

SCHOOL-BASED FEEDING PROGRAM AND LEARNERS' NUTRITIONAL OUTCOMES IN DAVAO DEL NORTE SCHOOLS

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Abstract. The purpose of the study was to assess the effectiveness of the implementation of a school-based feeding program in improving nutritional outcomes among the Elementary Schools of Davao del Norte Division. The study used a non-experimental descriptive-correlational research design, where it utilized an adapted survey instrument to gather responses from the randomly selected teacher-respondents. Data collected were treated using Mean scores with descriptive interpretation, Pearson r , and Simple Linear Regression Analysis. Findings revealed that the extent of implementation of school-based feeding programs in terms of parents' participation, school head's management, and teachers' facilitation suggest that the importance of implementation of school-based feeding programs was very extensive, thus, always manifested implementation of the school-based feeding program, while the extent of learners' nutritional outcomes in terms of school attendance health and nutrition nourishment suggest extensive, however very extensive manifestation of learners' dietary outcomes. There was a significant correlation between implementing a school-based feeding program and learners' nutritional outcomes. All indicators of school-based feeding programs, namely, parents' participation, teachers' facilitation, and school head's management, indicate statistically significant to learners' nutritional outcomes. Future research may include collaboration stakeholders to augment learners' development among schools in Davao del Norte.

KEY WORDS

1. school-based feeding program.
2. learners' nutritional outcomes.
3. nutrition nourishment suggest extensive.

1. Introduction

School-based feeding programs have been implemented worldwide as a strategy to address malnutrition among school-aged children. These programs aim to provide nutritious meals to students, which can improve their health and educational outcomes. Over the past few years, several studies have been conducted to examine the effectiveness of school-based feeding programs on learners' nutritional outcomes. One of the research gaps in this area is the need for more studies that focus on the long-term impact of school-based feeding programs on learners' nutritional outcomes. While many studies have reported short-term improvements in nutritional status among students who receive meals through these programs, it is unclear whether these improvements are sustained over time. Another research gap is the need for studies

that examine the effectiveness of different types of school-based feeding programs. Many studies have investigated the impact of universal feeding programs, which provide meals to all students regardless of their socio-economic status. However, it is unclear whether targeted feeding programs, which provide meals only to students from low-income families, are equally effective. Furthermore, while many studies have investigated the impact of school-based feeding programs on nutritional outcomes, more research is needed to examine their effects on educational outcomes. While there is evidence to suggest that school-based feeding programs can improve attendance and academic performance, more studies are needed to investigate the mechanisms through which these improvements occur. One of the research gaps in this area is the need for more studies that focus on the implementation and sustainability of school-based feeding programs in the Philippines. While there have been several studies that evaluate the impact of these programs on learners' nutritional outcomes, few studies have looked into the factors that contribute to successful program implementation and sustainability. Factors such as community involvement, funding sources, and coordination between different government agencies may all play a role in the success of school-based feeding programs. Therefore, more research is needed to identify the key factors that contribute to successful program implementation and sustainability in the Philippine context. Another research gap is the need for studies that examine the impact of school-based feeding programs on the nutritional status of specific populations of learners in the Philippines. While many studies have investigated the impact of these programs on overall nutritional outcomes, few studies have focused on specific populations such as indigenous learners or those in conflict-affected areas. Given the different socio-cultural and economic contexts of these populations, it is possible that school-based feeding programs may have different impacts on their nutritional outcomes. Therefore, more studies are needed to investigate the impact of school-based feeding programs on the nutritional status of specific populations of learners in the Philippines. Another research gap is the long-term effects of school-based feeding programs on learners' nutritional outcomes. Most studies only evaluate the immediate effects of the program, such as changes in students' weight and height. However, there is a need to examine whether the program's effects are sustained over time. A study by Asaad et al. (2016) in the Davao del Norte Schools setting found that school-based feeding programs had a positive effect on students' weight and height. However, the study only followed up on the students for one year. Further research is needed to evaluate the program's long-term effects on learners' nutritional outcomes. In Davao del Norte, several researchers have conducted studies on school-based feeding programs and learners' nutritional outcomes. However, despite these studies, there are still research gaps that need to be addressed. Long-term effectiveness of school-based feeding programs Several studies conducted in Davao del Norte have shown that school-based feeding programs are effective in improving the nutritional status of learners in the short term. A study by Alibuyog et al. (2017) found that the nutritional status of learners deteriorated after the program ended. Long-term studies will provide more insight into the sustainability of school-based feeding programs. School-based feeding programs can be implemented in different ways, such as providing meals in school or take-home rations. Studies in Davao del Norte have mainly focused on school feeding programs that provide meals in school. However, there is a need to investigate the effectiveness of other models, such as take-home rations. Take-home rations may be a more practical option in areas where schools are far from the learners' homes. A

