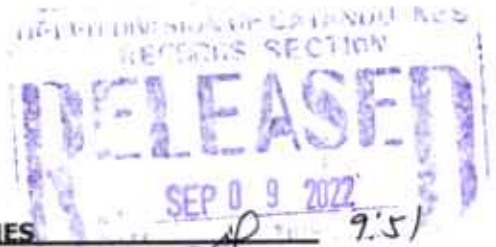




Republic of the Philippines
Department of Education
Region V - Bicol

SCHOOLS DIVISION OFFICE OF CATANDUANES



September 5, 2022

DIVISION MEMORANDUM
OSDS-SGOD-DM-433, s.2022

CREATION OF THE DIVISION/ DISTRICT/ SCHOOL PROJECT MANAGEMENT COMMITTEE TO INSTITUTIONALIZE BRIGADA PAGBASA IMPLEMENTATION IN THE DIVISION OF CATANDUANES

To: Assistant Schools Division Superintendent
Chief Education Supervisors, CID and SGOD
Education Program Supervisors
Public Schools District Supervisors/ In-Charge of the Districts
Public Elementary and Secondary School Heads
Division Brigada Eskwela Coordinator
Division Brigada Pagbasa Coordinator
Division Reading Coordinators
District/ School Brigada Eskwela Coordinators
District/ School Brigada Pagbasa Coordinators
All Others Concerned

1. Pursuant to DepEd Memorandum No. 062, s.2022 on the 2022 Brigada Eskwela Implementing Guidelines and the Regional Memorandum No. 98 and 105, s. 2022 on the Implementation of the year-round Brigada Eskwela Plus and Brigada Pagbasa from August 29 to July 7, 2023, this Office creates the Division Project Management Committee to Institutionalize Brigada Pagbasa Implementation.
2. Composition of the Brigada Pagbasa Division Project Management Committee
Chairperson: Susan S. Collano – Schools Division Superintendent
Co-Chair: Mary Jean S. Romero/ Romel G. Petajen
SGOD Chief CID Chief
Program Focal Person: Marife B. Brequillo/ Imaculate T. Latorre
SEPS (SocMobNet) EPS II (SocMobNet)
Technical Assistance: Gina B. Pantino/ Ma. Gina M. Templonuevo
EPS (English) EPS (Filipino)
Division Reading Coordinators
Responsibility: Review and formulate of plans, policies and guidelines on BP implementation and to promote increased level of understanding on the shared goal and targets relative to the Bawat Bata Bumabasa Campaign.
3. All public elementary and secondary schools are enjoined to support the program to attain the goal of the 5Bs Campaign on Bawat Batang Bicolano Bihasang Bumasa and create District/ School Project Management Committees, and Technical & Planning Working Committees.



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3.1 District Project Management Committee

Chairperson: PSDS/ In-Charge of the District

Co-Chairperson: District BE Coordinator
District BP Coordinator

Technical Assistance: District Reading Coordinator/s

Responsibility: To establish a unified and effective project implementation consistent and anchored to the division policy guidelines.

3.2 School Project Management Committee

Chairperson: School Head

Co-Chairperson: School BE Coordinator
School BP Coordinator

Technical Assistance: School Reading Coordinator/s

Responsibility: To initiate and set-up an effective project implementation consistent with the set standards and policies.

4. The Technical and Planning Working Committee

4.1 Advocacy, Promotion and Coordination Committee

Chairman: Marife B. Brequillo – SEPS (SocMobNet)

Members: Maria Audrea L. Vivo – PDO II (DRRM)
Mary Rose V. Sta. Rosa – SP I (Palta NHS)
Efren O. Matienzo – SP I (Palumbanes IS)
Cresalyn C. Tugay – MT I (CNHS)

Responsibility: Include planning Information and Education Campaigns and establishment of coordination mechanisms with the BP volunteers, partners and stakeholders.

4.2 Resource Mobilization Committee

Chairman: Imaculate T. Latorre – EPS II (SocMobNet)

Members: Emeline Francia P. Abrasaldo – Nurse II
Dr. Kristine G. Santelices – Medical Officer III
Rosario B. Vegim – PDO I (YFD)

Responsibility: Include facilitating a process of resource mobilization and maximizing partnership opportunities, coordinating with donors for the complementation of resources, and mapping, mobilizing and providing resources.

4.3 Capacity Building Committee

Chairman: Gina B. Pantino – EPS I (English)

Members: Ma. Gina T. Templonuevo – EPS I (Filipino)
Aroline T. Borja – EPS (SGOD)
Anjo G. Tugay – SEPS (Planning and Research)

Responsibility: Include providing orientation, capacity building opportunities and learning exchange mechanisms to volunteers,



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partners and team members on BP implementation. This committee shall handle all preparations relative to this activities.

4.4 Knowledge Management Committee

Chairman: Achilles V. Alberto I – EPS II (SMME)

Members: Elizabeth S. Urbano – EPS II (HRD)

Efren T. Gurrobat – HT III (SAVS)

Edwin T. Tomes – TIII (Dororian NHS)

Responsibility: Include the establishment of database of information, collection, consolidation, analysis and sharing of information to all concerned.

4.5 Monitoring and Evaluation Committee

Chairman: Sarah S. Chiong – SEPS (SMME)

Members: Rey C. Bonayon – Planning Officer III (PRU)

Niño Gerard C. Ceneta – EPS I (Science)

Responsibility: Include the conduct of policy review, documentation and dissemination of good practices and lesson learned. Documentation and reporting of implementation bottlenecks and challenges, and the monitoring and evaluation of progress and results of the program against the set targets and objectives are also included.

5. Brigada Pagbasa implementation shall cater to struggling readers from **Grades 4 to 6 and secondary students.**

6. Schedule of Brigada Pagbasa Activities

ACTIVITY	SCHEDULE
a. Establish a Brigada Pagbasa Database of Volunteers (Call for Volunteers and Profiling)	August 15, 2022 to September 23, 2022
b. Identify and map the recipient learners from grades 4 to 6 and secondary level for Brigada Pagbasa Program.	August 30, 2022 to September 16, 2022
c. Organize the Brigada Pagbasa division/district/school-Project Management Committees and have a planning conference to create/prepare/finalize the BP policy guidelines and implementation.	August 30, 2022 to September 30, 2022
Division BP Kick-Off & Launching	TBA
Orientation & Capacity Building of Volunteers	September 2022



Republic of the Philippines
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SCHOOLS DIVISION OFFICE OF CATANDUANES

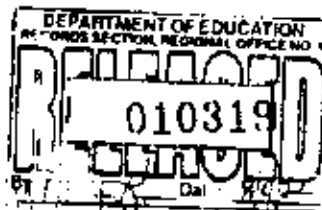
BP Program Implementation (10-mos.)	October 2022 to July 2023
Monitoring & Evaluation	October 2022 – June 2023
Submission of Accomplishment Reports	July 2023
BP Learners' Graduation	July 2023
Project Evaluation and Appreciation Program	July 2023

7. The enclosed Brigada Pagbasa Guidelines set the direction of the program to secure successful implementation of the project.
8. The Division Project Management Committee ang Technical & Planning Working Committee will conduct an organizational/ planning conference to finalize the details of the BP policy guidelines and implementation on September 19, 2022.
9. For immediate dissemination and strict compliance.


