

PRESIDENT REPORTS . . .



FUSE: TRUE GRIT

At the beginning of the new year 2020, FUSE zestfully continued to pursue its mission to develop excellent instructional leaders and classroom managers. FUSE conducted its yearly training for its roster of trainers last February 15, 2020 at the FUSE-LCT. Dr Fe Hidalgo, FUSE Vice President and Trustee, facilitated the session on constructivism, and she was visibly assisted by Mr. Gerald Bautista's sharing on its application. Meanwhile Mr. Reyneth Renan Matta of DepED spoke on Addressing the Gaps on the K-12 Program. Dr. Sterling Plata, FUSE English volunteer, talked on Topic Development, and Dr Rosario Alonzo, FUSE trustee, discussed the Transition from 5 days to 3 days training.

A follow up session on Lesson Study, first introduced to the membership in 2016 was facilitated by Mr. Reyneth Renan Matta on February 25, 2020. Lesson Study is a professional development process utilized by Japanese teachers to systematically examine their practice. The goal of Lesson Study is to improve the effectiveness of the learning experiences that the teachers provide their students. The core activity in Lesson Study is collaborative work on a small number of study lessons. These study lessons are then used to examine teachers' practice.

COVID-19 Pandemic

Suddenly as we entered the month of March, twist of events occurred with the onslaught of the COVID-19 pandemic that affected the world in all dimensions – health and safety, business and economics, and ordinary people's day-to-day-living. It put schools operation into disarray and pushed hard the stakeholders to reframe education in the context of the New Normal. Caught flatfooted and

unprepared for the repercussions of the new educational landscapes, school administrators scampered to respond to the demands of the times. The COVID-19 pandemic has created the largest disruption of educational systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 percent of the world's student population, up to 99 per cent in low and lower-middle income countries (UN Policy Brief: Education during COVID-19 AND Beyond – August 2020). Face-to-face classes were suspended and government implementation of lockdowns, various form of quarantines and observance of health and safety protocols prevented the school to operate business-as-usual. FUSE held at bay all programs, assemblies and meetings and submitted herself to the guidelines promulgated by the government to assuage contamination of the virus and in deference to the elderly members of the organization.

Learning Continuity in the New Normal

Education must continue despite the pandemic. Educators, government and non-government agencies, public and private enterprises collaboratively joined hands to address the challenges brought about by the COVID-19 crisis. Members of FUSE actively engaged themselves with different groups at various capacities and levels of engagement in the crafting of the Learning Continuity Plan of DepEd, TESDA and CHED. FUSE was invited to participate in the various consultative meetings and work groups in the design and implementation of various modalities in delivering instruction taking into account the different situations of the schools.

Yours truly was appointed by TESDA as Chair of the Technical Working Group (TWG) on TVET Flexible Learning as I was deeply engaged in the programs and activities of TESDA. Position papers were presented to the Congressional Commissions on Basic Education, Higher and Technical Education of both houses. President Rodrigo R. Duterte appointed me as a member of the Independent Review Panel Tasked to Review the Performance of the Technical Education and Skills Development Authority and just recently on December 3, 2020 I received from the President the appointment: member, representing the education and training sector, Technical Education and Skills Development Authority (TESDA) Board.

Moving On

While the pandemic crisis is a veritable danger it also offers us opportunities for creativity and innovation. . .opportunities for greater collaboration and establishing networks and linkages. With Albert Einstein we believe that in the midst of every crisis, lies great opportunity.

Learning opportunities can still be provided to students without requiring them to come to school through blended distance learning as major options. Schools intensify the use of technology in the delivery of instruction and continue school

operations via online engagement. This situation demanded teachers' training on the pedagogy of online learning and the preparation of online learning resources and the school staff's need for reskilling and upskilling for the online delivery of services.

FUSE after a wait-and-see stance gathered its members last June 23, 2020 and reflected on the impact of COVID-19 in the context of FUSE's pursuit of its vision and mission. I shared with the membership my paper on "The Impact of Covid-19 Pandemic Crisis on Education" in the first Zoom meeting held last June 23, 2020. A preliminary survey of the members' sentiments, observations and proposals on how the organization should reframe the directions of FUSE during the pandemic and post COVID-19 time. Trigger questions were addressed to the participants: (1) How do we conduct training in the context of the New Normal? (2) How do we align our learning materials toward flexible learning? (3) Given the restrictions and protocols to be observed in the new normal, how do we conduct our monthly assemblies, meetings and events? Lines of actions were proposed to address the challenges and harness the opportunities of the pandemic time.

DepED Updates

To update the membership on the progress of the work on the operationalization of the Basic Education – Learning Continuity Plan (BE-LCP), DepEd USec Diosdado San Antonio shared in his presentation last July 14, 2020 initiatives explored by DepED in particular by SDO Navotas "School-in-a-box" which endeavor to meet the learner where they are, by bringing them support mechanisms and resources that are suited to their needs and to the context of their family and community. It illustrates the key component of what it will take to deliver education safely to the learners by harnessing the spirit of bayanihan, and ensure learning continuity in the time of COVID-19.

Creation and Editing Video Lectures

Teachers have persistent concern about their ability to teach via online modalities and that video lectures are harder to prepare as compared to preparing lessons for face-to-face teaching. In his lecture, Mr. Jose Mari Almoradie Carpena, faculty member and community service coordinator for De La Salle University and a graduate student of Masters in Distance Education, shared with participants his presentation on "Simplifying Content Creation and Editing for Video Lectures". MrCarpena discussed at length the model ADDIE – Analyze, Design, Develop, Implement, Evaluate model in the development of the curriculum and instruction for online learning. Online teaching generally requires more tedious preparations and not all teachers are technologically inclined. Nonetheless, the pandemic has drastically changed the roles of teachers, who are now obliged to adapt to the current circumstances in order to continue their vocation. The simplest way to do this is through online teaching. Because designing lessons and the use of

technologies in online significantly differ from what we are used to, online teaching requires a unique set of competencies as compared to traditional teaching. An online teacher must be a technologist, a designer, an adviser/counselor, a manager/ administrator, a researcher, an assessor, a process facilitator and a content facilitator.

Annual Membership Meeting

Due to the protracted delay brought about by the pandemic, FUSE was able to gather for the Annual Membership Meeting last September 22, 2020 to elect the members of the Board, its officers and the appointment of the chairs for the various committees. FUSE retained all the members of the Board except for Dr. Ester Garcia who requested to be excused and leave the Board as member because of workload, being the President of both the UE Recto campus and UERM Sta Mesa campus. She was replaced in the board by Dr. Emmanuel Garcia, also FUSE Chemistry volunteer trainer and ICT chair.

Online Teaching: Trick or Treat – Chemistry Perspective

Dr. Emmanuel V. Garcia, member of the faculty of the Chemistry Department at the De La Salle and Director of the De La Salle Food and Water Institute, shared with the participants his experiences in production of video clips in teaching Chemistry in his presentation aptly and creatively entitled “Online Teaching: Trick or Treat?” on October 27, 2020 occasioned by the forthcoming Halloween celebration. Dr. Garcia passionately took a lead role and perked the enthusiasm and interest of the members to work on adapting the rich resource materials FUSE developed through the years – the CONSTEL AND CONSTEC tapes and the Teachers Supplementary Materials (TSM) to the context of the present demand. Because a lot can be learned through the internet, Dr. Garcia considered uploading on FUSE YouTube channel the spliced videos for the convenience of the users allowing teachers to download individual clips without having to download a whole episodes for the entire subject. This is especially helpful considering that not all teachers have unlimited internet accessibility of data. It is definitely a concrete expression of FUSE' direction to being a contributor to the Open Educational Resources (OER).

Online Teaching: Boon or Bane?

Dr. Marilu Madrunio, trustee and Chair of the Training Committee and the English Working Group and her invited resource speaker, Dr. Alejandro Bernardo took turn to share with the participants the progress of the work accomplished by the English group in curating the FUSE resource materials in their presentation last November 24, 2020. There are currently at least 6 Teacher Support Materials (TSM): Listening, Speaking, Reading, Writing, Grammar as well as Literature, which have all accompanying videos and with Assessment being an integral part of each of the TSMs. Considering the current circumstances brought about by the Covid-19 pandemic, viewing skill needs to be strengthened and embedded in the TSM. This

is the skill to be taught considering learners are now exposed to multimedia.

Dr. Bernardo discussed the benefits of online learning environment more specifically asynchronous teaching and learning. Asynchronous e-learning can be challenging as only a careful device and set of strategies can keep the students engaged and interested and students have to be self-directed and self-disciplined in keeping themselves active as well as interactive to keep track of all the E-activities.

Online Teaching: Repackaging the Mathematics Learning Resources

Dr. Justina Evangelista, treasurer and trustee together with her colleagues at the University of the East, Dr. Carmelita Ragasa and Dr. Melvin Vidar collaboratively put up together and shared with the participants their presentation entitled " Mathematics Made Easy: Repackaging the teaching of Mathematics and Statistics in the Digital Age" last December 8, 2020. The shift to online flexible learning through online and distance education necessitated the need to repackage FUSE learning materials to demands of the present situation. The repackaging is anchored on two (2) major educational inputs: (1) the teacher is not only the source of information and technology has made the classroom borderless. (2) the profile of the learners has changed. The presentors discussed the process of splicing the CONSTEC videos consisting of long episodes and reducing into small segments of not more than 10 minutes focused on the competencies provided in the DepED MELC. The group presented some repackage videos and became the focus of the discussion that followed afterward.

Whispering Hopes

This year 2020 a totally different situation stripped the Christmas celebration with its usual trimmings – thematic costumes, food, entertainment, gifts, raffles that accompany the merriment of the Christmas festivity. This year we can't even be physically together and we need to be technologically equipped to be connected to be virtually present. How many of us expressed with a deep sigh of aspiration that next year we could once more come together to celebrate Christmas in the tradition we all have experienced through the years. There's such longing for each other treasuring the company of the group bonded together in a family spirit as we end the year in high spirit.

The yearend gathering of the members took a spiritual slant by reflecting on what the whole event of the pandemic crisis meant for each one through a reflection and sharing of personal experiences and the awakenings evoked by this event in one's personal life and as a member of FUSE. We were all blessed by the depth of the sharing of the members. We all have our own story of the experience of what transpired these past nine months of the pandemic. Though stories may have shadows of similarities and differences yet each story is singular and its value is unique for each one. The story is build up through series of events experienced

and interpreted creating story line shared as an enrichment for others. Truly, the session was very impressive, meaningful and enriching for all who participated in the session.

Way Forward

Every nation anchors its hope in the vaccination of its citizen to stem the contamination of the virus and mitigate its effect on individual's life. The UN Policy Brief on Covid-19 encourages governments and stakeholders to pursue the following policy responses:

- Suppress transmission of the virus and plan thoroughly for school re-opening
- Protect education financing and coordinate for impact
- Build resilient education system for equitable and sustainable development
- Reimagine education and accelerate change in teaching and learning

We look forward to the light at the end of tunnel and dispose ourselves to the realities of the New Normal. . . Be happy and grateful for all what we have become as we experienced the pandemic crisis and holdfast to the lessons we learned from it. God bless us all.

Fr. Onofre G. Inocencio Jr., SDB
President - FUSE

TRAINING

The coronavirus has proved its presence to the environment by severely affecting the daily norm of our lives and gradually shifting it virtually. Its strongest impact is on education, with millions of students around the globe adapting and bracing the online world to continue learning. The mass spread of the virus has resulted in a pandemic and thus, people are given no choice but to follow safety protocol and stay at home, using the internet as a primary source to connect themselves with the real world for the meantime. However, shifting virtually is never deemed as an easy task and is often faced with various struggles by millions of people especially those in the educational community.

