

Agency Performance Report

For the Period Covering January to December 2024

I. EXECUTIVE SUMMARY

The primary focus of the Schools Division of Batanes for 2024 is to implement the MATATAG Curriculum and achieve its objectives by contextualizing activities to make the curriculum appropriate to the Ivatan learners. To achieve the objectives of the MATATAG initiatives, SDO Batanes implemented different approaches centered on collaboration and innovation. SDO Batanes ensured that the educational policies and programs of DepEd were effectively implemented and monitored. The collaborative efforts with stakeholders, including teachers, parents, and local government units, fostered a supportive community environment conducive to educational excellence. Furthermore, the SDO employed innovative teaching methodologies and technology integration to enrich the learning experience and cater to diverse student needs. Professional development programs were also intensified to equip teachers with the necessary skills and knowledge to deliver quality education. SDO Batanes was dedicated in creating a resilient and adaptive educational system that meets the evolving demands of learners and society and ensuring that strategic actions were aligned with the MATATAG objectives.

The Curriculum Implementation Division (CID) focused on improving numeracy and literacy through several innovative curriculum programs to address specific learning needs. The implementation of Project 3Rs (Read Read Read) focused on improving reading skills in Key Stage 1 and yielded remarkable success. Other projects such as the KILOS-P and KASULIVAN promoted physical education, local culture, and



indigenous knowledge systems to create well-rounded students grounded in both academic and culture awareness. Project MAYLIR- an Ivatan term for reading (Mastering and Acquiring skills to Yield Literacy proficiency through improved Instruction in Reading), was also launched this year as the flagship program focused on literacy acquisition. It integrated mathematical concepts with reading instruction to foster critical thinking and comprehension among the learners.

SDO Batanes also addressed holistic development, unique learner and teacher needs, and cultural preservation in addition to curriculum challenges by ensuring that basic education facilities and services were continuously delivered and enhanced, both physically and psychologically, such that improving learning environment through partnership and linkage, human resource development, health and values formation programs were implemented by the School Governance Operations Division (SGOD). Priority has always been given to providing teachers with training, technical support, and scholarship grants. Further, the number of personnel within the SDO who have received scholarship grants has remained consistent over the past few years, in addition to this investment, which may have resulted in enhanced skills and competencies among staff, ultimately improving the quality of education delivery, and the expansion of administrative and support roles, contributing to more efficient operations, data collection through research implementation has been in continuous operation. Despite a decreasing trend in BERF and non-BERF research in the past years respectively, have continued to provide valuable knowledge for improving educational practices. These trends reflect SDO Batanes' dynamic approach towards education. Health initiatives and services have continuously played a vital role in delivering quality basic education, under School-based Feeding Program, and Adolescent Reproductive Health. In terms of its human resource management, it has fast tracked its processes by implementing

Project ASSESSED which played an important role in conferring the division's BRONZE award in PRIME-HRM. This is only one of the various IT solutions by the SDO to digitize, enhance, shorten transaction time, and adapt to the fast-paced changing environment, further providing an easier tracking of records, more efficient dissemination of official communications, increased customer satisfaction, procurement and releasing of supplies and equipment, and more efficient in the budgeting, disbursement and utilization of funds. All these PAPs continuously implemented have been aligned in response to the standards of the MATATAG: Bansang Makabata, Batang Makabansa program launched by the Department of Education.

II. BACKGROUND (Narrative how the Midyear/Yearend was conducted)

This SDO is committed to enhance the quality of basic education and achieve the educational goals set by the Department of Education. In line with this commitment, a comprehensive analysis of the division's performance last 2023 has been done to review the achievements, strengths, weaknesses, gaps, issues, and other concerns in the implementation of the different programs. The analysis served as a foundation for planning and strategizing the different plans for the implementation of the various programs, projects, and activities of the Department of Education. Through the different evaluations done by the SDO, the Division was able to identify the key areas for improvement, allocate resources more effectively, and implement targeted interventions. This approach helped in planning the 2024 targets, addressing the gaps, and setting realistic and measurable objectives aimed at fostering a stronger educational environment. Through the review and strategic planning for 2024, SDO Batanes aims to ensure that every learner in the division receives a high-quality education that would contribute to the overall educational development of the region and the nation.

The Division conducted quarterly Division Monitoring, Evaluation, and Adjustments, Program Implementation Reviews, Appraisal activities, and monitoring activities to ensure that the plans of the SDO has been implemented as intended. Program and projects that were not met as scheduled were adjusted and modified to meet the objectives and expected outcomes and results.

SDO Batanes will continue to focus on several key strategies to effectively implement the MATATAG initiative. The Division will continuously conduct regular assessment and evaluations to monitor progress and identify areas needing improvement. It will also prioritize data-driven decision making to ensure that implementation of the PAPs will be successful. The SDO will also strengthen its partnership and linkages with local communities and stakeholders to foster a collaborative environment that will support educational initiatives. The Division will also invest in continuous professional development for teachers to ensure that they are well-equipped with the latest pedagogical skills and knowledge. Additionally, it will enhance the integration of technology in classrooms to support innovative teaching and learning practices. SDO Batanes will also put emphasis on inclusive education and ensure that all students, regardless of their backgrounds, have access to quality education. SDO Batanes is committed in advancing the goals of MATATAG and achieving sustainable and high-quality educational systems for all learners, and this could be achieved by maintaining a focus on the strategic areas.

III. PHYSICAL ACCOMPLISHMENTS

A. EDUCATION POLICY DEVELOPMENT PROGRAM (Research-BERF and Non-BERF and Policy Review PAPs)

No. of Completed BERF Research	No. of Completed Non-BERF Research	TOTAL
25	3	28

B. BASIC EDUCATION INPUTS PROGRAM

PERSONNEL BY CATEGORY

Data/Number of Personnel by Category		
Teaching	Teaching-Related	Non-Teaching (Administrative) Personnel
427	172	52

SCHOOLS MEETING THE STANDARD RATIO FOR TEACHERS

Data/Number of Schools Meeting the Standard Ratio for Teachers by Level				
Total No. of Schools	No. of Compliant Schools	No. of Non-compliant Schools	Percentage of Compliance	Reasons
Elementary	21	0	100%	
Secondary	8	1	88.88%	Valugan Integrated School-JHS only have two teacher item/plantilla

NEWLY-CREATED TEACHING POSITIONS

Data/Number of Newly-Created Teaching Positions Filled-Up				
No. of Created Items	No. of Filled Up	Variance	Filling Up Rate	Justification
2	1	1	50%	No qualified applicant by specialization for the SPET Item

ENROLLMENT DATA

Three-year Enrollment Data				
	SY 2022-2023	SY 2023-2024	SY 2024-2025	TOTAL
ALS	72	83	49	204
SPED	43	44	30	117
Kindergarten	254	265	229	748
Grade 1	281	254	278	813
Grade 2	337	286	267	890
Grade 3	286	341	284	911
Grade 4	317	292	343	952
Grade 5	342	325	293	960
Grade 6	216	347	322	885
Grade 7	332	218	354	904
Grade 8	355	332	227	914
Grade 9	325	361	328	1,014
Grade 10	347	324	353	1,024
Grade 11	353	322	285	960
Grade 12	368	339	321	1,028
TOTAL	4,228	4,133	3,963	12,324

C. INCLUSIVE EDUCATION PROGRAMS**ENROLLMENT IN INCLUSIVE EDUCATION PROGRAMS**

Data/Enrollment in Inclusive Education Programs			
Multigrade	SNED	IPeD	ALS
126	366	3,837	83

SCHOOLS OFFERING INCLUSIVE EDUCATION

Data/Number of Schools Offering Inclusive Education		
Program	Schools	Remarks
Multigrade	8	
SNED	6	
IPED	27	
ALS	7	

LEARNERS PROVIDED WITH LEARNING MATERIALS

Percentage of Learners Provided with Learning Materials SY 2024-2025			
Total Learners Provided with Learning Resources	Total Enrollment	Equivalent Percentage	Remarks
3,906	3,906	100%	All learners are provided with learning resources

SCHOOLS PROVIDED WITH LEARNING RESOURCES

Number of Public Schools Provided with Learning Resources SY 2024-2025			
No. of public schools provided with learning resources	Total Public Schools	Equivalent Percentage	Remarks
27	27	100%	All schools are provided with learning resources

D. PROGRAM, PROJECTS, AND ACTIVITIES

Title of PAP	POLICY AND RESEARCH PROGRAM (PRP)							
Rationale	The adoption of DepEd Order No. 16, s. 2017 titled Research Management Guidelines showcases the Schools Division of Batanes’ dedication to enhancing the educational landscape. By following these guidelines, the institution embraces an organized and methodical research approach that promises substantial advantages and drives research-informed decision-making. Research, being pivotal for educational growth and innovation, thrives under effective management within DepEd. This ensures not only quality research but also its relevance, resulting in well-informed choices and improved educational outcomes. Collaborative efforts and accurate data management, outlined in these guidelines, bolster the commitment to insightful research. Collaboration taps into diverse expertise, fostering innovation, while precise data enhances findings’ credibility. Through these guidelines, the institution navigates a path toward excellent research, wise decision-making, and overall educational progress in Batanes.							
Brief Description of the PAP	Activities under this major initiative revolves on the effective implementation of the Research Management Guidelines outlined in DepEd Order No. 16, s. 2017, specifically tailored to the context of DepEd Batanes. The strategy encompasses key aspects such as research prioritization, ethical considerations, collaboration, data management, and dissemination. By adopting this guideline, the Schools Division aims to cultivate a culture of research-driven inquiry that directly contributes to improving the quality of education in Batanes.							
Objective/s	<ul style="list-style-type: none">• To provide technical assistance to increase the capacity of personnel in the conduct of policy evaluation research• To provide TA in the conduct of BERF research studies							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Conduct TA of BERF Research Studies	9	20,000	9	20,000	0	0	NA	NA

Conduct Quality Assurance of Research Proposals	1	0	1	0	0	0	NA	NA
Provide TA in the conduct of BERF research studies	1	0	1	0	0	0	NA	NA
MOA Signing of Batch 10 BERF Research Proponents	9	-	9	-	0	0	NA	NA
Participated in the 4 th Regional Planning Conference	1	0	1	0	0	0	NA	NA
Project ORACLE (Online Research Archive and Comprehensive Library for Evidence)	1	0	1	0	0	0	NA	NA
Facilitate the Conduct of Action and Basic Research under BERF	1	0	1	0	0	0	NA	NA
Narrative	<p>The Planning and Research Section conducted Technical Assistance (TA) of Basic Education Research Fund (BERF) Research Studies and Quality Assurance of Research Proposals. The section also provided TA in the conduct of BERF and Non-BERF research studies virtually and walk-ins. During the implementation of the first semester activities, the section faced several challenges. Coordinating schedules among various teachers was a significant challenge due to their varying availability. Ensuring the quality of research proposals also posed a challenge as it required a thorough review and feedback process. The planning and research section's findings revealed that the TA and quality assurance processes were successfully implemented with the hopes of enhancing the quality of research proposals.</p> <p>The section also found that the research studies contributed to improving educational outcomes by providing evidence-based insights for Batch 9 completed research. One of the major accomplishments for the first semester was the successful signing of the Memorandum of Agreement (MOA) with Batch 10 BERF Research Proponents. This marked a significant milestone in the section's efforts to promote research. The section also successfully conducted TA of BERF Research Studies and Quality Assurance of Research Proposals, which contributed to the enhancement of research quality.</p>							

	<p>This report outlines the successful completion of various activities undertaken by the Schools Division of Batanes. These activities were aimed at enhancing educational planning, research, and evidence-based practices within the division.</p> <p>The Schools Division of Batanes actively participated in the 4th Regional Planning Conference. This event provided a platform for discussing strategic plans, sharing best practices, and aligning division goals with regional and national educational objectives. The insights gained from this conference have been instrumental in refining our planning processes and ensuring that our initiatives are in line with broader educational goals.</p> <p>Project ORACLE was successfully implemented, creating an online repository for research and evidence-based resources. This project while on its initial phases, it aims to significantly enhance access to valuable research materials for educators and researchers within the division. The comprehensive library serves as a vital tool for informed decision-making and continuous improvement in educational practices.</p> <p>Technical assistance was provided for BERF (Basic Education Research Fund) research studies. This involved guiding researchers through the research process, offering expertise on methodology, and ensuring the quality and relevance of the studies. The support provided has led to the successful completion of several research projects, contributing valuable insights to the field of education.</p> <p>The facilitation of action and basic research under BERF was carried out effectively. This included organizing workshops, providing resources, and mentoring researchers. The focus was on addressing practical educational challenges and generating actionable solutions. The research outcomes have been shared with stakeholders and are being utilized to inform policy and practice within the division. The completion of these activities marks significant progress in our efforts to enhance educational planning, research, and evidence-based practices. The Schools Division of Batanes remains committed to fostering a culture of continuous improvement and innovation in education.</p>																														
Basic Data	<table><tr><th>No.</th><th>NAME OF PROPONENT/S</th><th>TITLE OF THE RESEARCH</th><th>SCHOOL/ OFFICE</th><th>REMARKS</th></tr><tr><td>1.</td><td>Bernadette L. Vinalay</td><td>ASSESSMENT OF SPECIAL EDUCATION PROGRAM IN THE DIVISION OF BATANES</td><td>CID</td><td>Completed</td></tr><tr><td>2.</td><td>Zaldy C. Adri</td><td>LEVEL OF READINESS OF UES FOR INCLUSIVE EDUCATION IMPLEMENTATION</td><td>UES</td><td>Completed</td></tr><tr><td>3.</td><td>Ellen F. Galarosa; Clarissa G. Asa; Walden G. Habana</td><td>ACTION RESEARCH DILEMMA: A DEEP DIVE INTO THE REASONS BEHIND LIMITED ENGAGEMENT AMONG TEACHERS</td><td>BNSHS</td><td>On-going</td></tr><tr><td>4.</td><td>Jennifer H. Moro</td><td>IMPACT ANALYSIS OF HOTS-PLPs ON GRADE 9 and GRADE 10 SCIENCE TEACHERS' INSTRUCTIONAL PRACTICES AND ASSESSMENT STRATEGIES</td><td>CID</td><td>On-going</td></tr><tr><td>5.</td><td>Melanie I. Rodriguez;</td><td>EFFECT OF VIDEO-INTEGRATED VOCABULARY, PHONICS, AND SIGHT</td><td>DES</td><td>Completed</td></tr></table>	No.	NAME OF PROPONENT/S	TITLE OF THE RESEARCH	SCHOOL/ OFFICE	REMARKS	1.	Bernadette L. Vinalay	ASSESSMENT OF SPECIAL EDUCATION PROGRAM IN THE DIVISION OF BATANES	CID	Completed	2.	Zaldy C. Adri	LEVEL OF READINESS OF UES FOR INCLUSIVE EDUCATION IMPLEMENTATION	UES	Completed	3.	Ellen F. Galarosa; Clarissa G. Asa; Walden G. Habana	ACTION RESEARCH DILEMMA: A DEEP DIVE INTO THE REASONS BEHIND LIMITED ENGAGEMENT AMONG TEACHERS	BNSHS	On-going	4.	Jennifer H. Moro	IMPACT ANALYSIS OF HOTS-PLPs ON GRADE 9 and GRADE 10 SCIENCE TEACHERS' INSTRUCTIONAL PRACTICES AND ASSESSMENT STRATEGIES	CID	On-going	5.	Melanie I. Rodriguez;	EFFECT OF VIDEO-INTEGRATED VOCABULARY, PHONICS, AND SIGHT	DES	Completed
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	Abegail Farah B. Alueta; Marites R. Agas	WORDS FOR REMEDIAL READING CLASSES AND HOME-BASED LEARNERS OF GRADE I – CHAYI PUPILS OF DIPTAN ELEMENTARY SCHOOL		
6.	Walden G. Habana; Jamilin P. Viola; Gerlie Acedo	UNVEILING INSIGHTS: ASSESSING THE EFFEECTIVENESS OF ATLAS.TI IN ENHANCING QUALITATIVE DATA ANALYSIS SKILLS AMONG SENIOR HIGH SCHOOL RESEARCH STUDENTS	BNSHS	On-going
7.	Bejay S. Duguran	THE EFFECTIVENESS OF NGARAN: A MOBILE BASED PART OF SPEECH (NOUN) REVIEWER IN IMPROVING THE ACADEMIC PERFORMANCE OF GRADE 7 LEARNERS ON PARTS OF SPEECH (NOUN)	BNSHS	On-going
8.	Jenny C. Gimenez; Roselyn P. Veracruz; Lilygould E. Gallardo	EFFECTS OF USING IVATAN PRIMER I AS A TOOL IN ENHANCING READING SKILLS OF K TO 3 LEARNERS OF BASCO CENTRAL SCHOOL	BCS	On-going
9.	Edna C. Gato, Mark Ian G. Garcia	EDDS: A MULTI-PEDAGOGICAL APPROACH IN ENHANCING THE CRITICAL THINKING OF FOOD PROCESSING STUDENTS	INAHS	On-going

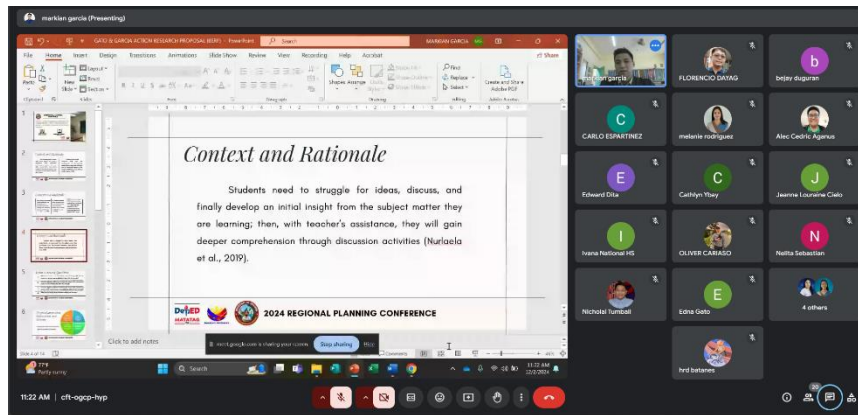
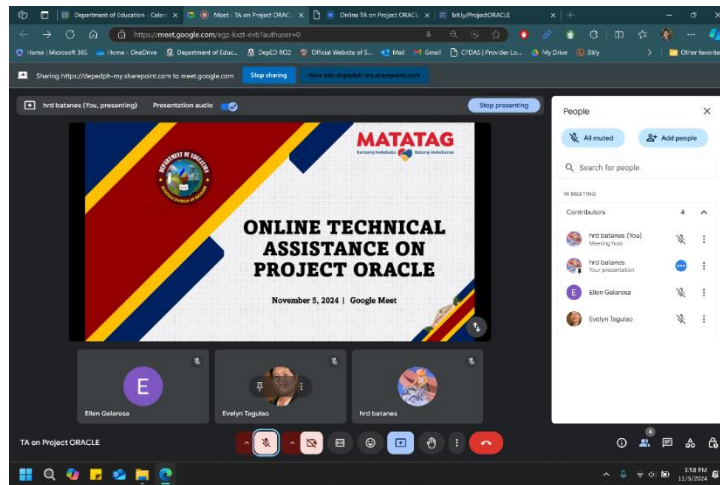
ON-GOING NON-BERF RESEARCH PROPOSALS FOR IMPLEMENTATION

No .	NAME OF PROPONENT/S	TITLE OF THE RESEARCH	SCHOOL/ OFFICE	REMARK S
1.	Cesar M. Manzo, Kleofa T. Manzo	EXPLORING THE MULTI-FACETED CAUSES AND CONSEQUENCES OF TEENAGE PREGNANCY IN ITBAYAT NATIONAL AGRICULTURAL HIGH SCHOOL: AN INPUT FOR INTERVENTIONS	INAHS	On-going
2.	Kristine Hazel W. Bidayan	ASSESSING THE EFFECTIVENESS OF CLASSROOM TECHNOLOGY INTEGRATION ON THE DIGITAL COMPETENCY AND STUDENT ENGAGEMENT OF GRADE 10 STEM STUDENTS	BNSHS	On-going
3.	Hazel M. Velayo, Limuel V. Camacho	PROJECT GAME: A STRATEGY TO IMPROVE THE BASIC MULTIPLICATION AMONG GRADE 5 LEARNERS OF VALUGAN INTEGRATED SCHOOL	VIS	On-going
4.	Sharlynnne Mae P. Veracruz, Racquel G. Asa	THE USE OF MUSICAL MNEMONIC AS A TOOL TO IMPROVE THE VIS GRADE 3 LEARNERS' ACADEMIC PERFORMANCE IN HEALTH AND FILIPINO	VIS	On-going
5.	Jenica Mae M. Noblejas	ENHANCING GRAMMAR PROFICIENCY IN STRUGGLING SIXTH GRADE LEARNERS THROUGH PROJECT P.A.G.E (PRACTICING AND ACHIEVING GRAMMAR EFFICIENCY)	VIS	On-going

Documentat
ion




Batch 10 Memorandum of Agreement Signing of Mr. Zaldy C. Adri (Left) and Ms. Lilygould E. Gallardo (Right) and the team on March 24, 2024.



Title of PAP	BASIC EDUCATION FACILITIES (BEF)							
Rationale	Basic Education Facilities (BEF) Project of the Department of Education covers the improvement and maintenance of school facilities. It shall be utilized for the provision of classroom and workshop buildings, replacement of old dilapidated buildings, provision of furniture, repair and rehabilitation of classrooms including heritage buildings as well as water and sanitation facilities and electrification. DepEd Order 35, series 2017.							
Brief Description of the PAP	This DepEd program covers Basic Education Facilities (BEF) that includes: 1. Construction of school buildings 2. Classroom repair and rehabilitation 3. Provision of school furniture 4. School electrification 5. Priority school health facilities) Gabaldon Heritage Schools Restoration and Conservation, Quick Response Fund (QRF) and Last Mile School Program (LMSP)							
Objectives	<ul style="list-style-type: none">To attain ideal classroom to pupil ratio that is 1:40;To provide complete sets of school furniture per classroom;To energize off-grid and on-grid schools; andTo provide ideal and sufficient school health facilities for school children.							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Monitoring and inspection of BEFF Projects	1	0	1	0	0			
Site Validation and Inspection re: Construction of SDO Building	1	0	1	0	0			
Monitoring and Inspection of Ivana ES Rehabilitation of Gabaldon Bldg.	1	12,530,440.89	1	5,310,136.46	0	7,220,304.43	Project is still ongoing.	Waiting for final billing request once the project is complete.
Monitoring and Inspection of LMS project in	1	9,082,000.00	1	4,956,944.25	0	4,125,055.75	Project is still ongoing.	Waiting for final billing request once

Nakanmuan Elementary School								the project is complete.
Conduct site inspection and appraisal through ocular inspection and assessment on Last Mile School in Yawran Barrio School	1	0	1	7,578,794.42	0			
Conduct post qualification for the construction of two storey SDO Building with roof deck	1	0	1	42,653,339.24	0			
Monitoring and Inspection of Electrification Project in Basco Central School	1(1)	1,943,508.93	1(1)	0	0	1,943,508.93	Project is still ongoing.	Waiting for billing request.
Monitoring and Inspection of Repair and Rehabilitation four (4) schools: Valugan Integrated School, Itbud Integrated School, Ivana National High School, and Sumnanga	1(1)	6,645,714.28	1(1)	0	0	6,645,714.28	Mobilization payment on process, Project is suspended due to weather condition.	Waiting on NCA for Mobilization and Resumption of project

Elementary School.								
Comply the ECC Requirement for the project Construction of Two (2) Storey SDO Building with Roof Deck	1(1)	42,653,339.24	1(1)	0	0	42,653,339.24	Waiting for PAMB Resolution	Apply an ECC Requirement to start on the project
Monitor and Inspection of QRF projects (minor damages and TLS) on all schools damaged by Typhoon Julian	1(1)	8,262,066.80	1(1)	0	0	8,262,066.80	Projects are targeted to start earlier 2025	Comply all required documents for the implementation
Narrative	The BEFF Projects implemented by the Schools Division Office of Batanes are: Repair and Rehabilitation of School Building (Gabaldon) at Ivana ES I, Construction of Last Mile School in Nakanmuan Elementary School, Construction of Last Mile School in Yawran Barrio School, Construction of two storey SDO Building with roof deck and Upgrading of Electrical System (Underground System) for Basco Central School. These projects were visited and inspected regularly to monitor the project accomplishment as reflected in the S-curve.							
Documentation								

	
Title of PAP	DEPED COMPUTERIZATION PROGRAM (DCP)
Rationale	<p>The DepEd Computerization Program (DCP) in public schools plays a vital role in equipping public schools with the necessary tools and resources to prepare students for the challenges and opportunities of the digital age. It aims to enhance the delivery of quality education through the integration of technology in the learning process. Integrating technology in education can make learning more engaging and interactive. It opens new possibilities for personalized learning, interactive multimedia resources, and online collaboration among students and teachers.</p> <p>In today's digital world, proficiency in technology is a crucial skill for students to succeed in their future careers. By exposing students to technology early on, the program helps them develop essential skills such as critical thinking, problem-solving, communication, and collaboration. It enables them to explore new ideas, experiment with different tools, and express their creativity in various forms. This can nurture a culture of innovation and creativity in schools, preparing students to become future-ready individuals.</p> <p>By providing schools with computers and internet connectivity, the program helps bridge the gap between students who have access to technology at home and those who do not. This ensures that all students have equal opportunities to learn and develop digital literacy skills. Technology can streamline administrative tasks for teachers, allowing them to focus more on lesson planning, instructional strategies, and providing personalized support to students. This can lead to improved teaching effectiveness and student performance.</p>
Brief Description of the PAP	The DepEd Computerization Program (DCP) aims to provide public schools with appropriate Information and Communications Technologies (ICT) that would enhance the teaching-learning process and meet the challenges of the 21st century. The DCP is among DepEd's efforts to raise the ICT literacy of learners, teachers, and school heads by integrating ICT in the school system by providing computer laboratory packages to secondary schools and electronic classrooms to public schools.
Objectives:	<ul style="list-style-type: none"> To provide ICT packages to public schools that are responsive to the needs of the K-12 curriculum To integrate ICT in the teaching-learning process To raise the ICT literacy of learners, teachers, and school heads

	<ul style="list-style-type: none"> To improve computer-to-student ratio in the public schools, and 5. Improve the replacement cycle of ICT packages 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
DCP monitoring in the Schools Division of Batanes	2	106,196.65	1	93,000.00	0	13,196.65	On-going procurement	
Conduct of the Orientation Meeting cum 2024 Program Implementation Review (PIR) for the DepEd Computerization Program	1	69,540.00	0	69,020.00	1	520.00	Postponed due to typhoons	Rescheduled
Training of DepEd Computerization Program (DCP) - recipient schools personnel	1	73,278.94	0	73,278.94	1	4.94	Postponed due to typhoons	Rescheduled
Conduct of 2024 Region 2 Joint On-site DepEd Computerization Program (DCP) Monitoring	1	64,000.00	1	64,000.00	0	0	On-going procurement	
Narrative	<p>The targeted activities from January to December 2024 is more on monitoring of the DCP packages in schools. The activity started with the invitation to the Regional Information Technology Officer I to personally check the status of DCP packages in the schools.</p> <p>All schools are targeted to be visited but considering the busy schedule of the Regional ITO, we decided to visit only Itbayat district for they are seldom monitored and select Batan schools. The monitoring team is composed of the Regional ITO, Division ITO, and the Education Program Specialist II (Jonas Carlo Trillana). During the visit, some of the schools have several non-working units and it was observed that only the students are using the computer laboratory which then the division ITO reminded the ICT coordinators to advocate the use of the computer laboratory for teachers as the DCP packages are not only for learners.</p>							

	<p>The implementation of the said program is crucial for ensuring the reliability, functionality, and longevity of ICT units in the schools. Regular maintenance of this resources must be done to improve access to functional computers and enhance learning experience, increased teacher productivity and efficiency, and overall improvement in the educational system.</p> <p>Due to lack of manpower of the Division ICTU, it is recommended to have a staff of the ICTU who will be oriented and trained to assist in the implementation of the said program to cater all technical assistance needed.</p> <p>In conclusion, a well-implemented program positively impacts the school, learners, and the overall education system. By embracing preventive maintenance and leveraging tools, schools can create a reliable and efficient IT environment.</p>
<p>Documentat ion</p>	<div data-bbox="597 695 1182 1104" data-label="Image"> </div> <div data-bbox="613 1115 1170 1167" data-label="Caption"> <p><i>The Regional ITO troubleshooting the defective monitor of the DCP package of San Vicente ES.</i></p> </div> <div data-bbox="589 1192 1177 1635" data-label="Image"> </div> <div data-bbox="607 1646 1166 1730" data-label="Caption"> <p><i>The Division ITO informing the Regional ITO the defective servers of the DCP package for replacement of parts of Raele IS.</i></p> </div>



The team conducting repair and maintenance of printers to Itbayat schools.



The DCP Monitoring Team providing TA to Batanes NSHS.



DCP Monitoring team with BNSHS ICT Coordinators and School Head.

