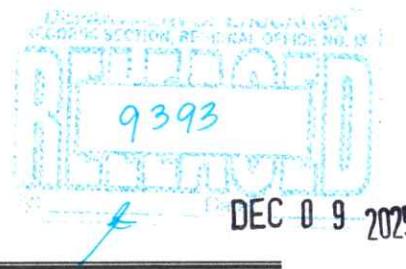




Republic of the Philippines
Department of Education
 REGIONAL OFFICE IX, ZAMBOANGA PENINSULA



Office of the Regional Director

Advisory No. 495, s. 2025

December 9, 2025

In compliance with DepEd Order No. 8, s. 2013
 this Advisory is issued not for endorsement per DO 28, s. 2001
 but only for the information of DepEd officials,
 personnel/staff, and the concerned public.
 (Visit www.deped.gov.ph)

**ADVISORY ON THE PARTICIPATION OF THE SCHOOLS DIVISION OF SULU IN
 THE EXPANSION TRAINING FOR SCHOOL LEADERS**

In view of the recent organizational transition placing the Schools Division of Sulu under the administration of DepEd Regional Office IX, this Advisory is issued to formally include SDO Sulu in the conduct of the Expansion Training for School Leaders on the Revised K to 10 Curriculum Implementation, scheduled on December 12–17, 2025.

To ensure full and meaningful participation, the Schools Division of Sulu is hereby required to send the following representatives:

Required Participants from SDO Sulu

- A. Assistant Schools Division Superintendent (ASDS)
- B. Chief, Curriculum Implementation Division (CID)
- C. Chief, School Governance and Operations Division (SGOD)
- D. Three (3) Education Program Supervisors (EPS)
- E. Three (3) Public Schools District Supervisors (PSDS)
- F. Two (2) SDO Training Focal persons

All other provisions, guidelines, and implementing arrangements indicated in Regional Memorandum No. 614 and Regional Advisory 471 not amended or modified in this issuance shall remain in full force and effect.

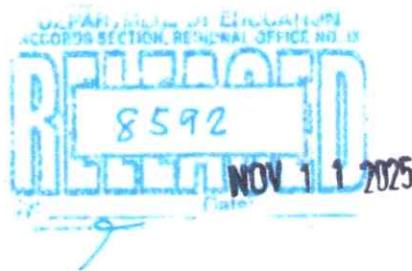
For information and guidance.


 HRDD/MRA/jbm/RA
 172/December 9, 2025

Digitally signed by Elejorde Gregorio Cyrus Ricafort
 DN: cn=Elejorde Gregorio Cyrus Ricafort,
 serialNumber=012BN00450S,
 ou=Region IX, ou=Department of
 Education, c=PH
 Date: 2025.12.09 11:04:56 +08'00'



Republic of the Philippines
Department of Education
REGIONAL OFFICE IX, ZAMBOANGA PENINSULA



Office of the Regional Director

November 10, 2025

REGIONAL MEMORANDUM

No. 614, s. 2025

CONDUCT OF EXPANSION TRAINING FOR SCHOOL LEADERS ON THE REVISED K TO 10 CURRICULUM IMPLEMENTATION

To: Assistant Regional Director
Schools Division Superintendents
Assistant Schools Division Superintendents
All Others Concerned

1. Pursuant to the Department of Education's MATATAG Curriculum and its continuing commitment to strengthen instructional leadership and curriculum management, this Office, through the **Human Resource Development Division (HRDD)**, in coordination with the **Curriculum and Learning Management Division (CLMD)**, announces the conduct of the **Expansion Training for School Leaders on the Revised K to 10 Curriculum Implementation**.

2. This expansion serves as a continuing activity following the seven batches of the Regional Training of School Leaders on the revised curriculum. It also provides a venue for the presentation and alignment of Division Master Plans, ensuring that each division's roadmap is coherent with the MATATAG Agenda and the Regional Office IX Quality Management System (QMS).