SUSAN S. COLLANO, CESO V
Schools Division Superintendent



Republic of the Philippines
Department of Education
 REGION V - BICOL



August 3, 2022

REGIONAL MEMORANDUM
 No. 105 s. 2022

ADDENDUM TO THE REGIONAL MEMORANDUM NO. 98 RELATIVE TO THE 2022 REGIONAL IMPLEMENTATION OF BRIGADA ESKWELA AND BRIGADA PAGBASA

TO : Schools Division Superintendents
 SGOD and CID Chiefs
 DepEd ROV Chiefs/Heads of Functional and Support Divisions/Sections/Units
 Division BE/ASP Coordinators
 Division Brigada Pagbasa Coordinators
 Public Schools Districts Coordinators
 Public and Private Elementary School Heads
 All Others Concerned

- Pursuant to the DepEd Order No. 34, s. 2022 and DepEd Memorandum No. 062, s. 2022 on the **2022 Brigada Eskwela (BE) Implementing Guidelines**, the Program will be implemented in two phases: *Brigada Eskwela sa Paghahanda* from August 1-26, 2022 and the year-round *Brigada Eskwela Plus and Brigada Pagbasa*, from August 29 to July 7, 2023.
- DepEd Memorandum No. 062, s. 2022, number 7 states that BE activities shall focus on addressing the challenges and resource gaps of learners for face to face classes, which shall be fully implemented in all public schools nationwide by November 2, 2022. The schedule of activities shall be as follows:

Activity	Schedule
National BE Kick Off	August 1, 2022
Regional BE and Brigada Pagbasa Kick Off	August 9, 2022, Don Servillano Platon MNHS, Tinambac, Division of Camarines Sur
BE Implementation and Monitoring	August 1-26, 2022
BE Plus and Brigada Pagbasa Implementation	August 29, 2022 to July 7, 2023
Submission of BE Accomplishment Reports	By SDOs: November 30, 2022 To CO: December 31, 2022
BE Awards Period	February to March 2023

- Granting of vacation service credits for teachers shall follow the DepEd Memorandum No. 062, s. 2022. Compensatory Overtime Credits (COC) shall also be given to non-teaching personnel for volunteer services during weekends and holidays, following the said Memorandum computation for eight hours services rendered which is equivalent to one-day COC.
- Brigada Pagbasa** implementation shall cater to struggling readers from Grades 4 to 6 and secondary students. The Program will be carried out together with volunteers and partners depending on their commitment, competencies and resources as tutors, readers, book donors and program support. All Schools Division Offices (SDOs) and public elementary and

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secondary schools are enjoined to support the program to attain the goal of the 5Bs Campaign on *Bawat Batang Bicolano Bihasang Bumasa*. All School Governance and Operations Divisions (SGODs) shall spearhead Brigada Pagbasa implementation in close coordination and partnership with the Curriculum and Instruction Division (CIDs) for technical assistance, capacity building of volunteers and partners, and support to program monitoring and evaluation. Enclosed is the DepEd Region V Brigada Pagbasa Implementing Guidelines for reference.

5. As indicated in DepEd Memorandum No. 62, s. 2022, number 14, the **Best Brigada Eskwela Implementing Schools** shall be recognized at the schools divisions, region and national based on the implementing guidelines and selection criteria. The Best BE implementers shall be given certificate of recognition, which shall be awarded with corresponding points for outstanding accomplishment for purposes of promotion and office/individual performance. For DepEd Region V, aside from Brigada Eskwela, **Brigada Pagbasa Best Implementing Schools** shall also receive recognition and award for demonstrating inspired and synergistic efforts to contribute to improve reading proficiency of learners. Outstanding volunteers and partners shall likewise be recognized during the BE Awards Period.
 6. It is reiterated that all school heads (SHs) shall ensure that all donated items classified as Property, Plant and Equipment (PPE) are properly recorded in the books of accounts based on the provisions under DO 82, s. 2011 titled *Guidelines on the Proper Recording of All Donated Properties*, subject to applicable accounting and auditing rules and regulations in compliance to the Commission on Audit (COA) Circular 2022-004 relative to increase of the capitalization threshold from P15,000.00 to P50,000.00.
 7. All Schools Division Offices (SDOs) through the SGODs are requested to organize their Division Brigada Eskwela and Brigada Pagbasa Monitoring Teams and the Selection and Evaluation Committee for the Best Implementing Schools.
- B. Please be guided accordingly.


GILBERT T. SADSAD
Regional Director

Encls: As started

Reference: DepEd Order No. 34, s. 2022, DepEd Memorandum No. 62, s. 2022

To be included in the Perpetual Index under the following subjects:

OFFICIALS	PROGRAMS	BRIGADA PAGBASA
PARTNERSHIPS	BRIGADA ESKWELA	SCHOOLS

"DepEd Bicol cares, shares and serves with a SMILE"

Enclosure No.1 DepEd Region V Brigada Pagbasa Implementing Guidelines

DEPED REGION V BRIGADA PAGBASA IMPLEMENTATION

A Multi-Stakeholder Engagement Approach to Improve Literacy and Close Learning Gaps

I. Background and Rationale

The Child Rights Situational Analysis (CRSA) commissioned by Educa shared, *'because multiple factors affect education in Bicol, including but not limited to the exercise of the responsibilities among duty bearers in children's education. Local Governments on the other hand must ensure that these are cascaded through aligning their own plans and process as well as ensuring efficient service delivery.'*

They have added that when it comes to children's education, the schools are the central insurers of success of these programs, plans, and services. Civil Society Organizations' role in this is to avoid duplicating the government's efforts and complement them instead.

Additionally, they pointed out several factors that curtail child development and recommended that (1) higher budget for education be advocated; (2) fundraising for education be done; (3) training for teachers be supported; (4) organizations harmonize their programs; (5) functionality of key structures for children protection and participation are ensured. Consistent and comprehensive implementation of educational reforms at all levels is essential to the realization of children's rights to, in, and through education.

DepEd Region V as part of its strategies in engaging multi-stakeholders has offered and implemented Brigada Pagbasa in 2021 to ensure that learners on their blended and/or modular distance learning modalities were able to access resources and assistance from community volunteers through Brigada Pagbasa Program. Community, partners and volunteers were actively engaged in carrying-out enrichment activities and tutorial services.

