



Project REACH: Strengthening Skills, Partnerships, and Sustainable Education

Project REACH (Reading for Empowerment, Achievement, and Comprehensive Holistic Development) exemplifies the University of the Visayas' commitment to meaningful education for sustainable development through strong multi-sectoral collaboration and skills formation, in direct alignment with **SDG 17.4.4**. Anchored on UV's mission of transformative education and inclusive admission and retention policies, the project advances access, equity, and quality learning through strategic partnerships that strengthen community capacities and learner competencies.

Implemented by the College of Education in collaboration with the Zonta Club of Cebu I, partner barangays, and the READucate Foundation, Project REACH delivers structured reading sessions, early literacy intervention, and mentoring for daycare learners. Through these collaborative efforts, the project established a 200-book community library and achieved a 90% reading proficiency rate among 31 learners. This outcome demonstrates how SDG-responsive partnerships effectively translate shared resources, expertise, and volunteerism into measurable educational outcomes—core to the intent of **SDG 17.4.4** on strengthening sustainable development skills through collaborative education initiatives.

Project REACH strongly advances the **Arts, Culture, and Literacy** pillar of the HEART Framework by cultivating early language skills, preserving storytelling traditions, and promoting a culture of reading. Daily reading sessions, storytelling, and culturally responsive learning materials nurture foundational literacy while reinforcing values of empathy, cooperation, and social responsibility.

By mobilizing UV student-volunteers as reading mentors, the project directly contributes to **SDG 17.4.4 and SDG 17.9** by strengthening students' instructional, leadership, mentoring, and community engagement skills. These competencies equip future educators and professionals to actively contribute to sustainable development across sectors. At the same time, continuous engagement with barangays, NGOs, and civil society organizations reflects **SDG 17.H**, ensuring shared ownership, program continuity, and long-term community impact.

Project REACH also advances key SDG 4 targets:

- **SDG 4.1** through strengthened foundational literacy and numeracy;
- **SDG 4.3** by expanding access to quality learning through a free community library;
- **SDG 4.4** by developing lifelong learning skills among children and professional competencies among UV students;
- **SDG 4.5** by reducing educational inequalities in underserved barangays;
- **SDG 4.7** by promoting education for citizenship, empathy, and sustainable development values; and
- **SDG 4.A** by providing a safe, inclusive, and child-friendly learning environment.

Through Project REACH, the University of the Visayas demonstrates how **SDG-aligned partnerships under SDG 17.4.4** can effectively build skills, strengthen institutions, and uplift communities. By integrating literacy development, student capacity-building, and multi-sectoral collaboration, the project stands as a concrete expression of the UV HEART Framework and a powerful model of inclusive, sustainable, and transformative education in action.

Evidence	Links
Implementation Report	-Attached-



PROJECT REACH

FINAL REPORT

April 28 - July 25, 2025

READUCATE
The gift of literacy.

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Executive Summary

Context

Literacy is vital for opportunity and progress, yet the Philippines faces severe challenges. In 2022, 91% of 10-year-olds were in learning poverty, unable to read and understand simple text—a crisis that persisted even after schools reopened. While basic literacy among 10–64 year-olds stands at 93.1%, functional literacy—using and applying information—drops to just 70.8%, with far lower rates in poorer and rural areas.

International assessments reflect this gap. In PISA 2022, Filipino 15-year-olds ranked near the bottom worldwide, scoring an average of 347 in reading versus the OECD’s 476—equivalent to a 5–6 year delay. Only 24% reached minimum reading proficiency, compared to 74% across OECD countries, with similar deficits in math and science.

Poverty and inequality exacerbate these outcomes, while climate-related disruptions—such as extreme heat and class suspensions—further hinder learning across the archipelago.

This evidence illuminates the urgent and enduring need for targeted literacy interventions. While many children are physically in school, they are not learning foundational reading skills—particularly in disadvantaged or crisis-affected communities.

About READucate

READucate is a nonprofit literacy organization working to address urgent literacy challenges in the Philippines. Our mission is simple: empower literate individuals to teach English reading and writing within their own communities. Guided by values of equity, diversity, care, accountability, and joy, READucate transforms lives through a scalable peer-to-peer model.

Our program follows a multi-phase approach: building partnerships with local NGOs, training Reading Coaches, implementing literacy lessons with learners, and celebrating achievements through graduation. Using a multisensory curriculum—visual, auditory, kinesthetic, and tactile—READucate ensures Reading Coaches are fully equipped to deliver effective, community-driven literacy support.

Phase 1 Partnership Planning	Phase 2 Coach Training	Phase 3 Program Execution	Phase 4 Program Graduation
Work with NGO and partner network to define program scope, scale, roles, and KPIs.	Conduct training for literate individuals using the READucate teaching method.	Reading Coaches execute program with recommended 3–5x weekly lessons.	Closing ceremony and exploration for additional learning opportunities.
Phase 1–4 Ongoing monitoring, evaluation, and project management is provided by READucate throughout the literacy program.			

Provided Resources:

Teaching Guide

A prescriptive guide, including lesson plans, teaching scripts, and classroom activities.

Learning Resources

Books and flashcards focused on core reading and writing curriculum.

Advisory Support

Regular cadence between READucate supervisors and Coaches for ongoing support.

Project overview

Project REACH 2025 was a collaborative literacy initiative delivered by READucate in partnership with the University of the Visayas, Barangay Day-As, Zapatera Elementary School, and the Zonta Club of Cebu 1.

The program targeted 34 learners from Grades 3–6 who had been identified as struggling readers based on school assessments. Over a three-month period, learners received between five and ten hours of literacy instruction each week, delivered by trained Reading Coaches using the READucate methodology. Lessons were structured in small groups to provide tailored support, while Reading Coaches received training, supervision, and ongoing mentoring to strengthen their teaching practice.

The program aimed to achieve four key learner outcomes: improved literacy, enhanced communication, greater confidence and wellbeing, and increased engagement in education. In addition, it sought to build the skills, confidence, and service ethos of the Reading Coaches, ensuring lasting benefits for both learners and the wider community.

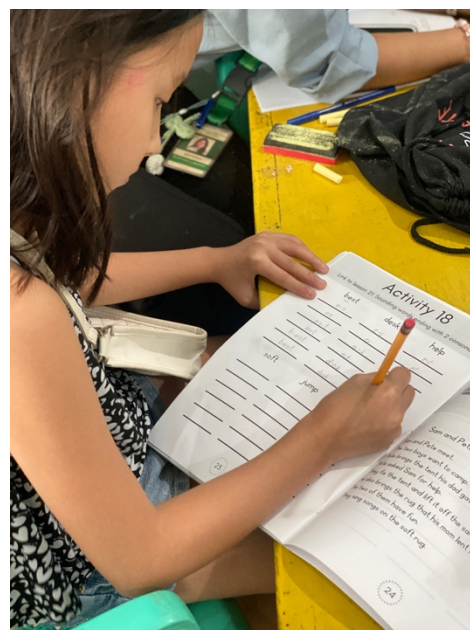
Summary of outcomes & results

Project REACH achieved significant results across all outcome areas. The intended learner outcomes of the Program are:

1. **Literacy Outcome:** Increase in the number of readers from non-readers
2. **Communication Outcome:** Improve communication skills (written and verbal)
3. **Confidence, Wellbeing and Self-Esteem Outcome:** Improve confidence, wellbeing and self esteem
4. **Educational Engagement Outcome:** Increase desire to engage with further education and training opportunities

See below a summary of the Learner outcomes:

- **Reading Skill Outcome:** By the end of the program, **41% of learners became readers** (achieving Level 4 Sound Reading Skills), while **47% remained non-readers** and **12% dropped out**. Importantly, the number of readers increased steadily throughout the program.
- **Communication Skill Outcome:** Learners made significant gains in communication, especially in **verbal skills**. They grew more confident and articulate in class discussions, expressing ideas with clarity and enthusiasm. **Written communication** also improved, with learners constructing more accurate and meaningful sentences.
- **Confidence and Well-being Outcome:** The program had a consistently strong impact on **confidence, behavior, and peer relationships**. Learners demonstrated greater self-esteem, resilience, and social development, contributing to both academic and personal growth.
- **Engagement and Motivation Outcome:** Learners showed **high levels of engagement and enthusiasm** for literacy activities, along with stronger motivation and a more positive attitude toward education. This reflects READucate's lasting influence in fostering a love of learning and readiness for future opportunities.



