bayona and Faida Faisal.

SEPTEMBER



**Xavier School Ugnayan Service Interaction**

On September 5-6, 2022, CFI was invited by Xavier School for its annual Ugnayan Service Interaction, which aims to bridge gaps in Filipino society by creating a greater awareness among Xavier's Grade 5 students about their fellow Filipinos, especially those who are marginalized. In a learning forum format, Sama-Bajau parents and teachers shared their life stories and hardships as Indigenous Peoples, which created a greater awareness and empathy for their contextual realities.

OCTOBER



**Culture Sharing with Aeta Leaders of Porac, Pampanga**

In celebration of IP Month in October, CFI invited Aeta leaders Pastor Benny Capuno and Roger Hugatan to share about their lives and experiences as culture bearers in their communities. Pastor Benny shared specifically about being a Mamun or a religious leader, while Roger shared about his experiences as a teacher of Aeta students.

AUGUST - OCTOBER



**Kanlungan Teacher Support Groups**

In collaboration with partners at MAGIS Creative Spaces, we conducted a series of psychosocial support groups for eight community teachers of IP students from Zamboanga City, Parañaque City, Malate City, Miaraon (Bukidnon), and Culion (Palawan). The themes covered (1) Embodied Resilience and Well-being; (2) Transformation & Self-Agency; and (3) My Life Story. All the sessions aimed to promote a sense of wellness, purpose, and agency in the participants as they continue their valuable work of teaching indigenous students.

# 2022 Community Highlights (4 of 5)

Empowering Indigenous Learners and Communities Together

OCTOBER



**Cultural LINKS Talaandig (MILALITTRA) story circles**

In October 2022, CFI convened culture bearers of the Mirayon-Lapok-Lirongan-Tinaytayan Tribal Association (MILALITTRA) to join a 3-day story circle workshop with the aim of harvesting the stories of the Talaandig Indigenous Peoples so that these can be put on paper and printed as part of CFI's cultural preservation efforts. In September 2022, MILALITTRA granted their Free Prior and Informed Consent (FPIC) to run this project.

OCTOBER



In August 2022, DSWD granted the re-accreditation of CFI as a trusted nation-building partner. The process involved CFI team members sharing information about the organization's Vision, Mission, Programs and Projects. DSWD commended CFI for submitting early with a complete label. Reminders on funding distribution and Human Resource policies were also discussed during the re-accreditation process.

NOVEMBER



On November 19, 2022, CFI, with partner MAGIS Creative Spaces, conducted the yearly Paminaw session with its Young Indigenous Peoples (YIP) Leadership Program graduates, giving them a space express and listen to each other's shared experiences. As one of Pamulaan's founding partners, CFI aims to strengthen the formation of future IP youth leaders by offering them formation and psychosocial support through these sessions.

NOVEMBER



**Sama-Bajau Task Force Planning Workshop**

Building on efforts in 2021 toward promoting a collaborative ecosystem of stakeholders for marginalized indigenous children and communities, CFI convened the Sama-Bajau Task Force on November 14, 2022 to conduct a joint planning workshop. The session was facilitated by Ms. Mihs Guia-Padilla, Executive Director of Anthropology Watch. In the session, the participants went through a co-sensing activity of the present and a co-creating activity for the future, to ensure the sustainability of our programs for the Sama-Bajau children of Barangay San Dionsio, Parañaque City.



# 2022 Community Highlights (5 of 5)

Empowering Indigenous Learners and Communities Together

NOVEMBER

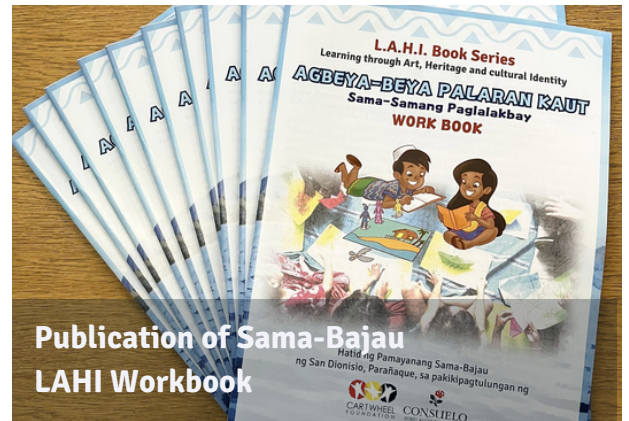


Classroom on Stilts Construction

In 2022, Sunlife Foundation funded the construction of a new "Classroom on Stilts," enabling the Sama-Bajau children of Barangay Kasanyangan, Zamboanga City to attend classes in a safe space of their own. With the completion of the new community-owned learning center in November 2022, the Sama-Bajau now have a dedicated safe learning space for their children. The relaunch of the new Angiskul Ma Bangka Classroom on Stilts was made possible with CFI's on-the-ground partner, Ateneo de Zamboanga Center for Community Extension Services (ADZU-CCES), who spearheaded the construction process and organized the reopening ceremonies.



