



BRIGADA PAGBASA

SAMA-SAMA, TULONG-TULONG SA
PAGTATAGUYOD NG KULTURA SA PAGBASA

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The Brigada Pagbasa Program

The Department of Education (DepEd) signed a Memorandum of Agreement (MOA) with World Vision Development Foundation (WVDF) in 2019 for the **Brigada Pagbasa** Program.

The **Brigada Pagbasa** Program is a national movement for reading that aims to bring together all education champions and supporters to contribute to nation building by helping all Filipino children enhance their reading skills in the context of partnership. This is to support the DepEd's goal to provide children access to quality education.



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BRIGADA PAGBASA

- It is an after – school reading intervention platform that aims to bring together community partners and education stakeholders to help improve learners’ reading skills in the context of partnerships.

Volunteers Story tellers

- NSTP Students
- SK Officials
- Faith – Based Organizations

Volunteer Tutors

- Academe
- Corporate Partners
- Local Government Units

Story Books and Learning Materials Donors

- Parent Leaders
- Civic Groups
- NGOs





**BRIGADA
PAGBASA**

- **A READERSHIP PROGRAM** that aims to promote literacy and love of reading among students and members of the community.



**BRIGADA
PAGBASA**

Literacy Assessment using World Vision Literacy Diagnostic and Proficiency Tool (Literacy DAPAT) *formerly known as* Functional Literacy Assessment Tool (FLAT)

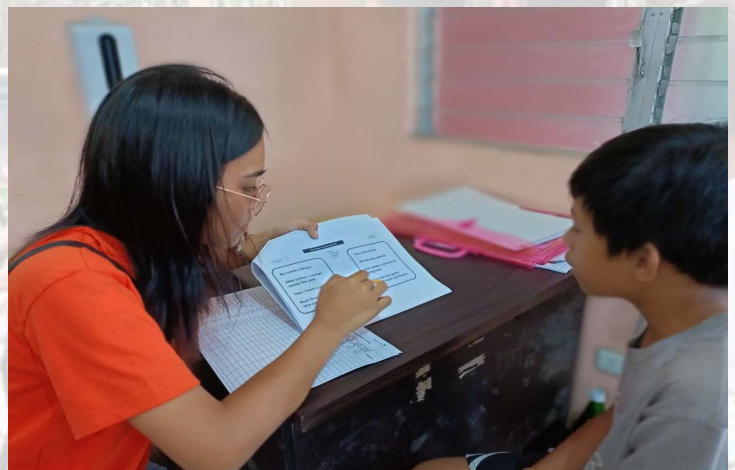
Literacy Volunteers' Training on Beginning and Remedial Reading

Teaching and Learning Materials Development

Community Action and Mobilization
(Establishment of Community Reading Spaces – RA 7743)



Literacy Assessment using World Vision Literacy Diagnostic and Proficiency Tool (Literacy DAPAT) *formerly known as Functional Literacy Assessment Tool (FLAT)*





