

Integrating Indigenous Knowledge in DRR and CC Mainstreaming

DepEd-ARMM Experience



Noor Saada

Assistant Regional Secretary – DepEd-ARMM

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.*