

MEMORANDUM CIRCULAR

No. 13
Series of 2025

**REVISED GUIDELINES ON THE IMPLEMENTATION OF
TARA, BASA! TUTORING PROGRAM****I. RATIONALE**

This Guidelines intends to revise the Memorandum Circular No. 29, series 2024 or the “*Guidelines for the Implementation of Tara, Basa! Tutoring Program*,” based on the newly approved Republic Act (RA) No. 12028 or the Academic Recovery and Accessible Learning (ARAL) Law Program Act and its Implementing Rules and Regulations (IRR). Under Section 13 of the IRR of RA No. 12028, the Department of Education (DepEd) may enter into an agreement to ensure alignment of capability building of tutors for DSWD’s tutorial program aligned with the ARAL Program.

Further, pursuant to Section 24(5) of the same IRR on Roles and Responsibilities of Government Agencies, the DSWD shall perform the following roles and responsibilities: 1) enter into an agreement with DepEd and concerned Local Government Unit (LGU) to initiate home learning and support activities, programs or similar initiatives for parents and parent-substitutes of learners under the ARAL Program; and 2) Collaborate with the DepEd to identify potential areas for partnership within existing programs such as the Tara, Basa! Tutoring Program and other future programs, campaigns, and activities to support learners academic recovery and development.

In addition to the ARAL Law Program Act, the guidelines also intend to integrate the following: 1) newly signed Executive Order (EO) No. 76 (s. 2024) on 22 November 2024, declaring the Tara, Basa! Tutoring Program as a Flagship Program of the National Government that aims to help elementary learners, who have difficulties learning how to read, to develop their foundational reading skills while offering short-term work for financially challenged tertiary level students, and 2) expand the program coverage, improve the partnership, and enhance service delivery mechanisms based on the key findings or areas for improvement of the Program which were identified during the Program Assessment/Evaluation.

The major revisions also include integration of culture-based, age-appropriate, and gender-sensitive approaches in the program components.

II. LEGAL BASES

A. International Instruments

1. **The Sustainable Development Goal (SDG) of the United Nations 2030 Agenda on Education, Goal 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.
2. **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.

B. National Instruments/Policies

1. **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.
2. **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.
3. **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.
4. **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.
5. **Republic Act No. 11032, Ease of Doing Business and Efficient Government Service Delivery Act of 2018**, aims to improve efficiency in government services and promote ease of doing business in the Philippines. The law mandates streamlined procedures for securing government permits, licenses, and clearances, sets standardized processing times, and introduces mechanisms to curb red tape,

ensuring better service delivery and accountability among public officials.

6. **Republic Act 12199, otherwise known as Early Childhood Care and Development System Act.** The State shall institutionalize an ECCD System, as defined in Section 4 of this Act, that is comprehensive, integrative, and sustainable, even during times of emergency, that involves multisectoral and interagency collaboration at the national and local levels in government; among the public and private sectors and non-government organizations (NGOs); and professional associations and academic institutions.
7. **Republic Act No. 12028, otherwise known as “Academic Recovery and Accessible Learning (ARAL) Program Act,” and Its Implementing Rules and Regulations, particularly Section 24.** The DSWD to enter into an agreement with DepEd to initiate home learning and support activities, programs or similar activities, for parents or parents-substitutes of learners, and collaborate with DepEd to identify potential partnership within existing programs such as the Tara, Basa! Tutoring Program, and other future programs, campaigns, and activities to support learners’ academic recovery and development.
8. **Executive Order No. 76 (s.2024), Section 2, “Declaring the Tara, Basa! Tutoring Program as a flagship Program of the National Government.”** The DSWD in coordination with the Department of Education, Commission on Higher Education, National Youth Commission, State Universities and Colleges, LGUs and other relevant National Government Agencies (NGAs) and stakeholders, shall undertake the necessary steps for the successful implementation and expansion of the Program subject to existing laws, rules and regulations.
9. **Philippine Development Plan (PDP) 2023-2028**, Chapter 1. A Plan for Economic and Social Transformation, Chapter 2: Promote Human and Social Development, Chapter 5: Modernize Agriculture and Agribusiness, and Chapter 6: Revitalize Industry. Provision of accessible and quality education and job opportunities for all Filipinos.

C. DSWD Policies/Issuances

1. **DSWD Memorandum Circular No. 07, Series of 2024**, Institutionalization of Pag-abot Program for Children, Individuals, and Families in Street Situations.
2. **DSWD Memorandum Circular No. 19, Series of 2024**, Guidelines for the Implementation of Walang Gutom Program 2027: Food Stamp Program.

3. **DSWD Memorandum Circular No. 24 Series of 2024**, Enhanced Omnibus Guidelines on Food and Non-Food Items and Logistics Management For Disaster Response Operations.
4. **DSWD Memorandum Circular No. 29, Series of 2024**, Guidelines for the Implementation of Tara, Basa! Tutoring Program
5. **DSWD Memorandum Circular No. 4 Series of 2021**, Enhanced Guidelines Implementation on the Cash and Food for Work, Training and Caring for Disaster Risk Reduction and Management
6. **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.
7. **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.

III. DEFINITION OF TERMS AND ACRONYMS

- A. **Cash for Caring (CFC)** – refers to the specialized service intervention under Disaster Risk Reduction and Management (DRRM) that aims at ensuring the provision of special care to disaster vulnerable populations while in displacement. This includes the tending to children, older persons, pregnant women, lactating mothers, and Persons with Disabilities (PWDs) while in evacuation centers and in its facilities such as in Child Development Centers (CDCs), Women and Child-Friendly Spaces (WCFS), productivity centers and among others.¹
- B. **Cash For Training (CFT)** – refers to the cash assistance provided to tutors and YDWs upon attending capability building activities conducted by DSWD with other implementing partners. This is provided to tutors and YDWs to support their transportation expenses during their attendance to the aforesaid activities.
- C. **Cash-for-Work (CFW)** - refers to the cash assistance provided for the Tara, Basa partner-beneficiaries in exchange for the conduct of any of the following:
 1. **Facilitation of Nanay Tatay Teacher sessions** - refers to the Nanay Tatay Teacher sessions facilitated or conducted by the YDW among parents or guardians.

¹ DSWD Memorandum Circular No. 4 Series of 2021, Enhanced Guidelines Implementation on the Cash and Food for Work, Training and Caring for Disaster Risk Reduction and Management

2. **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.
 3. **Conduct of Learning Sessions** - refers to tutorial sessions rendered by the college students deployed as tutors for grade school learners endorsed by DepEd and other DSWD implementing partners with approved Memorandum of Agreement (MOA).
- D. Center and Residential Care Facilities (CRCF)** - refers to a center or institution that provides residential care service to the poor, vulnerable, and disadvantaged individuals or families in crisis providing appropriate intervention geared towards the healing, recovery and reintegration of residents to the family/community.
- E. Children** - refers to persons below eighteen (18) years of age or those over but are unable to fully take care of themselves or protect themselves from abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability or condition.
- F. Financial Inclusion** - This refers to the state in which everyone, especially the vulnerable sectors, has effective access to a wide range of financial services.
- G. Guardians of Learners** - For the purpose of the implementation, it refers to a person other than the biological parent/s who is responsible for attending the Tara, Basa activities, especially the Nanay-Tatay Teacher Sessions.
- H. Higher Education Institutions (HEIs)** - refers to all institutions of higher learning in the Philippines primarily offering degree-granting programs, including post secondary degree granting vocational and technical educational institutions duly recognized by CHED. This includes state universities and colleges as public HEIs, created and established by law which constitutes their charter and which have independent and separate Governing Boards.
- I. Houseparents** - refers to individuals who provide direct care, supervision, and guidance to children, youth, or individuals under the custody of the agency—typically in centers and residential care facilities, such as centers and institutions for children, youth, women, persons with disabilities, and/or older persons.
- J. Implementing Partners** - refers to NGAs, LGUs, Faith-Based Organizations (FBOs), and Social Welfare and Development Agency (SWDAs) with existing Memorandum of Agreement with DSWD to implement the Tara, Basa! Tutoring Program.

- K. Learners** - refers to students endorsed by DepEd and other DSWD implementing partners who shall be provided with tutorial activities.
- L. 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.
- M. Masterlist** - refers to the list of eligible beneficiaries (parents, learners, tutors, and Youth Development Workers) endorsed by the partners.
- N. Partner-Beneficiary** – refers to the beneficiaries cited under VI. Scope and Coverage, particularly letter B. Program Beneficiaries.
- O. Scholarship Program** – refers to the modality of financial assistance given to qualified and deserving students based on merit such as academic performance, poverty, disability, age, ethnicity, etc.
- P. Social Welfare and Development Agency (SWDA)** – refers to a person, corporation or organization, engaged in providing directly or indirectly social welfare services and obtains its finances either totally or in part, from any agency or instrumentality of the government and/or from the community by direct or indirect solicitations and/or fund drives and/or endowment
- Q. Substitute Tutor or YDW** – refers to eligible and trained college students who are officially enlisted to replace the tutors or YDWs who have backed out, become disqualified, or are temporarily unavailable during the implementation of the Tara, Basa Sessions.
- R. Technology Transfer** - refers to the procedures and processes of implementing the Tara, Basa! Tutoring Program by the LGUs in the Provincial, City, and Municipal level with full funding support from the proponent LGUs.
- S. Youth Beneficiaries** - refer to the 2nd-year to 4th-year college students (18 years old and above) endorsed by HEIs who belong to poor or low income families and shall be deployed as:
1. **Tutors** - who are taking up Bachelor in Elementary Education, Bachelor in Secondary Education, and other allied courses endorsed by HEIs to DSWD. They will conduct tutorial sessions to the identified learners of DepEd.
 2. **Youth Development Workers (YDWs)** - who are taking up Bachelor of Science in Social Work, Sociology, psychology, Anthropology, or other allied courses endorsed by HEIs to DSWD.

They will facilitate the Nanay-Tatay Teacher Sessions with parents/guardians of the learners endorsed by DepEd.

IV. PROGRAM DESCRIPTION

Tara, Basa! Tutoring Program is a developmental and reformatted educational assistance of the Department that aims to provide financial aid to low-income families and college students while empowering them to be involved in nation-building through CFW.

It is a developmental social protection program that contributes to the attainment of Social Development Goals (SDGs) Nos. 1 and 4 - ending poverty in all its forms and promoting inclusive and equitable education quality education and lifelong opportunities for all. The college students shall be capacitated to strengthen their soft skills that pertains to leadership, emotional intelligence, organization, flexibility, communication, and self-motivation. They shall be deployed as tutors or YDWs and be provided with financial support through CFW.

Further, it is in accordance with the IRR of ARAL Law mandating the Department to engage with DepEd to jointly implement the Tara, Basa! Tutoring Program to support learners' academic recovery and development.

