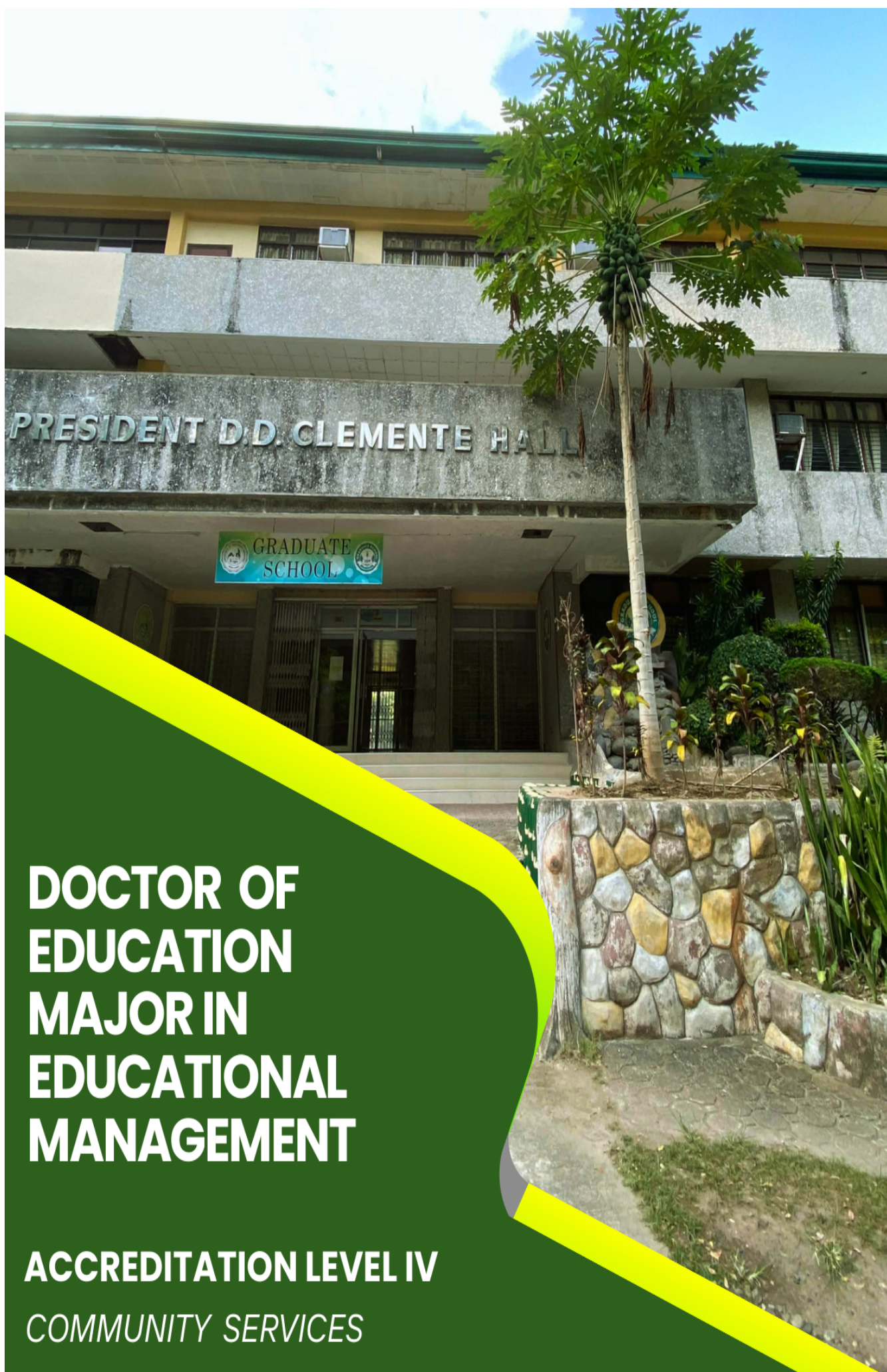




DOCTOR OF EDUCATION MAJOR IN EDUCATIONAL MANAGEMENT

ACCREDITATION LEVEL IV
COMMUNITY SERVICES

UNIVERSITY OF SOUTHERN MINDANAO





University of Southern Mindanao
Graduate School



Doctor of Education Major in Educational Management

EXTENT OF COMPLIANCE IN AREA - COMMUNITY SERVICES

WITH THE TEAM RECOMMENDATIONS MADE IN THE LAST SURVEY VISIT

Recommendations	Action Taken	Degree of Compliance
1. Present the extension project that is particularly aligned to the EdD-Educational Management program where faculty members and graduate students have actively participated in. A complete and properly packaged set of documents is encouraged.	<i>The university has its UNIVERSITY OF SOUTHERN MINDANAO INTERNATIONALIZATION ROAD MAP AND STRATEGIC PLAN, Design Thinking + Futures Thinking for USM Internationalization where the Graduate School specifically the Doctor of Education – Educational Management is anchored upon.</i>	100%
2. Conduct review of program priorities in the selection of research outputs that can probably be extended to the identified communities by the EdD-EM program: a. Focus on at least one extension project/s which is most related/aligned to the EdD-EM program. Also, show evidence of maximum participation of students and faculty members in the implementation of the extension project/s. b. Ensure the sustained implementation of the duly approved extension project/s of the EdD-EM program and carry out periodic monitoring of the various phases of the said project/s. c. Provide full documentation of the extension project implemented by the EdD-EM program, i.e. from the conceptualization to approval then implementation, monitoring and evaluation, presentation to impact assessment, etc.	<i>There are documentations on internationalization initiatives and activities conducted by the Doctor of Education-Educational Management Program.</i>	100%

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DETAILED PROPOSAL FOR EXTENSION		

A. BASIC INFORMATION	
1. Project Title	Project LEAD (Leadership and Education Advancement through Development): USM Graduate School's Support for DepEd Educators and School Leaders through In-Service Trainings
2. Proponent/s Indicate Name Academic Rank, Office	EIMER M. ESTILLOSO, EdD Professor VI, College of Education Dean, Graduate School PAUL JOHN B. ONGCOY Associate Professor IV, College of Education Program Head, MAED – Educational Management
2.1. Email Address	pjbongcoy@usm.edu.ph
2.2. Contact Number	0997 542 2224
3. Lead Unit/College	Graduate School
3.1. Collaborating Unit/College	
3.2. Partner Agency	
4. Thematic Area	☒ Quality Learning Skills Development and Literacy ☐ Food Security and Poverty Reduction ☐ Social Development, and Strong Institutions ☐ Good Health and Well-being ☐ Preservation of Culture ☐ Innovations in Science, Engineering, and Technology ☐ Environmental Protection, Conservation and Risk Reduction ☐ Sustainable Entrepreneurship and Management
5. Sustainable Development Goal/s	☐ No Poverty ☐ No Hunger ☐ Good Health ☒ Quality Education ☐ Gender Equality ☐ Clean Water and Sanitation ☐ Renewable Energy ☐ Good Jobs and Economic Growth ☐ Innovation and Infrastructure

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	☐ Reduced Inequalities ☐ Sustainable Cities and Communities ☐ Responsible Consumption ☐ Climate Change ☐ Life Below Water ☐ Life on Land ☐ Peace and Justice ☐ Partnership for the Goals	
6. Sector/Discipline	Education	
7. Project Duration	Start Date: January 1, 2026	Completion Date: December 31, 2026
8. Project Location / Service Area	DepEd Cotabato Division	
9. Total Budget Requested (Php)		Fund Source:

