

School

Fort del Pilar Elementary School

Innovation Name

SULONG PAGBASA

Explain your innovation briefly

SULONG PAGBASA is an innovative afternoon reading program initiated by the school, designed not only to address the reading challenges faced by learners but also to engage other stakeholders in actively participating in solving the reading crisis. The program especially aims to support parents who may have limited capacity to help their children read.

Aligned with the **MATATAG Agenda** on access and quality in Basic Education, this program enhances literacy and fosters community connections by involving Philippine Military Academy (PMA) Cadets and Officials, parents, Barangay Officials, and community partners from both the public and private sectors. Given the school's location inside the PMA, collaboration with the Cadets is central to the initiative. Their "weapons" in this battle against reading poverty will be books, contributing to community-building efforts. Barangay officials and other community partners will also participate by reading stories, performing puppetry, and engaging in similar activities with primary graders. This provides younger children with role models who demonstrate the joy and value of reading and literacy. For intermediate levels, students can take on the storytelling themselves.

The program also actively encourages parents who have limitations in assisting their children with reading to seek support from other parents. This approach fosters an inclusive reading environment through '**Sama-samang Pagbasa**', where the community collaboratively and collectively works to overcome reading challenges.

Problem Statement – What problem does the innovation seek to address

Despite recent educational interventions, the Phil-IRI results reveal that 1% of intermediate learners are still struggling with frustration reading levels, and CRLA results show that 9% of primary level learners require full refresher support. This indicates a persistent challenge in improving reading proficiency among learners. **SULONG PAGBASA** program aims to address this issue by fostering community engagement in reading activities, which is expected to reduce frustration and full refresher levels by 5%, thereby improving the learners' reading skills and confidence.

How does the project demonstrate a clear understanding of the needs of your school community?

Learner: Pain – Lack quality reading time, lack of motivation

Need – engaged school community, increased motivation

Teacher: Pain – limited family and community support

Need – engaged family and community

Parents: Pain – capacity limitation in assisting children in reading

Need – parents help each other

Barangay Officials: Pain – transcribing their local stories

Need – illustrators

What makes the project unique, different, and worthy of emulation?

Sulong Pagbasa reading project is unique because of its holistic approach addressing not only the reading problem of learners but also it addresses the problem of other stakeholders on how they can participate in the solution with the reading crisis and eventually helping parents who might have limited capacity to help their children read. This initiative goes beyond mere reading remediation and enhancement among learners. It incorporates the "Help Us to Help You" approach, which includes a series of training sessions for interventionists or assistants, such as PMA Cadets and Officials, the Council of Elders (COE), parents, and others. The training focuses on developing reading materials. The COE will contribute by telling local stories, while the SDO-Baguio City Learning Resource Illustrators will train PMA Cadets and some talented parents to illustrate these stories. For quality assurance, the Learning Resource Coordinator will assess the reading materials, and the School Head will review them for grammatical accuracy. This endeavor also aims to address the shortage of reading materials in the school.

The program schedules reading sessions in the late afternoon and early evening, aligning with children's natural energy levels and focus after school (Leila Meyer, 2018). To comply with the DepEd's Order on the no-disruption of classes, the program will be implemented around four o'clock in the afternoon. This timing provides an inclusive and effective reading experience while the grade schoolers' energy levels are still high.

Parents who are waiting for their children's class dismissal will also be engaged in the **SULONG PAGBASA** Program. The Bookworm's Hub will be set up before the school gate, allowing parents to enjoy reading while appreciating the refreshing view and cool breeze of the PMA Park. Parents who struggle to assist their children with reading can receive help from other parents. Additionally, the program will involve Local Government Unit Chairpersons on Education, Librarians, Professors, SDO Supervisors, and private and public school heads and teachers as resource persons for training and storytelling. With the involvement of men in uniform, they will also share PMA-related stories about their home life, community, and work life.

What are your key challenges and how do you plan to overcome them?

3 Challenges:

1. Training Program Schedule
2. Reading resources
3. Engaging parents who have limited capacity in helping their children read

Possible Strategies:

1. Coordination with SDO-LRMDS and Resource Persons
2. Book Drives thru school clubs (aside fr. the dev't of rdg. materials)
3. Sama-samang Pagbasa (Collaborative Reading Sessions) with other parents thru

What resources would you need? How would you source them?

