



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

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DIVISION MEMORANDUM
No. **0031**, s. 2026

12 AUG 2026

PARTICIPATION IN THE ONLINE COMPONENT OF THE MENTORING FUTURE LEADERS FOR NATION BUILDING PROGRAM

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Public Secondary School Head-Ilocos Sur National High School
All Others Concerned

1. In reference to the Letter and Memorandum of Agreement with Security Bank Foundation, Inc., the Mentoring Future Leaders for Nation Building Program shall commence the implementation of webinars and online coaching sessions from August 8, 2026, to March 6, 2027.

2. The program is designed to strengthen leadership, instructional practice, and community engagement of the participants.

3. The official participant from this Division is as follows:

No.	Name	Position	School	Program
1	REGINA A. LLAGAS	Master Teacher III	ISNHS	Junior High Science Training

4. Participation to the above-mentioned activity is strictly voluntary and shall be subject to the no-disruption-of-classes policy stipulated in DepEd Order No. 9, s. 2005 entitled Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith.

5. Attached is the Letter for reference.

6. For information and compliance of all concerned.

VILMA D. EDA, CESO V
Schools Division Superintendent

SGOD-HRD/ahem/WRITESHOP ON THE PREPARATION
OF SCHOOL IMPROVEMENT PLAN
2026-095/August11, 2026



Request: Online Training Schedule for SBFI Training Participants

2407 - 2488 E 1257

From Jonna Marie D Atento <JDatento@securitybank.com.ph>
 Date Mon 27/07/2026 13:01

To DEPED VIGAN CITY <vigan.city@depd.gov.ph>
 Cc REGINA LLAGAS <regina.llagas@depd.gov.ph>

2 attachments (2 MB)

VIGAN - Letters for New Training Schedule.pdf; DepEd Central MOA.pdf;

Some people who received this message don't often get email from jdatento@securitybank.com.ph. [Learn why this is important](#)

DR. VILMA D. EDA
 Schools Division Superintendent
 DepEd Schools Division of Vigan City

Dear Dr. Eda,

We are pleased to inform you that **Mrs. Regina A. Llagas from the DepEd Schools Division of Vigan City** has successfully completed the **in-person component** of Security Bank Foundation, Inc.'s **Mentoring Future Leaders for Nation Building Program (MFLNBP)**.

The participant is now proceeding to the **online component** of the program, which consists of webinar sessions, coaching activities, and the development and implementation of school-based outputs designed to strengthen leadership, instructional practice, and community engagement.

For your reference, the participant from your division and its corresponding program requirements is listed below:

Name	Rank	School	Program	Output
Mrs. Regina A. Llagas	Master Teacher III	Ilocos Sur National High School	Junior High Science Training	Community Based Research

In this regard, we respectfully seek the support of your good office by:

1. **Allowing the above participant to attend the scheduled online training sessions** and related program activities; and
2. **Supporting the participant in the development and implementation of their respective program outputs** during the program year, including approval if necessary

The schedule of the online webinars / coaching sessions:

Program	Inclusive Dates		Time	Zoom Link
Year 3 - Principals Training	• August 22, 2026 • September 12, 2026 • September 19, 2026 • October 17, 2026 • November 21, 2026	• January 23, 2027 • February 20, 2027 • March 20, 2027 • April 10, 2027	9:00 AM - 11:00 AM	https://bit.ly/Year3Batch2024OnlineSessions
Year 2 - Principals Training	• August 15, 2026 • October 15, 2026 • January 28, 2027		2:00 PM- 5:00 PM	https://bit.ly/Year2Batch2025OnlineSessions
Year 3 - Junior High Science Training	• August 8, 2026 • September 5, 2026 • October 3, 2026 • November 7, 2026	• December 5, 2026 • January 9, 2027 • February 6, 2027 • March 6, 2027	2:00 PM- 5:00 PM	Students may refer to School Book Accounts

Attached for your reference is a copy of the **Memorandum of Agreement (MOA)** between the Department of Education Central Office and Security Bank Foundation, Inc., which serves as the basis for the implementation of the Mentoring Future Leaders for Nation Building Program.



Security Bank Foundation, Inc.
 Email: sbfoundation@securitybank.com.ph
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 6776 Ayala Avenue, Makati City, Metro Manila
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SECURITY BANK FOUNDATION, INC.

July 21, 2026

DR. VILMA D. EDA
Schools Division Superintendent
DepEd Schools Division of Vigan City

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Attached for your reference is a copy of the **Memorandum of Agreement (MOA)** between the Department of Education Central Office and Security Bank Foundation, Inc., which serves as the basis for the implementation of the Mentoring Future Leaders for Nation Building Program.

Sincerely,


KARLO MARKO D. VALLADORES
Training Program Officer
Security Bank Foundation, Inc.
kvalladores@securitybank.com.ph


BRIGITTE ANNE R. LIMBO
Director
Lasallian Mission Services
lms@delasalle.ph

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Agreement ("Agreement") is made and executed this 18 JUL 2025 day of MAKATI CITY, Philippines, by and among:

SECURITY BANK FOUNDATION, INC., a non-stock, non-profit corporation duly organized and existing under and by virtue of the laws of the Republic of the Philippines with office address at Security Bank Centre, 6776 Ayala Avenue, Makati City, represented herein by its **Chairman, MR. RAFAEL F. SIMPAO, JR.**, hereinafter referred to as "SBFT";

SECURITY BANK CORPORATION, a universal banking corporation duly organized and existing under the laws of the Republic of the Philippines, with principal office address at Security Bank Centre, 6776 Ayala Avenue, Makati City represented herein by the **Executive Vice President and Chief Financial Officer, MR. EDUARDO M. OLBES**, hereinafter referred to as "SBC";
-and-

DEPARTMENT OF EDUCATION, hereinafter referred to as "DepEd", a government entity mandated by law to ensure the delivery of quality basic education, particularly under Batas Pambansa Blg. 232, otherwise known as the "Education Act of 1982," as amended by Republic Act No. 9155, otherwise known as the "Governance of Basic Education Act of 2001," with principal address at DepEd Complex, Meralco Ave., Pasig City 1600, Metro Manila, Philippines represented by its **Secretary, HON. JUAN EDGARDO M. ANGARA**.

Hereinafter referred individually as the "Party"; and collectively as the "Parties"

WITNESSETH THAT:

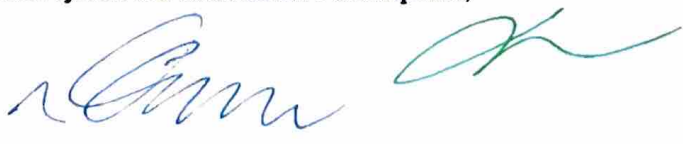
WHEREAS, Article 14, Section 1 of the 1987 Constitution provides that "(t)he State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all";

WHEREAS, the Department of Education (DepEd) is a government agency mandated to:

- a. formulate, implement, and coordinate policies, plans, programs and projects in the areas of formal and non-formal basic education;
- b. supervise all elementary and secondary education institutions, including alternative learning systems, both public and private; and
- c. provide for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development, while ensuring the well-being of its personnel and learners;

WHEREAS, DepEd believes that partnership is an important paradigm in delivering and achieving DepEd's education development goals and services and to fulfill the mandate of the Constitution to make such quality education accessible to all;

WHEREAS, DepEd has the responsibility of securing resources to make the public schools competitive and is now calling on the private sector to serve as a major partner for the improvement of the public education system and in the nation's development;



WHEREAS, Republic Act No. 8525 (RA 8525), otherwise known as the "Adopt-a-School Act of 1998," was enacted to encourage private entities to assist in the delivery of better-quality education to public schools in the country, particularly in the poverty-stricken provinces;

WHEREAS, Section 5 of RA 8525 provides that "(p)rovisions of existing laws to the contrary notwithstanding, expenses incurred by the Adopting Private Entity (APE) for the 'Adopt-A-School Program' shall be allowed an additional deduction from the gross income equivalent to fifty percent (50%) of such expenses.";

