**PROJECT PROPOSAL FORMAT**

**GROUP 9 - IP Education and Advocacy Program/IP Cultural Protection Program/IP Cultural Advocacy and Regeneration Program/IP Research and Documentation Program**

1. **GENERAL INFORMATION**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Project Title** | | **:** | **Educational Assistance Program Cum Support to Licensure Review and Examination [And Other Professional Board Review], Assistance to Employment and IP Community Service** | | | | | | | | |
| **2.** | **Project Site** | |  |  | | | | | | | | |
|  |  | ***Sitio*** | **:** |  | | ***Barangay*** | | | | **:** |  | |
|  |  | ***Municipality*** | **:** |  | | ***Congressional District*** | | | | **:** |  | |
|  |  | ***Province*** | **:** | Davao City, Davao del Sur, Davao Occidental, Davao del Norte, Davao de Oro and Davao Oriental | | ***Region*** | | | | **:** | XI | |
| **3.** | **Project Basis/es** | | **:** | IPRA, PDP, NCIP Strategic Directions 2022-2028 | | | | | | | | |
|  | | | | | | | | |
| **4.** | **Total Project Cost** | | **:** | 2023 2024 2025 | | | | | | | | |
|  |  | ***Direct*** | **:** | 10,000,000.00 11,500,000.00 12,000,000.00 | | | | | | | | |
|  |  | ***Indirect*** | **:** | 988,000,00 988,000.00 1,338,000.00 | | | | | | | | |
|  | | | | | | | | |
| **5.** | **Source of Fund/ Budget Year** | | **:** | GAA 2023-2025 | | | | | | | | |
|  | | | | | | | | |
| **6.** | **Estimated Number of Partner Beneficiaries per IP Group** | | **:** | ***Direct Beneficiaries:*** | | | | ***Indirect Beneficiaries:*** | | | | |
|  | **2023**   |  |  |  |  | | --- | --- | --- | --- | | **Beneficiaries** | **Total** | **Male** | **Female** | | IP Group |  |  |  | | PWD |  |  |  | | Children |  |  |  | | PWD |  |  |  | | Youth | 250 | 90 | 160 | | PWD |  |  |  | | Adult |  |  |  | | PWD |  |  |  | | Older |  |  |  | | PWD |  |  |  |   2025   |  |  |  |  | | --- | --- | --- | --- | | **Beneficiaries** | **Total** | **Male** | **Female** | | IP Group |  |  |  | | PWD |  |  |  | | Children |  |  |  | | PWD |  |  |  | | Youth | 550 | 250 | 300 | | PWD |  |  |  | | Adult |  |  |  | | PWD |  |  |  | | Older |  |  |  | | PWD |  |  |  | | | | | 2024   |  |  |  |  | | --- | --- | --- | --- | | **Beneficiaries** | **Total** | **Male** | **Female** | | IP Group |  |  |  | | PWD |  |  |  | | Children |  |  |  | | PWD |  |  |  | | Youth | 450 | 150 | 300 | | PWD |  |  |  | | Adult |  |  |  | | PWD |  |  |  | | Older |  |  |  | | PWD |  |  |  | | | | | |
|  |  | |  |  | | | | | | | | |
| **7.** | **Core Program and Sub-program Addressed** | | **:** | IP EDUCATION AND ADVOCACY PROGRAM | | | | | | | | |
| **8.** | **Project Status** | | **:** | ( X ) Proposed | ( ) On-going | | ( ) Continuing | | ( ) Terminating | | | ( ) Coordinated |
| **9.** | **Project Stakeholders and Address** | | **:** | |  |  |  |  | | --- | --- | --- | --- | | Name | Office | Address | Contact Number | | NCIP |  |  |  | | OPAPP |  |  |  | |  |  |  |  | | | | | | | | | |
| **10.** | **Proponent/s and Address** | | **:** | |  |  |  |  | | --- | --- | --- | --- | | Name | Office | Address | Contact Number | |  |  |  |  | |  |  |  |  | |  |  |  |  | | | | | | | | | |
| **11.** | **Project Duration** | |  |  | | | | | | | | |
|  |  | ***Target date of start*** | **:** | 2023 | | | | | | | | |
|  |  | ***Target date of completion*** | **:** | 2025 | | | | | | | | |
|  | | | | | | | | |
| **12.** | **Mode of Implementation** | | **:** | ( x ) by administration | | | ( ) by contract | | | | | |
| **13.** | **Implementer and Address** | | **:** | |  |  |  |  | | --- | --- | --- | --- | | Name | Office | Address | Contact Number | | Regional Director | NCIP RXI | SIR, New Matina, Ecoland, Davao City | 298-2942 | | | | | | | | | |

1. **BACKGROUND AND RATIONALE**

1. **EDUCATIONAL ASSISTANCE PROGRAM-PAMANA**

Section 27 of the Indigenous Peoples Rights Act (IPRA) provides that the State shall recognize the vital role of the children and youth of ICCs/IPs in nation-building and shall promote and protect their physical, moral, spiritual, intellectual and social well-being. Towards this end, the State shall support all government programs intended for the development and rearing of the children and youth of ICCs/IPs for civic efficiency and establish such mechanisms as may be necessary for the protection of the rights of the indigenous children and youth.

