



**COMMUNITY-BASED ENHANCEMENT AND DEVELOPMENT
PROGRAM IMPLEMENTATION: GROUNDWORK
FOR POLICY RECOMMENDATION**

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ABSTRACT

This descriptive-qualitative research determined the implementation of community-based enhancement and development program as groundwork for policy recommendation in 19 barangays remedial reading centers in the Municipality of Mina during the school year 2023-2024. The study found out that community-based program can foster literacy, enhance educational opportunities within communities, and involve partnerships. The result revealed that the program was implemented by determining literacy and numeracy needs, defining objectives and main goal, affecting project management, planning schedule and timeline, using resources wisely, creating volunteer opportunities, and disseminating information. Moreover, non-DepEd volunteers experienced joy on implementing the program. They also experienced providing assistance, creating significant impact, systemizing the program, collaborating with stakeholders and challenging activities.

Keywords: *Implementation, Community-Based, Enhancement, Development, Program, Groundwork, Policy Recommendation*

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INTRODUCTION

One of the main factors that influences students' performance is reading. Reading comprehension and critical thinking are required for most cognitive tasks in the classroom. Students must read before reacting to any particular articles or reading materials. Students need to read everything to make sure it is comprehensive, in-depth, and detailed before they write a paragraph. It is so denying that one of the most important skills that kids should learn is reading comprehension.

In light of this, educators make every effort to help students who fit this description. But observation shows that despite numerous studies by writers, academics, and teacher-researchers, reading is still a challenge today. Some people can read but have trouble understanding what they read, while others can read but struggle with pronunciation, tone, and pauses.

Since reading is essential to modern functioning, such as taking on tasks and obligations in daily activities, it is a crucial ability to develop. Reading also fosters the development of critical thinking since it enables students to do a variety of tasks, including envision, infer, predict, conclude, and draw conclusions. It also gives the student the opportunity to study new things. In a variety of subjects, students will acquire knowledge about the most recent advancements and discoveries by perusing books, publications, and articles from the internet (Anonat, 2011).

Despite the advantages that reading can provide for students and the teachers' efforts in acquiring the aforementioned macro-skill, it continues to be a major issue in the classroom.

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Still, reading is an issue that affects more people than just language instructors in English and Filipino. It is a shared duty of all educators because reading is utilized in every subject area within the both in the classroom and at school.

Reading can also be extended at home and even in the community. The involvement of parents and other members in the family could help the learners improve their reading abilities if given time and the ones who assist the learner has the capability to do it.

A lot of reading interventions have been done at home and now extended in the community by involving other sectors and people in the community who wanted also to help learners to read.

A lot of community-based remedial programs have been implemented outside the school system that are being initiated by the Local Government Units (LGU) and making use of those who are education graduates and other people in the community who have background in reading.

By doing this, activities that are related in reading are being done in the community by non-DepEd personnel with the desire and commitment to serve and help the education sector.

The ways they implement the community-based remedial reading program are in accordance with their own understanding of the program that resulted to variety of unique experiences and challenges encountered by the non-DepEd implementers.

Those experiences and challenges by the implementers if positively consider are good inputs of a better implementation in the succeeding years.

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MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in this study. The purpose of the study was to determine the implementation of community-based enhancement and development program as groundwork for enrichment remedial reading plan for the Municipality of Mina.

Research Method

The research method utilized in the study was qualitative research using in-depth interview.

The interviewer with the interviewee during the interview were allowed to sit together in a distance and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions. (Dicicco & Crabtree, 2016).

Research Design

The study used phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what she experiences. Phenomenology is done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

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According to Smith (2013), phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object. An experience is directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions.

Participants of the Study

The participants of the study were the 19 non-DepEd volunteers for the 19 remedial reading centers in the District of Mina during the school year 2023-2024. These participants, who were considered volunteers of the programs, were also barangay officials of their respective barangays.

Out of the 19 participants, seven (7) were barangay chairman officials and twelve (12) were Sangguniang Kabataan (SK) Officials. Majority of them actively participated on the enhancement and development program implementation.

