

**NPMO Order No. 5**  
**Series of 2023**

## **Guidance Note on the Implementation of the Family Development Sessions Seven-Year Transformative Learning Path (FDS 7YTLP)**

### **I. RATIONALE**

With the institutionalization of the Pantawid Pamilyang Pilipino Program (4Ps) through the Republic Act 11310, its beneficiaries can stay in the program for a maximum of seven (7) years. The law also mandates that at least one (1) responsible person in a household must attend Family Development Sessions (FDS) conducted by the DSWD, at least once a month. FDS is a monthly community-based education session of the program that provides learning interventions to the parents of the households aiming for improved parenting capabilities and strengthened community involvement to achieve higher levels of well-being towards graduation from the program.

Now in its 11th year of implementation since its inception in 2012, FDS has to induce significant changes in its implementation, business processes and outcomes for better service delivery. Recalibrating the FDS framework and guidelines to effect positive behavioral changes is necessary to make it more responsive in empowering its beneficiaries to become more functional and proactive individuals of their households and communities. With the recalibrated FDS Seven-Year Transformative Learning Path (FDS 7YTLP), topics are organized in a developmental structure, beginning with the family as the smallest unit of society. The new program equips the beneficiaries with enough knowledge, skills and behavior to handle more difficult situations moving forward.

In addition, FDS is highlighted as one of the program's interventions under the 4Ps Kilos-Unlad Social Case Management Strategy – a process and strategy to guide the household beneficiaries to achieve improved well-being within the seven (7) year period. Moreover, the behavioral indicators for FDS were aligned with the Social Welfare and Development Indicators (SWDI), the Department's tool in measuring and/or monitoring the households well-being.

Each session in the FDS 7YTLP is an opportunity for beneficiaries to enhance and/or acquire new knowledge and skills in responding to their parental roles and responsibilities, promoting the concept of shared parenting. It also focuses on education, health and well-being, nutrition, financial literacy and entrepreneurship, and topics that address psychosocial needs of their children, while promoting positive





family values. It strengthens family relationships, and further advocates active citizenship, gender sensitivity, disaster resiliency, and volunteerism, among others, towards community development.

Overall, this guidance note will provide the overall framework of the FDS 7YTLP and implementing mechanisms. This document shall detail the definitions and descriptions of the program component, its elements, implementing mechanics, and reporting tools.

## **II. LEGAL AND POLICY BASES**

- A. Republic Act 11310 otherwise known as “An Act Institutionalizing the 4Ps.** The 4Ps Act institutionalized the program that invests and harnesses human capital and improves the delivery of basic services to the poor to break the intergenerational cycle of poverty. The law permits qualified beneficiaries to a maximum of seven (7) years in the program to promote their health, nutrition, education, and socio-economic status in partnership with other concerned agencies.
- B. DSWD Memorandum Circular No. 22 Series of 2018 on Enhanced Guidelines on the Implementation of the Family Development Session of the Pantawid Pamilyang Pilipino Program.** The Family Development Sessions (FDS) is a monthly parent group activity attended by the main grantee/s of the households to enhance their parenting capabilities and encourage them to be more active citizens of the society. It serves as a psycho-social and education intervention of the 4Ps and complementary activity provided to the household grantees and household heads to ensure that children beneficiaries are able to comply with the conditions, and parents are able to provide the necessary support to their children for health and education needs.
- C. DSWD Memorandum Circular No. 10 Series of 2022 on Guidelines on the Implementation of Graduation and Exit Procedure Under the Kilos- Unlad Seven Year Social Case Management Strategy.** A guideline developed to strengthen the implementation of 4Ps through a well-defined policy that establishes the procedures for preparing beneficiaries that are deemed to exit from the program. This defines how the program will go about the process of transition towards exit and provide a comprehensive and integrated social service that will foster sustained self-reliance and financial independence.
- D. Guidance Note on the Implementation of Family Development Sessions in the Time of COVID-19.** This Guidance Note shall serve as the basis on how to conduct the monthly learning sessions abiding by the





minimum safety measures and community quarantine protocols. This provides the City/Municipal Links with alternative ways on how to implement the FDS and facilitate the compliance of the household beneficiaries to FDS as part of the health conditions.

**E. Operational Manual (5<sup>th</sup> edition).** This shall serve as the reference in all specific procedures that will help deliver the quality service delivery of FDS Seven-Year Transformative Learning Path.

