



# DEPED DAVAO DISPATCH

The Official Publication of the Department of Education Region XI

*Life is Education. Education is life.*  
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**WHAT'S INSIDE?**  
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## Senator Win visits Davao school to observe MTB-MLE classes

By Janice C. Abrea (with reports from Maricor C. Castillo)



Senator Sherwin T. Gatchalian who chairs the Senate Committee on Basic Education, Arts and Culture visited a school under the Division of Davao City for a consultative meeting and classroom observation on September 9.

He led the nationwide consultative meeting to focus on the issues and concerns for the implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) Program in public schools.

Sen. Gatchalian shared he found out that there are 181 to 187 different languages in the Philippines but only 130 among them have an orthography. He also discovered that there are many variations of Davao Bisaya from Davao Oriental to Davao Occidental.

The 48-year-old senator acknowledged migration patterns among families of learners due to family and economic reasons. This led to differences in dialects used at home.

**“*Mas alam n'yo ho ang epekto ng mother tongue, mas nararamdaman nyo rin po ang ginhawa o hirap sa paggamit ng mother tongue, at mas nakikita n'yo kung ano ang effective sa mga bata*”**

he said addressing the concern to teachers and school heads.

Sen. Gatchalian visited the classrooms of Kindergarten to Grade 3 learners of Marahan West Elementary School in Marilog District to observe in-person classes.

“Senator Win Gatchalian visited the kindergarten pupils of Teacher Benilda I. Jala, who was seven months pregnant but was still very energetic, while teaching her class composed of 72 kids divided into two sets. Senator Win asked questions and was trying to play with the learners who were, in turn, very participative as well,” Dr. Jean Fe Colango, Marilog A District supervisor, said.

Dr. Colango also reported that the Grade 1 classroom observation composed of 44 learners, led by Teacher Anisa B. Ubatay, went well as planned. She said that the observer was quite impressed with the readiness of the teacher in using the MTB-MLE Program and her teaching strategies especially when the

teacher handled the individual differences among learners calmly and politely.

“Teacher Mary Jean S. Camomot, a Grade 3 adviser, handled the classroom observation satisfactorily. In fact, Senator Win and the education program supervisors requested another topic to be discussed in class and they were very impressed as the teacher has shown mastery in teaching a new lesson using MTB-MLE,” Dr. Rosalinda D. Cabig, Marilog B District supervisor, shared her observation.

Sen. Gatchalian also left positive feedback as he personally witnessed how teachers organized their library and produced localized Big Books with stories originally written by its teachers.

The event which also targeted data collection on the Early Language, Literacy and Numeracy (ELLN) Program was participated by the Regional Office XI team headed by Regional Director (RD) Allan G. Farnazo, Assistant RD Ma. Ines C. Asuncion, and other leaders.

Schools Division Superintendent (SDS) Reynaldo M. Guillena was also represented by Assistant SDSs Jinky B. Firman and Marilyn V. Deduyo, and other leaders in the Division of Davao City.

The full coverage of his visit can be viewed in the Episode 3 of *Diri sa DepEd Onse* Season 4 posted on September 16 on DEPED Region XI Facebook page, the official social media account of DepEd Davao Region.

# Director's Message

Allan G. Farnazo

What's memorable in this third quarter? We can identify many but the opening of classes on August 22 and the one-month celebration of National Teachers' Month would spell it all.

We are happy that the enrolment in Davao Region, as of this writing, has reached 1,327,360 for both public and private schools from Kindergarten to Grade 12. This means we continue to innovate; we become more creative in ensuring that at the end of the school year they will bring with them significant learning experiences.

Each of these enrollees will be treated fairly including their different learning styles and multiple intelligences. Our teachers, who are mandated to focus on the learners, are prepared for the transition to post-

Covid 19 times.

To prepare more, we have to do some necessary steps to determine what's better and more effective. First, we go back to our school's vision, mission, and goal. Then we determine the role of our stakeholders. Second, we assess our school community's readiness, and we determine the best learning model. Third, we evaluate our approaches to always come up with strategies.

Many of our schools have conducted limited in-person classes at the start of 2022 and so it is expected that these schools will continue to hold in-person classes at the start of the school year 2022-2023.

Aside from bringing the learners back to school, our teachers and school leaders made it part of their

school culture to boost consciousness of hygiene and good health. This will now become our lifestyle.

