



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

DIVISION MEMORANDUM
 No. 397, s. 2025

CONDUCT OF THE COMPREHENSIVE SCHOOL SAFETY MONITORING

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

1. Pursuant to Republic Act No. 10121 – The Philippine Disaster Risk Reduction and Management Act of 2010 and DepEd Order No. 21, s. 2025 titled Disaster Risk Reduction and Management (DRRM) Coordination and Information Management Protocols, this Office reiterates the implementation of the Comprehensive School Safety (CSS) Program in all public schools.

2. The objective of the program is to institutionalize a holistic, inclusive, and risk-informed approach to school safety by ensuring that schools implement proactive and coordinated measures under the three key pillars of the Comprehensive School Safety Framework: Safe Learning Facilities, School Disaster Management and Risk Reduction and Resilience Education.

3. The Comprehensive School Safety Monitoring Tool shall be utilized to capture the progress of school safety initiatives in all schools, and to integrate the findings with the DRRM Plan and Annual Improvement Plan.

4. Through this program, schools are reminded to consistently observe safety, cleanliness, and orderliness in all classrooms, comfort rooms, curricular and co-curricular rooms, learning corners, and offices **at all times**. This action reinforces the commitment of the Division to ensure a safe and conducive learning environment. It also promotes a culture of discipline, responsibility, and care among learners and school personnel. Regular monitoring and maintenance of these areas are encouraged, alongside the active participation of learners, to instill shared accountability in maintaining a clean, organized, and hazard-free school environment.

5. The school-based monitoring must be conducted from July 1 – 17, 2025. Submission of the report is on or before July 18, 2025. The Division will monitor the progress from July 21- 31, 2025.

6. Attached is the tool for reference.

7. Immediate dissemination and compliance of this memorandum is desired.

VILMA D. EDA, CESO V
 Schools Division Superintendent

Encl.: As stated

References: RA No. 10121-The Philippine Disaster Risk Reduction and Management Act of 2010 & DepEd Order No. 21, s. 2025 titled Disaster Risk Reduction and Management (DRRM) Coordination and Information Management Protocols

To be indicated in the Perpetual Index under the following subjects:

DRRM PLANS REPORTS

SGOD-DRRM/ahem/DM-CONDUCT OF THE COMPREHENSIVE SCHOOL SAFETY MONITORING
 2025-010/June 24, 2025

SCHOOLS DIVISION OFFICE
 DEPED VIGAN CITY

30 JUN 2025

RELEASED
 BY: *[Signature]*

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COMPREHENSIVE SCHOOL SAFETY MONITORING TOOL

This school level Comprehensive School Safety Monitoring Tool is aligned with the Sendai Framework for DRR (SFDRR) and the global Comprehensive School Safety Framework (CSSF) developed by the UN International Strategy for Disaster Reduction (UNISDR). As a signatory to the SFDRR, the Philippine Government is expected to report to the UNISDR its accomplishment in implementing the SFDRR. In line with this, the Department of Education is required to report its accomplishment in implementing Disaster Risk Reduction and Management (DRRM)/School Safety to the National DRRM Council (NDRRMC) as a member of the said council, and in accordance to RA 10121 (Philippine DRRM Act of 2010) which reflects the country's commitment to SFDRR.

This Monitoring Tool aims to: 1) establish the baseline with respect to the Implementation of the 3 Pillars of DepEd's Comprehensive DRRM in Education Framework (Do 37, s. 2015); 2) Set the School's DRRM targets for 3 years, based on the baseline; and, 3) Track the annual progress of the school with respect to its targets.

This is primarily for the use of the School DRRM Team whose members are expected to facilitate the completion of this monitoring tool. The Head of the SDRRM Team shall submit the completed forms with the signature of the School Head to the Division DRRM Coordinator. The Division DRRM Coordinator is expected to orient the SDRRM Team on how this tool is going to be filled-up, monitor the completion of schools and consolidate the results of all schools using the template also provided by the DRRMS. The consolidated results shall be submitted by the Division DRRM Coordinator to the DRRMS Central Office in _____ of the current school year.

