



**Republic of the Philippines**  
**Department of Social Welfare and Development**

IBP Road, Batasan Pambansa Complex, Constitution Hills, Quezon City 1126

Telephone Nos. (632) 931-8101 to 07; Telefax (632) 931-8191

E-mail: [osec@dswd.gov.ph](mailto:osec@dswd.gov.ph)

Website: <http://www.dswd.gov.ph>

**Administrative Order**

No. 05

Series of 2016

**GOOD PRACTICE DOCUMENTATION GUIDELINE**

**I. RATIONALE**

In pursuit of achieving excellence in the delivery of coordinated social services and social protection for poverty reduction, the Department of Social Welfare and Development (DSWD) recognizes the importance of building capacities of its components and partners in the field of Social Protection (SP). This entails the Department to capitalize on its distinct knowledge in seeking to continually improve capacities especially in the context of the “new normal”<sup>1</sup>.

Hence, Knowledge Management (KM) was instituted to put in place a system wherein people’s knowledge in policy making, program and project implementation, and service delivery along SP is valued. This entails capturing, sharing, and using the learning experiences of the Department along SP to contribute to continuous enhancement of policies, programs, and services toward achieving an improved quality of life of its clients.

Some initiatives of offices or units in the form of process, methodology, or project emerged as Good Practices which means that these practices have provided breakthrough results, have shown effectiveness in addressing specific issues, or have greatly contributed to the Department’s resiliency within and outside the organization.

The documentation of these Good Practices is the Department’s strategy in providing learning opportunities for its staff as well its partners and intermediaries to reflect on what works and what unique approaches to adopt to constantly improve service delivery and ensure organizational excellence. It provides practical SP models in policy making or program implementation to continuously uphold the vision, mission, and goals of the Department.

It should be noted that a Good Practice may be effective in a particular locale or situation but may not work in another locale or situation because of differences in features or traits (geographical, sociological, political, cultural)<sup>2</sup>. Hence, the replication of a practice may be in the form of inspiration, or selected components of the practice may be adopted.

It should also be noted that the extent of effectiveness of a Good Practice is influenced by changes locally and globally. Hence, details about the practice in the documentation need to be updated as

<sup>1</sup> There is no approved operational definition of “new normal” in the Department. However, based on a draft policy brief entitled “The Emerging DSWD in the Face of the New Normal” which attempts to define “new normal”, the term may refer to “challenges of DSWD that impact the need for fast but quality and responsive service delivery to clients for social protection in an ever-changing external environment.”

<sup>2</sup> Based on AO 34 series of 2004 “Guidelines in Determining Indicators for Best Practice of Community-Based Programs and Projects” which provides key indicators to determine effective practices in SWD.

new lessons are learned, new data are available, and new targets or objectives are identified<sup>3</sup>.

It is in this context that this guideline is being issued to prescribe general policies and direction on the proper identification and documentation of good practices.

## II. LEGAL BASES

**Administrative Order No. 17 S 2011** Knowledge Management (KM) Framework of Department of Social Welfare and Development (DSWD) - provides directions on how to implement Knowledge Management in the Department.

**Administrative Order No. 02 S 2015** Re-clustering of Offices, Bureaus, Services and Units of the central Office - stipulate that the Knowledge Management Division under the Capacity Building Bureau shall be responsible to establish systems, mechanisms, and procedures for the packaging of knowledge products.

**Special Order 1936, S 2012**, The Designation of KM Focal Persons and Alternates of DSWD Central Office and Field Offices - indicates the functions of KM Focal Persons.

## III. COVERAGE

This guideline covers the documentation of Good Practices related to programs, processes, and strategies of the Offices, Bureaus, Services, Units (OBSUs), Field Offices (FOs), and Attached Agencies. DSWD partners and intermediaries may use this guide as reference.

## IV. OBJECTIVES

This guideline aims to set the standards in the development of Good Practice Documentation as an essential knowledge product of the Department.

1. Explain the significance of documenting and sharing Good Practice.
2. Provide support on the production of Good Practice Documentation.
3. Illustrate the process of screening Good Practice Documentation.

## V. DEFINITION OF TERMS

**Documentation**- the process of providing proof on what is written about and naming the texts that were used. It also refers to official papers or written materials that serve as proof.<sup>4</sup>

**Good practice** – a program, process or strategy (*scheme, method, system*) initiated by an office or unit in the Department that has been proven to produce positive results relative to Social Protection. It has potential to have long-term sustainable impact, and hence contributes to the achievement of the Department's strategic outcomes.

**Knowledge** – a mixture of experiences, values, contextual information, and expert insight on the development and implementation of programs and services and its impact to the life of the poor and vulnerable sectors of the society.<sup>5</sup>

<sup>3</sup> Based on AO 34 series of 2004 "Guidelines in Determining Indicators for Best Practice of Community-Based Programs and Projects" which provides key indicators to determine effective practices in SWD.

<sup>4</sup> Derived from the definition of Cambridge University Press, <http://dictionary.cambridge.org/us/dictionary/english/documentation>

<sup>5</sup> Derived from the definition of Nickols, F., [http://www.nickols.us/Knowledge\\_in\\_KM.htm](http://www.nickols.us/Knowledge_in_KM.htm)



**Knowledge management** – the process of creating an environment in which people’s experience and wisdom on SP programs are valued; and where internal processes are structured to support SP policy makers and service providers in creating, sharing, and using knowledge.<sup>6</sup>

**Knowledge management team**– a team representing units in OBS and FOs on KM headed by a KM Focal Person. Relative to good practice documentation, the KM team is tasked to conduct initial screening of documentations for uploading in the Knowledge Exchange Center website.<sup>7</sup>

**Knowledge product** – a material in written or audiovisual form which is derived from the expertise, research, and lessons learned on SP programs and services. It is developed to help respond to the different knowledge needs of both internal and external users.<sup>8</sup>

**Knowledge sharing** – occurring through a dynamic learning process where organizations continually interact to innovate or creatively imitate.<sup>9</sup>

## VI. GOOD PRACTICE DOCUMENTATION PROCESS

The development of Good Practice Documentation is intended to highlight effective practices along SP. The process involves four stages: (A) Identification, (B) Documentation, (C) Screening and Approval, and (D) Sharing and Dissemination. The OBS and FOs are responsible for (A) Identification and (B) Documentation. The CBB facilitates (C) Screening and Approval and (D) Sharing and Dissemination.

