

REGIONAL MEMORANDUM ORDERNo. 003
Series of 2024**SUBJECT: GUIDANCE NOTES ON THE PANTAWID PAMILYANG PILIPINO PROGRAM
YOUTH DEVELOPMENT SESSION (YDS)**

The Department of Social Welfare and Development believes in the holistic development of adolescents. Hence, extending the age coverage of the Pantawid Pamilyang Pilipino Program up to 18 years old with higher cash grants for high school student beneficiaries was institutionalized through the NAC Resolution No. 12 series of 2013 – Continued Support for Child Beneficiaries of Pantawid Pamilyang Pilipino Program to finish high school. It recognizes the need to extend support to the child beneficiaries to further pursue and fulfil the developmental rights of children and enable the program to expand its contribution to the eradication of the intergenerational cycle of poverty and make growth more inclusive.

The Pantawid Pamilyang Pilipino Program, as one of the promotive services of the Department of Social Welfare and Development, aims to break the intergenerational cycle of poverty and to contribute to the reduction of incidence of child labor. Being a right based program that is invested for human capital, education and health, it also aims to improve children's and mothers' health, and to increase the children's attendance rate in schools. Currently, the Program caters to 4.4 million poor households and monitors a total of 10,601,621 children aged 3 to 18 years old who are expected to comply with program conditions. However, there are cases of students who are consistently not attending school (NAS), and a number of them have been identified as high-risk cases due to reasons not limited to early pregnancy/early fatherhood, early cohabitation and child labor. As of August 2023, a total of 738,736 Not Attending School children had been recorded nationwide, with 19,654 validated as not attending students in the National Capital Region.

Considering the risk and vulnerability of 4Ps adolescent beneficiaries to peer group pressure, early pregnancy, substance abuse, social media hazards, and other issues that would lead to school absenteeism, juvenile delinquency, and problematic behaviors, the program institutionalized a separate development session for the youth, specifically high school student beneficiaries. Through the NAC Resolution 34 series of 2016, the Youth Development Sessions (YDS) of the Pantawid Pamilyang Pilipino Program was established. The YDS is deemed necessary to develop and enhance the life coping skills of youths, offer a positive perspective on life, and nurture their character towards individual growth and personality development. Values enhancement, through Youth Development Sessions (YDS) are important mechanisms to build social capital among monitored children.

In 2019, a rapid assessment of YDS Module Volume 1 was conducted in the provinces of Bataan, Zamboanga, Sibugay, and Siquijor. The rapid assessment showed good to very good youth satisfaction with the YDS session content, process, and effect. Moreover, the promotion of youth's developmental fitness, cognitive competency, self-efficacy, emotional competency, belief in the future (manifestation of hope), moral competency, sense of connection, and fulfillment were observed in the conducted rapid assessment. Thus, the result of the rapid

assessment conducted in the three regions showed the potential of YDS modules in equipping the youth with various core life skills. Hence, the implementation of the Youth Development Session in the National Capital Region.

At present, the National Program Management Office (NPMO) considers the diversity of children and youth in different localities. Hence, encouraged all Regions to develop, modify, and implement the Youth Development Session (YDS) based on the needs and availability of resources in their respective areas. As a result, the 4Ps NCR crafted guidance notes for the implementation of the Youth Development Session in the National Capital Region.

I. LEGAL BASES

A. Philippine Laws

1. Republic Act No. 11310 (An Act Institutionalizing the Pantawid Pamilyang Pilipino Program (4Ps) - April 17, 2019

Section 3. The 4Ps is the national poverty reduction strategy and a human capital investment program that provides conditional cash transfer to qualified household-beneficiaries. It is also a human development program which provides social protection, social assistance, social development and other complementary support services in partnership with concerned agencies, local government and other stakeholders towards improving the health and nutrition, education and socio-economic aspects of their lives.

2. Republic Act No. 10173 (Data Privacy Act of 2012) - September 8, 2012

Republic Act No. 10173, also known as the Data Privacy Act of 2012, aims to protect personal data in information and communications systems both in the government and the private sector. The law ensures that entities or organizations processing personal data establish policies and implement measures and procedures that guarantee the safety and security of personal data under their control or custody, thereby upholding an individual's data privacy rights.

3. Republic Act 8044 Youth in Nation Building Act - April 4, 1995

The State recognizes its responsibility to enable the youth to fulfill their vital role in nation-building and established the National Comprehensive and Coordinated Program on Youth Development. It also created the structures to implement the same and appropriated adequate funds to provide support for the program and implement structures on a continuing, sustained basis.

4. Article II, Section 13 of the Philippine Constitution - February 11, 1987

The State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual and social well-being.

5. Presidential Decree No. 603 (The Child and Youth Welfare Code) - May 8, 1974

Under PD No. 603, Article 10, it states that "The child shall enjoy special protection and shall be given opportunities and facilities, by law and by other means, to ensure and enable his fullest development physically, mentally, emotionally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity appropriate to the corresponding developmental stage.

B. DSWD Issuances

1. Guidance Notes for Bata Balik Eskwela - April 1, 2019

Addressing the cases of not attending school (NAS) students who remain to be non-compliant to the education conditionalities of the Pantawid Pamilyang Pilipino Program despite exhaustive efforts. DSWD should plan and implement interventions for the 4Ps children who are not in school to continue their education conditionality.

2. NAC Resolution 34 Series of 2016: The Youth Development Sessions of Pantawid Pamilyang Pilipino Program - June 22, 2016

Implementing the Youth Development Session to support the physical and psychological being of the High School children beneficiaries of the program.

3. Guidelines on the Implementation of the Youth Productivity Services (YPS) - July 3, 2009

The Service builds on the traditional youth training programs to include: (a) life and employability skills development; (b) training programs that meet industry needs; and (c) mentoring when the youth seek employment and even during their initial employment, and capability building for entrepreneurship. This intervention builds bridges between technical training and work specifically for the at-risk youth. The project involved healing and nurturing, educational assistance, relevant technical skills training, organizing Pag-asa Youth Association (PYA) and building alliances with local industries to increase opportunities for job placement, and on-the-job coaching to manage the transition to work.

4. Guidelines on the Implementation on Peer Counselling Service for the Out of Youth - February 6, 2003

It is designed to respond to the "growing-up" issues on children and youth; address sexual-related and health problems as well as educational needs of the youth particularly the out-of-school youth, and development of healthy attitudes and positive lifestyles. It is likewise an intervention in enabling the youth to perform expected roles as they go through the critical psychosocial development stages of their lives.

II. OBJECTIVES

The Guidance Notes for the implementation of Youth Development Session seeks to provide guidance to all regional program implementers on the concept, processes and strategies in the conduct of Youth Development activities to 4Ps monitored children towards better development and a more positive view about life and future.

Specifically, it shall;

1. Guide field implementers and program stakeholders on the concept, process/activities and strategies of Youth Development Session to 4Ps monitored children in the National Capital Region.
2. Assist the case supervisor's performance of their supervisory, coaching and mentoring roles and responsibilities to assist the case managers (field implementers) in the implementation of the YDS.
3. Guide Field implementers on convergence activities to ensure participation and involvement of program stakeholders.
4. Expand the case manager's alternative interventions to improve his/her case management practice to help and assist the 4Ps households.
5. Foster young people's character toward personal growth and personality development, build and improve their life coping abilities, and provide a positive outlook in life.
6. Increase the engagement of youth within their communities, schools, organizations, peer groups, and families.

III. DEFINITION OF TERMS

Children and Youth beneficiaries – refers to 4Ps household members who are sons/daughters/grandsons/granddaughters of the household heads who are registered as monitored children in the program.

Family Development Session (FDS) - refers to a monthly parent group activity attended by the main grantee/s of the household, usually mothers, to enhance their parenting capabilities and encourage them to be more active citizens of the society.

Family Development Sessions Team – refers to a body at the city/municipal level which is composed of the workers of DSWD's core social protection programs and representatives from the national government agencies, local government units, civil society organizations, trained and other stakeholders who are involved in conducting the FDS of Pantawid Pamilyang Pilipino Program including the Parent Leaders.

Not Attending School (NAS) - refers to the monitored children of Pantawid Pamilya who are (1) 3-18 years old children who are enrolled but stopped schooling for the last three (3) months; or (2) Did not enroll at all and have been out of school longer than three (3) months.

Operations Office (OO) - refers to the field-based Operations Office located in all cities and municipality in the National Capital Region where the Pantawid Pamilyang Pilipino Program is being implemented.

Peer Support Group - refers to an approach wherein the group are committed to be part of and share equal responsibility for group tasks, maintenance, and growth and sharing of experiences as a point of learning.

Regional Program Management Office (RPMO) – refers to the Pantawid Pamilyang Pilipino Program Management Office at the Field Office-NCR.

Youth Development Session (YDS) – refers to a regular youth and children activity attended by minor member/s of 4Ps households to support their physical and psychological being and provide developmental skills.

