

READING FOR EXCELLENCE AND DEVELOPMENT

1,787 LEARNERS REACHED



Together, we can reach zero illiteracy!

READ PROGRAM



The fiscal year of the READ (Reading for Excellence and Development) program, which runs from June 2024 to July 2025, has enrolled 1,787 children across 30 school communities. A culminating activity has already been held for the 1,610 children who successfully completed the program.



The READ program continues to evolve, drawing strength from the experiences gained during its early implementation. Its strong interconnection with the Department of Education (DepEd) plays a crucial role. This partnership makes a clear difference in reaching students who need extra support. It opens doors for young learners to thrive—boosting their confidence and academic success. DepEd's guidance in aligning the program with the official School Calendar ensures a more structured and institutional approach to its ongoing development.

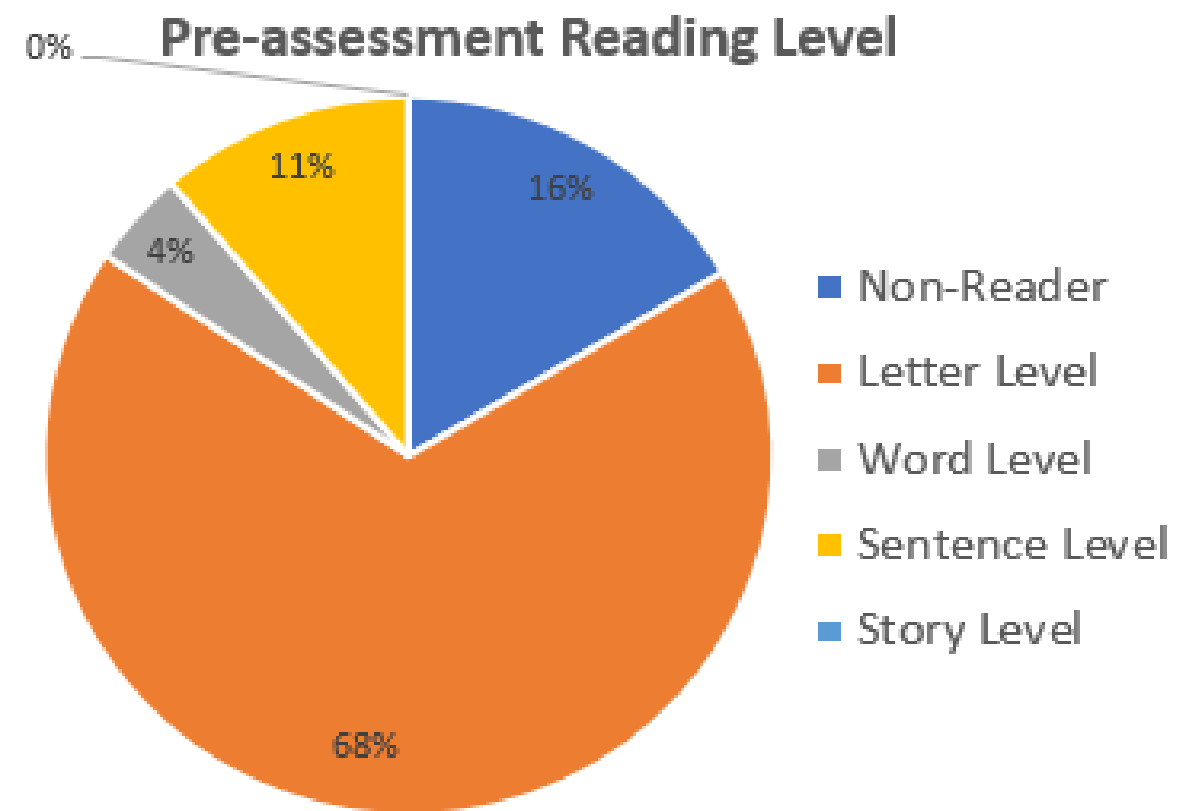
READ PROGRAM



For School Year 2024–2025, the learnings consolidated from the 30 school community implementations have proven productive, thanks to the continued partnership with DepEd. Collaboration with local stakeholders—including LGUs, volunteers, and parents—has helped focus efforts on children in need of support, giving them hope and opportunities to learn and excel in school.