B. TECHNICAL DESCRIPTION	
1. Need-based Rationale (State rationale based on current set-up, the need, your solution, and connect) Please refer to Magbanua, G.G. (n.d.) Writing a Need-based Rationale for Extension Proposal, <i>TeknoGiya</i> University of Southern Mindanao. The Schools Division Offices (SDOs) of Cotabato Province and Kidapawan City, under the Department of Education (DepEd) Region XII (SOCCSKSARGEN), prioritize in-service trainings (INSET) as a cornerstone of teacher professional development. These divisions, headquartered in or near Kidapawan City, Cotabato, serve diverse communities facing challenges such as curriculum transitions, technological integration, and psychosocial needs of learners and educators. INSET programs equip teachers with adaptive strategies, technological literacy, and support skills to address emerging educational issues, including the revised K to 12 curriculum, learner-centered pedagogies, and post-pandemic recovery. DepEd mandates mid-year and year-end INSET sessions, often aligned with the National Educators Academy of the Philippines (NEAP) guidelines. These trainings deliver Continuous Professional Development (CPD) units required under Republic Act 10912. In Cotabato and Kidapawan City, sessions focus on curriculum implementation (e.g., upskilling for Grades 2, 3, 5, and 8), pedagogical innovations, classroom management, and mental health support. Regional efforts, such as GAD trainings on workplace ethics or universal prevention curricula, complement division-	



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level activities. Such programs bridge gaps between traditional methods and contemporary demands, enhancing teacher motivation, skills, and student outcomes in underserved areas of Mindanao.

The University of Southern Mindanao (USM), based in Kabacan, Cotabato, plays a pivotal role through its Graduate School and University Extension Services Office (ESO). USM's Graduate School offers advanced programs in Education (EdD and MAED in Educational Management) positioning it as a Delivering Higher Education Institution (DHEI) for CHED scholarships. These programs cultivate research-oriented educators capable of leading curriculum reforms and innovation.

USM's ESO extends the university's mandate of instruction, research, and extension to uplift communities. Extension services emphasize human resource development, technical assistance, training for various groups, and socio-economic projects. While historically focused on agriculture and rural development, the ESO collaborates with government agencies, including DepEd, on capacity-building. This includes research-based initiatives that translate academic findings into practical interventions for teachers and schools. Recent activities, such as launching extension magazines and honoring volunteers, underscore a commitment to community engagement and knowledge dissemination.

The partnership between USM's Office of the University Extension Services Center, Graduate School, and DepEd SDOs of Cotabato and Kidapawan City exemplifies synergistic support for basic education. USM provides resource persons, facilitators, and research-backed modules for INSET, addressing technological literacy (e.g., ICT integration), adaptive teaching strategies for diverse learners, and psychosocial skills amid regional challenges like poverty or conflict-affected areas. This collaboration promotes evidence-based practices, ensuring trainings remain relevant to local contexts while aligning with national goals under RA 10533 (Enhanced Basic Education Act).

Benefits of this framework are multifaceted. Teachers gain updated competencies, fostering improved instructional quality and learner performance. Schools benefit from innovative

pedagogies and technology-enhanced classrooms. Communities experience broader upliftment as empowered educators contribute to social cohesion and economic progress. Challenges persist, however, including resource constraints in remote areas, varying teacher readiness levels, and the need for sustained follow-through beyond one-off trainings. Evaluation mechanisms, such as post-INSET impact assessments, are essential to measure long-term efficacy.

The recognition by Cotabato and Kidapawan City SDOs of continuous professional growth, combined with USM's academic and extension expertise, forms a robust ecosystem for educational advancement. This tripartite support—DepEd's operational leadership, USM's research depth, and joint capacity-building—ensures teachers evolve with educational trends. Strengthening monitoring, funding, and inclusivity will further amplify impacts, ultimately advancing quality basic education in Mindanao and contributing to national development goals. Sustained collaboration will prove vital in navigating future disruptions like digital transformation and climate-related educational challenges.

Thus, this project generally aims to capacitate educators and school leaders on the latest trends and innovations in educational leadership and management.

2.	Objectives (State specific objectives based on Knowledge, Skills, and Attitude/Practice (KSA/P))
	The general objective of the PROJECT LEAD is to catalyze the development of a professional learning community that will sustain capability building among school leaders and teachers. Specifically, it aims to: ● develop a module on innovations in educational leadership and school management; ● conduct training-workshops among teachers and school leaders with topics related to educational leadership and school management; and ● improve the leadership skills of teachers and school leaders by implementing best practices in school leadership.

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3.	Expected Output/s (State in quantifiable form) At the end of the project duration, it is expected that one hundred percent of the recipients (100%) were able to: - acquire knowledge and skills on the latest trends and innovations in educational leadership and management; and, - show improvement in leadership knowledge and skills in handling their schools.
4.	Review of Literature (Present related research/projects/activities that have been conducted). The capacity building of school heads (principals and educational leaders) on new trends and innovations in educational management and leadership has emerged as a critical area of scholarly inquiry in response to rapid global changes in education. These include digital transformation, evidence-based decision-making, equity-focused practices, adaptive leadership amid crises, and the integration of technology in instructional delivery. Researchers have increasingly examined how targeted professional development programs, workshops, communities of practice, and research-informed initiatives equip school leaders to navigate complex challenges while driving school improvement and student outcomes. Early and foundational studies highlighted the evolving role of school leaders from traditional managers to instructional and transformational leaders capable of fostering innovation. Works such as those exploring the changing role of school leadership emphasized principals' responsibility in building teacher capacity for pedagogical reforms and curriculum innovations. These studies underscored that effective leadership development must go beyond administrative skills to include strategic visioning, stakeholder engagement, and adaptive strategies in dynamic educational environments. Recent empirical research has shifted focus toward specific capacity-building mechanisms and their impacts. Qualitative case studies, such as the Building School Leader Capacity for Impact project in



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Michigan, demonstrated how sustained collaborative learning series, peer coaching, and onsite support enable principals to align leadership practices with student learning goals, moving beyond one-off trainings to embedded, context-specific professional growth. Similarly, investigations into rural leadership camps revealed the value of communities of practice (CoP) in enhancing leaders' efficacy, collaboration, and application of standards-based innovations in resource-constrained settings.

A growing body of work addresses evidence use and innovative leadership. National surveys in the United States have explored principals' role in building school capacity for research-informed improvement, identifying gaps in organizational routines, time allocation, and staff confidence while highlighting principals' potential contributions through human capital development, cultural shaping, and resource leveraging. Scale-development studies, like the Innovative School Leadership Scale, have provided tools to measure teachers' perceptions of principals' creativity, program implementation, and problem-solving abilities, revealing generally positive views with variations based on demographic factors.

In technology-driven contexts, systematic reviews have examined principals' technology leadership and its influence on teachers' ICT integration, mediated by capacity-building efforts such as professional development, vision articulation, and collaborative cultures. These studies stress the need for leaders to model digital practices and address equity issues in access to resources.

In developing country contexts, including the Philippines, research has focused on localized challenges and policy-driven programs. Studies analyze school heads' innovative practices, instructional supervision, and alignment with national standards (e.g., Philippine Professional Standards for School Heads), often recommending enhanced in-service trainings, ICT capability building, and programs like the School Heads Development Program (SHDP) to bridge preparation gaps for newly appointed leaders. Comparative analyses of leadership development programs highlight inconsistencies in policy implementation and call for more coherent, context-relevant capacity building to support reforms under frameworks like RA 9155.



