

# Elements of an Indigenous Peoples Plan

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## Republic of the Philippines: Empowering Bangsamoro Communities Through Alternative Learning System and Productivity Enhancement Project

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## ABBREVIATIONS

ADB	-	Asian Development Bank
ARMM	-	Autonomous Region in Muslim Mindanao
BDP	-	Bangsamoro Development Plan
BLCC	-	Barangay Literacy Coordinating Council
DA	-	Department of Agriculture
DTI	-	Department of Trade and Industry
DOLE	-	Department of Labor and Employment
IPP	-	Indigenous Peoples Plan
NCIP	-	National Commission on Indigenous Peoples
NSO	-	National Statistics Office
PIU	-	Project Implementation Unit
PSC	-	Project Steering Committee
TESDA	-	Technical Education and Skills Development Authority

## GLOSSARY

accreditation	-	A process of granting recognition for a level of quality based on a set of standards that needs to be met. (DepEd definition)
Alternative Learning System	-	A community-based learning system in the Philippines parallel to formal basic education which offers both non-formal and informal education to out-of-school children (OSC), out-of-school youth (OSY) and adults.
apprenticeship	-	any system by which an employer undertakes by contract to employ a person and to train a person or have that person trained systematically for a trade for a period the duration of which has been fixed in advance and in the course of which the apprentice is bound to work in the employer's service.
ARMM	-	Autonomous Region of Muslim Mindanao which includes the provinces of Maguindanao, Lanao del Sur, Basilan, Sulu and Tawitawi, and the cities of Lamitan and Marawi.
Bangsamoro communities	-	those who at the time of conquest and colonization were considered natives or original inhabitants of Mindanao and the Sulu archipelago and its adjacent islands including Palawan, and their spouses, and descendants. The proposed Bangsamoro Basic Law (BBL) defines the Bangsamoro region of autonomy to be ARMM plus a few municipalities and barangay outside ARMM.
basic literacy	-	ability of a person to read and write with understanding a simple message in any language or dialect (NSO definition).

- functional literacy
- is a significantly higher level of literacy which includes reading, writing and numeracy skills. The skills must be sufficiently advanced to enable the individual to participate fully and efficiently in activities commonly occurring in his/her life situation that require a reasonable capability of communicating by written language (NSO definition).
- Non-literate adults
- Are those persons aged 24 years old and above who do not have the ability to read and write, who are not attending school, did not graduate, and are not working or in-between jobs.
- Out-Of-School children (OSC)
- Are defined as persons aged 6-14 who are not attending school
- Out-Of-School youth (OSY)
- Are defined as persons aged 15-24 who are not attending school, did not graduate, and are not working; they must satisfy all three elements to be counted as out-of-school.

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## ELEMENTS OF AN INDIGENOUS PEOPLES PLAN

### A. Description of the Project

1. The design of the project, "Empowering Bangsamoro Communities through Alternative Learning System and Productivity Enhancement Project," ensures positive impacts for disadvantaged indigenous people (IP) in the Autonomous Region of Muslim Mindanao (ARMM) and other regions by increasing their access to adult literacy interventions and subsequent livelihood programs. The objective of this supplementary appendix on the elements of an Indigenous Peoples Plan (IPP) is to create actions that are concrete and can be monitored during program implementation to ensure distribution of benefits to the IP communities. This is in accordance with ADB's Safeguard Policy Statement (2009). The IPP supports the integration of IP needs and interests into each program output and sub-output and ensures effective participation and access of IPs to program benefits.

2. The project design features include (i) providing adult and OSY literacy interventions in selected areas and (ii) providing further education to the graduates through livelihood and entrepreneurship training. The accrual of project benefits has been integrated into the project design by:

- Making efforts to map project beneficiaries including IPs;
- Making efforts to map IPs in hard to reach areas;
- Ensuring communication in the dialects of the IP communities;
- Ensuring DepEd closely work with NCMF (National Council of Muslim Filipinos); and
- Addressing possible discrimination issues in employment opportunities.

### B. Social Impact Assessment

#### 1. Legal and Institutional Framework

3. The Department of Education (DepEd) Order No. 62, s. 2011, dated 8 August 2011 contains an order on inclusive education and the framework policy with regard to IP interventions. This shows that there is institutional coordination and practices between DepEd and any other government organizations (including IP agencies) for any intervention that DepEd implements.