As I roam around the region, I love seeing school children wearing their happy faces while they interact with classmates and friends. I love looking at teachers who seem to be happier than these kids and warmly accommodating them into the school. I love discussing plans with our school heads, supervisors, superintendents, and all our leaders in their Catch-Up Intervention Plan.

Indeed, our goals are achieved when we plan. We organize our human, physical, and financial resources effectively.

And for the celebration of the National Teachers Month, I cannot thank our teachers enough.



They are God's gift to humankind.

For our teachers who have always exerted much effort to bring thrill and excitement to their classes, thank you. You have always walked extra miles to reach the learners and their parents. My salute to all of you!

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# CID-GIYA:

## DavNor's innovative technical aid program

by Grace Santa T. Daclan and Neil Edward D. Diaz



**D**epEd Davao del Norte's Curriculum and Implementation Division (CID) gave a whole new depth and meaning to their office's acronym by conducting its first stop of the monthly *Care, Inspire, Develop - Guidance for Instruction, Yes for Action (CID-GIYA)* Field Rolling on September 21 at Tuganay Elementary School, Carmen District.

It is a monitoring and technical assistance project that aims to methodically bring together the status of the different thrusts and programs of the CID.

The CID-GIYA is scheduled to be rolled out to the chosen district schools once a month, every third Wednesday. The visit primarily evaluates the existing curricular programs, projects, and practices of the school.

Not only that, but the team also conducts casual and friendly talk with the school head to ascertain the challenges and needs of the school community, as well as its triumphs and

successes over the tests of establishing harmony in governance, learning and development, and continuous improvement.

The results of the Monitoring and Technical Assistance are carefully analyzed by the team, with notations of reflections for the top management's possible further action. This is shown and reported during the regular meeting of the Division Executive Committee (DEXECOM).

Headed by Dr. Eduard C. Amoguis, the Education Program Supervisors (EPSs) and Public Schools District Supervisors (PSDs) were guided by the validated Instrument of Monitoring and Technical Assistance and the specific assignment of each supervisor.

A brainchild of Dr. Grace Santa T. Daclan, the validated monitoring tool focuses on the key result areas of curriculum

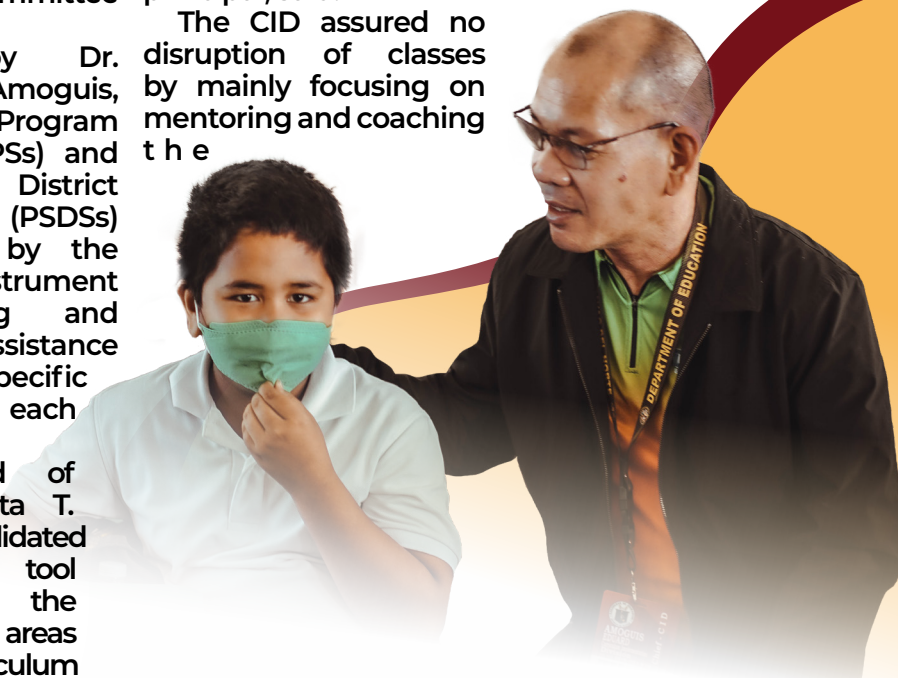
implementation, shared accountability, a culture of continuous improvement, and developing self and others.

