



CARTWHEEL
FOUNDATION



ANNUAL REPORT



2013



Cartwheel Foundation, Inc.





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IDENTIFYING INFORMATION

<i>Name of Organization:</i>	Cartwheel Foundation, Inc. (CFI)
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<i>Position:</i>	Managing Trustee

BACKGROUND

In 1999, **Cartwheel Foundation, Inc. (CFI)** was born as a response to the Tala-andig elders' request to put up an early childhood school for the youth of Miarayon, Bukidnon. This indigenous community in the foothills of Mt. Kalatungan and Mt. Kitanglad served as the pilot area of CFI's education programs.

CFI heeds the urgent call of UNICEF to give indigenous children a better life. Indigenous Peoples (IPs) have unacceptably high rates of infant mortality, low levels of birth registration, vaccination, and education compared to other communities.

For over 10 years, CFI provided the Tala-andig community of Miarayon, Bukidnon with substantive educational and supplementary programs consisting of preschool assistance, adult education classes, college scholarships, emergency feeding and conducted teacher training with the Kalanguyas in Ifugao, Dumagats in Nueva Ecija, Higaonons in Agusan del Sur, and Umajams in Cabanglasan. In July 2003, former President Corazon Aquino recognized Cartwheel as one of the 20 NGOs of the People Power People Movement for bringing "health, livelihood, education and hope" to indigenous peoples.

Today, 15 years after its 1st partner community's desires and aspirations were articulated, owned and given response through a then-fledgling NGO, Cartwheel continues to grow in breadth and in depth with the following programs: *Early Childhood Education* for its young learners, *Young Indigenous Peoples Leaders Program* for future leaders and the *Adult Capability Building Program* for tribe elders.

Sowing and Reaping. Giving and Receiving. These have characterized Cartwheel's journey through the years. And it is through these dynamic processes that speak of collaboration, empowerment and co-ownership that Cartwheel hopes to serve more indigenous communities in the years to come.

Our Vision. *A Philippines where indigenous children and adults, with no access to basic services, enjoy their right to quality education and active participation in community life.*

Our Mission. *Cartwheel exists to empower indigenous peoples' communities by improving self-sustaining capacities and increasing access to resources through education.*

ACTIVITY REPORT

Programs for Education

I. THE EARLY CHILDHOOD EDUCATION PROGRAM

Pre-school provides **Early Childhood Education (ECE)** to indigenous children ages four to seven years old. It is a venue for beginning reading, writing and numerical skills that aim to lessen dropout rates and encourage better performance in grade school. It also serves as a venue for deepening the internalization of tribal culture and traditions to ensure its conservation.

A. ECE in Culion, Palawan

Learning Centers:

- ➔ **ALULAD LEARNING CENTER**
Sitio Alulad, Brgy. Baldat, Culion, Palawan
- ➔ **CAGAIT LEARNING CENTER**
Sitio Cagait, Brgy. Osmeña, Culion, Palawan

Tribe: Tagbanua

In partnership with the *La Inmaculada Concepcion Parish*, the ECE Program in two island communities in Culion, Palawan is on its 2nd cycle for school year (SY) 2013-2014.

In particular, ECE classes are conducted 12 hours a week in Sitios Alulad and Cagait, and taught by a para-teacher assigned to each community. Cartwheel directly manages the Program while the Parish provides the funding support. The Pre-school has been using their own indigenized curriculum which was developed by Cartwheel specifically for the Tagbanua children.



Pre-school learners from Sitio Alulad (Culion Palawan)



The Cagait Learning Center

Details of the ECE Program in Culion are summarized in the *table* below.

Table 1. ECE Program in Culion, Palawan for SY 2013-2014

Program Details	
<i>Levels</i>	Pre-school
<i>School Structure</i>	2
<i>No. of Enrollees</i>	45 (25 in Alulad; 20 in Cagait)
<i>No. of Para-teachers</i>	2 (one per learning center/community)
<i>Curriculum</i>	Localized / indigenized curriculum
<i>Tuition Fee</i>	None
<i>Parents Involvement</i>	Participation in school activities
<i>Supplemental Feeding</i>	Immaculate Conception Feeding Program

B. Early Childhood and Elementary Education (ECEE) in Sinakungan, Agusan del Sur

➔ **DOP SINAKUNGAN IP SCHOOL**
 Brgy. Sinakungan, Esperanza, Agusan del Sur
Tribe: Higaonon



Higaonon para-teachers at the DOP Sinakungan IP School

In 2009, Cartwheel partnered with *Mary Mediatrix of All Grace Foundation*, an organization headed by Fr. Carlito Clase, to support the day care elementary school of the Higaonon in Sinakungan.



