



BUILDING A NETWORK OF PARENT LEADERS FOR PANTAWID

SKYLIGHT HOTEL, PUERTO PRINCESA CITY, PALAWAN

NOVEMBER 16-20, 2015

**Documentation Report for Capability Building for Parent Leaders
(Building a Network of Parent Leaders for Pantawid)
Skylight Hotel, Puerto Princesa City, Palawan
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BATCH 3**

BACKGROUND

Organization of a parent group is one of the unique features of Pantawid Pamilyang Pilipino Program, the conditional cash transfer in the Philippines. Through this activity, a parent leader (PL) was selected to lead the cluster group. They served as crucial front line partner since the implementation of the program in 2008. They assisted the Municipal Links in facilitating the reports regarding Pantawid and in monitoring the compliance of their co-beneficiaries to program conditionalities. With these roles, parent leaders have been exposed to different learning interventions to further capacitate them with necessary skills, knowledge, and attitude as program partners.

During the Capability Building for Parent Leaders (Level I), program knowledge and fluency among the PLs were ensured. They were oriented on what is the program about, its nature, coverage, conditionalities, and dos and don'ts. In this way, they further appreciated their roles and functions in the program implementation. Along with these initiatives, PLs were also taught skills on effective communication, leadership, conflict resolution, facilitation, and documentation which enabled them to function as an effective PL.

With the seemingly endless misperceptions and disinformation about the program, parent leaders were also capacitated to be an effective advocate of the program during Capability Building for Parent Leaders (Level II). They were trained to speak on behalf of the program. As the primary stakeholder of the program, they are the ones who can attest to the stories of change and empowerment and can effectively clarify and share the proper information about the program particularly at the community level. The training provided PLs with program updates and expanded their knowledge, skills and attitude on Leadership, Public Speaking, Community Volunteerism, and Convergence Strategy. It is hoped that through this training, the parent leaders can help in gathering support for the program not only from their fellow beneficiaries but also from the public.

As they were given opportunities and avenues to advocate the program, PLs gained more confidence in public speaking and became more established member of their community. The program further recognized that if they will be engaged more, they can become crucial partners in planning, lobbying, and campaigning development programs for their sector. Moreover, as they grow in skills, capability, stature, and are able to expand their network in and outside their communities, PLs can help in advocating for the institutionalization of the Conditional Cash Transfer (CCT) program. It is within this context that the Capability Building for Parent Leaders Level III was conceptualized. Parent leaders were recognized as a constituent base for the institutionalization of the CCT. Two batches of the said training were held in Manila for parent leaders of MiMaRo while this documentation report reflects the results of the third batch of training held in Puerto Princesa City, Palawan.

Parent Leaders were further equipped on networking, advocacy, and effective communication to gather support particularly from their district representatives to legislate CCT. Through this, the program may continue its implementation across future administration. Capability Building for Parent Leaders (Level III – Building a Network of Parent Leaders for Pantawid), therefore, aims to inspire and mobilize PLs towards taking a more active role in the formation of a network of advocates for the legislation of CCT.

OBJECTIVES

General Objective: To equip the participants with necessary knowledge, skills, and positive attitude as active participants in local planning, legislative and development process in their own city/municipal and congressional districts. It aims to inspire and mobilize parent leaders towards taking a more active role in the formation of a network of advocates for the legislation of CCT.

Specifically, the parent leaders will be able to:

1. Define their roles as advocates for the continuous implementation and legislation of Pantawid Pamilya;
2. Identify the individuals and/or organizations within their community who could help legislate CCT;
3. Apply the basic strategic communication tools in mobilizing key stakeholders toward working collaboratively in support of the advocacy; and
4. Develop action points that are doable and realistic in support of the advocacy.

PROFILE OF THE PARTICIPANTS

A total of 31 parent leaders were able to participate in the Capability Building for Parent Leaders (Level III). They came from the different municipalities as well as city of Palawan. Participants were selected from each city and municipality based on the following criteria:

- ✓ Incumbent parent leader
- ✓ Have attended the Rollout of Capability Building for Parent Leaders (Level 1) and Capability Building for Parent Leaders as Program Advocates (Level 2)
- ✓ At least high school graduate
- ✓ Articulate and demonstrated active participation in Pantawid Pamilya activities
- ✓ Is not a lactating and child-rearing mother and can devote time for speaking engagements, if ever

Out of the 31 participants, only one parent leader is male while the rest are female. Figures 1, 2, 3, and 4 present the distribution of the participants based on age, number of years as parent leaders, Indigenous Peoples (IP) affiliation, and religion, respectively. Majority of them belong to 30-39 age group (38.71%). The youngest among the participants is 29 years old while the eldest is 54 years old. More than half of the participants have served as parent leader in three to four years (61.29%). Also, out of the 31 participants, seven belong to an IP group such as Tagbanua, Mapun, and Cuyunon. Most of the participants are also Catholic (51.61%).

Figure 1. Distribution of participants based on age

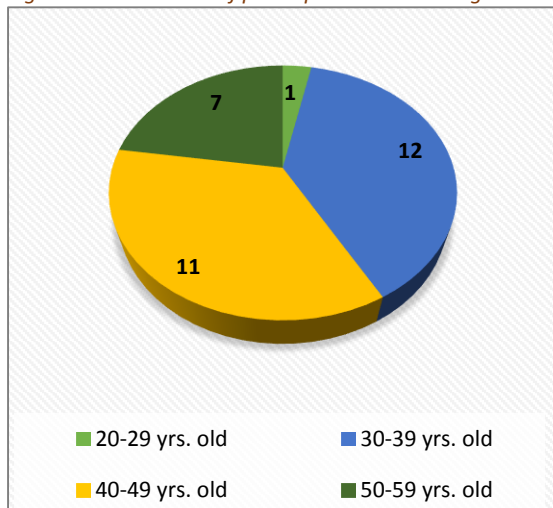


Figure 2. Distribution based on the number of years as parent leader

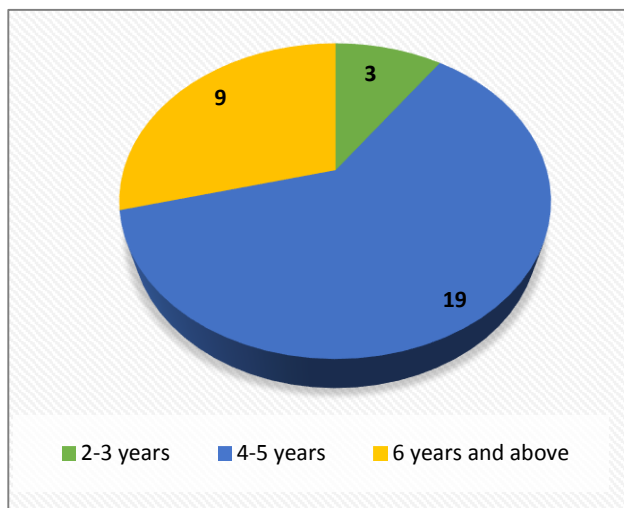


Figure 3. Distribution of participants based on IP affiliation

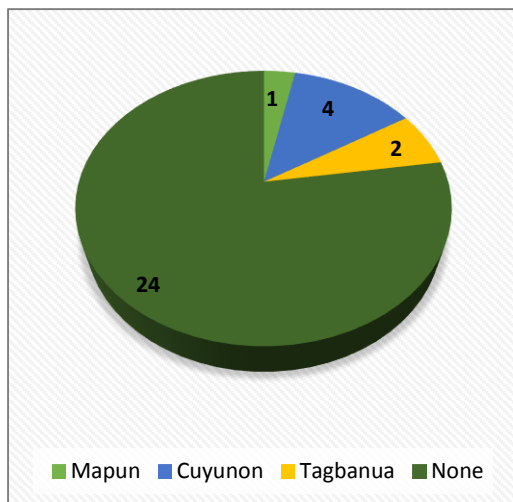
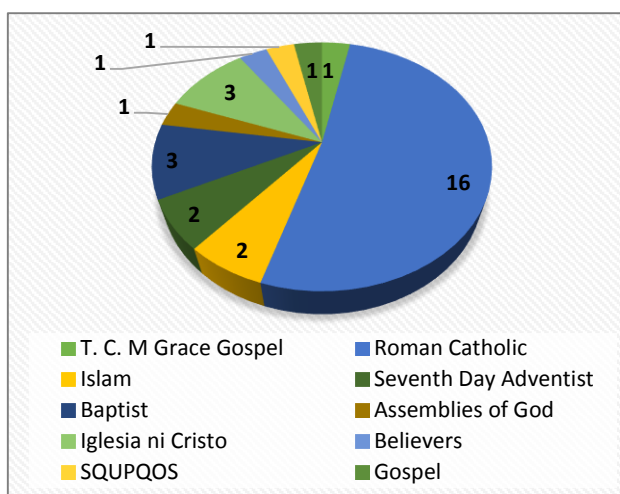


Figure 4. Distribution of participants based on Religion affiliation



HIGHLIGHTS OF THE ACTIVITY

Day 1. Opening Program

The training started at 3:00 in the afternoon with a prayer and singing of national anthem and MiMaRoPa hymn led by Ms. Ziryllle Aidanne H. Lajara, Pantawid Pamilya, Training Specialist II. She welcomed all the participants in the activity and expressed her gratefulness for they have allotted time for the training. Ms. Lajara emphasized that the activity is a higher level training for them and will focus on how they will take part in the legislation of the Pantawid Pamilya Pilipino Program.

Before the presentation of the objectives of the training, Ms. Lajara first facilitated a getting to know each other activity. Participants were asked to get a folded piece of paper from a bowl. An instruction is written in each piece such as finding out *who has made the longest journey, who likes waking up early, parent leader who has served the DSWD for the longest period, and the like.* Ms. Lajara asked them to open their paper, roam around the room, and ask their each participant to accomplish their specific task. Ms. Lajara discussed each question to the participants. She emphasized that the training will also give them opportunity to get to know their fellow parent leaders better. She highlighted the differences of the participants and their common goal as they agreed to participate in the training.



Ms. Lajara then provided the instruction for the expectation setting. Participants were divided into three groups and were asked to associate the training with a trip on a bus; the facilitator, as the driver; the resource person, as the tour guide; and the fellow participants, as the passengers. They were given metacards, crayons, and marking pen to do the activity.

