



Consortium of Bangsamoro Civil Society

No Bangsamoro Child left behind in the Bangsamoro
Autonomous Region in Muslim Mindanao (BARMM)

P176749

Stakeholder Engagement Plan – SEP DRAFT

November 2022

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ABBREVIATIONS AND ACRONYMS

- BIWAB	Bangsamoro Islamic Women Auxiliary Brigade
- BLGU	Barangay Local Government Unit
- CA	Community Assemblies
- CBCS	Consortium of Bangsamoro Civil Society
- CODI	Committee on Decorum and Investigation
- CSO	Civil Society Organizations
- DAI	Direct area of influence
- EIA	Environmental Impact Assessment
- ESF	Environmental and Social Framework
- ESIA	Environmental and Social Impact Assessment
- ESMF	Environmental and Social Management Framework
- ESMP	Environmental and Social Management Plan
- ESS	Environmental and Social Standard
- FPIC	Free Prior Informed Consent
- GC	Grievance Coordinator
- GMC	Grievance Management Committee
- GM	Grievance Mechanism
- IAI	Indirect area of influence
- ICC	Indigenous Cultural Communities
- ILO	International Labor Organization
- IP	Indigenous Peoples
- LDS	Lanao del Sur
- LGU	Local Government Unit
- Mag	Maguindanao
- 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
- PNP	Philippine National Police
- PTA	Parents- Teachers Associations
- PTCA	Parents-Teachers Community Associations
- RA	Republic Act
- SGC	School Governing Council
- SEA/SH	Sexual Exploitation and Abuse/ Sexual Harassment
- SEP	Stakeholder Engagement Plan
- WB	World Bank

REFERENCES TO CONSULT

- Environmental and Social Framework of the World Bank
- Guidance notes for borrowers
- ESS10: Stakeholder Engagement and Information Disclosure

1 INTRODUCTION

The present document, Stakeholder Engagement Plan (SEP), has been prepared within the framework of the Project in Philippines on “No Bangsamoro Child Left Behind in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)”(P176749).

The total cost of this Investment Project Financing (IPF) Project is US\$2,752,300 of which is fully financed by the Japan Development Social Fund, through a small grant.

This Project will be implemented by the Consortium of Bangsamoro Civil Society (CBCS) and has been approved by the Ministry of Basic, Higher and Technical Education (MBHTE).

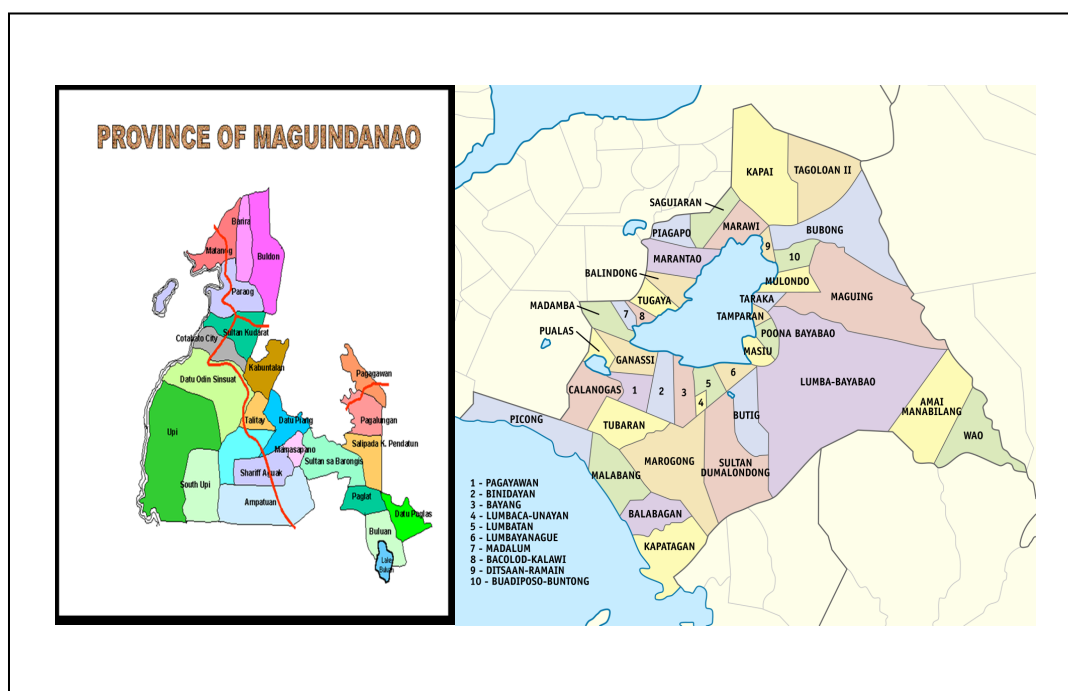
The PDO is to improve learning outcomes of re-enrolled out-of-school-children (OOSC) and retained at-risk children in pilot elementary schools in project-supported divisions.

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 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.

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.

The Project will target 100 schools in four divisions (Lanao Del Sur I, Lanao Del Sur II, Maguindanao I and II) in the Maguindanao (Mag) and Lanao del Sur (LDS) Provinces of BARMM, see maps presented below:

Map 1.1 **Maguindanao and Lanao del Sur Provinces**



Source: google.com Picture 1, Maguindanao; 2. Lanao Del Sur

The main benefits of the project are:

- Increased school participation of Kindergarten to Grade 6 children in pilot schools will provide at-risk boys and girls with better life options as productive community citizens.
- School staff (e.g. teachers, school heads), Parent Teacher Community Associations (PTCAs) and other community-based organizations/ civil society organizations (CSOs) in 100 pilot schools / communities will receive support to build their capacities in identifying, developing, planning and implementing dropout mitigation measures; monitoring and evaluation activities; risk management (e.g. disaster risks, child labor); as well as build awareness on child rights to education and nutrition
- Capacities of Barangay Government Units of the 100 pilot schools will be strengthened by the piloting as they will be working closely with MBHTE, CSOs, PTCAs and other community leaders in the planning, implementation and monitoring of this project.
- Through culturally appropriate and tailored drop out mitigation measures, MBHTE and the BARMM Government will demonstrate its capacity for improved service delivery and increased access to education (especially for marginalized groups like indigenous peoples, IPs) as part of the transition process and will gain trust and confidence from the broader community to support sustainable peace and development.
- Improve parents and communities' livelihoods from supplementary income by participating in the support for community livelihood and food enhancement program

- Reduced drop-out rates of at-risk students, improved nutritional health of students, and a functional school system will lead to productive, peaceful and resilient communities in the pilot areas in LDS and Maguindanao.

The World Bank requires that the implementation of the Project be in accordance with the provisions of its Environmental and Social Standards (ESS). In this regard, the Consortium of Bangsamoro Civil Society will comply with the requirements established in ESS 10 regarding Stakeholder Engagement and Disclosure of Information. In addition, it will comply with the national regulations on citizen participation applicable to the Project and with the provisions regarding transparency and access to public information. In

ANNEX 2 you will find the list of Philippine laws and regulations on citizen participation that corresponds to the Project.

This SEP was prepared by the Consortium of Bangsamoro Civil Society (CBCS). This document contains the stakeholder identification, analysis and participation activities carried out during 1st half of 2022, from which the design is proposed to execute the dissemination and consultation strategies with the parties concerned; the resources and responsibilities related to the implementation of the SEP are defined; and the procedure for the implementation of the grievance mechanism is established.

Finally, it should be noted that this document is in version “draft” form” , which will be complemented with the results of future dissemination and consultation activities carried out within the framework of the Project.

Data from the project (including community mapping consultations), will follow the CBCS policy on personal data protection and the data management (ANNEX 15).

2 STAKEHOLDER IDENTIFICATION AND ANALYSIS

The Consortium of Bangsamoro Civil Society (CBCS), like the World Bank, recognizes the importance of an open and transparent interaction with the Project stakeholders. In this sense Stakeholder Engagement will be an inclusive and constant process, during all stages of the Project.

Within the framework of the Project, the following stakeholders were identified:

2.1 Affected Stakeholders

These stakeholders are those who are likely to be affected by the Project due to actual impacts or risks on their physical environment, health, safety, cultural practices, well-being, or livelihoods.

The following groups were identified as the primary direct stakeholders due to the Project:

1. At-risk students and drop-outs of the 100 pilot schools and their parents/caregivers (including those involved in consultations and implementation of project activities like the community livelihood and food enhancement program, community-based mitigation measures).
2. School staff (e.g. School Heads/ principals, teachers, administration staff) of the 100 pilot schools that receive training under the project and are involved in developing and implementing the dropout predication models and community-driven mitigation measures.
3. Communities (including community leaders) of the OOSC/at-risk students of the 100 pilot schools that will collaborate with pilot schools on the community mapping, developing and implementing the community based small projects to reduce drop-outs,

as well as supporting/benefiting from the community livelihood and food enhancement program. This will include disadvantaged communities, like indigenous peoples (IP)/ Indigenous Cultural Communities (ICCs) and Maranao communities, and Moro Islamic Liberation Front (MILF) camps.

Overall, the project is expected to positively impact the affected stakeholders as it will directly contribute to increase the access and improve literacy of vulnerable OOSC and at-risk elementary students (including IP students) to education. The project will also contribute to empower not only school staff but also the caregivers and communities (particularly IPs and Maranao communities) by giving them a greater say in tailoring the development of prediction and mitigation measures to their context-specific needs and in a culturally appropriate manner; as well as allowing them to participate actively in mitigation measures to re-enroll and retain students from their schools/ communities.

The negative impacts to the affected stakeholders are expected to be moderate, given that the project will not finance any direct physical infrastructure investments, and thus also would not require any land acquisition/ resettlement. Nonetheless, the project will be implemented in a fragile and insecure context, with associated security risks and COVID-19 risk of transmission to project workers (e.g. CBCS staff) and the communities. There may also be possible risk of sexual exploitation/abuse and sexual harassment (SEA/SH), or environmental risks associated with hygiene, food safety, and fire accidents. However, CBCS will endeavor to examine and monitor these potential adverse impacts or risks to ensure that negative effects of the project are minimized to the extent possible.

Table 2.1 list the primary affected stakeholders (through project implementation) in the communities/ barangays of LDS 1 & 2; Mag 1 & 2 where the 100 pilot schools are located.

Table 2.1 Groups of stakeholders¹

N°	Groups of stakeholders	Issues of interest or concern/ Specific needs	Relationship with Project
1	At-risk students and their parents/ caregivers	Able to benefit from the project activities (e.g. mitigation measures are culturally appropriate and relevant to them); Increased access to elementary education and continued school participation of children in safe & secure school environments despite the COVID 19 pandemic & modular learning;	Direct beneficiary
2	School heads, teachers	Adequate technical support and resources is provided to them by the project; Reduced drop-out rates and return of drop outs to school; Capacity Training – identified through Training Needs Assessment.	Direct beneficiary and involved in the implementation of the project

¹ This table has been prepared based on [indicate document from where the information was obtained, indicate year].

N°	Groups of stakeholders	Issues of interest or concern/ Specific needs	Relationship with Project
3	Communities (including community leaders)	Community children able to benefit from the project activities (e.g. community livelihood and food enhancement program, mitigation measures are culturally appropriate and relevant to them); Children have increased access to elementary education and continued school participation of children in safe & secure school environments despite the COVID 19 pandemic & modular learning;	Direct beneficiary and involved in the implementation of the project

2.2 Other stakeholders

These other stakeholders refer to any individual, group, local communities and / or organization that has an interest in the Project. This interest may be due to the location of the Project, its characteristics, its impacts or aspects related to the public interest. These groups were selected for their capacity to influence the effective development and implementation of the project activities (e.g. community-based drop out mitigation measures). A good and collaborative relationship with them will facilitate the smooth execution of the Project.

The following key groups were identified as other stakeholders:

1. Parents Teachers & Community Associations (PTCAs)/ Parent Teacher Associations (PTAs) in the 100 pilot schools
2. Other school staff of the 100 Pilot Elementary Schools (including teachers, staff who manage the database in the schools), as well as MBHTE staff (such as concerned Regional, Division and District level MBHTE personnel).
3. Barangay Local Government Units (BLGUs) where these 100 pilot schools are located and concerned Local School Boards
4. Non-government organizations (NGOs), CSOs and other development partners with presence in the barangays of the 100 pilot schools, particularly those working on education, nutrition and with IPs.
5. Related government agencies, like the Ministry of Indigenous Peoples' Affairs (MIPA)
6. Faith-based and Traditional Leaders
7. Private sector / small enterprises present in the barangays / communities

8. Other community-based organizations (CBOs) / sectoral organizations working with vulnerable groups: women, MILF / Moro National Liberation Front (MNLF) camps, Moro groups, and the Bangsamoro Islamic Women Auxiliary Brigade (BIWAB)
9. School Governing Councils (SGCs) of every school that includes parents and community stakeholders (e.g. representatives from local business or agricultural associations) that aim to improve student learning outcomes

The following table presents the other stakeholders of the Project that may found in the communities/ barangays of LDS 1 & 2; Mag 1 & 2 where the 100 pilot schools are located:

Table 2.2 Other stakeholders²

N°	Groups of other stakeholders	Issues of interest or concern	Project	
			Relationship to Project	Stage
1	Parents-Teachers – Community Associations (PTCAs)	Continuing school participation of children in safe & secure school environments; COVID 19 pandemic & modular learning; There is sufficient resources (i.e. school staff workload/budget) also to ensure quality education for current students	PTCAs link school activities with parents of enrolled students and other community stakeholders	Project preparation and throughout implementation
2	School staff (e.g. teachers) and Enhanced Basic Education Information System (EBEIS) Information System; MBHTE personnel at school, district, division and regional levels	Increased school participation and high performance of students indicates better education service delivery in BARMM; Updating / polishing the EBEIS, and additional support/ equipment for school-based/community-based data management	MBHTE School educators are directly mandated to provide education services in the BARMM	Project preparation and throughout implementation
3	Barangay Local Government Units (BLGUs), especially the Local School Boards (LSBs)	Functionality of LSB; Budget allocation for school activities; LGU performance in social service delivery especially since education is reported annually and part of Good Housekeeping indicator set by the Department of Interiors and Local Governments.	LGUs are mandated to provide social services, esp. education to their constituents; this commitment should be reflected in the LGU Development Plans	Project preparation and throughout implementation
4	NGO/ CSOs and other development partners	Seeking areas of collaboration/ synergy in implementing project activities, and ensuring the drop out mitigation measures are	PTCAs link school activities with parents of enrolled students	Project preparation and throughout

²This table has been prepared based on [indicate source from which information was obtained, specify year].

N°	Groups of other stakeholders	Issues of interest or concern	Project	
			Relationship to Project	Stage
		relevant and culturally appropriate; Continuing school participation of children in safe & secure school environments despite COVID 19 pandemic & modular learning;	& other community stakeholders	implementation
5	Related Government agencies, e.g. MIPA	Coordination and Collaboration	Link with the IP communities	Project preparation and throughout implementation
6	Faith-based & Traditional Leaders (e.g. IP council of IP Leaders)	Ensuring the drop out mitigation measures are relevant, as well as culturally and religiously appropriate; Continuing school participation of children (e.g. as consistent with Quranic teaching) in safe & secure school environments despite COVID 19 pandemic & modular learning; Madrasa system will provide mobilizing the communities to seek more details on the drop out children	Have influence over the receptiveness of parents/ communities of at-risk students to project activities; and can play a critical role in ensuring the mitigation measures are effective and relevant	Project preparation and throughout implementation
7	Private Sector / Small Enterprises	Possible involvement to provide services/ goods to the mitigation measures and community livelihood and food enhancement program (e.g. supply of food ingredients)	Can provide services/goods (e.g. fertilizer, seeds, eggs for rearing chickens) for mitigation measures/ community livelihood and food enhancement program	Project preparation and throughout implementation
8	Other community/ sectoral organizations	Increased participation of school children as indicator of peaceful & developed communities	Can provide support for the design and implementation of mitigation measures; or help promote community awareness of project	Project preparation and throughout implementation

N°	Groups of other stakeholders	Issues of interest or concern	Project	
			Relationship to Project	Stage
9	School Governing Council (SGC)	Provide forum for parents, students, teachers, community stakeholders and the school head to work together towards continuously improving student learning outcomes	Community Stakeholder	Project preparation and throughout implementation

It is important to obtain timely and adequate information about the Project and, thus, facilitate the active participation of all stakeholders mentioned above. In case new stakeholders are identified in addition to those already mentioned in this section, they will be incorporated and considered in the next disclosure and consultation processes. It should be noted that the entire process will be documented, at least, through the list of attendees and photographic records of the activities. In addition, all the information incorporated in the SEP will be presented in updated versions.

2.3 Disadvantaged / vulnerable individuals or groups

This group refers to the people who are more likely to be affected by the impacts of the Project or who may be more limited than others in their ability to take advantage of its benefits. Furthermore, these individuals or groups are more likely to be excluded from the consultation process or are not able to fully participate in it and, consequently, may require specific measures or assistance to do so. For this reason, CBCS will place special emphasis on identifying them, making their participation accessible and linking them to the Project.

In this sense, the criteria for defining “vulnerable” or “disadvantaged” groups are the following:

- High probability of being affected by the impacts of the Project
- Limitations in their ability to take advantage of the benefits of the Project
- High probability of being excluded from the consultation process or not being able to participate fully
- Age of the population (e.g. minors and elderly adults), including the circumstances where they may be separated from their family, community or other stakeholders on whom they depend.

For the purposes of the Project, the following have been considered as disadvantaged or vulnerable:

1. OOSC or at-risk students/ children with challenges, such as children with disabilities/ health conditions, child laborers, children in conflict with the law, children with drug addiction issues as well as children who are orphaned/street children or refugees.
2. Children and their parents/caregivers who live in more remote areas far from schools and may have difficulty in attending project activities; and/or have little/no access to communication facilities for timely information
3. Parents, elderly caregivers or other stakeholders with physical disabilities or mobility challenges and may not be represented during community meetings and activities

4. Widowers/widows and children of known Violent Extremists, or decommissioned combatants/ rebel returnees, who may suffer from stigma and marginalization in their communities
5. Individuals (at risk students, parents/caregivers, community, other stakeholders) marginalized due to their minority, religious, cultural, indigenous/ Maranao, economic and refugee/undocumented status
6. Poorest of the poor in communities or households facing significant financial challenges (e.g. teenaged and/or single-parent households) – who for various reasons, may not be mapped or have challenges participating in project consultations and interventions

Table 2.3 Disadvantaged or vulnerable groups identified in the Project:

N°	Disadvantaged or vulnerable groups	Characteristics	Limitation	District / locality	Issues of interest or concern	Actions to Promote its inclusion
1	OOSC or at-risk students/ children with challenges	Children with disabilities/ health conditions; child laborers; children with drug addiction issues; children in conflict with the law; and children who are orphaned/street children or refugees	Poor mobility and additional challenges going to school; Harder to identify and reach under the project	Barangays where the 100 pilot schools are located	Fail to be mapped and their needs not adequately addressed; specialized support (e.g. equipment needed for a specific physical disability)	Work with NGOs/CSOs/ CBOs that work with these vulnerable children (e.g. street children/orphans) to better identify them and address their specific challenges in attending school;
2	Households who live far away or have poor access to information	Houses are 5 or more km away from center; poor communication	Poor mobility; poor access to transport facilities; Lack of stable power supply or communication networks/gadgets	Remotely located Barangays where the 100 pilot schools are located	Participation and Voice during community consultations Access to school/ social services; Timely information on Project activities	Involve communities/ NGOs in mapping these households and delivering project activities to their homes (e.g. books) as needed; Individual consultations/ house visits; Discussing with household on acquiring communication gadgets or alternative ways of communication
3	Parent/ elderly caregivers or other stakeholders with physical disabilities	Physical disabilities may vary; 55 YO and above; frail; poor health condition;	Physical impairment: difficulty in walking distances without aid;	May be present in all barangays where the 10 pilot schools are located	Access to social services; support equipment needed for a specific physical disability	Involve communities/ NGOs in mapping these vulnerable remote households and delivering project activities to their homes (e.g. books) as needed; Individual consultations/ house visits;

N°	Disadvantaged or vulnerable groups	Characteristics	Limitation	District / locality	Issues of interest or concern	Actions to Promote its inclusion
4	Widows/widowers and children of known Violent Extremists, or decommissioned combatants/ rebel returnees	May be aggressive or very shy/reticent; may shun away from social contacts	Lack of voice and representation in community consultations	May be present in all barangays where the 10 pilot schools are located	Social acceptance and having the views and specific needs adequately address by the mitigation measures	Coordinate with LGUs as there may be parallel programs already being initiated and in place for them; mapping and identification; continuous engagement and targeted dialogue; dedicated outreach/programs for them
5	Marginalized individuals (e.g. minorities, IPs, refugees)	May stay silent during meetings	Conscious targeting and inclusion during community activities	May be present in all barangays where the 10 pilot schools are located	Representation and voice during community meetings	Conscious targeting and inclusion (e.g. focus group discussions; house visits)
6	Poorest households facing financial difficulties	Could be households that are single headed or with teenage parents(s); may shy away from meetings;	Voiceless in communities; Long working hours that may prevent them from participating in project activities	May be present in all barangays where the 10 pilot schools are located	Access to Livelihoods Food security Social services	Conscious targeting and inclusion in project interventions (e.g. house visits; having community consultations that are during non-working hours)

2.4 Indigenous peoples (IPs)

The term “indigenous peoples” (IPs) is used in a generic sense to refer to a well-differentiated social and cultural group, which has the following characteristics in varying degrees:

- Self-identification as members of a well-differentiated indigenous social and cultural group, and recognition of this identity by other groups;
- Collective attachment to geographically different habitats, ancestral territories or areas of seasonal use or occupation, as well as to the natural resources of those areas;
- Traditional cultural, economic, social or political institutions that are well differentiated and independent from those of the prevailing society or culture;
- A distinctive language or dialect, often different from the official language (s) of the country or region in which they reside.

It should be noted that, for the Philippines, Indigenous Cultural Communities/Indigenous Peoples (ICCs/IPs) refers to a group of people or homogenous societies identified by self-

ascription and ascription by others, who have continuously lived as organized community on communally bounded and defined territory, and who have, under claims of ownership since time immemorial, occupied, possessed and utilized such territories, sharing common bonds of language, customs, traditions and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and cultures, became historically differentiated from the majority of Filipinos. ICCs/IPs shall likewise include peoples who are regarded as indigenous on account of their descent from the populations which inhabited the country, at the time of conquest or colonization, or at the time of inroads of non-indigenous religions and cultures, or the establishment of present state boundaries, who retain some or all of their own social, economic, cultural and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside their ancestral domains.³

In accordance with the foregoing, the Project involves IPs such as: T'duray and Manobo communities with support of the Council of leaders in coordination with MIPA , which are located in South Upi, Upi, Talayan, Datu Odin Sinsuat and other areas straddling the Daguma range in Maguindanao; while Higaonon learners may be minority population in LDS 1 pilot schools. These group's main characteristics are as follows: they speak their own native language, retain their indigenous cultural beliefs, traditions and customary laws, justice system and claims to ancestral domain.

The participation of this group will be in accordance with the World Bank Environmental and Social Framework (ESF), *Environmental and Social Standard 7 (ESS 7): Indigenous Peoples / Sub-Saharan African Historically Underserved Traditional Local Communities* and other international/national instruments such as the ILO Convention No. 169; Philippines Indigenous Peoples Rights Act (IPRA) of 1997 and its Implementing Rules and Regulations; and the Philippines Indigenous Peoples Plan. The international and national regulations mentioned above coincide in the free, prior and informed consent (FPIC), which is a specific right of indigenous peoples.

In this way, CBCS will initiate a process of identification, analysis and planning of the interaction with the indigenous peoples that could be affected by the Project. Further details on engaging IP communities and ensuring they benefit from the project activities, can also be viewed in the Indigenous Peoples Plan (IPP) that will be prepared and disclosed before the implementation of the related project activities.

3 SUMMARY OF STAKEHOLDER ENGAGEMENT ACTIVITIES CARRIED OUT TO DATE

The activities carried out to date sought to promote the participation of stakeholders and the general population residing in the Direct Area of Influence (DAI) and the Indirect Area of Influence (IAI) of the Project. In this sense, this section presents the activities carried out within the framework of the Project during the project preparation stage:

³ Sec. 3 (h), RA 8371

Table 3.1 Participation activities during the project preparation stage:

N ^o .	Activity	Object of the activity	Stakeholder convoked	Subjects addressed	Place	Date	N° of attendees	Percentage achieved
1	Multi-Stakeholder Consultation Meeting	<ul style="list-style-type: none"> - Awareness on the WB-JSDF project, its rational and objectives and other requirements; - Solicit support from the various stakeholders; - Create a mechanism for cooperation of the stakeholders; - Identifying disadvantage groups/schools/communities 	MBHTE Officials, MSSD, MOH, MIPA, WFP	<ul style="list-style-type: none"> - Criteria for school selection - Developed Operation and Coordination Structure 	Pagana Kutawato, Cotabato City	March 29, 2022	39	95%
2	1st PMU Meeting	<ul style="list-style-type: none"> - Finalization of 100 schools - Review of Operation and Coordination Structure - Roles and Functions of Project Management Team 	MBHTE officials, Division heads and WFP	Each division submitted their 35 recommended schools	CBCS Office in Cotabato City	April 21, 2022	14	90%
3	Follow up meeting	<ul style="list-style-type: none"> • The finalization of 100 schools 	MBHTE officials, Division heads and WFP	Come up with Final list of 100 schools	CBCS office, Cotabato City	April 27, 2022	15	100%
4	Endorsement of 100 pilot schools	<ul style="list-style-type: none"> • Approval and Endorsement of the 100 pilot schools to Minister Iqbal 	MBHTE Minister Iqbal	Approval and Endorsement of 100 pilot schools	MBHTE	May 11, 2022		100%
5	IP Leader Consultation	<ul style="list-style-type: none"> • Initial Consultation with the Dulangan-Manobo Tribal Leader on project and impacts (specific to IPs) 	Dulangan-Manobo Tribal Leader	Able to introduce the program and its components	CBCS Office, Cotabato City	August 8, 2022	2	25%
6	MIPA Consultation	<ul style="list-style-type: none"> • Conduct Free, Prior and Informed Consent (FPIC) to the Ministry. 	MP Melanio Ulama, MIPA staff	<ul style="list-style-type: none"> - Able to introduce the program and its components - Discuss the upcoming IP Stakeholders' Consultation 	MIPA Office, Cotabato City	August 24, 2022	6	100%

N ^o .	Activity	Object of the activity	Stakeholder convoked	Subjects addressed	Place	Date	N° of attendees	Percentage achieved
7	IP Stakeholders' Consultation	<ul style="list-style-type: none"> Generate awareness and initial commitment among participants for the project "No BM Child Is Left Behind In The Bangsamoro" 	MIPA, MBHTE IP Coordinator, IP Tribal Leaders, IP dominated school officials	<ul style="list-style-type: none"> Understanding of risks, vulnerabilities and fragilities present in IP communities and schools 	St. Joseph Retreat House, Tamontaka, D.O.S., Maguindanao	August 30-31, 2022	45	100%
8	School Visits	<ul style="list-style-type: none"> Solicit information about the status of Education in IP and Maranao areas Obtain commitment of participation from the school, community and MLGUs 	IP Leaders, School heads, Teachers, Community stakeholders, SGCs, PTAs	<ul style="list-style-type: none"> introduce the program and its components Understanding of risks, vulnerabilities and fragilities present in IP communities and schools Commitment of Participation in the project 	<ul style="list-style-type: none"> Lahangkbes, Brgy, Rempes, Upi, Maguindanao Tinindanan ES, Brgy. Rempes, Upi, Maguindanao Buadintad PS, Balindong, Lanao del Sur 	September 26-27, 2022	89	100%

On the other hand, ANNEX 3 contains a list of the attendees, the corresponding photographic record and materials delivered in said activities, and

6. MIPA Consultation (FPIC) on August 24, 2022 at MIPA Office, Cotabato City

7. IP Consultation on August 30-31, 2022 at St. Joseph Retreat House, Tamontaka, D.O.S., Maguindanao

8. School Visit on September 26-27, 2022 at Lahangkeb ES and Tinindanan ES, Brgy. Rempes, Upi, Maguindanao and Buaditad PS, Brgy. Poblacion, Balindong, Lanao del Sur

ANNEX 4 contains a summary of the main concerns of the stakeholders formulated to date.

4 STAKEHOLDER ENGAGEMENT PLAN (SEP)

4.1 Objectives of the SEP

The main objective of the SEP of the Project to create awareness of the key deliverables of the project, keep stakeholders updated on key activities, and provide avenues for affected people to voice their concerns and grievances.

Key areas for consultation are as follows:

- The project's environmental and Social Commitment Plan (ESCP) will be shared to highlight Government's project commitments and disclosed prior to Project appraisal.
- The project's Stakeholder Engagement Plan (SEP), Environmental and Social Management Framework (ESMF) – with the annexes on the Labor Management Procedures (LMP) - must be consulted with the stakeholders and disclosed prior to appraisal.
- The Indigenous Peoples Plan (IPP)
- During the project life cycle, annual meetings will be conducted to update and consult stakeholders on project activities;
- The participation of stakeholders in the development, implementation and monitoring of the project activities, including the following the specific objectives in the next sub-section.

Periodic Consultation. During project implementation, project management will conduct consultations with stakeholders particularly the principal beneficiaries and other project-affected persons in the community. In addition, consultations will be held with other stakeholders, such as government partners and CSOs. During these consultations, the progress of the project implementation will be presented to key partners, the press (as needed) and interested CSOs at the provinces.

