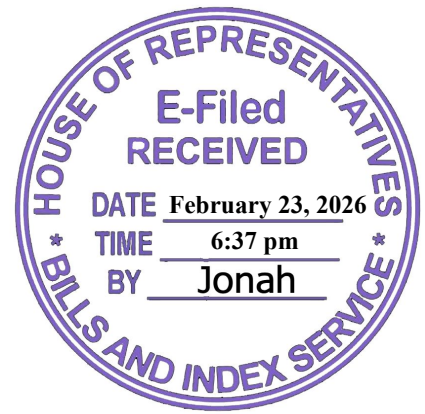


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Constitution Hills, Quezon City

TWENTIETH CONGRESS
First Regular Session

House Bill No. 8004



Introduced by: **REPRESENTATIVE ERIC L. OLIVAREZ**

EXPLANATORY NOTE

Poverty, youth attrition in education, and limited access to socioeconomic opportunities continue to expose many Filipino families to persistent vulnerabilities. Young people from low-income families are often compelled to discontinue their education or forego skills development due to financial constraints, while parents struggle to adequately support their children's learning and wellbeing. These interrelated challenges weaken family resilience and limit opportunities for upward social mobility.

The Constitution recognizes the vital role of the youth in nation-building. Article II, Section 13 mandates the State to "promote and protect their physical, moral, spiritual, intellectual, and social wellbeing."

The Tara, Basa! Tutoring Program (TBTP), hereinafter referred to as the *Program*, was established as a flagship initiative of the National Government through Executive Order No. 76, series of 2024, to directly address these vulnerabilities through a youth-centered and family-focused social protection approach. At its core, the Program empowers youth from poor or vulnerable families by providing them with capability-building and subsidies, while engaging them in meaningful community-based roles. The Program enhances partner-beneficiaries' soft and life skills, including leadership, communication, emotional intelligence, adaptability, and self-motivation. In doing so, the Program supports youth retention in tertiary education or re-engagement in productive activities, while mobilizing them as partners in community development and nation-building. This advances the Administration's vision of a Bagong Pilipinas where every young Filipino is empowered to contribute to nation-building.

Since its pilot implementation in 2023, the *Program*, implemented by the Department of Social Welfare and Development (DSWD), in partnership with the Commission on Higher Education (CHED), Higher Education Institutions (HEIs), Department of Education (DepEd), Local Government Units (LGUs), National Youth Commission (NYC), and other stakeholders, has demonstrated its effectiveness as an integrated

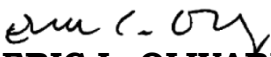
social protection intervention. It aligns with the Philippine Development Plan 2023–2028, the Philippine Youth Development Plan 2023–2028, and the State’s commitment to inclusive growth and human capital development.

The Program also supports Sustainable Development Goal (SDG) Nos. 1, 4, and 8, which respectively aim to end poverty, ensure inclusive and quality education, and promote full and productive employment and decent work for all. Complementing youth empowerment, the Program extends targeted support to parents or guardians through participation incentives and structured sessions designed to enhance parenting capabilities. These interventions aim to fortify the family support system, thereby securing human capital investment in children’s education and ensuring their holistic growth and development. As an incidental yet important benefit of strengthened youth and family engagement, the Program provides tutorial services to children who are struggling readers or non-readers, contributing to improvements in foundational literacy.

At present, the Program is implemented through existing policies that enabled pilot testing and expansion. However, a permanent legal framework is necessary to ensure stable funding, nationwide coverage, and strengthened accountability. Institutionalizing the *Program* through legislation will firmly establish it as a national social protection program that prioritizes youth empowerment, family resilience, and community engagement, with educational support as a complementary outcome.

In view of the foregoing, the government shall institutionalize a program that is holistic, inclusive, evidence-driven, and community-based that empowers youth and families alike, while combating learning gaps.

Hence, the passage of this bill is earnestly sought.


