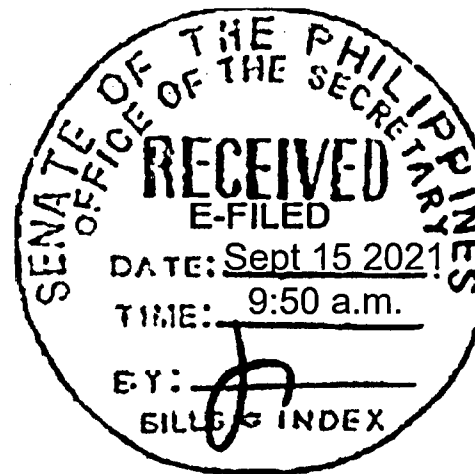


EIGHTEENTH CONGRESS OF THE)
REPUBLIC OF THE PHILIPPINES)
Third Regular Session)



SENATE

S.B. No. 2399

Prepared by the Committees on Women, Children, Family Relations and Gender Equality; Basic Education, Arts and Culture; *and* Finance with Senators Gatchalian, Hontiveros and Angara as authors thereof.

AN ACT
MANDATING THE ESTABLISHMENT AND IMPLEMENTATION OF THE
PARENT EFFECTIVENESS SERVICE PROGRAM TO STRENGTHEN PARENTAL
INVOLVEMENT IN THEIR CHILDREN'S DEVELOPMENT AND LEARNING AND
APPROPRIATING FUNDS THEREFOR

Be it enacted by the Senate and the House of Representatives of the Philippines in Congress assembled:

1 SECTION 1. *Short Title.* – This Act shall be known as “*The Parent Effectiveness*
2 *Service Program Act*”.

3 SEC 2. *Declaration of Policy.* – It is the declared policy of the State to recognize
4 the sanctity of family life, protect and strengthen the family as a basic autonomous
5 social institution and foundation of the nation, strengthen its solidarity, and actively
6 promote its total development. The right of families or family associations to
7 participate in the planning and implementation of policies and programs that affect
8 them shall be promoted.

9 It is further the policy of the State to defend the right of children to assistance,
10 including proper care and nutrition, and special protection from all forms of neglect,
11 abuse, cruelty, exploitation, and other conditions prejudicial to their development.

1 SEC. 3. *Coverage.* – The Parent Effectiveness Service (PES) Program shall
2 primarily cover fathers and mothers, surrogate parents, and caretakers of children.

3 SEC. 4. *Definition of Terms.* – As used in this Act, the following terms shall
4 mean:

5 (a) Child – refers to a person below eighteen (18) years of age or a person
6 over 18 years but is unable to fully take care or protect oneself from abuse,
7 neglect, cruelty, exploitation, or discrimination because of physical or
8 psychosocial disability or condition;

9 (b) PES Program – refers to a program on the provision and expansion of
10 knowledge and skills of parents and parent substitutes on parenting to be
11 able to respond to parental duties and responsibilities on the areas of early
12 childhood development, behavior management of younger and older
13 children, husband-wife relationships, prevention of child abuse, health care,
14 and other challenges of parenting. It assists parents and parent substitutes
15 to develop and strengthen their knowledge and skills so they can assume
16 the major educational role in their child’s growth and development.

17 (c) Parent Substitute – refers to the guardian other than the biological parent
18 who has custody over a child and is primarily responsible for his or her
19 care, and physical, moral and intellectual development. It shall also include
20 foster parents, legal guardians surrogate parents and caretakers.

21 In case of a guardian who is not the biological parent or who is not duly
22 appointed as such pursuant to a court order, such person may only be considered a
23 guardian for purposes of this Act if a certification is issued by the proper office of the
24 Department of Social Welfare and Development (DSWD) confirming that such
25 guardian may qualify as a parent substitute, provided that in case the person is a
26 relative of the child up to the fourth degree of consanguinity or affinity, no such
27 certification shall be required.

28 (d) Module – refers to a component subject consisting of a written material to
29 be taught in a specified number of sessions, that together with other

1 modules shall count towards the completion of the PES Program.