Responding positively to support the Program were the 103, 713 volunteer tutors who are teacher applicants, community professionals and education students, 98, 284 volunteer readers, 56, 201 book donors and 144, 695 volunteer support who provided for supplies and snacks of the learners.

Although similar with the concept of Brigada Eskwela, Brigada Pagbasa aims to improve the literacy of learners and continuously provide opportunities within their communities that would significantly increase readers among elementary pupils.

DepEd Region V with the leadership of Gilbert T. Sadsad, Regional Director led the implementation of Brigada Pagbasa in 2021 with the directives from the External Partnerships Service (EPS) through Undersecretary Tonisito MC Umali.

Brigada Pagbasa is a response to the call to intensify advocacy for reading under the *Hamon: Bawat Bata Bumabasa (3Bs Initiatives)* issued under DepEd Memorandum No. 173, s. 2019. The DepEd External Partnerships Service has firmly set to implement the Project to support the efforts of the Curriculum Instruction and share a part to make every learner a reader by engaging partners and stakeholders.

The 2018 Programme for International Student Assessment (PISA) report showed that the Philippines ranked lowest in English, Science, and Math.

In Reading, the report revealed that four out of five Filipino students were categorized as Level 2, or "low performers." The result is alarming because this skill is not only vital in coping with the demands of school and daily life but it also has a deep impact on achieving one's goals, as well as on developing their knowledge and potential, and on one's ability to participate in society.

Brigada Pagbasa is a nationwide reading movement for the Filipino children which is popularized by World Vision Development Foundation¹, a global, Christian humanitarian organization devoted to improving the lives of children, their families, and their communities. Seeing the potential of Brigada Pagbasa, the External Partnerships Service (EPS) kick start the implementation through a Project Launching in November 2019 at the Philippine International Convention Center (PICC), Manila during the 2019 National Brigada Eskwela Awarding. This was participated by key partners like World Vision, Educo and others.

Brigada Pagbasa, as a form of **Brigada Eskwela**, is an after-school, community-based literacy program that envisions to bring together education partners, experts and volunteers to help learners read and become functionally literate. **Brigada Pagbasa** serves as a platform to synergize efforts and resources to address education-related challenges especially on literacy and numeracy.

It also creates opportunities for all stakeholders to contribute possible solutions to the current gaps in the country's education system, especially in equipping the learners with 21st century skills.

Brigada Pagbasa signifies the invaluable contribution of the partners and volunteers in a multi-stakeholder approach to breakthrough education and equip learners for the 21st century skills despite the challenges of the pandemic.

Banking on the gains of Brigada Pagbasa implementation in 2021 where 394,257 struggling learners were catered for 5-month intensive literacy sessions carried-out by the DepEd Region V together with a total of 402,893 volunteers who shared their time, effort and resources to the Program.

The result was overwhelming, with 21, 774 learners being able to read, 4,107 learners who can easily comprehend and an increase of 82,676 proficient readers.

This School Year 2022-2023, this multistakeholder approach will be implemented to maximize the gains from Brigada Pagbasa and provide equitable access to quality education for all learners.

II. Key Features

-For the After School Literacy Enrichment Activities, learners from Grades 4-6 and secondary students who are in need of the Program must be identified and recommended by the school to undertake enrichment activities, which are after school and community based. Functional Literacy Assessment Tool (FLAT) shall be used by the volunteers and partners to determine the progress of their recipient learners.

-Brigada Pagbasa shall be implemented from August 29, 2022 to July 7, 2023. Call for volunteers and partners, MOA signing with volunteer teacher applicants, and coordination with Local Government Units (LGUs) may be done during the BE period.

-Enrichment Activities may be different for every learner. It is recommended that volunteers may refer to the Modified Marungko Approach which is designed to improve students' reading skills through the use of the modern Filipino alphabet. All other resources are accessible through or the Brigada Pagbasa Volunteers Kit.

-Teaching and learning may be done individually or in groups of 2-5 in consideration of their reading level/skill.

-Building vocabulary, comprehension and numeracy skills development are also included as target competencies.

-Brigada Pagbasa activities are being carried-out outside the school, at home, reading kiosks, reading centers and other identified space within the community in close coordination with the barangay local government unit (BLGU) and the Sangguniang Kabataan.

-Enhancement and/or construction of Community Resource and Recovery Center for Technology and Literacy (CORReCT) in Bicol communities to provide access for technology and literacy activities outside of the school is considered a milestone for the implementation of Brigada Pagbasa in 2022.

III. Brigada Pagbasa Multi-Stakeholder Engagement Strategy Framework

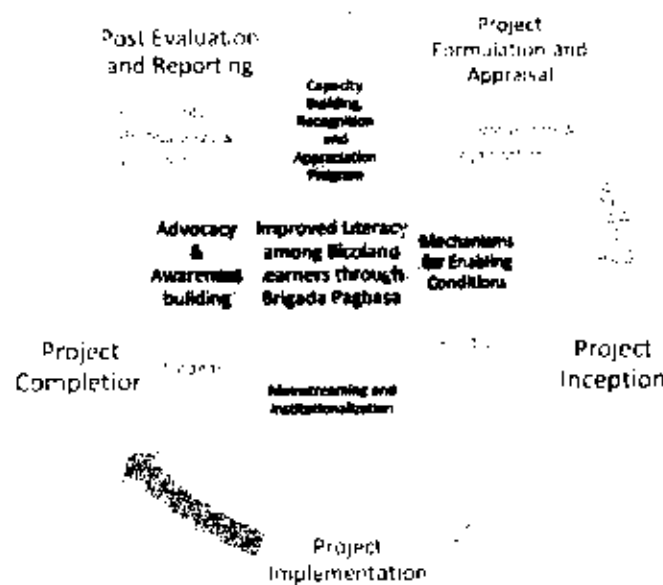


Figure 1.1 Brigada Pagbasa Stakeholder Engagement Framework

The Brigada Pagbasa Framework is a four-pronged strategy of stakeholder engagement to contribute to the improvement of functional literacy among Bicolano learners. This is based on the DepEd Region V experience in implementing Brigada Pagbasa in 2021.

The first prong is focused on *Capacity Building, Recognition and Stakeholder Appreciation*. The Capacity Building shall include orientation and training on specific reading strategies, and literacy enrichment activities such as but not limited to story reading, interactive and fun activities on literacy targeted on alphabet knowledge, phonemic awareness, phonics, fluency, vocabulary and comprehension activities.

For *recognition and stakeholder appreciation*, this includes the selection and awarding of the best implementing schools, outstanding volunteer individuals, private and corporate organizations, Sangguniang Kabataan, and local government units (LGUs).

