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16 March 2022

**DR. MAXIMO C. ALJIBE Ph.D., DPM, CESO III**  
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Commission on Higher Education Regional Office VIII  
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ENVIRONMENTAL MANAGEMENT BUREAU  
RELEASED BY: \_\_\_\_\_  
DATE: 3-21-22  
TIME: 8:20

Dear **Dr. Aljibe**:

Through the years, the Environmental Management Bureau (EMB) has been partnering up with our stakeholders to realize our mission, that is, *'to protect, restore, and enhance environmental quality towards good public health, environmental integrity, and economic viability.'* We can never realize our goals without our able partners who have been religiously pulling through with us despite the challenges of the times.

In the pursuit of Education for Sustainable Development (ESD) through the National Search for Sustainable and Eco-friendly Schools (NSSEFS), of which Biliran Province State University (BPSU), formerly Naval State University bagged the third spot in the national level, we would like to inform you that EMB has chosen BPSU in the upcoming national online monitoring of the winners of NSSEFS. This undertaking aims to:

- Assess and monitor the sustainability in the school's management of resources and facilities (energy, water, solid waste management)
- Evaluate the sustainability of the environmental programs the schools have initiated in enhancing the structure, leadership, and policies in alignment with the Sustainable Development Goals (SDGs)
- Assess practice values that support sustainability principles in initiating active responses in partnership with local school authorities, communities, and local government units.
- Foster environmental protection and conservation in schools and communities by promoting the values of *bayanihan*, *pagtitipid*, and *malasakit*.

The said online monitoring and validation of BPSU is scheduled on the **7<sup>th</sup> of July, 2022** and only those **documents and accomplishment reports produced in 2018 and 2019** are going to be included in the validation. The monitoring and validation team, composed of select personnel from EMB Central Office and EMB regional offices, will make use of the monitoring guidelines and criteria attached for your reference.

May we also inform you that this Office has also notified BPSU about the upcoming activity, through Dr. Victor C. Cañez, Jr., SUC President III.

For inquiries, please contact us at (053) 832-2319 or mobile no. 09209813679 and please look for Anamarie D. Cavañero or email us at [embr8\\_records@emb.gov.ph](mailto:embr8_records@emb.gov.ph).

Thank you.

Very truly yours,

**ENGR. REYNALDO B. BARRA**  
OIC-Regional Director

# **CONCEPT NOTE AND GUIDELINES FOR MONITORING THE SUSTAINABILITY OF ENVIRONMENTAL INITIATIVES OF THE 2017 WINNERS OF THE NATIONAL SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOLS (NSSEFS)**

## **I. RATIONALE**

Education for Sustainable Development (ESD) centers on awareness of sustainable development issues, enhancing knowledge, influencing values and attitudes, and encouraging responsive behavior and learning that leads to action.

But moving beyond sustainability awareness-raising, this activity seeks to undertake concrete steps, through the Environmental Education and Information Division (EEID) of the Environmental Management Bureau (EMB), to monitor and assess environmental initiatives and practices among National Search for Sustainable and Eco-Friendly Schools (NSSEFS) winners taking a *whole-school approach* towards sustainability. The *whole-school approach* mechanism is for teachers, faculty, students, and its surrounding communities to play active roles as citizens contributing to social, environmental, and economic well-being, equitable and sustainable quality of life for all, for the present and future generations.

In 2009, the National Search for Sustainable and Eco-Friendly Schools was launched as a partnership program among the Department of Environment and Natural Resources (DENR) thru the Environmental Management Bureau (EMB), the Department of Education (DepEd), and the Commission on Higher Education (CHED). The program is also supported by Smart Communications Inc., Nestle Philippines, Inc., and One Meralco Foundation. The Land Bank of the Philippines also supported the 2015 and 2017 NSSEFS.

The NSSEFS, a biennial competition among private and public educational institutions nationwide, is divided into three competing categories: Elementary, High School, and College.

The EEID and EEIUs have selected three schools to pilot monitor from the 2017 Winners of the NSSEFS from Elementary, High School, and College categories from Luzon, Visayas and Mindanao.