Sampling Design

Purposive sampling design was used in the study. A purposive sample according to Fraenkel and Wallen (2007) is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling.

Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

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The interview schedule had four questions focusing on the purpose of study.

Voice and video recorders were also used for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School, and a panel of jurors who were considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In content-related evidence of validity, the content and format must be consistent with the definition of variables and sample of subject to be measured and is also helpful in validating the items in the questionnaire (Fraenkel & Wallen, 2007).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

Data Gathering Procedures

Prior to the conduct of the interview, the researcher visited and coordinated first the office of the municipal mayor to get ideas about the program and the learning centers.

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The researcher then prepared the permits for the adviser and Dean of the Graduate School to sign and presented back to the office of the municipal mayor and office of the punong barangays for approval in the conduct of the study.

The researcher personally went to the 19 community learning centers to conduct the interview. Individual participants were also given the approved letter to conduct and their personal approval as participants of the study were also considered. Some participants decided for an interview at the learning centers but there were participants who decided for an interview at their houses or to the place convenient on the part of the participants.

During the in-depth interview, the researcher used the validated interview schedule. Voice and video recorders were also provided to completely capture the interviewee's responses to the questions asked during the interview.

After the researcher conducted the interview to the participants, all the collected data after series of interviews were encoded, consolidated, and analyzed.

Data Analyses

The information gathered were analyzed using thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire and Delahunt (2017), the aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. This is summarizing, analyzing and interpreting the data gathered and making sense of it.

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RESULTS AND DISCUSSIONS

The study determined the implementation of community-based enhancement and development program as groundwork for policy recommendation in 19 barangay remedial reading centers in the Municipality of Mina during the school year 2023-2024.

The research method utilized in the study was qualitative method using in-depth interview. The research design was phenomenology.

The participants of the study were the nineteen Non-DepEd volunteers of the nineteen barangay remedial reading centers in the Schools District of Mina from the year 2019 to present.

A researcher-made interview schedule was used as an instrument to gather data.

Voice and video recorder were used for data gathering and documentation depending upon the permission of the participants.

The questionnaire underwent content-validation by the Panel of Experts. The Criteria for the Content Validation by Fraenkel and Wallen (2007) was used to determine the validity of the questions in the interview schedule. The researcher considered all comments and suggestions relative to the validation of the tool. After the questionnaire had been found valid, permits were prepared to allow the researcher to start conducting the in-depth interview.

Permits from the adviser, Dean of the Graduate School, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

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The researcher consolidated all collected data after series of interviews. The information was gathered, analyzed, and interpreted using thematic approach.

The following are the findings of the study:

Based on the results of the in-depth interview, the participants viewed community-based enhancement and development program as a program that could foster literacy, enhance educational opportunities within communities, and involve partnerships.

It was also found out that the implementation of community-based enhancement and development program was done by determining literacy and numeracy needs, defining objectives and main goal, affecting project management, planning schedule and timeline, using resources wisely, creating volunteer opportunities, and disseminating information.

The results of the study found out that experiences of non-DepEd volunteers on the implementation of community-based enhancement and development program were feeling of joy, providing assistance, creating significant impact, systemizing the program, collaborating with stakeholders, and challenging activities.

Community-based reading initiatives are championed by volunteers not only for their proven success in raising children's literacy Rates, but also for their ability to strengthen community bonds. The collaborative nature of these program fosters a sense of shared purpose and teamwork among volunteers, highlighting the vital role reading plays in children's lives. This cooperative spirit underscores the belief that knowledge and expertise are not solely held by a select few but are resources to be shared for the betterment of all.

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The community-based program effectively targeted children’s reading numeracy needs, demonstrating a commitment from non-DepEd implementers who employed appropriate assessment tools to identify specific requirements. The community’s support reflects a collective understanding of the significance of reading and its benefits for children’s development. The implementers’ dedication and focused management of the initiative ensured active engagement from community members, including parents and children, fostering a collaborative atmosphere.

