More schools open in LDN to provide better access and attract learners

DepEd LDN ensures better access to education of learners; intensifies school-based initiatives to ensure preparedness of facilities and resources through Brigada Eskwela and assessment of classroom structuring.

An increase of 71 schools including the newly opened, integrated, complete elementary and Senior High Schools in the Division of Lanao del Norte are now open to accommodate more learners.

To ensure readiness of schools to welcome learners, the Department of Education conducted the Brigada Eskwela from May 28 - June 2, 2018 and the assessment of classroom structuring in which teachers with the best classrooms will be given the “Sarimanok” award.

This year’s Brigada Eskwela was started with volunteers coming from communities and different organizations and agencies who flocked to the 374 schools in Lanao del Norte to heed to DepEd’s invitation to prepare schools for the opening of classes. The Brigada Eskwela promotes cooperation among the school’s internal and external stakeholders. SDS Roy Angelo E. Gazo emphasized the need for close ties between and among different sectors to provide access and equity in education. The launching of the said event was held at the municipality of Magsaysay, Municipality of Linamon, Municipality of Tangkal and the Municipality of Poonapiagapo.

The Provincial Government headed by Governor Imelda Quibranza-Dimaporo also distributed chairs, paints, and other construction materials during the Brigada Eskwela to identified schools in the province.

After the meeting led by Chief Myrna Lyn M. Marohom, the CID personnel proceeded to their respective assignments to monitor the opening of classes.—By: Maria Eva S. Edon, EPS

Brigada Eskwela Major Donors (Reported By: Rasmila M. Cosain, SEPS)

ABS-CBN Foundation, GMA Foundation, Ronald McDonald’s House of Charities, Knowledge Channel Inc., NGCP, GSP, BSP, Provincial Government of LDN, JCI Philippines, AFP, PNP, Pepsi Cola, One Meralco Foundation

Donations for 81 Schools During Brigada Eskwela 2018 (as of May 30, 2018)

<table>
<thead>
<tr>
<th>Total No. of Volunteers</th>
<th>Total Resources Donated</th>
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</thead>
<tbody>
<tr>
<td>41,805</td>
<td>7,071,108.00</td>
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TOWARDS A FRUITFUL 2018-2019

Another school year has come. Another quality journey has begun.

The work of education has always been very challenging as it takes an enormous amount of commitment and hard work on the part of the educators to transform the community into what it should be.

In order to internalize such commitment, the Division of Lanao del Norte makes sure that all children of school age are able to access education via the modes that the Department of Education offers. This is the reason why some of our children are into the Alternative Learning System (ALS), the Open High School Program (OHSP), a modular secondary program; hence, they do not need to attend the regular structured classroom anymore. Through this program, we hope to save our children’s future; indeed, an implementation of Education is Excellence.

Another vehicle that surely takes us to excellence when it comes to, mostly school facilities, is the Brigada Eskwela, a bayanihan program.

Through this undertaking, all the stakeholders synergize in order for the school to move forward – all for the welfare of the students.

For this school year, the school community is extremely grateful to the stakeholders for their assistance and contributions to prepare the school for the opening of classes.

Part of the preparation at the start of the school year is the classroom evaluation done in all schools by the division leaders. This ensures that classrooms are ready for occupancy on the first day of classes, which means that the teachers worked double time to spruce up their respective classrooms in order to make the children feel the welcoming ambience of their home for the next 200 days in the academy.

The Division of Lanao del Norte is then likened to an orchestra: we, the musicians play different instruments, blow varied amounts of air into our windpipes, and apply different degrees of pressures in our strings; however, there is one thing common among us: we play one tune and that is EXCELLENCE.

Message from the Editor:

Warm greetings everyone!

In this issue, The Harvest features Schools Division Superintendent Roy Angelo E. Gazo whose life story, works and passion, are worth emulating.

In the last issue, the school leaders and teachers will submit their initiatives, research and other stories that may interest the readers. I hope that many more people will be able to present their initiatives and innovations that improve learning so that other schools can benchmark on.

Henceforth, through this publication with a wider readership, it is hoped that schools also will share information about initiatives, research and other stories that may interest the reading public. In this way, schools will be able to present their initiatives and innovations that improve learning so that other schools can benchmark on.

The Harvest will also welcome articles that include original journalistic and literary pieces for its quarterly publication to give light to a more active sharing of information, initiatives and best practices and to provide an avenue for teachers to embolden their craft in journalism and in writing poetry and literary pieces.

With this, it is hoped that this Division will not only develop teacher-writers but it will also be able to capture more Lanao stories from the margins that will become valuable materials for cultural preservation.

May the good Lord bless all our endeavors during the SY 2018-2019. Keep writing.

MARIA EVA S. EDON
Editor-in-Chief
LDN TEAM SHINES AT 13TH NAKEM INTERNATIONAL CONFAB
By: Lorna M. Dalidig
T2-LNNCHS

A six-member delegation composing of EPS Maria Eva S. Edon, Ph. D., EPS Teresita B. Ilago, Ph.D., Provl BM Marivic D. Ramos, BSP Scout Exec. Ariel V. Sayre, Lorna M. Dalidig, LPT, and Rhea Marie L. Lapuz, LPT, from the Province of Lanao del Norte participated in the 13th Nakem International Conference on “Studies on Things Philippines, Ilokano, and Amianan” and the “Second International Congress on the Ilokano Language” on May 24-26, 2018 at Saint Louise University in Baguio City where they presented 4 papers that focused on the theme “Lanao Life and Studies on Things Lanao and Mindanao”.

People from different colleges and universities participated in the conference that attempted to bring into the surface the difficult terrain of Philippine discourse and scholarship during these especially difficult local, national, global circumstances marked by chaos, uncertainty, instability, disparity, inequity, authoritarianism, nominal and exclusive democracy, and difficult challenges in the pursuit of liberal and emancipatory education.

The LDN team managed to convince local and foreign participants of the vastness and richness of Lanao stories and culture.

Kapatagan NHS SPA teachers throttle up in developing assessment tool
By: Glenn D. Cabatuan
Pursuant to Division Memorandum No. 154, s. 2018, signed by Schools Division Superintendent Roy Angelo E. Gazo and dated April 10, 2018, regarding the Training Writeshop on the Development of Assessment Tools for SPA Teachers, the Kapatagan National High School Special Program in the Arts (SPA) teachers came together to answer the call. The activity took place at AICE Training Center in Poblacion, Tubod, Lanao del Norte on April 23-24, 2018.

The training was conducted in adherence to the mandates of Republic Act 10533, also known as the Enhanced Basic Education Curriculum of 2013. It was conducted through the Curriculum Implementation Division under the leadership of CID Chief Myrna Lyn M. Marohom with the supervision of Education Supervisor for MAPEH Robin L. Tabar.

The workshop aimed to enhance teachers’ potentials in developing assessment tools; develop assessment tools based on competencies in every discipline, and; submit developed assessment tools for validation and finalization.

Participation in the training were only limited to SPA teachers and school heads of Kapatagan National High School, considering that it is currently the only school in this division that offers SPA curriculum. Through the prudent use of their curriculum guides, laptop and copies of assessment tools, the participants were successful in producing their convincing outputs.

6 JHSs implement DLP
By: Myles M. Sayre, MAEd
Program Development Officer


The Dynamic Learning Program is an approach that stresses writing to keep learners active participants in the learning process.

To ensure successful implementation of the program, the team from the Curriculum Implementation Division headed by Chief Myrna Lyn M. Marohom conducted a benchmarking activity at the DLP-pioneering school, the Central Visayas Institute Foundation School in Bohol. A series of training were then conducted to orient school heads and teachers on the implementation processes and on the preparation of lesson plans and activity sheets.

