

MEMORANDUM CIRCULARNo. 12
Series of 2023

SUBJECT : GUIDELINES ON THE IMPLEMENTATION OF CASH-FOR-WORK (CFW) PROGRAM FOR LEARNING FACILITATORS, 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)

I. RATIONALE

According to the Asian Development Bank, like in many other countries, the socioeconomic impacts of the Coronavirus Disease 2019 (COVID-19) pandemic in the Philippines were swift and deep, with reports indicating high rates of joblessness, reduction in working hours and earnings, and a rise in risky coping behaviors. In its nationwide mobile phone survey, 70% of the respondents indicated depleting their savings to pay for food, more than 20% reduced the number of meals eaten in a day, and 35% reduced the kinds of food eaten in a day.

Additionally, the country experienced the longest streak of sustained high growth from 2012 to 2019 but the COVID-19 pandemic increased poverty incidence among families to 16 percent in 2020—up by 5.4 percentage points from 2019.¹ The study also highlighted that the poor tended to have lower access to education, which is an important pathway out of poverty. Further, the lower-income groups have lower school attendance rates for all levels of education.

The United Nations Children’s Fund (UNICEF) also said in a report that less than 15 percent of school children in the Philippines, or about three (3) in every 20, cannot read simple texts largely due to the longest schools closure of more than 70 weeks as of the middle of February 2021 caused by the COVID-19 pandemic. In 2019, the World Bank reported that the *learning poverty* in the country was 69.5 percent that drastically increased by 30.4 percent or 90.9 percent in its recent report in June 2022 during this pandemic.

¹ Philippine Institute for Development Studies (PIDS), President Celia M. Reyes, 2019

Per report of the Department of Education (DepEd), for Metros of Davao, Cebu, and Metro Manila only, there are around 146,230 non/struggling readers in grades 1 and 2.

Non-readers are grade school students who demonstrate low word recognition and comprehension; and who have difficulties in reading skills that are unexpected in relation to age, cognitive ability, quantity and quality of instruction, and intervention.

Struggling-readers refer to grade school students with recognition and comprehension level not at par with their grade levels.

This project shall be continuously implemented to address the issues on intergenerational cycle of poverty due to limited income opportunities, low level of literacy, among others.

The KALAHÍ-CIDSS implements the cash-for-work (CFW) as one of the interventions in addressing employment needs of the communities, and in meeting human resource requirements in the pursuit of infrastructure sub-projects to improve access to basic services. Further, the KALAHÍ-CIDSS is anchored on its developmental objectives of empowering the communities through the improved access to basic services such as education, health among others. The proposed CFW, for college students, addresses the impact of COVID-19 on basic education literacy. It mobilizes the college students coming from the vulnerable and indigenous families to render community work/ service to assist basic education students through tutoring to improve literacy skills. The CFW, as a social development intervention, benefits both the members of the communities with gaps in basic education literacy and the college students, belonging to the marginalized, vulnerable and poor, to access temporary employment opportunities to sustain themselves while studying.

To continuously promote and protect the well-being of the poor and address the looming poverty situation and gaps in basic literacy exacerbated by the COVID-19 pandemic, the Department of Social Welfare and Development implements the CFW for college students enrolled and those who were not able to enroll in the State and Local Universities and Colleges (SLUCs). This further alleviates the the *learning poverty* among the public school learners

II. LEGAL BASES

The following are the legal bases for the implementation of the CFW Program:

A. International Instruments

1. **Sustainable Development Goal (SDG) of the United Nations 2030 Agenda on Education.** It provides for an “Inclusive and equitable quality education and promote lifelong learning opportunities for all”;

B. National Instruments/Policies

1. 1987 Constitution of the Philippines

- Article II, Section 13. The State recognizes the vital 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.
- Article II, Section 17. The State shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development.
- Article XIV, Section 1. The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.

2. **Republic Act No. 11639**, otherwise known as “**General Appropriations Act FY 2022**” Volume 118. No. 1, page 284 Item No. 9. It appropriates funds to *Kapit-Bisig Laban Sa Kahirapan Comprehensive and Integrated Delivery of Social Services (KALAHI-CIDSS) Kapangyarihan at Kaunlaran sa Barangay (KKB)* for the provision of CFW for no income or low income families, homeless/street families, returning overseas Filipino workers, indigenous peoples, persons with disabilities, families in conflict-affected communities, and other indigent or individuals/ families in especially difficult circumstances who are vulnerable, at risks or affected by the COVID-19 pandemic;
3. **Republic Act No. 10121**, otherwise known as “**The Philippine Disaster Risk Reduction and Management Act of 2010**”. It is an act strengthening the Philippine disaster risk reduction and management system, providing for the national disaster risk reduction and management framework and institutionalizing the national disaster risk reduction and management (DRRM) plan, appropriating funds therefore and for other purposes;
4. **Republic Act No. 7160**, popularly known as the **Local Government Code of 1991**, created the Local School Board (LSB) in-charge to allocate the Special Education Fund (SEF) to meet the supplementary needs of the local public school system.

