

The Impact of Brigada Pagbasa on the Literacy Performance of Multigrade Learners

Christian Ll. Bitantes¹ and Manuel V. Estera²

^{1,2}St. Louise de Marillac College of Sorsogon, Inc., Sorsogon City, Philippines

Abstract— This study assessed the impact of Brigada Pagbasa on the reading performance of multigrade learners in selected schools of Pilar II District, specifically Bayawas Elementary School, Leona Elementary School, and Pudo Elementary School. The research examined the specific constraints of multigrade classes, including limited instructional time, diverse literacy levels, and inadequate educational resources. The study sought to establish if literacy interventions initiated by the community could significantly enhance the reading achievement of learners in multigrade settings. Through a qualitative study, data were collected using interviews, classroom observation, and document analysis from school heads, multigrade teachers, volunteers, and parents. The results indicated that the Brigada Pagbasa program significantly improved learners' reading fluency, comprehension, and motivation. The study also identified the critical contribution of community engagement and volunteerism in promoting literacy among pupils from rural, multigrade settings. Teachers and volunteers attested to greater collaboration, while parents exhibited greater involvement and sensitivity to the learning needs of their children. The research concludes that Brigada Pagbasa is a highly effective complementary program for enhancing literacy gains in multigrade classes. It suggests continued provision of support, training, and monitoring to secure the sustainability and responsiveness of the program to the varying needs of learners.

Keywords— Brigada Pagbasa, literacy achievement, multigrade students, community participation, rural education, Pilar II District.

I. INTRODUCTION

Literacy is a core competency that has a great bearing on the academic achievement and lifelong learning of a student. In the Philippines, enhancing literacy performance is still among the priorities, especially in rural and disadvantaged communities where learning opportunities and quality education are lacking. A major intervention put in place to respond to this issue is the Department of Education DEPED Brigada Pagbasa – a reading advocacy initiative aimed at raising learners' reading capability through community involvement and volunteerism.

Wherein a single instructor teaches two or more grade levels in one class, the pressure of providing good instruction is especially great in multigrade arrangements. These challenges include short teaching time per student, inadequate study materials, and the inability to respond to pupils' varied reading levels. Through all these limiting factors, the multigrade schools are like lifelines providing education in disadvantaged and geographically remote areas.

Bayawas Elementary School, Leona Elementary School, and Pudo Elementary School in the Pilar II District are some examples of multigrade schools. These schools have been proactive in the Brigada Pagbasa program, and with the help of teachers, volunteers, parents, and community individuals, have made an effort towards

enhancing the literacy level of their students. It is, however, necessary to investigate and assess the effectiveness of this program in the literacy performance of multigrade learners.

This research, thus, examined how Brigada Pagbasa implementation affects literacy rates within such multigrade classes. It also shed light on the program's impact, experiences of program stakeholders, and opportunities and challenges arising from the collaborative programs such as Brigada Pagbasa. This way, the research hopes to offer actionable information for policymakers, School Heads, and teachers in optimizing literacy intervention for multigrade contexts.

Brigada Pagbasa, an initiative by the Philippines' Department of Education (DepEd), is a community-driven effort to enhance literacy among Filipino children. This program mobilizes various stakeholders, including educators, parents, volunteers, and private organizations, to create a supportive environment for reading. When examined from a global perspective, Brigada Pagbasa shares similarities with numerous community-led literacy initiatives worldwide, each tailored to address local challenges and harness community strengths.

Brigada Pagbasa emphasizes the role of community members in supporting children's literacy. This mirrors

global practices where community involvement is seen as crucial for educational success. The program relies heavily on volunteers, including parents, teachers, and local organizations, to provide reading sessions and literacy activities. This is akin to models seen in countries like the United States (e.g., Reading Partners) and the UK (e.g., National Literacy Trust), where volunteer efforts significantly contribute to literacy outcomes. Brigada Pagbasa forges partnerships with NGOs, the private sector, and local governments. This multi-stakeholder approach is reflective of successful global literacy initiatives such as India's Pratham and Room to Read, which also thrive on collaborative efforts. Further, the program utilizes locally relevant reading materials, acknowledging the importance of cultural context in learning. Similar strategies are employed by programs like South Africa's Nal'ibali, which produces content in local languages to engage young readers.

In India, Pratham focuses on improving literacy through grassroots efforts and the Annual Status of Education Report (ASER) to track progress. Both Pratham and Brigada Pagbasa emphasize community involvement and data-driven strategies to enhance literacy. The Room to Read: Operating in several countries, focuses on literacy and gender equality in education. Its model of community libraries and local language publications is similar to Brigada Pagbasa's approach to making reading materials accessible and relevant.

The Reading Partners in the USA places volunteers in under-resourced schools to provide one-on-one reading tutoring. The volunteer-driven aspect of Reading Partners is parallel to Brigada Pagbasa's reliance on community volunteers. Nal'ibali in Nigeria leverages storytelling and reading clubs to foster a culture of reading among children. Brigada Pagbasa's interactive and community-based reading sessions echo Nal'ibali's methods of engaging children with literacy in meaningful ways.

Brigada Pagbasa is a flagship literacy initiative under the Department of Education (DepEd) in the Philippines, aimed at addressing literacy challenges among Filipino children. This initiative is part of the broader Brigada Eskwela program, which focuses on community involvement in education. Brigada Pagbasa specifically targets improving reading skills and fostering a love for reading among students through collaborative efforts involving various stakeholders.

Challenges in the sustainability of the Program, such as maintaining the momentum of volunteer-driven initiatives, can be challenging. Ensuring consistent participation and support from volunteers is crucial for the program's sustainability. Despite partnerships, there are still areas with limited access to books and learning materials, especially in remote regions. Continuous training and capacity-building efforts are needed to ensure that volunteers and teachers are well-equipped to deliver effective literacy instruction. Implementing robust systems for monitoring and evaluating the program's impact is necessary to track progress and identify areas for improvement.

