

Padayon Edukasyon

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CARAGA



FRANCIS CESAR B. BRINGAS, CESO V
Regional Director, DepEd Caraga

”

We should help each other now to safeguard the future of our children. Huwag na huwag tayong sumuko. Gamitin natin ang lakas at tibay ng ating pagkakaisa. Edukasyon, ipadayon ta!

DepEd Caraga welcomes with great pride the achievement of one of the best captains of Philippine education, Regional Director Francis Cesar B. Bringas, CESO V, who now ranks among the esteemed FULL-FLEDGED regional directors of the Department of Education.

Story on page 10
“Getting to know the Director”

not for sale

Regional Office Brigada Opisina 2020 ANTI-COVID 19 DRIVE

BUTUAN CITY

Regional Director Francis Cesar B. Bringas, CESO V, together with Assistant Regional Director Arsenio T. Cornites Jr., CESO V and the chiefs of Functional Divisions, wasted no time to keep the regional office disinfected amid the escalating threat of the COVID 19 pandemic by directing all regional and Agusan del Norte Division employees to conduct Brigada Opisina on March 13, 2020.

Supervising Administrative Officer Meriam Dela Rita ensured the procurement of cleaning materials. She orchestrated the entire activity.



Meriam Dela Rita (L), Supervising Administrative Officer, allocates disinfectants to employees during the Brigada Opisina on March 13, 2020.

Moreover, pursuant to all issuances in regard to the enhanced community quarantine, the regional office strictly observed Social Distancing, deployed skeletal workforce under adjusted time schedules, and arranged for the transportation needs of employees on duty.

Employees from all levels gave all they've got to sanitize the whole building, bravely facing the threat with confidence, positivity, and fun. - P.A.U





Regional Office doubles down on sanitary protocols

Ever since Brigada Opisina was conducted in March this year, employees from the regional office and the Agusan del Norte Division have been observing various sanitary protocols within the regional premises as part of their anti-Covid 19 campaign.

During the flag raising ceremony on May 11, 2020, Regional Director Francis Cesar B. Bringas, CESO V firmly directed everyone to observe the following measures at the regional office:

1. Washing of hands at the washing facility near the main gate
2. Temperature scanning upon entry
3. Using one-directional hallways and walkways (with exclusive entry/exit points)
4. Prohibiting table-hopping unless necessary
5. Observing physical distance one meter from each other
6. Wearing of face mask
7. Sanitizing work station regularly especially those high-contact areas in the office
8. Bringing own lunch, cooking own food, or having deliveries; going out for lunch is prohibited
9. Providing transportation to employees without own vehicles on adjusted work schedules
10. Engaging in physical exercise every 10:00 am and 3:00 pm

Washing facilities are also installed at the main gate to disinfect incoming vehicles.

An alcohol dispenser is installed near the door of each office. Waiting areas for visitors and clients are redesigned to accommodate social distancing measures. Before 5:00 pm, employees are required to clean up and sanitize their respective places before checking out. - P.A.U.



DepEd Agusan Sur nurses asked to render frontlines services anew

BUTUAN CITY

DepEd Agusan del Sur nurses, who had served as frontliners from March to May this year and now enjoying a well-deserved rest, are being asked again by the Agusan del Sur Provincial Emergency Operation Center (EOC) to serve at the frontlines as Caraga registered a total of 5 COVID-19 RT-PCR-positive cases as of June 2, 2020, including two cases in Agusan del Sur.

According to DepEd Nurse Gil Berte, Agusan del Sur Governor Santiago Cane Jr. sent a letter to Dr. Lorenzo O. Macasocol, Schools Division Superintendent of Agusan del Sur, specifically asking for 13 DepEd nurses to be deployed at five provincial checkpoints namely, Taligaman (6), Sta. Maria (2), Alegria (2), Pasian (1), and Magsaysay (2).

In the said letter dated May 16, 2020, Governor Cane expressed "great delight" in DepEd's full cooperation with the province's relentless anti-Covid efforts since March of this year. As



File photo: Frontliner nurse Gil Berte ensures health protocols are observed at the checkpoint, April 2020.