**F. 4Ps Thrusts and Priorities 2023.** One of the priorities in terms of FDS implementation is the roll-out of the FDS Transformative Learning Path and strengthening the FDS monitoring and evaluation aspect.

### III. FDS 7YTLP OBJECTIVES

This guidance note seeks to provide the FDS implementers and stakeholders with an overall concept of the Family Development Sessions Seven-Year Transformative Learning Path, an integrative learning intervention that will support household beneficiaries in improving their level of well-being.

Specifically, it shall:

- A. Standardize mechanisms on learning needs assessment of household and parent groups, organization of parent groups, planning and delivery of learning packages, progress monitoring of behavioral changes of grantees and groups, and monitoring and evaluation;
- B. Provide a roadmap on the implementation of FDS 7YTLP;
- C. Describe the yearly themes and the learning materials and packages;
- D. Enable positive change in the values and behaviors of the households beneficiaries;
- E. Empower the households and parent groups in advocating for their rights by accessing and maximizing programs and services; and engaging local systems and structures;
- F. Facilitate organization of self-help groups among the parent groups for planned economic and social interventions to help them become self-reliant and productive members of the community;
- G. Define the roles and responsibilities of internal staff and external partners; and
- H. Delineate institutional arrangements and reporting mechanisms.

### IV. DEFINITION OF TERMS



The following are some terminologies and their definition on how they are being used in the context of the FDS 7YTLP and 4Ps:

- A. Activity-Discussion-Input-Deepening-Synthesis (ADIDS)** – is the specific module development framework being used by the 4Ps in the Family and Youth Development Sessions in adherence to the adult learning principles. This framework/model shall ensure that the sessions are activity-based and learner-centered, putting the experiences and ideas of the participants at paramount.
- B. Asset Building** - Is a specific area that is used in the FDS 7YTLP to refer to strengthening the house structure of the 4Ps households to contribute to its corresponding indicators in the SWDI.
- C. Behavioral Indicators** – is a set of practices or habits that shall be the target effects of each session, and can be used as a guide in assessing beneficiary progress on the expected outcomes of the FDS and the program towards improving their levels of well-being.
- D. Behavioral Outcomes** – are the pre-specified goals or conditions that reflect the effect of one or more interventions on behavioral status or quality of life.
- E. Core Areas** – are focused areas of FDS implementation that are composed of program fluency, education, health, nutrition, family life management, financial literacy and entrepreneurship, and community development, sanitation and asset building. These core areas capture and represent the most important competencies that the beneficiaries need in order to transition from survival level to self-sufficiency or self-reliance. Cross-cutting themes are positive parenting interventions, gender and development, and life skills building that support the core areas.
- F. Developmental Needs Assessment (DNA)** – is the mechanism of identifying and analyzing the learning needs of 4Ps beneficiaries which shall be the basis for planning FDS topics and other needed interventions, and monitoring their progress. It has the following areas: economic, health, food and nutrition, education, family dynamics, family planning, housing, sanitation, environmental, disaster preparedness, gender, cultural and spiritual.
- G. Family Development Sessions (FDS)** – are appropriate monthly activities conducted with and attended by the grantees or responsible persons towards enhancing their parenting capabilities, thereby encouraging them to be more active citizens of the society.
- H. FDS Facilitators** – any internal staff or external partners who implement the quality conduct of FDS. During the session proper, the facilitator helps the participants understand the session objectives, ensures that key





messages are provided, and assists beneficiaries in planning how to achieve these objectives.

