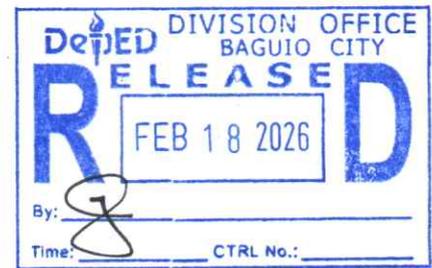




Republic of the Philippines  
**Department of Education**  
 CORDILLERA ADMINISTRATIVE REGION  
**SCHOOLS DIVISION OFFICE OF BAGUIO CITY**



**February 18, 2026**

**DIVISION MEMORANDUM**

No. **145-2026**

**PARTICIPANTS TO THE GREENING THE CURRICULUM STUDY OF UNICEF AND THE PHILIPPINE SEATIZEN'S INCORPORATED**

To: Chief Education Supervisor  
 Education Program Supervisors  
 Public School District Supervisors  
 Public and Private Elementary School Heads  
 Others Concerned

1. In line with the Department of Education's efforts to strengthen the integration of Climate Change Adaptation and Mitigation (CCAM) and Disaster Risk Reduction (DRR) within the basic education curriculum, DepEd, in partnership with UNICEF Philippines and Philippine SEATizen's, Inc.(also known as Save the Philippine Seas), is implementing the **Greening curriculum(GTC)** study. This initiative aims to enhance teacher capacity, ensure curriculum alignment, and promote learner engagement on climate change education.

2. Relative to this, an on-site visit to the participating schools will be conducted on March 9-12, 2026, with the following activities to be undertaken over the four-day period:

- a. Stakeholder consultations with teachers and learners;
- b. Administration of Knowledge-Attitude Skills-Aspirations-and-Behavior (KASAB) surveys;
- c. Classroom observations(if feasible); and
- d. Review of existing instructional and learning materials

3. The schedule of visits to the participating schools is as follows:

<b>Date</b>	<b>Schools to be Visited</b>
March 10, 2026	Rizal ES Doña Aurora NHS
March 11, 2026	Baguio City High School Pines City NHS

4. For inquiries, please contact JULIET C. SANNAD, Chief-EPS, Curriculum Implementation Division through the office phone number: 619-3491.

5. Immediate and wide dissemination of this Memorandum is desired.

**SORAYA T. FACULO PhD, CESO V**  
 Schools Division Superintendent





Republika ng Pilipinas  
**Department of Education**

OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OPERATIONS

**MEMORANDUM**  
**OM-OUOPS-2025-12-05763**

FOR : **ROGER B. MASAPOL**  
*Assistant Secretary for Operations – Education Governance*

FROM :  **MALCOLM S. GARMA**  
*Undersecretary for Governance and Operations*



SUBJECT : **REQUEST FOR ENDORSEMENT OF DATA COLLECTION ACTIVITIES IN SELECTED SCHOOLS DIVISION OFFICES RELATIVE TO THE GREENING THE CURRICULUM RESEARCH OF UNICEF PHILIPPINES**

DATE : September 19, 2025

This refers to the letter dated September 11, 2025, signed by Mr. Behzad Noubary, Representative of UNICEF Philippines, regarding the above-captioned matter.

In line with its efforts to integrate climate change adaptation, mitigation, and disaster risk reduction into the national curriculum, UNICEF Philippines is undertaking a joint research initiative entitled **“Greening the Curriculum: Supporting the Philippines’ DepEd to Enhance Climate Change Education in the Country.”** As part of this initiative, they are requesting to conduct research activities across **nine (9) Schools Division Offices** nationwide.

In view of the foregoing, this matter is respectfully referred for your evaluation and appropriate action. Specifically, it is recommended that a Complete Staff Work (CSW) be prepared, together with a draft memorandum addressed to the concerned SDOs, for subsequent clearance from the Office of the Secretary.

For your ready reference, a copy of the said letter outlining all concerned SDOs is hereby attached.

For inquiries or further coordination, you may contact the Office of the Undersecretary for Governance and Operations via email at [ouops@deped.gov.ph](mailto:ouops@deped.gov.ph) or via our active telephone lines at 8633-5313.

For your appropriate action.

[OUOPS / RAC]



16<sup>th</sup> Floor, TechZone Building, Sen. Gil Puyat Avenue, Makati City  
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Doc. Ref. Code	OM-OUOPS	Rev	01
Effectivity	03.23.23	Page	1 of 1





Republic of the Philippines  
**Department of Education**  
OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

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September 29, 2025

**BEHZAD NOUBARY**  
Representative, *a.i.*  
UNICEF Philippines

Dear **Mr. Behzad**:

Warm salutations.

