



## TUÉN HU UYAG: Strengthening education and life skills of indigenous youth Upper Pulangi, Mindanao, Philippines

Tuén hu Uyag, or learning and living, is a program for indigenous youth in the Upper Pulangi, aged 15 to 29 who may or may not have finished basic schooling but are interested in learning with others a range of technical and social skills.

The program is held in the Pulangiyén gaup (ancestral domain) of Bendum. It is made up of multiple courses, and each course runs for eight weeks with usually two technical subjects and one formative subject. It is a live-in arrangement where a learning community is formed with daily classes, activities and responsibilities, including house management and vegetable gardening.

This generation is currently faced with limited options for work, yet holds the greatest potential in ensuring levels of social and environmental sustainability, and cultural integrity of their ancestral domains. From these youth come the next cultural leaders, the teachers of the next generations; the keepers of indigenous values, knowledge, and practices. It is a progressive learning strategy that allows indigenous youth to participate in and contribute to broader Philippine society.

The program also acknowledges the 20 years of education efforts in the area that started with functional literacy and is now acknowledged as contributing to the national program of culture-based elementary education, with active plans to establish a formal training center for a national program of multilingual education. From this evolved the youth program to meet broader needs and gather a broader stakeholdership of youth, especially in the Upper Pulangi.

### GOAL

Responds to local educational needs of indigenous youth so that they develop capacity and personal growth in responding to life challenges and opportunities in an emerging economy, in a context of many sociocultural challenges and the need for greater environmental sustainability.

### OBJECTIVES

- Provide access to formal education through a learning program appropriate to the culture and context
- Strengthen social and cultural consciousness and self-confidence
- Improve community involvement and leadership skills
- Teach sustainability and resource management



## METHODS

- Participative hands-on learning sessions with theory-based teaching that uses various forms of visual aids; local case studies and analysis; written and practical examinations; inputs from local and external resource persons
- Individual and collective reflections
- Group dynamics, plenary and focused group discussions, workshops for reflection and learning exchanges
- Design and implementation of thematic inputs and site activities in the forest, river, and agriculture area concerns
- Networking strategy design that incorporates information gathering, understanding relations and mandates of institutions, correspondence and conduct of meetings, documentation
- Structured site visits with thematic focus, accompanied by a post-activity assessment for reflection and social analysis
- Activity documentation
- Feedback and assessment
- Design of a tracer scheme to track progress and obtain updates and profiles of youth participants and their current situation

## COURSES

The curriculum is modular, with each course running for eight weeks with formative, academic, and technical skills subjects, and with separate grades for each portion. The main language of learning and testing is Pinulangiyan, the mother tongue, and Visayan, the regional lingua franca. The curriculum has 10 courses, with five courses conducted every year. The courses need to be taken over a three-year period at most, with completion of five courses that reflects a progressive learning capacity.

### Formative subjects:

1. Psycho-Spirituality
  - Self and Teambuilding
  - Sex Education, Violence against Women and Children
2. Cultural Identity, Aesthetics, and Art
  - Culture of Peace, Gaup, and Simplicity
  - Indigenous Peoples Laws and Policies
3. Environmental Responsibility
  - Sustainable Gaup
4. Leadership Skills
  - Health and Nutrition



### Technical skills subjects:

1. Sewing and Handcraft Production
2. Community Forest Management
3. Masonry
4. Welding
5. Construction Carpentry
6. Furniture Carpentry
7. Swidden 1: Food Security
8. Swidden 2: Integrated Agroforestry Management
9. Bookkeeping, Accounting, and Planning
10. Water System Management

### Academic review subjects:

1. Computer
2. Filipino
3. English
4. Science and Mathematics

There is a basic literacy and numeracy program for those who have difficulties to write, read, and calculate.



## EXTRACURRICULAR ACTIVITIES

These are activities built into the different subjects depending upon the time of the year and subjects offered.

### Learning and exchange visits (Bentela daw Sayuda):

Exchange visits for youth from various indigenous communities across Mindanao, done twice a year for five days.

**Youth camps (Tapok):** An annual three-day youth camp

**Capacity building for networking (Amul-amul):** Monthly meetings of youth, accompanied by ESSC staff, to develop their capacity to engage with other communities, agencies, and the private sector, and document their work and provide feedback to their villages and communities

**Development of an environment youth cadre that design and implement a program for accompanying communities in farm and forest management (Dumala ha Yuma hu Lasang):** Monthly meetings, area visits across villages, accompanying youth in agroforestry activities

**Development of a Youth and Agroforestry Livelihood Program that identifies opportunities for meaningful livelihood options for the youth in agroforestry and entrepreneurship:** Monthly meetings and small group discussions with government, local government, line agencies, private sector, other assisting groups



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