

# PROJECT LEARNDEMIC (Learning Assessment and Reading Development through Enhanced Modified Intervention and Collaboration)

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## Abstract

The CoViD-19 pandemic has brought serious impact to the various sectors of society especially in education where teachers experience difficulties in the teaching-learning process with their learners. Due to lack of internet connection, teachers of Ansulag Elementary School opted to use modular distance learning delivery mode where learners have to answer every activity or learning task provided in their module at home and submit such to their teacher as scheduled without the usual teacher-learner interactions. This affect learners' access to quality instruction that affect their learning outcome. Thus, the learning gap between the abilities that learners would have developed in the context of standard educational practice and their actual learning is significantly noted. In line with the 2021 National Reading Month was themed "Bawat Bata Bumabasa Sa Kabila ng Hamon ng Pandemya," (Every Child Reading Despite the Challenge of the Pandemic) as per DepEd Memorandum No.348, s.2021, the innovators crafted a reading innovation which is the Project LEARNDEMIC (Learning Assessment and Reading Development through Enhanced Modified Intervention and Collaboration). This is aligned with ECARP- Every Child A Reader Program, 3Bs or Bawat Bata Bumabasa, the Regional Innovation banner program: LIBRO or Literacy Initiatives Bridging Reading Opportunities and the division banner program E-RENE (Enhancement of REading and Numeracy towards Excellence). All these initiatives is in support to the DepEd's mission and vision as well as the regional mantra that every child a champion as per RM Order No.753 s.2021.

**Keywords:** Learning Assessment, Modified Intervention, Reading Development,

## Introduction

Project LEARNDEMIC anchors the specific areas in English, Filipino and MTB involving the learning facilities. This is a flagship project that embodies the specific areas to attain a more conducive learning environment in order to build or regenerate a student's enthusiasm towards reading as embodied in the school's mantra that is "Learn to read, read to learn".

In implementing this innovation, the innovators introduced various interventions such as establishing functional sitio libraries, kubo learning hubs inside the campus, home learning corners that was adapted by parents for their children and monitored by class advisers through home visitation, and banaag stories collection book used by teachers in their storytelling activities during visitation activities in various sitios. Specifically, all these interventions are described as follows:

1. Sitio Libraries – The sitio libraries are reading facilities equipped with various reading materials in English, Filipino and MTB established among the three major sitios of Barangay Rizal. The establishment of such facility was made possible with the voluntary gestures of concerned parents who offered a part of their house to be devoted to reading facilities for the school children living nearby. Prior to the implementation of the sitio library operation, learners were oriented with proper library etiquettes as well as the care of the learning materials in order to make the library operation in order. Having this facility, learners were allowed to borrow books or other learning materials using their school library card to the designated and volunteered sitio librarians.

2. Kubo Learning Hubs (KLH) – The kubo learning hub is a small hut made of indigenous materials designed to house the various learning materials for learners. These learning hubs were constructed in strategic corners inside the school campus through the initiative of the innovators with the support of the school, parents and other concerned stakeholders. At present, there are already three functional kubo learning hubs equipped with learning materials in all subject areas and each named according to the sitio that funded the construction of the said hubs as follows: first, KLH – Abacanhon Starbooks, second, Ansulag Pick-A-Book, and third, Matira-a Kaalamhut. These hubs were managed by teachers together with the school utility personnel.

3. Home Learning Corner – The home learning corner is a learning space in home where various learning materials are placed and organized for ready reference at all times. The establishment of reading corners at home by the parents was materialized after the innovators conducted series of meetings and orientations to parents as part of the school’s advocacy plan. Doing this, will not only provide conducive learning environment to learners but at the same time it instills learners the values of housekeeping management.

4. Banaag Stories Collection Book – The Banaag Stories Collection Book is a learning material consists of selected short stories appropriate for elementary learners. This material was used by teachers, dressed with colorful costumes, during the storytelling activities every week with an aim to keep the children entertained with the stories and learns moral lessons that can help them realize and appreciate the values in every situation. All these scenarios will lead them develop or enrich their passion in reading which is the purveyor for learning across disciplines.

### **Objectives of the Study**

The Project LEARNDEMIC, as an innovation, aims to:

1. Promote and sustain a conducive learning environment within the community and school;
2. Nurture and stimulate learner’s interest towards reading and learning;
3. Establish and maintain learning environment that promote and support access to quality learning resources offline;
4. Improve learner’s reading competence and school’s performance; and,
5. Bridge learning gap as impact of pandemic.

