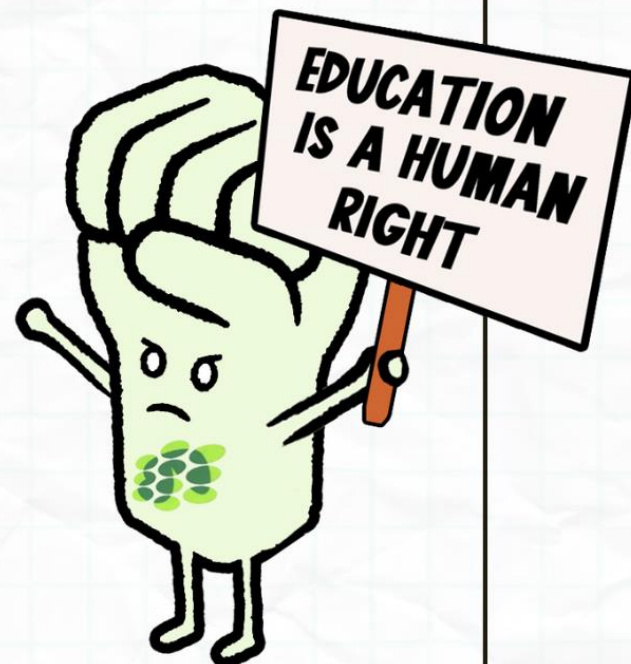www.enetphil.org.ph

E-Net Philippines

CAPACITY BUILDING ON LOCAL ADVOCACY AND MONITORING AND EVALUATION

MINDANAO E-NET MEMBERS

OCTOBER 20-21 2022

AJ Hi Time Hotel, Plaridel Street, Kidapawan City

EDUCATION IS A HUMAN RIGHT

I.   BACKGROUND AND RATIONALE

Based on the Human Development Index (HDI), over the span of the 28 years, the Philippine index has been improving gradually, totaling an increase of 0.122 points and for 2019, the country ranked 106 out of 189 countries and is included in the group categorized as High Human Development. The measurement is computed based on the following: a long and healthy life, being knowledgeable and have a decent standard of living. Looking at the contributions of the education sector, Philippine state of education is improving towards the attainment of accessible education.

Philippines is one with global community to achieve quality education by 2030 through the adoption of the Sustainable Development Goals (SDGs). Progress has been made since 2015 but slightly hampered during the pandemic. Based on the Education Sector Analysis and Education Sector Plan for Philippine Basic Education, the education outcomes in identified priority indicators are going upward trends because of the different reforms in education policies and programs. Noting the importance of the establishment of the Multi-stakeholders Committee on Education as one mechanism to follow-up the implementation of the SDGs in the country.

In the 2022 UN High Level Political Forum (HLPF), E-Net Philippines in its Spotlight Report, recognizes the important progress around inclusive education, improving governance and financing for education, adult education, child protection, and teachers' welfare, under the whole gamut of strengthening public education in the Philippines. Moving forward to the attainment of the SDGs, E-Net Philippines reiterated the importance of the following: government compliance to the Education 2030 Framework for Action recommendation on education spending; implementation of the new law on Alternative Learning System; ensuring inclusive education especially among marginalized sectors such as Persons with Disabilities, Indigenous Peoples, Muslim learners; need to strive toward providing a safe and inclusive environment; ensuring teachers agenda; and data management.

E-Net Philippines has been advocating and campaigning for SDGs, and education. In the recent Biennial Assembly, the education group reiterated its commitment and advocacy for SDGs and prioritize the above set of recommendations. These agenda for education advocacy were also included in the recent strategic plan of the organization. Several strategies like local and national advocacies and campaigning as well as continuing capacity building for members were also identified in the strategic plan, especially with the emerging contexts, both at the national and local advocacies.

At the national level, the new administration support for education is there with new leadership installed in the Department of Education. Notably, the important gains in the previous administration like passage of laws on Inclusive Education for Learners with Special Needs, Alternative Learning System Act, Teachers' Excellence Act, and the Adoption of the Basic Education Sector Development Plan among others. However, at this early period of the present administration, there are observable shift of priorities like proficiency in

English, Filipino, Mathematics and skills development. Another change in the advocacy landscape is the Mandanas-Garcia Ruling and EO138 on the devolution of power which giving local government more fiscal autonomy, additional interval revenue allotment, and the preparation of devolution plan by the LGUs. Further, DILG is strengthening the role of the civil society organizations as per DILG MC Bo. 2022-005. One of which is the accreditation of the CSOs to the Local People Council.

Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)

In the Southern part of the Philippines, the passage of the Bangsamoro Organic Law (BOL) which gave birth to the establishment of the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), provide both opportunities and challenges in terms of governance, civic participation, public finance management, economic development, and the delivery of public services.

BARMM paves the way for three major changes: structural transformation, expanded fiscal powers, and increase in geographic scope, all of which have implications for civil society operations in the region. As a result, there are multiple entry-points for CSO engagement given the current status of the transition. A close reading of the Bangsamoro Organic Law or R.A. No. 11054 shows how civil society and private sector engagement in regional governance is institutionalized, on top of what is already provided for by national laws including the 1991 Local Government Code. This builds on the historical role of CSOs in the Bangsamoro as peace and development advocates, as well as the strong grounding of revolutionary groups such as the MILF and MNLF in community life. This is particularly positive given global challenges with regard to shrinking civil space.

BARMM is aligning with the global commitment on SDGs as one of the anchors of the Bangsamoro Development Framework and this has manifested as well in the Bangsamoro Education Code and its Internal Rules and Regulation which intended to achieve quality, accessible, relevant, and balanced education for all. The law also mandated the participation and engagement of the different stakeholders, including CSOs, teachers, and parents at various level of the BARMM education governance. Hence, CSOs participation through constructive means is encouraged at the region. E-Net members in Mindanao and BARMM is taking this opportunity to influence education policies and effective program delivery and ensure that members are capable to engage constructively by enhancing its capacities given the changing education advocacy landscapes, both at national and local levels.

