



Costs of MAPE Publications continue to rise steeply. Faced with the choice of increasing subscriptions or reducing overheads MAPE Council decided that the interests of members would best be served by cutting the costs of publications. With effect from this issue the MAPE Newsletter will now be available online only. You will be able to access it from the Noticeboard section of the MAPE website www.mape.org.uk/noticeboard/current.htm.

If you have problems accessing the Newsletter phone Val Siviter for a hard copy. (01248 602655)

We will email messages to you when we have any special news or information, so if you have not recently received news messages from us by email, please contact Val Siviter with your email address. (val.siviter@mape.org.uk)

You are probably aware of Paddington Bear's journey round Britain visiting several primary schools. You can find out about his journey and take part in Paddington's Personal Challenge on www.mape.org.uk/Paddington/index.htm.

The winning school will receive an Aunt Lucy Bear. Paddington will be on the MAPE stand at the BETT 2003 Show.

We are planning a future publication on 'Using the Internet' and are collecting activities based on various websites. If you have a favourite website and can write up an activity based on that site, please let us know. We would like 1 or 2 sides of A4 for the activity, and if used, your school would have it's name and website printed on the bottom of the sheet.

If you have any ideas for future articles or publications, please consider joining our publications group, you will be most welcome.

Users of Discloze please note -

When Discloze was being designed there was considerable discussion about what features it should have and how it should function. This was a very stimulating process, and probably led to some significant improvements in the program, but it made unreasonable demands on Mike Matson, who wrote it, as he was being asked to make alterations on a daily basis. It was therefore decided to halt the program development, let it stand for a while in the current version, and then eventually develop a second edition, based partly on users' reactions to it.

If you have made use of Discloze in a classroom context, we would be interested to hear your views. What features do you like? Are there any features you don't like? Do you have any suggestions for ways in which it could be improved or further developed? Also, if you have any useful tips for using Discloze in the classroom, or if you have made any Discloze files you would like to share with the wider community (must be copyright-free!), please get in touch. E-mails, with or without attachments, should be sent to b.fox@worc.ac.uk. Please start the Subject box with [DISCLOZE].

The Aeta Community of Maporac, Zimbales, Philippines

In one respect this story began thousands of years ago. The Aeta community is an indigenous people who worked fertile farmland in the Zimbales region, north west of Manila. On the other hand it began in June 1991. Mount Pinatubo erupted, destroying the homes, livelihood and way of life of thousands of the Aeta tribe. It was the most violent volcanic eruption the world had seen in that century (and the last time it had erupted was 450 yrs ago). Molten ash and rock was hurled 40 kms in the air and the mountain itself lost the top 300 metres. Up to 1000 lives were lost and the vaporised material destroyed acres of prime farmland. EVA (Entrepreneur Volunteer Assistance) was set up in 1991 to organise livelihood projects for displaced persons living in extreme conditions; with the aim of keeping an indigenous community in tact. One of the needs was to educate the community, both children and adults. EVA adopted, as one of its aims, the building of low-cost, local schools to provide free education to one and all.

So where does MAPE come into this equation?

We are delighted to be working with EVA in construction of a school at Maporac in Zimbales. Maporac is an indigenous cultural community of 98 families with 368 individuals. It is 5km away from the town proper and to reach the area you have to cross the 25 metre wide river. It is passable and accessible to any type of vehicle during the dry season. However during the rainy season the pupils cannot cross the river because of its depth and strong current. There are now more than 30 out of school youth in this community. Construction of this school building will be of great help to the Aeta pupils of Maporac. The Dept of Educ. have promised to provide a school teacher for formal education. If the literacy rate of the community increases the socio-economic status will also be uplifted.

Our contact in the Philippines, the founder of EVA, has sent the following letter (note. £100 = approx. 8250 pesos)

"You are correct that we have identified MAPORAC, ZAMBALES as a very worthy AETA community for your project. They have ANCESTRAL LAND RIGHTS and so your school will be on ANCESTRAL LAND. According to our TOE²S policy, the people of MAPORAC will own the school building once completed and be totally responsible for its maintenance. Always the Dept of Education supplies and pays for the teachers with priority given to indigenous peoples (IPs) applications. They also supply desks and chairs. Your group could optionally give about 10000 pesos per annum (via EVA) for pencils, notebooks and other such items which would be purchased and delivered to the school. You could also optionally choose to donate 30,000 pesos per annum (or for one year only) as an honorarium for an Aeta education graduate to teach literacy and numeracy to the parents so that they can help their children at home. As you see the actual cost of the 3-room school with toilet is 179,852 pesos. We would really enjoy the MAPE group encouraging the teachers in the school via letters and drawings; NCIP (National Council of Indigenous Peoples) and EVA would try to send photographs at intervals. But let us get the school built first. As always EVA charges zero for its input in these projects and donates the balance should costs change."

Hence, a 3 classroom school is to be constructed and will be a semi-permanent structure. The lower half portion will be made of concrete and the upper half portion will be made of native materials such as cogon for roofing and bamboo for walls. The building will be erected in a safe, conducive and accessible area to the constituents. Carpenters and labourers who construct the building will be members of the community. Materials such as cogon, bamboo, timber, sand and gravel will be bought from the IPs within the community to provide them with additional income and to minimise the cost of handling. An NCIP engineer from the Provincial Office will supervise the construction of the project. The Regional Office staff shall conduct the monitoring of the project to ensure the smooth implementation.

MAPE is very excited about our involvement in this project and we hope that we can establish a two-way channel of communication. Hopefully we can have the school built by Easter! Watch this space or log on to the web site for regular updates. I will be happy to receive any ideas that MAPE members may have for developing the project or to answer any queries.

Roger Keeling

October 28th, 2002