The intended Reading Coach outcomes of the Program are:

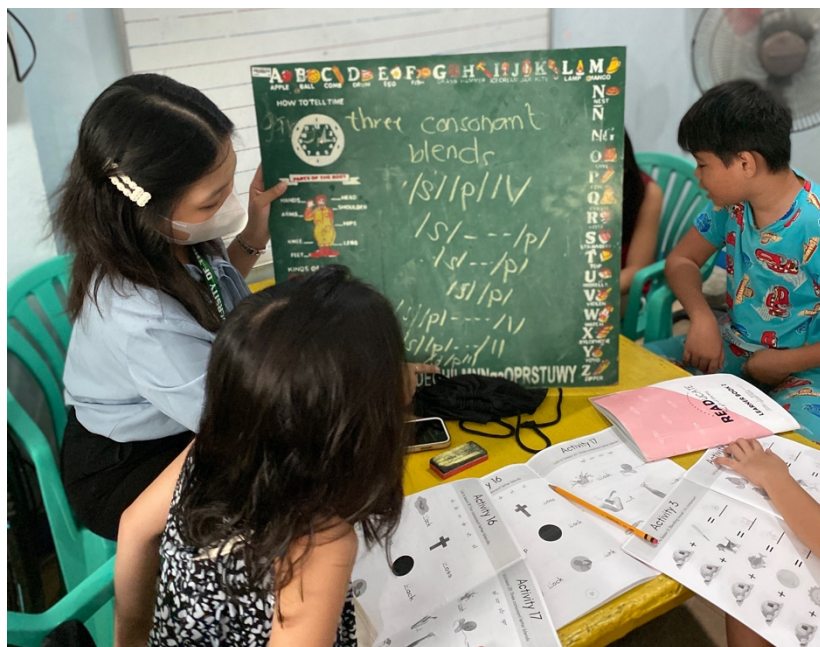
- **Lesson Delivery Outcome:** Ability to independently and confidently deliver reading lessons using the READucate method
- **Teaching Practice Outcome:** Improved teaching practice
- **Confidence, self-esteem and service ethos outcome:** Improved confidence, self esteem, and service ethos

See below a summary of the Reading Coach outcomes:

- **Lesson Delivery Outcome:** The program successfully strengthened Reading Coaches' ability to deliver structured and engaging literacy lessons. **100% reported high or very high confidence** in using the READucate method and teaching struggling learners, while **83% reported high or very high impact** in applying diverse instructional strategies. Coaches demonstrated greater adaptability in engaging learners and maintaining lesson flow.
- **Teaching Practice Outcome:** Coaches showed substantial improvements in teaching strategies, classroom management, and empathy. **83% reported high or very high gains** in developing effective strategies, while **100% reported strong impact** in positive behavior management and in demonstrating empathy and patience. These results confirm that coaches not only improved their technical teaching skills but also built more inclusive, supportive learning environments.
- **Confidence, Self-Esteem, and Service Ethos Outcome:** The program fostered significant personal growth among Reading Coaches. **100% reported high or very high impact** on their confidence, self-esteem, and passion for education. Coaches expressed increased pride in their teaching, a stronger commitment to advancing literacy, and a heightened desire to contribute to their communities. This reflects both professional development and a lasting service-oriented mindset.

Conclusion

Project REACH 2025 has shown that with structured support, struggling readers can make meaningful progress in a short period of time. The program not only improved literacy but also strengthened learners' confidence, communication, and motivation to learn. By equipping Reading Coaches with the skills and passion to teach, the program also invested in future educational capacity. These achievements were made possible through the commitment of learners, the dedication of Reading Coaches, and the generosity of our partners. Importantly, the involvement of multiple partners—each contributing expertise and resources to different aspects of the program—proved highly effective and added significant value. Project REACH stands as a strong example of the transformative power of literacy to change lives and strengthen communities.



Program Overview

Project description

Project Summary

READucate is partnering with the University of the Visayas (UV), Barangay Day-As, and Zapatera Elementary School to deliver the READucate reading literacy program. The primary beneficiaries of Project REACH are 34 learners from grades 3-6 who are residents of Barangay Day-As and are currently enrolled at Zapatera Elementary School. The project is partly funded by Zonta Club of Cebu I.

Learner Profile

The reading remediation program is designed to target struggling readers, specifically those with difficulties in reading fluency and comprehension. These learners were initially identified by the staff of Zapatera Elementary School based on their low performance in recent assessments, including the Philippine Informal Reading Inventory (Phil-IRI), Oral Reading Verification (ORV), and Comprehensive Reading and Literacy Assessment (CRLA), all conducted in February 2024. To ensure accurate placement, the identified learners will undergo further validation through READucate's pre-assessment process.

In total, 34 learners were selected to participate, slightly above the estimated 30 learners the program was expected to serve. The process of gathering participants in Barangay Day-As proved to be a challenge, as it was difficult to find enough learners willing to take part. The Barangay actively assisted in looking for suitable participants, which meant that, in the end, not only the most struggling learners were included but also others who showed interest and commitment to joining the program.

Project outcomes

Project REACH had outcomes intended for both Learners and Reading Coaches.

The intended Learner outcomes of the Program are:

1. **Literacy Outcome:** Increase in the number of readers from non-readers
2. **Communication Outcome:** Improve communication skills (written and verbal)
3. **Confidence, Wellbeing and Self-Esteem Outcome:** Improve confidence, wellbeing and self esteem
4. **Educational Engagement Outcome:** Increase desire to engage with further education and training opportunities

The intended Reading Coach outcomes of the Program are:

- **Lesson Delivery Outcome:** Ability to independently and confidently deliver reading lessons using the READucate method
- **Teaching Practice Outcome:** Improved teaching practice
- **Confidence, self-esteem and service ethos outcome:** Improved confidence, self esteem, and service ethos

Project Methodology

To achieve these outcomes, the program was designed with the following key features:

- **Learning Hours:** Learners received five-ten hours of instruction per week. Lessons were delivered daily, Monday through Friday, with two hours of instruction during the first part of the program and one hour during the second part, following the end of the summer break.

- **Schedule:** From April 28 to June 13, 2025, READucate lessons were conducted between 9:00 a.m. and 11:00 a.m. After the school summer holidays, the schedule was adjusted to align with the regular school calendar. From June 18 to July 25, 2025, lessons were delivered between 3:00 p.m. and 4:00 p.m.
- **Learner Groups:** Learners were organized into small groups of ideally three to four participants, based on their baseline reading levels as determined through the READucate pre-test. Each learner group was assigned a dedicated Reading Coach, ensuring consistent and tailored support.
- **Duration:** The implementation period ran from April 28 to July 25, 2025. Prior to the official start, selection, preparation, and orientation activities were carried out.
- **Location:** Training activities for Reading Coaches were hosted at the University of the Visayas, while program implementation with learners took place at the Barangay Hall of Barangay Day-As and Zapatera Elementary School, which served as the primary venue for lessons.
- **Lesson Delivery:** Lessons are delivered by trained Reading Coaches using the READucate resources and method.

Project timeframes

The timeframes in the below table reflect the planned dates and key milestones for each of the program phases and streams:

- **Partnership Planning:** Work with NGO and partner network to define program scope, scale, roles and KPIs
- **Coach Training:** Conduct training for literate individuals using the READucate teaching method
- **Program Execution:** Reading Coaches execute program with recommended 3-5x weekly lessons.
- **Program Graduation:** Closing ceremony and exploration for additional learning opportunities
- **Monitoring and Evaluation:** Continuous ongoing support for Reading Coaches throughout delivery
- **Project Management:** effective delivery of objectives, timelines, and budgets while providing lessons that support READucate's continuous improvement.

Recommendations based on the evaluation of Program implementation is found in the last section of the report.

Project Timeframes		
Phase	Timeframe	Key Milestones
Partnership Planning	March 12 - April 28, 2025	• Orientation meeting with UV was conducted on March 12 and March 20 • Planning meeting with UV, Barangay Day-As and Zapatera Elementary School on April 16 • Learner selection • Parent and Learner Orientation at Zapatera Elementary School on April 3 • Continued parent orientation organized by Barangay Day-As • Materials for training delivery prepared • Procurement of READucate materials was completed • MOA signing with all stakeholders on April 28

Coach Training	April 23-24, 2025 June 19-20, 2025	• Training for the first batch of nine Reading Coaches conducted on April 23 and 24 • Training for the second batch of six Reading Coaches conducted on June 19 and 20
Program Execution	April 28 - July 24, 2025	• Pre-test conducted for 35 learners, 34 learners are selected for the program • Orientation and rapport building with learners • Reading Coaches are assigned to their groups • Post test was conducted for 30 learners
Program Graduation	July 25, 2025	• Program closing ceremony occurred with all stakeholders present
Monitoring and evaluation	Ongoing	• Weekly coaching sessions for Reading Coaches • Sharing of Status Report with all stakeholders • Completion of learner tracker (attendance and test results) • Surveys (ongoing)
Project Management	Ongoing	• Several on-site visits by the READucate team • Weekly coaching sessions • Project management meeting with all stakeholders on May 22 • Implementation Report

Roles and Responsibilities

In order to effectively deliver the Program, collaboration and engagement across a broad range of stakeholders was required. Each stakeholder has a specific Role and Responsibility.

