Indigenous Peoples Plan (IPP)

BARMM, Philippines: No Bangsamoro Child Left Behind in the Bangsamoro Autonomous Region in Muslim Mindanao Project

Consortium of Bangsamoro Civil Society

May 2023

FOR DISCLOSURE

ABBREVIATIONS AND ACRONYMS

- BLGU Barangay Local Government Unit
- BM Bangsamoro
- CBCS Consortium of Bangsamoro Civil Society
- CSO Civil Society Organizations
- ESF Environmental and Social Framework
- ESMF Environmental and Social Management Framework
- ESS Environmental and Social Standard
- FPIC Free Prior Informed Consent
- GM Grievance Mechanism
- ICC Indigenous Cultural Communities
- IP Indigenous Peoples
- LDS Lanao del Sur
- LGU Local Government Unit
- MBHTE Ministry of Basic, Higher and Technical Education
- MILF Moro Islamic Liberation Front
- MIPA The Ministry of Indigenous Peoples' Affairs
- MNLF Moro National Liberation Front
- NCIP National Commission on Indigenous Peoples
- NGO Non-Government Organization
- OOSC Out-Of-School Children
- PMU Project Management Unit
- PTCA Parents-Teachers Community Associations
- SGC School Governing Council
- SEA/SH Sexual Exploitation and Abuse/ Sexual Harassment
- SEP Stakeholder Engagement Plan
- WB World Bank

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1. Project Description

1.1. Background

The COVID-19 pandemic saw almost 2 consecutive years of school closures and home-based education delivery. Compounded with a long history of marginalization, income inequalities and experiences of conflict, these have disproportionately impacted Indigenous Peoples (IP) students in the BARMM. The impact of school closures transcends education with additional ramifications for children's health, nutrition, and protection, potentially widening disparities faced by IP communities/ and other disadvantaged communities (like the Maranao people). There is also risk that children from vulnerable households will be drawn into child labor to mitigate the economic impact on families and will not return to school, resulting in an increase in out-of-school children (OOSC) nationwide with evident downstream effects.

Guidelines for the opening of SY 2022-2023 classes, as provided by DepEd Order 034, s,2022 12 signed last July 12 by VP Sarah Z. Duterte, also puts premium on the implementation of the Basic Education Development Plan (BEDP) 2030, Learning Recovery and Continuity Plan (LRCP), and Classroom-based and System Assessments and will guide schools in effectively delivering the K to 12 Basic Education Program amid the COVID-19 pandemic.

PDO: The proposed *"No Bangsamoro Child Left Behind in the Bangsamoro Autonomous Region in Muslim Mindanao Project"* seeks to to improve learning outcomes of re-enrolled out-of-school-children (OOSC) and retained at-risk children in pilot elementary schools in project-supported divisions.

The Project will target 100 pilot elementary schools in four divisions (Lanao Del Sur I, Lanao Del Sur II, Maguindanao I and II) in the Lanao Del Sur and Maguindanao Provinces in BARMM. The target beneficiaries of this project are the 6–11-year-old OOSC children who are at risk of dropping out of school or those who have already dropped out or have left school.

Expected Results: The project aims to re-enroll 30 percent of OOSC by the end of the project implementation (6,700 over three years, of which 60 percent are female) and to retain 50 percent of at-risk children on average per year (2,600 over three years, of which 60 percent are female). The project will also aim to provide supplementary school meals for the re-enrolled 6,700 students over three years. In addition, it is estimated that 1,750 households per year or 5,250 households over three years will improve their livelihood from supplementary income by participating in the support for community livelihood and food enhancement program. With the project interventions, the Grade 3 cohort survival rate is expected to improve to 80 percent by the end of the project period, and the elementary graduation rate is expected to improve by 3 percent by the end of the project period. Also, 30 percent of re-enrolled OOSC reach the minimum reading proficiency for his/her respective grades by the end of the project period.

Activities: The PDO will be achieved through a sequence of interventions. The project will first identify existing OOSC and at-risk children through a Baseline Survey and mobilize community and school stakeholders to understand the root causes for dropout, to find local solutions addressing those factors, and to implement remedial measures at community/school levels using school sub-grants. The project

will also provide sub-grants to set up a viable income-generating business model to support household members to earn income while providing supplementary food for students at school.

1.2. Purpose of the IPP

This IPP will supplement the project's ESMF and SEP and will provide guidance to the implementing agency (Consortium of Bangsamoro Civil Society, Inc., CBCS)/ Project Management Unit (PMU) and project workers on issues relating to the presence of indigenous cultural communities/indigenous peoples (ICCs/IP) in the project intervention areas in Lanao Del Sur and Maguindanao Provinces in BARMM. The IPP also sets out the policies, processes, and procedures for enhancing project benefits and addressing potential risks and impacts of the project on ICCs/IP to ensure that they are informed, consulted, and mobilized to participate in project activities and processes.

The IPP is guided by the following guiding principles:

- The project shall ensure that IPs benefit from the project, and risks and impacts associated with them are considered when implementing the drop-out mitigation measures.
- The project shall ensure that IPs are fully informed and adequately consulted about project activities, including their impacts and implications on their way of life, customs, traditions, and cultural heritage (as relevant).
- The PMU will ensure, at all times, that development processes implemented by the project foster full respect for IP's dignity and human rights.
- The project will ensure that the Do No Harm Principle is upheld at all times.

2. Legal and Policy Framework

2.1. Legal and Institutional Framework

This IPP is based on the objectives and requirements of the national legislation and on WB's ESS 7 on Indigenous Peoples Sub-Saharan Historically Underserved Traditional Local Communities. Philippine legislation provides strong rights to IP, and the Philippine government had voted in favor of the United Nations Declaration on the Rights of Indigenous Peoples, although it has yet to ratify the International Labour Organization (ILO) Convention 169 on Indigenous Populations.

2.2. Relevant National Laws and Policies Concerning Indigenous Peoples

The rights of IPs in the Philippines to their cultural identity, to pursue their own development direction by managing their own economic and natural resources, and to promote their heritage are embodied in these national and sub-national laws:

a. The Philippine Constitution of 1987. The Constitution recognizes and promotes the rights of indigenous cultural communities within the framework of national unity and development. Article III (Bill of Rights), Article IV (Citizenship), Article X (Local Government), and Article XIV include relevant

statements in this regard. Article XIV, Section 2 states "The State shall encourage non-formal, informal and indigenous learning systems, as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs." Article XIII, section 11 states "the State shall adopt an integrated and comprehensive approach to health development which shall endeavor to make essential goods, health, and other social services available to all the people at affordable cost. There shall be a priority for the needs of the underprivileged, sick, elderly, disabled, women and children."

b. Republic Act 8371 of 1997 or the Indigenous Peoples Rights Act (IPRA) which was a landmark legislation aimed at correcting historical injustices inflicted upon indigenous cultural communities (ICCs) / IPs. The law upholds their rights and is intended to improve their welfare. It calls for enforcing constitutional mandates and international norms. IPRA stipulates 4 basic rights: the (a) right to ancestral domains and lands; (b) right to self-governance and empowerment; (c) right to social justice and human rights and; (d) right to cultural integrity. Section 2 (f) states: The State recognizes its obligations to respond to the strong expression of the ICCs/IPs for cultural integrity by assuring maximum ICC/IP participation in the direction of education, health, as well as other services of ICCs/IPs in order to render such services more responsive to the needs and desires of these communities. The Implementing Rules and Regulations of IPRA provide the details and conditions; requirements and safeguards for plans, programs and projects affecting indigenous peoples. RA 8371, is in itself a narrative of victory for IPs as organized groups have lobbied hard for the passage of this law.

c. Republic Act 11310 (the 4Ps): The government will provide conditional cash transfers to qualified poor households for a maximum period of 7 years to improve their access to health, nutrition and education.

d. Republic Act No. 7160 (Local Government Code of 1991). The Law on devolution of powers; and in the context of Autonomous Regions, some of these Line functions were retained by Regional Line Ministries.

e. RA 7610 (Special Protection Against Child Abuse, Exploitation, and Discrimination, 1992).

f. National Indigenous Peoples Education Policy Framework – ensures the provision of universal and equitable access of all IPs to quality and relevant basic education services towards functional literacy for all. It also provides for adequate and culturally-appropriate learning resources and environment for IP learners. The framework subscribes to the rights-based approach which gives primary importance to the principles of participation, inclusion, and empowerment. This is an important measure in achieving the country's Education for All commitments and the Sustainable Development Goals, in particular, Goal 4 (Quality Education) and 10 (Reduced Inequalities).

g. RA 10121 or the Disaster Risk Reduction and Management Act – to ensure that children learn in environmentally safe environments and communities.

2.3. At the sub-national / Regional level

Republic Act 11054 also known as the Bangsamoro Organic Law (BOL) provided for the establishment of the Bangsamoro Autonomous Region in Muslim Mindanao. Section 3 of Art IX is about Indigenous People's Rights as well as other rights as provided in Article IX on Basic Rights.