Ms. Aprille Joy A. Delica, Training Specialist I, processed the presentation of the parent leaders. Participants mentioned that they expected that they will gain new knowledge and

skills from the four-day activity which they can share with their fellow beneficiaries. Others stated that they expected to enjoy while learning. For the facilitator, they anticipated a clear and proper delivery and facilitation of the topics and activity. Similarly, resource persons are expected to have a clear and lively discussion of their topics. Others indicated that the topics should be discussed slowly so that they can easily understand. Some said that the resource person should properly entertain each of their question. Lastly, for their co-participants, they expected them to demonstrate cooperation and unity in each of the activity and during the whole conduct of the training. Others highlighted the differences of their ideas and opinion, hence, respect was reiterated to everyone (See Annex 2.1 for copy of output).

Ms. Delica levelled off the expectations of the participants and the requirements of the training. She emphasized the significance of the activity to the parent leaders as they fulfill their role not only as program advocates, but also as owners of the program. She mentioned how they may take part in strengthening the implementation of the program. She affirmed that they will gain new knowledge particularly on advocacy, networking, and legislation processes which they can impart to their fellow beneficiaries. She said that as facilitators and resource person, the Training Specialists are trained and equipped. She also noted all their expectations regarding facilitation and discussion. Ms. Delica highlighted the individual differences of the participants and affirmed that they really have to be respectful with each other. She then presented the objectives of the training, schedule of activities, and the house rules. Ms. Delica ended the session at 6:00 in the evening.

Day 2

The day started with a prayer and morning energizer led by Ms. Lajara. She asked the participants if they are comfortable in their rooms and with other hotel amenities. She reminded them about their expectations for the training and presented the flow of the activities for the day. Ms. Lajara also introduced Mr. Gerald Gray C. Bediores, Social Welfare Officer III and the acting Provincial Link of Palawan to deliver a welcome message to the parent leaders. Mr. Bediores highlighted how lucky the parent leaders are to be part of the training for the third time. He emphasized how each of them should continue to be an advocate of the program. He also emphasized how they can take part in the Social Welfare Development Indicator Assessment administration. He expressed his hope that the parent leaders will learn a lot from the training and enjoy their stay at the hotel.

Module 1 Mobilizing Advocates for Pantawid

This module talks about the value of networks and how this can ensure the continuity of the CCT. At the end of the module, it is expected that the participants appreciate their roles in the sustainability of CCT and be excited in taking on the role of advocates for CCT.

Ms. Delica facilitated the discussion of Session 1. She first provided the participants with the national situationer of Pantawid Pamilya. Ms. Delica flashed different numbers on the screen which signifies significant event in Pantawid. Such numbers pertain to number of years of program implementation, coverage of the program in terms of barangays, cities, municipalities, provinces, and households. The program started in 2008 and is already on its seventh year of implementation. She informed the participants that as of 27 May 2015, the program covers 41,517 barangays in 144 cities and 1,483 municipalities in 80 provinces nationwide with 4,424,705 eligible poor households registered. Ms. Delica then asked the participants if they want to increase or decrease the number of households covered by the program. The participants were divided on their opinion. Some said they want to increase it since there are still many poor people in their community who should also benefit in the program. Others mentioned that it would be better if it will be decreased since it implied that many of them are already self-sufficient. Ms. Delica affirmed that both answers were correct. However, it would be best to decrease the number if the beneficiaries are already self-sufficient. She emphasized that it is really more fulfilling for parents that they are the ones who provide for their own family and do not ask for help or

assistance from the government. Nevertheless, she mentioned that if there are still poor families that really need the program and are qualified for it, then, it is just to include them.

The numbers that symbolize the CCT bill were also included in the slide presentation. Ms. Delica briefed the participants about the bills in the Congress and Senate for Pantawid Pamilya Act. She asked the participants about the significance of making the program a law. The participants recognized that it would mean that the program will continue despite the changes in government administration. Ms. Delica affirmed that it is correct yet she mentioned that they should still be vigorous on the legislation process for it may entail changes in some of the program components and processes. Ms. Delica then proceeded to Session 1.

Session 1. PLs and Problem Solving

Ms. Delica began the session with an appreciative inquiry approach. She asked the participants to listen to a radio drama. The drama is about *Aling Maricel*, a parent leader who faces a problem with one of her beneficiaries, *Aling Monica*. When Aling Maricel visited *Aling Monica*, she learned about the vices of the *Aling Monica's* husband hence she is observed with low compliance on Family Development Session (FDS). *Aling Monica* has to attend two jobs aside from her usual household chores, hence has no more time to comply with FDS. The radio drama was cut on that part and the parent leaders were tasked to dramatize the possible things that will happen in the story or the actions that will be taken by the characters. They were given metacards and marking pen for their nametags of character to portray.



The presentations of the three groups highlighted how the parent leader became a way to resolve the problem of her member. Their initial action was to talk with the couple and let the husband realize that his doings were not good not only for himself but for his whole family. The two groups also dramatized how the parent leader asks for the advice from her ML and talks again with the couple while the other group let the ML personally talks with the couple. One group also highlighted the relationship of the husband with his child. Moreover, Ms. Delica commended each group for their great presentations. She processed the activity by focusing on three aspects: 1) the problem

in the story, 2) the solution to the problem, and 3) the people who helped to resolve the problem. The participants recognized that though there is a main problem in the story, it is interrelated with other problems. The main problem was the low compliance of the beneficiary yet it is because she has no time for she has two jobs to attend to since her husband has no job and is just busy with his drinking and gambling vices. Parent leaders also recognized that these problems may cause another problem such as having no good relationship with their children or even between the couple themselves. Parent leaders recognized that they take crucial role in cases like this for they have the direct contact with their fellow beneficiaries.

Ms. Delica affirmed that the solution that they have identified is right. It is important that the beneficiary and her family realize the significance of the conditionalities of the program such as attendance in FDS. Ms. Delica also highlighted that since the problem is interrelated with other problem, it is really best to provide solution also to those other problems. She commended the participants for providing advice to the husband yet she reminded them that they should also be aware of their limitations and the situation. She reminded the participants that they should not talk with the husband when he is drunk or at the gambling house for he may react differently. Ms. Delica asked the participants about

the people who helped resolve the problem. Participants identified the parent leader and Municipal Link. Ms. Delica affirmed that they really have crucial roles. She highlighted how the parent leader asked for the assistance of the ML. She emphasized that parent leaders do not solve problems on their own. They need support from their ML or from other people who could help them with the problem.

Ms. Delica first let the participants finish listening to the radio drama before proceeding to the further processing. It was revealed that the husband turned to drinking and gambling as he got fired from his job. Their child was also observed engaging in gambling game such as *kara y kruz* as he thought it was okay since he saw his father playing it too. In the story, the PL also asked for the assistance of the ML to talk to the couple. With their discussions, the husband admitted his wrongdoings and promised that he will stop engaging on his vices and will search for better job to provide for his family. He recognized how his behavior affected the compliance of his wife in the FDS and to the health grants of his child. Moreover, the ML, together with the PL, also discussed the problem with *Kapitan Inngo*, barangay captain. The barangay captain promised that he will do everything he can to close the gambling house. He also assured to include *Mang Ruben* in a livelihood program that is about to open.

Having the whole story presented to the participants, Ms. Delica reiterated how the parent leader took part in giving solution to the problem. She emphasized that solving problems requires tapping into their networks for support and to be able to access resources needed like what PL *Maricel* did. She reiterated that PL *Maricel* was not alone when she identified the possible solutions to the problem. Her ML and the barangay captain helped her. Ms. Delica emphasized that they should learn to identify their networks and how it could help them solve the problem that they are encountering.



Before the session ends, Ms. Delica facilitated a game, *Doktor Kwak Kwak* which also served as a preparation for the next topic which is networking. The participants were divided into two groups while two parent leaders were tasked to act as *Doktor Kwak Kwak* for each group. The group have to tangle themselves while maintaining that they are still holding hands. Meanwhile, the doctor is tasked to untangle the group, ensuring also that they are still holding the hands of each other. Music was played to make the activity more enjoyable. As

both groups were able to finish the task, the participants were asked to form a circle while holding each other's hand. The song *Hawak kamay* was played and the participants were observed singing the song though they were not asked to.



For the processing of the activity, Ms. Delica asked them which among the two situations of 1) being in a circle, holding each other's hand, and singing a song together and 2) being

tangled though holding each other's hands, they liked most. All of them mentioned that they liked the first one. Ms. Delica asked about their feeling while in the two situations. Participants shared that in the first situation, they really enjoyed singing together while in the second situation they mentioned that it was a challenge and they really make their tangle complicated. They added that everyone took different directions but ensured that they still held the hands of their group members. Moreover, Ms. Delica likened the situation to them as parent leaders. She mentioned that all of them have their own life, family, beliefs, situation, and the like yet there will always be something common among them despite the differences. She emphasized that they are all part of a program, which is the Pantawid Pamilya. Being one, just like a circle of parent leaders singing together and holding each other's hand symbolizes how they can act to achieve a goal. She mentioned that similar in the second situation, there may be instances that they will choose to be apathetic about an issue, choose to just meddle with their own lives or choose their own direction. She emphasized that they should always realize how they should take part on an issue, how they should go back to their song of being together, helping each other, and voicing out the needs and interests of their group. With that, she reiterated the challenge that the program is currently facing as well as what a network of parent leaders and not just only one parent leader can do to support an advocacy.

Session 2. The Networks

To start the session, Ms. Lajara facilitated a mind-mapping activity for the participants. It aims to gauge their knowledge about network. Through a mnemonics, she asked the participants to define *network*. Below are the output of the participants:

N → News
 E → Education
 T → Training
 W → Work board
 O → Opportunity
 R → Responsible people
 K → Keep a good leader always

N- National
 E- Empowerment
 T- Team
 W- Worth/Wisdom
 O- Orientation/Organize
 R- Responsible
 K- knowledge

N- Nagtutulungan ang bawat PL
 E- Edukasyon ay paunlarin sa mga kabataan
 T- Tama at sapat na pangangalaga sa kalusugan, suportahan
 W- Wakasan ang kahirapan, paunlarin ang kabutayan
 O- Opisyal ng pamahalaan ay katunang sa kaunlaran
 R- Relasyon sa simbahan, Paaralan, komunidad ay taas.
 K- Kakayahang ay ilabas at ikalat para sa lahat.