Trainer Development

FUSE continues to involve itself in the collective effort to upgrade the standard of education in the country. Aside from the teacher- training it conducts all over the Philippines, FUSE also provides in-house training for its roster of volunteer trainers to improve themselves in all facets of teaching and training. The start of 2020 saw the volunteer trainers in a training conducted by select speakers: Dr. Fe Hidalgo on Constructivism; Mr. Gerald Bautista on Constructivism and Its Application; Mr. Reyneth Renan Matta on Addressing the Gaps on K12; Dr. Sterling Plata on Topic Development; and, Dr. Rosario Alonzo on Transition from Five Days to Three Days Training.

The year 2020 was a challenging time not only for FUSE but also for other organizations. The COVID-19 pandemic put on hold, if not altogether cancelled, various activities scheduled for the year. Mobility restrictions imposed by the government necessitate a recalibration of all programs and activities of FUSE until further notice.

For the 1st quarter of the year, FUSE was still able to conduct the Trainers' Training on February 15, 2020. With the FUSE-LCT as the regular venue for onsite trainings, select speakers from the Board of Trustees and trainers delivered lectures on the following: 1.) Constructivism delivered by FUSE Trustee, Dr. Fe Hidalgo; 2.) Constructivism and Its Application delivered by Mr. Gerald Buendia; 3.) Addressing the Gaps on K12 delivered by Mr. Reyneth Renan Matta; 4.) Topic Development lectured by Dr. Sterling Plata, and finally, 5.) Discussion on transition from 5 days to 3 days of training was rendered by Dr. Rosario Alonzo.

The scheduled training in May 2020 for Pagadian City teachers at St. Columban College was reset to a more opportune time in the future.

Responding to the Challenge of the Pandemic

The Covid-19 pandemic as an unexpected phenomenon affected the world in all dimensions—health, business and economics, education and ordinary people’s day-to-day living. With the imposition of quarantines of various types, the education sector confronted the challenge of moving teaching from the usual face-to-face modality to online delivery. Undaunted by this challenge, the Foundation for Upgrading the Standard of Education (FUSE), Inc. took the necessary solution and with the support of its volunteer human resources, it went into high gear. First, it had to upgrade its communication technology acquiring the needed devices and bandwidth. Next, using its rich video resources in English, mathematics and science, FUSE mentors from the three tool courses analyzed the Most Essential Learning Competencies (MELCs) of the Department of Education and identified episodic portions that will help teachers meet them. With the technical assistance from the office staff, FUSE started the “splicing” of the videos to ensure the maximum, effective, and efficient use of these resources taking into consideration the differences in internet connectivity/accessibility in different places.

In education, content is always paramount but realizing that delivery is just as important, FUSE made sure that there is coherence between MELCs and the spliced videos. By the first months of 2021, the curated spliced videos will be uploaded in FUSE Channel where they basically become a “playlist” for easy accessibility.

Training/General Assemblies

Before Covid-19, a Trainers’ Training was held on February 15, 2020 where constructivism and its applications and gaps in the K-12 application were discussed by Dr. Fe Hidalgo, Mr. Gerald Bautista, and Mr. ReynethReynan Matta. Topic development was discussed by Dr. Sterling Plata who proposed the use of Sustainable Development Goals (SGDs) to transform the world. Dr. Rosario Alonzo discussed the weaknesses of professional development programs, based on research and capitalizing on the insights gathered

from such, facilitated the workshop to transition trainings from five (5) to three (3) days.

Then the pandemic, without warning, descended on our world in March! It is said that “an arrow can only be shot by pulling it backward.” The difficulties of continuing the schooling of children despite school closures just served to launch FUSE into something great-- nothing could stop it from pursuing its mission! FUSE met the difficulties head on by conducting its series of General Assembly via Zoom with the following topics:

- Impact of the Covid-19 Pandemic Crisis on Education (Fr. Onofre G. Inocencio-- June 23, 2020)
- DepEd Updates on Progress (USEC Diosdado San Antonio-- July 14, 2020)
- Simplifying Content Creation and Editing for Video Lectures (Jose Marie AlmodieCarpena-- September 8, 2020)
- Election of FUSE Board of Directors (September 22, 2020)
- Trick or Treat: Chemistry Perspective (Dr. Emmanuel Garcia-- October 27, 2020)
- Online Teaching: Bane or Boon? (Dr. Marilu Madrunio, Dr. Alejandro Bernardo-- November 24, 2020)
- Mathematics Made Easy (Dr. Melvin Vidal, Dr. Carmelita Ragasa, Dr. Justina Evangelista-- December 8, 2020)

It is to be noted that that the last two general assemblies were also dubbed Action Learning as they tackled using the affordances of technology to enable teachers to do better teaching to meet the student learning outcomes. Indeed, FUSE looked for a way to meet the Covid-19 challenge to schooling in its own way—by working on a rapid response, we hope we continue our contribution to the country's education.

When the Covid19 pandemic struck the country early in 2020, community quarantine was enforced for the rest of the year. As a result, all regular face-to-face FUSE activities such as general assemblies, seminars, and training-workshops ground to a halt. It seems that such will be the case until much of, if not entirely, year 2021. With this predicament, the foundation had to find other means of delivering its services to its members and clientele. As with many education and education-related institutions and organizations, the inevitable shift was to bring activities online.

In April, the officers of the foundation organized meetings and webinars to discuss ways to move forward while also holding learning sessions. Along the way, hardware and software requirements were acquired and deployed. These are composed of new purchases and old but functional ones that are available in the FUSE LCT.

Currently, the foundation is almost done with the identification, conversion from VHS (when necessary), splicing, editing, and uploading of video segments derived from the existing CONSTEL and CONSTEC videos to YouTube channels dedicated to each of the subject areas, but all under the foundation's Google account. This will make such videos more accessible, practical, and useful for educators, not only all over the country, but also globally.

Immediate future directions involve continued regular webinars and online training-workshops on how to use/incorporate these videos into lesson development. The foundation is also considering setting up facilities, such as micro studios for educators to create their own video content materials.

The last edition of Teacher Support Materials (TSM) for Elementary and High School Science was anchored on the 2002 Basic Education Curriculum (BEC). The high school science curriculum was discipline-based: Integrated Science (first year), Biology (second year), Chemistry (third year), and Physics (fourth year)

The TSM for science included videos of 40 episodes vis-à-vis topics under the Project Continuing Studies via Technology (CONSTEC) : A Telecourse for Elementary/ Chemistry/Physics Teachers. The TSM and accompanying videos aimed to help teachers in planning, preparation and execution of the lesson.

Cognizant of the global trends, issues and needs of the global society, RA 10533 was enacted, referred to as Enhanced Basic Education Act of 2013. It aims to enhance the quality of basic education through reforms in curricular offerings, methods of teaching and assessment. The curriculum guide includes core learning area standard for the entire K-12; key stage standards for K-3, 4-6, 7-10 and 11-12; grade level standards; sequence of domain/strands per quarter as well as content, content standards, performance standards and learning competencies.

The curriculum underwent evaluation. As an offshoot of the review, DepEd released a list of Most Essential Learning Competencies (MELCs) for implementation for SY 2020-2021. The MELCs aims to focus instruction to the most essential and indispensable competencies that the learners must acquire and to address the challenges in teacher-learning during crisis.

The current version of TSM for elementary and junior high school is anchored on MELCs. It consists of five (5) TSMs namely: elementary science, grade 7, grade 8, grade 9, and grade 10.

Each TSM has modules in life science, earth science, chemistry, and physics. It also contains supplementary materials that may be helpful to teachers in planning, preparation, delivery and assessment. Examples of supplementary materials are Revised Bloom's Taxonomy Performance Wheel, Instructional Events vis-a-vis products, activities, artifacts, Parts of Laboratory Report/SIP, How to Construct Concept Map, Sample Rubrics and Sample Formative Assessment.

Each module consists of curriculum map, holistic concept map, background information sample summative assessment, activities/laboratory experiments.

The writers of the module are Gloria B. Joaban, Elvira R. Galvez, Annabelle J. Monzon, Jojo L. Potenciano, Jayson D. Sindayen, Lilia G. Vengco, Amelia P. Mapa and Teresita F. Religioso.

Mathematics is a way of thinking, a way of organizing a logical proof. It is intimately connected with the everyday life and necessary to successful conduct of affairs. It is an instrument of education found to be in conformity with the needs of human mind.

In the basic education levels, K-12, the twin goals of mathematics are critical thinking and problem solving.

Critical thinking from Oxford dictionary is the objective analysis and evaluation of an issue in order to form a judgement. It is the intellectually disciplined process of activity and skillfully conceptualizing, applying, synthesizing, and/or evaluating information gathered from, or generated by observation, experience, reflection, reasoning, or communication, as a guide to belief and action (www.criticalthinking.org).

On the other hand, problem solving is the process of finding solutions to difficult or complex issues. It is the method we use to understand what is happening in our environment, identifying things we want to change and then figure out the things that need to be done to create the desired outcome (www.kepner-tregoe.com)

These goals of K-10 could be achieved with an organized and rigorous curriculum content which DepED has done already, and with appropriate teaching tools, among others.

The Foundation for Upgrading the Standard of Education (FUSE) recognizes that the use of appropriate teaching tools is inevitable in teaching mathematics, hence the development of the CONSTEC tapes in Mathematics is Everywhere and the Video Lessons for Current and Future Teachers of Mathematics. The videos in DVD tapes were designed to help both teachers and students to appreciate Mathematics for its beauty, meaningfulness and functionality. They are supplemental lessons to help teachers make the subject easy and enjoyable to learn. The learning approaches in the videos made use of principles and theories like Experiential and Situated learning, Reflective Learning, Constructivism, Cooperative Learning and Discovery and Inquiry-based learning.

Experiential Learning is the process of learning through experience, and is more specifically defined as “learning through reflection on doing” (Wikipedia). There are videos in the CONSTEC DVD tapes which allow the students to experience the meaning of some concepts being discussed. Some videos employ situated learning where the content of learning is present in the task assigned to the student participants.

There are videos which provide authentic tasks whose aim is to encourage reflective thinking among the students during their learning activities. The teachers are expected to prompt students' reflection by asking questions that seek reasons and evidence. This learning approach is evident in Disc 6, Episode 21 – Rise and Run.

In the video on Understanding Probability (Disc 3, Episode 11), the constructivist leaning has been employed where the learners are actively involved in the process of meaningful and knowledge construction. This has been exemplified in the video where the teacher involved her students in processing the meaning of probability.

There is also cooperative leaning in the videos where the student participants are divided into groups and they learn with the help of the members in the group. Cooperation rather than competition is the predominant characteristic of human beings.

Most of the CONSTEC DVD videos apply discovery learning where the student participants are encouraged to arrive at a conclusion based upon their own activities and observations. An example of discovery learning is found in Disc 5, episode 17 – Meeting the Criteria which is about the discussion on Inequalities.

Since the lessons in the CONSTEC DVD tapes for mathematics are not entirely anchored on the topics per year level in high school, the Training Group for Mathematics has been assigned to splice the videos to shorten the align them with the learning competencies prescribed by DepED in the new curriculum.

Attached is a summary of what we have done so far in our Math Group.

