



Republic of the Philippines
Department of Education
SOCCSKSARGEN REGION

September 17, 2021

REGION MEMORANDUM
QAD No. 010 s. 2021

**CONDUCT OF 2021 3rd QUARTER REGIONAL MONITORING, EVALUATION
AND PLAN ADJUSTMENT (RMEPA)**

TO: Schools Division Superintendents
Asst. Schools Division Superintendents
Region and Division Functional Division Chiefs
Regional Education Program Supervisors

1. To ensure conformity and responsiveness to the needs of the situation due to the present global health crisis, DepEd SOCCSKSARGEN Regional Office puts premium to adjust the theme, targets, and processes, particularly in the monitoring and evaluation of accomplishments during the quarterly Regional Monitoring, Evaluation and Plan Adjustment (RMEPA).
2. Hence, the 3rd Quarter RMEPA shall be on **October 14-15, 2021 via Google Meet online video conferencing** and will aim to **assess and validate the 3rd quarter performances on enrolment and equitable distribution of resources to the schools during the COVID-19 school year.**
3. Specifically, the activity shall focus on achieving the following objectives:
 - 3.1 Discuss the 3rd quarter performances of the divisions particularly on enrolment and distribution of resources in terms of their targets and accomplishment for 2021 during the COVID-19 pandemic;
 - 3.2 Review the divisions' initial progress of performance relative to the 12 strategic objectives of the region;
 - 3.3 Present the department's programs, projects and activities on physical and financial plans versus accomplishment for the 3rd quarter only;
 - 3.4 Discuss issues, gaps and bottlenecks affecting the implementation of programs, projects, activities and innovation related to enrolment and distribution of resources; and
 - 3.5 Discuss corrective actions, prioritization of actions and opportunities for improvement for the next quarter in terms of current policies, programs and initiatives affecting basic education implementation for top management decision.



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4. Participants for the RMEPA from the region and SDOs are the following (No proxy is allowed):

Regional Office (41 participants)	ORD – Director IV, Director III
	PPRD – Chief, (1) EPS, Planning Officer
	HRDD – Chief, (2) EPS
	ESSD – Chief, Medical Officer IV, Dentist III, Nutritionist II, Engineer III, PDO IV, PDO II
	CLMD – Chief, (11) EPS
	QAD – Chief, (5) EPS
	FTAD – Chief, (2) EPS
	Finance – Chief, SAO, AO V (Budget)
	Administrative Division – Chief, SAO, AO V-Personnel
	Secretariat/ICT
SDO (8 participants)	SDS, ASDS, Functional Division Chiefs (2), Division Planning Officer, SGOD EPS, SEPS for M&E, SEPS for Planning and Research

5. To provide more time for presentations and discussion, an innovation on efficiency in the conduct of the RMEPA shall still be implemented where the SDOs shall be divided into 2 parallel virtual rooms as given below:

GROUP A	GROUP B
Sultan Kudarat Tacurong City Cotabato Province Kidapawan City	South Cotabato Koronadal City Sarangani General Santos City

6. Participants are reminded to observe the following procedures and standards:

6.1 SDOs shall prepare a **30-minute PowerPoint presentation** aligned with the contents of the toolkit per quarter. (To ensure contents are followed, SDOs are required to conduct pre-work after the quarterly DMEPA).

6.2 SDO presentation shall only have **20 slides, prioritizing and highlighting** the most significant change contributing to the implementation of the inclusive education programs, gaps, issues and concerns needing top management decision and action.

6.3 The Schools Division Superintendent shall be responsible in reporting the performance of the division; however, in case of unavoidable absence of the SDS, the assistant schools division superintendent or any authorized



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representative shall do the task, with proper communication to the regional management. **Oral presentation by the SDS or his authorized representative is highly preferable rather than pre-recorded video presentation of the report.**

6.4 A **30-minute interpellation, discussion and synthesis** with the regional executive committee (REXECOM) shall follow to commend major accomplishments and MSCs of the divisions and clarify issues and concerns for regional office action and/or endorsement for central office decision.

6.5 The lead discussant assigned shall keep track of the time as the presentation is being done and shall **politely cut the presentation if it exceeds the prescribed time**. However, to ensure that the lead discussants and panelists are informed of the full content of their presentation, SDOs are requested to submit the soft copy at least **three (3) days prior** to the RMEPA schedule to email ads qad.region12@deped.gov.ph and region12@deped.gov.ph.

