

IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC ACT NO. 11908 OTHERWISE KNOWN AS THE PARENT EFFECTIVENESS SERVICE PROGRAM ACT

IRR of REPUBLIC ACT NO. 11908, June 01, 2023

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ARTICLE I

TITLE AND PURPOSE

SECTION 1. Title. - These rules and regulations shall be known and cited as the Implementing Rules and Regulations (IRR) of Republic Act No. 11908 (RA 11908) also known as the Parent Effectiveness Service (PES) Program Act.

SEC. 2. Purpose. - This IRR is promulgated pursuant to Section 13 of RA 11908 to prescribe the procedures and guidelines for the effective implementation of the PES Program Act.

ARTICLE II

DECLARATION OF POLICY AND OBJECTIVE

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

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

SEC. 4. Objective. - This IRR seeks to clarify the scope and implementation of the PES Program Act to provide and expand knowledge and skills of parent and parent-substitutes on parenting to fulfill their parental duties and responsibilities to ensure the optimal growth and development of their children.

ARTICLE III

COVERAGE

SEC. 5. Coverage. - The PES Program shall primarily covers fathers and mothers of children and parent-substitutes who have direct care, custody and parental authority over their children. These are the following:

a. Biological/birth parents - fathers and mothers of their children;

b. Adoptive parents with adoption degree/order from the court, DSWD, or the National Authority for Child Care (NACC);

c. Parent-substitutes include:

- i. Foster Parents with foster care license issued by DSWD or NACC;
- ii. Legal guardians with appropriate court order;
- iii. Surrogate parents with certification from the concerned DSWD Field Office or Social Welfare and Development (SWAD) Office; and
- iv. Care providers with certification from the concerned DSWD Field Office or Social Welfare and Development (SWAD) Office.

Priority shall be given to:

- a. Solo parents and/or their parent-substitutes;
- b. Adolescent parents and their parents and/or parent-substitutes;
- c. Parents and/or parent-substitutes with vulnerable children and children in need of special protection, such as the following, but not limited to:
 - i. Children at risk;
 - ii. Children in conflict with the law;
 - iii. Children exposed to and/or involved/victims of all forms of violence in the homes and communities;
 - iv. Children in emergencies/crisis situations in communities brought about by natural and human-made disasters, civil strife/armed conflicts;
 - v. Children involved in the worst forms of child labor;
 - vi. Children with disabilities/special needs;
 - vii. Children of overseas Filipino workers (OFWs); and
 - viii. Children of indigenous communities.

ARTICLE IV

DEFINITION OF TERMS

SEC. 6. Definition of Terms. - As need in this IRR, the following terms shall be defined as follows:

- a. Act - refers to Republic Act No. 11908 (RA 11908) also known as the Parent Effectiveness Service (PES) Program Act;
- b. Adolescent - refers to young people between the ages of ten (10) to nineteen (19) years who are in transition from childhood to adulthood;
- c. Adolescent parent/s - refer/s primarily to biological/birth parent/s who are adolescents and have care and have care and custody of their child/children.
- d. Adoptive Parent/s - refer/s to a person/s who has/have been granted full parental authority over the children

after the adoption proceedings have been completed through the issuance of a decree/order of adoption either by the court, DSWD, or the NACC;

e. Behavior management - refers to a positive and constructive approach to parenting as the best way to guide a child's behavior;

f. Child - refers to any person under eighteen (18) years of age, or any person eighteen (18) years of age or over who is unable to fully take care or protect oneself from abuse, neglect, cruelty, exploitation or discrimination because of physical, mental and/or psychosocial disability or condition;

g. Child Abuse - refers to the maltreatment, whether habitual or not, of the child which includes of the following:

i. Psychological and physical abuse, neglect, cruelty, sexual abuse & emotional maltreatment;

ii. Any act by deeds or words which debases, degrades or demeans the intrinsic worth & dignity of a child as a human being;

iii. Unreasonable deprivation of his basic needs for survival such as food and shelter; or

iv. Failure to immediately give medical treatment to an injured child resulting in serious impairment of his growth and development or in his/her permanent incapacity or death;

h. Child Development - refers to a child's physical, social, psychological, cognitive and moral/spiritual development which contributes to the child's overall well-being that occurs between birth and the conclusion of adolescence.

i. Child Development Center (CDC) - refers to a facility where children ages 0-4 years old are provided with early childhood care and development services, previously known as Day Care Center.