### **Materials and Methods:**

#### **A. Conceptualization Activities**

During the heights of pandemic, the innovators was inspired on the school’s encouragement among teachers to make an initiative that will bring learning opportunities closer to where the learners are. With this, meetings were set among the innovators discussing issues, problems and the possibilities of making an innovation that will contribute in the improvement of the learner’s learning. With the help of various suggestions and insights from co-teachers, parents, and other stakeholders through consultations, the innovators were able to craft an innovation for reading considering that it is the main cause of learner’s learning gap in all subject areas. This innovation is designed to extend learning resources and facilities from school to households and communities. Thus, the *Project LEARNDEMIC* came into reality as an innovation.

With the school support of this innovation, all teachers were tasked to conduct series of orientation regarding the innovation in coordination with Sitio Parent Officers (SPO). Then, the SPOs of every sitio conducted an echo orientation to parents/guardians and other stakeholders in their respective community in order to gather support for the success of the innovation implementation.

#### **B. Process Flow/Framework**

The success and failure of the innovation implementation is dependent on the existence of various mechanisms necessary for the learner’s empowerment through reading as shown in *figure 1* below.

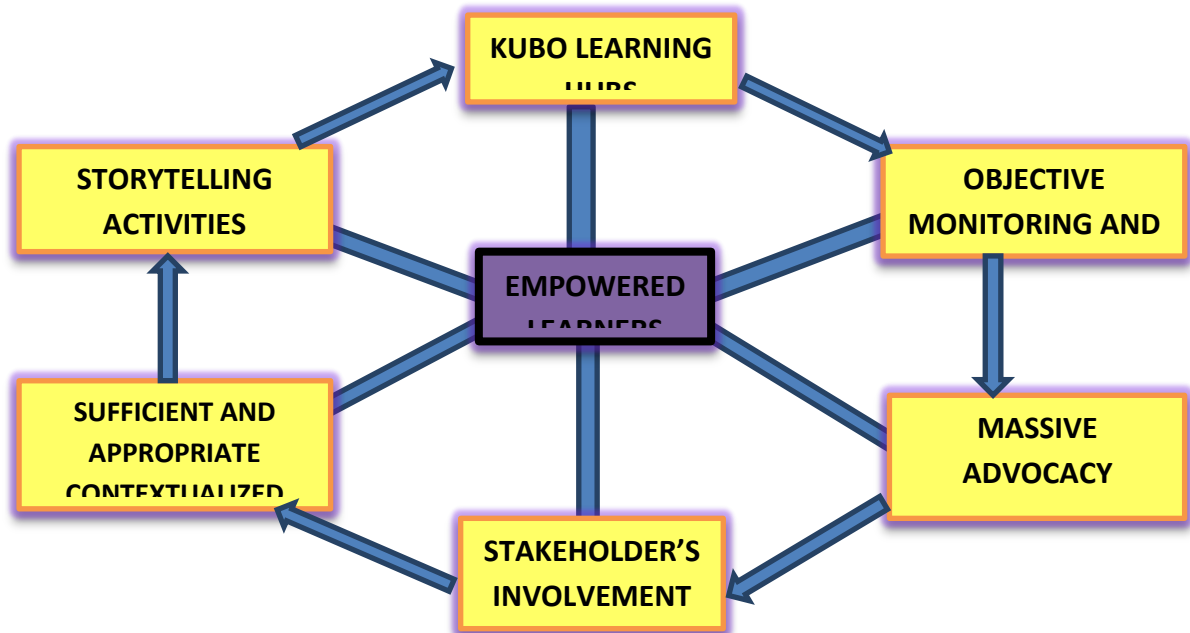


Figure 1. The Process Flow

### C. Project Management

The management of *Project LEARNDEMIC* involves activities, purpose, person involved and their corresponding roles and functions as indicated in *table 1*.

Table 1. Innovation Management Team

ACTIVITIES	PURPOSE	PERSON INVOLVED	ROLES AND FUNCTIONS
Supervision and coordination	For proper implementation of the innovation	School Head	<ul style="list-style-type: none"> <li>• Conduct over-all supervision of the innovation implementation</li> <li>• Allocate appropriate funds for the innovation</li> <li>• Tap potential stakeholders for the support of the innovation</li> </ul>
Reading and storytelling	To bridge the learner's learning gap in reading  Enhance learner's interest in reading	Teachers	<ul style="list-style-type: none"> <li>• Conduct reading and storytelling activities from school, home, and sitios during visitation</li> <li>• Record learner's reading progress periodically</li> <li>• Strengthen the bond between school, parents and community</li> </ul>
Monitoring and advocacy	To gather data and instill awareness regarding the innovation	Innovators	<ul style="list-style-type: none"> <li>• Conduct series of meetings and orientations to teachers, parents, learners, and stakeholders</li> </ul>