- I. **FDS Team** – is a local body at the city/municipal level composed of a pool of resource persons, subject matter experts, and other partners who are involved in implementing the FDS. It is primarily composed of DSWD staff at the city/municipal level and partner stakeholders from the Local Government Unit, National Government Agencies, and Civil Society Organizations. Trained 4Ps Parent Leaders who act as resource persons and/or facilitators may also be included in the FDS Teams.
- J. **Family Risk Vulnerability Assessment (FRVA) Tool** – expounds understanding of the family dynamics ; safety and security concerns, stress and distress signals, violence within and outside the households and other risks and vulnerability factors that may impede the family's improvement of well being. It guides case managers in prioritizing cases.
- K. **Graduation** – is the state of achievement of self-sufficiency, the third and highest level of well-being of poor households based on SWDI that makes them eligible to exit from the Program before or after the completion of the seven-year maximum stay in the Program.
- L. **Kilos-Unlad (KU)** – is the social case management strategy of 4Ps which provides the process and strategy to guide the 4Ps household beneficiaries to achieve improved well-being towards self-sufficiency within a 7-year period. The KU framework illustrates the Program's intention to transform the lives of the qualified poor beneficiaries from the state of survival or subsistence to finally achieving self-sufficiency manifesting the desired behavior change with their exit from the Program. FDS is one of the priority services/ interventions under KU's packages of interventions.
- M. **Learning Package** – is a yearly set of FDS topics that are grouped together based on the theme for the year to provide focused and targeted inputs or learning interventions towards contributing to improved knowledge and attitudes which can result in positive behavioral changes.
- N. **Level of Well-being** –is a measure of progress of family well-being scaled through three levels: survival, subsistence, and self-sufficiency using the SWDI tool. Level of well-being are defined as follows:
  - 1. **Survival** – the poorest of the poor with no income nor the means (employment and education) to buy the country's prescribed meal set and to sustain basic needs, on a daily basis: Cash assistance is needed as much as assistance for future employment along with free access to health care facilities and free education.
  - 2. **Subsistence** – could barely meet the basic living necessities with income and capacities enough only to purchase the basic food





needs. No excess income to use for emergency funds nor can be spared as savings. Assistance is needed for better employment or extra livelihood for additional income.

**3. Self-sufficient** – has the means to support and sustain the daily needs.

**O. Objective-Reflective-Interpretive-Decisional (ORID) model** – is a questioning model that details (four) 4 stages: Objective (*questions about facts, about what is*), Reflective (*questions about how the participants react to and feel about the facts*), Interpretative (*questions to figure out what it means, and the implications*), and Decisional (*questions to figure out what to do and what happens next*). This model structures a conversation that evokes the participants' insights, ideas and plans on the subject matter.

**P. FDS Outcomes** - Are the objectives of the FDS that describe the desired behaviors of the 4Ps households after being provided with the FDS 7YTLP in a specific timeline.

**Q. Parent Group** – Is composed of 20-30 grantees grouped primarily according to the results of needs assessments, and other special considerations such as geographical location, tenure in the program, and natural attrition. Organizing HH-beneficiaries into parent groups is a strategy for establishing peer support; monitoring compliance with the conditions of the Program, and serving as a platform for better delivery of other services and interventions.

**R. Periodic** – is the agreed schedule of activities i.e. submission and/or conduct of monthly, quarterly, semestral or annual reports/ activities.

**S. Program Fluency** - is the ability to communicate the 4Ps program and its details in a manner that is understandable to the beneficiaries and the general public.

**T. Self-Help Groups (SHG)** – are informal groups of 4Ps beneficiaries within or among the parent groups who mutually gather to assess their needs and address common issues/problems.

**U. Social Welfare and Development Indicators (SWDI) Tool** – is a tool used for measuring or monitoring the well-being of 4Ps households. It serves as reference for case management aimed at promoting the families to sustainably transition out of the program, and eventually poverty.

**V. Year-end Projects** – are activities or projects that emanate from the ideas of the parent group. Each year, the parent group will be encouraged to implement a year-end project based on their learning on the FDS sessions they have received during the year. The projects will provide practical and real-life opportunities for them to apply what they have learned, and examine if they have demonstrated the learnings with concrete behavioral





changes. These FDS activities and projects are designed for the participants to gradually progress from self-reflection to active and meaningful participation in the affairs of the community.

