

# Social Welfare

The provincial level social welfare practices to be discussed in this section are mostly part of the day care service: practices on day care centers and facilities, day care workers and day care programs and materials. The parent effectiveness service and the council for the protection of children are discussed in relation to the day care service and then mentioned again separately at the end of the section.

## **Day Care Service**

### ***Background***

Day care service in the Philippines started in 1964 with the SWA-UNICEF Assisted Social Services Project. As a component of the country's Urban Community Welfare Program, the first day care centers were created in areas with existing community centers. Social development of the children was the primary focus.

Widespread malnutrition of target children was noticed, and in 1972 supplemental feeding was integrated in the program. The nutritional component was developed according to guidelines for the maternal and child health program. Day care workers were trained not only to deliver day care services but also to be able to work with the parents of the children in the area of family planning and responsible parenthood.

The expectation in 1975 was to turnover the responsibility of operating and maintaining day care services to local governments. This, even as devolution and local governance was to be fully realized under the local government code almost twenty years later.

### ***Program Coverage***

The focus of the social welfare department was initially on supplementary feeding and socialization. There are other agencies with their own focus: women's clubs were more concerned with reading, writing and arithmetic; and the rural improvement clubs under the department of agriculture, who are not necessarily focused on the malnourished and low income families. Eventually, the program evolved and now includes child development and learning activities, including preliminary literacy and numeracy skills. The day care centers handled by other departments no longer exist as the DSWD now aims for universal coverage.

### ***Day Care Worker***

Together with the program itself, the day care worker is seen as a crucial element in the delivery of the day care service. In fact, in the early days, the center was not that important so long as the worker is there. The DCW has to undergo a series of trainings and then has to be accredited.

### ***Day Care Facility***

In the mid '70's, the space or building where day services are rendered was not as important as the day care worker and the day care program itself. Thus, services were offered in community centers, municipal halls, makeshift structures, basements of big houses, churches or under trees during the dry season.

As mentioned earlier, community centers in urban communities had already been put up prior to the introduction of the day care service. Young children from low-income families living in areas away from such community centers were not being served during the early part of the service.

In 1971, UNICEF committed to assist 50 day care centers to serve as model facilities. The assistance was spread over a five-year period. Overall, a total of 671 day care centers were reported established in 1972. That number increased to 1,316 a year later and in 1974 an additional 2,000 centers was supposed to have been established. The idea then was to have a model center in each city or municipality.

As the number of day care centers increased, minimum standards of service and facilities became more important. The safety and comfort of the children had to be considered. A minimum of two square meters of space per child was allowed for a minimum degree of movement per activity. For 30 thirty children (which was the target class size at that time), 60 meters was desired. (DSW, 1976) The child-space ratio was eventually made smaller at one child for every one square meter. A 20 sqm. center would then be able to accommodate only 20 twenty children per session. (DSWD, 2002)

## **Best Practices**

### *Feeding Program*

Recently, government-funded feeding programs required the food to be cooked in the center by the parents. The menu is planned ahead of time, ingredients purchased, then the amount spent for the ingredients is reimbursed by the Municipal Social Welfare Office.

The feeding program is an opportunity to let the parents polish their parenting skills. They are given the chance to learn how to prepare and cook different menu as well as select nutritious food that fit their budget.

Day care centers in western Mountain Province have feeding programs taken care of by parents at the early part of the school year, while the fund for the government feeding program has not yet arrived. The snack is cooked at home, then brought to the center. For Sagada Poblacion DCC, however, parents found it more convenient to buy snacks from the store. Most of them found no time to prepare home-made snacks for their children. The government-funded feeding, plus a strong rebuke from one of the parents, made them see the value of cooking the food for the children, where in the end is more nutritious and less costly.

Bauko Poblacion had a similar experience, but parents buying snacks by bulk (it's cheaper that way) found out that their children got tired of having the same snack

day after day. Children also began to compare who had the better *baon*, and in the end it became more expensive for the parents. They then reverted to the snacks cooked at home.