C. DSWD Policies/Issuances

1. **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";

2. **DSWD Memorandum Circular No. 04, Series of 2021**, "*Enhanced Guidelines on the Implementation of the Cash and Food-For-Work, Training, and Caring (C/FF/W/T/C) for Disaster Risk Reduction and Management (DRRM)*". This provided a policy direction in implementing C/FF/W/T/C as contributory service interventions for DRRM". Specifically, Sec. IV. Project Beneficiaries identifies the conditions and parameters in selecting the beneficiaries who may participate in the CFW Program;

3. **DSWD Memorandum Circular No. 09, Series of 2023**, "Guidelines on the Implementation of the Community Driven Development (CDD) Approach of the Kapit-Bisig Laban sa Kahirapan Comprehensive and Integrated Delivery of Social Services (KALAHI-CIDSS)". It provides the omnibus procedures for the various modalities in the implementation of the KALAHI-CIDSS program.

D. Other Issuances

1) **Commission on Audit Circular No. 94-013**, "*Rules and Regulations in the Grant, Utilization and Liquidation of Funds Transferred to Implementing Agencies*"; and

2) **Commission on Audit Circular No. 2012-001**, "*Prescribing the Revised Guidelines and Documentary Requirements for Common Government Transactions*".

III. DEFINITION OF TERMS

For purposes of this Memorandum Circular (MC), the following terms are hereby defined, to wit:

1. **Cash-for-Work (CFW)** - for this purpose, it is a cash support in exchange for the following:

- 1.1. **Assistance to parents/guardians of learners** - services/tasks rendered by the parents of the non- or struggling readers elementary students through rendering assistance to their children in the following activities but not limited to: preparing the needs of their children for learning/reading sessions, assisting the after-reading session assignments of their children, and attending parenting sessions and other related activities.
 - 1.2. **Conduct of reading tutorial sessions** - services/tasks rendered by the college students for non-and-struggling readers elementary students, with required number of hours and outputs
2. **Grade School Learners** - shall refer to Elementary pupils who are non-readers or struggling readers per result of Reading Inventory conducted by Department of Education (DepED), currently enrolled in public school, and included in the low income families.
3. **Guidebook on Learning Sessions** - shall refer to the reference material designed to explain how to teach reading among elementary non/struggling readers will be developed in partnership with several stakeholders such as Commission on Higher Education (CHED), Department of Education (DepEd), Civil Society Organization (CSO), and others.
4. **Learning Facilitators** - for this purpose, it shall refer to the 2nd to 4th year college students currently enrolled in State or Local Universities and Colleges (SLUCs) who are screened and endorsed by the Commission on Higher Education (CHED) to the Department of Social Welfare and Development; shall be engaged in the cash for work CFW to render the tutorial sessions, and other activities deemed necessary to achieve the goal of the program. Those 2nd to 4th year college students who have scholarships from (CHED), LGUs, and other sponsors shall not be included in the program
5. **Learning Modules** - shall refer to the reference material to be used during reading sessions appropriate to grade level who are non/struggling with comprehension, phonics, and vocabulary process of decoding and encoding (reading and spelling), fluency, or reading comprehension.

6. **Low Income Families** - shall refer to families whose households live below the poverty threshold of about P12,030 per month for a family of five (5) set by the Philippine Statistics Authority (PSA).
7. **Non-Readers** - this refers to grade school students who demonstrate low word recognition and comprehension; and who have difficulties in reading skills that are unexpected in relation to age, cognitive ability, quantity and quality of instruction, and intervention.²
8. **Sessions with Parents**- shall refer to the series of sessions on Effective Parenting using the existing manual of the Department that covers topics on: understanding myself as a parent, dynamics of Filipino family, challenges on parenting, child development, children's rights, among others.
9. **State / Local Universities and Colleges (S/LUCs)** - refer to any public institution of higher learning that was created by an Act passed by the Congress of the Philippines or Local Government Units (LGUs) Councils. These institutions are fully subsidized by the national government, or by the LGUs.
10. **Struggling-Readers**- shall refer to grade school students with recognition and comprehension level not at par with their grade levels.
11. **Youth Development Workers** - refer to the 2nd to 4th year college students currently enrolled in State or Local Universities and Colleges (SLUCs) who are screened and endorsed by the Commission on Higher Education (CHED) to the Department of Social Welfare and Development; shall be engaged in the cash for work CFW to render the sessions teaching the parents how to teach their children how to read and shall be deployed in monitoring the actual conduct of Learning Sessions in coordination with the LGU staff and school's reading coordinators.