1. We have spliced the videos of the following episodes:
 - a. Episode 2- Coordinate Grid
 - b. Episode 3 - Algebra of Language
 - c. Episode 5 - Function Rules and Equation
 - d. Episode 6 - Working with Variables
 - e. Episode 7 - Graphing Data

- f. Episode 8 - Measures of Central Tendency
- g. Episode 9 - Arithmetic Sequences
- h. Episode 11 - Understanding Probability
- i. Episode 13 - Making Sense of Irrational Numbers
- j. Episode 14 - Polynomials
- k. Episode 15 - Quick math
- l. Episode 16 - factoring Polynomials
- m. Episode 17 - Meeting the Criteria
- n. Episode 21 - Rise and Run
- o. Episode 23 - When Paths Cross

2. The Math group has already included the DepEd competencies which match the episodes of the CONSTEC tapes.

3. Attached is the matrix showing the summary of the discs, episode titles, grade levels and competencies.

FUSE CONSTEC Tapes in Mathematics Vis-à-vis DepEd's Learning Competencies

Disc No./ Episode No.	FUSE CONSTEC Tape Title		DepEd Learning Competency
Disc 1, Episode 1	Divisibility	5	
Disc 1, Episode 2	Coordinate Grid	8	The learner will be able to illustrate the rectangular coordinate system and its uses.
Disc 1, Episode 3	Algebra as a Language	7	The learner will be able to: <ol style="list-style-type: none"> 1. perform fundamental operations on integers; 2. arrange rational numbers on a number line.
Disc 1, Episode 4	Grammar of Algebra (discarded due to duplication and wrong notation of multiplication)		
Disc 2, Episode 5	Function Rules and Equation	8	The learner will be able to: <ol style="list-style-type: none"> 1. illustrate rational algebraic expressions; 2. simplify rational algebraic expressions; 3. perform operations on rational algebraic expressions; 4. illustrate a relation and a function; and, 5. verify if a given relation is a function.
Disc 2, Episode 6	Working with Variables	8	The learner will be able to determine dependent and independent variables.
Disc 2, Episode 7	Graphing Data	7	The learner will be able to use appropriate graphs to represent organized data: pie chart, bar graph, line graph, histogram, and ogive.
Disc 2, Episode 8	Measures of Central Tendency	7	The learner will be able to: <ol style="list-style-type: none"> 1. illustrate the measures of central tendency (mean, median, and mode) of statistical data; 2. calculate the measures of central tendency of grouped and ungrouped data; 3. illustrate the measures of variability (range, average deviation, variance, standard deviation) of statistical data;

			<ol style="list-style-type: none"> 4. calculate the measures of variability of grouped and ungrouped data; and, 5. use appropriate statistical measures in analyzing and interpreting statistical data.
Disc 3, Episode 9	Arithmetic Sequences	10	<p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. generate patterns; 2. illustrate an arithmetic sequence; 3. determine the nth term of an arithmetic sequence; and, 4. find the sum of the terms of a given arithmetic sequence.
Disc 3, Episode 10	Ratio and Proportion	6	
Disc 3, Episode 11	Understanding Probability	8	<p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. illustrate an experiment, outcome, sample space and event; 2. count the number of occurrences of an outcome in an experiment: (a) table; (b) tree diagram; (c) systematic listing; and (d) fundamental counting principle; 3. find the probability of a simple event; 4. illustrate an experimental probability and a theoretical probability; and, 5. solve problems involving probabilities and simple events.
Disc 3, Episode 12	Math is Art, Art Has Math (no matching competencies)		
Disc 4, Episode 13	Making Sense of Irrational Numbers	7	<p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. determine between what two integers the square root of a number is; and, 2. estimate the square root of a whole number to the nearest hundredth.
Disc 4, Episode 14	Polynomials	7	<p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. classify algebraic expressions which are polynomials according to degree and number of terms; 2. add and subtract polynomials 3. multiply and divide polynomials; 4. use models and algebraic methods to find the cube of a

			binomial; product of a binomial and trinomial; and, 5. differentiate between algebraic expressions and equations.
Disc 4, Episode 15	Quick Math	7	The learner will be able to use models and algebraic methods to find the product of two binomials: (a) product of the sum and difference of two terms; (b) square of a binomial
Disc 4, Episode 16	Factoring Polynomials	8	The learner will be able to factor completely different types of polynomials (polynomials with common monomial factor, difference of two squares, sum and difference of two cubes, perfect square trinomials and general trinomials.
Disc 5, Episode 17	Meeting the Criteria	8	The learner will be able to: 1. illustrate linear inequalities in two variables; 2. differentiate linear inequalities in two variables from linear equations in two variables; 3. graph linear inequalities in two variables; 4. solve problems involving linear inequalities in two variables; 5. solve a system of linear inequalities in two variables; and, 6. solve problems involving systems of linear inequalities in two variables.
Disc 5, Episode 18	Parts of a Whole	7	
Disc 5, Episode 19	Mind Bender		
Disc 5, Episode 20	On Target		
Disc 6, Episode 21	Rise and Run	8	The learner will be able to: 1. illustrate the slope of the line; 2. find the slope of a line given two points, equation and graph; 3. write the linear equation $ax + by + c = 0$ in the form $y = mx + b$ and vice-versa 4. graph the linear equation given a. any two points; b. the x- and y- intercepts; c. the

			<p>slope and a point on the line;</p> <ol style="list-style-type: none"> 5. describe the graph of a linear equation in terms of its intercepts and slope; 6. find the equation of a line given: (a) two points; (b) the slope and a point; (c) the slope and its intercepts; and, 7. slope problems involving linear equations in two variables.
Disc 6, Episode 22	Making Sense Out of Disorder	11	
Disc 6, Episode 23	When Paths Cross	8	<p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. categorize when a given system of linear equations in two variables has graphs that are parallel, intersecting and coinciding; and 2. solve a system of linear equations in two variables: <ol style="list-style-type: none"> (a) graphing; (b) substitution; (c) elimination.

When the pandemic hit the country, one of the challenges it brought is on the delivery of our trainings in FUSE considering that face-to-face meetings are not allowed. This brought us to revisiting our training design and delivery mode. In the case of Elementary Science CONSTEL videos, it is a challenge on how to make them relevant amidst the new normal in education.

The first thing that the Elementary Science group did was to review the Most Essential Learning Competencies (MELCs) of the Department of Education (DepEd). The group reviewed and aligned the existing videos and Training Support Materials (TSM) of FUSE to the said MELCs. The group composed of Ms. Elvira Galvez, Ms. Annabelle J. Monzon and Mr. Jason R. Maniacop reviewed the 40-video episodes and identified which ones were aligned to MELCs. The group also did the review on what particular segment in each video is still relevant. After the review, a matrix summarizing the alignment of video episodes of FUSE with MELCs was made. Based on the matrix of alignment, Mr. Maniacop did the splicing of videos.

After the completion of splicing of CONSTEL videos in Elementary Science, the FUSE secretariat was in charge of uploading onto the FUSE Youtube Channel.

Below is the summary table of utilized video episodes based on the alignment of FUSE CONSTEL Videos and MELCs in Elementary Science.

List of Utilized Video Episodes Based on the Alignment of FUSE CONSTEL Videos and MELCs in Elementary Science

Episode No.	Episode Title	MELC	Topic	Grade/Quarter	Video Duration
5	The Human Computer and Control Center	Describe the functions of the sense organs of the human body	Sense Organs of the Human Body	G3Q2	6:03
7	A New Life Is Born	Describe the parts of the reproductive system and their functions	Reproductive System	G5Q2	3:19
8	Animal Groups: Vertebrates	Determine the distinguishing characteristics of vertebrates and invertebrates	Characteristics of Vertebrates and Invertebrates	G6Q2	
9	Animal Groups: The Invertebrates				
10	Animal Structure and Function	Identify the external parts and functions of animals	External Parts and Functions of Animals	G3Q2	6:19
11	Habitat and Adaptations	Infer that body structures help animals adapt and survive in their particular habitat	Animal Adaptation	G4Q2	5:34
12	Whose Babies Are These?	Compare the stages in the life cycle of organisms	Life Cycle of Organisms	G4Q2	7:14
		Describe the different modes of reproduction in animals such as butterflies, mosquitoes, frogs, cats and dogs	Modes of Reproduction in Animals	G5Q2	2:39
13	Needs, Care, and Conservation of Animals	Identify the basic needs of humans, plants and animals such as air, food, water, and shelter	Basic Needs of Humans, Plants And Animals	G3Q2	7:21
15	The Living Plant: Structure and Function	Describe the parts of different kinds of plants	Parts of Different Kinds of Plants	G3Q2	7:32
17	Plant Reproduction	Describe the reproductive parts in plants and their functions	Reproductive Parts in Plants	G5Q2	9:37
		Describe the different modes of reproduction in	Modes of Reproduction in Flowering and Non-	G5Q2	

		flowering and non-flowering plants such as moss, fern, mongo and others	flowering Plants		
18	Plant Habitat and Adaptation	Identify the specialized structures of terrestrial and aquatic plants	Specialized Structures of Terrestrial and Aquatic Plants	G4Q2	11:55
20	Plant Uses	State the importance of plants to humans	Importance of Plants to Humans	G3Q2	11:10
21	The Forest Cover: Its Importance to the Biosphere	Recognize that there is a need to protect and conserve the environment	Environmental Conservation	G3Q2	7:22
22	Solids, Liquids, and Gases: Phases of Matter	Classify objects and materials as solid, liquid, and gas based on some observable characteristics	Phases of Matter	G3Q1	4:26
23	Changes	Describe changes in materials based on the effect of temperature: 1. solid to liquid 2. liquid to solid 3. liquid to gas 4. solid to gas	Changes in Matter	G3Q1	2:36
		Describe changes in solid materials when they are bent, pressed, hammered, or cut;	Changes in Matter	G4Q1	
		Describe changes in properties of materials when exposed to certain conditions such as temperature or when mixed with other materials	Changes in Matter	G4Q1	
		Identify changes in materials whether useful or harmful to one's environment.	Changes in Matter	G4Q1	
24	Materials At Home	Use the properties of materials whether they are useful or harmful	Useful and Harmful Properties of Materials	G5Q1	7:50
25	Energy: Forms and Transformation	Describe the different uses of light, sound, heat and electricity in everyday life	Uses of Energy	G3Q3	15:39
		Demonstrate how	Energy	G6Q3	15:39

		sound, heat, light and electricity can be transformed	Transformation		
27	Electromagnetic Waves	Characterize magnetic force	Magnetic Force	G4Q3	
		Design an experiment to determine the factors that affect the strength of the electromagnet	Strength of the electromagnet	G5Q3	
29	Sounds Around Us	Investigate properties and characteristics of light and sound	Properties and Characteristics of Light and Sound	G4Q3	16:46
30	Using Electricity	Conductors of Heat and Electricity	Conductors of Heat and Electricity	G5Q3	7:38
		Infer the conditions necessary to make a bulb light up	Electricity	G5Q3	
		Determine the effects of changing the number or type of components in a circuit	Circuit	G5Q3	
32	Machines	Manipulate simple machines to describe their characteristics and uses	Simple Machines	G6Q3	9:17
34	The Precious Soil	Compare and contrast the characteristics of different types of soil	Characteristics of Different Types of Soil	G4Q4	10:12
		Describe how rocks turn into soil	Soil	G5Q4	1:01
		Investigate extent of soil erosion in the community and its effects on living things and the environment	Soil Erosion	G5Q4	4:19
35	Water: The Drop of Life	Explain the use of water from different sources in the context of daily activities	Use of Water	G4Q4	2:24
		Trace and describe the importance of the water cycle	Water Cycle	G4Q4	2:08
36	Atmosphere	Describe the changes in the weather over a period of time	Changes in weather	G3Q4	2:28
		Characterize weather disturbances in the Philippines and describe their effects to daily life	Weather disturbances	G5Q4	2:12

37	Restless Earth	Describe the changes on the Earth's surface as a result of earthquakes and volcanic eruptions	Earthquakes and Volcanic Eruptions	G6Q4	8:30
		Enumerate what to do before, during and after earthquake and volcanic eruptions	Earthquakes and Volcanic Eruptions	G6Q4	
38	Earth, Moon, Sun: The Great Triumvirate	Infer the pattern in the changes in the appearance of the Moon	Phases of the Moon	G5Q4	1:52
		Differentiate between rotation and revolution and describe the effects of the Earth's motions	Earth's Motions	G6Q4	4:38
39	The Solar System	Compare the planets of the solar system	Solar System	G6Q4	9:20
		Construct a model of the solar system showing the relative sizes of the planets and their relative distances from the Sun	Solar System	G6Q4	3:52
40	Beyond the Solar System	Identify star patterns that can be seen at particular times of the year	Star Pattern	G5Q4	1:29

TSM project:

Always true to its mission of upgrading the standard of education in the country, FUSE not only upgrades the capabilities of its trainers and recipient-teachers but also its training materials. The last quarter of 2019 saw FUSE embarked on completing a project of supplementing its present Teacher Support Materials (TSMs).

