Assessment of Family Development Session of the Pantawid Pamilyang Pilipino Program (4Ps): Process Evaluation of FDS (Final Report)
ASSESSMENT OF FAMILY DEVELOPMENT SESSIONS OF THE PANTAWID PAMILYANG PILIPINO PROGRAM: PROCESS EVALUATION OF FDS (Final Report)

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<tr>
<td>ACM</td>
<td>Active Citizenship Module</td>
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<td>CAR</td>
<td>Cordillera Administrative Region</td>
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<td>CCT</td>
<td>Conditional Cash Transfer</td>
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<td>CHE</td>
<td>College of Human Ecology</td>
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<td>CL</td>
<td>City Link</td>
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<td>C/ML</td>
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<td>C/MSWDO</td>
<td>City/Municipal Social Welfare Development Officer</td>
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<td>CSAP-CY</td>
<td>Child Sexual Abuse Prevention Module for Children and Youth</td>
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<td>CSAP-P</td>
<td>Child Sexual Abuse Prevention Module for Parents</td>
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<td>CSO</td>
<td>Civil Society Organization</td>
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<td>DepEd</td>
<td>Department of Education</td>
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<td>Disaster Risk Reduction and Management</td>
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<td>Department of Social Welfare and Development</td>
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<td>Department of Health</td>
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<td>ECCD</td>
<td>Early Childhood Care and Development</td>
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<td>FCBDP</td>
<td>Family and Community-Based Disaster Preparedness</td>
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<td>Family Development Department</td>
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<td>FGD</td>
<td>Focus Group Discussion</td>
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<td>4Ps</td>
<td>Pantawid Pamilyang Pilipino Program</td>
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<td>IP</td>
<td>Indigenous People</td>
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<td>KII</td>
<td>Key Informant Interview</td>
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<td>LGU</td>
<td>Local Government Unit</td>
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<td>MEP</td>
<td>Manual on Effective Parenting</td>
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<td>National Advisory Committee</td>
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<td>National Project Management Office</td>
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<td>Positive Approaches to Child Discipline</td>
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<td>PAM</td>
<td>Parenting the Adolescent Manual: A Training Guide</td>
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<td>Pantawid</td>
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<td>PDO</td>
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<td>PES</td>
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<td>PREW</td>
<td>Program Review and Evaluation Work</td>
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<td>PWD</td>
<td>Person with Disability</td>
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<td>Acronym</td>
<td>Full Form</td>
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<td>RA</td>
<td>Republic Act</td>
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<td>RPMO</td>
<td>Regional Project Management Office</td>
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<td>SLP</td>
<td>Sustainable Livelihood Program</td>
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<td>SWO</td>
<td>Social Work Officer</td>
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<td>TESDA</td>
<td>Technical Education and Skills Development Authority</td>
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<td>TWG</td>
<td>Technical Working Group</td>
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<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
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<td>UPLB</td>
<td>University of the Philippines Los Baños</td>
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<td>VAWC</td>
<td>Violence against Women and Children</td>
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1. **INTRODUCTION**

To address the government’s need to alleviate poverty and to fulfill its commitment towards achieving the Millennium Development Goals, the Philippine government initiated the Pantawid Pamilyang Pilipino Program (Pantawid). The Pantawid program has two objectives, social assistance by providing cash assistance to address families’ short-term needs; and social development by investing in human capital to break the intergenerational poverty cycle.

To fulfill the development thrust of the program, as well as to strengthen the investment in human capital, the Family Development Sessions (FDS) were considered as a significant intervention. The main objective of FDS is to “capacitate the household beneficiaries to become more responsive and active in performing their parental roles and responsibilities.” Moreover, FDS also aims to promote community involvement in special activities within the municipal and barangay level.

After more than half a decade of implementation, the Department of Social Welfare and Development (DSWD) has deemed it necessary to assess the extent to which FDS has contributed to its overall program objectives and to their mandate on protecting the vulnerable and empowering the poor. To be able to evaluate the overall delivery of FDS, process evaluation is an important operation for assessment and recommendation. Process evaluation is essential in enriching programs and interventions.

Stufflebeam and Shinkfield (1985) define process evaluation as a form of program evaluation that utilizes descriptive research in order to determine if a program is being implemented as planned. Moreover, the main goal of process evaluation is “to provide feedback to the program that should bring improvements in the effectiveness and (Patton, 1994, as cited in Sabatelli, Anderson, and Rubinfeld, 2006).

According to Royse, Thyer, and Padgett (2010), process evaluation has three primary goals which are, although not limited to, program description, program monitoring and quality assurance. These three main goals will be utilized to determine how FDS have operated since the beginning of the Pantawid program, scientific and qualitative data will be used in the assessment.
OBJECTIVES

1. Review and assess the FDS Framework, objectives and indicators, and assess their relevance in the current context and priorities of DSWD in general and the CCT program objectives in particular;

2. Recommend pointers to further strengthen the FDS design, modules and delivery;

3. Assess the modes and methods of the FDS session delivery, including record-keeping practice;

4. Identify good/best practices and innovative approaches on the conduct of FDS;

5. Assess the methodologies being employed by the field implementers in conducting the sessions in terms of its applicability and effectiveness in inculcating the learning; and

6. Recommend a competency framework for facilitators and formulate a framework for continuing capacity building program for the implementers.

SIGNIFICANCE OF THE COMPONENT IN THE PROJECT

The process evaluation component of the project is expected to establish significance in the overall delivery of FDS. It would assist in explaining why and how the FDS became successful or unsuccessful in achieving its expected outcomes. Moreover, the process evaluation would hold its significance towards strengthening the capacity building program for the implementers.

2. LITERATURE REVIEW

In this section of the research, literature defining family life education as well as tracing its early roots will be presented. Moreover, an attempt to compare and contrast the difference of the past and existing family life education programs will also be analyzed. This section will also give an overview of the Philippine government’s conditional cash transfer called Pantawid Pamilyang Pilipino Program. In addition, the Family Development Sessions, which is one of the core conditionalities of the Pantawid program, will be discussed. The impact of family life education and the key stakeholders in the whole family life education process will be discussed.
FAMILY LIFE EDUCATION

Various definitions of family life education are being presented in numerous literature. It is oftentimes associated with human sexuality or sex education (Darden, 1981). Family life education as sex education is usually catered to adolescents in schools and communities. However, an alternative characterization of family life education extends more on a wider perspective and audience.

In general, Duncan and Goddard (2005), define family life education as an activity that focuses on topics pertaining to family development, individuals, parents, couples and whole families in communities. Myers-Walls and her colleagues (2011) argue that, while many authors focus on problems and problem-solving, the role of family life education has shifted to addressing family issues before it transpires. The goal of such activity is to “strengthen and enrich individual family well-being” (Arcus et al., 1993b, p.21 as cited in Duncan and Goddard, 2005).

However, Doherty (1995) believes that the greatest predicament in defining family life education is distinguishing it from family therapy. To better understand what family life education is, and how it differs from other activities, Duncan and Goddard (2011, as cited in Allen, 2013), listed the seven principles of family life education, namely: (a) significance in the life-span, (b) based on the needs of the clients served, (c) multidisciplinary, (d) varied content delivery, (e) focuses on education, (f) honors diversity, (g) requires educated professionals for the delivery of subject.

Early examples of family life education date back several years. The earliest roots of family life education in the United States emerged from the collective effort of the church and the state to help parents in rearing their children using biblical reference (Duncan and Goddard, 2005). Around the 1800s, self-help books were on rotation, followed by more structured how-to books in 1850s. Around this time, child and mother study groups, an early form of what we know today as the Parent Teacher Association (PTA) in schools, were increasing in popularity (Lewis-Rowley, et al., 1993, as cited in Duncan and Goddard, 2005).

The most important first community venues of family life education are the informal discussions among support groups, like a group of parents and mother study groups, which focus mainly on discussing child-rearing practices (Duncan and Goddard, 2005). Human ecology also made a significant contribution to the history of family life education. The Morrill Act, which provided land grants to each state and raised funds for colleges offering to teach branches of learning related to agriculture, and the mechanic arts (Nemec, 2006), led to the establishment of academic programs in home economics/human ecology.

Duncan and Goddard (2005) added that working under the human ecological perspective, the family as a unit was seen as an important factor in the well-being of the society. The Morrill Act also provided the education delivery system on topics pertaining to the family to the masses, which became the Cooperative Extension System (Duncan and Goddard, 2005). The philosophy of the Cooperative Extension System is rooted on to “help people
help themselves” by “taking the university to the people” (Rasmussen, 1989, p. vii, as cited in Duncan and Goddard, 2005). In the early 1990s, concern for the limited-resource families was emphasized. This increased concern for the limited resource families led to the adoption of several teaching practices, such as peer support, professional and paraprofessional teaching efforts, one-on-one home visits, and working in small groups, that targets the extraordinary needs of such families.

Another notable effort in the field of Extension System was the establishment of Children, Youth, and Families at Risk (CYFAR) initiative that focuses on families possessing a greater likelihood of not being able to meet the basic needs in life (Duncan and Goddard, 2005). Other organized efforts, that contributed to family life education as it is today, were the increased emphasis on parenting education in the 1920s, service-learning of students to their communities, family support movement in the 1970s and reaching out to the needs of the diverse audience (Duncan and Goddard, 2005).

Current progress in the field of family life education involved the utilization of the latest technology. Web-based family life education revolutionized how family life education can reach its audiences (Smith, 1999, as cited in Duncan and Goddard, 2005).

Though many of the literature presented in the history and definition of family life education are limited to the United States, family life education is a globally accepted practice to promote family policies in Europe. Some countries attach the word “family” in their ministries: Ministry for Children and Family Affairs in Latvia; Ministry of Labor, Family and Equality of Opportunity in Romania; Ministry of Labor, Social Affairs and Family in Slovakia; and Ministry of Labor, Family and Social Affairs in Slovenia (IFP, 2008 as cited in Robila, 2004).

However, family life education as an education program is very limited in Eastern Europe, resulting in a shortage of local family scholars and practitioners (Robila, 2004). In other countries, family life education is usually specialized particularly in parenting education adolescents’ health improvement. In a study by Mejia, Calam, and Sanders (2012), parenting programs in developing countries were analyzed. The authors argue that due to poverty, children may experience emotional and behavioral difficulties. Thus, several literature were reviewed in order to analyze the opportunities and challenges that could help in alleviating the risk of emotional and behavioral difficulties in children.

Several programs that were reviewed in the study include: Parenting training to promote sensitive and responsive parenting and secure attachment (South Africa); Learning through Play (Pakistan); World Health Organization Care for Development (China); Mediational Intervention for Sensitizing Caregivers (Ethiopia); Parenting training to prevent child abuse (Chile); SOS! Help for Parents Course (Iran); Parenting education for sensitive responsiveness (Brazil); and Helping Challenging Families: Parenting training for positive parenting (Lebanon).
Results of the study showed that most of the parenting programs reviewed were intended to prevent physical and neurocognitive difficulties among children. Only one of the reviewed programs showed strong methodological design thus creating the need to invest in resources for the development of parenting programs in developing countries (Mejia, Calam, and Sanders, 2012).

To promote and improve adolescents’ health, several programs for adolescents, parents, and families as a whole, are being carried out in different developing countries (WHO, 2007). In the case of Zambia, a country in the African region, a program providing information on the dangers of substance abuse in communities, and mobilizing parents and youth to help minimize the problem called Parent Elder Education Program (PEEP) was established (WHO, 2007). Nicaragua, on the other hand, targeted mothers as a support network in promoting and developing adolescents through their program called Entre Amigas (WHO, 2007).

Still focusing on parents’ involvement in the development of their children, Bhutan created the School-based Parents Education and Awareness (SPEA) Project. It aims to encourage parents to share their child-rearing practices, raise awareness on adolescents’ issues, educate parents on the special needs of adolescents, enhance parent-child communication, and enhance parents’ capability to address issues concerning their adolescent children (WHO, 2007).

The importance of family life is also emphasized in the Philippines. The basic Filipino family is described as a Christian, large family group, and is extended in terms of membership (Panopio and Raymundo, 2004). For Muslim Filipino families, joint families are the most common type (Arce, 1963 as cited in Raymundo and Panopio, 2004).

In terms of authority, the Filipino family is said to be patriarchal in nature. Some sociologists revealed that the Filipino family was never patriarchal but more of egalitarian in nature (Raymundo and Panopio, 2004). Due to rapid social change, the characteristics of a Filipino family usually differ.

The Filipino family is usually faced however with issues. One of the common issues among Filipino families nowadays is poverty. In a report by Usui (2011), the Philippines still suffers from the slow progress in reducing poverty. He attributed the high incidence of poverty in the Philippines to limited job opportunities and poor social security system that are often times poorly implemented and evaluated. Thus, there is a greater need for a sustainable and effective social welfare programs for the poor Filipino families.
METHODS IN FAMILY LIFE EDUCATION

There are several ways on how to conduct an effective family life education. Usually, the implementation depends on various factors such as audience, purpose, and setting. Duncan and Goddard (2004) listed six approaches in family life education. The first one is called the Expert Approach. From the name itself, a knowledgeable person gives instructions to families using pre-planned and structured materials (Duncan and Goddard, 2004). The audience is unacquainted with the topic presented, and only little discussions take place (Duncan and Goddard 2004).

The second approach is the Facilitator Approach. This usually works as a collaborative effort between the educator and the audience, thus treating each one as coequal. Unlike in the expert approach, the audience is not mere spectators and they can provide their inputs during the discussion on what they already know and what they need to know (Duncan and Goddard, 2004).

The third approach is called the Critical Inquirer Approach. In this approach, the audience are usually asked to critically reflect on several issues that are presented. This type of approach is based on the fact that the learners have the responsibility to create a significant contribution to their society (Czaplewski and Jorgensen, 1993 as cited in Duncan and Goddard, 2004).

The fourth method is the Collaborator Approach. It is a merging of the same principles used in Expert Approach and Facilitator Approach. The facilitator usually utilizes research-based materials and instructions, while the audience share their own experiences on certain principles and issues being discussed (Duncan and Goddard, 2004). Though the audience is highly encouraged to bring new ideas and their own insights to certain topics, the author emphasized that the facilitator still holds some sense of control when it comes to the content and manner of discussion.

The Interventionist Approach, the fifth method on conducting family life education, usually works under the concept that facilitators are change agents. This approach is highly anchored in cognitive and behavior change theories and applications wherein certain conditions are set in the environment to ensure learning not just by thinking, but learning by doing (Duncan and Goddard, 2004). The step-by-step procedure in transforming knowledge into practice involves (1) self-reflection, (2) alteration of perspective, and (3) adoption of new behavior in line with new perspective (Taylor, 1997 as cited in Duncan and Goddard, 2004).

The Eclectic Approach combines all approaches to meet the conditions of a certain audience (Duncan and Goddard, 2004).

Myers-Walls (2000), as cited in Duncan and Goddard (2004), identified the Collaborator Approach as the most common method used in several family life education programs. However, there is no one best approach for it is usually dependent on the context in which family life educators would operate. The best step for educators is to truly understand who their audience are, identify their needs, and know the purpose of their intended program.
FAMILY LIFE EDUCATION AND SOCIAL CHANGE

Social change occurs as a result of many factors. To briefly describe social change, Doda (2005) defines social change as a large-scale transformation of activities, norms or other phenomena in any society or social system at a pace that varies from one place to another. These changes may be intentional, but oftentimes can also be unplanned. Both family and education are affected and can bring social transformation since the family is the basic unit in a society, and education is a process of reform.

In a paper written by Gaurney and Gaurney (1981), they examined how family life educators can be considered as interventionists using connotations and the general purpose of the term “family life education.” The authors argued that family life education is largely focused on the knowledge connotation of intervention which is the “least interventionist”, but family life education still has the connotation of making an impact, intentional or not, and thus initiating change in the attitudes, behavior and physical states of being. Moreover, Arcus et al., (1993) and Draling (1987), as cited in Doherty (1995), assume that feelings, motives, attitudes and values of the participants in family life education are the central foci in the process.

Since feelings, motives, attitudes and values are very broad terms of change in family development, specific evidence of effectiveness and change can be recognized through bodies of research. For instance, a research conducted by Cowen (2001) looked into the effectiveness of Bavolek Nurturing Program as a type of parent education intervention for the prevention of child maltreatment. The results showed that parents in the program had consistent nurturing attitudes compared to maladaptive parenting practices before engaging in the program.

In another study that looked into the prevention of abusive behaviors, Gorzka (1999) delved into the effectiveness of parenting education for homeless parents. Results of the study showed that after 3-weeks of consecutive intervention, there was a significant difference in the parents’ scores on pre- and post-tests. Thus, the research concluded that parent education courses on child abuse prevention can be a useful intervention strategy. Other than child maltreatment, knowledge of their children’s developmental milestones is an important aspect in child-rearing. Mothers often resort to informal sources and traditional practices when a structured educational program is not available for them (Safadi et al., 2015).