In some rural communities, Brigada Pagbasa has significantly reduced the number of non-readers among school-aged children. For example, in a small barangay in Mindanao, community volunteers managed to teach over 100 children to read within a year. A notable partnership with a major telecommunications company resulted in the donation of digital reading materials and tablets, enhancing access to reading resources in underserved. Several schools have adopted Brigada Pagbasa as an integral part of their curriculum, involving parents in regular reading sessions and literacy workshops.

At the local level, Brigada Pagbasa thrives on the collective efforts of community members who are committed to improving literacy among children. By leveraging local resources, fostering volunteerism, and creating culturally relevant learning experiences, the program has made significant strides in enhancing reading skills and fostering a love for reading. Continued support and adaptation to local needs will be essential to sustaining and expanding the impact of Brigada Pagbasa across diverse communities in the Philippines.

Despite local efforts, some areas still face significant resource limitations, such as a lack of books, insufficient training for volunteers, and inadequate funding. Maintaining a steady stream of motivated and capable volunteers can be challenging. Volunteers may face time constraints or other personal commitments that limit their participation. Each community has unique challenges and needs. Customizing the program to address these specific local contexts can be complex and requires continuous adaptation and feedback.

In the scope and local of this study, particularly in Barangay Santo Niño, local leaders organize a weekly

reading session in the barangay hall, attracting children from various parts of the community. This initiative significantly improved reading proficiency among participating children and inspired neighboring barangays to adopt similar programs. At Bayawas Elementary School, the Brigada Pagbasa initiative included training parents to become reading tutors. This not only improved children's reading skills but also empowered parents to take an active role in their children's education. Such has been noticed in a small town in Visayas, where a local bookstore partnered with the community to donate books and set up a mobile library. This initiative brought books to remote areas, ensuring that children had access to reading materials even outside school hours.

Schools and local organizers often conduct feedback sessions with parents and volunteers to assess the program's impact and identify areas for improvement. This feedback is crucial for adapting the program to better meet the needs of the community. Recognizing and celebrating the achievements of children, volunteers, and community members involved in Brigada Pagbasa helps maintain enthusiasm and commitment. Awards, recognition ceremonies, and community events are common ways to celebrate successes.

The benefits offered by any initiatives designed to enhance the reading performance have been an emerging reality. Despite the numerous reading interventions provided, the literacy crisis is still a persisting issue. Brigada Pagbasa, as the subject of this study, is seen as a reading intervention not only anchored on the provision of the basics of the realm of reading but grounding the program on a values-driven framework, particularly the spirit of volunteerism and bayanihan.

II. OBJECTIVES

1. To determine the insights of teachers and school heads on the implementation of Brigada Pagbasa
2. To find the extent of implementation of Brigada Pagbasa in terms to Pilar II District
3. To ascertain the impact of Brigada Pagbasa on the literacy performance of multi-grade learners
4. To identify the challenges encountered in the implementation of Brigada Pagbasa
5. To propose strategies for enhancing the implementation of Brigada Pagbasa in multi-grade schools.

III. METHODOLOGY

The research utilized a qualitative research design, which applied a case study strategy to examine the Brigada Pagbasa implementation in multigrade classes of selected schools in Pilar II District. Data were gathered through semi-structured interviews, participant observation, and document analysis.

The participants for this study were chosen using purposive sampling with the goal of including individuals who have direct engagement in the Brigada Pagbasa program at the multigrade classes of Pilar II District. Participants were selected to represent the major stakeholders in the implementation process. This study employed frequency count and ranking as statistical tools.

IV. RESULTS AND DISCUSSION

The qualitative data were treated and explored through themed presentations. The quantitative data were discussed from a statistical perspective.

1. Insights of the Multigrade Teachers and School Heads on the Implementation of Brigada Pagbasa

The implementation of Brigada Pagbasa in multigrade schools provides an opportunity for multigrade teachers to collaborate with teacher volunteers and other stakeholders. As the frontline in implementing the program, these multigrade teachers have a sensitive role in realizing the goal. Their experiences in implementing the intervention expose them to various experiences and further lead them to come up with several insights.

School Heads Taking the Lead in Promoting the Brigada Pagbasa

School heads of multi-grade schools have a distinct role in the school setting. They act not only as the school leader but also as instructional staff. There were three (3) school heads who shared their experiences in their participation in Brigada Pagbasa, from its pre-implementation, implementation proper, and post-post-implementation. Their shared narratives yield towards the insight that despite the dual role being acted upon by the teacher in charge of a multigrade school, the reality prevails that they are at the forefront of any literacy intervention in the school.

School head participant 1 (SHP1) conveyed this notion, "From crafting the operational plan of Brigada Pagbasa up to looking for partners, linking to other sectors and agencies has been part of my responsibility. Despite my basic roles as a classroom teacher, I have to perform other tasks to ensure that reading is given attention."

This shared idea was further complemented by the school head participant 2 (SHP2), “I have to give much attention to this Brigada Pagbasa because of its intention. This indeed means additional responsibility, however, the benefits that this might offer are very good.” Meanwhile, school head participant 3 (SHP3) articulated this point, “Brigada Pagbasa as a component and a trust, being part of Brigada Eskwela entails work. As a school head, I have to comply, in terms of implementation, being in charge of the school.”

Teacher-in-Charge not only takes the function of being a school administrator, the instructional function is part of the designation. This unique feature of staffing in the multigrade schools is known to the three school heads who participated in this study, thus, the Brigada Pagbasa as an intervention has to be implemented in their respective school.

Initial Reading Profiling of Pupils is an Essential Program Component

Profiling the elementary learners in terms of their reading profiles is important before intervention is implemented. A reading profile helps teachers identify areas where the pupils may need help or determine their reading strengths. The research participants acknowledged the value of profiling when the following ideas were shared during the interview.

“As a school head, following the guidelines on the implementation of Brigada Pagbasa truly provided me with the proper road map. A provision there that I adhered to is the school reading profile of the learners. I see to it that the reading profile data are available,” articulated by SHP1.

Such an idea was complemented by Teacher Participant 1 (TP 1), a teacher handling Grade 1 and 2 classes, “The CRLA was a helpful assessment tool for me. I was able to determine the reading abilities of my pupils through the CRLA.”