Title of PAP	HUMAN RESOURCE DEVELOPMENT (HRD) <i>(GROWTH Program - Goal setting, Recognition of achievements, Opportunities for learning, Workforce planning, Training programs in Human Resource Development)</i>
Rationale	<p>The rationale behind this program is the belief that investing in human and resource development is crucial for improving the quality of education. By equipping educators and staff with the necessary skills and knowledge, they can effectively fulfill their roles and contribute to the overall success of the educational institution. This, in turn, leads to improved student outcomes. The program also aims to foster a culture of continuous learning and improvement, encouraging staff to stay updated with the latest educational trends and practices. Ultimately, it seeks to empower educators and staff, enabling them to provide the best possible education for their students.</p>
Brief Description of the PAP	<p>The GROWTH Program is a comprehensive approach to Human Resource Development that aims to foster a culture of continuous learning and improvement within the organization. The program begins with Goal setting, which provides a clear direction for employees and aligns their efforts with the organization's strategic objectives. This process ensures that everyone understands what is expected of them and what they need to achieve. Next, the program emphasizes the Recognition of achievements. By acknowledging and celebrating the accomplishments of employees, the organization fosters a positive work environment and encourages further effort and dedication through the following SDO homegrown innovations:</p> <ol style="list-style-type: none"> 1. Project PRIDE (Provision of Rewards and Incentives to Deserving Employees) 2. Project RACERS (Recognizing Accomplishments and Contributions of Employees, Retirees and Stakeholders) 3. Project Mapya Palialitan <p>The GROWTH Program also provides Opportunities for learning and development. Continuous learning is crucial in today's fast-paced educational environment. By providing opportunities for employees to acquire new skills and knowledge and values, the Schools Division Office – HRD Section ensures that it can adapt to changing conditions and maintain a competitive edge. Further, to support newly hired personnel in the schools division, as well as giving assistance to retiring employees, through Personnel Welfare activities such as:</p> <ol style="list-style-type: none"> 1. Project ON-TOES (Onboarding of Newly Hired Teaching personnel and Other Employees of SDO Batanes) 2. Project CARES (Caring and Assisting Retiring Employees and Staff) 3. Project HEARTS (Health assistance to retirees, teachers and staff) <p>Workforce planning is another key component of the program. This involves ensuring that the institution has the right people in the right roles at the right time. Effective workforce planning helps to avoid skill shortages and supports the organization's long-term success.</p> <p>Finally, the GROWTH Program includes Training programs in Human Resource Development. These programs equip employees with the skills they need to perform their roles effectively and contribute to the organization's goals. In summary, the GROWTH Program is a holistic approach encapsulating all the Human Resource Development activities, functions, and initiatives in order to sustain the already established and systematized initiatives that</p>



	supports the organization's strategic objectives and fosters a culture of continuous learning and improvement.							
Objectives:	<ul style="list-style-type: none"> To provide strategic direction in operationalizing the HRD system in the SDO and in the schools To establish and manage rewards and recognition system and activities in collaboration with Personnel Section To design, develop and implement timely, relevant, and responsive Professional Development Programs intended to meet the competency need of teaching and related teaching, and non-teaching personnel To assist the SDO Units/functional divisions, and schools in the development of a Performance Management monitoring and evaluation mechanism 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Conduct Performance Monitoring and Evaluation through GROWTH Program	1	0	1	0	-	-	NA	
Project PRIDE Implementation (under GROWTH Program)	6	13,000	6	13,000	-	-	NA	
GROWTH Program - Conduct of HRDC cum PIR	3	0	3	0	-	-	NA	
Conduct of Division Roll-out of ABC+ Project ILT	1	402,600	1	258,039	-	142,961	Remaining balance intended for Monitoring of PIP and Crafting of Resource Materials	
Project RACERS	1	0	1	0	-	-	-	

Implementati on (under GROWTH Program)								
Regional Training of Division Trainers and School Leaders and Division Training of School Trainers on the MATATAG Curriculum	1	601, 800	1	423, 160	-	178, 640	Intend ed for Monito ring of MATAT AG and other activiti es	
Downloading of PSF to SBTT Host Island Schools (Training and Other Expenses of the Division Core Management Team and Resource Speakers) for the MATATAG Curriculum	3	350, 000	3	335, 000	-	15,000	For tax payme nt	
Procurement of Supplies and other expenses in the Conduct of Regional Training of Division Trainers and School Leaders and Division Training of School Trainers on the MATATAG Curriculum	1	180, 000	1	179, 816	-	184	Balanc e	
Downloading of Program	4	538, 300	4	511, 385	-	26, 915	Balanc e of	

Support Funds for the School-Based Training of Teachers on MATATAG Curriculum							Schools and Payment of Tax	
Conduct Performance Monitoring and Evaluation through GROWTH Program	1	0	1	0	0	0	Completed	N/A
Conduct Quality Assurance of Re-Entry Action Plans (REAP)/ Workplace Application Plan (WAP)	1	0	1	0	0	0	Completed	N/A
GROWTH Program - Crafting of Human Resource Development Plan	1	0	1	0	0	0	Completed	N/A
Monitoring / Program Implementation Review on the implementation of the MATATAG Curriculum	1	0	1	173,750	173,750	0	Completed	N/A
Narrative	<p>From January to June 2024, several activities were conducted as part of our educational programs. The GROWTH Program was implemented, which included the conduct of Performance Monitoring and Evaluation, Project PRIDE Implementation, and the conduct of HRDC cum PIR. All these activities were accomplished as targeted, with no variances in both physical and financial aspects. The Division Roll-out of ABC+ Project ILT was also conducted. While the physical target was met, there was a financial variance of ₱142,961. The remaining balance was intended for Monitoring of PIP and Crafting of Resource Materials. The Project RACERS Implementation, another component of the GROWTH Program, was successfully carried out with no variances. The Regional Training of Division Trainers and School Leaders and Division Training of School Trainers on the MATATAG Curriculum was conducted. Although the physical target was achieved, there was a financial</p>							

	<p>variance of ₱178,640. This amount is intended for Monitoring of MATATAG and other activities.</p> <p>The Downloading of PSF to SBTT Host Island Schools for the MATATAG Curriculum was carried out three times. There was a minor financial variance of ₱15,000, which was allocated for tax payment. The Procurement of Supplies and other expenses in the Conduct of Regional Training of Division Trainers and School Leaders and Division Training of School Trainers on the MATATAG Curriculum was done once. A small financial variance of ₱184 was noted, which is the balance. Lastly, the Downloading of Program Support Funds for the School-Based Training of Teachers on MATATAG Curriculum was done four times. A financial variance of ₱26,915 was observed, which is the balance of Schools and Payment of Tax. Overall, the activities were successfully conducted with minor financial variances, which have been accounted for and allocated for other necessary expenses. The team will continue to strive for efficient financial management in the upcoming activities.</p> <p>This report outlines the successful completion of various activities under the Human and Resource Development (HRD) initiatives, specifically within the framework of the GROWTH Program. The GROWTH Program focuses on Goal setting, Recognition of achievements, Opportunities for learning, Workforce planning, and Training programs in Human Resource Development.</p> <p>1. Conduct Performance Monitoring and Evaluation through GROWTH Program</p> <p>The GROWTH Program's performance monitoring and evaluation activities were conducted to assess the effectiveness of HRD initiatives. This involved setting clear goals, tracking progress, and recognizing achievements. The evaluation process provided valuable insights into areas of improvement and highlighted successful strategies that can be replicated in future programs.</p> <p>2. Conduct Quality Assurance of Re-Entry Action Plans (REAP)/ Workplace Application Plan (WAP)</p> <p>Quality assurance activities were carried out for Re-Entry Action Plans (REAP) and Workplace Application Plans (WAP). These activities ensured that the plans were aligned with organizational goals and met the required standards. The quality assurance process involved reviewing the plans, providing feedback, and making necessary adjustments to enhance their effectiveness.</p> <p>3. GROWTH Program - Crafting of Human Resource Development Plan</p> <p>As part of the GROWTH Program, a comprehensive Human Resource Development Plan was crafted. This plan outlined the strategies and initiatives for workforce development, including training programs, career development opportunities, and succession planning. The HRD Plan serves as a roadmap for building a skilled and motivated workforce.</p> <p>4. GROWTH Program - Conduct of HRDC cum PIR</p> <p>The Human Resource Development Committee (HRDC) conducted a Program Implementation Review (PIR) to evaluate the progress of HRD initiatives. This review involved assessing the implementation of various programs, identifying challenges, and recommending solutions. The PIR provided a platform for stakeholders to share their experiences and insights, fostering a collaborative approach to HRD.</p>
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	<p>5. Monitoring / Program Implementation Review on the implementation of the MATATAG Curriculum</p> <p>A comprehensive monitoring and program implementation review was conducted for the MATATAG Curriculum. This review aimed to assess the effectiveness of the curriculum implementation, identify best practices, and address any challenges encountered. The findings from the review will inform future curriculum development and implementation strategies.</p> <p>6. Project PRIDE Implementation (under GROWTH Program)</p> <p>Project PRIDE (Professional Recognition and Individual Development Excellence) was successfully implemented under the GROWTH Program. This project focused on recognizing and rewarding outstanding performance, providing opportunities for professional growth, and fostering a culture of excellence. The implementation of Project PRIDE has motivated employees and contributed to a positive work environment.</p> <p>The completion of these activities under the Human and Resource Development initiatives marks significant progress in our efforts to enhance workforce development and organizational effectiveness. The GROWTH Program has provided a structured approach to goal setting, recognition, learning opportunities, workforce planning, and training, contributing to the overall growth and development of the organization.</p>																																																																																																							
Basic Data	<table><tr><th>PERSONNEL TRAINED</th><th>Training-Workshop in Campus Journalism for School Paper Advisers</th><th>Division Roll-Out of Advanced Basic Education in the Philippines (ABC+) Project on Instructional Leadership Training (ILT)</th><th>Regional Training of Teachers and Division Training of Teachers on the MATATAG Curriculum</th><th>School-based Training for Teachers on the MATATAG Curriculum (Basco Schools)</th><th>School-based Training for Teachers on the MATATAG Curriculum (Sabtang Schools)</th><th>School-based Training for Teachers on the MATATAG Curriculum (Bataan Southern Schools)</th><th>School-based Training for Teachers on the MATATAG Curriculum (Itbayat Schools)</th></tr><tr><td>MALE</td><td>8</td><td>11</td><td>14</td><td>10</td><td>5</td><td>14</td><td>6</td></tr><tr><td>FEMALE</td><td>33</td><td>11</td><td>19</td><td>44</td><td>20</td><td>53</td><td>31</td></tr><tr><td>TOTAL</td><td>41</td><td>22</td><td>33</td><td>54</td><td>25</td><td>67</td><td>37</td></tr><tr><td>TEACHER I</td><td>12</td><td>0</td><td>0</td><td>17</td><td>7</td><td>19</td><td>22</td></tr><tr><td>TEACHER II</td><td>12</td><td>1</td><td>0</td><td>6</td><td>2</td><td>11</td><td>9</td></tr><tr><td>TEACHER III</td><td>13</td><td>2</td><td>1</td><td>25</td><td>10</td><td>30</td><td>4</td></tr><tr><td>MASTER TEACHER I</td><td>3</td><td>0</td><td>0</td><td>3</td><td>3</td><td>2</td><td>1</td></tr><tr><td>MASTER TEACHER II</td><td>1</td><td>0</td><td>0</td><td>3</td><td>2</td><td>2</td><td>0</td></tr><tr><td>SPECIAL EDUCATION TEACHER I</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td></tr><tr><td>SPECIAL EDUCATION TEACHER II</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>SPECIAL SCIENCE TEACHER I</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td><td>0</td></tr></table>								PERSONNEL TRAINED	Training-Workshop in Campus Journalism for School Paper Advisers	Division Roll-Out of Advanced Basic Education in the Philippines (ABC+) Project on Instructional Leadership Training (ILT)	Regional Training of Teachers and Division Training of Teachers on the MATATAG Curriculum	School-based Training for Teachers on the MATATAG Curriculum (Basco Schools)	School-based Training for Teachers on the MATATAG Curriculum (Sabtang Schools)	School-based Training for Teachers on the MATATAG Curriculum (Bataan Southern Schools)	School-based Training for Teachers on the MATATAG Curriculum (Itbayat Schools)	MALE	8	11	14	10	5	14	6	FEMALE	33	11	19	44	20	53	31	TOTAL	41	22	33	54	25	67	37	TEACHER I	12	0	0	17	7	19	22	TEACHER II	12	1	0	6	2	11	9	TEACHER III	13	2	1	25	10	30	4	MASTER TEACHER I	3	0	0	3	3	2	1	MASTER TEACHER II	1	0	0	3	2	2	0	SPECIAL EDUCATION TEACHER I	0	0	0	0	0	0	1	SPECIAL EDUCATION TEACHER II	0	0	0	0	0	0	0	SPECIAL SCIENCE TEACHER I	0	0	0	0	0	1	0
PERSONNEL TRAINED	Training-Workshop in Campus Journalism for School Paper Advisers	Division Roll-Out of Advanced Basic Education in the Philippines (ABC+) Project on Instructional Leadership Training (ILT)	Regional Training of Teachers and Division Training of Teachers on the MATATAG Curriculum	School-based Training for Teachers on the MATATAG Curriculum (Basco Schools)	School-based Training for Teachers on the MATATAG Curriculum (Sabtang Schools)	School-based Training for Teachers on the MATATAG Curriculum (Bataan Southern Schools)	School-based Training for Teachers on the MATATAG Curriculum (Itbayat Schools)																																																																																																	
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TEACHER III	13	2	1	25	10	30	4																																																																																																	
MASTER TEACHER I	3	0	0	3	3	2	1																																																																																																	
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SPECIAL SCIENCE TEACHER I	0	0	0	0	0	1	0																																																																																																	

	TOTAL TEACHING PERSONNEL	41	3	1	54	24	65	37
	HEAD TEACHER I	0	1	1	0	0	1	0
	HEAD TEACHER II	0	0	0	0	0	0	0
	HEAD TEACHER III	0	3	3	0	1	1	0
	SCHOOL PRINCIPAL I	0	14	15	0	0	0	0
	SCHOOL PRINCIPAL II	0	1	1	0	0	0	0
	EDUCATION PROGRAM SPECIALIST II	0	0	1	0	0	0	0
	SENIOR EDUCATION PROGRAM SPECIALIST	0	0	0	0	0	0	0
	EDUCATION PROGRAM SUPERVISOR	0	0	10	0	0	0	0
	TOTAL TEACHING-RELATED PERSONNEL	0	19	31	0	1	2	0
Documentation	 <p><i>Implementation of RTOT-DTOT on MATATAG Curriculum</i></p>							
	 <p><i>Conduct of the ABC+ Instructional Leadership Training for School Leaders</i></p>							

	<div data-bbox="576 197 1161 638">  </div> <div data-bbox="602 653 1070 705" data-label="Caption"> <p><i>Awarding of Most Punctual Employees under PROJECT PRIDE</i></p> </div> <div data-bbox="581 730 1166 1123">  </div> <div data-bbox="602 1138 1018 1188" data-label="Caption"> <p><i>Awarding of Stakeholders through 2024 PROJECT RACERS</i></p> </div>
Title of PAP	DISASTER RISK REDUCTION MANAGEMENT (DRRM)
Rationale	<p>The Philippines is a hazard- prone country. Schools and children are among those most vulnerable to disasters. The DepEd is mandated to ensure that children have access to education and are safe, even in the midst of disasters. Due to millions of school children under the care of DepEd, it has established the DRRMO (DO 50, s. 2011) which was elevated into service in 2015 (DM 112, s. 2015) the DRRMS acts as the focal point in planning implementing, coordinating, and monitoring activities related to DRRM, CCAM, and EiE. This is in line with the Philippine Disaster Risk Reduction and Management Act of 2010 otherwise known as RA 10121.</p> <p>The DepEd DRRM program lies in the need to safeguard students, schools and educational stakeholders, promote resilience, and ensure the continuity of education in the face of disasters. It reflects a holistic approach that incorporates prevention, preparedness, response, recovery, and mitigation strategies to reduce risks and safeguard both individuals, schools and communities from the devastating impact of disasters.</p>


Brief Description of the PAP	<p>The Disaster Risk Reduction and Management, as stipulated in its charter is to guide the implementation of comprehensive school safety and empower the DepEd Personnel, Offices, Schools, and learners in ensuring safety and learning continuity; institutionalize Disaster Risk Reduction and Management (DRRM), Climate Change Adaptation and Mitigation (CCA) and Education in Emergency (EiE).</p> <p>The Department of Education (DepEd) Disaster Risk Reduction and Management (DRRM) program aims to ensure the safety, preparedness, and resilience of the education sector in the face of disasters. It focuses on securing the school and facilities, protecting the students, teachers, and staff from natural and man-made hazards by integrating disaster risk reduction into school systems, policies, and curricula. The program includes disaster preparedness training, emergency response planning, and the creation of safe learning environments. It also promotes a culture of resilience through education and community involvement, ensuring that education continues even during and after emergencies. The goal is to reduce vulnerability, improve response capacities, and support the recovery and rehabilitation of schools and communities.</p>
Objectives:	<p>The objectives of the Department of Education (DepEd) Disaster Risk Reduction and Management (DRRM) program are aimed to ensure the safety, preparedness, and resilience of schools and communities in the face of disasters. These objectives include:</p> <ul style="list-style-type: none"> • To safeguard of students, teachers, and staff from the physical, psychological, and emotional impacts of disasters by providing a safe learning environment. • To embed disaster preparedness, mitigation, and response strategies into school curricula, policies, and school operations to equip students and educators with the knowledge and skills to handle emergencies. • To foster a culture of resilience by encouraging schools to adopt disaster risk reduction measures, conduct drills, and engage in community-based disaster preparedness activities. • To strengthen the ability of schools to prepare for and respond to disasters by developing disaster management plans, training personnel, and establishing school-based emergency response teams. • To ensure that educational services continue during and after disasters by developing contingency plans, utilizing alternative learning systems, and providing temporary learning spaces as needed. • To facilitate the swift recovery of schools in disaster-affected areas, including infrastructure rebuilding, psychological support for students and staff, and the restoration of educational services. • To involve parents, local governments, and non-governmental organizations in disaster preparedness and response activities to strengthen the overall resilience of the school and its surrounding community. • To continuously assess the effectiveness of DRRM efforts in schools to ensure that strategies are updated and that they effectively address evolving risks. <p>These objectives align with DepEd's commitment to ensure that education is resilient to disasters, safeguarding students and staff, and supporting the recovery and rehabilitation of communities affected by emergencies.</p>

Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Monitor the conduct of Quarterly National Simultaneous Earthquake Drill.	3	3,000	3	3,000	0	0		
Monitoring of contingency Plan and Basic Education Facilities.	1	19,460	1	19,460	0	0		
Monitor the conduct of the Fire prevention Month Celebration.	1	0	1	0	0	0		
Conducted Comprehensive School safety assessment.	1	0	1	0	0	0		
Attended the 2 nd Fiduciary Workshop for FY 2023 DPRP Funds.	1	20,391	1	20,391	0	0		
Payment of Load expenses of School DRRM Coordinator	12	27,000	1	27000	0	0		
Procurement of Disaster Emergency and Related Equipments	1	369,000	1	369,000	0	0		
Student-led School watching and Hazard Mapping	1	10,540	1	10,540	0	0		
Attended the National Midyear Performance	1	46,224.04	1	46,224.04	0	0		

Review for FY- 2024.								
Narrative	<p>The Disaster Risk Reduction and Management (DRRM) as stipulated in its mandate is to empower the DepEd personnel, offices, schools, and learners in ensuring safety and learning continuity. It institutionalizes Disaster Risk Reduction and Management, Climate Change Adaptation (CCA), and Education in Emergencies (EiE). To implement these mandates, this year the SDO Batanes were given 568,000 thousand from the central office to implement different activities which is advantageous to its constituents.</p> <p>The SDO DRRM given funds must be utilized to accomplish its program projects and activities within the year.</p> <p>Last March 6-26, 2024, conducted monitoring of Contingency Plan of 27 schools in the division. This is to ensure that all schools must be ready in case of emergencies. There are 21 schools who have updated Contingency Plans, and 5 schools are not yet updated. However, these schools are advised to update their contingency plans.</p> <p>The Schools Division Office, Disaster Risk Reduction and Management Coordinator conducted and monitored the conduct of the first quarter NSED last March 25, 2024. This was participated by 1,863 Learners, 376 teaching personnel and 92 non-teaching personnel with an overall participation of 2,331 excluding the number of the SDO personnel which was not included in the data.</p> <p>The SDRRMC conducted Comprehensive School Safety Assessment of 27 schools in the division. This is to guide DRRM efforts in the basic education sector towards resilience-building in offices and schools, and to ensure that quality education is continuously provided and prioritized even during disasters and/or emergencies.</p> <p>Schools are rated through assessment tools. They must have to comply with at least 90% of the requirements. For the 27 schools being assessed garnered overall points of 621 out of 675 maximum points targets. The overall points make a total of 92% of the schools in general. Meaning, the safety of schools in terms of school buildings, precautionary measures, contingency plan and preparedness of schools before, during and after calamities is 92%.</p> <p>We also participated in the Fire Month Celebration; this activity was spearheaded by the SDO Batanes. 27 schools in the Division invites BFP personnel in their own locality as their resource speaker to demonstrate the use of the fire extinguisher and how to do firefighting. It was also discussed to them the causes of fire and how to prevent them. This activity benefitted 1,898 students and 468 teaching and non-teaching personnel in the whole division.</p> <p>DRRM Focal Person recently attended the 2nd Fiduciary workshop for FY2023 DPRP Funds last June 23-26, 2024, at the Teachers Camp Baguio City. This training is to ensure that all DPRP funds will be utilized at the end of the year. All financial reports from different SDOs regarding DPRP funds of 2023 are reported and consolidated by their respective ROs, and it was reported during the Training. For SDO Batanes the more than 1 million allocation of 2023 was already exhausted.</p>							

	<p>The division DRRM coordinator charged 6000 for the second semester of the year for its load expenses to DPRP funds to mobilize the DRRM programs and activities of the division.</p> <p>Load allowance will serve not only as financial support but also as an important tool for ensuring that the Division DRRM Coordinator can effectively lead disaster risk reduction initiatives and create safer environments for the learners and DepEd personnel at risk.</p> <p>The School DRRM coordinator as well received 1000 each to defray necessary expenses on communication and report during disaster or emergency.</p> <p>SDO Batanes allocated the amount of 369,000 to buy disaster emergency and related equipment's such as Hard hat and Fire extinguishers. The amount was able to purchase 66 fire extinguishers and 460 hard hats. The fire extinguisher was distributed to the 27 schools in the Division where in small schools were given 1 extinguisher, medium schools were also given 2 fire extinguishers and big schools were given 3 fire extinguishers.</p> <p>Funding for disaster emergency and related equipment in schools is a critical investment that enhances the safety, resilience, and educational continuity of students and staff, while also contributing to the overall disaster preparedness and recovery of the local community.</p> <p>Hard hats also distributed to elementary schools prioritizing small schools and medium schools since they were not given last year.</p> <p>Last August 23, 2024, the Division Office conducted capability building cum orientation of programs activities and processes.</p> <p>The Division office is aware on the importance of this activity. School DRRM Coordinators is vital to enhance their preparedness, response, and recovery skills. It strengthens their ability to manage disasters effectively, reduces risks, ensures the safety of students and staff, and fosters a culture of resilience in the school community. Ultimately, well-trained DRRM Coordinators contribute to creating safer, more disaster-resilient schools, which can withstand the challenges posed by natural and man-made disasters.</p> <p>We were able to train 27 school DRRM coordinators and 5 other additional from big schools.</p> <p>The Division DRRM coordinator attended the National Midyear Performance Review for FY- 2024 at Manila Grant Opera Hotel on August 25, 2024, to September 1, 2024. This is to assess the activities and the funds of the DRRM and how much is already spent for the midyear.</p> <p>This year the SDO Batanes was given 568,000 to be utilized for the DRRM activities of the division. At this time when the Midyear was conducted the funds is already allocated as follows:</p> <ol style="list-style-type: none"> 1. Monitoring of DRRM Programs, Projects and Activities- 30,000 2. Travel expenses for attending seminars, training and conferences- 100,000 3. SDRRM CapB- 30,000 4. Load allowance for SDRRMC- 27,000
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	<div>5. Load allowance for DDRMC- 12,000</div> <div>6. Procurement of Disaster Emergency- Related equipment's- 369.000</div> <p>As of December, the remaining balance of the Fund which is current is 5,688.10 this is from the Travel expenses for attending seminars raining and conferences.</p> <p>In September 2024, the Division DRRM Coordinator together with the SDO Engineer monitored the conduct of Student-led School Watching and Hazard Mapping of 27 schools in the Division.</p> <p>This is essential strategies for promoting disaster risk reduction and building a resilient school community. These activities engage students in actively identifying and addressing potential hazards, fostering a sense of responsibility, and strengthening disaster preparedness in the school.</p> <p>All schools conducted the activity and be able to create hazard map in their school and posted in every classroom and conspicuous places in the school to increase awareness of students to hazards.</p> <p>Engr. John Cristopher M. Valenzuela attended the National Midyear Performance Review for FY- 2024 in Cebu City. This is also to report the utilization of SDO DRRM funds of 2024 and to make Work and Financial Funds for 2025.</p>																																																
Basic Data	<table><tr><th colspan="7">NSED PARTICIPATION</th></tr><tr><th>YE AR</th><th>ACTIVI TIES</th><th>NO. OF STUDENT S PARTICIPA TED</th><th>NO. OF EMPLOYE ES PARTICIPA TED</th><th>TOTAL NO. OF PARTICIPA NTS</th><th>EXPECTE D PARTICIPA NTS</th><th>% OF PARTICIPA TION</th></tr><tr><td>202 2- 202 3</td><td>NSED</td><td>2037</td><td>464</td><td>2501</td><td>2542</td><td>98.42%</td></tr><tr><td>202 3- 202 4</td><td>NSED</td><td>1863</td><td>466</td><td>2329</td><td>2366</td><td>98.44%</td></tr></table> <p>Compared to last year, no. of student's deceases while the no. of teaching and non-teaching personnel remains the same. As presented in the table there is a little bit increase in 2024 compared to 2023 meaning more learners and employees participated this year than last year although only a fraction is the increase. The result is still good enough to show the willingness of the targeted participants to participate in the activity knowing that this will makes them ready, know what to do to protect themselves and eventually resilient to any kind of unprecedented disasters.</p> <table><tr><th colspan="5">CSS RESULT 2024</th></tr><tr><th>SY</th><th>REQUIRED NO OF ITEMS TO BE COMPLIED</th><th>NO OF COMPLIED ITEMS</th><th>NO OF NOT COMPLIED ITEMS</th><th>PERCENTAGE OF COMPLIANCE</th></tr><tr><td>2022-2023</td><td>675</td><td>614</td><td>61</td><td>90.9%</td></tr><tr><td>2023-2024</td><td>675</td><td>621</td><td>54</td><td>92%</td></tr></table>	NSED PARTICIPATION							YE AR	ACTIVI TIES	NO. OF STUDENT S PARTICIPA TED	NO. OF EMPLOYE ES PARTICIPA TED	TOTAL NO. OF PARTICIPA NTS	EXPECTE D PARTICIPA NTS	% OF PARTICIPA TION	202 2- 202 3	NSED	2037	464	2501	2542	98.42%	202 3- 202 4	NSED	1863	466	2329	2366	98.44%	CSS RESULT 2024					SY	REQUIRED NO OF ITEMS TO BE COMPLIED	NO OF COMPLIED ITEMS	NO OF NOT COMPLIED ITEMS	PERCENTAGE OF COMPLIANCE	2022-2023	675	614	61	90.9%	2023-2024	675	621	54	92%
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	<p><i>It was presented in the table based on the required items to be complied with by the schools using the CSS tool was 675 points maximum. The no. of complied items for the year 2024 for all the schools is only 621 points. Meaning only 92% is the overall percentage of compliance of the 27 schools in the division. Compared to last year there is a little bit of an increase in the overall result, maybe because of some preparedness materials distributed to them like fire extinguishers and hard hat in which the schools cannot afford to buy due to minimal resources. This is one of the requirements in the CSS form or tool.</i></p>
Documentation	 <p><i>The Schools Division Office personnel conducted Evacuation drill and Head counting in participation to the 1st semester National Simultaneous Earthquake Drill held at the Schools Division Office.</i></p>
Title of PAP	OPLAN KALUSUGAN SA DEPED (MDNS) Medical, Dental, and Nursing Services
Rationale	<p>This programs aims to have the sufficient implementation of School based nutrition program and services, provide all public school teachers with health and nutritional services, and ensure the wellness of DepEd personnel and learners thru basic medical care, generate information of health and nutrition record of the learners for planning and programming and maximize opportunities for better and wider coverage for health and nutrition services, Holistic development, Addressing health issues, Promoting healthy lifestyle, Collaboration with stakeholders.</p>
Brief Description of the PAP	<p>Have efficient implementation of school – based health and nutrition programs and services, thru the national programming in terms of resources and services to optimize the results of the 6 flagships programs of OK sa DepEd.</p> <p>This program is an initiative by the Philippine Department of Education focused on enhancing the health and well- being of students in public schools. The program aims to create a comprehensive approach to student health by integrating various health-related initiatives and services within the school system.</p>
Objectives:	<ul style="list-style-type: none"> • To promote and provide all learners and DepEd personnel with a sustainable holistic school health and nutrition program towards healthier behaviors and better learning outcome. • To maximize opportunities for better and wider coverage of health and nutrition services delivery through close collaboration with various partners and stakeholders at the school level.

Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
SBFP- Monitoring School feeding	106 learners	33,728	106 learners	33,728	28,832	4,896	Low quotati on for procur ement	To make procure ment again
ARH Conduct of advocacy	2	0	2	0	0	0		
SMH Conduct of advocacy	2	0	2	0	0	0		
NDEP Conduct of symposia	2	0	2	0	0	0		
Distribution of social behavioral change communicati on (SBCCM)	1	0	0	0	0	0		
WinS monitoring	2	0	2	0	0	0		
MDNS Conduct of oral health education Nutritional status Deworming	1	0	1	0	0	0		
Nutritional status	1	0	1	0	0	0		
Deworming	1	0	1	0	0	0		
SBFP Procurement of NFPs for the implementati on of SBFP for SY 24-25 for regular days	1	360,790	1	360,790	0	0		
Procurement of NFPs for the Implementati on of SBFP	1	29,000	0	29,000	1			

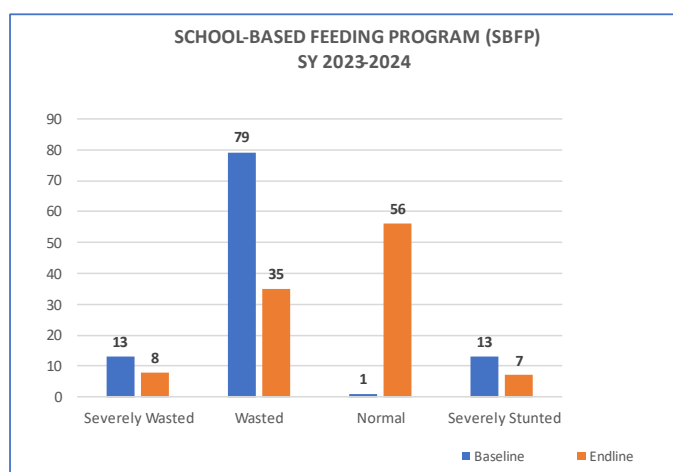
for SY 24-25 for NLC								
Procurement of Deworming tablets for learners (2 sub-aro)	2	23,677. 84	2	23,677.8 4	0	0		
Procurement of Hand soap	1	13,621	1	13,621	0	0		
Procurement of Hand soap	1	32,500	1	32,500	0	0		
Conduct of Mid-year PIR	1	17,500	1	15,050		2,450	Suppli er's quotati on	Will be use to augme nt travel in Decem ber
Downloaded fund to establish learner support center	1	2 schools 50000 each	1	50000	1	0		
Mental health crisis management	1	372000	1					
Katatagan Resilient for SDO Employees	1	170000	1	61000	1			
Supplies & Materials for Katatagan	1	170000	1	48000	1			
Procurement of materials & supplies for implementati on of SMHP	1	170000	1	58,824	0	0		
Distribution of IEC materials to learners	1	0	1	0	0	0		
WiNS Monitoring	2	0	2	0	0	0		
MDNS Conduct of Oral assessment	1	0	1	0	0	0		

Conduct of oral health education	1	0	1	0	0	0		
Narrative	<p>School-Based Feeding Program (SBFP) starts with the supply mapping of products from DOST Assisted firms available within the locality and in the mainland in which supplier/s be willing to transport their products to drop-off point at their own cost. When Cycle Menu was made already (<i>which was the most difficult part because it is based on the number of suppliers and their products</i>) after confirming suppliers with their products, then procurement process can be started on uploading to PMIS (WFP, AR), PR, PPMP and others. Meanwhile, determining of target beneficiaries be done after consolidating the nutritional assessment of all elementary learners done by School Nurses. The target number will be provided by the Central Office as basis for the fund downloaded.</p> <p>For this school year, the Provincial Director of DOST helped SDO Batanes in search for suppliers in the mainland and fortunately a private firm from Bulacan was willing to supply SDO Batanes. Since pure NFPs with limited products was the modality of feeding in SDO Batanes for 160 days in regular days and another 15 days for the National Learning Camp (NLC), beneficiaries may experience food fatigue. Hot meals cannot be implemented when schools do not have volunteers to prepare menu since teachers are not allowed to involved in the preparation as indicated in DO No.2, s.2024 "Immediate Removal of Administrative Tasks of Public Schools Teachers".</p> <p>The school feeding coordinators are mostly the Administrative Officers and the Administrative Assistants who are already loaded with other coordinatorships aside from their own work,</p> <p>Wins – Through hygiene, sanitation, waste management, Food safety and deworming enhances the wellbeing of our learners and as well their families too. Based on our monitoring 100% schools have available safe drinking water in all schools shouldered by PTA. The source of water is from the commercial water refilling stations and 26 out 27 schools have gender segregated toilets. All Schools have the access to sanitary pads available to learners. However, some schools see infrastructure project as a challenge for the construction of toilets and group handwashing facility.</p> <p>NDEP- Implemented in schools to create awareness on the ill-effects of abusing drugs and develop among students' positive behavior and life skills to resist drugs and other abused substance. The highlights of the program are intensifying anti-substance abuse (Drugs and Smoking) thru distribution of IEC materials, Conduct of symposia and lectures on anti- illegal drugs and its harmful effects and video presentation (on Vaping, Smoking, Alcoholism and Drugs) Continued collaborating with other agencies (PNP,PTA,PHO,RHU,BGH) contributes as resource persons in the conduct of activities. And the greatest challenge to this program aims to totally eradicate drug use, smoking and vaping, excessive alcohol intake making the school and community as a "SMOKE AND DRUG FREE" institution or workplace.</p> <p>MDNS- Dental health care to our learners thru health education and oral examination. The biggest challenge to this program is to ZERO CAVITY of our school children. The impact of dental health care to learners is to establish good oral health practices, habits that can lead to improved dental health throughout life. Strengthening the practice of handwashing and toothbrushing keeps our learners healthy and prevent spread infectious diseases.</p>							

SMHP Advocacy activities were conducted for learners in the schools quarterly of SY 2024. Mental health crisis management was also conducted to Guidance counsellor, advocate and health personnel to strengthen their knowledge on how to handle crisis management, emergencies, and disasters to learners and employees. The stronger mental health for learners and employees means they can learn better and be more likely to realize the full potential of their abilities. Learners' mental health in school is very important and crucial part of the education system. The learners with positive mental health can build relationships more effectively, make decisions and work together. These positive effects support the individual learner and thru larger community as they enter adulthood.

ARH. Advocacy campaign were conducted for learners in the schools quarterly of SY 2024. The SDO Nurses conducted symposiums on Adolescent Reproductive Health to mostly Grade 7-12 learners. Through the symposium, learners develop their understanding of the factors that influence their health and well-being. Its aim was to make learners be more aware in what's happening on the adolescence nowadays. The symposiums were more on the causes and consequences of teenage pregnancy, data concerning the ages of Teenagers who are pregnant at the age of 13-18 with actual data of 3 pregnant learners as of July-December 2024. ARH IECs' were also distributed to all learners in the secondary level. Parents and teachers play an important role in this field because children are moving through their crucial time of development and becoming sexually mature while attending school. Nurses play a vital role as information providers.

- Total no. of beneficiaries: 74 (Severely Wasted- **7**, Wasted - **67**)
- Total Amount downloaded P 389,790.00 for NFPs and Milk feeding
- Total Feeding days: NFPs (160 for regular days and 15 for NLC), Milk (57 days)
- Feeding period: August 19, 2024 to April 11, 2025 for Regular days/ May 2025 for NLC



The cooperation and strong support of the employees within the school and stakeholders to the health-related activities. will ensure the successful implementation of OKD programs.