Although the studies abovementioned show promising results on the use of family and parent education to transform feelings, motives, attitudes and values, Zepeda and Morales (2001) believe that there is no “one-size fits all” approach to intervention. In addition, the authors believe that these interventions specially cater to at-risk or high-risk families. In these family settings, social transformation can bring much positive impact.
The size and scope of family life education programs are dependent on the engagement of several stakeholders. Literature on family life education suggest that the primary stakeholder groups identified but not limited to are, (1) parents and children, (2) family life educators, and (3) government.

In general, parents play a major role in shaping the children’s emotional, personal and cognitive development (Kruk, 2008). Even at the very early stages of an infant, parents need immediate education. In a study by Dossin-Shanahan and Bradley-Johnson (1980) they surveyed mothers in maternity wards and found out that a large majority of the mothers desired to learn from parenting education, and felt that lessons from their high school curriculum on parenting are not sufficient to help them. Oftentimes, male involvement in parenting and family development, in general, is given minimal importance, and mothers are the only target audience of family life education.

However, Levant and Doyle (1983) studied a parent education program focused on fathers and results showed fathers have improved their communication skills and lessened their use of undesirable comments. Moreover, their children perceived a positive change in their relationship with their fathers. On the other hand, Beale (1999) considered the involvement of fathers in parent education programs a “challenge” for counseling practitioners. He said that the fathers are having difficulties adjusting to their new family role due to conflicting sets of parenting expectations.

The family life educators are also stakeholders in the process. According to Guerney and Guerney (1981), family life educators can be considered as ‘interventionists’. The authors believe that unlike social workers and psychologists, family life educators are more concerned on the transfer of knowledge, rather than on behavioral changes and physical states. The authors suggest that to differentiate them from the other professionals and make them more effective in their field, family life educators should dwell more on the model of mass education, not on the clinical medicine model.

The government is the third and the last stakeholder identified in family life education. The government is responsible for the protection of the home, formal education of youth, and maintenance of public welfare programs (Aron, 1954 as cited in Raymundo and Panopio, 2004). Family support services are given to particularly vulnerable children in disadvantaged communities, and often times, the services are crafted to the need of these families (McKeown, 2000). An example of a government initiated education program geared for parents is Minnesota’s Universal Access Early Childhood and Family Education Program as well as North Carolina’s Smart Start Program (Zepada and Morales, 2001). Another government-led education program for parents is the Family Development Sessions of the Philippines’ Department of Social Welfare and Development (DSWD). All stakeholders play important roles in the lives of families, and they may have a direct or indirect effect to family life education programs. The effects usually depend on what the programs are and the problems being addressed.
In conclusion, family life education is a generally broad topic that can be conceptualized from the biblical reference to web-based programs. Family life education can be tackled using different approaches depending on the needs of the community that is to be served. Moreover, no one approach can best fit in all situations.

Careful consideration of who the target audience are, what the purpose of the program is, and where and when it will take place are to be taken into account. Family life education is also a good instrument in social transformation, and they usually bring positive changes to individuals, families, and community as a whole. The success and implementation of a certain family life education program are usually dependent on several stakeholders. These stakeholders work holistically in order for them to create significant impacts.

The Family Development Sessions (FDS) is an example of family life education that is specifically designed for the Pantawid Program. It is a series of seminars and workshops that aims to improve human potential and empower parents (DSWD, 2011). Session modules include topics on responsible parenthood, parent effectiveness, early childhood care and development, youth development, family resource management and disaster risk management and preparedness. The sessions also encourage mothers to participate in community affairs through activities such as clean-up drives and attendance in barangay assemblies.

FDS topics teach the beneficiaries to be more mindful of how they relate with their children and spouses and other family members. Specific topics such as positive discipline and positive communication help foster better communication among family members. It also promotes better family relations and improves the family’s quality of life. The FDS modules continuous to expand as needs of the beneficiaries arise (DSWD, 2011). Through the FDS, the Pantawid Program hopes to help develop parents to become more active and productive members of their community.

3. METHODOLOGY

This section highlights the various aspects of the methodology employed in the process evaluation of FDS. This includes the research design, the participants, the procedures of data gathering and, the data analysis procedures.

RESEARCH DESIGN

The research design employed parallel mixed methods approach in answering the research questions. The quantitative component utilized on the large-scale survey on socio-behavioral outcomes/effects of FDS on family life among randomly selected Pantawid beneficiaries. The qualitative component was elicited by the research team through key informant interviews and focus group discussions among the various stakeholders in the FDS Process: namely, FDS participants, FDS field implementers, FDS specialists (regional focal persons), other partner agencies, and observations of selected Family Development sessions.
PARTICIPANTS AND SAMPLING PROCEDURE

The participants for the focus group discussions (FGD) were randomly selected from the attendance sheets on the day the FDS was held. The FGD participants should be from set 1 to 4 of the Pantawid program, and had at least 80% FDS attendance for at least 4 years. For the Key Informant Interview (K.I.I.), the interviewees were selected based on the ‘terms of reference’ given by the DSWD. The individuals and/or representatives of offices were interviewed to assess their performance based on job descriptions under the Pantawid Pamilyang Pilipino Program (4Ps), specifically, the FDS of the conditional cash transfer program. Moreover, each individual was interviewed separately using corresponding sets of question formulated by the researchers of the project.

DATA GATHERING PROCEDURE

To have an accurate representation of all the Pantawid beneficiaries, seven regions in the country were pre-selected. Two municipalities were purposively selected for each selected region except for the National Capital Region (NCR) wherein four municipalities were selected. One municipality should be from an urban setting and the other from a rural or rural-like setting.

For the beneficiaries’ perception on the FDS process, a total of 1113 survey respondents, from across the country, were selected through a three-stage stratified random sampling. To gather knowledge on the FDS process in general, as well as to get an overview of the effectiveness of FDS implementers, focus group discussions (FGDs) were conducted among beneficiaries. The FGD was composed of 6 to 8 beneficiaries. The facilitator, from the researchers’ group, followed a set of prompts used in the discussion among the beneficiaries.

To evaluate the overall FDS process, the roles of the various stakeholders and key persons in the conduct of FDS were looked into. Key Informant Interviews (KII) were used as the tool to gather information on the FDS process in general and to assess the roles and responsibilities of each informant. The Family Development Unit - National Program Management Office, Regional FDS Focal Person, Social Welfare Officer III, C/ML, LGU Link, City/Municipal Social Welfare and Development Officer, Civil Society Organizations, and Parent Leaders were identified as key informants. The researchers used different sets of questions for each of the key informants.

The researcher observed an ongoing FDS to experience what is really happening in these sessions. An observation checklist was used by the researcher in evaluating the pre-FDS, trans-FDS and post-FDS activities and procedures. The physical environment, as well as the participation of the beneficiaries, were also observed. In addition, the FDS implementers also answered self-evaluation matrix regarding their FDS facilitation.
DATA ANALYSIS

The quantitative data gathered in this research were summarized using percentage distribution. A percentage distribution displays the proportion of participants who are represented within each response. For the qualitative data gathered in this research, coding was used to analyze.

4. EVALUATION RESULTS

4.1. THE FDS FRAMEWORK IN CONTEXT

This section reviewed the FDS Framework, objectives and indicators, and assessed its relevance in the current context and priorities of DSWD in general and the CCT program objectives in particular (Obj. 1) addresses the first objective of the DSWD FDS Evaluation - Component 2

CONTEXT: PANTAWID’S FAMILY DEVELOPMENT SESSIONS

To address the issues on extreme poverty and the slow progress in targeting Millennium Development Goals, the Philippine government, through the DSWD crafted the Pantawid Pamilyang Pilipino Program (Pantawid) on February 2008 (Chaudhury, Friedman and Onishi, 2013). This conditional cash transfer program patterned after programs in Latin American and African countries, aimed at addressing the families’ short-term needs through cash grants, and promoting human capital investment. The Pantawid program provides conditional cash transfers to beneficiaries amounting to P6,000 per year, or P500 per month per household for health and nutrition, and P3,000 per year or P300 per month per child for 10 months a year only up to 3 children per household for education are supported in the program.

To achieve social development, FDS is included in the set of conditionalities that beneficiaries must meet. The DSWD believes that by attending the sessions, this will break the intergenerational poverty cycle for this is in human capital. Pantawid’s Gabay sa Pagpapanaunlad ng Pamilyang Pilipino defines family development session as an avenue for parents to learn various topics on family dynamics, caring for mother and child, reducing violence at home, and community participation.

FDS is an example of family life education that reinforces the capacities of parents to be effective responders to the needs of their family, most especially their children, as well as to be socially aware and involved in their community. FDS is expected to give the beneficiaries a thorough knowledge of the Pantawid program, to build and strengthen their families, and to participate in community development activities.

FDS usually happens once a month in a venue that is safe and accessible to the beneficiaries. The session lasts for a maximum of two hours. It is often facilitated by a City/Municipal
Link (C/ML), the personnel who oversees the beneficiaries' program involvement and the beneficiaries' immediate bridge to the Pantawid program. Often times, the C/ML invites resource speakers on the topic up for discussion. These speakers are usually from local government units or from other eligible civil society organizations (CSOs) that have a memorandum of agreement with the DSWD.

FDS adopts adult-learning methodologies, and are usually conducted using neighborhood-based family psycho-educational activities. An FDS module entitled Gabay sa Pagpapaunlad ng Pamilyang Pilipino serves as the main reference material used by both C/MLs and resource speakers.

Majority of the attendees in a family development session are mothers. However, the attendance of their spouses is also highly encouraged. From the pool of beneficiaries, a parent leader is selected to assist the C/ML and LGU Links in matters pertaining to the Pantawid program. The parent leaders are usually assigned in disseminating announcements to the other members of the group. They would also represent the group in the monthly meeting of stakeholders in the LGU. The parent leaders also help the C/ML in monitoring the compliance of the beneficiaries in the FDS.

**FDS PROCESS FRAMEWORK**

The organizational framework of the FDS is illustrated below (Figure 1). In practice, the Family Development Unit is supposed to act as the FDS governing and highest implementing body. It is in-charge of the overall implementation across the country. All implementing rules and regulations of the program are brought down to the region through the Regional Planning and Monitoring Office. In each region, the Provincial Operations Office provides the FDS team in the local government units the different aspects of the sessions for implementation by the C/MSWDO, C/ML, and the LGU Link.
Figure 1. The FDS Organizational Framework

The FDS Framework works from the Implementer to the beneficiaries. Utilizing the methods set for the conduct of the FDS, the beneficiaries accept and adopt the different modules they acquire during sessions. After which, the feedback from the beneficiary is received by the implementers so that they can formulate and develop new modules and methodologies applicable for every locality. Despite the communication barriers between the implementer and the beneficiaries, the feedback gives information and insights that can be used in the development of the conditionality.
4.2. MODES AND METHODS OF FDS SESSION DELIVERY

The second and third objectives of the DSWD FDS Evaluation - Component 2 are answered in this section. First, it assesses the modes and methods of the FDS session delivery (Obj. 3) and then recommends pointers to further strengthen the FDS design, modules, and delivery (Obj. 2).

4.2.1. FDS TOPICS

When asked about the topics they could still remember, the parent-beneficiaries mentioned these:

- family and family resource management
- relationship of husband and wife and their relationship with their children
- early childhood care and development,
- youth, education
- women and children’s rights
- person with disability
- community involvement
- active citizenship
- nutrition and health
• disaster management
• taking care of the environment
• drugs awareness and prevention
• spirituality

FDS taught them how to know themselves more. The parent-beneficiaries discussion entitled “Who Am I?” made them realize who they were before 4Ps happened to their lives and the changes 4Ps brought them when they joined the program. The discussion also made them realize to look beyond their roles in their community.

FDS helped them to strengthen their family ties. Parent-beneficiaries shared that the sessions about the relationship between husband and wife and their responsibilities to their children taught them how a family should tackle problems with each other. It also taught them the importance of family bonding activity. Moreover, the discussion on family resource management made them realize that it is important to budget their income for it will not only affect them but also their children.

Topics are important to parents. What the parents learn, they apply at home especially on how to communicate and discipline their children. For example, their children would now refuse to get into fights since they were already told not to do so. Children were also taught how to fix oneself. The parent-beneficiaries said that the topics discussed in the FDS were appropriate to their needs especially on how to care for their children. They learned to be less strict with their children and should support their choices. They were also able to share with their children what to do if there is a crime happening in their area such as kidnapping, stealing, etc. The parent-beneficiaries wanted a more in-depth discussion on communication between family members.

The topics are appropriate for mother-beneficiaries. The discussion on family planning was important especially for mothers who no longer wanted to have children. The topic did not only help their families but also, their personal lives. For example, the irregular menstruation of a 35-year old mother became normal after using pills. “Ako kaagi ko nag pills mga 35 kokay irregular komo, para mag normal akon menstruation.” – (Parent Beneficiary, Don Esteban, Ilololo, 2016). Moreover, the mothers would like to have further knowledge on the use of condoms and pills.

FDS was an avenue to discuss their local scenario. For example, their discussion on tuberculosis was crucial for the immunity because a high number of tuberculosis cases in the area was observed. The respondents told their non-4Ps neighbors who have TB to visit the health centers and stop smoking. Their discussion on Dengue taught them the need to clean their environment. Aside from preventing the incidence of Dengue, this act of cleaning makes their environment better to live in. The session taught them how to segregate garbage and clean their house properly.
FDS tackles topics on disaster management. A parent-beneficiary said that the discussion on disaster was helpful for the learnings can be applied in real-life situation. She said, “Nakatulong po iyon. Pagka disaster ho kasi, pagka dumadating yung ganoong disaster po sa amin, yung nag aayos na po ako ng mga gagamitin namin, mga medicine, yung pagkain, yung mga lente-lente, inaayos na naming kasi baka yun nga. Kasi yung baha na dumating sa amin noon mataas eh. Kaya tumatak sa isipan ko iyon. Parang yung sa Tacloban yun eh, lumubog kasi dito noon eh. Inabot hanggang dito yung bahay doon lumubog. Kasi dito medjo mataas pa doon, kas imababa doon, nag lubugan mga bahay doon. Para bang na trauma ako. Kaya hindi ko malimutan.”

FDS is an avenue to enhance parent-beneficiaries’ spirituality. Parent-beneficiaries were able to share about what they read from the bible. Then, they also shared their personal experiences related to the Bible readings.

### 4.2.2. FDS IMPLEMENTERS’ (MLs and CSO’s) COMPETENCIES

**FDS Implementers**

Municipal/city links and CSO’s are the only groups who are authorized by DSWD to facilitate FDS. Sometimes M/CL’s would invite resource persons who are known experts on the topics to be discussed in the scheduled FDS. The usual invited resource persons are nurses from the local health center, firefighters from the local fire department and police officers assigned to the area.

Figure 3 and Table 1 consist of an overview of the different groups that facilitates the Family Development Sessions.
Figure 3 shows that majority (79.06%) of the sessions are facilitated by the municipal/city links, other than DSWD authorities. Only a small percentage (20.93%) of the beneficiaries said that the FDS are facilitated by civil service societies (CSO).

Table 1. CSO’s facilitating FDS according to 4Ps beneficiaries (n=1112).

<table>
<thead>
<tr>
<th>CSO’s Facilitating FDS</th>
<th>No. of respondents</th>
<th>Weighted Percentage Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banking, Insurance and Micro insurance</td>
<td>1.06</td>
<td>0.29</td>
</tr>
<tr>
<td>Election Related</td>
<td>2.12</td>
<td>0.33</td>
</tr>
<tr>
<td>Lectures/ Seminars</td>
<td>10.6</td>
<td>1.05</td>
</tr>
<tr>
<td>Others</td>
<td>21.2</td>
<td>1.76</td>
</tr>
<tr>
<td>Politicians</td>
<td>5.3</td>
<td>0.83</td>
</tr>
<tr>
<td>Public Servants</td>
<td>5.3</td>
<td>0.47</td>
</tr>
<tr>
<td>Religious/ Spiritual Groups</td>
<td>90.1</td>
<td>9.85</td>
</tr>
<tr>
<td>Selling Products</td>
<td>8.48</td>
<td>1.01</td>
</tr>
<tr>
<td>Work-related</td>
<td>5.3</td>
<td>0.36</td>
</tr>
</tbody>
</table>

Table 1 is a summary of the different CSO’s who facilitate the FDS as enumerated by the beneficiaries. It shows that among the 20.93% beneficiaries who said that the FDS is being facilitated by CSO’s, 90.1% of them identified Religious and Spiritual groups as a CSO that facilitates the FDS.

FDS Implementers: Characterization by the Parent-Beneficiaries

During the FGDs, the participants described their FDS implementers. They also provided insights as to what their expectations are from their implementers.

