



2023 Lubos na Alyansa ng mga Katutubong Ayta ng Sambales (LAKAS)
Youth-led Action Research

Combating **RACISM** and **IDENTITY-BASED** **DISCRIMINATION** in Education



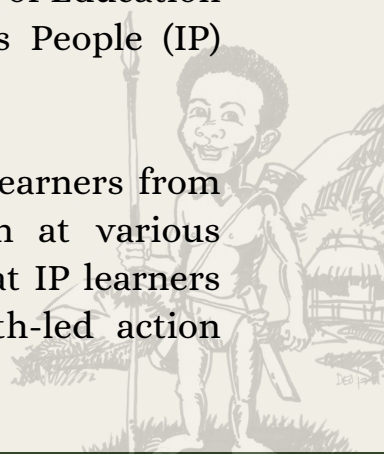
INTRODUCTION

One of the country's original inhabitants and indigenous peoples are the Aytas. They are dispersed throughout mountainous areas. The Ayta of Zambales used to live on the slopes of Mount Pinatubo. Following the 1991 volcanic eruption, they were forced to relocate to the lowlands.

LAKAS or Lubos na Alyansa ng mga Katutubong Ayta ng Sambales (LAKAS) is an organization of Aytas in Botolan, Zambales founded with Franciscan Missionaries of Mary Sisters headed by Sister Carmen “Indo Menggay” Balanzo. It was organized by introducing literacy and numeracy because the Aytas need to learn how to read, write, and count because they have been deceived when selling their farm products in the past.

The Indigenous Peoples Rights Act (IPRA) of 1997 established a comprehensive and highly protective system for the protection of IP rights in the Philippines, granting IPs rights over their territorial domain, the right to self-determination, including the right to follow their customary laws, and the ability to give their consent to development interventions, particularly projects, plans, programs, and policies that have an impact on their communities and those that are covered by the IPRA, (Tuyor,2007) . As a response to the right of indigenous peoples (IP) to a basic education that is sensitive to their context, respects their identities, and promotes the value of their indigenous knowledge, skills, and other aspects of their cultural heritage, the Department of Education developed a policy framework institutionalizing the Indigenous People (IP) Education in 2011.

However, in reality, there are still obstacles preventing IP learners from obtaining a quality education as they pursue their education at various institutions. The practices, behaviors, perceptions, and norms that IP learners perceived as discriminatory are further explored in this youth-led action research.



The purpose of this study is to:

- Identify various challenges that Ayta learner encounters in terms of their education, psychosocial development and socioeconomic status;
- Understand their likes and dislikes at school/learning environment and;
- Determine their recommendations for enhancing IP Education, propose changes to the educational institutions and to ensure that their rights to inclusive, equitable, and quality education that is suited to their culture, needs, and identity as Ayta are met.



RESEARCH DESIGN

Youth leaders from an Ayta community led this participatory action research; they have initiated a youth camp as a creative approach to build rapport and gather data through different activities. Respondents were Ayta learners from different educational institutions coming from junior high school, senior high school, college, and ALS (Alternative learning system).

Participatory research obtained insights and understanding of common practices as a basis to change social reality, (Bergold & Thomas, 2012). The youth researchers used open-ended questions to create the instruments or survey tools that were given to the participants in each group of activities. Since the answers to these questions are not predetermined, respondents have the freedom to express what they believe to be true and frequently make practical, and perceptual.

Youth researchers began transcribing audio recordings made during the youth camp activities as part of the data analysis process, and coding was also done as a basis for thematic analysis. Researchers took notes and recorded each group that presented their role play. Force field analysis was used indicating both restraining and driving forces of the suggested programs and policies that will help in ensuring that rights to inclusive, equitable, and quality education that is suited to their culture, needs, and identity as Ayta. During focused group discussions, the collected data, themes, and scoring for force field analysis were validated.

A total of 36 LAKAS kabataan (youth) from different educational levels participated in the activities including the core group as facilitators. They currently attend various educational institutions and range in age from 12 to 33. They are all Ayta who are working toward their academic goals.



RESEARCH PROCESS

PREPARATORY ACTIVITIES

A total of eight (8) LAKAS Kabataan representatives were selected as youth researchers. The Civil Society Network for Education Reforms Inc. (E-Net Philippines) and ASPBAE) conducted various trainings and meetings to facilitate the overall research process.

The adult support group, which was made up of IP School teachers and LAKAS community culture bearers, assisted the youth researchers. They were given assistance in planning a Youth camp to collect data for the action research. As a result, researchers were able to complete their program matrix, survey questionnaires, and activity plan. The adult support group oversees organizing the transportation, meals, and location of the youth camp, allowing the youth researchers to focus solely on facilitating the participants and the flow of activities.



YOUTH CAMP

The researchers conducted a 2-day youth camp that was held last December 19- 20, 2022 at Palanginan, Iba, Zambales. Different activities such as blended surveys, art therapy with focus group discussions, and role-playing were held.

Each youth researcher led the 4 groups of participants and facilitated the event all throughout. Participants include seven (7) learners from junior high, seven (7) from senior high, seven (7) college students, and seven (7) from ALS (alternative learning systems). Students in JHS and SHS attend LAKAS High School, while college students attend two different schools in Botolan, Zambales. Participants were able to express their opinions and complete the task assigned by the facilitators.

DATA ANALYSIS WORKSHOP

Following data collection at the youth camp, the youth researchers are given a workshop on data analysis. The results of the demographic data of the respondents were tabulated and graphically presented. Thematic analysis was used for art therapy, in which participants answered guided questions about their experiences as IP learners. While using Force field analysis, different scenarios from Role Play about suggested school policy were analyzed, in which forces for change and forces against change were scored.



WORKSHOP

WHAT: Youth Camp: Combating Racism and Identity-based Discrimination in Education

WHEN: December 19-20, 2022

WHERE: Palanginan Iba Zambales

PARTICIPANTS:

- 8 LAKAS Kabataan Researchers
- 7 Adult support from LAKAS Community
- 28 Ayta learners from different educational institutions



WORKSHOP

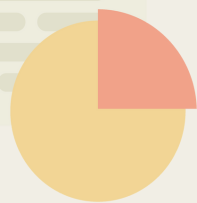
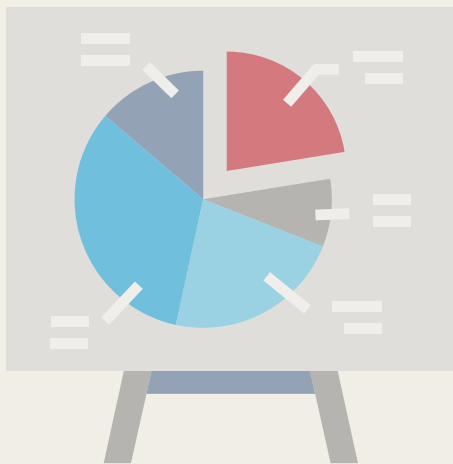
WHAT: Data Analysis Workshop

WHEN: January 29, 2023

WHERE: LAKAS Community, Bihawo-Villar Botolan Zambales

PARTICIPANTS:

8 LAKAS Kabataan Researchers
4 LAKAS Community Adult Support



NATURE OF THE ACTIVITY

YOUTH CAMP: Combatting Racism and Identity-Based Discrimination in Education

Day 1: December 19, 2022

8:30 – 9:00 AM	Arrival and Registration – Ma. Jesica Jugatan
9:00- 9:20 AM	Prayer – Edwardo Domulot National Anthem
9:20-10:00 AM	Activity 1: Discussion about IP Rights in Education Lito “Tubag” Jugatan
10:00-10:30 AM	S N A C K
10:30-11:00 AM	Activity 2: Orientation about the workshop -Sarah Cosme **Signing of consent forms
11:00-12:00	Activity 3: Pamibabalay - Getting to know each other (Group Activity) Junior High School -Eingel Balbin & Sandro Hapda Senior High School – Ma. Jesica Jugatan & Jerick Domulot College – Sarah Cosme & Roger Jugatan Jr. ALS – Charisel Domulot & Edwardo Domulot **Participants must also fill out the personal information sheet that will be given by their group leaders.

12:00-1:00 PM	LUNCH
1:00- 2:30 PM	<p>Activity 4: Art Therapy</p> <p>Sharing of Problems and challenges of an Ayta Student by expressing it through art.</p> <p>·Anu-ano ang mga kinahaharap na problema o pagsubok bilang isang katutubong mag aaral? (What are the problems or challenges that an IP student faces?)</p> <p>·May mga pangyayari ba sa iyong paaralan kung saan naranasan mo ang mga pagsubok na ito? Ilahad. (Is there an incident in the school where you face these problems or challenges? Share it.)</p> <p>(Individual Activity) 30 mins art creation using different art materials and write a short description about their art.</p> <p>1 hour- Recorded presentation of their art answering guide questions.</p>
2:30-3:30 PM	SNACK
3:30-4:30 PM	Affirmation/ Recap Presented by Group leaders
4:30-6:30 PM	<p>Activity 5: Labay o Ahe Labay</p> <p>-Likes and dislikes of an Ayta learner in their school/ learning centers from different aspects such as:</p> <ul style="list-style-type: none"> ○ Learning environment (eg. classroom, facilities) ○ Subjects/learning Areas

	<ul style="list-style-type: none"> o Teachers / Instructors o Rules/ School Policy o Classmates/ Peers o <p>(Individual Activity) Participants will write their answers in provided sheets, share it with the group and post it to the wall Labay o Ahe Labay</p>
6:30-7:30 PM	DINNER
8:30-9:30 pm	Role Play groupings and instruction -Eingel Balbin
10:00 pm	Lights off

NATURE OF THE ACTIVITY

YOUTH CAMP: Combatting Racism and Identity-Based Discrimination in Education

Day 2: December 20, 2022

6:30-7:30 AM	B R E A K F A S T
7:30-8:30 AM	Activity 6: Palwahan -Role play: School Policy suggestions that will help maintain the identity of indigenous learners in school (Group Activity)
8:30-8:50 AM	Affirmation/ Recap Presented by Group leaders.
10:00-10:30 AM	S N A C K
8:50- 9:30 AM	Awarding of Certificates Closing Remarks – E-Net Representative And Photo Op
9:30 –10:00 AM	AM Snack End of Camp

RESEARCH METHODOLOGY

YOUTH CAMP HIGHLIGHTS

Activity 1: Discussion about IP Rights in Education

Resource Person: Lito “Tubag” Jugatan, Chairman of LAKAS



As an introduction to the Youth Camp, Ka Tubag, Chairman of the LAKAS Community and one of the culture bearers, spoke to all the LAKAS Kabataan who attended the Youth Camp about IP rights in education. He also discussed how formal education began in their community and reminds them not to waste the efforts of their ancestors and elders to provide them with the education that they need, and they should remember their Ayta culture and be proud of it.

