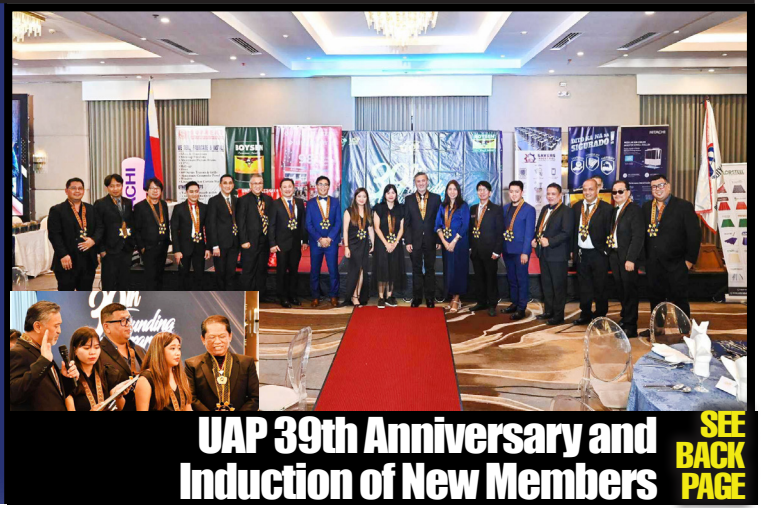
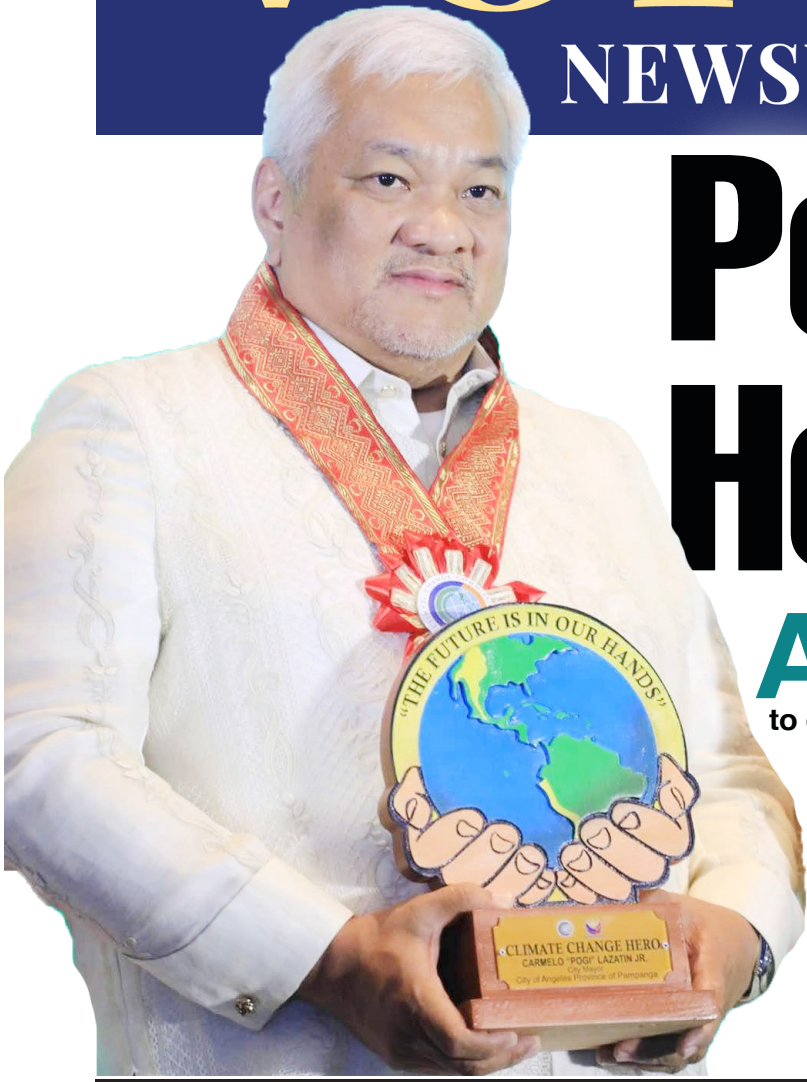


THE VOICE NEWSWEEKLY

FOUNDED 1955



UAP 39th Anniversary and Induction of New Members **SEE BACK PAGE**



Pogi is Climate Hero awardee

ANGELES CITY Mayor Carmelo "Pogi" Lazatin, Jr. received the Climate Hero Award from the Climate Change Commission during the awarding ceremony at the Marriott Hotel in Pasay City on September 18, 2024 for his efforts and dedication to enhance climate resilience and sustainability in the city.

The Climate Change Commission recognized Lazatin's steadfast commitment to environmental stewardship and resilience-building efforts.

"Malaking salamat po sa Climate Change Commission sa pagbibigay po sa akin ng ganitong pagkilala. Asahan po ninyo na mas paiigtingin pa namin ang mga programang saklaw ng climate change," Lazatin said.

Commissioner Albert Dela Cruz, Sr. cited Lazatin's visionary leadership and commitment to sustainable urban development that garnered international acclaim, particularly the selection of the city by UN Habitat as a partner in Building Climate Resiliency through Urban Plans and Designs Project.

Environmental protection and preservation efforts, especially the massive

SEE PAGE 4
POGI

PH agencies join study tour in Taiwan

CLARK FREEPORT ZONE, Pampanga — Officials of key Philippine government agencies involved in the development of the National Food Hub in the Clark Civil Aviation Complex here visited Taiwan recently for an International Capacity Building on SMART City Governance and Agri-Food Wholesale Market Study Tour.

The delegation included

officials of the University of the Philippines Public Administration Research and Extension Services Foundation, Inc. — Regulatory Reform Support Program for National Development (UPPAF-RESPOND); the Department of Trade and Industry; Clark International

SEE PAGE 4

PH AGENCIES



TAIWAN STUDY TOUR. Officials of key Philippine government agencies visited various companies in Taiwan recently for an International Capacity Building on SMART City Governance and Agri-Food Wholesale Market Study Tour to aid the Clark International Airport Corp. (CIAC) and its partner-agencies in the strategic development of the world-class National Food Hub at the Clark Civil Aviation Complex of the Clark Freeport Zone in Pampanga. **(CIAC-PAD)**

Porac hemodialysis center opens

Porac Mayor Jaime 'Jing' Capil led the soft opening of Porac's first, stand-alone hemodialysis center located at the model community of Barangay Pio on September 18, 2024.

"Poraqueños deserve quality healthcare service so I personally made sure that our first dialysis center in Porac meets the highest standard for our dear patients," Capil said during the event, underscoring his commitment to improving health services in the town.

The new facility, to be known as the Bayung Porac Hemodialysis Center leased and operated by Hemant Philippines and MediPly, is designed to initially accommodate 10 dialysis patients but will later be expanded to serve up to 20 machines that can handle 60 treatments per day or 1,300 treatments per month for 200 patients.

Capil, who also led an inspection of the hemodialysis center, pointed out that the expansion is crucial in addressing the growing need for dialysis treatment in Porac.

The soft opening was attended by local government officials, healthcare professionals, and barangay officials, all eager to witness the facility that promises to provide the much-needed medical support.

The center is expected to significantly reduce the burden of patients who previously had to travel to avail of treatment outside the municipality.

The mayor said the dialysis center will offer zero co-pay for all local residents needing treatment, including laboratory testing services and vaccines, and other medical needs and services related to the of kidney diseases.

Capil said the establishment of the Bayung Porac Hemodialysis Center aligns with the local government's vision of providing accessible and high-quality healthcare services to all residents.

"This dialysis center is not just a healthcare facility; it represents hope and a better quality of life for our patients and their families," Capil said.



Capitol, CHED assist private school studes

CITY OF SAN FERNANDO — The Commission on Higher Education (CHED), in collaboration with the Provincial Government of Pampanga, recently distributed financial assistance to 1,674 students from private schools across the province through the Tulong Dunong Program (TDP) at the Bren Z. Guiao Convention Center on September 12.

Dr. J. Prospero de Vera III, CHED chairman, led the distribution of P7,500 to each beneficiary from the Guagua National Colleges, the Holy Cross College, the Mary the Queen College, and the Santa Rita College.

"Itong tulong namin ay para bigyan kayo ng pagkakataon to achieve your dreams. Ang commitment namin sa inyo ay tutulungan kayo ng pamahalaan until you finish," de Vera said.

Governor Dennis "Delta" Pineda thanked de Vera and President Ferdinand Marcos, Jr. for supporting the youth.

The governor also urged the students to use the financial aid wisely and focus their spending on their school needs.

"Yung makukuha ninyong tulong, ang pakiusap ko, i-prioritize muna ninyo sa mga babayaran sa school para

mabawasan ang bayarin ng mga magulang ninyo," Pineda said.

Jasmin Meneses, one of the student beneficiaries, expressed gratitude for the program, stressing how it helps ease the financial burden on students.

"Isang malaking tulong ito sa amin as students. Kasi, hindi po biro ang tuition fee sa mga school. 'Yung cash na makukuha namin dito, matic mapupunta 'yon sa tuition namin. Kung may matira man, gagamitin din namin sa pag-aaral. Malaking tulong ito sa amin at sa mga magulang naming. Makakapag-focus kami nang hindi namin iniisip ang financial," Meneses said.

The Tulong Dunong Program is an assistance initiative under CHED that aims to support students from low-income families by providing financial aid to cover tuition and other educational expenses.

The program is part of CHED's commitment to making higher education more accessible and equitable for all students, particularly those enrolled in private institutions.



FINANCIAL ASSISTANCE. Commission on Higher Education (CHED) Chairman Prospero de Vera III and Governor Dennis "Delta" Pineda lead the distribution of P7,500 educational assistance to 1,674 students from private schools across the province during a ceremony on September 12 at the Bren Z. Guiao Convention Center. **(PAMPANGA PIO)**

NLEX Candaba 3rd viaduct 92% complete



The NLEX Candaba 3rd Viaduct project is making steady progress, with construction now 92 percent complete and on track to meet the November target completion date.

NLEX Corporation President and General Manager J. Luigi L. Bautista enthusiastically looks forward to its upcoming completion. He extended gratitude to everyone involved, from the workers on the ground to government partners.

“The Candaba 3rd Viaduct project reflects our commitment to enhancing travel convenience and safety for motorists. We are thrilled to provide a safer and more efficient travel experience ahead of the holiday rush. We are grateful to all our partners, both in the private and public sectors, for their

commitment to and support for this project,” Bautista said.

The tollway company divided the project into three zones to ensure timely completion: Zone 1 or the Pulilan portion was completed last August, while Zones 2 and 3, covering the Apalit area, are set to be finished by September and November, respectively.

For over 40 years, the Candaba Viaduct has been a crucial link between Pulilan in Bulacan and Apalit in Pampanga, with its two existing bridges catering to northbound and southbound motorists.

The construction of the 3rd Viaduct, positioned between the two existing bridges, is part of NLEX’s broader

SEE PAGE 4
NLEX CANDABA

Senators express strong support to strengthen BCDA

Citing the positive contributions of the Bases Conversion and Development Authority (BCDA) to the Philippine economy, Senators Alan Peter Cayetano and Mark Villar expressed strong support to amending the Bases Conversion and Development Act of 1992 which will further unlock the potential of BCDA’s economic zones and

enable the government-owned and controlled corporation (GOCC) to contribute more to the national coffers.

Cayetano, on 11 September 2024, sponsored Senate Bill No. 2647 under Committee Report No. 250 titled “An Act Strengthening the Bases Conversion and Development Authority” with

the goal of amending the Bases Conversion and Development Act of 1992.

Cayetano highlighted the BCDA’s track record in developing well-planned economic zones – like the Bonifacio Global City in Taguig, Newport City in Pasay, the Clark Freeport Zone in Pampanga, Poro

SEE PAGE 4
SENATORS EXPRESS



BOOST FOR BCDA. Senator Alan Peter Cayetano sponsors Senate Bill No. 2647 titled “An Act Strengthening the Bases Conversion and Development Authority” with the goal of amending the Bases Conversion and Development Act of 1992 while Senator Mark Villar pushes to strengthen BCDA, highlighting its major contributions to the Philippine economy and the Filipino people. (BCDA)

Amputees get artificial limbs from Alagang Nanay

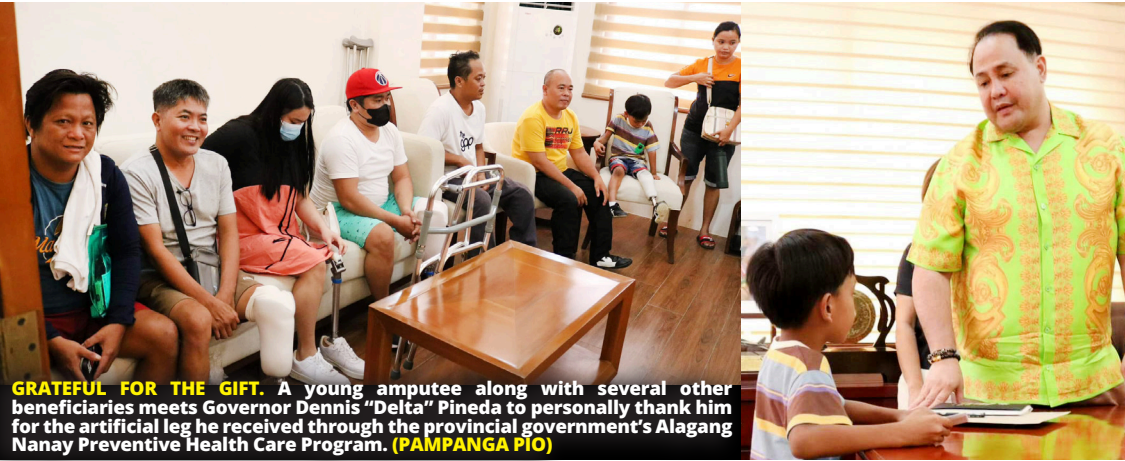
CITY OF SAN FERNANDO — Cabalens from the different towns and cities of Pampanga recently received the gift of mobility through the Alagang Nanay Preventive Health Care Program of the Provincial Government of Pampanga when they were recently given artificial legs.

“Nagpapasalamat po ako sa pagbibigay po ninyo sa amin ng artificial leg dahil unti-unti, maayos na po kaming makakalakad,” beneficiary Angela Dizon said.

Seven of the 16 amputees who benefited from the program visited Governor Dennis “Delta” Pineda and Vice-Governor

Lilia “Nanay” Pineda recently personally expressed gratitude for the help given to them.

The officials said the Capitol remains open to provide assistance to Kapampangans in need, particularly in terms of health and medicine. (PAMPANGA PIO)



GRATEFUL FOR THE GIFT. A young amputee along with several other beneficiaries meets Governor Dennis “Delta” Pineda to personally thank him for the artificial leg he received through the provincial government’s Alagang Nanay Preventive Health Care Program. (PAMPANGA PIO)

Pogi to distribute school gear, supplies

ANGELES CITY — Mayor Carmelo “Pogi” Lazatin Jr. will distribute school gear and supplies to 93,000 students in the 56 public schools and about 3,000 Day Care students in 68 Day Care centers in the city starting September 25, 2024.

Lazatin will personally visit the learning institutions and lead the turn-over of school uniforms, shoes, bags, notebooks, and ballpens to public school the students and uniforms, shoes, books, notebooks, pencils, ballpens, and sets of pastel oil crayons to the Day Care students.

“This is part of our administration’s commitment to support our youth and ensure they are prepared for the coming school year. We believe that no child should be left behind. So providing them with the necessary school essentials is one step toward attaining that goal,” Lazatin stressed.

This is the third consecutive year that Lazatin will distribute school gear and supplies to public schools and Day Care centers students.

Preparations for the distribution of the school supplies was led by Lazatin’s Chief Adviser IC Calaguas with Executive Assistant

IV Reina Manuel to ensure all logistical aspects and schedules are in place for a smooth implementation of the project.

The distribution of school essentials is one of the priority programs of Lazatin which is to provide quality education for the youth and support early childhood education and development by ensuring the young students are well-equipped for their learning journey.

It is only during Lazatin’s stint as mayor that the distribution of school gear and supplies started, a first in the city and in the Province of Pampanga that a local government unit distributes school supplies.

Lazatin is the only local chief executive in the city as well in Pampanga province to distribute school supplies for all the students of public schools and day care centers.

In 2023, the mayor distributed school gear and supplies to all the public elementary, junior, and senior high schools, benefitting 93,053 students.

In the same year, 2,213 Day Care students received new school supplies from the city government in 2023. (ANGELES CIO)



26th Likha ng Central Luzon showcased



The Department of Trade and Industry-Region 3 (DTI-3) announced the staging of the 26th Likha ng Central Luzon Trade Fair, a much-anticipated annual event that is set to bring together some of the finest artisans and entrepreneurs and their products from across Central Luzon, with a spotlight on creativity, innovation, and sustainability.

With the theme “Tatak Pinoy! Innovative and Sustainable Products”, this year’s trade fair on October 16-20, 2024 at the Megatrade Hall 2 of the SM Megamall will feature about 140 Micro, Small, and Medium Enterprises (MSMEs) from the seven provinces of Central Luzon: Aurora, Bataan, Bulacan, Nueva Ecija, Pampanga, Tarlac, and Zambales.

