

MEMORANDUM CIRCULAR NO. 19
Series of 2012

Subject : MECHANICS OF THE ADOPTION OF ALTERNATIVE MODES OF EDUCATION IN THE PANTAWID PAMILYA PROGRAM

I. Rationale

The Department of Social Welfare and Development (DSWD) is implementing, the Pantawid Pamilyang Pilipino Program known as the Conditional Cash Transfer (CCT) Program. The Pantawid Pamilya serves one of the key poverty alleviation programs of the national government to contribute to breaking the intergenerational cycle of poverty. The program also embodies the vision, mission, and mandate of the Department as it reinforces its role as the lead agency in championing social welfare and development, and contributing to achieving the country's Millennium Development Goals by ensuring that certain conditionalities are met by the beneficiaries particularly on education with Department of Education (DepEd) fully supporting the program.

With the advent of the current expansion of the Pantawid Pamilyang Pilipino Program beneficiaries, there are challenges posted to the Department as well as to the key partner agencies. The Program has long recognized the difficulties and challenges related particularly in meeting the Supply Side requirements such as lack of infrastructures in highly remote and inaccessible areas, classroom congestions and inadequate number of teachers to include likewise the special needs of other children.

Further, as the Program expands its coverage by including children in highly remote areas and of special cases such as street children, IPs, children with disabilities, and displaced families through the Modified CCT, the monitoring scheme of the beneficiaries must also be modified to respond to the needs of children for specialized education services.

At present, the Program do not monitor the beneficiaries enrolled in Alternative Delivery Mode, Alternative Learning System, Special Education and other non-mainstream delivery modes of the DepEd as compliant to its conditions on education. Hence, this Memorandum Circular aims to provide a guide for the adoption of Alternative Delivery Mode, Alternative Learning Systems and other specialized mode of learning programs as basis on determining the compliance of children in education under the Pantawid Pamilyang Pilipino Program.

II. Objectives

To establish a procedure to institutionalize the adoption of Alternative Delivery Mode, Alternative Learning Systems and other specialized mode of learning as basis for compliance on education conditionality of the program

To strengthen the reach and compliance of children specially those coming from highly remote, inaccessible and isolated areas where supply side requirement is not fully met and/or not available

To help address the needs of children with special needs on education by facilitating and working closely with the Department of Education and other learning partners in the provision of specialized mode of learnings under the program

III. Description

The Mechanics of the Adoption of Alternative Delivery Modes of Education provides and specifies the procedures for the inclusion of different modes of learnings for children in highly remote areas or areas with supply gaps in the Pantawid Pamilya, and specialized learning programs and supplementary education and related programs for children with special needs.

This also includes the adoption of other specialized learning and therapeutic programs for children with disabilities and other children with special needs along with the provision of Early Childhood Care Program such as the Supervised Neighborhood Play.

This adoption will expand the opportunities of children with special needs to avail education services suited to their needs and characteristics as well as expand the reach and compliance of children in highly remote and inaccessible areas and in areas with problems on supply side. This adoption will require necessary enhancement in the existing IT system and overall procedures of the program.

IV. Coverage of Alternative Delivery Mode and other Learning Programs

The following categories of Alternative Delivery Mode and other form of Alternative learning programs shall be included as follows:

A. Alternative Delivery Mode (ADM)

ADM is a substitute approach for the DepEd to address the challenges of formal education of special children and families in need of special protection. ADM is an alternative modality and is being done within the confines of the formal system that allows schools to deliver education to marginalized students and those at risk of dropping out in order to help them overcome personal, social and economic constraints in schooling. ADM subjects are based on the eight (8) learning areas: Math, Sciences, English, Filipino, Araling Panlipunan, Computer, Computer, Music and Sining Pantahanan.

ADM caters to both primary and secondary education. Three (3) accredited modes are the following: Modified In-School and Off-School Approach (MISOSA) and electronic Instructional Management by Parents, Community, and Teachers (e-IMPACT) for primary education, while Open High School Program (OHSP) for secondary education.