Activity 2: Orientation about the workshop

Resource Person: Sarah C. Cosme, LAKAS Kabataan

Following the introduction, Sarah Cosme provides an orientation to the youth camp, including the schedule of activities and house rules. She also checked the consent forms and asked them if they had any questions or needed clarification about the activities at the youth camp.

Activity 3: Pamibabalay (Getting to know each other)

The leaders of each group facilitated the activity, which aimed to get to know everyone in the group. After everyone had introduced themselves individually, the participants also completed a personal data sheet.

Activity 4: Art Therapy



The purpose of this activity is to share through art the challenges and issues that Ayta students face in terms of their education, psychosocial well-being, and socioeconomic status. In addition, the participants responded to the guided questions as they discussed their artwork.

Activity 5: *Labay o Ahe Labay (Likes and Dislikes)*



In this activity, participants are asked to list the aspects of their school or learning center that they like and dislike. These aspects include the learning environment, subject areas, the personalities of the teachers or instructors, the classmates or peers, and the rules and policies of the school. Each group was instructed to post it on the board and have the group leaders read it.

Activity 6: Palwahan (Role Play)



The participants were asked to create a role-play about various suggestions for school policies that will support them in maintaining their identity as IP learners.

RESEARCH FINDINGS

DEMOGRAPHIC PROFILE

Age

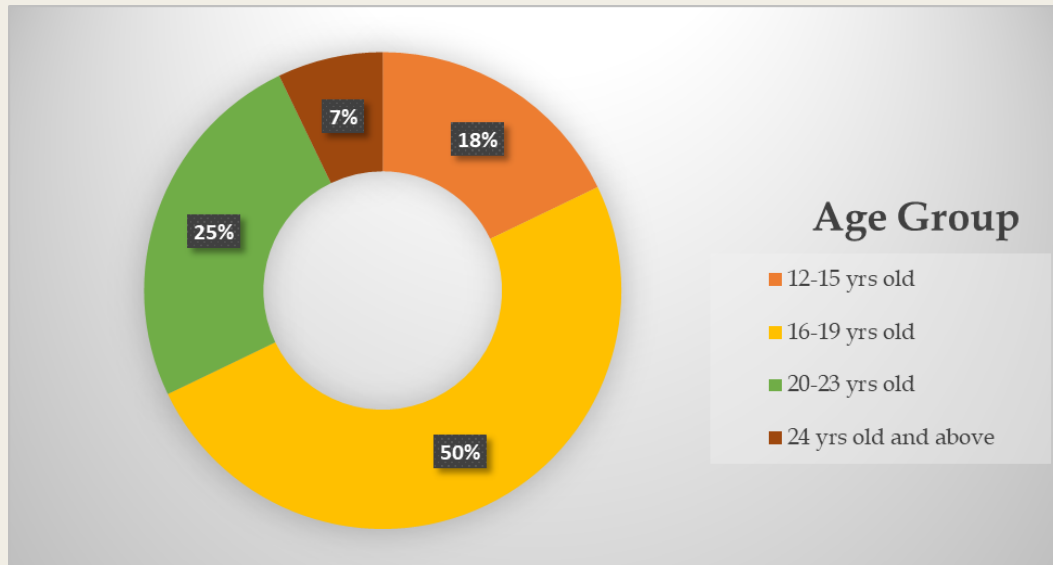


Figure 1 shows the age range of the participants. Half of the participants are between the ages of 16 and 19. While 25%, or 7 out of 28, are between the ages of 20 and 23. Then, 18% of the participants are aged 12 to 15, and 7%, or 2 out of 28 participants, are aged 24 and up.

According to the Inventory of Statistical Standards in the Philippines Official Concepts and Definition (2017), youth are individuals belonging to the age 15-30 age group.

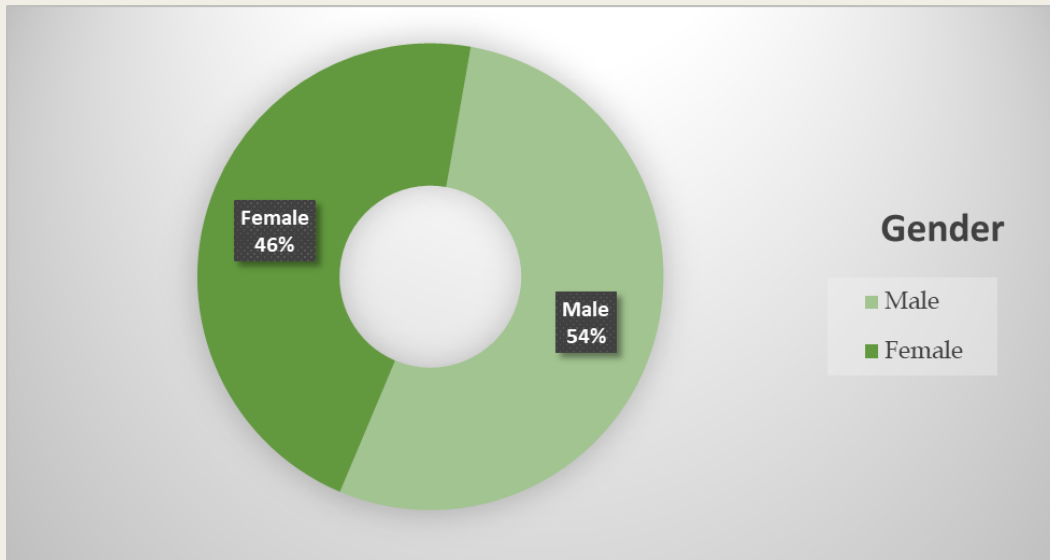
AGE BRACKET	Number of Participants
12-15yrs old	5
16-19 yrs old	15
20-23 yrs old	6
24 yrs old and above	2

RESEARCH FINDINGS

DEMOGRAPHIC PROFILE

Gender

Figure 2 shows that 54%, or 14 of the 28 participants, are male, while the remaining 46% are female. Wherein majority of the participants from Junior high school, Senior High school and ALS are male.



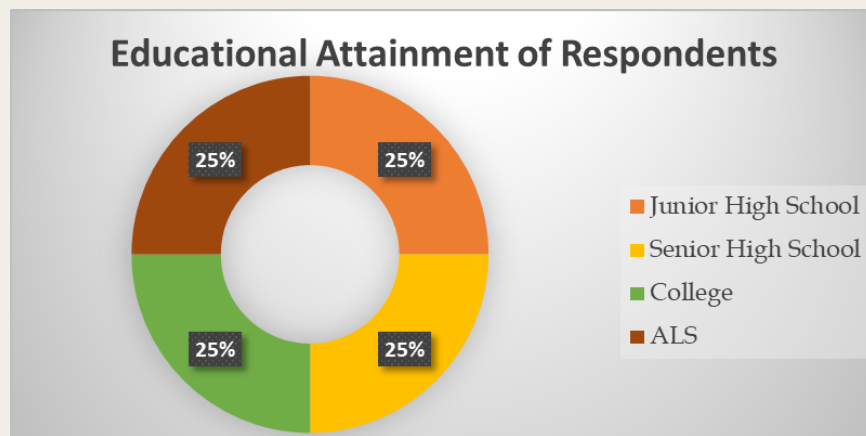
Gender	JHS	SHS	COLLEGE	ALS
Male	4	4	2	4
Female	3	3	5	3
LGBTQ+	0	0	0	0

RESEARCH FINDINGS

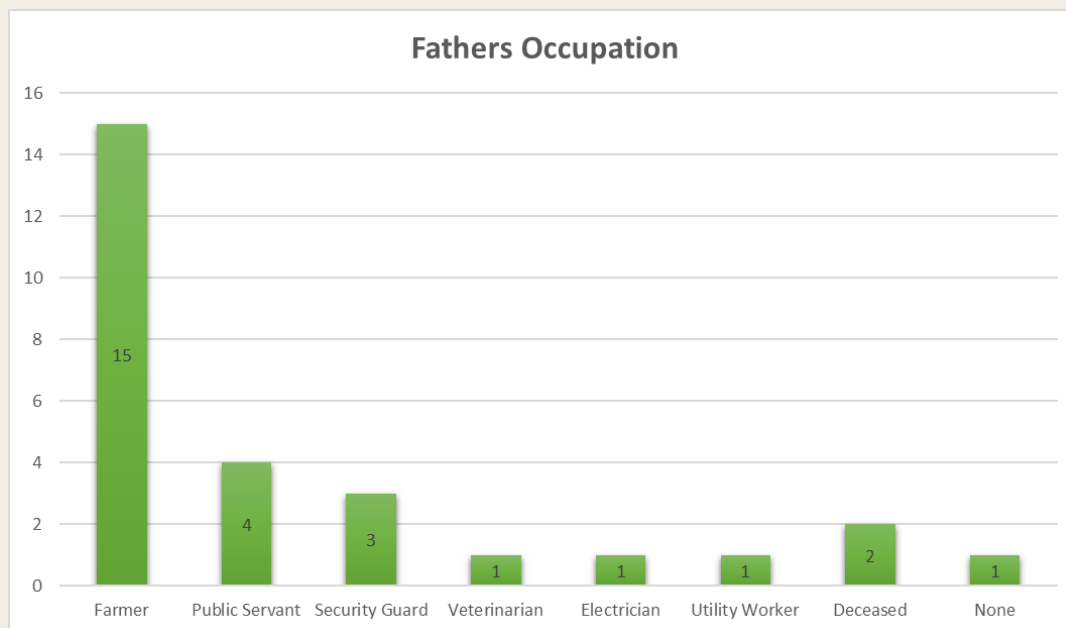
DEMOGRAPHIC PROFILE

Educational Attainment

Figure 3 shows that the four groups are equally presented, while the table indicates the various grade levels to which the participants belong.



