

Administrative OrderNo: 10

Series of 2024

**SUBJECT: CREATING THE NATIONAL AND REGIONAL PROGRAM
MANAGEMENT OFFICES FOR TARA, BASA! TUTORING
PROGRAM****I. RATIONALE**

The study of Asian Development Bank (ADB) entitled Poverty in the Philippines: Causes, Constraints, and Opportunities examined the key areas that are relevant to poverty reduction such as: increasing incomes, human capital, and capacity; risk protection; and voice and empowerment in governance and institutions. The findings of the study posits that poverty levels are strongly linked to educational attainment as two-thirds of poor households are headed by people with only an elementary school education or below. Poor education is the cause of poverty, likewise, attainment of good education is hindered because of being poor.¹

On this premise, the DSWD, as the primary agency mandated to develop, implement, and coordinate social protection and poverty-reduction solutions for and with the poor, vulnerable, and disadvantaged sectors, formulated the Assistance to Individuals in Crisis Situation (AICS) for individuals and families.

The AICS is a program that serves as a stop-gap measure to support the recovery of individuals and families suffering from unexpected life events or crises.² Included in the program coverage of AICS is the *Educational Assistance*. It is a form of assistance given to a student-in-crisis, to help defray school expenses and/or cost of sending students/children to school such as school fees, school supplies, school projects, allowances, and other related expenses. The students are required to submit enrolment or registration form and other documents and there are no other conditionalities prior to availment of the service. The Department was able to serve a total of 1,285,035 beneficiaries for two consecutive years CY 2022-2023 (CY 2022: 685,101 and CY 2023: 599,934).

Parallel to the mandate of the Department, the Social Technology Bureau as the program development arm by virtue of DSWD Administrative Order No. 14, Series of 2018, formulated the Tara, Basa! Tutoring Program. The Program is a **reformatted educational assistance**, aims to empower and engage the low income individuals and families in difficult situations. The beneficiaries are

¹ ADB, Poverty in the Philippines: Causes, Constraints, and Opportunities, (Mandaluyong City, ADB, 2009), 3.

² DSWD, Memorandum Circular NO. 16 Series of 2022

required to render tasks that are contributory to nation building or the general welfare and the betterment of life for the members of the community.

The Tara, Basa! Tutoring Program (*A Reformatted Educational Assistance*), is a three-pronged approach of social intervention catering to three beneficiaries: 1) the college students from low income families who will be beneficiaries of cash for work; 2) the parents/guardian of the learners who are also from low income families; 3) the learner to be tutored by poor but trained college students from State/Local Universities and Colleges (SLUCs).

Unlike other Tutoring Program, the primary beneficiaries of the Tara, Basa! Tutoring Program are the college students who from low income families will be deployed as tutors or youth development workers and the parents or guardians of learners. The secondary beneficiaries are the non- or struggling readers elementary students.

The Program promotes the capacitation of parents on fostering child care and protection, through the Nanay Tatay Teacher Modules. The Module emphasize the roles and responsibilities of parents/guardians in establishing strong relationships with their children and guiding them in their education.

The Tara, Basa! Tutoring Program was pilot-tested in the National Capital Region (NCR) in CY 2023 with more than 30,000 beneficiaries and 40 stakeholders-partners. The following intended results were achieved per program review and evaluation:

- Increased involvement of college students from low-income families in nation-building by serving as Tutors and Youth Development Workers (YDWs) while completing tertiary education.** [Based on the perception survey conducted with tutors and YDWs, the program was rated “satisfactory,” by both tutors (96.3% of tutors) and YDW (89% of YDWs), they believed that the Program aided them to pursue or complete their studies while involving them in nation building activities. The tutors and YDWs used the amount they received from Cash For Work for their education needs such as allowance, books, tuition and projects, including the transportation cost for going to school. Some of the college students reported that the amount not only helped them personally but their family as well (e.g., food, medicine and other needs of family members). Some of them kept the amount they received thru Cash-for-Work for savings and for investing or starting a business. The YDWs shared that they had a transformative experience with Tara Basa, expressing that prior to joining the program, they had reservations about public speaking. However, through Tara Basa’s Nanay-Tatay sessions, they gained confidence and developed effective communication skills, overcoming their initial apprehensions. By engaging in Nanay-Tatay sessions, the YDW discovered that connecting emotionally with parents significantly enhanced their ability to communicate with other people and developed their empathy];