j. Distance PES Program - refers to sessions conducted through other modalities aside from face-to-face interaction with parents such as but not limited to development of social media cards, online sessions, chat groups, among others;

k. DSWD Attached Agencies - refers to the concerned attached agencies of the DSWD relative to the implementation of the Act which includes the Council for the Welfare of Children (CWC), Juvenile Justice and Welfare Council (JJWC), National Council for Disability Affairs (NCDA), and National Authority for Child Care (NACC);

l. DSWD Field Office - refers to an office established in administrative regions of the country headed by a Regional Director who shall be responsible to efficiently and effectively carry out the functions of DSWD in line with the implementation of laws, policies, programs, rules, and regulations regarding social welfare and development. The SWAD Offices are under the Jurisdiction of their respective DSWD Field Offices;

m. ECCD Council - refers to the body mandated under RA 10410 to act as the primary agency supporting the government's ECCD programs for children ages 0 to 4. Its members include the Department of Social Welfare and Development (DSWD), the Department of Education (DepEd), the Department of Health (DOH), the National Nutrition Council (NNC), the Union of Local Authorities of the Philippines (ULAP) and one (1) private individual who is an ECCD practitioner and expert, appointed by the President upon recommendation of the Board;

n. ECCD system - refers to a full range of health, nutrition, early education & social development programs that provide for basic holistic needs of 0-4 years old children & to promote their optimum growth & development;

- o. Foster family - refers to a person who is duly licensed by the DSWD or the NACC to provide foster care to a child or children;
- n. Legal guardian - refers to a person granted legal guardianship over the person or property, or both, of a minor or an incompetent, by a court of proper jurisdiction;
- q. Local Government Unit (LGU) - refers to a province, city, and municipality, including its barangays;
- r. Local Social Welfare and Development Office (LSWDO) - refers to the Provincial, City or Municipal Social Welfare and Development Office or similar entities responsible to deliver social welfare and development services in their respective LGUs;
- s. National Authority for Child Care (NACC) - refers to a one-stop quasi-judicial agency on alternative child care created under Republic Act No. 11642;
- t. Participant - refers to the parents and parent-substitutes attending the PES Modules sessions and other activities under the PES Program;
- u. Parent-Substitute - refers to a person other than the biological/birth parent/s or adoptive parent/s who has custody over a child and is primarily responsible for his/her care, physical, social, emotional/psychological, cognitive/intellectual development, moral, and spiritual development, such as foster care parents, legal guardians, surrogate parents and care providers: Provided, That surrogate parents and care providers shall secure a certification from the concerned DSWD Field Office or SWADO confirming him/her as a parent-substitute;
- v. PES Facilitator - refers to a person trained and competent to ensure the quality of conduct of the PES Modules. This may include educational psychologists, health professionals, social workers, teachers, and others;
- w. PES Module - refers to a component subject consisting of a written material to be taught in a specified number of sessions that, together with other modules, shall count towards the completion of the PES Program;
- x. PES Program - refers to a program on the provision and expansion of knowledge and skills of parents and parent-substitutes on parenting to be able to respond to parental duties and responsibilities on the areas of early childhood development, behavior management of younger and older children, husband-wife relationships, prevention of child abuse, health care, and other challenges of parenting. It assists parents and parent-substitutes to develop and strengthen their knowledge and skills so they can assume the major educational role in their child's growth and development;
- y. Private organization - refers to a social welfare and development agency (SWADA) registered, licensed, and accredited by the DSWD such as non-government and faith-based organizations with a parent education program and other similar activities related to the PES Program;
- z. Registered Social Welfare Officer (RSWO) - refers to a person who possesses a license as a Registered Social Worker (RSW) issued by the Professional Regulation Commission (PRC);
- aa. School Governing Council (SGC) - refers to the overall coordinating body of all committees, associations and organizations in their school that shall translate the principle of shared governance of RA 9155 and contribute in strengthening the implementation of School Based Management, created by DepEd Order No. 026, s. 2022 dated June 17, 2022. It aims to recognize and strengthen the role of school stakeholders, alongside LGUs as partners in providing learners accessible and quality education, upholding children's rights and promoting respect and well-being in the learning environment to ensure effective education service delivery. The SGC shall function as a structure for shared governance and a feedback mechanism at the school level;

bb. Social Welfare and Development Office (SWADO) - refers to the organizational link of the national DSWD in every province. It is a team which ensures that the national DSWD is represented "when and as needed" and the technical assistance and resource augmentation are available to the DSWD's partners, intermediaries and clientele, in close consultation with the concerned Field Office.

cc. Surrogate Parent - refers to any adult member of the family or extended family or a caregiver who choose to act as a substitute parent to a child not legally under his/her parental authority or care.