Section 3 of Art. 1 states that the purpose of establishing a political entity, is to provide for its basic structure of government in recognition of the justness and legitimacy of the cause of the Bangsamoro (BM) people, and the aspiration of Muslim Filipinos and all indigenous cultural communities in the BARMM to secure their identity and posterity.

Art. V, section 9, d (Powers of Government, Council of Leaders, letter d, states that there shall be a Council of Leaders that shall advise the Chief Minister on matters of governance in the BARMM, where there is specific space for a representative from the non-Moro indigenous communities. Section 9 of Art. 4 also states "the Rights of non-Moro Indigenous Peoples that the BARMM shall recognize and promote for as long as these are within the framework of the Philippine Constitution and the National Laws." Section 10 states that the "freedom of choice of all peoples within the BARMM shall be respected. IPs shall have the freedom to retain their distinct indigenous and ethnic identity. There shall be no discrimination on the basis of identity, religion and ethnicity." Pursuant to this, Section 7, Art. 7, provided two (2) reserved seats each for non-Moro IPs and settler communities, constituting part of the 10% reserved seats and sectoral representation to the BM Parliament. Section 8 provided the criteria for election of reserved seats for non-Moro IPs. Section 3 of Article 9 (Basic Rights) spells out the Rights of Indigenous Peoples and in relation to this IP Framework for Engagement, CBCS points to item g (right to basic services.

In accordance to this Law, the BM Government created the Ministry for Indigenous Peoples' Affairs (MIPA), mandating it to have the primary responsibility to formulate and implement policies, plans and programs that promote the well-being of all indigenous peoples in the BARMM in recognition of their ancestral domain and their rights thereto.

2.4. The Bangsamoro Autonomy Act 18 or the Bangsamoro Education Code of 2021

World Bank ESS 7: Indigenous Peoples

The Bank's ESS 7 on IP/Sub-Saharan African Historically Underserved Traditional Local Communities (IP or ICC/IP in the Philippines context) stipulates that when IPs are present in the project site or have a collective attachment to the project site, the following measures are to be implemented:

- The IP should be fully consulted about, and have opportunities to actively participate in, the project design and the determination of project implementation arrangements.
- There should be an assessment of the nature and degree of the expected direct and indirect economic, social, cultural (including cultural heritage), and environmental impacts on them.
- The borrower should develop a consultation strategy and means by which the affected IP will participate in project design and implementation and adopt measures and actions in consultation with the affected IP to be contained in a timebound plan (IP Plan), which will be proportionate to the potential risks and impacts of the project.
- Adverse impacts on IP should be avoided by exploring alternatives to the project and where adverse impacts are unavoidable, the borrower will minimize, mitigate, and/or compensate for these impacts in a culturally appropriate manner. The mitigation and compensation measures

shall include culturally appropriate and sustainable development benefits whether delivered through the community or individually.

- The borrower will obtain the FPIC of the affected IP when the project: (i) will have adverse impacts on land and natural resources subject to traditional ownership or under customary use or occupation; (ii) will cause relocation of IP from land and natural resources subject to traditional ownership or under customary use or occupation; or (iii) will have significant impacts on IP's cultural heritage, which is material to the identity and/or cultural, ceremonial, or spiritual aspects of the affected IP lives.
- Where a project may significantly impact cultural heritage that is material to the identity and/or cultural, ceremonial, or spiritual aspects of the affected IP's lives, priority will be given to the avoidance of such impacts. Where significant project impacts are unavoidable, the borrower will obtain the FPIC of affected IP.
- The borrower will ensure that a grievance mechanism is established for the project, as described in ESS 10, which is culturally appropriate and accessible to affected IP and takes into account the availability of judicial recourse and customary dispute settlement mechanisms among the IP.

2.5. Gap Analysis

The IPRA and other IPRA-related policies like NCIP AO No. 1- 2012103 and NCIP AO No. 1-2004104, are deemed comprehensive and consistent with the requirements of ESS 7 that advocates essential elements of fostering full respect for the rights, dignity, aspirations, identity, culture, and natural resource-based livelihoods of indigenous people. Enabling mechanisms are in place for development initiatives to avoid adverse impacts of projects on IPs, or when avoidance is not possible, to minimize, mitigate and/or compensate for such impacts. Meaningful consultations, free and prior informed consent, and mechanisms for grievance redress are observed across the development stages.

The gap between IPRA and ESS 7 is that under IPRA, all proposed policies/ programs/projects/plans/activities (PPPPA) within ancestral domains/lands (AD/L) are subject to the FPIC as validated by MIPA in BARMM, through field-based investigations that involve potentially affected IP/ICC. ESS7, on the other hand, states that FPIC should be applied if the project activities:

- have adverse impacts on land and natural resources subject to traditional ownership or under customary use or occupation;
- cause relocation of IP from land and natural resources subject to traditional ownership or under customary use or occupation; or
- have significant impacts on IP's cultural heritage that is material to the identity and/or cultural, ceremonial, or spiritual aspects of the affected IP's lives.

Under national law, a whole range of PPPPAs are subject to FPIC with varying degrees of processing requirements. However, any proposed project that is considered extractive/intrusive and large-scale within ancestral domains would require written resolutions from the affected ICCs/IPs, expressing their acceptance of a project, and processed through a series of community consultative assemblies leading to consensus building among the IPs. The resolution is formalized through a Memorandum of Agreement (MOA that is mutually agreed upon by the parties, the concerned ICCs/IP and the project proponent).

The ESS7, on the other hand, requires FPIC only if the above listed three conditions are met. ESS7 also requires the preparation of an IP Framework or Plan to ensure that the impact of the project is periodically assessed throughout the project implementation, so that any adverse impact would be avoided or

mitigated, the affected IPs would benefit in an optimum manner, and their welfare and culture will be duly protected/promoted.

Meaningful consultations are provided for indigenous peoples outside AD/Ls under IPRA and other Philippine laws (See ESS 10) though procedures are less rigid compared to indigenous peoples within AD/Ls.

This project is not expected to result in any adverse negative impacts to the IPs (including land and natural resources) but should have a positive effect in increasing their access to education and nutrition. Consultations on the project have been done with MIPA. On August 24, 2022, the Ministry (MIPA) was informed and expressed support for the project and the ongoing consultations with the communities as part of the FPIC process (under IPRA). Meaningful consultations will continue to be undertaken to actively involve the IPs/ICCs (whether or not they are within AD/Ls) in the design and implementation of the project activities and school drop-out mitigation measures.

3. Indigenous Peoples in the Philippines and BARMM

3.1. Indigenous Peoples in the Philippines

The Philippines has been described by the United Nations Development Programme (UNDP) (2010) as culturally diverse, with an estimated 14-17 million IP belonging to 110 ethno-linguistic groups.[1] There is no known exact number of IP population in the Philippines, although the National Commission of Indigenous Peoples (NCIP), as the sole government agency responsible for IP concerns, states that 61% of IP population live in Mindanao, 33% can be found in Luzon and 6% in the Visayas. IP communities have tradition-based cultures and have retained these despite the onslaught of colonization and modern-day influences. An Asian Development Bank (ADB) study in 2002 summarized common characteristics among the IPs in the 7 ethnographic regions defined by the IPRA. Each IP group has its own distinct economic, political and social organization and degree of integration with mainstream society. The history, current conditions and level of acculturation of these indigenous societies are important factors to consider in any development projects that involve them.

IPs in the Philippines have been widely recognized as vulnerable and poor, and have been subject to historical discrimination and marginalization from political processes and economic benefits. Even with the passage and implementation of IPRA, IPs continue to face serious challenges in relation to the respect and recognition of their individual and collective rights. IP communities often face exclusion, loss of ancestral lands, displacement, pressures to and destruction of traditional ways of life and practices, and loss of identity and culture. Poverty among IP communities is further exacerbated by the lack of coordination among agencies in the implementation of policies, programs, and projects for IP, as well as questions on the legitimacy of some tribal representatives.

[1] UNDP (United Nations Development Programme). 2010. "Indigenous Peoples in the Philippines." *Fast Facts: Lagom.* https://www.undp.org/content/dam/philippines/docs/Governance/fastFacts6%20-%20Indigenous%20Peoples%20in%20the%20Philippines%20rev%201.5.pdf

Indigenous Peoples in Mindanao. The IPs in Mindanao are often collectively called Lumad (native) although the term was coined in the early 1980s as an effort to forge a common identity among various indigenous groups in Southern Philippines. The more known tribes have their own identified "territories": the Manobos, Bagobo-Blaan, T'boli, T'duray, Mandaya-Mansaka, Subanen and Mamanwa. The Bagobo mainly occupy the highlands of Central Mindanao, along mountainous slopes of the provinces of Bukidnon, Cotabato and Davao provinces. The Matigsalog, Manobo and Ata occupy the headwaters of the Davao, Kulaman and Tinanan rivers. The Mandaya, coastal Bagobo, Agusan Manobo and Ata inhabit coastal areas along the Davao Gulf and interior hinterlands of South Eastern Mindanao. The Subanen people occupy the hinterlands and coastal lowlands of the Zamboanga peninsula. Higaonon people are known to dwell in the uplands of Northern Mindanao. The different Lumads' have their own local dialects and particular customary practices but what is common are their economic activities which are centered in rainfed farming especially for upland rice and corn, some still practice slash and burn and move from place to place, some have cultivated small plots with natural irrigation system. Hunting and gathering of forest produce is common among tribes and so is fishing in riverine and coastal waters.