DECEMBER



Publication of Sama-Bajau LAHI Workbook

In partnership with Consuelo Zobel Alger Foundation, CFI developed a workbook to accompany the L.A.H.I. (Learning through Art, Heritage, and cultural Identity) book series. The workbook contains Sama-Bajau indigenous children's stories coupled with Expressive Arts activities, and a compilation of outputs created by past learners. CFI takes pride in its thoughtful development of indigenized learning materials for its indigenous learners. Indigenizing the curriculum not only helps students learn better but also presents opportunities to represent and nurture their identity and culture.

DECEMBER



DECEMBER



Publication of the Kuwentuhang Karapatan Komiks

Developed in partnership with Consuelo Zobel Alger Foundation, CFI was able to create the Kuwentuhang Karapatan Komiks (Comics on Rights) showcasing the different ways Sama-Bajau parents demonstrate their love and care for their children. The comics also serves as documentation of the Sama-Bajau's community practices that are aligned with child protection. This output was produced in connection to the Kuwentuhang Karapatan series of learning conversations on safeguarding that was conducted from March to May for Sama-Bajau parents, teachers, and community members from Zamboanga and Parañaque.



Share-a-Toy Gift-giving at the Sama-Bajau Activity Center

In December 2022, a generous donor funded CFI's Share-a-Toy Project, which aims to equip CFI's preschools with learning materials. The Sama-Bajau Activity Center was gifted with educational toys, art and writing materials, workbooks, coloring books, and storybooks for the holistic development of our preschool learners.



# Celebrating Educational Success

## Honoring our First-Generation Indigenous College Scholars

Hannah is from the Agusan-Manobo community in Agusan del Sur. She is the first to graduate from college in her family. During her parents' time, education was not accessible for her community; her parents only finished until grade 4 since grades 5 and 6 were not offered in the nearest school. Hannah was introduced to the University of Southeastern Philippines – Pamulaan Center for Indigenous Peoples' Education in Mintal, Davao City through the Foundation for the Development of Agusanon Inc. (FDAI), an organization implementing community development projects in Agusan. FDAI handled her application and endorsed her to Pamulaan.

"I hope to be able to pursue further studies because I want to become an established anthropologist who is able to make action plans for my community's development."

### Hannah Mae Bertonia

BS Development Anthropology



Her favorite part of having studied BS Development Anthropology was creating community action plans. For example, with the help of the FDAI, she assisted in conducting seminars and trainings on women's empowerment and child protection. Currently, she is working as a volunteer with FDAI assisting in facilitation activities and administrative work. Moving forward, she hopes to create a sustainable livelihood program for her community in Agusan who are struggling with a lack of market accessibility.

"Pamulaan was a good influence to me...I learned to not just think about myself. I learned to care about my family and my community."

### Floramae Tapere

BS Development Anthropology



Flora is from the Agusan-Manobo community in Patin-ay, Agusan del Sur. Flora discovered Pamulaan through FDAI, who handled her application and endorsement for the program. She finished a degree in BS Development Anthropology and is the first to graduate college in her family. Although it is the only course offered to indigenous scholars in Pamulaan, she ended up liking it because she learned a lot from her teacher, Mr. Ben Abadiano. One of the highlights of her education at Pamulaan is conducting fieldwork in Mr. Abadiano's classes where she profiled the Matigsalog tribe from Sitio Contract, Barangay Salumay in Davao City - a community rich in culture because they reside far from modern cities.

Currently, she volunteers at FDAI assisting in the enterprise development of organic products like organic black rice, salabat, honey, and other products. In line with that, she hopes to organize activities and bring in organizations to help her community find more sustainable livelihood opportunities outside of fishing and farming. After her volunteer work with FDAI, she aims to conduct more fieldwork and give space for people to be heard and understood, just as she learned in Pamulaan.





