The Past Is Always Ahead of Us: Empowering Indigenous and Minority Leaders in the Southern Philippines

Introduction and Rationale

In his keynote address at the International Conference on Conflict Resolution, Peace-Building, Sustainable Development and Indigenous Peoples held in Manila in 2000, Moana Jackson noted that “All of the conflicts that indigenous peoples currently have with the nation-state are also conflicts in which the past lies before us.” Referring to the continuing ‘culture of colonization’ and independent state efforts towards assimilation of minorities as part of their nation-building strategies, Jackson argues the case for recovering and reclaiming the diverse, indigenous ways of seeking conflict resolution rather than simply accepting solutions imposed by the majority population.

Prior to the imposition of Spanish rule in the Philippines in the 1500s, all of the diverse ethno-linguistic groups in the country were ‘indigenous’. Islam had entered the southern Philippines region peacefully through trade and blended with indigenous religions and worldviews. Strong maritime trading sultanates emerged in the Sulu and Maguindanao regions, engaged in commerce with other Muslim and non-Muslim ethno-linguistic peoples in the interior and in present-day Indonesia, Malaysia and Brunei. Small trading sultanates existed as far north as present-day Manila in the 1500s.

At the time of Spanish conquest, the Philippines was a region of extreme diversity; there was no majority-minority distinction in the region. A majority, assimilated Christian population

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2 For discussion of the lack of uniform definitions of the term ‘indigenous peoples’ in Asia, see Indigenous Peoples of Asia, ed. R. H. Barnes, Andrew Gray, and Benedict Kingsbury. 1995. Ann Arbor, MI: Association for Asian Studies.
only emerged during the 300 years of Spanish colonial rule. Indigenous peoples succumbed, fled, or fiercely defended their territories, polities and ways of life, with the two largest areas of resistance located in the southern Philippines and the Cordillera highlands of Luzon in the north. By the time Spain ceded the entire archipelago to the United States at the end of the Spanish-American war in 1898, the majority-minority imbalance was firmly entrenched. Moreover, the majority Roman Catholic population had adopted many of the Spanish (and later American) colonial views of indigenous populations as uncivilized, ‘wild’ savages that were inherently different, if not starkly inferior from the dominant Hispanized Filipinos.

After the Philippine-American war, the United States managed to finally bring the largely un-Hispanized indigenous minority populations under colonial control—although through slightly different forms of governance and military tactics than were being introduced throughout the majority Catholic regions. Various Philippine scholars eventually began to put together a national language to define themselves as citizens of an Asian rather than colonial state, and yet the majority-minority differences remained. In the 1970s, the Moro National Liberation Front (MNLF) separatist rebellion against the national government broke out in the Muslim areas of Mindanao, engulfing the southern Philippines in a brutal war. While a peace agreement was eventually forged with the MNLF in 1996, war continues with the breakaway Moro Islamic Liberation Front. The war has left parts of the southern Philippines ethnically and/or socially fragmented and volatile, and a significant communist insurgency also has sprung up in this region. These conditions later gave rise to the terrorist Abu Sayyaf Group, numerous kidnap-for-ransom gangs, and a general sense of lawlessness with periodic humanitarian crises as civilians flee the military-rebel-clashes.

There are thirteen Muslim ethno-linguistic groups in Mindanao and the Sulu archipelago provinces, including the Maranao, Tausug, Maguindanao, Sama, Yakan and Bajao (among others).

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There are innumerable other indigenous groups such as the Talaandig, Matigsalug, Bagobo, Manobo, Tagabawa, T’boli, Blaan, Higaonon, Subanon, among others in this region. While some of these latter groups were historically allied with one of the many sultanates in Mindanao and Sulu, others remained as independent chiefdoms or smaller-scale polities.

Both Muslim and indigenous peoples are minorities in Mindanao today, owing to large-scale in-migration of Christian settler populations. Generally, these peoples share distinctive traits that set them apart from the Filipino Christian mainstream, including distinctive religious and cultural beliefs and practices, unique forms of community government and conflict resolution, and different forms of land tenure and attitudes towards ‘development’ and the environment. That said, many indigenous and Moro people are quite well-integrated into the larger society through trade, education, travel and familiarity with the national language and culture. Others retain a strong sense of communal ties and are devoted to cultural and language preservation—especially in some upland areas or regions they consider their ancestral homelands. In Mindanao today, the great diversity of ethno-linguistic groups is frequently collapsed into the phrase, the “Tri-Peoples”, referring to the Moro (Muslim) peoples, the Lumads (indigenous peoples), and the Christian settlers from the central and northern Philippines.

