



Journal Homepage: -www.journalijar.com

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/14369
DOI URL: <http://dx.doi.org/10.21474/IJAR01/14369>



RESEARCH ARTICLE

LITERACY INTERVENTION FOR THE TRIBE (PROJECT LIFT): HIGHER EDUCATION INSTITUTION EXTENSION PROGRAM FOR INDIGENOUS PEOPLES

Eduardo Mariscotes Abad¹ and Delma Jean Villapando-Abad²

1. Associate Professor 1, Camarines Norte State College, Philippines.
2. Associate Professor 1, Camarines Norte State College, Philippines.

Manuscript Info

Manuscript History

Received: 05 January 2022

Final Accepted: 09 February 2022

Published: March 2022

Key words:-

Extension Program, Community Outreach, Indigenous Peoples, Community Development

Abstract

This study introduces Project LIFT, a collaborative Education/ Training/ Advocacy program for Indigenous Peoples known as Manide Tribe in the province. The history of the program is followed by a description citing the program implementation system. It features the holistic, needs- based approach employed by the extension implementers and partner external linkages in reaching out to the target beneficiaries as well as how the program caters the literacy and skill necessities of the adopted tribe. Project LIFT is presented as one of the avenues for the performance of Extension function of the college.

Copy Right, IJAR, 2022,. All rights reserved.

Introduction:-

As higher education institutions (HEIs) are concerned with delivering extension programs to reach development goals, it is paramount that academic institutions should perform one of the mandated functions by the Commission on Higher Education (CHED)- to extend their educational and community services to the people.

A Community Extension Program is an activity through which a person can try out a new approach of learning. It does not teach the contents of the book, but rather how to apply them in the real world. Furthermore, everyone's interpretation of Community Extension Program is different. It entails being nice and compassionate to others, as well as assisting those who are less fortunate (R., & Center, S. (2016). Community development is a dynamic process that involves all elements of the community, including the frequently overlooked young population. The establishment and maintenance of channels of connection and communication among varied local groups that are otherwise geared toward their more individual interests is a critical component of this process. Moreover, as various agencies are trying to extend assistance to marginalized groups such as Indigenous peoples, their rights should not be set aside as these are increasingly recognized by international law, and new conservation policies allow indigenous peoples to own and manage protected places (Colchester, M. (2004).

The extension service in the Philippines was established during the Spanish era, according to Gonzales and Maghamil (2009) though it was structured as a national system in 1952. Further, Harder and Brodeur (2011) defined community extension in Israel as "Comprehensive set of activities" is how the program is described. intended to produce a series of results among a select group of customers." A program, they say, is more than a single training or activity. Recent challenges for extension work include multi-faceted educational efforts that link government and non-government institutions' technology, knowledge, and resources to the problems and concerns of individuals and society as a whole. Individuals and communities are transformed for growth by extensionists who act as change agents. In order to be sustainable, such a process of individual and community transformation

Corresponding Author:- Eduardo Mariscotes Abad

Address:- Associate Professor 1, Camarines Norte State College, Philippines.

necessitates a human rights viewpoint (Ammakiw, J. S. (2013). Extension programs are distinguished by a focus on the needs of the target audience, the intention to influence participant learning and behavior outcomes, various activities that are comprehensive in nature, and the inclusion of a formal evaluation, among other things.

Moreover, the Camarines Norte State College (CNSC) as one of the higher education institutions in the province of Camarines Norte is committed to responding and bringing its services to communities. Thus, the creation of extension services flagship program of the institution dubbed as *DISKARTE* (Delivery of Inclusive Service through Knowledge-Sharing and Application of Research-based Technology to Empower) communities which has two key agenda composed of : LINGAP (Livelihood Initiatives for the Needy in the Grassroots to Alleviate Poverty) which intends to conduct trainings for livelihood activities and the KKK - *Kolehiyo at Komunidad Katuwangsa Pag-unlad*-(College and Community helping each other ; Onward to Progress) which addresses non-livelihood training activities. These programs made the extension initiative more focused on the direction it intends to achieve which are all gearing toward the vision of the extension services of the institution to achieve prominence in Community Services through promoting the economic and social transformation of the marginalized and vulnerable groups in the province”, (CNSC Extension Services Manual, 2015). As CNSC continues to provide various quality services to the community, programs for the socially-disadvantaged group has always been on top of its priorities.

