

2015

2nd Regional SGP-PA Assembly



Icon Hotel

North Edsa, Quezon City, Manila

November 26-28, 2015

**Documentation Report for 2nd Regional SGP-PA Assembly
Icon Hotel, Quezon City, Manila
November 26-28, 2015**

BACKGROUND

In line with the National Government's thrust in effectively addressing poverty alleviation, Students Grants – in – Aid Program for Poverty Alleviation (SGP – PA) is implemented through Commission on Higher Education (CHED) with the partnership of Department of Social Welfare and Development (DSWD) and Department of Labor and Employment (DOLE). The program specifically aims to increase the number of graduates in higher education among poor households. Having these graduates employed in high – value added jobs, the program views their families being uplifted out of poverty which thereby contributes productively in the national development.

Pantawid Pamilya beneficiaries are selected as grantees of this program should also take up priority programs of CHED aligned with the government key growth area and enroll in the designated State Universities and Colleges by CHED.

Along with the implementation of the program is the different systems and activities for monitoring and evaluation. Such will provide the Regional SGP-PA Committee (RSC) with sufficient knowledge of program's current condition which can help in their policy formulation as well as to be able to perform their respective roles and responsibilities. Similarly, the conduct of general assembly and other relevant activities for the SUCs and student-grantees will keep them informed on the program's implementation processes, plans/strategies, which also contributes to a disrupt free program flow. Considering these factors, the 2nd Regional SGP-PA assembly was conducted on November 26-28, 2015 at Icon Hotel, Quezon City, Manila. It was attended by student grantees and school officials of Philippine Normal University (PNU), Mindoro State College of Agriculture and Technology (MinSCAT), Oriental Mindoro State College (OMSC), Palawan State University (PSU), Romblon State University (RSU), and Western Philippine University (WPU). The activity served as a venue for the students as well as other stakeholders to recommend program related policies. It also focused on the needs of each SUC and addressed issues and concerns. It highlighted the best practices that may be replicated by other SUCs for the SGP-PA beneficiaries.

OBJECTIVES

At the end of the three-day training, the participants should be able to:

1. Review, validate and re-work the current practice in relation to the implementation guidelines
2. Address issues and concerns in handling the program and gaps identified.
3. Come up with internal guidelines on how to address gaps identified
4. Acknowledge best practices and explore how other SUC can adopt it.
5. Come up with policy recommendation to Regional SGP-PA Committee (RSC)

PROFILE OF THE PARTICIPANTS

A total of 30 participants attended the assembly. The Regional SGP-PA Focal Person served as the overall facilitator of the activity while the Training Specialist I acted as documenter. Meanwhile, distribution of the participants based on the sex and SUC/Agency are specified on the figures below:

Figure 1. Distribution based on sex

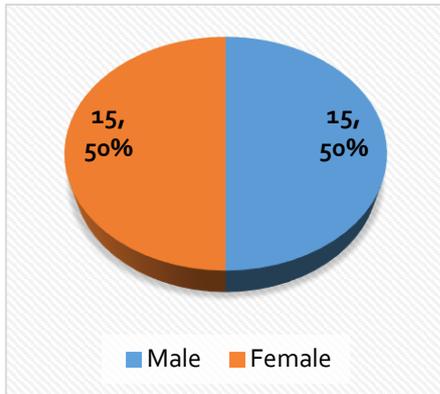
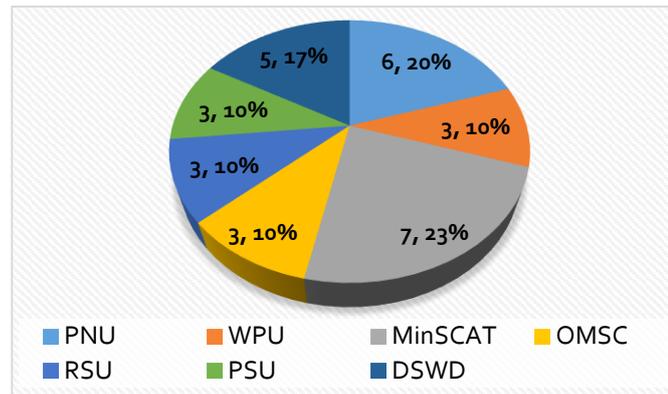


Figure 2. Distribution based on SUC/Agency



The table below shows the distribution of participants based on their designation:

Position/Designation	Frequency	Percentage (%)
Student grantees	18	60.00
Technical Assistant/Staff	2	6.67
Scholarship Coordinator	2	6.67
Instructor I/Representative	1	3.33
Director, Student Affairs and Services	1	3.33
SGP-PA Focal Person	5	16.67
Guidance Counselor	1	3.33
TOTAL	30	100

(See Annex 1 for the detailed list of the participants)

HIGHLIGHTS OF THE ACTIVITY

Day 1 November 26, 2015

Opening Program

The second regional assembly of the SGP-PA formally started at 2:00 o'clock in the afternoon. Mr. Ernesto David Jr., Institutional Partnership and Development Officer (IPDO) of the Pantawid Pamilya DSWD IV MiMaRoPa served as the overall facilitator of the activity. He led the prayer and the singing of the national anthem and MiMaRoPa hymn.

In behalf of the Regional Director, Mr. David also warmly welcomed all the participants. He acknowledged the SGP-PA grantees and the school officials from the different State Universities

and Colleges (SUCs). He informed the participants that it was the second time to hold a regional SGP-PA Assembly. He also informed them that he is the designated Regional SGP-PA Focal Person of DSWD MiMaRoPa.

Mr. David then requested the participants to introduce themselves too. Participants were asked to mention their name, age, school, course, year level and to tell something about themselves.

Preliminaries

Before Mr. David presented the objectives of the program in detail, he first facilitated an expectation setting activity. The participants were grouped according to their SUC and were asked to discuss their expectations on the activity and to their fellow participants. They were provided with metacards and marking pens. Participants then posted their output on the wall. Mr. David discussed each expectation of the participants shown in Figure 3.

For the expectations for the activity, he highlighted how the participants wanted to gain additional knowledge and information on how the program is being implemented. As one group mentioned that action plans should be properly evaluated, Mr. David said that one of the objectives of the assembly is to recommend all of agreements to CHED and to regional committee. For their fellow participants, Mr. David mentioned that it revolved on sharing of ideas and socialization among them. Mr. David emphasized that all of their expectations will form part on the objectives of the assembly.

Mr. David then presented the objectives of the program and the flow of the activities for the whole duration of the activity.

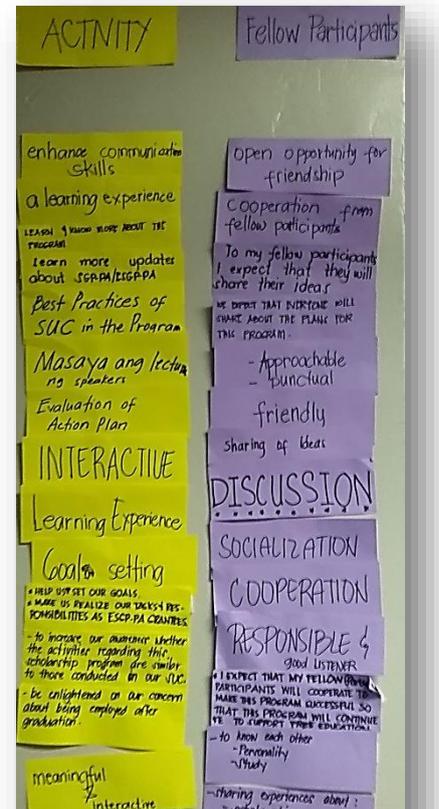


Figure 3. Expectations of the Participants

Session 1. Pantawid Pamilya Pilipino Program MiMaRoPa Updates

Mr. David began his discussion by sharing his observations during his field visits with the SGP-PA grantees. He mentioned that most of them are not familiar about the Pantawid Pamilya. Some grantees do not even know or memorize the meaning of SGP-PA. According to him, the presentation will give opportunity to SUCs and grantees to be oriented on how the program is being implemented.

Mr. David started his presentation by informing the participants on the total number of beneficiaries under Pantawid Pamilya and MCCT Program. He mentioned that out of 196,029 partner-beneficiaries as of September 30, 2015, 179,298 are under the Regular Pantawid Pamilya Program while 16,731 are beneficiaries of Modified Conditional Cash Transfer Program. He then provided the breakdown of beneficiaries of the two programs per province. Breakdown of beneficiaries of MCCT per municipalities was also presented. Mr. David informed the participants that there are no IPs in Marinduque. He highlighted how lucky the SGP-PA beneficiaries are to be given with opportunity to finish their studies.

Before showing the compliance rate per category and per province, Mr. David first briefed them about the conditionalities of the Pantawid Pamilya. He mentioned that the low compliance rate on day care (84%) during the third period especially for the IPs was due to the planting and harvest season. IP families were itinerant and choose places wherein they can plant their crops and they bring their children with them. Mr. David also shared the compliance rate of elementary and high school beneficiaries on Family Development Session (FDS), and health conditionalities. In terms of cash grants released, Mr. David informed them a total of 265,799,600 from 490,498,100 fund was released. According to him, this is due to the some problems with the partners of the program in this matter.