IV. THE YOUTH DEVELOPMENT SESSIONS

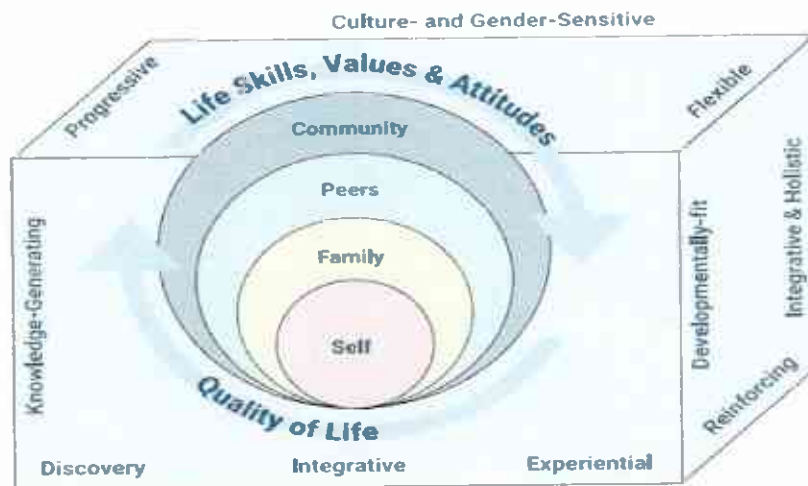
A. The Youth Development Session As A Complementary Learning To The Family Development Session (FDS)

The Youth Development Session (YDS) is a complementary learning to the FDS. It provides additional learning intervention to adolescent children of 4Ps households by ensuring that they are capacitated to perform supportive functions in the achievement of the overall well-being of the family. The YDS is not tied to the conditions of the 4Ps Program; it is voluntary. Adolescent children of 4Ps HHs are encouraged to participate in YDS.

YDS is aligned with the results-based framework of the 4Ps Program. It is part of output 2 on delivering quality family and youth development programs. YDS aims to engage the youth so that they become active and involved in their learning and development and so that they acquire the knowledge, skills, and attitudes that will prepare them for adult life. Their development is in support of the holistic development of HH-beneficiaries.

Anchored on the positive youth development construct and the human ecological framework (Figure 7), the 4Ps YDS builds and strengthens the internal developmental assets of the youth to make them more resilient and more capable in avoiding risky behaviors. With the YDS, knowledge dissemination, development of strengths and capabilities, values and character building, and creation of an immediate support environment for the youth can be possible.

Figure 7. Human Ecological Framework



YDS considers the individual person as the foundation of growth and development. It is influenced by the family, peers, and the community, and they all contribute to the development of life skills, attitudes and knowledge of 4Ps adolescent children. Strategy and approach vary in the implementation of YDS. They are founded on the objective of helping the 4Ps youth establish a positive lifestyle and total wellbeing, nurture positive values that strengthen emotional and mental well-being, and develop entrepreneurial and career readiness skills that will prepare them for higher Pantawid Pamilyang Pilipino Program (4Ps) Operations Manual 147 education, training, and employment. Eventually, the YDS helps build a community of conscientious youth leaders and citizens.

YDS cultivates core life skills such as self-awareness, critical thinking, creative thinking, decision-making, problem-solving, effective communication, interpersonal relations, empathy, coping with stress, and coping with emotion.

B. The Youth Development Session as an Intervention of the Pantawid Pamilyang Pilipino Program

A parallel intervention to the FDS, the Youth Development Session targets the youth beneficiaries or the monitored children of the 4Ps household who are Not Attending School (NAS) to promote positive youth development and address the negative factors contributing to their non-compliant behavior.

For this purpose, the 4Ps NCR's Youth Development Sessions shall be used as an activity/intervention for children and youth beneficiaries of the program. Despite the attendance of the participants will not be a conditionality tied with, the 4Ps Regional Program Management Office (RPMO) highly recommend the implementation and administration of YDS as an additional service of the program to prevent and intervene problems arising of the youth.

The YDS as a complementary learning and intervention aims to:

1. Improved the developmental of the 4Ps children especially those monitored by the program through:
 - i) Exploring new personal, social, and sexual roles and identities;
 - ii) Transforming peer relationships into deeper positive friendship and partnerships;
 - iii) Participating in a series of experiences and choices that facilitate future economic independence and interdependence; and
 - iv) Re-establishing a new form of relationship with their parents that will help them take on a more mature role;
2. Equip 4Ps youth with skills to face developmental challenges, and available opportunities, and overcome possible risks to aid them in achieving optimal and holistic development;
3. Identify reducing risky behaviors, removing deterrents, enhancing opportunities and developing life skills on issues and challenges faced by the Filipino youth;
4. Facilitate support to NAS cases, to help them realize the importance of education and comply with program conditionalities;
5. Provide a venue for the youth to discuss relevant activities, mutually agreed plans and solutions to help them continue their education or participate in more productive activities;

6. Create peer support groups among the youth leaders and volunteers; and
7. Facilitate sustained actions / monitoring of peer support groups.

During the sessions, the youth participants will go through various modules starting from Volume 1 up to the recent modules and other relevant modules. They may also decide on topics or activities that will be developed based on the group members' needs.

V. SCOPE AND COVERAGE

The target participants of the YDS include the 4Ps youth enrolled in high school (junior and senior; ages 12-18 years old) and youth who are enrolled in alternative learning systems. Children who are not attending school (NAS) may also be targeted for YDS delivery, especially through specific and focused learning materials that encourage them to enroll back to school. Non-4Ps youth may also be encouraged to join the YDS. As in the FDS, YDS participants are grouped based on their individual needs, age, learning abilities, and issues with the self, family, or community.

The YDS is implemented based on a set of guidelines and principles. The delivery may be school-based or community-based and is usually supported by the local government unit and other stakeholders in the community.

VI. GENERAL PROTOCOLS IN CONDUCTING YOUTH DEVELOPMENT SESSION

In accordance to the Pantawid Pamilyang Pilipino Program Child Protection Policy, staff who will facilitate the activity shall observe the following:

1. Never use the activity/interventions provided to families/beneficiaries in requesting or requiring favors for personal gain or advantages.
2. Ensure that collaborations and services provided to beneficiaries do not expose the child/children from harm such as child abuse/abandonment, violence, exploitation, neglect and discrimination.
3. Observe professional relationships with children of Pantawid Pamilya beneficiaries at all times.
4. Provide service equality by respecting the children of Pantawid Pamilya beneficiaries and ensure that prevention of activity which might cause psychosocial, physical and emotional harm to them shall be prioritized.
5. Never act in ways intended to shame, humiliate or degrade the children of Pantawid Pamilya beneficiaries.
6. Never portray maltreatment to child/ren in any form; physically or verbally.
7. Any disclosure of sensitive issues from the child/ren of Pantawid Pamilya beneficiaries during the conduct of the activity shall be handled and dealt with confidentiality which must be observed at all times.
8. Never get involved in fondling, holding, kissing, hugging or touching the private parts of the children of Pantawid Pamilya beneficiaries. (**During the adaptation of the virtual*

children's activity, the use of language that expresses sexual harassment/abuse to child/ren is strictly prohibited.)

9. Staff should be presentable at all times, observing proper dress code whenever there is an interaction with the Pantawid Pamilya beneficiaries.
10. Avoid using words that may threaten or demean children in case they throw tantrums or become noisy during the conduct of the children's activity.
11. Always ask for permission for the posting of the children's photos during documentation of the activity.
12. Ensure that posting and sharing of children's photos and personal information shall be confidential and can only be done within the Program and not for personal use.

VII. IMPLEMENTING PROCEDURES

1. PRE-IMPLEMENTATION PHASE

- a) **YDS Needs Assessment** - an activity conducted by the Case Manager or the City/Municipal Link to know the purpose of youth development sessions to 4Ps monitored children. Each HHs - beneficiary undergoes a standardized needs assessment or intake to determine its level of knowledge, skills, and attitudes. As well as the situation and reasons of Not Attending School;
- b) **Creation of YDS Teams** - Together with the partner stakeholders (LGU, DepEd and NGOs), the Operation Office headed by their Area Coordinators, lobby the needs for conducting YDS for the purpose of either:
 1. provides additional learning intervention to adolescent children of 4Ps households by ensuring that they are capacitated to perform supportive functions in the achievement of the overall well-being of the family; or
 2. As an intervention for monitored children who are Not Attending School or as an additional intervention to prevent and intervene problems arising of the youth.

The process also requests the issuance of an *Executive Order* through *LAC Resolutions* and other *Issuances, Summary of Agreements (SOA)*, for the commitments, roles and responsibilities, and a timeline of implementation. It provides a clear path on the delivery of service to 4Ps monitored children. The YDS teams should be integrated with the current Family Development Session (FDS) Team in all cities and municipality in the National Capital Region

- c) **Capacity Building to Program Implementers** - In the event that the partner stakeholders offer to administer the sessions of Youth Development, the YDS focal persons and the 4Ps RPMO will provide capacity building activities to ensure quality delivery of services leading to the achievement of zero dropping and not attending school children.

- d) **Contract Setting** - prior to the conduct of YDS session, a parent-teen talk will be initiated wherein vital information regarding the conduct of YDS will be discussed to both parent and child in order to set their expectations on the activity. Afterward, a contract setting shall be made ensuring the support and commitment of parents to the consistent attendance of their child to the sessions and that sudden withdrawal will be avoided.