MISOSA and e-IMPACT are two methods to address the problem of high congestion (overcrowding due to shortage in classrooms and teachers) in public elementary schools

with big enrolment. While OHSP is a method that provides an opportunity for elementary school graduates, high school drop-outs and successful examinees of the Philippine Education Placement Test (PEPT) to complete secondary education in a purely distance learning mode (DepEd, 2009).

B. The Alternative Learning System (ALS)

ALS is a free education program implemented by the DepEd under the Bureau of Alternative Learning System which benefits those who cannot afford formal schooling and follows whatever is their available schedule. The program provides a viable alternative to the existing formal education instruction, encompassing both the non-formal and informal sources of knowledge and skills. ALS aims to open more educational opportunities for Filipino citizens of different interests, capabilities of demographic characteristics, socio-economic origins and status, as well as addressing the needs of marginalized groups such as less fortunate, cultural minorities, indigenous people and the disabled/physically challenged.

Alternative Learning System (ALS) is another mode of learning developed by the DepEd to cater children and Out of School Youth (OSY) who are willing to learn and finish their studies but cannot afford to pay tuition fees in regular school due to various reasons.

Alternative Learning System is not connected in a mother school unlike those alternative modes in a formal school. ALS is headed by a teacher which is acknowledged by the DepEd to teach specific modules for each subject area. They do not have a fixed structure or a regular classroom; classes are held in any venue as agreed by the teacher and the students. Students meet regularly and the teacher monitors their attendance but the decision is still with the students whether they will finish the modules or not.

ALS caters students, regardless of age range, who are willing to learn regardless of their different circumstances. This mode also gives priority to those who are too old for their expected grade level but are still willing to learn and earn a high school degree. The students are expected to come every day for attendance monitoring and for their learning.

C. Other Learning Programs Mode

1) The Supervised Neighborhood Play (SNP)

SNP is neighborhood community-based Early Childhood Care Development for children six years old and below. It utilizes play as a part of providing early stimulation that is appropriate for the age of the children in these age bracket. It is an alternative mode to fit in rural communities experiencing problems in setting-up center based services.

Supervised Neighborhood Play (SNP) is a home based childhood service for children 2-4 years old. It utilizes play as an approach in providing early stimulation activities that are developmentally appropriate for each target ages of children in the community. It helps children develop friendships, skills, social values, self-confidence, self-respect, and self-expression through unstructured time for play and socializing.

The primary target beneficiaries for SNP are children two to four years old (2-4):

- Who are not recipients of ECCD center-based services such as Day Care and Child Minding and other learning centers;
- Who do not have playmates at home and are deprived of a safe and wholesome recreation around home and the neighborhood
- Who dropped out or have lost interest in ECCD center-based services due to distance of the facility from the residence
- Who have parents who are both working and unable to attend their children

2) Learning and Therapeutic Programs for Children with Disabilities

Special education program for children with disabilities shall be included as additional form of Alternative Delivery Mode of Learnings in the Pantawid Pamilya Program. The will include provision of sign language for the hearing impaired, braille education for children with visual impairment and other learning programs and/or supplementary education programs and other related services for children with disabilities. These may include specialized learning and therapeutic sessions as may be prescribed depending on the nature of disability of children. These may be in the form of home instructions or tutoring, center –based learning programs or facility-based education program and/or community-based education program

V. Compliance Indicators:

A. Alternative Delivery Mode

1) MISOSA – 85% Attendance in scheduled classes

For the CES in particular, Grade 5 and 6 students are divided into two (2) groups, which they identified as Set 1 and Set 2. These sets go through the alternate process of in-school (with class adviser/subject teachers inside a classroom) and off-school (with a MISOSA teacher, in a venue other than a regular classroom) approach. CES conducts MISOSA off-school classes in two *bahay-kubos* for Grade 5 and 6 classes designed to house 20-30 students.

Both sets attend twice a week for their MISOSA classes and thrice a week for their regular classes. Grade 5 and 6 classes which are being divided into 2 sets comprise a total

OHSP is only once every week, and each student has to sign a learning contract that will signify how many days will they commit to go to school. With the inclusion of students from the OHSP to the Pantawid, compliance must be based on the fulfillment of the learning contract.