The Program meaningfully contributes in the **Philippine Development Plan (PDP) 2023-2028 Chapters 1, 2, 5, and 6** as well as the **Ambisyon 2040**, as a multi-sectoral initiative that integrates youth engagement, family involvement, and early-grade reading support, addresses critical priorities in social protection, human capital development, and education.

Further, it also contributes to **DSWD Strategic Objectives No. 3, Clients Vulnerabilities** reduced by providing financial support to low income families and reinforcing the national goals by building resilient individuals, empowered communities, and a more inclusive society.

V. OBJECTIVES

A. The Purpose of this Revised Guidelines is to:

1. Integrate in the Program the provisions of the newly approved RA No. 12028 or the ARAL Law and its IRR;
2. Harmonize the provisions of Executive Order No. 76 s. 2024, Declaring the Tara, Basa! Tutoring Program as a flagship Program of the National Government;
3. Enhance the Program objectives, coverage, procedures, and processes based on the results of Program Assessment/Evaluation and DSWD Thrust and Priorities.

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. Specifically the program intends to achieve the following:

1. Empower youth beneficiaries through provision of financial assistance, capability-building, and leadership preparation to reduce their vulnerabilities;
2. Reduce parents' financial vulnerabilities while strengthening their capabilities to support their children's education and wellbeing; and
3. Strengthen collaboration resulting in enhanced program support, resource mobilization, and community engagement.

C. Results Framework

As reflected in the Results Framework below, the Program strategy focuses on strengthening partnerships with other National Government Agencies, aligning with the administration's whole-of-nation approach to delivering social protection services. Its primary goal is to reduce the vulnerability of poor and low-income college students and parents by providing financial assistance, capability building activities among others. Additionally, the program seeks to innovate, digitalize, and streamline processes to ensure that services are accessible and efficient for its target partner-beneficiaries.

Objective 1: Empower youth beneficiaries through financial assistance, capacity building, and leadership preparation to reduce their vulnerability.

Objective 2: Reduce parents' financial vulnerability while strengthening their capacity to support their children's education and well-being.

Objective 3. Establish and strengthen partnerships with stakeholders, including NGOs, CSOs, private sector organizations, and educational institutions.

Objective 4: Ensure the efficient digitalization and monitor of financial assistance distribution to reduce client vulnerability.



VI. SCOPE AND COVERAGE

A. Selection Criteria

The selection implementing areas LGUs shall be based on the following criteria:

1. Poverty incidence among families/households
2. High number of college dropout/attrition rate due to financial difficulty
3. High illiteracy rate among children and youth

B. Program Beneficiaries

The following are the partner-beneficiaries of the program:

1. Pantawid Pamilyang Pilipino Program beneficiaries with endorsed college students and elementary students by the HEIs and DepEd/Madrasah respectively;
2. College students endorsed by HEIs who belong to poor or low-income families;
3. Parents or guardians of elementary students/learners endorsed by DepEd or Madrasah needing tutorial sessions following the ARAL Law and who are poor or low-income;
4. Parents and children from DSWD existing programs and services such as CRCF, such Pag-Abot Processing Centers, and Walang Gutom Kitchen, who are needing interventions along parenting and tutorial services; and
5. Parents and children from DSWD partners FBOs, Civil Society Organizations (CSOs), and Non Government Organizations (NGOs) with existing Memorandum of Agreement to implement parenting and tutorial program

C. Modalities of Parenting and Tutorial Sessions

The parenting and tutorial sessions may be conducted in a safe and conducive environment such as but not limited to:

1. Classrooms identified by DepEd;
2. DSWD and LGU centers and facilities; or
3. NGOs, FBOs, and SWDAs run facilities

In the case of the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), some sessions may be held in Madrasahs from Sunday to Thursday, taking into account religious observance, as Friday holds significant importance for worship.

D. Program Components

Below are the components of the program to achieve the objectives:

- 1. Knowledge Products** - The DSWD and the implementing partners shall formulate needs-based, age-appropriate, and culture-sensitive learning materials for specific partner-beneficiaries.
- 2. Capability Building Activities for College Students** - The DSWD together with the implementing partners shall jointly design appropriate Learning and Development Interventions (LDIs) for college students who shall be deployed as tutors or YDWs. The approved learning design shall be the basis in conducting capability building activities for tutors and YDWs.
- 3. Parents/Guardians Sessions** - The DSWD shall develop home learning and support activities such as the Nanay-Tatay Teachers Sessions, for the parents or guardians of elementary students to further

strengthen their full potentials and capacities to ensure the well being of their children.

4. **Tutorial Sessions** - The Tara Basa Sessions shall be conducted during school break of public elementary schools, for a minimum of 20 sessions from Monday to Friday, or other schedule as agreed upon by the implementing partners.
5. **Cash For Work / Training (CFW/T)** - The college students who shall be deployed as tutors or YDWs shall be provided with CFW/T as follows:
 - **Tutors and YDWs** - The tutors and YDWs shall be provided one (1) full day CFW and CFT assistance based on the latest approved Regional Daily Minimum Wage for Non-Agriculture issued by the Department of Labor and Employment - National Wages and Productivity Commission. The minimum and maximum number of hours for tutorial and parenting sessions must adhere to the existing Law².
 - **Parents/ Guardians of the Learners** - The provision of CFW for parents or guardians shall be based on the latest approved cost parameters by the Secretary and subject to availability of funds.
6. **Referral Services** - The partner-beneficiaries shall be accessed to existing DSWD programs and services and other service providers as deemed necessary.

VII. GENERAL POLICIES

A. Deployment of College Students

Tara, Basa! Tutoring Program upholds the principles of nation-building by engaging its beneficiaries, particularly college students, in meaningful engagement towards nation building. To strengthen their sense of civic duty and volunteerism, the program shall provide avenues for their deployment as tutors or YDWs in classroom settings or community-based settings including to other DSWD social protection programs and services, to participate in activities that contribute to disaster response, (e.g., packaging of family food packs, serving as tutors and YDWs in evacuation centers, Child Friendly Space, Women Friendly Space, etc.), Pag-Abot Program's Processing Center and other DSWD residential care facilities for families and children, etc.

² RA 12028 or Academic Recovery and Accessible Learning (ARAL) Law and its IRR

B. 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 nor cash for training.
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 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 endorsed by the HEIs, 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. With the exception that if 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 Field Office (FO).
8. 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 7 or the preceding item.
9. A beneficiary who waived their participation to the Program must be replaced by the DepEd/Madrasah (for learners) and HEIs (for college students), in coordination with the FO/Ministry of Social Services Development (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.

10. Beneficiaries who were not able to complete the 20 sessions are still eligible to receive CFW based on the number of days rendered/attended.

C. Cash for Training (CFT) for Tutors and YDWs

1. The college students shall be provided with CFT for their attendance to the five (5) day capability-building activities for tutors and YDWs conducted by DSWD. The CFT assistance will serve as an augmentation to the students' transportation during the conduct of the Learning Sessions.
2. The DSWD FOs shall provide CFT to the identified additional eligible college students who will serve as substitute (*in case of backout or withdrawal of some originally identified tutors and YDWs*), provided that they have attended the said activity, and subject to availability of funds.
3. The computation of CFT for college students shall be based on the latest approved RDMW for Non-Agriculture issued by Department of Labor and Employment - National Wages and Productivity Commission and based on the number of days attended during the capability building.

D. 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 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 LGUs.
3. In cases where the identified 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. Learners who are in the DSWD and LGU CRCFs, evacuation centers, and in its facilities such as in Child Development Centers (CDCs), Women and Child-Friendly Spaces (WCFS), productivity centers, and among others shall be included in the learning sessions as deemed appropriate.

5. 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 and endorsed by DepEd.
6. The learners who are in the DSWD and LGU center and residential care facilities shall be included in the learning sessions as deemed appropriate.
7. 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.
8. The learners from the families of Pantawid beneficiaries endorsed by DepEd shall be included in the learning sessions and shall be entitled to CFW.
9. Maximum of three (3) children enrolled as 2nd to 4th year college students per family shall be accepted as program beneficiaries.
10. 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.
11. 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.
12. The said lists of learners and parents shall be the basis for the matching of tutors and YDWs.
13. The Tutors and YDWs shall be screened and duly endorsed by S/LUCs to DSWD using the prescribed eligibility criteria.
14. 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.
15. 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.

E. 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 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 and implementing partners.
4. A regular "*Kumustahan Sessions*," shall be conducted by DSWD with implementing partners and partner-beneficiaries, as part of monitoring activity, wherein issues and concerns encountered by the college students during the learning and parenting and tutorial sessions, are discussed.
5. The suspension of Tara, Basa Sessions for classroom-based modalities shall be based on existing guidelines on class suspension of DepEd and LGUs. The Regional Program Management Offices (RPMOs) in consultation with DepEd Schools Division Offices (SDOs) and LGUs, will release an official suspension advisory for the conduct of the 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 in the N/RPMO level.
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. For example, if a session is suspended due to a typhoon, a makeup session shall be conducted to compensate for missed session.

F. Withdrawal and Replacement Process of Tara, Basa Beneficiaries

1. A beneficiary who waived their participation to the Program must be replaced by the DepEd/Madrasah (for learners) and HEIs (*for college students*), in coordination with the DSWD RPMO/ MSSD, and must submit a waiver as proof of the aforesaid's withdrawal from the program.
2. Learners and parents who are absent for five (5) consecutive sessions, without informing the DepEd and RPMO/MSSD, may be automatically replaced (*even without signed waiver from the beneficiaries*) by DepEd, in coordination and approval of the DSWD FO. The replacement must be immediately facilitated after the five (5) consecutive sessions. Replaced beneficiaries will be notified by the RPMO, through the assistance of the partner-agencies, upon their replacement.

3. For tutors and YDWs, replacement is allowed within the whole duration of the Tara, Basa sessions. This is to ensure that sessions for learners and parents are conducted when the assigned tutor or YDW withdraws from the session. However, the replacement should come from the trained additional eligible substitute tutors and YDWs who were previously identified and capacitated by DSWD.

G. Child Protection and Data Privacy

1. In accordance with the DSWD Child Protection Policy of the Department, the Tara, Basa! Tutoring Program developed its **Tara, Basa! Tutoring Program Child Protection Policy as shown in Annex A**. This Policy shall be observed by all program beneficiaries particularly the tutors and YDWs in every engagement or learning sessions they have with children, likewise, the staff from the DSWD N/RPMOs, LGU implementers, and all program partners shall adhere to the said policy when dealing with children in all places and at all times.
2. Moreover, the program implementers shall also at all times adhere to the provisions of the Data Privacy Act of 2012 and 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.