Furthermore, Mr. David also presented the accomplishments of the program for the year. He also provided them with information about the total number of family and youth development sessions conducted by the region. To improve the capacities of partners and partners and partner beneficiaries, activities like FDS, Youth development Sessions (YDS), Community Development Sessions, trainings, social marketing, meetings, and dialogues were held. Mr. David revealed the total number of sessions conducted, high school beneficiaries reached, and specific activities held. He also informed them about the winners of Regional Search for Exemplary Pantawid Pamilya (Occidental Mindoro) and Huwarang Pantawid Pamilya (Aborlan, Palawan).

The Department's partnership with other National Government Agencies was also highlighted by Mr. David. He informed the participants that NGAs are involved in the continuous monitoring of the implementation of the program in the ground. Municipal Inter – Agency Committee (MIAC) and Provincial Inter – Agency Committee (PIAC) meetings which are headed by Mayors and Governors, respectively, were being convened. For this year, a total of 52 MIAC and four (4) PIAC were held. Participants were also recognized as part of the total of 2,266 SGP-PA student grantees enrolled in six (6) participating State Universities and Colleges (SUC) in MiMaRoPa region. He informed them that at the national level, there is a total of more or less 40, 000 student grantees under SGP-PA. On supply side assessment, he informed them about the 6000 facilities assessed for this year.

Mr. David shared that aside for the scholarship grants, the department also coordinates with Local Government Unit and Civil Society Organizations to provide livelihood and other interventions such as provision of vegetable seeds, cash for work program, livelihood assistance organic farming, capital cash assistance, hog raising, basic agriculture, dressmaking training, and buri raffia extraction. As he ended his discussion, he shared the major plans of the program: 1) Move from HOUSEHOLD to FAMILY BASED implementation of Pantawid Pamilyang Pilipino Program, and 2) Conversion from ATM card to pre-paid card payment system. He explained that there are household beneficiaries which are composed of two or more families. To really uplift the level of well-being of the families, they are to be considered as separate families. In that way, there will be sustainability of the gain of the families from the program. Converting the ATM cards, on the other hand, will prevent the beneficiaries from pawning their cards.

Session 2. Significance of Peer Support and Establishment of Peer Support System



Ms. Maylyn Dilig, Guidance Counselor from Palawan State University, served as the resource person for this session. Ms. Dilig first congratulated all of the participants for they were selected to represent their respective SUC. Before her presentation, she asked for the participation of all for an activity. Participants were tasked to find a partner. They shared to each other the physical and emotional “aspect” that they have brought with them for the said

regional assesmbly (*Ano ang baon ninyo physically and emotionally for the activity?*) The sharing of the participants lasted for five minutes.

In the processing of the activity, Ms. Dilig identified the filters to communication. These include preoccupation, past experiences, self-esteem, physical state, volume of voice, articulateness, bias, prejudice, and stereotype, among others. She emphasized the importance of effective communication in counseling. She mentioned that one cannot be an effective councilor if he is not an effective communicator.

Ms. Dilig asked the participants about their own definition of counseling. Participants defined it as giving advice, guiding a student to his specific goal, and giving emotional support. Ms. Dilig mentioned that all of their definitions are related to counseling and later on they will further look on the specific tasks or roles of a counselor. She defined counseling as a supportive and emphatic professional relationship that provides a framework for the exploration of emotions, behavior and thinking patterns and the facilitation of healthy changes. She mentioned that it is normal that people experience difficulties as they grow. With that, she emphasized the significance of counselling and having support from peers. Nevertheless, Ms. Dilig clarified that in peer counselling, peer does not pertain only to those who are on the same age with them but may also pertain to their adviser, adult friend, and the like. She reiterated how the participants were selected by their universities and state colleges to act as peer counselors for their fellow grantees.

Ms. Dilig further discussed the functions of counseling such as remedial, preventive, and enhancement. She also presented the basic principles of counselling. She emphasized that counselling is not to satisfy the needs of the counselor but rather should focus on the client. Although the cases on counselling should be treated with confidentiality, Ms. Dilig underlined that it is not absolute. It is the responsibility of the counselor to report what was disclosed to her/him if it could harm/endanger the counselee or the lives of other.

Ms. Dilig also described the different behavior of the clients as ready, reluctant, and resistant. She then presented some guidelines/pointers on how they will work as peer counsellors. She mentioned that counsellors generally like to work with clients who are most like them. Ms. Dilig recognized the participants as peer counselors and she mentioned that they more likely want or comfortable to counsel their fellow students or someone on their age level than the others. Ms. Dilig, said that even them who are professional counselors are most likely to take cases of their specialization. She shared that she is more comfortable dealing with cases of the children than

those of battered wives. She mentioned that physical characteristics of the clients may also influenced the counsellor. Hence, she advised them to be knowledgeable on how they'll work best in all clients. She mentioned that they should learn the techniques on dealing with different clients or peer counselees. Ms. Dilig also highlighted the participants' duty to themselves as peer counselor. Such is to always appear as expert, attractive, and trustworthy. Ms. Dilig added that for them who will act as peer counselor to their fellow student grantees, having a good academic status would contribute to their credibility. In counselling, Ms. Dilig emphasized that as much as possible, counsellors are not giving advice and reprimanding their client but rather they are to facilitate and guide. All decision making rests to the client.

Furthermore, characteristics of an effective counsellors were also presented. These include self-awareness and understanding, good psychological health, sensitivity, interpersonal attraction, objectivity, competence, open-mindedness, and trustworthiness. Ms. Dilig elaborated the counseling process which include 1) Relationship building, 2) Assessment, 3) Intervention, 4) Referrals, and 5) Termination and Follow-up. She highlighted the importance of addressing the client by their names in relationship building. One tip she shared is to always mention the client's name every time they talk with them. Participants were also reminded to be observant not only on what they say to their clients but also to their gestures and other non-verbal cues. She added that clients feel when the counselors are not interested on what they are saying or sharing to them. Ms. Dilig said that knowing the background of your client is an effective strategy for relationship-building. On the other hand, Ms. Dilig highlighted that cultural sensitivity is required for assessment especially for them Indigenous People as their fellow grantees. For the aspect of interventions, Ms. Dilig stated that it will depend on the capacity or expertise of the counselor to intervene.

Before proceeding to her discussion, Ms. Dilig facilitated an exercise. Participants were asked to close their eyes and to think about a concern on their studies that keeps coming back and keeps them awake at night. She then asked the participants about the things that could happen if suppose that night a miracle happened while they slept. After the exercise, Mark Allen G. Morados, student grantee from OMSC shared that one of his concerns was his difficulty on Mathematics and if there would be a miracle, maybe his grades on that subject matter would be better. Ms. Dilig informed that such exercise, *Miracle Question*, is identified as solution-focused therapy which is very helpful and direct in giving solution to the problem. She said that by asking the client about the miracle question, a counselor can easily identify his problem and from there he can guide the counselee in identifying the possible solutions. She emphasized that counselling is effective when changes on the counselee can be observed or the client returns to normal functioning. With that, Ms. Dilig mentioned that termination can be done.

Ms. Dilig summarized her discussion by stating that the most important instrument the participants have is themselves. Their living example of who they are and how they struggle to live up to their potentials are powerful. She reminded the participants that they as peer counselors are also normal students yet they have the heart for their fellow students who are asking for their help. As they wish to be counselors, Ms. Dilig advised them to be always true to their counselee, be willing to grow, to risk, to care and to be involved.

Below is the issue raised during the discussion:

<i>Issues and Concerns</i>	<i>Response/Recommendations</i>
Dra. Forlales asked what should be done to counselee who cannot say what they wanted to say if they are not drunk.	Ms. Dilig mentioned that it is still better to ask the client to come back when they are not drunk. She added that there are many ways to make people say the things that they want to say. These may include singing, drawing, playing games, and the like.

To further assess the understanding of the student participants on the topic, Mr. David asked them why such topic on peer counselling was discussed. Mr. Vince Abejo of MinSCAT answered that it is because they have peers or fellow students who have personal problems and the discussion gave them ideas on how they can help their peers. Mr. Bryan S. Barboza of PSU gave a specific problem such as low grades. Gaining knowledge from the discussion, they can properly advise their fellow student grantees about the matter. Moreover, Ms. Angela Mae Tacan of WPU mentioned that they will act as counselors to their fellow students and Mr. David affirmed that they are selected for that purpose. Mr. Oliver M. Tamboong of PNU shared that they are already applying such practice even before. He mentioned that at their boarding house, they have open forum to talk about what they like and dislike with each other. Mr. David asked the student grantees if they are willing to take the challenge as peer counselors and the participants expressed affirmation.