3.2. The Non-Moro Indigenous Peoples in BARMM

The multi-ethnic population of BARMM as of 2020 National Population Census was 4,404,288, representing 16.78% of the entire Mindanao's population. This project's 100 target schools are in Maguindanao and Lanao del Sur provinces, with an estimated combined population of 2,534,697 – majority of whom profess Islam as their faith. By ethnicity, the Maguindanaoans are the predominant group in Maguindanao and Maranaos/Meranaws in Lanao del Sur. The Maranaos do not self-identify as IPs and are not identified as such by others, including the NCIP and under the Indigenous People's Rights Act. By faith, the Maguindanaoans and Maranaos call themselves Muslims (or Moro), and consider themselves marginalized by historical processes, until they are now relegated as minority in a predominantly Christian country. By roots, the Islamized and non-Islamized indigenous peoples now living in the Bangsamoro Autonomous Region in Muslim Mindanao claim kinship. However, historical processes like wars and expanding settlements, have pushed the mainland, non-Islamized indigenous peoples into the highlands and geographically isolated areas that are very vulnerable to both man-made and natural hazards / threats. Accounts from tribal leaders refer to their current areas as their "last frontiers".

The figure on the right shows the vast ancestral domain claim of the T'duray*, Lambangian and Dulangan Manobo straddling the Daguma Range that spans the provinces of Maguindanao, Sultan Kudarat and South Cotabato. Maguindanaoan people also inhabit these 11 (out of 36) municipalities in Maguindanao.*

In the previously one Maguindanao Province, these "last frontiers" are mainly found in the Daguma Mountain range, which shares tri-borders with the provinces of Sultan Kudarat and South Cotabato. In the Maguindanao side, there are 11 out of 37 municipalities with significant IP population: (1) Ampatuan, (2) Datu Abdullah Sangki, (3) Datu Blah Sinsuat, (4) Datu Hofer Ampatuan, (5) Datu Odin Sinsuat, (6) Datu Saudi Ampatuan, (7) Datu Unsay, (8) Guindulungan, (9) South Upi, (10) Talayan and (11) Upi. The IP tribes inhabiting the Upi / Daguma highlands are T'duray, Dulangan Manobo, and Lambangian. However, there is another Indigenous ethnic tribe that inhabits the Datu Paglas (Maguindanao) – Columbio (North Cotabato) mountain range - the B'laan people. These 4 IP tribes in Maguindanao are to be engaged by this project.

In Lanao del Sur, only 3 out of 40 municipalities, have known minority IP population and these are in the Municipalities of Wao, Amai Manabilang (formerly known as Bumbaran) and Tagoloan. The more known and significant in number are IPs belonging to the Higaonon-Manobo tribe, with some presence of Manobo IPs from the Agusan, Arumanen from Cotabato and Davao areas who settled in Wao as migrant agricultural workers.

A data source from an IP representative to the former Bangsamoro Transition Commission (forerunner of the current Bangsamoro Transition Authority) provided the estimated 122,914 population or 18,135 households in the total BARMM, but there is still no exact data as to the number of IP population per province. Their Ancestral Domain claim, pushing their right as embodied in the IPRA of 1997 or RA 8371 spans 309,720 hectares (within BARMM and contiguous provinces of BARMM), including coastal waters.[i]

Although there is significant interactions between the non-Moro tribes (Teduray, Lambangian, Dulangan Manobo as well as the Higaonon and other aggregates tribes in Wao), and the more dominant Moro and Christian populations in Maguindanao and Lanao Sur, the tribes retained much of their unique culture, customs, language and traditions and political structures including justice systems, especially those who live in more far flung GIDA areas and least reached by government services. Political structures exist

alongside the Barangay systems, but their justice systems follow along tribal lines and geographically contiguous areas. This include the following:

- For the *Dulangan Manobo,* their political structure is called Kuwit Kitab, Kitab meaning Laws, their justice system is called Antang, which gives the *ukit* or set of penalties and sanctions for violating the rules, laws and policies of the kitab.
- For the *T'duray* and *Lambangian*, they call their territory as fusaka inged and they have the Timuay Justice and Governance System. They have IP laws called ukit and tegudon as well as the tiyawan (justice system).
- The Higaonon-Manobos who are in Wao, have close kinship to the other Higaonon-Manobo tribes who also reside in contiguous areas of Talakag, Misamis Oriental and in Kapai and Tagoloan of Lanao Sur 1. Along with IPs belonging to the Agusan, Davao and Cotabato Manobos, the IP communities retain their consultative processes in leading their communities. They do not have a distinct justice system and follow the mandated barangay justice

However, there is no known exact data as to the number of those who are "culturally assimilated" or because of having attended "public" schools, have imbibed other practices and customs other than their own.

This project will work in areas populated by these 5 ethnic groups of IPs in Maguindanao and Lanao del Sur as they are present in 23 out of the 100 pilot primary / elementary schools, that were selected by the Ministry of Basic, Higher and Technical Education (MBHTE) based on the criteria agreed with the Divisions and the Regional Office. Based on the list shared, the breakdown of these schools with IP students are in the following table. Out of the 23 schools with IP students, around 11 schools have IP students forming less than a quarter of their total students.

3.3. Table on the Selected Pilot Schools with IP student

Primary/ Elementary Schools							Income Classification
Name of School	Barangay	Municipality	# of enrolled students for SY 2021-2022	# of enrolled IP students	% of enrolled students who are IP	Dominant ethnic tribe	Geographically isolated, Disaster prone Conflict affected Area, nearby MILF camp
Tomicor ES	Tomicor	Ampatuan	167	?	-	Dulangan Manobo	4th class, Camp Omar
Kyamko ES	Maitumaig	Datu Unsay	129	80	62%	Dulangan Manobo	1st class, Camp Omar
Toron ES	Mantao	Datu Hofer	167	78	47%	Dulangan Manobo; Lambangian	6th class, Camp Omar
Tamar ES	Tamar	Talayan	905	137	15%	T'duray	4th class, Camp Bader

Kalumamis ES		Guindulungan	197	149	76%	T'duray	6th class, Camp Bader
Looy ES	Looy	South Upi	225	?	-	T'duray	4th class, near the base camp of 104th Base Command
Pelagio P. Platon ES	Romangaob	South Upi	242	221	91%	T'duray	4th class, near the base camp of 104th Base Command
Bunawan ES	Bunawan	Datu Paglas	219	16	7%	B'laan	4th class, near the Base Camp of 109th Base Command
Bagoenged ES	Bagoenged	Datu Odin Sinsuat	254	35	14%	T'duray	1st class, Camp Sema (MNLF);
Sifarfan ES	Sifaren	DOS	196	70	36%	T'duray	1st class, 104th Base Camp
Dawat CES	Penansaran	Datu Blah Sinsuat	121	2	2%	T'duray	MILF secondary base camp Base Camp of 104th Base Command)
Tubuan ES	Tubuan	DBS	363	14	4%	T'duray	3rd class, Base Camp of 104th Base Command
Ranao Midafa ES	Tambak	DBS	224	100	45%	T'duray	3rd class, Base Camp of 104th Base Command
Datu Mulok ES (Mag 2)	Limbo	Sultan Kudarat	198	100	51%	T'duray – no IP	1st class, Camp Darapanan
Lahangkeb ES	Rempes 1,	Upi	442	100	23%	T'duray	1st class, Base Camp of 104th Base Command
Tinindanan	Rempes 2,	Upi	331	48	15%	T'duray - 70%	1st class, , Base Camp of 104th Base Command
Kapilit ES	Blensong,	Upi	190	100	53%	T'duray – 100%	1st class, perimeter defense of Camp Bader
Fantil E/S	Bayabas	Upi	305	100	33%	T'duray	1st class, perimeter defense of Camp Bader
Western Wao Pilot ES	Eastern	Wao	1402	70	5%	Higaonon	2nd class, Camp Busra Sumiorang
Bout	Bout	Wao	277	1	0%	Higaonon	2nd class, Camp Busra Sumiorong

Pagalongan Community ES	Pagalongan	Wao	526	51	10%	Higaonon	2nd class, Camp Busra Somiorong
North Park Area ES	Park Area	Wao	183	67	37%	Higaonon	2nd class, Camp Busra Somiorong
Sumugot ES	Sumugot	Bumbaran / Amai Manabilang	170	4	2%	Higaonon	3rd class, Camp Busra Somiorong
	Estimated total number enrolled IP children *the MBHTE data is not sex-disaggregated. Moreover, the total number of IP learners need to be re-checked with the CBEIS			1,385			

4. Barriers to Education Access in these 23 Barangays or in 13 Municipalities where identified Elementary Schools are located.