N- Nagtutulungan ang mga Parent leader sa pagpapaligid ng Sambahayan
 E- Epal di pinapayagan na magkaroon ng puw sa lipunan.
 T- Tamang pamamaraan sa paglutas ng bawat problemang kinakaharap sa Programa
 W- Walang miiwan sa bawat Sambahayan
 O- Oras ay mahalaga para sa familyang Pilipino
 R- Responsableng magulang/Parent leader ay kailangan
 K- kumpas na tinutulungan sa kaunlaran

Ms. Lajara mentioned that networks are defined in many ways, but she emphasized that network is simply, *"people connecting with other people who have common/similar goal and values, for sharing ideas and resources."*

Ms. Lajara then underlined the significance and advantages of networking. Such include knowing the society's political, social, and economic situation; building a professional relationship among individuals and organizations that share or support common goals; and sharing of resources, knowledge, and information. Ms. Lajara also elaborated the elements of coalition-building or strengthening a network. She reiterated that the members of the network should have one or similar goal.

Along with the discussion of the issues and challenges in the program implementation, Ms. Lajara gave emphasis to how networks contributes to address those. She affirmed that many are still criticizing the program while some beneficiaries are still observed misusing the cash grants, engaging on gambling and vices, and pawning their ATM cards. She underlined that they as parent leaders can help in clarifying the misconceptions and wrong impressions on the program. She mentioned that they can also highlight that there are only few cases of wrongdoings of beneficiaries and the program has mechanisms and procedures to take actions on these matters.

As last part of the discussion, Ms. Lajara discussed how a network works as a means of mobilizing manpower and resources for an advocacy. Networking was also described as effective in influencing the public policy process as the people's voice are amplified and have higher chances of getting heard. Ms. Lajara emphasized that there is power in numbers. To illustrate this, she discussed the processes and series of events that happened before the reproductive health bill became a law. She shared that the advocacy run for 14 years until it was signed by President Benigno Aquino III on December 21, 2012. She mentioned how some well-known people like Representatives Edcel Lagman and Janette Loreto-Garin, Senators Pia Cayetano and Miriam Defensor Santiago, Tony Award winning actress Lea Salonga, singer songwriter Jim Paredes, Health Secretary Esperanza Cabral, reality-show actors Tom Rodriguez and Princess Lieza Manzon, and even enlightened Catholic priest like Fr. Joaquin Bernas have lent their name and prestige in promoting awareness and discourse on the issues of the RH Bill.

Ms. Lajara ended her discussion by emphasizing that the legislation of Pantawid Pamilya may also take years to happen, yet it is possible with the support of especially the beneficiaries who are the real owners of the program.

Session 3 Video presentation on Gains from Pantawid and Springboard Activity to Pantawid Advocacy

Ms. Lajara proceeded to the next session which includes presentation of videos about the gains from Pantawid. The presentation features how the beneficiaries recognized the importance of health and education needs of especially the children in the family. Beneficiaries affirmed that being a member of the program really contributes to these realizations. Testimonials include recognition of the importance of pre-natal checkups, family planning, disaster preparedness, financial management, and visits at health centers, among others. One parent even shared that they really experienced financial difficulty to the extent that her children were not attending school for they have no money for the food and transportation expenses. She mentioned that through the help of the program, her children have more than 85% attendance in school. At the end of the presentations, beneficiaries affirmed that they can do changes in their lives.

After the presentation, Ms. Lajara asked the participants about the changes seen in the video, the drivers and challenges to these successes, among others. Participants recognized how the program had helped the Pantawid Pamilya families particularly on the education and health needs of their children. Some participants even shared their own stories of change as well as those that they have observed in their community. Ms. Alma

A. Fajardo, parent leader of Barangay Ubungan, Taytay shared that having an extension office of Pantawid Pamilya at their barangay helped in decreasing the number of cases of wives maltreated by their husbands. She mentioned that the wives were already sharing to the Municipal Links their problem with their husbands. Mr. Angelino Gamarcha, parent leader of Taytay, also shared that the major change that he had observed is that the community is really engaging in activities and programs to maintain the cleanliness of their barangay. Furthermore, one parent leader mentioned that the pregnant women in their barangay are now obligated to give birth at health centers instead of delivery at home.

Ms. Lajara commended the participants for their rich sharings and realizations. She emphasized that it is best to share these stories of changes and empowerment to the partners of Pantawid Pamilya and even to other possible stakeholders who could help in strengthening the implementation of the program. Ms. Lajara asked the participants again why Pantawid Pamilya should be a law. One participant mentioned that it would mean a continuous support for the Filipino poor families. Ms. Lajara affirmed that making a Pantawid Pamilya a law would continue the support for the poor families. Thus, giving opportunities to more children to break out from the cycle of poverty.

Session 4. CCT Legislation as Advocacy Agenda/Context of CCT Legislation

Ms. Delica served as the resource person for the last part of the module. She started the discussion by presenting the outline of the session. She mentioned that the session will focus on the process of the legislation, the current bills about Pantawid, the actions made by the DSWD, and the possible roles of parent leaders in the advocacy.

Before discussing the Philippine Legislative Process, Ms. Delica emphasized the importance of experience in an advocacy. She underlined to parent leaders that they cannot say that they can do nothing for the program or that they know anything about legislation. Parent leaders were described as a living evidence of the program's success. She mentioned that on the latter part of the discussion, they will see how they can take a crucial role in the strengthening of implementation of the program.

Moreover, Ms. Delica discussed the differences as well as the functions of the two houses of Congress in the legislative process. She underlined that there should be a submitted bill to both houses to ensure that a bill will be a law. Ms. Delica informed the participants that for Pantawid, bills were submitted to both houses. An unnumbered house bill, which is a combination of six (6) bills was submitted to Congress while there are four bills in the Senate.

Ms. Delica elaborated that a bill was read at the plenary before it is referred to its specific committee. She mentioned that such period is called the filing and first reading. She informed the participants that for the Congress, the bill is referred to Committee on Poverty Alleviation headed by Representative Salve Fortuno while in the Senate, it is discussed at the Committee on Social Justice Welfare and Rural Development, headed by Senator Nancy Binay. Ms. Delica highlighted that committees on both houses are powerful for they decide if such bill is essential or meaningful. If not, the bill will just be filed at the archives.

In the second stage or committee hearing, Ms. Delica discussed that specialists were invited to testify the importance of a bill. She mentioned that Secretary Corazon J. Soliman was already invited in one of the committee hearings. She said that they as parent leaders may also be invited, hence, they should be prepared. Ms. Delica then discussed that committee report will be prepared after a series of meetings. Such report will specify if the committee will approve the bill or if there will be changes in its content. Ms. Delica emphasized that they should be vigilant about this for the committee may indicate changes that may affect them as program beneficiaries. One example is the Congress bill which specifies that the program will be a law but will last only for five years. She said that it

may be changed if they will see that the program will be more effective if it will not be limited to five years in implementation.

Furthermore, Ms. Delica discussed that the bill will be calendared for 2nd hearing after the preparation of committee report. The bill will be presented again to the plenary and the committee chair will defend why such bill should be a law. Ms. Delica mentioned that at the 2nd reading, there will be a period of amendments, hence, there is still a chance that some aspects of the bill will be changed. Ms. Delica highlighted the role of the Congressmen for they will have to vote. She underlined that it is important that the Congressmen will attend the activity and express their approval for the CCT bill.

Ms. Delica emphasized that in advocacy even your critic will be important for you have to earn their approval. She shared that one of their speakers during the national training of trainers mentioned that in most of the committee meetings she had attended, most of the concerns of the Congressmen were as follows: rich people who were selected as beneficiaries; some are pawning their cards; while others are observed gambling and have vices. Ms. Delica mentioned that they should help in clarifying these misconceptions. She said that they should highlight that only few and not all beneficiaries of the program are observed with these wrongdoings. Efforts were also made by the program to take actions on this matter.

Ms. Delica proceeded in the discussion about the bicameral committee. She informed the participants that the bicameral conference is held when the version of the bill submitted in the two houses were different. Members of the committee are selected Congressmen and Senators and their main function is to agree on what will be the final version that will be submitted to the President. Ms. Delica reiterated that what they have advocated during the committee hearings and second hearings may still be changed. She mentioned that they may still discuss or agree to amend some aspects of the bill. Ms. Delica reiterated the long process of legislation in the country.

Ms. Delica informed the participants that the country will be on its 17th Congress in 2016-2019. She then presented the three actions that the President may take in the span of 30 days after the final version was submitted to him. One is to sign the bill which means that he approves it. Second is to veto or he disapproves it with his reasons specified. The last one is to take no action within 30 days. She then asked the participants about what they think would happen if the President takes the last option. Participants answered that the bill was not approved. Ms. Delica explained that when the President did not sign the bill or veto it, the bill will be automatically considered as approved. Moreover, Ms. Delica emphasized that they have still one chance if ever the President disapproves the bill. She mentioned that if the Senators and Congressmen still see the essence of the bill despite the disapproval of the President, they can conduct a casting of votes. However, Ms. Delica underlined that they need two-thirds of votes from the two houses to pass the bill. With that, she reiterated how the parent leaders could be an advocate of the program. They could share their stories of changes and empowerment with these lawmakers or even with someone with influence on them so that they can see the gains of the program to the poor Filipino families. They could gather their support to pass the CCT bill as a law.

Ms. Delica then enumerated the authors of the Unnumbered House Bill. They are Representatives Susan Yap, Arthur Yap, Gloria and Datu Macapagal Arroyo, Eric Olivares, Marcelino Teodoro, and Rufus and Maximo Rodriguez. For the Senate version, she mentioned that two bills were prepared by Senator Ralph Recto (Senate Bill No. 1152 and 2954), one version was by Senator Miriam Santiago (Senate Bill No. 2858), and the latest was prepared by Senator Teofisto Guingona (Senate Bill No. 2960). She also informed the participants that the said CCT bill like any other bills with funding concern has to be discussed with Committee on Appropriations.