The second prong is focused on the *interface and complementation* with the established mechanisms within the Department of Education such as Brigada Eskwela Working Committees, inter-agency committee for the Oplan Balik Eskwela (OBE), and the committees for the Division Learning Recovery Plan. Aside from internal mechanisms, external mechanisms such as the Local School Board (LSB) and the Local Development Council (LDC) are inevitable

for the mainstreaming and institutionalization of the Program ensuring budget allocation and sustainability in the future.

The third prong is *Advocacy and Awareness Building* among community members, parents, learners and local officials on the Program, providing the context and the rationale for Brigada Pagbasa. Onsite parents' sessions and utilization of the broadcast, print and social media will be considered for extensive and wider reach.

The fourth prong is the mainstreaming and institutionalization of Brigada Pagbasa Program through enactment of local resolutions and ordinances supporting and allocation funds for the program and creating task force or committees.

Aside from the local government units (LGUs), sustainability indicators for private partner organizations will include formalization of support by signing Memorandum of Agreement (MOA) and Memorandum of Understanding (MOU).

Within the DepEd, mainstreaming means incorporation of Brigada Pagbasa program as part of the key strategy for stakeholder engagement and literacy improvement of the learners.

The Framework also shares a holistic stakeholder engagement as shown across all the phases of the project development and management.

The DepEd Region V together with all the potential partners and volunteers from the academes, private organizations and corporations, parents, community professionals, volunteers, local government units, Sangguniang Kabataan and others who signed up for Brigada Pagbasa will be engaged from the start phase of project until the Post Evaluation and Reporting.

As previously mentioned, the implementation of Brigada Pagbasa components is not necessarily the same in every school and for every learner because it depends on the context (existing circumstances for every school) and the baseline on reading proficiency of the learners. However, all schools are encouraged to ensure the maximum participation of all stakeholders in every phase of project management.

On Project Formulation and Appraisal – schools shall ensure that they have the latest baseline on reading proficiency among grades 4-6 learners and secondary learners who need the program, using the Functional Literacy Assessment Tool (FLAT) from the World Vision Development Foundation, see enclosure no. 1.

The baseline will be used to identify the learners who will be referred to undertake the Program which will start in *July and will end on October 30, 2022*. The baseline will also be considered in preparing the after-school literacy enrichment activities that will be appropriate for the needs of the identified recipient learners.

During this phase, the schools shall prepare their **Brigada Pagbasa Action Plan**, found in *Enclosure No. 2* which is composed of the following details: *Objectives, Specific targets, Activity, Schedule, Concerned Person/s, Budgetary Requirements, Source of Funds*. The Action Plan must be signed by the district and/or division officials. Every planned activity should have a corresponding Activity Proposal signed by the proponent, the school head and the district and/or division authorities.

Project Inception - after the identification of learners (grades 4-6 and secondary students who need the Program) who will undertake the program, the schools through the school heads and the school Brigada Eskwela/ Brigada Pagbasa coordinators shall finalize the list of volunteers, prepare their profiles which include the name, educational background, special talent and/skills and contact numbers.

Once accomplished, the *list of the learners and the volunteers* as well as the Brigada Pagbasa Action Plan will be presented to the barangay officials and the Sangguniang Kabataan for support.

In this phase, the enhancement and/or construction of the **Community Resource and Recovery Center for Technology and Literacy (CORReCT)** will be lobbied from them. This is a facility that would support learning recovery of elementary and secondary students by providing them access to digital education and resources within their barangays equipped with computers and/or laptops with internet connections and valuable references.

The *call for volunteers and sign up for the registration of partners and volunteers* will be done during this phase. Some modalities may include sharing of Google Drive Link to volunteers, 'bandilyo', radio announcements, posting of bulletins and posters and others.

Project Implementation - this includes the Kick-Off and program launching that will be attended by the partners, volunteers, parents of the recipient learners, learners, DepEd district/division authorities and local authorities; The highlight of the Program will be the messages of support from the partners and volunteers and the *Brigada Pagbasa Action Plan*, see *enclosure No. 2 for the template*, for the schedule of activities.

After the Kick-Off Program and Launching, **orientation and capacity building** to volunteers especially the tutors will be done. This includes the

discussion of reading level of the learners, the Marungko Approach, the After-School Literacy Enrichment Activities, the tutorial services, and other skills development sessions that may be offered in the community. Support from the partners on the conduct of these activities may be sought for the meals and other incidental expenses.

Division Offices through the Curriculum and Instruction Division (CID) will be tapped to provide technical assistance to schools during these capacity building.

The Brigada Pagbasa Plan will be implemented after the orientation and the capacity building.

Regular monitoring of the schools in Brigada Pagbasa will be done by the district and division officials. The School and Division Monitoring Report Templates are found in enclosures No. 3 and 4.

Project Completion – this is the phase when the schools will administer the post test of the Functional Literacy Assessment Tool (FLAT) to those who undertake Brigada Pagbasa.

The post-test result will be compared with the pre-test. Data analysis and interpretation shall be incorporated in the Program Report. Consolidation of report shall be done per district and division.

Post Evaluation and Reporting – Each school within every district shall present the result of their Brigada Pagbasa implementation. Every district shall consolidate the data and present the Report at the division level and every division will present the report at the regional level. The regional consolidated report will be discussed during the annual stakeholders' appreciation and/or meeting.

IV. Brigada Pagbasa Components

Brigada Pagbasa implementation is composed of the following components:

1. After-School Literacy Enrichment Activities (1-2 hour after-school activities)

These activities aim to expose learners to literacy activities that are interactive and fun to improve the learners' alphabet knowledge, phonemic awareness, phonics, vocabulary and comprehension with special focus in Filipino.

Schools are requested to identify learners from intermediate level, Grades 4 to Grade 6 that need enrichment activities from the partners and volunteers.

The Functional Literacy Assessment Tool (FLAT) will be used to determine further the specific deficiency of the learner in reading.

The FLAT assesses the highest level of reading that children can perform comfortably. The FLAT is used to measure the Child Well-Being Target on functional literacy with children nearing end of primary school, Grade 6 or equivalent.

The reading level considered as 'functional' is if a child can read through the story of local material and answer at least two fact retrieval questions about the story or local material correctly.

Enrichment activities may be done along:

Alphabet Knowledge - is the knowledge of individual letter names, sounds and shapes.

Phonemic Awareness - the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words.

Phonics - a method of teaching people to read by correlating sounds with letters or groups of letters in an alphabetic writing system.

Fluency - is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently.

Vocabulary development - activities that will enhance the known words/vocabulary of the learners.

Comprehension - activities that will enhance the learners better understanding of the stories read.

Teacher applicants, community professionals and education students will be engaged in this component. Orientation and Capacity building may be provided to them by the school and the reading coordinator. The CID shall be requested to provide technical assistance and support on this.

Parents, community officials and other volunteers may be tapped for story reading and/or story telling sessions to instill and develop the love for reading among pupils. The learners may not be selected. This will be open for all learners in the community.