File photo: DepEd frontliners come early at the checkpoint, April 2020.

an act of gratitude, the provincial government provided a Mental Health and Psychosocial Support for DepEd's Covid-19 Frontliners held on May 26-27 in Patinay, Prosperidad, Agusan del Sur.

Back in March, DepEd health frontliners were deployed at major checkpoints at the boundaries in Taligaman (Butuan City), New Gingoog (Esperanza), Alegria (San Francisco), Magsaysay

(Prosperidad), Pasian (Trento), Cuevas (Trento), Langkilaan (Trento), Sta. Maria (Trento), and Sisimon (Veruela) where they implemented stringent DOH protocols such as body temperature check-ups, footbaths, and other medical/sanitary assistance for all travellers passing by the boundaries.

Mr. Berte is a DepEd nurse assigned at Esperanza National High School, Agusan del Sur. - P.A.U.

Bringas leads on-line interfacing of RO and SDOs on Alternative Modalities

BUTUAN CITY

Regional Director Francis Cesar B. Bringas, CESO V led the teleconference interfacing of the Regional Office (RO) and the 12 Schools Division Offices (SDOs) to tackle Alternative Modalities in the First Quarter through the institutionalized Monitoring, Evaluation and Adjustment (MEA) mechanism.



RD Bringas gives his inputs via Google Meet for the Makabansa Cluster participants. Dr. Edmund Mendoza (in photo) moderated the discussions.

Dubbed as “Pag-Inambitay og Pagtinabangay Alang sa Paggalambo sa Edukalidad (Interfacing of RO and SDOs), this four-part activity encompassed four major sub-mechanisms namely, Regional Monitoring, Evaluation and Adjustment (RMEA) held on May 22; Division Monitoring, Evaluation and Adjustment (DMEA) conducted on May 26; Schools Monitoring, Evaluation and Adjustment (SMEA) and the Customized Division Technical Assistance Plan (CDTAP) done on May 27;

and the Curriculum Learning Management Division (CLMD) and the Curriculum Implementation Division (CID) Staff Convergence on May 28.

The objective focused on the monitoring and evaluation of implemented plans, programs, and activities in the first quarter of this year in view of developing customized technical assistance plans and in providing necessary interventions to the issues and concerns identified by each SDO.

The SDOs were grouped into four clusters namely, (1) Makatao - Agusan del Sur, Agusan del Norte, Butuan City - moderated by Dr. Elan Elpidang; (2) Maka-Dios - Siargao Islands, Dinagat Islands, and Surigao City - facilitated by Dr. Alejandro P. Macadatar; (3) Makabansa - Bayugan, Cabadbaran, Tandag - moderated by Mr. Bernabe L. Linog; and (4) Makakalikasan - Surigao del Norte, Surigao del Sur, and Bislig City - moderated by Dr. Edmund Mendoza.

RD Bringas was the cluster-in-charge of the Makakalikasan ang Makabansa clusters while ARD Arsenio T. Cornites Jr. was in charge of the Maka-Dios and Makatao clusters.

After the teleconference, the SDO submitted to the Regional Office the final hard copy of the 1st Quarter Progress Accomplishment Report on DMEA and SMEA.- P.A.U.



Assistant Regional Director Arsenio T. Cornites Jr., CESO V taking charge of the Maka-Dios and Makatao Clusters.

6 LEADERSHIP QUALITIES of an excellent SCHOOL MANAGER

By: Dr. Alejandro P. Macadatar
Education Program Supervisor

Republic Act 9155 also known as Governance of Basic Education Act provides that a school must be managed by a school head who has *“the authority, responsibility and accountability for achieving higher learning outcomes.”* His roles include, but not limited to, leadership, management, teacher evaluation, and enforcing student discipline.

Leading and managing the school requires more than hard work and time. An effective school head or principal therefore also needs to have the following leadership qualities and mindset:

1. Visionary. A visionary leader is driven and inspired by what a school can and must become. He/she can truly define what to achieve in the course of time. A visionary principal does not settle for the status quo. He strives to meet the desired outcomes. He knows the possibilities and he finds ways to address future challenges.

