



DEPED DAVAO DISPATCH

The Official Publication of the Department of Education Region XI

Life is Education. Education is life.

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2023 DAVRAA MEET



Learning from eagles



Do we represent the eagle, or does the eagle represent us?

The eagle, as the ubiquitous symbol of the Davao Region, has unique characteristics. It flies alone at high altitudes. It doesn't fly with sparrows, ravens, and other small birds.

So, stay away from narrow-minded people, those who put you down. An eagle flies with eagles. So, keeping good company for you is a summary of the five people you often interact with.

Eagles have accurate vision. They have the ability to focus on something as far as five kilometers away. No matter the obstacles, the eagle will not move his focus from the prey until he grabs it.

So, like an eagle, have a vision and remain focused no matter the obstacles, and you will succeed. The wishlist for well-being, spirituality, achievements, and what have you require constant concentration.

Eagles do not eat dead things. They feed only on fresh prey.

To be like an eagle, do not rely on your past success; keep looking for new frontiers to conquer. Leave your past where it belongs. You may not be able to move on from a bad relationship. That is so fine. But please, move forward. Moving on is different from moving forward.

Eagles love the storm. When clouds gather, the eagle gets excited and uses the storm wind to lift itself higher.

Once it finds the wind of the storm, the eagle uses the raging wind to raise itself above the clouds. This gives the eagle an opportunity to glide and rest its wings. In the meantime, all the other

birds hide in phobia on the branches and leaves of the trees.

Face your challenges ahead, knowing that these will make you emerge stronger and better than you were. We can use the storms of life to rise to greater heights. Achievers are more than brave to rise above crossroads. Achievers are not fearful of challenges, instead, they relish them and use them profitably.

Eagles prepare for training. They remove the feathers and soft grass in the nest so that the young ones get uncomfortable in preparation for flying and eventually fly when it becomes unbearable to stay in the nest.

To prepare yourself, leave your comfort zone. There is no growth there. If your circle of friends has not brought out the best in you, get out. It is not a circle but a prison.

When the eagle grows old, his feathers become weak and cannot take him as fast and high as they should. This makes him frail and could make him die. So, he retires to a place far away in

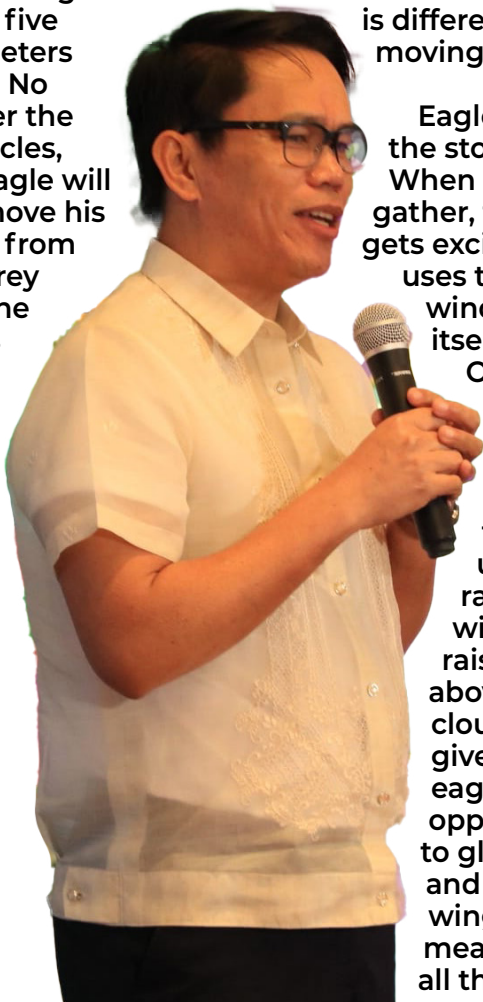
the mountains.

While there, he plucks out the weak feathers on his body and breaks its beaks and claws against the rocks until he is completely bare - a very bloody and painful process. He stays in this hiding place until he has grown new feathers, new beaks, and claws, and then he comes out flying higher than before.

We occasionally need to shed off old habits no matter how difficult, and let go of the things that burden us or add no value to our lives,

Together, in the years that will unfold for the Davao Region, let us continue weaving and collecting heartwarming, spectacular, and iconic stories of excellence because the foundation of leadership is love, the bedrock of our career is love, and our existence builds around love.

The days, the hours, the minutes, and the seconds rolled into moments and passing seasons are amplified in the hearts of the communities we serve and in the very souls of Davaoeno learners we meet along the way.



More prepared for *Special Education*

by Janice C. Abrea

With the overwhelming learning gaps facing schools today, the Division of Davao City targets no stone unturned as it addresses simultaneously the special education needs of its learners, regardless of their exceptionalities.