6.6 For easy tracking and profiling of files to be submitted, all SDOs shall follow the required format: **___ Quarter RMEPA Report, Name of Division, e.g. 3rd Quarter RMEPA Report Koronadal City.**

7. In collaboration with the PPRD and to provide the summary of data requirements prior to the actual conduct of the 3rd RMEPA, all SDOs shall encode through the google sheet link the said requested data. Use your DepEd email in accessing the said link. Link shall be provided through a separate advisory.

8. QAD as process observers shall monitor and evaluate the SDO reports and delivery using the Process Observation Checklist for RMEPA.

9. The Day 2 of the RMEPA shall be the regional Program Implementation Review where major programs, projects and activities implemented at the regional level shall be assessed vis-à-vis the program holders' committed outputs and targets for FY 2021. For this quarter, education program supervisors and program holders for ALS, SPED, OBE, IP and Muslim Education, School Feeding Program, and Support to Basic Education Learning Continuity Plan particularly the reproduction of SLMs shall present their respective accomplishment reports. A separate office memorandum shall be issued for the mechanics and more details of this enhanced Day 2 RMEPA activity.

10. Lunch and snacks shall be served to RMEPA participants who are physically present at the regional office chargeable to regional MOOE (QAD allocated funds) subject to the usual accounting and auditing rules and procedures.



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11. Attached are the following, for reference and guidance of all concerned:

- Enclosure 1 - Tool Kit for 3rd Quarter RMEPA
- Enclosure 2 - Indicative Schedule of Activities
- Enclosure 3 - Progress M&E Tool for PPAs (for RO only)
- Enclosure 4 - Report on the Status of 2nd Quarter RMEPA Agreements

12. For the information and compliance of all concerned.


CARLITO D. ROCAFORT
Director III

Office of the Regional Director

Encl.: As stated

Reference: SOCCSKSARGEN's 12 Strategic Objectives; QAD OM

Allotment: MOOE

To be indicated in the Perpetual Index under the subject

**MONITORING & EVALUATION
PERFORMANCE**

KHL-LLF/QAD/RM/CONDUCT OF THE 2021 3rd QUARTER RMEPA/010/September 20, 2021



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Enclosure No. 1 to Region Memorandum QAD No. 010, s. 2021

TOOLKIT FOR 3rd QUARTER RMEPA
Theme: Access and Equitable Distribution of Resources During the
COVID-19 School Year

The implementation of Republic Act No. 11480 series 2020, also known as “An Act Amending Section 3 of Republic Act No. 7797, otherwise known as “An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More than Two Hundred Twenty (220) Class Days triggered the Opening of Classes for School Year 2021-2022 on September 13, 2021 yet still adopting the distance learning modalities for teaching and learning to mitigate the transmission of the COVID-19 virus while the local government is increasing its target to reach the 85% herd immunity.

In response to the said change and volatility of public health situation, the Department of Education SOCCSKSARGEN Region through the Quality Assurance Division (QAD) adjusts the theme every quarter to ascertain its alignment of purpose, relevance and responsiveness to the situation and context.

The 3rd quarter toolkit is hence designed to provide support to the division management in formulating a Completed Staff Work (CSW) during the 3rd Quarter RMEPA. This serves as data analysis and management tool intended to gather quantitative and qualitative information of schools division performance indicators on **enrolment and equitable distribution of resources for SY 2021-2022**. It also outlines the **enabling questions** to be clarified by the Region and Divisions to unleash issues and concerns on the situation and document the initial progress of the department’s programs and intervention implementation for the said indicators. Questions are organized to explain the results, including why and how prevailing issues and concerns can be mitigated and corrective actions to be implemented to lessen the probability and impact of risks to happen. The use of dashboards and segmentation in presenting the results particularly the performance indicator is highly recommended to clearly visualize the trend of data and area for prioritization.

This 3rd quarter engages to assess the performances of the SDOs on the following strategic objectives of the region:

TEACHERS		SY 2021 Target
Strategic Objective 7	To establish at least 1 assessment venue per division by 2023	
	Agri-Industrial assessment venue	
	Number of Schools	3 divisions, 3 schools
	Eco-Tourism assessment venue	
	Number of Schools	3 divisions, 3 schools