Brigada Pagbasa Monitoring Tool

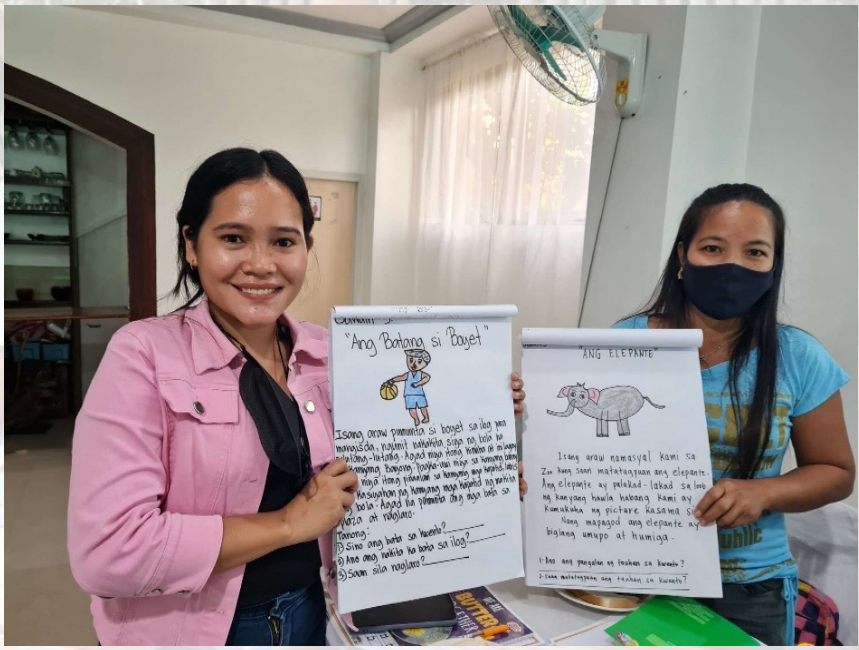
School/ Barangay: _____

Grade Level: _____

Literacy Level	Number of Learners	
	Pre -Test	Post- Test
Cannot read	5/50	0/50
Can read only letters	10/50	0/50
Can read simple words	10/50	50/50
Can read a paragraph of 4 simple sentences	10/50	50/50
Can read and comprehend a paragraph of 4 simple sentences	15/50	50/50

*Sample Data

Literacy Volunteers' Training on Beginning and Remedial Reading



Number of parents and community volunteers trained and mobilized as Brigada Pagbasa Learning Facilitators

1,221,784

Brigada Pagbasa Learning Facilitators' Training Program



Promoting Genuine Love for Reading
(Activating Learners' Background Experience and Unlocking of Difficulties)

Promoting Critical Thinking
(Dimensions of Reading Comprehension)

The Four – Pronged Approach In Reading Instruction

Promoting Grammar and Oral Language Development (GOLD)
(Mastery of the structures of the Filipino Language)

Transfer Stage
(Word Recognition, Vocabulary Expansion, Spelling and Writing)



Teaching and Learning Materials Development



Number of locally relevant reading materials developed and distributed

2,178,812



Community Action and Mobilization
(Establishment of Community Reading Sessions and Spaces – RA 7743)





Community Action and Mobilization
(Establishment of Community Reading Sessions and Spaces – RA 7743)



Number of struggling readers provided with literacy building support

2,375,853



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Charting Progress: A Deep Dive into Brigada Pagbasa Literacy Assessments

Background:

The Brigada Pagbasa Program Diagnostic and Proficiency Assessments (DAPATs) are used to assess children individually. DAPAT results are then used to group children into the correct Brigada Pagbasa Literacy and Numeracy Club levels. Children in Brigada Pagbasa Literacy and Numeracy Clubs are grouped by learning needs per grade level.



Non- reader & Frustration Level
Learners
(Phil-IRI)



Literacy DAPAT (Diagnostic and Assessment and Proficiency Tool)