"We feel honored to be the first school to have been afforded the care, inspiration, and development for our teachers by our supervisors. Rest assured we will continue to improve and keep our best practices," Rizalina L. Arcena, the school principal, said.

The CID assured no disruption of classes by mainly focusing on mentoring and coaching the

school head and only doing short pop-up visits to build rapport with teachers in their classrooms during recess time or noon break.

The CID-GIYA cannot provide perfect guidance to the schools being visited, but the desire of the CID Team to establish collaboration and support for the school's plight toward quality education makes the program perfect.



# GRIT AND COURAGE

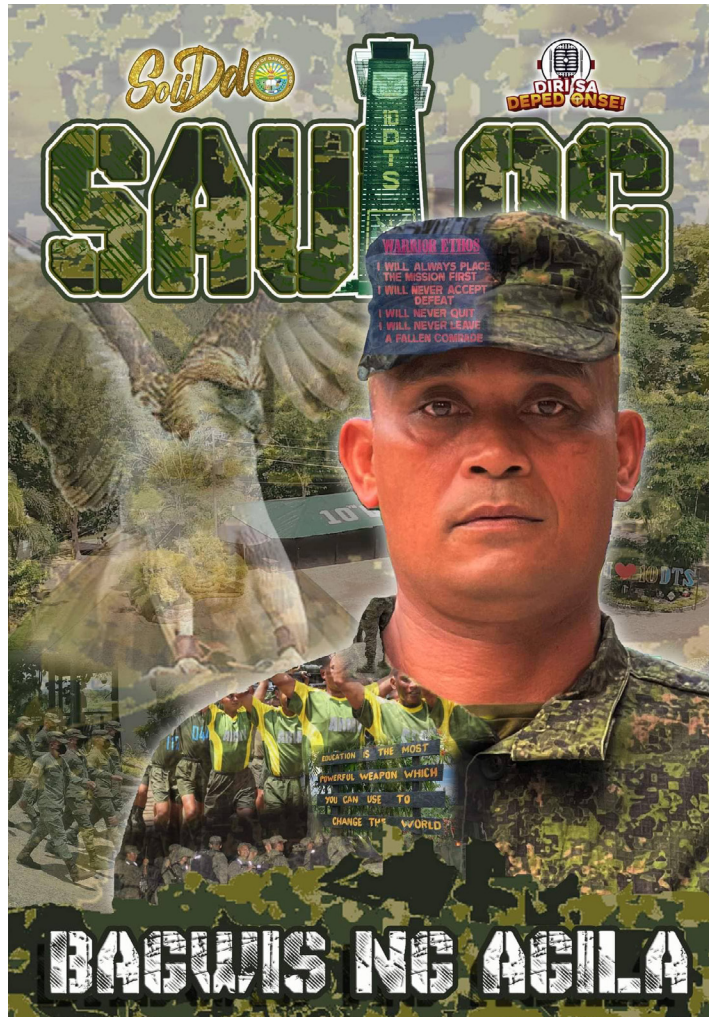
By Ciedie Rizhelle T. Castillo & Ian Jake N. Galoriov

In life, we do not get a redo button, but we do get second chances. In many ways, it is more difficult because a second chance means you have to try harder to rise against the challenges. You will need sturdy and mighty wings to withstand and brave the adversities that may come along the way.

This is the story of second chances for Private Fernando D. Lobiano, who was once a member of the 25th Guerilla Front of the country's communist group, but is now part of the 66th Infantry Battalion of the Philippine Army, proving that it is not too late to make adjustments toward future possibilities in life.

He was in the communist group until 1994, but when fear, hunger, and exhaustion struck him, it became the last straw for him to leave and surrender. He feared that staying longer would mean putting himself and his family's life in more danger.

When he embraced the care of the government, that was when he caught a glimmer of hope, that his dreams



were not as far away as they seem. Then, many doors opened for him and by 2019, he was later endorsed to train for the Philippine Army.

However, joining the Philippine Army was not an easy feat. Aside from the arduous physical training, he also struggled with accomplishing tasks, such as map and compass reading, mainly because the instructions were in English and he did not have the privilege to learn the

language when he was younger.

As an answer for the struggles of Lobiano, and many other former communist group members who wish to finish their education, the 10th Infantry Division Training School of the Philippine Army, in partnership with the Alternative Learning System, Schools Division of Davao de Oro, initiated the AGILA Project, which stands for "ALS Giving Intensive Literacy to AGILA Troopers."