The Proposed Project

The International Training Office (ITO) at Northern Illinois University (NIU) seeks to build on its previous partnership with the International Visitors Program Philippines Alumni Foundation (IVP-PHILS.) and with Tuklas Katutubo in developing a comprehensive multi-phased exchange program designed to enhance the capacity of community leaders, educators, youth influencers, journalists, and religious leaders from minority/indigenous communities and engage them in examination of programs and practices that facilitate integration and empowerment of minority

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populations in the Philippines and in the U.S. In particular, this program will look at issues related to the social, political and economic integration of immigrant and minority youth populations and the challenges they face in mainstream society, including access to education and maintaining ethnic identity within a multi-ethnic society. The program will offer an overall comparison and sharing of best practices in the U.S. and in the Philippines on these issues, including an overview of the range of historical and current experiences with integrating immigrant and minority citizens in each country and analysis of the interconnecting role of government, NGOs, faith-based and immigrant organizations, educational institutions, and the media.

The proposed program involves two-way exchanges of participants from the Philippines and from the U.S. It will bring together 24 young leaders from minority/marginalized communities in the Philippines to travel to Illinois to participate in a three-week training and study tour program. These 24 participants will travel to the U.S. in two batches. Priority will be given to leaders of youth organizations or other community and government leaders who are in a position to influence the minority youth population in Mindanao. Furthermore, 10 U.S. mentors will travel to the Philippines (in two batches) to conduct workshops designed for a broader audience composed of the program alumni as well as the alumni of NIU’s past ECA-funded programs. The U.S. mentors who will travel to the Philippines will be selected from the resource team of the three-week U.S. training and will be those highly recommended by the participants. The proposed 20-month program starts September 2009 and ends April 2011. It will have the following phases: (1) three-day pre-departure orientation in Manila that will provide the Filipino participants an overview of the three-week U.S. program, a general introduction to U.S. culture, travel basics, and an overview of the Philippine government’s efforts to integrate ethnic and religious minority citizens into a modern democratic society so that participants can grasp their respective situation in the Philippines and more easily analyze and compare that with the U.S.; (2) three-week U.S.-based training institute on
programs, practices, issues, and challenges related to the integration of immigrant and minority populations into a mainstream democratic society; dialogue with community and government leaders; community service and action plan development; (3) implementation of community outreach action plans upon the return of the participants to the Philippines; (4) a follow-on enhancement program that includes 4-day workshops in the Philippines conducted jointly by U.S. mentors and in-country experts to reinforce values and skills learned during the exchange program at NIU, to examine the integration process of marginalized or minority populations, to assess the achievements of the program, and to participate in a community service activity in the area to replicate the group’s experience in Illinois; and (5) post-grant activities to further promote the goals of the project and enhance its visibility and sustainability.

**Program Goals and Objectives:** The major goals of this project are to (a) promote mutual understanding and partnerships between professional and cultural groups in the United States and in the Philippines through exchanges and dialogue; (b) transform individual understanding of key issues related to ethnic/racial and religious diversity and the integration of minority and immigrant populations (particularly the youth) into a modern democratic society; (c) establish a common dialogue between the U.S. leaders and their Filipino counterparts for dealing with shared challenges and concerns; and (d) create a cadre of young Filipino leaders from minority communities with a strong sense of civic responsibility and commitment to strengthening civil society.

The specific objectives of the proposed program are to (a) develop in the participants an appreciation and understanding of the racial, ethnic, and religious diversity of America; (b) develop in them an understanding of the challenges, struggles, and special needs of minority and immigrant populations in a multi-ethnic society; (c) enhance their knowledge of programs and practices to facilitate the integration and empowerment of minority and immigrant (youth) populations; (d) provide core skills for forging partnerships with organizations, service providers, and government
agencies in the U.S. and in the Philippines to share lessons learned and to leverage resources and knowledge; (e) provide opportunities for participants to engage in dialogue with their U.S. counterparts on integration of minorities and immigrants, civic participation, human rights and justice, tolerance, conflict resolution, and minority empowerment; (f) strengthen their leadership and advocacy skills for greater civic engagement; and (g) sharpen the participants’ skills in designing concrete community service action plans.

