



Republic of the Philippines  
**Department of Education**  
Region V  
**SCHOOLS DIVISION OF SORSOGON**

---

February 6, 2024

**DIVISION MEMORANDUM**

No. 025, s. 2024

**IMPLEMENTATION OF PROJECT 6B:  
BAWAT BATANG BICOLANO BIHASANG BUMASA AT BUMILANG**

To: Assistant Schools Division Superintendent  
CID and SGOD Chiefs  
Education Program Supervisors  
Public Schools District Supervisors/ OIC-PSDSs  
Education Program Specialists  
Division Reading Coordinator  
Public Elementary, Secondary and Integrated School Heads  
Education Partners/ Stakeholders  
All Others' Concerned

1. Pursuant to DepEd Regional Memorandum No. 786, s. 2023, the Project 6B: Bawat Batang Bicolano Bihasang Bumasa at Bumilang will be implemented this January, 2024. The project is aligned with DepEd's MATATAG agenda particularly in the second **TA** which is to **'TAke** good care of learners by promoting learner well-being, inclusive education, and a positive learning environment'.

2. This laudable project which is supplementary to the existing reading programs of the schools will immensely contribute in nurturing young learners specifically those needing interventions along literacy and numeracy.

3. This regional initiative is very much in keeping with DepEd Sorsogon Division Change Plan: **'THE VILLAGE INC.'** ( Total Holistic Education through Vibrant Integrated Linkages with Leaderships, Alliances, Groups and Entities to Individually Nurture Children). The Division and schools must forge partnership with various public and private education stakeholders for the



Balogo Sports Complex, Brgy. Balogo, East District, Sorsogon City, 4700  
(056) 211-6461  
[sorsogon@dep.gov.ph](mailto:sorsogon@dep.gov.ph)  
[depedsorsogon.com.ph](http://depedsorsogon.com.ph)

successful implementation of Project 6B for it requires needed resources such as manpower, learning materials, support to tutees, tutors and among others.

4. The Project 6B Framework is an adopted and modified version of the Hamon: Bawat Bata Bumabasa pursuant to DepEd Memorandum No. 173, s. 2019. It follows the process of profiling and selecting the learners to undergo intensive remedial reading instruction and tutorial services from the volunteers, establishment of baseline data and the database of volunteers.

5. Project 6B aims to:

- a) reduce the number of non-readers/ struggling readers to zero;
- b) ensure that today's learners does not suffer a disadvantage in comparison to past and future generations;
- c) ensure that this cohorts of learners fully recovers learning lost during the pandemic;
- d) prioritize remedial or accelerated education approaches to address challenges and get all learners to grad-level proficiency; and
- e) invest appropriate resources, minimize drop-out rates, mitigate the potential downstream in the economic and labor market and address the social impact of learning losses.

6. The expected would be volunteers for the project are as follows:

- a) Teacher-Applicants/ Education Graduates
- b) 3<sup>rd</sup> to 4<sup>th</sup> Year Education Students from Teacher Education Institutions (TEIs)
- c) Retired Teachers
- d) Professional Teachers
- e) Community Professionals

They can be either a **Volunteer Teaching Assistant** who will support the day-to-day activities in the schools or **Volunteer Tutor** who will support the intensive remedial reading and numeracy instruction to identified and targeted learner recipients, **may be done after school or during weekends** in Community Resource and Recovery Center for Technology and Literacy and in other strategic community spaces/ locations.

7. The Project 6B will have special focus for Grades 4-6 and secondary learners who are still needing reading interventions.



various public and private education partners for the successful implementation of Project 6B for it entails needed resources such as manpower, learning materials, support to tutees and tutors and among others.

4. The Project 6B Framework is an adopted and modified version of the Hamon: Bawat Bata Bumabasa pursuant to DepEd Memorandum No. 173, s. 2019. It follows the process of profiling and selecting the learners to undergo intensive remedial reading instruction and tutorial services from the volunteers, establishment of baseline data and the database of volunteers.

