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**Department of Education**  
REGION IV- A CALABARZON  
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

Advisory No. **193** s. 2025

July 18, 2025

In compliance with DepEd Order (DO) No. 8, s. 2013,  
this advisory is issued not for endorsement per DO 28, s. 2001,  
but only for the information of DepEd officials,  
personnel/staff, as well as the concerned public.  
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**PROPOSAL FOR THE INSTALLATION OF READING AND LEARNING CENTERS  
IN ELEMENTARY SCHOOL**

In reference to the communication letter dated **July 16, 2025**, **Wisdom Nourishment Learning Hub, Inc. (WNLH, Inc.)** offers to discuss their Proposal for the Installation of Reading and Learning Centers in Elementary Schools.

This project aims to provide opportunity by equipping schools with "Talking English" (TE) and other carefully selected manipulative and interactive materials and by establishing engaging Learning and Reading Centers.

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CID - proposal for the installation of reading and learning centers in elementary school  
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16 July 2025

**Dr. B. Balderas**

Schools Division Superintendent, Tayabas City

Quezon Province

**Subject: Proposal for the Installation of Reading and Learning Centers in Elementary Schools in Tayabas City.**

**Dear Sir :**

This letter presets an enhanced proposal for the **"Installation Reading and Learning Centers for Elementary Schools in Tayabas City"** This initiative addresses the urgent need to bolster foundational literacy skills among young learners, particularly in light of the challenges posed by excessive screen time and the disruptions of the **COVID-19** pandemic.

We firmly believe that every child deserves the opportunity to reach their full potential. This project aims to provide that opportunity by fostering a love of reading and cultivating essential literacy skills in Elementary Schools throughout **Tayabas City..** By equipping these schools with "Talking English" (TE) and other carefully selected

manipulative and interactive materials, and by establishing engaging "Learning and Reading Centers," we are committed to:

**Empowering young minds:** Providing children with the resources and stimulating environments necessary to thrive in the 21st century.

**Reducing gadget dependency:** Promoting balanced development by offering engaging and enriching alternatives to screen time.

**Enhancing learning experiences:** Transforming learning spaces to foster a positive and enthusiastic approach to literacy.

**Cultivating a lifelong love of learning:** Nurturing a passion for reading and intellectual curiosity that extends beyond the classroom.

**Strengthening community engagement:** Encouraging active participation from parents and the community in supporting early childhood education.

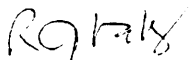
This project is strategically aligned with **Republic Act 8980 (Early Childhood Care and Development Act)**, utilizing the **Special Education Fund (SEF)** to support early literacy. It also strongly supports the **Department of Education's (DepEd)** policies and programs, including the "Every Child A Reader Program" (ECARP), and is in harmony with DepEd's vision, mission, and the Basic Education Sector Reform Agenda (BESRA).

This initiative will not only deliver immediate benefits to current students by improving literacy, cognitive development, and confidence, but will also create a lasting legacy. It will foster stronger educational foundations, cultivate lifelong learners, and contribute to a more literate and thriving community in **Tayabas City**.

We are confident that this project will have a transformative impact on the lives of countless children in elementary schools in **Tayabas City**. We respectfully request the opportunity to discuss this proposal in further detail and answer any questions you may have.

Thank you for your time and favorable consideration of this vital investment in the future of our children.

Sincerely,



**RENANTE G. VALDEZ**

Early Childhood Development Advocate, WNLH, Inc.

# **PROPOSAL FOR THE INSTALLATION OF READING AND LEARNING CENTERS FOR ELEMENTARY SCHOOLS IN TAYABAS CITY**

## **RATIONALE**

The digital age has ushered in an era of unprecedented access to information, yet its ubiquitous presence of gadgets, while offering convenience, has subtly eroded essential foundational skills, particularly reading and comprehension. Children are increasingly drawn to the allure of passive screen time, where captivating visuals and instant gratification supersede the nuanced joy of engaging with the written word. This insidious trend, exacerbated by the disruptions of the COVID-19 pandemic, threatens to leave a generation ill-equipped for the challenges of the 21st century, a generation that may struggle to think critically, communicate effectively, and navigate the complexities of an increasingly interconnected world.

The consequences of this digital dependence extend beyond academic performance. Studies have shown a correlation between excessive screen time and a decline in physical health, emotional well-being, and social-emotional development. Children may experience difficulties with sleep, attention, behavior, leading to anxiety, depression, and even social isolation.

