

**Effectiveness of 4Ps Family Development Sessions:
Learning Outcomes of Beneficiaries****Jerome L. Hipolito**

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Abstract: This systematic literature review synthesizes evidence from 36 studies that examine the effectiveness of the Pantawid Pamilyang Pilipino Program (4Ps) Family Development Sessions (FDS) in shaping learning outcomes and behavioral change among household beneficiaries. Moving beyond descriptive program evaluation, the study integrates the Kirkpatrick Model with a capability-oriented and development communication perspective to critically examine how learning, behavior, and empowerment are constructed within conditional cash transfer (CCT) systems. Findings indicate that while a majority of studies report improvements in knowledge acquisition, parenting practices, and intra-household communication, these outcomes are uneven and highly contingent on the quality of facilitation, contextual relevance, and socioeconomic conditions. Importantly, the review reveals that behavioral change is not solely a product of knowledge transfer but is mediated by structural constraints such as poverty, limited access to services, and cultural norms. From a theoretical standpoint, the study contributes to the literature by demonstrating that FDS operate as both an empowerment mechanism and a form of behavioral governance, reflecting a tension between capability expansion and conditional compliance. While FDS enhance human capital development, they also shift the burden of poverty alleviation toward individual behavior, potentially obscuring structural inequalities. By situating the 4Ps within global CCT discourse and engaging with Amartya Sen's Capability Approach, this study offers a more critical and nuanced understanding of poverty interventions. The findings underscore the need for context-sensitive, participatory, and structurally informed approaches that move beyond compliance-based models toward more transformative and equitable development strategies.

Keywords:

1. Pantawid Pamilyang Pilipino Program (4Ps)
2. Family Development Sessions
3. Conditional Cash Transfer
4. Poverty Alleviation
5. Development Communication

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1. Introduction**1.1. Poverty, Development, and the Limits of Behavioral Interventions**

Poverty remains one of the most persistent and complex global challenges, extending beyond material deprivation to encompass limitations in human freedom, agency, and opportunity.

From the perspective of Amartya Sen's Capability Approach, poverty is understood not merely as a lack of income. Still, as a deprivation of the substantive freedoms necessary for individuals to lead lives they value (Sen, 1999). This reconceptualization shifts the focus of development from economic outputs toward human capabilities, raising critical questions about how social protection programs define, measure, and address poverty.

Over the past three decades, Conditional Cash Transfer (CCT) programs have emerged as a dominant policy response in low- and middle-income countries. By linking financial assistance to compliance with health, education, and behavioral conditions, these programs aim to address both short-term consumption needs and long-term human capital development (Fiszbein & Schady, 2009). Evidence from Brazil and Mexico suggests that CCTs can improve school attendance, healthcare utilization, and child welfare outcomes (Parker & Todd, 2017). However, a growing body of scholarship questions whether these gains translate into sustained empowerment or merely reinforce compliance-driven forms of development (Bastagli et al., 2019).

1.2. Global Expansion of CCTs and Policy Transfer

The global diffusion of CCT programs reflects broader processes of policy transfer shaped by international development institutions such as the World Bank and the Asian Development Bank (ADB, 2018). While these programs are often presented as evidence-based solutions to poverty, they also carry embedded assumptions about individual responsibility, governance, and social behavior. Critics argue that such models may impose standardized, technocratic approaches that inadequately account for local socio-cultural and political contexts (Bastagli et al., 2019).

In this regard, the Philippine Pantawid Pamilyang Pilipino Program (4Ps) represents both a national policy initiative and part of a wider global development paradigm. Established in 2008 and institutionalized through Republic Act No. 11310, the program provides conditional cash grants to poor households in exchange for compliance with education, health, and participation requirements, including attendance in Family Development Sessions (FDS) (DSWD, 2020).

1.3. Family Development Sessions as Sites of Learning and Governance

Within the 4Ps framework, Family Development Sessions serve as the program's primary mechanism for influencing knowledge, attitudes, and behavior. These sessions aim to equip beneficiaries with skills in parenting, financial management, health practices, and civic engagement (DSWD, 2020). While existing studies highlight their role in promoting positive behavioral outcomes, the extent to which these changes reflect genuine empowerment remains contested (Orbeta et al., 2021; Manguiat et al., 2021).

From a development communication perspective, FDS can be understood as communicative spaces where knowledge is negotiated and social change is co-constructed. However, they also function within a conditional system that regulates participation and incentivizes compliance. This dual role raises important ethical and philosophical questions: Do FDS expand beneficiaries' capabilities, or do they reinforce a model of development that places responsibility for poverty on individual behavior?