3. This activity aims to:

- provide comprehensive and inclusive capacity-building opportunities for school leaders, education program supervisors, and division officials to strengthen curriculum implementation and school governance;
- ensure coherence, accountability, and sustainability in the implementation of the Revised K to 10 Curriculum across all divisions; and
- facilitate the presentation, harmonization, and quality assurance of Division Master Plans in alignment with the MATATAG Curriculum framework and the Regional QMS.

4. The training shall be conducted on **December 1-5, 2025**. The venue shall be announced through a separate advisory containing specific logistical details and travel arrangements.

5. Participants to this activity shall include the following:

- Assistant Schools Division Superintendents
- SGOD and CID Chiefs
- Education Program Supervisors (EPS)
- Public Schools District Supervisors (PSDS)
- HRD-SEPS and EPS II



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f. SMME-SEPS and EPS II

6. The **Schools Division Offices (SDOs)**, through their respective **Human Resource Development Sections**, shall ensure the participation of the above-mentioned personnel. Endorsements of official participants shall be submitted using the template in **Enclosure A on or before November 21, 2025**.

7. Participants are required to bring their laptop computers for use during workshops and presentations, as well as their **personal maintenance medicines, if applicable**.

8. This training shall be funded through the previously downloaded Human Resource Development (HRD) funds, chargeable to **OSEC-9-25-02712**. In cases where sessions fall on a Saturday, Sunday, or holiday, participants, PMT members, resource speakers, and TWG members shall be entitled to **compensatory time-off or service credits**, subject to existing DepEd and Civil Service Commission (CSC) rules and regulations.

9. Enclosed are the following, for reference:

- A. *Templates*
- B. *Allocated Participants and PMT*
- C. *Indicative Program of Activities, Meal Provision and Accommodation Details*

10. For more information and/or clarifications, please contact the HRDD Chief, Dr. Marietta R. Anhaw through marietta.anhaw@deped.gov.ph.

11. For the information, guidance, and compliance of all concerned.

Digitally signed by Legaspi Ruth Fuentes
Reason: I am the author of this document
Location:
Date: 2025.11.10 13:10:19+08'00'

RUTH L. FUENTES, CESO III

Regional Director

HRDD/MRA/jbm/RM
051 /October 30, 2025



Republic of the Philippines
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REGIONAL OFFICE IX, ZAMBOANGA PENINSULA

Enclosure A. Templates

TEMPLATE FOR THE ENDORSEMENT OF PARTICIPANTS AND PMT MEMBERS

<Header>

Date: [Insert Date]

FROM: [Name of SDS]
Position

TO: RUTH L. FUENTES
Regional Director

THRU: MARIETTA R. ANHAW
Chief, HRDD

SUBJECT: ENDORSEMENT OF PARTICIPANTS ON THE EXPANSION TRAINING FOR
SCHOOL LEADERS ON THE REVISED K TO 10 CURRICULUM
IMPLEMENTATION

The Schools Division Office [insert SDO] respectfully endorses the following individuals
to participate in the Expansion Training for School Leaders on the Revised K to 10
Curriculum Implementation:

NAME	DESIGNATION	SEX	AGE	ROLE PMT / Participant
1.				

Thank you for your continued support.

<Footer>



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Enclosure B. Allocation of Participants and PMT

Allocation of Participants and PMT

Office / SDO	PMT						PMT			Total
	TOP	ASDS	Chiefs	EPS	PSDS	HRD	SMME	Program	MO/Nurse	
Central Office	1									1
Regional Office	2		8	21				5		36
Dapitan City		1	2	10	3	2	2			20
Dipolog City		1	2	11	10	2	2			28
Isabela City		1	2	11	10	2	2		1	29
Pagadian City		1	2	10	10	2	2		1	28
Zamboanga City		1	2	10	10	2	2		1	28
Zamboanga del Norte		2	2	11	33	2	2		1	53
Zamboanga del Sur		2	2	11	33	2	2		1	53
Zamboanga Sibugay		1	2	12	10	2	2		1	30
Total	3	10	24	107	117	16	16	5	8	306