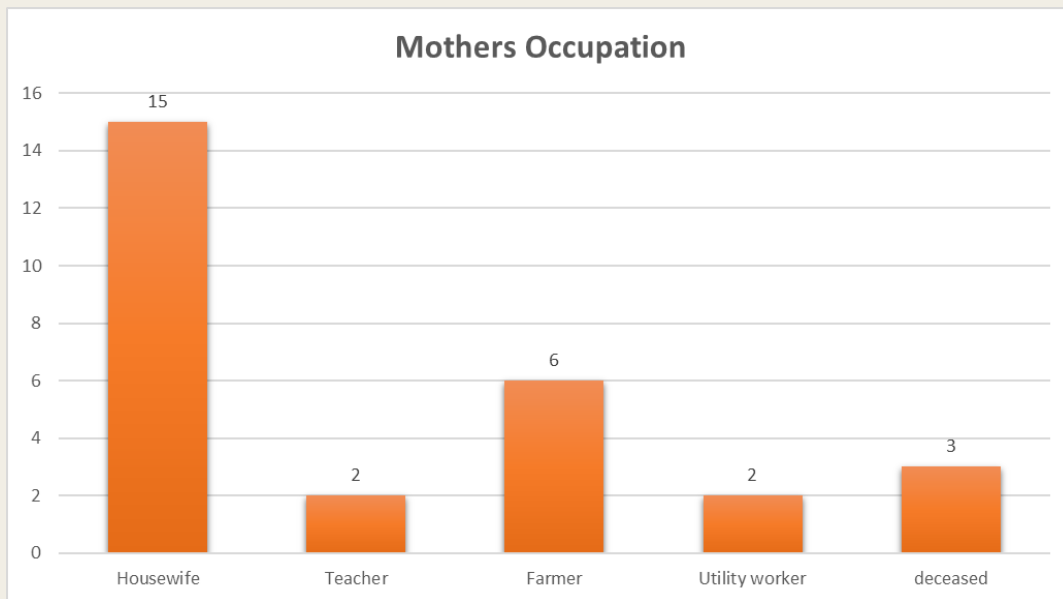
Parents Occupation



RESEARCH FINDINGS

DEMOGRAPHIC PROFILE

Parents Occupation



Based on the graphical presentation, 15 out of the 28 participants' fathers make a living working on a farm, whereas 54% of mothers work at home. In the Philippines, nearly half of the population lives in rural areas where agriculture is their primary source of income; among them are indigenous people, landless farmers, and fishermen (Briones et.al, 2017).

Combining the data on parents' occupations, 29% of the participants have two working parents. According to Scheve (2021), families with two earners typically have better financial standing and experience less financial stress, however, parents who choose to pursue dual income streams by working outside the home may feel guilty or concerned about their frequent absence and the child's reduced access to a parent.

THEMATIC ANALYSIS

Art Therapy Activity Results

Art therapy was one of the youth camp's activities, and it involved asking participants about the difficulties they had as an IP learner and having them respond by using various art materials. They are given an hour to complete their artwork and individually presented the meaning of their drawing and answer the provided guide questions. According to Carolan (2001), many different types of information, such as imagery and personal experience, can be effectively conveyed through art therapy.

As the participants explained the meaning of their art during the art therapy activity, four (4) major challenges were revealed.

1. Hurtful words leave signs of trauma.

Twenty (20) of the 28 participants had been bullied by their schoolmates and other people in the community. Furthermore, 6 out of 7 out-of-school youth currently enrolled in ALS reported being bullied by their classmates, and 2 of them stated that it was the reason they dropped out. They have commonly experienced verbal bullying, which includes taunting them about their curly hair and dark skin, as well as offensive remarks about their race as Aytas. They experience psychological trauma because of these hurtful words that cause stress, anxiety, low self-esteem and long-term negative effects that have an impact on their future such as dropping out of school.

“Noong nag-aaral po ako nang grade 3 binubully po ako nang aking classmate, kaya po napanghinaan ako nang loob. Kaya yun ang dahilan kung bakit hindi ako nagpatuloy sa aking pag-aaral. Pero ngaun pinagpatuloy ko sa ALS ang naudlot kung pangarap.”

-ALS IP learner

(“When I was studying in grade 3, I was bullied by my classmate, that's why I became discouraged. So that's the reason why I didn't continue my studies. But now I continued my my dream through ALS”)-ALS IP learner

“Noong bata ako naranasan kung mabully at doon ako na panghinaan nang loob na di kuna pinagpatuloy ang aking pag-aral. Kaya sa ALS ko pinagpatuloy ang aking pangarap.”

- ALS IP learner

(“When I was a child, I was bullied and that discouraged me from continuing my education. So with ALS I continued my dream.”- ALS IP learner)

“Oo may mga pangyayari sa aming paaralan kung saan madalas kong nararanasan ang pagsubok na ito sa tuwing reporting maging sa pagde-demo andun yung pangbubully nila sa tuwing nahihiya’t nagkakamali ako andun na yung pagtatawanan nila ako sasabihing wala ka talagang alam kase Ayta ka, nakaka trauma din na lagi na lang ganun yung scenario, paulit-ulit kana lamang kukutyain imbis na tulungan nila ako mas dinadown nila ako pilit nila akong pinapabagsak.”

- College IP learner

(Yes, there are incidents in our school where I often experience this test every time I report or demo, there is their bullying every time I am shy and make a mistake, they laugh at me and say that you really know nothing because you are Ayta, you can't It's also traumatizing that the scenario is always like that, they're just going to mock me over and over again instead of helping me, they're putting me down, they're trying to bring me down." -College IP learner)

“Maraming beses ko nang naranasan ang mga pagsubok na ito sa aming paaralan mula pagtungtong ko ng unang taon sa kolehiyo maging hanggang ngayon nararanasan ko pa din ang pangbu-bully nila sakin dahil sa Ayta ako isa lamang daw akong salot, at dahil nga Ayta ako wala din mapasukan na matinong trabaho para magkaroon ng pera para din matugunan ko yung perang kinakailangan ko sa aking pag-aaral.”

-College IP learner

("I have experienced these trials many times in our school since I entered my first year in college, even now I am still experiencing being bullied because I am an Ayta they say I am just a plague, and because I am an Ayta I can't even get a decent job to earn money needed for my studies." -College IP learner)

2. Academic Difficulty

The two academic subjects that IP learners struggle with the most are Math and English. While other tasks, like comprehending modules written in English, reporting or reciting using the English language, conducting research, and working on numerous school projects are also challenging for them.

“Ang problema ko po sa school ay sa math po at English, hindi ko po masyadong maintindihan.”

-JHS IP learner

("My problem at school is math and English, I don't understand much."- JHS IP learner)

“Ang kinakaharap ko po na problema o pagsubok bilang isang katutubong mag aaral ay ang gumawa ng research.”

- SHS IP learner

("The problem or test I face as an indigenous student is to do research." - SHS IP learner)

3. Low Self-esteem as a challenge

IP learners struggle to raise their self-esteem because they have been insulted by their appearance, lack of academic ability, and not being accustomed to speaking in front of others.

“Ang pangyayari po sa school namin ay yung nahihirapan ako sa pagrereport sapagkat ako ay di pa gaano sanay na magsalita sa harapan.”

- JHS IP learner

("The incident at our school is that I have difficulty in reporting because I am not yet very used to speaking in front of people." - JHS IP learner)

“Ang pangyayari po sa school namin ay medyo nahihiya ako minsan sa mga kaklase ko dahil sila ay mapuputi at unat.”

-JHS IP learner

(“The incident at our school made me feel a little shy sometimes my classmates because they have white skin and straight hair.” -JHS IP learner)

“Opo may mga pangyayari talaga sa aming paaralan na kung saan madalas naming nararanasan yung mga ganoong pagsubok, tulad na nga lang sa pagiging mahina namin sa mga academics yun yung isa sa mga unang nagiging dahilan ng pangungutya saming mga katutubo, oo mahina pagdating sa ganoon, pero may mga kaya at talento kaming itinatago.”

-College IP learner

(“Yes, there are indeed incidents in our school where we often experience such trials, just like we are weak in academics, that is one of the first reason why we are being ridiculed as natives, yes we are weak when it comes to that, but we have abilities and talents that we hide.” -College IP learner)

4. Financial Problem

Even though the majority of IP students attend public schools and government-funded educational institutions, they still face financial difficulties that prevent them from finishing their education.

“Bilang isang katutubong mag-aaral ang mga kinakaharap kong problema o pagsubok ay financial, dahil hindi ka makakapasok sa school kung wala kang perang gagamitin sa gas ng motor o di kaya ay pang commute, minsan din baon na pagkain. Dahil hindi naman sapat ang mga kinikita ng aking magulang at asawa. At minsan may mga binabayaran sa room, class funds kapag may events sa school kailangan mong magbayad ng tickets etc., bago ka makasali.”