4.1.1 Specific objectives

The SEP will include the engagement of stakeholders in the following project activities:

Component 1: Identifying OOSC and at-risk elementary age children

- Support community mapping to Identify OOSC and at-risk elementary school children and develop a drop-out prediction model
- Develop mitigation measures addressing school absenteeism, drop outs and increasing school participation and quality performance of learners.
- Establish and / or strengthen the data management of pilot schools and communities to track children's participation, completion and performance
- Establish platform(s) for regular dialogue among education stakeholders to address emerging challenges in school performance and project implementation

Component 2: Implementing School drop-out Mitigation Measure

- Develop community needs – driven mitigation measures addressing low school participation and performance;
- Provide capacity support needed to develop socio-economic mitigation measures in pilot communities
- Gather feedback and support for community livelihood and food enhancement program

Component 3; Project Management and Administration, monitoring and evaluation and knowledge dissemination

- Establish appropriate monitoring systems/ community monitoring arrangements (including for community livelihood and food enhancement program)
- To capture project progress and performance for learning and refining of implementation arrangements
- Ensure adherence to set CBCS and WB Policies and Guidelines
- Provide WB with quarterly monitoring reports; semi-annual reports, Annual Financial Report and End of Project Reports
- Develop Knowledge Products and Communication Plan for sharing to partners in communities, with government and with the principals

4.2 Proposed strategy for information disclosure

The disclosure of information will allow stakeholders to know the benefits, risks and impacts of the Project. Among them, all the ESF instruments of the Project will be disclosed for consultation. It should be noted that special attention will be paid to informing the most disadvantaged or vulnerable groups identified (including IP/ICCs, disadvantaged Maranao communities and communities from MILF camps). The topics of interest or concern identified will be communicated according to the group to which it corresponds and according to the stages of the Project, for this, there will be a Communications Plan, which will contain specific messages. These topics will be updated periodically according to the information needs that are evident in the stakeholders.

Principles and methods for engagement. This SEP is based on the following principles:

- The culture, fundamental human rights, values and traditions of stakeholders are respected in accordance with established legal precedent and accepted practice in the Philippines;
- Stakeholders are treated with sensitivity and respect in terms of their issues, views and suggestions;
- Interaction with stakeholders is meaningful, culturally appropriate (including language, as needed), and is timely, transparent and responsive;
- Vulnerable groups are included in the engagement to assess differential needs and perceptions of stakeholder groups (i.e. men, women, youth);
- Data from stakeholder engagement is incorporated into assessments of site-specific environmental and social management and mitigation plans as needed;
- Access to information and disclosure will be ensured to ensure stakeholders are informed about the Project, its potential benefits, impacts and risks, project affected persons' (PAPs) entitlements, grievance mechanism (GM) channels; and Informed consultation without coercion to ensure that communities and households have the power of choice to participate, or not, in the Project.

For the dissemination of the information, various strategies will be used in each of the stages of the Project; these strategies will be accessible, culturally appropriate and inclusive. A suite of communication methods will be used to promote easy, transparent, direct, open and interactive communication with all stakeholders, and to elicit feedback in the project preparation and implementation phases. Public disclosure will be done through any of the following means:

- Newspapers, posters, radio, television or other visual displays (e.g. community centers)
- Brochures, leaflets, nontechnical summary documents and reports;
- Office correspondence, meetings;
- Website (CBCS website, social media (Facebook, Instagram and Twitter Account))

Stakeholder engagement will be done through any of the following means:

- Regular meetings with relevant government agencies at central, regional and provincial/municipal levels;
- Stakeholder workshops at national, regional, provincial levels;
- Community meetings;
- Public meetings; and
- Use of support organizations when needed (e.g. to reach out and assist vulnerable communities/ households)

Public information materials to enable wider access to project information as well as progress will be developed. This includes the types and forms of information dissemination, as well as timing which will be determined during project implementation based on assessments of communities' access to such information and barriers. Stakeholders' communication and consultation preferences, particularly those of target communities will also be carefully assessed to promote greater participation and social inclusion.

After the public consultation events and thematic workshops are held, meeting minutes will be signed where the topics discussed and the participants present will be recorded. The minutes of the meetings can be found in ANNEX 5 - PROJECT COMMUNICATIONS PLAN

I. Template for communications plan, in the event the project considers generating a plan at a later stage **COVER**

- [Institutional logo]
- [Indicate name of document: "Communications Plan"]
- [Indicate project name]
- [Indicate name of the office / institution that prepared the Communications Plan]
- [insert city]
- [insert date]

II. PRESENTATION

Within the framework of [insert name of the Project], [insert name of the Office that prepared the Communications Plan] has the task of [indicate the function of the office], for which reason it has prepared the Project Communications Plan. In order for this Plan to ensure the dissemination of timely, transparent and effective information among the different stakeholders in the various stages of the Project.

III. OBJECTIVES

General objective: [Indicate general objective. For example: "Promote close and permanent communication with stakeholders in order to generate harmony, mutual respect and involvement throughout the Project implementation process"] and effectively with the different stakeholders at different stages of the project.

Specific objectives:

- [Indicate specific objectives. For example: "Disseminate accessible, relevant and timely information to the vulnerable groups identified in the Project"]
- [Indicate other specific objectives].

IV. TARGET AUDIENCES

Identify and characterize the groups toward which the Communications Plan will be directed.

V. ACTION PLAN

The action plan involves the construction of actions and messages for each of the identified groups. It is important to note that this Communications Plan will be adapted to the progress of the Project and to what we collect during the field work of the [indicate area in charge].

The actions designed for each group of affected parties are presented below:

Reference content

ACTIONS FOR THE PARTIES CONCERNED
[Indicate affected part. For example: "Residents of the properties located in the area of direct influence of the Project (Owners, tenants, or possessors)"]
Objectives <ul style="list-style-type: none"> – [Indicate the objectives with this group. For example: "Create a favorable environment for conducting the census of affected homes in order to have the active participation of owners and / or families"] – [Indicate the objectives with this group]
Main concerns <ol style="list-style-type: none"> 1. [List the main concerns of this group. For example: "Total loss of the property and with it the loss of family ties and increased costs in the standard of living"] 2. [List main concerns].
Answers to your main concerns <ol style="list-style-type: none"> 1. [Indicate frequently asked questions of this group. For example: "How many homes will be directly impacted by the Project"] [Indicate answer. For example: "There are 16 properties that will be affected by the Project, which are located in the first blocks of E. Rodriguez Avenue, Quezon City. The team of social and property specialists has designed a Compensation and Involuntary Resettlement Plan-CIRP for the Project. "] 2. [Indicate frequently asked questions of this group] [Insert answer]
Communications actions

<ul style="list-style-type: none"> - Information to be disclosed - [Indicate information to be disclosed specifically for this group. For example: "Compensation Plan and Involuntary Resettlement-CIRP"] - [Indicate information to be disclosed specifically for this group] - [Indicate specific communication actions for this group]
<p>Probable dates</p> <ul style="list-style-type: none"> - The probable dates for the socialization of the information are: - [Insert date]
<p>Contact details</p> <ul style="list-style-type: none"> - [Indicate name of the area responsible for addressing this issue] - [Indicate the position of the person responsible for addressing this issue] - [Indicate telephone number] (insert toll-free numbers, if any) - [Indicate place (s) of attention] - [Indicate hours of operation] - [Indicate contact e-mail] - [Indicate Web page where you can find information on the subject]

VI. COMMUNICATIONS MATERIALS DEVELOPED

[Place the materials that you will use for the disclosure of the information. For example: "Informational leaflets about the Project"]

Insert images of the communications materials developed

VII. FREQUENTLY ASKED QUESTIONS (FAQs) AND ANSWERS ABOUT THE PROJECT

- [Indicate topic. For example: "About the execution of the Project"]
 - [Indicate the frequently identified question. For example: "How long will the project last?"]
 - [Indicate answer. For example: "It is projected that the Project will last 18 months, which is equivalent to a year and a half"]
 - [Indicate the source of information. For example: "Information obtained from the final technical file of the Project"]
- [Indicate topic]
 - [Indicate the frequently identified question]
 - [Insert answer]

FORMAT FOR FREQUENTLY ASKED QUESTIONS (FAQ)

Item	Issue	Query	Answer	Source of information
1				
2				

Item	Issue	Query	Answer	Source of information
3				
4				
5				

VIII. REPORT ON THE ACTIVITIES CARRIED OUT

- [Indicate the content of the report. For example: "The report will contain a photographic panel of the activities carried out and meeting minutes signed by the participants"]
- [Indicate report delivery date. For example: "The report will be delivered monthly"]
- [indicate area responsible for preparing the report]
- [Indicate the area responsible for receiving and verifying the implementation of the Communications Plan activities]

ANNEX 6 of this document.

The topics of interest and the proposed method for the dissemination of information and consultation in the different stages of the Project are shown below:

Table 4.1 Strategies for dissemination of information and consultation during project preparation and implementation

Project Activity	Target stakeholders	Purpose	Proposed Method of dissemination/consultation (venue)	Frequency/Planned time period
Project Preparation				
Project Awareness	Communities; Parents/caregivers; at risk/drop out youths	To inform community members of the project's objectives and requirements, including their entitlements	Community consultation	Once per community/ June 2022

Project Activity	Target stakeholders	Purpose	Proposed Method of dissemination/consultation (venue)	Frequency/Planned time period
Project Awareness	School staff MBHTE DG and as selected by the Minister; at Division level –and School level – as specified by the Division personnel	Orient school staff on the project activities, the training and their envisioned roles	Consultation meeting Project Briefs / Leaflets	Quarterly Basis
Preparation of agreed engagement protocols with ICCs/IPs in areas with ICCs/IPs	MIPA IP Communities and their leaders IPOs/ CSOs working with IPs	To establish protocols of engagement with ICCs/IPs To fulfill the consultation requirements of ESS5 and ESS 10 as regards meaningful consultations with ICCs/IPs, update them on the PMNP progress, resolve issues and concerns	Through MIPA, conduct a series of consultations with ICCs/IPs to ascertain their position Periodic update and consultations with ICCs/IPs on the SEP	Quarterly
Project implementation				
Community Mapping (including interviews, language mapping and Social and Behavior Change Communication (SBCC) approach)	Communities (including IPs; Maranao/ disadvantaged communities; MILF camps); Parents/caregivers; at risk/drop out youths	Community consultation, ground validation of at-risk students identified	Community consultations	Monthly until community mapping is complete
Development of community-based mitigation measures	Communities (including IPs; MILF camps); Parents/caregivers; at risk/drop out youths; related NGOs/CBOs; traditional authorities/ religious leaders	To formulate targeted mitigation measures for the affected localities based on the mapping and community characteristics/ profile	Community consultations; focused group discussions	Monthly
Implementation of community-based mitigation measures	(Same as above)	To fulfill the consultation requirements of the SEP, to promote community ownership; update on the progress of the	Community consultations	Monthly

Project Activity	Target stakeholders	Purpose	Proposed Method of dissemination/consultation (venue)	Frequency/Planned time period
		implementation stage; and to resolve issues and concerns; improve implementation		
Implementation of community livelihood and food enhancement program	School staff/ School Governance council; Service providers; students/parents/ PTA; SGCs; community members involved in community livelihood and food enhancement program; WFP	To gather feedback for better and service delivery and more sustainable community livelihood and food enhancement program	Consultation meetings	Quarterly
Implementation updates	LGUs; MBHTE staff at Regional/ Provincial level; School staff	Update on progress, resolve pending issues	Virtual coordination meetings	Semi-annually from June 2022 to project closure
Project/ community monitoring	Communities (including IPs; MILF camps); Parents/caregivers; at risk/drop out youths; related NGOs/CBOs; traditional authorities/ religious leaders; School staff	To gather feedback, issues/concerns on project activities for accountability and to improve implementation	Community Consultations;	At least once a year
Raising of grievances	All stakeholders	To raise grievances and resolve issues and concerns	Hotline; Email; Walk in; Feedback Boxes at schools	Throughout project implementation

After the public consultation events and thematic workshops are held, meeting minutes will be signed where the topics discussed and the participants present will be recorded. The minutes of the meetings can be found in ANNEX 5 - PROJECT COMMUNICATIONS PLAN

IX. Template for communications plan, in the event the project considers generating a plan at a later stage **COVER**

- [Institutional logo]
- [Indicate name of document: "Communications Plan"]

- [Indicate project name]
- [Indicate name of the office / institution that prepared the Communications Plan]
- [insert city]
- [insert date]

X. PRESENTATION

Within the framework of [insert name of the Project], [insert name of the Office that prepared the Communications Plan] has the task of [indicate the function of the office], for which reason it has prepared the Project Communications Plan. In order for this Plan to ensure the dissemination of timely, transparent and effective information among the different stakeholders in the various stages of the Project.

XI. OBJECTIVES

General objective: [Indicate general objective. For example: "Promote close and permanent communication with stakeholders in order to generate harmony, mutual respect and involvement throughout the Project implementation process"] and effectively with the different stakeholders at different stages of the project.

Specific objectives:

- [Indicate specific objectives. For example: "Disseminate accessible, relevant and timely information to the vulnerable groups identified in the Project"]
- [Indicate other specific objectives].

XII. TARGET AUDIENCES

Identify and characterize the groups toward which the Communications Plan will be directed.

XIII. ACTION PLAN

The action plan involves the construction of actions and messages for each of the identified groups. It is important to note that this Communications Plan will be adapted to the progress of the Project and to what we collect during the field work of the [indicate area in charge].

The actions designed for each group of affected parties are presented below:

Reference content

ACTIONS FOR THE PARTIES CONCERNED
[Indicate affected part. For example: "Residents of the properties located in the area of direct influence of the Project (Owners, tenants, or possessors)"]
Objectives
<ul style="list-style-type: none"> - [Indicate the objectives with this group. For example: "Create a favorable environment for conducting the census of affected homes in order to have the active participation of owners and / or families"]

<ul style="list-style-type: none"> - [Indicate the objectives with this group]
<p>Main concerns</p> <ul style="list-style-type: none"> 3. [List the main concerns of this group. For example: "Total loss of the property and with it the loss of family ties and increased costs in the standard of living"] 4. [List main concerns].
<p>Answers to your main concerns</p> <ul style="list-style-type: none"> 3. [Indicate frequently asked questions of this group. For example: "How many homes will be directly impacted by the Project"] [Indicate answer. For example: "There are 16 properties that will be affected by the Project, which are located in the first blocks of E. Rodriguez Avenue, Quezon City. The team of social and property specialists has designed a Compensation and Involuntary Resettlement Plan-CIRP for the Project. "] 4. [Indicate frequently asked questions of this group] [Insert answer]
<p>Communications actions</p> <ul style="list-style-type: none"> - Information to be disclosed - [Indicate information to be disclosed specifically for this group. For example: "Compensation Plan and Involuntary Resettlement-CIRP"] - [Indicate information to be disclosed specifically for this group] - [Indicate specific communication actions for this group]
<p>Probable dates</p> <ul style="list-style-type: none"> - The probable dates for the socialization of the information are: - [Insert date]
<p>Contact details</p> <ul style="list-style-type: none"> - [Indicate name of the area responsible for addressing this issue] - [Indicate the position of the person responsible for addressing this issue] - [Indicate telephone number] (insert toll-free numbers, if any) - [Indicate place (s) of attention] - [Indicate hours of operation] - [Indicate contact e-mail] - [Indicate Web page where you can find information on the subject]

XIV. COMMUNICATIONS MATERIALS DEVELOPED

[Place the materials that you will use for the disclosure of the information. For example: "Informational leaflets about the Project"]

Insert images of the communications materials developed

XV. FREQUENTLY ASKED QUESTIONS (FAQs) AND ANSWERS ABOUT THE PROJECT

- [Indicate topic. For example: "About the execution of the Project"]
 - [Indicate the frequently identified question. For example: "How long will the project last?"]
 - [Indicate answer. For example: "It is projected that the Project will last 18 months, which is equivalent to a year and a half"]

- [Indicate the source of information. For example: "Information obtained from the final technical file of the Project"]
- [Indicate topic]
 - [Indicate the frequently identified question]
 - [Insert answer]

FORMAT FOR FREQUENTLY ASKED QUESTIONS (FAQ)

Item	Issue	Query	Answer	Source of information
1				
2				
3				
4				
5				

XVI. REPORT ON THE ACTIVITIES CARRIED OUT

- [Indicate the content of the report. For example: "The report will contain a photographic panel of the activities carried out and meeting minutes signed by the participants"]
- [Indicate report delivery date. For example: "The report will be delivered monthly"]
- [indicate area responsible for preparing the report]
- [Indicate the area responsible for receiving and verifying the implementation of the Communications Plan activities]

ANNEX 6 of this document.

4.3 Proposed strategy to incorporate the opinion of vulnerable groups

CBCS will promote inclusive and culturally appropriate participation of all parties concerned. It will pay special attention to disadvantaged communities (e.g. IP or Maranao communities, those in MILF camps) as well as the most disadvantaged or vulnerable individuals or groups within

communities. The opinion of these groups will be incorporated through different participation mechanisms that will be carried out in each stage of the Project.

The mechanisms proposed to incorporate the opinion of vulnerable groups are:

- Identify the vulnerable groups and meeting them quarterly to receive their input and suggestions to fill the gaps if any.
- Create a platform to have regular and easily accessible communications via WhatsApp or messenger with the group leaders and follow up on their concerns.

To facilitate the participation of these groups, the events and the project team will arrange community consultations at accessible places (e.g. close to transportation facilities). The PMU will be supported by Community Development Facilitators who will work closely with community leaders to identify and reach out to key vulnerable households in the community (e.g. where caregivers/ children have disabilities, such as visual impairment or mobility constraints). Upon request and as needed, personalized house visits will be made at a time that suits the vulnerable individual. The information about the Project will be shared in the native language or dialect being used or understandable to the groups identified.

4.4 Proposed strategy to incorporate the views of Indigenous Peoples

Outreach and consultation activities will be carried out respecting the linguistic diversity of the identified IPs and in a culturally appropriate and inclusive manner, considering gender equity and intergenerationally.

In addition to the above, for the meaningful consultation process with indigenous peoples,

- Involve representative organizations and bodies of indigenous peoples and, where appropriate, other members of the community;
- Provide indigenous peoples with sufficient time for decision-making processes;
- Allow indigenous peoples to have an effective participation in the design of project activities or mitigation measures that could affect them positively or negatively.

CBCS will promote local support by establishing and maintaining an ongoing relationship based on meaningful consultation with the indigenous peoples who are affected by the Project during all its stages. Coordination and facilitation of the MIPA, indigenous people's organizations (IPO) or NGOs that support them, may be necessary in the furtherance of engaging with IPs. The manner of consultations and/or conduct of activities in IPs/ ICCs shall be in adherence to Indigenous Knowledge Systems and Processes.

Participation and engagement of IP communities and families will include:

- 1) consultation workshops with IPs (and their leaders) to discuss aspects of the project that could affect community practices. These workshops will be carried out in the mother tongue; in addition, the information provided and the consultations made will be recorded.
- 2) engagements will be coordinated with the tribal leaders, LGU IP mandatory representatives, and when feasible, NGOs/IPOs acceptable to the IP community;
- 3) whenever possible, to involve CBCS or school staff belonging to the same IP community in consulting and implementing project activities in the IP communities;

- 4) consultation on the implementation guidelines so that activities (e.g. community livelihood and food enhancement program , drop out mitigation measures) can be tweaked accordingly, e.g. menu for hot meals of students in areas with IP groups will consider enhanced traditional meals and ingredients;
- 5) activities which are contrary to cultural practices will not be forced upon them as form of respect for their culture; and
- 6) social behavior change communication activities on health and nutrition will observe small focus group discussions for message delivery and consider forms of communication available such as storytelling as alternative to written materials; and translation of communication.

4.5 Analysis of comments

The Stakeholder Engagement process will be carried out throughout the project cycle, which will allow the collection of comments, opinions, and grievances on the topics of interest related to the Project.

CBCS will undertake to document all SEP activities through meeting minutes, photographs and recordings (including of attendance) etc. CBCS will keep a detailed record of the disclosure process and will prepare reports on the results of the activities carried out. Likewise, the queries made by the stakeholders will be compiled (verbally and in writing) and examined. In this way, there will be a complete record of the topics of interest or concern of the stakeholders.

Based on this information, a summary of the actions taken to address the main concerns of the stakeholders will be prepared and the results obtained will be communicated through the consultation meetings/ stakeholder workshops.

IP CONSULTATION MEETING

MEETING MINUTES			
Name of the Project Executing Unit:	CONSORTIUM OF BANGSAMORO CIVIL SOCIETY		
Project's name:	NO BANGSAMORO CHILD LEFT BEHIND IN THE BARMM		
Meeting place:	CBCS OFFICE, COTABATO CITY		
Date of subscription of the meeting minutes:	AUGUST 8, 2022	Hour	2:00 – 3:00 pm
MEETING AGENDA			
1. Project Orientation (Identification of possible risk and project benefits)			

AGREEMENTS

The initial consultation with one (1) IP group in Maguindanao was done to sought information on what may be the potential risk and advantage that may greatly affect the lives of the IPs. The talk was a short orientation of what the project is all about and its activities.

- The Dulangan-Manobo Tribal Leader emphasized to conduct a consultation with the MLGU, BLGU, Tribal Leaders, Community and School about the project to have a clearer understanding on what the project is all about.
- Upon conducting a Consultation, there should be a Free Prior Inform Consent (FPIC) as stated in the Bangsamoro Organic Law (BOL) to avoid any potential risk that may arise.
- Without conducting an FPIC, misinformation from any one in the group might cause chaos and misunderstanding in the long run.
- MIPA as the duty-bearer of the Indigenous People should also be present in the consultation
- IPs are the least served group but with this project they will feel that they were not left behind.
- Always include the Indigenous Person Mandatory Representative (IPMR) when doing courtesy calls in the LGU.
- Hopeful that the project can sustain its program even after three (3) years.

The meeting identified a proposed sitewide IP Consultation that may aid the IPP. The identified IP groups from the 27 selected schools where the presence of IPs are there will be invited to attend the said consultation. The proposed date is August 30-31, 2022. Venue will be determined and disseminate to the participants. The proposed program will be a 2-day live-in consultation.

REPRESENTATIVE'S DATA

Executing unit: CBCS		Stakeholders: Dulangan-Manobo Tribal Leader	
Name	Marivic Calubia	Name	Dencio Kadingilan
Position	Program Officer	Position	Tribal Leader
Signature		Signature	

The consultation was attended by the following:

#	Name	Organization
1	Marivic Calubia	CBCS
2	Dencio Kadingilan	Tribal Leader (Manobo-Dulangan)

MIPA CONSULTATION

MEETING MINUTES	
Name of the Project Executing Unit:	CONSORTIUM OF BANGSAMORO CIVIL SOCETY
Project's name:	NO BANGSAMORO CHILD LEFT BEHIND IN THE BARMM
Meeting place:	MIPA OFFICE, COTABATO CITY

Date of subscription of the meeting minutes:	AUGUST 24, 2022	Hour	10:00 – 12:00 nn
MEETING AGENDA			
1. Conduct of Free, Prior and Informed Consent			
2. Project Orientation			
3. Discuss the upcoming IP Stakeholders' Consultation			
AGREEMENTS			
<ul style="list-style-type: none"> - The IP Ministry appreciated CBCS in conducting the Free, Prior and Informed Consent (FPIC) about the Project. - Project orientation was done to give a background of what the project is all about. - The upcoming IP Stakeholders' Consultation on August 30-31, 2022 was shared to the Ministry for further recommendation about the activity schedule and invitees. - The activity venue identified is at St. Joseph Retreat House, Tamontaka, D.O.S., Maguindanao. - The meeting identified a proposed sitewide IP Consultation that may aid the IPP. The identified IP groups from the 27 selected schools where the presence of IPs are there will be invited to attend the said consultation. 			
REPRESENTATIVE'S DATA			
Executing unit: CBCS		Stakeholders: MIPA	
Name	Marivic Calubia	Name	Jocelyn Palao
Position	Program Officer	Position	MIPA Staff
Signature		Signature	

#	Name	Organization
1	Marivic Calubia	CBCS
2	Jeya Murugan	CBCS
3	MP Melanio Ulama	MIPA Minister
4	Elsie Ulama	MBHTE Consultant
5	Jocelyn Palao	MIPA Staff
6	Arlene Catuyan	CBCS

IP STAKEHOLDERS' CONSULTATION

DAY 1 (AUGUST 30, 2022)

I. PRELIMINARIES

The activity was opened with a tribal ritual led by an IP representative followed by prayer, singing of national anthem and BARMH hymn. The program started at 1:30PM. Lead facilitator

was Ms. Julie Esmael who facilitated the introduction of participants as well as the sharing of expectations. Both of which are presented here as Annexes.

II. MESSAGES

Mr. Guiamel M. Alim, CBCS Chairperson, said that BARMM has 70% functional literacy rate compared to the National which is 90%, with non-Moro IPs being the most disadvantaged in terms of numbers, and therefore, remain in the periphery of development. Aside from education, most IPs do not have access to other basic services such as health, and livelihood and they struggle with their ancestral domain claim. Many IP communities live and study in places far from the assistance of the Government and Agencies. CBCS has consistently prioritized the inclusion of IP communities in its programs and activities and this project No BM Child Left Behind in the BARMM targets 23 schools with IP learners, hence this consultation. We are honored to be working with the MIPA led by Minister Melanio Ulama, who he knew from way back. He said that CBCS and MIPA will be signing a comprehensive memorandum of understanding to cover CBCS' continuing commitment to engage with IP communities. This is also to uphold IPs rights which are provided specifically under the Bangsamoro Organic Law, and implemented by the BARMM Government. It is important to continuously seek dialogue and consultations with you, like this one for this project so that you are not just part of the implementation, but also in the planning process, but also in the monitoring and evaluation. This Consultation is just the beginning, so he said.

MIPA-Minister MP Melanio U. Ulama narrated the history and struggles of tri-people from armed struggle to political struggle and democratic struggle. He also explained the Bangsamoro struggle and pride. He shared his experiences of supporting the IP community while in different offices. Here he said, the MIPA under the BARMM Government expects the IPs to fight for their rights and that remember that their role as an IP is important.

Through Zoom Teleconference, Ms. Sachiko Kataoka, World Bank Team Leader, informed the participants The World Bank has partnered with CBCS and MBHTE for this project. She was very grateful for the presence of the MIPA Minister Hon. Melanio Ulama and the participation of IP tribal leaders.

III. Project Overview

Ms. Marivic Calubia, CBCS Project Officer, presented the rationale, objectives, plans, and components of the Project. She emphasized the necessity of IP participation throughout the project cycle, and for the project implementers to ensure that interventions will promote IP rights and respect cultural identity, customary laws, tribal governance and traditions. Twenty three out of the selected 100 pilot schools have enrolled IP learners. The final number of enrolled IP students relative to the overall enrolled students per school will be informed by MBHTE's EBEIS for SY 2022 – 2023. Although CBCS was engaged in setting the criteria for the school selection, the MBHTE Division Heads, as well as the Regional MBHTE Office, through a consultative process, were the ones who came up with the list of pilot schools for this project.

Ms. Judith Caubalejo, IPED Director of MBHTE BARMM said that the Bangsamoro Education Code sustained the implementation of the National IP Education Program in the BARMM by creating the Bureau of IP Education. The BIPed can formulate and recommend policies relative to the improvement of IP education implementation in the BARMM. The BEC provides sustaining the IPED, which was firstly implemented by the ARMM Government. The Basic Education Code mandates the BIPED to undertake IP participatory consultations in the implementation and monitoring of activities in these 23 schools. As an encouragement, she shared her personal story and motivated the participants to access opportunities like joining in school-based contests.

IV. Open Forum

iv.i. Criteria and Selection of schools.

“If one of the criteria is a school in a GIDA area, 2 schools in Wao may have failed in this category, as barangay Eastern (Western Wao Pilot ES) as well as the Pagalongan Community Central Elementary School. Perhaps it is better to consider other schools within Wao with more number of children who have dropped out of school / or children at risk of dropping out of school. (participant from Wao)

A. Another criteria that was also considered by the MBHTE Divisions in their selection is accessibility (as opposed to GIDA), so that it will be easier for visits and monitoring. (Ms. Marivic Calubia)

Re – Which Tambak is chosen for this project? (Upper or Lower) - Referring to the selection of Ranao Midafa Elementary School in DBS, Maguidanao 2. A. The school is located in Upper Tambak, DBS.

Re - recommendation to include other schools, also in GIDA areas, with IP learners.

A. Perhaps WB can consider expansion to other areas, depending on the performance of this pilot project. (Ms. Marivic Calubia)

Re - Consider other schools for inclusion or/replacement of schools that are not GIDA areas. (a) Situvisan Elementary School in Abdullah Sangki, as almost 100% of its enrolled students are IP students.

a. “MBHTE provided the list of selected schools, so it is not easy to change the selected sites, as this went through a consultative process with the Divisions.” Mr. Alim added, “however you can suggest interventions that we can collaboratively do in the selected schools that can address your concerns, and additionally, give us the list of schools whom you think needs project support, and we can think of ways of how this will be presented.”

Re – hard to access schools. Another suggested area is sitio Gununey, Barangay Paca of DOS. There, children walk 5-6 hours and sometimes up to 7 hours before they can reach their Elementary School. When they reach the school, children are already tired and sleepy.” Teachers spend so much time and effort in going to their assigned schools. “The usual practice is that, teachers have limited time with their students. During Mondays – it is travel time to their school. Tuesday is part time rest and then they report to school – either from Tuesday to Friday or just spend teaching on Wednesday and Thursdays. Friday is travel back to their home. There is limited time for students to learn contributing to low performance of learners. Students also are not encouraged to go to school because, aside from difficult roads, physical distance to schools, teachers are almost not there.