2. Learned. A learned school head gets the respect and admiration of teachers, learners and other stakeholders when his/her learning is above par.

A principal must not only be a step ahead of the teachers but necessarily a mile away. This demands from him/her to do more private readings or research, attend more seminars, workshops, and trainings because he/she needs to gain important information and the skills to utilize such information for the improvement of the school.

A smart school head finds pleasure in valuing the ideas and opinions of intelligent teachers. In an improved and well-managed school, an unhealthy competition does not thrive because everyone's point of view is important. A learned school head must also understand the different legal bases of every program, project, and activity even as he/she knows when and how to apply these in daily undertakings.

3. Visible. A principal who is often seen in the school premises promotes stability, calmness and sustainability. It is easy to respond to the needs of the stakeholders when the school head is around. How can a school head be able to monitor the happenings and the real situation of the school if he/she is often out?



A visible school head may do the following:

- a. Take the first two hours in the morning to roam around and be aware of what's going on in the school;
- b. Check and monitor who among the teachers are having or not having classes or who are out;
- c. Inspect common toilets, water supply, electric lamps, presence of intruders, etc;
- d. Communicate with parents and some learners and ensure that no learners are staying outside during class hours.

In case the school head is out for official business or for other legal reasons, it is imperative for him/her to designate an

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6 LEADERSHIP QUALITIES.....

Officer-in-Charge. Such a designation should include a defined terms of reference pertaining to its scope and limitations. This will ensure continuous operation of the school.

4. Transparent. To be transparent means to be honest at all times, particularly in all financial transactions involving human and technological resources. Transparency in financial management may make or break a school head. Stakeholders must be informed on how the money is spent and liquidated based on the Maintenance and Other Operating Expenses (MOOE), canteen proceeds, income from IGP, donations, contributions, etc. The more transparent the school head is, the better for the school.

If transparency is evident in the school, people will be

enticed to support school-based endeavours, especially if they understand the status of the school's Key Performance Indicators (KPIs) and future plans. Keeping them informed of the E-SIP/AIP and the School Report Card is an advantage. Pertinent information can be posted in an updated Transparency Board together with the Citizen's Charter.

5. Provides Technical Assistance. A school head must provide Technical Assistance (TA) to those who need it. In fact, TA is one of his/her Key Result Areas (KRAs). It is provided especially to the new faculty members. It may be in the form of mentoring, coaching, conducting training and workshop, answering some inquiries, leading a team, sharing opinions, correcting and editing proposals and correspondences, etc.

6. Empowers people. To empower means to give others the full trust to do something for the betterment of the school. One way of doing this is to apply the power of delegation. School heads who are afraid to delegate their responsibility are not real leaders and managers. An empowering school head understands that he/she can delegate only the responsibility and not the accountability, for accountability still belongs to him/her.

An empowering leader is someone who values the presence of everyone in the organization, happy when someone is leading a team and doing the work, enthusiastic in monitoring the progress of the task, and always prepared to provide inputs and feedback once needed.



Photo source: Alviola Village Central Elementary School Alumni (AVCES) Facebook page @ <https://www.facebook.com/201538065473/photos/>

Turtle on top of a Fence

By: Josita B. Carmen, CESO V
Schools Division Superintendent
Surigao del Sur

“When we see a turtle on top of a fence what is your conclusion? Surely, it got help from others, right?” (African proverb)

Turtle has a special meaning to me since my Grade 2 teacher likened me to it as I had the tendency to raise and withdraw my hand during class recitations. That remark from my lone teacher triggered a whole year of bullying from my classmates. Hence, my aversion to self-contained classes. But a nurturing mentor came along in Grade 3 to lift my spirit up and I finally made it to the honors list. She was my first mentor.

I believe in the mentoring program after my rewarding experience at the University of Asia and the Pacific (UAP). The school's institutional culture hinges on personalized mentoring program in which the mentor journeys with the mentee all the way to the end of the course. At the start of classes, a mentor is assigned to nurture the personal, spiritual and professional growth of mentees who are grouped by pair or by five. Assignment of mentor was based on background and experience that would best complement the mentees.