Volunteer-writers, who are members of FUSE and of the academe, readily took on the challenge to come up with a supplementary edition of the existing English and Science TSMs. Meanwhile, math trainer-writers developed their own version of TSM for Mathematics.

A proFUSE appreciation to the following writers who contributed to the making of TSM supplementary edition:

English:

Dr. Rosario Alonzo
Ms. Mildred Jimenez
Dr. Rachelle Lintao
Ms. Rubie Sajise
Dr. Lourdes Tayao

Science:

Ms. Elvira Galvez
Ms. Gloria Joaban
Dr. Amelia Mapa
Ms. Annabelle Monzon
Mr. Jojo Policarpio
Ms. Teresita Religioso
Mr. Jayson Sindayen
Ms. Lilia Vengco

Math:

Dr. Justina Evangelista
Dr. Nympha Joaquin
Ms. Gina Laurenciano Calderon
Ms. Ruth Palanca
Dr. Carmelita Ragasa
Ms. Ma Heizel Agujar

Editors:

Dr. Lourdes Tayao – Over all editor and content editor for English
Dr. Nympha Joaquin – Content editor and subject coordinator for Math
Ms. Teresita Religioso – Content editor and subject coordinator for Science
Ms. Mildred Jimenez – Language editor for Science

Project Director:

Dr. Marilu Madrunio

Special mention goes to Mr. Exequiel “Kel” Domayan who volunteered to encode the first few drafts of the Science manuscripts. It is also worthwhile to mention that the TSM for Mathematics is on its last stage of editing.

**All TSMs will be uploaded on the FUSE website: www.fuse.org.ph*

Video Splice Project:

The onslaught of the COVID-19 pandemic made a shift to the virtual landscape. FUSE, with the help of its volunteer-trainers, readily faced the change head on. Dr. Emmanuel Garcia trained the Secretariat on how to manage websites and social media. Dr Mel also helped the secretariat create FUSE' YouTube channel and crashed-course on editing, splicing and uploading. FUSE did not waste time and immediately embarked on a project to splice its CONSTEL/CONSTEC materials to manageable level. Conforming to the DepED's MELCs (Most Essential Learning Competencies), videos were spliced into 7-10 minutes time frame. Again, FUSE rallied its volunteer-trainers to identify the MELCs in the curriculum. FUSE would like to thank the following volunteer-trainers who selflessly devoted their time to the task at hand:

English:

Dr. Alexander Balcoba
Dr. Alejandro Bernardo

Dr. Marilu Madrunio
Ms. Ma. Regina Policarpio
Dr. Rachelle Lintao
Ms. Anna Gloria Ward

Mathematics:

Dr. Justina Evangelista
Dr. Nympha Joaquin
Ms. Ruth Palanca
Dr. Carmelita Ragasa
Dr. Melvin Vidar

Physics:

Ms. Ma. Josefa Quinones
Mr. Sotero Malayao, Jr.

Chemistry:

Ms. Annabelle Monzon
Ms. Teresita Religioso

Elementary Science:

Ms. Elvira Galvez
Mr. Jason Maniazop
Ms. Annabelle Monzon

FUSE would also like to commend the following for a job well done in splicing the videos:

Ms. Angelica Alvarez – Mathematics 1 & 2
Dr. Emmanuel Garcia – Chemistry
Ms. Jaira Javier - English and Physics
Mr. Jason Maniacop – Elementary Science

Uploader to YouTube channel:

Dr. Emmanuel Garcia – Chemistry and Elementary Science
Ms. Jaira Javier – English, Math and Physics

**These spliced videos can be accessed on FUSE YouTube channel*

Upgrades:

As the rest of the country is in a lockdown, FUSE has continued to think of ways to upgrade and better serve its members and recipient-teachers. It upgraded to a higher bandwidth and subscribed to a high-speed internet connection, acquired hardware and software to facilitate the conversion from VHS tapes to digital, and subscribed to ZOOM as its platform for meetings and webinars.

The year 2020, despite the lockdowns and restrictions imposed, was a very busy year for FUSE. It managed to put everything together through the able and dedicated workforce behind FUSE. Special mention to the following for their steadfast dedication to FUSE and all its projects:

Ms. Regina Andoy – Accountant – for keeping FUSE books ready for audit anytime by SGV and other accreditors.

Ms. Marie Paz Carada – Administrative Officer – for ably providing support in FUSE' day-to-day management

Ms. Jaira Javier – Administrative Assistant – for efficiently assisting in all FUSE' projects

Ms. Josefina Santiano – Training coordinator – for coordinating for FUSE and all FUSE projects

Mr. Loreto Amalla, Jr. and Mr. Benzon San Jose – for their service and dedication to FUSE as utility/maintenance men

Mr. Danilo Domayan and Mr. Alex Openano – for their kindness and securing FUSE' premises especially during calamities and lockdowns.

Ms. Helen Siy – Chief Operating Officer – for adeptly overseeing the daily operation of FUSE.

INSTITUTIONAL DEVELOPMENT

A. Monthly General Assemblies

The monthly general assemblies hosted by FUSE aim to update the trainers and members on issues relevant in and outside of the academe. Featured speakers from various professions are invited to talk and share their expertise. These gatherings also intend to attract other professionals to join the organization and contribute to nation-building.

This year, the assemblies took on another form. From the usual face-to-face gathering of members, the assemblies went online. Using the Zoom platform, members get to gather and conduct business every 4th Tuesday of the month. This year, the topics for the General Assemblies were in tune with the times:

Month	Topic	Guest Speaker
February	Lesson Study in Science Teaching	Reyneth Renan Matta
June	Impact of the Covid-19 Pandemic Crisis on Education	Fr. Onofre G. Inocencio, SDB
July	DepEd Updates on Progress	USEC Diosdado San Antonio Department of Education
September	Simplifying Content Creation and Editing for Videos	Jose Marie Almoradie Carpena
October	Online Teaching: Trick or Treat-Chemistry Perspective	Emmanuel V. Garcia De La Salle University-Taft
November	Online English Teaching: Boon or Bane	Marilu R. Madrudio Alejandro S. Bernardo University of Santo Tomas
December	Online Teaching: Mathematics Made Easy-Repackaging the Teaching of Mathematics and Statistics in the Digital Era	Justina M. Evangelista Carmelita Y. Ragasa Melvin A. Vidar

GENERAL ASSEMBLY SPEAKERS

LESSON STUDY IN SCIENCE TEACHING

REYNETH RENAN MATTA

February 25, 2020



IMPACT OF THE COVID-19 PANDEMIC CRISIS ON EDUCATION

FR. ONOFRE G INOCENCIO, SDB

June 23, 2020



DEPED UPDATES ON PROGRESS

USEC DIOSDADO SAN ANTONIO

July 14, 2020



GENERAL ASSEMBLY SPEAKERS

SIMPLIFYING CONTENT CREATION AND EDITING FOR VIDEO

JOSE MARIE ALMORADIE CARPENA
September 8, 2020



ONLINE TEACHING: TRICK OR TREAT- CHEMISTRY PERSPECTIVE

EMMANUEL V. GARCIA
October 27, 2020



ONLINE ENGLISH TEACHING: BOON OR BANE

MARILU MADRUNIO
November 24, 2020



ONLINE ENGLISH TEACHING: BOON OR BANE

ALEJANDRO BERNARDO
November 24, 2020



GENERAL ASSEMBLY SPEAKERS

ONLINE TEACHING: MATHEMATICS MADE EASY- REPACKAGING THE TEACHING OF MATHEMATICS AND STATISTICS IN THE DIGITAL AGE

JUSTINA EVANGELISTA
December 8, 2020



ONLINE TEACHING: MATHEMATICS MADE EASY- REPACKAGING THE TEACHING OF MATHEMATICS AND STATISTICS IN THE DIGITAL AGE

MELVIN A. VIDAR
December 8, 2020



ONLINE TEACHING: MATHEMATICS MADE EASY- REPACKAGING THE TEACHING OF MATHEMATICS AND STATISTICS IN THE DIGITAL AGE

CARMELITA Y. RAGASA
December 8, 2020



B. Book Donation

The books are the fruits of the collaboration between Children International Philippines (CIP), a non-profit organization that promotes children's literacy to donate books to disadvantaged communities, and Fe Aberlardo's Friendship Library Association of the Philippines Inc. (FLAPI) whose members are Helen Siy, Dr. Fe Hidalgo, and Gloria Joaban of FUSE Foundation, Inc.

The purpose of this project is to provide a good library to students and the general public for their intellectual nourishment and growth. This initiative will bring a core change in the area/locality in terms of the intellectual development of the community. Most of the recipients of these books are FUSE members who are government employees and even local government officials, universities, colleges, schools, and public libraries all over the country.

Some of the local officials who availed of the book donation program for their provinces, cities, municipalities, and schools are the following:

- Congresswoman Evelina Escudero of Sorsogon
- Congresswoman Sheena Alyssa Tan of Isabela
- Congressman Edcel Lagman of Albay
- Vice-Mayor Aidel Paul Belamide of Silang, Cavite
- Councilor Obet Samson of Caloocan City.

Other institutions, schools, and library recipients of these projects include the following:

- Department of Education Batangas City Library Hub
- Department of Education Valenzuela
- National University of Manila and Laguna
- Micro Asia College of Iba, Zambales and Sta Cruz branch
- Sienna College of San Jose and Quezon City
- Systems Plus College of Caloocan City and Quezon City
- University of the East

C. **Whispering Hopes**

FUSE was not spared from the effects of the pandemic. Scheduled trainings had to be cancelled and the need to re-align priorities was the order of the day. Members and volunteer- trainers rallied and together, slowly and surely, ushered in FUSE to the digital age.

2020 may be one of the toughest years for FUSE but the bond that has held FUSE together remains. On December 18, FUSE gathered the members to look back on the achievements that the foundation accomplished. These include the project of splicing the CONSTEC videos, to the launching of its own YouTube channels of the different subject areas of English, Mathematics, and the Sciences, to the online general assemblies, and finally, to the last event, Whispering Hopes 2021. Five (5) members were asked to share their experiences and sentiments from the past years of being a FUSE member, on how the foundation played a role in their lives, and the effect/s of the pandemic on their personal lives. It was truly an inspiring and emotional sharing. The year 2020 has taught us lessons and realizations. Amid the fear and uncertainty that this pandemic has brought to our lives, being able to wake up each morning and enjoy life's little pleasures are enough reasons to thank our Maker for the greatest gift...the gift of LIFE!

PARTNERS AND BENEFACTORS

A. New Partners

A1. Congresswoman Sheena Alyssa P Tan of 4th District Isabela Province, Mayor Socorro Rosario Pobleto of Silang, Cavite through representative Mr. Rodrigo R. Vicencio Jr, and Congresswoman Evelina Escudero of Sorsogon Province through Mr. Michael Sulit, were the donee local government units (LGUs) of the book donations from Children's International Philippines who in turn is in partnership with Fe Abelardo's Friendship Library Association of the Philippines (FLAPI) whose members include Helen Siy, Dr. Fe Hidalgo, and Gloria Joaban of the FUSE Foundation. FLAPI bookshered with FUSE. FUSE donated these books to the provinces of Isabela, Silang in Cavite, and Sorsogon.

A2. University of Santo Tomas, De La Salle University, Cavite State University and the DepED became the new partners of FUSE in its drive to bring face-to-face modality to online teaching by splicing its CONSTEL/CONSTEC videos to ensure the maximum, effective, and efficient use of these resources by teachers.

B. Perpetual Benefactors

B1. ACCRALAW

FUSE acknowledges with gratitude the continuing support of ACCRA to the foundation. Special thanks to lawyers Joselito Bautista, Korina Ana Manibog, Mara Kristina Recto, and Nestor Fernando Siazon through their founding partner, the late Senator Edgardo J. Angara, for their continuous and selfless services to the foundation. This undertaking is sustained through the benevolent and generous hearts of Mrs. Gloria Angara and Senator Sonny Angara.