II.   THE OBJECTIVES

The activity has 2 parts. The first part was on local advocacy with the following objectives:

1. To learn new information and updates on education work, policies, and development frameworks that useful for local advocacy.
2. To increase knowledge on policy making processes, constructive engagement, and participation both at the national and local levels.
3. To enhance skills on education advocacy, campaigning, and lobbying; and
4. To learn practical communication tools on policy advocacy and campaigning.

The second part was on Project Monitoring, Evaluation, and Learning Session with the following objectives:

1. To understand basic and general knowledge on project monitoring, evaluation, and learning.
2. To share practical tools and tips in project monitoring, evaluation, and learning.

III.   THE PARTICIPANTS

This capacity building activity was attended by individuals representing member organizations in Mindanao. E-Net National Secretariat and National Executive Board was also present.

IV.   PROGRAM PROPER

SESSION 1: PRELIMINARIES AND INTENTION SETTING

The activity started with an ecumenical prayer, singing of the national anthem, and singing of the BARMM hymn. It was followed by an opening remark by Ms. Olie Lucas, E-Net Philippines president, and Introduction of participants by Ms. Charito Pinalas, the Constituency Building Officer of E-Net. Participants were represented by four provinces in Mindanao namely: South Cotabato, Maguindanao, Cotabato Province, and Saranggani. Mr. Addie Unsi and Mr. Abby Pato, the facilitators of the whole process, presented the training overview by explaining the background, objectives, the learning sessions and, health protocols as part of the preliminary activity.

SESSION II: ADVOCACY CONTEXT AND FRAMEWORK

Session II: Input 1: Sharing of inputs on SDG and other national policies and E-Net Advocacies
By: Ms. Alve Berdan, E-Net National Coordinator

Ms. Alve Berdan, presented 2 major statistics captured in the pace of the Philippine SDG of progress report as of 2022, particularly the Current Status Index and Anticipated Progress Index. She noted that based on the current status index, SGD 4 progressed at 3.4 since 2020, which is still far behind the 2022 target. Based on the Anticipated Progress Index, only 1 indicator is on tract, while the 4 others need acceleration and 1 or the indicator on equal access to education has regressed.

On the other hand, on SDG 5 (Gender Equality), target 5.5 or Women in Leadership is on tract but other 2 targets on Violence Against Women and Girls, and Early Marriage regressed.

Ms. Alve explained that there were challenges in the collection of data in the past years. Not much data was populated due to the pandemic. Nevertheless, this report will provide the education sector the effort needed to reach the target.

At the start of pandemic, classes were disrupted, increased drop out as many youths were forced to do part-time job to survive. Thus, enrolment decreased. Modality shifted to distance learning, Basic Education Leaning Continuity Plan was also enacted to ensure that students' learning progresses amidst COVID 19 pandemic through setting directions on learning modalities, materials, references, essential and capacitating personnel. However, learning environment under the new normal will be very different. Incorporating child protection and child rights to the physical school and more extensively, the cyber world and the home as a "school" was challenging.

Ms. Alve also shared the policy gains of E-Net in terms of its advocacies and some recommendations to include formulation of the IRR of the Excellence in Teachers Education Act, and increased budget for the

health and safety of teachers, and full and correct implementation of the Magna Carta for Public School Teachers, ALS Act.

Lastly, Ms. Alve also shared some opportunities to engage at the local level emphasizing the importance of being an accredited CSO. She also shared memorandum circular of the DILG on the Guidelines on the Accreditation of the Civil Society Organizations and the Selection of Representatives to the Local Special Bodies.

Session II: Input 2: Insights about Impact of Mandanas-Garcia on Local Education Advocacy
By: Mr. Rene Raya of ASPBAE and Mr. Alce Quitalig – Senior Budget Specialist of Social Watch Philippines

The input 2 session started through the introduction of ASPBAE, an education coalition with members from 19 countries; and of the Social Watch, an advocate of education that particularly leads the Alternative budget initiative (ABI).

These are the following points shared by the speakers:

1. Localization of education governance structure (decentralize) is common in Asia/Regional trend. It started in the Philippines in 1991.

2. Though decentralization is good it comes with many challenges like Delineation and Rollout, and it's not easy given that financing in not part of decentralization.

3. The sharing of funds through IRA is (60/40) between local and national.

   a. Rolling of the supreme court (Mandanas and Garcia) – Not limited to the collection of BIR but also includes others in the budget pie. It is not IRA but National Tax Allotment.
   b. 2959 billion shares for the LGU increased after Mandanas / IRA is only 773Billion (27.61% increase) - This means healthy and conducive environment for education for 2022.
   c. FY 2023 – National Tax Allotment slightly decreased compared to 2022 (due to the previous 3 years computation)

       d.   Significant proportion of the budget in 2022 was not exhausted

4. Rollout of Mandanas – Garcia

       a.   Strengthen national agencies – they should be steering/ LGUs will be treated as partners not as implementers.
       b.   Priorities: GIDA, high poverty incidence

5. Opportunities for advocacies

       a.   Increased opportunity for budget
       b.   Services
       c.   Easier monitoring of program
       d.   Windows to build islands of good governance

6. Threats for advocacies

       a.   Some are dependents on IRA
       b.   It may enforce dynasties

7. Devolution is not only on budget but includes functions

       a.   NGA should make plans
       b.   LGU to fully assume functions for sustainability

8. EO directing devolution

       a.   NGA must prepare devolution transition plan
       b.   Need to create committee on devolution
       c.   Monitoring and evaluation
       d.   Communication plan

9. Local Government Code of 1991
       a.   barangay
       b.   municipality/city
       c.   province

10. Real Property Tax

11. Building Islands

       a.   CSOs are not only watchdogs but partners in development
       b.   Constructive engagement