Parts of the CCT bill were also elaborated by Ms. Delica. These include short title, objectives, conditionalities, cash grants, agency involved, other structures or council, funding, and penalties, among others. Ms. Delica then discussed the differences of the versions of the bills on different aspects. These are summarized in the table below:

Aspeto	House Bill	Senate Bill	Posisyon ng DSWD
PAGPILI NG BENEPISYARYO	DSWD - <i>standardized targeting system</i> -	1152: DSWD - may prayoridad na mga kabahayan 2858: DSWD – may prayoridad na mga lugar Sakop ang mga batang edad 0-18	Ayon sa pag-gamit ng standardized targeting system Nagsusulong sa edad na 0-18 para sa mga batang sakop ng programa
MGA TAKDANG KONDISYON	Nagdagdag ng apat *1 kabuhayan *2 kalikasan *1 bayanihan	Ayon sa mga kasalukuyang kondisyon	Hagip na ng FDS modules at guides ang mga dagdag na kondisyon Kilalanin ang pagpasok sa alternative learning systems bilang tugon sa takdang kondisyon sa edukasyon
HALAGA NG CASH GRANT	Nakatakda ang halaga – <i>regular at supplemental</i>	1152: DSWD at DBM ang magtatakda 2858: Nakatakda ang halaga	
PAG-RELEASE NG CASH GRANT	Kada ikalawang buwan	1152: Kada ikatlong buwan 2858: Walang nabanggit	Ayon sa kada ikalawang buwan
PAGBABAGO SA HALAGA NG CASH GRANT	DSWD – magrerekomenda Presidente – pinal na aprubal	1152: Walang nabanggit 2858: DSWD ang magtatakda	
KANSELASYON NG CASH GRANT/ PAGKATANGGAL SA PROGRAMA	Kanselasyon – matapos ang 1 taon nang hindi pagtupad <i>*pormal na pagsulat, case management</i>	1152: Terminasyon matapos ang ikatlong paglabag 2858: Suspensyon o pagkatanggal sa programa ang resulta nang hindi pagtupad	
LIKHANG ISTRUKTURA	<ul style="list-style-type: none"> ✓ Verification Committee ✓ Advisory Council ✓ Independent Monitoring Committee 	1152: Walang nabanggit 2858: Inter-Agency Council	

	✓ Joint Congressional Oversight		
MAXIMUM PROGRAM LIMIT	5 taon	Walang nabanggit	Pananatili sa programa hangga't may batang edad 0-18 at hanggang ang pamilya ay tukoy na mahirap ng Listahanan
PAGLALAN NG PONDO	Pauna: DSWD GAA Pagpapatuloy: >3% ng aprubadong budget sa GAA *60% ng pinakamahihirap na pamilya sa bansa	1152: DSWD GAA 2858: Katulad ng sa HB – maglalaan ng pondo para sa programa sa susunod na 10 taon (<i>minimum</i>) matapos itong maisabatas	
KAUKULANG PARUSA	Pagkakulong: 1-6 na buwan Multa: P10k – P20K	1152: Walang nabanggit 2858: Suspensyon o pagkakulong, pagkatanggal sa programa, multa	

Ms. Delica informed the participants that currently committee hearings are being held for the CCT bill. She affirmed that lots of discussions and lobbying should still be done. With that, she presented the actions taken by the DSWD as the lead agency for the program. As what she had said earlier, she mentioned that DSWD is regularly attending meetings in Congress regarding the bill. She added that the department is also submitting position papers to the committees on both houses. As to date, seven position papers were already submitted, six (6) at the Congress and one at the Senate. Presentations of the researches especially of private individuals and organizations are also being conducted to quantifiably and quantitatively describe the impact of the program. Ms. Delica also mentioned that different advocacy materials such policy briefers were distributed on June 2015. The materials specify the aspect that the program beneficiaries, partners, and staff wish not to be changed. Ms. Delica also informed the participants the department already sent letter to the President requesting to mark the legislation process of CCT as urgent.

Before the end of discussion, Ms. Delica highlighted the possible roles of the parent leaders. As the real owners of the program, Ms. Delica reiterated that they simply can share their story for their experience has great weight for the advocacy. Writing a letter was identified as one way of sharing their story. Ms. Delica mentioned that they can personally share it to the lawmakers if possible or to other stakeholders who may support their advocacy. Ms. Delica highlighted the power in numbers. She also enumerated some reminders to the parent leaders as they present themselves to legislators, as they want to help in the CCT legislation advocacy.

Day 3

As the usual morning activities, the third day started with a prayer led by one of the parent leaders. To set the mood of the participants for the series of activities for the day, Ms. Delica facilitated a morning exercise. She highlighted the roles and responsibilities of the participants not only as parent leaders but also as mothers, parents, and wives. Ms. Delica affirmed that there are times that they are performing both duties yet she emphasized that as long as they are still happy doing it, they will surely take no notice of their sacrifices and weariness.

A recapitulation activity was also conducted to assess the learnings and insights of the participants from the previous day. One participant mentioned that she felt lucky to be included in the training and learned about the current state of the program. She added that the CCT legislation would be really a challenge for them and she recognized the importance of it. Another parent leader shared how she realized their crucial role of helping their members with their problem. According to Ms. Delica, parent leaders are not alone as they identify possible solutions to these problems. Some people in their network can help them in providing solution to a problem.

MODULE 2: STAKEHOLDERS OF PANTAWID (*Mapping Networks*)

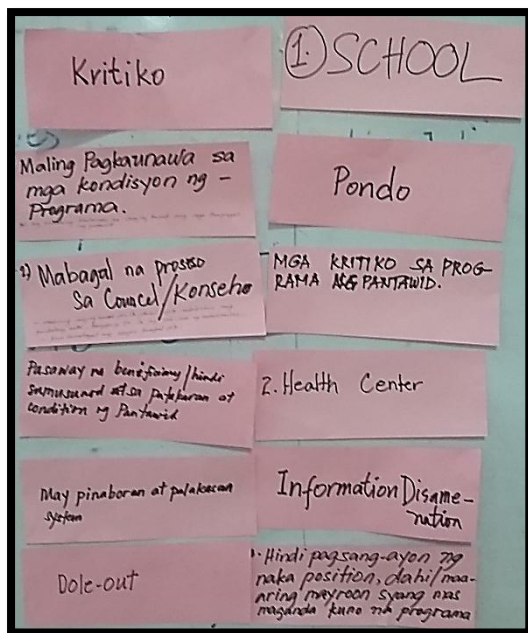
This module allows the participants to identify the stakeholders within their community who could help them in their advocacy for Pantawid legislation. The approach and tools used in this module is the NETMAP.

Before proceeding to the session, Ms. Delica facilitated a game named *Evolution* as foundation to the discussion. The activity is a modified rock-paper-scissors game. At first, all of the participants acted like cockroaches and as they win against their fellow participants, they became chicken, monkey, and their goal, a Superhero. One rule of the game is to play only with someone in the same game level: chicken to chicken, monkey to monkey. The participants also were not supposed to speak but just to communicate through animal sound/action.

In the processing of the activity, participants mentioned that they were really eager to become a Superhero. When asked about their strategy, they mentioned that they just have to be persistent in finding someone who they can play with so that they can proceed to the next level. It was observed that many were already shouting the name of the animal that they imitate aside from making its sound. Others shared that there were two participants who were not familiar with the rock-paper-scissors game, hence, they have to teach them first before they were able to play with them. Ms. Delica highlighted how the game is akin with advocacy process. She explained that sometimes it is not always a winning situation. Sometimes, despite the testimonials, data, and evidences, some stakeholders will not be convinced with the advocacy and choose not to support it. Ms. Delica highlighted that similar in the game, they should not lose hope. They should continue finding the people who could help them in achieving their goal. She also related some behavior of the participants with the usual behavior of an advocate. Participants were not contented on making sound of the animal that they imitate, instead, they shouted its name. Likewise, advocates are using all means to present their stand on the issue. In that way, they can communicate their advocacy better and gather more support. Similarly, Ms. Delica mentioned that their action of teaching first their fellow participants on how the game works is a good approach. She affirmed that there will be instances that some stakeholders are apathetic about an issue since they have no full knowledge about it. Explaining the issue and their stand about it, will help the other stakeholders decide their own action towards it.

Ms. Delica then presented the objective and the outline of the session. She started the discussion by describing a stakeholder. She emphasized that it does not pertain only to an individual, but may also involve a group of people or an organization. She differentiated the stakeholders based on position or as pro, anti, and neutral. Ms. Delica then proceeded to the next activity which involves identification of the challenges on CCT legislation that they may encounter. The participants were grouped into three and asked to identify at least three challenges per group.

Participants recognized that the critics of the program will surely have an influence on the issue of legislation. One group mentioned that if the misconceptions about the program as dole out and just teaching the beneficiaries to be lazy, they may not be able to gather support from a large number of people. Similarly, the other groups indicated that if those



beneficiaries who do not give importance on the conditionalities of the program are still observed with such attitude, other stakeholders may not be convinced with the advocacy. Having financial and other resources constraints regarding information dissemination were also identified by the parent leaders. Ms. Delica affirmed that these would really happen for there will be no budget for the re-echoing sessions, meetings, and other related activities that they may have wished to conduct after the training.