Furthermore, the pandemic has exacerbated existing inequities in education. While remote learning provided a lifeline for many, it also widened the digital divide, leaving many children in under-served families without adequate access to technology or quality learning resources.

We firmly believe that every child, regardless of background or circumstances, deserves the opportunity to unlock his/her full potential. This project seeks to address this critical issue by fostering a love of reading and cultivating essential literacy skills among the youngest learners in a school setting, hence this proposal to install Reading and Learning Centers in the different elementary schools in **Tayabas City**. By creating vibrant and engaging learning environments in every elementary school in the city, we aim to equip these young minds with the tools and resources they need to thrive in the 21st century.

## **REPUBLIC ACT 8980 AND SPECIAL EDUCATION FUND (SEF)**

**Republic Act 8980 or the Early Childhood Care and Development Act** emphasizes the need for early development intervention and literacy for young learners through the acquisition of books by utilizing the **Special Education Fund (SEF)**. The **SEF** is a dedicated fund derived from local real property taxes, designed to enhance public education at the local government level. Its primary objective is to provide supplementary financial resources to support the needs of public schools within the jurisdiction.

## **ALIGNMENT WITH DEPED POLICIES AND PROGRAMS**

This proposal strongly aligns with the **Department of Education's (DepEd)** commitment to improving literacy among Filipino learners. **DepEd Order No. 70, s. 2011**, details the **'Every Child A Reader Program' (ECARP)**, which explicitly aims to improve reading skills. Notably, this order mentions the establishment of **Regional Reading Recovery Centers** and provides funding mechanisms for schools to establish their own **School Reading Centers**. This direct link between a national **DepEd** program focused on reading and the creation of dedicated learning spaces within schools underscores the strategic importance and existing framework for this initiative.

The establishment of Reading and Learning Centers within elementary schools in the Philippines can be considered a significant systemic improvement initiative aimed at addressing the fundamental challenge of low literacy levels that persists within the basic education system.

By creating dedicated spaces equipped with appropriate resources and designed to foster a culture of reading and learning, these centers contribute to a broader, school-wide effort to enhance literacy and overall learning outcomes for all young learners. These centers can serve as focal points for targeted interventions, providing focused support to students who are struggling with reading while also offering enrichment opportunities for more advanced learners.

**The successful implementation of such initiatives where continuous improvement programs led to substantial reductions in the number of non-readers, demonstrates the potential of focused literacy interventions to yield positive and measurable results at the school level.**

Furthermore, the concept of establishing **Reading and Learning Centers** aligns seamlessly with **DepEd's** existing policies and programs, such as the **"Every Child A Reader"** program, reinforcing that these centers are not isolated projects but rather integral components of a larger, systemic approach to improving literacy across the educational landscape.

#### **ALIGNMENT WITH DEPED'S VISION, MISSION, AND CONTINUOUS IMPROVEMENT PROGRAM**

**The establishment of Reading and Learning Centers under the framework of a Continuous Improvement Program is also deeply aligned with DepEd's overarching vision and mission for the basic education system.** DepEd envisions itself as a learner-centered public institution that is committed to continuously improving its capacity to serve its stakeholders effectively.

**Reading and Learning Centers** directly support this vision by focusing on the critical literacy needs of learners. The mission of DepEd is to protect and promote the right of every Filipino to quality and equitable basic education. By enhancing literacy skills, these centers contribute directly to this mission, ensuring that all students have a stronger foundation for accessing and engaging with the curriculum, thereby promoting educational equity.

Moreover, DepEd aims to nurture a culture of continuous improvement within school practices. The proactive establishment and ongoing refinement of **Reading and Learning Centers**, guided by the principles of the CI Program, exemplify this commitment to continuous enhancement of the learning environment.

The CI Program itself is designed to build a culture of continuous learning and improvement within DepEd. Therefore, the integration of Reading and Learning Centers within this framework demonstrates a strategic and coherent approach by DepEd to translate its core values and long-term objectives into practical actions that directly impact student learning outcomes.

## **ALIGNMENT WITH BESRA**

This focus on reading centers and literacy through ECARP strongly supports the goals of the Basic Education Sector Reform Agenda (BESRA), particularly in improving the quality of basic education and enhancing learning outcomes for students. By providing dedicated spaces and resources for reading, these centers can contribute to the continuous improvement of schools, which is a key thrust of BESRA.

## **PROJECT DESCRIPTION**

**Vision:** To cultivate a generation of lifelong learners in elementary schools in **Tayabas City** by transforming the elementary schools into vibrant hubs of literacy and creativity, where children discover the joy of reading and build a strong foundation for academic success.