			<ul style="list-style-type: none"> <li>• Implement the innovation</li> <li>• Monitor and gather data</li> </ul>
Home learning space and tutoring	To improve their children's reading competence	Parents	<ul style="list-style-type: none"> <li>• Provide home space for home learning corner</li> <li>• Tutor their children in reading</li> <li>• Support every school's initiative or endeavor for their children's success</li> </ul>
Housekeeping, book borrowing and return	To maintain cleanliness and orderliness for the sitio library and learning materials  To ensure proper management of learning materials	Sitio Librarian	<ul style="list-style-type: none"> <li>• Facilitate book borrowing and returning</li> <li>• Maintain cleanliness and orderliness of the sitio library</li> <li>• Records library transactions</li> </ul>
Meetings, school activities	To make every parent aware about the innovation and other related activities	Sitio Parent Officers	<ul style="list-style-type: none"> <li>• Relays information and other concerns to parents</li> <li>• Participate actively in every school activity</li> </ul>

#### D. Timeline

In crafting this innovation, the innovators divided the major tasks into three stages namely; pre-implementation stage, implementation stage and post implementation stage of which the corresponding tasks and activities are indicated in *table 2*.

*Table 2. Timetable of Activities*

PRE- IMPLEMENTATION STAGE	
DATE	ACTIVITIES
NOVEMBER-DECEMBER 2021	Series of Teachers' Virtual Conferences
	Teachers-Parents Conference per sitio
	Election of Sitio Parents Officers
	Crafting of Innovation paper
	Partnership and linkages for support from LGU, and other potential stakeholders
	Construction of KLH jointly by the school and the parents
	Identified host household for sitio library

IMPLEMENTATION STAGE	
JANUARY – MAY 2022	Orientation to parents, SPO, host household for sitio library and learners regarding the existence, operation and the proper use of the sitio library
	Home Visitation conducted by teachers
	The SPO and the designated sitio librarian jointly facilitated Sitio Library transactions
	Setting up of Home Learning Corners in various household
	Conducted storytelling and other reading related activities in sitio libraries every week
	Monthly Monitoring of Learners' Performance
	Continuous advocacy to parents and stakeholders
POST IMPLEMENTATION STAGE	
MAY 2022	Monitoring and Evaluation by innovators
	Culminating Activity

#### E. Resource Utilization

In the implementation of this innovation, various resources were generated and utilized for the benefit of the teachers and learners as shown in *Table 3, 4, and 5*.

*Table 3. Resources Generated and Utilized*

Resource	Sources	Utilization	Beneficiary
Common office supplies	Donations	Communication and other correspondence	School
Construction materials	Donations	Kubo Learning Hubs	Teachers and learners
Books	Donations	Reading and storytelling activities	Teachers and learners
Storytelling costumes	Donations	Storytelling activities	Teachers and learners
P30,000.00	Donations from stakeholders	Labor and other construction materials for KLH	Learners

*Table 4. Available Resources*

	INSTRUCTIONAL MATERIALS AVAILABLE
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SITIO	FILIPINO LITERACY	ENGLISH LITERACY	MTB LITERACY
<b>ABACANHAN STARBOOKS</b>			
KINDERGARTEN			12
GRADE 1	5	5	10
GRADE 2	10	6	11
GRADE 3	5	5	10
GRADE 4	12	9	5
GRADE 5	5	8	5
GRADE 6	10	7	10
<b>TOTAL</b>	<b>47</b>	<b>43</b>	<b>63</b>
<b>ANSULAG PICK-A-BOOK</b>			
KINDERGARTEN			11
GRADE 1	5	5	5
GRADE 2	11	10	7
GRADE 3	6	10	5
GRADE 4	5	9	5
GRADE 5	7	8	5
GRADE 6	5	8	4
<b>TOTAL</b>	<b>39</b>	<b>50</b>	<b>42</b>
<b>MATIRA-A KAALAM-HUT</b>			
KINDERGARTEN			10
GRADE 1	7	6	8
GRADE 2	5	7	11
GRADE 3	10	5	7
GRADE 4	5	5	9
GRADE 5	7	8	11
GRADE 6	7	10	10
<b>TOTAL</b>	<b>41</b>	<b>41</b>	<b>66</b>
<b>KLH Instructional Materials</b>			

