



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS
DIVISION OF CITY SCHOOLS - TAGBILARAN CITY

Office of the Schools Division
Superintendent

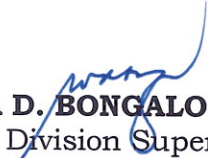
July 7, 2026

DIVISION MEMORANDUM
No. 539 s. 2026

**SCHOOL BASED MONITORING AND EVALUATION (SBM&E) ON THE
IMPLEMENTATION OF THE GENDER RESPONSIVE BASIC EDUCATION POLICY
(DO 32, S. 2017)**

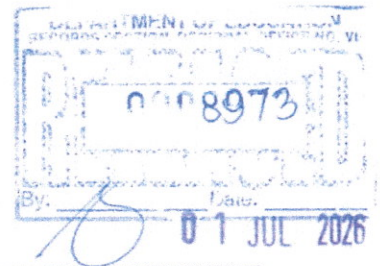
To: Assistant Schools Division Superintendent
Chiefs, CID and SGOD
Public Elementary and Secondary School heads
All Others Concerned

1. This Office, through the Schools Governance and Operation Division, disseminates Regional Memorandum No. 0583 s, 2026 titled ***School Based Monitoring and Evaluation (SBM7E) on the Implementation of the Gender Responsive Basic Education Policy (DO 32, s.2017)***, which disseminates the stages of School Based Monitoring and Evaluation, duties and responsibilities of personnel members and members of the Monitoring Team across governance levels and list of schools to be monitored. Contents of which are self-explanatory.
2. For details, attached is the said communication.


WILFREDA D. BONGALOS PhD, CESO V
Schools Division Superintendent 



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS



Office of the Regional Director

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REGIONAL MEMORANDUM

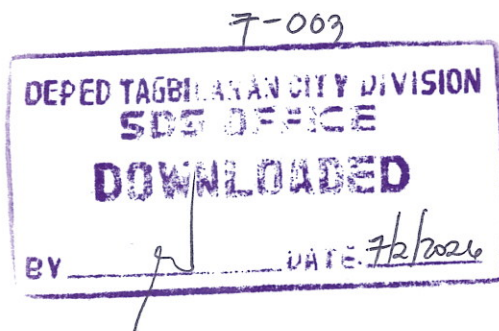
No. **0583**, s. 2026

01 JUL 2026

**SCHOOL BASED MONITORING AND EVALUATION (SBM&E) ON THE
IMPLEMENTATION OF THE GENDER RESPONSIVE BASIC EDUCATION POLICY
(DO 32, S. 2017)**

To: Schools Division Superintendents
Assistant Schools Division Superintendent
All Others Concerned

1. Attached is DepEd Memorandum OM-OUHRODI-2026 from Wilfredo E. Cabral, Undersecretary for Human Resource and Organizational Development and Infrastructure, dated June 1, 2026, titled *School Based Monitoring and Evaluation (SBM&E) on the Implementation of the Gender Responsive Basic Education Policy (DO 32, S. 2017)*, which disseminates the stages of School Based Monitoring and Evaluation, duties and responsibilities of personnel and members of the Monitoring Team across governance levels, and list of schools to be monitored.
2. For the List of Schools to be evaluated in Region VII, refer to the attached memorandum.
3. For details, refer to the attached communication.
4. Proper guidance and compliance of all concerned.



DR. ARTURO B. BAYOCOT CESO III
Regional Director

ABB/FYA/HRDD/MGB/rda



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DepEd Tayo Region VII

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Republika ng Pilipinas

Department of Education

OFFICE OF THE UNDERSECRETARY

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT AND INFRASTRUCTURE

MEMORANDUM

OM-OUHRODI-2026-2164

TO : Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

ATTN : GAD Coordinators of Regional, Schools Division Offices and
Selected Schools

FROM :  **WILFREDO E. CABRAL**
*Undersecretary for Human Resource and
Organizational Development and Infrastructure*

SUBJECT : **SCHOOL BASED MONITORING AND EVALUATION (SBM&E) ON
THE IMPLEMENTATION OF THE GENDER RESPONSIVE BASIC
EDUCATION POLICY (DO 32, S. 2017)**

DATE : June 1, 2026

DepEd Order No. 32 s. of 2017, or the Gender-Responsive Basic Education Policy was issued by the Department of Education to fulfill its Gender and Development (GAD) mandate as stipulated in the 1987 Philippine Constitution, the Magna Carta of Women (RA 9710) and the international commitments such as the Convention on the Rights of the Child. The Policy addresses enduring gender issues, including the underperformance of boys in completion and survival rate, the marginalization of Indigenous Peoples, and the persistence of gender stereotypes in learning materials.

