Integrating Indigenous Knowledge in DRR and CC Mainstreaming

DepEd-ARMM Experience



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DRR and CC Issues



Natural disasters

- Floods, landslides
- Volcanic eruption (including underwater)
- Earthquakes (Sulu and Cotabato trenches)
- Changing weather patterns and rising sea level

Man-made conflicts

- Culturally-entrenched Rido (Vendetta)
- Armed Conflicts
- Kidnapping and Banditry

ARMM Contexts



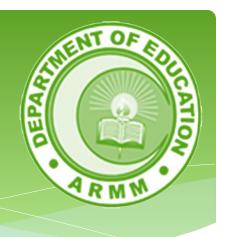
- * ARMM as a Fragile Environment Security and Poor Governance
- * Geo-Political Reality From ARMM to Bangsamoro
- * Socio-Cultural Diversity
- * Education Challenges Access, Equity, Quality and Governance

Indigenous Knowledge



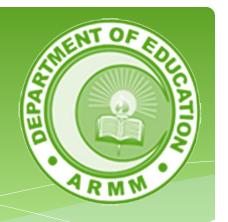
- Moro cultures are mainly water-based
 - Meranaw around the Great Lake
 - Maguindanaoan of the Marshlands
 - Island or maritime communities of Basilan, Sulu and Tawi-Tawi
- Majority-Minority Relationship
- Culture-Religion Dynamics

Integration Challenges



- Indigenous Vs Westernized Thinking
- Knowledge transfer through Oral Traditions
- Pervasiveness of DRR and CCA issues
- Top-Down Mentality Centralization vs Localization, Compliance vs Local Empowerment
- Poor integration *Policy, Programming, SBM* practice
- Beyond Schooling, Towards Education From Resilience to Social Cohesion

Moving Forward



 Working with UNICEF to develop a regional policy on EiE (to add: CSS)

* Calibration of Education Response

- IK integration into the EiE/CSS framework
- Learning from Local DRRM/CCA and EC Experiences
- Enhancement of SBM concept and practice
- Skills-Based Education
- Operational Mainstreaming within DepEd-ARMM bureaucracy, e.g. Focal Point System, DRRMOs, MOOE Allocation, Geotags and School Hazards Map, etc.