2. IMPLEMENTATION PHASE

- a) **Conduct of Youth Development Session** - actual facilitation of selected YDS modules which are specifically designed to address the identified needs of the youth beneficiaries.

- b) **Mode of Implementation** - the YDS can be facilitated into two (2) modalities - school-based and community-based.

b.1 School-based - children and youth beneficiaries who are enrolled in school must attend the Youth Development Sessions after their regular class hours in collaboration with the DepEd and/or Schools Division Office. The non-teaching personnel will be the YDS facilitators, and this will be held **twice a month**. The 4Ps staff, particularly Assigned City Links, might be considered as the YDS implementer depending on the availability of potential YDS implementers at the school.

b.2.ommunity-based - in partnership with the Local Government Unit and CSWDO, children and youth identified as Not Attending School shall attend the Youth Development Session at the Barangay where they are residing. A trained YDS implementer from the City will facilitate the YDS in the community **monthly**. Other partners/stakeholders can also be tapped for volunteers in the implementation of the YDS.

Note: Each session typically lasts between one (1) to one and a half (1 ½) hours. Additionally, the **content** covered during these sessions can vary based on the **specific needs** of the participants. Depending on what is identified as necessary, the session might focus on one topic, or it could encompass discussions on up to two different topics. This flexibility allows the session to adapt to the participants' needs and ensures that relevant issues are addressed effectively.

- c) **Referral** - In order to keep promoting a clear path for the children and young beneficiaries, choices for returning to formal school or to an alternate delivery mode will be explored. They will also be directed to various LGU programs should they choose to pursue work or other forms of economic support. (See Annex 1.)

3. POST-IMPLEMENTATION PHASE

- a. **Assessment on Behavioral Change** - All youth participants are required to take a post-test to assess how effectively the session(s) addressed their needs following each presentation of the YDS topics. The YDS Scorecard will serve as the pre- and post-test of each Youth Development Session and the tool shall cover assessment on the following core areas:

1. **Body** - ability to understand the basics of taking care of their bodies and learning about proper hygiene, sanitation at home, healthy sleeping habits, and importance of exercise.

2. **Mind** - ability to recognize mental health's role in daily life which involves balancing work and relationships while managing stress and anxiety for overall well-being.
3. **Skills** - ability to know one's purpose to create hope and dignifies the human person as a valuable agent of the family and society.

To conduct this, the YDS implementer/facilitator will require the youth beneficiaries participating in the YDS to complete the printed copy of the *pre-* and *post-* test questionnaire (YDSc). Then, the analysis of the results will be included in the YDS quarterly report to be submitted to the RPMO.

- b. **Monitoring** - *regular quarterly reports* shall be accomplished by the YDS facilitators/implementers. The results of the YDS Scorecard, attendance records, documentation and progress reports, and a list of any issues and concerns are all required to be included in reports.

VIII. MONITORING OF IMPLEMENTATION

A regular submission of reports on YDS is established to monitor the conduct of sessions and activities at the regional and national level. The reports will also be used in maintaining the database. The roles of the concerned Project Management Office staff in the submission of reports are stated in the Institutional Arrangement section.

An evaluation by the YDS team shall be done every after session. The team may also employ evaluation tools to be accomplished by the participants (See Annex 2).

IX. INSTITUTIONAL ARRANGEMENT

A. Department of Social Welfare and Development

1. **National Program Management Office - Family Development Division**
 - a) Formulated policies and guidelines to ensure appropriateness and responsiveness of the Youth Development Sessions.
 - b) Develop modules and other learning materials for the conduct of the YDS and YDS related activities.
 - c) Formulate behavioural indicators to measure the effects and impact of the YDS to children and youth participants
 - d) Identify gaps and recommend program interventions to sustain and strengthen YDS implementation
 - e) Conduct training workshops for trainers and/or implementers as necessary.
 - f) Conduct technical assistance and monitoring on YDS implementation.
 - g) Coordinate with partners and other stakeholders in the YDS implementation.
2. **Regional Program Management Office**
 - a. **Case Management Team**
 - Ensure harmonization of YDS with the Kilos Unlad Framework.
 - Review for contextualization of YDS Modules

- Provide Regional Analysis/Assessment on the identified needs/problems of Not Attending School monitored children.
- Formulation of groups based on the identified need/s and utilize the group work process of case management in the KU framework.
- Provide guidance/guidelines on Group Work process as part of Case Management Methods on achievement of improve level of well-being
- Collaborate with the FYDS Team to monitor participants, track their development, assess the effectiveness of the sessions through feedback, and ensure the sustainability of the program's benefits..
- Monitors the progress of created groups in Operations Office Level.
- Coordinates with the stakeholders through convergence based on the needs assessment of the participants to ensure supportive environment response for the youth.

b. FDS Focal Person

- Liaise with the Family Development Division of the Pantawid Pamilya Pilipino Program NPMO for YDS concerns.
- Identify gaps and issues on YDS implementation and facilitate action / resolutions.
- Provide technical assistance to strengthen YDS implementers.
- Ensure appropriate responsive implementation and monitoring of YDS.
- Consolidate reports from the Operations Offices and submit them to the NPMO based on the prescribed template.

c. Youth Development Session Focal

- Lobby the YDS implementation to partner stakeholders (NGA/NGO/CSO).
- Provide updates to the RPMO regarding the YDS implementation.
- Consult with the FDS Focal Person and other YDS Focals identified concerns, gaps, and issues on the YDS implementation and facilitate action / resolutions.
- Propose and facilitate conduct of technical assistance to YDS implementers.
- Consolidate reports from the Operations Offices and submit them to the FDS Focal.
- Continuously attend training on the discussion and facilitation of modules for youth that could be incorporated in the inventory of YDS modules.

d. Institutional Partnership Development Officer for NGAs and CSOs

- Collaborate with NGAs, for the YDS implementation.
- Facilitate partnership agreement and commitments with different stakeholders in support to and augment YDS implementation (*Regional Level*).
- Monitor partners' compliance and support to YDS implementation (*Regional Level*).

- e. **GAD and IP Focal Persons**
 - Review and provide GAD and IPD related inputs in modules for YDS.
 - Provide technical assistance to the YDS Focal Persons / Team in conducting gender and culture-sensitive sessions, and referral system.
 - Ensure compliance to GAD requirements / standards.
3. **Operations Office**
- a. **Area Coordinator/Social Welfare Officer III**
 - Area Coordinator to facilitate presentation of the results of YDS Conduct to the Local Advisory Council (LAC) meetings and other meetings with partner stakeholders to lobby support interventions for the OSY/NAS members.
 - Social Welfare Officer III to consolidate YDS reports from the City/Municipal Links and submit to the RPMO.
 - Provide appropriate intervention/referral to clients should there be a need for social case management for student beneficiaries.
 - Provide assistance to City/Municipal Links in pre-implementation meetings with school or CSWDO for lobbying of necessary assistance.
 - Ensure functionality of FDS/YDS Team through conduct of regular meetings, orientation to new partners engage in YDS.
 - b. **City/Municipal Link**
 - Identification and Profiling of clientele to identify the needs/problems to address
 - Attend to the different roll out or conduct of Technical Assistance and Capacity Building of the Regional Program Management Office (RPMO);
 - Facilitate actual implementation of YDS following the prescribed guidelines / coordination with the FDS/YDS Team regarding conduct of YDS in terms of venue, schedules, contents and other logistical and activity requirements.
 - Act as resource persons during the YDS as necessary.
 - Submit YDS reports to the concerned SWO III for onward consolidation and submission to the RPMO.

X. EFFECTIVITY

This guideline shall take effect immediately upon its approval.