WHEREAS, the Department of Finance (DOF), through the Bureau of Internal Revenue (BIR), issued Revenue Regulations No. 10, s. 2003, entitled "Implementing Tax Incentives Provisions of Republic Act No. 8525, Otherwise Known as the 'Adopt-A-School Act of 1998'";

WHEREAS, DepEd, shall comply with the applicable rules on the valuation of contributions or donations of private partners to DepEd and the proper recording of the donated items categorized as Property, Plant, and Equipment as contained in Item VII of the enclosure to DepEd Order No. 24, s. 2016 entitled "Guidelines on Accepting Donations and on Processing Applications for the Availment of Tax Incentives by Private Donor-Partners Supporting the K to 12 Program," which provides the Valuation of Assistance/Contribution or Donation and the formula of computation for the value to be reflected in the Deed of Donation and the records of donated goods and services and DepEd Order No. 82, s. 2011 entitled "Guidelines on the Proper Recording of all Donated Properties";

WHEREAS, the Parties recognize and undertake to comply with Republic Act No. 10173 (RA 10173), otherwise known as the "Data Privacy Act of 2012," its Implementing Rules and Regulations, and other related issuances of the National Privacy Commission (NPC) and "Freedom of Information Order under E.O. No. 2, s. 2016," for the implementation of this Agreement;

WHEREAS, SBC and SBFI believe that quality education is the key to accelerate national development and that they have social responsibility to assist the public school system and provide the resource gaps that the government cannot immediately provide;

WHEREAS, SBFI has been serving thousands of school children through its various programs such as building and repairing classrooms, continuous training and development of teachers and school principals, and providing scholarships to deserving learners;

WHEREAS, SBC's mission includes enriching lives and building communities and therefore supports SBFI's advocacy of uplifting the quality of education, especially in areas where the SBC operates;

WHEREAS, DepEd has called on education stakeholders to give support to teachers to teach better which includes providing training and continuing professional development for school principals and teachers.

WHEREAS, SBFI recognizes the important role of school principals and teachers in improving the quality of school leadership, instruction, and learners' academic performance.

WHEREAS, SBFI has developed a three-year training program intended for School Principals, Elementary English, Elementary Mathematics and Junior High School Science Teachers, prioritizing those coming from SBFI classrooms beneficiary schools.

WHEREAS, SBFI partnered with Ateneo De Manila University (ADMU) and The HEAD Foundation of Singapore (THF) to develop the modules and implement the training program for school principals and ADMU and De La Salle Philippines (DLSP) to develop the modules and implement the training programs for teachers, hereinafter referred to as the "Project". SBFI may engage additional partners, as relevant and necessary, to ensure impact of interventions to intended beneficiaries.

WHEREAS, for the successful implementation of the Project in the chosen areas, the involvement of the DepEd would be needed.

NOW, THEREFORE, for and in consideration of the foregoing premises and the terms and conditions herein set forth, the Parties agree as follows:

ARTICLE I SBC AND SBFI SPONSORSHIP AND ADVOCACIES IN EDUCATION

Section 1: Sponsorship and Advocacies in Education

1. The Project called as “**Mentoring Future Leaders for Nation-Building Program**” is a complement to the SBFI’s Build a School, Build a Nation Program, a holistic and multi-sectoral initiative of addressing classroom shortage and improving the quality of education through classroom construction, repair, teachers and school principals training. It is, therefore, ideal that recipients of training programs be directly or closely involved in the schools where SBFI has donated classrooms. A list of all eligible SBFI beneficiary schools can be seen in Annex A and may be updated since SBFI continuously approves and donates classrooms in cities/municipalities where SBC has branches.

Section 2: Principals Training

1. In response to the appeal of the DepEd to upskill and reskill school principals in instructional leadership and teacher management, the SBFI developed a three (3)-year training program for school principals on instructional leadership, contextual school problem solving, and stakeholder engagement in partnership with Ateneo de Manila University Center for Educational Development (ACED) and THF. THF further engages an international university as partner for the development and implementation of its Certificate in Educational Studies in Leadership (CESL) program which is a component of the three (3)-year training program for school principals. The CESL is a four-month design-based research undertaking that equips participants with the skills to undertake evidence-informed planning, implementation and reflection on transformational action projects to address pressing school problems. Limited slots allow the admittance of about thirty (30) Participants every year.
2. The Training Program for school principals requires a three (3)-year commitment and will involve the following phases:
 - Year I (Transforming the Self) through implementation of a Transformational Action Plan designed to address a pressing problem in the school;
 - Year II (Transforming the School) through the mentoring / training of teachers in developing and implementing at least two Transformational Action Plan designed to help the one aspect of student performance; and
 - Year III (Transforming the Community) through the lead involvement of community stakeholders in the development and implementation of at least three Transformational Action Plan that creates a holistic improvement in student performanceThe overall training design is discussed in Annex B.
3. At the end of the three (3)-year training program, the following must be achieved:
 - Developed and implemented Transformational Action Plans for the schools covered by the program;
 - Improve school performance as reflected in their results in DepEd standardized tests or equivalent assessments where school performance is within or above national average; and
 - Created a professional fellowship of trained school principals to continue mentoring principals in other schools in the DepEd Division.

4. The training program will be conducted using in-person and online delivery modes. Component modules of the training per batch can be seen in Annex C and may be updated depending on participants' emerging needs. The scheduling of in-person and online trainings can be seen in Annex D where in-person trainings are preferably conducted during the summer school break.

Section 3: Teachers Training

1. The Training involves a three (3)-year cycle teacher training program on skills that the DepEd has recognized as crucial and indispensable for teachers to possess, to wit: 1) Teaching 21st Century Skills, 2) Developing Model Lessons, 3) Creating and Administering Effective Assessments, and 4) Engaging Stakeholders to improve student performance. Ateneo De Manila University Center for Educational Development (ACED) handles the training program for Elementary Mathematics and English Teachers while DLSP handles the training program for Junior High School Science Teachers. Limited slots allow the admittance of about thirty (30) Participants every three (3) years.
2. The three (3)-year training program will be implemented through the following phases:
 - Year 1 (Transforming the Self) through the testing of the competencies of master teachers in model lesson development and implementation, with intended impact on the classes handled by the trained teachers;
 - Year 2 (Transforming the School) through training master teachers in mentoring their fellow teachers in lesson development to address learning gaps and improve the academic performance of Grade 1-3 students and Grades 7-10; and
 - Year 3 (Transforming the Community) through training master teachers in creating and activating a team of teachers and stakeholders to develop school-wide programs that complement effective lessons and address the learning gaps of Grade 1-3 students and Grades 7-10.

The overall training design is discussed in Annex B.

3. At the end of the three (3)-year training program, the following must be achieved:
 - Developed model lessons addressing specific learning gaps of Grade 1-3 students and Grades 7-10;
 - Improved academic performance of Grade 1-3 students and Grades 7-10 students as reflected in the results of DepEd standardized tests or equivalent assessments where school performance is within or above national average; and
 - Created a professional fellowship of trained master teachers to continue mentoring teachers in other schools in the DepEd Division.

The training program will be conducted using in-person and online delivery modes. Component modules of the training programs can be seen in Annex B and may be updated depending on participants' emerging needs.

ARTICLE II PROJECT SCOPE AND BENEFICIARIES

Section 1: The Beneficiaries

1. The Project beneficiaries are coming from, directly or closely involved in the schools where SBFI has donated classrooms. A list of all eligible SBFI beneficiary schools can be seen in Annex A and may be updated since SBFI continuously approves and donates classrooms in cities/municipalities where SBC has branches. SBFI may admit from non-beneficiary schools if all beneficiary schools have already been covered or where SBFI deems it necessary.