## **II. OBJECTIVES**

1. To assess and monitor the progress, improvements, and sustainability in the schools' management of resources and facilities (e.g., energy, water, solid waste management-such as Materials Recovery Facility, etc.).
2. To evaluate the sustainability of the environmental programs that the schools have initiated in terms of enhancing the structure, leadership in the school management, and policies implemented in alignment with the Sustainable Development Goals (SDGs) and the national level development plans.
3. To assess practice values that support sustainability principles in initiating active responses in partnership with local school authorities, surrounding communities, and local government units (LGUs).

4. To foster environmental protection and conservation in schools and communities by promoting the values of *bayanihan*, *pagtitipid*, and *malasakit* as drivers towards sustainable development.



### III. MONITORING GUIDELINES AND CRITERIA FOR DETERMINING THE LEVEL OF SUSTAINABILITY OF THE SCHOOLS (Based on a Whole-School Approach)

ELEMENTARY AND HIGH SCHOOL CATEGORIES			
PERFORMANCE INDICATORS	CRITERIA FOR DETERMINING THE LEVEL OF SUSTAINABILITY OF THE SCHOOLS	POINTS	MEANS OF VERIFICATION
1. Clear articulation and integration of <b>social, ethical, environment and climate change dimensions</b> in the institution's vision, mission and governance <b>(15 pts.)</b>	Implementation of the School Improvement Plan or its equivalent, incorporates, integrates and clearly articulates sustainability thrust, to include climate change dimensions	4	Proof of implementation (e.g. Action/Implementation/ School Improvement Plan, and Activity Report/s)
	The Policy of the school is communicated to constituents in the school (students, academic and non-academic staff, and parent-teachers' association)	3	Action/Implementation/ School Improvement Plan; Minutes of the Meetings/Memorandum /IEC material
	A person or a committee s assigned to implement programs and projects for the school	3	Organizational Structure; Special Order; Memorandum or Memorandum Circular
	Efforts to create awareness on <b>any of the 17 Sustainable Development Goals (SDGs)</b> and the national level development plans among the students	5	Information, Education and Communication (IEC) Programs; Memorandum
	Waste management program (e.g. waste segregation, recycling, composting, presence of Materials Recovery Facility/System,	4	Monitoring/Maintenance Report/Form

2. Environment and Climate Change Dimensions in school operations (30 pts.)	sale of crafts, compost and other items from waste recycling, etc.)		Status Report Form; Program Monitoring Report or similar monitoring or activity report;
	Paper conservation program (e.g. efficient consumption of paper, presence of paper conservation trays, etc.)	4	Visibility of signages;
	Energy efficiency and conservation program (e.g. replacement of incandescent lamp with compact fluorescent lamps or LED, turning off of machine when not in use, etc.)	4	Record of plants/trees planted;
	Water conservation program (e.g. repair of leaking faucets, retrofitting of faucets to spray type and water-efficient toilet flush, rainwater harvesting facility, etc.)	2	Presence of IEC materials on CC/DRR;
	Pollution prevention program (e.g. air and water pollution prevention program, ban on entry of smoke-belching vehicles/idling of vehicles on the campus, presence of signages, etc.)	2	Record of Regular conduct of emergency response drills;
	Greening program (presence of plants, trees, mini-gardens, etc.)	4	Presence of first aid and emergency kits, early warning device, disaster response equipment;
	Other environmental and natural resources management program/s not mentioned above (e.g. biodiversity conservation program and management program, etc.)	4	Record of Trainings and Seminars on Emergency preparedness or other similar topic
	Climate Change and Disaster Risk Reduction programs	4	
	Environmental awards received (from 2017-present)	2	Certificates of Recognition; Plaques of Appreciation; and/or other

			proof of Citations or Awards
3. Environment and Climate Change-related Features of the School Curriculum <b>(10 pts.)</b>	Integration of environment themes into the curriculum	3	Environmental Lesson Integration; Syllabus/Most essential learning competencies IDEA Exemplar/Lesson Plan
	Presence of climate change and disaster risk reduction themes in the curriculum	3	Syllabus/Most essential learning competencies IDEA Exemplar/Lesson Plan
	Presence of in-service environment and climate change training for faculty members	2	Proof of conducted Capacity Building Programs; Activity Report; Certificates of Participation
	Presence of environment and climate change support instructional materials for use by teachers and students	2	Existing sources of information; Inventory of materials
4. Presence of Vibrant Eco-Organizations in Campus <b>(8 pts.)</b>	Presence of a functioning eco-club among the students with at least one eco-project per school year over the past two years	4	Organization's Accomplishment Report
	Allocation of financial and logistical support by the schools to the student eco-club	2	Financial Reports; Work and Financial Plan
	The campus as a "living laboratory" – student involvement in environmental learning to transform to a learning environment	2	List/Report of activities initiated by Eco-Club officers in their communities