This special project

aims to strengthen the incoming soldiers' literacy skills, aid them in finishing basic education, provide a better future for their families, and to better exemplify their duties in serving the country.

Being one of the many other people whose lives were transformed through the AGILA Project, Lobiano is grateful for the second chance and the new purpose.

Despite the delays and struggles of the new and unfamiliar path he is treading on, he persisted and endured to reach his new dream. Undoubtedly, he emerged victorious and graduated last April 2022 as he aspires to provide a better life for his family and discover more about his own strengths and capabilities.

Indeed, with sturdy and mighty wings like an eagle, Private Fernando D. Lobiano was able to reach larger heights and see new perspectives in life. He did not hesitate to be a catalyst and be the prime mover of the change that helped him discover himself better in serving the country and the Filipino people.



# SUSTAINABLE DEVELOPMENT GOALS

*Achieving harmony and economic success by 2030*

*By Sheryl Laine T. Caminade*

The Division of Davao del Sur, in partnership with the other sectors, has been working hard to achieve success on the three pillars of corporate sustainability, particularly the social, environmental, and economic factors or also referred to as people, planet, and profits.

These so-called Sustainable Development Goals (SDGs) have been adopted to end poverty, protect the environment, and ensure that all people around the globe live in harmony and economic success by 2030.

For the No Poverty goal, each school trained students to invest their effort by taking NC2 training, exposing themselves to technology innovation, and practicing entrepreneurship to have better jobs in the future and cut off the chain of poverty.

The percentage of NC2 passers has greatly improved ever since the K-12 curriculum was adopted; many of the K-12 first batch students have also graduated college, and others are already working

as well. The division also gives importance to the 4Ps beneficiaries, provides quality education, and ensures no-bias treatment for all students.

The second SGD is the Zero Hunger goal. The division implemented a feeding program and Gulayan sa Paaralan. In fact, many of the schools have been awarded the Best Gulayan sa Paaralan in Region XI.

Furthermore, the division has been doing its absolute best to provide Quality Education for all learners and improve the curriculum to achieve Decent Work and Economic Growth. Amidst the pandemic, 100 percent of the schools have implemented Modular-Distance Learning just to continue the education of children.

Along the way, the division also adopted blended and online learning, as well as the Alternative Learning System, where students were given equal opportunity to learn and excel. On top of that, the division implemented

the Madrasah ALIVE and IPED programs to give importance to Muslims and indigenous learners.

Meanwhile, for the Gender Equality Goal, the teachers are well represented including the supervisors. Both male and female principals are given the privilege to have equal tasks, and both are equally important.

One of the proofs of gender equality is the provision of toilets in every school, wherein students are provided with toilets for males and females. The division also upholds capacity building in harmonizing gender and development guidelines. DepEd Davao del Sur supports equality and the division is with the world in

attaining this goal.

The highlights of which are the following: gender-based capacity building for teachers and intervention for learners that are gender-based are provided and the learner-centered community-based project titled "Project SuEduKo which consists of two activities, "Purok Eskwela" – a weekly tutorial in Mathematics, English, Science and Filipino conducted in the purok by teacher tutors every Friday in the morning, and "Reading by the Sea" – a weekly reading tutorial for children of Sitio Ceboley Beach who were struggling in reading.

To sustain Clean Water and Sanitation Goal, the division has been



advocating the DepEd Order No. 10, "Policy and Guidelines on the Comprehensive Water, Sanitation, and Hygiene in Schools (WinS) Program". The program improves access to safe drinking water, functional toilets, and effective hygiene promotion.

The goal is to provide a comfortable and safe learning environment in school, allowing children to participate and learn to the best of their abilities. Apart from this, basic hand hygiene facilities are also given to each learner to ensure safety and protection. In fact, based on face-to-face monitoring, 100 percent of the schools have adhered to the call for the provision of safe drinking water in each classroom.

Furthermore, many schools in the division already installed solar power to conserve energy. This will help to sustain the Affordable and Clean Energy Goal and, by 2030, the division envisions that all schools will have their own solar power.

The entire division is propelled to the attainment of development goal number 7. Specifically, the energy-saving projects involve the installation of solar-lighting facilities in schools. What makes this project more interesting is most of these provisions came from the stakeholders. The implementing schools are Hagonoy Elementary School and Apolonio R. Fuentes Elementary School.