H. 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 partner-beneficiaries needing assistance on medical, burial, transportation as well as the learners exhibiting learning difficulties such as Dyslexia, and Attention-Deficit / Hyperactivity Disorder (ADHD), visual impairment shall be referred to the Crisis Intervention Unit (CIU) and partner agencies for further intervention.

I. Engagement of College Students Enrolled under Private HEIs

1. The DSWD FOs may engage students enrolled in private schools provided that the students belong to poor or low-income families. The concerned private schools may refer the students to the DSWD FOs for inclusion in the program.
2. Likewise, the DSWD through the Tara, Basa! NPMO or RPMO may accept volunteer students from HEIs to serve as tutors or YDWs who may be deployed in the existing DSWD programs and services. Tara, Basa! NPMO or RPMO may provide appropriate capability building

activities prior to deployment. Volunteer tutors and YDWs are not entitled to CFT and CFW.

J. Grievance Protocol

1. The existing Grievance Protocol of the Department shall be observed at all times.
2. Further, the Grievance Protocol of the Program is attached as *Annex B*. All partner-beneficiaries and program implementers must adhere to the set actions involving grievance/issues/concerns.

K. Implementation or Replication of the Program by Partner Stakeholders

1. As part of the sustainability efforts at the local level, the RPMOs may encourage the Provincial Local Government Units (PLGUs) to replicate the program during Caravans, Program Expo, etc. The PLGU shall send Letter of Intent (LOI) to the concerned DSWD FO, and the latter shall assess the former's capability to implement the program in areas needing intervention, following the criteria for selection and prioritization of implementing sites set by the NPMO.
2. A MOA shall be forged between the DSWD FO, LGU, and other partners as deemed appropriate, to formalize the former's mandate to coordinate and implement effectively the program. The detailed roles and responsibilities of both parties must be specifically reflected in the MOA to be forged.

VIII. IMPLEMENTATION PROCEDURE

A. Pre-Implementation Phase

1. Program Orientation with Partners

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

2. Consultation Workshop Cum Action Planning

A MOA stipulating the duties and responsibilities of stakeholders; the DSWD, DepEd, LGUs, HEIs, other NGAs, NGOs, and other partner institutions/agencies shall be presented for vetting of all partner-stakeholders.

The DSWD, through RPMOs, shall conduct localized action planning as a follow through activity based on the agreement reached during

Consultation Workshop cum Action Planning, involving partners such as but not limited to Barangay LGUs, Youth Development Office, Sangguniang Kabataan, and among others.

3. 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 FOs, HEIs, DepEd, and LGUs shall sign the MOA to formalize the engagement of partnership.

4. Identification of Program Sites and Assessment of Beneficiaries

This activity involves the identification of the participating elementary schools, where the learners are enrolled and the identification of Tara, Basa beneficiaries. Learners are identified based on the data from the DepEd-SDOs. College students deployed as tutors and YDWs are identified and screened by the concerned HEIs. Assessment shall be conducted by the LGUs to determine the eligibility of the beneficiaries.

5. Eligibility Criteria for Tara, Basa Beneficiaries

Type of Beneficiary	Criteria
College Students	<ul style="list-style-type: none"> a. Must be 18 years old and above, regardless of sex, ethnicity, religion, and sexual orientation b. Belongs to poor or low income families assessed by the LGU c. With Good Moral Character with no record of any criminal offense or behavior that would question their suitability to work with children³ d. With good health condition e. With good academic standing f. With basic facilitation skills g. Attended and completed the capability building for Tutors conducted by DSWD h. With consent form signed by the parents i. 2nd year to 4th year college students endorsed by HEIs to be deployed as tutor or YDW: <ul style="list-style-type: none"> • For tutors: taking up Bachelor in Elementary Education, Bachelor in

³ Implementing Rules and Regulations (IRR) of Academic Recovery and Accessible Learning Act (ARAL) Law No. 12028

Type of Beneficiary	Criteria
	<p>Secondary Education, Bachelor of Arts in Elementary Education, Major in Special Education, and other allied courses</p> <ul style="list-style-type: none"> • For YDWs: 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 or HEIs
Parents/ Guardians Endorsed Implementing Partners	<p>a. Parents/guardians of learners endorsed by implementing partners for parenting sessions and learners needing tutorial services</p> <p>b. Parents or any member of the family of legal age, who agreed to participate in the parenting and tutorial sessions</p> <p>c. Belongs to poor or low income families assessed by the LGU</p>
Elementary Students	<p>a. Elementary students who are enrolled in public elementary schools and endorsed by the DepEd for tutorial services</p> <p>b. Elementary students who are not included in any school reading program</p> <p>c. Belongs to poor or low income families assessed by the LGU</p>
Students from Madrasah	<p>a. Belongs to poor or low income families assessed by the LGU</p> <p>b. Learners endorsed by Madrasah Officials for tutorial services</p>

The tutors and YDWs who are previous beneficiaries may apply and join the Program again, depending on the assessment of the HEIs and DSWD FOs. The HEIs 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 concerned universities/colleges.

The beneficiaries must be assessed by the Provincial and/or the concerned LGUs through its Provincial/City/Municipal Social Welfare and Development Office. This is to ensure that beneficiaries are assessed as poor or low-income families. The PLGUs must attach and submit any of the following documents to the DSWD 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 PLGU and or the Barangay LGU (*e.g., Certificate of Eligibility, Certification of No/low Income from the LGU or Punong Barangay*)

6. Roles and Responsibilities of Tara, Basa! Tutoring Program Beneficiaries

<p>Type of Beneficiary: Tutor and YDW</p>
<p>Roles and Responsibilities of Tutor:</p> <ol style="list-style-type: none"> 1. Conduct learning sessions for struggling readers and non-readers following the prescribed Enhanced Guidebook for Tutors; 2. Administer the prescribed assessment tools for learners and record the result in the database provided by DSWD RPMO or DepEd; 3. Ensure the safety of learners during the Reading Sessions; and 4. Uphold and practice the Child Protection Policy of the DSWD and DepEd
<p>Roles and Responsibilities of YDW:</p> <ol style="list-style-type: none"> 1. Conduct the Nanay-Tatay Teacher sessions with parents/guardians using the prescribed Nanay-Tatay Teacher Modules developed by DSWD; and 2. Report parents or guardians who are struggling readers or non-readers to DepEd, for referral to Alternative Learning System (ALS)
<p>Roles and Responsibilities of both Tutor and YDW:</p> <ol style="list-style-type: none"> 1. Agree to be deployed in Public Elementary Schools, DSWD, and LGU centers and facilities, or other facilities run by NGOs, FBOs, and SWDAs, which is accessible and near place of residence; 2. Attend the capability building for tutors and YDWs conducted by DSWD and partners; 3. Adhere to the requirements of CFW; 4. Submit the Attendance Sheets of assigned non-readers or struggling readers (% tutors) and parents/guardians (% YDWs) to DSWD Tara, Basa Focal;

Type of Beneficiary: Tutor and YDW

5. Submit accomplishment report and Daily Time Record signed by Tara Basa Focals from DepEd and DSWD as basis for the payment of CFW;
6. Participate in the regular *"Kumustahan Session,"* with the DepEd and DSWD Tara Basa focal persons;
7. May participate in other DSWD social protection programs/ services that are applicable for tutors/YDWs or other community engagement activities relative to the program, subject to the tutor/YDW and his/her parent/s or guardian's consent;
8. Ensure cleanliness of classrooms after the learning and parenting sessions;
9. Report any manifestation or possible abuse, neglect, and exploitation of children and parents/guardians to Tara, Basa Focals from DepEd and DSWD, for proper intervention; and
10. Report any complaints or grievances experienced during the implementation to the respective Tara, Basa focal from concerned HEIs, following the Grievance Protocol of the program.

Type of Beneficiary: Parents or Guardians of Struggling Readers or Non-Readers Elementary Students

Roles and Responsibilities:

1. Signed consent form stipulating their roles and responsibilities in the program
2. Attend 20 days Nanay-Tatay Teacher session to be conducted by YDW
3. Attend community assemblies, culminating activities, and kamustahan sessions with DSWD and DepEd focals, and other activities of the program
4. Participate in the regular *"Kumustahan Session,"* with the DepEd and DSWD Tara Basa focal persons;
5. Submit necessary documents for the payment of CFW
6. Sign the attendance sheet to be provided by the YDW
7. Submit certificate of indigency issued Barangay LGUs or by the Local Social Welfare and Development Office
8. Sustain the lessons learned in the Nanay Tatay Teacher session after participating in the Program
9. Guide their children in reading at home
10. Report any complaints or grievances experienced during the implementation to the respective Tara, Basa school focal persons following the Grievance protocol of the program.

Type of Beneficiary: Struggling or Non-Readers Elementary Students
Roles and Responsibilities: <ol style="list-style-type: none">1. Attend learning sessions on reading2. Attend the pre and post tests for learners3. Do the assigned tasks written in the Workbook

7. Matching of Eligible Beneficiaries

A matching process shall be conducted to determine the names of the learners and parents to be handled by the tutors and YDWs, respectively. 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 is (*1:10 minimum and 1:15 maximum*).

The matching shall be conducted by the concerned HEIs and DepEd-SDOs, with the assistance of the RPMO, through automation or manual process, whichever is applicable. The matching of beneficiaries 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.

8. Conduct of Community Assembly for Parents

The RPMOs shall facilitate the conduct of community assembly for parents together with the DepEd SDO focals and LGU partners. This activity serves as a venue for program orientation with the parents, discussion about the program guidelines and processes, generation of payroll and payout processes, conduct of the profiling tool for the beneficiaries, and grievance protocols.

9. Pre-Deployment of Tutors and YDWs

The RPMOs together with the focal persons from DepEd, HEIs, and other partners shall agree on the schedule including logistical needs for the pre-deployment of college students to their designated elementary schools, DSWD and LGU centers and facilities, or other facilities run by NGOs, FBOs, and SWDAs, prior to the mandatory school break of elementary school teachers and struggling and non-readers. This activity serves as a courtesy visit to the school heads and school focals and initially establishes rapport with the learners and parents.

B. Implementation Phase

1. Learning Sessions

As mentioned in the preceding section, the Learning Sessions may be conducted in several settings such as: elementary schools; Madrasahs; where the selected learners are enrolled; DSWD and LGU CRCFs; evacuation centers; Child Development Centers (CDCs); Women and Child-Friendly Spaces (WCFS), productivity centers; among others.

The procedures and processes for the conduct of Learning Sessions on the above-mentioned facilities or modalities shall be developed by DSWD in consultation with partner-stakeholders such as CHED, DepEd, National Youth Commission, Department of Interior and Local Government, HEIs, NGOs, FBOs, CSOs, and other stakeholders, whenever necessary.

All college students who shall handle Learning Sessions must be capacitated by the Tara Basa NPMO, through its RPMO, prior to deployment.

