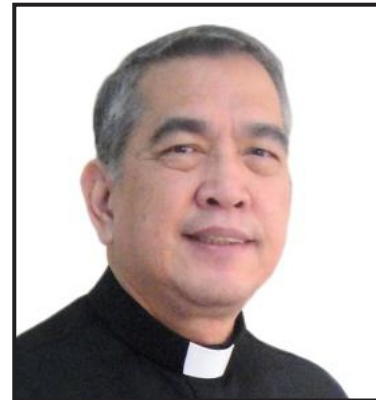




The President Reports



FUSE @ 25

2018 marks the 25th year of FUSE foundation. With the vision of contributing to the upgrading the standard of education in the country FUSE remained committed to its mission under the leadership of great minds and leaders in education with the generous support of Dr. Lucio Tan and the volunteers dedicating their time and expertise training teachers and providing them with instructional materials. FUSE 25th Anniversary Celebration highlighted the unveiling of the bust in memory of the two great giants and allies of FUSE in Congress - Senator Edgardo Angara and Congressman Salvador Escudero. They served FUSE as Chairman of the Board and its President respectively since FUSE foundation till the remaining days of their life. We were honored by the presence of their widows: Mrs. Gloria Angara and Congresswoman Evelina Escudero during the unveiling ceremony.

Trainers Meeting Workshop

Training and instructional designs topped the agenda as FUSE reviewed and further upgraded its training program with over 30 FUSE trainers and 4 Board members attending the event at the FUSE Learning Center for Teachers. FUSE Vice-President Fe A. Hidalgo, Trustees Marilu R. Madrunio, Evelina M. Vicencio, and Rosario I. Alonzo stood as resource persons for the day-long workshop held on January 13, 2018.

SGV Audit

On the 2nd week of January, 2018, our external auditor Sycip Gorres Velayo & Co. (SGV) conducted an audit of the financial transactions of F.U.S.E Foundation for the year ended December 31, 2017. The audit team was headed by SGV partner Mr. Kristopher S. Catalan. The audit lasted for 2 weeks and an audited Financial



Statements was promptly issued for filing with the Bureau of Internal Revenue (BIR) and Securities and Exchange Commission (SEC).

In its report, SGV stated that the “financial statement of F.U.S.E. Foundation presents fairly, in all material aspects, the financial position of the Foundation as at December 31, 2017 and 2016, and its financial performance and its cash flow for the years then ended in accordance with the Philippine Financial Reporting Standard for Small and Medium sized Entities (PFRs for SMEs).

PCNC Audit

A team of evaluators from the Philippine Council for NGO Certification reviewed FUSE past years of operation. They were met and welcomed by FUSE officers, members of the Training teams and participants and shared with the team its various undertakings. After impartial scrutiny and verification with the PCNC standards of good governance, management, and accountability, PCNC awards FUSE with Certificate of Accreditation valid for a period of five (5) years. The award was given on May 10, 2018.

Book Donation

The Vibal Foundation (Vibal) and **Kaibigan Library Association of the Philippines Inc.** (KLAPI) have been at the forefront of promoting literacy to Filipino children. Vibal and KLAPI are in partnership with the **Children International Philippines** (CIP), a global organization based in Kansas City, USA, which is a duly registered DSWD resource agency. CIP provides good quality hard bound books and used books in Science, Math, English, Geography, childrens’ books and general references for elementary and high school.

Through the initiative of **Ms. Fe Abelardo**, FUSE member, KLAPI president, and Vibal Foundation Library Consultant, FUSE partners with Vibal Foundation, KLAPI and the **Philippine Foundation for Science and Technology** (PFST). PFST distributed these books to children and youth in various barangays nationwide. More books will be distributed to Geographically Isolated Depressed Areas (GIDA) by January and February 2019.



Teachers- training goes to Mindanao, the Visayas, and the Bicol Region

Zamboanga del Norte: Fresh from last year's training at Sindangan, another training was held on April 23-27, 2018 at Saint Joseph College of Sindangan, Inc., the 5-day teacher-training was participated in by 146 participants from the private and public schools of Sindangan, Zamboanga del Norte. Eleven (11) FUSE trainers supervised the Sindangan training.

Eastern Samar: In collaboration with the **UNESCO - APNIEVE** (Asia Pacific Network for International Education and Values Education) Philippines, FUSE conducted the second teacher training program in Llorente, Eastern Samar on May 7-11, 2018. This was participated in by 140 participants from private and public schools. Eight (8) FUSE trainers and two (2) Leyte local trainers supervised this training. St. Anthony's Academy, Inc. hosted the 5-day teacher training.

Bicol region: FUSE tandems with **Computer Communication Development Institute (CCDI)** for this 5-day Teacher Training program. This training was held last October 22-26, 2018 at the Sorsogon State College and was participated in by 204 participants from private and public schools. What is noteworthy about this training is that FUSE utilized its graduate of TOFLT. Nine (9) local trainers from Sorsogon and five (5) trainers from Leyte trained the participants. These local trainers were mentored and supervised by five (5) FUSE senior trainers.

TSM Revision

In keeping with the changing times, FUSE embarks on the revision of its Teacher Support Materials (TSM). An initial meeting was held last August 11, 2018 with 6 FUSE trainers and the group of **Ms. Teresita Religioso**. Succeeding meetings were held last August 28 and September 29, 2018 and were participated in by 23 FUSE' seasoned book writers and trainers.

DVD Enhancement

In response to the clamor of FUSE trainers and teachers in the provinces for better copies of CONSTEC DVD's, FUSE enlisted the services of **Malachi 3:10 Printing Services** to enhance the Constec DVDs with the use of new technologies to come up with a better and clearer copies in all subject areas. As of November 2018, Mr. Ramon Mansura of Malachi Printing reported that he is finalizing the video editing to a digital format which means that DVDs may later be played in laptop, desktops



or DVD player. Reproduction will start in December 2018 in time for the summer teacher training in 2019.

FUSE as CPD Provider

To help serve the teachers better in its various trainings, FUSE applied for and was given an accreditation as **CPD** (Continuing Professional Development) provider. After having completed the requirements in accordance with RA 10912 (CPD Act of 2016), the Certificate of Accreditation was given last September 17, 2018 and is set to expire on September 2021.

FUSE partners with LGU and Private Institutions

The Board expresses its gratitude to the local government unit of Sindangan, Zamboanga del Norte, the office of Representative Evelina Escudero of the 1st District of Sorsogon, the SHE Foundation, and to the private institutions, UNESCO-APNIEVE and the Computer Communication Development Institute, which supported FUSE'S 5-day Teacher training programs. The Board also wishes to thank KLAPI and Vibal Foundation for the book donations, and the Philippine Foundation for Science and Technology for the distribution of the books to the provinces.

A Silvery, Glittery Christmas: FUSE @ 25

FUSE members celebrated Christmas 2018 in a merry Retro mood. Ladies came dressed as Madonna, Marilyn Monroe and other personalities, while the gentlemen came in suspenders and caps. The highlight of the celebration was honouring two of its founding members, Former Senator Edgardo J. Angara and Former Congressman Salvador H. Escudero. Wooden busts of the two honorees were unveiled by their widows, Mrs. Gloria Angara and Mrs. Evelina Escudero. Dr. Dionisia A. Rola was also honoured for her 25 years of selfless dedication and service to FUSE. The event was preceded by a celebration of the mass presided by Fr. Serafin Peralta. Dancing, games, raffles and exchange gifts made the evening truly memorable. The evening was capped by each one bringing home the traditional Christmas box.



TRAINING

On its 25th year, FUSE celebrates its continuing involvement in the collective effort to upgrade the standard of education in the Philippines. In the various trainings of FUSE, trainers are tasked to be on the look-out for possible trainers in the local level. These trainer-trainees are trained at FUSE-LCT to better hone their skills through the TOFLT (Training of FUSE Local Trainers) program. In 2018, in its two off-site trainings, FUSE involved local trainers who were product of the TOFLT.

I. Training Programs

The training programs undertaken in 2018 were the standard FUSE 5-Day programs with the following as the general objectives:

1. To update and further strengthen the knowledge of the teachers re: the subject being taught
2. To accumulate relevant information on new strategies in teaching the subject and in research and development
3. To identify potential trainers among the teacher-participants

The teacher-trainees are expected to return to their respective classrooms as better teachers.

Over the years, these programs have become classified according to the school level affiliation of the teacher trainees:

1. Basic Education (both elementary and secondary level)
2. Elementary School Teachers
3. Secondary School Teachers

In 2018, FUSE conducted three (3) trainings for both private and public school teachers. The first was held at St. Joseph College of Sindangan, Inc. for teachers of Sindangan, Zamboanga del Norte. The second was held at St. Anthony's Academy Inc. in Eastern Samar for teachers of Llorente and the third was conducted in Sorsogon State College for teachers of Sorsogon province. With the shift from learner-centered to outcomes-based programs, modifications in the curriculum framework was highlighted.

The teacher trainings are continuously monitored and evaluated to build a strong and reliable evidence-based of its undertakings. The monitoring and evaluation tools include instruments on training evaluation, observation instrument, and trainer's report.



To date, the total number of teachers trained were four hundred ninety (490) and were mentored by twenty-five (25) FUSE senior trainers and fourteen (14) local FUSE trainers.

The training programs as evaluated by the trainees themselves were as follows:

Table 1. Evaluation by trainees of the 5-Day Content Training of Teachers

	Sindangan, Zamboanga del Norte	Llorente, Eastern Samar	Sorsogon City, Sorsogon
Over-all Score	4.51	4.39	4.15
Training as a Whole	4.71	4.62	4.28

A. Basic Education

1. Sindangan, Zamboanga del Norte

A 5-Day Content Training for Teachers was conducted in Sindangan last April 23-27, 2018. This training came in the heels of another training FUSE conducted in the same province on October 23-27, 2017. The venue for this training was St. Joseph College of Sindangan, Inc.

This was held in partnership with the local government unit of Sindangan, Zamboanga del Norte, Mayor Florentino Sy and St. Joseph College of Sindangan, Inc.

Table 2. Number of Participants, Number of Schools, and Number of Trainers for each Subject area

Participants	Number of Schools in each Subject area	No. of Trainers
Math = 15	7	2
Physics = 13	5	2
Elementary Science = 85	50	3
English = 17	6	2
Chemistry = 16	8	2
Total = 146		11
Total Number of Participating Schools = 58		



Table 2a. FUSE Training of Basic Education Teachers of Sindangan, Zamboanga del Norte. Subjects covered and trainers.

Subject	Trainers
English	Ms. Rubie D. Sajise Dr. Sterling M. Plata
Mathematics	Dr. Justina M. Evangelista Dr. Richard B. Eden
Physics	Ms. Leah L. Salvaleon Mr. Sotero O. Malayao, Jr.
Chemistry	Ms. Nora C. Cordero Ms. Annabelle J. Monzon
Biology	Mr. Jason R. Maniacop Ms. Leah L. Salvaleon
Earth Science	Mr. Jason R. Maniacop
Elementary Physics	Ms. Leah L. Salvaleon
Elementary Chemistry	Ms. Annabelle J. Monzon

2. Llorente, Eastern Samar

A five-day content training for teachers was held on May 7-11, 2018 for Basic Education teachers of Llorente. The training was held at St. Anthony's Academy Inc.

