



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

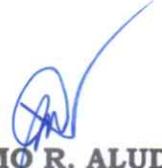
DIVISION MEMORANDUM
No. **131**, s. 2026

19 FEB 2026

**FOCUS GROUP DISCUSSION (FGD) ON LOCALIZED GUIDELINES ON
EDUCATIONAL PARTNERSHIPS FOR SUSTAINABLE SCHOOL GOVERNANCE
FOR THE SCHOOLS DIVISION OF THE CITY OF BATACT**

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Unit and Section Heads
Public Elementary and Secondary School Heads
All Others Concerned

1. The Schools Division of the City of Batac will conduct a Focus Group Discussion (FGD) for the proposed Localized Guidelines on Educational Partnerships for Sustainable School Governance on February 23, 2026, 3:00 p.m., at the Schools Division Office Conference Hall.
2. The activity aims to present the proposed guidelines and to gather further inputs, comments, and suggestions prior to finalization.
3. Attached is the list of participants for reference
4. Immediate dissemination of this Memorandum is desired.


ANSELMO R. ALUDINO
Schools Division Superintendent

Encl.: As stated,

Reference:

To be included in the Perpetual Index

Under the following subject:

Partnership Officials Programs

SGOD/gpi/FGD_Localized Guidelines on EPSSG
26008/February 18, 2026

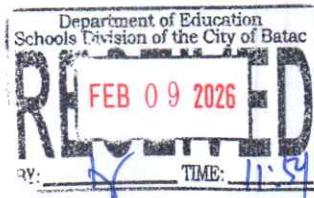
Enclosure 1: List of Participants

No.	Name	Position	Office
1	Ditas G. Domingo	School Principal IV	CBNHS Poblacion
2	Ryan C. Ramos	School Principal I	Maipalig-Quiom ES
3	Pepsi P. Duldulao	School Principal I	Ferdinand E. Marcos SHS
4	Lilibeth C. Dierpo	School Principal IV	Baay ES
5	Jocelyn L. Aribuabo	Education Program Supervisor	SDO-SGOD
6	Gilbert P. Isla	Education Program Specialist II	SDO-SGOD
7	Dolores A. Ubiña	Senior Education Program Specialist	SDO-SGOD
8	Edwin V. Tangonan	Senior Education Program Specialist	SDO-SGOD
9	Mark Louie P. Duldulao	Education Program Specialist II	SDO-SGOD



Republic of the Philippines
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SCHOOLS DIVISION OF THE CITY OF BATAC

SDCB RECORDS UNIT
2602383



ANSELMO R. ALUDINO

Schools Division Superintendent
This Division

SIR:

May I respectfully submit the revised Localized Guidelines on Educational Partnerships for Sustainable School Governance for the Schools Division of the City of Batac. The document incorporates the recommendations and inputs of the reviewers following the circulation of the draft to the Top Management, as well as to the identified unit and section heads.

In this regard, may I respectfully seek your approval to present the revised guidelines to the following personnel who are identified as process owners through a Focus Group Discussion (FGD) on February 20, 2026, 3:00 p.m. to gather further inputs, comments, and suggestions prior to finalization:

1. Ditas G. Domingo
2. Ryan C. Ramos
3. Pepsi P. Duldulao
4. Lilibeth C. Dierpo
5. Jocelyn L. Aribuabo
6. Gilbert P. Isla
7. Dolores A. Ubiña
8. Edwin V. Tangonan
9. Mark Louie P. Duldulao

Thank you very much.

Very truly yours,

NEMALYN M. ULEP
Chief Education Supervisor
SGOD

26012 Partnership Guidelines



DepEd Batac City



batac.city@deped.gov.ph



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

**LOCALIZED POLICY GUIDELINES ON EDUCATIONAL PARTNERSHIPS FOR
SUSTAINABLE SCHOOL GOVERNANCE**

I. Rationale

In line with the Department of Education's thrust to strengthen stakeholder engagement and advance sustainable educational management, the Schools Division of the City of Batac (SDCB) adopts this Localized Policy Guidelines on Educational Partnerships. The guidelines serve as a strategic response to the growing need for collaborative governance, resource mobilization, and shared accountability among education stakeholders. It reinforces the principle that quality education is a collective responsibility, requiring the active participation of government agencies, private organizations, local government units, civil society, and community partners. Through this policy, the Division underscores its commitment to building sustainable partnerships that empower schools to deliver responsive, equitable, and learner-centered programs aligned with the DepEd's 5-point Reform Agenda and the Division Education Development Plan (DEDP).