In a forum on peace and order, it was mentioned that IP youth are the most vulnerable to recruitment by other groups going against the government. This is attributed to the limited opportunities given to them and education is being pushed as a strategy wherein they can easily inculcate wrong information in the minds of the IP youth.

The NCIP, in its desire to help these IP youth, initiated the Educational Assistance Program (EAP) with the help of the *PAyapa at MAsaganang PAmayanan* (PAMANA) program of the Office of the Presidential on the Peace Process (OPAPP). The objective is to invest in human capital through the grant of educational assistance to deserving ICCs/IPs from conflict affected and conflict vulnerable areas who seek opportunity and qualify for educational advancement and/or skills development, thereby empowering them to become self-reliant and capacitate them to meaningfully contribute to the promotion of their well-being and to nation-building.

Further, part of the provisions in the framework of education is the localization of the educational system which means that all applicants for the program will be given a priority from the locality as a way to make education more effective and accessible. This is to prioritize the IP students who enrolled in Education, Midwifery, and other chosen fields which they themselves desire.

However, in the course of implementation, it has been observed that the funds allocated is not enough to cater to the number of IPs students who wish to avail the program. While other applicants clamor to be included in this program, NCIP is being barred from doing so due to limited fund resources. Confronted with such, this level just accepts all the school documents of the IP students treating them as wait-listed as reference for replacement in case the on-going EAP grantees fail to meet the necessary requirements stated in the guidelines.

Moreover, there has been difficulty in supporting IP youths for their dream to become professionals due to limited support offered by the concerned government agencies that have scholarship programs. Other limiting factors include the high cost of tertiary education.

Thus, NCIP Region XI proposes to expand funding for three years for the grant of educational assistance, financial support during their board review and assistance while looking for employment. These interventions ensure that they will achieve their goals in life and empower them to manage effectively and protect their ancestral domains.

Increased opportunities: When indigenous girls and boys obtain an education, they also increase their employment and entrepreneurial opportunities and improve their access to higher education.

Decision making: Education can be a means through which indigenous peoples develop better skills to manage the development of their communities and to actively participate at all levels of decision-making processes.

1. **LET and** **other Board Examinations**

Looking at the records of the Professional Regulation Commission (PRC), high passing rates of examinees come from top schools of the country. These are schools with very high academic standards and tuition fees which very few IPs from rural areas can afford. However, the ability to pass the LET depends on how prepared the examinees are in taking the examination. The top performing education schools are aware of this and they spend lots of resources in preparing for their students to pass the LET. Other schools may not have enough resources to do the same.

The IPs have high hopes to practice their profession but first, they must pass the LET and other board examinations, thus, they should have good preparations in taking them. Their course preparation should be augmented with intensive examination reviews and it is in this area that NCIP wishes to provide further assistance.

A good preparation in taking the LET or other board examination will provide the examinee with better understanding of the processes of the examination and develop greater confidence in passing them.

1. **OBJECTIVES**
   1. **General:**

To provide a holistic intervention to deserving IP youths with the educational system that is suited to their needs and responsive to the aspiration of the IP Communities obtaining a better academic performance.

* 1. **Specific:**

1. Provide financial assistance to 250 deserving members of the Indigenous Peoples group who are financially incapacitated;
2. To continue the support to the NCIP Educational Assistance Program (NCIP-EAP);
3. To increase the number of IP professionals in the Ancestral Domain areas in the Region;
4. To increase the number of qualified IP professionals to fill in vacancies opened in the government agencies and private entities.
5. To increase awareness of EAP-PAMANA grantees on IPRA through actively involving them in IPRA Month Commemoration Activities
   1. **Objectives of LET and Other Board Examinations**

The main objective is to help IP EAP/MBS graduate become full-fledged teachers by passing the LET or other Board Examination administered by PRC