## V. FDS GUIDING PRINCIPLES

- A. At all times, the FDS implementers shall abide by the established FDS principles based on the Memorandum Circular 02 series of 2018: Enhanced Guidelines on the Implementation of the Family Development Sessions, which are: (1) apolitical and non-partisan; (2) non-sectarian; (3) non-discriminatory and inclusive; (4) non-profit; and (5) responsive and developmental.
- B. All FDS facilitators shall adhere to the principles of adult learning, hence shall follow the framework of Activity-Discussion-Input-Deepening-Synthesis (ADIDS) and Objective-Reflective-Interpretive-Decisional (ORID) model to ensure the quality of FDS facilitation, and maximize participatory approach for all the sessions.
- C. All sessions shall be gender sensitive and responsive; culture-sensitive and competent; and inclusive of participants who are differently-abled, whenever providing or facilitating the sessions.
- D. All FDS Facilitators shall value, respect and support the diversity of indigenous peoples' ways of knowing and learning. Thus it is important to conduct participatory consultation with the IPs/ICCs, and IP educators, and stakeholders. It is also important that all FDS facilitators are trained on the IP ways of knowing and learning.
- E. FDS 7YTLP shall be delivered based on identified learning needs of parent groups and shall focus on four (4) core areas: health, nutrition and education; family life management; financial literacy and entrepreneurship; and group development. Positive parenting is a cross-cutting intervention in the FDS 7YTLP that shall improve the parent-child relationships in 4Ps household/families, and will eventually contribute to achieving education, health and nutrition outcomes, and decrease in domestic abuses and violence.



## VI. FDS RESULTS FRAMEWORK

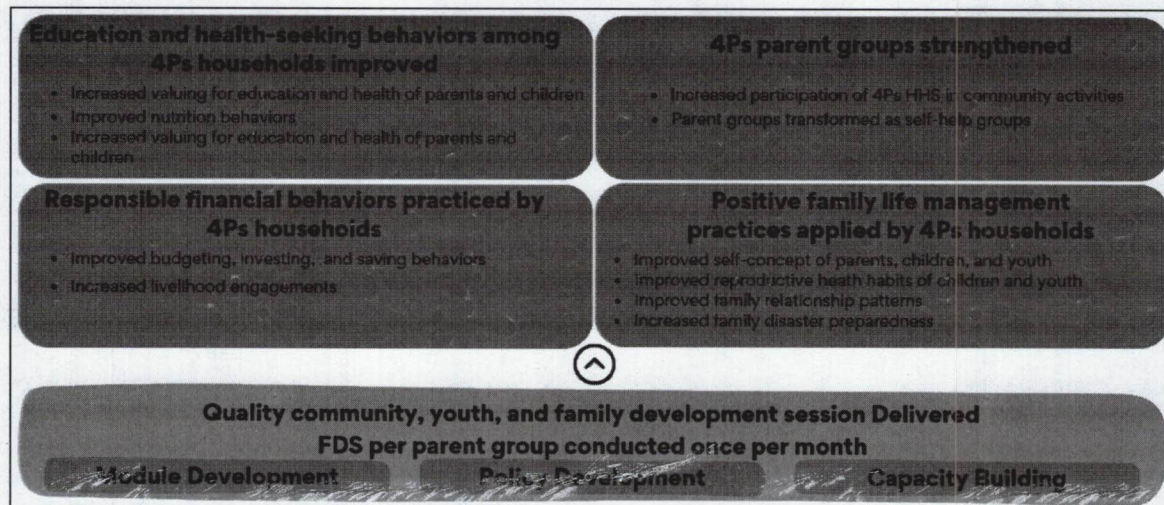


Figure 1: FDS Results Framework

The FDS aspires to achieve four (4) FDS outcomes:

- A. **Education, health, and nutrition-seeking behaviors among 4Ps households improved** - FDS shall provide learning inputs on changing the attitudes of the 4Ps parents into giving more value for the education, health and nutrition of their children and the entire family. This outcome covers behaviors on supporting children in their school tasks and activities, creating conducive home and school environments for learning, helping children build their dreams, prioritizing the health of their children and the entire family, taking vitamin and mineral supplements, being conscious of nutritious foods, food security, vegetable gardening, and even sanitation and hygiene.
- B. **Positive family life management practices applied by 4Ps households** - family life management practices cover the intra-household dynamics of the family/household. Indicators on this revolve around awareness on children's and women's rights, positive parenting interventions, family relationships, responsible parenthood and family planning, disaster preparedness, etc.
- C. **Responsible financial behaviors practiced by 4Ps households** - this outcome aims for 4Ps beneficiaries that will be more literate on their finances, and will eventually pursue livelihood engagements, either on





employment or entrepreneurship. Indicators on, budgeting, saving, investing, microinsurance, skills development, setting up of businesses, etc. shall be covered here.

- D. **4Ps parent groups strengthened** - In line with the community organizing thrust of the Department and the program, FDS shall provide the avenue and learning interventions on group development. The existing 4Ps parent groups shall be encouraged to become more established and structured in assessing their and their community's needs, and actually addressing them as a group. This approach shall be injected towards the mid-to-end phase of the seven-year timeline. This shall be a transition strategy to empower the 4Ps beneficiaries and parent groups to help themselves, especially when they will already be out of the program.