- **Strengthened family support systems for elementary students who are struggling to read or non-readers with the parents improving their roles as ‘Nanay Tatay Teachers at Home’.** [Per result of Exit Survey with parents, 92.6% who accomplished the survey assessed themselves to have improved in being Nanay Tatay Teacher at Home. Additionally, the parents claimed that the sessions gave them important new perspectives on how to relate to and understand their kids]; and
- **Improved reading proficiency of grade schoolers who are struggling to read or are non-readers measured through the improved scores on the national assessment conducted by the Department of Education (DepEd).** [Per Assessment Report provided by DepEd, for Filipino sessions, the grade-ready³ elementary pupils increased from 13,933 (pre-test) to 14,700 (post-test) or 5.5% increase, while for English session, the full readers⁴ (or grade-ready) increased from 4,881 (pre-test) to 9,018 (post-test) or 84.76% increase].

Based on the processes and requirements stipulated in DSWD Administrative Order No.14, Series of 2018, Omnibus Guideline on Social Technology Development, the Tara, Basa! Tutoring Program is a completed social technology and ready for replication or institutionalization.

Further, after the pilot testing in CY 2023, the Department received several requests from LGUs to implement the said program in their localities. In this premise, it is imperative to institutionalize the program in the Department and establish/organize a National Program Management Office (NPMO), which will be complemented in the Regional Offices as the Regional Program Management Office (RPMO) through this Administrative Order.

Furthermore, this Administrative Order provides the legal bases, and general function of the National Program Management Office and its counterpart at the regional office.

II. LEGAL BASES

A. International Instruments

The 2030 Agenda for Sustainable Development established global goals for ending poverty and promoting inclusive and equitable quality education, specifically: Goal No.1: “End Poverty in all its Forms

³ Grade Ready means the learner has mastery of previous grade level concepts and skills; ready to learn new concepts and skills

⁴ Full-reader means the learner can comprehend the text read

Everywhere: and Goal No. 4: “Ensure Inclusive and Equitable Quality Education and Promotes Lifelong Learning Opportunities for All”.

B. National Instruments/Policies

1. **The 1987 Philippine Constitution, Article II, Section 13**, requires the State to recognize the role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs. Moreover, pursuant to **Article XIV, Section 2 (4)**, it encourages non-traditional learning systems that respond to community needs;
2. **Republic Act No. 11975 or the General Appropriations Act FY 2024 under the Kapit-Bisig Laban sa Kahirapan Comprehensive and Integrated Delivery of Social Services (KALAHI CIDSS) Kapangyarihan at Kaunlaran sa Barangay (KKB) appropriates fund for Tara, Basa! Tutoring Program.** Said program is an intervention aimed at promoting and protecting the well-being of low-income families with college students in difficult situations, as well as nonreader grade school learners who are vulnerable, at risk, and experiencing financial difficulties, in order to support the educational needs of their children;
3. **Republic Act No. 10931**, otherwise known as the “Universal Access to Tertiary Quality Education Act,” mandates the State to provide adequate funding and such other mechanisms to increase the participation rate among all socioeconomic classes in tertiary education, and give priority to students who are academically able and who come from poor families;
4. **Republic Act No. 11908, or The Parent Effectiveness Service (PES) Program Act**, stipulates the PES Program shall be implemented in every city and municipality and shall consist of modules to be developed by the DSWD, in coordination with the Department of Education (DepEd), the Early Childhood Care and Development (ECCD) Council, the School Governing Councils (SGCs), the Department of Health (DOH), the Department of Justice (DOJ), and the Department of the Interior and Local Government (DILG), and rolled out in a such number of sessions as the DSWD and the LGUs may prescribe;
5. **Republic Act No. 8044, otherwise known as the “Youth in Nation Building Act,”** stipulates the promotion and protection of the physical, moral, spiritual, intellectual, and social well-being of

the youth for them to realize their potential geared towards improving the quality of life; and

6. **Republic Act No. 10173, otherwise known as the “Data Privacy Act of 2012,”** mandates the States to recognize the vital role of information and communications technology in nation-building and its inherent obligation to ensure that personal information in information and communications systems in the government and in the private sector are secured and protected.