Learners at DOP Sinakungan IP School

SY 2013-2014, marked the 5th year partnership of Cartwheel with the *DOP Sinakungan IP School*, formerly named *Urios Sinakungan Elementary School*. The Program is being funded by the *Global Fund for Children* since 2010. A Supplementary Feeding Program to support the physical development of the children was made possible through the assistance of the *Philippine Medical Association of Metropolitan Washington DC (PMAMWDC)* beginning September 2013. An indigenized curriculum specific for the Higaonon children was developed by Cartwheel last 2012 and had been using it since then.

Details of the ECEE Program in Sinakungan are summarized in the *table* below.

Table 2. ECEE Program in Sinakungan, Agusan del Sur for SY 2013-2014

Grades	Daycare	One	Two	Three	Four	Five	Six	Total
<i>No. of graduates by March 2013</i>							1	1
<i>No. of students per grade level</i>	20	12	4	4	9	2	4	55
<i>Number of teachers (multi-grade)</i>	1		1		1		1	4

Grades	Daycare	One	Two	Three	Four	Five	Six	Total
Curriculum	Localized / indigenized curriculum							
Teachers Training	Regular Teachers Trainings are given by Cartwheel Foundation Inc. Special Teachers Training given by The Learning Child School through Cartwheel							
Tuition Fee	None							
Parents/Community involvement	Helping in the maintenance of the school building Presence of Tribal education committee							
Supplemental Feeding	through the assistance of PMAMWDC							
Activities for Sustainable Development	<ul style="list-style-type: none"> ➤ Monthly Parents Teachers Community Association (PTCA) regular meetings to report on and evaluate the program ➤ Yearly Program assessment 							

C. ECE Curriculum Indigenization in Dalahican, Lucena City

➤ **DALAHICAN LEARNING CENTER**
Brgy. Dalahican, Lucena City, Quezon Province
Tribe: Badjao



The Reading Corner at the Learning Center in Brgy. Dalahican

In May 2013, CFI and the *Payatas Orione Foundation, Inc.*-Dalahican Chapter forged a partnership to start an ECE Program in Brgy. Dalahican, in response to the expressed need of the Badjao community's elders for their children to learn how to read, write and count.

In this collaboration, CFI, through the assistance of *Gregorio Araneta Social Development Foundation*, (a) facilitates the indigenization of the curriculum for 65 Badjao pre-school learners, and (b) trains teachers and volunteers in implementing the indigenized curriculum and develop culturally appropriate instructional materials.



Through this Program, it is hoped that the Badjao children of Brgy. Dalahican will become more rooted to their culture and life ways, even as they learn competencies that will help them prepare for the possibility of further schooling.

Left: Brgy. Dalahican's Badjao learners during a Soil Painting Workshop

II. THE YOUNG IP LEADERS PROGRAM

The Young IP (YIP) Leaders Program grooms future IP community leaders by helping promising high school graduates pursue college education at *Pamulaan Center for Indigenous Peoples Education*—the first IP college in Asia that was established in 2006 through the efforts of various partners, including CFI.

In 2013, Pamulaan Center had 105 scholars, 20 of whom are supported by CFI through the assistance of several generous sponsors, including the *Alfonso Yuchengco Foundation*, *A Child's Hope Fund*, *Silver Finance*, and various individuals.

As part of their formation, a Midyear Training Workshop for the YIP scholars was conducted by CFI on October 28 to 30, 2013 at the Holy Cross of Davao College Training Center in Camudmud, Babak, Samal Island.

By March 2014, 10 of the YIP scholars, majoring in Bachelor of Elementary Education, will graduate, with the intention of someday going back to their own communities to serve their people.