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Enclosure C. Indicative Program of Activities, Meal Provision and Accommodation Details

A. INDICATIVE PROGRAM OF ACTIVITIES

Time	Activities	Responsible Persons	HRD Goal & Participant Focus
Day 1: Accountability and PD Needs Mapping			
6:00AM - 8:00AM	Arrival of Participants	PMT	
8:00AM - 10:00AM	Opening Program	PMT	
10:00AM - 12:00PM	The MATATAG Curriculum and the Imperative for PD: Utilizing the current performance of schools and divisions based on targets	Learning Manager / CLMD Chief	CID/SGOD Chiefs: Understand data-driven PD needs.
1:00PM - 5:00PM	Aligning the PD Master Plan with IPCRF/OPCRF KRAs and QMS: Mapping WAP activities to IPCRF KRAs and OPCRF. Ensuring QMS Compendium adherence.	ARD/PPRD Chief / Kto10 Focal	All Participants: Map program activities (e.g., TA, coaching) to their respective IPCRF KRAs.
Day 2: Finalizing the PD Master Plan based on Needs			
8:00AM - 12:00PM	The AIP as the Contextual PD Needs Assessment: Utilizing the existing AIP (School/Division) to validate, contextualize, and prioritize the PD needs that the WAP/Master Plan must address.	Assistant Regional Director / Planning Officer	School Heads/Supervisors: Validate PD gaps against AIP priorities.
1:00PM - 5:00PM	Workshop: Finalizing the PD Master Plan for Execution. Participants utilize KRA-aligned needs and AIP-validated priorities to finalize the objectives, activities, and budget of the Division Master Plan for PD Programs.	Division Supervisors / TA Experts	ARD/PPRD/CID/SGO D Chiefs: Finalize Master Plan document for Division-wide execution.
Day 3: WAP Implementation Evaluation (The PIR Session)			
8:00AM - 12:00PM	Operationalizing the Master Plan through the WAP: Reviewing protocols for supervisors and school heads to implement Master Plan activities via the WAP (Monthly Targets) and monitor the execution of TA/Coaching.	ASDS / PSDS / EPS	Supervisors/School Heads: Refine WAP as the immediate tool for PD delivery/monitoring.
1:00PM - 5:00PM	WAP Implementation Evaluation: The PIR Session (Master Plan Review). Groups conduct a PIR using WAP/AIP data to evaluate the implementation and effectiveness of their PD Master Plan activities and make necessary adjustments.	Division Planning Team / CID	All Participants: Evaluate how well the PD Master Plan is working on the ground (WAP).
Day 4: BEMEF: Monitoring PD Impact and System Success			



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8:00AM - 12:00PM	BEMEF for PD Program Evaluation: <i>Applying BEMEF principles to monitor the success of the PD Master Plan (measuring impact on teacher performance/IPC RF and learner outcomes).</i>	BEMEF Specialist / Planning Officer	All Participants: Establish the M&E framework for their programs.
1:00PM - 5:00PM	Workshop 3: Designing M&E Tools for Process Owners (Targeting KRA Success). <i>Instructional (CID), Supervisory (SGOD), and Non-Teaching Process Owners design BEMEF-aligned M&E tools that specifically measure the success of their programs against their respective IPCRF/OPCRF KRAs.</i>	Group Facilitators / M&E Team	Non-Teaching Process Owners: Design M&E tools for their support programs (e.g., resource utilization, L&D attendance).
Day 5: System Integration and Commitment			
8:00AM - 12:00PM	System Finalization: Integrating WAP, Master Plan, and M&E Tools. <i>The final alignment check: ensuring the Master Plan and its WAP activities are linked with the BEMEF M&E tools and meet the QMS Compendium standards.</i>	M&E Specialist / Planning Officer	All Participants: Validate the final integrated monitoring system.
1:00PM - 5:00PM	Final Presentation and Commitment Setting: <i>School Leaders/Division Team present their strategy to evaluate WAP implementation using the BEMEF tools, showcasing the Finalized PD Master Plan and KRA alignment.</i>	Regional and Division Officials	Ultimate Output: Finalized PD Master Plan and WAP Evaluation Strategy presented to Leadership.
Closing	Commitment Setting and Evaluation of Training	Regional and Division Officials	Formal Commitment, Evaluation

