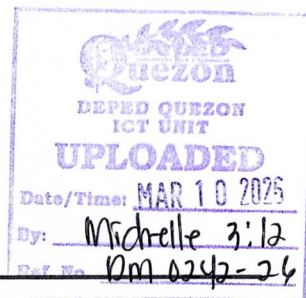




Republic of the Philippines  
**Department of Education**  
Region IV-A  
SCHOOLS DIVISION OF QUEZON PROVINCE



9 March 2026

**DIVISION MEMORANDUM**

No. 0242, s. 2026

**CONDUCT OF CATALYST (CONCRETE ACTIONS THROUGH ACTIVE LEADERSHIP OF THE YOUTH FOR SUCCESS AND TRANSFORMATION): A PROJECT PITCHING ACTIVITY ON LEARNER FORMATION**

**To:** Assistant Schools Division Superintendents  
Division Chiefs  
Public Schools District Supervisors  
School Heads In-Charge of Learner Formation  
Secondary School Heads  
All Others Concerned

1. In compliance with **DepEd Order No. 47, s. 2014** titled **Constitution and By-Laws of the Supreme Pupil Government and Supreme Student Government** and **DepEd Order No. 49, s. 2011** titled **Mandated Programs, Projects, and Activities of the Student Government**, this Office, through the School Governance and Operations Division – Learner Formation Section (SGOD-LFS), shall conduct a division-wide project pitching activity on learner formation initiatives on **April 6, 2026** at Pagbilao National High School, Pagbilao, Quezon.
2. This project pitching activity aims to provide a platform for learners to be able to conceptualize, present, and advocate feasible, values-driven project proposals that demonstrate active youth leadership and contribute to learner formation and school or community transformation. Specifically it aims to:
  - Develop learners' understanding of learner formation principles and priority issues in the school and community as bases for designing relevant and responsive project proposals;
  - Enhance learners' leadership, critical thinking, collaboration, and communication skills through guided project planning, proposal writing, and pitching activities; and
  - Cultivate learners' sense of ownership, accountability, and civic responsibility by engaging them in constructive feedback processes and action-oriented decision-making related to proposed initiatives.

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3. Participants to this division-wide activity are 24 elected district SSLG presidents representing various thematic areas for each congressional district. They will be assisted by their designated SSLG teacher-advisers as their official coaches. The competitors are advised to bring laptops and extension wires during the event. Kindly read the attached enclosures for the program, list of official participants, and guidelines.
4. All teaching personnel who will attend this event shall be entitled to service credits in accordance to **DepEd Order No. 53, s. 2003** titled **Granting of Vacation Service Credits to Teachers** whereas for non-teaching personnel, compensatory time-off (CTO) shall be granted in accordance to **CSC and DBM Joint Circular No. 2, s. 2004**.
5. Conduct of all activities related to the Learner Government Program (LGP) shall follow community guidelines on safety and health protocols.
6. All expenses incurred in the conduct of this project pitching activity shall be charged against division MOOE while travel and other incidental expenses of the participants shall be charged to school MOOE/local funds subject to the usual accounting and auditing rules and procedures.
7. Immediate dissemination of and compliance with this Memorandum are desired.

**ROMMEL C. BAUTISTA, CESO V**  
Schools Division Superintendent

LORENA S. WANGSUMBAT, EdD.  
OIC-ASDS

sgod/mamt/03/09/2025

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Enclosure 1 to DM No. 0242, s. 2026

**CATALYST (Concrete Actions Through Active Leadership of the Youth for Success and Transformation): A Project Pitching Activity on Learner Formation**

**GUIDELINES**

1. Participants to this project pitching activity are selected district SSLG presidents for the School Year 2026-2027.

2. The CATALYST Project Pitching Activity is anchored on six interrelated thematic areas that reflect priority domains of learner formation and youth development. These themes serve as guideposts for learners in identifying issues, crafting solutions, and proposing action-oriented projects that respond to school and community needs.

a. Leadership, Governance, and Civic Engagement

This theme focuses on strengthening learners' capacities for ethical leadership, participatory governance, and responsible citizenship. Key content includes youth leadership roles in school and community settings, democratic participation, volunteerism, advocacy, transparency, and collaborative decision-making. Learners are encouraged to design projects that promote student voice, inclusive participation, and service-oriented leadership.

b. Health and Well-being

This area emphasizes the holistic development of learners by addressing physical, mental, emotional, and social well-being. Content includes health awareness, mental health promotion, nutrition, physical fitness, substance abuse prevention, and psychosocial support. Proposed projects under this theme aim to foster safe, supportive, and health-promoting learning environments.

c. Gender and Social Inclusion

This theme highlights respect for diversity, equity, and inclusion across gender, ability, culture, and socio-economic background. Key content includes gender sensitivity, child protection, disability inclusion, anti-bullying initiatives, and the promotion of safe spaces. Learners are guided to develop projects that uphold human dignity, protect rights, and ensure that no learner is left behind.