For the ***classroom based Learning Sessions***, the duration of the tutorial sessions shall adhere to the existing Laws. 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 and the needed interventions to be conducted, 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. Post assessment shall be conducted to measure the overall effectiveness of the Learning Modules.

2. Sessions with Parents

The parents or guardians are required to participate in the Nanay Tatay Teacher Sessions. The sessions shall be conducted in elementary schools with their children or other LGU facilities such as but not limited to the Day Care Centers, barangay multipurpose hall, gymnasium, covered courts, etc. 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.

During the conduct of Learning Sessions and Nanay-Tatay Teacher Sessions, the DSWD RPMO staff shall regularly monitor the sessions of the beneficiaries, together with the Tara, Basa focal persons from the DepEd to ensure that sessions with learners and parents are conducted by the tutors and YDWs, respectively. Attendance of the beneficiaries should be strictly monitored and reasons for absence must be noted during the monitoring visits. Tara, Basa focal persons from HEIs and LGUs shall also assist the DSWD and DepEd in monitoring the sessions. The HEIs may maximize this activity to also monitor the performance of the tutors and college students in conducting the sessions. All focal persons from the concerned offices are required to administer the **Unified Monitoring Tool (UMT)** developed by DSWD to capture and document issues and concerns observed during the visit. Proposed recommendations from the partners may also be included in the UMT, as assistance to the DSWD in addressing implementation concerns. The result of the accomplished UMT shall be consolidated by DSWD-FO and shall be discussed during the consultation meetings with partners.

The DSWD FO, in collaboration with DepEd SDOs and other stakeholders, may conduct a Culminating Activity at the end of the sessions in every participating elementary school, upon agreement by the DSWD, DepEd, and beneficiaries.

Results of the pre and post tests for learners shall be consolidated by the DSWD FO, and shall be officially endorsed to DepEd Regional Office (RO) for review and analysis. The latter shall prepare an analysis report relative to the result of the assessment to learners. Likewise, both offices shall submit the consolidated assessment results (DSWD-FO) and analysis report (DepEd-RO) to DSWD-CO and DepEd-CO. Reports submitted by the DSWD FOs and DepEd-ROs must be consolidated by the national offices of said agencies.

The DSWD shall develop appropriate assessment tools to be used for the beneficiaries in the community-based, CRCF, and other modalities mentioned in the preceding section.

3. Work Duration and Cost

The CFW and CFT 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 sample approved cost parameters for the Tara, Basa beneficiaries is reflected in **Annex C**.

Annex C 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.

4. Requirements and Procedure for Cash For Work

Beneficiaries may opt to receive their CFW through manual payout/cash-outright or electronic money such as but not limited to Landbank Perang Inimpok Savings Option (PISO) account, or any other electronic wallets (e-wallets) payments that are engaged as partners by the Department and duly accredited by Bangko Sentral ng Pilipinas (BSP).

The payout for tutors, YDWs, and parents, can be conducted in tranches or otherwise as agreed by the DSWD-FOs, partner stakeholders, and beneficiaries. The payout for college students shall be conducted within the vicinities of HEIs, while payout for learners' parents shall be conducted in elementary schools/Madrasah or LGU facilities such as gymnasium, covered courts, and other possible venues within the locality, in coordination with the LGUs and/or BLGUs.

a. Requirements for Parents/Guardians

- One (1) original copy of any valid government issued ID bearing photo and signature of the beneficiary
- 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).

b. Requirements for Tutors and YDWs

- i. Original copy of any valid government issued ID mentioned in item c.
- ii. Photocopy of valid ID with 3 specimen signatures (originally signed)⁴
- iii. Original and signed copies of Daily Time Record (DTR)
- iv. BLGU Certificate of Indigency or Social Case Study Report from LSWDO

In case the **Parent/Guardian, tutor, or YDW is unable to attend the scheduled payout**, he/she may send a representative with the following requirements:

- Original copy of authorization letter is required, stating the reason why the parent will not be able to claim and a 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;

⁴ Except for Philsys ID

- Right thumbmark in the photocopy of the ID of the bearer and/or representative in case he/she cannot sign the document;
- The signature on the authorization letter and the signature on the ID of the parent must match; and
- Only individuals who are 18 years old and above can claim the payout. Minors will not be accepted as claimants.
- 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.

c. List of Accepted Identification Cards

Any of the following government issued ID shall be presented by the beneficiaries and shall be accepted during the payout, provided that the Identification cards are not expired:

- i. PhilSys National ID
- ii. School ID (with year of validity)
- iii. Certificate of registration/enrollment in the absence of school ID especially when the Learning Sessions falls during the school break of S/LUCs
- iv. Tara, Basa! Tutoring Program ID (for tutors and YDWs)
- v. Barangay ID
- vi. Voters ID⁵
- vii. Social Security System (SSS) ID
- viii. TIN ID (yellow or green)
- ix. Unified Multi-Purpose (UMID)
- x. PhilHealth
- xi. Persons With Disability (PWD) ID⁶
- xii. Senior Citizen ID⁷
- xiii. Passport
- xiv. Driver's License
- xv. Latest National Bureau of Investigations (NBI) Clearance
- xvi. Voter's Certificate⁸
- xvii. Postal ID
- xviii. Pantawid Pamilyang Pilipino Program ID

d. Requirements for CFT

The payout for CFT for college students will be done prior to the conduct of Tara, Basa sessions or as agreed by the DSWD FO, program partners and students. The payout for college students shall be conducted within the HEIs or other secured venues identified by the partners

The following are the requirements for the release of CFT:

⁵ Should be issued by COMELEC

⁶ PWD ID shall be issued by LGU and not private POs.

⁷ SC ID shall be LGU-issued also.

⁸ Should be issued by COMELEC

- i. Original copy of any valid government issued ID (*see list of acceptable IDs in the previous section*)
- ii. Photocopy of valid ID with 3 specimen signatures (originally signed)

e. Schedule and Mode of Payment for CFT and CFW

The payment for CFW for learners' parents and college students, including CFT for the latter, shall be scheduled in consultation with the program partners and beneficiaries. The DSWD FOs may resort to the most accessible and expeditious means for the payment of beneficiaries which may include any of the following:

- i. Approved payment through electronic money issuers (banks) and non-bank financial institutions (emi-nbfi)
- ii. Approved cash cards payments
- iii. Hybrid Digital Payout (DSWD to AGDB)
- iv. Direct cash payout

C. Post Implementation Phase

1. Regional Culminating Activity

After the conduct of payout activities, a Regional Culminating Activity with partners and beneficiaries shall be conducted by the DSWD FOs in coordination with the partner stakeholders and subject to availability of funds. This activity highlights the results of the implementation on how the program has effectively contributed to the beneficiaries, and how the collaborative efforts of the DSWD and its partners helped in achieving the objectives of the program. This will serve as a venue to recognize the achievements of partners and beneficiaries.

2. Monitoring of Beneficiaries

a. Results Matrix / Framework

A Results Matrix shall be developed and reviewed to measure the achievement of aforesaid objectives which shall be the basis in Implementing, Monitoring, and Evaluating the Program.

This stage shall focus on ensuring that the participants are continuously monitored after the Learning and Natay-Tatay Teacher sessions. This will serve as a follow-through activity by conducting necessary action that will assist the beneficiaries access additional intervention. The beneficiaries shall be referred to concerned offices and institutions for further assistance, as deemed necessary.

After the Learning Sessions, those learners needing further reading interventions based on the result of the post assessment shall be

endorsed to concerned DepEd-SDOs, for monitoring and continuous provision of reading/ tutorial sessions that will improve the reading proficiency of the learners. Likewise, parents identified as unable to read shall be referred by the DSWD FO to concerned partners, offices, or institutions for possible intervention such as ALS. Referral of concerned parents shall be facilitated by the DSWD FO, if agreed by the former.

Monitoring of served tutors and YDWs shall be conducted by the concerned HEIs. The partner HEIs may conduct separate assessment for students who are beneficiaries of the program after the sessions. HEIs may enhance their internal process in screening applicants to fast track the identification and selection process of students to be deployed as tutors and YDWs in the succeeding implementation. However, set criteria by the DSWD in identifying tutors and YDWs must still be followed by the HEIs.

The DSWD FO, through the RPMO's field staff, shall monitor the learners' parents and conduct interviews using the monitoring tool developed by the Tara, Basa-NPMO. This is to capture important details of served beneficiaries, which will serve as one of the basis of the DSWD FO in providing or facilitating the needed additional intervention for the parents.

3. Program Reporting and Monitoring

Program reporting and monitoring 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 RPMO
Harmonized Performance Monitoring and Evaluation System (HPMES)	Quarterly Narrative Accomplishment Report (HPMES Forms 5-5A-5B) or following the prescribed	RPMO

Monitoring Tool	Frequency of Submission	Responsible Office
	template of the Department	
Harmonized Performance Monitoring and Evaluation System (HPMES)	Semestral Narrative Assessment Report (HPMES Forms 5, 5A and 5B) or following the prescribed template of the Department	RPMO
Field Office Performance Contract (OPC) Review	Annual	RPMO
Year End Implementation Report	Annual	RPMO
Year End Full Implementation Report	Annual	NPMO

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

1. Tara, Basa! National Program Management Office (NPMO)

- Formulate/enhance program policy and design based on program evaluation/assessment;
- Prepare program proposal for the implementation of the program;
- Formulate the prescribed MOA between and among DSWD, S/LUCs, DepEd, and other stakeholders for emulation of the program implementation sites/areas;
- Prepare necessary plans, budget, procurement, and cash programming following the existing accounting and auditing rules and regulations;
- Design/layout Social and Behavior Change Communication (SBCC) Materials ready for publication/dissemination for the target sector in consultation with the concerned partners such as:

- Digital learning materials for the conduct of sessions with parents
 - Guidebook for Tutors
 - Workbook for Learners
 - Nanay-Tatay Teacher Modules for YDW's and Parents
 - Program briefer
 - Audio Visual Presentations;
- f. Develop the standard presentation materials for the conduct of consultation with stakeholders and sectors for the program implementation, including monitoring and evaluation;
 - g. Coordinates with the advocacy and communication arm of the Department for the formulation and development of information, education, communication, and advocacy strategies.
 - h. Design the capability-building materials for Tutors and YDWs in collaboration with program implementers and partners, ensuring alignment of their mandates with the topics outlined in the training design.
 - i. 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;
 - j. Document the lessons learned and success stories or good practices that may be packaged as knowledge products;
 - k. Conduct yearly Program Review and Evaluation Workshop (PREW);
 - l. Submit implementation reports to the Office of the Secretary, Undersecretary for Innovations, and other concerned offices of the Department, as necessary;
 - m. Report any cases of possible child abuse committed by the parents or guardians to the proper offices and/or authorities.
 - n. Ensure the safety of the beneficiaries (*while within the school premises*) during the Tara, Basa sessions through the DSWD staff assigned in each public elementary school;
 - o. Package and submit program portfolio and program implementation report.
 - p. Provide technical assistance for the implementation of the Program through replication of the program by the partner stakeholders following the abovementioned processes for selection and prioritization of implementation areas (barangays) within the locality.
 - q. Shall refer tutors and YDWs to existing DSWD programs and services such as but not limited to DRMB Cash-for-Caring (CFC), Pag-abot Processing Center, Walang Gutom Kitchen, Centers and Residential Care Facilities (CRCFs).
 - r. Access college students volunteers who may or may not be former tutors and YDWs to DSWD existing volunteer programs.