This training was conducted in partnership with the UNESCO-APNIEVE (Asia Pacific Network for International Education and Values Education) Philippines.

Table 3. Number of Participants, Number of Schools, and Number of Trainers for each Subject area

Participants	Number of Schools in each Subject area	No. of Trainers
Math = 40	16	2
Physics = 21	9	2
Elementary Science = 20	13	3*
English = 33	16	2
Chemistry = 26	14	1
Total =140		10
Total Number of participating Schools = 29		



Table 3a. FUSE Training of Basic Education Teachers of Llorente, Eastern Samar. Subjects covered and trainers.

Subjects	Trainers
English	Ms. Rubie D. Sajise Ms. Mildred P. Jimenez
Mathematics	Dr. Justina M. Evangelista Dr. Carmelita Y. Ragasa
Physics	Mr. Sotero O. Malayao, Jr. Mr. Ahmed C. Lucban**
Chemistry	Dr. Emmanuel V. Garcia
Elementary Physics	Mr. Ahmed C. Lucban
Elementary Chemistry	Mr. Ahmed C. Lucban
Biology	Ms. Diana Rose C. Garrido*
Earth Science	Ms. Amor C. Abueva*

- *For Elementary Science, 2 trainers came from Leyte*
- *A new trainer, in the person of Mr. Ahmed C. Lucban, from St. Scholastica's College, joined FUSE team and was the trainer in Elementary and Secondary Physics*

3. Sorsogon City, Sorsogon

A 5-Day training was designed for Basic Education teachers of Sorsogon on October 22-26, 2018. The training venue was at Sorsogon State College, Sorsogon City in the province of Sorsogon.

There were 204 basic education teachers from private and public schools. A group of 14 trainers – 9 from Sorsogon and 5 from Leyte and 4 FUSE senior trainers - comprised the overall FUSE training group.

This training was organized in partnership with the office of Representative Evelina Escudero, Computer Communication Development Institute (CCDI), and with Sorsogon State College providing the venue.



Table 4. Number of Participants, Number of Schools, and Number of Trainers for each Subject area

Participants	Number of Schools in each Subject Area	Number of Trainers
Math = 45	19	4
Physics = 22	8	3
Elementary Science = 56	20	3
English = 54	23	2
Chemistry = 27	15	2
Total = 204		14
Total Number of Participating Schools - 44		

- *Four FUSE Senior trainers mentored and supervised the 14 local trainers*

Table 4a. FUSE Training of Basic Education Teachers of Sorsogon. Subjects covered, trainers, and Mentors/Evaluators

Subjects	Local Trainers	Mentors/Evaluators
English	May Reah P. Carel Gemma P. Otivar	Ms. Mildred P. Jimenez
Math	Marilou E. Gabarda Ramon F. Lasala Angelo H. Hunat Ryan V. Dio	Dr. Justina M. Evangelista
Physics	Joan L. Peñalba Neneth M. Matabuena Vilma M. Madronio	Mr. Sotero O. Malayao, Jr
Chemistry	Judith N. Añonuevo Jocelyn A. Gueta	Ms. Leah L. Salvaleon
Elementary Physics	Leah L. Salvaleon	
Elementary Chemistry	Allan V. Garnace	
Biology	Diana Rose C. Garrido	
Earth Science	Amor C. Abueva	

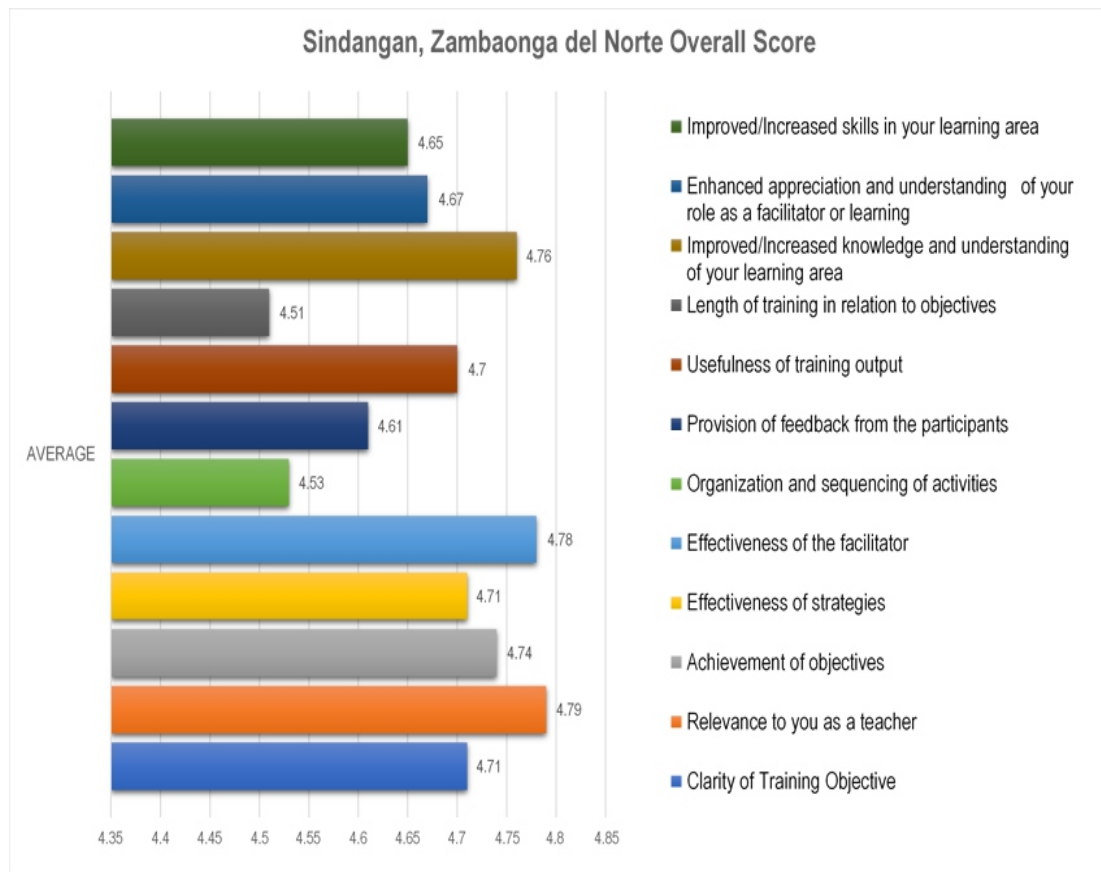


A. Training Programs Evaluations

1. Sindangan, Zamboanga del Norte

Table 5. Program evaluation by Teacher-Trainees in Sindangan, Zamboanga del Norte

Sindangan, Zamboanga del Norte Overall Score



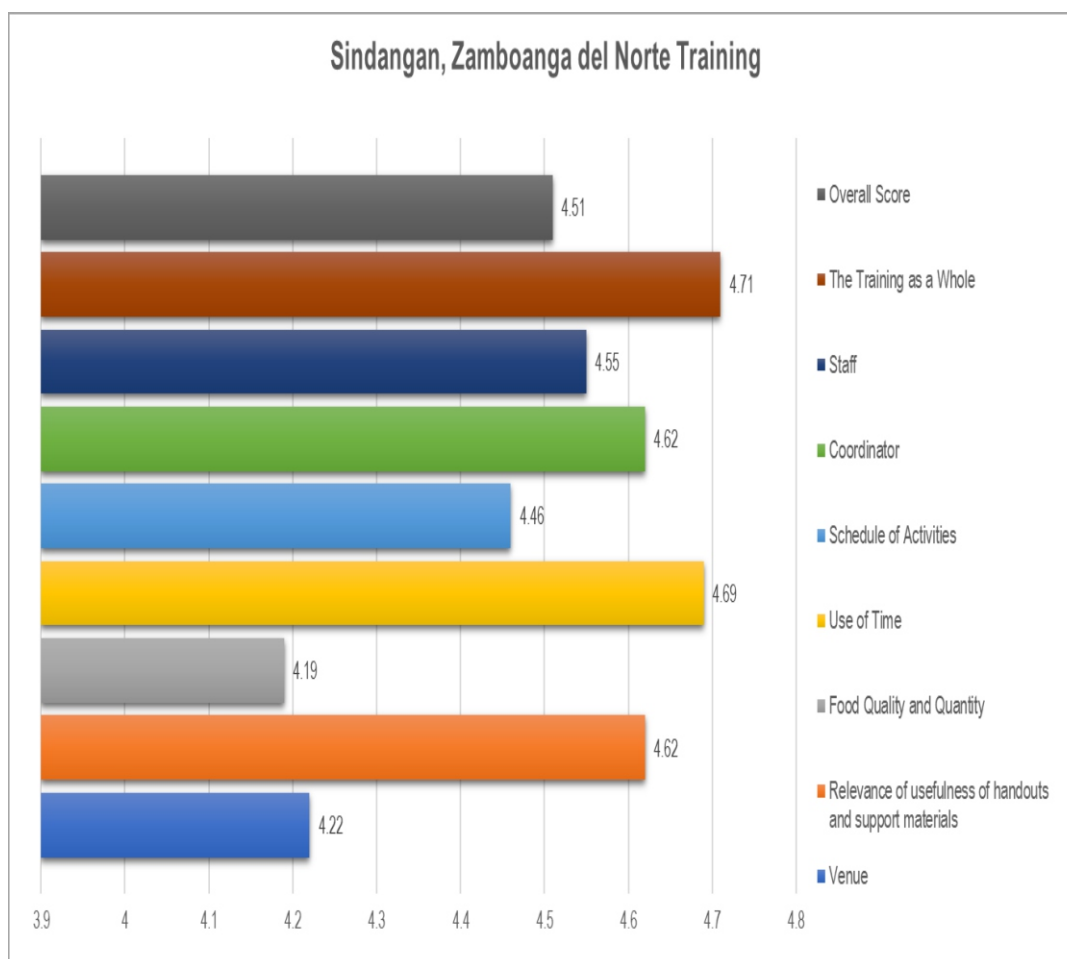
RATING SCALE: 1 – Needs Improvement 2 – Fairly Satisfactory 3 – Satisfactory 4 – Highly Satisfactory 5 – Excellent



Table 6. Level of Competence of Trainers in Sindangan, Zamboanga del Norte

Subject	Trainer	Average
English	Rubie D. Sajise	4.66
	Sterling M. Plata	4.43
Math	Justina M. Evangelista	4.77
	Richard B. Eden	4.69
Physics	Sotero O. Malayao, Jr	4.77
Chemistry	Nora C. Cordero	4.80
	Annabelle Monzon	4.44
Elementary Science	Jason R. Maniacop	4.77
		4.67