B. Alternative Learning System - Minimum of 4 ALS sessions in a month

To monitor the development of the students enrolled in the ALS, attendance and progress on the Learners' portfolio is being checked by the teachers. There is a minimum of four (4) ALS sessions done in a month. And according to the ALS teachers consulted, to include ALS in the Pantawid, the learners should make an effort to fulfill a 100% attendance every monitoring month, which includes special sessions done to compensate for the absences incurred.

C. Supervised Neighborhood Play – 85% Attendance in the SNP Sessions

To monitor compliance, a child beneficiary must have at least 85% attendance for the monitoring month. The SNP worker is tasked to monitor compliance to the Education conditionalities of the Pantawid.

D. Other Learning Programs/Supplementary Education Services

The adoption of specialized learning program and supplementary education and related services shall be according to the nature of disability of the child. However, as much as possible children with disabilities shall be mainstreamed into the regular public education.

VI. Implementing Mechanics

A. Identification of Children with Special Needs needing Alternative Mode of Learnings

- 1) Municipal/City Links shall facilitate and/or identify from their present caseload who among the households have children who are in need of special protection and are not in school
- 2) Municipal Links shall also identify areas that are highly remote, inaccessible and isolated and have lack of or inadequate supply side requirements and determine how many children are not in school
- 3) Municipal/City Links to finalize summary of list of children needing special needs who are not in school vis-à-vis area of location

B. Supply Side Needs Assessment and Validation

- 1) Municipal/City Link to conduct facility and learning program assessment and inventory in the areas of location of identified children in need of special protection

- 2) Municipal/City Link to conduct facility and learning program assessment and inventory in highly remote, inaccessible and isolated areas
- 3) Municipal/City Link to prepare summary of identified children with special needs vis-à-vis needed education services as well as those children in highly remote, inaccessible and isolated areas and with corresponding recommendations which of the given alternative mode of learning need to be established or strengthened in above given areas
- 4) Submission to the Regional Office for presentation to the Regional Advisory Committee for appropriate action.

C. Coordination and Consultation Meeting with Key Partners

The results of the assessment made by the Municipal/City Link shall be presented to the Regional Advisory Committee by the RPMO, and appropriate action shall followed and monitored taking into consideration the proposal for the establishment or strengthening of implementation Alternative Delivery Mode, Alternative Learning System and other forms of learning mode which were identified during the supply side assessment and inventory.

The SSA focal in the region shall summarize agreements and actions by the RAC particularly on the actions to be provided by the regional DepEd and coordinate with the IT of Pantawid specifying the adjustment or updating needed by the Library of School.

D. Enrollment of school facility/mode into the Library of Schools into the Pantawid Database System

Inclusion of school facilities and/or Barangay or Centers where the Alternative Learning Program is conducted into the Pantawid Database as basis for the generation of information and processing of compliance.

E. Updating of Beneficiary Data and school facilities and/or Barangay or Centers

Updating of the beneficiary data and school facilities and/or barangay or center shall also be undertaken by the MCCT Focal in the region to facilitate updating of household information.

F. Follow-up and Monitoring of Compliance of Children in ADM and other learning modes facilities/program.

Spot checking on the processing of compliance of children under Alternative Delivery Mode and other alternative learning programs shall be facilitated by the MCCT focal to ensure accuracy, timeliness and veracity of reports on compliance.

G. Provision of Technical Assistance

Regular reporting and provision of technical assistance shall be conducted to facilitate compliance monitoring to children under ADM to capacitate the field operations staff and key partners and to ensure that all related issues to compliance monitoring shall be addressed.

VII. Institutional Arrangements

A. Department of Social Welfare and Development

1) National Project Management Office

- Development of program procedures and mechanics on of MCCT
- Oversee and conduct technical assistance and monitoring to MCCT implementation in the regions
- Coordinate and conduct consultation with key partners on the provision of education services and programs to children in need of special protection
- Facilitate incorporation of ADM into the IT design mechanics of the Pantawid Pamilya Program and MCCT
- Ensure cooperation and participation of key partners in service delivery in education particularly on ADM and other mode of learnings