Basic Data

	<div><h3>Dental Assessment</h3><table><thead><tr><th>Period</th><th>Orally Examined</th><th>with Problem</th><th>with Zero Cavity</th></tr></thead><tbody><tr><td>Jan - June 2024</td><td>580</td><td>452</td><td>28</td></tr><tr><td>July - Dec 2023</td><td>485</td><td>370</td><td>15</td></tr><tr><td>Jan - June 2023</td><td>450</td><td>356</td><td>8</td></tr></tbody></table><p>■ Orally Examined ■ with Problem ■ with Zero Cavity</p></div> <div><p>17% improvement of Zero Cavity from Jan 2023 – June 2024</p></div>	Period	Orally Examined	with Problem	with Zero Cavity	Jan - June 2024	580	452	28	July - Dec 2023	485	370	15	Jan - June 2023	450	356	8
Period	Orally Examined	with Problem	with Zero Cavity														
Jan - June 2024	580	452	28														
July - Dec 2023	485	370	15														
Jan - June 2023	450	356	8														
Documentat ion	<div><p>Conducted symposium on Adolescent Reproductive Health and Mental Health to High School learners. (ARH/MH)</p></div> <div><p>Assisted during the lecture of Basco Municipal Medical Officer, Dr. Ma. Jennifer Robillos, on Breast and Cervical Cancer Awareness and Teenage Pregnancy. (MDNS)</p></div>																



*Implementation of Deworming activity.
(MDNS)*



Dr. Xantifa Noblejas conducted Dental Health education. (MDNS)



Served as first aiders during the Batanes Sports Athletic Meet. (MDNS)

Title of PAP	LEARNER INFORMATION SYSTEM (LIS)							
Rationale	To establish accurate and reliable registries of learners and schools which will ensure availability of data and information needed for planning and budgeting, allocation of resources and setting operational targets to provide access to compete quality basic education, the Department of Education (DepEd) has implemented the Learner Information System (LIS).							
Brief Description of the PAP	The LIS is an innovative tool that the Department uses to manage information with the aim of promoting transparency, informed decision making, and empowerment at different levels of the organization. While being a tech-based solution, the LIS involves an inclusive, community-driven process that thrives because of the active engagement and participation of all teachers, principals, planning officers and other DepEd personnel all throughout the Philippines.							
Objectives:	<ul style="list-style-type: none">• To establish a unique and permanent LRN of a learner enrolled in public and accredited private schools, colleges and universities• To track learners’ progress/performance• To determine the total and actual number of enrollees per school year• To manage information and promote transparency, well-informed decisions, and authority at various organizational levels							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviati on Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Monitoring and Provision of TA in the Conduct of Early Registration for SY2024-25	1	0	1	0	0	0		
Monitoring and Provision of TA in the Online updating of Status of SHS Learners in the LIS for the 1st Sem and Enrolment of SHS Learners for the 2nd Sem	1	0	1	0	0	0		
Monitoring and	1	0	1	0	0	0		

Provision of TA in the Conduct of Tagging of Status of Learners for EOSY								
Monitoring and provision of TA on tagging of learners in the Learner Information System (LIS) for 4Ps Beneficiaries and learners with disabilities, BOSY 2024-25	1	0	1	0	0	0		
Narrative	<p>Early Registration</p> <p>Pursuant to DepEd Unnumbered Memorandum dated 22 January 2024 and DepED Order No. 010, s. 2023, this office conducted Early Registration from January 27 to February 23 to ensure that all incoming Kindergarten, Grades 1, 7 and 11 learners in all public schools for SY 2024-2025 are registered to determine needed resources to address gaps. It should be noted that incoming Grades 2-6, Grades 8-10 and Grade 12 learners are considered pre-registered, thus there is no need for these learners to participate in the activity except for transferees-in and those who are no longer in school but interested to go back to school capturing the Out-of-School Children (OSCs) and Out-of-School-Youths (OSYs).</p> <p>In view of the conduct of the activity, all elementary and secondary school heads designated their School Early Registration Desk in the school premises and individuals who will handle the registration.</p> <p>All school heads conducted information dissemination, massive campaign activities and different local forms of media for their advocacies.</p> <p>The conduct of the activity is closely monitored by the Central Office and the Division Office through online in the Learner Information System (LIS). Daily online updating or encoding in the Early Registration Facility of the LIS shall be done by every school using the School Head or School LIS Coordinator's account. Daily updates on the status of online monitoring are posted on Facebook GC for information of School Heads and the Top Management.</p> <p>1st Semester Updating of Status of Learners and Updating of Status of Learners for the EOSY</p> <p>School BEIS-LIS Coordinators are responsible for the updating of status of learners during the EOSY and semestral for the SHS, whether they are promoted, complete/incomplete and regular/irregular.</p>							

All secondary schools offering SHS both public and private were able to finish updating before the set deadline.

Tagging of 4Ps Learners

DepEd supports the Pantawid Pamilyang Pilipino Program (4Ps) of the government which was established in 2008 and institutionalized in 2019 by RA No. 11310 or the 4Ps Act. To help the government in validating the recipients, learners are tagged in the Learner Information System (LIS).

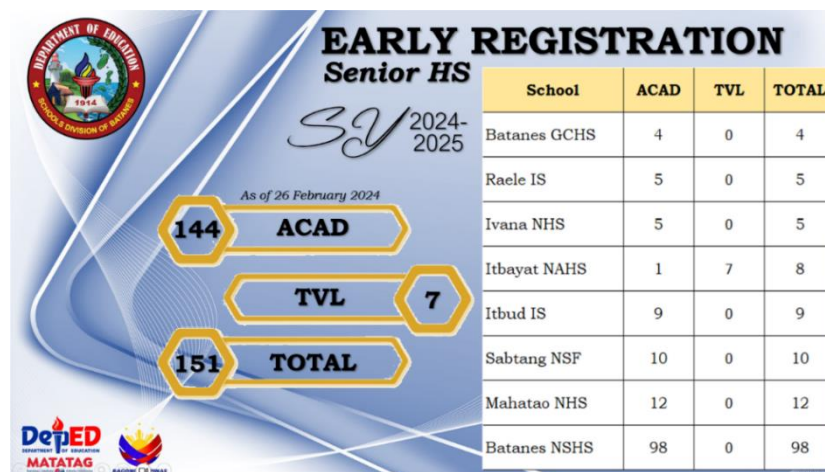
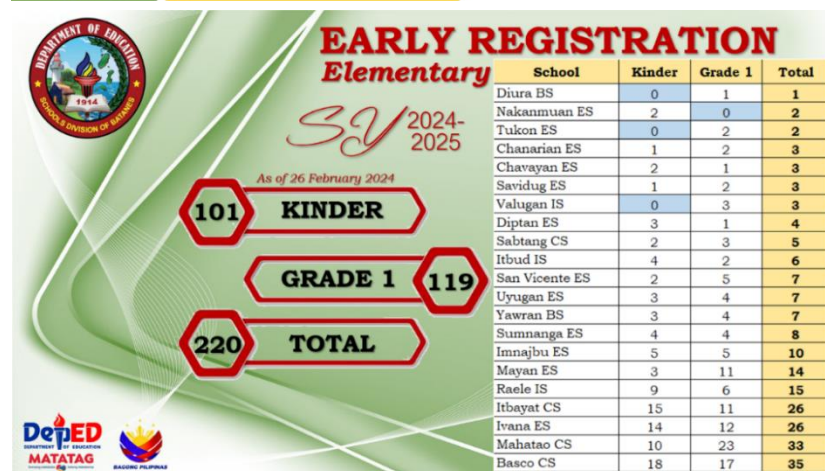
This program (4Ps) aims to improve the health and nutrition of young children and mothers by promoting preventive health care; increase the enrollment and attendance rate of children in child development centers, preschool, elementary, and secondary schools; contribute to the reduction of child labor incidence; raise the average consumption rate in food expenditure of poor households; encourage parents to invest in their children's health, nutrition, and education; and, enhance the performance of parenting roles of beneficiaries and their participation in community development activities.

As general criteria, beneficiaries are households that: are classified as poor and near-poor based on the Standardized Targeting System and the poverty threshold issued by the Philippine Statistics Authority (PSA) at the time of selection; have members who are aged zero (0) to eighteen (18) years old or have members who are pregnant at the time of registration; and, are willing to comply with a set of conditions.

Initial data shows that of the twenty-eight schools (27 public & 1 private school) has a total of 123 identified learners who belongs to the 4Ps for SY2024-25. Tagging of learners for this data element is still on-going.

Among the identified challenges during the conduct of these activities are internet connectivity, and transferees-in. School encoders frequently experienced intermittent internet access hampering them to accomplish the task within the timeline. Another challenge is those transferees-in who were not confirmed within the reglementary period by their originating school. Usually, this instance happens to learners from the private schools with unsettled accounts. Frequent request for confirmation of transfer from their originating school is the only solution to resolve the problem and reminder to parents/guardians to settle their obligations to the school.

Basic Data



SCHOOL LEVEL DATA ON 4Ps Recipients
SY 2024-2025
 Based on LIS, as of October 31, 2024



Advocacy material of Chanarian BS and onsite monitoring of Early Registration



Teacher of Chavayan ES doing a house-to-house Early Registration to prospective enrollees



Designated School Early Registration Desk Members assisting enrollees

Title of PAP	BASIC EDUCATION INFORMATION SYSTEM (BEIS)																			
Rationale	Data, information or knowledge has a significant impact in every organization. It is measured, collected, reported and analyzed in various ways to use in decision-making.																			
	As the largest bureaucracy in the government, the Department of Education regularly collects data or information such as, but not limited to learners, teachers, schools, programs, projects and activities etc.																			
Brief Description of the PAP	Data collection of basic education statistics is a yearly activity of all schools, SUCs, LUCs and HEI's offering elementary and secondary education both in public and private sector.																			
	The Department of Education (DepEd) has implemented the BEIS to establish an accurate and reliable profile of schools that will ensure the availability of data and information which play a vital role in planning and budgeting, allocation of resources, and setting operational targets to provide access to complete quality basic education.																			
Objectives:	<ul style="list-style-type: none">• To improve the collection of data from the schools and field offices and efficiently render delivery of data/information to various stakeholders• To support information requirements for planning, quality assurance, monitoring & evaluation and other decision-making activities• To provide a venue for sharing, using and reusing knowledge within DepEd through increasing access to information																			
Activities	Target Jan.-Dec. 2024		Accomplishment Jan-Dec. 2024		Variance		Deviati on Reason	Catch-up Plan												
	Physical	Financi al	Physi cal	Financi al	Physi cal	Financ ial														
Annual Data Collection, Uploading and Validation of Basic Education Information System (BEIS) SY2023-24	1	0	1	0	0	0														
Narrative	<p>All public and private elementary, junior and senior high schools offering Kindergarten to Grade 12 are required to accomplish the following data collection templates pursuant to DepEd Order No. 27, s. 2019 titled Guidelines on the Yearly Collection of Data/Information Requirements and Validation Processes:</p> <table><tr><td>Elementary</td><td>•</td><td>Government Elementary School Profile</td></tr><tr><td>Secondary</td><td>•</td><td>Government Junior High School Profile</td></tr><tr><td></td><td>•</td><td>Government Senior High School Profile</td></tr><tr><td>Private</td><td>•</td><td>Private School Profile</td></tr></table> <p>Data validation on the data elements required in the form were jointly done by the Division Program Focal Persons and the Division Planning Officer. The</p>								Elementary	•	Government Elementary School Profile	Secondary	•	Government Junior High School Profile		•	Government Senior High School Profile	Private	•	Private School Profile
Elementary	•	Government Elementary School Profile																		
Secondary	•	Government Junior High School Profile																		
	•	Government Senior High School Profile																		
Private	•	Private School Profile																		

Division Focal Persons shall sign the forms to ascertain that the data reported are correct and validated.

Data Elements	Division Focal Person
Curriculum-related data on learners (IP, Muslim Ed, SPED)	EPS-in-Charge of Special Programs (ALS, SPED, Sports, Madrasah, IPED, Multi-Grade)
DRRM and other related activities	DRRM Coordinator
Teaching and Non-Teaching Personnel Data	HR Personnel
Computer, Internet, and other ICT	Information Technology Officer
MOOE	Finance Personnel
Instructional/ Non-instructional Rooms including electricity, water and other sanitation facilities, School Location, Travel details	Education Facilities Personnel/ Legal Officer
School Health Nutrition including solid waste management, tobacco control	Health and Nutrition Personnel
School sports	Sports Coordinator
School Government Program	SPG Coordinator
School Government Program (Youth Formation, SPG, SSG)	Youth Formation Coordinator

Online/on-site validation and provision of technical assistance was done by the Division Planning Officer while the Division Focal Persons were responsible for paper or table validation of the forms. In case there are errors in the accomplished forms submitted by the schools, they informed the schools on the findings and requested to rectify such errors.

Division timelines for the activities:

Activities	School & Division Schedules
Start & End of BEIS SY2023-2024 Encoding & Uploading	March 25 – April 19, 2024
Deadline of submission of hardcopies to the Division Office	April 22, 2024
Division Data Validation	April 1 – May 31, 2024

Title of PAP	NATIONAL SCHOOL BUILDING INVENTORY (NSBI)																																		
Rationale	The Department of Education (DepEd) recognizes the importance of maintaining an accurate and comprehensive inventory of school buildings, classrooms, furniture, and other facilities for use in planning, budgeting, resource allocation, and decision-making. Specifically, this inventory would help firm up the commitment of the agency to providing a safe and conducive learning environment to learners.																																		
Brief Description of the PAP	The School Building Program under the Basic Educational Facilities Fund of DepEd aims to address the classroom gaps in high priority school. Every year, school enrollment increases by a net average of 1.5% to 2%. This is an equivalent to an addition of around 10,000 classroom requirement every year.																																		
Objectives:	<ul style="list-style-type: none">To establish accurate and comprehensive baseline data of school buildings in all DepEd public schools for use in planning, budgeting and decision-making.																																		
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan																											
	Physical	Financial	Physical	Financial	Physical	Financial																													
Conduct of Annual National School Building Inventory	1	0	1	0	0	0																													
Narrative	<p>To ensure the accuracy and quality of the data elements to be collected, encoded, and reported in the NSBI Module, personnel in the schools observed the following activities and processes:</p> <ul style="list-style-type: none">a. Organize a School Building Inventory Committee composed of School Head (as the Chairman), School Property Custodian (SPC), Engineering Facilities (EFC), and BEIS Coordinator.b. Hold meeting to discuss the procedures in doing the inventory.c. Conduct of the School Building Inventory and manually accomplish the NSBI Form.d. Review and validation of the inventory by the School Head.e. Sign and submit accomplished forms to the Division Office.f. Division Office through the SGOD will validate and issue approval to the school for online encoding of data in the BEIS <p>The Division NSBI Team conducted onsite validation of the data elements to all the schools to ensure correctness and accuracy of the data reports. After onsite validation, the Division Planning Officer validated the data online.</p>																																		
Basic Data	<table><tr><td>Total School Buildings</td><td>=</td><td>166</td></tr><tr><td>Good Condition</td><td>=</td><td>61</td></tr><tr><td>Needs Minor Repair</td><td>=</td><td>52</td></tr><tr><td>Needs Major Repair</td><td>=</td><td>38</td></tr><tr><td>Demolition/Condemnation</td><td>=</td><td>6</td></tr><tr><td>On-going Construction</td><td>=</td><td>4</td></tr><tr><td>For Completion</td><td>=</td><td>3</td></tr><tr><td>Condemned</td><td>=</td><td>2</td></tr><tr><td>Total Instructional & Non-Instructional Rooms</td><td>=</td><td>486</td></tr></table>								Total School Buildings	=	166	Good Condition	=	61	Needs Minor Repair	=	52	Needs Major Repair	=	38	Demolition/Condemnation	=	6	On-going Construction	=	4	For Completion	=	3	Condemned	=	2	Total Instructional & Non-Instructional Rooms	=	486
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Condemned	=	2																																	
Total Instructional & Non-Instructional Rooms	=	486																																	

	<p>Total Number of Furniture = 4,170</p> <p>Kinder Table = 156</p> <p>Kinder Chair = 428</p> <p>Armchair = 3,374</p> <p>Desks = 212</p> <p>Water and Sanitation</p> <p>Male = 17</p> <p>Female = 18</p> <p>Shared = 57</p> <p>PWD = 2</p> <p>Wash Basin = 83</p> <p>Urinals = 3</p> <p>Trough = 7</p> <p>With Septic Tank = 51</p>
Title of PAP	PROGRAM MANAGEMENT INFORMATION SYSTEM (PMIS)
Rationale	<p>As provided for in the Constitution, the Department of Education (DepEd) receives the highest allocation in the annual national budget. Additionally, among the government agencies, DepEd is the largest bureaucracy with 932,725 personnel serving around 27 million learners nationwide during the School Year 1019-2020. Given the complexity in implementing various programs and projects, there are challenges in monitoring and evaluation of all interventions being implemented across all governance levels of the Department. This results to inaccurate tracking of outputs and outcomes of programs, activities and projects, submission of inaccurate reports and analysis of implementation status, inability of program owners to provide real-time and accurate information to the management for evidence-based decision making, and difficulty in linking the findings of the monitoring and evaluation with plan formulation, execution and budget utilization.</p> <p>Majority of the operating units in DepEd practice manual monitoring of their programs and projects using different tools, techniques, and standards. This, however, has resulted to delayed and inconsistent implementation with various interpretations of DepEd's Programs/ Projects/ Activities (PPAs). Thus, this has necessitated a system in the Department that will provide real-time and updated information on PPAs vis-à-vis approved plans.</p> <p>As part of its efforts to improve service delivery through modernization of education management and governance, the Department of Education, through the Planning Service (PS), in coordination with Finance Service (FS), Information and Communications Technology Service (ICTS), Asset Management Division (AMD) of the Administrative Service (AS), Procurement Management Service (ProcMS), and the Basic Education Sector Transformation (BEST) Program, developed the Program Management Information System (PMIS) which shall serve as the official source of data on the PPAs of the Department from planning to implementation towards monitoring and evaluation of physical and financial targets. The PMIS is designed to (a) support the effective and efficient management of plans and programs; (b) increase transparency of plans and programs at all levels of governance; (c) provide a platform that encourages a more careful and systematic preparation of plans and utilization of budget; (d) aid in policy formulation and decision-making; and (e) enforce planning and implementation standards.</p>

Brief Description	The Program Management Information System (PMIS), a web-based information system designed to improve DepEd's progress monitoring of the status of program and project implementation. It will provide quality, relevant, and timely information that can be used for planning and budgeting, results monitoring and evaluation, and for policy decisions across governance levels. Through the data from the operational plans of all DepEd operating units entered in the system, the PMIS generates a summary of all physical and financial accomplishments of all DepEd programs and office outputs across levels on a regular basis.																																															
Objective/s	<ul style="list-style-type: none"> To support the effective and efficient management of plans and programs To increase transparency of plans and programs at all levels of governance To provide a platform that encourages a more careful and systematic preparation of plans and utilization of budget To aid in policy formulation and decision-making; and enforce planning and implementation standards 																																															
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan																																								
	Physical	Financial	Physical	Financial	Physical	Financial																																										
Monitor the utilization of the PMIS and provision of TA	4	0	4	0	0	0																																										
Narrative	<p>There are a total of seventy-five funded activities of the various program owners and of these funded activities, only sixty-six or 88% already completed their work and financial plan (WFPs) through the Program Management Information System (PMIS) portal for implementation under continuing and current funds.</p> <p>Below is the 2024 Financial Obligation/Monthly Disbursement Program per Program and Division for reference.</p> <p>FY 2024 FINANCIAL OBLIGATION / MONTHLY DISBURSEMENT PROGRAM</p> <table> <tr> <th rowspan="2">Funding Source</th><th rowspan="2">Office</th><th rowspan="2">FY 2024 Approved Allocation</th><th colspan="3">Total Obligation per Fund Source</th><th>FY 2024 OBLIGATION PROGRAM</th><th rowspan="2">VARIANCE (Approved Allocation - WFP Obligation)</th><th rowspan="2">Current Status</th></tr> <tr> <th>MOOE</th><th>CO</th><th>PS</th><th>Total Obligation</th></tr> <tr> <td>ADM</td><td>CID</td><td>49,670.00</td><td>49,670.00</td><td>0.00</td><td>0.00</td><td>49,670.00</td><td>0.00</td><td>3rd Qtr. Completed</td></tr> <tr> <td>ADM</td><td>CID</td><td>200,000.00</td><td>200,000.00</td><td>0.00</td><td>0.00</td><td>200,000.00</td><td>0.00</td><td>3rd Qtr. Completed</td></tr> <tr> <td></td><td>Sub-Total</td><td>249,670.00</td><td>249,670.00</td><td>0.00</td><td>0.00</td><td>249,670.00</td><td>0.00</td><td></td></tr> </table>								Funding Source	Office	FY 2024 Approved Allocation	Total Obligation per Fund Source			FY 2024 OBLIGATION PROGRAM	VARIANCE (Approved Allocation - WFP Obligation)	Current Status	MOOE	CO	PS	Total Obligation	ADM	CID	49,670.00	49,670.00	0.00	0.00	49,670.00	0.00	3rd Qtr. Completed	ADM	CID	200,000.00	200,000.00	0.00	0.00	200,000.00	0.00	3rd Qtr. Completed		Sub-Total	249,670.00	249,670.00	0.00	0.00	249,670.00	0.00	
Funding Source	Office	FY 2024 Approved Allocation	Total Obligation per Fund Source			FY 2024 OBLIGATION PROGRAM	VARIANCE (Approved Allocation - WFP Obligation)	Current Status																																								
			MOOE	CO	PS	Total Obligation																																										
ADM	CID	49,670.00	49,670.00	0.00	0.00	49,670.00	0.00	3rd Qtr. Completed																																								
ADM	CID	200,000.00	200,000.00	0.00	0.00	200,000.00	0.00	3rd Qtr. Completed																																								
	Sub-Total	249,670.00	249,670.00	0.00	0.00	249,670.00	0.00																																									

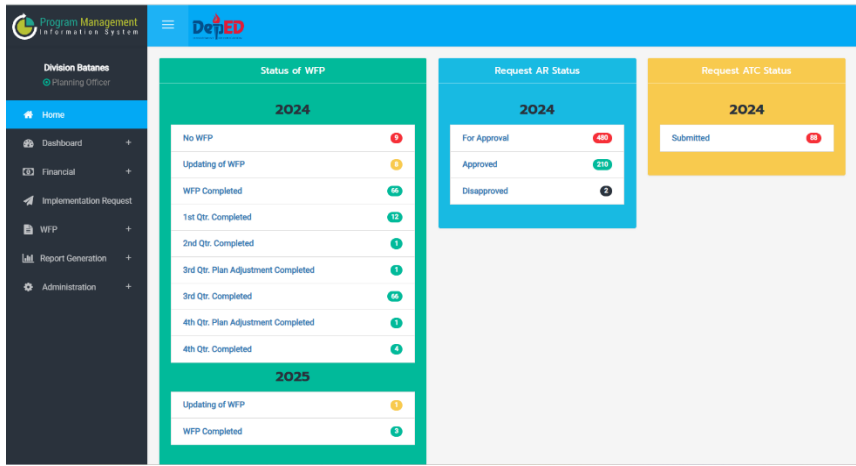
ALS	CID	115,000.00	115,000.00	0.00	0.00	115,000.00	0.00	3rd Qtr. Completed
ALS	CID	154,000.00	154,000.00	0.00	0.00	154,000.00	0.00	3rd Qtr. Completed
ALS	CID	40,000.00	40,000.00	0.00	0.00	40,000.00	0.00	3rd Qtr. Completed
ALS	CID	100,000.00	100,000.00	0.00	0.00	100,000.00	0.00	3rd Qtr. Completed
	Sub-Total	409,000.00	409,000.00	0.00	0.00	409,000.00	0.00	
BEC	CID	45,000.00	45,000.00	0.00	0.00	45,000.00	0.00	3rd Qtr. Completed
BEC	CID	2,247,600.00	2,247,600.00	0.00	0.00	2,247,600.00	0.00	3rd Qtr. Completed
BEC	CID	566,553.00	566,553.00	0.00	0.00	566,553.00	0.00	3rd Qtr. Completed
BEC	CID	10,223.92	10,223.92	0.00	0.00	10,223.92	0.00	3rd Qtr. Completed
BEC	CID	25,481.85	25,481.85	0.00	0.00	25,481.85	0.00	3rd Qtr. Completed
BEC	CID	5,745.21	5,745.21	0.00	0.00	5,745.21	0.00	3rd Qtr. Completed
BEC	CID	172,250.00	172,250.00	0.00	0.00	172,250.00	0.00	3rd Qtr. Completed
BEC	SGOD	60,018.28	60,018.28	0.00	0.00	60,018.28	0.00	WFP Completed
BEC	CID	11,671.67	11,671.67	0.00	0.00	11,671.67	0.00	3rd Qtr. Completed
BEC	CID	28,834.20	28,834.20	0.00	0.00	28,834.20	0.00	3rd Qtr. Completed
BEC	CID	43,299.64	43,299.64	0.00	0.00	43,299.64	0.00	3rd Qtr. Completed
BEC	SGOD	90,300.00	90,300.00	0.00	0.00	90,300.00	0.00	WFP Completed
BEC	CID	19,111.37	19,111.37	0.00	0.00	19,111.37	0.00	WFP Completed
BEC	CID	628,440.16	628,440.16	0.00	0.00	628,440.16	0.00	WFP Completed
	Sub-Total	3,954,529.30	3,954,529.30	0.00	0.00	3,954,529.30	0.00	
BEFF-Elec	SGOD	1,917,067.80	0.00	1,917,067.80	0.00	1,917,067.80	0.00	WFP Completed
	Sub-Total	1,917,067.80	0.00	1,917,067.80	0.00	1,917,067.80	0.00	
BEFF-Repair	SGOD	6,645,714.28	0.00	6,645,714.28	0.00	6,645,714.28	0.00	WFP Completed
	Sub-Total	6,645,714.28	0.00	6,645,714.28	0.00	6,645,714.28	0.00	
BPLP	SGOD	190,000.00	190,000.00	0.00	0.00	190,000.00	0.00	WFP Completed
BPLP	CID	30,000.00	30,000.00	0.00	0.00	30,000.00	0.00	3rd Qtr. Completed

	Sub-Total	220,000.00	220,000.00	0.00	0.00	220,000.00	0.00	
CPP	SGOD	35,081.96	35,081.96	0.00	0.00	35,081.96	0.00	WFP Completed
	Sub-Total	35,081.96	35,081.96	0.00	0.00	35,081.96	0.00	
DCP	OSDS	275,000.00	275,000.00	0.00	0.00	275,000.00	0.00	WFP Completed
DCP	OSDS	15,000.00	15,000.00	0.00	0.00	15,000.00	0.00	WFP Completed
DCP	OSDS	106,196.65	106,196.65	0.00	0.00	106,196.65	0.00	WFP Completed
	Sub-Total	396,196.65	396,196.65	0.00	0.00	396,196.65	0.00	
DPRP	SGOD	568,000.00	568,000.00	0.00	0.00	568,000.00	0.00	1st Qtr. Completed
DPRP	SGOD	7,094,066.80	7,094,066.80	0.00	0.00	7,094,066.80	0.00	WFP Completed
	Sub-Total	7,662,066.80	7,662,066.80	0.00	0.00	7,662,066.80	0.00	
ELLN	CID	0.00	211,775.00	0.00	0.00	211,775.00	-211,775.00	Updating of WFP
ELLN	CID	0.00	0.00	0.00	0.00	0.00	0.00	Updating of WFP
ELLN	CID	334,000.00	334,000.00	0.00	0.00	334,000.00	0.00	3rd Qtr. Completed
	Sub-Total	334,000.00	545,775.00	0.00	0.00	545,775.00	-211,775.00	
GASS	CID	60,000.00	60,000.00	0.00	0.00	60,000.00	0.00	4th Qtr. Completed
GASS	OSDS	4,419,000.00	4,419,000.00	0.00	0.00	4,419,000.00	0.00	WFP Completed
GASS	SGOD	60,000.00	60,000.00	0.00	0.00	60,000.00	0.00	4th Qtr. Plan Adjustment Completed
GASS	OSDS	80,000.00	80,000.00	0.00	0.00	80,000.00	0.00	WFP Completed
GASS	OSDS	24,200.00	24,200.00	0.00	0.00	24,200.00	0.00	WFP Completed
	Sub-Total	4,643,200.00	4,643,200.00	0.00	0.00	4,643,200.00	0.00	
HRTD	CID	0.00	0.00	0.00	0.00	0.00	0.00	Updating of WFP
HRTD	OSDS	0.00	0.00	0.00	0.00	0.00	0.00	Updating of WFP
HRTD	OSDS	0.00	0.00	0.00	0.00	0.00	0.00	Updating of WFP
HRTD	SGOD	302,000.00	302,000.00	0.00	0.00	302,000.00	0.00	3rd Qtr. Completed
HRTD	SGOD	538,300.00	538,300.00	0.00	0.00	538,300.00	0.00	3rd Qtr. Completed

	HRTD	SGOD	601,800.00	601,800.00	0.00	0.00	601,800.00	0.00	3rd Qtr. Completed
	HRTD	SGOD	180,000.00	180,000.00	0.00	0.00	180,000.00	0.00	3rd Qtr. Completed
	HRTD	SGOD	750,000.00	750,000.00	0.00	0.00	750,000.00	0.00	1st Qtr. Completed
		Sub-Total	2,372,100.00	2,372,100.00	0.00	0.00	2,372,100.00	0.00	
	IMS	CID	858.83	858.83	0.00	0.00	858.83	0.00	3rd Qtr. Completed
	IMS	CID	64,750.00	64,750.00	0.00	0.00	64,750.00	0.00	3rd Qtr. Completed
	IMS	CID	10,000.00	10,000.00	0.00	0.00	10,000.00	0.00	3rd Qtr. Completed
	IMS	CID	2,594.87	2,594.87	0.00	0.00	2,594.87	0.00	3rd Qtr. Completed
	IMS	CID	24,350.51	24,350.51	0.00	0.00	24,350.51	0.00	3rd Qtr. Completed
	IMS	CID	16,300.00	16,300.00	0.00	0.00	16,300.00	0.00	3rd Qtr. Completed
	IMS	CID	32,191.39	32,191.39	0.00	0.00	32,191.39	0.00	3rd Qtr. Completed
	IMS	CID	22,459.68	22,459.68	0.00	0.00	22,459.68	0.00	WFP Completed
	IMS	CID	27,336.29	27,336.29	0.00	0.00	27,336.29	0.00	WFP Completed
		Sub-Total	200,841.57	200,841.57	0.00	0.00	200,841.57	0.00	
	IPEd	CID	0.00	0.00	0.00	0.00	0.00	0.00	Updating of WFP
	IPEd	CID	0.00	0.00	0.00	0.00	0.00	0.00	Updating of WFP
	IPEd	CID	0.00	0.00	0.00	0.00	0.00	0.00	Updating of WFP
	IPEd	CID	800,000.00	800,000.00	0.00	0.00	800,000.00	0.00	3rd Qtr. Completed
	IPEd	CID	60,000.00	60,000.00	0.00	0.00	60,000.00	0.00	WFP Completed
		Sub-Total	860,000.00	860,000.00	0.00	0.00	860,000.00	0.00	
	LSP	SGOD	300,000.00	300,000.00	0.00	0.00	300,000.00	0.00	WFP Completed
	LSP	SGOD	80,000.00	80,000.00	0.00	0.00	80,000.00	0.00	WFP Completed
	LSP	SGOD	16,200.00	16,200.00	0.00	0.00	16,200.00	0.00	WFP Completed
	LSP	SGOD	300,000.00	300,000.00	0.00	0.00	300,000.00	0.00	WFP Completed
	LSP	SGOD	372,000.00	372,000.00	0.00	0.00	372,000.00	0.00	WFP Completed
	LSP	SGOD	210,000.00	210,000.00	0.00	0.00	210,000.00	0.00	3rd Qtr. Plan Adjustment Completed
	LSP	SGOD	90,000.00	90,000.00	0.00	0.00	90,000.00	0.00	WFP Completed

	Sub-Total	1,368,200.00	1,368,200.00	0.00	0.00	1,368,200.00	0.00	
MG	CID	273,464.00	273,464.00	0.00	0.00	273,464.00	0.00	3rd Qtr. Completed
MG	CID	33,480.00	33,480.00	0.00	0.00	33,480.00	0.00	3rd Qtr. Completed
	Sub-Total	306,944.00	306,944.00	0.00	0.00	306,944.00	0.00	
NASBE	CID	37,290.00	37,290.00	0.00	0.00	37,290.00	0.00	3rd Qtr. Completed
NASBE	CID	18,480.00	18,480.00	0.00	0.00	18,480.00	0.00	3rd Qtr. Completed
	Sub-Total	55,770.00	55,770.00	0.00	0.00	55,770.00	0.00	
OPDNTP	SGOD	170,974.98	170,974.98	0.00	0.00	170,974.98	0.00	1st Qtr. Completed
	Sub-Total	170,974.98	170,974.98	0.00	0.00	170,974.98	0.00	
PFSS	SGOD	220,000.00	220,000.00	0.00	0.00	220,000.00	0.00	WFP Completed
	Sub-Total	220,000.00	220,000.00	0.00	0.00	220,000.00	0.00	
PRP	SGOD	20,000.00	20,000.00	0.00	0.00	20,000.00	0.00	3rd Qtr. Completed
	Sub-Total	20,000.00	20,000.00	0.00	0.00	20,000.00	0.00	
SBFP	SGOD	389,790.00	389,790.00	0.00	0.00	389,790.00	0.00	WFP Completed
SBFP	SGOD	13,621.00	13,621.00	0.00	0.00	13,621.00	0.00	WFP Completed
SBFP	SGOD	16,820.00	16,820.00	0.00	0.00	16,820.00	0.00	WFP Completed
	Sub-Total	420,231.00	420,231.00	0.00	0.00	420,231.00	0.00	
SMOOE11TO12	OSDS	776,000.00	776,000.00	0.00	0.00	776,000.00	0.00	WFP Completed
	Sub-Total	776,000.00	776,000.00	0.00	0.00	776,000.00	0.00	
SMOOE7TO10	OSDS	3,380,000.00	3,380,000.00	0.00	0.00	3,380,000.00	0.00	WFP Completed
	Sub-Total	3,380,000.00	3,380,000.00	0.00	0.00	3,380,000.00	0.00	
SMOOEKto6	OSDS	8,880,000.00	8,880,000.00	0.00	0.00	8,880,000.00	0.00	WFP Completed
	Sub-Total	8,880,000.00	8,880,000.00	0.00	0.00	8,880,000.00	0.00	

SPED	CID	570,000.00	570,000.00	0.00	0.00	570,000.00	0.00	3rd Qtr. Completed
	Sub-Total	570,000.00	570,000.00	0.00	0.00	570,000.00	0.00	
Textbooks	CID	1,923.38	1,923.38	0.00	0.00	1,923.38	0.00	WFP Completed
	Sub-Total	1,923.38	1,923.38	0.00	0.00	1,923.38	0.00	
TOTAL		46,069,511.72	37,718,504.64	8,562,782.08	0.00	46,281,286.72	-211,775.00	