It further responds to reports showing a high prevalence of violence and sexual harassment against children particularly affecting girls and LGBTQIA+ within the school system. By integrating principles of gender equality, equity, and non-discrimination, the policy aims to holistically develop learners within a learner-friendly, safe and nurturing environment. Ultimately, it seeks to transform gender relations through gender-mainstreaming in curricula and governance while providing affirmative action to reduce educational disparities among vulnerable groups.

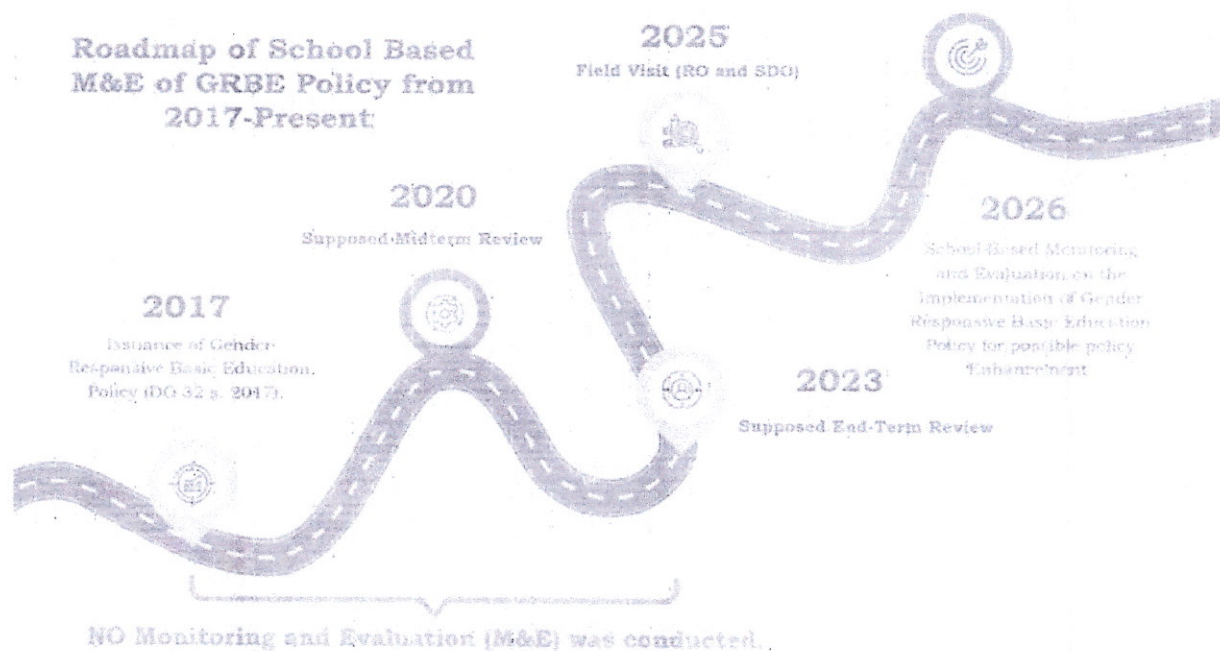


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Effectivity	03.23.25	Page	1 of 5



However, since the establishment of this policy in 2017, or for almost 9 years to date, no systematic School-Based Monitoring and Evaluation (SBM&E) has been formally conducted to track its progress at the school level, as reflected in the roadmap below.



It is worth emphasizing that DO 32 s. of 2017 mandates the Monitoring and Evaluation shall be conducted through periodic reviews and stakeholders' consultations to enhance the effectiveness of the policy provision. Furthermore, the M&E schedule specifically mandates the conduct of both a midterm review and an end-of-term evaluation to systematically track progress and ensure the sustainability of gender-mainstreaming results.