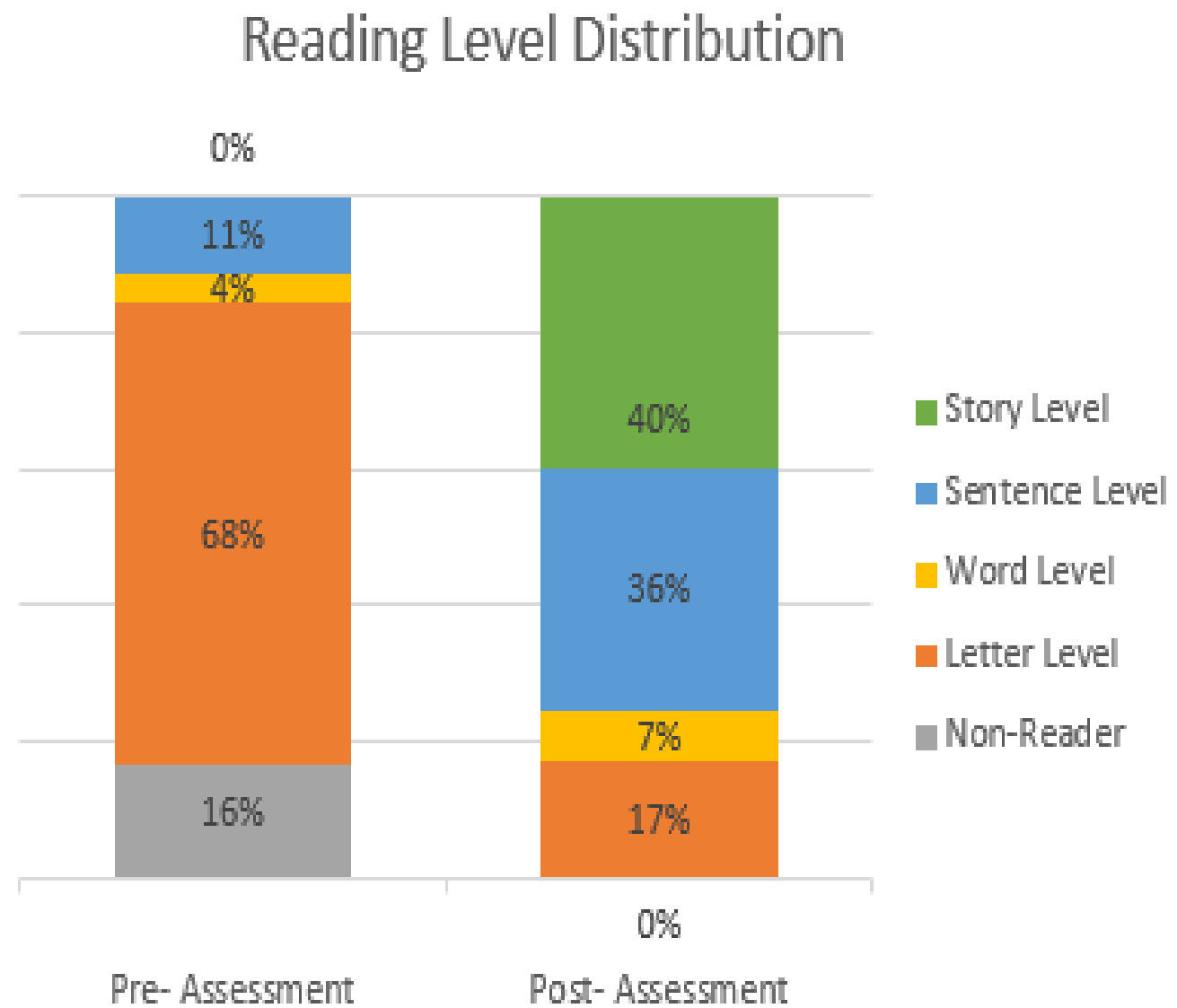
In this fiscal year, we were able to gather Certificates of Reading Improvement (CRI) for **483 learners across 22 implementations** to measure the impact of the program. Various assessment tools were used including, but not limited to, Revised Philippine Informal Reading Inventory (Phil-IRI), Comprehensive Rapid Literacy Assessment (CRLA), and Functional Literacy Assessment Tool (FLAT).