Basic Data								

Title of PAP	YOUTH FORMATION PROGRAM (YFP)
Rationale	<p>It has always been the ultimate goal of the Department of Education to hone and develop the learners holistically into becoming a responsible and productive citizen of our country.</p> <p>The Youth Formation Program Unit of SDO Batanes is continuously exerting efforts to implement the Programs, Projects and Activities of the Department to ensure that the youth are maximizing their participation and at the same time exercising their capabilities and skills in leading the whole studentry.</p>
Brief Description of the PAP	The Youth Formation Program Unit is a youth-serving unit under the SGOD of the Department of Education responsible in values formation of the learners. Its goal is to “empower Filipino children and youth who are responsible, hardworking, enterprising, preserving, value-driven and culturally rooted equipped with world class skills imbued with values such as MakaDiyos, MakaTao, Makabansa and Makakalikasan”.
Objectives:	<ul style="list-style-type: none"> To empower Filipino Children and youth imbued with core values, maka-Diyos, maka-Tao, maka-Kalikasan and maka-Bansa To enable the Filipino Children and youth to become highly skilled individuals who are responsible, hardworking, enterprising, persevering, value-driven, and culturally rooted

	<ul style="list-style-type: none"> To foster a holistic approach to youth development by providing opportunities for engagement in key areas of advocacy. 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Monitoring and Evaluation of SELG/SSLG/YES-O and BKD	2	4,047	2	4,047	0	0		
Division SELG/SSLG Federation Elections	1	7,700	1	7,700	0	0		
Project Ten Outstanding Secondary Students of Batanes (TOSSB)	1	29,300	1	29,300	0	0		
Attendance to youth formators convergence 2024	1	60,000.00	1	60,000				
Attendance to the Regional Training workshop on CPC Functionality Tool	1	100,000	1	100,000				
Narrative	<p>One of the KRAs of Project Development Officer I is Monitoring and Evaluation which provides monitoring and evaluation function to the implementation of youth formation programs to ensure quality standard compliance.</p> <p>The monitoring and evaluation for the first quarter of CY 2024 was dedicated to the Itbayat and Sabtang schools and was originally scheduled on March 8 and 16, 2024 but due to overlapping of activities it was eventually moved to April 11 and 17, 2024 respectively as indicated above on a face-to-face modality. it was attended by the SELG/SSLG Presidents and their respective teacher-advisers.</p> <p>Additionally, the Division Federation of Supreme Elementary Learner Government (SELG) and Division Supreme Secondary Learner Government (SSLG) Elections was conducted face-to-face for the very first time after the pandemic and was conducted on May 21, 2024, the activity was participated by all the public and private elementary and secondary schools of SDO Batanes, however due to unfavorable weather condition, participants from Itbayat schools and SNSF attended the election virtually.</p>							

	<p>Now on its fourth year of implementation, the Schools Division Office of Batanes through the Youth Formation Program one again conducted the Division Search for the Ten Outstanding Students of Batanes (TOSSB) for the year 2024 which aims to recognize the continuous efforts and unwavering resolve of the secondary students of Batanes to excellence.</p> <p>Under the Leadership, Advocacies and Campaigns Development Program of YFP, the Project Ten Outstanding Secondary Students of Batanes (TOSSB) still soars high, forty one exceptionally brilliant students vied to be one of the ten outstanding secondary students of Batanes. They were rigorously assessed and evaluated based on their scholastic standing, leadership, service and how well they present and express themselves during the interview portion.</p> <p>Furthermore, the awarding of certificates and plaques took place during the End-of-School Year rites of the school to which the awardee is attending to, this search will continuously be conducted annually in pursuit to recognizing and honoring students who will display excellence in different areas worth emulating.</p> <p>The monitoring and evaluation for the 3rd quarter of CY 2024 to was originally scheduled on September 16-17, 2024 but due to the suspension of classes cause by severe tropical storm, it eventually moved to September 18, 2024 to Southern Schools and September 26, 2024 to Basco Schools and respectively as indicated above on a face-to-face modality. It was attended by the SELG/SSLG Presidents and their respective teacher-advisers. Due to cancellation of trips going to Itbayat and Sabtang Island, Monitoring and Evaluation of their Learner Government and other clubs was conducted virtually thru uploading their MOVs on Google Drive with link provided to them for consolidation.</p> <p>On November 22, 2024, the office receives a communication from the central office, inviting all PDOs each SDOs and PDOs on field to attend the Youth Formators Convergence 2024 in Baguio City. The was attended by Ms. Schneider Elinore D. Acebes – PDO I of the Division Office and Carl Angelo Bayaras – PDO I (on field) of Basco Central School. Due to lack of fundings, the Regional Office downloaded a Program Support Fund amounting to 60,000.00 to support the travel of the selected participants.</p> <p>Furthermore, one of the additional tasks of a Project Development Officer I is to be the Learner Rights and Protection Office (LRPO) Focal person, last October 8-11, 2024, the PDO-I of the Division Office and a selected Registered Guidance Counselor of INAHS was sent to participate in the Conduct of the Regional Training Workshop on Child Protection Committee (CPC) Functionality at DepEd R02 NEAP Center. The activity aims to empower the Child Protection Committees in Schools based on applicable laws, policies and issuances under both Philippine and International Laws, to broaden understanding on their Vital roles as child protectors. Originally, this activity requested to hve at least 4 participants each SDOs but due to the lacking of enough travel funds, the office decided to send at least 2 participants.</p>
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**Documentat
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In frame are the SELG/SSLG Presidents of RIS and their teacher-adviser with the DYFP focal person, Dencio G. Eriful during the monitoring and evaluation of LGP implementation in Itbayat, Batanes on April 11, 2024.



A photo opportunity with the SELG Presidents and their teacher advisers of all the Elementary Schools in SDO Batanes together with the Division YFP focal person, Dencio G. Eriful and Schools Division Superintendent Alfredo B. Gumar Jr. EdD, CESO V.



The oath taking ceremony for the Division Federation SSLG Officers of SDO Batanes with the Schools Division Superintendent, Alfredo B. Gumar Jr. EdD, CESO V as the administering officer.



A victorious snapshot of one of the recognized Ten Outstanding Secondary Students of Batanes while receiving her plaque and certificate during their End-Of-School-Year rites.



These are the Batanes Participants with the DepEd Regional Office Officials attended the Regional Training-workshop on Child Protection Committee Functionality tool at DepEd RO2 NEAP Center.



Attendance to the National Youth Formators Convergence 2024 at Ion Hotel, Baguio City last December 2-7, 2024 together with the PDO YFP Focal of other Divisions and 1 PDO on field from SDO Batanes.

Title of PAP SPORTS MANAGEMENT								
Rationale	<p>The Schools Division of Batanes, through its flagship sports management – Project STRIDE (Strengthening Training and Resources for Inclusive Development in Education through Sports), continues to elevate the holistic development, well-being, and leadership qualities of its learners.</p> <p>The Project STRIDE is designed to meet the diverse needs of Batanes learners by focusing on talent development, inclusivity, and community engagement. Project STRIDE is both a short- and long-term initiative aimed at providing students with opportunities to compete at the regional and national levels while also fostering values such as teamwork, discipline, and sportsmanship.</p>							
Brief Description of the PAP	This program aims to develop long-term and short-term plans for the sports organization in the Schools Division of Batanes.							
Objectives:	<ul style="list-style-type: none"> To promote physical fitness and well-being To develop character and sportsmanship To provide opportunities to compete in higher sporting events To represent the schools division of Batanes and the province as a whole 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Conducted Batanes Schools Athletic Meet	1	152,955	1	152,955	0	0	N/A	N/A
Participated in the Regional and National Sports Meet	1	2,300,000 (PSF from Prov'l Govt.)	1	2,300,000	0	0	N/A	N/A
Narrative	<p>The implementation of the Batanes Schools Athletic Meet 2024, under the theme "Empowering the Learners through Sports Excellence and Commitment to Culture and the Arts," was an exemplary demonstration of community engagement and athletic excellence. Held from February 20 to 23, 2024, the event began with a vibrant parade around the town, followed by an opening program at 8:30 a.m. The program featured welcome remarks by the Mayor of Basco, Honorable German A. Caccam, an opening message by the Schools Division Superintendent, Dr. Alfredo B. Gumaru Jr., an inspirational message by the Representative of the Lone District of Batanes, Honorable Ciriaco B. Gato, Jr., and a keynote address by the Sangguniang Kabataan Federation President, Honorable John Dave Ablat.</p> <p>The athletic meet included a diverse range of sports: Athletics, Chess, Basketball, Dance Sports, Badminton, Table Tennis, Volleyball, and Softball. Notably, this was the first time a private school, the Saint Dominic College of Batanes, Inc., participated in the Division Sports Meet. This inclusivity highlighted the commitment to providing all students with equal opportunities for athletic development.</p>							

	<p>The event saw the Batanes National Science High School emerge as the Overall Champion in the Secondary Level, followed by Sabtang National School of Fisheries as the 1st Runner-Up, and Itbayat National Agricultural High School as the 2nd Runner-Up. In the Elementary Level, Diptan Elementary School, Ivana Elementary School, and Basco Central School took the top three positions, respectively.</p> <p>The athletic meet served as a sporting event for selecting the division's representatives for the Cagayan Valley Regional Athletic Association (CAVRAA) Meet. A total of 44 athletes were chosen across three disciplines: Athletics, Basketball 3x3, and Chess. These athletes went on to compete in the CAVRAA Meet held in the City of Ilagan from April 26 to 30, 2024, under the theme "Sustaining Peace, Resiliency, and Excellence."</p> <p>The Batanes delegation performed remarkably at the CAVRAA Meet, securing a total of 8 Gold Medals, 8 Silver Medals, and 5 Bronze Medals. This achievement marked the highest medal haul in the recent history of the Schools Division of Batanes. Highlights included 7 Golds in Athletics and 1 Gold in Basketball 3x3. Special awards were given to Dash Richter Vasol, the most bemedaled athlete in elementary boys (2 golds and 1 bronze), and Ayezha Marielle Asa, the most bemedaled athlete in elementary girls (2 golds and 1 silver). Franz Alexis Gabas was recognized as the Most Valuable Player. Additionally, the Batanes Delegation was honored with the Most Disciplined Delegation award.</p> <p>The Schools Division of Batanes proudly represented Region 2 in the recently concluded 2024 Palarong Pambansa held in Cebu City. Among the contingent were five exceptional athletes who showcased their skills and determination on the national stage.</p> <p>The Batanes Basketball 3x3 team was bracketed with strong contenders, including BARMM, NCR, and Western Visayas. In their first game, the team started their campaign on a high note with a victory against BARMM. However, in the second and third games, they faced formidable opponents in Western Visayas and NCR, resulting in hard-fought losses. Both teams showcased exceptional skills, with Western Visayas ultimately emerging as champions and NCR securing the 1st runner-up position. Despite these setbacks, the Batanes team demonstrated admirable sportsmanship and teamwork throughout the tournament, earning respect and recognition for their efforts.</p> <p>Kenny Dexter Blacer, one of SDO Batanes' standout athletes, brought immense pride to the division by clinching three bronze medals in highly competitive events. He secured 3rd place in the 800-meter run, delivering an impressive performance in a thrilling race against seasoned competitors. Additionally, he played a key role in Region 2's podium finish in the 4x400 meter relay, further showcasing his athletic prowess and dedication.</p> <p>In addition to these successes, our representatives in the Javelin Throw and Triple Jump advanced to the finals, demonstrating exceptional skill and determination. Though they narrowly missed podium finishes, their performance underscored their potential and commitment to excellence.</p> <p>The participation of SDO Batanes in the 2024 Palarong Pambansa has reaffirmed the talent and competitiveness of our athletes on the national stage.</p>
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	<p>Their journey was not only a testament to their individual dedication but also to the robust sports development programs of SDO Batanes and Region 2.</p> <p>Challenges faced during the implementation included logistical constraints due to the geographic isolation of Batanes and the need for efficient coordination, local government units, and various stakeholders. However, these challenges were met with proactive planning, strong community support, and effective collaboration.</p> <p>The impact of the athletic meet was profound, fostering a sense of unity and pride among the learners, schools, and the division office. It provided a platform for students to showcase their talents, promoting physical fitness, teamwork, and discipline. The event also emphasized the importance of cultural and artistic expression, enriching the holistic development of the learners.</p> <p>Findings from the project indicated that such events significantly enhance student engagement and motivation. The success of the meet highlighted the potential for future athletic programs to further empower students, cultivate sportsmanship, and nurture excellence. The accomplishments of the Batanes Schools Athletic Meet 2024 stand as a testament to the dedication and commitment of the entire Batanes community towards nurturing the talents of its youth and promoting a culture of excellence in sports and the arts.</p>
Basic Data	<p>All Schools Participated in the Batanes Schools Athletic Meet. The Schools Division of Batanes sent 44 Athletes in 3 events, Athletics, Basketball 3x3, and Chess. In the Palarong Pambansa in Cebu City, 5 athletes and Basketball 3x3 team were qualified.</p>
Documentation	<div data-bbox="573 1077 1182 1535" data-label="Image"> </div> <div data-bbox="586 1543 1182 1606" data-label="Caption"> <p><i>The overall champion for secondary level, Batanes National Science High School with their trophy.</i></p> </div>



Sabtang National School of Fisheries delegation at the friendship urn and flagpole at the Basco Athletic Field.



Batanes Delegation with the Delegation Head, SDS Alfredo B. Gumaru, Jr. and ASDS Dante J. Marcelo, showcasing the Most Disciplined Delegation Trophy.



Batanes Delegation in the CAVRAA 2024 at the City of Ilagan Sports Complex.



Batanes 3x3 Basketball team representing Region 2 in the 2024 Palarong Pambansa in Cebu City.



2-time Palarong Pambansa Bronze medalist Kenny Dexter Blacer of Batanes poses with coach John Paul Zabala after the warding.

Title of PAP	SCHOOL MANAGEMENT MONITORING AND EVALUATION
Rationale	The School Management Monitoring and Evaluation (M&E) Unit of the Department of Education (DepEd) ensures that schools and education programs are effectively implemented, monitored, and improved. It tracks performance, identifies challenges, provides recommendations for improvement, and supports informed decision-making to enhance the quality of education and ensure accountability at all levels.

Brief Description of the PAP	<p>The SMME plays a vital role in ensuring schools operate effectively and meet their goals. It is responsible for ensuring effective implementation, compliance, and continuous improvement in the operations and performance of the Division Office and the different schools. The Unit establishes and operationalizes a results-based M&E mechanism and ensures a systematic approach in tracking performance and outcomes. It also facilitates the assessment and evaluation of the school-based management level of practice working in coordination with division offices and other functional units to strengthen SBM implementation and outcomes. The SMME Unit also oversee the monitoring and evaluation of national, regional, and division assessment tests. This includes identifying issues and concerns in the conduct of these assessments and recommending improvements to enhance their administration and effectiveness. It also ensures strict adherence to DepEd issuances, laws, and regulations concerning the establishment, merging, conversion, naming/renaming, and separation of public-school annexes in basic education and oversee the completeness and timely submission of required documents for government permits, renewals, and recognitions of private schools to support their legal and operational compliance. The Unit also consolidates and analyzes Technical Needs Assessment Results across divisions and units. This data serves as critical input for developing the Division Technical Assistance Plan, ensuring targeted and relevant capacity-building interventions.</p>							
Objectives:	<ul style="list-style-type: none"> • To establish a results-based M&E mechanism at the SDO, district, schools/community learning centers (DMEA and SMEA) • To facilitate the assessment and evaluation of school-based management level of practice in coordination with division and other functional units • To facilitate in the monitoring and evaluation of the conduct of national, regional and division assessment tests to identify issues and concerns arising and help improve the process. • To ensure compliance with the existing issuances, laws, and regulations on school establishment, merging, conversion, naming/renaming, and separation of public-school annexes in basic education. • To ensure the completeness and timely submission of required documents for a government permit to operate, renewal, and recognition of private schools • To consolidate and analyze Technical Needs Assessment Results across divisions/units as input in the development of Division Technical Assistance Plan 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Process applications for regulatory services	2	0	2	0	0	0		
Conducted monitoring and provided TA on	2	0	2	0	0	0		

School-Based Management								
Conducted monitoring and provided TA on School Governing Council	2	0	2	0	0	0		
Monitored and facilitated the implementation of national assessments	4	0	4	0	0	0		
Consolidated and coordinated the TA needs of the schools to TA providers	4	0	4	0	0	0		
Monitored the implementation of different Learning and Development s activities	4	0	4	0	0	0		
Conducted Quarterly Division Monitoring, Evaluation, and Adjustment cum PIR	4	84,000	4	84,000	0	0		
Narrative	<p>This report highlights the accomplishments and initiatives undertaken to ensure effective delivery of education services. These efforts aim to strengthen school governance, facilitate compliance with regulatory standards, enhance learning and development, and uphold the quality of teaching and learning through regular monitoring and technical assistance.</p> <p>The Unit efficiently processed the applications of Saint Dominic College of Batanes, Inc for their Renewal of Permit to Operate for SY 2024-2025 and Special Order. This ensured timely approval of their applications contributing to the seamless operation of the said private school.</p> <p>Monitoring activities focused on evaluating the implementation of SBM in schools were also conducted. Schools were assessed based on their compliance with DepEd's SBM standards. Technical assistance (TA) was provided to</p>							

	<p>schools needing support in strengthening their governance and operational systems. Emphasis was placed on enhancing school autonomy and improving stakeholder participation.</p> <p>The SMME Unit also monitored and provided technical assistance on School Governing Council. Technical assistance was extended to address gaps in functionality, with efforts directed at capacitating the school heads and designated co-chairpersons to actively contribute to school planning, decision-making, and resource mobilization.</p> <p>The Unit also ensured the successful implementation of national assessments. Monitoring activities verified compliance with testing protocols, proper administration of assessments, and accurate data collection. Post-assessment feedback was provided to CID Chief for further improvement.</p> <p>Schools' TA needs were consolidated through thorough assessment and consultation. These needs were communicated to relevant TA providers, ensuring that the support delivered was aligned with identified priorities. Collaborative meetings between the division and TA providers facilitated seamless coordination.</p> <p>Learning and Development (L&D) activities were monitored to assess their effectiveness and relevance. Proponents were guided on the alignment of their L&D initiatives with the division's priorities, ensuring that professional development programs contributed to improved teaching practices and student outcomes.</p> <p>The DMEA cum PIR sessions served as platforms to review the division's performance, discuss challenges, and plan adjustments for future implementation. These sessions fostered collaborative problem-solving and evidence-based decision-making, ensuring that targets were met effectively.</p> <p>The activities conducted for FY 2024 underscore the division's commitment in upholding quality education through diligent monitoring, effective technical assistance, and systematic evaluation. Moving forward, the division aims to sustain these efforts by enhancing collaboration among stakeholders and leveraging data-driven strategies to address emerging needs and challenges.</p>
<p>Documentation</p>	<div data-bbox="534 1428 1289 1770" data-label="Image"> </div> <div data-bbox="553 1778 1281 1881" data-label="Caption"> <p><i>The School Management Monitoring and Evaluation Unit conducted the 4th Quarter DMEA cum PIR on Dec. 10 at the Ivatan Conference Hall. Attendees to the activity were all the program owners and Section and Units Heads.</i></p> </div>



The Section Heads and Division Chiefs presented their 4th Quarter Accomplishment to the top management during the 4th DMEA cum PIR.



Provision of technical assistance on SGC to the school heads, designated and elected co-chairpersons to Itbayat schools last September.



Monitoring of the administration of NAT 10 to the secondary schools.



Monitoring of the MATATAG Training to Sabtang Schools



On-site inspection to SDCBI pertinent to their renewal of permit application.

Title of PAP	PARTNERSHIPS
Rationale	The Adopt-a-School Program facilitates the building and sustaining of partnership and linkages of DepEd and partners by providing venue for strong and dynamic private sectors in participating in nation-building through investments in the education of the Filipino children. This program fosters better sense of understating the community's school system as it strengthens and improves school's programs and curricula and creates a sense of personal involvement and interaction between organization.
Brief Description of the PAP	Public schools need the support of diverse partners in fulfilling the basic education of the children, hence, Adopt-a-School Program was created. This program helps generate support to education outside the mainstream funding and national budget. The ASP allows private entities to assist a public school in a particular aspect of its educational program within an agreed period. The stakeholders are enjoined to support the school in any of the following areas;

	infrastructure, health and nutrition, teaching skills development, computer and science lab equipment and learning support.							
Objectives:	<ul style="list-style-type: none"> To give the private sector an opportunity to become dynamic and strong partners towards noble goal of educating all Filipinos To encourage private initiative to support public education 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Conducted Re-orientation of school heads and ASP coordinators on DPDS	1	3,500	1	3,245	0	255		
Monitored the schools' partnership and through Adopt-A-School linkages programs	4	0	4	0	0	0		
Monitored the grants and donations accepted by the schools	12	0	12	0	0	0		
Monitored the PTA engagements of the schools	4	0	4	0	0	0		
Monitored the DPDS uploading of school coordinators	12	0	12	0	0	0		
Conducted Stakeholders Convergence	1	87,500	1	87,500	0	0		
Implemented Brigada Eskwela	1	40,000	1	40,000	0	0		
Conducted Provincial Federated PTA Elections	1	12,500	1	12,500	0	0		

<p>Narrative</p>	<p>To assist the schools to continuously encourage community stakeholders to partner with them in implementing the different programs of the schools, the School Mobilization and Networking (SMN) Unit of this Division conducted an Orientation to the school heads and ASP coordinators in January 2024 at the Ivatan Conference. The aim of the activity is to orient them on different partnership activities and opportunities for partnerships and at the same time facilitate them in reporting of their partnership and linkages activities.</p> <p>Another major activity under this program is the Stakeholders' Recognition conducted during the 110th Anniversary Celebration of SDO Batanes on June 24, 2024, at the SDO grounds. Through event, the schools and this SDO recognized their supportive partners in the implementation of the different programs and honored their invaluable contribution in achieving quality basic education.</p> <p>Among other accomplishments under Partnership for the Fiscal Year 2024 includes Re-orientation of school heads and ASP coordinators on DPDS, Monitoring of schools' partnership and through Adopt-A-School linkages programs, grants and donations accepted by the schools, and PTA engagements of the schools. The Unit also spearheaded the implementation of Brigada Eskwela and Provincial Federated PTA Elections. The program owners also attended the 2024 National PTA Conference on Nov. 28, 2024 at Cebu City.</p> <p>Some of the challenges encountered by the Unit is the limited time for face-to-face provision of technical assistance however this issue was addressed through constant online technical assistance. Another concern faced in the implementation of the program is the timely and accurate monthly reporting of grants and donations. To address this concern, the Division Focal Person constantly monitor the uploading of the school ASP coordinators. These practices led to the 100% uploading of schools in the DepEd Partnership Database System.</p>																						
<p>Basic Data</p>	<table border="1"> <thead> <tr> <th colspan="2">Resource Generated for 4 Fiscal Years</th></tr> <tr> <th>Year</th><th>Resource Generated</th></tr> </thead> <tbody> <tr> <td>2024</td><td>22,360,672.16</td></tr> <tr> <td>2023</td><td>17,799,839.07</td></tr> <tr> <td>2022</td><td>15,777,435.28</td></tr> <tr> <td>2021</td><td>9,238,086.68</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Number of Partners/Donors for 2022 to 2024</th></tr> <tr> <th>Year</th><th>No. of Partners/Donors</th></tr> </thead> <tbody> <tr> <td>2024</td><td>2,207</td></tr> <tr> <td>2023</td><td>1,060</td></tr> <tr> <td>2022</td><td>1,017</td></tr> </tbody> </table>	Resource Generated for 4 Fiscal Years		Year	Resource Generated	2024	22,360,672.16	2023	17,799,839.07	2022	15,777,435.28	2021	9,238,086.68	Number of Partners/Donors for 2022 to 2024		Year	No. of Partners/Donors	2024	2,207	2023	1,060	2022	1,017
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SDO Batanes honors and recognizes the education stakeholders of the schools and this SDO through the Stakeholders' Recognition during the 110th Founding Anniversary Celebration of June 24, 2024. In frame: Hon. Marilou H. Cayco, Provincial Governor, (4th from the right) together with the six municipal mayors of Batanes, top management of SDO Batanes, and Guest Speaker.

Documentat ion



SDO Batanes through the Social Mobilization and Networking Unit conducted the Division Federated Parents-Teachers Association Elections on September 20, 2024 at the Ivatan Conference Hall. The activity aimed to select the officers for the provincial association and orient them of the PTA Omnibus Guideline.

Title of PAP		TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)						
DIVISION FESTIVAL OF TALENTS – TECHNOLYMPICS								
Rationale	Instructional supervision and monitoring for EPP (Edukasyong Pantahanan at Pangkabuhayan), TLE (Technology and Livelihood Education), TVE (Technical-Vocational Education), and TVL (Technical-Vocational-Livelihood) are crucial for ensuring the quality and effectiveness of education in these skill-based subjects. It ensures that the curriculum is being delivered effectively and that learners are acquiring the necessary skills and knowledge. It provides opportunities for teachers to receive feedback and support, which can lead to improved teaching practices. It identifies areas where learners may be struggling and provide timely interventions. This helps in enhancing learner performance and ensuring that learning objectives are met.							
Brief Description of the PAP	Instructional supervision and monitoring for EPP, TLE, TVE, and TVL involve overseeing and supporting teachers to ensure effective teaching and learning. This includes: <ul style="list-style-type: none">• Observing Classes• Providing Feedback• Ensuring Curriculum Implementation• Supporting Professional Development• Monitoring Learner Progress							
Objectives:	<ul style="list-style-type: none">• To provide continuous support and feedback to teachers, helping them improve their instructional methods and effectively deliver the curriculum.• To monitor and assess learner progress, ensuring that learning objectives are met and identifying areas where additional support is needed.• 3. To ensure that educational resources, including tools and materials, are used efficiently and effectively to support hands-on learning and practical skills development.							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviati on Reason	Catch-up Plan
	Physical	Financia l	Physic al	Financial	Physic al	Financi al		
Conduct of Festival of Talents – Technolympics	1	0	1	0	0	0		
EPP/ TLE/ TVE/ TVL ISME	1	0	1					
Narrative	Instructional supervision and monitoring in EPP, TLE, TVE, and TVL are essential processes aimed at enhancing the quality of education in these practical and skill-based subjects. By observing classroom activities, providing constructive feedback, and ensuring the proper implementation of the curriculum, supervisors play a crucial role in supporting teachers. This continuous support helps teachers refine their teaching methods, stay updated with the latest educational practices, and effectively engage learners. Additionally, professional development opportunities offered through							

	<p>supervision enable teachers to grow in their careers and improve their instructional techniques, ultimately benefiting learner learning outcomes.</p> <p>Moreover, monitoring learner progress and resource utilization ensures that educational goals are met efficiently. Tracking learner performance to identify areas needing improvement and provide timely interventions. This proactive approach helps in addressing learning gaps and ensuring that learners acquire the necessary skills and knowledge. Efficient use of resources, such as tools and materials for hands-on activities, is also monitored to maximize their impact on learning. Overall, instructional supervision and monitoring create a supportive and effective learning environment, fostering both teacher and learner success in EPP, TLE, TVE, and TVL programs.</p>
Basic Data	<p>There are a total of 28 schools, comprising 1 private school and 27 public schools. Among the public schools, there are 9 secondary schools, which include 3 integrated schools that offer both elementary and secondary education. Additionally, there are 21 public elementary schools, with the 3 integrated schools counted in this total. Furthermore, there are 2 STVEP schools that exclusively offer the TVL track, focusing on technical-vocational education.</p> <p>EPP is offered to Grade 4, TLE to Grades 5-10, TVE to STVEP implementing schools and TVL track to senior high schools. For the MATATAG curriculum in grades 4 and 7, the components that is being offered now for the first quarter is ICT and Agri-Fishery Arts for the second quarter.</p> <p>Of the 28 schools, 19 were monitored and supervised, most of them were positive in all the given technical assistance and that we learn from the collaborative expertise every visits. It's wonderful to see that these schools has a manageable number of learners in each classroom. This allows for more personalized attention from teachers, fostering a supportive and effective learning environment.</p>
Documentation	 <p><i>Fruits and Vegetables Carving: Artistry in every slice</i></p>



Technical Drafting: Designing the future



Food Processing: Crafting culinary delights



Food Processing: Crafting culinary delights

Title of PAP	TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS							
Rationale	The Department of Education with the outbreak of COVID-19 adopted its Basic Education-Learning -Continuity Plan (BE-LCP) as the over-all framework to govern the School Year 2020-2021. Funding continued till 2022-2023 to support the procurement of Self Learning Modules and other Learning Resources gadgets and equipment. The Learning Resource Management Section is tasked to deliver the learning resources to address the needs of schools of learning resources for the face-to-face learning delivery.							
	Self-learning Modules are delivered to schools to address the lack on textbooks in some learning areas and grade levels. The use of SLMs is continuously encouraged especially during typhoons when classes are cancelled and during calamities.							
Brief Description of the PAP	The Learning Resource Management Section is in-charge in the development of Learning Resources to address the needs of learners. In compliance with the Basic Education-Learning Continuity Plan (BE-LCP) funds were downloaded to finance the development, printing and distribution of SLMs and LAS in every school in the Division. Printing and Distribution is also being monitored to ensure that all learners are given resources to use.							
Objectives:	<ul style="list-style-type: none">To address the needs of the learners for SY 2024-25 on Learning Resources (Printed Modules) in this New Normal thru the implementation of the Basic Education –Learning Continuity Plan.							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
To cover travel expenses for the conduct of the orientation of Technical Working Group (TWG) for Quality assurance and Mock Evaluation of Textbooks (TXS) and Teacher Manuals (TMS)	1	34,200.00	1	34,200.00	1	0		
To Cover Funding Requirement for the Provision of Development and Production of	1	22,800.00	1	22,800.00	1	0		

Self-Learning Modules								
Provision of Program Support (PSF) for the Implementation of Alternative Delivery Mode (ADM)	1	6,150.00	1	6,150.00	1	0		
To Cover Funding Requirement for the Provision of Development and Production of Self-Learning Modules	1	22,800.00	1	22,800.00	1	0		
Transfer of Funds to Cover funding Requirements for the Procurement of Supplementary Learning Resources (SLRS) for Library Hubs	1	35,000.00	1	23,537.50	1	11,462.50	Continuing Fund	
Title of PAP/Subject	Learning Resource Management and Development System							
Rationale	The Learning Resources Management and Development System (LRMDS) unit at the Schools Division Office of Batanes has been actively engaged in monitoring and quality assuring the learning resources (LR) developed by teachers across the division. From July to November 2024, the unit has successfully quality assured, pilot tested, and issued conformance certificates to six learning resources, with three of these resources currently in the pilot testing phase. Additionally, the unit has been overseeing the inventory management of Self-Learning Modules (SLMs), ensuring that schools update their inventory online. This effort aligns with the key objectives of the LRMDS unit, which include quality assurance of learning resources and effective inventory management.							
Brief Description of the PAP	The LRMDS unit's program involves the systematic monitoring and quality assurance of learning resources developed by teachers within the division, as well as the management of SLM inventory. From July to November 2024, the unit has successfully assured quality, pilot tested, and issued conformance certificates to several learning resources, with some still in the pilot testing phase. Additionally, the unit has ensured that schools updated their SLM inventory online. This program ensures that all learning materials are							

	thoroughly evaluated and meet the required educational standards before being implemented in classrooms, and that schools effectively manage their learning resources.							
Objectives:	<ul style="list-style-type: none"> To assure quality of locally developed learning resources each quarter, ensuring they meet DepEd's standards and are suitable for classroom use. To ensure that schools update their inventory of Self-Learning Modules (SLMs) online. 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Quality Assurance of Learning Resources	6	0	6	0	0	0		
Inventory Management of SLMs	1	0	1	0	0	0		
Narrative	<p>From July to November 2024, the Learning Resources Management and Development System (LRMDS) unit at the Schools Division Office of Batanes has been diligently working to enhance the quality and availability of educational materials for both teachers and learners. This period saw significant efforts in monitoring and quality assuring learning resources (LR) developed by teachers across the division, as well as managing the inventory of Self-Learning Modules (SLMs).</p> <p>One of the primary challenges encountered was the minimal submission of locally developed learning resources by teachers. This limited the pool of materials available for quality assurance and required additional encouragement and support for teachers to develop and submit their resources. Additionally, the availability of the EPS was sometimes a constraint, as they often had multiple responsibilities and commitments, leading to scheduling conflicts and delays in the quality assurance process. The occurrence of typhoons further disrupted the regular schedule, affecting the availability of both teachers and EPS, necessitating adjustments and rescheduling to ensure the continuity of the quality assurance process.</p> <p>Despite these challenges, the activities carried out by the LRMDS unit had a significant positive impact. The quality assured learning resources provided learners with high-quality, relevant, and engaging materials that enhanced their learning experiences. Teachers benefited from the structured feedback and support provided during the quality assurance process, which helped them improve their resource development skills. Schools were able to implement high-quality learning resources that aligned with the educational goals and standards set by the Department of Education (DepEd), thereby improving the overall quality of education.</p> <p>The implementation of the quality assurance process for learning resources and the management of SLM inventory resulted in several key accomplishments. The learning resources that underwent quality assurance and pilot testing were refined and improved based on structured feedback, ensuring they met the required standards. Teachers involved in the process gained valuable skills and knowledge in resource development and quality</p>							

	<p>assurance. The LRMDS unit successfully met its objective of quality assuring locally developed learning resources each quarter and ensuring that schools updated their SLM inventory online.</p> <p>In terms of accomplishments, several learning resources were quality assured, pilot tested, and issued conformance certificates, with some resources still in the pilot testing phase. The LRMDS unit effectively monitored the Learner Resource Management (LRM) of each school in the division, ensuring compliance with DepEd standards. Teachers actively participated in the quality assurance process, contributing to the development of high-quality learning resources. Additionally, schools successfully updated their inventory of Self-Learning Modules (SLMs) online, although some faced difficulties due to workload constraints.</p>																					
Basic Data	<p>Quality Assured Learning Resources</p> <p>From July to December 2024, a total of 4 learning resources were quality assured and 2 are still on pilot testing phase.</p> <table><tr><th>Title</th><th>Type of Learning Resource</th><th>QA Status</th></tr><tr><td>1. Tula Mula sa Uganda</td><td>SLM</td><td>Quality assured and pilot-tested</td></tr><tr><td>2. Diskriminasyon sa Kababaihan, Kalalakihan, at LGBTQ</td><td>SIM</td><td>Quality assured and Pilot-tested</td></tr><tr><td>3. REFLECT (Remember that Empowering yourself is to Focus on Listening to Effectively Comprehend a Text))</td><td>SIM</td><td>Quality assured and pilot tested</td></tr><tr><td>4. Making Subjects and Verbs Agree</td><td>SIM</td><td>On pilot-test</td></tr><tr><td>5. Non-Mendelian Pattern of Inheritance</td><td>SIM</td><td>On pilot-test</td></tr><tr><td>6. U Kaddin</td><td>Storybook</td><td>Quality assured and Pilot-tested</td></tr></table>	Title	Type of Learning Resource	QA Status	1. Tula Mula sa Uganda	SLM	Quality assured and pilot-tested	2. Diskriminasyon sa Kababaihan, Kalalakihan, at LGBTQ	SIM	Quality assured and Pilot-tested	3. REFLECT (Remember that Empowering yourself is to Focus on Listening to Effectively Comprehend a Text))	SIM	Quality assured and pilot tested	4. Making Subjects and Verbs Agree	SIM	On pilot-test	5. Non-Mendelian Pattern of Inheritance	SIM	On pilot-test	6. U Kaddin	Storybook	Quality assured and Pilot-tested
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	<p>Profiling of Partners</p> <ul style="list-style-type: none">• LRMDS Education Program Supervisor (EPS): Oversees the quality assurance and monitoring processes.• Content Area Supervisors: Responsible for checking the content part of the learning resources.• PDO II: Checks the layout and formatting of the learning resources.• Librarian: Ensures proper citation in the learning resources.• School Heads: Facilitators of the implementation and monitoring processes within their schools.• Teachers: Developers of the learning resources.																					
	<p>Inventory Management of SLMs</p> <ul style="list-style-type: none">• Online Updates: 80% of schools successfully updated their SLM inventory online.• Challenges: 20% of schools faced difficulties in updating their inventory due to workload constraints.																					