4. The DO specifically mentions that "Many IP communities continue to lack access to decent basic social services; they have limited opportunities to engage in the mainstream economy, and suffer social, economic, and political exclusion marginalization. A major factor contributing to their disadvantages position is the lack of access to culture-responsive basic education. Thus, the right of indigenous peoples to education is provided in the 1987 Philippine Constitution, the Indigenous Peoples Rights Act (IPRA) of 1987, and the numerous international human rights instruments, especially in the United Nations (UN) Declaration on the Rights of Indigenous Peoples (2007)."

5. It is noted that both the **Indigenous Peoples' Rights Act (IPRA) of 1997** and the Autonomous Region in Muslim Mindanao (ARMM) laws are applicable in the project area, which covers areas in addition to the ARMM. The NCIP created under IPRA is not recognized in ARMM. Prior to IPRA there was the Office of Northern Cultural Commission (ONCC) and the

Office of Southern Cultural Commission (OSCC) created under EOs 122-B and 122-C in 1987, respectively. Under IPRA, ONCC and OSCC were merged to form NCIP. However, ARMM did not recognize IPRA and what it continues to recognize is the OSCC.

6. The **Indigenous Peoples' Rights Act (IPRA) of 1997** is a landmark law, not only for recognition of the rights of IP communities in the Philippines but also as a milestone in recognition of the rights of IPs globally. The IPRA sets conditions, requirements, and safeguards for plans, programs, and projects affecting IP communities. A significant output of this law is Administrative Order (AO) No. 3, Series of 2012, The Revised Guidelines on Free and Prior Informed Consent (FPIC) and Related Processes. The important provisions of IPRA are:

- (i) Right to the indigenous communities' ancestral domains. (Chapter III, Section 11);
- (ii) Right to an informed and intelligent participation in the formulation and implementation of any project, government or private, that will impact upon their ancestral domains; (Chapter III, Section 7b);
- (iii) Right to participate fully, if they so choose, at all levels of decision-making in matters which may affect their rights, lives and destinies through procedures determined by them; (Chapter IV, Section 16);
- (iv) Right to receive just and fair compensation for any damages inflicted by or as a result of any project, government or private; (Chapter III, Section 7b);
- (v) Right to stay in their territory and not be removed from that territory. If relocation is necessary as an exceptional measure, it can only take place with the free and prior informed consent of the IPs and indigenous cultural communities (ICC) concerned; (Chapter III, Section 7c);
- (vi) Right to be secure in the lands to which they have been resettled; (Chapter III, Section 7d);
- (vii) Right to determine and decide their own priorities for the lands they own, occupy, or use; (Chapter IV, Section 17);
- (viii) Right to maintain, protect, and have access to their religious and cultural sites; (Chapter IV, Section 33).

7. The IPRA-related Executive Order (EO) 1035 stipulates (i) the provision of financial assistance to displaced tenants, indigenous peoples, and settlers equivalent to the average annual gross harvest for the last 3 years and not less than PhP15,000 per ha, (ii) disturbance compensation to agricultural lessees equivalent to 5 times the average gross harvest during the last 5 years, and (iii) compensation for improvements on land acquired under Commonwealth Act 141.

8. Another IPRA-related EO 132 stipulates procedures to be followed in the *Acquisition of Private Property for Public Use and Creating Appraisal Committee*. However, by virtue of its scope, this project does not require land acquisition.

9. The project covers the provinces of Maguindanao, Tawi-Tawi and Lanao del Sur, and the City of Marawi in the ARMM, where the applicable law is RA 6734 – An Act Providing for an Organic Act for the Autonomous Region in Muslim Mindanao (1 August 1989). This law was amended, strengthened and expanded in 2001 by RA 9054 – An Act to Strengthen and Expand the Organic Act for the Autonomous Region in Muslim Mindanao. These laws are summarized below.

10. **RA 6734.** The Republic Act No. 6734, also known as Organic Act for the Autonomous Region in Muslim Mindanao was signed into law on August 1, 1989 and was ratified in a plebiscite in November 1989. It was composed of the four (4) provinces of Lanao del Sur, Maguindanao, Sulu and Tawi-Tawi. ARMM was created in 1989 by virtue of RA 6734. RA 6734 does not differentiate between Moros and other IPs in the Autonomous Region, except that the Moros are governed by Sharia'ah laws and other IPs are governed by customary laws. Otherwise, both these groups are referred to as "indigenous cultural communities" who are Filipino citizens. This law defines ancestral lands: "Lands in the actual, open, notorious, and uninterrupted possession and occupation by an indigenous cultural community for at least 30 years are ancestral lands." And, ancestral domain is defined to include pasture lands, worship areas, burial grounds, forests and fields, mineral resources, except strategic minerals such as uranium, coal, petroleum, and other fossil fuels, mineral oils, and all sources of potential energy; lakes, rivers and lagoons; and national reserves and marine parks, as well as forest and watershed reservations. Given the nature of this project, it is noted that the project will not affect such lands and the project does not require any land acquisition.