PRE-ASSESSMENT



Results of the Pre-assessment show that out of the 483 learners, 68% started at the letter level 16% as non-readers, 11% sentence level and 4% word level.

POST-ASSESSMENT



Post-assessment results show that among the 73 learners who started at Level 0 or Non-reader, 75% advanced by one level or Letter level, 18% jumped to Level 3 or sentence level, 5% reached Level 4 or story level, and 1% remained at Level 0 or Non-reader. Among the 301 learners who started at Level 1, 43% progressed to Level 2 or sentence level, 40% advanced to Level 3 or story level, 10% moved at Level 1 or word level and 7% stayed at their starting reading level.

Among the 19 learners who started at level 2, 81% moved to level 1 or sentence level and 16% advanced to level 2 or story level.

Among the 50 learners who started at Level 3, 100% showed progress by advancing to Level 1 or sentence level.

PROGRAM REACH



1,787
LEARNERS

30
LEARNING
COMMUNITIES

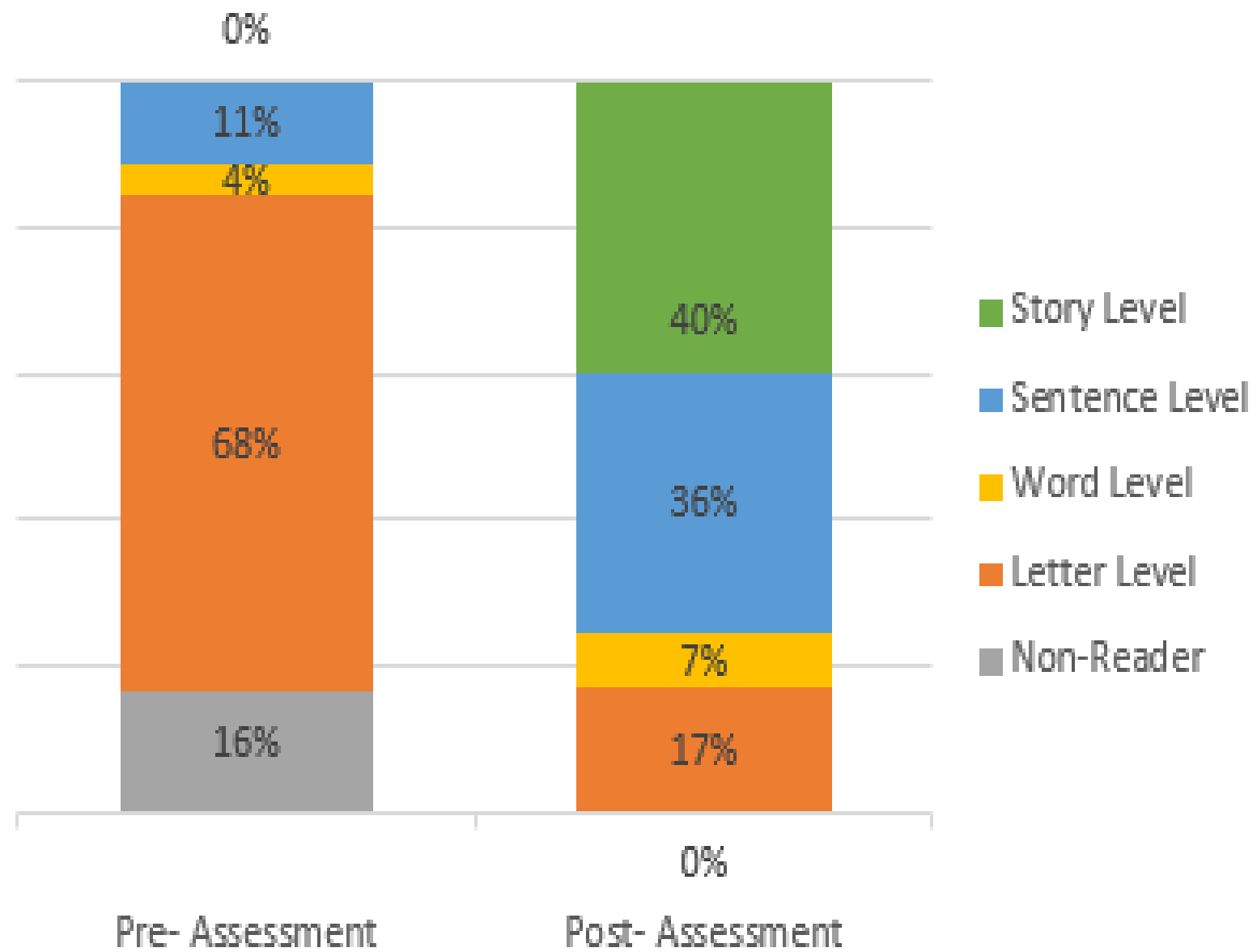
26
TOWNS

19
PROVINCES

*From July 2024 to April 2025

PROGRAM IMPACT

Reading Level Distribution



OF THE PRE-ASSESSMENT NON-READERS

18%

ADVANCED TO SENTENCE
LEVEL READING

5%

ADVANCED TO STORY
LEVEL READING

HOPE STORIES



DONABEL ARMANDO
GK Sibol Teacher
GK Mayao Crossing, Lucena City,
Quezon Province

"Isa po sa pinakamalaking tagumpay para sa akin ang makita ang pagbabago sa mga batang tinuturuan kong magbasa. Dati, hirap silang bumigkas ng salita—hindi nila alam kung paano basahin, kaya hindi rin nila alam kung ano ang sasabihin. Pero sa tulong ng ilang sessions, unti-unti silang