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Overall, the body of research converges on the consensus that effective capacity building for school heads must be ongoing, collaborative, research-based, and responsive to emerging trends such as digital leadership, emotional intelligence, data analytics, and sustainable innovation. While progress is evident, persistent gaps remain in sustained follow-up, resource equity (especially in rural or underserved areas), and rigorous evaluation of long-term impacts on school performance. Future studies are likely to explore hybrid models integrating global best practices with local needs, particularly in regions undergoing curriculum transitions and post-pandemic recovery. This evolving literature provides a strong foundation for designing interventions that empower school leaders as catalysts for educational excellence.

A qualitative study examined the outcomes of 2019 Leadership Camps for rural educational leaders. Participants perceived significant gains in building a community of practice (CoP), where interactions enhanced leadership skills, fostered collaboration, and supported ongoing professional growth. The camps addressed emerging trends like adaptive leadership in resource-limited settings, leading to improved perceptions of personal and collective efficacy in managing educational innovations.

Analysis of U.S. state initiatives found that at least 26 states support long-term leadership development programs for in-service school leaders. These programs build capacity through targeted professional learning on instructional leadership, data-driven decision-making, and equity-focused innovations. The study highlights variability in design but underscores the value of continuous support systems in creating a pipeline of skilled leaders capable of navigating curriculum reforms and technological shifts.

Using national survey data from over 4,000 educators across 134 U.S. schools, this study conceptualized principal leadership for evidence-informed improvement. Findings revealed moderate use of research in agenda-setting but gaps in organizational routines, time allocation, and

staff confidence in consuming research. Principals can strengthen capacity by developing human capital, shaping school culture, leveraging resources, and guiding decision-making—key for adopting data analytics and evidence-based innovations in leadership and management.

A qualitative case study of 17 school leaders in a northern Michigan intermediate district analyzed how professional learning was implemented to drive school improvement. Leaders focused on identifying changes for student learning, shifting supervisory practices, and building internal capacity. The research emphasized that effective capacity-building moves beyond one-off trainings to sustained, collaborative efforts that integrate innovative pedagogical and organizational strategies, resulting in measurable impacts on leadership effectiveness.

This scale-development study created a valid and reliable 28-item “Innovative School Leadership Scale” and surveyed teachers’ views on principals’ innovation levels. Teachers generally held positive attitudes toward innovative leadership practices (e.g., implementing new programs and fostering creativity), though differences appeared by education level (master’s degree holders were slightly less positive). The tool supports research on training school heads in emerging trends like technology integration, adaptive management, and creative problem-solving in educational settings.

These studies collectively demonstrate that capacity building for school heads is most effective when it is ongoing, research-informed, collaborative, and aligned with contemporary challenges such as digital transformation, equity, and evidence-based decision-making. Programs incorporating mentorship, communities of practice, and practical application tend to yield stronger outcomes in leadership innovation and school improvement.

5. Results Framework

Implementation			Results	
Inputs (State the materials needed in the	Activities (State the major activities of the	Outputs (State the expected quantifiable	Outcomes (State the objectives of the project	Impact (State the possible impact of the project either of the



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conduct of activities)	project to attain the objectives)	outputs based on the activities conducted)	based on KSA/P of the partner-beneficiaries)	following: socio-economic, peace and order, environment, literacy and numeracy, etc.)
1. Module	Development and Validation of Modules on Educational Leadership and Management	1 developed and validated module on Educational Leadership and Management	Develop and validate a module on Educational Leadership and Management	enhance school heads’ effectiveness in handling schools
2. Training Design	Crafting of Training Design	1 training design	Craft a training design for participants on new trends and innovations in educational leadership and management	enhance school heads’ effectiveness in handling schools
6. Methodology (Brief description of how the project will be implemented to attain the objectives).				
6.1. Pre-implementation (Social Preparation)				
Stakeholder Mapping and Orientation: Joint USM-ESO and SDO teams conduct orientation meetings with division superintendents, supervisors, and school heads to present program goals, PPSSH alignment, and expected outcomes. Training Needs Assessment (TNA): A validated tool (adapted from PPSSH indicators, NQESH competencies, and local challenges) gathers data via surveys, interviews, and focus group discussions on priority competencies in innovative leadership and management. Results inform module customization. Social Preparation Activities: Community consultations, advocacy campaigns, and baseline data collection on school performance (e.g., SBM levels, learner outcomes). Formation of a joint Technical Working Group (TWG) with USM faculty, SDO personnel, and select school heads ensures participatory planning. Resource Mobilization: Securing venues, facilitators, and blended learning platforms.				
6.2. Implementation (Community Development)				



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This core phase (40–60 hours over 3–6 months) focuses on active capacity building and collaborative development using a blended learning approach (face-to-face workshops, synchronous/asynchronous sessions, and job-embedded activities).

Module Development Process Modules are developed collaboratively using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), aligned with USM-ESO training design standards and adult learning principles (andragogy)

- 1. Analysis: TNA results and PPSSH domains guide content prioritization.
- 2. Design: Learning objectives, activities, and assessments are mapped to PPSSH strands and indicators.
- 3. Development: TWG creates interactive modules with case studies, simulations, digital tools, and research-based content on trends like technology integration and evidence-based management. Sample modules include: Innovative Instructional Leadership in the Digital Age; Data Analytics and Evidence-Based School Improvement; Building Resilient, Inclusive, and Psychosocially Supportive School Communities Adaptive Leadership and Action Research for Continuous Improvement
- 3. Validation and Piloting: Expert review by USM and DepEd specialists, followed by a small-scale pilot and revisions for cultural and contextual relevance.
- 4. Finalization: Modules are packaged with facilitator guides, participant workbooks, and NEAP-recognizable CPD resources.

Training Design and Deliver

- 1. Structure: Orientation + TNA feedback, modular workshops (4–6 sessions), mentoring/coaching, and a Workplace Application Project (WAP) where participants implement and document a school-based innovation (e.g., digital initiative or data-driven plan).
- 2. Methods: Interactive lectures, group discussions, role-playing, technology demonstrations, Learning Action Cells (LAC)-style sharing, peer mentoring, and community-based reflection sessions. Resource persons include USM Graduate School experts and innovative DepEd practitioners.
- 3. Monitoring: Regular learning logs, virtual check-ins, and progress tracking ensure engagement and adaptive adjustments.