2. Social Technology Bureau

- a. Provide technical assistance for the promotion and or replication of Tara, Basa! Tutoring Program;

- b. Serve as subject matter expert (SME) during national training or Program Expo;
- c. Conduct social marketing for replication of non-pilot areas; and
- d. Enhance the program if necessary based on the result of program review and evaluation activities.

3. Kapit-Bisig Laban sa Kahirapan - Comprehensive and Integrated Delivery of Social Services (KALAHI-CIDSS)

- a. Provide funding allocation as deemed appropriate following the existing government policies and procedures;
- b. Provide project convergence on similar programs implemented; and
- c. Participate in the conduct of program documentation and evaluation activities.

4. Digital Media Service

- a. Lead the media relations, promotion, and marketing of the program;
- b. Provide technical assistance and support in the development and implementation of the program's communication plan and promotional advocacy materials;
- c. Provide technical assistance in the development of the SBCC Communication Plan; and
- d. Assist in the documentation of events and programs milestones.

5. Traditional Media Service

- a. 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
- b. Lead in the development of social behavior change communication (SBCC) plan and materials development.

6. Public Relations Service

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

7. DSWD Academy

- a. Assist in the review of training design for tutors and YDWs;
- b. Provide technical assistance in the development of training designs, sessions guides, and documentation of lessons learned, good practices, and success stories;
- c. Upload the developed and approved knowledge products to the KM Portal; and
- d. Promote the program during the knowledge sharing sessions.

8. Pantawid Pamilyang Pilipino Program

- a. Endorse eligible Graduating/Exiting Pantawid Beneficiaries to Tara, Basa! Tutoring Program-NPMO;
- b. Provide technical assistance to the YDWs in facilitating sessions with parents;
- c. Act as resource persons during selected session with parents, as deemed necessary; and
- d. Provide further intervention and assistance to the incoming Grade 2 struggling readers or non-readers and their families as deemed appropriate.

9. Administrative Service

- a. Provide technical assistance in the procurement process of needed services and materials;
- b. Closely coordinate with the Technical Working Group procurement focal for the procurement monitoring and reports; and
- c. 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.

10. Financial Services

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

11. Information and Communications Technology Management Services

- a. Provide technical assistance in ICT-related concerns; and
- b. Ensure compliance with cybersecurity and infrastructure.

12. National Household Targeting Office

- a. Assist in unifying partner-beneficiaries through existing databases such as Dynamic Social Registry.
- b. Facilitate provision of data corresponding the individual/s name matching request to determine if a household is in the Listahanan database and its poverty status.
- c. Provide data corresponding to the individual/s name matching request to determine if a household is in the Listahanan database and its poverty status.
- d. Provide generated data sets with Personal Information (PI) and Sensitive Personal Information (SPI) for social protection purposes.

B. DSWD Field Offices

1. Tara, Basa! Regional Program Management Office

- a. Manage, coordinate, and oversee the implementation of the Tara, Basa! Tutoring Program at the regional level;
- b. Conduct consultation meetings with stakeholders for the implementation, monitoring, and evaluation of the program;
- c. Spearhead the program orientation with the implementing partners and beneficiaries;
- d. Supervise and provide the necessary technical assistance and administrative support for Tara, Basa! Tutoring Program- RPMO;
- e. 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;
- f. Provide technical assistance regarding the Department's existing Research Protocols, Guidelines, and other relevant issuances, should the S/LUCs express interest in conducting research related to the program;
- g. Lead in the preparation of MOA signing activity with partner stakeholders;
- h. Lead the capability building activities for the tutors and YDWs prior to deployment in identified areas;
- i. Facilitate the lease of venues and vehicles for capability building activities and other logistical needs in the implementation of the program in accordance with the procurement, budgeting, accounting, and auditing rules and regulations;
- j. Explore partners for the possible provision of eyeglasses and/or free eye check-up for learners with poor eyesight;
- k. Process and facilitate payout of CFW for tutors, YDWs, and parents/guardians;
- l. Assist the DepEd staff in ensuring the safety of the beneficiaries within the school premises during the Tara, Basa! Tutoring Program sessions/activities;
- m. Develop localized and audience-specific Information, Education, and Communication (IEC) Materials based on the context of the implementation sites;
- n. Document the lessons learned and success stories or good practices that may be packaged as knowledge products;
- o. Report any cases of possible child abuse to the proper offices and/or authorities;
- p. Facilitate the referral of Parents to LGUs for the inclusion on the latter's Parent Effectiveness Service (PES) Program;
- q. Formulate work and financial plan based on downloaded/transferred funds;
- r. Prepare a program proposal for the localized implementation of the program;
- s. 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;
- t. Maintain a separate subsidiary record/ledger for the funds transferred from DSWD CO;
 - u. Keep and make all records or documents available upon request of the Auditor from the Commission on Audit;
 - v. Facilitate refund of any unutilized funds or savings generated after project completion;
 - w. Submit reportorial reports as explained in the preceding section;
 - x. Package and submit program portfolio in local dialects as deemed appropriate;
 - y. 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; and
 - z. Review and approve the consolidated reports prepared by Tara, Basa! Tutoring Program staff before submission to DSWD CO; and
 - aa. Conduct Regional Program Implementation Review (RPIR) on a yearly basis.
 - bb. Provide technical assistance in terms of coaching and mentoring, sharing of approved knowledge products, and training design, serving as subject matter expert (SME) during learning and development intervention, among others.
 - cc. Access student volunteers who may or may not be former tutors or youth development workers to existing DSWD Social Protection Services with a volunteer program.

C. Implementing Partners

The following are the expected tasks/functions of the partner stakeholders pursuant to the ARAL Law and Executive Order No. 76 and based on the existing approved Memorandum of Agreement with the DepEd, HEIs, and LGUs:

1. Department of Education

- a. Endorse to DSWD the list of target learners from public schools per result of the National Assessment on Reading Comprehension to the DSWD FO;
- b. Assist in the matching of tutors and grade school Learners;
- c. Determine the schedule of learning sessions to avoid conflict with academic school calendar;
- d. Assist in the actual conduct of Learning Sessions through its designated Reading Coordinators in partnership with DSWD FO and LGU staff;
- e. Provide logistical support by allowing the use of facilities and equipment for Learning Sessions;
- f. Lead in the conduct of pre and post-tests with grade school learners to determine their level of reading proficiency;
- g. Recommend Learning Modules on reading to be used by the tutors

- among Grade School Learners;
- h. Issue the necessary communication addressed to concerned public school for the support of the project implementation;
- i. Designate focal persons, who shall actively participate in the pre, during, and post-activities on the program implementation;
- j. 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;
- k. Ensure 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;
- l. Assist the DSWD on the drafting and/or enhancement of training design for the capability building of tutors;
- m. Served as Resource Person/s during the capability building of tutors;
- n. Assist in the distribution of Tara, Basa materials to eligible beneficiaries through the identified DepEd's Tara, Basa focals;
- o. Conduct the analysis of assessment results of learners (pre and post tests).

2. Higher Education Institutions

- a. Conduct the initial screening of 2nd to 4th year college students who belong to low income families, as prospective tutors and YDWs, who are currently enrolled/taking up:
 - For Tutors: Bachelor of Elementary Education (BEEd) and other allied courses in the State Local Universities and Colleges (SLUCs) not limited to social/behavioral courses.
 - For YDWs: Bachelor of Science in Social Work (BSSW), BS Sociology, BS Anthropology and other allied courses.
- b. Follow the initial selection criteria set by the DSWD for the screening of college students who will be deployed as tutors and YDWs;
- c. Endorse to the DSWD Field Office the list of target college students for further screening and validation;
- d. Assist in the matching and deployment or assigning of tutors from HEIs and Grade School Learners from public elementary schools;
- e. Designate focal person/s, who shall actively participate in the pre, during and post activities on the Program implementation;
- f. Issue the necessary communication addressed to the DSWD Field Office and/or LGUs for the support of the Program implementation;
- g. Provide venue and other logistic support during the Tara, Basa! Capability building, such as payout activities for program beneficiaries, especially for tutors and YDWs;
- h. Coordinate with the DSWD Field Office, DepEd Regional Office, and/ or the concerned LGU the issues and concerns of the tutors and YDWs with regard to the "Tara, Basa" implementation;
- i. Assist the program in the distribution of Tara, Basa! Tutoring Program kits/materials to the tutors and YDWs;

- j. Assist the DSWD and DepEd in the monitoring and evaluation of the Tara, Basa! Tutoring Program;
- k. Serve as lead in ensuring the safety of the college students (while within the school premises) during the Tara, Basa! Tutoring Program sessions and/or payouts through the assigned Tara, Basa! Tutoring Program focal/s of the HEI;
- l. If Tara, Basa! Tutoring Program is included in the extension program of the HEI/HEI, the latter may propose for the conduct of research on the program, subject to the Department's existing Research Protocols, Guidelines, and other relevant issuances; and
- m. Designate a Tara, Basa! Tutoring focal/s of the HEI who shall coordinate the abovementioned needs in the implementation of the program.

3. City/ Municipal Social Welfare Development Office (MSWDO)

- a. Oversee the implementation and monitoring of the Tara, Basa! Tutoring Program through the P/C/MSWDO together with the Field Office in the province/ city/ municipality (whichever is applicable);
- b. Allocate necessary funds for the Program in their Annual Investment Plan (AIP) or Special Education Fund (SEF) for logistical support including but not 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;
- c. The PLGU, through the C/P/MSWDO, shall assess the Tara, Basa! Tutoring Program beneficiaries to determine their eligibility to join the program.
- d. Tap the Barangay BLGUs to assist in the distribution of Tara, Basa! Tutoring Program kits/materials to the beneficiaries;
- e. 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.;
- f. Closely engage S/LUCs or other HEIs as partners in the implementation of the Program;
- g. Assist in facilitating referrals of learners with poor eyesight, learning, and physical disabilities to concerned institutions;
- h. Assist in ensuring the safety and orderliness during the conduct of payout activities for beneficiaries;
- i. 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;
- j. Include parents referred by the DSWD in the LGUs Parent Effectiveness Service (PES) Program;
- k. Assist the DSWD in providing the needed interventions for the child abuse victims committed by the parents or guardians as reported by the Tara, Basa! Tutoring Program-RPMO; and

- I. Provide Tara, Basa! Tutoring Program focal person from the P/LGU who will assist in the monitoring of the implementation in the concerned areas with the DSWD and other partners.