At Don Juan dela Cruz Central Elementary School (CES), Toril, Davao City, Bernardo L. Pañares, the school principal, explained that special education learners are mainstreamed and immersed into regular classes where they can participate in activities both academic and extra-curricular.

“With my visually impaired learner, it’s a challenging but satisfying experience. I just treat her the same way I treated her classmates. The other subject teachers and I take the extra mile in dictating to her the activities at hand. During the delivery of the lesson, she can take down notes on her own using braille,” Lorellie M. Aballe, a teacher, said.

Daniel M. Perez CES in Bunawan, Davao City promotes inclusive

education by providing training, seminars, and workshops to regular teachers to prepare them in handling learners with special education needs (LSEN).

School Principal Riza Joy R. Sarile, supported by District Supervisor Julie G. Yarso, initiated the establishment of the local Alternative Learning System (ALS) laboratory that will help LSENs become self-sufficient in their present and future environment.

The ALS laboratory aims to strengthen livelihood skills that will lead them to different work opportunities such as beads making, dishwashing soap making, food processing, cooking, handicrafts, animal raising, manicure-pedicure, and dressmaking.

“Improving special education in our school is very challenging, especially after the two years of not having face-to-face classes due to the pandemic. But we tried our best to reach out to our learners to the extent of putting the health of our teachers at stake,” Principal Riza P. Lobitos of

Tugbok Central Elementary School SPED Center said.

In Junior High School, LSENs are continuously supported especially in building their life skills, thus in Davao City Special National High School, lessons are specifically modified and added with differentiated activities to cater to the LSENs learning needs.

Aside from supporting LSENs, the Division of Davao City boasts of its support for hiring manpower from this sector. In fact, in Davao City Special School, a blind teacher, Joel Belano, is employed to teach visually-impaired learners.

“Mr. Belano is a living proof of hope to the learners that having a disability is not the end of the road but a beginning of a challenging journey towards success,” Principal Viola Esparagosa proudly said.

The latest breakthrough in the delivery of special education is the creation of the Inclusive Learning Resource Center or the E-library of Misha. This project, as supported by the city LGU and



Japanese stakeholders, shall provide appropriate learning materials for the advancement of special education learning as well as the assessment and rehabilitation of learners with varying exceptionalities.

With all these workforces coming together, LSENs are indeed given a good chance at finding their special place under the sun. As schools at

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From beyond borders

Indonesian kids embrace education in Sarangani Islands

By Mary Josette C. Boroy & Raymond S. Aquino

On a picturesque island of the Philippines, a unique educational story unfolds as a group of Indonesian children embarks on a transformative schooling experience.

There, down in the small schools settled within the lush landscapes of Sarangani Islands, the Indonesian children, enthusiastic and inquisitive, immerse themselves in a blend of local and international education. Language barriers dissolve as Cebuano, Filipino, English, and Bahasa Indonesia echo in the classrooms, fashioning a pleasant-sounding symphony of diverse voices.

Far from his homeland, Jericho Sawotong instinctive of Marore, Sangihe Islands Regency of North Sulawesi Province, Indonesia along with other young minds has found a second home in Sarangani Islands, Philippines where cultural exchange and learning know no borders.

Always mistaken as Filipino, Sawotong, a grade 10 learner of Patuko Integrated School belongs to a Sangir tribe of Indonesia. Though he had been in the Philippines for quite a lot of years, he is still well-thought-out as a citizen of that country. By race, he is not a Filipino.

The Sawotongs tale spans from his ancestors' casting of their boats into the vast Celebes

waters. As their vessels navigated the turbulent waves, the ship wreckage brought them not to death but to a new journey on the coast of Sarangani Islands, sailing toward the future where borders became bridges, and diversity became strength.

Conforming to those people of their origin who went ahead of them on these islands, his family was enchanted with the beauty of this paradise for their newfound home. They became captives of their own desires and never returned back to the land of their birth.

Living off the borders of his land, the young Sawotong feels his new home as his own. Despite him being an alien to this country, he is treated like one of the Filipino learners in school. With the inclusive education espoused by the Department of Education, like other Indonesian kids in Sarangani, he is enjoying the privileges of a Filipino learner enrolled in a public school.

His academic journey begins each day as a learner, wearing a uniform, and gathering for lessons that extend beyond textbooks. The curriculum not only covers academic subjects but also fosters a deep appreciation for the rich heritage of both Indonesia and the Philippines.

