

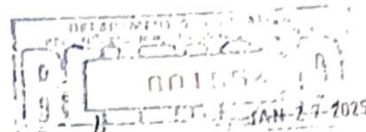


201-2138

Republic of the Philippines
Department of Education
 REGION I
 SCHOOLS DIVISION OF VIGAN CITY



Republic of the Philippines
Department of Education
 REGION I



REGIONAL MEMORANDUM
 No. 158, s. 2025

GUIDELINES ON THE IMPLEMENTATION OF THE NUMERACY FOR REGION ONE (NumeRO) PROGRAM

To: Schools Division Superintendents
 All Others Concerned

1. The Department of Education (DepEd) Regional Office I issues the enclosed Guidelines on the Implementation of the Numeracy for Region One (NumeRO) Program.
2. This guidelines supports the priority development areas of DepEd Basic Education Development Plan (BEDP) 2030 issued through D.O. 024 s. 2022 (Adoption of the Basic Education Development Plan 2023) which is pivoting to quality, ensuring that all learners attain learning standards in every key stage in the K to 12 Program.
3. In line with the MATATAG: Bansang Makabata, Batang Makabansa agenda, the Department of Education Regional Office I through the Curriculum and Management Division prioritize on building foundational skills and improving learning outcomes
4. In support of the implementation of the NumeRO Program, the enclosed Guidelines stipulate procedures for the instruction, assessment, resources, and monitoring and evaluation of the said program.
5. For queries and clarifications, please contact the Curriculum and Learning Management Division (CLMD), Department of Education Regional Office I through email at clmd@deped.gov.ph or at telephone numbers 682-2324 local 120.
6. Immediate dissemination and implementation with this Memorandum is directed.

[Signature]

TOLENTINO G. AQUINO
 Director IV

Encl.: Policy Guidelines
 Reference: None
 To be included in the Perpetual Index
 Under the following subjects:

ASSESSMENT TOOL
 NUMERACY
 PROGRAM

CLMD/rp/RMCLMD
 January 15, 2025

**SCHOOLS DIVISION OFFICE
 DEPED VIGAN CITY**

31 JAN 2025

RELEASED
 BY: *[Signature]*



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 Page
 1 of 11



Flores St., Catbangan, City of San Fernando, La Union
 Telephone Nos.: (072) 607-8137/682-2324
 DepEd Region I
region1@deped.gov.ph
www.depedro1.com

Doc. Ref. Code
 Effectivity
 RM-ORD
 11.18.2024
 Rev
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 Page
 1 of 11



January 31, 2025

TO: Assistant Schools Division Superintendent
 Chiefs of Division (CID and SGOD)
 Public Elementary and Secondary School Heads

For information, guidance and dissemination. Attention is invited to paragraph 4 of the abovementioned regional memorandum. School heads are advised to adopt the NumeRO Program in their respective numeracy programs.

[Signature]
VILMA D. BDA, CESO V
 Schools Division Superintendent



Address: Mena Crisologo St., Corner Rivero St., Brgy. IX, Vigan City, Ilocos Sur
 Telephone No: (077) 722-20-23 / (077) 632-05-33
 Email Address: vigan.city@deped.gov.ph
 Website: www.depedviganity.com
 Your Feedback is important to us. Visit this link bit.ly/SDOViganCityCSM



2501-1830



Republic of the Philippines
Department of Education
 REGION I



REGIONAL MEMORANDUM

No. 138, s. 2025

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 January 15, 2025



Document 2

DepEd RO1

PPRD250004



Flores St., Catbangan, City of San Fernando, La Union
 Telephone Nos.: (072) 607-8137/682-2324
 DepEd Region I region1@deped.gov.ph
www.depedro1.com

Doc. Ref. Code	RM-ORD	Rev	00
Effectivity	11.18.2024	Page	1 of 11



GUIDELINES ON THE IMPLEMENTATION OF THE NUMERACY FOR REGION ONE (NumeRO) PROGRAM

I. GENERAL PROVISIONS

SECTION 1. STATEMENT OF THE POLICY

The Department of Education (DepEd) issued D.O. 024 s. 2022 (Adoption of the Basic Education Development Plan 2023) to guide DepEd in enhancing policies, plans, programs, and projects in basic education. The BEDP focuses on improving numeracy and literacy, managing learning gaps, promoting learning gains, bridging access gaps, improving education quality, embracing future education trends, fostering resiliency, and upholding the rights of children and youth in education.