4. Non Government Organization (NGO) / Civil Society Organizations (CSOs)

- a. Provide free vision care services including eye examinations and provision of prescription eyewear to identified learners;
- b. Provide meals or snacks for learners during Tara, Basa sessions or culminating activity;
- c. Provide assistance to learners who are identified as abused by their parents, if applicable.
- d. Coordinate with relevant partners and provide necessary assistance in the overall implementation of the Program; and
- e. 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 guidelines are hereby repealed.

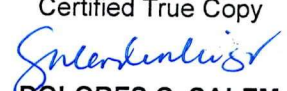
XI. EFFECTIVITY CLAUSE

This Memorandum Circular shall take effect immediately from its publication in the Official Gazette or in a newspaper of general circulation. This circular shall remain effective until otherwise superseded, amended, or repealed, accordingly. Let a copy of the Memorandum Circular be deposited with the Office of the National Administrative Register, University of the Philippines Law Center and be issued to the Central Office and Field Offices for their information and guidance.

Signed in Quezon City, Metro Manila, Philippines.


REX GATCHALIAN
Secretary

Date: 26 JUN 2025

Certified True Copy

DOLORES C. SALEM
Administrative Officer II
Records and Archives Mgt. Division

ANNEX A | CHILD PROTECTION POLICY

Tara, Basa! Tutoring Program

I. Introduction

Tara, Basa! Tutoring Program aligns with the Department of Social Welfare and Development (DSWD) mandate and is anchored on DSWD Administrative Order No. 14, Series of 2018 “Omnibus Guidelines on Social Technology Development”. As a developmental and reformatted educational assistance program, its mission is to empower and engage low-income families and individuals in difficult situations. It employs a three-pronged approach to serve the needs of college students, parents/guardians, and elementary learners.

In its implementation, the program commits to the protection and promotion of the rights of all child beneficiaries, ensuring their safety, dignity, and well-being throughout their participation in the program.

II. Purpose

To strengthen the commitment of the Department to ensure the protection of every child stipulated in the Administrative Order no. 07 Series of 2015 or the DSWD Child Protection Policy in the Workplace and with accordance to the DepEd Order No. 40 Series of 2012 or the Department of Education (DepEd)’s Child Protection Policy, the TBTP’s Child Protection Policy is created. This policy also aligns with Republic Act No. 11313 or the Safe Spaces Act.

This policy establishes a framework to safeguard children involved in the program from abuse, exploitation, neglect, or any form of harm. It guides all program stakeholders, including tutors, YDWs, parents/guardians, and program implementers, in maintaining a safe and nurturing environment for child beneficiaries.

III. Guiding Principles

Principle	Brief Description
Accountability	All stakeholders are responsible for upholding child protection standards.
Best Interests of the Child	All actions concerning children shall prioritize their best interests.
Capability Building	Parents/guardians,tutors and YDWs shall be equipped with skills and knowledge to foster a safe and supportive learning environment.

Principle	Brief Description
Child Participation	Children's voices shall be respected and considered in decisions affecting them.
Data Privacy and Confidentiality	All personal information and data about children, their families, and program participants shall be collected, stored, and used in compliance with applicable data privacy laws and ethical standards. Safeguards must be in place to ensure confidentiality and prevent unauthorized access.
Every child is unique	This is in recognition that every child is different from one to another, therefore, the Department believes that students are not similar to other students. They have different ideas, perceptions, skills, talents, principles, learning capacities, etc.
Non-discrimination	This is to guarantee equal treatment to an individual or groups regardless of their race, religion, color, tribe, political, sex, gender, etc. This is in recognition that every person is entitled to all rights and freedom without distinction of any kind.
Safe Spaces	This is to ensure that a physical or virtual environment where all individuals, regardless of gender, age, sexual orientation, or identity, are protected from any form of sexual harassment, abuse, discrimination, or violence.
Zero Tolerance for Abuse	The program enforces a strict zero-tolerance policy for any form of abuse or neglect.

IV. Scope of Application

This policy applies to the implementation of the Program and covers the following:

- College students serving as Tutors and YDWs;
- Parents/guardians of the learners;
- Elementary school learners participating in the program;
- N/RPMO staff and other stakeholders that are involved in implementing the program; and
- Implementing partners

V. Safeguarding Measures

1. Recruitment and Training

College students who are engaged in Tara, Basa! Tutoring Program must undergo:

- a. Background checks to ensure they have no history of child abuse or related offenses by their colleges and universities; and
- b. Training on child protection, proper conduct, and the use of Guidebooks for Tutors or Nanay Tatay Teacher Modules. Parents/guardians shall participate in training sessions emphasizing their roles as co-educators and protectors.

2. Code of Conduct

Tutors, parents, and staff must:

- a. Respect children's dignity and rights at all times;
- b. Avoid any actions or language that could harm, intimidate, or demean a child, and
- c. Report any incidents of abuse, exploitation, or neglect immediately to program authorities. The reporting mechanism for child protection issues and concerns within the implementation of the program shall follow the Grievance Redress Process put in place.

3. Program Activities

The conduct of the Tutorial Sessions where children are the main participants, must be in safe, child-friendly environments. Tutors should not be left alone with a child unless in a public or monitored setting. Activities must be age-appropriate and promote the well-being and development of the child.

4. Monitoring and Reporting Mechanisms

Regular monitoring of tutoring sessions shall be conducted by the Social Welfare Assistants or Community Coordinators from the DSWD Field Offices while Spot Checks are conducted by the Regional Monitors. A confidential and accessible reporting system for children, parents, and tutors to raise concerns or report abuse is put in place through the Grievance Redress Process. Immediate investigation and resolution of reported incidents, in collaboration with relevant authorities such as the School Focal from the DepEd or Tara, Basa! Focal from the DSWD when necessary.

5. Practices which should never be followed

All staff, tutors, YDWs, and stakeholders should never:

- a. Engage in rough, physical and sexually provocative games, including horseplay.
- b. Allow or engage in any form of inappropriate touching.
- c. Reduce a child to tears as a form of control.
- d. Allow a child to use inappropriate language unchallenged.
- e. Make sexually suggestive comments to a child and inappropriate verbal behavior, including the use of slur or foul language

- f. Spend excessive amounts of time alone with children away from others unless conducting a counseling session (to which case the appropriate policy will be applied).
- g. Allow allegations made by a child to go unchallenged, unrecorded or not acted upon.
- h. Invite or allow children to stay with you in your room unsupervised.

6. Policy on Media Coverages

All Media outfits, journalists and professional photographers/filming/video operators wishing to record, cover or shoot during the sessions or the implementation of the Program, should submit request/permission letters to the DSWD prior the activity and must secure a copy of the approval letter or proof of approval which the DSWD authorized official or staff provided. They are also expected to ensure that the parents/ guardians of the children are well-informed of the objectives of the recording. Conditions including the preference of the beneficiary not to reveal or hide their identity must be respected. As a general rule, the DSWD will also request to view the output prior to broadcasting or publications.

VI. Responsibilities of Stakeholders

1. College Students - Tutors and YDWs

College students shall adhere to the Code of Conduct and this Child Protection Policy at all times. They are also required to attend and participate in capability-building and pre-deployment activities to prepare them for their roles as tutors and YDWs. They must serve as role models and uphold ethical standards in interacting with children. They must also report any concerns or violations of child protection policies.

2. Parents/Guardians

Parents or guardians enjoy participating in the Nanay Tatay Teacher Modules to reinforce positive parenting and learning at home. They must collaborate with tutors and program staff to ensure children's safety and progress. They must also report any child protection concerns promptly.

3. Program Implementers

All Program Implements must ensure compliance with the Child Protection Policy. The National and Regional Program Management Office must ensure that appropriate training, supervision, and support to tutors and parents are provided for them to be guided in the implementation of this Child Protection Policy. Based on the Grievance Redress Process put in place, any incident of abuse or misconduct must be addressed swiftly and appropriately.

VII. Accountability and Compliance

Failure to comply with this policy will result in disciplinary action, including suspension or termination from the program for tutors or staff, and discontinuation of program benefits for parents/guardians found to be violating child protection principles. All incidents will be reported to the appropriate authorities in accordance with Philippine laws on child protection.

VIII. Implementation and Dissemination

The Officials and personnel of the Tara, Basa! Tutoring Program shall ensure that this policy is clearly communicated to all stakeholders through orientation sessions, training programs, and accessible materials.

IX. Policy Review

The Program's Child Protection Policy and Guidelines shall be reviewed whenever necessary and updated in line with any legislative changes that have significant impact on the manner in which child protection and intervention issues are to be dealt with.

Annex B | Grievance Protocol

TARA, BASA! TUTORING PROGRAM GRIEVANCE MECHANISM

I. Purpose

Tara, Basa! Tutoring Program Grievance Mechanism provides a nationwide, standardized framework for addressing grievances and ensuring accountability in program implementation. It establishes a clear process for the receipt, documentation, monitoring, evaluation, and resolution of complaints raised by beneficiaries and other internal and external stakeholders. This mechanism ensures that all grievances are handled fairly, transparently, and in compliance with national policies, including the Anti-Red Tape Act (ARTA), Citizen's Charter of the Department of Education (DepEd), and the Department of Social Welfare and Development (DSWD), as well as relevant internal grievance redress policies of DSWD. Complaints related to red tape, corruption, or government inefficiencies are directed to the 8888 Citizens' Complaint Center (CCC) for proper action. This document will serve as a guide for the National Program Management Office (NPMO) and Regional Program Management Offices (RPMOs) of Tara, Basa! Tutoring Programs in implementing the grievance mechanism promotes timely redress, safeguards beneficiary welfare, and strengthens the integrity of program operations across all implementing areas.

II. Scope

Tara, Basa! Tutoring Program Grievance Mechanism applies to all grievances and complaints arising from the program's nationwide implementation. It covers concerns raised by beneficiaries and other stakeholders both internal and external regarding the program's operations. The mechanism ensures that grievances are properly received, documented, assessed, and resolved in compliance with national policies and internal protocols, including the DepEd Child Protection Policy, ARTA, the DSWD IGRMS, and the respective Citizen's Charters of DepEd and DSWD.

In line with the DepEd Citizen's Charter, the program adheres to established service standards for grievance handling, ensuring that complaints related to education services, learner welfare, and program implementation are addressed efficiently. Meanwhile, the DSWD Citizen's Charter provides guidance on handling social welfare concerns, financial assistance-related grievances, and service delivery complaints that may arise in connection with the program. These charters serve as frameworks for ensuring timely, transparent, and accountable grievance resolution in accordance with government regulations.