1.4. Research Gap and Critical Perspective

Despite extensive research on the impacts of CCT programs, much of the existing literature remains descriptive, focusing on short-term outcomes and compliance indicators (World Bank,

2022). There is limited engagement with the philosophical, ethical, and political dimensions of poverty, including the structural conditions that constrain agency and the broader implications of conditionality.

In the Philippine context, studies on 4Ps and FDS often emphasize positive outcomes such as improved parenting practices and increased community participation (Brendo, 2024; Jumetilco, 2024). However, these findings are rarely situated within a critical framework that examines issues of inequality, power relations, and the potential for programs to reproduce dependency or be shaped by political dynamics (Saguin & Howlett, 2019). Furthermore, there is a lack of synthesis connecting local evidence to global debates on social protection and development theory.

1.5. Purpose and Contribution of the Study

In response to these gaps, this study conducts a systematic literature review to analyze the perceived effectiveness of Family Development Sessions under the 4Ps program. Rather than limiting the analysis to descriptive outcomes, the study adopts a theoretically grounded, critically informed approach that integrates the Kirkpatrick Model (Kirkpatrick, 1959), the Capability Approach (Sen, 1999), and a development communication perspective.

Specifically, the study aims to: (1) synthesize existing empirical evidence on FDS learning outcomes; (2) examine how these outcomes are shaped by structural, social, and contextual factors; and (3) critically assess the extent to which FDS contribute to genuine empowerment versus compliance-based development.

By situating FDS within broader debates on poverty, capability, and governance, this study contributes to both theory and practice. It offers a more nuanced understanding of conditional cash transfer programs, highlighting the need to move beyond behavior-focused interventions toward context-sensitive, participatory, and structurally transformative approaches to poverty reduction.

2. Conceptual Framework

2.1. Overview of the Framework

This systematic review aims to synthesize the existing literature on the perceived effectiveness of the Pantawid Pamilyang Pilipino Program (4Ps) Family Development Sessions (FDS), with particular focus on learning outcomes among beneficiaries. To guide the analysis, the study adopts the Kirkpatrick Model of Training Evaluation, a widely recognized four-level framework for assessing the effectiveness of learning and development interventions. The use of this model is both theoretically and methodologically appropriate, as FDS are structured, curriculum-based capacity-building sessions delivered regularly to adult beneficiaries. Similar to formal training programs, these sessions are designed not only to transmit knowledge but also to influence attitudes, behaviors, and long-term outcomes at the household level. The Kirkpatrick Model enables a systematic examination of effectiveness across four sequential dimensions: Reaction, Learning, Behavior, and Results, which closely align with the intended objectives of FDS.

2.2. Theoretical Basis: Kirkpatrick Model Application

Applying this model provides a structured and theoretically grounded approach to understanding how beneficiaries respond to, internalize, apply, and ultimately benefit from the sessions. Existing literature identifies several key factors that influence FDS outcomes, including

facilitator competence, the contextualization and relevance of module content, beneficiary engagement, and socioeconomic conditions. These factors operate across all four levels of the Kirkpatrick Model and shape the program's overall effectiveness. The term “perceived effectiveness” reflects the nature of the available evidence, which relies largely on self-reported experiences, qualitative narratives, and survey-based assessments rather than experimental or longitudinal designs. This distinction is important because beneficiaries’ perceptions significantly influence their motivation, level of engagement, and willingness to apply learned concepts in real-life contexts.

2.3. Input Factors Affecting FDS Effectiveness

At the input level, the effectiveness of FDS implementation depends on several foundational components, including the quality, clarity, and cultural relevance of the modules; the skills and instructional competence of facilitators; the conditions of delivery, such as venue and accessibility; and the socioeconomic characteristics of beneficiaries. These inputs directly influence participants’ reactions, learning processes, behavioral application, and eventual outcomes.

2.4. Kirkpatrick Model Dimensions in FDS

2.4.1. Reaction Level

At the Reaction level, facilitator competence and contextualized modules play a crucial role in shaping beneficiaries’ immediate responses, such as satisfaction, perceived relevance, and engagement. For instance, facilitators who employ participatory and culturally sensitive teaching strategies tend to generate higher levels of interest and involvement. In contrast, poorly delivered or overly technical sessions may lead to disengagement.

2.4.2. Learning Level

At the Learning level, the acquisition of knowledge, skills, and attitudes is significantly influenced by the effectiveness of facilitators' communication of concepts and the extent to which modules are adapted to beneficiaries’ lived experiences. Facilitators who simplify complex ideas and encourage interaction enhance understanding and retention, while contextualized content ensures that lessons are meaningful and applicable. However, when instruction lacks clarity or relevance, learning outcomes may remain superficial or short-lived.

