

3rd CAPEU International Conference

THEME

***Diversity in Education:
Bridging the Gap among Nations & Institutions***

Keynote Address: BENJAMIN D. ABADIANO



A sharing of my personal reflections, thoughts and insights, which are based on actual experiences from my journey with various multi-cultural communities, as well as with our academic and non-academic partner institutions



Diversity in Education:
Bridging the Gap
among Nations & Institutions

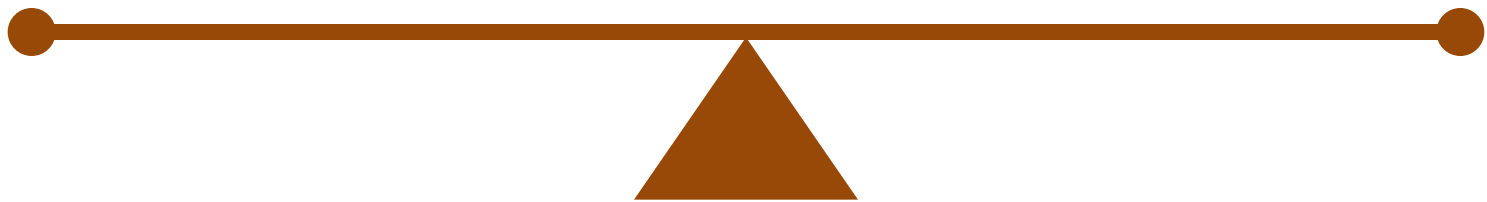
“Unity in Diversity”

WHOLENESS

DIFFERENCE

INTEGRITY

VARIETY



UNITY

WHOLENESS | INTEGRITY

oneness, of being formed of parts that make a whole - essentially around a consensus of shared values and ideals.

DIVERSITY

DIFFERENCE | VARIETY

as these relate to individuals living within communities or nations, with common history, cultures, traditions, norms, faiths, and other forms of practices.



Unity in Diversity

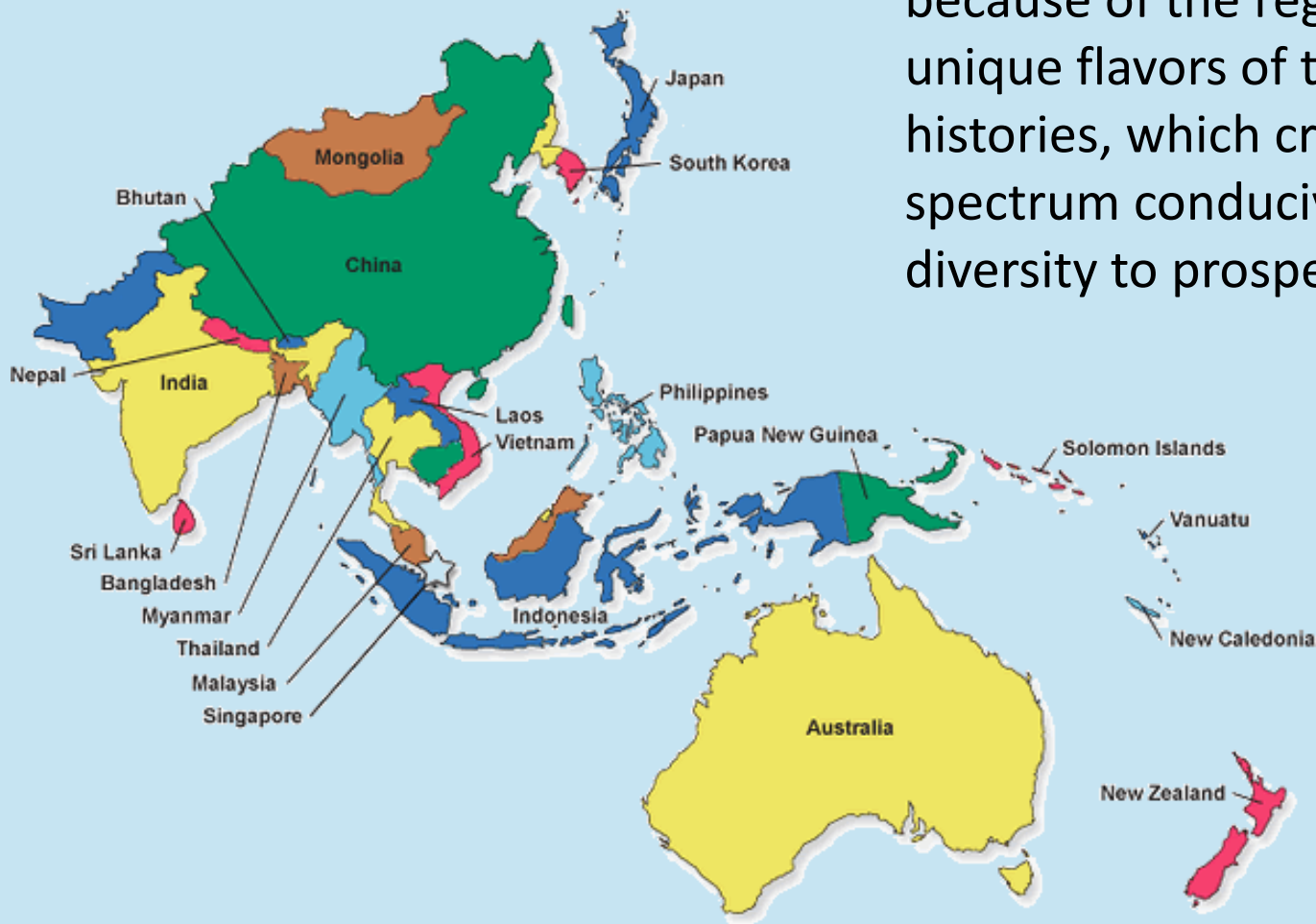
A happy **EQUILIBRIUM**, or **HARMONY**, between these seeming dichotomies, spanning the community to national or even international levels.