Furthermore, grievances involving red tape, corruption, abuse of authority, or inefficiencies in public service fall under Executive Order No. 6, series of 2016, "Institutionalizing the 8888 Citizens' Complaint Hotline and Establishing the 888 Citizens' Complaint Center", requiring escalation to the 8888 CCC for resolution within the mandated timeframe. The DSWD Public Assistance and

Complaints Desk (PACD) also serves as a key channel for addressing concerns related to social welfare services linked to the program.

To uphold transparency, accountability, and learner protection, the NPMO and RPMOs oversee the implementation, monitoring, and resolution of grievances, ensuring a fair, timely, and structured response across all levels. A standardized tracking system, such as the Grievances and Complaints Tracker, is maintained to monitor case progress, ensure compliance with resolution timelines, and identify recurring issues that may require program adjustments.

III. Legal Basis and Associated Reference/s

A. Ease of Doing Business and Efficient Government Service Delivery Act of 2018 and Executive Order No. 6, Series of 2016

- This Act shall be known as the Ease of Doing Business and Efficient Government Service Delivery Act of 2018 which mandates efficient service delivery by government agencies, protecting citizens from bureaucratic delays, corruption, and inefficiencies.
- Executive Order No. 6, Series of 2016 institutionalizes the 8888 Citizens' Complaint Center (CCC) as a nationwide grievance mechanism for reporting corruption, red tape, and poor public service.
- Any complaints regarding delays in financial assistance, misuse of program funds, or inefficiencies in implementing the Tara, Basa! tutoring programs can be escalated to 8888 for government action.

B. DSWD Administrative Order No. 10, Series of 2023: Integrated Grievance Redress Management System (IGRMS)

- The DSWD IGRMS is the department's official grievance redress system, ensuring that complaints related to social protection programs and beneficiary concerns are handled systematically.
- This applies to Tara, Basa! because any concerns regarding program eligibility, financial support, or tutor/beneficiary complaints must follow DSWD's grievance resolution framework.
- The IGRMS ensures that grievances are logged, tracked, and resolved within set timeframes, following national social welfare policies.

C. DSWD Citizen's Charter

- The DSWD Citizen's Charter provides guidelines for handling social welfare concerns, service delivery complaints, and financial assistance-related grievances.

- Since Tara, Basa! is implemented by DSWD, any issues related to program benefits, stipend distribution, or DSWD services must align with their grievance handling process.
- The 8888 CCC and DSWD Public Assistance and Complaint Desk (PACD) are included in this reference, ensuring that unresolved grievances have a clear escalation path.

D. DepEd Citizen's Charter

- The DepEd Citizen's Charter defines service standards for education-related programs, including grievance handling for learner welfare, school services, and administrative concerns.
- It ensures that complaints related to tutoring quality, learning environments, and other DepEd-related concerns are processed efficiently.

IV. Definition of Terms

- A. 8888** – A platform for reporting complaints and grievances on graft and corruption, slow government processes, or requests for government assistance. It also allows citizens to give commendations or suggestions regarding government agencies, officers, and employees. DepEd Focal – Refers to the persons who oversee the program during its implementation and take necessary steps to resolve any issues that may occur.
- B. Google Form** – Refers to the web-based form that allows beneficiaries to relay their issues and concerns for proper resolution. (See attached B)
- C. Grievance** – Refers to a complaint or statement of discontent or dissatisfaction, expressed verbally or in writing, against a DSWD employee, third-level official, or an existing DSWD system, process, procedure, or service. Grievances may be submitted through various grievance platforms, including email, hotline, walk-ins, and traditional mail.
- D. Grievance Intake Form** – Refers to the form used by walk-in clients who seek immediate support from program staff for quicker resolution. (See attached A)
- E. Grievances and Complaints Tracker** – Refers to a system used to identify, document, and monitor grievances and complaints for resolution.
- F. Inquiry** – Refers to a request for information from the public regarding DSWD programs and services, including updates, processes, coverage, and requirements.
- G. Refer** – Refers to the system of forwarding an inquiry, grievance, or request for assistance to the appropriate DSWD Office, Bureau, Service Unit (OBSU), or Field Office (FO) for further action.

- H. Request for Assistance** – Refers to a public request for aid or support from a DSWD program or service, which may include monetary, non-monetary, or other forms of intervention (e.g., medical assistance, psychosocial support, program inclusion, or travel clearance issuance).
- I. Respond** – Refers to the initial actions taken by the concerned OBSU or FO to address, answer, or acknowledge a client's inquiry, grievance, or request.
- J. Resolve** – Refers to the final decision or resolution provided by the concerned OBSU or FO regarding a client's inquiry, grievance, or request.
- K. Reversion** – Refers to the process of returning an email or ticket to its original sender due to insufficient facts, data, or supporting documents required for action.
- L. Social Media: Facebook Page** – Refers to the platform that provides easy access for individuals who are active on social media to submit grievances via private message.
- M. State and Local Universities and Colleges Focal (S/LUCs)** – Refers to the person in charge of Tutors and YDWs who have concerns about their roles, work conditions, or challenges in program implementation.
- N. Tara, Basa! Coordinator** – The technical staff responsible for reviewing, assessing, and coordinating grievance resolutions within Tara, Basa! Tutoring Program.

V. Institutional Arrangements

A. Public Relations Service

1. Ensuring the effective dissemination of information and operation of grievance mechanisms to address complaints, concerns, requests, and inquiries through various channels.
2. Coordinating with relevant units to streamline grievance procedures, enhance accessibility, and promote transparency in resolving public concerns.
3. Monitoring and evaluating grievance mechanisms to improve responsiveness, ensure timely resolutions, and maintain service quality.

B. Tara, Basa! Tutoring Program - NPMO

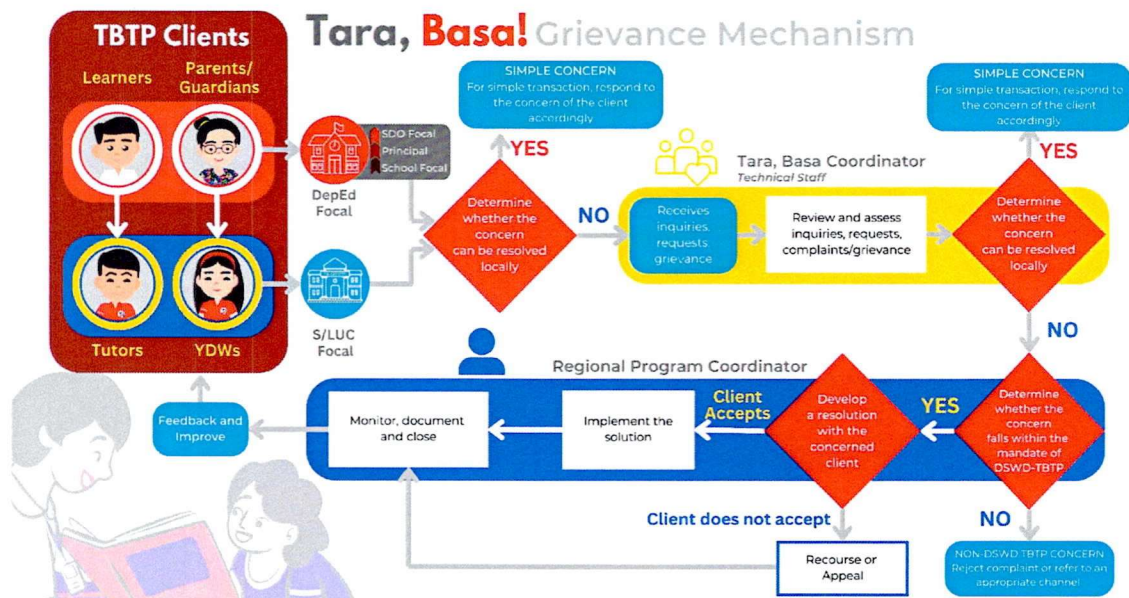
1. Coordinating with RPMOs to ensure updates on the status of 8888 concerns are provided and that these issues have been effectively addressed and responded to in a timely manner.

2. Monitor compliance with established response timelines and facilitate necessary follow-up actions to maintain accountability and service quality.
3. Serve as a direct recipient of grievances and complaints, ensuring that concerns raised are properly documented, assessed, and escalated for resolution as needed.

C. Tara, Basa! Tutoring Program - RPMO

1. Drafting response memos related to 8888 concerns and ensuring these are submitted within the 72-hour deadline as stipulated in Executive Order No. 6, Series of 2016 within their area of jurisdiction. The 72-hour period includes Monday to Saturday, excluding national holidays and official work suspensions.
2. Coordinate with relevant units to gather the necessary information and ensure the response is accurate, comprehensive, and aligned with program policies.
3. Regular monitoring and documentation of all actions taken in addressing the concerns shall also be maintained to uphold transparency and compliance with regulatory standards.
4. Included in the accomplishment report that is submitted by the RPMO on a monthly basis.

VI. Procedure



A. Procedure for Grievance from Learners

Client Steps	Agency Action	Processing Time	Person Responsible
1. Raise concern to Tutor or Parent / Guardian through verbal or written form	1. Receive the written grievance. If the grievance is received through verbal form, ask the parent/guardian or tutor to accomplish the Grievance Form either through Google Form or Pen and Paper form on behalf of the learner	Within 24 hours	DepEd Focal Person
N/A	2. Review the grievance, provide counseling, and process the grievance per the DepEd Child Protection Policy; and endorse to the Tara Basa Coordinator	Within 24 hours	DepEd Focal Person
N/A	3. Receive the grievance complaint, record in the Grievance Tracker, review and assess the grievance, and determine whether it can be resolved locally If yes, respond to the client accordingly If no, endorse the concern to the Regional Program Coordinator	Within 24 hours	Tara Basa Focal Person
N/A	4. Receive the grievance, review and assess the grievance, and determine whether it falls within the mandate of the DSWD Tara, Basa! Tutoring Program	Within 24 hours	Regional Program Coordinator

Client Steps	Agency Action	Processing Time	Person Responsible
	<p>If yes, develop a resolution with the concerned client</p> <p>If no, endorse the grievance to the appropriate agency using available channels</p>		
N/A	Within the same day, record updates on the grievance in the Grievance Tracker		Tara Basa Focal Person
2. Determine whether the resolution is acceptable or not	5. Implement the resolution if the client accepts	Within 3 working days	Tara Basa Focal Person
If the resolution is not acceptable, raise an appeal through verbal or written form	If the client does not accept, develop another course of action in consultation with the client		
N/A	Within the same day, record updates on the grievance in the Grievance Tracker		
N/A	6. Monitor, document, and close the grievance	Within 5 working days	Regional Program Coordinator
N/A	Within the same day, record updates on the grievance in the Grievance Tracker and tag it as "Resolved"		Tara Basa Focal Person
3. Accomplish the Client Satisfaction Measurement Form and	7. Review accomplished Client Satisfaction Measurement Form as a basis for improved handling of succeeding	Within 3 working days	Tara Basa Focal Person

