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GUIDELINES FOR THE IMPLEMENTATION OF TARA, BASA! TUTORING PROGRAM

I. RATIONALE

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

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

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

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

¹ ADB, *Poverty in the Philippines: Causes, Constraints, and Opportunities*, (Mandaluyong City, ADB, 2009) 20-21

² DSWD, Memorandum Circular No. 16 Series of 2022

to nation building or the general welfare and the betterment of life for the members of the community.

The Tara, Basa! Tutoring Program, is a three-pronged approach of social welfare model of intervention catering to three beneficiaries: 1) the college students who will be beneficiaries of cash for work (CFW); 2) the parents/guardian of the learners who are poor; and 3) the learners to be tutored by poor but trained college students from State/Local Universities and Colleges (S/LUCs).

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

The Program introduces the *Nanay Tatay Teacher Modules* which emphasizes the roles and responsibilities of parents/guardians in establishing strong relationships with their children and guiding them in their education.

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

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

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

On this premise and as prescribed in DSWD Administrative Order No.14, Series of 2018, this guideline enumerates the institutionalization mechanisms program objectives, components, duties, implementation processes, as well as responsibilities of the DSWD Central and Regional Offices, State/Local Universities and Colleges (S/LUCs), Department of Education (DepEd) and its DepEd School Division Offices (SDOs), Local Government Units (LGUs), and partner Non-Government Organizations (NGOs), to ensure proper institutionalization and/or implementation of the Program to expansion areas.

II. LEGAL BASES

A. International Instruments

- The Sustainable Development Goal (SDG) of the United Nations 2030 Agenda on Education**, No.1 provides ending poverty in all its forms everywhere and Goal No. 4 states inclusive and equitable quality education and promotes lifelong learning opportunities for all.
- Convention on the Rights of the Child, Article 18, item 1** provides State Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

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

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

B. National Instruments/Policies

- a) **The Philippine Constitution, Article II, Section 13,** requires the State to recognize 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.
- b) **Republic Act No. 10931,** otherwise known as the “Universal Access to Tertiary Quality Education Act,” mandates the State to provide adequate funding and other mechanisms to increase the participation rate among all socioeconomic classes in tertiary education, and give priority to students who are academically able and who come from poor families.
- c) **Republic Act No. 7160,** popularly known as the **Local Government Code of 1991,** stipulates the Special Fund maintained in every provincial, city, or municipal treasury shall allocate a Special Education Fund (SEF) intended to meet the supplementary needs of the local public schools.
- d) **Republic Act No. 8044,** otherwise known as the “Youth in Nation Building Act,” stipulates the promotion and protection of the physical, moral, spiritual, intellectual, and social well-being of the youth for them to realize their potential geared towards improving the quality of life.
- e) **Republic Act No. 10173,** otherwise known as the “Data Privacy Act of 2012,” mandates the States to recognize the vital role of information and communications technology in nation-building and its inherent obligation to ensure that personal information in information and communications systems in the government and the private sector are secured and protected.

C. DSWD POLICIES/ISSUANCES

- a) **DSWD Memorandum Circular No. 12, Series of 2023,** Guidelines on the Implementation of Cash-For-Work (CFW) Program for Tutors, Parents of Struggling or Non-Readers and Youth Development Workers (YDWs) 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).

- b) **DSWD Administrative Order No. 07, Series of 2015, Child Protection Policy in the Workplace**, adheres to the paramount consideration of the child's best interest in any programs, and activities that directly and indirectly affect them and in all scenarios which require the special protection of children.
- c) **DSWD Administrative Order No. 14 Series of 2018, Omnibus Guidelines on Social Technology Development**, describes the iterative process of analyzing, designing, testing, and evaluating social welfare and development models of interventions for the poor, marginalized, and disadvantaged sectors.

III. OBJECTIVES

A. The purpose of this Implementation Guidelines is to:

- a) Provide the standard implementation procedures for the institutionalization or implementation of the Program in the Department, in partnership with the Local Government Units (LGUs), S/LUCs, NGAs, and other partner stakeholders such as Non Government Organizations (NGOs) and Faith-Based Organization (FBOs);
- b) Set cost parameters for planning and budgeting;
- c) Set the selection criteria for the implementation sites;
- d) Set forth the selection criteria including requirements, roles, and responsibilities of the tutors, youth development workers, parents, and learners
- e) Identify the duties and responsibilities of DSWD Central Office OBSUs and Field Offices; and
- f) Enumerate the roles and responsibilities of the partner stakeholders including beneficiaries.

B. Program Objectives

The overall objective of the program is to provide socioeconomic opportunities for poor or low income families with college students and elementary students through provision of CFW initiatives while fostering community engagement and educational support.

The specific objectives are as follows:

- a) Aid college students in difficult circumstances (*those experiencing financial crisis, family issues/problems, etc.*) to pursue or complete their studies through provision of CFW;

- b) Engage 2nd to 4th-year college students and capacitate them as tutors for incoming Grade 2 elementary students who are struggling readers or non-readers, or facilitators of Nanay Tatay Teacher Sessions for the parents/guardians of said elementary students;
- c) Increase the involvement, potentials, and capabilities of parents or guardians on care and protection of children; and
- d) Assist the learning institutions in providing tutorial sessions for poor or low income families with elementary students who are struggling readers or non-readers.

C. Results Framework

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

Tara, Basa! Tutoring Program Results Framework



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

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

Assessment/evaluation areas:

- Impact of cash for work in the college completion rate;
- Impact of Tara Basa involvement on the academic resiliency of college students;
- Items where the cash was used by college students;
- Was the cash used as means aside from college completion;
- How is it related to college completion rate;
- Adequacy of the CFW amount provided; and
- Did the CFW provide a sense of financial security?

- 2) **Objective 2:** Engage 2nd to 4th-year college students and capacitate them as tutors for incoming Grade 2 elementary students who are struggling readers or non-readers, or facilitators of Nanay Tatay Teachers Sessions for the parents/guardians of said elementary students.

Assessment/evaluation areas:

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

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

Assessment/evaluation areas:

- Relevance of Nanay Tatay Teacher Modules in strengthening parent-child relationship;
- Self-awareness rating - pre and post assessment among parents before and after attending the Nanay Tatay Teacher Sessions;
- Rating of the modules for tutors and YDWs;

- Rating facilitation skills of YDW;
- Rating tutorial facilitation skills of tutors; and
- Pre and post assessment of parents.

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

Assessment/evaluation areas:

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

IV. COVERAGE AND SCOPE

A. Selection and Prioritization of Implementation Areas

The program will be implemented by the DSWD Field Offices (FOs) using the following criteria for selection and prioritization of target areas:

- a) With high poverty incidence among families;
- b) With high number of college dropout/attrition rate due to financial difficulty;
- c) With high illiteracy rates among children and youth; and
- d) With a high number of struggling readers or non-readers elementary students.

B. Target Beneficiaries

a) Primary Beneficiaries

- 1) 2nd to 4th Year College students who belong to poor or low income families based on the Listahanan database or LGU's assessment.
- 2) Families who are beneficiaries of the Pantawid Pamilyang Pilipino Program with struggling readers or non-readers elementary students and endorsed by DepEd.
- 3) Families who belong to poor or low income families based on the Listahanan database or LGU's assessment with struggling readers or non-readers elementary students and endorsed by DepEd.

- 4) Struggling readers or non-readers who are enrolled in Madrasah⁵ and whose families belong to poor or low income based on the DSWD Listahanan database or LGU's assessment from Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) and other Regions with Muslim beneficiaries, may be included subject to approval of DSWD and endorsement of the Ministry of Social Services and Development (MSSD-BARMM).

b) Secondary Beneficiaries

- 1) The struggling readers or non-readers Grade 1 who are incoming Grade 2 who belong to poor or low-income families, and endorsed by DepEd are the secondary beneficiaries of the program.
- 2) Except in the case of BARMM, other Grade levels may be included based on recommendations of the DepEd, LGU, and approval of the DSWD.