ERIC L. OLIVAREZ

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Introduced by: **REPRESENTATIVE ERIC L. OLIVAREZ**

AN ACT
INSTITUTIONALIZING “TARA, BASA! TUTORING PROGRAM” AS A
NATIONAL THREE-PRONGED SOCIAL PROTECTION PROGRAM
CATERING TO THREE BENEFICIARIES: YOUTH BENEFICIARIES,
PARENTS OR GUARDIANS, AND CHILDREN BENEFICIARIES,
PROVIDING FUNDS THEREFOR, AND FOR OTHER PURPOSES

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1. *Title*

This Act shall be known as the “Tara, Basa! Act of 2026.”

SECTION 2. *Declaration of Policy*

Article II, Section 9 of the 1987 Constitution declares that “the State shall promote a just and dynamic social order that will ensure the prosperity and independence of the nation and free the people from poverty through policies that provide adequate social services, promote full employment, a rising standard of living, and an improved quality of life for all.”

Article II, Section 13 of the 1987 Constitution declares that “the State recognizes the vital role of the youth in national building and shall promote and protect their physical, moral, spiritual, intellectual, and social wellbeing. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs.”

Article XIV, Section 2 (4) of the 1987 Constitution declares the “State shall encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs.”

Pursuant to the mandates of the Constitution, it is hereby declared the policy of the State to reduce the vulnerabilities of poor and disadvantaged individuals and families by adopting a community-based, intergenerational, and evidence-informed approach that prioritizes youth development and empowerment through appropriate social protection programs; strengthens parental participation and family resilience; and provides educational support services for children as an enabling and complementary intervention.

Executive Order (EO) No. 123 (s. 1987) as amended by EO No. 292 or the "Administrative Code of 1987," mandates the Department of Social Welfare and Development (DSWD) to formulate, develop, and implement plans, programs, and projects on social welfare and development aimed at providing assistance to the most vulnerable members of society.

SECTION 3. *Definition of Terms*

For purposes of this Act:

- A. 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.
- B. Child/ren¹**- refers to person/s 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 who are attending tutorial sessions.
- C. Guardian** - refers to a person aged 18 years old or older, other than the biological parent(s) of a child beneficiary of the Program, who has primary or shared responsibility for the child's care, safety, and development. Within the Program, a guardian must demonstrate an active and ongoing caregiving role, ensuring the child beneficiary's wellbeing, and must participate in required parenting sessions.
- D. Higher Education Institutions (HEIs)** - refer 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 Commission on Higher Education (CHED). This includes State

¹ Republic Act No. 11908 Parent Effectiveness Service Program Act

or Local Universities and Colleges, created and established by law which constitutes their charter and which have independent and separate Governing Boards.

E. Implementing Partners - refers to CHED, HEIs, National Youth Commission (NYC), Department of Education (DepEd), Local Government Units (LGUs) and other relevant National Government Agencies (NGAs) and stakeholders mandated in the successful implementation and expansion of the *Program* subject to existing laws, rules and regulations.

F. 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.

G. Partner-Beneficiaries – refers to the primary and secondary beneficiaries cited under Section VI hereof.

H. Subsidies - shall refer to monetary and non-monetary assistance granted to partner-beneficiaries that may be provided subject to availability of funds and existing government accounting and auditing rules, as detailed below:

1. **Direct Subsidies** - refer to financial assistance, either in cash or in-kind, directly provided to the partner-beneficiaries mentioned, the types of direct beneficiaries shall be as follows: above individuals to achieve specific objectives or reduce living costs. For the program, the following direct subsidies are provided to the partner-beneficiaries:
 - a. **Cash for Training (CFT)** - refers to direct subsidies provided to youth beneficiaries to support their participation in program-related activities, particularly their transportation and participation in capability-building activities and during the actual conduct of sessions.
 - b. **Cash for Work² (CFW)** - refers to direct subsidies at service rate provided to youth beneficiaries, as compensation for their services in conducting sessions with other partner-beneficiaries.

² CFW is considered a direct subsidy pursuant to the General Accounting Manual for National Government Agencies, Volume III.