We acknowledge receipt of your letter regarding the request for endorsement of data collection activities in selected schools and division offices in relation to the *Greening the Curriculum* research. This joint initiative, titled "*Greening the Curriculum: Supporting the Philippines' DepEd to Enhance Climate Change Education in the Country*," is an ongoing effort to strengthen the integration of climate change adaptation and mitigation (CCAM) and disaster risk reduction (DRR) into the curriculum.

The Department of Education (DepEd), through the Learning Systems Strand-Bureau of Curriculum Development (BCD), concurs with the conduct of the following data collection activities:

- Stakeholder consultations with teachers and students;
- Administration of Knowledge, Attitudes, Skills, Aspirations, and Behavior (KASAB) surveys;
- Classroom observations; and
- Review of existing instructional and learning materials.

In this regard, to further support the implementation of the proposed activities across the nine (9) identified Schools Division Offices, we kindly request, if available, a copy of the list of participating schools and/or the criteria for selecting the schools and participants (teachers and learners). This will help facilitate the timely endorsement to the concerned Regional and Schools Division Offices.

Please be assured of our cooperation in coordinating with the concerned Regional and Schools Division Offices concerned, in close collaboration with the Bureau of Curriculum Development (BCD) and other relevant units.

We extend our gratitude to UNICEF and Philippine Seatizens, Inc. (also known as Save the Philippine Seas) for their continued support to DepEd in advancing climate change and disaster risk reduction education for our learners and teachers.

Very truly yours,

**CARMELA C. ORACION**  
Assistant Secretary  
Officer-in-Charge,  
Office of the Undersecretary for Learning Systems



1/F Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City  
Direct Line: (632) 8633-7202/8687-4146 E-mail: [ouct@deped.gov.ph](mailto:ouct@deped.gov.ph) ; Website: [www.deped.gov.ph](http://www.deped.gov.ph)

The following nine (9) Schools Division Offices (SDO) have been selected to represent the three major island groups of the Philippines and encompass a range of the Philippines' most pressing climate and disaster risks:

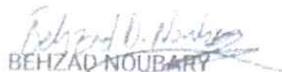
- **Luzon:** SDO Baguio City, SDO Pangasinan II, SDO Camarines Sur, and SDO Navotas City
- **Visayas:** SDO Negros Occidental and SDO Eastern Samar
- **Mindanao:** SDO Zamboanga del Sur, SDO Cagayan De Oro, and SDO Agusan del Sur

In view of this, **we respectfully seek your endorsement of the proposed research activities across the nine identified Schools Division Offices (SDOs).** Your support will be instrumental in enabling effective coordination and facilitating field-level engagement. Following your endorsement, the research team will initiate direct coordination with the respective SDOs to identify four (4) target schools per division and finalize the activity schedule. For your reference, the Concept Note is attached, detailing the research scope, objectives, and methodology.

My colleague, Maria Melizza Tan, Education Specialist, will coordinate with your office on this matter. She may be reached through email at [mtan@unicef.org](mailto:mtan@unicef.org) or at mobile number (+63) 998-391-9799.

Thank you very much for your continued support and partnership.

Sincerely,

  
BEHZAD NOUBARY  
Representative, a.i.  
UNICEF Philippines

cc: ASec Jerome T. Buenviaje, Assistant Secretary for Learning System  
ASec Georgina Ann H. Yang, Assistant Secretary for Operations-BLSS  
ASec Roger Masapol, Assistant Secretary for Operations-Education Governance  
Dir Gerson Abesamis, Director IV, Bureau of Learning Delivery  
Dir Ebenezer Beloy, OIC, Office of the Director, Bureau of Curriculum Development  
Dir Felino O. Castro V, Director IV, Disaster Risk Reduction and Management Service  
Dir Miguel Mantaring, Director IV, Bureau of Learner Support Services  
Dir Garciela Mendoza, Director IV, External Partnerships Service



11 September 2025  
Ref: MALO2025/550

**HON. SECRETARY JUAN EDGARDO "SONNY" M. ANGARA**  
Secretary of Education  
Department of Education  
Meralco Avenue, Pasig City

\* Peter to  
Asec Roger  
to prepare  
CSW & clearance  
for Memo to  
Resists

Attention: **USec Malcolm S. Garma**, Undersecretary for Operations  
**Asec Carmela C. Oracion**, OIC, Office of the Undersecretary for Learning Systems  
**USec Ronald U. Mendoza**, Undersecretary for Strategic Management

Subject: *Request for Endorsement: Data Collection Activities in Selected Schools and Division Offices in relation to the Greening the Curriculum Research*

Dear **Secretary Angara**,

Greetings!