IV. OBJECTIVES

The guidelines aim to provide a policy and program direction in the implementation of the KALAHI-CIDSS KKB-CFW, specifically, it shall:

² https://www.academia.edu/37934120/Reading_Challenges_and_Strategies_of_Non_Readers, Jocelyn Eyorcadas.

1. Provide operational clarity and guidance to program managers, implementers and partner stakeholders in the project management;
2. Assist the concerned officials and personnel of the DSWD Central Office (CO) and Field Offices (FOs') in understanding the scope, mechanisms and strategies in the project management;
3. Define the specific roles and responsibilities of the DSWD and other stakeholders who are engaged in the project implementation; and
4. Establish consistency, appropriateness, correctness, completeness and timeliness of the delivery of the Program.

V. PROJECT DESCRIPTION

The KALAHI-CIDSS KKB-CFW is a community-based program designed to improve the living conditions of low or no income families, solo parents, families with persons with disabilities, and indigenous peoples in especially difficult circumstances who are vulnerable, at risks, or affected by the COVID-19 pandemic.

As the KALAHI-CIDSS commits to improve access to basic services such as education, it diversifies its interventions beyond building infrastructure to address the most pressing impact of the COVID-19 of decreasing basic education literacy amongst public school learners. The lack of face-to-face supervision of the learning process for the learners had resulted in difficulty in terms of functional, even basic, literacy and numeracy skills. This increases the vulnerability of the poor since human capital development is a critical factor in breaking intergenerational poverty among other poor. Through the KALAHI-CIDSS, it brings educators into the community to provide support, through tutoring, to public school learners to improve their literacy and numeracy skills. Further, it provides empowerment among the young people, as part of the core mandate of the KALAHI-CIDSS, to participate in various interventions in addressing societal problems. Further, through the CFW, it allows the college students/ youth to have access to economic opportunities to augment their day-to-day expenses.

The program shall utilize **cash for work scheme**, as a short term cash support to college students from low income families and/or families of non/struggling readers, in exchange for agreed community works/ services/ tasks rendered.

The program provides temporary income opportunities for qualified 2nd to 4th year college students who are taking up Bachelor of Elementary Education (BEEd) and other allied courses in the SLUCs not limited to social/behavioral

courses from low income families enrolled in the S/LUCs who shall be deployed as learning facilitators during the 20-day learning sessions. The learning facilitators will be required to render a maximum of 8 hours learning sessions per day. The learning facilitators shall be remunerated based on existing regional daily minimum wage.

Likewise, the 2nd to 4th year college students from allied courses like BS Social Work, BS Sociology, and BS Anthropology, among other courses who are enrolled, shall be screened and endorsed by CHED to DSWD, for deployment as Youth Development Workers (YDW); and shall be provided with cash for work for 20 days only.

Likewise, the cash support shall also be extended to parents of non/struggling readers who shall assist their children in attending reading sessions, ensure completion of learning sessions and assignments, and participate in parenting sessions, and in other activities as deemed necessary.

VI. GENERAL POLICIES

- The Cash For Work for college students and parents/guardians shall be computed based on the prevailing regional daily minimum wage.
- The Cash For Work shall be provided to college students from low income families, solo parents, families with persons with disabilities, and indigenous peoples, and living below the poverty threshold shall be given priority . A minimum of one (1) and a maximum of three (3) children currently enrolled as 2nd to 4th year college students per family shall be the program beneficiaries.
- The 2nd to 4th year college students who are enrolled shall be deployed as Learning Facilitators and Youth Development Workers (YDW) shall be provided with cash for work for 20 consecutive days during school break of elementary and college students.
- The ratio of learning facilitators to non/struggling readers is 1:10. This is so the facilitator can better manage each session and for more focused learning among the non/struggling readers.
- The learning sessions shall be held in 20 consecutive weekdays.

VII. PROJECT SCOPE AND BENEFICIARIES

A. Program Scope

The Program shall be implemented nationwide in cities and municipalities

except the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) with high incidence of non/struggling readers elementary students duly endorsed by the Department of Education (DepEd).