**Project Outcomes** include a) enduring professional ties between U.S. and Philippine leaders; (b) a better understanding and appreciation of similarities and differences between U.S. and Philippine cultures; (c) enhanced leadership capacity that will enable the participants to initiate activities in their communities in Mindanao that focus on improving the integration of minorities, civic engagement, and community service; (d) increased knowledge of tools and strategies for enhancing the citizens’ role in the integration of minorities and immigrants; (e) increased levels of active citizen participation in civil society; (f) increased multi-sectoral cooperation between government, NGOs and individual citizens to develop initiatives to improve economic, political, educational and social integration of minorities; (g) a positive environment of mutual trust and confidence among the ethnic groups in Mindanao and the government leading to sustainable development and peace; (h) improved skills in action plan development and implementation; (i) established networking and collaboration among alumni in developing and implementing community service projects and the modeling of positive cooperation among ethnic, religious, and socio-economic groups; (j) improved capacities of target minority communities for self-sustaining development; (k) a new group of committed leaders and activists who will contribute toward grassroots initiatives and socio-economic development in Mindanao; and (l) enhanced understanding of Philippine culture among NIU faculty, staff, and students, and increased interest in future collaborative research with scholars and activists in the Philippines.
Project outputs include (1) development of action plans that the participants are expected to carry out upon their return home; (2) a follow-on enhancement program that includes 4-day workshops in the Philippines conducted by U.S. and Filipino mentors; (3) participation in a community service activity in Illinois and in the Philippines; (4) launching of a nation-wide Coalition for Enhancing Integration of Minorities during the national seminar that will permanently link the 24 participants with those attending the seminar; (5) an interactive website where success stories, lessons learned, best practices and projected-related information are posted regularly; (6) a training workbook containing hardcopies of workshop handouts and activity sheets that will be distributed to participants at NIU; (7) an e-book--a replicable and downloadable electronic version of the training workbook/manual accessible by the 24 alumni of this program, for use in the implementation of their action plans and other initiatives; (8) a printed booklet that includes all program reports and highlights of the three-week program at NIU and the follow on workshops.

Institutional Capacity

Northern Illinois University (NIU) is a comprehensive teaching and research institution with a diverse and international student body of more than 25,000. Nearly 200,000 alumni call NIU their alma mater. NIU is a member of the country’s most prestigious public university association -- the National Association of State Universities and Land Grant Colleges (NASULGC) -- representative of only about 5 percent of American colleges and universities. NIU has been ranked in the top 4 percent of all American universities by the Carnegie Foundation, having received the agency’s highest possible designation – “Doctoral/Research University Extensive.” NIU is a member of the Universities Research Association, a consortium of universities across the country that supports the work of important national laboratories such as Fermilab and Argonne National Laboratory. The northern Illinois region includes 80% of the state's population, a significant
aggregation of minority and ethnic groups, and a majority of the Illinois community colleges. Like the region, the university is changing rapidly into a highly diverse student body, with 27% of our undergraduates being minority students--mirroring the population base from which most of our students come.

Located in DeKalb, NIU is ideally situated to offer such an institute. First, Illinois is home to an estimated 1.8 million immigrants and has the fifth largest immigrant population of any state in the nation. Nearly 14 percent of Illinois residents hail from 200 different countries and speak more than 100 different languages. Illinois’ immigrants are diverse in origin, age, language, culture, and skills. Illinois is a national leader in implementing a statewide comprehensive immigrant and refugee integration policy – the first-in-the-nation New American Executive Order that created the New Americans Policy Council. Moreover, NIU is only sixty-five miles west of Chicago – the city of immigrants. Chicago has long been a city identifiable by its distinct racial and ethnic neighborhoods. It is a good example of urban pluralism amidst urban integration of immigrants and minorities in the U.S. A tour of Chicago leads from one ethnic neighborhood to another: there are “barrios,” “Little Italy,” “Greek Town,” “China Town,” “Korean Town,” “Indian Town,” and a large African-American community.