5. Presence of Environmental Partners and Linkages in Various programs, Projects and Activities <b>(7 pts.)</b>	Linkages with Local and National Agencies (e.g. DENR or other agencies, LGUs, etc.)	3	MOA, MOU, JAO, Special Order
	Linkages with International Development Partners (e.g. United Nations Environment Programme, United Nations Development Programme, UNESCO, etc.)	1	MOA, MOU or Letter from partner agencies
	Outreach and service to wider community, including partnerships with non-government organizations and industries	3	Activity Report including statistics
6. Socio-Cultural Sustainability <b>(25 pts.)</b>	<p>The prevailing values of the school and the curriculum are sensitive to issues of gender equity</p> <ul style="list-style-type: none"> <li>• Equal number or more women staff given positions/administrative roles on the school (based on qualification and merit)</li> <li>• Female students hold leaderships roles in the school (good balance/good percentage out of the total number of such positions)</li> <li>• Presence of a Gender and Development Office or focal point</li> </ul>	8	<p>Gender and age disaggregated data/survey (socio-economic, scholastic merits, skills, etc.); Special Order on GAD Focal persons; members, and female staff given with positions/administrative roles;</p> <p>Activity/Accomplishment Report with photos</p>
	<ul style="list-style-type: none"> <li>• Language used in teaching/lesson plans/books (for High School and College only) is gender-responsive</li> </ul>		Gender fair IEC materials, modules and other teaching materials
	Students are given opportunities and skills to participate constructively in helping to solve local community problems	3	Minutes of Meetings/Consultations

	With existing Student Organizations/School Clubs on socio-cultural sustainability affairs	2	List/Reports of Student Organizations; Bulletin Boards; Activity Report
	The prevailing values of the school and the curriculum adequately prepare students for life as citizens of a multi-cultural society and global community	3	Environmental Lesson Integration; Syllabus/Most essential learning competencies
	Presence of global awareness program in the curriculum and instruction		
	The special needs of all students, especially those with physical or learning disabilities are catered for: <ul style="list-style-type: none"> <li>• Special Education Programs</li> <li>• Inclusive education</li> <li>• Presence of accessibility structures for Persons With Disabilities or children with special needs</li> </ul>	3	Report on the programs with statistics; Visibility of structures/facilities for PWD
	The staff are skilled in conflict resolution strategies as a support for positive student behavior <ul style="list-style-type: none"> <li>• Guidance counselor with record of counseling cases</li> <li>• Presence of program for conflict resolution</li> <li>• Presence of Grievance Committee</li> <li>• Implementation of DepEd Child Protection Policy (including anti-bullying)</li> </ul>	3	Special Order or Memorandum on the Creation/Composition of the Grievance Committee; Reports (including resolution) on anti-bullying and other child protection cases
	The school plays an active role in building support for cultural diversity both within the school and its wider community Presence of programs for Indigenous Cultural Committee	3	Projects/Programs conducted specifically for the IPs
7. Economic Sustainability (5 pts)		2	Work and Financial Plan including report on actual expenditures



	Students learn small business skills through opportunities to organize school and community projects <ul style="list-style-type: none"> <li>• Such as a Young Entrepreneur Cooperative in School, or its equivalent</li> <li>• Environment-friendly Income-generating Activities/Programs/projects with financial report</li> </ul>	2	Visibility of income-generating projects of students; Report/Certificate of Attendance; Financial reports
	A culture of maintenance ensures that school buildings and equipment are kept in good repair and maintained in good condition <ul style="list-style-type: none"> <li>• Presence of report indicating level of involvement of stakeholders in the Brigada Eskwela Program</li> <li>• Presence of institutionalized feedback mechanism for school maintenance</li> </ul>	1	Report on Budget allocation and expenditure for maintenance of school buildings and facilities
	<b>TOTAL</b>	<b>100</b>	