Table 7. Over-all evaluation of training in Sindangan, Zamboanga del Norte

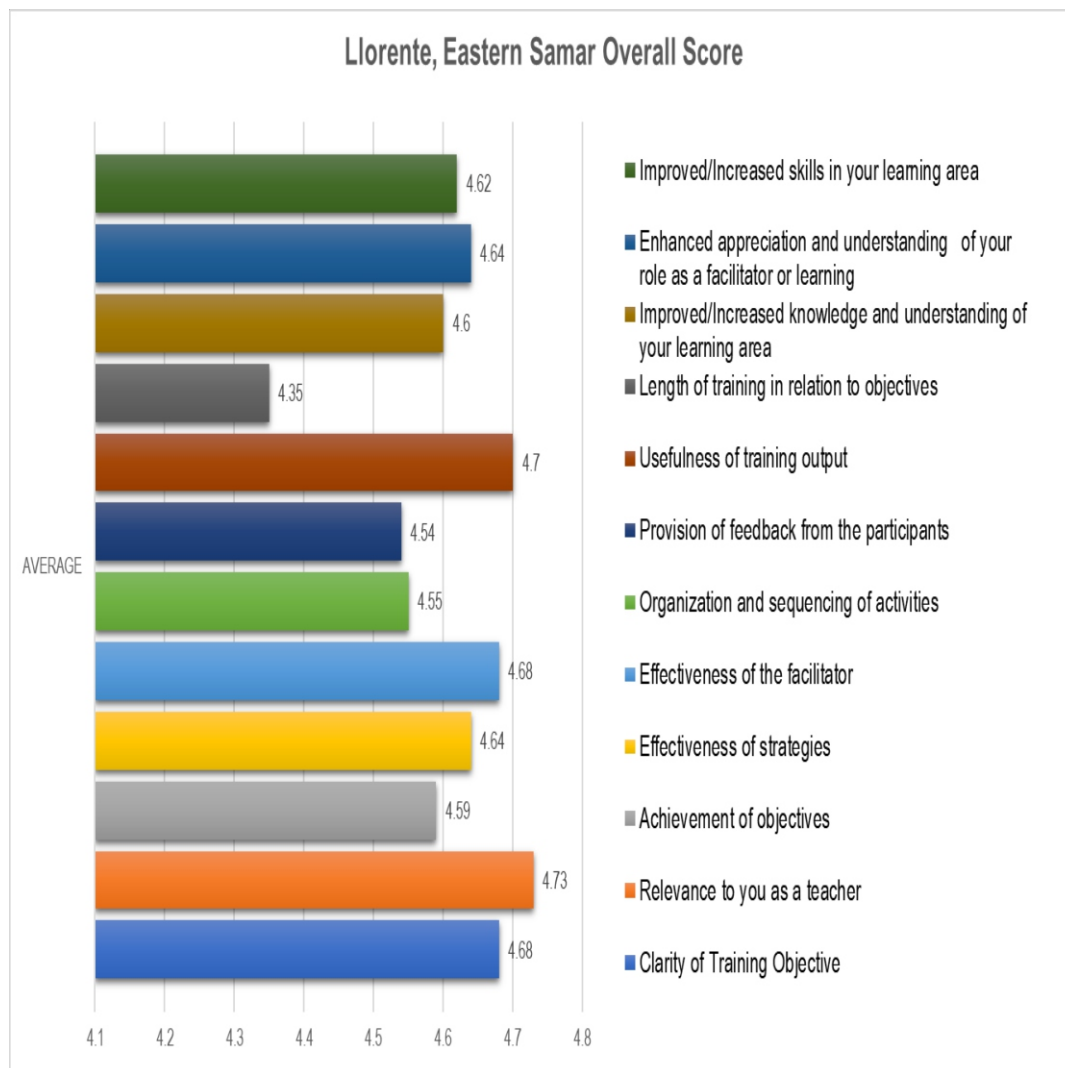


RATING SCALE: 1 – Needs Improvement 2 – Fairly Satisfactory 3 – Satisfactory 4 – Highly Satisfactory 5 – Excellent



2. Llorente, Eastern Samar

Table 8. Program evaluation by Teacher-Trainees in Llorente, Eastern Samar



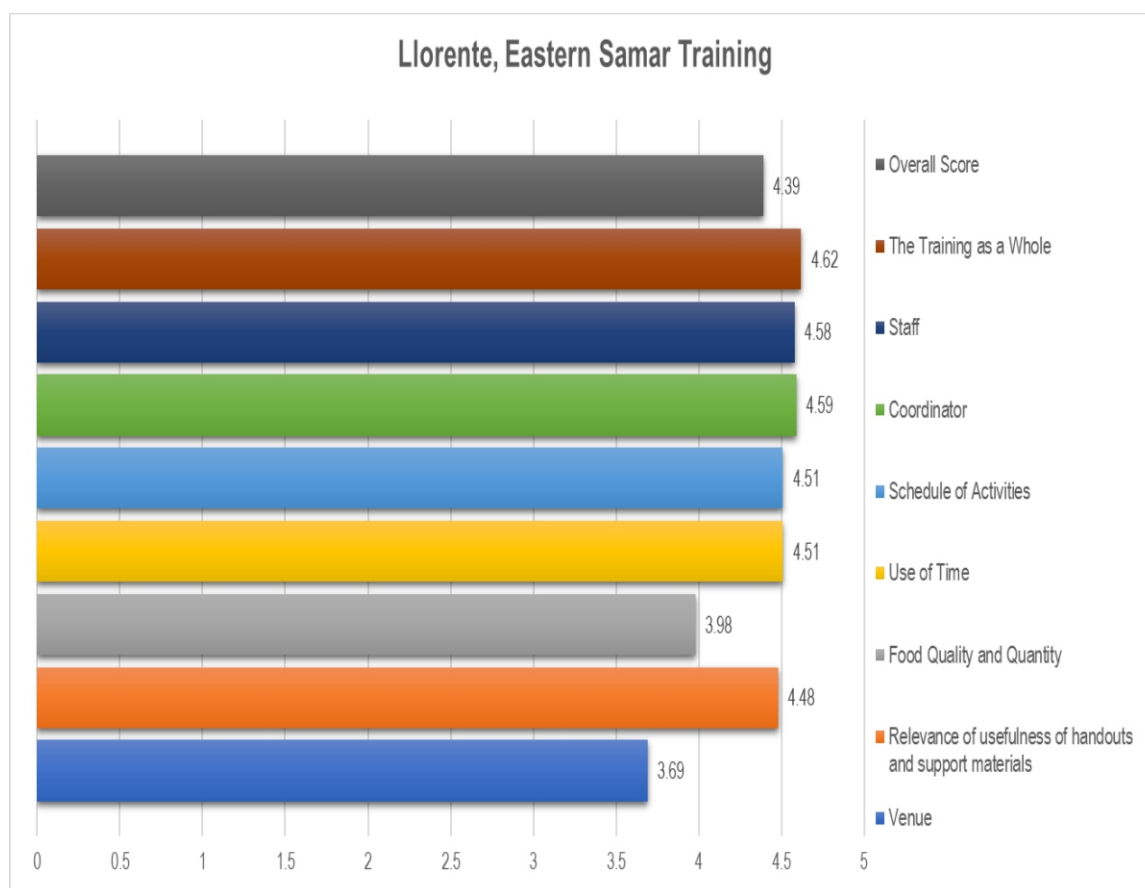
RATING SCALE: 1 – Needs Improvement 2 – Fairly Satisfactory 3 – Satisfactory 4 – Highly Satisfactory 5 – Excellent



Table 9. Level of Competence of Trainers in Llorente, Eastern Samar

Subject	Trainer	Average
English	Rubie D. Sajise	4.68
	Mildred P. Jimenez	4.84
Math	Justina M. Evangelista	4.59
	Carmelita J. Ragasa	4.16
Physics	Sotero O. Malayao, Jr	4.68
	Ahmed C. Lucban	4.31
Chemistry	Emmanuel V. Garcia	4.71
Elementary Science	Diana Rose C. Garrido	4.73
	Amor C. Abueva	4.79
		4.61

Table 10. Over-all evaluation of training in Llorente, Eastern Samar

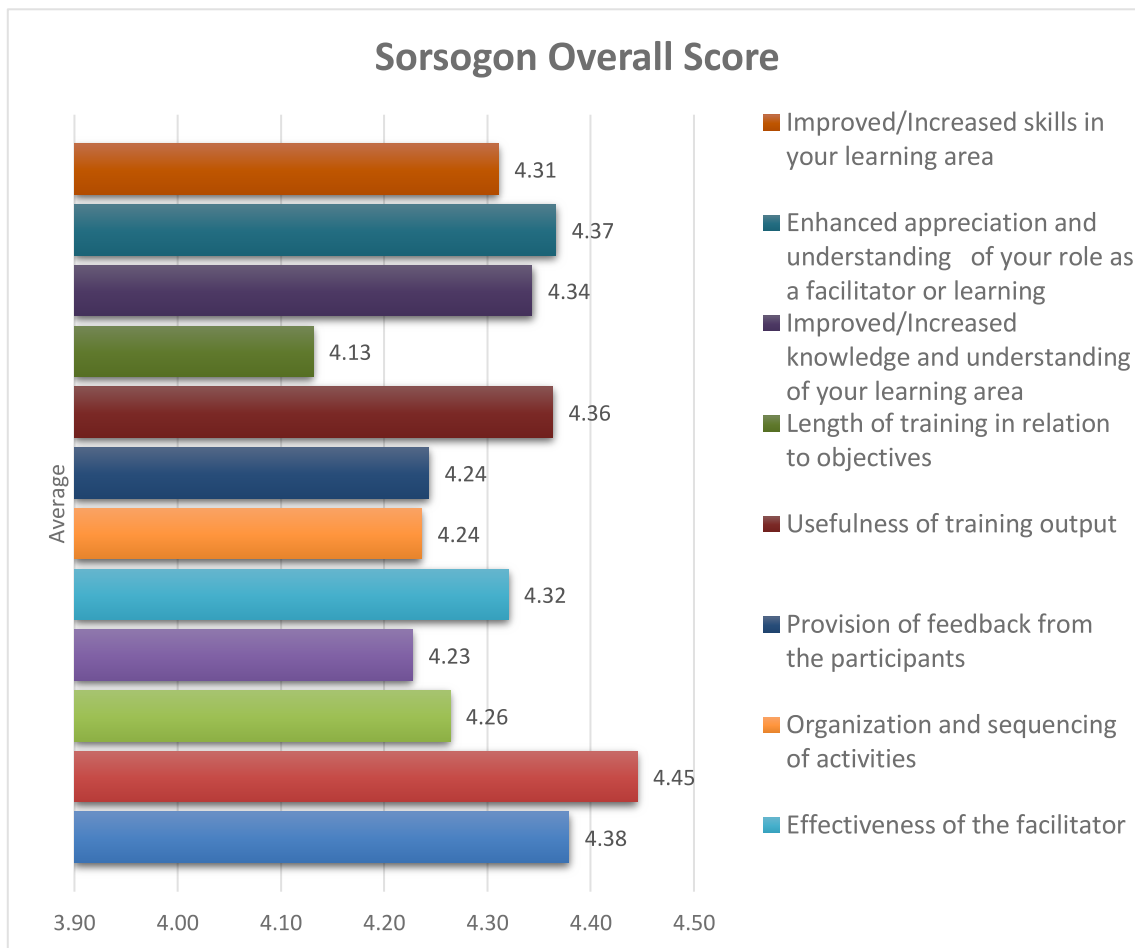


RATING SCALE: 1 – Needs Improvement 2 – Fairly Satisfactory 3 – Satisfactory 4 – Highly Satisfactory 5 – Excellent