	FILIPINO LITERACY	ENGLISH LITERACY	MTB LITERACY
<b>ABACANHAN STARBOOKS</b>			
KINDERGARTEN			10
GRADE 1	15	5	10
GRADE 2	10	10	10
GRADE 3	10	15	10
GRADE 4	10	10	5
GRADE 5	5	10	5
GRADE 6	10	20	10
<b>TOTAL</b>	<b>60</b>	<b>70</b>	<b>60</b>
<b>ANSULAG PICK-A-BOOK</b>			
KINDERGARTEN			20
GRADE 1	15	10	15
GRADE 2	10	10	20
GRADE 3	10	10	5
GRADE 4	20	20	10
GRADE 5	20	20	10
GRADE 6	10	10	10
<b>TOTAL</b>	<b>85</b>	<b>80</b>	<b>90</b>
<b>MATIRA-A KAALAM-HUT</b>			
KINDERGARTEN			10
GRADE 1	10	15	10
GRADE 2	10	10	15
GRADE 3	10	15	10
GRADE 4	15	15	10
GRADE 5	15	25	10
GRADE 6	20	20	10
<b>TOTAL</b>	<b>80</b>	<b>100</b>	<b>75</b>

Book Title	Abacanhhan	Ansulag	Matira-a
	Quantity		
Ang Paaralan Ni Fuan	8	8	9
Ang Pamana Ni Andres Bonifacio	8	8	9
Si Kidlat, Si Kulot At Si Kilot	8	8	9
Ang Dahon Ibig Na Laging Kulay Berde	8	8	9
Si Tembong Mandarambong	8	8	9
Isang Taon Na Si Beth	8	8	9
Ay Naku!	8	8	9
The Monkey And The Turtle	8	8	9
The Bullying Tiger And The Giant Snail	8	8	9
The Proud Leopard And The Jungle Friends	8	8	9
Heide	8	8	9
My Role Model	8	8	9
Long Ago And Far Away	8	8	9
Amazing Animals	8	8	9
Filemon Mammon	8	8	9
The Tale Of Lady Cabbage	8	8	9
The Milkmaid and her Jug	8	8	9
Hahahatsinngg!	8	8	9
Tag-araw ng mga Ibong Hilaga	8	8	9
Alamat ng Agila	8	8	9
Alamat ng Butanding	8	8	9

Table 5. Resources Generated from Stakeholders

DONATIONS	1 <sup>ST</sup> QTR 2021	2 <sup>ND</sup> QTR 2021	3 <sup>RD</sup> QTR 2021	4 <sup>TH</sup> QTR 2021
CASH	0	0	0	0
KIND	175,224.00	39,234.00	64,400.00	103,600.00



Total	175,224.00	39,234.00	64,400.00	103,600.00
DONATIONS	1 <sup>ST</sup> QTR 2022	2 <sup>ND</sup> QTR 2022	3 <sup>RD</sup> QTR 2022	4 <sup>TH</sup> QTR 2022
CASH	0	0		
KIND	288,998.00	81,896.00		
Total	288,998.00	81,896.00		

#### F. Risks and Issues Management

Prior to the implementation of this innovation, potential risks and issues were identified and corresponding measures were taken to minimize or prevent the impact as shown in *Table 6*.

*Table 6. Risks and Issues Management*

Risks and Issues	Action Taken
Discontinue of stakeholder's support	Massive advocacy campaign and transparency
Bad weather conditions that may damage the KLH and sitio library, learning materials and teacher's transportation	Regular monitoring of KLH and host sitio library structure for maintenance and other related actions. Proper housekeeping and safety of learning materials at all times prior to bad weather conditions. Flexibility of teacher's schedule to sitio visitation in case of bad weather conditions.
Sustainability	Institutionalization of the innovation as part of the curricular and instructional delivery strategy. Barangay and City ordinance and resolution in support to continuous implementation of the innovation as part of the curricular practices of the school and this division

#### G. Progress Monitoring

The program is continually supervised by the school particularly the innovators to ensure proper and continuous implementation of the innovation with the help of parents and SPOs, barangay officials, and concerned stakeholders. Such monitoring was conducted by the teachers and innovators weekly, using the innovator-made monitoring tool in order to gather data regarding learner's performance as well as the innovation implementation process. The data gathered from the monitoring activities were tabulated and analyzed using appropriate statistical tool in order to determine the success and failure of the innovation. Doing so, will serve as important input to decision making or realignment of the innovation implementation.