### A. Identification Process

A practice that is (a) innovative, (b) responsive, and is (c) sustainable and replicable is considered a Good Practice. The review and assessment of the Good Practice Documentation will be guided by the principles and criteria in identifying good practices as explained in this document and as reflected in the Good Practice Rubric (*See Annex A – Good Practice Rubric*).

#### i. Innovative

A practice is innovative if it successfully introduces or reinvents tools or techniques so that policies, researches, or interventions continue to be responsive to current needs, and adjust to trends or changes in the field of SP. Among these many challenges is ensuring fast, responsive, and quality service delivery in the context of the “new normal”.

An innovative practice may also result from a change in an existing process, framework, or structure as a result of program review and evaluation, client feedback, or lessons learned in order to ensure quality service delivery or organizational excellence.

<sup>6</sup>Derived from the definition of Kim & Nelson’s *Technology, Learning, & Innovation*, [http://ieg.worldbank.org/Data/reports/knowledge\\_eval\\_literature\\_review.pdf](http://ieg.worldbank.org/Data/reports/knowledge_eval_literature_review.pdf)

<sup>7</sup> Derived from the KM Framework

<sup>8</sup> Derived from Special Order no. 1936 s. 2012 and Knowledge Exchange Center Operations Manual

<sup>9</sup> Derived from the KM Framework

## **ii. Responsive**

The result, outcome, or impact of a practice is assessed in terms of quantity, quality, and time. A responsive practice may contribute directly to achieving program objectives or goals, ensure that outputs are delivered fast with accuracy and reliability, or ensure services or interventions are delivered less than provisions in the Work and Financial Plan (WFP). However, it should not contradict or violate any program standard (e.g. fast completion of subprojects but against procurement procedures).

A responsive practice may either be (a) program based, which means that the practice aims to address the issues and concerns of beneficiaries or sectors, (b) process based, which means the practice aims to improve existing systems, processes, or mechanisms in order to achieve targets or produce deliverables in a better, faster, and smarter way.

### **a. Program based**

A strategy or mechanism that directly contributes to reaching or exceeding program goals or targets, or to improving the quality of delivery of SP services and interventions may be assessed as a Good Practice.

A project or activity that empowers its stakeholders and beneficiaries by making them partners in the delivery of services and interventions may also be viewed as a Good Practice.

An initiative that significantly contributes to addressing the issues and concerns of any of these sectors (women, children and youth, older persons, family and community, and persons with disability) may be considered a Good Practice.

### **b. Process based**

A Good Practice may also contribute to organizational or process excellence by introducing new or improving existing tools, techniques, or approaches to help speed up existing processes which saves time and money while ensuring the quality of outputs or which may help enhance the competencies of service providers.

## **iii. Sustainable and Replicable**

A Good Practice must be sustained to ensure that service delivery is always up to standard. To sustain a Good Practice, there should be enabling policies, funding mechanisms, and systematic monitoring and evaluation.

Internal and external convergence may be a way to tap human and financial resources which may help sustain the gains from a practice. Hence, a Good Practice establishes or strengthens partnership and collaboration with the LGU, NGA, NGO, CSO, and other organizations or institutions to continue implementing effective practices.

Once mechanisms for sustainability have been installed and these have been properly documented, the practice has the potential to be replicated by others as a solution to issues or concerns in their locality. Such is the value of documenting a practice completely in terms of enumerating the steps, processes, and resources used in the practice.



A practice that has evidence of its effectiveness and adaptability as a result of feedback, research, or studies also has potential for replication.

Once the practice is replicated, its effectiveness is tested in other context or situations. When that practice has been proven to produce favorable results in various situations, it strengthens its claim as a “Good Practice.”

## B. Documentation Process

In the actual documentation of the Good Practice, the KM Team may provide technical assistance on any of the activities stated herein. The documentation team from the OBSU or FO will undertake the following activities:

- i. **Preparatory** – The program or project owner may form a documentation team to undertake the assignment. The documentation team will identify the topic or subject of the documentation, and write a documentation outline, activity proposal, and interview or survey questionnaire.
- ii. **Data gathering** – The documentation team will review existing materials and do field work, such as conduct interviews, focus group discussions (FGDs), and community surveys.
- iii. **Paper development** – The documentation team will use the Good Practice Documentation Guideline and Good Practice Rubrics as basis for writing the documentation. *(A Good Practice Documentation Format is found below for reference)*. Paper development will also involve proofreading and editing. A sample documentation is provided using the recommended format *(See Annex B – Sample Good Practice Documentation with Assessment)*.
- iv. **Content verification** – The documentation team will be responsible for verifying the correctness and accuracy of content depending on the requirements of the mother office (e.g. unit forwards the documentation to OBS for content verification, conduct of additional interviews or FGDs).

GOOD PRACTICE DOCUMENTATION FORMAT	
<b>GENERAL GUIDE</b>	
<ul style="list-style-type: none"> <li>• This template is used in documenting Good Practices.</li> <li>• The recommended language to be used for documentation is English. However, other languages (e.g. Filipino, Cebuano, Ilocano) can be used provided that there is a translated copy in English.</li> <li>• The document should be short and concisely written so as to be accessed easily by DSWD staff and stakeholders. The recommended total length of the document should be <b>8 to 10 pages</b>.</li> <li>• Other important references related to the Good Practice Documentation should be part of the appendices.</li> </ul>	
SPECIFIC GUIDE	
ELEMENT	GUIDE
<b>Title</b>	
The title must contain keywords that clearly define the good practice.	<ul style="list-style-type: none"> <li>• The activity, project, mechanism, or strategy should be identified in the title.</li> <li>• The title should capture the essence or message of the story.</li> <li>• The title should be concise but catchy. (The place or</li> </ul>