The 1st column indicates the particular Priority for Action in the SFDRR that are related to the Targets of the global CSSF in the 2nd column. The 3rd column indicates DepEd's Comprehensive School Safety indicators at the school level that are related to columns 1 and 2. The school level DepEd indicators are based on the Department's Disaster Risk Reduction and Management (DRRM) policies and the School DRRM Manual (SDRRM). The 4th column sets the baseline of the school with respect to DepEd's indicators in the 3rd column. The 5th column sets the targets/plans of the school based on its baseline. The remaining columns will be accomplished by the school on an annual basis to indicate progress against the targets set for 3 years.

Name of Head/Focal Person of School DRRM Team: _____

Name of School: _____

Designation: _____

School ID: _____

Name of the Division DRRM Coordinator: _____

Municipality/City: _____

Date the Division DRRM Coordinator Oriented the SDRRM Team: _____

Division: _____

Region: _____

ENABLING DEPARTMENT

Related Sendai Framework for DRR (SFDRR) Priorities	Global Comprehensive School Safety (CSS) TARGETS	DepEd DRRMS CSS INDICATORS (Based on DepEd's DRRM Policies and School DRRM Manual)	SCHOOL LEVEL	MOVs	BASELINE (2025)	TARGETS/ PLANS (2026-2028)	PROGRESS (2026)	PROGRESS (2027)	PROGRESS (2028)
Priority for Action 2	Legal Frameworks & Policies	A.1 School has existing policies relating to DRRM in education/school safety	NO OF POLICIES ADOPTED AND IMPLEMENTED BY THE SCHOOL, OTHER POLICIES RELATED TO SCHOOL SAFETY	RA-10121; Department Order (DO) - DRRMS					
Priority for Action 2	Organizational arrangements, leaderships, and coordination for risk reduction and resilience is established by senior management, and includes designated focal points responsible at all levels.	A.2.1 Designated School DRRM Focal Person	NO OF SDRRM COORDINATOR PER SCHOOL; IF LARGE SCHOOLS/INTEGRATED ELEM AND HIGH SCHOOL LEVEL	Designation DRRM Focal Person with roles and function					
		A.2.2 Formed School DRRM Team (state if you have tapped the SGC or SPT; state of composition of SDRRM Team)	NO OF DRRM TEAMS PER SCHOOL; IF LARGE SCHOOLS/INTEGRATED ELEM AND HIGH SCHOOL LEVEL	Formed School DRRM Team in relation to the size and man-power of the school					
		A.2.3 SDRRM Team are knowledgeable and able to execute their tasks in accordance to role of schools as per DO 21, s. 2015 (DRRM Coordination and information management protocol)	ANSWERABLE BY 'YES' OR 'NO'	Designation DRRM Focal Person with roles and function; DRRM Committee roles and responsibilities					

		School DRRM Focal Person and School Head and other officials know how to manage information at any phase of the disaster	ANSWERABLE BY 'YES' OR 'NO'	Baseline data of school; Coordination Protocols; advisories/alert/warning messages; tracking of key officials; RADaR; Sit Report/Incident Report					
Priority for Action 1	A comprehensive approach to school safety, is the foundation for integrating risk reduction and resilience into DRRM.	A.2.4							
		A.3.1	Translated national and regional policies into a comprehensive School DRRM Plan	ANSWERABLE BY 'YES' OR 'NO'	School DRRM Plan/Action Plan—Template provided by the Division				
		A.3.2	Integrated DRRM into the Enhanced School Improvement Plan (E-SIP)	ANSWERABLE BY 'YES' OR 'NO'	E-SIP; MOM during E-SIP				
Priority for Action 3	Funding is in place to reduce education sector risks	A.4.1	Regular DRRM activities are supported by school budget	ANSWERABLE BY 'YES' OR 'NO'	PPMP, AIP, other supported documents				
		A.4.2	Education in emergencies and/or other funding sources exist and can be drawn upon in cases of disasters	ANSWERABLE BY 'YES' OR 'NO'	PPMP; AIP; Local funds				
		A.4.3	Partnerships that can be tapped for support on DRRM, including during and after disasters, exist	ANSWERABLE BY 'YES' OR 'NO'	notarized MOA/MOU; Pledge of Commitment; Deed of Donation				
Priority for Action 1	Child-centered Risk Assessment is in place at all levels in the education sector	A.5.1	Conducted student-led school watching and hazard mapping (DO 23, s. 2015)	ANSWERABLE BY 'YES' OR 'NO'	Narrative Report, Accomplishment Report with Photo documentation				
		A.5.2	Incorporated results of student-led school watching and hazard mapping in the School DRRM Plan and E-SIP	ANSWERABLE BY 'YES' OR 'NO'	Brigada Eskwela Accomplishment Report with Photo documentation; Availability of hazard map; MOM SPT				
		A.5.3	Incorporated results of student-led school watching and hazard mapping in the community hazard maps of LGUs provided by DOST	ANSWERABLE BY 'YES' OR 'NO'	Availability of hazard map				
		A.5.4	School Planning Team have linked the community hazard maps with education risk data to better understand the school risk	ANSWERABLE BY 'YES' OR 'NO'	Availability of Contingency Plan				