Table 2. Pantawid Beneficiaries Descriptions of and Expectations from FDS Implementers

<table>
<thead>
<tr>
<th>Domains</th>
<th>ML/CL</th>
<th>CSO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>• kind</td>
<td>• great in delivering lecture</td>
</tr>
<tr>
<td></td>
<td>• helpful</td>
<td>• very strict</td>
</tr>
<tr>
<td></td>
<td>• never fail to guide and assist</td>
<td>• willing to help and teach</td>
</tr>
<tr>
<td></td>
<td>• better than CSOs</td>
<td>information that are beneficial to their daily</td>
</tr>
<tr>
<td></td>
<td>• good in discussing topics</td>
<td>lives</td>
</tr>
</tbody>
</table>

The Municipal/City Links. In many cases, the parent-beneficiaries described their MLs/CLs to be kind and helpful. They never fail to guide and assist them especially if there were problems that had to be fixed such as payout concerns, updates, and grievances. They also shared that MLs/CLs would contact them either by group or would talk to them one-by-one. According to them, they have a good relationship with their city link. However, in certain cases, wherein a change of MLs/CLs happen due to resignation, promotion, relocation, the beneficiaries have to adjust in the incoming MLs/CLs in terms of relationship and working styles.

The participants expect MLs/CLs to be knowledgeable not just of 4Ps but also of the topic to be discussed. They must also have the patience to explain the things that the parent-beneficiaries did not understand during the session. Likewise, the participants believed that the MLs/CLs are better than CSOs in terms of giving lectures, and thus, they have the same expectations from their MLs/CLs. Since MLs/CL are expected to possess the knowledge, the beneficiaries also expect them to be reliable when members have problems. For instance, in Kiamba, wherein the beneficiaries have problems, their ML would find ways to solve them. They hope that their ML would not be too kind since there were members who had the tendency to be abusive.

MLs/CLs should be punctual. Some CLs arrived earlier than the expected time to talk to members regarding 4Ps-related concerns. For instance, if the FDS is scheduled at 9 am, she would be there 30 minutes earlier. MLs should be able to get along with his/her members, approachable, entertaining and able to make the beneficiaries understand what they couldn’t. For example, in Laoag, CLs were asked if the member-attendees are not paying attention during the session and just talking to one another. The members realized that the CL was just concerned.

MLs/CLs should not force parent-beneficiaries to respond for they will be more embarrassed if they are unable to answer the question. A parent-beneficiary from Ternate, Cavite, captured what the parents felt when they were coerced to answer a question. “Pag ano po, nakaka nerbyos din po. Kasi minsan po hindi mo din po alam kung ano yung i-sasagot mo. parang

| Expectation | • knowledgeable not just of 4Ps but also of the topic to be discussed  
• patiently explain the topic at hand  
• better than CSOs  
• reliable when members have problems  
• be punctual  
• get along with beneficiaries  
• entertaining  
• should not force someone to answer questions | • active  
• humorous  
• patient |
ganon. Parang mapipilitan ka rin. Parang minsan mapapatanga ka rin na hindi mo alam yung isasagot mo dun sa tanong.”

Civil service organizations and other resource persons. City or municipal links conduct the FDS however, they have many opportunities tapping personnel from health center, midwives, policemen and other experts. They are referred to as civil service organizations (CSOs).

Table 3. Distribution of 4Ps beneficiaries according to perceived level of effect of other entities to 4Ps beneficiaries (n=1112).

<table>
<thead>
<tr>
<th>if yes</th>
<th>Weighted Percentage Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (does not affect)</td>
<td>8.19</td>
</tr>
<tr>
<td>2</td>
<td>0.82</td>
</tr>
<tr>
<td>3</td>
<td>6.54</td>
</tr>
<tr>
<td>4</td>
<td>6.05</td>
</tr>
<tr>
<td>5 (highly effects)</td>
<td>78.40</td>
</tr>
</tbody>
</table>

Table 3 shows the perceived level of effect of other entities to 4Ps beneficiaries. It shows that 78.40 percent perceives that entities, such as the CSOs, highly affects the 4Ps beneficiaries and only 8.9 percent perceives that the same has no effect.

This only highlights the fact that CSOs highly affects the 4Ps beneficiaries, considering that they personally handle FDS sessions, from which the beneficiaries gather knowledge and information. This can be a double-edged sword considering that 4Ps beneficiaries might strongly follow the causes of the respective CSOs, regardless of the same being contrary or otherwise to the Pantawid Policy.

In the case of Iloilo, CSO partners were great lecturers but very strict. They want the full attention of parent-beneficiaries during the discussion. CSOs are willing to help and share information that is beneficial to their daily lives. These includes information on how to avail free education for their children, how to provide them livelihood opportunities and different businesses.

Among the CSOs are students sent by the church or those that were teaching religion-related topics such as “sabadista,” In Alabel, for example, the beneficiaries recalled when a pastor discussed how to develop a family and the relationship of husband and wife.

One of the issues that emerged from some focus group discussions was the religious approach of several CSOs. The participants were divided on this issue. The participants shared other topics being discussed by CSOs which include praising the Lord, how to serve God and mostly on spirituality. Everyone was able to relate to the discussion on spirituality. According to them, religion was not endorsed in this discussion but their relationship with the Lord. “Importante dyan hindi tayo focused sa religion but mag-focus tayo na mayron
tayong relasyon sa panginoon.. “ (PB, Alabel, 2016). However, other participants felt uneasy with the religious approach although they appreciate the focus on strengthening family life. In some areas, the FDS topic was the last one to be discussed. The CSO mainly preached about faith and promote their religion. In NCR, the session began to look like a worship session, and not an FDS session where scheduled topics should be discussed. Also, the mere fact that the venue for the CSOs’ lectures is at the worship place or chapel for the specific religion, promoting their own spiritual belief or dogma is almost automatic for them.

It can only be surmised that these religious groups are using these sessions to recruit members. There can be no other reason why their spiritual dogma is to be inculcated in the FDS sessions. In fact by FDS policy, this cannot happen at all. It must also be noted that these religious groups depend on membership for their existence. Hence, FDS participants are potential opportunities to invite new members. This situation should have never happened at all for this is against FDS policy.

In NCR, this was accepted provided that the worship session is held on another schedule, not alongside the FDS. Some if not most of the FDS participants eventually become members of these religious groups. This is not directly prohibited, but this casts doubt on the true and noble intentions of the religious-based CSOs. In reference to Table 2, these above acts may pose as a dangerous setting considering that the 4Ps beneficiaries are highly affected by these CSOs. In sum, the mandates of the Pantawid Policy might not be achieved if these CSOs, particularly those belonging to religious and spiritual groups, would put their own interests first.

Some CSOs discussed the topic about family management teaching parents that they should have equal responsibility in raising their children.

Financial institutions such as banks, credit cooperatives, and other commercial corporations (Globe) also served as resource persons. Commonly the topics they shared about was financial literacy and how to start up a business. The academe is also among the common resource persons such as Silliman University situated in Dumaguete where health was discussed during FDS.

Other government agencies were also tapped as a resource person in FDS. For example, the Rural Health Office was tapped to discuss reproductive and public health, the Philippine National Police on crimes and drug prevention, POPCOM on reproductive and sexual health, as well as TESDA on vocational and technical skills.

For the beneficiaries, CSOs and other resource persons were able to give them helpful information during FDS. In Dumaguete, the parent-beneficiaries were thankful since they were encouraging them to save money for their children’s future. They also liked resource speakers who were active, humorous and patient enough to make them understand the task at hand. In Tagaytay, the PNP served as a resource person on what to do when a burglar gets
inside their houses. The health personnel discussed family planning. The Barangay Captain served as a resource person on cleaning their environment and some ordinances pertaining to the environment. The Red Cross was also tapped to discuss about disaster.

In some areas like the NCR, the resource speakers were found to have poor facilitation skills. They were usually interns or trainees from the CSOs.

FDS’ Implementers’ level of preparation for FDS

Figure 4. Beneficiaries’ response to the statement, “Ang ML/facilitator ay laging handa tuwing nagdaraos ng FDS.”

Figure 4 shows the responses to the statement “Ang ML/facilitator ay laging handa tuwing nagdaraos ng FDS.” This measures the implementers’ preparedness of the FDS.

Beneficiaries’ Perspective. Majority of the respondents (82.86%) strongly believed that the facilitator is always ready and prepared to conduct the FDS. Only 2.19% of the respondents believed that the facilitators are not prepared during FDS and is relatively low at 2.19%.

Implementers’ Perspective. Based on the result of the survey, 60% of the FDS implementers strongly agree with the statement “Ako ay laging handa tuwing magdaraos ng FDS.” 40% of the surveyed FDS implementers simply agreed to the statement. They would even prepare a variety of activities to have a more engaging discussion. Some facilitators do not follow the recommended sequence for the modules. Sometimes activities would be skipped. According to one city link from Luzon, if needed, preparations usually include coordination with CSOs. However, if the city link is the one to facilitate the session, she usually prepares first the visual aids. On the other hand, a city link from Visayas stated that to be prepared for the session,
she would usually research about the topic. She would remind the parent leaders about the schedule and the preparation to be done about the venue and needed materials.

**Evaluators’ Observation.** During the actual FDS observation, the evaluators found out that all facilitators were prepared in conducting the FDS. Even the CSO’s were well prepared. The facilitators would come to the sessions with their prepared visual aids. Most of them have mastery of the lessons that they impart. Most of the facilitators were able to answer and clarify the questions from the participants.

**FDS’ Implementers’ influence on beneficiaries’ motivations**

![Figure 5. Beneficiaries’ response to the statement, “Nahihikayat kami ng ML/facilitator na makilahok sa mga gawain sa FDS.”](image)

Shown in Figure 5 are the responses of the implementers to the statement “Nahihikayat kami ng ML/facilitator na makilahok sa mga gawain sa FDS.” This measures the ability of FDS implementers to encourage the beneficiaries to join activities during FDS.

**Beneficiaries’ Perspective.** More than four-fifths (82.19%) of the respondents strongly agree that the FDS facilitators have the ability to encourage participants to engage in the discussions. Only 1.62% disagree on this statement.

According to the beneficiaries, the facilitators use a variety of techniques to encourage participants to engage in the discussion. Some facilitators use real life examples and humor to make the discussions interesting and engaging. Some of them use sentence prompts to encourage the participants to talk, open up and connect with one another. Activities such as
group discussions and group reporting were also effective in making them participate more in the discussions. However, the large number of participants and the venue of the FDS in some areas are not conducive to engage the participants.

Implementers’ Perspective. Majority of the FDS implementers (62.50%) strongly agree with the statement “Nahihikayat ko ang mga benepesyaryo na makilahok sa mga gawain sa FDS.” The remaining 37.50% the rest of the FDS implementers only agreed to the statement. In an interview with a city link from Visayas, she stated that they conduct barangay visitations to assess why some beneficiaries fail to attend a particular session. They also remind these beneficiaries that if they cannot make it to the regular FDS schedule, they can attend a session in a different barangay or on a different schedule. A city link from NCR, on the other hand, utilizes the parent leaders to help in encouraging the beneficiaries to attend the FDS.

FDS Implementers’ Referent power
Referent power is the ability of a person to influence others due to people’s respect and admiration of the knowledge-sharer (e.g., implementers).

Beneficiaries’ Perspective. On the statement, “Ang aming ML/facilitator ay inspirasyon upang pagbutihin ko pa ang pakikilahok sa FDS,” 81.62% of the beneficiaries strongly agreed that their FDS facilitators are a source of inspiration to do better in the FDS. More than one-tenth (12.38%) agreed and 1.62% disagree.
Implementers’ Perspective. The FDS implementers also believe that they are a source of inspiration with 64% strongly agreeing and 36% only agree. According to a municipal link from Visayas, she shares her real-life experiences as examples in some FDS Topics. She says this can serve as an inspiration for the beneficiaries.

Evaluators’ Observation. It was observed that the FDS facilitators tried their best to inspire the beneficiaries through their stories and examples. They tried to reach out to the beneficiaries assigned to them.

FDS Implementers’ Ability to Logically and Coherently Present Lessons

![Bar chart showing beneficiaries' response to the statement, "Malinaw na napag-uugnay ng facilitator/ML ang mga paksang tinatalakay sa FDS."]

Figure 7. Beneficiaries’ response to the statement, “Malinaw na napag-uugnay ng facilitator/ML ang mga paksang tinatalakay sa FDS.”

Beneficiaries’ Perspective. Figure 7 are the beneficiaries’ response to the statement “Malinaw na napag-uugnay ng facilitator/ML ang mga paksang tinatalakay sa FDS.” This measures the FDS implementers’ ability to coherently connect the topics discussed in FDS. More than four-fifth (83.14%) strongly agreed that the facilitators are able to connect the different topics discussed in the FDS. Only 1.62% of them disagreed. The facilitators would usually ask the participants about past lessons which are related to the current lesson under discussion. Thus, the facilitators are able to review the participants on past lessons and would explain its connection to the current topic.

Implementers’ Perspective. From the FDS implementers survey, most (52.00%) of the FDS
implementers agree with the statement “Malinaw na napag-uugnay ko ang mga paksang tinatalakay sa FDS.” While the rest of the FDS implementers (48.00%) strongly agreed to the statement.

FDS Implementers’ Audibility during FDS

Figure 8. Beneficiaries’ response to the statement, “Malinaw at malakas ang boses ng aming ML/facilitator.”

Beneficiaries’ Perspective. Figure 8 shows the respondents’ opinions on the statement, “Malinaw at malakas ang boses ng aming ML/facilitator.” The voices of the FDS facilitators’ are clear and audible to 93.14% of the respondents. When asked with the same question, this opinion is also true with the FDS implementers, 100% of the implements agreed that they have clear and audible voices.

Evaluators’ Observations. Many of the FDS visited used sound systems when the venue is
large and open. Many of the FDS facilitators really tried their best to adjust their voices to make it more clear and audible. Many of them ask the participants if their voices are clear and audible.

**FDS Implementers’ Ability to Answer Questions and Ease Learning Doubts**

![Figure 9. Beneficiaries’ response to the statement, “Nasasagot ng aming ML/facilitator ang aming mga katanungan.”](image)

**Beneficaries’ Perspective.** Figure 9 summarizes the respondents’ opinion on the statement, “Nasasagot ng aming ML/facilitator ang aming mga katanungan.” They were asked if the FDS facilitators answer their questions during the FDS. Most of the respondents (84.57%) strongly agreed that the facilitator’s answer their questions during the FDS and 10.29% agreed. Only 1.43% said otherwise.

**Implementers’ Perspective.** When the FDS Implementers were asked if they answer questions during FDS, 64.00% of them strongly agree with the statement “Nasasagot ko ang mga katanungan ng mga benepesyaryo.” The remaining 36.00% of the FDS implementers simply agreed to the statement.

**Evaluators’ Observation.** The evaluation that the FDS implementers usually ask the participants if they have any questions. They provide the participants the opportunities to ask and clarify topics being discussed. However, only a few participants would ask questions. It is either the participants are too shy to query because of the large number of participants per session, or that the participants already understood the topic.
FDS Implementers’ Openness to Participants’ Opinions and Suggestions

Figure 10. Beneficiaries’ response to the statement, “Bukas sa aming opinion at kuro-kuro ang aming ML/facilitator.”

**Beneficiaries’ Perspective.** Figure 10 shows the respondents’ opinion to the statement “Bukas sa aming opinion at kuro-kuro ang aming ML/facilitator.” More than four-fifths (83.91%) strongly agree and 11.14% agreed that their FDS facilitators are open to opinions and exchange of ideas. Many of the facilitators especially the Municipal/city links have already formed a strong relationship with the beneficiaries under them. Both parties easily exchange ideas and opinions, except for ML/CL who are still new to the area.

**Implementers’ Perspective.** 87.5% of the FDS implementers surveyed strongly agree with the 12.5% of the FDS implementers simply agreed to the statement. According to a municipal link from Mindanao, she would just occasionally consult parent groups regarding the FDS topics they want to attend to.

**Evaluators’ Observation.** In almost all of the sessions observed, the FDS implementer would ask the participants during or after the session if they have questions or clarifications. Most of the FDS implementers encouraged participants to share their personal experiences or knowledge on the topic.
4.2.3. CODE OF CONDUCT OF FDS IMPLEMENTERS

FDS Implementers’ Attire. During the FGDs, the participants noted that some FDS facilitators wear “formal” attires during sessions and that they appreciated it. By “formal” they mean dignified attire which consisted of DSWD uniform shirt and smart yet casual wear.

Figure 11. Beneficiaries’ response to the statement, “Akma sa FDS ang pananamit ng aming ML/facilitator.”

Beneficiaries’ Perspective. Figure 11 shows the beneficiaries’ response to the statement, “Akma sa FDS ang pananamit ng aming ML/facilitator.” Eighty percent (80%) of the respondents strongly agreed that the FDS facilitators are well dressed and only 3.34% disagreed. FDS facilitators usually wore their office/organizations’ official polo shirt as well as jeans and comfortable shoes such as sneakers. Thus, even the participant exerted efforts to dress properly for the sessions.

Implementers’ Perspective. Eighty percent (80%) of the FDS implementers strongly agreed with the statement “Akma ang aking pananamit tuwing may FDS.” The remaining 20% the FDS implementers agreed to the statement. According to municipal links interviewed from different regions, they have a dress code that they adhere to.