The exhibitors, many of whom have been supported and mentored by the DTI-

3 and its provincial offices, will showcase a wide array of high-quality products ranging from processed food, furniture and home furnishings, wearables (fashion accessories, Filipiniana, bags, jewelry) to gifts and holiday decors, beverages, woodcrafts, and organic and cosmetic products.

Now in its 26th year, the Likha ng Central Luzon Trade Fair has established itself as one of the longest-running and most respected regional trade fairs in the country. It serves as a vital platform for Central Luzon MSMEs to promote their products to institutional buyers and exporters from Metro Manila and beyond while providing opportunities for these enterprises to grow their businesses, expand their networks, and penetrate new markets.

Visitors can look forward to craft demonstrations where artisans showcase their skills in traditional and modern techniques. At the same time, a dedicated Coffee and Beverage Corner offers a relaxing space for guests to enjoy locally-sourced drinks while exploring the best of the creative offerings.

This year’s trade fair will also feature a Special Showcase, highlighting newly-developed and creatively-designed products, packaging, and labeling created under the Shared Service Facility (SSF) and OTOP Next Gen Program of the DTI.

The showcase reflects the region’s dedication to help MSMEs improve their products to meet local and international standards, particularly with regard to sustainability, quality, and innovation.

SEE PAGE 4
26TH LIKHA



PINOY MARINO RIGHTS

ATTY. DENNIS GORECHO

Let us celebrate the 29th National Seafarers Day and the 25th National Maritime Week.

The Philippines will be celebrating the 29th National Seafarers Day (NSD) and the 25th National Maritime Week (NMW) this year on September 29, 2024 with the theme with the theme “Marinong Filipino: Ligtas na Paglalayag!”.

President Fidel V. Ramos issued Proclamation No. 828, s,1996 declaring August 18 as NSD. It was later moved to the last Sunday of September every year by Proclamation 1094s 1997.

The purpose of the proclamation is to give due recognition to the vital role of Filipino seafarers towards the development of the Philippines as a maritime country.

Stella Maris Philippines is tasked to coordinate with the public and private sectors the NSD-related activities such as masses, novenas, and prayers for the safe voyage of seafarers.

Stella Maris acts as the Catholic Church’s missionary work to the peoples of the sea, particularly seafarers, whether they are on merchant, passenger, war or fishing vessels. It provides practical and pastoral care to all peoples of the sea, regardless of nationality, belief or race through chaplaincies in ports in all continents of the world.

The NSD coincides with the NMW that is held every last week of September spearheaded alternatively by the government agencies Maritime Industry Authority (Marina), Philippine Coast Guard (PCG), and Philippine Ports Authority (PPA) by virtue of Proclamation No. 1560 s 2008. It will run this year from September 22 to September 29, 2024.

The Philippines is considered as one of the major suppliers of maritime labor globally as it is estimated that there is one Filipino seafarer for every four to five complements on board a vessel at any time.

According to the Baltic and International Maritime Council (BIMCO)/International Chamber of Shipping (ICS) Seafarer Workforce Report 2021, the top five largest supplier for both officers and ratings are the Philippines, the Russian Federation, Indonesia, China, and India. Together, these countries supplied 44 percent of the global seafarer workforce.

In 2023, Filipino seafarers deployed reached 578,626 with the corresponding dollar remittances amounting to US\$6,852,362,000.00

The sea-based sector’s remittances comprise at least 20

percent of the total OFW dollar remittances that amounted to US\$33,490,930,000.00 in 2023.

The NSD/NMW activities in Manila will run from September 21 to 29, 2024.

On September 21, Saturday, will be International Coastal Cleanup Day.

On September 22, Sunday, an Ecumenical Mass will be held at the PCG grounds to open NMW followed by wreath and flower-throwing activities offered for the deceased seafarers and fishers, as well as for those who have perished or missing at sea. There will also be simultaneous blowing of horns and dressing up of ships.

On September 23, Monday, there will be a “Stop and Salute Flag-Raising Ceremony” at the Independence Flagpole of Rizal Park Luneta to honor Filipino seafarers and reservists. It will be followed by the Kapehan media breakfast forum.

On September 24, Tuesday, students from different maritime schools nationwide will compete in the oratorical and art contests. Winners of the SeamanOnline wacky photo contests will also be announced.

On September 25, Wednesday, there will be a mental health awareness activity organized by the PCG, dental consultation and a hybrid webinar by Marino World.

On September 26, a maritime safety conference will coincide with World Maritime Day (WMD) with the theme “Navigating the Future: Safety First!”.

On September 27, the 14th Boses ng Marino karaoke challenge will showcase talented singers at Seafarer’s Shed at Kalaw, Luneta. It will be preceded by an activity organized by the Department of Migrant Workers (DMW) dubbed as the Special Day for Overseas Filipino Seafarers.

On September 28, there will be another coastal cleanup activity with mangrove planting.

On September 29, Sunday, NSD proper will be celebrated through a grand parade that will start from Raha Sulayman Park in Malate going to the main venue at the San Andres Sports Complex. The high mass will be followed by the NMW turnover ceremonies from PCG to PPA, NMW closing ceremonies and mini concert by the PCG Band.

In Cebu, the NSD activities also include the nine-day novena along with the pilgrim visit of the Image of Our Lady of the Star of the Sea to various maritime institutions. Aside

from the Holy Mass, there are also foot parade, fluvial, processions, motorcade and friendly basketball games.

There are presently 17 Stella Maris centers nationwide: five in Luzon (Batangas, La Union, Manila, Palawan, Pangasinan), six in the Visayas (Bohol, Capiz, Cebu, Dumaguete, Iloilo, Leyte) and six in Mindanao (Basilan, Cagayan de Oro, Davao, General Santos City, Iligan, Zamboanga).

(Atty. Dennis R. Gorecho heads the Seafarers’ Division of the Sapalo Velez Bundang Bulilan Law Offices. For comments, e-mail info@sapalovelez.com, or call 09175025808 or 09088665786.)

THE NATIONAL SEAFARERS' DAY COMMITTEE
LED BY STELLA MARIS - PHILIPPINES AND THE PHILIPPINE COAST GUARD
INVITES YOU TO THE CELEBRATION OF THE

29th NATIONAL SEAFARERS' DAY Sept. 29, 2024

25th NATIONAL MARITIME WEEK Sept. 22-29, 2024

IMO: NAVIGATING THE FUTURE, SAFETY FIRST
MARINONG FILIPINO: LIGTAS NA PAGLALAYAG!

PPC and Public Service: ELMER G. CATO - In celebration of the PPC 75th Anniversary

Consul General Elmer G. Cato was and will always be a journalist. An excellent one at that.

The Department of Foreign Affairs (DFA) has benefitted from his journalism practice in many ways.

He started at an early age of 16 years old when national and local newspapers discovered his journalistic skills.

No less than the well-respected Joe Burgos of Malaya gave his first break when he was hired to write for the paper.

He has quickly improved on his craft, writing for various outlets for Manila Chronicle, Philippine News and

Features, Kyodo News, GMA7, Reuters News Agency. He also founded The Angeles Sun in the 1980s.

His vast experience has brought him to THE desks of national broadsheets Daily Globe and Today. This had earned him a spot in editorial duties with the Saudi Gazette and Indonesian Observer.

Coming from a clan of civil servants and soldiers, he joined the DFA in 1998 where his journalistic skills — writing, reporting, investigating — enabled him to perform various duties and functions that include supervision of passport issuance and consular operations, secretariat for VFA Commission, executive staff function for past DFA Secretaries. He was also the Press Officer of the Philippine Embassy in Washington DC.

He also volunteered to two high risk foreign posts — Head of Mission of the Philippine Embassies in Baghdad from 2015 to 2018 and Tripoli from 2019 to 2021. He headed the Philippine Consulate General in New York prior to being transferred as Consul General in Milan, Italy his current assignment.

In all his postings, he protected our kababayans facing dangers at the risk of his own safety. For them, he established links with support groups.

Malacanang conferred to him a Gawad Mabini not just once but twice. It is one of the most prestigious awards in government service.

His plans after retiring from foreign service include going back to active media practice such as reviving The Angeles Sun.



THE VOICE NEWSWEEKLY

ISSN 0115-6845

EDITORIAL TEAM

Founder: † **Armando P. Baluyut**

Editor-Publisher: **Lincoln M. Baluyut**

Business Manager: **Ruby Soccorro I. Baluyut**

News Editor: **Jojo C. Due**

Lifestyle and Online Editor: **Arlyn E. Lukban**

Chief Photographer: **Bert H. Basa**

Layout Artist: **Charmaine N. Cayanan**

Main Office:
Unit F, St. Catherine Townhouses,
St. Catherine Street, Villa Angelina Subd.,
Brgy. San Jose, 2009 Angeles City

Clark Sub-Office:
Bale Balita Clark Media Center
Bldg. 2090 Rufino Cardinal Santos St.
Clark Freeport Zone, Pampanga, Philippines

Email: thevoicenewsweekly@gmail.com
thevoice.mktg@gmail.com
lincoln.baluyut@gmail.com

Mobile Numbers: (0919) 065 3608
(0919) 002 5868

Legal Rate: PhP 160 per column centimeter
Commercial Rate: PhP 200 per column centimeter
Subscription Rate: 1 year - P1,200 / 6 months - P600

THE VOICE NEWSWEEKLY

POGI... FROM PAGE 1

which to date has been planted with 100,969 trees, are a flagship program of Lazatin.

On top of this, the city government also introduced the Walang Plastikan: Plastic Palit Bigas Project in 2021, a program that aims to address environmental concerns and end hunger and malnutrition at the same time.

The Walang Plastikan: Plastic Palit Bigas Project was among the

17 national finalists of 101 entries in the 2024 Walang Gutom Awards.

In a trailblazing move, Lazatin will soon install solar panels at the Belen Homesite Elementary School that will power air-conditioners and smart TVs in eight classrooms. This is part of a bigger plan to install solar panels in all the public schools in the city's 33 barangays.

The Belen Homesite Elementary

School is the smallest learning institution in Angeles City with eight classrooms and 187 students.

On top of these, 1,500 solar lights are also being installed in all major and secondary roads in the city. Expected to be finished by October 2024, the lighting project is in line with promoting the safety of residents as well as a sustainable and eco-friendly environment. **(ANGELES CIO)**

PH AGENCIES... FROM PAGE 1

Airport Corp. (CIAC); the Manila Economic and Cultural Office (MECO) Philippine Trade and Investment Center (PTIC) in Taipei; the Aurora Pacific Economic Zone (APECO); Megawide Construction Corp.; JNA Management Consulting; and, Food Starter Philippines.

The Kaohsiung Leg from September 9 to 11 brought the delegation to the Kaohsiung Linhai Industrial Park (KLIP) to tour China Steel Aluminium Corp.; Soon Yi Superfrozen Co. Ltd; California Agri-Marketing Farm Cooperative Society; Intelligent Transportation Center of the

Transportation Bureau; Kaohsiung City Government; and, Tai Urban Resort and Kaohsiung New Asia Bay Development.

The Taipei Leg from September 11 to 14 brought the delegation to the Farmers Association of Bade; the 9th Taiwan Smart Agri-Week and 10th International Aquaculture and Fisheries Expo at the Taipei Nangang Exhibition Center (TaiNEX); the 2024 Taiwan – Philippines Cold Chain Industrial Collaboration Summit also at the TaiNEX; the Binjiang Fruit and Vegetable Auction and Wholesale Market No. 33; and, the Taipei Flower Auction.

The activity saw the conduct of presentations of CIAC's Seven Flagship Projects, network meetings, briefings and courtesy visits in the various locations in the itinerary.

The primary objective of the study tour is to conduct benchmarking analysis and activities of Taiwan's agri-food wholesale markets, cold-chain logistics facilities and transit-oriented development to aid CIAC and its partner-agencies in the strategic development of the world-class National Food Hub at the Clark Civil Aviation Complex. **(CIAC-PAD)**

NLEX CANDABA... FROM PAGE 2

initiative to enhance this vital expressway infrastructure's serviceability, safety, and reliability.

In addition to the Candaba 3rd Viaduct, other projects are lined up or underway in the province of Pampanga to improve travel experiences for expressway users and help decongest local roads, contributing to the province's overall progress.

These include the NLEX Segment 3 Widening project that expands the road capacity of NLEX San Fernando to SCTEX Spur in Mabalacat, Pampanga. Scheduled to start in the first quarter of 2025, this expansion will increase the expressway's capacity from 2 lanes to 3 lanes in each direction,

providing faster and more seamless travel. The project also includes the installation of roadway lighting from NLEX San Fernando to Sta. Ines, Mabalacat for enhanced safety, and the expansion of the Mexico Interchange to accommodate the growing volume of vehicles in the area.

The DPWH's Sto. Tomas Interchange project, currently under construction between San Simon and San Fernando in Pampanga, will also help decongest major roads such as Jose Abad Santos Avenue (JASA) and Olongapo-Gapan road by bringing NLEX closer to the towns in the west. While this is a DPWH project, its completion and subsequent

operation and maintenance will be a collaborative effort of the DPWH, TRB, and NLEX Corporation with the support of the Sto. Tomas LGU and the 4th District of Pampanga. The construction remains on track for its target completion in the fourth quarter of 2025.

Through these initiatives, the tollway company reaffirms its strong commitment to enhancing mobility for motorists and commuters while contributing to the government's nation-building efforts.

NLEX Corporation is a subsidiary of the Metro Pacific Tollways Corporation (MPTC), the toll road arm of the Metro Pacific Investments Corporation (MPIC).

SENATOR EXPRESS... FROM PAGE 2

Economic Zone in Baguio, the Bataan Technology Park in Bataan, and the New Clark City in Tarlac – which continue to drive economic growth and generate job opportunities for the Filipino people.

"If we develop [the] Bulacan and Clark economic zones correctly, it could really be a twin engine of development in our country, and it could really pull the massive urbanization out of Metro Manila and spur development in Central Luzon. Iba po sa BCDA. I see the 'Bases,' I see the 'Conversion,' I see the 'Authority,' and I really do see the 'Development,'" Cayetano said.

The BCDA is currently implementing the expansion of the Clark International Airport, the development of the Clark Central Business District in Pampanga and the Bonifacio Capital District in Taguig, full transformation of the New Clark City as well as the seaport modernization in Poro Point, among others.

Boosting investor confidence, job generation

Villar, chair of the Senate Committee on Government Corporations and Public Enterprises and co-sponsor of

Senate Bill No. 2647, also took to the Senate floor the major contributions of the BCDA to the national coffers, the Armed Forces of the Philippines (AFP) Modernization Program as well as job generation and economic development in different parts of the country.

From May 1993 to March 2024, BCDA's total contribution to the AFP Modernization Program and replication of military facilities equate to Php62.64 billion. Of the total contribution, Php51.53 billion went to the AFP Modernization Program while the remaining was for the replication of military facilities.

"As we recognize these accomplishments of BCDA over the years, we must fully support the amendments to the BCDA Law to further strengthen its mandate and expand its reach... Help me help the ordinary Filipinos uplift their standards of living by pushing for these amendments for BCDA and each Filipino who will be at the receiving end of the benefits of the proposed changes," Villar said in his speech.

To date, around 400,000 has been employed across the developments of BCDA in Tarlac,

Pampanga, Baguio, La Union, Bataan, and Taguig. BCDA expects jobs to reach over one million upon the full development of the economic zones it owns and operates.

The bill, once passed into law, will extend BCDA's corporate term for another 50 years from its current remaining corporate life of 19 years.

"The extension of its term also bolsters BCDA to enforce existing contracts spanning decades and beyond its current corporate life... It provides a clear signal to the private sector and international investors that BCDA will continue to be a dependable long-term partner in enforcing contractual obligations," Villar added.

The bill also aims to declare a certain percentage of the land area of each BCDA economic zone as alienable and disposable, authorizing its sale for residential use, mixed use, industrial, and institutional purposes. This will mobilize residential and affordable housing development in BCDA economic zones, providing workers the convenience and opportunity to own a property that they can pass down to their children or family members. **(BCDA)**

26TH LIKHA... FROM PAGE 2

Organized by DTI-3 and Philexport-R3 with full support from the Regional Development Council-Central Luzon (RDC-3) and the Central Luzon Growth Corridor Foundation Inc. (CLGCFI) – which includes the seven provincial governors of Central Luzon – the trade fair underscores the strong

commitment of Central Luzon leaders to fostering economic growth through entrepreneurship and creativity.

The DTI invites to this grand celebration of Central Luzon's finest products to show support for the region's local entrepreneurs and discover unique, high-quality

items, build connections with business owners, and explore the vibrant cultural heritage of the region.

The 26th Likha ng Central Luzon Trade Fair promises to be a one-of-a-kind event that fosters creativity, sustainability, and economic prosperity for all. **(DTI-3)**

Republic of the Philippines
Regional trial court
Third Judicial Region
OFFICE OF THE CLERK OF COURT
Hall of Justice Building
City Hall Compound, Angeles City
rtc1angacc@judiciary.gov.ph

**HOME DEVELOPMENT
MUTUAL FUND (known as PAG-
IBIG FUND),**
Mortgagee.

- versus -

JUSTIN PAUL ABAD SANTOS,
Mortgagor.