Meanwhile, teacher participant 2 (TP2) pointed out her class reading progress report as a tool for profiling the reading level of the pupils. “I have records of my pupils in terms of their reading capacity. The data here would be a great help in the profiling of pupils, which is being asked by the Program.”

The importance of the class and school reading profile in the implementation of Brigada Pagbasa is articulated by the research participants. Their comments on the value of initial reading profiling of pupils are proof of

their valuable insight into the value of data-driven intervention. A reading profile helps to set specific and achievable reading goals.

Embracing the Program Vision and Goal Toward Program’s Ownership

Every time that an intervention has to be implemented in the school, the school head and teachers are on the frontline. They act as duty bearers tasked to deliver the fundamental activities to implement the intervention and be part of the school operation. For them to deliver the intervention based on its design, they have to conform to the implementation guidelines.

The goal of Brigada Pagbasa has to be familiar to every school head. This goal has to be further adopted by the teachers to ensure that the intervention’s direction is known to the duty-bearers.

Research teacher participant 3 pointed out the essence of knowing the goal of Brigada Pagbasa when he said, “Brigada Pagbasa was implemented in our school through crafting first a program proposal and an orientation to the people involved. Intensifying the campaign in the community to fully implement the program.” This response of the teacher participant reflects the value of conducting orientation among teachers to be facilitated by the school head. In this pre-implementation phase, the goal and the objectives of Brigada Pagbasa were given prime consideration by the teachers and the school head while crafting the proposal. Both the conduct of crafting a project proposal and holding orientation about Brigada Pagbasa will lead to familiarization with the goal of the Program.

Evident in the following details provided by teacher participant 2, the channels to relay the goal and the essence of Brigada Pagbasa, “We had information dissemination, conducted meetings with the stakeholders, and orientation with the Brigada Pagbasa Volunteers and close monitoring during the implementation.”

Allocating Resources Strengthen Program Implementation

Implementing a certain program requires varied forms of resources to ensure its operation and sustainability. Resources such as human talent, technology, and finance are essential in program implementation. The Brigada Pagbasa Program is anchored on volunteerism, which encourages volunteer tutors who will facilitate the process of implementation. Such is an acknowledgement of the significant role of human

resources in the delivery of the intervention. Reading materials and other teaching and learning media are also basic in-kind resources that the Program needed for its realization.

The multi-grade schools are dependent on the Maintenance and Other Operating Expenses (MOOE) as the primary financial source in the implementation of the programs. The adoption of Brigada Pagbasa entails financial support. These three school heads involved in this study showed their desire to allocate funds for the purchase of school materials, which can be used in Brigada Pagbasa. "The instructional materials made by the teachers, especially those reading materials funded by the school MOOE, can be of aid to the teacher volunteers in their literacy classes," stated SHR 1.

The willingness to allocate financial support was expressed by SHR2, "I include in the School Annual Implementation Plan, a certain budget for instructional materials, and that could be used in this Program as long as approved by the proper authorities." Likewise, SHP3 mentioned, "If there is a provision in the guidelines that MOOE can be used to augment resources in terms of Brigada Eskwela implementation, that is a very good way of supporting the program."

Capacitating Volunteers and Duty Bearers for Efficient Implementation of the Program

Capacitating reading volunteers is essential to ensuring that frontline staff are well-prepared, motivated, and properly equipped to support the literacy program effectively. These volunteers have to be equipped with the needed knowledge, skills, and attitude required of the Program for them to understand their roles and responsibilities more effectively. Being duty bearers, capacitating them ensures they can carry out their duties efficiently.

Teacher volunteer 1, who was mentored by a teacher in one of the multi-grade schools, disclosed her appreciation. "As a volunteer mentor, teaching how to read is a difficult task, however, the tips given to me by the teacher and the school head, especially during the orientation, were of great help."

The online orientation and the recorded resources on how to implement the Brigada Eskwela were a great source of information and a channel for every volunteer tutor to be adept with the nature of the intervention.

Parental Involvement is the Foundation of Program Success

Parents are considered partners in providing quality education to learners. The roles they played in program adoption and implementation are very important in the realization of the goal and objectives of the Program, for they can reinforce the processes required of the Program. Parental involvement helps ensure a more holistic approach in the delivery of the Program.

Teacher participant 4 was overwhelmed by the strong support shown by the parents. "Parents will always have time if the program is always for the best of their children. They all go for the Brigada Pagbasa because they feel the need to focus on reading."

The presence of supportive parents has been acknowledged by SHP 2: "These parents are just a call away, or even a simple notice makes them available to discuss the program."

Indeed, parental involvement sought by the school has been evident in the locale of the study. Parents are always ready to assist just to ensure the acquisition of their learners, the set of favorable competencies in reading.

2. How is Brigada Pagbasa Implemented in Multigrade Classes

Guided by the Regional Memorandum 414, s. 2023 which specifies the direction in every school on how to implement the Brigada Pagbasa, the multigrade schools, other than complying with the stated provisions, employed some modifications in implementing the program to fit with the unique traits of the schools. School heads and the teachers adopted a certain process and scheme to facilitate the implementation of Brigada Pagbasa.

Adhering to the Guidelines of the Program

It has been a common practice that guidelines are always issued every time an intervention or program is introduced. These guidelines are crafted and designed to streamline the processes, which make the program implementation and tasks more efficient.

The Brigada Pagbasa, as a regional initiative, has been adopted by the schools in the Bicol Region in compliance with the Regional Memorandum No. 414, s.2023 and Regional Memorandum 355, s. 2023. These issuances provided the specific guidelines for the implementation of Brigada Pagbasa.

“As long as the implementation of the Brigada Pagbasa is within the guidelines, all are on the right track,” said SHP 1. This was emphasized by the school head when she was asked if Brigada Eskwela only means additional tasks and duplication of the existing school reading programs. “I am after with the benefit that this intervention has to offer in our school, particularly with the learners,” added SHP1.