11. **RA 9054.** Republic Act 9054, or the Organic Act for the Autonomous Region in Muslim Mindanao, amended RA 6734 in 2001. The amended law expanded ARMM's area of autonomy. In a plebiscite, Basilan and Marawi City (in Lanao del Sur) opted to join ARMM. The Regional Government as devolved to local government units adopts measures to ensure mutual respect for and protection of the distinct beliefs, customs, and traditions among its inhabitants in the spirit of unity in diversity and peaceful co-existence. It undertakes measures to protect the ancestral domain and the ancestral lands of indigenous cultural communities. The phrase "indigenous cultural community" refers to Filipino citizens residing in the Autonomous Region who are Tribal peoples as well as Bangsa Moro people regarded as indigenous on account of their descent from the populations that inhabited the country or a distinct geographical area at the time of conquest or colonization and who, irrespective of their legal status, retain some or all of their own socioeconomic, cultural and political institutions.

## **2. Baseline Information: Indigenous Peoples in the Project Areas**

12. There are at least 13 Islamized ethnolinguistic groups indigenous to Mindanao.<sup>1</sup> They are the Maranaw, Maguindanao, Tausug, Yakan, Samal, Sangil, Molbog, Kalibugan, Kalagan, Palawani, Iranun, Jama Mapun, and the Badjao. The introduction of Islam divided the peoples of Mindanao into two distinct categories: Moros and Lumads. Those who embraced Islam became the Moros and those who did not became the Lumads, a Visayan term which means "born of the earth." Lumads are regarded as the original inhabitants of Mindanao. Lumad also now pertains to the non-Muslim, non-Christian indigenous peoples of Mindanao<sup>2</sup>.

13. The ARMM includes five of the 27 provinces of the southern island of Mindanao. The provinces of Maguindanao and Lanao del Sur are called mainland ARMM as these are located within mainland Mindanao. The three others - Basilan, Sulu and Tawi-Tawi - comprise the smaller islets dotting the border of the Celebes Sea and the Sulu Sea and are aptly called the island provinces of the ARMM.

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<sup>1</sup> Gowing, P.G. 1979. Muslim Filipinos-Heritage and Horizon. New Day Publishers, Quezon City.

<sup>2</sup> Asian Development Bank, 2002, Indigenous Peoples/Ethnic Minorities and Poverty Reduction in the Philippines, Environment and Social Safeguard Division.

14. The three original Indigenous Peoples of mainland ARMM<sup>3</sup> consist of the Teduray, the Lambangian and the Dulangan Manobo societies. They are the original ethnic inhabitants of the Daguma Mountain Range and the river delta to the West. These areas are presently within the geopolitical jurisdictions of the provincial government of Maguindanao and the local government of Cotabato City. The other Indigenous Peoples of the ARMM comprise an aggregate group of migrant IP communities who settled in the Municipality of Wao, Lanao del Sur in the beginning of the 1960s. They do not apply for territorial claim, despite their long years of residency in the area. These are the Higaonon, Agusan Manobo, B'Laan, Subanen, T'Boli, Tigwahanon, Talaandig, Umayamnon, Mandaya, Bagobo, Pulangihon, Matigsalug, Ilyanun, Klata Manobo (Dyangan), Igorot, Mangyan, Ivatan and Tingguian from the nearby towns of Bukidnon who migrated to Wao for economic reasons. A few of these even come from the Northern island of Luzon, such as the Igorot, Ivatan and Tingguian. These IP migrants came as individuals or families and eventually established their economic activities, livelihood and residence among the Christian settlers and the Islamized Iranuns of Wao. Overall, the constitutive IP societies already indicate 21 ethnic affiliations, which altogether comprise the 117,189 total Indigenous Peoples population in main- land ARMM (IPDEV 2013).<sup>4</sup>

15. **Age and Gender Distribution.** The majority of the IP population in mainland ARMM is very young with more than half (56%) of the population assembled within the cluster of '1-20 years old' respondents. The gender distribution figure reveals a cumulative male-dominant population from infants to 20-year old. However, the reverse is true within the cluster of 21- 25 year olds, where females outnumbered males at a 3:1 ratio based on the fixed population of 3,079 females and 997 males. This is the only category in the age distribution data where girls register a staggering 309 percent higher population than boys. Data beyond the 25 year old mark show once again the dominance of male population onward to the very senior group of 71 year old and above.