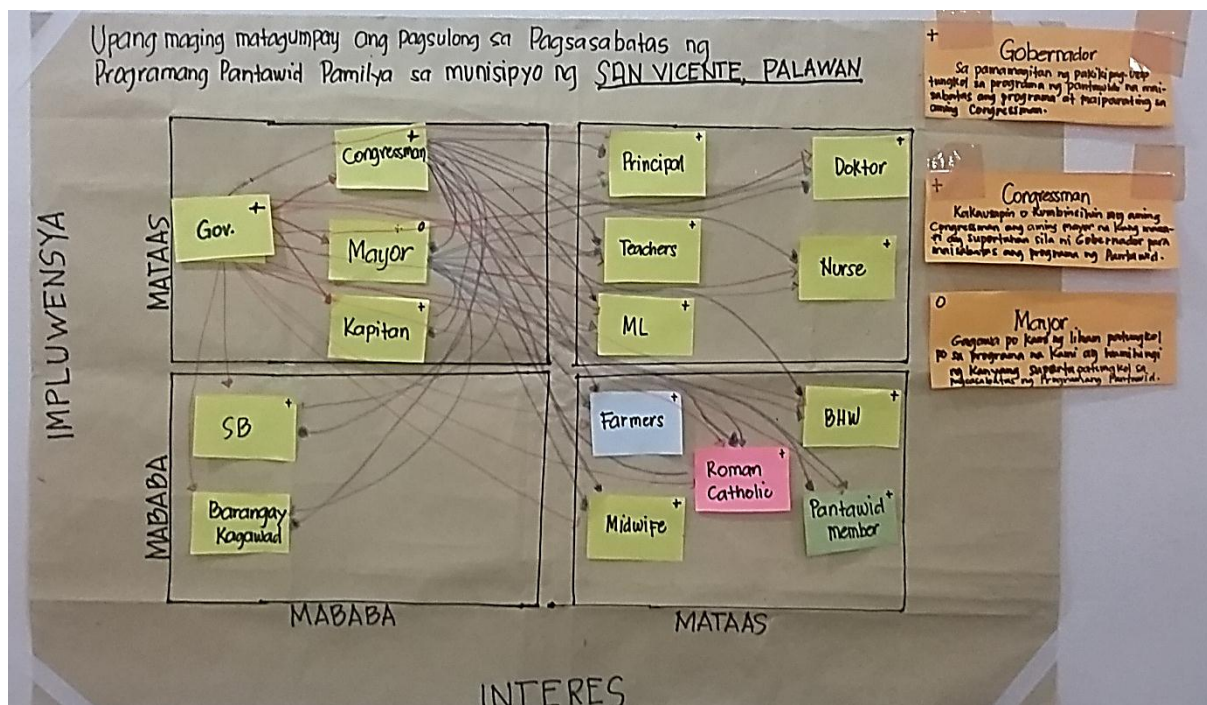
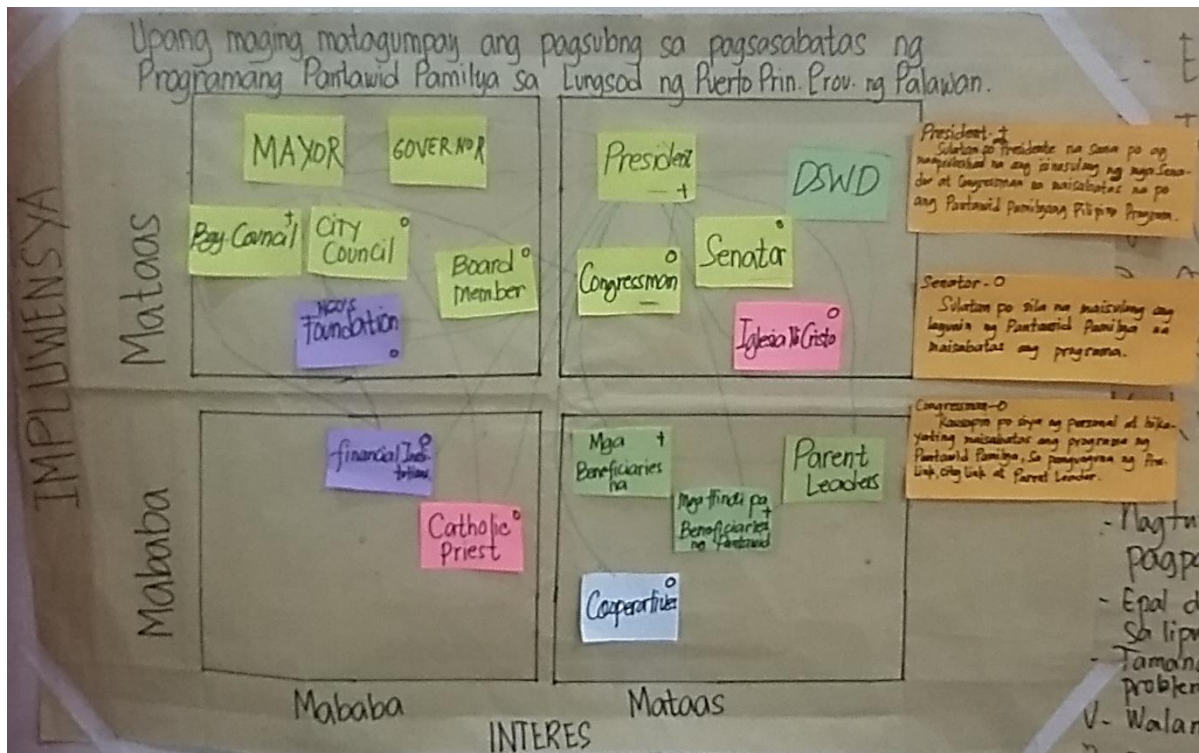
Moreover, one group identified the long and slow process at the houses of Congress as one challenge. They mentioned that the lawmakers may prioritize other equally-important bills other than CCT.

Ms. Delica commended the groups for their output. She mentioned that all that they have identified would really be a challenge, hence, they should be more vigilant and perseverant to achieve their goal. Ms. Delica reiterated that there will be different interests on the issue and they should be firm on what they stand for.

Ms. Delica reviewed the participants with their definition of networks and how it works for their roles as parent leaders. She then mentioned that having a network of advocates could strengthen their fight for CCT legislation. With that, she emphasized that it is important to identify their networks or the stakeholders that could help them in achieving their goal of CCT legislation. Ms. Delica described *netmap* as an effective instrument to examine and visually display the relative influence of different individuals and groups in CCT legislation. She employed a power grid map for stakeholders mapping. The activity was done per municipality, hence, most of the participants had an individual output. Participants were asked to look on the power or influence of the stakeholders on CCT legislation as well as their interest on the issue. Participants also will consider if a particular stakeholder has high or low influence and interest and plot these on the grid.

Ms. Delica provided a step by step instruction to assure that the parent leaders can cope up with the activity. First is to identify all groups and individuals or stakeholders in their community who have influence with CCT legislation. The stakeholders were categorized as 1) Local Government Units (LGUs) and national and regional government agencies 2) Civil Society Organizations (CSOs) 3) Religious/Church Group 4) Business/Private Organizations 5) Clients/Beneficiaries. Specific color of metacards was assigned to each category. The participants then identified the position of each stakeholder and put its corresponding mark on the metacards ("+" for pro, "-" for anti, and "0" for neutral). Participants prepared their own grid and plotted each metacard considering the stakeholder's level of influence and interest regarding the issue. Having all of their identified stakeholders plotted in the grid, Ms. Delica further asked the participants to choose the three most important stakeholders for them. Each participant was given with three different crayons and asked to show the influence of their chosen stakeholders by drawing a line to all other stakeholders whom they have influence. Participants also specified their plans on how to get the support of their three chosen stakeholders in metacards. The lawmakers such as Congressmen and Senators were identified by most of the participants as the most significant stakeholders. They mentioned that they are really the ones who have great influence in the legislation issue. However, participants recognized that it will be hard to personally seek their support, hence, they plan to write a letter to them or have a signature campaign. In that way, they can present their

aspiration for Pantawid Pamilya Act. Others identified some LGU officials such as Governor, Mayor, and Vice Mayor, among others. Participants recognized that although they have no direct influence on the issue of legislation, they have relative influence to the lawmakers. They could help in presenting the advantages of passing a law on CCT or how it could help poor families improve their way of living. Below are sample output of the participants:



(See Annex 2.2 for copies of the other output)

In the processing of the activity, Ms. Delica highlighted how the stakeholders were grouped into four quadrants: 1) high interest, high influence 2) low interest, high influence, 3) low

interest, low influence, and 4) high interest, low influence. She emphasized how the workshop helps them to easily identify their key players on the issue and the people whom they have to monitor, manage, satisfy, and consider to gather support regarding the issue. She mentioned that the primary stakeholders are those located in the first quadrant (High interest and high influence). Nevertheless, Ms. Delica mentioned that corresponding actions should be taken for the other stakeholders. For those with high influence yet low interest, Ms. Delica stated that there may be factors that they were not able to provide to stakeholders, hence, they are unsatisfied in the advocacy. Ms. Delica added that it may pertain to the misperceptions on the program that were not clarified. She mentioned that it is essential to meet the needs of the stakeholders on this aspect.

Furthermore, Ms. Delica emphasized that they should show consideration to those stakeholders on quadrant four or those with low influence and high interest. She reiterated the power of numbers. She mentioned that if these number of stakeholders stand together with their advocacy, the essence of what they're fighting for will surely be heard. Although those in the third quadrant were deemed least important, Ms. Delica reminded the participants that they should continue monitoring them. Maybe in time, they may gain influence and interest which could be a big help for the CCT legislation.

Ms. Delica commended each participant for doing great with their individual output. Some participants also shared their insights in the activity. They mentioned that at first, they found it difficult yet they have seen how the activity helps them identify who can support them with their advocacy for CCT legislation.

MODULE 3: FORMULATION AND DELIVERY OF MESSAGES TO TARGET STAKEHOLDERS (*Pakikiharap sa Media*)

Effective communication was tackled in the Level I and Level II Training for parent leaders. To broaden more the knowledge of the parent leaders on this aspect, the training team played a video module about presenting oneself to media. This is also to prepare the parent leaders in their bigger role for CCT Legislation. Ms. Lajara served as the resource person for this session.

Before the start of session, Ms. Lajara emphasized how the CCT legislation will be a national issue. Parent leaders, who are the real owners of the program, need to be equipped on how they will stand for their advocacy. Activities may involve media interviews or dialogue, hence, such video module will be useful for them.

The Training module is composed of four sessions: 1) physical preparation, 2) words and terms that are commonly used by media people, 3) question and answer, and 4) media production. It includes short dramatizations for the parent leaders to really appreciate the topics. Mr. Boy Abunda, a TV personality served as the host in the video presentation.

In the first session, the presentation includes breathing exercises to train the parent leaders about the proper way of speaking. They were reminded on how to apply their learnings as they deal with their members. Along with these exercises, proper posture was also discussed with the participants. Parent leaders were also taught how they should dress up as they deal with different kinds of people. They were reminded that they do not need expensive clothes to look good. It was emphasized that they just need to wear clean and comfortable clothes.

For the second session, parent leaders were oriented about the terms used by the media people. In that way, they will be comfortable working with them if there will be an opportunity. Such terms include caption, lighting, blocking, dead-air, photo call or photo op, host, and break, among others.

For the third session, the video presentation includes dramatization which shows beneficiaries who were not prepared for their interviews with media personalities. Tips were shared on how they should prepare for such event. These include knowing the program or the newspaper where the results of the interview will be published, asking their Municipal Link, Information Officer, or the reporter about some important details, knowing the possible questions to be asked during the pre-interview, listening intently to the questions of the interviewer, having credibility with their answers, and building rapport with the interviewer and the audience, among others. Some tips on how parent leaders should prepare during a radio interview were also discussed in the video presentation.

The last part of the video module involves the technical aspect of the media production. The presentation includes the things that the parent leaders should and should not do during the media production. For the technical aspect of media production in newspapers and magazine, parent leaders were reminded about the tips on photo op. Parent leaders were taught about the proper use of headset, microphone, and lapel for radio production. Tips on blocking and lighting were emphasized for the television production.