-College IP Learner

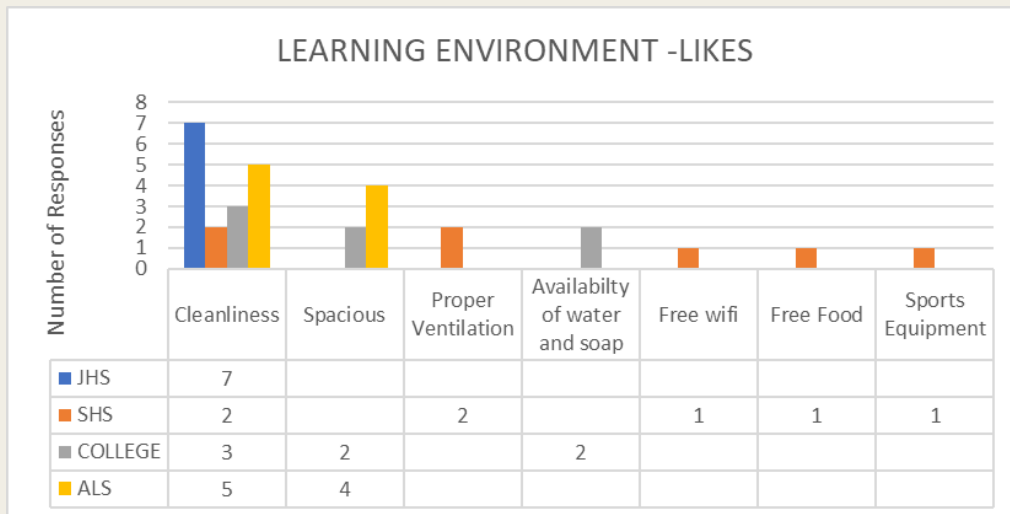
(“As an IP student, the problems, or trials I face are financial, because you can't go to school if you don't have money to use for motor gas or maybe even commute, sometimes even for food allowance. Because the income of my parents and husband are not enough. And sometimes there are payments in the classroom, class funds when there are events at school you have to pay for tickets etc., before you can participate” -College IP Learner)

IP learners frequently encounter these four main difficulties from the various institutions to which they belong. The prevalence of bullying among IP learners, who are primarily verbal, has an impact on both their psychological health and emotions. Additionally, it has an impact on how they view themselves, making them doubt their ability to learn and fit in with society without being discriminated.

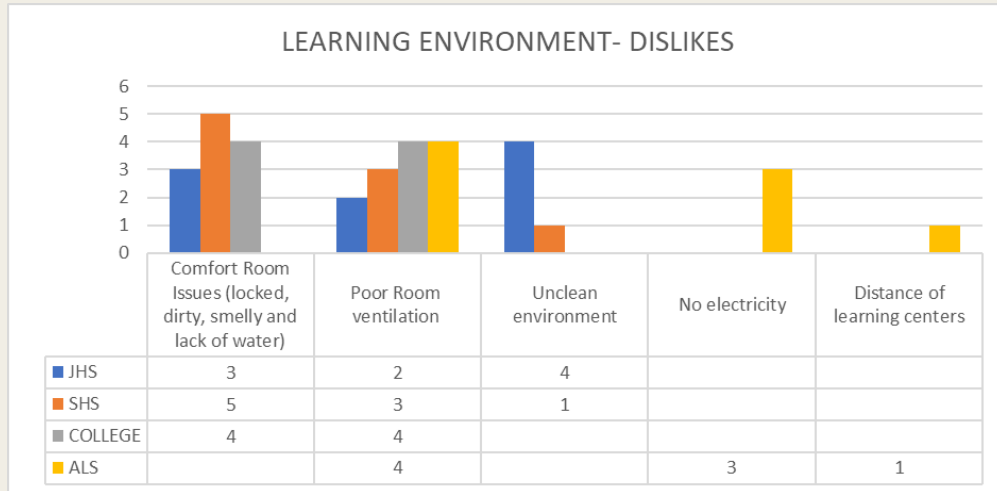
FOCUS GROUP DISCUSSION

Labay o Ahe Labay (Likes or Dislikes) Results

Likes and dislikes of IP learners in the following aspects: learning environment, subject areas, personalities of the teachers or instructors, classmates or peers’ attitudes, and the rules and policies of the school. Wherein some learners have multiple answers for each aspect.

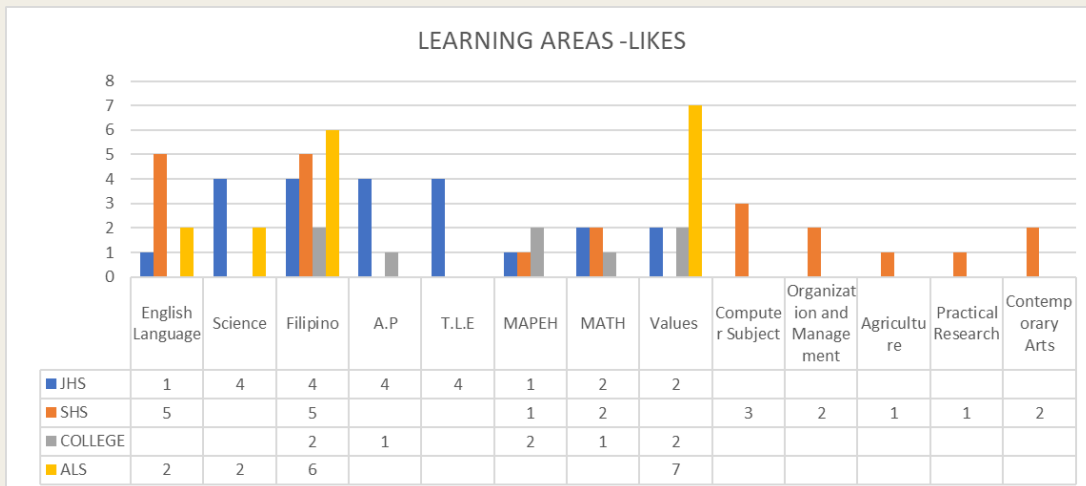


The cleanliness of their learning environment is the main feature that IP students appreciate; in addition to being pleasing to the eye, it also makes them feel comfortable while studying. According to Uleanya (2020), cleanliness affects teaching and learning activities, high school students learning capacities in a variety of ways, and ultimately, their academic success.

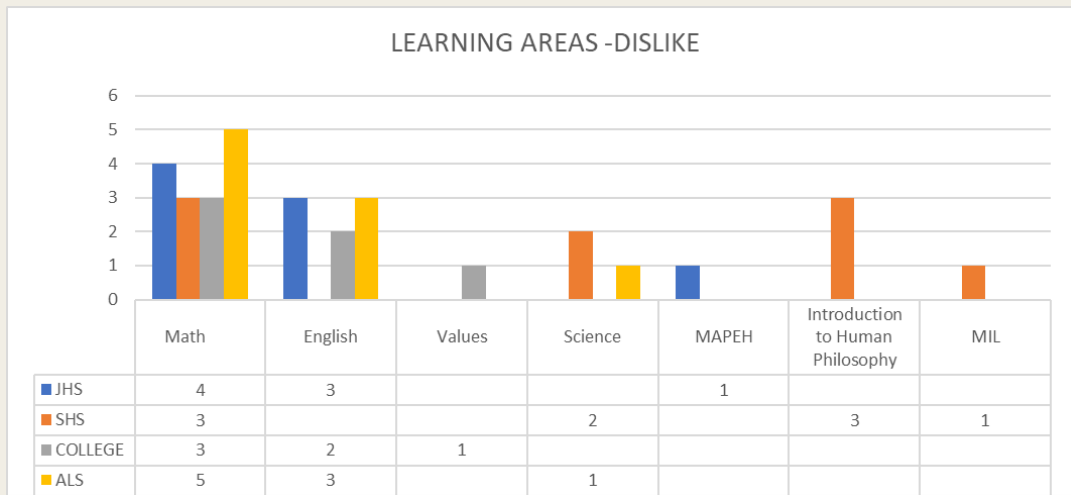


Most IP learners of various levels dislike poor room ventilation caused by a lack or inaccessibility of electric fans; aside from being uncomfortable, it also affects their ability to focus. Moreover, IP students from ALS claim that their makeshift learning center does not have electricity.

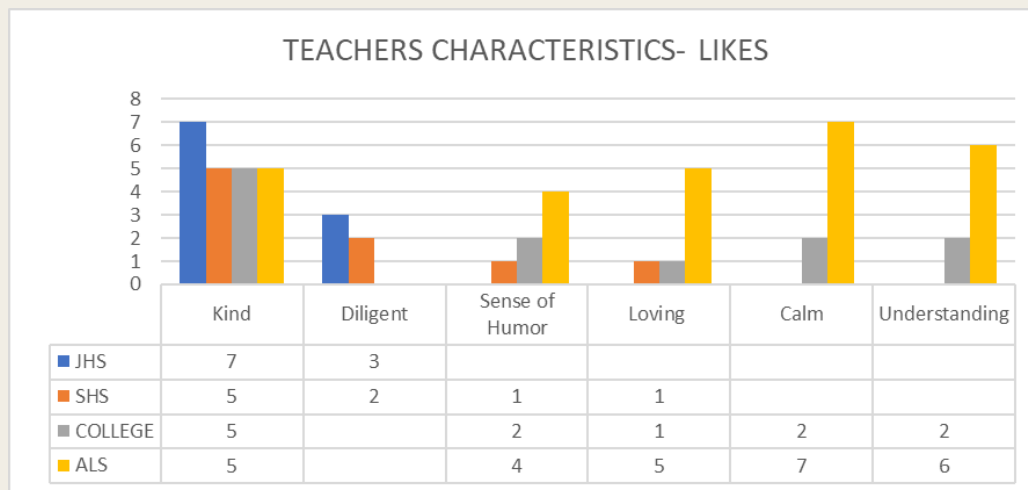
Comfort room issues, such as being dirty, odorous, and lack of water are frequently brought up by JHS, SHS, and college IP learners in complaints about their learning environment. Some comfort rooms had to be locked due to lack of water supply. Since there was not enough water available, some students had to go get a pail of water from the water pump when they needed to use the comfort room.