Hence, in line with the recently adopted Basic Education Monitoring and Evaluation Framework (BEMEF) under DepEd Order No. 29, s. 2022, it is now imperative to initiate this school-based monitoring and evaluation to measure the effectiveness of the current policy. The data generated from this process will serve as the primary evidence as a basis for possible enhancements to the policy, which will ensure that school environments remain safe, nurturing, and responsive to both enduring and emerging gender-related issues.

To operationalize this initiative, all concerned personnel and selected schools are hereby directed to actively participate in the monitoring and evaluation process, which shall include the following activities:

1. Classroom observation using gender-responsive indicators (*see ANNEX D*).
2. Review of learning plans, instructional materials, and assessment tools for gender-fair language and inclusivity (*see ANNEX E*).
3. Assessment of Activity Matrix, Program Design of LAC Session, In-Service Training and other related PPAs (*see ANNEX F*).

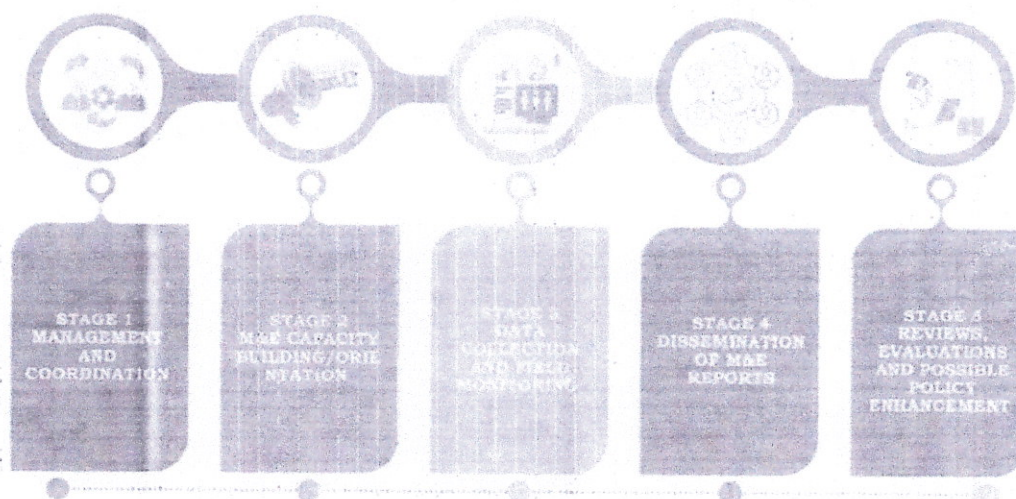
4. Inspection of school facilities (e.g., breastfeeding stations, VAW desks, child-minding centers/stations, toilets, clinics, guidance office, signage, and learning spaces) for gender sensitivity, safety, and accessibility (*see ANNEX G*).
5. Evaluation of CPC and anti-bullying case records to ensure gender-based incidents are properly reported, addressed, and documented (*see ANNEX H*).
6. Analysis of school plans such as School Improvement Plan (SIP), Annual Implementation Plan (AIP), Work and Financial Plan (WFP), Office Performance Commitment and Review Form (OPCRF) and Individual Performance Commitment and Review Form (IPCRF) alignment, GAD Plans and Budgets (GPBs), and GAD Accomplishment Report (GARs) (*see ANNEX I*).
7. Conduct of Focus Group Discussions (FGDs) and feedback gathering from select learners, parents, and community stakeholders (*see ANNEX J*).

To facilitate the effective execution of this activity, the Monitoring Team shall strictly adhere to the attached Monitoring Tools (*see ANNEX A to J*), guided by the principles of inclusivity, respect for diversity, and non-discrimination. All monitoring results shall be consolidated and interpreted after the National Gender and Development Focal Point System (GFPS) Secretariat has successfully completed the nationwide monitoring and evaluation activities. The consolidated data shall serve as one of the bases for refining GAD Programs, Projects and Activities (PPAs), strengthening gender-responsive initiatives, ensuring sustained compliance and possible policy enhancements of DepEd Order No. 32 s. 2017.

I. STAGES OF SCHOOL BASED MONITORING & EVALUATION

The school-based monitoring and evaluation (M&E) process are structured into five key stages. These stages are designed to be led by the National GFPS Secretariat when monitoring selected schools nationwide.