3. Sorsogon City, Sorsogon

Table 11. Program evaluation by Teacher-Trainees in Sorsogon City, Sorsogon



RATING SCALE: 1 – Needs Improvement 2 – Fairly Satisfactory 3 – Satisfactory 4 – Highly Satisfactory 5 – Excellent

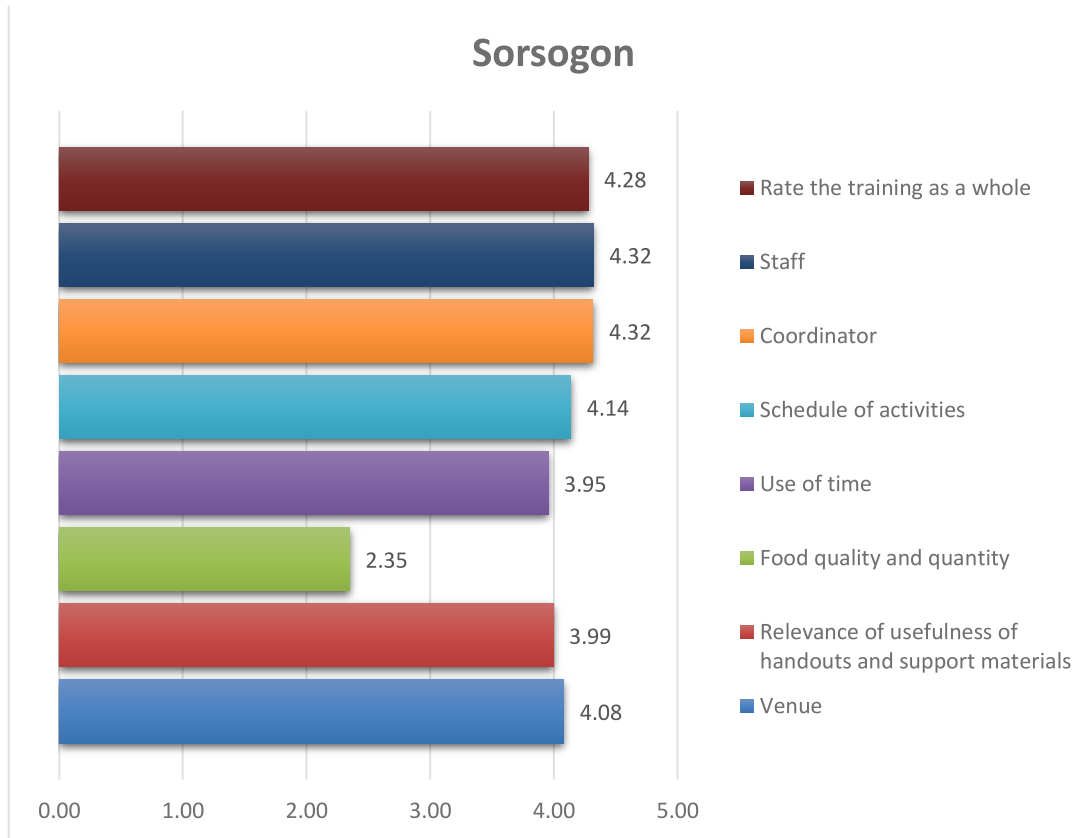


Table 12. Level of Competence of Trainers in Sorsogon City, Sorsogon

Subject	Trainer	Average
English	May Reah P. Carel	4.51
	Gemma P. Otivar	4.62
Math	Marilou E. Gabarda	4.24
	Ramon F. Lasala	4.30
	Angelo H. Hunat	4.30
	Ryan V. Dio	4.62
Physics	Joan L. Peñalba	4.12
	Neneth M. Matabuena	3.98
	Vilma M. Madronio	4.18
	Sotero O. Malayao, Jr.	3.70
Chemistry	Judith N. Añonuevo	3.86
	Jocelyn A. Gueta	3.96
Biology	Diana Rose C. Garrido	4.07
Earth Science	Amor C. Abueva	4.65
Elementary Physics	Allan V. Garnace	4.79
Elementary Chemistry	Leah L. Salvaleon	4.95
		4.30



Table 13. Over-all evaluation of Training in Sorsogon City, Sorsogon



RATING SCALE: 1 – Needs Improvement 2 – Fairly Satisfactory 3 – Satisfactory 4 – Highly Satisfactory 5 – Excellent

In 2018, FUSE trained a total of 490 teachers to be more effective classroom teachers. Some of these trainees will be further trained as trainers to train basic education teachers.



Table 14. Participants Reflections: Sindangan, Zamboanga del Norte

Subject	Participant's Reflection
<p>English</p>	<p>Josenit C. Balboa:</p> <p>After the FUSE training, the practices that I intend to adopt in my teaching are as follows:</p> <p>In teaching Speaking, I will choose topics that students can relate to so that they can give their opinions and share ideas from their stock knowledge. I will also give them activities like oral exercises, role playing and group talk. I will see to it that the class activities are appropriate to the level of the students.</p> <p>In Reading, I am going to choose topics or reading text that are simple and short, that students can relate to with the schema theory. During the pre-reading, I must unlock first the difficulties, give the students motivation and motive questions. During reading phase, I will give the students guided questions so I can find out if the students have understood the reading text they have read.</p> <p>In Writing, will adopt the process approach as well as the free-writing approach. I will let my students choose the topics that they wish to write about, compressed in at least 2-3 paragraphs. I will also make use of brainstorming and word mapping. Supplying the sentence/story is also an interesting teaching approach because it helps students think/create and write about the possible happening and ending of a story.</p> <p>In Listening and Viewing, will choose audio files that are appropriate to the level of the students. I am going to apply top-down and bottom-up activities.</p>
<p>Math</p>	<p>Sally B. Gargaceran:</p> <p>Through the FUSE training, I learned new concepts that would help/guide me in my teaching. FUSE opened my eyes to the great benefits of putting myself in the shoes of the students. Relying on textbooks is not enough. There is a bigger and more colourful world of Math. FUSE rekindled in me the burning desire to make Math interesting and fun for my students.</p> <p>When I return to the classroom, I will see to it that I teach them the basics of Mathematics, deriving proof of given formulas that usually come a long way in students' learning.</p> <p>Also, FUSE corrected misconceptions about some concepts and methods we have been using.</p>
<p>Chemistry</p>	<p>Mary Jill A. Orilloza:</p> <p>There are a lot of things that the FUSE training has imparted to us that will greatly help in facilitating learning in our classroom. One of these is the preparation of the lesson that will elicit an active participation from the learners. The lessons developed were child-centered because it is the learners who will do the actual activity and generalization.</p> <p>I will also adapt the constructivist theory. Through this, the critical thinking of the learner is developed. Learners construct their own understanding of the topic out of the inputs and ideas they discuss within the group.</p> <p>Lastly, FUSE training made me evolve from a traditional teacher to a facilitator of learning. A facilitator of learning does not just rely on one</p>



	<p>reference, instead he utilizes everything which relates to his topics because there might be some misconception on one reference which will be corrected if there is brainstorming done by the group.</p>
Elementary Science	<p>Kevin G. Gonzales:</p> <p>After the rigorous and enriching FUSE training, I believe I have become a far more better teacher. One of the practices I have learned during the training is to have a starter experiment in Science to elicit more attention and interest among the students. During the experiment, students should be allowed to create and plan for the experiment to encourage a harmonious and organized flow of conducting experiment.</p> <p>I have also learned that it is better to apply a planned game with the integration of the content one will be teaching to arouse the interest of the students. In class it would be better to improvise some localized model about the topic so that students will acquire not just knowledge but also skills in developing it.</p>
Physics	<p>Siegfred F. Tagupa:</p> <p>After the training, I am equipped with pedagogical and content knowledge in Science inquiry and investigation. As a science teacher, it is my duty to plan activities that will steer students' science inquiry skills, critical and problem solving skills. Activities are readily available in the internet and adopting these in my class would allow a learner-centered environment to take place.</p> <p>Open-ended investigation is vital in developing a more student engaged Science class. Given a task, students are given the freedom to think out-of-the-box in designing scientific procedure. The recipe type of scientific inquiry is also helpful but giving and allowing students to explore would give them the scientist feel, to manipulate and do on their own, interacting and soliciting ideas from their peers.</p> <p>Understanding the millennial behaviour of our students is our utmost consideration in designing and developing science lessons. They learn best when they appreciate what they are doing. As what our facilitator said (Ms. Leah): "The last section should also perform the activity as what the first section did". In other words, heterogeneous class should not be limited to the activities but rather, they should also be allowed to do what others do.</p>



Table 15. Participants Reflections: Llorente, Eastern Samar

Subject	Participants Reflections
English	<p>Catherine C. Pagatpat:</p> <p>In the event of technology as an effect of globalization, it is inevitable for a teacher to adapt to the changes in achieving quality education. As a 21st century teacher, I should be equipped with the knowledge on the different instructional strategies, lesson development, and delivery of the topic to cater to the varied needs of the 21st century learners. That is the main goal of this 5-day training for English teachers sponsored by FUSE. Being one of the fortunate participants, the top three practices I would like to utilize in my own classroom for this coming school year 2018-2019 are the new sequence I learned for Pre-reading activity, the Process approach in dealing with the writing skills of the learners, and the balance activities to develop communicative efficiency.</p> <p>Reading, as coined from Goodman’s idea and emphasized by the trainer, is a guessing game. Therefore, as a teacher, I should help my students to develop their skills in inferring and comprehending at the very start of the reading activity so they will appreciate what they read. In order for my students to do such, I should unlock the difficult terms that they will encounter as they read the text. This enriches their vocabulary skills and at the same time help them better understand what they read. Motivation must occur for the activation of my student’s prior knowledge for reading comprehension. Motive questions should be given to learners so they will have purposes in reading. Thus, reading also becomes purposive. These sequences of activities in the pre-reading stage can lead students to not only be motivated in reading but also develop comprehension and inference.</p> <p>Another practice that I want to apply in teaching Writing among my learners is the Process approach. This has three (3) stages such as planning, drafting and revising. With this approach, peer-editing may be applied so learners can collaborate with the others for the drafting stage. The revision can be done at home so the students may have ample time in improving their work guided by the outline. However, since this approach focuses on three (3) stages, this may be time-consuming. The advantage is that students’ outputs are more likely to be better for they have the control of what they are to write. And there is a greater chance of knowing the learners I have in class for to a certain extent, their personhood are reflective in their writings.</p> <p>Lastly, I will employ the balanced activities approach in developing communicative efficiency among my learners. This approach combines language input, structure output, and communicative output. Activities in each stage are “more motivating and is more likely to result in effective language learning” so students’ interest will be sustained all throughout the discussion or lesson. There are also collaborative opportunities for learners that will not only develop their macro skills but also enhance their sociability.</p>