Learning was leisurely with weekly mentoring chats, recollections, and field trips to historical places. Chats covered some unclear concepts, moral issues and even personal and career plans.

Relationship with the mentor, mentee and co- mentee is sustained even after the course. Our “get togs” also gave us an opportunity to huddle with the University President Jesus Estanislao, the former Secretary of Finance touted as DBP's miracle worker. He was unpretentious as he

ate KFC's chicken in a takeout box and drank juice in plastic cups with a simple backdrop from an LCD. In stark contrast with our grand table setting, skirting and stage. Recitation of the University Credo which advocated integrity in leading our lives was emphasized. (Bislig City 's singing of DepEd Vision and mission could be a carryover of this). Best of all, UAP prides in its 100% graduation rate.

Mentoring program made me feel I am somebody deserving the attention and not just a number in the statistics of the University. Upon my return, we contextualized the program with buddy-buddy system for the learners and shadowing of the master teachers and NEPP mentors to co- teachers.

In Bislig City National High School, results showed a greater scope of competencies covered and National Achievement Test results increased from 46% to 66% with lower percentage of failures. Of course, there were other factors, but the mentoring program played a big role.



In Bon-ot, my niece told me about a teacher who inspired her in Math. The teacher employed a strategy of using noodles and biscuits as prizes. For someone who is not able to have three square meals a day, it meant a lot to her. It was a meaningful incentive that met a need. Because it's a small school, the teacher was able to follow her through up to the next grade level. Mentoring has limits in terms of number, but when applied according to each one's level, it will have a multiplying effect for the critical mass.

With this new normal, the challenge of inspiring our learners takes on a new dimension. With probable lesser face-to-face encounter, we must come up with ways to make them feel important and instill in their hearts the love for learning which will be their ticket to a bright future.

Like the health workers who have shown their heroism, we mentors must continue to be heroes to our mentees, seizing every opportunity to lift their spirits up, making them feel like a turtle on top of a fence.

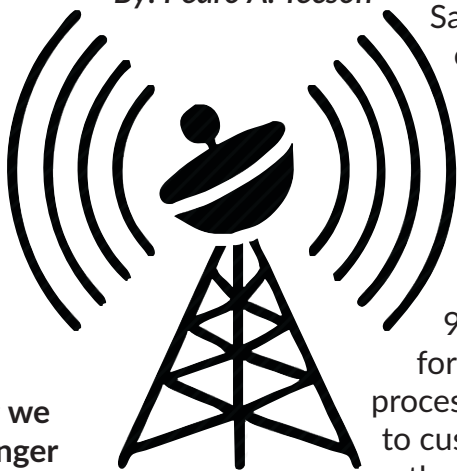
[N.B. This article was originally published in An Madayaw, the official publication of the Schools Division of Surigao del Sur, Volume 6, Issue 16, April 2020 edition]

Editorial

CHOOSE TO WIN

By: Pedro A. Tecson

We have long settled in the comfort of believing that the only thing constant in this world is change, but never have we imagined the discomfort that goes along with it. In these pandemic times, the cloak of drastic change has totally engulfed us, driving us crazy. Every morning we wake up to a world that's no longer the same, with the threat of the invisible enemy hanging over our heads like a Damocles sword ready to drop anytime we're caught unaware. Whether we like it or not, we must win against this change – if we want to survive.



Same thing happened with the conduct of the Division Brigada Eskwela and Operation Balik Eskwela where the Department still reached out to its stakeholders, albeit virtually.

The regional office, being ISO 9000-2015 certified, even pushed for the creation of alternative processes for emergency cases to cater to customers' needs which would otherwise be left unserved under the old set up. These alternative processes will be normally employed under the *new normal* arrangement at the office, with Division Offices also coming up with similar processes applicable in their respective contexts.

In the context of the Department of Education, getting back to normal has given way to finding alternative modalities of providing educational services to clienteles under an abnormal situation. Moreover, by using the term “new normal” in its official issuances and declarations, the Department is saying that it is dealing with change squarely.