Even if young Sawotong recites these lines morning after morning, "Pangatang

Makabayan, Iniibig ko ang Pilipinas. Aking lupang sinilangan. Tahanan ng aking lahi.", he would never be, by world view, a Filipino in blood, but by heart, he can just be like other Filipino kids in school.

As the Saranganian's children form bonds side by side with the Indonesians, friendships blossom, surpassing nationalities. They all celebrate cultural commemorations together, enjoy the flavors of traditional food from each other's homelands, and exchange their respective stories handed down from generation to generation. Through these shared experiences, young minds not only gain knowledge but also develop values of tolerance, empathy, and global citizenship.

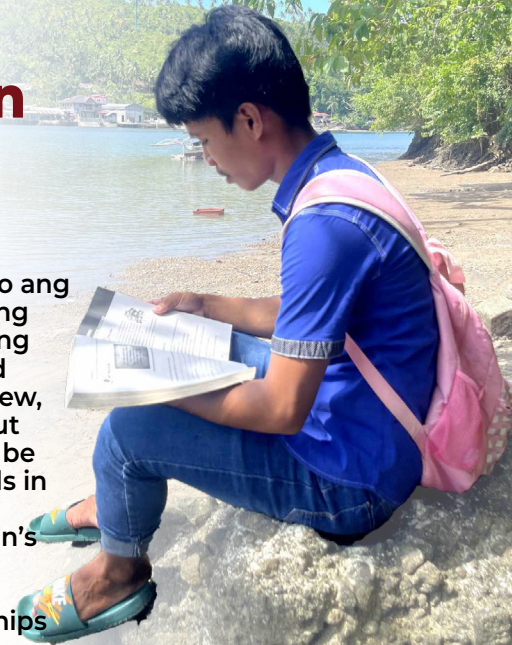
In this cross-cultural education endeavor, the islands' hospitable community plays a vital role. Local families open their homes to the Indonesian students, creating bonds that extend beyond the classroom. It's a living testimony to the idea that education is not restricted to the walls of a school but extends into the fabric of daily life.

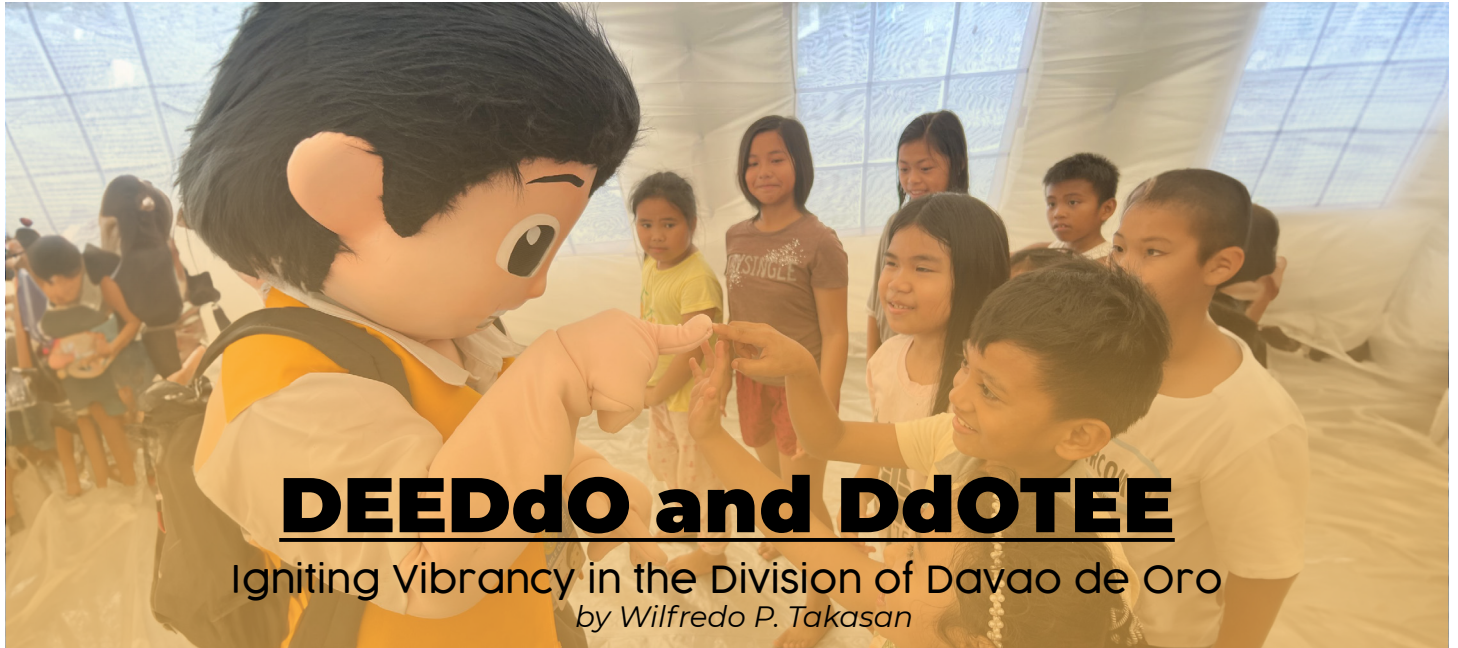
Within the two major islands that comprise the municipality of Sarangani, the Balut Island and the main Sarangani Island in the province of Davao Occidental, a huge concentration of a total of 600 recorded aliens of Indonesian descent who, mostly, work as sharecroppers