2. The Project involves the training of at least one hundred eighty (180) DepEd Personnel annually by 2025. The breakdown of personnel to be trained is as follows:

Annexure by 2025. The breakdown of personnel to be trained is as follows:					
	Trainee	Participant Source	Slots for New Batch	Admission Frequency	Total Every Year
1	Principals	Divisions with existing partnership with SBFI	30	Annual	90
2	Elementary English	Priority over schools with or who will receive SBFI Building	30	Once Every Three Years	30
3	Elementary Math		30	Once Every Three Years	30
4	Junior High Science		30	Once Every Three Years	30
GRAND TOTAL					180

3. SBFI shall send communication to DepEd on calls for applications for new batches of participants and annual update on training participants' progress. Should SBFI admit additional participants, SBFI shall inform DepEd in a separate communication.

4. The Batch / Cohort of Training Personnel is as follows:

Trainee	Pax	Start of Training	End of Training
Principals Batch 1	30	SY 2023-2024	SY 2025-2026
Principals Batch 2	30	SY 2024-2025	SY 2026-2027
Principals Batch 3	30	SY 2025-2026	SY 2027-2028
Elementary English Batch 1	30	SY 2023-2024	SY 2025-2026
Elementary Math Batch 1	30	SY 2023-2024	SY 2025-2026
Junior High School Batch 1	30	SY 2024-2025	SY 2026-2027

ARTICLE III PROJECT COST

- The estimated cost of SBFI's classroom donation is Three Million Pesos (PhP3,000,000.00) per classroom. Beneficiary schools receive two (2)-storey, four (4), six (6), eight (8) and ten (10) classroom buildings depending on need and site availability which cost about Twelve Million Pesos (PhP12,000,000.00) to Thirty Million Pesos (PhP30,000,000.00). SBFI constructs about fifty (50) to one hundred (100) classrooms per year depending on funding availability.
- The estimated total cost for the training project is Two Hundred Twenty-Seven Thousand Pesos (PhP227,000.00) for each participant of Principals Training and One Hundred Ninety-Two Thousand Two Hundred Eighty Pesos (PhP192,280.00) for each participant of Teachers Training for a span of three (3) school years. The estimated total cost will cover expenses for meals, venue and equipment, transportation, accommodation, training materials/kits, online platform costs, speakers and mentor's honoraria and other logistics.

jr

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TRAINING YEAR	UNIT COST	INCLUSION
Principals Training		
Year I	P88,000	meals, venue and equipment, transportation, accommodation, training materials/kits, online platform costs, speakers and mentors honoraria and other logistics
Year II	P66,000	
Year III	P73,000	
TOTAL	P227,000	
Teachers Training		
Year II	P68,000	meals, venue and equipment, transportation, accommodation, training materials/kits, online platform costs, speakers and mentors honoraria and other logistics
Year II	61,000	
Year III	64,000	
TOTAL	P193,000	

3. The estimated total annual cost for the project covering about one hundred eighty (180) DepEd personnel from 2024 to 2029 is Ten Million Pesos (PhP10,000,000.00) to Fourteen Million Pesos (PhP14,000,000.00).

YEAR	PRINCIPALS							TEACHERS								TOTAL PAX	GRAND TOTAL COST PER YEAR
	YEAR I		YEAR II		YEAR III		ANNUAL COST FOR PRINCIPALS	YEAR I		YEAR II		YEAR III		ANNUAL COST FOR TEACHERS			
	UNIT COST	PAX	UNIT COST	PAX	UNIT COST	PAX		UNIT COST	PAX	UNIT COST	PAX	UNIT COST	PAX				
2024	P88,000	24	P66,000	28	P73,000	0	P4,028,000	P88,000	30	P61,000	80	P64,000	0	P5,700,000	143	P9,728,000	
2025	P89,000	30	P67,000	24	P74,000	28	P6,350,000	P69,000		P62,000	30	P65,000	60	P5,760,000	172	P12,110,000	
2026	P90,000	30	P68,000	30	P75,000	24	P6,540,000	P70,000	60	P62,000		P65,000	30	P6,150,000	174	P12,690,000	
2027	P91,000	30	P69,000	30	P76,000	30	P7,080,000	P71,000	30	P62,000	60	P65,000		P5,850,000	180	P12,930,000	
2028	P92,000	30	P70,000	30	P77,000	30	P7,170,000	P72,000		P62,000	30	P65,000	60	P5,760,000	180	P12,930,000	
2029	P93,000	30	P71,000	30	P78,000	30	P7,280,000	P73,000	60	P62,000		P65,000	30	P6,330,000	180	P13,590,000	

4. The costs may still be subject to cost escalation due to additional necessary costs such as, but not limited to, the following circumstances:
- Change in costs of materials and other logistical costs in the Philippines due to inflation;
 - Other necessary adjustments undertaken to ensure success and quality of training as well as safety and well-being of participants and parties representatives in implementing the training;
5. If the **Project** will entail any of the above necessary additional costs, the Parties agree to no longer route an amendment to this Agreement. Instead, the party whose funding share will have cost escalation shall write the other parties in writing, subject to acknowledgment by other parties.
5. As training slots offered are subject to certain eligibility and selection criteria and are not location-specific, SBFI cannot provide yet the exact number of slots per location and the actual names of admitted participants. Instead, SBFI will just notify the DepEd annually as to the list of training participants admitted on a per location basis once the roster of training participants has already been approved by SBFI. Such annual notification will already include the estimated cost of training participants for that year.

ARTICLE IV RIGHTS AND RESPONSIBILITIES

Section 1. DEPED

1.A. DepEd, through the REGIONAL and DIVISION OFFICES, shall:

1. Endorse the call for application for new batch of participants through memoranda issued across the region/division
2. Endorse qualified and exceptional principals and teachers for the Program
3. Designate a focal person who will:
 - a. Assist SBFI in monitoring the implementation of School Principal's transformational action plan
 - b. Conduct annual observation of Teachers to assess application of competencies learned from the training to class pedagogy
 - c. Accept the possibility of being included as one of Program's consultants or mentor
4. Recommend ideas to school principals on Transformational Action Plans they can focus on
5. Support the implementation of teachers model lesson plans
6. Ensure compliance of selected participants to program requirements
7. Provide all the necessary assistance to selected participants in accomplishing program requirements to ensure program success
8. Assist in the monitoring and evaluation of Project
9. Provide SBFI per school year results of participating schools in standardized assessments that can be used to correlate impact of training to improvement of student academic performance, such as, but not limited to:
 - a. ELLNA - Early Language, Literacy, and Numeracy Assessment
 - b. NAT - National Achievement Test
 - c. PHIL-IRI - Philippine Informal Reading Inventory
 - d. MFAT - Multi-Factored Assessment Tool
 - e. CRLA - Comprehensive Rapid Literacy Assessment
 - f. ANA - Amplified Numeracy Assessment
 - g. EGRA - Early Grade Reading Assessment
 - h. EGMA - Early Grade Mathematics Assessments
 - i. ERUNT - Enhanced Regional Unified Numeracy Test
10. Perform other responsibilities necessary for the effective and efficient implementation of the Project.

1.B. DepEd, through PRINCIPAL Participant, shall, shall:

1. Comply with the Program's requirements to the best of abilities;
2. Develop, implement and evaluate action plans in the span of three years;
3. Explore partnerships with the local government unit, and/or other private entities when necessary to perform responsibility 1.B.2;
4. Accomplish assignments/tasks within the deadline prescribed by SBFI's training partners to be communicated to the participants in advance (attached is the Training Calendar denoted as Annex B);
5. Submit report on implemented action plan and its impact within prescribed deadline;
6. Authorize the designated officers of Parties to visit the school for monitoring and evaluation of the Project;
7. Participate in the surveys, focus group discussions, and other monitoring and evaluation activities rolled out by the parties to assess the impact of the Project;
8. Commit to fulfill their rights and responsibilities in this Agreement and acknowledge that their failure to fulfill any of their rights and responsibilities may require payment of penalties and may make their school ineligible for additional support interventions from any of the parties;

9. Serve for a period of two years to DepEd after completion of the three-year training program
10. Understand that Transformational Action Plans or any output from the project shall be co-owned by the parties for purposes of publication, research and promotion of the project
11. Perform other responsibilities necessary for the effective and efficient implementation of the Project.