	<p>target clients of the practice may be incorporated in the title.)</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>○ <i>From KALAH-CIDSS to ATU-PEACE: Adopting Community-Driven Development in the Compostela Valley Province of Region XI</i></li> <li>○ <i>Beneficiaries can be FDS Facilitators, Too!</i></li> </ul> <ul style="list-style-type: none"> <li>• The name of the writer, contributors, and editor should be placed here.</li> </ul>
<p style="text-align: center;"><b>Context</b></p> <p>This is the introductory part of the paper describing the situation or circumstances (political, socio-economic, financial constraints, etc.) from which the practice emerged.</p>	<ul style="list-style-type: none"> <li>• Begin with the current situation or context (e.g. political, security, socio-economic, environmental factors, financial constraints, human resource, urgency etc.) from which the strategy, project, mechanism, activity, or practice emerged. What are the issues/gaps that need to be addressed? What needs to be improved in the current manner of doing things?</li> <li>• Mention the segments of the population that were affected or impacted by the current situation. How were they affected?</li> <li>• The conceptualization of the good practice may be introduced here.</li> </ul>
<p style="text-align: center;"><b>Implementation</b></p> <p>This section explains the steps or processes, tools and techniques, and resources used in the implementation of practice.</p> <p>This is the body of the paper and must include description of the following phases of the Good Practice:</p> <ol style="list-style-type: none"> <li>1) pre-implementation,</li> <li>2) implementation, and</li> <li>3) post-implementation</li> </ol>	<ul style="list-style-type: none"> <li>• Introduce the activity or project. What are the objectives, outcomes, targets of the activity or project?</li> <li>• Who are the key players involved in its conceptualization and implementation? Provide a brief description of their key roles.</li> <li>• Where did the activity or project originate?</li> <li>• When was the activity conceived and conducted?</li> <li>• What <b>processes, steps and necessary structures</b> led to the result or outcome of the program?</li> <li>• What <b>resources</b> (e.g. <b>financial, human resources, materials</b>) were needed to carry out the project or activity?</li> <li>• What <b>approaches or methodologies</b> (e.g. <b>tools and techniques</b>) were used in the implementation of the project or activity?</li> <li>• What activities were conducted or mechanisms installed to ensure sustainability of gains brought about by the GP?</li> </ul>
<p style="text-align: center;"><b>Results/Impact</b></p> <p>This section discusses the positive results or evidence of success of the practice.</p>	<ul style="list-style-type: none"> <li>• Why is this project, activity, mechanism, or strategy regarded as a Good Practice?</li> <li>• Describe the problems or gaps addressed by the practice.</li> <li>• Discuss the impact, outcome, or result of the strategy or activity to the target clients (e.g. beneficiaries, organization). How did the strategy contribute to the achievement of overall targets or goals of the program?</li> <li>• Mention the organizations or individuals that contributed to the success of the project or activity.</li> </ul>



	<p>In what way?</p> <ul style="list-style-type: none"> <li>• Provide quantitative and qualitative evidence of the positive result of the strategy or activity.</li> <li>• Provide measurable evidence of the success of the activity. You may use tables or graphs here.</li> </ul>
<p style="text-align: center;"><b>Lessons Learned</b></p> <p>This section contains concrete and actionable recommendations based on analysis of the experience in executing the practice (i.e. challenges encountered and how they should be addressed). It discusses program or policy implications and recommendations.</p>	<ul style="list-style-type: none"> <li>• What lessons were learned by key players in the pre-implementation, implementation, and post-implementation phases of an activity?</li> </ul> <p>Example:</p> <ul style="list-style-type: none"> <li>○ <i>Convergence helps in resource augmentation. (Details about the lesson are mentioned here.)</i></li> <li>○ <i>Continuous capacitation ensures quality of service delivery. (Details about the lesson are mentioned here.)</i></li> </ul>
<p style="text-align: center;"><b>Implications for Replication</b></p> <p>This section discusses why, how, and what aspects of the practice can be replicated.</p>	<ul style="list-style-type: none"> <li>• What elements or aspects of the practice are replicable?</li> <li>• What conditions would make it possible to replicate a practice and possibly achieve the same positive results?</li> <li>• How can these replicable elements be replicated? What are preparations that need to be undertaken to ensure the replicated practice will achieve positive results?</li> <li>• What are areas for enhancements in order for the practice or approach to produce better results (if applicable)?</li> <li>• Are there laws, conditions, or policies that support or hamper the replication of such Good Practice? What are these?</li> <li>• Is the replication of the practice cost efficient? How much would be required to replicate the practice?</li> </ul>
<p style="text-align: center;"><b>References</b></p> <p>Names of persons, organizations, or institutions that are involved in the conceptualization and implementation of the practice.</p>	<ul style="list-style-type: none"> <li>• Provide a list of names of the Good Practice initiators, implementers, and others who have been involved in the creation and development or implementation of the practice.</li> <li>• Include the contact information of the persons or organizations involved in the practice.</li> <li>• Cite other references or additional readings related to the practice.</li> </ul>
<p style="text-align: center;"><b>Appendix</b></p> <p>Documents to verify the recorded positive results and illustrate the implementation process of the practice.</p>	<p>Documents as means of verification of the existence and effectiveness of the practice should be included as appendices to the main document. These include case studies, videos, photos, links to articles, or copies of articles which prove that the project, mechanism, or strategy is a Good Practice.</p>

### C. Screening and Approval Process

In this process, the submitted Good Practice Documentation is examined in terms of its technical aspects and content. Under this process, the following activities are undertaken:

- i. **Initial Review.** The KM Team of the OBS or FO is responsible for conducting initial review of

the Good Practice Documentation in terms of its form and content (*See Annex C- Sample Assessment*).

The KM Team is guided by the Identification Criteria and Good Practice Documentation Format in assessing the form and completeness of the documentation.

To ensure that the information provided in the Good Practice Documentation is correct and accurate, an approval slip should be secured by the program or process owner from the mother office and submitted along with the Good Practice Documentation. Once the KM Team verify the accuracy of content and tag it a Good Practice Documentation, they will recommend it for endorsement to the Capacity Building Bureau.

The document may be in written or audio-visual (with written transcription) format, and a hardcopy and soft copy (electronic copy, preferably in editable format, such as MS Word or Publisher, must be submitted to CBB.

On the other hand, if the Good Practice Documentation is found to lack the merit of a Good Practice based on the guideline, the KM Team will tag it as other knowledge product (e.g. success story, lesson learned, concept paper) and recommend appropriate revisions. The documentation team may pursue submission of enhanced knowledge product, or a new Good Practice Documentation subject to initial review may be submitted.