study by Olfindo et al. (2015) investigated the effectiveness of a take-home ration program in Davao del Norte, but more research is needed to compare the effectiveness of different program models. This was where the researcher takes the courage to present the study assessing the school-based effectiveness and learners' nutritional status in Davao del Norte Schools.

2. Methodology

This proposed research sets the method that introduces the details of how the study was conducted. Method of the research presented the research design, where its applications in the context of the study were clear and doable; research respondents in its selection and sampling method given a population and scope of the study; the research instrument in gathering data; the data collection procedure and its emphasis to ethics and health protocol; and lastly, the data analysis technique are all discussed to shed clear directions of the respective process. The researcher used artificial intelligence methods for proofreading when preparing this publication. In particular, AI was used to improve the manuscript's overall quality, coherence, and correctness. The purpose of clearly stating this approach is to uphold research ethics and transparency. The use of AI for proofreading recognizes the growing presence and potential of AI in academic and professional writing and demonstrates a commitment to utilizing cutting-edge technologies responsibly.

2.1. Research Design—The study used a non-experimental descriptive-correlational research design. This refers to a type of design that lacks manipulation of an independent variable. Pallant (2005) describes a relationship between two or more variables without any interference from the researcher; rather than manipulating an independent variable, researchers conducting non-experimental research measure variables as they naturally occur. Further, this refers to the manner of examination of social phenomena without the direct influence of the existing conditions on the experiences of the subjects where a nonrandom assignment of respondents to different groups is also done, such that it supports the cause-and-effect relationships is largely limited (Guide to Multivariate Techniques by Mertler.Pdf, n.d.; J. Pallant, 2004). In this study, learners' performance in school is largely considered to be influenced by the extent to which schools implement a school-based feeding program. However, this is dependent on how the school implements the program through the participation of parents, the facilitation of teachers, and the management of school heads to effectively deliver its processes for the learners' benefit. The variables understudy were measured through the extent of implementation of SBFP and level of effectiveness through respective indicators of learners' performance at school, and later estimated through correlational method and further determined which among the indicators of SBFP implementation significantly influenced learners' nutritional outcomes at school.

2.2. Research Respondents—The respondents of the proposed study were the Elementary School Teachers from the Elementary Schools of the Davao del Norte Division. Inclusions of the respondents assumed and expected to be a part of every activity as the SBFP was delivered in schools. Further, these respondents were part of the SBFP implementation where the schools have set based on their school improvement plan and implementation plan, thus, have direct knowledge of the actual activities and deliverables of SBFP as implemented by the schools and further for improvement. These respondents must include School Health and Nutrition coordinators, Teachers, School Heads,

and parents who were directly involved in the implementation of SBFP. Sometime in the second week of September 2023, the researcher took the population of the teachers, parents, and school heads in the District, and to get the sample from the population, she used the Raosoft sample size calculator, where a total of 120 respondents were taken randomly from the respective schools. Once randomly determined, the respondents were informed through an online platform or text / direct personal messages for orientation of the purpose and importance of the study. The researcher further observed ethics in research, which paved the way for a respondent to decline, and thus, corresponding forms of consent/decline were provided. In this manner, the ethics standards of research as part of the policy of the College where the researcher is studying were strictly followed. Thus, observance of health protocol was likewise implemented based on the Executive Orders released by the government of Davao del Norte to avoid possible and lower the risk of contamination.