In the table below, you will find the names, positions, and organizations of the stakeholders, along with a summary of their roles and responsibilities.

Summary of Key Stakeholders		
Stakeholder	Organisation	Roles and Responsibilities
CEO Dani Salteri	READucate	• Strategizes, plans, and oversees program delivery • Ensures adequate funding and access to essential resources
Head of Product Emma Allen		• Monitor the delivery of READucate lessons and provide support when necessary. • Prepare and submit a monthly progress report.
Program Manager Renske Bijl Osmeña		• Oversee the execution of project • Provide supervision and support to Reading Coaches & Supervisors • Maintain and manage ongoing communication with stakeholders • Identify and suggest areas for program improvement

Supervisor and Trainer Alliah Lauglaug		• Deliver training to the Reading Coaches. • Overseeing Logistics and Procurement of Program Materials • Providing Ongoing Support and Incident Management • Managing Data, Monitoring, and Reporting for the Program
Aileen Costas Juliena Diaz	University of the Visayas	• Provide project management support. • Allocate learners' school supplies and snacks. • Facilitate orientation and closing ceremonies. • Identify and brief Reading Coaches. • Contribute to monitoring and evaluation.
Freddies Esmas Pulse Dame Ward	Barangay Day-as	• Provide project management support. • Allocate and maintain facilities for lessons and events. • Provide food for learners. • Ensure learner availability and commitment. • Ensure a designated person in charge is present during lessons. • Manage incidents involving learners, parents, or the community. • Contribute to monitoring and evaluation. • Provide logistical support.
Shiela Pancho	Zapatera Elem. School	• Identify and select struggling learners. • Support learner orientation. • Communicate school events that may affect the schedule. • Assign a liaison for the program. • Provide and maintain a facility for lessons. • Share relevant learner information. • Contribute to monitoring and evaluation. • Participate in discussions on program continuation.
Zonta Club of Cebu 1	Zonta Club of Cebu 1	• Provide financial resources to fund project activities, materials, and operational needs.
Reading Coaches	University of the Visayas	• Voluntarily join the READucate Program. • Attend the required training session if selected. • Fulfill monitoring responsibilities, which involve giving feedback via surveys, attending weekly meetings, and keeping track of learner attendance. • Prepare for lessons by reviewing the Teaching Guide and deliver accordingly • Share feedback with the READucate team
Learners	Brgy. Day-as	• Engage in lessons

Phases and Streams

Phase 1: Partnership Planning

The project was initiated by the University of the Visayas (UV), Barangay Day-As, and Zonta, who had already secured the key foundations for implementation prior to READucate's involvement. This included defining some of the learner selection criteria, identifying students to serve as Reading Coaches, and providing initial funding. As a result, READucate's role in the planning stage was limited, as we were brought into the process only about six weeks before the start of the program. While this provided an opportunity to contribute to fine-tuning the program design and prepare the training and support mechanisms for Reading Coaches, the late involvement also meant that certain structural and strategic aspects had already been determined without READucate's input.

In collaboration with all stakeholders, the following components were addressed in the planning phase:

- **Engagement with stakeholders:** ensuring that project goals were aligned and roles clearly defined
- **Program design:** finalizing the criteria for learner selection, selecting the most suitable learners, determining the location for lesson delivery, and defining schedules
- **Orientation with parents:** building their understanding of the program and ensuring commitment to their children's participation
- **Learner selection:** with support from Zapatera Elementary School, selecting learners from Barangay Day-As who would benefit most from the program
- **Procurement:** securing the materials required for both training and lesson delivery

Phase 2: Coach Training

The Project REACH training was conducted entirely face-to-face, with nine Reading Coaches participating. The in-person setup allowed coaches to engage directly with READucate resources such as books, flashcards, and teaching guides, which helped them grasp the step-by-step teaching process more effectively. Feedback was highly positive, most RCs strongly agreed that they learned something new and useful, found the facilitators effective, and would recommend the training to others. They expressed confidence in understanding their roles and program policies. Many appreciated the supportive, hands-on approach and suggested that future training could benefit from extended time and more opportunities for practice.

The replacement training for Project REACH was also conducted face-to-face, with five UV staff members participating to fill in for the Reading Coaches who resigned. The in-person format allowed them to familiarize themselves with the READucate materials and teaching process in a short amount of time. While the training focused on quickly preparing the replacements for immediate lesson delivery, no feedback survey was administered after the session. Despite the limited timeframe, the participants were able to begin conducting lessons within a few days, showing strong adaptability.



First Training Overview	
Item	A two-day training for Reading Coaches was conducted to prepare them for delivering READucate lessons.
Training Dates	April 23-24, 2025
Training Location	University of the Visayas – Main Campus
Method of Delivery	Face to face training
READucate Trainer	Alliah Lauglaug
Other supervising staff involved	Renske Bijl-Osmeña
Training attendees	Micah, Ramil, Hazel, Armi, Cyrelle, Devorah, Rhea, Aiyana, Angelin
Training attendance and completion rate	100%

Second Training Overview	
Item	After several coaches resigned, five UV staff members were trained to take over and ensure the continuity of lesson delivery.
Training Dates	June 19-20
Training Location	University of the Visayas – Main Campus
Method of Delivery	Face to face training
READucate Trainer	Alliah Lauglaug
Other supervising staff involved	Renske Bijl-Osmeña, Reading Coaches Cyrell, Hazel and Rhea
Training attendees	Ms. Jade, Ms. Clarisse, Ma’am Noemi, Ms. Trixie, Ma’am Trisha, Ma’am Aileen
Training attendance and completion rate	92%

Phase 3: Program Execution

Lesson Schedule

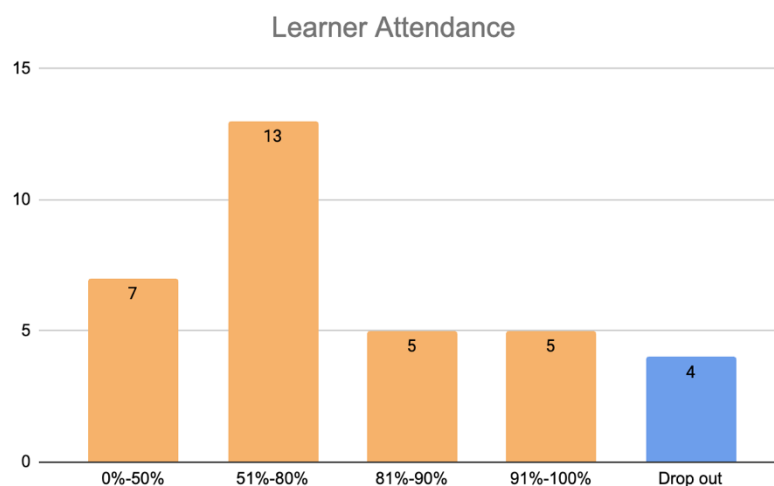
The summer program ran from April 28 to June 13, with lessons conducted for two hours daily, Monday to Friday, from 9:00 to 11:00 AM. When the Department of Education (DepEd) classes began, the schedule was adjusted to align with the regular school calendar. From June 18 to

July 25, lesson delivery was reduced to one hour per day and moved to the afternoon, running from 3:00 to 4:00 PM, while still maintaining the Monday to Friday schedule.

Attendance

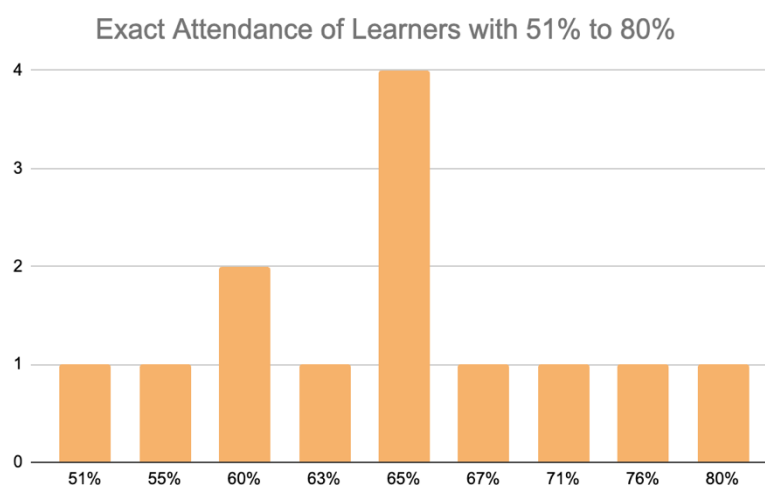
Overall, learner attendance was not consistent. During summer vacation, many learners missed classes because they were on short trips with their families, got sick, or had other personal reasons. Similarly, a common pattern was that when READucate lessons happened after DepEd classes, some learners did not attend because they had other school activities or went home early. In some cases, their DepEd teachers did not know the learners were part of the READucate program, which also caused them to miss lessons.