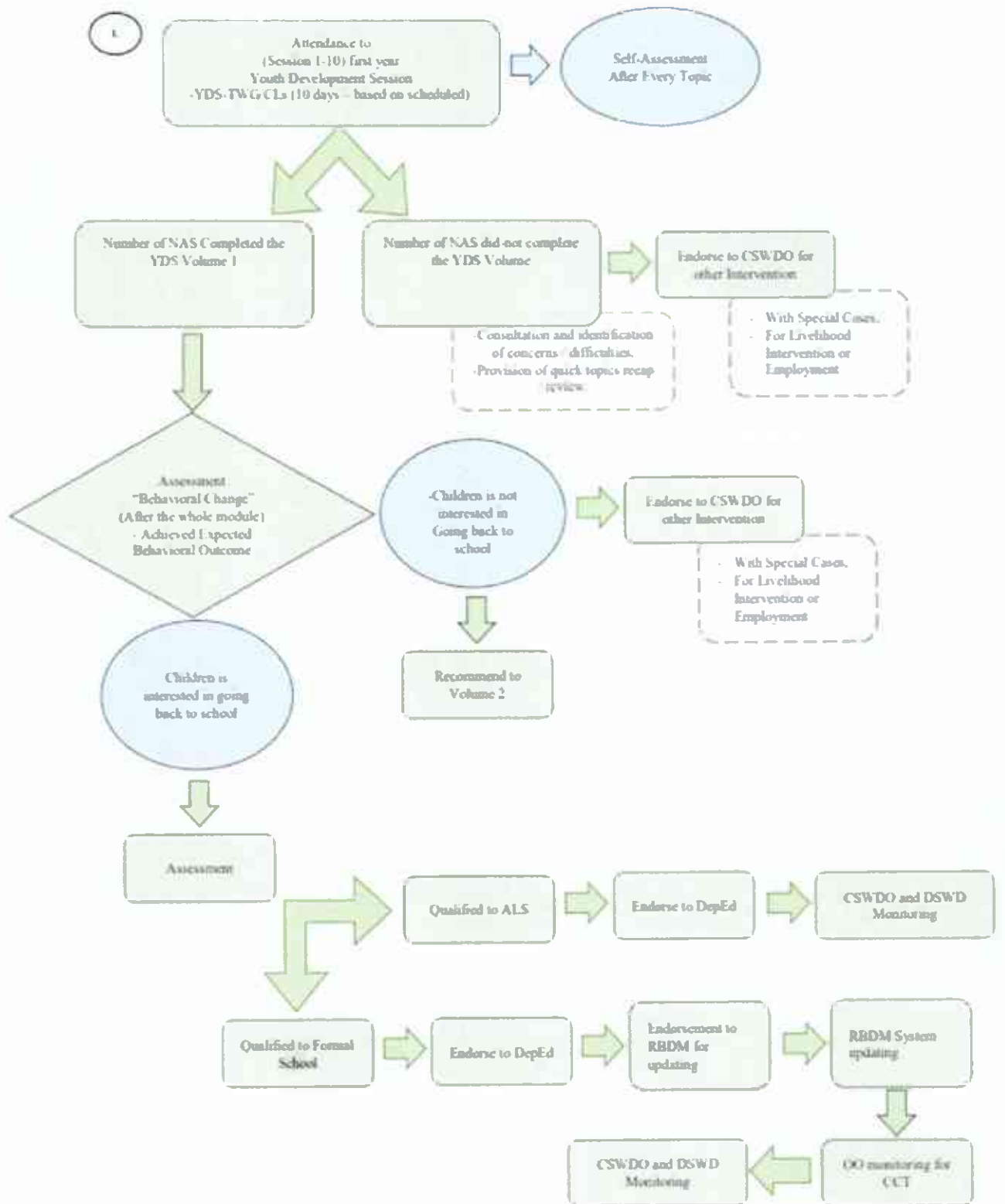
Issued in Manila this 5th day of July, 2024.


ATTY. MICHAEL JOSEPH J. LORICO
 Regional Director

I. ANNEXES

- Annex 1. Referral Guideline for the Youth Development Session
- Annex 2. Template of Youth Development Session Documentation
- Annex 3. 4Ps YDS Parental Contract Form
- Annex 4. Youth Development Session Modules
- Annex 5. YDS Learning Program – Framework
- Annex 6. Needs Assessment Tool for the 4Ps Youth Beneficiaries
- Annex 7. Table of Specification for the Needs Assessment Tool
- Annex 8. YDS Assessment Tool Scores and Interpretation

Annex 1. Referral Guideline for the Youth Development Session



Annex 2. Template of Youth Development Session Documentation

FOR : **LEAH N. BAUTISTA**
 PDO V/Chief - Regional Program Coordinator

ATTENTION : **JOHN CARLO Y. SOTTO**
 PDO III – Family Development Session Focal

RAVEN CHARLIZZE CASTILLO
SHEYNE D. LARISTAN
 PDO II – Youth Development Session Focal

THROUGH _____ **(FULL NAME)** _____
 Area Coordinator – Operations Office __
 _____ **(FULL NAME)** _____
 Social Welfare Officer III – Operations Office __

FROM : **CITYLINK/SOCIAL/FAMILY WELFARE ASSISTANT**
 Operations Office __

SUBJECT : **DOCUMENTATION ON THE CONDUCTED YOUTH DEVELOPMENT SESSION**

DATE : _____

This is to respectfully submit the attached documentation on the conducted Youth Development Session on topic entitled _____, which was conducted by (e.g. Name of City Link or S/FWA), City Link/Social/Family Welfare Assistant of Operations Office - __ held last _____, 2024 at _____.

For your guidance and reference.

Thank you.

(Name and Signature of City Link/S/FWA)

Annex 3: 4Ps YDS Parental Contract Form**PANTAWID PAMILYANG PILIPINO PROGRAM (4Ps)
YOUTH DEVELOPMENT SESSION (YDS)****PARENTAL CONTRACT FORM**

Alinsunod sa *Data Privacy Act of 2012* (R.A. 10173), tungkulin ng DSWD ang pagbibigay proteksyon sa mga datos at impormasyon na iyong ibinigay. Tinitiyak na hindi nito gagamitin o ibabahagi kaninuman ang mga ito, lalo na yaong may kinalaman sa personal at sensitibong impormasyon, maliban na lamang kung ang pagbabahagi ay kusang-loob at may pahintulot na naaayon o itinagubilin ng batas at/o kaakibat na regulasyon. Ang iyong paglagda sa papel na ito ay pahiwatig ng iyong pahintulot na payagan ang DSWD upang sinupin ang mga datos, kabilang na ang mga personal at sensitibong impormasyon na iyong ibinigay dito upang magamit sa alinman sa mga sumusunod: a) *validation* b) *intervention planning and delivery* c) *referral of cases to Local Government Units at/o government/private agencies*.

I. Impormasyon ng Bata:

Pangalan ng Bata: _____
Petsa ng Kapanganakan: _____
Kalagayan sa Medikal/Allergy (kung mayroon man): _____

II. Impormasyon sa Aktibidad:**a) Deskripsyon ng Aktibidad:**

Isang parallel na interbensyon sa FDS, ang Youth Development Session ay nakatuon sa mga kabataang benepisyaryo o mga "*monitored*" na mga bata ng sambahayang 4Ps na hindi dumadalo sa paaralan (*NAS*) upang itaguyod ang positibong pag-unlad ng kabataan at tugunan ang mga negatibong salik na naglalaan sa kanilang pagiging "*non-compliant*" sa programa.

Ang Youth Development Session ay naglalayong makatulong sa positibong pag-unlad ng kabataan at magsilbing interbensyon para sa mga kabataang hindi nag-aaral (*NAS*) mula sa mga pamilyang benepisyaryo ng 4Ps. Sa pamamagitan ng sesyon na ito, ang mga kabataan ay mabibigyan ng mga oportunidad at kaalaman upang mapalawak ang kanilang kaalaman at kakayahan. Ang programang ito ay nakatuon sa pagtugon sa mga negatibong salik na maaring nagdudulot sa hindi nila pagdalo sa paaralan, at naglalayong magbigay ng mga suportang kinakailangan upang matulungan silang magtagumpay sa kanilang buhay. Ang bawat kabataang makikilahok ay magkakaroon ng pagkakataon na magkaroon ng mas positibong pananaw sa kanilang sarili at sa kanilang kinabukasan, na nagdudulot ng positibong epekto hindi lamang sa kanilang sarili kundi pati na rin sa kanilang komunidad.

Sa layuning ito, ang Youth Development Sessions ng 4Ps NCR ay gagamitin bilang isang regular na aktibidad/interbensyon para sa mga batang benepisyaryo at kabataan ng programa. Bagaman ang pagdalo ng mga kalahok ay hindi magiging isang kondisyon na kaakibat, mairing inirerekomenda ng 4Ps Regional Program Management Office (RPMO) ang implementasyon at pagpapatupad ng YDS bilang karagdagang serbisyo ng programa upang maiwasan at tutukan ang mga problema na nagmumula sa mga kabataan.

Sa mga sesyon, ang mga kabataang kalahok ay susunod sa iba't ibang mga module mula sa Volume 1 hanggang sa pinakabagong mga module at iba pang mga kaugnay na module. Maaari

rin nilang piliin ang mga paksa o aktibidad na gagawin batay sa mga pangangailangan ng mga miyembro ng grupo.

b) Iskedyul (Araw at Oras) at Lokasyon kung saan gaganapin:

Ang iskedyul at lokasyon ng lugar kung saan gaganapin ang 4Ps Youth Development Session ay nasa loob ng Barangay kung saan naninirahan ang bata, at ipapaalam ito 1-2 linggo bago ang aktibidad. Sa kaso na ang lokasyon ng YDS ay nasa labas ng Barangay kung saan naninirahan ang bata, ang itinalagang Case Manager ay sasamahan ang bata o titiyakin ang koordinasyon sa Barangay hinggil sa kahandaan ng serbisyong sasakyan upang ihatid papunta at pabalik ng ligtas ang bata.

III. Mga Patakaran at Pamamaraan:

● **Pagdalo:**

Inaasahan na dadaluhan ng bata ang lahat ng sesyon ng aktibidad maliban sa anumang iba pang abiso.

● **Pag-uugali at Asal:**

Inaasahan na magpapakita ng naaangkop na pag-uugali ang bata at susundin ang mga tagubilin ng mga lider ng aktibidad.