C. DSWD Policies/Issuances

1. **DSWD Memorandum Circular No. 12, Series of 2023** Guidelines on the Implementation of Cash-For-Work (CFW) Program for Tutors, Parents of Non/Struggling Readers and Youth Development Workers Belonging to no Income or Low Income Families and Individuals In Difficult Circumstances Under the Kapit-Bisig Laban sa Kahirapan – Comprehensive and Integrated Delivery of Social Services - Kapangyarihan at Kaunlaran sa Barangay (KALAHI-CIDSS KKB);
2. **DSWD Memorandum Circular No. 003 Series of 2023** Guidelines on the Pilot Implementation of Tara, Basa! Tutoring Program;
3. **DSWD Administrative Order No. 13, Series of 2021,** Guidelines on the Rules and Regulations in Granting, Utilization, and Liquidation of all Cash Advances and the Penalties for Failure to Liquidate within the Prescribed Reglementary Period; and
4. **DSWD Administrative Order No. 7, Series of 2015,** or the DSWD Child Protection Policy in the Workplace, adheres in the paramount consideration to child’s best interest in any programs/ projects and activities that directly and indirectly affect them and in all scenarios which require the special protection of children.

III. DESCRIPTION OF THE TARA, BASA! TUTORING PROGRAM

Tara, Basa! Tutoring Program is a community-based social welfare and development model of intervention or social technology (ST) focusing on providing social protection to poor or low-income families with college students in difficult situations and non/struggling readers grade school students.

The program is a reformatted educational assistance that promotes a strong sense of nation-building among college students by changing the mindset of the students that they are mere recipients of government services. The college

students shall be capacitated and deployed as tutors or youth development workers (YDWs). The tutors shall teach and assist the non/struggling readers from public elementary schools to learn how to read, as this is an essential part of the learners' well-being. They shall serve as role models for grade school learners to strive harder in their studies and have a brighter future. Reading habit is the single most important determinant of a student's success in education and in the modern complex society.

On the other hand, the YDWs shall be trained using the *Nanay-Tatay Teacher Modules*, which will eventually be used during sessions for parents. Through the aforesaid sessions, the parents/guardians shall be provided with appropriate knowledge on care and protection of children, and guide them how to read. Parents play a vital role in sustaining the reading proficiency of their children after the 20 days of learning sessions.

A. Program Objectives

The overall objective of the program is to promote the welfare of poor and low-income families with college students and elementary students who are non or struggling readers through directed and innovative Educational Assistance Program.

The specific objectives are as follows:

- a) Aid college students in difficult circumstances to pursue or complete their studies through provision of cash for work;
- b) Engage 2nd to 4th-year college students and capacitate them as tutors for incoming Grade 2 elementary students who are struggling readers or non-readers, or facilitators of Nanay Tatay Teachers Sessions for the parents/guardians of said elementary students;
- c) Increase the involvement potentials and capabilities of parents and guardians on care and protection of children and on guiding their children how to read; and
- d) Improve the reading proficiency of elementary students who are struggling readers and/or non-readers.

B. Coverage

The Tara, Basa! Tutoring Program will be implemented nationwide through DSWD Field Offices in collaboration with select LGUs. The selection of LGUs shall be based on the following:

- 1) With high incidence of poverty;
- 2) With high illiteracy rates;

- 3) With most number of college dropout rates due to financial hardship;
and
- 4) High prevalence of non/struggling readers assessed by the DepEd.

C. Target Beneficiaries

The Program has three beneficiaries as follows:

- 1) Family heads or guardians who belong to poor or low-income families with non/struggling readers elementary students;
- 2) 2nd to 4th year college students, who belong to poor or low-income families based on the Listahanan database and/or LGU's assessment and enrolled in State/Local Universities and Colleges (SLUCs); and
- 3) Non readers or struggling readers incoming Grade 2 pupils, who belong to low-income families, and enrolled in public elementary schools.

IV. RESULTS FRAMEWORK

As reflected in the Results Framework below, the Program aims to create a tutoring environment or movement wherein parents, children, college students, and teachers all partner together in building an ecosystem of learning.

Using the result-chain, the evaluation shall focus on the following thematic areas:

- 1) **Objective 1:** Aid college students in difficult circumstances to pursue or complete their studies through provision of CFW under the reformatted educational assistance program.

Assessment/evaluation areas:

- Impact of cash for work in the college completion rate;
 - Impact of Tara Basa involvement on the academic resiliency of college students;
 - Items where the cash was used by college students;
 - Was the cash used as means aside from college completion;
 - How is it related to college completion rate;
 - Adequacy of the CFW amount provided; and
 - Did the CFW provide a sense of financial security.
- 2) **Objective 2:** Engage 2nd to 4th-year college students and capacitate them as tutors for incoming Grade 2 elementary students who are struggling readers or non-readers, or facilitators of Nanay Tatay Teachers Sessions for the parents/guardians of said elementary students.