2.4.3. Behavior Level

At the Behavior level, the application of acquired knowledge in real-life settings depends not only on what was learned but also on how it was taught. Facilitators who provide practical demonstrations and real-life examples increase beneficiaries’ confidence in applying new practices, such as improved parenting, budgeting, or health behaviors. Nonetheless, external constraints such as poverty, limited resources, and time pressures may hinder sustained behavioral change despite adequate learning.

2.4.4. Results Level

At the Results level, the broader outcomes of FDS, including improved family functioning, better child health and education outcomes, and strengthened household decision-making, are influenced by the cumulative effects of reactions, learning, and behavior. Effective facilitation

and relevant content can contribute to positive long-term impacts; however, inconsistencies in implementation quality and persistent structural barriers may lead to varied results across different contexts. While many studies report favorable outcomes, others highlight gaps between intended and actual program impacts.

2.5. Evaluation of Facilitator Effectiveness

Beyond participant satisfaction, which primarily reflects the Reaction level, the effectiveness of facilitators can be evaluated more comprehensively through multiple measures aligned with the Kirkpatrick framework. These include assessing knowledge gains through pre- and post-tests at the Learning level, observing behavioral changes among beneficiaries at the Behavior level, and linking facilitation quality to measurable household outcomes at the Results level. Additional methods such as peer and supervisor evaluations, facilitation rubrics, fidelity assessments, and facilitator self-reflection can further strengthen the evaluation process. This multi-dimensional approach provides a more robust and objective assessment of facilitator performance across all levels.

2.6. Summary of the Conceptual Framework

Overall, this conceptual framework integrates the Kirkpatrick Model with key influencing factors, providing a comprehensive and theoretically grounded lens for evaluating the perceived effectiveness of FDS. It emphasizes that program outcomes are shaped not only by the content of the sessions but also by the quality of facilitation, the relevance of materials, and the socioeconomic realities of beneficiaries. By examining these interacting elements across Reaction, Learning, Behavior, and Results, the framework offers a holistic understanding of how FDS contribute to learning and development among 4Ps beneficiaries (Fig. 1).

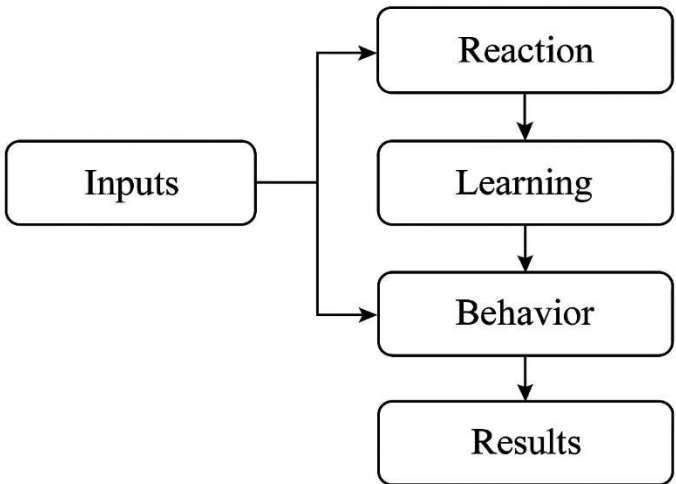


Figure 2. Conceptual framework of the systematic review

3. Statement of the Problem

This systematic review aims to analyze and synthesize existing studies on the perceived effectiveness of 4Ps FDS, focusing on the learning outcomes among existing household beneficiaries. Specifically, it aims to answer the following questions:

- What do the existing studies present about the perceived effectiveness of 4Ps FDS's learning outcomes on existing household beneficiaries?
- What research questions can be gleaned from the existing literature on FDS for future studies and policy implementation?

4. Materials and Methods

4.1. Research Design

The study design may be adapted by complementing the Systematic Literature Review (SLR) with primary data collection and longitudinal approaches to provide a more comprehensive understanding of the long-term outcomes of Family Development Sessions (FDS) under the 4Ps program. While the SLR guided by the frameworks of Kitchenham (2004) and Okoli and Schabram (2014) ensures a systematic, transparent, and replicable synthesis of existing studies, it is inherently limited to previously published data, which may not fully capture contextual variations and long-term impacts.

To address this limitation, the design can incorporate a mixed-methods approach, integrating quantitative data (e.g., surveys, program monitoring records) and qualitative insights (e.g., interviews, focus group discussions with 4Ps beneficiaries and implementers). This allows the inclusion of more diverse perspectives, particularly from underrepresented communities and local contexts that may not be adequately reflected in existing literature. Furthermore, adopting a longitudinal research component, such as panel studies or repeated observations of the same beneficiaries over time, would enable the tracking of changes in behavior, knowledge retention, and socio-economic outcomes resulting from FDS participation. This approach provides stronger evidence of causality and sustainability than cross-sectional or literature-based analyses alone. Additionally, the study may integrate secondary program data from government agencies (e.g., DSWD monitoring reports) to triangulate findings from the literature and primary data. This triangulation enhances the validity and robustness of the results.