Resources Needs: Human, Financial and material (i.e. Expertise, simple rewards/tokens/awards, more reading materials)

Means:

1. Fun Run proceeds - learner-led initiatives of English and Filipino Clubs from PMA to school
2. Collaboration with local libraries thru school clubs- could provide books or other means of service
3. SPTA fund – allocation for educational enrichment
4. Community Volunteer Services- sparing of time and expertise both from the DepEd personnel and DepEd partners as resource providers like puppet shows, expert storytellers, among others.

SULONG PAGBASA

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Australian
Aid



DepED
DEPARTMENT OF EDUCATION



PBE PHILIPPINE
BUSINESS for
EDUCATION



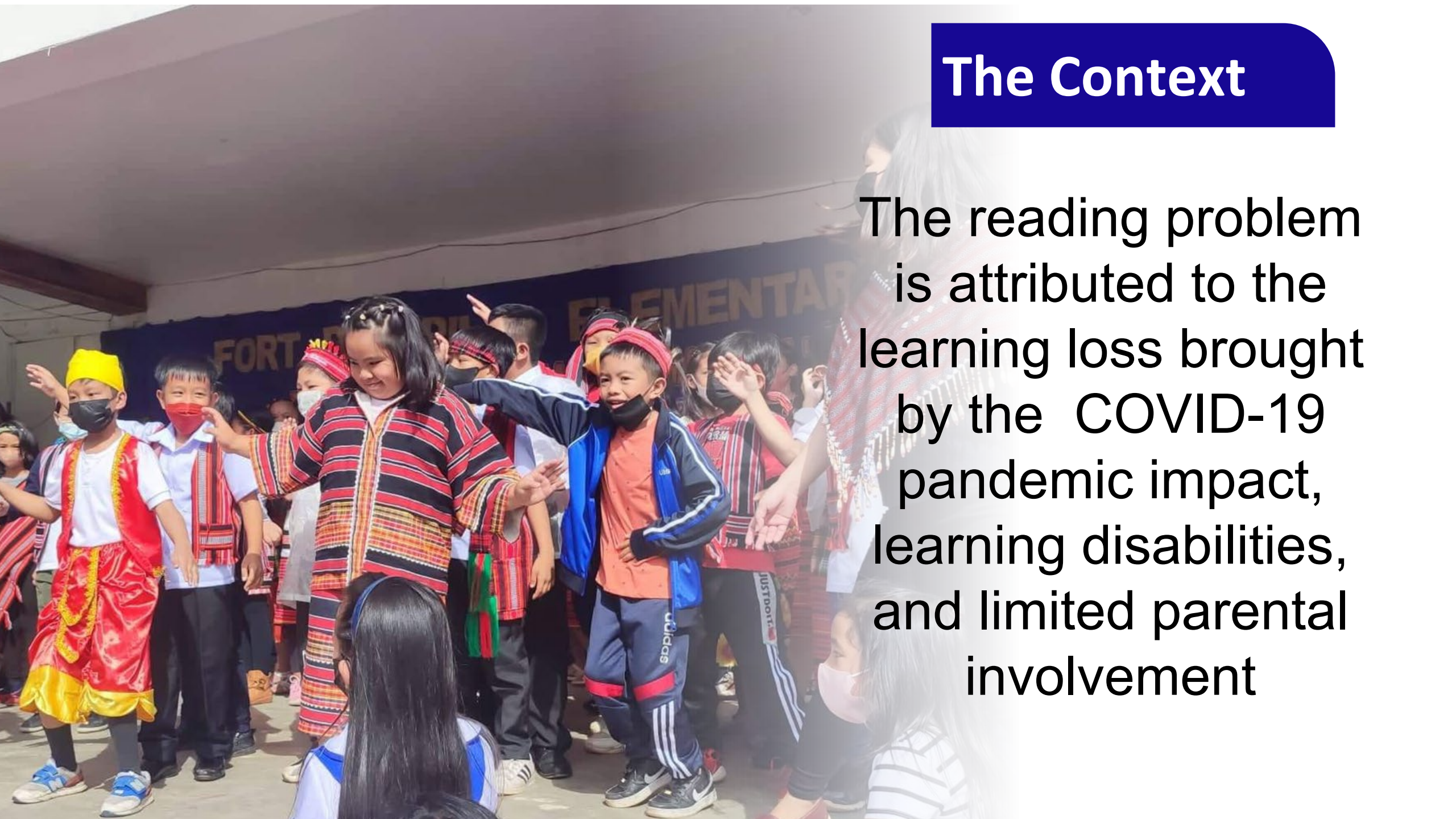
The Problem

End-of-School-Year
(EOSY) 2023-2024
reading assessments
indicate that 10% of
students require
substantial
intervention, with 1%
at Frustration Level
and 9% needing a Full
Refresher



The Context

