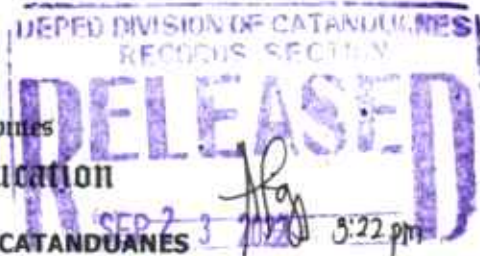




Republic of the Philippines
Department of Education
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SCHOOLS DIVISION OFFICE OF CATANDUANES



September 19, 2022

DIVISION MEMORANDUM
OSDS-SGOD-DM- 46, s.2022

**DIVISION GUIDELINES IN THE 2022 BRIGADA PAGBASA IMPLEMENTATION,
MONITORING AND EVALUATION**

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/ Brigada Pagbasa/ Reading Coordinators
District/ School Brigada Eskwela/ Brigada Pagbasa/ Reading 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 hereby issues the Division Guidelines in the 2022 Brigada Pagbasa Implementation, Monitoring and Evaluation as enclosure to this memorandum.
2. These guidelines set the direction of the Brigada Pagbasa in SDO Catanduanes and impose proper interfacing between the School Governance and Operations Division (SGOD) and Curriculum Implementation Division (CID) to ensure successful implementation of the project.
3. 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.
4. 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. The SGOD-Social Mobilization and Networking Unit shall spearhead Brigada Pagbasa implementation in close coordination and partnership with the Curriculum and Instruction Division (CID) for technical assistance, capacity building of volunteers and partners, and support to program monitoring and evaluation.
5. In connection with this, the technical and planning committees of the Brigada Pagbasa are requested to submit their committee implementation plan for the finalization of scheduled activities, on or before October 6, 2022.



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6. The Regional Virtual Orientation on Brigada Pagbasa for Volunteers and Partners is on September 27, 2022 at 8:00 AM via FB Live to be hosted by Division of Legazpi City. All volunteers and partners are advised to register pursuant to DM NO.454, s.2022.
7. To strengthen the implementation, all volunteer teacher-applicants who will render their services for Brigada Pagbasa may be awarded with certificate for teaching experience corresponding to the duration of their service pursuant to Regional Memorandum No. 107, s. 2021 and DepEd Order No. 7, s. 2015 for Hiring Teacher I positions for Elementary and Junior High School.
8. Expenses relative the implementation of Brigada Pagbasa shall be charged against local funds/School MOOE and Program Support Funds subject to the usual accounting and auditing rules and regulations.
9. For immediate dissemination and strict compliance.


SUSAN S. COLLANO, CESO V
Schools Division Superintendent





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Enclosure No. 1 to Division Memorandum No. 466, s. 2022

2022 DIVISION BRIGADA PAGBASA IMPLEMENTING GUIDELINES

I. Background and Rationale

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.

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.

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.

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.

II. Key Features

1. For the After School Literacy Enrichment Activities, learners from Grades 4 to 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. To determine the progress of recipient learners, all volunteers and partners shall use the Contextualized Functional Literacy Assessment Tools for grades 4-6 (DM No.300, s.2021 and DM No.311, s.2022), revised PHIL-IRI for grade 7 (DepEd Order No.14, s.2018), and the Contextualized Developmental Reading Inventory by Anjo G. Tugay for grades 8-12.
2. 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.



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For reference, Division Memorandum No. 387, s.2022 dated August 9, 2022
Call for 2022 Brigada Pagbasa Volunteers.

3. It is recommended that volunteers 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 <https://bit.ly/3cMm4ua> or the Brigada Pagbasa Volunteers Kit.
4. Teaching and learning may be done individually or in groups of 2-5 in consideration of their reading level/ skill.
5. Building vocabulary, comprehension and numeracy skills development are also included as target competencies.
6. 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 (SK).
7. 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





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1. Capacity Building, Recognition and Stakeholder Appreciation

- a. 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.
- b. 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).

2. Interface and Complementation

- a. This focuses on 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 the 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.

3. Advocacy and Awareness Building

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

4. Mainstreaming and Institutionalization

- a. Mainstreaming and institutionalization of Brigada Pagbasa Program through enactment of local resolutions and ordinances supporting and allocation of funds for the program and creating task force or committees.
- b. 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).
- c. Within DepEd, mainstreaming means incorporation of Brigada Pagbasa program as part of the key strategy for stakeholder engagement and literacy improvement of the learners.