- ii. **Endorsement**- The Good Practice Documentation is endorsed by the Head of Office (e.g. the Bureau Director, Regional Director, or Program Head/Manager in NPMO-led programs) to CBB. The Bureau acknowledges receipt thereof.
- iii. **Final Review**- CBB conducts the final review of the Good Practice Documentation submitted by the OBS and FOs. This is to confirm the Good Practice vis-à-vis the criteria. The need to provide the proponent office with technical assistance may arise consequent to the review until the document is finalized and re-endorsed for packaging and sharing by CBB.

Should the documentation be classified as a knowledge product other than a Good Practice Documentation, CBB will recommend and/or provide technical assistance on enhancement of the documentation per its classification.

- iv. **Approval**- CBB endorses the Good Practice Documentation to the Office of the Undersecretary for Institutional Development Group (OUSIDG) for it to be approved for dissemination and sharing. The OUSIDG may conduct another round of quality check before recommending the document for sharing or for further enhancement.

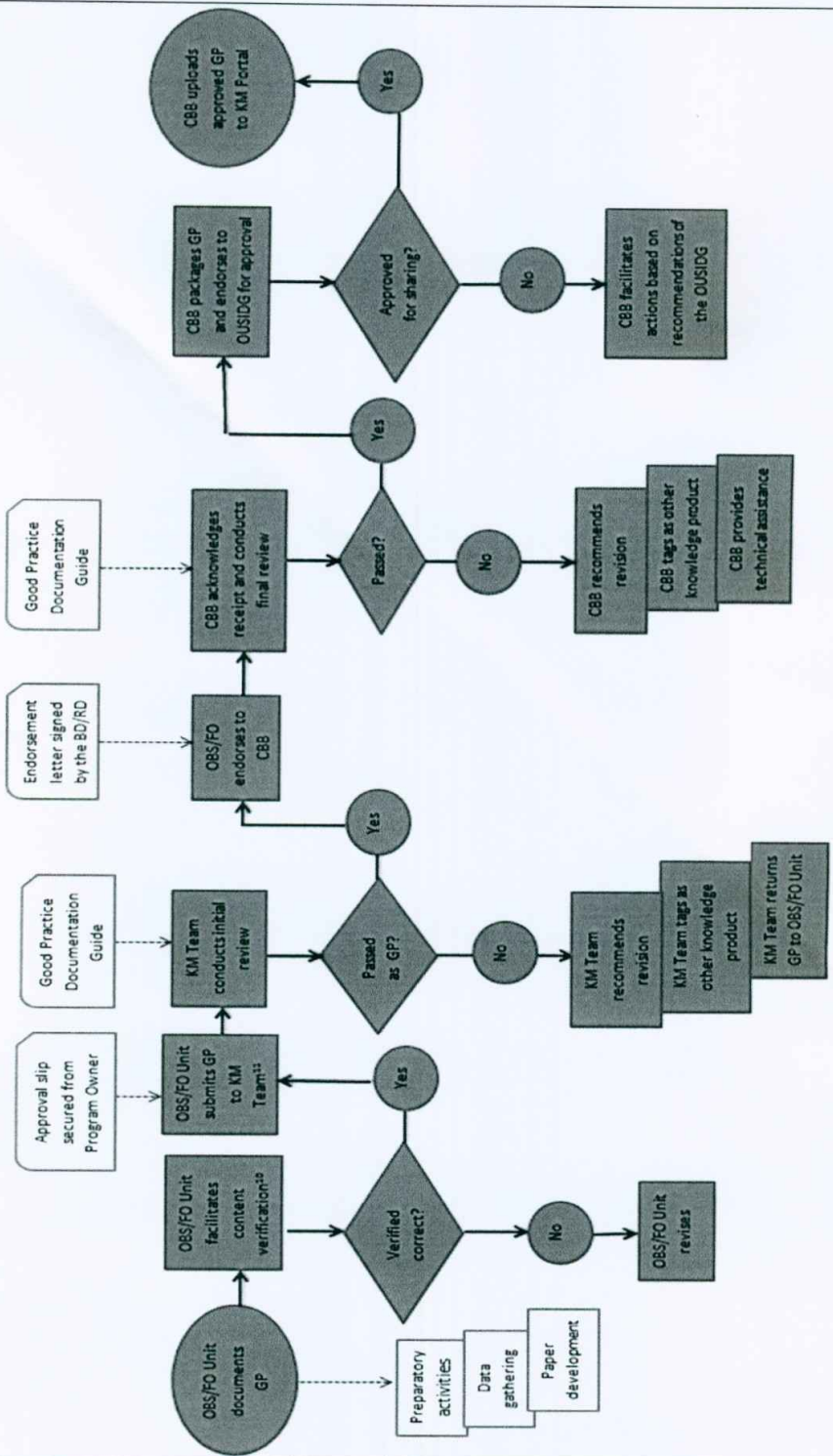
#### D. Sharing and Dissemination

The approved Good Practice Documentation is shared to the Knowledge Exchange Center website and other communication platforms, such as in program and evaluation review, forum, conferences, workshops, and other activities. It can be disseminated as an advocacy material to promote the successes or gains from the program and as a learning material to support Capability Building activities.

In the conduct of activities relative to sharing and dissemination of Good Practice Documentations, the documentation team and Good Practice implementers may be acknowledged to contribute to the wealth of knowledge products of the Department.



Good Practice Documentation Development Process



<sup>10</sup> Content verification may reach the Central Office depending on the requirement of the office that has a claim on the practice. An approval slip should be secured from the program or process owner.

<sup>11</sup> The KM Team is the installed structure in the OBS or FO that will be responsible for conducting initial review of the GP in terms of content and form.

## VII. INSTITUTIONAL ARRANGEMENTS

The KM system in the Department requires all personnel to be either producers or users of knowledge. Hence, the following roles must be considered:

1. All OBSUs and FOs shall capture and share Good Practices relative to respective mandate.
2. The Institutional Development Division (IDD) of the Field Offices shall act as partners of CBB in the process of knowledge production particularly Good Practice documentation.
3. The Capacity Building Bureau shall lead and provide technical assistance to the OBS and FOs on matters concerning knowledge production.