12. Ideal Governance Principles
       a.   Participatory
       b.   Citizen's access to info

c. Transparency
d. Accountability

Highlights based on the Q&A and Discussions:

- *Deped will only fund – GIDA and 4th to 5th class municipalities - Alce*
- *The 60/40 budget is still does not changed but the budget increased due to the Mandanas ruling. However, the calculation will be based on the revenue collection in the past 3 years. - Direk*
- *CSOs will have more opportunities for engagement since LGUs budget for education has increased (SEF), and the LGU can add more CSO representatives. We can widen out engagement with Legislative and Executive though Budget and Ordinances. – Alve*
- *CSOs need to strategize on how to engage with LGUs to advance its advocacies and how to tap LBS and SEF however the most important part is to get a CSO accreditation. Through good collaboration with LGUs, create critical collaboration, build capacities to be effective in our advocacies, and do research as basis of our advocacies. – Flora*
- *Devolution has increased the budget, but participation is not included. Work with DILG if LGU is not responsive. Participation – SGLG is the best tool to participate. – Olie*
- *The spirit of private-public partnership can be seen in the Voucher Program or the sub-contracting however this cannot suffice. There is a current bill for the for standard coverage of the voucher system / GASPE. There are laws on education sent to members – we can provide recommendations. - Olie*
- *The budget for PWD has not been utilized. Reallocation is already done. There is a need to check on the Program, Activity, and Project for SPED, as all budget not utilized will be given to other departments. – Olie*

Session II: Input 3: BARMM Context and Citizens Engagement and Participation – By: Mr. Addie Unsi

Mr. Unsi started the topic through the rationale of BARMM as the product of the peace negotiation between GHP and the MILF. According to him, it is not only for the entire Bangsamoro but for the Muslim, IPs, and settlers and the Filipinos. BARMM also mandated to look at the Bangsamoro outside the core territory. He also presented the Bangsamoro territory covering 6 provinces (Maguindanao, Lanao, Basilan, Sulu, Tawi-tawi, and SGA).

BARMM has 4 salient points: some of these were discussed as follows:

1. **Enhanced Economy** – The national government will be allocating a block grant of not less than 70 billion pesos annually. BARMM has a freedom how to utilize this money.
2. **Parliamentary Government** – There is people's empowerment and people's participation. There are reserved sectoral representation from women, children, religious and other sectors.
3. **Modified Justice System** –through recognition and implementation of the Shariah Justice system.
4. **Meaningful Political Participation** – Even CSOs can register as political party.
5. **Joint Jurisdiction and Co**-management, Development, and Utilization of fossil fuels, fuel, Gold and Uranium.

6. **Promotion of Halal and Islamic Finance Industry** – the implementation of RA under RA 11439 (An act providing regulation and organization of Islamic Financing) and Bangsamoro Organic Law (BOL) for enhancement of the Halal Industry.
7. **Promotion of Peace and Security Initiative Through Formal Structures of Government** –
8. **Moral Governance** – You are not only accountable to people but also to God.

Future Directions of BARMM (2021 – 2025)

1. Address the identified BARMM bureaucratic challenges and gaps
2. Fully establish the BARMM Bureaucracy
3. Completion of the passage of priority legislations
4. Improve government functionality of the LGUs
5. Improve access of people to and quality delivery of social services at all levels of government
6. Improve productivity in agriculture and services through value chain approach
7. Sustain and promote peace public order and safety
8. Mitigate emerging and re-emerging infectious diseases and climate and disaster risk of individual and families especially the vulnerable sectors
9. Improve infrastructure support facilities, and
10. Substantially provided support for the completion of Rehabilitation and Reconstruction of Marawi City.

Education System in BARMM – Comprehensive sub-system of the national.

- Integrated System of Quality Education.
- Subsystem of the national education system.
- Teachers in the Madaris schools are treated as personnel in special technical positions.
- Establish a Tribal University System.
- Supervise and strengthen Madaris Education
- Respect for religion, promote Science and Technology, Peace education, Madaris education, Youth representation, Child protection, Physical education, and education of Persons with Disability
- Ensure highest budget allocation for education
- Promotion of IP and Bangsamoro identity

Six Streams for CSO Engagements in BARMM

- MORAL GOVERNANCE- Helping CSOs interface with the BTA
- POLICY WORK- Helping shape evidence-based policies & directions
- INFORMATION DISSEMINATION and ensuring strong feedback loops between and amongst grassroots communities and the regional leaderships
- SERVICE DELIVERY- Supporting effective service delivery as field validators, facilitators for social preparation, and implementing partners
- LOCAL CAPACITY BUILDING of target communities and future young leaders and technical specialists from the BARMM.
- HOLDING THE GROUND and ensuring stability, with the goal of preventing outbreaks of violence throughout the transition.

Challenges in Civil Society Engagement

- Limited genuine discourses on critical issues in the BARMM. Most discourses are confine to program implementation rather than policies and other strategic issues.
- BARMM that affects citizenry
- Limited efforts in CSO constituency and coalition building to have strong voices that influence policies and programming in the BARMM
- Lack of permanent, sustainable, and institutional mechanisms for CSOs Engagement

- Trust deficit between BARMM and other CSOs
- Combative and transactional relationship between BARMM and many CSOs
- Fragmentation among CSOs and lack coalition building and strong positioning
- Brain drained, maintaining independence among CSOs in the BARMM
- Patronage/party-system and lack critical masses that are issue-based
- Lack of understanding of BARMM government on constructive engagement and creating mechanism to facilitate it.
- Level of political maturity

