



### **VISION**

Leading higher education institution serving the ASEAN community with quality, innovative and culture-sensitive programs

### **MISSION**

- Provides need-based tertiary and advanced programs in Agriculture, Education and allied fields;
- Undertakes applied research, extension and production services that yield - workable and durable solutions to sector specific challenges, thus improving the socio-economic well-being of identified communities

### **CORE VALUES**

**J**ustice, Peace and Unity  
**H**ope, Honesty and Humility  
**C**redibility and Integrity  
**S**ocial Responsibility and Interfaith Dialogue  
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## **EXTENSION PROJECT PROPOSAL**

### **PART I.**

### **PROJECT SUMMARY**

**A. Title:** “Legal Literacy Session for Subanen Youth: Empowering Subanen Leaders through Policy Advocacy and LGU Engagement Workshop”

The project is a two-part, community-based legal literacy and civic empowerment initiative for the Subanen community of Lakewood, Zamboanga del Sur, developed in response to identified legal and access-to-justice needs, particularly gaps in understanding legal rights, remedies, government services, and formal legal procedures. It will provide a Legal Literacy Session for approximately 50 Subanen youth and a Policy Advocacy and LGU Engagement Workshop for approximately 50 Subanen leaders, including Timuays, IP leaders, and youth leaders, to strengthen legal awareness, civic participation, advocacy skills, and engagement with government institutions.

**B. Implementer:** **J.H. Cerilles State College – School of Law Clinical Legal Education Program (CLEP)**

The project shall be implemented through the Clinical Legal Education Program of the JHCSC School of Law under the leadership of the SOL Dean/CLEP Adviser, with the participation of CLEP students, and community and government partners.

### **C. Project Team**

| <b>Position/Role</b>                  | <b>Designation/Area of Specialization</b>                                                                                      |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Project Leader</b>                 | Atty. Romylyn O. Regidor, SOL Dean/CLEP Adviser                                                                                |
| <b>Project Co-Leader/Coordinator</b>  | CLEP Chairperson/Student-Representative – Community Extension and Legal Education                                              |
| <b>CLEP Student Facilitators</b>      | JHCSC School of Law CLEP Students – Legal Literacy, Community Legal Education, Legal Research                                  |
| <b>Faculty/Legal Resource Persons</b> | JHCSC School of Law Faculty – Constitutional Law, Indigenous Peoples' Rights, Local Government Law, Legal Ethics, Human Rights |
| <b>Supervising Lawyers</b>            | Partner/Cooperating Lawyers – Legal Counseling, Indigenous Peoples' Rights, Policy Advocacy                                    |
| <b>Community Facilitators</b>         | Subanen community leaders/representatives – Community Organization and Indigenous Governance                                   |



# J.H. CERILLES STATE COLLEGE

F. Consolacion St., Balangasan District, Pagadian City, Zamboanga del Sur

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#### Government Resource Persons

LGU Lakewood/ADMO and NCIP representatives – Local Governance, Indigenous Peoples' Rights, Government Programs and Services

#### Documentation and Evaluation Team

Assigned CLEP Students/Staff – Documentation, Monitoring, Evaluation, Data Management

### D. Target Group

The primary beneficiaries are:

1. Subanen youth of Lakewood, Zamboanga del Sur – approximately 50 participants; and
2. Subanen community leaders – approximately 50 participants, including:
  - Timuays;
  - Indigenous Peoples' leaders;
  - youth leaders; and
  - other recognized community representatives.

The project particularly prioritizes participants who can subsequently disseminate the knowledge gained within their respective families, youth organizations, community groups, and Indigenous governance structures.

The target beneficiaries are consistent with the previous CLEP extension initiative, which identified the Subanen community of Lakewood as its primary beneficiary group and emphasized inclusion of community leaders, youth, women, and other demographic sectors.

### E. Cooperating Agencies

The following institutions shall be invited to participate as cooperating agencies and community partners:

1. **J.H. Cerilles State College – School of Law / Clinical Legal Education Program (CLEP)** – lead implementing unit;
2. **Local Government Unit of Lakewood, Zamboanga del Sur** – particularly offices concerned with Indigenous Peoples, community development, and local governance;
3. **Ancestral Domain Municipal Office (ADMO) of Lakewood** – community coordination and Indigenous governance support;
4. **National Commission on Indigenous Peoples (NCIP), Zamboanga del Sur** – technical assistance on Indigenous Peoples' rights and related legal frameworks;
5. **Subanen Community of Lakewood** – primary community partner and beneficiary; and



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6. Other appropriate government, academic, civil society, or legal organizations that may provide technical or logistical assistance.