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Phases of Brigada Pagbasa Program

1. Project Formulation and Appraisal

- a. Schools shall ensure that they have the latest baseline on reading proficiency among Grades 4 to 6 learners and secondary learners who need the Program, using the Functional Literacy Assessment Tool (FLAT) from the World Vision Development Foundation.
- b. The baseline will be used to identify the learners who will be referred to undertake the Program which will start on August 29, 2022 and will end on July 7, 2023.

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.

- c. During this phase, all schools shall prepare their Brigada Pagbasa Action Plan, found in Enclosure, A which is composed of the following details: Objectives, Specific Targets, Activity, Schedule, Concerned Person/s, Budgetary Requirements, and Source of Funds. The School BP Coordinator, School Head, PSDS/SGOD Chief, ASDS and SDS must sign the Action Plan.
- d. All planned activity should have a corresponding Activity Proposal signed by the proponent, school head, and district and/or division authorities.

2. Project Inception

- a. After the identification of learners who will undertake the Program, the schools through the BE/ BP coordinators and school heads shall finalize the list of volunteers, prepare their profiles which include the name, educational background, special talent/ skills and contact numbers.
- b. 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, etc.
- c. Once the List of Learners and Volunteers and the Brigada Pagbasa Action Plan is accomplished, it will be presented to the barangay officials and Sangguniang Kabataan (SK) for support.
- d. In this phase, lobby for the enhancement/ construction of Community Resource and Recovery Center for Technology and Literacy (CORReCT) through LGUs.





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3. Project Implementation

- a. 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 Action Plan for the schedule of activities.
- b. 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.
- c. The Curriculum and Instruction Division (CID) will be tapped to provide technical assistance to schools during these capacity building.
- d. The Brigada Pagbasa Plan will be implemented after the orientation and the capacity building.
- e. 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 B and C.

4. Project Completion

- a. This is the phase when the schools will administer the posttest of the Functional Literacy Assessment Tool (FLAT) to those who undertake Brigada Pagbasa.
- b. 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.

5. Post Evaluation and Reporting

- a. Each school within every district shall present the result of their Brigada Eskwela implementation. Every district shall consolidate the data and present the Report at the division level.
- b. 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.





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IV. Brigada Pagbasa Components

1. *After-School Literacy Enrichment Activities* (1-2 hours after-school activities)
 - a. 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.
 - b. Schools are requested to identify learners from intermediate level, Grades 4 to 6 that need enrichment activities from the partners and volunteers.
 - c. The Functional Literacy Assessment Tool (FLAT) will be used to determine further the specific deficiency of the learner in reading.
2. *Tutorial Services for Literacy, Numeracy and Other Subjects* (30 minutes to 1 hour activity)
 - a. Aside from literacy enrichment, which is the focus of Brigada Pagbasa, the volunteers may carry out tutorial on other subjects. 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)
 - a. For communities which have available space such as sports centers, 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.
 - b. The Sangguniang Kabataan (SK) shall be tapped to spearhead this component.

V. Brigada Pagbasa Partners and Volunteers

Brigada Pagbasa Partners and Volunteers are classified into the following:

1. *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.
2. *Volunteer Reader/ or Storyteller* – 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





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community reading space, centers, kiosks and other comfortable spaces after school and over the weekend.

3. *Volunteer Book Donors* – are organizations, private individuals and other partners who may 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.
4. *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.
5. *Volunteer Local Government Unit (LGU)* – 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 to 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 TWGs and Partners
- m. Nominate and Select Brigada Pagbasa Outstanding Volunteers (Organization, LGU and Individual Category)
- n. Conduct the Project Evaluation and Appreciation Program





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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 Committees 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 working 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.

Term of Reference: Responsibilities include the review and formation of plans, policies and guidelines on Brigada Pagbasa Implementation and promote increased level of understanding on the shared goal and targets relative to the Bawat Bata Bumabasa Campaign.

At the school level: the Chair is the School Head, Co-Chair is the School Brigada Eskwela Coordinator and School Brigada Pagbasa Coordinator. Technical Assistance shall be provided by the School Reading Coordinator/s.

SCHOOL PROJECT MANAGEMENT COMMITTEE

SCHOOL HEAD
Chairperson

SCHOOL BE COORDINATOR
Co-Chairperson

SCHOOL BP COORDINATOR
Co-Chairperson

SCHOOL READING COORDINATOR/S
Technical Assistance

At the district level: the Chair is the Public Schools District Supervisors/In-Charge of the Districts and the Co-Chairpersons are the District Brigada Eskwela Coordinators and District Brigada Pagbasa Coordinators.





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DISTRICT PROJECT MANAGEMENT COMMITTEE

PSDS/IN-CHARGE OF THE DISTRICT
Chairperson

DISTRICT BE COORDINATOR
Co-Chairperson

DISTRICT BP COORDINATOR
Co-Chairperson

DISTRICT READING COORDINATOR/S
Technical Assistance

At the division level: 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 Coordinator and the Division Brigada Pagbasa Coordinator. Technical Assistance will be provided by the Division Reading Coordinator/s and other concerned EPS in CID.