Evaluators’ Observation. It was observed during the actual conduct of FDS that followed the proper dress code. The FDS implementers wore their DSWD/Pantawid Uniform which is usually polo shirts with pants and closed shoes (doll shoes or rubber shoes). CSOs were observed wearing either civilian clothing or their organizations uniform.
FDS Implementers’ Respectful Treatment to Beneficiaries

Figure 12. Beneficiaries’ response to the statement, “Magalang at marespeto ang aming ML/facilitator.”

**Beneficiaries’ Perspective.** Figure 12 shows that 94.76% of the respondents felt that their Municipal Links or FDS facilitators are respectful, as shown in Figure 11, and only 2.1% says otherwise.

**Implementers’ Perspective.** When asked about their opinion on the statement, “Magalng at marespeto ako sa mga kalahok.” 91.67% of the FDS implementers strongly agreed with the statement. The remaining 8.33% simply agreed to the statement. Moreover, a city link from North Luzon stated that he would just talk to late-comer beneficiaries on the end of each session or at her office instead of scolding them. Most of the municipal links interviewed stated that they do not practice favoritism among the beneficiaries.

**Evaluators’ Observation.** Most of the FDS facilitators are respectful towards the participants. They normally treat the participants equally with respect.
4.2.4. INSTRUCTIONAL METHODOLOGIES IN THE DELIVERY OF FDS

The Learning Events in a Family Development Session: Beneficiaries’ Perspective

During the FGD, the participants were asked to re-tell what goes on in an FDS. According to them, the actual FDS usually takes 2-3 hours. However, there were some areas wherein the FDS happened in an hour.

Parent-beneficiaries, in general, said that the FDS start with a prayer, followed by the lecture and end with some updates and their closing prayer.

Before the FDS starts, parent-beneficiaries arriving at the venue earlier than the scheduled time would have “kamustahan”. This was important for the beneficiaries as this broke the ice among them. In some areas, the participants would arrange the chairs first upon arrival to the venue.

In some areas, after the opening prayer, they would conduct a group activity that emphasizes the improvement and learnings upon joining 4Ps.

The parent-beneficiaries listen to the lecture. If they have questions, their MLs answer them clearly.

FDS with shorter lectures and activities are better for the participants. However, activities during the FDS were dependent on who would conduct the session. Sometimes, lectures take 3 hours to finish. This happens if the parents do not listen and the resource speaker is forced to repeat the whole lecture to ensure everyone understands what is being discussed. Sometimes, FDS have activities or games. The beneficiaries enjoy the activities especially if these have relevance to the topics being discussed. An example of an activity - ‘Kung ano ang gulo ng bahay ng gagamba, yun din gulo sa loob ng bahay.’ One of the themes in drawing activities was the difference of their lives before and upon joining 4PS.

One of the notable activities for them is sharing. The members are sharing ideas or experiences
that were relevant to the topic such as what can you do to your siblings, and for other people. This activity helps them forget their problems in life even for a moment. For example, when they arrive in the FDS venue, they are thinking of the chores they would have to do at home but once the activity starts, they would forget the tasks. They think that this was really good for them. They like activities because these enable them to show everyone who they really are. Other examples of activities are role playing, and demonstrations.

At the end of the session, the attendance is checked. This is to ensure that everyone stays at the end of the FDS. Sometimes, initially, attendance is checked at the start of the session.

**Presentation and Initial Discussion of Session Objectives**

![Bar chart showing beneficiaries' responses to the statement, “Bago dumako sa mga gawain, ipinapaliwanag sa amin ng aming ML/facilitator ang layunin ng FDS.”]

**Beneficiaries’ Perspective.** Figure 14 shows the beneficiaries’ responses to the statement, “Bago dumako sa mga gawain, ipinapaliwanag sa amin ng aming ML/facilitator ang layunin ng FDS.” The 82.29% of the respondents strongly agree, and 11.24% agree that the FDS implementers will explain the objective of the session before starting the activities. Only (1.54%) said that the FDS implementers do not explain the session objectives.

**Implementers’ Perspective.** All FDS implementers say that they explain the FDS objectives before starting the session. According to a municipal link stationed in Mindanao, the session usually starts with entertaining questions from the beneficiaries. It proceeds to the discussion of objectives.
Evaluators’ Observation. Based on the actual observations made by the evaluators, the FDS implementers normally explain the objectives of the session. They spend a portion of the time to discuss with the participants the objectives of the session.

Use of Learning Objects to Aid Teaching-Learning

![Bar chart showing beneficiaries' responses to the statement](image)

**Figure 15. Beneficiaries’ response to the statement, “Ang aming ML/facilitator ay gumagamit ng visual aids na nakakatulong sa aming pagkatuto.”**

Beneficiaries’ Perspective. Figure 15 shows the opinions of the beneficiaries on the use of the implementers of visual aids by the implementers. They were asked if they agree to the statement, “Ang aming ML/facilitator ay gumagamit ng visual aids na nakakatulong sa aming pagkatuto.” The 77.44% of the beneficiaries strongly agreed and 14.12% agreed to the statement. Only 3.28% said that the facilitators do not use visual aides to enhance learning. The supporting statements were:

- “Lagi pong may dala yung CL po namin na manila paper, ite-tape lang po naming... kumpleto naman po... sarili nga po niyang gastos yung mga ginagamit niya.”
  - **Pasig PL**
- “Yung meron po kaming ano... yung... projector po.”
  - **Dumaguete City PL**
- “Opo. Malaki po ang tulong dahil doon po naming nakikita ang itinuturo sa amin.”
  - **Ternate FGD**

Implementers’ Perspective. The opinions of the FDS implementers corroborate the beneficiaries’ opinions. When the implementers were asked if they are using visual aids...
during FDS, 66.67% of them strongly agreed with the statement “Ako ay gumagamit ng visual aids na nakakatulong sa pagkatuto ng mga benepesyaryo.” The remaining 33.33% of the FDS implementers agreed with the statement. Many municipal links said that they prepare the visual aids before the FDS. Moreover, if they need to request certain equipment such as laptops, projectors, and speakers, they usually coordinate with the LGU or with their own offices.

**Evaluators’ Observation.** The facilitators used visual aids during FDS. The most common visual aids are charts and handwritten text on Manila paper. Some of these visual aids used appropriate font size for the size of the group. In some areas, especially in urban municipalities, the facilitators use LCD projectors.

**Appropriateness of Learning Objects**

![Bar chart showing beneficiary response](chart.png)

**Figure 16. Beneficiaries’ response to the statement, “Ang mga visual aids na ginagamit sa FDS ay tugma sa aming pangangailangan.”**

**Beneficiaries’ Perspective.** Figure 16 shows the beneficiaries’ response to the statement, “Ang mga visual aids na ginagamit sa FDS ay tugma sa aming pangangailangan.” More than three-fourth (78.38%) of the respondents strongly believe that the FDS facilitators use appropriate visual aids. Only 4.76% disagreed with the statement that visual aids used were not appropriate.
Supporting statements are:

- “Nakakatulong po lalo na sa topic po ng pera, malaking tulong po sa amin. Dati ginagastos ang pera sa ibang bagay, ngayon sa pag-aaral na ng mga anak po namin.”  
  - San Juan FGD

  - Pasig CL

- “Yung mga anak po namin alam na ang tungkol sa mga child abuse, VAWC... Ayun po, naituturo po namin sa anak namin. Minsan nga nagbibiro na sila kapag napapagalitan ko yung anak ko na child abuse daw *laughs*.”  
  - Pateros FGD

Implementers’ Perspective. The result of the survey that 62.50% of the FDS implementers strongly agree with the statement “Ang mga visual aids na ginagamit ko sa FDS ay tugma sa pangangailangan ng mga kalahok.” The remaining 37.50% of the FDS implementers agreed with the statement. Visual aids are important tools for the FDS facilitators. These help facilitators in capturing the participants’ attention and helping them understand important relevant information.

Evaluators’ Observation. Variety of visual aids are being used by the facilitators in the different municipalities. Visual aids and related equipment include LCD projectors, laptops, cartolinas, Manila paper and markers. In some municipalities especially in the urban areas, LCD projectors were provided by the local government units. Power point presentations were used as visual aids. However, in some municipalities, facilitators would use cartolinas or Manila paper. In some municipalities, they just use the screen of their laptops or netbooks to show videos or powerpoint presentations. It was observed that some visual aids use inappropriate font sizes, thus making it difficult for the participants to read the text.
Novelty of Activities Employed in the FDS

Figure 17. Beneficiaries’ response to the statement, “Paulit-ulit na at nakakasawa ang mga aktibidad na ginagawa sa FDS.”

Beneficiaries’ Perspective. Figure 17 shows the beneficiaries’ responses to the statement, “Paulit-ulit na at nakakasawa ang mga aktibidad na ginagawa sa FDS.” The result show that 56.48% of the respondents strongly disagree that the activities done during the FDS are repetitive, but 26.19% agreed.

Supporting statements:
- “Wala naman po. Kasi minsan nakakalimutan na din namin yung iba na tinuturo.” - Pateros FGD
- “Sana po may bago na, kung baga, hindi na FDS. Sana turuan namin na kami ng pagkakabuhayan. Yung livelihood. Yung application baga sa FDS ay magawa na talaga namin.” - San Juan City FGD
- “Kung pwede po na may mabago, sana may topic na kung paano ba makisabay sa uso. Kasi minsan di ako maka-relate sa anak ko dahil sa mga uso.” - Pasig CL

Implementers’ perspective. Majority of the FDS implementers (57.14%) strongly disagreed with the statement, “Paulit-ulit na at nakakasawa ang mga aktibidad na ipinagagawa ko sa FDS.” The remaining FDS implementers (42.86%) disagreed with the statement. According to a municipal link, a session that is pure discussion bores the beneficiaries so she injects activities to boost them.
Evaluators’ Observation. The evaluators noted that many of FDS facilitator skip the activity part of the recommended modules. They usually conduct a discussion of the assign topic for the month. The most popular activities seen in the different FDS include group reporting, reflection activities, role playing, film showing and drawing.

Ease/Difficulty of Learning Activities Employed in the FDS

Beneficiaries’ Perspective. Figure 18 show the beneficiaries’ responses to the statement, “Lubhang mahirap ang mga aktibidad at iba pang gawaing sa FDS.” More than half of the participant (54.00%) strongly disagreed that the activities done during the FDS are difficult. Only 25.14% of the respondents agreed that the activities during the FDS are difficult. This may be due to the community activities that the beneficiaries were required to participate in, such as barangay clean-up drives and barangay assemblies.

Supporting statements:
- “Minsan po may mga kailangan puntahan sa munisipyo, mahirap pong pumunta kasi malayo poi tong baranggay namin.”
  - Marcos, Ilocos Norte FGD
- “Matatanda na po yung iba sa mga members ko. Yung isa namin, 70 plus na po. Mahirap na po alalayan.”
  - Zamboanguita PL
**Implementers’ Perspective.** The FDS implementers’ response to the statement, “Lubhang mahirap ang mga aktibidad at iba pang gawaing sa FDS.” are a tie between disagree and strongly disagree. According to a city link from Southern Luzon, she usually takes note of the time allocation for FDS because beneficiaries might need time to attend to their families and other duties as a parent. Thus, for a short topic, she makes the session brief.

**Evaluators’ Observation.** Most of the activities used by the facilitators are very easy to follow and do. Many of the activities help enhance the relationship among beneficiaries.

**Sufficiency of Time Allotted for the FD Session**

**Beneficiaries’ Perspective.** Figure 19 shows the beneficiaries’ responses to the statement, “Kulang ang inilalaang oras ng aming ML/facilitator sa FDS.” This measures the ability of the FDS implementers to manage time in FDS. The FDS participants strongly agree (26.76%) and agree (15.33%) that the time allotted for each FDS is insufficient. The remaining 45.05% feels that the time allotted is sufficient.

![Figure 19. Beneficiaries’ response to the statement, “Kulang ang inalalaang oras ng aming ML/facilitator sa FDS.”](image)

Supporting statements:
- “Halimbawa po, yung tungkol sa mag-asawa, minsan nababantay kami kasi yun ang paborito na topic nung iba ko pong members.”
  - Pasay PL
- “Sir, minsan may mga members naman kasi na ‘di talaga maiiwasan na di mahaba ang ano, ang pasensya.”
  - Pasig PL
**Implementers’ Perspective.** Majority of the FDS implementers (56.25%) strongly disagreed with the statement, “Kulang ang inilaan ko na oras sa bawat FDS.” The remaining FDS implementers (43.75%) simply disagreed with the statement. The result of the interviews show that many municipal links use their FDS time for session proper first, followed by raising general issues and concerns towards the end of the session.

**Evaluators’ Observation.** Inconsistencies in the way the different municipalities manage their time were observed. Some municipal links are late in starting the sessions because they had to wait for some late participants. On the other hand, some of them spend too much time discussing certain concerns and topics. Since many municipalities have large number of participants per session, attention to individual concerns of the beneficiaries such as checking of compliances and checking of documents, take too much time from the FDS allotted time. This leaves less time for the main discussion.

**Sense of Comfort and Ease in Dealing with Co-Participants in FDS**

**Beneficiaries’ Perspective.** Figure 20 show the beneficiaries’ responses to the statement regarding beneficiaries’ interaction with each other. Three-fourths (75.34%) of the respondents are comfortable in interacting with their co-beneficiaries. Only 5.71% felt uncomfortable. This is due to the camaraderie they have already established, being together for years as co-beneficiaries of the Pantawid program.

![Figure 20. Beneficiaries’ response to the statement, “Komportable akong kasalamuha ang iba pang kalahok sa FDS.”](Image)

Assessment of Family Development Sessions of the Pantawid Pamilyang Pilipino Program: Process Evaluation of FDS
Supporting statements:
- “Very close po ang grupo ko, Ma’am. Dahil magkakalapit lang naman ang mga bahay namin.”
  

Implementers’ Perspective. Seventy percent (70.00%) of the FDS implementers strongly agreed with the statement “Kumportable ang kalahok sa FDS na makasalamuha ang bawat isa.” The remaining FDS implementers (30.00%) simply agreed with the statement. One municipal link said that most beneficiaries are clustered in terms of the distance of their house from each other. The beneficiaries belonging in cluster are already known to each other for they are neighbors.

Evaluators’ Observation. Many beneficiaries have already developed a sense of camaraderie. With one another, many of the mothers look so happy to see their co-beneficiaries every time they arrive at the FDS venue. While waiting for the FDS to start, they usually converse with one another.

Evaluation and Assessment of Participants’ Learning in FDS

![Graph](image)

Figure 21. Beneficiaries’ response to the statement, “Sinusuri ng ML/facilitator namin kung kami ay may natutunan sa pamamagitan ng pagtatanong-tanong o maikling pagsusulit.”
**Beneficiaries’ Perspective.** Figure 21 shows the respondents’ opinions on the statement, “Sinusuri ng ML/facilitator namin kung kami ay may natutunan sa pamamagitan ng pagtatanong-tanong o maikling pagsusulit.” It shows that 83.91% strongly agree that the facilitators evaluated their learning through questions and short quizzes, and 11.14% simply agreed to the statement.

Supporting statements:
- “Nagpapa-assignment po si Ma’am sa amin. Tapos itsetsek niya po sa susunod na FDS.”
  - Tagaytay City PL
- “Kinokolekta ko po yung mga talaarawan tapos ichecheck po ng ML naming pagkatapos ng FDS. Tinitingnan niya po kung may mga inilista kami sa tinuro niya.”
  - Lambunao, Iloilo PL
- “Dun sa PL meeting po namin, may mga pinag-uusapan kami doon kung ano nap o ang mga pinagbago [sa buhay]. Kada isang buwan po iyon.”
  - Malimono PL

**Implementers’ Perspective.** When the facilitators queried if they regularly ask questions or give short quizzes to assess learning of the participants, majority of the FDS implementers (64.00%) strongly agreed with the statement. The remaining FDS implementers (34.00%) simply agreed to the statement. According to a municipal link from Mindanao, she sometimes use quizzes during sessions.

**Evaluators’ Observation.** It was noted in the observations that short quizzes were seldom given to the FDS participants but most of the facilitators would constantly ask questions to test the participants’ level of understanding about the topics being discussed in the FDS.
4.2.5. LOGISTICAL ISSUES IN THE DELIVERY OF FDS

Venue

During the FGD, participants were asked about the venues of FDS. The parent-beneficiaries said that the venue such as barangay gymnasium, barangay multi-purpose hall or plaza has been the same since they started attending FDS. The venue for them is one where there are available chairs available for the senior citizens. The M/CL chose the venue for them.

In Sarangani, a member who lives far from the FDS venue is relocated (or put in a group). They attend the FDS nearer to his/her home. If regrouping was not done, the member could have spent around 40-60 php as fare going back and forth to the FDS venue.
**Material Resources.** Most of the parent-beneficiaries said that they are not spending any cash to attend the FDS. However, some members spend 10 pesos to reach the venue. This was not an issue for them as long as the venue is comfortable and conducive for learning.