Overall, by combining SLR with mixed-methods and longitudinal strategies, the study can move beyond descriptive synthesis and generate deeper, context-sensitive insights into the long-term effectiveness of FDS, thereby addressing existing research gaps and strengthening the empirical foundation for policy and program improvement.

4.2. Corpus of Data

The studies were screened based on predetermined inclusion and exclusion criteria (Table 1). The data corpus consisted of selected studies that directly addressed the Family Development Sessions (FDS), the implementation of the Pantawid Pamilyang Pilipino Program (4Ps), and documented outcomes related to family or social development. A purposive sampling technique was applied to ensure that only studies aligned with the research focus were included. The corpus covered publications from 2015 to 2025, following clearly defined inclusion and exclusion criteria. Both qualitative and quantitative research, including mixed-methods studies, were included in the final dataset.

Table 1. Criteria for Inclusion and Exclusion

Parameters	Inclusion Criteria	Exclusion Criteria
Journal /Publication Type	Primary research articles or scientific papers (full article) published in peer-reviewed journals	Non-scholarly articles, blogs, opinion pieces, news reports, and unpublished drafts
Language	Published in English and Filipino	Publications in other languages without translation
Year of Publication /Timeframe	2015–present (to cover the period after the expansion and institutionalization of the Pantawid Pamilyang Pilipino Program 4Ps in the Philippines)	Studies published before 2015
Demographic Location	Studies conducted in the Philippines, with priority to Pampanga or Central Luzon, may include comparative studies in other Philippine regions if relevant to the 4Ps FDS.	Studies outside the Philippines without direct relevance to the 4Ps FDS
Descriptors	Keywords such as 4Ps, Pantawid Pamilyang Pilipino Program, FDS, household beneficiaries, impact, learning outcomes, program implementation, poverty alleviation	Studies that do not focus on 4Ps, FDS, or household beneficiaries (e.g., purely economic policy papers, unrelated welfare programs, or generic poverty studies without 4Ps context)

4.3. Data Collection

The researcher systematically retrieved studies from Google Scholar. Search queries used structured keywords derived from the inclusion and exclusion criteria, such as “Pantawid Pamilyang Pilipino Program” OR “4Ps” AND “Family Development Sessions,” “4Ps learning outcomes,” “FDS effectiveness,” “beneficiary experiences,” and “implementation challenges.” To avoid bias toward positive findings, additional terms such as “limitations,” “barriers,” “impact evaluation,” and “program weaknesses” were included.

Grey literature and institutional evaluation reports were also screened to capture critical and mixed findings. Studies were initially screened by title and abstract, followed by a full-text review based on the established inclusion and exclusion criteria. Duplicate records were removed prior to the eligibility assessment.

4.4. Data Analysis

The researcher analyzed the studies using the PRISMA process by identifying relevant studies, screening them for relevance, assessing their eligibility, and including those that met the criteria in the final synthesis. The review prioritized high-quality scholarly sources, particularly peer reviewed articles published in Scopus-indexed and internationally recognized journals, to ensure the rigor and credibility of the analysis. The flow of study identification, screening, eligibility assessment, and inclusion is presented in Figure 2. The selected 36 studies were organized in an author matrix to systematically identify and examine each study’s key concepts, research gaps, objectives, methods, findings, conclusions, and recommendations.