X-----X

NOTICE OF SHERIFF'S SALE

Upon extra-judicial application for sale under Act 3135, as Amended filed by the above-named Mortgagee, **HOME DEVELOPMENT MUTUAL FUND**, a government financial institution duly organized and existing under and by virtue of the Republic Act No. 9676 with principal office at The Petron Mega Plaza Building, No. 358 Sen. Gil Puyat Avenue, 1200 Makati City, herein represented by its Atty-in Fact, **ENGR. DANILO P. CATOLOS**, c/o Jeffrey A. Ramientas, CPA, GREATSOURCE CORPORATION, No. 2546 A. Bonifacio St. Bangkal, Makati City, against the Mortgagor, **JUSTIN PAUL ABAD SANTOS**, likewise of legal age, with residence and postal address at No. 4110 9th St., Marisol Subd., Brgy. Ninoy Aquino, Angeles City and/or of Lot 14, Blk., 17 Fiesta Communities Porac II, Manibaug Paralaya, Porac, Pampanga, in order to satisfy the mortgage debt therein which as of 15 June 2024, amounts to **SIX HUNDRED EIGHTY SIX THOUSAND NINETY THREE PESOS and 93/100 (Php686,093.93)**, Philippine Currency, inclusive of interest and other charges, all secured by this Mortgage, the undersigned Sheriff IV hereby gives notice and announces that on the 28th day of October 2024 at 10:00 o'clock in the morning at the Municipal Trial Court of Porac, Porac, Pampanga, will sell at public auction to the highest bidder for **cash and in Philippine Currency**, the following parcel of land with all the improvement existing thereon, to wit:

TCT NO. 042-2021000195

A PARCEL OF LAND SITUATED IN THE BARANGAY OF MANIBAUG PARALAYA, MUNICIPALITY OF PORAC, PROVINCE OF PAMPANGA, ISLAND OF LUZON, BOUNDED AND DESCRIBED AS FOLLOWS:

**LOT NO: 14 BLOCK NO: 17 PLAN NO: PSD-03-209758
PORTION OF: LOT 136-A, PSD-38457
LOCATION: BARANGAY OF MANIBAUG PARALAYA,
MUNICIPALITY OF PORAC, PROVINCE OF
PAMPANGA, ISLAND OF LUZON**

BOUNDARIES


LINE	DIRECTION	ADJOINING LOT(S)
1-2	NE	LOT 12, BLOCK 17, PSD-03-209758
2-3	SE	ROAD LOT 18, PSD-03-209758
3-4	SW	LOT 16, BLOCK 17, PSD-03-209758
4-1	NW	LOT 15, BLOCK 17, PSD-209758

AREA: FORTY FIVE SQUARE METERS (45), MORE OR LESS

Prospective buyers/bidder may investigate for themselves the above-mentioned parcel of land for their information and protection.

In the event that the scheduled public auction should not take place, the same will be conducted on 28 November 2024 at the same time and place without further notice.

Angeles City, 28 August 2024.


CLAUDE B. BALASBAS
Sheriff IV
Contact no. 09206373475

Copy furnished:

1. **HOME DEVELOPMENT MUTUAL FUND** - The Petron Mega Plaza Building, No. 358 Sen. Gil Puyat Avenue, 1200 Makati City, herein represented by its Atty-in Fact, **ENGR. DANILO P. CATOLOS**, c/o Jeffrey A. Ramientas, CPA, GREATSOURCE CORPORATION, No. 546 A. Bonifacio St., Bangkal, Makati City

2. **JUSTIN PAUL ABAD SANTOS** - No. 4110 9th St., Marisol Subd., Brgy. Ninoy Aquino, Angeles City and/or of Lot 14, Blk., 17 Fiesta Communities Porac II, Manibaug, Porac, Pampanga

THE VOICE NEWSWEEKLY September 8, 15, 22, 2024

NOTICE OF EXTRA-JUDICIAL SETTLEMENT OF REAL PROPERTY WITH WAIVER AND RENUNCIATION OF RIGHTS

Notice is hereby given that the heirs of the late **ROBERT I. CATAN**, who died intestate on **May 20, 1995**, executed a deed of **EXTRA-JUDICIAL SETTLEMENT OF REAL PROPERTY WITH WAIVER AND RENUNCIATION OF RIGHTS** over a parcel of land covered by **TRANSFER CERTIFICATE OF TITLE NO. 69824** before Notary Public Bernabe Mabanglo, a Notary Public for the Commonwealth of Virginia, City of Virginia Beach, United States of America, and an Apostille signed by Notary Public Bernabe F. Mabanglo and Certified by Kelly Thomasson, the Secretary of the Commonwealth of Virginia, United State of America.

THE VOICE NEWSWEEKLY September 8, 15, 22, 2024

Thank you Cong Pogi - Mabalacat ABC prexy



Republic of the Philippines
REGIONAL TRIAL COURT
 THIRD JUDICIAL REGION
OFFICE OF THE CLERK OF COURT & EX-OFFICIO SHERIFF
 Guagua, Pampanga
 Email add: rtelggaoc@judiciary.gov.ph

TRBank, INC. (A Rural Bank), **FREM Case No. G-24-**
 Mortgagee, **2524**
 -versus-
LOTA M. DIWA as for herself and as
attorney-in-fact of JAIME RUIZ DIWA
(A.K.A. JAIME DECENA DIWA),
 Mortgagors,

NOTICE OF EXTRA-JUDICIAL SALE

WHEREAS, upon extra-judicial petition for sale under Act 3135 as amended by Act 4118 filed by **TRBank, INC. (A Rural Bank), (TRBI for brevity),** mortgagee, represented in this instance by **Atty. Princess Kimberly Guarino-Amor,** with principal office and place of business at 31 Floor, Unit 3101-3108, Raffles Corporate Center, F. Ortigas Jr. Road, Ortigas Center, Pasig City, against mortgagors, **LOTA M. DIWA for herself and as Atty.-in-Fact of JAIME RUIZ DIWA (A.K.A. JAIME DECENA DIWA,** with postal address at 38 Emilio Aguinaldo St., Santa Cruz, Lubao, Pampanga, to satisfy the mortgage indebtedness mentioned which as of August 9, 2024, amounts to **ONE MILLION THREE HUNDRED SEVENTY-FIVE THOUSAND ONE HUNDRED THIRTY-THREE PESOS & 91/100 (P1,375,133.91)** Philippine currency, exclusive of any penalties and interest plus the expenses of foreclosure, the Clerk of Court & Ex- Officio Sheriff of the Regional Trial Court, Guagua, Pampanga, thru **Sheriff SONNY B. OCAMPO will sell at public auction on October 22, 2024 at 10:00 a.m. or soon thereafter at the entrance of the Municipal Trial Court of Lubao, Pampanga,** to the highest bidder in cash and in Philippine currency the here-in-below described real property with all existing improvements thereon, to wit:

TRANSFER CERTIFICATE OF TITLE NO. 460196-R

A parcel of land (Lot 4-C-1 of the subd. plan, Psd-03-000431, being a portion of lot 4-C (LRC) Psd-270686, LRC Rec. No.), situated in the Bo. of Sta. Cruz, Mun. of Lubao, Prov. of Pamp. Bounded on the SE., along line 1-2 by Bo. Road; on the SW., along line 2-3 by lot 1-A (LRC) Psd- 179244; on the NW., along line 3-4 by property of Feliciano Rivera; on the NE., along line 4-1 by lot 4-C-2, of the subd plan. xxx xxx XXX Containing an area of Five Hundred Two (502) Square Meters

The Notice of Extra-Judicial Sale will be published in a newspaper of general circulation in the Province of Pampanga and Angeles City once a week for three (3) consecutive weeks and will be posted in three (3) conspicuous public places prior to the date of sale for the information of the public in general and of the interested parties in particular. Prospective bidders are hereby enjoined to investigate for themselves the title of the above-described property and the encumbrances existing thereon if any there be.

All sealed bids must be submitted to the undersigned on the above-stated time and date.

In the event the public auction should not take place on the said date, it shall be held on October 29, 2024 also at 10:00 a.m. and at the same place mentioned above without further notice.

Guagua, Pampanga, September 3, 2024.

SONNY B. OCAMPO
 Sheriff IV

Publication: _____
 Copy furnished:
 TRBank, INC. (A Rural Bank)
 31 Floor, Unit 3101-3108, Raffles Corporate
 Center, F. Ortigas Jr. Road, Ortigas Center, Pasig City

LOTA M. DIWA
 JAIME RUIZ DIWA (A.K.A. JAIME DECENA DIWA)
 38 Emilio Aguinaldo, Santa Cruz, Lubao, Pampanga

THE VOICE NEWSWEEKLY September 15, 22, 29, 2024

Republic of the Philippines
REGIONAL TRIAL COURT
 THIRD JUDICIAL REGION
OFFICE OF THE CLERK OF COURT
 ANGELES CITY

JOSE REYNIEL S. APOSTOL **EXTRAJUDICIAL**
 Mortgagee, **FORECLOSURE**
 -versus- **OF REAL ESTATE**
VIRGIE ROSA KRAUS, married **MORTGAGE UNDER**
to OLIVER THEO KRAUS, **ACT 3135, AS**
 Mortgagors. **AMENDED**
FC Case No. 2024-0076

x-----x

NOTICE OF SHERIFF'S SALE

Upon extrajudicial petition for sale under Act 3135 filed by the Mortgagee, **JOSE REYNIEL S. APOSTOL** with residence and postal address at **Santo Domingo, Mexico, Pampanga** against the Mortgagors, **VIRGIE ROSA KRAUS married to OLIVER THEO KRAUS** with residence and postal address at **Barrio of San Francisco, Magalang, Pampanga or Sitio Mabatobato, Brgy. San Francisco, Magalang, Pampanga** in order to satisfy the outstanding mortgage debt which as of **March 5, 2024** amounts to **ONE MILLION NINE HUNDRED NINETY-FIVE THOUSAND PESOS only (Php 1,995,000.00),** Philippine Currency, principal inclusive of unpaid interest, but exclusive of attorney's fees, foreclosure expenses and other charges allowed by law, the undersigned Sheriff IV hereby gives notice and announces that on **October 16, 2024 at 10:00 o'clock in the morning, at the Office of the Municipal Mayor of Magalang, Pampanga located at the 2nd Floor Municipal Hall, Magalang, Pampanga** will sell at public auction for cash and in Philippine Currency, the following parcel of land with all the improvements existing thereon, to wit:

TCT NO. 045-2018014571

A PARCEL OF LAND (LOT 119-B-1-D OF THE SUBD. PLAN PSD-03-150645 BEING A PORTION OF LOT 119-B-1, PSD- 03-127765, L.R.C. REC. NO.), SITUATED IN THE BO. OF SAN FRANCISCO, MUN.. OF MAGALANG, PROV. OF PAMPANGA. BOUNDED ON THE NW, ALONG LINE 1-2 BY LOT 119-B-1-C; ON THE NE., LINE 2-3 BY LOT 119-B-1-L (RD.); ON THE SE., ALONG LINE 3-4 BY LOT 119-B-1-E ALL OF THE SUBD. PLAN; ON THE SW., ALONG LINE4-1 BY LOT119-A PSD-03-045747. xx X CONTAINING AN AREA OF FOUR HUNDRED (400) SQUARE METERS, MORE OR LESS.
 x x x

Prospective buyers/bidders may investigate for themselves the above-mentioned parcel/s of land for their information and protection.

In the event the public auction should not take place on the said date, it shall be held on **November 13, 2024 at the same time and place** without further notice.

Angeles City, August 13, 2024.

CARLO ROBERTO C. MEDINA
 Sheriff IV

Copy Furnished:
VALERIO CHAN AND ONOFRE LAW OFFICES
 Counsel for the Mortgagee
 Unit-E Ming's Building
 608 Don Juico Avenue, Malabanas,
 Angeles City

JOSE REYNIEL S. APOSTOL
 Mortgagee
 Santo Domingo, Mexico, Pampanga

VIRGIE ROSA KRAUS married
to OLIVER THEO KRAUS
 Mortgagors
 Barrio of San Francisco, Magalang,
 Pampanga or Sitio Mabatobato,
 Brgy. San Francisco, Magalang,
 Pampanga

THE VOICE NEWSWEEKLY September 8, 15, 22, 2024

MABALACAT CITY — Association of Barangay Captains (ABC) President and Barangay Paralayunan Captain Rey Pineda of this city expressed gratitude on September 12, 2024 for the personal donation of school supplies by Angeles City Mayor Carmelo "Pogi" Lazatin, Jr. to Mabalacat City Day Care students.

"Magpasalamat kami pu kang Mayor Pogi. Maswelo kami pu. Ali na kami man pu manyad, pero daratang ing biyaya," Pineda said.

The five-day distribution of school supplies in 61 Day Care Centers in Mabalacat City began on September 11, 2024, personally led by Lazatin.

Each of the 3,063 Day Care students in Mabalacat City will receive a tote bag with a set of school supplies, including crayons, notebooks, pencil, eraser, sharpener, and writing pad.

The parents of each Day Care student also received five kilos of rice.

The rice and school supplies are personal donations of Lazatin to the Day Care students of Mabalacat City, which he promised to personally distribute back in June 28, when he officially declared his candidacy for Pampanga First District Representative.

Earlier, the ABC president declared support for Lazatin's candidacy.

"Ikami pu kening Mabalacat City, kayabe da pu reng buong pwersa da reng barangay council, kapitan, susuporta kami pu nung nanu man pu itang kekayung paglaban keng kekatamung distritu," Pineda said. "Ikami pung barangay council keti pu Mabalacat suportan da kayu pu."

Lazatin was joined in the distribution of school supplies by Pineda; Barangay Captains Derrick Dee of Dau, Rene Liwanag and Council of Duquit, Elmer Mendiola and Council of Poblacion, and Rustico Garbo and Council of Cacutud; Barangay Councils of Mamatitang and Mangalit; Chief Adviser IC Calaguas, Executive Assistant IV Reina Manuel, and long-time Lazatin aide, Mina Cables.

Lazatin is also scheduled to distribute school supplies in Magalang Municipality in the coming weeks.

On July 23 and 24, Lazatin also took part in the nationwide Brigada Eskwela 2024 in Mabalacat and Magalang. **(TEAM LAZATIN)**

Transformative Learning and Its Role in Unleashing Potential

by HAZEL MADANAY DELA CRUZ

Education is often seen as a simple process of gaining knowledge, but transformative learning changes this view, especially in the Department of Education (DepEd). Instead of just memorizing facts and passing tests, this approach focuses on thinking critically, personal growth, and social change.

Transformative learning helps people change how they see the world through four steps: facing challenges, reflecting on beliefs, talking with others to gain new insights, and taking action. This process improves knowledge while supporting emotional and social growth, leading to a more complete learning experience. In DepEd, transformative learning helps students develop important skills for engaging with society, such as critical thinking, empathy, and social responsibility, enabling them to better understand their roles in a diverse community.

A strong example of transformative learning in DepEd

is found in community engagement programs. Schools can work with local organizations to tackle issues like environmental problems. In these projects, students actively address real-world challenges instead of just observing. For instance, in a community garden project, students might start seeing gardening as just a hobby. However, by interacting with community members and learning about food shortages, they begin to rethink their views on privilege and access, sparking a passion for social justice and community involvement.

Teachers in DepEd can also encourage transformative learning by creating classrooms that promote open discussions and the examination of societal issues. In an Araling Panlipunan class, for example, teachers might invite guest speakers from different backgrounds to share their stories. Through these discussions, students can challenge their preconceived ideas and deepen

their understanding of social inequalities.

Teachers can effectively implement transformative learning by using reflective journals, group discussions, real-world problem solving, and constructive feedback.

In the end, transformative learning in DepEd represents a major shift in education. By focusing on reflection, dialogue, and real-world application, teachers empower students to become active, engaged citizens who are ready to tackle societal challenges. This approach promotes individual growth and builds a socially responsible community, showing that learning can truly change lives.

The author is Teacher III at Pinpinas Elementary School, Sta. Ignacia North District, Schools Division of Tarlac Province, Region III – Central Luzon

Double Duty: The Challenges and Rewards of Being a Teacher and Coach

by JOJO C. OMPD

In the world of education and athletics, few roles are as challenging and rewarding as that of a teacher who also serves as a sports coach. This dual responsibility requires a unique blend of skills, unwavering dedication, and an ability to impeccably transition between two demanding professions. For those who embrace both roles, the journey is both a testament to their commitment and a challenge that shapes their daily lives.

Teaching and coaching are both deeply rewarding professions, but they demand significantly different skill sets and time commitments. As a teacher, one is tasked with educating young minds, creating engaging lessons, and fostering a positive learning environment. This involves careful lesson planning, grading, and addressing the diverse needs of students. The goal is to inspire and educate, providing students with the knowledge and skills they need to succeed academically.

In contrast, coaching requires a focus on athletic performance, teamwork, and strategy. A coach must design training sessions,

develop game strategies, and motivate athletes to perform at their best. This role extends beyond the practice field or court, involving constant communication with athletes, monitoring their progress, and ensuring they are physically and mentally prepared for competition.

Balancing these two roles is a formidable challenge. Each role demands significant time and energy, and the transition between teaching and coaching is not always straightforward. A typical day might involve delivering a series of engaging lessons in the classroom, followed by a swift change into sports attire to lead a practice session or attend a game. This requires exceptional time management skills and the ability to maintain high performance in both areas.