1. To motivate the EAP graduates to do their best during the exam to become professional teachers and models in the community by serving in their Ancestral Domain
2. To prepare IP examinees meet competencies required of the professional teachers or other professional board examinations
3. To provide an avenue to EAP graduates to progress in their chosen field and to assist these graduates equip themselves with eligibility and or/qualifications to enable them to seek immediate employment.
4. To be able to track/ monitor EAP grantee’s performance even after graduation
5. To set standardized tests for the graduates in support for the IP graduates.
   1. **Support to Employment**
6. To provide financial assistance to qualified IP job seekers
7. To conduct an interagency coordination meeting
8. To provide livelihood assistance for the parents of grantees
   1. **Support to IP community service**
9. EAP grantees/graduates to provide technical assistance to six (6) IP communities/ancestral domains;
10. To assist the IP communities/ADMOs in the preparation of the project proposals of projects identified in their ADSDPPs; and
11. To assist the Indigenous Political Structure (IPS) in the preparation of various resolutions in support to access projects from government and other partners.
12. **PROJECT DESCRIPTION**

The program will provide graduates an opportunity to be able to proceed immediately to the next step of progress in their chosen career to help them sustain their profession.

The project aims to produce more IP Professionals from the IP Communities by financially supporting the IP student’s courses in their education in all desired professions. The applicants for the program will undergo a screening process of which one of the bases for selection will be their academic achievements, financial capacity of the applicant to pay the educational matriculation.

The EAP-PAMANA project will be given to the deserving ICCs/IPs from conflict affected and conflict vulnerable areas of Region XI identified by the security sector.

A total of 250 IP youth with full desire to be grantees will be selected from the applicants who will receive the amount of PhP20,000 per semester. The amount will cover expenses of the tuition fees, book allowance, transportation, uniform and food allowance.

All grantees of the program are expected to complete the course he/she desires to take. To ensure compliance to the program, the grantee will be required to submit a report of the completion of the program and proof of enrollment. Monitoring will be conducted to check whether (or not) the grantee is regularly attending class. In the event that the grantee will not finish the course, the grantee will be replaced by the waitlisted applicants.

Under the administrative cost, the following activities shall be conducted by each of the Provincial Offices:

* + - 1. Orientation and IECs for EAP-PAMANA Grantees
      2. Adopt A-Tree Activity in support to IPRA Month Commemoration

LET and other Board Examination

1. NCIP will consult the Department of Education Regional IP coordinator to seek advice and recommendation for the accredited LET and other courses board review centers where IP examinees could possibly enroll. Criteria of the review centers would be: track record, affordability of tuition fees and convenience of location for the IP LET and other board reviewers. This shall be done in the first month of 2023 upon release of the fund.
2. Listing and prioritization of potential LET and other board reviewees. The fund for this project may be limited, therefore, an equitable and rational criterion for prioritization should be set.
3. This includes, preparedness of the candidate to take the LET/other board examination and willingness to strictly observe rules and regulations of the review program, including review attendance and discipline.
4. NCIP shall formulate rules and regulations that will be imposed upon LET and other board reviewees who will avail of this project.
5. **PROJECT IMPLEMENTATION AND MONITORING AND EVALUATION STRATEGIES**
   1. Project Implementation

Prospective grantees shall submit their application and documentary requirements to the nearest Community Service Center or Provincial Office whichever is nearest to the applicant who shall conduct initial evaluation. The consolidated and validated lists and its supporting documents from various field offices shall be forwarded to the Regional Office for screening by the Regional Screening and Selection Committee composed of the Regional Director, TMSD Chief, and EAP Regional Focal Person. The final result of the screening and selection shall be forwarded to the Central Office for its consideration and approval.

* 1. Monitoring and Evaluation Strategies

The concerned NCIP field office through the EAP focal person shall monitor the status of the EAP grantees. This will be done on a regular or monthly basis to ensure that the grantees are enrolled and attending her/his classes. A report shall be prepared and submitted with its findings and recommendations. The Regional Office shall consolidate the Community Service Center and Provincial Progress Report and submit the same to the Central Office. The Central Office, through the OECH will evaluate the consolidated report and conduct investigations as the need warrants.

Likewise, the office through its NCIP provincial EAP focal person shall continue to track these program beneficiaries as to their status on the Licensure exam taken and as to their future employment to form part of the database to be entered in the EAPIS system.

1. **POTENTIAL RISK**
2. No enough data in the whereabouts of the graduates;
3. EAP Graduates hardly find employment;
4. EAP Graduates who are not LET/Board Exam Passers;
5. Lack of recruitment and information drive to IP students regarding the program
6. **SUSTAINABILITY PLAN**

While the project requires 2 semesters for the period of implementation, its contribution to the achievement of providing an education system suited to the needs of the Indigenous Peoples (IPs) cannot be contested since the first step in achieving this is to put in position the proper human resource to deliver the program. The proper human resource would be IPs grantees from the Ancestral Domain areas. But to be qualified for the program, an IP needs to pass the screening.