5. Project 6B aims to:

- a) reduce the number of non-readers/ struggling readers to zero;
- b) ensure that today's learners does not suffer a disadvantage in comparison to past and future generations;
- c) ensure that this cohorts of learners fully recovers learning lost during the pandemic;
- d) prioritize remedial or accelerated education approaches to address challenges and get all learners to grad-level proficiency; and
- e) invest appropriate resources, minimize drop-out rates, mitigate the potential downstream in the economic and labor market and address the social impact of learning losses.

6. The expected would be volunteers for the project are as follows:

- a) Teacher-Applicants/ Education Graduates
- b) 3rd to 4<sup>th</sup> Year Education Students from Teacher Education Institutions (TEIs)
- c) Retired Teachers
- d) Professional Teachers
- e) Community Professionals

They can be either a **Volunteer Teaching Assistant** who will support the day-to-day activities in the schools or **Volunteer Tutor** who will support the intensive remedial reading and numeracy instruction to identified and targeted learner recipients, **may be done after school or during weekends** in Community Resource and Recovery Center for Technology and Literacy and in other strategic community spaces/ locations.

7. The Project 6B will have special focus for Grades 4-6 and secondary learners who are still needing reading interventions.



8. For the implementation of the reading program, schools and division initiatives through the leadership of the Curriculum and Implementation Division (CID) must cover the six elements for explicit reading instruction during the conduct of Capacity Building Program for Volunteer Teachers as follows:

- a. Oral Language
- b. Phonological Awareness
- c. Phonics
- d. Vocabulary
- e. Fluency
- f. Comprehension

9. The SDO and schools shall engage all potential partners, academes and lobby with the Local Government Units (LGUs) to support the Multi-Stakeholder Approach in improving literacy and numeracy. Public Schools District Supervisors are requested to discuss during their Local School Board Meeting/s the possible support that the LGU may extend such as provision of needed resources, access to reading resources and facilities and capacity-building activities for volunteer teachers.

10. All volunteer **teacher-applicants** may be awarded with certificates for teaching experience corresponding to the duration of their service. The volunteer teacher-applicants shall be given points for relevant teaching experience following the guidelines stated in DepEd Order No. 007, s. 2023 for the services rendered as part of the recognition and incentives to volunteers as reflected in the Regional Memorandum No. 52, s. 2021 on the Regional Implementation of Brigada Pagbasa.

11. For the registration of volunteers, the link is: <http://tinyurl.com/DepEdR5VolTeacherRegForm> and for the Volunteers' Kit: <http://tinyurl.com/Project-6B-Volunteers-Kit>. Three (3) copies of the Volunteer Teacher Agreement Form (VTAF) will be submitted to the SDO by the School Heads once the volunteer is done with the online registration.

12. All registered volunteer teachers are requested to visit DepEd Region – Bicol FB page to view the recorded video during the Regional Virtual Orientation on Project 6B held last January 19, 2023 for enlightenment.

13. The proposed Criteria for the Selection of Schools and Divisions with the Most Effective Project 6Bs Initiative are still subject for finalization and will be issued later.



14. The following enclosures are attached for reference:

Enclosure No. 1. Responsibilities of the CID and SGOD

Enclosure No. 2. Responsibilities of the School Heads to the volunteers  
and Responsibilities of the Volunteer-Teacher


Enclosure No. 3. Volunteer Teacher Agreement Form for SY 2023-2024

Enclosure No. 4. Important Notes

Enclosure No. 5. Profiling Template for Learners Needing Remedial  
Reading and Numeracy Interventions

15. Travel and other incidental expenses relative to the coordination, implementation, monitoring and other activities relative to the program shall be charged to local funds subject to the existing accounting rules and regulations.

16. For information, guidance and compliance.

  
**WILLIAM E. GANDO, CESO VI**  
Schools Division Superintendent 



Balogo Sports Complex, Brgy. Balogo, East District, Sorsogon City, 4700  
(056) 211-6461  
[sorsogon@deped.gov.ph](mailto:sorsogon@deped.gov.ph)  
[depedsorsogon.com.ph](http://depedsorsogon.com.ph)

**RESPONSIBILITIES OF THE CURRICULUM INSTRUCTION DIVISION  
(CID)**

- a. Provide technical guidance and capacity building to schools on the implementation of the Reading Program.
- b. Designate Education Program Supervisors (EPS) to join the Monitoring and Evaluation of the Project.
- c. Serve as resource persons for the Orientation and Capacity Building for volunteer teachers and partners.
- d. Support the implementation of the Project in the divisions and schools.