B. MEAL PROVISION

Meals	Day 1	Day 2	Day 3	Day 4	Day 5
Breakfast	✓	✓	✓	✓	✓
AM Snack	✓	✓	✓	✓	✓
Lunch	✓	✓	✓	✓	✓
PM Snack	✓	✓	✓	✓	✓
Dinner	✓	✓	✓	✓	✓

C. ACCOMODATION DETAILS

The participants are required to check in on the afternoon of Day 0 and check out before noon time of Day 5.



Republic of the Philippines
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REGION IX, ZAMBOANGA PENINSULA

ACTIVITY AND BUDGET PROPOSAL

PROPOSER OFFICE:

Human Resource Development Division (HRDD)

PROGRAM NAME:

L and D on Training of School Leaders on the Revised K to 10 Curriculum Implementation

AMOUNT REQUESTED: OSEC No.9-25-02712

P 2,855,000.00

I. RATIONALE:

In response to the Department of Education's (DepEd) transformative agenda under the **MATATAG Curriculum**, the **Expansion of the Conduct of Training for School Leaders on the Revised K to 10 Curriculum Implementation** becomes an urgent and essential undertaking. The MATATAG Curriculum embodies the Department's commitment to make learning more relevant, focused, and responsive to the needs of 21st-century learners. As the curriculum shifts toward streamlining content, strengthening foundational skills, and fostering values-driven education, the role of **school leaders** becomes even more crucial in ensuring that these reforms translate into meaningful classroom practices.

School heads, supervisors, and education leaders serve as the **frontline implementers and catalysts of change** within their respective institutions. However, curriculum reform demands not only technical understanding but also **transformational leadership**—one that empowers teachers, mobilizes resources, and sustains innovation. Expanding the conduct of training ensures that all school leaders are **fully equipped with the knowledge, competencies, and strategic perspectives** necessary to guide their schools through the transition to the Revised K to 10 Curriculum.

This program seeks to bridge gaps in curriculum interpretation, instructional leadership, and monitoring of teaching-learning processes under the new framework. It emphasizes **capacity building**, continuous professional development, and collaborative learning among education leaders. Through comprehensive and inclusive training, DepEd aims to cultivate leaders who can uphold the MATATAG principles—**Makabata, Matatag, and Matatag na Edukasyon para sa Bagong Pilipinas**—by championing quality, relevance, and equity in basic education.

Ultimately, this expansion program is more than a capacity-building initiative; it is an **investment in leadership excellence**. By empowering school leaders to become confident, competent, and compassionate agents of reform, DepEd ensures that the spirit of the MATATAG Curriculum—**strengthening foundational skills, deepening understanding, and nurturing Filipino values**—is realized in every learner and in every classroom across the region.