A total of four learners dropped out of the program. The primary reasons for withdrawal were a lack of sustained interest in completing the program and scheduling conflicts with Department of Education classes. While the overall dropout rate remained relatively low (12%), these factors highlight the importance of aligning program schedules with formal education requirements and ensuring sustained learner motivation. Addressing these challenges may further strengthen retention and maximize program impact in future implementations.

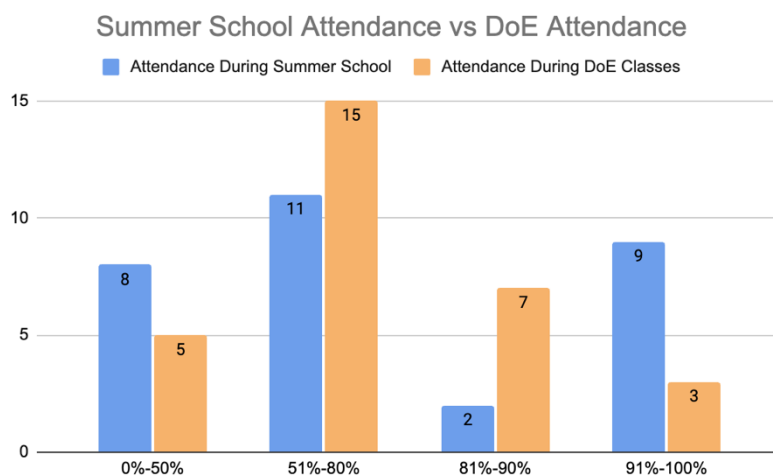


Learner attendance across the program was strong, with the majority (13 learners) attending between 51%–80% of lessons. Seven learners fell into the 0%–50% category, while five learners attended 81%–90% of lessons and another five achieved near-perfect attendance at 91%–100%. This distribution shows that most learners maintained consistent participation, with a notable group demonstrating very high commitment. While attendance varied across learners, the majority maintained steady participation, and a third of Learners achieved attendance above 80%. This reflects strong overall engagement and suggests that the program was successful in motivating learners to attend consistently, even if not all reached full attendance.

Within the 51%–80% attendance group, the majority of learners fell closer to the higher end of the range. For example, nine of the thirteen learners recorded attendance of 65% or above, with several reaching 76%–80%. This indicates that while classified within a broad middle range, many learners in this group were still attending regularly enough to benefit significantly from the program. Their steady participation helps explain why learners with mid-level attendance were still able to make measurable literacy gains.



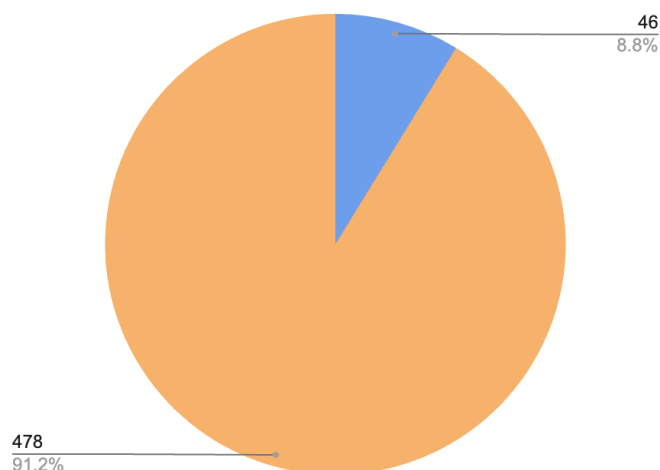
Attendance patterns differed notably between the summer school period and the after-school classes held during the Department of Education (DoE) term. During summer school, attendance was generally higher at the top end, with nine learners maintaining 91%–100% attendance and only two in the 81%–90% range. However, there was also a larger group of learners (8) with low attendance of 0%–50%, which can be attributed to families taking holidays during this period. By contrast, during the DoE term, attendance was more concentrated in the middle range, with 15 learners attending 51%–80% of lessons. Fewer learners achieved near-perfect attendance (only three at 91%–100%), but there were also fewer learners in the very low attendance category compared to summer school. This suggests that while summer school supported higher levels of consistent attendance among a portion of learners, after-school classes during the DoE term ensured steadier attendance across a broader group. Summer school produced a polarized pattern—more learners with near-perfect attendance and more with very low attendance (likely due to holidays). During the DoE term, after-school classes showed steadier, mid-range attendance, with fewer near-perfect and fewer very-low attendees overall.



Learners recorded 46 excused absences versus 478 unexcused absences — meaning only 8.78% of missed sessions were excused while 91.22% were unexcused (total missed sessions = 524). This large imbalance suggests that most missed lessons were avoidable or related to choices/scheduling (holidays, not turning up, or reasons not deemed justifiable) rather than unavoidable events like medical appointments or severe weather.

This pattern has three clear implications: first, it likely depressed overall program dosage for many learners and makes it harder to link attendance directly to learning gains; second, it signals systemic barriers (timing conflicts with other commitments, perceived value of the sessions, or gaps in communication with caregivers) that should be addressed; and third, it increases the risk that a smaller core of highly engaged learners will drive average outcomes while a larger group receives inconsistent exposure.

Unexcused vs. Excused Absences



Practical next steps are therefore recommended: clarify and communicate an attendance policy that distinguishes excused vs. unexcused absences; collect brief, standardised absence reasons so trends can be monitored; align scheduling more closely with DoE timetables and community calendars; offer targeted make-up lessons or flexible catch-up options for learners with recurring unexcused absences; and strengthen caregiver outreach and incentives to improve perceived value and commitment. These steps should reduce unexcused absence rates and improve both equity of access and the reliability of impact measurement.

Learning environment

Initially, the summer program utilized two rooms in the barangay for lesson delivery. However, one room became consistently occupied by barangay officials, leading to all nine groups being accommodated in the daycare center room. Following the summer program, lesson delivery relocated to Zapatera Elementary School, where all seven groups were assigned a dedicated room.

Challenges Faced

The implementation of Project REACH faced several key challenges. Learner attendance and punctuality remained persistent issues, with average attendance around 50–60% and many learners arriving late or leaving early. Conflicting schedules, delayed school enrollment, and the absence of a reintegration process for dropouts further disrupted consistency. Low commitment from some Reading Coaches also posed risks to continuity, as several resigned for paid jobs while others showed inconsistent attendance or lateness. These departures interrupted lesson flow, caused repetition, and required catch-up sessions that slowed progress.

Training replacements placed additional strain, as new coaches needed time to adjust. Miscommunication among stakeholders also created problems, particularly when schedule changes were not clearly conveyed to parents, teachers, or partners, resulting in very low attendance at times. Learning spaces presented further obstacles—especially at the Barangay Day-As daycare center, where limited space, inconsistent access, and lack of staff support disrupted lessons. Coordination challenges among multiple partners underscored the need for clearer roles, shared responsibilities, and consistent updates. Finally, the absence of a formal dropout policy and re-enrollment protocol made sustaining learner engagement more difficult.

Phase 4: Program Graduation

The purpose of phase 4 is to officially conclude the program and seek feedback to inform its overall efficacy. READucate also uses this opportunity to celebrate the success of the Reading Coaches and Learners in all they have achieved over the course of the program. Achievements are celebrated with a program closing ceremony where Learners and Reading Coaches take the opportunity to reflect on their progress. They are also awarded a certificate to commemorate their dedication and success.

A summary of the key activities in this phase are:

- Completion of a final book test and post-program test for all Learners
- Completion and finalisation of all feedback surveys and data required to be submitted
- Program completion ceremony
- All Learners to be awarded a completion certificate and a medal
- All Reading Coaches to be awarded a certificate



Stream: Monitoring and Evaluation

During the implementation of READucate, various monitoring and evaluation tools were used to ensure that the program was achieving its objectives effectively. Reading Coaches and Supervisors utilized these tools to access real-time feedback and support from READucate, which helped them to make necessary adjustments to enhance the program's performance. Moreover, these tools allowed READucate management to clearly understand the program's implementation, facilitating them to identify areas of improvement and make informed decisions.

Learner Monitoring

There were three tools associated with monitoring Learners throughout the program. This included:

- **Books Tests** – Book tests are used after the completion of each book. They are used to ensure that learners can demonstrate a good understanding of the content before progressing to more challenging material.
- **Pre and Post Tests** – Pre and Post tests are used to understand the literacy gain through the Program. The Pre Test is also used to validate that Learners participating in the program are non-readers
- **Attendance Record** – Learner attendance record tracks the attendance of Learners, which is essential for both Learners and Reading Coaches. Additionally, it provides information about reasons for absences, which can help READucate give better support to Learners in the future.