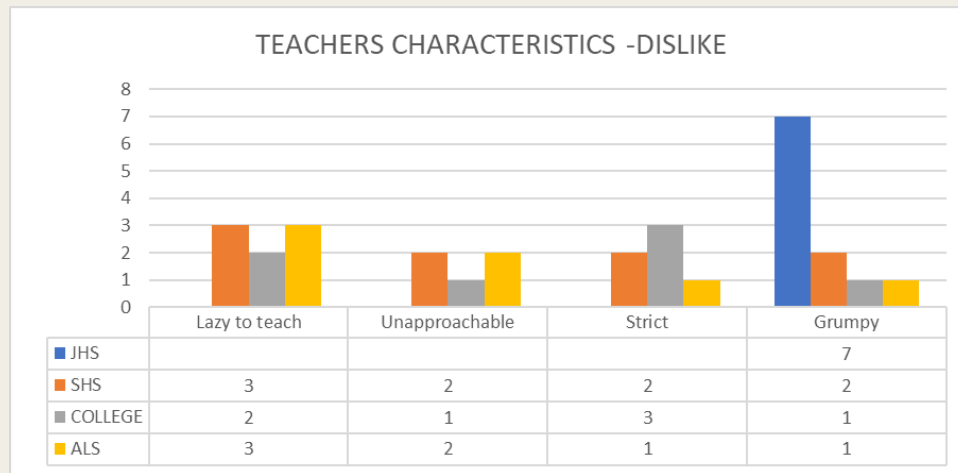
The IP learners' favorite subjects are Values Education and Filipino studies because, in their opinion, these subjects are simple to understand and promote good behavior.



However, math subjects at all levels are the least appealing because, in their opinion, the teaching strategies are ineffective for them; for example, some teachers provide sample problems but do not discuss clearly how to solve them.

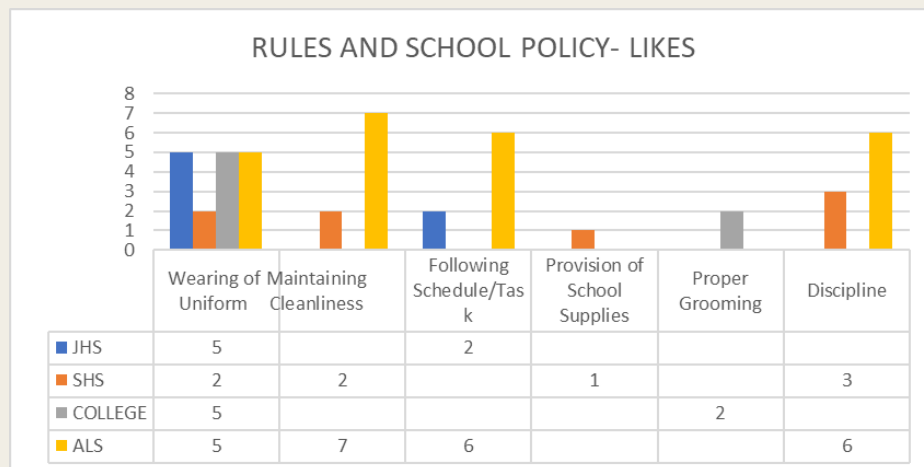


The trait that IP learners find most endearing in a teacher is kindness, and for them, this quality inspires them to attend class.

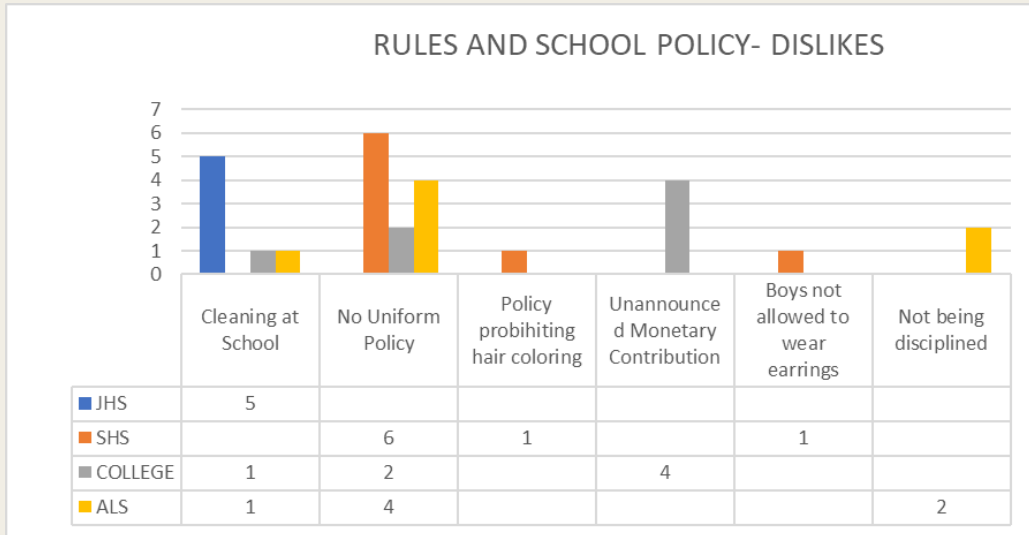


IP students in JHS dislike grumpy teachers; they believe that using a loud voice during a discussion implies that the teacher is angry, which makes the learners feel threatened. In contrast to college students who appear to be imposing high standards and putting undue pressure on their students to perform well in their studies, SHS and ALS IP students dislike teachers who are unmotivated to teach.

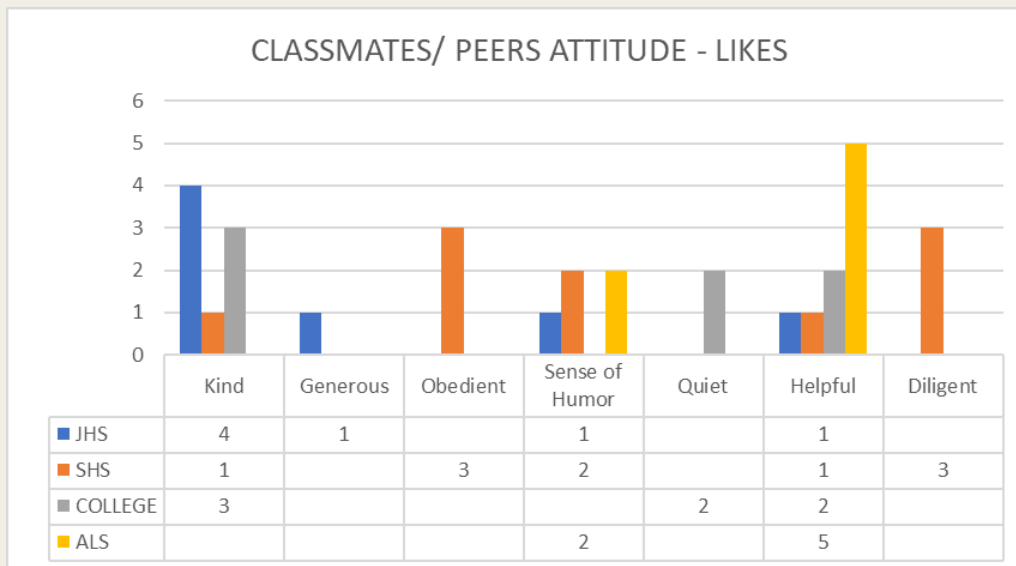
Morgan, H. (2010) emphasizes the fact that every culture learns in a unique way, and that one of the reasons minority students struggle in school is due to a lack of understanding of their learning and communication preferences.



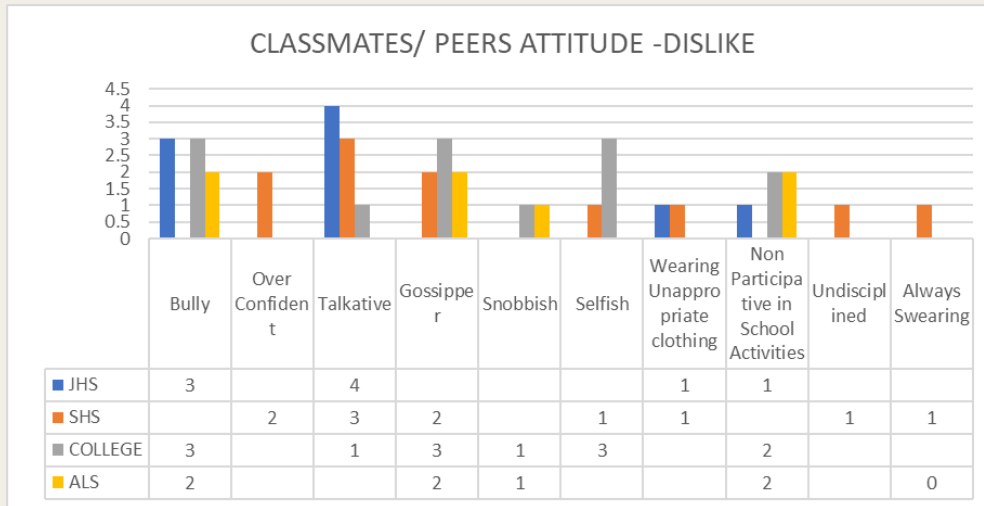
When it comes to school policies, SHS and ALS IP students appreciate those that encourage discipline and uphold cleanliness. Additionally, all levels value wearing uniforms because it distinguishes them as students.