PARTNERS AND BENEFACTORS

B2. Sycip Gorres Velayo and CO (SGV)

SGVs commitment to extend financial services to FUSE is greatly appreciated. A special mention to its staff: Shane Dave Tanguin, Vladimir Adrian M. Cruz, Monica A. de Pedro, and Lucio F. Sta. Ines, Jr. for their services. The assistance of SGV to the foundation was made possible by the late Senator Edgardo Angara and carried on by his wife, Mrs. Gloria Angara and son, Senator Sonny Angara.

B3. Tan Yan Kee Foundation (TYKF)

For his continued total support of all the foundation's project, FUSE salutes Dr. Lucio C Tan for his generosity and his steadfast faith in education and belief in our Teachers. With all our respect and admiration!



ATTY. JOSELITO M. BAUTISTA

Corporate Secretary



ATTY. KORINA ANA T. MANIBOG

Associate Secretary



ATTY. MARA KRISTINA O. RECTO

Associate Secretary



ATTY. NESTOR FERNANDO T. SIAZON

Associate Secretary



SHANE DAVE D. TANGUIN

Engagement Partner



VLADIMIR ADRIAN M. CRUZ

Associate Manager



MONICA A. DE PEDRO

Senior Associate



LUCIO F. STA INES, JR.

Associate



BOOK DONATION

4TH District, ISABELA
PROVINCE



SILANG, CAVITE



SORSOGON, PROVINCE



English:

1. Rachelle Lintao
2. Sterling Plata - Speaker
3. Rosario Alonzo - Speaker
4. Vivian Buhain
5. Shielanie Dacumos
6. Ma. Regina Policarpio
7. Ruth Alido
8. Mildred Jimenez
9. Ma. Lourdes Tayao
10. Dahlia Domingo
11. Rubie Sajise
12. Marissa Operario

Math:

13. Albert Dizon
14. Justina Evangelista
15. Nympha Joaquin
16. Guest

Physics:

17. Josefina Pabellon
18. Ma. Josefa Quiñones

Chemistry:

19. Annabelle Monzon
20. Jose Andaya
21. Jonathan Derez
22. Reyneth Renan Matta - Speaker

Elementary Science:

23. Josefina Belen
24. Aurora Catabona
25. Elvira Galvez
26. Jay Arellano
27. Gloria Joaban
28. Fe Hidalgo - Speaker
29. Gerald Bautista - speaker

TRAINERS TRAINING

February 15, 2020



GENERAL ASSEMBLY

February 25, 2020

1. Abelardo, Fe
2. Abonales, Alex
3. Acuavera, Lorna
4. Aduan, Marjorie
5. Aduan, Michael
6. Alonzo, Rosario*
7. Andoy, Regina
8. Arbolado, Margeline
9. Arigasdo, Joyce
10. Ayson, Marissa
11. Balcoba, Alexander
12. Bardelosa, Asuncion
13. Bati, Josephine
14. Belen, Josefina
15. Bernardo, Alejandro
16. Bumanglag, Maricris
17. Cainglet, Michael
18. Carada, Marie Paz
19. Co, Elizabeth
20. Cruz, Kevin Martin
21. Dable, Nesel
22. Derez, Jonathan
23. Domingo, Dahlia
24. Engana, Edwin
25. Espino, Ronald
26. Fulgoniso, Jordan Michael
27. Galvez, Elvira
28. Garcia, Michelle
29. Huelar, Ma. Corazon
30. Inocencio, Fr. Onofre G.*
31. Javier, Jaira
32. Joaban, Gloria
33. Kelemen, Eden
34. Lemence, Richard
35. Malayao, Sotero
36. Maneja, Gian Christian
37. Maniacop, Jason
38. Maninang, Joshua
39. Marcial Victoria
40. Matta, Reyneth Renan (speaker)
41. Molina, Serafin
42. Monzon, Annabelle
43. Nealiga, Monica
44. Oropesa, Jade Ulmar
45. Padernal, Sherwin
46. Palanca, Ruth
47. Pascual, Ma. Lourdes
48. Ponesto, Apple
49. Quiñones, Ma. Josefa
50. Ramos, Sisa
51. Religioso, Teresita
52. Salumbides, Cora
53. Salviejo, Edwin
54. Santiano, Josefina
55. Santos, Loreto
56. Santos, Teresita
57. Sipin, Cecilia
58. Siy, Helen
59. Talavera, Franzyl
60. Urdaneta, Fe Chen
61. Valdez, Erlida
62. Valenzuela, Julieta
63. Visitation, Emelyn

GENERAL ASSEMBLY

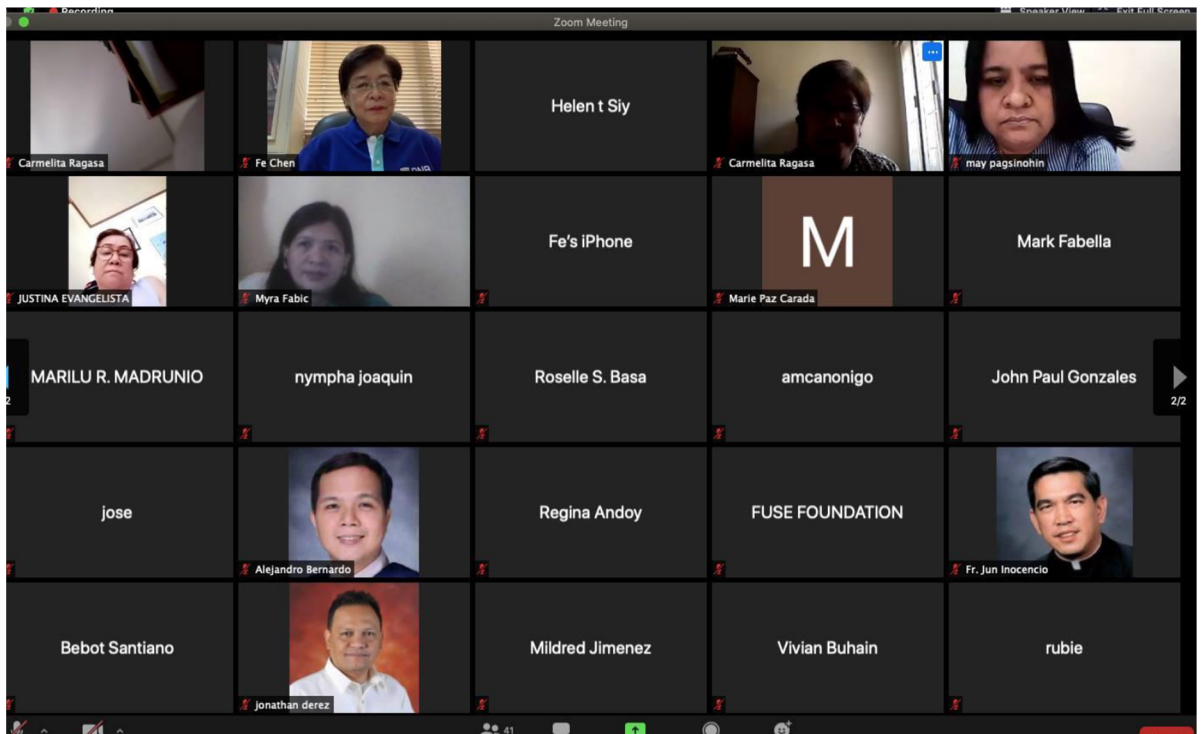
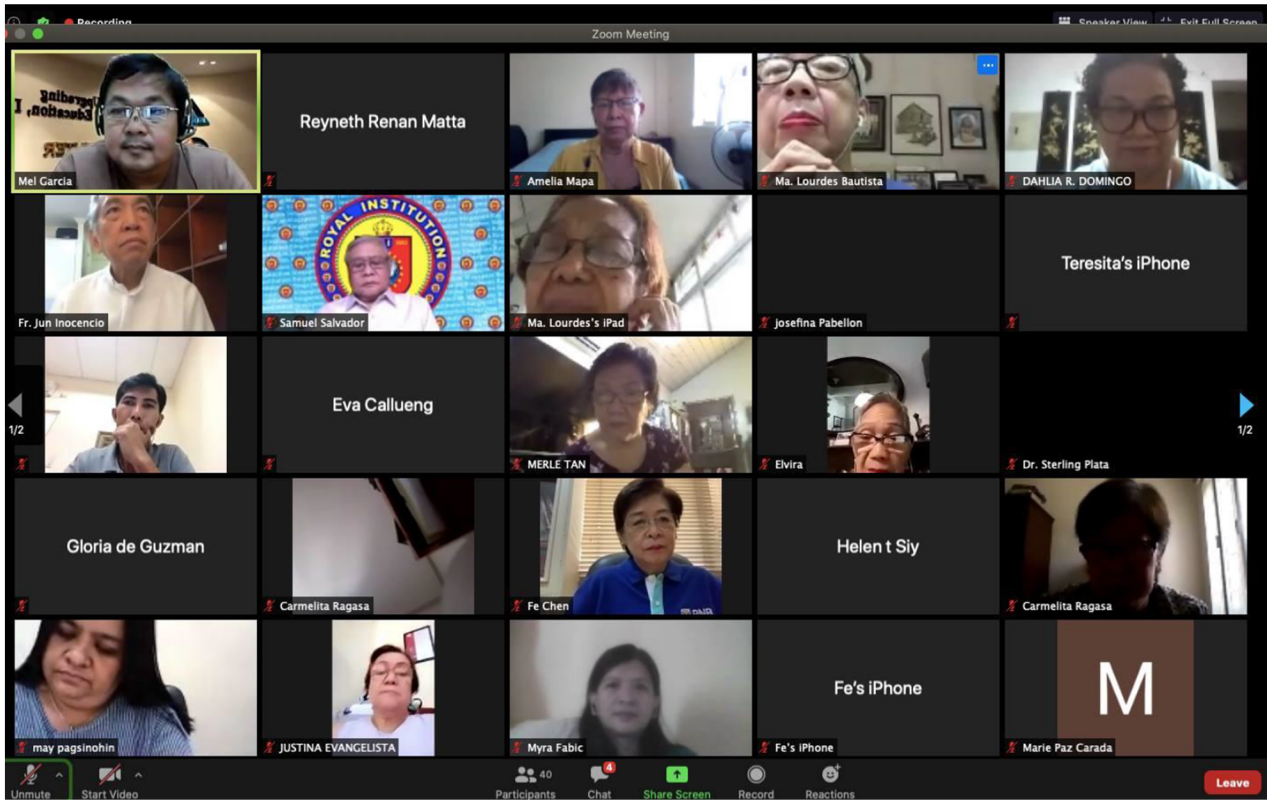
February 25, 2020



1. Alcala Jr, Felipe
2. Andaya, Jose
3. Andoy, Regina
4. Basa, Roselle
5. Bautista, Ma. Lourdes*
6. Bernardo, Alejandro
7. Buhain, Vivian
8. Callueng, Eva
9. Canoñigo, Allan
10. Carada, Marie Paz
11. Catris, Leticia
12. Chen, Fe
13. De Guzman, Gloria
14. Derez, Jonathan
15. Domingo, Dahlia
16. Evangelista, Justina*
17. Fabella, Mark
18. Fabic, Myra
19. Ferrer, Imelda
20. Galvez, Elvira
21. Garcia, Emmanuel*
22. Gonzales, John Paul
23. Hidalgo, Fe*
24. Inocencio, Fr. Onofre*
25. Javier, Jaira
26. Jimenez, Mildred
27. Joaquin, Nympha
28. Kellemen, Eden
29. Madrunio, Madrunio*
30. Magallones, Kenneth
31. Maniacop, Jason
32. Maninang, Joshua
33. Mapa, Amelia
34. Operario, Marissa
35. Mata, Reyneth Renan
36. Pabellon, Josefina
37. Pagsinohin, May
38. Plata, Sterling
39. Ragasa, Carmelita
40. Religioso, Teresita
41. Roxas, Regina
42. Sajise, Rubie
43. Salvador, Samuel
44. Santiano, Josefina
45. Siy, Helen*
46. Tan, Merle
47. Tan, Paulino*
48. Tayao, Ma. Lourdes

