

Sector : SOCIAL DEVELOPMENT
 Sub-sector : Education
 Office : Bohol Schools Division
 Department of Education (DepEd)

I. Status of Basic Education

1. Enrolment

For SY 2005-2006, a total of 245,418 children were enrolled in the three levels of basic education including special education (SPED) classes in both the public and private schools as compared to last school year's enrolment of 252,155. There is a decrease of 6,737 enrollees or 2.67%. In the public schools a decrease of 6,378 children or 2.78% is registered. In the private schools, the decrease is 359 heads or 1.58%. The numbers also show that the public school system absorbs 90.89% of our total school population compared to the 9.11% enrolled in the private schools this year.

Table 1
Enrolment by Sector and Level

Level	Public		Private		Total	
	2004-2005	2005-2006	2004-2005	2005-2006	2004-2005	2005-2006
Preschool	966	1,103	480	599	1,446	1,702
Elementary	164,325	162,013	1,151	1,338	165,476	163,351
Regular	(164,117)	(161,819)	(1,151)	(1,338)	(165,268)	(163,351)
SPED	(208)	(194)	0	0	(208)	(194)
Secondary	64,156	59,953	21,077	20,412	85,233	80,365
TOTAL	229,447	223,069	22,708	22,349	252,155	245,418

2. Enrolment in the Public Schools

Table 2 below shows that as the grade or year level goes higher, the enrolment become smaller. It shows that as children grow older, a bigger number drops from school. The reason could be the need of some parents for their children to help earn a living or take charge of home chores so they (the parents) can engage in their economic pursuits. Through the years, we have tried to reverse this trend, but to no avail.

Table 2
*Enrolment in Public
 Elementary and Secondary Schools
 (Excluding Preschool Enrolment)*

GRADE/YEAR	Enrolment		
	Male	Female	Total
1	17,983	14,769	32,752
2	14,957	13,258	28,215
3	13,757	12,187	25,944
4	12,957	12,608	25,565
5	12,892	12,189	25,081
6	12,087	12,175	24,262
<i>Sub-Total</i>	84,633	77,186	161,819
I	10,362	9,693	20,055
II	6,316	6,790	13,106
III	6,533	7,432	13,965
IV	5,774	7,053	12,827
<i>Sub-Total</i>	28,985	30,968	59,953
Grand Total	113,618	198,154	221,772

In the elementary grades, the trend is generally that of more male than female children. This is reversed in the secondary level. This could be due to the better capacity of boys than girls as they grow older to help parents in the farm and in pursuing wage-earning endeavors.

3. Schools

More public schools deliver basic education services than the private sector. There is a decrease of three (3) schools in the public sector and an increase of nine (9) in the private sector. The decrease in the public sector is due to the non-operationalization of DepED-funded preschool classes contracted by service providers this school year. In the private school sector, a very minimal increase is evident.

Table 3
*Number of Schools by Sector and Level
SY 2004-2005 and 2005-2006*

Level	Public		Private		Total	
	2004-2005	2005-2006	2004-2005	2005-2006	2004-2005	2005-2006
Preschool	39	32	8	13	47	45
Elementary	920	920	9	12	929	932
Secondary	111	115	45	46	156	161
TOTAL	1,070	1,067	62	71	1,132	1,138

Out of the 1,094 barangays in Bohol Division, 894 have either a primary or an elementary school, leaving 203 of them school-less. There are 26 barangays having more than one school due to the size and terrain of these barrios. The existing schools serve all the school-less areas in the adjacent barangays. Most of the school-less barangays are just 2 or less than 2 kilometers away from the existing schools. Barangays three or more kilometers away from the existing schools have very small probable enrollees as of the moment. Opening schools in these barangays would constrain us to organize multigrade classes where delivery of instruction is not as effective as in monograde classes and calls for higher investments

Table 4
*Inventory of Barangays and Schools by Congressional District
Sy 2004-2005*

Indicators	CD1	CD2	CD3	TOTAL
No. of Barangays with Elem./Primary Schools	233	323	338	894
No. of Barangays with 2 or more elem./Primary schools	2	12	12	26
No. of School-less barangays	82	23	98	203
No. of Barangays	312	346	436	1,094

*Excluding 15 barangays of Tagbilaran City

IV. Performance Outcomes

Key Performance Indicators

For this SY, the key indicators of the effectiveness of the office in terms of making basic education accessible to the greatest number of children and the effectiveness and efficiency in the delivery of educational services are reflected below, as computed by the Central Office Planning Services Unit, based on our submitted statistical data, vis-a-vis the performance of the entire Region VII.