## **VII. THE FDS SEVEN-YEAR TRANSFORMATIVE LEARNING PATH (FDS 7YTLP)**

The FDS Seven-Year Transformative Learning Path (FDS 7YTLP) is the new version of the Family Development Sessions that is recalibrated based on the provisions of the RA 11310 and the Kilos Unlad Social Case Management Strategy. It is an integral part of the KU that shall deliver monthly needs-based learning sessions to enable the household beneficiaries acquire and/or enhance their knowledge, skills and behaviors based on the desirable levels of well-being from the Social Welfare and Development Indicators (SWDI).

The FDS 7YTLP provides direction on how the program beneficiaries and program implementers collaborate to determine learning needs of the program beneficiaries, plan on the appropriate learning packages, and deliver the actual family development sessions. Moreover, FDS 7YTLP follows a program design wherein household beneficiaries shall undergo a standard needs assessment mechanism using the SWDI, FRVA and the DNA as tools; grouping or regrouping of grantees based on their learning needs, proximity, length of stay in the program, etc.; planning and provision of learning packages/sessions; and monitoring of beneficiary progress through their program timeline. This shall be strengthened by a results-based monitoring and evaluation plan that are anchored on behavioral changes within the FDS results framework.

### **A. FDS 7YTLP Operational Framework**

The figure below presents the overall operational framework of the FDS 7YTLP, with each phase explained in the succeeding portions. The

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GUIDANCE NOTE ON THE IMPLEMENTATION OF THE FAMILY DEVELOPMENT SESSIONS SEVEN-YEAR  
TRANSFORMATIVE LEARNING PATH (FDS 7YTLP)

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procedural guide on the implementation/operationalization of each phase can be found in **Annex A**.

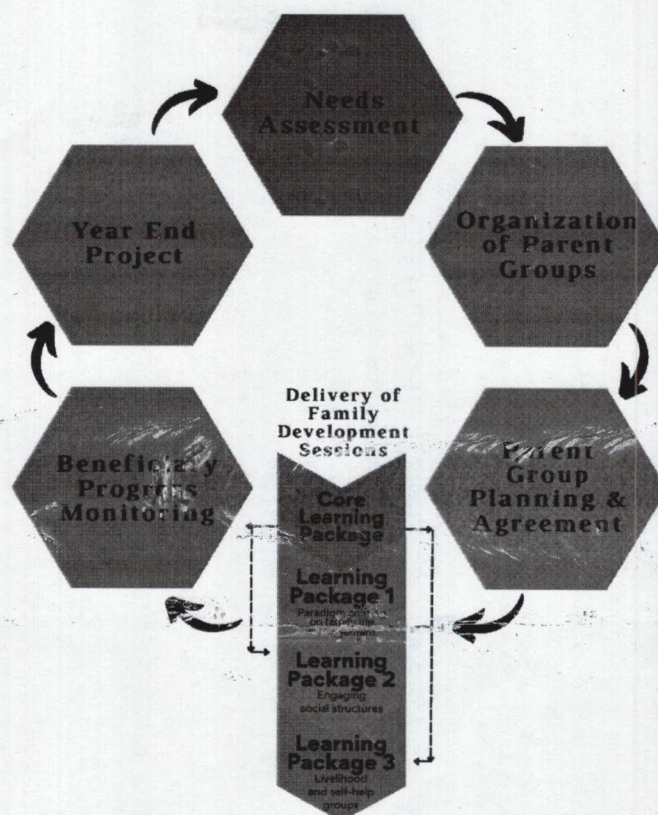


Figure 2: FDS 7YTLP Operational Framework

### 1. Needs Assessment

The City/Municipal Links (C/MLs), Community Facilitators (CFs) and Social Welfare Assistants (SWAs) shall administer needs assessment tools such as the SWDI, FRVA, and the DNA to all program beneficiaries.

Assessment results of each household will be analyzed to come up with a proposed parent group, and eventually an FDS 7YTLP plan of topics per parent group, that will later on be presented to the program beneficiaries for their concurrence/acceptance.