Cannot read



Can read only
letters



Can read simple
words



Can read a
paragraph of 4
simple sentences

After-School Reading Intervention



Targeted Literacy Intervention

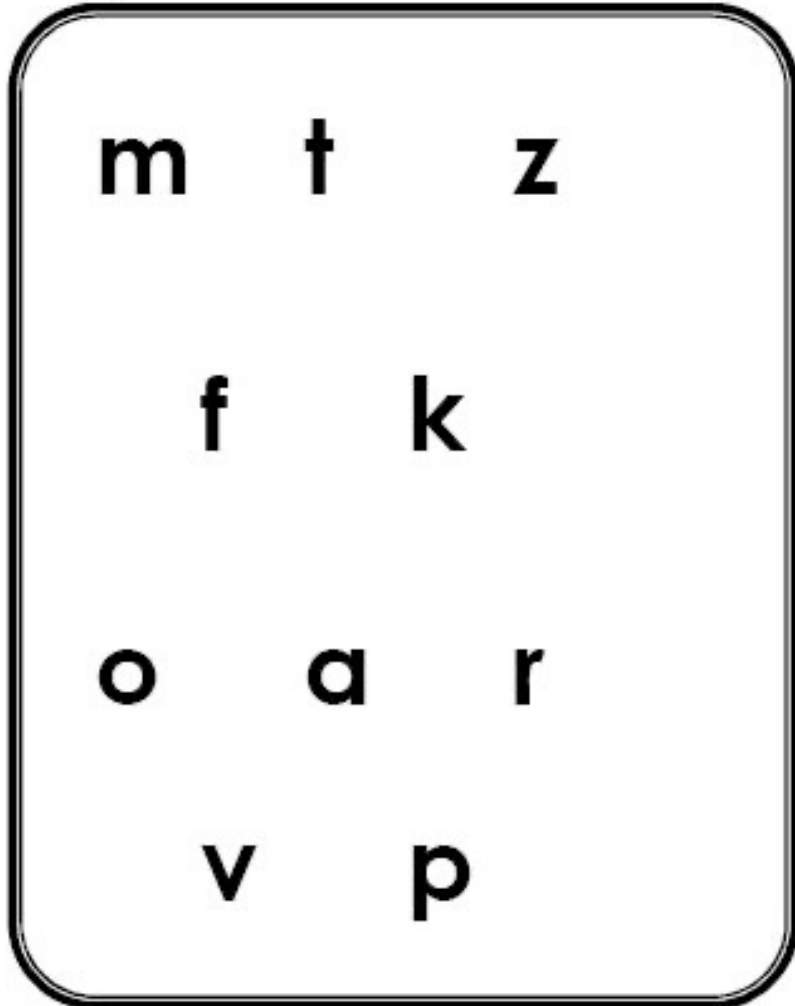
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First: LETTERS



Letter



Ask the child to read any 5 letters from the letters list. Let the child choose the letters. If he or she does not choose, then point out letters.



Is the child at Letters Level?

NO

- If the child cannot recognize 4 out of 5 letters chosen
- Mark the child at **‘Nothing Level’**
- The assessment is finished

YES

- If the child correctly recognizes at least 4 out of 5 letters with ease.
- Ask the child to try reading the words again and then follow the instructions for word level testing. If he or she can read 4 out of 5 letters but cannot comfortably read words, then mark the child at **‘Letter Level’**.

Next: WORDS



- Ask the child to read any 5 words from the word list.
- Let the child choose the words. If he or she does not choose, then point out 5 words to read.

Note: List of words may be changed based on the commonly used words per grade level.



Is the child at Word Level?

NO

YES

- If the child cannot read at least 4 out of the 5 words with ease.
- If the child reads at least 4 out of the 5 words with ease

More than one chance

Give the child more than one chance to read the text. Usually if a child is told to read again carefully and she can read, she will not repeat the same mistake. Practice and familiarity with a task improves the child's performance.

Then: Paragraph



My name is Maya.

**After school, I always
sweep the yard.**

Then I have a snack.

**Mum likes having a nice
clean yard.**

Van is at school.

He has new pencils.

**Van draws a picture of
a big tree.**

**The tree has green
leaves and red flowers.**

- Ask the child to read either of the 2 paragraphs aloud. Let the child choose the paragraph. If the child does not choose, point to one paragraph to read. Ask the child to read it. Listen carefully to how he or she reads.

Note: List of words and reading materials may be changed based on the commonly used words per grade level



Is the child at Paragraph level?

NO

- Reads the text like a string of words, rather than a sentence.
- Reads the text haltingly and stops very often.

OR

- Reads the text fluently but with more than 3 mistakes

YES

- Reads the text like she is reading a sentence, rather than a string of words.
- Reads the text fluently and with ease, even if she is reading slowly.
- Reads the text with not more than 3 mistakes.

Comprehension Questions: Paragraph 1

Directions: The enumerator reads the comprehension questions to the child. The child does not see this page. **Do not read the answers to the child.**

Paragraph 1 Comprehension Questions:

What does Maya's mom like?

What does Maya do after school?

When does Maya sweep the yard?

Paragraph 1 answers:

Any of the following answers are correct:

- A nice yard
- A clean yard
- A nice, clean yard

Any of the following answers are correct:

- Sweep the yard
- Have a snack
- Sweep the yard and have a snack
- Have a snack and sweep the yard

The following answer is correct:

After school



Comprehension Questions: Paragraph 2

Directions: The enumerator reads the comprehension questions to the child. The child does not see this page. **Do not read the answers to the child.**

Paragraph 2 Comprehension Questions:

Where is Van?