Origin of Project LIFT

The province of Camarines Norte is also a home of indigenous cultural minorities. Among twelve municipalities of Camarines Norte, eight of the municipalities are inhabited by tribal communities popularly called “Manide”. The eight municipalities with indigenous cultural minorities are the municipalities of :Labo, Jose Panganiban, Paracale ,Capalonga , Basud, Sta.Elena , Vinzons and San Lorenzo Ruiz (Almadrones, R. J. 2016). The total population the Manide in the province of Camarines Norte is 3, 470 with 774 households (National Commission on Indigenous Peoples (NCIP) Region V, Iriga City Pop. Survey 2016) .According to NCIP provincial office, the majority of the Indigenous Peoples reached elementary levels; however, more of them are not capable of reading and writing as of the time of this study. There are programs and projects implemented intended for the Manide but due to the growing number of its population, mobility, and social issues, sustainability of the programs are important concerns to deal with to continue to achieve the development initiatives for the tribe (Abad,D.V,2020)

Philippine Development Plan 2017-2022, Chapter 7 on Promoting Philippine Culture and Values posits that;

“There must be actions on empowering nature of culture as such, awareness and appreciation of culture and the values that drive people’s attitude and behavior is a need. Philippines is a nation of diverse culture as there are 120-170 languages spoken by 110 ethnolinguistic groups, thus, a complete assessment of the country’s diverse cultures covering both the tangible and intangible remains a challenge because data are sparse and scattered .Marginalized peoples such as indigenous peoples should be extended with Malasakit (compassion) -Enhancing the social Fabric through providing access to information on the importance of their existing culture and language as a means to cultural exchange and progress”.

Further, the CNSC College of Education, which is the mother station of this LIFT Program has its workforce composed of professionals trained and equipped with holistic expertise which could cater to facilitating various literacy training and activities for the tribe community, and with the assistance of the institution, establishing linkages with other agencies has been realized. Thus, this extension project entitled Literacy Intervention for the Tribe (LIFT) was conceptualized.

Objective of the Study:-

Design a sustainable institution Extension Program that will help the Indigenous Peoples supplement their needs along reading and writing skills enhancement and information and sustainable livelihood assistance through academecommunity extension program

Methodology:-

This research-based extension program utilized descriptive qualitative design as it deals more with what rather than how or why something has happened. Observation, interviews, and immersion to the site were employed to gather data from the respondents in order to analyze the existing needs of the Tribe along multi aspects of literacy education.

The data were collected qualitatively to establish the need. Through Vivo coding transcription of interviews, responses were themed and thematically analyzed. The interviews were transcribed and inductively explored to identify recurring concepts and interpret the results. Hence, on the research of Avengoza-Almadrones, R. J. (2016), it was recommended to come up with literacy interventions for the elders of the tribe to aid them to cope with reading and writing skills to be used in their daily transactions with the mainstream and in finding jobs to earn for a living apart from “pangangamuhan”(working as helpers) and planting root crops and palays (rice grains) for the lowlanders in the area and being paid for their services. Likewise, in the study of Abad, D. J. V. (2020) it was mentioned that there is a need to provide the Manide learners training enhancement in reading and writing through creating a contextualized reading material to be used in teaching them to read.

Results and Discussion:-

Design of the Project LIFT

The following are the specific targets of this program:

1. Assess ,evaluate and address the literacy needs of the tribe community beneficiaries
2. Conduct reading and writing program for the Manide community
3. Provide skills training necessary for community development and leadership literacy
4. Facilitate livelihood and financial opportunity literacy
5. Provide venues through which the faculty and students could exercise their sense of social responsibility and solidarity through rendering extension services through their different professional skills and expertise
6. Collaborate with government and non-government institutions for partnership in the implementation of the project

Program History

Project LIFT was first implemented in Brgy. Osmenia, Jose Panganiban and Brgy, Calabasa , Labo, CamarinesNorte as an attempt to remedy the literacy needs of the Manide tribe in 2019 after a year of ocular of the sites, series of meetings with the partners and the tribe community. The collaboration was sealed through a Memorandum of Agreement which stipulated all the obligations and responsibilities of the parties involved. Hence, the project of CNSC College of Education, with its external partners; Non-governmental organization- Rotary Club of Daet and National Commission on Indigenous Peoples -Region V. The program has 125 beneficiaries composed of Manide elders, adult, youth and children and 16 faculty extension implementers and ten student volunteers .