C. Program Components

a) Capability Building Activities for College Students

This activity will capacitate the tutors and YDWs in conducting the sessions for the learners and Nanay-Tatay Teacher sessions for parents. The DSWD shall serve as the Resource Persons (RPs) for the training of the YDWs. Experts from the academe, S/LUCs, DepEd, and other concerned institutions/offices shall serve as the RPs during the training for tutors. The training will be conducted based on the Program's approved training design of the Tara, Basa National Program Management Office (NPMO).

1) Capacity Building for YDWs

The YDWs are required to participate and complete the training to be conducted by DSWD prior to deployment. The topics include facilitation skills and most importantly the objectives, content, activity flow, and session guide of Nanay Tatay Teacher Modules which shall be used when conducting sessions with parents. The said modules were inspired from the Nanay Teacher Parenting Camp Program of Valenzuela City.

⁵An Arabic term for a community-based educational institution that provides basic knowledge in Arabic language and Islam which serves as the first educational experience of a Muslim child where he/she is taught the fundamentals of his/her religious obligations and social responsibilities and privileges.

2) Capacity Building for Tutors

Similarly, the tutors are also required to participate and complete the Training on Enhanced Guidebook for Tutors. The topics include tutorial sessions' objectives coverage, content, methodology, and strategies among others. Likewise, the Tutors shall be trained on the prescribed assessment tools by DepEd and academic experts to assess the reading proficiencies of the learners they handled.

b) Knowledge Products

1) Enhanced Nanay-Tatay Teacher Modules for YDWs

The DSWD formulated the *Enhanced Nanay-Tatay Teacher Modules* which shall be used by the YDWs as a guide in conducting the 20 days sessions with parents or guardians. The module covers self-awareness, communication with children, nurturing good behavior of children, and duties and responsibilities on the educational needs of the children. It is a strategy that the parents or guardians will also sustain the tutoring sessions of their children after the 20 days tutorial sessions ended.

2) Enhanced Nanay-Tatay Teacher Modules for Parents or Guardians

The parents of learners from elementary schools and Madrasahs shall be provided with the copy of *Enhanced Nanay Tatay Teacher Modules* developed by DSWD. The modules outline the roles and responsibilities of the YDWs as well as topics to be discussed during the 20-days sessions.

3) Enhanced Guidebook for Tutors

It is the reference material developed in partnership with academic experts. It is designed for a 20-day tutorial session for incoming Grade 2 learners/students. The Guidebook has two (2) parts, the first part is the Filipino Lessons, as young learners need to learn how to read through a language they are familiar with.

Fundamental reading skills that are taught in a language the children understand are transferable to another language. Learning to read in a language that a child understands can make the process more engaging, enjoyable, and meaningful.

The second part of the Guidebook is English Lessons. The English language is an important tool for learning and medium of communication that learners need to master to move to the next grade level successfully.

4) Workbook for Learners

The *Workbook for Learners* shall be provided to the learners to be used during the Learning Sessions. The tutors shall guide the learners how to answer the activities indicated in the Workbook.

c) Tara Basa Sessions for Grade School Learners

The Tara Basa or Learning Sessions shall be conducted during school break of public elementary schools, for 20 days from Monday to Friday, or other schedule as agreed upon by the DSWD/MSSD, DepEd, S/LUCs, LGUs, parents, tutors, and YDWs.

In the case of BARMM, some sessions may be held in Madrasas from Sunday to Thursday, taking into account religious observance, as Friday holds significant importance for worship.

d) Nanay Tatay Teacher Sessions

While the learners are attending the reading sessions, their parents or guardians of grade school learners shall be provided with sessions using the Tatay-Nanay Teacher Modules, to sustain the learning intervention for their children after the completion of 20 days.

e) Cash For Work (CFW)

The college students who shall be deployed as tutors or YDWs shall be provided with CFW as follows:

1) Tutors

The tutors shall be provided one (1) full day's CFW assistance following the approved regional daily minimum wage for non agriculture, for every Learning Session conducted, with minimum of 2 hours and maximum of 3 hours per session, for a span of twenty (20) days or as prescribed by the Department.

2) Youth Development Workers (YDW)

The YDW shall be provided one (1) full day's CFW assistance following the prescribed regional daily minimum wage for non-agriculture for every daily Nanay-Tatay Teacher session conducted with parents or guardians, minimum of 2 hours and maximum of 3 hours, for a period of (20) days or as prescribed by the Department.

3) Parents or Guardians of Grade School Learners and Parents of Learners Enrolled in Madrasah

The parents or guardians of non readers or struggling readers shall be provided with Cash For Work following the approved Cost Parameter (see Annex 2) and subject to availability of funds.

f) Referral services for eye screening and provision of reading glasses for Learners

The learners with poor eyesight shall be accessed to partner NGOs and private institutions for free eye screening services and provision of reading glasses.

V. DEFINITION OF TERMS

The following are terminologies and acronyms used in this Guidelines, to wit:

- A. **Cash For Work (CFW)** - for this purpose, is a form of cash support in exchange for any of the following:
 - a. **Facilitation of Nanay Tatay Teacher sessions** - refers to the Nanay Tatay Teacher sessions facilitated or conducted by the YDW among parents or guardians, for a minimum of 2 hours and maximum of 3 hours, in a span of 20 days.
 - b. **Attendance on the Nanay Tatay Teacher Sessions** - refers to the sessions attended by the parents or guardians conducted by YDWs. This is given to the parents or guardians as a support for the educational needs of their children.
 - c. **Conduct of learning sessions** - refers to tutorial sessions rendered by the college students deployed as tutors for struggling readers or non-readers grade school learners, for a minimum of 2 hours and maximum of 3 hours, in a span of 20 days.

- B. DepEd School Division Offices (SDOs)** - refers to the offices in the DepEd responsible for empowering schools and Learning Centers (LC) and engaging partners and communities in the delivery of quality basic education that is accessible to all.
- C. Grade School Learners** - refers to incoming Grade 2 students (and other grade levels for BARMM based on the recommendation of the LGU/s and approval of the DSWD/MSSD) who are enrolled in public elementary schools and identified as struggling or non-readers per result of the National Assessment conducted by the DepEd at the Beginning of School Year (BoSY) or End of School Year (EoSY), whichever is available.
- D. Guardians** - refers to a person other than the biological parent/s or adoptive parent/s who has custody over a child and is primarily responsible for his/her care, physical, social, emotional/psychological, cognitive/intellectual development, moral, and spiritual development, such as foster care parents, legal guardians, surrogate parents, and care providers.
- E. Madrasah** - refers to an Arabic term for a community-based educational institution that provides basic knowledge in Arabic language and Islam which serves as the first educational experience of a Muslim child where he/she is taught the fundamentals of his/her religious obligations and social responsibilities and privileges.
- F. Non-Readers** - refers to grade school pupils who demonstrate low word recognition and comprehension; and who have difficulties in reading skills that are expected in relation to age, cognitive ability, quantity and quality of instruction, and intervention.⁶
- G. Poor** - refers to individuals and families whose income falls below the poverty threshold as defined by the National Economic and Development Authority and/or cannot afford in a sustained manner to provide their minimum basic needs of food, health, education, housing and other essential amenities of life.⁷
- H. Reading** - refers to a complex process made up of several interlocking skills and processes. These skills and strategies are employed before, during, and after reading. Reading is a process by which the reader makes personal connections with a text to construct meaning. Reading and responding to a text are integral parts of language learning. Effective readers employ a wide repertoire of meaning-making (comprehension) strategies that they can deploy independently with a range of texts.