6.3 Post-implementation (Community Management)

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This phase (2–3 months) emphasizes sustainability, institutionalization, and long-term impact. Evaluation and Impact Assessment: Kirkpatrick’s Four Levels (Reaction, Learning, Behavior, Results) plus organizational impact. Tools include post-training surveys, pre/post knowledge/skills tests, observation checklists, WAP presentations, and analysis of school indicators. Thematic analysis and statistical methods assess outcomes. Community Management Activities: Establishment of a Community of Practice (CoP) among trained school heads for ongoing peer support, knowledge sharing, and mentoring. USM-ESO facilitates follow-up coaching, refresher sessions, and scaling to other schools/divisions. Sustainability Measures: Development of school-based action plans, integration into SDO INSET calendars, policy recommendations for DepEd, and documentation of best practices for research dissemination. Monitoring visits and impact reports track sustained application and broader community benefits (e.g., improved learner outcomes and school culture). Research Output: A comprehensive extension report with recommendations for future iterations.	
7.	Work Plan Schedule Please attach Work Plan Schedule Form (USM-EXT-F11-Rev.4.2024.09.02)
8.	Target Partner- Beneficiaries (Identify the clientele and the expected outcomes of the intervention on their KSA/P)
Primary participants include 80–120 public school heads (principals and head teachers) from Cotabato Province and Kidapawan City SDOs, with stratified representation across elementary/secondary levels, urban/rural/remote schools, and career stages (with priority for those needing SHDP support). Secondary stakeholders encompass SDO supervisors, master teachers, USM faculty/extension specialists, and community representatives.	
9.	Potential Impact (Briefly discuss the potential impact of the intervention in any of the following: socio-economic wellbeing of the clientele, peace and order situation in the area, and/or environmental impact, literacy and numeracy rate).
The potential impact of the proposed capacity-building training for school heads in the Schools Division Offices of Cotabato and Kidapawan City, in partnership with the University of Southern Mindanao (USM), is transformative at multiple levels. By equipping school leaders with competencies in innovative educational leadership and management—anchored on the Philippine Professional Standards for School Heads (PPSSH)—the program	



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promises to elevate teaching quality, enhance school performance, and improve learner outcomes in underserved Mindanao communities.

At the individual level, school heads will gain practical skills in digital leadership, data-driven decision-making, adaptive strategies, and psychosocial support. This fosters personal and professional growth, enabling leaders to model innovation and resilience amid challenges such as resource constraints, curriculum transitions, and post-pandemic recovery. Enhanced instructional supervision and evidence-based practices will directly translate into better teacher mentoring and classroom management.

Cascading to the school level, empowered leaders are expected to create collaborative cultures through Learning Action Cells (LACs), promote technology integration, and implement school-based innovations. Philippine studies consistently show that strong instructional leadership positively correlates with higher teacher performance, improved School-Based Management (SBM) levels, and a supportive environment that drives pedagogical excellence. Schools in Cotabato and Kidapawan could see measurable gains in learner achievement, reduced achievement gaps in rural or conflict-affected areas, and stronger stakeholder engagement.

Broader community and systemic impacts include sustained professional development ecosystems via the established Community of Practice (CoP), knowledge sharing through USM’s extension services, and policy recommendations for DepEd Region XII. Long-term, the training contributes to national goals of quality basic education by producing adaptive leaders who navigate emerging trends like digital transformation and equity-focused management.

Challenges such as workload pressures and follow-through sustainability must be addressed through robust monitoring. Overall, this USM-DepEd collaboration holds strong potential to uplift educational quality in Cotabato and Kidapawan, fostering resilient schools that

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empower teachers and prepare learners for 21st-century demands, ultimately advancing regional and national development.		
10.	Budget Summary	Please attach Budget Summary for Extension (USM-EXT-F03-Rev.4.2024.09.02)
11.	Literature Cited	Akyürek, M. İ., & Karabay, E. (2022). Developing innovative school leadership scale and teachers' views on innovative school leadership. <i>Journal of Educational Leadership and Policy Studies</i>, 6(1). https://go.southernct.edu/jelps/files/2022-spring-volume6/8-Final.pdf Farley-Ripple, E. N. (2024). The use of research in schools: Principals' capacity and contributions. <i>Education Sciences</i>, 14(6), Article 561. https://doi.org/10.3390/educsci14060561 Fitz, J., Wechsler, M., & Levin, S. (2024). <i>State approaches to developing educational leaders</i>. Learning Policy Institute. https://learningpolicyinstitute.org/product/state-approaches-developing-educational-leaders-report Meyer-Looze, C. L., & Vandermolen, R. (2021). Building school leader capacity for impact. <i>School Leadership Review</i>, 16(1), Article 3. https://scholarworks.sfasu.edu/slr/vol16/iss1/3/ Muhayimana, T., Schares, D., & Ruxton, M. (2023). Building educational leaders' capacity in a community of practice. <i>Journal of School & Action Research Development</i>, 4(2). https://files.eric.ed.gov/fulltext/EJ1384352.pdf
12.	Capsule Curriculum Vitae (CV)	Proponent: PAUL JOHN B. ONGCOY, PhD Associate Professor IV College of Education, University of Southern Mindanao
Attachments:		
1. Work Plan Schedule 2. Budget Summary for Extension		

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WORK PLAN SCHEDULE

PROJECT TITLE:	Project LEAD (Leadership and Education Advancement through Development): USM Graduate School Support for DepEd Educators through In-Service Trainings															
COLLEGE/ DEPARTMENT/ UNIT:	Graduate School															
PROPOSER (S):	Eimer M. Estilloso, EdD; Paul John B. Ongcoy, PhD															
Total Duration (in months)	12 months	Planned Start	January 2026	Planned End	December 2026											
Activities	Expected Outputs	Responsible Person	Schedule of Activities (12 months)													Milestone (%)
			1	2	3	4	5	6	7	8	9	10	11	12		
Coordination and Planning	Conducted series of coordination meetings with DepEd Kidapawan City and Cotabato Divisions	Project Team													10%	
Formalization of Partnership	Memorandum of Agreement (MOA) executed among USM, and DepEd Kidapawan City and Cotabato Divisions	Project Team													10%	
Baseline Survey and Planning	Data on Training Needs of DepEd Educators	Project Team													15%	
Development and Validation of Training Modules	Training Module	Resource Speaker													10%	
Capacity Building/Knowledge Transfer	Lectures	Project Team Resource Speakers Science and Math teachers													25%	

USM-EXT-F11-Rev.4, 2024.09.02



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WORK PLAN SCHEDULE

Presentations of Outputs and Critiquing	Training and Action Plans	Project Team Resource Speakers School Heads													20%
Monitoring, Documentation, and Reporting	Reports	Project Team													10%

USM-EXT-F11-Rev.4, 2024.09.02

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QUARTERLY MONITORING AND EVALUATION REPORT FOR EXTENSION		

Project Title:	Project LEAD (Leadership and Education Advancement through Development): USM Graduate School Support for DepEd Educators through In-Service Trainings	Period Covered	☒ 1 st Quarter ☐ 3 rd Quarter ☐ 2 nd Quarter ☐ 4 th Quarter
Proponent(s):	Eimer M. Estilloso; Paul John B. Ongcoy	Fund Source	☐ Local _____ ☐ External _____

Activities <i>Based on the Work Plan Schedule</i>	Outputs	Accomplishments		(%) Completion (Cumulative)	Problems Encountered <i>(if any)</i>	Action Taken	Fund Utilization (%)	Remarks by Evaluator
		Target (%) <i>Based on the Milestone in the Workplan</i>	Actual (%)					
% Completion (Cumulative) from the previous quarter: <u>25</u> %								
Coordination and Planning	Conducted series of coordination meetings with DepEd Kidapawan City and Cotabato Divisions	100%	100%	10%			0%	

Prepared by:	Noted by:	Evaluated by:	Concurred by:
			
PAUL JOHN B. ONGCOY Project Leader	GLYN G. MAGBANUA College Extension Coordinator	GLYN G. MAGBANUA Director, Extension Services Office	DEBBIE MARIE B. VERSOZA Vice President for Research, Development and Extension



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BOARD OF REGENTS

CONFIRMATION OF MEMORANDA OF AGREEMENT/UNDERSTANDING (MOAs/MOUs)
BETWEEN THE UNIVERSITY OF SOUTHERN MINDANAO (USM) AND VARIOUS PARTNER
INSTITUTIONS