2. Tutorial Services for Literacy, Numeracy and other subjects (30 minutes to 1 hour activity)

Aside from literacy enrichment, which is the focus of Brigada Pagbasa, tutorial on other subjects may be carried out by the volunteers. This includes additional instruction and guidance on their accomplishment of take-home projects and activities.

3. Skills development activities (Sports, digital literacy and other skills development, 30 minutes to 1 hour)

For communities which have available space such as sports center, covered courts and computer rooms, learners may be provided with additional activities that will enhance their skills along sports, martial arts, dance sports and digital literacy. The Sangguniang Kabataan (SK) shall be tapped to spearhead this component.

Likewise, a major milestone for this Project will be the construction and/or enhancement of a **Community Resource and Recovery Center for Technology and Literacy (CORReCT) in Bicol communities.**

This is a facility that would support learning recovery of elementary and secondary students by providing them access to digital education and resources within their barangays. These facilities are equipped with computers and/or laptops with internet connections and valuable references.

Normally, learners go to internet cafes/computer shop for research and spend about PhP15.00 per hour for the rental fee and PhP2.00 per page for non-colored printing. For learners in remote communities with no means to pay, research and preparation of projects that need to include additional references became difficult to do, limiting them to maximize their potentials.

For this component, volunteers who are knowledgeable to train the learners on sports, martial arts and digital literacy may be invited on schedule. The school shall monitor these activities and will actively take part and coordinate with the Sangguniang Kabataan (SK) and the Barangay Local Government Units (BLGU).

V. Brigada Pagbasa Partners and Volunteers

Brigada Pagbasa Partners and Volunteers are classified into the following:

Volunteer Tutor - teacher applicants, community professionals and education graduates may become a volunteer tutor by selecting child/children within their community by devoting 1 hour everyday for teaching them how to read.

Volunteer Reader or Storytellers - community professionals, local authorities and parents may become volunteer reader. He/she may do story telling and story reading to learners in the community. This may be done in the community reading space, centers, kiosks and other comfortable spaces after school and over the weekend.

Volunteer Book Donors - are organizations, private individuals and other partners who may not have time to read a book or tutor, but willing to share

support by donating reading materials and resources to the school and community reading spaces/centers for use during Brigada Pagbasa.

Volunteer Support - are organizations, private individuals and other partners who are willing to support the conduct of the literacy enrichment activities, tutorials and other skills development activities by providing snacks, school supplies and other resources to the learners and their tutors.

Volunteer Involvement Plan (VIP) - to support in the enhancement and creation of literacy and technology spaces and centers within the community for all the learners. Their support shall be formalized through the enactment of resolutions and ordinances.

VI. Brigada Pagbasa Implementation Key Processes

- a. Identify and map the recipient learners (grades 4-6 and secondary students) using the Functional Literacy Assessment Tool (FLAT)
- b. Organize the working committees
- c. Call for Volunteers, Sign-Up and Registration of Partners and Volunteers
- d. Establish and finalize Brigada Pagbasa Database of Volunteers and Partners
- e. Conduct Planning Conference with the Working Committees, partners and volunteers.
- f. Prepare the Brigada Pagbasa Action Plan Template
- g. Conduct the Program Kick-Off and Launching
- h. Carry-out the Orientation and Capacity Building for Partners and Volunteers
- i. Secure the Child Protection Compliance and Code of Conduct Forms for every volunteer
- j. Start the Brigada Pagbasa Implementation
- k. Utilize the Monitoring Tool for Brigada Pagbasa Implementation
- l. Conduct Project Monitoring Conference with the concerned TWG and partners
- m. Nominate and Select Brigada Pagbasa Outstanding Volunteers (Organization, LGU and Individual Category)
- n. Conduct the Project Evaluation & Appreciation Program

VII. Additional Notes in Implementing Brigada Pagbasa Program

1. *Organize the Brigada Pagbasa Working Committee*
Before the implementation, it is crucial that the School Brigada Pagbasa Working Committee is organized. Not to duplicate the Working Committees for Brigada Eskwela, same persons may be assigned/designated for Brigada Pagbasa. The school head, School

Reading Coordinator together with the School Brigada Eskwela Coordinator shall lead in organizing the committees.

It is important to tap those that have experience in conducting remedial reading sessions/reading recovery programs because they can enrich the learning experience and may provide necessary and adequate technical assistance to the volunteers.

1.1 Project Management Committee

Its main objective is to establish a unified and effective project implementation consistent with the set standards and policies.

Responsibilities include the review and formulation of plans, policies and guidelines on Brigada Pagbasa Implementation and promote increased level of understanding on the shared goal and targets relative to the *Hawat Hata Bumabasa* Campaign.

At the school level: the chair is the School Head, co-chair is the School Brigada Eskwela/Pagbasa Coordinator. Technical Assistance shall be provided by the School Reading Coordinator.

At the division: the chair is the Schools Division Superintendent (SDS), the co-chairpersons are the Chiefs of the CID and SGOD. The division coordinator will be the Division Brigada Eskwela/Pagbasa Coordinator. Technical assistance will be provided by the Division Reading Coordinator/s and other concerned EPS in CID.

At the region: the chair is the Regional Director, the co-chairpersons are the chiefs of the CLMD and the ESSD, the regional coordinator is the Regional Brigada Eskwela/Pagbasa Coordinator. Technical Assistance will be provided by the Regional Education Program Supervisor in Reading.

1.2 Advocacy, Promotion and Coordination Committee

It aims to ensure active and sustained collaboration of all the concerned, stakeholders and partners in all the phases of program implementation through the conduct of advocacy, promotion and coordination campaigns and activities.

Responsibilities include planning of Information and Education Campaigns and establishment of coordination mechanisms with the Brigada Pagbasa volunteers, partners and stakeholders.

1.3 Resource Mobilization Committee

its objective is to generate and mobilize resources for the efficient and effective program implementation.

Its responsibilities include to facilitate a process of resource mobilization and maximize partnership opportunities, coordinate with donors for the complementation of resources, and map, mobilize and provide resources.

1.4 Capacity Building Committee

It aims to ensure that all volunteers partners, stakeholders and members of the team are equipped to effectively carry-out the Brigada Pagbasa Program.

Its responsibilities include providing orientation, capacity building opportunities and learning exchange mechanisms to volunteers, partners and team members on Brigada Pagbasa implementation.

1.5 Knowledge Management Committee

It aims to enhance existing Information Management of Brigada Pagbasa Implementation to ensure timely and accurate dissemination of information. This includes storing and filing of data base of volunteers, learners enrolled in Brigada Pagbasa and their reading assessment profiles.

Its responsibilities include the establishment of database of information, collection, consolidation, analysis and sharing of information to all concerned.