**F. Timeframe**

Implementation Period: October 1 – December 2, 2026

| Activity                                                                                  | Target Schedule              |
|-------------------------------------------------------------------------------------------|------------------------------|
| Project Orientation, Planning, and Coordination with Partner Agencies                     | October 1–2, 2026            |
| Coordination with Subanen Community Leaders and Finalization of Participants              | October 5–9, 2026            |
| Preparation of Training Materials, Venue, Resource Persons, and Logistics                 | October 12–23, 2026          |
| Legal Literacy Session for Subanen Youth (50 participants)                                | October 31, 2026             |
| Post-Activity Evaluation and Documentation – Youth Session                                | November 2–6, 2026           |
| Preparation and Coordination for Policy Advocacy and LGU Engagement Workshop              | November 9–20, 2026          |
| Empowering Subanen Leaders: Policy Advocacy and LGU Engagement Workshop (50 participants) | November 28, 2026            |
| Post-Activity Evaluation and Documentation – Leaders' Workshop                            | November 30–December 2, 2026 |

**G. Financial Requirement**

The proposed project shall require an estimated budget of **Php115,000.00**.

The budget shall cover instructional materials, supplies, meals/snacks, transportation, communication, documentation, resource-person support, and other necessary operating expenses.

The amount may be adjusted upon finalization of the activity design, number of participants, and availability of institutional funds.

**H. Impact Statement**

The project seeks to contribute to a more legally informed, culturally empowered, and justice-accessible Subanen community by translating the findings of the completed study into practical community interventions.



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The research established that the Subanen community possesses a strong cultural identity anchored on traditions, customary laws, communal living, and traditional leadership. At the same time, the study identified continuing challenges involving limited legal awareness, discrimination, land ownership and documentation, geographic isolation, restricted access to government and legal services, and unfamiliarity with formal legal procedures.

The project will therefore strengthen legal literacy not merely as knowledge of laws, but as the practical capacity to recognize legal concerns, understand available rights and remedies, identify appropriate institutions, and make informed decisions concerning legal and community issues.

For Subanen youth, the project will provide foundational legal and civic education while encouraging their participation in community affairs and preparing them to become future community leaders. This responds to the research finding that younger generations are becoming less engaged in some cultural practices and that awareness of IPRA does not necessarily translate into an understanding of how its protections may be practically exercised.

For Subanen community leaders, the project will strengthen their ability to serve as informed community representatives and bridges between customary leadership structures and formal government institutions. This is particularly relevant because the study found that the Timuay is the primary authority in customary dispute resolution, while community members also turn to NCIP, barangay officials, and IPMRs for assistance.

The project will likewise promote stronger institutional collaboration among JHCSC School of Law/CLEP, the Subanen community, LGU Lakewood, ADMO, NCIP, and other appropriate legal and government institutions, consistent with the research recommendation for cross-sector collaboration to make legal rights more meaningful and accessible.

### I. Summary

The project is a two-part legal literacy and community empowerment initiative of the JHCSC School of Law through the Clinical Legal Education Program (CLEP). It is grounded in the findings and recommendations of the completed qualitative study on the legal needs and access to justice of the Subanen community of Lakewood, Zamboanga del Sur.

The study found that Subanen community members generally possess awareness of certain legal rights, including awareness of IPRA, but that awareness does not consistently translate into practical



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understanding of legal remedies, procedures, documentation requirements, and available government and legal services.

The study further found that land ownership and documentation, informal inheritance practices, sale of ancestral lands, geographic distance, transportation costs, and limited access to formal legal services are significant concerns.

At the same time, the research demonstrated the continuing strength and importance of customary justice, with the Timuay serving as the principal authority for resolving family, marital, neighborhood, and land-related disputes. The customary system is valued for being accessible, culturally familiar, and focused on restoring harmony. However, serious offenses are referred to formal institutions, demonstrating the need for the community to understand how customary and formal justice systems operate alongside one another.