**Mission:** To empower elementary schools in **Tayabas City** with the resources and support necessary to foster a love of reading among young children, thereby reducing gadget dependency, enhancing cognitive development, and ensuring that every child has an equal opportunity to succeed.

### **Objectives:**

**Acquire and Install Interactive Reading Materials:** To procure and install the "Talking English (TE) set" and other interactive and manipulative materials in the different elementary schools in **Tayabas City**

**Create Engaging Learning Environments:** To transform each (selected) elementary school into a dedicated "**Reading and Learning Centers**" by strategically utilizing TE sets and other manipulative and interactive materials to create a stimulating and interactive learning environment.

**Provide Teachers with alternative materials:** To provide teachers with alternative materials to be utilized in random tutorial and remedial sessions.

**Provide Orientation on the proper use of Talking English and other interactive and manipulative materials:** To conduct orientation on the effective utilization of the Talking English set with selected teachers.

**Methodology:**

**Resource Acquisition:** Purchase and distribute Talking English sets and other interactive and manipulative materials including all necessary components, to each participating elementary school.

**Learning and Reading Development:** Collaborate with the different elementary schools to design and implement engaging "**Reading and Learning Centers**". This may involve creating dedicated reading corners in the different schools.

**Teacher Training/Orientation:** Conduct orientation and training workshops for elementary teachers on the effective utilization of TE materials and other interactive and manipulative materials. This will include:

**Pedagogical Approaches:** Interactive storytelling techniques, phonics instruction, vocabulary building activities, and creative writing exercises.

**Activity Integration:** Strategies for seamlessly integrating TE and other interactive and manipulative materials into the existing daily activities and daily routines or remedial sessions.

**Assessment and Monitoring:** Methods for assessing children's progress and identifying areas for improvement.

**Community Engagement:** Organize community events and workshops with Parents Teachers Associations (PTA) to raise awareness about the importance of early childhood literacy, encourage parental involvement, and mobilize community support for the project.

**Monitoring and Evaluation:** Conduct regular monitoring and evaluation activities to assess the effectiveness of the project, track children's progress, and identify areas for improvement. This will involve random selection of young learners.

**IMPACT AND BENEFITS:**

**Improved Literacy:** Children will develop strong foundational reading and comprehension skills, essential for academic success at all levels.

**Enhanced Cognitive Development:** Interactive learning with TE sets will stimulate critical thinking, problem-solving, and imagination, fostering a love for learning and a thirst for knowledge.

**Reduced Gadget Dependency:** By providing engaging and interactive alternatives, TE and other interactive and manipulative materials will help minimize screen time and promote healthier educational development.

**Increased Confidence:** Children will gain confidence in their reading abilities, leading to a positive self-image and a lifelong love of learning.

**Community Empowerment:** The project will empower elementary pupils and foster a strong community commitment to early childhood education, creating a ripple effect of positive change.

## **PERCEIVED EFFECT ON EXTRA-CURRICULAR ACTIVITIES:**

**Campus Journalism:** Reading and learning centers can contribute significantly to the skills needed for campus journalism. Strong reading skills are foundational for gathering information, understanding complex issues, and developing well-informed opinions, all crucial for journalistic writing. These centers can help students improve their overall literacy, which directly impacts their ability to write news articles, editorials, and features for school publications. The enhanced vocabulary and comprehension gained from reading can also lead to more articulate and engaging journalistic pieces. Furthermore, exposure to diverse reading materials in these centers can broaden students' perspectives and understanding of different writing styles, which can be beneficial in campus journalism.

**Script writing:** Reading and learning centers can foster creativity and improve writing skills essential for script writing. By providing access to a wide range of literature, these centers can expose students to different narrative structures, character development techniques, and dialogue styles, which can inspire and inform their own script writing endeavors. Improved reading comprehension can also help students analyze existing scripts and understand the nuances of storytelling through this medium.

**Radio Broadcasting:** While the direct impact might be less obvious, the improved reading comprehension and vocabulary gained from reading and learning centers can indirectly benefit students involved in radio broadcasting. For instance, the ability to quickly read and understand scripts, news bulletins, and other broadcast materials is crucial for effective participation in radio programs. Moreover, a broader vocabulary can enable students to communicate more clearly and engagingly on air.