To complement the feeding program, Bontoc Poblacion DCC allows the children to bring nothing but water as their *baon*. The “bring your own drinking water” policy is also practiced in Paracelis.

After eating, the children then wash their hands and brush their teeth, thanks to the presence of dental troughs and soap, toothpaste and water (*see also EHCP*).

### *Day Care Children Savings Program*

In Tadian, children who bring money are encouraged to drop it inside their piggy bank, or more accurately, a re-used mineral water bottle with a slot for dropping coins. The children do not yet fully understand the value of money, except for exchanging it for candy at the store. Being given money is also seen as a proof of their parents’ affection. With the day care center savings program, they not only get coins from their parents, but get praise from their teacher when they save the coins on their *alkansya*. The day care center was successful in discouraging parents from giving the children money (since they have an in-school feeding program anyway) so the savings of the children is lower this school year compared to last school year’s.

The main purpose of the savings program was not really to save money but to reduce junk food intake among the day care children. At any rate, the children get to save their money and also get the opportunity to start building their numeracy skills. They also get a first feel of the importance of personal financial management.

### *Integration of Local Culture and Language*

Culture is a right and an opportunity for easier learning. Art. 30 of the Convention on the Rights of the Child recognizes the right of children of indigenous cultural communities to learn about and practice their own culture, language and religion. While the right to practice one’s own culture, language and religion applies to everyone, it is important to highlight this right in instances where the practices are not shared by the majority of people in the country. Art. 31, meanwhile, states that children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities. Aside from culture being a right, one’s local language also makes pupils more enthusiastic and self-confident aside from performing better in their lessons (*see MLE in the section on education*).

Integration of culture in day care center activities may take inspiration from their local ordinances. The Bauko Municipal Ordinance 1 series of 1996 stating that Igorot cultural dances shall be included in the elementary and secondary curriculum is perhaps the earliest ordinance in the province that saw the importance of integrating local culture in the curriculum and activities of children. But provisions on the

children's code of several municipalities have a greater bearing. The Paracelis Municipal Code for Children (Art II, Sec. 23) states thus:

Barangay Level Recreational and Cultural Facilities and Programs. A barangay level program for revival of indigenous games reflective of the cultural diversity shall be institutionalized in the municipality. It shall be the responsibility of the Municipal Planning and Development Coordinator of the municipality to conduct a research on indigenous games; the result of which shall be the basis of choosing the indigenous game to be introduced during the barangay and municipal fiestas and to be participated in the children and youth. This regular cultural program shall be spearheaded by the respective municipal and barangay councils under the leadership of the Mayor and the barangay captain together with the chairman on the committee for children and women. The existing community structures shall be tapped to support the program. The Municipal Government shall strengthen and empower the Municipal Council on Culture and Arts which shall be primarily responsible in the attainment of the goal and monitor the implementation of this program. Each barangay shall endeavor to provide the recreational facilities in their areas. Funds for such facilities shall be sourced from the Local Development Fund (20%).

And in Sec. 24:

Local Children Literature. In support to the socio-cultural development of Paracelis, the Municipal Government shall invest in the production of local literature of children and other relevant materials. The barangay Government shall also be encouraged to invest in such projects.

To promote the local children's literature, there shall be established a Paracelis Literature Center in the municipality which shall served as repository of local children's literature where children and youth can read and learn. The Municipal Council on Culture and Arts shall coordinate an implementing the program.

An almost verbatim provision is found in the Sabangan Children's Code (Art. II, Sec. 17 and 18) and Sagada Children's Code (Art. II, Sec. 18 and 19). A shortened version is in the Tadian Children's Code (Art. VII, Sec. 37 and 38).

In the day care centers, one can observe rays of sunshine in terms of cultural integration. A few local stories, songs, dances, musical instruments are sometimes added in their resources. Local implements like small versions of indigenous chicken coops, fish traps, baskets for carrying rice (*gimata/atubang*) and the *anahaw* raincoat are contributed by parents in the inventory of toys. The original task was to make farm and carpentry tool toys like shovels, saws and hammers. The parents did better than that.