Despite these challenges, the rewards of combining teaching with coaching are profound. Teachers who coach often find that their dual roles enhance their effectiveness in both areas. The discipline and teamwork learned on the field can translate into improved classroom dynamics, while the

skills developed in the classroom can enhance the strategic thinking required in sports.

The impact of this dual role extends to students and athletes alike. By embodying commitment and dedication, such individuals serve as role models, demonstrating the value of hard work, perseverance, and balanced priorities. The successes achieved both in academic and athletic arenas are a testament to their extraordinary efforts.

In essence, the role of a teacher who is also a coach is a balancing act of remarkable complexity. It demands exceptional dedication and organizational skills, but it also offers unparalleled rewards. The ability to inspire and lead in both educational and athletic contexts highlights the profound impact that such individuals have on their students and athletes, shaping their growth and success in meaningful ways.

The author is SST – III at Bayugan National Comprehensive High School, Central District II at Bayugan City Division, CARAGA Region

A friend in Need is a Friend Indeed

by DIDITH D. MACALALAD

Have you ever heard about the famous John Donne quote "No man is an island, entire of itself; every man is a piece of the continent, a part of the main" from his work Devotions upon Emergent Occasions (1624)? This quote implies that no one is completely self-sufficient; everyone relies on others. I first heard this when I was in high school, and the first person that came to mind was my best friend. A true friend lasts for a lifetime; no matter what happens, they are always willing to catch you when you stumble. Real friendships endure the test of time, offering unwavering support no matter what life brings.

During my elementary years, from Grades 1-6, I never had my own best friend or circle. I have always tried to fit into other people's circles, but I'm very grateful to God for giving me my own friend, my best friend, from

the moment I entered high school until now, as I'm working. This very loving and special friend is still my most trusted friend. Because of her, I've learned the true meaning of friendship. A true friend is not merely someone who shares happy moments with us but is also someone we can rely on during our darkest times. When we are facing setbacks or challenges, they are the ones who give us stability, reassurance, and emotional support by knowing that someone is there for us to help and be a listening ear. This kind of friend is very rare to find in this world; even my mother is very grateful to this friend of mine for being good, understandable, and reliable no matter the circumstances.

As the youngest of five siblings, I grew up learning to figure out life on my own. While they were always there to help me, they let me experience and figure

things out first before stepping in because they wanted me to grow up strong and brave. I've always believed in myself that I could handle everything without asking for anyone's help, that's why I have always considered myself as an independent woman, but I have met a girl that changed my perspective, I've realized that I can't do everything on my own since because of her I experience having someone that I can show my vulnerable side and rely on a person without thinking of betrayal or anything. Overall, that is the reason why John Donne's quote has left a lasting mark on my heart.

The author is Teacher III at Balayan East Central School, Balayan East Sub-office, Schools Division of Batangas Province, Region IV-A CALABARZON

TRANSFORMING EDUCATION: UNVEILING THE BENEFITS OF DEPED COMPUTERIZATION PROGRAM

by JEFFRY L. CABICUNGAN

In an increasingly digital world, education systems are evolving to meet the demands of the 21st century. The Department of Education (DepEd) has recognized this need through the implementation of the DepEd Computerization Program (DCP), aimed to enhance the teaching and learning process and to modernize the educational landscape of the country.

One of the most significant benefits of the DCP is its pivotal role in enhancing access to quality education. By equipping schools with computer laboratories, laptops, tablet PCs, internet connectivity and other ICT resources, the program ensures that all students have equal access to digital tool and educational materials. Through DCP, students can engage with interactive learning materials, access online resources and develop the digital skills essential for today's tech-based economy.

The DCP also revolutionizes the teaching experience, empowering educators with the tools makes learning more engaging and effective. Teachers can create dynamic lessons using multimedia presentations, educational software and hardware, and online platforms, that can captivate students' attention. Beyond providing technology, the program offers valuable training, equipping teachers with the skills to seamlessly integrate these tools into their classrooms. This ongoing professional development ensures that

educators are confident and capable of using technology to unlock their student's full potential.

Another significant benefit of the DCP is its contribution to the development of digital or ICT literacy among students. In a world where digital skills are increasingly vital, the program ensures that Filipino students are not left behind. Regular use of computers and other digital tools in the classroom enables them to become proficient in basic computer manipulation, internet usage, and digital communication – skills that are essential for higher education and the workforce.

Furthermore, the DCP plays crucial role in bridging the digital divide in the Philippines. By providing DCP Packages in remote and underserved areas helps to level the playing field, giving all the students, regardless of their geographic location, the opportunity to benefit from modern educational tools. This equitable access promotes inclusive education and reduces disparities in educational outcomes.

The DepEd Computerization Program is more than just an initiative to supply schools with ICT packages; it is a transformative force in the Philippine education system. The DCP paves the way for a modern, equitable, accessible, inclusive and effective education system.

The author is Teacher III at Bidduang National High School, Bidduang, Pamplona, Cagayan

The Power of Visual Aids in the Classroom

by LORIE R. TINARIPE

In the classroom, visual aids play a crucial role in enhancing the learning experience. Relevant posters, charts, and displays on the walls are not mere decorations but essential tools that significantly contribute to the effectiveness of teaching and the engagement of students.

Visual aids are instrumental in reinforcing concepts and aiding comprehension. Posters and charts that illustrate key ideas or processes help students to visualize and internalize information. For instance, a math classroom adorned with charts detailing mathematical formulas or geometric shapes allows students to refer back to these visual reminders during problem-solving exercises. This constant visual reinforcement helps to solidify understanding and improve retention of the material.

Students have varied learning styles, and visual aids cater to those who benefit from seeing information presented in a graphical format. Visual learners, in particular, grasp concepts more effectively through images and diagrams. By incorporating a variety of visual aids, teachers can address the needs of these learners, ensuring that instruction is inclusive and accessible to all students.

The presence of colorful and relevant visual aids can make the classroom environment more stimulating and engaging. Displays that showcase student work or highlight current projects encourage students to take an active interest in their learning. When students see their contributions valued and prominently displayed, it fosters a sense of pride and motivates them to participate more actively in classroom activities.

Well-organized visual aids also

contribute to effective classroom management. Instructional charts and rules posted prominently can serve as constant reminders of classroom expectations and procedures. This visual reinforcement helps students to remember and adhere to behavioral norms, reducing the need for constant verbal reminders from the teacher.

Visual aids empower students to become independent learners. Charts, maps, and reference posters provide students with tools they can use to support their learning without always needing to ask for assistance. This autonomy promotes self-directed learning and helps students develop problem-solving skills as they navigate through visual resources to find answers.

The strategic placement of visual aids contributes to a positive and welcoming classroom atmosphere. A well-decorated room with relevant educational materials can inspire curiosity and enthusiasm. It signals to students that their learning environment is thoughtfully prepared to support their educational journey.

Visual aids such as posters, charts, and displays are integral to a productive learning environment. They not only enhance understanding and cater to diverse learning styles but also encourage engagement, support classroom management, and foster independent learning. By investing in and thoughtfully implementing these visual tools, educators can create a more effective and enriching classroom experience.

The author is Teacher III at Balate Elementary School, Tarlac South B District, Tarlac City Schools Division, Region III-Central Luzon

Collaboration in the Classroom: Fostering Effective Group Work Among Students

by LORIE R. TINARIPE

In education, collaboration has become a cornerstone of effective learning. As the workforce increasingly values teamwork and interpersonal skills, classrooms are reflecting this shift by emphasizing group work and collaborative activities.

Collaboration in the classroom offers numerous benefits that extend beyond academic achievement. It encourages students to develop crucial life skills, such as communication, problem-solving, and empathy. By working together, students learn to navigate different perspectives, manage conflicts, and build consensus—skills that are vital in both academic and professional settings.

Effective collaboration also promotes deeper learning. When students discuss and debate concepts, they engage in active learning, which enhances their understanding and retention of the material. Group work allows students to explain their thinking to others, receive feedback, and refine their ideas, leading to a more comprehensive grasp of the subject matter.

Several indicators can reveal whether students are collaborating effectively. Successful group work often features active participation from all members, with students contributing their unique strengths and perspectives. In a well-functioning group, roles are clearly

defined, and responsibilities are shared equitably. Effective communication is also a hallmark of good collaboration; students should be able to express their ideas clearly, listen to others, and negotiate solutions.

Another sign of effective collaboration is the ability of students to resolve conflicts constructively. In a collaborative environment, disagreements are addressed through discussion and compromise rather than avoidance or conflict. This approach not only helps maintain a positive group dynamic but also enhances the overall learning experience.

Teachers play a crucial role in fostering successful group work. Effective strategies include setting clear expectations for group behavior, defining specific roles and tasks, and providing structured frameworks for collaboration. It is also beneficial to incorporate regular reflections on group processes, allowing students to assess their teamwork and identify areas for improvement.

Moreover, teachers can facilitate collaboration by grouping students thoughtfully. Diverse groups—composed of varying abilities, backgrounds, and personalities—can stimulate richer discussions and more creative problem-solving. Ensuring that all students have an opportunity to contribute and feel valued helps maintain engagement and promotes

equitable participation.

Despite its benefits, group work can present challenges. Unequal participation, where some students dominate while others remain passive, is a common issue. To address this, teachers can use strategies such as assigning individual accountability, rotating group roles, and monitoring group interactions closely.

Another challenge is managing group conflicts. Teachers can provide guidance on conflict resolution techniques and encourage open communication to help students navigate disagreements constructively.

Collaboration is a vital component of modern education, offering students essential skills and enhancing their learning experience. By promoting active participation, effective communication, and constructive conflict resolution, educators can foster successful group work that prepares students for future academic and professional endeavors. Despite the challenges, the benefits of collaborative learning make it a worthwhile focus in the classroom, contributing to both personal and academic growth.

The author is Teacher III at Balete Elementary School, Tarlac South B District, Tarlac City Schools Division, Region III-Central Luzon

Pagmamahal na Walang Kapantay

by DIDITH D. MACALALAD

*Sa siyam na buwan ko sa
iyong sinapupunan
Ramdam ko ang
pagmamahal na iyong inilaan
Hirap at pagod ang iyong
pinagdaanan
Ngunit ito ay tiniis para sa
aking kapakanan*

*Lubos ang kasiyahan ng
ako'y masilayan
Ang iyong bunso ngayo'y
nahahawakan
Mga haplos at yakap ang
iyong ipinaramdam
Ang iyong pagkalinga'y hindi
mapapantayan*

*Dumaan ang mga araw at iyo
nang napagmasdan
Ang patuloy na pag-usbong
ng anak mong minamahal
Dala-dala lagi ang pangaral
na iyong ikinintal
Na mapapagmasdan sa
bawat kilos at galaw*

*Ngunit pagsubok talagang
hindi maiiwasan
May mga panahon na hindi
tayong magkaunawaan
Siguro nga'y hangad mo
lang ay ang aking kabutihan
Na iyang mins'y hindi ko
maiintindihan*

*Mayroon mang problema
ang sa atin ay dumaan
Mga suliraning ating
pinagdaanan
Sa solidong mong
pagmamahal na lagi nang
nangingibabaw
Lahat ng unos na
dinadaan agad nalulusaw*

*Subalit panahon ay sadyang
mapaglaro
Masakit tanggapin ang iyong
paglaho
Ang iyong paglisan sadyang
dumurog ng aking puso
Oh mahal kong ina tuluyan
ng lumayo*

*Ngayon sa aking piling inay
ikaw man ay lumisan
Pagmamahal mo'y kailan
man ay 'di ko malilimutan
Hindi mo ipinagkait
ang walang kapantay na
pagmamahal
Kaya't hanggang sa aking
kamatayan ika'y aking
minamahal*

*The author is Teacher III at
Balayan East Central School,
Balayan East Sub-office,
Schools Division of Batangas
Province, Region IV-A
CALABARZON*

Keep Learners on Task in the Science Class

by DIDITH D. MACALALAD

Teaching science has both many challenges and rewards. One of the biggest challenges we face as science teachers is creating lessons that will not only get students to learn but hold student interest. To me getting pupils to learn is best skilled when the learners can narrate to the topic or are interested by the hands-on element that the activity may have.

To many teachers hands-on learning in science is completely different from their own science learning experiences. Growing up science was not about “doing” but about the memorization of facts and different vocabulary words. I can remember it being very boring at times. The reality is I did well in science in elementary school but if you were to question me about what topic I learned about I would barely remember.

But when learners are interested in the topic and are “doing” hands-on activities, they will learn best. Skillfully aligning children whose attention may

run off task with those learners whose attention does not go off task quickly is one way to manage groups during classroom activities. Adding variety to learners learning activities also helps to keep learners on task.

Our job as teachers is to get learners to learn concepts and skills that they will use throughout their lives not just to pass one test. The scientific process skills of classifying, observing, measuring, communicating, inferring, predicting and experimenting are skills that students must develop. Students will be able to apply these skills not only to science but to all situations they may face in life. We as teachers are getting students to progress higher order thinking skills- being able to scrutinize situations and then conclude what to do next.

*The author is Teacher III at
Balayan East Central School,
Balayan East Sub-office,
Schools Division of Batangas
Province, Region IV-A
CALABARZON*

Poverty lowers the academic achievements of some learners

by DIDITH D. MACALALAD

In the Philippines, the national poverty incidence among families in 2023 was recorded at 10.9 percent. This is equivalent to 2.99 million Filipino families who do not have enough income to meet their basic food and non-food needs (Philippine Statistics Authority, 2024). Among those 2.99 million Filipino families struggling with poverty, how many children do you think also suffer in their education due to their financial status? As Filipinos, we believe in José Rizal's quote, “Kabataan ang pag-asa ng bayan,” but looking at the poverty rate in the Philippines, do you think they can afford to study and learn, despite their families struggling to provide for their everyday needs?

To start with, poverty limits access to education. One of the common reasons why they

can't enroll their kids in schools is because they cannot afford school tuition fees, uniforms, books, or even their transportation to school, as well as their kids' allowance for food and other miscellaneous fees. Consequently, lots of children are deprived of the right to education. According to Gutiérrez (2023) Poverty is associated with increased stress, less access to educational resources, and lower academic achievement, all of which can contribute to dropping out. Furthermore, poverty also affects the ability of the children to perform well in school because of their health problems, like malnutrition, and also the stress they are going through because of their unstable home environment. These things have a major effect on cognitive development and concentration. Children who face

hunger or lack proper healthcare struggle to learn and are more likely to fall behind in their studies.

In conclusion, poverty is greatly affecting children's education, not just financially but also mentally. To address this issue, it requires a lot; it demands job opportunities, government assistance programs, affordable healthcare services, community development programs—these are just some of the things that I think can help and reduce poverty in our country. We must be aware of this kind of issue so our children have the opportunity to reach their full potential.

*The author is Teacher III at
Balayan East Central School,
Balayan East Sub-office,
Schools Division of Batangas
Province, Region IV-A
CALABARZON*

“Fought for the good fight”

by DIDITH D. MACALALAD

God's will for our lives has reason and purpose. It is through scripture, where we can find meaning and principles discerning God's will. God gave me this vocation as an educator for the betterment of many. I always put into my mind that teaching is more than a noble profession. It is a vocation, a CALLING. That the teacher is the most important person in any civilization, as on him or her depends the molding of the nation. There are not many born teachers, but there are those who love teaching, and there are those who enter it as a profession. Nevertheless, the chief qualification for a teacher is his or her love for children.

As an educator, I put myself first in God to seek for His guidance, to give me enough and sufficient strength for the whole day in facing the different attitudes of the pupils, on how I can manage their individual differences, on how I can be able to mingle with them and make them feel comfortable to express their thoughts and insights. In spite of the many daily challenges, I asked God to give me great deal of confidence in my

skills and abilities in the classroom. So that I can impart knowledge that my pupils need to become successful in the near future and to provide them an environment of comfort and safety to explore ideas and share intuitions without fear or condemnation.

Inspiration to me is when a person gives me enough motives to do or feel something creative or beneficial to others or myself, most especially to my pupils. Each person in my life is very imperative as to why I am the person I am today. They all have different characteristics of motivation that they have given me. My first opinions of my family are always why they mean so much to me. Aside from being my inspiration, they are my supporters. They always supports me in my decisions most particularly for the improvement of my pupils. Always on my side whenever I needed them. They are my pillars of strength. They are my guide and give me the courage to strive harder for the benefits of my pupils because my pupils are also my family. I always say that I am their second mother and I love

them so much. That their success and achievements is also my achievement.

One of the most important factors in the enablers of passion for teaching is teachers' ongoing commitment and dedication to students and learning. I know that it is my role to encourage pupils for an active learning and concern themselves with promoting pupils' intellectual and moral development. And for this, I always search for continuous professional development so I can give them more.

Passionate teachers are those who make great changes in ones lives. Their beliefs and vital actions make us realize our inner values and bewitch us. Passion contributes to teacher's motivation and performance. They have an effect on student achievement. There is a strong correlation between passionate teaching and successful student learning.