Opportunities for CSO Engagement in BARMM/BTA Governance

- Facilitating critical and collaborative engagements efforts especially at grassroots level through organizing and town hall meetings
- Developing policies and guidelines for the institutionalization of CSOs engagement in the BARMM governance (MILG CSOs accreditation, open data office, FOI, MG framework, program roll out, and local assemblies)
- Expanding existing mechanisms for CSO engagements from BEDC to more specific/sectoral and programmatic (i.e., CSO desks, inter-ministerial platform with CSO/private sector reps, parliament lobby groups, etc.)
- Developing Regular platform (BARMM-CSO Congress/For a/Musawarah)
- Developing informal dialogues mechanism (Adhoc, TWG, Committees with CSOs/Sectoral/Private Sector participation on wild latitude of thematic issues)
- Strengthening think tanks and academe engagement (R&D, Hubs, policy analysis compendium like PIDS publications)
- Ensuring accountability and transparency, monitoring, evaluation, and learning mechanisms
- Supporting data collection, validation, analysis, and participatory, evidence-based decision-making
- Scale-up technology enable feedback loop mechanism for actionable programs.

In summary, Mr. Unsi discussed BARMM as the product of struggle towards a legitimate government and self-determination, where people can decide on their own and that people in the government should be open to accept change. The citizens should also participate actively in pushing for the reforms while the parliamentary government encourages the political participation of the grassroots instead of recycling the old system.

He ended his topic through the points for reflection as follows: How to expand critical constituency to engage in BARMM and how to sustain it. What are the mechanisms and capacity building that can be done to enhance community participation.

Session II: Input 4: Local Development Planning and CSOs Engagement – By. Ma'am Gigi of DILG

The speaker discussed on how the CSO's will be able to participate in the rationalized planning system. She started the input by explaining what Rationalized Planning System or RPS is. Its goal is to harmonize all the plans of the LGUs particularly the Comprehensive Development Plan (CDP) and the (Comprehensive Land use Plan) CLUP.
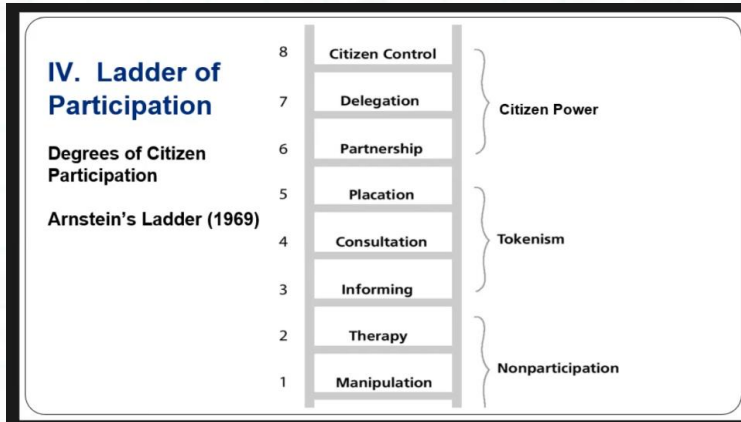
She defined development as a program that creates growth, progress, positive change or the addition of physical, economic, environmental, and social conditions. And its desired output is for all constituents of the

LGUs to have equal rights; with access to all resources, particularly the MEVs. Below are the important information pointed out to justify the role of CSO's in governance:

1. Plans of the NGAs should also be incorporated/harmonized with the CDP and CLUP – that is also anchored to the vision of the LGU. If the plan is not included in the vision of the LGU, it may need to be revised. Plans have indicators. These indicators should be checked during the planning if these are in line with the vision.

2. Rationalized Planning should be consultative and multi-sectoral and consultative. It will also enhance LGU's dual function: Political subdivision (management of areas from Ridge to reef) and corporate body (representing inhabitants, promoting general welfare, provide basic facilities and services).

3. Planning as an integral part of governance, the purpose of the plan should be identified. Data must be available, and it should be consultative, and will be allocated with budget.

4. CLUP is a mandated plan (9 years plan) and enacted through zoning ordinance which shall be the primary and dominant basis for the future of land resources – Management, Spacial, Comprehensive. The CDP (6 years), as another mandated plan, shall promote the general welfare of inhabitants and should be sectoral and comprehensive:
    a. 5 sectors of CDP
        i. Economic
        ii. Infra
        iii. Social (Peace and order, children, women)
        iv. Environment (Across all sectors)
        v. Institutional
    b. Plans should have Gender and DRR mainstreaming.

5. The Local Development Council (LDC) and the local sanggunian are the policy making bodies which define the content and direction of local development. Its principal function is to deliberate to make decisions and lay don policies. CSOs are part of the LDC.
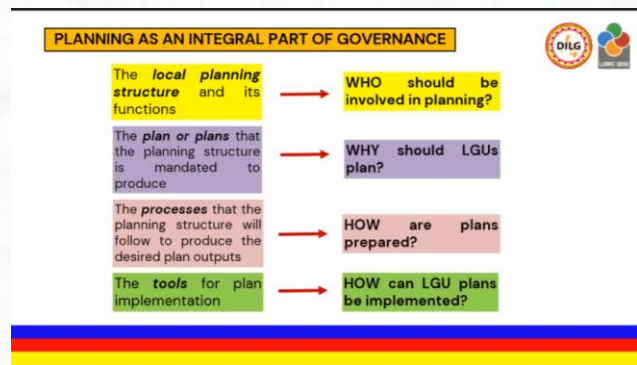
6. Good Governance is an approach to government that is committed to creating a system founded in justice and peace that protects individual's human rights and civil liberties. It is participatory and it involves citizen participation.

7. Citizen participation, on the other hand, implies the involvement of citizens in a wide rage of policy making activities to orient government programs toward community needs.

IV. Ladder of Participation

Degrees of Citizen Participation

Arnstein's Ladder (1969)

8	Citizen Control
7	Delegation
6	Partnership
5	Placation
4	Consultation
3	Informing
2	Therapy
1	Manipulation

Citizen Power (8, 7, 6)
Tokenism (5, 4, 3)
Nonparticipation (2, 1)

8. Participatory governance involves citizen participation in decision making:
   - Assessing the needs of the community
   - Planning and budgeting
   - Monitoring and evaluation
   - Implementation of government programs, projects, and activities.