Assessment/evaluation areas:

- Evaluation on the quality of the training [use training evaluation mode);
- Insights on the training resource persons facilitator, delivery, venue, materials;
- Learning - learning during the session;
- Behavior-performance during tutorial sessions;
- Result - impact of facilitation performance on reading level;
- Effect of the training on the performance of Tutors and Youth Development Workers; and
- Assessment of tutoring performance.

- 3) **Objective 3.** Strengthen the family and community support systems of elementary students who are struggling readers and/or non-readers.

Assessment/evaluation areas:

- Relevance of Nanay Tatay Teacher Modules;
- Self-awareness rating - pre and post assessment among parents;
- Rate the contents of the modules;
- Rate facilitation skills of YDW;
- Rate tutorial facilitation skills of tutors; and
- Pre and post assessment of parents.

- 4) **Objective 4:** Improve the reading proficiency of elementary students who are struggling readers and/or non-readers

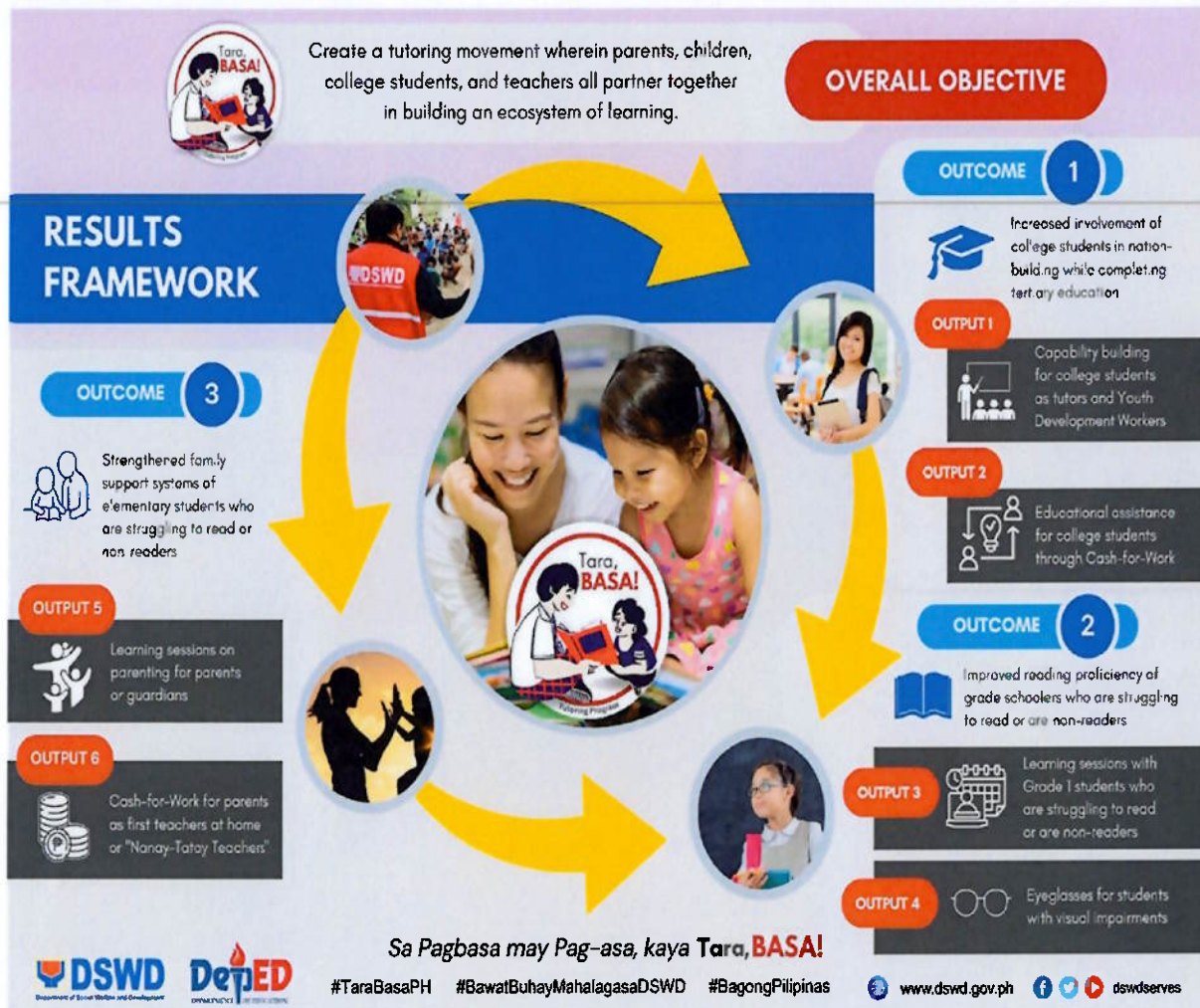
Assessment/evaluation areas:

- Proficiency level of elementary student in Filipino using DepEd assessment tools; and
- Proficiency level of elementary students in English using DepEd assessment tools.