● **Kalusugan at Kaligtasan:**

Dapat ipaalam ng bata sa *Case Manager* at *YDS implementer* ang anumang pangkalusugan kondisyon bago sumali sa aktibidad.

● **Pakikisangkot ng Magulang:**

Hinihikayat ang mga magulang na suportahan ang pagsali ng kanilang anak at ipaalam ang anumang mga alalahanin sa *Case Manager* at *YDS implementer*.

● **Referral:**

- Ang bata ay i-eendorso sa itinalagang Case Manager para sa tamang tulong kung sila ay magpasyang bumalik sa pormal na paaralan.
- Ang bata ay i-eendorso sa iba't ibang programa ng LGU kung pipiliin nilang magtrabaho o kumuha ng iba pang anyo ng ekonomikong suporta.

● **Karagdagang Patakaran:** _____

IV. Pakikipagkasundo:

Sa pamamagitan ng pagpirma sa ibaba, ako, _____, na Magulang / Tagapangalaga ni _____, _____ taong gulang, ay ganap na sumasang-ayon na payagan at suportahan ang aking anak / ang bata sa ilalim ng aking pangangalaga na sumali / makilahok sa Pantawid Pamilyang Pilipino Program (4Ps) Youth Development Session (YDS).

Petsa ngayong ika-_____ ng _____, 2024

Lagda ng Magulang/Tagapangalaga

Annex 4. Youth Development Session (YDS) Modules

Youth Development Sessions Volume 1	Youth Development Sessions Volume 2	Youth Development Sessions Volume 3
Enhanced YDS Manual Volume 1 complete EDITED.pdf	YDS Volume 2 complete.pdf	YDS Volume 3 complete.pdf
1. My YDS Journey.pdf	1. Orientation-My YDS Team.pdf	1. Orientation.pdf
2. Metamorphosis of a Person.pdf	2. Positive Qualities About Myself.pdf	2. Breathe Away Your Stress.pdf
3. Changing Bodies.pdf	3. Self-Worth.pdf	3. Coping with Stress from Failure.pdf
4. Body Image.pdf	4. Cultivating My Personal Values.pdf	4. Managing Negative Thoughts.pdf
5. My Developing Brain.pdf	5. Goal- Setting.pdf	5. Anger Management.pdf
6. Changing Emotions.pdf	6. Healthy Habits.pdf	6. To Fight or To Negotiate.pdf
7. Expressing Emotions.pdf	7. Getting Away from Vices.pdf	7. Essence of Communication.pdf
8. Changing Roles and Expectations.pdf	8. Leisure can be Dangerous.pdf	8. Nurturing One's Well-Being.pdf
9. Defining Identity.pdf	9. Media and IT companion.pdf	9. Appreciating Gender Differences.pdf
10. My Dreams are My Destiny.pdf	10. Appreciating the Uniqueness of a Person.pdf	10. The Purpose of the Family.pdf

Note: Kindly refer to the link provided for the inventory of Youth Development Session (YDS) Modules: [NCR Family Development Session of Inventory of Modules and Policies](#)

YOUTH DEVELOPMENT SESSION VOLUME 1				
CORE AREA	SESSION NO.	SESSION TITLE	SESSION DESCRIPTION	EXPECTED OUTCOME/SESSION OBJECTIVES
Skills	1	My YDS Journey	This session is an orientation session. The participants will learn the concept of positive youth development and the importance of attending a positive youth development program. The activities are designed to involve and promote social relations among participants. The session will also encourage	At the end of the session, the participants will: <ol style="list-style-type: none"> loosen up; be familiar with each other be able to build social connection among themselves; and establish and commit themselves to a

			<p>participants to lay down their expectations about the sessions and among themselves.</p> <p>Unlike the other sessions that can be stretched to four meetings, this session is meant for just one sitting.</p>	<p>set of rules and expectations they defined.</p>
Body	2	Metamorphosis of a Person	<p>This session explains the developmental changes that the adolescents are experiencing. The session will serve as a platform to discuss and reflect on the changes that they are going through - physical, emotional, social, and psychological. Furthermore, participants will be encouraged to contemplate on positive ways of coping with the rapid changes brought about by puberty.</p>	<p>At the end of the session, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Understand the realities of change, especially the rapid and revolutionary progressions happening during adolescence; and 2. Reflect on how to positively adapt to these rapid changes.
Body	3	Changing Bodies	<p>This session discusses the physical changes that occur during puberty. It teaches adolescents that these changes are normal and serve an important purpose in the life cycle. It is normal for adolescents to feel overwhelmed as change occurs but peers and trusted adults can help eliminate this feeling by listening with understanding and empathy and by giving advice.</p>	<p>At the end of the session, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Understand body changes during puberty and improves personal hygiene; and 2. Have a better understanding of the physical changes that they experience during puberty and will be able to successfully manage them.
Body	4	Body Image	<p>This session discusses the physical changes that occur during puberty. It teaches adolescents that these changes are normal and serve an important purpose in the life cycle. It is normal for adolescents to feel overwhelmed as change occurs but peers and trusted adults can help eliminate this feeling by listening with understanding and empathy</p>	<p>At the end of the session, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Understand body changes during puberty and improves personal hygiene; and 2. Have a better understanding of the physical changes that

			and by giving advice.	they experience during puberty and will be able to successfully manage them.
Body	5	My Developing Brain	This session explains brain development as a significant part of adolescent development. It will also explain how their activities and the environment can have an impact on the developing brain. The session will help the youth understand and appreciate their brain. By knowing how it works, they can nurture and protect it to achieve their best potential.	To cultivate a habit of mindfulness in order to attain one's cognitive potential. At the end of the session, the participants will be able to: <ol style="list-style-type: none"> 1. Conceive various ways on how to plan their daily activities in order to consciously contribute to the development of their brain potentials.
Mind	6	Changing Emotions	This session explains emotional development during the adolescence period. It also explains the physiological basis of emotions.	To cultivate and put into practice skills in emotional regulation.
Mind	7	Expressing Emotions		To effectively cope with their emotions; and to practice empathy. To recognize, accept, and appreciate the presence of emotions and their manifestations.
Mind	8	Changing Roles and Expectations	This session discusses the increase in adolescents' roles and responsibilities at home, in school, and in the communities. It emphasizes how, during the adolescence period, the youth are being prepared for adult roles. The activities will help the participants appreciate opportunities to strengthen skills that would help successfully fulfill their life obligations.	At the end of the session, participants will be able to internalize new roles in the family, school, and community.
Mind	9	Defining Identity	In this session, the activities are meant to help the participants to go deeper into themselves and develop an understanding of what identity means and how it develops. The activities will	At the end of the session, the participants will be able to: <ul style="list-style-type: none"> • Practice self-analysis

			also encourage participants to enhance other life skills such as effective communication and creative thinking.	
Mind	10	My Dreams are My Destiny	This session discusses aspirations as a purpose in life and planning one's actions as a tool to reach one's destiny. The activities are meant to create awareness of one's aspirations and bring out their commitment to themselves and to their community to carry out tasks and bring out the best in themselves.	At the end of the session, the participants will <ul style="list-style-type: none"> • Demonstrate a positive disposition in life and show appreciation for one's physical being and it's innate capacity as an instrument to achieve their aspirations in life.

YOUTH DEVELOPMENT SESSION VOLUME 2

CORE AREA	SESSION NO.	SESSION TITLE	SESSION DESCRIPTION	EXPECTED OUTCOME/SESSION OBJECTIVES
Skills	1	Orientation: My YDS Team	This session is an orientation session for the second year of YDS. The session will encourage participants to renew their commitment to themselves and the YDS program. The activities are designed to promote camaraderie and self-reflection. In this session, the participants will learn the skill of goal setting. Unlike the other sessions that can be stretched to four meetings, this session is meant for just one sitting. There are only two activities, one is to get to know each other, and the other is about healthy ways to organize daily activities.	At the end of the session, the participants will be able to: <ol style="list-style-type: none"> 1. Be familiar with each other and build social connection among themselves; 2. Set YDS rules and expectations 3. Renew their commitment to themselves and to the YDS 4. To manage daily activities.
Mind	2	Positive Qualities About Myself	This session is focused on developing a proactive attitude. The activities contain exercises on self-reflection and self-analysis. The participants will be	At the end of the session, the participants will demonstrate a firm belief about themselves and their capabilities and develop a set of skills for

			encouraged to examine their thoughts and behavior to build skills and habits to discover and enhance their qualities continuously. The exercises are also ways of helping them recognize and appreciate their limitations to improve on them.	determination.
Mind	3	Self-Worth	This session will define and explain the meaning of self-worth. The discussion will clarify some misconceptions related to the meaning of self-worth. The activities and the processing of the activities will also help participants clarify doubts about themselves. It will also help them adopt some techniques to gain positive attitudes that will improve the way they see themselves. This session will complement Session 2. Positive Qualities About Myself.	At the end of the session, the participants will be able to demonstrate a positive attitude toward oneself and exhibit a desire to enhance one's sense of self-worth.
Mind	4	Cultivating My Personal Values	This session will complement session two and session three. This session is limited only to the definition of values, identifying the core sets of values, and how we develop and improve on our values. The activities will introduce participants to ways on how to cultivate their values and enhance their decision-making skills.	At the end of the session, the participants will be able: <ol style="list-style-type: none"> 1. To cultivate and put into personal practice values that are important to the development of a positive personality 2. To plan their daily activities with mindful consideration of the essential values that go with it.
Skills	5	Goal- Setting	In this session, the participants will learn how to take small steps towards their daily journal goals. The activities will enhance their skills in journaling. It will also help them build their values through behavior assessment and through making value building a part of their daily goals.	At the end of the session, the participants will be able to cultivate and incorporate personal and social values in their goals through journaling and supportive partnership.
Skills	6	Healthy Habits	The session is about the formation of healthy habits.	At the end of the session, the participants will