9. The legal basis of citizen participation is the 1987 Constitution stating that "Sovereignty resides in the people, and all government authority emanates from them."

10. The speaker explained the ladder of participation, from non-participation to tokenism, and to citizen power.

Highlights based on the Q&A and Discussions:

Questions/Insights	Answer
Doc Ding – On rationalized planning, what is the process of planning, should it be from National down to the barangay, or from barangay to national? Plan and budget should not be inseparable.	The planning should be from the bottom. The barangay has an idea about its constituents.
Ma'am Vi - What are the plans of DILG knowing that PB has no technical capacity in crafting the plan? Is there any disciplinary action.	There is a need to capacitate the LGUs. Values of the LGUs – change process (CSO, People and Good Governance). Capacity building is part of the Institutional part of the Development Plan. Harmonization of plans is important – LGU should have one goal, with the consultation. We must advocate the true participation.
Datu Paglas LGU: CSO Accreditation; LSB should be functional, BDP – LGU is assisting the barangay in crafting the BDP; Conduct workshop/consultations in the barangays, SEF is not enough to support education needs – CSOs are encouraged to help advocate in increasing tax collection.	It's a long way process and its part of our goal to reach true participation.
Chita: For the tribe, there is a challenge on how to make resolution/ordinance however, they know how to lead in their tribe the indigenous way.	DILG: Capacity development programs are intended only to the accredited. LGU should have a plan, through CSO desk, to capacitate all CSOs.
Ms. Alve: Under the DILG memorandum circular, capacity building is part of it. However, only those who are elected to represent LSB are capacitated but others are not, especially those who are still processing their accreditation. So how DILG going to catch-up with that?	Ms. Flora: There is a need for unification among NGAs in terms of values. CSO – it is our role to capacitate ourselves on how to foot forward our agenda and who are the champions within LGU and identify LGU champions whom we can work with. Relationship building among potential friendship in the LGU. To process ourselves, we need to capacitate ourselves.
June Bringas: The barangay and the school should have collaboration, but if the barangay chairman have other political leaning than that of the principal, there will be a problem. Thus, there should be values education. Lakbay-aral without output.	Explained the importance of Lakbay Aral as part of capacity development.
Jessmar: If you are accredited at the regional Level, do we need to still be accredited at the municipal level. Some municipalities declined to accredit ICON SP because of red tagging.	Process of accreditation – Go to DILG so the CSO will be endorsed to the CSO desk DILG: On accreditation: Security clearance becomes one of the requirements for the accreditation. We need to continue our advocacies and insist on our participation in governance.

Mr. Unsi conducted a Mapping of Individual Motives to recognize and organize our motives in Education, Advocacy, and Citizenship.

Activity 1: Recognize and organize our motives

- **EDUCATION**
- What Personal educational experiences or observations drive you to advocate for changes in our system of education?
- What specific education issues – policies, programs, governance – do you want to change through advocacy?
- What ideas on improving education have you learned from various sources and which do you want to advocate?

- **ADVOCACY**
- What Personal experiences, positive or negative, do you have in advocating any issue to any public authority, which you want to use in education advocacy?
- What observations do you have about other advocates and their advocacy activities that you want to use or avoid in your own advocacy?

- **CITIZENSHIP**
- What are your experiences and ideas about influencing public opinion and public policy that you want to pursue?

Mapping Individual Motives

Education	Advocacy
Education Advocate	
Citizenship	Other

Result of the Workshop: Review of Individual Advocacy Motivation
Objectives: The general objective of this quick buzz session/workshop is to check the motivation of the advocates by understanding their individual issues, interest in education advocacy and goal for education reforms. This is important foundation for every education advocates.

Group	Issue	Motivation
MAG-ILMU	- Promotional system of teachers – that is not in accordance with the formula/standards of the region. - Insufficient Learning materials	- Teacher's issue on promotion - Support system on the availability of learning materials and sustainable support to the indoor and outdoor activities pupils/students
IP Education (Lake Sebu)	- Experienced IP Teachers are not prioritized in the IP-dominated community because of the lack of license. - No support of the enhancement of IP teachers to be licensed. - Lack of facilities especially for the IP pre-schools - Distance from college education	- Free review center for IP teachers - To have an accessible college education - Provision of facilities for IP pre-school **Suggestion from Ms. Flora: To share the raised issues of BARMM representative on transforming education.**

Public Policy – The speaker reiterated the need to understand how our policy making bodies are crafting policies. For the BARMM, it is through Regional, Legislative, and Assembly. Mr. Unsi also shared about the BARMM policy making process as also similar to the national level.

Mr. Unsi further explained that CSO can be involved through the following:
1. Influence policy analysis
2. Putting issues on political agenda
3. Monitor implementation
4. Share public opinion
5. "Support" policy studies

The speaker also explained that advocacy should not be combative but rather constructive. E-Net for instance is taking part in drafting provisions in some bills, as requested by some congressmen. Advocacy basically can speed up action, improve governance, and improve service delivery. Doing this, requires skills and attitude or mindset. These are mentioned below:

Skills Needed

- Research and managing information
- Policy development
- Stakeholder analysis and engagement
- Consensus-building and negotiations
- Managing and facilitating meetings
- Organizing/Networking
- Innovating (thinking out-of-the-box)
- Coaching/Mentoring
- Delegating
- Communicating your message – mass media, alternative media, social media;
- Public speaking
- Social marketing
- Advocacy/Lobbying

Attitudes/Values/Mindset

- Critical thinking and analysis
- Participation
- Innovation/ Creativity/ Resourcefulness
- Inclusiveness; Non-discrimination
- Culture-sensitive
- Cooperation and synergy versus
- Empowering
- Principled
- Persistence
- Openness/ Listens
- Empathy
- Diplomacy