<p>Documentation</p>	<div data-bbox="425 216 935 564" data-label="Image"> </div> <p>The LR team during their monitoring and technical assistance at Basco Central School. The M&TA focused on the safekeeping and inventory of learning resources.</p> <div data-bbox="985 216 1408 564" data-label="Image"> </div> <p>The team visited the temporary storeroom of learning resources.</p> <div data-bbox="446 735 935 1008" data-label="Image"> </div> <p>The Division librarian monitored the library hubs in Sabtang District Schools</p> <div data-bbox="979 735 1417 1008" data-label="Image"> </div>
<p>Title of PAP</p>	<p>MATHEMATICS</p>
<p>Rationale</p>	<p>K to 12 Mathematics curriculum follows the spiral approach by building on the same concepts developed in increasing complexity and sophistication starting from the grade school. The desired outcomes of the program are defined in terms of expectancies as articulated in the learning standards. In general terms, students are expected at the end of grade 10 to demonstrate communicative competence; think intelligently, critically and creatively in life situations; make informed and values-based decisions; perform their civic duties; use resources sustainably and participate actively in artistic and cultural activities and in the promotion of wellness and lifelong fitness. These expectancies are expressed in specific terms in the form of content and standards.</p> <p>To ensure effective and efficient operationalization of the curriculum, it is necessary to undertake its monitoring and evaluation that enables supervisors, school heads, and teachers to devise acceptable ways of implementing it, and to solve issues and concerns that emerge. Moreover, the Monitoring & Evaluation aims to gather information and feedback, the results of which will be useful inputs to the improvement of learning outcomes on the subject area.</p>
<p>Brief Description of the PAP</p>	<p>Mathematics is a diverse discipline. With its universal applicability, it finds widespread use in various fields of endeavor, especially in solving real-world problems. It is essential that learners be mathematically proficient and critical thinkers to effectively tackle such problems.</p>

	<p>Effective mathematics teaching requires understanding what students know and need to learn, and then challenging and supporting them to learn it well. It also requires knowing and understanding mathematics, students as learners, and pedagogical strategies (NCTM, 2000).</p> <p>SDO Batanes continues its thrust in leading the educational landscape seeing to it that all young learners in the division discover their own potentials through the learning institutions capacitating them to create their own destiny both locally and is very essential for planning and decision-making to make teaching-learning more effective.</p>							
Objective/s	<ul style="list-style-type: none"> To improve performance in Mathematics through: <ol style="list-style-type: none"> School Monitoring and provision of Technical Assistance Assessment of learning Outcomes Capacity Building of Math teachers. 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Monthly monitoring of the implementation of the program and provide Technical Assistance.	6	0	6	0	0			
Conduct Rapid Math Assessment posttest to key stage 1	1	0	1	0	0			
Prepared and administered assessment tool	1	0	1	0	0			
Trained Math teachers on the MATATAG Curriculum	3	0	3	0	0			
Narrative	<p>The main objective of the program was notably achieved through the activities which were targeted and accomplished for the semester.</p> <p>Monthly monitoring of the implementation of the program and provide Technical Assistance to School Heads and the Math teachers were conducted.</p> <p>Rapid Math Assessment in Key stage 1 was also conducted showing the result below. This data was very useful in the preparation of lessons and other interventions made by the Math teacher in key stage 1.</p>							

	There were 7 Elementary and 8 secondary Math teachers in the entire Division who were trained in MATATAG Curriculum ready for the first implementation this coming opening of school year.																																																																																																																																																												
Basic Data	<div>RESULT OF RAPID MATH ASSESSMENT FOR KEY STAGE 1</div> <table><tr><th colspan="20">RAPID MATH ASSESSMENT RESULT SY 2023-2024 (PRE AND POST TEST)</th></tr><tr><th colspan="8">GRADE 1</th><th colspan="4">GRADE 2</th><th colspan="4">GRADE 3</th><th colspan="4">OVERALL</th></tr><tr><th>Assessed</th><th>Intervention</th><th>Consolid</th><th>Enhance</th><th>Assessed</th><th>Intervention</th><th>Consolid</th><th>Enhance</th><th>Assessed</th><th>Intervention</th><th>Consolid</th><th>Enhance</th><th>Assessed</th><th>Intervention</th><th>Consolid</th><th>Enhance</th></tr><tr><th>pre</th><th>post</th><th>pre</th><th>post</th><th>pre</th><th>post</th><th>pre</th><th>post</th><th>pre</th><th>post</th><th>pre</th><th>post</th><th>pre</th><th>post</th><th>pre</th><th>post</th></tr><tr><td>TOTAL</td><td>178</td><td>26</td><td>42</td><td>40</td><td>29</td><td>172</td><td>285</td><td>226</td><td>80</td><td>18</td><td>84</td><td>15</td><td>121</td><td>311</td><td>315</td><td>126</td><td>11</td><td>100</td><td>2</td><td>85</td><td>773</td><td>719</td><td>240</td><td>62</td><td>214</td><td>55</td><td>331</td></tr><tr><td>PRE</td><td>269</td><td>70%</td><td></td><td>19%</td><td></td><td>11%</td><td>278</td><td>88%</td><td></td><td>7%</td><td>5%</td><td>338</td><td>96%</td><td></td><td>3%</td><td>1%</td><td>885</td><td>85%</td><td></td><td>8%</td><td>7%</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>POST</td><td>238</td><td>11%</td><td></td><td>17%</td><td></td><td>72%</td><td>285</td><td>28%</td><td></td><td>29%</td><td>42%</td><td></td><td>41%</td><td></td><td>32%</td><td>27%</td><td></td><td>30%</td><td></td><td>27%</td><td>43%</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>A total of 885 learners in key stage 1 at SDO Batanes were assessed both pretest and posttest on Rapid Math Assessment (RMA). The result of the pretest showed an alarming indicator that 750 out of 885 or 85% of the learners in Key stage 1 need Intervention programs. Remedial classes, development of contextualized numeracy assessment tool, development of lessons and learning materials based on least mastered competencies were some of the strategies used to address this low performance in Mathematics.</p> <p>After the post test, dropping of overall percentage from 85% to 30% under Intervention group and increasing of percentage from 15% to 70% on the Consolidation and Enhancement group in all grade levels showed a significant improvement of learners in Mathematics in grades 1, 2 and 3.</p> <p>CHALLENGES</p> <p>1. Low performance in Mathematics in all Levels</p>	RAPID MATH ASSESSMENT RESULT SY 2023-2024 (PRE AND POST TEST)																				GRADE 1								GRADE 2				GRADE 3				OVERALL				Assessed	Intervention	Consolid	Enhance	Assessed	Intervention	Consolid	Enhance	Assessed	Intervention	Consolid	Enhance	Assessed	Intervention	Consolid	Enhance	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	TOTAL	178	26	42	40	29	172	285	226	80	18	84	15	121	311	315	126	11	100	2	85	773	719	240	62	214	55	331	PRE	269	70%		19%		11%	278	88%		7%	5%	338	96%		3%	1%	885	85%		8%	7%							POST	238	11%		17%		72%	285	28%		29%	42%		41%		32%	27%		30%		27%	43%						
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Title of PAP	SPECIAL EDUCATION																																																																																																																																																												
Rationale	<p>The National Disability Prevalence Survey estimated those with severe disability to be around 12% of the general population (Philippine Statistics Authority,2019). In the study entitled “Situation of Children in the Philippines,” the Department of Social Welfare and Development (DSWD) stated that around 53% of children with disabilities are from poor households and are not attending school. The study underlined that child disabilities continue to experience barriers to access social and educational services (Development Academy of the Philippines, 2019).</p> <p>Given the above statements, there is a need to put into policy the processes of developing partnerships, raising awareness, locating, and screening children with disabilities to increase their participation and ensure access to quality and equitable education.</p>																																																																																																																																																												
	<p>Having a law, R.A. 11650, that supports inclusive education is a testament to its importance and the country’s commitment to it. Inclusive Education, however, is a contentious term. Inclusive education is an imperative for justice and is also defined as quality education for all (Salamanca Statement, 2004). Taken separately, everyone will agree but when these two concepts are joined together, problems arise especially when it comes to learners with intellectual and behavioral disability. It comes with a huge cost and when inclusion is done poorly, the very population IE is committed to protect and support may bear the burden even more.</p>																																																																																																																																																												
Brief Description of the PAP	The focus of programs and activities planned for this period (January-June) was to empower teachers in managing learners with special needs by providing capability training and offering technical assistance to new implementers of																																																																																																																																																												

	<p>the program. This capability building was done through the partnership with the Municipal Local Government Unit of Basco and the Provincial Government Office (PGO).</p> <p>Through a partnership with the University of the Philippines – College of Allied Medical Professions (UP-CAMP) by the MLGU, the annual event was held every June during the first month of the school year. The outreach/mission started in 2016. This was canceled for the years 2020-2022 due to the Covid-19 pandemic and the consequent travel restrictions.</p> <p>A Developmental Pediatrician joined the medical mission in 2016 and 2019, while a team of occupational therapists, physical therapists, and speech pathologists provide follow-up assessments and learning interventions.</p> <p>In 2019, an audiologist joined the team to confirm hearing disabilities among some of the kids. Other students in mainstream classes who were suspected of hearing problems were also checked and attended a seminar on audiology issues.</p> <p>In 2023, two reading specialists were also invited as this is a major issue for many schools and some students in mainstream classes who have some learning challenges. Reading problems among pupils was also a priority concern during the pandemic, especially among younger pupils who did not receive face-to-face reading instructions.</p> <p>This year with the adjustments in the school calendar, the activity was conducted last April 2024. Recognizing the needs of other municipalities, the proposal for their inclusion was granted by the provincial government making the services accessible by the island municipalities of Sabtang and Itbayat. A total of 49 teachers from all over the province attended the 2-day Capability Building on SNED. Other services that the teachers and parents availed were the free assessment and therapy plan preparation for learners with special needs.</p>							
Objectives:	<ul style="list-style-type: none"> • To promote equity and access. • To foster holistic development. • To cultivate respect for diversity. • To provide tailored support. • To empower teachers. • To break barriers to learning. • To promote social inclusion. • To achieve Sustainable Development Goals (SDG4). 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
1. Conduct training-workshop for SNED Implementers	1	126,000	1	0	0	126,000	Training was sponsored	
2. Submit basic	1	2222.00	1		2,222.00			

research completion report								
3. Conduct technical assistance to Uyugan District in Charge	1	4,500	1					
4. Monitor schools on Project SUPPORT	6	0	6	0	0	0		
5. Conduct advocacy activities for SNED	1	0	1	0	0	0		
6. Conduct training-workshop for SNED Implementers	1	85,000	1	85,000	0	0		
7. Conduct PIR on SNED implementation	1	0	1	0	0	0		
Narrative	<p>Results of the monitoring visits of Education Supervisors reveal that the school has learners with disabilities enrolled in Kindergarten and Grade 1 classes for the SY 2023-2024. Teachers of concerned grade levels reported that these learners often disturb their classes due to the frequent display of tantrums of the LWDs and accordingly they go out without asking permission from the teachers. This became a great concern for Uyugan Elementary School.</p> <p>This concern was discussed by the EPS in SNED and the School Principal who later planned for technical assistance sessions with the whole Uyugan Elementary School teachers after the First Quarter examinations. For the teachers to acquire basic knowledge on how to handle learners with special needs, the EPS in SNED conducted LAC session on “Accommodating LWDs in the Regular Classroom”, as requested by the School, Principal, and the District Head of Uyugan. The next activity in the technical plan was the actual classroom observation in the class where the LWD was included on January 9, 2024. It was also an actual application of the strategies learned during the LAC session conducted. Suggestions were given to further improve the teaching strategies of the teacher.</p> <p>Following the class observation was the lecture-demonstration teaching rendered by the EPS on how to manage children with behavioral problems in the class on January 25 during the school’s INSET.</p> <p>To further equip the schools on managing learners with special needs, capability training on Special Needs Education was conducted in partnership with the local government unit (LGU) which sponsored the whole training package and the coming of trainers and specialists from the University of the Philippines- College of Allied Medical Professions (UP-CAMP). The group served</p>							

	<p>as the resource speakers during the seminar which focused on Teaching Strategies, Assessment, Evaluation, and Rehabilitation of Learners with Special Needs.</p> <p>Through the said activity, it was found out that there were learners who were already in high school who were non-readers and, therefore, needed interventions to help them pass their grade levels.</p> <p>Meanwhile, the successful implementation of Special Needs Education (SNED) across the division represents a significant advancement in ensuring equitable access to quality education for all learners. By addressing the unique needs of children with disabilities and special learning requirements, the division has fostered an inclusive and supportive educational environment. This report highlights the key activities, challenges, and achievements of the program's implementation.</p> <p>The main focus of the activities for this period is on stakeholder engagement and advocacy. The implementation of Project SUPPORT (Strengthening and Underscoring Partnership Program as Oppportunity for Raising participation, inclusion, & Triumphs) of LWDs in the general classrooms. Advocacy campaigns and consultations were conducted to raise awareness among school leaders, teachers, parents, and community members about the importance of SNED. Partnerships were established with local government units (LGUs and non- government organizations (NGOs) to secure additional support.</p> <p>Another accomplishment of SNED was the capacity building for receiving teachers and school heads which was done on September 27-29,2024 at the Ivatan Conference Hall. Comprehensive training sessions were held to enhance the capacity of educators and administrators in delivering specialized instruction. Topics included differentiated teaching strategies, individualized education plans (IEPs), and inclusive classroom management.</p> <p>Program Implementation Review (PIR) was also conducted on November 25,2024 for Project SUPPORT to assess the program effectiveness, track learner progress, and gather feedback for continuous improvement. The PIR was participated by all SNED implementing schools. The PIR revealed a positive evaluation from all the schools.</p> <p>Challenges Encountered</p> <p>The implementation of SNED faced the following challenges:</p> <ol style="list-style-type: none"> 1.Resource Limitations: Insufficient funds and materials initially delayed the program's rollout. This was mitigated by partnerships and resource mobilization. 2. LimitedAwareness: Resistance from some communities due to a lack of understanding of the program's importance was addressed through sustained advocacy efforts. 3. Teachers Readiness: Some educators initially struggled with new methodologies but overcame these challenges through extensive training and mentoring. <p>Key Achievements:</p> <ol style="list-style-type: none"> 1.Increased enrollment of Learners with Special Needs 2.Enhanced teacher proficiency. 3.Inclusive school environments. 4.Improved learner outcomes.
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	<p>Best Practices</p> <p>The following best practices were instrumental in the program’s success:</p> <ol style="list-style-type: none">1. Collaboration with stakeholders to pool resources and expertise.2. Adoption of individualized and learner-centered approaches.3. Continuous capacity-building initiatives for teachers and school heads.4. Advocacy campaigns to foster inclusive mindsets among the community																						
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Schools Division of Batanes																							
City/Municipality	SPED Center																						
Basco	Basco Central School SPED Center																						

	Schools with SNED Enrolment	
	City/Municipality	Number of Schools with LWD Enrolment
	Basco	3 Elementary Schools (BCS, DES, TES)
		1 Secondary School (BNSHS)
		1 Integrated School (VIS)
	Mahatao	2 Elementary Schools (MCS, DBS)
		1 Secondary School (MNHS)
	Ivana	2 Elementary Schools (SVES, IES)
		1 Secondary School (INHS)
	Uyugan	2 Elementary Schools (UES, IIS)
		1 Integrated School (BGHS)
	Sabtang	3 Elementary Schools (SCS, SES, ChavES)
	Itbayat	2 Elementary Schools (ICS, MES)
		1 Secondary School (INAHS)
		1 Integrated School (RIS)
	Total	21 Schools
Documentation	 <p>TECHNICAL ASSISTANCE. <i>Demonstration teaching rendered by EPS Vinalay as part of the technical assistance for Uyugan District in managing a special needs education program.</i></p>	
	 <p>WORKSHOP. <i>Participants listens attentively to instruction during the workshop part of the training.</i></p>	



ASSESSMENT. Dr. Ferdiliza D. Garcia, M.D and Speech Pathologist conducts assessment to one learner with parents listening to the results.



RECEIVING TEACHERS. The receiving teachers of Batanes National Science High School, Mahatao Central School, and Itbayat District Schools as they posed for prosperity with the UP Professors and specialists during the closing program.



ADVOCACY. Promoting inclusive education and raising awareness for Special Needs Educating during productive radio guesting sessions and lectures. Together, we advocate for a brighter, more inclusive future for every learner!

	 <p>EQUIPED. Empowering educators through capacity building in SNED. Together, we strengthened skills and strategies to address school-specific needs and enhance educational outcomes!</p>
Title of PAP	KINDERGARTEN
Rationale	<p>Kindergarten education espouses a learner-centered curriculum that aims to develop holistic learners with foundational skills imbued with physical, social, emotional, cognitive, and values development. This is attained through play-based learning anchored on developmentally appropriate practices and theories considering learners' expanding environment toward life-long learning.</p> <p>The revised Kindergarten Curriculum Framework describes the education elements to attain its goals in adherence to the mandate of RA 10157 or the Kindergarten Education Act. By the law's mandate, the Kindergarten level is required to sufficiently prepare all learners for formal elementary schooling. Kindergarten education is vital to the development of the Filipino child for it is the period when the young mind's absorptive capacity for learning is at its sharpest. Thus, this level is a crucial stage in the formation and preparation of every young learner as a citizen of the country and the world. Foundational skills must be strengthened while espousing the social, emotional, and values development of each learner. To do this, the policy of the State assures a learner-oriented education that is responsive to the needs of the learners, capacitates their cognition and social abilities, and provides diversity among learners through the appropriate languages of teaching and learning.</p>
Brief Description of the PAP	<p>The Kindergarten Education Program under the MATATAG Curriculum is designed to provide accessible, free, and compulsory early childhood education for all Filipino children aged 5. It uses a play-based, developmentally appropriate, and learner-centered approach to foster the holistic development of learners. The program focuses on building foundational skills in literacy, numeracy, and socio-emotional development ensuring readiness for formal</p>

	<p>schooling. The implementation includes the following features: curriculum design, teacher training, inclusive education and parental and community involvement.</p> <p>KEP aims to provide a nurturing environment that supports children's growth, ensuring a smooth transition to primary education.</p>							
Objectives:	<ul style="list-style-type: none"> • To develop holistic skills. • To prepare the kindergarteners for formal schooling. • To promote values formation. • To enhance learning readiness. • To encourage play-based learning. • To support inclusive education. • To strengthened collaboration with families. 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
1. Monitor schools on Project KILOS-P	12	0	12	0	0	0		
2. Monitor administration of ECD	2	0	2	0	0	0		
3. Conduct advocacy activities for KEP.	1	0	1	0	0	0		
4. Submit 1 M & E tool for monitoring KEP.	1	0	1	0	0	0		
Narrative	<p>Realizing the importance of holistic development, academic progress is regularly monitored along with the physical development through the implementation of project Kindergarten Indigenized and Localized Outdoor Sports Program (KILOS-P). This program aims to develop both fine and gross motor skills of kindergarten learners in the Schools Division of Batanes. As this program have been institutionalized, it has been part of the activity in the kindergarten classes whether done indoors or outdoors. With this program, it is expected that Kindergarten learners develop not only physically but also develop values and appreciation of the Ivatan culture in terms of traditional sports.</p> <p>Another important activity accomplished during this period is the administration of the Early Childhood Development post-test. Results showed a 100% average development in all the kindergarten learners from the result in the pre-test of 4 learners with slight delays in development. Interventions applied were the remediation and pull-out approach of the SPED program.</p> <p>Another activity accomplished was the advocacy to locate all the potential kindergarten enrollees for the next school year. During the advocacy, requirements were discussed, and the services and expectations were tackled.</p>							

The implementation of the Kindergarten Education Program in the division underscores the commitment to providing quality early childhood education as the foundation of lifelong learning. The program aims to prepare young learners for formal schooling by fostering their physical, social, emotional, and cognitive development in a nurturing environment. This report provides an overview of the program's activities, achievements, challenges, and recommendations.

Implementation Process

1. Orientation and Planning:(MATATAG Curriculum)

The division conducted orientations and planning sessions to align school heads and kindergarten teachers with the program's objectives and strategies. The development of contextualized teaching and learning materials was prioritized.

2.Capacity Building for Teachers and School Heads

Training session was organized to enhance the skills of Kindergarten teachers in using the Kindergarten Curriculum Guide (KCG). Topics included play-based learning strategies, classroom management, and child-centered teaching approaches.

3. Engaging Stakeholders

Parent-Teacher orientations were held to strengthened the involvement of parents in supporting the program.

4. Monitoring and Evaluation

The program's implementation was monitored through classroom observations, feedback sessions, and progress assessments. This helped identify areas for improvement and ensured alignment with the curriculum standards.

Achievements

1.Improved Teaching Competence:

Kindergarten teachers demonstrated enhanced teaching strategies, resulting in more engaging and effective learning experiences for the learners.

2. Learner Development

Kindergarten learners showed marked improvement in school readiness, social interaction, and foundational literacy and numeracy skills.

3.Strengthened Parent Involvement

Parents actively participated in their children's learning, fostering collaborative approach to education.

Challenges Encountered

1.Resource Constraints:



Limited resources affected program implementation.

2.Parental Awareness

Some parents lacked awareness of the importance of kindergarten education.

Best Practices

- 1.Adoption of play-based, contextualized teaching strategies.
- 2.Active collaborations with stakeholders, including LGUs and NGOs, to address resource gaps.

	3.Integration of local culture and traditions into learning activities to make education more relatable.																												
Basic Data	Enrollment:																												
	<table><tr><th>School</th><th colspan="3">SY 2024-2025</th><th colspan="3">SY 2023-2024</th></tr><tr><th></th><th>M</th><th>F</th><th>T</th><th>M</th><th>F</th><th>T</th></tr><tr><td>Public Only</td><td>112</td><td>115</td><td>227</td><td>122</td><td>143</td><td>265</td></tr><tr><td>Private and Public</td><td>121</td><td>122</td><td>243</td><td>130</td><td>155</td><td>285</td></tr></table>	School	SY 2024-2025			SY 2023-2024				M	F	T	M	F	T	Public Only	112	115	227	122	143	265	Private and Public	121	122	243	130	155	285
	School	SY 2024-2025			SY 2023-2024																								
		M	F	T	M	F	T																						
Public Only	112	115	227	122	143	265																							
Private and Public	121	122	243	130	155	285																							
<table><tr><td>Number of Schools Offering Kindergarten</td><td>22</td></tr><tr><td>Number of Kindergarten Teachers</td><td>25</td></tr></table>	Number of Schools Offering Kindergarten	22	Number of Kindergarten Teachers	25																									
Number of Schools Offering Kindergarten	22																												
Number of Kindergarten Teachers	25																												
Documentation	<div><p>MONITORING. Regular monitoring was done to ensure that the scheduled competencies for the quarter were covered and appropriate strategies were applied.</p></div>																												
	<div><p>APPLICATION. Applying skills in real-world contexts helps students better understand and remember what they have learned.</p></div>																												



ADVOCACY. The advocacy activity was done to the Day Care Centers. This is to inform the parents of the requirements needed for a Daycare completer to enter Kindergarten.



CAPACITATED. Empowering educators through a kindergarten seminar for lifelong learning success.

Title of PAP	INDIGENOUS PEOPLES EDUCATION (IPED)
Rationale	Indigenous Peoples Education is a response to the unique educational needs of indigenous communities and also a fulfillment of legal and moral obligations to ensure their rights are respected, their cultures are preserved, and their contributions to society are valued. It has legal bases in the 1987 Consitution, in DepEd Order No. 62, s. 2011 which Institutionalizes the Indigenous Peoples Education Program, providing a framework for addressing the educational needs of indigenous learners, and DepEd Order No. 32, s. 2015 which establishes the Indigenous Peoples Education Curriculum Framework, promoting inclusivity and respect for cultural diversity in the national education system.
Brief Description of the PAP	Indigenous Peoples Education (IPEd) in the Philippines is an educational initiative designed to address indigenous communities' unique cultural, social, and learning needs. The program aims to provide inclusive, culturally responsive education that respects and integrates indigenous knowledge

	systems and practices. SDO Batanes implements the program because Ivatans/Itbayat are indigenous peoples.							
Objectives:	<ul style="list-style-type: none"> To strengthen and affirm indigenous cultural identity by revitalizing and enriching Indigenous Knowledge Systems and Practices (IKSPs) and indigenous languages. This involves developing culturally appropriate teaching methodologies and resources, ensuring that basic education is culturally rooted, responsive, and aligns with indigenous learning systems. 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Monitoring of the Project KASULIVAN	2	0	2	0	0	0		
Reproduction of SLM in KAHAKAW		19,945		17,340		2,605	Difference in PR and the actual quoted price of items	To be used in purchasing other materials
Division Training Workshop on Indigenous Peoples Education Component of the MATATAG Curriculum	1	382,520	1	336,540	0	45,980	Difference between PR and the actual quoted price of items Other participants	Conduct of second
Training Workshop on the Development of Localized Reading Materials in Filipino: Ivatan Folklores	1		1	68,340	0		Difference between PR and the actual quoted price	Balance was used to purchase additional supplies for IPED

							of items	imple menta tion.
Training Workshop On The Development of Lesson Exemplars In Grades 4 And 7 Integrating Ivatan Iksp Across Learning Areas	1	87,000	1	82,592	0	4,402	Difference between PR and the actual quoted price of items	Balance was used to purchase additional supplies for IPED implementation.
Conduct of Training Workshop on Ivatan Cultural Dances	1	136,500	1	111,150	0	25,350	Difference between PR and the actual quoted price of items	Amount allotted for honorarium was realigned to buy bandurista strings and other supplies
Training Workshop on Rondalla Focused on Ivatan Songs	1	66,300	1	60,100	0	6,200	Difference between PR and the actual quoted price of items	Balance was used to purchase additional supplies for IPED implementation.
Workshop on the Finalization of Lesson Exemplars Integrating Ivatan IKSPs Across Learning Areas	1	55,800	1	49,750	0	6,050	Difference between PR and the actual quoted price of items	Balance was used to purchase additional supplies for IPED implementation.
Division Training Workshop on Indigenous Peoples Education	1	86,980	1	82,046	0	4,934	Difference between PR and the actual quoted	Balance was used to purchase additional supplies for

Component of the MATATAG Curriculum (Batch 2)							price of items	IPED implementation.
Conduct of IP Quiz	1	36,000	1	36,000	0	0		
Purchase of Traditional Ivatan Handicrafts for Cultural Presentations and Promotion	1	54,300	1	54,300	0	0		
Printing of IPED Advocacy T-Shirts for IPED Focal Persons	1	24,560	1	24,200	0	360	Difference between PR and the actual quoted price of items	
Printing of Tarpaulin for IPED Advocacy	1	9,000	1	7,308	0	1,692		
Narrative	<p>As part of the implementation of the IPED Program, all Education Program Supervisors (EPSs) conducted monitoring of Project KASULIVAN (Knowing, Appreciating, Strengthening, Understanding, and Living the Ivatan IKPS). This project encourages learners to engage in various activities designed for each grade level to foster Ivatan IKPS. The objective is to expose learners to these activities, promoting an appreciation and understanding of Ivatan cultural practices and norms. From January to June, all schools have been regularly monitored as part of the monthly supervisory activities of the Curriculum Implementation Division.</p> <p>Another significant accomplishment under the IPED program is the provision of materials for the reproduction of KAHAKAW Modules for Mahatao National High School (MNHS). These modules, contextualized by MNHS teachers, focus on traditional farming practices, particularly the cultivation of garlic, yam, and sweet potato. They offer both theoretical and practical learning components, catering to students in Grades 7-9. Recognizing the value of these modules, the Province has adopted them as a resource material for the subject.</p> <p>Previously, MNHS faced challenges in reproducing these valuable modules due to limited resources. However, through the Program Support Fund for IPED, the necessary materials were allocated to ensure that these modules could be reproduced and utilized by learners. This initiative not only supports the</p>							


	<p>continuation of traditional farming knowledge but also empowers students by providing culturally relevant educational resources.</p> <p>IPED aims to strengthen and affirm indigenous cultural identity by revitalizing and enriching Indigenous Knowledge Systems and Practices (IKSPs) and indigenous languages. This involves developing culturally appropriate teaching methodologies and resources, ensuring that basic education is culturally rooted, responsive, and aligns with Indigenous Learning systems. As such the activities conducted were focused on training of teachers, the development of learning materials, and monitoring of Project KASULIVAN.</p> <p>The following were the trainings/workshops conducted under or funded by IPED Program Support Fund:</p> <ol style="list-style-type: none"> Division Training Workshop on Indigenous Peoples Education Component of the MATATAG Curriculum cum IPED Implementation Validation – this was conducted on August 9 – 13, 2024 at the Ivatan Conference Hall which was participated in by EPSs, SHs, and Teachers particularly those teaching Kinder, Grades 1, 4 and 7. The primary objective of the training was to orient teachers on how to align the program with the MATATAG. Speakers came from the Regional Office and other Schools Division. Challenges encountered include the weather that hindered some participants from the region and Itbayat from attending. Another factor was the event in the region which required the participation of some SH and prevented them from attending the training. In consideration of this, another training was conducted in Itbayat to cater to those who were not able to make it. Training Workshop on the Development of Localized Reading Materials in Filipino: Ivatan Folklores – the training was conducted partly in response to the findings of CID on the lack of reading materials in Filipino. This was Facilitated by CID through the Filipino Supervisor and was participated in by teacher writers and illustrators from the different schools. As a result, reading materials in Filipino were made available. Training Workshop on The Development Of Lesson Exemplars In Grades 4 And 7 Integrating Ivatan IKSPs Across Learning Areas – Conducted on August 24-25 and participated in by Grades 1, 4 and Grade 7 Teachers. The objective of the workshop is to come up with Lesson Exemplars integrating Ivatan IKSPs in the different subject Areas. At least 30 Les were developed and will soon undergo QA. Conduct of Training Workshop on Ivatan Cutural Dances and Training Workshop on Rondalla Focused on Ivatan Songs – Spearheaded by the MAPEH Supervisor, the training on rondalla and Ivatan dances were conducted to capacitate teachers to perform and teach the crafts to the learners. At the end of both trainings, participants/teachers were required to do a culminating performance. This was commended by the SDS who suggested
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	<p>coming up with a group of rondalla performers.</p> <p>e. Monitoring of the Project KASULIVAN – done every quarter to check the extent of how the learners are participating in the different Ivatan IKSPs. The suggested activities under the project range from mere observation to actual participation which could be supervised by either the teacher or the parents/elders in the community. Based on the monitoring, schools do initiate activities to expose learners to traditional activities through close partnerships with the community folks.</p> <p>f. Conduct of IP Quiz, Purchase of Traditional Ivatan Handicrafts, Printing of IPed Advocacy T-Shirts and Tarpaulin for Advocacy – these activities are part of the Indigenous Peoples Month Celebration</p>
<p>Documentation</p>	



Title of PAP		ARALING PANLIPUNAN						
Rationale		Araling Panlipunan is a vital component of the school curriculum that equips learners with the knowledge, skills, and values necessary for becoming responsible, informed, and engaged members of society. It facilitates an understanding of history, culture, government, economy, and societal issues. It enables students to appreciate their heritage and identity while gaining insights into how past events and cultural practices shape the present and future. The subject develops critical thinking and decision-making skills by encouraging learners to analyze social, political, and economic issues, preparing them to tread complexities and contribute meaningfully to their communities. Through lessons on governance, rights, and civic responsibilities, Araling Panlipunan promotes citizenship and patriotism, empowering students to participate actively in nation-building efforts. Furthermore, it nurtures global competence by exposing learners to interconnected global challenges, strengthening empathy, collaboration, and respect for diversity. The subject also serves as a platform for integrating Indigenous Knowledge Systems and Practices (IKSPs), ensuring inclusivity and cultural relevance. By laying the groundwork for lifelong learning and ethical leadership, Araling Panlipunan prepares students to address societal challenges and seize opportunities for sustainable development, making it an essential foundation for shaping the future.						
Brief Description of the PAP		Araling Panlipunan is one of the subjects in Grades 1-10 whose competencies are focused on the dynamic interaction of individuals with the society to which they belong, including the global community and democratic institutions and structures that support and/or challenge his way of living. It is an integrative, interdisciplinary, and multidisciplinary subject that employs different lenses and disciplines of Social Science such as Geography, History, Sociology, Political Science, Economics, and Anthropology.						
Objectives:		The ultimate goal of Araling Panlipunan is to produce Filipino learners who are critical, reflective, productive, and responsible members of society and possess civic competence anchored on deep understanding and appreciation of culture and love of country.						
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Conduct of Instructional Supervision and Monitoring in AP	6	0	6	0	0	0		
Sharing of UNESCO - ASEAN Information	1	7,900	1	7,505		395	Difference between PR and the actual quoted price of items	Balance was used to purchase additional supplies

Posting of ASEAN Advocacy Materials	1	7,600	1	6,144		1,456	Difference between PR and the actual quoted price of items	Balance was used to purchase additional supplies
Division ASEAN Quiz	1	14,500	1	12,881		1,619	Difference between PR and the actual quoted price of items	Balance was used to purchase additional supplies
Narrative	<p>From July to December, instructional supervision, monitoring, and evaluation activities were conducted to support the implementation of the Araling Panlipunan curriculum. The scheme adopted by the Curriculum Implementation Division (CID) made monthly supervision of all schools possible. In this scheme, each Education Program Supervisor, regardless of their specific school assignment for the month, monitored concerns across all subjects.</p> <p>Monitoring results revealed no major issues, although a few schools reported a shortage of learning materials. These schools addressed the concern by utilizing alternative reference materials available on the DepEd portal. Additionally, it was noted that all secondary teachers handling Araling Panlipunan either majored in the subject or had undergone relevant training to ensure quality instruction.</p> <p>In October, the Division participated in the 2024 ASEAN-UNESCO celebration by raising advocacy awareness among stakeholders. This was done through the display of tarpaulins and the dissemination of information via social media platforms, including Facebook.</p> <p>The Division ASEAN Quiz was held on October 17, 2024, at the Mahatao Central School Auditorium. It was open to Junior and Senior High School students from both public and private secondary schools. The quiz covered topics such as ASEAN History and Formation, Organizations and Agreements, ASEAN Initiatives and Programs, and Global Relations. Snacks were provided to participants, and the top five winners received cash prizes.</p> <p>Additionally, ASEAN information was shared during a Monday convocation at the Schools Division Office, emphasizing unity and cultural appreciation. However, other planned activities for the celebration were hampered by a series of typhoons that affected the province in October and November.</p>							

Basic Data	<i>Result of the Division ASEAN Quiz</i>		
	Name	School	Rank – Prize
	Alfea Claveria	BNSHS	1 – P1,500
	Nicole A. Moresca	MNHS	2 – P1,300
	Keira Mae C. Castaño	INHS	3 – P1,100
	Sharlene C. Carzon	MNHS	4 – P 900
	Sharin Y. Pafin	BGCHS	5 – P 700
Documentat ion			
	<div>Division ASEAN Quiz held at Mahatao Elementary School</div>		
Title of PAP	ALTERNATIVE LEARNING SYSTEM		
Rationale	ALS provides basic and functional skills to address the needs of out of school children, youth and adult by offering flexible learning options that cater their specific circumstances and challenges to complete basic education.		