The role of the day care centers in making the children aware of their local culture is very important in western Mountain Province especially since a significant number of centers were built in areas where the *dap-ay* once stood. It is but fitting for the DCCs to continue exposing the children of the songs, stories and games of old, now that they have become the new *dap-ay*, albeit for the young only.

#### *Municipal Augmentation of Day Care Worker Honorarium*

Municipal augmentation gives the MSWD office leverage in making decisions such as selecting and retaining DCWs. It also motivates the workers to continue doing their job as DCWs. This makes the day care service more stable amid the changes that happen each time a new barangay captain is elected. For Bontoc, 15 DCWs get P3,000 monthly from the municipal government to augment the amount they get from the barangay (13 get P1,000 each, one gets P2,000 and another gets P8,000). Four DCWs are permanently employed by the municipal government (one DCW each for Bontoc Ili, Caluttit, Mainit and Poblacion). For Bauko, each DCW gets P1,100 monthly from the municipal LGU. Sabangan MLGU gives P450 per DCW per month. Barlig MLGU gives 11 of its 18 DCWs P1,000 monthly to augment the P500 that they get from their respective barangays. The seven barangays that do not get municipal augmentation are paid by the barangay at P900 a month. Tadian MLGU gives each of its DCWs P1,000 once a year plus P10,000 to the DCW organization. Besao MLGU gives P650 per DCW plus bags and kits. Paracelis MLGU gives its DCWs between P500 to P8,000 a month, depending on the length and quality of service rendered.

#### *Retention of Day Care Workers*

A loss of a day care worker means a possible reduction of the quality of service rendered to the children. There is a need for the new worker to undergo training and this would entail some spending. It would also take some time for the new worker to gain experience in dealing with young children. It is therefore an important task for the head and staff of the MSWD office to ensure that as much as possible, workers with good performance are retained. When new barangay captains assume office and they would want to replace the DCWs, they are informed by the MSWD office that not anybody can just become a day care worker as they are required to undergo some training. Municipalities that provide augmentation to DCWs are more insistent in ensuring that good DCWs are retained as they also pay a portion of the worker's honoraria, or in some cases, the worker is already a permanent employee of the municipal LGU.

#### *Involvement of Parents*

The day care service is only a second alternative to direct parental care. As much as possible therefore, their participation in day care center activities should be maximized. This is also an entry point for the Parent Effectiveness Service. In Mountain Province DCCs, each center has its own parents' organization. During

their first meeting, they are oriented on ECCD and DCC house rules. They are reminded of their monthly counterpart for the DCW's honorarium. They are also informed that they shall be shouldering the photocopying cost of checklist and other records of their child. They then elect a set of officers, which plays an important role in the implementation of the parents' project for the center for that particular school year. Their names are posted at the day care center, preferably done by the parents' organization secretary.

The involvement of the parents is also crucial in the feeding program that they implement at the start of the school year and in the feeding program that is funded by the government and is implement at the last five months of the school year. For some centers, there are outdoor activities with parents such as the family day and the Christmas party. Lastly, when children fight and one gets badly hurt, DCWs opt to let the parents ask the children directly how things actually happened. This way, the DCW will avoid being considered unfair should she be the one to tell who did bad.

### *Play Facilities*

UNICEF distributed to all municipalities (but not all DCCs) a set of slide, see-saw and jungle bars. The most visible centers per municipality were the preferred recipients to encourage the other centers to build their own sets. In Bontoc, they made a very child-friendly see-saw and slide out of wood that are intended for three- to four-year-olds. They also have an elevated bench that is very useful during participation stories. Three of those benches could be arranged to depict a jeepney, or if arranged in a semi-circle would make a good amphitheater (*see also similar discussion the kindergarten sub-section*).

## Challenges

### Enrolment and Participation Rate

Enrolment and participation figures indicate the reach of the service being delivered and help answer the question – How many clients are being served? The succeeding discussion attempts to show whether the good practices being done in the different municipalities of the province are helping in getting more young children served.