Figure 2. Monitoring Tool

**SITIO LIBRARY MONITORING TOOL**

Sitio Library : \_\_\_\_\_ Date monitored: \_\_\_\_\_  
 Name of Sitio Librarian: \_\_\_\_\_

INDICATORS	COMPLIANCE		REMARKS
	EVIDENT	NOT EVIDENT	
1. Teachers Conduct Story Telling Activity			
2. Regular monthly meeting with Sitio Parent Officers and Learners (Minutes and MOVs)			
3. Learners' attendance			
4. Parents' participation			
5. Sufficiency and availability of books and other learning materials			
6. Proper utilization of books and other learning materials (Book accession records, Log book)			
7. Learners' Performance in Reading (CRLA & Phil-IRI)			
8. Availability of health essentials			
9. Existence of basic library rules and procedures			

Monitored by: \_\_\_\_\_ Conformed: \_\_\_\_\_

**MARY ELLAINE N. TRAYA**  
Innovator

**MANILYN A. LANORIAS**  
Sitio Librarian

Noted by:

**JOHNNY D. ENGADA, PhD**  
School Administrator

**KUBO LEARNING HUB MONITORING TOOL**

Kubo Learning Hub : \_\_\_\_\_ Date monitored: \_\_\_\_\_  
 Name of Teacher In charge : \_\_\_\_\_

INDICATORS	COMPLIANCE		REMARKS
	EVIDENT	NOT EVIDENT	
1. Teachers Conduct Story Telling Activity			
2. Organized KLH Officers			
3. Learners' attendance			
4. Parents' participation			
5. Sufficiency and availability of books and other learning materials			
6. Proper utilization of books and other learning materials (Book accession records, Log book)			
7. Learners' Performance in Reading (CRLA & Phil-IRI)			
8. Proper utilization of books and other learning materials (Book accession records, Log book)			
9. Existence of basic library rules and procedures			

**HOME LEARNING CORNER MONITORING TOOL**

Name of Parent : \_\_\_\_\_ Date monitored: \_\_\_\_\_  
 Address : \_\_\_\_\_  
 Teacher In-charge : \_\_\_\_\_

INDICATORS	COMPLIANCE		REMARKS
	EVIDENT	NOT EVIDENT	
1. Availability of the home learning corner			
2. Availability of reference books			
3. Availability of book shelves			
4. Availability of storybooks			
5. Observance of cleanliness and orderliness			


Monitored by:


**MARY ELLAINE N. TRAYA**  
Innovator


Noted by:

**JOHNNY D. ENGADA PhD**  
School Administrator

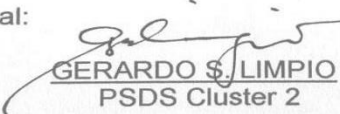
Prepared by:

  
**JOHNNY D. ENGADA**  
Innovator

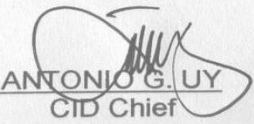
  
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**MARY ELLAINE N. TRAYA**  
Co-Innovator

Recommending Approval:

  
**GERARDO S. LIMPIO**  
PSDS Cluster 2

Approved:

  
**ANTONIO G. UY**  
CID Chief

The impact of this innovation was proven significant as far as the learners and teachers are concerned. Such significance is indicated in *table 7*.

Table 7. Outputs/Outcomes

Outputs/Outcomes	Beneficiaries
Kubo Learning Hubs and Sitio Libraries	Teachers and learners
Home Learning Corner	Learners
Contextualized Stories Collection Books	Learners
Sufficient books	Teachers and learners
Improved learner's reading performance	Learners
Improved learner's attendance and minimized truancy	Learners and parents
Improved school performance	School

### Sustainability Plan

The innovators of Project LEARDEMIC highlighted the following actions as assurance for the sustainability of this innovation for continuous quality improvement of the learner's learning outcome in adherence to DepEd's mission and vision and in making every child a champion which is the challenge to all SDOs by Region VI:

Institutionalization of the innovation as part of the curricular and instructional delivery strategy;

Barangay and City ordinance and resolution in support to continuous implementation of the innovation as part of the curricular practices of the school and this division;

Capacitate all teacher implementers of this innovation and instill in their values of making this innovation a part of their culture.

### Conclusion

A conclusion may review the main points of the paper, do not replicate the abstract as the conclusion. A conclusion might elaborate on the importance of the work or suggest applications and extensions.

### References:

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