Session 3. Employment Coaching and Career Guidance for College Students

Mr. David served as the speaker for this session since Ms. Ma. Christina Simbulan, Education Supervisor of CHED was not able to participate in the assembly. Mr. David informed the participants that Ms. Simbulan has some equally important matters to attend to during that time. Moreover, Mr. David started his discussion by asking the participants about the goal of the SGP-PA. Ms. Tacan answered that the program aims to have one student from a Pantawid Pamilya SGP-PA family graduate from tertiary education. In that way, that member of the family can find a better job and help in the studies of his siblings and also in improving their way of living. Mr. David stated that the program is to break the intergenerational cycle of poverty. He mentioned that it also aims to enroll the student grantees to priority courses so that they can be employed into high value added jobs in the future. He elaborated how poor education becomes the root cause of poverty.

Mr. David emphasized the role of the Department of Labor and Employment (DOLE) in addressing labor related issues and job facilitation. He mentioned that DOLE is part of the Regional SGP-PA Committee which will help them in finding appropriate work or in job-matching. He then discussed how career coaching provides a bridge between school and work and assists young adults in choosing appropriate and sensible career. Career coaching was described as a guide for ESGP-PA students about the kinds of jobs available and the different jobs that match their skills. He informed the participants that the DSWD has already started the in depth profiling of skills of the possible graduates on March and October 2016. Mr. David added them that after graduation, they can find their job by using the O-Net Program, the On-line interactive application for exploring and searching occupations. He further said that they can check classified ads, Phil-job net. Government websites, employment website (Google directory), and International websites.

Aside from the online job networking sites, Mr. David mentioned that CHED is also coordinating with Public Employment Service Office (PESO) for possible job employment in MiMaRoPa

provinces. He defined PESO as a non-fee charging employment service facility or entity which ensures that prompt, timely and efficient delivery of employment service and provision of information of the other DOLE programs. He provided the guidelines on how to avail PESO programs such as reporting to PESO in their respective provincial city, municipal, National Government Organizations, CBOs, SUCs for registration and employment interview. As last option, Mr. David stated that they can opt to have their own business if they will not be able to have a job based on their own profession. He reminded the student grantees about their main goal which is to finish their studies. In that way, they can find a better job to help their family.

Moreover, below are the issues and concerns raised during Mr. David’s discussion as well as the actions and response taken:

<i>Issues and Concerns</i>	<i>Response/Recommendations</i>
Dra. Forlales asked if it is true that between SGP-PA graduate and non SGP-PA graduate, the SGP-PA graduate will be prioritized by the DOLE in job employment. She further asked if they can tell this to their student grantees.	Mr. David answered that in the end the employer will be the one to decide who have the qualities for their job opening. He said that in reality, academic credentials and skills of the applicant will matter. With that, he advised the student-grantees to do better on their studies.
Dra. Forlales mentioned that they cannot compromise the qualifications and standards that are needed in the labor force, hence it is better if the DSWD will be the one to tap with employment agencies. She mentioned that it is better if the scholar graduates will be prioritized in employment.	Mr. David clarified that the take of DSWD is to tap DOLE to link the graduates to possible job opportunities. He mentioned that to ask the private companies to prioritize SGP-PA graduates is not part of the story.
Dra. Forlales further mentioned that prioritization of SGP-PA graduates on employment may not be possible in private sectors but for government agencies, they should do it especially when the graduates are really qualified. She added that if the government really wants to help the grantees, they should give them an all-out support.	<p>Mr. David said that maybe the government agencies can impose the prioritization of SGP-PA graduates but it is quite impossible for the private companies.</p> <p>Mr. Mark Joseph T. Zabala, Technical Assistant from PNU Manila, shared that in their university, they have yearly pre-employment seminars, SSS, PhilHealth and NBI clearance, and one-day job fair. He shared that they have students who were hired on the spot although they are not yet licensed teacher.</p> <p>Mr. David reminded the student grantees that they should not stop aiming for academic excellence.</p>
Mr. Barbosa shared that he is delayed by one year on his studies and his remaining scholarship grant is good for three years only.	Mr. David clarified that the expenses for the remaining year will be shouldered by the family of the student grantee. He reiterated that the scholarship grant is good for four years only and if they will be delayed due to failing grades, shifting, and the like, the expenses for

<p>He further asked if they will still be assisted by the DSWD during the job hunting period, given that they will not receive financial assistance during their remaining school year.</p>	<p>remaining years or semesters will be shouldered by them or their family.</p> <p>Mr. David affirmed that they will still be assisted during their job hunting period. Nevertheless, he reiterated that they need to sell themselves better by having good grades.</p>
<p>Ms. Carla T. Magallon, student grantee from Romblon State University, asked if she will still receive scholarship grant on fifth or her last year in the state college or it will be also shouldered by her family given that she is enrolled in a five-year course. Moreover, Dra. Forlales asked for clarifications about their agreement during their last meeting that the unused funds will be allotted as scholarship grant for the fifth year of those student grantees who are enrolled in a five-year course such as engineering courses.</p>	<p>Mr. David cited their agreement during the last RSC meeting that CHED will look into the option of using the unused portion of the tuition fees to fund additional one year for those who are enrolled in a five-year course. He informed the participants that the two resolutions prepared during their previous meeting are still with pending reply from the CHED National Office.</p>
<p>Mr. Oliver Tamboong of PNU asked if they are really required to render service for at least two years in a government agency.</p>	<p>Mr. David clarified that it is just a return of service in the Philippines, regardless if it is in government or private sector.</p>
<p>Mr. Mike B. Garcia of MinSCat, asked if they can transfer their remaining scholarship grants to their siblings if they were selected in the program at their third year in college.</p>	<p>Mr. David emphasized that the educational grants are non-transferrable. He reiterated that the remaining funds are only transferrable to those other possible grantees or those in the waiting list.</p>
<p>He shared another situation wherein the said student grantee decided to enroll to another degree. He asked if he can use his grants of two remaining years to finance his second degree.</p>	<p>Mr. David answered that it could not be done. He underlined that the goal of the program is not to have college students but to have college graduates.</p>

Day 2 November 27, 2015

The second day of the activity started with a prayer led by Mr. Morados. To set the mood of the participants for the series of activities for the day, Mr. Garcia and Mr. Israel B. Daos of MinSCAT, facilitated a morning exercise. They first taught the dance steps to the participants. When the music was played, everyone joined in dancing. The host team then run through the expectations of the participants and identified which among them were already met. Through a game, a recapitulation was also done to assess the learnings and insights of the participants from the previous day. Participants who lose in the game was asked to answer a question. Mr. Abejo was asked about the objective of the SGP-PA program and he emphasized its goal of



breaking the intergenerational cycle of poverty. He also emphasized the significance of employment coaching to them as SGP-PA students. Ms. Tacan was asked about the best service of guidance counselor which really helped her. Ms. Tacan shared that she experienced difficulty on choosing between two courses and their guidance counselor advised her that she should not let go the opportunities that were given to her. Ms. Tacan further mentioned that such experience taught her the reality of decision making that she has to choose something over the other, and in a way, she has to let go of something. Lastly, Ms. Nadia C. Conding of WPU was asked about the significance of conducting a SGP-PA Regional Assembly. She emphasized that such activity gave them opportunity to have an idea about the current status of the program. She mentioned that they will surely gain knowledge from the activity which they can impart with their fellow student grantees in their universities.

Session 4. Updates on the Implementation of SGP-PA per SUC

Before proceeding to the assembly proper, Mr. David first reviewed the flow of the activities for the day. Each SUC representative then presented their updates on the implementation of SGP-PA. Their presentation focuses on the number of enrolled grantees, activities conducted, achievements, and issues and concerns, among others.

Updates from Philippine Normal University

Ms. Marie Chiela Malcampo, Coordinator for Scholarship of PNU, started her presentation by emphasizing the same goal of Pantawid Pamilya SGP-PA and their university of ensuring that the grantees will be able to enroll and graduate in a four-year course. She informed her fellow participants that from 2012, they have a total of 59 SGP-PA grantees. At present (S.Y. 2015-2016), she mentioned that there is a total of 42 student grantees, 17 are males and 25 are females from National Capita Region (NCR) and MiMaRoPa. She presented the breakdown of number of graduating students based on academic program as follows:

ACADEMIC PROGRAM PER FACULTY	NUMBER OF GRADUATING
<i>BSE Filipino</i>	1
<i>BSE Values Education</i>	13
<i>BSE History</i>	1
<i>BS Elem. Ed/BS Early Childhood Ed.</i>	7
<i>BS ICTE/BS Library Information Sci.</i>	11
<i>BSE Physical Education</i>	4
TOTAL	<u>37</u>

As a national center for teachers and educators, Ms. Malcampo expressed her hope that the student grantees would really return back service to the country. Like the other SUCs that cater for SGP-PA, Ms. Malcampo mentioned that they allocate their funds to different stipends and allowances. She mentioned that Administrative and Miscellaneous Cost (AMC) are allotted to transportation and communication expenses and regular meetings/special meetings with students and parents. She disclosed that they did not really make use of the funds for the AMC this year since it is quite difficult to request for facilities, activities, or anything that will be consumed for the grantees.