To Reduce Inequality as well as Sustain Cities and Communities, the

division made sure that all learners are given equal importance. Indigenous students have also availed of the IPED program and Muslim groups were exposed to Madrasah ALIVE program wherein they are taught to excel and gain more confidence.

On the other hand, for Responsible Consumption and Production, each school of the division has been implementing proper waste segregation. Many schools also use disposable waste materials to earn and come up with a project on their earnings from the waste.

Next, for Climate Action, Life below Water and Life on Land Goals, the division upholds tree planting, School Inside the Garden (SIGA) and gulayan sa paaralan. For tree planting, they have planted seedlings such as Mango, Marang, and Avocado.

The students also planted, Mahogany, Paracata, Ipil-ipil, etc. For SIGA and gulayan sa paaralan, the students, parents, and teachers planted different kinds of vegetables to promote



a healthy lifestyle and additional earning.

For Peace, Justice, and Strong Institutions, the division strongly implemented a Child Protection Policy, Child-Friendly School, Violence Against Women and Children, and Access to Justice for All. The division also supports RA9184 Law or the Government Procurement Policy.

Lastly, with regards to Partnerships for the Goals, the division has a strong relationship with the Local Government Unit and even in private schools. The schools invite other government agencies

during school activities like Brigada Eskwela.

The Sustainable Development Goals are designed to end poverty, hunger, and discrimination against women. It is also designed to promote gender equality, provide clean water and affordable and clean energy, develop industry, innovation, and infrastructure, and promote peace, justice, and strong partnership with the government. The Division of Davao del Sur will continue to help in achieving all the sustainable development goals by 2030.





## Intensified Brigada Pagbasa in barangays

by Al James Aguilon

The Department of English National Comprehensive High School intensified the implementation of Brigada Pagbasa as part of Brigada Eskwela 2022 stipulated in DepEd Memorandum 062, s. 2022.

The teachers went in shifts for the morning and afternoon sessions from September 12 to 16. Each student was given a set of reading materials where the teacher would concurrently monitor and analyze the student's reading capacity, and, afterward, they were given comprehension questions to establish their comprehension level.

The barangay officials of Sainz and Central accommodated both the teachers and students and supplied them with suitable locations to cater to the said program. English Department Head Teacher Mary Beth J. Estoque identified more

than 200 pupils from these two barangays.

"This is our way of making sure that our learners who are in need of help with reading can be assisted," Estoque said.

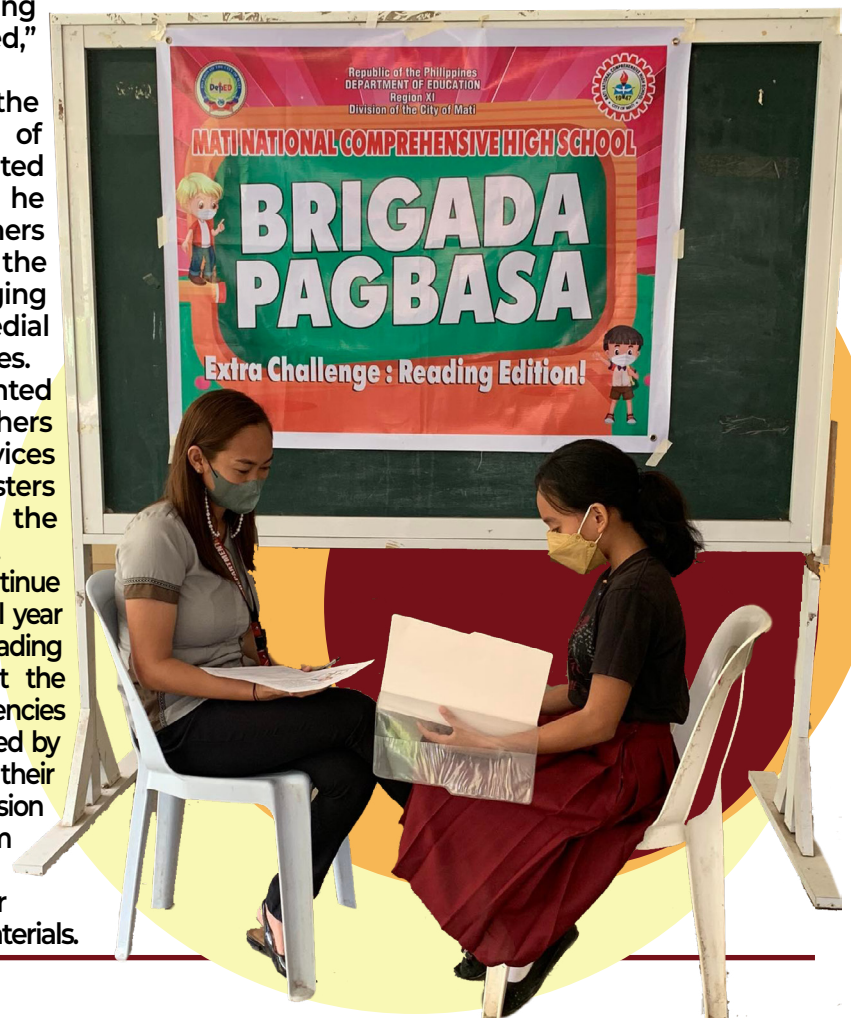
Edgar T. Valera, the Punong Barangay of Sainz, complimented the activity as he observed that teachers made it easy for the learners by bringing the reading remedial nearer to their houses.