ARTICLE V

PARENT EFFECTIVENESS SERVICE PROGRAM

SEC. 7. Establishment of the PES Program. - The PES Program shall be established to achieve the following objectives:

- a. Assist all parents and parent substitutes in strengthening their knowledge and skills in responding and performing their parental duties and responsibilities thus fostering a positive parent-child relationship, such as to:
 - i. protect and promote children's right and well-being;
 - ii. foster positive child development; and
 - iii. advance their children's educational progress
- b. Increase the parents' and parent-substitutes' awareness understanding of themselves that affects their role performance as fathers, mothers and carers towards children under their care and custody; and
- c. Develop and enhance parental values, attitudes, and behavior as they learn and grow to fulfill their duties and responsibilities towards their children, family and community.

The PES Program is composed of PES Modules developed and enhanced by the DSWD in coordination with relevant government agencies to assist the parents and parent-substitutes achieve the above objectives in the following areas, among others:

- a. husband-wife relationships,
- b. parent-child relationships,
- c. child development,
- d. health care, nutrition, education and social relationships,
- e. behavior management of younger and older children,
- f. prevention of child abuse, neglect and exploitation
- g. other challenges of parenting.

The PES Facilitators shall be identified/selected, trained and supervised by the LSWDOs, to conduct the PES modules in a number of sessions and other modalities as appropriate, to address the learning needs of parents and parent-substitutes.

The PES Program, particularly the parent effectiveness sessions, shall be implemented by the cities and municipalities through their respective LSWDO and LGUs.

SEC. 8. PES Modules. - The DSWD, in consultation with its concerned attached agencies, will develop and enhance the PES Modules in coordination with the Department of Education (DepEd), the Early Childhood Care and Development (ECCD) Council, the School Governing Councils (SGCs) the Department of Health (DOH), the Department of Justice (DOJ), and the Department of the Interior and Local Government (DOLG). The private sector, civil society/non-government/faith-based organizations, professional/academic institutions and selected LGUs may be consulted in the development of specific PES Modules.

The PES Modules shall be subject to modification by the concerned LGUs to adapt to local context considering the Indigenous culture, geographical location and resources, best interest of the child, among others. The core of the modules shall be consistent with existing laws and shall embody the following principles:

a. Parents and Parent Substitutes and their Roles, Responsibilities, and Needs. - This aims to provide participants with a deeper understanding of their different roles as fathers, mothers and carers including their needs, rights, responsibilities, and their joys and experiences as parents and parent-substitutes. By going through lessons that enrich their understanding of their physical and mental health as parents and parent substitutes.

Facilitators will help participants identify individual strengths and weaknesses, describe factors that affect the characteristics of their personhood, ascertain the divergent needs of husbands and wives, solo parents, grandparents, and other guardians in the family, and clarify family values and goals aligned with strengthening their roles as fathers, mothers and carers who are the best people to support all aspects of their children's growth and development, among others;

b. The Filipino Family. - This aims to give an overview of the family as a system and dynamics in the Philippine context as it addresses changes brought about by the impact of globalization on the economic/labor situation, information and communication technology, and the effects of climate change on health, food security and environmental risks, among others.

Facilitators will help participants understand the importance, functions, and evolving characteristics of the family, and inform/discuss/analyze with them the family's strengths and weaknesses to enable them to reflect, building on their strengths to address their weaknesses and the challenges they face so that they can be responsible members of the urban or rural community where they belong, among others;

c. Challenges and Victories of Parenting. - This aims to provide participants with a more in-depth understanding of parenting reproductive health, gender roles/issues, peer relationships and advances in technology, among others faced by fathers, mothers and carers and how their presence, guidance and open communication with their children and stronger parenting skills will be able to address them. This will include, but are not limited to promoting a positive parent-child relationship, enhancing skills in problem solving and conflict management. Innovations, technology, changes in values, and issues brought about by globalization and social media are considered as challenges;

d. Child Development. - This aims to provide participants with a proper understanding of child rights, growth and development, early detection and management of disability/special needs, gender-sensitive child rearing practices and providing age-appropriate, gender-sensitive, culture-sensitive and development-appropriate interventions, different learning avenues for children and domain of child development.