## **PERCEIVED IMPACT ON NATIONAL ACHIEVEMENT TEST (NAT):**

Reading and learning centers are generally perceived to have a positive impact on students' performance in reading-related subjects in the **NAT**. By focusing on improving foundational literacy skills, these centers aim to equip students with the necessary competencies to better understand and answer test questions in subjects like English and Filipino, which often heavily rely on reading comprehension. Several studies indicate that interventions focused on improving reading skills can lead to significant gains in standardized reading assessments.

The development of strong reading comprehension skills through reading centers can also positively influence performance in other subjects within the **NAT**, as reading is a fundamental skill for learning across all academic areas. However, it's important to note that the effectiveness of reading programs and their impact on **NAT** scores can vary depending on various factors such as implementation quality, resources available, and the specific needs of the students. Some studies also suggest that while literacy programs might improve reading skills, the direct impact on test scores in other subjects might be less pronounced.



## **A LEGACY OF LEARNING: SHORT-TERM AND LONG-TERM**

This project will not only benefit the current generation of children in the different schools in **Tayabas City** but will also leave a lasting legacy for future generations.

### **Short-Term Legacy:**

**Immediate Impact:** Children will experience a significant improvement in their reading skills, vocabulary, and overall academic performance.

**Enhanced Learning Environment:** Elementary Schools in **Tayabas City** will be transformed into vibrant and engaging learning spaces that foster a love of reading and cultivate a positive learning experience for all children.

**Community Awareness:** The project will raise community awareness about the importance of early childhood literacy and encourage greater community involvement in supporting the education of young children.

### **Long-Term Legacy:**

**Stronger Educational Foundation:** By providing a strong foundation in early literacy, this project will equip children with the essential skills they need to succeed in school and beyond.

**Lifelong Learners:** Children who develop a love of reading early on are more likely to become lifelong learners, pursuing knowledge and intellectual growth throughout their lives.

**A More Literate Community:** By investing in the literacy of our youngest citizens, we are investing in the future of our community, creating a more informed, engaged, and productive society.

## **CONCLUSION**

This project represents a significant investment in the future of young learners in the different schools in **Tayabas City**. By creating vibrant and engaging learning environments in all elementary schools in the city we are empowering our youngest learners with the tools and resources they need to unlock their full potential. We are creating a brighter tomorrow where every child has the opportunity to thrive, where the joy of reading is celebrated, and where the pursuit of knowledge is nurtured and encouraged. We urge the community to join us in this endeavor and support this vital initiative to create a legacy of learning for generations to come.

## **Executive Summary**

### **Proposal for the Installation of Reading and Learning Centers for the Different Elementary Schools in Tayabas City**

#### **Project Overview**

This proposal outlines a comprehensive project to develop and install engaging **Learning and Reading Centers** in selected elementary schools in **Tayabas City**. The project aims to combat the decline in foundational literacy skills exacerbated by digital dependence and pandemic-related educational disruptions. By creating interactive learning environments and empowering teachers, the project will foster a love of reading, enhance cognitive development, and ensure equitable access to quality education for young learners.

#### **Rationale**

The proliferation of digital devices has negatively impacted children's reading and comprehension skills, leading to decreased critical thinking and communication abilities. This trend, coupled with the educational inequities highlighted by the **COVID-19** pandemic, necessitates immediate intervention. This project seeks to address these challenges by creating vibrant literacy hubs that promote healthy learning habits and reduce gadget dependency. This initiative is strategically aligned with **DepEd Order No. 70, s. 2011, the 'Every Child A Reader Program' (ECARP)**, and serves as a **significant systemic improvement initiative** addressing low literacy levels, in line with DepEd's vision and the goals of **BESRA**.

#### **Project Description:**

**Vision:** To cultivate a generation of lifelong learners in **Tayabas City** by transforming elementary schools into dynamic centers of literacy and creativity.

**Mission:** To empower schools with the resources and support needed to foster a love of reading, enhance cognitive development, and ensure equal educational opportunities.

#### **Objectives:**

**Acquire and Install Interactive Reading Materials:** Set-up the "Talking English Set" (TE set) system and other interactive and manipulative materials in the different elementary schools.

**Set-up engaging and enjoyable materials:** Install engaging and enjoyable materials for added lessons, random tutorial or remedial sessions.

**Create Engaging Learning Environments:** Develop dedicated "Reading and Learning Centers" utilizing TE sets and other interactive materials.

**Provide Teachers with Alternative Materials:** Provide teachers with alternative materials and orient them on the proper use of the talking pen aided interactive and manipulative materials.

