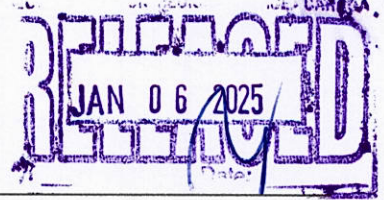




Republic of the Philippines
Department of Education
CARAGA REGION



JAN 06 2025

REGIONAL MEMORANDUM

No. 0004, s. 2025

To: Schools Division Superintendent
All Others Concerned

STRENGTHENING LEARNER SUPPORT THROUGH OK SA DEPED-DRRM-
PARTNERSHIPS INITIATIVES TO PISA 2025

1. The Program for International Student Assessment (PISA) is a global evaluation conducted by the Organization for Economic Cooperation and Development (OECD) to assess the educational performance of 15-year-old students in reading, mathematics, and science literacy.
2. Participation in PISA 2025 aligns with the country's commitment to achieving Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education. It also serves as a vital tool for promoting reforms to enhance the overall quality and global competitiveness of Philippine education.
3. In preparation for the PISA 2025, the Department of Education (DepEd) is implementing key initiatives and programs designed to address challenges, enhance students' overall learning outcomes, improve their well-being, and ensure readiness for the assessment.
4. The Education Support Services Division (ESSD) of DepEd RO XIII, in collaboration with the School Governance and Operations Division (SGOD), will spearhead the implementation of **Strengthening Learner Support Through OK sa DepEd-DRRM-Partnerships Initiatives to PISA 2025**. This initiative focuses on holistic learner support strategies through the following programs:

Key Programs	Objective/s	RO Focal Person	SDO Focal Person
School Based Feeding Program (SBFP)	Ensure that schools include the School-Based Feeding Program (SBFP) as part of their PISA preparation strategy to improve focus and cognitive function.	Rena Grace G. Tul-id Nutritionist-Dietician II Lee Anne Mae L. Alicaya TA I	Medical Officer III or Nurse II Health and Nutrition Program/SDO Designate Focal Person
Mental Health and Psychosocial Support (MHPSS)	Introduce mental health sessions, physical fitness programs, and life skills training to enhance learners' academic readiness and resilience.	Jumer C. Carlon, MD Medical Officer IV Lean Ellen Y. Yaoyao TA I	Medical Officer III/ Nurse II Health and Nutrition Program/SDO Designate Focal Person

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2025-01-00025



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Water, Sanitation, and Hygiene (WASH) in Schools (WINS)	Improve water, sanitation, and hygiene facilities across all schools to create conducive learning environments. Ensure that all PISA test-takers are in safe and hygienic environment.	Anna Liza A. Lerio, DMD Dentist II Charlestone A. Otaza TA II	Medical Officer III/ Nurse II/ and Dentist II Health and Nutrition Program; and Dental Program/SDO Designate Focal Person
Disaster Risk Reduction Management (DRRM)	Implement DRRM strategies to ensure no learning is lost during disruptions, ensuring readiness for the PISA.	Megnon P. Beldad Project Development Officer II Jennyfriel I. Jumamil TA I	Project Development Officer II DRRM/SDO Designate Focal Person
Partnerships	Forge collaborative partnerships with local stakeholders to mobilize resources and enhance educational quality, ensuring learners develop the skills and competencies needed to excel in the PISA.	Adrilene Mae J. Castaños, PhD. Project Development Officer IV Shiela Abenido	SEPS and EPS II Social Mobilization and Networking/SDO Designate Focal Person

5. Attached are the guidelines for the implementation of Oplan Kaagapay, which combines the strengths of OK sa DepEd initiatives, DRRM resources, and strategic partnerships. The guidelines include the following:
 - a. Rationale, Statement of Objectives, TWG Roles and Responsibilities, and Activities
 - b. OK sa DepEd, DRRM, and Partnerships Learner Support Strategy to PISA 2025
 - c. SDO Action Plan to PISA 2025
 - d. Resources Generated/Support from Stakeholders
6. Immediate dissemination of this Memorandum is desired.