Table 5
Key Performance Indicators

Indicators	Elementary		Secondary	
	Division Performance	Regional Performance	Division Performance	Regional Performance
Gross Enrolment Ratio (Enrolment all Ages)	94.32%	97.09%	57.70%	61.135

Net Enrolment Ratio (Elem. Ages 6-11&Sec.-Ages 12-15)	77.39%	78.48%	37.08%	39.13%
Percentage of Grade 1 w/ ECD Experience	89.67%	70.74%	n.a.	n.a.
Reconstructed Cohort Survival rate	65.37%	61.25%	59.93%	61.93%
Graduation Rate	94.79%	94.12%	94.68%	92.43%
Repetition Rate	4.44%	5.30%	1.52%	2.34%
Transition Rate	94.39%	93.89%	59.33%	59.36%
Completion Rate	62.42%	58.25%	57.09%	58.00%
Failure Rate	7.46%	8.61%	5.4%	6.80%
Retention Rate	90.57%	90.33%	85.55%	87.43%
Simple Drop-Out	3.29%	3.29%	6.64%	6.82%

The grouping of the MPS scores was as follows:

Elementary	Performance	Secondary
50.00% and below MPS	low performing	40.73% and below MPS
50.50%-54.45%	below average	40.74%-43.89%
55.46%-62.37%	Average	43.90%-50.22%
62.38%-66.33%	above average	50.23%-53.39%
66.34%- and above	high performing	53.40%- and above

National Achievement Test (NAT)

Table 6
*National Achievement Test Results
Division against Regional MPS
SY 2004-2005*

Level	Indicators	Subject Area					
		English	Math	Science	Filipino	HEKASI	Total Test
Elementary	Division MPS	61.61%	66.48%	55.10%	62.64%	59.60%	61.09%
	Regional MPS	61.82%	63.67%	55.22%	62.24%	59.90%	60.57%
Secondary	Division MPS	57.27%	61.82%	45.23%	46.05%	56.83%	53.44%
	Regional MPS	55.11%	56.82%	41.44%	43.81%	52.23%	49.88%

The Regional Mid-Year Achievement Test

Table 7
*2004 Regional Achievement Test Results
Third and Fourth Years*

Year Levels Indicators	English	Math	Science	Total Test
Third Year Bohol MPS	56.77	47.38	35.78	46.64
Regional	55.09	45.69	35.97	45.58
Fourth Year Bohol MPS	56.21	45.80	46.71	49.57
Regional	53.9	46.63	45.21	48.58

V. Strategies and Programs to Enhance Quality and Relevance of Basic Education

1. The Reading Improvement Programs

Trainings in English for elementary school teachers focused in improving the teachers' competencies in teaching Reading. Several interventions were adopted and used in the hope of making all children good readers by the time they complete Grade III. These interventions are presented below.

a. Every Child A Reader Program (ECARP)

One of the major concerns of our schools is the prevalence of non-readers. The performance of children in any type of assessment is largely affected by their reading abilities.

1. The Philippine Informal Reading Inventory

Towards the attainment of making every child a reader by Grade III, we adopted interventions one of which was the administration of the Philippine Informal Reading Inventory (Phil-IRI) pre and post tests. This is our third year of implementation of said intervention in all Grades II to VI classes. The results are encouraging although the desired level of performance is still far below our goals. We shall continue our efforts as well as introduce innovations which will bring us to the day when every child by the time he completes Grade III is a reader.

At the close of the first year of intensive reading improvement efforts, that was February, 2004, 51% of our children from Grades II to VI were frustration reader level. They could not read, much less understand the reading materials for their grade. The instructional level readers, or those who can read and comprehend materials intended for their grade was 24%. Another 22% comprised the independent readers or those who could read and understand materials intended even for children in higher grades already. The non-reader's group was 3% of the population.

At the opening of the following SY, the Phil IRI pretest was administered to all Grades II to VI pupils. The results of said tests were used by both teachers and supervisors in their remedial reading program. At the close of the SY, the post test was administered. Results revealed evidences of improvement as the number of non-readers was reduced to 1% and those in the frustration level to 33%. The number of instructional and independent readers rose to 36% and 30%, respectively.