The No School Uniform Policy is opposed by SHS, College, and ALS because, in their opinion, some students are dressed inappropriately, such as in shorts and crop tops. However, some SHS students are also opposed to students' right to express their individuality through hair color and the wearing of earrings by boys. Since most college IP students only have money set aside for transportation and food, they dislike unannounced financial contributions. Furthermore, JHS IP students dislike cleaning at school, especially picking up trash if they are late; this gives the impression that cleaning is a form of punishment.



An IP learner values quality such as helpful and kind classmates. It is easier for them to complete tasks if their peers or classmates assist them, and it also motivates them to study.

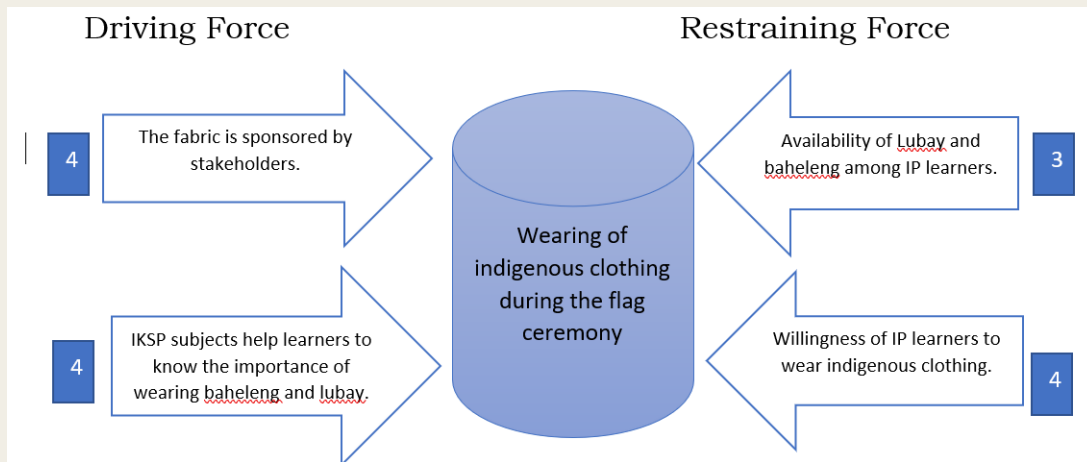


IP learners dislike bullies and talkative classmates. They felt discouraged to speak if their classmates talked a lot. Both negative peer attitudes toward them have an impact on IP learners' confidence.

Force Field Analysis from Role Play

Accepting the complexities of change and not oversimplifying it as a simple linear process can be rewarding and yet challenging in practice wherein the reality of a situation and the participants' perceptions are two important aspects of change, (Swanson & Creed, 2014). For role-play activity during the youth camp, force field analysis was used because it provides a clearer interpretation of why the following policy suggestion is important and can bring about a significant change that will assist IP learners in maintaining their identity.

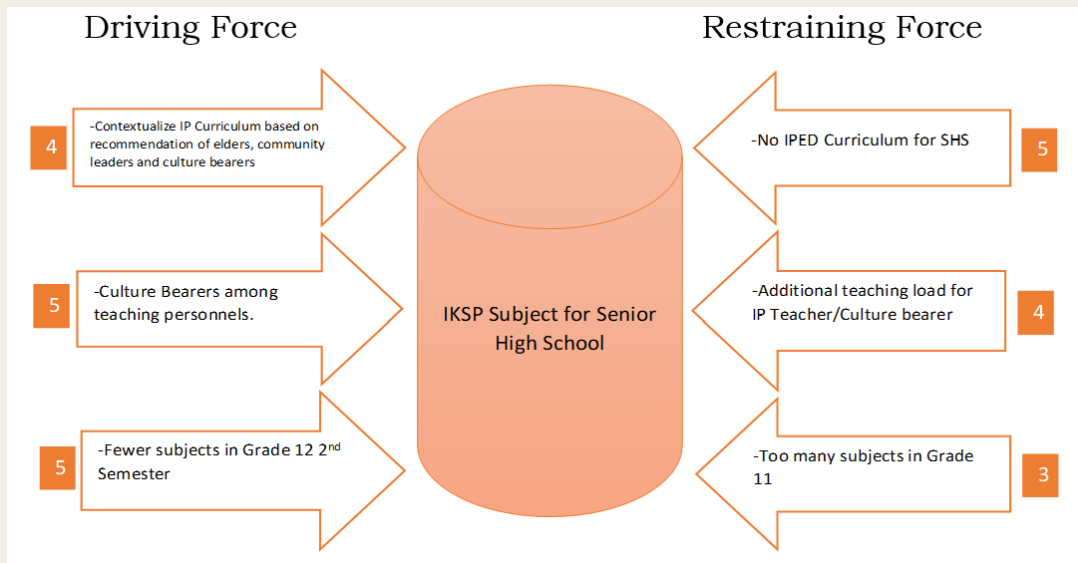
Junior High School Role Play is about an IP learner who refuses to wear Indigenous clothing on IP day, which he used to do when he was younger. Because he is no longer accustomed to wearing it with pride. The suggested school policy is wearing lubay and baheleng (indigenous clothing) during the flag ceremony on the first Monday of each month. Both driving forces and restraining forces were identified.



The availability of fabric and the willingness of IP learners to wear their traditional clothes, particularly boys are the restraining forces. During the FGD they also verbalized that they are too shy to wear only lubay (traditional clothing for male), and it is not allowed to use any underwear that would make them more comfortable.

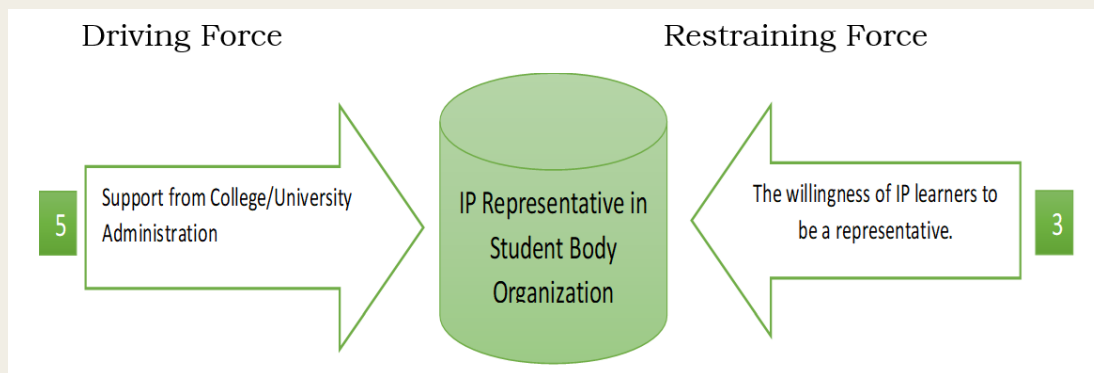
On the other hand, one of the school's partners has pledged to provide fabric for IP students to make baheleng and ubay that they could use during special events in the community such as rituals held every April and October. IKSP subjects must go into more depth about the significance of wearing it to motivate the IP youth to do so with pride and dignity.

Indigenous Knowledge System and Practice (IKSP) subject was recommended during the senior high school role-play. However, there is no IPED curriculum crafted for senior high school students and aside from that, the subject load for grade 11 is already full. Thus, having an additional subject means an additional teaching load for teachers who can also teach IKSP since some of them are also culture bearers of the community.



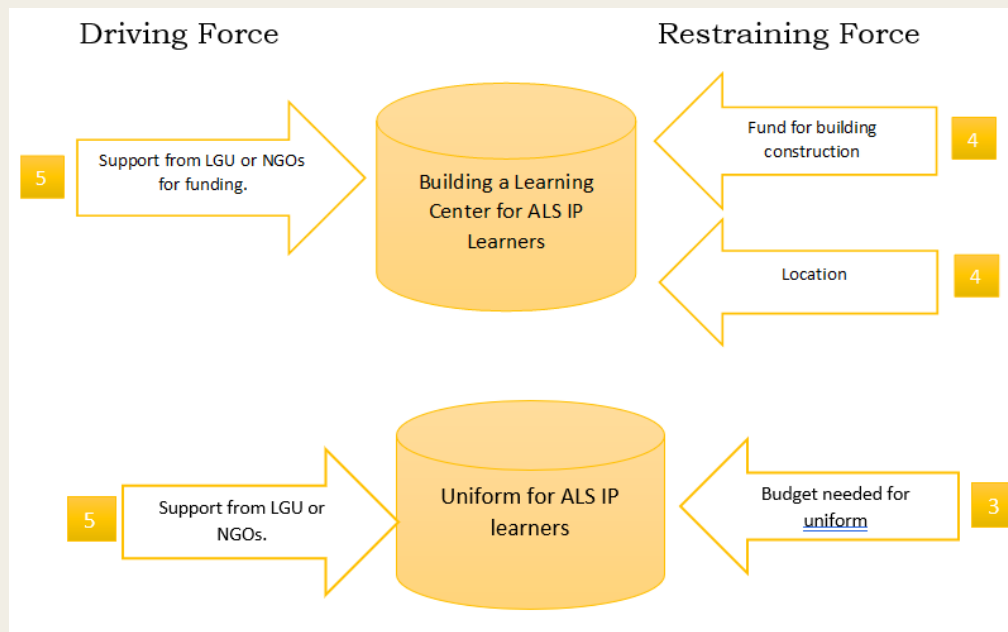
One of the driving forces for the promotion of IKSP for senior high school is the recommendations from elders, community leaders, and culture bearers necessary to contextualize the curriculum in a way that will also benefit the IP community in maintaining its culture, traditions, and practices. Regarding the schedule, it can be placed during the second semester of Grade 12 since there are fewer subjects and it was also an advantage having teaching personnel that is also known as culture bearers in the community.