1.C. DepEd, through TEACHER participant, shall:

1. Comply with the Program's requirements to the best of abilities;
2. Develop, implement and evaluate model lesson plans in the span of three years;
3. Explore partnerships with the local government unit, and/or other private entities when necessary to perform responsibility 1.C.2;
4. Accomplish assignments/tasks within the deadline prescribed by SBFI's training partners to be communicated to the participants in advance (attached is the Training Calendar denoted as Annex B);
5. Submit report on implemented lesson plan and its impact within prescribed deadline;
6. Authorize the designated officers of Parties to visit the school for monitoring and evaluation of the Project;
7. Participate in the surveys, focus group discussions, and other monitoring and evaluation activities rolled out by the parties to assess the impact of the Project;
8. Commit to fulfill their rights and responsibilities in this Agreement and acknowledge that their failure to fulfill any of their rights and responsibilities may require payment of penalties and may make their school ineligible for additional support interventions from any of the parties
9. Understand that Model Lesson Plans or any output from the project shall be co-owned by the parties for purposes of publication, research and promotion of the project

Section 2. SBC

SBC shall:

1. Fund the proposed Project and donate the funds as set out in Article III (1) to SBFI;
2. Engage services of the SBFI and other experts for the implementation of the Project; and
3. Execute a Deed of Donation in favor of DepEd representing the expenses incurred for the implementation of each Program.

Section 3. SBFI

SBFI shall:

1. Receive and manage the fund donated by SBC that will be utilized for the implementation of the Program;
2. Pay the cost of the Project from the donation of SBC;
3. Engage partners who will assist in running the program;
4. Cover the expenses of participants, partners' staff, and speakers on meals, transportation, and accommodation during the in-person training/s;
5. Cover the expenses to produce printed/tangible training materials and kits;
6. Communicate the call for application among its network of schools, DepEd divisions, regions, and the central office;
7. Choose the participants in close coordination with DepEd to be admitted for the program;
8. Closely coordinate with parties in the conduct of proposed activities and fulfillment of parties' duties and responsibilities hereto;
9. Collect the penalty fee for participants who will fail to complete the program requirements which may be used to fund expenses of other participants;
10. Submit reports to DepEd on the performance of training participants;
11. Execute a Deed of Donation in favor of DepEd;

12. Submit to DepEd the required documentation needed by the SBC to claim for Adopt-a-School tax incentive; and
13. Perform other responsibilities necessary for the effective and efficient implementation of the Project.

ARTICLE V TERM AND TERMINATION

1. This Agreement shall be valid immediately upon signing of all Parties. This Agreement shall have a duration of **six (6) years**, which shall commence on the date of signing of the Parties. This Agreement may however be extended upon mutual agreement of the Parties.
2. Any of the Parties may terminate this Agreement for reasonable grounds upon submission of a formal written notice to the other party at least 30 days before the intended date of termination.

ARTICLE VI CAPACITY AND AUTHORIZATION

Each of the Parties to this Agreement hereby represents and warrants to the other that it is duly authorized and empowered to execute, deliver and perform this Agreement and that such action does not conflict with or violate any provision of law, regulation, policy, contract, deed of trust or other instruments to which it is a party or by which it is bound and that this Agreement constitutes a valid and binding obligation of it enforceable in accordance with its terms.

ARTICLE VII SEPARABILITY

If any of the provisions of this Agreement or any document that may be executed in connection therewith shall be declared invalid, illegal, or unenforceable in any respect by a competent authority, the validity, legality, and enforceability of the remaining provisions of this Agreement or any document that may be executed in connection therewith shall not in any way be affected or impaired and shall remain in full force and effect.

Article VIII LIABILITY AND INDEMNITY

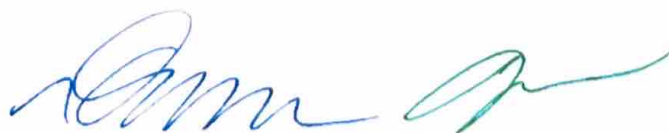
The liability of the Parties for any breach of this Agreement shall be determined in accordance with applicable laws.

In addition to the above liability, SBFI shall be given the right to collect the following penalties against a Principal Participant or Teacher Participant if they fail to complete, or was terminated from, the Program:

TIME OF WITHDRAWAL/TERMINATION	REQUIRED REIMBURSEMENT
Within 3 Weeks Prior to Start of In-Person Training	40% of Per Pax Cost for the Year
Prior to Completion of Year 1 Program	100% of Per Pax Cost for the Year
Prior to Completion of 3 Year-Program	100% of Per Pax Cost for the 3 Years

Article IX BREACH OF CONTRACT

Material violation, breach or omission in the performance of any of the provisions of this Agreement shall be a ground for termination or rescission of the same without the need for legal or court action.





Article X AMENDMENTS

This Agreement may be amended or modified only in writing upon consent of all the Parties.

Article XI SETTLEMENT OF DIFFERENCES

Any difference arising out of this Agreement shall be settled through amicable means, such as but not limited to, mutual consultation and negotiation.

Article XII DATA PRIVACY

The Parties shall comply with RA 10173, otherwise known as the "Data Privacy Act of 2012," its IRR and other relevant laws, rules and regulations on the matter in the event that personal information and/or sensitive personal information are used under this Agreement.

Article XIII INTELLECTUAL PROPERTY

1. All Parties shall comply with Republic Act No. 8293, otherwise known as the "Intellectual Property Code of the Philippines" and other applicable laws and rules governing intellectual property in the Philippines.
2. Any use of a Party's knowledge products by the other Party, in relation to this Agreement, i.e., for academic and promotional materials, which include, but not limited to, logos, brochures, press releases, websites and other social media tools, shall be allowed upon prior written consent of the concerned Party and limited to the accomplishment of the objectives of this Agreement.

Article XIV MISCELLANEOUS

1. Except as otherwise provided herein, no Party shall have any right, power, or authority to create any obligation, express or implied, on behalf of any other Party. Nothing in this Agreement is intended to create or constitute a joint venture, partnerships, agency, trust, or other association of any kind between the Parties of persons referred to herein. The employees of each Party shall remain its employees and the concerned employer shall be solely responsible for the wages, benefits, and emoluments of such employees.
2. The Parties shall not assign or transfer this Agreement or any of the rights or obligations granted herein without the prior written consent of the other Party, and any purported assignment made without obtaining such written consent shall be null and void.
3. Any legal action arising from this Agreement shall be filed in the appropriate courts of Makati City, Philippines to the exclusion of all other courts. In the event of successful litigation arising from this Agreement, the proponent shall be entitled in its favor to the payment of attorney's fees.
4. This Agreement shall be governed by and construed in accordance with the laws of the Republic of the Philippines.



IN WITNESS WHEREOF, the Parties hereto have signed these presents, and the DEPARTMENT OF EDUCATION has accepted the donation and corresponding terms and conditions, on the date and place first above mentioned.

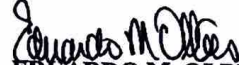
**DEPARTMENT OF EDUCATION
(DepEd)**


HON. JUAN EDGARDO M. ANGARA
Secretary

**SECURITY BANK FOUNDATION INC.
(SBFI)**


RAFAEL F. SIMPAO, JR.
Chairman

SECURITY BANK CORPORATION (SBC)


EDUARDO M. OLBES
Executive Vice President and Chief Financial Officer

SIGNED IN THE PRESENCE OF:


FATIMA LIPP D. PANONTONGAN
Undersecretary and Chief of Staff
Department of Education


MELISSA R. AQUINO
Trustee and Corporate Secretary



ACKNOWLEDGEMENT

REPUBLIC OF THE PHILIPPINES)
CITY OF MAKATI CITY) S.S.