The project consequently provides two complementary interventions. The Legal Literacy Session for Subanen Youth addresses the need to strengthen legal awareness and prepare younger members of the community for informed civic participation. The Policy Advocacy and LGU Engagement Workshop responds to the need to empower community leaders to navigate formal institutions, articulate community concerns, strengthen linkages with government agencies, and participate more effectively in advocacy and policy processes.

The methodology will employ culturally responsive legal education, interactive lectures, case discussions, practical exercises, group workshops, role-playing, stakeholder mapping, policy-development exercises, and facilitated LGU engagement.

## PART II.

### PROJECT DETAILS

#### A. Background and Justification

The Subanen community of Lakewood, Zamboanga del Sur maintains a strong cultural identity characterized by customary laws, communal practices, traditional leadership, and reliance on the Timuay in maintaining community order and resolving disputes. The completed study on the legal needs and access to justice of the Subanen community confirmed that these customary institutions remain central to the community's understanding and experience of justice.

However, the research also established that the existence of legal rights and justice institutions does not automatically result in effective access to justice. The study identified several interconnected barriers, including limited legal awareness, geographic isolation, financial



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constraints, lack of readily available legal services, unfamiliarity with formal legal procedures, documentation difficulties, and limited information concerning where to obtain legal assistance.

Civil-rights concerns identified by the participants were particularly associated with land ownership, informal inheritance practices, lack of formal documentation, sale of ancestral land, and uneven access to government services. Participants from remote areas experienced greater difficulty because of transportation costs and distance, while some also expressed hesitation in dealing with government offices.

The research also found that many community members rely first on customary leadership when legal concerns arise. Eight participants reported that they would initially seek assistance from the Timuay, while others identified NCIP, barangay officials, and the IPMR as sources of guidance. However, lawyers were generally unavailable within the community, and obtaining formal legal assistance often required travel to Pagadian City. Distance, transportation expenses, legal fees, and lack of information were identified as major barriers.

Importantly, the research did not portray the Subanen community as lacking governance participation altogether. Rather, participants reported that community members are generally consulted on matters affecting the tribe through meetings led by the Timuay, tribal councils, and IP representatives. Nevertheless, physical and financial barriers continue to affect the ability of those in remote areas to access government services.

These findings demonstrate that the appropriate intervention is not simply to introduce the community to formal law. Rather, there is a need to bridge customary and formal systems of justice, strengthen practical legal knowledge, improve awareness of referral pathways, and empower community leaders to communicate community concerns effectively with relevant government institutions.

The study itself recommended regular and culturally sensitive legal literacy programs covering Indigenous Peoples' rights, ancestral domains, civil rights, legal remedies, and the functions of government agencies and institutions providing legal assistance. It also recommended accessible community-based legal assistance involving NCIP, LGU, PAO, IBP, law schools, and legal aid clinics.

The study further concluded that meaningful access to justice requires legal literacy, institutional accessibility, collaboration between traditional and formal legal frameworks, and the empowerment of community leaders together with the engagement of elders and youth.

It is within this context that the present extension project is proposed.



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## **Findings of the Action Research as Basis for the Extension Project**

The completed qualitative study employed a phenomenological research design and gathered the experiences and perspectives of selected Subanen community members, including tribal leaders such as the Timuay and IPMRs. The study used semi-structured interviews and thematic analysis.

Five major themes emerged from the study:

### **1. Cultural Rights and Preservation**

The Subanen community continues to demonstrate a strong cultural identity rooted in traditions, farming, communal living, customary practices, and respect for traditional leadership. However, participants identified discrimination, modernization, declining youth participation in traditional practices, and changes in language use as concerns affecting cultural continuity.

Although many participants were aware of IPRA, the depth of understanding varied. Some participants had heard of the law but were not fully aware of how its protections could be applied in actual situations.

#### **Extension Implication:**

Legal literacy should incorporate not only statutory rights but also the relationship between Indigenous identity, cultural rights, customary law, traditional leadership, and formal legal protection.

### **2. Civil Rights, Land, Documentation, and Government Services**

The study identified land ownership and documentation as recurring concerns. Informal inheritance practices and verbal land transfers can create disputes and weaken the ability of individuals to establish or protect ownership claims. Participants also raised concerns concerning the sale of ancestral lands.