2) Regional Project Management Office

- Oversee and supervise overall operation of MCCT in the region in particular to the adoption of ADM and other alternative learning modes as basis for compliance in education conditionalities
- Coordinate with and conduct consultation with key partners on the provision of education services and learning programs to children with special needs in the regional level
- Ensure supply side availability through monitoring and technical assistance
- Updating of school of library in the main database of Pantawid and database of MCCT
- Monitor compliance of children enrolled under ADM and other alternative learning modes of children both for regular Pantawid beneficiaries and MCCT

B. Department of Education

- Monitor and ensure supply side availability of Alternative Delivery Mode, Alternative Learning Systems and other alternative learning modes for children in need of special protection
- Access children to Alternative Delivery Mode, Alternative Learning Systems and other mode of learnings for children of Pantawid enrolled in

of only 25-30 students per class which makes the mode more conducive for students' learning. In addition, MISOSA method makes use of modular instructional materials in different learning areas.

Given the frequency of MISOSA classes, progress of the student is being monitored through: attendance, periodical tests based on both classroom discussions and off-school modules, and the children are being required to compile their short quizzes in to a portfolio. To include the MISOSA students in the monitoring of the Pantawid, the minimum requirement set by the teacher implementers is for them to fulfill the same requirements as the regular students monitored for Education. 85% they say is feasible mainly because attendance is required and monitored in MISOSA, despite it being conducted outside the formal academic setting.

2) E-impact – 85% Attendance in scheduled classes

Classes are done on a regular basis, only that when the need arises, they convert to a multi-grade class where it is supervised by the regular teacher, with the aid of the Program Leaders. For Grades 1-3 classes, Program Leaders are aiding the subject teacher. These Program Leaders are composed of the best students in the top Grades 4-6 classes.

The progress of each student is determined by the teacher through attendance, periodical exams, and the number of modules completed. And if included in the Pantawid, the teacher implementers suggested that Education condition which is to monitor 85% of the beneficiaries' attendance is feasible, given that the teacher must also monitor the Individual session done outside the classroom. Individual sessions are done, especially for the Program Leaders or the top students who serves as Teacher's Aide.

3) Open High School Program – Compliance to Learning Contract e.g. once week scheduled classes or as maybe agreed on and submission of special projects and with passing quizzes

OHSP students, regardless of age, are being accepted to the program as long as they agree to comply with the requirements of the program. OHSP classes are being held once to thrice a week depending on the number of year level and total number of students usually catered by a school. In particular, Gregorio Perfecto High School in Tondo, Manila which caters to four (4) year levels hold classes once a week per year level. First (1st) to fourth (4th) year classes are being held from whole days of Monday to Thursday respectively. While the Tondo High School, also in Manila, provides OHSP to third (3rd) and (4th) year levels, which hold classes on Mondays, Wednesdays, and Fridays for 3rd year and Mondays and Fridays only for the 4th year level. Furthermore, OHSP provides printed self-learning modules for students to use for their lessons and classroom activities (DepEd, 2009). Normally, eight (8) subject areas are provided to OHSP classes.

The progress of the students enrolled in the program is checked through: attendance, monthly tests, co-curricular activities and extra-curricular. The frequency of sessions with

MCCT and those in the regular Pantawid who are in highly remote and inaccessible areas with problems on supply side

- Provide technical assistance to the operation, establishment and sustenance of Alternative Delivery Mode, Alternative Learning Systems and other mode of learnings to areas with supply gap
- Facilitate dialogue and consultation with other partners to strengthen provision of ADM, ALS and other learning modes or specialized education programs addressing the needs of children with special needs

C. Local Government Unit

- Ensure supply side availability in the locality particularly on ADM, ALS and other learning programs for children in need of special education
- Lead in the Municipal/City Advisory Committee and include as one of the agenda items during meetings the monitoring of and meeting the supply side requirements of the program including MCCT and education of children with special needs
- Coordinate and collaborate with key partners on supply side on education as well as health as

This Memorandum Circular is issued this day of 20 day of September, 2012 shall take effect immediately.