"We are delighted that these teachers extended their services to these youngsters even outside the classroom," he said.

The activity will continue throughout the school year at least once every grading quarter to fully meet the learning competencies intended to be achieved by the learners to improve their reading comprehension level and equip them with the right skills to further decipher advanced reading materials.

The program attempts to give comprehensive reading intervention for students with reading difficulties. The DepEd

Order reiterates that the activity is an "after school" initiative in cooperation with several barangays where the learners reside.





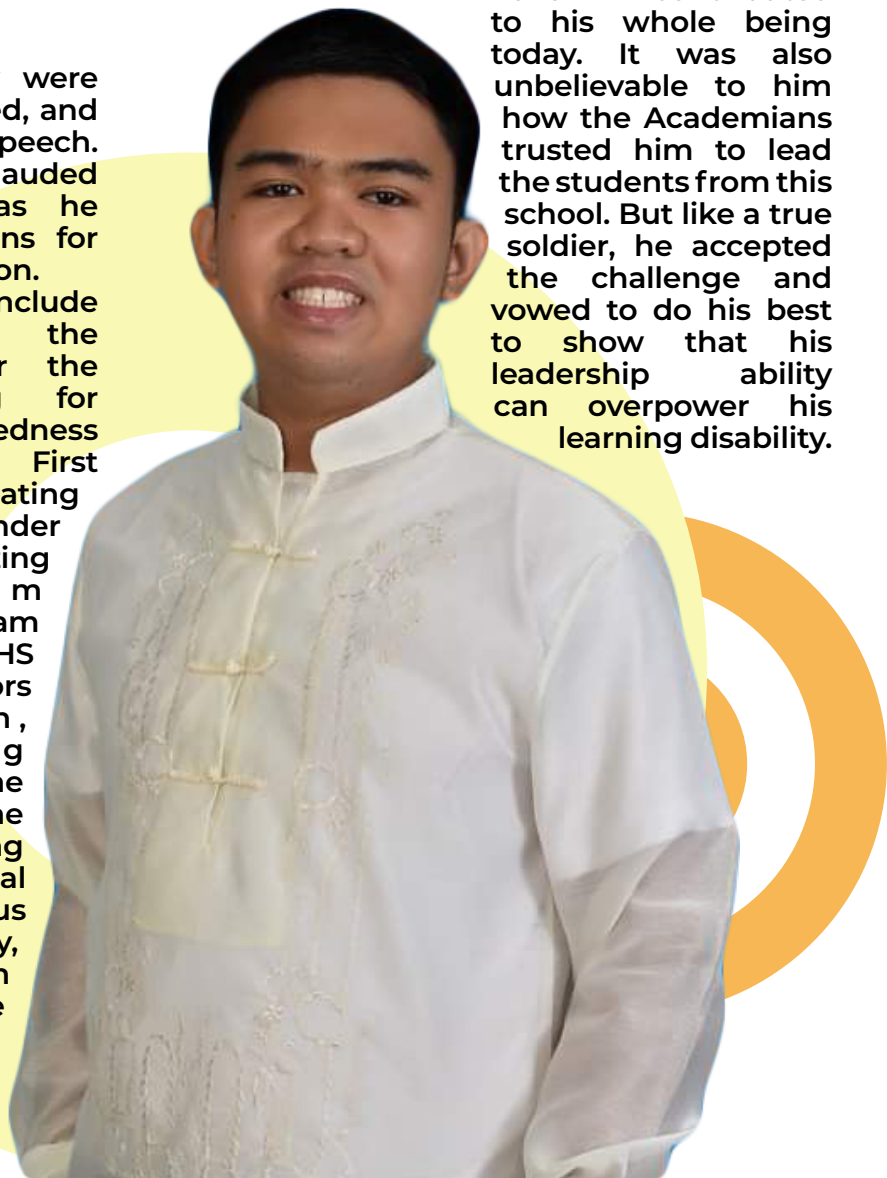
# Leading ability over learning disability