Dr. Joselito C. Epe is the Division Focal Person of the said program.

LDN holds teaching beginning reading workshop for educators
By: Maria Eva S. Edon
EPS

DepEd-Lanao conducted the Teaching Beginning Reading: A Workshop for Educators in partnership with Ronald McDonalds on May 19, 2018 at Valley View Hotel, Lala, Lanao del Norte.

The said event which was organized by SEPS for Linkaging and Networking Rasmila M. Cosain was participated in by 64 school heads and their reading teachers of identified schools that were affected by Super Typhoon Vinta. It aimed at enhancing teachers’ competency in applying strategies that were introduced by Ms Portia P. Padilla of UP Diliman.

Each participating school received big books and other learning materials from the sponsoring entity.

Ms Portia P. Padilla of UP Diliman presenting different strategies in teaching beginning reading.

Kapatagan NHS SPA teachers throttle up in developing assessment tool
By: Glenn D. Cabatuan
Pursuant to Division Memorandum No. 154, s. 2018, signed by Schools Division Superintendent Roy Angelo E. Gazo and dated April 10, 2018, regarding the Training Writeshop on the Development of Assessment Tools for SPA Teachers, the Kapatagan National High School Special Program in the Arts (SPA) teachers came together to answer the call. The activity took place at AICE Training Center in Poblacion, Tubod, Lanao del Norte on April 23-24, 2018.
**The HARVEST**

**LDN music and arts teachers develop materials with local twist**  
By: Glenn D. Cabatuan

Mrs. Corazon Pinkian, P1, demonstrates how creativity can transform used and empty liquor bottles into dance trophies.

DepEd — Division of Lanao del Norte, through the Curriculum Implementation Division (CID), conducted the Division Seminar-Workshop on the Development of Localized/Contextualized Materials in Music and Arts on May 2 - 4, 2018 at Lanao Norte National Comprehensive High School in Baroy, Lanao del Norte. This was in pursuant to Division Memorandum No. 155, s. 2018 signed and issued by Schools Division Superintendent Roy Angelo E. Gazo on April 10, 2018.

The workshop aimed to develop localized/contextualized instructional materials in Music and Arts; provide technical assistance to school heads and teachers on how to utilize the materials based on the competencies, and; produce localized/contextualized materials in teaching Music and Arts.

Each district sent one MAPEH lead principal and one MAPEH teacher coordinator in the elementary department. They brought curriculum guides in Music and Arts, and laptop. They also brought local and indigenous materials in crafting their teaching materials.

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**EVENTS**

**Unknown Family wins Swag Fest 2018 Dance Title**  
**DEPED LDN holds Dance Battle 2018 for Adopt-A-School Program**  
By: Teresita D. Lanzaderas

To generate income for the Adopt -A-School Program, the Department of Education in Lanao del Norte, in cooperation with the provincial government headed by Governor Imelda ‘Angging’ Q. Dimaporo, holds the first ever Swag Fest Lanao Mindanao Wide Hip Hop Competition last June 8, 2018 at the Mindanao Civic Center Gymnasium, Tubod, Lanao del Norte.

With the theme One Event, One Mindanao, Dance for Peace and Unity, 21 crews from Zamboanga City, Iligan City, Dipolog City, Oroquieta City, Ozamiz City, Marawi City, Lopez Jaena, Tangub, Maramag Bukidnon, Katipunan, and other municipalities of Lanao del Norte battled it out for the title These hiphop international judges also participated in the dance camp which enabled them to train dance enthusiasts for free for four hours, 8:00 AM – 12:00 noon. The afternoon session started at 1:00 pm for theSolo Krump Category with the P2,000.00 and medal as rewards. And the most-awaited hiphop open category—dance battle category started at 5:00 PM.

Schools Division Superintendent, Roy Angelo E. Gazo, welcomed almost thousands of spectators.

The Unknown Family bagged P20,000 cash prize with a 24-inch trophy and medals sponsored by the provincial government. Mixtensive of Zamboanga City came in 1st runner-up and Man of Hope of Ozamiz City garnered 2nd runner-up winning P15,000.00 and P10,000.00. Moreover, Waway Boyz, 8 on 1, True Brothers, Company N, Hypermovers, Simple Crew, and 7:30 scored for the 3rd to 9th ranks.

Internationally acclaimed judges graced the competition which sold thousands of tickets ranging from P100, P200, P300, and P500. The judges who are dance experts themselves were Kenn Anthony N. Mijares, Kissel D. Ricaborda, and Jhonald L. Gonzales.

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**CID graces Brigada Eskwela 2018 Kick-off**  
By: Connie A. Emborong, Ph.D.

The Curriculum Implementation Division (CID) personnel of the DepEd-Lanao del Norte Division spearheaded by Chief Supervisor Dr. Myrna Lyn M. Marohom were all set on Monday morning of June 28, 2018 for the Kick-off Ceremony of the Brigada Eskwela 2018 held at Magsaysay Central Elementary School (MCES), Magsaysay, Lanao del Norte.

A parade formally started the kick-off ceremony. It was also participated in by the LGU and BLGU officials, PNP, PTCA Officers and members, different organizations.

Bearing the theme, "Pagkakaisa Para sa Handa, Ligtas at Matatag na Paru-paruhan Tungo sa Magandang Kinabukasan" the CID personnel donated to some schools of Magsaysay five (5) gallons of paints and paintbrushes. These donations were turned over to the school principals during the kick-off ceremony.

Aside from MCES, the CID team also visited other schools and took part in the conduct of their Brigada Eskwela by cleaning the school ground and painting the school fence. Along with them during the school visits was Municipal Mayor, Hon. Azisah S. Omar. Some of the schools visited were Shiek Omar Integrated School, Abucay Cancamo Elementary School, Tambacon Integrated School, Datu Bibit Da-lug Elementary School and Magsaysay National High School.

The Brigada Eskwela is a one-week activity of the DepEd which is held annually wherein all education stakeholders both internal and external as well as other
SUMMER READING CAMP RAISES READING ABILITY
By: Lorna M. Dalidig
LNNCHS

To develop and enhance reading ability of the learners, Lanao del Norte National Comprehensive High School conducted the School-Based Summer Reading Camp 2018 as support to the DepEd Memo (402, s.2004) that aims to teach public learners with planned training in reading and writing to make them independent young readers and writers.

Students who were identified by their English teachers as slow readers were recommended to join the Reading Encampment that was launched on April 16-20, 2018 at Lanao del Norte National Comprehensive High School grounds. This year’s summer reading camp opens an avenue for the reading campers to engage themselves in reading journalistic articles, watch media presented related activities.

Filipino and English teachers rocked the LNNCHS summer reading campers as they conquered the first activity which was the “Guided Reading.”

The Reading Mentors for the Filipino and English teachers took their turn in the second day of the camp where campers were exposed to Pagbasa sa Balitang Panahon, Editorial and Makabuluhang Pagbasa ng Lathain. The line was the Science reading mentors who shared the song “Anak ng Pasig” as their piece for Jazz Chant then Message Relay. An inspiring video clip was presented by Jenie Ann Demegillo a Values Education reading mentor to cascade their self-worth. Another exciting activity was the video challenge hosted by the Mapeh department. Reading Campers were so engrossed in choosing their songs and patient enough in waiting for their songs to be played. Not only that, they were also engaged in other reading related activities during the mentoring period.