A speaker from Luzon used to ask some money from the FDS attendees to buy materials needed for FDS. This was stopped after it was made clear to the speaker that collection of money was not allowed in the program. The parents said it never happened again. On the other hand, beneficiaries have done voluntary work for their FDS in Malimono, Surigao. They believed that they have enough knowledge about financial literacy so they exerted efforts to raise funds for the construction of a small venue for their sessions.

**Attendance in the FDS**

During the FGDs, the Pantawid beneficiaries shared they would rather choose not to be absent during the sessions. Of the 8 participants in FGS, 2-3 of them said that they had absences. There were also instances when everyone expressed that they had perfect attendance in the FDS.

Some implementers have established protocols for parent-beneficiaries that will be absent in the FDS. They have to inform the parent leader, and in turn the PL will relay the information to the ML. If the member is sick, he or she can send someone as proxy to attend the FDS. In some areas, a member who is unable to attend will ask the PL what transpired in FDS. The PL shared with them the items taken up in the session.

The common reasons why beneficiaries are absent in FDS are work or sickness. One parent confessed that she was not able to attend FDS because she forgot the schedule in order to comply with the requirement, she attended FDS of a different group.

Being absent in the FDS could mean different in different areas. Beneficiaries are considered absent if they do not wear their uniforms, and/or they do not have their ATM cards and IDs with them. Beneficiaries shared, “Pag mag-late crush out, absent. Pag walang uniform sir, absent ka. Walang ATM kagang ID, absent. Kailangan yung uniform, ID, ATM.” (Parent-beneficiaries, 2016, Brgy. Don Esteban, Iloilo).

A member arriving at the venue 20 – 30 minutes after the session started would be marked absent. These members will have to attend the afternoon session if there is one or an FDS of another group to be held on with a different schedule. One of the FDS implementers also made it a rule that once the attendee is late by 5 minutes he/she would be tagged as absent.

Absence in an FDS can either be excused or unexcused. Some members who were absent but later came with an excuse letter and a medical certificate are excused. Going to their children’s school was also a valid reason for being absent. Members whose absences are not excused are required to attend same sessions in other FDS. If they couldn’t find an FDS, the absence would incur a corresponding deduction from their cash grant.
Absences in FDS will have effects on parent-beneficiaries’ cash grants. In some areas, members must have incurred 3 absences to have the corresponding deduction in the cash grant. No one has ever gotten the deduction due to ML’s consideration. However, in other areas, absences have no consequences. Parent-beneficiaries said that absences do not have an impact even on their cash grant.

Tardiness. In some areas, arriving 10 minutes after the scheduled time for FDS is considered late. On the average, 3 members are late every session. The reasons why a member is late includes member forgets the FDS schedule, and had to go to their children’s school.

The distance from the parent-beneficiaries’ houses to the venue affects their tardiness. Being late in the FDS was inevitable for some members especially if it’s raining. There they would apologize, explain why they were late, and ask questions during the session to catch up with the discussion.

Municipal or City Link’s considerations affect tardiness of the parent-beneficiaries. In some areas, as long as the members were able to go to the venue during FDS even if so late, they are still considered present. ML was too considerate. ‘kaya nga pusong mamon kahit na late ilagay na lang sya na ano...kawawa naman jud basta naghabol” – Kiamba, 2016

**Value of Attendance**

Beneficiaries’ Perspective. The FDS participants were also asked if it is acceptable to miss FDS. Figure 28 shows that 19.52% of them strongly agreed that it is alright to be absent in the FD sessions while 62.29%, the majority, strongly disagreed with the statement. This shows that majority of the respondents feel that it is not alright to be absent in the sessions
Assessment of Family Development Sessions of the Pantawid Pamilyang Pilipino Program: Process Evaluation of FDS

Supporting statements:

- “Ito sir ha, honest na kami. Kasi siyempre marami ang takot kapag ‘di nakapunta sa FDS. Mabawasan kasi kami ng 500 ‘pag isang absent. 500 din yun, sir.”
  - San Juan City FGD

- “Sir, kung ako po ang tatanungin. May iba kasi na umaattend lang dahil ayaw nila mabawasan. Hindi naman po sa pag-aano, pero dapat may karampatang parusa... consequence ba. Kasi ang importante naman sa FDS ay yung dapat matutunan.”
  - Pasig City PL

Implementers’ Perspective. More than two-third 73.91% said that it is not alright to be absent in the monthly FDS more so, 26.09% also strongly disagree with the statement that it is alright to be absent. Most of the municipal links interviewed stated that they are very strict with attendance and tardiness.

Evaluators’ Observation. During the observations in an FDS, very few beneficiaries were absent. Some were absent due to illness. It was observed that the co-beneficiaries of the absent member usually knows the reason why. It has now become a standard procedure for many beneficiaries and inform their parent leaders of their absence via text.
Proxy Attendance and Make-up Sessions

Proxy attendance. Proxy attendance is allowed for parent-beneficiaries who would not be able to attend the session. Their child, partner, mother or sibling can attend for them. The proxy should be at least 18 years old.

There were instances later when their proxy would ask what they have learned in FDS and the members would gladly explain or share what they had learned on that day. “Minsan din naman yun mam yung gina-proxyhan nya magtanong din sa amin kung ano yung nakunan namin sa FDS.. ano yung parang klase.. ganun.. ine-explain din namin sa kanila..” (Alabel, 2016)

Proxy attendees should be responsible enough to share what they have learned from the FDS to the members. They would share to the parent-beneficiaries what was discussed in the FDS.

A mechanism should be introduced to make sure the proxies are able to discuss the learnings with the members on the specific day of absence. In most regions, the only way for MLs/CLs to ensure that learnings are given to the absent member is to ask them questions upon attending the next schedule.

Make-up sessions. Make-up session is allowed. If the parent-beneficiary would be absent on the FDS, the CLs would tell them to attend the session in a different barangay. Attending the make-up session is voluntary and dependent on the willingness of the beneficiary. However, in some areas, parent-beneficiaries who were absent was never asked by their CLs to attend make-up sessions in different barangays.

Scheduling, Postponements, and Clustering of Scheduled FDS

Scheduling. During the FGD, the participants were asked to share their experiences and comments about how the FDS is scheduled. According to them, FDS schedule is usually fixed with the same date and time for each month.

The parent-leaders had decided the schedule by themselves or the municipal or city links had chosen it for them. ML sets the schedule for them, and everyone would just agree with the set date. They do not mind the set schedule provided is not within office hours. Some preferred FDS to be held in the morning because they have work to do, e.g. “pagtitinda” in the afternoon. Other parents suggest the FDS to be conducted in the afternoon since their livelihood take place in the morning, e.g. manicure, pedicure, etc.

Moreover, some still prefer the afternoon FDS because their children go to school in the morning. They are busy preparing their children to go to school, and cleaning their houses. The 9 am schedule is ideal for them by then, their children already left for school at 8 am. If the schedule is in the afternoon, they would want it to be from 1:30 pm to 3 pm since it would be “malapit sa uwian ng mga estudyante”.
In some areas, the schedule of FDS is flexible. The group’s parent-leader would just inform the members when their next FDS would be. However, they prefer to have their FDS any time after lunch since most of them have things to do in the morning such as harvesting of crops, cooking meals for the family, etc.

Some groups used to have a fixed schedule. There were some groups constantly changing the schedule because either the resource speaker or the venue was not available. Parent-beneficiaries expressed appreciation for parent-leaders going house-to-house to disseminate crucial information that was crucial due to these changes.

Parent-beneficiaries are encouraged to arrive at the venue earlier than the schedule to avoid being late and start the session on time. For example, if the schedule is 9 am, they should be in the venue by 8:30 am. Coming early to FDS does not affect the things to be done at home since FDS was a once-in-a-month activity.

**Postponements.** FDS are being postponed due to various reasons. One of these reasons is the unavailability of the resource person (either sick, or have emergencies). The CL text the parents about this postponement, days before the actual schedule. In some areas, parent-beneficiaries told the evaluators that postponement never happened.

**Clustering of Sessions.** The parent-beneficiaries described the clustered session as “parang palengke” because the venue was too small for a large number of attendees. Parent-beneficiaries said they didn’t like the clustered FDS because it is difficult to absorb the learnings. In Sarangani, clustering of 2-3 groups already happened. This included 50 or more members. The clustering didn’t affect learning because good relationship exists between and among the members of the groups.

According to the Pantawid Policy, clustering of sessions should not be encouraged. However, it is allowed only in very specific circumstances due to geographical difficulties or isolations. But, it was observed that clustering was commonly done in some areas since it allows the MLs to give the lecture only once to parent groups from two or three barangays. This may save time and resources on the part of the MLs but not on the part of parent-beneficiaries. The parent-beneficiaries in most of these areas complained that the clustered sessions are held outside of their barangays. A clustered FDS is disadvantageous to them for 3 reasons:

1. It hinders them from learning to the fullest
2. It incur fare and other expenses on their part; and
3. It takes up more of their time that would have been spend for family and other matters.

It must be noted that the absorption of learning and minimizing expenses of parent-beneficiaries are more important than the convenience of the MLs. It should be emphasized that the policy of clustering must be strictly observed. It must be done only in geographically isolated areas, to ensure that the difficulties mentioned will not happen again.
4.2.6. **PARENT LEADERS**

The FGD participants shared their experiences and opinions about the Parent Leaders.

Parent leaders generally serve as the communication and information mediators between the MLs/CLs and the beneficiaries. They are responsible for informing their members about meetings or FDS. They would even go to the houses of every members to disseminate information such as the FDS schedule, cancellation of meetings and other updates related to 4Ps. Sometimes, they text their members to disseminate information or they relay information using other informed members to tell their co-member what they have learned. In Iloilo, The PLs have not been replaced since they became beneficiaries. They were allowed to change their PLs but they opted not to since no one is willing to become a parent leader and their current PLs are doing great jobs.

Parents-leaders are replaced due to various reasons such as health and inactivity. Members do not like a too strict parent-leader. They are more cooperative with PLs who know how to get along with other members. One of the PLs in the Tagaytay area was replaced because of alleged corruption. When asked about their parent-leader, they said, “Hindi kasi yung Parent Leader namin ok naman kaso may mga nagagawa siya na hindi maganda. Ginasta niya yung pera pati nung secretary niya. Tinangay na nila, dalawa sila pati yung assistant niya.” They also said there was an instance during a clean-up day, that she was not around. They actually replaced the parent-leader on the day the FGD happened. Moreover, they mentioned that the parent-leader from a different group is the one giving updates on the schedule of the meetings and FDS, instead of her.

Some parent-leaders were not active anymore because of their work hence, they were not able to perform their responsibilities. In Kiamba, Sarangani, a parent-beneficiary was acting as the secretary and the reliever of the parent-leader. However, she does not want to become the official parent-leader of the group because of her work.

4.2.7. **PERCEIVED EFFECTIVENESS AND APPLICABILITY OF THE FDS IN INCULCATING LEARNING**

This section assessed the methodologies employed by the field implementers in conducting the sessions in terms of applicability and effectiveness in inculcating the learning. This addresses the fifth objective of the DSWD FDS Evaluation - Component 2.
Pantawid Beneficiaries’ Commitment to Homework (Learning Contracts)

**Beneficiaries’ Perspective.** Figure 29 shows the beneficiaries’ responses to the question, “Ginagawa namin ang mga takdang aralin bago kami dumalo ng FDS. Results show 86.19% of them accomplished their assignments before attending the FDS. Only 7.91% of them said that they do not perform their assignments before attending the FDS.

![Figure 29. Beneficiaries’ response to the statement, “Ginagawa namin ang mga takdang aralin bago kami dumalo ng FDS.”](image)

Supporting Statements:
  - Zamboanguita PL
- “Ay ayos naman po. Kasi po bihira lang naman po kami magka-assignment.”
  - Pasay City FGD

**Implementers’ Perspective.** The beneficiaries’ responses were confirmed by a survey among FDS facilitators. They agreed (69.57%) that FDS participants accomplish their assignments before going to the FDS. The remaining 30.43% strongly agreed that FDS participants do their assignments before going to the FDS.

**Evaluators’ Observation.** During the surprise observations, most of the facilitators did not give the participants any assignment. Facilitators usually ask questions about the lessons that they have discussed in the past. Most assignments are related to the documents that the participants need to accomplish before the next FDS.
Subjective Experience of Happiness and Satisfaction in FDS

Beneficiaries’ Perspective. Figure 30 summarizes the perceptions of the respondents on this statement, “Masayang dumalo sa FDS.” It shows that 80.77% strongly agreed and 8.86% agree that they are happy every time they attend the FDS. Only 6.66% of them say that they are not happy whenever they attend the sessions.

![Figure 30. Beneficiaries’ response to the statement, “Masayang dumalo sa FDS.”](image)

Supporting Statements:
- “Masaya po kasi may bago na naman kaming natutunan. Yung may maituturo na naman ako sa mga anak ko.”
  - Ternate PL
- In chorus: “Opo, sir. Masaya po kami.”
- Respondent 1: “Madami po kasing natututunan, Sir. Pero sana po mas may mga bago dahil nga paulit-ulit yung iba. Tulad po ngayon, disaster na naman.”
  - Pateros, Manila FGD

Implementers’ Perspective. The FDS implementers’ perception, on the other hand, says that the most of the participants (54.17% strongly agree, 45.83% agree) are happy to attend the monthly FD sessions. Most of the municipal link interviewed had shared their happiest experiences during the sessions.
Evaluators’ Observation. The evaluators also observed that most of the participants were happy to attend the FDS. It was an opportunity for them, not only to learn new lessons, but to mingle and socialize with their co-participants. It was common for the participants to share stories and laugh at each other’s jokes before the session starts.

Time Value of Attending the FDS

Beneficiaries’ Perspective. The respondents were also asked about their opinion regarding time spent in attending the FDS, “May higit pang dapat paglaanan ng aking oras kesa FDS.”

Figure 31. Beneficiaries’ response to the statement, “May higit pang dapat paglaanan ng aking oras kesa FDS.”

Figure 31 shows their opinions were split on the said statement. Majority (55.24%) of them disagreed that there are more important ways to spend their time than spending it in the FDS. Another 37.23% feel that there more important ways to spend their time than to spend it in the FDS. Only 7.52% neither agreed nor disagreed with the statement.

Supporting Statements:
- “Ako po, Ma’am, lagi ko pong sinasabi sa members ko na umattend at pahalagahan ang FDS pero hindi po kasi maiiwasan na madaming gawain sa bahay.”
  - Malimono PL
  - Kiamba, Saranggani PL
**Implementers’ Perspective.** On the other hand, The FDS implementers disagree that the participants have more important ways to spend their time than attend the FDS (55.00% strongly disagree and 45.00% disagree)

**Knowledge Acquisition in FDS**

![Bar chart showing beneficiaries' response to the statement, “Marami akong natutunan sa FDS.”](image)

**Figure 32. Beneficiaries’ response to the statement, “Marami akong natutunan sa FDS.”**

**Beneficiaries’ Perspective.** The beneficiaries were also asked about their opinion on the statement, “Marami akong natutunan sa FDS.” As seen on Figure 32, 94.28% of them believe that they learned so much from the FDS. Only 2.67% believe otherwise.

Supporting Statements:

- “Kung dati po, iba po kasi talaga ako magalit sa mga anak ko, ngayon alam ko na po kung paano ang tamang pagdisiplina.”
  - Pasig City PL

- “Opo, sir! Paborito nga po ng mga members ko eh yung tungkol sa mag-asawa. Marami po kasing nakakarelate.”
  - Zamboanguita PL
Implementers’ Perspective. Majority (56.00%) of the FDS implementers agreed with the statement “Maraming natututunan ang mga kalahok sa FDS.” The remaining (44.00%) of the FDS implementers strongly agreed with the statement. Most of the interviewed municipal links stated that the FDS really helps the beneficiaries learn.

Knowledge Sharing in FDS

![Graph showing beneficiaries' response to a statement about sharing knowledge from FDS sessions.]

**Figure 33. Beneficiaries’ response to the statement, “Ibinibahagi ko sa ibang tao ang aking natutunan sa FDS.”**

**Beneficiaries’ Perspective.** Figure 33 shows that 80.95% strongly agreed with the statement, “Ibinabahagi ko sa ibang tao ang mganatutunan ko sa FDS. “and 12% simply agreed. A combined 2.76% strongly and simply disagreed with the statement.

**Implementers’ Perspective.** From the point of view of FDS implementers, 66.67% of them believed that the FDS participants shared with others what they are learning. The remaining (33.33%) strongly agreed with the statement.
Figure 34. Beneficiaries’ response to the statement, “Naging mas epektibo akong magulong sa pagdalo ko sa FDS.”

Beneficiaries’ Perspective. Figure 34 shows how the participants perceived this statement, “Naging mas epektibo akong magulong dahil sa pagdalo ko sa FDS.” More than four-fifths (84.38%) strongly believed that they became better parents because of the FDS. The remaining 10.38% simply agreed with the statement. This confirms that the FDS teaches the participants about good parenting.