d. Climate Action, Environmental Protection, and Agriculture

This thematic area focuses on environmental stewardship and sustainable development. Content includes climate change awareness, disaster risk reduction, waste management, biodiversity conservation, school gardening, and sustainable agriculture practices. Learners are encouraged to propose projects that promote

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environmental responsibility, resilience, and food security within schools and communities.

e. Innovation, Entrepreneurship, and Future Readiness

This theme prepares learners for a rapidly changing world by fostering creativity, innovation, and an entrepreneurial mindset. Key content covers problem-solving, design thinking, digital literacy, financial literacy, social entrepreneurship, and career readiness. Projects under this theme aim to develop practical skills and future-oriented solutions that address emerging challenges.

f. Culture, Arts, and Peace

This area underscores the role of culture and the arts in identity formation, social cohesion, and peacebuilding. Key content includes cultural heritage appreciation, creative expression, intercultural dialogue, conflict resolution, and values formation. Learners are encouraged to design projects that celebrate diversity, promote peace, and use the arts as a medium for advocacy and unity.

3. Participants must be reminded that they can only join in one thematic area per congressional district.
4. Only the official entry template, typewritten in English language, shall be used for the preliminary submission of entry and shall strictly follow the maximum number of words:
  - a. Introduction – briefly state who you are and what the project is about.
  - b. Problem Statement - identify the issue or need that your project addresses.
  - c. Proposed Solution/Project Idea - explain your project as the solution to the problem.
  - d. Objectives and Benefits – what the project aims to achieve and why it's valuable.
  - e. Implementation Plan – how you will execute the project (timeline, activities, strategies).
  - f. Resources Needed - financial, human, and materials required.
  - g. Impact of the Project – the positive outcomes for the target audience or community.
  - h. Closing Statement/Call to Action – convince the audience to approve, support, or fund the project.
5. Submission of documents more than the required template will result to disqualification.
6. The designated teacher-adviser of the SSLG president shall serve as the coach.
7. There will be special citations to be announced and awarded during the project pitching.
8. The official panel-evaluators shall be external and shall attend during the final project pitching presentation.

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9. During the final project pitching, only the student leader will speak and explain about their PPA entry.

10. 30 to 45 minutes shall be the time duration allowed for the project pitching. When the time limit is exceeded, the current presenter shall be asked to stop and will proceed to the panel discussion.

11. The criteria for the final project pitching shall be as follows:

Creativity and Innovativeness	-	40%
Impact to the School and Community	-	40%
Replicability	-	<u>20%</u>
TOTAL	-	100%

12. Non-compliance to any of the guidelines stated above will result to disqualification of entry.

13. Judges' decision is final and irrevocable.

14. Top 1 finalists after the final project pitching per thematic area shall receive a Certificate of Recognition and medals for the student leader and teacher-adviser. The remaining finalists shall receive a Certificate of Recognition only.

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Enclosure 2 to DM No. 0242, s. 2026

**CATALYST (Concrete Actions Through Active Leadership of the Youth for Success and Transformation): A Project Pitching Activity on Learner Formation**

**OFFICIAL ENTRY FORM**

<b>Congressional District:</b>	<input type="checkbox"/> First	<input type="checkbox"/> Second	<input type="checkbox"/> Third	<input type="checkbox"/> Fourth
<b>Name of Municipal District:</b>	_____			
<b>Name of School:</b>	_____ (Strictly do not abbreviate.)			
<b>Select thematic area, put a check (/):</b>				
<input type="checkbox"/> Leadership, Governance, and Civic Engagement				
<input type="checkbox"/> Health and Well-being				
<input type="checkbox"/> Gender and Social Inclusion				
<input type="checkbox"/> Climate Action, Environmental Protection, and Agriculture				
<input type="checkbox"/> Innovation, Entrepreneurship, and Future Readiness				
<input type="checkbox"/> Culture, Arts, and Peace				
<b>Name of President:</b>	_____ (First Name, Middle Initial, Surname)			
<b>Name of Teacher-Adviser:</b>	_____ (First Name, Middle Initial, Surname)			
<b>Project Title:</b>	_____			
<b>Introduction:</b>	_____			
<b>Problem Statement:</b>	_____			
<b>Proposed Solution/Project Idea:</b>	_____			
<b>Objectives and Benefits:</b>	_____			
<b>Implementation Plan:</b>	_____			
<b>Resources Needed:</b>	_____			
<b>Impact of the Project:</b>	_____			
<b>Closing Statement/Call to Action:</b>	_____			
<b>I hereby certify upon my honor that all facts and information indicated herein are true and correct to the best of my knowledge. I further declare that any information given that proves to be untrue may constitute a ground for disqualification in the project pitching and prosecution for perjury. Further, I subscribe and agree that the DepEd – Schools Division of Quezon Province have the sole prerogative to select the winners, and that their decision is final and executory. In witness hereof, I am executing and signing this statement voluntarily and without compulsion.</b>				
_____ <b>Signature Over Printed Name of School Head</b>				

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