2 **SEC. 5. *Establishment of the PES Program.*** – There is hereby established in
3 every city and municipality a PES Program to assist all parents and parent substitutes
4 in strengthening their knowledge and skills in responding to their parental duties and
5 responsibilities, protect and promote children’s rights, foster positive early childhood
6 development, and advance their educational progress. The PES Program shall consist
7 of modules to be developed by the Department of Social Welfare and Development
8 (DSWD), in coordination with the Department of Education (DepEd), the Early
9 Childhood Care and Development (ECCD) Council, the School Governing Councils
10 (SGCs), the Department of Health (DOH), the Department of Justice (DOJ), and the
11 Department of the Interior and Local Government (DILG), and rolled out in such
12 number of sessions as the DSWD and the Local Government Units (LGUs) may
13 prescribe. Subject to modifications by the concerned LGUs to adapt to local context,
14 the core of the modules shall embody the following principles:

15 (a) **Parents and Parent Substitutes and their Roles and Needs.** – This aims
16 to provide participants with a deeper understanding of their different
17 roles, needs, responsibilities, and joy as parents and parent substitutes
18 by going through lessons that enrich their understanding of themselves
19 as parents and guardians. Facilitators will help participants identify
20 individual strengths and weaknesses, describe factors that affect the
21 characteristics of their personhood, ascertain the divergent needs of
22 married parents, solo parents, grandparents, and other guardians in the
23 family, and clarify family values and goals aligned with strengthening
24 their role as parents who are the best people to support all aspects of
25 their children’s growth and development, among others;

26 (b) **The Filipino Family.** – This aims to give an overview of family dynamics
27 in the Philippine context. Facilitators will help participants understand
28 the importance, functions, and characteristics of the family, and inform
29 them of the family’s strengths and weaknesses to enable them to reflect

1 building on their strengths to address their weaknesses so that they can
2 be responsible members of the community, among others;

3 (c) Challenges of Parenting. – This aims to provide participants with a more
4 in-depth understanding of the obstacles that will be faced by parents
5 and how stronger parenting skills will be able to address them.
6 Innovations, technology, changes in values, and issues brought about
7 by globalization and social media may be considered as challenges;

8 (d) Child Development. – This aims to provide participants with a proper
9 understanding of child growth and development, different learning
10 avenues for children, and domains of child development. This shall
11 likewise include the importance of encouraging parents and parent
12 substitutes to fully support their children’s cognitive development, most
13 importantly their skills on Reading, Mathematics, Science, and
14 Development;

15 (e) Keeping Children Safe from Abuse. – This aims to prevent child abuse
16 by educating parents about the rights of their children and familiarizing
17 them with risk factors of warning signs of abuse in children. It shall
18 present the basic principles on laws relevant to violence and abuse
19 against children and how to report incidents thereon to the proper
20 government authorities;

21 (f) Building the Child’s Positive Behavior. – This aims to improve parental
22 understanding of child behavior and promote and support the
23 development and socialization of the child. Basic theories on child
24 behavior, character development, and factors that can positively or
25 negatively affect the same shall be discussed;

26 (g) Health and Nutrition. – This aims to provide adequate information on
27 common health and nutrition needs of children, common childhood
28 diseases, basic nutrition principles, and growth monitoring;

29 (h) Home Management. – This aims to provide participants with practical

1 ideas on how to manage their respective households through proper
2 time, financial, and stress management;

3 (i) Keeping a Healthy Physical Environment for the Child. – This aims to
4 show the importance of physical environment cleanliness in creating a
5 strong household. Waste management and community environmental
6 management efforts shall be discussed;

7 (j) Keeping children safe in times of disasters. – This aims to provide
8 training on child-centered disaster risk reduction and management
9 strategies to prepare and equip parents and parent-substitutes in
10 preventing, mitigating, and coping with risks caused by disasters.