Due to Chicago’s rich ethnic diversity and large immigrant and minority population, there are numerous civil society organizations that work in various ways to address the needs and rights of immigrants, minorities and refugees in Chicago, such as the Heart Alliance (established in 1888), Jane Adams’s Hull House (1908), Illinois Coalition for Immigrant and Refugee Rights, Coalition of African, Asian, European, and Latino Immigrants of Illinois; Council of Islamic Organizations of Greater Chicago, National Immigrant Justice Center, Alliance of Filipinos for Immigrant Rights and Empowerment, South-East Asian Center, Illinois Migrant Council, Interfaith Refugee and Immigrant Ministries, Council on American-Islamic Relations, Center for Immigrant Resources and
Community Arts and many, many more. NIU’s proximity to these organizations and service providers will significantly benefit the proposed program. Our three-week institute will capitalize on our location through organized field trips, dialogues, and sharing of experiences with these organizations.


**Grants Fiscal Management at NIU.** All grant expenditures will be monitored by a grant administrator from the office of Grants Fiscal Administration who is responsible for drawdown of funds, and quarterly and final reports. All grant funds are maintained in discreet University accounts, and are subject to audit by the University external audit staff during the annual University audit.

NIU will bring to this project (1) a history of successful management of exchange programs for youth and adults; (2) a proven track record in training design, implementation, monitoring, and evaluation; and (3) faculty expertise in immigration and ethnicity, history of immigrants, Filipino migration and settlement in Chicago, active citizenship and democracy, community organizing and empowerment, participatory development, conflict resolution, and outreach and volunteerism.
Adherence to Regulations Governing the J-1 Visa Program Status. NIU is prepared to assist the Bureau in meeting all requirements governing the administration of Exchange Visitor Programs as set forth in 22 CFR 62. NIU has experience as a designated Exchange Visitor Program Sponsor. On January 29, 2003 Northern Illinois University was redesignated by the Student and Exchange Visitor Program as Exchange Visitor Program number P-1-03087. Prior to that redesignation in SEVIS, NIU had participated in this program for many years, consistently maintaining compliance with the regulations outlined in 22CFR§62 et seq. The Executive Director of the Division of International Programs serves as Responsible Officer (RO), with two of her senior staff acting as Alternate Responsible Officers (ARO). They are responsible for complying with the requirements of 22CFR§62 et seq, including the provision of pre-arrival information and orientation to participants, monitoring of participants, proper maintenance and security of forms, record-keeping, reporting and other requirements.

Partnering Organizations

The International Training Office (ITO) at NIU develops and implements training programs for international audiences by utilizing NIU resources, facilities, and services. As a training resource unit, ITO’s mission is to strengthen the capacities of citizens worldwide to become catalysts for sustainable change in their home countries. ITO’s programs provide varied opportunities for NIU faculty, staff, and students to share their knowledge and expertise with training participants from diverse cultural backgrounds. Since its inception in 1981, ITO has enhanced the capacities of organizations and individuals from over 32 countries in the developing world. ITO advocates participatory processes in training design and implementation and has remained at the forefront of the learner-centered training approach.

Our principal in-country partner organization is the International Visitors Program-Philippines Alumni Foundation, Inc. (IVP-Phils.). IVP-Phils. was organized by former Filipino participants of the International Visitor Program (IVP) of the U.S. State Department. Their objective is
to serve as a prime mover of volunteerism in the Philippines. IVP-Phils. is a diverse network of professionals composed of senators, justices, cabinet members, university presidents, professors, teachers, NGO directors, and clerics, among others, and thus covers almost all sectors of Philippine society. It has implemented projects on peace, human rights, civic and social responsibility, and community empowerment. IVP-Phils. will provide (1) expertise, experience, and personal contacts in recruiting and selecting program participants; (2) expertise in organizing and coordinating local and national capacity building programs; and (3) first-hand knowledge of the country.

Our second in-country partner is TUKLAS KATUTUBO (National Organization of Young Tribal Leaders of the Philippines) -- a non-profit indigenous organization committed to the protection and promotion of the rights, welfare and development of the Indigenous Peoples (IP) in the Philippines. Initiated by young tribal leaders, TUKLAS KATUTUBO envisions establishing a more meaningful advocacy and crusade for the empowerment and self-determination of the indigenous peoples. The first-ever national indigenous youth organization in the Philippines, Tuklas Katutubo seeks to train and organize indigenous peoples, especially their children and youth, so that they may be integrated on their own terms into mainstream Philippine society. Currently, Tuklas has more than 10,331 members nationwide. Tuklas has successfully organized numerous pioneering projects and initiatives, such as the National Indigenous Youth Summit, the “Balik Tribu” community empowerment and educational immersion program for indigenous youth, and the electrification project for indigenous communities in Agusan del Sur. Tuklas has received national and international recognition for its work, winning the prestigious TOYS (The Outstanding Youth Service Award) from the United Nations and UNESCO, and the Philippine TAYO (Ten Accomplished Youth Organizations) Award.