## **2. Organization of Parent Groups**

The result of the needs assessment will assist C/MLs and CFs in organizing the 4Ps beneficiaries. They shall be grouped primarily according to the results of these assessments, and other special considerations such as geographical location, tenure in the program, and natural attrition. Each group shall have a maximum of 30 members only.

## **3. Parent Group Planning and Agreement**

After the C/MLs and CFs have organized the parent groups, a session to discuss TLP will be conducted. During this phase, parent groups shall prepare group plans that contain the sessions they need to undergo within a year and their proposed year end project. Each group member shall abide by this plan for the entire year, subject to regular monitoring of behavioral changes and improvements in the level of well-being.

## **4. Delivery of the FDS 7YTLP Learning Packages**

During this phase, FDS implementers shall deliver the sessions following the plans agreed with the parent group. It is also important to mention that in the delivery of FDS, the assistance and expertise of the FDS teams shall be maximized, according to existing guidelines.

## **5. Beneficiary Progress Monitoring**

Routine assessments shall be conducted by the case managers on an annual basis. The assessment shall look into the expected behavioral changes that were targeted by the sessions provided for the year. This can also serve as a follow-up learning needs assessment to determine the FDS plan for the succeeding year. This shall be done through re-administering the DNA tool and analyzing the results of the SWDI and the FRVA. Progress monitoring shall be done through regular checking of beneficiary journals, updating of case records, periodic submission of accomplishment reports, monitoring of year-end projects, home visits, and other similar activities.

## **6. Year-end Projects**

At the end of every year, parent groups are expected to have accomplished a project that they have agreed to at the start of



every year. These projects are based on the learning sessions that they have undergone and show practical application or demonstration of the positive behavioral changes. For reference, examples of year-end projects include community manifesto or a consolidation of the family manifestos/declaration of what they intend to achieve in terms of improving their well-being, community activity spearheaded by the parent group, project proposal of a livelihood project, and other actual activities or project implementation that can address their and their communities' needs that can be based on surveys or results of needs assessment mechanisms.