11 (k) Investment in Adolescents. – Adolescence is the developmental period
12 during which a dependent child grows into an independent adult. This
13 module aims to help parents and parent substitutes to navigate their
14 children’s risks and vulnerabilities and set them on the path to fulfill their
15 potential. Risks and vulnerabilities may include, but not limited to,
16 dropping out of school, identity crisis, gender confusion, hormonal
17 changes, exposure to drugs, early marriage and pregnancies. Parents
18 and parent substitutes shall be capacitated on how to empower their
19 children by preparing them for adulthood and citizenship, and investing
20 in their well-being, holistic development, and active participation in
21 society.

22 The LGUs may design and contextualize their own modules as they deem
23 appropriate taking into consideration the needs and challenges of the families in the
24 communities under their respective jurisdictions, and the progress and result of the
25 PES Program implementation.

26 *SEC. 6. Research Methods, Analytical Framework, and Assessment of the PES*
27 *Program.* – To continuously and effectively improve the design and implementation
28 of the PES Program, the DSWD, in coordination with the DepEd, the ECCD Council,
29 the SGCs, the DOH, the DOJ, and the DILG through the LGUs, shall conduct research

1 focused on effective and evidence-based policies and best practices on parent
2 effectiveness, child welfare, child development, adolescence, family, health,
3 education, and social protection, among others.

4 An analytical framework shall be established to determine how parent
5 effectiveness and child development are interrelated. The analytical framework shall
6 be utilized, among others, to gauge the use of resources, evaluate the efficiency,
7 understand the forms and drivers of change and the linkages between certain
8 programmatic features and outcomes, and assess the sustainability of the PES
9 Program.

10 The LGUs shall continuously evaluate the effectiveness of the PES Program by
11 devising data-driven metrics, including but not limited to the participation rate of the
12 parents and parent substitutes in the PES Program and the result of the children's
13 feedback of their parents and parent substitutes.

14 *SEC. 7. Implementing Tools for the PES Program.* – The PES Program,
15 particularly the parent effectiveness sessions, shall be implemented by the cities and
16 municipalities through their respective social welfare and development offices and
17 LGUs. Parent effectiveness sessions shall be conducted in every barangay at such
18 schedule and interval to be determined by the social welfare and the LGU officers
19 concerned. For this purpose, the officers shall, on an annual basis, prepare and submit
20 to the local chief executive a complete program and schedule of the parent
21 effectiveness sessions covering all barangays of their respective jurisdictions.

22 Reaching parents to facilitate and share skills and knowledge about parenting
23 and support to learning may include home visits which may be effective to recognize,
24 respect, and build on existing strengths of parents and parent substitutes.

25 The DSWD and the LGUs are encouraged to develop other training mechanisms
26 that can be used in the implementation of the PES program, such as home and
27 modular training packages that can be deployed through social media.

28 Distance PES Program may likewise be used as a tool to raise awareness about
29 the importance of parenting within the broader community.

1 The PES Program conducted pursuant to this Act shall constitute as full and
2 complete compliance with the PES component incorporated under Republic Act No.
3 8980, otherwise known as the "ECCD Act", and such other government programs
4 mandating the delivery of the PES Program as requisite for program coverage and
5 entitlement.

6 *SEC. 8. Implementing Agencies and Organizations and Their Responsibilities.*

7 The implementation of the PES Program shall be the joint responsibility of the
8 national government agencies, LGUs, non-governmental organizations, and other
9 private organizations that promote parental and community involvement in the child's
10 learning and development.

11 The DSWD shall be primarily responsible for promoting, strengthening, and
12 enhancing the well-being of Filipino families by providing integrated, comprehensive
13 and developmental services in a fair, just and peaceful society.

14 The DepEd, the ECCD Council, the SGCs, and the DOH shall incorporate
15 important principles on social services, early education, learning and holistic
16 development, health, and nutrition in the PES Program and provide supplementary
17 learning materials and reference materials thereon.

18 The DOJ shall ensure that the PES Program shall be guided by the principles
19 of non-discrimination, best interests of the child, and the right of the child to life. It
20 shall also guarantee the legal protection of all children.

21 The DILG shall recognize the LGUs which are outstanding in the
22 implementation of the PES Program by providing an annual recognition and a
23 mechanism for their modules to be replicated or adopted by other LGUs.