The combined enrolment of day care (including private and supervised neighborhood play) and pre-school shows that there are 8,834 children aged 3-5 years old who are served for the school year 2011-2012. There are more children served in eastern Mountain Province, most of them residing in Paracelis and Bontoc. In western Mountain Province, most of the children served are found in Bauko and Tadian. The bulk of the day care children are enrolled in a public facility directly supervised by DSWD. For preschoolers, only about a third in western Mountain Province are handled by a DepEd permanent teacher. About a fourth of the preschoolers in the eastern portion of the province are under a DepEd permanent teacher. This means that while there are more preschoolers in the east lately, stability is more felt in the west because more pupils are under permanent teachers.

### Combined ECCD Enrolment for School Year 2011-2012

Municipality	Day Care Enrolment (DWSW+)				Pre-School Enrolment (DEPED)			Total Served
	DSWD	SNP	Private	Total	Permanent	Volunteer	Total	
<b>Western</b>								
Bauko	872	5	39	916	341	385	726	1,642
Besao	277	-	-	277	35	96	131	408
Sabangan	335	-	-	335	61	97	158	493
Sagada	372	-	-	372	91	233	324	696
Tadian	538	12	35	585	93	327	420	1,005
	2,394	17	74	2,485	621	1,138	1,759	4,244
<b>Eastern</b>								
Barlig	180	-	-	180	52	48	100	280
Bontoc	738	-	-	738	244	346	417	1,155
Natonin	422	-	-	422	31	189	220	642
Paracelis	1,147	-	108	1,255	102	628	730	1,985
Sadanga	296	19	-	315	44	169	213	528
	2,783	19	108	2,910	473	1,380	1,853	4,763
<b>Total</b>	5,177	36	182	5,395	1,094	2,518	3,439	8,834

Sources: All MSWDOs of Mountain Province; DepEd, Division of Mountain Province.

The NSO projected population count shows there are 11,305 children aged 3-5 years old residing in the province. Actual count shows a figure that is a thousand less than that of the NSO count, the western side being unable to account for these children. There are more day care children than pre-schoolers as day care centers admit both 3- and 4-year-olds while pre-schools accept mostly 5-year-olds only. For the school year 2011-2012, the province has a combined ECCD participation rate of 78.14%, with Natonin and Paracelis having the highest municipal participation rate and Bontoc and Besao having the lowest.

### Combined ECCD Participation Rate for School Year 2011-2012

Municipality	Population 3-5 yrs old		Day Care Enrolment (DWSD+)	Pre-School Enrolment (DEPED)	Total Served	Part'n Rate
	NSO	Actual				
<b>Western</b>						
Bauko	2,233	1,965	916	726	1,642	73.53
Besao	583	439	277	131	408	69.98
Sabangan	668	487	335	158	493	73.80
Sagada	841	704	372	324	696	82.76
Tadian	1,324	1,088	585	420	1,005	75.91
	5,649	4,683	2,485	1,759	4,244	75.13
<b>Eastern</b>						
Barlig	389	283	180	100	280	71.98
Bontoc	1,659	1,934	738	417	1,155	69.62
Natonin	676	583	422	220	642	94.97
Paracelis	2,179	2,333	1,255	730	1,985	91.10
Sadanga	753	561	315	213	528	70.12
	5,656	5,694	2,910	1,680	4,763	81.15
<b>Total</b>	11,305	10,377	5,395	3,439	8,834	78.14

Sources: National Statistics Office; All MSWDOs of Mountain Province; DepEd, Division of Mountain Province.

If the children aged 3-4 years are separated and their number used to calculate for the day care participation rate, figures would show that eastern Mountain Province day care centers are reaching more children in terms of headcount and percentage. The east has 75.06% compared to the west's 64.83%. Meanwhile, when the preschool participation rate is computed against the 5-year-old population, western Mountain Province shows a higher participation rate of 96.86% compared to the eastern part with 94.44%. The lower day care participation rate in the west, especially in Sagada and Bauko, may be partly due to early entry into public kindergarten. Note that the high preschool participation rate in Paracelis is actually lower since its population is growing faster than previously recorded. In the previous

table, one may observe that the actual head count is higher than that of the NSO number.