and traditional fishermen according to the office of the Consulate General of the Republic of Indonesia based in Davao City. Young Sawotong is one among the fourth and fifth-generation Indonesian citizens living now and mingling with the local community of the islands.

It is, indeed, pleasant to discern that as for the Philippine-born Indonesians, whether they are full-blooded or mixed-race, the Philippines is both their homeland and origin. And if given a chance they may seek more to have higher education here in the future.

Amidst the challenges and triumphs, the Indonesian kids find themselves weaving an embroidery of unity and understanding in the vibrant landscape of Sarangani. Their story reflects the power of education to transcend geographical boundaries, fostering a generation that embraces diversity and cherishes the richness of global perspectives.





DEEDdO and DdOTEE

Igniting Vibrancy in the Division of Davao de Oro

by Wilfredo P. Takasan

The Division of Davao de Oro has recently experienced a remarkable surge of vibrancy, all thanks to the introduction of two dynamic mascots: DEEDdO (pronounced as Dedo) and DdOTEE (pronounced as Dote). These lovable characters symbolize Dynamic and Exemplary Education of Davao de Oro and Davao de Oro's Transparent and Emerging Education, respectively. Rapidly becoming icons of dedication, excellence, and inspiration, DEEDdO and DdOTEE have made a significant impact on the division's educational landscape.

Far more than just mascots, DEEDdO and DdOTEE embody the essence of holistic education in the Division of Davao de Oro. They personify the tireless efforts undertaken by the division to offer a transformative learning experience, with their very names echoing the forward-thinking initiatives aligned with the MATATAG Agenda of the Department of Education. Together, they provide a strong foundation for learners' growth and development.

The two inspirational

SDO characters are not mere symbols; they actively participate in key activities, ceremonies, and events across the Division of Davao de Oro. In doing so, they create an atmosphere brimming with excitement, joy, and energy that inspires students and educators alike. Their presence serves as a reminder that education encompasses not only the acquisition of knowledge but also the pursuit of happiness and the exploration of personal passions.

The significance of the attires worn by these iconic mascots is not to be overlooked. Representing all schools within Davao de Oro, these uniforms serve as a unifying force within the division. Their yellow vest, symbolizing the province's abundant resources, including gold, constantly reminds learners of the immense potential that lies within them. It fuels pride, fosters a sense of belonging, and cultivates camaraderie among all learners united under the banner of excellence.

In their embodiment of the Division of Davao de Oro's unwavering commitment to providing a dynamic and exemplary education, the mascots inspire learners to embrace good moral character, uphold respect for elders, and appreciate the ever-evolving nature of education. By bringing together schools throughout the division, these icons showcase the vast potential residing within every learner while emphasizing the collective effort required to achieve greatness.

With DEEDdO and DdOTEE at the helm, the Division of Davao de Oro nurtures a generation of inspired, empowered, and joyful learners poised to shape the future with their knowledge, character, and unwavering spirit. As their infectious joy spreads throughout the division, these personalities serve as a continual reminder that education is a transformative journey filled with boundless possibilities and endless opportunities for growth. The vibrancy they bring reflects the passion and dedication of the educators and students who strive for excellence day after day.



Shepherding

by Maria Gemima C. Valderrama



The leadership of Dr. Josephine L. Fadul can be likened to the principles of “The Way of the Shepherd” as she takes a personal interest in the welfare of all children, invests in the competencies and abilities of her teaching and non-teaching personnel, sets a clear path forward, and leads with compassion.

so she could involve herself and her team to improve the welfare of the unnoticed and underprivileged to give them hope and improve their way of living.

She is not only managing the division office she is assigned to; she is shepherding the people. She is the only DepEd official nominee from Mindanao for the 2022 Presidential Gawad CES Award.

A born leader, Dr. Fadul discovered the strength and experiences of her sheep. With a group of leaders she mentored, she reached out to the disadvantaged families of the minority tribes in the highest peaks of Davao del Norte. She knew they needed to be educated, so she extended help and support.