B. Program Beneficiaries

The program beneficiaries are the following:

- b.1.) 2nd to 4th Year College Students from low income families
- b.2.) Parents/guardians of non/struggling readers elementary students
- b.3.) Non/struggling readers elementary students

C. Eligibility Criteria

<i>Type of Beneficiary</i>	<i>Criteria</i>
Learning Facilitators	<ul style="list-style-type: none"> • Those listed in the database of DSWD - National Household Targeting System specifically Listahan 3 and other unified targeting systems categorized as poor families of solo parents, families with persons with disabilities, and indigenous peoples, and living below the poverty threshold shall be given priority. • Not a recipient of any scholarship program from the government and private institutions among others. • 2nd to 4th year college students currently enrolled in Bachelor in Elementary Education and other allied courses in the SLUCs not limited to social/behavioral courses. • The College Students who are rendering tutorial sessions under the University/College Community Extension Program shall be included as beneficiaries of the program.
Families of non/struggling readers elementary students	<ul style="list-style-type: none"> • Those families listed in the database of DSWD - National Household Targeting

	<ul style="list-style-type: none"> ● System, specifically Listahan 3 and other unified targeting systems categorized as poor families. ● The families of Pantawid beneficiaries who are in the list of non-readers may be included in the learning sessions and shall be entitled to cash for work assistance. ● Parents/guardians or any member of the family who are willing to render service at least 2 hours per day during the duration of sessions with parents and other learning sessions.
<p>Non/struggling readers elementary students</p>	<ul style="list-style-type: none"> ● Elementary students who are included in the List of non/struggling readers endorsed by the Department of Education will benefit from the reading lessons to improve their word recognition, comprehension and reading skills in relation to age, cognitive ability, quantity and quality of instruction, and intervention ● Elementary students who are not currently included in the school reading program.
<p>Youth Development Workers</p>	<ul style="list-style-type: none"> ● Those listed in the database of DSWD - National Household Targeting System specifically Listahan 3 and other unified targeting system categorized as poor families ● 2nd to 4th year college students taking up Bachelor of Science in Social Work, or other allied courses who are currently enrolled in S/LUCs

D. Work Duration and Cost

The Cash For Work to be provided to the college students and parents/guardians of elementary students shall be computed based on the prevailing regional non-agriculture daily wage rates.

Type of Beneficiary	Costs	Tasks
<p>Learning Facilitators</p>	<p>Shall be provided with cash assistance in the form of Cash For Work amounting to 100% of Regional Daily Minimum wage for a total of 20 days</p>	<ul style="list-style-type: none"> ● Attend capacity building on teaching non/struggling readers how to read ● Conduct learning sessions for non/struggling readers for a maximum of twenty (20) consecutive days following the recommended learning modules for non/struggling readers ● Signed commitment contract stipulating their roles and responsibilities in the project ● Submit attendance sheet of non/struggling readers
<p>Families of non/struggling readers elementary students</p>	<p>Shall be provided with cash assistance through Cash for Work limited to Php 235/day/session multiplied by the total number of 20 sessions attended/services rendered. The rate is half of the regional minimum wage due to budgetary constraints in the pilot implementation year subject to adjustment in subsequent</p>	<ul style="list-style-type: none"> ● Attend capacity building on teaching their children how to read ● Attend 20 days consecutive sessions on parenting and teaching their children how to read ● Signed commitment contract stipulating their roles and responsibilities in the project ● Submit necessary documents for the payment of Cash For Work ● Sign the attendance sheet to be provided by the YDW

	year/s as maybe necessary on review.	
Non/struggling readers elementary students	Shall be accessed to existing services of the Department or other service providers as deemed necessary.	<ul style="list-style-type: none"> Attend 20 consecutive days learning sessions on reading
Youth Development Workers (YDW)	Shall be provided with cash assistance in the form of Cash For Work amounting to 100% of Regional Daily Minimum wage for a total of 20 days.	<ul style="list-style-type: none"> Attend capacity building on teaching the parents how to teach their children how to read Conduct 20 days consecutive sessions with parent Signed commitment contract stipulating their roles and responsibilities in the project Submit necessary documents for the payment of Cash For Work Submit monitoring report to the DSWD Regional Office Coordinate with LGUs and school coordinators for the implementation of sessions with parents and other activities

E. Operating and Administrative Cost

All operational costs such as but not limited to project orientation with partners and beneficiaries, capacity building of project implementers, learning facilitators and youth development workers, conduct of Learning Sessions and session with parents, as well as Project Team Meetings and Program Review and Evaluation, production and advocacy and IEC materials, are also included in the Work and Financial Plan and this Guideline.

Further, all administrative costs but not limited to the:

1. Hiring of personnel, purchase of supplies/advocacy materials /t-shirts,
2. Honoraria for resource persons/consultant,
3. Provision of communication and transportation allowance for staff

The aforementioned requirements are deemed needed to ensure proper project implementation.

VIII. IMPLEMENTATION MECHANISM

The project implementation shall be anchored on the direct implementation of the DSWD FOs in close coordination and/ or partnership with LGUs.

A. Pre-implementation Stage

1. Selection of Target Areas

- a) All cities/ municipalities with low income families with at least one (1) and/or maximum of three (3) members currently enrolled as 2nd to 4th year college students preferably taking up Bachelor Elementary Education in the S/LUCs or college student individuals not limited to social/behavioral courses in especially difficult circumstances, provided by the NHTO specifically Listahan 3 and other Unified Targeting System shall be covered/ included in the targeting for the project.