What does Van draw?

What color are the flowers?

Paragraph 2 answers:

The following answer is correct:

At school

Any of the following answers are correct:

A big tree

A tree

A tree with green leaves and red flowers

A big tree with green leaves and red flowers

The following answer is correct: red



Is the child at Story Comprehension Level?

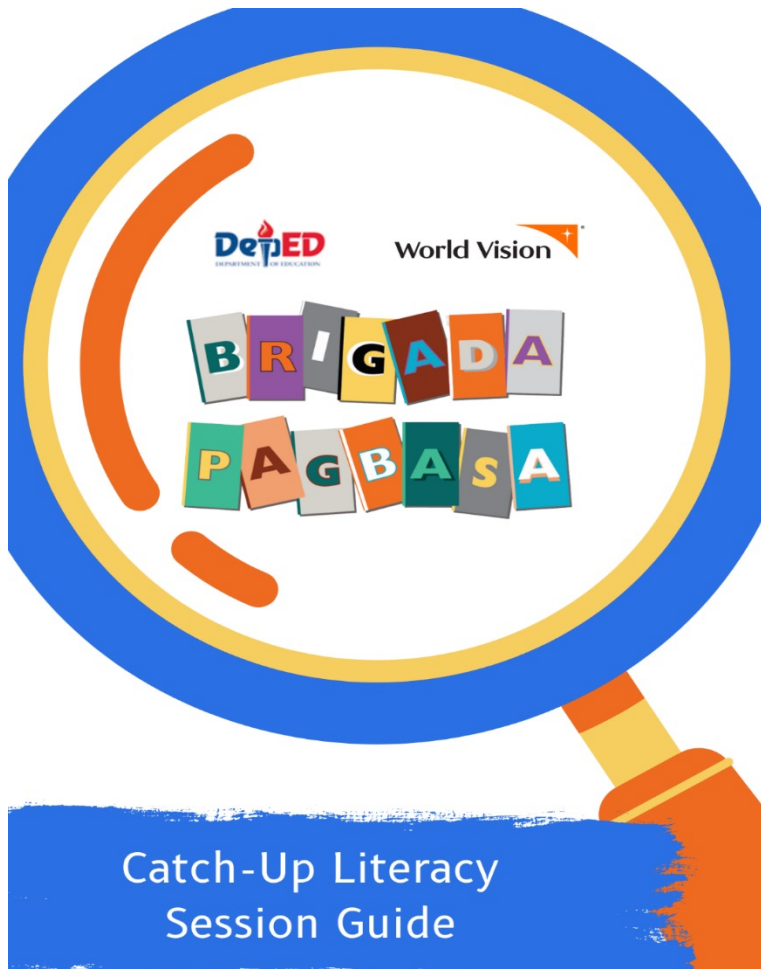
NO

- If the child cannot answer at least 2 comprehension questions
- Mark the child at **‘Story Reading Level’**.