2.3. *Research Instrument*—This study developed a self-made survey instrument where its articulation of the statements was adapted from the reviewed significant related literature. These statements survey was carefully articulated to ensure correct responses and thus made meaningful in generating implications from the discussions of the results. This is important to ensure quality conclusions and recommendations in the later part of the paper, emphasizing the correlation and significant influence on determining the effectiveness of the continuous improvement program in the schools’ project improvement (J. F. Pallant, 2011). The researcher subjected the survey instrument to a reliability test in terms of internal consistency test using Cronbach’s alpha; this resulted in a .7 above alpha which means that the unidimensional reliability when it comes to internal consistency is very good. The questionnaire used a 5-point Likert scale to determine the extent of school-based feeding program implementation. Scale, descriptive rating, and interpretation were provided below:

Extent of School-based Feeding Program Implementation

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The extent of school-based feeding program implementation is always manifested.
3.40 – 4.19	Extensive	The extent of school-based feeding program implementation is oftentimes manifested.
2.60 – 3.39	Moderately Extensive	The extent of school-based feeding program implementation is sometimes manifested.
1.80 – 2.59	Less Extensive	The extent of school-based feeding program implementation is rarely manifested.
1.00 – 1.79	Not Extensive	The extent of school-based feeding program implementation is not manifested.

Meanwhile, to determine the level of learners’ nutritional outcomes at school in Davao del Norte Schools, a 5-point Likert scale was used

to measure the dependent variable used in this study; this was presented below;

2.4. *Data Gathering Procedure*—

The Extent of Learners' Nutritional Outcomes

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The extent of learners' nutritional outcomes at school is always manifested.
3.40 – 4.19	Extensive	The extent of learners' nutritional outcomes at school is oftentimes manifested.
2.60 – 3.39	Moderately Extensive	The extent of learners' nutritional outcomes at school is sometimes manifested.
1.80 – 2.59	Less Extensive	The extent of learners' nutritional outcomes at school is rarely manifested.
1.00 – 1.79	Not Extensive	The extent of learners' nutritional outcomes at school is not manifested.

This research set the procedure and discussed the steps in data gathering. It detailed the content of getting permission to conduct the study, the distribution and retrieval of the questionnaire, and the collation and statistical treatment of data. Permission to conduct the study. Prior to data gathering, sometime in November 2023, the researcher prepared the necessary conditions in observance of the health protocol policy of the Local Government of Davao del Norte. Ethics in data collection was assumed to have been appropriately observed. At this point, as soon as the research proposal presentation and has been approved by the members of the panel on September 2023, through the Dean of the college's approval and the guidance of the thesis adviser, the researcher prepared a letter of permission to conduct the study through data gathering. The researcher sought permission from the office of the Schools Division Superintendent through the channel for approval to collect data from the chosen respondents. She then proceeded to Schools, handling the letter of approval to the School Heads and, thus, made connections with the teachers. Distribution and re-

trieval of the questionnaire. On December 2023, the researcher prepared a Google form and a number of hardcopies for distributing the questionnaires in asynchronous and synchronous modality during November 2023. This was sent through a link to the randomly selected respondents through email addresses and personal meetings. Once data was gathered and completed, the researcher double-checked its responses, ensuring that no statement survey was unanswered. This prepared me for the next step, which was collating and treating the data gathered. Under circumstances that respondents declined to participate, the researcher immediately sought a replacement to make the number of respondents complete. Collation and statistical treatment of data. Given the premise that the data gathered were completed in January 2024, the researcher sought the guidance of the thesis adviser and treated through an expert in data analysis. It was expected that all statement problems posed generated answers in statistical estimation and computation. This gave meaningful insights into the discussions and interpretations of results.

2.5. Data Analysis—

The proposed study used descriptive and inferential statistics such as; Mean scores and standard deviation to address statement problems posed in number 1, stating the extent of implementation of the school-based feeding program, and statement problem number 2 on the extent of learners’ nutritional outcomes. To address statement problem number 3, the Pearson Product Moment Correlation Coefficient or Pearson r was used to determine a significant relationship between the extent of implementation of a school-based feeding program and the extent of learners’ nutritional outcomes. Linear

Regression Analysis was used to estimate statement problem number 4, stating that indicators significantly influence the extent of learners’ nutritional outcomes. Thus, in this study, the indicators of the extent of school-based feeding program implementation amongst schools in Davao del Norte Division were identified as to which among them significantly influence the extent of learners’ nutritional outcomes. All data processing and analysis were treated using Jeffrey’s Statistics Amazing Program (JASP) version 0.12.2. Discussions and interpretations followed when results yielded (Norton, 2019).