GLOBALIZATION
has transformed
EDUCATION
and Market Economy



Other developments in Asia Pacific are further highlighted because of the region's rich and unique flavors of traditions and histories, which create a wider spectrum conducive for cultural diversity to prosper





**Diversity has become our
greatest shared natural
resource as a peoples of
the Asia Pacific**



Inclusivity & Diversity



We live in an era when there is an unprecedented demand for an education that promotes inclusivity and diversification



Inclusivity & Diversity

“inclusivity amidst diversity” is for socio-cultural and economic development, and for building a common future



Inclusivity & Diversity

As educators and researchers are regularly faced with the pressure of promoting diversity in education, yet at the same time challenged to sustain distinct local group identities and uniqueness



Local & Traditional Knowledge



Growing demand for local and traditional knowledge and information to be integrated into mainstream learning processes



The **Wealth of Indigenous Knowledge and Information** are recognized as equally important and perceived to be a great balancer between western knowledge and that of the east





How do we make use of the **ANCIENT WISDOM** in the midst of such upheavals in technology and rapid development of knowledge in all aspects of human life and society?





The widening gap between industrially developed and developing countries even in the **area of young people's access** to higher learning, cutting edge research, learning facilities, and expertise of world-class teachers





In brief, we recognize the fact that a number of our educational institutions especially in Asia are faced with great challenges and difficulties in so far as resources and opportunities are concerned



Basic Requirements in Promoting Diversity

3

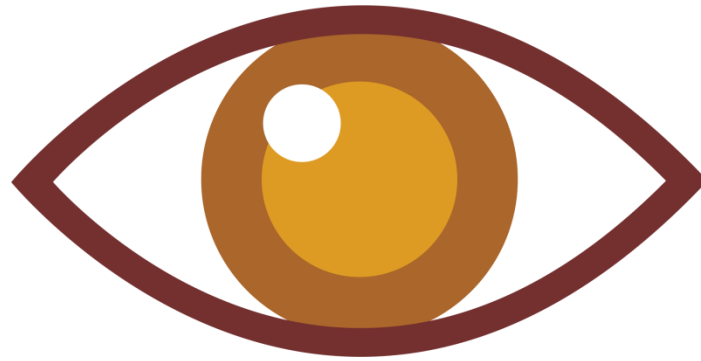
Awareness

Uniqueness

Bridging the Gap

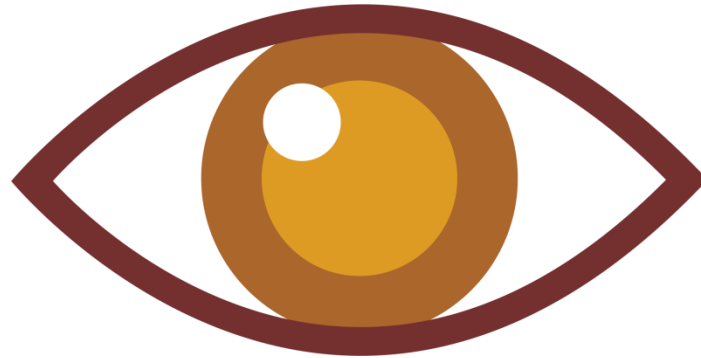


1. AWARENESS



Knowing about specific cultures and groups makes it easier to respect and appreciate differences and to interact effectively with persons from other cultures