1.6 Monitoring and Evaluation Committee

It aims to monitor and evaluate the effectiveness of the program for accountability and learning.

The responsibilities of the Committee may include the conduct of policy review, documentation and dissemination of good practices and lessons learned, documentation and reporting of implementation bottlenecks and challenges and the monitoring and evaluation of progress and results of the program against the set targets and objectives.

2. Brigada Pagbasa Roll-out Process

2.1 Regional Level

2.1.1 ESSD through the Regional Brigada Eskwela/Brigada Pagbasa

Coordinator shall conduct a Regional Coordination Conference with the Chief of the CLMD, Regional Reading Coordinator, ESSD Chief and other key personnel to plan out the implementation of Brigada Pagbasa.

During this Regional Coordination Conference, Brigada Pagbasa implementation will be discussed in support to the reading programs of the divisions and schools.

2.1.2. Regional Consultation with Division Brigada Eskwela and Division Brigada Pagbasa Coordinators for the Regional Brigada Eskwela Implementation Plan. This will be done to share the initial plans for the implementation of Brigada Eskwela and Brigada Pagbasa.

2.1.3. Issuance of Regional Memorandum on Brigada Pagbasa Implementation with clear targets on improving the literacy of the learners using the Functional Literacy Assessment Tool (FLAT) of the World Vision.

2.1.4 Creation and dissemination of Sign-Up Link for Brigada Pagbasa Volunteers which results shall be monitored and shared with all the divisions, districts and schools.

2.1.5 Conduct of Regional Brigada Pagbasa Launching and Capacity Building for Volunteers. This will include the presentation of the framework and objectives of Brigada Pagbasa and the utilization of the literacy assessment tools from the World Vision Development Foundation and USAID ABC+. This will be done simultaneously in all divisions, districts and schools.

2.1.6. Regional Brigada Pagbasa Implementation, Monitoring and Evaluation. Regional/Division/District Monitoring and Evaluation Team shall be organized to monitor all the schools in implementing the Project. Schools who were not able to implement Brigada Pagbasa/Brigada Eskwela in the SY 2021-2022 shall be made priority for monitoring to determine what technical assistance and other support they need from the district/division/region.

2.2 Division Level

2.2.1 The SGOD shall spearhead the implementation of Brigada Eskwela and Brigada Pagbasa in close coordination with the CID for technical assistance and capacity building to partners and community volunteers. The SGOD Chief together with the Division Brigada Eskwela and/or Division Brigada Pagbasa Coordinators shall take lead and will conduct a Division Brigada Pagbasa Planning Conference to plan for the division implementation of the program.

The CID shall be requested to support and provide technical assistance and serve as resource persons during the capacity building for volunteers and partners.

The Division Brigada Eskwela/Brigada Pagbasa Coordinator shall present the list of the volunteers based on the Sign-Up Link of Volunteers and official reports on the number of volunteers from the schools.

All Divisions and districts are enjoined to submit their Brigada Pagbasa Implementation Plan outlining the activities that will be implemented together with the partners and volunteers.

All Local Government Units (LGUs) at the city/municipal/provincial level shall be invited to support the activity as part of their literacy intervention.

2.2.2 Conduct of Division Wide Orientation and Capacity Building on Conducting Fun and Interactive Literacy Enrichment Activities for Volunteers and Partners.

In the Orientation to the schools, it shall be emphasized that the school has the option to, 1) select the learners (from among the struggling readers) for the after-school literacy sessions by the volunteers, and/or 2) all learners from grades 4-6.

Public secondary schools may join in the implementation of Brigada Pagbasa Program as they deemed it necessary.

After school literacy sessions to be carried-out by the volunteers shall focus on improving alphabet knowledge, phonemic awareness, phonics, fluency and comprehension among learners. These will also be the focus of the capacity building of volunteer teachers.

The Regional Memorandum No. 107 s. 2021 will be discussed. This is on the granting of corresponding points for relevant teaching experience to volunteer teacher applicants and awarding of certificates of appreciation for teacher volunteers.

For the granting of corresponding points for relevant teaching experience, Memorandum of Agreement (MOA) must be signed with the volunteers.

Tutorial sessions may be carried out as well for subjects along Math and Science which were least learned by the learners.

- 2.2.3 Division Wide Implementation, Monitoring and Evaluation.** This must be jointly undertaken by the DepEd and the partners for Brigada Pagbasa.

To measure the effectiveness of the Program, all schools are enjoined to conduct pre-reading assessment to the learners who will undertake the after-school literacy sessions using the Functional Literacy Assessment Tool (FLAT). This must be done before the start of Program.

A post-reading assessment shall be carried-out by the end of the program implementation. This will be reported to the district, division and region following the format.

Brigada Pagbasa partners shall be invited to join the monitoring team of Brigada Pagbasa at least one or two months of implementation.

- 2.2.4 Feedback Conference and Reporting of Results to partners and volunteers.**

Towards the end of the school year, all districts and divisions are enjoined to conduct a Feedback Conference and Report the results of Brigada Pagbasa program to partners and volunteers.

This shall be spearheaded by the Division (for division level) and District (for district level) Brigada Eskwela and Brigada Pagbasa Coordinators.

- 2.2.5 Appreciation and Recognition to Partners and Volunteers**
Certificates of Appreciation shall be awarded to all partners and volunteers during the Brigada Eskwela/Brigada Pagbasa Stakeholders' Appreciation and Awarding Ceremony.

A separate issuance shall be released for the list of awards to be given.

2.3 School Level

- 2.3.1 Organize the Brigada Pagbasa/Brigada Eskwela Working Committees.** This will be spearheaded by the School Head and the School Brigada Pagbasa/Brigada Eskwela Coordinator.

- 2.3.2 Finalize the list of the volunteers and target learners (struggling readers) together with the School Brigada Eskwela Coordinator and School Reading Coordinator for the after school literacy sessions.
- 2.3.3 Set the school's targets based on the existing data on learners' reading competence.
- 2.3.4 Coordinate and present the Program with the BLGU, Sangguniang Kabataan and other potential partners. Lobby for a Resolution/Ordinance/MOA/MOU whichever is applicable with the partner/s.
- 2.3.5 Conduct Orientation and Capacity Building to volunteers, parents (of target learners) and partners on Brigada Pagbasa Implementation.

The Orientation must highlight the presentation of the Child Protection Compliance and Code of Conduct Protocol with volunteer teachers and partners. The Brigada Pagbasa Resources Kit may be shared during the Orientation.

- 2.3.6 School Brigada Pagbasa Implementation, Monitoring and Evaluation.

One of the targets for Brigada Pagbasa implementation is to be able to open a Community Center for Literacy and Technology which will be equipped with computers and internet accessibility.

The school may schedule monthly progress monitoring conferences with the volunteers and may invite them to join the school's INSET for the continuous capacity building of volunteers.