WHEREAS, the University of Southern Mindanao (USM) is mandated to engage in academic, research, and extension partnerships that advance instruction and regional development;

WHEREAS, various colleges and offices within the University have proposed collaborations with local government units, government agencies, and private organizations to implement community-based projects;

WHEREAS, these MOAs and MOUs have been reviewed and endorsed by the University Research, Development, and Extension Council (URDEC), Administrative Council and the University Legal Services Office;

NOW, THEREFORE, BE IT RESOLVED, as it is hereby RESOLVED, that the Board of Regents confirms the following agreements:

Resolution Number	Partner Institution/s	Key Provisions	Financial Requirements	Duration
MEMORANDA OF AGREEMENT				
29-A	Inter-Cultural Organizations Network (ICON-SP) & KASUNAYAN Community	Implementation of UniK 2025 for displaced Bagobo-Tagabawas; USM to provide technical expertise and M&E; ICON-SP as ground mobilizer.	Php 360,000 (Fund 101)	3 Years (Jan-Dec 2024)
29-B	LGU Kabacan	Project Meteor Guardians; USM to provide hydrology and GIS expertise; LGU to provide funding and logistics.	Funded by LGU Kabacan	3 Years
29-C	MSU-Iligan Institute of Technology (MSU-IIT)	CHED-GIA Project on Mindanao-wide microbial culture collection; USM to conduct sampling and research	CHED-GIA Funded; institutional costs shared	Project-based
29-D	MTIT-BARMM	Feasibility Study for Halal Hub at Polloc Freeport; USM to conduct fieldwork, surveys, and business planning.	Php 10,000,000 (from MTIT)	6 Months
29-E	NAM-IA & NIA-KABRIS	"Gulayan sa Patubigan" for Osias Vegetable Growers; USM to allocate land and provide farming starter kits.	USM to provide starter kits and expertise	3 Years
29-F	DepEd SDO Cotabato	Project LEAD: Graduate School support for	Institutional resources	The project is designed as



Excerpts from the Minutes of the 162nd Regular Meeting of the USM Governing Board
January 9, 2026

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JAMELLA C. MANGIGING
Administrative Assistant III
Office of the Board Secretary
USM, Kabacan, Cotabato

CHED-HEDC Building, Diliman, Quezon City



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		DepEd educators through leadership and in-service training		a sustained professional development initiative to support capacity-building for teachers in the region.
29-G	DepEd SDO Kidapawan	Project LEAD: Graduate School support for DepEd educators through leadership and in-service training	Institutional resources	The project is designed as a sustained professional development initiative to support capacity-building for teachers in the region.
29-H	DepEd SDO Cotabato	• Focuses on enhancing pedagogical competence through innovative, research-based, and localized teaching approaches • Integrating these principles into Science and Mathematics instruction to align with the K to 12 Basic Education Curriculum • Delivery of hands-on workshops, collaborative lesson design, and experiential learning sessions • Providing a platform for educators to share best practices and foster a community of reflective practitioners.	Training costs and expertise	The project is designed as a sustained professional development initiative to support capacity-building for teachers in the region.
29-I	DepEd SDO Kidapawan	• Focuses on enhancing pedagogical competence through innovative, research-based, and localized teaching approaches • Integrating these principles into Science	Training costs and expertise	The project is designed as a sustained professional development initiative to support capacity-

Excerpts from the Minutes of the 162nd Regular Meeting of the USM Governing Board
January 9, 2026
CHED-HEDC Building, Diliman, Quezon City

USM-BRD-Fo1 Rev.1.2024.01.31

CERTIFIED TRUE COPY

JAMELLA C. MANGIGING
Administrative Assistant III
Office of the Board Secretary
USM, Kabacan, Cotabato



Republic of the Philippines
UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
email address: boardsec@usm.edu.ph



BOARD OF REGENTS

		and Mathematics instruction to align with the K to 12 Basic Education Curriculum • Delivery of hands-on workshops, collaborative lesson design, and experiential learning sessions • Providing a platform for educators to share best practices and foster a community of reflective practitioners.		building for teachers in the region.
29-J	Nangaan High School & SOXAARRDEC	Establishment of a School Garden (Plant to Learn and Earn); USM to provide expertise and technologies.	Php 50,000 (from USM)	3 Years
29-K	Tropic Biosciences UK Limited Research Collaboration (Gene Editing)	Joint research on trait development in specific crops (e.g., coffee/bananas) using Tropic's GEiGS® technology; USM to provide local germplasm and research facilities; Tropic to provide technical training and proprietary tools	Mutual institutional support; external research grants as applicable	5 years from the date of effectivity
29-L	Barangay Local Government Unit (BLGU) of Pinamaton, Matalam, Cotabato	Natural Farming Systems Extension Project: USM to provide technical expertise in sustainable farming, conduct training on natural fertilizers/pest management, and lead monitoring; BLGU to facilitate community mobilization, provide training venues, and ensure project site security.	Mutual institutional support and technical resources provided by USM; logistics and site maintenance by the BLGU	3 years from the date of signing.
29-M	Local Government Unit of Alamada	• Renewal of ties to actuate the donation of a parcel of land from the LGU to USM	• Salaries and benefits for faculty personnel assigned to the campus • General financial requirements incurred in exercising the duties and	Commencing in 2025, until another negotiated renewal between the parties



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BOARD OF REGENTS

		• Providing students access to the <i>Aklat ng Bayan</i> reading materials produced by the KWF . • The <i>Aklat ng Bayan</i> publications shall remain in secondary schools for one (1) month for use by teachers and students to support instruction and learning.	• Participating schools shall allocate appropriate space and venue for the program . • Active participation from teachers, students, and stakeholders.	
29-Y	With Muban Chombueng Rajabhat University (MCRU), Ratchaburi Province, Thailand	• Development of mutual cooperation in research, teaching methodologies, and academic practices . • A two-week observation program for students and teachers regarding teaching methodologies . • Sharing of academic information, technical knowledge, research papers, and materials . • Collaboration on the development of programs, learning content, and joint research in areas of common interest . • Students will share their home country's culture through presentations to foster cross-cultural understanding.	Total Funding: Sixty-Four Thousand Pesos (P64,000.00) from Fund 05-Tuition . • Specific arrangements for future activities are subject to further negotiation and the availability of funds.	Valid for five (5) years from the date of execution (November 27, 2025) and shall be automatically renewed on an annual basis thereafter.
29-Z	Food Microbiology Association – Melbourne, Australia	• Academic collaboration, research partnership, and food safety capacity-building . • Faculty exchange, joint research initiatives, and training programs . • Development of academic materials and		

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January 9, 2026
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USM-BRD-F01.Rev.1.2024.01.31

CERTIFIED TRUE COPY
AMELLA C. MANGIGING
Administrative Assistant III
Office of the Board Secretary
USM, Kabacan, Cotabato

MEMORANDUM OF AGREEMENT

Know all men by these presents:

This Memorandum of Agreement ("Agreement") has been made and entered into by and between:

UNIVERSITY OF SOUTHERN MINDANAO (USM), a level IV state University, created and operating under Republic act No. 763, s. 1952, as amended by Presidential Decree No. 1312, s. 1978 with a principal office and postal address at Bai Matabay Plang Avenue, Poblacion, Kabacan, Cotabato, represented herein by its President, **JONALD L. PIMENTEL, PhD**, hereinafter referred to as the "**USM-Kabacan**";

-and-

Department of Education (DepEd) - Schools Division Office of Kidapawan City (SDO-Kidapawan), a DepEd division of schools, with principal office address at JP Laurel St., Brgy. Poblacion, Kidapawan City represented herein by its School Division Superintendent, **MIGUEL P. FILLALAN, JR, CESO V**, hereinafter referred to as "**SDO-Kidapawan**".