Cartwheel YIP Scholars during their Midyear Training Workshop (October 2013)

Further information on the YIP Leaders Program for SY 2013-2014 are summarized in the *table* below.

Table 3. Young IP Leaders Program for SY 2013-2014

No. of scholars (SY 2013-14)	Program Details		
	4 th Year	3 rd Year	Total
	10	10	20
<i>Process of Selection</i>	Admission Policies and Procedures		
<i>Place of Origin & Tribe</i>	Bunagit, Esperanza, Agusan del Sur (Higaonon) Calacapan, Cabanglasan, Bukidnon (Umajamnén) Caraga, Davao Oriental (Mandaya) Cervantes, Ilocos Sur (Kankana-ey) Dalao, Cordon, Isabela (Wilagan) Datu Odin Sinsuat, Maguindanao (Teduray) Esperanza, Agusan del Sur (Manobo) Kiamba, Sarangani Province (B'laan) Liwán-Baay, Abra (Tingguian-Binongan) Miarayon, Talakag, Bukidnon (Tala-andig) Rempes, Upi, Maguindanao (Teduray) San Miguel, Talakag, Bukidnon (Tala-andig) Sarangani, Davao del Sur (B'laan) Siayan, Zamboanga del Norte (Subanen) South Ubian, Tawi-Tawi (Sama) St. Peter, Malaybalay, Bukidnon (Higaonon) Wigan, Cordon, Isabela (Ifugao)		
<i>School</i>	Pamulaan Center for Indigenous Peoples' Education		
<i>Residence</i>	Pamulaan School Dorm		
<i>Courses</i>	Bachelor of Elementary Education (BEED) – 4 th Year scholars Bachelor of Arts in Anthropology (BAA) – 3 rd Year scholars		
<i>Formation Activities & Support System</i>	(a) Individual Consultations, (b) Midyear Seminar, (c) Yearend Seminar, (d) Home Visitations, (e) School Monitoring, and (f) other Formation Activities		

III. THE ADULT CAPABILITY BUILDING PROGRAM

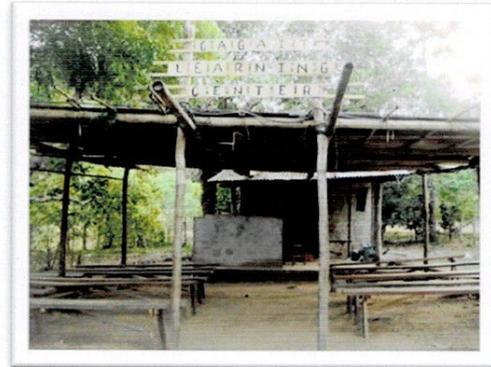
The **Adult Capability Building Program (ACAP)** equips indigenous adults with the necessary knowledge and skills for them to face modern realities and actively participate in community-building. Aside from providing adults who have barely a few years' worth of schooling, if at all, with the basic skills of reading, writing, and numeracy, the Program also strives to build their life skills so that they can effectively deal with today's challenges. The learning cycles include sessions on health and nutrition, indigenous peoples' rights, environmental care, and enterprise development.

ACAP in Culion, Palawan

Learning Centers:

- **ALULAD LEARNING CENTER**
Sitio Alulad, Brgy. Baldat, Culion, Palawan
- **CAGAIT LEARNING CENTER**
Sitio Cagait, Brgy. Osmeña, Culion, Palawan
- **CHINDONAN LEARNING CENTER**
Sitio Chindonan, Brgy. Libis, Culion, Palawan

Tribe: Tagbanua



The Learning Center in Cagait, one of the three ACAP centers in Culion

The ACAP in Culion is made possible through CFI's partnership with the *La Inmaculada Concepcion Parish*. Already on its 3rd cycle, a 3rd ACAP level was introduced in SY 2013-2014 as preparation for the Tagbanua learners to take the Alternative Learning System Accreditation and Equivalency Exam. Nine hours of classes are conducted weekly by three para-teachers. Aside from the regular classes, the ACAP learners gather twice a month for the Tribal Education Council (TEC)—a platform that encourages sharing among Tagbanua community members about their cultural traditions, practices, and life ways vis-à-vis issues that are relevant to their daily lives.