*“I have been diagnosed with Autism Spectrum Disorder, thus I am a person with special needs. However, despite the challenges that I face, I have been blessed to be raised in a nurturing community and environment, which brought me here to where I am today.”*

Out of three candidates vying for the SSG (Supreme Student Government) Presidency of Tagum City Regional Academy for Senior High School (TCRASHS), a talented, intelligent, and energetic gentleman named Marco Alejandro I. Revilla garnered the majority of the votes despite the condition he has. This young aspiring leader won the elections after having emphasized his platforms among the other learners. Aside from that, his genuine friendliness, remarkable energy level, refined knowledge, and positive disposition in life brought him to the ultimate success of his student government aspirations. During his State of the Student Government Address

(SOSGA), many were amazed, touched, and inspired by his speech. The crowd applauded many times as he shared the plans for his administration. These include setting up the framework for the SSG, pushing for student preparedness through Basic First Aid Training, creating a Junior Responder team, organizing Classroom Tindahan Program and the TCRASHS Student Vendors Association, recommending a One In, One Out Policy in the school, pushing for an ecumenical or interreligious prayer policy, and even creating the Facebook page called Tagum City Regional Academy SHS – SSG.



Toward the end of his speech, the audience got teary-eyed as Marco shared his condition being a learner with special needs as he was long diagnosed with Autism Spectrum Disorder.

With pride and honor, despite this condition, he proudly told everyone how grateful he is for the nurturing family and environment he has lived in.

He expressed his heartfelt gratitude to all the people who have contributed to his whole being today. It was also unbelievable to him how the Academicians trusted him to lead the students from this school. But like a true soldier, he accepted the challenge and vowed to do his best to show that his leadership ability can overpower his learning disability.

# All for literacy to sustain

By Raymond S. Aquino & Rosemarie B. Garrido

the school, a big flood hit the school site on December 23, 2020. This was followed by several overflows which devastated the school facilities.

The Disaster Risk Reduction Management team found that the foundation of the bridge constructed is now blocking the underground waterways causing the water to overflow into the school ground and even on classroom floors. In addition, the elevation of the water of the river evened out with the school's ground elevation which caused a series of flash floods hitting the school. Thus, there is a need to streamline the flood-control structure.

With the excess water uncontained already with the waterways constructed on the school ground, light rains would cause floods readily and the mitigations done by the school officials are to no avail. Even the elevated and cemented classroom floors won't work to salvage the printing equipment, printed learning materials, and other school amenities from damage.

To alleviate the problem,

the Tubalan Barangay Council has structured temporary flood control along the river bank to protect the school site. However, due to the low elevation of the ground which evened out with the water level, the water which rerouted to the rear portion of the school site worsened the problem.

With the pressing difficulties of the school, the school officials with the collaboration of the barangay officials,

court. This has caused the newly installed school head, Baltazar P. Marmito, to double his time and walked the extra mile for the immediate provision of logistics relevant to sustain the in-person classes.

The new school head had procured electric fans for the ventilation of each makeshift room and had provided the learners with a safe road right of way with the

pedestrian lane established in front of the momentary school site.

He had afforded teachers printers for learning material production. Significantly, he had beseeched from the Office of the Governor the ten 5x6-sized pre-fabricated classrooms constructed to maximize learners' learning space while waiting for the realization of the new school buildings to stand on the school's newly acquired site.

identified short-term solutions while pushing for long-term solutions which were lobbied to the Municipal and Provincial Offices.

In the meantime, while waiting for the building construction on the new school site, most of the learners have been housed at Brgy. Tubalan gymnasium while some are settled at the barangay public market where the in-person classes are transpiring.