- b) All areas identified by the Department of Education (DepEd) with high incidence of pupils or students in basic education who are non-readers or struggling readers will be prioritized for the learning sessions.

2. University/College Community Extension Service Engagement

- a) The DSWD in coordination with CHED DepEd shall meet the heads of the S/LUCs to discuss the Program objectives, design, roles and responsibilities of each party in the implementation of the Program;
- b) The S/LUCs shall convene the college students who will engage in the Program and, together with the DSWD, orient them on their primary responsibilities in the implementation of the tutorial services to the non-struggling readers. The orientation on the modules on tutorials shall be done by the Department of Education (DepEd); and
- c) To formalize the engagement of the DSWD, DepEd, and CHED shall forge a Memorandum of Agreement (MOA) clearly stipulating each party's roles and responsibilities.

3. LGU Engagement

- a) The DSWD-FOs shall convene, either virtually or face-to-face, the LGUs for an orientation. The orientation shall include, but is not limited to, a discussion on the objectives, design, criteria for the selection of beneficiaries, implementation processes, monitoring and evaluation, assessment requirements and reporting system of the program.

- b) To formalize the engagement, the LGUs shall submit a Letter of Intent signed by the Local Chief Executive (LCE), signifying intent/ willingness to take part in the implementation, monitoring and evaluation of the CFW program. However, should the mode of payment be through fund transfer to LGU, a Memorandum of Agreement shall be entered into by and between the DSWD and the LGU, provided the LGU should not have any unliquidated funds based on the required per program liquidation.
- c) In cases where the LGU does not have an existing Data Sharing Agreement with the DSWD FO, the same shall be secured following the procedures of the National Household Targeting System for Poverty Reduction within the DSWD FO. On the other hand, the LGU may opt to submit its list of poor families with at least one (1) member who are currently enrolled as 2nd to 4th year college students in the S/LUCs for inclusion and subject to cross-matching with the list of the DSWD-NHT System.

After the cross-matching at the DSWD FO, the list shall be returned to the LGU for the subsequent activities per the implementation of the CFW program.

4. ***Menu of activities to be undertaken.*** The scope of work/ service/ task, and volume of workload shall be fair and appropriate for the project beneficiaries, and shall not compromise their academic activities and requirements.

For purposes of this MC, the type of activities are as follows:

- Conduct of tutorial services in public schools with non/struggling readers. The learners have been affected by the impact of COVID-19 in the education sector where the adoption of virtual/ digital learning made it difficult for a conducive learning environment. This will be in

coordination with the Department of Education and Commission on Higher Education (CHED), and LGUs;

- Assistance/supervision by the parents of the non/struggling readers by assisting their children in reading sessions and other activities to ensure their children's attendance and participation, including attendance to parenting sessions.

5. Preparation and submission of project proposal.

- a) The Field Office (FO) shall prepare the project proposal, together with the list of project beneficiaries duly validated as eligible and approved by the DSWD FO Regional Director (RD) as an integral attachment of the project proposal. It shall have the following signatories:

- (1) Any Technical Staff (as assigned/ designated by the Regional Director) as reviewed;
- (2) Assistant Regional Director for Operations as recommending approval; and
- (3) RD of the FO as approving officer.

- b) The proposal shall indicate the measures to ensure minimum health protocols are complied with, and safeguards installed to maintain the integrity of the environment and respect for the rights of the beneficiaries, persons with disabilities, indigenous peoples, among others.

- 6. Issuance of Notice of Approval.** The FO shall issue a Notice of Approval to the Letter of Intent provided by the LGUs.,

B. Implementation Stage

- 1. **Organization and orientation of the beneficiaries.** Upon approval of the Letter of Intent, the LGU shall commence the CFW. Prior to the start of the CFW, the LGU shall ensure that the project beneficiaries are properly oriented on the nature of

the program, on the minimum health protocols and other considerations necessary for the smooth implementation of the CFW.

2. **Actual conduct of the activities by the project beneficiaries under the direct supervision of the LGU.** The LGU shall ensure that minimum health protocols are complied with and the well-being and safety of the project beneficiaries and other stakeholders involved, are guaranteed.
3. **Monitoring of Activities.** Close monitoring of the learning sessions shall be conducted by the DSWD project focal, Youth Development Workers, and the LGU-assigned staff during the weekly sessions. At the end of the 20-day consecutive learning sessions the DSWD Field Office shall submit a Monitoring Report to the DSWD Secretary copy furnishing the Undersecretary for Innovations.

3.1. Photo-documentation prior, during and after the conduct of the activities. The LGU shall document the proceedings of the CFW, capturing the activities of the areas identified for CFW before, during and after.