MARIA INES C. ASUNCION
Regional Director

Encl.: As stated
Reference: None
To be indicated in the Perpetual Index
under the following subjects:

EVALUATION MONITORING PARTNERSHIPS PROGRAMS
ESSD/edm
01/03/2025



Republic of the Philippines
Department of Education
CARAGA REGION

**Strengthening Learner Support Through OK sa DepEd-DRRM-Partnerships
Initiatives to PISA 2025**

I. Rationale:

The Philippines' participation in PISA 2025 signifies a strong commitment to assessing and improving educational outcomes. The Education Support Services Division (ESSD) of DepEd RO XIII Caraga recognizes the importance of a comprehensive and integrated approach to preparing learners for this assessment. In response, the division has developed strategic initiative that leverages the strengths of OK sa DepEd programs, DRRM resources, and strategic partnerships.

The implementation of ***Strengthening Learner Support Through OK sa DepEd-DRRM-Partnerships Initiatives to PISA 2025*** aims to address critical factors that influence students' learning capabilities and academic performance. Each component of the program plays a vital role in fostering an optimal learning environment.

The Department of Education (DepEd) Region XIII Caraga places a high priority on student well-being as a cornerstone of academic success. This focus is particularly relevant as the country prepares for the Program for International Student Assessment (PISA) 2025. To support this goal, the ESSD of DepEd RO XIII Caraga proposes the implementation of a learner support strategy that integrates OK sa DepEd initiatives, DRRM resources, and strategic partnerships. This approach is designed to enhance student health and well-being, ultimately contributing to improved performance in PISA 2025.

II. Statement of Objectives:

The integration of these programs establishes a comprehensive support system that addresses both the physical and psychological needs of learners, essential prerequisites for optimal academic performance. This holistic approach creates a strong foundation for learning readiness, supports consistent school attendance and engagement, addresses key barriers to academic achievement, and aligns with global best practices in education support services. By implementing these initiatives, DepEd RO XIII Caraga reaffirms its commitment to fostering an environment where students can focus on learning and developing the skills necessary for success in PISA 2025 and beyond.

The activities are anchored on the following objectives:

General Objective

To enhance learner readiness and overall well-being for PISA 2025 by implementing DepEd Program, focusing on OK sa DepEd initiatives through the integration of the School-Based Feeding Program (SBFP), Mental Health and Psychosocial Support (MHPSS), Water, Sanitation, and Hygiene in Schools

(WINS), Disaster Risk Reduction and Management (DRRM), and Partnerships initiative.

Specific Objectives

- A. To implement and expand the SBFP to address nutritional deficiencies, ensuring learners are physically prepared and focused for academic achievement.
- B. To provide accessible and effective MHPSS interventions that promote emotional resilience, reduce stress, and enhance learners' mental well-being in preparation for PISA 2025.
- C. To integrate WINS-DRRM initiatives to ensure safe, clean, and accessible water, sanitation, and hygiene facilities while equipping learners and schools with the knowledge and tools for disaster preparedness and resilience.
- D. To build and sustain partnerships with local government units, NGOs, private sector partners, and community organizations to support SBFP, MHPSS, WINS-DRRM, and learner readiness for PISA 2025.
- E. To align SBFP, MHPSS, and WINS-DRRM strategies to address the physical, mental, and emotional needs of learners, ensuring they achieve PISA competencies in reading literacy, mathematical reasoning, and scientific inquiry.
- F. To train educators and school staff in implementing nutrition programs, mental health support, and WINS-DRRM practices, ensuring effective delivery of learner support services.
- G. To mobilize parents, caregivers, and community members in supporting learners' well-being through awareness campaigns, workshops, and collaborative activities.
- H. To develop robust monitoring and evaluation to assess the effectiveness of the integrated learner support strategies in improving PISA-related competencies and overall well-being.

III. Roles and Responsibilities

- A. The Regional Office through the Education Support Services Division shall:
 1. Prepare a Regional Learner Support Strategy for OK sa DepEd, DRRM, and K to 12 Partnerships.
 2. Develop learner support strategy on key programs and issue regional guidelines.
 3. Organize training, workshops, and seminars for Schools Division Offices (SDOs) and schools to ensure effective program implementation.
 4. Facilitate partnerships with regional stakeholders to secure resources and support for SBFP, MHPSS, WINS-DRRM, and other related initiatives.