Moreover, Ms. Malcampo shared the problems encountered and interventions done such as academic performance of the students and various concerns of the scholars. Since most of the grantees are graduating, they encounter problems on their academic performance. She said that there are some who even need to be crossed enroll to other universities. She shared that grantees held meetings where they can voice out all of their concerns.

Ms. Malcampo also highlighted activities that are conducted for the welfare of the students. She proudly shared the behavioral changes on the student grantees as they are more comfortable to share their ideas and experiences during meeting. She showed the photos of the regular meeting to follow-up the grantees and their participation in extracurricular activities. Ms. Malcampo also showed photos from their recently conducted group process activities.

Ms. Malcampo also presented a sample report of the academic performance of the students. She mentioned that some of the student grantees have talked with their Associate Dean and advisers about the things that they still need to do for their academic performance. Furthermore, Ms. Malcampo shared their processes for monitoring and evaluation such as minutes of meeting. She presented the evaluation form that they are using to assess the effectiveness of the activities that they have provided and are continually providing to their student grantees.

She also proudly informed the participants about a research paper entitled *Student Empowerment: Pathways to Poverty Alleviation Nurturing Innovative Teachers and Education Leaders* which they have presented in Kobe, Japan. At present, the university is working with a qualitative study about the experiences of the PNU SGP-PA grantees. Lastly, Ms. Malcampo presented the calendar of activities for the third term which include Christmas Party, Mock Board Examination, Recognition/Appreciation Day, and the LET Review.

Updates from Mindoro State College of Agriculture and Technology

Ms. Sarah Yahel A. Caoli, Instructor I from MinSCAT first presented the significant numbers for SGP-PA and ESGP-PA which include slots allocation, enrolled grantees, drop outs, not enrolled grantees, unfilled slots, and request for replacement, among others.

Program	Slots Allocated	Officially Enrolled	Dropped outs	Not Enrolled	Graduated	No. of Unfilled Slots	To be requested to CHED for replacement
SGP-PA	241	227	2 (as of August 2015)	14			16
ESGP-PA	211	187	7 (as of AY 2014-2015)	10	1	6	24
TOTAL	452	414	9	24	1	6	40

She also presented the total number of student grantees based on their academic program for A.Y. 2015-2016 as follows:

Academic Program	ESGP-PA	SGP-PA
AB Psychology	1	
BSEd	124	153
BSA	13	74
BSEn	10	
BSEntrep	4	
BSETM	1	
BSFi	2	
BSIT	20	
BTTE	12	
Total	187	227

Ms. Caoli then presented the following activities conducted in 2015 for SGP-PA and ESGP-PA grantees.

Activities	Objectives	Date Undertaken	Persons Involved
Orientation Program	To orient the scholars on the rules and regulations of the College, other issues and concerns	June	MinSCATTEA Director for Student Welfare Services/ Scholarship Coordinator CSC Officers
Induction Program and Ball Seminar on Active Citizenship, Stress Mgt. & Career Guidance	To acquaint the scholars with the other students and at the same time, to develop camaraderie To prepare the 4 th year scholars and guide them for their future employment	July October 18	Director for Student Welfare Services/ Scholarship Coordinator Prov'l SGP-PA Focal and USPCV
Orientation Program	To orient the scholars on the rules and regulations of the College, other issues and concerns	June	MinSCATTEA Director for Student Welfare Services/ Scholarship Coordinator CSC Officers
Monthly Meeting	To discuss some issues and concerns related to their academic performances and problems.	Every second Tuesday of the month)	Director for Student Welfare Services/ Scholarship Coordinator
Values Formation Session	To give the grantees proper guidance.	August, 2015 July, August 2015	Guidance Counselor Guidance Counselor

Follow up Counseling	Topic discussed about bullying, and at the same time, Career Information and Guidance. To monitor the academic performance, present situation toward others and the living condition of the scholars.		
Dormitory and Boarding House Visitation	To ensure the safety of the grantees. To monitor the problems encountered.	Once a month	DSWS, College Dentist and College Nurse
Values Formation Session Follow up Counseling	To give the grantees proper guidance Topic discussed about bullying, and at the same time, Career Information and Guidance. To monitor the academic performance, present situation toward others and the living condition of the scholars.	August, 2015 July, August 2015	Guidance Counselor Guidance Counselor
Foundation Day Celebration and Intramural Meet	To develop the student's academic, socio cultural, literary, sports skill.	August 24-28	MinSCATTEA , OSA Director
Release of stipend and book allowances of the grantees Enhancement Classes General Assembly of scholars	To provide the grantees of their monthly and book allowance To cater the needs of the student- grantees and cope with their studies. To gather issues and concerns regarding the program implementation	June(monthly stipend and semestral book allowance), July & August, September, October September – October October	College Cashier Selected Faculty Prov'I SGP-PA Focal

Ms. Caoli informed the participants about their enhancement classes which already started since 2014. SGP-PA student grantees have requested enhancement classes for Research, Statistics, English and Values Formation and Personality Development subjects while ESGP-PA grantees expressed difficulty on English, Mathematics, Computer, Values Formation and Personality Development. Ms. Caoli ended her presentation by showing the photos of student grantees during enhancement classes, regular meeting, orientation program, extra-curricular activities, sports activities, and values formation symposium.

Updates from Occidental Mindoro State College

Mr. Noel Bantog, Scholarship Coordinator of OMSC began his presentation of the updates on the ESGP-PA implementation by showing the student information matrix of ESGP-PA. Currently, they have a total of 266 student grantees with the following breakdown per campus:

Campus	Number of Grantees
Main	84
Labangan	44
Murtha	40
Sablayan	33
Mamburao	56
Total	257

He mentioned that that the remaining nine (9) student grantees are not yet enrolled. Mr. Bantog said together with Mr. Edward Bonus, Pantawid Pamilya SGP-PA Focal Person in Occidental Mindoro, they are conducting visitations to know the reasons why those students are not yet enrolling or dropping out. For the financial status, Mr. Bantog informed the participants about the Php 16, 423, 000. 00 M released by Department of Budget and Management to them during the start of the academic year 2014-2015. As of November 25, 2015, he mentioned that the remaining fund is amounting to Php 8, 787, 008. 22. He added that tuition, stipend, textbook, extracurricular expenses, and administrative and miscellaneous expenses for the two academic years were already deducted from it.

Similar with the other SUCs, Mr. Bantog shared that they are encountering problems on the academic performance of the student grantees. As an intervention, Mr. Bantog informed the participants that they are conducting tutorial program at Main Campus as well as in Labangan and Sablayan campuses. Tutorial program includes classes on Values Formation, Mathematics, English, Computer Literacy, Personality Development, and the like. He then showed the photo documentation of these activities. He added that they scheduled these classes on weekends to ensure that there will be no conflict with their regular classes.

Updates from Palawan State University

Similar with other SUC representatives, Ms. Dilig started her presentation by showing the total number of enrolled student grantees for the 17 campuses for the second semester.

CAMPUS	SGP-PA	ESGP-PA	TOTAL
PSU Main	24	42	66
San Rafael	0	1	1
Roxas	6	27	33
San Vicente	1	3	4
Taytay	1	6	7
El Nido	0	2	2
Dumaran	6	2	8
Linapacan	8	2	10
Araceli	0	3	3
Cuyo	2	31	33
Coron	11	30	41
Narra	1	14	15
S. Espanola	4	1	5
Brooke's Point	5	15	19
Bataraza	2	4	6
Quezon	4	19	23
Rizal	2	4	6
Balabac	3	6	9
Total	80	212	292

She added that there are 200 student grantees who are at their 2nd year, 30 at their 3rd year, and 62 at fourth year level. Ms. Dilig focused her presentation on the activities conducted by PSU. First is the peer facilitation wherein the Social Work students from PSU served as the facilitators. Ms. Dilig mentioned that peer facilitation helped them to identify the problems encountered by the students. From there, they have conducted English Enrichment Program, Basic Math Tutorial, and Basic Computer Literacy. Aside from peer facilitation, Ms. Dilig mentioned that they have administered a Reading Comprehension Test which also helped them gauge who are the priority grantees for the English Enrichment Program. They are also conducting individual consultation and counseling. Ms. Dilig also informed the participants that they held a Project Management Office (PMO) meeting last September 14, 2015 to address concerns such as delay in the enrollment, delayed allowance, and other concerns related to the implementation of the program.

Furthermore, Ms. Dilig emphasized that they are involving the students to activities wherein they can gain more knowledge and social awareness. Some of these activities are symposiums on International Humanitarian Law. Continuous monitoring through visitations are also conducted by the university. She also shared how she facilitated a two-day group therapy session participated by ten (10) student grantees. Aside from identifying the concern of the students as well as the possible resolution for it, the group therapy also aims to deepen the self-awareness of the student grantees by discovering their strengths and areas of development.