STAGES OF SCHOOL BASED M&E ON THE IMPLEMENTATION OF
GENDER RESPONSIVE BASIC EDUCATION POLICY (DO 32 S. 2017)



Stage 1: Management and Coordination

- a. Establishment of the M&E Team

The DepEd National GFPS Secretariat shall disseminate a separate memorandum for Central Office Personnel to identify the monitoring team responsible for the SBM&E.

b. Instrument/Tools Development

This phase involves developing harmonized data collection instruments, M&E tools, and facility checklists that are specifically aligned with the indicators found in the Monitoring and Evaluation Tool of DO 032, s. 2017.

c. Selection of Schools

The National GFPS Secretariat shall coordinate with the Regional GAD Coordinators for the designation of participating schools in the SBM&E, subject to the criteria set forth by the National GFPS Secretariat (*see ANNEX A*). It shall also serve as the basis for the accomplishment of the designation form (*see ANNEX B*), which shall be vetted and signed by the Regional Director.

Stage 2: M&E Capacity Building/Orientation

Before the SBM&E, the National GFPS Secretariat shall conduct orientation for monitoring team on how to use the provided M&E Tools and ensure the quality of the data collection.

Likewise, the Secretariat shall discuss the duties and responsibilities, administrative and logistical arrangements of the monitoring team to be deployed all over the selected schools.

Stage 3: Data Collection and Field Monitoring

a. Collection of school's data on key performance indicators, such as the enrollment and completion rate disaggregated by sex, and functionality of the GFPS at the school level (*see ANNEX C*).

b. Observation and Inspection

This stage includes the conduct of classroom observation, inspection of school facilities in compliance with the GRBE principles, and review of Learning Resources (LRs) to ensure the use of gender-fair language (*see ANNEX D and E*).

c. Protection Protocol Review

Evaluates Child Protection Committee (CPC) records, including existing protocols and practices in handling cases of gender-based discrimination or bullying (*see ANNEX H*).

Stage 4: Dissemination of M&E Reports

a. Distribution of Findings to Key Stakeholders

Findings of the field visits are shared with the schools planning team, the Division, and Regional GFPS to ensure transparency.

b. Review and Learning Forums

The National GFPS Secretariat shall organize forums to discuss the findings from the selected schools, highlighting "good practices" and identifying the common implementation barriers.

Stage 5: Reviews, Evaluations, and Possible Policy Enhancement

a. Midterm and End-term Evaluations

The team shall conduct periodic reviews, including midterm and end-term evaluations, to assess the overall impact of the GRBE policy on learner outcomes and the institutionalization of gender-responsive processes within the Department.

b. Evidence-Based Planning and Budgeting

All monitoring results shall be used bases on refining the Agency GAD Plan and Budget and provide the necessary pieces of evidence for possible policy enhancements or amendments of the existing D.O 32 s. 2017.

II. DUTIES AND RESPONSIBILITIES

To ensure the effective and efficient implementation of these activities, all designated personnel and members of the Monitoring Team are expected to faithfully perform their respective duties and responsibilities in accordance with existing policies, standards, and operational guidelines. Their active participation and coordinated efforts are essential in achieving the objectives of the School-Based Monitoring and Evaluation (SBM&E) on the implementation of the Gender-Responsive Basic Education Policy.

Accordingly, the following duties and responsibilities are hereby prescribed to provide clear guidance, establish accountability, and ensure the timely, systematic and quality execution of all monitoring and evaluation processes.

A. National GFPS Secretariat

- i. Oversees the five key stages of the SBM&E process, from management to possible policy enhancements.
- ii. Disseminates the necessary memorandum to identify the monitoring team responsible for SBM&E.
- iii. Develops harmonized data collection, instruments, M&E tools and facility checklists specifically aligned with GRBE indicators.
- iv. Establishes school selection criteria and coordinates with Regional GAD Coordinators to designate participating schools.
- v. Conducts orientations for the monitoring teams on tool usage, data collection, administrative and logistical arrangements.
- vi. Consolidates and interprets nationwide results to serve as the evidence for refining GAD PPAs and possible policy enhancements of the DepEd Order No. 32 s. 2017.
- vii. Organizes review and learning forums to highlight good practices and address implementation barriers.