A participant also joined in that she is assigned in the most faraway places in Upi. Ms. Emelie started as a volunteer teacher for 5 years before she became a regular teacher. As a volunteer, she was assigned in far flung barangays and it was a great struggle and sacrifice to go to school on a daily basis. “When conditions allow, we were able to ride a horse. Although it was a great struggle and sacrifice, we did not give up. We did our best to help our fellow Teduray in mountain schools. We want to become a model for IPs in attaining education. “

iv. ii. Further to the implementation of DepEd’s IP Education in the BARMM.

“We should motivate IP teachers to serve back for the IP communities. We have almost 400 to 500 learners including those in AKAP Learning Centers and there are only 3 teachers left and other teachers are transferred. This is the main reason why students are dropping out. The parents and students are always asking for regular teachers. It is better to have IP teachers who teaches IP students. “ (Ms Judith)

“I suggest not to leave the IP communities if you work there. Let us give our hearts and give love within 3 years for this project because the IP leaders and every one of us should achieve this. It is rare to have a sponsored project reaching our areas – to benefit us Ips. are part of it. Ms. Judith is now positioned as our Director and she has a golden heart as a person and we are very grateful to have her with us. I will fully support this project because in this opportunity I can help the IPs.” (Sir Jam)

Synthesis for Day 1. Some key points summarized during the afternoon sharing and discussion were:

- ❑ The No BM Child Left Behind in the BARMM is an MBHTE project that is supported by the WB-JSDF project. As a CSO partner, CBCS will be guided by the Bank’s policies and procedures, and internally, by CBCS’ own mandate, the Do No Harm Framework, its own Code of Ethics, Policies and Procedures
- ❑ The 2 Major Project Components will ensure that children who have dropped out of school and those who are at risk of dropping out, are tracked / mapped and are provided with the enabling support interventions through collaborative efforts by their schools, families, communities and other education stakeholders so they will be encouraged to stay and participate in school, or return back to school.

The third component will ensure a smooth program delivery for inclusive participation, equal access of target communities to package of support so that the project will attain its objective of “No BM child left behind in the BARMM”.

- ❑ The IP participation in the whole process is crucial, hence this consultation.

Before the participants were dismissed, Ms. Aquino of CBCS asked the participants to provide further information about their barangays and submit the filled matrix which will help the implementers learn more about the conditions of their barangays / schools. (Results are presented in the Annexes).

Day 1 ended at 5:30 pm.

DAY 2 (AUGUST 31, 2022)

The second day started with an opening du'a and an ice breaker from the Lead Facilitator.

The individual work assignments were collected followed by instructions for the small break out group sharing. The body was grouped by tribal group affiliations: T'duray; Dulangan-Manobo and Higaonon-Manobo

Questions:

- What is your tribe's view on education?
- What is your own way of "self-governance"
- What is your own way of delivering justice? (What is your justice system?)
For this project, do you think asserting your traditional "self-governance and justice systems" when there are conflicts arising from implementation is important?

Workshop Results

Stakeholder Engagement Plan -SEP

Tribal Affiliation	(1) Ano ang pananaw Ninyo sa edukasyon?		Governance System / Justice System	Suggested Grievance Mechanism for PI
	Before (noon)	Now (ngayon)		
Dulangan-Manobo	<ul style="list-style-type: none"> <input type="checkbox"/> hindi interesado sa edukasyon (people are not interested in education) <input type="checkbox"/> lack of information (there is lack of information about education) <input type="checkbox"/> less education (less people are educated) <input type="checkbox"/> IPs are discriminated against and many experienced “bullying” in school 	<ul style="list-style-type: none"> <input type="checkbox"/> Families now value education and help their children go to school as they are inspired by those who have “graduated from school” and they become “role models” in the communities 	<ul style="list-style-type: none"> <input type="checkbox"/> There is a Manubo Dulangan Tribal Justice and Governance <p>Traditional Justice System is called antang. This also settles cases involving members of the tribe. There is also ANTANG, the tribal Conflict Resolution System that settles rido due to land (when it could). The ANTANG gives the UKIT or set of penalties and sanctions for violating the rules / policies / laws of the KITAB (the self-governing body of the tribe).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> It is recommended that the KITAB is conferred to when setting up the Grievance Mechanism in the Project Site (school-based, but consultative to the KITAB of the barangay
T'duray		<p>Assimilated:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Education is important so children will not repeat the cycle of illiteracy and poverty <input type="checkbox"/> Education is a right to be enjoyed by every child <input type="checkbox"/> Integrate culture and tradition in the school curriculum 	<ul style="list-style-type: none"> <input type="checkbox"/> There is a traditional way of self-governance” for the tribal communities; and there is also the Timuay Justice System <input type="checkbox"/> Self-governance is called Tiyawan; the tribal laws is embodied in the Seenem Foror <input type="checkbox"/> The systems in recognized by NCIP through Certificate of 	<ul style="list-style-type: none"> <input type="checkbox"/> Project implementers to coordinate regularly with the Tribal Leaders / Tiyawan; and if possible, have a member seat in the Local Grievance mechanism – for consultations and preventive measures.

		<ul style="list-style-type: none"> <input type="checkbox"/> Education is important because the future of the child depends on this (education outcomes) <input type="checkbox"/> A child (a person) who knows how to read and write and with values – will not be easily exploited in his dealings with other people <input type="checkbox"/> Having an education provides one with job and / or livelihood opportunities 	<p>Confirmation C.O.R 12-2017; 12-19 and therefore, streamlined to Local Government</p> <ul style="list-style-type: none"> <input type="checkbox"/> There is also the TJG Book, which is a project to put in writing these laws of the Teduray and Lambangian (the FEGODON) so that customs and traditions will be disseminated, popularized so these are not be forgotten, especially by the younger generation, nor not known by those outside of the tribe. The prevalent practice now is that project interventions goes directly to the Barangay, so the traditional way of consultations with the Tribal Leaders is by passed. <input type="checkbox"/> Need to pursue the Tribal University (provided for by the BOL and BEC) which is to be constructed in Upi. 	
Higaonon tribe and other aggregates in the		Children can finish schooling (makatapos sap ag-aaral) so they can have decent and jobs that can boost their dignity; lessen the “illiterates” in the	Self-governance: There is the practice of getting consensus among tribal leaders is functional. People from different non-Moro tribes settle in Wao because at one point in their lives, they came as agricultural workers. At present, there is a mix of people who come from: Igorot and Ibaloi tribes of the Mountain Province; Talaandig; T’duray; Higaonon; Agusanon-Manobo;	

Municipality of Wao, LDS		communities and lessen the number of people who are poor	<p>Arumanen-Manobo of North Cotabato; Bukidnon-Manboo; Maman-wa (Agusan); Tagakaulo of Davao provinces.</p> <p>The non-Moro IPs in Wao have no ancestral domain claims; There is no distinct justice system that is strictly followed by the tribal group members.</p> <p>The mandated barangay justice system or the Lupong Tagapamayapa serve all –especially IPs and Christians.</p> <p>For further research: Information of the Higaonon Tribal Governance and Justice System including customary laws and practices</p>
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Reporting and Discussion

After the 3 tribal Groupings presented their workshop outputs, a lengthy discussion ensued which highlighted how IP communities viewed education before and now. In general, there was consensus that much has changed in their viewpoints with regards to education – because the tribes realize that in order for their communities to survive, they have to be “educated” or “get education” in schools offered by the government and private sector. With a high illiteracy rate, IPs are largely marginalized and exploited, especially when it comes to payment of their services, in selling their products and in knowing their rights.

There was a consensus that where before, tribal councils were consulted when it comes to new projects in their communities, now they are not really informed and engaged because those who bring “projects” now go directly to the barangay local government unit. Oftentimes, their tribal councils / leaders are by passed.

Their ancestral domain claims are contested in a diminishing IP land. In Wao, there is no distinct ancestral domain claim appealed to the NCIP. So what exists is, even if there is a consultative council – there is no land that the tribal people can lay claim to. Tribal people are often “tenants” and agricultural workers.

Recommendations

- ❑ Conduct community consultations with tribal leaders – or ensure that they participate during the barangay activities
- ❑ Involve MIPA at the regional, provincial and municipal level structures for this project
- ❑ Ensure that members of tribal councils (or justice systems) are engaged in the Grievance Mechanism when this is set up at the community / municipal level
- ❑ Further consultations with IP tribal / barangay leaders on this project

Closing Message: Mr. Guiamel Alim in his closing message, assured that this consultation is a step towards CBCS’ more engagement with the IP communities – not only with this project, but in other programs and services as well.

The activity ended at 12:15 pm with a closing prayer and a photo shoot.

Annex: Shared Expectations
Participants' responses to these 3 questions / concerns

Gain	Give	Groan
<ul style="list-style-type: none"> <input type="checkbox"/> To learn about the WB Project <input type="checkbox"/> Know what are the programs and projects for IPs in terms of education <input type="checkbox"/> To attain the general objective of the workshop <input type="checkbox"/> As an IP leader, this is a great benefit and an additional knowledge to be shared later to our communities <input type="checkbox"/> Understanding the problem why IP children were not able to pursue free education <input type="checkbox"/> BLP and A & E Programs for out-of-school youths <input type="checkbox"/> Knowledge on how and whom to access for help for IPs <input type="checkbox"/> More IPs who are enrolled (increase IP students); more educated IPs <input type="checkbox"/> Consultative / cooperative <input type="checkbox"/> Know more and understand the programs and rights of the IPa <input type="checkbox"/> Additional information for our child development in our community <input type="checkbox"/> Knowledge on the rights of IPs <input type="checkbox"/> IP children deserve community <input type="checkbox"/> Tribal ways of teaching 	<ul style="list-style-type: none"> <input type="checkbox"/> Support of the community leaders <input type="checkbox"/> To recognize basic needs of our children such as food, school supply, etc. <input type="checkbox"/> Attention <input type="checkbox"/> Hire professional IPs in the community <input type="checkbox"/> Strategies in coordinating with the elders in improving the learning of IP children <input type="checkbox"/> Good partnership / security <input type="checkbox"/> Land area for the implementation of the project <input type="checkbox"/> Time and local / raw materials <input type="checkbox"/> Personal and wholehearted support to the project <input type="checkbox"/> Close coordination (BLGU and Tribal Leaders) <input type="checkbox"/> Monitoring <input type="checkbox"/> Traditional Experts on customs and traditions <input type="checkbox"/> Collaborative efforts with the IPMR's. tribal leaders, teachers of community leaders 	<ul style="list-style-type: none"> <input type="checkbox"/> Financial assistance for the elementary and high school <input type="checkbox"/> Lack of regular teachers and materials in school <input type="checkbox"/> Few access to scholarship programs for tertiary level <input type="checkbox"/> Few IP teachers are / have regular items <input type="checkbox"/> Job opportunities for fresh IP graduates <input type="checkbox"/> Lack of IP teachers / IP professionals in IP communities <input type="checkbox"/> Inadequate school facilities <input type="checkbox"/> IP discrimination due to "no education and no access to scholarships or assistance <input type="checkbox"/> Crowded in one classroom because of overpopulation of learners and lack of teachers <input type="checkbox"/> IPs can access education in BARMM <input type="checkbox"/> Strategy <input type="checkbox"/> Lack of resources <input type="checkbox"/> No funding agency and no budget <input type="checkbox"/> Financial assistance for the learners <input type="checkbox"/> How can an IP student access financial assistance without having grade standard of an institution? <input type="checkbox"/> More opportunities for the IP volunteer teachers <input type="checkbox"/> Land conflict <input type="checkbox"/> Lack of interest (apathy) <input type="checkbox"/> More scholarship programs for IP <input type="checkbox"/> Projects that are direct to communities; FGD at community

Stakeholder Engagement Plan -SEP

Div	Mun	Brgy. / School	Distance of sch to Mun. Center	Describe the condition of your barangay in brief	Who are the education stakeholders in the community & why?	What could be the possible of this project to : Students Families Community (incl organizations in the area)	Recommended strategies for IP participation in this project in your community
Mag 1	Ampatuan	Tomicor / Tomicor ES Enrolled students: boys – 176 girls -165 Total= 341	8 kms.	8 kms. Away from mun. center – the brgy. With a population of 1160, IP household is 350; Has mixed population but 99% of population is IP. belonging to T'duray and Dulangan- Manobo; but most houses are made of light materials; there is prevailing poverty; people experience discrimination because of this;	Community, Support of BLGU Religious sector; Tribal leaders Committee on education	a) Increase num of enrolees / zero dropout b) Address food problem and families can having “savings” c) Secure peace and order in the community	Consultation in the community – to select the deserving school Consult the tribal leaders – who are the those in need of assistance in school Close coordination with LGU/ BLGU / tribal leaders / teachers / IP / Religious sector for the smooth implementation of the project

				school children need feeding program ;people are hardworking; people lack interest in education because of poverty			
GIDA area: within the influence of 10 th and 105 th BIAF Base Command				Risks: distance to schools, poverty; early marriage; financial and moral support of parents; bullying	Mitigation: Implement the ordinance against early marriage BLGU and community participation in activities BLGU Resolutions to address the concerns of communities (resol also from MGLU/PLGU/National Sustainable livelihood program MAFAR/MIFA on organic farming		Information from pax: Eleanor Binansil Mario Kadilngilan Bangoy Umal

Stakeholder Engagement Plan -SEP

Div	Mun	Brgy. / School	Distance of sch to Mun. Center	Describe the condition of your barangay in brief	Who are the education stakeholders in the community & why?	What could be the possible of this project to : Students Families Community (incl organizations in the area)	Recommended strategies for IP participation in this project in your community
Mag1	Datu Unsay	Maitumaig, Kyamko ES					

SCHOOL VISITS

MEETING MINUTES			
Name of the Project Executing Unit:	CONSORTIUM OF BANGSAMORO CIVIL SOCIETY		
Project's name:	NO BANGSAMORO CHILD LEFT BEHIND IN THE BARMM		
Meeting place:	LAHANGKEB ES AND TININDANAN ES, BRGY. REMPES, UPI, MAGUINDANAO AND BUADITAD PS, BRGY. POBLACION, BALINDONG, LANA DEL SUR		
Date of subscription of the meeting minutes:	SEPTEMBER 26-27, 2022	Hour	8:00 am – 6:00 pm
MEETING AGENDA			
<ul style="list-style-type: none"> - Solicit commitment from the Community Stakeholders and school in participating to the project. - Introduce the project and its components - Understand the risks, vulnerabilities and fragilities present in IP communities and schools 			
AGREEMENTS			
<ul style="list-style-type: none"> - Open a sub-account bank account from their MOOE Landbank account - CBCS to visit landbank and ask the possibility of the sub-account scheme - Schools and Community Stakeholders expressed enthusiasm to participate in the program and indicated their support to the World Bank and CBCS during the implementation. 			
REPRESENTATIVE'S DATA			
Executing unit: CBCS		Stakeholders who participated: School Heads, Teachers and Community Stakeholders (including IP leaders, MILF camp representatives, SGCs, PTAs, and students)	
Name	Marivic Calubia	Name	Emily Marcial, Alma Diestro & Sittienor Sarip
Position	Program Officer	Position	School Principal/School Head
Signature		Signature	

#	Name	Organization
1	Guiamel Alim	CBCS
2	Jeya Murugan	CBCS
3	Marivic Calubia	CBCS
4	Danilo Mocsin	CBCS
5	Wilhelmina Aquino	CBCS
6	Sachiko Kataoka	World Bank
7	Elaine Chee	World Bank
8	Agnes Balota	World Bank
9	Aisha de Guzman	World Bank
10	Hana Kamid	World bBank

ANNEX 7 - SURVEY FORMAT

(Insert the Survey Format)

Next, a referential survey format is presented.

The following survey aims to [indicate the objective. For example: “Identify if the mechanisms that are being used for the dissemination and consultation process of the Project are the most suitable. This information will allow short-term decisions to be made in order to improve communications channels and Stakeholder Engagement.”]

1. CHARACTERISTICS OF THE RESPONDENT				
Age			Sex	
District			Estate	
Disability	a) Yes	b) No	Type	
Current occupation				
2. ABOUT THE PROJECT				
2.1 Do you know what the Project [Insert name of the Project] consists of?			a) Yes	b) No
2.2 Means by which you learned about the Project				
1. Radio	2. Tv	3. Informative materials, i.e. brochures, etc.	4. Web Page	5. Other
2.2 Participation (mark)				
1.	Participated in a workshop or meeting		3.	Visited the Web Page, Facebook
2.	Received the visit of Project personnel		4.	Other
2.3 Do you know the mechanisms for filing grievances and complaints?			a) Yes	b) No
2.4 Have you ever filed a grievance about the Project?			a) Yes	b) No
2.5 Did you receive a reply to the grievance made?			a) Yes	b) No
2.6 Opinion on the current mechanism for handling complaints and claims				
2.7 Degree of satisfaction with the event in which you participated				
a) Very satisfied	b) Satisfied	c) Fairly Satisfied	Dissatisfied	e) Very Dissatisfied
3. PERCEPTIONS ON THE PROJECT				
4. OBSERVATIONS				
5. [ADD OTHER ASPECTS]				

ANNEX 8 - SOCIAL COMMITMENTS MONITORING MATRIX

(Put into place the Matrix that will be used to monitor the social and environmental commitments assumed by the Project Executing Unit)

Reference format

N°	COMMITMENTS DATA					FOLLOW.UP					COMMENTS
	Commitment assumed	Representative for the Commitment on Behalf of the Stakeholders	Supporting document	Date of signing	Term of the commitment	Commitment status			Budget		
						Monitoring date	Status	Deadline	Estimated cost	Executed cost	
1											
2											
3											
4											
5											
6											
7											
8											
9											

Source: [Indicate source]

ANNEX 9 - MONITORING REPORTS OF SEP ACTIVITIES

Insert the content of the reports to be delivered by the Executing Unit)

The minimum content that should be considered in the report is indicated below:

1. GENERAL INFORMATION
2. INTRODUCTION
3. KEY ISSUES AND MAIN CONCERNS
4. PARTICIPATING GROUPS
5. ACTIVITIES CARRIED OUT
6. IDENTIFICATION OF POSSIBLE RISKS
7. MANAGEMENT MEASURES
8. CONCLUSIONS
9. RECOMMENDATIONS
10. ANNEXES (Attach images and documents related to the activities indicated in the report)

ANNEX 10 - GRIEVANCE RECEIPT FORM

(Insert the Form for Receiving Complaints or Claims)

Reference format

RECEIPT FORM N° ___			
Indicate Name of the Executing Unit:			
Indicate Project Name:			
REGISTRATION OF THE GRIEVANCE			
Date and time received			
Place received			
Party receiving it	Name		
	Position		
Means of reception	a) Verbal		
	b) Telephone		
	c) Written	Letter (Registration N°. assigned)	
		E-mail:	
	d) Office providing Permanent Attention		
e) [Indicate other means]			
I. PERSONAL DATA			
Does the person want to identify itself? Otherwise		Yes	No
Name and surnames			
Address		District	
Téléphone		E-mail	
[Add other information]			
II. INFORMATION ABOUT THE CASE			
2.1 Type of case			
a. Grievance		c. Query	
b. Claim		d. Other	
2.2 Subject of the case	2.3 Details of the grievance		
a. [Indicate topic. For example: "Environmental aspects of the Project"]			
b. [Indicate topic]			
2.4. Request concerning the grievance (indicate)	<i>(indicate)</i>		
2.5 Documentation provided by the complainant (reports, photographs, among others) (indicate)	<i>(indicate)</i>		
III. ADDITIONAL REMARKS			
Name of the person responsible for case		Name of the party presenting grievance	
Position	Signature	Position	Signature
The information contained in this form has been provided voluntarily and authorized by the above signer. The institution guarantees the confidentiality of the information registered and its use for the corresponding purposes.			
Note: A copy of this form is given to the person who filed the complaint.			

ANNEX 11 - REPLY FORMAT TO THE COMPLAINT

(Insert the Reply Form to Grievances)

Reference format

REPLY FORM TO GRIEVANCE N° ____			
Indicate Name of the Executing Unit:			
Indicate Project Name:			
Date of Reply:			
I. PERSONAL DATA			
Name and surnames			
Address		District	
II. REPLY TO GRIEVANCE FILED			
<p><u><i>SITUATION 1 - ACCEPTED:</i></u> We inform you that your grievance has been ACCEPTED, considering that (explain the reasons for the answer).</p> <p>Therefore, in order to act on what was filed, [indicate name of the Executing Unit] will carry out the following actions (indicate the actions):</p> <p><u><i>SITUATION 2 - DECLINED:</i></u> We inform that, considering (explain the reasons / support for the answer), your claim has been DECLINED.</p>			
Name of the person responsible for case		Name of the complainant who filed the grievance	
Position		Position	
Signature		Signature	

ANNEX 12 - CASE CLOSURE FORM

(Insert the Case Closure Form)

Here is a reference format.

CASE CLOSURE FORM N° ____			
Indicate Name of the Executing Unit:			
Indicate Project Name:			
Delivery Date:			
I. PERSONAL DATA			
Name and surnames			
Address		District	
II. GENERAL DESCRIPTION OF THE CASE			
IV. SUMMARY OF MEASURES IMPLEMENTED			
1.			
2.			
3.			
4.			
5.			
Name of the person responsible for case		Name of the complainant who filed the grievance	
Position		Position	
Signature		Signature	



Name of Project

ANNEX 13 - CASE RECORD MATRIX: COMPLAINTS, CLAIMS AND QUERIES

(Insert the Matrix that will be used to record grievances, claims and queries, in order to guarantee their proper management)

Reference format

N° Case	Information on the Complainant						Information on the grievance		Forwarded			Case closure			
	Date registered	Name	Telephone	E-mail	Address	Anonymous	Issue	Request	Area forwarded to	Date of forwarding	Date of reply from the area	Issuance of reply to complainant	Closure date	Days for processing	Amount executed for processing the case
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

ANNEX 14 - COMPETENT INSTITUTIONS FOR RECEIVING GRIEVANCES ON GENDER VIOLENCE

(Place the Matrix that will be used to register the competent authorities and institutions to receive grievances about gender violence)

Reference format

N°	Institutions	Role	Address	Web Page	Contact Information			
					Name	Position	Telephone	E-mail
1	Committee on Decorum and Investigation (CODI) of Sexual Harassment Cases	It receives complaints of sexual harassment; investigates sexual harassment complaints in accordance with the prescribed procedure; submits a report of its findings with the corresponding recommendation to the disciplining authority for decision; leads in the conduct of discussions about sexual harassment within the office to increase understanding and prevent incident of sexual harassment.	Carumba Building Jupiter Street RH9, Cotabato City 9600	http://rsoarmm.psa.gov.ph/	AKAN G. TULA	Officer-in-Charge]	(064) 557-1541	psa.armm0912@gmail.com

N°	Institutions	Role	Address	Web Page	Contact Information			
					Name	Position	Telephone	E-mail
2	Family Courts	It has exclusive original jurisdiction to hear and decide cases of domestic violence against women. These are acts of gender-based violence that result in physical, sexual or psychological harm or suffering to women, and other forms of physical abuse such as battering or threats and coercion which violate a women's personhood, integrity and freedom of movement	3rd Flr. Sangguniang Panglungsod Bldg., Salipada Pendatum, Cotabato City, Maguindanao		TAY-JOVERO, CHRISTINA TAN HAW	PRESIDING JUDGE	[Enter the contact number or numbers]	[Indicate e-mail of contact and / or institution]
3	Barangay	It receives petition for the issuance of a Barangay Protection Order (BPO). A BPO refers to the protection order issued by a barangay ordering the perpetrator/respondent to desist from committing physical harm to the woman or her child or from threatening to cause the	Barangay where the victim- survivor/applicant is located or resides					

N°	Institutions	Role	Address	Web Page	Contact Information			
					Name	Position	Telephone	E-mail
		woman or her child physical harm						
4	Philippine National Police, particularly the PNP Women and Children's Desks for gender-based sexual harassment	<p>It enforces all laws and ordinances relative to the protection of lives and properties; investigates and prevent crimes, effect the arrest of criminal offenders, bring offenders to justice and assist in their prosecution; among others.</p> <p>The local units of the PNP for other provinces, and its Women and Children's Protection Desk (WCPD) is authorized to apprehend perpetrators and enforce the law on gender-based streets and public spaces sexual harassment. Their deputized enforcers or the Anti-Sexual Harassment Enforcers (ASHE) receive complaints on the street and immediately apprehend a</p>	[Local Police Station]					

N°	Institutions	Role	Address	Web Page	Contact Information			
					Name	Position	Telephone	E-mail
		perpetrator if caught in <i>flagrante delicto</i> .						



ANNEX 155 – CBCS DATA POLICY



Consortium of Bangsamoro Civil Society Inc (CBCS)

Data Privacy Policy

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- Determine your access rights

- Improve the user experience and provide you with content tailored to your needs and interests

- Monitor how the site is used in order that we can continually improve it.

- The information you provide may also help learning providers or practitioners and other learners interact with you on the site.

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We may also receive information about you from third parties – for example, where we use information from publicly available sources as discussed below.

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When you register with us, we may collect personal and employment information such as name, age (as a range), email address, country location, and the organisation you work for, and other similar information. We do not use cookies to collect this type of information.

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- the areas of the website you visit

- the amount of time you spend on the site

- whether you are new to the site, or have visited it before

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- the type of device and browser you use.

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We may disclose your personal information if we are requested or required to do so by a regulator or law enforcement or in order to enforce or apply our rights (including in relation to our website or other applicable terms and conditions) or to protect the CBCS , for example in cases of suspected fraud or defamation, or in order to comply with any other applicable legal obligation.

HOW LONG WILL WE HOLD YOUR PERSONAL INFORMATION?

We will hold your personal information on our systems for as long as is necessary for the relevant activity or as long as is set out in any relevant agreement you enter into with the CBCS (including, but not limited to, any Terms and Conditions of Use for a website).

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public awareness of our campaigns and how they can be supported. If you do not want cookies to be stored on your PC it is possible to disable this function, though this may limit your experience of using the site.

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If you believe that we hold inaccurate information about you, please let us know and we will correct or delete it. As well as informing us that you do not wish us to use your information for marketing purposes, you can also object to or seek to restrict other aspects of our processing of your information, and in some circumstances you may have a “data portability” right to require us to transfer your information to you or a new service provider.

We will supply, correct or delete any personal information about you held by the CBCS, upon request.

CHILDREN’S DATA

When you register with us, you are stating that you are over 18 years of age or are a minor acting with parental consent. You agree that any information you provide to us about yourself upon registration or at any time is true. See the Terms and Conditions of Use for more information.

CONFIDENTIALITY

We cannot be held responsible for the privacy of data collected by websites not owned or managed by the CBCS, including those linked through our website.

NOTIFICATION OF CHANGE OF PRIVACY POLICY

We reserve the right to amend this privacy statement. You are advised to visit this website section periodically in order to keep up to date with the changes in our privacy policy.

Last modified: 15 July 2022.

ANNEX 166 – CBCS GRIEVANCE PROCEDURES



Consortium of
Bangsamoro Civil Society

Reference Number: CBCS/Operations Manual/ GM/2022

Grievance Procedures- Policy and Procedure

Updated Version, 16 March 2022

Preface

The Grievance Procedures- Policy and Procedure is a new addition due to serious consultations at the management level and among staff. It aims to give a proper mechanism for the Consortium of Bangsamoro Civil Society's overall operations and includes in the CBCS's Manual of Operations and Procedures, which provides CBCS and its network members with a framework and guide when relating with communities, other stakeholders, and partners. Also, it reminds the staff to be analytical and sensitive to context, culture, traditions, faith beliefs, and gender considerations so that development interventions promote respect, social inclusion, social cohesion, and peacebuilding. The Grievance procedures also give proper guidance to the CBCS's partners, including Government entities, private firms, the stakeholders, and the communities who work under the partnership agreement effective from March 2022 as directed by the CBCS's Council of Leaders.

Also, this policy is a guide; it draws lessons from field context and praxis of staff and partners and, therefore, needs to be enriched every two years, coinciding with the review of the Organizational Strategic Development Direction. The organization will learn from best practices and what worked well in relating with partner organizations, government units, and line agencies, as well as other development stakeholders. Furthermore, this policy provides proper guidance in dealing with the grievance issues like the joint project implementation mechanisms like JSDF under the World Bank.

1. Definitions

1.1 The term "non-CBCS staff" (from now on referred to as project staff/employee) shall include all full-time non-CBCS personnel. Staff holding dual responsibilities, admin and program operations in nature, will follow the procedure all CBCS staffs and project staffs offer to take inclusive measures on the grievances. Grievances related to CBCS administrative/staff functions and project staff (partnership agreements) will be pursued by procedures listed in this document.

1.2 The term "grievance" shall include employment circumstances or conditions alleged to be grounds for a complaint. Excluded from the scope of this definition are (a) non-renewal of term contracts, (b) terminations, (c) matters involving salaries, (d) disciplinary matters, and (e) work assignments.

The term "days" shall be working days. Extensions of time frames may be granted in appropriate cases to the party showing good cause for such extension to the Chair of the CBCS.

1.3 Its Rules, the Board of Directors/ Council of Leaders mandates that all individuals, organizations, institutions, private firms, and volunteers under any projects should strictly follow the CBCS Grievance policy and sign a pledge form for their commitment to ensuring their follow-ups. Also, CBCS management will ensure proper coordination with the respective partners, government entities, and private firms to ensure the process transparency and accountability through consultations. Each institution shall develop and promulgate an internal grievance procedure for employees. The CBCS Management shall approve this procedure. An employee/ project partner must exhaust all administrative functions at the institutional level before an appeal can be made to the CBCS Management. In the interest of the individual staff member and the CBCS, problems, and concerns should be brought into the open and resolved. An effort will be made to process these concerns in a timely fashion, which is detailed in this document.

2. General Information

The steps described below are the levels through which CBCS staff and project staff may take their grievances. It is understood that a grievance may be resolved before the CBCS Grievance Mechanism.