This order shall take immediately and shall continue to be effective unless rescinded. Previous issuances, office orders inconsistent herewith are hereby revoked.

Issued this 11<sup>th</sup> of April 2016 in Quezon City, Metro Manila.

  
CORAZON JULIANO-SOLIMAN  
Secretary

Certified Copy:

  
EMYLOW P. MIRAVALLS  
OIC-Chief, General Services Division



Good Practice Rubric

This rubric may be used to assess whether a documented practice is a Good Practice or not. It may serve as a guide to the writer or documenter on how to proceed with the documentation and what important attachments to include as evidence, and to the assessor to identify important elements that make a Good Practice. A documented practice should be able to get an average rating of “2” (Meets standard) or higher to qualify as a Good Practice Documentation.

CRITERIA	RATING				EXAMPLES OF MOV
	3 Exceeds standard	2 Meets standard	1 Nearly meets standard	0 Does not meet standard	
<b>1. INNOVATIVE</b>					
1.1 The practice challenges or reinvents the usual way of doing things.	Tools or techniques not yet used by the Department are introduced and have been proven effective through the practice.	Tools or techniques that are widely used in the Department are improved or enhanced.	Tools or techniques that are widely used in a particular aspect are adopted as is for use in another aspect.	Tools or techniques that are widely used in the Department are used.	Description of new/improved vs. existing tools/techniques
<b>2. RESPONSIVE</b>					
2.1 The practice contributes to achieving target/s or milestones.	The practice exceeds target/s or addresses multiple vulnerabilities or issues.	The practice directly contributes to achieving target/s in terms of quantity, quality, and timeframe.	The practice helps improve internal systems or mechanisms, but does not directly contribute to achieving target.	The practice has little to no effect on achieving target or objective.	Scorecard, Office Performance Contract Rating, impact evaluation or assessment study
2.2 There is evidence of the effectiveness of the practice.	Along with research-based evidence, the practice may have	There is objective evidence to prove the effectiveness of the	Testimonials or subjective evidence are used to prove	The effectiveness of the practice is generalized (little	Citations, benchmark study, statistics,

Annex A – Good Practice Rubric

CRITERIA	RATING				EXAMPLES OF MOV
	received citations or may have been proven effective through audit.	practice.	the effectiveness of the practice.	to no evidence).	
<b>3. SUSTAINABLE AND REPLICABLE</b>	<b>3 Exceeds standard</b>	<b>2 Meets standard</b>	<b>1 Nearly meets standard</b>	<b>0 Does not meet standard</b>	
3.1 Mechanisms for sustaining and replicating the practice are in place.	<p>Practice has long-term mechanisms to sustain the practice for more than a year.</p> <p>There are signed resolutions, approved guidelines/operational manuals, expenditures/financial requirements, M&amp;E systems and mechanisms.</p> <p>An impact evaluation study has been carried out.</p>	<p>Practice has been included in local development plan (L/MDP), Work and Financial Plan (WFP), or other similar plans to sustain the practice for at least a year.</p> <p>There are signed resolutions, approved guidelines/operational manuals, expenditures/financial requirements, M&amp;E systems and mechanisms.</p>	<p>There are mechanisms that support the practice, but no formal arrangements are made for it to be sustained.</p> <p>There are systems or mechanisms for implementation, but no approved guideline/operational manual.</p>	<p>There are no mechanisms or formal arrangements to sustain the practice.</p>	<p>LGU Resolution or Ordinance, Local Development Plan, Annual Investment Plan, Work and Financial Plan, guidelines/manuals, memorandum of agreement</p>
3.2 All stages of program implementation (i.e. planning/pre-implementation, post-implementation) are well documented with complete and up-to-date information.	<p>All stages of implementation are well documented (i.e. steps/processes, tools, resources are laid out, complete, and up-to-date).</p>	<p>Written documentation has sufficient details on implementation and results, but not sufficient on lessons learned and implication for replication.</p>	<p>Written documentation has sufficient details on implementation but incomplete information on results.</p>	<p>Written documentation does not provide sufficient details on implementation.</p>	<p>Documentation in written/audio visual (with transcription) form</p>



Annex B – Sample Good Practice Documentation

Title	<b>LEFT HOME NOT TO BE LEFT BEHIND:</b> Hosting Children Beneficiaries toward a Brighter Future
Context	<p>During the early implementation of the Pantawid Pamilyang Pilipino Program in Sugpon, Ilocos Sur, a remote and mountainous municipality in Ilocos Sur Province, one of the hindrances identified by the Compliance Verification Systems Focal, was the low compliance rate of beneficiaries on the conditionalities of the program particularly on the attendance of children to school. The non-compliance of beneficiaries to this conditionality of the Program would definitely affect the end goal of the program particularly the 85% attendance of children to school.</p> <p>As per validation, the main reason of drop-outs or absences among students is the distance from their residences to the nearest school. On normal days, students would take about four hours walking to school and about five hours during rainy season. This means that they have to leave home as early as three or four o' clock in the morning to be able to reach school on time. This entails plenty of risks especially for female students and small children who have to take the long trail along rivers and dangerous ravines.</p> <p>Henceforth, the AGSUGPON TAYO' Project, a hosting program for youth and children, was conceived. Hosting or opening a home to a child has actually been a tradition in the Municipality of Sugpon, Ilocos Sur. However, this practice had not been formalized and had been disrupted by communication gaps between and among the biological parents, host families, and children beneficiaries.</p>
Implementation	<p>The establishment of the AGSUGPON TAYO' project therefore institutionalized a system for hosting and sharing resources to children while ensuring that the rights and interests of the children and host families are protected. The project contributes to the achievement of the Millennium Development Goals on Education and is implemented in conformity with the core principle of the United Nations Convention on the Rights of the Child to development and participation.</p> <p>The word <i>Agsugpon</i> means pooling together the efforts and resources of people to achieve a common goal. The Agsugpon Tayo' Projects aims to establish a pool of host families to provide substitute homes, and parental care and guidance to children and youth from upland areas in order to help them continue their schooling in the mainland area.</p> <p>The key components of the project are:</p> <ul style="list-style-type: none"> <li>▪ Social Preparation and Community Organization</li> <li>▪ Development of Host Families</li> <li>▪ Placement of Children with the Host Families</li> <li>▪ Provision of Support Services</li> <li>▪ Project Management</li> </ul> <p>1. Orientation on the Agsugpon Tayo' Project with target local government unit (LGU) and other stakeholders took on the following activities:</p>