Tuklas Katutubo will assist in promoting this program, in recruitment and selection of participants, and in all phases of the 20-month program. IVP and Tuklas will design the predeparture program and the follow-on enhancement activities, in consultation with the Public Affairs Office of the
U.S. Embassy in Manila. IVP-Philis will be our principal partner in the Philippines, however, so we see this as a collaboration of both organizations with each other and with NIU.

**Recruitment, Screening, and Selection of Participants**

In consultation with the Public Affairs Office of the U.S. Embassy in the Philippines, NIU (through its partnership with IVP-PHIILS and Tuklas Katutubo) will conduct an open, merit-based recruitment and selection process that will generate a diverse and balanced pool of candidates from minority and indigenous communities in Mindanao. Atty. Marilen Ramiro (In-Country Program Coordinator) will oversee all recruitment, screening, and selection activities. She will be assisted by Jason Sibug of Tuklas Katutubo, Dr. Nagasura Madale, and three Regional Coordinators for Mindanao.

The Recruitment Committee will advertise the program and coordinate the distribution of application forms to civic organizations and agencies in minority communities in Mindanao to ensure that prospective nominated applicants come from target minority populations. IVP-Philis will also seek the active involvement of all alumni of ECA-NIU programs, including the Philippine Youth Leadership Program, the ARMM Minority-Majority Program, and the Cultural Citizens Program. The ECA-NIU alumni group will help distribute posters and application forms in their respective communities. All applications will be pre-screened by the regional coordinators to determine compliance with the selection criteria. IVP-Philis will forward “complete” applications to the Screening and Selection Committee members for ranking of candidates. Comprising this committee are: Ms. Ramiro, J. Sibug, representative of the Public Affairs office, N. Madale, and three Regional Coordinators. All members of the Screening and Selection Committee will review and rank the nominations and come up with a short list of candidates. A minimum of 40 applicants will be invited to meet with the Selection Committee in designated cities for personal interviews to determine the final 24 participants. NIU will seek approval from the Public Affairs Officer at the U.S. Embassy in Manila for the recruitment and selection plan. BECA and the U.S. Embassy have the right to review all the nominated participants and to accept or refuse participants recommended by the grantee institution. When U.S. participants (mentors) are
selected, the grantee institution will provide their names and biodata to the Office of Citizen Exchanges. The U.S. Embassy will be actively involved in every major phase of the project. NIU will prominently acknowledge Department of State-ECA Bureau funding for the program in all materials developed for the project and in any contact with the media.

IVP-Phils. will oversee all arrangements for domestic transportation, housing, meals, and venue for the interviews. A PDF file of the application forms, requirements and program description will also be posted on a website at NIU, with a URL included in all program announcements.

**Criteria for selection of participants:** 1) demonstrated leadership experiences with minority youth and indigenous populations (**two years minimum**); 2) active involvement in civic engagement projects and community service/outreach for minority/indigenous youth groups; 3) good English language communication skills; 4) must be a full-blooded and authentic member of a minority group or indigenous tribe; 5) no previous significant travel to the U.S. on a U.S. government–sponsored program; 6) demonstrated commitment or evidence that they will return to the Philippines, remain in their current jobs, and attend follow-on activities; 7) must be 25 - 35 years old. Additional required documents are: photocopies of birth certificate, certificate of authenticity from the National Commission on Indigenous Peoples for applicants representing the indigenous communities; letter of recommendation/endorsement from the community elder or chieftain (not from politicians) for those coming from other minority groups, certificates of membership in organizations, and certificates of attendance/participation in seminars and workshops.

**The Interviews:** Interviews will be conducted in two cities in Mindanao. The members of the Selection Committee will meet prior to the Interview Day to discuss the agenda and to develop a list of interview questions that will serve as their reference during the interviews. The agenda will include: a briefing on the goals and objectives of the program, the people behind the program, a preview of the one-month training program at NIU, overview of the extent of financial support from the U.S. State Department for this project, training expectations for the participants, and major projects/activities. The
final activity will be an essay writing to assess the writing skills of the applicants. They will be asked to expound on the challenges/issues to the integration of minorities in Mindanao and their role as agents of change in their communities.

