



SENATE

S. 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 House of Representatives of
the Philippines in Congress assembled:*

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

3 SEC. 2. *Declaration of Policy.* – It is the declared
4 policy of the State to recognize the sanctity of family life,
5 protect and strengthen the family as a basic autonomous
6 social institution and foundation of the nation, strengthen

1 its solidarity, and actively promote its total development.
2 The right of families or family associations to participate in
3 the planning and implementation of policies and programs
4 that affect them shall be promoted.

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

10 SEC. 3. *Coverage.* – The Parent Effectiveness Service
11 (PES) Program shall primarily cover fathers and mothers
12 of children and parent substitutes.

13 In implementing the PES Program, the Local
14 Government Units (LGUs) shall give priority to parents
15 and/or parent substitutes with vulnerable children, such as
16 but not limited to children at risk, children in conflict with
17 the law, and children who have been exposed to and/or
18 involved in violence in the homes and communities, solo
19 parents and/or their parent substitutes, and adolescent
20 parents and their parents, and/or parent-substitutes.

1 SEC. 4. *Definition of Terms.* – As used in this Act:

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

7 (b) *Module* – refers to a component subject consisting
8 of a written material to be taught in a specified number of
9 sessions that, together with other modules, shall count
10 towards the completion of the PES Program;

11 (c) *PES Program* – refers to a program on the
12 provision and expansion of knowledge and skills of parents
13 and parent substitutes on parenting to be able to respond
14 to parental duties and responsibilities on the areas of early
15 childhood development, behavior management of younger
16 and older children, husband-wife relationships, prevention
17 of child abuse, health care, and other challenges of
18 parenting. It assists parents and parent substitutes to
19 develop and strengthen their knowledge and skills so they

1 can assume the major educational role in their child's
2 growth and development;

3 (d) *Parent-Substitute* – refers to a person other than
4 the biological parent who has custody over a child and is
5 primarily responsible for his/her care, and physical, moral
6 and intellectual development, such as foster care parents,
7 legal guardians and care providers: *Provided*, That
8 surrogate parents and care providers shall secure a
9 certification from the proper office of the Department of
10 Social Welfare and Development (DSWD) confirming
11 him/her as a parent substitute; and

12 (e) *Surrogate Parent* – refers to any adult member of
13 the family or extended family or caregiver who chose to act
14 as a substitute parent to a child not legally under his/her
15 parental authority or care.

16 SEC. 5. *Establishment of the PES Program.* – There is
17 hereby established a PES Program to assist all parents
18 and parent-substitutes in strengthening their knowledge
19 and skills in responding to their parental duties and
20 responsibilities, protect and promote children's rights,

1 foster positive early childhood development, and advance
2 their educational progress. The PES Program shall be
3 implemented in every city and municipality and shall
4 consist of modules to be developed by the DSWD, in
5 coordination with the Department of Education (DepEd),
6 the Early Childhood Care and Development (ECCD)
7 Council, the School Governing Councils (SGCs), the
8 Department of Health (DOH), the Department of Justice
9 (DOJ), and the Department of the Interior and Local
10 Government (DILG), and rolled out in such number of
11 sessions as the DSWD and the LGUs may prescribe.
12 Subject to modifications by the concerned LGUs to adapt to
13 local context, the core of the modules shall be consistent
14 with existing laws and shall embody the following
15 principles:

16 (a) Parents and Parent Substitutes and their Roles
17 and Needs. – This aims to provide participants with a
18 deeper understanding of their different roles, needs,
19 responsibilities, and joy as parents and parent-substitutes
20 by going through lessons that enrich their understanding

1 of themselves as parents and guardians. Facilitators will
2 help participants identify individual strengths and
3 weaknesses, describe factors that affect the characteristics
4 of their personhood, ascertain the divergent needs of
5 married parents, solo parents, grandparents, and other
6 guardians in the family, and clarify family values and
7 goals aligned with strengthening their role as parents who
8 are the best people to support all aspects of their children's
9 growth and development, among others;

10 (b) The Filipino Family. – This aims to give an
11 overview of family dynamics in the Philippine context.
12 Facilitators will help participants understand the
13 importance, functions, and characteristics of the family,
14 and inform them of the family's strengths and weaknesses
15 to enable them to reflect building on their strengths to
16 address their weaknesses so that they can be responsible
17 members of the community, among others;

18 (c) Challenges of Parenting. – This aims to provide
19 participants with a more in-depth understanding of the
20 obstacles that will be faced by parents and how stronger