## B. FDSTLP Yearly Themes and Learning Packages

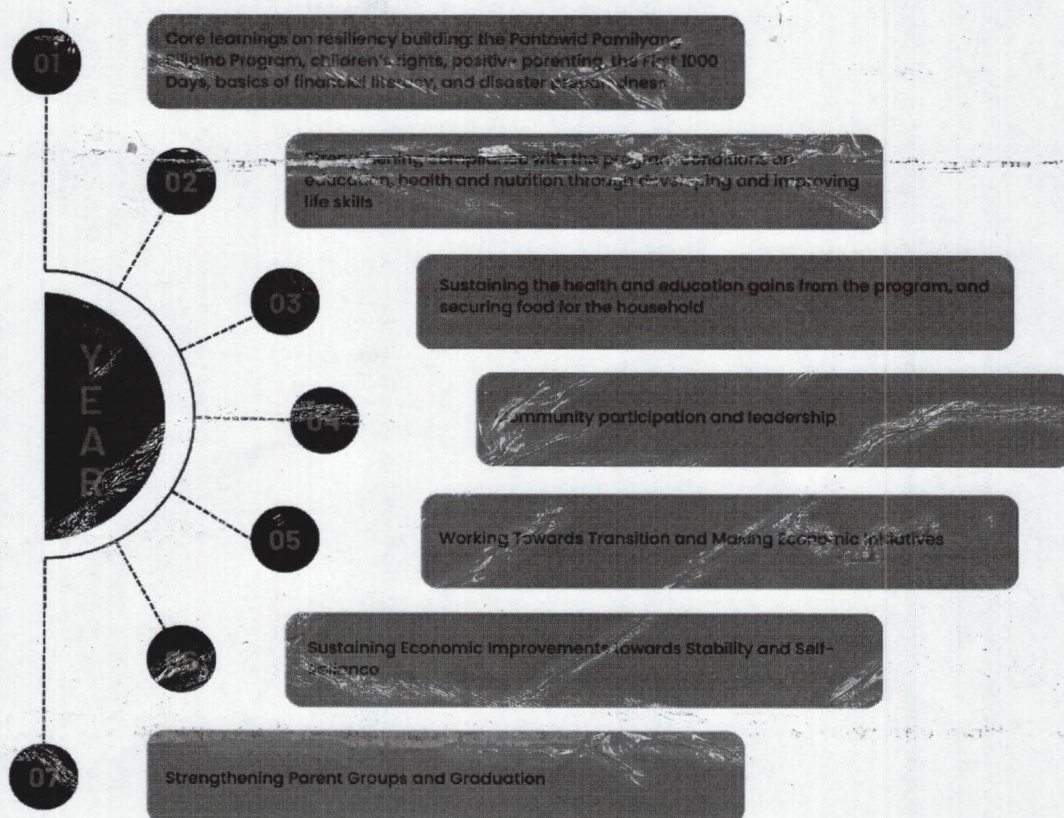


Figure 3: FDS 7YTLP Year Themes





### **C. FDS Behavioral Indicators**

One of the new features of the FDS 7YTLP is the identification of behavioral indicators that are used to objectively measure the beneficiary performance. Further, these indicators will be utilized by the program to objectively measure the achievement of the learning program's goals and objectives. It provides data on the transformation of the 4Ps beneficiaries as they become proactive, productive, responsive, and resilient households.

These indicators are anchored on the FDS Results Framework discussed above and other program components or considerations. These are spread across the seven- year 4Ps timeline based on the year that these behaviors are expected to have manifested by the program beneficiaries.

### **D. Monitoring and Evaluation**

The program shall utilize existing tools such as the SWDI tool, FRVA tool, and Family Development Session Monitoring Implementation Report (FDS MIR) as well as the corresponding information systems to track the implementation of the FDS 7YTLP. Process evaluation activities conducted through spot checks and/or commissioned studies shall be institutionalized on a regular basis to aid in further assessing the implementation of FDS 7YTLP.

Furthermore, implementation of FDS 7YTLP must be part of the regular program review and implementation workshops at all levels of program management, to review implementation practices and data; determine target behavioral indicators achieved, recalibrate strategies as needed, identify new practices or procedures for improving current practice; determine gains for enhancement of program operations; and enhance existing guidelines, as necessary. Significant findings and recommendations shall be submitted to the National Program Management Office on a regular basis.





## **VIII. INSTITUTIONAL ARRANGEMENTS**

### **A. Internal Implementers**

#### **1. The 4Ps National Program Management Office (NPMO)**

##### **1.1. Family Development Division (FDD)**

- a) Submit Quarterly Accomplishment Report on FDS 7YTLP
- b) Develop operational guidelines and policies in the conduct of FDS Seven-Year Transformative Learning Path (FDS 7YTLP)
- c) Provide guidance to the regions on the implementation of the FDS 7YTLP
- d) Collaborate with the Regional Program Management Offices (RPMO) in the planning and implementation of the FDS 7YTLP
- e) Cascade through training and similar activities, the contents of the FDS 7YTLP to FDS supervisors, city/municipal Links, community facilitators and other FDS implementers
- f) Enhance as necessary, in coordination with relevant stakeholders, the implementing guidelines of the FDS 7YTLP, and provide timely notices to field implementers
- g) Conduct consultation meetings, monitoring and evaluation mechanisms to determine outcomes of FDS 7YTLP to the beneficiaries and in the overall program implementation

##### **1.2 Planning, Monitoring and Evaluation Division (PMED)**

- a) Conceptualize studies or researches to be conducted relative to the behavioral change observed in the conduct of FDS 7YTLP
- b) Provide technical assistance in monitoring the behavioral indicators per year to determine if there are significant changes attributable to FDS 7YTLP
- c) Assist in the conduct of regional spot check to determine whether specific program activities have been implemented as expected, in line with the approved Guidance Note/ Workplan.





### **1.3 Social Marketing Division (SMD)**

- a) Develop long- term communication and advocacy strategies for the FDS 7YTLP
- b) Design and implement advocacy and communication activities
- c) Assist the FDD in crafting key messages
- d) Develop IECs and other related advocacy materials

### **1.4 Social Service Delivery and Management Division (SSDMD)**

- a) Ensure that appropriate services are provided to program beneficiaries to facilitate the improvement of their level of well being
- b) Co-develop modules or session guides that are gender responsive relevant to FDS 7YTLP
- c) Provide technical assistance in the integration of FDS 7YTLP in the Kilos-Unlad

### **1.5. Beneficiary Data and Management Division (BDMD)**

- a) To provide the list of newly registered partner beneficiaries and the transitioning households.
- b) To track household data to ensure/monitor the beneficiaries continued eligibility in the FDS 7Y TLP.