BEFORE ME, Notary Public for and in MAKATI CITY, personally appeared the following representing their respective institutions/corporations:

NAME	IDENTIFICATION NO.	PLACE OF ISSUE	DATE OF ISSUE
HON. JUAN EDGARDO M. ANGARA Secretary DEPARTMENT OF EDUCATION			
RAFAEL F. SIMPAO, JR Chairman SECURITY BANK FOUNDATION, INC.	Passport # P9954803B	Manila	May 6, 2021
EDUARDO M. OLBES Executive Vice President SECURITY BANK CORPORATION	Passport # P8116670A	Manila	July 27, 2018

Known to me to be the same persons who executed the foregoing Memorandum of Agreement, and all acknowledged to me that the same is their free and voluntary deed as well as the free voluntary deed of the entities they represent.

I CERTIFY that the foregoing instrument consists of twenty (20) pages including this page on which the acknowledgment is written and the aforementioned annexes so identified in this Agreement. The parties and their instrumental witnesses signed all pages of the main instrument.

WITNESS MY HAND AND SEAL this 18 JUL 2025 day of 2025 at MAKATI CITY Philippines.

Doc. No. 302;
Page No. 62;
Book No. 5;
Series of 2025.



NOTARY PUBLIC
[Signature]
ATTY. DALEY ROSE A. LIMOSINERO, CPA
NOTARY PUBLIC FOR MAKATI CITY
Appointment No. M-022 until December 31, 2026
Roll of Attorney No. 71800
PTR No. 104668R3; 1/2/2025; Makati City
IBP No. 483726; 12/16/2024; MF2025, Laguna Chapter
MCLE Compliance No. VIII-0007533 until April 14, 2028
20/F Security Bank Centre 6776 Avala Ave., Makati City

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ANNEX A: LIST OF SBFI BENEFICIARY SCHOOLS

BENEFICIARY SCHOOL		ISLAND	REGION	PROVINCE
1	DAGUPAN CITY NATIONAL HIGH SCHOOL	LUZON	REGION I - ILOCOS REGION	DAGUPAN CITY
2	BALATONG INTEGRATED SCHOOL	LUZON	REGION I - ILOCOS REGION	LAOAG CITY
3	ILOCOS NORTE NATIONAL HIGH SCHOOL	LUZON	REGION I - ILOCOS REGION	LAOAG CITY
4	LINGSAT INTEGRATED SCHOOL	LUZON	REGION I - ILOCOS REGION	SAN FERNANDO CITY LA UNION
5	SAN FERNANDO NORTH CENTRAL SCHOOL	LUZON	REGION I - ILOCOS REGION	SAN FERNANDO CITY LA UNION
6	LANANPIN ELEMENTARY SCHOOL	LUZON	REGION I - ILOCOS REGION	URDANETA CITY
7	NANCAYASAN ELEMENTARY SCHOOL	LUZON	REGION I - ILOCOS REGION	URDANETA CITY
8	AYUSAN - PAOA ELEMENTARY SCHOOL	LUZON	REGION I - ILOCOS REGION	VIGAN CITY
9	ILOCOS SUR NATIONAL HIGH SCHOOL	LUZON	REGION I - ILOCOS REGION	VIGAN CITY
10	CAUAYAN CITY NATIONAL HIGH SCHOOL	LUZON	REGION II - CAGAYAN VALLEY	CAUAYAN CITY
11	CAUAYAN SOUTH CENTRAL SCHOOL	LUZON	REGION II - CAGAYAN VALLEY	CAUAYAN CITY
12	MINANTE II ELEMENTARY SCHOOL	LUZON	REGION II - CAGAYAN VALLEY	CAUAYAN CITY
13	ALICIA EAST CENTRAL SCHOOL	LUZON	REGION II - CAGAYAN VALLEY	ISABELA
14	SOLANO EAST CENTRAL SCHOOL - SPED CENTER	LUZON	REGION II - CAGAYAN VALLEY	NUEVA VIZCAYA
15	SANTIAGO NORTH CENTRAL SCHOOL - SPED CENTER	LUZON	REGION II - CAGAYAN VALLEY	SANTIAGO CITY
16	SANTIAGO SOUTH CENTRAL SCHOOL	LUZON	REGION II - CAGAYAN VALLEY	SANTIAGO CITY
17	ANNAFUNAN ELEMENTARY SCHOOL	LUZON	REGION II - CAGAYAN VALLEY	TUGUEGARAO CITY
18	PALLUA ELEMENTARY SCHOOL	LUZON	REGION II - CAGAYAN VALLEY	TUGUEGARAO CITY
19	TUGUEGARAO WEST CENTRAL SCHOOL	LUZON	REGION II - CAGAYAN VALLEY	TUGUEGARAO CITY
20	BENGUET NATIONAL HIGH SCHOOL	LUZON	CAR - CORDILLERA ADMINISTRATIVE REGION	BENGUET PROVINCE
21	ANGELES CITY NATIONAL HIGH SCHOOL	LUZON	REGION III - CENTRAL LUZON	ANGELES CITY
22	BATAAN NATIONAL HIGH SCHOOL	LUZON	REGION III - CENTRAL LUZON	BALANGA CITY
23	ST. JAIME HILARIO SCHOOL - DE LA SALLE BATAAN	LUZON	REGION III - CENTRAL LUZON	N/A
24	BANGA HIGH SCHOOL	LUZON	REGION III - CENTRAL LUZON	BULACAN
25	CONG. ERASMO R. CRUZ MEMORIAL CENTRAL SCHOOL	LUZON	REGION III - CENTRAL LUZON	BULACAN
26	GUYONG ELEMENTARY SCHOOL	LUZON	REGION III - CENTRAL LUZON	BULACAN
27	JOSEFA V. YCASIANO MEMORIAL SCHOOL	LUZON	REGION III - CENTRAL LUZON	BULACAN
28	SABANG ELEMENTARY SCHOOL (BALIUG)	LUZON	REGION III - CENTRAL LUZON	BULACAN
29	HONORATO C. PEREZ SR. MEMORIAL SCIENCE HIGH SCHOOL	LUZON	REGION III - CENTRAL LUZON	CABANATUAN CITY
30	SAN ISIDRO INTEGRATED SCHOOL	LUZON	REGION III - CENTRAL LUZON	CABANATUAN CITY
31	GAPAN EAST INTEGRATED SCHOOL	LUZON	REGION III - CENTRAL LUZON	GAPAN CITY
32	STA. INES INTEGRATED SCHOOL	LUZON	REGION III - CENTRAL LUZON	MABALACAT CITY
33	TIKAY ELEMENTARY SCHOOL	LUZON	REGION III - CENTRAL LUZON	MALOLOS CITY
34	CALVARIO ELEMENTARY SCHOOL	LUZON	REGION III - CENTRAL LUZON	MEYCAUAYAN CITY
35	MALHACAN INTEGRATED SCHOOL	LUZON	REGION III - CENTRAL LUZON	MEYCAUAYAN CITY