24 The LGUs shall coordinate with the relevant government agencies to ensure
25 the implementation of the PES Program. They may collaborate with the DepEd's
26 Schools Division Offices in providing facilities for the conduct thereof. The LGUs shall
27 likewise provide incentives to parents and parent substitutes who actively participated
28 or garnered high evaluation rates from their children in the PES Program.

29 The families and communities shall support the PES Program by participating

1 in various projects for the overall development of their children.

2 SEC. 9. *Capacity Building.* – The DSWD, the DepEd, the DOH, the DOJ, the
3 DILG, and LGUs shall assist the cities and municipalities in developing the required
4 competencies of facilitators who shall be deployed to conduct parent effectiveness
5 sessions in the barangays. Based on a set criteria developed by the abovementioned
6 agencies, the Local Social Welfare and Development offices shall identify a pool of
7 facilitators trained in the require competencies, and who shall be deployed in the
8 barangays. The facilitators shall include, but not limited to parents and parent
9 substitutes, educational psychologists, health professionals, social workers, teachers,
10 and other paraprofessionals.

11 The capacity building shall focus on the important skills that must be possessed
12 by facilitators such as the ability to connect with families in a way that is mutually
13 respectful and reciprocal, set goals with families, prepare them to adopt behaviors
14 and engage in activities that enhance children’s development and early learning,
15 promote the rights of the child, and prevent child abuse, among others.

16 For the LGUs and their personnel, capacity building shall focus on the
17 monitoring and evaluation of the PES Program in terms of facilities, modules, and
18 competence assessment of the facilitators, among others. LGUs shall likewise
19 designate their respective personnel to be trained to gather, analyze, and interpret
20 data and establish a comprehensive action plan for a more effective implementation
21 of the PES Program.

22 SEC. 10. *Development and Production of PES Manuals.* – The DSWD, in
23 coordination with the DepEd and the ECCD Council, the DOH, the DOJ, and the DILG
24 through the LGUs shall, within three (3) months from the effectivity of this Act,
25 develop and produce the PES Module Manuals to be utilized by the facilitators in
26 conducting the parent effectiveness sessions, subject to modifications by the
27 concerned LGUs for local adaptation.

28 The assigned government agencies shall also harmonize existing modules
29 gathered from, but not limited to the PES, Family Development sessions, and Family

1 Support Program, to help in enhancing the PES Module Manuals.

2 SEC. 11. *Appropriations.* – For the first year of its implementation, the funds
3 necessary to carry out the responsibilities delegated to the DSWD, the DepEd, the
4 ECCD Council, the DOH, the DOJ, and the DILG shall be sourced from their current
5 appropriations. Thereafter, the funds necessary for the continuing implementation of
6 the mandate under this Act shall be included in the Annual General Appropriations
7 Act.

8 The costs for conducting the parent effectiveness sessions and other expenses
9 relevant thereto shall be charged against the respective appropriations of the cities
10 and municipalities or the Special Education Fund as the case may be.

11 SEC. 12. *Implementing Rules and Regulations.* – Within sixty (60) days from
12 the effectivity of this Act, the DSWD, in coordination with the DepEd, the ECCD
13 Council, the DOH, the DOJ, and the DILG, shall issue the rules and regulations for the
14 effective implementation of this Act.

15 The Implementing Rules and Regulations issued pursuant to this section shall
16 take effect thirty (30) days after its publication in a newspaper of general circulation.

17 SEC. 13. *Separability Clause.* – If any part or provision of this Act is declared
18 invalid or unconstitutional, the remaining parts or provisions not affected shall
19 remain in full force and effect.

20 SEC. 14. *Repealing Clause.* – All other laws, presidential decrees, executive
21 orders, administrative orders, rules and regulations, issuances, or parts thereof
22 contrary to or inconsistent with the provisions of this Act are hereby repealed,
23 amended, or modified accordingly.

24 SEC. 15. *Effectivity.* – Notwithstanding the non-issuance of the IRR, this Act
25 shall take effect fifteen (15) days after its publication in the Official Gazette or in a
26 newspaper of general circulation.

Approved,