An overall dramatization of radio and television interviews was presented to show how all of the learnings from the video module should be applied. At the end of the training media, Mr. Abunda expressed his aspiration that all the learnings of the parent leaders will be useful and essential for them as advocates of the Pantawid Pamilya.

Writing letters for the Congressional District Representatives or Senators

As a major output for the training, the participants were asked to write a letter for their respective Congressman. Ms. Lajara mentioned that such is an effective way to present their advocacy for Pantawid Pamilya legislation. But before the activity, Ms. Lajara first presented the following as the rules on effective writing:

1. Think first, then write
2. Get to the point
3. Use familiar words
4. Omit verbal deadwood
5. Keep your sentences short
6. Shorten your paragraph
7. Use specific, concrete language
8. Prefer the simple to complex
9. Write as you talk
10. Revise and sharpen.

Ms. Lajara emphasized that they should be able to communicate well the advantages of having the program as a law. She mentioned that they can share their stories of success and empowerment following the rules on effective writing.

Ms. Lajara proceeded to her presentation of basic letter writing. She first defined a letter as written message from one party to another containing information and how it guarantees the preservation of communication between both parties. She also discussed the different types of letter and its two common styles. Ms. Lajara also presented the basic parts of a letter. She provided the participants with the details particularly the address of their respective Congressmen. She then let the participants write their letter. The Training Specialists checked each letter particularly the format used by the participants.

Before the session ends, Ms. Delica provided the participants with some reminders about the dialogue that will be held on the next day. She mentioned that their questions for the Congressman or whoever he will assign to attend the activity should be short and clear. She also reminded them to dress appropriately. Ms. Delica emphasized of briefly introducing themselves before asking their question.

DAY 4. Dialogue

The dialogue started with a prayer led by Ms. Delica. She then greeted everyone and highlighted the importance of the event on that day. Ms. Delica requested Mr. Bediores to give an opening remark as well as to introduce the guests. Mr. Bediores first commended the participants for their active participation up to the fourth day of the activity. He highlighted the crucial roles of the parent leaders not only in the program implementation but also to its advocacy. He mentioned that the three Congressmen of Palawan were invited in the said activity but due to some equally important activities, they were not able to participate personally in the dialogue. Nevertheless, he mentioned that two Congressmen were able to send a representative to hear the concerns of their constituents. For the second district, Congressman Frederick Abueg sent his Executive Secretary Sonny Rama while Congressman Douglas S. Hagedorn of third district sent Mr. Art Ventura, Executive Director of Palawan Council for Sustainable Development. In the past, Mr. Ventura also served as board member, Vice Governor, and member of Kilusang Sagip Kalikasan. In the last part of his message, Mr. Bediores highlighted the gains from Pantawid Pamilya and the importance of having it as a law. He also highlighted the essence of convergence not only on program implementation but also in the issue of legislation. He emphasized that other agencies can also contribute great in strengthening the program implementation and in uplifting the level of well-being of Filipino poor families. He encouraged the parent leaders to raise all their issues and concerns in their community to the representatives sent by their respective Congressman.



In the first part of the dialogue, selected parent leaders first shared their stories of success and empowerment as they became a member of Pantawid Pamilya. Ms. Marevic Sapatan, parent leader of El Nido was the first one to share. Ms. Sapatan said that she came from an island barangay which is rarely reached by government services. Fishing is the primary occupation of the families. Due to bad weather, sometimes, people in their barangay don't have income for the day, hence, they skip meals. Ms. Sapatan mentioned that being a member of Pantawid Pamilya, they were able to send their children to school regularly and with complete materials for their classes. She also shared her observations that there were no students in slippers or with plastic as their bags. She also highlighted how the parents in their barangay were able to send their children to high school located at the other barangay. According to her, this is because they already have money to pay for the boarding house rental. Ms. Sapatan also shared that having an extension office of the Municipal Operations Office in their barangay helped in decreasing the number of cases of women maltreated by their husbands. It became easy for the wives to share their problems with their Municipal Links and appropriate actions were immediately taken.

Similarly, Ms. Fajardo highlighted the difficulty of the parents in sending their children to school. She mentioned that their sitio is three kilometers away from the barangay proper. Aside from that, most parents in the barangay turn only to fishing to provide for the needs of their family. She mentioned that it is not enough especially when they are affected by the bad weather and waves. She expressed her gratefulness for the program for their barangay was selected. She highlighted the changes observed with the attitude of the students. They now have a vision and goal to finish their secondary education and applied for scholarships and other programs to complete tertiary education. Being a parent leader of Pantawid, Ms. Fajardo mentioned that her abilities and knowledge were now recognized by the barangay. Similar with Ms. Sapatan, Ms. Fajardo stated that having an extension office of ML in their barangay resulted to lower number of cases of abused wives.



Furthermore, Ms. Marichu C. Demesa, parent leader of Puerto Princesa City shared the difficulty of life when they are not yet members of Pantawid. She mentioned that her husband is a driver and he has only one trip to El Nido in a week. She emotionally shared that before when her children were sick, they were just asking medicine from their neighbors for they have no money to buy for it. Her children were using their old stuff like shoes, notebooks, and bags every start of the school year. She emphasized how the Pantawid Pamilya made her realize the value of education and health. The reason why, during every payment, she ensures that her children will have their medicines, vitamins, milk, and school materials. She also mentioned that the Pantawid Pamilya encouraged her to finish her studies. She grabbed the opportunity of having a scholarship. She is currently enrolled in Financial Management Program and

is already having her the job training. She mentioned that she had a problem with her family particularly with her husband. Due to her studies, she had less time with her husband, hence, he cheated on her. Nevertheless, Ms. Fajardo mentioned that FDS taught her to be strong. Ms. Fajardo then emphasized that a CCT law will surely be a help to more Filipino poor families.

Another parent leader from PPC shared how by being a parent leader and core shelter leader in their community, she was able to inspire her neighbors and members to maintain the cleanliness of their barangay. For being a member of Pantawid Pamilya for almost six years, she mentioned that she was able to send her children to school. She also proudly shared that the number of malnourished children were lessened because of the program. She expressed her aspiration of having a law on CCT.





Ms. Cabanillas of the municipality of Roxas shared how Mr. Ventura initiated an advocacy to stop the small-scale mining in their place in 2006 when he was still in KSK. She added that Mr. Ventura encouraged them to participate in a livelihood program yet it did not succeed. Miners argued that they cannot have the money especially if they needed it immediately if they are just going to plant and take care of animals. Parents also argued that they cannot support the educational needs of their children with their income from such livelihood activities. Mr. Ventura also encouraged the community to be volunteers for his environmental initiatives. Ms. Cabanillas mentioned that she was one of those volunteers, yet, it did not also succeed. Moreover, Ms. Cabanillas emphasized that when the Pantawid Pamilya program came into their barangay, only two percent of the community are still engaged in the mining. According to her, parents are not engaging to mining anymore since they received assistance for the educational needs of their children/ Ms. Cabanillas mentioned that Mr. Venturan can help in presenting these changes to Congressman Hagedorn and highlight how Pantawid Pamilya had helped the families in their community. As to her personal success, Ms. Cabanillas shared that her first child already graduated from college. He is now processing his application for his first job.

After the sharing of success of the parent leaders, Ms. Delica encouraged them to ask questions to the representatives. The questions were not limited to the program implementation but also include issues and concerns in their community that they wanted to raise. Below are the issues and concerns and the response of the representatives of the Congressmen:

Issues and Concerns	Response/Actions Taken
<p>Parent leaders asked what he as well as Congressman Hagedorn can do in the legislation of Pantawid Pamilya program.</p>	<p>Mr. Ventura mentioned that he was able to talk with Congressman Hagedorn this morning. The Honorable Representative affirmed that he will do everything he can to legislate the Pantawid Pamilya. According to Mr. Ventura, Congressman Hagedorn also recognized the need for continuous assistance given by Pantawid Pamilya to poor families. Moreover, Mr. Ventura shared his own perspective that livelihood programs are also needed by poor families. He shared the success of the livelihood center in an area near an airport in Cavite which was initiated by his wife. She was serving as the director of Public Estates Authority. Mr. Ventura mentioned that at first, it was really hard to convince the families to engage in the livelihood program, but when they started earning from their harvests, they have seen how the program could really help them. Mr. Ventura emphasized that they should not rely only on the assistance given by the government. He mentioned that they should really make their own ways to create changes in their lives. He mentioned that he will reiterate their concern on CCT</p>

	to the Congressman. He also reminded them that they should not allow themselves to be used by any politician.
PL Lorena Canoy of PPC reiterated how the program helped them in sending their children at school.	Mr. Ventura recognized that it is better if he will also encourage Congressman Hagedorn to support a bill about free education up to high school.
PL Cleofe Dimalapitan from the municipality of Coron shared her observations that many poor families, especially the minorities, are not yet part of the program. She emphasized that a CCT law should be passed.	Mr. Ventura suggested to write position papers signed by those who support their advocacy. He added that it is also best also seek support from important stakeholders to truly see the essence of what they are fighting for. He mentioned that he had done the same thing when there was a public hearing regarding the destruction of five protected areas in their province. He added that he asked for position papers from different stakeholders.
Ms. Cabanillas clarified that the program does not make them lazy for there are conditionalities that beneficiaries have to comply. Nevertheless, she mentioned that Congressman Hagedorn can also support some changes in the content of the bill such as requiring the beneficiaries to plant trees.	Mr. Ventura said that they can indicate any of their recommendations on their position papers.
Parent leaders from the second district asked about what Congressman Abueg can do about the issue of CCT legislation.	Mr. Rama encouraged the participants to write a letter about any of their concerns to Congressman Abueg. He affirmed that the Honorable Congressman, through the coordination with other national agencies, will surely want to help them with their concerns in the community.
One parent leader from the municipality of Quezon shared that almost 70% of their population is Indigenous Peoples. Most of the children are not able to attend school due to its distance from their home. She mentioned that when the Pantawid came in their municipality, almost all of the students there are studying and the IPs are not shy anymore. She also shared how her child was able to finish her studies because of the program. She reiterated the importance of having a CCT law and the support from Congressman Abueg.	Mr. Rama shared that Congressman Abueg provided some projects and services to the IPs of Quezon. He recognized the assistance made by the Pantawid Pamilya and affirmed that the issue of legislation will surely be a concern to Congressman Abueg. He again encouraged them to put into writings all of their concerns.
A parent leader from the municipality of Narra mentioned that writing of letter to Congressman will be difficult for them since the office is far from their home.	Mr. Rama informed the participants that Congressman are asking them to write a letter for it will be a good evidence that their constituents are really aspiring to pass a bill such as CCT.