As the former Schools Division Superintendent (SDS) of Tagum City and Davao del Norte, Dr. Fadul knew the condition of her flock. She helped build a school, even before the conception of the Last Mile Schools, in an uncivilized and illiterate community of Ata Manobo when a group from the Philippine Army discovered the place.

Dr. Fadul established 11 Last Mile Schools, mostly reached only on foot, by horse, or a single motorcycle. On top of that, she helped dispel the indoctrination of children who belong to indigenous groups.

Her actions benefited the vulnerable school children and the nation in achieving peace and order.

She also helped the establishment of birth certificates for illiterate indigenous peoples, which gave them their legal proof of identity. It didn't end there; she introduced life skills to them.

Maintaining poise and grace under pressure, Dr. Fadul helped her sheep identify with her by modeling authenticity, integrity, and compassion. The DepEd Central Office recognized Tagum City Division as one of the Top 10 Most Prepared Divisions all over the country and the first division to realign the Special Education Funds, which made

Dr. Fadul kept her eyes and ears open



the people

the budget available to fund the production of self-learning modules (SLMs) during the pandemic.

Because of her leadership, all learners in her division benefited from the SLMs, including the neighboring divisions, reaching more than 250,000 learners.

Her work-oriented mindset and visionary outlook make her pasture a safe place. She always stays visible, reassuring her team that she is not giving time for problems to worsen. Dr. Fadul has a way of inspiring the workplace to rally around a shared vision.

One of them is leading the innovation of a mobile application called Teaching and Guide for Students, known as TAGS, where the learning modules can be accessed online and offline to address the connectivity problem. She had foreseen the consequences of the new learning modality, so she maximized available platforms for learners.

A woman of substance, Dr. Fadul is keeping her flock on the move. She has the staff of direction. She guarantees teachers do not waste their abilities by allowing them to create and innovate without crossing the fence. She will surely go and get them out if they get into trouble.

Like a mother to her child, Dr. Fadul has the rod of correction. Now that she is back to her beloved hometown, Davao Oriental, as their SDS, and with her deep-rooted love and understanding of the community, she will find the gap and continue to guide her sheep. She regularly inquires about their progress.

Most of all, she has the heart of a shepherd. Her leadership is her lifestyle. She has a heart for her sheep. She relentlessly communicates her values and sense of mission, especially as the president of Region XI Philippine Association of Schools Division Superintendents.

Her leadership style is this: It's greatness that she wants; it's greatness that she must give.



No reason to say **NO**

by Mon Brian H. Rodriguez

The path traversing to inclusive education is faced with various obstacles. Confronting these challenges unravels boundless opportunities contributory in addressing the societal need of putting a stop to ignorance and embracing literacy.

“I belong to the Bagobo-Tagabawa tribe, and as school head it has been my dream that the people in my tribe will all be educated because this is one way of protecting themselves from mockery and abuse,” Jave Endar, school head of Palan Bagobo-Tagabawa National High School, said.

In the interest of realizing DepEd’s thrust of providing equal and equitable access to education for all, bringing education at the doorstep of the community is considered paramount in adherence to the principles of child minding and finding.

“We worked very hard in doing the mapping in the entire community, we value the young ones that much that is why we find them and brought them to school,” Endar added.



Situated near Mt. Apo’s foot at the heart of Brgy. Binaton, Digos City, the newly established Palan Bagobo-Tagabawa National High School in Digos City is not just a cliffy landscape, crisp cold ambience with foggy scenery but it also plays a significant role in bringing together young people in the community to school.

“Ang Palan ang pinakauna nga eskuwelahan sa Brgy Binaton apan tungod sa armed conflict, na abandonar kini. Karon, tungod sa hagit sa insurhensiya, kinahanglan dalhon ang tanang mga kabatan-onan diha sa edukasyon aron makabalo usab sila sa

ilang katungod ug mga pribilehiyo,” Endar said.

He underscored that education is the only hope to improve the quality of life of the Bagobo-Tagabawa and preserve their lands for the next generation. Furthermore, as a member of the tribe, he was very thankful to Solie Oliver, a chief supervisor, for mentoring him especially on the National Indigenous Peoples Education Policy Framework with which this idea took inspiration.

“Nalipay ko nga adunay natukod na eskuwelahan sa among barangay kay mapugos na gyud mi ug eskwela ug makahuman sa high school,” Grade 10 student Marive Ediango

sincerely expressed when she was asked on her feelings about Palan School.

She added that there will be no more reason to say no to school since distance is no longer an issue.