Sharing by Ms. Olie Lucas

E-Net had a meeting with BARMM Deputy Minister Haron S, Meling, together with 2 other directors (Ernino & Doc. Cabron)

- Education code is almost complete. They are now drafting the IRR, and according to the directors they conducted consultations with partners.
- E-Net needs to have a MOA with the Minister of MBHTE for the engagement. The following issues were identified by E-Net: some children stopped school due to armed conflict, pandemic, and Children with disability.
- Conduct consultation, planning (identification of the problems and solution>
- The MOA should be submitted in December.
- The challenge here is that the MOA may not be implemented without monetary support since they are used to have huge financial support from other actors.
- Some of the things that E-Net should do:
    - o Resource mapping
    - o Hire a staff to do the job
    - o Mobilization fund to ensure that the plan will be realized.

This ends the first day session.

The 2nd day of the capacity building on local advocacy and monitoring and evaluation was still hosted by Mr. Abby Pato. This started with a recapitulation that was done in plenary.

Recapitulation:
1. MYROI – The sharer mentioned that the topic delivered by DILG representative was
2. Chita Sulan – Shared about the accreditation of CSOs, requirements, and the role of CSOs in LSBs and in BARMM.
3. MNLF Women – Shared that as MNLF women leader, she will help through women participation.
4. Another Moro male participant: shared that he learned through the discussions, the issues of different sectors, and the need to take action at the barangay and municipal level. He further explained about the initiate of their group in implementing 5 projects in their barangay, more on provisions of solar light, solar dryer, and other things.
5. Paglat Moro representative: Shared about his participations in the education sector since E-Net's partnership with OXFAM.
6. MAG-ILMU/ACADEME: Shared about the reason of his presence as he wants to help the least fortunate Bangsamoro in GSKP. The main purpose of their group is to support education especially for the least fortunate PWD and Ustadz in GSKP through enhancing their capacity, especially in reading. He also pointed out that MAG-ILMU existed and have been helping PDW long before BARMM.
7. Mr. Pato summarized the recapitulations by explaining the importance of bottom's up budgeting and of the CSO participation in the Local Special Bodies and People's council as strategies that can be maximized. He also encouraged non-ENet members to register as E-Net member.

Session III: Input 1: Advocacy Campaign by Daryl Cruz

Daryl started the input by defining advocacy campaign as set of strategic action to communicate our campaign. To make our advocacy campaign effective, first it needs to have an integrated communication approach which means using several channels and second it is also important to know your audience.

The speaker showed E-Net's platform as an example:
1. Social Media – accessible and in trend, has the ability to reach large audience and it has the power to amplify voices instantaneously spread of information and increase collaboration across diverse group. It also has archiving nature that and can be accessed in the future. Sample: Kalambag, Inklunasyon, Senior CITI.
2. Infographics – the combination of information and images used to tell a story by visually representing data. This catches attention and can be useful especially to those with short attention span.
3. Documentation of Change Stories – Through audio visual presentation or publication. Daryl cited the video documentation of LAKAS or the Lubos na ALyansa ng mga Katutubong Ayta sa Sambales on how they adopted DepEd's Junior and Senior High School curriculum of DepEd and how they integrated their Indigenous Knowledge Systems and Practices (IKSPs).
4. Press Release – usually a one-page write-ups that inform the media about the organization's news.
5. Policy Brief – a concise summary of a particular issue, the policy options, and recommendations to deal with it. Daryl further defined policy brief as a from of report to facilitate policymaking and is aimed at policymakers and others who are interested in formulating or influencing policy.

Daryl asked the participants why we need to write a policy brief. According to Mr. Sukor it is for us to have a venue for our campaigns where we write what bill we would want to have, what are the problems and solutions. Daryl then added that we write a policy brief to make our audience informed on what issue needs to have a policy. In writing this, we need to:

- Assume that the audience has no background or has little knowledge about the issue so that it can easily be digested,
- Have a situational analysis,
- Have it evidenced-based, based on data and research.

The speaker discussed about the contents of a policy brief point out on the context and audience. It must be brief as policymakers have not enough time to read long write-ups. The ideal is up to 4 pages only.

Daryl shared the "secret" of writing it starting from step 4 or the recommendation so that it will be easy to find the evidence or what data is needed. Then start writing from step 1 where you need to identify the audience, decide on the objectives, identify the main messages, select the information and data needed then create an outline.

The speaker explained that the overview should be written in page one. It is where we put the data, and in the next page are the key messages: findings and implications. This should also be supported by data. Then we present the policy implications that will explain why the findings are important for policies. We also need to mention in this page whether solutions have been tried or they have been effective. In the last 2 pages, it is where we find the recommendations. These must flow from the evidence presented. This needs to be specific actions needed and by whom and should be SMART. Lastly, the policy brief needs to be edited and critiqued and revised.