*The author is Teacher III at
Balayan East Central School,
Balayan East Sub-office,
Schools Division of Batangas
Province, Region IV-A
CALABARZON*

FORCES boost the mind of the BECS learners

by DIDITH D. MACALALAD

Since Balayan East Central School implemented Project FORCES (Fortified Optimism through Responsive and Collaborative Enforcement in Science) that aims to boost and cultivate the knowledge of the pupils in terms of their consciousness and curiosity in the field of Science. Much effort and enthusiasm were given to the learners to improve standards in education in Science. In this academic year Project FORCES implemented the whole time to accept, encourage and increase the learning, skills and knowledge of the learners. Various notable activities and sub-projects were given to the learners to develop and augment their critical thinking. Generally, the project is said to be successful wherein the learners and teachers positively adapting the interventions in Science in particular in this project.

Thorough interventions were the focused of this project because it gives a chance for the schools especially the science teachers to build ways to provide

their neediest students. A rigorous intervention is really viewed as an intervention that is the most precise for the students most in need. So that is vital because otherwise what we are actually saying as a society is that we think in suitable education for some students, not all students.

The implementation of Project FORCES offers pupils the competence to access awareness and information which will supply to an overall perceptive of how and why things work like they do. Children and students are able to use this knowledge to understand new concepts, make well informed decision and pursue new interest. Science also helps provide tactile or visible proof of many facts we read about in books or see on the television. This helps to increase understanding and to retain information for children and learners.

*The author is Teacher III at
Balayan East Central School,
Balayan East Sub-office, Schools
Division of Batangas Province,
Region IV-A CALABARZON*

The Effects of Bullying and Its influence on the Pupils' Academic Achievement

by DIDITH D. MACALALAD

This study is designed to assess the safety level and effects of bullying as related to the pupils' academic achievement among pupils of Balayan East Central School, District of Balayan East, Division of Batangas.

The study has the following findings: The school is not so safe against bullying. Both male and female feel unsafe of being bullied in their class. On the contrary, they feel most safe of being bullied by other kids in school; Both victims and bullies have high bullying prevalence in school. On the contrary, pro-socials have low bullying prevalence. This means that victims; Pro-socials tend to have higher academic

achievement than pupils who belong to victims and bullies. Bullies have low academic achievement compared to victims.

With regards to the relationship between academic achievement and safety level against bullying, reject the null hypothesis. There is a significant relationship between safety level against bullying and academic achievement. Those children who feel very safe and safe tend to have outstanding, very satisfactory, satisfactory and fair academic achievement. Those not so safe have fair academic achievement. Those with unsafe and scared level against bullying have poor academic achievement.

In the relationship between

academic achievement and prevalence level of bullying, reject the null hypothesis. There is a significant relationship between prevalence level of bullying and academic achievement. Those children who have very low, low and average prevalence level tend to have fair academic achievement. Those with high and very high prevalence level have poor academic achievement.

The author is Teacher III at Balayan East Central School, Balayan East Sub-office, Schools Division of Batangas Province, Region IV-A CALABARZON

Addressing Mental Health After Disasters: The Crucial Role of Support and Awareness in Educational Settings

by DIDITH D. MACALALAD

Given the current global experiences of catastrophic events such as typhoons and the renewed activity of Taal Volcano, the topic of how disasters impact mental health has become increasingly pertinent to me. Firstly, disasters, whether it is human-made such as terrorist attacks and accidents, or natural calamities like hurricanes and earthquakes, leave a lasting impact not only on physically and homes but also on the mental health of those affected. I believe the relationship between disasters and mental health is deeply intertwined, as every experience leaves a mark on individuals' hearts. As a teacher, I realized the challenges in promoting and advocating for mental health here in our country, particularly in the face of societal stereotypes such as dismissing mental health concerns as laziness or attributing them solely to a lack of prayer or perceived drama. Despite these challenges, I see myself promoting mental health awareness, in educational settings advocating for and implementing initiatives

that promote well-being and resilience to the students.

After a disaster, the first thing that comes to people's minds is to help, come together, and immediately think about their safety and well-being. Only after that do they begin to think about what they have lost, and that's when they start to mourn. Unfortunately, at that point, they often neglect their mental health. Consequently, what happens afterward is that everyone continues with their lives, carrying the pain and trauma they've experienced. I want to focus on young people or students because they are often the ones whose feelings are invalidated, and their pain is set aside because they feel the need to prove themselves and face the pressure they receive. They no longer prioritize their own well-being. Often, when they lose loved ones, they are unable to properly mourn because they need to prioritize their academic lives. It is crucial to pay attention to all the victims of a disaster. Focusing on students or schools for their mental health

would greatly help them to be more open and resilient. It would also expand mental health awareness with the help of the modern generation that I guide. Through this, they will realize how crucial it is to have aftercare following a disaster that truly traumatizes all victims, whether they are primary, secondary, tertiary, or quaternary.

Overall, disasters or catastrophes have a profound impact on the mental health of those affected by them. By promoting mental health awareness, individuals will be empowered to acknowledge and address their emotions, even in the absence of a disaster. They won't hesitate to seek professional help when needed. Engaging in activities aimed at mental health support can benefit everyone and contribute to making our world a better place.

The author is Teacher III at Balayan East Central School, Balayan East Sub-office, Schools Division of Batangas Province, Region IV-A CALABARZON

Balayan East Central School: A Century-Old Institution Driving Education in Batangas

by GINA M. GUBI

In the heart of Balayan, Batangas, Balayan East Central School (BECS) stands as a testament to over a century of educational dedication. Established during the American colonial period, this esteemed institution has consistently shaped the lives of countless students, fostering a spirit of academic excellence and community service that remains strong today.

For more than 100 years, BECS has adapted to the ever-changing educational landscape in the Philippines. With the introduction of the K-12 curriculum, the school has embraced innovative teaching methodologies that prioritize critical thinking, problem-solving, and essential life skills. Principal Dr. Loida P. Rosales articulates the school's mission with clarity: "Our goal is to produce graduates who not only excel academically but are also socially responsible and active members of the community." This holistic approach prepares students to meet future challenges with confidence and competence.

Modernization is at the forefront of BECS's educational strategy. The integration of technology into the classroom has transformed the learning experience, with tools like smartboards and tablets enhancing student engagement

and digital literacy. However, the COVID-19 pandemic posed significant challenges. The sudden shift to blended and online learning exposed disparities in access to technology. In response, BECS partnered with local government units and non-government organizations to provide tablets and internet access to underprivileged students, ensuring that no child was left behind during this critical time.

Community connection is a cornerstone of BECS's identity. Events such as "Pistang Paaralan" not only celebrate local culture but also showcase student talents in arts, music, and sports. These gatherings foster collaboration among parents, alumni, and local businesses, reinforcing the school's role as a community hub. Teacher Gina Gubi emphasizes the impact of this support: "Here at BECS, we have a strong partnership with the community. Parents and alumni are always ready to help, whether through donations or volunteering for school events. It's what makes this school special."

Looking ahead, BECS is poised for further growth. Plans are underway to establish a dedicated science and technology laboratory to bolster its STEM (Science, Technology, Engineering, and

Mathematics) program. Principal Rosales envisions this initiative as a vital step toward equipping students with the skills needed for the modern workforce. "We want to give our students the tools to compete on a global scale, and that starts with providing them with a strong foundation in science and technology," she affirms.

Despite facing challenges such as limited resources and overcrowded classrooms, BECS has shown remarkable resilience, supported by the unwavering commitment of the community and local government. As Honorable Mayor JR Fronda stated during the school's centennial celebration, "Balayan East Central School is more than just a place of learning; it is a symbol of our town's commitment to education and the future of our children."

As BECS continues to evolve, its legacy of excellence and community engagement ensures that it will remain a vital institution in Balayan for generations to come.

The author is Teacher III at Balayan East Central School, Balayan East Sub-office, Schools Division of Batangas Province, Region IV-A CALABARZON

BECS Reading Program: A Manifestation of Success

by DIDITH D. MACALALAD

Reading is the progression of looking at a sequence of written symbols and getting meaning from them. It is an agreeable skill-through it we receive evidence. But the multifaceted process of reading also needs the skill of speaking, so that we can pronounce the words that we read.

Increasing evidences indicates that child literacy begins at home.

The primary concern of Balayan East Central School is to inculcate the minds of every pupil the importance of reading especially to those who are suffering / struggling in reading.

The school implemented different programs and projects that the core objective is to give necessary remedial lesson or interventions every afternoon after the class.

The classroom adviser will determine the pupils who needed remediation based on their assessment.

The product of the said implemented programs and projects targeting such as spelling, grammars, writing phonics and word identification skills that provides beneficiaries to strengthen their reading appreciation and their reading comprehension.

The remedial activities were presented by the adviser through a remarkable and inspirational message. Through this, the learners were convinced to listen and performed the said activities related to the program.

The teacher itself introduced the program to boost the pupils especially those who needed the remedial lesson.

The different assessments were also presented from the beginning of the activities were all the learners tried to performed well especially in reading 4 to 5 syllables word in reaching their capacity to read, spell and recognize the given word.

The teachers have proven that this said programs and projects continuously provides children of Balayan East Central School to be more aggressive and enthusiast in diverse interventions given to them. Minimizing the numbers of struggling readers are the evidences that these are effective and efficient to the children.

The author is Teacher III at Balayan East Central School, Balayan East Sub-office, Schools Division of Batangas Province, Region IV-A CALABARZON

A way to you

by DIDITH D. MACALALAD

As I sit quietly, reflecting on the twists and turns of my life, I realize that my journey has taught me many lessons. What marks in my heart the most is the idea of "What is meant for you will find its way to you." Looking back to when I was a teenager, during the stage of Identity vs. Confusion by Erik Erikson's stages of development, I was one of those who went through an identity crisis. I continuously ask myself "Who am I? What's my purpose in this life?"

Have you ever been called a control freak or a control-oriented person? I have. In my quest to find my purpose in life, I made sure I was in control. I meticulously planned my daily activities, set annual goals, and developed strategies to achieve everything I had outlined. I was determined to accomplish everything on my list.

In high school, I dreamed of becoming a police officer, and I worked hard to be a consistent honor student. However, when it came time to apply to college, I discovered that I did not qualify for the criminology program due to height requirements. My mother repeatedly asked me about my backup plan. At that time, I didn't think I needed a plan B because I was convinced that hard work and discipline alone would keep me on track.

At that moment, I quickly considered a new path and decided to become a teacher. I told my mother, "Mag e-education ako, Inay" (I'll pursue education, Mother), taking a deep breath and smiling at her. This decision was a departure from my usual approach of controlling every aspect of my life—my plans, environment, situation, and even my emotions.

As I entered college, I realized that change is inevitable and that sometimes, life's twists and turns can lead us in directions we never anticipated. Despite my efforts to control every detail, I learned that flexibility and adaptability are just as important as hard work and discipline.

One of the most challenging aspects of life is accepting that not everything is within our control. We often cling tightly to our desires, convinced that if we work hard enough or plan carefully enough, we can achieve anything we set our minds to. I realized that life is full of uncertainty, and while this is unsettling for me, I chose to let go of my original dream and pursue a career in education. At first, it was difficult, but I still managed to earn good grades and graduate.

As I began teaching, I slowly and surely fell in love with my profession. It fills my heart with joy to see the kids smile at me and call me by my name. A simple "Thank you, ma'am" touches me deeply.

Life has shown me that letting go doesn't necessarily mean giving up. Instead, it involves having faith and about trusting that what is meant for us will find its way to us when the time is right. As a teacher, I feel that this is my true calling. My purpose in life is to find inspiration that can motivate not only myself but also my students and family, helping us all to live gratefully and appreciate the life we have.

The author is Teacher III at Balayan East Central School, Balayan East Sub-office, Schools Division of Batangas Province, Region IV-A CALABARZON

Guidance Technique Integration: An Enhanced Way of Teaching Edukasyon sa Pagpapakatao

by GINA M. GUBI

Abstract

This research explores the integration of guidance techniques as a method to enhance the teaching of Edukasyon sa Pagpapakatao (ESP) in the Philippines. The study aims to improve students' moral reasoning and character development by incorporating counseling strategies such as reflective listening, value clarification, and conflict resolution into the existing ESP curriculum. Using a mixed-method approach, the research was conducted in selected schools, involving surveys and interviews with ESP

teachers, students, and guidance counselors. The intervention lasted one semester, during which guidance techniques were integrated into ESP lessons. Data were collected through pre- and post-assessments, classroom observations, and qualitative interviews. The main findings indicate that students exposed to these guidance techniques demonstrated improved ethical decision-making and a deeper understanding of values, while teachers reported enhanced classroom dynamics and student engagement. The study concludes

that integrating guidance techniques into values education has significant potential to foster holistic character development and recommends professional development for educators in guidance methodologies to further enrich the ESP curriculum.

The author is Teacher III at Balayan East Central School, Balayan East Sub-office, Schools Division of Batangas Province, Region IV-A CALABARZON

Project CHED (Child Centered Education and Development of Values in Connection to Retrospect Batang Batangueno Program)

by GINA M. GUBI

E S P or otherwise known as **EDUKASYON SA PAGPAPAKATAO**

Is part of the core subjects that is being taught to both the elementary and secondary schools. It is a subject that teaches values and virtues. It is a subject that equips individuals with the necessary prudence and moral responsibility, necessary to guide each individual in making life decisions. It is as important as Math, English or Science because it pertains to the practicality of life. It deals with attitude, of good morals and right conduct of right values and virtues to live by. More importantly, it develops and instills the core values of Maka -Diyos, Maka-Tao, Maka- Kalikasan and Maka-Bansa in the hearts of every Filipino.

Clarity in values can be a guiding light during both calm and stormy times and it can enhance the meaningfulness and wisdom we gain through life experiences.

Retrospect Batang Batangueno, as part of the ESP

curriculum, aims to maximize Edukasyon sa Pagpapakatao learning beyond cognitive skills and competencies but hand in hand with the psychomotor and affective skills to be practiced in and out of their home.

The teacher will give task or challenge every week to their learners, which are achievable within their learning environment. The task to be given must be simple and executable and to be done in a definite time. The task will be based from the table of values attached. Moreover, they will include the simple task in the Weekly Home Learning Plan as additional assignment for ESP. The evidences can be expressed in writing or visual outputs or in any way suitable for the task. It can be a journal, a picture, a testimony from parents or family members, an fb post, a drawing among others.

A teacher has to set a high standard of moral behavior before the child, so the school plays a very important role in the moral

values of the child. Through the organization of various curricular and co-curricular activities, teachers can foster among children various moral qualities. **RBB** also aims to relive and re-instill to the learners the Filipino values by gradual practice through everyday chores or small deeds given as tasks or challenges.

Quality learning requires a safe, friendly environment, qualified and motivated teachers and instruction in languages students can understand. It also requires that learning outcomes be monitored and feed back into instruction, so thankful that we also have a **HOMEROOM GUIDANCE** that was included in the SLM'S of every child, that could be of great help in monitoring the child's development when it comes to their attitude.

The author is Teacher III at Balayan East Central School, Balayan East Sub-office, Schools Division of Batangas Province, Region IV-A CALABARZON

Manila: A City of Contrasts and Resilience

by GINA M. GUBI

Introduction

Manila, the capital of the Philippines, is a city of stark contrasts, embodying both historical grandeur and modern urban challenges. This paper explores the multifaceted nature of Manila, examining its historical significance, cultural richness, economic dynamics, and the pressing issues it faces. By delving into these aspects, we aim to provide a comprehensive understanding of the city's complex identity and its ongoing journey towards sustainable development.

Historical Significance

Manila's history dates to the pre-colonial era, when it was a thriving trading post. The arrival of Spanish colonizers in the 16th century marked a significant turning point, as the city became the administrative and cultural center of the Spanish Philippines. The Intramuros, a walled city built by the Spaniards, stands as a testament to this colonial legacy.

The Intramuros, often referred to as the "Walled City," is a historical district that offers a glimpse into Manila's colonial past. Within its fortified walls, visitors can find iconic landmarks such as Fort Santiago, the Manila Cathedral, and San Agustin Church, a UNESCO World Heritage Site. These structures provide a tangible connection to the city's rich history and cultural heritage.

Beyond its colonial past, Manila has also played a crucial role in the Philippines' struggle for independence. The city was the site of numerous revolutionary events, including the proclamation of Philippine independence in 1898. This historical significance has shaped Manila's identity as a symbol of national pride and resilience.

Cultural Tapestry

Manila's cultural landscape is a vibrant blend of indigenous Filipino traditions, Spanish

influences, and American colonial heritage. The city is home to numerous museums, theaters, and art galleries that showcase the diverse cultural expressions of its people. Festivals such as the Sinulog in Cebu and the Ati-Atihan in Aklan, while celebrated outside of Manila, are deeply rooted in the city's cultural heritage.

One of the most prominent cultural institutions in Manila is the National Museum of the Philippines. This museum houses a vast collection of artifacts and artworks that represent the country's rich cultural heritage. Visitors can explore exhibits on Philippine history, art, and ethnography, gaining a deeper understanding of the nation's cultural identity.

Manila's vibrant arts scene is also evident in its numerous theaters and performance venues. The Cultural Center of the Philippines, a premier arts complex, hosts a wide range of performances, including ballet, opera, and theater productions. The city's bustling music scene features a diverse array of genres, from traditional Filipino folk music to contemporary pop and rock.

Economic Dynamics

Manila's economy is driven by a mix of industries, including services, manufacturing, and trade. The city's strategic location and well-developed infrastructure have made it a major commercial hub in Southeast Asia. However, Manila also faces significant economic challenges, such as unemployment, income inequality, and the informal economy.