Our total population from Grades II to VI in SY 2003-2004 was 132,475 and 129,880 in SY 2004-2005.

ii. The Basal Readers Approach in Teaching English

A conference-workshop on the Basal Readers Approach in Teaching English was conducted for all schools district supervisors and coordinating principals to upgrade their expertise in assisting teachers in teaching English, specifically Reading and Phonics. After the demonstration of a particular strategy, a critiquing of the demonstration lesson followed. We tried to help the instructional leaders become more keen in discerning what strategies are best used to develop specific reading skills. We envision a corps of more effective supervisors and principals in supervising reading instruction.

iii. Remedial Reading

We encouraged all teachers to maximally utilize the remedial reading period. Even noon breaks were times for remedial reading, using peer tutoring, for non-and frustration level readers. Libraries, in schools having this facility, were kept open at this time to give the children access to varied reading materials. Some innovative teachers developed Reading Parks where children spent noon breaks reading.

Viewing of instructional CD rooms in English, Science and Math was also done in schools with these facilities during remedial instruction periods and noon breaks.

2. Teacher Training

In our efforts to continuously provide assistance for professional growth and development opportunities to make our teachers more effective and efficient, division initiated, district-wide and school-based tracings for supervisors, school heads and teachers were undertaken this year in different learning areas both in the elementary and secondary levels.

a. Training the Phil-IRI Examiners

Training's in English for elementary grades teachers focused in reading. A Division Trainer's Core Group Seminar-Workshop on the Administration of the Philippine Informal Reading Inventory (Phil-IRI) was conducted to appropriately prepare our supervisors and school heads in administering the reading inventory. Results derived in this Inventory identified who of the children in a particular grade are either independent, instructional or frustration level readers thus enabling teachers to provide the appropriate remedial lessons for each group of pupils.

b. The School-Based Training Program - EMS - JICA Project

The School-Based Training Program for teachers in English, Mathematics and Science- The JICA SBTP was expanded to our division this SY. In the elementary level, 12 schools in the municipality of Cortes with a total of 62 EMS teachers and 11 high schools with a total of 62 EMS teachers participate in this program as our pilot implementers. The school heads and teachers met once a month and conducted demonstration teaching in either English, Science or Math followed by a critiquing under the leadership of principals who are specialized in any of the three subject areas. It is during these sessions when teachers exchange ideas as to the appropriateness of teaching strategies, instructional materials, evaluation techniques and other related classroom management styles used by the teacher demonstrator. A workshop follows where the teachers write parallel or enhanced lesson plans and prepare supplementary visual aids and other materials they realize are needed in the development of the skills demonstrated during their sessions.

c. The School/Cluster based Training Sessions

Other than the pilot SBTP-Jica implementing schools, the conduct of school/cluster-based training in our division was started two years ago and is definitely taking shape and starting to pay off now. We started by training our school heads now to prepare training designs and how and where to get assistance when implementing their plans. There are many principals/head teachers now who prepare their own training designs based on the felt need assistance by the teachers in their cluster. The needs were identified during their school visits or class observations. SBTs are informal sessions even for a few teachers only observed to have a common need for assistance in a particular subject area. these are conducted on late Friday Afternoons.

d. Upgrading Teaching in Multigrade Classes

In May of 2005, we conducted a training for all teachers of multigrade classes. A total of 731 teachers grouped into nine clusters attended a two-day training per cluster. Our multigrade teachers of Hambabauran ES, of Ubay District, trained under the Little Red Schoolhouse Program of Coca-Cola conducted the trainings.

It is worth mentioning at this point that Mr. Lolito Boaquin and the other MG teachers of HES joined the search for Innovations in Reading Programs for Nation Building sponsored by Sa Aklat Sisikat Foundation. Their innovative reading program proposal was awarded third best nationwide.

Also, Ms. Felician A. Januhan, of Loay District, was the regional winner in the search for MG teacher Achiever this year.

e. Improving Instruction In FEMMS

The regional office conducted a training designed to improve teachers' competencies in teaching Filipino, English, Mathematics, Makabayan and Science. This training was implemented in our level, conducted by our education supervisors and lead teachers who attended the regional training.

The least learned skills in these areas were identified out of the results of regional and national assessments. Strategies and instructional materials suited to the learning and mastery of these least learned skills were identified.

f. Orientations on the Use of Newly Acquired Instructional Materials

Our office tried to acquire supplementary learning materials and devices so our teachers could apply learnings gained in various trainings attended. Everytime we acquired any of these materials and devices, we called the recipient school heads and selected teachers to an orientation on the appropriate use of these materials who in turn oriented the teachers in their schools/clusters.