Daryl ended the input through a short exercise on drafting a policy brief.
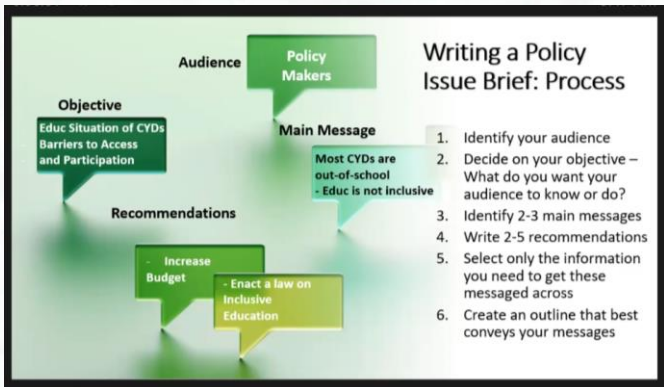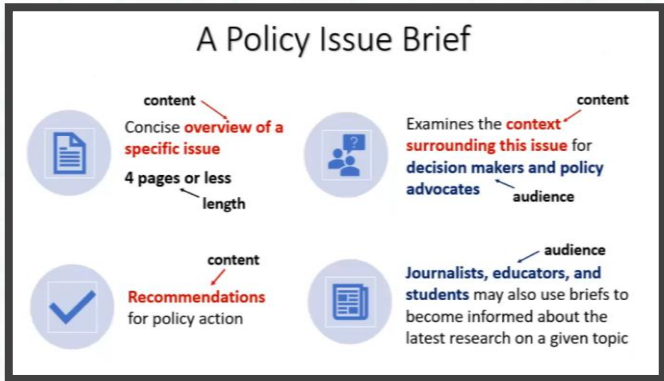
Ms. Olie cited that even with the policy brief, passing a bill cannot be possible without having champions in the legislators. She also stressed the importance of community buy-in and social media campaign because the legislators are more likely to pass legislations with the high demand from the people.

Advocacy Planning Workshop

Mr. Addie Unsi facilitated the workshop and started through summarizing the good points emerged in the first sessions as follows:

- A realistic advocacy should have the issue, audience, resources, and strategies.
- It should be evidenced-based. Thus, data is very important.
- ARMS – Amend
- Not all issues according to him need a policy, sometimes it just need a solution.
- Strong partnership – know our alliances
- We need to know our political landscape: changes in LGUs, BARMM, Nationa policy making process and DILG memorandums.
- It is important to identify policy champions and know the dynamics in the legislative body.
- We need to identify our non-negotiable agenda then have a consensus building from the strongest to the middle.
- Communication and campaign plan.
- In a policy, there must be IRR, budget, monitoring of the implementation

Groupings:
1. IP education
2. Inclusive Education with Children with Disability advocacy
3. Madrasah Education
4. Teachers
5. Mental Health

Objectives:
1. What are our advocacies?
2. How are we as a network push our advocacy?

Questions
1. Identify top 3 thematic priority issues of the group (Policy Issues)
2. Identify key advocacy strategies (Actions)
3. What are needed coordination and feedback mechanism- local to national and vice versa? How to organize ourselves? (People)
4. What are capacity building needs/support to carry out the advocacy? How to build strong constituency (Capacity)
5. What are the resources needed and how to mobilize it? (Resources)

A gallery viewing was done as part of the output presentation. Each group explained their output as other participants were able to add input to the report.

Output of Local Advocacy Planning

Sector/Areas	PWD, Women & Youth	IP Education	Madrasah/ Madaris	Teachers
Thematic Priority	• No financial support for the education of solo parent/women • Lack of livelihood support for women • Presence of OSY	• K-12 Program • Unequal distribution of opportunities/resources and assistance (unemployment of IP teacher, scarce scholarship access, No tertiary school in IP communities • Solar Power for IP communities • IP curriculum for IP communities	• ISAL incapacitated • Traditional ununified curriculum • Insufficient salary of Udtadzis • Insufficient facilities • Lack of books • Solar lights	• Teacher's rights and privileges (health benefit, volume of work, maternity issues, hiring & promotion, and reclarification (BARMM) • Salary increase/step increment • GSIS Issue (unpaid death claim & other benefits)
Key Advocacy Strategy	• Data Collection & presentation of result • Lobbying to different agencies • Balik Eskwela campaign to OSY • Connect with TESDA and scholarships	• Review of K12 program • Provision of complete SHS strands to IP community • Incorporate schools of living to K12 • Free review cent • erCustomary laws, culture, arts and music in IP curriculum	• Consultations	• Strengthen teacher's organization • More knowledge on legal iossues and laws for teachers • Allow teachers to union rights and alike • Fair & just promotion • Clear implementation of salary increases • Revision of GSIS code related to unpaid benefits • Transparent GSIS fund
Coordination Needed	• BLGU, MLGU, DSWD • TESDA, LGU, NGO, NGA • DepEd, BLGU, ENet CHED	• Lobby issues and concerns to all agencies • Increase conduct of awareness program on issues to IP communities	• Ustadzis • ALEEM	• Lobbying to the congress on clear implementation of salary increase
CapDev Needed	• Training for data collection • TNA for beneficiaries • Training for facilitators/advocates	• Formulate policy issues with the help of Enet • Organize lobby groups and alliance building to push the issues	• Inset (In service training)	• Seminars and training for teachers
Resource Needed	National, International, Grants, BARMM	• LGU funds • NGO, Private groups with similar undertakings	• BARMM Budget • National/ International	• Tap LSB for seminar funds

Summary of agreements for the Next Steps/Priorities in Mindanao Education Advocacy.
The plenary discussion has come to agreement to prioritize the following based on E-Net's Strategic Plan and priority programs, projects and activities that pipeline for 2023. Below is the list of the priorities.

Priority Advocacy Areas	Strategies	Lead Responsible Group	Remarks
IP Education	Conduct research and policy advocacy on strengthening Indigenous Knowledge System and Practices (IKSP)-Pilot key tribal groups like T'Boli, Manobo and Tiduray	FATK, MTRC, and IP Sector council	-Needing financial resources -IP constituents and advocates to lead it -Pilot in existing area of the members but continue to expand in other IP tribes
Madrasah Education	Budget advocacy in BARMM	Bangsamoro Sector Council	-Link to ABI advocacy for national budget concern -Needing technical and capacity building support from ABI to empower Bangsamoro Sector Council -Financial support for budget advocacy at BARMMl -Include in the proposed MOU with MBHTE the budget advocacy, constituency building and capacity building of education advocates.
Education of persons with disabilities, women and youth	Budget Advocacy	Same as above	Same as above
	Policy Advocacy such as passage of Mangna Carta for PWD in BARMM and GAD Code, Action Research	Bangsamoro Sector Council, IRDF for the conceptualization	-Link to national advocacy on women education and inclusive education -Link to enet agenda/projects on women, youth and persons with disabilities -Financial support -Technical and capacity building assistance
Teachers' Rights and Benefits, Positive Discipline	Organizing and capacitating teachers for policy advocacy	Sir Bringas and Teacher Sector Council	-Link to national advocacy on teachers' rights and welfare -Support for organizing and empowering teachers in Mindanao -Information