⁶Eyorcades, J. (n.d.). Challenges and Strategies of Non-Readers. *Academia*

⁷ Republic Act 8495 Social Reform and Poverty Alleviation

- I. **School Reading Coordinators** - refers to the designated staff from the DepEd School Divisions who are in charge of monitoring and assisting the reading sessions at schools.
- J. **Sessions with Parents** - refers to the series of sessions with parents using the Nanay-Tatay Teacher Module that covers topics on harnessing parent-child relationships through open communications, caring and loving children unconditionally, importance of education, roles and responsibilities of parents in the education of children, among others.
- K. **State/Local Universities and Colleges (S/LUCs)** - refers to any public institution of higher education institutions promulgated by the Congress of the Philippines or LGUs Local School Board. These institutions are fully subsidized either by the national government or by the LGUs.
- L. **Struggling Readers** - refers to grade school pupils with recognition and comprehension level not at par with their grade levels.
- M. **Tara, Basa or Learning Sessions** - refers to the 20-day tutoring/reading sessions and Nanay-Tatay sessions to be conducted by the trained tutors and YDWs from S/LUCs for incoming Grade 2 struggling or non-readers and the learners' parents or guardians.
- N. **Tutors** - refers to the 2nd year to 4th year college students (18 years old and above) who are taking up Bachelor in Elementary Education, Bachelor in Secondary Education, and other allied courses who belong to poor families and are endorsed by the S/LUCs to DSWD.
- O. **Youth Development Workers (YDWs)** - refers to 2nd year to 4th year college students (18 years old and above) who are taking-up Bachelor of Science in Social Work, Sociology, Psychology, Anthropology, or other allied courses who belong to poor or low-income families, and are endorsed by the S/LUCs to DSWD Regional Program Management Office (RPMO).

VI. PROGRAM DESCRIPTION

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

The program is a *developmental and reformatted educational assistance* of the Department that promotes a strong sense of nation-building among college students from poor or low income families by changing the mindset of

the students that they are not mere recipients of government services, that they can contribute to nation building. The college students shall be capacitated and deployed as tutors or YDWs.

The tutors shall be trained on Tara, Basa Sessions and they shall assist the non-readers from public elementary schools to learn how to read, because reading is essential to learners' well-being. Reading habit is the single most important determinant of a learner/student's success in education and in the modern complex society.

The YDWs, shall be trained in using the *Nanay-Tatay Teacher Modules* that they shall use during the sessions with parents. Through the aforesaid sessions, the parents/guardian shall be provided with knowledge on care and protection of children and on guiding their children how to read. The parents have a very important role in sustaining the reading proficiency of the elementary students after the 20 days of learning sessions.

VII. GENERAL POLICIES

A. Cash For Work for Tara, Basa Beneficiaries

- 1) Minors, or those below 18 years old are not allowed to serve as guardians of learners, tutors, and youth development workers. No minor shall be allowed to receive cash for work.
- 2) The provision of CFW for tutors and YDWs shall be based on the latest approved Regional Daily Minimum Wage (RDMW) for Non-Agriculture issued by the Department of Labor and Employment - National Wages and Productivity Commission, at the time of the preparation or implementation of Work and Financial Plan by the Tara Basa National Program Management Office (NPMO) and/or during the actual conduct of 20-days Learning Sessions.
- 3) The provision of CFW for parents or guardians shall be based on the approved cost parameters and subject to availability of funds.
- 4) The priority for the provision of CFW shall be the college students from poor or low income families based on the Listahanan Database of the DSWD Field Office (FO) or LGU's assessment, as well as solo parents, families with children with disabilities, and indigenous peoples who have struggling readers or non-readers who are enrolled in public elementary schools.
- 5) No cash assistance shall be provided for the tutor or YDW who fails to

conduct the Tara, Basa sessions. Likewise, the parents or guardians shall not be provided with CFW when they are absent or unable to attend the Nanay Tatay Teacher Modules. In no instance shall absence be excused for tutors, YDWs, and parents.

- 6) No proxy beneficiaries are allowed. Only those beneficiaries who are included in the payroll list with complete requirements shall be provided with CFW.
- 7) To be considered eligible for CFW, it is imperative that both learners and parents attend the learning sessions and Nanay-Tatay Teachers sessions. However, in the event that the learner is absent and the parent is present, the parent must bring an excuse letter to the tutor or DepEd/Madrasah Tara Basa Focal explaining why the learner is absent. Excuse absence covers sickness, accidents, loss of relatives or family members, among others.
- 8) In case the parent of the learner attending the Nanay Tatay Teacher sessions is a minor, the school of the learner is required to issue a certificate confirming that he/she is the biological parent of the learner. The name of the said parent should be included in the final masterlist of Tara, Basa beneficiaries. During the payout, aside from the certification signed by the school head, the concerned parent may only receive his/her grant if the grandparent or guardian of the learner shall co-sign the payroll prepared by the FO.
- 9) Only individuals who are 18 years old and above, can claim the CFW. Minors will not be accepted as claimants, except for the concern mentioned in item 8.
- 10) A beneficiary who waived their participation to the Program must be replaced by the DepEd/Madrasah (for learners) and S/LUCs (for college students), in coordination with the FO/MSSD. A waiver from the concerned beneficiary must be secured by the FO, as proof of his/her withdrawal of participation from the Program, in coordination with the partners.
- 11) Beneficiaries who are absent for five (5) consecutive days, without informing the DepEd and FO/MSSD, shall be replaced immediately by the DepEd and shall be endorsed to DSWD-FO for approval.
- 12) Beneficiaries who were not able to complete the 20-day session are still eligible to receive CFW based on the number of days rendered/attended.

B. Selection, Masterlisting, and Matching of Beneficiaries

- 1) The reading proficiency levels of the learners who will be listed in the masterlist of beneficiaries shall be determined by DSWD in consultation with DepEd.
- 2) The Madrasah learners who are identified as struggling readers or non-readers will be listed in the masterlist of beneficiaries as recommended by LGU and approved by DSWD. These learners shall be identified and endorsed by the Madrasah heads to the DSWD/MSSD-BARMM, through the LGU/s.
- 3) In cases where the identified struggling readers or non-readers Madrasah learner is also enrolled/attending regular school under the DepEd, the learner's parent may choose to submit the name of his/her child to the list of the DepEd or through the Madrasah.
- 4) In case the identified incoming grade 2 data (for BARMM) is less than the target of the region (*based on the DepEd's data*), the DepEd may target other grade levels, provided that the DepEd shall issue certification that these pupils are identified as struggling readers or non-readers. The list of concerned learners shall be endorsed by the DepEd or LGU to the DSWD-FO/MSSD, for approval of the latter.
- 5) The learners who are in the DSWD and LGU center and residential care facilities shall be included in the learning sessions as deemed appropriate.
- 6) The houseparents of learners under the DSWD and LGU center and residential facilities are allowed to participate in the Nanay Tatay Teacher Sessions. However, no CFW will be provided to the houseparents. Their participation or attendance to the sessions may serve as an additional task or role as houseparent, upon approval of the center or residential facility head.
- 7) The families of Pantawid beneficiaries with incoming Grade 2 struggling readers or non-readers shall be included in the learning sessions and shall be entitled to CFW.
- 8) Maximum of three (3) children enrolled as 2nd to 4th year college students per family shall be accepted as program beneficiaries.
- 9) In cases of parents with one (1) or more learners, the provision of CFW shall be computed based on the total number of learners (*e.g., Mrs. San Juan has 3 children who are non-readers, her CFW will be computed as: approved cost parameter for parents x 3 learners x total no. of days she attended the Nanay Tatay Sessions*). Likewise, only

one parent or guardian shall be required to attend the Nanay Tatay Teacher sessions regardless of the number of children/learners involved in the program.