Committee petitioning and that the other steps would be unnecessary. In the interest of the non-CBCS staff and project staff and the Project Implementation Unit, in the case of the JSDF Project, grievances should be discussed and resolved at the lowest possible level.

It is the purpose of the non-CBCS staff's Grievances; grievances beyond the CBCS management level should be discussed, resolved at the lowest possible level, and reported to CBCS management immediately. In keeping with its concern for the welfare of these non-CBCS staff employees, an effort will be made to hear grievances in a timely fashion; however, the Committee recognizes that, in most cases, grievances can be resolved expeditiously at the CBCS management level.

3. Procedures

Grievances should be determined, managed, and resolved at the project management level through a cooperative effort of the project lead/project officer and the staff. Still, when this is proved impossible, the procedures below are available. Described below are two procedures for resolving a grievance: informal and formal.

The essential differences between the informal and formal procedures are these: in the informal process, meetings between the staff and immediate supervisor are mandated; In the formal process, such arrangements are not required but may be included; second, filing of grievance and response forms is not required in the informal process. Everyone must go through the informal procedure before using the formal procedures.

3.1 Informal Grievance

An employee/ staff shall discuss a grievance with their project unit, immediate supervisor, and executive director. The grievance must be presented within three days of the occurrence. If the issue remains unresolved, the next highest level supervisor should be consulted within five days. If the grievance remains unresolved, the CBCS Executive Director should be consulted within ten days. If these steps do not yield satisfactory results, all covered staff/employees are entitled to follow the formal procedure taken up by the CBCS Grievance Management Committee below within 30 days.

3.2 Formal Grievance

To file a grievance under this procedure, after exhausting the informal processes, the staff employee must submit within 30 days a Grievance form from the project officer or immediate supervisor. On that form, the employee must describe the problem, provide evidence supporting the allegations, and present the specific redress requested. The completed Grievance form will be submitted by the employee to the immediate supervisor, with a copy to the CBCS Grievance Management Committee (GMC) coordinator, who shall respond to the employee on a Grievance Response form in no more than ten days. The documents must be dated and signed. Once dated and filed with proper officials, the grievance may not be expanded.

The original Grievance form and the Grievance Response form are submitted by the staff/employee, if appropriate, to the CBCS HR or Head of Admin, who shall respond on a Grievance Response form in no more than ten days. If unresolved, the concerned staff may petition the CBCS Grievance Management Committee for a hearing by forwarding the original Grievance form and all Grievance Response forms along with a written request for a hearing. After hearing the case, the CBCS Grievance Management Committee sends its findings and recommendations to the Executive Director or Chairman of the Council of Leaders, in which the executive or senior management and the party to the grievance are involved, using a Grievance Response form attached to all previous forms.

The Executive Director will make their final disposition of the case and notify all parties on a Grievance Response form within 20 days following receipt of the Grievance Committee's recommendations. If the issue is unresolved, CBCS management will hand it over to the legal section for guidance in resolving the grievance/s.

3.3 Composition and Purpose of the CBCS's Grievance Management Committee (GMC)
CBCS Grievance Management Committee shall be composed of seven representatives. Three representatives will be elected from the administrative & and finance program, plus the Human Resource Manager. The committee members' terms will be alternating two-year terms, that procedure being established immediately upon implementing these bylaws. The members shall elect the Chair and the Secretary. The Committee serves as a hearing and a recommending body reporting its findings to the Executive Director, CBCS Management. All hearings shall proceed with a quorum which must include the Chair. The Grievance Management Committee shall conduct no ex party proceedings, i.e., without all parties present. The reasonable nonappearance of parties may be allowed. The Committee may grant the parties a continuance of a hearing upon showing a good cause. Nonappearance of the employee after that or without obtaining a continuation may cause the appeal to be abandoned.

All Committee proceedings are closed and confidential; there is no right to a public hearing. All documents, testimony, and memoranda about the proceedings are strictly confidential, and all parties must keep them. All Committee proceedings are recorded, and complete transcripts are maintained, except for executive sessions. The staff may obtain a copy of the transcript. Neither the employee presenting the grievance nor persons purporting to represent them shall approach Committee members on the employee's behalf except during properly constituted meetings.

3.4 Procedures of the Committee

Staff shall petition the Committee through its Chair only after compliance with the steps outlined previously in the informal and formal procedures. Upon receipt of the written grievance, the Chair will set a meeting date for no more than five days from the receipt of that grievance. The Chair will notify the staff and other affected parties named in the grievance at least three days before the hearing and will do so by certified email or Post. Committee findings will be submitted in writing to the parties, i.e., the staff and organization, or in private form through the Head of their Office.

The Chair will ensure that the hearing room is adequately equipped for recording proceedings. The Chair, GMC will convene and organize the Committee, parties to the hearing remaining outside the hearing room until summoned. Witnesses will be sequestered. Each party to the grievance may exercise one peremptory challenge and one challenge for cause to members of the Committee. Any committee member may recuse themselves from hearing a particular matter by notifying the Chair before the hearing date.

After the concern parties to the grievance are summoned into the hearing room, the Chair shall declare the hearing in session and ask the staff to present her case (30 minutes maximum). The Chair will not entertain questions by the Committee until the employee has completed their production (which may include witnesses). The employee may be advised in their presentation by legal counsel whose role is advisory only.

Appearances by witnesses are strictly voluntary. The Chair will recall the Committee to the session to reflect on the findings and recommendations and announce the Committee's findings to the employee after adjournment. The first announcement will be oral, with the written results within ten days. The written findings and recommendations of the Committee shall be transmitted to the Executive Director of CBCS, who shall render their written decision, which shall include notice of the employee's right to appeal to the governing board of CBCS.

3.5. Bylaws of the Grievance Committee and the Grievance Forms

The Bylaws of the Grievance Committee and the Grievance forms can be found as annexures in the Manual of Operations.

End

of this document has the survey format that will be used to identify the suitability of proposed mechanisms for Project information dissemination and consultation processes, as needed.

5 RESOURCES AND RESPONSIBILITIES FOR IMPLEMENTATION OF STAKEHOLDER PARTICIPATION ACTIVITIES

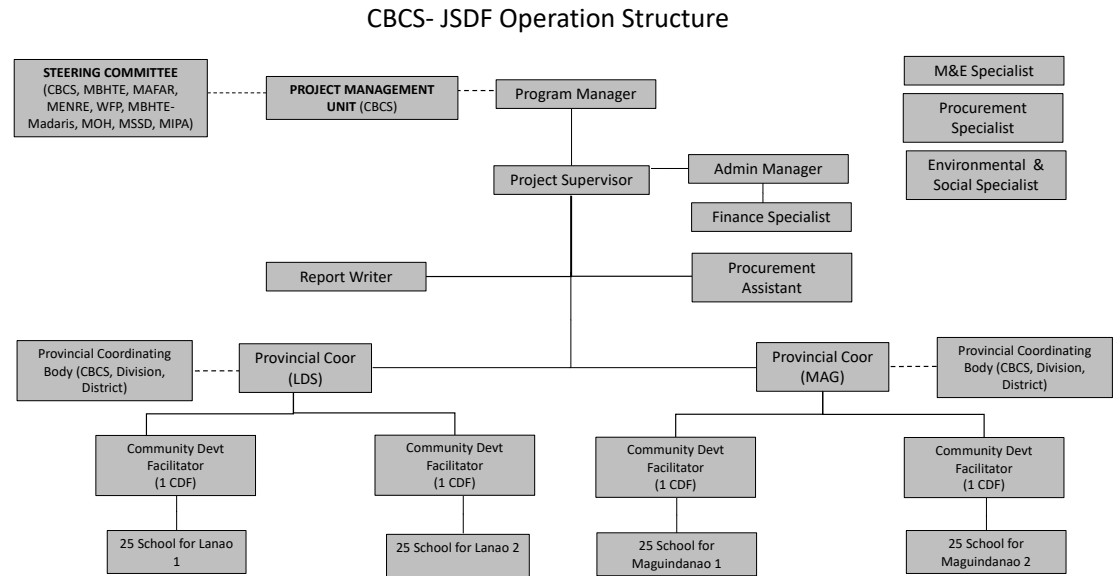
This section presents the proposed human resources, those responsible for implementing the SEP and the estimated budget to carry out the proposed activities.

5.1 Human Resource

The CBCS PMU – particularly the Environmental and Social Specialist - will provide support to manage the environmental and social risks under the project for the two targeted provinces of Maguindanao and Lanao Del Sur, as well as undertake the appropriate disclosure and consultation process. Therefore, this area will be responsible for implementing the activities of the SEP.

Next, the proposed organizational chart is presented, that includes the PMU and support team to implement the activities indicated in the SEP.

Chart 5.1 Proposed organizational chart



5.2 Management functions and responsibilities

The execution of the Project involves, in its different stages, entities distributed in the three levels of provincials, divisional and the municipal, at the school level. The CBCS PMU will be under the supervision of CBCS management in close coordination with the MBHTE and the divisional heads. However, the responsibility falls mainly on CBCS PMU, which will ensure the proper stakeholder's engagement through the environmental and social specialist.

Consequently, the coordination between all institutions / areas involved will allow to align actions at an operational and administrative level with the different entities / areas that intervene in the management of the Project. In this sense, the program/ project manager will be in charge of the overall project coordination with the close support of the project supervisor. The environmental and social specialist will be in charge of leading and managing the implementation of the SEP in the target provinces of Maguindanao and Lanao del Sur will

- ✓ The management functions and responsibilities for the implementation of the SEP are as follows:
- ✓ Environmental and Social Specialist has the function of implementing the plans, programs and all the necessary measures to mitigate and / or minimize the environmental and social impacts generated by the Project in its area of influence in Maguindanao and Lanao Del Sur. The responsibilities of that area are listed below:
 - i) Anticipate and warn about possible social risks that may arise during the execution of the project.
 - ii) Implement and ensure compliance with the dissemination and consultation activities of this Plan during all stages of the Project.
 - iii) Maintain a direct relationship with each of the stakeholders in the Project's area of influence.

Fluid and timely communication between the PMU and the Environmental and Social specialist, and with the team on the field (such as the community development facilitators and the provincial coordinators) will make it possible to avoid or prevent social risks and have valid technical information to disseminate to stakeholders.

CBCS PMU will take care of social commitments with the stakeholders. In that case, the person responsible for monitoring the fulfillment of said commitments will be the Environmental and Social Specialist to maintain relationships of respect and trust with the stakeholders of the Project.

ANNEX 8 contains the matrix of social commitments used as a follow-up tool for the monthly monitoring of Environmental and Social Management activities.

All dissemination and consultation activities will be documented, which will serve as the basis for preparing the monitoring monthly reports that will allow you to monitor the topics of interest

and manage the replies in a timely manner. The person responsible for documenting the activities of the SEP and preparing the progress reports will be the CBCS PMU’s environmental and social specialist.

CBCS PMU will be responsible for submitting the monitoring reports to the World Bank related to the implementation and management of the risks identified in the Project. Likewise, this person will report the activities carried out within the framework of the implementation of the SEP. **Error! Reference source not found.** contains the points to consider in the monitoring reports.

5.3 Estimated Budget

The total estimated budget for the implementation of the SEP amounts to Eight hundred and Fifty Thousand 850,000.00. This amount contemplates to implementation of the SEP implementation plan, which description in the timeline. In this sense, considering all the proposed activities and associated resources, the estimated budget for each stage of the Project is presented below.

Table 5.1 Estimated Budget for the implementation of the SEP

Stages	Estimated Budget
Pre-construction	100,000.00
Project Awareness	150,000.00
Preparation of agreed engagement protocols with ICCs/IPs in areas with ICCs/IPs	200,000.00
Community Mapping	100,000.00
Development of community-based mitigation measures	200,000.00
Total	850,000.00

6 GRIEVANCE MECHANISM

The PMU will ensure that the management of grievances will be carried out in a culturally appropriate manner and will be accessible to all Project stakeholders (including IP/ ICC/ Maranao communities). In this sense, the grievance mechanism (GM) will attend and respond in an adequate and timely manner to submitted complaints, grievances, queries and issues that arise from project implementation. These issues may include misuse of funds and allegations of corruption; inappropriate intervention by outside parties (in making decisions, determining allocations, in procurement, etc.); and violation of project policies, principles or procedures. It

will also respond to simple requests for information to clear up a misunderstanding. It should also be noted that the GM will allow for anonymous grievances to be made.

The project GM will be operational before the implementation of Project activities and will be maintained throughout project implementation. Any labor issue is addressed through the worker GM under the LMP annex of the ESMF.

6.1 Budget

The estimated budget for implementing the grievances and complaints mechanism is around 200,000 pesos. This budget includes a team of CBCS's staff, including the Environmental and Social Specialist, for approximately 36 months, associated logistics costs, and training for the selected schools.

6.2 Guidelines to consider

For the implementation of the grievance mechanism CBCS PMU will take into consideration the following guidelines:

- ✓ **Transparency.** The mechanism encourages comments and feedback (negative and positive) to improve the Project. The community must be aware of all complaints, grievances and problems reported; must be involved in their redress; and must be kept informed on progress made in resolving grievances.
- ✓ **Socially inclusive, empowering and participatory.** The whole community (and even those outside) project implementers, CSOs, are given the opportunity to raise concerns and the right to be accorded a response. The grievance mechanisms will allow anyone, especially the poor, the disadvantaged groups, the women, to raise grievances or complaints, be heard and be involved in its redress.
- ✓ **Simple and accessible.** Procedures to file complaints and seek redress are kept simple and easy to understand by the communities. Complaints and queries may be sent through different accessible means.
- ✓ **Quick and proportional action.** Response to grievance and comments is ensured within an acceptable timeline and that the corresponding action is responsive and commensurate to the complaint or comment. The mechanism does not over-react to problems and strives to provide solutions which shall address the problem rather than penalize the people or communities.
- ✓ **Objective and independent.** The mechanism entails an objective and independent process so that it will be perceived as fair and encourages people to use it, thus enhancing the Project's contribution to good governance. In all instances, conflict of interest or perceptions of conflict of interest will be looked into and avoided.
- ✓ **Anonymity and security.** To remain accessible, open and trusted, the grievance mechanism ensures that the identities of those complaining are kept confidential. This encourages people to openly participate and file complaints or comments.
- ✓ **Due process.** Implies the right of a person to be present and be heard before a duly constituted body assigned or formed to hear, settle, mediate or conciliate complaints or grievances. Each grievance, complaint and query in the different stages, is documented and followed up

6.3 Establishment of the GM

The GM must be accessible to everyone who wants to file a grievance or ask clarifications regarding the project. The GM should be established and operationalized by Project Effectiveness Date, and thereafter shall be maintained and remain operational throughout Project implementation.

The project GM will be operationalized by leveraging on the CBCS organization's existing grievance system that is led by the CBCS Grievance Management Committee (GMC -CBCS). The GMC -CBCS comprise of 6 members and is headed by the Executive Director (ED) of CBCS. The rest of the 5 members are elected from the expanded CBCS's management committee (comprising the senior management team and the project management team). They are elected every 6 months, based on the organization's current needs.

For the purposes of this JSDF project, the GMC-CBCS will co-opt an additional 2 persons from the project team – namely the project supervisor and the project's Environmental and Social Specialist – to support the GMC-CBCS in the proper functioning of the GM for this specific project. This including admitting grievances, verifying facts, investigating (onsite), providing feedback to the complainant, and coordinating to implement remedial measures, amongst others.

The co-opted Project Supervisor will be the appointed Grievance Coordinator (GC) in the GMC-CBCS for this JSDF project and he/she will ensure coordination as well as that the complaints received (both written and verbally) are submitted to the GMC-CBCS members within 8 hours upon receipt. The existing GMC-CBCS policy/procedures can be viewed in [Annex 16](#).

The Executive Director of the GMC -CBCS will be overall responsible for the functioning of the GM for this Project, including leading the management of grievances for the Project and ensuring compliance with current regulations/ guidelines established.

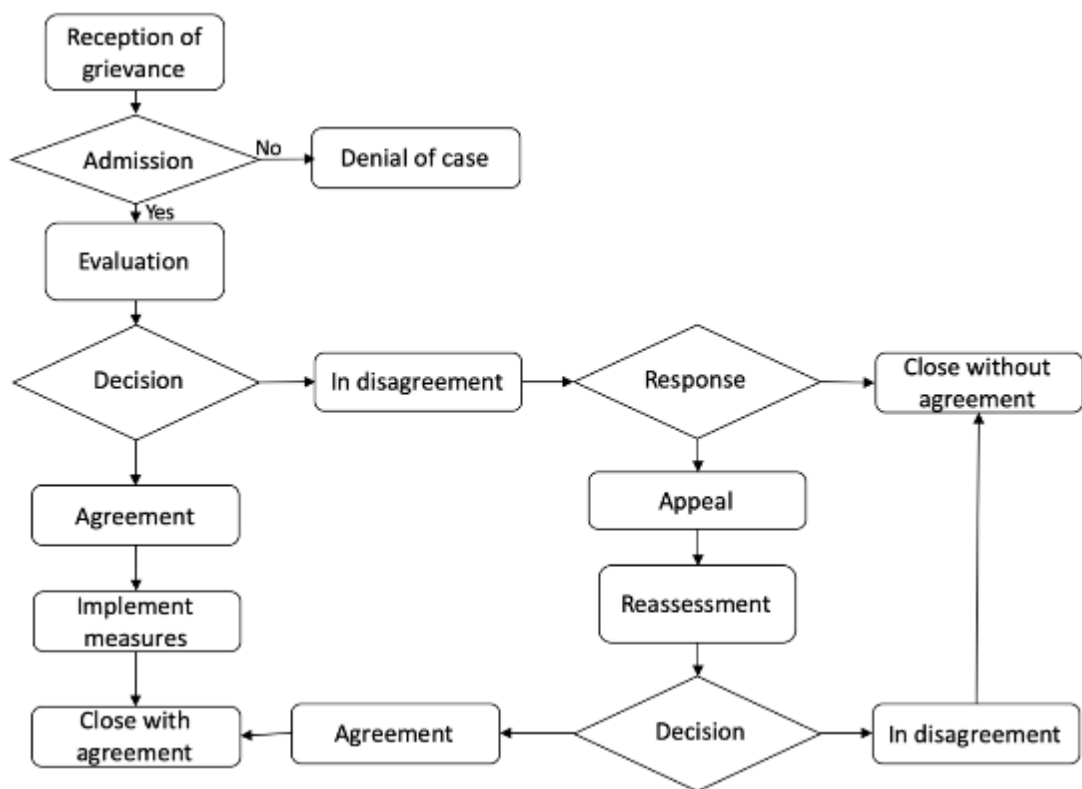
The GMC-CBCS will also ensure the GM is closely linked up and harmonized with other existing formal/informal grievance resolution bodies in the local government, pilot schools and the IP communities to harmonize their systems of resolving grievances. Arrangements will be made for these following entities to be informed to refer any project- related grievances to GMC-CBCS (e.g. through the hotline, email), as well as to work closely together to discuss, conduct fact finding and resolve these cases, in a manner that is culturally appropriate, objective and follows due process:

- **Barangay LGUs**
- **Education districts and pilot schools in BARMM** (and the school's Grievance management committee under the school principal as the head of the committee and the members from the PTA)
- **Tribal councils/ leaders** (to be aligned with existing traditional ways of resolving grievances, especially at the community level (e.g., community meetings, customary forums involving accepted leaders in IP and Maranao communities).

Communication and Training

CBCS’s project team, especially the Project Supervisor and the Environment and Social Specialist, will lead to inform the schools and the education districts about the project’s GM and its functionalities. CBCS will inform the schools and communities on the project’s grievance mechanism policy and the operational guidance in the native language to increase more involvement from the community leaders and Barangay Local Government Units.

Communications, awareness raising and/or training on GM procedures will be provided at the local level to schools as well as to communities, including as part of the community consultations. Information on the GM will also be made available, such as brochures, posters or webpage. These materials should contain information regarding the GM (including the processes and channels for uptake like contact numbers) and should be translated into local languages. This includes putting up information posters on the GM process and/or feedback boxes in the pilot schools and community/ LGU bulletin boards.



Training will also be provided to the project’s CBCS Provincial Coordinators and community development facilitators so that they can also help educate the community on the GM processes and assist community members with grievances to file a complaint via the GM. As needed, and where Sexual Exploitation and abuse/ sexual harassment has been an issue in pilot schools and communities, CBCS will conduct training of nominated female SEA/ SH focal points to handle SEA/SH cases in a confidential and sensitive manner and referrals to specific SEA/H service providers (including through existing school protocols).

6.4 Procedure

The procedure to process a grievance will be disseminated to school staff, surrounding communities, MBHTE staff, and beneficiaries and their families etc.- so that stakeholders are

aware of how to proceed in case they want to file a grievance, claim or query. For practical purposes, from now on we will call any grievance a case.

Next, the GM flowchart is presented below.

Chart 6.1 GM Flowchart

a) Reception and registration of the case

Anyone with a complaint against the Project, its implementation, the project staff, local personalities in the areas of Project operation and others may file grievances. This includes:

- Any beneficiary, student and their caregiver/parents and school staff of the targeted 100 pilot schools
- Any or all residents/ community members living in the areas of the pilot schools
- Officials of local and national government agencies,
- Staff of NGOs/CBOs, faith-based institutions, consultants, media representatives and local business groups,
- Non-residents of the two provinces (LDS, Mag) who stand to gain or lose from the project.

A grievance or comment may be channeled or initiated through the below, through the following channels and contact details, which will be provided to the participating schools and communities:

- **E-mail:** Cbcs_secretariat@yahoo.com/cbcsmindanao@gmail.com
- **Website:** www.bangsamorocivilsociety.org
- **Facebook:** CBCS - <https://www.facebook.com/cbcs.mainoffice2002/>
- **Letter:**
 - KFI Compound, Dona Pilar Street, Poblacion IV, Cotabato City, Maguindanao, Philippines
 - Attention to: Mr. Guiamel M. Alim
- **Telephone:**
 - Toll-free line: +63 (064) 557-0159
 - Land line: +63 (064) 557-0159
 - Mobile line: +63 (966) 269 0957 - Grievances by text messages or Viber will also be received
 - *Hours of operation are from: Monday to Friday, Daily from 8 am to 5 pm, office hours.*
- **In Person:**
 - Address of Consortium of Bangsamoro Civil Society (CBCS): KFI Compound, Dona Pilar Street, Poblacion IV, Cotabato City, Maguindanao, Philippines
 - Contact Person: Mr. Guiamel M. Alim
 - Hours of operation are from: Monday to Friday, preferably office hours, 8 am to 5 pm, daily.
 - Through Provincial Coordinators and Community Development Facilitators (e.g. during project activity events; community consultations)

- PCs and CDFs will help or guide the complainant to call the telephone lines, or submit a record of complaint (e.g. over text message, email),.

For emergencies (outside operational hours), complainants can call the mobile line (: +63 (966) 269 0957), or leave a text message/Viber message, any time of the day.

The comment or grievance can be filed through the following modalities:

- in writing or given orally
- it can be in hard copy or in the form of emails or text messages
- it may or may not be signed by the sender

The procedure begins with the reception of the case. **The Grievances Reception Form** can be found in **Error! Reference source not found.** of this document. Subsequently, the grievances received will be identified with a registration number. In addition, the date and time of receipt of the document will be noted. As for the documents presented, they must contain the name of the complainant and a contact telephone number or email, as well as the reasoned explanation of their grievance or claim.

Regarding **anonymous grievances**, if possible, an e-mail or contact telephone number will be noted, in which later information on the status and form of resolution that was given to the case can be provided. The data provided will be treated confidentially.

b) Admission of the case

The GMC-CBCS (including the two co-opted project members for the purposes of this JSDF project) will admit the case, record and initiate a rapid evaluation and verification in order to determine the admission of the case. With the result of said evaluation, the GMC-CBCS will notify the complainant of the grievance or claim, within 3 business days, if the case is accepted or rejected.

- When the case is accepted: The claim will be accepted, the corresponding inquiries will be made and corrective measures will be adopted; all this, in order to give a suitable treatment to the case presented.
- When the case is denied: The reason will be communicated in writing, by means of an email, a letter to the complainant's home or a text message to the complainant. It can be accompanied with a phone call to the complainant, as deemed necessary.
- In both situations, the response will be shared, starting the day after it is issued, to the complainant who presented the case. For this, there will be a **Grievance Reply Form**, which can be found in **Error! Reference source not found.** of this document.

c) Processing, monitoring and resolution of the case

Verification: Once the case is accepted, the GMC-CBCS will conduct a more in-depth verification and fact-finding which includes the following:

- Analyze issues that need to be validated and the persons/parties involved.

- Determine facts to be verified and how to gather them. Validation methods include review of documents, interviews and meetings with concerned individuals/groups. As needed, on-site inspections will be conducted.
- Secure all documents/means of verifications (MOVs) that will support the findings.
- Ensure that the whole procedure is properly documented (such as minutes of meeting recordings or photos), fair and transparent.
- GMC-CBCS will present findings/results of validation to the Executive Director (Head of the GMC-CBCS) and the focal point from Council of Leaders. The ED and the Council of Leaders Focal Point will make a collective decision on the case. For complicated/difficult cases, they may also choose to seek guidance and advice from the CBCS Council of Leaders, before making their decision

Take action: Upon reviewing the findings and in discussion with relevant entities (e.g. Barangay LGU/ schools and IP tribal councils), the ED and the Focal Point of the Council of Leaders will evaluate, and jointly decide on the action to be taken towards the resolution of the case and the corresponding deadlines.

The PMU will support the GMC-CBCS to establish any measures to be implemented. This could include openly discussing the issues to the community and arriving at agreements and decisions as well as imposition of sanctions if needed. In general, the process is kept simple and all grievances will be dealt with at the lowest level possible – e.g. at the school or community level. This is because the main users of the GM are the students/at risk youths and their families, and the residents of communities around the pilot schools. They should therefore be kept informed and involved in determining actions to be taken.

During the process of resolution of the grievance, a nomenclature corresponding to the status of the grievance or claim will be assigned that will allow the monitoring of the case. The administrative status will be:

- [Accepted]
- [Declined]
- [In process]
- [Referral for competency]
- [Reply to grievance]
- [Closed]

Feedback: The evaluation will be immediately communicated by the GMC-CBCS to the holder of the case, via phone to reply/ provide feedback to the complainant to inform the complainant of the status of his/her complaint:

- If the complainant accepts the decision made, the measures will be implemented and the case will be considered closed.
- If the complainant refuses to receive the answer or it is not possible to contact him/her (through phone/email or letter, despite repeated tries), the GMC-CBCS will prepare a document that certifies the attention of the case and it will be considered "Closed".
- In the case of anonymous grievances, the status or the redress documents covering the complaint will be posted in the school or community bulletin boards (as appropriate).

The case will be dealt with and after implementing the measures, the case will be considered closed.

Formal Notification: When the measures have been implemented or are in the process of being implemented, the complainant will be formally notified. It should be noted that the reply to the complainant must be approved by the Executive Director (head of the GMC-CBCS, and also head of the CBCS Senior Management). The complainant will be formally notified in writing of the case resolution via a letter to his/her address and / or via email (formal notification), or over the phone (when deemed appropriate). For this, the **Closure and Compliance Form** will be used, which can be found in **Error! Reference source not found.** of this document.

Response time: Depending on the complexity of the issue, an initial response notification will be given to the complainant at once or within a period of up to 3 business days on whether the case has been accepted, following receipt of the query. Where possible, a resolution will be sought in that 3 business days. Consider that according to EO 292, s. 1987 the period that elapses from the time the case is submitted for decision, cannot exceed thirty (30) business days, except for those laws or legislative decrees where there are established procedures whose compliance requires a longer duration.

Type of Grievances (and Examples)	Timeline
<p>Type A: Non-contentious queries, comments, and suggestions E.g. Positive comments/ appreciation on the project; requests for information/updates, clarification or a response and suggestions to enhance the project design, improve operations and facilitate administrative/logistical support to the project.</p>	<p>Addressed within five days from the date of receipt.</p>
<p>Type B: Compliance with project policies, processes and implementation E.g. Elite capture in decision making for proposed subproject; Failure to comply with any legal obligations or regulatory requirements; irregularities with procurement</p>	<p>Addressed within 30 days from the date of receipt.</p>
<p>Type C: Other more serious grievances or complaints E.g. misuse of funds, allegations of theft or corruption, falsification of public documents, incidences of bullying, harassment or intimidation; abuse of position to obtain personal benefits etc.</p>	<p>Addressed within 48 hours to 10 days from the date of receipt</p>
<p>Type D: Criminal offences A criminal offense or planned criminal offense, including SEA/ SH or issues pertaining to child protection</p>	<p>Addressed immediately to within 48 hours from the date of receipt.</p>

Follow up: The GMC-CBCS will follow-up with the case to determine the result/outcome of resolved grievances. Follow-up must also be done to all resolved grievances immediately upon the feedback or notification was provided to the complainant to determine if the final resolution yielded positive result to the complainant to the community in general. This involves asking the

complainant whether or not he/she was satisfied or not satisfied with the resolution of the issue, including after the implementation of the measures (as relevant).

Appeal: If the person who wishes to appeal requires it, the person may request a meeting with the GMC-CBCS. In the event of not reaching an agreement on the appeal, the parties may turn to the CBCS's Council of Leaders⁴ (CBCS's governing council) to address the outstanding controversy or another instance they deem necessary. The appeal shall be resolved by the receiving office within 30 working days. The parties may also turn to an impartial third party to address the outstanding controversy or another instance they deem necessary.

Complaint against GMC-CBC: In the case of any report of complaint against the GMC-CBCS itself, an Inquiring Committee - without the concerned staff - will be formed by CBCS to ensure the proper conduct and due diligence. The Inquiring Committee will include the Executive Director of CBCS (unless he/ she is the concerned staff) and a proper hearing will be conducted by the Inquiring Committee and all the proceedings will be documented. Within three days after the hearing, the Inquiring Committee will submit a report to the Chairman of the Council of Leaders on the issue and to inform corrective measures within three days after the hearing. The Chairman will then take action based on the information in the report.