For all intents and purposes, the “*new normal*” paradigm is not simply a psychological ploy to communicate a general feeling of stability amidst the chaos. Rather, it is a message that speaks about the Department's drive to provide concrete and tangible platforms and deliverables, a gallant and creative message that also testifies to the Department's adaptability and resilience.

In Caraga, our education leaders have always kept communication lines going. The physical barriers of the lockdown didn't matter as important decisions were still made, communicated, and implemented - thanks to teleconferences and other forms of online facilities. Thus, enrolment in the 12 Schools Divisions commenced, not as usual, but as it should be, that is, via remote online system.

These and other quick yet careful decisions made under the guidance of Regional Director Francis Cesar B. Bringas, CESO V especially in regard to the Learning Continuity Plan (LCP) of DepEd Caraga certainly brought some sense of normalcy to the otherwise abnormal situation.

Getting back to the usual way of doing things may not be within sight yet, but, whether we like it or not, we have chosen to win against this dramatic change – that's why we've survived.

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GETTING TO KNOW the DIRECTOR

By: Erma S. Dabalos

Francis Cesar Bersamin Bringas has been serving the education sector for over 23 years. Now, his stellar career is capped by his recent promotion as a full-fledged Regional Director of the Department of Education.

Panchet, as he is fondly called, was born in Bangued, Abra on October 2, 1967 to Mr. Arsenio B. Bringas and Ms. Petra A. Bersamin.

He completed his primary and secondary education at the Divine Word of College in Bangued in 1980 and 1984 respectively; graduated Bachelor of Science in Chemistry at University of the Philippines, Diliman in 1989 and pursued Master of Science in Teaching Chemistry in 2006 at the University of Northern Philippines.

His steady rise to the top began in 1997 when he became a teacher at Abra National High School. After 5 years he was promoted as Head Teacher and became a Principal at the same school in 2007. Eventually, he became a full-fledged Assistant Schools Division Superintendent of the Schools Division of Abra in 2012.

He then served for one year as OIC-Schools Division Superintendent of Baguio City after which he was promoted as full-fledged Schools Division Superintendent in 2014.

He served as OIC-Assistant Regional Director at DepEd CAR in January of 2016. After 6 months, he transferred to CALABARZON as OIC-Assistant Regional Director.

Two years later, on July 25, 2018, he transferred to DepEd Caraga as OIC- Regional Director.

His tenure in Caraga was marked by huge blessings in his career. It is in Caraga where he became full-fledged Assistant Regional Director on September 17, 2019, and eight months later, on May 15, 2020, he received his appointment as Director IV, this time as a full-fledged Regional Director.

RD Bringas has four (4) Civil Service Eligibility: Philippine Board Examinations for Teachers (1995); Principal's Exam (2006); Career Executive Officer Examination (CEOE); Education Management Test (EMT) in 2007; and Career Executive Service Officer (CESO) in 2013.



*Francis Cesar B. Bringas, CESO V
Regional Director, DepEd Caraga*

His international exposure includes his participation in Global Education & Skills Forum 2019 in Dubai, UAE; Australian Association for Research in Education 2018 in University of Sydney; Temasek Foundation International Governance and Public Administration Programme, Civil Service College Singapore in Singapore; and CESB facilitated trainings on Executive Leadership Program (GABAY) and Executive Leadership Program (SALDIWA).

He also attended Management Development Program by Asian Institute of Management and Executive Training Program for Superintendents by the Department of Education.



SOLID FAITH

By: Ramon L. Orcullo Jr.

One Sunday morning, I woke up in a hospital bed without any knowledge of why I was there lying. Upon clearing my sight, I learned that my left leg and right arm were swathed in braces and bandages. I couldn't move my entire body. My head was spinning and throbbing. My tears started to well up in my eyes as I was trying to process everything with my thoughts muddled by an obscure sense of reality.

Moments after, my sister detailed that I was involved in a vehicular accident en route to my master's class. She said a huge delivery truck hit the "multicab" I rode in. I suffered short-term memory loss while sustaining femoral dislocation and wrist injury that necessitated me to undergo an operation. Later, I was informed that a passenger passed away and others were in critical condition.