Access to government services was found to vary according to geographic location, with remote communities experiencing greater difficulties because of transportation costs and distance.

#### **Extension Implication:**

The legal literacy session should include practical information concerning ancestral domains, land-related concerns, documentation, civil rights, government services, and appropriate referral institutions.



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## **3. Strong Reliance on Customary Dispute Resolution**

The study found that the Timuay remains the primary authority for customary dispute resolution. Family disagreements, marital issues, neighborhood conflicts, misunderstandings, and land concerns are commonly brought before the Timuay and elders.

Participants viewed customary justice as accessible, culturally familiar, and oriented toward restoring harmony. At the same time, serious offenses are referred to formal institutions such as the barangay, police, or courts.

### **Extension Implication:**

The project should not displace or undermine customary justice. Instead, it should promote understanding of when customary mechanisms may operate and when matters require referral to formal legal institutions, while respecting applicable legal and human-rights safeguards.

## **4. Limited Access to Formal Legal Representation and Assistance**

Formal legal assistance remains difficult to access. Participants reported the absence of readily available lawyers within the municipality and the need to travel to Pagadian City for legal services. Distance, transportation costs, legal expenses, lack of information, and unfamiliarity with procedures and documentation requirements were identified as significant barriers.

### **Extension implication:**

Legal literacy must include a practical "Where do I go for help?" component, introducing participants to NCIP, barangay officials, IPMRs, PAO and other appropriate institutions and explaining the general referral pathway for legal concerns.

## **5. Need for Stronger Institutional and Community Support**

The study concluded that the Subanen community possesses strong internal cultural and customary systems but continues to experience gaps in legal awareness, formal legal accessibility, and institutional support. It specifically emphasized the need for a comprehensive and culturally responsive approach combining legal education, institutional support, economic considerations, and accessible legal services.



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### Extension Implication:

The project should strengthen the capacity of community leaders and youth while also reinforcing collaboration among JHCSC School of Law/CLEP, NCIP, LGU Lakewood, ADMO, and other legal and government institutions.

### A.1 Alignment to Global, National, and Institutional Frameworks

#### A.1.1 Sustainable Development Goals

The research itself was aligned with **SDG 10 – Reduced Inequalities** and **SDG 16 – Peace, Justice and Strong Institutions**, particularly because it sought to understand barriers preventing Indigenous Peoples from fully accessing legal protection and participating in institutions.

For the extension project, the strongest alignments are:

| SDG                                                    | Project Alignment and Justification                                                                                                                                            |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SDG 4 – Quality Education</b>                       | Provides accessible and culturally responsive legal and civic education addressing identified gaps in understanding IPRA, legal remedies, procedures, and government services. |
| <b>SDG 10 – Reduced Inequalities</b>                   | Addresses geographic, financial, informational, and institutional barriers affecting the Subanen community's ability to exercise rights and access services.                   |
| <b>SDG 16 – Peace, Justice and Strong Institutions</b> | Directly promotes access to justice, awareness of remedies, appropriate institutional referrals, customary justice, and meaningful engagement with formal institutions.        |
| <b>SDG 17 – Partnerships for the Goals</b>             | Strengthens collaboration among JHCSC, CLEP, NCIP, LGU Lakewood, ADMO, Subanen leaders, and other legal/government institutions.                                               |

#### A.1.2 A.C.H.I.E.V.E. Framework

The project is most strongly aligned with:

#### A – Advanced and Accessible Lifelong Learning

The project responds directly to the research finding that awareness of IPRA and legal rights does not always translate into practical understanding. The extension provides accessible community-based legal education outside the formal classroom.



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## **V – Vitalized Policies and Governance**

The leadership workshop provides a structured venue for Subanen leaders to articulate community concerns, understand government processes, and engage relevant LGU and government stakeholders.

## **E – Effective and Efficient Public Service**

The research showed uncertainty concerning where to seek legal assistance and identified geographic and financial barriers to government and legal services. The project therefore strengthens knowledge of available government institutions and referral pathways.

### **A.1.3 R.E.S.I.L.I.E.N.T. Framework**

The project is particularly aligned with:

## **E – Empowered Communities and Effective Public Service**

Directly responds to the research conclusion that empowering community leaders and engaging elders and youth are essential to bridging cultural and structural gaps.