Ms. Dilig also informed the participants that they have launched the "Avail now, Pay later," program wherein the students can avail rice and grocery at the PSU-Multipurpose Cooperative. She also have mentioned that the grantees have agreed to have a mutual fund at the PSU-Multipurpose Cooperative. At the start of the program, each grantee contributed Php 500 for the savings.

Whenever they have financial need, the students can borrow from the savings and return it back when they got their stipend.

Similarly, Ms. Dilig mentioned that they are also encountering problems on the academic performance of some student grantees. Another concern is having grantees identified as possible replacement who are already enrolled in non-priority programs. She mentioned that there are grantees who may not be able to graduate this semester due to failing grades. Others, on the other hand, are shifting to other program due to unmet grade requirement in their current course.

Updates from Western Philippine University

Ms. Irish Dela Cruz, Technical Assistant from the WPU, was the one who presented the status of SGP-PA implementation in their university as of September to October 2015. She revealed the enrollment data for the first semester 2015-2016 as follows:

ESGP-PA	Present Numbers of Grantees (including replacement and additional)	Drop Out/Not Enrolled (replaced already)	Graduated (still on replacement)
Main Campus	167	5	10
PPC Campus	214	7	0
Quezon Campus	33	4	1
Rio tuba Campus	6	0	0
El Nido Campus	2	2	0
Busuanga Campus	5	1	0
Culion Campus	4	0	0
Total	431	19	11

SGP-PA	Present Numbers of Grantees (including replacement and additional)	Drop Out/Not Enrolled (replaced already)	Graduated
Main Campus	23	11	6
PPC Campus	5	1	0
Quezon Campus	3	0	0
Riotuba Campus	0	1	0
Total	31	13	6

For the second semester, Ms. Dela Cruz presented the following total number of enrolled ESGP-PA grantees per campus. She mentioned that enrollment is still on going and when all of the grantees will be enrolled, there will be a total of 462.

Campus	Total Number of Enrolled ESGP-PA
MAIN	98
PPC	166
QUEZON	24
RIOTUBA	5
EL NIDO	2
BUSUANGA	5
CULION	4
Total	304

Ms. Dela Cruz informed the participants that starting 2013 to present, they have six (6) SGP-PA and 12 ESGP-PA graduates. She further added that they are expecting a total of eight (8) SGP-PA and six (6) ESGP-PA graduates this year. Ms. Dela Cruz then informed the participants of the activities that they have conducted for this year. These include orientation, induction and testimonial party, ground improvement, acquaintance party, social night, alay lakad, international coastal clean-up, seminars, Youth Development Session, and backyard gardening, among others.

Furthermore, Ms. Dela Cruz also raised some issues and concerns on the student grantees. She mentioned that some were not interested to attend activities that were designed for them like YDS and seminars. Many of student-grantees have incomplete grades and a few of them have failing grades. Lastly, she mentioned that student grantees are only visiting the scholarship section when their stipends are delayed.

Updates from Romblon State University

Dra. Forlales stated that they have a total of 466 slots for ESGP-PA student grantees only. With that number, she informed the participants about their 32 cases of drop out and not enrolled for the academic year 2014-2015. For the S.Y. 2015-2016, Dra. Forlales reported a total of 20 cases of drop out and not enrolled. As an intervention, they immediately facilitated the replacement and have already endorsed it to CHED and regional committee. Nevertheless, she concerned that until now they have not received any approval. As of November 27, 2015, they have a total of 414 student grantees enrolled.

Despite the counseling and regular visitations of Municipal Links, Dra. Forlales shared that they have difficulty on encouraging the selected student grantees to enroll. Moreover, for their cases of students with failed grades, Dra. Forlales cited remedial classes as their intervention.

As for the accomplishments of RSU for the year, Dra. Forlales identified the following:

- ✓ Small Group Discussion to students and parents to tackle or deliberate issues and concerns of students and parents

- ✓ Lodge or Boarding house visitation (monthly monitoring)
- ✓ Reorganization of student council
- ✓ Monthly meeting of student council/ officers
- ✓ Committee meeting and general assembly
- ✓ Conducted seminars and symposium
- ✓ Budgeting monthly allowance of scholars
- ✓ Community services every weekend con values formation
- ✓ Values enhancement seminar
- ✓ Demographic Profiling of Student Grantees
- ✓ Open communication /Student Hotline
- ✓ Opening the application of scholarship program in school for Buffer list
- ✓ Monthly releasing of stipend/ allowances
- ✓ Monthly monitoring of academic performance and utilization of stipend
- ✓ Creation of peer counselor
- ✓ Prenatal / postnatal Checkup (health care)

Dra. Forlales also shared the best practices of their SUC. These include the creation of ESGP-PA Hotline, Lodging House visit/monitoring of student council supervised by CHED and DSWD, one thousand cash reward for top 10 student every semester, peer counseling, online enrollment of ESGP-PA, and semestral academic ranking and posting. As the last part of presentation, Dra. Forlales mentioned the following as their future plans to improve the implementation of the ESGP-PA program in their university:

- ✓ Team building
- ✓ Approval of ESGP-PA resolutions
- ✓ Scholars retreat/ encampment
- ✓ Clean up drive or community service
- ✓ Monthly Youth Development Sessions in collaboration with PSWDO, GO, DSWD, SUC and PopCom (initial planning done)
- ✓ Endorsement of "not qualified students" and DO to TESDA and DOLE for possible scholarship program and skills training c/o DSWD
- ✓ Accredited program in external campuses to cater scholars next school year
- ✓ Enhancement classes for scholars
- ✓ Pre-assessment of academic performance (performance checkpoint)

Having all of the SUCs presented their updates on ESGP-PA and SGP-PA implementation, Mr. David encouraged the plenary to share what they have gained from each presentation as well as to raise their issues and concerns.

<i>Issues and Concerns</i>	<i>Response/Recommendations</i>
Mr. David asked the participants about the best practices that they have learned from the presentations which they may replicate in their respective SUC.	<p>Ms. Dilig mentioned that the application for buffer list is really a good practice. She mentioned that their basis for replacement is just the list coming from the DSWD.</p> <p>Mr. David affirmed that they can get a list of all enrolled Pantawid Pamilya beneficiaries in PSU and rank the students. In that way, they can</p>

	<p>easily identify possible replacement for those cases of drop out.</p> <p>Mr. Bantog mentioned that having an evaluation tool for every activity is a good practice to really assess the effectiveness of the activity.</p> <p>Ms. Leonie P. Barandino, SGP-PA student from PSU, recognized the essence of having an activity wherein parents will be involved. She mentioned that such activity gives opportunity to improve their relationship with their parents.</p>
Dra. Forlales asked if the teachers who are teaching at night receive honorariums.	Mr. Bantog and Ms. Dilig confirmed that those teachers are provided with honorarium
Ms. Barandino mentioned that it is better to just replace the student grantee who are not interested with those who are.	Mr. David answered that it is really the best thing to do yet it is hard to quantify or qualify how a student is interested to attend the school. He emphasized that the school has its own retention policy.
Mr. Abejo asked the PNU student grantees how they have conducted their research study about SGP-PA grantees.	<p>Mr. Tamboong mentioned that it is their thesis and they have looked into the different aspects such as academic, social life of the SGP-PA grantees, reasons for dropping out, and the like. He added that they have not yet defended their thesis to the panel. He mentioned that the study shows the processes experienced by the grantees and their success or failure as being a grantee of the said scholarship program.</p> <p>Mr. David informed them that the study was already presented in one of their meetings two years before. He added that the study aims to find out what will be the approach on teaching of the SUC to the SGP-PA grantees.</p>
Mr. Samson Alejandro Jr., student grantee of RSU, mentioned that they were able to prevent the cases of drop outs by assisting their fellow grantees and coordinating immediately with DSWD and RHU whenever their fellow grantees are sharing their problems on academics with them.	Mr. David mentioned that such immediate monitoring on cases of drop outs or potential drop outs being done by RSU is really a good practice. However, for the other SUVs such as PSU and WPU, Mr. David mentioned that it will be very hard especially for the staff who will be assigned in monitoring since the program is implemented to different campuses.
Mr. Tamboong mentioned that team building activity is a good venue for them to have bonding moment with their fellow student grantees especially for them who are about to graduate.	Mr. David mentioned that such activity requires fund. He also mentioned that school will still be liable when something bad happened to them.

Mr. David asked PNU for clarifications if their impact evaluation study is ongoing or already conducted.

Ms. Malcampo mentioned that they usually conduct an impact study three to five years after the batch have graduated. She added that at present they are only documenting the experiences of the SGP-PA grantees which may be beneficial to the ESGP-PA grantees.

Mr. David further asked for clarifications about the research paper presented in Japan.

Ms. Malcampo clarified that the research paper entitled, *The Empowerment Program* is based on the FGDs with the grantees and their parents. The study describes the scholarship program itself and the experiences of the grantees starting from the selection process to bridging program, to some academic interventions, to another admission tests and to the empowerment program. She added that the students as well as their parents were asked about the changes that they have observed on themselves. These changes may pertain to their behavior, career outlook, attitude, personality, among others.