Below is the Composition of the Division Project Management Team. The composition of the District and School Brigada Pagbasa Project Management Committee shall be submitted to this Office through the SGOD-Social Mobilization and Networking Unit.

DIVISION PROJECT MANAGEMENT COMMITTEE

SCHOOLS DIVISION SUPERINTENDENT
Chairperson

ASST. SCHOOLS DIVISION SUPERINTENDENT
CHIEF ES, SGOD
CHIEF ES, CID
Co-Chairpersons

Program Focal Persons

SEPS, SGOD-SocMobNet
Division BE Coordinator

EPS II, SGOD-SocMobNet
Division BP Coordinator

Technical Assistance

EPS I, CID
Division Reading Coordinator
Grade 4-6 (English)

EPS I, CID
Division Reading Coordinator
Grade 4-6 (Filipino)

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





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through the conduct of advocacy, promotion and coordination campaigns and activities.

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

Advocacy, Promotion and Coordination Committee
Chairperson & Members

1.3 Resource Mobilization Committee

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

Term of Reference: 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.

Resource Mobilization Committee
Chairperson & Members

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.

Term of Reference: Its responsibilities include providing orientation, capacity building opportunities and learning exchange mechanisms to volunteers, partners and team members on Brigada Pagbasa Implementation. This committee shall handle all preparations relative to these activities.

Capacity Building Committee
Chairperson & Members

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 database of volunteers, learners enrolled in Brigada Pagbasa and their reading assessment profiles.





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

Knowledge Management Committee
 Chairperson & Members

1.6 Monitoring and Evaluation Committee

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

Term of Reference: The responsibilities of the Committee may 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.

Monitoring and Evaluation Committee
 Chairperson & Members

2. *Interfacing*

To ensure accountability and proper coordination, of all key personnel in the implementation of Brigada Pagbasa, the following terms of reference for the two functional divisions are enumerated:

OFFICE	TERMS OF REFERENCE
School Governance and Operations Division (SGOD)	Facilitates advocacy and information dissemination activities, resource generation, logistics, profiling of volunteers and submission of reports to the regional office.
	Spearheads overall monitoring and evaluation of Brigada Pagbasa implementation.
	Ensures that the tutorial sessions are conducted in an open area like backyards, covered courts, barangay reading centers and other venues, and not in the school premise.
	Facilitates the conduct of reading-related researches.
	Ensures that health protocols will be strictly followed during the conduct of all the activities of this project.





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Curriculum Implementation Division (CID)	Facilitates the conduct of all training and capacity-building activities for the BP volunteers and reading coordinators.
	Leads in the monitoring of tutorial and reading sessions.
	Facilitates the preparation of assessment tools during the conduct of literacy assessments (Pre-Test and Post-Test).
	Provides technical assistance to volunteers and reading teachers.

3. Brigada Pagbasa Roll-Out Process

3.1 Regional Level

- 3.1.1 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.

- 3.1.2 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.
- 3.1.3 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.
- 3.1.4 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.
- 3.1.5 Conduct of 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. *(separate issuance)*





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- 3.1.6 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.

3.2 Division Level

- 3.2.1 The SGOD Social Mobilization and Networking Unit 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 Coordinator and Division Brigada Pagbasa Coordinator shall take lead and will conduct a Division Brigada Pagbasa Planning Conference to plan for the division implementation of the program.

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

The Division Brigada Eskwela Coordinator and Division 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 Districts and Schools 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 barangay/ municipal/ provincial level shall be invited through the Head of Education Committee to support the activity as part of their literacy intervention.

- 3.2.2 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 to 6.





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Public secondary schools may join in the implementation of Brigada Pagbasa Program, as they deemed necessary. However, all public secondary schools with struggling learners (as shown in reading assessment results) are encouraged to implement Brigada Pagbasa Program.

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 for volunteer teachers.

The Regional Memorandum No.107, s. 2021 discussed 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.

3.2.3 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 BP program implementation.

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. Enclosure B and C.

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

3.2.4 Feedback Conference and Reporting of Results to Partners and Volunteers.

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





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This shall be spearheaded by the District Brigada Eskwela Coordinator and District Brigada Pagbasa Coordinator in coordination with the Division Brigada Eskwela Coordinator and Division Brigada Pagbasa Coordinator.

3.2.5 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.

3.3 School Level

3.3.1 Organize the Brigada Pagbasa Working Committees.

This will be spearheaded by the School Head and the School Brigada Eskwela Coordinator and School Brigada Pagbasa Coordinator.