The challenge of understanding diversity and becoming culturally competent does not stop with learning the **"DO'S and DON'TS"** of a specific cultural group



2. UNIQUENESS



Recognizing and understanding the dignity and individuality of every person in our educational system





Valuing uniqueness means we recognize that people as individuals carry with them their own values and ideas based on their personal, communal and national histories



3. BRIDGING THE GAP



Finding common ground between us and our students, colleagues and peers, as well as the stakeholders in our community, other institutions, and countries



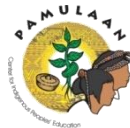
Coalition for IP Education in Higher Education in the Philippines



A Conference on IP Education for Higher Education

September 14-16, 2016

Venue: Pamulaan Center for Indigenous Peoples Education
UNIVERSITY OF SOUTHEASTERN PHILIPPINES



Pamulaan Center for Indigenous Peoples Education

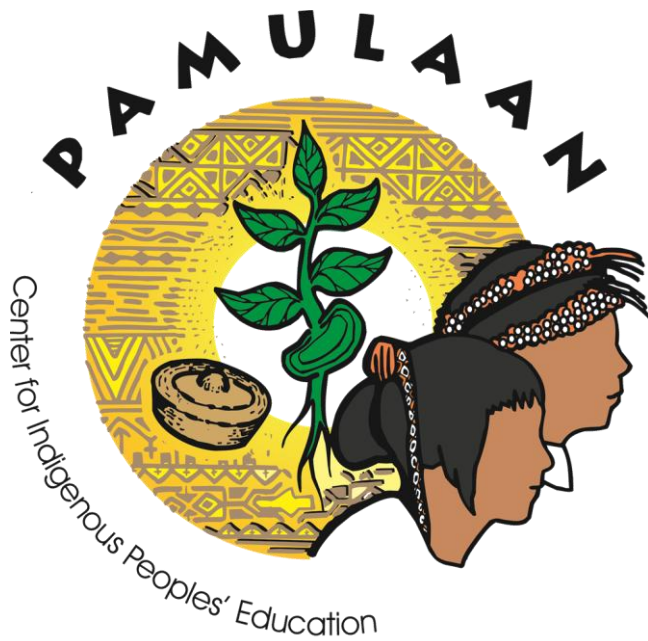


Established in 2005 as a product of a collaborative effort between the



What is Pamulaan?

Pamulaan [n. *pamula'an*, *Matigsalog* term meaning: seedbed]



The term stresses the program's commitment to root the development of the IPs in the realities of their life and culture.