Brief Description of the PAP	Alternative Learning System (ALS) in Batanes is manned by 12 ALS teachers and One (1) education Program Specialist (EPSA). The ALS teachers are assigned in the six municipalities according to its population.							
	With our goal to deliver education to interested out-of-school children, youth and adults; and to increase the literacy level in our locality; ALS teachers conducted advocacy activities and have intensified home visits to encourage more learners to enroll in the A&E program. Learners who hesitated to take the regular learning sessions, skills training have been conducted to engage them in livelihood projects initiated by ALS teachers in their respective area.							
	The decreased number of dropouts from the regular class, the presence of transient learners and low interested learners to attend senior high school after passing the portfolio assessment, enrollment continuously decreasing. To harmonize ALS program and capacitate the ALS teachers with the K-12 curriculum, implementers attended several orientations and trainings. With these activities conducted, program implementation had been achieved.							
	To harmonize ALS program and capacitate the ALS teachers with the K-12 curriculum, implementers attended several orientations and trainings. With these activities conducted, program implementation had been achieved.							
Objectives:	<ul style="list-style-type: none"> To increase the Presentation Portfolio Assessment passers in this school year To intensify the advocacy of ALS program and projects To improve the delivery of teaching and learning process To encourage learners with different livelihood To conduct regular meetings and technical assistance to ALS teachers 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Literacy Mapping	1	20,000	0	20,000				To be implemented on July
Learning Session	1		1					
Presentation of portfolio	1		1					
Basic Skills training	3		3					School based training (Basco, Itbayat, and Sabtang)
Conduct quarterly meeting	1		1					
Home visitation	10		10					

Conduct of Program Implementation Review	1	12,000	1	12,000				
Workshop on the Success Stories Reading Material	1	50,000	1	50,000				
Accreditation and Equivalency Practice Test (AERT)	1							
Narrative	<p>Ideally, all Filipinos get their basic education from teachers in a classroom setting. Unfortunately, not everyone is able to get this experience because of varied reasons such as financial constraints, personal challenges, or other reasons. Since every Filipino has the right to free basic education, the ALS Division of Batanes have 12 ALS teachers and 1 Education Program Specialist to cater these individuals who were not able to go to school.</p> <p>One of the challenges in the delivery of ALS in our locality is that learners face stigma or discrimination, which can affect their motivation and opportunities resulting to learners' lack of interest in attending school. With this, ALS teachers will do everything possible to encourage them to return to school, emphasizing the importance of Education for a brighter future and providing motivation and support along the way.</p> <p>The learning sessions happen outside the classroom, usually conducted at multi-purpose halls, individual homes or in any convenient place in an agreed schedule and venue managed by the 12 ALS teachers assigned in each municipality. To further improve the teaching and learning delivery, home visitations and regular <i>kamustahan</i> to learners are conducted aside from regular learning sessions. To acquire and be equipped with basic skills which help them to grow and to be a useful citizen suitable in making one's living, one of the programs of Alternative Learning System is to develop the learners' skills through Informal Education (INFEd). Life skills education helps learners build confidence in communications, cooperative & collaborative skills, provide them with tools important for development, find new ways and methods of thinking and problem-solving. Therefore, the conduct of skills training and workshops were conducted in partnership and linkages with stakeholders.</p> <p>The Alternative Learning System is designed to provide flexible, non – formal education to out of school individuals so in the face of class suspensions caused by consecutive occurrences of typhoons, the program already employed modular and blended learning that leveraged to maintain delivery of learning despite suspensions. Through this, the ALS teachers also realized this scenario as both challenge and opportunity making them employed various strategies such as utilization of online and offline learning tools/platforms as means of reaching out, ensuring learning continuity and communication with the learners. Another opportunity for the teachers is to help the learner's disaster ready/ prepared by integrating disaster preparedness and resiliency in their lessons empowering learners with life skills to adapt to crises.</p>							

	Amidst the effect of consecutive typhoons, it did not hinder the ALS program to focused on developing life skills that includes practical and literacy cum livelihood skills trainings focusing on personal development, financial literacy and employability skills of the learners. One of this is the replanting and recovery of the started income generating projects (Gardening, Piggery, etc.) The skills trainings provided to the ALS learners are all initiatives of their respective ALS teachers.							
Basic Data	PORTFOLIO ASSESSMENT BASIC LITERACY PROGRAM (BLP)							
	Sch ool	Teacher	No. of Enr olle e	No. of Asse ss ed learn er	No. of Pass ers	Percent age of Passers	No. of Comple ters Based on LIS	Percenta ge of Comple ters
	BCS	Claire Marie C. Anastacio	1	0	0	0	0	0
		Thelma B. Camacho	2	0	0	0	0	0
		Lessette C. Duguran	1	0	0	0	0	0
		Rafael L. Salamagos	0	0	0	0	0	0
	MCS	Bernard Allan A. Comaya	0	0	0	0	0	0
	IES	Sandra V. Gabilo	0	0	0	0	0	0
	UES	Loraine C. Cabugao	5	0	0	0	0	0
	SCS	Mark Ryan C. Nanud	0	0	0	0	0	0
		Elvira A. Ng	1	0	0	0	0	0
	ICS	Mitus S. Gutierrez	1	0	0	0	0	0
		Stephany E. Ybay	1	0	0	0	0	0
	MES	Rafael G. Ponce	1	0	0	0	0	0
			13					
	ELEMENTARY							
	Sch ool	Teacher	No. of Enr olle e	No. of Asse ssed learn er	No. of Pass ers	Percen tage of Passers	No. of Comple ters Based on LIS	Percent age of Comple ters
	BCS	Claire Marie C. Anastacio	1	0	0	0	0	0

		Thelma B. Camacho	1	0	0	0	0	0
		Lessette C. Duguran	1	0	0	0	0	0
		Rafael L. Salamagos	3	1	1	33.33%	1	33.33%
	MCS	Bernard Allan A. Comaya	5	2	0	0	0	0
	IES	Sandra V. Gabilo	0	0	0	0	0	0
	UES	Loraine C. Cabugao	2	2	0	0	0	0
	SCS	Mark Ryan C. Nanud	1	1	0	0	0	0
		Elvira A. Ng	1	0	0	0	0	0
	ICS	Mitus S. Gutierrez	1	1	0	0	0	0
		Stephany E. Ybay	0	0	0	0	0	0
	MES	Rafael G. Ponce	3	1	1	33.33%	1	33.33%
			19	8	2	10.53%	2	10.53%

JUNIOR HIGH SCHOOL

School	Teacher	No. of Enrollee	No. of Assessed learner	No. of Passers	Percentage of Passers	No. of Completers Based on LIS	Percentage of Completers
BCS	Claire Marie C. Anastacio	5	4	3	60%	3	60%
	Thelma B. Camacho	10	3	1	10%	1	10%
	Lessette C. Duguran	6	4	4	66.67%	4	66.67%
	Rafael L. Salamagos	3	1	1	33.33%	1	33.33%
MCS	Bernard Allan A. Comaya	1	1	0	0	0	0
IES	Sandra V. Gabilo	2	3	3	100%	3	100%
UES	Loraine C. Cabugao	6	2	2	33.33%	2	33.33%





SCS	Mark Ryan C. Nanud	1	0	0	0	0	0
	Elvira A. Ng	5	4	4	80%	4	80%
ICS	Mitus S. Gutierrez	2	0	0	0	0	0
	Stephan y E. Ybay	3	2	2	66.67%	2	66.67%
MES	Rafael G. Ponce	7	2	2	28.57%	2	28.57%
		52	28	22	88%	22	88%

SUMMARY

School	Name of Teacher	Program Enrolled Based on LIS 2023-2024			Total
		BLP	ELEM	JHS	
BCS	Claire Marie C. Anastacio	1	1	5	7
	Thelma B. Camacho	2	1	10	13
	Lessette C. Duguran	1	1	6	8
	Rafael L. Salamagos	0	3	3	6
MCS	Bernard Allan A. Comaya	0	5	1	6
IES	Sandra V. Gabilo	0	0	2	2
UES	Loraine C. Cabugao	5	2	6	13
SCS	Mark Ryan C. Nanud	0	1	1	2
	Elvira A. Ng	1	1	5	7
ICS	Mitus S. Gutierrez	1	1	2	4
	Stephany E. Ybay	1	0	3	4
MES	Rafael G. Ponce	1	3	7	12
		13	19	52	84

Actual Enrollment for SY 2024-2025 (LIS BASED)

BLP	ELEM	JHS	TOTAL
5	8	34	47

<p>Documentat ion</p>	<div data-bbox="488 195 865 686">  </div> <div data-bbox="914 195 1287 686">  </div> <div data-bbox="764 695 1008 747"> <p><i>Literacy Mapping</i></p> </div> <div data-bbox="410 789 865 1045">  </div> <div data-bbox="911 789 1346 1045">  </div> <div data-bbox="732 1054 1016 1108"> <p><i>Learning Sessions</i></p> </div>
<p>Title of PAP</p>	<p>CAMPUS JOURNALISM</p>
<p>Rationale</p>	<p>The Department of Education supports the Republic Act No. 7079 or the “Campus Journalism Act of 1991” which aims to promote campus journalism and protect press freedom at the campus level. It declares the State’s policy to strengthen ethical values and develop students’ character through campus journalism. The law defines terms like student publications and journalists. It also outlines how student publications will be established and funded, the role of publication advisers, and ensures security of tenure for student journalists. With that, Department of Education is tasked to support campus journalism through training programs, competitions and allocating funds.</p> <p>To ensure effective and efficient operationalization of the program, it is necessary to undertake its monitoring and evaluation that enables supervisors, school heads, and teachers to devise acceptable ways of implementing it, and to solve issues and concerns that emerge. Moreover, the Monitoring & Evaluation aims to gather information and feedback, the results of which will be useful inputs to the refinement of the program.</p>
<p>Brief Description of the PAP</p>	<p>Campus Journalism is a program that highly develops not only the writing skills of the youth but also their critical and creative thinking skills. It is very important to implement such programs for the development of the youth. For the previous years, various activities such as trainings and conduct of press conferences were done for this purpose. Almost every school in the division was</p>

	<p>able to come up with a school paper wherein the student journalists apply their learned skills and served as an avenue to hone their skills.</p> <p>The program was intensified in the Division when Special Program in Journalism (SPJ) was piloted in two (2) schools – Diptan Elem. School and Basco Central School in the SY 2017-2018. To this date, three (3) schools are now implementing the program, Batanes National Science High School added to the list when the program expanded to the secondary school in SY 2020-2021.</p> <p>Recognizing the need to intensify the Campus Journalism program as well as to cater to the needs of the campus journalists, both teachers and learners, the Education Program Supervisor in charge of the program came up with the Project REJOICE (Responsible Empowered Journalists In Creative Endeavor). This aims to enhance the journalists' skills of the learners and competencies of the School Paper Advisers and to ensure the effective and efficient operationalization of the program through trainings, workshops, schools press conferences and other activities.</p>							
Objectives:	<ul style="list-style-type: none"> To enhance the journalists' skills and competencies and ensure the effective and efficient operationalization of the program. 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
1. Quarterly monitoring of the implementation of Special Program in Journalism (SPJ) in the three implementing schools	2	-	2	-	0	-		
2. Training-Workshop in Campus Journalism for School Paper Advisers	1	128,475	1	98,805	0	29,670	Honorarium of Resource Speakers to be paid yet	Required documents on process
2. Conduct Division Schools Press Conference	1	44,540	1	28,112	0	16,428	Honorarium of Resource Speakers to be paid yet	Required documents on process

3. Conduct of RSPC Qualifiers Clinic	1	48,185	1	32,880	0	15,305	Airfare & honorarium of Resource Speakers to be paid yet	Required documents on process
4. Participate in the Regional Schools Press Conference	1	980,425	1	980,425	0	0		
5. Establish partnerships with stakeholders								
a. DWBT-Radyo Pilipinas Radio Prog. Slot)	1		1		0	0		
b. Financial Assistance from the Provincial Government	1		4		0	0		
*Special Education Fund (SEF)- (airplane fare of 59 CJs)		720,000		720,000	0	0		
*Gender and Development Fund – (RSPC official T-shirts, and transportation of the RSPC pax during the event)		216,000		216,000	0	0		
*Financial assistance from SK Federation		44,425		44,245	0	0		

through SK Provincial President Hon. John Dave Ablat - (meals before & after the event)								
2. Monitor conduct of School Press Conferences	1/school	-	1/per school	-	-	-		
3. Conduct Campus Journalism Program Implementation Review (PIR)	1	20,000	1	18,360	0	1,640	Difference in PR & PO	PR on process for materials
Narrative	<p>The Campus Journalism program's targeted activities for the first half of the year, January to June, were successfully achieved & accomplished.</p> <p>The three (3) implementing schools of the Special Program in Journalism (SPJ) – Basco Central School, Diptan Elementary School, and Batanes National Science High School – were regularly monitored during the two quarters. Aside from the usual monitoring of their activities, technical assistance was also provided whenever needed. Issues and concerns were readily given attention.</p> <p>Other schools not implementing SPJ were also regularly monitored. Activities in line with Campus Journalism such as holding of/participation to press conferences and managing their school papers were monitored.</p> <p>The Regional Office downloaded funds for SDO Batanes Campus Journalism program to support all its activities. Hence, SDO Batanes thru the Curriculum Implementation Division conducted various activities. Among these activities were Training-Workshop in Campus Journalism for School Paper Advisers, Division Schools Press Conference, and RSPC Qualifiers' Clinic.</p> <p>SDO Batanes Division sent 59 Campus Journalists and 12 school Paper Advisers to participate in the Regional Press Conference. The participation to the RSPC was funded thru SEF, GAD Fund, and Financial Assistance from SK Federation.</p> <p>There were also advocacy activities conducted to promote the program such as the regular airing of infomercials in the radio program "Liyak Nu Kahenakan". SPJ advocacies were also done during General PTA assembly and during Homeroom PTA meetings of the three implementing schools. The annual conduct of mobile DSPC with the different municipalities hosting it is another vibrant way of advocating the program wherein LGU officials are hands-on before and during its conduct. They gain first-hand experience and information regarding the campus journalism program and activities. In that way, they are encouraged to give more support to the program.</p>							

	<p>The regular Saturday Radio Program “Liyak Nu Kahenakan” at DWBT-Radyo Pilipinas manned by the Ivatan Campus Journalists with their School Paper Advisers is also an effective avenue in honing the radiobroadcasting skills of the journalists. It is also a great instrument in promoting advocacy activities for the campus journalism program. SPJ advocacies were also done during General PTA assembly and during Homeroom PTA meetings of the three implementing schools.</p> <p>The annual Program Implementation Review for Campus Journalism was also conducted. Schools reported their annual accomplishments and shared their issues and concerns which were readily discussed for possible solutions/interventions. All major activities done for the year were reviewed and feedback were gathered to be considered during the planning process for next year’s activities. Each school submitted Action Plan and these were considered during the discussion of Ways Forward of the Division for the program.</p> <p>CHALLENGES:</p> <ol style="list-style-type: none">1. Lack/insufficient learning resources/materials.2. Time constraint on year-round activities to sustain learners’ interest in the program.3. Insufficient equipment for the program.4. Lack of support fund for the program.																																																															
Basic Data	<p style="text-align: center;">SPECIAL PROGRAM IN JOURNALISM DIVISION OF BATANES SY 2024-2025</p> <table><tr><th>School</th><th>2023-2024</th><th>M</th><th>F</th><th>T</th><th>Teacher</th><th>Total</th></tr><tr><td rowspan="3">Basco Central School</td><td>Grade 4</td><td>8</td><td>13</td><td>21</td><td>Angea Claire D. Redondo</td><td rowspan="3">63</td></tr><tr><td>Grade 5</td><td>9</td><td>12</td><td>21</td><td>Mary Ann C. Cobaria</td></tr><tr><td>Grade 6</td><td>11</td><td>10</td><td>21</td><td>Abegail Balanoba</td></tr><tr><td rowspan="3">Diptan Elementary School</td><td>Grade 4</td><td>15</td><td>6</td><td>20</td><td>Noel G. Buenafe</td><td rowspan="3">59</td></tr><tr><td>Grade 5</td><td>14</td><td>6</td><td>20</td><td>Abegail Farah B. Alueta</td></tr><tr><td>Grade 6</td><td>10</td><td>9</td><td>19</td><td>Kenneth E. Viola</td></tr><tr><td rowspan="4">Batanes National Science High School</td><td>Grade 7</td><td>7</td><td>13</td><td>20</td><td>Charlene Grace C. Hortiz</td><td rowspan="4">85</td></tr><tr><td>Grade 8</td><td>4</td><td>22</td><td>26</td><td>Ma. Gladymae Asantor</td></tr><tr><td>Grade 9</td><td>7</td><td>11</td><td>18</td><td>May Ann G. Caballero</td></tr><tr><td>Grade 10</td><td>6</td><td>15</td><td>21</td><td>Nicanor C. Batin Jr.</td></tr></table>	School	2023-2024	M	F	T	Teacher	Total	Basco Central School	Grade 4	8	13	21	Angea Claire D. Redondo	63	Grade 5	9	12	21	Mary Ann C. Cobaria	Grade 6	11	10	21	Abegail Balanoba	Diptan Elementary School	Grade 4	15	6	20	Noel G. Buenafe	59	Grade 5	14	6	20	Abegail Farah B. Alueta	Grade 6	10	9	19	Kenneth E. Viola	Batanes National Science High School	Grade 7	7	13	20	Charlene Grace C. Hortiz	85	Grade 8	4	22	26	Ma. Gladymae Asantor	Grade 9	7	11	18	May Ann G. Caballero	Grade 10	6	15	21	Nicanor C. Batin Jr.
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**Documentat
ion**



IVATAN Journalists always leave their marks!
*Trainings, Press Conferences,
 Radiobroadcastings...our journalists are always
 on the go!*

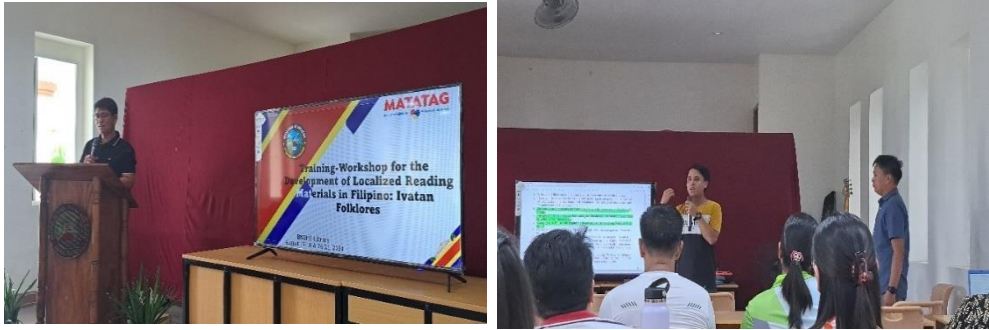


Liyak Nu Kahenakan radio program hones the
 radiobroadcasting skills of the Ivatan Journalists.

	<div></div> <div>The conduct of Program Implementation Review for Campus Journalism was a great means of improving the implementation of the program</div>							
Title of PAP	FILIPINO Project 4Ps Filipino (Pagsulong at Pagpapaunlad ng Pagtuturo at Pagkatuto sa Filipino)							
Rationale	<p>In accordance with the Republic Act No. 10533 otherwise known as the “Enhanced Basic Education Act of 2013,” which aims to improve the basic education system of the Philippines by strengthening its curriculum and lengthening the number of years of basic education, the Schools Division of Batanes seeks innovative ways to improve its performance.</p> <p>Various innovative projects/activities are being done to ensure the enhancement of basic education in the Division of Batanes to increase its academic performance.</p>							
Brief Description of the PAP	<p>Based on the Basic Education Report 2023 of Secretary VP Sarah Duterte, it was found out that one of the biggest challenges that the curriculum faces is that there are many competencies that were not being mastered by the learners. One of the mentioned reasons is the weak or poor teaching strategies of the teachers in addressing the needs of the learners in developing their 21st century skills.</p> <p>In line with the MATATAG Agenda of DepEd Secretary VP Sarah Duterte which aims to enhance and align all the goals and visions of the department, as well as to ensure and safeguard the welfare of the teachers and learners, SDO Batanes thru the Curriculum Implementation Division (CID) came up with the Project 4Ps Filipino (Pagsulong at Pagpapaunlad ng Pagtuturo at Pagkatuto sa Filipino). The main objective of this is to improve and enrich the quality of the teaching-learning process in the Filipino subject area. This is to ensure that teachers are efficient and effective in developing the learners’ skills especially in the 21st century.</p>							
Objective/s	<ul style="list-style-type: none">To improve and enrich the quality of the teaching-learning process in the Filipino subject area. This is to ensure that teachers are efficient and effective in developing the learners’ skills especially in the 21st century.							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		


1. Monitoring of the implementation of BEC-Filipino & provided TA	24	-	24	-	0	0		
2. Serve as Resource Speaker during MATATAG Curriculum Training	1	-	1	-				
3. Conduct of Timpalak Florentino Hornedo Paglikha at Pag-awit ng Laji	1	159,000	1	159,000	0	0		
4. Develop test questions for the Project CHECK	1		1					
5. Quality assure Learning Materials/ modules in Filipino	5		5					
6. Conduct of Training Workshop for the Development of Localized Reading Materials in Filipino: Ivatan Folklores	1	71,071.00	1	71,071.00				
7. Monitoring of School Activities in line with the celebration of Buwan ng Wika	1	0	1	0	0	0		
Narrative	Activities in the Filipino subject area was regularly monitored. Instructional supervisions were also conducted to assure proper implementation of Basic Education Program within the classroom. Technical assistance was readily given to the School Heads whenever the need arises.							

	<p>A training was also conducted for teachers in connection with the MATATAG Curriculum wherein Filipino subject teachers in grades 1, 4, & 7 were trained. This training will prepare them in the implementation of the said curriculum. After the training, it is anticipated that series of LAC sessions/mentoring & coaching will still be done to further give technical assistance.</p> <p>As a way of celebrating Buwan ng Panitikan, the annual holding of Timpalak Florentino H. Hornedo Paglikha at Pag-Awit ng Laji was conducted spear-headed and funded by the National Commission of Culture and the Arts (NCCA).</p> <p>Other conducted activities were the development of test questions for the Project CHECK, and the quality assurance of teacher developed learning materials.</p> <p>A significant accomplishment for the last semester was the conduct of Pagsasanay-Worksypa para sa Paglikha ng mga Lokal na Kagamitang Pampagtuturo sa Filipino: Katutubong Kuwentong Bayan ng Ivatan (Training-Workshop for the Development of Localized Reading Materials in Filipino: Ivatan Folklores). The main purpose of this training-workshop is to compile, document, and translate famous Ivatan folklores from Ivatan to Filipino language. These were developed into storybooks to produce additional reading materials for the Ivatan learners. Another important aim of this activity is to preserve the Ivatan culture and the good values that were embedded in these folklores. The submitted outputs went through the usual process of quality assurance and then will be given to schools to be used as additional reading materials.</p>
<p>Documentation</p>	<div data-bbox="613 1041 1161 1449" data-label="Image"> </div> <div data-bbox="613 1467 1167 1812" data-label="Image"> </div> <div data-bbox="610 1824 1143 1887" data-label="Caption"> <p><i>Snapshots of some of the activities conducted for the Filipino subject area.</i></p> </div>

	 <p>Training-workshop for the development of localized reading materials focused on preserving the Ivatan culture embedded in the local folklores, with some of the storybooks output.</p>
Title of PAP	SCIENCE
TRAINING-WORKSHOP ON COMMUNICATING STEM THROUGH STORYTELLING TECHNIQUES FOR KINDERGARTEN AND GRADE 1 TEACHERS	
Rationale	<p>The TRAINING-WORKSHOP ON COMMUNICATING STEM THROUGH STORYTELLING TECHNIQUES FOR KINDERGARTEN AND GRADE 1 TEACHERS is a strategic initiative by the Science Education Institute of the Department of Science and Technology (DOST-SEI) in partnership with DepEd under the Project STEM Teach.</p> <p>The rationale behind this training is as follows:</p> <p>Promoting STEM Education: The training is designed to communicate STEM (Science, Technology, Engineering, and Mathematics) concepts through storytelling. This innovative approach aims to make STEM subjects more relatable and engaging for young learners.</p> <p>Professional Development: The one-day training provides an opportunity for participants to gain valuable insights into the significance of developing science and mathematics concepts. It also introduces best practices in storytelling and how to incorporate storytelling activities that align with these concepts.</p> <p>Innovative Teaching Strategies: The training-workshop aims to equip participants with innovative strategies to integrate STEM concepts into teaching. It encourages the use of storytelling as a powerful tool to make the subjects more engaging for young learners.</p> <p>Practical Learning Experience: The training will be conducted on a live-out basis on April 25, 2024, at Shanedel's Café. Participants will be provided with meals, training kits, and a set of specially curated storybooks developed by DOST-SEI. This ensures a comprehensive and practical learning experience for all participants.</p> <p>In conclusion, this training is a valuable resource for kindergarten and grade 1 teachers to effectively communicate STEM concepts through storytelling techniques, thereby fostering an engaging and creative learning environment for their students. It aligns with DOST-SEI's mission to improve science education in the Division of Batanes.</p>

Brief Description of the PAP	<p>This Training-Workshop is a one-day professional development program initiated by the Science Education Institute of the Department of Science and Technology (DOST-SEI). This training is part of the Project STEM Teach and is designed to enhance the teaching skills of educators in the field of Science, Technology, Engineering, and Mathematics (STEM).</p> <p>The training aims to provide participants with valuable insights into the significance of developing science and mathematics concepts and the best practices in storytelling. It focuses on how to incorporate storytelling activities that align with science and mathematics concepts, making these subjects more relatable and engaging for young learners.</p> <p>The workshop will be conducted on April 25, 2024, at <i>Shanedel's Café</i>. It includes meals, training kits, and a set of specially curated storybooks developed by DOST-SEI for all participants. This hands-on approach ensures a comprehensive and practical learning experience, equipping teachers with innovative strategies to integrate STEM concepts into their teaching through the power of storytelling. Overall, it's a valuable resource for teachers to create an engaging and creative STEM learning environment for young learners.</p>							
Objectives:	<ul style="list-style-type: none"> • To promote STEM Education: To introduce and promote the use of storytelling as a powerful tool in teaching STEM (Science, Technology, Engineering, and Mathematics) concepts to young learners. • To enhance Teaching Skills: To provide participants with valuable insights into the significance of developing science and mathematics concepts and best practices in storytelling. • To incorporate Storytelling in Teaching: To demonstrate how to incorporate storytelling activities that align with science and mathematics concepts, making these subjects more relatable and engaging for young learners. • To foster Creative Learning Environment: To equip teachers with innovative strategies to create an engaging and creative STEM learning environment for their students. 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Workshop In STEM-Teach Story Telling Techniques	1	0	1	0				
Narrative	<p>Implementation of the Program/Activities</p> <p>The training program was facilitated with the approval of the Schools Division Superintendent (SDS) and was supported by a Division Memorandum. The identified participants for this training were Kindergarten and Grade 1 teachers. The goal was to equip these educators with the skills to communicate STEM concepts effectively through storytelling techniques.</p> <p>Challenges Encountered</p> <p>One of the significant challenges encountered during the training was the non-attendance of teachers from the southern schools. These teachers were unable to participate in the training due to a scheduling conflict with the rollout of the MATATAG Curriculum. This overlap in scheduling posed a challenge in ensuring the full participation of all targeted participants.</p>							

	<p>Impact of the Activity Despite the challenges, the training had a significant impact on the learners, schools, and the Schools Division Office (SDO). The teachers who attended the training were able to acquire new skills and techniques in communicating STEM concepts, which they could then apply in their classrooms. This has the potential to enhance the learning experience of their students and foster a greater interest in STEM subjects.</p> <p>Findings in the Project/Activity Implementation The scheduling conflict highlighted the need for better coordination and planning in the future to ensure maximum participation. Despite this, the training was successful in achieving its objectives among the attendees.</p> <p>Accomplishments for the Program/Subject Area The training program was a significant step towards improving STEM education in Kindergarten and Grade 1. By equipping teachers with effective storytelling techniques, we have enhanced their ability to engage young learners and make complex STEM concepts more accessible and enjoyable. This accomplishment aligns with our ongoing commitment to improving the quality of education and fostering a love for learning among our pupils.</p> <p>In conclusion, while there were challenges, the overall impact and accomplishments of the training program were positive. We look forward to conducting/facilitating more of such training in the future with DOST-SEI (Science Education Institute), taking into account the lessons learned from this experience.</p> <p>Impact of the Activity</p> <p>The training-workshop on Communicating STEM through Storytelling Techniques had a profound impact on teachers and learners: Learners: The learners are the primary beneficiaries of this training. The storytelling techniques acquired by the teachers can make STEM subjects more engaging and accessible, potentially sparking a lifelong interest in these fields.</p> <p>Schools: Schools benefited from having a more skilled and versatile teaching techniques. The training contributes to the overall quality of education provided by the schools, enhancing their reputation and standing. SDO: The successful implementation/collaboration of such training programs aligns with the DO's mission to improve the quality of education. It also provides a model for future training programs.</p> <p>Findings in the Project/Activity Implementation: The implementation of the training program provided several insights: Scheduling Conflicts: The conflict with the MATATAG Curriculum rollout highlighted the need for better coordination and scheduling of training programs. Future initiatives should consider the broader calendar of activities to avoid such overlaps.</p> <p>Participation: Despite the scheduling conflict, the training was well-received by those who attended. This suggests a strong interest and need for such programs among teachers.</p>
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	<p>Training Effectiveness: The positive feedback from the participants indicates that the training was effective in equipping them with new teaching techniques. Ongoing support and resources were given to individual participants to help teachers integrate these techniques into their daily teaching practice.</p> <p>In conclusion, while there were challenges, the training program was successful in achieving its objectives. The lessons learned from this experience will be invaluable in planning and implementing future training programs. The use of the resources given by DOST-SEI will be closely monitored through regular Instructional Supervision Monitoring and Evaluation.</p>
Basic Data	<ul style="list-style-type: none"> • Training Materials: Each participants/Elementary schools received set of Story Telling package and SIM (SIMATAR) Package. • Teacher Participation: 25/30 Number of teachers who attended the training • Feedback Forms: 1 feedback form was collected from participants after the training-workshop. • Participation Level: 100% <u>training sessions</u> attended by each participant.
Documentation	 <p>Each elementary school gratefully receives a package of SIMs and Storybooks from the Department of Science and Technology - Science Education Institute (DOST SEI). These valuable resources will undoubtedly enrich our STEM curriculum. A special thanks to DOST SEI for also providing individual packages for our dedicated participants. Together, we are making a difference in STEM education!"</p>