Mr. David requested for the list and profile of the 46 graduating students. He also asked about what will happen to the dividend of the mutual fund of the student grantees at the PSU Multi-Purpose Cooperative on the time that they have graduated.

Ms. Dilig said that they will prepare the list and profile. As for the dividend, Ms. Dilig mentioned that some of it are being used for monitoring and other activities. She added that since most of the student grantees are borrowing from their savings, they only have small dividends. She mentioned that they will determine the best thing to do with the dividends.

Mr. David affirmed that she should really clarify the matter to the SUC. He added that they can charge their expenses for monitoring and other activities to administrative costs.

Mr. David asked RSU for more elaboration on how their ESGP-PA hotline works.

Mr. Alejado explained that they have a list of contact numbers of all student grantees and they send all the information or announcements regarding the program to all of these numbers. Likewise, each grantee has the cellphone number of the ESGP-PA student representative per college. He mentioned that it also becomes a way for them to share the issues and concerns that they cannot personally discuss with their fellow student grantees.

Ms. Malcampo shared that in PNU, they have the student portal and Facebook account to communicate information and announcement

	such as stipend release regarding the scholarship program to the student grantees. She added that for the Facebook account, they screen messages such as about stipend to ensure the safety of the student grantees.
Mr. Barbosa asked if it is possible to have a website for SGP-PA and ESGP student grantees.	Mr. David mentioned that it is possible but the question will be the moderator of the site. He suggested that to have a yahoo group instead.

Session 5. Workshop 1 – Policy Recommendations

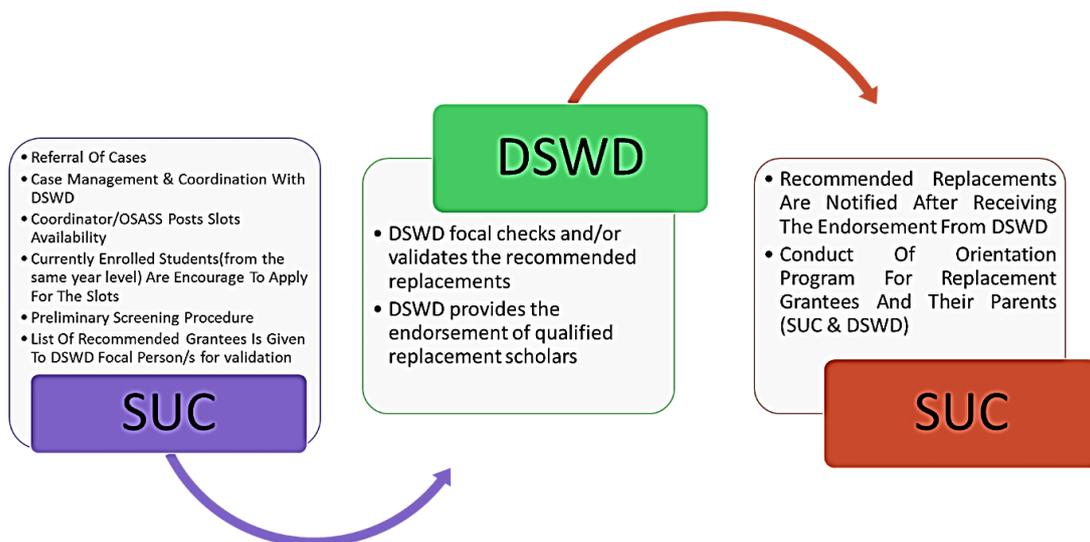


In the afternoon session, Mr. David provided the instructions and the template to the participants regarding their first workshop. Different aspects on the program implementation such as replacement and validation, release of stipend, excess of tuition fees, monitoring, and reporting were specified and the participants are to describe the current

situation in their SUC. They are to highlight their practice, gaps, and interventions taken. Having the gaps identified, participants were then tasked to detail their specific process to do as well as the policy that they can recommend. They were grouped into three and representatives from two SUCs composed a group. The groupings are as follows: PNU and MinSCAT, WPU and OMSC, and RSU and PSU. Meanwhile, SGP-PA Focal Persons of Pantawid were assigned to each group.

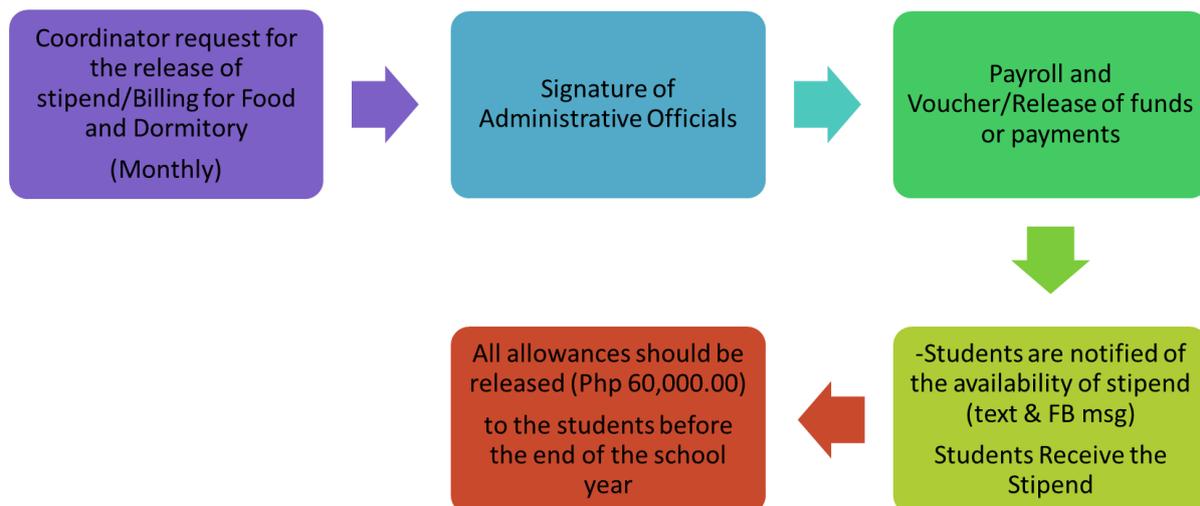
Policy Recommendations of PNU and MinSCAT

Ms. Malcampo was the one who presented their output for the workshop. She first shared that they have seen commonalities as regard to the implementation of the program in the two SUCs. On the aspect of replacement and validation, she mentioned that both SUCs have case management and coordination with DSWD as practice. As recommendation, she presented the diagram below:



Ms. Malcampo highlighted that they are hoping that in the preliminary screening procedures, DSWD would immediately give them feedback as the list of recommended grantees is given to them. After DSWD focal's checking and validation of the recommended replacements, immediate preparation of endorsement was also seen as essential. On the other hand, the group recognized that SUC has the responsibility of notifying the replacements after receiving the endorsement from DSWD and of conducting orientation program for replacement grantees and their parents. With this process, they believe that the replacement and validation will be easier and faster.

Moreover, the diagram below illustrates the group's recommendations with regards to financial aspect of the implementation of the scholarship program.



Ms. Malcampo emphasized that the commonalities between the two SUCs are that both have dormitories and students are provided with daily meals from the cafeteria. One difference they have identified is the instances wherein students handle their own allowances. Ms. Malcampo described the process of releasing the stipend starting from the period of requesting up to time where students are handling it already. She highlighted the importance of having a withholding power of their cashier especially for instances such as student is not attending classes anymore. Case management will then be done before the students be recommended again for the release and disbursement. Ms. Malcampo emphasized that if the students is entitled with Php 60,000 stipend, it should be released to them before the end of the school year. On the other hand, she underlined that students should be liable on this, that they should sign the payroll.

With the implementation of the program, SUCs are also tasked to develop other activities for the grantees. Ms. Malcampo highlighted that all activities and program should be evaluated. She mentioned that they are conducting program evaluation every now and then and providing regular report to CHED and DSWD Focal Persons. She identified impact evaluation as one possible thing that they can do to truly evaluate the program. Ms. Malcampo mentioned that it will look on the processes that the students have undergone starting from the selection. Impact of the different interventions provided to the grantees will be measured. Student success in terms of holistic development will also be measured as well as their perception in handling their money. The last indicators identified are attrition, graduation, employment rates. In the process of conducting the evaluation, Ms. Malcampo mentioned that it will be easy with the partnership with DOLE and CHED.

To end her discussion, she stated that some practices may be existing already yet there are some that other SUCs may adapt. She added that there is no perfect system for them, hence, such meeting or assembly wherein they are talking about policy recommendations and system improvement is being done.