<p>Math</p>	<p>Rea R. Calzado:</p> <p>As we all know, Mathematics is a form of reasoning. Thinking mathematically consist of thinking in a logical manner, formulating and testing conjectures, making sense of things, and forming and justifying judgments, inferences, and conclusions. The facilitators were all equipped with the necessary knowledge. They have mastered their craft and demonstrate mathematical behaviour in recognizing and describing patterns, with clear and concise instructions. Hence, I will adapt these practices in my mathematical class-instructions.</p> <p>I am deeply grateful for all the learnings I gained from this 5-day training. I will always put in mind how the facilitators made us feel “heroes” in our own little way.. Some of the practices learned from this seminar are the following: 1.) mathematical fluency requires automatic recall of certain procedures and algorithmns, hence, the teacher should ensure that the pre-requisite skills have been mastered by the learners prior to the discussion of the new/deeper concept (short discussion will do or pre-test as a refresher); 2.) the use of calculators and other “applications” in cellphones in instruction can be useful BUT must not impede the development of fluency with computational procedures and basic facts; 3.) the use of basic algorithmns of whole numbers in arithmetics is essential; 4.) teachers must ensure that the use of “real-world” contexts for teaching mathematics maintains a focus on mathematical ideas; 5.) mathematics should be taught using multiple strategies. However, the teacher is also responsible for selecting the strategies appropriate for specific concepts; math teachers must understand the underlying meaning and justifications for ideas and be able to make connections among topics; establish clear procedures and routines, provide both “challenge” and support; make frequent real life connections (localized and contextualized instructions), and provide or ensure appropriate amount of time devoted to every talk.</p> <p>For all the people behind this endeavour, I salute you all! You did a very noble job in enhancing and providing assistance to us, teachers. Kudos! God bless you a thousand folds!</p>
<p>Elementary Science</p>	<p>Marella G. Guial:</p> <p>After the FUSE training, I have realized that it is a very challenging task for a teacher to make the lesson simple and easy to understand so that the students will learn easily. Just like what our trainer did in this FUSE training, even if the topics were hard, we were able to learn or relearn the concepts because our trainer made it easy for us to understand.</p> <p>One of the best practices that I will adapt from this training is the Reflection Paper that I can also give to my students to know if they are learning or not. It is very important to allow the students to understand clearly the concepts so that they will avoid memorizing. By giving more examples, exercises, and activities, the students develop their critical thinking skills and do not just memorize.</p> <p>From this realizations, I see teaching now in a different light. I hope to deliver lessons in such a way that my students will learn easily without memorizing, thus developing their critical thinking skills.</p>



Table 16. Participants Reflections: Sorsogon City, Sorsogon

<p>Chemistry</p>	<p>Garry M. De Luna:</p> <p>In teaching chemical bonding, I will use the different activities provided to us by our facilitators. The activity on <i>elicit part of the lesson</i> which requires the prerequisite knowledge of the students on the topic to be discussed. The activities for the <i>engage and explain part</i> can also be adapted so that students will get motivated in learning the concepts. Likewise, allowing the students to know the objectives of the lesson is also helpful so that they are made aware of what is expected of them.</p> <p>In teaching Stoichiometry, the activities presented to us by our facilitator may also be replicated and is enjoyable in the part of the students. Other activities such as role playing, balancing equation, determining the limiting reactants with the use of bolts and nuts as well as the inflating balloon using the reaction between baking soda and HCl will allow the students to appreciate the lessons more.</p> <p>Finally, Science Olympics is something that I will definitely adapt since it allows the students to go beyond the curriculum and discuss the topics with application among their peers. Finally, an activity outside the four-corners of the room will certainly arouse interest among the students.</p>
<p>Elementary Science</p>	<p>Cecil A. Doctor:</p> <p>I would like to take this opportunity to say thank you to the FUSE facilitators for imparting their knowledge and time with us for five consecutive days. I learned a lot from this training, gained new friends, and learned to appreciate more my role as a teacher.</p> <p>The facilitator shared numerous strategies that are beneficial both for me and my pupils. These are gallery walk, differentiated instruction, group activities, experiments as well as the use of different diagrams to elaborate more the lessons.</p> <p>To the FUSE team, rest assured that I will be using, practicing, and applying the strategies I gained from each of the trainers. This training made me realize that learners now belong to different generations.</p>



Table 17. Participation of Trainers in Teacher Training, by Subject coverage, and by regional distribution of trainees

Subject	Trainers	Region where trainees came from	Number of Regions served
English	Ms. Mildred P. Jimenez	VIII	1
	Dr. Sterling M. Plata	IX	1
	Ms. Rubie D. Sajise	VIII and IX	2
	Ms. May Reah P. Carel	V	1
	Ms. Gemma P. Otvivar	V	1
Mathematics	Dr. Justina M. Evangelista	VIII and IX	2
	Dr. Carmelita J. Ragasa	VIII	1
	Dr. Richard B. Eden	IX	1
	Ms. Marilou E. Gabarda	V	1
	Mr. Ramon F. Lasala	V	1
	Mr. Angelo H. Hunat	V	1
	Dr. Ryan V. Dio	V	1
Chemistry	Ms. Nora C. Cordero	IX	1
	Ms. Annabelle J. Monzon	IX	1
	Dr. Emmanuel V. Garcia	VIII	1
	Ms. Judith N. Añonuevo	V	1
	Ms. Jocelyn A. Gueta	V	1
Physics	Ms. Leah L. Salvaleon	V and IX	2
	Mr. Ahmed C. Lucban	VIII	1
	Mr. Sotero O. Malayao, Jr.	V, VIII, and IX	3
	Ms. Joan L. Peñalba	V	1
	Ms. Neneth M. Matabuena	V	1
	Ms. Vilma M. Madronio	V	1
Elementary Science:			
Biology	Mr. Jason R. Maniacop	IX	1
	Ms. Leah L. Salvaleon	IX	1
	Ms. Diana Rose C. Garrido	V and VIII	2
Chemistry	Ms. Annabelle J. Monzon	IX	1
	Mr. Ahmed C. Lucban	VIII	1
	Mr. Allan V. Garnace	V	1
Elem Physics	Ms. Leah L. Salvaleon	V and IX	2
	Mr. Ahmed C. Lucban	VIII	1
Earth Science	Ms. Jason R. Maniacop	IX	1
	Mr. Amor Abueva	V and VIII	2
As Mentors/Evaluators:			
English	Ms. Mildred P. Jimenez	V	1
Mathematics	Dr. Justina M. Evangelista	V	1
Science	Ms. Leah L. Salvaleon	V	1
	Mr. Sotero O. Malayao, Jr.	V	1
Over-All Mentor	Dr. Rosario I. Alonzo	V, VIII, and IX	3



Table 18. Number of trainers, by number of venues served, by number of trainees, and over-all rating in subject coverage

Subjects and Respective Trainers	Number of Venues	Total Number of Trainees	Overall Rating
English			
Ms. Mildred P. Jimenez	1	104	4.67
Ms. Rubie D. Sajise	2		
Dr. Sterling M. Plata	1		
Ms. May Reah P. Carel	1		
Ms. Gemma P. Otivar	1		
Mathematics			
Dr. Justina M. Evangelista	2	100	4.46
Dr. Carmelita . Ragasa	1		
Dr. Richard B. Eden	1		
Ms. Marilou E. Gabarda	1		
Mr. Ramon F. Lasala	1		
Mr. Angelo H. Hunat	1		
Dr. Ryan V. Dio	1		
Physics			
Ms. Leah L. Salvaleon	1	56	4.25
Mr. Sotero O. Malayao, Jr.	3		
Mr. Ahmed C. Lucban	1		
Ms. Joan L. Peñalba	1		
Ms. Neneth M. Matabuena	1		
Ms. Vilma M. Madronio	1		
Chemistry			
Ms. Nora C. Cordero	1	69	4.35
Ms. Annabelle J. Monzon	1		
Dr. Emmanuel V. Garcia	1		
Ms. Judith N. Añonuevo	1		
Ms. Jocelyn A. Gueta	1		
Elementary Science			
Ms. Leah L. Salvaleon	2	161	4.68
Ms. Annabelle J. Monzon	1		
Mr. Ahmed C. Lucban	1		
Ms. Amor C. Abueva	2		
Ms. Diana Rose C. Garrido	2		
Mr. Allan V. Garnace	1		



Insights of Training management group: on FUSE Teacher training programs

By the Trainers:

ENGLISH: *Ms. Mildred P. Jimenez*

What joy it was to be invited as FUSE Trainer during the teacher training in Eastern Samar! Indeed, it was such an amazing and humbling experience to be working for such a lucrative national organization given its roster of high-caliber group of veteran educators from the most prestigious academic institutions in the country. The training was a significant first time for me. I was able to meet the wonderful English teachers from several municipalities and towns of the province. Together with Ms. Rubie D. Sajise who handled Reading, Writing, and Speaking, I was able to share some of the most important concepts and teaching strategies in Listening, and Viewing. The teachers actively participated in the different activities we have prepared for them. They eagerly responded and manifested a curious desire to learn anew and even more. Many of them were delighted to gain new concepts and techniques which they can apply in their own settings. During their teaching demonstrations, we were able to commend their best practices and call their attention to a few routines and habits we deemed nonessential or rather trite.

I likewise realized many truths and realities which public school teachers face day in and day out including the lack of available resources in their area. Not surprisingly, I also found out that although their sentiments may be countless, their passion to touch lives is beyond compare. Their materials may be limited, but given the opportunity to be creative and ingenious, they can also generate meaningful learning experiences for their students.

Ma'am Ross Alonzo's support and kind words were good propellers for me to be more encouraged and motivated to continue doing what I was doing. It then goes without saying that a well-meaning teacher takes that extra mile to truly ensure that the objectives are met and that the tasks are accomplished.

As mentor:

Taking on the role of being a mentor is an interesting task for me. For quite a number of years now, I have been guiding student teachers in their endeavour to become excellent individuals in their craft – serving as their mentor, confidant, mother, and most importantly, as their friend. Being in Sorsogon to mentor Ms. May Reah P. Carel and Ms. Gemma Otivar as teacher trainers for a group of 50 or so English teachers from pre-school to senior high school came as a surprise for me. Seasoned classroom teachers as they are, I knew, I was the one who will learn more from them. They brought with them a bagful of tricks, teaching strategies, and



techniques to share with the participants. When they started their discussions, I found out that indeed my initial inkling was right! Ms. Carel and Ms. Otivar were able to carry on their classes very smoothly, using various methods such as individualized and group activities, in different modalities – written, oral, and technologically enhanced video clips and photographs.

My role set in when I had to inject some topics which the trainers missed to include in their outline. I needed to ask them to shift gears once in a while to keep the focus of the training – not so much dwelling on concepts and strategies which teachers are already familiar with but correcting misconceptions by clarifying them and introducing new information. I was approached by the teachers once in a while to give my input (which I did with enthusiasm), but I had to stand back to give the floor to the trainers themselves.