**Promote Community Ownership:** Engage parents and community members in supporting literacy development.

**Methodology:**

**Resource Acquisition:** Procure and distribute Talking English sets and other interactive and manipulative materials for elementary schools.

**Learning and Reading Centers Development:** Design and implement engaging Reading and Learning Centers in elementary schools with input from teachers and community members.

**Teacher Training:** Conduct workshops on approaches, activity integration, and assessment methods related to TE and other interactive and manipulative materials.

**Community Engagement:** Organize events and workshops with Parent-Teacher Associations (PTAs) to promote literacy and parental involvement. Information dissemination can be done during scheduled meetings with the PTA of respective schools.

**Monitoring and Evaluation:** Implement regular assessments to track progress and identify areas for improvement. This can be done thru random selection of young learners for reading tests and evaluations.

**Impact and Benefits:**

Improved literacy and comprehension skills.

Enhanced cognitive development and critical thinking.

Reduced gadget dependency and healthier educational habits.

Increased confidence and a lifelong love of learning.

Empowered community commitment to early childhood education.

**Legacy of Learning:**

**Short-Term:**

Immediate improvement in reading skills and academic performance.

Enhanced learning environments in elementary schools.

Increased community awareness of early literacy importance.

**Long-Term:**

Stronger educational foundation for future academic success.

Cultivation of lifelong learners.

A more literate and engaged community.

## **Conclusion**

This project represents a crucial investment in the future of the elementary learners in **Tayabas City**. By establishing engaging Reading and Learning Centers, strategically aligned with **DepEd's ECARP and BESRA goals**, we will empower young learners, foster a love of reading, and create a lasting legacy of learning.

## **Annex II: Impact of Gadgets and Radiation on Elementary School Pupil**

### **Introduction**

This annex provides supplementary evidence to support the proposal for the installation of Reading and Learning centers in elementary schools. It highlights the growing concern regarding the negative effects of excessive gadget use and potential radiation exposure on the cognitive development and academic performance of young learners.

### **Effects on Focus and Concentration**

#### **Distraction and Multitasking**

Gadgets, with their constant notifications and diverse applications, promote multitasking, which has been shown to decrease focus and concentration. Research indicates that frequent task-switching reduces the ability to sustain attention on a single task, a crucial skill for effective learning. \* The constant stimulation provided by gadgets can lead to a shorter attention span, making it difficult for children to engage in prolonged reading or learning activities.

#### **Digital Overload**

The overwhelming amount of information and stimuli from gadgets can lead to cognitive overload, hindering the brain's ability to process and retain information effectively. \* This overload can result in mental fatigue, making it challenging for students to concentrate during classroom instruction or independent study.

### **Effects on Learning Span**

#### **Reduced Sustained Attention**

The rapid-fire nature of digital content can shorten children's attention spans, making it difficult for them to engage in longer, more complex learning activities. This reduction in sustained attention can negatively impact their ability to absorb and retain information from lectures, readings, and other educational materials.

#### **Dependence on Instant Gratification**

Gadgets provide instant gratification, which can reduce children's tolerance for delayed gratification, a necessary skill for academic success. This dependence on instant gratification can make it challenging for students to persevere through challenging tasks or engage in activities that require sustained effort. 4.

## **Effects on Reading Comprehension**

### **Superficial Reading**

The prevalence of short-form content and visual stimuli on gadgets can encourage superficial reading habits, hindering the development of deep reading comprehension skills. Children may become accustomed to skimming and scanning text, rather than engaging in careful, critical reading.

### **Reduced Vocabulary and Language Development**

Excessive gadget use can limit children's exposure to rich, varied language, potentially hindering their vocabulary development and language comprehension. The reliance on visual communication and abbreviated language in digital interactions can further contribute to this issue.

### **Disrupted Sleep**

The blue light emitted from screens can disrupt sleep patterns. Quality sleep is essential for memory consolidation and cognitive function, which are directly related to reading comprehension.

## **Effects on Quality of Learning**

### **Reduced Critical Thinking and Problem-Solving Skills**

Passive consumption of digital content can limit opportunities for critical thinking and problem-solving, essential skills for academic and lifelong success.

Reliance on readily available information from the internet can discourage independent thinking and analysis.

### **Decreased Creativity and Imagination**

Excessive gadget use can limit opportunities for imaginative play and creative exploration, which are crucial for cognitive development.

The structured and pre-determined nature of digital content can stifle children's ability to generate original ideas and solutions.