As part of UNICEF Philippines' ongoing support to enhancing the integration of climate change adaptation and mitigation (CCAM) and disaster risk reduction (DRR) into the national curriculum, we, together with our partner, Philippine Seatizens, Inc. (also known as Save Philippine Seas), are conducting the joint research initiative entitled **Greening the Curriculum: Supporting the Philippines' DepEd to Enhance Climate Change Education in the Country**. This study is being conducted in close coordination with the Disaster Risk Reduction and Management Service (DRRMS), Bureau of Curriculum Development (BCD), Bureau of Learning Delivery (BLD), Bureau of Learner Support Services-Youth Formation Division (BLSS-YFD), and other relevant offices internal and external to the Department of Education (DepEd).

Based on the guidance of technical advisers gathered during the 05 August 2025 Inception Meeting, data collection activities will proceed from October 2025 to January 2026. These include: (1) Stakeholder consultations with teachers and learners; (2) Administration of Knowledge-Attitude-Skills-Aspirations-and-Behavior (KASAB) surveys; (3) Classroom observations (if feasible); and (4) Review of existing instructional and learning materials. Currently, we are working closely with the technical advisers to review and finalize the data collection instruments. This process is being undertaken in preparation for submission to the appropriate body for ethical clearance.

**Proposed schedule in each site visit**

<b>Day</b>	<b>Time</b>	<b>Activities and Description</b>
Day 1	AM	Arrival in site and hotel
	PM	Courtesy calls
Day 2	AM	School 1
	PM	School 2
Day 3	AM	School 3
	PM	School 4
Day 4	AM/PM	Classroom observation (1st option) Lesson plan review (2nd option)
	AM	Other possible meetings and observations
Day 5	AM	
	PM	Departure



2) **Assessment and Identification of Gaps in DepEd Revised Curriculum** covered in the intended curriculum and applied curriculum, including teaching/learning materials

- **Curriculum gap analysis**
  - Desktop assessment of integration in different learning stages, segmented according to the learners' development (e.g., K-3, 4-6, junior high school, and senior high school).
- **Review of existing instructional and learning materials**
  - Review of instructional materials and strategies used to teach climate and DRR competencies (e.g., lesson plans, teaching guides, and strategies such as project-based learning) and books, modules, work and activity sheets, used by students to learn about climate change and DRR
  - Analysis of available educational resource portals' strengths and opportunities (e.g., DepEd Microsite and the Earthducation Library)
- **Peer Review and Technical Working Group (TWG) Review of Assessment Report**
- **Assessment of teaching practices and content delivery**
  - Conduct classroom observation to assess the gaps between the intended and implemented curricula
  - In-person survey to understand students' experience towards curriculum implementation and understanding of concepts taught or applied in classrooms

3) **Establishment of baseline level of climate change adaptation and mitigation & DRR KASAB among school leaders, teachers, and learners**

- **Stakeholder consultation among students, teachers, and school leaders**
  - Survey to understand students current KASAB related to climate change and DRR and conduct focused group discussions to understand educators KASAB related to climate change and DRR in 9 locations.
  - List of locations: Luzon: Navotas City, Pangasinan City, Camarines Sur, Baguio city / Visayas: Eastern Samar, Negros Occidental / Mindanao: Cagayan de Oro City, Zamboanga del Sur, Agusan del Sur
  - The sites are selected to be representative of three major island groups of the Philippines, hazard-specific, and aligned with national priorities identified by PAGASA, Climate Change Commission, and NDRRMC.

4) **Provide key recommendations on enhancing teacher capacity and teaching and learning resources** to ensure effectiveness and relevance

- **Review of existing capacity-building programs for educators**
  - Assessment of Climate and DRR integration in pre-service and in-service training programmes for teachers
- **Recommendations for curriculum improvement**
  - Develop an essential climate and DRR competencies framework that aligns with national climate action goals and DepEd's priorities
- **Validation workshop**





# Greening the Curriculum

## Concept Note

### 1. Background

The Philippines is among the countries most vulnerable to climate change, experiencing frequent natural disasters such as typhoons, floods, and droughts. These events have profound impacts on communities, particularly affecting children who are often the most vulnerable. Recognizing the critical need to address climate change, the Department of Education (DepEd) has undertaken several initiatives to integrate climate change education into the national curriculum.

Despite progress, challenges persist in fully embedding and contextualizing climate and DRR education. Teachers and learners involved in UNICEF's Change the Current Programme highlighted the need for updated, locally relevant content and practical learning experiences. To address these gaps, UNICEF and Philippine Seatizens, Inc. (PSI) is supporting DepEd in Greening the Curriculum (GTC) study focused on both the intended and implemented curriculum. This initiative involves collaboration with DepEd's DRRMS and Bureau of Curriculum Development, aiming to enhance teacher capacity, curriculum alignment, and learner engagement in climate action.