Implementation of the Program

The project LIFT envisions to invest and see human development among the Manidecommunity on the following aspects:

Self -development

The members of the community from the youngest to the eldest will enhance skills to learn necessary competencies to make them become functional members of the society. The Manide will acquire and enjoy discovering their full potential and their rights. Sessions on various skills training will add to their capability, creativity, artistry, confidence, and self-worth as human beings. The knowledge and skills gained will enhance their productivity and economic independence.

Community Development

The joint effort of the government organizations and non –government organizations as well as full support and commitment of both participants and the extension program implementers and linkages will provide free access to quality education that will be a big help in human development as it will mechanize the community to gradually attain development.

Moral Dignity

The education/training and advocacy program awareness is not only an opportunity of learning for the Manide but also a step toward change for better life and quality of living. This learning opportunity will help build moral dignity among the Manide which will equip them with the personality to deal with the mainstream of urban centers and the professional world.

Social Personality

Learning basic skills and knowledge necessary for development based on culture and context will provide the Manide the social personality and confidence to deal with other people in a harmonious way without any hesitation and distance. Learning the morals and culture shared in the mainstream of the society will able the Manide to confidently open themselves without losing their own ingenuity, but instead value it more.

Cultural Sensitivity

As members of the indigenous people's community, it is necessary to preserve, maintain and protect their own cultural identity for it is their legacy and contribution to the world. Being culturally aware provides a wider perspective on the direction for development as they have the skills needed for effective communication with people of other cultures.

Institutional aspect

The students and faculty extension advocates will strengthen their desire to bring change in society as agents of goodness making the life of others better. Aside from that, it will also tighten the camaraderie and solidarity of College of Education stakeholders in bringing lessons inside the classroom in practical life situations

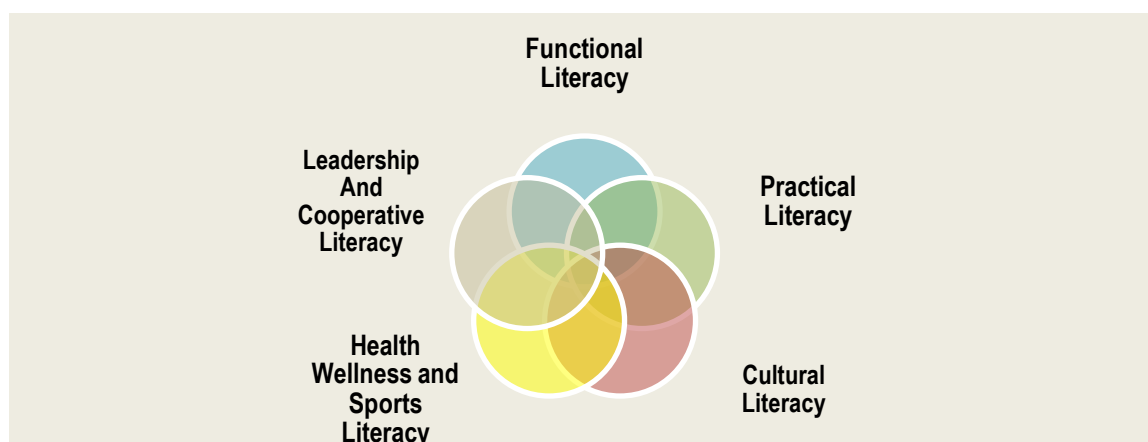


Figure 1:- Design of the LIFT Curriculum.