Audit: The PMU should work with the GMC-CBCS to conduct an audit every 6 months to review if handling of grievances was in accordance with the GM process.

Monitoring: Regarding monitoring, this will be carried out through the **Case Registry Matrix: Grievances, complaints and queries**, which can be found in **Error! Reference source not found.** of this document. The matrix will contain the following fields:

- Date of admission of the case
- General data of the owner (name, telephone, e-mail, address).
- Type of case: it should be categorized according to the corresponding topic.
- Closing date: the date on which the respective minute signed will be recorded.

Monitoring the case will ensure timely attention. Likewise, it will be a mechanism that will help CBCS PMU to verify the general management of the Project.

d) Filing and documentation

Any decisions made by the body should be documented in the minutes of meeting or proceeding. This would serve as a supporting document to the resolution of the case. A grievance case is considered resolved when:

- an inquiry or clarification regarding the program/project has been responded and the person who raised the concern is satisfied with the response provided;
- unfulfilled obligations/commitment of one of the parties involved had been complied and all parties are satisfied with the actions taken;
- violations committed had been corrected in accordance to program policies and guidelines; and

⁴ The Council of Leaders is akin to the Board of Directors for CBCS and is composed of elected Directors in the consortium/network of NGOs under CBCS.

- appropriate sanction to the group/individual involved in the case has been imposed when necessary.

Once the resolution of the grievance is completed, and having notified the complainant, all the documentation generated will be stored. Special care will be taken to preserve the confidentiality of people who file a grievance, especially those who express a preference for their identity to be kept confidential.

In accordance with the provisions of the national regulations for the management of claims in the administration entities, the **GC of the GMC-CBCS** will be responsible for the file and custody of the Claims Book in its physical version and ensure the compliance. In the case of the Claims Book in its digital version, the platform will keep the information on the claims processed for a period of three (3) years.

It should be noted that, in order to have proper management of the Project and provide attention to stakeholders, the PMU will keep a record of grievances throughout the life cycle of the Project. Said information will be safeguarded through virtual media which will be protected passwords and will only be accessed with the authorization of the ED of the GMC-CBCS.

All the grievances received through the different channels mentioned will be integrated into a single database, which will serve to generate the necessary reports, including the information on the grievances received by the contractors and their reply to them.

The CBCS will prepare a weekly report submitted to CBCS senior management. This report will also contain a summary of the main concerns expressed, the measures implemented; as well as, the time taken to process and, if applicable, the amount executed to pay attention to the case. This information will be taken into consideration in the quarterly reports quarterly prepared by PMU, CBCS.

Although this procedure places emphasis on grievances, the PMU will apply the same importance to the inquiries and suggestions received, which will also be registered in the **Case Registry Matrix: Grievances, Claims and Queries**. This, in order to keep an order and control over the concerns and interests expressed by the Project stakeholders.

If the intervention of external institutions is required to PMU but linked to the Project, the grievance will be referred to the corresponding entity and the coordination and monitoring of the case will be carried out.

e) **Grievances about special cases**

The following types of grievances will require special treatment:

- **Grievances related to labor issues**, including cases of sexual harassment associated with labor issues, should have a separate treatment that is aimed at protecting the confidentiality of those affected and avoiding retaliation associated with filing the grievance, and if necessary, instruct those affected to submit their grievances to specialized entities such as Department of Labor and Employment. For project workers who wish to raise grievances, they will be referred to the workers/labor GM as elaborated the Labor Management Procedure (as an annex to the ESMF).

- **Grievances related to the participation of indigenous peoples**, which must be culturally appropriate and accessible. Topics to be discussed should include verification of free, prior and informed consent.
- **Grievances related to gender-based violence**, including cases of sexual exploitation, abuse, harassment and sexual assault. In these cases, the grievances should be referred to the competent entities to deal with this in order to receive the grievances about gender-based violence, identified in Error! Reference source not found.. Likewise, the Project has CBCS has a specific procedure to deal with cases of gender-based violence.

Grievances about gender violence, sexual harassment, among others of this nature, will be treated with priority in this mechanism. This, without prejudice to the fact that the affected persons may file their grievance before the competent authorities, such as the Committee on Decorum and Investigation (CODI).

6.5 Participation of Contractors and Subcontractors

The responsibility for the timely operation of the GM of the Project, regarding the deadlines and ways for receiving them, will not only fall on PMU, but also on the contractors (executor of the work) and subcontractors, an obligation that will be established in their respective contracts.

In case the grievances are received by the contractor or subcontractor personnel, these will inform the means and mechanisms of participation that the Project has and within a period no longer than six months they will communicate the grievance or claim to the area responsible for the project supervisor to deal with grievances.

It is important to indicate that during the execution of the Project the registered cases will be processed, when appropriate, by the operational area of the contractor company. In this sense, the procedures indicated in the present SEP are not only for the exclusive fulfillment of PMU but will also be extended to contractor companies (works executor) and subcontractors; and, therefore, its use and knowledge is mandatory.

7 MONITORING AND REPORTING

7.1 Stakeholder engagement in follow-up activities

The PMU will organize quarterly meetings/round table with critical stakeholders like MBHTE senior officials, divisional head, WFP, IP leaders, the affected parties, and the institutions. This will provide a platform to show progress, collect opinions, coordinate, and establish actions to take. Additional meetings will be held as needed to keep the population constantly informed about the activities being developed. At the close of each session, minute will be prepared and signed, including the following actions and agreements established between the participants.

7.2 Reporting to stakeholder groups

The results of the dissemination and consultation activities will be presented both to parties concerned and to broader groups of stakeholders, using the following methods:

Table 7.1 Methodology proposed for presenting reports

Methodology proposed	Date of submission	Place of submission	Stakeholders addressed
Meeting to present the results report with the parties concerned	During the first quarter of the project phase	In the Barangay Hall or in the suitable place.	Identified stakeholders
Publication of the Reports on the website of CBCS	After the two weeks	Suitable place	Identified Stakeholders

The person responsible for preparing and presenting said reports will be the CBCS PMU's program manager with help of the Environmental and Social Specialist. It should be noted that the project's environmental and social management instruments will be published first in a draft version, and after consultation with them, the revised version will be published again. In addition, in each of the activities they will be reminded that they have the grievance mechanism at their disposal, and the contact information will be provided. All of this as part of the World Bank's compliance with transparency policies and CBCS PMU.

The channels to receive feedback from interested parties on the reports presented are the following: telephone lines ((064) 557-0159), institutional e-mails, participatory workshops.

ANNEX 1 - DEFINITIONS

Borrower: is the recipient of financing and who assumes the commitments to comply with the environmental and social standards of the World Bank for an investment project.

Central functions of a Project: they constitute the production processes or essential services for a specific activity without which the Project cannot continue.

Child labor: Not all tasks performed by minors should be classified as child labor. The participation of children or adolescents in jobs that do not threaten their health and personal development or interfere with their schooling is considered positive. Other activities include helping their parents at home, helping in a family business, or doing chores outside of school hours or on vacation to earn pocket money.

Contractor: the company that enters into a contract with the borrowing entity.

Disadvantaged or vulnerable: refers to the people who are more likely to be affected by the impacts of the Project or who may be more limited than others in their ability to take advantage of the benefits of the Project. Furthermore, these individuals or groups are more likely to be excluded from the consultation process or are not able to fully participate in it and, consequently, may require specific measures or assistance to do so. Age considerations will be considered here, including minors and elderly adults even in circumstances where they may be separated from their family, community or other individuals on whom they depend.

Discrimination: any distinction, exclusion, restriction or preference based on certain grounds - such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or any other social condition - and whose purpose or result is to nullify or impair the recognition, enjoyment or exercise, under conditions of equality, of the human rights and fundamental freedoms of the people belonging to the Project.

Gender: refers to the identities, functions and socially constructed attributes of women and men and the social and cultural meaning attributed to these biological differences.

Gender Identity: it is the internal and individual experience of gender as each person feels it. This may or may not correspond to the sex assigned at birth, including the personal experience of the body (which may or may not involve the modification of appearance or bodily function through medical, surgical or other means, always that it is freely chosen) and other gender expressions, including dress, speech and manners.

Primary supplier: those people who, on a continuous basis, directly provide essential goods or materials for the central functions of the Project.

Sex: refers to the biological differences between men and women, their physiological characteristics, the sum of the biological characteristics that defines the spectrum of people as women and men or the biological construction that refers to genetic characteristics, hormonal, anatomical and physiological on the basis of which a person is classified as male or female at birth.

Sexual abuse: actual physical interference of a sexual nature, or the threat of such interference, whether by force or in unequal or coercive conditions.

Sexual assault: Sexual activity with another person who does not consent, which constitutes a violation of bodily integrity and sexual autonomy, in a broader way than the more limited conceptions of "sexual violation", especially because the Sexual assault (a) may be committed by means other than force or violence, and (b) does not necessarily involve penetration.

Sexual exploitation: any type of actual abuse or attempted abuse of a situation of vulnerability, a difference in power or trust for sexual purposes, including, among other things, obtaining economic, social or political benefits from of the sexual exploitation of another person.

Sexual harassment: any person who, repeatedly, continuously or routinely, and by any means, monitors, persecutes, harasses, or seeks to establish contact or closeness with another person without their consent, in a way that may alter the normal development of their daily life, and includes unwanted sexual advances, requests for sexual favors, and other unwanted verbal or physical conduct of a sexual nature. Sexual harassment is classed as a crime in RA 7877.

Third Parties: May include contractors, subcontractors, brokers, agents, or intermediaries.

Universal access: free access for people of all ages and abilities in different situations and in different circumstances.

ANNEX 2 - PHILIPPINE LAWS AND REGULATIONS ON CITIZEN PARTICIPATION

N°	Norm	Reference title	Relevant Information
1	1987 Philippine Constitution		<p>Article II, Sec. 24 - The State recognizes the vital role of communication and information in nation-building.</p> <p>Article II, Sec.28 - Subject to reasonable conditions prescribed by law, the State adopts and implements a policy of full public disclosure of all its transactions involving public interest.</p> <p>Art. III, Sec. 4 - No law shall be passed abridging the freedom of speech, of expression, or of the press, or the right of the people peaceably to assemble and petition the government for redress of grievances.</p> <p>Art. III, Sec. 7 - The right of the people to information on matters of public concern shall be recognized. Access to official records, and to documents, and papers pertaining to official acts, transactions, or decisions, as well as to government research data used as basis for policy development, shall be afforded the citizen, subject to such limitations as may be provided by law.</p> <p>Article XIII, Sec. 16 – The right of the people and their organizations to effective and reasonable participation at all levels of social, political, and economic decision-making shall not be abridged. The State shall, by law, facilitate and establishment of adequate consultation mechanisms.</p>
2	Presidential Decree 1586 and its IRR	The Philippine Environmental Impact Statement System (PEISS)	<p>Public participation is required for the entire EIA Process from social preparation prior to scoping to impact management and monitoring during project implementation/abandonment. Public Participation is defined as an element of a process that gives citizens, particularly, stakeholders, the opportunity to influence major decisions that may affect their community and their environment. Public consultation involves the gathering of information, concerns, opinions and suggestions from the public through meetings, interviews, focused group discussions and other similar means.</p>
3	RA 10752 and its IRR	An Act Facilitating The Acquisition Of Right-Of-Way Site Or Location For National Government Infrastructure Projects or the Right-of-Way Act	<p>Before any national government project could be undertaken, the IA shall consider environmental laws, land use ordinances, and all pertinent provisions of RA No. 7160.</p> <p>The Implementing Agency shall prepare a Preliminary Land Acquisition Plan and Resettlement Action Plan (LAPRAP) or an Indigenous People's Action Plan, as applicable, which shall form part of the EIA.</p>

N°	Norm	Reference title	Relevant Information
			Resettlement of informal settlers affected by the project shall be in accordance with RA 7279.
4	RA 8371	Indigenous Peoples Rights Act of 1997	<p>Sec. 16 - ICCs/IPs have the right to participate fully, if they so choose, at all levels of decision-making in matters which may affect their rights, lives and destinies through procedures determined by them as well as to maintain and develop their own indigenous political structures. Consequently, the State shall ensure that the ICCs/IPs shall be given mandatory representation in policy-making bodies and other local legislative councils.</p> <p>Sec. 17 - The ICCs/IPs shall participate in the formulation, implementation and evaluation of policies, plans and programs for national, regional and local development which may directly affect them.</p> <p>Sec. 65 provides that “when disputes involve ICCs/IPs, customary laws and practices shall be used to resolve the dispute.”</p>
5	RA 7160	Local Government Code of 1991	<p>Sec. 2 (c) - It is likewise the policy of the State to require all national agencies and offices to conduct periodic consultations with appropriate LGUs, NGOs, and other concerned sectors of the community before any project or program is implemented in their respective jurisdictions.</p> <p>Sec. 26 - It shall be the duty of every national agency or GOCC authorizing or involved in the planning and implementation of any project or program that may cause pollution, climatic change, depletion of non-renewable resources, loss of crop land, rangeland, or forest cover, and extinction of animal or plant species, to consult with the LGUs, NGOs, and other sectors concerned and explain the goals and objectives of the project or program, its impact upon the people and the community in terms of environmental or ecological balance, and the measures that will be undertaken to prevent or minimize the adverse effects thereof.</p> <p>Sec. 27 - No project or program shall be implemented by government authorities unless the consultations mentioned in Sections 2 (c) and 26 hereof are complied with, and prior approval of the sanggunian concerned is obtained</p>
6	Executive Order No. 02, s. 2016	Operationalizing In The Executive Branch The People’s Constitutional Right To Information And The State Policies To Full Public Disclosure And Transparency	Sec. 3 - Every Filipino shall have access to information, official records, public records and to documents and papers pertaining to official acts, transactions or decisions, as well as to government research data used as basis for policy development.

N°	Norm	Reference title	Relevant Information
		In The Public Service And Providing Guidelines Therefor	
7	RA 7279	Urban Development and Housing Act of 1992	<p>Sec. 23 - The LGUs, in coordination with the Presidential Commission for the Urban Poor and concerned government agencies, shall afford Program beneficiaries or their duly designated representatives an opportunity to be heard and to participate in the decision-making process over matters involving the protection and promotion of their legitimate collective interest which shall include appropriate documentation and feedback mechanisms. They shall also be encouraged to organize themselves and undertake self-help cooperative housing and other livelihood activities. They shall assist the Government in preventing the incursions of professional squatters and members of squatting syndicates into their communities.</p> <p>In instances when the affected beneficiaries have failed to organized themselves or form an alliance within a reasonable period prior to the implementation of the program of projects affecting them, consultation between the implementing agency and the affected beneficiaries shall be conducted with the assistance of the Presidential Commission for the Urban Poor and the concerned nongovernment organization.</p> <p>Sec. 24 — Opportunities for adequate consultation shall be accorded to the private sector involved in socialized housing project pursuant to this Act.</p>
8	RA 9729	Climate Change Act of 2009	<p>Sec. 16 - In the development and implementation of the National Climate Change Action Plan, and the local action plans, the Commission shall coordinate with NGOs, civic organizations, academe, people’s organizations, the private and corporate sectors and other concerned stakeholder groups.</p>
9	RA 11038	Expanded National Integrated Protected Areas System Act of 2018	<p>In the establishment of protected areas, public consultation is a must at locations near the proposed site by inviting the LGUs in the affected area, national agencies, people’s organizations, NGOs.</p>
10	RA 10121	Philippine Disaster Risk Reduction and Management Act of 2010	<p>Sec. 6 – The National Disaster Risk Reduction and Management Council (NDRRMC) shall xxx (d) ensure a multi-stakeholder participation in the development, updating and sharing of a Disaster</p>

N°	Norm	Reference title	Relevant Information
			Risk Reduction and Management Information System and GIS-based national risk map as policy, planning and decision-making tools.
13	[Add corresponding regulation]	[Add referential title on the regulation]	[Add relevant information about the regulations]

Source: [Indicate source]

ANNEX 3- STAKEHOLDER ENGAGEMENT ACTIVITIES CARRIED OUT TO DATE

A. List of those attending the activities

1. Multi-stakeholders Consultative Meeting on March 29, 2022 at Pagana Kutawato Restaurant, Cotabato City



Consortium of Bangsamoro Civil Society, Inc.
KFI Compound, Doña Pilar Street, Cotabato City
Website: www.bangsamorocivilsociety.org Email: cbcsmindanao@gmail.com



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ATTENDANCE SHEET

ACTIVITY: MULTI-STAKEHOLDERS' CONSULTATIVE MEETING
VENUE: Pagana Kutawato Restaurant, Cotabato City
DATE: March 29, 2022

#	Name	Sex		Organization	Designation	Address	Contact Number	Email Address	Signature
		M	F						
1	ABDULA I. ESMAEL	✓		SDO MAG II	CID HEAD	Ternate Aving D. El. Maguindanao	09261538807	abdula.esmael@cepsmag.com.ph	
2	RASNA F. LATIFF		✓	SDO MAG II	SOA COORDINATOR	Ternate Aving P.O.S Maguindanao	0926570286	rasna.f@cepsmag.com.ph	
3	EMM. ESTRELLA NITA APAL	✓		SDO MAG II	NURSA. N. CHARGE	Ternate Aving D. El. Maguindanao	09778520056	estrellanita@cepsmag.com.ph	
4	ALMA N. AGUILA - WDA, MD		✓	SDO MAG-II	SDS	Ternate Aving D. El. Maguindanao	09051971962	almanita@cepsmag.com.ph	
5	Judy A. Dinar		✓	CBCS	PO	Cot. City	09171774827	Judy@cepsmag.com.ph	
6	MISHABI AGGALA	✓		WFP	Head of Office	Cot. City	09178905155	mishabi.aggala@wfp.org	
7	MICHAEL K. BANGSA	✓		BRANDS - ASSOCIATION OF BUSINESS OWNERS	President	Cot. City	09178156257	michael.k.bangsa@fok.com.ph	
8	Josy A. Manzanilla			CACU	PM	"	"	"	
9	Mark A. Hussain			CBCS	PM	"	0917772827	"	
10	Wilhelmine Aprial			CACU	"	"	09165081664	"	



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ATTENDANCE SHEET

ACTIVITY: MULTI-STAKEHOLDERS' CONSULTATIVE MEETING
VENUE: Pagana Kutawato Restaurant, Cotabato City
DATE: March 29, 2022

#	Name	Sex		Organization	Designation	Address	Contact Number	Email Address	Signature
		M	F						
1	Dina M. Alplatter Zaid	✓		MOH	Chief	St. Ag	09185147344	"	
2	MORIMORIS G. BRACAS		✓	MOH	Public Staff	St. Ag	09185146913	"	
3	Alvin A. Npr	✓		MBHTB-MAG-2	SDS	Tarayan	09451971962	"	
4	L. S. Tardle	✓		MBHTB-BAR	EPS	Cot. City	"	"	
5	Carina Pating Lupa			MBHTB-P/MAL	EPS	Cot. City	09487000207	"	
6	Hin Kay E. Lintongan	✓		MSSD-RO	SWD IV	Cot. City	09176223890	"	
7	Anwar Z. Sakurong	✓		MBHTB-BE	CONTRACTOR	Cot. City	09193077482	"	
8	Herman Adonis	✓		WFP	Prog. Asst	Cot. City	09178824798	herman.adonis@wfp.org	
9	Crisalyn D. Njisanto	✓		MBHTB-BAR	SDS	Cot. City	09557038826	"	
10	Joselyn M. Rosencelia			PHIPA	Director	CPI MAG.	09064920204	"	



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ATTENDANCE SHEET

ACTIVITY: MULTI-STAKEHOLDERS' CONSULTATIVE MEETING
VENUE: Pagana Kutawato Restaurant, Cotabato City
DATE: March 29, 2022

Table with 9 columns: #, Name, Sex (M/F), Organization, Designation, Address, Contact Number, Email Address, Signature. Contains 10 rows of participant information.



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DATE: March 29, 2022

Table with 9 columns: #, Name, Sex (M/F), Organization, Designation, Address, Contact Number, Email Address, Signature. Contains 10 rows of participant information.

2. First Project Management Meeting on April 21, 2022 at CBCS Training Center, Cotabato City




Consortium of Bangsamoro Civil Society, Inc.
 KFI Compound, Doña Pilar Street, Cotabato City
 Website: www.bangsamorocivilsociety.org Email: cbcsmindanao@gmail.com




ATTENDANCE SHEET

ACTIVITY: FIRST PROJECT MANAGEMENT MEETING
 VENUE: KFI TRAINING CENTER
 DATE: April 21, 2022

#	Name	Sex		Organization	Designation	Address	Contact Number	Email Address	Signature
		M	F						
1	Jeyamir Vee	✓		CBS					
2	Katin Kanin	✓		CPDS	CO.	Cotabato			
3	MICHA ESTRE		✓	CECC					
4	MARVIC CALUBIA		✓	CBCS					
5									
6									
7									
8									
9									
10									



Consortium of Bangsamoro Civil Society, Inc.
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ATTENDANCE SHEET

ACTIVITY: FIRST PROJECT MANAGEMENT MEETING
 VENUE: KFI TRAINING CENTER
 DATE: APRIL 21, 2022

#	Name	Sex		Organization	Designation	Address	Contact Number	Email Address	Signature
		M	F						
1	Dr. Jamila K. Marbuan		✓	MBATE LS2	ASDC Designate	Melabang Lawasur	092916134651	jamila.marbuan@mbate.gov.ph	
2	Dr. Arwan Sakundang		✓	MBATE-DE	TECHNICAL CONSULTANT		0917309008		
3	Hessia Adam		✓	WFP	MIA	KH-7, CFT-City	09178524708		
4	ROHANA HAMER		✓	WFP	Monitoring ASDC BUILD	RHT, Cotabato City	09104291526	rohana.amer@wfp.org	
5	ALMA A. NOR		✓	MBATE (M2)	SDS M2	TAUKYAN, MAGUINDANAO	09051971952	almanor1971@gmail.com	
6	Abdul Raffi aban		✓	MBATE	PO 4				
7	Guidanel Alia		✓						
8	Donny Mucih			CBCS	Admin				
9	Chelo Zapatas		✓						
10	Lorly Salon		✓						

3. Follow-up Project Management Meeting on April 27, 2022 at CBCS Training Center, Cotabato City



CONSORTIUM OF BANGSAMORO CIVIL SOCIETY, INC.

KFI Compound, Dofa Pilar Street
 Poligon IV, Cotabato City
 S.E.C. Reg. No. 2002 - 61624
 Telefax: 421-5420
 Website: www.cbcsa.com Email: secretariat_cbcs@yahoo.com

Activity: FOLLOW-UP PROJECT MANAGEMENT MEETING
 Venue: CBCS TRAINING CENTER, COTABATO CITY
 Date: APRIL 27, 2022

NAME	GENDER	ORGANIZATION	ADDRESS	CONTACT NUMBER/ EMAIL ADDRESS	SIGNATURES
1. Aligzerie D. Sumpul	M	SKUD-BASED	PIKAT COTABATO	09352660263	
2. MARNIC CALIBUA	F	CBCS	CAT - CITY		
3. AYONIA OMTAL	T	CBCS	CAT - CITY		
4. GUMMEL ALIM	M	CBCS	CAT - CITY		
5. PATRILIO MOCINA	M	CBCS	CAT - CITY		
6.					
7.					
8.					
9.					



Consortium of Bangsamoro Civil Society, Inc.

KFI Compound, Dofa Pilar Street, Cotabato City
 Website: www.bangsamorocivilsociety.org Email: cbcmindanao@gmail.com



THE WORLD BANK


ATTENDANCE SHEET

ACTIVITY: FOLLOW-UP PROJECT MANAGEMENT MEETING
 VENUE: CBCS TRAINING CENTER, COTABATO CITY
 DATE: APRIL 27, 2022

#	Name	Sex M F	Organization	Designation	Address	Contact Number	Email Address	Signature
1	ABDULLA I. ESMAEL	✓	SDD KMG 2	C/D HPRS	CACESONG JAWAY BUN. ROAD, ANGE	0920526557	members-abdulla-1@gmail.com	
2	NORSA M. AMANLINO	✓	SDD KMG 1	ASDS	East Paglar, Pang.	0956698066	ngsaaman125@gmail.com	
3	J. Espinoza	✓	CBS	PA	IB...			
4	Justin M. Marim	✓	CBCS	CD	Cap. City	09349262		
5	Mendoza B. abdul	✓	LDS-1	ASDS	Manaus City	099738807	members-abdul-1@gmail.com	
6	Amul H. Matamali	✓	LOC-3	Executive Committee	Manaus City	0936891202	amulmatamali@gmail.com	
7	JANATHA K. NARAYANAN	✓	LDC 2	ASDS	Comogit Lamas City	0929615460	janathaknaran@gmail.com	
8	Xel Claya	✓	unilate	staff	Palik... City	0992227050	xelclaya@gmail.com	
9	Norhinda A. Mandulap		LDS-1	Staff	Manaus City	0927020202		
10	MARAS A. PONDAR	✓	MANA-PA... S	CBS	CAT CITY	0517 712 8915	maraspondar@gmail.com	

4. Endorsement of 100 pilot schools on May 11, 2022 at MBHTE Office, Cotabato City.

5. IP Consultation on August 8, 2022 at CBCS Office, Cotabato City.



Consortium of Bangsamoro Civil Society, Inc.
 KFI Compound, Dolja Pilar Street, Cotabato City
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ATTENDANCE SHEET

ACTIVITY: IP CONSULTATION
 VENUE: CBCS CONFERENCE
 DATE: AUGUST 8, 2022

#	Name	Sex		Organization	Designation	Address	Contact Number	Email Address	Signature
		M	F						
1	MORNO CALUBIA		✓	CBCS		COT-CITY			<i>[Signature]</i>
2	DEBBO K. MADISON	✓		CBCS	TRIAL LATER	70000, Anyt			<i>[Signature]</i>
3									
4									
5									
6									
7									
8									
9									
10									

6. MIPA Consultation on August 24, 2022 at MIPA Office, Cotabato City

7. IP Stakeholders' Consultation on August 30-31, 2022 at St. Joseph Retreat House, Tamontaka, D.O.S., Maguindanao

Consortium of Bangsamoro Civil Society, Inc.
KFI Compound, Dofa Pilar Street, Cotabato City
Website: www.bangsamorocivilsociety.org Email: cbcaminandao@gmail.com

ATTENDANCE SHEET

ACTIVITY: IP Consultation (Free and Prior Informed Consent - FPIC)
VENUE: St. Joseph Retreat House, Tamontaka, D.O.S., Maguindanao
DATE: August 30-31, 2022

#	Name	Sex		Organization	Ethnicity/Tribe	Designation	Address
		M	F				
1	SONIA J. SALUAN	✓		STK (STEA)	TEOURAY	STK/STEA	BISMAN TAMONTAKA
2	ROSELYN P. LINAZO	✓		STK	Teduray	Member	" "
3	JONATHAN A. ESPERON	✓		Teduray (Mangrove)	Teduray	Mayor's Office	Tamontaka, Mag.
4	ARADLO U. RUFAN	✓		MIPA	Teduray	DAO-1	SOUTH BPH
5	ALLAN A. MIUTAO	✓		MIPA-IP	Teduray	DAO-CAN	MARAO LAI
6	JACOB B. DEYAGA	✓		MIPA-SARMIN	Teduray	TAD-II	PINANGARAN D.O.S.
7	NANAYLA GRACE S. BUNDO	✓		LAKANGKAT E/S	COBAGO	TEACHER 1	DARANG UPI, MAG.
8	NERILA M. SAGVE	✓		LAKANGKAT E/S	Teduray	Teacher 1	DARANG UPI, MAG.
9	EMILY O. MARCIAL	✓		Tirindanan E/S	Teduray	Teacher 1	Pempan Upi, Mag.
10	Richard J. Kinobay	✓		IPRA in MPA INC	Biguinan?	IPRA-SEC.	GABA WAO LDS

Consortium of Bangsamoro Civil Society, Inc.
KFI Compound, Dofa Pilar Street, Cotabato City
Website: www.bangsamorocivilsociety.org

ATTENDANCE SHEET

ACTIVITY: IP Consultation (Free and Prior Informed Consent - FPIC)
VENUE: St. Joseph Retreat House, Tamontaka, D.O.S., Maguindanao
DATE: August 30-31, 2022

#	Name	Sex		Organization	Ethnicity/Tribe	Designation	Address
		M	F				
1	ARADLO U. RUFAN	✓			Teduray	DAO-1	SOUTH BPH
2	GARY M. BLAND	✓			Teduray		
3	JAY-SON B. LOPEZ	✓			Teduray		MAUTAO
4	TITA A. BOND	✓			Teduray		
5	MELBA P. BUNDO	✓			Teduray		SIPAYAN D.O.
6	ALLAN A. MIUTAO	✓		MIPA-IP	Teduray	DAO-CAN	
7	EMILY O. MARCIAL	✓		MIPA IP	Teduray		
8	JONATHAN ESPERON	✓		TFT	Teduray		
9	EMILY O. MARCIAL	✓		CSO			
10	Douglas Angel P. Sola	✓		CBLS - WAKAY			

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ACTIVITY: IP Consultation (Free and Prior Informed Consent - FPIC)
VENUE: St. Joseph Retreat House, Tamontaka, D.O.S., Maguindanao
DATE: August 30-31, 2022

#	Name	Sex		Organization	Ethnicity/Tribe	Designation	Address
		M	F				
1	PANGGOT	✓		IP YOUTH	MANOBO	IP YOUTH	TURAK
2	ELENOR S. BUNDO	✓		MIPA	LAKANGKAT E/S	Teacher 1	DARANG UPI, MAG.
3	MARCO RUPINAN	✓		IPRA-MAN.	MENABO DUKAN	IPRA-SEC.	TURAK
4	ANTHERGE GUANAN	✓		MIPA	Teduray	Project Officer	TALAYAN
5	ALVIN A. DUBAN	✓		IP YOUTH	Teduray	IP YOUTH	DARANG UPI, MAG.
6	DINA D. TALAYAN	✓		MIPA	Teduray	DATA OFFICER	
7	TITA A. BOND	✓		IP	Teduray	DATA OFFICER	
8	JAY-SON B. LOPEZ	✓		IP YOUTH	Teduray	SCHOOL HOST	UPI, MAG.
9	FERNANDEZ SHARRP	✓		MIBATE	Teduray	IPRA/EXTERIOR	SU-UP
10	ARADLO U. RUFAN	✓		IPRA (EXTERIOR)	Teduray	IPRA/EXTERIOR	SU-UP

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VENUE: St. Joseph Retreat House, Tamontaka, D.O.S., Maguindanao
DATE: August 30-31, 2022

#	Name	Sex		Organization	Ethnicity/Tribe	Designation	Address
		M	F				
1	NERILA M. SAGVE	✓		Tanchoy/Manobo	Teduray	Teacher 1	DARANG UPI, MAG.
2	NANAYLA GRACE S. BUNDO	✓		LAKANGKAT E/S	IBUNGO	Teacher 1	DARANG UPI, MAG.
3	EMILY O. MARCIAL	✓		Tirindanan E/S	Teduray	Teacher 1	Pempan Upi, Mag.
4	MAR RUPINAN	✓		MIPRA	Manobo Dukan	IPRA-SEC.	TURAK
5	SINGGOT UPI	✓			Manobo Dukan		TURAK
6	FERNANDEZ SHARRP	✓		DepEd/MND	Teduray	SH	UPI, MAG.
7	JERRY S. ADALDO	✓			Teduray		TALAYAN
8	ARADLO U. RUFAN	✓		MAN-IPRA	Teduray		MALABAN D.O.S.
9	JERRY P. BABAS	✓		TALAYAN			TALAYAN
10	ALVIN A. DUBAN	✓		IPRA STAFF	Teduray		PURAK D.O.S.