Supporting statements:

- “Mas inilalaan ko na po ang pera sa pag-aaral ng mga anak ko.”
  - Kiamba, Saranggani PL
- “Nakapagtayo na po ako ng maliit na tindahan, dun ko na nakukuha yung ibang panggastos ng anak ko. Sa baon, pambili ng uniform, ganyan.”
  - Zamboanguita PL
**Implementers’ Perspective.** Sixty-four percent (64.00%) of the FDS implementers agree with the statement “Naging mas epektibong magulang ang mga kalahok dahil sa pagdalo nila sa FDS.” The remaining (36.00%) of the FDS implementers strongly agreed with the statement. In the FDG participants shared that FDS was helpful in terms of taking care of children, relationship with their husband especially inside their homes. “Malaking tulong po. Kasi marami kaming natututunan tungkol sa pag turo sa mga bata, sa aming mag-asawa. Sa loob ng bahay. Yun talaga, Malaki yung tulong.” – (Parent Beneficiary, 2016, Lapuz Norte, Iloilo).


FDS has also taught them a lot in terms of taking care of their children and family. They mentioned that even if FDS will not be part of the conditionality for 4PS, they would still attend FDS due to the many things that have learned from it. However, some may not attend because they will not get any cash from it. They might as well prioritize going to work especially on weekdays.

FDS is a great avenue to explore, show who you are and your talents. One of the beneficiaries said that joining the 4Ps Got Talent was one of the most beautiful experiences she had. She was able to showcase her talent in dancing, which she explored and honed again.

FDS does not only teaches the parent-beneficiaries but also their families. A beneficiary shared that what she would always appreciate about FDS was, “Ang hindi ko makalimutan ang pagturo sa pamilya kagsa kabataan nga e transfer mo sa imo nga kabataan.” (parent-beneficiary, Don Esteban, Iloilo, 2016).

FDS builds friendships and strengthens the community. In Iloilo, FDS helped the beneficiaries to build a friendship with co-parent-beneficiaries, and tighten the bonds with their neighbors whom they didn’t even know before FDS started.

FDS helped improve their relationship with their husband. It also taught them how to properly take care of their children. The relationship within their family improved. They were able to know the responsibility and obligations of the parents to their children. The beneficiaries gained knowledge on the rights of women and children. The health of the family members also improved.

In Tagaytay, aside from the knowledge gained, the beneficiaries were thankful for the opportunity to attend the FDS. The FDS made the community tighter. a parent-beneficiary also mentioned, “Dati po kumbaga parang magkakakilala lang. Kilala lang sa mukha natagaga nung lugar pero ngayon mas kilala na.”
FDS’ Contribution in Beneficiaries’ Personal Development

Beneficiaries’ Perspective. The respondents were asked if FDS helped in improving the relationship among the members of their family. More than three-fourths (86.47%) of the beneficiaries strongly agreed with the statement, “Sa pangkalahatan, ang FDS ay masasabi ko na nakatulong ang FDS sa pagyayabong ng relasyon sa loob ng Pamilya at estado ng mga miyembro nito.” Only 9.71% simply agreed and a combined 1.34% strongly and simply agreed and disagreed with the said statement.

Supporting statements:
- “Marami po talagang tulong ang FDS.”
  - San Juan City FGD
- “Sana nga po may mga bago kaming matutunan.”
  - Laoag City FGD

Implementers’ Perspective. Almost all (96.00%) of the FDS implementers strongly agreed with the statement, “Ang FDS ay mahalagang aspeto ng Pantawid Pamilyang Pilipino Program.” Only (4.00%) simply agreed to the statement.

Based on the FGD participants sharing, it can be gleaned from the beneficiaries’ perspectives that the topics being discussed in FDS are important and appropriate for their needs. All the topics discussed were appropriate for them since it was studied by DSWD with them. “Wala
namang topics, topic na hindi angkop kasi bago ito na implement na programa na to.. pinagaralan kung ano ang dapat o hindi dapat,” a participant (Alabel, Sarangani, 2016). But, in some areas, the beneficiaries were not asked about the topics they wanted to discuss in FDS but nonetheless, non-consultation was alright since all of the topics were relevant to their daily needs and it is okay not to be consulted especially since all these topics were relevant to their daily needs have been discussed within the span of six to seven years of attending the FDS. They also said that repetition of topics was beneficial for them so as not to forget the learnings discussed.

Many parent-beneficiaries expressed their needs to have more livelihood skills training that would enable them to start a business. According to them, livelihood training and capital are crucial in enabling them to have additional income especially if $Ps would not continue. With the capital, they can start a business using the livelihood skills they have learned. They also wanted to have a training on marketing.

4.2.8. BEST AND INNOVATIVE PRACTICES

One of the objectives of the FDS’ process evaluation is to identify good/best practices and innovative approaches on the conduct of FDS (Obj. 4).

Observations were gathered from FDS held in different regions. Likewise, interviews and observations from key players in FDS were also documented. From these observations and documentations, several notable practices and approaches to FDS were identified. These are:

1) Close Coordination of Key Players
For region 1, in Marcos, Ilocos Norte the unexpected absence of C/ML due to an accident brought the LGU link and the Social Welfare Assistant together to respond quickly and continued the conduct of FDS.

This highlights the need for a strong and active coordination among the MLs/CLs, LGU links, SWOs/SWAs and other officials of the FDS. With the close coordination of key players, the conduct of FDS will continue despite, or in spite of, any unforeseen circumstances. This also underlies the fast and efficient communication among these officials, as the same is likewise is valuable in the overall implementation of the FDS.

2) Values Formation Segment of FDS
In the case of NCR, particularly in the city of Pasig, the LGU makes sure that in every FDS, there is a “values formation” segment. The speaker together with the beneficiaries would connect the day’s topic with valuable life lessons.

This practice is noteworthy. The parent-beneficiaries are encouraged to actively participate in this segment of FDS.
Most, if not all topics, of the FDS, are based on the needs and issues of the community and the society as a whole. The common practice of just teaching these topics to parent-beneficiaries appears to be insufficient. Their application is not given attention. By directly connecting the topics to real-life lessons, parent-beneficiaries can easily understand the value and importance to their own experiences. Thus, they can easily and readily apply the lessons to their lives.

It is important for the values to be emphasized in every topic. This will promote the good and active citizenry as exemplified in the city of Pasig. The FDS lessons are naturally based on good values and this can be expounded thru this “values-formation” segment of FDS sessions.

Moreover, this “values-formation” portion allows the parent-beneficiaries to actively participate by sharing their own personal experiences in relation to the day’s topic.

3) Expectation Check
Another notable approach in FDS was observed in the municipality of Malimono. An “expectation check” activity was conducted before the start of the session. This “expectation check” is one of a kind because parent-beneficiaries will be conscious of what they will learn for the day and how it can be applied in their lives. Also, this poses a challenge for the implementer to ensure that the “expectation check” is met. Clearly, both the implementer and parent-beneficiary will benefit in this innovative practice.

4) Purok Challenge
In Surigao City, the C/ML used a point system per purok for activities conducted in FDS. This point system increased participation among the audience. During their Christmas gathering or at the end of the year, points would be tallied and the purok with the highest accumulated points wins.

This practice encouraged healthy competition among participants. It only enhanced the attendance of participants for they are anticipating a prize at the end of the year.

5) IT “App”
One of the most innovative approaches was observed in CARAGA region. The FDS Focal person of CARAGA, together with their IT team, developed a software for FDS implementers’ use. The software makes record keeping, monitoring, and evaluation more effective and efficient.

This is a very commendable approach initialized in the CARAGA region. It acknowledges the importance of technology in FDS and in the 4PS, as a whole. The software program covers keeping, monitoring, and evaluation of the FDS process. Hence the software makes the work easier for the FDS implementers and officials in the area. It frees more time to implement correctly and properly the FDS process.


4.2.8. IMPLEMENTERS' PERSPECTIVE

Family Development Unit – National Project Management Office (FDU-NPMO)

In accordance with the implementing guidelines implemented for the conduct of the FDS, as a conditionality of the Pantawid Pamilyang Pilipino Program (4Ps), the FDU-NPMO is mandated to put up the corresponding operational policies and guidelines. Also, it shall monitor and report templates and tools for FDS implementers.

According to the FDU-NPMO, a National Advisory committee (NAC) was established last 2015. It aims to strengthen the local workplace or local resources of the different cities and municipalities. It will also create an FDS team that will plan the entire administration, implementation, monitoring, and evaluation of the said conditionality. The FDS team, working as the counterpart of the FDU-NPMO, is tasked to help the municipal and city links in implementing the FDS. Although it was approved by the NAC in August 2015, the drafting of the implementing rules and regulations is still in process.

Attendance
The FDS is attended by mothers who are members of the conditional cash transfer program of the Philippine government. Their attendance is an important aspect of the program. It is the basis for the amount being given for every 4Ps member. Aside from this practice, in 2014, an NAC resolution was implemented wherein couple attendance is required for some sessions. These are sessions that discuss topics on gender sensitivity, responsible parenthood, and family planning. Although this rule is already implemented, the resolution’s implementing rules and regulations and the specific topic modules are still being drafted. This analysis is extracted from the FDU-NPMO’s consolidated FDS reports and documents as well as the attendance of 4PS members.

In general, the attendance is checked by the FDU-NPMO through the compliance verification. It provides a detailed percentage of attendance. It shows how many members complied with the terms of FDS. The attendance of male beneficiaries is included in the quarterly reports of the regional offices. These reports are sent and consolidated at the FDS national planning, monitoring, evaluation, and documentation.

FDS guidelines
Although an existing module is used in the conduct of the FDS, the FDU-NPMO is set to enhance the module. The enhancement will be based on the results of monitoring, and workshops with civil society organizations last 2015. The development and enhancement of FDS modules are among the tasks of the FDU-NPMO.
Effects of new policies and guidelines

The 2015 NAC resolution being practiced in some locations even without any implementing rules and regulations cannot be assessed yet because it was just recently approved. The NAC 2014 requiring the attendance of couples during FDS already made a big impact as shown in the increased attendance of males in the sessions. The FDU-NPMO is achieving or targeting a 98% male attendance because the Asian Development Bank, as a supporting funder of the 4Ps, requires it. However, the FDU-NPMO shall still clarify the two aspects of male attendance – male, as the main grantee and male, as a husband of the female grantee.

Issues on politicking also arise every time the Philippine national election approaches. It was observed that some local government officials claim the family development sessions and the 4Ps, in general, as their accomplishments. Three (3) elections have already passed since the conditional cash transfer program in the Philippines started during the Arroyo’s administration.

To avoid this in the forthcoming elections, the FDU-NPMO crafted guidelines last 2013 to insulate the program component from politicking. There are three (3) options on how to conduct FDS especially in some hotspot areas. Conduct FDS within small groups or conduct in the barangay halls with 40 4Ps members, or in one of the member’s house, with 8 to 10 beneficiaries. This guideline is strictly implemented during the election season only.

Monitoring and Evaluation

In 2015, the FDU-NPMO pioneered the implementation of cross-regional monitoring. The objective of this monitoring program is to prevent biases to creep into regional reports. This initiative enables the FDU-NPMO to have their own scheme of monitoring and checking the FDS throughout the country in different regions. This cross-regional monitoring prevents sugarcoated and/or pre-emptive reports. On a lighter note, the FDU-NPMO did a commendable job on capacity building, module development, and policy formation, among others.

The FDU-NPMO entrusts the regional point persons and the institutional partnership development officers the task to monitor and evaluate the CSOs. The local government point persons also conduct capacity building and trainings for partner agencies. Based from the reports sent to the FDU-NPMO, some CSOs have commendable performances. On the other hand, some CSOs use the FDS as a platform for recruitment of members. This is more specific to the faith-based organizations.

There are reports that some FDS point persons are not good with regard to their work ethics. There are also municipal/city links who lack facilitation skills. During regional FDS focal monitoring, some FDS implementers from higher offices “stage-up” the sessions if they know beforehand the “spot checks”. On the other hand, there are municipalities /cities that adhere to the FDS guidelines and policies in the conduct of FDS down to the reporting and documentation.

These working conditions and ethics in FDS implementation are relayed to the FDU-NPMO during exit conferences with the regional directors. All administrative or logistic findings are raised and resolved every visit.
Quarterly reports at the regional level are consolidated in the following sequence:

**Coordination**
The FDU-NPMO has good relationships with the municipal/city links, FDS focal, and other point persons, local government units in terms of the FDS implementation. If problems arise during implementation, they easily troubleshoot through different communication platforms such as short message services, electronic mails, and the like. Usually, FDS point persons raise concerns on the technical and administrative aspects of the conditionality of the Pantawid Program. In particular, they raise concerns on the aspects of the FDS with gray issues such as the non-standardized FDS implementation guidelines across regions due to the different ways of conducting the sessions.

**Modules**
This 2016, the FDU-NPMO formulated an upgraded version of the ‘Active Citizenship’ and ‘Partner beneficiaries in Leading Advocacy for the CCT’ modules. These modules work hand-in-hand by teaching beneficiaries to get involved in their respective communities, and voice out and advocate what they want towards the passage of the Conditional Cash Transfer Bill. The objective of the module is for the beneficiaries to assert their desire to have a law that would maintain and sustain the Pantawid Pamilyang Pilipino Program. Likewise, the modules were crafted because the change of administration from Aquino’s government to the present dispensation shows in their priorities.

Aside from the upgrading and development of modules, the FDU-NPMO conducts an annual consultation with the FDS stakeholders. This is being done through the Program Review and Evaluation Work (PREW). It is participated by the CSO partner-implementers and the DSWD internal stakeholders like the FDS focal, field implementers and supervisors.
However, attendance to this consultation is not required due to financial constraints. Despite the PREW's high administrative cost, the FDU-NPMO ensures that the regions and provinces are well-represented. In this event, issues are raised and enhancements of policies are drafted.

**Regional FDS Focal Person**

The Regional FDS focal person serves as the point person of every region and is in-charge of monitoring the conduct of FDS. He/She works with the FDU-NPMO to monitor the status of the FDS in his/her area or region. The FDS focal should also raise the concerns arising from the FDS implementers down to the local government units by conducting spot checks and auditing the deliverables of the FDS. He/She must be able to create resolutions and troubleshooting for an efficient and effective FDS.

In particular, the FDS Focal shall work hand-in-hand with the CSO partners and municipal/city links to craft strategies that are suitable for the FDS environment. In terms of technical assistance, he/she shall provide training to newly hired municipal/city links who still lack skills on FDS facilitation, in coordination of the POO’s Social Welfare Officer III. Aside from coordination, he/she is expected to submit consolidated regional FDS reports and documents to the Regional Project Management Office (RPMO) that are needed to be submitted to the FDU-NPMO. Moreover, he/she should take note of the innovative and best practices of the FDS. These practices shall showcase the implementer’s ingenuity, resourcefulness, and partnership efforts. These best practices should be included in the consolidated reports done for the RPMO.

**Monitoring**

As far as the NPMO is concerned, the RPMO conducts the regular monitoring. Most of the time, the issues regarding the conduct of FDS stem from the changes in session schedules. Guidelines on how to schedule the FDS are in place. However, some do not observe the FDS schedule due to the different time constraints especially when the CSOs are the ones who are giving lectures. Changes in schedule happen, mainly because, municipal/city links adjust to the CSO partners whenever they request for different schedules. Since CSOs are volunteers and are not paid, some municipal/city links adjust to their availability. Despite these issues on scheduling, FDS are still not cancelled. FDS are only cancelled when unexpected physiological events, such as natural disasters, occur. When municipal/city links are scheduled to give the lecture. The only reason to postpone FDS is when trainings or meetings are conducted by the different DSWD offices. If postponement and/or cancellation of FDS is inevitable, it must be clarified that it is not the fault of the beneficiaries. To avoid (being the fault of the beneficiaries), the FDS focal person advises the municipal/city links to conduct FDS during the weekend.

In terms of compliance monitoring, some regions lack the check-and-balance of compliance and documents. For instance, some municipal/city links send FDS reports to the regional offices with no problems or issues arising from it. Despite said report, beneficiary compliance is still low. When this happens, the FDS focal intervenes. It was found out that lack of facilitation skills is one of the major reasons why there is a low compliance in some areas. Likewise, it
was observed that prioritizing the topics to be discussed is also an issue because it affects the measurement of interest of the beneficiaries attending an FDS.

Some regional offices conduct executive meetings to understand the objective of the spot check that will be conducted. In this meeting, a check and balance of all the reports gathered for a particular location is done. Once everything is clarified and consolidated, the spot check will be done in the area.

**Problems and Issues encountered**

One of the issues raised by the FDS focals is the workload. They have been working in all aspects of the FDS from the national level to their respective regions. They have raised that a one-man workload, in terms of the duties and responsibilities of an FDS focal person, should be taken into consideration. Some focals are requesting for partners, if possible, and there must be more than one focal per region.