The 5th day of the camping was initiated by the English and Filipino reading mentors. Several activities were conducted like Synonyms and Antonyms, reader’s theater, Spelling Bee. Reading of the Feature article contest both in English and Filipino and video K Challenge. The Winners received prizes such as t-shirts for first prize, school supply for the 2nd and drawing kit for the 3rd prize.

Moreover, the reading camp was concluded with a closing program. The reading campers received their certificate and token as appreciation of their participation. During the closing program, sangguniang Bayan Member Hon. Eric Basalo stressed out the importance of reading in our lives. He also spared his time in witnessing the different presentations of the winners and their best outputs during the program.

Mrs. Alma Canania expressed her gratitude to the school by saying, “Salamat kayo mam ky akong anak kaau sa mga activities ug mamukaw jud para moadto name sa school for the camp and he learned a lot jud ma’am. The lines made all our efforts and hardwork worthy in making this reading camp possible.

72 Students graduate from Senior High School in PMNHS
By: Rusell M. Talip
Placida Mequiabas NHS

A total of 72 students graduated as the pioneering class of the K-12 Program of the Department of Education at Placida Mequiabas National High School on April 5, 2019.

There were eight male students and 22 female students graduated from the Technical-Vocational and Livelihood strand. Among the 26 graduates from the Humanities and Social Sciences Strand, seven were male and 19 were female. From the General Academic Strand, 12 of them were male and four were female students who graduated.

Placida Mequiabas National High School is offering two Academic Tracks – the HUMSS and GAS and one Livelihood Education Track – the TVL with Housekeeping and Basketry as specialized subjects.

Among the 172 total number of Junior High School completers for the S.Y. 2015 – 2016, there were 92 students or 53.48% enrolled at PMNHS during the early registration of the Senior High School for the S.Y. 2016-2017.

The 72 graduates were just the 41.62% of the total Junior High School Completers of the S.Y. 2015-2016 and the 77.5% of the total enrrollees of the early registration for the S.Y. 2016-2017 for the Senior High School.

The actual numbers of enrollees during the early registration for the S.Y. 2016 – 2017 were as follows: GAS – 31 male and 10 female, HUMSS – 10 male and 26 female, nine male and 27 female.

Because of the massive campaign of the private schools, the total number of enrollees was greatly affected because some of the students transferred out even after the second week of classes started.

There were 11 male and 3 female students from GAS, four female from HUMSS, three male and one female from the TVL who transferred out to other schools respectively. Despite of the massive transferring out of the Junior High School completers to other schools, the school was able to give the remaining students the quality education they deserve. They were equipped with the core and applied subjects in academics as preparatory in their tertiary education and specialized subjects and technical skills in basketry and housekeeping that made them globally competitive.

The Humanities and Social Sciences Strand students had their work immersion in the different offices of the Local Government Unit in Kapatakan, Lanao del Norte while the General Academic Strand and the Technical-Vocational and Livelihood students completed their 10 day work immersion at the select hotels in Maranding, Lala, Lanao del Norte. Prior to that, the TVL students had also completed their 10 day work immersion in basketry at the school campus with the invited trainers in Lamanayan weaving from the community.

As of the moment, 75% of the graduates decided to go to college and the 25% of them chose to land a job for a while and will pursue college afterwards.

The long term preparation for the Senior High School paved the way to the success of this pioneering batch of the K-12 Curriculum in PMNHS. Despite of the challenges and trials the students went through and the lack of necessary equipment and facilities experienced by the school, still both parties made it. With the help of the Local Government Unit, private institutions, stakeholders, parents and Non-Governmental Organizations, and strong faith on the One above success was at the hands of the graduates.
It was barely a month after classes opened. Together with my previous classmates, I had just started to enjoy my being a Grade II pupil at Baroy Central Elementary School when bizarre things started to take place usually along the national highway where we lived in a rented house owned by Nang Angela Gonzales – Tatay, Nanay, Junior, Eising and myself, the eldest.

At that time, I did not really understand why strange looking men with long slender guns would march from the direction of Tubod going to the direction of Lala or vice versa. While marching, they would chant lines I did not also understand. They would usually come at dawn or late afternoons. I did not also understand why we, including our neighbors, would close our windows and doors and hide inside the house as soon as we hear them from afar. Through some slits in the wall, we watched them pass by. In my mind, they must be bad guys because why would they carry guns, in the first place?

“Who are they, Nanay? I could not stand the puzzle any longer.

“Baracuda”, Nanay answered in a whisper.

“Why are they called Baracuda? Are they going to kill us? I asked again.

There was silence. She did not answer me anymore. Perhaps she was not also sure of her answer, or she was afraid somebody might hear her reply.

I sought Tatay’s mind about the Baracuda and he said, “They are human beings who opted to become enemies of the country.”

In my mind, I asked a number of questions including the reasons why some people would love to create trouble.

“Why would they not allow others to enjoy a peaceful life?” I nagged myself.

Before dinner time, my brother Junior and I developed the habit of going to my Aunt Nanay Mameng’s big store, just two blocks away from our house, because people would gather there to buy things they needed at home like rice and corn grits by the ganta, canned goods, “ginamos” and dried fish, bread, soft drinks, liquors, slippers, etc. Others went there to while away time by playing music from the Jukebox that released Victor Wood’s “You Are My Destiny” or Eddie Perigrina’s “What I Am Living For?”.

In the store, haggard-looking long-haired bearded men with their stout guns called “pali-untod” (sp?) could be seen gleefully drinking Kulafu or tuba or Fighter Wine. Guests at the store whispered to one another that these drinkers were the famous “Ilaga”, men who were believed to be invulnerable due to the amulets and bottled oils that they possessed and the “oracion” (secret prayers) that they recited and the rituals that they performed.

While gulping their favorite drinks, people would gather because they would brag about their encounters with the Baracuda in the outskirts of the neighboring towns. They talked about combat tactics, death and victories.

There was one thing that struck us most: the dried dark things the men took as hors d’oeuvres, which they claimed as ears and manhood of the enemies they encountered. To my young mind, that was excessively brutal and that scared me to even gaze at them both: the Ilaga and the Baracuda.

One afternoon, after dismissal time in school, I saw Nanay along with a number of parents rushing to meet us children at the school gate. They appeared frightened as they told the teachers that droves of Baracuda in vehicles were aiming their guns at people they passed by; hence, they were afraid the Baracuda would hurt the school children on their way home – the very reason they were fetching them.

Every day the Baracuda passed by either marching or riding in dirty-looking vehicles. At that time, they did not hurt anybody from Baroy; however, we heard news that the bodyguard of the governor got killed in an encounter. This drastically changed the picture of the highway. People from the remote mountains came down in their karomata (cart pulled by a carabao), filled with hungry-looking crying children, possessions in sacks, while tugging along domestic animals such as goats, pigs, dogs, etc. They were the evacuees who sought immediate refuge across Panguil Bay – to the province of Misamis Occidental and the cities of Tangub, Ozamiz, and Oroquieta via rented pump boats from the coasts of Baroy and Tubod.

My parents did not decide to evacuate right away because Tatay said, there is no such thing as a never-ending war – peace would eventually come; besides, how would we survive in another place when his source of income (driving Nanay Mameng’s passenger jeepney) was in Baroy?

To keep ourselves from possible Baracuda harm, we had our nightly retreat to Nang Nene Escala’s mango tree, just half a kilometer away from our house where we would take dinner direct from the ‘kaldero’ as bringing plates was another burden. We would return to the house for a good sleep after the Baracuda passed by.