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Strategic Objective 8	To attain at least 1 SHS offering Agri-industrial education to be the site for eco-tourism from 0 to 8 by 2023	3 divisions and 3 schools
Strategic Objective 9	To increase the number of schools offering inclusive education from 150 to 300 IP implementing & 265 to 365 ALIVE implementing schools to strengthen socio-cultural education by 2023	
	No. of IP Education implementing School	235 IP Education implementing schools
	No. of MEP School/ALIVE	325 MEP school/ALIVE
	To increase the number school buildings of those IP Education implementing school from 135 to 350 by 2023	264 classrooms
Strategic Objective 10	To attain equitable distribution of generated resources from external partners for 8 out of 8 SDOs by 2023	8 division offices

The **3rd Quarter RMEPA** is purposely crafted to document the **beginning of the school year performance assessment in enrolling all learners to school/community learning center and the mechanism of the division to ensure equitable distribution of resources and provision of inclusive education programs. Likewise, the enrolment results of SY 2021-2022 shall be analyzed with corresponding distance learning modalities offered.**

I. Program Implementation Progress

- Present the **S-Curve** of the **3rd quarter overall physical & financial targets** versus the accomplishment and utilization of each program identified below:
 - Division & Schools MOOE, IP and Muslim Education, School Feeding Program Support Program, ALS, Oplan Balik Eskwela and Fund for SLMs reproduction.***
- Highlight program or outputs that were delayed and explain causes of delay. Suggest adjustments, correctives, and realignment of funds to support learning continuity.
- Explain causes of poor utilization of resources and suggest how these can be mitigated withstanding the COVID-19 pandemic.



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4. Highlight **Most Significant Change stories** regarding the contribution of inclusive education programs and projects to the lives of the learners, teachers, school and education stakeholders.
5. If needing assistance to facilitate program implementation, ask assistance from the **RO or CO. Be specific in the assistance or actions needed from RO/CO.**

II. Overall Division Performance

II.A Focus on the overall division performance on enrolment, distance learning modalities offered and inclusive education programs and projects implemented

II.B Analyze, present and discuss the 2 SYs (SY 2020-2021 and SY 2021-2022) for Kinder, Elementary, Junior High School, Senior High School and ALS learners' indicators on:

- **Enrolment** (Kinder, Elementary, Junior High School, Senior High School and ALS learners) by municipality for provincial division and by district for city division
- **Comparative Enrolment by learning modality and key stage outcome** (Kinder, Elementary, Junior High School, and Senior High School)
- **Provide a comparative analysis of enrolment for 2 SYs** (SY 2020-2021 and SY 2021-2022) by key stage outcome and by gender, e.g.

Enrolment by Key stage outcome and gender

a. Kinder

Kinder/Grade Level	Total population with 5-year old	Kinder/Grade Level	Total Enrolment SY 2021-2022	Percentage of Increase/Decrease
Kinder		Kinder		
Male		Male		
Female		Female		
Total		Total		



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b. Elementary, Junior High School, and Senior High School

Kinder/Grade Level	Total Enrolment SY 2020-2021	Kinder/Grade Level	Total Enrolment SY 2021-2022	Percentage of Increase/Decrease
Kinder		Grade One		
Male		Male		
Female		Female		
Total		Total		
Grade One		Grade Two		
Male		Male		
Female		Female		
Total		Total		
Grade Two		Grade Three		
Male		Male		
Female		Female		
Total		Total		
Grade Three		Grade Four		
Male		Male		
Female		Female		
Total		Total		
Grade Four		Grade Five		
Male		Male		
Female		Female		
Total		Total		
Grade Five		Grade Six		
Male		Male		
Female		Female		
Total		Total		
Grade Six		Grade Seven		
Male		Male		
Female		Female		
Total		Total		
Grade Seven		Grade Eight		
Male		Male		
Female		Female		
Total		Total		
Grade Eight		Grade Nine		



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Male		Male		
Female		Female		
Total		Total		
Grade Nine		Grade Ten		
Male		Male		
Female		Female		
Total		Total		
Grade Ten		Grade Eleven		
Male		Male		
Female		Female		
Total		Total		
Grade Eleven		Grade Twelve		
Male		Male		
Female		Female		
Total		Total		

C. ALS learners

ALS Learners	Total Enrolment SY 2020-2021	ALS Learners	Total Enrolment SY 2021-2022	Percentage of Increase/Decrease
Male		Male		
Female		Female		
Total		Total		

D. IP, Muslim and SPED (Graded & Non-graded) Learners

Learners	Total Enrolment SY 2020-2021	Learners	Total Enrolment SY 2021-2022	Percentage of Increase/Decrease
IP learners				
Male		Male		
Female		Female		
Total		Total		
Muslim Learners				
Male		Male		
Female		Female		
Total		Total		
SPED Learners				
Male		Male		