WITNESSETH: That

WHEREAS, the SDO- Kidapawan recognizes the importance of in-service trainings that are designed to ensure that teachers continuously improve their professional competencies, keeping pace with current educational trends, pedagogical innovations, and curriculum updates;

WHEREAS, the SDO-Kidapawan recognizes the need to conduct in-service trainings in order to equip teachers and school leaders with adaptive strategies, technological literacy, and psychosocial support skills to address these emerging issues.

WHEREAS, the USM is a government institution of higher learning established in 1952 by Bai Matabay Plang, a state University with four mandated functions, namely: instruction, research, extension, and production;

WHEREAS, the USM through its Graduate School and the University Extension Services Center, aims to uplift education in underserved communities through research-based extension services;

WHEREAS, the USM, as an academic institution, through the Office of the University Extension Services Center, supports SDO-Kidapawan through capacity-building, in-service trainings, and research-based extension activities;

NOW THEREFORE, for and in consideration of the foregoing premises and strong commitment of **PARTNERS** to advance the quality of education in the region, **PARTNERS** hereby agree to collaborate in the planning, implementation, and evaluation of the said extension project under the following provisions:

Section 1. Scope of Work/Description of the Project.

PARTNERS hereby undertake the implementation of Extension Project with the title "**Project LEAD (Leadership and Education Advancement through**

Development): USM Graduate School Support for DepEd Educators through In-Service Trainings".

Section 2. Obligations of the Parties

A. USM-Kabacan shall:

1. Conduct extension activities with permission and proper consultation with concerned and target participants;
2. Conduct capacity-building activities and workshops through in-service trainings for school heads and classroom teachers of SDO-Kidapawan with research-based topics and trends in education;
3. Lead in the implementation of in-service trainings;
4. Provide technical and academic expertise in planning and implementation of the project whose faculty members will serve as resource persons and facilitators during in-service trainings;
5. Facilitate monitoring and documentation of the project outcomes and learning impact;
6. Observe and comply with the policies and rules of the Department of Education;
7. Communicate regularly with SDO-Kidapawan regarding the status of the implementation of the project; and
8. Share results of the implementation with relevant stakeholders and propose scaling strategies where applicable.

B. The SDO-Kidapawan shall:

1. Recommend beneficiary schools for the extension project;
2. Advise school heads to designate participating school heads and classroom teachers and ensure their attendance in mentoring and project-related activities.
3. Ensure that school heads provide the necessary venue and support for mentoring and implementation activities.
4. Encourage collaboration among teachers and USM faculty members.
5. Provide feedback and reflections on the implementation to guide project refinement;
6. Ensure compliance of USM Kabacan to the existing rules and policies of DepEd in the implementation of the project;
7. Conduct regular monitoring of the project implementation; and
8. Ensure the dissemination and sustained use of validated materials within the school.

Section 3. Amendments and Extension

Any modification or amendment to this Agreement shall be valid only if it is made in writing and duly executed by all **PARTIES**. The written modification shall clearly reference this original Agreement and specify the particular provisions being modified. No oral agreements or understandings shall be binding or effective in altering the terms of this Agreement.

Any extension of this Agreement shall be made in writing and agreed upon by all **PARTIES**. The extension shall specify the new term duration and any other modified terms. No extension shall be deemed automatic, and all **PARTIES** must consent in writing to the extension before it becomes valid and enforceable.

Section 4. Financial Considerations

The **PARTIES** acknowledge and agree that each shall be solely responsible for, and shall bear, the costs or expenses arising from the performance of their respective roles, responsibilities, and other obligations under this Agreement. Further, the **PARTIES** represent and warrant that the financial transactions and management arising from this Agreement shall comply with applicable national laws, rules, and regulations on accounting and auditing rules and regulations.

Section 5. Authority of Signatories.

The signatories hereunder represent and warrant that all necessary capacity, power, requisite authorization and other approvals for the execution of this Agreement by both parties, respectively, have been duly obtained.

Section 6. Venue of Action and Arbitration Clause

If any dispute or difference of any kind whatsoever rise between the parties in connection with the implementation or interpretation of this Agreement, the parties shall make an effort to resolve such dispute or difference by mutual agreement. Accordingly, the parties may resort to court only after all efforts to settle the dispute amicably have been exhausted.

It is hereby agreed that any and all actions that shall arise from this Agreement shall be instituted and tried exclusively before the proper courts of Kabacan, Cotabato, Philippines.

Section 7. Confidentiality and Data Privacy

Both **PARTIES** agree to endeavor to take all reasonable measures to comply with the Data Privacy Act of 2012 (Republic Act 10173) and all applicable data protection rules and regulations in the performance of their obligations under this Agreement. Any confidential data and information that any party may know or access during the performance of this Agreement (hereinafter referred to as "Confidential Information") shall not be disclosed, made available, or be assigned to any third party without the prior written consent of the party providing the information.

There shall be no processing of personal and sensitive personal information without the consent of the data subject. The data gathered shall only be used and retained for a legitimate purpose. The **PARTIES** shall ensure at all times, from

data gathering, retrieval to disposal, the confidentiality of any personal and sensitive personal information that come to its knowledge and possession.

Section 8. Relationship

For purposes of the performance of the obligations under this MOA, nothing in this MOA shall be deemed or construed to create an employer-employee relationship, joint venture, agency, or partnership between **PARTIES** and its directors, officers, agents, and students. Neither **PARTY** shall have any authority to incur any obligations on behalf of the other **PARTY** or to make any promises, representations, or agreement of any nature on behalf of the other **PARTY**.

Section 9. Reservation Clause.

The **PARTIES** reserves the right to terminate the contract with prior notice to the any of the **PARTIES** for any non-fulfillment of their duties and obligations and any sound provisions of this Agreement.

Section 10. Binding Effect and Termination

This Agreement shall be effective immediately upon signing hereof and approval of the respective governing boards or authority of the **PARTIES**, and shall remain in full force and effect for two (2) years unless sooner terminated in writing by either parties' with the written consent from the other party.

On justifiable grounds, this Agreement may be terminated by either of the **PARTIES** by written notice at least one (1) month prior to the intended date of termination. This written notice of termination shall not affect programs that are currently underway, and these programs shall be allowed to continue until their completion.

Section 11. Severability

If at any time any provision of this Agreement is adjusted to be or becomes illegal, invalid, or unenforceable in any respect under the laws, rules, and regulations of the Republic of the Philippines, the provision(s) not so affected or impaired shall subsist and remain legal, valid, and enforceable as between the **PARTIES** herein.

Section 12. Governing Law

This Agreement shall be governed by and interpreted in accordance with the laws of the Republic of the Philippines.