The school together with the volunteer shall administer the pre and post reading assessments to identified learners needing reading intervention.

Mobilize and support volunteers and partners to implement the activities.

Share results of Brigada Pagbasa during the scheduled monitoring conferences. Conduct feedback and reflection session activities with teachers and community volunteers.

- 3. Brigada Pagbasa Resources Kit** is a collection of all the available reading resources, session guides, monitoring forms, videos of good reading practices and innovative strategies shared by lead partners for Brigada Pagbasa Implementation from the World Vision Development Foundation, USAID ABC+, and issuances from the Department of Education (DepEd) which is to be shared to all Brigada Pagbasa Volunteers through a google drive link. It includes the following:

Reading Tutors Kits – This includes the Brigada Pagbasa Program Implementation Guide, the School Brigada Pagbasa Monitoring Tool, the Child Protection Compliance and Code of Conduct Template, basic supplies and reading resources.

Learners Kits – This includes basic school supplies that the learners will use during the reading sessions. This may include a writing pen, pencil, paper and a reading handout/guide.

Hygiene Kits – This includes basic hygiene kits supplies such as face mask, 1 bottle of alcohol, toothbrush and toothpaste, soap and face towel which Brigada Pagbasa Volunteer Support may provide.

Health/Nutrition/Feeding Package – This may include simple snacks like biscuits and fruit juices that may be shared to the target learners during the Brigada Pagbasa implementation.

Locally Developed Reading/Learning Materials – These are printed materials of locally developed stories and learning materials that will be given to the learners.

Electronic Reading/Learning Materials – stored in USB or hard drives, this may be donated by Brigada Pagbasa Partners to their selected division/s and/or schools.

4. Reading Skills Assessment

Functional Literacy Assessment Tool (FLAT) – is created by World Vision Development Foundation as an assessment tool for Brigada Pagbasa. The tool is used to assess the highest level of reading that children can perform comfortably. The FLAT is used to measure The Child Well-being Target on functional literacy with children nearing the end of or primary school, Grade 6 or equivalent.

The reading level considered as 'functional' is if a child can read through the story or local material and answer at least two fact retrieval questions about the story or local material correctly.

For SY 2022-2023, Brigada Pagbasa Implementation, the FLAT shall be used as the assessment tool for intermediate learners (Grades 4-6) and secondary students who are still classified as struggling readers.

5. How to Become a Partner for Brigada Pagbasa

- 5.1 Secure agreement with DepEd through Memorandum of Agreement (MOA) and/or resolutions/ordinances for Local Government Units (LGUs);
- 5.2 Volunteers must undergo an orientation on literacy development skills building to be conducted by the ***Brigada Pagbasa Management*** prior to deployment to Brigada Pagbasa Project Sites.
- 5.3 Volunteers must sign up and fill out the volunteer registration form and Safeguarding Management Policy prior to engagement in any ***Brigada Pagbasa*** Project Initiatives.
- 5.4 Adopt the indicator(s) aligned with education initiatives to determine how it contributes to the project goal and be included in the project achievement report.
- 5.5 Share the organization's Brigada Pagbasa Project achievements to World Vision using the prescribed monitoring tool for consolidation and reporting to the Department of Education through the Office of External Partnerships Service.

6. Strategies on Implementing Brigada Pagbasa Amidst the Pandemic

Brigada Pagbasa shall be done by all potential volunteers who may be any of the following: education graduates, teacher applicants, community professionals, parent officials and other volunteers who are residing within and/or nearby the learners' community.

The Brigada Pagbasa volunteers may provide tutorial and reading services, donate books and/or support the implementation of Brigada Pagbasa by providing snacks, school supplies, hygiene kits and other needs of the target learners.

All Brigada Pagbasa Volunteer Tutors and Readers must attend the Program Orientation and Capacity Building and should fill-out the Child Protection Compliance and Code of Conduct Protocol prior to the program implementation.

7. Incentives on Brigada Pagbasa Partnerships

All teacher applicant volunteers shall be awarded with corresponding points for relevant teaching experience as indicated in Regional Memorandum No. 107 s. 2021.

All Brigada Pagbasa Partners and Volunteers shall be awarded with Certificate of Recognition/Appreciation, while corporate partners may apply for Tax Incentives Under R.A. 8525.

8. Sustaining the Brigada Pagbasa /Search for Brigada Pagbasa Implementing Schools

The Search for Brigada Pagbasa Outstanding Volunteers and Best Implementing Schools aims to identify and recognize outstanding Filipino volunteers and public schools in their exemplary performance and achievements in empowering communities and promoting volunteerism as a way of life, contributory to improving literacy and nation-building.

The search is open to all Ka-Brigada Pagbasa Volunteers who signed up in support to the implementation of 2021 Brigada Pagbasa. Individuals, organizations and even Local Government Units (LGUs) that demonstrated extraordinary voluntary service and assistance contributory to the realization of the goals of Brigada Pagbasa Program may be nominated and be endorsed by the Schools Division Offices and the respective Regional Offices (ROs).

All Regional Offices (ROs), Schools Division Offices (SDOs) and public schools are requested to actively support this Search in support to the intensified Brigada Pagbasa Implementation and to provide assistance to the volunteers during the conduct of reading activities. All ROs and SDOs are requested to organize their Division Search Committee involving the Chiefs of CLMD & ESSD at the Regional Office; the Chiefs of the SGOD and CID, EPS for Reading, SEPS and/or EPS for Social Mobilization and other concerned personnel at the division office.

Graduation Ceremonies for Brigada Pagbasa Learners shall be held during the Brigada Eskwela Awarding Ceremony.

A separate issuance shall be released on the Criteria of Selection for Brigada Eskwela and Brigada Pagbasa awards.

VIII. Monitoring and Evaluation

To ensure that *Brigada Pagbasa* activities are being implemented in schools and communities, regular monitoring and evaluation using the pre and post test results of the Functional Literacy Assessment Tool shall be carried out.

IX. References

3 DepEd RV 2021 Brigada Eskwela and Brigada Pagbasa Reports

4 Regional Memorandum No. 52, s. 2021 on the Regional Implementation of Brigada Pagbasa during the 2021 Brigada Eskwela Implementation

5 Regional Memorandum No. 55, s. 2021 on the Regional Brigada Pagbasa Implementation Plan, Monitoring, Evaluation and Volunteer Appreciation

6 Regional Memorandum No. 62 s. 2021 on the Regional Search for 2021 Brigada Pagbasa Outstanding Volunteer and Best Implementing Schools

7 Regional Memorandum No. 107, s. 2021 Addendum to Regional Memorandum No. 52, s. 2021 on the Regional Implementation of Brigada Pagbasa during the 2021 Brigada Pagbasa Eskwela Implementation - Granting of Corresponding Points for Relevant Teaching Experience to Volunteer Teacher Applicants and Awarding of Certificates of Appreciation for all Volunteers.