Education Secretary Sonny Angara on his strategic plan for the Department ensures an enabling learning environment, the welfare of teachers, the well-being of learners, efficient learning delivery in all its forms, and a future-ready workforce was set to address prolonged and emerging issues in basic education. President Ferdinand R. Marcos Jr. emphasized in his 2024 State of the Nation Address (SONA) that “Our system of education must be strategically calibrated to make sure that our youth are not only taught to become literate; but, it must also consciously develop them into problem-solvers, and critical thinkers hungry for success and ready for the future.” This strategic calibration aims to transform the educational system from one that merely transmits information to one that develops capable, confident, and forward-thinking individuals who can contribute meaningfully to society's progress.

The DepEd Regional Office I (ROI) articulated in Regional Education Development Plan (REDP) 2022-2028 “*The Happy Schools Movement*” (HSM) to transform schools into caring and nurturing schools that are committed and dedicated in providing quality K to 12 basic education and A Child (Learner)-and Community-Centered Education System (ACCESS), anchored on the core values of the DepEd of Maka-Diyos, Makatao, Makakalikasan, Makabansa.

The HSM in Mathematics guided by the theme, *Solve for Life*, envisions generation of responsive and cross-culture competent future builders who are critical thinkers, problem solvers, researchers/mathematics investigators, efficient communicators, and disciplined initiators.

In DepEd Region 1, all levels depicts concern about the unsatisfactory performance of learners in Mathematics.

The results of the SY 2017-2018 ELLNA, the 2018 Programme for International Student Assessment (PISA), the First Regional Semestral Summative Test (RSST) for Mathematics, Science, and English and the Regional Summative Test in all learning areas revealed that performance in the said assessments failed to meet the 75% level of mastery.

The implementation of the Numeracy for Region One (NumeRO) Program shall set the right foundation and logical reference for the development of the skills and competencies needed by the teachers and learners to succeed in mathematics in the context of their everyday life through the strategic delivery of mathematics instruction.

In view of this, aligning focus and interventions towards improving learning outcomes is essential. DepEd Region 1 ensures that the target is achieved and improved the mathematical literacy of the K to 12 learners. Hence, the Numeracy for Region One (NumeRO) Program.

SECTION 2: REFERENCES

DepEd Order No. 012, s. 2024 Amendment to DepEd Order No. 010, s. 2024
DepEd Order No. 010, s. 2024 Policy Guidelines on the Implementation of the MATATAG Curriculum
DepEd Order No. 024, s. 2022 Adoption of the Basic Education Development Plan 2030
DepEd Order No. 8, s. 2015 Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program

SECTION 3. DEFINITION OF TERMS

Assessment. This refers to the process that is used to keep track of learners' progress in relation to learning standards and in the development of the 21st century skills; to promote self-reflection and personal accountability among students about their own learning; and to provide bases for the profiling of student performance on the learning competencies and standards of the curriculum.

Key Stage. This refers to the stages in the K to 12 Program reflecting distinct developmental milestones. These are Key Stage 1 (Kindergarten to Grade 3), Key Stage 2 (Grade 4 to Grade 6), Key Stage 3 (Grade 7 to Grade 10), and Key Stage 4 (Grades 11 to Grade 12).

Mathematical ability. This refers to one's capacity to understand, analyze, and work with mathematical concepts, relationships, and problems.

Mathematics teacher. This refers to the educational professional who specialize in teaching mathematical concepts, skills, and applications to students.

Numeracy. This refers to the ability to understand, use, and work with numbers and mathematical concepts in everyday life.

Numeracy for Region One (NumeRO) Program. This is a regional initiated program that aims to contribute to DepEd's goal of envisioning Filipino learners to be holistically developed in basic education, acquiring 21st Century Skills by improving the mathematical literacy of learners across key stages.