1 parenting skills will be able to address them. Innovations,
2 technology, changes in values, and issues brought about by
3 globalization and social media may be considered as
4 challenges;

5 (d) Child Development. – This aims to provide
6 participants with a proper understanding of child growth
7 and development, age-appropriate and development-
8 appropriate interventions, different learning avenues for
9 children, and domains of child development. This shall
10 likewise include the importance of encouraging parents
11 and parent-substitutes to fully support their children's
12 cognitive development, most importantly their skills on
13 reading, mathematics, science, and development;

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

1 (f) Building the Child's Positive Behavior. – This aims
2 to improve parental understanding of child behavior and
3 promote and support the development and socialization of
4 the child. Basic theories on child behavior, character
5 development, and factors that can positively or negatively
6 affect the same shall be discussed;

7 (g) Health and Nutrition. – This aims to provide
8 adequate information on common health and nutrition
9 needs of children, including reproductive health concerns,
10 common childhood diseases, basic nutrition principles, and
11 growth monitoring;

12 (h) Home Management. – This aims to provide
13 participants with practical ideas on how to manage their
14 respective households through proper time, financial, and
15 stress management;

16 (i) Keeping a Healthy Physical Environment for the
17 Child. – This aims to show the importance of maintaining
18 clean physical environments to building a strong
19 household. Waste management and community
20 environmental management efforts shall be discussed;

1 (j) Keeping Children Safe in Times of Disasters. –

2 This aims to provide training on child-centered disaster
3 risk reduction and management strategies to prepare and
4 equip parents and parent-substitutes in preventing,
5 mitigating, and coping with risks caused by disasters.

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

19 The DSWD shall regularly review and update the
20 foregoing principles to keep abreast with the developments

1 on responsible and effective parenting and may develop
2 and prescribe additional modules as may be necessary.

3 The LGUs may design and contextualize their own
4 modules as they deem appropriate taking into
5 consideration the needs and challenges of the families in
6 the communities under their respective jurisdictions, and
7 the progress and result of the PES Program
8 implementation: *Provided*, That such modifications are
9 consistent with existing laws.

10 SEC. 6. *Research Methods, Analytical Framework,*
11 *and Assessment of the PES Program.* – To continuously
12 and effectively improve the design and implementation of
13 the PES Program, the DSWD, in coordination with the
14 DepEd, the ECCD Council, the SGCs, the DOH, the DOJ,
15 and the DILG through the LGUs, shall conduct research
16 focused on effective and evidence-based policies and best
17 practices on parent effectiveness, child welfare, child
18 development, adolescence, family, health, education, and
19 social protection, among others.

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

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

15 SEC. 7. *Implementing Tools for the PES Program.* –
16 The PES Program, particularly the parent effectiveness
17 sessions, shall be implemented by the cities and
18 municipalities through their respective social welfare and
19 development offices and LGUs. Parent effectiveness
20 sessions shall be conducted in every barangay at such

1 schedule and interval to be determined by the social
2 welfare and the LGU officers concerned. For this purpose,
3 the officers shall, on an annual basis, prepare and submit
4 to the local chief executive a complete program and
5 schedule of the parent effectiveness sessions covering all
6 barangays of their respective jurisdictions.

7 Reaching parents to facilitate and share skills and
8 knowledge about parenting and support to learning may
9 include home visits which may be effective to recognize,
10 respect, and build on existing strengths of parents and
11 parent-substitutes.

12 The DSWD and the LGUs are encouraged to develop
13 other training mechanisms that can be used in the
14 implementation of the PES Program, such as home and
15 modular training packages that can be deployed through
16 social media.

17 Distance PES Program may likewise be used as a tool
18 to raise awareness about the importance of responsible and
19 effective parenting within the broader community.
20 Accredited private organizations by DSWD may also

1 implement the PES Program in coordination with the
2 concerned LGU.

3 The PES Program conducted pursuant to this Act
4 shall constitute as full and complete compliance with the
5 PES component incorporated under Republic Act No.
6 10410, otherwise known as the "Early Years Act (EYA) of
7 2013", and such other government programs mandating
8 the delivery of the PES Program as requisite for program
9 coverage and entitlement.

10 SEC. 8. *Implementing Agencies and Organizations*
11 *and their Responsibilities.* – The implementation of the
12 PES Program shall be the joint responsibility of the
13 national government agencies (NGAs), LGUs,
14 nongovernmental organizations (NGOs), and other private
15 organizations that promote parental and community
16 involvement in the child's learning and development.