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VENUE: St. Joseph Retreat House, Tamontaka, D.O.S., Maguindanao
DATE: August 30-31, 2022

#	Name	Sex		Organization	Ethnicity/Tribe	Designation
		M	F			
1	Maria Garcia	✓		Wala Hala	Makobo	Member
2	Henry S. Cruz	✓		CBCS	Teduray	Staff
3	Melinda P. Bulzon		✓		Teduray	Participant
4	GARY M. ULAMA	✓			Teduray	Participant
5	ERIC B. SANCHEZ	✓			Teduray	Participant
6	Jessie S. Sanga	✓			Teduray	Participant
7	JERRY D. BARRAS	✓			Teduray	Participant
8	ALVIN M. PANGILINAN			IPHR STAFF	TEDURAY	TRAINER
9	Rosendo P. Maning	✓		IPHR IPHR	TEDURAY	MATUBER
10	Arlene Catuaga	✓		CBCS/TFT	"	Project Assistant

Consortium of Bangsamoro Civil Society
KFI Compound, Doña Pilar Street, Cotabato City
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ACTIVITY: IP Consultation (Free and Prior Informed Consent - FPIC)
VENUE: St. Joseph Retreat House, Tamontaka, D.O.S., Maguindanao
DATE: August 30-31, 2022

#	Name	Sex		Organization	Ethnicity/Tribe	Designation
		M	F			
1	RODOLFO A. KACALANAN	✓		CBCS STAFF	MAKOBAN	IP. COO
2	Alaridin Q. Tugay	M		CBCS - DRIVER	ULAM	DRIVER
3	DR. RAUL C. BARRAS	✓		CBCS	ULAM/BAC	
4	ALBERT A. SANGA			CBCS	MAGUINDANAO	
5	WILLY ANGEL GONZALEZ	✓		CBCS - VOLUNTEER	BISMA	
6	CHLOE KESS ZYNDIS			CBCS - VOLUNTEER	BISMA	
7	WILHELMINA APUNDO	✓		CBCS	Cebuano	PM
8	JULIE E. ESPASOL	✓		CBCS	"	P.O.
9	BENIE NICOLE UBERDO	✓		CBCS - VOLUNTEER	Cebuano	
10	Guennel H. Pan	✓		CBCS		Chairperson

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VENUE: St. Joseph Retreat House, Tamontaka, D.O.S., Maguindanao
DATE: August 30-31, 2022

#	Name	Sex		Organization	Ethnicity/Tribe	Designation
		M	F			
1	Arlene Catuaga		✓	CBCS	Teduray	Project Assistant
2	ALVIN M. PAN	✓			Teduray	
3	ANITA MANINGSA	✓		MPSE	Teduray	Task Force
4	ORONDO V. GASA	✓		MIPA	Teduray	Staff/ACC
5	RODOLFO A. KACALANAN	✓		CBCS	MAKOBAN	IP. COO
6	Guennel H. Pan	✓		CBCS		Chairperson
7						
8						
9						
10						

Consortium of Bangsamoro Civil Society
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ATTENDANCE SHEET

ACTIVITY: IP Consultation (Free and Prior Informed Consent - FPIC)
VENUE: St. Joseph Retreat House, Tamontaka, D.O.S., Maguindanao
DATE: August 30-31, 2022

#	Name	Sex		Organization	Ethnicity/Tribe	Designation
		M	F			
1	MELANIO V. UBERDO	✓		MIPA-MINISTER	TEDURAY	MINISTER
2	SORELYN S. PANGILINAN	✓		MIPA	TEDURAY	Div. CHIEF
3	WILBERT BARRAS	✓		MIPA STAFF	ULAM	ARMY
4	LYDIA REYES	✓		MIPA STAFF	MAKOBAN	ARMY
5	JUDITH D. GONZALEZ	✓		BHED	Teduray	D-1
6	Maria Garcia	✓		IPHR	Makobo	IPHR
7	Richard T. Kumbay	✓		IPHR	MAKOBAN	IPHR Sec.
8	Timothy L. Sanga	✓		CBCS	Teduray	Staff
9	ALBERT A. SANGA	✓		CBCS	MAKOBAN	
10	CHLOE KESS ZYNDIS	✓		CBCS	Bisaya	Volunteer

8. School Visit on September 26-27, 2022 at Lahangkeb ES, Tinindanan ES, Brgy. Rempes, Upi, Maguindanao and Buadintad PS, Brgy. Poblacion, Balindong, Lanao del Sur

Attendance		
<u>Name</u>	<u>Sector/Organization</u>	<u>Signature</u>
1.) Antonio O. Duran Jr.	SGC Pres. Lahangkeb Elem.	
2.) Jaymelanc O. Morabong	AKAP LP / LES	
3.) Marcelita S. Argida	Teacher Aids Lahangkeb/ES	
4.) JOVIE MAE OKO	Teacher Aide Lahangkeb/ES	
5.) NARILYN GRACE G. BICODO	Teacher / Lahangkeb E/S	
6.) Arcelin Jose Lawan	AKAP LP / LES	
7.) RONALD T. BENITO	CV Bugaran K-Lahangkeb	
8.) Eric B. SANAM	PTA Lahangkeb	
9.) Rocio CASINTO	PTA Lahangkeb	
10.) RYLET A. Palao	ELDS REMPES	
11.) Danny Bly M. Soghe	PTA REMPES	

<u>Name</u>	<u>Organization</u>	<u>Signature</u>
12.) Jessi S. morabong	PTA sitio Lahangkeb	
13.) Isidoro R. Duran	PTA sitio lahangkeb	
14.) Eladio M. Olubaleng	BLGPA Sitio Lahangkeb, Rampa Upi mag.	
15.) GREGORY P. MOSELA	LAHANGKEB E/S	
16.) Emily O. Marcial	Lahangkeb E/S	

Republic of the Philippines
Bansangamo Autonomous Region
Ministry of Basic, Higher Education and Technical Education
Division Office - West Mindanao Region
Tandanan Elementary School

School Visit By The World Bank And Consortium Of BAHU
MBHTE-

Name	Designation/ Organization
1. Alvin John G. Sales	T-1 / DepEd
2. MA. VANESSA E. SUWALBOT	T-1 / DepEd
3. ELIZA G. ELOPRE	T-1 / PTA SEC.
4. Sherryly R. Moseta	T-1 / SPED TEACHER
5. Rizelle I. Calzadana	T-1 / DepEd
6. Jennyel B. Victoriano	T-1
7. ALMA M. DRISTRO	T-2 / SCHOOL HEAD
8. Maricel M. Kaplon	PTA Treasurer
9. Merly D. Sapal	PTA Sgt. at Arms
10. Simaulan D. UHO	PTA officer
11. Irish Marie U. Andrae	SGC Pres
12. Mary Ann D. Davis	SGC - Secretary/Teacher Aide
13. Irene Sherie Bedona	Community
14. EVELYN P. GAMIT	T-1 / DepEd
15. Jocelyn Dela Gracia	PTA Auditor
16. Nelda D. Marcos	PTA Press
17. ABDUL A. TAYAC	MILF

Name	Designation/ Organization
ALI T. GUANSI	MILF
Rolando J. Adonak	
RODEL A. WADMAN	MILF
ENKY O. MARCIAL	T-1 / School Head
AGNES BALOTA	World Bank Envi. Special
Aicha de Guzman	WR

30. Rohinda B. Corin	F	
31. Ahab M. Martin	F	
32. Samina T. Didato	F	
33. noralindas Ampuan	F	
34. Rodrigo S. Larim	F	
35. Luning R. Razo	F	
36. ANSA H. SAPODAN	F	
37. KAKIBAT CIVICOM		GROUP
38. ROHAIMAH Z. RACHMAN	F	HOUSE WIFE
39. Walidah M. Dalidigan	F	HOUSE WIFE
40. NASHI T. RACHMAN	M	KAKIBAT CIVICOM
41. Alexander m. Inidal	M	KAKIBAT CIVICOM
42. Norhasah M. Didardiana	F	HOUSE WIFE
43. SALMA D. ANOYURIE	F	HOUSE WIFE
44. Saraida D. Dibambom	F	HOUSE WIFE
45. Salma Macarampat	F	HOUSE WIFE
46. RohaniSah Z. Rachman	F	HOUSE WIFE
47. CHOLO Macarampat	M	
48. Jonaisa D. H. Ali	F	
49. AN. R. KIRAM	M	
50. Sama H. Usman	F	HOUSE WIFE

ATTENTION

Activity: School Visits and Community Consultation
Venue: Barangay Poblacion, Wato Balindong, Lanao del Sur

Name	Gender M/F	Office/Organization/ Sector
1. SITTENOR M. SAKIP	F	MBHTE
2. Norfaida M. Inidal	F	MBHTE
3. FATIMAH P. ABDURACHMAN	F	MBHTE
4. ANISAH M. RACHMAN	F	MBHTE
5. Guionad Abu	M	OBOS
6. Aicha de Guzman	F	WB
7. Agnes Balota	F	World Bank
8. Elaine Chee	F	WB
9. Sachiko Kataoka	F	World Bank
10. H. Athi Aisah H. Aray	F	BLGU Balindong
11. ISMAEL D. SULTAN	M	KAKIBAT CIVICOM
12. Wilhelmina Aquino	F	OBOS

13. EMTIR ABOLEAT	B. G.	
14. IMELDA G. MODINA	F	MBHTE
15. BOHAIRA M. INIDAL	F	MBHTE
16. RACHMAN ROGAYA G.	F	YOUTH
17. Saima O. Andaman	F	SGC President
18. AMEN D. GUINAL		IMAM
19. JESAMISROGA	G	OBOS
20. Jonaisa I. Ampul	F	Parents
21. Azlanjo P. Dady	F	Parents
22. Noraida Abdulhadi	F	parents
23. Roselaini A. Ombawa	F	Parents
24. Asniyah M. Macarampat	F	Parents
25. Alongan Saiben	F	Parents
26. Faidah Ringia	F	Parents
27. Rinele Mapandi		Parents
28. Rahmah Miondal		Parent

B. Information presented and / or delivered in the activities carried out as follows:

1. Multi-stakeholders Consultative Meeting on March 29, 2022 at Pagana Kutawato Restaurant, Cotabato City

- Awareness on the WB-JSDF project activities and impacts, its rational and objectives and other requirements;
- Solicited support from the various stakeholders;
- Created a mechanism for cooperation of the stakeholders;
- Assigned the 4 Schools Division to recommend at least 35 schools per division to be trimmed on the First Project Management Meeting
- Identified disadvantage groups/schools/communities
- Criteria for school selection
- Developed Operation and Coordination Structure

2. First Project Management Meeting on April 21, 2022 at CBCS Training Center, Cotabato City

- Finalization of 100 schools
- Review of Operation and Coordination Structure
- Roles and Functions of Project Management Team

3. Follow-up Project Management Meeting on April 27, 2022 at CBCS Training Center, Cotabato City

- The finalization of 100 schools for endorsement

4. Endorsement of 100 pilot schools on May 10, 2022 at MBHTE Office, Cotabato City

- Approval and Endorsement of the 100 pilot schools to Minister Iqbal

5. IP Consultation on August 8, 2022 at CBCS Office, Cotabato City

- Initial Consultation with the Dulangan-Manobo Tribal Leader on project activities and its impacts (particularly for IPs)

6. MIPA Consultation on August 24, 2022 at MIPA Office, Cotabato City

- Conduct Free, Prior and Informed Consent (FPIC) to the Ministry.
- Able to introduce the program and its components
- Discuss the upcoming IP Stakeholders' Consultation

7. IP Stakeholders' Consultation on August 30-31, 2022 at St. Joseph Retreat House, Tamontaka, Datu Odin Sinsuat, Maguindanao

- Generate awareness and initial commitment among participants for the project "No BM Child Is Left Behind In The Bangsamoro"
- Understanding of risks, vulnerabilities and fragilities present in IP communities and schools
- Identify mitigation measures that needs to be factored in the design and strategies will be applied in order to anticipate project impact to their communities
- Knowledge and understanding of WB and other bodies' policy frameworks that upholds the integrity and rights of IPs when it comes to full participation for their development
- Come up with recommendations for better project implementation within the next 3 years

8. School Visit on September 26-27, 2022 at Lahangkeb ES, Tinindanan ES, Brgy. Rempes, Upi, Maguindanao and Buadintad PS, Brgy. Poblacion, Balindong, Lanao del Sur

- Introduce the program and its components
- Understanding of risks, vulnerabilities and fragilities present in IP communities and schools
- Identify mitigation measures that needs to be factored in the design and strategies will be applied in order to anticipate project impact to their communities
- Garner commitment of participation in the Project

D. Photographs of the activities carried out in [insert place and date].

1. Multi-stakeholders Consultative Meeting on March 29, 2022 at Pagana Kutawato Restaurant, Cotabato City



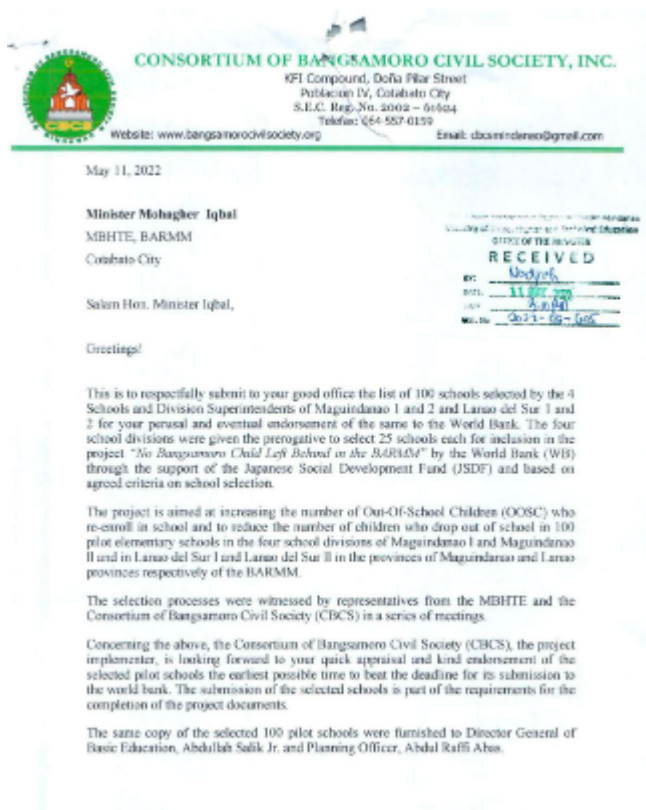


2. First Project Management Meeting on April 21, 2022 at CBCS Training Center, Cotabato City

3. Follow-up Project Management Meeting on April 27, 2022 at CBCS Training Center, Cotabato City



4. Endorsement of 100 pilot schools on May 11, 2022 at MBHTE Office, Cotabato City





Republic of the Philippines
 Bangsamoro Autonomous Region in Muslim Mindano
 Ministry of Basic, Higher and Technical Education
 Cotabato City



Office of the Minister

Republic of the Philippines
 Bangsamoro Autonomous Region in Muslim Mindano
 Ministry of Basic, Higher and Technical Education
 OFFICE OF THE MINISTER

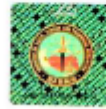
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 2022-05-172

ENDORSEMENT

May 18, 2022

Respectfully forwarded to the **World Bank**, the herein request letter from **Mr. Guiamel M. Alim, Chairman, Consortium of Bangsamoro Civil Society, Inc.**, the list of 100 schools selected by the 4 Schools Division Superintendents of Maguindanao 1 and 2 and Lanao Del Sur 1 and 2 for your inclusion in the project **No Bangsamoro Child Left Behind in the BARMM**.

MOHAGHER M. IQBAL
 Minister



Republic of the Philippines
 Bangsamoro Autonomous Region in Muslim Mindano
 Ministry of Basic, Higher and Technical Education
 INFORMATION AND COMMUNICATIONS DIVISION
 Office of the Minister
RELEASED
 By: Minister
 Date: MAY 18 2022
 Time: 1:58 PM
 Ticket No: 2022-05-172



Regional Office, 2nd floor REIC Bldg., Bangsamoro Peoples' Compound, Rosary Heights 7, Cotabato City
 Email: min.ed@barmm.gov.ph Facebook/Twitter: [ibarmm](https://www.facebook.com/ibarmm)

5. IP consultation on August 8, 2022 at CBCS Office, Cotabato City



6. MIPA Consultation (FPIC) on August 24, 2022 at MIPA Office, Cotabato City



7. IP Consultation on August 30-31, 2022 at St. Joseph Retreat House, Tamontaka, D.O.S., Maguindanao



8. School Visit on September 26-27, 2022 at Lahangkeb ES and Tinindanan ES, Brgy. Rempes, Upi, Maguindanao and Buaditad PS, Brgy. Poblacion, Balindong, Lanao del Sur





ANNEX 4 - MAIN CONCERNS OF STAKEHOLDERS RAISED TO DATE

- A. Summary of the main concerns regarding the project, its environmental and social impacts and risks, and the environmental and social management measures and instruments.
- B. Descriptive record of the main concerns raised by the parties concerned and other stakeholders of the Project.

RECORD OF THE MAIN STAKEHOLDER CONCERNS

N°	Query or Comment	Parties making comments	Reply by the Project
1	Who are the beneficiary of the project?	Stakeholders	School aged children from 6-11 years old.
2	Selection of pilot schools	Stakeholders (e.g, MBHTE/ school staff)	Criteria will be consulted upon and clearly communicated
3	Free, Prior and Informed Consent (FPIC) for IP consultations	MIPA, IP Community Leaders, IP schools	FPIC was conducted through a formal meeting about what the project is all about with MIPA Minister Melanio Ulama and IP Stakeholders consultation
4	To continually engage IP communities	IP stakeholders	Project will continue to consult closely with IP communities and their leaders (including through the community mapping, grievance mechanisms)
5	Challenges of distance/remoteness, financial challenges that prevent children from attending school	Parents of students in schools visited	Project will continually consult the communities and consider these factors in the development of dropout mitigation measures

ANNEX 5 - PROJECT COMMUNICATIONS PLAN

XVII. Template for communications plan, in the event the project considers generating a plan at a later stage **COVER**

- [Institutional logo]
- [Indicate name of document: "Communications Plan"]
- [Indicate project name]
- [Indicate name of the office / institution that prepared the Communications Plan]
- [insert city]
- [insert date]

XVIII. PRESENTATION

Within the framework of [insert name of the Project], [insert name of the Office that prepared the Communications Plan] has the task of [indicate the function of the office], for which reason it has prepared the Project Communications Plan. In order for this Plan to ensure the dissemination of timely, transparent and effective information among the different stakeholders in the various stages of the Project.

XIX. OBJECTIVES

General objective: [Indicate general objective. For example: "Promote close and permanent communication with stakeholders in order to generate harmony, mutual respect and involvement throughout the Project implementation process"] and effectively with the different stakeholders at different stages of the project.

Specific objectives:

- [Indicate specific objectives. For example: "Disseminate accessible, relevant and timely information to the vulnerable groups identified in the Project"]
- [Indicate other specific objectives].

XX. TARGET AUDIENCES

Identify and characterize the groups toward which the Communications Plan will be directed.

XXI. ACTION PLAN

The action plan involves the construction of actions and messages for each of the identified groups. It is important to note that this Communications Plan will be adapted to the progress of the Project and to what we collect during the field work of the [indicate area in charge].

The actions designed for each group of affected parties are presented below:

Reference content

ACTIONS FOR THE PARTIES CONCERNED
[Indicate affected part. For example: "Residents of the properties located in the area of direct influence of the Project (Owners, tenants, or possessors)"]
Objectives <ul style="list-style-type: none"> - [Indicate the objectives with this group. For example: "Create a favorable environment for conducting the census of affected homes in order to have the active participation of owners and / or families"] - [Indicate the objectives with this group]
Main concerns <ol style="list-style-type: none"> 5. [List the main concerns of this group. For example: "Total loss of the property and with it the loss of family ties and increased costs in the standard of living"] 6. [List main concerns].
Answers to your main concerns <ol style="list-style-type: none"> 5. [Indicate frequently asked questions of this group. For example: "How many homes will be directly impacted by the Project"] [Indicate answer. For example: "There are 16 properties that will be affected by the Project, which are located in the first blocks of E. Rodriguez Avenue, Quezon City. The team of social and property specialists has designed a Compensation and Involuntary Resettlement Plan-CIRP for the Project. "] 6. [Indicate frequently asked questions of this group] [Insert answer]
Communications actions <ul style="list-style-type: none"> - Information to be disclosed - [Indicate information to be disclosed specifically for this group. For example: "Compensation Plan and Involuntary Resettlement-CIRP"] - [Indicate information to be disclosed specifically for this group] - [Indicate specific communication actions for this group]
Probable dates <ul style="list-style-type: none"> - The probable dates for the socialization of the information are: - [Insert date]
Contact details <ul style="list-style-type: none"> - [Indicate name of the area responsible for addressing this issue] - [Indicate the position of the person responsible for addressing this issue] - [Indicate telephone number] (insert toll-free numbers, if any) - [Indicate place (s) of attention] - [Indicate hours of operation] - [Indicate contact e-mail] - [Indicate Web page where you can find information on the subject]

XXII. COMMUNICATIONS MATERIALS DEVELOPED

[Place the materials that you will use for the disclosure of the information. For example: "Informational leaflets about the Project"]

Insert images of the communications materials developed

XXIII. FREQUENTLY ASKED QUESTIONS (FAQs) AND ANSWERS ABOUT THE PROJECT

- [Indicate topic. For example: "About the execution of the Project"]
 - [Indicate the frequently identified question. For example: "How long will the project last?"]
 - [Indicate answer. For example: "It is projected that the Project will last 18 months, which is equivalent to a year and a half"]
 - [Indicate the source of information. For example: "Information obtained from the final technical file of the Project"]
- [Indicate topic]
 - [Indicate the frequently identified question]
 - [Insert answer]

FORMAT FOR FREQUENTLY ASKED QUESTIONS (FAQ)

Item	Issue	Query	Answer	Source of information
1				
2				
3				
4				
5				

XXIV. REPORT ON THE ACTIVITIES CARRIED OUT

- [Indicate the content of the report. For example: "The report will contain a photographic panel of the activities carried out and meeting minutes signed by the participants"]
- [Indicate report delivery date. For example: "The report will be delivered monthly"]
- [indicate area responsible for preparing the report]
- [Indicate the area responsible for receiving and verifying the implementation of the Communications Plan activities]

ANNEX 6 - MINUTES OF THE MEETINGS HELD

(Place the Meeting Minutes Format)

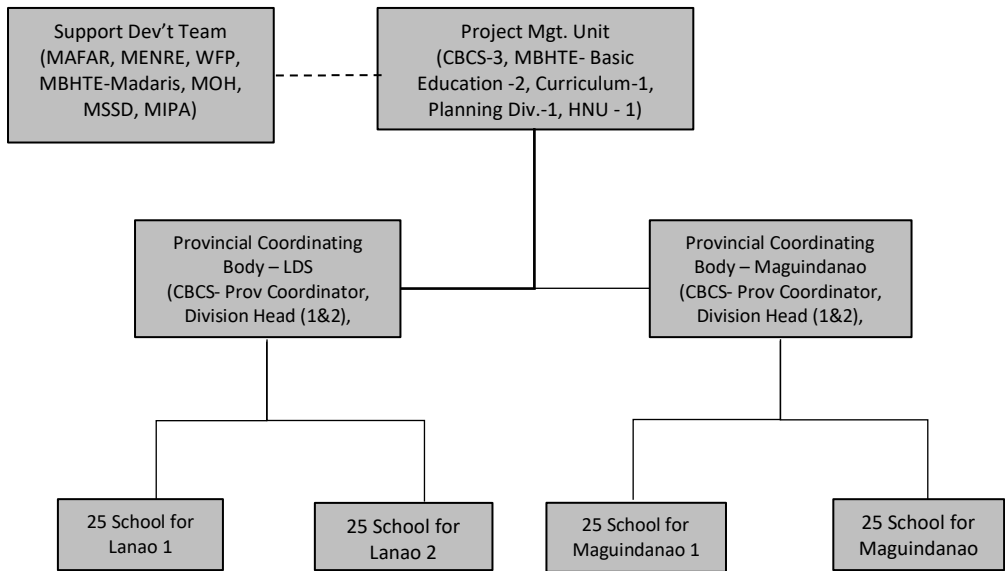
The minimum content that should be considered in the meeting minutes of each consultation and / or Stakeholder Engagement event is indicated below:

MULTI-STAKEHOLDERS CONSULTATION MEETING

MEETING MINUTES																			
Name of the Project Executing Unit:	CONSORTIUM OF BANGSAMORO CIVIL SOCIETY																		
Project's name:	NO BANGSAMORO CHILD LEFT BEHIND IN THE BARMM																		
Meeting place:	PAGANA KUTAWATO NATIVE RESTAURANT, COTABATO CITY																		
Date of subscription of the meeting minutes:	March 29, 2022	Hour	9:00 am – 5:00 pm																
MEETING AGENDA																			
<ol style="list-style-type: none"> 1. Criteria for the 100 Pilot Schools Selection 2. Project Orientation and impacts 3. Status of Drop-out in the BARMM 4. Creation of Coordination Platform 5. Presentation of Operational Structure 6. Stakeholders' Commitment 																			
AGREEMENTS																			
<p>- CRITERIA FOR SCHOOL SELECTION</p> <ul style="list-style-type: none"> • High drop-outs • Marginalized learners/communities • Nearby MILF/MNLF Major camps' schools (recognized camps) • Communities with high risk of <ul style="list-style-type: none"> • Health & Nutrition deficiency • GIDA (Geographically Isolated and Disadvantaged Areas) • Disaster-prone areas (natural/Man-made) <ul style="list-style-type: none"> • Armed conflict/RIDO • Schools that are not recipient of other programs 																			
<p>- STATUS OF DROP-OUT in the BARMM</p> <p>School Year 2020-2021</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Number of Drop-outs:</th> <th style="width: 25%;">Number of Drop-outs</th> <th style="width: 25%;">Total Learner</th> <th style="width: 25%;">Percentage</th> </tr> </thead> <tbody> <tr> <td>BASILAN</td> <td style="text-align: center;">240</td> <td style="text-align: center;">51,811</td> <td style="text-align: center;">0.46</td> </tr> <tr> <td>LAMITAN</td> <td style="text-align: center;">423</td> <td style="text-align: center;">20,539</td> <td style="text-align: center;">2.05</td> </tr> <tr> <td>LS-I</td> <td style="text-align: center;">1,188</td> <td style="text-align: center;">141,096</td> <td style="text-align: center;">0.84</td> </tr> </tbody> </table>				Number of Drop-outs:	Number of Drop-outs	Total Learner	Percentage	BASILAN	240	51,811	0.46	LAMITAN	423	20,539	2.05	LS-I	1,188	141,096	0.84
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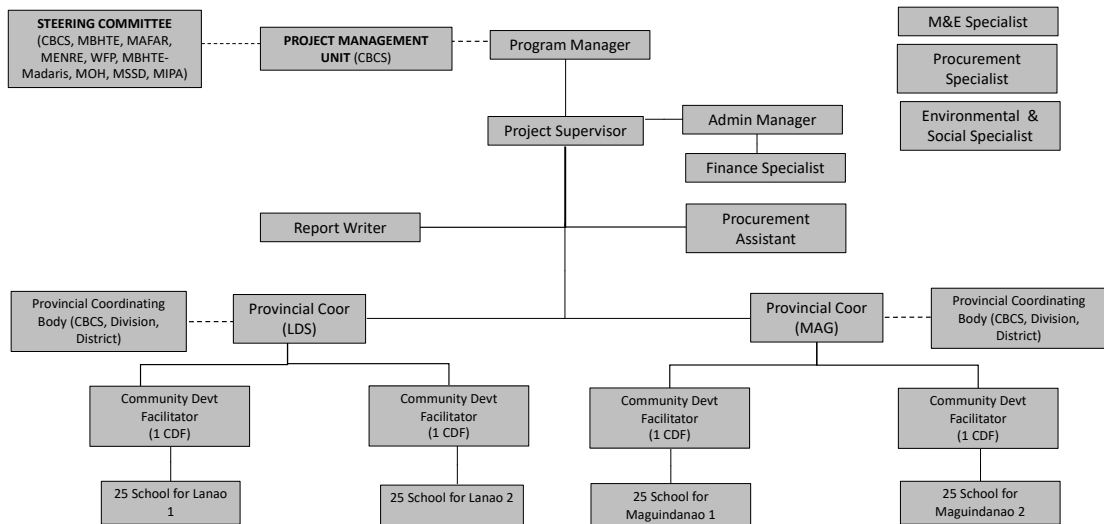
LS-II	1,034	101,801	1.01
MAGUINDANAO-I	647	136,013	0.47
MAGUINDANAO-II	1,557	108,086	1.44
MARAWI CITY	1,051	23,467	4.47
SULU	617	141,668	0.43
Tawi Tawi	429	77,843	0.55
TOTAL:	7,186	802,324	0.89

- CREATION OF COORDINATION PLATFORM



- OPERATIONAL STRUCTURE

CBCS- JSDF Operation Structure



- STAKEHOLDERS' COMMITMENT

- Present stakeholders during the consultation gave their support and commitment to the project.