36	MUÑOZ NATIONAL HIGH SCHOOL ANNEX	LUZON	REGION III - CENTRAL LUZON	MUNOZ CITY
37	SAN VICENTE ELEMENTARY SCHOOL	LUZON	REGION III - CENTRAL LUZON	NUEVA ECJA
38	ST. JOSEPH NATIONAL HIGH SCHOOL	LUZON	REGION III - CENTRAL LUZON	NUEVA ECJA
39	STA RITA ELEMENTARY SCHOOL	LUZON	REGION III - CENTRAL LUZON	NUEVA ECJA
40	GORDON HEIGHTS I ELEMENTARY SCHOOL	LUZON	REGION III - CENTRAL LUZON	OLONGAPO CITY
41	OLONGAPO CITY NATIONAL HIGH SCHOOL	LUZON	REGION III - CENTRAL LUZON	OLONGAPO CITY
42	CALULUT INTEGRATED SCHOOL	LUZON	REGION III - CENTRAL LUZON	SAN FERNANDO CITY PAMPANGA
43	SAN JOSE CITY NATIONAL HIGH SCHOOL	LUZON	REGION III - CENTRAL LUZON	SAN JOSE CITY
44	SAN JOSE ELEMENTARY SCHOOL	LUZON	REGION III - CENTRAL LUZON	TARLAC CITY
45	SAN JUAN BAUTISTA ELEMENTARY SCHOOL	LUZON	REGION III - CENTRAL LUZON	TARLAC CITY
46	TARLAC NATIONAL HIGH SCHOOL	LUZON	REGION III - CENTRAL LUZON	TARLAC PROVINCE
47	LEMERY PILOT ELEMENTARY SCHOOL	LUZON	REGION IV-A - CALABARZON	BATANGAS
48	JOSE C. PASTOR MEMORIAL ELEMENTARY SCHOOL	LUZON	REGION IV-A - CALABARZON	BATANGAS CITY
49	BIÑAN ELEMENTARY SCHOOL	LUZON	REGION IV-A - CALABARZON	BIÑAN CITY
50	INCHICAN ELEMENTARY SCHOOL	LUZON	REGION IV-A - CALABARZON	CAVITE
51	BAGBAG NATIONAL HIGH SCHOOL	LUZON	REGION IV-A - CALABARZON	CAVITE PROVINCE
52	CARMONA ELEMENTARY SCHOOL	LUZON	REGION IV-A - CALABARZON	CAVITE PROVINCE
53	STA. CRUZ ELEMENTARY SCHOOL	LUZON	REGION IV-A - CALABARZON	DASMARINAS CITY
54	CAINGIN ELEMENTARY SCHOOL	LUZON	REGION IV-A - CALABARZON	LAGUNA
55	LAGUNA RESETTLEMENT COMMUNITY SCHOOL	LUZON	REGION IV-A - CALABARZON	LAGUNA
56	FERNANDO AIR BASE NATIONAL HIGH SCHOOL	LUZON	REGION IV-A - CALABARZON	LIPA CITY
57	DALAHICAN ELEMENTARY SCHOOL	LUZON	REGION IV-A - CALABARZON	LUCENA CITY
58	SAN PABLO CENTRAL ELEMENTARY SCHOOL	LUZON	REGION IV-A - CALABARZON	SAN PABLO CITY
59	STA. ANASTACIA ELEMENTARY SCHOOL	LUZON	REGION IV-A - CALABARZON	STO. TOMAS CITY
60	STO. TOMAS NORTH CENTRAL ELEMENTARY SCHOOL	LUZON	REGION IV-A - CALABARZON	STO. TOMAS CITY
61	CAMILMIL ELEMENTARY SCHOOL	LUZON	REGION IV-B - MIMAROPA	CALAPAN CITY
62	PUERTO PRINCESA PILOT ELEMENTARY SCHOOL	LUZON	REGION IV-B - MIMAROPA	PUERTO PRINCESA CITY
63	STA. MONICA HIGH SCHOOL	LUZON	REGION IV-B - MIMAROPA	PUERTO PRINCESA CITY
64	BICOL UNIVERSITY - INSTITUTE OF ARCHITECTURE	LUZON	REGION V - BICOL REGION	LEGAZPI CITY
65	BIGAA ELEMENTARY SCHOOL	LUZON	REGION V - BICOL REGION	LEGAZPI CITY
66	CABAGNAN ELEMENTARY SCHOOL	LUZON	REGION V - BICOL REGION	LEGAZPI CITY
67	CAMARINES SUR NATIONAL HIGH SCHOOL	LUZON	REGION V - BICOL REGION	NAGA CITY
68	NAGA CITY SCHOOL OF ARTS AND TRADE	LUZON	REGION V - BICOL REGION	NAGA CITY
69	KALIBO PILOT ELEMENTARY SCHOOL	VISAYAS	REGION VI - WESTERN VISAYAS	AKLAN
70	A.L. JAYME ELEMENTARY SCHOOL	VISAYAS	REGION VI - WESTERN VISAYAS	BACOLOD CITY
71	EMILIANO LIZARES NATIONAL HIGH SCHOOL	VISAYAS	REGION VI - WESTERN VISAYAS	BACOLOD CITY
72	KABANKALAN NATIONAL HIGH SCHOOL	VISAYAS	REGION VI - WESTERN VISAYAS	COTABATO CITY

73	MANDURRIO ELEMENTARY SCHOOL	VISAYAS	REGION VI - WESTERN VISAYAS	ILOILO CITY
74	A. BONIFACIO INTEGRATED SCHOOL	VISAYAS	REGION VI - WESTERN VISAYAS	ILOILO CITY
75	BAKHAW ELEMENTARY SCHOOL	VISAYAS	REGION VI - WESTERN VISAYAS	ILOILO CITY
76	INZO ARNALDO VILLAGE INTEGRATED SCHOOL	VISAYAS	REGION VI - WESTERN VISAYAS	ROXAS CITY
77	PRES MANUEL A. ROXAS MEMORIAL SCHOOL SOUTH AND SPED	VISAYAS	REGION VI - WESTERN VISAYAS	ROXAS CITY
78	GOVERNOR EMILIO GASTON MEMORIAL ELEMENTARY SCHOOL	VISAYAS	REGION VI - WESTERN VISAYAS	SILAY CITY
79	SILAY SOUTH ELEMENTARY SCHOOL	VISAYAS	REGION VI - WESTERN VISAYAS	SILAY CITY
80	VICTORIAS NATIONAL HIGH SCHOOL	VISAYAS	REGION VI - WESTERN VISAYAS	VICTORIAS CITY
81	SABANG ELEMENTARY SCHOOL (DANAO)	VISAYAS	REGION VII - CENTRAL VISAYAS	DANAO CITY
82	JUNOB NATIONAL HIGH SCHOOL	VISAYAS	REGION VII - CENTRAL VISAYAS	DUMAGUETE CITY
83	PIAPI NATIONAL HIGH SCHOOL	VISAYAS	REGION VII - CENTRAL VISAYAS	DUMAGUETE CITY
84	PUSOK ELEMENTARY SCHOOL	VISAYAS	REGION VII - CENTRAL VISAYAS	LAPU-LAPU CITY
85	BASAK ELEMENTARY SCHOOL	VISAYAS	REGION VII - CENTRAL VISAYAS	MANDAUE CITY
86	JAGOBIAO NATIONAL HIGH SCHOOL	VISAYAS	REGION VII - CENTRAL VISAYAS	MANDAUE CITY
87	TIPOLO NATIONAL HIGH SCHOOL	VISAYAS	REGION VII - CENTRAL VISAYAS	MANDAUE CITY
88	TAGBILARAN CITY CENTRAL SCHOOL	VISAYAS	REGION VII - CENTRAL VISAYAS	TAGBILARAN CITY
89	TAGBILARAN CITY EAST ELEMENTARY SCHOOL	VISAYAS	REGION VII - CENTRAL VISAYAS	TAGBILARAN CITY
90	UNIVERSITY OF EASTERN PHILIPPINES - HIGH SCHOOL	VISAYAS	REGION VIII - EASTERN VISAYAS	NORTHERN SAMAR
91	WASHINGTON NATIONAL HIGH SCHOOL	VISAYAS	REGION VIII - EASTERN VISAYAS	NORTHERN SAMAR
92	IPII CENTRAL SCHOOL	VISAYAS	REGION VIII - EASTERN VISAYAS	ORMOC CITY
93	NEW ORMOC CITY NATIONAL HIGH SCHOOL	VISAYAS	REGION VIII - EASTERN VISAYAS	ORMOC CITY
94	LEYTE NATIONAL HIGH SCHOOL	VISAYAS	REGION VIII - EASTERN VISAYAS	TACLOBAN CITY
95	SAN JOSE CENTRAL SCHOOL	VISAYAS	REGION VIII - EASTERN VISAYAS	TACLOBAN CITY
96	BARRA ELEMENTARY SCHOOL	MINDANAO	REGION IX - ZAMBOANGA PENINSULA	DIPOLOG CITY
97	CANELAR ELEMENTARY SCHOOL	MINDANAO	REGION IX - ZAMBOANGA PENINSULA	ZAMBOANGA CITY
98	ZAMBOANGA CITY HIGH SCHOOL	MINDANAO	REGION IX - ZAMBOANGA PENINSULA	ZAMBOANGA CITY
99	ZAMBOANGA DEL SUR NATIONAL HIGH SCHOOL	MINDANAO	REGION IX - ZAMBOANGA PENINSULA	PAGADIAN CITY
100	BUKIDNON NATIONAL HIGH SCHOOL	MINDANAO	REGION X - NORTHERN MINDANAO	BUKIDNON PROVINCE
101	AGUSAN ELEMENTARY SCHOOL	MINDANAO	REGION X - NORTHERN MINDANAO	CAGAYAN DE ORO CITY
102	CUGMAN ELEMENTARY SCHOOL	MINDANAO	REGION X - NORTHERN MINDANAO	CAGAYAN DE ORO CITY
103	SOUTH CITY CENTRAL SCHOOL	MINDANAO	REGION X - NORTHERN MINDANAO	CAGAYAN DE ORO CITY
104	TAMBO CENTRAL SCHOOL	MINDANAO	REGION X - NORTHERN MINDANAO	ILIGAN CITY