Before concluding the dialogue, Mr. Ventura and Mr. Rama gave short messages to the participants. Mr. Ventura said that what he had heard that day really came from the heart of the participants. He affirmed that it is just right that Pantawid Pamilya bill became a law. He highlighted that three Congressmen of Palawan should really gave a hand on this issue. He reminded all the participants that similar with their firm stand on CCT legislation, they should also have a stand on the different issues in the community such as those concerning their natural resources.

Likewise, in behalf of Congressman Abueg, Mr. Rama expressed his gratefulness to the participants for inviting their office in such activity. He mentioned how happy he was to hear their positive comments about a government program. According to him, most of the time, negative comments were given to the program of the government. He encouraged the participants to continue voicing out their concerns in the community. He reiterated that the office of the Congressman is there to represent the concerns and needs of its constituents. He affirmed that he will raise their concern regarding CCT legislation to Congressman Abueg.

Ms. Delica then provided the letters written by the parent leaders to the staff of the two Congressmen. Meanwhile, Ms. Faith A. Tabi, Social Welfare Officer III of Palawan formally ended the dialogue. She highlighted how the day became meaningful as the staff of the Congressmen were positive on their response regarding the CCT Legislation. Ms. Tabi also underlined the challenge left by the staff about their counterpart as beneficiaries of the program to strengthen the implementation of the program. As advocates of the program, she encouraged the parent leaders to continue clarifying the misconceptions about it. She congratulated everyone for the success of the dialogue and the training.

Action Planning

Ms. Delica facilitated the action planning. Participants were divided according to their municipality and asked to specify their plans, target audience, resources and logistical arrangements needed, persons-in-charge, and their timeline. Most of the parent leaders indicated re-echoing to their fellow parent leaders, beneficiaries, their Municipal Links, and some barangay officials. They also identified writing letters or having discussion with their respective Congressman as their plan. Others identified signature campaigns as one strategy. Ms. Delica reminded them that they have to ensure that on each page of their campaign, the purpose or title of the advocacy will also be written to make sure that it will not be used for other personal interests. (See Annex 2.3 for the copies of some action plans)

Day 5 Closing Program

Ms. Delica then facilitated the closing program wherein parent leader shared their impressions and learning on the training. Parent leaders expressed gratefulness for they were selected to be part of the training. They were thankful for the new knowledge that they have gained from the program. Others also appreciated the friendship that they have created among themselves as they were together for four days. Parent leaders highlighted the changes that the program had brought in their lives. PL Gamarcha even shared how he fought for his family and how the program had helped him. He mentioned that his wife left him when he got an accident and had his right hand cut. Through the help of the program, PL Gamarcha proudly shared that his eldest child is now in second year in college at Palawan State University while his second and third children have already graduated from secondary education. His fourth child is in high school, while the youngest is an elementary student. He reiterated that many in their community is still not yet part of the program, hence, it will be really helpful if there will be a law on CCT.

Meanwhile, Ms. Lajara gave the closing remarks. She expressed her gratefulness to the participants for they have actively participated in the training knowing that they also have responsibilities to their families. She recognized the efforts of the parent leaders for the proper implementation of the program as they vigorously fulfill their roles without

expecting anything in return. She expressed her aspiration of making the CCT a law for she had seen the changes that it has brought to the lives of the beneficiaries. She expressed her hope that the parent leaders did not only gain additional knowledge about the program, but also values such as honesty and perseverance. She encouraged them to continue dreaming big for their family.

Issues and Concerns

Below are the main issues and concerns raised during the conduct of training as well the actions taken by the resource person:

Main Issues and Concern	Actions Taken/Agreements
<p>PL Angelino Gamarcha of Taytay, Palawan mentioned that some families in their barangays were assessed by Listahanan but not with SWDI.</p>	<p>SWO III Faith Tabi and Ms. Delica differentiated the 2nd round assessment of Listahanan and the SWDI administration. They've clarified that Listahanan assessed all families in the barangay while SWDI is administered only to Pantawid beneficiaries. Ms. Tabi shared that they are not yet done with the SWDI administration in Taytay. She advised him to coordinate it with his Municipal Link if those families are Pantawid beneficiaries.</p>
<p>PL Josephine Cabanilla of Roxas, Palawan mentioned that their training from Level I to III will be useless if they were assessed by the Listahanan as non-poor and will be removed in the list of beneficiaries. She mentioned that it is better if those who will replace them in the position were the one to attend the training.</p>	<p>Ms. Delica emphasized that advocacy does not end as they leave their position as parent leaders or even as beneficiaries of Pantawid. She added that they can still serve as program advocates and partners as they share their stories of changes and empowerment from being part of the program. She mentioned that they really have responsibility to guide the one who will replace them as parent leader yet surely there will be limitations. Ms. Tabi added that they were chosen to still be part of the Level III training for they have been seen with dedication and commitment to the program which will not waver even in the time that they are no longer part of it.</p>
<p>PL Cabanilla of Roxas asked if it is okay that they as Pantawid beneficiaries are asked to donate a can of sand for a project of KALAHI CIDDS.</p> <p>PL Cabanilla further asked if it is okay to say no when they are asked to contribute something for such projects.</p>	<p>PL Gamarcha who is also a volunteer of KALAHI clarified the process of the program. Participants learned that there were consultations about what will be the counterpart of the barangay and other sectors in the community and the can of sand was agreed upon by the group.</p> <p>Ms. Delica affirmed that they can always say no if they really can't do it or do not have those requested things. She affirmed that such dialogue and consultations are being done to hear their opinion and positions on the issue, hence, they should always state their real situation.</p>
<p>Some parent leaders mentioned that they do not have financial resources to intensify or involve many beneficiaries with their advocacy for CCT. They cannot visit all the barangays in their</p>	<p>Ms. Delica affirmed that financial constraints will be a problem. She advised them to just do what they can on their level without incurring high expenses. She mentioned that in such situation they can maximize their networks but should always observe their limitations. She</p>

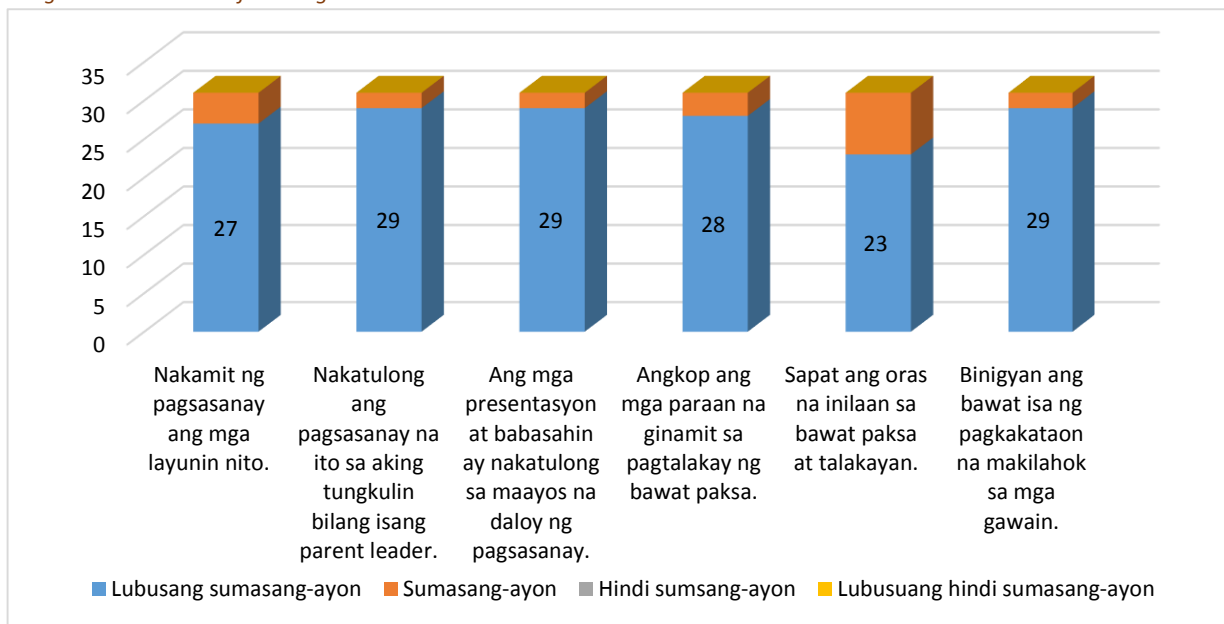
municipality just to inform the beneficiaries on CCT legislation.

shared with them some strategies of other parent leaders such as re-echoing during parent leaders' meeting, FDS, payout, and the like.

RESULTS OF EVALUATION

To truly assess the effectiveness of the training, participants were asked to accomplish an evaluation form. Different aspects such training content, methodologies, resource persons, and materials, among others, are indicated in the form. In the first part, the participants specified their level of agreement for each statement that signifies the different training aspects. As shown in Figure 5, generally, participants expressed positive response with each statement. Out of the 31 participants, 27 strongly agreed that the objectives of the training were met. They strongly recognized the usefulness of the training for them to fulfill their responsibilities as parent leaders (93.55%). Participants also appreciated how the training materials and handouts facilitated an effective and efficient teaching and learning process (93.55%). When it comes to the methodologies used during the conduct of the activity, majority (90.32%) strongly agreed with their appropriateness to explain each content or topic. Majority also remained positive that the time allotted for each topic discussed was enough (74.19%). Likewise, the opportunity to participate that was given to everyone was very much appreciated (93.55%).

Figure 5. Evaluation of training indicators



Meanwhile, the second part of the evaluation includes open-ended questions which determine how the parent leaders were able to understand the significance and relevance of each topic discussed. When asked about what they valued most in the activity, their responses can be clustered into twelve (12). Almost half of the participants valued the discussion on legislation of Pantawid Pamilya (48.39%). They recognized how all efforts of parent leaders and other stakeholders of the program could help to support the advocacy for Pantawid Pamilya bills. They even indicated how they recognized that the program could be a law, which will contribute to continuous support of the government to poor families like them. Meanwhile, eight (8) participants mentioned that they valued most all of the topics discussed (25.81%). Other responses are summarized in the Table 1.