Priority for Action 3	Monitoring and Evaluation for CSS is underway	A.6.1 Data collection and consolidation on programs and activities on DRRM covering the 3 Pillars to monitor results and impact exist.. AS INDICATED IN THEIR ACCOMPLISHMENT REPORT, TO MONITOR RESULTS AND IMPACTS EXIST	ANSWERABLE BY 'YES' OR 'NO'	EBEIS					
		A.6.2 Indicator data on impacts of hazards on deaths, injuries, damage to education sector infrastructure, and long term educational outcomes is systematically (72 HOURS) collected and submitted to the Central Office	ANSWERABLE BY 'YES' OR 'NO' BY EVIDENCE OF RADAR REPORTS/INCIDENT REPORT	RADAR Report (Screenshots); Sit Rep; Incident Report (small scale)					

Name of School Head: _____
Date Signed and Approved: _____

Signature of School Head: _____

PILLAR 1: SAFE LEARNING FACILITIES										
Related Sendai Framework for DRR (SFDRR) Priorities	Global Comprehensive School Safety (CSS) TARGETS	DepEd DRRMS CSS INDICATORS (Based on DepEd's DRRM Policies and School DRRM Manual)	SCHOOL LEVEL	DIVISION LEVEL	MOVs	BASELINE (2025)	TARGETS/ PLANS (2026-2028)	PROGRESS (2026)	PROGRESS (2027)	PROGRESS (2028)
	Every new school built is safe									
Priority for Action 2	Guidance and regulations for safe school construction are in place	1.1 Guidance and regulations on the following are followed:		DATA FROM ENGINEERS						
		safe school site selection	ANSWERABLE BY 'YES' OR 'NO'; REFERRED TO PHYSICAL FACILITIES	NO OF SCHOOLS COMPLIED TO SAFE SCHOOL SITE SELECTION (C/O PHYSICAL FACILITIES)	Data from EBEIS, NSBI and Physical Facilities					
		resilient design, and	ANSWERABLE BY 'YES' OR 'NO'; REFERRED TO PHYSICAL FACILITIES	NO OF SCHOOLS COMPLIED TO RESILIENT DESIGN (C/O PHYSICAL FACILITIES)						
		resilient construction	ANSWERABLE BY 'YES' OR 'NO'; REFERRED TO PHYSICAL FACILITIES	NO OF SCHOOLS COMPLIED TO RESILIENT CONSTRUCTION (C/O PHYSICAL FACILITIES)						
Priority for Action 2	Safe school site selection, design and construction are monitored for compliance/enforcement by appropriate authorities	1.2 New school construction is monitored for compliance with								
		safe school site selection	ANSWERABLE BY 'YES' OR 'NO'; REFERRED TO PHYSICAL FACILITIES	NO OF SAFE SCHOOL SITE SELECTION MONITORED(C/O PHYSICAL FACILITIES)	Data from EBEIS, NSBI and Physical Facilities					
		safe school design	ANSWERABLE BY 'YES' OR 'NO'; REFERRED TO PHYSICAL FACILITIES	NO OF RESILIENT DESIGN MONITORED (C/O PHYSICAL FACILITIES)						
		safe school construction	ANSWERABLE BY 'YES' OR 'NO'; REFERRED TO PHYSICAL FACILITIES	NO OF RESILIENT CONSTRUCTION MONITORED(C/O PHYSICAL FACILITIES)						
	Existing schools are being made safer, systematically									
Priority for Action 1	A systematic plan for assessment and prioritization for retrofit and replacement of unsafe schools has been developed, and is being implemented.	1.3.1 # of school buildings that has been inventoried	# of school buildings that has been inventoried	TOTAL # of school buildings INVENTORIED AND CONSOLIDATED	NSBI Fire Safety Inspection Certificate					
		1.3.2 # of school buildings with risk assessment	# of school buildings with risk assessment	TOTAL # of school buildings with risk assessment CONSOLIDATED	NSBI, Actual Fire Safety Certificate; Soil Testing Result					
		1.3.3 # of unsafe school buildings identified	# of unsafe school buildings identified	TOTAL # of unsafe school buildings identified AND CONSOLIDATED	NSBI Fire Safety Inspection Certificate; Certification from the Local Building Official					