Annex B – Sample Good Practice Documentation

	<ul style="list-style-type: none"><li>❖ Dialogue with the Local Chief Executive (LCE), DSWD Field Office I (FO I), and other local partners in Sugpon, Ilocos Sur;</li><li>❖ Building networks with the officials of Sugpon, stakeholders such as the MSWDO, Dep-ED, Municipal Employees, People’s Organizations, and other civic spirited individuals;</li><li>❖ Memorandum of Agreement signing with Sugpon, Ilocos Sur and DSWD FO I incorporating the roles and responsibilities of both partners;</li><li>❖ Commitment engagement and support of local leaders and volunteers through “huntahan” and “pagkukuro-kuro” or brain storming;</li><li>❖ Community assemblies for confirmation of data and awareness raising on the community problem through presenting the actual data gathered and identification of volunteers to handle coordination with schools, parents, and other entities that would address problems that may arise;</li><li>❖ Consultation with barangay leaders, parents, volunteers, and other local stakeholders;</li><li>❖ Capability building to promote volunteerism for hosting and ownership of the project.</li></ul> <p>2. Identification and profiling of target children-beneficiaries based on the list of the claimholders of the Pantawid Pamilyang Pilipino Program and Department of Education (DepEd). Family-beneficiaries that are assessed to be part of the project should meet these minimum requirements:</p> <ul style="list-style-type: none"><li>❖ Family claimholders of the Pantawid Pamilya and non-claim holders who are equally poor and whose houses are far from the school of their child/children;</li><li>❖ Willingness of the families to comply with the project requirements.</li></ul> <p>3. Development of Host Families includes the following activities:</p> <ul style="list-style-type: none"><li>❖ Project orientation with target Host Families;</li><li>❖ Recruitment, profiling, interview, and assessment of the target Host Families;</li><li>❖ Endorsement by the Municipal Social Welfare and Development Officer thru the Social Technology Unit in FO I for approval and issuance of Certificate to Host by the DSWD FO I to the Host Families;</li><li>❖ Training of Host Families;</li><li>❖ Organization of Pool of Host Families.</li></ul> <p>4. Placement of Children with the Host Families includes these activities:</p> <ul style="list-style-type: none"><li>❖ Matching of children with their Host Families;</li><li>❖ Memorandum of Understanding signing by Host Families and the Biological parents through “KATULAGAN”, the vernacular term for formal agreement;</li><li>❖ Inter-facing/turnover of the children-beneficiaries to their Host Families;</li><li>❖ Commitment setting.</li></ul>
--	--



	<p>5. Provision of Support Services</p> <ul style="list-style-type: none"> <li>❖ “Family reunions” or regular meetings are conducted every quarter with the Host Families, biological parents, children-beneficiaries, and other members of the Host Families. The activity serves as avenue for face-to-face discussion of their difficulties and strategies used to lead to smooth relationships;</li> <li>❖ Regular sessions with children-beneficiaries to teach them their basic rights as children, good manners and right conduct, personality development roles and responsibilities, and other topics which would facilitate effective management of their school activities;</li> <li>❖ Celebration of Family Week, Children’s Month, Christmas, Summer Camp and other events to respond to the aforementioned purpose;</li> <li>❖ To complement the Family Development Sessions (FDS) of the Pantawid Pamilyang Pilipino Program, aside from the modular sessions from the FDS, activities that help improve the capabilities of the biological parents as parents and members of the communities are conducted guided by the modules of the Empowerment of Paternal Abilities Training (ERPAT) and Parent Effectiveness Service (PES);</li> <li>❖ Information on human trafficking for preventive purposes.</li> </ul> <p>6. Project management includes the following activities:</p> <ul style="list-style-type: none"> <li>❖ Bi-monthly consultation/coordination meetings to strengthen partnership and effectively implement the project;</li> <li>❖ Project monitoring;</li> <li>❖ Midterm evaluation to determine the success of the project, issues and concerns encountered and ascertain gaps of implementation;</li> <li>❖ Terminal evaluation from which success stories will surface and advocacy plan for replication will be made.</li> </ul> <p>The start of program implementation required coordination with the Local Government Unit of Sugpon. The MSWDO was tasked to conduct consultation meeting with the Barangay Officials and residents of Poblacion to discuss the project and its objectives to solicit their cooperation.</p> <p>Thorough assessment of those who signified to get a child, either a relative or a non-relative followed using a tool through home visit, personal interview and profiling. The primary considerations on the assessment of a qualified host family are the willingness to accommodate at least one child, the availability of a space for the child, the child’s and host family’s ease at the hosting arrangement, the safety of the child, and the capability of the host family to share at least some of its resources. Twenty five (25) qualified host families were profiled by the MSWDO as pool of host families for the children living in the farthest or mountainous barangays.</p> <p>In coordination with school officials and MSWDO, the Municipal Link identified the barangays where beneficiaries of the Pantawid Pamilya are living will be prioritized and the pupils and students who will first enjoy the project for temporary placement. Series of dialogues and consultations were conducted with barangay</p>
--	---

Annex B – Sample Good Practice Documentation

officials and the families covered by this project wherein they were informed of the benefits of the project, the possible arrangements and other details. The concerned children were likewise oriented about the project to know their opinions and feelings of getting separated from their families for several days. Parent-child counselling was also conducted to instil the value of education and develop positive character.

Aside from a one-on-one orientation with the host families, the children beneficiaries and their parents prior to the implementation of the project, a joint orientation and follow up meetings were conducted to clarify other grey areas about the project, discuss problems encountered during implementation and actual placement of the children to their host/foster families and define the expected roles and responsibilities of each one.



Picture 1 The parents of the Children-Beneficiaries actively participated during the Community Assembly

After the pilot testing in 2011, social preparation and



Picture 2 Ms. Columbres and Ms. Emock during the Aagsugpon Tayo Project Orientation

community integration and capability building of host families were essential to ensure an effective and efficient project implementation. Such activities strengthened the support of the Local Government Units, Host Families, biological parents and children-beneficiaries to further enrich their culture and in the pursuit of education. These activities were:

1) Aagsugpon Tayo Project Orientation (Nov. 14, 2012) – a one-day orientation highlighting the dialogue among DSWD Field Office I staff, LCE, and other partners in the target area.