### 2. Objectives of the GTC Research

- Determine 'essential climate competencies' and 'essential DRR competencies' required for students and teachers from K-12 that are relevant to climate change education for the different key stages/levels in basic education, referencing global standards and/or guides.
- Assess, based on the identified essential climate competencies, the gaps in the DepEd curriculum by comparing the competencies outlined in the intended curriculum with those applied in the implemented curriculum.
- Establish, in parallel, the baseline levels of climate change adaptation and mitigation knowledge, attitudes, skills, aspirations, and behaviours (KASAB) among school leaders, teachers, and learners.
- Provide key recommendations on enhancing teacher capacity and teaching and learning resources to ensure effectiveness and relevance.

### 3. Key Activities

#### 1) Determine 'essential climate competencies' and 'essential DRR competencies'

- **Desktop Analysis**
  - Review of existing national and global frameworks and policies in relation to CCAM and DRR education
  - Review of related literature on CCAM and DRR education in the Philippines and in countries with similar demographics, contextual environments, and climate risks,
- **Essential competency mapping**
  - Mapping of existing climate and DRR content, content and performance standards, and learning competencies in the K-12 curriculum.



To push forward with the data collection phase of the study, scheduled to take place from October 2025 to January 2026, UNICEF has identified the following Schools Division Offices (SDOs) as participants to represent each major island groups in the country:

- (1) **Luzon:** SDO Baguio City, SDO Pangasinan II, SDO Camarines Sur, and SDO Navotas City;
- (2) **Visayas:** SDO Negros Occidental and SDO Eastern Samar;
- (3) **Mindanao:** SDO Zamboanga del Sur, SDO Cagayan de Oro, and SDO Agusan del Sur

The proposed schedule of the planned activities that will run for five (5) days will include:

- (1) Stakeholder consultations with teachers and learners;
- (2) Administration of Knowledge-Attitude Skills-Aspirations-and-Behavior (KASAB) surveys;
- (3) Classroom observations (if feasible); and,
- (4) Review of existing instructional and learning materials.

**In line with the progress of the study, this office is requesting that each SDO in the list identify four (4) target schools that will participate in the proposed research activities.** These engagements are critical to ensuring the effective execution of data collection activities and to aligning field-level insights with the overarching goals of the Greening the Curriculum initiative. The list will then be released to the Office of the Undersecretary for Learning System (OULS), and UNICEF for further coordination and collaboration of the activities.

To accomplish this, Schools Division Offices are tasked to fill in necessary information in the Greening the Curriculum Participant Sheet which can be accessed through the link <https://tinyurl.com/GEC-Participation-Sheet>, by **29 December 2025**. For additional information, see the attached concept note.

For your action.



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Republic of the Philippines  
**Department of Education**

OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OPERATIONS

**MEMORANDUM**

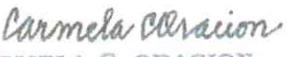
**TO :** **REGIONAL DIRECTORS**  
*(Regional Offices I, CAR, V, NCR, NIR, VIII, CARAGA)*

**SCHOOLS DIVISION SUPERINTENDENTS**  
*(Schools Division Offices of Baguio City, Pangasinan II, Camarines Sur, Navotas City, Negros Occidental, Eastern Samar, Zamboanga del Sur, Cagayan de Oro, and Agusan del Sur)*

**FROM :**  **MALCOLM S. GARMA**  
Undersecretary for Governance and Operations



 **RONALD U. MENDOZA**  
Undersecretary for Strategic Management

  
**CARMELA C. ORACION**  
Assistant Secretary, Officer-in-Charge  
Office of the Undersecretary for Learning Systems

**SUBJECT :** **GREENING THE CURRICULUM STUDY OF UNICEF AND THE PHILIPPINE SEATIZEN'S INC.**

**DATE :** **DEC 22 2025**

In line with the Department of Education's (DepEd) efforts to reinforce the integration of Climate Change Adaptation and Mitigation (CCAM) and Disaster Risk Reduction (DRR) within the basic education curriculum, DepEd has partnered with UNICEF Philippines and Philippine Seatizens, Inc. (also known as Save Philippine Seas) towards enhancing teacher capacity, curriculum alignment, and learner engagement in climate action through the **Greening the Curriculum (GTC)** study.

Implementation of the initiative is being carried out in close coordination with key DepEd offices, including the Disaster Risk Reduction and Management Service (DRRMS), Bureau of Curriculum Development (BCD), Bureau of Learning Delivery (BLD), Bureau of Learner Support Services – Youth Formation Division (BLSS-YFD), and other relevant internal and external stakeholders. This multi-office collaboration ensures a comprehensive and systems-oriented approach to embedding climate change education across all levels of the basic education system.



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