Client Steps	Agency Action	Processing Time	Person Responsible
submit it to the Tara Basa Focal Person	received grievances; and enhancement of the Grievance Protocol as deemed necessary		

B. Procedure for Grievance from College Students

Client Steps	Agency Action	Processing Time	Person Responsible
1. Raise concern to S/LUC or DepEd Focal through verbal or written form	1. Receive the written grievance If the grievance is received through verbal form, ask the parent/guardian or tutor to accomplish the Grievance Form either through Google Form or Pen and Paper form on behalf of the learner	Within 24 hours	S/LUC or DepEd Focal Person
N/A	2. Receive the grievance, review and assess the grievance, and determine whether it can be resolved locally. If yes, develop a resolution with the concerned client If no, endorse to the Tara Basa Coordinator	Within 24 hours	S/LUC or DepEd Focal Person
N/A	3. Receive the grievance, record in the Grievance Tracker, review and assess the grievance, and determine whether it can be resolved locally If yes, respond to the client accordingly	Within 24 hours	Tara Basa Focal Person

Client Steps	Agency Action	Processing Time	Person Responsible
	If no, endorse the concern to the Regional Program Coordinator		
N/A	<p>4. Receive the grievance, review and assess the grievance, and determine whether it falls within the mandate of the DSWD Tara, Basa! Tutoring Program</p> <p>If yes, develop a resolution with the concerned client</p> <p>If no, endorse the grievance to the appropriate agency using available channels</p>	Within 24 hours	Regional Program Coordinator
N/A	Within the same day, record updates on the grievance in the Grievance Tracker		Tara Basa Focal Person
<p>2. Determine whether the resolution is acceptable or not</p> <p>If the resolution is not acceptable, raise an appeal through verbal or written form</p>	<p>5. Implement the resolution if the client accepts</p> <p>If the client does not accept, develop another course of action in consultation with the client</p>	Within 3 working days	Tara Basa Focal Person
N/A	Within the same day, record updates on the grievance in the Grievance Tracker		
N/A	6. Monitor, document, and close the grievance	Within 5 working days	Regional Program Coordinator

Client Steps	Agency Action	Processing Time	Person Responsible
N/A	Within the same day, record updates on the grievance in the Grievance Tracker and tag it as "Resolved"		Tara Basa Focal Person
3. Accomplish the Client Satisfaction Measurement Form and submit it to the Tara Basa Focal Person	7. Review accomplished Client Satisfaction Measurement Form as a basis for improved handling of succeeding received grievances; and enhancement of the Grievance Protocol as deemed necessary	Within 3 working days	Tara Basa Focal Person

C. Procedure for Grievance from Parents and Guardians

Client Steps	Agency Action	Processing Time	Person Responsible
1. Raise concern to YDW through verbal or written form	1. Receive the written grievance If the grievance is received through verbal form, ask the YDW to accomplish the Grievance Form either through Google Form or Pen and Paper form.	Within 24 hours	SLUCs Focal Person
N/A	2. Review the grievance, provide counseling, process the formal grievance, and endorse it to Tara, Basa! Coordinator	Within 24 hours	SLUCs Focal Person
N/A	3. Receive the grievance, record in the Grievance Tracker, review, assess and determine whether it can be resolved locally If yes, respond to the	Within 24 hours	Tara Basa Focal Person

Client Steps	Agency Action	Processing Time	Person Responsible
	<p>client accordingly</p> <p>If no, endorse the concern to the Regional Program Coordinator</p>		
N/A	<p>4. Receive the grievance, review, assess and determine if the grievance falls within the mandate of the DSWD Tara, Basa! Tutoring Program</p> <p>If yes, develop a resolution with the concerned client</p> <p>If no, endorse the grievance to the appropriate agency using available channels</p>	Within 24 hours	Regional Program Coordinator
N/A	<p>Within the same day, record updates on the grievance in the Grievance Tracker</p>		Tara Basa Focal Person
<p>2. Determine whether the resolution is acceptable or not</p> <p>If the resolution is not acceptable, raise an appeal through verbal or written form</p>	<p>5. Implement the resolution if the client accepts</p> <p>If the client does not accept, develop another course of action in consultation with the client</p>	Within 3 working days	Tara Basa Focal Person
N/A	<p>Within the same day, record updates on the grievance in the Grievance Tracker</p>		
N/A	<p>6. Monitor, document, and</p>	Within 5	Regional

Client Steps	Agency Action	Processing Time	Person Responsible
	close the grievance	working days	Program Coordinator
N/A	Within the same day, record updates on the grievance in the Grievance Tracker and tag it as "Resolved"		Tara Basa Focal Person
3. Accomplish the Client Satisfaction Measurement Form and submit it to the Tara Basa Focal Person	7. Review accomplished Client Satisfaction Measurement Form as a basis for improved handling of succeeding received grievances; and enhancement of the Grievance Protocol as deemed necessary	Within 3 working days	Tara Basa Focal Person

Annex C | Cost Parameters for the Implementation of Tara, Basa! Tutoring Program CY 2025

Particulars	Budget Parameters
Cash-for-Training for College Students	100% of the Regional Daily Minimum Wage (RDMW) of the Region multiplied by the total number of capability building sessions attended
Cash-for-Work for College Students	100% of the RDMW of the Region multiplied by the total number of sessions conducted
Cash-for-Work for Parents	PhP235.00 per Nanay-Tatay Teacher session attended
Kits for Learners	PhP300.00 per kit/learner
Kits for Tutors	PhP1,000.00 per kit/tutor
Kits for YDWs	PhP1,000.00 per kit/YDW
Workbook for Learners	PhP200.00 per workbook
Nanay-Tatay Modules	PhP200.00 per module
Guidebook for Tutors	PhP200.00 per guidebook
Manual for YDWs	PhP200.00 per manual
Advocacy Shirts for Tutors and YDWs	PhP600.00 per shirt

ANNEX C

POLICY REVIEW CHECKLIST FOR THE REVIEW OF PROPOSED POLICIES

Note: To be accomplished within:

- *Five (5) working days upon receipt of the proposed policy (regular)*
- *Two (2) working days upon receipt of the proposed policy (urgent)*

Proposed Policy	Memorandum Circular No. __ Series of 2025: Revised Guidelines on Implementing Tara, Basa! Tutoring Program
Proponent	Tara, Basa! Tutoring Program – National Program Management Office
Name and Position of Reviewer	Aila A. Otic Project Development Officer III
Date and Time Received	June 2, 2025 02:13 PM

A. Documentary Requirements

- ☒ 1. Memorandum/Letter of Intent from the Proponent Office
- ☒ 2. Outline and contents of the proposed policy adhere to AO 3, s.2014

B. Checklist for the Criteria and Requirements). Kindly mark (✓) on whether or not the proposed policy adheres to the requirements

Requirements	Description	Yes	No	Remarks
Purpose	Establishes policy goals by presenting a clear policy issue ¹ that can only be addressed by an administrative issuance	✓		Please see comments below
Basis and Relevance	Provides sufficient evidence and rationale to support the policy e.g. <i>policy analysis</i> ² , <i>Regulatory Impact Assessment results</i> , <i>research and evaluation results</i> , <i>international, national and regional commitments</i> ,	✓		

¹ Policy issue refers to a specific topic, concern, or problem that is the subject of discussion, a potential action within the scope of SWD policy. It is an area where there is a recognized requirement for the DSWD management's intervention.

² Policy analysis is the identification of the policy issues/problems, policy alternatives and recommendations based on the identified policy goals.

Requirements	Description	Yes	No	Remarks
	<i>Presidential directives, DSWD Thrusts and Priorities, etc.</i>			
Conformity and Consistency	Addresses whether the proposed policy is not in conflict with existing policies or programs	✓		Please see comments below
Clarity of the contents	Contents and provisions of the policy should be clear and enforceable	✓		

C. Inputs on the Proposed Policy

Purpose/Objectives	<p>The guidelines clearly outline the purpose of aligning the Tara, Basa! Tutoring Program with RA 12028 or the ARAL Law, and EO No. 75, thereby enhancing its implementation mechanisms and program components. The general and specific objectives are well articulated, and the inclusion of a results framework adds depth and clarity to the outcome targets. and other relevant national/international laws.</p> <p>It would be helpful to add a brief summary of the key improvements from the previous guidelines in the Rationale section for better context. Consider also referencing the 2024 National Learning Recovery Program of DepEd if the alignment is confirmed.</p>
Basis and Relevance	The legal and policy bases are comprehensive, covering international conventions, national laws, and relevant DSWD issuances. The guidelines are relevant and responsive to current challenges in education and social protection, particularly addressing learning loss and socioeconomic vulnerability.
Conformity and Consistency	<p>The guideline is generally consistent with the DSWD Thrusts and Priorities, as well as with DepEd and other stakeholders under the ARAL Law. They adhere standard government operational structures, including coordination, master listing, referral, and monitoring mechanisms.</p> <p>It is suggested to ensure that terms and provisions related to cash assistance are consistently defined and clearly cross-referenced (e.g., the distinction and specific requirements for CFW vs CFT).</p>
Clarity of the Contents	The document is comprehensive, and detailed. Covering definitions, eligibility criteria, roles, and responsibilities, processes, and institutional arrangements.
Others (please specify):	General Comments:

	<ul style="list-style-type: none"> • While the document is logically arranged from rationale, legal bases to implementation procedures, a summarized version for field implementers would be beneficial for quick reference. • Stakeholders roles are clear and well defined. To strengthen sustainability, consider providing more detailed support mechanisms or tools such as costing guides for LGUs. • It is recommended to include an annex containing summarized process flows, beneficiary eligibility flowcharts, and a matrix of stakeholder roles.
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Recommendation: *(Please check whatever is applicable)*

- ☐ For endorsement to OBS for review and consultation
- ☒ For enhancement of the proponent: Please incorporate the recommended revisions
- ☐ For endorsement as a guidance note
- ☐ Other Recommendations:

Name/Signature of Reviewer :
Position :



AILA A. OTIC
Project Development Officer III

Annex C | Cost Parameters
Cash For Work and Cash For Training CY 2025

Particulars	Budget Parameters
Cash-for-Training for College Students	100% of the Regional Daily Minimum Wage (RDMW) of the Region multiplied by the total number of capability building sessions attended
Cash-for-Work for College Students	100% of the RDMW of the Region multiplied by the total number of sessions conducted
Cash-for-Work for Parents	PhP235.00 per Nanay-Tatay Teacher session attended