**Proposed Content of the U.S.-based Program**

The three-week program will have two major types of activities: (1) formal sessions, such as workshops, panel and roundtable discussions, and interactive lectures; and (2) non-formal sessions, such as meetings and dialogues with community and local government leaders, different immigrant and minority groups, and site visits to ethnic neighborhoods in Chicago, Rockford, and Elgin. All these activities will provide the participants with an appreciation and understanding of (1) American institutions of diversity, tolerance, and equality; (2) best practices in successful integration of immigrants and minorities into mainstream American society; (3) the struggles, needs, and challenges of immigrants; and (4) political participation of minorities (public policy and advocacy). Field visits are intended not only to complement and reinforce the concepts learned in the interactive classroom sessions but also to serve as opportunities for participants to forge partnerships with community organizations. They are unique opportunities for the participants to immerse themselves in ethnic neighborhoods and gain enriching first-hand experiences in community/grassroots organizing and empowerment, advocacy, citizen participation, and approaches to accelerate integration of immigrants and minorities into a modern democratic society. The program will also provide opportunities for the participants to observe and participate in volunteer activities with a homeless shelter in DeKalb and with a “feed the hungry children” center in Aurora, Illinois. Please see the tentative **Calendar of Activities** in the Appendix for details.

A major program component would be the development of community service action plans related to enhancing minority integration and advocacy that each participant is expected to carry out upon his/her return home. The action plan should be based on a felt need in their community.

Here is the proposed curriculum of the three-week program at NIU:
Module 1: Introduction to U.S. Government and Legal Structures
- Equality, Pluralism, and Tolerance: The Core Principles of American Society
- The Politics of Race, Ethnicity, and Inequality in America
- Ethnocentrism and Cultural Relativism

Module 2: America – A Nation of Immigrants
- Immigrants and Minorities: Their Historical, Socio-Cultural Experiences and Values
- Marginalization or Integration for Ethnic Minorities?
- Children of Immigrant Families and Second Generation Migrants: Needs, Challenges, and Expectations
- Minorities in Suburban and Rural America: Struggles and Needs
- Human Rights and Justice

Module 3: Paths/Approaches to Integration and Best Practices
- Enhancing the Civic and Political Integration of Immigrants and Minorities: What’s Being Done?
- Building Bridges Between Mainstream Service Providers and Service Agencies for Immigrants and Refugee Families
- The Role of the Media in Enhancing the Integration of Immigrants and Minorities
- Grassroots Advocacy: How to Lobby Locally

Module 4: Forging Partnerships with community organizations in Illinois through structured meetings and dialogues during site visits to minority ethnic neighborhoods in the region.

Module 5: Development of Action Plans for a community service project or for an advocacy initiative (Adapting Lessons Learned from the three-week program)

The training methodology will be participatory and highly interactive. Through these activities, the participants will be able to identify their core values, discover their shared values, and apply them to challenges facing their communities and the whole country.

Program Monitoring and Evaluation. The project and all of its major components will be evaluated on a regular basis both in formal and informal settings. Continuous feedback evaluation of the three-week program will be conducted by the Project Director and the Administrative Director to (a) determine the extent to which the objectives are being met, (b) estimate the effectiveness of the activities, (c) determine whether the training needs and participants' expectations are being met, and (d)
find out if the logistical arrangements and the training environments are comfortable for the participants. Informal feedback evaluation will be carried out almost daily using group and individual discussions and itemized response technique. Two formal online evaluations will be conducted, utilizing instruments designed specifically to measure (1) participants’ learning, (2) their level of satisfaction with their educational experiences, (3) personal impact of the program on individual participants, and (4) social impact of their proposed project plans. To assess structural program strengths and weaknesses, learning outcomes, and program impact, we will conduct three separate evaluations to be carried out (1) at the end of the NIU three-week program, (2) on the last day of the follow on seminar, and (3) one year after the end of the project to assess behavior and institutional changes and the sustainability of the project; as well as to evaluate the extent of citizen participation in public policy and advocacy initiatives. An end-of-the-program evaluation survey questionnaire is appended.

Periodic progress reports will be submitted to the Office of Citizen Exchanges ECA/PE after each program component. A final narrative and financial report will be submitted no more that 90 days after the expiration of the project.