### **Potential Effects of Radiation:**

While the long-term effects of low-level radiofrequency radiation from gadgets are still being studied, some research suggests potential links to cognitive impairments and sleep disturbances.

Young children are particularly vulnerable to the effects of radiation due to their developing brains and thinner skulls. It is prudent to limit exposure to these devices, especially for younger children.

## **Physical Effects of Excessive Gadget Use**

### **Physical Health:**

#### **Eye Strain:**

Dry eyes, blurred vision, and headaches due to prolonged screen time.

Increased risk of myopia (nearsightedness) from focusing on close-up screens.

#### **Sleep Disturbances:**

Blue light emitted from screens disrupts melatonin production, affecting sleep quality.

Irregular sleep patterns can lead to fatigue and reduced cognitive function.

#### **Obesity:**

Sedentary behavior associated with gadget use reduces physical activity.

Increased risk of weight gain and related health problems.

#### **Posture Problems:**

"Tech neck" and back pain due to prolonged use of devices in poor postures.

#### **Hearing Damage:**

Potential hearing loss from prolonged high volume headphone use.

### **Mental and Emotional Health:**

#### **Attention Deficit:**

Constant notifications and multitasking lead to difficulty focusing.

Reduced attention span and increased impulsivity.

#### **Social and Emotional Development:**

Reduced face-to-face interaction hinders the development of social skills and empathy.

Increased risk of social isolation and loneliness.

**Mental Health Issues:**

Increased risk of anxiety, depression, and mood swings.

Exposure to cyberbullying and negative online content.

**Addiction:**

Difficulty regulating device usage, leading to excessive screen time.

**Speech and Language Delays:**

Reduced interaction with caregivers can delay speech and language development, especially in younger children.

**Exposure to cyberbullying and inappropriate content:**

Children can access harmful online content.

**Conclusion**

The evidence presented in this annex underscores the potential negative impact of excessive gadget use and potential radiation exposure on elementary school pupils' learning. The installation of dedicated Reading and Learning centers, which promote traditional learning methods and limit screen time, is crucial for fostering healthy cognitive development and academic success



### **ANNEX III: The Indelible Impact of Early Literacy: A Foundation for Lifelong Success**

This annex underscores the critical importance of establishing a robust Learning and Reading Center within our elementary schools. It serves as a compelling testament to the transformative power of early literacy and its direct correlation to a child's educational trajectory and overall well-being.

#### **The Imperative of Early Readership**

Developing proper readership in early learners is not merely a desirable outcome; it is an absolute necessity. It is the cornerstone upon which all future learning is built, the key that unlocks a world of knowledge and potential. Investing in early literacy is an investment in the very fabric of our children's futures.

#### **Cultivating a Culture of Reading**

The proposed Learning and Reading Center will serve as a catalyst for fostering a vibrant reading culture within our schools. This initiative will implement the following evidence-based strategies:

##### **Creation of a Print-Rich Environment**

The center will be stocked with a diverse collection of age-appropriate books, magazines, and educational materials. The environment will be designed to immerse children in a world of words, where reading is both accessible and engaging.

##### **Implementation of Daily Read-Aloud Sessions**

Dedicated time will be allocated for engaging read-aloud sessions, fostering a love for stories and expanding vocabulary.

##### **Integration of Phonemic Awareness and Phonics Instruction**

The center will provide targeted instruction in phonemic awareness and phonics, equipping children with the essential skills for decoding and comprehension.

##### **Promotion of Enjoyable Reading Experiences**

The center will prioritize making reading a pleasurable activity, offering a comfortable and inviting space and allowing children to choose books that align with their interests.

### **Facilitation of Active Reading Strategies**

Educators will guide children in developing active reading skills, encouraging them to ask questions, make predictions, and connect with the text.

### **Modeling of Positive Reading Habits**

Teachers and volunteers will serve as role models, demonstrating the joy and value of reading.

### **Strategic Use of Educational Technology**

The center will incorporate age-appropriate educational technology to supplement traditional reading materials and enhance learning experiences.

### **The Profound Impact of Good Readership:**

The establishment of the Learning and Reading Center will yield significant and lasting benefits for our students:

#### **Enhanced Cognitive Development**

Reading strengthens memory, attention, and critical thinking skills, laying a strong foundation for academic success.

#### **Improved Language Proficiency**

Exposure to rich language through reading expands vocabulary, improves grammar, and enhances communication skills.

#### **Expanded Knowledge and Understanding**

Reading exposes children to a wide range of topics and ideas, broadening their horizons and fostering intellectual curiosity.