B. Monitoring Team

a. Capacity Building and Orientation

- i. Participate in orientations to master the use of provided M&E tools and ensure the quality of data collection.
- ii. Manage and discuss the logistical and administrative arrangements required for deployment across selected schools.

b. Data Collection and SBM&E

- i. Collect data on key performance indicators (KPI) including the enrollment and completion rates of boys and girls, as well as the functionality of GFPS at school level.
- ii. Conduct classroom observations using gender-responsive indicators to assess the teaching-learning process.
- iii. Evaluate learning plans, instructional materials, and assessment tools using the M&E Tool specifically for the use of gender-fair language and inclusivity.
- iv. Inspect physical school facilities such as breastfeeding stations, VAW desks, toilets, and clinics to ensure they meet standards for gender sensitivity, safety and accessibility.
- v. Review Child Protection Committee (CPC) and anti-bullying case records, including existing protocols and practices in handling cases of gender-based discrimination or bullying.
- vi. Analyze school-level plans (SIP, AIP, WFP) and performance commitments (OPCRF/IPCRF) to ensure alignment with GAD Planning and Budgeting.
- vii. Facilitate Focus Group Discussions (FGDs) to gather feedback from learners, parents, and community stakeholders, if necessary.
- viii. Participate in review and learning forums to discuss good practices and identify common barriers to implementation found during monitoring.
- ix. Other lawful tasks that may be assigned.

CONFIDENTIALITY NOTICE: The Department of Education recognizes its responsibility under Republic Act No. 10173 (Data Privacy Act of 2012) regarding learner and personnel data. The information within this Action Document and its attachments is entered and stored within the organization's authorized information and communication system and is accessible only by authorized personnel. DepEd has instituted appropriate technical and physical security measures to ensure the protection of personal data.

C. Regional Office GAD Focal

- i. Coordinates with the National GFPS Secretariat to identify the designated schools that meet the established criteria for the SBM&E.
- ii. Responsible for the vetting and signing the official list of selected schools (*see ANNEX B*) for submission to the National GFPS Secretariat.
- iii. Acts as a key stakeholder in the dissemination of M&E findings to ensure transparency in the reporting process.
- iv. Assists the National GFPS Secretariat on the implementation of the SBM&E.
- v. Other lawful tasks that may be assigned.

D. Schools Division Office (SDO) GAD Focal

- i. Assist the National GFPS Secretariat and RO GAD Focal for the Conduct of the SBM&E.
- ii. Participates as stakeholder in receiving and reviewing the monitoring findings shared by the National GFPS Secretariat.
- iii. Ensures the transparency of findings by sharing them with the respective school planning teams within their division.

- iv. Other lawful tasks that may be assigned.

E. Schools

- i. Directed to participate actively in all aspects of the monitoring process, including but not limited to the following:
 - a. Classroom observation using gender-responsive indicators
 - b. Review of learning plans, instructional materials, and assessment tools for gender-fair language and inclusivity.
 - c. Assessment of Activity Matrix, Program Design of LAC Session, In-Service Training and other related PPAs.
 - d. Inspection of school facilities (e.g., breastfeeding stations, VAW desks, child-minding centers/stations, toilets, clinics, guidance office, signage, and learning spaces) for gender sensitivity, safety, and accessibility.
 - e. Evaluation of CPC and anti-bullying case records to ensure gender-based incidents are properly reported, addressed, and documented.
 - f. Analysis of school plans such as SIP, AIP, WFP, OPCR/IPCRR alignment, GAD Planning and Budgeting and Accomplishment Report.
- ii. Provides the monitoring team with access to learning plans, instructional materials, and assessment tools for review regarding gender-fair language.
- iii. Ensures that all school facilities (e.g., breastfeeding stations, VAW desks, clinics, and toilets) are available for inspection of gender sensitivity.
- iv. Reviews Child Protection Committee (CPC) and anti-bullying case records available to assess the handling of SOGIE-based discrimination and gender-based incidents.
- v. Facilitates the analysis of school plans such as but not limited to SIP, AIP, and WFP along with the GAD Planning and Budgeting and Accomplishment Reports.
- vi. Assist with the focus group discussions (FGDs) and feedback gathering sessions involving learners, parents and community stakeholders.
- vii. Other lawful tasks that may be assigned.