- c. **Meal Allowance** - refers to the allocation of cash allowance for youth beneficiaries to defray the cost of food for the capability-building activities.
 - d. **Participation Incentive** - refers to the conditional cash assistance provided to parents or guardians for their attendance during Parenting Sessions, given as support for the educational needs of their children.
2. **Indirect Subsidies** - support that does not involve direct monetary transfers but instead reduces costs or enhances benefits indirectly. For the program, the following indirect subsidies are provided to the partner-beneficiaries:
- aa) Knowledge Products developed to strengthen the capabilities of children beneficiaries, youth beneficiaries, and parents/guardians (e.g., Workbook for Learners, Nanay-Tatay Modules, Guidebook for Tutors, and Guidebook for YDWs);
 - bb) Learning Kits (children and youth Beneficiaries, Tutors, and YDWs); and
 - cc) Advocacy Shirts that may also be used as uniforms during sessions of youth beneficiaries
- I. Vulnerable Individuals** - refer to individuals who are indigent, disadvantaged, or have challenges participating fully in development processes or supporting family wellbeing as assessed by DSWD and implementing partners.
- J. Youth Beneficiaries** - refers to individuals aged 18 years old or older who belong to poor families, enrolled in HEIs or college dropouts or not enrolled in educational institutions, who demonstrate readiness and commitment to active participation in nation-building, focusing on social inclusion, education, socioeconomic opportunities, among others. They may be deployed as tutors, YDWs, or in other roles following the Program Components.

SECTION 4. *Establishment of the “Tara, Basa! Tutoring Program Act of 2026”*

There is hereby established the Tara, Basa! Tutoring Program, hereinafter referred to as the *Program*, as a developmental and transformative educational assistance initiative of the DSWD. The *Program* shall contribute to the reduction of the vulnerabilities of its beneficiaries through the provision of social protection services,

including, but not limited to, capability-building activities, subsidies, and case management.

The Program shall adopt a three-pronged social protection approach and shall cater to the following categories of partner beneficiaries: (a) youth beneficiaries; (b) parents or guardians; and (c) children beneficiaries.

SECTION 5. Objectives

The overall objective of the *Program* is to reduce the vulnerabilities of low-income individuals by providing socioeconomic opportunities for youth beneficiaries and parents or guardians through the provision of subsidies, while fostering community engagement and educational support. Specifically, the *Program* aims to:

- A. Empower youth beneficiaries by providing capability-building activities and subsidies to reduce their socioeconomic vulnerabilities and strengthen their participation in nation-building;
- B. Reduce the vulnerabilities of parents or guardians through participation incentives and interventions that enhance their capacities to support their children's overall wellbeing;
- C. Contribute to the improvement of reading proficiency and foundational literacy of children beneficiaries who are struggling readers or non-readers, as a supportive outcome of strengthened youth and family engagement; and
- D. Strengthen collaboration among NGAs, LGUs, academic institutions, and other stakeholders to enhance *Program* support, resource mobilization, and community participation.

SECTION 6. Coverage

The *Program* shall adopt a three-generation targeting approach, focusing on youth beneficiaries, parents or guardians, and children beneficiaries, collectively referred to as "partner beneficiaries" to ensure comprehensive support across the family unit.

The *Program* shall cover the following:

- A. The primary beneficiaries shall be *youth beneficiaries*, who are individuals aged eighteen (18) years old or older from low-income or vulnerable families, including enrolled students, out-of-school youth, or unemployed graduates, who may be engaged as tutors,

youth development workers, or in other roles under the *Program*;
and

- B. The secondary beneficiaries shall be (1) *parents* or *guardians* of children beneficiaries, particularly those belonging to low-income or vulnerable families; and (2) *children beneficiaries*, who are below 18 years old endorsed by implementing partners of the *Program*.

SECTION 7. *Targeting Mechanism for Program Sites*

The following shall be the basis for selecting the Regional and Local implementation areas:

- A. Areas with high attrition rate, poverty incidence, and low literacy rates;
- B. Geographically isolated and disadvantaged areas (GIDAs);
- C. Indigenous Peoples (IP) and urban poor communities; or
- D. Areas where NGAs, Faith-Based Organizations (FBOs), Civil Society Organizations (CSOs), Social Welfare and Development Agencies (SWDAs), LGUs, Non-Government Organizations (NGOs), CRCFs, or implementing partners express readiness and commitment to co-implement the *Program*.