**Social Welfare Officer III**

The Social Welfare Officer III (SWO III) is providing augmented support in the conduct of the FDS through technical assistance. He/she should also help the Regional FDS Focal Person in monitoring the conduct of the FDS in their respective region. He/she helps in the collection and submission of reports, documentations, and other data from the municipal/city or provincial level to the regional offices.

**Case Management**

One of the major tasks of the SWO III is to handle special cases found during the conduct of FDS. Moreover, he/she ensures that the Municipal/City Social Welfare and Development Office is functioning properly in terms of handling these cases. However, in practice, the municipal/city links are the ones attending to special cases. The SWO III acts upon the issues when the cases are already referred to their office and higher office intervention is needed. Most of the cases that the SWO III attends to are those related to gender violence, child and women abuse, among others. Simple grievances are also referred by the municipal/city links to the SWO IIIIs and these are immediately attended. Aside from the referrals, the SWO III conducts home visits and counseling of beneficiaries who need resolutions of their problems.

When issues about abuse are encountered, the SWO IIIIs conducts ground work in the area with the help of the municipal/city links. Once the incident is clarified and properly consulted to by the municipal/city links, the issue will be referred to the municipal/city social welfare and development office. If the case cannot be handled by these offices and point persons, SWO III intervenes on how to handle the issue. SWO III intervention takes place when the municipal/city links after receiving the special reports prepared by the municipal links. The report contains the details of the case and the initial interventions that were done already.

In some regions, the SWO III also attends to the 4Ps compliance-related issues. According to some SWO IIIIs, there are beneficiaries who are not really interested with the FDS. They only participate in the FDS for the sake of attending. In some instances, a 4Ps member is not interested with the FDS because the topics are repeatedly discussed. In worst cases, that
members are no longer interested with the 4Ps even if they have a signed waiver stating that they should comply with the program conditionality. There are mother beneficiaries who said that they should no longer be in the program anymore because their husbands are already regularized at work and some have a more sustainable income, among others. These cases are referred to the SWO IIIIs when municipal/city links can no longer handle this type of situation.

The awareness of the beneficiaries is also a significant factor when issues arise during the FDS. They have learned from different sessions that they are now aware of the different items that are punishable by the law. This gives the courage to report incidents that they have experienced and are experiencing.

**As FDS resource person**

Most of the time, the municipal/city links, and the CSOs serve as the resource persons in the FDS. If requested, SWO IIIIs also serve as a resource person. Moreover, the SWO III is also the mentor and coach on some specialized Family Development-related topics. This 2016, some SWO IIIIs were requested by municipal/city links to be involved in the implementation of the Early Childhood Care and Development in the conduct of the FDS. In some areas, SWO III already led the discussion of these topics. However, in other areas, this task is given only to municipal/city links or CSOs.

There are instances when the SWO IIIIs also discuss topics on disaster risk reduction and management (DRRM), especially when the natural disasters frequently occur in a particular region. Also, the SWO IIIIs partners with the Philippine National Police, Regional Health Offices, and other government agencies concerned to discuss DRRM-related topics.

In some provinces, the SWO IIIIs merely follow the FDS module - discussing some topics such as child care, pregnancy, health and nutrition, waste segregation, livelihood and bio-intensive gardening.

**On coordination**

The Social Welfare Officer III is responsible for ensuring the local government participation in the conduct of the FDS. S/he does this by monitoring the LGUs contribution in the implementation of the program.

During regular municipal convergence meetings in some provinces, the SWO IIIIs raise the FDS logistical or administrative. With the help of the Municipal/City Social Welfare and Development Officer, the SWO III advises the needs of the FDS in the LGUs. Most of the requests made by the SWO IIIIs are granted by the LGU.

Most of the SWO IIIIs from the different regions have testified that they have a healthy and harmonious relationship with the other FDS implementers - from the municipal links up to the FDU-NPMO, is healthy and harmonious. With good communication a priority of the SWO III and the FDS team, they are able to resolve issues easily. Their means of communication are SMS, e-mails, and the like. This enables them to easily troubleshoot issues when the SWO III
is not available to attend to the concerns due to schedule conflicts and unavailability. When the concerns of the SWO III are related to the staff and/or activities of the municipality or city, he/she directs concerns to the Municipal/City Social Welfare and Development Office. Moreover, the SWO III regularly monitors the staff of the 4Ps.

In some regions, the SWO III recommends the CSOs to the municipal/city links and the regional office. It should be noted that this is not part of the SWO III’s responsibilities.

In terms of LGU coordination, some provinces have encountered one major risk this 2016. This was the change in administration or government in some LGUs. Due to the changing of the officers, necessary adjustments were made by the 4Ps team and the FDS implementers from the basic requesting for FDS materials to the implementation and conduct of FDS.

Municipal/City Links

M/CL coordinates the overall preparatory activities for the conduct of the FDS. To be able to do this, he/she coordinates with the concerned local government units. M/CLs also consolidate all the FDS-related reports from the ground level. They also organize the household beneficiaries to comply with the requirements of the FDS.

FDS Preparation

Logistics. To prepare the FDS needed logistics, the implementer reviews the objective and the materials to be used for the session. The M/CLs research for materials that can be used during a discussion. Then, they produce the teaching materials such as visual aids, For some, these materials are readily available. Other M/CLs produce their own materials using their own money. In some areas, they use traditional media materials like Manila paper, construction paper, and the like. In areas with electricity, they prepare LCD projectors, laptops, microphones, and speakers in their session. In areas where there is scarcity and lack of resources in the municipality, especially in 3rd and 4th class municipalities, implementers utilize only their voice as a resource in the lecture proper.

Likewise, the venue of the FDS is a very significant component of the session. It determines the resources and logistical supplies that are appropriate for the situation. In some areas, beneficiaries exert efforts to make necessary arrangements for the conduct of the FDS. Some even chip in money to rent supplies for their session and travel a long way to attend in a more conducive FDS venue for learning. The CSOs are a very big help in the implementation of the FDS. Usually, they voluntarily bring their own speakers, laptops, visual aids, and the like for use in the discussion of a particular topic in a very comprehensive manner.

Announcement of FDS Schedule. The M/CLs also prepare the schedule of the FDS. They announce the schedule to the Parent Leaders who in turn relay the schedule to their members. The M/CLs also remind the LGU about the forthcoming schedule of FDS in the area.

Venue of the FDS. In most areas, the FDS takes place in barangay halls, barangay gymnasiums, and CSO-operated venues such as small chapels. When these venues are not available, some beneficiaries suggest their own house be the venue of the FDS.
On choosing the Parent Leader
In all areas, the practice is for beneficiaries to choose their parent leaders. If necessary, the M/CLs intervene in the selection of the Parent Leader. These incidents only occur when issues arise between the 4Ps and the selected parent leader.

As practiced, a general assembly will be conducted wherein all the clusters per area will be attending. Here, each cluster shall select a parent leader. The parent leaders perform the following tasks:

1. PL coordinates all FDS-related and 4Ps-related information with the LGU Links and the M/CLs down to the members;
2. PL follow-ups all FDS preparatory activities such as informing and reminding household beneficiaries about the FDS schedule and preparations;
3. PL follow-ups the performance of the members with regard to their FDS compliance;
4. PL follow-ups the Talaarawan during the FDS and pay-out; and
5. PL, in coordination with the M/CLs, mobilizes and organizes the members to actively participate in community development activities.

5. ANALYSIS POINTS

5.1. FDS Approach

Duncan and Goddard in 2004, described several approaches to family life education namely: the Expert Approach, Facilitator Approach, Collaborator Approach, Critical Inquirer Approach, and Interventionist Approach. Based on the data gathered in the field, the 4Ps FDS adopts the Expert Approach wherein the facilitator uses pre-planned and structured materials (FDS Module) in giving instructions to the participants (Duncan and Goddard, 2004). The audience is characterized as unacquainted with the topic presented, and only little discussion takes place. This is the most effective and efficient approach with the conditions of a large facilitator-participant ratio. With this type of approach, sessions will be less participatory. It is highly recommended that attendees are actively participating in the FDS for better and more effective learning.

With the FDS’ main goal of creating behavior change in family life the best approach that can be recommended is the Interventionist Approach wherein the facilitators are considered to be change agents. The interventionist approach is highly anchored in cognitive and behavior change theories, are sets in certain conditions in the learning environment to ensure not just learning by thinking, but also learning by doing (Duncan and Goddard, 2004). It requires participants to conduct self-reflection, alteration of perspective, and adoption of new behavior in line with the new perspective. The interventionist approach is a better approach if behavior change is desired in the areas of family management, family dynamics, and parenting.
However, adopting the interventionist approach entails a two-fold change in the present FDS process. First, a more stringent selection and intensive training of facilitators must be in place. The facilitator must align their considered change agents, advocacy and values to the goals, values and advocacies of the FDS. They must be taught on the proper facilitation of the session modules. They should also fully understand the objectives of the modules. Secondly, facilitator and participant ratio should also be decreased to an acceptable level for a more effective behavior change. A small class ratio would allow attendees to participate more in the session activities. The facilitators would also be able to monitor closely the changes in each participant.

5.2. FACILITATING FACTORS IN THE FDS PROCESS

In the whole FDS process, certain factors are needed to ensure efficiency and effectiveness.

Support from RPMO

The support from regional and local government units is the first facilitating factor in the FDS process. The evaluators observed from the regions revealed that when the RPMO and C/MSWDO are very supportive and hands-on in the implementation and evaluation of FDS, the C/MLs are more effective and efficient in their roles. The support from the RPMO and C/MSWDO includes capacity building through trainings, technical assistance, materials and equipment, as well as emotional empowerment.

Initiative and Innovation

Initiative and innovation is another facilitating factor in the process of FDS. When the region or the local government continuously develop contemporary ideas that would benefit either the implementers, beneficiaries or the processes involved in FDS, these spark interest and excitement. The stakeholders in the whole FDS process will always have something new to look forward to. Innovation also creates curiosity and encourages the beneficiaries to learn more.

Characteristics of the Implementers

The third facilitating factor is the dedication of the FDS implementers and their ability to maintain a good rapport with the beneficiaries is the third facilitating factor. It was observed in the regions that when the C/MLs are sensitive to the needs of the beneficiaries and communicate well with them, a good relationship is established between them. This relationship makes the FDS process easier and more effective. Both parties can easily connect for their feedbacks. The beneficiaries are also encouraged to attend the FDS regularly. The M/CL also serves as a role model for them. Observation notes from the evaluators show that if an M/CL is active and has a good rapport with the stakeholders, the beneficiaries are more empowered to actively participate in community affairs.
Proficiency of Implementers
Implementer’s proficiency is fourth and the last factor. S/he must possess the qualifications and competence, and skills to teach the beneficiaries efficiently and effectively. The proficiency of the implementer has a great bearing on how the FDS impact the lives of the beneficiaries. For instance, a C/ML who is a nurse by profession is very confident and knowledgeable in discussing topics on nutrition or health, as observed in the regions.

5.2. BOTTLENECKS AND GAPS IN THE FDS PROCESS

Bottlenecks and gaps in the FDS process are the impending factors in the development of FDS. There are three identified major bottlenecks and gaps in the FDS process namely inconsistencies in implementation, weak monitoring and evaluation, and bureaucracy.

Inconsistencies in FDS Implementation
The inconsistencies in implementing FDS is the non-standard conducting of the session. The FDS focals mentioned that some facilitators deviated from the content or activities in the modules. Injecting one’s own ideas and activities is fine but, this causes confusion among beneficiaries. Inconsistency can also cause failure in achieving the FDS’ main goal of behavior change. The deviation from the prescribed modules may not lead to desired behavior change, which may cause a failure in achieving the FDS main goal. Consistency ensures that the same FDS goals are being achieved in the different regions.

The evaluators observed several possible causes of these inconsistencies. One of them is the lack of a strong and consistent monitoring system. Every region has their own method of monitoring activities in their areas. FDS focals improvise their own system of monitoring the areas they cover. Although the head office with the FDS focals and RPMO already do spot checking, it seems that the ratio of the areas that needs to be monitored and the number of individuals is too large.

The lack of an effective and efficient capacity building activities for the FDS facilitators is another possible cause of inconsistency. The consistency of the conduct of the FDS relies on the quality of trainings that the facilitators received. A strong and effective capacity building program would ensure common and consistent understanding of the objectives and procedures on the conduct of the FDS. From the data gathered, the head office usually conducts 4-5 days of intensive training for trainers. They, in turn, will cascade the information and skills to the facilitators. Unfortunately, the training of the facilitators is not as intensive as the trainers had. Sometimes they will undergo a half day training for a 10-session module. It is highly recommended that FDS facilitators undergo an intensive training on how to conduct and interpret the different session modules.

Lack of support from the local government counterparts (LGU) can be a possible cause of inconsistency. Several municipalities in different regions were observed to have provided enough support to the FDS compared to other areas. In areas that had more support, the facilitators were able to implement the FDS monthly. This was not the case for areas where LGUs do not care or are not so familiar with the activities in the FDS.
Monitoring and evaluation
The lack of a strong and consistent monitoring and evaluation system is the second bottleneck. Data gathered shows that each region has its own monitoring system. This includes consolidated reports by the FDS focal, and spot checking on the actual conduct of the FDS. The latter is being done by the head office together with the FDS focal persons and RPMO. The too large ratio between people who do the spot checking and the areas being monitored results to many areas not spot checked due to lack of time and resources. There is a need to improve the existing monitoring system. Moreover, the ratio must be decreased to ensure a more effective monitoring and evaluation system.

The RPMOs raised the difficulty of matching the schedules of the people in charge the monitoring and the target areas they need to monitor. Discussion of session topics is postponed due to the conflict in the schedule of resource persons or the FDS facilitators. It is highly recommended that this be addressed because scheduled sessions should not be postponed. A deferment of a session will disrupt the flow of the modules. It is also a waste of resources.

Effective and efficient monitoring is crucial to the success of the FDS. If the different areas are not thoroughly evaluated, it can cause a domino effect in the whole FDS process. When the monitoring and evaluation team fail to supervise these implementers, there is a possibility that these implementers will be lax in carrying out their roles and responsibilities. This will result in the lowering of the standard of learning and quality of delivery to the beneficiaries.

Bureaucracy
Bureaucracy is another bottleneck in the FDS process. It hinders the implementers to deliver their services efficiently. One simple example is the process of requesting materials for FDS. The ML/CL often resorts to spending their own money to buy materials for the preparation of visual aids. Oftentimes the materials requested will not arrive in time for the scheduled FDS.

Multi-tasking of Implementers
The multitasking of the ML/CLs and FDS focals is another bottleneck in the FDS process. The FDS focals handle a large number of areas. Aside from their monitoring and evaluating tasks, they have to consolidate many reports to be submitted to the regional office. The FDS focals are having difficulty in balancing office work and field work. This situation is also true for the M/CLs. They are also having difficulty in balancing office and field work. Oftentimes, the implementers become very dependent on the invited resource speakers. They can no longer have the luxury to think of how to improve the FDS implementation.

To address this issue, it is recommended to lessen the tasks of the FDS focals and the M/CLs. This can be done by increasing the number of FDS focals and M/CLs so as to lessen the areas and groups they need to monitor. It is also recommended to streamline the tasks of the FDS focals and M/CL.
6. RECOMMENDATIONS

The sixth and last objective of the FDS Process Evaluation is to recommend a competency framework for facilitators and formulate a continuing capacity building program for the implementers. This section takes primarily the voice of the FGD participants and the outcomes of the evaluation process in drafting the following recommendations.

6.1. RECOMMENDATIONS FROM BENEFICIARIES

**Sustainable Source of Income**

During the FGDs, beneficiaries mentioned that they preferred to have sustainable livelihood instead of cash grants. They wanted to earn the money to support their families. They wanted livelihood trainings as the equivalent of Family Development Sessions. In some areas such as Ternate and Ilocos Norte, CSO’s initiated some livelihood trainings for the Pantawid beneficiaries. The initiative failed because it was not sustained up to marketing their products. After several years of attending the FDS, it seems that Pantawid beneficiaries are now ready to look for more sustainable sources of income to support their families. Their request for livelihood is an implicit statement from them for help. They have expressed their understanding that the Pantawid program is only temporary.

**Inclusive Family Development Sessions**

Beneficiaries have expressed their appreciation for all that they have learned in the FDS. They have realized how important the lessons in developing a more effective family dynamics. They also said that it would be more effective if all family members would be involved in the sessions. “Gusto po naming sana yung minsan po bigyan kami ng chance, na dalhin ang buong pamilya namin para malaman din nila kung ano ginagawa namin, parang nagbobonding lang kami.” – (Parent-beneficiary, Lapuz Norte, Iloilo, 2016)

The parent-beneficiaries want to bring their whole family in the FDS. By doing so, they will see the dynamics during FDS, and they can have the chance to learn the topics being discussed in the different session. The FDS can actually become a bonding activity also for the family. Some members are hopeful that their partners will be able to attend FDS. This will enable them to know their roles in the family. The beneficiaries recognize that only when it happens that the impact of FDS will be more meaningful and effective particularly in enhancing family affairs and relationships.