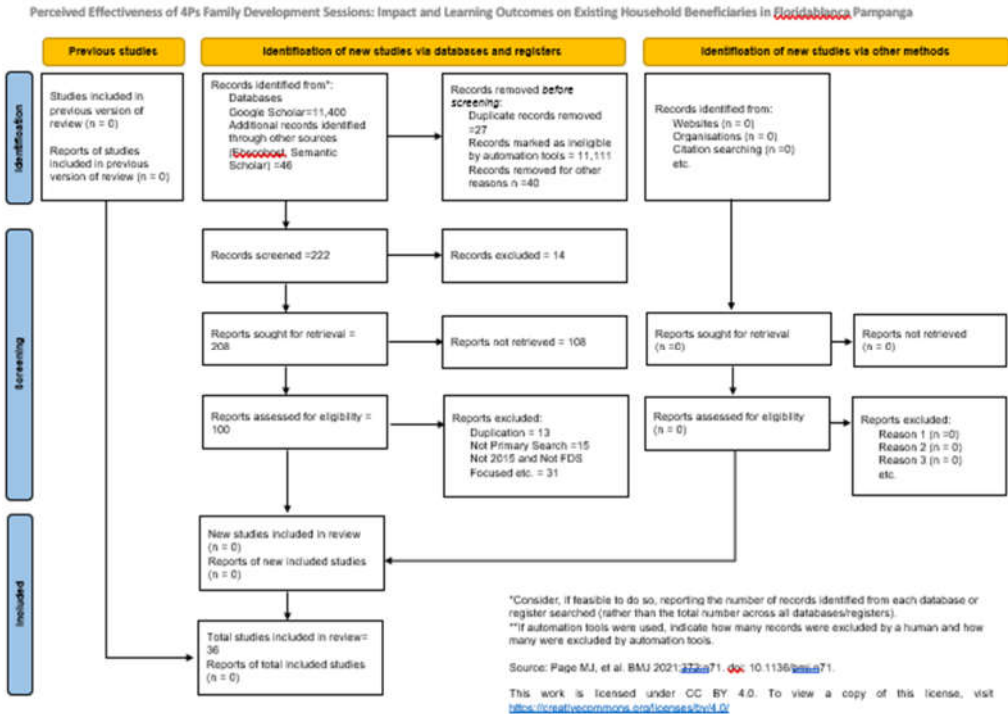


Figure 2. PRISMA Flow.

5. Results and Discussion

5.1. Thematic Analysis of the Perceived Effectiveness of 4Ps FDS Learning Outcomes

To ensure analytical rigor, the themes presented in this study were derived from a systematic thematic analysis of the 36 selected studies. Following Braun and Clarke's (2006) reflexive thematic analysis approach, the process involved open coding, axial categorization, and iterative comparison across studies. Initial codes were generated inductively from recurring patterns in the literature and then clustered into broader categories based on conceptual similarity. These categories were further refined into overarching themes through constant comparison and validation against the dataset to ensure coherence, depth, and analytical distinctiveness.

Importantly, the analysis was guided by a development communication perspective, particularly drawing from participatory development and empowerment frameworks. Rather than viewing beneficiaries as passive recipients of knowledge, this study frames Family Development Sessions (FDS) as communicative spaces where learning, behavior, and social change are co-constructed. This lens allows for a more critical examination of power relations, contextual inequalities, and the extent to which FDS foster genuine empowerment versus compliance.

From this process, three analytically grounded themes emerged: (1) Learning Outcomes as Processes of Empowerment; (2) Behavioral and Social Transformation within Structural Constraints; and (3) Institutional and Contextual Limitations of Program Implementation.

These themes move beyond surface-level description and instead interrogate how and why FDS outcomes occur, for whom they are most effective, and under what conditions they may fall short.

Across the reviewed literature, FDS are consistently positioned as a mechanism for enhancing knowledge in areas such as child development, health, and financial management. However, from a development communication standpoint, these “learning outcomes” are not merely cognitive gains but represent processes of empowerment, wherein beneficiaries negotiate, reinterpret, and apply knowledge within their lived realities. Studies (e.g., Brendo, 2024; Basiri, 2024; Jumetilco, 2024) suggest improvements in decision-making capacities, yet these gains are uneven and often mediated by socio-economic conditions, raising questions about inclusivity and equity. Similarly, behavioral and social changes such as improved family communication and parental responsibility should not be interpreted as linear outcomes of program exposure. Instead, they reflect complex interactions between individual agency and structural constraints, including poverty, gender norms, and access to resources. This perspective challenges the implicit bias that places the responsibility for behavioral change solely on beneficiaries, highlighting the role of systemic barriers instead. The third theme underscores that implementation challenges are not merely operational issues but are indicative of broader institutional and contextual limitations. Inconsistent module delivery, varying facilitator competencies, and a lack of contextual adaptation reveal gaps between program design and on-the-ground realities. From a critical development lens, these issues point to the need for more participatory, context-sensitive, and ethically grounded program approaches.

Overall, while FDS demonstrate potential as a development intervention, this analysis argues that their effectiveness must be understood within a broader framework that considers power, participation, and structural inequality, rather than relying on purely descriptive or outcome-based assessments.

5.2. Learning Outcomes as Processes of Empowerment

Rather than treating learning outcomes as static indicators, this theme conceptualizes them as dynamic and socially constructed processes shaped by communication, participation, and context.

5.2.1. Interactive and Participatory Strategies

Consistent with participatory development principles, interactive approaches such as role-playing and collaborative problem-solving enable beneficiaries to construct knowledge rather than passively receive information. These strategies enhance critical consciousness and practical application.

5.2.2. Localization and Cultural Contextualization

Learning becomes meaningful when grounded in local realities. Adapting modules to cultural contexts reflects a shift from top-down communication toward dialogic and culturally responsive development practice.