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II. PROPOSED EXPANSION ACTIVITY FOR FY 2025 MATATAG K TO 10 CURRICULUM IMPLEMENTATION

A. Title of Activity:

Expansion of the Conduct of Training for School Leaders on the Revised K to 10 Curriculum Implementation

A.1. Date of Conduct: December 1-5, 2025	A.2. Duration of Activity: 5 Days
A.3. <u>Venue/Platform:</u> Onsite/Face to Face	A.4. <u>Target Participants:</u> ASDSs = 10 SGOD and CID Chiefs = 16 Education Program Supervisors = 86 PSDSs = 117 RD and ARD=2 RO-IX Chiefs = 8 RO-IX Supervisors = 21 CO-Speaker/ Panelist = 1 HR-SEPS and EPS II = 16 SMME-SEPS & EPS II-16 RO PMT = 5 SDO Medical Officers/Nurses= 8 Total = 306

A.5. Activity Rationale:

The conduct of the training for school leaders on the Revised K to 10 Curriculum is essential to ensure the effective, coherent, and contextually responsive implementation of the curriculum reform across schools in Region IX. As frontliners of educational leadership, school heads play a vital role in guiding teachers, managing curriculum delivery, and ensuring that learning standards and competencies are met.

The activity directly supports **DepEd's Strategic Reform Agenda** and the **Matatag: Bansang Makabata, Batang Makabansa** framework, particularly under the thrusts of:

- **K to 10 Curriculum Reform Implementation:** Ensuring smooth transition and full adoption of the revised curriculum grounded on essential learning competencies and localized contexts.
- **Quality Education and Instructional Excellence:** Strengthening the capacity of school leaders to manage curriculum implementation effectively.
- **Capacity Building and Human Resource Development:** Equipping school leaders with updated pedagogical and managerial skills aligned with DepEd's thrust toward continuous professional development.
- **Regional Direction for Educational Quality:** Supporting Region IX's goal of achieving improved learning outcomes and instructional quality through empowered and well-trained school leaders.

By expanding the training, DepEd RO IX ensures alignment between national curriculum reforms and regional priorities, fostering coherence and sustainability in implementation.

A.6. Objective:

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A.6.1. Terminal Objectives: At the end of the training, the school leaders shall be able to:

6.1.a. present and justify their respective Workplace Action Plans and contribute to the formulation or enhancement of the Division Master Plan that operationalizes the implementation of the Revised K to 10 Curriculum, and

6.1.b. ensure alignment with DepEd's MATATAG agenda, regional directions, and the overall goal of improving curriculum delivery and learning outcomes.

A.6.2. Enabling Objectives: At the end of the sessions, participants will be able to:

- discuss the core elements and implementation guidelines of the Revised K to 10 Curriculum;
- identify school-level needs and priorities related to curriculum implementation;
- draft and present a comprehensive Workplace Action Plan aligned with division and regional goals; and
- collaborate in finalizing the Division Master Plan that supports sustainable curriculum implementation.

A.7. Expected Output:

By the end of the training, the final expected deliverable is:

A validated and presentation-ready Workplace Action Plan and Division Master Plan for the effective and sustainable implementation of the Revised K to 10 Curriculum in Region IX, aligned with the DepEd MATATAG Agenda and the Regional Office's strategic directions.

A.8. Methodology: The training will adopt a **participatory, output-based, and learner-centered approach** to ensure that school leaders are not only informed but also equipped to implement the Revised K to 10 Curriculum effectively in their respective schools. The methodologies are designed to foster collaboration, reflection, and practical application of learning outcomes.

Key Methodological Approaches

1. Lecturette / Input Sessions

- Brief, focused presentations on the Revised K to 10 Curriculum, Workplace Action Plan (WAP), and Division Master Plan (DMP)
- Facilitators: Regional and Division ASDS/EPS/CID Chief
- Purpose: Provide participants with conceptual clarity and guidelines

2. Workshops / Group Activities

- Participants draft and revise their school-based Workplace Action Plans in small groups
- Activities include analyzing school needs, identifying priorities, and aligning actions with division goals
- Purpose: Ensure practical application of learning to the school context

3. Focus Group Discussions / Peer Sharing

- Small group discussions to share best practices, challenges, and lessons learned in curriculum implementation
- Purpose: Promote collaborative problem-solving and knowledge exchange among school leaders