College IP learners from private and public schools proposed having an IP representative in their institutions. There are student government organizations in colleges that work to ensure that students have a voice in decisions affecting the quality of education and the learning environment.



The willingness of the IP learners to serve as a representative, wherein most of them are shy and don't have the courage to represent the IP learners in their institution. But with the support of the school administration and the student organization, having an IP representative will boost their confidence in serving and representing the IP learners in upholding their culture and maintaining their identity.

During ALS role play, they were able to suggest that a learning center be built for ALS IP students. While funding for the building's construction appeared to be the main obstacle, this could be overcome with the assistance of the local government unit and other partners from the NGOs. Another policy recommendation from ALS IP students was to wear a uniform that would identify them as students. Nevertheless, not all students can afford to buy uniforms, according to the demographics of the participants and the outcomes of the art therapy activity; only 29% of the parents who responded have two working parents, and one of the challenges for IP students is financial difficulty. In a study by Garcia, A. (2018), even though providing for the children's needs to be prepared for school may seem like a basic duty in the context of their high poverty context, parents also struggle with day-to-day living.



CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The youth-led action research project successfully collected data through a youth camp on the varied experiences of Ayta learners led by IP youth leaders from the LAKAS community. Based on a thorough analysis of the data, it was able to make the following conclusion:

- 1.** The verbal bullying of Ayta students frequently involves making offensive comments about their race as Aytas, as well as making fun of their curly hair and dark skin. They experienced symptoms of trauma because of the hurtful words, which results in stress, anxiety, low self-esteem, and long-term negative effects that affect them, such as dropping out of school and being reluctant to wear their traditional clothing.
- 2.** IP learners struggle to raise their self-esteem because they have been insulted by their appearance, lack of academic ability, and are not accustomed to speaking in front of others. Both their dislike of bullies and talkative classmates who made them feel discouraged to speak have an impact on IP learners' self-esteem.
- 3.** Math and English are the subjects that IP students struggle with the most. These two learning areas were also shown as the least liked of IP learners in terms of subject areas. While other tasks, like comprehending modules written in English, reporting or reciting using the English language, conducting research, and working on numerous school projects are also challenging for them.

4. Values Education and Filipino are the IP learners' favorite subjects because they are easy to understand and promote good behavior. Nevertheless, math subjects at all levels are the least appealing to students because they find it hard to understand the formulas and process of solving math problems in the way that it was being taught.

5. Most IP learners attend public schools and government-funded educational institutions, but they still face financial difficulties that prevent them from finishing their education. Most college IP learners dislike unexpected financial contributions because they only have money set aside for transportation and food.

6. The cleanliness of their learning environment is the main feature that IP students appreciate; in addition to being pleasing to the eye, it also makes them feel comfortable while studying. While most IP learners of various levels dislike poor room ventilation caused by a lack or inaccessibility of electric fans; aside from being uncomfortable, it also affects their ability to focus. In addition to the unfavorable learning environment is the condition of comfort rooms caused by the inadequate water supply.

7. Kindness is the trait that IP students find most endearing in a teacher, and this quality motivates them to attend class. While IP students in JHS dislike grumpy teachers; they believe that using a loud voice during a discussion implies that the teacher is angry, which makes the learners feel threatened. SHS and ALS IP learners dislike teachers who are unmotivated to teach, and college IP learners dislike teachers who appear to impose high standards and put undue pressure on their students to perform well.

8. IP learners appreciate those that encourage discipline and uphold cleanliness. Furthermore, students at all levels value wearing uniforms because it distinguishes them as students.

9. The No School Uniform Policy is opposed by IP learners because they believe some students are dressed inappropriately however some IP learners wants to express their individuality through hair color and boys wearing earrings.
10. IP learners value qualities such as helpful and kind classmates. It is easier for them to complete tasks if their peers or classmates assist them, and it also motivates them to study. They dislike bullies and talkative classmates because if their classmates talked a lot, they were discouraged from speaking. Both negative peer attitudes toward them have an impact on the confidence of IP learners.
11. IP learners in high school are less likely to wear their traditional clothing, especially for boys.

Recommendations

The following are the policy and program recommendations of LAKAS Youth Researchers:

1. To intensify anti-bullying policy at all levels by quickly responding to the behavior and by promoting awareness about the culture and rights of IP that would lessen or even eradicate racial discrimination in the long run.
2. Seminars and workshops for IP learners to help them identify their self-concept, realize their self-worth, increase their confidence, and overcome negative thoughts and feelings about themselves.
3. To facilitate effective learning, especially in English subjects, shifting from the mother tongue (Sambal) to the English language as a means of instruction rather than from the mother tongue to Filipino to English translation.
4. Training and seminars for teachers focusing on understanding the learning preferences of IP learners, which would serve as the foundation for teaching and learning strategies, particularly in subject areas where IP learners struggle the most.

- 5.** Scholarships and financial assistance for IP students, particularly at the college level.
- 6.** Infrastructure and educational facility upgrades such as enhancing room ventilation that would be conducive to learning and enough water supply for their health and hygiene.
- 7.** Effective psychosocial support for teachers that would relieve them of undue pressure and overwork.
- 8.** Provision of school uniforms to all IP learners.
- 9.** Dialogue between LAKAS elders and community leaders at the community level in considering the need to modify the way of wearing lubay (traditional clothing for male) and to come up with a solution to solve the unwillingness of wearing traditional clothing among IP youth.
- 10.** To support the facilitators of Indigenous Knowledge Systems and Practices (IKSP) by funding their salaries and teaching materials.

ANNEXES

Personal Information Sheet

Name: _____ Grade level: _____

Age: _____ Sex: MALE FEMALE

Civil Status: Single Married Other: (specify) _____

Name of School/ Educational Institution: _____

Father's Occupation: _____

Mother's Occupation: _____

DISLIKES

- Learning environment : _____
- Subjects/Learning Areas: _____
- Teachers / Instructors: _____
- Rules/ School Policy: _____
- Classmates/ Peers: _____

LIKES

- Learning environment : _____
- Subjects/Learning Areas: _____
- Teachers / Instructors: _____
- Rules/ School Policy: _____
- Classmates/ Peers: _____



CONCEPTUALIZING
AND PLANNING FOR
YOUTH CAMP

YOUTH CAMP ACTIVITIES



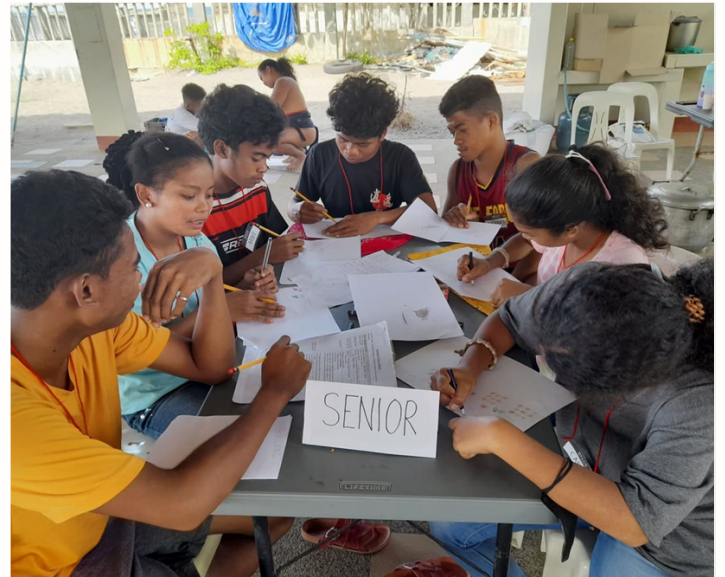
YOUTH RESEARCHERS



IP RIGHTS IN EDUCATION



IP YOUTH PARTICIPANTS



**YOUTH-LED
ACTION
RESEARCH**

**COMBATING RACISM AND
IDENTITY-BASED
DISCRIMINATION IN
EDUCATION**
DECEMBER 19-20, 2022
AT PALANGINAN IBA, ZAMBALES

TO BE LED BY:
LAKAS *Kabataan*

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Asia South Pacific Association
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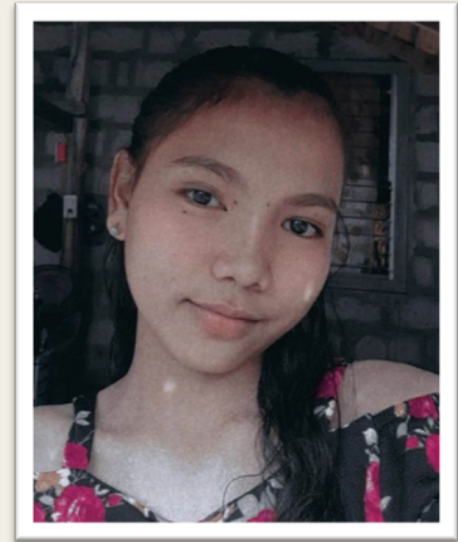


DATA ANALYSIS WORKSHOP

TESTIMONIES

OF SOME YOUTH ACTION RESEARCHERS

“Bilang isa sa naging facilitator, madami akong natutunan simula pa lang ng YAR. **Hindi lang pagiging responsible na leader kundi yung mga paggawa ng flow ng mga programs, maging ang time management.** Magandang experience ang maging part ng Youth-Led Action Research, dito ko naranasan maging vocal person, ayos lang na umiyak ka, ayos lang na magkamali ka minsan basta alam mong tumanggap ng pagtatama galing sa kapwa leader at adult support kase parte yun ng pagkatuto mo bilang isang kabataan at leader. During YAR, masasabi kong communication is the key talaga. Masaya akong nakikita ang mga participants na nakikipagparticipate at kapwa leader na nagtutulungan lalo sa mga workshops na ginagawa namin nung camp.



