



## **Participatory Development of Indigenous People in the Bataan Natural Park**

### **Teaching Note**

#### **CASE SUMMARY**

This case is designed to encourage discussion and improve understanding among government, business, non-governmental organizations, community representatives, and donor agency representatives on the challenges of working with indigenous people and communities to design and implement sustainable production and consumption into their community development strategies and programmes. The learners are expected to be a mix of representatives from these sectors.

The case focuses on how to work effectively with indigenous communities by taking into consideration their peculiar culture, traditions, community organization and decision-making, and limited resources.

The focus of the workshops is on how the learners can effectively engage indigenous communities in formulating and implementing community development plans, and evaluating progress towards plan objectives.

#### **LEARNING OBJECTIVES**

- To encourage discussion and improve understanding on the challenges of actively engaging indigenous people and communities in community development strategies and programmes.
- To design, integrate, and implement sustainable production and consumption initiatives for indigenous people and communities.



## **TIPS FOR FACILITATORS**

The facilitation process would take up time discussing basic information about the indigenous community featured in this case. The learners must be encouraged to use their own experiences and knowledge of the indigenous peoples in their own countries to fill in the gaps in the exposition of the patterns and trends in the development challenges and opportunities facing these communities.

In such a situation where there is a big cultural gap between the target beneficiary-partner community and the set of development actors – government (national and local), private sector, non-governmental organizations, community organizations, and donor agency representatives, the role of mutually acceptable measures of performance and attainment are important.

This case highlights the need to develop an index of development that matches the needs of the community for some valid measure or evidence of progress. This is not only a matter between the community and the development actors, but also a matter of confidence of the community in their own leaders and their collective decisions.

To quickly put the learners in an environment of rich visualization of the indigenous community and its way of life, a PowerPoint presentation that is rich in photographs should be presented. Activities of different socio-demographic segments (male-female, young-old, working-studying, etc.) should be presented.

The case study document itself must be provided the learners beforehand, so that the PowerPoint presentation need not present all the details about the case.

## **FACILITATION OF THE LEARNING PROCESS**

After the case presentation, the learners will be provided with four workshop exercises. The workshops will be undertaken by four workshop groups working simultaneously, each



assigned to each of the four workshop questions. The workshop groups are equivalent in that they are as random a mix of country, occupational, and disciplinary representatives. Each workshop group is given 60 minutes to discuss and prepare their presentations. Each group is given 10 minutes each to present the highlights. A 20 minute discussion session follows all the workshop group presentations.

After the discussion, the facilitator comments on the presentations, noting their similarities and differences, strengths and areas for improvement. The facilitator then concludes by presenting how the SCDI for the indigenous community was actually formulated, and how the workshop exercise may have generated alternative assessment mechanisms, or ideas for improvement of the SCDI.



## APPENDIX A: Sustainability Issues and Concerns of the Ayta Community

The sustainability issues and concerns of the Ayta community can be classified into economic, social, environmental, and governmental. This list is presented as a guide to the learners in understanding the scope and range of sustainability concerns of the Ayta indigenous community.

### 1. Economic Performance: Creating sustainable wealth

- How can S&T-based microenterprises be created to accelerate progress in Kanawan?
- Increasingly the Magbukún are diversifying their livelihood activities. A sizeable group is now regularly employed in non-farm government and corporate enterprises. How can employment that prevents contribution of time and voluntary effort to community projects be accommodated within the overall framework of community wellbeing?
- The transport of farm produce and non-timber forest products from Kanawan involves bringing the goods down an incline then across the narrow Hanging Bridge to the paved road. What can be done to help the Aytas in transporting goods to and from Kanawan?
- The handling of finances has always been a problem among Ayta families. How can they be prevented from entering into usurious loan arrangements?

### 2. Social Performance: Protecting and empowering people

- There are an increasing number of outsiders (“unats”) who have filtered into the Magbukún ancestral domain, and this trend will likely continue into the future. How can community well-being be promoted in light of this infusion of settlers and Magbukún intermarriages with lowlanders?
- How can the culture and language of the Magbukún be propagated among the young and documented for appreciation by outsiders?