105	FELIPE CARREON CENTRAL SCHOOL	MINDANAO	REGION X - NORTHERN MINDANAO	OZAMIZ CITY
106	VALENCIA CENTRAL ELEMENTARY SCHOOL	MINDANAO	REGION X - NORTHERN MINDANAO	VALENCIA CITY
107	PANGANTUCAN COMMUNITY HIGH SCHOOL	MINDANAO	REGION X - NORTHERN MINDANAO	N/A
108	CATALUNAN PEQUEÑO ELEMENTARY SCHOOL	MINDANAO	REGION XI - DAVAO REGION	DAVAO CITY
109	CROSSING BAYABAS NATIONAL HIGH SCHOOL	MINDANAO	REGION XI - DAVAO REGION	DAVAO CITY
110	DAVAO CITY NATIONAL HIGH SCHOOL	MINDANAO	REGION XI - DAVAO REGION	DAVAO CITY
111	JV FERRIOLS ELEMENTARY SCHOOL	MINDANAO	REGION XI - DAVAO REGION	DAVAO CITY
112	MATINA CENTRAL ELEMENTARY SCHOOL	MINDANAO	REGION XI - DAVAO REGION	DAVAO CITY
113	PANABO CENTRAL ELEMENTARY SCHOOL - SPED CENTER	MINDANAO	REGION XI - DAVAO REGION	DAVAO DEL NORTE
114	PANABO NATIONAL HIGH SCHOOL	MINDANAO	REGION XI - DAVAO REGION	DAVAO DEL NORTE
115	DIGOS CITY NATIONAL HIGH SCHOOL	MINDANAO	REGION XI - DAVAO REGION	DIGOS CITY
116	RAMON MAGSAYSAY CENTRAL ELEMENTARY SCHOOL	MINDANAO	REGION XI - DAVAO REGION	DIGOS CITY
117	TAGUM NATIONAL TRADE SCHOOL	MINDANAO	REGION XI - DAVAO REGION	TAGUM CITY
118	VISAYAN VILLAGE CENTRAL ELEMENTARY SCHOOL	MINDANAO	REGION XI - DAVAO REGION	TAGUM CITY
119	BANISIL NATIONAL HIGH SCHOOL	MINDANAO	REGION XII - SOCCSKSARGEN	GENERAL SANTOS CITY
120	DATU ANDIAM MANZA NATIONAL HIGH SCHOOL (TINAGACAN NATIONAL HIGH SCHOOL)	MINDANAO	REGION XII - SOCCSKSARGEN	GENERAL SANTOS CITY
121	GENERAL SANTOS CITY NATIONAL SECONDARY SCHOOL FOR ARTS AND TRADES	MINDANAO	REGION XII - SOCCSKSARGEN	GENERAL SANTOS CITY
122	KORONADAL CENTRAL ELEMENTARY SCHOOL I	MINDANAO	REGION XII - SOCCSKSARGEN	KORONADAL CITY
123	KORONADAL NATIONAL COMPREHENSIVE HIGH SCHOOL	MINDANAO	REGION XII - SOCCSKSARGEN	KORONADAL CITY
124	MARIA A. MONTILLA MEMORIAL ELEMENTARY SCHOOL	MINDANAO	REGION XII - SOCCSKSARGEN	TACURONG CITY
125	TACURONG PILOT ELEMENTARY SCHOOL	MINDANAO	REGION XII - SOCCSKSARGEN	TACURONG CITY
126	CCT - VISIONS OF HOPE CHRISTIAN SCHOOL	MINDANAO	REGION XII - SOCCSKSARGEN	N/A
127	AGUSAN DEL SUR NATIONAL HIGH SCHOOL	MINDANAO	REGION XIII - CARAGA	AGUSAN DEL SUR
128	AMPAYON CENTRAL ELEMENTARY SCHOOL	MINDANAO	REGION XIII - CARAGA	BUTUAN CITY
129	CHIEF JUSTICE RAMON AVANCEÑA INTEGRATED SCHOOL	MINDANAO	REGION XIII - CARAGA	CABADBARAN CITY
130	SURIGAO WEST CENTRAL ELEMENTARY SCHOOL	MINDANAO	REGION XIII - CARAGA	SURIGAO CITY
131	SERO CENTRAL ELEMENTARY SCHOOL	MINDANAO	REGION XIV - BARMM	COTABATO CITY

7p

END

ANNEX B: TRAINING DESIGN FOR MENTORING FUTURE LEADERS FOR NATION-BUILDING PROGRAM

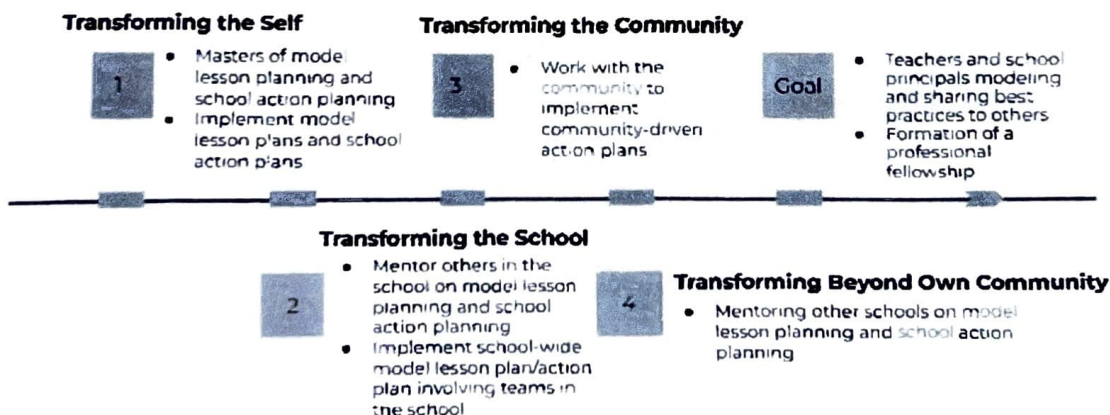
TRAINING PROGRAM PARTNERS

PROGRAM	PARTNER/S
School Principals	UK-based universities  The University of Nottingham 2023  University of BRISTOL 2024 Singapore-based  The HEAD Foundation  ATENEO
Elementary English	 ATENEO DE MANILA UNIVERSITY
Elementary Math	
Junior High School Science	 De La Salle Philippines

- *Ateneo de Manila University and De La Salle Philippines develop and implement the training modules*
- *Partners from United Kingdom and Singapore offer international modules and university certification for the Year 1 program for school principals*
- *Security Bank Foundation, Inc. funds the logistical expenses including air, land and boat transportation of participants, travel insurance, hotel accommodation, meals, kits and materials.*

THEMES PER YEAR

Annually within the 3-year training timeline, teachers and school principals are expected to develop and implement model lesson plans and action plans addressing common learning gaps/problems in their schools driven by themselves for Year 1, driven by the whole school for Year 2, and driven with the community by Year 3. By the end of 3 years, both teachers and school principals are expected to be mentors in their school and for other schools.