The principals and a teacher of recipient-schools of instructional CD Roms and an accompanying computer given to us by our congressmen were trained how to properly use these materials in their schools.

Our teachers purchased Resource Guides produced by the Regional Learning Materials Resource Center in English, Science, Math and Makabayan for all grades/Years, for both elementary and secondary school teachers and for Filipino for the elementary and TLE for the secondary levels, respectively.

We acquired limited copies/units of workbooks in Chemistry, Physics, Algebra, microscopes, models of the solar system and human torso and charts for various Science topics, for use in the elementary and secondary schools. We provided our schools with workbooks in Reading for the development of comprehension skills for all grades and year levels. Before these were used in the classrooms, the school heads and selected lead teachers were oriented to these materials who in turn trained the other teacher-recipients in their schools/clusters.

g. Computer Education Training

With 1,148 units of PCs in different schools, computer education is taking a more defined direction. Workshops were conducted for secondary school computer literacy teachers in computer-assisted instruction in English, Science and Math with Albur High School, our pilot CAI implementor, it being a beneficiary of FitEd's computer education program. Our lead trainer was a Peace Corps Volunteer, Mr. Brian Kuehn. We trained first fifteen teachers from different schools after which a seminar-workshop for a total of first fifteen teachers from different schools after which a seminar-workshop for a total of 96 secondary school computer literacy teachers throughout the division was conducted.

Cabilao HS, despite its being an island school, is offering E-learning. Electric power is available throughout the day through a solar power generator donated by the Federal Government of Germany the day through a solar power generator donated by the Federal Government of Germany through the German Development Service at a cost of EURO 28,400. Computer education is offered not only for the students but for the interested youths from the community, on week-ends. The LGU of Loon and the PTCA strongly supported the realization of this undertaking.

Clarín School of Fisheries received PCs from a foundation, one unit of which is connected to the internet.

Only Albur, Cabilao NHSs and Clarín SF offer internet literacy programs. All other schools do not subscribe to direct service links (DSL) because there are no telephone landlines yet in most towns of Bohol which can provide needed services/facilities. Wireless systems, though available in a very few municipalities are not very efficient in terms of reception of e-messages.

This year, 46 high schools are availing of free telephone connections under the Gearing Up Internet Literacy and access for Students Program or GILAs. They have now telephone connections for free which will be for a fee next year and thereafter. Hopefully, these schools can be wired to the information highways, courtesy of GILAs, and upgrade e-learning in our schools.

h. Induction Training for Newly Hired Teachers

For our Saturdays in September and October this year, 247 teachers hired since January, attended an orientation/workshop on values, different administrative and instructional concerns, office policies rules and regulations and programs or projects newly hired teachers need to know and understand to properly guide them as they start their careers in our agency.

i. Teacher Scholars

To broaden our base of component teachers, we took every opportunity to recommend teachers to avail of scholarship grants offered by the Department.

Last summer 2004, 3 elementary and 5 high school teachers qualified and took part in the DepEd Integrated Short-Term Scholarship Program. We have one (1) elementary and three (3) secondary school teachers enjoying the Special Programs for Classroom Teachers enjoying the 14-month and 5-month scholarship grants in the University of the Philippines, De La Salle University and Ateneo de Manila University.

3. School Library Development Program

The school library development program is an ongoing effort which aims to make our school libraries, despite their very limited collection of materials, effective tools for enhanced learning and development of good study habits among our children. Only our central elementary and a few high schools have libraries. Teachers are encouraged to develop mini-libraries in their classrooms by looking for donors. For the past many years, four elementary schools have been recipients of assistance from the Books for the Barrios Foundation. One of the BftB libraries was renamed Sec. Raul S. Roco Memorial Library in memory of then DepEd Secretary Raul Roco who owned a beach house in barangay Libaong of Panglao and thus frequently visited the place. This year a new school was added to the beneficiaries of the BftB in San Jose ES, Mabini dedicated to 27 pupils who dies of food poisoning in March, 2005.

Some other schools received donations from private donors and are developing mini-libraries. Tiguis ES of Loay District received donations of computers, books and many other instructional materials from Loayanons now residing in United States, England, Germany and other countries.

We hope to increase the number of schools even with mini libraries only so as to instill among our students deeper appreciation and love for books and other reading materials, enhance their learning and desire for research and develop good study habits.