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Female		Female		
Total		Total		

- Present a comparative data on the **total number of public and private schools for kindergarten, elementary, junior high school and senior high school levels versus the total percentage of schools with increase and decrease of enrolment.**
- Present **total number of elementary and secondary schools** versus the total number of schools offering **IPED, ALIVE and SPED**
- Present **total number of public and private senior high school** versus **total number of assessment venue established** and senior high school offering agri-industrial specialization **transformed as eco-tourism site.**

A. Pinpoint the segment/s needing focus. The following are samples:

- Year to year analysis of growth in enrolment results. (Elementary, Junior High School, Senior High School, ALS learners, IP, Muslim and SPED learners)
- Type of schools to determine which segment or type of school needs support in decreasing enrolment; and
- Learner groupings such as gender in decreasing enrolment.

B. Explain the increase or decrease trend

Analysis/Explanation

- **Significant Increase**
- If enrolment is decreasing, what areas/school registered the highest decrease? Is the division decrease consistent with the region-wide decrease in enrolment?*
 - What external factors contributed to such decrease? What are the barriers/external factors that prevented school learners to enroll schooling? Calamity? Conflict? Changes in environment (Please specify)*
 - What bottlenecks/internal factors contributed to the decrease? Please specify policy, programs, policies, mechanisms and initiatives of DepEd.*
 - What were the limitations of existing programs on enrolment? Please specify.*
 - Resources. Please specify and describe limitations in resources.*



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- **No significant Increase**

1. *Why is there no significant increase in enrolment? What are the hindering external and internal factors?*

- **Significant Decrease**

1. *What areas/schools are with decreasing enrolment results for the two school years, respectively?*
2. *What are the external factors that contributed to the decrease in number of school learners to enroll (Please specify)*
3. *What are the internal factors that affected the decrease of enrolment? Were there policies and systems that hinders learners in enrolling to school? Please specify.*

III. **Equitable Distribution of Resources for SY 2021-2022**

A. Teacher's Deployment

A.1 Focus on the Teacher's Deployment Analysis. As of September 2021, review the results in terms of filled and unfilled teacher positions (T I-III, SPET I-III, & MT I-III), total number of filled and unfilled newly created teacher items by level, and total number of teachers by level already vaccinated.

A.2 Analyze, present and discuss the following data:

- Total number of filled and unfilled public elementary and secondary teachers versus the total authorized and created teacher items disaggregated and identified as T I-III, SPET I-III, & MT I-III.
- Total number of filled and unfilled newly created teacher items by level.
- Total number of filled teachers' items versus the total number of teachers vaccinated by level and dose.
- Total number of hired Learning Support Aide (LSA) by municipality



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B. Highlight issues, gaps and explain causes of issues. Suggest adjustments and recommendation to ensure process continuity on:

- Teachers/LSAs hiring and selection disaggregated by level: elementary, JHS and SHS;
- Teacher's training on distance learning
- Teachers' deployment; &
- Teachers schedule of vaccination.

B. Ratio of SLMs, Plug and Play Radio, Computer and Learners

A.1 As of September 2021, focus on the ratio of learners to the SLMs, Plug and Play radio and Computer provided.

A.2 Analyze, present and discuss the following data:

- Ratio of learners and SLMs distributed for the 1st quarter.
- Ratio of learners and Plug and Play Radio given; and
- Ration of learners and computer provided

C. Highlight issues, gaps and explain causes of issues. Suggest adjustments and recommendation to ensure learning continuity on:

- SLMs development, delivery and retrieval.
- Fund for the printing of SLMs
- Development of learning resource for RBI, online and TVI

C. Be specific, discuss the division and schools prioritized interventions or corrective actions to do to address and mitigate the gaps.

If needing assistance to facilitate interventions or program implementation, ask assistance from the RO or CO. Be specific in the assistance or actions needed from RO/CO.

IV. AGENDA

Highlight policy issues, program design concerns, system improvements and/or capability building needs relative to completion and school readiness assessment that the RO/CO should immediately address.