8 DepEd Memo No. 48, s. 2021 on the 2021 Brigada Eskwela Implementing Guidelines.

A. Brigada Pagbasa Action Plan

School: _____ School ID: _____
 District: _____ Division: _____
 Name of School Head: _____ Contact Number: _____
 Name of BP Coordinator: _____ Contact Number: _____

Brigada Pagbasa Activities	Objectives	Physical Targets	Financial		Time frame	Source of Fund
			Cost Assumption	Financial Requirement		

Prepared by: School Brigada Pagbasa Coordinator

Noted by: School Head

Recommending Approval: PSDS and SGOD Chief

Approved: ASDS/SDS

B. School Brigada Pagbasa Monitoring Template



Republic of the Philippines
Department of Education
 REGION V - BICOL

SCHOOL BRIGADA PAGBASA & BRIGADA ESKWELA MONITORING TOOL

Division:	District/Municipality:
Name of School:	School ID:
Name of PSDS:	Contact Number:
Name of School Head:	Contact number:
Name of Brigada Pagbasa/Eskwela Coordinator:	Contact Number:
Enrolment for S.Y. 2020-2021	

I. Target Outputs

Outputs	Number	Date Started/Conducted/Distributed
Number of learners attending Brigada Pagbasa		
Number of parents and volunteers oriented for Brigada Pagbasa reading remediation Program.		
Number of trained parents and community literacy volunteers who regularly and actively support the Brigada Pagbasa and other activities that enhance learning outcomes.		
Number of locally - relevant materials distributed in the last 6 months by Brigada Pagbasa Partners		

II. Target Outcome: Improved Reading Level of Learners

Reading Level	Pre-Assessment Test (Number of learners)	Post Assessment Test (Number of learners)
No. of learners who cannot read any letter		

No. of learners that can read letters (4 of 5 letters)		
No. of learners that can read common words (4 of 5 words)		
No. of learners that can read a paragraph of 4 simple sentences (with no more than 3 mistakes)		
No. of learners that can read and understand a story (2 of 3 questions answered correctly)		
No. of learners that can read and understand local material (2 of 3 questions answered correctly)		

III. Disaggregated Data of Volunteers

Ka-Brigada Pagbasa Volunteer	Number
Number of Volunteer Readers	
Number of Volunteer Tutors	
Number of Volunteer Book Donors	
Number of Volunteer Support	
Number of Other Volunteers (Clean-Up and Repair)	

IV. Type of Volunteers

Type of Volunteers	Number
Parent Officials	
Community Professionals	
Local Officials (Brgy/Municipal)	
Education Graduates	
Teacher Applicants	
Private Individuals	
Business Owners	
Others (please specify)	

V. Major Partners (List of Organizations like INGOs, Civil Society Organizations supporting Brigada Pagbasa)

Name of Organization	Name of Representative	Email Address	Type of Support

VI. Brigada Pagbasa & Brigada Eskwela Generated Resources

Items	Quantity	Amount
Books/Reading Materials (per unit)		
Hygiene Kits (per pack)		
School supplies (per pack)		
Food/snacks for learners		

Valuation for volunteer reader Formula: Nos. of hours x rate		
Valuation for volunteer tutor Formula: Nos. of hours x rate		
Volunteer Manhours (Clean-Up/Repair, if there are)		
Other resources		
Others (pls specify)		
TOTAL GENERATED RESOURCES		

VII. Brigada Eskwela Partnerships Engagement Activities
No. of learner beneficiaries of Brigada Eskwela and Brigada Pagbasa activities and support

No. of teaching and non-teaching personnel beneficiaries

VIII. Implementation Concerns (top 5 issues encountered in the implementation of Brigada Pagbasa and Brigada Eskwela)

Brigada Pagbasa	Brigada Eskwela

IX. Lessons Learned and Recommendations (Top 3)

Brigada Pagbasa	Brigada Eskwela

Prepared by:

Brigada Pagbasa/Brigada Eskwela Monitor

Noted by:

School Head

PSDS

C. District/Division Brigada Pagbasa Monitoring Template



Republic of the Philippines
Department of Education
 REGION V - BICOL

DIVISION BRIGADA PAGBASA MONITORING TOOL

Division:	Address:
Name of SDS:	Name of ASDS:
Name of SGOD Chief:	Contact Number:
Name of Division Brigada Eskwela Coordinator/s:	Contact number:

I. Target Outputs

Outputs	Number	Date Started/Conducted/Distributed
Number of learners attending Brigada Pagbasa		
Number of parents and volunteers oriented for Brigada Pagbasa reading remediation Program.		
Number of trained parents and community literacy volunteers who regularly and actively support the Brigada Pagbasa and other activities that enhance learning outcomes.		
Number of locally - relevant materials distributed in the last 6 months by Brigada Pagbasa Partners		

II. Target Outcome: Improved Reading Level of Learners

Reading Level	Pre-Assessment Test (Number of learners) <i>Tick only one level per learner</i>	Post Assessment Test (Number of learners) <i>Tick only one level per learner</i>
No. of learners that cannot read any letter		
No. of learners that can read letters (4 of 5 letters)		
No. of learners that can read common words (4 of 5 words)		

No. of learners at that can read a paragraph of 4 simple sentences (with no more than 3 mistakes)		
No. of learners that can read and understand a story (2 of 3 questions answered correctly)		
No. of learners that can read and understand local material (2 of 3 questions answered correctly)		

III. Disaggregated Data of Volunteers

Ka-Brigada Pagbasa Volunteer	Number
Number of Volunteer Readers	
Number of Volunteer Tutors	
Number of Volunteer Book Donors	
Number of Volunteer Support	

IV. Type of Volunteers

Type of Volunteers	Number
Parent Officials	
Community Professionals	
Local Officials (Brgy/Municipal)	
Education Graduates	
Teacher Applicants	
Private Individuals	
Business Owners	
Others (please specify)	

V. Major Partners (List of Organizations like INGOs, Civil Society Organizations supporting Brigada Pagbasa)

Name of Organization	Name of Representative	Email Address	Type of Support

VI. Brigada Pagbasa Generated Resources

Items	Quantity	Amount
Books/Reading Materials (per unit)		
Hygiene Kits (per pack)		
School supplies (per pack)		
Food/snacks for learners		
Valuation for volunteer reader Formula: Nos. of hours x rate		

Valuation for volunteer tutor		
Formula: Nos. of hours x rate		
Others (pls specify)		
TOTAL AMOUNT		

VII. Implementation Concerns (top 5 issues encountered in the implementation)

VIII. Lessons Learned

Prepared by:

Division Brigada Eskwela Coordinator

Noted by:

SGOD Chief

Recommending Approval:

ASDS

Approved:

SDS