Thankfully, God spared my life from the accident and from the possibility of failing to survive in the operating room.

The thirteen-day hospital confinement following my operation was grueling. I had to endure the excruciating pain from my operated limbs the moment the anesthesia dissipated. I lost my appetite so I lost much weight, too. I never thought that I would be bedridden in diapers for days unable to do basic personal necessities sans the assistance of my Mama. I had been sleep-

deprived during my entire stay in the ward due to chronic nerve and muscle pains, including the never-ending injection shots of antibiotics that kept me awake until the wee hours in the morning. Mama and my siblings took turns in taking care of me in the hospital. I couldn't have endured the struggle without my family, friends, and colleagues.

The incident prompted me to leave work temporarily as I have to recuperate for months since November last year.

I was never a home buddy until the accident had me locked in my room for my home medication. I love the outdoors. I used to be a physically active person who finds joy in joining marathons. I would run miles after work, on weekends, and basically on my free time. My physical frailties caused by the injuries had me almost incapable of ambulation.

I could barely walk. My being imprisoned in a wheelchair for weeks had me emotionally drained as much as I was bodily exhausted especially that I would be left at home alone most of the time.

The arm injury has also made me suspend my habit of writing on my journal.

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But it has not discouraged me. I have tried typing letters on the notes pad of my phone using my left hand.

Into my fourth month of recuperation, everyone has joined me in “quarantine” due to the Covid-19 outbreak.

Some would whine that staying at home has bored them to death. And if boredom could literally kill, I should have passed on having been under “lockdown” for four months before them.

But really staying at home is distressing especially for those who consider the outside world their playground.

In my case I have spent long months reading noir and history books, and watching TED Talks on YouTube. During the night, I would watch Korean films and dramas to lighten up my mood. I would also attend free online courses to further enrich my mind and stay productive despite the deprivation of going to work and teaching my students language and literature.

Embattled yet inspired, I have faced my reality in a different perspective. I have broken limbs, but not broken dreams nor broken faith. I believe that with a renewed sense of self and purpose, I would step out to the outside world once again to continue making a difference.

I have realized that God has protected me from these encumbrances because He knows that I have yet to serve my purpose.

Through this hardship, I’ve gained human empathy. I’ve learned to connect to the pain of others – just like the pain that the thousands and millions of our fellows who have continued to battle for their lives in their hospital beds in this extraordinary time. Worse, they have no one on their side, not even their families, to attend to their needs.

This situation has also taught me humility, gaining a better understanding of my limitations. And it builds my patience as things do not always turn out as planned. Sometimes in life, we need to slow down; we need to reflect and enjoy the days with our families – the silver lining behind the “quarantine.” Lastly, I have become more resilient by gaining confidence that I have the ability to bounce back even from this major setback.

Now I have gradually regained my strength through simple exercises and small walks. No more braces and bandages. No more walking aids. I can now stand and walk with solid faith that when this blight is finally over, I can come face to face with the world again.

Ramon L. Orcullo Jr., 27, is a public school teacher in Alegria, Surigao del Norte. He is a graduate student in secondary education specializing English at Surigao State College of Technology. His passion is inculcating in his students the love of reading and writing.

Amid the rising threat of the COVID-19 pandemic, the Schools Division of Surigao del Norte launched the Adopt and Save a Family Project.

This initiative focuses on providing basic commodities to the needy but hard-to-reach families in order to alleviate their condition in these difficult times. These families were identified based on the following parameters:

1. Less access to the basic social services from the government due to distance.
2. Economic status.
3. Presence of DepEd personnel in the target area.
4. Number of learners in the target area.
5. Presence of IPs.

This project also advocates health practices, facilitation/coordination of access to health services and provision of basic needs for the identified underserved and marginalized families in selected areas in partnership with the Province of Surigao del Norte.

The DepEd-SDN Team includes:

Division Top Management, Public Schools District Supervisor, Education Program Supervisor -SGOD, Information Technology Officer, Project Development Officer II, District ALS Coordinators and Mobile Teachers, Division Medical Team (Doctors & Nurses), District Nurses, Barangay Health Workers /Local Health Practitioners, and Provincial Local Government Unit.