GENERAL ASSEMBLY

June 23, 2020



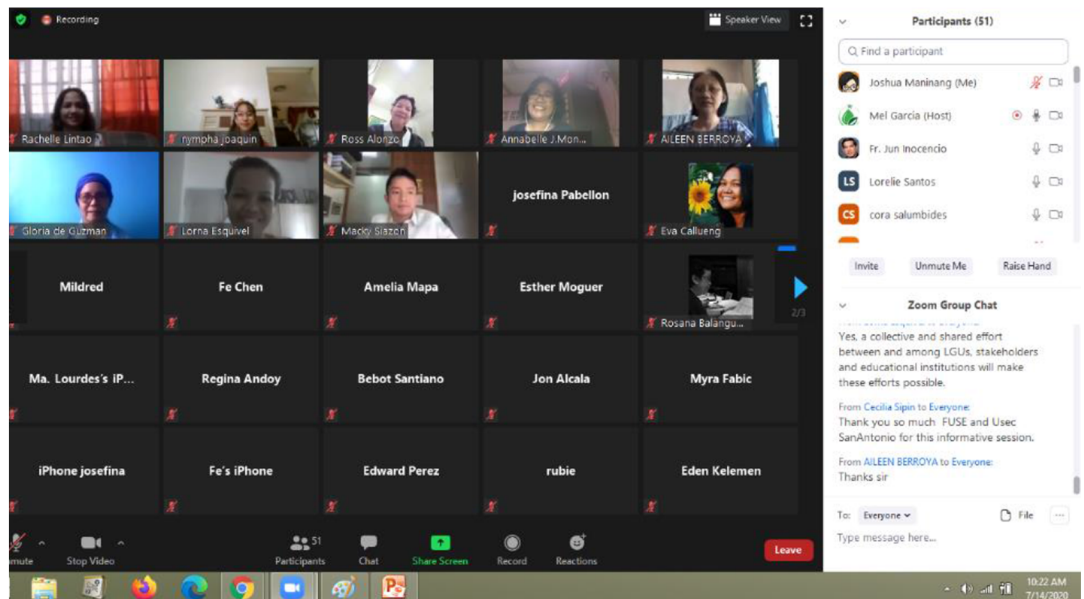
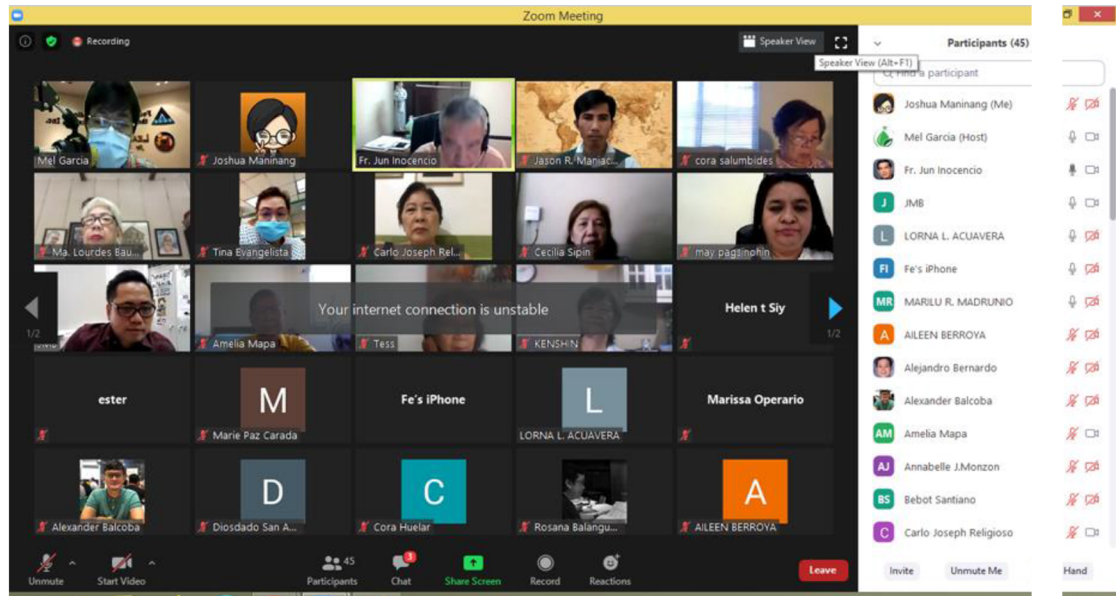
GENERAL ASSEMBLY

July 14, 2020

1. Acuavera, Lorna
2. Alcala, Jon
3. Alonzo, Rosario*
4. Andaya, Jose
5. Andoy, Regina
6. Balcoba, Alexander
7. Bautista, Joselito
8. Bautista, Ma. Lourdes*
9. Belen, Josefina
10. Bernardo, Alejandro
11. Berroya, Aileen
12. Callueng, Eva
13. Carada, Marie Paz
14. Chen, Fe
15. De Guzman, Gloria
16. Domingo, Dahlia
17. Esquivel, Lorna
18. Evangelista, Justina*
19. Fabic, Myra
20. Galvez, Elvira
21. Garcia, Emmanuel*
22. Garcia, Ester
23. Gonzales, John Paul
24. Hidalgo, Fe*
25. Huellar, Corazon
26. Inocencio, Fr. Onofre Jr*
27. Javier, Jaira
28. Jimenez, Mildred
29. Kellemen, Eden
30. Lintao, Rachele
31. Madrunio, Marilu*
32. Maniacop, Jason
33. Maninang, Joshua
34. Mapa, Amelia
35. Monzon, Annabelle
36. Ong Kian Koc, Bee Ching U
37. Operario, Marissa
38. Pabellon, Josefina
39. Pagsinohin, May
40. Perez, Edward
41. Religioso, Teresita
42. Sajise, Rubie
43. Salumbides, Cora
44. San Antonio, Dionisio – speaker
45. Santiano, Josefina
46. Santos, Loreto
47. Santos, Teresita
48. Siazon, Macky
49. Sipin, Cecilia
50. Siy, Helen*
51. Tan, Paulino*
52. Tarriela, Rosana-Balangué
53. Tayao, Ma. Lourdes
54. Torno, Beatriz
55. Vicencio, Evelina* (BOT meeting only)

GENERAL ASSEMBLY

June 14, 2020



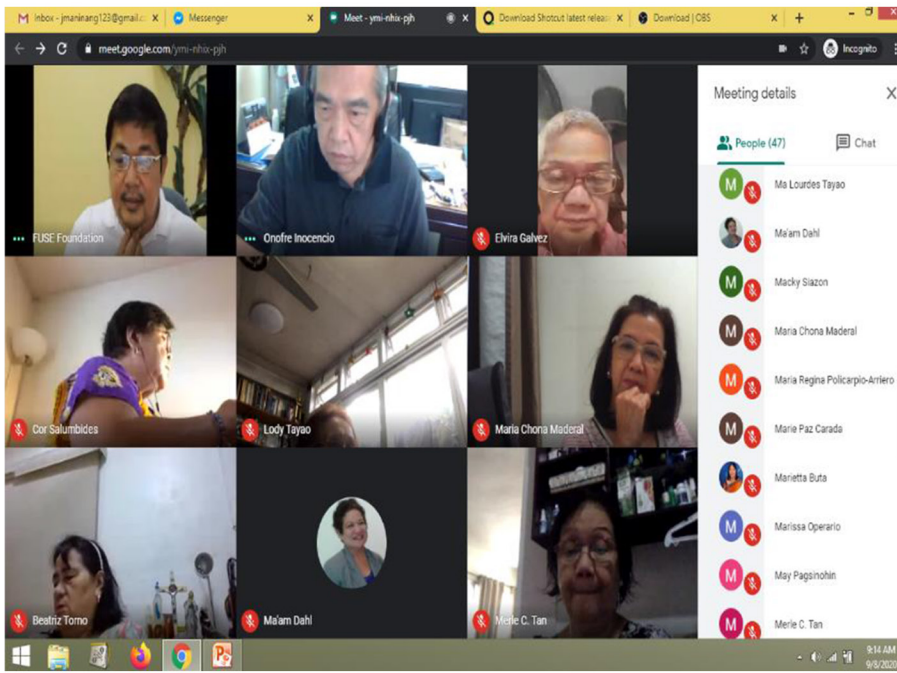
Attendance

President:	Fr. Jun Inocencio Jr.
Vice President:	Dr. Fe Hidalgo
Chair of Training Committee:	Dr. Marilu Madrunio
Monitoring and Evaluation Chairman:	Dr. Ross Alonzo Junrey Lidres
Mathematics:	Dr. Nympha Joaquin Dr. Tina Evangelista
English:	Dr. Ross Alonzo Dr. Rachel Lintao
Elementary Science:	Ms. Elvira Galvez Jason Maniacop
Chemistry:	Annabelle Monzon Mel Garcia
Physics:	Sotero Malayao Maria Josefa Quinones
Literature:	Alexander Balcoba

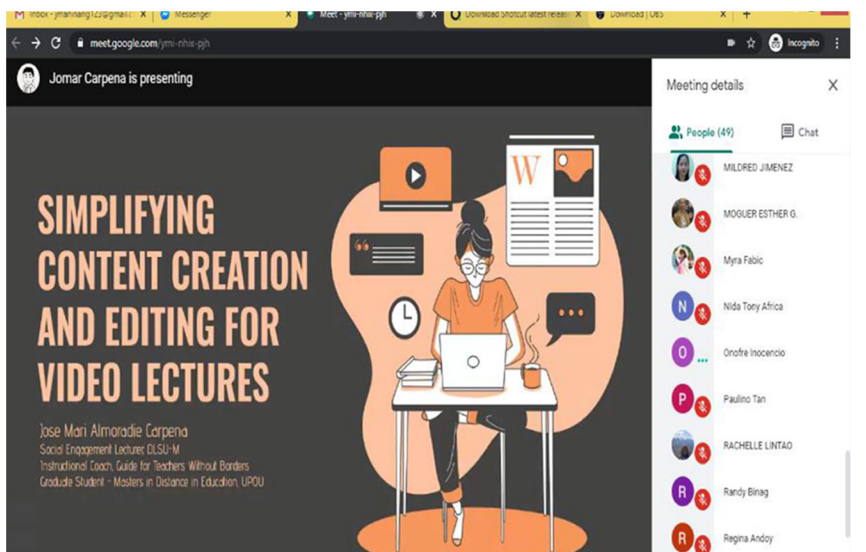
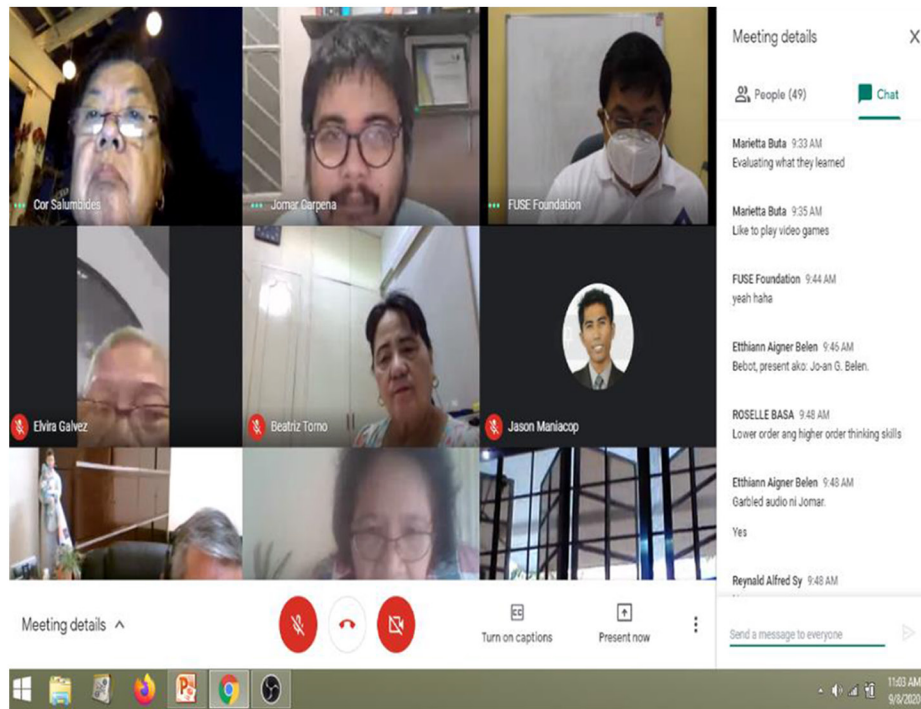
GENERAL ASSEMBLY