4. Student Development Programs

A good number of academic and co-curricular programs initiated at the central office were adopted and implemented in Bohol to enhance knowledge, skills and values development among our children.

Among the national programs implemented in our division were Campus Journalism, Conduct of Science Investigatory Projects and Science Fair, leadership and values training through the active Student Body Organizations, Drug Abuse Prevention and Control Program, Super Quiz Bee, Population Education Quiz, Paligsahan ng Kasaysayan at Kultura, Tagisan ng Talino sa Pilipino, Student Technologists and Enterpreneurs of the Philippines Skills Competition (STEP), YES-O, YECS, and Environmental Conservation Education.

Some of our division entries emerged winners in regional and national levels of competitions in the following activities:

- | | |
|--|---|
| 1. National Schools Press Conference | Best in Lay-out- Valencia NHS
7 th Place- Pagsulat ng Balita ES Level
Trinidad Bohol |
| 2. STEP-National Winner | 5 th Place- Desktop Publishing
Valencia NHS |
| 3. Regional Science Investigatory | 1 st Place- Valencia NHS |
| 4. Regional Tagisan ng Talino | 1 st Place-San Jose (Talibon) NHS |
| 5. Veterans Association of the Philippines Regional Oratorical Contest | 1 st Place- Loboc NHS |
| 6. Rehiyonal Patimpalak sa Komikal Iskit | 3 rd Place - Cahayag NHS, Tubigon |
| 7. Regional Bangko Sentral - DepEd Oratorical Contest | 1 st Place - Sierra Bullones NHS |
| 8. Regional Rizal Quiz Contest | 3 rd Place - Sierra Bullones NHS |
| 9. Regional Pop Quiz | 7 th Place - Bugang HS, San Miguel |

5. School Health Programs and Services

Varied health and nutrition programs were pursued to improve and/or sustain the health condition of our school children.

Despite the shortage of our manpower to pursue the school health services for our big enrolment and employees, our 2 medical officers, 22 school nurses and 13 dentists exerted every effort to cover all preschool, elementary and high schools, and teaching and non-teaching personnel. Varied activities were conducted year-round including deworming at the opening of classes, medical examinations and treatment, dental services for filling tooth cavities and tooth extraction and health lectures (Annex 11) with the purpose eventually contributing towards the improvement of the academic performance of our children,

Linkages were made with other GOs and NGOs to maximize health education services.

a. Monitoring of Health Status of Children

Periodic weighing of children was undertaken to determine their nutritional status. Data gathered were the bases in prioritizing manpower, sites for health intervention programs and purchases of medicines. It is shown that by the end of the calendar year, there was noticeable improvement in the children's weight.

Table 8
Nutritional Status of Elementary School Children

S U M M A R Y		June-July 2004 (Baseline)		January-February 2005 (Endline)	
	Enrolment	161,866		138,096	
Weighed	160,557	99.19%	136,346	98.73%	
Below Normal	40,218	25.04%	28,616	20.98%	
Normal	117,257	73.03%	103,897	76.2%	
Above Normal	3,135	1.95%	2,270	1.66%	

The summary table shows that the percentage of children with the below and above normal weight was 26.99% of our total elementary school population at the start of the SY which decreased to 22.64% by the end of the SY. Children with normal weight improved from 73.03% in June, 2004 to 76.2% at in February, 2005.

A more detailed statistics of the health status of children by Grade Level is shown in one of the Annexes.

b. Supplementary Feeding Programs

Improving the health status children weighing below normal has been the focus of our supplementary feeding programs. Some NGOs supported our efforts in addition to DepEd-initiated programs. These programs are shown in the table below.

Table 9
*Supplementary Feeding Programs
SY 2004-2005*

Program/Projects	Number of Beneficiaries	Recipient Schools
A. NGO-Assisted		
1. Breakfast Feeding Program (BFP)	Grade I -368	14
2. Noodles Feeding Program	Grade I -122	4
3. Supplementary Feeding (free lunch and snacks)	Grades I-VI-301	
B. DepEd-Initiated		
3. Alternative School Nutrition Program	Grade I-VI (for below	63

(ASNP)	normal children)	
4. Applied Nutrition Program	Grade I-VI (for below normal children)	157
5. Food for School Program (FSP): Bigas Feeding	Grade 1-2,157	63
TOTAL		301

A total of 301 schools were recipients of assistance for supplementary feeding. (Table 23) The beneficiaries of the Breakfast Feeding Program, ASNP, and were the children who weighed below normal. The noodles Feeding Program was project of the Cooperative Bank of Bohol whose beneficiaries were Grade I children in five identified schools where incidence of malnutrition was high. The Bigas Feeding Program was likewise for Grade I children only.

c. Physical Examination and Treatment

Treatment of common ailments prevalent among our school children, non-teaching and teaching personnel was also given attention.