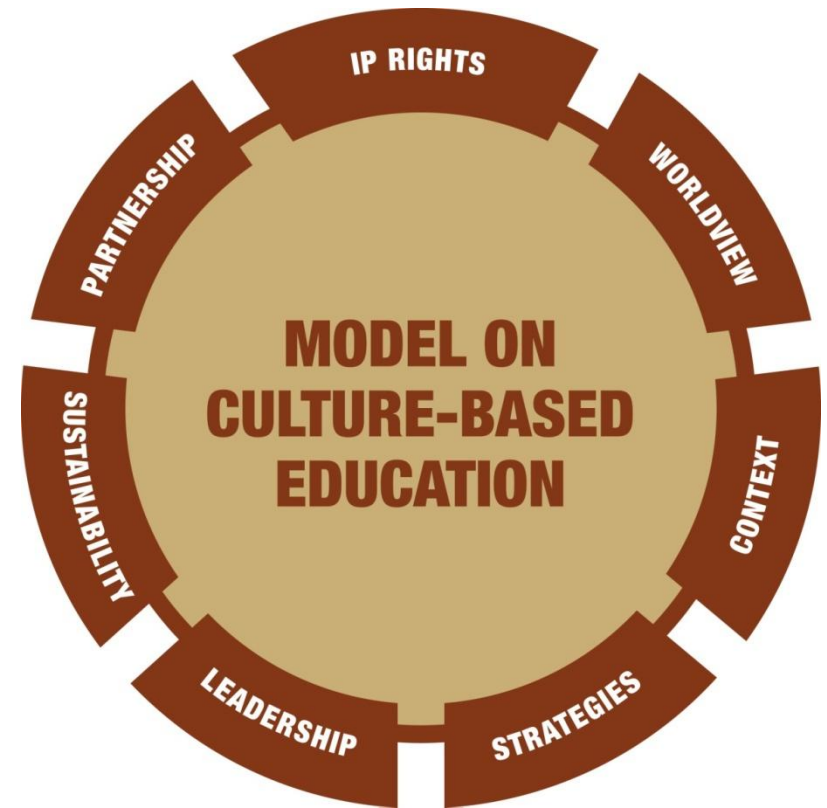
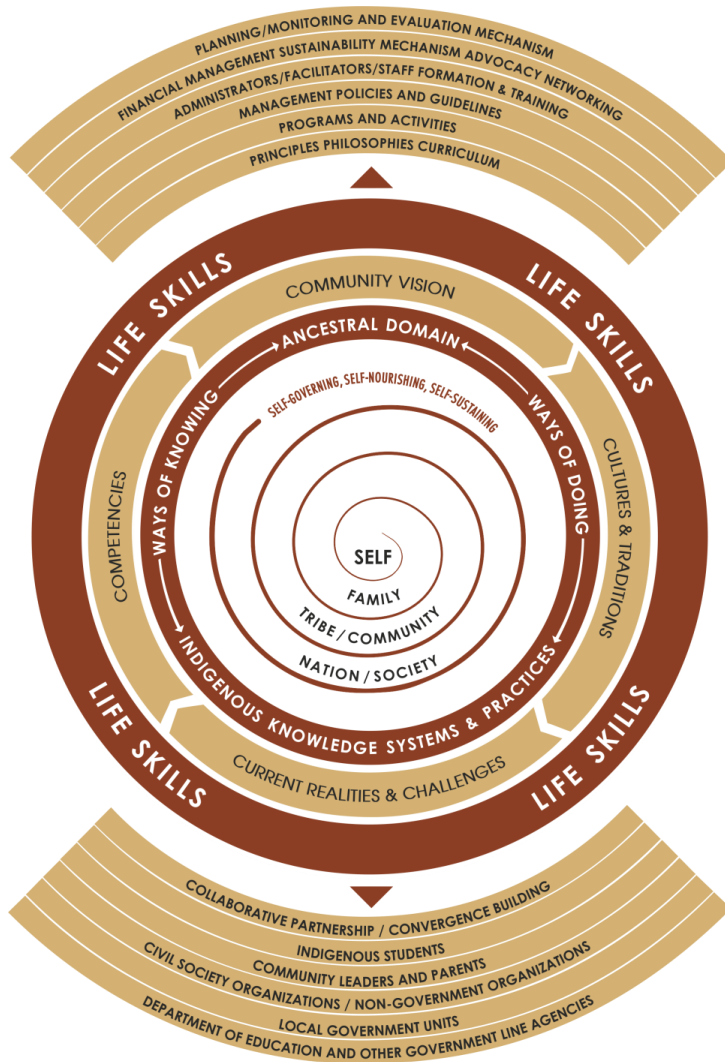
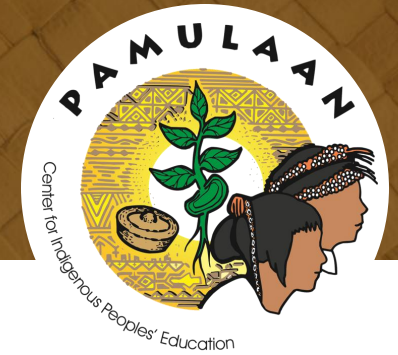
The Pamulaan Way