September 8, 2020

1. Acuavera, Lorna
2. Africa, Leonida
3. Almaden, Rufino
4. Alonzo, Rosario*
5. Andoy, Regina
6. Aquino, Florita
7. Basa, Randy
8. Basa, Roselle
9. Bautista, Ma. Lourdes*
10. Belen, Josefina
11. Bernardo, Alejandro
12. Berroya, Aileen
13. Buhain, Vivian
14. Buta, Marieta
15. Callueng, Eva Aurora
16. Canonigo, Allan
17. Carada, Marie Paz
18. Carpena, Jose Mari Almoradie
19. Cua, Tessie Cheng
20. Dacaldo, Ma. Lourdes
21. Dacuman, Shielanie
22. De Guzman, Gloria
23. Derez, Jonathan
24. Domingo, Dahlia
25. Espina, Loren
26. Fabic, Myra
27. Galvez, Elvira
28. Garcia, Emmanuel*
29. Hidalgo, Fe*
30. Huelar, Cora
31. Javier, Jaira
32. Jimenez, Mildred
33. Joaban, Gloria
34. Joaquin, Nympha
35. Kelemen, Eden
36. Lintao, Rachele
37. Maderal, Ma. Chona
38. Madrunio, Marilu*
39. Magallones, Kenneth
40. Maniacop, Jason
41. Maninang, Joshua
42. Matta, Reyneth Renan
43. Moguer, Esther
44. Monzon, Annabelle
45. Onofre, Inocencio, Jr*
46. Operario, Marissa
47. Pagsinohin, May
48. Policarpio, Ma. Regina
49. Ragasa, Carmelita
50. Religioso, Teresita
51. Salumbides, Cora
52. Santiano, Josefina
53. Santos, Teresita
54. Siazon, Atty Macky
55. Siy, Helen*
56. Sy, Reynald Alfred
57. Tan, Merle
58. Tan, Paulino*
59. Tayao, Ma. Lourdes
60. Torno, Beatriz
61. Urdaneta, Fe Chen
62. Velasco, Angeline



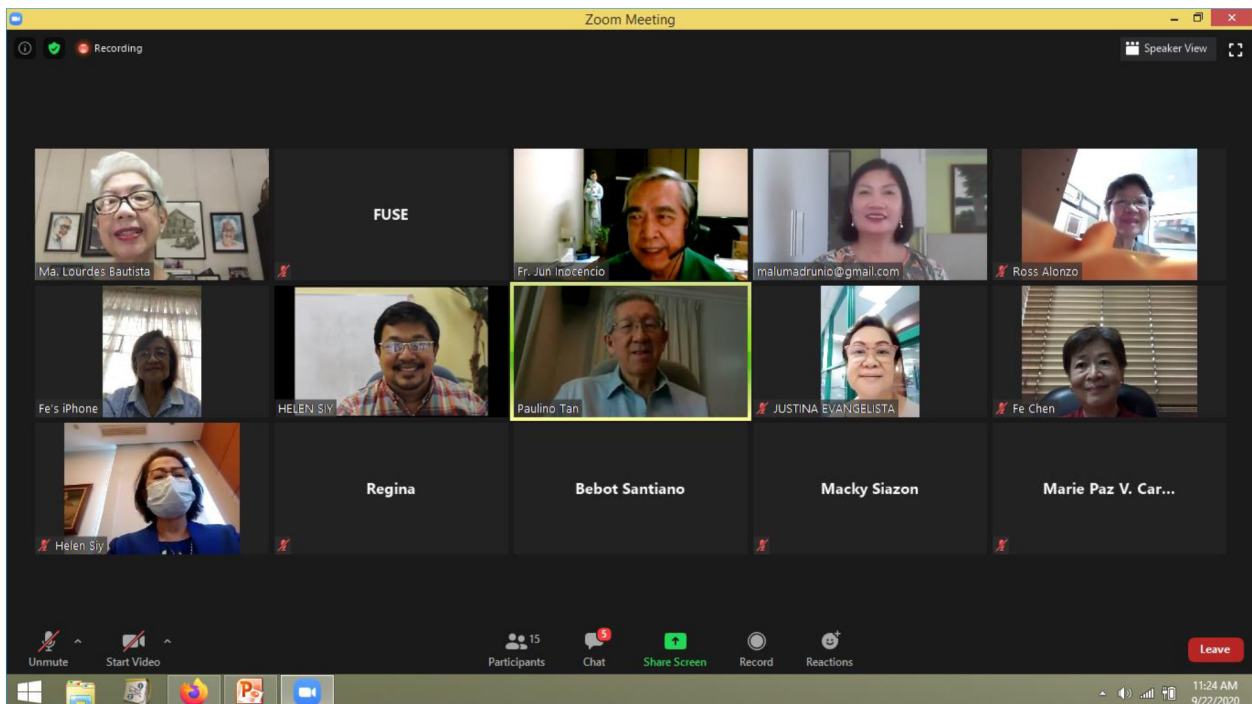
GENERAL ASSEMBLY September 8, 2020



BOARD and EXECOM JOINT MEETING

September 22, 2020

1. Fr. Onofre Inocencio
2. Fe Hidalgo
3. Paulino Tan
4. Justina Evangelista
5. Ma. Lourdes Bautista
6. Ester Garcia
7. Rosario Alonzo
8. Marilu Madrunio
9. Fe Chen
10. Emmanuel Garcia
11. Evelina Vicencio
12. Helen Siy



1. Aileen Berroya
2. Alejandro Bernardo
3. Alexander Balcoba
4. Alfred Sy
5. Amelia Mapa
6. Anne Torres
7. Beatriz Torno
8. Cecilia Sipin
9. Cora Salumbides
10. Daniel Kian Koc
11. Eden Kelemen
12. Editha Lozarita
13. Ellamae Valenzuela
14. Elvira Galvez
15. Emmanuel Garcia*
16. Ester Garcia
17. Esther Moguer
18. Eva Callueng
19. Fe Chen
20. Fe Hidalgo*
21. Fr. Onofre Inocencio, Jr*
22. Franzy Talavera
23. Israel Miguel Biscarra
24. Jaira Javier
25. Jason Maniacop
26. John Paul Soriano
27. Jose Dancillo
28. Josefina Santiano
29. Justina Evangelista*
30. Loreto Santos
31. Lorna Acuavera
32. Lourdes Bautista*
33. Lourdes Tayao
34. Ma. Teresa Buan
35. Marie Paz Carada
36. Marilu Madrunio*
37. Mark Ordonio
38. May Pagsinohin
39. Merle Tan
40. Mildred Jimenez
41. Myra Fabic
42. Paulino Tan*
43. Rachelle Lintao
44. Randy Binag
45. Regina Andoy
46. Reyneth Renan Matta
47. Rosario Alonzo*
48. Roselle Basa
49. Teresita Religioso

ONLINE TEACHING

TRICK OR TREAT?



GENERAL ASSEMBLY
October 27, 2020

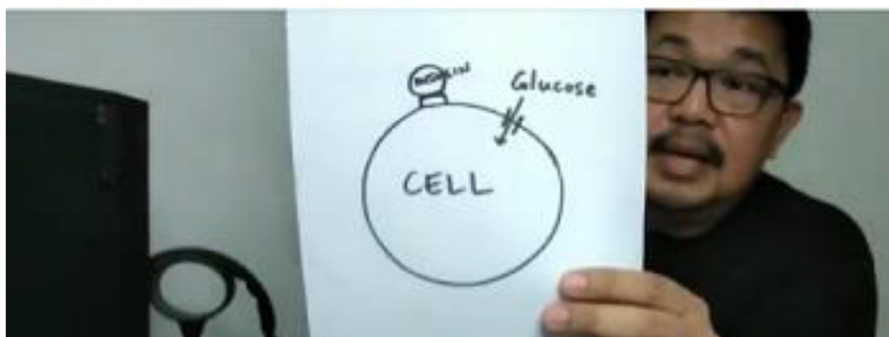


Mel Garcia

October 13 · 🌐 ▼

It's beyond your usual youtube view-ish length, but I couldn't afford to lose important information. I still think and feel that you'd find this video relevant/informative; hopefully worthy of your 17 minutes.

This one's about the connections among Quarantine Problems, COVID19, Carbohydrate Metabolism, Diabetes, and...of course, COFFEE. ☺️☺️



1. Aileen Berroya
2. Alejandro Bernardo
3. Alexander Jon Bautista
4. Annabelle Monzon
5. Anne Torres
6. Beatriz Gonzales Torno
7. Cecile Sipin
8. Cecilia Farilla
9. Dahlia Domingo
10. Eden Kelemen
11. Elizabeth Co
12. Ellamae Valenzuela
13. Emmanuel Garcia*
14. Eva Callueng
15. Fe Abelardo
16. Fe Chen
17. Fe Hidalgo*
18. Fr. Onofre Inocencio*
19. Galazy J5 prime
20. Gloria de Guzman
21. Helen Siy*
22. iPhone
23. Jaira Jaivier
24. Jason Maniacop
25. Jose Gunzon
26. Josefina Santiano
27. Justina Evangelista*
28. Leonida Africa
29. Lorna Acuavera
30. Lourdes Bautista*
31. Ma. Lourdes Tayao
32. Ma. Regina Policarpio
33. Macky Siazon
34. Marilu R. Madrunio*
35. Marissa Operario
36. May Reah P. Carel
37. Melvin Vidar
38. Mildred Jimenez
39. Myra Fabic
40. Paulino Tan*
41. Rachelle Lintao
42. Regina Andoy
43. Reynald Alfred Sy
44. Roselle Basa
45. Rubie Sajise
46. Teresita Santos
47. Vivian Buhain

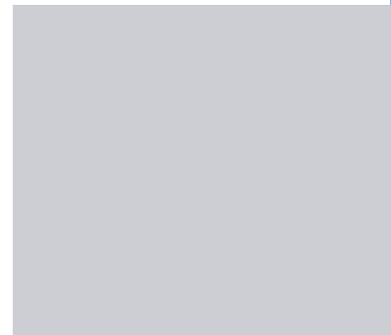
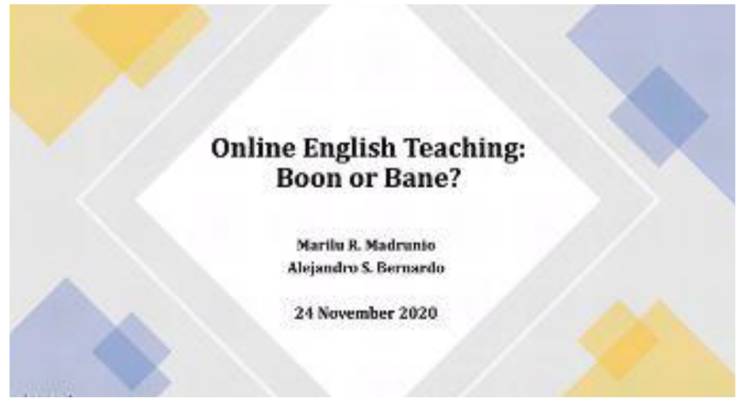