Skill. This refers to what one should know and be able to do.

21st Century Skills. This refers to the knowledge, skills, attitudes, and competencies that learners need to develop to succeed in work and in life in the 21st century. These skills are deemed essential for the digital and rapidly changing economy. 21st century skills encompasses methods of thinking, working, and living rather than focusing on specific subject knowledge.

II. OPERATIONAL GUIDELINES

Section 4. RULES AND REGULATIONS

The scope of this guidelines covers the implementation of the Numeracy for Region One (NumeRO) Program that shall be implemented in all public elementary and secondary schools regionwide from Grade 1 to Grade 12.

This includes support for Professional Development, Learning Resources and Assessment Development, Research and Policy Development, Monitoring and Evaluation, Assessment, and Community Engagement and Partnership.

DepEd ROI ensures prioritization of building the foundational skills, target is achieved, and improved the mathematical literacy of the K to 12 learners.

This guidelines institutionalizes the NumeRO Program as an important initiative in ensuring that all learners attain learning standards in every key stage in the K to 12 Program, this program has the following objectives:

General Objectives:

The NumeRO Program aims to contribute to DepEd's goal of envisioning Filipino learners to be holistically developed in basic education, acquiring 21st Century Skills by improving the mathematical literacy of learners across key stages.

Specific Objectives:

In consideration of the design and framework of the Basic Education Development Plan 2030, K to 12 Basic Education Curriculum, Mathematics Framework, and Region 1 Updated Advocacy Framework of Happy Schools Movement, the Numeracy in Region One Program has distinctive objective for each Key Stage, to wit:

b.1 Key Stage 1(K to Grade 3): Provide learners with fundamental and mathematical numeracy skills and competencies as basis for success in the remaining learning stages.

b.2 Key Stage 2 (Grade 4 to Grade 6): Develop learners the required mathematical and numeracy skills and competencies and apply 21st century skills to various real-life situations

b.3 Key Stage 3 (Grade 7 to Grade 10): Advance learners with the mathematical and numeracy skills and competencies and apply 21st century skills to various learning areas and life situations in preparation for the demands of the Junior High School.

b.4 Key Stage 4 (Grade 11 to Grade 12): Equip the learners with knowledge and apply mathematical and numeracy and 21st century skills developed in chosen core, applied, and specialized Senior High School tracks.

Enabling Objectives:

c.1 Provide professional development to division and school personnel focused in supporting the mathematics literacy, building equity and inclusion into instruction and strengthening teaching practices;

c.2 Strengthen the implementation of the mathematics program in the SDOs through research and policy formulation; and

c.3 Expand access of teachers and learners to teaching and learning math learning resources.