Priority for Action 3	The prioritization plan for upgrading of existing unsafe school buildings is being resourced and implemented.	1.4.1 Construction capacity and systems for monitoring and quality assurance exist	ANSWERABLE BY 'YES' OR 'NO'	NO OF SCHOOLS WITH 'YES' AND 'NO'	c/o EFD					
		1.4.2 Financial resources are allocated for completion of needed upgrading within a specified period	ANSWERABLE BY 'YES' OR 'NO'	NO OF SCHOOLS WITH 'YES' AND 'NO'	c/o EFD					
		1.4.3 # of unsafe school buildings upgraded each year	NO OF UPGRADED SCHOOL BUILDINGS	TOTAL # UNSAFE SCHOOL BUILDINGS UPGRADED CONSOLIDATED	c/o EFD					
Priority for Action 3	Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of investments in public schools.	1.5.1 Conducted regular school inspection and maintenance of facilities conducted (state how often)	ANSWERABLE BY 'YES' OR 'NO'	NO OF SCHOOLS WITH 'YES' AND 'NO'	EBEIS					
		1.5.2 Undertaken regular repair of minor classroom (including facilities) damages	ANSWERABLE BY 'YES' OR 'NO'	NO OF SCHOOLS WITH 'YES' AND 'NO'	EBEIS and Brigada Report					
		1.5.3 Roles and responsibilities for maintenance and non-structural mitigation are defined, documented and assigned	ANSWERABLE BY 'YES' OR 'NO'	NO OF SCHOOLS WITH 'YES' AND 'NO'	Maintenace report; POW; liquidation report					
		1.5.4 School Heads have allotted budget for routine maintenance of school facilities for safety and to protect investments, with transparent monitoring oversight at the school level	ANSWERABLE BY 'YES' OR 'NO'; SCHOOLS MUST REFLECT THE BUDGET	NO OF SCHOOLS WITH 'YES' AND 'NO'	AIP					
Priority for Action 4	Planning is undertaken for limited use of schools as temporary shelters or collective centers, during the school year.	1.6.1 School Heads have identified classrooms that are expected to be used as temporary evacuation centers for disasters	ANSWERABLE BY 'YES' OR 'NO'	NO OF SCHOOLS WITH 'YES' AND 'NO'	Certificate for Evacuation Center from LGU, MOA					
		1.6.2 School Heads are clear with their roles and functions in camp management vis-a-vis the LGU and DSWD	ANSWERABLE BY 'YES' OR 'NO'	NO OF SCHOOLS WITH 'YES' AND 'NO'	Certificate of Training Camp Coordination and Camp					