5.2.3. Simplification and Visual Enhancement

The use of visual and experiential learning tools aligns with inclusive communication strategies, particularly for marginalized groups with limited formal education.

5.2.4. Facilitator Training Improvement

Facilitators play a critical role as development communicators. Their ability to engage, mediate, and co-create knowledge directly influences the depth of learning and empowerment.

5.2.5. Monitoring and Behavioral Assessment

A shift from attendance-based metrics to transformative indicators such as behavioral change and self-efficacy reflects a more ethical and meaningful evaluation approach.

5.2.6. Peer Learning and Mentoring

Peer-based approaches reinforce horizontal communication, fostering collective learning and community empowerment.

5.3. Behavioral and Social Transformation within Structural Constraints

This theme situates behavioral change within a broader socio-economic and cultural context, challenging purely individualistic interpretations.

5.3.1. Family Relationships and Communication

Improvements in family dynamics reflect not only knowledge acquisition but also shifts in interpersonal power relations and communication patterns.

5.3.2. Community Participation and Social Capital

FDS contribute to building social capital; however, participation is shaped by existing inequalities and access to opportunities.

5.3.3. Economic Factors Affecting Behavior

Persistent poverty limits the translation of knowledge into practice, underscoring the need for integrated development interventions.

5.3.4. Cultural and Social Influences

Cultural norms both enable and constrain behavioral change, requiring culturally sensitive program design.

5.3.5. Geographic and Structural Barriers

Spatial and infrastructural inequalities significantly affect program accessibility and impact.

5.4. Institutional and Contextual Limitations of Program Implementation

This theme reframes “challenges” as systemic issues rather than isolated shortcomings.

5.4.1. Module Delivery Issues

Standardized modules often fail to reflect diverse local contexts, limiting relevance and engagement.

5.4.2. Facilitator Skill Limitations

Variability in facilitator capacity highlights gaps in institutional support and training systems.

5.4.3. Logistical and Attendance Barriers

Participation barriers reveal underlying socio-economic vulnerabilities that programs must address.

5.4.4. Monitoring and Evaluation Gaps

Current systems prioritize compliance over meaningful impact, raising ethical concerns about how success is defined.

5.4.5. Structural and Social Barriers

Stigma and inequality continue to shape access and outcomes, reinforcing the need for inclusive approaches.

5.5. Implications for Future Research and Policy

The findings call for a shift toward participatory, context-sensitive, and ethically grounded development approaches. Future research should adopt longitudinal and mixed-method designs to capture the complexity of behavioral change and empowerment processes. Moreover, integrating FDS with livelihood, psychosocial, and community development initiatives can address structural barriers and enhance sustainability.

Ultimately, strengthening FDS requires moving beyond technocratic solutions toward a framework that prioritizes agency, equity, and meaningful participation, ensuring that development interventions genuinely serve the needs and realities of beneficiaries.

6. Summary, Conclusions, and Recommendations

6.1. Summary

This systematic review analyzed and synthesized existing studies on the perceived effectiveness of 4Ps Family Development Sessions (FDS), focusing on learning outcomes among current household beneficiaries. Various studies from national and local contexts were examined to assess the effectiveness of FDS and identify areas for further research.

The review revealed three major thematic areas: learning outcomes and acquired knowledge, behavioral and social impacts, and implementation challenges. FDS consistently emerged as a mechanism to influence behavior, promote responsible parenting, strengthen family communication, and encourage community engagement. The program has improved beneficiaries' understanding of their responsibilities in health, education, and child welfare, aligning with the human capital development goals of 4Ps.

However, the effectiveness of FDS varies across contexts. Factors such as poverty, inconsistent attendance, and limited livelihood opportunities disrupt behavioral continuity and hinder knowledge retention. While short-term awareness and compliance improved, the sustainability of these changes remains uncertain. Furthermore, implementation gaps were identified, including limited module localization, insufficient facilitator capacity, and inadequate monitoring tools to assess qualitative outcomes.

Despite these limitations, FDS remain a vital mechanism for social development. Evidence suggests that an ideal evaluation model for FDS should be longitudinal, context-sensitive, and iterative, capturing both quantitative and qualitative outcomes. Such an approach would allow tracking of long-term behavioral change, knowledge retention, and social impacts.

6.2. Conclusions

6.2.1. Enhancement of Beneficiary Development

FDS significantly enhanced the development of household beneficiaries across areas such as behavioral change, responsible parenthood, communication, and values formation. The sessions promote empowerment and social learning, enabling participants to adopt positive practices aligned with program objectives.

6.2.2. Influence of Contextual Factors

Various contextual factors affect the effectiveness of FDS. Differences in facilitation, module relevance, and participation levels result in disparities in learning outcomes. Socioeconomic challenges often limit the sustainability of improvements.