3.3.2 Finalize the list of the volunteers and target learners (struggling readers) together with the School Brigada Eskwela Coordinator and School Brigada Pagbasa Coordinator assisted by the School Reading Coordinator for the after school literacy sessions.

3.3.3 Set the schools' targets based on the existing data on the learners' reading competence.

3.3.4 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.

3.3.5 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.

3.3.6 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.





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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 in the Brigada Pagbasa Action Plan.

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

4. *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 district/s and/ or school/s.





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5. *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 to 6), PHIL-IRI 2018 for grade 7 and Contextualized Developmental Reading Inventory for grades 8-12.

6. *How to Become a Partner for Brigada Pagbasa*

- 6.1 Secure agreement with DepEd through Memorandum of Agreement (MOA) and/ or Resolutions/ Ordinances for Local Government Units (LGUs);
- 6.2 Volunteers must undergo an orientation on literacy development skills building to be conducted by the **Brigada Pagbasa Project Management Committee** prior to deployment to Brigada Pagbasa Project Sites.
- 6.3 Volunteers must sign up and fill out the Volunteer Registration Form and Safeguarding Management Policy prior to engagement in any Brigada Pagbasa Project Initiatives.
- 6.4 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.
- 6.5 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.

7. *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





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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.

8. 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.

9. Sustaining the Brigada Pagbasa/ Search for Brigada Pagbasa Best 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 2022 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 Public Schools District Supervisors.

All Public Elementary and Secondary Schools through the PSDSs/In-Charge of the Districts in cooperation with the Division/ District BE and BP Coordinators are requested to actively promote and advocate this Search in support to the intensified Brigada Pagbasa





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Implementation and to provide assistance to the volunteers during the conduct of reading activities.

The SDO, through SGOD Social Mobilization and Networking Unit will organize the Division Search Committee and the Criteria of Selection for Brigada Eskwela and Brigada Pagbasa Awards will be released in a separate issuance.

Simple Recognition Ceremonies for Brigada Pagbasa Learners in each class or group shall be held to recognize their achievements in the enhancement of their reading skills. All volunteers are advised to ask the recipient learners if they are amicable to this activity.

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 posttest results of the Functional Literacy Assessment Tool (FLAT) shall be carried out.

IX. References

1. DepEd Memorandum No.062, s.2022
2022 Brigada Eskwela Implementing Guidelines
2. 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





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Enclosure No. 2 to Division Memorandum No. 466, s. 2022

2022 Division Brigada Pagbasa Tentative Schedule of 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	October 2022
Orientation & Capacity Building of Volunteers	October 2022
BP Program Implementation (10-mos.)	October 2022 to July 2023
Monitoring & Evaluation	October 2022 - July 2023
Submission of Accomplishment Reports	July 2023
BP Learners' Graduation	July 2023
Project Evaluation and Appreciation Program	July 2023





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Enclosure No. 3 to Division Memorandum No. 46, s. 2022

2022 Division Brigada Pagbasa Project Management Committee

Chairperson: Susan S. Collano, SDS
Co-Chairperson: Ma. Luisa T. Dela Rosa, ASDS
Romel G. Petajen, CID Chief
Mary Jean S. Romero, SGOD Chief
Program Focal Person: Marife B. Brequillo, SEPS-SocMobNet
Imaculate T. Latorre, EPS II-SocMobNet
Technical Assistance: Gina B. Pantino, EPS-English
Ma. Gina M. Templonuevo, EPS-Filipino

Technical and Planning Working Committee

Advocacy, Promotion and Coordination Meeting

Chairman: Marife B. Brequillo, SEPS-SocMobNet
Members: Maria Audrea L. Vivo, PDO II-DRRM
Maybelle V. Rubio, SP II-SAVS
Mary Rose V. Sta. Rosa, SP I-Palta NHS

Resource Mobilization Committee

Chairman: Imaculate T. Latorre, EPS II-SocMobNet
Members: Efren O. Matienzo, SP I-Palumbanes IS
Emeline Francia P. Abrasaldo, Nurse II
Dr. Kristine G. Santelices, Medical Officer III
Rosario B. Vegim, PDO I-YFD

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-PRU
Cresalyn C. Tugay, MT I-CNHS
Remy Tabilin, MT I-Virac Pilot ES





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Knowledge Management Committee

Chairman: Efren T. Gurrobat, HT III-SAVS

Members: Ahdel D. Idanan, Nurse II
Achilles V. Alberto I, EPS II-SMME
Elizabeth S. Urbano, EPS II-HRD
Edwin T. Tomes, TIII-Dororian NHS

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
Jezrahel T. Omadto, EPS I-Mathematics
CID EPS

