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IBP ROAD, CONSTITUTION HILLS, Q.C.

MEMORANDUM CIRCULAR NO. 23

Series of 2012

NOV 22 2012

2736

LEGAL SERVICE

RECEIVED BY: FW 8:50am

**Subject : Revised Guidelines on the Adoption of Alternative Delivery 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, 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 infrastructure in highly remote and inaccessible areas, classroom congestion 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 Conditional Cash Transfer (MCCT), 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 does 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 revised guide for the adoption of Alternative Delivery Mode, Alternative Learning Systems and other specialized mode of learning programs as basis of 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 education service providers in the delivery of specialized mode of learnings recognized under the program

III. Scope and Coverage

The Implementing Procedures for the adoption of Alternative Delivery Modes and other specialized modes of learning provide and specify the mechanics its inclusion into the compliance monitoring procedures of the Pantawid Pamilya. All existing sets and the future sets of both regular and modified CCT shall be covered by this policy.

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. The adoption of alternative delivery modes of learning will require necessary enhancement in the existing IT system and 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 recognized for Compliance Verification System (CVS) in the Pantawid Pamilya Program:

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.

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 an alternative mode of intervention that is practical, doable and cost-effective service fit to poor rural communities experiencing problems in setting up center-based services. SNP sessions can be held in an open suitable for the conduct of informal early learning activities through play.

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.

This is strategy for local government units to respond to the early learning needs of children 2-4 years old who are not able to avail of ECCD center-based services. This is to provide children with early learning opportunities to develop throughout his/her early childhood.

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

Priority areas for SNP implementation are:

- Communities without ECCD center-based services.
- Communities with ECCD center-based services but cannot accommodate all children 2-4 years old in the area.

2) Special Education and Other Learning/Therapeutic Programs for Children with Disabilities

Special Education (SpEd) is a facility-based education of persons who are physically, mentally, emotionally, socially or culturally different such that they require modification of school practices/services to develop them to their maximum capacity. SPED education provides distinct services, facilities, curricula, modes and significantly higher or lower than the average or norm, on the basis of which special treatments is called for. This is usually five days a week – 3 days in school and 2 days in special education.

Special education program for children with disabilities shall be included as additional form of Alternative Delivery Mode of Learnings in the Pantawid Pamilya Program. This 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

MISOSA may 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.

Classes may be conducted 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 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. For the attendance monitoring of the beneficiaries in Pantawid Pamilya 85% of the total number of class a month will be the basis of compliance for this mode.

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. The teacher implementers will monitor 85% of the regular classes executed inside the classroom as well and the individual sessions done outside. Individual sessions are done specially for the Program Leaders or the top students who serves as Teacher's Aide.

3) Open High School Program – 85% Compliance to Learning Contract

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.

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 is depending on the learning contract signed and agreed by the student and the teacher. The contract basically includes the number of days the student will go to school for supervision and submission of completed modules.

With the inclusion of students from the OHSP to the Pantawid, compliance must be based on the 85% fulfillment of the learning contract.

B. Alternative Learning System - 85% attendance based on scheduled classes

To monitor the development of the students enrolled in the ALS program, attendance and progress on the Learners' portfolio is checked by the teachers. There is a minimum of four (4) ALS sessions done in a month. The instructor shall monitor 85% attendance of the total ALS sessions and the completion of the Learner's Portfolio.

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

The SNP is executed 3-5 hours every day by an SNP worker in a safe and spacious place where children in a community of the age range 2-4 years can be able to participate in play and informal learning activities. The SNP worker must monitor at least 85% attendance of the children beneficiaries for the monitoring month.

D. Other Learning Programs/Supplementary Education Services – 85% Compliance to scheduled sessions

The adoption of specialized learning program, 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. The teacher or facilitator shall monitor the 85% attendance of students on scheduled classes and special class to compensate the absences incurred.

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 IPD focal in-charge of supply side assessment in the region shall summarize agreements and actions by the RAC particularly on the actions to be provided by the regional DepEd and other learning partners accredited by DepEd and/or the DSWD. The IT design of the Pantawid Pamilyang Pilipino Program shall be modified and adjusted to capture the compliance of children enrolled in alternative modes and shall facilitate the necessary adjustment in the updating module and updating needed by the Library of Schools.

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.

- 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
- Consistently oversee and monitor children in Alternative Delivery Mode, Alternative Learning Systems and other mode of learning for children of Pantawid enrolled in 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 of education as well as health

This Memorandum Circular issued this 16th of November shall take effect immediately.


CORAZON JULIANO-SOLIMAN
 Secretary 

A CERTIFIED COPY:


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