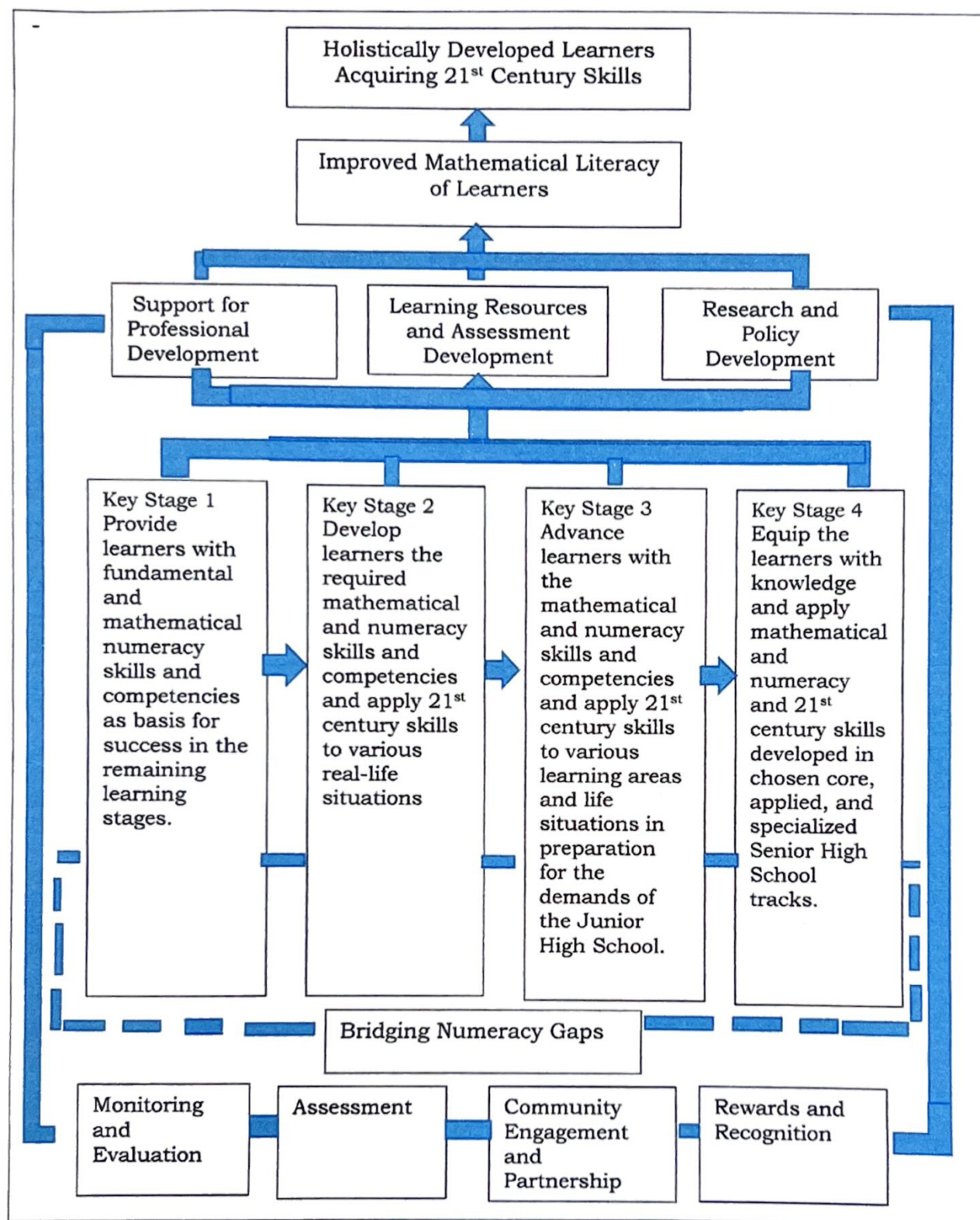
Program Components

In a rapidly changing and complex world, being able to critically and confidently use mathematics is crucial. Assessment in mathematics and numeracy is more than forming judgements about a learner's ability. Assessment monitors the learner's understanding of the mathematical language, concepts and skills. And this requires an understanding of how learning develops, what skills and knowledge learners need to progress and the common misunderstanding that can delay learning.

In response to the BEDP 2030, the Numeracy in Region One Program shall start with the analysis of assessments results of PISA, NAT and the 2022 Grades 6 and Grade 10 Regional Summative Tests and profiling of teachers which shall serve as a baseline data to ensure that the target is achieved, that every learner in Region 1 a numerate.

Moreover, to make programs better, program monitoring and evaluation is conducted at every stage of implementation which eventually the program data may help secure future funding. Furthermore, mathematics and numeracy assessment tools shall be developed and contextualized.

The Numeracy in Region One Program will set the right foundation to develop the skills and competencies needed by learners to be successful in mathematics and to acquire appropriate and adequate numeracy skills in their everyday life and to provide the context and strategies to be employed by teachers in mathematics instruction. The framework provides the flow on how the program will work to achieve its goals in closing achievement gaps through mathematics intervention.



The figure shows the framework of the Numeracy in Region One Program. The program shall consider data on mathematics assessments, profile of teachers, results of implementation review, inventory of learning resources which the directions of all the components of the program shall be drawn.