Close Participants (42)

Search

- BS Bebot Santiano (me)
- Alejandro Bernardo (Host)
- MM MARILU MADRUNIO
- AB AILEEN BERROYA
- AJ Alexander Jon Bautista
- Annabelle Monzon
- Anne
- Beatriz Gonzales Torno
- Cecile Sipin

Invite



Close Participants (42)

- PT Paulino Tan
- Rachelle Lintao
- Regina Andoy
- Reynald Alfred Sy
- RS Roselle S. Basa
- R rubie
- T Tess
- T tina
- GJ Galaxy J5 Prime

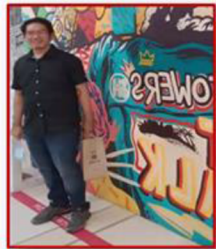
FUSE ENGLISH MATERIALS

- TSMs have accompanying videos.
- Integrating Listening, Speaking, Reading, Writing, Grammar
- A new skill has been added: **Viewing**

1. Alonzo, Rosario*
2. Bautista, Ma. Lourdes*
3. Evangelista, Justina*
4. Garcia, Emmanuel*
5. Garcia, Ester
6. Hidalgo, Fe*
7. Andoy, Regina
8. Carada, Marie Paz
9. Javier, Jaira
10. Abelardo, Fe
11. Andaya, Jose
12. Balcoba, Alexander
13. Basa, Roselle
14. Catabona, Aurora
15. Dizon, Alberto
16. Fabic, Myra
17. Galvez, Elvira
18. Gonzales, John Paul
19. Jimenez, Mildred
20. Kelemen, Eden
21. Lintao, Rachele
22. Maniacop, Jason
23. Moguer, Esther
24. Monzon, Annabelle
25. Navaza, Delia
26. Pagsinohin, May
27. Palanca, Ruth
28. Ragasa, Carmelita
29. Salumbides, Corazon
30. Siazon, Nestor
31. Sipin, Cecille
32. Tayao, Lourdes
33. Vergara, Marcelo
34. Vidar, Melvin
35. Yorklin School
36. Ablay, Jennifer
37. Acuba, Belen
38. Altar, Eleanor
39. Alvarez, Gem
40. Autor, Rose
41. Bacolcol, Brandy
42. Baje, Florida
43. Balais, Vilma
44. Baldano, Emelita
45. Balita, Elizabeth
46. Berongoy, Orlando
47. Cabanezas, Wlimar
48. Calisaya, Jovita
49. Camora, Edna
50. Cardoso, Zenaida
51. Caspe, Norma
52. Dela Cruz, Kimberly
53. Durango, Vina
54. Ediza, Amelita
55. Esic, Ofelia
56. F, Ma. Soledad
57. Fernandez, Marla
58. G, Prospero
59. Gargallo, Mr.
60. Gelina, Ma. Fe
61. Gerena, Edwin
62. Gesite, Charess
63. Gesite, Eufe
64. Guia, Robert
65. Inting, Maricel
66. Jade, Crystal
67. Janica aizelle
68. Lasala, Ramon
69. Lopez, Dennis
70. Mojo, Myrna
71. Mylene Anjanette
72. Operario, Marissa
73. Pablo, Leoncio
74. Rosales, Jenny
75. Sabulao, Rochelle
76. Sicat, Joel
77. Torres, Anne
78. Ulpindo, Virginia
79. Valenzuela, Ellamae
80. Vinluan, Liezl
81. Voloso, Rosemarie
82. Jenina
83. Jem's iPhone
84. Admin
85. iPhone
86. Flolun
87. Myrna
88. Eloisa



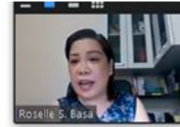
Dr. Justina M. Evangelista



Dr. Melvin A. Vidar



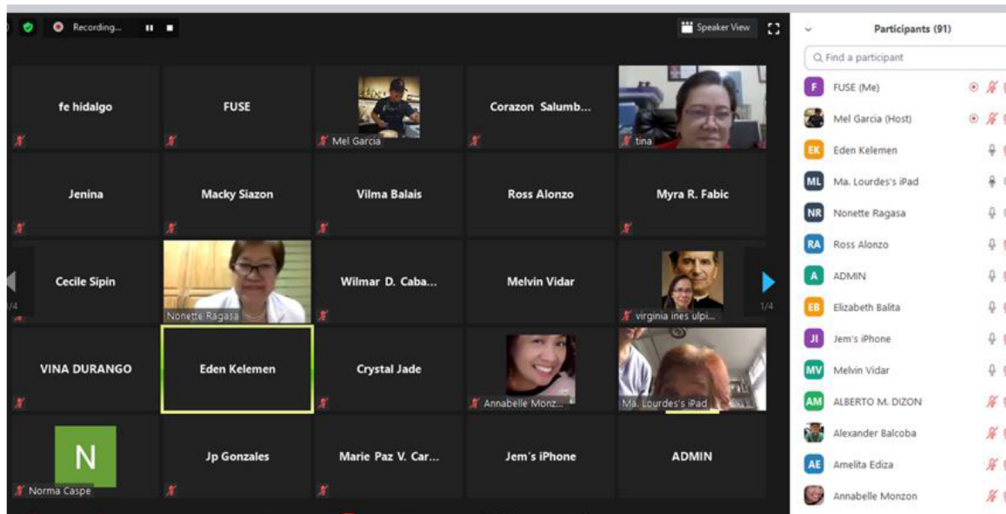
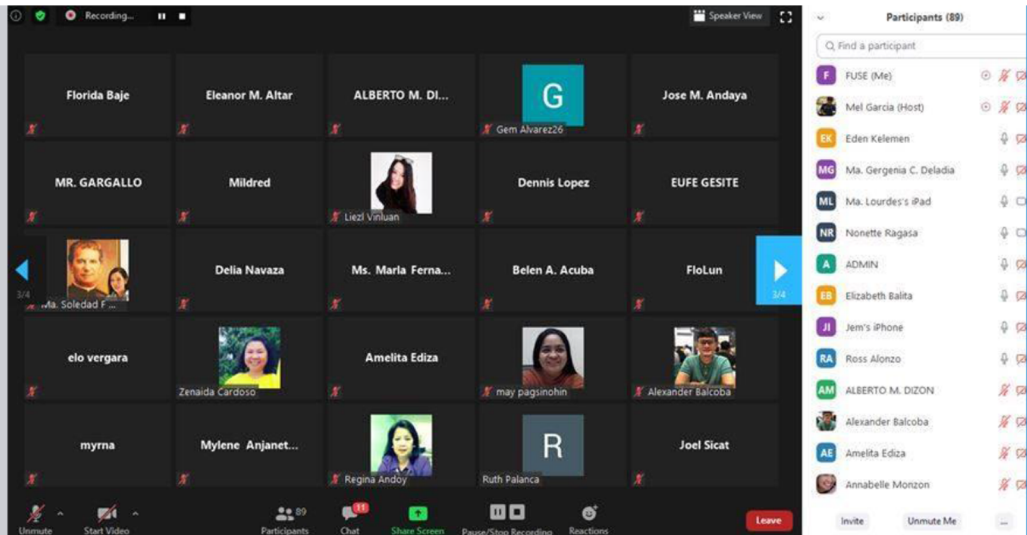
Dr. Carmelita Y. Ragasa



Roselle S. Basa

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Benzon C. San Jose
Josefina B. Santiano
Helen T. Siy

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Gloria B. Joaban

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Atty. Joselito M. Bautista

INFORMATION and COMMUNICATION TECHNOLOGY

Emmanuel V. Garcia

LEGAL COUNSEL ACCRA LAWYERS

Joselito M. Bautista
Korina Ana T. Manibog
Mara Kristina O. Recto
Nestor Fernando T. Siazon

EXTERNAL AUDITORS

SYCIP GORRES VELAYO & CO.

Shane Dave T. Tanguin
Engagement Partner

Vladimir Adrian M. Cruz
Associate Manager

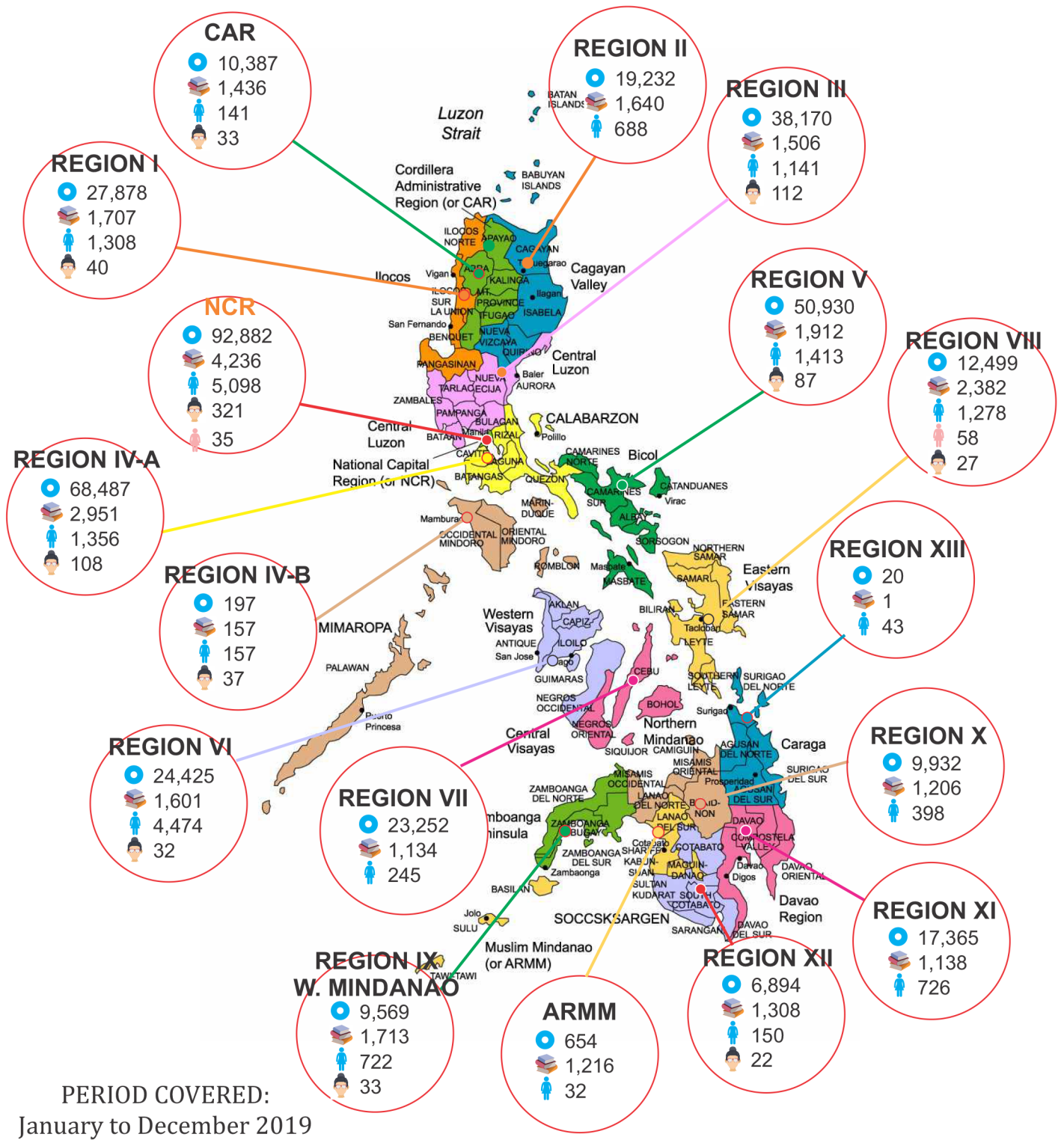
Monica A. de Pedro
Senior Associate

Lucio F. Sta. Ines
Associate

INTERNAL AUDITOR

Regina G. Andoy

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19,370



TRAINERS TRAINED
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PRINCIPALS TRAINED
852



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