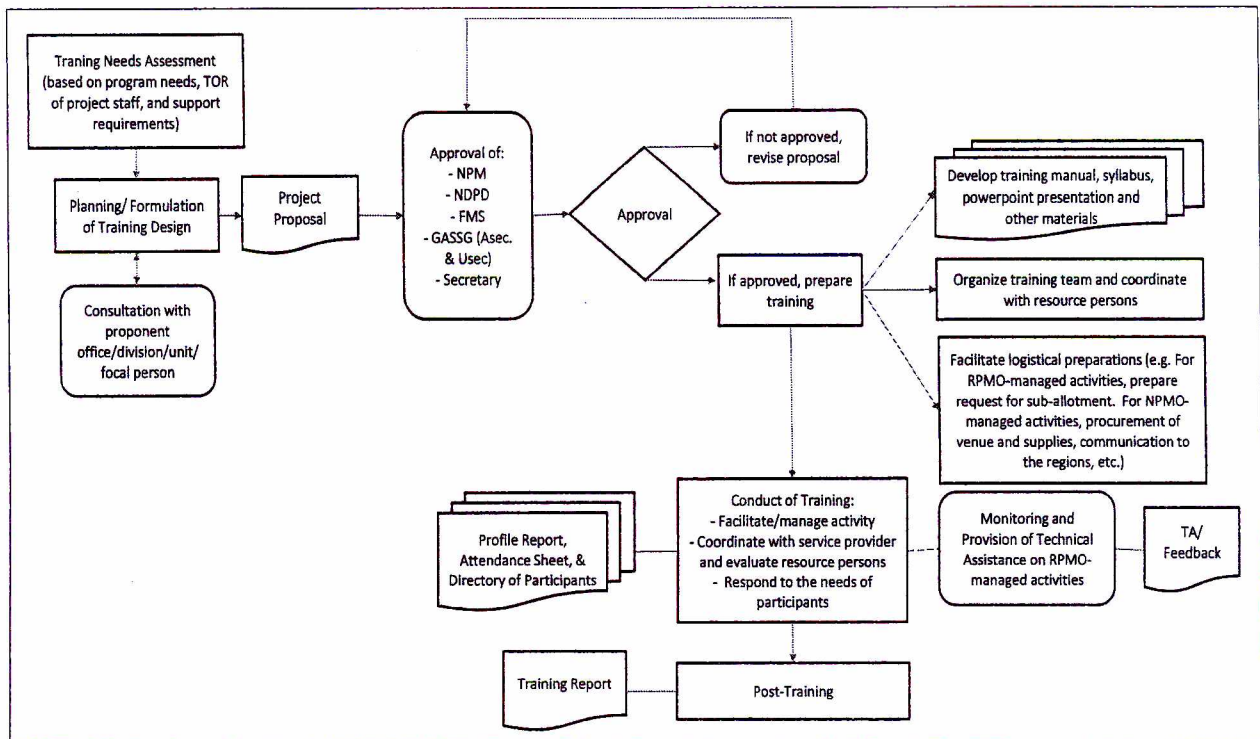

CORAZON JULIANO-SOLIMAN
Secretary


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PANTAWID FAMILYANG PILIPINO PROGRAM
National Project Management Office

CAPABILITY BUILDING UNIT
Processing of Proposals and Procurement

The **Capability Building Unit (CBU)** is responsible for the formulation of the training agenda based on the thrusts and priorities, development of training modules and the conduct of actual training programs to enhance program implementation at all levels. The unit is responsible for facilitating and equipping the program and field implementers, including the partner agencies, with the knowledge and skills they need to ensure the efficient and effective implementation of the program. This unit is also responsible in providing technical assistance to the Field Offices in preparing training materials and prototype materials for the use of program implementers including providing support training activities for the different divisions and units of the NPMO and RPMO.



The above flowchart is the general procedures from the preparation, actual conduct and post implementation of capability-building related activities.