**Venue and class size**

The beneficiaries expressed the need for a permanent venue for FDS. They recognize the difficulties of having the regular FDS when this is dependent on the availability of the venue. Moreover, some areas have venues that are not conducive to learning.
An FDS venue should at least have an average size of 1 m² per person. If there are 10 participants, the venue should at least be 10 m². For a more participatory session, it would be ideal to limit the participants to 20 only. All the attendees will then be given the opportunity to share experiences and participate in the discussion and activities.

**Streamlining the Tasks of the FDS focals and M/CLs**

It is recommended to streamline the tasks of the FDS focals and the M/CLs. Monitoring of beneficiaries’ compliances and conducting home visits are demanding tasks already. More so, coinciding the large number of beneficiaries they have to monitor. They also conduct monthly FDS. It would be best to delegate these two major tasks to two (2) persons.

**Beneficiaries’ other concerns**

Beneficiaries also raised their concern on how they will be part of the 4Ps program. They wanted to discuss the concern in the FDS. A parent beneficiary shared, “Ako Ma’am nagpasalamat ako sa FDS kasi laking tulong sa aking mga anak. Na kung may problema sa eskwelahan yung mga bayad, may naano ako na bayad. Tapos yung mga baon nila... nabibigay ko” She emphasized how the Pantawid helped her family cope with the day-to-day difficulties. However, she is anxious and concerned on how long the program will continue. During the FGDs, more beneficiaries, in various places, expressed the same concern.

**6.2. COMPETENCY FRAMEWORK FOR FACILITATORS**

![Figure 35. Competency framework for facilitators](image)

Figure 35 shows the competency framework for facilitators. They need to have the knowledge, attitudes, and skills to effectively accomplish the tasks expected from them.
Table 4 summarizes the knowledge, skills, and attitudes needed by the FDS facilitators.

<table>
<thead>
<tr>
<th>DIMENSIONS</th>
<th>COMPETENCY</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module</td>
<td>Knowledge and skills to effectively conduct and facilitate the Family Development Sessions • Skills to effectively facilitate sessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ability to localize modules without sacrificing the goals and objectives of the modules • Ability to localize modules without sacrificing the goals and objectives of the modules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creativity in making the sessions more interesting and effective • Creativity in making the sessions more interesting and effective</td>
<td></td>
</tr>
<tr>
<td>Group Work</td>
<td>Communication skills • Communication skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge and skills to encourage collaborative teamwork among the members and other stakeholders of the Family Development Session Groups. • Assess group dynamics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mobilize beneficiaries to support each other • Mobilize beneficiaries to support each other</td>
<td></td>
</tr>
<tr>
<td>Systems linkages</td>
<td>Knowledge and skills to promote and encourage support for the Family Development Sessions • Build community networks that can provide support to the FDS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify opportunities for possible collaboration. • Identify opportunities for possible collaboration.</td>
<td></td>
</tr>
<tr>
<td>Community work</td>
<td>Knowledge and skills to mobilize community resources to support and assist the Family Development Sessions • Identify tangible and non-tangible resources that can be used in the Family development sessions.</td>
<td></td>
</tr>
<tr>
<td>Case work</td>
<td>Knowledge and skills to assess group processes and identify psychosocial needs of the participants of the Family Development sessions • Identify psycho-social needs of the beneficiaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide initial response to these psycho-social needs • Provide initial response to these psycho-social needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical considerations in addressing psychosocial needs • Ethical considerations in addressing psychosocial needs</td>
<td></td>
</tr>
</tbody>
</table>
Create localized referral systems

**Professional Leadership**

Knowledge and skills to inspire and mentor beneficiaries to do better and empower them to participate in community affairs.

- Be a role model to the beneficiaries
- Create localized referral systems
- Create the mentorship system for beneficiaries

**Environmental systems**

Knowledge about the socio-cultural environment of the Family Session Group.

- Identify ethnicity and cultural differences within the session groups
- Localize modules to address the differences in cultural practices

**Program Evaluation**

Knowledge and skills in evaluating program needs and performance of beneficiaries.

- Monitor development of beneficiaries
- Evaluate and identify needs of the beneficiaries

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**Table 5. The attitudes and behaviors of the facilitators must be one with the vision of FDS and 4P’s program**

<table>
<thead>
<tr>
<th>Vision</th>
<th>Align oneself to the vision and goals of the FDS and the Pantawid Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empower</td>
<td>Empower oneself to advocate for better family life welfare of the beneficiaries</td>
</tr>
<tr>
<td>Enable</td>
<td>Enable family beneficiaries to aim for better family relationships and living</td>
</tr>
<tr>
<td>Encourage</td>
<td>Encourage and mentor families to strive for better family living</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Constantly evaluate and assess oneself for self-management and improvement.</td>
</tr>
</tbody>
</table>
6.3. FRAMEWORK FOR CONTINUING CAPACITY BUILDING PROGRAM

Capacity building process

Figure 36. Framework for capacity building program

Figure 36 shows the flow of communication between and among FDS stakeholders. The Family Development Unit (FDU) of the National Program Management Office (NPMO), acts as the overall moderator for the project. The key developer of operational policies and guidelines, monitoring and evaluation templates, tools and processes, technical assistance and capability building activities for the whole FDS process. Moreover, the FDU also crafts standardized modules for all the sessions, across all beneficiaries. To ensure the delivery of the sessions, standardized and effective, training and capacity building are administered to key FDS persons in the local government, particularly the City/Municipal Links, in coordination with the City/Municipal Social Welfare Office. In addition, the FDU tasks the RPMO) to monitor, evaluate, assist and train their local government counterparts. The RPMO, in turn, provides feedback to the FDU through status reports and situationers. The RPMO and its local counterpart diligently work together in providing regular feedbacks. This feedback ensures that the FDS is being implemented efficiently and effectively. There is a need to bridge the gap between the C/ML and the FDS unit.
Figure 37 is the recommended capacity building program for the FDS facilitators. It is a process that will capacitate the FDS facilitators to be more effective agents of behavior change among family beneficiaries. The facilitators must undergo the process and system of the Pantawid Program to gain more knowledge about the policies and processes involved in conducting the FDS, such as materials procurement, forming linkages as well as monitoring and evaluation. During this training, the facilitators must be able to imbibe the visions and goals of the FDS and the Pantawid program as a whole. Claiming the visions and goals of the program as their own will enable them to become more effective in transferring the knowledge to the FDS participants.

The second important component of this program is the training on the proper use of modules and skills building. Facilitators should undergo intensive training and workshops on how to interpret the methodologies included in the modules. Hopefully, this should improve the conduct of the sessions and ensure session objectives are met. It is also crucial that every facilitator would understand fully the objectives of each module. This understanding is a crucial element for them to properly localize the sessions to address different cultural beliefs and practices. Mentoring facilitators through actual demonstration of sessions can be a very effective methodology in training the FDS implementers. Through this demonstration, they are able to visualize how to conduct the FDS in the field.

It is also suggested that the facilitators be monitored and evaluated regularly. This evaluation will help to identify the needs of the facilitators that must be addressed in future skills building workshops.
7. BIBLIOGRAPHY


# SUMMARY OF EVALUATION

The table summarizes the evaluation of the processes in various dimensions of the Family Development Session. The first column identifies significant areas circumstantial to the FDS. The second column presents the provisions of the FDS Implementation Guidelines. The third column shows anecdotes of beneficiaries and implementers, and observations by the researchers during the field visits. Remarks are added regarding the alignment or deviations of actual implementation from the stipulations of the Guidelines. The fourth column indicates remarks about the process from an educational perspective.

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>GUIDELINES (NPMO Inter-Office Memorandum dated May 7, 2013)</th>
<th>REMARKS</th>
<th>ACTUAL IMPLEMENTATION (based on anecdotes and observations)</th>
<th>FAMILY EDUCATION PERSPECTIVES</th>
</tr>
</thead>
</table>
| I. FDS Topics | • The Guidelines notes that the FDS must be able to provide beneficiaries:  
1. The General Perspective of the Pantawid Pamilyang Pilipino program  
2. Guiding Principles of Pantawid Pamilya  
3. One’s Self as a Person, as a Parent and as a Beneficiary of Pantawid Pamilya  
4. Responsible Parenthood  
5. Family and Community | • Beneficiaries reported satisfaction and perceived usefulness of the topics included in the FDS particularly those pertaining to family life and parent-child relationship.  
• They reported having discussed basic information and fundamental principles of the Pantawid program. | • It is very apparent that the human ecological perspective guides the selection of topics for the FDS.  
• This Person-in-Environment context is applicable in community education, especially in fostering wellbeing among marginalized families, which socioeconomic conditions which greatly influence and are greatly influenced by their quality of life. |
II. Resource Persons

- Maximizing linkages with CSO is encouraged, guidelines stipulate that CSO undergoes training with DSWD to ensure alignment of FDS goals with actual implementation.

- Primary resource persons are MLs/CLs and representative from CSOs.
- Beneficiaries generally perceive RPs as knowledgeable and agreeable.
- CSOs bring in their own organizational philosophies, which influence the delivery and content of the FDS they facilitate.

- An educational philosophy must guide the content, process, and outcomes of an educative program such as the FDS.
- The educational philosophy must be clear to all stakeholders. It should attempt to streamline content, process, and outcome based on this philosophy.
- Bringing in “add-ons” to the guiding educational philosophy (i.e., inclusion of organizational advocacies of the CSOs) have to be negotiated with the primary implementing institution to ensure that even these add-on philosophies are in line with the fundamental tenets that the educative program wishes to promote or achieve.
### III. Schedule and Venue

- The Guidelines stipulates that FDS are conducted “at least once a month in the neighborhood to make it accessible to the household beneficiaries”
- Possible venues are:
  - Barangay Hall
  - Multi-Purpose Hall
  - Women Center
  - Day Care Center
  - Barangay Health Station
  - Nutrition Post
  - other facilities available in the community
  - backyard and open spaces as long as safe

- FDS schedules are followed as per guidelines.
- Venues are also within the areas suggested by the Guidelines but the learning environment is not always conducive (too hot, too open, too noisy, no enough sitting space)
- Beneficiaries manifest discomfort when the environment is non-conducive for learning (i.e., yawning, irritability, chatting instead of focusing on the learning process)

- The educative process is greatly influenced by the learning environment (temperature, noise level, availability of space, class density).
- While learners are adaptive organisms in such a way that they will adjust and adapt to whatever learning environment they are in, individuals have particular learning styles which must be considered to ensure that they are getting the most amount of learning at the best possible quality.
- It is best to have clearer criteria in selecting the place as FDS venue. While it is a common knowledge that many areas do not have facilities to accommodate the FDS, it is best to engage or collaborate with the LGU to reconsider putting up an infrastructure where the FDS and other related activities can be held.
### IV. Absences
- Policy on attendance is clear
- Absences are sanctioned only if the grantee is “sick” and a note “certified by the health center physician or personnel, and/or attested by the Parent Leader or the barangay captain in the locality” is provided.
- The guideline is not strictly implemented especially the need to submit medical certificate.
- The PLs are the ones who attest validity of absence and this validation assumes good faith on the part of the absentee.
- Beneficiaries express that conflict with work schedules are also a valid reason.
- Presence in the learning process is necessary for the learner to benefit from the learning experience.
- While accommodations have to be made in excusing beneficiaries from sessions and a systems to be in place so that absentees can still benefit from the learning opportunity they missed. The rules have to be implemented fairly to avoid discord among learners (i.e., avoid the possibility of learners thinking that the ML/CL is playing favorites).

### V. Proxy attendance
- “Proxy attendance” is a possible way to compensate absence.
- Eligible proxies are:
  - “responsible adult in the household such as the spouse and other of legal age household members with in 4\(^{th}\) degree of consanguinity”
  - Proxy “allowed only once in a semester and not in consecutive months, otherwise
- Beneficiaries know who are eligible to serve as proxy (i.e., at least 18 years old)
- Beneficiaries utilize proxy.
- It is reported however that transfer of knowledge from the proxy to the grantee is not always assured.
- Proxy agents are in place to ensure that the transfer of learning still happens even when the presence of the learner is impossible. Hence, there has to be a mechanism to ensure that whatever the proxy agent gains from the session shall be endorsed to the beneficiary (i.e., asking the absentee to submit a brief output identifying the learning points of the session that was missed.
the beneficiary will be reprimanded by the city/municipal links.”

| VI. Make-up sessions | • “Make-up session” is a possible way to compensate absence  
• The guidelines stipulate that make-up session is allowed if:  
  - The schedule of the other group’s session is within the month;  
  - The same C/MLs is responsible for both groups;  
  - The venue of the session is in an area near the grantee’s residence wherein it would not require her to spend money for transportation;  
  - The session has the same required topic as the one that the grantee missed;  
  - It would not be habitual which means that this may only be done once a semester and not in consecutive months. | • Beneficiaries reported that make-up sessions are helpful especially to those who have problems with schedule.  
• Monitoring habitual make-up sessions has not been consistent according to beneficiaries, especially that it is the PL who check on their attendance.  
• Absentees need to have opportunities to benefit from the learning process s/he failed to experience. Make-up sessions enable this opportunity to be actualized.  
• However, make-up sessions are only mechanisms in case the default attendance to the actual FDS is impossible. Hence, efforts have to be ensured by the implementers to encourage participants to attend the actual FDS schedule and to sparingly use make-up sessions as a means to compensate for absences. |
### VIII. Postponement of Scheduled FDS Activity

- The Guidelines stipulate that postponements can be done if:
  - There is a threat to the lives of the staff and beneficiaries
  - There is a disruption of the local peace and order and security poised by armed conflict... that may put the FDS participants in danger
- If MLs/CLs have official business to attend to, they “shall ensure that the FDS activity shall push through with other staff taking his/her place, or by the LGU Link, or other members of the Municipal Action.
- Beneficiaries reported that postponements are done because CLs/MLs are called for meeting. Sessions are the rescheduled compensate for this.
- Sometimes, sessions get postponed because of simultaneous events called for by the BLGU or LGU.
- The PLs play a significant role in communication postponements to the beneficiaries. They use their own communicating resources (i.e., personal mobile phone, personal load, personal transport) in this process.

### VII. Tardiness

- The guidelines stipulate that “only 30 minutes grace period shall be allowed for their attendance to be considered as present. Beyond 30 minutes, after the opening amenities, it shall be considered late and to be provided with some precautions and gentle to stern reminders,”
- Beneficiaries reported that being late is alright as long as they are present and they are able to sign attendance (at the end of the session)
- During the observations, some beneficiaries are late by almost 30 minutes. This is acceptable within the guidelines.
- For a two-hour session, 30 minutes means that the beneficiary is missing a lot either about administrative announcements or even about the content delivered for a particular session.
| IX. Clustering of Sessions | Team to serve as resource person and facilitator” | • Guidelines stipulate this must be avoided except when there is lack of resources and only “to ensure maximum learning of the household grantees” | • Clustering is seldom done.  
• In certain cases, only when there are topics that concerns the whole municipality (i.e., municipality-wide DRR) that is clustering called for.  
• There are cases involving postponements and clustering is done to catch up. |
| X. Participation Cost on FDS by Beneficiaries | • Guidelines stipulate that “The conduct of FDS activities shall be of no cost to the beneficiaries unless the beneficiaries themselves will consensually and voluntarily come up with their own projects” | • Sometimes beneficiaries have to pay for transportation or for photocopying materials. This is voluntary.  
• Sometimes, beneficiaries give money to the PL for load as an act of compassion to the parent leader. |
| XI. Use of Talaarawan | • Importance of Talaarawan shall be emphasized.  
• Use of Talaarawan shall be monitored by ML/CL | • ML/CL underscores the importance of Talaarawan and beneficiaries reported understanding the need to take notes so they can check what they learned.  
• Not regularly checked by the MLs/CLs  
• Some beneficiaries do not have Talaarawan during the FDS | • Talaarawan will qualify as a strategy for behavioral contracting, which is a means to build desirable habits.  
• As a behavioral contract, Talaarawan should be regularly and consistently monitored. The beneficiaries have to level off with the implementers about the frequency of monitoring the Talaarawan as well as the criteria for assessing whether or not the Talaarawan has been maximized. |
**XII. Code of Conduct for FDS Implementers**

- Guidelines stipulate that implementers have to:
  - follow existing dress code as specified by the Civil Service Commission;
  - adhere to “no gifts policy,” principle of non-emotional involvement, playing favoritism and engaging in partisan politics during FDS activities;
  - refrain from collection of monies or in kind from beneficiaries, or engaging in any business
  - avoid “other activities that will compromise the integrity of the staff and other stakeholders, or the program itself.”

- Beneficiaries generally have positive regard to the code of ethics of the implementers
- Beneficiaries shared that sometimes they give gifts to the ML/CL as an act of appreciation.
Assessment of Family Development Session of the Pantawid Pamilyang Pilipino Program (4Ps): Process Evaluation of FDS (Final Report)

2017