# Celebrating Educational Success

## Honoring our First-Generation Indigenous College Scholars

Archelle is a Talaandig from Lantapan, Bukidnon. She is the first to graduate college in her family. She originally wanted to get a degree in Education, but still, Archelle took the opportunity to receive an education through Pamulaan even if Anthropology was the only course being offered. Although Anthropology was a completely new field of study for her, she eventually grew fond of the course. She liked applying the framework of "pagbabalik-tanaw" which means looking at the past in reference to shaping a more nuanced future. While at Pamulaan, Archelle was also able to learn practical skills such as time management, budgeting, and communication skills, which she considers to be the most important takeaways from her time there.

Archelle has not given up on her dream of becoming a teacher. Currently, she is balancing working at her aunt's sari-sari store and earning units for a Professional Education degree at Valencia Colleges Incorporated. In becoming a future teacher, she hopes to be able to help her siblings finish their education and help out her parents at the same time. For her Talaandig community, Archelle hopes that they never forget where they come from while achieving success in life.

"One of my dreams is to graduate from Professional Education and pass the Licensure Exam for Teachers (LET), so I can support my siblings' education and help my parents as well."

### Archelle Bhabé Payandong

BS Development Anthropology



"My dream is to find a job that is of service to people like me who belong to indigenous communities."

### Mary Ann Silmaro

BS Development Anthropology



Mary Ann is from the Talaandig tribe of Lantapan, Bukidnon. In her journey to complete her education, she faced several challenges including living far from home and having to be on her own. Mary Ann relates that, even in her own community, there were some people who discouraged her from going to college saying that Indigenous Peoples don't have the capacity to graduate from college.

Despite these challenges, Mary Ann successfully graduated with a degree in Development Anthropology from the University of Southeastern Philippines-Pamulaan Center in 2022. Through her studies, she gained a deeper understanding of her own culture and expanded her knowledge of other people's backgrounds and practices. Her hope for her Talaandig tribe and for other IP communities is for them to come together and be in solidarity as Indigenous Peoples.

# Driving IP Education Forward

## IP Teachers Build a Better Future for their Indigenous Students

Teacher Marilyn Bayona teaches in the Sama-Bajau Activity Center in Parañaque City, one of Cartwheel's indigenous learning centers. She started teaching ten years ago after being trained as an Early Childhood Care and Development teacher by Save the Children. Although having no previous experience teaching Sama-Bajau students, the Sama-Bajau welcomed Teacher Marilyn into their community. One of her most memorable experiences is learning how to dance the Igal, a celebratory Sama-Bajau dance.

Currently, Teacher Marilyn is one of the most active advocates for the rights of CFI's partner Sama-Bajau community in Parañaque City. Apart from teaching, she is also heading the birth registration process of her young Sama-Bajau students. She hopes to instill good values in her students such as respect for themselves and their fellow human beings.

**"Hope ko talaga na sana makapag-aral sila - may makapagtapos man lang sa kanila - pag makapag-aral ka kasi iiba ang buhay mo."**

**"My hope is for them to be able to study- that at least one of them graduates - because being a graduate enables you to have a better life."**

### Teacher Marilyn Bayona

Sama-Bajau Activity Center, Parañaque City



**"Pangarap ko ang pangarap nila. Pangarap nila ang dahilan kaya ako naging community teacher."**

**"My dream is their dream. Having them achieve their dreams is the reason why I became a community teacher."**

### Teacher Suraya Saikulah

Angiskul Ma Bangka, Zamboanga City



Teacher Suraya Saikulah is an indigenous Sama-Bajau teacher at Angiskul Ma Bangka (AMB) Child Development Center, CFI's learning center in Zamboanga City. She graduated with a BS in Secondary Education but did not get the opportunity to put her degree to practice until she became a teacher for CFI. Before teaching for AMB, she worked for a fish processing factory for seven years, but she never gave up on her dream to teach.

During the Zamboanga Siege, her people, the Sama-Bajau, were evacuated from their homes. She says that while the siege was a daunting challenge in her life, it was also a blessing as it paved the way for her to work with CFI when it joined the rehabilitation efforts. It opened an opportunity for her to not only start teaching but to also discover her capabilities as an individual. Teacher Suraya knows she cannot hand her students' dreams to them but in imparting her knowledge to them, she can equip them with the skills to achieve their own dreams.