16. **Education.** Although it is generally stated that IP children have equal chances to non-IP kids for formal schooling in the public school system, there are persisting problems in IP access to education. A common observation attests that school attendance usually starts strong at elementary level and wanes at high school and college levels. The data collected by IPDEV shows that almost half of the respondents (48.5%) have attended the elementary level of formal education. However, for most IP surveyed, the elementary school level has unfortunately proven to be the highest attained education. The number of school attendees dramatically reduces as the school year advances. A little more than 11% were able to finish the elementary grades and proceeded to high school while a huge number have eventually dropped out of school. The necessity of employment has been the primary reason for leaving school.

17. It is striking to note that a sizable number of 7,230 individuals or 11.7% confirmed that they have not received any kind of formal education. Despite this, the literacy rate among the

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<sup>3</sup> Main source for items 6 to 14 is The Indigenous Peoples of Muslim Mindanao of the project 'Recognition of the Rights of the Indigenous Peoples in the Autonomous Region in Muslim Mindanao for their Empowerment and Sustainable Development (IPDEV)', published by the Konrad Adenauer Stiftung - Philippine Office. IPDEV was launched in February 2012 and is implemented by the consortium of the KAS Philippines, it's institutional partner Institute for Autonomy and Governance (IAG) and DevelopmentConsultants Inc (DEVCON). It was carried out for a three-year period and is co-funded by the EU and the German Ministry for Economic Cooperation and Development (BMZ) through the KAS. Used with permission.

<sup>4</sup> This figure is based on the 2013 Indigenous People population survey among 80 barangays of the twelve municipalities with sizable IP population in mainland ARMM. It indicates the current unofficial record of the IP population in mainland ARMM, pending the official IP population data of the National Statistics Office (NSO) for ARMM.

Indigenous Peoples in the ARMM is relatively high. With regards to their educational status, of those who are currently of school-age, girls (67%) and boys (74%) almost equally compose those who attend elementary school.

18. **Livelihoods.** Agriculture remains the major source of income in the IP communities. Among the crops generally produced are corn (by 7,950 households), rice (by 2,082 households) and coconut (by 1,792 households)<sup>5</sup> from which they earn income on a yearly basis, while short term cash crops include banana and cassava or sweet potato. Tools owned and used to carry out farm activities are limited to plough and harrow, bolo and sprayer. Post-harvest facilities in the barangays are few and only include one thresher, two corn shellers and one rice mill.

19. A majority of the surveyed households engage in farming (3,261 households), work as farm laborers (2,839 households), grow vegetables and raise livestock for sale (529 households) and fishing (132 households). A few respondent households also engage in rubber tapping as it is considered a crop useful for livelihood. Other economic activities they engage in include jobs that provide services to people, such as being an employee, a barangay official, a driver/conductor, carpenter or laundry woman. To supplement income from identified sources, some households stated that they borrow money from traders and relatives. The amounts borrowed start small but can scale up to P5,000 at interest rates from three to ten percent.

### **3. Key Project Stakeholders**

20. The key project stakeholders are non-literate adults and OSYs in the Bangsamoro communities including members of the Indigenous Peoples, apart from the Department of Education and other relevant government agencies, such as, Department of Agriculture (DA), Department of Trade and Industry (DTI), Department of Labor and Employment (DOLE), and Technical Education and Skills Development Authority (TESDA).

### **4. Potential Adverse and Positive Effects of the Project**

21. The project does not have any adverse effect. On the other hand, it is designed for the benefit of the non-literate adults and out of school youths in selected Bangsamoro communities which include Indigenous Peoples and envisage an improved literacy level and livelihood/entrepreneurial skills of male and female non-literate adults and youths in the project area.

### **5. Gender-sensitive Assessment of Project Perception**

22. Consultations took place with 28 women participants, aged 20-63, educational level varying from secondary school student/graduate to vocational school student/graduate and university student/graduate. They all appreciated the project efforts, but, cautioned that it should be sustainable and that the project should clearly define its objective, because, there are livelihood projects from the government that are being implemented in the community.