Besao is the only municipality that has its day care participation rate higher than its preschool participation rate. It would seem as if Besao preschools have a smaller reach compared to the town's day care centers.

It must be noted that the numbers shown on the tables do not include enrolment in the following schools: Otucan, Bauko private pre-school, All Saints and St. Vincent's kindergarten in Bontoc, and St. Mary's kindergarten in Sagada.

For this section, preschool enrolment includes only the year-long preschool. Enrollees in the 8-week curriculum conducted during the summer or within the first two months of Grade-I are ignored for the moment.

#### Age Group Breakdown of ECCD Participation Rate for School Year 2011-2012

<b>Municipality</b>	NSO Pop. 3-5	Total Served 3-5	Part'n Rate Combined	NSO Pop. 3-4	Part'n Rate Day Care	NSO Pop. 5	Part'n Rate Pre-S
<b>Western</b>							
Bauko	2,233	1,642	73.53	1,551	59.06	682	106.45
Besao	583	408	69.98	371	74.66	212	61.79
Sabangan	668	493	73.80	458	73.14	210	75.24
Sagada	841	696	82.76	562	66.19	279	116.13
Tadian	1,324	1,005	75.91	891	65.66	433	97.00
	<b>5,649</b>	<b>4,244</b>	<b>75.13</b>	<b>3,833</b>	<b>64.83</b>	<b>1,816</b>	<b>96.86</b>
<b>Eastern</b>							
Barlig	389	280	71.98	251	71.71	138	72.46
Bontoc	1,659	1,155	69.62	1,134	65.08	525	79.43
Natonin	676	642	94.97	472	89.41	204	107.84
Paracelis	2,179	1,985	91.10	1,495	83.95	684	106.73
Sadanga	753	528	70.12	525	60.00	228	93.42
	<b>5,656</b>	<b>4,763</b>	<b>81.15</b>	<b>3,877</b>	<b>75.06</b>	<b>1,779</b>	<b>94.44</b>
<b>Total</b>	<b>11,305</b>	<b>8,834</b>	<b>78.14</b>	<b>7,710</b>	<b>69.97</b>	<b>3,595</b>	<b>95.66</b>

Sources: National Statistics Office; All MSWDOs of Mountain Province; DepEd, Division of Mountain Province.

Here are some additional remarks regarding the enrolment and participation rate of day care children and kindergarten pupils:

- Prior to the big push for universal preschool education, day care centers have already been observing higher participation rates among the 5-year-old children compared to those who are younger. This may partly be due

to the parental view that the 3-4 year olds are too young for 'school.' With the 5-year-olds now under the DepEd, the challenge now is to encourage more parents to let their 3-to-4-year-old children to attend the day care.

- Actual population count from the MSWDOs of Sagada and Bontoc included the 3-4 year-old children only. To present a more accurate data for 3-5 year olds, pre-school enrolment from DEPED was added to their actual count. Thus for Sagada, the actual count is  $380+324=704$  and for Bontoc,  $1,344+590=1,934$ . This correction assumes that all pre-school children in both municipalities are 5 years old.
- MSWDO data from Sagada, Bontoc and Paracelis did not include pre-school enrolment when computing for the participation rate. This was corrected on the table presented here with data from DepEd, resulting in higher participation rate than the computation offered by the MSWDOs.
- NSO population was used in the computation for the participation rate. Actual headcount is included to show that Bontoc and Paracelis have higher counts than that of NSO, indicating higher growth. The rest show lower counts than that of NSO, indicating out-migration or a less exhaustive survey of clientele.
- Actual headcount is also important in computing for barangay level participation rates, and is therefore valuable in municipal level analysis.
- This study has not been able to show a longer picture of growing enrolment and participation and failed to capture the formative years of the day care centers.