4.1. Vulnerabilities, Threats, and Risks

The nexus of poverty, conflict and disasters exacerbated by climate change in the period of transition in the peace process between the Government of Philippines and the Moro Islamic Liberation Front (MILF) are more pronounced in areas where T'duray, Dulangan and Lambangian Manobos live: in the Upi complex and in the hinterlands of 10 other municipalities in Maguindanao, also in hinterlands of Wao and Tagoloan of Lanao del Sur.

IPs have been forced to reside in their last "frontiers" because of gradual loss of their ancestral lands from encroaching Moro and Christian settlers, and finding that IPRA and NCIP lack "teeth" in defending their IP rights to land, property and life in the face of aggression. They also sought sanctuary in undeveloped lands, with a growing human toll having been caught in the decades long armed conflict between the Government and the Moro Liberation Fronts and in recent years, by activities of more violent extremist groups reaching their barangays. Aside from the human cost, the IPs have gradually lost their ancestral lands and possessions. IPs experience discrimination, being a minority in a predominantly Moro populated region, and thus, are more marginalized with poor or lack of access to basic services (health, nutrition improvement and education) and even government social protection/welfare services, as their communities are often geographically hard to reach.

In its June 2021 report, the UNHCR reported that 112 families in Barangay Kuya of South Upi (Maguindanao province) took a preemptive evacuation upon sightings of massing of troops in their barangay.[2] Armed conflicts - stemming from land disputes, military operations against lawless groups

[2] Mindanao Displacement Dashboard, June 2021

seeking sanctuary in highland areas, and activities of armed extremist groups - are but some of the threats faced by IP families who live in far flung / hard to reach barangays.

Civilian protection from various threats are wanting, not only by IP families, but more so, for young girls and boys who face daily exposure as often they walk 4-5 kms from their homes in going to school and walk the same in going home from school. Some are unable to attend school when there is heavy rains or floods, due to difficult road conditions or having to cross rivers/streams to travel to schools. Public schools are geographically far for some IP families living in remote areas, as often these schools are located in barangay centers. In addition to long travel distance to schools, other barriers to education access include poverty (worsened with the COVID-19 pandemic), armed conflict, lack of school necessities (e.g. uniform, books, stationary and other paraphernalia), learning in dilapidated buildings with less chairs and tables to use, and the customary "contract marriage and early marriage". Young girls and boys are pushed further into more vulnerable situations, as often they drop out or totally leave school. This has negative longer-term implications on their development as well as employability/job opportunities.

Although child poverty incidence is high in most regions of Mindanao, the 2015 Study on Child Poverty in the Philippines done by UNICEF with the Philippine Statistics Authority pointed out that the former Autonomous Region in Muslim Mindanao has the highest child poverty incidence at 63.1%. Further categorization by age group pointed out that 6–11-year-old children have the highest poverty incidence at 33.5%. The study also addressed stunting, out of-school youth and children, skilled health personnel and facilities for children. Poverty and food insecurity contributes to poor educational outcomes, school absenteeism and school drop-outs / school leavers. These also often lead to child labor especially in IP areas or disadvantaged Maranao areas, where children have to help their families seek/earn an income for food or survival (e.g. children selling food or goods door to door to help support their families whose livelihood).

This crisis of educational opportunity for IP and disadvantaged communities is also exacerbated because of the economic shocks caused by the ongoing Covid-19 pandemic. IP communities with high rate of children school leavers will have less skilled and developed human capital; and IP boys and girls prone to be caught in the systemic cycle of intergenerational poverty.

4.2. IP Education Program in the Context of the BARMM

The Ministry of Basic, Higher, and Technical Education (MBHTE) was one of the 3 Ministries (Departments under the former ARMM) whose employees were not required to submit courtesy resignations following the reorganization of the ARMM to BARMM in 2019, as education service was deemed essential. In the context of the transition and under the "new normal", MBHTE continues to implement National Programs under the Department of Education (DepEd) and adopt these in the particular context of the BARMM. MBHTE adheres to uphold the right of non-Moro IPs in the region to an inclusive, quality, and contextualized education as its commitment to the implementation of the BOL and to contribute to the achievement of the country's Education for All (EFA) targets and SDG 4.

As such, it continues to adopt, implement and enrich the National DepEd Oder 62, series of 2011 adopting the National Indigenous Peoples Education Policy Framework which stipulates that access to culture-responsive basic education stands out as one of the most critical to address among the present disadvantages that IP communities face. Education as an enabling right will provide the IPs the means to exercise their other rights like participation in governance and shaping their own development direction.

To pursue the policy direction laid down by the National Indigenous Peoples Education Policy Framework, the National DepEd has instituted the Indigenous People's Education (IPEd) Program as a response to the right of IP communities to an education that is responsive to their context and aspirations, respects identities and recognizes the indigenous knowledge systems, practices and other aspects of their cultural heritage.

Consultations with representatives of IP communities, government agencies and civil society organizations which were done as part of the formulation of the IP Education Policy Framework raised key concerns. Department Order 62 states that the Department of Education shall work towards addressing these policy issues, among these are:

a) Ensure the provision of universal and equitable access of all IPs to quality and relevant basic education services towards functional literacy for all
b) Adopt appropriate basic education pedagogy, context and assessment through the integration of indigenous knowledge systems and practices (IKSPs) in all learning areas and processes
c) Provide adequate and culturally-appropriate learning resources and environment to IP learners
d) Strengthen the hiring, deployment and continuous development of teachers and learning facilitators in the implementation of its IP Education Program
e) Establish and strengthen appropriate multi-level units within DepEd responsible for planning, implementing and monitoring IP education interventions;
f) Expand and strengthen institutional and civil society linkages to ensure proper coordination, knowledge-sharing and sustainability of the IP Education Program
g) Implement stronger affirmative action to eradicate all forms of discrimination against IPs in the entire Philippine Education system.

At the national level, the Department of Education created the Indigenous Peoples Education Office (IPEO) as an institutional mechanism to ensure the implementation of DO62, with corresponding fund allocation from the DBM. The Program's national implementation started in 2013, and its immediate thrust was to strengthen the capacity of DepEd, especially Field Offices to respond to the learning needs in a manner that is flexible, demand-driven and evidence-based. Key to this was the levelling-off of Regional and Division IP Education Focal Persons about foundational concepts of the IP Education Program, i.e., rights-based approach; principles of inclusion, participation and empowerment; the concept of Indigenous Peoples and ancestral domain – and its implication for program implementation.

A major challenge of the IP Education (IPEd) Program as it commenced implementation was the lack of reliable and accurate data on IP learners. Major factors included the outdated national data on IP population that affected the generation of DepEd data like Net Enrollment Rate and Gross Enrollment Rate, and the general climate of discrimination that often cause parents and learners to withhold their ethnic identities.

Equally foundational was institutionalizing community engagement and dialogue between the Department of Education and IP communities as an on-going process, to ensure that initiatives and programs are community-driven and therefore, appropriate. Community participation in the program implementation is crucial to attain sustainability and ownership. The establishment of community engagement mechanisms was also intended as a safeguard to ensure that the principle of free, prior and informed consent was being undertaken in the fostering of continued participation of IP communities in the IPEd Program.

These foundational mechanisms and processes served as anchor for succeeding major initiatives, so that by end of 2016, among the many program accomplishments, there was considerable experience and

lessons gained in institutionalizing the IP Education Framework, crafted at the Division level. By SY 2017-2018, the IP Education Program reached the school level with the national implementation of contextualized lesson plans in Kindergarten and Grade 1. The projection is to for this to expand progressively to succeeding grade levels until it will reach grade 6 nationally by 2023.

As of 2019, the IP Education Program was implemented in 117 School Divisions and 16 Regions, including the BARMM. While BARMM is considered an implementing region, it was a new entrant and still has to firm up its IP Education implementing Divisions.

For the past SY 2019-2020 elementary level data, the BARMM posted the highest number of IP learners

Region	Number of IP learners	% of regional learner population	Number of schools with 50% and above IP population	Number of schools with 100% IP learners
IX	157,265	26.58%	628	46
XII	167,193	23.57%	541	69
BARMM	305,448	52.14%	1173	247

as compared to Regions IX and XII. There is need to update this data for the current school year based on the EBEIS of MBHTE. The Ministry will continue to work in establishing the mechanisms for the implementation of IP education for all its Divisions in the region within School Year 2022-2023. Key information that will be tracked under the project is the number of drop outs and / or school leavers among IP enrolled learners over a period of 3 consecutive school years in the BARMM, especially in the project sites.