This shall likewise include the importance of encouraging parents and parent-substitutes to fully support their children's social emotional learning (SEL) and cognitive development, most importantly their skills on reading, mathematics, science, and development;

e. Keeping Children Safe from Abuse. - This aims to prevent all forms of child abuse, exploitation and violence

by educating parents about the rights of their children, how to promote and protect these rights and familiarizing them with risk factors or warning signs of abuse, exploitation and all forms of violence against children. In accordance with the evolving capacities of their children, parents and parent substitutes shall provide opportunities for their participation in matters involving their well-being and protection.

This module shall present the basic principles on laws, policies, and programs relevant to violence, exploitation, and abuse against children and how to report incidents thereon to the proper government authorities, and how to access programs and services provided by government and non-government organizations;

f. Building the Child's Positive Behavior. - This aims to improve parental understanding of child behavior and promote and support the development, participation and socialization of the child. Basic theories on child behavior, character development, and factors that can positively or negatively affect the same, as well as building parents' skills in positive and non-violent discipline, shall be discounted;

g. Health and Nutrition. - This aims to provide adequate information on common health and nutrition needs of children, including mental, reproductive, and oral health concerns, common childhood diseases and their management, basic food and nutrition principles, healthy lifestyle, growth and development monitoring in non-crises and emergency situations, and where to access appropriate health and nutrition services, including availing PhilHealth benefits;

h. Home Management. - This aims to provide participants with practical ideas on how to manage their respective households through proper time, financial, and stress management.

i. Keeping a Healthy Physical Environment for the Child. - This aims to show the importance of maintaining clean and safe physical environments to building a strong household. Waste management and community environmental management efforts shall be discussed;

j. Keeping Children Safe in Terms of Disasters, Emergencies or Calamities. - This aims to provide training on child-centered and comprehensive disaster risk reduction and management strategies to prevent and equip parents and parent-substitutes in prevention and mitigation, preparation, response, and rehabilitation and recovery from disasters, emergencies and/or calamities; and

k. Investment in Adolescents. - Adolescence is the developmental period during which a dependent child grows into an independent adult. This module aims to help parents and parent-substitutes to navigate their children's risks and vulnerabilities and set them on the path to fulfill their potentials. Risks and vulnerabilities may include, but not limited to, dropping out of school, discovering one's identity, gender affirmation, hormonal changes, exposure to negative peer influences, exposure to alcohol, smoking, drugs, having early and unprotected sex, early and/or forced marriage or unions and pregnancies. A thorough discussion shall be undertaken on the positive and negative effects of information and communication technology (ICT), the use of various social media platforms and other online resources to guide the youth on how to manage and protect themselves from dangerous schemes and practices.

Parents and parent-substitutes shall be capacitated on how to empower their children by preparing them for adulthood and citizenship, and investing in their well-being, holistic development, and active participation in society.

The DSWD could adapt existing modules or programs on parenting provided that it embodies the above-mentioned principles and rolled out in such a number of sessions as the DSWD and the LGUs may prescribe.

The DSWD in coordination with the concerned agencies shall regularly review and update the foregoing principles to keep abreast with the developments on responsible and effective parenting and may develop and prescribe additional modules as may be necessary based on the current trends and needs of parents. Further, an annual program review and evaluation shall be conducted by DSWD to determine the programs accomplishments, challenges and recommendations.

The LGUs may design and contextualize their own modules as they deem appropriate, taking into consideration the needs and challenges of the families in the communities under their respective jurisdictions to adapt to the local context, and the progress and result of the PES Program implementation: Provided, that such modifications are approved by DSWD and consistent with existing laws and the principles.

SEC. 9. PES Facilitators. - The PES Facilitators shall be identified, trained and supervised by the LSWDOs and the LGUs. In addition to identifying and maintaining a pool of PES Facilitators, the LGUs, subject to applicable laws, rules and regulations, shall undertake various strategies, such as but not limited to, mobilizing internal resources, partnership with exiting civil society organizations (CSOs) in the community, issuances of resolutions, executive orders, to ensure that PES Facilitators are given support to implement the program. The PES Facilitators will be directly supervised by the designated Local Social Welfare Officers who will oversee the implementation of the PES Program in the LGU.

The DSWD, the DepEd, the DOH, the DOJ, the DILG, and selected LGUs shall develop a set of criteria for the potential PES Facilitators guided by the following criteria:

- a. Preferably, has a college degree or training relevant to the PES Facilitators' functions such as in social sciences i.e. psychology, social work, education, health and others;
- b. Preferably, has previous work experiences working with children and families;
- c. Has no health/medical issues/condition per medical certificate;
- d. Has no derogatory record in the barangay or police;
- e. Has knowledge on dynamics of Filipino family, rights, duties, responsibilities and liabilities of parents, rights and duties of children, child development, health care, behavior management and others;
- f. Has positive attitude, shows genuine warmth, patience and understanding in interacting with others, gender and culture-sensitive, creative and innovative, open to supervision and new ideas;
- g. Has skills in communication both verbal and written, skills in facilitation of group discussions, methods and approaches in teaching/imparting knowledge, skills in human relations, coordination, networking.