SPECIAL SCIENCE PROGRAM IMPLEMENTATION -STE/STEM	
Rationale	<p>The Special Program in Science, Technology, Engineering, and Mathematics (SSP-STE/STEM) is a crucial initiative that aims to provide scientifically and mathematically inclined learners with more intensive and advanced education programs. This program is designed to cater to the needs and interests of 21st-century learners, focusing on real-world problems and integrating these four disciplines into a cohesive learning paradigm.</p> <p>Enhancing Learner Outcomes: The SSP-STESTEM has the potential to generate more effective educational programs and produce more positive outcomes for students. It is designed to provide learners with relevant scientific and technical knowledge to face the challenges of the Fourth Industrial Revolution.</p> <p>Fostering Innovation and Critical Thinking: The interdisciplinary and applied approach of the SSP-STE-STEM encourages learners to think critically and innovatively. It equips students with the skills necessary to solve complex problems, making them more prepared for higher education and future careers in STEM fields.</p> <p>Promoting Sustainability: The program engages learners to develop a sustainability mindset, contributing to the realization of the UN Sustainable Development Goals.</p> <p>Preparing for the Future: With the rapid advancements in technology and the increasing demand for STEM professionals, implementing the SSP-STE-STEM at BNSHS will ensure that students are well-prepared for the future. It will equip them with the necessary skills and knowledge to excel in STEM-related fields.</p> <p>In conclusion, the implementation of the SSP-STE-STEM at BNSHS is a strategic move towards enhancing the quality of education, fostering innovation and critical thinking, promoting sustainability, and preparing students for the future. It is a significant step towards producing globally competitive graduates who are equipped to navigate and contribute to the rapidly evolving world of STEM.</p>
Brief Description of the PAP	<p>The Science, Technology and Engineering (STE) Program is the flagship program for the development of Science, Mathematics, Engineering and Research in Special Science Classes (SSC). The Science Curriculum Framework articulates standards, core competencies, approaches and underlying principles in Science for secondary schools in the country.</p> <p>The framework is constructed around the development of a functionally literate Filipino who demonstrates understanding of basic Science concepts and processes in an integrative way to solve problems critically, think inventively and make informed decisions in order to protect the environment conserve resources and sustain quality life.</p> <p>The Department of Education commits itself in the development of the full potential of students in all areas. Various programs and projects have been implemented to realize its goal. One of its thrusts is to produce quality learners in the field of Science and Technology. In this regard, Special Curricular Program in Science, Technology and Engineering (STE) has been offered which envisions highly responsible, morally upright, globally competitive, and work-</p>

	<p>ready learners. This program aims to widen access to quality secondary education with the vision to develop learners with the interest and aptitude for careers in or for higher learning in Science, Technology and Engineering.</p> <p>The Special Program in Science, Technology and Engineering (STE) offers a four-year curriculum based on the K to 12 secondary education programs, with a specialization in Science. (Grade 7 – Environmental Science, Grade 8 – Biotechnology, Grade 9 – Consumer Chemistry, Grade 10 – Research). The core subjects shall follow the Learning Competencies in the K to 12 Curriculum. TLE subject shall be replaced with Research subject. However, Computer Education in Research class will be integrated. The subject offerings, time allotment shall be strictly implemented.</p>							
Objectives:	<ul style="list-style-type: none"> • To improve students' understanding of scientific concepts and principles, fostering a culture of scientific literacy within the school community. • To develop students' critical thinking and problem-solving skills, preparing them to tackle real-world challenges in science, technology, and engineering. • To encourage creativity and innovation, enabling students to apply their knowledge in unique and novel ways. • To equip students with the necessary skills and knowledge for higher education, particularly in STEM-related fields. • To prepare students for future careers in science, technology, and engineering by providing them with practical experiences and industry exposure. • To engage the local community in the program, promoting awareness and interest in STEM education. • To integrate sustainability concepts into the curriculum, teaching students the importance of sustainable practices in science and technology. 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Research Oral Defense	1	0	1	0				
Narrative	<p>Implementation of the Special Science Program-STE The STE Program was implemented at the beginning of the academic year. The curriculum was designed to provide students with a comprehensive understanding of scientific concepts, principles, and applications. The program was well-received by the students, who showed great enthusiasm and interest in the subjects.</p> <p>Activities: Research Defense/Oral Defense One of the key activities in the program was the defense of student research projects. Students were required to conduct original research in a STEM field of their choice and present their findings in an oral defense. This activity provided students with valuable experience in conducting scientific research and public speaking.</p> <p>Challenges Encountered Despite the overall success of the program, there were some challenges encountered during its implementation. One of the main challenges was the</p>							

	<p>limited resources available for conducting research. Additionally, some students found it difficult to balance their regular coursework with the demands of their research projects.</p> <p>Impact of the Activity The research defense activity had a significant impact on the students. It not only enhanced their understanding of scientific research but also improved their communication and presentation skills. Furthermore, it fostered a sense of confidence and accomplishment among the students.</p> <p>Findings in the Activity Implementation The implementation of the research defense activity revealed that students are capable of conducting high-quality research when given the proper guidance and resources. It also showed that such activities can greatly enhance students' learning experience in the STE Program.</p> <p>Accomplishments for the Program/Subject Area The successful implementation of the STE Program and the research defense activity are major accomplishments for BNSHS. The program has not only enhanced the quality of education offered at the school but also established BNSHS as a leading and the only institution that caters the Special Science Program-STE/STEM in the Division.</p> <p>Impact of the Activity The impact of the STE Program and its activities extends beyond the classroom. The program has inspired students to pursue careers in STEM fields and has raised the profile of BNSHS in the community. The success of the program serves as a testament to the potential of specialized education programs in fostering student achievement and interest in STEM.</p> <p>The implementation of the STE Program at BNSHS has been a resounding success. Despite some challenges, the program has had a significant impact on students and the school community. The accomplishments of the program underscore the importance of specialized education programs in enhancing student learning and fostering interest in STEM fields.</p> <p>Impact on the School The implementation of the STE Program has had a profound impact to BNSHS. It has not only enhanced the academic reputation of the school but also fostered a culture of scientific inquiry and innovation among students. The program has also increased student engagement and motivation, as they see the relevance and application of what they learn in the classroom to real-world problems. Furthermore, the program has strengthened the school's commitment to providing quality STEM education, making it a model for other schools in the Division.</p> <p>Impact on the Schools Division Office (SDO) The success of the STE Program at BNSHS has also had a significant impact on the SDO. It has demonstrated the effectiveness of specialized education programs in enhancing student learning outcomes, thereby validating the SDO's efforts in promoting such initiatives, making it qualifiers in STEMAZING contest category in the Region. The program's success has also encouraged the SDO to explore the possibility of implementing similar programs in other schools under its jurisdiction. Moreover, the program has contributed to the</p>
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	<p>SDO’s mission of providing quality education to all students, regardless of their interests and abilities.</p> <p>Impact on the Implementation of the Activity</p> <p>The positive impact of the STE Program has also influenced the implementation of its activities. The success of the program has led to an increase in resources and support for its activities, enabling the school to provide students with more opportunities for hands-on learning and research. The program’s activities, such as the research defense, have become a highlight of the school year, attracting interest from students, parents, and the wider community. These activities have also provided valuable learning experiences for students, enhancing their understanding of scientific research and its application.</p> <p>The implementation of the STE Program at BNSHS has had a significant impact on the school, the SDO, and the implementation of its activities. The program’s success underscores the importance of specialized education programs in fostering student achievement and interest in STEM fields. It serves as a testament to the potential of such programs in enhancing the quality of education and preparing students for future success in STEM fields.</p>																																									
Basic Data	<p>A. STE PROGRAM ENROLLMENT</p> <table><tr><th colspan="5">Number of Enrollees for STE (JHS) and STEM (SHS) S.Y. 2023 – 2024</th></tr><tr><th></th><th>Grade Level</th><th>Male</th><th>Female</th><th>Total</th></tr><tr><td rowspan="4">J H S</td><td>Grade 7</td><td>14</td><td>26</td><td>40</td></tr><tr><td>Grade 8</td><td>16</td><td>18</td><td>34</td></tr><tr><td>Grade 9</td><td>18</td><td>20</td><td>38</td></tr><tr><td>Grade 10</td><td>13</td><td>17</td><td>30</td></tr><tr><td rowspan="2">S H S</td><td>Grade 11</td><td>34</td><td>33</td><td>67</td></tr><tr><td>Grade 12</td><td>34</td><td>42</td><td>76</td></tr><tr><td colspan="4">Total</td><td>285</td></tr></table>	Number of Enrollees for STE (JHS) and STEM (SHS) S.Y. 2023 – 2024						Grade Level	Male	Female	Total	J H S	Grade 7	14	26	40	Grade 8	16	18	34	Grade 9	18	20	38	Grade 10	13	17	30	S H S	Grade 11	34	33	67	Grade 12	34	42	76	Total				285
	Number of Enrollees for STE (JHS) and STEM (SHS) S.Y. 2023 – 2024																																									
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	S H S	Grade 11	34	33	67																																					
		Grade 12	34	42	76																																					
	Total				285																																					
<p><i>B-Learning Resources</i></p> <ul style="list-style-type: none">No Reference book in the special science subject like Research 1, Research 2, and BiotechnologyNo specified books to be used in the special subjects, to purchase textbooks such as environmental science, biotechnology, research 1 and research 2																																										
<p><i>C- Learners</i></p> <ul style="list-style-type: none">Learners need financial support in conducting investigatory projects, especially in the conduct of anti-microbial protocols, phytochemical analysis as a baseline requirement following the ISEF rules and patency purposes in the conduct of Science Investigatory Project.																																										
<p><i>D- Teachers</i></p> <ul style="list-style-type: none">Science teachers handling Research subject needs training-workshop in the preparation of chemical analysis on the scope of study particularly in the life science category, training in robotics to have																																										

	<p>background in preparation for Regional and National Science Technology fair.</p> <ul style="list-style-type: none"> • Inadequate materials in conducting life science investigatory projects. • Majority of science teachers made their own lessons, in part from material culled from the internet. • Teachers handling Research and Biotechnology subjects crafted their own modules and LAS • Lack of teachers specializing in science • Shortage of chemicals to capacitate science teachers in performing research (e.g., anti-microbial protocol, chemical analysis equipment) • Lack of trainings regarding pedagogy and how to conduct Investigatory project <p>SSP-STE/STEM NOTABLE PRACTICES FOR CY 2023-2024</p> <p>1) <i>Learner and Teacher participation in Science Programs, Activities, and Projects</i></p> <p>The Implementing School is up-to-date and seeks to support division up to the national programs, activities, and projects, which include Science and Technology Fair, Science and Technology Week, and Climate/Environment-related Activities.</p> <p>i) Contests. Learners have been immersed in various contests, such as school-initiated quiz bees as a part of school intramurals and science weeks. Learners also expressed their artistic talents by initiating and letting them join science-related poster-making contests and slogan contests.</p> <p>ii) Student-led Research and Projects. The STE through the Research 10 subject in Junior High School and Capstone Project for the STEM Strand (Grade 12 – Senior High School), learners are given a chance to apply their skills and scientific ability by crafting science projects and technical papers. These outputs are quality assured and presented to identified key personnel for critiquing and improvement at the end of the school year. These are continuously improved by learners who succeed and enroll on the subject and present it to science and technology fairs and contests.</p> <p>iii) School Disaster Risk Reduction Management activities. Through the coordinator and committee members, the SDRRM have initiated student-led hazard mapping, quarterly earthquake drills, continuous updates on typhoon through various means, and conducted a symposium during national fire prevention month. The committee also led the tree planting activity at Uyugan, Batanes, in collaboration with the Department of Environmental and Natural Resources.</p> <p>iv) School Eco-Solid Waste Management activities. The ESWM committee have been active since the start of the year,</p>
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	<p>initiating recycling activities and partnerships with the MLGU and other school organizations to build Eco-CRs, Eco-benches, and post signages and maintenance around the school. The ESWM committee, DRRM committee and the YES-Organization have led the recently conducted Coastal Clean Up Drive.</p> <p>v) Youth for Environment Student Organization activities. To support the Brigada Pagbasa program, the YES-Organization has focused on implementing a science reading program with the aim of increasing the vocabulary and reading ability, and comprehension of learners. The YES-Organization have been in constant collaboration with the Communication Arts Department in implementing the reading program.</p> <p>vi) Partnership and Linkage. The Science department has been in constant communication with external stakeholders. (1) DOST – Batanes and the school have been partners when it comes to conducting science-related activities such as scholarships, grants, contests, and training. (2) LGU – Basco, the municipal local government unit, has constantly been supporting our learners and teachers when it comes to participating in contests and the implementation of projects and activities.</p>
<p>Documentation</p>	<div data-bbox="581 1073 1156 1350" data-label="Image"> </div> <div data-bbox="406 1350 1427 1455" data-label="Caption"> <p><i>Department of Science and Technology's (DOST) Engr. Mark Keneth C. Sumbillo Jr., Senior Science Research Specialist alongside Mr. Nicanor C. Batin Jr., Teacher II of BNSHS served as Panel of evaluators during the said event.</i></p> </div> <div data-bbox="571 1503 1187 1768" data-label="Image"> </div> <div data-bbox="537 1768 1286 1900" data-label="Caption"> <p><i>Grade 10 STE Research and STEM Students of BNSHS concluded their Research Paper Oral Defense as part of their requirements for their Capstone and Inquiry, Investigation subjects.</i></p> </div>

DIVISION SCIENCE AND TECHNOLOGY FAIR	
Rationale	<p>The Division Science and Technology Fair was conceived to foster a deeper understanding and appreciation of science and technology among students within the division. Recognizing the crucial role of science and technology in national development, the fair aimed to: cultivate scientific inquiry and critical thinking among students, encouraged innovation and creativity in solving real-world problems, provided a platform for students to showcase their scientific talents and technological skills. promoted collaboration and teamwork through various science and technology projects.</p> <p>The Division Science and Technology Fair, although impacted by severe weather conditions, achieved significant milestones in promoting scientific inquiry and technological innovation among students. The successful submission of investigatory project manuscripts and posters demonstrated the resilience and dedication of the students and educators involved. The fair highlighted the importance of adaptability and perseverance in the face of challenges, reinforcing the value of science and technology in addressing real-world problems. Moving forward, the division plans to join the Science Skills Olympics next school year and continue to support and nurture the scientific talents of its students, ensuring that opportunities for growth and learning remain uninterrupted.</p>
Brief Description of the PAP	<p>The Division Science and Technology Fair is a vibrant showcase of young scientific minds and their innovative endeavors. This event aims to stimulate interest in science and technology among students, encouraging them to explore, experiment, and present their findings.</p> <p>Activity Highlights:</p> <p>Investigatory Projects: Students from both secondary and elementary levels submit detailed manuscripts of their investigatory projects. These projects span various scientific disciplines, including life science, physical science, robotics intelligent machine, and innovation expo paper. Students engage in rigorous research and experimentation to explore real-world problems and propose innovative solutions.</p> <p>Poster Presentations: Participants create visually engaging posters that encapsulate the essence of their scientific research and technological innovations. These posters are designed to communicate complex ideas in a clear and captivating manner, fostering an understanding of scientific concepts and methodologies.</p> <p>Science Skills Olympics: Although this year's Science Skills Olympics could not be conducted due to a series of typhoons, it remains a crucial component of the fair. This segment typically includes various competitive events that test students' scientific knowledge, problem-solving abilities, and practical skills.</p> <p>Evaluation and Feedback: The Division Science Screening Committee meticulously reviews all submitted projects and posters. Their evaluation ensures adherence to scientific standards and provides valuable feedback to students, helping them refine their work and develop their scientific acumen.</p>


	<p>This activity is designed to foster scientific inquiry and encourage students to develop a questioning mindset and engage in systematic investigation. Promote Innovation- inspire creative problem-solving and the application of scientific principles to address contemporary issues. Enhance Communication Skills- Help students learn to present their findings effectively through written manuscripts and visual posters. Encourage Resilience and Adaptability- Teach students to persevere and adapt in the face of challenges, such as the recent typhoons.</p> <p>Despite the challenges posed by severe weather, the Division Science and Technology Fair stands as a testament to the determination and ingenuity of our students. The activity not only showcases their scientific talents but also builds a foundation for future scientific pursuits and contributions to society.</p>							
Objectives:	<ul style="list-style-type: none">• Enhance Knowledge and Skills: To develop students' scientific and technological knowledge and skills by providing hands-on experiences through experiments, projects, and demonstrations.• Encourage Innovation: To inspire students to create innovative solutions to contemporary issues using scientific principles and technological tools.• Showcase Talents: To offer a platform for students to display their scientific and technological achievements, fostering a sense of accomplishment and motivating them for future endeavors.• Build Networks: To facilitate connections among students, educators, and professionals in the fields of science and technology, encouraging mentorship and collaboration.• Promote Public Awareness: To increase public awareness of the importance of science and technology in everyday life and their potential to address societal challenges.							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Division Science and Technology Fair	1	0	1	0				
Narrative	Implementation of the Program/Activities							
	<p>The Division Science and Technology Fair was launched with the aim of fostering a deep appreciation for science and technology among students. This event provided a platform for students to showcase their investigatory projects and poster presentations, encouraging innovation and critical thinking.</p>							
	<p>Submission of Manuscripts for Investigatory Projects: Students from secondary and elementary schools were invited to submit manuscripts detailing their investigatory projects. A total of 15 manuscripts were received, covering a wide array of scientific disciplines.</p> <p>Submission of Posters: Students also participated in the poster presentation segment, submitting 20 posters that illustrated their scientific research and technological innovations.</p>							

	<p>Evaluation Process: The Division Science Screening Committee played a crucial role in assessing the submissions. They meticulously reviewed the manuscripts and posters to ensure they met the required standards and provided constructive feedback to the students.</p> <p>Impact of Typhoons: Due to a series of typhoons that heavily affected our province, the Science Skills Olympics could not be conducted as planned. The safety of students and logistical challenges necessitated the postponement of this segment.</p> <p>Challenges Encountered: The most significant challenge was the series of typhoons that battered our province, leading to the postponement of the Science Skills Olympics. These weather conditions posed safety risks and disrupted the planned activities.</p> <p>Logistical Issues: Coordinating the submission and evaluation process of manuscripts and posters during inclement weather required extensive adjustments and flexibility. The committee had to manage these tasks remotely and ensure timely communication with all participants.</p> <p>Resource Constraints: Limited resources and technical support during the adverse weather conditions added to the challenges. Ensuring that students had access to the necessary materials and guidance became more difficult.</p> <p><u>Impact of the Activity:</u></p> <p>Enhanced Scientific Literacy: Despite the challenges, the fair successfully enhanced scientific literacy among students. The investigatory projects and poster submission allowed students to apply their knowledge and engage in scientific inquiry.</p> <p>Encouragement of Innovation: The event encouraged students to think creatively and propose innovative solutions to real-world problems. This fostered a culture of innovation and critical thinking.</p> <p>Community Engagement: The fair garnered strong support from educators, parents, and the local community. This involvement highlighted the community's commitment to promoting science and technology education.</p> <p>Student Recognition: The recognition of outstanding projects and the provision of constructive feedback motivated students to pursue excellence in their scientific endeavors. This recognition also validated the hard work and dedication of both students and their mentors. Top 1 winners of the Division Science and Technology Fair will advance to the Regional Science and Technology Fair in Isabela on January 4-6, 2025, subject to availability of funds.</p> <p>The Division Science and Technology Fair, although faced with significant challenges due to severe weather conditions, achieved its primary objectives of fostering scientific inquiry and innovation among students. The successful submission of investigatory project manuscripts and posters demonstrated the resilience and dedication of the participants. Moving forward, the division</p>
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	plans to join the Science Skills Olympics and continue to support the scientific talents of its students, ensuring that opportunities for growth and learning remain uninterrupted. The fair underscored the importance of adaptability and perseverance, reinforcing the value of science and technology in addressing real-world problems.							
Title of PAP	EARLY LANGUAGE LITERACY AND NUMERACY (ELLN)							
Rationale	Early Language Literacy and Numeracy is a program designed to address the needs for quality education. The main objective is to improve Reading and numeracy skills from Kindergarten to Grade Three, following the K to 12 Basic education curriculum. The teaching of Reading is a basically the focus of almost all the initiatives in English as it follows the BEC for English.							
Brief Description of the PAP	The ELLN program focuses on capacitating K-3 teachers and instructional leaders on the basic knowledge and pedagogical skills in literacy and numeracy and in establishing and managing a school-based mentoring/learning partnership program as a mechanism for continuous development of teachers-mentors, teacher-mentees, school managers and instructional leaders through the school-based Learning Action Cells, per DO 12, s. 2015.							
Objectives:	<ul style="list-style-type: none"> • To improve reading and numeracy skills of the K-3 learners • To strengthen teacher's capability to teach and assess reading and numeracy skills effectively • To establish a school-based mentoring/learning partnership program through School Learning Action Cell (SLAC) • To improve learner achievement 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Monitor schools on implementation of 3Bs and Reading Program	6	0	6	0				
Monitor the implementation of the National Reading Progm and Catch-up Fridays	2	0	2	0				
Monitor the use of Primer 1 and Bridging Primer 2	2	0	2	0				
Monitoring the workshop on the preparation, pilot testing,	1	0	1	0				

quality assurance and revision of Comprehensive Rapid Literacy Assessment (CRLA) tool for Ivatan								
Provide technical assistance through the conduct of District-based LAC sessions on Science of Reading topics	2	0	2	0				
Monitor the conduct of Reading Assessments thru Project Read, Read, Read Y3	3	0	3	0				
Monitor the administration of Phil IRI post test	1	0	1	0				
Capacity Building of Teachers on ELLN with Focus on Teaching Beginning Reading(August 9-11, 2024)	1	90,320	1	9,320				
Division Training-Workshop for Key stage 1 Teachers on Instructional Strategies in Teaching Mathematics	1	100,435	1	100,435				

(Aug. 16-18, 2024)								
Cap-B of Kindergarten Teachers and School Heads on Play-based Assessment, Child-centered Approaches, DAP Principles (Aug. 23-25, 2024)	1	105,955	1	105,955				
PIR cum Validation of the Utilization of Primer 1 (Ivatan) and Bridging Primer 2 & 3 (Aug. 24, 2024)	1	28,500	1	28,500				
Monitor the conduct of National Reading Month Celebration activities	1	8,790	1	8,702				
Narrative	The activities conducted on Early Language Literacy and Numeracy during the first half of the year were carried out to improve the overall performance of learners. There are no division-based trainings yet but the school and district-based LAC sessions aimed to capacitate teachers and other program implementers to improve the performance of both teachers and learners. The workshop on preparing a new set of materials for CRLA of Ivatan learners was not in the AIP but were carried out successfully as the online workshop was led by partners from the Central Office. The other activities are regularly planned activities in the division to improve learners literacy skills.							
	Among the ELLN funded activities was the Training on Teaching Beginning Reading based on the Science of Reading and the Training for KS 1 Mathematics. Another important activity is the Cap-Building for Kindergarten teachers and elementary school heads on Play-based assessment and other DAP.							
Basic Data	Number of Trained Teachers				157			
	Number of Trained School Heads				17			
	Number of Trained Supervisors				0			
	Number of School beneficiaries				21			


Documentat ion	 <p><i>District INSET Session on Science of Reading</i></p>
	 <p><i>Conduct of LAC Session in Sabtang Central School</i></p>
	 <p><i>Monitoring of Catch-up Fridays and the implementation of 3Bs initiatives in the schools</i></p>
Title of PAP	English
Rationale	
Brief Description	
Objectives	<ul style="list-style-type: none"> • To improve reading and literacy skills of all learners • Strengthen teacher's capability to teach and assess literacy skills effectively • Establish a school-based mentoring/learning partnership program through SLAC

	<ul style="list-style-type: none"> To improve learner achievement 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Workshop on Development and Expert Validation of Lesson Scripts for NRP(July 4-14, 2024)	1	1,079,560	1	1,079,560	0	0		
Workshop on the Revision and Finalization of Lesson Scripts for NRP (July 16-21, 2024)	1	734,810	1	734,810				
Workshop on the Development of Instructional Materials for Use in the National Reading Program	1	85,200	1	85,200				
Administer Phil IRI pretest and post test	2	0	2	0				
Monitor the conduct of National Reading Month Celebration activities	1	0	1	0				
Narrative	<p>The English curriculum was carried out hand in hand with ELLN activities except for the numeracy initiatives in the elementary schools. There was regular monitoring of the school implementation of curricular programs with more focus on Reading to ensure that every learner is reading at his own level. All schools are to implement remedial and enhancement measures or their 3Bs (Bawat bata Bumabasa) initiatives to cater to the needs of the learners and these activities are now under the same project dubbed as Project MAYLIR.</p> <p>To regularly monitor learner progress on Reading, the Phil-IRI is administered both in English and Filipino for Elementary and Junior High School level. Results of these assessments are submitted to the division and regional office</p>							

	<p>for profiling and is used by the school teachers to plan and implement the Project MAYLIR and other initiatives.</p> <p>The latest activity for cascading to the school is the Orientation on the Phil-IRI Administration for Junior High School which was recently conducted in the national level. The orientation also applies to the elementary level and is now being conducted by district.</p>								
Basic Data	<table> <tr> <td>Number of Trained Teachers</td><td>60</td></tr> <tr> <td>Number of Trained School Heads</td><td>3</td></tr> <tr> <td>Number of Trained Supervisors</td><td>10</td></tr> <tr> <td>Number of School beneficiaries</td><td>21</td></tr> </table>	Number of Trained Teachers	60	Number of Trained School Heads	3	Number of Trained Supervisors	10	Number of School beneficiaries	21
Number of Trained Teachers	60								
Number of Trained School Heads	3								
Number of Trained Supervisors	10								
Number of School beneficiaries	21								
Title of PAP	MultiGrade								
Rationale	<p>The Schools Division Office (SDO) of Batanes recognizes the distinct geographical, cultural, and logistical challenges that schools in the province face. As a remote area with a low pupil population, many schools operate under constrained resources, often adopting multigrade setups where a single teacher handles multiple grade levels within one classroom. These unique circumstances necessitate a specialized approach to ensure the delivery of equitable, inclusive, and high-quality education.</p> <p>To ensure the program's effectiveness, the SDO conducts monthly instructional supervision and monitoring and evaluation activities through Education Program Supervisors. These activities provide consistent guidance and technical assistance to all schools in the division, particularly the eight multigrade schools. This continuous support empowers teachers, fosters professional growth, and enhances the learning experiences of learners in multigrade classrooms.</p> <p>In alignment with DepEd Order No. 96, s. 1997, SDO Batanes conducted Division-Based Training for Multigrade Instruction that plays a pivotal role in addressing the unique challenges faced by teachers in these classrooms.</p> <p>The training strengthens the capacity of multigrade teachers by enhancing their instructional techniques, classroom management skills, and assessment strategies. By equipping educators with these competencies, the program ensures that all learners—regardless of their grade level or learning pace—receive a high standard of education.</p> <p>Ultimately, the implementation of the multigrade program, supported by targeted training and supervision, serves as a vital step toward bridging educational gaps and achieving equity and quality in multigrade settings. This initiative underscores SDO Batanes' unwavering commitment to ensuring that every learner thrives in a supportive and inclusive learning environment.</p>								
Brief Description	<p>The Schools Division Office (SDO) of Batanes implemented Project OVERSEE, an initiative where all Education Program Supervisors conduct instructional supervision through triangulation, monitor and evaluate schools (including multigrade schools), and provide technical assistance to ensure compliance with all DepEd programs and policies. Another initiative was the conduct of Division-Based Training for Multigrade Instruction, designed to enhance the</p>								

	skills and competencies of school heads and multigrade (MG) teachers. This training was structured to: Empowered school heads with advanced leadership and management strategies to create a supportive learning environment and lead effective school improvement initiatives. Equipep MG teachers with innovative teaching techniques, pedagogical skills, and assessment methods to enhance learning outcomes in multigrade settings. Foster continuous professional growth through collaborative learning, reflective practices, and the exchange of best practices among educators. Ensured the practical application of acquired strategies in managing and teaching MG classes, focusing on achieving core educational goals in literacy, numeracy, and socio-emotional development for all learners. This comprehensive program underscores the SDO's commitment to strengthening multigrade education and addressing the unique challenges faced by these schools.							
Objectives	<p>The following are the objectives of the Implementation of Multigrade Program in the SDO Batanes:</p> <ul style="list-style-type: none"> To equip multigrade teachers with innovative teaching strategies, effective classroom management techniques, and contextualized instructional materials to address the diverse needs of learners in multigrade settings. To ensure quality education by focusing on literacy, numeracy, and life skills development, promoting academic success and holistic growth among learners in multigrade classes. To strengthen Leadership Skills: Empower school heads to lead and manage multigrade schools effectively, fostering an environment of collaboration, resource optimization, and sustainable school improvement. To foster Professional Growth: Provide continuous professional development opportunities for teachers and school heads through workshops, mentoring, peer learning, SLAC, INSET and reflective practices to enhance their competence and confidence. Promote Curriculum Integration: Align multigrade instruction with the K-12 and MATATAG curricula by integrating competencies, contextualizing lessons, and developing an inclusive multigrade budget of work. Implement project OVERSEE, conducted monitoring and evaluation mechanisms to assess the effectiveness of multigrade instruction and identify areas for continuous improvement. 							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Monthly Conduct of IS and Monitoring and Evaluation to schools	6	-	6	-	0	0		
conducted Division-Based Training for	1			246,316.00	0	27,148	remain balanc e after	Progra m Implem entatio

Multigrade Instruction		273,464.00	1				all expenses have been accounted for	n Review of the Multigrade implementation
Narrative	<p>The Project OVERSEE is an initiative spearheaded by the Curriculum Implementation Division (CID) aimed at ensuring the effective management and implementation of the curriculum across all schools in compliance with quality standards. Under this project, each Education Program Supervisor (EPS) is assigned specific schools as a "guardian," providing guidance and technical assistance to ensure the proper execution of all programs and activities. EPS conduct monthly instructional supervision using a triangulation approach in their assigned schools. To maintain accountability and ensure systematic implementation, all EPS are required to submit a Monthly Plan and Accomplishment Report to the CID Chief. This project also involves the monitoring and evaluation of all schools, including eight multigrade schools, on a monthly basis to ensure consistent delivery of quality education and compliance with program standards.</p> <p>The Program Support Fund for Multigrade was strategically utilized to support the Division-Based Training for Multigrade Instruction, covering expenses for capacity-building activities aimed at enhancing teachers' skills and knowledge in managing and delivering effective multigrade instruction. A total of 33 multigrade teachers and 6 school heads participated in the training. The training outcomes were significant and transformative: Improved Teaching Strategies: Teachers demonstrated increased confidence in managing multiple grade levels simultaneously, They adopted tailored strategies to address diverse learning needs effectively, The integration of the Multigrade Budget of Work with the K-12 and MATATAG Curriculum competencies enhanced lesson delivery and classroom management and, ICT-enhanced teaching tools made lessons more interactive and engaging; Enhanced Lesson Planning and Implementation: Teachers gained proficiency in creating contextualized and integrated Daily Lesson Plans (DLPs), aligning them with multigrade principles and, Instruction became more structured, learner-centered, and dynamic, resulting in better classroom engagement; Increased Student Engagement and Participation: Differentiated instructional strategies, collaborative activities, and interactive methods increased students' interest and motivation; Improved Academic Performance: Initial assessments revealed noticeable improvements in students' comprehension and mastery of competencies across multiple grade levels, Contextualized teaching approaches made learning more relevant and meaningful; Strengthened Teacher Collaboration: Teachers developed a support network to share best practices, resources, and innovative solutions for multigrade teaching challenges; Empowered Leadership and Management: School heads and teacher-leaders acquired skills to mentor and guide multigrade teachers effectively, fostering a culture of continuous improvement.</p> <p>Both Project OVERSEE and the Division-Based Training laid the foundation for long-term enhancements in the quality of teaching and learning in multigrade classrooms, contributing to a more inclusive and effective education system.</p>							

	<p>Some challenges encountered and solutions implemented: Bad Weather and Scheduling Conflicts: Bad weather and overlapping activities occasionally hindered EPS from conducting face-to-face monitoring, necessitating online interviews as an alternative and; Delayed Submission of Reimbursement Documents: Travel reimbursements from schools in remote areas were often delayed due to logistical difficulties. The MG Focal facilitated the reimbursement process by implementing Project E-TRACE, a digital platform that streamlined the submission and processing of reimbursement documents, fund allocation, and reporting. This initiative promoted transparency, accountability, and efficiency.</p> <p>Despite these challenges, proactive monitoring and the effective use of technology ensured the successful implementation of multigrade activities and programs. The results highlight the significant strides made in improving multigrade instruction, empowering teachers, and fostering a more engaged learning environment. These efforts underscore the commitment to achieving long-term quality improvements in education for all learners.</p>																														
Basic Data	<p>Breakdown of Expenses</p> <p>The breakdown of expenses of the PSF is as follows</p> <table><tr><th>Expenses</th><th>Amount</th></tr><tr><td>a. Catering services</td><td>132, 000.00</td></tr><tr><td>b. Supplies</td><td>98, 400.00</td></tr><tr><td>c. Monitoring</td><td>2,064.00</td></tr><tr><td>d. Travel</td><td>41, 000.00</td></tr><tr><td>Total</td><td>273, 464.00</td></tr></table> <p>Disbursement report (allocated funds vs actual)</p> <table><tr><th></th><th>Allocated Funds</th><th>Actual expenses</th></tr><tr><td>a. Catering services</td><td>132, 000.00</td><td>124, 960.00</td></tr><tr><td>b. Supplies</td><td>98, 400.00</td><td>86, 822.00</td></tr><tr><td>c. Monitoring</td><td>2,064.00</td><td>2,064.00</td></tr><tr><td>d. Travel</td><td>41, 000.00</td><td>32,470.00</td></tr><tr><td>Total</td><td>273, 464.00</td><td>246,316.00</td></tr></table> <p>Explanation of any variance</p> <p>The variance in fund utilization, amounting to twenty-seven thousand one hundred forty-eight pesos (PhP 27,148), represents the remaining balance after all expenses have been accounted for. This amount will be allocated for the Program Implementation Review of the Multigrade implementation in the Schools Division, scheduled for March 2, 2025.</p>	Expenses	Amount	a. Catering services	132, 000.00	b. Supplies	98, 400.00	c. Monitoring	2,064.00	d. Travel	41, 000.00	Total	273, 464.00		Allocated Funds	Actual expenses	a. Catering services	132, 000.00	124, 960.00	b. Supplies	98, 400.00	86, 822.00	c. Monitoring	2,064.00	2,064.00	d. Travel	41, 000.00	32,470.00	Total	273, 464.00	246,316.00
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Documentation	<div></div> <div><p><i>“Managing Stress & Anxiety in a Challenging Multigrade Teaching Environment” discussed by EPS Vilma</i></p></div>																														



Sir Alex Geronimo discussed the “Introduction to the Multigrade Budget of Work”



EPS Bernadette Vinalay discussing about the “Managing Student Behavior Group Management”



EPS Carmencita Adami discussed the “Instructional Strategies in MG Class”

Title of PAP	Values Education (VE), Good Manners and Right Conduct (GMRC) and Edukasyon sa Pagpapakatao(EsP) Program
Rationale	<p>In adherence to Republic Act No. 11476, also known as the Good Manners and Right Conduct (GMRC) and Values Education (VE) Act, as well as Project RDELIC (Region 02 Development: Empowering Learners' Character) and Project RDNEB (Region 02 Development: Nurturing Exquisite Behavior), the Schools Division Office (SDO) of Batanes has aligned its programs and activities to ensure the effective implementation of Values Education VE, GMRC, and EsP in schools and the Division office.</p> <p>The integration of Values Education, GMRC, and EsP into the educational system addresses the critical need to develop not only academically proficient individuals but also morally upright and socially responsible citizens. In today's rapidly evolving world, issues such as moral decline, social alienation, and interpersonal conflicts often stem from the absence of deeply rooted virtues and values in daily life.</p> <p>Schools serve as key agents in shaping the character and ethical foundations of learners, making the inclusion of these subjects an essential component of the curriculum. By fostering good manners, ethical reasoning, and a sense of personal and social responsibility, the program equips students with the skills and mindset necessary to navigate complex moral challenges, build positive relationships, and contribute to a more harmonious and compassionate society.</p> <p>Through these initiatives, SDO Batanes underscores its commitment to producing well-rounded individuals who embody integrity, empathy, and respect, ensuring that education becomes a transformative force for both personal growth and societal progress.</p>
Brief Description	<p>The Good Manners and Right Conduct (GMRC) and Values Education (VE) Program is a curriculum initiative mandated by RA 11476 to nurture the moral character, ethical reasoning, and civic responsibilities of Filipino learners. It integrates Values Education (VE), GMRC, and Edukasyon sa Pagpapakatao (EsP) into the K-12 curriculum, emphasizing the development of respect, empathy, honesty, love for country, and environmental stewardship.</p> <p>Aligned with regional projects like Project RDELIC (Empowering Learners' Character) and Project RDNEB (Nurturing Exquisite Behavior), this program equips learners with the tools to address contemporary societal challenges and fosters holistic growth. It also employs interactive and reflective teaching approaches to ensure the meaningful application of values in daily life, preparing students to become responsible and compassionate members of society.</p>
Objectives	<ul style="list-style-type: none"> • To Develop Ethical and Social Responsibility Cultivate learners' moral character and integrity by teaching universal values such as respect, empathy, honesty, and responsibility. • To Foster Good Manners and Right Conduct Instill proper behavior and courteous interactions in various social contexts to promote a culture of civility and mutual respect. • To Strengthen Holistic Growth Enhance learners' emotional, moral, and spiritual development, ensuring they grow into well-rounded individuals capable of making ethical decisions.