SCHOOL PRINCIPALS TRAINING

Competencies Covered:

The program for school principals aims to develop them as masters of contextual problem solving, instructional leadership, and stakeholder engagement.



Contextual Problem Solving

Identifying and addressing school problems based on needs and capacities



Instructional Leadership

Developing and managing the curriculum and methods of instruction



Stakeholder Engagement

Engaging multiple stakeholders to maximize and generate resources

Training Methodology Per Year:

Year I

In Person: 3.5 Days (Part 1) + 3.5 Days (Part 2)

Online

- Asynchronous Sessions: 2 sessions
- Synchronous: 6 sessions

Year II and Year III

In Person: 3.5 Days

Online Synchronous: 9 sessions

Impact Assessment: Comparing participant declared baseline, target and actual results as reported in a Project Completion Report of their annual **action plans** submitted by end of school year

Eligibility Criteria:

Rank: Principal/ Head Teacher

Remaining Years In Service: At least 7 Years

Origin: Ideally from a School with SBFI Building or if Principal is retiring, can be Assistant Principal or School Principal recommended by the DepEd Division

TEACHERS TRAINING

Competencies Covered:

The program for teachers aims to develop them as masters of model lesson planning and implementation, 21st century skills development, effective student assessment, and stakeholder engagement. Subjects covered are Elementary English, Elementary Mathematics, and Junior High School Science.

21st Century Instruction



Developing critical and creative thinking among others

Model Lesson Planning



Planning and managing the daily teaching and learning processes

Effective Student Assessment



Organizing and using effective assessment strategies

Stakeholder Engagement



Facilitating involvement of stakeholders in the education process

Training Methodology Per Year

In Person: 3.5 Days

Online Synchronous: 9 Sessions

Impact Assessment:

- **Elementary English and Math:** Compare year-on-year school performance in standardized tests in numeracy and English literacy
- **Junior High Science:** Compare year-on-year results of students from La Salle developed exam

Eligibility Criteria:**Rank:** Master Teacher or Most Senior Ranking Teacher acting as subject level head**Level:**

- **English and Math:** Elementary
- **Science:** Junior High School

Remaining Years In Service: At least 5 Years**Origin:** Only from a School with SBF1 Building**ANNEX C: TRAINING TOPICS PER YEAR**

TRAINEE	YEAR I (TRANSFORMING THE SELF)	YEAR II (TRANSFORMING THE SCHOOL)	YEAR III (TRANSFORMING THE COMMUNITY)
PRINCIPALS	1. Program Overview 2. Global Educational Landscape 3. Philippine Education Challenges 4. Understanding School Context 5. Instructional Leadership Defined 6. Contextual Problem Solving 7. Stakeholder Engagement Defined 8. Action Plan Problem Identification 9. Baseline and Objective Setting 10. Leadership Vision Development 11. Activity Planning and Budgeting 12. Stakeholder Mapping 13. Project Management Rules 14. Mobilizing and Mentoring Project Team 15. Project Monitoring and Risk Management 16. Project Troubleshooting 17. Project Evaluation and Reporting	1. Project Sustainability 2. Educational Innovations 3. Developing Innovations 4. Learner Assessment Tools 5. Initiating Partnerships 6. Resource Mobilization 7. Year 2 Action Planning 8. Teachers Competency Mapping 9. Teachers Professional Development 10. Action Plan Alignment 11. Communicating Effectively 12. Project Management Mentoring 13. Troubleshooting Mentoring 14. Project Evaluation Mentoring 15. Project Reporting Mentoring 16. School Performance Management System	1. Engaging Stakeholders for Interventions 2. Developing School Environment 3. Risk Management for Stakeholders 4. Emerging Opportunities for Stakeholder Engagement 5. Reinventing School Resources 6. Shared Stewardship 7. Year 3 Action Planning 8. Conducting Stakeholder Meetings 9. Stakeholder Skills Development 10. Action Plan Drafting with Stakeholders 11. Mobilizing Stakeholders for Planning 12. Mobilizing Stakeholders for Implementation 13. Mobilizing Stakeholders for Monitoring 14. Mobilizing Stakeholders for Troubleshooting 15. Mobilizing Stakeholders for Evaluation and Reporting 16. Networking
TEACHERS	1. Program Overview 2. Global and National Educational Landscape 3. 21st Century Skills 4. Problem Based Learning 5. Choosing Appropriate Learning Resources 6. Setting Achievable Outcomes 7. Designing Assessments and Providing Feedback 8. Drafting a Modern Lesson Plan 9. Developing Lesson Plans 10. Creating a Collaborative Environment 11. Strategies on Collaborative Learning 12. Improving Student Mastery of Competencies 13. Designing Rubrics for Performance Tasks	1. Adult Learning Theory 2. Facilitating vs. Training 3. Principles of Training 4. Creating a Training Plan 5. 21st Century Teaching 6. Enhancing Lesson Plans 7. Calibrating Assessment 8. Effective Stakeholder Engagement 9. Giving Professional Feedback 10. Designing a Departmental Action Plan 11. Developing Assessments 12. Departmental Formative Interventions 13. Making a Monitoring System for Interventions 14. Integrating 21st Century Skills in Activities 15. How to Give Constructive Feedback for Students 16. Adjusting Departmental Lesson Plans	1. Teachers' Role in Education Reformation 2. Teacher Leadership in Education Reformation 3. Barriers on Teacher Leadership 4. Interventions for 21st Century Education 5. Evaluating Plans 6. Designing Integrated Assessments 7. Shared Accountability 8. Drafting a Learning Improvement Program 9. Baselines and Objectives for School Programs 10. Interpreting Previous Performance 11. Including Stakeholders in Learning Improvement Programs 12. Stakeholder Engagement Plan 13. Mentoring for Effective

14. Improving Current Performance Tasks 15. Maximizing Information Technology for Instruction 16. Adjusting Lesson Plans to Cater to Student Needs 17. Project Reporting	17. Creating Lesson Plan Improvements based on Feedback 18. Data Feedback Interpretation and Analysis 19. Report Generation and Presentation	Implementation 14. Providing Support Mechanisms 15. Constructive Feedback 16. Assessments for Plan Effectiveness 17. Adjusting Learning Improvement Plan 18. Working with DepEd
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ANNEX D OVERVIEW OF TRAINING SCHEDULE

All Trainings

TRAINING DELIVERY MODE	SESSION NO.	MONTH	NO. OF DAYS/HOURS
In-Person	1	APRIL – JUNE	3.5 Days
Online (Synchronous)	2	JULY	2 Hours
Online (Synchronous)	3	AUGUST	2 Hours
Online (Synchronous)	4	SEPTEMBER	2 Hours
Online (Synchronous)	5	OCTOBER	2 Hours
Online (Synchronous)	6	NOVEMBER	2 Hours
Online (Synchronous)	7	JANUARY	2 Hours
Online (Synchronous)	8	FEBRUARY	2 Hours
Online (Synchronous)	9	MARCH	2 Hours
Online (Synchronous)	10	APRIL	2 Hours

Specific to School Principals Training Year I with CESL

TRAINING DELIVERY MODE	SESSION NO.	MONTH	NO. OF DAYS/HOURS
In-Person	1	MAY	3.5 Days
Online (Asynchronous)	2	JUNE	2 Hours
Online (Asynchronous)	3	JULY	2 Hours
In-Person	4	AUGUST	3.5 Days
Online (Synchronous)	5	SEPTEMBER	2 Hours
Online (Synchronous)	6	OCTOBER	2 Hours
Online (Synchronous)	7	NOVEMBER	2 Hours
Online (Synchronous)	8	JANUARY	2 Hours
Online (Synchronous)	9	FEBRUARY	2 Hours
Online (Synchronous)	10	MARCH	2 Hours

70