## **I – Inclusive Governance and Vitalized Policies**

The project strengthens the capacity of Subanen leaders to communicate community concerns and participate effectively in local governance while recognizing existing customary leadership structures.

## **L – Learning Excellence Anchored in Quality Assurance, Accreditation and Partnerships**

The project translates university-based legal education into culturally responsive community learning through partnerships with NCIP, LGU, ADMO, and Subanen leadership.

### **A.1.4 T.A.B.A.N.G.E. Framework**

The strongest alignment is with:

## **T – Technology and Literacy Initiatives**

The project directly addresses legal literacy, including practical understanding of rights, remedies, procedures, and government services.



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## **B – Barangay Empowerment and Good Governance**

The leadership workshop strengthens community participation and communication with local government institutions.

### **A – Adopt a Community**

The project establishes continuing community engagement between JHCSC School of Law/CLEP and the Subanen community.

### **B. Specific Objectives**

The project specifically aims to:

1. Strengthen the legal literacy of Subanen youth and community leaders concerning Indigenous Peoples' rights, cultural rights, civil rights, ancestral domains, legal remedies, and relevant government services;
2. Increase participants' practical understanding of how to recognize and respond to common legal concerns, particularly those involving land, documentation, family and community disputes, government services, and access to legal assistance;
3. Promote understanding of the relationship between customary and formal justice systems, including the appropriate circumstances for referral of matters to formal institutions;
4. Strengthen awareness of available legal and government assistance, including the roles of NCIP, LGU, IPMRs, barangay officials, PAO, and appropriate legal assistance providers;
5. Empower Subanen youth to participate meaningfully in community affairs and become informed future community leaders, while supporting the preservation of cultural identity and respect for customary leadership;
6. Strengthen the capacity of Subanen community leaders to articulate community concerns and engage relevant LGU and government institutions;
7. Develop practical advocacy and community action plans addressing priority legal and access-to-justice concerns identified by the Subanen community; and
8. Strengthen collaboration between JHCSC School of Law/CLEP, Subanen traditional leadership, LGU Lakewood, ADMO, NCIP, and other appropriate institutions to promote accessible, affordable, culturally responsive, and sustainable access to justice.



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### C. Logical Framework

| Particular                                                                                                                                                                                                 | Indicators                                                                                                                        | Means of Verification                                                               | Assumptions                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <b>Goal:</b> Empower a legally informed, culturally grounded, and civically engaged Subanen community with improved capacity to access justice and engage formal institutions.                             | Improved legal awareness; increased knowledge of legal remedies and referral mechanisms; stronger community-government engagement | Project evaluation; participant outputs; activity documentation ; follow-up records | Beneficiaries apply knowledge within their families and communities. |
| <b>Purpose:</b> Strengthen legal literacy and leadership capacity in response to identified access-to-justice concerns.                                                                                    | 100 direct participants reached; increased understanding of key legal and institutional concepts                                  | Attendance sheets; pre/post evaluation; participant outputs                         | Participants actively participate in the activities.                 |
| <b>Outputs:</b> 1. Youth legal literacy session conducted. 2. Leadership and policy advocacy workshop conducted. 3. Legal information materials distributed. 4. Community advocacy/action plans developed. | 50 youth; 50 leaders; completed learning activities; advocacy/action plans                                                        | Attendance; photographs; materials; workshop outputs                                | Partner agencies and community leaders support implementation        |
| <b>Outcomes:</b> Improved understanding of rights, remedies,                                                                                                                                               | Majority of participants demonstrate improved                                                                                     | Pre/post assessment; evaluation forms;                                              | Knowledge is retained and applied.                                   |



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|                                                                                                                                               |                                                     |                                                              |                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------|
| customary/formal justice systems, government services, and community advocacy mechanisms.                                                     | knowledge and confidence                            | facilitator observation                                      |                                                         |
| <b>Activities:</b><br>Preparation; youth legal literacy; leaders' policy advocacy/LGU workshop; evaluation; documentation; follow-up/referral | Activities completed according to approved schedule | Program reports; attendance; photographs; evaluation reports | Venue, resource persons, and partners remain available. |