Reading Coach Monitoring

There was one face to face mechanism used to support Reading Coaches throughout the program. This included:

- **Supervisor Coaching Sessions** – Supervisors held weekly coaching sessions to help Reading Coaches improve their pedagogical skills and implement effective teaching strategies guided by observations.
- Status reports
- Incident reports

Reading Coach monitoring in this program was primarily conducted through a face-to-face mechanism designed to provide continuous support and guidance. Supervisors held weekly coaching sessions to strengthen Reading Coaches' pedagogical skills and ensure effective implementation of teaching strategies, informed by classroom observations. In addition, progress was documented through regular status reports and incident reports, which enabled Supervisors to track learner performance, address challenges promptly, and maintain program quality.

Monthly Formative Evaluations

Delivery was evaluated monthly to inform strategies for improvement. This was through:

- **Monthly Reports** – READucate produces monthly reports to inform the program's progress to be distributed to the key stakeholders. It is broken down into three primary sections: program highlights and achievements, risks issues and mitigations, and upcoming month's priorities.

Note regular coaching sessions, meetings and monitoring documents of Reading Coaches also informed the formative evaluation and the monthly reports.

Stream: Project Management

Project management is essential to successfully execute, monitor, and close a project. This chapter discusses different aspects of project management that are critical to assessing how well the project was managed in terms of meeting its objectives, timeline, and budget.

Project Governance

Project Reach was initiated by the University of the Visayas, which had already established partnerships with Barangay Day-As and the Zonta Club of Cebu 1. For the actual implementation, UV brought in READucate as the program designer and lead for training, monitoring, and evaluation, while Zapatera Elementary School was engaged as the implementing school partner. The project was carried out through a multi-stakeholder collaboration, with each partner contributing distinct roles and resources.

The key responsibilities of each stakeholder can be found in the below table.

Governance Project Reach	
Stakeholder	Key Responsibilities
UV	Tutor deployment, logistics, incident management, and overall coordination
READucate	Program design, training, monitoring and evaluation, data management, reporting, and overall coordination
Barangay Day-As	Community mobilization, facilities, logistics, funding, safety and incident management
Zapatera Elementary School	Learner selection, facilities, and schedule coordination
Zonta Club of Cebu 1	Funding

For effective project management, READucate also engaged strongly in:

- **Stakeholder Engagement**
 - The success of Project Reach relied on the active involvement and collaboration of multiple stakeholders, each bringing unique resources, expertise, and perspectives to the program.
- **Status Reports and Project Management Meetings**
 - This includes a review of the project's status reports, which encompass both status updates and monthly progress reports. It is the objective to assess the effectiveness of the existing reporting mechanisms, identify areas where improvements are necessary, and evaluate the frequency and impact of project management meetings.
- **Risk Management**
 - This is the assessment of risk identification, analysis, and mitigation strategies implemented in the project.
- **Policies and Procedures**
 - READucate has a number of Policies and Procedures in place to ensure the safety of all stakeholders involved.

Learner Outcomes

The intended outcomes of the Program:

- **Literacy Outcome:** Increase in the number of readers from non-readers
- **Communication Outcome:** Improve communication skills (written and verbal)
- **Confidence, Wellbeing and Self-Esteem Outcome:** Improve confidence, wellbeing and self esteem
- **Educational Engagement Outcome:** Increase desire to engage with further education and training opportunities

Key Findings

The first goal of the program was to increase the number of readers from non-readers to readers. For a Learner to be considered a reader, they must attain Sound Reading Skills (level 4) which is determined by their score in their post test. An overview of each level and how it relates to each READucate books is outlined below.

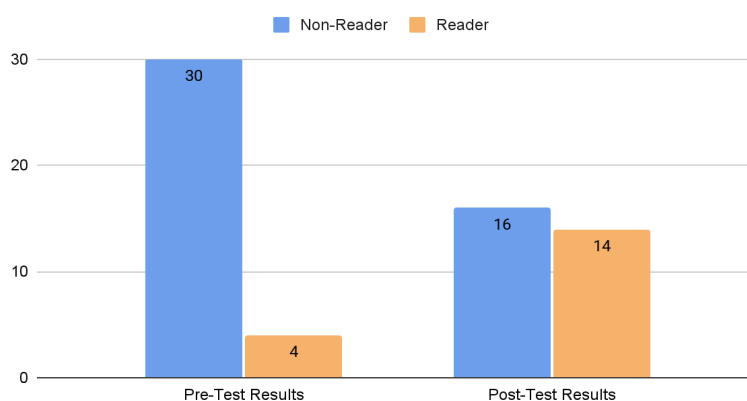
Reading Level Breakdown and Description		
Reading Level	Completed Book	Description
Level 1: No Reading Skills	Book 1	Learner can read little to no words
Level 2: Emergent Reading Skills	Book 2	Learner can read three to four letter sounding words and some simple blends
Level 3: Basic Reading Skills	Book 3	Learner can read words with digraphs, fairy e, as well as short stories with comprehension
Level 4: Sound Reading Skills	Book 4	Learner can read and identify words with long vowel combinations, complex digraphs, trigraphs, quadgraphs and complex spelling rules. Learners can also read stories with expanded vocabulary with comprehension
Level 5: Comprehensive Reading Skills	Book 5	Learner can read silent letters and build on words with prefixes and suffixes, as well as further build on comprehension of text

At the end of the program, a total of 14 learners (41%) were categorised as 'readers', 16 learners (47%) were 'non-readers'.

Note that there were 4 learners (12%) who dropped out. The number of learners who became readers increased through the program.

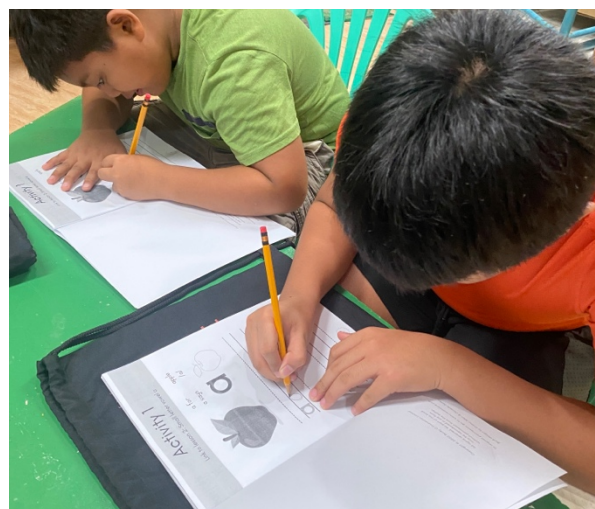
The second outcome for the program was to improve the communication skills of the learners, both written and verbal. Through surveys with Reading Coaches, we found that the program had a strong impact on learners' ability to communicate, with particularly high gains in verbal communication.

Readers and Non-Readers Across the Program



Learners became more confident and articulate in class discussions, expressing their ideas with greater clarity and enthusiasm. Written communication also improved, though to a slightly lesser extent, as learners began to construct more accurate and meaningful sentences. Overall, this outcome was successfully achieved, with verbal expression showing the greatest progress.

The third outcome for the program was to strengthen learners' confidence, well-being, and self-esteem. Survey data from Reading Coaches showed that the program had a consistently high impact across all three areas. Learners demonstrated greater confidence in sharing their ideas, improved behavior during lessons, and stronger peer relationships. These positive shifts reflect not only academic progress but also emotional resilience and social development. This outcome demonstrates that the program provided learners with the encouragement and support needed to thrive both in and beyond the classroom.



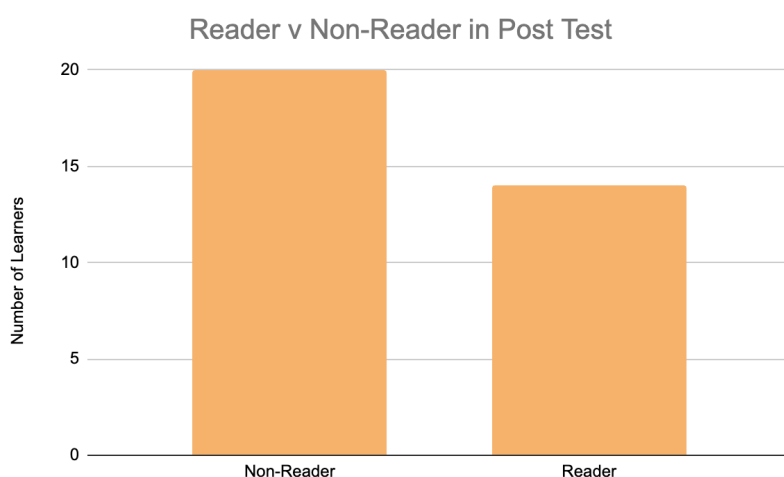
The fourth outcome for the program was to increase learners' educational engagement and their motivation to pursue future learning opportunities. Feedback from Reading Coaches indicated that this outcome was achieved, with learners showing consistently high engagement during lessons and approaching literacy activities with enthusiasm. Learners also displayed stronger motivation and a more positive attitude toward education in general, signaling their readiness to continue learning beyond the program. This outcome highlights the long-term impact of READucate in fostering sustained interest in education.