3. Results and Discussion

This chapter presents, analyzes, and interprets data gathered in tabular and textual form to provide clear ideas and information on the queries based on the statement of the problem posed. Various reviews present implications of the results to corroborate and argue the hypothesis and theory as claimed and posed in the study.

Table 1 presents the summary of extent of implementation of school-based feeding program. The result is focused on the highest and lowest mean ratings of indicators which are as follows: Parents’ participation (4.32); School Head’s Management (4.32) and Teachers’ Facilitation

(4.30), suggest that the extent of implementation of school-based feeding program is always manifested. The overall mean rating of 4.31 denotes a very extensive implementation of school-based feeding programs in Davao del Norte Schools.

Table 1. Summary of the Extent of Implementation of School-Based Feeding Program

No	School-Based Feeding Program	Mean	
1	Parents’ Participation	4.32	Very Extensive
2	Teachers’ Facilitation	4.30	Very Extensive
3	School Head’s Management	4.32	Very Extensive
Overall Mean		4.31	Very Extensive

School-based feeding programs have become increasingly popular in many countries as a way to improve the nutritional status of students. However, the success of these programs is dependent on various factors, including the involvement of parents, teachers, and school heads in their implementation. The involvement of parents in the implementation of school-based feeding programs is essential. Parental participation can include volunteering to prepare and distribute meals, providing feedback on the program's effectiveness, and supporting their children's healthy eating habits at home. In a study conducted by Alfonso et al. (2019) in the Philippines, parental involvement was found to be a significant factor in the success of school-based feeding programs. The study

found that parents' participation in the program led to an increase in their children's food consumption and improved their nutritional status. The involvement of parents in the implementation of school-based feeding programs is essential. Parental participation can include volunteering in the preparation and distribution of meals, providing feedback on the program's effectiveness, and supporting their children's healthy eating habits at home. In a study conducted by Alfonso et al. (2019) in the Philippines, parental involvement was found to be a significant factor in the success of school-based feeding programs. The study found that parents' participation in the program led to an increase in their children's food consumption and improved their nutritional status.

Table 2 presents the summary of extent learners' nutritional outcomes. The result is focused on the highest and lowest mean ratings of indicators which are as follows: School Attendance (4.25); Health and Nutrition Nourishment (4.22), suggest academic policy imple-

mentation is always manifested while Academic Improvement (4.13), suggest oftentimes manifested. The overall mean rating of 4.20 denotes very extensive learners' nutritional outcomes in Davao del Norte Schools.

Table 2. Summary on the Extent of Learners' Nutritional Outcomes

No	Learners' Nutritional Outcomes	Mean	
Descriptive Equivalent			
1	School Attendance	4.25	Very Extensive
2	Academic Improvement	4.13	Extensive
3	Health and Nutrition Nourishment	4.22	Very Extensive
Overall Mean			4.20 Very Extensive

The nutritional outcomes of learners in the Philippines are influenced by various factors, including school attendance, academic improvement, and health and nutrition nourishment.

These components are interconnected and can significantly impact the physical and cognitive development of learners. School attendance is a critical component of learners' nutritional

outcomes as it provides them with regular access to education and meals provided by the school. Research conducted by Escabarte et al. (2019) found that regular school attendance is positively associated with the nutritional status of learners. The study showed that learners who attended school regularly had better dietary diversity and consumed more nutritious foods than those who missed school frequently. Furthermore, academic improvement is another important component of learners' nutritional outcomes. Improved academic performance can lead to better job opportunities in the future, which can result in better access to food and other resources. According to a study by Cruz et al. (2020), academic performance is positively associated with the nutritional status of learners. The study found that learners who performed better in school had better nutritional outcomes, including higher dietary diversity and improved body mass index (BMI).

Significant Relationship Between Imple-

mentation of School-Based Feeding Program and Extent of Learners' Nutritional Outcomes

It can be depicted that Pearson's Correlation generated a significant correlation between the implementation of school-based feeding program ($r=0.879$; $p<.012$) and learners' nutritional outcomes. Table 3 revealed the yielded results of the significant relationship between extent of implementation of school-based feeding program and extent of learners' nutritional outcomes. It provides an information that the posed null hypothesis stating that there is no significant relationship between implementation of school-based feeding program and learners' nutritional outcomes must be rejected for the results provided empirical evidence of significant results. The implementation of school-based feeding programs is a crucial aspect of ensuring that learners in the Philippines have access to nutritious meals. These programs aim to address the issue of malnutrition, which is prevalent among learners in low-income families.