The inputs shall be analyzed, evaluated, and interpreted to (1) design and conduct relevant professional development programs on mathematics and numeracy instruction and intervention, (2) develop appropriate, effective, and contextualized learning resources and (3) develop researches and formulate policy on mathematics and numeracy to improve teaching and learning practices.

Support for Professional Development

One area which will need consistent attention are the capacity buildings/trainings/workshops provided to teachers in order that mathematical literacy, conceptual understanding and problem solving become the focus of teaching and learning mathematics in the K-12. This aspect is vital because it can play a major part in ensuring that learners constantly experience high quality instruction. For this to be achieved, a community of specialists who share ideas and support each other will be created.

Supporting professional development of teachers, non-teaching personnel and school leaders are geared towards teaching of mathematics so that teachers feel empowered to better deliver the mathematics content to learners.

Learning Resources and Assessment Development

One important factor that can improve mathematical and numeracy skills is to conduct quality learning by making the right, appropriate, and relevant learning resources. Careful consideration and planning are required when selecting resources to meet the needs of learners in order to provide a quality program. In other words, the selection of learning resources needs to be linked to the goals to be achieved in the learning process especially in improving students' mathematics and numeracy skills. Therefore, it is important for teachers and instructional leaders to be able to develop learning resources to support the effectiveness and efficiency of learning, so that learning objectives can be achieved properly.

Learning resources are said to be eligible if they meet valid, practical, and effective criteria. The use of learning resources provides good benefits in learning especially the ability to understand concepts and help teachers deliver quality teaching and learning to improve learner outcomes.

Research and Policy Development

The implementation of national education policies and programs is the responsibility of the RO. The RO provide mechanisms to integrate operations, do monitoring and technical assistance work, improve assessments tests, and counter the tendency for the excessive number of programs. Development and conduct of research and policy forms part of the key result areas of the CLMD thus, it is empirical that a program in numeracy shall be prepared to strengthen the numeracy/mathematics program in every governance level across Region 1.

Research findings get to policymakers and other policy actors via conferences, training courses, publications, and the media. An evaluation of the impact of research should be careful to account for the diverse ways in which research findings enter and influence the policy process.

Monitoring and Evaluation

While conducting an evaluation may seem complicated, expensive, or even overwhelming, it is important to remember that program evaluations serve as tools to improve programs. Simply put, program evaluations are conducted to make programs better. Evaluations benefit programs at every stage of implementation. For start-up programs, evaluations can provide process data on the successes and challenges of early implementation; and, for more mature programs, evaluations

can provide outcome data on program participants. While evaluation is not without challenges, the information obtained from a program evaluation can help to streamline and target program resources in the most efficient way by focusing time and money on delivering services that benefit program participants and providing staff with the training they need to deliver these services effectively.

Assessment

Assessment in mathematics and numeracy is more than forming judgements about a learner's ability. It monitors the learner's understanding of the mathematical language, concepts and skills and what they need to do to succeed. This requires an understanding of how learning develops, what skills and knowledge learners need to progress and the common misunderstandings that can delay learning.

Teachers need accurate information about what each student already knows and with support, what might be within the student's grasp. Scaffolding student learning in mathematics is the primary task of teachers.

Community Engagement and Partnership

Research indicates that building strong home-school-community partnerships around children's learning in general can lay the groundwork for numeracy-specific learning. In culturally diverse communities, partnership building is of paramount importance, and should precede – or at least accompany – the introduction of educational programs that seek to initiate children into numeracy practices that are valued but different from those of their home culture.

While plenty of evidence that parents genuinely care about their children's education, it was equally clear that not all parents want to be actively involved in all aspects of schooling and many see their role as primarily a supportive one. Perhaps the most productive way forward is to focus on what each participant – parent, teacher, community member – can bring to the partnership that will make best use of their diverse expertise, backgrounds, and interests in supporting the child's numeracy learning.

Recognition and Rewards

Educational policymakers are increasingly trying to hold schools accountable for the academic performance of their students. An approach, adopted with less fanfare by schools division offices and localities, is to set up programs that recognize and reward excellent schools within the education system. Recognition and reward programs provide signals and incentives much like those envisioned for a choice-based school system, with the purpose of improving all schools in the system.