Literacy Outcome

The Goal: Increase in the number of readers from non-readers

Method of Assessment:

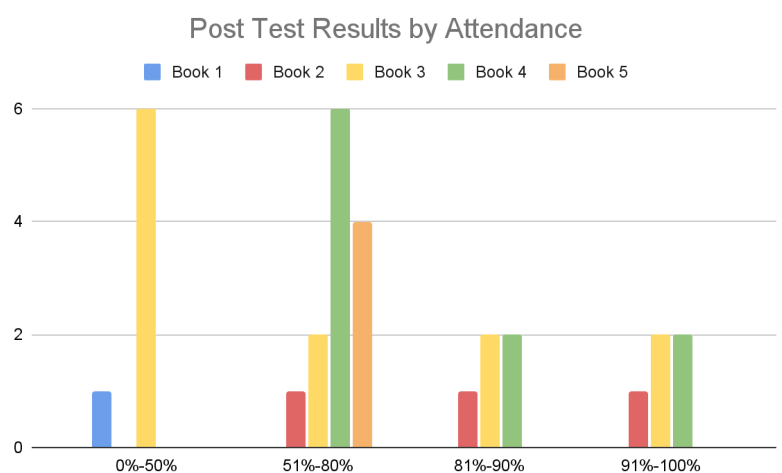
- Book test results – Learners are considered non-readers if they do not pass level 3 of 5, noting Books correspond to levels. We would expect them to complete level 3 as a minimum to be considered a basic independent reader.
- Observational data from Reading Coaches and Supervisors



The goal for this outcome was to achieve an increase in the number of readers (level 4 and beyond) from non-readers. At this level, learners are considered basic independent readers who can decode and comprehend simple texts. Assessment was carried out through book test results, supported by observational data from Reading Coaches and Supervisors.

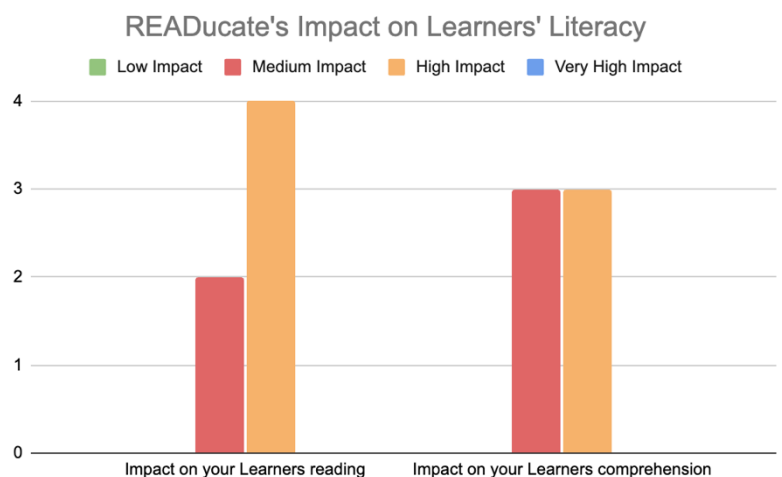
Post Test Reading Level	# of Learners	% of Learners
Level 1: No Reading Skills	1 learner	3%
Level 2: Emergent Reading Skills	3 learners	9%
Level 3: Basic Reading Skills	12 learners	35%
Level 4: Sound Reading Skills	10 learners	29%
Level 5: Comprehensive Reading Skills	4 learners	12%

Attendance did not appear to have a major influence on program outcomes, as seen in the table below. This may be because the a large portion of learners (43%, excluding dropouts) fell into the 51%-80% attendance range. With more learners represented in this category than in the others, their wider variation in scores likely explains the less direct link between attendance and results. Note that this is rather unusual, as attendance is often a very big factor in determining literacy outcomes.



Survey results (outlined in the graph below) indicated that the program had a high impact on learners' reading abilities, with four Reading Coaches rating the impact as high and two reporting medium impact. For comprehension, the majority of coaches observed either medium or high impact, with three in each category. While no responses rated the impact as very high, the data reflects consistent and measurable progress in both decoding and comprehension skills across the cohort. Observational feedback further emphasized that learners demonstrated stronger fluency, accuracy in word recognition, and improved ability to follow storylines and extract meaning from text.

These results also confirm that the READucate program effectively advanced learners from non-readers toward becoming independent readers, though with variation in the pace and depth of progress across participants. Continued emphasis on comprehension strategies may help increase the proportion of learners achieving higher-level reading skills in future cycles.



Communication Outcome

The Goal: Improved communication skills (written and verbal)

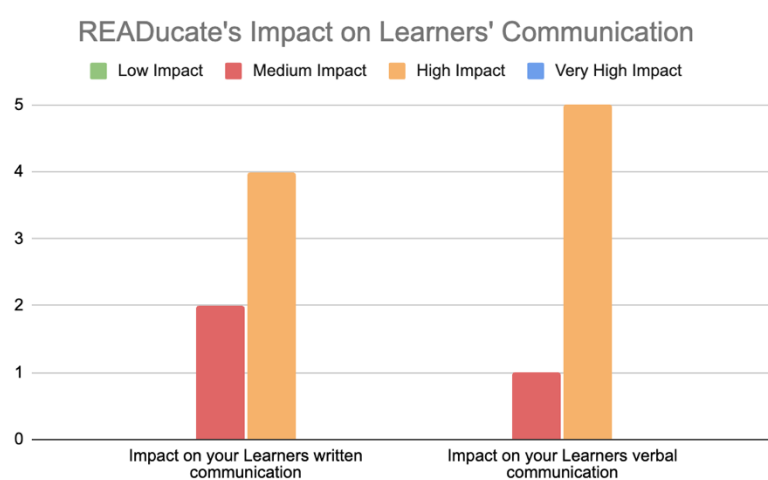
Method of Assessment: Reading Coach and Supervisor judgment.

The goal for this outcome was to support learners in developing improved communication skills, both written and verbal, enabling them to express their thoughts more clearly and effectively. Assessment was based on Reading Coach and Supervisor judgment.

Survey results indicated that the program had a greater impact on verbal communication than written communication. Five coaches (83%) reported a high impact on learners' verbal communication, while one noted a medium impact. For written communication, four coaches reported a high impact and two reported a medium impact.

These findings suggest that learners became more confident and articulate in class discussions, showing stronger participation and clearer verbal expression. Written communication also improved, though to a slightly lesser degree, with learners beginning to construct more accurate sentences and demonstrate greater clarity in their written work.

Overall, the program successfully enhanced communication skills, with higher gains in verbal expression that complemented learners' progress in reading.



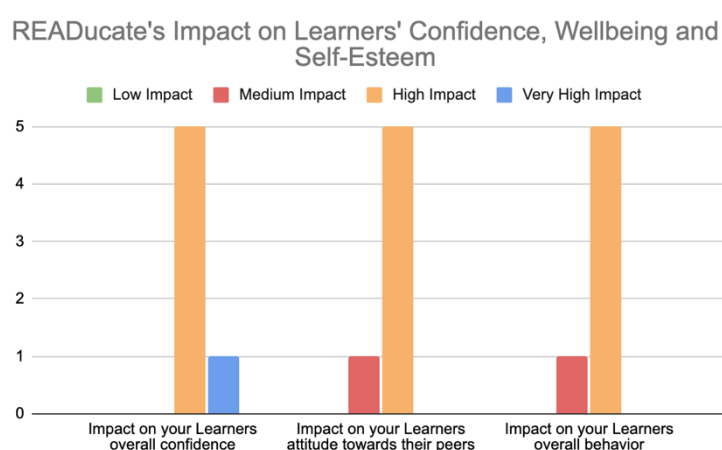
Confidence, Wellbeing and Self-Esteem Outcome

The Goal: Improved confidence, wellbeing and self esteem

Method of Assessment: Reading Coach and Supervisor judgment

The goal for this outcome was to foster improved confidence, well-being, and self-esteem among learners, enabling them to approach literacy learning with a stronger sense of motivation and self-belief. Assessment was based on Reading Coach and Supervisor judgment.

Survey results showed that the program had a consistently high impact across all measures. For overall confidence, five Reading Coaches reported a high impact and one reported a very high impact, reflecting significant gains in learners' willingness to participate and share their ideas during lessons. With regard to learners' attitude toward their peers, the majority (83%) reported a high impact, while one Reading Coach noted a medium impact. Similarly, for overall behavior, five Reading Coaches reported high impact and one noted medium impact.



These findings highlight that the program not only strengthened literacy skills but also created a more positive learning environment where learners felt supported, motivated, and engaged. The consistent reports of improved behavior and peer relationships suggest that the benefits of the program extended beyond academics, contributing to the emotional and social growth of participants.