### **1.6. Capability Building Division (CBD)**

- a) Assist in the conduct of capability building activities for the field implementers, parent leaders and other stakeholders to equip them with the appropriate competencies needed in the implementation of the FDS 7YTLP.

### **1.7. Modified Conditional Cash Transfer Division (MCCTD)**

- a) Co-develop FDS modules that are culturally-sensitive to the needs of beneficiaries with indigenous affiliations
- b) Co-develop monitoring tools that determine the needs of indigenous beneficiaries that are gender-sensitive and culturally-appropriate



**2. The 4Ps Regional Program Management Office (RPMO) shall:**

- a) The RPMO through the FDS Focal persons shall oversee and supervise the implementation of the FDS 7YTLP and cascade the same through the conduct of training and similar activities. Collaboration with the Case Management Focal, Systems Focal, MCCT Coordinator, Regional Monitoring and Evaluation Officer, Institutional Partnership Development Officers, and other focal persons as determined by the Regional Program Coordinator/Division Chief is highly expected.
- b) Submit the Family Development Sessions Monthly Accomplishment Reports for review, consolidation and analysis of the National Program Management Office.
- c) In-charge of cascading the monitoring and evaluation mechanisms to determine outcomes of the FDS 7YTLP
- d) Work with the NPMO in monitoring the status of FDS 7YTLP implementation per set deadline.
- e) Conduct consultation meetings, regular spot checks on the implementation of the FDS 7YTLP and recommend strategies as necessary.
- f) Expand partnerships to supplement and sustain beneficiaries' positive behavioral change acquired through the sessions and provision of appropriate support services.
- g) Provide technical assistance through coaching the untrained C/MLs implementers.

**3. The 4Ps Provincial/ Cluster Operations Office (P/COO) shall:**

- a) The P/COO through the Social Welfare Officers III shall supervise the implementation of the FDS 7YTLP and cascade the same through the conduct of training and similar activities. Collaboration with relevant provincial officers as determined by the Provincial Link or Cluster Head is highly expected.
- b) Guarantee that the implementing mechanics are established and duly followed to determine the results of the FDS 7YTLP
- c) Capture good practices among field implementers, beneficiaries and partner stakeholders to sustain positive behavioral change acquired in the program implementation.
- d) Provide technical assistance to address concerns that may be encountered along the implementation



**4. The 4Ps City/ Municipal Operations Office (C/MOO) shall:**

- a) Implement the FDS 7YTLP sessions to active beneficiaries in their respective area of assignment
- b) Adhere to the guiding principles and implementing mechanics of this guidance note
- c) Utilize existing tools such as the SWDI and/or newly developed tools, to determine the level of knowledge, skills and attitude of the beneficiaries; and facilitate reorganization of parent groups based on assessment results
- d) Document sessions and other interventions including good practices in program implementation
- e) Capacitate the Parent Leaders with knowledge and skills on the utilization of the FDS 7YTLP through knowledge sharing and similar activities
- f) Capture good practices among the parent leaders, beneficiaries and partner stakeholders in the utilization of the FDS 7YTLP
- g) Participate in the conduct of further monitoring and evaluation activities as needs arise

**B. External Implementers**

The delivery of the FDS 7YTLP may be co-implemented by subject matter experts from the following:

1. Family Development Session Teams and other stakeholders
2. National government agencies, private sector and local government units
3. Trained Parent leaders

These partners shall be capacitated on how to operationalize the FDS 7YTLP, abide by the provisions of this Guidance Note and other existing FDS guidelines; and shall perform their roles and responsibilities as provided in other related documents bearing partnership agreements.

**IX. REPEALING AND EFFECTIVITY CLAUSES**

This NPMO Order shall take effect immediately and revoke or amend all previous issuances that are inconsistent hereto.





Department of Social Welfare and Development  
DSWD-GF-010 | REV 01 | 17 AUG 2022



Pantawid Pamilyang  
Pilipino Program

Let copies of this Order be disseminated to all 4Ps Regional Program Management Offices for guidance, reference and compliance.

Issued in Quezon City this 4<sup>th</sup> day of April 2023.

Approved / Disapproved

*Gemma B. Gabuya*

**GEMMA B. GABUYA**

Director IV and National Program Manager  
Pantawid Pamilyang Pilipino Program

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