**Support of Diversity.** Commitment to diversity will be an overarching theme in the program. NIU is committed to promoting awareness and understanding of diversity in participant selection, program design/content, administration and implementation. We will ensure that prospective applicants come from diverse ethnic, socio-economic, religious, and gender groups from minority communities in Mindanao. Efforts will be made to ensure diversity in other program related activities including selection of resource persons/facilitators, support staff, volunteers, site selection for field visits, and NGO selection. Relevant diversity issues will be addressed directly (as a topic) and indirectly through informal contacts with individuals of diverse ethnic and racial backgrounds.

**Travel, Housing, and Other Logistics.** NIU will make all round trip international and domestic travel arrangements for the participants in compliance with the Fly America Act. The participants will be met by NIU staff at Chicago’s O’Hare International Airport. They will be housed at the Holmes
Student Center (HSC) university hotel. Participants will be given **cash allowances** for meals and incidentals which will be disbursed weekly. NIU will be responsible for finding doctors or facilitating **medical treatment** as necessary, and will assist participants in filing claims with the Department of State health insurance company.

**Follow-on Enhancement Activities:** The In-Country partners and Regional Coordinators will vet a program plan for the follow-on enhancement activities, in collaboration with NIU project directors, the ECA and PAO (U.S. Embassy in Manila). The two follow-on programs will take place at least three months after each exchange program and will be facilitated jointly by the U.S. mentors and their Philippine counterparts. The second follow-on program will be attended by a much broader audience composed of alumni of NIU’s ECA-funded programs, Embassy officials, representatives from the National Commission on Indigenous Peoples, local government, and the media. At this follow-on, the **Coalition for Enhancing the Integration of Minorities** will be launched. The follow-on activities will reinvigorate, inspire, and assist the alumni in advancing their action plans; and reinforce the themes of the U.S.-based NIU program. There will be small group discussions focusing on the process of integration of minorities in the Philippines—what works and what more needs to be done. There will be comparing and sharing of best practices and stories of successful projects of minority/indigenous integration. All these interactive and participant-centered activities are envisioned to foster a creative atmosphere where participants can move beyond abstract ideas to methods of applying what they have learned. Furthermore, the alumni will participate in a community service activity to replicate their collective experience in Illinois. Lastly, the follow-on program will allow the Project Team to conduct a thorough assessment and evaluation of all the program activities, from recruitment to follow-on.

**Post–Grant Activities for Alumni Engagement and Outreach:** Months prior to the start of the project, an NIU staff will develop a website for the project and a Yahoo Group website that will serve as cyber-venues for sharing ideas and updating each other on the progress of their community projects. Through these interactive websites, the NIU-IVP Project Team will maintain contacts with the
participants even after the ECA-funded project has concluded. To maximize the benefits of the program, NIU faculty will continue to correspond and consult (by mail and/or e-mail) with participants even after the completion of the U.S. program. The Project Directors will encourage and assist participants in registering and using the State Alumni website at multiple points during the exchange experience – from orientation through the follow on activities – by placing a link to State Alumni on the program and department websites, and the Yahoo Group website. To ensure project sustainability, NIU and IVP Phils. will connect the alumni with local private sector organizations and businesses in the Philippines and in Illinois (e.g., NIU donors) for possible funding of alumni projects. We have conducted initial discussions with officers of the NIU Foundation to identify multi-national companies in Illinois who are operating in the Philippines and who could be possible corporate partners to support this project after the ECA-funding expires. In terms of launching the Coalition for Enhancing the Integration of Minorities during the follow-on program in the Philippines, we will invite some representatives of the Network for Social Change – a large network of Filipino alumni of three ECA-NIU grant programs (PYLP, ARMM, CCP-NSD) and IVP-Phils members.

**Project Staff and Management.** The project team is made up of experienced individuals who have led successful and highly-evaluated State Department-ECA Bureau programs over the past six years. This staff reflects diversity in terms of academic expertise, race, religion, and gender. (Resumes are appended.)

**Dr. Susan Russell,** the **Project Director,** is the former Director of the Center for Southeast Asian Studies, a professor in the Anthropology Department, and a specialist on the Philippines. She was a former member of the national Southeast Asia Council of the Association for Asian Studies, the Executive Secretary of the Philippine Studies Group, and formerly was Associate Editor for Southeast Asia for the *Journal of Asian Studies* as well as Book Review Editor for *Pilipinas: Journal of Philippine Studies*. The recipient and administrator of both research and administrative grants, she will be participating throughout the program in order to provide overall direction and oversight of the project.
With over eight years of experience in doing fieldwork and teaching in the Philippines, she also will ensure this program’s smooth operation in collaboration with ongoing instructional opportunities. She will serve as the official NIU liaison officer to the State Department ECA/PA officials, and will coordinate with other faculty and students participating in the program. She has been the overall project director of the ACCESS/Philippine Youth Leadership project of ECA since 2004; the ARMM Majority-Minority project in the Philippines; and the Cultural Citizens and North-South Dialogue project—all funded by ECA in recent years.