Overall, the Sorsogon stint was pleasant, memorable, and unforgettable as it opened new consciousness in me to be more sensitive of others' feelings and emotions because even if our intentions are always pure and that we mean well, our message may not often get across the way we wish them to be. Finally, I should not forget to mention that the input of Dr. Ross Alonzo, Dr. Justina Evangelista, and Ms. Leah Salvaleon made me a more objective mentor.

More power to FUSE, to its trainers and mentors, to the many teachers that it has taught, and to the many more teachers it will assist in the future!





MATHEMATICS: *Dr. Justina M. Evangelista*

Under the tutelage of Dr. Richard Eden of Ateneo de Manila University, the participants to the **Sindangan Training** which was held last April 23-27, 2018 said that they learned a lot about solving permutation and combination problems and new concepts and principles in counting numbers. They also learned techniques in solving word problems in combinatorics. What the participants had unlearned was the probability of mutually exclusive and independent events. The other topics discussed by Dr. Eden are already known to the participants which have been relearned and reinforced through a thorough discussion with the facilitator. With the discussion of Algebra and Trigonometry, it was revealed that the participants have not introduced to their students the concept of imaginary and complex numbers. Most of them were surprised to know that a binomial like X^2+25 is factorable. Also the participants were honest enough to say that they do not know much about the derivation of certain formulas which should have been introduced to their students to better understand their applications.

Although the trainees were saying that it might be difficult for them to incorporate all the things that they have learned during the 5-day seminar, they promised to the facilitators that they will discuss them in class as they have been advised to enhance and upgrade their instruction for the benefit of the students.

In the **Llorente, Eastern Samar** training which was held last May 7-11, 2018, it was learned that the participants were exposed to the formulas of Egyptian Algorithm, Russian Peasant Method, and Lattice Method for the first time. The formulas were taught only within one day of training. The algorithms were introduced to enable them to impart to their students the exercises as a motivational activity. Although the participants are knowledgeable on Trigonometric ratios, they are not used to deriving them using the Pythagorean identity $X^2+Y^2=1$.

The participants said that the book they are using gives the formulas/ratios directly without derivation. The lecturer also emphasized that the quadrant and special angles could be shown to the students the unit circle so that the students would not depend much on their calculators when getting the trigonometric functions of these angles.

The participants to both trainings were all grateful to the Foundation for conducting the Summer Training because according to them they learned a lot from the training.

As mentor:

Four (4) neophyte FUSE trainers handled the Sorsogon training. Dr. Ryan V. Dio, Mr. Angelo H. Hunat, Mr. Ramon F. Lasala, and Ms. Marilou E. Gabarda. Dr. Dio is a seasoned lecturer/trainer and could be tapped by the Foundation whenever there is training in Mathematics, Statistics, and Probability. The other three (3) trainers need to finish their master's degree and attend some more training programs for upgrading.



SCIENCE: Ms. Leah L. Salvaleon

Knowing the background of the participants is very helpful to the training facilitators. In one training at FUSE LCT the participants were mostly senior science majors; they appreciated the focus on PCK as assessment tools like designing Performance Tasks. In Sorsogon where the Elementary Science group comprised mainly of generalists, the infusion of challenging hands-on activities that required higher order thinking skills, as well as content made participants appreciate the content-upgrading part.

Training facilitators must be quipped to adjust their training design/session plan based on the competencies of the participants. The pre-test scores can be a measure of the content background of participants.

Pretest results need to be processed immediately; it can reveal a lot of information about the participants.

Hands-on activities on the Practical Work Approach must be encouraged – as it models what should be happening in the classrooms. As much as possible, the activities should make use of existing laboratory equipment in public schools. Improvisation can also be introduced in the absence of materials.

The Training Program must include varied teaching strategies as well as varied assessment strategies. The “why” behind the strategy/assessment procedure must be explained explicitly. According to PCK research this is necessary for teachers to correctly choose one strategy over another – thus contributing to their growth as a professional. When we introduced the Science Olympics events this year, participants were not only made to do activities; they were made to reflect on the adaptability of the events in their respective classrooms.

As mentor:

Mentoring newbie trainers could contribute to their growth. There is often the tendency to teach only what is found in the curriculum guide. Mentors should help newbies see the bigger picture.

Teacher participants need to be aware of the “upgrading” part. In PCK research, this can be systematized using CoRES or Content Representation. This tends awareness on what they should know (the big idea) as against what they should teach (the curriculum guide).

Content area meetings useful especially in discussing specifics.



Monitoring Committee Chair: *Dr. Rosario I. Alonzo*

FUSE Series of Evaluations

i. Educational Reform

Standards underpin the landmark Philippine educational reform enshrined in RA 10533, commonly known as the K to 12 program. This reform calls for new forms of accountability as education shifts from teacher-centered to learner-centered. Accountability is responsibility for action or program as in the case of FUSE.

ii. Different Foci/Types of Evaluation

As a non-government organization devoted to upgrading the standard of education, FUSE takes accountability seriously. As different types of evaluation are appropriate and useful at different times, FUSE did undertake a series of evaluations.

First, in view of the changes in the educational landscape of the country, FUSE revisited its mission-vision in **2016** and decided on the following:

Mission

We are a community of committed professionals undertaking integrated and collaborative programs to develop excellent instructional leaders and classroom learning managers.

Vision

Quality education through voluntary action

Different foci/types of evaluation were conducted. **The Implementation Focus Evaluation** that responds to the questions 1) To what extent is the program implemented as designed? 2) What issues surfaced during implementation that need attention in the future? Identified concerns were the specialization of trainers and the level of teacher qualification and readiness to really undergo upgrading. In response to these concerns, the Chair of the Training Committee reviewed the profiles of the trainers and announced that alignment with the subject area will henceforth be strictly required. The Chief Operating Officer, on the other hand, screened prospective teacher trainees to ensure that they are either majors in the field or have had substantial experience of actual teaching of the subject. The latter resulted to a more homogeneous group that can benefit more from the training instead of slowing it down for lack of the necessary disciplinary background.

Formative Evaluation addressing the question “How can the program implementation be improved?” was likewise undertaken. At the end of each training day in Sindangan and Leyte, observations of the Monitoring and Evaluation Committee were shared and discussed by the group. The trainers then learned from the experiences of other trainers.



Personnel Evaluation that focuses on the question “ How effective are the staff in carrying out their assigned tasks and in accomplishing their assigned negotiated goals?”was done through the evaluation instrument that has separate sections on the Trainers and the Staff. The Trainers/ Facilitators registered the following marks, out of the perfect score of 5:

Trainers/Facilitators Evaluation

Sindangan, Zamboanga del Norte: 4.67	Llorente, Eastern Samar: 4.61	Sorsogon City, Sorsogon: 4.30
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The Staff, Coordinator, and Overall Training Evaluation, on the other hand, also registered high marks as shown below:

Staff Evaluation

	Staff	Coordinator	Training as a Whole
Sindangan, Zamboanga del Norte (April 23-27, 2018)	4.50	4.57	4.71
Llorente, Easter Samar (May 21-25, 2018)	4.58	4.59	4.62
Sorsogon City, Sorsogon (October 22-26, 2018)	4.32	4.32	4.28

Evaluation focused on Quality Assurance that targets the questions 1) Are accepted standards of training systematically provided to the participants? And 2) How can quality of the training be demonstrated and monitored? FUSE was granted accreditation for full five (5) years by the Philippine Council for NGO Certification on May 10, 2018. This is a stringent body that monitors NGOs and FUSE successfully complied with all documentary evidences and the Board of Trustees satisfactorily hurdled the interviews, making an impression on the evaluators for their full support of the organization. FUSE likewise was accredited by PRC Council for Professional Teachers as a service provider on September 17, 2018. This means that course offerings of FUSE must be well-documented in terms of outcomes, assessments, process, and products. With the strict requirement of major field alignment of trainers, this can certainly be expected and assured.



iii. Future Plans

Other foci can be addressed in future evaluations. For instance, Outcomes Evaluation seeks to evaluate the impact of the program on participants, of which pupils/students are an important cohort as evaluators. After all, they are the recipients of the new learning and strategies teacher-participants gain from the FUSE training. The data from students can provide the information sought by the sponsors and therefore form the Responsive Evaluation that will capture another perspective under the assumption that it is valid and valuable. Given enough preparation and funding, evaluation from students can also be done as a research.

The PDCA Cycle (Plan, Do, Check, Act) of Outcome-based Education will level up evaluation done in FUSE—all for the goal of **upgrading the standard of education.**

Reference:

Patton, Michael Quinn. 1997. Utilization-Focused Evaluation (3rd Ed.)
USA:SAGEPublications.

Data provided by: Junrey Lidres, LPT (Licensed Professional Teacher)



Training Committee Chair: *Dr. Marilu R. Madrunio*

Committed to its mission of taking voluntary action for Quality Education, FUSE has always assumed a pro-active stance in its responsibility to help in teacher capacity building. Proof of this is the list of achievements it has made during the last 25 years. These are highlighted in the training organized this year in Sindangan, Zamboanga del Norte in April 2018, in Samar in May 2018 and in Sorsogon in October 2018.

In the Summer of 2018, two regular trainings were done by FUSE trainers:

1. Training of Teachers (FT3) on April 23-27, 2018 at St. Joseph College of Sindangan, Inc, Sindangan, amboanga del Norte.
2. Training the Teachers (FT3 and TOFLT) on May 7-11,2018 at St. Anthony's Academy, Inc., Llorente, Eastern Samar.

While the annual training saw its completion in the two sessions completed in Mindanao and the Visayas, a third request was accommodated in Luzon, when a training workshop was organized by FUSE in Sorsogon State College, Sorsogon City on October 22-26, 2018.

Thus far in 2018, the participants who attended the trainings were private and public school teachers. In Zamboanga, there were a total of 58 participating schools. 29 schools participated in Samar while 44 did in Sorsogon City. And while there were around 146 participants for Zamboanga and 140 participants for Samar sessions, the biggest number was noted at 204 participants in Sorsogon.

Finally, with FUSE's mission of creating a community of committed professionals undertaking integrated and collaborative programs to develop teacher excellence as instructional leaders and classroom managers, the organization sees the importance of tapping the assistance of teachers who underwent the FT3 training (Training the Teachers) and enjoin them in giving the trainings themselves in their own communities for the TOFLT training (Training of FUSE Local Trainers). Proof of this is the involvement of two trainers from Leyte for the Elementary Science group in the Samar training, five local trainers from Leyte and nine local trainers for the Sorsogon training. To ensure that quality training is provided consistently by FUSE, senior trainers continuously mentored, monitored and evaluated these local trainers.



Science Olympics as Multi-Pronged Culminating Activity

By: Leah Licayan Salvaleon and Sotero Ontal Malayao Jr.

Many science education conferences use olympics as a lull from the serious plenary and parallel sessions. In many cases, avid participants find the same olympics content that made it a boring portion except for new participants. For the Sorsogon training, the science mentors decided to reinvigorate the Science Olympics into added dimensions responsive to the teacher skills in responding to 21st century skills of learners.