YES

- If the child can answer 2 comprehension questions

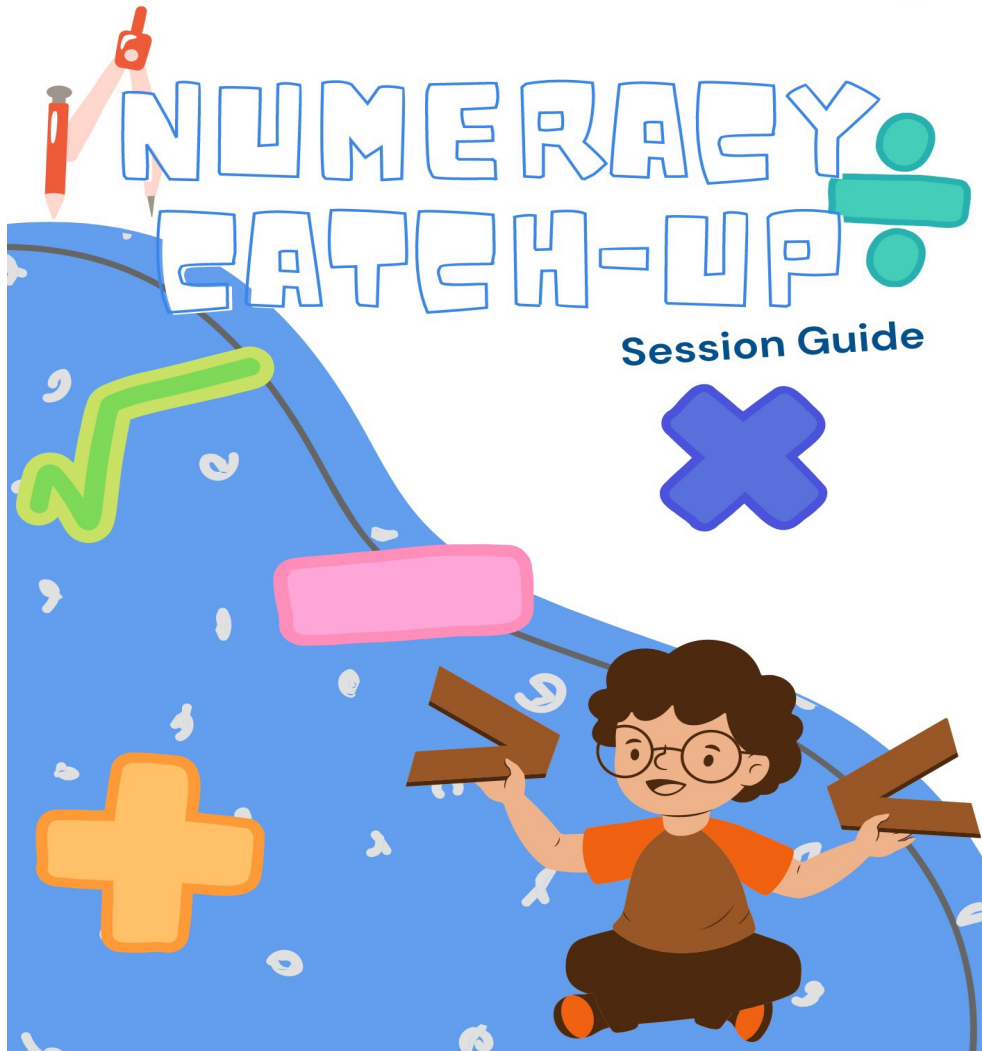
Key Design Features & Win Themes



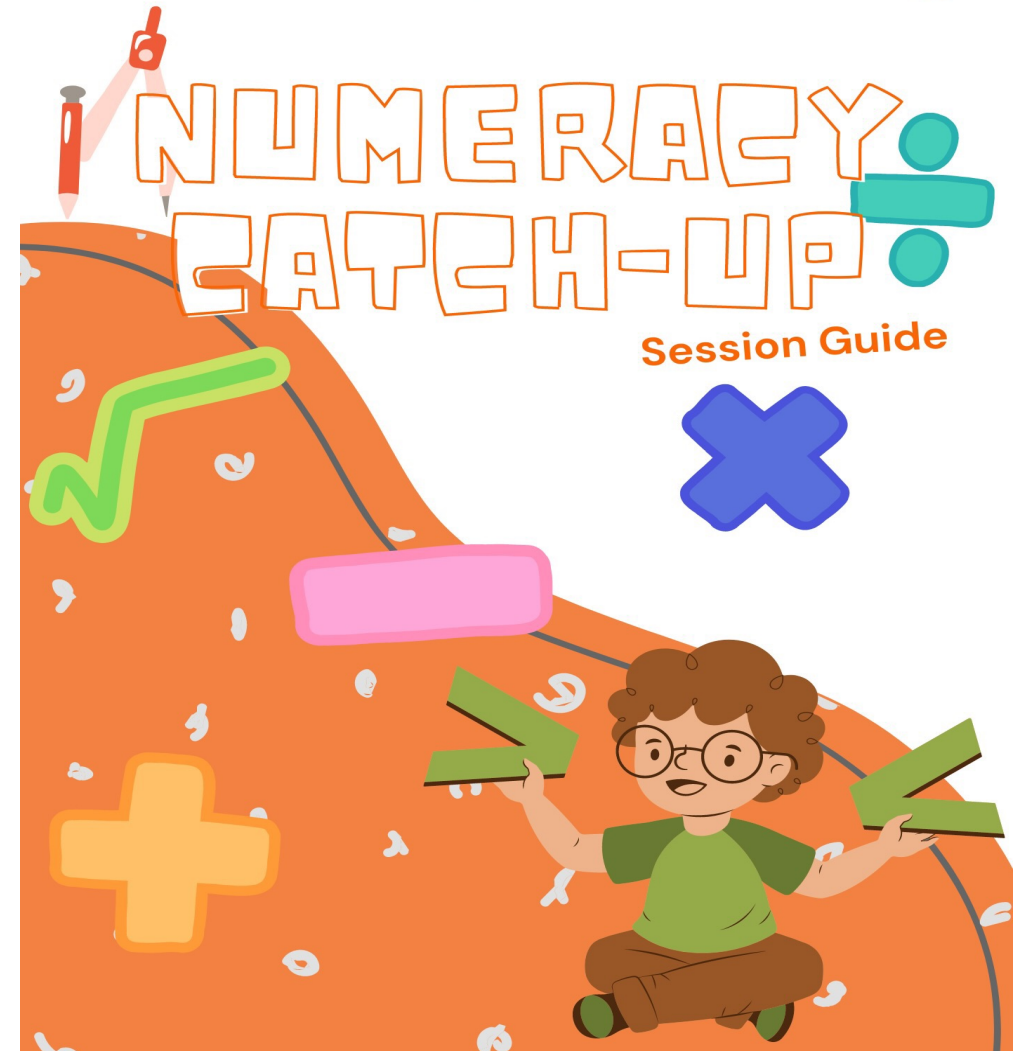
For learners who cannot read and learners who can only read letters



For learners who read simple words and learners who can read a paragraph of 4 simple sentences



For learners who can reading nothing, can only read numbers within 10, and can only add and subtract within 10



For learners who can read numbers within 100 and can add and subtract within 20

Literacy Levels



Letter level



Paragraph Level



Word Level



Nothing Level



Comprehension Level



Charting Progress: A Deep Dive into Brigada Pagbasa Literacy Assessments

The Results:

Literacy Levels	Pre-test	Post-test
Cannot Read	621	94
Can only Read Letter	1,205	780
Can Read Simple Words	1,955	1,712
Can read a paragraph of 4 simple sentences	3,292	3,548
Can read and comprehend a paragraph of 4 simple sentences	4,013	6,227



Facilitating Factors

Enabling LGU Leadership

Dedicated Brigada Pagbasa Literacy Facilitators

Expert Guidance from DepEd Teachers and Technical Consultants

Active Participation and Support from BLGU Officials

Availability of Suitable Spaces

Hindering Factors

Limited Parental Participation

Negative Perception of Parents

Insufficient Reading Materials and Spaces

Scheduling Conflicts with Brigada Pagbasa Volunteers

Information Gap among Community Stakeholders



Potential Areas for Collaboration

Strengthen the LGU's leadership by promoting a strategic and sustainable approach to addressing the literacy gap.

Empower and provide continuous support to trained BP Literacy Facilitators who are dedicated to implementing the project.

Foster a strong collaboration between DepEd Teachers and Technical Consultant who can serve as mentors and advisors to the BP Literacy Facilitators.

Foster active participation and support from BLGU officials and other partners during the project implementation.

Providing resources and materials: Ensure that the reading camp has a variety of age-appropriate reading materials, books, and resources readily available.



Potential Areas for Collaboration

Maximize the use of available spaces in barangays to conduct the reading camp

Recognizing and rewarding progress: Establish a system to acknowledge and celebrate the achievements of participants in the reading camp.

Establish a monitoring and evaluation system to track the progress and impact of the literacy program.

Promote community involvement and engagement by organizing literacy awareness campaigns, involving parents, community leaders, and other stakeholders.



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**Ang mga batang
marunong
bumasa ay malaya.**

- Geomel P. Jetonzo