5. Conduct regular monitoring visits and evaluate the performance of SDOs and schools in implementing the program.
 6. Provide technical assistance and advisory support to SDOs to address challenges in program execution.
- B. The Schools Division Office (SDO) through the Schools Governance Operations Division (SGOD) shall:
1. Prepare a Division Action Plan.
 2. Ensure the alignment of division-level plans with regional guidelines and facilitate communication between the RO and schools.
 3. Provide localized training and mentoring to school personnel for effective implementation of SBFP, MHPSS, WINS-DRRM, and partnership programs.
 4. Manage the distribution of resources, materials, and funding to schools, ensuring equitable allocation.
 5. Monitor school-level implementation and consolidate reports on program progress and outcomes for submission to the RO.
 6. Establish and maintain partnerships with local stakeholders to support the program at the division level.
 7. Provide hands-on support to schools in addressing operational challenges and ensuring program execution.
- C. The Schools shall:
1. Prepare a School Action Plan.
 2. Execute SBFP, MHPSS, WINS-DRRM, and partnership activities as outlined by the SDO and RO.
 3. Ensure learners benefit directly from the programs, addressing their physical, mental, and emotional needs.
 4. Engage parents, guardians, and the community in program activities, fostering collaborative support for learners.
 5. Effectively utilize resources provided by the SDO and RO to implement programs efficiently.
 6. Maintain accurate records of program implementation, including learner participation, outcomes, and resource usage.
 7. Provide regular feedback to the SDO on program challenges, successes, and areas for improvement.

TECHNICAL WORKING GROUP

Governance Level	Regional	Division	School
Chair TWG	Regional Director	Schools Division Superintendent	Public School District Supervisor
Vice Chair RTWG	Assistant Regional Director	Assistant School Division Superintendent	School Head
Program Manager	Chief, ESSD	Chief, SGOD	School Head
Assistant Program Manager	RO Program Owners SBFP, WINS, MHPSS,	SDO Program Owners SBFP, WINS, MHPSS,	School Program Owners SBFP, WINS, MHPSS,

	DRRM, and K to 12 Partnerships	DRRM, and K to 12 Partnerships	DRRM, and K to 12 Partnerships
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IV. Activities

Dates	Activities	Persons Involved
January 6, 2025	ESSD Meeting with Program Owner	Chief, ESSD RO Program Owner
January 10, 2025	Virtual Meeting with SDO Focal Persons	Chief, ESSD Chiefs, SGOD RO Program Owners SDO Program Owners
January 14-17, 2025	- Development of M & E Tool - RO/SDO Resource Generation/Support from Stakeholders	Chief, ESSD Chiefs, SGOD RO Program Owners SDO Program Owners
January 21-23, 2025	- SDO Presentations of the Action Plan - Capacity Building for Strengthening Learner Support Through OK sa DepEd-DRRM-Partnerships Initiatives to PISA 2025	Chief, ESSD Chiefs, SGOD RO Program Owners SDO Program Owners
	- Presentation of the Monitoring and Evaluation Activities/Tool - RO/SDO Presentation of Resource Generated/Support from Stakeholders	Chief, ESSD Chiefs, SGOD RO Program Owners SDO Program Owners RO/SDO Focal Person
January 29-31, 2025	- RO Monitoring and Evaluation to PISA Schools - Turn-Over of Resource Generated/Support from Stakeholders - Debriefing Activity - Division TA for Strengthening Learner Support Through OK sa DepEd-DRRM-	Chief, ESSD ESSD Personnel Schools Division Superintendent SDO PISA TWG

	Partnerships Initiatives to PISA 2025	
February 4, 2025	- Consolidation of Issues/Concerns - Issuance of Regional Memorandum on the consolidated issues/concerns - RO/SDO Presentation of Resource Generated/Support from Stakeholders	Chief, ESSD ESSD Personnel Regional Director Chief, ESSD Chief, CLMD CLMD/ESSD Personnel Unit Head, Public Affairs Unit Private/Public Stakeholders
February 11-12, 2025	- Turn-Over of Resource Generated/Support from Stakeholders - Signing of MOA/MOU with Partners	Regional Director Chief, ESSD Chief, CLMD CLMD/ESSD Personnel Unit Head, Public Affairs Unit Private/Public Stakeholders
February 13, 2025	SDO Presentation of Division Action Plan on the identified issues/concerns identified during RO M & E Activity	Chief, ESSD Chiefs, SGOD RO Program Owners SDO Program Owners
February 17 – March 2025	- Resource Generation/Support from Stakeholders - RO/SDO Presentation of Resource Generated/Support from Stakeholders - Turn-Over of Resource Generated/Support from Stakeholders - M & E and TA to PISA Schools	Regional Director Chief, ESSD Chief, CLMD CLMD/ESSD Personnel Unit Head, Public Affairs Unit Private/Public Stakeholders