2) Conferencing with the Host Families ( Nov. 28, 2012) – The assessment of Host Families of the Aagsugpon Tayo Project in which 17 families underwent the intake interview. These families included those who were willing to comply with the requirements of the hosting project.



Picture 3 During the Host Family's Intake interview

3) Community Assembly ( Families of the Children-Beneficiaries) (Nov. 29, 2012) – Families of the children-beneficiaries were provided an orientation on the Aagsugpon



Annex B – Sample Good Practice Documentation

Tayo’ project. After the orientation, parents actively participated in the discussion. Assessment of the families of the children-beneficiaries was also conducted and 36 families were interviewed.

4) Training of the Agsugpon Tayo’ Project Stakeholders ( December 27, 2012)- Project stakeholders had training relative to their roles and responsibilities in the Agsugpon Tayo’ Project. This was conducted to further equip them with the knowledge, attitudes, and skills in the efficient



Picture 4 Ms. Sesay comprehensively sharing what Agsugpon Tayo Project is



Picture 5 Ms. Ysip facilitated the sharing of the stakeholders on Parenting Adolescents

handling of children-beneficiaries.



Picture 6 Ms. Sesay during the discussion on RA 7610

Results/Outcome

In 2011-2012, the project successfully increased the number of Host Families and number of children beneficiaries who had benefitted from the project. From the initial 25 host families in 2011, the number increased to 42 families hosting 90 to 111 children beneficiaries in 2012. This increase has prompted the local chief executive of Sugpon, Ilocos Sur to pass a resolution entering into a Memorandum of Agreement with DSWD FO I for the adoption of the Agsugpon Tayo’ Project.

In 2013, 29 active host families and 98 children-beneficiaries were recipients of the project:

Name of Host Parents	Number of Children-Beneficiaries Being Hosted		Total
	Male	Female	
1. Daniel Laño		9	9
2. Alma Yubos		1	1
3. Marieta Baguloen	3	6	9
4. Vicky Subayan	3		3
5. Rosita Dalantan	4		4
6. Hilaria Valentin	7	13	20
7. Veronica Ballasiw		3	3
8. Precilla Ordoño		2	2



Annex B – Sample Good Practice Documentation

	9. Silvestre Sicmaten		1	1
	10. Noli Pang-es	2	1	3
	11. William Fontawa		3	
	12. Marciano Umaybas		1	1
	13. Victoria Sumagca	3	3	6
	14. Regina Bagayao	3		3
	15. Alma Fontawa	2		2
	16. Romeo Degan Erlinda Corbilla		1	1
	17. Esperanza Cabello		1	1
	18. Arsenia Dapiaoen		3	3
	19. Dr. Digna Ocampo	1		1
	20. Irene Kudan Santos Budas	2	2	4
	21. Helen Dapiaoen	1	1	2
	22. Ricardo Maday-a	1	1	2
	23. Herminia Eleng		1	1
	24. Alvin Tanacio Narciso Tanacio	2		2
	25. Felisa Sibayan	1	2	3
	26. Petrocinia Suagen	1	2	3
	27. Crisanto Lubrin	3		3
	28. Milagros Yagyagen		1	1
	29. Marino Alin-ew	1		1
	<b>TOTAL</b>	<b>40</b>	<b>58</b>	<b>98</b>
	<p>The success of this project could be gleaned from the assessment conducted by the Technical Working Group of the Project with the assistance of the Regional Information Officer of the FO I. A write-up dated August 14, 2013 showed how the project provided opportunities for the children to go to school (Annex).</p>			
Lessons Learned	<p>The start of project implementation was not easy especially on the identification of potential host families who are willing to accommodate a child in their home. It was through efforts to coordinate with the local government of Sugpong that led some residents to signify their willingness to accommodate at least one child in their home.</p> <p>At the onset of the project implementation, some challenges were raised by the host families. These include a) conflicting disciplining measures that caused misunderstanding between the host and biological parents, b) unclear roles in terms of parenting, and c) some difficulties encountered by the children with the host families.</p> <p>To address these challenges, the Field Office conducted a series of social preparation</p>			

Annex B – Sample Good Practice Documentation

	<p>activities both for the host and biological families to discuss and define the roles and responsibilities of each one. This activity clarified grey areas which led to the continuation of the hosting program.</p>
<p>Implication for Replication</p>	<p>Municipal Mayor Fernando C. Quiton, Sr. saw the value of the practice and sought its expansion through strengthened partnership between the biological parents and the host families. Having seen the project’s impact, he also sought its institutionalization through the drafting of Resolution No. 2011-55 - Authorizing Honorable Fernando C. Quiton, Sr., Municipal Mayor to enter into A Memorandum of Agreement with the Department of Social Welfare and Development and the Barangay Governments of the Municipality in Institutionalizing the Agsugpon Tayo’ Project or Hosting Program For Children and Youth.</p> <p>This project is continuously being advocated by DSWD Field Office I thru local newspapers and radio aside from other FO-led activities such as forums, inter-agency meetings, and Parent Leaders Meeting in other municipalities. This was also incorporated in some of the meetings with the LGUs of Bagulin, Santol, and San Gabriel in the province of La Union and in various mountainous areas of Ilocos Sur such as Quirino, San Emilio, and Cervantes.</p> <p>One of the municipalities which signified its interest to replicate the project is Bagulin, La Union. A consultation meeting will soon be conducted with the Municipal and Barangay Officials, MSWDO, Health Workers and other individuals and authorities who could provide support to the project to come up with a replication plan.</p> <p>Further, the Community Based Services Section is now also looking at the possibility of assessing some of these families as possible alternative placement for abandoned, neglected and abused children who could be licensed as Foster Parents thru the Foster Care Program.</p>
<p>References</p>	<ol style="list-style-type: none"> <li>1. AGSUGPON TAYO Project, a write-up integrating the detailed background of the project, written by Ms. Virginia Sesay, SocTech Focal Person;</li> <li>2. Minutes of Meetings with DSWD FO I – TWG, Municipal and Barangay Officials prior to implementation, during the implementation and status report on the implementation of Agsugpon Tayo Project;</li> <li>3. Documentation during the Orientation with host families, parents and children;</li> <li>4. DSWD Press Release by Mr. Jaesem Ryan A. Gaces – AA V-NTHS-PR), July 5, 2013;</li> <li>5. Regional Memorandum Circular No. 02-A Series of 2012</li> </ol>

Annex:

**Left Home Not To be Left Behind**

Posted on 14 August 2013.