**RESPONSIBILITIES OF THE SCHOOL GOVERNANCE AND  
OPERATIONS DIVISION (SGOD)**

- a. Spearhead the project implementation of the Project 6B: Bawat Batang Bicolano Bihasang Bumasa at Bumilang: A Multi-Stakeholder Approach in Improving Literacy and Numeracy.
- b. Work closely with the Curriculum and Instruction Division (CID) for the provision of technical assistance on the implementation of the reading program.
- c. Lead the monitoring and evaluation of the Program through the SEPS – M&E and the Program Focal Person.
- d. Coordinate and sustain engagement of partners and volunteer teachers.
- e. Together with the CID, provide orientation and capacity building activities for partners and volunteers.



### **RESPONSIBILITIES OF THE SCHOOL HEADS**

- a. Officially receive and orient the volunteer teacher.
- b. Ensure that all volunteer teachers accomplish the Volunteer Teacher Agreement Form (VTAF), and submit a copy to the Division Office for approval;
- c. Identify the class where the teacher-volunteer will serve and coordinate with teacher-adviser for proper disposition;
- d. Regularly monitor the performance of the volunteer-teacher in consultation with the teacher-adviser;
- e. Ensure the availability and accessibility of support and resources that are needed by the teacher-volunteer;
- f. Provide technical assistance whenever possible.
- g. Submit feedback/report of the teacher-volunteer's performance when needed.

### **RESPONSIBILITIES OF THE VOLUNTEER-TEACHER**

- a. Accomplish the Volunteer Teacher Agreement Form.
- b. Work closely with the teacher-adviser throughout the implementation of the intervention program.
- c. Regularly confer with the teacher-adviser to ensure that the intervention activities are synchronized with the literacy and numeracy intervention goals and objectives.
- d. Discuss with the teacher-adviser the learning resource materials that need to be accomplished by the learners during the intervention class to determine what specific assistance the teacher-volunteer can extend.
- e. Coordinate with the teacher-adviser on the learners' performance and observable behavior.
- f. Specifically, before the conduct of the intervention class, the teacher-volunteer shall: help the teacher-adviser set the mood of the pupils in preparation for the activity like singing songs, playing games, etc,



assist the teacher-adviser in the distribution of learning materials to the pupils, and help the teacher-adviser in ensuring that pupils follow instructions and perform their assigned for the duration of the activity.

- g. During the actual conduct of the intervention class, the teacher-volunteer shall assist the teacher-adviser in responding to pupils' queries, when necessary, give warm-up activities in-between learning tasks when necessary, and act on opportunities for incidental learning.
- h. After the intervention class, the teacher-volunteer shall: make marginal notes in the learning material for improvement/enrichment, to assist the teacher-adviser; list pupils' observable strengths and weaknesses and submit the same to the teacher-adviser; help the teacher-adviser organize learning group of individuals (slow with fast learners) for differentiated instruction, if necessary; provide tutoring activities to learners when requested and in close supervision of the teacher-adviser; and help teacher-adviser in the conduct of assessment of learners.







Republic of the Philippines  
**Department of Education**  
Region V  
**SCHOOLS DIVISION OF SORSOGON**