V. OK SA DEPED, DRRM, and PARTNERSHIPS LEARNER SUPPORT STRATEGIES TO PISA 2025

DEPED PROGRAM	PROGRAM DESCRIPTION	OBJECTIVES	STRATEGY/IES	EXPECTED OUTCOMES	ENGAGEMENT ACTIVITIES
School Based Feeding Program (SBFP)	A targeted nutritional intervention designed to address learning barriers by improving students' physical and cognitive capabilities. The program aims to enhance educational outcomes, reduce learning inequalities, and support academic performance by providing essential nutrition to undernourished students, directly aligning with PISA's goals of measuring and improving educational effectiveness across socioeconomic contexts.	Ensure that schools include the School-Based Feeding Program as part of their PISA preparation strategy to improve focus and cognitive function.	• Target schools with high rates of student malnutrition and food insecurity • Develop nutritious meal plans using locally sourced, cost-effective ingredients • Coordinate with community organizations and local government for program sustainability • Implement robust monitoring and evaluation systems to track student outcomes	• Improved student health and cognitive function. • Increased school attendance and engagement. • Enhanced academic performance and PISA readiness.	• Conduct needs assessments to identify schools with high rates of student malnutrition and food insecurity. • Allocate funding and resources to implement the school-based feeding program in targeted schools. • Develop nutritional guidelines and menus to provide well-balanced, calorie-dense meals to participating students. • Train school kitchen staff on safe food preparation, storage, and handling procedures. • Coordinate with local government and community organizations to source fresh, locally grown ingredients. • Monitor student attendance, academic performance, and health indicators before and after program implementation. • Gather feedback from students, parents, and teachers to continuously improve the program.
Mental Health and Psychosocial Support (MHPSS)	A holistic intervention targeting students' psychological well-being to optimize learning potential. The program aims to enhance cognitive	Introduce mental health sessions, fitness programs, and life skills training to enhance learners'	• Integrate mental health education and life skills training into the school curriculum	• Improved student resilience, emotional regulation, and academic readiness	• Implement school-wide mental health awareness campaigns and anti-stigma initiatives • Organize peer-to-peer support programs and

	resilience, emotional regulation, and academic performance by providing comprehensive mental health support, addressing psychological barriers to learning, and creating supportive educational environments that promote student engagement and academic success.	academic readiness and resilience.	- Establish school-based counseling and support services for students - Provide teacher training on identifying and supporting students' mental health needs	- Reduced rates of mental health issues and school-related stress - Enhanced student engagement and performance on PISA assessments	- student-led mental health clubs - Host mental health workshops and events for students and families - Integrate mindfulness, stress management, and emotional regulation techniques into daily classroom activities - Monitor student well-being data and adjust programs based on feedback and outcomes
Water, Sanitation, and Hygiene (WASH) in Schools (WINS)	A comprehensive intervention addressing critical health and learning infrastructure by ensuring safe water, sanitation, and hygiene facilities. The program aims to reduce health-related school absences, improve student well-being, enhance learning environments, and support academic performance by creating foundational conditions necessary for effective education and student development.	Improve water, sanitation, and hygiene facilities across all schools to create conducive learning environments. Ensure that all PISA test-takers are in safe and hygienic environment.	- Assess and upgrade WASH infrastructure across all schools - Implement WASH education and behavioral change programs - Collaborate with local government and communities for sustainable WASH solutions	- Improved student health and attendance - Enhanced learning environments conducive to PISA success - Reduced risk of WASH-related illnesses disrupting education	- Conduct school-based WASH needs assessments - Facilitate student-led WASH monitoring and improvement projects - Organize hygiene promotion campaigns and handwashing demonstrations - Partner with WASH experts to provide teacher training on curriculum integration
Disaster Risk Reduction Management (DRRM)	A strategic approach to build student resilience, ensure educational continuity, and mitigate learning disruptions caused by natural and human-induced hazards. The program aims to enhance students' safety, psychological preparedness, and adaptive capabilities, supporting academic	Implement DRRM strategies to ensure no learning is lost during disruptions, ensuring readiness for the PISA.	- Assess disaster risks and vulnerabilities across schools - Develop and implement comprehensive DRRM plans - Collaborate with local authorities for emergency response coordination	- Improved student and school staff safety and preparedness - Reduced learning disruptions during disasters - Enhanced resilience and PISA readiness	- Organize DRRM training and simulation exercises for students and teachers - Establish school-based emergency response teams and communication protocols - Integrate disaster risk education into school curriculum.