Schools Division Superintendent (SDS) Melanie P. Estacio believed that homing 83 IP learners from the Bagobo-Tagabawa Tribe is a great start for a better tomorrow with the hope that its existence serves as a beacon in influencing change among IP learners.

“My vision for Palan Bagobo-Tagabawa National High School is to become a school of living tradition,” SDS Estacio added.

Imbibing with the natural setting given the rich culture, and strong support of the people in the locale, the school community strives to ensure that education of children in Palan Bagobo-Tagabawa NHS is enriched through meaningful and authentic learning anchored with learners’ real-life experiences.



A Chronicle of Innovation and Inclusivity

by Harince P. Malacura

Sta. Cruz National High School (SCNHS) continues its lifelong mission to break the boundaries of education and stand not just as an institution of learning but a core of inspiration and a home of innovation.

As a public secondary school located in Talicud Island of the Schools Division of Island Garden City of Samal with an estimated distance of 7 kilometers with 15 minutes as an equivalent time travel from its mainland, SCNHS builds a strong foundation of promoting a resilient education system that makes the school become the factory of professionals and home of school innovations.

With this concrete vision, the school has been adapting the current trends of 21st century education. At present, 18 proficient teachers and 3 non-teaching personnel of the school are all ready to face the school year with enthusiasm for the 612 learners.

Priming its advocacy to innovate various educational undertakings under Project KEEP (Keeping Education in Every Possibility), the school has already identified programs, projects, and activities through the School Improvement Plan (SIP) which includes the implementation of inclusive education.

The school has been offering Alternative Delivery Mode (ADM) and Alternative Learning System (ALS) programs and recorded an increased number of enrollees with nine ADM learners and 20 ALS learners.

These programs are the parallel learning systems in the country that provide opportunities for out-of-school youth and adult learners to develop basic and functional literacy skills and access equivalent pathways to complete basic

education. The school also implemented the ALS program for Grade 11 and Grade 12 learners for S.Y. 2022-2023. Furthermore, Sta. Cruz National High School shows strong desires and interests to implement Indigenous Peoples Education (IPEd) this SY 2023-2024 to preserve the cultures, identities, and history of the tribal group as it recognizes its contribution towards the development of the school community.

The school also welcomes the inclusion of special curricular programs such as the Special Program in the Arts which is a vital activity to inclusivity. Learners with high potential and skills in vocal arts, theater arts, visual arts, dance arts, and creative writing will be honed and trained. With the main driver of this strategy which is the Project STAND (Special Talents and Arts Need Development), Sta. Cruz National High School will sustain the programs by further establishing SPA sections in the succeeding years.

Evidently, the school has a functional teen center which was evaluated by the Provincial Health Unit as Level 1 accredited. It becomes a safer haven for teens, helping them to overcome their current problems and reaching a hand to those in need,

especially those who are experiencing stress, anxiety, depression, and other mental health related problems. This only means that the school takes care of the welfare of the students which greatly helps in promoting the state of mental fortitude. Anchoring the banner program of the Department of Education, the implementation of Oplan Kalusugan sa DepEd (OK sa DepEd) has been fully embraced by Sta. Cruz National High School to ensure the safety, health, and well-being of learners whether in distant or face-to-face classes.

Additionally, the school aspires to elevate the academic competence of the learners and delineate in reaching the peak as a beacon of progressive education in the island in which innovation and inclusivity are seen and felt. With this, teachers help the learners to further experience real-life and hands-on learning through the availability of laboratory equipment and materials in the Computer and Science Laboratories and the Technical-Vocational Livelihood Workshop rooms which is further strengthened through Project AIMS (Ameliorating Institution for Modern Society).

Moreover, Mathematics teachers utilize manipulative instructional materials which enhance learners' numeracy skills. These materials provide an interactive learning experience by allowing students to visualize abstract mathematical concepts and foster active participation and critical thinking.

In addressing the literacy capacity of the learners, the I-Read-to-Live (I-RetL) program of the Division of Island Garden City of Samal and Project REALISE (Reinforcing Enthusiasm and Attentiveness of Learners through Interactive and Strategic Engagements) of Sta. Cruz National High School continue to empower reading interventions for the identified clientele. The said reading intervention programs aim to visualize zero non-reader both in English and Filipino, reduce percentages of frustration and instructional readers, increase the number of independent readers through the contextualized reading and numeracy materials.

In a nutshell, Sta. Cruz National High School is not just an educational institution but a living example of how innovation and inclusivity can harmoniously coexist and create a nurturing environment where students discover their fullest potential in order for them to aspire in becoming a force for change.