6.2.3. Need for Sustained Support and Monitoring

FDS contribute to improved education, health, and psychosocial well-being; however, these gains require continuous reinforcement. The lack of structured tools for assessing qualitative behavioral change limits the ability to evaluate program effectiveness comprehensively.

6.2.4. Need for Broader and Localized Research

Existing studies are often concentrated in specific regions, limiting broader representation. There is a need for localized research to understand how sociocultural contexts influence program effectiveness and learning outcomes.

Overall, FDS remain a core pillar of the 4Ps program; however, its long-term transformative potential depends on improved implementation, contextual adaptability, and effective monitoring of learning outcomes.

6.3. Recommendations

6.3.1. Integration of Psychosocial Support

Integrating psychosocial support such as counseling, peer support groups, and values formation activities can enhance beneficiaries' emotional well-being, resilience, and decision-making abilities, leading to sustained behavioral change.

6.3.2. Strengthening Livelihood Support

Linking FDS participation with livelihood opportunities such as skills training, microenterprise development, and financial assistance enables beneficiaries to apply learned knowledge effectively.

6.3.3. Development of Holistic Support Systems

Combining psychosocial and livelihood interventions creates a reinforcing system that supports long-term behavioral transformation and reduces dependency on external assistance.

6.3.4. Improvement of Monitoring and Evaluation Systems

Developing outcome-oriented monitoring tools that measure well-being, economic stability, and behavioral change will provide a more comprehensive assessment beyond attendance-based indicators.

6.3.5. Promotion of Contextualized Interventions

Programs should be adapted to local cultural, social, and economic contexts to improve relevance, engagement, and effectiveness among beneficiaries.

6.3.6. Ensuring Program Sustainability

Sustaining FDS impacts requires continuous integration of social and economic support mechanisms to maintain long-term benefits for household beneficiaries.

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Appendices

Appendix A: Characteristics of studies used in the SLR

Research Number	Research and Author	Year Publication	Type of Research
1	Aguado, A. – Implementation of Pantawid Pamilyang Pilipino Program (4Ps) in Barangay Talumpok, Batangas City	2021	Descriptive Survey
2	Alinsunurin, M. K. – Gendered Relations and Time-use: Perspectives from Selected Households of Philippines' 4Ps in Calauan and San Pablo City, Laguna	2018	Qualitative–Descriptive
3	Arcayna, C. J., Arcayna, J. J., & Arcayna, R. J. – Implementation of 4Ps Conditional Cash Transfer and Students' School Attendance in Don Vicente Romualdez NHS.	2021	Quantitative–Descriptive
4	Assessment of Family Development Session of the 4Ps: Contents, Process and Effects (Tabuk City, IJELS)	2020	Mixed-Methods Assessment
5	Basiri, N. – Study on the Effects of Pantawid Pamilyang Pilipino Program (4Ps) on Human Capital Development	2024	Quantitative (Econometric)
6	Brendo, P. C. – Implementation of the Pantawid Pamilyang Pilipino Program (4Ps) on Academic Achievement Among Learner-Beneficiaries	2024	Quantitative (Descriptive–Correlational)
7	Bustos, M. et al. – Examining the Association Between Household Enrollment in 4Ps and Child Nutrition/Related Outcomes	2023	Quantitative (Cross-Sectional, Regression)
8	Calatan, J. I. – Conditional Cash Transfer Program: Its Contributions Among the Indigents of Kamog in Sablan, Benguet	2016	Descriptive–Qualitative
9	Casco, J. J. M. J. – The Impact of Pantawid Pamilyang Pilipino Program on Civic Engagement	2015	Quantitative (Propensity Score Matching)