A. Processing of NPMO Capability Building Activities (Processing of Proposals and Procurement)

Activity	Timeline	Output
1. Formulation of Training Design	3-5 working days	Activity Proposal
2. Approval of Activity Proposal <ul style="list-style-type: none"> - Recommending approval as to purpose at NPMO level (initial/signature of CBU, DPM, NPM) - Review of cost parameters and recommending approval as to fund source and availability (initial/signature of SWDRP, FMS Director and Asec for GASSG, Usec for GASSG) - Approving authority (signature of NDPD) 	1-3 working days 5-10 working days 1-3 working days	Approved Activity Proposal
3. Request for sub-allotment and transfer of funds (usually for transportation and per diem) <ul style="list-style-type: none"> - For initial/signature at NPMO level (CBU, DPM, NPM) - Approval of sub-allotment (for initial/signature of SWDRP, FMS Director, Asec for GASSG, Usec for GASSG) - SAA copy (for initial/signature of Budget Unit, FMS Director/Asec for GASSG/Usec for GASSG) 	1-3 working days 3-5 working days 1-3 working days	SAA of NCR, CAR, CARAGA, I-XII
4. Transfer of Funds for ARMM <ul style="list-style-type: none"> - Voucher with supporting documents (for initial/signature of CBU, DPM, NPM) - Finance level (SWDRP, Budget, Accounting, NPMO, Cash) 	1-3 working days 5-10 days (case-to-case basis if ARMM already submitted a liquidation report)	DV for ARMM
5. Procurement of venue through alternative mode (lease of venue)		Notice of award for winning bidder

<ul style="list-style-type: none"> - PR/RIS with supporting documents (CBU, DPM, NPM, SAU, FMS) - For review of documents (Procurement and BAC Secretariat) - Posting - Evaluation of bidders - Notice of Award <p>(procurement of supplies is requested from SAU)</p>	<p>1-3 working days</p> <p>1-3 working days</p> <p>7 calendar days</p> <p>1-2 working days</p> <p>1-2 working days</p>	
Total No. of Days	19-36 working days	

B. Processing of RPMO Capability Building Activities

Per Memorandum for the Secretary and National Project Director with the subject Pantawid Pamilya Financial Plan and Cost Allocations for CY 2012 dated February 28, 2012, training funds shall be centrally-managed which means funds will be downloaded only upon the approval of the NPMO of the activity proposals submitted by the Field Office.

1. Processing of Proposals and SAA

Activity	Timeline	Output
1. RPMO prepares activity proposal and send approved copy to NPMO for review and concurrence.	3-5 working days	Approved Activity Proposal
2. NPMO evaluates proposal and endorse to FMS for sub-allotment or transfer of funds - For initial/signature CBU, DPM, NPM	1-3 working days	Endorsement Memo to FMS and Acknowledgment Memo to Region
3. SWDRP Budget Unit reviews/evaluates the cost computations based on Pantawid cost parameters	5-10 working days	Request for Sub-allotment/ Transfer of Funds
4. Approval of request for sub-allotment/transfer of funds - For initial/signature of SWDRP, FMS Director, Asec for GASSG, Usec for GASSG	1-3 working days	Approved Request for Sub-allotment/Transfer of Funds
5. Budget Division prepares SAA and transfer of funds (DV) - SAA: For initial/signature	1-3 working days	SAA for NCR, CAR, CARAGA, I-XII; DV for ARMM

of-Budget Unit, FMS Director/Asec for GASSG/Usec for GASSG - TOF: : For initial/signature of Budget Unit, Accounting, NPMO, Cash		
Total No. of Days	11-24 working days	

After the region received a copy of SAA, procurement-related activities will already commence. Default mode of procurement which is bidding or shopping is mostly followed by the RPMO.

2. Processing of Realignment/Change of Purpose

Activity	Timeline	Output
1. RPMO prepares request for realignment/change of purpose with attached activity proposal.	3-5 working days	Approved Request for Realignment/Change of Purpose with Attached Activity Proposal
2. FMS or NPMO-SAU receives the request and farm out to appropriate unit for recommendation	1-3 working days	Note re: for review and recommendation
3. If from or to 753, NPMO-CBU evaluates endorse to SAU - For initial/signature CBU	1-3 working days	Note re: recommending approval
4. NPMO-SAU request for approval - For initial/signature of SAU and NPM	1-3 working days	Memo re: Recommending Approval
5. Approval of request for realignment/change of purpose - For initial/signature of SWDRP, FMS Director, Asec for GASSG, Usec for GASSG	1-3 working days	Approved Request for Realignment/Change of Purpose
Total No. of Days	7-17 working days	

After the region received a copy of the realignment/change of purpose, procurement-related activities will already commence. Default mode of procurement which is bidding or shopping is mostly followed by the RPMO.