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DepEd
CARAGA REGION



Malabon, Marikina, and San Jose del Monte



Malabon, Marikina, and San Jose del Monte

	performance and educational access in challenging environmental contexts.					
K to 12 Partnerships	The partnership-based learner support strategy bring together local stakeholders—such as schools, community organizations, businesses, and parents to provide resources, expertise, and support to equip students with skills and competencies aligned with the PISA framework.	Forge collaborative partnerships with local stakeholders to mobilize resources and enhance educational quality, ensuring learners develop the skills and competencies needed to excel in the PISA.	- Identify and connect with key stakeholders like local businesses, NGOs, and educational experts. - Encourage contributions of materials, funding, and expertise to enhance learning environments. - Regularly assess the impact of partnerships on student outcomes and make adjustments as needed.	- Stronger collaboration between schools and local stakeholders. - Increased community support for education initiatives. - Enhanced student competencies in areas assessed by PISA, such as reading, mathematics, and science literacy.	- Conduct PTA meeting/stakeholders forum to discuss the importance of PISA skills and how stakeholders can contribute. - Organize campaigns for stakeholders to donate books, technology, and learning materials. - Acknowledge and reward stakeholders for their contributions to student learning and development.	

VI. SCHOOLS DIVISION OFFICE (SDO) ACTION PLAN TO PISA 2025

DEPED PROGRAM	OBJECTIVE/S	STRATEGY/IES	PLANNED ACTIVITIES	TIMELINE	RESOURCES	MONITORING AND EVALUATION	EXPECTED RESULTS
School Based Feeding Program (SBFP)	Ensure that schools include the School-Based Feeding Program as part of their PISA preparation strategy to improve focus and cognitive function.	Target schools with high rates of student malnutrition and food insecurity					
		Develop nutritious meal plans using locally sourced, cost-effective ingredients					

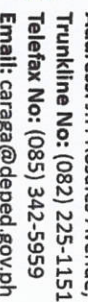
		Coordinate with community organizations and local government for program sustainability							
		Implement robust monitoring and evaluation systems to track student outcomes							
Mental Health and Psychosocial Support (MHPSS)	Introduce mental health sessions, physical fitness programs, and life skills training to enhance learners' academic readiness and resilience.	Integrate mental health education and life skills training into the school curriculum							
		Establish school-based counseling and support services for students							
		Provide teacher training on identifying and supporting students' mental health needs							
Water, Sanitation, and Hygiene (WASH) in Schools (WINS)	Improve water, sanitation, and hygiene facilities across all schools to create conducive learning environments. Ensure that all PISA test-takers	Assess and upgrade WASH infrastructure across all schools							
		Implement WASH education and behavioral change programs							

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	are in safe and hygienic environment.	Collaborate with local government and communities for sustainable WASH solutions						
Disaster Risk Reduction Management (DRRM)	Implement DRRM strategies to ensure no learning is lost during disruptions, ensuring readiness for the PISA.	Assess disaster risks and vulnerabilities across schools						
		Develop and implement comprehensive DRRM plans						
		Collaborate with local authorities for emergency response coordination						
K to 12 Partnerships	Forge collaborative partnerships with local stakeholders to mobilize resources and enhance educational quality, ensuring learners develop the skills and competencies needed to excel in the PISA.	Identify and connect with key stakeholders like local businesses, NGOs, and educational experts.						
		Encourage contributions of materials, funding, and expertise to enhance learning environments.						
		Regularly assess the impact of partnerships on student outcomes and make adjustments as needed.						