IMPACT EVALUATION



Policy Recommendations of WPU and OMSC

Mr. Bantog and Ms. Dela Cruz presented the output of their group. They have specified the current situation and recommendations on the different indicators per SUC. The tables below show the details of their output:

Particulars	Current Situation			Recommendation	
	Practice	Gaps	Interventions	Specific Process	Policy
I. Beneficiaries					
<ul style="list-style-type: none"> Replacement and validation 	WPU- The possible applicants will be endorsed to DSWD for validation OMSC- Endorsed the dropped outs to	WPU & OMSC-Long waiting for the confirmation from CHED	-Case mgt. Such as Peer to peer counseling from ML, Guidance counselor and Scholarship coordinator	WPU- Applicants must be submit COG and other related documents OMSC-DSWD endorsed the potential list who are enrolled in	Applicants are ranked accordingly to GWA and must be at the same year level of the dropped outs

	DSWD then validate the potential list			the priority courses	
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II. Financial Support

• Release of stipend	On time released of stipend	OMSC- Dissemination of information for grantees related to release of stipend	OMSC- Encourage every grantees to open an account to receive the stipend on time WPU-all ESGP-PA grantees are enrolled in cash card (waiting for the release of ATM Card)	OMSC- Inquire office of the bank for the specific requirements needed for the opening of the accounts	WPU- Informed the Scholarship section in case the card is missing and don't change the contact number without informing the Scholarship coordinator and avoid zero balance
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• Monitoring	WPU-monthly home visitation with ML and Technical staff and formed/or ganized ESGP-PA organization OMSC- Conduct monthly consultation meeting with	WPU-The grantees are absent during the home visitation OMSC- some of the grantees are not attending of the meetings	WPU-refer to the guidance counselor for appropriate counseling OMSC-call the attention of the DSWD staff for their appropriate intervention	WPU-monthly monitoring for the journal of activities, proof of attendance to classes and list of expenses OMSC- designate leaders to different courses	WPU-submit every 2 nd week of the month OMSC- inform the Scholarship Coordinator for the status of the grantees
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	student beneficiaries				
• Reporting	WPU-the PPSGO conducted meetings and activities OMSC-submit COG every end of the semester to monitor the academic performance grantees	WPU-other grantees are not cooperated to the activities and attend only for the sake of attendance OMSC-other grantees failed to submit the requirements for the renewal of the grant	WPU-the organization have a fines to those grantees who are not attending the meetings OMSC-coordination of SAS and the subject teacher to monitor the grades of the grantees	WPU-the ESGP-PA sec. secure & monitor the attendance strictly during the meetings and activities OMSC-OSAS personnel collect the attendance of the grantees to determine the status of the grant	WPU-they must signed the attendance sheet on time before and after the activities OMSC-submit the required requirements before claiming of the stipend

Recommendations of RSU and PSU

Ms. Dilig served as the presenter for the last group. Similar with the previous group, they have specified the current situation or practices of RSU and PSU and came up with the following policy recommendations on aspect of replacement and validation, release of stipend, monitoring and evaluation:

particulars	Current Situation			Recommendation	
	Practice	Gaps	Interventions	Specific Process	Policy
a. Beneficiaries (Replacements and validation)	<p>MSC: created a guidelines for replacement, w/ buffer list validated by DSWD</p> <p>PSU: list of potential SG provided by registrar and refer to DSWD for validation</p> <p>RSU: application in RSU and DSWD, validation by ML for eligibility and academic performance by SUC prior to endorsement for confirmation</p>	<p>MSC: DSWD identifies potential student Grantees</p> <p>PSU: pending validation of DSWD</p> <p>RSU: confirmation of replacements from CHED</p>	<p>MSC: monthly monitoring and consultation</p> <p>PSU: follow up the status of validation from DSWD</p> <p>RSU: PMO created/drafted resolutions regarding the confirmation and approval of replacement in SUC level</p>	<p>SUC to identify enrolled potential applicants → application of potential student for buffer list to SUC and DSWD → validation will be processed by DSWD → validated list submitted to SUC → SUC will convene committee meeting w/ partner agencies to approve the replacement</p>	<p>-list of PMO-approved replacements will be sent to CHED for reference purposes (no confirmation required)</p> <p>-to come up with resolutions by SUCs to approve a proposed unified/standardized procedural guidelines of replacement policies</p>

Particulars	Current Situation			Recommendation	
	Practice	Gaps	Interventions	Specific Process	Policy
B. Financial Support (release of Stipend)	<p>MSC: waiting for the list from tech. staff to cashier for releasing of payment</p> <p>PSU: every start of sem.</p> <p>RSU: monthly releasing</p>	<p>MSC: delays on stipend release for max. 5mo.</p> <p>PSU: delays on stipend release (due to late enrollment)</p> <p>RSU: None</p>	<p>MSC: regular follow up of stipend in finance unit</p> <p>PSU: PMO meeting conducted for releasing of stipend on bi-monthly basis, opening of prepaid card facility (no cash out release)</p> <p>RSU: monthly monitoring of academic performance basis for monthly release</p>	<p>-Monthly monitoring by SUC/ coord. → claim stub will be provided to student qualified for monthly stipend → Coord. Will provide list to accounting and cashier → cashier will release the stipend</p>	<p>-SUC to create mechanism to allow qualified students claim their stipends (ex. provision of claim stub prior to releasing of stipend)</p>

Particulars	Current Situation			Recommendation	
	Practice	Gaps	Interventions	Specific Process	Policy
c. DSWD/SUCs (monitoring and reporting)	<p>monthly monitoring of academic performance by SUC, DSWD for welfare, counseling, and B. house monitoring</p> <p>MSC: out put of report submitted by DSWD</p> <p>RSU: DSWD convened a meeting with RSU for monthly report submission</p>	<p>PSU and MSC submitted reports every semester</p> <p>-low attendance of students during monthly Meetings</p>	<p>Double shifting of meeting/ activities</p>	<p>Convene meeting with students per month → double shifting of activity if necessary → checking of academic performance every Sem. → meeting with SUC and DSWD for uniform output/reporting</p>	<p>To come up with a standardized report template to be used by SUC and DSWD</p>

Moreover, below are some of the issues and concerns raised after the presentation of the policy recommendations of the group:

Issues and Concerns	Response/Recommendations
Mr. David recognized that there are two policy recommendations that they can recommend. Such include the replacement resolution. He said that it is really best to leave the replacement process at the provincial level and	Dra. Forlales described a resolution as statements to resolve any issue or problem that they are experiencing at their level and emphasized that they should be the one to make it. She added that in any case, the PMO

to have a resolution to approve a proposed unified/standardized procedural guidelines of replacement policies. With that, Mr. David asked if such idea of having resolution should be first approved by the PMO before endorsing it to RSC.

will still read it and express their approval or disapproval. She emphasized that standardized procedural guidelines of replacement policies is really essential to ease and speed up the replacement process.

Mr. David further asked the SUCs about who will take the lead on the drafting the resolution.

Dra. Forlales mentioned that as the product or output of the assembly, the participants can draft the resolution.

Mr. David asked the plenary to group according to their SUC and presented the template for their next workshop which is action planning. The workshop specifies their activities and policies for 2016, expected outcome, role of SUC, role of DSWD, and timeline. Participants were given an hour to accomplish their output.

Before the day ends, Mr. David presented the agreed template for SGPPA report last year and discussed what will be the changes for this year (See Annex 4 for copy of template). He informed the participants that they will include the breakdown of student grantees per year level on their report for the month of June only which is the start of the semester. For the succeeding monthly reports, he mentioned that just the total number of student grantees and drop outs, including the interventions conducted will be reflected.

He mentioned that the Item I and II in the template should be prepared by the SUC staff while the DSWD staff will be the one to prepare the summary of the SGP-PA visits. On the other hand, the template will be signed by Provincial SGP-PA Focal and SUC Representative. He emphasized that the report cannot be done quarterly for they will not be able to address the immediate concerns and cases of drop outs.

Day 3 November 28, 2015



The day started with a prayer and a morning exercise. To assess the learnings and insights especially of the student grantee participants, Mr. David asked selected participants about specific questions from the previous activities. After the recapitulation, the session proceeded to the presentation of the action plans per SUC.

Session 6. Workshop 2 – Action Planning

The table below shows the action plans of the SUC as well as the issues and concerns raised during the presentation and the actions taken. For the details of the action plans, please see Annex 5.