4. Plenary Presentations and Feedback Sessions

- Participants present their draft WAPs and consolidated Division Master Plan to panels of reviewers (Chiefs both RO and SDOs, ASDS, EPS, PSDS)
- Facilitators provide constructive feedback for refinement and alignment
- Purpose: Ensure outputs are validated, coherent, and aligned with strategic priorities

5. Commitment and Action Planning

- Participants formalize commitments to implement their WAPs and support the Division Master Plan
- Includes action point documentation, signing of commitment forms, and discussion of monitoring and reporting mechanisms
- Purpose: Translate training outcomes into concrete, actionable plans

6. Monitoring and Evaluation (M&E)

- Use of evaluation forms, tools, and reporting templates to track participants' application of learning in their schools
- Purpose: Ensure accountability and sustainable implementation of curriculum reforms

Overall Approach

- **Participatory and Learner-Centered:** Encourages active engagement of participants in all sessions.
- **Output-Oriented:** Every session is designed to produce tangible outputs (e.g., WAP drafts, DMP drafts, validated plans).
- **Collaborative and Reflective:** Emphasizes teamwork, peer learning, and reflection to enhance understanding and practical application.
- **Aligned with Strategic Priorities:** Ensures all outputs support DepEd RO IX and Division goals on curriculum implementation, leadership development, and school improvement.

A.8 Tabular Presentation of the Training Design

Day	Time	Activities	Responsible Persons	HRD Goal & Participant Focus
Day 1: Accountability and PD Needs Mapping				
AM		The MATATAG Curriculum and the Imperative for PD: Utilizing the current performance of schools and divisions based on targets	Learning Manager / CLMD Chief	CID/SGO D Chiefs: Understand data-driven PD needs.
PM		Aligning the PD Master Plan with IPCRF/OPC RF KRAs and QMS: Mapping WAP	HRDD Chief / K to 10 Focal	All Participants: Map program activities (e.g., TA, coaching) to their

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		activities to IPCRF KRAs and OPCRF. Ensuring QMS Compendium adherence.		respective IPCRF KRAs.	
Day 2: Finalizing the PD Master Plan based on Needs					
AM	The AIP as the Contextual PD Needs Assessment: Utilizing the existing AIP (School/Division) to validate, contextualize, and prioritize the PD needs that the WAP/Master Plan must address.	Assistant Regional Director / Planning Officer	School Heads/Supervisors: Validate PD gaps against AIP priorities.		
PM	Workshop: Finalizing the PD Master Plan for Execution. Participants utilize KRA-aligned needs and AIP-validated priorities to finalize the objectives, activities, and budget of the Division Master Plan for PD Programs.	Division Supervisors / TA Experts	<i>HRDD a TPD chig PA</i> HRDD/CID/SG OD Chiefs: Finalize Master Plan document for Division-wide execution.		
Day 3: WAP Implementation Evaluation (The PIR Session)					
AM	Operationalizing the Master	ASDS / PSDS / EPS	Supervisors/School Heads:		

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	Plan through the WAP: <i>Reviewing protocols for supervisors and school heads to implement Master Plan activities via the WAP (Monthly Targets) and monitor the execution of TA/Coaching.</i>		Refine WAP as the immediate tool for PD delivery/monitoring.	
PM	WAP Implementation Evaluation: The PIR Session (Master Plan Review). Groups conduct a PIR using WAP/AIP data to evaluate the implementation and effectiveness of their PD Master Plan activities and make necessary adjustments.	Division Planning Team / CID	All Participants: Evaluate how well the PD Master Plan is working on the ground (WAP).	
Day 4: BEMEF: Monitoring PD Impact and System Success				
AM	BEMEF for PD Program Evaluation: <i>Applying BEMEF principles to monitor the success of the PD Master Plan (measuring impact on teacher performance/ I PCRF and</i>	BEMEF Specialist / Planning Officer	All Participants: Establish the M&E framework for their programs.	