The service sector is a major contributor to Manila's economy, with industries such as finance, tourism, and information technology playing a crucial role. The city's bustling business district, Makati, is a hub for multinational corporations and financial institutions. However, Manila also faces challenges related to job insecurity and low wages, particularly in the informal

sector.

Urban Challenges

Despite its economic growth, Manila grapples with a number of urban challenges. Traffic congestion, air pollution, and inadequate housing are among the most pressing issues facing the city. Rapid urbanization and population growth have strained its infrastructure and resources. Additionally, Manila is vulnerable to natural disasters, such as typhoons and earthquakes, which can have devastating consequences.

The traffic congestion in Manila is a major concern for residents and visitors alike. The city's narrow streets and increasing number of vehicles often lead to long traffic jams and delays. Efforts to improve the city's transportation system, such as the construction of elevated railways and bus rapid transit systems, have been implemented to address this issue.

Air pollution is another significant problem in Manila. The city's high population density and heavy traffic contribute to air pollution, which can have adverse health effects. Measures to reduce air pollution include promoting public transportation, improving vehicle emissions standards, and planting trees.

Inadequate housing is a pressing issue for many residents of Manila. The city's rapid urbanization has led to a housing shortage, particularly in low-income areas. This has resulted in overcrowding, informal settlements, and substandard living conditions. The government has implemented various programs to address the housing crisis, such as providing affordable housing options and improving infrastructure in urban areas.

The author is Teacher III at Balayan East Central School, Balayan East Sub-office, Schools Division of Batangas Province, Region IV-A CALABARZON

The COVID-19 Pandemic: Origins, Impact, and Future Lessons

by GINA M. GUBI

COVID-19, caused by the SARS-CoV-2 virus, first emerged in Wuhan, China, in December 2019. Initial cases were traced to a wet market in the city, where wildlife was sold. The virus spread rapidly within China and soon reached countries around the globe. On March 11, 2020, the World Health Organization (WHO) declared COVID-19 a global pandemic, emphasizing the urgent need for coordinated international efforts to contain the virus.

The symptoms of COVID-19 vary widely, including fever, cough, shortness of breath, fatigue, muscle aches, headache, and loss of taste or smell. Transmission primarily occurs through respiratory droplets from coughs or sneezes, and contact with contaminated surfaces can also pose a risk. To mitigate the spread, public health measures such as wearing masks, maintaining physical distance, frequent handwashing, and vaccination have been crucial.

The pandemic has profoundly impacted society, leading to economic disruptions, widespread job losses, and increased social isolation. Schools and businesses were forced to close, and travel restrictions became commonplace. This crisis underscored the significance of robust public health infrastructure and international collaboration in addressing global health threats. The pandemic sparked vital discussions about improving pandemic preparedness and enhancing disease surveillance systems.

As the virus evolved, new variants emerged, exhibiting characteristics like increased transmissibility and potential vaccine resistance. These developments complicated efforts to control the pandemic, necessitating ongoing research to

adapt vaccines and treatments to effectively combat these variants.

Additionally, long-term effects of COVID-19, commonly referred to as "long COVID," are being studied. Some individuals experience persistent symptoms, including fatigue, brain fog, and difficulty breathing. Understanding the causes and treatments for long COVID remains a priority for researchers.

The rapid development and distribution of COVID-19 vaccines marked a significant milestone in the pandemic response. Various vaccines received approval, leading to mass vaccination campaigns aimed at protecting populations. However, challenges persist, particularly regarding equitable access to vaccines in low-income countries.

Economically, the pandemic has led to severe repercussions worldwide. Lockdowns and business restrictions triggered job losses and recession, exacerbating existing inequalities, especially within marginalized communities. The closure of schools and social gathering limitations have heightened feelings of loneliness and anxiety, prompting governments and organizations to provide mental health support.

Ultimately, the COVID-19 pandemic has highlighted the necessity of global cooperation in facing health crises. While countries have united to share information and develop vaccines, the pandemic exposed vulnerabilities in global health systems, emphasizing the urgent need for improved preparedness for future public health threats.

The author is Teacher III at Balayan East Central School, Balayan East Sub-office, Schools Division of Batangas Province, Region IV-A CALABARZON

Batangas Lomi: A Hearty Bowl of Filipino Comfort Food

by GINA M. GUBI

Batangas Lomi is a beloved noodle dish from the province of Batangas, Philippines. It stands out among other regional versions of the popular lomi due to its thick, rich, and flavorful broth, accompanied by an array of hearty toppings. Whether you're a local or a visitor, this dish is a comforting and filling meal that captures the essence of Batangas cuisine.

The Origins of Batangas Lomi

Batangas Lomi traces its roots to Chinese immigrants who introduced various noodle dishes to the Philippines. Over time, locals from Batangas put their own spin on the dish, resulting in the hearty and distinct lomi we know today. While other parts of the Philippines offer their own variations, Batangas Lomi has gained nationwide fame for its thick, flavorful broth and generous toppings.

Ingredients and Preparation

At its core, Batangas Lomi consists of thick egg noodles swimming in a rich broth. What sets it apart is its unusual thickness, both in the noodles and the soup. The broth is typically made with pork bones and meat, creating a savory base, and it is thickened using cornstarch, giving it a signature viscous texture.

The toppings are where Batangas Lomi shines. You'll often find a mix of pork liver, pork meat, chicharrón (crispy pork skin), kikiam (meat rolls), fish balls, and hard-boiled eggs. In some versions, locals even add crispy fried garlic and onions. The toppings are generous, making this dish not just a meal but a feast in a bowl.

A final key ingredient is a raw

egg, cracked into the hot broth and stirred just before serving. This enriches the soup even more and adds to its creamy consistency.

Customization: The Batangueño Way

One of the things that makes Batangas Lomi special is the way diners customize their bowls. Batangueños are known for their love of condiments, and you'll typically find a small tray filled with soy sauce, vinegar, calamansi (a local citrus fruit), and chili. Each diner is free to adjust the flavors to their liking, whether they prefer a more acidic kick or a spicier bowl.

A Hearty Meal for All Occasions

Batangas Lomi is a go-to comfort food, enjoyed as a snack or as a full meal. It's commonly served in eateries called lomi-han, which are spread across Batangas and nearby provinces. Whether you're a weary traveler seeking warmth, a worker on a quick break, or simply someone craving something filling, this dish provides an instant energy boost. Its large serving size also makes it perfect for sharing.

Lomi in the Culture of Batangas

Lomi has become a symbol of Batangas' culinary identity, and it's often enjoyed during communal gatherings, festivals, or even casual roadside stops. Batangas Lomi isn't just a dish; it's part of the local culture, representing the province's warm, hospitable nature.

The author is Teacher III at Balayan East Central School, Balayan East Sub-office, Schools Division of Batangas Province, Region IV-A CALABARZON

Malolos: A Historical Tapestry Woven with Culture and Tradition

by GINA M. GUBI

A City of Firsts

Malolos, the capital of Bulacan province in the Philippines, is a city steeped in history and culture. Renowned as the birthplace of the First Philippine Republic, Malolos played a pivotal role in shaping the nation's destiny. Its rich heritage, coupled with its vibrant local culture, makes it a captivating destination for tourists and locals alike.

A Glimpse into the Past

The heart of Malolos' historical significance lies in the Barasoain Church, a majestic edifice that witnessed the proclamation of Philippine independence on June 12, 1898. This iconic landmark serves as a testament to the city's role in the country's struggle for freedom. Visitors can explore the church's intricate architecture and learn about the historical events that unfolded within its hallowed walls.

Another significant historical site is the National Shrine of the Immaculate Conception, a grand basilica renowned for its stunning stained-glass windows and intricate carvings. This religious sanctuary offers a serene

atmosphere and provides a glimpse into the city's deep-rooted Catholic faith.

Cultural Delights

Beyond its historical landmarks, Malolos boasts a vibrant cultural scene. The Malolos Heritage Center, a treasure trove of artifacts and documents, offers visitors a fascinating glimpse into the city's past. From ancient pottery to historical photographs, the center showcases the rich tapestry of Malolos' history and traditions.

For those seeking a more immersive cultural experience, the Malolos Pottery Village is a must-visit. This charming village is renowned for its traditional pottery-making techniques, passed down through generations. Visitors can witness skilled artisans crafting beautiful pottery pieces and even try their hand at the craft.

Festivals and Traditions

Malolos is also known for its lively festivals and traditions. The Malolos Cityhood Anniversary, celebrated every December, is a vibrant event featuring parades, cultural performances, and fireworks displays. Another

significant celebration is Barasoain Day, which commemorates the proclamation of Philippine independence. This event includes historical reenactments, lectures, and exhibits.

A Modern City with a Historical Soul

While Malolos proudly preserves its historical heritage, it has also embraced modernity. The city offers a range of amenities, including shopping centers, restaurants, and recreational facilities. Its proximity to Manila and other major cities makes it a convenient destination for both domestic and international travelers.

Whether you are a history buff, a culture enthusiast, or simply seeking a peaceful getaway, Malolos has something to offer. Its rich historical legacy, vibrant culture, and welcoming atmosphere make it a truly unforgettable destination.

The author is Teacher III at Balayan East Central School, Balayan East Sub-office, Schools Division of Batangas Province, Region IV-A CALABARZON

Balayan East Central School: Sustaining Educational Excellence and Community Engagement in Batangas

by GINA M. GUBI

Background: Balayan East Central School (BECS), established in the early 1900s, has played a pivotal role in the educational landscape of Balayan, Batangas. This study investigates BECS's evolution, current initiatives, and future directions within the context of national educational reforms and community engagement.

Methods: A mixed-methods approach was employed, comprising archival research, stakeholder interviews, and direct observations. Historical records, school documents, and interviews with key stakeholders—including teachers, parents, and alumni—were analyzed to provide a comprehensive overview of the school's development and challenges.

Results: The findings reveal that BECS has successfully adapted its curriculum to meet contemporary educational demands, emphasizing critical thinking and STEM education. Despite challenges, such as resource limitations and the impact of the COVID-19 pandemic, the school has maintained high student engagement and participation. Community

collaboration has been crucial, enhancing the school's initiatives and cultural relevance.

Discussion: BECS exemplifies resilience and adaptability in public education, showcasing how local schools can thrive through community support and innovation. While challenges remain, including infrastructure needs and teacher shortages, the school's commitment to future growth and community outreach positions it as a model for educational institutions in similar contexts.

Conclusion: This study underscores BECS's role as a cornerstone of academic and social development in Balayan, highlighting its capacity to provide quality education amid evolving challenges. As BECS continues to innovate and engage with its community, it sets a precedent for public schools across the Philippines.

The author is Teacher III at Balayan East Central School, Balayan East Sub-office, Schools Division of Batangas Province, Region IV-A CALABARZON

Active Participation and Interest in Learning Activities for Student Engagement

by OFELIA E. CHUA

Student engagement is a fundamental aspect of effective education, particularly within the context of the Department of Education (DepEd) in the Philippines. It encompasses active participation and genuine interest in learning activities, which significantly enhance students' academic performance and overall development.

In DepEd classrooms, student engagement can be observed through various teaching methods that stimulate learners' interests. For instance, during a Science lesson on ecosystems, a teacher might organize a hands-on activity where students create mini-terrariums. This interactive approach not only allows students to engage physically but also deepens their understanding of the topic as they observe real-life processes in action. By integrating practical activities, students are more likely to participate actively and retain information.

Another effective strategy observed in DepEd classrooms is the use of collaborative group work. For example, in a AP class discussing Philippine independence, students might be divided into small groups to research different key figures and

events. Each group presents their findings to the class, fostering a sense of ownership and accountability. This collaborative learning environment not only encourages participation but also cultivates teamwork and communication skills among students.

Emotional engagement is also critical in promoting interest in learning. Teachers who establish a positive classroom atmosphere can significantly impact students' motivation. In one scenario, a teacher might implement a "classroom charter," where students collectively set rules and goals for behavior and participation. This approach not only empowers students but also creates a sense of belonging, making them more invested in their learning journey.

Utilizing technology is another way to enhance student engagement in DepEd classrooms. For instance, incorporating multimedia presentations or educational games can make lessons more dynamic and appealing. A teacher introducing a lesson on mathematics might use an interactive app that allows students to solve problems in a game format. This not only makes

learning fun but also encourages students to participate actively, as they are more likely to engage with technology.

Furthermore, timely and constructive feedback is essential in maintaining high levels of engagement. In DepEd classrooms, teachers who provide personalized feedback on assignments help students understand their strengths and areas for improvement. This approach motivates learners to take an active role in their education, encouraging them to set goals and strive for improvement.

Student engagement is vital for fostering an effective learning environment in DepEd classrooms. By employing hands-on activities, collaborative learning, and technology, teachers can inspire active participation and ignite genuine interest in learning. These strategies not only enhance academic performance but also prepare students for lifelong learning.

The author is a Master Teacher I at Balayan East Central School, Balayan East Sub-Office, Schools Division of Batangas Province, Region IV-A CALABARZON

Embracing Diversity in DepEd Schools Using Culturally Responsive Teaching

by OFELIA E. CHUA

In an increasingly multicultural society, culturally responsive teaching has become a crucial approach in education, particularly within the Department of Education (DepEd) in the Philippines. This teaching method emphasizes recognizing and valuing students' diverse backgrounds, experiences, and perspectives, creating an inclusive environment where all students can thrive. School heads play a vital role in supporting teachers as they implement culturally responsive practices in their classrooms.

Culturally responsive teaching starts with acknowledging the rich cultural heritage of students. In DepEd schools, where learners come from various ethnic, linguistic, and socioeconomic backgrounds, this approach allows educators to connect with students on a personal level. For instance, teachers can incorporate local history, folklore,

and cultural practices into their lesson plans, helping students see themselves reflected in the curriculum. This relevance not only enhances engagement but also fosters a sense of belonging among students.

To effectively implement culturally responsive teaching, school heads must provide ongoing professional development for teachers. Training sessions can focus on cultural competence, equity in education, and inclusive teaching strategies. Workshops that explore local cultures, traditions, and contemporary issues can equip teachers with the knowledge they need to create culturally relevant lessons. By investing in teacher training, school leaders ensure that educators are prepared to address the diverse needs of their students.

Support from school heads also extends to creating a welcoming school environment. This can be

achieved by celebrating cultural diversity through events, such as multicultural days or heritage months, where students can share their traditions, foods, and stories. Such initiatives not only enrich the school culture but also provide students with opportunities to learn from one another, fostering mutual respect and understanding.

Moreover, school heads can facilitate collaboration among teachers. Establishing professional learning communities focused on culturally responsive practices encourages educators to share resources, strategies, and experiences. By working together, teachers can develop interdisciplinary approaches that reflect the diversity of their student population. For example, a history and literature teacher might collaborate to explore how historical events are represented in various cultural narratives, enhancing students' critical

thinking and appreciation for different perspectives.

Additionally, encouraging open communication between teachers, students, and parents is essential. School heads can support initiatives that invite parental involvement and feedback, ensuring that families feel valued and heard in the educational process. This collaboration strengthens the connection between home and school, promoting a more supportive learning environment for students.

Finally, school leaders should prioritize the ongoing assessment of culturally responsive practices. Regular evaluations and reflections on teaching methods can help identify areas for improvement and celebrate successes. By creating a culture of continuous improvement, school heads empower teachers to adapt and refine their approaches based

on student needs and community feedback.

Culturally responsive teaching is vital for fostering an inclusive and engaging learning environment in DepEd schools. By providing professional development, promoting collaboration, celebrating diversity, and encouraging communication, school heads play a crucial role in supporting teachers as they implement these practices. This commitment to embracing diversity not only enriches the educational experience for students but also prepares them to thrive in a multicultural world.

The author is a Master Teacher I at Balayan East Central School, Balayan East Sub-Office, Schools Division of Batangas Province, Region IV-A CALABARZON

Karanasan

by GINA M. GUBI

Bawat bata sa mundo may kanya kayang karanasan
Ang sabi ni ina at maging si ama man
Simula pa lamang nang ako'y nasa tiyan
Hanggang sa iluwal sari sari ang nararanasan.

Sa aking paglaki, hindi ko raw malilimutan
Karanasan na nangyari, kuwento ni inay yan.
Nang munti pang bata, marami ang nakagawian
Hanggang sa paglaki hindi ko malilimutan.

Unang hakbang sa paglakad, si ama ay natuwa
Maging si ina, hindi magkandaugaga
1, 2, 3 mga hakbang lumalaki
Kung mamasdan ako, sa labi ay may ngiti.

Lumipas ang 1, 2, 3 at 4 na taon
Ang munting bata ay malaki na

ngayon
Sa paglipas ng taon karanasa'y dumarami
Di malilimutan hanggang sa aking paglaki.

Nang ako ay magdiwang ng aking kaarawan
Mga bata ang bisita, kasunod ay kainan
May tuwa at galak, animoy walang katapusan
Ito ang akin kwento, karanasang hindi malilimutan.

Karanasang minimithi ng bawat isang bata
May mga magulang na nagmahal at sa aki'y umaruga
Sa Diyos ko binabalik lahat ng pagpapala
Sa munti kong karanasan, ako ay tuwang tuwa.