17 The DSWD shall be primarily responsible for
18 promoting, strengthening, and enhancing the well-being of
19 Filipino families by providing integrated, comprehensive
20 and developmental services in a fair, just and peaceful

1 society. The DSWD shall regularly review and update its
2 programs to support parents and parent-substitutes.

3 The DepEd, the ECCD Council, the SGCs, and the
4 DOH shall incorporate important principles on social
5 services, early education, learning and holistic
6 development, health, and nutrition in the PES Program
7 and provide supplementary learning materials and
8 reference materials thereon. The DepEd shall integrate
9 age-appropriate content related to the core principles
10 provided in Section 5 of this Act in the basic education
11 curriculum.

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

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

1 The LGUs shall coordinate with the relevant
2 government agencies to ensure the implementation of the
3 PES Program. They may collaborate with the DepEd's
4 Schools Division Offices in providing facilities for the
5 conduct thereof. The LGUs shall likewise provide
6 incentives to parents and parent-substitutes who actively
7 participated or garnered high evaluation rates from their
8 children in the PES Program.

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

12 SEC. 9. *Capacity-Building.* – The DSWD, the DepEd,
13 the DOH, the DOJ, the DILG, and LGUs shall assist the
14 cities and municipalities in developing the required
15 competencies of facilitators. Based on a set criteria
16 developed by the abovementioned agencies, the Local
17 Social Welfare and Development Offices shall identify a
18 pool of facilitators trained in the required competencies
19 who shall include, but is not limited to, parents and
20 parent-substitutes, educational psychologists, health

1 professionals, social workers, teachers, accredited private
2 organizations, and other paraprofessionals.

3 The capacity-building shall focus on the important
4 skills that must be possessed by facilitators such as the
5 ability to connect with families in a way that is mutually
6 respectful and reciprocal, set goals with families, prepare
7 them to adopt behaviors and engage in activities that
8 enhance children's development and early learning,
9 promote the rights of the child, and prevent child abuse,
10 among others.

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

19 SEC. 10. *Development and Production of PES*
20 *Manuals.* – The DSWD, in coordination with the DepEd

1 and the ECCD Council, the DOH, the DOJ, and the DILG
2 through the LGUs shall, within three (3) months from the
3 effectivity of this Act, develop and produce the PES Module
4 Manuals to be utilized by the facilitators in conducting the
5 parent effectiveness sessions, subject to modifications by
6 the concerned LGUs for local adaptation.

7 The assigned government agencies shall also
8 harmonize existing modules gathered from, but not limited
9 to the PES, family development sessions, and Family
10 Support Program, to help in enhancing the PES Module
11 Manuals.

12 SEC. 11. *Advocacy Campaigns and Information*
13 *Dissemination.* – The DSWD, in cooperation with relevant
14 agencies, shall regularly conduct public awareness
15 campaign which would promote the benefits and the
16 advantages of the PES Program to parents, surrogate
17 parents, and care providers through local training
18 programs in the communities and the use of trimedia and
19 social media platforms.

1 SEC. 12. *Appropriations.* – For the first year of its
2 implementation, the funds necessary to carry out the
3 responsibilities delegated to the DSWD, the DepEd, the
4 ECCD Council, the DOH, the DOJ, and the DILG shall be
5 sourced from their current appropriations. Thereafter, the
6 funds necessary for the continuing implementation of the
7 mandate under this Act shall be included in the annual
8 General Appropriations Act.

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

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

1 The IRR issued pursuant to this section shall take
2 effect thirty (30) days after its publication in a newspaper
3 of general circulation.

4 SEC. 14. *Separability Clause.* – If any part or
5 provision of this Act is declared invalid or unconstitutional,
6 the remaining parts or provisions not affected shall remain
7 in full force and effect.

8 SEC. 15. *Repealing Clause.* – All other laws,
9 presidential decrees, executive orders, administrative
10 orders, rules and regulations, issuances, or parts thereof
11 contrary to or inconsistent with the provisions of this Act
12 are hereby repealed, amended, or modified accordingly.

13 SEC. 16. *Effectivity.* – Notwithstanding the non-
14 issuance of the IRR, this Act shall take effect fifteen (15)
15 days after its publication in the *Official Gazette* or in a
16 newspaper of general circulation.

Approved,