Home-Based reading: Offshoot for learning recovery

by Luis Culaba

not be able to clearly communicate their plans to everyone,” Erlinda Lim, the Municipal Mayor of Lupon, said during a reading launching in school.

The good impact of this program has been observed as well by the Sangguniang Kabataan (SK) and barangay leaders in Banaybanay, which led them to initiate a community reading center.

According to them, reading is a fundamental skill that learners need to acquire and exercise. Preparing them to

Every time these learners see the reading corner, they feel the irresistible feeling to sit down and read. It is something that fuels them to develop that love for reading.

To ensure a dynamic implementation of the program, teachers conduct monitoring. On weekends or free time, they visit their learners in their communities, check their reading corners, and ask their parents how they keep up with the reading activities at home.

Learning indeed does not just happen in the classroom. As home-based reading is in place as a strategy to rescue struggling learners, the division is in the right direction to recover what seems lagging previously and move forward to make every learner a reader.

“**M**aking Every Learner A Reader” is a mission for every teacher. It is a purpose-driven task that capitalizes on the importance of reading for the educational welfare of every Filipino learner.

Gearing towards effective and efficient implementation of the Learning Recovery and Continuity Plan (LRCP) of the Division of Davao Oriental, Home-Based Reading has been introduced by teachers in the learners’ community.

The program uses the learner’s home as the reading venue to hold reading. With suggested reading materials, the parents and guardians assist these learners in reading, seeing to it that they religiously follow the reading schedule, especially on weekends.

Homebound reading has been intensified by encouraging parents to set up reading corners at home. The corners are designed with contextualized reading materials to fit enough for the learner’s grade level. The setup has adhered to the instructions provided

by teachers in order not to exaggerate the styles.

With the aim of improving the learners’ reading status after the

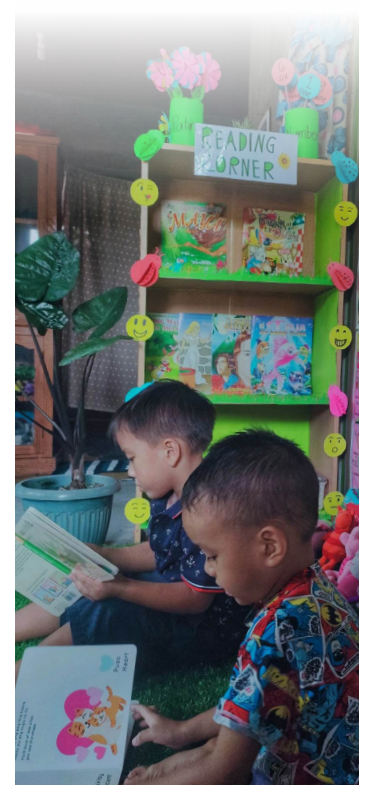


pandemic, this program has been supported by stakeholders. They have seen its relevance to ensure that no learners are left behind. They believe that as learners start reading, their academic competence will also start unfolding.

“Our learners are the next leaders of our community and country. If they don’t know how to read, they will

become responsible citizens has to start with their preparation in education and the community is willing to help them.

Since the start of classes for School Year 2022-2023, teachers and parents notice how learners get hooked on reading at home. Reading has become their habit. Their interest in gadgets slows down.



Stories that matter

by Paulo Morales

With 2022 coming to a stunning ending, we cannot help but look back at some of the most significant people and accomplishments representing the excellence, humility, and gratitude of the Schools Division of the City of Mati.

Education by the bay

Education Program Supervisor (EPS) Paz G. Tacder has always believed in inclusive education. In light of this, she launched Education @ the Bay in February 2022.

The goal was to encourage out-of-school youths and fisherfolk to learn and relearn reading, writing, and numeracy skills through the Alternative Learning System (ALS).

So, she started finding more committed sponsors to provide for the school needs of the enrollees. Further, she also lobbied the local government officials to cover other operational expenses for illiterate fisherfolk to become 2Rs η (Reading, Writing, Numeracy) Ready.

And it was more than a success, as the program first catered to 70 fisherfolks and residents aged 16 years and older in the three bays of Pujada, Balite, and Mayo in Mati City.

And the figure is growing by the day. Thanks to EPS Tacder and her warm desire to provide learning opportunities for those who needed them the most.

Learning goes international

Two students from the Davao Oriental Regional Science High

School (DORSHS) did not waste their time and grabbed the opportunity to apply and experience international training and exposure.

First in line was Laviña L. Naïve, the official delegate and head of the delegation for Team Philippines in the Asia Kakehashi Project, a study abroad scholarship program for Asian high schoolers interested in building their global competence by being culturally immersed in Japan for 10 months.