Anchored on the SPHERE (Strategic Partnerships for Holistic Education Resource Enhancement) Framework and the Educational Program Partnership Interventions (EPPI) Model developed by Ulep (2025), the guidelines aim to institutionalize structured, inclusive, and sustainable partnership practices between schools, the SDCB, and external partners. The SPHERE Framework provides a comprehensive approach emphasizing strategic alignment, shared responsibility, and sustainability, while the EPPI Model offers operational clarity by categorizing partnership typologies according to depth and collaboration level. The frameworks provide a coherent structure for initiating, implementing, and evaluating partnerships that optimize resources, enhance governance, and sustain positive outcomes for learners and the broader education community.

II. Policy Statement

The SDCB shall institutionalize a localized partnership framework that fosters a culture of collaboration, shared responsibility, and mutual accountability among schools, government agencies, non-government organizations, private institutions, parents organization, civil society groups, alumni associations, and local communities. This framework shall serve as the cornerstone for building productive relationships that harness the strengths and resources of various sectors in support of educational development. By ensuring active stakeholder participation in program design, resource mobilization, implementation, and evaluation, the Division reaffirms its commitment to promoting whole-of-community involvement in advancing the goals of basic education.

All partnership initiatives under this policy shall be guided by the principles of sustainability, inclusivity, transparency, accountability, and mutual benefit. These principles ensure that every collaborative endeavor contributes meaningfully to enhance access, quality, equity, resilience and well-being in education. Partnerships must not only address immediate school needs but also promote long-term growth through capacity building, innovation, and responsible stewardship of resources. The SDCB emphasizes that sustainable partnerships are partnerships that empower schools to become self-reliant, adaptive, and responsive to changing educational landscapes anchored on the shared vision of providing every learner with the opportunity to succeed in a safe, supportive, and enabling learning environment.

III. Objectives

General Objective:

To establish a comprehensive and sustainable framework that strengthens educational partnerships through systematic planning, implementation, feedbacking, monitoring, and evaluation processes, ensuring that all collaborative endeavors contribute meaningfully to the improvement of access, equity, quality, and governance of basic education within the Schools Division of the City of Batac.

Specific Objectives:

1. To institutionalize a standardized process for initiating, implementing, monitoring, and evaluating educational partnerships across schools, and the Schools Division Office, ensuring consistency with DepEd policies and local development priorities.
2. To ensure that all partnership agreements are needs-based, responsive to the contextual realities of schools, and aligned with the Division Education Development Plan (DEDP) or the School Improvement Plan (SIP), DepEd's 5-point Reform Agenda, and other national education priorities.
3. To enhance stakeholder accountability and participation by defining clear roles and responsibilities in the design, implementation, and evaluation of partnership programs, projects, and activities.
4. To promote transparency and shared governance in partnership management through the establishment of monitoring tools, reporting mechanisms, and performance indicators based on the SPHERE Framework.
5. To institutionalize a rewards and recognition system that acknowledges the exemplary contributions of partners demonstrating sustained commitment, innovation, and measurable impact on educational outcomes.

IV. Guiding Principles

The implementation of all partnership initiatives shall be guided by a set of core principles that ensure coherence, integrity, and sustainability of collaborative efforts. These guiding principles serve as the foundation for defining the nature, direction, and standards of engagement between schools, the Schools Division Office, and all partner agencies, organizations, institutions, and stakeholders as follows:

- A. Alignment with VMGO: All partnerships shall support the vision, mission, goals, and objectives of the Department of Education.
- B. Sustainability: Partnerships shall be designed to ensure long-term viability through shared planning, continuous feedback, and resource optimization.
- C. Transparency and Accountability: All partnership activities shall be properly documented, monitored, and reported through official channels.
- D. Inclusivity and Equity: Partnerships must promote fairness and accessibility, prioritizing underserved schools and learners.
- E. Collaboration and Shared Responsibility: Partners and schools shall engage in joint decision-making and co-management of activities and resources.
- F. Standardized Processes and Dissemination Mechanisms. All partnership initiatives shall adhere to established and standardized processes for proposal development, approval, implementation, monitoring, and evaluation. Information, policies, accomplishments, and best practices arising from partnerships shall be disseminated through official and accessible

communication mechanisms to ensure awareness, consistency, and replication across schools and offices.