Of even greater interest is whether incentive programs will lead to more fundamental long-term changes in the schools that would provide a solid base for increased student learning in the future.

Towards Improving the Learners' Mathematical Literacy

In line with BEDP 2030, the Numeracy in Region One Program is geared toward achieving improved learners' mathematical literacy where learners can create, evaluate and apply information to reach their highest potential and become responsive and engaging members of the community.

MONITORING AND EVALUATION

Implementation

- Support for Professional Development

Embedded time for professional learning for teachers to collaborate and enhance their professional capacity is instrumental in developing effective numeracy programming and supporting a whole school focus on learner achievement.

- Learning Resources and Assessment Development

To expand access of teachers and learners to learning resources on Mathematics/Numeracy instruction is one of the aims of the program. The development of the learning resources and assessment tools shall be based on needs analysis, inventory of existing learning resources, and implementation review.

Young children learn from watching and listening and engaging with the world around them. New skills and understandings can emerge through demonstration, modelling and problem solving. In early years settings teachers enrich learning activities by using mathematical language that helps learners to explore, describe and understand the world around them and builds strong foundations for future learning in mathematics and numeracy.

Evidence shows that the use of high quality curriculum resources, together with pedagogy that responds to and adapts to the needs of learners leads to increased engagement and improved learner outcomes.

- Research and Policy Development

The program implementation shall be based on the evidence of sound research verified by division and school practices. The Regional Office in coordination with the Schools Division Offices (SDOs) shall conduct researches to evaluate and improve the implementation of the mathematics and numeracy program. The researches shall focus on the following:

- a. Mathematics and Numeracy Proficiency of Learners
- b. Effective Math Strategies
- c. Profile of K to 6 Math Teachers
- d. Effective Mathematics Assessment Tools and Strategies
- e. Effective Strategies in Bridging Mathematical Literacy

The profile of the Mathematics teachers' shall be gathered through an online questionnaire Focus group discussion with the field personnel shall also be conducted to review the implementation of the mathematics/numeracy programs.

The policy on mathematics and numeracy shall revolve around the following:

- a. Qualifications of the K-6 Mathematics teachers
- b. Teaching of Mathematics Across Grade Levels
- c. Mathematics and Numeracy Assessment
- d. Mathematics Instruction
- e. Bridging Mathematics and Numeracy Gaps
- f. Support Mechanism for the Mathematics and Numeracy Program

Components

1. Gathering of data on the status and feedback of program implementation using survey questionnaire.
2. Validating the data and report gathered through classroom observations, interviews and focus group discussions.
3. Analyzing, interpreting, and evaluating the results of the regional mathematics and numeracy assessments and national assessments.
4. Giving of recognition to teachers with effective mathematics and numeracy instructions and divisions for program implementation.
5. Planning for the directions of the program.

Implementation Arrangements

Terms of Reference (TOR)

A. Regional Office (RO)

Curriculum and Learning Management Division (CLMD)

- Lead in the implementation of the program
- Lead in the development, validation and finalization of mathematics and numeracy assessments and learning resources
- Coordinates with RO functional divisions and SDO key personnel for the effective implementation of the program
- Collaborates with QAD for the designing of monitoring tool
- Monitor and evaluate the conduct of the mathematics and numeracy assessment
- Collaborates with QAD for the analysis of gathered data
- Plans and recommends innovation when necessary after receiving the report on the monitoring and evaluation

Quality Assurance Division (QAD):

- Lead in designing appropriate monitoring tool in collaboration with the Curriculum and Learning Management Division (CLMD)
- Monitor and evaluate the conduct of the mathematics and numeracy assessments and utilization of the learning resources in collaboration with CLMD
- Consolidates data gathered during the monitoring and evaluation
- Collaborates with CLMD on the analysis of the gathered data
- Prepares report on the monitoring and evaluation
- Provides copy of the report to the Office of the Regional Director (ORD), CLMD, Field Technical Assistance Division (FTAD), Human Resource Development Division (HRDD), and Policy Planning and research Division

Field Technical Assistance Division (FTAD)

- Prepares pre-requisites for Technical Assistance planning based from the report which will be provided by QAD for vetting and recommendation of the Regional Field Technical Assistance Teams (RFTATs) and approval of the ORD

Human Resource Development Division (HRDD)

- Prepares training designs on perceived needs reflected on the report provided by QAD in collaboration with CLMD and approval of the ORD.