The author is Teacher III at Balayan East Central School, Balayan East Sub-office, Schools Division of Batangas Province, Region IV-A CALABARZON

Ang Aking Pangarap

by GINA M. GUBI

Isang musmos na isip ang minsa'y nangarap
Sa puso't isipan nais kong matupad
Pangarap kong ito, sa Diyos ay dinarasal
Alay sa magulang, sadya kong minahal.

Ang aking Pangarap, pangarap din ng iba
Sa pag aaral makatapos upang guminhawa
Pangarap na makatulong sa aking pamilya
Itong pangarap ko, makamit ko sana.

Kay sarap isipin, pangarap mo'y matutupad
Sa munting hangarin, buhay naging mapalad
Kaya sa Diyos magtiwala, sa ating mga pangarap
Kay sarap dalhin sa Paraiso, na minsan ay nangarap.

The author is Teacher III at Balayan East Central School, Balayan East Sub-office, Schools Division of Batangas Province, Region IV-A CALABARZON

Intensifying the performance level of Grade 5 learners through Project MATH-TENIK (MATHematical Techniques in Enhancing Numeracy for Kids)

by OFELIA E. CHUA

The study aims to determine the efficacy of the utilization of MATH-TENIK in intensifying the performance level of 60 Grade 5 learners in numeracy for the School Year 2022-2023. Before, these learners have difficulty in performing the basic mathematical operation, which leads to poor learning of more complex operations. Their incapacity to compute for fundamental operations hamper their performance, likewise,

their self-esteem and if this is not addressed immediately, it will become detrimental to the scholastic sojourn of the learners. Thus, an action must be done to augment the gap and help learners to develop academically. Using the experimental method under quantitative method where 30 Grade 5 learners from 1 section are used as experimental group and 30 from another section of Grade 5 learners as control group, the findings reveal that MATH-

TENIK is an to enhance the numeracy skills of learners. Thus, it is suggested to intensify and constantly use the intervention. Furthermore, this research may also be a reference of other teachers who are experiencing same dilemma.

The author is a Master Teacher I at Balayan East Central School, Balayan East Sub-Office, Schools Division of Batangas Province, Region IV-A CALABARZON

Enhancing Learning Experiences in DepEd Schools with the Use of Technology

by OFELIA E. CHUA

The integration of technology in education has revolutionized the way students learn and teachers instruct. In the Department of Education (DepEd) in the Philippines, leveraging relevant technological tools is essential for enhancing learning experiences and preparing students for the demands of a digital world. However, to fully realize the benefits of technology in the classroom, schools must ensure that teachers are well-equipped and supported in their efforts to incorporate these tools effectively.

One of the first steps in facilitating the use of technology in DepEd schools is providing professional development for teachers. Training sessions that focus on both the technical skills needed to operate various tools and pedagogical strategies for integrating technology into lessons are vital. Workshops could cover topics such as using educational apps, creating interactive presentations, and employing learning management systems. By building teachers' confidence in their technological skills, schools can foster a more innovative learning environment.

Furthermore, access to resources is crucial. Schools must invest in the necessary hardware and software, ensuring that classrooms are equipped with devices like computers, tablets, and interactive whiteboards. High-

speed internet access is also essential, allowing teachers and students to utilize online resources effectively. Additionally, creating a centralized resource hub where teachers can find technology tools, lesson plans, and best practices can facilitate easier integration into their teaching.

Collaboration among educators is another effective strategy. Schools can establish tech-focused professional learning communities where teachers share their experiences, challenges, and successes in using technology. This collaborative approach allows educators to learn from one another, discovering new tools and methods that enhance their teaching practices. Regular meetings or online forums can provide ongoing support and inspiration.

Moreover, involving students in the technology integration process can lead to greater engagement. Teachers can encourage students to explore and use technology in ways that enhance their learning. For instance, students can create digital presentations or engage in collaborative projects using online platforms. This not only enhances their digital literacy but also empowers them to take ownership of their learning.

Feedback mechanisms are also essential for continuous improvement. Schools should encourage teachers to share

their experiences with technology integration, allowing administrators to identify areas for further support and development. Surveys and reflective practices can help gauge the effectiveness of the tools being used and guide future training sessions.

Lastly, fostering a culture that embraces innovation is crucial. Schools should celebrate successes in technology integration and encourage experimentation. Recognizing teachers who effectively utilize technology can motivate others to adopt new practices.

Integrating technology into DepEd classrooms offers immense potential for enhancing learning experiences. By providing professional development, ensuring access to resources, promoting collaboration, involving students, and fostering a culture of innovation, schools can empower teachers to effectively use technology. This commitment to technological integration not only enriches the educational landscape but also prepares students for the challenges of the modern world.

The author is a Master Teacher I at Balayan East Central School, Balayan East Sub-Office, Schools Division of Batangas Province, Region IV-A CALABARZON

Creating a Positive Learning Environment in DepEd Schools

by OFELIA E. CHUA

A positive learning environment is fundamental to effective education, particularly within the Department of Education (DepEd) in the Philippines. Such an environment is characterized by safety, support, and encouragement, allowing students to take risks and explore new ideas without fear of judgment. This atmosphere not only enhances academic performance but also fosters personal growth and resilience.

To cultivate a positive learning environment, DepEd schools can implement several key strategies. First and foremost, establishing clear behavioral expectations is essential. Teachers should create a classroom charter that outlines rules and responsibilities, collaboratively developed with students. This involvement helps students feel a sense of ownership and accountability, fostering respect and cooperation among peers.

Creating a physically safe space is equally important. Classrooms should be organized and free from hazards, allowing students to move around comfortably. Additionally, schools should ensure that policies are in place to address bullying and harassment, promoting a culture of respect and inclusivity. When students feel secure in their surroundings, they are more likely to engage actively in learning activities.

Encouraging open communication is another vital

aspect of maintaining a positive learning environment. Teachers should create opportunities for students to express their thoughts, questions, and concerns. Regular check-ins or "circle time" can facilitate discussions where students share their feelings and experiences. This practice not only builds trust but also helps educators gauge the emotional climate of the classroom.

Moreover, fostering a culture of risk-taking is crucial. Teachers can encourage students to embrace challenges by emphasizing that mistakes are a natural part of the learning process. For example, celebrating effort rather than just success helps students understand that growth often comes from trial and error. Activities that involve problem-solving or creative expression, such as group projects or arts-based assignments, can provide safe spaces for exploration.

Professional development for teachers is also essential in maintaining a positive learning environment. Training programs focused on social-emotional learning (SEL) can equip educators with strategies to support students' emotional well-being. Understanding how to recognize signs of stress or anxiety enables teachers to provide appropriate support, ensuring that all students feel valued and understood.

In addition, involving parents and the community can further

enhance the learning environment. Schools can organize workshops or forums that educate families about the importance of a supportive atmosphere at home. Collaborative efforts between teachers, parents, and community members create a network of support that reinforces positive behaviors and attitudes.

Lastly, recognizing and celebrating diversity within the classroom is crucial. Incorporating diverse perspectives and materials in the curriculum promotes inclusivity and respect for different backgrounds. This not only enriches the learning experience but also fosters empathy and understanding among students.

Creating and maintaining a positive learning environment in DepEd schools is vital for student success. By establishing clear expectations, encouraging open communication, fostering risk-taking, and involving the community, educators can create a safe and supportive atmosphere that empowers students to explore and grow. This commitment to cultivating positivity in education will ultimately prepare students for future challenges and lifelong learning.

The author is a Master Teacher I at Balayan East Central School, Balayan East Sub-Office, Schools Division of Batangas Province, Region IV-A CALABARZON

Feedback Mechanisms: Enhancing Student Improvement in DepEd Schools

by OFELIA E. CHUA

Effective feedback mechanisms are crucial to fostering student growth and achievement in educational settings. Within the Department of Education (DepEd) in the Philippines, constructive and timely feedback plays a significant role in helping students understand their progress, identify areas for improvement, and ultimately enhance their learning outcomes.

Constructive feedback provides students with specific, actionable insights into their performance. Rather than simply indicating whether an answer is right or wrong, effective feedback clarifies why a response is correct or incorrect, guiding students toward a deeper understanding of the material. For instance, in a class, a teacher might provide feedback on a student's essay by highlighting strong arguments and suggesting ways to improve coherence and structure. This approach not only reinforces what the student did well but also offers clear steps for improvement.

To enhance feedback mechanisms in DepEd schools, several strategies can be implemented. First, teachers can utilize formative assessments regularly to gauge student understanding. These assessments can take various forms—quizzes, class discussions, or projects—that allow teachers to collect data on student performance. Following these assessments, teachers can provide timely feedback that addresses specific learning objectives, helping students to adjust their strategies promptly.

Another effective strategy is to incorporate peer feedback sessions. In a collaborative learning environment, students can review each other's work and provide constructive criticism. This not only fosters a sense of community but also encourages students to engage critically with the material. For instance, after completing group presentations in a class, students could participate in a structured feedback session where they offer insights on each other's presentations,

promoting collective learning and self-reflection.

Additionally, leveraging technology can significantly enhance feedback mechanisms. Online platforms and educational apps can facilitate instant feedback on quizzes and assignments, allowing students to understand their performance in real-time. For example, tools like Google Classroom enable teachers to provide comments directly on submitted assignments, making it easy for students to review feedback and apply it to future work.

Moreover, establishing a culture of feedback is essential. Teachers should create an environment where students feel comfortable receiving and acting on feedback. This can be achieved by normalizing discussions about learning goals and the importance of continuous improvement. Encouraging students to set personal goals based on feedback also empowers them to take ownership of their learning journey.

Lastly, training and professional development for teachers on effective feedback practices can enhance the overall quality of feedback in DepEd schools. Workshops focusing on how to provide constructive criticism, as well as how to encourage student self-assessment, can equip educators with the necessary skills to implement effective feedback mechanisms.

Feedback mechanisms are vital in supporting student improvement in DepEd schools. By utilizing formative assessments, fostering peer feedback, leveraging technology, and creating a culture of continuous improvement, educators can provide students with the constructive and timely feedback they need to thrive. This commitment to enhancing feedback practices not only leads to better academic outcomes but also prepares students for lifelong learning.

The author is a Master Teacher I at Balayan East Central School, Balayan East Sub-Office, Schools Division of Batangas Province, Region IV-A CALABARZON

Empowering DepEd Learners Through Collaborative Learning

by OFELIA E. CHUA

Collaborative learning has emerged as a powerful pedagogical approach within the Department of Education (DepEd) in the Philippines, transforming the classroom experience by encouraging students to work together and learn from one another. This method fosters an environment where collaboration and teamwork become central to the learning process, providing numerous benefits for students.

At its core, collaborative learning involves students engaging in group activities that require them to share ideas, solve problems, and complete tasks collectively. For example, in a Grade 8 Social Studies class, students might work in small groups to research different historical events, allowing them to pool their resources and perspectives. This collaborative effort not only enhances their understanding of the subject matter but also encourages critical thinking and communication skills.

One significant effect of collaborative learning on DepEd learners is the development of social skills. Working in teams helps students learn how to communicate effectively, resolve conflicts, and appreciate diverse viewpoints. For instance, when tasked with a group project, students must negotiate roles and responsibilities, fostering a sense of accountability and teamwork. These social interactions are crucial, as they prepare students for real-world situations where collaboration is often essential.

Additionally, collaborative learning promotes deeper understanding and retention of knowledge. When students explain concepts to their peers, they reinforce their own learning. For example, a student who has mastered a particular topic in Mathematics can help classmates who may be struggling, solidifying their understanding while also enhancing the learning experience for others. This peer-to-peer teaching is highly effective, as students often relate to each other in ways that can make complex subjects more accessible.

Another important aspect of collaborative learning is its ability to cater to diverse learning styles. In a DepEd classroom, students may have varying strengths and preferences, and collaborative activities allow them to contribute in ways that suit their skills. For instance, some students may excel in research, while others shine in presentations or creative tasks. By working together, they can leverage each other's strengths, resulting in a more comprehensive and enriched learning experience.

Moreover, this approach fosters a sense of community within the classroom. As students collaborate on projects, they build relationships and a supportive learning environment. This sense of belonging can enhance motivation and engagement, as learners feel more connected to their peers and invested in their collective success.

Incorporating collaborative learning also aligns well with the K to 12 curriculum, which emphasizes the development of 21st-century skills. By promoting critical thinking, creativity, and effective communication, this approach prepares students for future challenges in an increasingly interconnected world.

Collaborative learning is a transformative educational strategy that significantly impacts DepEd learners. By providing opportunities for students to work together and learn from one another, this approach enhances social skills, deepens understanding, and fosters a sense of community. As educators continue to implement collaborative learning practices, they create dynamic classrooms that not only facilitate academic success but also equip students with essential life skills for their future.

The author is a Master Teacher I at Balayan East Central School, Balayan East Sub-Office, Schools Division of Batangas Province, Region IV-A CALABARZON

Tailoring Teaching to Meet Diverse Student Needs Using Differentiated Instruction

by OFELIA E. CHUA

In the classrooms of the Department of Education (DepEd) in the Philippines, differentiated instruction has emerged as a vital teaching strategy that caters to the unique needs of every learner. This approach recognizes that students come with varying backgrounds, abilities, and interests, and it aims to create an inclusive learning environment where all students can thrive.

Differentiated instruction involves tailoring teaching methods, resources, and assessments to accommodate diverse learning styles. For instance, in a Grade 7 English class studying poetry, a teacher might provide students with various options for engaging with the material. Some students may choose to analyze a poem's themes through discussion, while others might express their understanding by creating visual art or composing their own poems. This flexibility not only encourages student engagement but also fosters a deeper understanding of the subject matter.

One significant benefit of differentiated instruction for DepEd learners is the promotion of self-efficacy. When students are given choices in how they learn and demonstrate their understanding, they are more likely to feel a sense of ownership over their education. This empowerment can boost their confidence and motivation, leading to improved academic performance. For example, a student who struggles with traditional tests may excel in a project-based assessment, showcasing their knowledge in a way that resonates with them.

Moreover, differentiated instruction supports the development of critical thinking skills. By encouraging students to explore topics from multiple perspectives and to tackle challenges

at their own level, teachers foster a culture of inquiry and creativity. In a Science class, for instance, students might investigate environmental issues through research, experiments, or community projects, allowing them to apply their knowledge in meaningful ways.

Additionally, differentiated instruction fosters inclusivity. In DepEd classrooms, where learners may have varying degrees of ability or come from different socio-economic backgrounds, this approach helps ensure that no student is left behind. Teachers can use various strategies, such as small group work or one-on-one support, to provide the necessary scaffolding for those who need it most. This not only enhances learning outcomes but also promotes a sense of belonging among students.

Another advantage is that differentiated instruction aligns well with the K to 12 curriculum, which emphasizes the development of 21st-century skills. By incorporating collaborative learning, critical thinking, and creativity into lessons, teachers prepare students for future challenges in a rapidly changing world.

Differentiated instruction is a powerful strategy that tailors teaching methods to meet the diverse needs of DepEd learners. By providing flexible learning options, promoting self-efficacy, enhancing critical thinking, and fostering inclusivity, this approach empowers students to reach their full potential. As educators continue to embrace differentiated instruction, they pave the way for a more equitable and effective educational experience for all.

The author is a Master Teacher I at Balayan East Central School, Balayan East Sub-Office, Schools Division of Batangas Province, Region IV-A CALABARZON

Formative Assessment: A Vital Tool for Teaching and Learning in DepEd Classrooms

by OFELIA E. CHUA

In the dynamic landscape of education, formative assessment has become an essential practice for teachers, particularly within the Department of Education (DepEd) in the Philippines. These regular, informal assessments serve as powerful tools for monitoring student progress and informing instructional strategies. By focusing on the learning process rather than solely on outcomes, formative assessments help create a more responsive and effective educational environment.

Formative assessments encompass a range of methods, including quizzes, observations, class discussions, and peer evaluations. For instance, a teacher in a Grade 4 Science class might use quick, informal quizzes to gauge students' understanding of ecosystems. By analyzing the results, the teacher can identify which concepts need further clarification or reinforcement, allowing for timely intervention and support.

One of the key benefits of formative assessment is its capacity to provide immediate feedback. When students receive constructive feedback during the learning process, they gain insights into their strengths and areas for improvement. For example, after a writing activity, a teacher might conduct a "writing

workshop" where students share their drafts in small groups. This peer feedback not only enhances their writing skills but also encourages collaboration and critical thinking.

DepEd teachers can effectively integrate formative assessment into their teaching practices to enhance student learning. By incorporating regular check-ins, such as exit tickets or thumbs-up/thumbs-down signals, educators can quickly assess students' understanding at the end of a lesson. This practice allows teachers to adjust their lesson plans on the spot, ensuring that they meet the diverse needs of their learners.

Additionally, technology can play a significant role in formative assessment. Teachers can utilize online platforms like Google Forms or educational apps such as Kahoot! to create interactive quizzes that provide real-time feedback. This not only engages students but also enables teachers to gather valuable data on student performance, informing their instructional decisions.

Another important aspect of formative assessment is its ability to foster a growth mindset among students. When students understand that assessments are tools for learning rather than mere evaluations, they become

more open to feedback and willing to take risks in their learning. Teachers can encourage this mindset by celebrating effort and progress, reinforcing the idea that improvement is always possible.