SUC and Presenter	Action Plans	Issues and Concern	Actions Taken
<p>Action Plans of MinSCat for 2016 presented by Ms. Donalyn Canicula, student grantee and Ms. Jaycelyn Macatangay, student grantee</p>	<p>1. Continuation of extension programs (Literacy and feeding program for IP children, Livestock seminar among farmers in selected municipalities, and tree planting) Ms. Macatangay informed the participants that literacy program will be spearheaded by the education major students. 2. Annual ESGPPA Intercampus Fest Ms. Canicula mentioned that it will last for two days and will include academic, socio-cultural, and sports contests and election of ESGP-PA officers per campus 3. Quarterly meeting 4. Conduct of SUC and DSWD Consultation Meeting 5. Conduct of Christmas party</p>	<p>Mr. David asked if the enhancement classes are conducted to all ESGP-PA grantees or to selected students only.</p> <p>Ms. David further asked if such subject matter is still appropriate for their year level.</p> <p>Mr. David asked about the specific</p>	<p>Ms. Canicula mentioned that it is conducted to all grantees in the main campus. It covers classes on English, Math, Personality Development and Computer Literacy.</p> <p>Ms. Macatangay explained that in their enhancement classes they are grouped not according to their courses. She shared an instance wherein Math major student grantees were enjoying and actively participating on their lessons on radicals than the others who are not enrolled in Math-related courses. She reiterated that their recommendation is to group the student grantees according to the subject matter that they have to learn more.</p> <p>Mr. David mentioned that the enhancement classes should focus on the current subjects of the student grantees.</p> <p>Ms. Maria Consuelo Gonzales, SGPPA Focal</p>

		<p>topic for the trainings and seminars.</p> <p>Mr. David asked about the visitation for those grantees who are living outside the dormitory. He said that in one of his field visits, there is an agreement that they will transfer to the dormitory.</p> <p>Mr. David mentioned a case wherein dormitory expenses are charged in the matriculation fees and when the grantee received their stipend, dormitory fee is still deducted.</p>	<p>Person, mentioned that this activity is an initiative of DSWD and Scholarship Coordinators and still for consultation.</p> <p>Ms. Gonzales mentioned that it is a case to case basis. She mentioned a case wherein the student grantee had an accident and asked to live with her family. For the other student grantees, Ms. Gonzales said that she will follow up their specific cases again to their provincial coordinator.</p> <p>Ms. Gonzales mentioned that she will clarify the issue once she got back to the province.</p>
<p>Action Plans for 2016 of OMSC by Mr. Bantog</p>	<ol style="list-style-type: none"> 1. Reechoing and Feedbacking on the result of 2nd Regional SGP-PA Assembly to PMO and Student Grantees through the conduct of Year End General Assembly and Implementation Review. 2. To conduct series of consultation meeting with the student beneficiaries/ Youth Development Sessions 3. Regularly monitor the activities of the students in campus. 	<p>Mr. David mentioned that the roll out for peer counselling was not specified in the action plan.</p>	<p>Mr. Bantog answered that he will coordinate to scholarship coordinators of other campuses as well as the guidance counselors the selection of student grantees who need peer counseling. He added that he will also share the information to PMO.</p>

	<p>4. Attendance and Participation in ESGP-PA Tutorial Sessions weekly for the students who are unable to present satisfactory academic performance.</p> <p>5. Recognition of top performing students every semester.</p> <p>6. Conduct team building activity to the student grantees</p> <p>7. To continuously provide guidance counseling to student beneficiaries. (Peer to Counseling)</p> <p>8. Regularly submit Student Information Matrix to CHED and DSWD</p> <p>9. Convene Provincial SGP-PA Committee Meeting every end of the semester</p>		
<p>Plan of Actions of PSU for 2nd semester 2015-2016 presented by Ms. Dilig</p>	<p>1. Team building activity with Main Campus</p> <p>2. Monitoring and Team Building with Araceli and Dumaran, Coron and Linapacan, and Cuyo</p> <p>3. Cluster Team Building for North and South Mainland Campuses</p> <p>4. English Enrichment Program</p> <p>5. Math Peer tutorial Program</p> <p>6. Basic Computer Operations</p> <p>7. Group Process with scholars</p> <p>8. Monthly meeting with grantees before release of stipend</p> <p>9. Individual consultation regarding academic performance</p> <p>10. Recognition Program for Student Grantees</p>	<p>Mr. David suggested to write a letter to the parents of those grantees with perennial problem. He mentioned that the DSWD can assist them in sending those letters.</p>	

	<p>11. Symposium on Social Graces</p> <p>12. Home visitation of student grantees who are at risk of dropping out</p>		
<p>Plan of Actions of WPU presented by Ms. Conding</p>	<p>1. Continuation of YDS</p> <ul style="list-style-type: none"> • January- Goal Setting • February- True Love Waits and Values Formation • March- Gender Sensitivity (VAWC) • June- Time and Financial Mgt./Literacy • July- How To Get Better Grades • August- Personality Development(e.g. Social graces, table manners) • September- Healthy Living (Food, drugs, and vices) • December- HIV- Aids Awareness and Christmas Party <p>2. Continuation of Boarding House visitation in coordination with guardian and landlords House visitation and counselling to parents</p> <p>3. Assembly</p>	<p>Mr. David mentioned that they can invite the LIVE PURE to discuss topic for the month of February.</p>	<p>Ms. Dela Cruz confirmed that they will discuss the said topic to other campuses using the module of the LIVE PURE Foundation</p>
<p>Action Plans of RSU by Mr. Jomel Fillartos, ESGP-Pa Focal Person</p>	<p>1. Teambuilding, scholars retreat/ encampment</p> <p>2. Approval of ESGPPA resolutions</p> <p>3. Clean up drive or community service</p> <p>4. Bi-monthly YDS in collaboration with PSWDO, GO, DSWD, SUC, and PopCom</p> <p>5. Endorsement of "not qualified students" and Drop outs to TESDA and DOLE for possible scholarship program and skills training c/o DSWD</p>	<p>Mr. David said that EAICs should not be considered for those drop outs. He clarified that the EAICs is for non SGP-PA college students. Drop outs or someone with failing grades will not be qualified on it.</p> <p>Mr. David mentioned that if profiling of students will be</p>	

	<p>6. Accredited program in external campuses to cater scholars next school year</p> <p>7. Pre-assessment of academic performance (performance checkpoint)</p> <p>8. Rollout of peer to peer counselling</p>	<p>done during summer, those who dropped out during the second semester will not be captured in the report. Mr. David suggested that it will be best to ask the school to profile all the students.</p> <p>In terms of transfer to external campuses, Mr. David mentioned that he discourages this practice. He added that basing on the list of drop outs, one can notice that most of them came from Tablas. He mentioned that if there will be external campus, one or two campuses will be enough.</p> <p>For peer to peer roll out, Mr. David emphasized that it will be discussed only to selected students and one or two organized group who will lead the peer counselling.</p> <p>Mr. Fillartos asked if they can do the discussion of peer counselling to selected student</p>	<p>Ms. Dilig reminded the participants that the ideal number of participants for peer counselling training is ten to twelve participants</p> <p>Mr. David affirmed that it could be done.</p>
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		<p>grantees after the conduct of YDS</p> <p>Mr. Bantog added that the CHED has some guidelines on how to conduct team building such as provision of waiver and inclusion of the said tour to curriculum. He mentioned a case in the Bulacan in which a student died during their educational tour.</p> <p>Mr. Fillartos asked what they can do to those student grantees who dropped out and then they wanted to come back again though they have waived their slot.</p> <p>Ms. Gonzales shared that in MinSCAT they are really waiting for the student grantee to come back especially</p>	<p>Mr. David mentioned that it could be done within the school premises.</p> <p>Mr. David mentioned that since they already waived their slot, it is not possible. He mentioned that there are 194, 000 grantees who are waiting for the opportunity.</p> <p>Mr. Edmund Bonus, SGPPA Focal Person of Occidental Mindoro added that the DSWD and SUC staff surely talk intently with the student grantee before he/she signed the waiver. If the student grantee is still not signing the waiver, maybe he/she can get the slot again.</p> <p>Mr. David mentioned that they can wait until the enrollment period but when the student did not come up during this period, they can give the slot</p>
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	<p>Mr. Fillartos discussed about the functions of PMO. He highlighted how RSU is involving him as ESGP-PA Focal Person in all of the decision making and in all activities for the student grantees. He emphasized such involvement of DSWD in PMO contributes in having a harmonious program implementation.</p>	<p>those who were pregnant or undergone a procedure. She mentioned that this is one of the reasons why their replacement process is taking time.</p> <p>Ms. Gonzales mentioned that SUC is requesting to bring back the strict policy of exclusion of pregnant student grantees.</p> <p>Mr. Cañete reiterated that such involvement is essential and should be also practiced by other SUC.</p> <p>Mr. David requested all SUC representatives who attended the assembly to reiterate that it was an agreement in the activity that invitation of DSWD representative on PMO meetings would also be helpful on the program implementation.</p>	<p>to the possible replacement.</p> <p>Mr. David clarified that there are no guidelines that pregnant student grantees will not be allowed to be part of the SGP-PA.</p> <p>He requested for a study comparing the SGP-PA and non SGP-PA pregnancy-related cases.</p> <p>Ms. Dilig mentioned that maybe there is just no proper coordination between DSWD and PSU, hence, they are not fully familiar with the tasks of each other.</p>
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Session 7 Closing Program

Mr. David expressed his gratefulness to the participants for actively participating in the activity. He highlighted how the activity became fruitful as many issues and concerns were discussed and clarified. He emphasized the goal of the program of having the student grantees graduate from college and have better jobs. As last part of the assembly, Mr. David distributed the certificate of participation and appearance to the participants.

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