The Administrative Director of the program will be Dr. Lina Ong, Director of the International Training Office, an alumnae of the University of the Philippines in Diliman, and a former member of the faculty of UP College-Cebu. Dr. Ong has more than a decade of experience in developing international training programs that are appropriate to learners from diverse cultural backgrounds. Dr. Ong served as the administrative director of the ACCESS-Philippines Program (2004-2006), The Philippine Youth leadership Program (2006 – 2009), the ARMM Majority-Minority program (2005-06), the Cultural Citizens program (2008-09) and the Fulbright American Studies Summer Institute on Contemporary American Literature (2002-2004)—all funded by the U.S. State Department. She has designed and administered training programs for professionals from 25 or more countries.

Marilen Ramiro of the IVP-Philippines Alumni Foundation, Inc. will serve as the In-country Coordinator. She is actively engaged in law practice but is also the Executive Director of IVP-Phils and as such has coordinated most of its projects and is actively involved in the implementation of the education, responsible citizenship, and peace-related projects of the foundation. Ms. Ramiro served as the in-country coordinator of the ARMM Philippines Program 2006 and the Cultural Citizens Program 2008-09, and has been a partner in the ACCESS Philippines projects. She will oversee all in-country program activities for this proposed project. Dr. Nagasura Madale will serve as Regional Consultant for Mindanao. He is a distinguished scholar, former Vice-President for Academic Affairs at Capitol University in Cagayan de Oro in the southern Philippines, Director of the Southern Philippines Center
for Peace Studies, and former Chair of the Department of History at Mindanao State University. He is the recipient of several Fulbright grants and other outstanding awards, and author of numerous books and articles on Muslim Mindanao. He was NIU’s designated In-Country Coordinator of three ACCESS and three Philippine Youth Leadership programs funded by the State Department- Youth Exchanges Division. **Jason Sibug**, President of Tuklas Katutubo, will serve as **Assistant Coordinator**.

### Project Timetable

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<th>Dates</th>
<th>Activities</th>
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| **Sept. 2009 – Jan 2010** | • Draft and signing of Memorandum of Agreement (Subcontract with In-Country partners); wire transfer of funds to In-Country Partners.  
• IVP-Phil design application form; advertise program to organizations and institutions in target areas through Tuklas Katutubo, Regional Coordinators, alumni of ECA-NIU funded programs.  
• Recruitment, screening, and selection of Philippine participants.  
• NIU Team develops the U.S.-based program |
| **Feb. – April 2010**  | • IVP submits DS2019 information to Public Affairs Office; schedules visa interviews with Visa Office- U.S. Embassy, Manila.  
• Makes arrangements for international travel, finalizes preparations for pre-departure orientation.  
• Finalists apply for Philippine passports.  
• NIU Team finalizes logistics for the three-week program. |
| **May 2010**          | • Visa interviews for 24 finalists  
• Predeparture Orientation |
| **May 22 – June 12, 2010** | • 12 participants (first batch) from the Philippines travel to U.S. for three-week U.S.-based program. |
| **July – August 2010** | • Implementation of community action plans.  
• NIU Team prepares for three-week program for second batch of participants  
• IVP-Phil/ Tuklas Katutubo design Follow On program for batch 1. |
| **Sept. 4 – Oct. 16, 2010** | • U.S. mentors travel to Philippines for enhancement activities |
| **Oct. 9 – Oct. 31, 2010** | • 12 Participants (batch 2) from the Philippines travel to the U.S. for three-week program |
• IVP develops activities for Follow on Program (seminar for a broader audience) |
| **March 6 – 19, 2011** | • U.S. mentors travel to Philippines for a national seminar |
| **April 2011**        | • NIU and IVP-Phil. prepare end-of-project reports. *One year after the end of the project, the TEAM will conduct an evaluation of the impact of the program on the participants and the communities/organizations they represent. |