# Driving IP Education Forward

## IP Teachers Build a Better Future for their Indigenous Students

Teacher Faida Faisal is an indigenous Sama-Bajau community teacher at the Sama-Bajau Activity Center in Parañaque City. She is originally from Zamboanga City but after the siege, she moved to Manila to start anew. Starting life away from home was difficult. At first, her family lived in a makeshift home along Roxas Boulevard. There, they received support from an NGO. After some time, Teacher Faida was able to move to Parañaque City and have a more stable home.

Despite only finishing Grade 4, Teacher Faida already started teaching ABCs to Sama-Bajau children in Parañaque City even before CFI's time there. When CFI came into the picture, she was enjoined as a community teacher at the Sama-Bajau Activity Center. Regardless of the challenges she faces as a teacher, she still does her best to support her students. Teacher Faida is grateful that the Sama-Bajau children in her community are now able to learn through CFI's support. Her hope for her students and her daughter, Mira, is to finish their education and have a better life.

**"Pinakagusto ko na natutulungan ko ang kapwa Bajau. Kahit konti lang ang maitulong ko, marami na silang natututunan."**

**"I like being able to help my fellow Sama-Bajau. Even if it's just in small ways, they are already able to learn a lot."**

### Teacher Faida Faisal

Sama-Bajau Activity Center, Parañaque City



**"Sana may makapagtapos din at magawa nila ang kung anong ambisyon ang gusto nila sa buhay...maraming posible pag nakapagtapos ka sa pag-aaral..."**

**"I hope that they graduate so they can reach their ambitions in life...there are many possibilities once you finish your education."**

### Teacher Relinda Montimor

Angiskul Ma Bangka, Zamboanga City

Teacher Relinda Montimor is an indigenous Sama-Bajau teacher at Angiskul Ma Bangka (AMB) Child Development Center, CFI's learning center in Zamboanga City. She graduated with a degree in Education but never got to practice until becoming a community teacher for CFI in 2014, when CFI joined the rebuilding efforts after the Zamboanga siege. Before teaching, she was a fish factory worker in Zamboanga City - the only job opportunity available at that time.

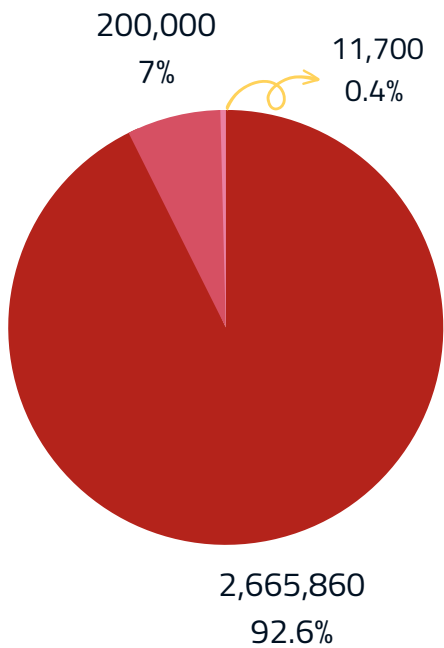
At the heart of her vocation as a teacher is her students' motivation to learn and their potential to have a better future. Teacher Relinda treats her students like they are her own kids. Similarly, her students show Teacher Relinda that she is an important figure in their lives by showing her respect and gratitude. Teacher Relinda's dream for her students is to finish their education and have a better future. With the education she imparts to her students, she already feels content and fulfilled by being able to give better opportunities for her students to have a good life.



# Financials

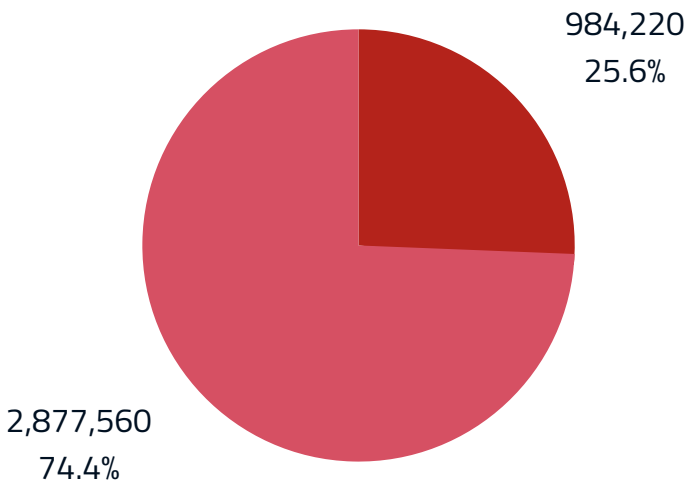
In 2022, we maximized our budget to ensure the continuous implementation and growth of our programs.