natuto, nagkaroon ng kumpiyansa, at ngayon ay maririnig mo na silang nagsasabi ng "Thank you po," dahil alam na nila kung paano magbasa. Nakakataba ng puso tuwing makikita ko ang saya at excitement sa kanilang mga mukha sa tuwing ako' y dumarating. Akala ko noon madali lang magturo, pero natutunan kong kailangan ng tiyaga, pasensiya, at tunay na malasakit. At higit sa lahat, natutunan kong ang pagtuturo ay hindi lang pagbabahagi ng kaalaman—ito ay pagbibigay ng pagmamahal."

HOPE STORIES



Kristine Espinal
Grade-VI
Purok 4, Banlasan, Trinidad,
Bohol

"Maraming salamat po sa READ Program ng Gawad Kalinga dahil mas natuto na po akong bumasa at naiintindihan ko na rin po ang aking binabasa. Sana marami pang paaralan at bata ang maabot at matulungan ng READ Program."

HOPE STORIES



ERNA T. LIBOR
Parent Volunteer
Brgy. Pisaan, San Francisco,
Agusan Del Sur

"Sa aking paglilingkod, nasaksihan ko ang matinding kahirapan sa kalusugan at edukasyon ng mga kabataan—marami sa kanila ay hirap magbasa, magbilang, at kulang sa nutrisyon. Sa kabila ng kagustuhan nilang matuto, madalas silang hindi makapasok sa paaralan dahil sa kakulangan sa baon o pamasaha. Dahil dito, buong puso akong sumusuporta sa READ program ng Gawad Kalinga (GK) na layuning tulungan ang mga bata na matutong magbasa, magbilang, at makapagtapos ng pag-aaral. Masaya ang mga magulang sa tulong ng GK, kaya' t tumutulong sila sa feeding program, gulayan sa paaralan, at iba pang aktibidad. Malaki ang pagbabago sa mga bata—tumaas ang self-confidence at mas aktibo na sila sa klase."



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