Based on the set criteria, the LSWDO shall identify a pool of facilitators to be trained in the required competencies. The PES Facilitators will undergo assessment/in-depth interview and the required training prior to the actual conduct of PES sessions. A course curriculum shall be developed by DSWD and concerned agencies. The DSWD, DILG, and other concerned national government agencies will spearheaded the Training of Trainers, while the trained LSWDOs shall be responsible in training the PES Facilitators.

The following are the PES Facilitators' roles and responsibilities, among others:

- a. As a facilitator of learning, he/she assesses participants' level of knowledge and learning needs relative to parenting and family dynamics;
- b. Adapt approaches to meet desired learning outcomes and based on learning needs; stimulate discussions, ask questions to get the group thinking, encourage, communication and participation;

- c. Invite resources persons from other implementing agencies. such as but not limited to, health and nutrition service providers, community volunteers i.e. Barangay Nutrition Scholars (BNSs), Barangay Health Workers (BHWs); and NGOs;
- d. Prepare quarterly session plans for each module. During the session proper, the facilitator helps, the participants understand the session plan objectives, ensures that the key messages are provided, and assists parents and parent-substitutes in planning how to achieve these objectives;
- e. Prepare a work plan for the quarter, monitor, and evaluate its implementation;
- f. Identify and refer participants who may need other interventions to the LSWDO;
- g. Organize the PES participants as a support group; and
- h. Coordinate with the LSWDO in the mobilization of support and resources for the PES program.

PES Facilitators may include, but not limited to, parents and parent-substitute, educational psychologists, health professionals, social workers, teachers, ECCD facilitators, child development workers, Pantawid Pamilyang Pilipino parent leaders, and accredited private organizations and other professionals.

ARTICLE VI

IMPLEMENTATION OF THE PARENT EFFECTIVENESS SERVICE PROGRAM

SEC. 10. Implementation of the PES Program. - The PES Program shall be implemented in every city and municipality and shall consist of modules to be developed and enhanced by the DSWD, in coordination with the Department of Education (DepEd), the Early Childhood Care and Development (ECCD) Council, the School Governing Councils (SGCs), the Department of Health (DOH), the Department of Justice (DOJ), and the Department of the Interior and Local Government (DILG), and rolled out in such number of sessions as the DSWD and the LGUs may prescribe.

Moreover, the LGUs shall continuously implement the PES Program in the Child Development Centers (CDCs) as part of the Early Childhood Care and Development (ECCD) Program of the government. The PES Program may be established and delivered through various modes consistent with the Act and with the approval of the DSWD.

SEC. 11. Development and Production of PES Module Manuals. - The DSWD, in coordination with the DepEd and the ECCD Council, the DOH, the DOJ, and the DILG through the LGUs shall, within three (3) months from the effectivity of this IRR, develop and produce the PES Module Manuals, including distance PES, to be utilized by the PES Facilitators in conducting the parent effectiveness sessions, subject to modifications by the concerned LGUs for local adaptation. Meantime, the LGUs may utilize the existing PES Modules in conducting parent effectiveness sessions.

The assigned government agencies shall also harmonize existing modules gathered from, but not limited to the PES, family development sessions, under the Pantawid Pamilyang Pilipino Program (4Ps), and Family Support Program of the ECCD Council to help in enhancing the PES Module Manuals.

SEC. 12. Implementing Tools for the PES Program. - The PES Program, particularly the parent effectiveness sessions, shall be implemented by the cities and municipalities through their respective LSWDOs. At least one (1) Registered Social Welfare (RSW) Officer will oversee and monitor the implementation of the PES program under the supervision of the head of the LSWDO.