- 10) The list of learners and their parents shall be duly screened and endorsed by the DepEd School Division as non readers or struggling readers based on the result of the national assessment.
- 11) The said lists of learners and parents shall be the basis for the matching of tutors and YDWs.
- 12) The Tutors and YDWs shall be screened and duly endorsed by S/LUCs to DSWD using the prescribed eligibility criteria as cited under VIII. Implementation Procedure.
- 13) The minimum number of learners for every tutor is three (3), while the maximum is 10. This is to guarantee that the tutors can better manage each session and for more focused tutoring sessions.
- 14) The minimum number of parents or guardians for every YDW is 10 and the maximum is 15 parents. The maximum number may vary as deemed necessary.

C. Sessions with Beneficiaries

- 1) The parents or guardians are required to participate in the series of Nanay Tatay Teacher sessions conducted by the assigned YDW. Their daily attendance to the sessions shall serve as basis for the computation of cash for work.
- 2) The parents or guardians shall not be allowed to have proxy beneficiaries or attendees for the Nanay Tatay Teacher Sessions.
- 3) The Tutorial Sessions for Learners shall be held in 20 days or may vary as deemed appropriate by the DSWD, S/LUCs, and DepEd.
- 4) A regular "*Kumustahan Sessions*" with the tutors and YDWs shall be conducted by the DSWD staff, Madrasah, and DepEd Tara, Basa focals, as part of monitoring activity, wherein issues and concerns encountered by the college students during the learning and Nanay-Tatay Teacher sessions, are discussed.
- 5) The suspension of Tara, Basa Session in public elementary schools shall be based on existing guidelines on class suspension of DepEd and LGUs. The Regional Program Management Offices (RPMOs) in consultation with DepEd SDOs and LGUs, will release an official advisory suspending the session a day before the conduct of session.

The Advisory will be disseminated using available communication channels such as mobile phones, online platforms, including the official Facebook Page of the Tara, Basa! Tutoring Program.

- 6) The makeup sessions for suspended sessions due to justifiable circumstances (e.g., disaster or unforeseen holidays) shall be agreed upon by DSWD, DepEd-SDOs, S/LUCs, parents of learners, tutors, and YDWs. The makeup sessions may extend up to a maximum of 3 additional hours to compensate for missed topics.

D. Child Protection and Data Privacy

- 1) The DSWD Child Protection Policy shall be observed by all program implementers and program partners at all times.
- 2) The program implementers shall at all times adhere to the provisions of the Data Privacy Act of 2012, its Implementing Rules and Regulations, National Privacy Commission Issuances and the DSWD Data Privacy Manual to ensure that the personal information and sensitive personal information of the beneficiaries are secured and protected.

E. Referral of Beneficiaries

- 1) The tutors and YDW shall report any possible abuse, neglect, and exploitation of children to Tara, Basa Focals from DepEd and DSWD for proper intervention.
- 2) The Learners exhibiting learning difficulties such as Dyslexia, and Attention-Deficit / Hyperactivity Disorder (ADHD), visual impairment and other related conditions shall be referred to the Crisis Intervention Unit (CIU) and partner agencies for further intervention.

VIII. IMPLEMENTATION PROCEDURE

A. Pre-Implementation

a) Program Orientation

The DSWD shall conduct Program Orientation to target LGUs, S/LUCs, SDOs, and other stakeholders to discuss the program goals and objectives, target beneficiaries, components, implementation mechanism, tasks and responsibilities of partners among others.

b) Consultation Workshop Cum Action Planning

Once all stakeholders agree to implement the program in their locality, the detailed implementation processes and procedures shall be discussed. Additionally, the Memorandum of Agreement (MOA) stipulating the duties and responsibilities of stakeholders; the Department of DSWD, DepEd, LGUs, Higher Education Institutions (HEIs) or S/LUCs, other NGAs, and NGOs shall be presented for vetting of all partner-stakeholders.

c) Ceremonial MOA Signing/Kick-Off Activity Program Launching

The commencement of Program implementation shall be done through Ceremonial MOA signing where the Officials of DSWD Field Offices, S/LUCs, and LGUs shall sign the MOA to formalize the engagement of partnership.

1. Eligibility Criteria

Type of Beneficiary	Criteria
Tutors	<ul style="list-style-type: none"> ● 18 years old and above, regardless of sex, ethnicity, religion, and sexual orientation ● 2nd year to 4th year college students taking up Bachelor in Elementary Education, Bachelor in Secondary Education, Bachelor of Arts in Elementary Education Major in Special Education, and other allied courses and those who are also rendering tutorial sessions under the University/College Community Extension Program in the S/LUCs ● Belongs to poor families or low income assessed by the LGU or based on the Listahanan database of the DSWD FO ● With Good Moral Character ● With good academic standing ● With basic facilitation skills ● Attended and completed the capacity

Type of Beneficiary	Criteria
	building for Tutors conducted by DSWD
Parents/ guardians of struggling or non-readers elementary students	<ul style="list-style-type: none"> ● Parents/guardians of non readers or struggling readers endorsed by DepEd and who have submitted a signed Consent Form. ● Parents or any member of the family of legal age, who agreed to participate in a minimum of 2 hours and maximum of 3 hours per session of the Nanay-Tatay Teacher Sessions. ● Belongs to poor or low-income families assessed by the LGU or based on the Listahanan database of the DSWD FO.
Parents/ guardians of learners enrolled in Madrasah	<ul style="list-style-type: none"> ● Parents/ guardians of struggling readers or non-readers endorsed by the concerned Madrasah Head, through the LGU, and who have submitted signed Consent Form ● Parents, guardians, or any member of the family of legal age, who agreed to participate in a minimum of 2 hours and maximum of 3 hours per session of the Nanay-Tatay Teacher Sessions ● Belong to poor or low-income families assessed by the LGU or based on the Listahanan database of the concerned DSWD FO/Regional Office.
Struggling or non- readers elementary students	<ul style="list-style-type: none"> ● Elementary students who are enrolled in public elementary schools and included in the list of non readers or struggling readers who are incoming grade 2 endorsed by the DepEd. Except in the case of BARMM, other grade levels may be included per recommendation of the LGU/s and by approval of the DSWD/MSSD.

Type of Beneficiary	Criteria
	<ul style="list-style-type: none"> ● Elementary students who are not included in any school reading program ● Belong to poor or low-income families assessed by the LGU or based on the Listahanan database of the DSWD FO
Struggling readers or non-readers enrolled in Madrasah	<ul style="list-style-type: none"> ● Learners who are enrolled in Madrasah and identified as struggling readers or non-readers by the said institution/school. ● Belong to poor or low-income families assessed by the LGU or based on the Listahanan database of the DSWD FO
Youth Development Workers	<ul style="list-style-type: none"> ● 18 years old and above, regardless of sex, ethnicity, religion, and sexual orientation ● 2nd year to 4th year college students taking up Bachelor in Social Work, Sociology, Psychology, Anthropology, or other allied courses who are also rendering community service under the University/College Community Extension Program in the S/LUCs ● With Good Moral Character ● Completed the capacity building activity for YDWs conducted by DSWD ● Belongs to poor or low income families assessed by LGU or based on the Listahanan database of the DSWD FO ● With good academic standing ● With basic facilitation skills

Previously served tutors and YDWs may apply and join the Program again, depending on the assessment of the S/LUCs and DSWD-FOs.

The S/LUCs may open the application for tutors and YDWs for other courses if the aforementioned preferred and allied courses are not available or offered in the university.

In terms of the selection of beneficiaries, the following data should be gathered by DSWD/MSSD in coordination with DepEd and S/LUCs: 1) list of learners and their respective parents identified and endorsed by the DepEd; (2) list of college students initially screened by the partner S/LUCs.

The beneficiaries must be assessed through either of the following processes:

- Name-matching of the names of the beneficiaries (*parents of the learners and college students*) using the *Listahanan database* of the concerned FOs; or
- Assessment of the beneficiaries by the Provincial and/or the concerned Local Government Units (P/LGUs) through its Provincial/City/Municipal Social Welfare and Development Office/s.