		dissemination	
Mental Health Issue	-Conduct learning series within enet -Invoke the law in all levels	SPMC to lead the implementation of FRIENDS program F–Focal persons in all schools R–Research on the mental health issues and concerns among learners and teachers I – Information drive E–Education & training N–Networking D–Direct Services: PFA, Counselling, CISD, Therapy S–Support fro LGUS/NGAs	-Technical assistance from Enet -Link to capacity building programs of enet -Link to localization of enet advocacies

Another highlight of the workshop is the output of the "Mainstreaming Mental Health Program in the Education Sector" based on the RA 11036. In the report, they pointed out the effects of pandemic due to COVID 19 and the disasters. Exacerbated by the crisis in education situation, this can have an effect to the Mental health among the learners, OSY, and teachers. However, mental health programs were not given priorities because of cultural and other factors. Thus, mental health programs should be accessible to all.

It is important to work with DepEd, CHED & TESDA; mainstream mental health; work with LGUs and other concerned agencies and propose mental health programs.

There should be FRIENDS in Mental Health:

F – Focal persons in all schools
R – Research on the mental health issues and concerns among learners and teachers
I – Information drive
E – Education & training
N– Networking
D – Direct Services: PFA, Counselling, CISD, Therapy
S – Support from LGUS/NGAs

Discussion/Recommendations:

Sector	Discussion	Agreed Points
IP	1. Klubi Group – cooperation; first movers, at the same time asking support from ENET 2. Datu Siawan – Support through research on IKSP 3. ICON SP – Different tribes will offer various indigenous knowledge. We will not focus on specific tribe but make it as general IP research.	1. Start small 2. Identify technical and other support to materialize IKSP
Maradis/ Madrasah Education	1. There is a huge budget in BARMM, this will not only focus on Moro but also include IP 2. The challenge is how to __ this fund. FS needed. 3. They need help on how to access this – technical support.	1. Elected Board to lead the local budget advocacy in BARMM.
Education of Children with Disability	1. Budget advocacy, 2. IRDF will support in proposal	1. Expand the PWD avocacy in BARMM
Mental Health	1. There is an existing law on this, we just need to lobby to include this in the comprehensive program ng schools. 2. Lobby to Ched/DepEd, invoke the implement the law. 3. Ensure FRIENDS: Focal persons, resource person, Information, Educations, Network, Direct Services, Support from LGUs, and other network.	1. SPMC to lead on the learning session 2. Conduct research 3. Coordinate with private sectors
Teachers	Teachers Right; PD	

Session III: Input 2: Monitoring and Evaluation

The speaker from UNYPHIL explained MELSA – Monitoring, Evaluation, Learning, Social Accountability.
He defined monitoring as a systematic and routine collection of information from projects and programmes for four main purposes:

- To learn from experiences to improve practices and activities in the future;
- To have internal and external accountability of the resources used and the results obtained;
- To take informed decisions on the future of the initiative;
- To promote empowerment of beneficiaries of the initiative.

He further explained that monitoring should be a periodically recurring task beginning in the planning stage of a project or programme. Monitoring allows results, processes and experiences to be documented and used as a basis to steer decision-making and learning processes. Monitoring is checking progress against plans. The data acquired through monitoring is used for evaluation.

On the other hand, evaluation, according to the speaker is assessing, as systematically and objectively as possible, a completed project or programme (or a phase of an ongoing project or programme that has been completed). Evaluations appraise data and information that inform strategic decisions, thus improving the

project or programme in the future. It helps to draw conclusions about five main aspects of the intervention:

- relevance
- effectiveness
- efficiency
- impact
- sustainability

Information gathered in relation to these aspects during the monitoring process provides the basis for the evaluative analysis.

Discussions regarding MEAL

- According to the speaker, as an organization we are accountable to report the results of MEAL to the coordinator and the donor.
- Some participants said that it depends on the framework of the project. It depends on where we are accountable – to the donor? Or to the people we serve? As an organization, we need to clarify to whom we are accountable.
- M&E is also ensuring to do no harm while we implement.
- Ms. Framer shared about the importance of project management: Explained in a simpler way and stressed out about the importance of feedbacking the results of MEAL.

V.   CLOSING SESSION

Ms. Charito Pinalas, the Constituency Building Officer of E-Net Philippines expressed her gratitude to the participation of all the members and non-members who attended the training. She then facilitated the closing session through the closing remarks by Ms. Flora Arellano, board member of E-Net. The participants also shared their feedback about the activity.

The Closing Remarks:

Ms. Flora Arellano was thankful of the new members and the consistent participation of the members. She further encouraged a more strengthened partnership in the next years and of the coming advocacies in BARMM.

The Feedbacking:

Mr. Jun Bringas, the principal of one IP community in Kidapawan was thankful for the opportunity and of the nice venue and for the members. He also expressed the challenges in and out of the DepEd but committed to continue his advocacies for the IP and for all. He mentioned the need for the application of the policies in the department and that there should have reform in the leadership that is in accordance

with the policies. Mr. Bringas also stated that there are leaders (IP) who cannot speak their own language. That is why some are teaching IP education but are not actually IP.

Ms. Olie challenged everyone to get organized to strengthen their/our advocacy and identify 2 to 3 spokespersons on behalf of their organization. She reiterated that members should keep their line open through email and messenger to get timely updates and announcements.

End of the Training

-end-