Above: ACAP learners in Chindonan, learning the Tagbanua version of the action song "I'm A Little Teapot"



Right: ACAP learners in Alulad during one of their classes with Ma'am Lilia Diaz, one of CFI's veteran volunteer para-teachers

IV. CULTURAL INTEGRATION

Across all of CFI's programs is a cultural integration component that aims to keep indigenous culture thriving for present and future generations of IPs and non-IPs alike. CFI seeks to nurture Filipino indigenous heritage through relevant education programs that celebrate and integrate the varying contexts, beliefs, traditions, and life ways of the IPs. Apart from keeping culture alive, this also ensures that the IPs enjoy the kind of education that is culturally appropriate.



In 2007, CFI embarked on the Music and Arts Education Program in response to the IP's desire to document their cultural practices and establish a way to pass it to the younger generations. The Program—highlighted by a cultural exchange between three indigenous communities and the American classical group, *Cultures in Harmony*—eventually culminated in 2012 with the production of books that documented various Filipino indigenous music and art forms, through the assistance of *Australian Embassy's Direct Aid Program*.

In 2013, with the conclusion of the Music and Art Program, CFI endeavored to continue making strides toward cultural integration, through its focus on the development, indigenization and validation of culturally relevant curricula for both the ECE Program and the ACAP. Strategies employed in curriculum indigenization are based on the results of the Culture and Values Profiling conducted in each of CFI's partner community before the start of a partnership, as well as the Curriculum Development Framework developed through the help of CFI's YIP alumni scholars. With the mainstreaming of the Tribal Education Council in CFI's education programs, the ECE and ACAP curricula are continuously enriched and made relevant to the needs of the communities whose culture they intend to nurture and celebrate.

Other Activities

October 18, 2013	CFI attended the National Gathering of IPs for Education held at the Department of Education Central Office in Pasig City, which focused on the dissemination of the <i>National Curriculum Framework for IPs</i> .
October 22-26, 2013	CFI participated in the 8th Kalindogan Youth Congress with the theme " <i>Promoting Integrative Health and Holistic Well-being of the Indigenous Communities</i> ," held at the Pamulaan Center for Indigenous Peoples Education. CFI was represented by two Higaonon para-teachers from Sinakungan, Agusan del Sur.
November 2013	CFI Staff participated in Poeisis – a series of workshops on Expressive Arts administered by <i>MAGIS Creative Spaces</i> for the <i>Expressive Arts (EXA) Philippines Network</i> , held at the Cultural Center of the Philippines and Alabang Country Club.

Disaster Response

RELIEF AND REHABILITATION EFFORTS FOR IPs AFFECTED BY CRISIS AND CALAMITY

The Year 2013 proved to be a most challenging one for the Philippines, owing to the series of disasters—both natural and man-made—that caused tremendous devastation in many communities. Among these were the Zamboanga Siege of September 2013, and Typhoon Yolanda (internationally known as ‘Haiyan’) of November 2013. In response to the immensity of the need from these calamities, CFI—fueled by the outpouring of help from its supporters within the country and overseas—mobilized relief and rehabilitation efforts for communities that need it the most.

I. THE ZAMBOANGA SIEGE

Beginning late September 2013, CFI launched a relief drive to collect emergency packets and school supplies for 600 Badjao families displaced by the military stand-off in Zamboanga City. Originally from the communities of Mariki and Rio Hondo, the Badjao evacuees are now informally resettled along the main Cawa-Cawa Boulevard with tents and boats as their temporary places of shelter.

Coordination and distribution of donations were coursed through the *Ateneo de Zamboanga University’s Center for Community Extension Services (CCES)*. The first batch of in-kind donations included 50 sheets of tarpaulin and 23 boxes of clothes, blankets, toiletries, and school supplies. Cash donations from *The Learning Child School* and proceeds from a volunteer-organized benefit concert entitled “*Walang Iwanan*” totaled to **PhP 31,400.00**. This amount has since been turned over to CCES and set aside for recovery initiatives for the Badjao evacuees.



Various local bands, artists, and CFI volunteers gathered together for the “*Walang Iwanan*” benefit concert, held at *The 70’s Bistro (Anonas, Quezon City)* on November 21, 2013.