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<sup>5</sup> Based on the 2013 IPDEV population survey

## **6. Measures to Avoid Adverse Effects**

23. The project does not have any adverse effect, because, there is no land acquisition and the proposed programs do not intend to have civil works. The proposed ALS and Productivity Enhancement Project in Bangsamoro Communities are intended to increase productivity among non-literate adults and out of school youths in selected Bangsamoro communities which include Indigenous Peoples and envisage an improved literacy level and livelihood/entrepreneurial skills of male and female non-literate adults and out of school youths in the project area.

### **C. Information Disclosure, Consultation and Participation**

24. During the project conceptualization stage, meaningful consultations were held with a focus on women, the residents of the target areas, and other vulnerable groups including IPs regarding (i) education and technology access; (ii) economic activities, capacities and access to credits; (iii) possible solutions to resolve the constraints identified; and (iv) mechanisms to address these constraints. Participation of the stakeholders has been encouraged through technical assistance missions, knowledge work, and continual dialogue with the government line agencies and the private sector. Likewise, NGOs and focus groups were actively sought to identify how they may continue their contributions during project implementation and support results monitoring. Stakeholder consultations at key milestones in the project will be done which would include dialogue with national and local governments, private sector, and, if necessary, beneficiaries and CSOs. Local CSOs will also be invited to engage in the development and delivery of training sessions and materials as well as in the identification of social entrepreneurial skills to be supported by the project. Engagement of local governments and the Barangay Literacy Coordinating Council as a sustainability mechanism is also a key strategy.

25. During the initial stages of the project implementation, a series of community consultation workshops will be conducted among the affected IP communities. These workshops will be carried out by the IA through the implementing partner, in close coordination with the Barangay Literacy Coordinating Councils (BLCCs). The communities will be briefed on all aspects of planned project activities and will seek their opinions and views on culturally appropriate occupation choices and workplace skills. Women will be particularly encouraged to actively participate in these consultation workshops. Any adverse impact will be addressed through compliance with recent policy issuances of the National Commission on Indigenous Peoples (NCIP) on strengthening IP safeguards.

26. Relevant information from these elements of an IPP will be disclosed to the IP communities in their language and, in case of the illiterates, in a form understandable to them.

### **D. Beneficial Measures**

27. The proposed project will have the potential to directly improve the dignity, human rights, livelihood systems and culture of indigenous peoples. It will increase the IP community's opportunities for poverty alleviation efforts by increasing livelihood and employment or entrepreneurial opportunities. Their inherent right to access basic education will also be achieved, thereby boosting their self-confidence in tackling issues of ancestral domains, right to exploit natural resources and to preservation of culture and local knowledge.

## **E. Mitigative Measures**

28. Not applicable, as there are no adverse impacts. Should any unanticipated impact on the IP communities become apparent during the project implementation, the EA will carry out a summary impact assessment and update the IPP or formulate a new IPP covering all applicable requirements.

## **F. Capacity Building**

29. Due diligence shows that the DepEd as EA/IA has limited experience or is unfamiliar with ADB's safeguards requirements and has gaps in the institutional capacity, most of which relate to weaknesses in implementation effectiveness and human resources. For capacity building related to this project, the following key actions are proposed: (i) designate a safeguards focal person; and (ii) build the capacity of relevant field personnel at the division level, including the ability to conduct impact assessment, continue meaningful consultations with the affected IP communities, and disclose relevant information from the IPP in their language and, in case of the illiterates, in a form understandable to them. ADB will assist in conducting safeguards training for relevant DepEd staff on ADB procedures.

## **G. Grievance Redress Mechanism**

30. A grievance redress system will be established to receive and facilitate resolution of the affected IP communities' concerns, complaints and grievances. Concerns, complaints and grievances may be filed at the local level in writing with community facilitators, texted to a dedicated SMS hotline or phoned in. However, grievances filed through SMS and phone calls will need to be written down and authenticated by a designated community facilitator. The IA through the implementing partner together with the community facilitators, as part of its monitoring procedures, will continue to identify ways to strengthen the grievance system to ensure ease of access and responsiveness to concerns of affected IP communities. The project will also ensure that grievances received from project activities are addressed with utmost consideration to existing cultural practices. There will be three levels of the grievance redress process open to the IP communities and other stakeholders during the IPP implementation, as described below.

31. Level 1 – BLCC (Barangay Literacy Coordinating Council) Level – the IP communities' representatives, representatives of affected Barangays and LGU Stakeholders shall comprise a Committee to be set up and shall meet in case a complaint is lodged. A decision should be made within 15 calendar days after receipt of the complaint. The aggrieved stakeholder will be informed in writing of the decision within two working days. The committee will be chaired by the BLCC chief.