<b>HIGHER EDUCATION CATEGORY</b>			
<b>PERFORMANCE INDICATORS</b>	<b>CRITERIA FOR DETERMINING THE LEVEL OF SUSTAINABILITY OF THE SCHOOLS</b>	<b>POINTS</b>	<b>MEANS OF VERIFICATION</b>
<b>A. ADMINISTRATION (10 pts)</b>			
1. Clear articulation and integration of social, ethical, environment and climate change dimensions in the institution's vision, mission and governance	<ul style="list-style-type: none"> <li>• Implementation of Higher Education Institution's strategic plan or its equivalent, incorporates, integrates and clearly articulates sustainability thrust, to include climate change dimensions</li> </ul>	2	Proof of implementation (e.g. Action/Implementation/

	<ul style="list-style-type: none"> <li>The Policy of the school is communicated to constituents in the school (students, academic and non-academic staff, and parent-teachers' association, with budget allocation)</li> <li>A person or a committee is assigned to implement programs and projects for the school</li> </ul>		<p>School Improvement Plan, and Activity Report(s)</p> <p>Action/Implementation/ School Improvement Plan; Minutes of the Meetings/Memorandum/ IEC materials</p> <p>Organizational Structure; Special Order; Memorandum or Memorandum Circular</p>
	<ul style="list-style-type: none"> <li>Efforts to create awareness on any of the <b>17 Sustainable Development Goals (SDGs)</b> and the national level development plans among the students</li> </ul>		<p>Special Order or Memorandum</p> <p>Information, Education and Communication (IEC) Programs</p>
2. Integration of social, economic, environmental sustainability and climate change dimension across the curriculum, commitment to critical systems thinking and inter-disciplinarity, sustainability literacy expressed as a universal graduate attribute	<ul style="list-style-type: none"> <li>Integration of social, economic, environmental sustainability and climate change dimension themes into the curriculum</li> <li>Presence of in-service environmental training for faculty members</li> <li>Presence of environmental support instructional materials for use by teachers and students</li> </ul>	2	<p>Syllabus</p> <p>Certificate of Participation; Activity/Accomplishment Report</p> <p>Inventory of materials/Sample materials being used</p>

	Curriculum of program being offered		
3. Socio-cultural Domain	<ul style="list-style-type: none"> <li>• Presence of environmental degree/certificate programs being offered by the school</li> <li>• Integration of peace and inclusiveness into the curriculum</li> <li>• Presence of instructional materials to support peace and inclusive societies' education for use by teachers and students</li> <li>• The prevailing values of the school and the curriculum adequately prepare students for life as citizens of a multi-cultural society and global community</li> </ul>	2	<p>Syllabus</p> <p>Inventory of materials/Sample materials being used</p>
4. Campus planning, design and development structured and managed to achieve low carbon/water/waste, to become a regenerative organization within the context of the local bioregion	<ul style="list-style-type: none"> <li>• Allocation of financial and logistical support by the school to the student eco-club</li> <li>• Presence of poverty awareness and assistance programs/Bayanihan Programs (donation drives, dissemination of values of caring and sharing society), assistance for under-privileged students</li> <li>• School garden program (from which students benefit from the harvest or sales of the produce)</li> </ul>	2	<p>Work and Financial Plan</p> <p>Activity/Accomplishment Reports</p> <p>Report on sales from the garden program</p>
5. Policies and practices which foster equity, diversity and quality of life for students, staff, and the broader community within which the university is based	<p>The prevailing values of the school and the curriculum is sensitive to issues of gender equity</p> <ul style="list-style-type: none"> <li>• Presence of a Gender and Development Office or focal point</li> <li>• Language used in teaching lesson plans, books and other forms of media is gender sensitive</li> </ul>	2	<p>Special Order, Memorandum Circular or Memorandum</p>



			Special Order on GAD Focal persons and members  Sample materials with gender sensitive language  Gender fair IEC materials, modules and other teaching materials
		<p>The special needs of all students, especially those with physical or learning disabilities are catered for</p> <ul style="list-style-type: none"> <li>• Special Education Programs</li> <li>• Inclusive Education</li> <li>• Presence of accessibility structures for Persons With Disability or children with special needs</li> </ul> <p>Staff are skilled in conflict resolution strategies as a support for positive student behavior</p> <ul style="list-style-type: none"> <li>• Guidance counselor with record of counseling cases</li> <li>• Presence of program for conflict resolution</li> <li>• Grievance committee</li> </ul>	Report on the programs with statistics; Visibility of structures/facilities for PWD
			Designation of a Guidance Counsellor; Record of counselling cases; Report on program for conflict resolution ongoing/conducted; Special Order or Memorandum on the Creation/Composition of the Grievance Committee
		Implementation of Student Protection Policy	Guidelines on the implementation of Student Protection Policy Report/Interventions conducted