3.2. Recording and monitoring of the attendance of the beneficiaries. During the conduct of CFW, the LGUs and other partners, wherever the project beneficiaries are stationed/ deployed, shall capture the daily attendance of the project beneficiaries and monitor their progress within the day. The LGU representative shall sign the DTR of the tutor. Further, the beneficiaries shall be required to accomplish and submit a simplified form to gather their feedback on how the program has helped them.

4. **Preparation of documentary requirements.** In processing the payroll for the rendered services, the LGU shall prepare and submit the following to the FO:

- a) **Cash Assistance Payroll.** In cases where the project beneficiaries are not able to claim the cash assistance, an authorization letter together with a photocopy of valid identification cards shall be submitted. The beneficiaries may claim within 15 days after the pay-out schedule.
- b) **Daily Time Record** for each project beneficiary.
5. **Release of assistance to the project beneficiary.** Upon approval of the documentary requirements of the LGU, the FO shall arrange the payout schedule with the assistance of the LGU in coordinating with project beneficiaries and the provision of logistical and administrative support during the payout. Direct payment through Special Disbursing Officers of the FOs (as prescribed by DSWD Administrative Order (AO) No. 13, Series of 2021) is recommended. Further, the FO may explore other modes of payment which include but are not limited to, the following:
1. Direct Electronic Payment (DEP) Scheme or Transfer-Distribute-Liquidate (TDL) Scheme with existing program beneficiaries³ (following the Commission on Audit Circular (COA) Circular No. 2021-014);
 2. Fund transfer to LGUs (following COA Nos. 2012-001, and 94-013);
 3. Other financial service providers; and
 4. Others, as deemed applicable.
6. **Fund Liquidation.** Upon completion of the payout, the FO shall liquidate the funds as prescribed by the DSWD AO No. 13, Series of 2021, Commission on Audit Circular Nos. 94-013, and 2012-001.

³ This is one of the modes of payment by the DSWD in the release of its grants to the beneficiaries in which the recommended and approved grants per eligible beneficiary are directly credited to the DSWD existing program beneficiaries' active cash cards, i.e., the beneficiaries of the Pantawid Pamilyang Pilipino Program. Direct Electronic Payment (DEP) or Transfer-Distribute-Liquidate (TDL) refers to an e-payment scheme where the payments are made by the government entity itself, using the intermediary's technology or infrastructure.

C. Post-Implementation Stage

1. The Project Review and Appraisal Workshop shall be conducted to determine the success stories, best practices, hindering and facilitating factors, as well as recommendations/suggestions to further improve the project.
2. **Submission of the Completion Report of LGU to DSWD FO.** The LGU shall submit a Completion Report to the DSWD FOs, which may include but is not limited to: LGU profile, demographic characteristics of the project beneficiaries, the project description of the work provided to them, scope of work, physical and financial accomplishments, photo documentation. The report shall include learning facilitators' testimonies on how the program has helped their college education through the cash-for-work scheme. The report shall also capture the improvements on the reading skills of the grade 1 elementary pupils, including testimonies of non/struggling readers, parents and their teachers in school. The report shall be submitted to the Regional Program Management Office (RPMO) within 15 days after the conduct of the payout to the project beneficiaries.
3. **Submission of Consolidated Completion Report of RPMO to National Program Management Office (NPMO).** The RPMO shall submit a consolidated Completion Report to the NPMO 15 days upon receipt of the Completion Report.
4. **Submission of Accomplishment Report of NPMO to the Office of the Secretary.** The NPMO shall submit an Accomplishment Report to the Office of the Secretary on the proceedings of the implementation and policy recommendations in providing developmental interventions for the project beneficiaries. The report shall be submitted 15 days upon receipt of the Completion Reports from all DSWD FOs.

IX. INSTITUTIONAL ARRANGEMENT

The following are the tasks/functions of the Offices and Bureaus, led by the members of the TWG:

1. DSWD Central Office

1.1. Social Technology Bureau

- Lead in the Pilot testing of the Program
- Formulate project design and guidelines based on problem and stakeholders analysis, and review of related literature.
- Assist the KALAHI-CIDSS, as the source of funds, in the preparation of the Work and Financial Plan for CY 2023-2024.
- Assist in the preparation of the Project Proposal for the pilot implementation of the project.
- Conduct consultation with stakeholders and sectors for the conceptualization, designing, and pilot testing, including monitoring and evaluation.
- Formulate a Memorandum of Agreement with Partner Agencies.
- Design/layout Social and Behavior Change Communication (SBCC) Materials ready for publication/dissemination for the target sector such as:
 - Digital learning materials for the conduct of sessions with parents
 - Guidebook for Learning Facilitator
 - Project briefer
 - Audio Visual Presentations
- Lead the capacity-building activities for the target beneficiaries prior to deployment in identified areas.
- Provide lead role in the program management, implementation and monitoring
- Provide technical assistance to the Field Offices relative to the implementation, disbursement and utilization of funds
- Conduct Project Implementation Review and Appraisal Workshop.
- Conduct Orientation with the Department of Education and Local Government Units on the project implementation
- Submit a full pilot implementation report including fund utilization and liquidation
- Package and submit project portfolio.
- Act as Secretariat of the Technical Working Group (TWG).