III. SCHOOL BASED MONITORING AND EVALUATION PROPER

The School-Based Monitoring and Evaluation (SBM&E) Proper represents the operational phase of the monitoring process, specifically Stage 3: Data Collection and Field Monitoring, where the Monitoring team conducts direct on-site assessments of the policy's implementation.

During this phase, the following activities take place:

- a. Key Performance Indicators (KPI) Data Collection – Monitors gather data on key performance indicators, including enrollment and completion rates of boys and girls, and verify the presence of a functional Gender and Development Focal Point System (GFPS) at the school level.
- b. Classroom Observation – This includes classroom observations using gender-responsive indicators to assess the teaching-learning process and a review of learning resources (learning plans, instructional materials, and assessment tools) to ensure the use of gender-fair language and inclusivity.

- c. Facility Inspections – Physical School facilities such as breastfeeding stations, VAW desks, child-minding centers/stations, toilets, clinics, and guidance offices are inspected for gender sensitivity, safety and accessibility.
- d. Protection Protocol Review – The team reviews Child Protection Committee (CPC) and anti-bullying case records to determine how the school handles and documents gender-based incidents or SOGIESC-based discrimination.
- e. Organizational Analysis – Monitors analyze school-level plans, including the SIF, AIP, and WFP as well as performance commitments (OPCRF/IPCRF), to ensure they align with GAD Planning, Budgeting, and Accomplishment Reports
- f. Stakeholder Engagement – The Team facilitates Focus Group Discussions (FGDs) and gathers feedback from learners, parents, and community stakeholders regarding their experiences with the policy.
- g. PPAs Assessment – Monitors review the activity matrices and program designs of LAC sessions, In-service Trainings, and other related Programs, Project and Activities.

Throughout these activities, the Monitoring Team is required to strictly adhere to established monitoring tools and follow principles of inclusivity, respect for diversity, non-discrimination, and continuous improvement. The data collected during this phase serves as the primary evidence base for possible policy enhancements of DepEd Order No. 32 s. 2017.

In view thereof, the SBM&E Proper shall be conducted in accordance with the approved monitoring framework, methodologies, and tools prescribed by the National GFPS Secretariat. To ensure consistency, efficiency, and systematic implementation across all monitoring sites, the Monitoring Team shall be guided by the indicative schedule (see **ANNEX K**). While reasonable adjustments may be made to accommodate local conditions and operational requirements, all prescribed monitoring activities must be completed and properly documented within the designated monitoring period.

Furthermore, the conduct of activities prescribed in this Memorandum shall strictly comply with DepEd Order No. 9, s. 2005 titled Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith

IV. PROGRAM SUPPORT FUND

To address the long-standing gap in systematic tracking since the policy's inception and to generate a primary evidence base for its continuous enhancement as mandated by the Basic Education Monitoring and Evaluation Framework (BEMEF), the Department is now operationalizing a nationwide assessment of its gender-responsive initiatives.

In support of the conduct of the School Based Monitoring and Evaluation on the Implementation of Gender Responsive Basic Education Policy, the National GFPS Secretariat has allotted Program Support Funds (PSF) which shall be downloaded to the regions. The breakdown of which are as follows:

Region	Program Support Funds (PSF) to be Downloaded (For administrative and logistical preparations)	FREQ/DAYS	Total Amount
I	Php. 2, 200.00	5	Php. 1,000.00
II	Php. 2, 200.00	5	Php. 1,000.00

III	Php. 2, 200.00	5	Php. 11,000.00
IV-A	Php. 2, 200.00	5	Php. 11,000.00
IV-B	Php. 2, 200.00	5	Php. 11,000.00
V	Php. 2, 200.00	5	Php. 11,000.00
VI	Php. 2, 200.00	5	Php. 11,000.00
VII	Php. 2, 200.00	5	Php. 11,000.00
VIII	Php. 2, 200.00	5	Php. 11,000.00
IX	Php. 2, 200.00	5	Php. 11,000.00
X	Php. 2, 200.00	5	Php. 11,000.00
XI	Php. 2, 200.00	5	Php. 11,000.00
XII	Php. 2, 200.00	5	Php. 11,000.00
XIII	Php. 2, 200.00	5	Php. 11,000.00
CAR	Php. 2, 200.00	5	Php. 11,000.00
NCR	Php. 2, 200.00	5	Php. 11,000.00
NIR	Php. 2, 200.00	5	Php. 11,000.00