The usual practice was to use the last training day for teaching demo and presentation of improvisations. On this specific training, the mentors divided the elementary science, chemistry, and physics into four houses. The participants decided that the houses be named after the four festivals of Sorsogon namely Unod, Pili, Paraw, and Kasanggayahan. Thus each houses have members from chemistry, physics, and elementary science groups.

The culmination started off with the exercise involving yells, banner making, and the use of the tallest tower. All initial activities were the opening to the simultaneous competitions for all the houses with activities from elementary to high school. Venue become alive with spirited bustles of activity and the animation reached peak when the groups tested their work to determine the winning work.

At the end of the science olympics, the following becomes clear: (1) the activity is very flexible in terms of content placement; (2) mechanics can be modified depending on the participants; (3) activity durations can be configured for one day olympics to several days.

A caveat for any fun activity is that the learning opportunities must be assured of accurate content and must be processed to arrest and correct misconceptions. The olympics can be a very good platform for the improvement of the pedagogical content knowledge of teachers. This is because it needs brainstorming and planning sessions to pull off a very successful implementation. It would also require comprehensive post activity evaluation to see the strengths and weaknesses and suggested improvement for the next implementation.

In closing, science olympics opens avenues for exploration for teachers. First, the olympics may not be a bailiwick of science alone. It is possible to have Language Olympics, History Olympics, and Disaster Olympics as example. Second, it is possible to make the olympics as a school-wide platform for performance task for all other subject areas. Third, the olympics still contain areas to explore for pedagogical purposes. Fourth and most glaring was that the olympics is the best venue to showcase the acquired 21st century learning skills while making it the learning opportunity for other learners.

The Science Olympics is now having a reinvigorated status. It may not anymore be an activity identified for science alone but it can become a universal mode of learning delivery with so much room to maneuver for versatility and flexibility while responding to the engagement needed by new breed of learners. Probably, a training design can be developed for its inclusion in the next training.



II. Trainer Development

Over the years, FUSE has expanded the reach of its services and extended its sights. It sees the importance of keeping its roster of trainers abreast with the latest in technology, new concepts, advances in Science keeping with the 21st century skills. These trainers who have become deeply involved in teacher development have also embarked on Trainer development.

The corps of Trainers have themselves undergone training of trainers, pre-training refresher, post-mortem sessions, workshops, and seminars. Individual FUSE members/trainers are given the opportunity to acquire new skills in keeping up with modern trends of teaching and learning.

To recap the workshops and seminars FUSE has had over the years:

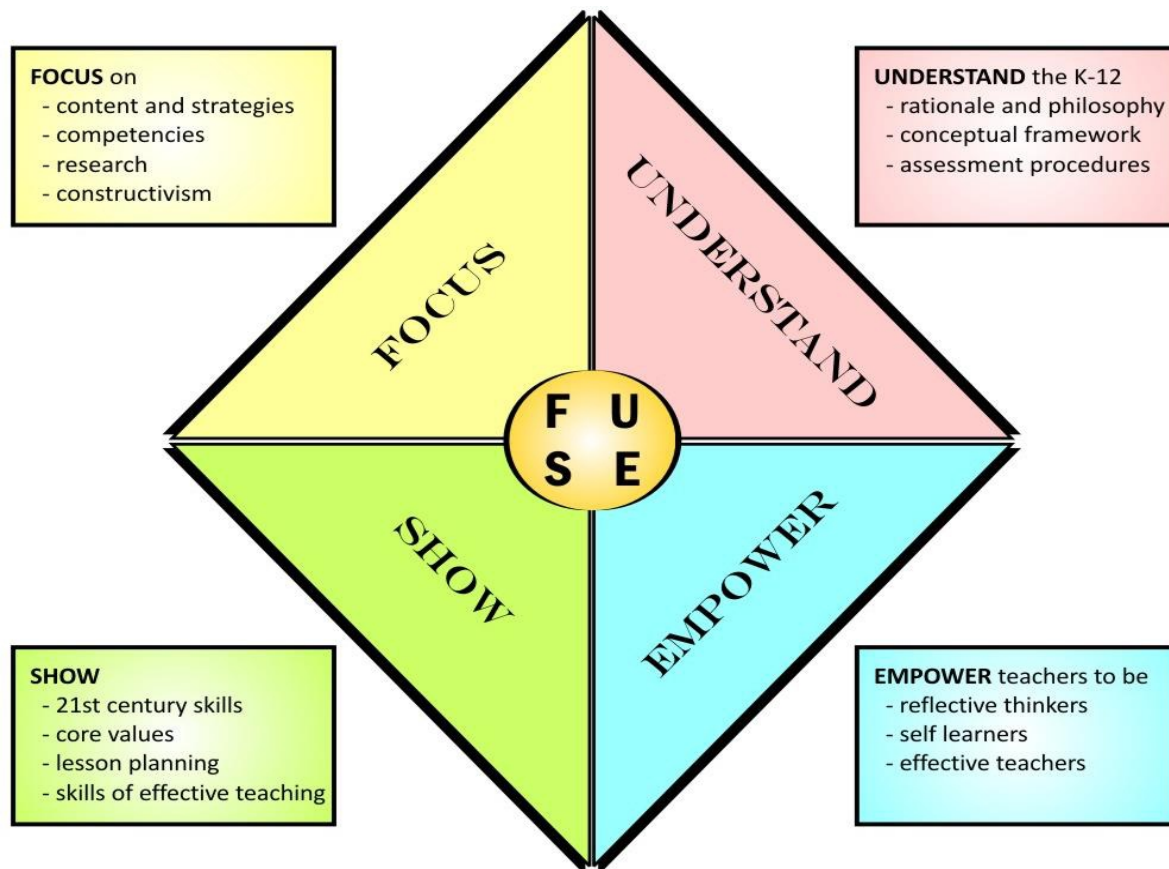
A two-day workshop (May 17 and 18, 2016) on the **Integration of Computer Technology** was held at the Manila campus of the University of the East. The event mirrored the Foundation's initiative to change the way teachers teach and deliver content through the adoption of technology. Capping the ICT training was a workshop on the **Re-tooling of Trainers** using integrated computer technology.

The development of neuroscience shed light on understanding the mental process in learning. A workshop on **Brain-based Education** was held October 27-29, 2016. The workshop aimed to explain to the teachers and trainers how they should better appreciate the brain in order for them to teach more effectively and harness the potential of students. The group underwent various training exercises geared at positively honing their teaching skills through brain-based learning methods.

On December 13, 2016, about fifty-two (52) teachers underwent training on **Mental Math**. This training aims to help minors as well as the elderly develop a photographic memory with the use of abacus beads, answer arithmetic problems with considerable speed, and hone one's analytical skills. The seminar included exercises and structured abacus lessons.



To prepare teachers for the demands of the new curriculum, FUSE created models for teaching and training to help our teachers become very effective in the new century. From **Creating Models for Effective Teaching and Training to Training for Technology Integration** and finally **Re-tooling of Trainers** workshops emerge the new FUSE training design: **FUSE Training the Teachers (FT3)** and **Training of FUSE Local Trainers (TOFLT)**.





A workshop on **Teaching Science Concept with Quantum Dots (QDs)** for FUSE trainers and science mentors were introduced to the use of QDs as tools to teach traditional and intimidating science concepts with more fun and in more colourful ways. The workshop, held on January 10, 2017, distributed instructional kits or teaching materials, which served as guide for the participants.

A two-day **Leadership Training Seminar** was held on April 21-22, 2017. The objectives included the history of leadership definitions and perspectives; understanding four leadership modules that highly influenced leadership literature since the 90's using five bases of power to enhance influencing skills; and identifying actions that can help hone leadership approaches based on research.

Inspired by the inputs in one of the sessions in the general assembly last 2016, a workshop on **Positive Education** was held on April 27-29, 2017, to train the participants in the application of PERMA Model advocated by Martin Seligman (father of Positive Psychology).



Certifications and Recognition

A **Certification** was issued by the **Department of Education** for its partnership with FUSE in delivering better quality education to selected public schools in the country through the Teachers' Training Program.





The **Department of Education' Adopt-A-School Program** awarded a Certificate of Recognition to FUSE, in recognition of its strong support to the Adopt a school program, through the delivery of substantial and meaningful programs of intervention to the public schools.





Institution Development

A. Organizational Growth

FUSE celebrates its 25th year

FUSE turned 25 in October 2018. Joining the celebration was Mr. Karol Mark Yee, as guest speaker of the October's general assembly. He talked about the quality in education, concepts, contexts and contentions.

B. The Monthly General Assembly

As in previous years, the monthly General Assembly continued to enrich not only the classroom teachers and trainers but also other professionals interested in the multiple dimension of education and where and how they could continue to contribute to nation building. The General Assembly is usually held every last Tuesday of the month. These lectures are published in FUSION, the biennial publication of FUSE.

Month	Topic	Guest Speaker
January	General Membership Meeting	Dr. Fe A. Hidalgo Dr. Evelina M. Vicencio Dr. Marilu R. Madrunio
February	Adopt a School Program	Dr. Margarita Ballesteros Dr. Rolly Soriano
March	Optimizing Brain Functioning	Dr. Policronio G. Castillo Dr. Josephine Castillo
June	Constructivism in a Learner Centered Teaching-Learning Environment	Dr. Fe. A. Hidalgo
July	Philippine Professional Standards for Teachers	Dr. Gina O. Gonong Dir Ma. Lourdes Pantoja
August	Philippine Qualification Framework	Dr. Reynaldo B. Vea
September	Learning and Teaching Materials/Programs from the US Embassy	Ms. Jeanie Duwan
October	Quality in Education, Concepts, Contexts and Contentions	Mr. Karol Mark Yee



GENERAL ASSEMBLY

General Membership Meeting



Dr. Fe A. Hidalgo
January 23, 2018



Dr. Evelina M. Vicencio
January 23, 2018



Dr. Marilu R. Madrunio
January 23, 2018

Adopt a School Program



Dr. Rolly Soriano
February 27, 2018



Dr. Margarita Ballesteros
February 27, 2018



Optimizing Brain Functioning



Dr. Policarpio G. Castillo
Dr. Josephine Castillo
March 20, 2018

Constructivism in a Learner Centered Teaching-Learning Environment



Dr. Fe A. Hidalgo
June 26, 2018

Philippine Professional Standards for Teachers



Dr. Gina O. Gonong
July 24, 2018



Dir. Ma. Lourdes Pantoja
July 24, 2018



*Philippine Qualifying
Framework*



Dr. Reynaldo B. Veal
August 28, 2018

*Learning and Teaching
Materials/Programs from
The US Embassy*



Ms. Jeanie Duwan
September 25, 2018

*Quality Education, Concepts,
Contexts and Contentions*



Mr. Karol Mark Yee
October 30, 2018







C. Saluting Achievement

a. Mathematical Olympiad Winners

Over the years, FUSE been actively supporting the Mathematical Society of the Philippines (MSP). One of the objectives of FUSE benefactor Dr. Lucio C. Tan is to improve the mathematics education in the country by awakening interest in and appreciation for mathematics among students and teachers. Participants go through the rigors of several stages of competitions namely: Qualifying stage, Area stage and National stage. The top 20 participants are selected in the Area stage and advance to the National stage before attending the Math Olympiad Summer Camp (MOSC) as preparation for the International Math Olympiad (IMO). The top 6 students are chosen to represent the country in the IMO.