### Project Flow



*"Chartering Excellence: Empowering the Next Generation of Legal Professionals through Transformative Education, Sustainable Practices, Community Engagement and Advancing Justice in the Province of Zamboanga del Sur and Beyond."*



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| Activity                                                   | Description                                                                                                                                                                                    | Target Participants                           | Timeframe           | Responsible                                            | Expected Output                                                          |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------|--------------------------------------------------------|--------------------------------------------------------------------------|
| 1. Project Orientation, Planning, and Partner Coordination | Conduct coordination meetings with LGU Lakewood, ADMO, NCIP, Subanen leaders, and other partners to establish roles, responsibilities, activity requirements, and implementation arrangements. | Project Team and Partner Agencies             | October 1–2, 2026   | Project Leader / CLEP Team                             | Coordinated implementation plan and confirmed partner participation      |
| 2. Community Coordination and Participant Mobilization     | Coordinate with Subanen leaders and community representatives for the identification and confirmation of participants, venue, schedule, and other community-specific requirements.             | Subanen Leaders and Community Representatives | October 5–9, 2026   | CLEP Team / Community Facilitators                     | Confirmed participants and community arrangements                        |
| 3. Preparation of Legal Literacy and Workshop Materials    | Develop and reproduce accessible and culturally responsive materials covering Indigenous Peoples' rights, cultural and civil rights, ancestral                                                 | CLEP Faculty and Student Facilitators         | October 12–23, 2026 | CLEP Faculty / Student Facilitators / Resource Persons | Legal literacy modules, handouts, case scenarios, and workshop materials |

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Leading higher education institution serving the ASEAN community with quality, innovative and culture-sensitive programs

### MISSION

- Provides need-based tertiary and advanced programs in Agriculture, Education and allied fields;
- Undertakes applied research, extension and production services that yield - workable and durable solutions to sector specific challenges, thus improving the socio-economic well-being of identified communities

### CORE VALUES

**J**ustice, Peace and Unity  
**H**ope, Honesty and Humility  
**C**redibility and Integrity  
**S**ocial Responsibility and Interfaith Dialogue  
**C**ollaboration and Shared Competence

|                                                              |                                                                                                                                                                                                                                                                       |                  |                  |                                                        |                                                                                      |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------|
|                                                              | domain and land concerns, legal remedies, customary and formal justice systems, government services, and legal assistance.                                                                                                                                            |                  |                  |                                                        |                                                                                      |
| 4. Legal Literacy Session for Subanen Youth                  | Conduct interactive discussions on Indigenous Peoples' rights, cultural and civil rights, basic legal remedies, customary and formal justice mechanisms, government services, and available legal assistance.                                                         | 50 Subanen Youth | October 31, 2026 | CLEP Faculty / Student Facilitators / Resource Persons | Increased awareness and understanding of basic legal rights and available assistance |
| 5. Practical Legal Scenarios and Rights-Awareness Activities | Facilitate case-based exercises involving common concerns such as land and documentation, family and community disputes, discrimination, government services, and access to legal assistance. Participants identify the legal concern, appropriate action, and proper | 50 Subanen Youth | October 31, 2026 | CLEP Student Facilitators / Faculty                    | Completed legal scenario exercises and practical rights-awareness outputs            |

*"Chartering Excellence: Empowering the Next Generation of Legal Professionals through Transformative Education, Sustainable Practices, Community Engagement and Advancing Justice in the Province of Zamboanga del Sur and Beyond."*



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|                                                         | institution or authority to approach.                                                                                                                                                                                                                      |                    |                    |                                                                   |                                                                         |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------|
| 6. Youth Session Evaluation and Documentation           | Conduct participant evaluation and learning assessment and document the activity, outputs, participant feedback, and identified continuing legal education needs.                                                                                          | 50 Subanen Youth   | November 2–6, 2026 | CLEP Evaluation and Documentation Team                            | Evaluation results and activity documentation                           |
| 7. Policy Advocacy and LGU Engagement Workshop          | Provide community leaders with practical training on identifying community concerns, distinguishing legal and policy issues, stakeholder mapping, advocacy communication, government processes, and engagement with LGU and other government institutions. | 50 Subanen Leaders | November 28, 2026  | CLEP Faculty / Student Facilitators / LGU / NCIP Resource Persons | Strengthened leadership, advocacy, and government-engagement skills     |
| 8. Community Issue Identification and Advocacy Planning | Facilitate group discussions in which leaders identify priority community concerns, determine appropriate government institutions, formulate advocacy objectives,                                                                                          | 50 Subanen Leaders | November 28, 2026  | CLEP Facilitators / Community Leaders                             | Community issue maps, stakeholder maps, and draft advocacy/action plans |