The names of schools are taken from the list of Last Mile Schools with two (2) identified target areas, with the inclusion of one barangay with one island school. The identified areas are:

Sitio Landing with 109 households, Sitio Boyobanwa with 90 households of Brgy. Camam-onan Gigaquit, Sitio Sohoton, Karihatag, Malimono, with 120 households, and Brgy. Sani-Sani, Placer, with 141 household.



DepEd Surigao Del Norte Adopts and Saves Families

By Rose Jeane O. Suarez
EPS II- SocMob

The commodities:

- 5 kilos rice
- 3 cans – sardines in tomato sauce;
- 1 150 gram can corned beef
- 3 packs – instant noodles Net Wt. 2.47 oz.
- 10 tablets – vitamin C
- 1 bar – 130 gram bath soap
- 2 sachets toothpaste

The Division Office and the DepEd personnel at the target areas maintained an open communication line using the available technology, e.g., walkie-talkie, radio, or cellphones.

Transport and distribution mechanism involved the use of DepEd vehicles with the assistance of DepEd personnel residing in the area and ALS Mobile Teachers and/or District Nurse.



DepEd to launch Research Portal e-Saliksik

By Dr. Caroline L. Guerta
Regional Research Focal Person

Given the rapid advancement of information technology, more and more researchers access and gather information online. In 2016 alone, hundreds of DepEd teachers and non-teaching employees completed their researches using such a technology as envisioned by the Basic Education Research Agenda, funded through the Basic Education Research Fund (BERF).

In view of this, the Department of Education will soon launch the e-Saliksik research portal in 2020. This electronic portal aimed not only to archive researches of DepEd employees nationwide but also to ensure that policy makers from both government and non-government agencies will be able to utilize

research results in their policy-making efforts. The portal can be accessed and shared by anyone who needs research-based data or information to support their studies, claims, or decisions especially those related to education. The portal is dynamic and user-friendly.

The Strategic Management Strand under the Planning Services led by Director Roger Masapol, in coordination with the Planning and Research Division (PRD) headed by Miss Mariel Bayangos, will spearhead the full utilization of the said portal.



Orientation on Anti-Red Tape Law held



Elizalde G. Bernales, Special Investigator III, explains the basic contents of ARTA

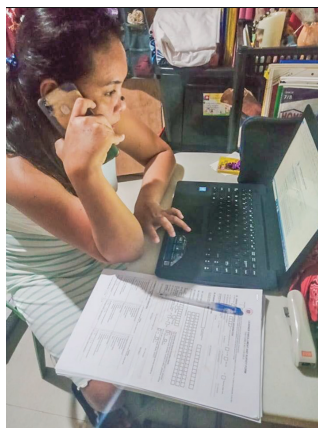
In line with RD Francis Cesar Bringas' directive to provide efficient and timely services to clients, the Administrative Services Division headed by Chief Joel Rosales led the orientation on Republic Act 11032 known as "*Ease of Doing Business and Efficient Government Service Delivery Act of 2018*" which amended the Anti-Red Tape Act of 2007.

Mr. Elizalde G. Bernales, Special Investigator III of the Legal Unit, presented the salient points of the law in view of streamlining the region's service delivery processes to align with the timelines provided by the said law.

In attendance were the chiefs of the regional Functional Divisions, Unit Heads, and ARTA point persons. The participants were expected to revise or adjust the existing Citizens Charter of the regional office to conform to the provisions of the law, and to ensure time-bound service delivery to satisfy both external and internal clients. - P.A.U

Siargao pushes for “normal” enrollment

The faculty of Sta. Fe National High School, Siargao Division momentarily fill out the students' enrolment forms while a face-to-face transaction in school is not yet permitted. The school is all set to hold a remote enrolment in the coming days pursuant to DepEd issuances and guidelines. (Photos and text by Edgar Ramos Gorgonio Jr.)



Tandag City, Surigao Sur hold same-day kick-off for OBE and Brigada Eskwela

The Schools Divisions of Tandag City and Surigao del Sur held separate same-day kick-off programs for the Division Operation Balik Eskwela and Brigada Eskwela on June 5, 2020.