In the 59th International Mathematical Olympiad (IMO) held in Romania, the Philippines brought home the Gold, Silver, 2 Bronze and 2 Honorable Mention awards.

The most recent winners were:

Gold : **Albert John Patupat**
De La Salle University Integrated School

Silver : **Kyle Patrick Dulay**
Philippine Science High School – Main

Bronze : **Emmanuel Osbert Cajayon**
Emilio Aguinaldo College

Shaquille Wyan Que
Grace Christian College

Honorable Mention : **Andres Rico Gonzales III**
Colegio de San Juan de Letran

Sean Anderson Ty
Zamboanga Chong Hua High School



59th International Mathematical Olympiad:





b. Financial Resource: PCNC Reaccreditation

The Philippine Council for NGO Certification (PCNC) renewed and granted a **five-year accreditation** for FUSE donee-institution status, following an audit conducted by PCNC on March 23, 2018 thus giving FUSE trainings a stamp of quality. Said certification was given on May 10, 2018.





c. Institutional Growth: CPD Provider

FUSE applied as CPD provider at the Professional Regulation Commission (PRC). After having completed the requirements in accordance with RA 10912 (CPD Act of 2016), the Certificate of Accreditation was awarded to FUSE on September 17, 2018 for a duration of three years. Said accreditation is set to expire on September 2021.





d. Celebrating Christmas: FUSE @ 25

Every year, FUSE members look forward to the celebration of Christmas organized by FUSE. The celebration offers the opportunity for members to renew friendships, exchange stories and share experiences. The highlight of the celebration was the honouring of two of its founding members – Former Senator Edgardo J. Angara and former Congressman Salvador H. Escudero. Dr. Dionisia A. Rola was also honoured for her 25 years of selfless dedication and service to FUSE. A sumptuous Christmas dinner was especially prepared for the occasion. Dancing, games, exchange gifts and raffles highlight the affair. Each attendee goes home with a box-filled gifts from LCT.







e. 25th years of Service





f. Honoring the Honorees

SENATOR EDGARDO J. ANGARA 1934 - 2018

Senator, educator, visionary of the highest order.

His legacy on legislative and educational reforms are etched in stone.

He authored legislations of lasting impact on the nation and the people he cherished; legislations such as the reformed and enriched educational system, expanded attention to cultural development, access to healthcare, support for farmers, OFWs and senior citizens. His achievements as an educator are encapsulated in his having co-founded the Foundation for Upgrading the Standard of Education (FUSE). Long after this generation passes on to the next, his legacy shall live on as the waves of the ocean kiss the shores of his beloved Balers.





DR. SALVADOR H. ESCUDERO III
1942 – 2012

A scholar, steadfast legislator, and patriot who left an imprint in the field of education and public service. The youngest Dean, at 27, of the University of the Philippines College of Veterinary Medicine. He did not stop being a veterinarian/agriculturist when he became an educator as he continued to maintain the radio program where he gave advice on agriculture. As a member of Congress he passed bills that sought the welfare of students and their mentors and co-founded the Foundation for Upgrading the Standard of Education. (FUSE)

His patriotism is manifested in the passage of the FLAG LAW and in his advocacies for agriculture that stressed the imperatives for a nation imbued with attributes devoutly to be wished.





Partners and Benefactors

FUSE extends its deepest gratitude to the support of industry stakeholders who have unceasingly involved themselves in FUSE' mission to “develop teacher excellence as instructional leader and classroom manager”.

A. New Partners

A1. UNESCO – APNIEVE (Asia Pacific Network for International Education and Values Education)

The Five-day training program on May 7-11, 2018 was carried out in partnership with UNESCO-APNIEVE Philippines. The program was spearheaded by Mr. Apolinario John A. Bocar, a member of FUSE. This was participated in by 140 participants from twenty-nine (29) schools.

St. Anthony's Academy. Inc. hosted the 5-day training program.

A2. Computer Communication Development Institute (CCDI)

CCDI became the new partner of FUSE when the two institutions (CCDI and FUSE) jointly organized and carried out the teacher-training program in Sorsogon City on October 22-26, 2018. This training was participated in by 204 teachers coming from the towns of Sorsogon province. Sorsogon State College hosted the 5-day training.

B. Continuing Partners

B1. The Local Government Unit of Sindangan, Zamboange del Norte

The five-day content training of teachers held on April 23-27, 2018 was organized in partnership with the local government unit of Sindangan, Zamboanga del Norte under the leadership of and with the full support of Mayor Florentino “Boy” Nilo Sy.



B2. Office of Representative Evelina Escudero and the SHE Foundation

The office of Representative Evelina Escudero and the SHE Foundation sponsored the five-day content training of teachers for the teachers of Sorsogon province. The training was held at Sorsogon State College on October 22-26, 2018.

C. Perpetual Benefactors

C1. ACCRALAW

For the continuous generosity, timely and legal services provided by the staff of ACCRA through its founding partner, the late Senator Edgardo J. Angara, FUSE wishes to thank the ACCRALAW.

C2. Sycip Gorres Velayo and Co. (SGV)

SGV's commitment to extend financial services to FUSE to improve the quality of teaching shows the unwavering trust of SGV in all of FUSE' endeavors. The assistance extended to FUSE is greatly appreciated.

C3. Tan Yan Kee Foundation (TYKF)

With deep gratitude, FUSE acknowledges the continued total support of all its project by the Tan Yan Kee Foundation. It salutes Dr. Lucio Tan for his self-effacing generosity, his quiet dignity in giving and his steadfast faith in education and belief in the power of The Teacher. Muli po ang aming maalab na pasasalamat!



Sindangan, Zamboanga del Norte

CHEMISTRY

St. Joseph College of Sindangan, Inc.

April 23-27, 2018

Ms. Nora C. Cordero
Ms. Annabelle J. Monzon
Trainers

Antipuesto, Hermosila E.
Siari John H. Roemer National High School

Salasayo, Wendyl B.
Tinuyop National High School

Baja, Eric Brandon C.
Sindangan National High School

Salazar, Sheila May A.
Saint Joseph College of Sindangan, Inc.

Corro, Magdalena W.
Siari John H. Roemer National High School

Solutorio, Rosenda H.
Sindangan National High School

Degamo, Leonora B.
Dumalogdog National High School

Ursonal, Freya L.
Siari John H. Roemer National High School

Ebao, Sheena Vie A.
Siari John H. Roemer National High School

Villadarez, Rica L.
Bartolome Lira Sr. National High School

Escabarte, Noreen C.
Dumalogdog National High School

Lumakin, Angelita B.
Sindangan National Agricultral School

Natividad, Dece Blance C
Sindangan National High School

Peñaredondo, Carlyn P.
Doña Natividad L. Macias Mem. Natl HS

Postanes, Ronnel M.
Tinuyop National High School

Puro, Cherry May P.
Sindangan National High School

Redulla, Anafelia M.
Bartolome Lira Sr. National High School

Retes, Ronielito D.
Siari John H. Roemer National High School





ELEMENTARY SCIENCE
St. Joseph College of Sindangan, Inc.
April 23-27, 2018

Abe, Grace G.
Tinaplan Elementary School

Alabado, Meralie M.
Apolonio Molina Elementary School

Andus, Pinky B
Tinuyop Elementary School

Ataca, Ruena V.
Motibot Elementary School

Bacong, Jermilyn D.
Dumalogdog Elementary School

Balbuena, Nida D.
Lagag Elementary School

Baldevino, Francy C.
Midatag Elementary School

Balvestamin, Jocelyn A
Sindangan Pilot Demonstration School

Barbosa, Josephine
Malubog Elementary School

Baroy, LETecia J.
Sindangan Pilot Demonstration School

Bigay, Frederick C.
Dagum Elementary School

Binoya, Ritchelle C
Maras East Elementary School

Bontuyan, Ava Jane B
Diongan Elementary School

Bugay, Neil T.
Benigno Aquino Elementary School

Ms. Leah L. Salvaleon
Ms. Annabelle J. Monzon
Mr. Jason R. Maniacop
Trainers

Bulay-og, Jeanna V.
Sindangan Pilot Demonstration School

Caballero, Desiree S.
Datagan Elementary School

Cagang, Reymond B.
Dagum Elementary School

Caigan, Celerina E.
Disud Elementary School

Calumpang, Ginalyn N.
Sindangan SPED Center

Catubay, Bethuel A.
Lapero Elementary School

Catubay, Mario J.
Lapero Elementary School

Cinco, Joyfhelle S
Gusane Elementary School

Crampatanta, Dahlia A.
Sindangan Pilot Demonstration School

Dadan, Frelyn E.
Talinga Elementary School

Dalangin, Sharon B
Sindangan Pilot Demonstration School

Dinglasa, Anette A.
Doroteo Noval Elementary School

Dinglasa, Mary Joyce B.
Mandih Central School

Dumajel, Mary Jeanne J
Sindangan Pilot Demonstration School



Duron, Darmie B.
Fatima Elementary School

Escuadro, Randie B.
Don Ricardo G. Macias Elementary School

Espina, Nicodemus Jr. B.
Don Ricardo G. Macias Elementary School

Espina, Rosemarie N.
Don Ricardo G. Macias Elementary School

Espinas, Raygen G.
Sindangan Pilot Demonstration School

Figuracion, Dennis I.
Bato Elementary School

Gapol, Francisco Jr. P.
Juan Bugarin Central School

Gone, Precious Mae L.
Diongan Elementary School

Gonzales, Kevin G.
Tinuyop Elementary School

Gravador, Genar T.
Kalawit Elementary School

Gubad, Mekker P
Benigno Aquino Elementary School

Guerra, Barbara B.
Lawagan Elementary School

Guevarra, Watson B.
Dagohoy Elementary School

Gumabao, Dennis T.
Dipodog Elementary School

Hamac, Fretzie P.
Sindangan Pilot Demonstration School

Lacio, Rogelia J.
Sindangan Pilot Demonstration School

Ladista, Rowena Y.
Fatima Elementary School

Lagutan, Giralyn S.
Mawal Elementary School

Laluna, Johnnalie D
Makayas Elementary School

Lira, Razel C.
Maras West Elementary School

Lopez, Vegel S.
Apolonio Molina Elementary School

Maglangit, Rowena M.
Fatima Elementary School

Manga, Shiela Mae
Tinuyop Elementary School

Maningo, Faye Yvonne V
Bartolome Tobias Elementary School

Maribojoc, JEsusa T.
Sindangan Pilot Demonstration School

Mendresa, Benjie M.
Lower Titik Elementary School

Mendresa, Merigen B.
Tinuyop Elementary School

Mosep, Karen M.
Diongan Elementary School

Mosep, Ronnel V.
Diongan Elementary School

Omboy, Rebb Vincent
Dagum Elementary School