Furthermore, formative assessment supports differentiated instruction. By monitoring student progress regularly, teachers can tailor their approaches to meet individual needs. For example, if some students struggle with a particular concept, the teacher can offer targeted interventions, such as small group instruction or alternative resources, ensuring that all learners have the opportunity to succeed.

Formative assessment is a vital strategy that enhances teaching and learning in DepEd classrooms. By using regular, informal assessments to monitor progress and inform instruction, teachers can create a more engaging and responsive learning environment. This approach not only improves academic outcomes but also fosters a culture of continuous improvement, empowering students to take ownership of their learning journey.

The author is a Master Teacher I at Balayan East Central School, Balayan East Sub-Office, Schools Division of Batangas Province, Region IV-A CALABARZON

The Guiding Stars of Education in DepEd Classrooms for Clear Learning Objective

by OFELIA E. CHUA

In education, clear learning objectives stand out as essential navigational tools that guide both instruction and assessment. Within the Department of Education (DepEd) in the Philippines, these well-defined goals play a pivotal role in shaping effective teaching strategies, ensuring that students not only understand what they need to learn but also how to achieve it.

Teachers in DepEd are tasked with the crucial responsibility of formulating learning objectives that align with the K to 12 curriculum. This alignment is vital, as it ensures that the goals set for each lesson are relevant, age-appropriate, and linked to broader educational standards. For example, in a Grade 5 Science class, a teacher might establish the objective: "Students will describe the life cycle of plants and illustrate it with diagrams." Such clarity helps students grasp the lesson's purpose, making them more likely to engage actively in the learning process.

Moreover, clear learning objectives are instrumental in designing assessments that accurately measure student understanding. When educators set specific goals, they can create

assessments that align directly with those objectives. For instance, after a lesson on narrative writing, a teacher may assess students on criteria such as plot development, character analysis, and use of descriptive language. This direct correlation not only provides valuable feedback for students but also helps teachers identify areas where further instruction may be needed.

In addition to guiding instruction and assessment, clear learning objectives empower teachers to differentiate their teaching methods. Recognizing the diverse needs of students in a classroom, educators can tailor their approaches to ensure that all learners can progress toward the same objectives. For example, during a Mathematics lesson on fractions, some students might engage in hands-on activities, while others may tackle problem-solving exercises. This differentiation fosters an inclusive environment where every student feels valued and capable of achieving their goals.

Teachers also play a vital role in fostering student ownership of learning through the articulation of clear objectives. By involving students in discussions about

what they hope to learn, educators encourage a sense of accountability and motivation. For example, during a unit on environmental awareness, students could express their objectives, such as "I want to learn how to reduce waste in my community." This collaboration not only aligns with the teacher's goals but also enhances student investment in their education.

In summary, clear learning objectives are foundational to effective teaching and learning in DepEd classrooms. They provide direction for instruction, shape meaningful assessments, and enable differentiated learning experiences. The active role of teachers in establishing and communicating these objectives is crucial in guiding students toward academic success and fostering a lifelong love of learning. As educators continue to embrace this approach, the impact on student achievement and engagement becomes increasingly profound.

The author is a Master Teacher I at Balayan East Central School, Balayan East Sub-Office, Schools Division of Batangas Province, Region IV-A CALABARZON

DOLE cuts unemployment with programs for youth

CITY OF SAN FERNANDO —

The Department of Labor and Employment (DOLE) has reduced unemployment and supported students and fresh graduates through its employment programs in Central Luzon.

During the Kapihan sa Bagong Pilipinas of the Philippine Information Agency (PIA), DOLE Assistant Regional Director Alejandro Inza Cruz said thousands of young people gained work experience and financial support through the agency's initiatives.

"In Central Luzon alone, we helped thousands of young people through our key programs," Cruz said, citing the positive impact of the agency's employment facilitation efforts.

One of the main programs DOLE focused on is the Special Program for Employment of Students (SPES) which links students to job opportunities to help them earn while pursuing their studies.

Cruz explained SPES not only provides financial assistance to students but also valuable work experience. As of August 2024, more than 15,000 students have benefited from the program.

In addition to SPES, the Government Internship Program (GIP) has also played a crucial role in providing hands-on experience to young graduates.

"The GIP fosters a sense of civic responsibility and prepares interns for future careers in government or other sectors," he explained.

This year, DOLE extended its collaboration with 21 national government agencies (NGAs), providing internship for 4,101 young individuals across the region.

The effectiveness of the GIP is evident in the number of interns transitioning into permanent roles.

In 2023, 55 of 3,251 interns were hired by the agency's program partners, and this year, 56 have already secured jobs.

Cruz encourages fresh graduates to take advantage of the program and urge them to visit DOLE provincial offices with the required documentation.

At the same time, DOLE has also worked closely with local government units (LGUs) to provide practical work experience for interns.

"We've assigned GIP students to various LGU offices, enabling them to participate in local programs while gaining practical experience," Cruz said.

Interns in the program are required to work for three to six months and are compensated a minimum wage of Php500 per day. Over three months, they can earn up to Php32,000 and receive one year insurance coverage through the Government Service Insurance System (GSIS) fully funded by DOLE.

Cruz explained that DOLE places interns in roles that match their fields of study.

"For example, business students are assigned to treasury, accounting or budget offices, while engineering students are placed in local engineering departments," he said.

He also said the agency focuses on helping interns transition into permanent positions, particularly those with civil service eligibility.

"We urge our partner agencies and LGUs to absorb interns, even in job order roles, to help them kick-start their careers," Cruz said.

Cruz stressed that the DOLE's programs are designed not only to provide immediate employment but also to offer long-term career opportunities for the youth of Central Luzon. (PIA REGION 3 - PAMPANGA)



YOUTH EMPLOYMENT. Department of Labor and Employment (DOLE) Assistant Regional Director Alejandro Inza Cruz (left) reveals that thousands of young people have gained work experience and financial support through DOLE's initiatives during the Kapihan sa Bagong Pilipinas of the Philippine Information Agency (PIA). (PIA-3)

Carbon neutral Subic Freeport pushed

SUBIC BAY FREEPORT — Stepping up to the challenges of climate change, 270 tourism and environmental stakeholder-participants of the Central Luzon Sustainable Tourism Summit 2024 declared their commitment to make carbon neutrality a way of life.

The “Race to Carbon Neutrality” was launched on September 11, kicking off the countdown to 2040 spearheaded by the Subic Bay Metropolitan Authority (SBMA) as it pushes to become the first carbon neutral economic zone in the country, a game changer for the country’s climate action and carbon reduction targets.

SBMA OIC-Senior Deputy Administrator for Regulatory and Ecology Department Manager Amethya Dela Llana-Koval spearheaded the launch on behalf of Chairman and Administrator Eduardo Jose L. Aliño who attended the budget hearing at the Senate.

“This is a momentous occasion for us because we are launching today, September 11, 2024, a carbon neutral future for the SBMA or our Race to Carbon Neutrality,” Dela Llana-Koval said.

She added that this is a pivotal moment in the SBMA’s journey toward a carbon-neutral future to counter the effects of climate change. But the bigger challenge for the agency is being an economic zone where locators

are large consumers of electricity and other forms of energy that contribute high concentrations of carbon, or greenhouse gas (GHG), emissions.

“However, the challenge makes the economic zone a good place to pioneer and pilot many GHG emission reduction efforts because geographically, we are blessed with an abundance of carbon stocks,” Dela Llana-Koval said.

She furthered that the SBFZ has 60 hectares of mangrove area, with the potential to sequester 2,016 MT of carbon emissions annually, and a watershed forest reserve of 10,000 hectares which neutralizes 400,000 tons of potential carbon emissions.

The Race to Carbon Neutrality aims to reduce carbon emissions in the SBFZ by 30 percent by 2030, and eventually, to net zero by 2040. This will boost its competitiveness through resource efficiency, improve its brand image by positioning the SBFZ in the global market, and attract more green foreign direct investments.

This will also bring the SBMA at the forefront of introducing carbon neutral development strategies into the economic, industrial, and trade policies of the country.

With this year’s theme “Towards a Carbon Neutral Future: Central Luzon’s Commitment to Sustainable

Tourism”, guest speakers offered expertise on carbon neutrality and sustainable tourism practices as well as technology’s role in carbon neutrality.

As the SBMA pushes for a Carbon Neutral freeport in 2040 as its ultimate goal, Dela Llana-Koval disclosed that the SBMA will engage in the following steps: (1) adapt a carbon neutral framework; (2) emissions reduction planning; (3) prioritize energy efficiency; (4) utilize electric vehicles within the SBMA to achieve carbon reduction targets; (5) utilize emerging technologies; (6) leverage on renewable (energy); (7) smart waste management; (8) engage stakeholders; (9) a mangrove rehabilitation and restoration program; (10) a forest conservation program; (11) bamboo forest development for increased oxygen production, higher carbon absorption and tourist attraction; and, (12) find financing.

The two-day summit offered ecotours of nearby tourist destinations that practice sustainable tourism and environmental efforts such as a birdwatching tour, the Pinatubo Brewery, SBMA the Ecology mangrove nursery, El Kabayo waterfalls, Pamulaklakin Aeta forest trail, Pacific Ace Subic Bay Corp., Adventure Cove, Alon and Araw Club, and the Dela Llana Farm.

PRO3, DOJ-NPS partner to boost law enforcement

CAMP OLIVAS, Pampanga

— The Police Regional Office-3 (PRO3) and the Department of Justice-National Prosecution Service-Region 3 (DOJ-NPS-3) signed a Memorandum of Understanding (MOU) on September 16, 2024 to bolster law enforcement and the administration of justice in Central Luzon.

The MOU, signed between PRO3 Regional Director P/Brig. Gen. Jose S Hidalgo Jr. and DOJ-NPS Regional Prosecutor Jesus C. Simbulan, aims to strengthen the collaboration between the two agencies to enhance legal processes, expedite case prosecution, and reinforce crime prevention initiatives across the region.

In his statement, Hidalgo expressed optimism over the partnership.

“This agreement symbolizes a vital step forward in aligning our efforts with the DOJ to ensure justice is served promptly and effectively,” Hidalgo said.

“By working closely together, we can expedite the prosecution of cases and deliver better services to the public, strengthening the security and trust of our communities,” he added.

Both agencies reiterated their shared commitment to fostering a more efficient justice system in Region 3, aiming to improve public safety and ensure the swift resolution of criminal cases.

The collaboration is expected to lead to more efficient legal proceedings and a stronger regional law enforcement framework. (PRO-3)



CARBON NEUTRALITY BY 2040. Guests, stakeholders and participants, led by Department of Tourism-Region 3 Director Dr. Richard Daenos (3rd from left) and Subic Bay Metropolitan Authority (SBMA) Director Raul Marcelo (3rd from right) declare their commitment to make carbon neutrality a way of life in support of Subic’s journey to become the first carbon neutral economic zone in the country.

DPWH completes Porac, Floridablanca road projects

CITY OF SAN FERNANDO — The Department of Public Works and Highways (DPWH) recently completed road projects in the towns of Floridablanca and Porac that will significantly help improve local travel conditions.

Completed in Floridablanca was a Php4.94-million road construction project in Barangay San Ramon. Pampanga 2nd District Engineer Gregorio Audea Jr. said the project involved the concreting a 279-meter stretch of a local road, providing greater convenience for residents and motorists by easing travel and improving access to essential

services. “We are committed to continuously enhancing road conditions across communities. This newly-paved road exemplifies how our projects’ benefit for the community, particularly in San Ramon, by improving mobility and accessibility,” Audea said.

Residents expressed appreciation for the project’s completion, which resident Carlito Romualdo said has positively impacted the community.

“Dati, madulas diyán, ngayon nakakadaan na ‘yung mga tao. Mabuti naman sa gobyerno natin at sa hangarin na gawin ito. Salamat dahil nagawa na ang daan, guminhawa

na,” Romualdo stated.

The project, funded under the 2024 General Appropriations Act, underscores the DPWH’s dedication to enhancing local infrastructure and supporting community development.

Meanwhile, a 562-lineal meter road project in Barangay Calzadang Bayu, Porac was also recently completed by the DPWH.

The project transformed previously muddy paths into paved and reliable roads for daily transportation, significantly improving local mobility.

Audea cited the impact of the project, stating that despite its short length, it has brought substantial benefits to the community.

“The newly-paved section provides a safer and more dependable route, especially during the rainy season,” he said.

Resident Arman Macaspac thanked the government, saying the paved road has made walking more comfortable, particularly during wet weather as he voiced hopes for continued infrastructure improvements in the area.

In response, Audea said the DPWH remains committed to local development, as he proposed the concreting of the remaining unpaved sections of the barangay’s roads to extend the benefits.

The Php4.875-million infrastructure project was funded through the 2024 General Appropriations Act. (PIA REGION 3-PAMPANGA)



INFRASTRUCTURE IMPROVED. The Department of Public Works and Highways completes a 562-lineal meter road at Barangay Calzadang Bayu in Porac, Pampanga, transforming previously unpaved and muddy paths into a reliable roadway, improving local transportation and mobility. (DPWH)

e-PUVs do test run in Subic

SUBIC BAY FREEPORT — The Subic Bay Metropolitan Authority (SBMA) recently launched the test run for a public transportation project that will have two fully-electric public utility vehicles (e-PUVs) plying the routes around the central business district (CBD) here from September 13 to 27, 2024.

In collaboration with the Basic Energy Corporation, the company behind the Green Energy E-Transport Program (GEEP), the project was conceptualized primarily to provide free or low-cost transportation services to Freeport stakeholders as part of the wellness program of SBMA Chairman and Administrator Eduardo Jose L. Aliño to improve the quality of life of the local populace.

Aliño lauded the hard work of the SBMA’s Committee on Public Transportation chaired by Deputy Administrator for Finance Antonietta Sanqui for the expeditious formulation and pursuance of a roadmap and action plan geared towards achieving more accessible and affordable yet sustainable and energy-efficient transportation for residents, employees, tourists, and Freeport stakeholders.

He said the e-PUVs on test run will be used to ferry commuters from the CBD-A bus stop at the Golden Dragon Restaurant parking area and the CBD-B bus stop at the Kalaklan Terminal.

The ePUVs made an inaugural run here during the second Central Luzon Sustainable Tourism Summit at the Subic Bay Exhibition and Convention Center (SBECC) for its ecotour.

“The ePUVs were used to take tourism summit participants on ecotours here and in Zambales to reduce carbon emissions in Subic Bay,” Aliño stressed.

Basic Energy Corporation is a publicly listed holding company in the Philippines that has business interests in various fields of renewable energy and alternative fuels, and oil and gas exploration and development.

The company continues to fuel the Philippines’ vibrant energy sector with the breadth and depth of its projects and technical knowledge. It aims to be the leading developer of alternative and renewable energy, oil and allied products and services in the country. (SBMA MEDIA PRODUCTION DEPARTMENT)



TEST RUN. Two e-PUVs of the Subic Bay Metropolitan Authority’s public transportation project currently roam the streets of the Central Business District of the Subic Bay Freeport Zone on a test run until September 27. One is situated at the Golden Dragon Restaurant parking area, and the other at the Kalaklan Terminal.



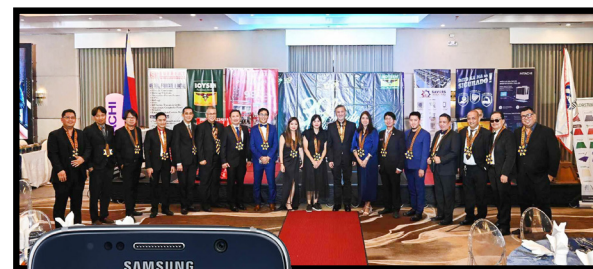
UAP 39th Anniversary and Induction of New Members

United Architects of the Philippines - Angeles City Chapter held its Induction of New Members on its 39th Anniversary.

The event was led by Executive Officers and Board of Directors for the F.Y 2024 - 2025 Past President Ar.Melencio Manalo FUAP, Area A Vice President Ar. Jonathan Manalad and Area 2B District Director Ar.Simon Mangio.

Chapter President Ar. Augusto Angeles led the Charging and Induction of New Members, with Ar. Robert Alvarez, Area A Vice President Ar. Jonathan Manalad, Area 2B District Director Ar. Simon Mangio, PP Ar. Gina Lapira and PP Ar. Melencio Manalo.

There was a ceremonial turnover of the gavel, and a Certificate of Appreciation was handed to UAP Area A2b Vice president Ar. Jonathan Manalad.



Mid-Day Buffet, flavors all the way at Choi Garden!



The Voice Newsweekly had the chance to sample the all-the-way delicious treats in offer at Choi Garden's Mid-Day Sit Down Buffet.

It was a perfect, authentic culinary experience which opened with traditional dimsums like siomai and hakaw, fried radish cake, buchi and bichu bichu.

The Szechuan chicken, seaweeds with smoked duck, Thai-style beancurd and cold black fungus with cucumber were delightful treats to the palate.

The selection of noodles and rice rolls were a fitting follow-up.

Other specials such as stir-fried beef black pepper sauce, lettuce with garlic,

braised beancurd, chicken fillet with spicy sauce and wasabi prawns were a thrilling treat.

And a fitting finish to the superb meal is the classic almond jelly and malay cake.

Savor the best of the Orient at Choi Garden. The Mid-Day Sit Down Buffet is on until 30 September, for only P1,088 per person.