1.2. Program Management Bureau

- Co-lead in the implementation and monitoring of the project.
- Assist in the coordination with the Department of Education, Commission on Higher Education, Local Government Units, and other stakeholders.
- Lead the arrangement of the schedule of payout with the assistance of Local Government Units project sites.
- Assist in the conduct of the selection of beneficiaries following the criteria indicated in the project design and guidelines in coordination with the DepEd, LUCs, and LGUs.
- Assist in the preparation and submission of monthly monitoring reports on the implementation of the project.
- Allocate funds for the implementation of the project as deemed necessary.
- Provide assistive role in the program management, implementation and monitoring
- Assist in the Provision of technical assistance to the Field Offices relative to the implementation, disbursement and utilization of funds
- Conduct Project Implementation Review and Appraisal Workshop.
- Conduct Orientation with the Department of Education and Local Government Units on the project implementation
- Assist in the submission of a full pilot implementation report including fund utilization and liquidation

1.3. KALAHI-CIDSS NPMO

- Provide funding allocation for the Cash For Work component of the program.
- Prepare project/ activity proposal and other financial documents/requirements for the Cash for Work component.
- Attend the TWG meetings and other activities during the pre, actual and post-implementation of the Program.
- Assist in the Memorandum of Agreement signing activity with partner agencies.
- Assist in the documentation of the project in partnership with STB and PMB, being the lead and co-lead respectively.
- Assist in the conduct of Orientation with the Department of Education and Local Government Units on the project implementation; and
- Assist in the conduct of program documentation and evaluation.

1.4. **Social Marketing Service**

- Lead in the development of social behavior change communication (SBCC) plan and materials development.
- Lead the launching of the project.
- Lead the media relations, promotion, and marketing of the project.
- Provide technical assistance and support in the development and implementation of the program's communication plan and promotional advocacy materials.

1.5. **National Household Targeting**

- Provide assistance in the generation of list and information of the potential beneficiaries
- Provide technical assistance in the generation of needed information on the project beneficiaries

2. **DSWD Field Office National Capital Region**

2.1. **Protective Services Division**

- Designate a focal person to lead in the implementation and monitoring of the project.
- Submit a Project Proposal based on the approved Project Work and Financial Plan for the fiscal year.
- Designate staff and Special Disbursing Officer (SDO) for the Cash for Work scheme and other activities
- Receives endorsement of grade school learners from the Department of Education (DepEd).
- Lead the assessment/ matching of the college students and grade school learners
- Supervise the Youth Development Workers (YDW) who will be deployed to assist in the conduct of monitor and coordinating the conduct of learning sessions with schools and LGUs
- Determine the schedule and venue of tutorial sessions in coordination with LGUs and schools.
- Lead in the provision of necessary assistance to the families of the project beneficiaries
- Facilitate the conduct of the payout activities in coordination with STB and PMB, as the lead and co-lead respectively.
- Tap the assistance of the Local Government Unit project site for the coordination with project beneficiaries and for the provision of logistical and administrative support during the payout.
- Convene, either virtually or face-to-face, with the Local Government Units, for an orientation of the Cash-for-Work component of the program.

- Submit an Accomplishment Report of the Cash for Work component for consolidation of the TWG. The report shall contain the total number of 2nd to 4th-year college students, the amount provided to the learning facilitators, etc.
- Provide appropriate assistance to children exhibiting learning difficulties as deemed necessary
- Submit monthly implementation and monitoring reports to STU.

2.2. Social Technology Unit

- Designate a focal person to lead the program implementation including but not limited to the orientation on Learning Toolkit/Guidebook with CHED, DepED, and other stakeholders.
- Assist in the project documentation and evaluation.
- Provide technical assistance to project implementers.
- Consolidate report for submission to the Social Technology Bureau.

2.3. Social Marketing Unit

- Provide assistance in the launching of the project.
- Provide technical assistance and support in the development and implementation of the program's communication plan and promotional advocacy materials.
- Provide support in the promotion and implementation of the project.

X. GRIEVANCE AND REDRESS MECHANISM:

The program shall adopt the Grievance Redress System (GRS) of the program and other existing GRS at the provincial, city, municipal and barangay levels. This shall apply to any complaints, problems, or issues that arise as a result of the program implementation, such as but not limited to: (i) misappropriation of funds and allegations of corruption; (ii) inappropriate intervention by outside parties (in making decisions and determining allocations), and other related matters; (iii) violations of project policies, principles, or procedures; and (iv) other related GRS concerns.