There was one time when en route to the mango tree, we had a detour at Nang Encar Raullo’s deep well. Our five-year old neighbor, Junjun Perez, became hysterical thinking we had a detour at Nang Encar Raullo’s deep well. At that time, they did not talk about combat tactics, death and victories.

“I don’t like to die there in the well!” he shouted in fear.

“Of course, we will not do that. Why would we?” Nang Juliana, his mother, pacified him.

When Tatay could not find passengers anymore because everybody seemed to have evacuated to the west already, Nanay Mameng and my parents made the decision to evacuate to Macabayao, Jimenez, Misamis Occidental, my parents’ home barrio.
The HARVEST

VOICES FROM THE FIELD

Essential merchandise like canned goods, household supplies, hardware materials, ammunition, textiles and others came into Lala through the port of Lala. In 1958, a highway was constructed from Iligan to Pagadian. People and goods could now easily reach the port of Lala. This transportation route became eminent and a necessity.

However, of all the barrios located along the highway, the barrio of Lala was found to be strategically located at the crossroads of the national highway and the provincial road, to the municipality of Salvador-Maraning, becoming the new center of the social, economic and political activities of this municipality.

Nowhere in any part of the country where we can find so unique a situation where the seat of government of Lala is not in the barangay of Lala Proper, but in barangay Lanipao, while the center of population and business is located in Barangay Maranding. This is also the place where this institution-LALA NATIONAL HIGH SCHOOL is situated.

A Cathedral but not a Church

By: Frecel P. Buhisan
T1, Bansarvil NHS

Ever wonder what can our place offer to travelers? Yes, Kapatagan is a small, peaceful developed municipality in Northern Mindanao. I am a native in this municipality yet I never visited Cathedral falls.

With so much stressful work in school, I decided to unwind for a moment as it is through the communion with nature you can relieve stress from a very tiring day in school. So just for one day, I went there to witness its majestic site.

While travelling to the site, all I had in mind are questions like when was this falls discovered? Was I the first visitor to the falls? Well, I decided to ask my friend, who was a native of the place, Mrs. Lolita Buta whose parents were native in this area. Actually, Maam Lolita, as we call her, is presently teaching at Cathedral Falls Elementary school. Her parents resided the place since 1974.

Upon reaching the site where the falls located, I was in awe watching this God’s beautiful creation. No wonder this was called Cathedral Falls as the basalt rock formations were all like posts of a cathedral.

Cathedral Falls is fatefully located at Barangay Cathedral Falls. It is a 5 minute ride away from the town proper and you don’t need to trek or hike in order to reach the waterfall site, and many people said that this was discovered in 1940s when many inhabitants of the area, who were displaced from war in the southern part of Mindanao looked for shelter. The name of their place has the same name of the falls as it speaks of mysteries and enchantment.

According to the folks around the area, Cathedral Falls is a very mysterious falls as there were plenty of people who were drowned in this area and never to be found nor recovered again. It is approximately 30-35 feet high which the water from all the riverbeds will meet during heavy rains and create a heavy flow of turbulent waters cascading to the cathedral falls riverbanks. Some got drowned due to heavy floods as the place is not yet developed due to some private ownership of the land. Yet the Local Government of Kapatacan really tried their best to develop the area to make it as a tourist destination.

Somehow, nature can be very fierce to humankind when not properly taken cared of. I just come to realize that we must take good care of mother nature because even if how many times people would fathom its mysteries, we can’t explain its magical thing that captures our hearts. Indeed, the work of God is very unique and its uniqueness can give us strength in our daily undertakings in life.

Relevance of Assignment: An Off-Classroom Activity

By: Wilma S. Samporna
LNNCHS Faculty

An assignment is defined as the task given by the teacher to the students after the lesson for the day is done. An assignment is intended to be answered outside of the class time.

These days when a number of students get hooked to on-line games and social media, the giving of assignments in the class really helps in keeping them focused or glued to the academics happening in the classroom. It reminds them of the concepts, ideas, skills learned in the class.

There are two (2) noble reasons why a teacher gives an assignment. First reason is to reinforce the present lesson; and the second is to prepare the students for the next lesson. Whatever is the teacher’s purpose of giving it, one thing is for sure: the task is supposed to be done or answered by the students after the class is over during the day; and that it will surely contribute to the students’ learning of the competencies of the subject.

In order to carry out the purpose of the assignment, it has to be checked by the teacher on the agreed time and date; and the score must be one of the bases for the students’ classroom performance at a particular grading period. This means that, a student who religiously answers her/his assignment would most likely obtain a better performance, which then will be shown in his/her grade.

In the event that the teacher ignores the checking of the assignment, or does not check the assignment at all, or totally forgets about it, the students would most likely not take the assignment seriously, and lose the appetite of answering or doing assignments the next time around.

Therefore, to ensure that learning takes place, the students’ assignment has to be closely monitored by both the teacher and the parents.

The assignment, moreover, gives the teacher immediate feedback on the extent of a student’s mastery of the lesson. The parents, on the other hand, must also find time to guide their respective children in doing the assignment.
Who am I?
(An Autobiography)
By: Roy Angelo E. Gazo
Schools Division Superintendent

I’m a flower quickly fading
Here today and gone tomorrow
A wave tossed in the ocean
Vapor in the wind
Still You hear me when I’m calling
Lord, You catch me when I’m falling
And You’ve told me who I am
I am Yours, I am Yours.*


Hi, I’m Angelo. This was his answer when his grade 1 teacher told him to intro-
duce his name to the class and this was his first public revelation more than forty years
ago. This is the name attached to him by the whole clan although his family fondly
called him Nonoy at home. When his mother taught him to write his name, she ex-
plained to him its meaning: Roy Angelo means marvelous angel. This meaning provided
him guidance and life’s purpose.

Angelo spent his childhood during the height of the Christian and Muslim War in
Mindanao. The very hostile environment made survival the top priority of every family. Even before he learned to write his name, he
was trained and taught horseback riding, martial arts and pistol shooting at age five to defend the family whenever his father was not
around. Given the situation, life became his primary purpose, to live and survive against all odds. He was geared up to be tough,
strong, brave and skillful. But as he grew up he understood the other way around, he realized that purpose is his life and something
must be changed the way things are happening around.

A “rebel”. He never likes to follow roles, rules and norms of the society. So he always defies the status quo. Why should he
follow then a chaotic society? This attitude got him in some dilemma. He joined mass actions, organized demonstrations and agitated
farmers and labor groups. But the same attitude propelled him to achieve and create all that he has today.

A “Good Samaritan”. Without hesitation and fear, he risked his life to help others. He spent much of his earnings to help
others in scholarships, hospitalization, housing and community projects.

A community organizer. He sets aside time every month for community works to support, develop and encourage communi-
ty participation. He organizes cooperatives, farmers’ associations and labor unions.

A farmer. His first love. This is where he developed patience. He plants flowers,
grains and trees. More than these, he plants ideas and goodwill.

A proud teacher. He finds joy in teaching. He considers himself to be the best
teacher in the life of his pupils during the first four years of teaching and he maintains the
same with the four central schools he managed as principal.

Above all, he is a student of life. He never sounds off his mind whenever he’s
about to listen to something. He is always open to new idea. His senses are alert and keen
about personal differences. He appreciates challenges, new experiences and learning.

Roots

Nonoy never jaded listening to his mom “Lety” talk about her childhood. Her memo-
daries during the Second World War vividly described- blow by blow, her exciting escapade
during the Japanese occupation and her passion for schooling and unshakable faith in God. He traces from her his fearless and coura-
geous spirit and straight-forward attitude.