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Enclosure 2 to Region Memorandum QAD No. 010, s. 2021: Indicative Schedule of Activities

Indicative Schedule of Activities
2021 3rd Quarter Regional Monitoring, Evaluation and Plan Adjustment (RMEPA)

TIME	ACTIVITY	PERSON RESPONSIBLE
Day 1: RO and SDO Interfacing		
7:30-8:00AM	Signing-in	
8:00-8:15 AM	Video Teleconferencing Protocols	
8:15-8:45 AM	Opening Program <ul style="list-style-type: none">Invocation:Attendance Check of RMEPA Participants from RO and SDOsOpening RemarksMESSAGE:Statement of Purpose & Objectives of the 2021 3rd Quarter RMEPA & Status of Agreement of the 2021 2nd Quarter RMEPA	c/o QAD Melinda A. Rivera <i>Chief, FTAD</i> Rebonfamil R. Baguio, CESO V <i>OIC-Office of the Asst. Regional Director</i> Carlito D. Rocafort, CESO V <i>Director III</i> <i>OIC-Office of the Regional Director</i> Luz Lalli L. Ferrer Chief, QAD
8:45-9:00 am	BREAK AWAY (Group B shall transfer to another meeting platform)	
Division Presentations		
	GROUP A Moderator: Grace Patrice M. Mondragon Top Management: RD Carlito Rocafort, CESO V	GROUP B Moderator: Michael A. Poblador Top Management: ARD Rebonfamil R. Baguio, CESO V
9:00-10:00 am	KIDAPAWAN CITY Presenter: OIC-SDS Natividad A. Ocon, CESO V <i>Lead Discussant: Napoleon J. Gio</i> Chief, ESSD	GENERAL SANTOS CITY Presenter: SDS Romelito G. Flores, CESO V <i>Lead Discussant:</i> Ma. Lourdes A. Sanchez Chief, Finance



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	Synthesizer: Arturo Tingson Jr. EPS, CLMD	Synthesizer: Cynthia Diaz EPS, CLMD
10:00-11:00 am	SULTAN KUDARAT Presenter: SDS Leonardo M. Balala, CESE <i>Lead Discussant:</i> Kathrine H. Lotilla Chief, AD Synthesizer: Joven Ryan Malida EPS, CLMD	SOUTH COTABATO Presenter: OIC-SDS Ruth L. Estacio, CESO V <i>Lead Discussant:</i> Luz Lalli L. Ferrer Chief, QAD Synthesizer: Jay-R Lipura EPS, CLMD
11:00-12:00 am	TACURONG CITY Presenter: OIC-SDS Miguel P. Fillalan, CESO V <i>Lead Discussant:</i> Melinda A. Rivera Chief, FTAD Synthesizer: Emily F. Enolpe EPS, FTAD	KORONADAL CITY Presenter: SDS Crispin A. Soliven, Jr., CESE <i>Lead Discussant:</i> Glenn A. Bisnar Chief, PPRD Synthesizer: Magdaleno Duhilag Jr. EPS, CLMD
12:00 – 1:00pm	LUNCH	
1:00-2:00 pm	COTABATO PROVINCE Presenter: SDS Isagani S. Dela Cruz, CESO V <i>Lead Discussant:</i> Mervie Y. Seblon Chief, HRDD Synthesizer: Peter Van C. Ang-ug EPS, CLMD	SARANGANI Presenter: SDS Gildo G. Mosqueda <i>Lead Discussant:</i> Gilbert B. Barrera Chief, CLMD Synthesizer: Jade T. Palomar EPS, CLMD
2:00-3:00 pm	CLOSING PROGRAM – PLENARY <ul style="list-style-type: none"> Next Steps/Ways Forward 	For Group A: Carlito D. Rocafort, CESO V <i>OIC-Office of the Regional Director</i> For Group B: Rebonfamil R. Baguio, CESO V SDS <i>OIC - Office of the Asst. Regional Director</i>



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	<i>Discussants: Peter Van C. Ang-ug, Joven Ryan Malida, Gilda A. Orendain, Arturo Tingson Jr., Leonardo B. Mission, Regan B. Dagadas, Ma. Isabel Cunanan, Dr. Sylvia Vivian Galang, Engr. Elgene Dequilla, Earl Wendell Lope, Emily G. Enolpe, Ma. Jeanette N. Delima</i>	<i>Discussants: Jade T. Palomar. Cynthia Diaz, Magdaleno Duhilag Jr., Jay-R Lipura, Gerardo O. Magno, Shirley S. Bulosan, Ismael Ngitngit Jr., Ma. Lourdes Ines, Dr. Mina Fe Ruz, Agney C. Taruc, Joseph Russel Farnazo, Noren Grace Laguting</i>
Process Observers: QAD EPS: Norman S. Valeroso, Grace Patrice M. Mondragon, Louella D. Jabido, Michael A. Poblador, Nathaniel F. Bangoc II		



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