Enrolment and participation measure quantity and have their own limitations. These numbers are measured at the start of the school year and the numbers do not usually stay the same in the middle and at the end. However, with the absence of dropout and promotion rates, enrolment and participation figures are indicators that are better than nothing.

More day care workers and preschool teachers as well as more classrooms mean more children can be served. Yet some of the recorded good practices are focused more on providing better service – attracting, retaining and promoting personnel; more appropriate activities and curricula; and, better facilities and learning/play materials. Succeeding discussions shall attempt to validate the success of these practices.

## Day Care Worker Turnover

The quality of day care service can be negatively affected by high day care worker turnover. While high turnover can be an indication of the ability of the municipality and barangays to weed out non-performing workers and recruit promising new blood, it can also be an indication that being a worker is not a viable career option to those who have the option to choose a better work.

Data from the MSWDOs show the length of service and educational attainment of day workers. A high number of workers who have rendered less than three years of service is an indication of high turnover (not to discount the possibility of new centers being opened). A high number of workers who have rendered five or more years means there is a good reason for workers to stay. Meanwhile, a high number of college graduates in the roster of workers is an indication that local decision makers prefer those who have a better educational background, and college graduates, in turn, see day care service as an acceptable work option for the short or long term.

Tadian, Bauko and Sagada are the top three municipalities that have the highest turnover in terms of headcount. In terms of percentage, Sagada, Tadian and Bontoc have the highest turnover.

Day Care Worker Length of Service by Municipality, 2011

Municipality	DCW Length of Service				Percentage	
	<=2	3<5	=>5	Total	<=2	=>5
<b>Western</b>						
Bauko	10	9	33	52	19.23	63.46
Besao	0	7	12	19	0.00	63.16
Sabangan	3	3	17	23	13.04	73.91
Sagada	9	2	10	21	42.86	47.62
Tadian	11	5	14	30	36.67	46.67
	33	26	86	145	22.76	59.31
<b>Eastern</b>						
Barlig	2	3	12	17	11.76	70.59
Bontoc	8	5	17	30	26.67	56.67
Natonin	4	5	22	31	12.90	70.97
Paracelis	6	18	33	57	10.53	57.89
Sadanga	4	3	9	16	25.00	56.25
	24	34	93	151	15.89	61.59
<b>Total</b>	57	60	179	296	19.26	60.47

Source: All MSWDOs of Mountain Province.

Besao shows no record of new workers. Barlig and Paracelis complete the top three municipalities with the lowest worker turnover. Sabangan, Barlig and Natonin are

able to retain their workers the longest. While Barlig has a long history of negative population growth because of out-migration, it is still able to retain its day care workers for a long time.

In terms of educational attainment, Bontoc, Sadanga and Sagada are able to attract the most college graduates in terms of percentage. Besao has the lowest number of college graduates in its roster of workers. For Bontoc, this is an indication of attractive offerings for day care workers. For Sadanga, it could be a result of their strong desire to correct illiteracy. For Sagada, the doubling of the number of college graduates is a result of the replacement of those who left or are removed. For Besao, favoring those who did not finish college instead may have contributed to the zero turnovers.

#### Day Care Worker Educational Attainment by Municipality, 2011

Municipality	Educational Attainment					Percentage CG
	HSG/L	V	CL	CG	Total	
<b>Western</b>						
Bauko	7	2	19	24	52	46.15
Besao	9		9	1	19	5.26
Sabangan	6		2	12	20	60.00
Sagada	5		3	13	21	61.90
Tadian	7		8	17	32	53.13
	34	2	41	67	144	46.53
<b>Eastern</b>						
Barlig	10		3	4	17	23.53
Bontoc	4		5	22	31	70.97
Natonin	16		3	12	31	38.71
Paracelis	11	2	13	29	55	52.73
Sadanga	2		4	10	16	62.50
	43	2	28	77	150	51.33
<b>Total</b>	77	4	69	144	294	48.98

Source: All MSWDOs of Mountain Province.