32. Level 2 - If not satisfied by the BLCC level committee decisions, an aggrieved stakeholder can appeal before the DepEd Regional Office. The Regional Office will have 10 calendar days within which to resolve a complaint. The resolution will be officially communicated in writing to the aggrieved stakeholder within five working days from the date of the issuance of the decision.

33. Level 3 – DepEd National Level – If the decision by the Regional Office is not satisfactory to an aggrieved stakeholder, then the complainant may appeal to the national level DepEd with assistance from the community facilitators. The complaint shall be resolved within 15 calendar days and the decision shall be communicated in writing within seven working days.

34. If not satisfied with the decision of the Level 3 or earlier levels, an aggrieved stakeholder may approach a court of law at any stage, which is not a part of the project level GRM, and whose decision will be final.

## **H. Monitoring, Reporting and Evaluation**

35. The overall goal of the monitoring process for the IPP is to:

- Ensure effective communication and consultation take place;
- Report any grievances that require resolution; and
- Allow project implementing staff and participants to evaluate whether the IP communities have maintained their rights, culture and dignity and that they are not worse off than they were before the project.

36. The IA through the implementing partner will prepare quarterly and annual progress reports which will include updates on IP beneficiaries, and any grievances received. Data will be disaggregated by sex and ethnicity. Monitoring and progress reporting will be the responsibility of the IA through the implementing partner. At the local level, BLCCs will monitor on a regular basis, and coordinate the participatory monitoring by beneficiaries. The process of establishing participatory monitoring must begin with the identification of monitoring criteria by the beneficiaries themselves, against which they will judge the success or failure of project activities. Indicators for the monitoring will be those related to the processes (indicators that show implementation progress) and outcome (indicators that measure whether the IPP actions are successful). The outcome indicators reflect the results of the process. This information will be collected from the field and reported monthly to the DepEd Regional Office.

37. Monitoring will cover: (i) process and implementation of activities according to the overall plans and schedules, including the delivery of information, the schedule of consultations and participatory exercises and any mitigation or enhancement measures; (ii) disbursement, expenditure and any budget issues; (iii) outputs and outcomes; and (iv) lessons learnt. Based on the monitoring input in the quarterly progress reports, semi-annual monitoring reports will be prepared and submitted to ADB for review and posting on the ADB website. Evaluation of the IP actions will be an integral part of the overall project performance monitoring system.

## **I. Institutional Arrangement**

38. The Department of Education, National is both the EA and IA for the project. A project management unit will be established at DepEd National. The DepEd National with support from the implementation consultants, Bureau of Curriculum Development (BCD), Bureau of Education Assessment (BEA), Bureau of Learning Delivery (BLD), ALS Unit (Regional and Division), Curriculum Implementation Division (CID) are the implementing agencies. The oversight body comprises a project steering committee (PSC) established by the DepEd, with DepEd national as chair. Committee members will include DepEd-National and DepEd-ARMM ExeCom members, DepEd Regional Directors in project sites and representatives from partner agencies such as DA, DTI, DOLE, and TESDA. The DepEd Project Management Service (PMS) will be the secretariat of the PSC with support from the PMU. To oversee project management, a project management committee (PMC) will also be established composed of the PMS, BCD and Office of the Secretary-ALS as co-chairs of the project management committee/team,

Curriculum and Learning Management Division at the regional level and CID in the division will be project counterparts in the field.

39. The implementation arrangements for the IP actions, i.e., the beneficial measures, are integrated with the overall implementation arrangements of the project. The implementation of the IPP will be supervised by the project steering committee in close coordination with the local coordinators. The IA through the implementing partner will be responsible for implementing the measures to ensure an IP-sensitive and IP-responsive project. The IA through the implementing partner will coordinate with NCIP. NCIP however does not cover ARMM since its autonomous. ARMM has its own Office of Southern Cultural Communities. NCIP covers Cotabato City and Zamboanga City but there are no traditional or historical non-Bangsamoro indigenous communities in these 2 cities. However, the IA through the implementing partner will also coordinate with NCIP since it is planned to work with Badjao communities, who are both Bangsamoro and classified as IP by NCIP.

#### **J. Budget and Financing**

40. There is no separate budget requirement for implementing the IPP, as the actions are integrated into the overall implementation arrangements and total project budget.