Educational Engagement Outcome

The Goal: Increased desire to engage with further education and training opportunities

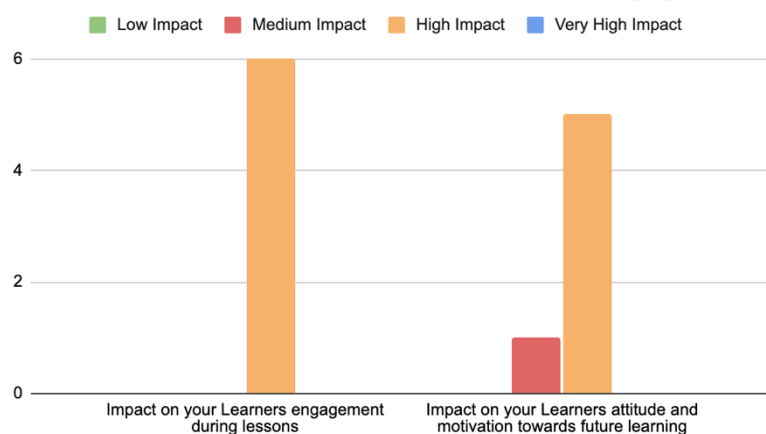
Method of Assessment: Reading Coach and Supervisor Judgment

The goal for this outcome was to encourage learners to develop an increased desire to engage with further education and training opportunities, building on the skills and confidence gained through the program. Assessment was based on Reading Coach and Supervisor judgment.

Survey Results indicated that the program had a high impact on both lesson engagement and motivation for future learning. All six Reading Coaches reported high impact on learners' engagement during lessons, noting consistent participation and enthusiasm. For learners' attitude and motivation toward future learning, five Reading Coaches observed a high impact, while one noted a medium impact.

These findings show that learners not only attended lessons consistently but also approached them with energy and focus. Importantly, the program helped cultivate a more positive outlook toward education in general, with learners demonstrating stronger motivation to continue learning beyond the program. This suggests that READucate's approach supports not just immediate literacy outcomes, but also long-term educational engagement.

READucate's Impact on Learners' Educational Engagement



Reading Coach Outcome

The intended outcomes of the Program:

- **Lesson Delivery Outcome:** Ability to independently and confidently deliver reading lessons using the READucate method
- **Teaching Practice Outcome:** Improved teaching practice
- **Confidence, self-esteem and service ethos outcome:** Improved confidence, self-esteem, and service ethos

Lesson Delivery Outcome

The Goal: Ability to independently and confidently deliver reading lessons using the READucate method,

Method of Assessment: Training completion and certification, self-reported judgment, and READucate expert observation

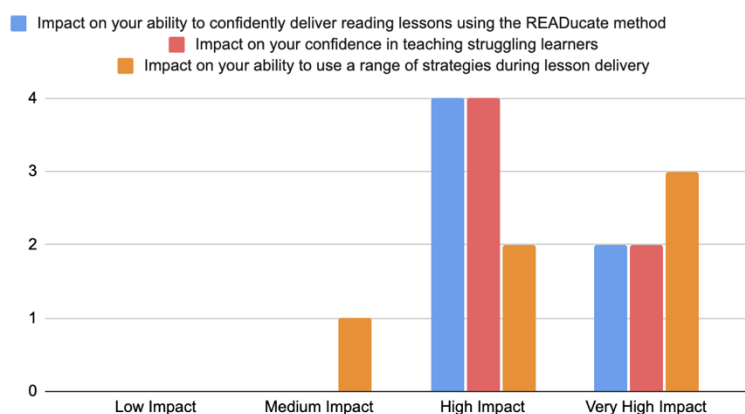
The goal for this outcome was to strengthen Reading Coaches' ability to independently and confidently deliver reading lessons using the READucate method. This includes building confidence in teaching struggling learners and effectively applying a range of instructional strategies to meet diverse learning needs. Assessment of this outcome was conducted through completion of training and certification, self-reported surveys, and observation by READucate experts.

Survey results from the participating Reading Coaches demonstrated consistently strong impact. For both their ability to confidently deliver lessons using the READucate method and their confidence in teaching struggling learners, 100% of coaches reported either a high or very high impact—with two coaches in each category rating the impact as very high. In terms of their ability to use a range of strategies during lesson delivery, five out of six coaches (83%) reported a high or very high impact, with one coach indicating a medium impact. This reflects a marked increase in the diversity of approaches used to engage learners, address individual challenges, and maintain lesson flow. Please refer to the table below for these results.

Overall, these results show that the program successfully equipped Reading Coaches with the skills, confidence, and adaptability to deliver structured, engaging, and effective literacy lessons, even when working with struggling or reluctant readers.



READucate's Impact on Reading Coach Lesson Delivery



Teaching Practice Outcome

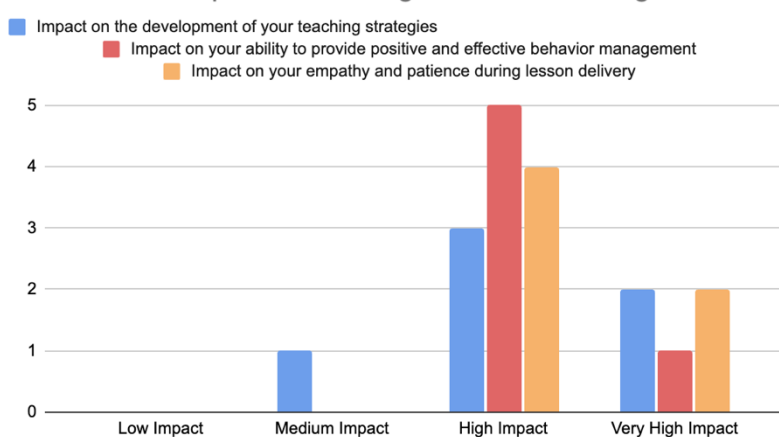
The Goal: Improved teaching practice

Method of Assessment: Based on self-reported judgment. For Reading Coaches, this outcome can also be measured based on Supervisor survey results

The goal for this outcome was to achieve improved teaching practice among Reading Coaches, focusing on their ability to use effective strategies, manage classroom behavior positively, and demonstrate empathy and patience during lesson delivery. Assessment was based on self-reported surveys from Reading Coaches, with additional insights from supervisors where applicable.

Survey results indicate strong overall impact. In the area of teaching strategy development, five out of six coaches (83%) reported a high or very high impact, while one coach reported a medium impact. This shows substantial growth in coaches' ability to select and apply a range of methods to enhance learner engagement and comprehension. For positive and effective behavior management, all coaches (100%) reported a high or very high impact, with five rating the impact as high and one rating it as very high. This reflects notable improvements in maintaining a constructive learning environment that supports both academic and emotional development. Empathy and patience—essential qualities when working with struggling learners—also showed strong gains, with six out of six coaches (100%) rating the impact as high or very high. Coaches noted that they had become more understanding of learner challenges and better able to adjust their teaching pace and style accordingly. Please refer to the table below for these results.

READucate's Impact on Reading Coaches Teaching Practice



These results confirm that the program not only strengthened the technical aspects of lesson delivery but also deepened the interpersonal and adaptive skills of Reading Coaches, creating more inclusive and supportive classrooms.

Confidence, Self-Esteem and Service Ethos Outcome

The Goal: Improved confidence, self esteem, and service ethos

Method of Assessment: Based on self-reported judgment. For Reading Coaches, this outcome can also be measured based on Supervisor survey results

The goal for this outcome was to strengthen Reading Coaches' confidence, self-esteem, and service ethos, ensuring they feel capable, valued, and motivated to contribute meaningfully to education and community development. Assessment was based on self-reported surveys from Reading Coaches, supplemented by supervisor insights where applicable.

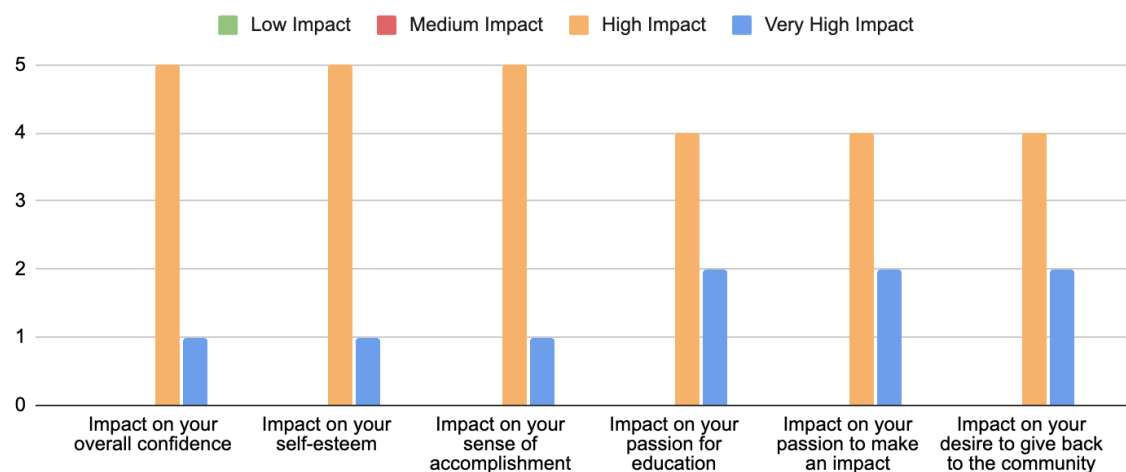
Results demonstrate consistently high levels of impact across all measured areas. For overall



confidence, self-esteem, and sense of accomplishment, all coaches (100%) reported a high or very high impact, with one coach in each category rating the impact as very high. Coaches indicated that the program reinforced their belief in their teaching abilities and gave them a deep sense of pride in their work. Passion for education and passion to make an impact were also strongly influenced, with all coaches rating these as high or very high impact—and two coaches in each category selecting very high. This reflects an increased commitment to advancing literacy and creating positive change in learners’ lives. In terms of the desire to give back to the community, the results again showed 100% of coaches reporting a high or very high impact, with most rating it as high. This demonstrates that participation in the program not only developed professional skills but also inspired a stronger sense of social responsibility and community service. Please refer to the table below for these results.