"Thanks to the steady presence of my adviser, Sir Johannes Latras, who motivated me to step out of my comfort zone," Naïve said.

Next was Jodenn Mark Algallar, who was chosen from over 180 applicants in Mindanao to be part of the Philippine Youth Leadership Program (PYLP). He attended the in-person leadership training at Northern Illinois University in DeKalb, Illinois, USA from May 15 to June 9, 2022.

Even more inspiring, after his return from the training, Algallar launched Project Upcycle on July 15, 2022, which aimed to inspire youth and educate them on proper waste disposal.

From zero to national champ

If there are hardware trophies for determination and resilience, Jouie C. Igloria will clinch the award.



With his studies temporarily stopped due to a tragic event, Igloria resorted to recycling and selling hard plastic and scrap metal to sustain his daily needs. Further, he continued earning cash from trash while enrolled in ALS. He eventually became a public school teacher at Tamisan Elementary School.

This year, he was adjudged first place in elementary science during the Search for the Best Supplemental Learning Materials in the Teaching of Defined Concepts in Science and Mathematics. His Self-Learning Module (SLM) in Science 4 bested other entries throughout the country. With his illustrator, Eduardo Pit Ybañez, Jr., Igloria completed his SLM entitled Quarter 4 Module 7: Taking Advantage of the Effects of the Sun on Human Activities.

Research in community partnership

They say it takes a community to educate a child.

Don Enrique Lopez National High School (DELNHS) embraced that principle after completing a study titled "A Role on a Rule: A Strategy in Strengthening the Learning Continuity with Parental and R-PSB Involvement in the New Normal at DELNHS." It was also successfully presented during the virtual activity "Education Amidst COVID-19: A Research Forum" on March 16, 2022.

The research was conducted by DELNHS Principal Jessica M. Lumapas, Senior High School teachers SHS Norsalam M. Bascuna and Cristy Ann Marie G. Quiamco.



HUWARANG
Bata
JODENN MARK ALGALLAR
GRADE 10
DAVAO ORIENTAL REGIONAL
SCIENCE HIGH SCHOOL



DavSur's Gugma sa Edukasyon

by Christopher P. Felipe

How does Davao del Sur Division fare in 2022?

The division implements a contextualized distance learning delivery modality. It has Project DREAM (Division Resource Engagement for Accessible Materials), which is a ready-to-print material that can be accessed through the Division Website and Google Drive.

It also has its own Project VERT (Virtual Educational Resource Technology), which is an online and offline delivery of different learning resource materials. This was supported through radio-based instruction named RadyoFlix, Kalama sa

Kahanginan; DepEd Davao del Sur Classroom, an FB page; and EduTVDavSur for TV-based.

The delivery of quality education was strengthened through the ACADEMICS (A Community Assisted Delivery of Education Materials through Integration and Collaboration System) Model, a mechanism in the delivery of printed learning resources through partnerships and Project POSSIBLE (Pooling Stakeholders Support, Innovating, and Building Learning Environment) Model, a program that supports schools with lack of classroom by providing Temporary Learning Space (TLS) through partnership.

Aside from all these projects, the division maintains its feeding program and Gulayan sa Paaralan. Many schools have been awarded the Best Gulayan sa Paaralan in Region XI.

The division advocates a vaccination drive, psychological first aid, physical and dental check-ups for each employee, and an annual check-up for all teachers with an allocated budget.

The division also upholds proper health protocol and sees to it that each school is provided with face masks, alcohol, face shields, and medicines. The schools have clinics and some schools have teachers who are also nurses by profession. Additionally, the division promoted Zumba through the Galaw Pilipinas dance which is the national calisthenics exercise program of the Department of Education.

The division implemented the Madrasah ALIVE and IPED programs to give importance to Muslims and indigenous learners. Many schools have already adopted the Madrasah ALIVE Education program.

The Senior High School students were also given the privilege to have an

immersion and complete their On-the-Job Training (OJT) on the different partner industries of the division.

The gender-based capacity building for teachers and intervention for learners that are gender-based are provided. It has a learner-centered community-based project titled "Project SuEduKo which consists of two activities.

The "Purok Eskwela" is a weekly tutorial in Mathematics, English, Science, and Filipino conducted in the purok by teacher tutors every Friday in the morning.

"Reading by the Sea" is a weekly reading tutorial for children of Sitio Ceboley Beach who were struggling with reading, this project helped learners achieve academic success amid the educational difficulties and lingering threats of COVID-19.

Apart from the regular programs and activities of DepEd, the division ensures that learners are given more focus and provided with enough priority. It is considered that learners are the heart and the center of every endeavor, and in the Division of Davao del Sur, Gugma sa Edukasyon, Importante.