The following basic implementing tools/strategies will be used by the LSWDO to ensure the effective and efficient implementation of the program, to wit:

a. Public awareness and information and advocacy campaign on the PES Program through various strategies such as barangay assemblies and in all community activities, integrating information on regular programs/services, etc. Participants may be identified/referred, or apply directly to the PES Facilitator or LSWDO by the following but not limited to:

- i. barangay officials, community leaders, CDC workers, and other community/barangay groups;
- ii. NGOs, faith-based organizations and other civic groups/sectors;
- iii. parents and parent-substitutes through person-to-person contacts or sharing between and among PES or \$Ps Family Development Session (FDS) and CDC's Family Support Program graduates/previous participants/parents;
- iv. any parent and parent-substitute interested may voluntarily apply to be enrolled in the PES Program; and
- v. parents and parent-substitutes with vulnerable children who are identified by the LSWDO.

b. Baseline Assessment Tools and Master List of Participants. - The PES Facilitator and/or the designated RSW Officer shall make an assessment of the list of potential participants as a basis for a master list of participants. The baseline assessment of the parent/parent-substitute aims to gauge the level of their self-awareness, husband-wife relationship, parent-child relationship among others. They may conduct home visits to gather additional information that may be beneficial to ensure the effectiveness of the program to the parent-parent-substitutes. Hereafter, a master list of PES participants shall be prepared. Participants shall be selected notwithstanding their social status, disability, gender/sexual orientation and ethnicity.

c. PES Modules Session Plans - The parent effectiveness sessions shall be conducted regularly by the PES Facilitator at such schedule and interval to be determined/approved by the concerned LSWDO. The PES Facilitator shall prepare a session plan for each of the PES Modules based on the assessed learning needs and agreement with the participants relative to content, schedule, time and frequency of sessions ensuring the consistency of attendance, participation and to ensure the completion of the PES Modules. Both father and mother are encouraged to attend the sessions. Motivational approaches, such as but not limited to, incentives and food packs, may be undertaken to ensure attendance of fathers. Progress in achieving the goals, objectives, learning outputs and outcomes shall be regularly monitored.

d. Methodologies and approaches - In the conduct of the sessions, the PES Facilitator shall use various methodologies and approaches to maximize participation and sustain the interest of the participants, such as but not limited to, role plays, case situations analyses, audio-visuals, games, arts and crafts and other stimulating activities related to parenting and other topics in the PES Modules.

e. Other strategies - The PES Facilitator or the RSW Officer may reach the parents to facilitate and share skills and knowledge about parenting and support to learning, may include home visits which may be effective to recognize, respect, and build on existing strengths of parents and parent-substitutes. Field exposures to model parenting programs and other strategies may enrich the conduct of PES Modules.

f. Distance PES Program may likewise be used as a tool to raise awareness about the importance of responsible and effective parenting within the broader community. Each LGU/LSWDO may utilize the following platforms, social media, chat groups; radio, television, and other broadcast tools; use of posters, flyers, newspapers, and other printed materials.

g. Sustainability of PES program - The LGU and the LSWDO may undertake various strategies to strengthen the Implementation of the PES program and to sustain support from the private sector, the community and other sectors such as, but not limited to, use of incentives/awards/recognitions; convene general assemblies; encouraging PES graduates to share good practices or testimonies; or the use of other strategies to emphasize the objective of the Act.

Private organizations accredited by the DSWD may also implement the PES Program in coordination with the concerned LGU. Provided there is a clear partnership and coverage for the private organizations to implement PES Program within the jurisdiction of the concerned LGU thru a Memorandum of Agreement. Further, the private organization should regularly submit reports to the concerned LGU relative to the implementation of the PES Program to serve as reference of the LGU in the assessment of the actual implementation of the program.

The PES Program conducted pursuant to the Act shall constitute as full and complete compliance with the parent education component incorporated under Republic Act No. 10410, otherwise known as the "Early Years Act (EYA) of 2013", and such other government programs mandating the delivery of the PES program as requisite for program coverage and entitlement.

SEC. 13. Monitoring and Evaluation of PES Program Implementation.

a. The LSWDO shall, on an annual basis, prepare and submit to the Local Chief Executive, a complete program and schedule of the parent effectiveness sessions covering all barangays of their respective jurisdictions. Further, this will include the analysis and recommendation based on the implementation of the program.

b. Program Review and Evaluation Workshop (PREW) - The DSWD shall spearhead the Program Review and Evaluation Workshop to determine the gains, gaps and challenges of the program implementation. The results of the PREW will be included in the annual monitoring of the implementation of the social welfare laws. Further, the PES Program shall be included in the Service Delivery Capacity Competency Assessment (SDCCA).

c. Impact Evaluation - The DSWD in coordination with the concerned agencies and Local Government Units in cooperation with civil society and private organizations as well as the children, parents and parent-substitutes shall conduct the Impact Evaluation every three (3) years starting CY 2027.