Name of School Head: _____

Signature of School Head: _____

Date Signed and Approved: _____

PILLAR 2: DISASTER RISK MANAGEMENT										
Related Sendai Framework for DRR (SFDRR) Priorities	Global Comprehensive School Safety (CSS) TARGETS	DepEd DRRMS CSS INDICATORS (Based on DepEd's DRRM Policies and School DRRM Manual)	SCHOOL LEVEL	DIVISION LEVEL	MOVS	BASELINE (2025)	TARGETS/ PLANS (2026-2028)	PROGRESS (2026)	PROGRESS (2027)	PROGRESS (2028)
Priority for Action 4	Education authorities have national and sub-national plans for education sector risk reduction and management, with focus on safety and security, educational continuity, and protection of education sector investments.	2.1.1 School DRRM Plans include risk assessment, risk reduction, preparedness and education continuity in cases of disasters	ANSWERABLE BY 'YES' OR 'NO'	NO OF SCHOOLS WITH 'YES' AND 'NO'	Contingency Plan, DRRM Plan, Narrative CP, Learning Continuity Plan; Action Plan					
		2.1.2 Planning processes include inputs from children/students	ANSWERABLE BY 'YES' OR 'NO'	NO OF SCHOOLS WITH 'YES' AND 'NO'	MOM - School Planning Team, School Hazard Mapping					
		2.1.3 School has necessary equipment (e.g. fire extinguisher, first aid kit) in the event of disaster	ANSWERABLE BY 'YES' OR 'NO'; INVENTORY ATTACHED	NO OF SCHOOLS WITH 'YES' AND 'NO'	Inventory of functional/servisable of safety and emergency equipment- e.i. Fire Extinguisher, First Aid Kit					
		2.1.4 School has pre-identified spaces for putting up Temporary Learning Spaces/Shelters in the aftermath of disaster	ANSWERABLE BY 'YES'	NO OF SCHOOLS WITH 'YES' AND 'NO'	Site Development Plan, MOA					
		2.1.5 School has ready resumption strategies and alternative delivery modes to ensure education continuity	ANSWERABLE BY 'YES'	NO OF SCHOOLS WITH 'YES' AND 'NO'	ADM's; SLM; Learning Continuity					
		2.1.6 School Head is familiar and able to submit RADaR to Central Office in a timely manner	ANSWERABLE BY 'YES'	NO OF SCHOOLS WITH 'YES' AND 'NO'	RADAR Screenshots					
		2.1.7 School ensures that students and their family have accomplished the Family Preparedness Plan together	ANSWERABLE BY 'YES' OR 'NO'; WITH MONITORING TOOL ATTACHED	NO OF SCHOOLS WITH 'YES' AND 'NO'	Family Preparedness Plan					
		2.1.8 School has established a school personnel tracking system/protocol in the event of disaster	ANSWERABLE BY 'YES' OR 'NO'; WITH ATTACHMENT	NO OF SCHOOLS WITH 'YES' AND 'NO'	RADAR 3					
		2.1.9 School has psychosocial interventions for personnel & students	ANSWERABLE BY 'YES' OR 'NO'	NO OF SCHOOLS WITH 'YES' AND 'NO'	Narrative Report with Photo documentation					

		2.1.10	School has trained teachers to provide psychosocial support to students	ANSWERABLE BY 'YES' OR 'NO'; PROVIDE LIST OF TRAINED TEACHERS	NO OF SCHOOLS WITH 'YES' AND 'NO'	EBEIS, Training Certificate						
Priority for Action 4	Schools annually review school disaster risk reduction and management measures (e.g. as part of school-based management and/or school improvement)	2.2.1	School DRRM Plan and E-SIP with DRRM integration are reviewed annually	ANSWERABLE BY 'YES' OR 'NO'; ATTACHED COPY DRRM PLAN/SIP	NO OF SCHOOLS WITH 'YES' AND 'NO'	DRRM - ESIP, Accomplished Monitoring and Evaluation tool,						
		2.2.2	Conducted Brigada Eskwela to ensure school safety preparedness measures are in place as per DO	ANSWERABLE BY 'YES' OR 'NO'; ATTACHED CHECK LIST	NO OF SCHOOLS WITH 'YES' AND 'NO'	Brigada Accomplishment Report						
		2.2.3	Students, teachers, parents and other stakeholders participated in Brigada Eskwela [] yes [] no	ANSWERABLE BY 'YES' OR 'NO'; ATTACHED F1-F4 FORMS	NO OF SCHOOLS WITH 'YES' AND 'NO'	Attendance on Brigada Eskwela, Accomplishment Report						
Priority for Action 4	Education authority has established and guides a full simulation drill, held annually, at all levels, to practice response preparedness and to review response plans (based on expected scenarios)	2.3.1	School has established early warning systems to inform students and personnel of hazards and emergencies	ANSWERABLE BY 'YES' OR 'NO'	NO OF SCHOOLS WITH 'YES' AND 'NO'	Early Warning Signs, IEC, Group chat						
		2.3.2	School conducted regular hazard-specific drills	ANSWERABLE BY 'YES' OR 'NO'; ATTACHED APPROPRIATE DOCUMENTS	NO OF SCHOOLS WITH 'YES' AND 'NO'	at least 4 drills in a year with photo documentation						
		2.3.3	# of students who participated in the drills	NO OF STUDENTS/LEARNERS PARTICIPATED QUARTERLY BASIS	TOTAL NO OF STUDENTS/LEARNERS PARTICIPATED ANNUAL BASIS	Activity Report attached attendance (Head count with photo documentation)						