### 3. Environmental Performance: Protecting environmental values and ecological integrity

- The Magbukún community is exposed to annual risks of cogon fire that destroy their crops and orchards. How can natural and man-made disasters be prevented and the risks managed?

- How can Magbukún families be weaned away from charcoal-making, which provides easy cash, but is detrimental to the environment?

#### **4. Governance Performance: Creating responsive and effective governance structures**

- The Magbukún tribe needs tribal leaders who are competent in facilitating participatory community decision-making, linking with development intermediaries, facilitating community collaboration and resolution of conflict, etc. How can effective and responsive community governance be attained and sustained? How can opportunities for developing community leadership be generated?
- Many development agencies and organizations with their own organizational missions and interests have engaged the Magbukún community with projects. How can the collective impact of development interventions from the outside by national and local government agencies, civic organizations (e.g. Rotary Clubs), non-governmental organizations (Earthday Foundation, etc.), and business groups (buyers of community produce) be purposively achieved?
- How can we measure the impact of development interventions for indigenous communities?
- What policies and guidelines can be set to replicate the effort in other poor IP communities?
- What good practices, policies and guidelines in other poor IP communities can be replicated in Kanawan?

## APPENDIX B: Notes on Developing a Socio-cultural Development Index for the Ayta Community

This section provides information on how the Center for BioMolecular Science Foundation (CBMSF), one group of development actors working with the indigenous Ayta community in Kanawan, Morong, Bataan, approached the problem of developing and deploying a mechanism for assessing progress towards community development plan objectives. This mechanism is called the Socio-Cultural Development Index (SCDI). In consultation with the Aytas, the CBMFI defined a Socio-Cultural Development Index (SCDI), where the indicators include cultural integrity, education status, income/earnings and health status, which were assigned by Aytas the relative weights of 40%, 30%, 20% and 10%, respectively.

For them the most important indicator is cultural integrity and communal ownership of ancestral land is the key sub-indicator because without land they will be dispersed and lose their identity as a people. This was followed by knowledge of the Magbukún language then by preservation of customs, traditions and practices. With the increasing number of intermarriages among Aytas and lowlanders, Tagalog is used in increasing number of households and fewer children learn to speak Magbukún, a problem that the community has to remedy to preserve their culture.

The Aytas consider education as next to cultural integrity in terms of importance as a development indicator because with proper education, it would be easier to get employed and to engage in livelihood activities. Better education will translate to more opportunities to earn and once money is available, one can buy enough nutritious food to minimize health problems.

As defined, SCDI is not an absolute index but it is useful as a measure of impact or the relative status of a community before and after a particular set of development interventions is applied (Motin et al. 2006).

A survey done in 2010 to reassess the Aytas' SCDI showed that in five years the earnings of Aytas have increased from \$0.47 to \$1.21 per day per person. Although the increase is a substantial improvement from the earnings of 2005 it barely reached the upper boundary of extreme poverty level in 2010. Cultural integrity decreased by 5.5% but the education



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indicator increased by 60%, earnings rose by about 174% and health status improved by about 45%. The cashews and other fruit trees that the Aytas planted under the program are now starting to bear fruit and this can contribute further to increase in earnings. SCDI increased from 0.524 in 2005 to 0.652 in 2010 indicating that the PTFCF project had a positive impact on the community of Aytas in Kanawan.



## APPENDIX C: New Initiatives

The Aytas continue to plant more root crops and vegetables but the yields remain low. They have already earned from seedlings of forest trees. Last year the Aytas planted coffee in the reservation with the assistance of CBMSF.

The community is currently participating in the instillation of a hydraulic ram pump and concrete storage tank developed by the Alternative Indigenous Development Foundation (AIDFI) to provide irrigation to the farms of Kanawan. Coca cola Foundation (CCF) provided funds and Earth Day Network Philippines (EDNPI) is managing the project with assistance in community coordination from CBMSF.

An education program on “Practical Living in Harmony with Culture, Development and the Environment” has been drafted and the Bureau of Alternative Learning Systems (BALS) has been approached for collaboration on increasing the functional literacy of the Kanawan residents who are over 16 years old.