This is aligned to the implementationn of the Bangsamoro Education Code or BAA 18, series of 2021, wherein Section 20 of Chapter 3 (Structure of the Ministry), defined the powers and functions of the Bureau for Indigenous People's Education. It has the mandate of formulating and implementing the Indigenous People's Education Curriculum in coordination with the Ministry of Indigenous People's Affairs (MIPA) as well as coordinate the policies, plans, programs and projects for IPEd. It shall also perform other functions as may be provided by Law or the Ministry. [ii]

5. Information Disclosure, Consultation and Participation

5.1. IPEd Program interface with the Proposed JSDF-funded Project "No Bangsamoro Child Left Behind In The BARMM"

This project will ensure that non-Moro IP learners and their communities are fully informed and actively engaged in all activities. CBCS will continue to engage the (1) Regional MBHTE Office, (2) the Division Superintendents, (3) IP Education Coordinators in MBHTE Divisions 1 and 2 in Maguindanao and MBHTE Division Lanao 1, (4) School Governing Councils in the 23 schools with enrolled IP students, (5) IP parents and learners, (6) The Ministry of Indigenous Peoples Affairs and the Project Officers who are assigned in the engaged municipalities; and (7) IP traditional leaders through recognized IP Supreme Council of Leaders (per ethnic tribe) and concerned Local Government Officials.

5.2. Social Preparation Phase and Consultations During IPP Preparation

As part of preparing the project, multiple consultations were conducted since March 2022 with the MBHTE Division Superintendents, IP Education Coordinators, as well their CBEIS-data management focal (Regional and Division level) for a more in-depth discussion about this project, objectives, selection of pilot schools target results, who will benefit and how will activities be implemented.

Consultations were also conducted with IP communities, leaders and related authorities and civil society organizations, to address project impacts specific to IPs.

Meetings involving the Ministry of Indigenous Peoples Authority (MIPA), the School Division 1 and 2 of Maguindanao and the Indigenous People's Education Coordinator - have been conducted as part of the preparation of the project (including for FPIC under national law) and will continue throughout project implementation. The project also engaged with IP leaders, such as: a) the consultations on March 16, 2022 where IP leaders committed to support the delivery of basic education services to their communities, and to provide resource persons who will be tapped during community dialogue and conversations with regards to their IP history, customs, traditions, justice system and narratives; b) a consultations in April 2022 for follow through actions, c) a two-day IP stakeholder consultations with IP Tribal Leaders (from the barangays of the 23 identified pilot Primary/Elementary Schools with IP students) held on August 30-31, 2022 in Cotabato City (see SEP Annex for details on the consultations); and d) school visits and consultations with schools with IPs and their SGCs and PTCAs on September 26-27, 2022.

CBCS' knowledge of the situation and challenges faced by IPs and their communities especially in accessing basic services and civilian protection is informed by CBCS' own IP project personnel who are T'duray and Manobo and handles CBCS' IP Concerns Program. There are also regular consultations with CBCS' CSO partner organization focusing on IPs – such as the Conferderate Descendant of Rajah Mamalu (CDORM), which Is based in Upi, the T'duray, Lambangian Women's Organization Incorporated (TWLOI covering Datu Blah Sinsuat, Datu Odin Sinsuat and the Upi Complex as well as the SELEMUD INGED (Seodoray De Libun Memusaka A Brad Demyaga Inged) which also covers barangays in Ampatuan.

To follow are area-specific consultations in these 23 barangays (area) as part of the social preparation phase. This will involve going down to community level officials (Barangay Local Government Unit, BLGU officials), members of the Local School Governing Council (if this is organized), selected community leaders, school personnel, representatives of Parents-Teachers Community Associations (PTCAs) and tribal leaders, as well as Project Officers of the MIPA who are assigned in their respective municipalities. In addition, IP Civil Society Organizations covering some of these Municipalities will also be consulted. It is expected that there will be detailed discussion of what is the project, who will benefit, what are the key activities and implementation strategies, how will the different stakeholders contribute to attain the intended results in a meaningful, participatory and inclusive manner at the level of the target beneficiaries. These consultations will enable participants to also raise their questions and concerns with regards to the project and its intended results.

Regular conversations and dialogues with school / barangay officials and other leaders (faith-based, tribal), IP CSOs, parents as well as learners will provide the enabling environment for broader and inclusive community participation. Children and youth, who are in school and out of school – are encouraged to participate in these consultations. These conversations will attempt to examine the barriers – particularly

those specific to the IP communities/ other disadvantaged communities – that children and their parents face in going to school and will explore co-creating solutions with the community and the students of how these can be addressed. Particular attention will be paid to pilot schools where IP students form the minority to ensure IP communities benefit and are actively engaged in the identification, design and implementation of project interventions.

The expected outputs of these consultations are: (1) stakeholders plan of cooperation after being informed of the project objectives, key components and activities, (2) defining roles of school-based, community (including parents – parent teacher community associations, PTCAs) officials and traditional/ IP leaders who will be engaged, mobilized and capacitated in this project, (3) proposed coordination structure for this project to facilitate implementation of activities and 4) processes where grievances can be raised and addressed (including any required adapted to the IP community context and justice/redress systems), should issues and concerns happen in the course of project implementation.

The social preparation phase will ensure that all key education stakeholders from the MBHTE – Regional, Division, District and school level, parents BLGU official, IP traditional leaders and learners in these 23 barangays are informed, engaged and willing to participate for the success of this project. As part of community capacitation, this project will also ensure that community mechanisms like the Local School Governing Councils, PTCAs, Child Protection Committees, school-based Disaster Risk Reduction Management (DRRM) Committees (if there are), tribal Council of Leaders will have improved knowledge of their roles and functions relative to their involvement in project activities.

5.3. Implementation Phase

Activities in these 23 schools with IP students will put premium on the exercise of IP rights to quality, contextualized basic education that fosters their aspirations, identity, culture and faith-beliefs. It will be in consonance with WB's ESS7, provisions in the Bangsamoro Organic Law, the Indigenous People's Rights Act as well as other international covenants for the Indigenous Peoples. As such, the project will put in place / or strengthen enabling community/school structure for IP participation including establishing an appropriate Grievance Mechanism that respects the IPs' own way of handling conflicts.

This project has 3 components.

Component 1 will support schools and communities to identify through mapping, out-of-school children and at risk students and then develop measures to reduce and prevent early school dropouts. IP leaders will be involved to make the mapping design fit to IP communities' context. It will take into account the demand and supply-side-factors causing early school drop-outs, the nuances in the collective thinking and attitudes of IP families regarding education. The community mapping will also include language mapping to determine the languages spoken in these pilot barangays as future policy recommendation on language consideration in teaching. Secondly, the views from community leaders of IP or disadvantaged communities (like Maranao), together with school officials, will be considered in developing a contextualized dropout prediction model and come up with corresponding mitigation measures to reduce and prevent dropouts in their specific communities. A menu of standard mitigation measures will be developed, such as (i) Alternative Delivery Modes (ADM)[3] and remedial programs to provide continued

[3] ADM refers to the nontraditional education program recognized by DepEd which applies a flexible learning philosophy and a curricular delivery program that includes non-formal and informal sources of knowledge and skills.

education services to students on the verge of dropping out; (ii) provision of books (e.g., Read@Home program) and school supplies; (iii) development of teaching and learning materials in local languages; (iv) teacher training on multiple language teaching (Mother Tongue-Based Multilingual Education (MTB-MLE)); (v) peer-to-peer support among students; (vi) mobilization of community watch groups; (vii) support for children with disabilities; and (viii) SBCC interventions which will provide an enabling environment for community members to initiate, sustain and maintain positive and desirable behavior outcomes. This data-based, community participatory prediction model to identify and mitigate dropouts is an innovation that this project is going to pilot.

The drop-out mitigation measures should use rights-based approach, appropriate and demand-driven for community ownership and sustainability. It should also be further tailored to the cultural context and considerations of the IP communities, including on challenges of remoteness. The aim is to ensure improved learners access to the provision of quality, inclusive, culture-sensitive and contextualized basic education services, and reducing drop-out rates in their communities.

Expected outputs under this component are:

- Comprehensive mapping of OOSC and at-risk children, including from IP and Maranao communities
- IP community awareness about the risk and consequences of OOCS and at-risk children
- A school dropout prediction model developed
- Taxonomy with corresponding mitigation measures designed

Component 2 will support the implementation of various interventions to reduce and prevent dropouts identified under Component 1. First, at the school level, this component will design and provide training programs for school heads, teachers, and community leaders on the community-based sub-grant scheme and the support for community livelihood and food enhancement program. The training will include topics such as: i) children's rights to education and the challenges of child labor with attention to gender and IPs; ii) nutrition education sessions; and iii) inclusive stakeholder engagement strategies, allowing school heads and teachers to effectively engage in supportive two-way communication that promotes the Social and Behavior Change Communication-tailored, individual messaging; and conflict sensitivity and skills. In addition, sub-grants will be provided for the 100 pilot schools to implement small community-driven projects to reduce dropouts. Communities may select and contextualize measures from the menu of standard mitigation measures or develop their own measures. Lastly, this component will provide sub-grants to provide supplementary food for school children through income-generation activities from livelihood improvement of households. The sub-grants can finance food production inputs (e.g. seeds, and brood livestock for raising chickens), or minor renovation of school canteen/kitchen facilities to ensure compliance with hygiene and food safety regulations, or other income-generation activities (such as weaving). Involvement of parents and communities in the provision of school feeding program and other community-specific measures will not only help them improve their livelihood by earning incomes from contributing goods and labor, but also improve awareness of the importance of nutrition and education for their young children.