The reading problem is attributed to the learning loss brought by the COVID-19 pandemic impact, learning disabilities, and limited parental involvement





Stakeholders Pain Points

LEARNER

Pain: Lack quality reading time, lack of motivation

Need: engaged school community, increased motivation

PARENTS

Pain: capacity limitation in assisting children in reading

Need: parents help each other

TEACHER

Pain: limited family and community support

Need: engaged family and community

BARANGAY OFFICIAL

Pain: transcribing their local stories

Need: illustrators

*Niemi, H., & Juvonen, A. (2021). "The Impact of Family Time on Children's Academic Achievement: A Meta-Analysis."

Van Steensel, R. (2006). "Relations Between Socio-Cultural Factors, the Home Literacy Environment and Children's Literacy Development in the First Years of Primary Education." Journal of Research in Reading.

The Solution

S – Support through *Help Us Help You* training with the men in uniform

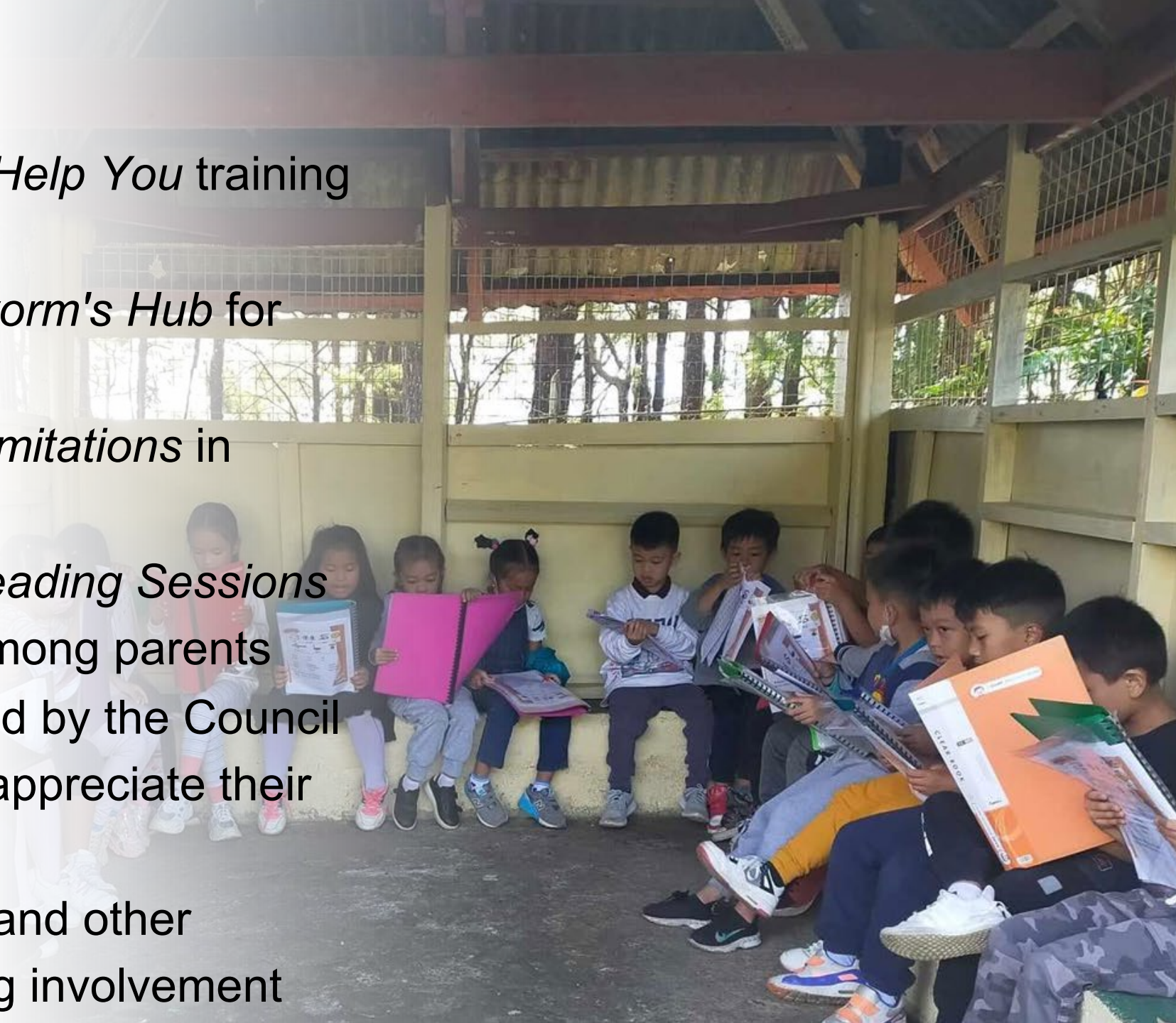
U – Unite efforts in the *Bookworm's Hub* for community reading