		2.3.4	School has an evacuation plan and procedures	ANSWERABLE BY 'YES' OR 'NO'; ATTACHED EVACUATION PLAN	NO OF SCHOOLS WITH 'YES' AND 'NO'	Visible updated picture of Evacuation Plan						
		2.3.5	School has a student-family reunification plan that is clearly disseminated to students, teachers, and parents	ANSWERABLE BY 'YES'	NO OF SCHOOLS WITH 'YES' AND 'NO'	Sample/Copy of Reunification Plan						
Priority for Action 3	Education authority has needs assessment, strategy, and implementation plan to develop staff and student capacity for participation in school based DRRM at necessary scale.	2.4.1	School Head has received DRRM training from division or region or partners	ANSWERABLE BY 'YES' OR 'NO'; ATTACHED APPROPRIATE DOCUMENTS	NO OF SCHOOLS WITH 'YES' AND 'NO'	Training Certificate						
		2.4.2	School DRRM Team has received DRRM training from division or region or partners (indicate how many)	ANSWERABLE BY 'YES' OR 'NO'	NO OF SCHOOLS WITH 'YES' AND 'NO'	Training Certificate						
		2.4.3	Students participate in needs assessment and planning	ANSWERABLE BY 'YES' OR 'NO'	NO OF SCHOOLS WITH 'YES' AND 'NO'	student-led, Accomplishment Report with photo documentation, Attendance						

Name of School Head: _____

Signature of School Head: _____

Date Signed and Approved: _____

PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION

Related Sendai Framework for DRR (SFDRR) Priorities	Global Comprehensive School Safety (CSS) TARGETS	DepEd DRRMS CSS INDICATORS (Based on DepEd's DRRM Policies and School DRRM Manual)	MOV's	BASELINE (2025)	TARGETS/ PLANS (2026-2028)	PROGRESS (2026)	PROGRESS (2027)	PROGRESS (2028)
Priority for Action 3	National Disaster Management Authority and Education authority have nationally adopted, consensus - and evidence based, action-oriented key messages as foundation for formal and non-formal education.	3.1 School has integrated key DRR and CCA concepts in the curriculum based on the national curriculum guide and DRRM materials either developed by DepEd or with partners	Daily lesson log, activities					
Priority for Action 3	Education authority has infused climate-aware risk reduction and resilience education into regular curriculum.	3.2.1 School has included disaster risk reduction and management and climate change adaptation into its formal curriculum (indicate since when)	Daily lesson log, activities					
		3.2.2 Skills and competencies of students are assessed through measurable learning and risk reduction (RR) outcomes	First Aid Training, Scouting Activities, Leadership Management					
Priority for Action 3	Schools convey risk reduction and resilience education through non-formal education through participation in school disaster management, and through afterschool clubs, assemblies and extra-curricular activities.	3.3 Student participatory activities for engagement in household, school, and community risk reduction are available, and assessed, at school (indicate how)	Example: Tree Planting, Waste Segregation, gulayan sa Tahanan, YES-O Activity, save a River (Pictures and Video)					
Priority for Action 3	Education authority has needs assessment, strategy, and implementation plan to develop teachers capacity for teaching risk reduction and resilience education	3.4.1 School has a DRRM capacity building plan for teachers and school personnel	Action Plan, DRRM Plan, LAC Session/INSET relevant					
		3.4.2 Number staff trained on DRRM and/or CCA	training certificate, ebeis					
Priority for Action 3	Country has quality and quantity of RRR Education materials for implementation of risk reduction and resilience	3.5.1 Quality DRRM materials are available and utilized at school level	IEC Materials					
		3.5.2 # of DRRM educational materials meeting criteria and demonstrate effectiveness in risk reduction and resilience outcomes	Books, IEC Materials, Flyers					
Priority for Action 3	Monitoring and Evaluation	3.5.3 School carries out monitoring and evaluation to assess sustainable implementation	Relevant monitoring and evaluation					

Name of School Head: _____

Signature of School Head: _____

Date Signed and Approved: _____