These activities are necessary to ensure that beneficiaries initially screened by the partners are assessed as poor or low-income families. Further, if the assessment is conducted by the P/LGU(s), any of the following documents must be attached and submitted to the FO along with the master list of eligible/qualified Tara, Basa beneficiaries:

- *Social Case Study Report;*
- *Certificate of Indigency;* or
- *Any equivalent document issued by the P/LGU and/or the Barangay LGU (e.g., Certificate of Eligibility, Certification of No/Low-income from the LGU or Punong Barangay)*

2. Work Duration and Cost

The CFW to be provided to the college students shall be computed based on the latest prevailing regional non-agriculture daily wage rates. While the CFW for parents or guardians of elementary students and Madrasah learners, shall be computed based on the latest approved cost parameter for parents. The approved cost parameters for the Tara, Basa beneficiaries are reflected in *Annex 1*.

Annex 1 is subject to change depending on the latest approved cost parameters and funding availability. The NPMO shall officially cascade to the RPMOs the applicable cost parameters per year as guidance.

<i>Type of Beneficiary: Tutor</i>
<i>Cost:</i> Shall be provided with cash assistance in the form of CFW amounting to 100% of Regional Daily Minimum Wage for Non-Agriculture for a total of 20 days
Roles and Responsibilities: <ol style="list-style-type: none"> a) Agree to be deployed in Public Elementary School which is accessible and near place of residence; b) Attend the capacity building for tutors conducted by DSWD; c) Conduct learning sessions for struggling or non-readers for a maximum of twenty (20) days following the prescribed Enhanced Guidebook for Tutors; d) Administer the prescribed assessment tools for learners and record the result in the database provided by DSWD RPMO or DepEd; e) Adhere to the requirements of CFW; f) Submit the Attendance Sheets of assigned struggling readers to DSWD Tara, Basa Focal; g) Submit accomplishment report and Daily Time Record signed by Tara Basa Focals from DepEd and DSWD as basis for the payment of CFW; h) Participate in the regular "Kumustahan Session," with DSWD Tara Basa Focal; i) Ensure the safety of learners during the Reading Sessions; j) Uphold and practice the Child Protection Policy of the DSWD and DepEd; k) Ensure cleanliness of classrooms after the learning sessions; and

- l) Report any cases of possible abuse, neglect, and exploitation of children to Tara, Basa focals from DepEd and DSWD, for proper intervention.

<p>Type of Beneficiary: Youth Development Workers (YDW)</p>
<p>Cost: Shall be provided with cash assistance in the form of CFW amounting to 100% of Regional Daily Minimum Wage for Non-Agriculture for a total of 20 days.</p>
<p>Roles and Responsibilities</p> <ul style="list-style-type: none"> a) Agree to be deployed in Public Elementary School which is accessible and near place of residence; b) Attend capacity building on facilitating the Enhanced Nanay-Tatay Teacher Sessions conducted by DSWD; c) Conduct the 20-day sessions with parents/guardians using the prescribed Nanay-Tatay Teacher Modules developed by DSWD; d) Adhere to the requirements of CFW; e) Submit the Attendance Sheets of assigned parents/guardians to DSWD Tara, Basa Focal. f) Submit accomplishment report and Daily Time Record signed by Tara Basa Focals from DepEd and DSWD as basis for the payment of CFW. g) Participate in regular “Kumustahan Session,” with DSWD Tara Basa Focal; h) Ensure cleanliness of classrooms after the conduct of Nanay Tatay Teacher Sessions; and i) Report the parents or guardians who are struggling or non-readers to DepEd for referral to Alternative Learning System (ALS).

<p>Type of Beneficiary: Parents or Guardians of Struggling Readers or Non-Readers Elementary Students</p>
<p>Cost: Shall be provided with cash assistance through Cash for Work following the approved cost parameters and subject to availability of funds.</p>
<p>Roles and Responsibilities:</p>

- | |
|--|
| <ul style="list-style-type: none"> a. Signed consent form stipulating their roles and responsibilities in the program b. Attend 20 days Nanay-Tatay Teacher session to be conducted by YDW c. Submit necessary documents for the payment of CFW d. Sign the attendance sheet to be provided by the YDW e. Submit certificate of indigency issued Barangay Local Government Unit or by the Local Social Welfare and Development Office f. Sustain the lessons learned in the Nanay Tatay Teacher session after participating in the Program g. Guide their children in reading at home |
|--|

<p>Type of Beneficiary: Struggling or Non-Readers Elementary Students</p>
<p>Cost: Shall be accessed to existing services of the Department or other service providers as deemed necessary.</p>
<p>Roles and Responsibilities:</p> <ul style="list-style-type: none"> a. Attend 20 days learning sessions on reading b. Do the assigned tasks written in the Workbook

3. Selection of Program Sites and Beneficiaries

The total target per region is identified based on the selection and prioritization of areas using the criteria mentioned under *Section IV. Scope and Coverage*.

3.1. Learners and Parents

- The DSWD together with DepEd shall identify the target number of learners who will be the target for the learning sessions.
- The DSWD shall provide the DepEd SDO with the prescribed template for the Masterlist of Learners and Parents.
- The Madrasah together with the LGU shall identify the target number of learners who will be the target for learning sessions.

- The DSWD/MSSD shall provide to the Madrasah the prescribed template for the Masterlist of Learners and Parents through the LGU/s.
- Learners are listed and grouped according to their level reading proficiency prescribed by DepEd.
- The assigned Tara, Basa Focals from DSWD RPMO and DepEd SDO shall conduct initial Program Orientation for the parents of target learners.
- The DSWD Tara, Basa Focals may also conduct interviews to parents for clarification on beneficiary's qualification.
- The DepEd Tara, Basa Focal shall coordinate with the School Advisers to encode the names of the learners and parents in the prescribed template from DSWD.
- DepEd school advisers shall conduct Data Validation of Learners and Parents.
- DepEd SDOs or Tara, Basa focals submit the final Masterlist to DSWD-FOs.

3.3. Tutors and Youth Development Workers

- The DSWD RPMO and S/LUCs shall disseminate information through posters, FAQs, and social media platforms to attract potential applicants and provide them with details about the application process.
- Interested 2nd year to 4th year college students are invited to apply by filling out the application form and uploading the requirements through the designated platform.
- The S/LUC focal screens and verifies the submitted applications and requirements to ensure compliance with the specified criteria.
- Applicants whose submissions meet the requirements are approved and notified to proceed to the next stage of the selection process, that is submission of other requirements.
- Applicants whose submissions do not meet the specified requirements receive regret notifications, informing them of the outcome of the screening process.
- All applicants who passed the screening and validation shall be included in the Masterlist of Beneficiaries.

4. Matching

The matching of the Grade School Learners, parents, tutors and YDWs shall be done by the DSWD FOs in consultation with the concerned DepEd- SDOs, S/LUCs and their student leaders.

The matching of beneficiaries shall be conducted once the FO has finalized the master list of eligible/qualified program beneficiaries. The matching of tutors and the learners shall be based on the ratio (*1:3 minimum and 1:10 maximum*) and matching of YDWs and learners' parents (*1:10 minimum and 1:15 maximum*) shall be conducted by the DSWD FOs through automation or manual process. The Tara, Basa! Tutoring Program (TBTP)-NPMO, shall provide technical assistance to the FOs on the conduct of the automation process. The matching shall be based on the location/address of elementary school vis-a-vis residence of tutors and YDWs to ensure accessibility of the venue during the sessions.

The result of the matching shall be discussed by the DSWD-FO/MSSD to its partner stakeholders and the college students for vetting. The DSWD-FO/MSSD shall submit the final master list of eligible beneficiaries and vetted matching results using the prescribed matching template from the TBTP-NPMO.

The assigned CO and/or FO/MSSD staff shall integrate the aforesaid data in the approved Tara, Basa information system/s. The submission shall be endorsed officially by the RPMOs to the TBTP-NPMO.