A customized curriculum has been designed to meet the specific needs emanated from the assessed needs. It has different components which respond to the needs of the tribe based on the preliminary inquiry conducted.hence the following:

Strand 1. Functional Literacy- focuses on providing the basic functional skills that a person should have such as reading, writing, speaking, and numeracy. A Series of sessions on acquiring, exhibiting, assessing, and evaluating the skills will be done to ensure the acquisition of the skills.To reach one's goals and improve one's knowledge and potential, one must be able to comprehend and apply printed material in daily activities at home, at work, and in the community (Olaniyi, F. O. (2015).

Objectives
1. Provide the IPs training session in reading and comprehension of written text both in English and Filipino
2. Train IPs to write various forms of written documents such as application letter, appeal or their own biography
3. Train IPs in oral and written communication both in English and Filipino
4. Train IPs on practical usage of mathematical operations in daily life businesses

Strand 2. Health, Wellness and Sports Literacy- focuses on providing the IPs with basic knowledge in healthy living, understanding the science of human body and sports activities for recreation.

Objectives
1. Provide the IPs basic training on Health Care

2. Train on proper hygiene and sanitation
3. Acquaint on prevention measures on communicable diseases
4. Explain the nature and science of human body as to how it works and is maintained
5. Train on cooking nutritious, yet affordable food available in the locality
6. Train on recreational sports as to coaching and officiating

Strand 3. Practical Literacy- focuses on practical arts literacy into making life-works easy, safe, convenient, and happy. Aside from that, it provides training on understanding aspects of life from farm to the road, from simple electricity to motors and machines, and from basic household design and decoration to personal wardrobe and grooming.

Objectives
1. Provide basic knowledge on farm management
2. Provide training sessions on understanding machines and motor parts
3. Provide sessions on the use of signs and symbols
4. Provide sessions on Interior and house designs and decorations
5. Provide training on appropriate wardrobe and grooming
6. Provide basic training on disaster preparations, risk management after disasters

Strand 4. Cultural Literacy- focuses on self-assessment of the IPs as cultural practices they are to preserve and maintain. Likewise, presents strategies as to planning for community development at the same time prepares the IPs in the world of work as fully grounded with a strong foundation of understanding of God, humanity, citizenship responsibility, and culture of Filipino spirit as one nation.

Objectives
1. Introduce and facilitate activities showcasing their own culture and traditions
2. Conduct sessions on: Singing, dancing, playing of musical instruments
3. Provide sessions on Human rights education, Citizenship Education, Environmental Education, Enhancing of Knowing God's purpose, Imbibing Filipino spirit and the nation's culture, Basic Training on disaster preparation, risk management

Strand 5. Leadership and Cooperative Literacy- focuses on leadership skills training appropriate for the IP community. It starts with an assessment of the challenges and needs confronting the IP community and other leadership skills training will be provided. This is to equip the IP leaders and prospective leaders on governing the growing organization of IPs community with their own laws and existing beliefs and the law of the land they live on.

Objectives
1. Conduct leadership skills in organizational problem solving sessions
2. Train IPs on Resource Management of the community
3. Train on winning peoples' support and team engagement
4. Train on understanding thrust, nature and structure of Tribe Cooperative – non-governmental organization

Program Set Up

The program is conducted every Saturday from 9 am until 1 pm on four Saturdays of the month. The current design runs for 12 months and is subject to renewal upon the expiration of the approved timeline. The participants are grouped by age and divided into groups of around 5 to 20 each. The typical day begins with a group "Kumustahan" (greeting and small talks, establishing friendly and non-threatening atmosphere) and distribution of learning kits comprised of Pens, notebooks, paper, and plastic folders and IDs. The extension facilitator of the group manages the signing of attendance and sitting arrangement ensuring that each attendee will be comfortable throughout the literacy tasks. Three to four extensionists-teachers/student volunteers are tasked to manage each group.

The activities of the day involve sessions of one hour for each topic, with about 10 minutes between sessions to get to the next one. Sometimes, only one session is enough to finish the day as there are attendees who need more time to learn the topic. The Series of sessions end at 12 noon and free lunch is then served for all. The day is planned so that objectives are met adhering to the program format. The curriculum is designed for each age group. For example, the children will be taught basic reading, writing, and numerical lessons while the elders will be taught the basics in

writing such as the alphabet, words, and sentences. Adult and Youth groups are provided with lessons that level their learning ability as they are initially assessed prior to curriculum designing.