Through adherence to the guiding principles, all partnerships remain purposeful, ethical, and results oriented. These principles reinforce a culture of mutual trust, shared ownership, and collective action, enabling partners to work cohesively toward the attainment of sustainable, high-impact educational outcomes. They serve as a safeguard to guarantee that every partnership contributes positively to the holistic development of learners and the continuous improvement of schools and communities.

V. Framework for Partnership Implementation

The SDCB adopts a structured and systematic framework for the effective planning, implementation, monitoring, and sustainability of educational partnerships. The framework is anchored on the Educational Program Partnership Interventions (EPPI) Model and the Strategic Partnerships for Holistic Education Resource Enhancement (SPHERE) Framework, collectively defining the nature, depth, and operational mechanisms of partnerships. Through this framework, schools and partner institutions are provided with a clear guide in determining appropriate levels of engagement, ensuring alignment with educational priorities, and maximizing the impact of collaborative initiatives in support of learner development and school improvement.

A. Partnership Typologies (EPPI Model)

- a. Informative Partnership: This partnership focuses on the exchange of knowledge, data, and technical information between schools and external stakeholders. It primarily supports awareness, capacity-building, and evidence-informed decision-making by providing research findings, statistical data, best practices, or expert inputs that enhance planning, instruction, and school management.
- b. Complementary Partnership: In this type of partnership, external stakeholders provide supplementary resources, services, or expertise that enhance existing school programs and initiatives. These may include donations of materials, provision of technical assistance, professional development opportunities, or support services that fill resource gaps and strengthen program implementation.
- c. Cooperative Partnership: Cooperative partnership involves shared planning and joint implementation of specific programs or activities. Schools and partners agree on mutual roles and responsibilities, work together in delivering projects (such as training, outreach programs, or learning interventions), and collectively monitor outputs and outcomes while maintaining distinct organizational structures.
- d. Collaborative Partnership: Collaborative partnership represents a deeper level of engagement where schools and partners co-create programs, share decision-making, and assume joint accountability for results. Resources, expertise, planning, implementation, and evaluation are integrated, reflecting a strong commitment to shared ownership and long-term impact.
- e. Coordinative Partnership: This partnership operates at a system or interagency level, where multiple stakeholders work together to align policies, harmonize programs, and streamline efforts toward common educational goals. Coordination mechanisms reduce duplication, improve resource utilization, and strengthen coherence among institutions supporting the education sector.

B. SPHERE Framework Key Components

- a. Organizational Management: This ensures that partnership activities are well-coordinated and properly guided through regular meetings, orientations, and defined communication channels. Clear structures promote smooth coordination, decision-making, and accountability among schools and partners.
- b. Financial and Resource Management: This focuses on the ethical, transparent, and efficient use of financial and material resources. It encourages diversified funding sources and clear documentation to ensure accountability and maximize the impact of all contributions.
- c. Program Design and Implementation: Partnership initiatives are designed using SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) and flexible timelines. This promotes efficiency, responsiveness to local needs, and long-term viability of programs.
- d. Monitoring and Evaluation: Standardized tools and processes are used to track progress, assess effectiveness, and gather stakeholder feedback. This enables timely adjustments and supports data-informed decision-making for continuous improvement.
- e. Sustainable Development Practices: All partnership initiatives shall be anchored on sustainable development principles that promote social, economic, and environmental benefits. Programs shall be inclusive, resource-efficient, and environmentally responsible to support sustained school and community development.

This framework establishes a common language and standards for partnership engagement, enabling consistency across schools while allowing flexibility to address localized needs and contexts. By clearly identifying partnership typologies and core implementation components, the division ensures that all partnership initiatives are structured, needs-based, results-oriented, and supportive of educational development.

VI. Partnership Agreements

Purpose of Partnership Agreements

Partnership agreements ensure structured collaboration between the SDCB and partner institutions. It will formalize shared commitments to resource mobilization, program support, and sustainability of educational initiatives consistent with the 5-point Reform Agenda and Division Education Development Plan (DEDP) or the School Improvement Plan (SIP) and Annual Implementation Plan (AIP).