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|                                               |                                                                                                                                                                                                                                                                          |                                                      |                               |                              |                                                                                              |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------------------|------------------------------|----------------------------------------------------------------------------------------------|
|                                               | and develop practical community action or policy proposals.                                                                                                                                                                                                              |                                                      |                               |                              |                                                                                              |
| 9. LGU/Government Stakeholder Engagement      | Facilitate a structured dialogue or presentation between Subanen leaders and relevant government representatives to discuss identified concerns, possible interventions, referral mechanisms, and appropriate government support.                                        | Subanen Leaders, LGU, ADMO, NCIP, and Other Partners | November 28, 2026             | CLEP / LGU / ADMO / NCIP     | Documented stakeholder dialogue and identified areas for government/ community action        |
| 10. Legal Referral, Evaluation, and Follow-up | Facilitate appropriate referral of legal concerns to relevant institutions and assess the project's effectiveness, relevance, and participant satisfaction. Consolidate documentation and recommendations for continuing community legal education and legal assistance. | Beneficiaries, CLEP, and Partner Agencies            | November 30– December 5, 2026 | CLEP Team / Partner Agencies | Referral records, evaluation report, consolidated project documentation, and recommendations |



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## **D. Methodology**

The project shall employ a participatory, culturally responsive, experiential, and community-based legal education approach informed by the actual legal needs and access-to-justice experiences documented in the completed study.

The methodology recognizes that the Subanen community possesses its own established customary justice system and traditional leadership structures. Accordingly, the project will not present formal law as a replacement for customary practices. Instead, it will help participants understand the relationship between **customary justice and formal legal institutions**, particularly when legal concerns require referral beyond the customary system.

The methodology will include:

### **1. Culturally Responsive Legal Education**

Legal concepts will be presented in accessible language and connected with the community's actual experiences involving land, documentation, cultural rights, family concerns, government services, and dispute resolution.

### **2. Rights and Remedies Orientation**

The sessions will discuss:

- Indigenous Peoples' rights;
- cultural rights;
- civil rights;
- ancestral domain and land-related concerns;
- legal remedies;
- government services; and
- available legal assistance.

This responds directly to the research finding that participants were generally aware of some rights but had limited understanding of how laws such as IPRA could be applied in actual situations.

### **3. Customary and Formal Justice Interface**

Participants will examine:

Customary mechanisms → Timuay/Elders → Barangay/NCIP → Police/Courts/appropriate formal institutions using simplified situations to illustrate when and how matters may be referred.



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This directly reflects the research finding that customary justice is commonly used for minor disputes while serious offenses are referred to formal institutions.

## **4. Case-Based Learning**

Participants will analyze practical scenarios involving:

- land and ancestral-domain concerns;
- informal inheritance;
- documentation;
- family and community disputes;
- discrimination;
- access to government services; and
- legal assistance.

## **5. Legal Assistance and Referral Orientation**

A practical "Where Can We Seek Help?" component will introduce participants to the appropriate functions of:

- NCIP;
- LGU;
- IPMR;
- barangay officials;
- PAO;
- law school/legal aid clinics; and
- other appropriate legal institutions.

This responds to the research finding that community members frequently rely on Timuay or local leaders because they are uncertain about where to obtain formal legal assistance.

## **6. Leadership and Advocacy Workshop**

Subanen leaders will be guided in:

- identifying recurring community concerns;
- distinguishing legal and policy issues;
- identifying responsible government offices;
- formulating community priorities;
- preparing advocacy messages;
- stakeholder mapping;
- preparing simple policy/action proposals; and
- communicating with LGU representatives.

This is an extension response to the research finding that recurring legal concerns require stronger institutional support and to the study's recommendation that findings be used for advocacy initiatives and policy development.

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**7. Participatory LGU Engagement**

Rather than assuming that the Subanen community has no existing participation in governance, the workshop will build upon existing consultation mechanisms facilitated through the Timuay, tribal councils, and IP representatives.