Tandag City Division onsite and virtual program. Photo by PIA Surigao del Sur

Tandag City's activity was held at Tandag Central Elementary School and hosted by Tandag Pilot Elementary School. The program started at 8:00 am. Those outside the venue participated online via Google Meet.



Surigao del Sur Division virtual kick-off. Photo by Liza M. Guinguing

According to Mr. Alvin Anonuevo's report, Surigao del Sur Division started its kick-off program at 9:00 am live streamed via DepEd Tayo Surigao del Sur Division Facebook page, hosted by the Schools Governance Operations Division (SGOD). -P.A.U

Bislig Brigada advocacy campaign goes on air

Early morning chat with Hon. Mario Alvizo and SEPS Evelyn Almocera at Radyo Natin Bislig- 91.1, Advocacy Campaign on DepEd enrollment and Brigada Eskwela Program implementation. (Photo and caption by Ms. Lalaine Gamora, Senior Education Program Specialist, SocMob, Bislig City Division.)



Siargao reaches out to the needy

The Schools Division of Siargao headed by the Schools Division Superintendent Dr. Nelia S. Lomocso, continues to reach out to the most vulnerable families by providing relief goods through the *Pamilyang Siargaanon, Tulubagon Ko Program* of DepEd Siargao in response to the COVID-19 pandemic.

The community outreach activity happened Friday, June 5, 2020 in the Municipality of General Luna, Surigao del Norte. A total of 325 household-recipients from island barangays of the said municipality namely Brgy. Anajawan, Brgy. Suyangan, Sitio Mam-on, and Brgy. La Januza received the food packs. (Photo and text by Renz Oraliza)





Simply because I care

By: Algien A. Parker

Good day! Greetings of love and peace. I am Mr. Algien A. Parker, SHS Teacher II of Madrid National High School, Surigao del Sur Division. I would like to share this Project Initiative of mine in view of the opening of the School Year 2020-2021, hoping that this will motivate and inspire other educators and stakeholders as well.

Classes in DepEd schools will formally open on August 24, 2020 and will end on April 30, 2021. In light of this, the Department of Education already released the calendar of activities for SY 2020-21.

On June 1, 2020, the enrollment process already started in all public schools. Prior to this, DepEd had conducted a survey that focused on each household's capacity and readiness for the various alternative modalities of learning, be it online, traditional classroom attendance, or blended modalities. This is part of DepEd's preparation not only for the opening of classes but also for the entire school year.

That said, I truly believe that our schools, both public and private, are facing a major challenge of creating appropriate modes of learning delivery in the context of pandemic.

In DepEd's Learning Continuity Plan (LCP), online classes have become a reasonable and practical option that complies with the social distancing measures enforced by the Inter-Agency Task Force (IATF) and Department of Health (DOH).

As a public secondary school with almost two thousand learners, Madrid National High School (MNHS), of which I am a faculty member, will most likely use the said modality. I know that the school will definitely have learners who will be having difficulties in acquiring the essential materials for this learning delivery method. This is why I came up with a project I called "SHARE Ko, GADGET Ko: Adopt a Learner Project Initiative."

My main goal is to help a few deserving learners in my Alma Mater who are incapable of acquiring a gadget particularly an android cellular phone that will be used for virtual/online classes only. I am motivated to do this also because I consider MNHS as my second home.



How to realize this project?

Well, I set aside some amount of my personal money (mid-year salary) to purchase six android cellular phones plus sim packs (SMART/TNT or GLOBE). I already canvassed, made the order, and paid the full amount for the said items. I'd like to thank Ms. Rizaly C. Pagaran of R.E. Cellphone & Accessories for giving me huge discounts and assistance. You see, I bought the items locally to help our local business as well.

Why am I doing this?

Simply because I CARE for our learners. There is no other agenda. *"Ugali, tinuod dili ako dato para na magsingod nan ini. Apan kagustohan man naku ini na mag-SHARE nan tabang para sa mga kabataan labi na sa jadto angay gajod na matabangan sab."*