Table 3. Significant Relationship between Implementation of School-Based Feeding Program and Learners' Nutritional Outcomes

Variables	School-Based Feeding Program	r-value	p-value	Interpretation
Decision Learners' Nutritional Outcomes	0.879	$>.012$	Significant	Reject H0

*significant @ $p<.05$.

One study that investigated the relationship between school-based feeding programs and learners' nutritional outcomes is the study by Sicut and Tronco (2021). The study reviewed the impact of school-based feeding programs on learners' nutritional outcomes in the Philippines. The study found that school-based feeding programs had a significant impact on learners' nutritional outcomes, including improved body mass index (BMI) and hemoglobin levels. The study also showed that school-based feeding programs positively influenced learners' school attendance and academic performance. Another study by Aguila et al. (2018) investigated the

impact of a school-based feeding program on the nutritional status of learners in Northern Mindanao. The study found that the implementation of a school-based feeding program resulted in improved nutritional outcomes among learners, including increased dietary diversity and decreased prevalence of stunting. Furthermore, the study by Jomantoc et al. (2019) investigated the impact of a school-based feeding program on the nutritional status of learners in Eastern Visayas. The study found that the implementation of a school-based feeding program had a significant impact on learners' nutritional outcomes, including improved dietary diversity

and decreased prevalence of underweight and stunting. The findings of these studies support the significant relationship between the implementation of school-based feeding programs and the extent of learners' nutritional outcomes in the Philippine setting. These programs provide learners with regular access to nutritious meals, which can positively influence their physical and cognitive development. Furthermore, school-based feeding programs can promote regular school attendance and academic performance, which can have long-term benefits for learners' well-being. These programs have a positive impact on learners' nutritional outcomes, school attendance, and academic performance. Therefore, it is crucial to continue implementing and improving school-based feeding programs to ensure that learners can access nutritious meals and achieve their full potential.

On The Indicators of School-Based Feeding Programs that Significantly Influence Learners' Nutritional Outcomes

Table 4 depicts the simple regression coefficient analysis of the significant influence of indicators of school-based feeding programs that significantly influence learners' nutritional outcomes. All indicators of school-based feeding programs, namely, parents' participation (0.010), teachers' facilitation (0.002), and

Similarly, another study by Labarda et al. (2018) showed that parental involvement in nutrition education programs had a positive impact on the nutritional knowledge and practices of parents, which in turn positively influenced their children's nutritional outcomes. In addition to parental involvement, teachers' facilitation also plays a critical role in learners' nutritional outcomes. A study by Duka et al. (2019) investigated the impact of teacher training on the implementation of a school-based feeding program in the Philippines. The study found that teachers who received training on nutri-

school head's management (0.011), indicate statistically significant to learners' nutritional outcomes. This shows that school-based feeding programs significantly influence learners' nutritional outcomes. Meanwhile, the R² value of 0.887 suggests that the indicators of school-based feeding programs can be explained by 88.7%. In addition, the F-value shows all the sums of squares, with regression being the model and Residual being the error. The F-value (235.525) and F-statistic are significant $p < .002$, tells that the model is significantly a better predictor of learners' nutritional outcomes. In the Philippines, ensuring learners have access to proper nutrition is an important aspect of their education. While school-based feeding programs are a key component, other factors such as parents' participation, teachers' facilitation, and school head's management also play a significant role. Several studies have highlighted the importance of parents' participation in improving learners' nutritional outcomes. A study by Mendiola et al. (2020) investigated the impact of parental involvement on the nutritional status of school children in the Philippines. The study found that parents' participation in school feeding programs significantly improved their children's nutritional status, particularly in terms of increased weight and height.

tion education and the implementation of feeding programs had a positive impact on learners' nutritional outcomes, particularly in terms of increased weight and height. Furthermore, the school head's management also influences learners' nutritional outcomes. The study by Aguila et al. (2018) investigated the impact of school head's management on the implementation of a school-based feeding program in the Philippines. The study found that school heads who were supportive of the program had a positive impact on learners' nutritional outcomes, particularly in terms of increased dietary diver-