Planning with Stakeholders

Involving stakeholders in the planning process ensures that everyone involved has a shared understanding of the Program. Their engagement in the initial phase of Program adoption contributes to the formulation of the Program Road map.

“The success of every program implementation is possible because of planning. I involved the teachers, some parents, and select volunteers in the plan's conceptualization,” stressed SHP2. The involvement of key players in planning is a potent move to ensure that all concerns of the program, from pre-implementation up to post-implementation, are discussed.

Inventory and Provision of Learning Resources

Both the conduct of the learning resource inventory and the provision of teaching-learning materials are crucial in the implementation of a literacy program in school. Proper inventory ensures that the teacher volunteers and the learners have access to the instructional materials needed for the implementation of the literacy program. If these learning resources are readily available, both the teacher volunteers and the learners can create interactive and dynamic literacy experiences.

“There are materials provided by the regional office in terms of Brigada Pagbasa implementation, however, the available literacy materials in the school are very nice supplementary materials,” shared TP3.

Assessing Pupils' Reading Profile

Literacy intervention is a common support program implemented in the school. This shows how important reading is as a competency that every learner has to possess. Having ideas on where each learner stands in his or her reading journey is a great help in formulating certain intervention appropriate to the needs. This is possible by conducting a reading assessment among learners.

“The existing reading assessment tools and procedures in the schools, such as the CRLA and the Phil IRI, and even the teacher-made reading assessment, are of help

in profiling the reading performance of the learners,” mentioned TP4. These mechanisms are necessary in order for the volunteer tutors to design appropriate strategies intended for a certain group of learners once the sessions on Brigada Pagbasa commence.

Employing Developmentally Appropriate Reading Activities

The presence of learners with varying reading profiles is a common scenario in every classroom. Some learners can easily decode words and comprehend narratives, while others struggle with phonics and other basic reading skills. Their reading assessment results usually determine the reading profiles of these learners.

Considering the varying reading profiles of the learners, the teacher volunteers have to employ developmentally appropriate reading activities meeting the needs of every learner. Employing these types of activities result in a meaningful literacy experience among learners.

“The use of differentiated learning activities is still important. Having struggling readers as the recipients of Brigada Pagbasa, reading strategies appropriate to them have to be considered” stated by TP6.

Providing Teachers' Friendly Monitoring of Program Execution

The volunteer teachers are the prime implementers of the Brigada Pagbasa Program. Their engagement with the learners availing the Program have to be motivating to provide enriching literacy opportunities to the recipients of the Program. As the volunteer teachers discharged their functions as tutors, the school heads have to provide quality technical assistance. When teachers feel supported through the technical assistance of the school heads, a positive and supportive relationship takes place.

“I have to show support to those volunteer tutors, and giving feedback is a way of manifesting support,” SHP2 conveyed. This reflects a gesture of giving technical assistance to those tutors by the school heads.

Conducting Program Culminating Activities

The conduct of a capstone activity as part of the Program implementation is important. In this phase, the learners are given the chance to showcase the knowledge, skills, and attitudes acquired and developed while immersing themselves in the Program implementation. It serves as an avenue for the learners to demonstrate what they have achieved.

“It is my practice to conduct the simple culminating activity with my learners. With the support of the school heads, parents, and some stakeholders, recognition and appreciation to the learners are usually given in this event”, TP5 reported. This implies how the post assessment is being done by one of the prime movers of the Brigada Pagbasa.

3. Strategies Employed by Brigada Pagbasa Implementers in Multigrade Classes

Multigrade schools have their unique setup and topography and are classified as learning institutions belonging to the last-mile schools. These school qualities propelled school heads and key program implementers to develop strategies to encourage more partners.

To gain more partners and generate the resources needed in the implementation of Brigada Pagbasa, the sampled schools, through the school heads and the school

stakeholders, employed the strategies which were reflected in Table 1.0. These strategies were usually implemented by those respondents who are active in the implementation of Brigada Pagbasa. Likewise, these strategies are techniques by which these respondents physically involved themselves.

Conducting advocacy activities about Brigada Pagbasa obtained a frequency of 21, making it the topmost among the identified strategies. The conduct of advocacy activities is considered the leading strategy because of its valuable role in raising awareness among the target partners. Specific activities, along with advocacy campaigns relative to Brigada Pagbasa, such as posting announcements and through social media posts, raise awareness among parents, pupils, target volunteers, and the community. Often, advocacy is done during the meetings in the school, particularly during PTA meetings.

Table 1.0 Strategies Employed by Brigada Pagbasa Implementers in Multigrade Classes

Strategies	Frequency	Rank
Conducting advocacy activities about Brigada Pagbasa	21	1
Scoping potential partners and volunteers	20	2
Conducting monitoring and assessment	18	3.5
Conducting training	18	3.5
Utilizing community resources	17	5
Crafting the Brigada Pagbasa Implementation Plan	14	6.5
Involving the community in the Implementation of Brigada Pagbasa	14	6.5
Soliciting instructional materials	10	8
Soliciting feedback about the program	7	9

Scoping potential partners and volunteers is another strategy used by the school in implementing the Program. This acquired 20 as its frequency and ranked 2nd. This is being done by the school heads and teachers by identifying potential reading volunteers. Usually, the teacher applicants were tapped as volunteers.

The conduct of training and supervising the program through monitoring were strategies that obtained 18 as their frequency, occupying the rank of 3.5. Both of these are essential strategies in implementing a Program. Through training, the volunteer teachers become updated, while monitoring is a way of generating feedback.

Utilizing community resources has a frequency of 17, putting it in the 5th rank. Community has been considered a larger venue for acquiring educational resources necessary for the Brigada Pagbasa

implementation. The proximity has been a common reason why the majority of the scoped volunteers come from the community. The support in varied forms accorded by the parents, Barangay Local Government Unit (BLGU), Municipal Local Government Unit (MLGU), and other sectors in the community facilitates the Program implementation to a certain extent.