His Dad “Fransing” seldom shared his life. He is a low profile person. He smiles a lot. He talked about successful persons and
their ways. He worked hard and long. Nonoy, acquired from him industry, energy and passion for work and traced from him the
qualities of humility and patience.

Nonoy’s parents who were migrants from Panay were “Sakadas” in Negros. They met in Notre Dame High School when their
families transferred to Cotabato where they got married after graduation. They pursued college in Cagayan de Oro City where he was
born and having already produced seven children, they finished college at Bukidnon Normal School, Malaybalay City.

His roots are mainly marginal farmers. It was only in the last two generations that soldiers and teachers came out. There are
about a platoon of soldiers and dozens of teachers in the clan. The most prominent includes his father’s eldest brother, a WW2 veter-
an who survived the Death March and the two police superintendents who are still on active duty. In the teachers group, the leaders
of the pack are four DepED superintendents namely eldest sister Zenia Gazo Mostoles of the
Division of Zambales first cousin Reynaldo Eran Manuel Jr. of the Division of Camiguin, his wife
Viki of the Division of Valencia city and himself of the Division of Lanao Del Norte.

He admitted to have no clear lineage. His parents were not particular about it. Nevertheless, he traces his ancestry from the great heroes of this country. He always treats every Filipino a brother or a sister. He is always willing to work for them and his beloved country.

Another descent is along the line of Fransing, his father, Gaveno his grandfather and
Marcos the great grandfather, who traced their roots from the ancient times of Jacob up to
Abraham. He knows his father was kidding telling this every time he was asked about it. Not
because he tried to avoid but simply because he valued most the spiritual connection that binds
all together. Yes, this is his greatest ancestry as the Lord said in 1 John 3:1 “Simply because you
are my child and I am your father”. He never abandoned him. His heart feels the thread that
connects to Him. “I have always been a father and will always be a Father” (Ephesians 3:14). He
believes that everything that he has comes from Him.
Triumphs

There are many things in life that he values. The top three are his family, career and friends. From them he draws his inspiration. From him he finds success and happiness. He feels a winner especially when he turned adversity into opportunity. He feels blessed when he serves them in times of need and in the “moments of heroism”.

His first success is family. Building an ideal family to him is the ultimate purpose of marriage. His family have stood the test of time. The fire that burnt his home in 1995 and the loss of his eldest son in 2003 brought them so much pain failed to weaken their spirit as each member always considers all other life’s events as blessings. His wife maintains her pink of health even after donating one of her kidneys in 1999. Both of them successfully finished post graduate courses at the same time. They were promoted to principal and superintendent positions at the same dates. Their children, Madonna Christy and Josephus Angelo are already teachers in the public school. Both have no commitments yet and are currently enrolled in the master’s degree.

His second success is his friends. He has a very solid foundation of kinship with people who share with him the same values and aspirations. The following instances have brought out the best in him as he builds the foundation of lasting friendship.

Trapped in a Crossfire

It was October 13, 1995 when he joined the teaching profession. His assignment was at Kiudto Elementary School, a hinterland school located at the midst of the verdant forest in the northern part of Bukidnon. It was about sixty kilometers away from the highway. It can be reached through a “habal-habal” (improvised motorcycle for public utility) for about four hours in a horrible road condition.

Kiudto is a quiet place. It is a mixture of lumads and the migrants from the Visayas islands who live peacefully in unity and reciprocity. They are a happy community. Their smiles and hospitality are best complemented by the sweet aroma of the native coffee that grows abundantly in the area.

As a new teacher he gave his best. He greatly improved the school and the community in just a few months. However, the serene atmosphere changed dramatically when the New Peoples’ Army - Northern Mindanao Front held a command conference in the barangay. During their stay, massive military operation was launched- helicopters, mortars and a brigade of heavily armed Philippine Army soldiers surrounded the area. The military ordered the civilians to evacuate the place. Everybody was in panic. His co-teachers, the barangay officials and the church leaders except for the indigenous people (IPs) ran for their lives. The IPs decided to stay not because they were unaffected. They were trembling in fear. However, they had nowhere to go and they dreaded hunger and uncertainty.

It was a moment of great misery and helplessness for him as he couldn’t resist the eyes of the “lumads” who were imploring for help. Their hugs as they forced a smile to say goodbye broke his heart that shouted for help as he felt so powerless. He was in a quandary. He attempted to turn his back to them but failed instead, he tried to master himself and managed his fears.

He gathered all those who decided to stay and negotiated both sides to consider the school a peace zone. They insisted not to include them in the conflict and there should be no fire arms inside the school. Their request was honored by both camps. The fire fight lasted for two weeks and they were spared. With great reverence, he thanked the Lord for giving him the opportunity to serve those who needed him the most.

A Self Contained School

His moment of heroism in the first school was by chance. When he volunteered to open Kalampigan Elementary School, he did an act by intention and persistence. This was when he made it a self-contained learning place.

When they started the school, there were only eight households in the community. they reached out to the families deep in the forest of Mt. Kimanki (bordering the provinces of Bukidnon and Misamis Oriental) to organize a class. His team were able to bring together sixty-six willing learners.

The children were of different size and age ranging from six to twenty-six. There were married couples in the class. All of them attended the class with a small knife at their side and most of the time, they brought for lunch a piece of potato wrapped in banana leaves. They were happy children but the innocence of their smile and laughter, hide a truth that they themselves couldn’t comprehend.

He cried his heart out seeing children coming to school barefoot and in tattered clothes. It pained him so much to see them dirty clothes and farm implements out of his salary loan to facilitate the work. In the first six months he almost housed the children. They developed their gardens, rice farm and fish ponds. He bought a carabao and farm implements out of his salary loan to facilitate the work. In the first six months he almost spent all his salary for the food of his pupils.

He organized a non-formal education for the parents to avail of professional instructions. He taught them how to farm and raise animals, to read, write and compute. Night classes were laid out to address the slow and non-readers.

After a year, many groups expressed interest to help the school. The Committee of German Doctors offered medical services once a month. The Philippine Eagle Foundation delivered farm inputs, implements and six carabaos for dispersal to the community. The UNICEF provided the community and the school a water system. The DENR granted Stewardship Contracts. The Civil Registrar’s Office sent forms for the registration of the people which he readily facilitated. The Department of Education provided them school buildings, furniture and another teacher item. It was a dream come true!
The success of the school was overwhelming. The superintendent invited him to present the project during a MANCOM. The experience brought the idea of a school dormitory to the public school system and was adopted by the agency. Impressed by the results, his Schools Division Superintendent promoted him on the spot, from teacher 1 to principal and assigned him to a central school.

Before he left the community, he finished other projects such as the government center, electrification and the construction of the chapel. He felt very much blessed with this success.

**Star of Excellence**

He never thought his idea on the establishment of a classroom quality standards operational system, a small initiative he started in 2014, would catch the attention of the regional office. The process was to evaluate all classrooms using the standards set by the department. Along with the idea, a quality assurance team was organized. It was composed of the division supervisors. During the visit of the team the teachers were briefed on the new scheme. They were also given feedback on the results. Classrooms that met the quality standards were automatically awarded a certificate. The simple awarding ceremony was to announce to the class that their classroom is at par with other good classrooms in the country thus awarded one star (If better off 2 stars/one of the best in the country – 3 stars). The recognition is contained in a sticker paper signed by the quality assurance team to be posted in the entry door of the classroom.

The concept was a small thing. It was simply an implementation of a department’s policy in a creative way. Though when men it was, it has caught the interest of the school community who focused their attention to the task that has long been neglected. As a result, report shows 60% compliance in the first month of the class and almost 100% in the second. The stakeholders were happy, satisfied and proud of their efforts.