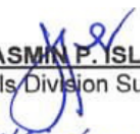
SCHOOLS DIVISION OFFICE OF
KIDAPAWAN CITY (SDO-KIDAPAWAN)


MIGUEL P. FILLALAN JR. CESO V
Schools Division Superintendent

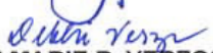
UNIVERSITY OF SOUTHERN
MINDANAO - KABACAN

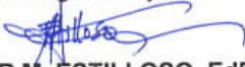

JONALD L. PIMENTEL, PhD
SUC President IV

SIGNED IN THE PRESENCE OF:


JASMIN P. ISLA
Asst. Schools Division Superintendent


PAUL JOHN B. ONGCOY, PhD
Alumni Regent/Project Leader


DEBBIE MARIE B. VERZOSA, PhD
Vice-President for Research,
Development and Extension


EIMER M. ESTILLOSO, EdD
Dean, Graduate School


GLYN G. MAGBANUA, PhD
Director, Extension Services Office

REPUBLIC OF THE PHILIPPINES)
Kida: [Kibacan, Cotabato....)S.S.
x-----x

ACKNOWLEDGMENT

25 JUN 2026

BEFORE ME, a notary public in the [Kibacan, Cotabato] this _____
personally appeared the following:

Name	Proof of Identification	Date and Place of Issue
MIGUEL P. FILLALAN JR. CESO V	_____	_____
JONALD L. PIMENTEL PhD	_____	_____

KNOWN TO ME AND TO ME KNOWN, to be the same person/s who executed the foregoing instrument, and they acknowledged to me that the same is their free and voluntary act and deed. This Memorandum of Agreement consisting of four (4) pages including the page on which this acknowledgment is written and signed by the parties and their witnesses in each and every page thereof.

WITNESS MY HAND AND SEAL, on the date and at the place first above-written.

Doc. No. 223
Page No. 44:
Book No. 64411
Series of 2025.



REGERICK L. BENITO
NOTARY Public for the Province of Cotabato
Valid Until December 31, 2026
Notarial Commission No. 01-2025
PTR No. 4379824/01-07-26/ Amas, Kidapawan City
IBP O.R. No. 563735/12-08-25/North Cotabato Chapter
Roll No. 46786

[Handwritten signature]

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Letter approved by the President Jonald L. Pimentel, PhD for the conduct of the first of the series of In-Service Trainings under Project LEAD (Leadership and Education Advancement through Development) with the theme "Lead with Impact, Govern with Care: Navigating Responsible Decisions and Safer Spaces" implemented as a result of a MOA between USM and Schools Division Office-Kidapawan City organized and facilitated by EdD-Educational Management Students and Faculty Members (more information can be read in the letter)



Republic of the Philippines
UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Email: gradschool@usm.edu.ph



GRADUATE SCHOOL

August 5, 2026

JONALD L. PIMENTEL, PhD
SUC President IV
University of Southern Mindanao

Thru: LEORENCE C. TANDOG, PhD
Vice President for Academic Affairs

Dear Sir:

Greetings!

I am writing on behalf of the Doctor of Education major in Educational Management program under the Graduate School to respectfully request to conduct an extension activity at Kidapawan City Division. This is part of the implementation of the Memorandum of Agreement between the University of Southern Mindanao and Kidapawan City Division for USM through the Doctor of Education major in Educational Management, this is the "Project LEAD (Leadership and Education Advancement through Development): USM Graduate School Support for DepEd Educators through In-Service Trainings".

The first of the series of capability building activities with the theme "**Lead with Impact, Govern with Care: Navigating Responsible Decisions and Safer Spaces**" which will be participated by school heads of Kidapawan City Division under the leadership of Schools Division Superintendent Miguel Fillalan Jr. The two resource persons for this in-service training are alumni of the EdD program who will be sharing the highlights of their dissertation namely **Ronie D. Fernandez, EdD** who will be discussing "**Beyond Decisions: Unpacking the Science of Responsible Decision-making in School Leadership**" and **Nancy S. Aquino, EdD** who will expound the topic "**Protect, Respect, Empower: Building Safer School Through Positive Discipline.**"

This in-service training for school heads will be conducted on August 8, 2026, Saturday, at Kidapawan City National High School, Kidapawan City. The objectives of this training are the following:

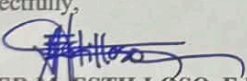
1. Equip school heads with practical skills to establish a rights-based, safe school environment by replacing punitive actions with positive discipline;

2. Enable school leaders to integrate the behavioral and cognitive science of responsible decision- making into their daily governance;

3. Capacitate school heads to bridge strategic leadership choices with school safety initiatives.

We are respectfully requesting for your approval of this request. Thank you very much. More power. Godspeed.

Respectfully,



EIMER M. ESTILLOSO, EdD
Program Head, Doctor of Education – Educational Management

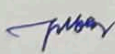
OFFICE OF THE PRESIDENT

Received

Date 8/6/26

Time 11:04

Attested:



PHILIP LESTER P. BENJAMIN, PhD
Dean, Graduate School

"UNITY IN DIVERSITY AND
SUSTAINABLE DEVELOPMENT IN
MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."





GRADUATE SCHOOL
Doctor of Education
Major in Educational
Management



Project LEAD

Leadership and Education Advancement through Development

In-Service Training for School Leaders

Theme:

**"Lead with Impact, Govern with Care:
Navigating Responsible Decisions and Safer Spaces"**

PROGRAMME

08:00 AM - 08:30 AM

Invocation, National Anthem, Regional Hymn, City Hymn, Division Hymn, Recognition of Participants

Welcome Address

Jundee S. Villegas

Principal, KCNHS

Statement of Purpose

Dr. Ricky B. Pante

Rationale of Project LEAD

Eimer M. Estilloso, EdD

Program Head, EdD Educational Management

Message of Support

Miguel P. Fillalan, Jr., CESO VI

SDS, Kidapawan City Division

08:30 AM - 09:45 AM

Session 1

"Beyond Decisions: Unpacking the Science of Responsible Decision-Making in School Leadership"

Resource Person: Ronie D. Fernandez, EdD

09:45 AM - 10:00 AM

Health Break

10:00 AM - 11:15 AM

Session 2

"Protect, Respect, Empower: Building Safer School Through Positive Discipline"

Resource Person: Nancy S. Aquino, EdD

11:15 AM - 11:50 AM

Open Forum

11:50 AM - 12:00 PM

Awarding of Certificates

Clarisse Angela M. Hasañon
Emcee



GRADUATE SCHOOL
Doctor of Education Major in
Educational Management
Kabacan, Cotabato

Project LEAD

Leadership and Education Advancement through Development

In-Service Training for School Leaders

Theme:

**"Lead with Impact, Govern with Care:
Navigating Responsible Decisions
and Safer Spaces"**

8
AM
Saturday

Kidapawan City National
High School, Kidapawan City

08
Aug
2026



Ronie D. Fernandez, EdD
Session 1 Resource Person



Nancy S. Aquino, EdD
Session 2 Resource Person

GRADUATE SCHOOL
Doctor of Education Major in
Educational Management
Kabacan, Cotabato



Session 1

**"Beyond Decisions:
Unpacking the Science of
Responsible Decision-Making
in School Leadership"**

Ronie D. Fernandez, EdD



GRADUATE SCHOOL
Doctor of Education Major in
Educational Management
Kabacan, Cotabato



Session 2

**"Protect, Respect, Empower:
Building Safer Schools
Through Positive Discipline"**

Nancy S. Aquino, EdD



REPUBLIC OF THE PHILIPPINES
UNIVERSITY OF SOUTHERN MINDANAO
GRADUATE SCHOOL
KABACAN, COTABATO

Certificate OF RECOGNITION

IS PRESENTED TO

Ronie D. Fernandez, EdD

for serving as **RESOURCE SPEAKER** during the **Project LEAD (Leadership and Education Advancement through Development) In-Service Training for School Leaders** with the theme **"Lead with Impact, Govern with Care: Navigating Responsible Decisions and Safer Spaces"** and for sharing his expertise on the topic **"Beyond Decisions: Unpacking the Science of Responsible Decision-Making in School Leadership"**.