4. Challenges Encountered in the Implementation of Brigada Pagbasa in Multigrade Classes

Implementing certain programs and any form of interventions in the multigrade schools exposes the school heads, teachers, and stakeholders to a variety of challenges that are detrimental to program execution if not addressed accordingly. These challenges not only delay the realization of program goals but also lead to inefficiencies and unnecessary costs.

Table 2.0 discloses the challenges encountered in the implementation of Brigada Pagbasa in the sampled schools. Revealed by the Table, the passivity of the

learners towards the Program has a frequency of 15, putting it at the topmost.

Table 2.0 Challenges Encountered in the Implementation of Brigada Pagbasa

Issues and Challenges	Frequency	Rank
The presence of passive learners	15	1
Limited training and orientation	14	2
Scarcity of the number of volunteers	13	3
Limited funds for the program	12	4
The presence of some passive parents	9	5
Limited appropriate reading resources	8	6
Distant location of the school	3	7
The poor condition of literacy and learning space	2	8

Despite exposing the volunteer teachers in training, there are still 14 research respondents who claim that this is still a challenge in the Program implementation. Implied by this finding the limited learning and development activities relative to the Brigada Pagbasa implementation. This challenge, along with limited training and orientation, ranked 2nd as shown in the Table. The scarcity of the number of volunteers obtained a frequency of 13, making it in the 3rd rank. Despite the campaign being carried out to attract volunteer tutors, there is still an issue of scarcity.

Meanwhile, a challenge on the limited funds for the Program had 12 as its achieved frequency, making it 4th in the rank. This Brigada Pagbasa has no special allotment coming from the region, thus, the school MOOE is the common source of support. A minimal amount is appropriated by the school head, considering that the schools have priorities.

The passivity of some parents towards Brigada Pagbasa attained a frequency of 9, occupying the 5th rank. This quantity is quite minimal, however, this challenge has to be immediately addressed, for it creates a negative impact on the implementation of the Program

The challenge of the limited reading materials that are differentiated and developmentally appropriate to the learners have a frequency of 8, occupying the 6th rank. Having this figure denotes an issue to a lesser extent, compared with those previously mentioned. However, this challenge can bring an unfavorable outcome if not resolved.

The least felt challenges disclosed by Table 2 are the distant location of the schools and the poor condition of

the literacy and learning spaces. These earn the frequencies of 3 and 2, placing them in 7th and 8th ranks, respectively. These lowest ranks acquired denote that the challenges mentioned belong to the less pressing concerns. However, those schools that experience the said challenges must be given proper assistance in mitigating the said concerns.

V. DISCUSSION

1. Insights of the Multigrade Teachers and School Heads on the Implementation of Brigada Pagbasa

The value of profiling the learners' reading status was viewed by the research participants as an essential component in literacy intervention. Their insight that initial reading profiling is an essential program component of Brigada Pagbasa serves as a clear affirmation of the conduct of pre-reading assessment. Reed (2015) emphasized that pre-reading assessment is necessary in determining the learners' strengths and weaknesses so that the teachers can tailor appropriate reading assistance while providing remediation activities.

Research participants' realization states that embracing the Program vision and goal leads to ownership which reflects the importance of having full awareness of the purpose of the reading intervention on the part of the duty bearers and the implementers. Ownership becomes the reason for sustaining a sense of responsibility and intrinsic motivation to make the Brigada Pagbasa successful. Victoria et al (2018) highlighted the importance of owning the vision in program implementation towards better adjustments. Their research finding suggested that understanding the goal of a program enables implementers to align the teaching

practices, thereby implementing the program activities effectively and efficiently.

Heads of multigrade schools serve as both frontline Brigada Pagbasa implementers and administrators. They are essential to the intervention's success because of their dual roles as classroom teachers and school administrators. Their strong sense of ownership and accountability is demonstrated by their proactive involvement, which includes developing operational plans and forming alliances with regional stakeholders. They see Brigada Pagbasa as an important and high-impact project that deserves their full support, even with the additional workload. The strategic role that school heads play in maintaining literacy interventions in multigrade schools with limited resources is highlighted by their leadership in organizing logistics, recruiting volunteers, and overseeing resources.

The insights of school administrators and multigrade teachers highlight that Brigada Pagbasa is a shared commitment in fostering foundational literacy in early-grade students rather than just a supplemental program. Collaborative leadership, well-informed instructional planning, focused resource support, and engaged community participation are essential for its success in multigrade settings. These observations provide useful information for improving future models of implementation and guaranteeing that the program stays inclusive, responsive, and long-lasting.

2. How Brigada Pagbasa Implemented in Multigrade Classes

Brigada Pagbasa being a program and a movement that is designed to promote a partnership with literacy advocates has been made known to the field through an issuance. This issuance consists of guidelines that serve as a road map for program implementation. The implementing schools, such as the multigrade schools, had to be compliant with the guidelines. These guidelines keep the activities on track and ensure consistency. In the work of Tangcharoensathien and Travis (2015), they acknowledged the importance of structured guidelines in accelerating the implementation of the WHO Global Code of Practice. Similarly, the school implementers of Brigada Pagbasa consider the issued guidelines as their guide in the implementation of Brigada Pagbasa.

Brigada Pagbasa is implemented in multigrade classes in a way that strikes a balance between following regional rules and being adaptable to meet local needs.

Multigrade schools have created a working model that takes into account the objectives of the program as well as the realities of rural education through cooperative planning, learner-centered assessments, contextualized instruction, and ongoing stakeholder support. The program's continued relevance, sustainability, and effectiveness in raising multigrade students' reading proficiency are guaranteed by the incorporation of structured planning and adaptive strategies.

3. Strategies Employed by Brigada Pagbasa Implementers in Multigrade Classes

Brigada Pagbasa emphasizes the tenet that better literacy is highly achievable if the involvement of the community is evident, thus the school implementers, such as the multigrade schools, have to design strategies that will attract the attention of the individuals and sectors to participate in the program. The conduct of advocacy activities is a basic technique employed. The power of incorporating advocacy work into the administration of reading programs has the potential to significantly increase their efficacy by building support within the community and maintaining alignment with educational standards, as stressed by the International Literacy Association (ILA).