In July 2015 MANCOM, Regional Director highlighted in the conference this idea. In fact, the Division of Camiguin received awards for an outstanding performance. Despite the fact that he was not there, the thought of being recognized, just like the teachers, makes him a winner.

**Lessons**

The most important lesson he learned in life is persistence. Never to give up in everything he values and believes in. With persistence he developed the passion to live and die for the things important to him. Lessons, makes him a winner.

The best of all, he learned that the best value is love and the best example is to love unconditionally.

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**STORY OF SUCCESS OF AN ALS LEARNER**

**By: Janierel Macasarte Araniego of San Antonio, Tubod, Lanao del Norte**

Sama sa nahitabo usab kanako... Tuguti ako ninyo sa pag-saysay sa talagsang stroya sa akong kinabuhian.... Alang sa kasayuran sa tanan, usa pod ko pareha ninyo nga nakalampos sa pagtuon pinaagi sa programa sa ALS (Alternative Learning System). Ang kalainan lang siguro nato...dido ko nakatapos sa dapit diin daghan gwardiay...Ahhmm... dilo ko VIP ha?kundili isip usa ka piniriso..... Sakto ang inyong nadugong...usa ko ka piniriso, tulo ka tuig kapin na ang milabay sa BIMP Tubod District Jail. Apan kaloooy sa Dios, gita-gaan ko Niya ug higayon diin maasab nako ang kanhing AKO. Moangkon gyud ko nga nahaisalaag ko sa hiwi nga dalan.... Gipseskwa ko sa akong mga ginikanan bisan pa man sa ilang kakabos. Abyt nga lelutahok sa simbahan ang akong mga ginikanan...Gipadako mi nga duol pirmi sa Ginoo. Mao, nga... motoo mo o sa dii..usa ko sa sakristan ni Fr. Rey Pati-an.[Kinsa may nakaila ninyo niya?]... sa tuig nga nahimo siya nga parish priest sa Lungsod sa Tubod. Makaingun utna ta nga duol ko sa Ginoo kay siye gyud ko ug uban-uban sa pari. Ug asa nga asa tua ko.... Ug asa pod ang amam lamaisa... frontseat pod ko...kay lagi sakristan man ni Father....diba nabatasan man gyud nato nga unahon gyud ug pakao si Father ug naay misea? Apan ingun pa niya, kun duol ta sa Ginoo, duol pod daw ta sa tentasasyon sa Huyang kaayo ko nga nagpazintal sa mga tentasyon sa palibot. Luyo sa paningkamot sa akong mga ginikanan, ang akong gibalus nato...mamo ang pag-undang sa pagtuon kay nahaylo sa sugal, laag-laag, barkada, ug labaw sa tanan ang pinaka-kontra ni President Duterte ang DRUGA....Druga nga maoy hinungdan nganon misang-ko ko, usa ka higayon sa akong kinabuhian sa prisohan. Sa dihang nabil-an gko...dili Janierel ang akong ngalan didto. Kabalo mo og unsa? Father....Father tundog kay sakristan lagi kunuhay ko sauna...Sulod sa prisohan...dido ko pa ko nakaamgo ug napakamalondong sa tanan. Nagmahay ko tundog kay wala man unta nagpabaya ang akong mga ginikanan sa akoa.Dido nako nahinumduman ang tanang akong nakat-onan kabahin sa Ginoo, gikan pa sa akong pagkabata hangtod nga nahimo kong sakristan. Nakaingon ko sa akong kaugalingon nga kulang gyud diay ang akong pagto sa Ginoo. Walo kini katukuhon sa akong kasing-kasing. Mao nga humok kaayo ko nga natinal sa mga tentasyon sa palibot.


Salamat sa akong mga magtutudlo nga magugrow nga kaayo ug maisugon nga misulod sa prisohan para lang kami matudloan. Sala- pat sa atong goberneryo nga naglunsad niining programma nga mao ang ALS nga maoy nakahagat kahamo ug paglagum nga mopa pagdayon sa pag-ka-ot sa among mga pangandoy luyo sa mga pagsulay.


Kung unsa man ang akong naaagian, isipn laong to nga makaia usa ka bangungot sa akong kinabuhin. Kung nahidugmo man ko, maisugon ko nga moborog hangtod makab-ot nga nako ang akong mga pangandoy sa kinabuhin. Akong paninghauna nga ikapasigarbo nga ko nga umga damlag sa akong mga ginikanan luyo sa kaulaw nga akong gigipasini nga ilaha. Hinaut mamahimo kita nga inspirasyon ug maayo nga suludon sa atong isigkatawo. Kamo usab kaaron nagalawig sa halpad nga kalawuran....Andam naka kita nga makig-away sa mga unos nga atong maagian? Lig-on na na baha kay ang akong mga sakayan nga mohampak sa mga balud? Aduna na ba kita’y igong bugsay nga ikaluhutay kutob maabot kita sa linaw nga dapit?

Pamalambong ninyo kini....
“Education is the soul of success. In the words of Dr. Martin Luther King Jr., ‘The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.’”

The Open High School Program (OHSP) is an alternative mode of delivering secondary education for both public and private schools. It puts premium on independent, self-paced and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems.

The OHSP aims to: 1. Retain in school potential dropouts; 2. Encourage out-of-school youth of high school age (12-18) to return to school; and 3. Contribute to the accomplishment of the Education for All target which is 100% participation rate and zero dropout rate.

Screening and Admission of Students
The Program is open to all Filipino learners of high school age who can demonstrate capacity for independent learning and are willing to undertake self-directed learning.

Assessment and evaluation for the regular high school shall also apply for the OHSP learners.

Promotion, Retention and Acceleration
Promotion is based on the fulfillment of requirements and mastery of at least 75% of the competencies in each subject area. Retention of the learner in the Program is for a maximum period of six years with the option to be mainstreamed in the regular program anytime within the period of study. Acceleration by learning area and by year level shall be determined in highly meritorious cases upon fulfillment of the requirements and mastery of at least 90% of the competencies in the subject area.

To verify efficacy of the program, some learners under the OHSP were interviewed.

1. Seventeen-year-old Regine A. Villasenor had to stop going to school last year due to early marriage. Ordinarily, such a condition would have hindered her from finishing her high school education. Luckily, it did not. What prompted Regine to pursue her junior year was the Department of Education’s Open High School Program, which enabled her to go to class only once a week. She currently goes to class every Saturday. “It’s not very hard because I do not have to come to school every day, only once a week. When you think about it, I should not be going to school because it is embarrassing… But this is very helpful,” she explained.

2. Jayla A. Abubacar, grade 8 student, was forced to stop secondary education because he got sick. She decided to enroll for the program last school-year. “It’s a good opportunity,” she said, noting that she had wanted to go back to school for some time but that she couldn’t because she is working.

3. According to Charlene E. Doro-on, OHSP Coordinator of Salvador National High School, that there are many reasons why students stop studying and prefer the open high school program. “Many of our students are already married with children. Others are already old and are embarrassed to go to regular school,” she explained. Doro-on also added that since most of her students were working, they found the everyday classes too time-consuming. Some, like Abubacar, had health problems.

4. “We also encourage parents who want to study because there is nothing than can get you out of poverty more than education. They can be examples for their children,” says Fernandez OHSP Coordinator of Lala National High School.