SECTION 8. *Program Components*

The *Program* shall include the following core components:

- A. Capability-building activities for youth beneficiaries to equip them with the necessary skills and knowledge to effectively conduct the sessions;
- B. Parenting sessions facilitated by youth beneficiaries, particularly youth development workers (YDWs) for parents or guardians to further strengthen their full potentials and capacities to ensure the wellbeing of their children;
- C. Tutorial sessions conducted by youth beneficiaries, particularly tutors, that are child-centered, age-appropriate, culture-sensitive, and gender-responsive;
- D. Provision of direct subsidies to partner-beneficiaries, subject to existing government accounting and auditing rules;

- E. Development and distribution of knowledge products and learning kits to partner-beneficiaries to aid in the conduct of sessions; and/or
- F. Conduct of case management provided to partner-beneficiaries, such as referral services to other social protection and development programs, as may be deemed necessary and appropriate.

SECTION 9. *Settings for the Sessions*

The sessions shall be conducted in the following settings, based on the profile, needs, and circumstances of the partner-beneficiaries:

- a. School/classroom-based implementation- in partnership with the DepEd the tutorial sessions shall be conducted at the elementary schools of struggling readers and non-readers identified through DepEd's assessment tools or Madrasah;
- b. Community-based implementation - Out-of-school children beneficiaries or learners at risk of dropping out, or Children in Need of Special Protection (CNSP) endorsed by the LGUs or implementing partners; and/or
- c. Center or facility-based implementation - children beneficiaries needing tutorial sessions based on the assessment of case managers or Social Workers, and endorsed by the Center Head.

SECTION 10. *Monitoring, Evaluation, Reporting, and Congressional Oversight*

The DSWD, in coordination with implementing partners, shall establish and maintain a results-based monitoring and evaluation system to assess the outputs, outcomes, and impact of the *Program*.

The DSWD shall submit to Congress an annual report on the implementation of this Act, including but not limited to: (a) number and profile of partner-beneficiaries served; (b) utilization of funds and subsidies released; (c) *Program* outputs, outcomes, and impact indicators, including literacy improvement and youth retention in education; (d) challenges encountered and corrective actions taken; and (e) policy and budgetary recommendations.

A Joint Congressional Oversight Committee on the *Program* is hereby created, composed of representatives from the House of Representatives

and the Senate, to oversee the implementation of this Act and ensure faithful compliance with its objectives.

SECTION. 11. *Safeguarding Policies*

All activities under the *Program* shall adhere to existing child protection laws, gender sensitivity policies, and safeguarding standards. Youth beneficiaries and implementers shall undergo mandatory orientation on child protection and ethical conduct. Accessible grievance and reporting mechanisms shall be established and enforced.

SECTION 12. *Implementing Agencies and Institutional Arrangements*

The DSWD shall serve as the lead implementing agency of the *Program* and shall coordinate with CHED, HEIs, NYC, DepEd, LGUs, and other relevant stakeholders for the effective implementation.

The DSWD shall strengthen its existing National Program Management Office that oversee policy development, implementation, monitoring, and evaluation of the *Program* and Regional Program Management Offices that manage, coordinate, and oversee the implementation of the *Program* at the regional level.

SECTION 13. *Appropriations*

The funds necessary for the initial implementation of this Act shall be charged against the current appropriations of the DSWD and included in the annual General Appropriations Act which is necessary for the continued implementation of this Act.

SECTION 14. *Implementing Rules and Regulations*

The DSWD, in consultation with CHED, HEIs, NYC, DepEd, LGUs, and other relevant stakeholders, shall issue the necessary rules and regulations for the effective implementation of this Act within ninety (90) days from its effectivity.

SECTION 15. *Repealing Clause.*

All laws, decrees, executive orders, proclamations, rules and regulations and other issuances or part or parts thereof, which are inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

SECTION 16. *Separability Clause*

If for any reason, any provision of this Act is declared invalid or unconstitutional, the remaining provisions not affected thereby shall continue to be in force and effect.

SECTION 17. *Effectivity Clause*

This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,