In cases where the downloaded funds are not fully utilized for their intended purpose as indicated above, the same shall be redirected to support region's other Gender and Development (GAD) related Programs, Projects, and Activities (PPAs). Conversely, if the downloaded allocation proves insufficient, the balance shall be charged to the local funds of the respective regional and/or division offices, subject to the usual accounting and auditing rules and regulations.

The Regional Offices shall provide its concurrence for accepting the funds to be downloaded through a memorandum addressed to the Central Office. The same shall be sent through email at gfps.secretariat@deped.gov.ph on or before June 19, 2026 (2:00pm).

V. CENTRAL OFFICE CONTACT FOCAL

For immediate concerns, clarifications, or technical assistance regarding the conduct of the School-Based Monitoring and Evaluation on the implementation of the Gender Responsive Basic Education Policy, please contact the National GFPS Secretariat through the following details:

Name of Personnel	Official Email Address	Viber Number
GILBERT D. ELEGADO Department of Education-Central Office National GFPS Secretariat	gilbert.elegado@deped.gov.ph gfps.secretariat@deped.gov.ph	0963-362-7963

Hence, all communications and inquiries related to this activity shall be course through the above contact details to ensure timely and appropriate action.



Republic of the Philippines

Department of Education

REGION VII - CENTRAL VISAYAS

ANNEX B: DESIGNATION FORM DO 32, S. 2017

SCHOOL BASED MONITORING AND EVALUATION (SBM&E) ON THE IMPLEMENTATION OF THE GENDER RESPONSIVE BASIC EDUCATION POLICY (DO 32, S. 2017)

The Regional Office VII hereby designates the following school to participate in the SBM&E on the implementation of the DepEd Order No. 32 s. of 2017.

No.	Division	School ID	Name of School	School Size ¹	Category										
				<table><tr><th>School Size</th><th>Projected Enrollment</th></tr><tr><td>Small</td><td>less than 400</td></tr><tr><td>Medium</td><td>401-899</td></tr><tr><td>Large</td><td>900-1299</td></tr><tr><td>Very Large</td><td>1300 and above</td></tr></table>	School Size	Projected Enrollment	Small	less than 400	Medium	401-899	Large	900-1299	Very Large	1300 and above	a. With IP Learners b. Hardship Post c. Conflict affected areas ² d. Conflict-vulnerable areas ³ e. With Muslim Learners f. With PWD Learners g. Pure Multi-Grade School and/or with Multi-Grade Class
School Size	Projected Enrollment														
Small	less than 400														
Medium	401-899														
Large	900-1299														
Very Large	1300 and above														

¹ DepEd Order No. 19 s. 2016

² DepEd Order No. 32 s. 2019

³ Ibid

⁴ Ibid a



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REGION VII - CENTRAL VISAYAS

						Note: (Select All that apply)
1	City of Naga	500218	Naga SPED Center	Medium	With PWD Learners	
2	Toledo City	120723	Tongkay Elementary School	Small	Hardship Post	
3	Bohol	305710	Campagao High School, Bilar Bohol	Medium	Conflict affected areas	
4	Cebu Province	118893	Libu Elementary School, Tubaran 1 District	Small	Pure Multi-grade School	
5	Lapu-Lapu City	119952	Felipe F. Matbagon Elementary School	Small	Hardship Post	
6	Carcar City	119178	Mainit Elementary School	Small	Conflict-vulnerable areas	
7	Cebu City	303142	Dona Carlos A. Gothong Memorial National High School	Very Large	With IP Learners	
8	Mandaue City	119995	Mayor AS Fortuna Memorial Elementary School	Large	With Muslim Learners	
9	Danao City	119337	Danao City Central School	Very Large	With PWD Learners	
10	Bogo City	119105	Bogo Central School I	Large	With PWD Learners	



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Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

----- nothing to follow -----

Prepared by:

REYNALDO D. ANTO

SIGNATURE OVER PRINTED NAME
Regional GAD Coordinator



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