Relative to this, the National Program Management Office (NPMO) in the DSWD Central Office shall serve as the overall lead in planning, programming and budgeting and shall always refer to this Result Framework in terms of targeting, work and financial planning, monitoring and evaluation.

The Regional Program Management Office (RPMO) shall serve as implementing arm in the DSWD Field Offices and shall use this Framework in monitoring the implementation of the Program in the LGU level.

RESULTS FRAMEWORK



The National Program Management Office shall utilize the Indicators described below for the annual evaluation of the Program. It shall serve as a basis in identifying the success, gaps, and recommendations to improve the program.

Intervention Logic	Target	Success Indicators
Outcomes	Outcome 1 Increased involvement of college students in nation-building while completing tertiary education	80% of trained Tutors completed the tutorial sessions with grade school students
		80% of trained Youth Development Workers completed the Nanay Tatay Teacher sessions
		80% of college students who served as Tutors and YDWs provided at least 'Satisfactory' rating in the

Intervention Logic	Target	Success Indicators
		perception survey that the program encouraged their involvement in inspiring elementary students to strive hard in their studies
	Outcome 2 Improved reading proficiency of grade schoolers who are struggling to read or are non-readers	80% of grade schoolers identified completed the 20-day tutorial sessions facilitated by Tutors
	Outcome 3 Strengthened family support systems of elementary students who are struggling to read or non-readers	80% of grade schoolers who completed the tutorial sessions have improved scores on the Comprehensive Rapid Literacy Assessment (CRLA) and Quick English Rapid Assessment (QERA) as a measure for reading proficiency developed by DepEd 80% of parents or guardians who accomplished the exit survey provided at least 'Satisfactory' rating in the exit survey after the parenting sessions 80% of parents or guardians who accomplished the exit survey assessed themselves to have improved in being a 'Nanay Tatay Teacher at Home' and be more supportive of their children who are struggling to read or non-readers
Outputs	O1 - Output 1 Capability building for college students as Tutors and Youth Development Workers	Capability-building activities for Tutors conducted for college students identified as Tutors Capability building activities for Youth Development Workers conducted for college students identified as YDWs
	O1 - Output 2 Educational assistance for college students through Cash for Work	100% of college students who completed the 20-day tutorial and parenting sessions and served as Tutors and Youth Development Workers were provided with Cash for Work 80% of college students who served as Tutors and Youth Development Workers provided Satisfactory rating in the exit survey
	O2 - Output 3 Learning sessions with Grade 1 students who are struggling to read or are non-readers	80% of identified grade schoolers needing reading intervention enrolled in the Tutorial Sessions 100% of tutors matched with 100% of identified Grade 1 students for the tutorial sessions
	O2 - Output 4 Students with visual impairments received	No. of learners with visual impairments who received eyeglasses provided by the partner agency

Intervention Logic	Target	Success Indicators
	eyeglasses	
	O3 - Output 5 Learning sessions on parenting for parents or guardians	80% of parents or guardians of learners identified completed the Nanay Tatay Teacher sessions
	O3 - Output 6 Cash-for-Work for parents as first teachers at home or "Nanay-Tatay Teachers"	100% of parents or guardians who attended the parenting sessions facilitated by Youth Development Workers were provided with Cash for Work

On the other hand, using the Success Indicators indicated above, the RPMO as the implementing arm in the Field Offices shall implement and monitor the program. The RPMO shall submit quarterly accomplishment reports to the NMPO following the approved existing monitoring and reporting templates of the Department.

V. ORGANIZATIONAL STRUCTURE

As shown in Annex A, the National Program Management Office (NPMO) shall be lodged in the Office of the Undersecretary for Innovations and shall be headed by the National Program Manager (Director IV). The NPMO shall be responsible for the overall implementation of the Tara, Basa! Tutoring Program with the RPMO in Field Offices (FOs) as the implementing partners.

The NPMO shall have two (2) Divisions, the Program Support Division (PSD) to be headed by a Project Development Officer V and Program Implementation Division (PID) to be headed by the Social Welfare Officer V.