---

**VOLUNTEER TEACHER AGREEMENT FORM**  
**For SY 2023-2024**

This agreement is hereby made between **Name of Volunteer**, resident of Brgy. \_\_\_\_\_, Municipality of \_\_\_\_\_, Province of Sorsogon hereinafter referred to as '**Volunteer-Teacher**' and **Name of School Head** of \_\_\_\_\_ School, District of \_\_\_\_\_, Division of Sorsogon, referred to as '**School Head**'. The volunteer-teacher hereby agrees to render his/her services, as part of the DepEd Region V targets to improve the literacy and numeracy skills of Bicolano learners, to **Name of School** in a volunteer capacity. The volunteer teacher understands that no compensation of any kind will be given in exchange for these services and that no employee-employer relationship shall arise therefrom. The volunteer teacher must be able to complete at least 2 hours per day or 10 hours a week from the execution of this agreement. The volunteer further agrees to monitor their work hours through the volunteer-teacher's logbook to be monitored by the School Head at the end of each month. The volunteer agrees to undergo all necessary capacity development activities to perform their duties and that he/she will be engaged to assist regular teachers in the implementation of Brigada Pagbasa and other reading programs/interventions, preferably within school hours only, or if done during weekends, only in the designated community learning centers/reading spaces/libraries identified by the school in coordination with the local government units (LGUs). The volunteer agrees to abide by the Child Protection Policy, and other rules, regulations, orders and requests as provided in DepEd Orders, Memoranda and other official issuances, as well as those promulgated by the Civil Service Commission. Failure to do so may result in the termination of this agreement. The School Head agrees to issue a Certificate of Recognition upon completion of the volunteer work. Either the volunteer teacher or the School Head may terminate this agreement at any time, for any valid reason.

---



**IN WITNESS WHEREOF**, the parties hereto have signed this agreement this \_\_\_\_\_ day of \_\_\_\_\_, 2024 at \_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_  
Volunteer Teacher's Signature  
Over Printed Name

\_\_\_\_\_  
School Head's Signature  
Over Printed Name

Recommending Approval:

\_\_\_\_\_  
Public Schools District Supervisor/ OIC-PSDS

Approved by:

**WILLIAM E. GANDO, CESO VI**  
Schools Division Superintendent

Witnessed by:

\_\_\_\_\_  
\_\_\_\_\_

Note: Please accomplish in **three copies** after registering online. A copy of the signed Volunteer Teacher Agreement Form must be furnished to the SGOD through the Division Brigada Pagbasa Coordinator for consolidation and monitoring. An Official List of all volunteer-teachers must be issued by the Division Office. The other two signed copies are for the Volunteer Teacher and School Head.



### **IMPORTANT NOTES**

1. The pre-test and post-test for literacy and numeracy should be administered by the class adviser. The selection of learners for the reading remediation and enrichment to be facilitated by the volunteers should be dependent on the list and recommendation of the teacher advisers.
2. For this Program, all schools are recommended to utilize the Comprehensive Rapid Literacy Assessment (CrLA) of the USAID ABC+ for Grade 1 to 3 and the Literacy Diagnostic and Proficiency Assessment Tool (Lit DAPAT) of the World Vision Development Foundation for Grades 4 to 6 and Secondary students. For numeracy, it is recommended that the schools use the Albay Numeracy Assessment Tool (ALNAT). This is to have uniformity in the tools to be used across all schools for comparative assessment at the end of the program implementation.
3. For the program evaluation, aside from establishing the baseline and endline data, qualitative research methods will be employed to determine significant results from the learner recipients, teachers and volunteers. Likewise, comparative assessment shall be done to validate the results between the school implementers vs the non-implementer school (those without volunteer teachers).



**PROFILING TEMPLATE FOR LEARNERS NEEDING REMEDIAL READING AND NUMERACY INTERVENTIONS**

**I. Child's Identifying Information**

Name \_\_\_\_\_

Age \_\_\_\_\_ Date of Birth \_\_\_\_\_

Sex \_\_\_\_\_ Address \_\_\_\_\_

Caregiver/s *Father only* *Mother only* *Father & Mother*

Others: \_\_\_\_\_ (pls. indicate relationship to child)

Nos. of Siblings \_\_\_\_\_

**II. Family Community Factors (Pls. check if applicable)**

- \_\_\_\_\_ Child is a victim of abuse. (Pls identify)
- \_\_\_\_\_ Child is a victim of neglect.
- \_\_\_\_\_ Child has no parents or no adult guardian in the household
- \_\_\_\_\_ History of parental criminal behavior
- \_\_\_\_\_ History of sibling and criminal behavior.
- \_\_\_\_\_ Other notable needs of the learner (pls. specify)

**III. Learner's Reading Level: \_\_\_\_\_**

**Description of difficulties:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**IV. Learner's Numeracy Level: \_\_\_\_\_**

**Description of difficulties:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