10	Diaz, J. – Assessing the Economic Impact of the Pantawid Pamilyang Pilipino Program (4Ps) in the Philippines: A Systematic Review	2025	Systematic Review
11	Dodd, W., Kipp, A., Lau, L. L., Little, M., Conchada, M. I., Sobreviñas, A., & Tiongco, M. – Limits to Transformational Potential: Analysing Entitlement and Agency within a Conditional Cash Transfer Program in the Philippines	2024	Qualitative–Analytical
12	Doromal, H. O., Rojo, J. M. A., Bulajao, E. J., & Awa, A. L. – Civic Engagement of Selected Beneficiaries of the Social Development Strategy (4Ps)	2023	Descriptive
13	DSWD – Pantawid Official FDS Component and Process Evaluation Documents	2018	Program Evaluation (Descriptive)
14	Dy, S. – Knowledge and Practices on Family Development of 4Ps Beneficiaries in Camarines Sur	2018	Descriptive–Correlational
15	Garcines, J. – Pantawid Pamilyang Pilipino Program (Conditional Cash Transfer Program): A Qualitative Investigation	2017	Qualitative–Phenomenological
16	Gorospe, B. M. S., Savella, M. R., & Tacbas, D. M. L. – Life Changes Among the Pantawid Pamilyang Pilipino Program Beneficiaries	2023	Qualitative (Interpretative Phenomenological)
17	Jumetillo Jr, B. M. – Philippines’ Conditional Cash Transfer Program: Its Impact Towards Student-Beneficiaries	2024	Quantitative
18	Jumlail Jr, E. H., & Alberto, J. I. – Empowering Families: Insights from the Pre-Testing Phase of the Family Development Scorecard (FDS _c)	2024	Instrument Development (Design-Based)
19	Lachman, J. et al. – Effectiveness of a Parenting Programme Delivered Within a Conditional Cash Transfer System (SSRN Preprint)	2021	Randomized Controlled Trial (RCT, Preprint)
20	Lachman, J. M., Alampay, L. P., Jocson, R. M., Alinea, C., Madrid, B., Ward, C., & Gardner, F. – Effectiveness of a Parenting Programme to Reduce Violence in a Cash Transfer System in the Philippines	2021	Randomized Controlled Trial (Published)
21	Mangotara, N. O. – Exploring the Effectiveness of 4Ps Family Development Sessions: Challenges and Impact on Exiting Beneficiaries in Marawi City	2024	Cross-Sectional + FGDs
22	Manguiat, T. S., Dy, M. F. R., Ferido, M. P., & Baconguis, R. D. T. – Perceived Effect of the FDS Seminars on Familial Relationship Among 4Ps Beneficiaries in Bay, Laguna	2021	Mixed-Method
23	Nakamura, N., & Suzuki, A. – Information and Decision-Making Power: Explicating the Impact of Information Provision in CCT Program on Food Consumption Share	2022	Quasi-Experimental
24	Narita, R. L., & Balasa, K. A. – Impact Assessment of the “Nurturing the Filipino Family” Extension Program for 4Ps Beneficiaries in Tampilisan, Zamboanga del Norte	2023	Quantitative–Impact Evaluation
25	Orbeta, A. C., Melad, K. A. M., & Araos, N. V. V. – Reassessing the Impact of the Pantawid Pamilyang Pilipino Program: Results of the Third Wave Impact Evaluation	2021	Quantitative (Quasi-Experimental)

26	Orge, N. B. A., Sembrano, J. A., & de Guzman, M. F. D. – Impact of Conditional Cash Transfer Program to the Socio-Economic Condition of Household Recipients in Iba, Zambales	2020	Descriptive
27	Pangilinan, M. K. A., Fernandez, M. C., & Quijano, N. – Examining the Effects of Drug-Related Killings on Philippine Conditional Cash Transfer Beneficiaries in Metro Manila	2019	Qualitative– Descriptive
28	Pantawid Impact Evaluation (Wave 3 RDD Report) – DSWD Impact Evaluation Report on Conditionalities and Family Development Sessions	2019/2020	Program Evaluation (Quasi- Experimental)
29	Peñalba, E. – Exploring the Health Outcomes of Conditional Cash Transfer Program in Rural Philippines	2019	Qualitative– Descriptive
30	Pfutze, T. – Do Cash Transfer Programs Protect from Poverty in the Case of Aggregate Shocks?	2023	Quantitative (Econometric)
31	Pineda, M. V., & Fabella, F. E. T. – The Lived Experiences of Former Pantawid Beneficiaries	2019	Qualitative– Phenomenological
32	Raitzer, D., Batmunk, O., & Yarcia, D. – Intrahousehold Responses to Imbalanced Human Capital Subsidies: Evidence from the Philippine CCT Program	2022	Quantitative (Econometric)
33	Reyes, J. D., & Briones, M. C. B. – Level of Awareness on Pantawid Pamilyang Pilipino Program (4Ps) in San Carlos City, Pangasinan	2018	Descriptive
34	Saguin, K., & Howlett, M. – Policy Transfer and Instrument Constituency: Explaining the Adoption of Conditional Cash Transfer in the Philippines	2019	Qualitative (Case Study)
35	Salva, M., Ganir, F. D., Lacanilao, R. B., Simon, J. R., Torres, G. D., Yadao, M. E. G., & Calimag, V. P. M. – Pantawid Pamilyang Pilipino Program: An Assessment	2023	Descriptive
36	Vidal, A. L. A., San Pedro, A. B., Redoble, F. A., & Bermudez, M. M. – Level of Awareness and Participation of Pantawid Beneficiaries on Climate Change Adaptation and Mitigation	2018	Descriptive Survey