			The session will discuss good eating habits, healthy and unhealthy risks, and decision-making. The activities will help participants identify behaviors that support living a healthy lifestyle. Discussions will also include lifestyles that are detrimental to well-being.	demonstrate the desire and healthy dispositions to acquire habits to improve their physical, psychological, emotional, and spiritual well-being; and exhibit mindful consideration of the essential values that go with their daily activities.
Body	7	Getting Away from Vices	This session will discuss vices or bad habits that harm the person and the people around him/her. It will also discuss ways on how to detect signs of an addiction. The participants will learn how to manage the temptations of possible addiction to different vices.	At the end of the session, the participants will be able to: <ol style="list-style-type: none"> 1. Understand the effects of vices; and 2. Learn how to manage temptations and behaviors that may lead to addiction.
Body	8	Leisure can be Dangerous	Leisure is pleasure, but when mismanage can harm not only the self but others as well. This session discusses how to be responsible when engaging in leisure. The activities will encourage mindfulness, critical thinking and enhance decision-making skills.	At the end of the session, the participants will be able to enjoy leisure in a healthy way.
Skills	9	Media and IT companion	This session is about social media and information technology. It will discuss how social media affects the youth. It will also provide activities and information to encourage the participants to be more aggressive in monitoring their social media use.	At the end of the session, the participants will become more vigilant in their use of gadgets by demonstrating social media mindfulness through monitoring and scheduling their use of devices.
Mind	10	Appreciating the Uniqueness of a Person	The session discusses multiple intelligence. It will help participants understand what multiple intelligence means. The activities will promote appreciation of each other's unique talent; and respect for each other's differences.	At the end of the session, the participants will be able to show appreciation and respect for others by exhibiting in behavior the recognition and respect for the unique qualities of others.

YOUTH DEVELOPMENT SESSION VOLUME 3				
CORE AREA	SESSION NO.	SESSION TITLE	SESSION DESCRIPTION	EXPECTED OUTCOME/SESSION OBJECTIVES
Skills	1	Orientation	This session is an introductory session. It is devoted to the introduction of YDS volume three and its contents. It is also a preparation for the subsequent sessions by forming groups and setting expectations.	At the end of the session, the participants are expected to become more responsible and accountable in performing tasks assigned to their groups and demonstrate the ability to plan and organize a YDS session.
Mind	2	Breathe Away Your Stress	This session will help participants understand and manage stress. Stress is defined, and the different types of stressors will be discussed, including dealing with them. The activities help them to better understand the concepts related to stress.	At the end of the session, the participants will demonstrate the ability to recognize and handle stress and anxiety.
Mind	3	Coping with Stress from Failure	The session is about facing failure. The discussion will help participants realize negative coping habits that are a deterrent to personal development, particularly in handling failure. The activities will help participants discover practices that make failure even more toxic to one's well-being. The discussion will also teach them to appreciate failure and turn their experiences into life learnings.	At the end of the session, the participants will be able to demonstrate a healthy disposition in managing stress.
Mind	4	Managing Negative Thoughts	This session is about negative thoughts that youths commonly exhibit or experience. The activities will simulate these experiences to guide the participants on ways on how to recognize and deal with these negative thoughts.	At the end of the session, the participants will be able to demonstrate a balanced state of mind by overturning negative thought patterns in favor of more realistic mind thoughts.
Mind	5	Anger Management	The session is about anger. The content will explain what anger is and the triggers of anger. The activity will help the participant recognize their anger and engage them in learning ways to monitor and	At the end of the session, the participants will demonstrate the ability to be calm in challenging moments.

			manage their anger expression.	
Skills	6	To Fight or To Negotiate	This session is about understanding conflict and how to resolve conflict. The activities and discussion will tackle situations where conflict is common. The activities will also train participants to be mindful of their actions.	At the end of the session, the participants will appreciate differences with other individuals and use the appropriate approach in managing conflicts.
Skills	7	Essence of Communication	This session will broaden the participants' idea of what communication is and why it is necessary to develop good communication skills. The discussion will orient the participants to the communication process and the factors affecting the communication process.	At the end of the session, the participants will demonstrate efforts to practice effective and emphatic interpersonal communication to relationships.
Body	8	Nurturing One's Well-Being	This session tackles how to nurture one's well-being. It will explain what well-being is and its components. The activities will help participants understand well-being and help them gain skills and strategies to monitor and improve their well-being.	At the end of the session, the participants are expected to demonstrate healthy habits to nurture their overall well-being.
Mind	9	Appreciating Gender Differences	This session is about understanding differences in gender. The discussion will define the different constructs related to gender and diversity. The activities will encourage respect and promotion of gender equality.	At the end of the session, the participants are expected to demonstrate an appreciation of diversity in sex and gender by respecting their rights.
Skills	10	The Purpose of the Family	This session is about understanding the importance of the family. The discussion and activities will help the participants understand why family exists. It will also teach the participants ways on how to become a productive member of their family.	At the end of the session, the participants will demonstrate appreciation for one's family by cultivating values that contribute to family strength; and being involved in family activities to achieve family goals.

Annex 5. YDS Learning Program – Framework

Core Areas and Yearly Themes	YEAR 1 Self Leadership towards Personal Development	YEAR 2 Values Education and Wholesome Family Life	YEAR 3 Active Citizenship through Community Service	YEAR 4 Life Skills & Community Engagement	YEAR 5 Career Exploration & Work Readiness	Expected Outcomes
Body	<p>GOAL 1 Enable the youth to promote a healthy lifestyle and be a positive influence to their peers, family, and community</p>					<ul style="list-style-type: none"> • Effective self-care and personal development • Healthy lifestyle and total well-being
Mind	<p>GOAL 2 Inculcate positive values and lifelong learning, and mental and emotional well-being</p>					<ul style="list-style-type: none"> • Mental and emotional wellness • Positive values and life skills, and fruitful community engagement
Skills	<p>GOAL 3 Help the youth to be financially literate and focused on their career and job readiness</p>					<ul style="list-style-type: none"> • Basic entrepreneurial skills • Career path and job readiness

Annex 6. Needs Assessment Tool for the 4Ps Youth Beneficiaries



Ang **Youth Development Session** ay isang interbensyon na nakabatay sa pangangailangan, at ang form ng pagtatasa na ito ay gagamitin upang matukoy ang mga bahagi ng kapakanan ng mga kalahok na kailangang tugunan sa yugto ng pre-implementation ng Youth Development Session.

Ang **pagtatasa** na ito ay maaaring kumpletuhin sa papel o sa isang computer upang mangolekta ng impormasyon mula sa mga kabataan. Ang Youth Development Sessions ay partikular na gagawin upang suportahan ang mga pangunahing bahagi ng pag-unlad ng mga kabataan tulad ng katawan, isip at mga kasanayan bilang paghahanda para sa hinaharap na mga tungkulin at responsibilidad ng mga nasa hustong gulang.

Sa pamamagitan ng **pagtatasa** na ito, masusuri ng mga kabataan sa kanilang sarili ang mga aspeto ng kanilang kagalingan na kailangang tugunan. Isang 4-point Likert scale na may mga pahayag na nauugnay sa mga pangunahing bahagi ng pag-unlad at kagalingan ng kabataan ang bumubuo sa instrumento ng pagtatasa ng mga pangangailangan.



PAGTATASA NG PANGANGAILANGAN PARA SA MGA KABATAAN

Alinsunod sa Data Privacy Act of 2012 (R.A. 10173), tungkulin ng DSWD na protektahan ang mga datos at impormasyong inyong ibinahagi. Tinitiyak namin na hindi gagamitin ang mga impormasyong ito maliban sa layuning itinakda ng talaan na ito. Ang inyong paglagda dito ay pagbibigay pahintulot sa DSWD na gamitin ang mga datos at impormasyon na aming nakalap mula sa inyo.

INFORMATION SHEET

Pangalan ng Sumagot:	:	
Household ID Number	:	
Edad	:	
Kasarian	:	
Tirahan	:	
Contact Number	:	

Panuto: Basahing mabuti ang mga sumusunod na pahayag. Tiyakin na ang inyong mga sagot ay naayon sa inyong karanasan at pagkaunawa sa mga pahayag. Sa pamamagitan ng numerong 1-4, suriin ang inyong kaalaman, at ilagay ang wastong numero na sa palagay ninyo ay akma sa pahayag. Tandaan, walang tama o maling sagot.