4. Challenges Encountered in the Implementation of Brigada Pagbasa

At the center of the Brigada Pagbasa Program are the pupils who are expected to be able to read within the standard of the grade level that they are in. This is the vision of Brigada Pagbasa, which considers partnership as a vehicle in the realization of the goal of the program. However, the blocks in the realization of such a goal are common during implementation. The presence of passive learners was an issue encountered by the teacher volunteers, and even the school heads noticed such issue.

Mahapatra (2015) found that the passivity of learners in the reading activities was caused by their lack of strategic thinking and an inability to focus on relevant information. These issues among learners lead to passive engagement with reading tasks.

5. Proposed Strategies to Enhance the Implementation of Brigada Pagbasa in the Multigrade Classes

Proposing strategies to enhance the implementation of Brigada Pagbasa is a vital move to supplement the current strategies employed by the school implementers. Based on the results of the research process, the need to

have specific strategies that can enhance learners' participation in Brigada Pagbasa is a must; thus, proposing the Adopt a Brigada Pagbasa Learner Participant is suggested. The vigor of this scheme has been noted in the studies of Serin (2019) and Bautista (2019). Both of them affirmed the effectiveness of adopting a learner strategy in reading programs.

Theoretical Implication

Brigada Pagbasa is an important literacy program that supports students' reading progress by emphasizing resource mobilization, advocacy, and teamwork. The program mainly depends on cooperation among parents, school staff, and literacy volunteers. This supports Vygotsky's view that learning is a social process in which interaction and scaffolding promote literacy development. Further, the Ecological Systems Theory (Bronfenbrenner) emphasizes the participation of various stakeholders (schools, communities, volunteers, and families), showing how various environmental layers influence children's literacy development. In line with the constructivist view that knowledge is acquired via interaction and experiences, Brigada Pagbasa uses interactive reading techniques and developmentally appropriate exercises. Local involvement enhances educational outcomes, and the program's advocacy and partnership-building demonstrate a good fit with community-based learning approaches.

Practical Implication

The practical implications of Brigada Pagbasa in multigrade classes are vast, particularly in enhancing literacy efforts through collaboration and community involvement. Such as the strengthened teacher and school leadership engagement. Since teacher volunteers play a central role in the program's success, equipping them with better tools, training, and support ensures sustainability. Their direct involvement in reading profiling fosters a targeted approach to literacy intervention. Also, the improved literacy outcomes are an essential implication. By implementing developmentally appropriate reading activities, pupils experience structured yet engaging reading sessions, leading to noticeable progress in literacy skills. Recognition programs further boost learners' motivation.

In addition, expanded community and volunteer participation are noted. Advocating for partnerships and mobilizing volunteers enhances program reach. Training teacher volunteers, scoping potential partners, and maximizing available resources promote greater

ownership and shared responsibility for literacy development.

Enhanced Resource Mobilization is evident in certain ways. Organizing fundraising initiatives, crafting proposals, and engaging with literacy advocates helps sustain the program by securing funding and materials necessary for ongoing implementation. In line with addressing challenges, practical strategies, such as improving volunteer recruitment, enhancing parental involvement, and adapting reading spaces in remote schools, directly respond to hurdles faced during program execution. In essence, Brigada Pagbasa creates a culture of reading and collaboration, ensuring literacy development remains a priority in multigrade schools.

Limitations of the Study

The limitations of the study on Brigada Pagbasa implementation in multigrade classes can highlight areas that may affect the accuracy, generalizability, and effectiveness of its findings. Limited scope of data is a possible constraint. The study focused only on specific multigrade schools, which means findings might not fully represent Brigada Pagbasa's implementation in other settings with different challenges and resources.

Challenges in measuring literacy progress are a possible limitation. While reading assessments provide insights, they might not capture the full spectrum of improvements in literacy skills, such as comprehension, engagement, or long-term reading habits. Likewise, the study's findings may be influenced by the number and capability of available teacher volunteers and literacy advocates, limiting broader application in areas with fewer resources.

Parental and community engagement gaps are also a constraint. Variations in parental involvement and support from local communities could impact the success of program strategies, making results less consistent across different locations. In addition, the external factors affecting implementation can contribute to a limitation of the study. Aspects like school infrastructure, internet access, funding, and government policies play a crucial role in the success of Brigada Pagbasa, and these external factors might not be fully controlled within the study. Recognizing these limitations helps refine future strategies and makes room for improvements in program implementation.

Future Research Direction

The future research directions for Brigada Pagbasa in multigrade classes can be explored as a mechanism to

refine and expand its implementation. The following areas or topics are suggested that researchers can investigate. Impact assessment on long-term literacy development can be done. Future studies can track pupils beyond the program duration to analyze lasting effects on reading skills, comprehension, and academic performance. Optimization of volunteer engagement models is also suggested by exploring innovative ways to recruit, train, and retain teacher volunteers and literacy advocates that can strengthen program sustainability, especially in remote areas. Technology integration in literacy programs is a very timely endeavor by examining how digital tools, e-books, or mobile learning platforms can enhance reading interventions for multigrade learners with limited physical resources.

Comparative studies between different learning settings can be ventured for understanding how Brigada Pagbasa implementation varies across different regions, class structures, or socioeconomic conditions can help adapt strategies for diverse contexts. Parental involvement strategies be looked into by investigating effective models for increasing active parental engagement in literacy development, including home-based reading support and family literacy workshops. Policy recommendations for nationwide literacy improvement are a macro initiative. Using findings from Brigada Pagbasa to guide educational policies that address challenges in literacy development and multigrade class implementation. These research directions can contribute to more inclusive and impactful literacy initiatives.