Regine and Jayla’s success stories were some of the 510 students who had success stories under the 2017-2018 Open High School Program (OHSP) being offered by the Division of Lanao del Norte. OHSP is part of the education department’s Drop-Out Reduction Program, an answer to curb the decreasing participation rates in secondary public schools throughout the division. In school Year 2017-2018, 19 secondary schools implemented the OHSP with a total of 510 enrollees and to effectively implement the program all teachers handling OHSP attended the orientation training on the effective utilization of OHSP modules on April 30, 2018 at MCC Function Hall, Tubod Lanao del Norte.
Developments done in the MTB-MLE initiative
By: Teresita B. Ilago, Ph.D.
Division MTB-MLE-Coordinator

DepEd Order 31, s. 2012 states that "Mother Tongue shall be used as a Medium of Instruction and as a subject from Grades 1 to 3. English or Filipino shall be used from Grades 4 to 10." The introduction of the learners’ mother tongues in schools both as a subject and as the medium of instruction is one of the policy level innovations in the department of education.

With the MTB-MLE, also comes the growing apprehension from teachers that teaching in a mother-tongue based program requires a vastly different set of skills, many of which they apparently do not have at the time of its implementation. The teachers are particularly concerned with practical issues such as producing contextually sensitive teaching and reading materials, and how to actually develop greater fluency in their own languages.

Another critical area in MTB-MLE is in orthography development. Due to the demand for contextualization of learning materials, a new challenge in rewriting them using a widely-acceptable spelling system has surfaced as word usage, whether spoken or written, vary from one community to another within the same province or region. Differences in spelling usage can be serious, and some users of the same language but spelling could not be brought to an agreement.

This difficulty of agreement did not escape the Komisyon sa Wikang Filipino (KWF), whose simplistic prescription is to standardize all Philippine orthographies based on the so-called Orthogra- yang Pambansa for the sake of unity and uniformity. Ironically, the trend worldwide in orthography development is moving away from an expert- or linguist-driven process. Rather, the preferred mode is community-based and participatory process where the linguist only serves as a midwife or a facilitator where speakers of the language themselves come together in a workshop to discuss both the linguistic and non-linguistic issues associated with orthography develop- ment such as standardization, representation, transparency, acceptance. They then proposed a plan of action to meet commonly shared desired outcomes. The study in Zambia, for example, shows that such model may be challenging and complicated and yet community participation can still happen. This will promote a sense of ownership and custodianship over their own orthography (Bow 2012).

In the series of conferences with a focused group, the MTB-MLE Composite Team of Lanao del Norte, found out that there were some issues and concerns in their respective district schools with regards to the implementation of the MTB-MLE, and to cite some: 1) the need for relevant training of teachers, 2) inadequate instructional materials written in mother tongue, 3) need for evaluation instruments in mother tongue, 4) teaching strategies, and 5) lack of vocabulary.

In response to these concerns, the composite team decided to have some initiatives. On April 18-20, 2018, the first MTB-MLE Summer Institute was organized. Thirty school principals and district supervisors came together at Bebeth’s Catterole, Baroy, Lanao del Norte purposely to come up with a unified orthography suited for all the diverse group of Meranao and Bisaya speaking class of the Division of Lanao del Norte.

Lanao del Norte is unique in its own when it comes to Meranao languages. Meranaos from Region 1 has words that have different meanings in teaching MTB-MLE in the Division of Lanao del Norte. There are also Bisaya words that are not appropri- ate to our province. Because of this phenomenon, it is imperative to make our own orthography and if fortunate to have it done fruitfully, this will be called Lanao Northehanong Orthografiya patterned from that of Sinugbuanong Binisaya. To substantiate the orthography making, the participants were expected to make a dictionary that contains listing of all synonymous words that are very hard to be understood by the pupils and this is also for the teachers’ consump- tion during the unlocking of words in the delivery of instruction.

It is also of utmost importance in the initiative the contextu- language subject. And therefore, the team is likely to produce a reading passage with level of questions based on the procedure of the 2018 PHIL-IRI Manual as standardized reference.

During the workshop 2 big groups were identified: the Meranao and the Bisaya. Each group were also divided into 3 groups. One group of the Meranao and Bisaya was tasked to do the orthography including the spelling guides, word lists and alphabet primer.

The second group of each were assigned to do a contextualized PHIL-IRI tool, may it be in a translation of the existing materials or stories that are based in the locality. The third group were to develop instructional materials such as big books, basic greetings, sight words, and alphabet illustrations.

As a result, the group has come up with the LdN (Lanao del Norte) Meranao Orthography of 20 letters read and sounded as the English alphabet based on the text Mamaliy Tano: Gona- nao ko Kiphamangdaon ko Basa Meranao I of the Department of Education and Ortografiyang Pambansa 2014 Edisyos of the Komisyon sa Wikang Filipino. Painstakingly, a backbreaking effort to every participant in the output as well motivated by Dr. Myrna Lyn M. Marohom, the Chief of the Curriculum Implementation Division because in her message she inspired everyone to make a plan in all school activities in order to raise the bar of academic performance. In addition, she encouraged each school to take responsibility in all school undertakings and this must address the needs of the learners. The output in Meranao Orthography was being presented by Mrs. Naima M. Tamano while the Bisaya Orthography by Mr. Alvin C. Perez of which both were of great help to the output making in terms of spelling, sentence construction, syntax and other similar composition.

Continuously, the individual output making, presentation and critiquing were materialized with the two groups. One group for Bisaya and the other group for the Meranao which are ex- pected to equally come up with parallel production.

The Summer Institute was very fortunate also to have Dr. Connie A. Embronong, the Division LRMDS Coordinator, to talk about matters concerning LRMDS standards. Dr. Embronong em- phasized on how the output made would be in accordance of the required standard in LRMDS. A dynamic and lively presentation of output was effected where suggestions and recommendations prompted the group for improvement.

As the team concluded the first MTB-MLE Summer Insti- tute, challenges were realized. The three-day seminar was a good wrap up to continue the endeavor. It is just but a good stepping stone to fully complete the output and to look forward for follow-up meetings.

Musical as a people, the Filipinos most often expressed sighs, dreams, aspirations, and protests through songs; hence, in order to signify disapproval of the Japanese occupation in the Philippines during the 1940’s, an unknown Cebuano-speaking Filipino composed a song that tells how the Japanese soldiers appeared in the eyes of some barrio folks in the country.

Our ancestors have failed to share who the source of the song was and how they learned to sing it. On behalf of my family, I would appeal to the kindness and understanding of those people who would not feel comfortable with some few words used in the song. My apology.

The song was not written but just sung by our parents and grandparents in the family as a lullaby; thus, leaving it in the memories of us, children, even until now.

Ang Hapon
By: Wilma S. Samporna

Musical as a people, the Filipinos most often expressed sighs, dreams, aspirations, and protests through songs; hence, in order to signify disapproval of the Japanese occupation in the Philippines during the 1940’s, an unknown Cebuano-speaking Filipino composed a song that tells how the Japanese soldiers appeared in the eyes of some barrio folks in the country.

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Writing of Lanao Stories from the Margins

By: Maria Eva S. Edon, Ph.D.

Located in the Northern Mindanao region, the province of Lanao del Norte is peopled by a mixture of about 500,000 Maranaos, Bisayans, with some Chavacanos, Tausugs, Yakan, and Sama-Bajaus. The Maranao is an ethnic group of Malay descent who possess their own culture and civilization which makes them unique in many ways. Their language, customs, traditions, beliefs, practices, social system, and costumes are factors that make Lanao peculiar and distinct from other provinces.