The activity will therefore focus on making such engagement more structured, informed, and responsive to documented community concerns.

**8. Output-Based Learning**

Participants will produce:

- legal issue/scenario analyses;
- community issue maps;
- stakeholder maps;
- advocacy messages; and
- community policy/action proposals.

**E. Line-Item Budget**

The following is a proposed budget for the two-part extension activity involving approximately 100 beneficiaries in total.

| Budget Item              | Particular Item                                                                                                                                                  | Estimated Cost | Total     |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------|
| <b>1. Operating Cost</b> |                                                                                                                                                                  |                | 28,500.00 |
| <b>1.1 Supplies</b>      | Printing of legal literacy modules, handouts, worksheets, policy advocacy templates, folders, pens, markers, bond paper, name tags, and other workshop materials | 14,000.00      | 14,000.00 |
| <b>1.2 Communication</b> | Coordination with Subanen leaders, LGU, ADMO, NCIP, resource persons, transportation coordination, communication materials, and related expenses                 | 3,000.00       | 3,000.00  |
| <b>1.3 Documentation</b> | Certificates, documentation materials, printing of photographs/reports,                                                                                          | 6,000.00       | 6,000.00  |



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|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------|
|                                          | documentation supplies, and project records                                                                                         |           |                   |
| <b>1.4 Others</b>                        | Venue/activity materials, presentation materials, identification materials, and other incidental operating expenses                 | 5,500.00  | 5,500.00          |
| <b>2. Travel Costs and Food Expenses</b> |                                                                                                                                     |           | 71,500.00         |
| <b>2.1 Fare</b>                          | Transportation assistance for project personnel/resource persons and community coordination related to the two extension activities | 15,000.00 | 15,000.00         |
| <b>2.2 Food Expense</b>                  | Meals and snacks for approximately 100 beneficiaries and project personnel/resource persons during the two major activities         | 52,500.00 | 52,500.00         |
| <b>2.3 Others</b>                        | Local transportation and other necessary field-related expenses                                                                     | 4,000.00  | 4,000.00          |
| <b>3. Miscellaneous</b>                  | Contingency for unforeseen but necessary project-related expenses                                                                   | 15,000.00 | 15,000.00         |
| <b>TOTAL BUDGET</b>                      |                                                                                                                                     |           | <b>115,000.00</b> |

### EXPECTED PROJECT OUTCOMES

Consistent with the previous CLEP project's expected outcomes of an empowered community, legal empowerment, policy influence, economic/social resilience, student development, and institutional strengthening, this project is expected to produce the following outcomes.

#### 1. Improved Legal Literacy

Participants gain a clearer understanding of Indigenous Peoples' rights, cultural rights, civil rights, ancestral-domain concerns, legal remedies, and government services.



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## **2. Improved Understanding of Legal Referral Pathways**

Participants become more familiar with where to seek assistance when legal concerns arise, addressing the research finding that uncertainty concerning appropriate institutions contributes to limited access to formal justice.

## **3. Strengthened Understanding of Customary and Formal Justice**

Participants understand that customary dispute resolution remains an important and culturally relevant mechanism while recognizing circumstances requiring referral to formal institutions.

## **4. Strengthened Youth Participation**

Subanen youth develop greater awareness of their rights and responsibilities and are encouraged to participate in community affairs while appreciating their cultural heritage and customary institutions.

## **5. Empowered Community Leaders**

Timuays, IP leaders, youth leaders, and other community representatives strengthen their capacity to articulate community concerns, identify appropriate institutions, and engage government stakeholders.

## **6. Improved Community Advocacy Capacity**

Community leaders develop practical advocacy and action plans addressing recurring concerns such as land and documentation, access to government services, legal assistance, and protection of Indigenous rights.

## **7. Strengthened Institutional Linkages**

The project strengthens collaboration between JHCSC School of Law/CLEP, NCIP, LGU Lakewood, ADMO, Subanen leaders, and other legal and government institutions, consistent with the study's recommendation for cross-sector collaboration.

## **8. Improved Access-to-Justice Support**

The project establishes or strengthens practical pathways for referral and assistance, responding to the research finding that distance, cost, lack of lawyers, lack of information, and unfamiliarity with procedures restrict access to formal legal assistance.



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