Therefore, providing opportunities for IP grantees of the program should undergo rigid screening which is a contributory in increasing the prospect of being a graduate IP. So that they can be a big help in their Ancestral Domain areas thereby setting up a viable system of assisting the IP communities.

For the continuity in achieving a responsive education for the Indigenous Peoples, the assistance should be tied up to college educational assistance and scholarship programs of the college/university where the grantees are currently enrolled.

Sustainability Plan for LET and other Board Examinations

1. The focal Person shall maintain close contact with the LET reviewees
2. Monitoring on the whereabouts of the beneficiaries, especially on their employment status whether it is related to their profession or not, shall be done by the focal person.
3. If possible, the office concerned shall assist the beneficiaries in applying for jobs that are closely related to their professions.
4. Passers are encouraged to go for masteral

Sustainability Plan for Employment

* Monitoring of beneficiaries who are already employed
* Forging partnership with government agencies and private institutions,

1. **BUDGETARY REQUIREMENTS (Estimates):**

a. Budget Distribution

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DIRECT COST** | **LOCATION/**  **NO. OF GRANTEES** | **TOTAL (in Php)**  **CY 2023** | **CY 2024** | **CY 2025** |
| 1. Financial Assistance & Subsidy | Davao City- 41 grantees x 20,000 x 2 semester | 1,640,000.00 | 1,640,000.00 | 1,640,000.00 |
| Davao del Norte- 41 grantees x 20,000 x 2 semester | 1,640,000.00 | 1,640,000.00 | 1,640,000.00 |
| Davao Oriental- 41 grantees x 20,000 x 2 semester | 1,640,000.00 | 1,640,000.00 | 1,640,000.00 |
| Davao de Oro- 41 grantees x 20,000 x 2 semester | 1,640,000.00 | 1,640,000.00 | 1,640,000.00 |
| Davao del Sur- 43 grantees x 20,000 x 2 semester | 1,720,000.00 | 1,720,000.00 | 1,720,000.00 |
| Davao Occidental- 43 grantees x 20,000 x 2 semester | 1,720,000.00 | 1,720,000.00 | 1,720,000.00 |
| 1. Support to LET and other professional board exam | 200 grantees x 15,000/grantee  (100 grantees/year) |  | 1,500,000.00 | 1,500,000.00 |
| 1. Support to IP employment | | | | |
| \*Financial assistance to IP job seekers | 100 grantees x 5,000/grantee |  |  | 500,000 |
| \*Interagency coordination meetings |  |  |  | 50,000.00 |
| 1. Support to IP community service (provide technical assistance re: preparation of project proposals, resolutions, etc…) | 6 ancestral domains (ADMOs) x 50,000/AD |  |  | 300,000 |
| 1. ADMINISTRATIVE COST | | | | |
| Admin. Cost – Provincial Office  & Regional Office | Supplies and Materials | 300,000.00 | 300,000.00 | 300,000.00 |
| Traveling Expenses | 300,000.00 | 300,000.00 | 300,000.00 |
| Communication | 50,000.00 | 50,000.00 | 50,000.00 |
| Representation | 338,000.00 | 338,000.00 | 338,000.00 |
| Sub-Total (Administrative Cost) |  | 988,000.00 | 988,000.00 | 988,000.00 |
| **Grand total** |  | **10,988,000.00** | **12,488,000.00** | **13,338,000.00** |

1. ATTACHMENTS
   1. Project Procurement Management Plan (PPMP)– PPF 1a (Annex B)
   2. Project Implementation Plan/Gantt Chart – PPF 1b (Annex C)
   3. Summary of Expenditures – PPF 1c (Annex D)
   4. List of Beneficiaries – PPF 1d (Annex E)
   5. Other attachments – page/portion of the plan as project basis; plan, bills of materials and vicinity map for Infrastructure, Return of Investments for livelihood and other similar projects

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| --- | --- | --- | --- | --- |
| Prepared by: |  | Evaluated by: |  | Confirmed by: |
|  |  |  |  |  |
| **CSC Staff** |  | **Provincial Officer** |  | **IPS/IPO Heads/IP Leader/Elder** |

|  |  |  |
| --- | --- | --- |
| Validated by: |  | Endorsed by: |
|  |  |  |
| **Regional Staff** |  | **Regional Director** |

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| Recommending approval: |
|  |
| **Executive Director** |

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| Approved: |
|  |
| **Chairperson** |