The long history of tribal and religious skirmishes coupled with stories about years of fighting between the “barakudas and ilagas”; the conflict between the military and the members of Moro Islamic Liberation Front led by Commander Bravo Goldiano Macapaar in 2000; the intermittent killings caused by “rido”, a Maranao term commonly used to refer to clan feuds which have caused considerable casualties, destruction of property, crippled the local economy, and displaced families and, some political rivalries, made people believe that Lanao is but a third class province with nothing but killings and poverty. These stories marked a negative impression in the minds of those who have not even visited the place.

Having resided in Lanao since 1998 and having the opportunity to visit about 95% of the 22 municipalities and barangays where schools are located, my experience with the Maranaos and other tribal groups who are mostly farmers and fishermen, is an amalgam of admiration for their ability to preserve their own culture and traditions and high respect for their religiosity and love for family.

Dubbed as the “Land of Beauty and Bounty”, the province of Lanao del Norte, home of Agus Power Plants that serve about 70% of the power supply in Mindanao, prides itself not only with the very rich natural and human resources but also of its colorful stories of love, hatred and hope, of war and peace, and of kinship, loyalty and trust. Interestingly, most of Lanao’s rich and vibrant culture remains unadulterated and undocumented in the sense that not many individuals write about them hence, this bid to create an anthology of local stories that will educate generations on the lives, history, culture, arts and traditions of their forebears. These stories must be written. These stories must be told so that people will understand that there is peace, progress and oneness in beautiful Lanao, the province many fear to come.

Attempts to Document Lanao Stories

With the introduction of School-Based Management in 2004, schools reflected in the School Improvement Plan among others, the history of the municipality and barangay, however, this provided very little information about people’s struggle to achieve peace and unity amidst diversity. Writings about Lanao’s ways of life, culture, arts, traditions, and beliefs are very limited. Additionally, through RA 10533 otherwise known as the Enhanced Basic Education Act of 2013, Department of Education, endeavored for the localization of learning materials.

With this, the Division of Lanao del Norte moved for the development of contextualized learning materials in English, Filipino, MTB-MLE, IPEd, Social Studies, in partnership with the Learning Resource Management Development System. Meanwhile, school paper advisers and campus journalists featured local stories and tourism sites however, these stories were not compiled and properly preserved.

On April 10, 2018, about 150 Lanao del Norte literature teachers convened to discuss the prospects of writing stories of and for Lanao to uncover even the oldest stories orally passed from one generation to another greatly believing that these stories will educate and enlighten all the people in Lanao and those from outside Lanao.

These teachers who pledged to become collaborators for cultural preservation and peace building amidst diversities, are tasked to serve as culture bearers by writing all types of stories that they have heard and experienced. The stories, written or orally transmitted include epic, myth, songs, history, and other forms handed down by the natives from one generation to another. Literature about...
Understanding Monitoring and Evaluation (M&E) Framework

By: IVY T. JUMAWAN  
Senior Education Program Specialist

M&E framework is a table that describes the indicators that are used to measure whether the program is a success. The M&E framework then becomes one part of the M&E plan, which describes how the whole M&E system for the program works, including things like who is responsible for it, what forms and tools will be used, how the data will flow through the organization, and who will make decisions using the data.

Developing an M&E Framework (MEF) is a critical part in planning for your strategy. It starts at the outset and continues right throughout implementation to reaching your goal and even beyond.

The M&E Framework will focus on how you are achieving your strategic goals and objectives, and will help you to assess whether you are reaching your target audiences.

The MEF will help you assess:
- How well you have IMPLEMENTED the strategy.
- Whether your PARTNERSHIP is working well.
- How you are REACHING your target audience.
- How EFFECTIVE your strategy and plans are.
- Help you to evaluate how well you are MAINTAINING the momentum of your strategy and the change you hope to achieve.

From these five, you can construct your own M&E framework that is appropriate to your strategy and plans.

The framework can be applied at two levels:

**Individual level** – which focuses on individual stakeholders (decision-makers or target audience), their actions, attitudes, and concerns.

**Setting level** – which focuses on the environment individuals are in, where the project is being implemented, coalitions with different stakeholders, similar institutions, and organizations.

**THE M&E FRAMEWORK COMPONENTS**

The Implementation which refers to the complete installment of the project according to the initial plans;

Partnership which checks up on the support and execution of activities from all partners involved in the strategy, and the influence the partnership is having;

Reach which refers to the percentage of the audience exposed to your strategy, such as messages, products and outreach efforts; Effectiveness/Efficiency which assesses the impact of your strategy, both at the individual and setting levels, and; maintenance, a measure that looks at both short and long term changes at both individual and setting level.

Lastly, monitoring and evaluation frameworks have no value if they do not lead to the improvement of classroom practice and student learning. Securing effective links to classroom practice is a key challenge in the design of monitoring and evaluation frameworks.

To be continued at the next issue...

The prospects and possibilities of Lanao studies...cont’d

Several studies about cultural dances such as “Sagayan” and “Singkil”, Maranao celebration called “Pagana Maranao”, the giving of dowry, traditional songs, poems and other local literary texts have been published but because the province still does not have a public library and archives nor a museum, these materials are only available at the universities and at certain offices hence only a very few have access to these valuable documents.

Lanaoans thrive simply and harmoniously amidst the complexities of their culture, beliefs and practices and these complexities provide a very rich array of possible topics and themes for study. For example, in the municipalities of Matunggao and Nunungan, an unadulterated “singkil” dance still exists and not many people even the residents of these areas know about it. Another area of interest should be the different festivals such as Sagingan Festival of the Municipality of Tubod, Sagayan Festival of the Municipality of Kolambungan, Alimango Festival of the Municipality of Lalak, Gniikan Festival of the Municipality of Baroy among others. Cultural symbols such as the sarimanok, okir, dodol, turungan, kulintang and other musical instruments, baor and other important artifacts that are found in the province but only few individuals know about, must also be fully documented.

There must also be a thorough investigation on literary pieces of the Maranao, the Christians, and the Indigenous peoples of Lanao del Norte so that these pieces will be compiled and taught in schools so that Lanao children will have a better understanding of their own history and of their true identity.

As the Provincial Boy Scout Executive in the Province of Lanao del Norte, I am committed to help in the promotion of peace and in the preservation of Lanao’s heritages by being involved in the conduct of studies that focus on a wide range of information about Lanao in particular and of Mindanao in general.

The Boy Scouts of the Philippines – Lanao del Norte Council has a dream, a vision of courage and an unwavering mission to uplift the spirit. What unify all of us is the strong belief that our youth should have to be honed and nurtured because in them is the strong and mighty force to propel this nation forward.

Our most significant challenge today is to train and develop as many young people to keep the ideals of scouting their way of life, making sure that they become good citizens and responsible leaders in the future. Our commitment is to make them competitive, capacitated and value – laden individuals who also value their own culture and traditions.

Our operation was highlighted with various scouting activities from school level, district level and up to the Provincial level undertaken in response to the needs and aspirations of our Scouts and Scout Leaders. It is needless to say that our endeavors are endless and we intend to continue our commitment to adhere faithfully to our utmost dream in making the Lanao Del Norte Council a premier council in the Country.

Activities are essential part of the council’s youth program in which our boys were provided with real opportunities to practice the scout method – “learning by doing” – to be able to enjoy and to have fun in the wide open spaces in nature, the woods, the mountains, the rivers which are to be the scouts playground. Camping and hiking is meaningless, unless in the process, the scout learns to cope with the unexpected, to learn to live and respect nature and understand why it is important to him. And through these activities, scouts are also taught to live harmoniously, to co-exist and to have a character with a purpose.
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