Table 1. What participants valued most in the training

Ano ang pinakapinahalagahan mo sa pagsasanay na ito?	Frequency	Percentage (%)
1 Pagsasabatas ng Pantawid Pamilya	15	48.39
2 Lahat	8	25.81
3 Mga panukalang batas	2	6.45
4 Madagdagan ang kaalaman bilang PL	2	6.45
5 "Pakikilahok, pakikisama at bukas na puso at isipan sa lahat ng panahon ng pagsasanay"	1	3.23
6 Stakeholders of Pantawid	1	3.23
7 Did not specify	1	3.23
8 Ang paggawa ng netmap	1	3.23
9 Tungkulin bilang parent leader	1	3.23
10 Pagdalo sa tamanag oras	1	3.23
11 Pagkakaroon ng hand outs	1	3.23
12 Paggawa ng liham sa Congressman	1	3.23
<i>Multiple Response N=31</i>		

Participants were also asked which among the training aspects they gave less importance to. Majority indicated that they gave importance to all aspects of the training (83.87%). Some even indicated that all of the topics could help them to be an effective and efficient partner of the program. On the other hand, one participant indicated that she gave less importance to netmapping. He/She mentioned that it is due to the difficulty of the workshop (3.23%).

Table 2. What participant valued less in the training

Ano ang hindi mo gaanong pinahalagahan sa pagsasanay na ito?	Frequency	Percentage (%)
1 Wala	26	83.87
2 Did not specify	4	12.90
3 "Netmapping kasi dito talaga kami nahirapan pero nagenjoy din naman sa huli"	1	3.23
<i>Multiple Response N=31</i>		

In terms of the significant learnings of the participants, topics about the legislation process, advocacy and lobbying campaign of enacting the CCT into law were recognized with high importance (58.06%). Some participants indicated that they recognized their role and the need to voice out the interest and needs of the poor families. Others considered the learnings from all of the topics as most significant (19.35%). They mentioned that all topics would help them in their role and responsibilities as parent leaders. Other responses are summarized in the Table 3.

Table 3. Most significant learnings of the participants

Ano ang pinaka-importante mong natutunan sa pagsasanay?	Frequency	Percentage (%)
1 Proseso ng pagsasabatas at maisulong ang panukalang batas sa Pantawid Pamilya	18	58.06
2 Lahat po	6	19.35
3 Networking o pakikipag uganayan upang matugunan ang problema	3	9.68
4 Bahagi at tungkulin bilang parent leader	3	9.68
5 Paggawa ng liham	2	6.45
6 Mga panukalang batas	1	3.23
7 Mobilizing advocates for Pantawid	1	3.23
8 Ang maging mapagmasid sa mga bagay na makakatulong sa programa	1	3.23
9 Kung paano humarap sa tao	1	3.23
10 Stakeholder influence	1	3.23
<i>Multiple Response N=31</i>		

Moreover, Table 4 presents the responses of the participants when asked about the topic that will be most useful to them.

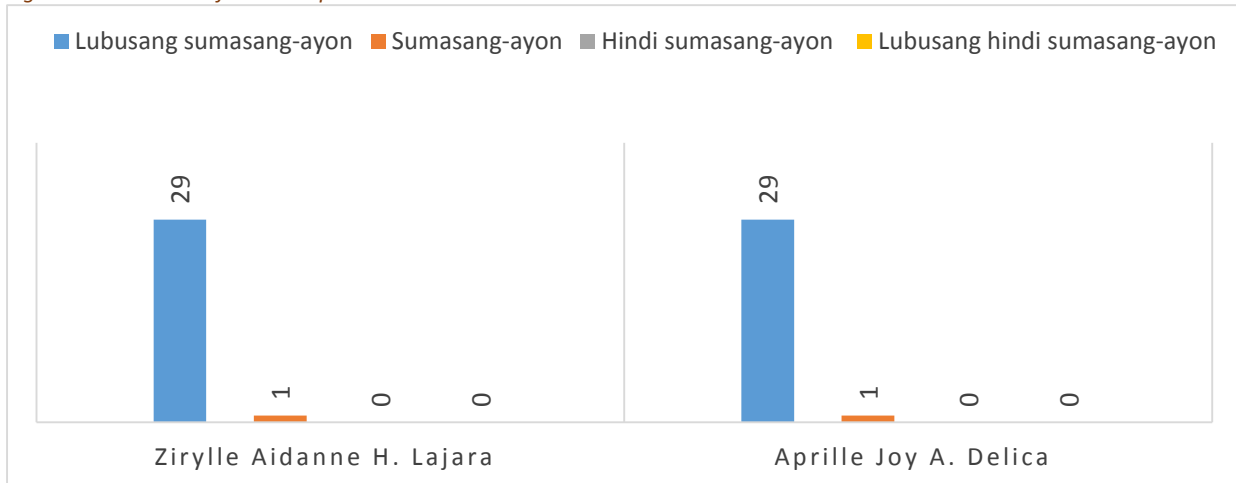
Table 4. Most useful topic for the participants

Anong paksa ang lubos na makakatulong sa iyo?	Frequency	Percentage (%)
1 Lahat po	13	41.94
2 Pagsasabatas ng Pantawid Pamilya	9	29.03
3 Networking/Network/Netmapping	8	25.81
4 Paano humarap sa representante at media	2	6.45
5 Mobilizing advocates for Pantawid	1	3.23
6 "Paggawa ng mga output at ang mga laro na may kaakibat na kahulugan na malaki ang maitulong sa programa"	1	3.23
<i>Multiple Response N=31</i>		

The training team recognized that the participants have ideas and suggestions to further improve the different aspects of the training. Hence, they were also asked about the topics that they deemed important to be included in the training as well as the part/ that should be omitted. Majority of the participant answered that *none* (87.10%). They expressed that all topics discussed were significant and relevant to their position as parent leader. Four parent leaders did not specify their answers (12.90%). Consistently, majority of the participants (80.65%) expressed that no part of the training should be omitted while six participants did not specify an answer (19.35%)

Furthermore, facilitators and resource persons were also rated based on their knowledge and mastery of the subject matter, presentation, content and methods, responsiveness to the queries of the participants, and how they have developed rapport with the group. The two Regional Training Specialists served as the facilitators and resource persons for the whole duration of training. In a nutshell, participants acknowledged their as majority gave the highest rating, *mahusay na mahusay*. Details are specified in the Figure 6.

Figure 6. Evaluation of resource persons



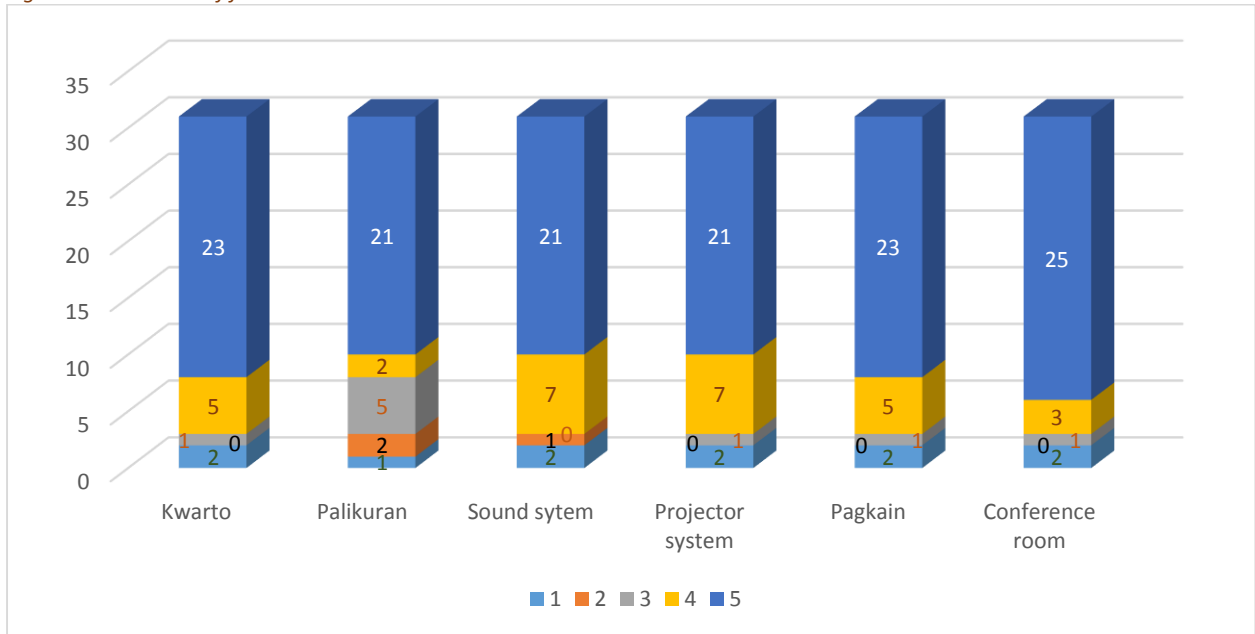
Furthermore, comments to each facilitator and resource person are summarized in the Table 5.

Table 5. Comments on the facilitator/resource persons

Facilitator/Resource Person	Frequency	Percentage (%)
Zirylle Aidanne H. Lajara		
"Magaling magpaliwanag"	1	3.23
"Konting buhay lang"	1	3.23
"Tama lang ang lakas ng boses, malambing at naiparating ang ang mensaheng nais"	1	3.23
"Subok na mahusay"	1	3.23
Aprille Joy A. Delica		0.00
"Magaling magpaliwanag"	1	3.23
"Mahusay na mahusay sapagkata alam nila kung medyo antok na"	1	3.23
"Ganun din, mahusay"	1	3.23
<i>Multiple Response N=31</i>		

Facilities provided by the hotel were also assessed by the participants. In this way, the training team can re-assess the conduciveness of the hotel as venue for future activities. In a scale of one to five (1-5), wherein five (5) is the highest and one (1) is the lowest, parent leaders were asked to rate the rooms, comfort rooms, food served, sound and projector system, and the session hall. Generally, participants gave the highest rating for each. Figure 7 shows that majority of the participants gave a rating of five (5) for rooms (74.19%), comfort rooms (67.74%), sound system (67.74%), projector system (67.74%), food (74.19%) and conference rooms (80.65%).

Figure 7. Evaluation of facilities



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