**Total Funds for 2022**  
 PHP 3,861,780



## Fund Utilization

- Education and Child Development (ECD)
- Young Indigenous Peoples (YIP) Leaders
- Indigenous Peoples Culture Advocacy (IPCA)



## Program and Administrative Expenses

- Program and Project Expenses
- General and Administrative Expenses

Financials based on CFI's 2022 Audited Financial Statements





# Making progress together

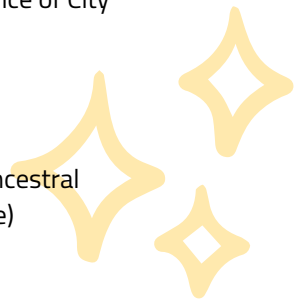
Our deepest gratitude goes to you!



## Donors and Partners

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# Making progress together

Our deepest gratitude goes to you!



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 MILALITTRA (Miarayon, Lapok, Lirongan, Tinaytayan Tribal Association)  
 NetSuite, Inc.  
 Numbers That Matter, Inc  
 Nunez-Tanada, Ria  
 Pamulaan Center for Indigenous Peoples Education  
 Perez, Restituto Jr.  
 Pua, Julie  
 Quevedo, Roger  
 Salazar, Ma. Rosario  
 Santos, Nenita  
 Sari-Sari Storybooks  
 Solidum, Rosette  
 Suan, Isa  
 Sun for All Children, Inc.  
 Sun Life of Canada Philippines, Inc.  
 Sun Life Foundation  
 TDCX (PH), Inc.  
 The Learning Child School  
 Times Trading  
 Torralba, Norma  
 Tuazon, Anna Mae  
 Uy, Jessa  
 Uy-Gan, Gilda  
 Valledor, Geraldine  
 Wong, Joyce Ann

Wu, Julie  
 Xavier School  
 Yang, Teresita  
 Young, Christopher Keoni  
 Young, Maria Carissima  
 Yuyucheng, Frances

"Thank you for your donation for the construction of a HOME for education, love and dreams for our young Sama-Bajau learners."

**Teacher Suraya**





# Making progress together

Our deepest gratitude goes to you!



## Champions and Resource Persons

Ampil, Edgar  
Abad-Jugo, Cyan  
Acma, Patrick  
Bacsain, Ma. Antonette "Toni"  
Banta, Teresa Kristel  
Bayona, Marilyn  
Bufi, Rey  
Capuno, Mariel  
Cruz, Cale Belyn  
Deconlay, Sheila Mae  
Dela Cruz, Jocelyn  
Faisal, Faida  
Gamban, Kristine "Bambi"  
Gatchalian, Ana Mercedes "Sadie"  
Guia-Padilla, Maria Teresa  
Jose, Therese "TJ"  
Kreutz SJ, Fr. William  
La Vina, Carmen "Titay"  
Mercado, Pamela  
Miras, Catherine  
Montimor, Relinda  
Mortola, Bretzel Myrr  
Oreta, Jan Geoffrey "Geof"  
Ortiz-Luis, Maria Johanna Pia  
Paculan, Paolo Ven  
Padua, Tricia  
Pahati, Elaina Kristine "Ina"  
Palmos, Charisse

Perello, June Kate  
Ramirez-Panahon, Coleen Rae  
Saikulah, Suraya  
Sintaon, Bricks  
Soledad-Tecson, Jemika Kathryn "Bobbie"  
Tapiador SJ, Fr. Bogs  
Torreblanca, Arneil  
Tumamac, M.J. (Xi Zuq)  
Tuazon, Roland Glenn  
Umil, Gia Michaela

"As a teacher, I hope I can teach children how to show respect to themselves and others. Even if I help just one child, for me, that is already a big thing."

**Teacher Marilyn**





# Let's co-create safe learning spaces together!



## DONATE

Help a child grow in culturally relevant learning! Be a sponsor and match our partner communities' efforts in educating their children. Course your donations to: BPI Account (SA): Cartwheel Foundation Inc. 0203-2322-92



## INITIATE

Start a project to fundraise for our indigenous learners in a thousand creative ways! Your bright ideas can contribute much to the education of our partner communities.



## ADVOCATE

Tell others about our IP advocacy and the urgency of our work with Filipino culture-bearers. Or you may invite the CFI Team to speak at your organization—we would very gladly oblige!



**CARTWHEEL**  
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