## Annex B – Sample Good Practice Documentation



*Hyacinth Joy R. Singasing (left) and Eleanor A. Luvida (right) while actively participating in their class.*

Both living in Brgy. Banga, Sugpon, Ilocos Sur, Hyacinth Joy R. Singasing, 12, a Grade 8 student and Eleanor A. Luvida, 16, a fourth year student are determined and dared to trek the winding, slippery road and stride their legs for an hour or more just to reach Sugpon National High School and pursue their Secondary education.

They are two of the children benefitting from the Agsugpon Tayo Project of the Department of Social Welfare and Development Field Office 1 (DSWD FO1).

***“Saan ko kayat a maipada kadagiti nagannakko. Isunga agadalak a nasayaat agsipud ta mamatinak a siak ti mangital-o ti panagbiag iti pamilyami”*** (I do not want to be like my parents. By my small ways and means, I believe that I can change our family’s status by studying hard) said Eleanor.

Hyacinth Joy also uttered, ***“Kalikagumak ti maaddaan ti nasayaat a masakbayan tapnu matulongak to met dagiti nagannakko babaen ti innak panagadal.”*** (I want to have a bright future so that in return, I can help my parents. So I must study hard.)

This is the driving force of the two students, not only for themselves alone but more for their families hoping that someday they will spin the wheel and bring them to the top. Both of them foresee that the realization of their dreams and success is now within their grasp through the Agsugpon Tayo Project.

### Pieces of Advice in lieu of School Allowance

***“Numanpay, agkururang ti maipabalonmi kadaytoy balasangmi, babaen ti panangbagbagami kanyana, isu ti mangpunno ti pagkuranganmi. Kanayon nga ibagbagak kanyana nga agadal a nasayaat ken agsingsingpet kadagiti pakidagdagusanna.”*** (Though we cannot provide her with enough money for her school expenses, giving her pieces of advice would suffice our lackings. I always tell her to devote herself in her studies and behave well in the house of her Foster Parent) said Abraham Luvida, 48, father of Eleanor.

Leaving their parents for a week-long schooling is a struggle for Eleanor and Hyacinth Joy. They always keep in their mind the pieces of advice of their parents as they leave their house in the weekends for school. They will be staying in the house of their Foster Parents in the Poblacion near the school.

Gilbert B. Singasing, 30, father of Hyacinth Joy expressed that he is really grateful for the Foster Parents who let her daughter be accommodated in their house and considers her as their daughter as well. ***“Natibker ti pakinakemko nga***



## Annex B – Sample Good Practice Documentation

***adda ti nasayaat a kasasaad a kanayon ti balasangko, numanpayawan kami a mangkitkita kenkuana ti panagbasana.***” (Though we are not there directly at her side to guide her and attend to her needs, I am confident that she is in good hands.)

### **Foster Parent Cares**

Like the biological parents, Vice Mayor Daniel C. Laño Jr. being the foster parent of 24 students, one of them is Eleanor for four years also prays for the latter to graduate because this is the best way to bring transformation for her family. Vice Mayor Laño views his role as very important so he makes sure that Eleanor goes to school regularly and encourages her to focus on her studies always. According to him, constant monitoring really helps in guiding Eleanor to the right path leading to her dreams. He also added that being a foster parent is a pledge not to be broken with due respect to the biological parents.

For almost four years being a foster parent, Vice Mayor Laño realized that with the intervention brought about by the DSWD in the Agsugpon Tayo Project, the obligation of both parties is highlighted and strengthened so with the students as well through meetings and other activities.

Silbina R. Antok, 29, is now a mother of two with Hyacinth Joy already a part of her family. Considering that Hyacinth Joy is her niece, she full heartedly accommodated her to stay in their house. Silbina said that being the foster parent of Hyacinth is a great responsibility for her because her parents entrusted Hyacinth Joy to her.

### **More and More for the Future**

Mr. Romeo S. Venancio, the School Principal proudly stated that when Agsupon Tayo Project came into the picture, drop rate decreased because many students from far flung areas in the municipality enrolled already especially those grantees who stopped going to school. This led to the achievement level of the school to increase from 84% to 90% during the SY 2012-1013.

This is also being manifested by Municipal Mayor Fernando C. Quiton Sr. That is why he wants expansion of the project so that all youth in their locality will be sent to school through strengthened relationship of the Biological Parents and the Foster Parents. Having seen the project’s great impact, he also wants it to be institutionalized, that in the end it shall be solely sustained by the Municipality.

**By Jaesem Ryan A. Gaces, Administrative Assistant V, Listahanan/NHTS-PR**

Source: <http://www.fo1.dswd.gov.ph/?s=agsugpon&x=0&y=0>

**Sample Assessment Form**

*This is intended to be used by assessors of the Good Practice (GP) Documentation to ensure that the documentation complies with the identification criteria for GP.*

**Title of GP Documentation:** Left Home to not be Left Behind: Hosting Children Beneficiaries toward a Brighter Future

Criteria	Rating
<b>1. INNOVATIVE</b>	
1.1 The practice challenges or reinvents the usual way of doing things.	2
<b>2. POSITIVE RESULT/IMPACT</b>	
2.1 The practice contributes to achieving target/s or milestones.	2
2.2 There is evidence of the effectiveness of the practice.	1
<b>3. SUSTAINABLE AND REPLICABLE</b>	
3.1 Mechanisms for sustaining the practice are in place.	2
3.2 All stages of program implementation (i.e. planning/pre-implementation, implementation, post- implementation) are well documented with complete and up-to-date information.	2
<b>TOTAL</b>	<b>9</b>
<b>AVERAGE</b>	<b>2</b>

Documents as means of verification:

---

---

---

---

Remarks from evaluator

---

---

---

---

Reviewed by:

(Signature of evaluator)

(Name of Evaluator)