	Life skill classes are offered to the community (based on local community needs)		List of Classes Offered; Sample Lesson Plan/Activity Plan
	The school plays an active role in building support for cultural diversity both within the school and its wider community		Presence of programs for Indigenous Cultural Communities, etc
<b>B. CURRICULUM AND INSTRUCTION (20 pts)</b>			
1. The campus as “living laboratory” – student involvement in environmental learning to transform the learning environment	Students are given opportunities and skills to participate constructively in helping to solve local community environmental problems	8	Capacity Building Programs; Syllabus/Most essential learning competencies
	Presence of climate change and disaster risk reduction themes in the curriculum	4	Syllabus/Most essential learning competencies IDEA Exemplar/Lesson Plan
	The school plays an active role in building support for cultural diversity both within the schools and its wider community	4	Projects/programs for Indigenous Cultural Communities, etc.
	The prevailing values of the school and the curriculum adequately prepare students for life as citizens of a multi-cultural society and global community. Presence of global awareness program in the curriculum instruction	4	Environmental Lesson Integration; Syllabus/Most essential learning competencies
<b>C. ENVIRONMENTAL SUSTAINABILITY AND CLIMATE CHANGE PROGRAMS (40 pts)</b>			
Physical operations and maintenance focused on supporting and enabling environment and climate change goals, including effective monitoring, reporting and continual improvement	Waste management program (e.g. waste segregation, recycling, composting, presence of Materials Recovery Facility/System, sale of crafts and other items from waste recycling, etc.)	6	Monitoring/Maintenance Report/Form; Status Report Form; Program Monitoring Report or
	Paper conservation program (e.g. efficient consumption of paper; presence of paper conservation trays, etc.	6	

	Energy efficiency and conservation program (e.g. replacement of incandescent lamp with compact fluorescent lamps, turning off of machine when not in use, etc.)	6	similar monitoring or activity report;
	Water conservation program (e.g. repair of leaking faucets, retrofitting of faucets to spray type and water-efficient toilet flush, rainwater harvesting facility, etc., including prevention and/or treatment of water pollution)	6	Visibility of signages;
	Pollution prevention program (e.g. air and water pollution prevention program, ban on entry of smoke-belching vehicles on the campus, presence of signages, etc.)	6	Record of plants/trees planted;
	Greening program (presence of indigenous plants, trees, mini gardens, etc.)	6	Programs/projects on environmental and natural resources management
	Other environmental and natural resources management program/s not mentioned above (e.g. biodiversity conservation program, etc.)	4	program/s (biodiversity conservation)
<b>D. RESEARCH (10 pts)</b>			
Dedicated research on sustainability topics and consideration of “quadruple bottom line” sustainability aspects in the other research programs (10 pts)	Faculty members engaged, in topics of research on the following: <ul style="list-style-type: none"><li>• Environment and Climate Change</li><li>• Economic</li><li>• Social</li><li>• Governance</li></ul>	2.5	Sample research
		2.5	manuscript, may include
		2.5	programs conducted based
		2.5	on the result of the research
<b>E. EXTENSION (10 pts)</b>			
Outreach and service to the wider community, including partnerships with schools, government, non-governmental organizations and industry	<ul style="list-style-type: none"><li>• Framework to support cooperation among universities both nationally and globally</li><li>• Linkages with Local and national Agencies (e.g. DENR or other agencies, LGUs, etc)</li></ul>	3	MOA, MOU, JAO, Special Order or Letter from other partner agencies/organizations
		3	
		3	