The Program Support Division composed of Financial and Resource Management Section and Communications Section oversees the preparation of the Annual Work and Financial Plan (WFP), as well as project proposals. It is responsible for creating cue cards for budget hearings and formulating the Harmonized Performance Monitoring and Evaluation System (HPMES). The PSD actively contributes to the development of the Department Strategic Performance Management System (DSPMS) and is involved in preparing requirements for ISO 9001:2015 and Ease of Doing Business (EODB). Additionally, it engages in crafting workforce planning, personneling, and staffing strategies.

Moreover, the PSD plays a crucial role in preparing strategic performance indicators, encompassing baselines, targets, outputs, and outcomes. These indicators are aligned with the Strategic Initiatives of the Department. The formulation of budgetary requirements, serving as the basis for Field Offices

in implementing programs, is another crucial aspect of its responsibilities. The PSD is actively involved in the formulation of policies, guidelines, and protocols that are aligned with the process excellence standards of the Department.

While the PID with Technology Transfer and Regional Monitoring Section and Data Management Section oversee and monitor the implementation of the Program at the regional level and provide technical assistance to Field Offices (FOs) with regard to program implementation.

The PID prepares the comprehensive guidelines and templates to enlist the target beneficiaries, including incoming grade 2 non/struggling readers, parents, tutors, and other stakeholders. The PID is responsible in the development of Dashboard/Portal for the Program and provides a centralized tool for monitoring and managing key program metrics.

Further, the Division prepares statistical reports, detailing numbers of learners, parents, tutors, and youth development workers involved in the program. These reports serve as crucial references for program evaluation and decision-making. Analytical reports are also generated, offering insights into trends and patterns observed within the program, fostering informed strategic planning.

In line with the Digitalization initiatives, efforts are undertaken to standardize, streamline, and mainstream the business process, aligning with the Ease of Doing Business (EODB) Law. This includes data management practices to ensure accuracy, consistency, and accessibility of program-related information.

The PID prepares the activity design and reports for the Program Review and Evaluation Workshop (PREW) that play an important role in assessing the program's effectiveness and identifying areas for improvement, contributing to the overall enhancement of program.

VI. GENERAL FUNCTION AND COMPOSITION OF TARA, BASA OFFICES

A. National Program Management Office (NPMO)

The NPMO shall be responsible for the overall implementation of the Tara, Basa! Tutoring Program with the RPMO in Field Offices (FOs) as the implementing partners.

Specifically, the NPMO shall:

- Recommend changes and updating of plans, policies, and guidelines;
- Monitor the implementation and expansion of the program, and conduct evaluation based on set criteria;
- Lead the engagement with partner agencies (Department of Education, State or Local Universities and Colleges, Academe, all relevant National Government Agencies, Local Government Units, and other stakeholders) to ensure the successful implementation of the program;
- Set the terms and conditions in engaging stakeholders or program partners;
- Identify the cost parameters for budgeting;
- Determine the appropriate staffing pattern and corresponding qualification standards for the creation of additional positions necessary for the administration and operation;
- Lead the reengineering, digitalization, and automation processes; and
- Lead the monitoring and evaluation of the program in partnerships with NGAs, LGUs, SLUCs, and other stakeholders.

The National Program Management Office is composed of the following:

- National Program Manager - Director IV;
- Social Welfare Officer V;
- Project Development Officer V; and
- 4 Section Heads (3 PDO IV and 1 ITO II).

B. Responsibilities and Functions of NPMO

The table below describes the structure and responsibilities of the NPMO:

Division	Section	Staff Complement	Responsibilities
NPMO	National Program Manager (Director IV)		<ul style="list-style-type: none"> • Leads in formulating and updating plans and policies of the Tara, Tara, Basa! Tutoring Program (TBTP); • Monitors the implementation and expansion of the Tara, Basa! Tutoring Program; • Spearheads the conduct of evaluation of the Tara, Basa! Tutoring Program;

Division	Section	Staff Complement	Responsibilities
			<ul style="list-style-type: none"> ● Leads the engagement with partner Agencies (Department of Education), State or Local Universities and Colleges, Academe, all relevant National Government Agencies (NGAs), Local Government Units (LGUs) and other stakeholders to ensure the successful implementation of the Tara, BASA! Tutoring Program; ● Determines the appropriate staffing pattern and corresponding qualification standards for the creation of additional positions necessary for the administration and operation of the Tara, BASA! Tutoring Program; ● Leads the reengineering, digitalization, automation of the Tara, Basa! Tutoring Program processes; ● Leads the monitoring and evaluation of existing partnerships with development partners; ● Performs other relevant functions that may be assigned; ● Evaluate and utilize advisory assistance provided by the technical staff on matters concerning programs; ● Executes and implements policy standards, regulations, and work plans established; ● Recommend changes in program policies based on the needs of the Bureau; ● Resolve operational problems in the Bureau; ● Maintain cooperative and harmonious relationships with public and private entities and agencies in the promotion of community development and welfare; ● Evaluate the performance of Bureau personnel; ● Assume full responsibility for programming budgetary allocation;