ARTICLE VII

PARENT EFFECTIVENESS SERVICE PROGRAM FRAMEWORK AND EVALUATION

SEC. 14. Parenting Effectiveness Service Program Framework. - The DSWD in coordination with the concerned and relevant agencies shall develop the Parenting Effectiveness Service Program Framework that will serve as the anchor of the Parenting Program of the Philippine Government within one (1) year upon the effectivity of this IRR.

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

SEC. 15. Research Methods and Assessment of the PES Program. - To continuously and effectively improve the design and implementation of the PES Program, the DSWD, in coordination with the DepEd, the ECCD Council, the SGCs, the DOH, the DOJ, and the DILG through the LGUs, shall conduct research focused on effective and

evidence-based policies and best practices on parent effectiveness, child welfare/protection, child development, adolescence, family, health, education, and social protection, among others. The participation of other stakeholders including the children, parents and parent-substitutes is enjoined.

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

The LGUs through the LSWDO will submit the implementation report to the Local Chief Executive, copy furnish the concerned DSWD Field Office. The DSWD Field Office will submit a consolidated report to DSWD Central Office including the analysis and recommendations on the program implementation.

ARTICLE VIII

CAPACITY BUILDING AND ADVOCACY CAMPAIGNS

SEC. 16. Capacity-Building. - The DSWD, the DepEd, the DOH, the DOJ, the DILG, and LGUs, through the Local Social Welfare and Development Offices (LSWDOs), shall assist the cities and municipalities in developing the required competencies of PES Facilitators through designing a Facilitator's Manual that aims to capacitate PES Facilitators in delivering the program to the parent/parent-substitutes. The development of a Facilitator's tool may be used by the LGUs to assist them in monitoring and evaluating the effectiveness of the PES program. The DSWD and the LGUs are encouraged to develop other training mechanisms that can be used in the implementation of the PES Program, such as home and modular training packages that can be deployed through social media and virtual platforms.

The major stakeholders are to undertake the following capacity building measures, among others:

- a. DSWD - Provision of training, workshops and technical assistance to DSWD Field Offices and all involved staff in the PES Program to ensure their knowledge and competence in the accomplishment of their mandate under the Act such as a thorough knowledge of the Act, program implementation, monitoring and evaluation in order provide effective technical support to LGUs/LSWDOs and other stakeholders. Attendance to webinars, research fora, seminars on good practices and others are encouraged to update knowledge and skills on current trends and new approaches on parenting. PES Modules shall be enhanced, produced, and distributed to the LGUs.
- b. LGU and the LSWDOs - The capacity building shall focus on the training and supervision, monitoring and evaluation of the PES Program in terms of facilities, modules, and competence assessment of the facilitators, among others. LGUs shall likewise designate their respective personnel to be trained to gather, analyze, and interpret data and establish a comprehensive action plan for a more effective implementation of the PES Program. Attendance to webinars and other online resources, fora, seminars, workshops, focused group discussions/dialogues with parents and their children and others are encouraged to update knowledge and skills on current trends and new approaches on parenting.
- c. PES Facilitators - The capacity building shall focus on the important skills that must be possessed by facilitators such as the ability to connect with families in a way that is mutually respectful and reciprocal, set goals with families, prepare them to adopt behaviors and engage in activities that enhance children's development and early learning, promote the rights of the child, and prevent child abuse and teenage pregnancy, among others. Attendance to webinars, seminars, workshops, field exposures and others, will provide updated knowledge and skills on current trends and new approaches on parenting.

A regular and continuing capacity building activities for PES Facilitators should be regularly spearheaded by the

LGUs and the LSWDO/RSW Officer.

SEC. 17. Advocacy Campaigns and Information Dissemination. - The DSWD, in cooperation with relevant agencies shall regularly conduct public awareness campaigns which would promote the benefits and the advantages of the PES Program to parents, parent-substitutes, and care providers through local training programs in the communities and the use of tri-media and social media platforms. Private organizations and CSOs may be consulted or mobilized in the development and conduct of advocacy campaigns and information dissemination.

Further, the National Family Week Celebration and other annual local and national celebrations related to the PES Adoption and Alternate Child Care Week may be utilized by the DSWD and other agencies as a venue to advocate and disseminate information. Likewise, all concerned and relevant agencies will utilize all forms of media in advocacy campaigns and information dissemination for easy access to the target audience to highlight the purpose of the PES Program and to show its benefits to those who would like to participate in it.

The Local government Units shall include in their annual plan the regular conduct of public awareness campaigns on effective parenting.