L – Lift up parents who have *limitations* in helping their children read

O – Organize *Collaborative Reading Sessions* or *Sama-Samang Pagbasa* among parents

N – Narrate local stories shared by the Council of Elders to help young ones appreciate their culture.

G – Gather barangay officials and other stakeholders for active reading involvement



A Differentiated Approach



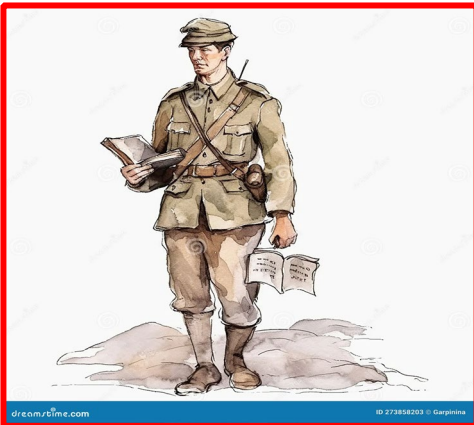
Reading
Problem



Elders Share



Stakeholders Write and
Draw



Help Us Help
You



Bookworm's
Hub



Multiple
Stakeholder
Reading Tutors



Sama-Samang
Pagbasa (Parents'

Collaborative Reading Sessions)

A photograph of several young children sitting at wooden desks in a classroom, focused on reading or writing. The children are of various ethnicities and are dressed in casual clothing. The image is slightly faded to allow the text overlay to be prominent.

Challenges

- ✓ Series of training program schedule
- ✓ Reading resources
- ✓ Engaging parents who have limited capacity to help their children read

Needed Resources

Resources needed:

Human, Financial and
Material

Sources: Fun Run,
Collaboration with local
libraries thru school
clubs, SPTA fund,
Community volunteer
Services



A woman with glasses and a dark jacket is sitting at a wooden desk in a classroom, pointing with a blue-handled pen at a worksheet. A young child wearing a grey hooded jacket and a patterned scarf is looking down at the worksheet. The worksheet has a colorful illustration of a house with the word 'laba' written on it. Other children are visible in the background, some sitting at desks.

Monitoring & Evaluation

M&E:

Conduct pre- and post-project reading assessments, regular tracking and sustained feedback mechanism for CI

Metrics:

A targeted decrease in the percentage of learners at frustration and full refresher levels, aiming for at least a 5% improvement by the end of the project.



Call to Action

The reading crisis is not just a school problem—it's a community challenge.

*Everyone has a role in solving this concern.
Together, we can create a support system that
empowers our learners.*

Join us in making a difference. Your involvement can turn the tide, creating opportunities to read, learn, and succeed.

Critical Visual Narrative