The approved digitalized matching and payment system or gateway shall be utilized to guarantee streamlining and efficient delivery of services.

5. Contracting with Beneficiaries

The respective parents of the Tutors, YDWs, and learners should sign the Consent Form to ensure that they are informed and will allow their children to join the Program. The consent form for learners stipulates the willingness of the parents in attending the Nanay-Tatay sessions. On the other hand, the consent form for tutors and YDWs stipulates the roles and responsibilities, documents to be submitted, willingness to attend sessions, and the benefits to be received by the college students for their participation in the program.

The signed consent forms shall be submitted by the tutors and YDWs to the DSWD-FO through the S/LUCs, while the signed consent forms for the learners will be submitted by the learners' parents to the DSWD-FO through the DepEd. The concerned S/LUCs and DepEd offices shall officially endorse the signed documents to the DSWD-FO.

6. Capability Building

The DSWD in partnership with the DepEd and other subject matter experts (SMEs) from the Academe shall conduct a capacity building and program orientation with the Tutors and YDWs before the conduct of Learning and Parent Sessions to ensure that the tutors and YDWs are proficient in handling Tara, Basa Sessions.

The series of capability-building activities for tutors and YDWs shall be held at the agreed schedule and venue among DSWD, DepEd, LGUs, and S/LUCs.

A. Implementation

1. Learning Sessions

The 20-day Learning Sessions shall be conducted in the elementary schools or in Madrasah where the selected learners are enrolled in coordination with the designated DepEd School Reading Coordinator or designated Madrasah teacher/staff. The Tutors shall ensure that the tasks indicated in the daily learning sessions are completely implemented and the desired outputs are achieved.

The schedule of the 20-day learning sessions shall be agreed upon by the DSWD, DepEd, S/LUCs, public elementary school officials, and/or Madrasah officials.

Each tutor shall handle a minimum of 3 and maximum of 10 learners in consideration to the elementary schools located in Geographically Isolated and Disadvantaged Areas (GIDAs) and as deemed appropriate by DSWD and DepEd.

Using the prescribed tool by DepEd, a pre-assessment on reading proficiency shall be conducted by the tutors among learners. This assessment activity will be done during the first meeting of tutors and learners before conducting the Reading Sessions. After the

assessment is completed the session on reading will follow. The result of the pre-assessment shall guide the Tutors on what areas they should focus on.

During the 10th Learning session, a midterm assessment will also be conducted to know the gaps and needed interventions to be done, this will help the tutors strategize their sessions to meet the learning needs of the learners/students. The assessment will be done before the Reading Sessions. During the 20th session, a post assessment shall be conducted to measure the overall effectiveness of the Learning Modules; the culminating activity shall be done after the assessment.

2. Sessions with Parents

The parents or guardians are required to participate in the 20-days Nanay Tatay Teacher Sessions.

The sessions shall be conducted in elementary schools with their children, who are identified as learners. Simultaneously, the parents sessions shall be conducted while the learners are having learning sessions. The *Nanay-Tatay Teacher Modules* that covers topics on harnessing parent-child relationships through open communications, caring and loving children unconditionally, importance of education, roles and responsibilities of parents in the education of children, among others, shall be used during the sessions with parents.

3. Payment of Cash for Work/Meal Allowance

The payment of CFW for Tutors, YDWs, and learners' parents is determined by the following guidelines:

3.1 Tutors and YDWs

The wage calculation adheres to the existing and latest regional daily minimum wage for non-agriculture.

3.2 Parents of the Learners

The amount of CFW for the families of learners shall be based on the approved Cost Parameters and subject to the availability of funds.

5. Procedure and Requirements for Cash For Work

The payout for tutors, YDWs, and parents, can be conducted after the ten (10) sessions and/or after the 20 sessions or otherwise as agreed by the DSWD-FOs, partner stakeholders, and beneficiaries. The payout for college students shall be conducted within the S/LUCs while payout for learners' parents shall be conducted in elementary schools/Madrasah or gymnasium, covered courts, and other possible venues within the city/locality, in coordination with the LGUs and/or BLGUs.

The following are the procedure release of CFW through Cash Assistance Payroll (CAP):

- The beneficiary shall present the documentary requirements (*please see "requirements for college students and learners' parents" in Items 5.1 to 5.3*) to the DSWD staff for validation.
- The documents shall be reviewed by the assigned DSWD staff. Once the requirements are found complete and compliant, the beneficiary shall sign the initial payroll list.
- The DSWD staff shall write the amount to be received by the beneficiary in one of the documents presented by the beneficiary (*e.g., photocopy of the ID with 3 original specimen signatures*).
- Once the DSWD staff has returned the documents with the indicated amount, the beneficiary shall then proceed to the payment line for the release of CFW.
- The DSWD Special Disbursing Officer (SDO) shall double check the documents validated by the DSWD staff assigned in the validation process. Payment shall be released to the beneficiary once the documents are found complete and valid.
- The beneficiary shall sign the payroll once he/she receives the CFW grant.
- Pertinent documents such as CAP and other documentary requirements submitted by the beneficiaries, especially those that are necessary attachment for liquidation report must be secured by the concerned DSWD staff.
- The disbursement of funds must follow the existing and other applicable government auditing and accounting rules and procedure.

If the payment process is made through digital payment such as fund transfer through Gcash, Landbank's Perang Inimpok Savings Option (PISO) Account, and other approved electronic payment, the funds shall be disbursed based on the existing and other

government auditing and accounting rules and procedures, that are applicable for the engagement with financial institutions.

5.1. Requirements for Parents/Guardians

- One (1) original copy of any valid government issued ID bearing photo and signature
- Two (2) photocopy of valid government issued ID with 3 specimen signatures
- Barangay Local Government Unit (BLGU) Certificate of Indigency or Social Case Study Report from Local Social Welfare and Development Office (LSWDO) in case the parents or guardians are not included in the Listahanan

5.1.1. In Case the Parent/Guardian is unable to attend the scheduled payout and will send a representative, the following are the requirements:

- An original copy of authorization letter is required, stating the reason why the parent is not able to claim and the representative will be claiming the payout in his/her behalf;
- A photocopy of a government-issued ID of the representative bearing 3 original specimen signature;
- Photocopy of the parent's ID bearing 3 original specimen signature;
- The signature on the authorization letter and the signature on the ID of the parent must match;
- Only individuals who are 18 years old and above can claim the payout. Minors will not be accepted as claimants; and
- In case the mother/father of the learner/s is a MINOR, the school shall issue a certificate confirming that the claimant is the biological parent of the enrolled learner.

5.2. Requirements for Tutors and YDWs

- Original copy of any valid government issued ID
- Photocopy of valid ID with 3 specimen signatures (originally signed)
- Original and signed copies of Daily Time Record (DTR)
- Accomplishment Report (AR)

- BLGU Certificate of Indigency or Social Case Study Report from LSWDO in case the tutors and YDWs' respective parents are not included in the Listahanan

5.3. Accepted Identification Cards and documents

- PhilSys (National ID)
- School ID (with year validity)
- Certificate of registration/enrollment in the absence of school ID especially when the Tara Basa Sessions falls during the school break of S/LUCs
- Tara, Basa! Tutoring Program ID (for tutors and YDWs)
- Barangay ID
- Voters ID
- Social Security System (SSS) ID
- TIN ID (yellow or green)
- Unified Multi-Purpose (UMID)
- PhilHealth
- Persons With Disability (PWD) ID
- Senior Citizen ID
- Passport
- Driver's License
- Latest National Bureau of Investigations (NBI) Clearance
- Voter's Certificate
- Postal ID
- Pantawid Pamilyang Pilipino Program ID

Ensure that the ID/s to be presented by the beneficiaries during the payout must be valid and included in the above-mentioned acceptable list of IDs.