Expected outputs under this component are:

- Standardized community-based dropout reduction/prevention measures developed
- Training packages developed
- Training provided

- School heads, teachers and community leaders able to develop and implement appropriate mitigation measures
- Community stakeholders mobilized
- Contextualized community-driven mitigation measures developed and implemented
- A sustainable community livelihood and food enhancement program established

Component 3 will cover Project management and administration, monitoring / evaluation, and knowledge dissemination. A monitoring and evaluation tool for communities and schools will be developed to: (i) monitor school attendance of dropouts and at-risk children who are receiving mitigation measures; and (ii) evaluate the effectiveness of various mitigation measures in terms of bringing back dropouts and keeping at-risk students in school. This sub-component will also support a baseline survey, mid-term evaluation, and final outcome evaluation feeding into a completion report. Based on the evaluation findings, this sub-component will support communities and teachers to develop a post-project implementation plan to reduce school dropouts and disseminate the findings to other divisions and schools in BARMM. This component will also support the consolidation and dissemination of project relevant findings and lessons learnt with MBHTE and other schools and communities within, and beyond, the participating divisions. At the regional level, the findings can be disseminated together with awareness campaigns on the benefits of completing formal education and demystification of parents' concerns about sending their children to formal schools.

Expected outputs are:

- Baseline survey, mid-term evaluation, and final outcome evaluation
- Development of monitoring and evaluation tools for communities and schools
- Development of post-project implementation plan for successful and sustainable project activities
- Post-project implementation plan for successful and sustainable project activities
- Dissemination workshops
- Knowledge products shared with key counterparts at international, national and district level

The Project will at all times, promote and follow the health protocols issued by the Inter-Agency Task Force (IATF) for COVID 19 to ensure the safety of community partners during the implementation of planned activities. Solution-seeking conversations and regular dialogue with key education stakeholders, especially IP leaders - at different levels will inform the project team of the design of the project activities as well as emerging issues and concerns that needs addressing to improve project implementation. In particular, the project will ensure that IP leaders are informed and involved in finding solutions to issues and concerns stemming from the implementation of this project, in line with respecting the rights of the IPs to their governance and their justice/Grievance Mechanism structures.

6. Project Impacts and Mitigation Measures in these 23 Indigenous People's Communities

This IPP provides guidance to ensure culturally-appropriate program implementation for indigenous partners and beneficiaries, and to develop measures to minimize and mitigate any unavoidable adverse impacts. The below table describes the potential positive and negative impacts, as well as the measures to mitigate the unavoidable negative impacts. Concerns and recommendations raised by MIPA, IP leaders as well as CSO partners during consultations conducted since March 2022 were incorporated here. The goal is to ensure that indigenous partners and beneficiaries receive social and economic benefits that are culturally appropriate and gender responsive.

Outputs	Anticipated Positive Impacts	Anticipated Negative Impacts	Proposed Mitigation Measures
Component 1: Identifying OOSC and at risk children			
23 out of 100 pilot schools with IP enrolled students identified for inclusion in this project	Selection of schools with IP children will be positively viewed by IP leaders and their communities as fruition of their continuous lobby to bring development changes in their communities	Design of community mapping and other school-based mitigation measures may not be culturally appropriate and do not allow full participation of tribal leaders	Selection criteria for schools consulted upon and clearly communicated Engage and garner the support/ ownership of IP tribal leaders, families and learners in all aspects of project implementation Engage local School Governing Councils (SGCs) and Parents-Teachers Community Associations (PTCAs) and ensure there is IP representation, especially where IP students are the minority in the pilot schools Involve MIPA in planning for project interventions
Comprehensive Community Mapping of OOSC and children at risk of dropping out – research study, presentation of findings	IP Parents, caregivers and school officials become aware and agree on IP-specific factors that affect children's school participation especially those that lead them to drop out or leave school; or factors that encourage children (and their parents) to stay in school. Active and close involvement of the IP communities in mapping will raise awareness on the importance of education, health and nutrition; promote more effective and well-designed	More geographically isolated and hard to reach IP OOSC or those with special needs are excluded in the mapping which could push them further into more vulnerable situations. Mitigation measures may not sufficiently meet or address their unique needs.	Include sitio and purok leaders, also tribal datus, aside from school officials, in the identification of OOSC and at risk of dropping out of school students in their communities Mapping results should be validated by broad range of stakeholders especially at community level. Work with community and schools to identify and reach out specifically to out of reach vulnerable OOSC and their families (e.g. in remote areas, with disabilities) through house visits/ calls.

	dropout mitigation measures and promote avenues for co-solutioning to address these challenges (specific to IP culture/ circumstances) even beyond the project activities.		Engage a Consultancy Firm to provide the necessary expertise and competencies to conduct an inclusive and context appropriate community mapping, and development of the prediction model and mitigation measures.
Community awareness about the risk and consequences of OOCS and at-risk children	PTCAs, SGCs, school officials and other community education stakeholders work together to create favorable learning conditions in schools and in communities	No actions taken to address the risks ; Non-inclusion of key stakeholders or disadvantaged groups (PWDs) and therefore awareness and knowledge of mitigation measures is lacking – may lead to feelings of grievance/ mistrust; gaps in design/ ineffective implementation, could raise grievances that may not be managed.	Set up / strengthen community-based monitoring system to encourage transparency and accountability (e.g. monitoring drop outs); Set-up transparency boards in local dialects to inform stakeholders of activities to attract broader participation especially in conceptualizing context-appropriate mitigation measures
A school dropout prediction model developed	IP schools and communities with improved skills and knowledge in forecasting events and situations that may result to children dropping out of school or making children at risk of dropping out of school; Stakeholders (families, local government and IP traditional leaders, school officials) are made aware of the importance of education and are involved in conceptualizing / developing mitigation measures. This can help tailor the measures to more effectively address IP-specific or cultural factors that put children at risk of dropping out of school and / or reduce school drop-outs/ school leavers. Thereby	If not translated into local IP languages and not a product of IP community consultations, the dropout prediction model will not be appreciated and acted upon	Conduct community conversations/ dialogues / visits to IP communities that will inform in developing the dropout prediction model; identification of causal factors pushing IP children to drop out of school (e.g. distance/remoteness); Identification of roles of stakeholders to prevent this from happening – or encouraging OOSC to re-enroll;

	improving the well-being and productivity of IP communities in the longer term		
Organized / strengthened school-community mechanisms for cooperation and convergence, i.e., SGCs – comprised of representatives from the Local Government Unit, PTCAs, community sectoral leader (women, traditional, religious leaders)	Local SGCs are reactivated and mobilized to support activities in all pilot schools / barangay – level;	Non-inclusion of interest groups or lack of representation of IPs in the SGCs may lead to withdrawal of support to the project; some families / parents may not be cooperative, slowing down the build-up of social cohesion as a result of project interventions	Continuously engage all stakeholders at the school and community level which could be identified by the Principals, Barangay Local Government Unit and non-Moro tribal leaders. Ensure IP representation when SGCs and PTCAs are consulted, especially where IP students are the minority in the school.
Taxonomy with corresponding mitigation measures designed	IP tribal leaders, families and communities actively participate in discussions on the types of mitigation measures that are culturally and environmentally appropriate and also consider challenges around distance/ remoteness. Selected mitigation measures are chosen through consensus, and with clear benefits for all .	Exclusion of PWD and geographically isolated IP families in project activities that could lead to grievances	Ensure that intended participants are reached out at least a week before the actual activity date; and that they know what the activity is all about to be able to prepare. Ensure that communication channels / means are exhaustively explored at family / school / barangay level for swift relay of information. Inform community and schools of the established Grievance Mechanism system and processes.
Component 2			
Standardized community-based dropout reduction/prevention measures developed	Increase in school participation in these 23 schools for the next 3 consecutive years as a result of implementation of mitigation measures preventing dropouts of at risk	If chosen prevention measures are not culture sensitive and could distort IP community values and practices	Selected prevention measures are needs-driven, chosen by majority if not by consensus, and there is inbuilt mechanism for monitoring and mentoring