- MIPA
 - Acknowledged that IP areas are the most vulnerable and marginalized group.
 - An IEC material should be used during consultations in the community where the information about the project or what the project is all about should be translated in the local dialect.
 - The Ministry has existing programs in IP-dominated schools in elementary and tertiary levels but has limited sources to fund for its sustainability.
 - Dropped-out children are mostly in the IPs areas because they used to live in far-flung areas (GIDA).

- MOH
 - Will create a new division – the Nutrition Division and Population which will focus on giving nutrition to Bangsamoro,
 - *“IPs are known as under-served population but now they will be served.”*
 - Creation of Health Clinics (School Clinics) as a portal where they can implement programs such as cascading topics on Sexual Reproduction.

- MSSD
 - The Ministry has multiple programs serving the Bangsamoro constituents especially for the child and youth.
 - The Ministry provides financial assistance – business engagement for low-income household
 - Child Protection concern at home, school and community to decrease reported abuses is also identified as one of the main programs
 - The Ministry provides financial aid to cover school expenses where an OSY can avail.

- WFP
 - Home-grown School Feeding (HGSF) can be used in the School Feeding approach.
 - The WFP is willing to extend technical expertise in helping the program for its sustainability mechanism.

- MBHTE – Minister Iqbal
 - The Minister emphasized that education is a top priority of the Bangsamoro government to establish, maintain and support a complete and integrated system of quality education, which shall be a sub-system of the National Education System.
 - The Bangsamoro government shall develop an educational framework relevant and responsive to the needs, ideals, and aspirations of the Bangsamoro people. For this purpose, the Bangsamoro government shall conform to the minimum standards set by the National government.
 - The Bangsamoro government shall institutionalize peace education in all levels of education.

OBSERVATIONS			
<ul style="list-style-type: none"> - The Consultation was materialized because of the support from different government line agencies especially MBHTE. - The technical expertise that the World Food Programme will extend is a big help in implementing the School-based Feeding Program to the selected 100 pilot schools. - The assurance of the Ministry on Indigenous Peoples Affair (MIPA) in supporting the project especially of the IPs needs. 			
REPRESENTATIVE'S DATA			
Executing unit: CBCS		Stakeholders: WFP	
Name	Marivic Calubia	Name	Hasna Adam
Position	Program Officer	Position	Program Assistant
Signature		Signature	

The consultation was attended by the following:

#	Name	Organization
1	Guiamel Alim	CBCS
2	Danilo Mocsin	CBCS
3	Marivic Calubia	CBCS
4	Jeya Murugan	CBCS
5	Wilhelmina Aquino	CBCS
6	Aisah Omar	CBCS
7	Norodina Sarip	MBHTE - LDS II
8	Mombao Abdul	MBHTE - LDS I
9	Amal Matumadi	MBHTE - LDS I
10	Jalalia Ambor	MBHTE - LDS I
11	Jamaila Marohomsalic	MBHTE - LDS II
12	Norie Mamalinta	MBHTE - Mag I
13	Nasrudin Lumondao	MBHTE - Mag I
14	Alizabrie Sungka	MBHTE - RO
15	Bai Meriam Kawit	MBHTE - Mag I SDS
16	Margie Pendulat	MBHTE - RO
17	Abdula Esmael	MBHTE - Mag II
18	Rasna Latiph	MBHTE - Mag II
19	Datu Shakkur Abdul	MBHTE - Mag II
20	Alma Abdula-Nor	MBHTE - Mag II SDS
21	Mishael Aragonza	WFP
22	Mocamad Bandar	MBHTE
23	Datu Abdulshattar Zailon	MOH - Chief
24	Noraynnie Baraguir	MOH
25	L.S. Tadle	MBHTE

26	Camino Bangcola	MBHTE - RO
27	Hja Kay Lintongan	MSSD
28	Anwar Salwang	MBHTE - RO
29	Hasna Adam	WFP
30	Crisalyn Miraato	MBHTE - RO
31	Joven Molanggana	MIPA
32	Edna Purong	MBHTE - RO
33	Abdul gaffor Ibrahim	MBHTE - LDS II
34	Abdul Raffi Abas	MBHTE - RO

IP CONSULTATION MEETING

MEETING MINUTES			
Name of the Project Executing Unit:	CONSORTIUM OF BANGSAMORO CIVIL SOCIETY		
Project's name:	NO BANGSAMORO CHILD LEFT BEHIND IN THE BARMM		
Meeting place:	CBCS OFFICE, COTABATO CITY		
Date of subscription of the meeting minutes:	AUGUST 8, 2022	Hour	2:00 – 3:00 pm
MEETING AGENDA			
1. Project Orientation (Identification of possible risk and project benefits)			
AGREEMENTS			
<p>The initial consultation with one (1) IP group in Maguindanao was done to sought information on what may be the potential risk and advantage that may greatly affect the lives of the IPs. The talk was a short orientation of what the project is all about and its activities.</p> <ul style="list-style-type: none"> - The Dulangan-Manobo Tribal Leader emphasized to conduct a consultation with the MLGU, BLGU, Tribal Leaders, Community and School about the project to have a clearer understanding on what the project is all about. - Upon conducting a Consultation, there should be a Free Prior Inform Consent (FPIC) as stated in the Bangsamoro Organic Law (BOL) to avoid any potential risk that may arise. - Without conducting an FPIC, misinformation from any one in the group might cause chaos and misunderstanding in the long run. - MIPA as the duty-bearer of the Indigenous People should also be present in the consultation - IPs are the least served group but with this project they will feel that they were not left behind. - Always include the Indigenous Person Mandatory Representative (IPMR) when doing courtesy calls in the LGU. - Hopeful that the project can sustain its program even after three (3) years. 			

The meeting identified a proposed sitewide IP Consultation that may aid the IPP. The identified IP groups from the 27 selected schools where the presence of IPs are there will be invited to attend the said consultation. The proposed date is August 30-31, 2022. Venue will be determined and disseminate to the participants. The proposed program will be a 2-day live-in consultation.

REPRESENTATIVE'S DATA

Executing unit: CBCS		Stakeholders: Dulangan-Manobo Tribal Leader	
Name	Marivic Calubia	Name	Dencio Kadingilan
Position	Program Officer	Position	Tribal Leader
Signature		Signature	

The consultation was attended by the following:

#	Name	Organization
1	Marivic Calubia	CBCS
2	Dencio Kadingilan	Tribal Leader (Manobo-Dulangan)

MIPA CONSULTATION

MEETING MINUTES			
Name of the Project Executing Unit:	CONSORTIUM OF BANGSAMORO CIVIL SOCIETY		
Project's name:	NO BANGSAMORO CHILD LEFT BEHIND IN THE BARMM		
Meeting place:	MIPA OFFICE, COTABATO CITY		
Date of subscription of the meeting minutes:	AUGUST 24, 2022	Hour	10:00 – 12:00 nn
MEETING AGENDA			
1. Conduct of Free, Prior and Informed Consent			
2. Project Orientation			
3. Discuss the upcoming IP Stakeholders' Consultation			
AGREEMENTS			
<ul style="list-style-type: none"> - The IP Ministry appreciated CBCS in conducting the Free, Prior and Informed Consent (FPIC) about the Project. - Project orientation was done to give a background of what the project is all about. - The upcoming IP Stakeholders' Consultation on August 30-31, 2022 was shared to the Ministry for further recommendation about the activity schedule and invitees. - The activity venue identified is at St. Joseph Retreat House, Tamontaka, D.O.S., Maguindanao. - The meeting identified a proposed sitewide IP Consultation that may aid the IPP. The identified IP groups from the 27 selected schools where the presence of IPs are there will be invited to attend the said consultation. 			
REPRESENTATIVE'S DATA			

Executing unit: CBCS		Stakeholders: MIPA	
Name	Marivic Calubia	Name	Jocelyn Palao
Position	Program Officer	Position	MIPA Staff
Signature		Signature	

#	Name	Organization
1	Marivic Calubia	CBCS
2	Jeya Murugan	CBCS
3	MP Melanio Ulama	MIPA Minister
4	Elsie Ulama	MBHTE Consultant
5	Jocelyn Palao	MIPA Staff
6	Arlene Catuyan	CBCS

IP STAKEHOLDERS' CONSULTATION

DAY 1 (AUGUST 30, 2022)

IV. PRELIMINARIES

The activity was opened with a tribal ritual led by an IP representative followed by prayer, singing of national anthem and BARMM hymn. The program started at 1:30PM. Lead facilitator was Ms. Julie Esmael who facilitated the introduction of participants as well as the sharing of expectations. Both of which are presented here as Annexes.



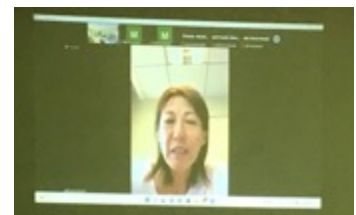
V. MESSAGES

Mr. Guiamel M. Alim, CBCS Chairperson, said that BARMM has 70% functional literacy rate compared to the National which is 90%, with non-Moro IPs being the most disadvantaged in terms of numbers, and therefore, remain in the periphery of development. Aside from education, most IPs do not have access to other basic services such as health, and livelihood and they struggle with their ancestral domain claim. Many IP communities live and study in places far from the assistance of the Government and Agencies. CBCS has consistently prioritized the inclusion of IP communities in its programs and activities and this project No BM Child Left Behind in the BARMM targets 23 schools with IP learners, hence this consultation. We are honored to be working with the MIPA led by Minister Melanio Ulama, who he knew from way back. He said that CBCS and MIPA will be signing a comprehensive memorandum of understanding to cover CBCS' continuing commitment to engage with IP communities. This is also to uphold IPs rights which are provided specifically under the Bangsamoro Organic Law, and implemented by the BARMM Government. It is important to continuously seek dialogue and consultations with you, like this one for this project so that you are not just part of the implementation, but also in the planning process, but also in the monitoring and evaluation. This Consultation is just the beginning, so he said.



MIPA-Minister MP Melanio U. Ulama narrated the history and struggles of tri-people from armed struggle to political struggle and democratic struggle. He also explained the Bangsamoro struggle and pride. He shared his experiences of supporting the IP community while in different offices. Here he said, the MIPA under the BARMM Government expects the IPs to fight for their rights and that remember that their role as an IP is important.

Through Zoom Teleconference, Ms. Sachiko Kataoka, World Bank Team Leader, informed the participants The World Bank has partnered with CBCS and MBHTE for this project. She was very grateful for the presence of the MIPA Minister Hon. Melanio Ulama and the participation of IP tribal leaders.



VI. Project Overview

Ms. Marivic Calubia, CBCS Project Officer, presented the rationale, objectives, plans, and components of the Project. She emphasized the necessity of IP participation throughout the project cycle, and for the project implementers to ensure that interventions will promote IP rights and respect cultural identity, customary laws, tribal governance and traditions. Twenty three out of the selected 100 pilot schools have enrolled IP learners. The final number of enrolled IP students relative to the overall enrolled students per school will be informed by MBHTE's EBEIS for SY 2022 – 2023. Although CBCS was engaged in setting the criteria for the school selection, the MBHTE Division Heads, as well as the Regional MBHTE Office, through a consultative process, were the ones who came up with the list of pilot schools for this project.



Ms. Judith Caubalejo, IPED Director of MBHTE BARMM said that the Bangsamoro Education Code sustained the implementation of the National IP Education Program in the BARMM by creating the Bureau of IP Education. The BIPed can formulate and recommend policies relative to the improvement of IP education implementation in the BARMM. The BEC provides sustaining the IPED, which was firstly implemented by the ARMM Government. The Basic Education Code mandates the BIPED to undertake IP participatory consultations in the implementation and monitoring of activities in these 23 schools. As an encouragement, she shared her personal story and motivated the participants to access opportunities like joining in school-based contests.



IV. Open Forum

iv.i. Criteria and Selection of schools.

“If one of the criteria is a school in a GIDA area, 2 schools in Wao may have failed in this category, as barangay Eastern (Western Wao Pilot ES) as well as the Pagalongan Community Central Elementary School. Perhaps it is better to consider other schools within Wao with more number of children who have dropped out of school / or children at risk of dropping out of school. (participant from Wao)

A. Another criteria that was also considered by the MBHTE Divisions in their selection is accessibility (as opposed to GIDA), so that it will be easier for visits and monitoring. (Ms. Marivic Calubia)

- Geographically isolated and disadvantaged areas
- High drop-outs
- Marginalized learners / communities
- Nearby MILF/MNLF major camps' schools (recognized camps)
- Communication with high risk of:
 - ✓ Health & nutrition deficiency
 - ✓ GIDA
 - ✓ Disaster-prone areas (natural/man-made – rido/armed conflict)
- Schools that area not recipient of other programs
- LRN (learner's reference number)

Re – Which Tambak is chosen for this project? (Upper or Lower) - Referring to the selection of Ranao Midafa Elementary School in DBS, Maguidanao 2. A. The school is located in Upper Tambak, DBS.

Re - recommendation to include other schools, also in GIDA areas, with IP learners.

B. Perhaps WB can consider expansion to other areas, depending on the performance of this pilot project. (Ms. Marivic Calubia)

Re - Consider other schools for inclusion or/replacement of schools that are not GIDA areas. (a) Situvisan Elementary School in Abdullah Sangki, as almost 100% of its enrolled students are IP students.

b. “MBHTE provided the list of selected schools, so it is not easy to change the selected sites, as this went through a consultative process with the Divisions.” Mr. Alim added, “however you can suggest interventions that we can collaboratively do in the selected schools that can address your concerns, and additionally, give us the list of schools whom you think needs project support, and we can think of ways of how this will be presented.”

Re – hard to access schools. Another suggested area is sitio Gununey, Barangay Paca of DOS. There, children walk 5-6 hours and sometimes up to 7 hours before they can reach their Elementary School. When they reach the school, children are already tired and sleepy.”

Teachers spend so much time and effort in going to their assigned schools. “The usual practice is that, teachers have limited time with their students. During Mondays – it is travel time to their school. Tuesday is part time rest and then they report to school – either from Tuesday to Friday or just spend teaching on Wednesday and Thursdays. Friday is travel back to their home. There is limited time for students to learn contributing to low performance of learners. Students also are not encouraged to go to school because, aside from difficult roads, physical distance to schools, teachers are almost not there.

A participant also joined in that she is assigned in the most faraway places in Upi. Ms. Emelie started as a volunteer teacher for 5 years before she became a regular teacher. As a volunteer, she was assigned in far flung barangays and it was a great struggle and sacrifice to go to school on a daily basis. “When conditions allow, we were able to ride a horse. Although it was a great struggle and sacrifice, we did not give up. We did our best to help our fellow Teduray in mountain schools. We want to become a model for IPs in attaining education. “

v. ii. Further to the implementation of DepEd’s IP Education in the BARMM.

“We should motivate IP teachers to serve back for the IP communities. We have almost 400 to 500 learners including those in AKAP Learning Centers and there are only 3 teachers left and other teachers are transferred. This is the main reason why students are dropping out. The parents and students are always asking for regular teachers. It is better to have IP teachers who teaches IP students. “ (Ms Judith)

“I suggest not to leave the IP communities if you work there. Let us give our hearts and give love within 3 years for this project because the IP leaders and every one of us should achieve this. It is rare to have a sponsored project reaching our areas – to benefit us Ips. are part of it. Ms. Judith is now positioned as our Director and she has a golden heart as a person and we are very grateful to have her with us. I will fully support this project because in this opportunity I can help the IPs.” (Sir Jam)



Synthesis for Day 1. Some key points summarized during the afternoon sharing and discussion were:

- ❑ The No BM Child Left Behind in the BARMM is an MBHTE project that is supported by the WB-JSDF project. As a CSO partner, CBCS will be guided by the Bank’s policies and procedures, and internally, by CBCS’ own mandate, the Do No Harm Framework, its own Code of Ethics, Policies and Procedures
- ❑ The 2 Major Project Components will ensure that children who have dropped out of school and those who are at risk of dropping out, are tracked / mapped and are provided with the enabling support interventions through collaborative efforts by their schools, families, communities and other education stakeholders so they will be encouraged to stay and participate in school, or return back to school.

The third component will ensure a smooth program delivery for inclusive participation, equal access of target communities to package of support so that the project will attain its objective of “No BM child left behind in the BARMM”.

- ❑ The IP participation in the whole process is crucial, hence this consultation.

Before the participants were dismissed, Ms. Aquino of CBCS asked the participants to provide further information about their barangays and submit the filled matrix which will help the

implementers learn more about the conditions of their barangays / schools. (Results are presented in the Annexes).

Day 1 ended at 5:30 pm.



DAY 2 (AUGUST 31, 2022)

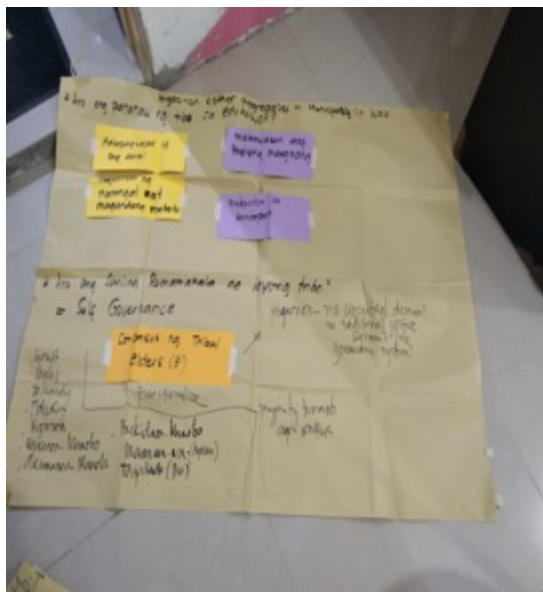
The second day started with an opening du'a and an ice breaker from the Lead Facilitator.

The individual work assignments were collected followed by instructions for the small break out group sharing. The body was grouped by tribal group affiliations: T'duray; Dulangan-Manobo and Higaonon-Manobo

Questions:

- What is your tribe's view on education?
 - What is your own way of "self-governance"
 - What is your own way of delivering justice? (What is your justice system?)
- For this project, do you think asserting your traditional "self-governance and justice systems" when there are conflicts arising from implementation is important?

Workshop Results



Stakeholder Engagement Plan -SEP

Tribal Affiliation	(2) Ano ang pananaw Ninyo sa edukasyon?		Governance System / Justice System	Suggested Grievance Mechanism for PI
	Before (noon)	Now (ngayon)		
Dulangan-Manobo	<ul style="list-style-type: none"> <input type="checkbox"/> hindi interesado sa edukasyon (people are not interested in education) <input type="checkbox"/> lack of information (there is lack of information about education) <input type="checkbox"/> less education (less people are educated) <input type="checkbox"/> IPs are discriminated against and many experienced “bullying” in school 	<ul style="list-style-type: none"> <input type="checkbox"/> Families now value education and help their children go to school as they are inspired by those who have “graduated from school” and they become “role models” in the communities 	<ul style="list-style-type: none"> <input type="checkbox"/> There is a Manubo Dulangan Tribal Justice and Governance <p>Traditional Justice System is called antang. This also settles cases involving members of the tribe. There is also ANTANG, the tribal Conflict Resolution System that settles rido due to land (when it could). The ANTANG gives the UKIT or set of penalties and sanctions for violating the rules / policies / laws of the KITAB (the self-governing body of the tribe).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> It is recommended that the KITAB is conferred to when setting up the Grievance Mechanism in the Project Site (school-based, but consultative to the KITAB of the barangay
T'duray		<p>Assimilated:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Education is important so children will not repeat the cycle of illiteracy and poverty <input type="checkbox"/> Education is a right to be enjoyed by every child <input type="checkbox"/> Integrate culture and tradition in the school curriculum 	<ul style="list-style-type: none"> <input type="checkbox"/> There is a traditional way of self-governance” for the tribal communities; and there is also the Timuay Justice System <input type="checkbox"/> Self-governance is called Tiyawan; the tribal laws is embodied in the Seenem Foror <input type="checkbox"/> The systems in recognized by NCIP through Certificate of 	<ul style="list-style-type: none"> <input type="checkbox"/> Project implementers to coordinate regularly with the Tribal Leaders / Tiyawan; and if possible, have a member seat in the Local Grievance mechanism – for consultations and preventive measures.

		<ul style="list-style-type: none"> <input type="checkbox"/> Education is important because the future of the child depends on this (education outcomes) <input type="checkbox"/> A child (a person) who knows how to read and write and with values – will not be easily exploited in his dealings with other people <input type="checkbox"/> Having an education provides one with job and / or livelihood opportunities 	<p>Confirmation C.O.R 12-2017; 12-19 and therefore, streamlined to Local Government</p> <ul style="list-style-type: none"> <input type="checkbox"/> There is also the TJG Book, which is a project to put in writing these laws of the Teduray and Lambangian (the FEGODON) so that customs and traditions will be disseminated, popularized so these are not be forgotten, especially by the younger generation, nor not known by those outside of the tribe. The prevalent practice now is that project interventions goes directly to the Barangay, so the traditional way of consultations with the Tribal Leaders is by passed. <input type="checkbox"/> Need to pursue the Tribal University (provided for by the BOL and BEC) which is to be constructed in Upi. 	
Higaonon tribe and other aggregates in the		Children can finish schooling (makatapos sap ag-aaral) so they can have decent and jobs that can boost their dignity; lessen the “illiterates” in the	Self-governance: There is the practice of getting consensus among tribal leaders is functional. People from different non-Moro tribes settle in Wao because at one point in their lives, they came as agricultural workers. At present, there is a mix of people who come from: Igorot and Ibaloi tribes of the Mountain Province; Talaandig; T’duray; Higaonon; Agusanon-Manobo;	

Municipality of Wao, LDS		communities and lessen the number of people who are poor	<p>Arumanen-Manobo of North Cotabato; Bukidnon-Manboo; Maman-wa (Agusan); Tagakaulo of Davao provinces.</p> <p>The non-Moro IPs in Wao have no ancestral domain claims; There is no distinct justice system that is strictly followed by the tribal group members.</p> <p>The mandated barangay justice system or the Lupong Tagapamayapa serve all –especially IPs and Christians.</p> <p>For further research: Information of the Higaonon Tribal Governance and Justice System including customary laws and practices</p>
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Reporting and Discussion

After the 3 tribal Groupings presented their workshop outputs, a lengthy discussion ensued which highlighted how IP communities viewed education before and now. In general, there was consensus that much has changed in their viewpoints with regards to education – because the tribes realize that in order for their communities to survive, they have to be “educated” or “get education” in schools offered by the government and private sector. With a high illiteracy rate, IPs are largely marginalized and exploited, especially when it comes to payment of their services, in selling their products and in knowing their rights.

There was a consensus that where before, tribal councils were consulted when it comes to new projects in their communities, now they are not really informed and engaged because those who bring “projects” now go directly to the barangay local government unit. Oftentimes, their tribal councils / leaders are by passed.

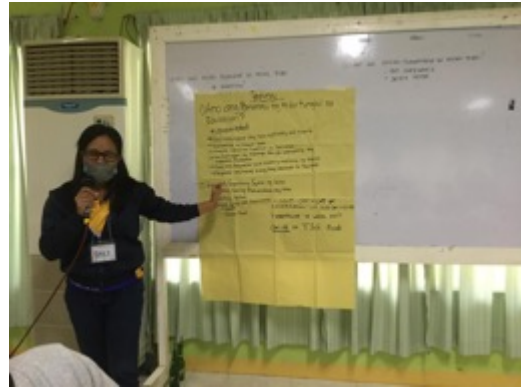
Their ancestral domain claims are contested in a diminishing IP land. In Wao, there is no distinct ancestral domain claim appealed to the NCIP. So what exists is, even if there is a consultative council – there is no land that the tribal people can lay claim to. Tribal people are often “tenants” and agricultural workers.

Recommendations

- ❑ Conduct community consultations with tribal leaders – or ensure that they participate during the barangay activities
- ❑ Involve MIPA at the regional, provincial and municipal level structures for this project
- ❑ Ensure that members of tribal councils (or justice systems) are engaged in the Grievance Mechanism when this is set up at the community / municipal level
- ❑ Further consultations with IP tribal / barangay leaders on this project

Closing Message: Mr. Guiamel Alim in his closing message, assured that this consultation is a step towards CBCS’ more engagement with the IP communities – not only with this project, but in other programs and services as well.

The activity ended at 12:15 pm with a closing prayer and a photo shoot.



Annex: Shared Expectations
Participants' responses to these 3 questions / concerns

Gain	Give	Groan
<ul style="list-style-type: none"> <input type="checkbox"/> To learn about the WB Project <input type="checkbox"/> Know what are the programs and projects for IPs in terms of education <input type="checkbox"/> To attain the general objective of the workshop <input type="checkbox"/> As an IP leader, this is a great benefit and an additional knowledge to be shared later to our communities <input type="checkbox"/> Understanding the problem why IP children were not able to pursue free education <input type="checkbox"/> BLP and A & E Programs for out-of-school youths <input type="checkbox"/> Knowledge on how and whom to access for help for IPs <input type="checkbox"/> More IPs who are enrolled (increase IP students); more educated IPs <input type="checkbox"/> Consultative / cooperative <input type="checkbox"/> Know more and understand the programs and rights of the IPa <input type="checkbox"/> Additional information for our child development in our community <input type="checkbox"/> Knowledge on the rights of IPs <input type="checkbox"/> IP children deserve community <input type="checkbox"/> Tribal ways of teaching 	<ul style="list-style-type: none"> <input type="checkbox"/> Support of the community leaders <input type="checkbox"/> To recognize basic needs of our children such as food, school supply, etc. <input type="checkbox"/> Attention <input type="checkbox"/> Hire professional IPs in the community <input type="checkbox"/> Strategies in coordinating with the elders in improving the learning of IP children <input type="checkbox"/> Good partnership / security <input type="checkbox"/> Land area for the implementation of the project <input type="checkbox"/> Time and local / raw materials <input type="checkbox"/> Personal and wholehearted support to the project <input type="checkbox"/> Close coordination (BLGU and Tribal Leaders) <input type="checkbox"/> Monitoring <input type="checkbox"/> Traditional Experts on customs and traditions <input type="checkbox"/> Collaborative efforts with the IPMR's. tribal leaders, teachers of community leaders 	<ul style="list-style-type: none"> <input type="checkbox"/> Financial assistance for the elementary and high school <input type="checkbox"/> Lack of regular teachers and materials in school <input type="checkbox"/> Few access to scholarship programs for tertiary level <input type="checkbox"/> Few IP teachers are / have regular items <input type="checkbox"/> Job opportunities for fresh IP graduates <input type="checkbox"/> Lack of IP teachers / IP professionals in IP communities <input type="checkbox"/> Inadequate school facilities <input type="checkbox"/> IP discrimination due to "no education and no access to scholarships or assistance <input type="checkbox"/> Crowded in one classroom because of overpopulation of learners and lack of teachers <input type="checkbox"/> IPs can access education in BARMM <input type="checkbox"/> Strategy <input type="checkbox"/> Lack of resources <input type="checkbox"/> No funding agency and no budget <input type="checkbox"/> Financial assistance for the learners <input type="checkbox"/> How can an IP student access financial assistance without having grade standard of an institution? <input type="checkbox"/> More opportunities for the IP volunteer teachers <input type="checkbox"/> Land conflict <input type="checkbox"/> Lack of interest (apathy) <input type="checkbox"/> More scholarship programs for IP <input type="checkbox"/> Projects that are direct to communities; FGD at community

Annex: Community Profile

Div	Mun	Brgy. / School	Distance of sch to Mun. Center	Describe the condition of your barangay in brief	Who are the education stakeholders in the community & why?	What could be the possible of this project to : Students Families Community (incl organizations in the area)	Recommended strategies for IP participation in this project in your community
Mag 1	Ampatuan	Tomacor / Tomacor ES Enrolled students: boys – 176 girls -165 Total= 341	8 kms.	8 kms. Away from mun. center – the brgy. With a population of 1160, IP household is 350; Has mixed population but 99% of population is IP. belonging to T'duray and Dulangan- Manobo; but most houses are made of light materials; there is prevailing poverty; people experience discrimination because of this;	Community, Support of BLGU Religious sector; Tribal leaders Committee on education	d) Increase num of enrolees / zero dropout e) Address food problem and families can having “savings” f) Secure peace and order in the community	Consultation in the community – to select the deserving school Consult the tribal leaders – who are the those in need of assistance in school Close coordination with LGU/ BLGU / tribal leaders / teachers / IP / Religious sector for the smooth implementation of the project

				school children need feeding program ;people are hardworking; people lack interest in education because of poverty			
GIDA area: within the influence of 10 th and 105 th BIAF Base Command				Risks: distance to schools, poverty; early marriage; financial and moral support of parents; bullying	Mitigation: Implement the ordinance against early marriage BLGU and community participation in activities BLGU Resolutions to address the concerns of communities (resol also from MGLU/PLGU/National Sustainable livelihood program MAFAR/MIFA on organic farming		Information from pax: Eleanor Binansil Mario Kadilngilan Bangoy Umal

Stakeholder Engagement Plan -SEP

Div	Mun	Brgy. / School	Distance of sch to Mun. Center	Describe the condition of your barangay in brief	Who are the education stakeholders in the community & why?	What could be the possible of this project to : Students Families Community (incl organizations in the area)	Recommended strategies for IP participation in this project in your community
Mag1	Datu Unsay	Maitumaig, Kyamko ES					

SCHOOL VISITS

MEETING MINUTES			
Name of the Project Executing Unit:	CONSORTIUM OF BANGSAMORO CIVIL SOCIETY		
Project's name:	NO BANGSAMORO CHILD LEFT BEHIND IN THE BARMM		
Meeting place:	LAHANGKEB ES AND TININDANAN ES, BRGY. REMPES, UPI, MAGUINDANAO AND BUADITAD PS, BRGY. POBLACION, BALINDONG, LANA DEL SUR		
Date of subscription of the meeting minutes:	SEPTEMBER 26-27, 2022	Hour	8:00 am – 6:00 pm
MEETING AGENDA			
<ul style="list-style-type: none"> - Solicit commitment from the Community Stakeholders and school in participating to the project. - Introduce the project and its components - Understand the risks, vulnerabilities and fragilities present in IP communities and schools 			
AGREEMENTS			
<ul style="list-style-type: none"> - Open a sub-account bank account from their MOOE Landbank account - CBCS to visit landbank and ask the possibility of the sub-account scheme - Schools and Community Stakeholders expressed enthusiasm to participate in the program and indicated their support to the World Bank and CBCS during the implementation. 			
REPRESENTATIVE'S DATA			
Executing unit: CBCS		Stakeholders who participated: School Heads, Teachers and Community Stakeholders (including IP leaders, MILF camp representatives, SGCs, PTAs, and students)	
Name	Marivic Calubia	Name	Emily Marcial, Alma Diestro & Sittienor Sarip
Position	Program Officer	Position	School Principal/School Head
Signature		Signature	

#	Name	Organization
1	Guiamel Alim	CBCS
2	Jeya Murugan	CBCS
3	Marivic Calubia	CBCS
4	Danilo Mocsin	CBCS
5	Wilhelmina Aquino	CBCS
6	Sachiko Kataoka	World Bank
7	Elaine Chee	World Bank
8	Agnes Balota	World Bank
9	Aisha de Guzman	World Bank
10	Hana Kamid	World bBank

ANNEX 7 - SURVEY FORMAT

(Insert the Survey Format)

Next, a referential survey format is presented.