Form of Agreement

- a. **Memorandum of Agreement (MOA):** For major and long-term collaborations involving funding, resource sharing, or multi-year commitments.
- b. **Letter of Commitment (LOC):** For short-term, activity-based, or event-specific partnerships.
- c. **Deed of Donation (DOD):** For material, financial, or service donations following existing government accounting and auditing rules.

Approval and Oversight

- The Social Mobilization and Networking (SMN) Section shall review and evaluate all partnership proposals.

- The SGOD Chief Education Supervisor shall endorse validated proposals to the Top Management for approval.
- Partnerships with inter-agency or cross-divisional impact shall be coordinated with the Regional Office for concurrence.

Essential Provisions of the Agreement

Each formal partnership agreement shall be consistent with the provisions of DepEd Order 40, s. 2025 and shall include the following:

- *Purpose and Objectives*: It must be aligned with DepEd's vision, mission and the division/ school priorities.
- *Scope and Coverage*: It must identify the beneficiary school/s, learners, or program/s.
- *Roles and Responsibilities*: It must clearly define the commitments of each party.
- *Duration and Effectivity*: It must specify start and end dates, renewal options, and termination clauses.
- *Resource Allocation*: It must state contributions (financial, material, technical, or manpower).
- *Monitoring and Evaluation Plan*: It must be aligned with the Basic Education Monitoring and Evaluation policy as provided in DepEd Order 2, s. 2022.
- *Sustainability Measures*: It must ensure turnover, replication, or continuous support mechanisms.
- *Accountability and Data Privacy Clauses*: It must be consistent with Republic Act 10173 (Data Privacy Act).

Documentation and Reporting

- All approved partnerships must be entered in a Division Partnership Report managed by the SMN Section by following the Partnership Proposal Template (Annex A) to be submitted to the Schools Division Office (Attention: SGOD).
- Proposals received by the SDO will be evaluated following the Partnership Proposal Evaluation Tool (Annex B) thru the Education Program Specialist-Social Mobilization and Networking.
- Approved proposals for implementation shall be monitored by the EPS-Social Mobilization, in coordination with the SEPS -SMME and the Division Field Technical Assistance Team (DFTAT), to validate program implementation and to provide appropriate technical assistance, as may be necessary, for further improvement. Monitoring and evaluation shall be guided by the BEMEF Forms- Implementation and Monitoring and Evaluation Plan.
- Schools and program owners must submit accomplishment reports highlighting the outcomes and impact of partnerships using the Partnership Accomplishment Report (Annex C) template.
- Annual validation visits and review sessions shall be conducted to assess progress and alignment with the DEDP or the SIP/AIP of schools.

Ethical and Legal Compliance

- Partnerships must adhere to DepEd Order No. 40, s. 2021 (Revised Guidelines on Partnership Engagements).
- The “No Solicitation Policy” and the *Code of Conduct and Ethical Standards for Public Officials (RA 6713)* shall be observed in all engagements.

VII. Rewards and Recognition Policy for Partners

The SDCB recognizes the indispensable role of partners in achieving equitable and quality education. Through the Partnership Rewards and Recognition Program (PRRP), the division aims to promote sustained collaboration, reward exemplary contributions, and encourage innovations that address local educational needs.

Implementing Guidelines

- The Social Mobilization and Networking (SMN) Section shall spearhead the annual recognition activity *Stakeholders’ Convergence and Partnership Appreciation Ceremony* (title will be identified by a committee).
- Recommendations shall be endorsed by schools or program owners with supporting documentation (MOA/LOC, photos, reports, evaluation results, testimonials).
- Recognized partners shall receive plaques of recognition, certificates, and inclusion in the *Division Compendium of Best Partnership Practices*.

Award Categories and Criteria

Award Category	Description
Outstanding Government Partner	Recognizes LGUs or government agencies with sustained support for education programs.
Outstanding Private or NGO Partner	Honors private organizations or NGOs that significantly contribute to school improvement and learner outcomes.
Model Community Partner	Acknowledges local groups (barangays, alumni associations, PTAs, civic groups) that promote volunteerism and inclusive education.
Innovative Partnership Award	Rewards unique or creative partnership initiatives that respond to emerging education challenges.
Lifetime Education Champion Award	Honors long-term partners (≥ 5 years) with continuous and exemplary contribution to DepEd programs.