4 = Lubos na sumasang-ayon ~ 3 = Sumasang-ayon ~ 2 = Hindi Sumasang-ayon ~ 1 = Lubos na Hindi Sumasang-ayon

Mga Pahayag	Unang Pagsusuri	Ikalawang Pagsusuri	Ikatlong Pagsusuri
	Date:	Date:	Date:

Pagbabago

Nauunawaan ko ang mabilis at malaking pagbabago na nagaganap sa aking sarili habang ako ay lumalaki.			
Kaya kong matukoy ang mga paraan kung paano makakayanan at masasabayan ang mga pagbabagong nangyayari sa aking katawan habang ako'y lumalaki.			

Kaya kong tukuyin ang mga pisikal na pagbabago sa pagdadalaga at pagbibinata at ang kahalagahan nito.			
Kaya kong tukuyin kung ano ang haka-haka at katotohanan tungkol sa pagdadalaga at pagbibinata.			
Alam ko ang mga dapat kong gawin para mapanatili ang aking personal na kalinisan habang nagdadalaga o nagbibinata.			
Komportable akong makipag-usap sa mga pinagkakatiwalaan kong nakatatanda tungkol sa mga pagbabagong dulot ng pagdadalaga o pagbibinata.			
Alam ko ang mga pamamaraan kung paano ko maisasaayos ang aking araw-araw na gawain upang masiguro na makakatulong ito sa pagpapaunlad ng kanilang potensyal sa pag-iisip.			
Kayang-kaya kong ipaliwanag ang tungkulin ng pre-frontal cortex sa aking kakayahan at ang kahalagahan ng panahon ng pagdadalaga at pagbibinata sa paglaki at pag-unlad ng aking utak.			
Kaya kong ipaliwanag ang kahalagahan ng pagsasangkot sa produktibong mga gawain at magbigay ng mga paraan ng pagsasanay ng utak para maabot ang pinakamataas na potensyal nito.			
Kabuuang Marka			

Pisikal na Kalusugan

Pinahalalagahan ko ang aking katawan at kaya kong mapanatili ang positibong imahe nito.			
Alam ko ang pagkakaiba ng positibong imahe ng katawan mula sa negatibong imahe ng katawan.			
Nauunawaan ko na hindi lahat ay makakamit ang "ideal na tipo ng katawan".			
Kabuuang Marka			

Pangkalusugan

Naiintindihan ko ang mga epekto ng mga bisyo.			
Nais kong matutunan kung paano pamahalaan ang mga tukso at kilos na maaaring magdulot ng adiksiyon.			
Alam ko ang panganib ng adiksiyon at gumawa ako ng mga hakbang upang mabuhay ng walang bisyo.			
Nagagawa kong maglibang at magpalipas ng oras sa maayos at malusog na pamamaraan.			

Kaya kong matukoy at maipaliwanag kung kailan nakakasama ang isang pampalipas-oras.			
Naiintindihan ko kung bakit mahalaga na protektahan ang aking personal na impormasyon at alam ko kung aling impormasyon ang dapat at hindi dapat ibigay online.			
Alam ko kung paano mapapabuti ang aking kalagayan at magplano para pangalagaan ang aking sarili.			
Sumasali ako sa mga gawain sa paaralan at mga gawain sa komunidad na nakakatulong sa pagpapabuti ng aking kalagayan.			
Kaya kong suriin ang aking mga personal na pangangailangan at mapagkukunan na nagbibigay ng tulong sa aking kalagayan.			
Kabuuang Marka			

Pananaw

Kaya kong ipaliwanag ang emosyon sa aking sariling mga salita.			
Kaya kong kilalanin o ilarawan ang aking mga emosyonal na reaksyon at ang iba't ibang emosyon na aking nararanasan.			
Kaya kong tukuyin ang mga sanhi ng aking mga emosyon, at ilarawan ang mga pisikal na senyales na kaakibat nito.			
Kaya kong itaguyod at isakatuparan nang personal ang mga mahahalagang "values" para sa pagpapaunlad ng isang positibong personalidad.			
Kaya kong ipaliwanag ang kahalagahan ng "values" sa paggawa ng mga desisyon.			
Nauunawaan ko ang aking mga "personal values" at prayoridad at kaya kong matukoy ang mahahalagang "values" na kailangan kong paunlarin.			
Alam ko kung paano ipakita ang pagpapahalaga at respeto sa iba sa pamamagitan ng pagkilala sa kanilang natatanging mga katangian.			
Kaya kong maipaliwanag at kilalanin ang potensyal ng iba, pati na rin ang sa akin.			
Kabuuang Marka			

Pandama

Kaya kong ipaliwanag ang emosyon sa aking sariling mga salita.			
--	--	--	--

Kaya kong kilalanin o ilarawan ang aking mga emosyonal na reaksiyon at ang iba't ibang emosyon na aking nararanasan.			
Kaya kong tukuyin ang mga sanhi ng aking mga emosyon, at ilarawan ang mga pisikal na senyales na kaakibat nito.			
Kaya kong harapin ang aking mga emosyon sa pamamagitan ng pagkilala, pagtanggap, at pagpapahalaga dito.			
Kaya kong magpraktis ng regulasyon ng aking emosyon at palalimin ang aking pag-unawa at empatiya.			
Kaya kong manatiling mahinahon sa mga pagkakataong puno ng hamon at pagsubok.			
Maipapaliwanag ko kung ano ang galit at kung paano ko ito nararanasan at nararamdaman.			
Alam ko kung paano ipinapahayag ang aking galit at ipaliwanag kung bakit ko nararamdaman ito.			
Nais kong matutunan ang mga paraan kung paano ko mapipigilan at pamamahalaan ang aking galit.			
Kabuuang Marka			

Pagsabay

Kaya kong kilalanin at pamahalaan ang aking stress at pag-aalala.			
Naiintindihan ko na ang mga indibidwal na nasa yugto ng pagbibinata o pagbibinata ay madaling ma-stress dahil sa mga pagbabagong kanilang pinagdaraan.			
Tanggap ko na ang mga pagbabagong nangyayari sa yugto ng pagbibinata o pagdadalaga ay hindi maiiwasan, kaya't naghahanap ako ng paraan upang maayos na pamahalaan ang stress.			
Kaya kong ipakita ang isang malusog na pag-uugali sa pag-handle ng stress.			
Alam ko kung paano tanggapin ang pagkabigo at maging maingat sa aking sarili.			
Alam ko kung kailan dapat humingi ng tulong at kung paano maging mas mahusay na bersyon ng aking sarili.			
Naiintindihan at nababantayan ko ang aking mga negatibong kaisipan pati na rin ang aking mga reaksiyon dito.			
Kaya kong panatilihin ang mahinahon at kontroladong disposisyon sa anumang sitwasyon.			
Kaya kong bigyang solusyon ang mga suliranin at hamon na nakakaapekto sa aking emosyonal na kalagayan.			
Kabuuang Marka			

Pagkatao

Nauunawaan at tanggap ko ang aking mga tungkulin sa pamilya, paaralan, at komunidad.			
Kaya kong maipaliwanag ang mga bagong tungkulin at inaasahang papel ng mga kabataang nagdadalaga at nagbibinata sa pamilya, paaralan, at komunidad.			
Kaya kong maipaliwanag ang mga bagong tungkulin at inaasahang papel ng mga kabataang nagdadalaga at nagbibinata sa pamilya, paaralan, at komunidad.			
Kaya kong ipaliwanag ang konsepto ng pagkakakilanlan, tukuyin ang mga salik na humuhubog dito, at suriin ang mga nagtutugma o sumasalungat na aspeto nito.			
Kaya kong ipaliwanag ang konsepto ng estado ng pagkakakilanlan (<i>identity status</i>), at magbalik-tanaw sa aking sariling estado ng pagkakakilanlan (<i>identity status</i>).			
Naipapakita ko ang isang positibong disposisyon sa buhay.			
Pinahahalagahan ko ang aking pisikal na katawan at ang likas na kakayahan nito bilang isang kasangkapan upang makamit ang aking mga pangarap sa buhay.			
Kaya kong ipakita ang isang positibong asal sa aking sarili, na nagpapakita ng matinding pagnanais na pagyabungin ang aking pagpapahalaga sa sarili.			
Kaya kong suriin at pagbutihin ang pagpapahalaga sa aking sarili.			
Tinatanggap ko ang aking mga personal na kahinaan at kinikilala ang halaga ng aking tunay na pagkatao.			
Kabuuang Marka			

Pangkalusugang Sekswal

<i>Bumisita ako sa isang "health center" upang makatanggap ng impormasyon tungkol sa pagpipigil sa pagbubuntis, pagbubuntis, pagpapalaglag o mga sakit na nakukuha sa pakikipagtalik.</i>			
<i>Alam ko na ang pakikipagtalik ay maaaring magdulot ng "sexually transmitted diseases".</i>			
<i>Ako ay nasa isang relasyon sa opposite sex.</i>			
<i>Ako ay nasa isang relasyon sa parehong kasarian.</i>			
<i>Nasubukan ko/Ako ay kasalukuyang gumagamit ng mga contraceptive.</i>			