	<ul style="list-style-type: none"> <li>• Linkages with International Development Partners (e.g. United Nations Environment Programme, United Nations Development Programme, UNESCO, etc.)</li> <li>• Students are given opportunities and skills to participate constructively in helping to solve local community environmental problems</li> </ul>	1	Certificate of Participation (for skills/capacity building)
<b>F. STUDENT ENGAGEMENT (10 pts)</b>			
	<ul style="list-style-type: none"> <li>• Presence of a functioning eco-club among the student, teachers and other non-student sector in campus with at least one eco-project per school year over the past two years</li> </ul>	2.5	Organization's Accomplishment Report; Activity Report, Photos
	<ul style="list-style-type: none"> <li>• Students are given opportunities and skills to participate constructively in helping to solve local community environmental problems</li> </ul>	2.5	Conduct of community immersion; Consultation sessions
	<ul style="list-style-type: none"> <li>• The school plays an active role in building support for cultural diversity both within the school and its wider community</li> </ul>	2.5	Activity Report, Photos
	<ul style="list-style-type: none"> <li>• Presence of programs for Indigenous Cultural Communities; Celebration of cultural diversity and application of cultural inclusivity</li> </ul>	2.5	Activity Report, Photos
	<b>TOTAL</b>	<b>100</b>	

#### IV. CRITERIA FOR SELECTION OF NSSEFS WINNERS TO BE MONITORED

DESCRIPTORS	REMARKS
Luzon, Visayas, Mindanao	One school per Island Group
Elementary, High School, College	One school per Category

2017 Winners	Rating of performance for the past 2 years, in consideration of the pandemic (2018-2019)
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#### V. CANDIDATE SCHOOLS TO BE MONITORED FROM THE 2017 NSSEFS WINNERS

ELEMENTARY CATEGORY	
First Place (VISAYAS)	Payao Elementary School, Payao, Binalbagan, Negros Occidental, Region 6
Second Place (LUZON)	Bintawan South Elementary School, Bintawan Sur, Villaverde, Nueva Vizcaya, Region 2
Third Place (MINDANAO)	Katangawan Central Elementary School, Digos-Makar Road, Kantangawan, General Santos City, Region 12
HIGH SCHOOL CATEGORY	
First Place (LUZON)	Divisoria High School, Ruperto Fabros Street, Santiago City, Isabela, Region 2
Second Place (LUZON)	Muntinlupa National High School, NBP Reservation, Poblacion, Muntinlupa City, NCR
Third Place (LUZON)	Pinsao National High School, Pinsao Pilot Project, Baguio City, CAR
COLLEGE CATEGORY	
First Place (LUZON)	Don Mariano Marcos Memorial State University-North La Union Campus, Sapilang, Bacnotan, La Union, Region 1
Second Place (LUZON)	Western Philippines University, Aborlan, Palawan, Region 4-B
Third Place (VISAYAS)	Naval State University, Naval, Biliran, Eastern Visayas, Region 8

**SUMMARY:**

<b>CANDIDATE SCHOOLS TO BE MONITORED</b>			
<b>CATEGORY</b>	<b>ISLAND GROUP</b>	<b>NAME OF SCHOOL</b>	<b>SCHEDULE OF ONLINE MONITORING</b>
Elementary	Mindanao (Region 12)	Katangawan Central Elementary School, Digos-Makar Road, Kantangawan, General Santos City	28 April 2022
High School	Luzon (Region 2)	Divisoria High School, Ruperto Fabros Street, Santiago City, Isabela	10 May 2022
College/Higher Education	Visayas (Region 8)	Naval State University, Naval, Biliran, Eastern Visayas	7 July 2022



## **VI. MONITORING/VALIDATION TEAM**

### Team Leaders:

1. Leza A. Cuevas (EEID-EMB CO)
2. Jailaine Siriban (EEIU-Region 2)
3. Anamarie David Cavanero (EEIU-Region 8)
4. Maysheen Collong-Natividad (EEIU-Region 12)

### Members from EMB CO:

5. Rolando E. Enoc
6. Lorizel M. Montealegre
7. Emil Xavier S. Cruz (Documentation)
8. Maria Sayra M. Dometita
9. PPPDD/GAD Focal Person

### Provisional Members from EMB CO:

10. Merva G. Arapo (assist in the monitoring of the NSSEFS Winner Elementary Category)
11. Emil Xavier S. Cruz (assist in the monitoring of the NSSEFS Winner High School Category)
12. Bernadita Bondoc (assist in the monitoring of the NSSEFS Winner College Category)