ARTICLE IX

IMPLEMENTING AGENCIES AND ORGANIZATIONS

AND THEIR ROLES AND RESPONSIBILITIES

SEC. 18. Implementing Agencies and Organizations and their Responsibilities. - The implementation of the PES Program shall be the joint responsibility of the national government agencies, LGUs, non-government organizations, and other private organizations that promote parental and community involvement in the child's learning and overall development. The PES Program will be implemented using the whole-of-society approach since it is imperative to recognize each one's roles and responsibilities in the attainment of the objectives of the program.

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

- a. Lead in the development of the Parent Effectiveness Service Program Framework in coordination with the relevant and concerned agencies.
- b. Provide technical assistance to the DSWD Field Offices, LGUs, CSOs, and private organizations on the efficient and effective implementation of the PES Program.
- c. Develop/enhance/produce/distribute the PES Modules and PES Facilitator's Manual and issue circulars/guidelines for their use to the PES Facilitators and LSWDOs.
- d. Establish database and knowledge management systems or mechanisms on the PES program implementation and related concerned.
- e. Regularly review and update its programs to support parents and parent-substitutes such as integrating PES Modules in other DSWD programs that are intended for the vulnerable children and other community-based programs.
- f. Identify training gaps/needs, ensure that set standards are implemented to the LGUs, and be able to develop and

respond to these needs.

g. Undertake the review and enhancement of existing PES Modules, and development of new PES Modules based on the needs of the participants or emerging trends, and in the light of advances in communication and technology such as but limited to, parenting children in a digital world.

h. Conduct policy review and recommend policy formulates or improvement of programs and services to respond/address the current challenges in parenting such as, but not limited to, adolescent parenting.

i. Conduct research on policies and practices beneficial in assessing the program; and

j. Collaborate and coordinate with DSWD attached agencies. In the effective implementation of the Act.

The DepEd, the ECCD Council, the SGCs, and the DOH shall:

a. Incorporate important principles on social services, early education, learning and holistic development, health and nutrition in the PES Program;

b. Provide supplementary learning materials and reference materials thereon; and

c. The DepEd shall integrate age-appropriate content related to the core principles provided in Section 8 of this IRR in the basic education curriculum.

The DOJ shall:

a. Ensure that the PES Program shall be guided by the principles of non-discrimination and inclusion, right of life, survival and development, best interest of the child, and participation and respect for the view of the child; and

b. Guarantee the legal protection of all children.

The DILG shall:

a. Recognize the LGUs which are outstanding in the implementation of the PES Program by providing an annual recognition and a mechanism for their modules to be replicated or adopted by other LGUs through its existing incentives and awards programs. The DILG may issue guidelines for this purpose.

The LGU shall:

a. Coordinate with the relevant government agencies to ensure the implementation of the PES Program. They may collaborate with the DepEd's School Division Offices in providing facilities for the conduct thereof;

b. Provide incentives to parents and parent-substitutes who actively participated or garnered high evaluation rates from their children and PES Facilitator in the PES Program;

c. LGUs are responsible for the selection, training, supervision of the PES Facilitators, and full implementation, and monitoring and evaluation of the PES Program; and

d. Feedback mechanisms shall be established to provide children, families and communities to give comments.suggestions to strengthen the PES Program.

The families and communities shall support the PES Program by participating in various projects for the overall development of their children.

ARTICLE X

FINAL PROVISION

SEC. 19. Appropriations. - For the first year of its implementation, the fund necessary to carry out the responsibilities delegated to the DSWD, the DEpEd, the ECCD Council, the DOH, the DOJ, and the DILG shall be sourced from their current appropriations. Thereafter, the funds necessary for the continuing implementation of the mandate under the Act shall be included in the annual General Appropriations Act.

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

SEC. 20. Separability Clause. - If any part or provision of this IRR is declared invalid or unconstitutional, the remaining parts or provisions not affected shall remain in full force and effect.

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

SEC. 22. Effectivity. - This IRR shall take effect thirty (30) days after publication in a newspaper of general circulation. Copies of this IRR shall be filed with the University of the Philippines Law Center's Office of the National Administrative Register (UPLC-ONAR).

Approved this day of June, 2023.

(SGD.) REXLON GATCHALIAN

Secretary of Social Welfare and Development

SARAH Z. DUTERTE

Vice President and Secretary of Education

(SGD.) ATTY. BENJAMIN C. ABALOS, JR.

Secretary of the Interior and Local Government

(SGD.) DR. TEODORO J. HERBOSA

Secretary of Health

(SGD.) ATTY. JESUS CRIPSIN C. REMULLA

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