	students and return of % OOSC / school leavers IP families and schools will have a range of choices of what they can do as a project together that will foster their cooperation and unity	School curricula and modules do not promote the preservation of indigenous cultures, worldviews, traditions and practices thus eroding these in children's foundational years	Strengthen partnership with the BARMM's Ministry of Indigenous People's Affairs to ensure that issues and concerns raised are addressed in a manner that is culture and gender sensitive; respects IP traditional systems Engage other Ministries, i.e., Ministry of Social Welfare and Development, Ministry of Health, Ministry of Agriculture, Fisheries and Aquatic Resources as well as other national / international development partners to invest in the mitigation plans of schools to reduce school drops and encourage out-of-school children to return to school. Engage IP Education Coordinators and IP leaders in conversations on the progress of the implementation of the IP Participation Plan with MBHTE and engage MIPA to improve / fast-track the development and implementation of IPED in schools with IP population
Training packages developed / Capacity building activities for school principals and teachers; for key representatives of PTCAs and Community leaders; And at division level – for key focal person (s)	Active engagement including co-management of mitigation measures like feeding programs of all school principals & 4-5 teachers per school as a result of having clear project outputs, implementation plan that are fit different contexts; Stakeholders gain competencies as they learn from appropriate pedagogy of learning-reflection-action-learning (including on child rights and IP rights)	Knowledge overload may happen especially if there are other teacher training programs being implemented by MBHTE or other development partners; Training activities may not be sufficiently culturally responsive to IP- communities; and thus, may not effectively translate to culturally appropriate mitigation	Trainers to conduct Training Needs Assessment and Scanning as part of developing the Capacity Building Plan for the School Heads and Teachers. Training should also include IP culturally responsive approaches to education. Trainers selected should demonstrate experience/ expertise in IP-responsive and culturally appropriate education approaches

		measures that benefit IP OOSCs.	
Contextualized school-based mitigation measures developed and implemented in 23 schools & communities	Promoting of social cohesion in communities as an additional benefit Reduced number of IP children dropping out of school / leaving school, especially IP girls where if mitigation measures promote awareness on child rights, and address women's concerns and issues including early marriages and contracted marriages common in both Moro and IP communities; Traditional leadership mechanisms strengthened in the process of engaging tribal datus	Unmanaged issues and concerns raised during implementation of mitigation measures cause conflicts in communities People might listen but do not necessarily apply what they know as "new ideas and practices" are often viewed against local customs and practices on education and health practices including early and "arranged" marriages	Engage IP Traditional Leadership mechanisms (the Timuay and the datu system) in capacity development and decision-making / planning for the type of mitigation measures that will be implemented in IP communities; as well as in the selection of beneficiaries. Provide space for women IP leaders' participation in the planning and implementation of mitigation measures Establish linkages between the project's Grievance Mechanism and the IP community justice/ grievance mechanisms (e.g. PMU working with/ involving the IP Justice Systems and/or Council of Leaders / Elders or IP leaders in the resolution of conflict or grievances in IP communities).
A sustainable community livelihood and food enhancement program established	Reduced number of identified children at risk of dropping out Improved access of IP families and communities to livelihood opportunities, health/nutrition and education services.; IP students are encouraged to continue their schooling as they will be less pressured by parents to work alongside them in farming activities; Especially for IP girls, more chances of completing school up to Grade 6;	Possible tension and conflict arising from who in the community will benefit from the program Prolonged school feeding program may develop dependency on the part of families	Consult on, establish and communicate clear selection criteria of families (e.g. targeting the most vulnerable families of OOSC/ at risk students) who will benefit from the community livelihood and food enhancement program. CBCS and all engaged partners will "walk the talk" in committing to the "Do No Harm Framework". Establish measures for community monitoring to ensure the food produced or earning from the livelihood activities supports the school feeding program. Communicate clearly the mechanisms for raising complaints via the GM, that also accounts for

	Enhanced appreciation of the value of proper nutrition and education for the well-being of IP young boys and girls. Reduce malnutrition cases in poor and mostly agricultural - based communities		the IP communities' local mechanisms for resolving conflict.
Component 3			
Project Management including procurement of goods and services for the effective and efficient implementation of planned outputs	Due diligence is observed by the partners that will earn trust and confidence towards future partnerships between CSOs and Government Agencies / School-based personnel	Non-transparency and lack of accountability embedded in procurement procedures; Delay in reporting and therefore delay in release of funds could pull back project momentum	Build capacity of relevant staff or community members handling procurement Clear and agreed Procurement Procedures Establish mechanisms to strengthen transparency and accountability of partners, at different levels
Baseline survey of monitoring indicators at the onset of the project	Engaged stakeholders able to appreciate the transformation and gains as a result of this project IP traditional leaders, IP Ed focal persons at Division level, IP teachers, parents and community actively contribute to determining the baseline	If not established, there will be no clear project attribution when it is time to measure success	Ensure that baseline is part of the deliverable of the M&E specialist; Ensure during community strengthening activities that stakeholders agree of their measurement of success – taking into consideration the IPs viewpoints / lenses
Designing the monitoring and evaluation tool	Promote accountability and transparency, and help track progress and good practices that can be disseminate to promote learning and knowledge exchange	If not well implemented by or communicated to partners and communities – may lead to reduction in positive impact or withdrawal of trust	Enhance / develop monitoring tools that will be appropriate in the context of working with IP leaders and communities – tools that are culturally attuned and gender responsive Regular monitoring and periodically evaluation of the M&E tools

Actual conduct of field monitoring visits and use participatory tools / approaches to collect information for data management	Issues and concerns raised during monitoring visits are promptly and appropriately addressed and inform improvements to project implementation. There is better tracking of impacts and program outcomes for IPs. Program impacts are regularly monitored to ensure the IPP is properly implemented Grievance Mechanisms are institutionalized at school / community level and establishment of a referral pathway that is open and transparent elicits cooperation and social cohesion	Communities (leaders and parents) have less knowledge of the project and not willing to support its sustainability Unable to regularly monitor program effects on IP communities that may be remote, inaccessible by public transportation	Use of participatory tools to give voice to those who are normally marginalized Adapt Grievance Mechanism as need to the local IP context. Disseminate information on the Grievance Mechanism and M&E processes so that community stakeholders know whom to approach for their issues and concerns as the mechanism's role, functions and tasks are clearly understood Develop culturally sensitive indicators to capture the context of indigenous communities Produce monitoring results / reports detailing the strengths and challenges in implementing the project in IP areas as well as non-IP areas (in predominantly Moro communities); and disseminate the lessons learnt
Knowledge dissemination of project findings and lessons learnt to schools, communities and MBHTE; and awareness campaign	Recommendations and policy advocacy are discussed among key partners / stakeholders Visibility materials are developed to help explain about the project to the broader constituency and LGU officials	The project is not known, with no clear communication guidelines and less community participation	Prepare a strategic communication plan Use of infographics to relay milestones and major accomplishments (including in local languages) Use of multiple media including social media Come up with branding guidelines

6.1. Unanticipated Project Impacts on Indigenous People's Communities

Building social cohesion. Conversations/dialogues during community activities involving local government officials, school personnel (principal and teachers), parents and guardians, IP community/tribal leaders,

and representatives of organized children's core groups provide space for exchanging perspectives (including a better appreciation of the cultural perspectives on education unique to specific IP communities); sharing of IP-specific challenges (particularly in accessing education), dreams and aspirations, as well as finding common grounds where they can work on.

Valuing education and practicing proper hygiene. In building awareness and creating space for community dialogue about the importance of education and nutrition, there may be positive spillover effects of galvanizing community stakeholders, especially parents, to address the identified common challenges: by lobbying their LGU, pooling together/tapping on other resources (e.g. Government programs) or initiating self-help/ community projects to improve nutrition and education access, even beyond the project activities (e.g. community library, adult volunteers for ensuring safe routes to schools). This could even extend to other related aspects like hygiene e.g. cleanliness drives, water and sanitation system, construction of safe and clean latrines, as well as other mitigation projects.

Different valuing of education. IP elders or certain groups (e.g. religious leaders) may have conflicting views and reservations to sending IP children to public schools, which may create tension and conflict in communities, and may influence parents/ other community leaders to resist or hinder the smooth implementation of the project activities and dropout mitigation measures. Thus, meaningful stakeholder consultation and community sensitization of the project and the importance of education (tailored messages to the specific IP communities) is critical, to prevent and mitigate such tension and resistance, and so that IP communities will view sending their children to school and completing their schooling as an important way to improve the well-being of their children, families, and communities.

Greater community awareness of the link between their access to education, health, and other basic services to vulnerabilities, hazards, and threats and managing these to reduce risks in IP areas, i.e., from natural hazards to armed conflicts and displacements. Poverty and food scarcity are often attributed to parents' inability to support their children's schooling. These coupled with intermittent experiences of violence or natural hazards force families to be displaced. The most common evacuation centers used by internally displaced families are schools, churches, and houses of friends and relatives, within their own barangay or in neighboring barangays. Displacement, fear for security, and traveling long distances to school have become major factors for IP children to drop out of school, particularly for those living in remote/ mountainous locations. Greater awareness and dialogue at the community level can support the co-creation of more sustainable community solutions to collectively address these challenges (e.g. by pooling their resources), even beyond the project.

6.2. Culturally Appropriate Grievance Mechanism (GM)

This project will ensure the established Grievance Mechanism is culturally-appropriate and socially acceptable by consulting the Moro and IP communities and drawing clear linkages that consider existing formal and informal traditional ways of resolving grievances in the local IP communities. This could include adapting the Grievance Mechanism further to the local IP context, such as by drawing on existing justice systems within the tribes (which was highlighted by IP leaders during the consultations) or relying on Alternative Conflict Resolution Mechanisms (LCRMs) or Alternative Dispute Mechanism (ADM) in the different barangays.