Combining the length of service and educational attainment as a measurement for turnover, attraction, or retention can show interesting details. Bontoc, Paracelis and Sabangan are able to retain the highest percentage of college graduates for five years or more. Bauko and Sadanga come next. Paracelis, Bontoc and Bauko are municipalities that have a highest IRA in the province while Sabangan and Sadanga are the bottom two in terms of share in internal revenue. It would seem like the availability of budget can enable a municipality to support its barangays in

augmenting the day worker' honorarium, yet a minimal budget could also push the bottom municipalities to focus on supporting early learning even more.

Barlig and Besao have the lowest percentage of workers who are college graduates and have rendered day care service for at least five years. Both municipalities have the highest literacy rates in the province.

In terms of being able to attract college graduates to fill in new or vacated day care worker positions, Sabangan and Sadanga are able to choose college graduates only. Again this may indicate that the municipalities with the least IRA are intent in their drive against illiteracy and see early learning as a first step out of poverty.

Sagada, Sadanga and Bontoc saw the opportunity in turnovers by hiring college graduates to fill in the vacated slots. The three municipalities do not have the same reasons. For Sagada, losing workers to DepEd preschool meant having to select replacements who have the potential to equal or surpass their predecessors. Ending the appointment of workers who weren't performing also meant finding new ones who could meet the demands of the community. For Sadanga, it means the town is getting serious when it comes to education, even at the early stages. For Bontoc, giving attractive offers only means that they could pick the better applicants.

#### Day Care Worker Length of Service & Educational Attainment by Municipality, 2011

<b>Municipality</b>	Frequency >5 & CG	% >5	% Total Workers	Frequency <2 & CG	% <2	% Total Workers
<b>Western</b>						
Bauko	13	39.39	25.00	4	40.00	7.69
Besao	1	8.33	5.26	0	0.00	0.00
Sabangan	8	47.06	34.78	3	100.00	13.04
Sagada	4	40.00	19.05	8	88.89	38.10
Tadian	7	50.00	23.33	5	45.45	16.67
	<b>33</b>	<b>38.37</b>	<b>22.76</b>	<b>20</b>	<b>60.61</b>	<b>13.79</b>
<b>Eastern</b>						
Barlig	1	8.33	5.88	1	50.00	5.88
Bontoc	13	76.47	43.33	7	87.50	23.33
Natonin	7	31.82	22.58	3	75.00	9.68
Paracelis	20	60.61	35.09	2	33.33	3.51
Sadanga	4	44.44	25.00	4	100.00	25.00
	<b>45</b>	<b>48.39</b>	<b>29.80</b>	<b>17</b>	<b>70.83</b>	<b>11.26</b>
<b>Total</b>	<b>78</b>	<b>43.58</b>	<b>26.35</b>	<b>37</b>	<b>64.91</b>	<b>12.50</b>

Source: All MSWDOs of Mountain Province.

### *Council for the Protection of Children*

As was mentioned earlier, the function of the BCPC had been, for a time, subsumed by the CHT, then aptly called a health social services team. While the move was seen as a good way to reduce redundancy and cut costs, it also created some confusion as technical supervision now came from both the MHO and the MSWDO. A smoother inter-office coordination at the municipal level needs to take place.

### *Couple's Classes and Parent Effectiveness Service*

The MSWDO conducts several classes for couples every now and then. The topics are divided into nine modules, namely:

- 1 Myself as a Person and as a Parent
- 2 The Filipino Family
- 3 Challenges of Parenting
- 4 Child Development
- 5 Keeping Your Child safe from Harm
- 6 Building Children's Positive Behavior
- 7 Health and Nutrition
- 8 Home Management
- 9 Keeping a Healthy environment for Your Children

Regular attendees are usually the ones who no longer need the classes, while absentees are those who badly need the lessons. The CCT program may encourage beneficiaries to attend, but the challenge lies in making those who are not covered by the program to show up in scheduled classes.