Overall, these findings highlight that the READucate program fostered not only instructional excellence but also personal growth and a lasting motivation among coaches to continue making a difference.

READucate's Impact on Reading Coaches Confidence, Self-Esteem and Service Ethos



Overall Recommendations

The table below is a collaborative effort from READucate staff that summarises the overall recommendations that have will be considered in future projects for all stakeholders.

Partnership Planning	• Clarify partner roles in the MoU, especially around schedules and learner participation. • Continue engaging varied partners to provide unique, relevant support. • Meet teachers at the start of the program and provide a list of participating learners. • Formalize venue-use agreements to avoid disruptions. • Allow more lead time before implementation to build stronger relationships with stakeholders, especially parents, teachers, and barangay staff. • Include all key stakeholders in orientation and planning activities. • Form a smaller, well-defined core planning team to clarify roles, streamline communication, and improve decision-making. • Agree on clear policies and consequences for learner absences or Reading Coach resignations, ensuring these are openly discussed with stakeholders during planning.
Reading Coach Retention and Training	• Keep face-to-face training for hands-on learning. • Add more practice teaching and simulations to training. • Remind coaches about punctuality, professionalism, and full program commitment. • Collect feedback after every training session. • Strengthen Reading Coach motivation by allowing voluntary applications rather than appointments, making expectations clear upfront. • Clearly communicate financial compensation (and what is not covered). • Strengthen agreements to ensure full-program commitment. • Intervene early if coaches disengage and replace quickly if needed. • Require coaches to inform supervisors when absent.
Program Execution	• Continue regular monitoring and coaching with proper documentation. • Improve learner attendance through closer coordination with teachers/parents and recognition for consistent attendees. • Create clear rules for learner dropouts and re-entry. • Use formal communication channels with designated contact persons. • Prepare learning spaces in advance (snacks, supplies, setup). • Integrate the program into regular school hours to ease attendance and enable monitoring with teacher support. • Select learners based on motivation and readiness to attend, not just geographic location. • Schedule the program outside long school breaks to avoid low attendance. • Exclude Grade 6 learners if the program runs between two school years.

	• Develop and apply clear learner selection criteria to prioritize the most struggling learners while balancing motivation and commitment. • Actively involve teachers in learner selection, as they know students and families best. • Prioritize learner and family motivation to ensure regular attendance.
Risk Management	• Continue identifying risks early and openly communicating them with all stakeholders, along with agreed mitigation strategies. • Minimize reliance on messenger groups for critical communication; keep important decisions within formal meetings and documented channels. • Ensure a READucate representative is present more frequently on the ground—ideally someone fluent in Bisaya—to strengthen stakeholder engagement and resolve issues in real time.
Stakeholder Engagement	• Provide printed invitations/reminders for events to ensure all parents are reached. • Plan orientations carefully to start on time and provide a conducive environment. • Communicate consistent information across schools, barangays, and stakeholders to avoid confusion. • Strengthen caregiver outreach and recognition to reinforce the value of attendance and commitment.

Conclusion

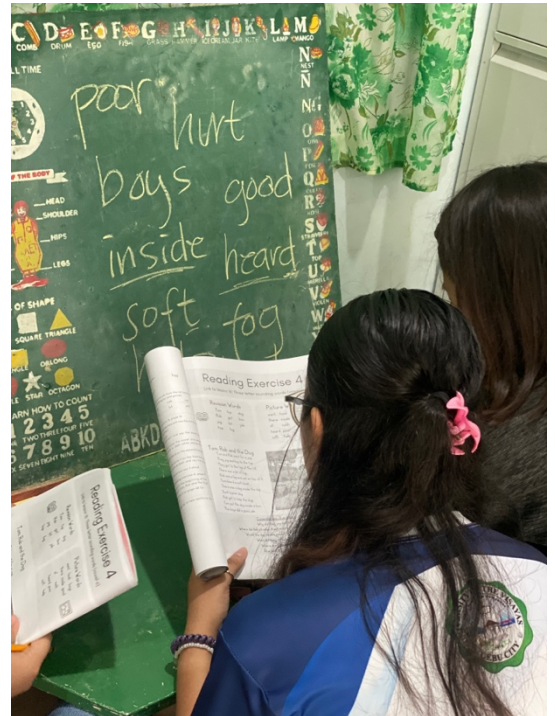
Project REACH 2025 has demonstrated the profound difference that targeted literacy support can make in the lives of children. Over the course of three months, 34 learners from Barangay Day-As and Zapatera Elementary School engaged in structured lessons that not only strengthened their reading skills but also built their confidence, self-esteem, and enthusiasm for learning. Despite the challenges of attendance and scheduling, the program delivered measurable improvements across all learner outcome areas, affirming the effectiveness of the READucate methodology in addressing the needs of struggling readers.

While overall engagement was strong, challenges with learner attendance and Reading Coach retention highlighted areas for improvement. Learner attendance was often disrupted by holidays, scheduling conflicts with DepEd classes, and unexcused absences, which limited consistent program dosage for some participants. In addition, several Reading Coaches resigned or showed inconsistent commitment, largely due to competing priorities or low initial motivation. These challenges underscore the importance of closer schedule alignment with schools, clearer attendance expectations, and stronger systems of support and recognition for Reading Coaches to ensure program continuity and maximize impact in future cycles.

The most significant outcome was the progress made in literacy. By the end of the program, 41% of participants had advanced to the level of independent readers, while many others showed meaningful gains in decoding, fluency, and comprehension. For children who began the program as non-readers, these results represent a transformative step forward, opening doors to greater academic success and future educational opportunities. Equally important were the gains in communication skills: learners became more confident and articulate in expressing their ideas verbally and began to demonstrate clearer written expression. This progress highlights not only the acquisition of reading skills but also the broader development of learners as active participants in their classrooms and communities.

The program also had a strong impact on learners' wellbeing. Reading Coaches observed significant improvements in learners' confidence, behavior, and peer relationships, with children more willing to share ideas, support each other, and engage positively in lessons. These changes reflect the importance of a safe, encouraging learning environment in fostering both academic and personal growth. The enthusiasm learners showed in approaching lessons and their motivation to continue learning beyond the program underline the long-term potential of Project REACH to inspire sustained educational engagement.

Alongside learner achievements, Project REACH also successfully built capacity among Reading Coaches. Through hands-on training, coaching, and lesson delivery, the Reading Coaches developed the skills and confidence to independently implement the READucate method. Survey results show strong growth not only in their technical teaching practice but also in their confidence, self-esteem, and commitment to service. Many coaches expressed a renewed passion for education and a sense of pride in contributing to their community, outcomes which will continue to ripple outward as they apply their enhanced teaching skills in future roles. By investing in these young educators, the program not only delivered immediate literacy outcomes but also strengthened the human resources available to support struggling readers in the future.



The achievements of Project REACH are the result of the dedication of the learners, the commitment of the Reading Coaches, and the generous support of our partners — the University of the Visayas, Barangay Day-As, Zapatera Elementary School, and the Zonta Club of Cebu 1. Together, these contributions created an environment where learners could thrive and where sustainable progress in literacy was made possible.

Looking ahead, the successes of Project REACH provide a strong foundation for future cycles of the program. The demonstrated improvements in literacy, communication, confidence, and motivation confirm that the READucate model is effective and scalable. With continued support, Project REACH can expand its reach, impact more learners, and further equip young educators to be champions of literacy.

Project REACH has affirmed that when children are given the tools, guidance, and encouragement to read, they unlock not only the ability to succeed academically but also the confidence to believe in their own potential. This is the lasting legacy of the program and a testament to what can be achieved when communities and partners invest in the transformative power of literacy.