<i>Kumportable akong magtanong sa isang tao tungkol sa mga isyu sa sekswal at "reproductive health".</i>			
Kabuuang Marka			

Pagsasaayos ng Adhikain

Kaya kong isama ang aking mga personal at panlipunang pagpapahalaga (social values) sa aking "career goals".			
Kaya kong gamitin ang aking mga personal at panlipunang pagpapahalaga (social values) sa aking mga short-term at long-term goals.			
Kaya kong suriin ang mga pamamaraan ko sa pagjo-journal at alamin kung paano ito makakatulong sa pagpapabuti ng aking mga "values."			
Nais kong magkaroon ng mga kaugalian na magpapabuti sa aking pisikal, sikolohikal, emosyonal, at espiritwal na kalagayan.			
Nais kong mabantayan ang aking mga kaugalian sa pagkain.			
Gusto kong maging maingat sa pag-iisip at pagninilay-nilay sa mga mahahalagang "values" na gagabay sa aking araw-araw na mga gawain.			
Kabuuang Marka			

Pakikipanayam

Pinahalagahan ko ang mga pagkakaiba ng tao at ginagamit ko ang angkop na paraan sa pagtugon sa mga hindi pagkakaintindihan.			
Nais kong matutunan kung paano suriin ang isang sitwasyong may hindi pagkakaintindihan at alamin ang mga salik na nakakaapekto rito.			
Maayos kong napapamahalaan at nasosolusyunan ang mga hidwaan sa pamamagitan ng paggamit ng mga pangunahing estratehiya sa pag-aayos nito.			
Bago ako makipag-usap, iniisip ko muna kung ano ba ang kailangan malaman ng kausap ko, at kung paano ko ito maipapahayag ng mabuti.			
Kaya kong maipaliwanag kung paano ang mga pagkakaiba ng pananaw ay maaaring makaapekto sa komunikasyon.			
Kapag nakikipag-usap sa akin ang mga tao, sinusubukan kong unawain ang kanilang sariling pananaw.			
Kabuuang Marka			

Pakikipagkapwa

Kaya kong ipaliwanag ang layunin ng pamilya at ang bawat ambag na ibinibigay ng bawat miyembro ng pamilya.			
Kaya kong magbahagi ng aking nararamdaman tungkol sa mga relasyon.			
Nauunawaan ko ang kahalagahan ng aking pamilya sa aking pag-unlad habang ako ay nasa yugto ng aking pagbibinata/pagdadalaga.			
Komportable akong ipakita ang aking pasasalamat sa aking pamilya.			
<i>Nauunawaan ko ang kahalagahan ng aking pamilya sa aking pag-unlad habang ako ay nasa yugto ng aking pagbibinata/pagdadalaga.</i>			
<i>Sinusuportahan ako ng pamilya ko sa aking pangarap.</i>			
<i>Naibibigay ng aking pamilya ang aking mga pangunahing pangangailangan tulad ng pagkain, damit at isang ligtas na tahanan.</i>			
Kabuuang Marka			

Kaalaman sa Digital at Pinansiyal na Usapin

Gusto kong maging mas maingat sa aking paggamit ng mga gadget sa pamamagitan ng pagbabantay at pagplano sa aking paggamit sa mga ito.			
Maalam ako sa iba't ibang kagamitan at terminolohiya sa larangan ng Information Technology (IT) na kasalukuyang ginagamit.			
Naiintindihan ko ang mga iba't ibang termino na karaniwang ginagamit sa social media.			
<i>Alam ko kung paano mag-badyet at mag-ipon ng pera para sa aking sariling mga pangangailangan.</i>			
<i>Alam ko ang kahalagahan ng maayos na plano sa pagbabadyet at estratehiya sa pag-iipon.</i>			
<i>Kaya kong bumuo ng sarili kong plano sa pagbabadyet.</i>			
<i>Alam ko kung paano ihahanda ang sarili para maging propesyonal sa trabaho.</i>			
<i>Marunong akong magsulat at makipagusap sa propesyonal na paraan.</i>			

<i>Madali kong makita ang mga pagkakamali ko sa aking mga isinusulat.</i>			
<i>May karanasan akong magsimula o mangalaga ng isang maliit na negosyo (magbenta onsite at online, magbantay ng tindahan at iba pa)</i>			
<i>Alam ko kung ano ang katangiang dapat taglayin ng isang negosyante.</i>			
<i>Alam ko kung ano ang ibig sabihin ng digital entrepreneurship at ang mga kaakibat na bentahe nito sa panahon ng digitalization.</i>			
<i>Alam kong gumamit ng ATM.</i>			
<i>Ako ay nag-iimpok sa bangko.</i>			
<i>Ako ay pamilyar sa paggamit ng electronic money o e-wallet.</i>			
<i>Naisasabuhay ko ang mga natutunan sa paaralan patungkol sa wastong pananamit at pagsasalita.</i>			
<i>Napapangalagaan ko ang mga sensitibo at personal na impormasyon sa aking mga social media accounts (hal. Facebook, Instagram, TikTok, at iba pa).</i>			
<i>Sinusuri ko ang mga nakalahad na impormasyon online na tumutugon sa ethical standards at upang makaiwas sa mga fake news.</i>			
<i>May kakayahan akong magdala ng pagbabago sa pamamagitan ng pagpapakita ng positibong halimbawa at pag-gabay.</i>			
<i>May kakayahang manguna sa pamamagitan ng pagbibigay ng inspirasyon.</i>			
<i>Nagagawa kong makibagay sa iba't ibang sitwasyon at nagagawa kong mamuno sa ano mang kapaligiran.</i>			
<i>Mahalaga sa akin ang makapag aral, makapagtapos ng pag-aaral, at makapili ng propesyon na gusto ko.</i>			
<i>Alam ko ang aking kaalaman, kakayahan at interest na makakatulong sa akin sa pagtukoy sa aking career.</i>			
<i>Alam ko ang iba't ibang yugto ng "career development" o "pag unlad ng karera"</i>			
<i>Kaya kong suriin ang aking personal na interes, kakayahan, at mga nais upang pumili kung mag-aaral ako ng mga kurso sa kolehiyo, ng Technical Vocational Education Training (TVET), o magtatayo ng negosyo.</i>			
<i>Alam kong gumawa ng isang mainam na resume.</i>			
<i>Kaya kong suriin kung anong karera (career) ang bagay sa akin at alamin ang mga bagong kasanayan para sa trabaho.</i>			
Kabuuang Marka			

Pinapatunayan ko na pawang katotohanan ang mga sagot ko sa mga tanong at bukal sa aking kalooban base sa aking mga naranasan at kasalukuyang sitwasyon o kondisyon sa buhay.

Sumasang-ayon:

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Pangalan ng Sumagot

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Thumbmark**

Pinangangasiwaan ni:

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Pangalan ng C/ML

Lagda

Lagda

Lagda

- Provide appropriate intervention/referral to clients should there be a need for social case management for student beneficiaries.

- Provide assistance to City/Municipal Links in pre-implementation meetings with school or CSWDO for lobbying of necessary assistance.

- Ensure functionality of FDS/YDS Team through conduct of regular meetings, orientation to new partners engage in YDS.

a. **City/Municipal Link**

- Identification and Profiling of clientele to identify the needs/problems to address

- Attend to the different roll out or conduct of Technical Assistance and Capacity Building of the Regional Program Management Office (RPMO);

- Facilitate actual implementation of YDS following the prescribed guidelines / coordination with the FDS/YDS Team regarding conduct of YDS in terms of venue, schedules, contents and other logistical and activity requirements.

- Act as resource persons during the YDS as necessary.

- Submit YDS reports to the concerned SWO III for onward consolidation and submission to the RPMO.

*Program
identities
pls*

X. EFFECTIVITY

This guideline shall take effect immediately upon its approval Issued in Manila this ____ day of _____, 2024.

~~APPROVED / DISAPPROVED~~

ATTY. MICHAEL JOSEPH J. LORICO
Regional Director

DATE: _____

DRN: NCR-FO-PPD-PDPS-A-COMM-24-07-10563-S

MEMORANDUM

FOR : **ATTY. MICHAEL JOSEPH J. LORICO**
Regional Director

FROM : **THE PLANNING OFFICER IV/OFFICER-IN-CHARGE**
Policy and Plans Division

SUBJECT : **ENDORSEMENT OF GUIDANCE NOTES ON THE PANTAWID
PAMILYANG PILIPINO PROGRAM YOUTH DEVELOPMENT
SESSION (YDS)**

DATE : **01 JULY 2024**

This is to respectfully endorse to you the attached Guidance Notes on the Pantawid Pamilyang Pilipino Program Youth Development Session (YDS) which was reviewed by the Regional Policy Development and Review Committee on November 20, 2023 and February 22, 2024 and incorporated the comments, inputs and recommendation of Regional Management Committee (RMANCOM).

For your further review, comments and approval.

ROSELLE M. RENTOZA



RM/rga