The program’s structured timeline and planning highlight the importance of addressing reading difficulties early, reinforcing the belief that timely intervention can lead to better literacy outcomes. Additionally, successful utilization of donated materials not only provided resources for learning but also made the activities enjoyable for the children. By offering volunteering opportunities, the initiative strengthened community ties and empowered local volunteers to contribute to program’s success, resulting in a comprehensive approach to literacy development that benefits both children and the broader community.

The volunteers’ dedication stemmed from witnessing the children’s enthusiasm and positive community response. The program’s success wasn’t just about flawless execution; it fostered a strong sense of community; teamwork, and commitment to the children’s development among both volunteers and community members. The key insight is the synergistic relationship between the program’s impact on the children, the volunteers’ motivation, and the community’s engagement—a virtuous cycle of positive reinforcement. The

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program's success is a testament to the power of collaborative, community-driven initiatives focused on youth development.

CONCLUSION

In the light of the findings and insights arrived in this study, the following recommendations are forwarded:

Additional training may be provided to non-DepEd volunteers of the program to be financed by the Local Government Units.

Additional supplies and materials should be provided to be used by the children who are the clientele of the program and to be utilized by the volunteers.

A monitoring and evaluation mechanism should be established, and follow-up system must be institutionalized to have a long-range effect of an effective implementation of the program.

Benefits and privileges must be extended to the volunteers by the Local Government Units and the services of the non-DepEd volunteers must be credited as teaching experience once they apply in the teaching position with the DepEd.

A copy of the enrichment remedial reading plan must be given to the Schools Division Office, Regional Office, Office of the Municipal Mayor, Office of the Punong Barangay, and other Local Government Units for their comments, suggestions, and approval.

A similar study is also encouraged to be conducted in the future and consider other variables not used nor mentioned in the study especially in the aspect of evaluating the impact

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of the program to the community and the academic performance of the children underwent
the program.



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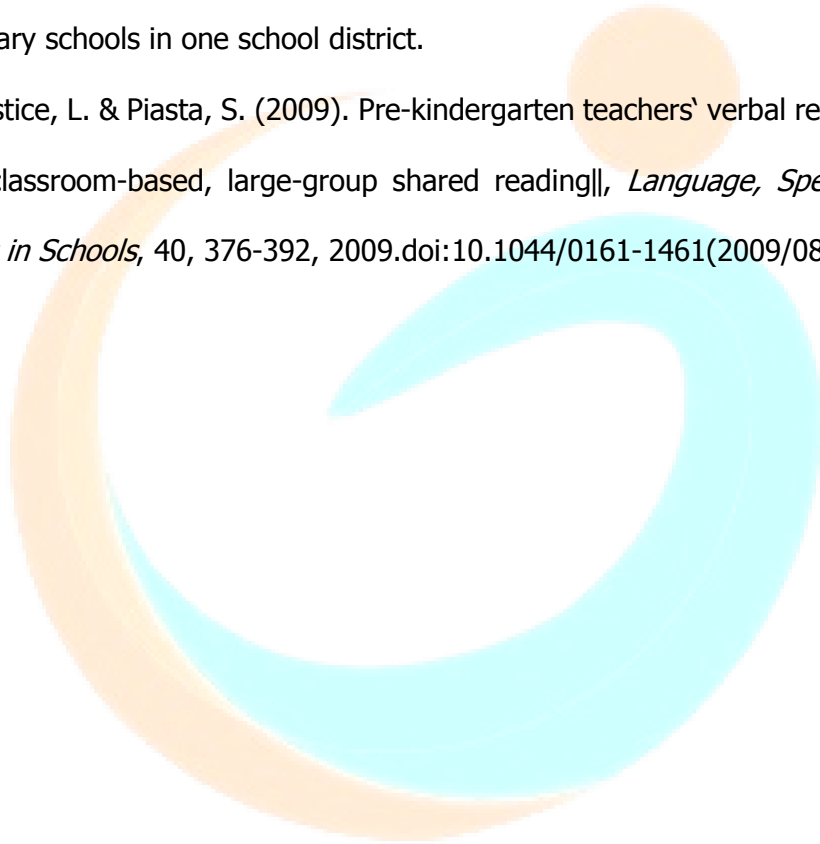
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