#### **Stronger Academic Performance**

Good readers consistently perform better across all academic subjects.

### **Development of Critical Thinking and Problem-Solving Skills**

Reading cultivates the ability to analyze information, form opinions, and solve problems effectively.

### **Cultivation of Lifelong Learning Habits**

A love for reading fosters a lifelong desire to learn and explore, empowering children to become self-directed learners.

### **Improved Social and Emotional Development**

Reading promotes empathy, understanding, and social awareness, contributing to well-rounded individuals.

### **Conclusion:**

The development and installation of a Learning and Reading Center is not merely an investment in infrastructure; it is an investment in the future of our children. By prioritizing early literacy, we are empowering them to reach their full potential, both academically and personally. This initiative will create a lasting legacy of learning, ensuring that every child has the opportunity to thrive.

## **ANNEX IV: The Transformative Power of a Dynamic Learning & Reading Center**

This annex presents a compelling case for the establishment of a state-of-the-art Learning & Reading Center within our elementary schools, a vital investment in the intellectual and personal development of our young learners. It underscores the irrefutable link between early literacy and lifelong success, emphasizing the center's role as a catalyst for academic excellence and personal growth.

### **The Indispensable Foundation: Early Literacy as the Cornerstone of Success**

We are not merely proposing a space; we are advocating for the creation of a dynamic, interactive hub of literacy. This center will serve as a sanctuary for intellectual exploration, a crucible for critical thinking, and a launchpad for lifelong learning.

**Early literacy is not a luxury; it is a fundamental right.** It is the bedrock upon which all future learning is built, and its absence creates a chasm that can impede a child's potential for life.

### **Designing a Dynamic Hub: Essential Elements of an Effective Learning & Reading Center**

To maximize its impact, the Learning & Reading Center will incorporate the following essential elements:

#### **Inviting & Flexible Spaces**

Comfortable reading nooks, collaborative learning areas, and adaptable spaces for individual and group activities, fostering a sense of belonging and engagement. This can be done by converting and transforming one classroom into a Reading and Learning Center equipped with interactive books and manipulative materials that will ignite the interest and appreciation for reading of young learners in the respective elementary schools.

### **Dedicated Teachers**

A team of passionate educators, librarians, and volunteers trained in literacy instruction, reading strategies, and the use of educational technology.

### **Literacy-Rich Environment**

Walls adorned with vibrant displays, word walls, student artwork, and inspiring quotes, creating a stimulating and engaging atmosphere.

### **Regular Read-Aloud Sessions & Storytelling**

Dedicated time for interactive read-alouds, storytelling, and book discussions, fostering a love for literature and expanding vocabulary. The story books aided with Teacher Reading Pen will make story telling a lot of fun.

### **Phonics & Phonemic Awareness Instruction**

Targeted and engaging instruction in phonics, phonemic awareness, and decoding strategies, equipping children with the essential skills for reading fluency.

### **Independent Reading & Choice**

Ample time for independent reading, allowing children to select books that align with their interests and reading levels.

### **Active Reading & Comprehension Activities**

Activities designed to enhance comprehension, critical thinking, and analysis skills, encouraging students to make connections and ask questions.

### **Parent & Community Engagement**

Regular workshops, book fairs, and family reading events to foster a culture of literacy within the school community.

### **Immediate Impact: Transforming Lives Within the School Walls**

#### **Increased Reading Fluency & Comprehension**

Children will demonstrate significant improvements in reading fluency, comprehension, and vocabulary development.

### **Enhanced Engagement & Motivation**

The dynamic environment and engaging activities will foster a love for reading and learning.

### **Improved Academic Performance**

Students will show improved academic performance across all subject areas.

### **Boosted Confidence & Self-Esteem**

Success in reading will build confidence and self-esteem, leading to increased participation and engagement.

### **Stronger School Community**

The center will serve as a hub for collaboration and community engagement, strengthening the school's overall culture.

### **Long-Term Impact: Shaping Future Leaders & Innovators**

#### **Lifelong Learners**

Children will develop a lifelong love of reading and learning, becoming self-directed learners and critical thinkers.

#### **Improved Communication Skills**

Enhanced vocabulary and language skills will lead to improved communication and interpersonal skills.

#### **Increased College & Career Readiness**

Strong literacy skills are essential for success in higher education and the workforce.

#### **Active & Engaged Citizens**

Reading exposes children to diverse perspectives and ideas, fostering empathy, critical thinking, and civic engagement.