For education to sustain in this part of the province, the teachers manifested resiliency by adopting blended instruction to accommodate some 690 learners in the limited space of the covered

For Mr. Marmito, walking his talk is a mission to religiously comply, and leading his subordinates to find their own meaning in the most unmeaningful circumstance is a noble act to undertake.



After being hit by several flash floods, the learners and teachers of Tubalan Elementary School in Davao Occidental suffered the consequence of schooling without classrooms. Much as they prefer in-person classes after the dawn of the pandemic, face-to-face classes are impossible to achieve in full swing.

Yet, they may have cried a river of tears before, but now that Gov. Franklin P. Bautista donated a 9,500 sq. meter lot for the new school site, they have seen a light at the end of the tunnel.

It can be remembered that after the construction of the bridge and the road along the front side of





*Dr. Maria Gemima C. Valderrama*

# Mother tongue *and the* conversational Bisaya

What's with the Mother Tongue-Based Multilingual Education (MTB-MLE)? And why has it drawn attention for some time?

The MTB-MLE, as stipulated in DepEd Order No. 16, s. 2012 but was institutionalized in 2009, is implemented in all public schools, specifically in Kindergarten, Grades 1 to 3 as part of the K to 12 Basic Education Program.

It becomes one subject and, at the same time, the mode of instruction for all other subjects except Filipino and English. This means learners from kindergarten to Grade 3 are required to receive instruction, teaching materials, and assessments in their respective regional or native languages.

While the intentions of the implementation of MTB-MLE are very significant since it would greatly influence language, cognitive, and academic development and sociocultural awareness, it has become difficult for some students and teachers, and even parents who had to teach their children during the pandemic.

In his first State of the Nation Address, President Ferdinand Marcos Jr. mentioned reexamining the medium of instruction in schools to maintain the advantage of Filipinos as an "English-speaking people".

Because of the

pronouncement, Senator Sherwin Ting Gatchalian, as the chair of the Committee on Basic Education, will roam around the country to get first-hand information on the effectiveness of MTB-MLE.

The senator first held a consultative meeting with teachers and school leaders in Pangasinan then he went to Davao City on September 9, particularly to Marahan West Elementary School in Marilog District where children are mostly coming from the Matigsalug tribe.

He observed classes using the mother tongue and conversed with teachers.

Good thing that Sen. Gatchalian was so warm that teachers were able to express themselves. He initiated the questioning.

He shared that in Pangasinan most teachers suggested having MTB-MLE as a separate or one subject but the medium of instruction for Science, Math, and even MAPEH (Music, Arts, Physical Education, and Health) will be in English.

The teachers and school leaders who were around in Marilog also supported the same idea as they have seen some difficulties on the ground. They expressed it is up to the teachers to contextualize in case learners will have a hard time.

For example, there is a problem in the transition

stage because English becomes the mode of instruction for Math and Science starting in Grade 4. Learners find it hard to shift to English and they could no longer understand some terminologies.

They have also shared that conversational Bisaya in Davao is different from the Sinugbuanong Bisaya found in the modules and textbooks. The terminologies become foreign to both learners and teachers, and even parents.

They shared that Davao has no orthography yet. The conversational Bisaya in Davao is a combination of English, Tagalog, and Bisaya. This is what we practice. Davao is the melting pot of the country's different languages.

For example, here we say, "Naa ta assignment ugma". This is understood easily than by saying "Naa ta buluhaton ugma."

Or we simply say, "Tapos ka na magstudy?" rather than "Tapos ka na

magtuon?". Or we say, "Nice ang place, bay!" rather than "Nindot ang lugar, bay!"

We can hear the youth say, "Kaiba mo lagi" or "Kanine masyado nito bah" or "Ano gani ginasaki mo"

We only say yellow not "dalag", orange not "kahil", oblong not "tulotaas", or triangle not "gitlo or sinugang".

We understand each other because this is how we converse. Language is simply dynamic. It is always changing, evolving, and adapting to the needs of people.

So, what matters here?

People will not forget the dialects of their ancestors and the culture that is embedded within them. People will continue to use language as a powerful tool to understand and respect each other.

Is MTB-MLE effective? Sen. Gatchalian and his team may have the answers after they have roamed around the country and talked to practitioners.



# THE NUMBER OF ENROLLEES IN PUBLIC SCHOOLS OF DAVAO REGION FOR SY 2022-2023 REACHES 1,206,291