6. Schedule and Mode of Payment for CFW

The payment for CFW for college students and learners' parents shall be done in tranches and DSWD shall set the schedule in consultation with the program partners and beneficiaries.

The FOs may resort to the most accessible and expeditious means for the payment of beneficiaries which may include any of the following:

- Approved payment through electronic or digital means (bank transfer ⁸)
- Approved cash cards payments
- Direct cash payout

⁸ Bank transfer is simply the direct transfer of funds from one bank account into another Landbank like Perang Inimpok Savings Option (PISO) Account, if applicable

B. Program Monitoring and Assessment

Program monitoring and assessment shall be conducted periodically through the following:

Monitoring Tool	Frequency of Submission	Responsible Office
Status Report	Bi-Monthly	National Program Management (NPMO)
Monthly Accomplishment Report	Monthly	NPMO
Monthly Accomplishment Report	Monthly	DSWD Field Office Regional Program Management Office (RPMO)
Harmonized Performance Monitoring and Evaluation System (HPMES)	Quarterly Narrative Accomplishment Report (HPMES Forms 5-5A-5B)	RPMO
Harmonized Performance Monitoring and Evaluation System (HPMES)	Semestral Narrative Assessment Report (HPMES Forms 5, 5A and 5B)	RPMO
Field Office Performance Contract (OPC) Review	Annual	RPMO
Year End Implementation Report	Annual	RPMO
Year End Full Implementation Report	Annual	NPMO

C. Post Implementation

Using the Results Framework described in the preceding section, the NPMO shall spearhead the Program Review and Evaluation Workshop (PREW) or other means of evaluation.

The NPMO serves as the overall lead in planning, programming and

budgeting for the succeeding years of implementation. The NPMO shall always refer to the Result Framework in terms of targeting, work and financial planning, monitoring, and evaluating the Program.

On the other hand, the RPMO shall serve as implementing arm in the DSWD Field Offices and shall use the same Framework in monitoring and evaluating the implementation of the Program in the LGU level.

The DSWD NPMO shall package the program for promotion and technology transfer to non implementation sites.

A Program Impact Evaluation shall be conducted after five (5) year implementation. The Program Review and Evaluation Workshop (PREW) shall be conducted by the NPMO at the national level and RPMO for the Regional Program Implementation Review (PIR) on a yearly basis.

IX. INSTITUTIONAL ARRANGEMENT

The following are the tasks and responsibilities of the DSWD Central Bureaus, Services, and Units, and DSWD Field Office, in implementing the Program:

A. DSWD Central Office

a) Social Technology Bureau

- 1) Provide technical assistance for the replication/ technology transfer of Tara, Basa! Tutoring Program;
- 2) Serve as subject matter expert (SME) during national training or Program Expo;
- 3) Conduct social marketing for replication of non-pilot areas; and
- 4) Enhance the program if necessary based on the result of program review and evaluation activities.

b) Tara, Basa! National Program Management Office (NPMO)

- 1) Formulate program design and guidelines based on problem and stakeholders analysis, and review of related literature;
- 2) Prepare necessary plans, budget, procurement, and cash programming following the existing accounting and auditing rules and regulations;
- 3) Prepare program proposal for the implementation of the program;

- 4) Develop the standard presentation materials for the conduct of consultation with stakeholders and sectors for the program implementation, including monitoring and evaluation;
- 5) Formulate the prescribed Memorandum of Agreement (MOA) between and among DSWD, S/LUCs, DepEd, and other stakeholders for emulation of the program implementation sites/areas;
- 6) Design/layout Social and Behavior Change Communication (SBCC) Materials ready for publication/dissemination for the target sector such as:
 - o Digital learning materials for the conduct of sessions with parents
 - o Guidebook for Tutors
 - o Workbook for Learners
 - o Nanay-Tatay Teacher Modules for YDWs and Parents
 - o Program briefer
 - o Audio Visual Presentations;
- 7) Design the capability building activities of the Tutors, YDWs, and other program implementers;
- 8) Monitor and provide technical assistance to RPMOs during the conduct of capability building activities, program launching, community assemblies, pre-deployment meetings, conduct of Tara, Basa sessions, payout activities among others;
- 9) Conduct yearly Program Review and Evaluation Workshop (PREW);
- 10) Submit implementation reports to the Office of the Secretary, Undersecretary for Innovations, and other concerned offices of the Department, as necessary;
- 11) Package and submit program portfolio and program implementation report;
- 12) Document the lessons learned and success stories or good practices that may be packaged as knowledge products; and
- 13) Report any cases of possible child abuse committed by the parents or guardians to the proper offices and/or authorities.

c) KALAHI-CIDSS

- 1) Provide funding allocation as deemed appropriate following the existing government policies and procedures;
- 2) Provide project convergence on similar programs implemented; and

- 3) Participate in the conduct of program documentation and evaluation activities.

d) Digital Media Service

- 1) Lead the media relations, promotion, and marketing of the program;
- 2) Provide technical assistance and support in the development and implementation of the program's communication plan and promotional advocacy materials;
- 3) Provide technical assistance in the development of the SBCC Communication Plan; and
- 4) Assist in the documentation of events and programs milestones.

e) Traditional Media Service

- 1) Provide technical assistance on communications plans and policies for Tara, Basa! Tutoring Program, including the facilitating of livestreaming of special events and activities of the Program; and
- 2) Lead in the development of social behavior change communication (SBCC) plan and materials development.

f) Agency Operations Service

- 1) Provide technical assistance in the events planning and management including launching, kick-off, and culminating activities of the program; and
- 2) Provide technical support and assistance on handling grievances.

g) Social Welfare Institutional Development Bureau (SWIDB)

- 1) Assist in the review of training design for tutors and youth development workers;
- 2) Provide technical assistance in the development of training designs, sessions guides, and documentation of lessons learned, good practices, and success stories;
- 3) Upload the developed and approved knowledge products to the KM Portal; and
- 4) Promote the program during the knowledge sharing sessions.

h) Pantawid Pamilyang Pilipino Program- Family Development Division

- 1) Provide technical assistance to the YDWs in facilitating sessions with parents;
- 2) Act as resource persons during selected session with parents, as deemed necessary; and
- 3) Provide further intervention and assistance to the incoming Grade 2 struggling readers or non-readers and their families as deemed appropriate.

i) Administrative Service (AS)

- 1) Provide technical assistance in the procurement process of needed services and materials;
- 2) Closely coordinate with the TWG procurement focal for the procurement monitoring and reports; and
- 3) Provide logistical support for the program, including but not limited to the provision of vehicles, use of venues/facilities and equipment, and sharing available supplies and other resources that are necessary or relevant to the program's needs.

j) Financial Management Services (FMS)

- 1) Provide technical assistance in monitoring and reporting of the program's Work and Financial Plan (WFP); and
- 2) Provide support in facilitating financial documents and requirements.

k) National Household Targeting Office

- 1) Provide technical assistance in identifying and name-matching the names of the beneficiaries using the updated Listahanan database; and
- 2) Facilitate the sharing of Listahanan database through Data Sharing Agreement, if necessary.

l) Information and Communications Technology Management Services

- 1) Provide technical assistance in ICT-related concerns; and
- 2) Ensure compliance with cybersecurity and infrastructure.