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MAKABALAYAN, DAVAO DEL SUR

Prepared by:

Noted by:

Approved by:

Focal Person, School Based Feeding Program (SBFP)

Chief, SGOD

Schools Division Superintendent

Focal Person, Mental Health and Psychosocial Support (MHPSS)

Focal Person, Water, Sanitation, and Hygiene (WASH) in Schools (WINS)

Focal Person, Disaster Risk Reduction Management (DRRM)

Focal Person, K to 12 Partnerships

Note:

Timeline - Specify the timeframe for implementing these initiatives, including start and end dates (e.g. January 25-28, 2025 or January, 2025)

Resources - Identify the necessary resources, including personnel, funding, materials, and technology, required to execute the activities.

Monitoring and Evaluation - Describe how progress towards the objective will be tracked and evaluated, including **data collection methods** and indicators.

VII. SCHOOL ACTION PLAN TO PISA 2025

DEPED PROGRAM	OBJECTIVE/S	STRATEGY/IES	PLANNED ACTIVITIES	TIMELINE	RESOURCES	MONITORING AND EVALUATION	EXPECTED RESULTS
School Based Feeding Program (SBFP)	Ensure that schools include the School-Based Feeding Program as part of their PISA preparation strategy to improve focus and cognitive function.	Target schools with high rates of student malnutrition and food insecurity					
		Develop nutritious meal plans using locally sourced, cost-effective ingredients					
		Coordinate with community organizations and local government for program sustainability					
		Implement robust monitoring and evaluation systems to track student outcomes					
Mental Health and Psychosocial Support (MHPSS)	Introduce mental health sessions, physical fitness programs, and life skills training to enhance learners' academic readiness and resilience.	Integrate mental health education and life skills training into the school curriculum					
		Establish school-based counseling and support services for students					

		Provide teacher training on identifying and supporting students' mental health needs						
Water, Sanitation, and Hygiene (WASH) in Schools (WINS)	Improve water, sanitation, and hygiene facilities across all schools to create conducive learning environments.	Assess and upgrade WASH infrastructure across all schools						
	Ensure that all PISA test-takers are in safe and hygienic environment.	Implement WASH education and behavioral change programs						
		Collaborate with local government and communities for sustainable WASH solutions						
Disaster Risk Reduction Management (DRRM)	Implement DRRM strategies to ensure no learning is lost during disruptions, ensuring readiness for the PISA.	Assess disaster risks and vulnerabilities across schools						
		Develop and implement comprehensive DRRM plans						
		Collaborate with local authorities for emergency response coordination						
K to 12 Partnerships	Forge collaborative partnerships with local stakeholders to mobilize resources and	Identify and connect with key stakeholders like local businesses, NGOs, and						

enhance educational quality, ensuring learners develop the skills and competencies needed to excel in the PISA.	educational experts.					
	Encourage contributions of materials, funding, and expertise to enhance learning environments.					
	Regularly assess the impact of partnerships on student outcomes and make adjustments as needed.					

Prepared by:

Noted by:

Approved by:

Focal Person, School Based Feeding Program (SBFP)

School Head

Chief, SGOD

Focal Person, Mental Health and Psychosocial Support (MHPS)

Focal Person, Water, Sanitation, and Hygiene (WASH) in Schools (WINS) Public School District Supervisor

Focal Person, Disaster Risk Reduction Management (DRRM)

Focal Person, K to 12 Partnerships

Note:

Timeline - Specify the timeframe for implementing these initiatives, including start and end dates (e.g. January 25-28, 2025 or January, 2025)

Resources - Identify the necessary resources, including personnel, funding, materials, and technology, required to execute the activities.

Monitoring and Evaluation - Describe how progress towards the objective will be tracked and evaluated, including **data collection methods** and indicators.

Division: _____

Date: _____

Prepared by:

Approved by:

Regional Director

Schools Division Superintendent

Prepared by:

Noted by:

Approved by:

Focal Person, School Based Feeding Program (SBFP)

Chief, SGOD

Schools Division Superintendent

Focal Person, Mental Health and Psychosocial Support (MHPSS)

Focal Person, Water, Sanitation, and Hygiene (WASH) in Schools (WINS)

Focal Person, Disaster Risk Reduction Management (DRRM)

Focal Person, K to 12 Partnerships

Note:

Timeline - Specify the timeframe for implementing these initiatives, including start and end dates (e.g. January 25-28, 2025 or January, 2025)

Resources - Identify the necessary resources, including personnel, funding, materials, and technology, required to execute the activities.

Monitoring and Evaluation - Describe how progress towards the objective will be tracked and evaluated, including **data collection methods** and indicators.