MA. JESICA G. JUGATAN

Sa YAR mararanasan mong maging seryoso, kabado, masaya, at maging iyakin. After ng Camp, madami akong natutunan lalo sa data analysis, thankful ako kase yung mga tinuro samin alam kong magagamit namin sa pag-aaral lalo sa paggawa ng practical research sa school. In the process of YAR, marami tayong mapapagdaanang mga bagay, dapat handa tayong magcome up sa mga ito. Isa rin sa natutunan ko ay matutong tumanggap ng mga pagtatama o correction. Huwag papaapekto sa sinasabi ng iba. Kapag napapanghinaan ng loob, balikan ang dahilan kung bat nagsimula or ang pinagsimulan, magpatuloy lang sa laban. **Huwag gawing dahilan ng pagtigil ang mga negatibong pananaw ng iba. Kahit ano man ang sabihin ng iba, mag isip na lamang ng mga positibong bagay.** Sana hindi lang ito yung una at huli kundi ito pa lang yung simula at marami pang susunod. We are thankful because youth are being empowered by YAR.”

“Ako bilang isang IP student, ang natutunan ko sa aming pag sasaliksik ay di dahilan yong mahina ka, dahil para sakin makakatulong ito sa nakakarami hindi lang sa kapwa ko IP student kundi sa mga taong nakakaranas ng discrimination sa kanikanilang school. Ang pinaka na experience ko is yong sa pag defense ng aming sinaliksik dahil may mga negative na lumabas pero nangibabaw pa rin dun yong positive thinking nila about sa pananaliksik namin.”



ROGER D. JUGATAN JR.



SARAH COSME

“During YAR Isang napakalaking privilege sa akin madami akong natutuhan, *natuto ako kung paano gumawa ng isang pagsasaliksik, naranasan kong maging isang leader kung paano mo talaga gampanan ng maayos at nang may tiwala sa sarili na kaya mo palagi.* Sa ginawang pagsasaliksik may mga tao ding nagkaroon ng mga negatibong komento na talagang andun yung time na parang ayaw ko na din, na nawalan ako ng gana para ipagpatuloy yung ginagawa naming pagsasaliksik ngunit naisip ko na walang mangyayari kung papadala ako sa mga negatibong komento ng ibang tao, nagkaroon ako ng lakas ng loob na ipagpatuloy ang pagsali ko sa pag-gawa ng research dahil Kay Lord na nangusap sakin, nangusap sa puso ko na hindi ko dapat sukuan ang mga kapwa ko Aytang may mga pangarap na katulad ko din. *Isa kaming Aytang may pangarap at nangangarap pa na hindi kaylan man padadaig sa mga taong mapagmataas may mga negatibong komento dahil alam naming may kakayahan din kami at kaya naming makipagsabayan.*”

“Noong una po talaga kinakabahan po ako kasi kindi ko naman po masyadong alam gumawa ng research Kaya nung una tinanong ko po sarili ko na kaya ko po ba to, kaya ko rin bang panindigan lahat ng task na ibibigay sakín pero nung inexplained po nila na hindi lang kami yung gagawa dahil tutulungan nga po kami ng mga adult supports kaya po. Bakit di ko po subukan na mag join dito wala namang mawawala inisip ko rin na opportunity to baka sila din po yung makakatulong sakín lalong lalo po sa pag aaral ko at hindi lang kami yung matutulungan.



EDUARDO DOMULOT

Kundi buong community na mas makilala yung community naming yun po yung mindset ko dahil din po dito na boost yung sarili ko na lalo nung nag set kami ng activity sa mga kinuha namin respondents na kapwa ko IP learner naranasan ko rin maging isang leader yung nagunguna para makuha yung mga hinanain ng bawat isang individual na kapwa ko IP nalaman ko yung bawat kinaharap nilang problema sa loob at labas ng paaralan Kaya parang gusto na masolusyonan yung mga problema nila sa tulong nga ng pag gawa namin ng research hangang pinesent na nga namin yung recommendation ng bawat problema ng school at kapwa ko IP aminado po talaga ako kinabahan ako sa pag present na ginawang research pero na boost ko yung sarili ko na hindi lang ako dapat nandito may gawin ako dahil hindi habang buhay maging mahiyain ako. Tapos po nung natapos na po napa isip ako na kaya namin pala na gumawa ng ganitong research na hindi kaylangan gumastos utak lang tapos time ng mga kasama ko researchers at sa tulong ng E-Net and ASPBAE. Kaya maraming salamat din po kay Mam Delyn sa time isa ka din po sa nag momotivate samin na kaya namin toh salamat po sa lahat ma'am 😊”

“Sa aking mga na experience bilang isang pagiging leader sa workshop ay marami akong natutunan at kahit na mahirap ay nakaya ko sa loob po ng ilang araw na pagiging leader at pagiging facilitator okay na okay naman po kahit papano success yong workshop halos lahat naki participate sa mga activity di lang maiwasan yong mga makukulit na moments dun ko po nasubukan yong maging isang leader nakakakaba na may kunting excitement lalo na kapag nakikita mong gustong gusto nila yong activities at nakita ko rin mahirap maging isang leader. Lalo na yung mga pagkuha ng mga information sa lahat ng mga ginawa at pati narin yung pag buo pero kahit na papano ay nagawa ko yung lahat kahit na sobrang hirap ng mga ginagawa mo sa school pero napag lalaanan din ng oras ang pag gawa ng YAR or YOUTH LED ACTION RESEARCH masaya naman po kasi pakiramdam ko ay hindi lang para samin to ginagawa kung hindi po dahil sa amin ang research na ginagawa namin lalong lalo na yung pagsasama namin mga kapwa ko facilitator or mga leader ay masaya kami kahit papano ay naibigay namin yung best para sa research naming.”



JERICK DOMULOT

“Ang natutunan ko bilang isang kabataan na napasama sa Youth led action research ay **dapat magkaroon ang bawat isa ng pagsasama sama o pagtutulungan sa mga activities na ginagawa para agad matapos** at naging masaya ako bilang isang leader dahil marami akong natutunan at nalaman ko ang mga ayaw at gusto ng bawat isa sa mga ginawang activities at natutuwa ako sa mga member ng E-net Philippines dahil bilang isang katutubong kabataan ay nasubukan ang pagiging leader at makatulong sa kapwa mga kabataan at kami ang mga napiling katutubo na magkaroon ang boses at malaman Ang mag opinion Ng bawat isang mga kabataan at maihayag ang mga gustong mangyari sa aming community o mabago.”



EINGEL JOYCE D. BALBIN

“Bilang isa sa kabataan na napasama sa Youth-led Action Research maraming akong natutunan . Simula una hanggang sa matapos namin pananaliksik patungkol sa Discrimination . Una nakaroon din nang workshop activities para sa mga kapwa ko aytapara narinig ang mga saloobin, discrimination at kung paano nila nalagpasan lahat nang yun. Natutuwa ako dahil sa E-net Philippines, bilang isang katutubong mas naunawaan ko na hindi lang kami hihingi ng tulong sa iba para magkaroon ng boses ang mga katutubo, na kami mismo ang magiging boses ng katutubong kabataan na walang takot ihayag ang lahat ng karanasan at sa pagsama ko sa Youth action research marami akong natutunan. Nadagdagan ang aking kaalaman, kasanayan at natutong pahalagahan ang bawat isang ihubog ang nagiging leader nag bawat isa .”



CHARISEL DOMULOT

“Bilang isa sa mga adult support ng YAR na ito, ***natutuwa ako na may mga organisasyon na tumutulong sa amin katulad ng E-Net Philippines at ASPBAE para maisulong ang mga progamang ito para sa mga kabataan.*** Masasabi ko na isa sa mga naging challenges namin sa pagbuo ng participatory action research na ito ay ang oras ng bawat isa lalo na ang mga kabataan. Sa una ay nahihiya silang magsalita at magtanong, dito bilang isang adult support kailangan natin na makuha ang kanilang tiwala at maging kampante sila sa pagbabahagi ng kanilang saloobin. Nalagpasan naming lahat ito dahil na rin sa commitment na kanilang ibinahagipagdating sa oras, pakikiisa sa mga gawain at ang kagustuhan nila naibahagi ang mga karanasan pati na rin boses ng kabataang ayta sa kanilang komunidad. ***Humahanga ako sa LAKAS kabataan leaders na nagpurpursige na makatapos sa kanilang pag aaral at sapagbibigay ng oras at pagbabahagi ng kanilang mga kakayanan*** para kumatawan sa hindi lamang sa loob ng kanilang komunidad, sa kanikanilang paaralan pati na rin sa kanilang lahi at kulturang kanilang kinagisnan at ipinagmamalaki. Pagpatuloy nating suportahan, pakinggan, pagkatiwalan, unawain at gabayan ang mga kabataan na ito nanagsusumikap upang mapaunlad hindi lamang ang kanilang sarili, pamilya pati na rin ang kanilang komunidad.”



DELYN ORCALES-TABLE

“Bilang isang pangulo ng LAKAS -Lubos na Alyansa ng mga Katutubong Ayta ng Sambales at katuwang ng E-Net Philippines na nagsusulong ng mga kagalingan ng mga katutubong Aytang kabataan, ako ay natutuwa dahil sa gawain na ito na pananaliksik ng LAKAS kabataan sa isang kalagayan ng mga katutubo ay **tumaas ang kanilang kamalayan na ipagpatuloy ang mga magandang kultura at isabuhay ang mga ito**, lalong ipagmalaki ang Katutubong Ayta na KATUTUBONG KAALAMAN at TRADISYON (IKSP) upang ang mga sumusunod na salinlahi ng mga Ayta ay kanilang makita at madama ang pagpapatuloy na pagmamalaki sa kinaugalian.”



LITO "TUBAG" JUGATAN



2023 Lubos na Alyansa ng mga Katutubong Ayta ng Sambales (LAKAS) Youth-led Action Research

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