B. DSWD Field Offices

a) Tara, Basa! Regional Program Management Office (RPMO)

- 1) Formulate work and financial plan based on downloaded/transferred funds;
- 2) Prepare a program proposal for the localized implementation of the program;
- 3) Conduct consultation meetings with stakeholders for the implementation, monitoring, and evaluation of the program;
- 4) Spearhead the program orientation with the implementing partners and beneficiaries;
- 5) Lead in the preparation of MOA signing activity with partner stakeholders;
- 6) Develop localized and audience-specific IEC Materials based on the context of the implementation sites;
- 7) Lead the capacity-building activities for the tutors and YDWs prior to deployment in identified areas;
- 8) Submit reportorial reports as explained in the preceding section;
- 9) Package and submit program portfolio;
- 10) Manage, coordinate, and oversee the implementation of the Tara, Basa! Tutoring Program at the regional level;
- 11) Supervise and provide the necessary technical assistance and administrative support for Tara, Basa RPMO;
- 12) Conduct monthly meetings with the partners from S/LUCs, SDOs, and LGUs, as necessary, to discuss the status of implementation and other concerns related to the Tara, Basa! Tutoring Program;
- 13) Regularly submit accomplishment reports every end of the month and quarterly reports on the status of implementation including the utilization of funds downloaded by the DSWD-CO to the FO every quarter;
- 14) Review and approve the consolidated reports prepared by Tara, Basa! Tutoring Program staff before submission to DSWD CO;
- 15) Maintain a separate subsidiary record/ledger for the funds transferred from DSWD-CO;
- 16) Procure the Learning Kits for learners, tutors, and YDWs, and facilitate the lease of venues and vehicles for capability building activities in accordance with the procurement, budgeting, accounting, and auditing rules and regulations.

- 17) Assist the DepEd staff in ensuring the safety of the beneficiaries within the school premises during the Tara, Basa sessions/activities.
- 18) Process and facilitate payout of CFW for tutors, YDWs, and parents/guardians;
- 19) Report non-compliance/irregularities committed by any person, including the LGU employees or officials, to the NPMO;
- 20) Closely monitor the fund management, utilization, and program implementation of the Tara, Basa! Tutoring Program through the staff assigned in the concerned areas of the region and provide technical assistance to operational concerns in these areas;
- 21) Keep and make all records or documents available upon request of the Auditor from the Commission on Audit (COA);
- 22) Facilitate refund of any unutilized funds or savings generated after project completion; and
- 23) Conduct Regional Program Implementation Review (RPIR) on a yearly basis.

C. Partner Stakeholders

The following are the expected tasks/functions of the partner stakeholders. The engagement with the partners is formalized through signing of a Memorandum of Agreement (MoA) or Memorandum of Understanding (MoU):

a) Department of Education (DepEd)

- 1) Endorse to DSWD the list of target learners from public schools per result of the National Assessment on Reading Comprehension to the DSWD FO;
- 2) Assist in the matching of tutors and grade school Learners;
- 3) Determine the schedule of learning sessions to avoid conflict with academic school calendar;
- 4) Assist in the actual conduct of Learning Sessions through its designated Reading Coordinators in partnership with DSWD FO and LGU staff;
- 5) Provide logistical support by allowing the use of facilities and equipment for Learning Sessions;
- 6) Lead in the conduct of pre and post-tests with grade school learners to determine their level of reading proficiency;

- 7) Recommend Learning Modules on reading to be used by the tutors among Grade School Learners;
- 8) Issue the necessary communication addressed to concerned public school for the support of the project implementation;
- 9) Designate focal persons, who shall actively participate in the pre, during, and post-activities on the program implementation;
- 10) Identify Focal Person at each school who will ensure the availability of venues or classrooms to be used during the learning sessions and safety of Tara, Basa beneficiaries;
- 11) Serve as the lead in ensuring the safety of the beneficiaries (*while within the school premises*) during the Tara, Basa sessions through the school head and/or the assigned Tara, Basa focal person of each public elementary school.

b) The State/Local Universities and Colleges

- 1) Conduct the initial screening of 2nd to 4th year college students who belong to poor or low income families, as prospective tutors and YDWs, who are taking up:
 - 1.1) For Tutors: Bachelor of Elementary Education, Bachelor of Secondary Education, Bachelor of Arts in Elementary Education Major in Special Education, Bachelor of Early Childhood Education, and other allied courses
 - 1.2) For YDWs: Bachelor of Science in Social Work (BSSW), Bachelor of Science in Sociology, Bachelor of Science in Anthropology, and other allied courses;
- 2) Follow the initial selection criteria set by the DSWD for the screening of college students who will be deployed as tutors and YDW;
- 3) Endorse to the DSWD FOs the list of target college students for further screening and validation;
- 4) Assist in the matching and deployment or assigning of tutors from S/LUCs and Grade School Learners from public elementary schools;

- 5) Designate focal person/s, who shall actively participate in the pre, during, and post activities on the Program implementation;
- 6) Issue the necessary communication addressed to the DSWD and/or LGU/s for the support of the Program implementation;
- 7) Provide venue and other logistical support during the Tara, Basa payout activities for program beneficiaries, especially for tutors and YDWs;
- 8) Coordinate with the DSWD FOs and DepEd SDO, and/or the concerned LGU the issues and concerns of the tutors and YDWs with regard to the Tara, Basa implementation;
- 9) Assist the program in the distribution of Tara, Basa kits/materials to the tutors and YDWs;
- 10) Assist the DSWD and Deped in the monitoring and evaluation of the Tara, Basal Tutoring Program; and
- 11) Serve as lead in ensuring the safety of the college students (while within the school premises) during the Tara, Basa sessions through the assigned Tara, Basa focal/s of the S/LUC.

c) City/ Municipal Social Welfare Development Office (MSWDO)

- 1) Provide logistical support including but not limited to venue for capability building activities of tutors and YDWs, vehicles to ferry the beneficiaries in the venues for the sessions, meals during capability building of tutors and YDWs, as well as meals during conduct of session for learners and parents;
- 2) The LGU, through the CSWDO, shall assist the DSWD-FO in assessing Tara, Basa beneficiaries to determine their eligibility to join the program, especially if the beneficiaries are not found in the Listahanan database and if tagged as non-poor. The non-poor beneficiaries in the Listahanan but with struggling or

non-readers are subject for validation and assessment of the LGUs;

- 3) Ensure the safety and security of the DSWD staff/personnel who may be assigned to coordinate and/or facilitate the implementation of the Program in the concerned area through the assistance of the concerned Barangay LGUs;
- 4) Tap the BLGUs to assist in the distribution of Tara, Basa kits/materials to the beneficiaries;
- 5) Coordinate with the S/LUCs and DepEd in cascading important Tara, Basa announcements to learners' parents on the conduct of learning and Nanay-Tatay sessions, payout schedules, culminating activity, etc.;
- 6) Closely engage S/LUC/s or other Higher Education Institutions (HEIs) as partners in the implementation of the Program;
- 7) Assist in facilitating referrals of learners with poor eyesight, learning, and physical disabilities to concerned institutions; and
- 8) Assist in ensuring the safety and orderliness during the conduct of payout activities for beneficiaries.

d) Non Government Organization (NGO)/ Civil Society Organizations (CSOs)

- 1) Provide free vision care services including eye examinations and provision of prescription eyewear to identified learners;
- 2) Provide meals or snacks for learners during Tara, Basa sessions or culminating activity;

- 3) Provide assistance to learners who are identified as abused by their parents, if applicable.
- 4) Coordinate with relevant partners and provide necessary assistance in the overall implementation of the Program; and
- 5) May shoulder transportation or other logistical expenses of its personnel and volunteers during conduct of Tara, Basa activities.

X. REPEALING CLAUSE

All orders, rules, and regulations inconsistent or contrary to the provisions cited in this institutionalization guidelines are hereby repealed.

XI. EFFECTIVITY CLAUSE

Once approved, this Memorandum Circular shall take effect immediately upon publication in the Official Gazette or newspaper of general circulation. A copy of the Memorandum Circular shall be filed with the Office of the National Register, University of the Philippines Law Center. This circular shall remain effective until otherwise superseded, amended, or repealed accordingly.

Signed in Quezon City, Metro Manila, Philippines.


REX GATCHALIAN
Secretary
Date: 30 JUL 2024

Certified True Copy

WILLIAM V. GARCIA, JR.
OIC-Division Chief
Records and Archives Mgt. Division
01 AUG 2024