1. Filing of Grievance. It can be done through any levels of the DSWD structure and/or existing GRS structure at the provincial, city, municipal, and barangay levels to national levels using any of the following means:

- a) Verbal narration from walk-in complaints at NPMO, RPMO and grievance volunteers at covered areas;
- b) Letter addressed to DSWD Central Office (Batasan Complex, Constitution Hill) or DSWD FOs;
- c) Phone calls: 8931-8101 to 07 or e-mail: inquiry@dswd.gov.ph
- d) Grievance boxes;
- e) Complaint centers such as 8888 Citizen’s Complaint Center; and
- f) Other modes of GRS of the DSWD including but not limited to Agency Operation Center and other established reporting of complaints.

Modes of Filing Grievance:

Levels	Mechanism of Filing Grievance
At the barangay level	<ul style="list-style-type: none"> ● Existing GRS at the barangay level shall be adopted, i.e., suggestion / grievance boxes, and other online platforms.
At the city/municipal level	<ul style="list-style-type: none"> ● Existing GRS at the city/municipal level shall be adopted, i.e., suggestion / grievance boxes, and other online platforms; and/or ● Through the partner Local Social Welfare and Development Office (LSWDO).
At the provincial level	<ul style="list-style-type: none"> ● Existing GRS at the city/municipal level shall be adopted, i.e., suggestion / grievance boxes, and other online platforms; and/or ● Through the partner Provincial Social Welfare and Development Office (PSWDO).
At the regional level	<ul style="list-style-type: none"> ● Existing GRS of the DSWD Field Office shall be adopted, i.e., suggestion / grievance boxes, and other online platforms; and ● Regional Complaint Center.
At the national level	<ul style="list-style-type: none"> ● Existing GRS of the DSWD Central Office shall be adopted, i.e., suggestion / grievance boxes, and other online platforms; ● 8888 Citizens’ Complaint Center of the Office of the President.

D. Processing Grievance and Complaints.

1. Operating hours:

- a) All grievances can be filed at any time of any day but those sent on weekends and holidays shall be answered on the next working day after the weekend or holiday.
- b) All grievances received after six (6) p.m. working hours shall be answered on the next working hour of the next working day.

2. Period to take action:

- a) All grievances shall be responded to within 72 hours from receipt of complaint.
- b) The received grievance shall be resolved within the following prescribed periods:
 - Simple grievance - 72 hours from receipt;
 - Complex Grievance – seven (7) days from receipt; and
 - Highly technical - 20 days from receipt.
- c) The resolution shall follow R.A. No. 11032, “An Act promoting Ease of Doing Business and Efficient Delivery of Government Services”, amending for the purpose R.A. No. 9485, otherwise known as the “Anti-Red Tape Act of 2007, and for other Purposes”.

XI. FUNDING SOURCE

All necessary operational and administrative costs are charged against the approved General Appropriations Act of the *KALAHI-CIDSS - KKB for the fiscal year*.

XII SUPPLEMENTAL GUIDELINES

Supplemental guidelines for the implementation of this MC shall be formulated in accordance with relevant laws, rules, and regulations, as deemed necessary, to include addressing immediately any issues and concerns that may arise during the implementation of this MC, such as but is not limited to, the inclusion of a special provision in the succeeding GAA and/or into the agreements to be entered into by the DSWD through the KALAHI-CIDSS, it is deemed necessary to issue supplemental guidelines relative to this. Hence, the supplemental guidelines shall be provided.

XIII SEPARABILITY CLAUSE

The DSWD CO and FOs through the KALAHI-CIDSS NPMO and/or implementing RPMOs and designated Division, shall ensure that these guidelines are well-understood and properly implemented by the program staff at all levels to ensure that the core program principles, and all program policies and relevant laws, are observed and complied with while ensuring smooth program implementation.

In the event that any provision of this MC is declared unconstitutional by the competent authority, the validity of the other provisions shall remain in full force and not be affected by such declaration.

XIV REPEALING CLAUSE

All previous issuances contrary to or inconsistent with the guidelines are hereby repealed, modified, or amended accordingly.

XV EFFECTIVITY

This MC shall take effect immediately upon approval and shall remain in full force and effect until repealed.

Signed on the 214 day of JUNE 2023, in Quezon City.

Certified True Copy

MYRNA H. REYES
OIC-Division Chief
Records and Archives Mgt. Division
23 JUN 2023


REX GATCHALIAN
Secretary

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97251, GUIDELINES ON THE IMPLEMENTATION OF CASH-FOR-WORK (CFW) PROGRAM FOR LEARNING FACILITATORS, 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)