Division	Section	Staff Complement	Responsibilities
			<ul style="list-style-type: none"> • Supervise the review of control procedures of the department to determine their adequacy and propriety and recommend measures to improve existing policies, plans procedures, and regulations; • Promote and advocate plans, programs, and services of the department to the general public, including the legislative branch, other government agencies, LGUs, and NGOs; • Institute internal policies that will promote staff well-being and overall productivity, including but not limited to incentive systems, career pathing, mental health programs; and • Perform other related functions which may be assigned by the management.
<p>PROGRAM SUPPORT DIVISION (PSD)</p>	<p>Project Development Officer V</p>		<ul style="list-style-type: none"> • Oversees the preparation of the Annual Work and Financial Plan (WFP), as well as project proposals; • Responsible for creating cue cards for budget hearings and formulating the Harmonized Performance Monitoring and Evaluation System (HPMES) and FO OPC Indicators; • Contributes to the development of the Department Strategic Performance Management System (DSPMS) and is involved in preparing requirements for ISO 9001:2015 and Ease of Doing Business (EODB); • Engages in crafting workforce planning, personning, and staffing strategies; • Plays a crucial role in preparing strategic performance indicators, encompassing baselines, targets, outputs, and outcomes. These indicators are aligned with the

Division	Section	Staff Complement	Responsibilities
			<p>Strategic Initiatives of the Department;</p> <ul style="list-style-type: none"> • Formulates budgetary requirements, serving as the basis for Field Offices in implementing programs, is another crucial aspect of its responsibilities; and • The PSD is actively involved in the formulation of policies, guidelines, and protocols that are aligned with the process excellence standards of the Department.
	<p>Financial and Resource Management Section</p>	<ul style="list-style-type: none"> • Project Development Officer IV (Section head); • Project Development Officer III (4 Positions); • Project Development Officer II; • Administrative Officer V; • Administrative Officer II; • Administrative Assistant IV; • Administrative Assistant III (4 Positions); • Administrative Assistant II; and • Administrative Aide IV (4 Positions). 	<p>Crafting and monitoring of the following:</p> <ul style="list-style-type: none"> • Work and Financial Plan (WFP); • Project Procurement Management Plan (PPMP); • Annual Procurement Plan (APPs); • Disbursement Plan and Budget Utilization Reports; • Consolidated Monitoring reports; • Administrative tasks; • Harmonized Planning, Monitoring and Evaluation System; • DSWD Strategic Performance Management System; and • Anti Red Tape Authority/Ease Of Doing Business.

Division	Section	Staff Complement	Responsibilities
	Communications Section	<ul style="list-style-type: none"> • Project Development Officer IV (Section Head); • Information Officer III (2 Positions); • Social Welfare Officer III (2 Positions); • Project development Officer III (3 Positions); and • Project development Officer II (4 Positions). 	Incharge of the following: <ul style="list-style-type: none"> • Communication Planning; • Branding compliance; • Grievances / Complaint Resolution; and • Production and development of Social and Behavior Change Communication (SBCC) materials.
PROGRAM IMPLEMENTATION DIVISION (PID)	Social Welfare Officer V		<ul style="list-style-type: none"> • Oversee and monitor the implementation of the Program at the regional level and provide technical assistance to Field Offices (FOs) with regard to program implementation; • Prepares the comprehensive guidelines and templates to enlist the target beneficiaries, including incoming grade 2 non/struggling readers, parents, tutors, and other stakeholders; • Develops Dashboard/Portal for the Program and provides a centralized tool for monitoring and managing key program metrics; • Prepares statistical reports, detailing numbers of learners, parents, tutors, and youth development workers involved in the program. These reports serve as crucial references for program evaluation and decision-making. Analytical reports are also generated, offering insights into trends and patterns observed within the program, fostering informed strategic planning;