National Educators Academy of the Philippines (NEAP) R1

- Aligns the professional development programs for teachers, department heads/school heads and instructional leaders with the numeracy program.

Policy Planning and Research Division (PPRD)

- Includes potent issues and concerns reflected on the report given by QAD in the Research Agenda.
- Encourages field personnel to conduct researches in line with the implementation of the program.
- Assists the CLMD in developing policies along the areas specified in this program proposal.

Education Support Services Division (ESSD)

- Continue to forge partnership with stakeholders to help the field personnel in implementing the program

B.Schools Division Offices

- Assigns a focal person for the NumeRO (**Numeracy for Region One**) Program.
- Designs intervention programs to achieve the objective of each key stage based on assessments and other empirical data.
- Develops contextualized learning resources on mathematics and numeracy instruction.
- Assesses mathematics and numeracy level of learners through the developed mathematics and numeracy assessment tool or other existing tools.
- Monitor and evaluate the implementation of NumeRO (**Numeracy for Region One**) Program in the schools.
- Provide technical assistance to schools in the program implementation.

III.MISCELLANEOUS PROVISIONS

SECTION 5. SEPARABILITY CLAUSE

If any provision of this Memorandum is declared invalid or unconstitutional, all other provisions not affected shall remain in force and in effect.

SECTION 6. REPEALING CLAUSE

All other Memoranda and related issuances, rules and regulations, and provisions which are inconsistent with this memorandum are hereby rescinded or modified accordingly.

SECTION 7. EFFECTIVITY

This DepEd Memorandum shall take effect immediately upon its approval, issuance, and publication on its website.

SECTION 8. MONITORING AND EVALUATION

The implementation of this guidelines shall be periodically monitored and evaluated by the immediate head or concerned supervisor for its sustained quality and effectivity.



Republic of the Philippines
Department of Education
REGION I

Policy, Planning, and Research Division

ENDORSEMENT OF IMPLEMENTING GUIDELINES

This committee endorses for approval of the **Implementing Guidelines** drafted by **Mrs. Rica A. Perez of Education Program Supervisor of Curriculum and Learning Management Division (CLMD) DepEd Regional Office I**, relative to the **"Guidelines on the Implementation of the Numeracy for Region One (NumeRO) Program"** which have undergone the review and evaluation process of the Policy Review and Development Committee (PRDC) presented on 24th day of September, 2024.


ARLENE A. NIÑO

Chief, Curriculum & Learning Mgmt. Div.
Member, Policy Review and Development Committee


SARAH Q. CASUGA

Chief, Education Support Services Division
Member, Policy Review and Development Committee


ARNOLD I. VINO

Chief, Finance Division
Member, Policy Review and Development Committee


MARIA TERESA M. BAUTISTA

Chief, Field Technical Assistance Division
Member, Policy Review and Development Committee


DINAH C. BONA

Chief, Human Resource Development Div.
Member, Policy Review and Development Committee


OSCAR P. FLORES

Chief, Quality Assurance Division
Member, Policy Review and Development Committee


ATTY. RHEA JOY CARBONELL

Chief, Administrative Division
Member, Policy Review and Development Committee


ATTY. ROSEMARIE M. WAILAN


Attorney IV, Legal Unit
Member, Policy Review and Development Committee


CECILIA P. ROSIDO, Ph.D.

Chief, Policy, Planning and Research Div.
Co-Chairperson, Policy Review and Development Committee


RHODA T. RAZON, Ed.D.

Director III, Office of the Asst. Regional Dir.
Chairperson, Policy Review and Development Committee

Approved: 

TOLENTINO G. AQUINO

Director IV, Office of the Regional Director