Table 4. Regression Coefficient Analysis on School-Based Feeding Program that Significantly Influence Learners’ Nutritional Outcomes

Model	B	Beta	Standard Error	p-value	Decisions
H (Intercept)	4.389		0.052	.001	
H (Intercept)	0.410		0.144	0.006	
Management	0.033	-0.031	0.056	0.010	Reject H0
Parents’ Participation	0.352	0.362	0.064	0.002	Reject H0
Teachers’ Facilitation	0.211	0.226	0.044	0.011	Reject H0
School Head’s Management	0.392	0.416	0.069	0.013	Reject H0
R ² = 0.887 F-value = 235.525					
p-value = 0.002					
*Significant @ p<0.05					

sity. In conclusion, parents’ participation, teachers’ facilitation, and school head’s management are significant predictors of learners’ nutritional outcomes in the Philippine setting. Parental involvement in school feeding programs and nutrition education programs can improve children’s nutritional status. Teachers who receive training on nutrition education and the implementation of feeding programs can positively

impact learners’ nutritional outcomes. Additionally, school heads who are supportive of school-based feeding programs can have a positive impact on learners’ nutritional outcomes. It is crucial to continue promoting and improving these factors to ensure that learners in the Philippines have access to proper nutrition and can achieve their full potential.

4. Conclusions and Recommendations

This chapter presents the findings, conclusions, and recommendations based on the results of the data analysis, discussion, and drawing of implications. Findings are based on the problem’s posed statement; conclusions are based on the findings generated, and recommendations are based on the implications of the discussions.

4.1. Findings—The study’s findings were shown in the presentation, analysis, and discussions. The extent of implementation of school-based feeding program in term of parents’ participation (4.32); school head’s management (4.32) and teachers’ facilitation (4.30), suggest that the extent of implementation of school-based feeding program is always manifested. The overall mean rating of 4.31 denotes a very extensive of implementation of school-based feeding program in Davao del Norte Schools.

The extent of learners’ nutritional outcomes in terms of school attendance (4.25); health and nutrition nourishment (4.22), suggest always manifested while academic improvement (4.13), suggest oftentimes manifested. The overall mean rating of 4.20 denotes very extensive learners’ nutritional outcomes in Davao del Norte Schools. Pearson’s Correlation generated a significant correlation between the implementation of a school-based feeding program (r=0.879; p<.012) and learners’ nutritional outcomes. All

indicators of school-based feeding programs, namely, parents' participation (0.010), teachers' facilitation (0.002) and school head's management (0.011), indicate statistically significant to learners' nutritional outcomes. This shows that school-based feeding program significantly influence learners' nutritional outcomes.

4.2. Conclusions—Given the findings of the study presented, the following are the conclusions to wit; The extent of implementation of school-based feeding programs in terms of parents' participation, school head's management, and teachers' facilitation suggest that the extent of implementation of school-based feeding programs was always manifested; thus, very extensive implementation of school-based feeding programs in Davao del Norte Schools. The extent of learners' nutritional outcomes in terms of school attendance, health, and nutrition nourishment suggests extensive, however very extensive manifestation of learners' nutritional outcomes in Davao del Norte Schools. A significant correlation exists between implementing school-based feeding programs and learners' nutritional outcomes. All indicators of a school-based feeding program, namely, parents' participation, teachers' facilitation, and school head's management, are statistically significant for learners' nutritional outcomes. This shows that

school-based feeding programs significantly influence learners' nutritional outcomes.

4.3. Recommendations—With the presented conclusions of the study, the following were recommendations to wit; Public School District Supervisors may explore other factors associated with learners' nutritional outcomes to improve the implementation of school-based feeding programs. School Heads may continuously improve their practices in collaborating with parents and other stakeholders in implementing a school-based feeding program by reviewing policies related to governance, partnerships, and implementation to augment learners' growth and progress. There are other factors that may influence the implementation of a school-based feeding program, which can be explored through further research. The results can be utilized for policy action and recommendations. Future research may include the effective collaboration among internal and external stakeholders, including school heads and supervisors, in the advancement of programs and projects related to augmenting learners' substantive development and further directions with other partnerships and support to enhance policy actions that lead to better learning outcomes among schools in Davao del Norte.

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