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	learner outcomes).			
PM	Workshop 3: Designing M&E Tools for Process Owners (Targeting KRA Success). <i>Instructional (CID), Supervisory (SGOD), and Non-Teaching Process Owners design BEMEF-aligned M&E tools that specifically measure the success of their programs against their respective IPCRF/OPCRF KRAs.</i>	Group Facilitators / M&E Team	Non-Teaching Process Owners: Design M&E tools for their support programs (e.g., resource utilization, L&D attendance).	
	Day 5: System Integration and Commitment			
AM	System Finalization: Integrating WAP, Master Plan, and M&E Tools. <i>The final alignment check: ensuring the Master Plan and its WAP activities are linked with the BEMEF M&E tools and meet the QMS Compendium standards.</i>	M&E Specialist / Planning Officer	All Participants: Validate the final integrated monitoring system.	
PM	Final Presentation and Commitment Setting: School	Regional and Division Officials	Ultimate Output: Finalized PD Master Plan and WAP Evaluation Strategy	

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	<i>Leaders/ Division Team present their strategy to evaluate WAP implementation using the BEMEF tools, showcasing the Finalized PD Master Plan and KRA alignment.</i>		presented to Leadership.	
Closing	Commitment Setting and Evaluation of Training	Regional and Division Officials	Formal Commitment, Evaluation	

A.9. Resource Requirements:

A.9.1. Human Resources

Role / Personnel	Description / Responsibility
Program Manager / HRDD Chief	Oversee the training, ensure alignment with DepEd strategic priorities
Learning Manager/ CLMD Chief	Deliver lecturettes, facilitate workshops, provide technical guidance
Resource Speakers from RO	Actively participate, draft WAPs, provide insights and feedback
School Leaders / Participants	Handle registration, documentation, logistics, and communication
Secretariat / Administrative Staff	Evaluate and validate WAPs and DMP outputs
Panel of Reviewers	Guide group workshops, monitor progress, and support output development
Facilitators / Group Moderators	

A.9.2. Material / Training Resources

Item	Purpose
Training manuals / handouts on Revised K to 10 Curriculum	Reference material for participants
WAP and DMP templates	Guides participants in drafting action plans and master plans
Laptop / Computer with Projector	Presentation of inputs and outputs
Whiteboard / Markers / Flipcharts	Group activities, brainstorming, and workshop exercises
Audio-Visual Equipment (Microphones, Speakers)	Ensure clear communication in plenary sessions
Pens, Notebooks, Post-It Notes, Stationery	Documentation and workshop activities
Internet Access / Wi-Fi (if needed)	Online references or sharing of digital resources

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A.9.3. Venue Requirements

Requirement	Details
Training Venue / Conference Room	Spacious enough for plenary sessions and group workshops (projector, sound system available)
Breakout Rooms / Workshop Areas	For group activities and focus group discussions
Comfort Facilities	Tables, chairs, air-conditioning / ventilation, lighting
Meals and Snacks	Coffee breaks, lunch, and refreshments for participants
Restrooms	Accessible and sufficient for all participants

A.10. Budgetary Requirement

Batch	No. of Pax	EXPENSES			TOTAL
		Supplies	Travelling expenses of CO Panelist	Contingency	
1	306 x 1,800x 5 days= 2,754,000 .00	61,000.00	35,000.00	5,000.00	2,855,000.00

Prepared by:

MARIETTA R. ANHAW, EdD
 Chief, HRDD
 Program Manager

Reviewed by:

EUGENIO B. PENALES, EdD
 Chief, CLMD
 Learning Manager

Availability of Funds: OSEC-9-25-02712

PEACHY SHANE D. CARANDANG
 Chief ASD

Recommending Approval:

GREGORIO CYRUS R. ELEJORDE, CESO IV
 Assistant Regional Director

APPROVED:

RUTH L. FUENTES, CESO III
 Regional Director
 04 NOV 2025