The following survey aims to [indicate the objective. For example: “Identify if the mechanisms that are being used for the dissemination and consultation process of the Project are the most suitable. This information will allow short-term decisions to be made in order to improve communications channels and Stakeholder Engagement.”]

6. CHARACTERISTICS OF THE RESPONDENT				
Age			Sex	
District			Estate	
Disability	d) Yes	e) No	Type	
Current occupation				
7. ABOUT THE PROJECT				
2.1 Do you know what the Project [Insert name of the Project] consists of?			a) Yes	b) No
2.2 Means by which you learned about the Project				
6. Radio	7. Tv	8. Informative materials, i.e. brochures, etc.	9. Web Page	10. Other
2.2 Participation (mark)				
3.	Participated in a workshop or meeting		3.	Visited the Web Page, Facebook
4.	Received the visit of Project personnel		4.	Other
2.3 Do you know the mechanisms for filing grievances and complaints?			a) Yes	b) No
2.4 Have you ever filed a grievance about the Project?			a) Yes	b) No
2.7 Did you receive a reply to the grievance made?			a) Yes	b) No
2.8 Opinion on the current mechanism for handling complaints and claims				
2.7 Degree of satisfaction with the event in which you participated				
a) Very satisfied	b) Satisfied	c) Fairly Satisfied	Dissatisfied	e) Very Dissatisfied
8. PERCEPTIONS ON THE PROJECT				
9. OBSERVATIONS				
10. [ADD OTHER ASPECTS]				

ANNEX 8 - SOCIAL COMMITMENTS MONITORING MATRIX

(Put into place the Matrix that will be used to monitor the social and environmental commitments assumed by the Project Executing Unit)

Reference format

N°	COMMITMENTS DATA					FOLLOW.UP					COMMENTS
	Commitment assumed	Representative for the Commitment on Behalf of the Stakeholders	Supporting document ⁵	Date of signing ⁶	Term of the commitment	Commitment status			Budget ⁷		
						Monitoring date	Status ⁸	Deadline	Estimated cost	Executed cost	
1											
2											
3											
4											
5											
6											
7											
8											
9											

Source: [Indicate source]

⁵ Support document: meeting minutes, contract, among others.

⁶ Indicate the date of subscription of the commitment.

⁷ Indicate the estimated cost and the final cost of the commitment assumed.

⁸ Indicate the status of the commitment: completed, closed, pending, in process.

ANNEX 9 - MONITORING REPORTS OF SEP ACTIVITIES

Insert the content of the reports to be delivered by the Executing Unit)

The minimum content that should be considered in the report is indicated below:

11. GENERAL INFORMATION
12. INTRODUCTION
13. KEY ISSUES AND MAIN CONCERNS
14. PARTICIPATING GROUPS
15. ACTIVITIES CARRIED OUT
16. IDENTIFICATION OF POSSIBLE RISKS
17. MANAGEMENT MEASURES
18. CONCLUSIONS
19. RECOMMENDATIONS
20. ANNEXES (Attach images and documents related to the activities indicated in the report)

ANNEX 10 - GRIEVANCE RECEIPT FORM

(Insert the Form for Receiving Complaints or Claims)

Reference format

RECEIPT FORM N° ___			
Indicate Name of the Executing Unit:			
Indicate Project Name:			
REGISTRATION OF THE GRIEVANCE			
Date and time received			
Place received			
Party receiving it	Name		
	Position		
Means of reception	a) Verbal		
	b) Telephone		
	f) Written	Letter (Registration N°. assigned)	
		E-mail:	
	d) Office providing Permanent Attention		
e) [Indicate other means]			
I. PERSONAL DATA			
Does the person want to identify itself? Otherwise		Yes	No
Name and surnames			
Address		District	
Téléphone		E-mail	
[Add other information]			
II. INFORMATION ABOUT THE CASE			
2.1 Type of case			
a. Grievance		c. Query	
b. Claim		d. Other	
2.2 Subject of the case	2.3 Details of the grievance		
a. [Indicate topic. For example: "Environmental aspects of the Project"]			
b. [Indicate topic]			
2.4. Request concerning the grievance (indicate)	<i>(indicate)</i>		
2.5 Documentation provided by the complainant (reports, photographs, among others) (indicate)	<i>(indicate)</i>		
III. ADDITIONAL REMARKS			
Name of the person responsible for case		Name of the party presenting grievance	
Position	Signature	Position	Signature
The information contained in this form has been provided voluntarily and authorized by the above signer. The institution guarantees the confidentiality of the information registered and its use for the corresponding purposes.			
Note: A copy of this form is given to the person who filed the complaint.			

ANNEX 11 - REPLY FORMAT TO THE COMPLAINT

(Insert the Reply Form to Grievances)

Reference format

REPLY FORM TO GRIEVANCE N° ____			
Indicate Name of the Executing Unit:			
Indicate Project Name:			
Date of Reply:			
I. PERSONAL DATA			
Name and surnames			
Address		District	
II. REPLY TO GRIEVANCE FILED			
<p><u><i>SITUATION 1 - ACCEPTED:</i></u> We inform you that your grievance has been ACCEPTED, considering that (explain the reasons for the answer).</p> <p>Therefore, in order to act on what was filed, [indicate name of the Executing Unit] will carry out the following actions (indicate the actions):</p> <p><u><i>SITUATION 2 - DECLINED:</i></u> We inform that, considering (explain the reasons / support for the answer), your claim has been DECLINED.</p>			
Name of the person responsible for case		Name of the complainant who filed the grievance	
Position		Position	
Signature		Signature	

ANNEX 12 - CASE CLOSURE FORM

(Insert the Case Closure Form)

Here is a reference format.

CASE CLOSURE FORM N° ____			
Indicate Name of the Executing Unit:			
Indicate Project Name:			
Delivery Date:			
I. PERSONAL DATA			
Name and surnames			
Address		District	
II. GENERAL DESCRIPTION OF THE CASE			
IV. SUMMARY OF MEASURES IMPLEMENTED			
1.			
2.			
3.			
4.			
5.			
Name of the person responsible for case		Name of the complainant who filed the grievance	
Position		Position	
Signature		Signature	



Name of Project

ANNEX 13 - CASE RECORD MATRIX: COMPLAINTS, CLAIMS AND QUERIES

(Insert the Matrix that will be used to record grievances, claims and queries, in order to guarantee their proper management)

Reference format

N° Case	Information on the Complainant						Information on the grievance		Forwarded			Case closure			
	Date registered	Name	Telephone	E-mail	Address	Anonymous	Issue	Request	Area forwarded to	Date of forwarding	Date of reply from the area	Issuance of reply to complainant	Closure date	Days for processing	Amount executed for processing the case
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

ANNEX 14 - COMPETENT INSTITUTIONS FOR RECEIVING GRIEVANCES ON GENDER VIOLENCE

(Place the Matrix that will be used to register the competent authorities and institutions to receive grievances about gender violence)

Reference format

N°	Institutions	Role	Address	Web Page	Contact Information			
					Name	Position	Telephone	E-mail
1	Committee on Decorum and Investigation (CODI) of Sexual Harassment Cases	It receives complaints of sexual harassment; investigates sexual harassment complaints in accordance with the prescribed procedure; submits a report of its findings with the corresponding recommendation to the disciplining authority for decision; leads in the conduct of discussions about sexual harassment within the office to increase understanding and prevent incident of sexual harassment. ⁹	Carumba Building Jupiter Street RH9, Cotabato City 9600	http://rsoarmm.psa.gov.ph/	AKAN G. TULA	Officer-in-Charge]	(064) 557-1541	psa.armm0912@gmail.com

⁹ RA 7877

N°	Institutions	Role	Address	Web Page	Contact Information			
					Name	Position	Telephone	E-mail
2	Family Courts	It has exclusive original jurisdiction to hear and decide cases of domestic violence against women. These are acts of gender-based violence that result in physical, sexual or psychological harm or suffering to women, and other forms of physical abuse such as battering or threats and coercion which violate a women's personhood, integrity and freedom of movement ¹⁰	3rd Flr. Sangguniang Panglungsod Bldg., Salipada Pendatum, Cotabato City, Maguindanao		TAY-JOVERO, CHRISTINA TAN HAW	PRESIDING JUDGE	[Enter the contact number or numbers]	[Indicate e-mail of contact and / or institution]
3	Barangay	It receives petition for the issuance of a Barangay Protection Order (BPO). A BPO refers to the protection order issued by a barangay ordering the perpetrator/respondent to desist from	Barangay where the victim-survivor/applicant is located or resides					

¹⁰ RA 8369 or the Family Courts Act of 1997 and RA 9262 or the Anti-Violence Against Women and Their Children Act of 2004

N°	Institutions	Role	Address	Web Page	Contact Information			
					Name	Position	Telephone	E-mail
		committing physical harm to the woman or her child or from threatening to cause the woman or her child physical harm ¹¹						
4	Philippine National Police, particularly the PNP Women and Children's Desks for gender-based sexual harassment	It enforces all laws and ordinances relative to the protection of lives and properties; investigates and prevent crimes, effect the arrest of criminal offenders, bring offenders to justice and assist in their prosecution; among others. ¹² The local units of the PNP for other provinces, and its Women and Children's Protection Desk (WCPD) is authorized to apprehend perpetrators and enforce the law on gender-based streets and public spaces sexual	[Local Police Station]					

¹¹ RA 9262 or the Anti-Violence Against Women and their Children Act of 2004

¹² RA 6975 or An Act Establishing The Philippine National Police Under A Reorganized Department Of The Interior And Local Government, And For Other Purposes

N°	Institutions	Role	Address	Web Page	Contact Information			
					Name	Position	Telephone	E-mail
		harassment. Their deputized enforcers or the Anti-Sexual Harassment Enforcers (ASHE) receive complaints on the street and immediately apprehend a perpetrator if caught in <i>flagrante delicto</i> . ¹³						

¹³ RA 11313 or the Safe Space Act



ANNEX 155 – CBCS DATA POLICY



Consortium of Bangsamoro Civil Society Inc (CBCS)

Data Privacy Policy

CBCS is committed to protecting your personal data, whether you are a supporter, volunteer, learner, or service user. The CBCS joins with the initiative of CODE-NGO in the Philippines with address at 146-B B. Gonzales Street, Varsity Hills, Loyola Heights, Katipunan, Quezon City. Email: chli@code-ngo.org

CBCS believes in the sanctity of personal information and the rights of individuals to Data Privacy per Republic Act 10173 (Data Privacy Act of 2012). Thus, CBCS is committed to the protection and responsible use of such information. CBCS will only collect, use, and disclose personal information with the partners, community and individuals' knowledge and consent.

COOKIE CONSENT

By using our website and/or registering as a user you agree that, unless you have set your computer's browser to reject them, we can place the types of cookies set out below on your device.

EMAIL TERMS OF USE

Emails aren't always secure, and they may be intercepted or changed after they have been sent. The CBCS does not accept liability for any damage or loss caused or suffered in connection with any such communications. The contents of emails reflect their author's views and not necessarily those of the CBCS. Please do not send the CBCS any confidential information, financial or other sensitive personal data through email. The information in emails is confidential, so if you've received one by mistake, please delete it without copying, using, or telling anyone about its contents.

WHY DO WE COLLECT INFORMATION?

The CBCS takes a proactive approach to user privacy and ensures that adequate steps are taken to protect the privacy of its users.

Information collected is used to:

- Determine your access rights

- Improve the user experience and provide you with content tailored to your needs and interests

- Monitor how the site is used in order that we can continually improve it.

- The information you provide may also help learning providers or practitioners and other learners interact with you on the site.

HOW DO WE COLLECT INFORMATION?

We may collect information about you whenever you interact with us. For example, when you contact the CBCS regarding our activities, register as a user on CBCS website, send or receive information or make a donation to us, you specifically and knowingly provide us with your personal information. In addition, we collect aggregated or anonymous information about the services you use and how you use them, like when you watch a video on YouTube, visit our website or view and interact with our ads and content.

We may also receive information about you from third parties – for example, where we use information from publicly available sources as discussed below.

WHAT INFORMATION DO WE COLLECT?

When you register with us, we may collect personal and employment information such as name, age (as a range), email address, country location, and the organisation you work for, and other similar information. We do not use cookies to collect this type of information.

When you contact us through other means or use our website, we may collect some or all of this information, depending on how you contact us or use the site. We monitor how people use our website so we can improve it. However, you can use our website anonymously without giving us any information. We collect this information anonymously.

If you visit our website as a guest, we may record information about:

- the areas of the website you visit

- the amount of time you spend on the site

- whether you are new to the site, or have visited it before

- how you came to our website – for example, through an email link or a search engine

- the type of device and browser you use.

- We do this by using cookies, which you can learn more about in this document.

WILL WE DISCLOSE THE INFORMATION WE HAVE COLLECTED TO OUTSIDE PARTIES?

If you give your consent, we may pass your information to our service providers, partners, professional advisers, associated organisations and other relevant organisations which may share the aims and objectives of the CBCS. This may include providing information to social media and similar companies so that they can arrange for our advertising to be chosen for

display to you on the Internet based on your relationship with us. We enter into contracts with all of these service providers that require them to comply strictly with our instructions and data protection laws and to ensure that they have appropriate controls in place and do not use the information we give them except to promote out charitable purposes unless they are required by law to do so.

We will never sell your details and, except as indicated below, will only share your details with third parties (who are not service providers working at our direction) if you ask us to.

We may disclose your personal information if we are requested or required to do so by a regulator or law enforcement or in order to enforce or apply our rights (including in relation to our website or other applicable terms and conditions) or to protect the CBCS , for example in cases of suspected fraud or defamation, or in order to comply with any other applicable legal obligation.

HOW LONG WILL WE HOLD YOUR PERSONAL INFORMATION?

We will hold your personal information on our systems for as long as is necessary for the relevant activity or as long as is set out in any relevant agreement you enter into with the CBCS (including, but not limited to, any Terms and Conditions of Use for a website).

HOW DO WE PROTECT YOUR PERSONAL INFORMATION?

We take appropriate physical, electronic and managerial measures to ensure that we keep your information secure, accurate and up to date, and that we only keep it as long as is reasonable and necessary.

Although we use appropriate security measures once we have received your personal information, the transmission of information over the internet is never completely secure. We do our best to protect personal information, but we cannot guarantee the security of information transmitted to our website, so any transmission is at the user's own risk.

WHY ARE WE ALLOWED TO PROCESS YOUR PERSONAL INFORMATION?

Our privacy & cookie policy takes into account several laws, including:

JOB AND VOLUNTEER APPLICANTS AND CURRENT AND FORMER EMPLOYEES

This privacy policy does not apply to personal information that we collect from you if you apply for a job or volunteering opportunity with the CBCS or become an employee or volunteer.

WHAT ARE COOKIES?

Cookies are small files, typically of letters and numbers, downloaded on to a device when you access certain websites or emails, including the CBCS's website. Cookies allow a website to recognize your device and provide the user with a more tailored experience within the website. For more information see: www.allaboutcookies.org.

DO WE USE COOKIES?

Yes. We use cookies to improve the users' experience whilst visiting the CBCS's website.

TYPES OF COOKIES WE USE

We use strictly necessary, performance, functionality and targeting cookies on our website. We have assessed our cookies based on the International Chamber of Commerce Cookie Guide (<http://www.iccwbo.uk/pages/privacy>).

ON THE WEBSITE GENERALLY

We use Google Analytics, as well as other appropriate systems, to understand how people use our website so we can make it more effective. Google Analytics collects anonymous information about what people do on our website, where they've come from, and whether they've completed any tasks on the site, for example, signing up to volunteer or donating. Google Analytics tracks this information using cookies and JavaScript code.

IN EMAIL

Although not through cookies, we do measure the success of the emails we send – so we know what subject lines and stories people liked the most. We receive this information anonymously; we don't share this information.

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This website uses Google Analytics, a web analytics service provided by Google, Inc. ("Google"). Google Analytics uses cookies, to help the website analyse how users use the site. The information generated by the cookie about your use of the website (including your IP address) will be transmitted to and stored by Google on servers in the United States. Google will use this information for the purpose of evaluating your use of the website, compiling reports on website activity for website operators and providing other services relating to website activity and internet usage. Google may also transfer this information to third parties where required to do so by law, or where such third parties process the information on Google's behalf. Google will not associate your IP address with any other data held by Google. You may refuse the use of cookies by selecting the appropriate settings on your browser, however please note that if you do this you may not be able to use the full functionality of this website. By using this website, you consent to the processing of data about you by Google in the manner and for the purposes set out above.

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public awareness of our campaigns and how they can be supported. If you do not want cookies to be stored on your PC it is possible to disable this function, though this may limit your experience of using the site.

WHAT OTHER DATA PROTECTION RIGHTS DO YOU HAVE?

If you believe that we hold inaccurate information about you, please let us know and we will correct or delete it. As well as informing us that you do not wish us to use your information for marketing purposes, you can also object to or seek to restrict other aspects of our processing of your information, and in some circumstances you may have a “data portability” right to require us to transfer your information to you or a new service provider.

We will supply, correct or delete any personal information about you held by the CBCS, upon request.

CHILDREN’S DATA

When you register with us, you are stating that you are over 18 years of age or are a minor acting with parental consent. You agree that any information you provide to us about yourself upon registration or at any time is true. See the Terms and Conditions of Use for more information.

CONFIDENTIALITY

We cannot be held responsible for the privacy of data collected by websites not owned or managed by the CBCS, including those linked through our website.

NOTIFICATION OF CHANGE OF PRIVACY POLICY

We reserve the right to amend this privacy statement. You are advised to visit this website section periodically in order to keep up to date with the changes in our privacy policy.

Last modified: 15 July 2022.

ANNEX 166 – CBCS GRIEVANCE PROCEDURES



Consortium of
Bangsamoro Civil Society

Reference Number: CBCS/Operations Manual/ GM/2022

Grievance Procedures- Policy and Procedure¹⁴

Updated Version, 16 March 2022

Preface

The Grievance Procedures- Policy and Procedure is a new addition due to serious consultations at the management level and among staff. It aims to give a proper mechanism for the Consortium of Bangsamoro Civil Society's overall operations and includes in the CBCS's Manual of Operations and Procedures, which provides CBCS and its network members with a framework and guide when relating with communities, other stakeholders, and partners. Also, it reminds the staff to be analytical and sensitive to context, culture, traditions, faith beliefs, and gender considerations so that development interventions promote respect, social inclusion, social cohesion, and peacebuilding. The Grievance procedures also give proper guidance to the CBCS's partners, including Government entities, private firms, the stakeholders, and the communities who work under the partnership agreement effective from March 2022 as directed by the CBCS's Council of Leaders.

Also, this policy is a guide; it draws lessons from field context and praxis of staff and partners and, therefore, needs to be enriched every two years, coinciding with the review of the Organizational Strategic Development Direction. The organization will learn from best practices and what worked well in relating with partner organizations, government units, and line agencies, as well as other development stakeholders. Furthermore, this policy provides proper guidance in dealing with the grievance issues like the joint project implementation mechanisms like JSDF under the World Bank.

1. Definitions

1.1 The term "non-CBCS staff" (from now on referred to as project staff/employee) shall include all full-time non-CBCS personnel. Staff holding dual responsibilities, admin and program operations in nature, will follow the procedure all CBCS staffs and project staffs offer to take inclusive measures on the grievances. Grievances related to CBCS

¹⁴ Grievance Procedures- Policy and Procedure adopted and agreed to include in the CBCS Manual of Operations, 30 October 2022, during the CBCS's Council of Leaders annual meeting on March 16-18, 2022, in Cotabato City. Resolution number 23/2022 as filed in the CBCS Secretariat. Reference number Reference Number: CBCS/Manual of Operations/ GM- Policy and Procedure/2022

administrative/staff functions and project staff (partnership agreements) will be pursued by procedures listed in this document.

1.2 The term "grievance" shall include employment circumstances or conditions alleged to be grounds for a complaint. Excluded from the scope of this definition are (a) non-renewal of term contracts, (b) terminations, (c) matters involving salaries, (d) disciplinary matters, and (e) work assignments.

The term "days" shall be working days. Extensions of time frames may be granted in appropriate cases to the party showing good cause for such extension to the Chair of the CBCS.

1.3 Its Rules, the Board of Directors/ Council of Leaders mandates that all individuals, organizations, institutions, private firms, and volunteers under any projects should strictly follow the CBCS Grievance policy and sign a pledge form for their commitment to ensuring their follow-ups. Also, CBCS management will ensure proper coordination with the respective partners, government entities, and private firms to ensure the process transparency and accountability through consultations. Each institution shall develop and promulgate an internal grievance procedure for employees. The CBCS Management shall approve this procedure. An employee/ project partner must exhaust all administrative functions at the institutional level before an appeal can be made to the CBCS Management. In the interest of the individual staff member and the CBCS, problems, and concerns should be brought into the open and resolved. An effort will be made to process these concerns in a timely fashion, which is detailed in this document.

2. General Information

The steps described below are the levels through which CBCS staff and project staff may take their grievances. It is understood that a grievance may be resolved before the CBCS Grievance Mechanism.

Committee petitioning and that the other steps would be unnecessary. In the interest of the non-CBCS staff and project staff and the Project Implementation Unit, in the case of the JSDF Project, grievances should be discussed and resolved at the lowest possible level.

It is the purpose of the non-CBCS staff's Grievances; grievances beyond the CBCS management level should be discussed, resolved at the lowest possible level, and reported to CBCS management immediately. In keeping with its concern for the welfare of these non-CBCS staff employees, an effort will be made to hear grievances in a timely fashion; however, the Committee recognizes that, in most cases, grievances can be resolved expeditiously at the CBCS management level.

3. Procedures

Grievances should be determined, managed, and resolved at the project management level through a cooperative effort of the project lead/project officer and the staff. Still, when this is proved impossible, the procedures below are available. Described below are two procedures for resolving a grievance: informal and formal.

The essential differences between the informal and formal procedures are these: in the informal process, meetings between the staff and immediate supervisor are mandated; In the formal process, such arrangements are not required but may be included; second, filing of grievance and response forms is not required in the informal process. Everyone must go through the informal procedure before using the formal procedures.

3.1 Informal Grievance

An employee/ staff shall discuss a grievance with their project unit, immediate supervisor, and executive director. The grievance must be presented within three days of the occurrence. If the issue remains unresolved, the next highest level supervisor should be consulted within five days. If the grievance remains unresolved, the CBCS Executive Director should be consulted within ten days. If these steps do not yield satisfactory results, all covered staff/employees are entitled to follow the formal procedure taken up by the CBCS Grievance Management Committee below within 30 days.

3.2 Formal Grievance

To file a grievance under this procedure, after exhausting the informal processes, the staff employee must submit within 30 days a Grievance form from the project officer or immediate supervisor. On that form, the employee must describe the problem, provide evidence supporting the allegations, and present the specific redress requested. The completed Grievance form will be submitted by the employee to the immediate supervisor, with a copy to the CBCS Grievance Management Committee (GMC) coordinator, who shall respond to the employee on a Grievance Response form in no more than ten days. The documents must be dated and signed. Once dated and filed with proper officials, the grievance may not be expanded.

The original Grievance form and the Grievance Response form are submitted by the staff/employee, if appropriate, to the CBCS HR or Head of Admin, who shall respond on a Grievance Response form in no more than ten days. If unresolved, the concerned staff may petition the CBCS Grievance Management Committee for a hearing by forwarding the original Grievance form and all Grievance Response forms along with a written request for a hearing. After hearing the case, the CBCS Grievance Management Committee sends its findings and recommendations to the Executive Director or Chairman of the Council of Leaders, in which the executive or senior management and the party to the grievance are involved, using a Grievance Response form attached to all previous forms.

The Executive Director will make their final disposition of the case and notify all parties on a Grievance Response form within 20 days following receipt of the Grievance Committee's recommendations. If the issue is unresolved, CBCS management will hand it over to the legal section for guidance in resolving the grievance/s.

3.3 Composition and Purpose of the CBCS's Grievance Management Committee (GMC)
CBCS Grievance Management Committee shall be composed of seven representatives. Three representatives will be elected from the administrative & finance program, plus the Human Resource Manager. The committee members' terms will be alternating two-year terms, that procedure being established immediately upon implementing these bylaws. The members shall elect the Chair and the Secretary. The Committee serves as a hearing and a recommending body reporting its findings to the Executive Director, CBCS Management. All hearings shall proceed with a quorum which must include the Chair. The Grievance Management Committee shall conduct no ex party proceedings, i.e., without all parties present. The reasonable nonappearance of parties may be allowed. The Committee may grant the parties a continuance of a hearing upon showing a good cause. Nonappearance of the employee after that or without obtaining a continuation may cause the appeal to be abandoned.

All Committee proceedings are closed and confidential; there is no right to a public hearing. All documents, testimony, and memoranda about the proceedings are strictly confidential, and all parties must keep them. All Committee proceedings are recorded, and complete transcripts are maintained, except for executive sessions. The staff may obtain a copy of the transcript. Neither the employee presenting the grievance nor persons purporting to represent them shall approach Committee members on the employee's behalf except during properly constituted meetings.

3.4 Procedures of the Committee

Staff shall petition the Committee through its Chair only after compliance with the steps outlined previously in the informal and formal procedures. Upon receipt of the written grievance, the Chair will set a meeting date for no more than five days from the receipt of that grievance. The Chair will notify the staff and other affected parties named in the grievance at least three days before the hearing and will do so by certified email or Post. Committee findings will be submitted in writing to the parties, i.e., the staff and organization, or in private form through the Head of their Office.

The Chair will ensure that the hearing room is adequately equipped for recording proceedings. The Chair, GMC will convene and organize the Committee, parties to the hearing remaining outside the hearing room until summoned. Witnesses will be sequestered. Each party to the grievance may exercise one peremptory challenge and one challenge for cause to members of the Committee. Any committee member may recuse themselves from hearing a particular matter by notifying the Chair before the hearing date.

After the concern parties to the grievance are summoned into the hearing room, the Chair shall declare the hearing in session and ask the staff to present her case (30

minutes maximum). The Chair will not entertain questions by the Committee until the employee has completed their production (which may include witnesses). The employee may be advised in their presentation by legal counsel whose role is advisory only.

Appearances by witnesses are strictly voluntary. The Chair will recall the Committee to the session to reflect on the findings and recommendations and announce the Committee's findings to the employee after adjournment. The first announcement will be oral, with the written results within ten days. The written findings and recommendations of the Committee shall be transmitted to the Executive Director of CBCS, who shall render their written decision, which shall include notice of the employee's right to appeal to the governing board of CBCS.

3.5. Bylaws of the Grievance Committee and the Grievance Forms

The Bylaws of the Grievance Committee and the Grievance forms can be found as annexures in the Manual of Operations.

End



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