Rubric for Evaluation of Recommended Awardees

(Note: Rubrics per criteria will be formulated with inputs from a committee to be organized to ensure maximum participation and insights from other relevant partners)

1. Outstanding Government Partner

Criteria	Description	Weight
Consistency of Support	Sustained partnership and assistance over at least 3 years.	25%
Program Alignment	Alignment of initiatives with DepEd’s 5-point Agenda and DEDP/ SIP priorities.	20%
Impact on Learners/Schools	Measurable improvements in learning, infrastructure, or services.	25%
Resource Mobilization	Level and type of financial/in-kind support.	15%
Transparency and Documentation	Compliance with reporting and documentation requirements.	15%
Total		100%

2. Outstanding Private or NGO Partner

Criteria	Description	Weight
Innovation and Relevance	Creativity and responsiveness of the project to local needs.	25%
Tangible Outcomes	Improvement in access, performance, or school condition.	25%
Sustainability	Continuity of project or commitment beyond first implementation.	20%
Accountability	Proper coordination and compliance with DepEd standards.	15%
Stakeholder Satisfaction	Positive feedback from beneficiaries and partners.	15%
Total		100%

3. Model Community Partner

Criteria	Description	Weight
Volunteerism and Participation	Extent of community involvement and engagement.	30%
Contribution to School Improvement	Tangible benefits to learning environment or safety.	25%
Collaboration with School Governance Councils	Coordination with SGC, PTA, or alumni groups.	20%
Resource Mobilization	Funds, materials, or manpower generated locally.	15%
Sustainability and Replication	Ability to continue or inspire similar efforts.	10%
Total		100%

4. Innovative Partnership Award

Criteria	Description	Weight
Innovativeness	Uniqueness and originality of approach or concept.	30%
Impact	Evident improvement in efficiency, learning, or management.	25%
Replicability	Potential to be adopted in other schools/divisions.	20%
Resource Efficiency	Effective use of resources with high returns.	15%
Documentation and Visibility	Quality of reporting and sharing of results.	10%
Total		100%

5. Lifetime Education Champion Award

Criteria	Description	Weight
Length of Service	Duration of consistent partnership (≥ 5 years).	25%
Breadth of Support	Extent of involvement across programs or schools.	25%
Long-Term Impact	Demonstrated improvements or legacy outcomes.	25%
Ethical Standards	Adherence to DepEd partnership ethics and policies.	15%
Advocacy and Visibility	Promotion of education and public service.	10%
Total		100%

Scoring Guidelines: The total score shall be computed using the weights provided.

VIII. Monitoring and Evaluation

The Social Mobilization and Networking (SMN) Section in coordination with SEPS-SMME under SGOD shall oversee the implementation, documentation, and assessment of partnerships, guided by the following mechanisms:

- a. Annual partnership inventory and report submission by schools.
- b. Evaluation tools based on BEMEF Implementation and Monitoring and Evaluation Plan.
- c. Recognition and scaling of best practices across schools.

IX. Effectivity

This localized partnership guideline shall take effect upon approval and dissemination through a Division Memorandum.

Annex A.

PARTNERSHIP PROPOSAL TEMPLATE

I. GENERAL INFORMATION

Title of PPA: _____

Type of PPA: Program Project Activity

School / Office / Unit: _____

Proponent:

Name: _____

Position: _____

Contact Details: _____

Partner Organization / Agency: _____

Nature of Partner: Government NGO Private Academe CSO

Others: _____

Implementation Period: From _____ to _____

Target Beneficiaries: _____

II. ALIGNMENT AND JUSTIFICATION

DepEd VMGO and Priority Alignment:

(Indicate specific goals, programs, or thrusts supported)

Alignment to AIP / SIP / OPCRF / Division PPAs:

(Indicate specific programs supported)

Problem Statement / Needs Assessment:

(Brief evidence-based description of the need or gap)

III. OBJECTIVES AND EXPECTED RESULTS

General Objective:

Specific Objectives:

Expected Outputs:

Expected Outcomes:

IV. IMPLEMENTATION PLAN *(Follow BEMEF Template)*

V. ROLES, RESPONSIBILITIES, AND RESOURCE COMMITMENTS

Roles of School / SDO:

Roles of Partner(s):

Resource Commitments:

Source	Financial	In-kind	Technical	Others

VI. SUSTAINABILITY, RISK, AND COMPLIANCE

Sustainability Measures:

(Institutionalization, capacity building, continuity of benefits)

Risks and Mitigation Strategies:

Policy and Legal Compliance (Check all applicable):

- DepEd Order No. 40, s. 2015
- Child Protection Policy
- Data Privacy Act of 2012
- Other relevant DepEd issuances

VII. ENDORSEMENT

Signatories	Name	Signature	Date
Prepared by (Proponent)			
Endorsed by (Immediate Head)			
Reviewed by (EPS SocMob)			
Noted (Chief Education Supervisor- SGOD)			
Recommending Approval (ASDS)			
Approved by (SDS)			

Annex B.**PARTNERSHIP PROPOSAL EVALUATION TOOL***(To be used by the EPS- SocMob to review submitted proposal)*

Criteria	Description	Evident (✓) Not Evident x)	Remarks
Alignment to DepEd VMGO & AIP/SIP/OPCRF	Supports priority goals and PPAs		
Relevance & Needs-Based	Addresses identified school/division needs		
Partner Capacity & Commitment	Clear roles and adequate resources		
Sustainability Measures	Ensures continuity and enduring benefits		
Feasibility & Implementation Readiness	Realistic plan, timeline, and outputs		
Compliance & Risk Management	Policy-compliant with mitigation strategies		

Recommendation:

Approved
 Approved with Conditions
 For Revision
 Disapproved

Other comments/ suggestions:

Evaluated by (EPS- SocMob): _____ Date: _____

Noted (Chief Education Supervisor- SGOD): _____ Date: _____

Annex C**Partnership Accomplishment Report****I. General Information**

School Name

Quarter Covered

Partnership Focal Person

II. Partner Information

Name of Partner Organization/Agency/Individual	
Type of Partner	<input type="checkbox"/> Government <input type="checkbox"/> NGO <input type="checkbox"/> Private <input type="checkbox"/> Alumni <input type="checkbox"/> Community Group <input type="checkbox"/> Others: _____
Contact Person & Designation	
Contact Details	
Nature of Partnership	<input type="checkbox"/> Informative <input type="checkbox"/> Complementative <input type="checkbox"/> Cooperative <input type="checkbox"/> Collaborative <input type="checkbox"/> Coordinative

III. Description of Partnership Intervention

Title of Program/Project/Activity (PPA)	
Objectives of the Partnership	
Beneficiaries (No. & Type)	
Duration / Implementation Period	
Aligned DepEd Priority	<input type="checkbox"/> 5-point Agenda <input type="checkbox"/> SIP <input type="checkbox"/> DEDP <input type="checkbox"/> Others: _____

IV. Summary of Accomplishments for the Quarter

Planned Activities	vs Actual Accomplishments	Status
		<input type="checkbox"/> Completed <input type="checkbox"/> Ongoing <input type="checkbox"/> For Implementation
		<input type="checkbox"/> Completed <input type="checkbox"/> Ongoing <input type="checkbox"/> For Implementation
		<input type="checkbox"/> Completed <input type="checkbox"/> Ongoing <input type="checkbox"/> For Implementation

V. Outcomes and Impact

Area	Description
Immediate Outcomes	(e.g., improved attendance, increased participation, new facilities, improved reading scores, etc.)
Observed Impact on Learners/School/Community	
Evidence of Change (before/after)	
Others	

VI. Resources Generated Through the Partnership

Type of Resource	Estimated Value (₱)	Remarks
Financial Assistance		
In-kind Donation		
Technical Assistance		
Human Resource / Volunteers		
Others		
Total Estimated Value		

VII. Issues, Challenges, and Actions Taken

Challenge/Issue Encountered	Action Taken / Recommendation

VIII. Documentation (Attach as Annexes)

Please check all that apply:

- Signed MOA / MOU / LOI
- Activity Designs / Program Proposal
- Attendance Sheets
- Photo Documentation (before, during, after)
- Financial Documents / Deed of Donation
- Monitoring and Evaluation Reports
- Others: _____

IX. Best Practices and Success Stories (Optional but Encouraged)

(Highlight innovative approaches, strong community participation, unique partnership models, or concrete success stories worth replicating.)

X. Certification and Signatories

I hereby certify that the above information is true and correct to the best of my knowledge.

Name	Signature	Date
Prepared by:		
Noted by School Head:		
Validated by (Validators):		
Validator 1:		
Validator 2:		
Validator 3:		