Division	Section	Staff Complement	Responsibilities
			<ul style="list-style-type: none"> • In line with the Digitalization initiatives, efforts are undertaken to standardize, streamline, and mainstream the business process, aligning with the Ease of Doing Business (EODB) Law. This includes data management practices to ensure accuracy, consistency, and accessibility of program-related information; and • Prepares the activity design and reports for the Program Review and Evaluation Workshop (PREW) that play an important role in assessing the program's effectiveness and identifying areas for improvement, contributing to the overall enhancement of program outcomes. With regards to innovations and expansion.
	Technology Transfer and Regional Monitoring Section	<ul style="list-style-type: none"> • Project Development Officer IV (Section Head); • Social Welfare Officer III (9 Positions); • Project Development Officer III (8 positions); and • Project Development Officer II (3 Positions) 	Incharge of the following: <ul style="list-style-type: none"> • Monitoring the FO Performance indicators; • Monitoring of Tara, Basa activities at the regional level; • Utilization of funds downloaded to the FOs (Financial Target); • Number of beneficiaries served under the Program (Physical Target); • Compliance of the FOs as to cost parameters, program standards/processes, guidelines of the Program and other applicable existing guidelines; • Institutional Development and Capability Building (IDCB) activities; and • Capability Building activities for beneficiaries and partners.
	Data Management Section	<ul style="list-style-type: none"> • Information Technology Officer II (Section Head); • Information Technology Officer I; and • Project 	Incharge of the following: <ul style="list-style-type: none"> • Tara, Basa! Portal development and management; • Testing and deployment of Tara, Basa! Portal; • Learning Management System; and

Division	Section	Staff Complement	Responsibilities
		development Officer III (4 Positions)	<ul style="list-style-type: none"> Website development and management.

C. Responsibilities and Functions of Regional Program Management Office

Description	<ul style="list-style-type: none"> Under the Office of the Regional Director (ORD), the Regional Program Management Office (RPMO) is responsible for the overall implementation of the Tara, Basa! Tutoring Program.
General Functions	<ul style="list-style-type: none"> The RPMO through the Regional Program Coordinator or Regional Director, shall directly coordinate with the NPMO and shall be responsible for the implementation of the program at the regional level.
Specific Functions	<ul style="list-style-type: none"> Coordinate with the Department of Education Regional Office to secure and acquire data on the number of learners (moderate and full refreshers) as program beneficiaries, as reference for baselining/targeting; Strengthen partnership and collaboration with key partners and stakeholders (target LGUs as implementation sites of the program, concerned State/Local Universities and Colleges (SLUCs), concerned Schools Division Offices (SDOs), and other partner stakeholders) through alliance building, coordination meetings, and consultation activities; Provide technical assistance to partners such as LGUs, DepEd, SLUCs, CHED, and other intermediaries; Forge legally binding documents with program implementers/partners such as Memorandum of Agreement (MOA), in coordination with the NPMO, and lead the MOA signing activity; Facilitate the selection, matching, contracting, and endorsement of qualified/eligible program beneficiaries in coordination with concerned LGUs, DepEd-SDOs, and SLUCs;

	<ul style="list-style-type: none"> • Lead the capacity-building activities for tutors and Youth Development Workers prior to deployment in identified areas; • Preparation of data/masterlist of learners with school's name and address, assigned Tara, Basa focal person/s, learners' parents, assigned tutors, and YDWs from DepEd-SDOs and SLUCs; • Monitor and supervise the conduct of Tutoring and Nanay-Tatay Sessions;
	<ul style="list-style-type: none"> • Facilitate the provision of Cash-for-Work (CFW) for program beneficiaries through payout activities; and • Monitor and evaluate the program using the abovementioned Result Framework.
<p>Composition</p>	<p>Regional Program Coordinator or Regional Director Social Welfare Officer III; Project Development Officer III (3 Positions); Information Officer III; Information Technology Officer I; Project Development Officer II (3 Positions); and Administrative Assistant III.</p>


VII. REPEALING CLAUSE

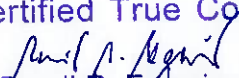
All issuances inconsistent with this Administrative Order are hereby repealed, modified, or amended accordingly.

VIII. EFFECTIVITY

This Order shall take effect immediately and shall remain enforced unless annulled or revoked by subsequent issuance by the Secretary.

Issued in Quezon City, this _____ day of _____ 2024.


REX GATCHALIAN
 Secretary
 17 MAY 2024

Certified True Copy

Ramil R. Edamino
 Administrative Officer V
 Records and Archives Mgt. Division
 17 MAY 2024

Tara, Basal Tutoring Program
Organizational Structure

**REGIONAL PROGRAM
MANAGEMENT OFFICE**

Regional Director

PROGRAM SUPPORT SECTION

Financial and Resource
Management Unit

Communications Unit

PROGRAM IMPLEMENTATION SECTION

Technology Transfer
and Regional Monitoring Unit

Data Management Unit