Among our school children, dental caries was the leading common ailments where 23.99% or 18.61% were afflicted. Other 4 leading ailments were pediculosis, cold/rhinitis, cough and tinea flava.

From among the teachers and non-teaching personnel, 26.8% of them had defective vision. Together with arthritis, hypertension, chest/back pain and proness to fatigue, these were diagnosed as the leading ailments.

d. Adolescent Reproductive Health

Adolescent Reproductive Health is now institutionalized in selected pilot school divisions of which Bohol is among them. The pilot high schools are those in the districts of Carmen, Talibon, and Ubay. The program is cooperatively undertaken with the 6th UNFPA Country Program. The provincial launching was made last October, 2005.

Orientation to the program was conducted by the DepEd Central office in Manila last August, 2005.

e. Hearing Loss Prevention: A School-Based Approach

We our continuing linkage with the International Deaf Education Association (IDEA) Philippines in the implementation of the special education projects, a Hearing Loss prevention Program was implemented for the second year in our division.

At the start of this school year, IDEA followed up the beneficiaries in 11 municipalities where the program was implemented last year.

This year, the program was implemented in two batches, in 6 municipalities per batch, from January to March, 2005 and July to September, 2005, respectively.

As before, program implementation started with the training of all Grade I teachers in detecting hearing loss. Then these trained teachers conducted the training for all other teachers in the respective schools. Screening for hearing loss followed, the results of which were submitted to IDEA.

The IDEA nurse and audiologist validated the results and treated children found to be inflected with otitis media and impacted cerumen. Hearing aids were given pupils who needed them.

A total of 186 pupils were found to have ear infection or otitis media, 234 had impacted cerumen and 11 suffered hearing loss.

The objective of this program is to identify children with hearing difficulty and give then assistance to prevent the occurrence of hearing impairment among our school children. Only less than

50% of our school districts have been covered by this program. Many teachers do not know yet how to detect hearing loss. We shall sustain this project from year to year in sites already started by IDEA through our division school health and nutrition unit even as we shall continue the partnership with Idea in all other school districts of Bohol.

f. Leprosy Awareness and Control Program

The Cullion Foundation, in cooperation with our office, initiated the project of integrating leprosy awareness and prevention in Science and Health lessons in Grades III and V. The workbooks cooperatively developed by the Foundation and our education supervisors started to be used in June, 2004 in schools implementing the program. These exemplar lesson plans have been validated in the identified pilot schools. This another program to be sustained and expanded by our division in the years ahead.

g. Random Drug Testing Program (RDT)

The Department of Health conducted random drug tests which our medical officers facilitated in selected high schools last October 27-28, 2004 in compliance to Section 36 (c), Article III of RA No. 9165, otherwise known as the Comprehensive Dangerous Drugs Act of 2002. It was administered in four (4) public and private schools. Results thereof were confidential.

h. Provincial Health Office Programs in Schools

The PHO implemented three health and nutrition programs in selected schools. These were the supplementary feeding program in 5 school districts, TB control for teachers and non-teaching personnel and HIV/AIDS Awareness and Control Program in 110 high schools.

6. Food Security Programs

Considering the vast potentials of our schools for enhanced food production programs, we ventured into different projects suited to the unique terrain and resources of each school. The enthusiastic implementation of the programs by our teachers and children greatly contributed to increased food production, added raw materials for supplementary feeding programs, income generation and skills and values development. Our PTCAs were our partners in almost all of these programs.

This year, varied food production projects were implemented in various elementary and secondary schools. We are continuously encouraging the sustainability of these existing projects and venture into new ones, if feasible.

7. The Revitalized tree Planting and Greening Program

For many years, the RTGP has been intensively pursued in all elementary and secondary schools. One of the annexes in this report is an inventory of the forest, mangrove, ornamental, and fruit trees growing in our school and community sites nurtured by school children.

We have been cutting some of the mature trees into lumber for the construction and repair of classrooms and other buildings, fabrication of desks, armchairs, tables, cabinets, cots and other school needs. It is required that every time a tree is cut, replanting must be done so we can be assured of a steady source of lumber in the years ahead.