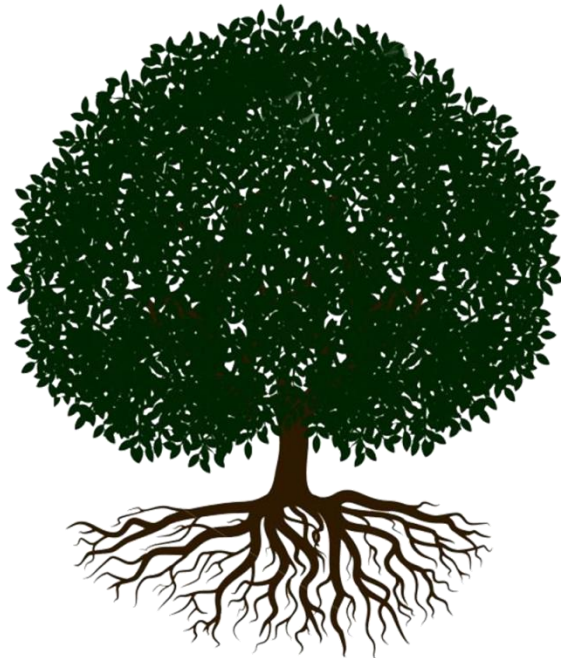
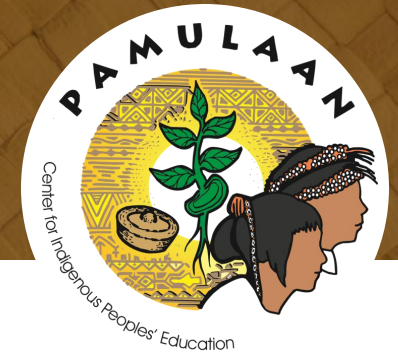
TRANSFORMATIVE LEADERSHIP

for **Cultural Integrity,
Environmental Responsibility,
Socio-Economic Sustainability,
Grounded Spirituality
and Community Service**

Approach to Learning

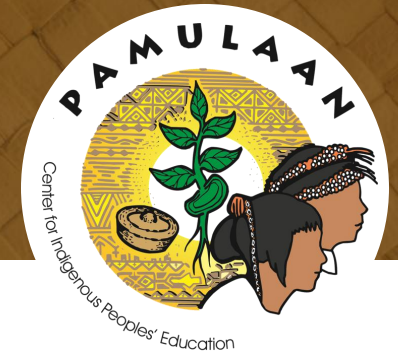


Central to the Learning Processes in Pamulaan is Cultural Integrity



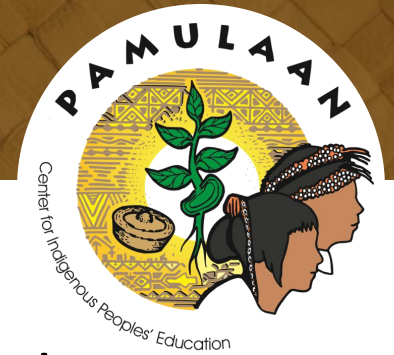
1. **Valuing Indigenous Education Systems**
(PHILOSOPHY)
2. **Promoting Cultural Integrity**
(CURRICULUM DEVELOPMENT)
3. **Valuing Land and Environment**
(CURRICULUM DEVELOPMENT)
4. **Employing Holistic and Integrative Learning Processes**
(CURRICULUM DEVELOPMENT)
5. **Enhancing Creative and Analytical Thinking**
(APPROACH AND METHODOLOGY)
6. **Promoting the Value of Service and Volunteerism**
(APPROACH AND METHODOLOGY)
7. **Promoting Peace and Community Building**
(POLICIES AND GUIDELINES)
8. **Promoting Empowerment and Peoples Participation**
(MANAGEMENT, MONITORING & EVALUATION)

Harmonious Working Relationship



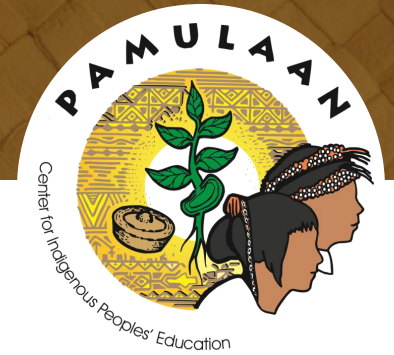
The mode of partnership and working relationship among institutions that provide ample space and opportunity for creativity, flexibility, mutual trust and support





The curriculum and programs were jointly designed by the professors of the university and the knowledge bearers and leaders from various indigenous groups in the country, IP advocates, practitioners on various fields





Pamulaan, indeed, is a living testimony for the praxis of the principles involved in the value Unity in Diversity



YOU, ME and US



How can I effectively connect with my students, peers and partners of all backgrounds so that we could both learn, grow, and enrich each other's perspective and attitude towards people, other cultures, and realities?

How can I contribute in creating a critical mass of skilled and educated people who are ready and willing to face the challenges and needs of the present world?

How can I help create avenues for knowledge sharing and knowledge building even in my own classroom, institution or community?

How can I provide opportunities for individual, inter-institutional or inter-national co-operation among fellow educators and researchers?



**In our diversity,
may we remain
united in our
common goal for
quality and
culturally responsive
education for all**