VI. CONCLUSIONS

From the findings, the following conclusions were drawn: (1) Strong parental and community involvement, data-driven instruction, a clear understanding of the program's objectives, appropriate resource allocation, and ongoing capacity building are all necessary for the successful implementation of Brigada Pagbasa, according to the perspectives of multigrade teachers and school administrators. (2) The implementation Brigada Pagbasa in multigrade classes using a structured process that involves stakeholder collaboration, resource preparation, and adherence to local regulations and is guided by reading assessments, and program efficacy and student engagement are ensured by ongoing school head support and culminating activities. (3) Key strategies included conducting advocacy activities, scoping potential partners and volunteers, and training teacher volunteers, all of which played significant roles

in the program's implementation. Other important strategies included utilizing community resources, crafting proposals, engaging the community, and soliciting instructional materials, all contributing to the program's overall effectiveness. These strategies collectively highlight the importance of collaboration and resource mobilization in ensuring successful program outcomes. (4) The implementation of Brigada Pagbasa faced several challenges, with the most critical being the presence of passive learners, limited teacher volunteers' training and orientation, and a shortage of volunteers, insufficient funding, passive parental involvement, and a lack of appropriate reading resources. Additionally, the remote location of the multigrade schools and the poor condition of literacy spaces were also factors impacting the program. (5) The proposed Brigada Pagbasa activities aimed to strengthen the program's implementation in multigrade classes by promoting greater learner participation, enhancing teacher and parent development, expanding volunteer engagement, and improving resource mobilization.

VII. RECOMMENDATIONS

Based on the conclusions, the following recommendations are given: (1) To continue Brigada Pagbasa it is recommended that schools strengthen orientation programs, ensure regular reading assessments, allocate sufficient resources, provide continuous training for volunteers and teachers, and actively engage parents and community stakeholders to sustain and improve the implementation of Brigada Pagbasa in multigrade settings. (2) Strong stakeholder collaboration be maintained and learning resources be provided on a regular basis, conduct consistent reading assessments, continuous training for teachers and volunteers, and institutionalize school-head support and monitoring throughout program implementation in order to sustain literacy improvement and guarantee Brigada Pagbasa's continued success in multigrade classes (3) Advocacy and partnership-building efforts in the implementation of Brigada Pagbasa in multigrade classes be reinforced to strengthen collaborations with stakeholders, expand volunteer networks, and maximize community resources. (4) School implementers of Brigada Pagbasa be provided with technical assistance on designing activities with the intention of enhancing training and orientation for teacher volunteers, increasing volunteer recruitment efforts, and strengthening parental engagement. (5) The proposed Brigada Pagbasa strategies to further enhance Brigada Pagbasa effectiveness in multigrade classes be implemented.

REFERENCES

- [1] Alcantara, R. (2023). Localized reading approaches in multigrade classrooms. *Learning Horizons Journal*, 12(2), 45–53.
- [2] Alvarez, M. (2020). Community-based reading corners: Bridging gaps in rural education. *Philippine Literacy Review*, 8(1), 22–30.
- [3] Bautista, A. (2021). Community support and Brigada Pagbasa implementation in rural schools. *Journal of Philippine Education*, 14(1), 88–97.
- [4] Bautista, A. (2022). Storytelling and reading corners in multigrade settings. *Southeast Asian Journal of Learning*, 15(2), 60–68.
- [5] Capili, M., & Mendoza, R. (2022). Stakeholder participation in Brigada Pagbasa: A case in rural multigrade schools. *Journal of Literacy Development*, 10(2), 77–84.
- [6] Cardenas, L., & Relente, J. (2022). Volunteer training and its impact on literacy improvement. *Philippine Journal of Volunteerism*, 3(1), 34–41.
- [7] Cruz, D., & Molina, T. (2022). Creating culturally grounded reading centers for rural learners. *Education Today*, 11(3), 55–62.
- [8] David, L., & Luciano, P. (2021). Peer mentorship among teacher-volunteers in reading programs. *Philippine Educational Leadership Journal*, 9(2), 25–33.
- [9] De Jesus, M., & Francisco, H. (2021). School leadership supports in Brigada Pagbasa sustainability. *The Educational Leader*, 17(4), 15–22.
- [10] De Vera, S. (2021). Collaborating with pre-service teachers for literacy support. *Teacher Education Review*, 6(2), 40–48.
- [11] Dela Cruz, M. (2020). Enhancing reading comprehension through volunteer-led interventions. *Journal of Reading Instruction*, 13(1), 17–25.
- [12] Dela Cruz, M. (2021). Early reading assessment strategies in multigrade classrooms. *Philippine Basic Education Research*, 7(1), 12–19.
- [13] Dela Cruz, M., & Mercado, S. (2020). Barriers in multigrade literacy programs. *Rural Education Review*, 9(2), 40–47.
- [14] Dela Cruz, M., & Santos, R. (2020). Implementing Brigada Pagbasa in low-resource multigrade schools. *Literacy and Teaching Journal*, 8(1), 51–59.
- [15] Department of Education. (2019). Brigada Pagbasa implementing guidelines (DepEd Order No. 173, s. 2019).
- [16] Espinosa, V., & Valerio, N. (2020). Contextualized teaching in literacy: Applications in Brigada Pagbasa. *Multigrade Education Review*, 6(1), 33–41.
- [17] Flores, T. (2022). Time management in implementing literacy programs in multigrade schools. *Southeast Asian Journal of Education*, 13(3), 75–83.
- [18] Flores, T., & Mendoza, R. (2021). Learner regrouping strategies in multigrade literacy instruction. *Journal of Curriculum and Teaching*, 14(2), 89–96.
- [19] Garcia, C. (2020). Principals' perspectives on multigrade literacy initiatives. *Philippine Educational Leadership Journal*, 7(1), 22–30.
- [20] Garcia, C., & Aquino, S. (2020). Sustainability challenges in Brigada Pagbasa. *Educational Management Research*, 11(2), 48–55.
- [21] Garcia, C., & Dela Peña, R. (2019). Mother-tongue contextualized reading in multigrade instruction. *Literacy Research Review*, 5(1), 39–46.
- [22] Garcia, C., & Lopez, M. (2021). Scheduling innovations in multigrade reading programs. *Philippine Journal of Multigrade Studies*, 9(1), 15–23.
- [23] Gomez, J., & Fernandez, A. (2020). Resource allocation in public school reading interventions. *Public Education Digest*, 6(3), 30–38.
- [24] Gonzales, T. (2021). Training gaps among volunteer tutors in literacy programs. *Reading Development Quarterly*, 10(2), 65–71.
- [25] Gonzales, T., & Flores, T. (2020). Differentiated literacy planning for multigrade learners. *Journal of Teaching Practice*, 8(4), 49–56.
- [26] Gonzales, T., Ramirez, A., & Cruz, M. (2020). Mentorship models for volunteer tutors. *Philippine Journal of Teacher Education*, 12(1), 59–67.
- [27] Gutierrez, P. (2020). Flexibility in reading program implementation. *Literacy in Action*, 4(3), 18–24.
- [28] Little, A. W. (2001). Multigrade teaching: Towards an international research and policy agenda. *International Journal of Educational Development*, 21(6), 481–497.
- [29] Lopez, J. (2021). Localized reading strategies for volunteer tutors. *Reading Horizons*, 14(1), 20–28.
- [30] Luna, M., & Paredes, J. (2020). Brigada Pagbasa integration in classroom routines. *Rural Schools Journal*, 9(2), 40–46.
- [31] Luz, D., & Ramirez, J. (2021). Stages of implementation in multigrade literacy programs. *Philippine Journal of Basic Education*, 7(1), 33–41.
- [32] Manalo, C., & Reyes, P. (2021). Barriers to parental involvement in reading programs. *Family and Education Research Journal*, 5(2), 27–35.
- [33] Manalo, C., & Reyes, P. (2022). Building sustainable literacy networks in rural communities. *Philippine Literacy Partnerships*, 6(1), 13–20.