As part of the consultations throughout project preparation and implementation, the PMU will continue to consult with the community/ IP leaders to establish protocols or arrangments on how the project-specific concerns and issues arising in the course of project implementation could be addressed in a way

that respects their customs and practicies. This could include establishing regular two-way communication between CBCS and IP leaders (especially on grievances), addressing these conflicts via the IP communities' local resolution mechanisms (where appropriate), or raising issues for discussion at customary forums, which will allow the IPs to exercise their traditional ways of resolving conflicts and redress grievances, and offer space for participation in managing community implementation. The process could be as follows:

- Where a complainant raises any project-related issue or grievances to the school or (IP) community leaders, the school/ community leader will inform CBCS via the project Grievance Mechanism - through email (*Cbcs_secretariat@yahoo.com/cbcsmindanao@gmail.com*); or calling CBCS's toll-free line: +63 (064) 557-0159 ; or texting + CBCS mobile line +63 (966) 269 0957 (via SMS or Viber); or informing the Community Development Facilitators (under CBCS) etc.

- Based on the nature and seriousness of the complaint, the local cultural context, and existing local resolution mechanisms that exist in the IP communities or schools, the CBCS GM Committee will bring in the necessary partners to resolve the issue/complaint at the appropriate level (local level, or if it needs to be raised to the district/ provincial level).

- This could involve having CBCS or one or multiple of these actors to facilitate the process of resolving the complaint, as culturally appropriate: (i) IP tribal leaders/ councils or representative of IP justice councils; (i) community, MILF or faith-based leaders (e.g. Ulama / Ustadz / Asatidz)[4]; (iii)BLGU officials; (iv) school principle/teachers; (v) SGCs; or (vi) MIPA.

- Actions taken and grievances can then be duly recorded and conveyed to CBCS GM Committee and the project GM to inform project learnings.

- If negotiations are stalled or IPs disagree with all possible options presented during these deliberations, the affected tribes can bring their grievance or complaint to CBCS for appropriate action. Should this still fail to meet IP expectations, the IP can elevate their complaints to the provincial representative of the MIPA or the MHBTE, with copies of the complaint furnished to relevant stakeholders involved.

- Resolved cases as well as processes on how these are resolved need to be documented, for the implementation team to draw lessons from.

The affected IPs are properly represented during the grievance resolution process, including having representatives of IP communities or their local tribal council. Whoever is selected to represent the IP community (ies) will: a) ensure that their people are informed of the GM and the scope of its tasks, b) actively participate in hearing / surfacing of issues and concerns as well as finding solutions in accordance to agreed processes, guidelines and to a just closure / resolution of issues. To the extent feasible, discussions should be carried out in the specific communities that the affected IP lives in. The participation of IP leaders will also help ensure grievance process takes into account the IP communities' own concepts and practices of resolving disputes, including using their "sala" or commensurate actions / penalties / sanctions to the offender. Similarly, participation of the leaders of the local Moro Islamic Liberation Front

[4] Faith-based leaders (the Ulama / Ustadz / Asatidz) may want to contribute by encouraging children to stay in school, as in Islam, the concept of learning is from the "cradle to the grave."

(MILF) / Moro National Liberation Front (MNLF) is critical where the grievance involves people from MILF/ MNLF camps.

CBCS will raise awareness on the GM procedures and disseminate communique and/or infographics (in local langues) to the pilot schools and community leaders (including IP tribal leaders) as part of the project preparation, consultations and activities (such as the community mapping). Training on GM procedures will also be provided by CBCS at the local level to involve IP leaders, including relevant training on handling sexual exploitation and abuse/ sexual harrassment (SEA/SH) cases in a confidential and sensitive manner and referrals to specific SEA/H service providers available to these communities, like Violence Against Women's Desk (or Committee), Child Protection Committee (CPCs at barangay, municipal level). Both mandated Committees / Councils have links to the Ministry of Social Services and Welfare as well as the Philippine National Police (PNP).

7. Implementation Arrangements and Capacity Building

7.1. Implementation arrangements

The IPP, which is an integral part of the SEP, will be implemented by the CBCS' PMU comprised of core CBCS staff who will be engaged for this project and those who will be recruited under specific Terms of Reference for this project.

The CBCS/PMU will engage other stakeholders and will work in close coordination with different actors:

a. MBHTE - the Ministry of Basic Higher and Technical Education Division Focal Persons for Maguindanaos 1 and 2; and Lanao 1 and 2; the IP Education Coordinators in the 3 Divisions, the School Heads and teachers in the 23 Schools with IP students; the local School Governing Committees and Parent Teacher Committees and Associations.

b. Regional Line Ministries aside from MBHTE:
   - ✓ Ministry of Indigenous People's Affairs (MIPA)
   - ✓ Ministry of Social Welfare and Development – linking this project's School Feeding with that of the Ministry
   - ✓ Ministry of Health – for the Nutrition Improvement Program
   - ✓ Local Government Units (at the barangay level, and with concerned Municipal level Officials

   Other stakeholders
   - ✓ IP leaders, Tribal Council of Leaders(s)
   - ✓ key MILF committees like the Social Service Committees in areas
   - ✓ other development agencies with programs for children like World Food Program and UNICEF

c. Service providers will be recruited under their specific Terms of Reference, and will provide technical expertise in various fields.

7.2. Capacity Building

This project will utilize a two-pronged capacity building strategy. The first, is to enhance the capacity of CBCS and its Project Staff to fully appreciate not only the issues facing IPs, as a minority in a majority Moro society in the BARMM, or as minorities in a predominantly Christian dominated country, but also their IP rights as guaranteed by existing international, national and regional laws.

The second part is developing the capacity of the pool of IP traditional leaders who can help facilitate the entry, implementation and sustainability of this project. The tribal Council of Leaders / Elders or members who are present in the 23 barangays who are directly engaged as volunteers in community activities can be mentored, along with the School Governing Committee members, and teachers by the trainers. The IP leaders can make use of consensus and collective leadership to positively influence their communities and encourage parents to allow the children to stay in schools.

Individual training consultants be recruited by CBCS to develop and implement an inclusive, contextualized capacity development/training program for the school officials, barangay leaders and parents to develop suitable dropout mitigation measures. First, at the school level, this component will design and provide training for school heads and teachers to develop dropout mitigation measures. Such measures may include: (i) provision of Alternative Delivery Modes (ADM) and remedial programs to provide continued education services to students who are on the verge of dropping out; (ii) provision of school feeding program; (iii) provision of books to be read at home (Read@Home program); (iv) development of teaching and learning materials in local languages; (v) teacher training on multiple language teaching; (vi) awareness campaigns on the benefits of completing formal education and demystification of parents' concerns; and (vii) provision of other community-specific dropout mitigation programs. Involvement of parents and communities in the provision of school feeding program and other community-specific measures will not only help them improve their livelihood by earning incomes from contributing goods and labor, but also improve awareness of the importance of nutrition and education for their young children.

8. Project Monitoring

A Monitoring, Evaluation and Learning Plan (MEAL) will be developed by the PMU in consultation with the Project Steering Committee at the Regional level and other appropriate mechanisms at the Division and level of schools / LGUs / communities. The purpose is to monitor the implementation of this IPP to (a) ensure that the mitigation measures - designed to address negative social impacts and measures to enhance positive impacts for IPs - are adequate and effective; (b) determine the issues and concerns as raised by indigenous communities in the process of project implementation; (c) propose corrective actions when needed. A data management system will be established to generate timely and accurate reporting which will be used by the Project Team, the partners and World Bank for policy planning.

8.1. Monitoring Indicators

An M&E consultancy firm – with IP staff or experience working with IPs - will be hired to undertake the M&E component of the project. Monitoring indicators will be disaggregated by sex and ethnicity (e.g. IP status) and reflective of the desired outcomes for this project.

Demographic baseline	# of IP children (at risk and drop outs or OOSC) by gender, place of origin (barangay)
	# of IP children (in school and out of school) with special needs
	# number of households with solo parent in IP communities
	# number of households headed by the elderly in IP communities
Consultations / participation	# of community based activities
	# of IP participants (or %)
	Local/ IP Language (s) used during meetings
GM	Level of involvement of IPs in the grievance resolution
	Number of issues and concerns –involving IPs - resolved
	Length of time taken for issue – involving IPs - to be resolved
	# of grievances not resolved and reasons for their non-resolution
Implementation and Mitigation Measures and beneficial measures	# of IP beneficiaries benefiting from the project
	# of IPs participating in the capacity training programme
	# of IPs provided with information, education and communication materials disaggregated by gender
	Local/ IP Languages used in the training sessions and IEC materials
	Protection measures for IP women and girls from sexual exploitation / sexual harassment in the course of project implementation

[i] Presentation Paper: " Non-Moro IPs Participation in the Peace Process and the passage of the BOL and the Transition Period" by Atty. Froilyn Mendoza, 2018

[ii] The Bangsamoro Education Code of 2021