The Future of Project LIFT

The collaborative nature of Project LIFT encourages various groups to contribute any form of help they could; finances, goods, foods, etc. It provides an opportunity to request Commission on Higher Education, Philippines (CHED) funding as the latter has its program of funding projects which cater to Tourism and the Environment. Project LIFT is currently redesigning its manner of implementation to adhere to the current situation of the country as the Covid-19 Pandemic has caused limited movement of people, as the government's way to protect the welfare of the community against the dreaded illness. The project leader is working out on the extension of the duration with the partner agencies to augment the months lost without conducting the actual plans due to the pandemic.

The rate of involvement in the extension program, according to this study, is crucial in bringing the advantages to the tribe's community families. Further, it is essential that they are motivated to take part in all the activities designed for them as they also suggested while the program is being crafted. Their attendance could indicate a desire to learn for the rest of their lives and a desire to improve their quality of life. This could also be a way for them to express themselves and collaborate with their neighbors (Chavis & Wandersman, 1990; Perkins & Long, 2002).

Like all programs of this type, success relies on future funding. The College of Education has allocated a certain amount for this project but with recent reductions in government spending, to give way for the immediate needs of the time- to address the problems brought by Coronavirus disease, project LIFT collaborators must be resourceful in securing additional funding through requesting for more linkages which also cater to rendering outreach services such as this. Finally, the success of project LIFT also depends on the cooperation, dedication, and concern of the Extension Implementers, school administration and institution stakeholders and Partner agencies.

References:-

- [1] Abad, D. J. V. (2020). Designing a Contextualized and Culture-Based Reading Material for Indigenous Learners. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 17(1), 153-163.
Retrieved from <https://archives.palarch.nl/index.php/jae/article/view/1024>
- [2] Abad, E. M. (2022). Development and Evaluation of Contextualized reference material in Social Studies. *American Journal of Humanities and Social Sciences Research (AJHSSR)*. Retrieved from <https://www.ajhssr.com/wp-content/uploads/2022/03/Y22603214226.pdf>, 214-226
- [3] Ammakiw, J. S. (2013). Evaluation of Extension Programs and Services of Kalinga Apayao State College Tabuk City Philipines. *International Journal of Advanced Researches in Social Sciences*, Vol. 2 | No. 12 | ISSN: 2278-6236.
- [4] Avengoza-Almadrones, R. J. (2016). Radio Listening Practices of the Bihug of Tuaca, Basud, Camarines Norte, Philippines. *Asia Pacific Journal of Multidisciplinary Research*, 4(4).
- [5] Chavis, D. M., & Wandersman, A. (1990). Sense of community in the urban environment: A catalyst for participation and community development. *Am J Community Psychol*, 18, 55- 82.
- [6] Chua, V. D., Caringal, K. P., De Guzman, B. R. C., Baroja, E. A. D., Maguindayao, J. B., & Caiga, B. T. (2014). Level of Implementation of the Community Extension Activities of Lyceum International Maritime Academy. *Educational Research International* 3(3), 19-28
- [7] CNSC Extension Services Manual, 2015
- [8] Colchester, M. (2004). Conservation policy and indigenous peoples. *Environmental Science & Policy*, 7(3), 145-153.
- [9] Gonzales, A. C. and Maghamil, C. W. (2009) Impact of Community Extension Program of LSU Faculty
- [10] Israel, G., Harder, A. & Brodeur, C. (2011) What is Extension Program?
- [11] National Commission on Indigenous People Region V, Iriga City Pop. Survey 2016
- [12] Olaniyi, F. O. (2015). Basic and Functional Literacy and the Attainment of Vision 20-2020 in Nigeria. *Developing Country Studies*, 5(14), 22-25.
- [13] Perkins, D. D., & Long, D. A. (2002). Neighborhood sense of community and social capital: A multi-level analysis. In A. Fisher, C. Sonn, & B. Bishop (Eds.), *Psychological sense of community: Research, applications, and implications*. New York: Plenum (pp. 291-318).