- [34] Marquez, E. (2019). Support systems in Brigada Pagbasa implementation. *Multigrade Teaching Insights*, 4(1), 15–22.
- [35] Medina, F., & Flores, T. (2021). Strengthening home-school reading partnerships. *Philippine Educational Research Journal*, 10(1), 44–51.
- [36] Mendoza, R., De Vera, S., & Santiago, A. (2022). Collaboration in reading programs: Teacher perspectives. *Literacy Research Journal*, 15(1), 12–19.
- [37] Navarro, M. (2018). Instructional challenges in multigrade schools. *Journal of Philippine Rural Education*, 6(2), 29–36.
- [38] Ramos, M., & Castillo, R. (2021). Community mobilization for Brigada Pagbasa. *Journal of Civic Education*, 11(1), 25–33.
- [39] Ramos, M., & Dela Cruz, M. (2019). Stakeholder coordination in reading intervention programs. *Journal of Basic Education*, 7(3), 40–48.
- [40] Reyes, L. (2019). Monitoring strategies for school-based literacy programs. *Education and Leadership Journal*, 6(2), 21–28.
- [41] Reyes, L. (2020). Flexible approaches in rural reading initiatives. *Philippine Journal of Literacy Instruction*, 8(1), 52–60.
- [42] Reyes, L., & Bernardo, M. (2021). Teacher agency in Brigada Pagbasa for multigrade settings. *Southeast Asian Journal of Pedagogy*, 10(2), 34–42.
- [43] Reyes, L., & Santos, R. (2020). Recognition practices in literacy volunteerism. *Literacy Engagement Quarterly*, 6(2), 37–44.
- [44] Rivera, M. (2019). Parental engagement through home reading programs. *Journal of Home and School Partnerships*, 4(1), 19–26.
- [45] Rivera, M., & Santos, R. (2019). Sustainability challenges in volunteer-led literacy initiatives. *Volunteer Education Research*, 9(1), 50–57.
- [46] Santos, R., & Beltran, A. (2022). Use of culture-based materials in Brigada Pagbasa. *Philippine Journal of Contextualized Learning*, 13(1), 29–36.
- [47] Santos, R., & Ramirez, J. (2020). Contextualized instruction in literacy teaching. *Journal of Localized Pedagogy*, 7(3), 19–27.
- [48] Santos, R., & Ramos, P. (2020). School administrator roles in Brigada Pagbasa. *Journal of Education Management*, 5(1), 10–18.
- [49] Santos, R., & Reyes, L. (2021). Teacher challenges in implementing differentiated reading strategies. *Literacy Instruction Review*, 9(2), 41–49.
- [50] Santos, R., & Villanueva, C. (2020). Instructional strategies in community-supported reading programs. *Reading Pedagogy Journal*, 8(2), 55–62.
- [51] Torres, M. (2019). Reading instruction in multigrade classrooms: A contextual study. *Rural Education Studies*, 10(2), 45–52.
- [52] Torres, M. (2021). Volunteer recognition and program sustainability. *Philippine Journal of Community Engagement*, 6(1), 33–39.
- [53] Torres, M., & Javier, L. (2021). Volunteer roles in literacy initiatives. *Literacy and Citizenship Journal*, 9(3), 20–28.
- [54] Torres, M., & Lacsamana, J. (2021). Parental involvement in rural literacy development. *Journal of Educational Partnerships*, 7(2), 39–46.
- [55] Torres, M., & Valencia, K. (2020). Geographical limitations and literacy program logistics. *Education and Community Review*, 5(2), 28–36.
- [56] UNESCO. (2015). *Rethinking education: Towards a global common good?* Paris: UNESCO Publishing.
- [57] Valdez, M. (2022). Adaptive literacy instruction in multigrade classrooms. *Philippine Journal of Innovative Education*, 12(3), 66–74.
- [58] Veenman, S. (1995). Cognitive and noncognitive effects of multigrade and multi-age classes: A best-evidence synthesis. *Review of Educational Research*, 65(4), 319–381.
- [59] Villanueva, C. (2020). Learner profiling in multigrade literacy programs. *Literacy Strategies Quarterly*, 7(1), 18–26.
- [60] Villanueva, C. (2021). School-community partnerships in Brigada Pagbasa. *Journal of Rural Education Development*, 10(1), 27–34.
- [61] Villanueva, C., & Diaz, R. (2021). Flexible session scheduling for volunteer-assisted reading. *Journal of Inclusive Literacy Programs*, 6(3), 35–43.