## **Economic & Social Mobility**

Literacy is a key driver of economic and social mobility, empowering individuals to reach their full potential.

## **Mitigating Effects of Learning and Reading Center**

### **A. Promoting Healthy Habits:**

Encourage alternative activities: reading physical books, hands-on projects, outdoor play.

Implement scheduled breaks from screen time.

Promote regular physical activity and face-to-face social interaction.

### **B. Creating a Safe Physical Environment:**

Strategic placement of Wi-Fi routers and other electronic equipment at a safe distance.

Designated device-free zones for focused learning and social interaction.

Prioritize a robust collection of physical books and learning materials.

## **Conclusion**

The establishment of this dynamic Learning & Reading Center is not merely an investment in infrastructure; it is an investment in the future of our children. By fostering a love of reading and equipping them with essential literacy skills, we are empowering them to become lifelong learners, critical thinkers, and engaged citizens. Let us work together to create a legacy of literacy that will transform lives and shape the future of our community.

## **Annex I: Special Education Fund (SEF) and its Role in Supporting Early Literacy Through Book Acquisition for Reading and Learning Centers**

### **1. Introduction**

This annex provides a detailed overview of the **Special Education Fund (SEF)** and its crucial role in supporting **Early Childhood Development (ECD)** and literacy through the acquisition of books for proposed **Reading and Learning Centers** in elementary schools. This document emphasizes the connection between SEF utilization and the implementation of **Republic Act 8980 (Early Childhood Care and Development Act)**.

### **2. Special Education Fund (SEF) Overview**

The SEF is a dedicated fund derived from local real property taxes, designed to enhance public education at the local government level. Its primary objective is to provide supplementary financial resources to support the needs of public schools within the jurisdiction.

### **3. SEF and Book Acquisition for Early Childhood Development (ECD)**

**Permissible Use:** A key permissible use of SEF funds is the procurement of books and learning materials. This directly supports literacy development, a critical component of **ECD**.

#### **Impact on ECD:**

Providing age-appropriate and engaging books fosters early literacy skills, language development, and cultivates a lifelong love for reading.

Access to diverse and culturally relevant materials enhances cognitive development, preparing children for formal schooling.

Investing SEF funds in book purchases for early stages of development establishes a strong educational foundation, leading to improved academic outcomes.

**Connection to Reading and Learning Centers:** The proposed Reading and Learning Centers will serve as hubs for early literacy development. The SEF funded book



purchases will provide the core resources for these centers, ensuring that children have access to a wide range of reading materials.

#### **4. Integration with Republic Act 8980 (Early Childhood Care and Development Act)**

**Mandate: RA 8980** mandates a comprehensive, integrated, and sustainable national policy for ECD.

**SEF as an Implementation Tool:** The SEF serves as a vital financial tool to implement RA 8980 at the local level.

##### **Specific Utilization:**

SEF funds can be utilized to provide learning materials that align with the national ECD curriculum framework.

Support early literacy programs within public daycare centers, kindergarten schools, and the proposed Reading and Learning Centers.

Improve the quality of ECD services by providing necessary resources, including books, within the Reading and Learning Centers.

By utilizing the SEF to procure appropriate books, local governments directly contribute to the goals of RA 8980, ensuring that all children have access to quality early childhood care and development.

#### **5. Effective Utilization of SEF for Book Purchases**

**Prioritization:** Local School Boards should prioritize the purchase of:

Culturally relevant and age-appropriate books that reflect the local context and cater to the developmental needs of young children.

Books that promote literacy, numeracy, and socio-emotional development, fostering holistic development.

Durable and accessible materials designed for young children, ensuring longevity and ease of use.

**Curriculum Alignment:** Coordination with the **Department of Education's (DepEd)** curriculum guidelines is essential to ensure that purchased materials align with national standards and learning objectives.

**Monitoring and Evaluation:** Regular monitoring and evaluation of book usage and its impact on children's development are crucial for assessing the effectiveness of the program and making necessary adjustments. This includes tracking book circulation, observing children's engagement with the materials, and assessing improvements in literacy skills.

**Community Involvement:** Encouraging community involvement in the selection and utilization of books will improve the effectiveness of the program.

## **6. Conclusion**

The strategic utilization of the SEF for book acquisition is essential for establishing and maintaining effective Reading and Learning Centers that support early literacy development. By aligning SEF investments with the goals of RA 8980 and prioritizing the purchase of high-quality, age-appropriate books, local governments can create a strong educational foundation for young children, empowering them to become lifelong learners.