II. TYPHOON YOLANDA

REBUILDING OF HOMES IN CULION, PALAWAN. In the aftermath of Typhoon Yolanda, CFI facilitated the release of **PhP128,325.00** to 55 Tagbanua families in its partner communities in Culion, Palawan. The funds were used to purchase carpentry materials for the rebuilding of lost or damaged homes. Home repair assistance in the amount of **PhP34,940.00** was likewise extended to CFI’s six Para-teachers and personnel based in Culion town. These initiatives are summarized in the *figure* below.

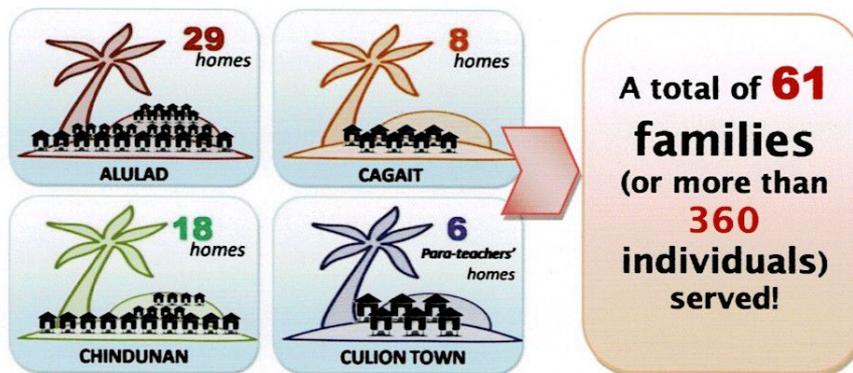


Figure 1. Number of homes built or repaired in Culion, Palawan

RELIEF FOR OTHER YOLANDA-AFFECTED COMMUNITIES. In coordination with various other groups doing relief work on the ground, CFI was able to send urgently needed goods to Tacloban and Tanauan in Leyte, Bantayan Islands in Cebu, Coron in Palawan, Guiuan in Samar and Iloilo. *Figure 2* below shows a summary of goods deployed to the said areas.



Figure 2. Relief goods deployed to Typhoon Yolanda-affected communities

PLANNED INTERVENTIONS. Other forms of assistance toward recovery and rehabilitation to be extended to Typhoon Yolanda-hit communities, through the generosity of various donors, are summarized below.

➤ **Psychosocial Support for Disaster Survivors.** To address psychosocial needs of communities in Culion, post-disaster "conversations" with typhoon-affected families will be conducted, in cooperation with the La Inmaculada Parish's community workers and volunteers.

➤ **Construction of Disaster Resilient Multi-Purpose Structures.** In order to provide a conducive learning environment for CFI's Tagbanua learners and, at the same time, ensure that there is a structurally secure place where families can evacuate to in times of calamity, the construction of disaster resilient multi-purpose structures in Sitios Alulad, Cagait and Chindonan has been identified as a priority project of CFI, in cooperation with other development groups working in Culion.

Each multi-purpose structure is envisioned to have the following features:

- ⦿ Disaster resilient design that is likewise appropriate to the Tagbanuas' culture and life ways
- ⦿ To be used mainly as:
 - (a) **Evacuation Centers** in times of disaster;
 - (b) **School room/ Learning center** for ECE and ACAP classes for Tagbanua learners; and
 - (c) **Staff house** for Cartwheel's Para-teachers.
- ⦿ Can accommodate 30-40 families

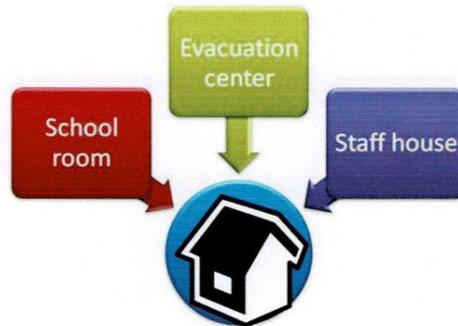


Figure 3. Uses of Disaster Resilient Multi-Purpose Structures for Tagbanua Communities

ORGANIZATIONAL DEVELOPMENT

Board & Staff Composition

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