	<ul style="list-style-type: none">• To Promote Civic Engagement and Love for Country Inspire learners to actively contribute to community and nation-building by instilling patriotism and environmental stewardship.• To Empower Teachers and Stakeholders Equip educators with effective tools and methodologies for teaching GMRC and Values Education while fostering collaboration with parents and the community.• To Align Programs with National and Regional Initiatives Ensure the seamless implementation of GMRC, Values Education, and EsP in schools, in alignment with regional projects like RDEL C and RDNEB, to address pressing societal and behavioral challenges.							
Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Project ECE (Employing Character Education and Spirituality in the Workplace)	6	0	6	0	0	0		
Implementati on of Project OVERSEE	6	0	6	0	0	0		
Implementati on of Project Heart	6	0	6	0	0	0		
SDO Grounds Cleaning and Beautificatio n	6	0	6	0	0	0		
Facilitated the conduct of Search for International Outstanding Values Educator (SDO Batanes)	1	0	1	0	0	0		
Narrative	The Schools Division Office (SDO) of Batanes has strategically aligned its initiatives with Project RDEL C (Region 02 Development: Empowering Learners’ Character) and Project RDNEB (Region 02 Development: Nurturing Exquisite Behavior), ensuring that ethical values are cultivated across the organization. These efforts foster a positive, value-driven culture within the SDO, reinforcing key principles such as empathy, charity, honesty and etc. The following activities exemplify the SDO’s commitment to integrating ethical values in the workplace.							
	Project ECE (Employing Character Education and Spirituality in the Workplace) an adaptation of Project RDEL C/RDNEB, dedicates each month to a specific ethical value (e.g., Charity, Unity, Respect) highlighted during the							

	<p>Monday morning convocation. The “Thought for the Day” aligns with the month’s value, encouraging staff to reflect on and apply these ethical principles in their work and interactions. This consistent focus on ethical values strengthens the moral framework of the SDO.</p> <p>Monitoring and Evaluation of Programs, Education Program Supervisors conduct regular monitoring and evaluation of school-based programs, including Projects RDELIC and RDNEB. This activity ensures that the implementation of ethical principles in schools is effective and provides opportunities for guidance and improvement, reinforcing the SDO’s commitment to high standards of ethical leadership.</p> <p>Project Heart, this promotes the value of Charity by encouraging SDO staff to engage in acts of kindness, such as donating resources, time, or support to those in need. This voluntary initiative reflects the office’s dedication to community support and social responsibility, fostering a culture of empathy and generosity.</p> <p>SDO Grounds Cleaning and Beautification, to promote the value of Cleanliness and responsibility, the SDO has assigned specific areas of its grounds to teams for regular cleaning and beautification. This initiative instills a sense of pride and ownership among staff, contributing to a welcoming and organized environment.</p> <p>Monthly Birthday Gift-Giving, celebrating the value of Kindness, the SDO organizes monthly gift-giving for employees with birthdays. This gesture fosters a supportive and caring workplace atmosphere, enhancing team morale and mutual appreciation among staff.</p> <p>Guardianship of Schools by Education Program Supervisors (EPS), The EPS are assigned as “guardians” for designated schools, where they offer ongoing updates, guidance, and technical assistance. This activity aligns with the values of Empathy and Responsibility, as it enables supervisors to provide direct support, fostering continuous improvement and a strong ethical foundation within the school communities.</p> <p>Through these initiatives, the SDO of Batanes effectively integrates the values of Project RDELIC and RDNEB, enhancing both personal and professional growth among staff and cultivating an ethical and cohesive workplace culture. These activities collectively contribute to a sustainable, value-driven environment that supports both the SDO team and the broader community.</p> <p>One notable accomplishment in this subject area is the prestigious recognition received by Jeanne Louraine R. Cielo, a Teacher III at Valugan Integrated School. She was honored as the International Most Outstanding Values Educator (Elementary Category) by the Living Values Education organization. The award was presented during the celebration of World Values Day at Gabing Parangal 2024 held on July 19, 2024.</p>
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<p>Documentat ion</p>	<div data-bbox="435 201 1377 625">  </div> <div data-bbox="516 636 1279 709"> <p><i>Conducting a weekly Monday convocation, featuring 'Thoughts for the Day' aligned with the virtue of the month, fostering character and values</i></p> </div> <div data-bbox="654 726 1170 1115">  </div> <div data-bbox="548 1125 1308 1199"> <p><i>Monthly gift-giving for employees celebrating their birthdays, reflecting the value of kindness and appreciation.</i></p> </div>
<p>Title of PAP</p>	<p>MAPEH</p>
<p>Rationale</p>	<p>Implementing programs, activities, and projects within the MAPEH (Music, Arts, Physical Education, and Health) curriculum is essential for fostering the holistic development of students. As a multidisciplinary subject, MAPEH contributes to various aspects of student growth, including physical well-being, creativity, cultural appreciation, and social skills.</p> <p>Regular physical activity, a key component of MAPEH, has been shown to improve academic performance, enhance concentration, and reduce stress levels. This underscores the importance of integrating consistent physical education into the curriculum.</p> <p>Engaging in music and arts stimulates creativity, critical thinking, and emotional expression, which are crucial for cognitive and emotional intelligence. Such activities encourage open-mindedness and global awareness, fostering respect for diverse perspectives and cultural traditions.</p>

	<p>Collaborative projects in music, arts, and physical education provide students with opportunities to work in teams, promoting teamwork, communication, and interpersonal skills. These experiences prepare students for real-world interactions and problem-solving.</p> <p>By integrating innovative programs and projects, the MAPEH curriculum ensures that students develop a love for learning that transcends the classroom. This nurtures curiosity and a lifelong commitment to personal growth and self-improvement.</p> <p>Capability-building initiatives for MAPEH teachers are vital in improving their teaching competencies. By enhancing their skills, educators can deliver more effective and engaging lessons, ensuring high-quality learning experiences for students. In summary, a well-rounded MAPEH program not only enriches students academically but also prepares them to become creative, culturally aware, and socially responsible individuals, while empowering teachers to sustain and elevate the quality of education.</p> <p>The 2024 MAPEH (Music, Arts, Physical Education, and Health) Programs, Activities, and Projects aim to foster holistic development, creativity, cultural appreciation, and a commitment to a healthy lifestyle among students. These initiatives provide a well-rounded education that extends beyond traditional classroom instruction by engaging students in diverse and enriching learning experiences.</p>
Brief Description	<p>Structured physical activities are designed to promote overall fitness, motor skills, and healthy lifestyle habits. Key initiatives include: Regular performance of Galaw Pilipinas, the national calisthenics program. Implementation of School Sports Programs, highlighted by the annual School Intramurals.</p> <p>Efforts to enhance the MAPEH curriculum focus on strengthening instructional strategies and teacher support. Key actions include: Conducting regular Instructional Supervision Monitoring and Evaluation (ISME), providing Technical Assistance to Schools, particularly in the use of localized instructional tools, Ensuring the quality assurance of developed instructional supervision tools, organizing training workshops on traditional dances and songs to preserve cultural heritage and enrich the learning experience.</p>
Objectives	<ul style="list-style-type: none"> • Foster the physical, intellectual, emotional, and social development of students through a balanced exposure to music, arts, physical education, and health-related activities. • Improve students' physical health by promoting regular physical activity, healthy lifestyle choices, and awareness of personal well-being. • Nurture students' creativity and artistic talents through music and arts programs, encouraging self-expression and appreciation for various art forms. • Instill an understanding and appreciation of diverse cultures through music, arts, and activities that highlight cultural heritage and global perspectives. • Encourage collaboration and teamwork through group activities, projects, and performances, fostering effective communication and interpersonal skills. • Instill a love for physical activity and sports, encouraging students to adopt a physically active lifestyle beyond the classroom setting

Activities	Target Jan. – Dec. 2024		Accomplishment Jan. – Dec. 2024		Variance		Deviation Reason	Catch-up Plan
	Physical	Financial	Physical	Financial	Physical	Financial		
Conduct of division festival of talents	1	45,000.00	1	42,270.00	0	2,730.00	Difference in the quoted amount in the purchase request and the approved purchase order	Utilized for RFOT travel expense
Participation to the Regional Festival of Talents	1	312,360.00	1	312,360	0	0	none	none
Monitor implementation of Galaw Pilipinas in the schools	1	0	1	0	0	0	none	none
Conduct of Monthly ISME	1	0	1	0	0	0		
Implement Project ASSIST (RO-SDO engagement on the provision of Technical Assistance	1	0	2	0	1	0	Provided TA as requested by the schools	
Training workshop on Rondalla focused on Ivatan songs	1	0	1	0	1	65,500		
Training Workshop on Ivatan Cultural Dances and Other Cultural	1	0	1	0	1	136,000		

dances in the Philippines								
Monitor the conduct of school intramurals	1	0	1	0	0	0	0	0
Narrative	<p>The implementation of MAPEH (Music, Arts, Physical Education, and Health) programs, activities, and projects from July to December 2024 was marked by significant achievements that fostered student engagement, teacher development, and the promotion of holistic education.</p> <p>1. Physical Education and Fitness Activities Schools has integrated in their daily flag rites the national calisthenics program, "Galaw Pilipinas," involving students, teachers, and staff, promoting physical fitness and active lifestyles.</p> <p>Annual intramural events were successfully held across all schools, showcasing various sports and games that promoted teamwork, sportsmanship, and healthy competition among students. These events provided a platform for learners to demonstrate their athletic skills while also serving as an opportunity to identify potential players who could represent their schools and divisions in higher-level competitions.</p> <p>2. Music and Arts Initiatives Teachers participated in workshops focusing on local traditional dances and songs, such as Palo-palo and Ivatan folk music, enhancing cultural awareness and preservation. The impact of the training workshop in Rondalla led to the organization of the Batanes Teachers' rondalla.</p> <p>3. Teacher Capability Building and Curriculum Development Regular Instructional Supervision Monitoring and Evaluation (ISME) sessions were conducted, ensuring the effective delivery of MAPEH lessons aligned with curriculum standards. Schools also received technical support to enhance teaching quality, and MAPEH teachers attended training workshops on innovative teaching strategies, including integrating technology and community resources into lessons.</p> <p>The second half of 2024 showcased the strength of the MAPEH program in delivering a comprehensive and well-rounded education. Key outcomes included: Enhanced cultural awareness and appreciation through traditional arts and music activities, strengthened teacher competencies, resulting in more engaging and effective lessons, Increased participation and enthusiasm among students, fostering lifelong learning and a love for the arts, physical education, and healthy living. These accomplishments reflect the collective efforts of educators, students, and stakeholders in championing the goals of MAPEH education.</p>							

Documentat
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Electrical Installation and Maintenance



Food processing and contest proper



Participants to the 2024 RFOT & photo opportunity with RD Ben and ARD Teng



Rondalla Training Workshop held September 5-7 at the Ivatan Conference Hall Conference Hall



Conduct of Instructional Supervision Post Conference at Savidug Elementary School.

ISSUES AND CHALLENGES

A. Access

- Decreasing community population
- Presence of transient learners, learners returned to their provinces due to unemployment of their parents in their point of origin.
- Cases of teenage pregnancy
- Transfer of SHS learners to the mainland due to choice of track

B. Quality and Relevance

- Teachers teaching subjects not their major/specialization
- Presence of teachers who have not fully imbibed the 21st century skills.
- Limited contextualized learning materials for special programs
- Presence of non-reader learners
- Lack specialists and tools to accurately diagnose Learners with Special Education Needs (LSEN) which results in inability to address their specific needs
- Limited specialized trained teachers to handle SPED, MG and ALS programs
- Intervening/overlapping activities which precludes rescheduling of ISME
- Some teachers need to be capacitated on teaching strategies and lesson planning

C. Management and Governance

- Hard to fill positions because of qualification standard like SST, SPED & Guidance Councilor positions.
- Fast transition due to transfer & retirement
- Lack of office space for additional personnel/staff
- Delayed completion of infrastructure projects due to lack of manpower and availability of materials in the province
- High cost of office and construction supplies & materials in the province.
- No enough space for stock room and archive rooms
- No enough funds for perimeter fence

IV. SUPPORT TO SCHOOLS AND LEARNERS PROGRAM

A. 3-YEAR RETENTION RATE (Elementary & Secondary)

Retention Rate			
	SY 2021-2022	SY 2022-2023	SY 2023-2024
Elementary	100.68%	99.93	101.97%
Secondary	97.12%	97.00%	98.01%

B. 3- YEAR COMPLETION RATE (Elementary & Secondary)

Completion Rate			
	SY 2021-2022	SY 2022-2023	SY 2023-2024
Elementary	99.43%	95.19%	99.54%
Secondary	95.47%	89.45%	93.84%

C. NATIONAL ACHIEVEMENT TEST (Elementary, JHS, and SHS)

National Achievement Test				
	Target MPS	Actual MPS	School Year	Remarks
Grade 6	45%	40.79%	SY 2021-2022	4.21% as gap
Grade 10	48%	45.10%	SY 2022-2023	2.90% as gap
Grade 12	30%	45.90	SY 2022-2023	15.9% as gain

D. SCHOOL-BASED FEEDING PROGRAM

Target Beneficiaries	Actual Beneficiaries	Variance	Fund Allocation	Fund Utilization	Variance	Justification
106	106	0	189,080	189,080	0	Not Applicable

V. EDUCATION HUMAN RESOURCE DEVELOPMENT PROGRAM

A. TEACHERS IN ELEMENTARY AND SECONDARY

No. of Teachers in Elementary	No. of Teachers in Secondary	TOTAL
234	193	427

B. SCHOOLS CONDUCTING LEARNING ACTION CELLS

SY 2023-2024			SY 2024-2025			% of Increase/Decrease
Total Public Schools	Total Public Schools Conducting LAC Sessions	% Conducting LAC Sessions	Total Public Schools	Total Public Schools Conducting LAC Sessions	% Conducting LAC Sessions	
27	27	100%	27	27	100%	0%

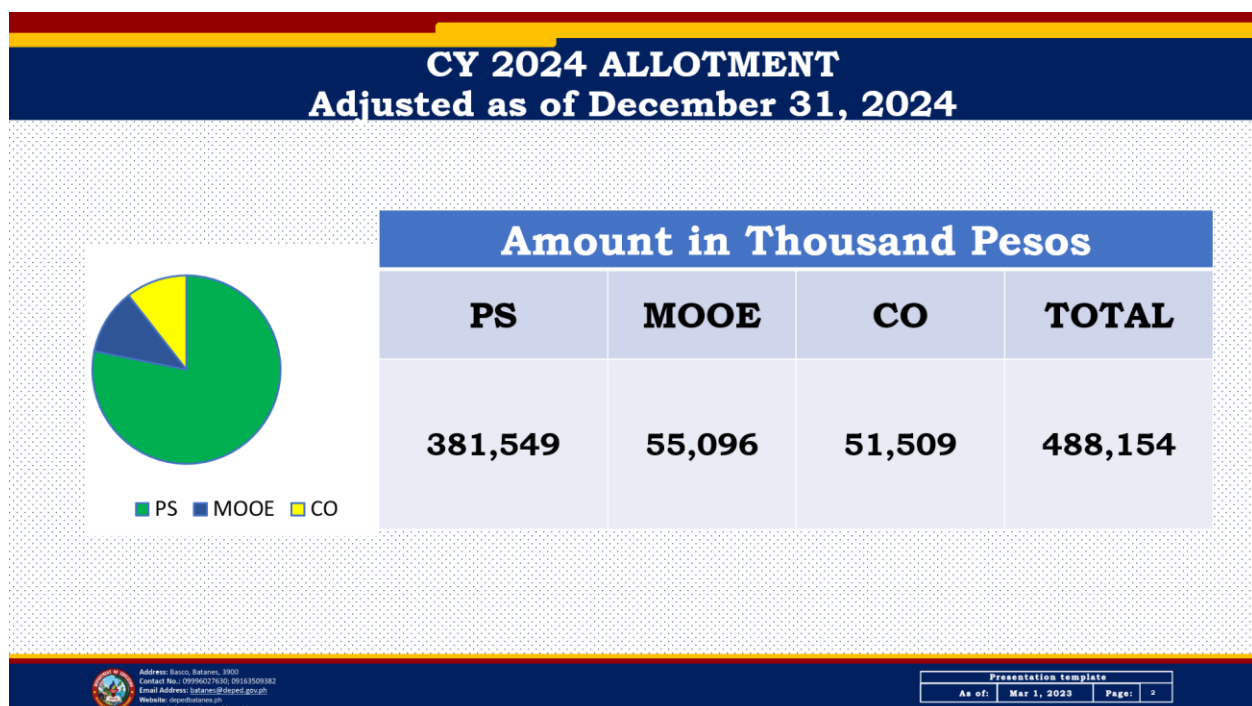
C. TRAINING FOR TEACHERS AND TEACHING-RELATED STAFF

No. of Teachers Trained	No. of Teaching Related Staff Trained	No. of Non-Teaching/Administrative Staff Trained	TOTAL
520	102	54	676

VI. FINANCIAL ACCOMPLISHMENTS


BUDGET AND FINANCIAL ACCOUNTABILITY AND REPORT AS OF JUNE 2024 & REVENUE PERFORMANCE

A. CY 2024 Allotment



B. CY 2024 Allotment vs Obligation vs Disbursement


CY 2024 ALLOTMENT VS OBLIGATION VS DISBURSEMENT (in Thousand Pesos)				
Particulars	PS	MOOE	CO	TOTAL
ALLOTMENT	381,549	55,096	51,509	488,154
OBLIGATION	379,352	49,696	8,713	437,810
DISBURSEMENT	374,307	33,995	994	409,295
OBLIGATION RATE	99.42%	90.20%	16.91%	89.69%
DISBURSEMENT RATE	98.67%	68.41%	11.41%	93.49%


 Address: Basco, Batanes, 3900
 Contact No. (099)6077030, 09153509382
 Email Address: depedmatatag@deped.gov.ph
 Website: depedmatatag.gov.ph
 Facebook: facebook.com/depedbatanes

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 As of: Mar 1, 2023 Page: 5

C. Overall Utilization Rate

OVERALL UTILIZATION RATE As of December 31, 2024		
ADJUSTED ALLOTMENT	OBLIGATION RATE	DISBURSEMENT RATE
488,154	89.69%	93.49%


 Address: Basco, Batanes, 3900
 Contact No. (099)6077030, 09153509382
 Email Address: depedmatatag@deped.gov.ph
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 Facebook: facebook.com/depedbatanes

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D. Status of Major PAPs

Status of Major PAPs (MOOE)

(GAA 2024 MOOE – Current)
As of December 31, 2024

Amounts in Thousand Pesos					
Major PAPs	Allotment	Obligation	Obligation Rate (%)	Disbursement	Disbursement Rate
GMS -DO	4,539	4,227	93.13%	3,447	81.55%
Elementary	8,880	8,600	96.85%	8,501	98.85%
Junior High School	7,091	7,020	99.00%	6,750	96.15%
Senior High School	2,046	2,013	98.39%	1,973	98.01%
HRTD	1,590	1,197	75.28%	1,160	96.91%



Address: Basco, Batanes, 3900
Contact No. (0995027310), (9153509382)
Email Address: jfmarikina@deped.gov.ph
Website: marikina.gov.ph
Facebook: facebook.com/deped.batanes

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As of:	Mar 1, 2023	Page: 5

Status of Major PAPs (Current)

Amounts in Thousand Pesos					
Major PAPs	Allotment	Obligation	Obligation Rate (%)	Disbursement	Disbursement Rate (%)
Gen. Mgt. & Supervision Central Office	42,653	0	0	0	0
Gen, Mgt. & Supervision Regional Office	104	85	81.73	15	17.65
Learners Support Prog	1,433	779	54.36	364	46.73
Child Protection Policy	35	35	100	35	100
Building Partnership and Linkages Program	220	220	100	153	69.54
Disaster Preparedness & Response Program	8,830	8,194	92.80	161	1.96



Address: Basco, Batanes, 3900
Contact No. (0995027310), (9153509382)
Email Address: jfmarikina@deped.gov.ph
Website: marikina.gov.ph
Facebook: facebook.com/deped.batanes

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As of:	Mar 1, 2023	Page: 6



Status of Major PAPs (Current)

As of December 31, 2024

Amounts in Thousand Pesos					
Major PAPs	Allotment	Obligation	Obligation Rate (%)	Disbursement	Disbursement Rate (%)
Basic Education Curriculum	4,179	3,715	88.90	2,485	66.89
Policy & Research	20	20	100	20	100
Early Language Literacy and Numeracy	334	334	100	314	94.01
Multigrade Education	307	307	100	268	87.30
Indigenous Peoples Educ. Program	800	790	98.75	670	84.81
School Based Feeding Program	420	404	96.19	16	3.96



Address: Batco, Batanes, 3900
Contact No. (0999)027340, 09163509382
Email Address: batanes@deped.gov.ph
Website: batanes.gov.ph
Facebook: facebook.com/deped.batanes

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As of: Mar 1, 2023 Page: 7

Status of Major PAPs (Current)

As of December 31, 2024

Amounts in Thousand Pesos					
Major PAPs	Allotment	Obligation	Obligation Rate (%)	Disbursement	Disbursement Rate (%)
Comp. Program	476	384	80.67	19	4.95
SNED	770	560	72.73	268	47.86
Textbooks & IMs	203	195	96.06	63	32.31
NASBE	84	56	66.67	37	66.07
FLO-ADM	250	249	99.60	0	0
FLO- ALS	602	301	50.00	161	53.49
Cash Allowance	1,875	1,815	100	1,815	100



Address: Batco, Batanes, 3900
Contact No. (0999)027340, 09163509382
Email Address: batanes@deped.gov.ph
Website: batanes.gov.ph
Facebook: facebook.com/deped.batanes

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As of: Mar 1, 2023 Page: 8

Status of Major PAPs –Personnel Services As of December 31, 2024

Amounts in Thousand Pesos

Major PAP	Allotment	Obligation	Obligation Rate	Disbursement	Disbursement Rate
General Management and Supervision - SDO	28,456	28,456	100%	28,452	99.99%
Learner Support Program	3,399	3,329	97.94%	3,045	91.47%
Policy and Research Program	6,067	6,067	100%	6,054	99.78%
Curricular Programs, Learning Management Models	13,295	13,206	99.33%	13,194	99.91%



Address: Baco, Batanes, 3600
Contact No. 09996027340, 09181030382
Email Address: batanes@deped.gov.ph
Website: impudatanes.ph
Facebook: facebook.com/deped.batanes

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Status of Major PAPs – Personnel Services As of December 31, 2024

Amounts in Thousand Pesos

Major PAP	Allotment	Obligation	Obligation Rate	Disbursement	Disbursement Rate
Elementary	133,234	133,119	99.91%	131,497	98.78%
Junior High Sch	98,923	98,096	99.16%	97,978	99.87%
Senior High Sch	24,807	24,447	98.55%	24,226	99.10%
Administration Of Personnel Benefits	2,301	2,180	94.74%	2,180	100%
MPBF - PBB	1,368	1,321	96.56%	1,299	98.33%
New Sch. Personnel	13,237	12,949	97.82%	11,994	92.62%



Address: Baco, Batanes, 3600
Contact No. 09996027340, 09181030382
Email Address: batanes@deped.gov.ph
Website: impudatanes.ph
Facebook: facebook.com/deped.batanes

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As of: Mar 1, 2023 Page: 10

Status of Major PAPs – Personnel Services as of December 31, 2024

Major PAP	Amounts in Thousand Pesos				
	Allotment	Obligation	Obligation Rate	Disbursement	Disbursement Rate
World Teachers Day Incentive	458	458	100	458	100
Reclassification	106	106	100	0	0
Hardship Pay	1,545	1,545	100	1,397	90.42
RLIP	29,129	28,938	99.34	27,867	93.08


 Email Address: batanes@deped.gov.ph
 Website: www.deped.gov.ph
 Facebook: [facebook.com/depedbatanes](https://www.facebook.com/depedbatanes)

As of: Mar 1, 2023 Page: 11

VII. GOLDEN HARVEST

INTERNATIONAL

Name	School	Rank	Category	Adviser/ Coach
Jeanne Louraine R. Cielo	Valugan Integrated School	1 st	Most Outstanding Elementary Values Educator	Vilma C. Bongay

NATIONAL

Name	School	Rank	Category	Adviser/ Coach
Kenny Dexter C. Blacer	Diptan Elementary School	3 rd	Elementary, 800-meter run	John Paul P. Zabala
Kenny Dexter C. Blacer	Diptan Elementary School	3 rd	Elementary, 4x400-meter relay	John Paul P. Zabala

REGIONAL

Name	School	Rank	Category	Adviser/ Coach
Micah Emunah V. Yumang	Basco Central School	1 st	Most Outstanding	

			Standing SNED Teacher	
Dash Richter Vasol	Diptan Elementary School	1 st	Javelin Throw (Elem. Boys)	John Paul P. Zabala
Dash Richter Vasol	Diptan Elementary School	1 st	Discus Throw (Elem Boys)	John Paul P. Zabala
Dash Richter Vasol	Diptan Elementary School	3 rd	Shot put (Elem Boys)	John Paul P. Zabala
Dash Richter Vasol	Diptan Elementary School		Most Bemedaled Athlete in Throwing Events (Boys)	John Paul P. Zabala
Ayezha Marielle Asa	Itbayat Central School	1 st	800m Run (Elem Girls)	John Paul P. Zabala
Ayezha Marielle Asa	Itbayat Central School	1 st	400m Dash (Elem Girls)	John Paul P. Zabala
Ayezha Marielle Asa	Itbayat Central School	2 nd	1500m Run (Elem Girls)	John Paul P. Zabala
Ayezha Marielle Asa	Itbayat Central School		Most Bemedaled Athlete in Track Events (Girls)	John Paul P. Zabala
Kenny Dexter C. Blacer	Diptan Elementary School	1 st	Elementary, 800-meter run	John Paul P. Zabala
Kenny Dexter C. Blacer	Diptan Elementary School	1 st	1500m Run (Elem Boys)	
Amaya Siayan Cobico	Itbud Integrated School	2 nd	Javelun Throw (Elem Girls)	John Paul P. Zabala
Naoime Faith Aguada	Ivana ES	2 nd	4x100 m relay (Elem Girls)	John Paul P. Zabala
Samantha Nicole Almeyda	Sabtang CS	2 nd	4x100 m relay (Elem Girls)	John Paul P. Zabala
Ma. Joana Marhiz Atunay	Basco CS	2 nd	4x100 m relay (Elem Girls)	John Paul P. Zabala
Ayezha Marielle Asa	Itbayat CS	2 nd	4x100 m relay (Elem Girls)	John Paul P. Zabala
Samantha Nicole Almeyda	Sabtang CS	3 rd	200m Dash (Elem Girls)	John Paul P. Zabala
Reiven Figuro	SES	3 rd	4x400m Relay	John Paul P. Zabala
Shane Audie Gato	ICS	3 rd	4x400m Relay	John Paul P. Zabala
Kurt Dhaevon Davocol	SCS	3 rd	4x400m Relay	John Paul P. Zabala
Kenny Dexter Blacer	DES	3 rd	4x400m Relay	John Paul P. Zabala
John Andri F. Binalon	BNSHS	1 st	Basketball (3x3)	Donald C. Batin
Jheremie U. Espinas	BNSHS	1 st	Basketball (3x3)	Donald C. Batin

Kylle Glenn F. Fajardo	BNSHS	1 st	Basketball (3x3)	Donald C. Batin
Franz Alexis G. Viola	BNSHS	1 st	Basketball (3x3)	Donald C. Batin
Rick Rarela	MNHS	1 st	100m Dash (Sec. Boys)	Cesar M. Manzo
Vincent Carl Aguas	MNHS	2 nd	5000m Run (Sec Boys)	Cesar M. Manzo
Jennifer Vargas	BNSHS	2 nd	800m Run (Sec Girls)	Eleonor C. Hubalde
Julie Mary Ibanes	RIS	2 nd	3000m Run (Sec Girls)	Eleonor C. Hubalde
Bryan Joseph Giron	SNSF	2 nd	1500m Run (Sec Boys)	Cesar M. Manzo
Bryan Joseph Giron	SNSF	3 rd	800m Run (Sec Boys)	Cesar M. Manzo
Andrian Loui Valiente	BNSHS	3 rd	Long Jump (Sec Boys)	Cesar M. Manzo

VI. SUMMARY OF FINDINGS

- Targets for Fiscal Year 2024 were generally achieved.
- Catch-up programs were implemented to address learning gaps brought by onslaught of typhoons.
- The Curriculum Implementation Division contextualized activities to meet the objectives of assessments particularly the PISA and to implement the objectives of the MATATAG Curriculum.
- Adjustments and corrective actions were implemented to address the deviations from the target.
- Some activities with no funds were bumped-off and ride-on to funded activities to accomplish the targets.