Given this 8th day of August, 2026 at Kidapawan City National High School, Kidapawan City.

EIMER M. ESTILLOS, EdD
Program Head, EdD
Educational Management

PHILIP LESTER P. BENJAMIN, PHD
Dean, Graduate School



REPUBLIC OF THE PHILIPPINES
UNIVERSITY OF SOUTHERN MINDANAO
GRADUATE SCHOOL
KABACAN, COTABATO

Certificate OF RECOGNITION

IS PRESENTED TO

Nancy S. Aquino, EdD

for serving as **RESOURCE SPEAKER** during the **Project LEAD (Leadership and Education Advancement through Development) In-Service Training for School Leaders** with the theme "**Lead with Impact, Govern with Care: Navigating Responsible Decisions and Safer Spaces**" and for sharing her expertise on the topic "**Protect, Respect, Empower: Building Safer Schools Through Positive Discipline**".

Given this 8th day of August, 2026 at Kidapawan City National High School, Kidapawan City.


EIMER M. ESTILLOS, EdD
Program Head, EdD
Educational Management


PHILIP LESTER P. BEN-AMIN, PHD
Dean, Graduate School

REPUBLIC OF THE PHILIPPINES
UNIVERSITY OF SOUTHERN MINDANAO
GRADUATE SCHOOL
KABACAN, COTABATO

Certificate OF COMMENDATION

IS PRESENTED TO

MIGUEL P. FILLALAN, Jr., CESO VI

for his active support as **PARTNER Schools Division Superintendent** in the implementation of the extension program of the Doctor of Education major in Educational Management dubbed as **Project LEAD (Leadership and Education Advancement through Development)** and in the conduct of the first **In-Service Training for School Leaders** with the theme "**Lead with Impact, Govern with Care: Navigating Responsible Decisions and Safer Spaces**".

Given this 8th day of August, 2026 at Kidapawan City National High School, Kidapawan City.


EIMER M. ESTILLOS, EdD
Program Head, EdD
Educational Management


PHILIP LESTER P. BEN-AMIN, PHD
Dean, Graduate School



REPUBLIC OF THE PHILIPPINES
UNIVERSITY OF SOUTHERN MINDANAO
GRADUATE SCHOOL
KABACAN, COTABATO

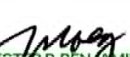
Certificate OF PARTICIPATION

IS PRESENTED TO

for his/her active participation during the **Project LEAD (Leadership and Education Advancement through Development) In-Service Training for School Leaders** with the theme "**Lead with Impact, Govern with Care: Navigating Responsible Decisions and Safer Spaces**".

Given this 8th day of August, 2026 at Kidapawan City National High School, Kidapawan City.


EIMER M. ESTILLOS, EdD
Program Head, EdD
Educational Management


PHILIP LESTER P. BENJAMIN, PHD
Dean, Graduate School



REPUBLIC OF THE PHILIPPINES
UNIVERSITY OF SOUTHERN MINDANAO
GRADUATE SCHOOL
KABACAN, COTABATO

Certificate OF RECOGNITION

IS PRESENTED TO

for serving as **FACILITATOR** during the **Project LEAD (Leadership and Education Advancement through Development) In-Service Training for School Leaders** with the theme "**Lead with Impact, Govern with Care: Navigating Responsible Decisions and Safer Spaces**".

Given this 8th day of August, 2026 at Kidapawan City National High School, Kidapawan City.


EIMER M. ESTILLOS, EdD
Program Head, EdD
Educational Management


PHILIP LESTER P. BENJAMIN, PHD
Dean, Graduate School



News article fro “Ang Bukal”, the official Filipino school paper of Kidapawan City National High School, the venue of the activity.



Ang Bukal

August 8 at 6:48 PM · 🌐

BALITA | Project LEAD, isinagawa; KCD school heads, hinasa

Inilunsad ng University of Southern Mindanao (USM)–Kabacan Main Campus ang Project Leadership and Education Advancement through Development (LEAD) upang ihanda ang mga young school heads sa Sangay ng Kidapawan sa mga tungkulin kaakibat ng pamumuno sa paaralan, Agosto 8.

Kasabay ng temang “Lead with Impact, Govern with Care: Navigating Responsible Decisions and Safer Spaces,” tinalakay sa programa ang mahahalagang kasanayan sa paglikha ng ligtas at inklusibong kapaligiran sa mga paaralan.

Nagpahayag din ng suporta at pasasalamat si Schools Division Superintendent Miguel P. Fillalan Jr., CESO VI sa inisyatibang ginagawa ng University of Southern Mindanao graduate school sa pamumuno ni Eimer M. Estilloso, EdD.

Kabilang sa mga naging tagapagsalita sina Ronie D. Fernandez, EdD at Nancy S. Aquino, EdD, na nagbahagi ng kanilang kaalaman at karanasan hinggil sa pagiging mahusay at epektibong lider.

Inaasahang makatutulong ang mga natutunang kaalaman mula sa programa sa paghahanda ng mga kalahok sa pamumuno ng paaralan sa hinaharap.

[#AngBukal](#)
[#PahayagangPangkampus](#)



Neeña Angela Ramo
Rellvienne Pearl Requinton [See less](#)























Like

Comment

Share





ATTENDANCE



IN-SERVICE TRAINING FOR SCHOOL LEADERS

August 8, 2026

Board Room, Second Floor, Administration Building, Kidapawan City National High School

ATTENDANCE

#	NAME	POSITION	EMAIL ADDRESS	SIGNATURE
1	CLARISSE ANGELA M. HASANON	HT-1	clarisse.hasanon001@deped.gov.ph	
2	ATHENE IEL KRISTEL VERCARA-LONTAGA	HT-1	athene.lontaga@deped.gov.ph	
3	RUBYAN B. PILORONIO	HT-V	rubyan.b.piloronio@deped.gov.ph	
4	RUSCO S. GETROSA	HT-1	rusco.getrosa@deped.gov.ph	
5	RICO I. LARIORA	HT-11	rico.lariora001@deped.gov.ph	
6	PERLITA C. CHAN	P-1	perlita.chan001@deped.gov.ph	
7	ANNA P. S. LEGASPI	P-1	anna.legaspi@deped.gov.ph	
8	JESSA MAE M. SOLIS	HT-1	jessam.m.solis@deped.gov.ph	
9	AILEEN J. TUPA	P-1	aileen.tupa002@deped.gov.ph	
10	FEBY D. ATAY	SP-1	feby.atay@deped.gov.ph	
11	RICA JOY D. GASANG	P-1	ricajoy.gasang@deped.gov.ph	
12	MERWIN RENECADO	P-1	merwin.renecado@deped.gov.ph	
13	JOAN ROSE E. JIMENEZ	P-1	joanrose.jimenez@deped.gov.ph	
14	MELBY C. ALMOGELA	HT-1	melby.almogela@deped.gov.ph	
15	CAROLYN P. ROMO	P-1	carolyn.p.romo001@deped.gov.ph	
16	RENE A. MUSTEROS	HT-1	rene.musteros@deped.gov.ph	
17	EMELIN S. LARUA	P-1	emelin.larua@deped.gov.ph	
18	JAY ANN H. PATILO	P-1	jay.harditha@deped.gov.ph	
19	CECIL O. MOLINO	HT-11	cecil.molino@deped.gov.ph	
20				