The Revised SBM-PASBE Framework
What went well

✓ Enabling policies were formulated to support SBM such as:

- School Improvement Planning (SIP);
- Establishment of School Governing Councils (SGCs);
- Conduct of Assessment of SBM Level of Practice.
What went well

✓ Inclusion of major line item in the department’s budget to support the installation of SBM at all levels

- Program Support Fund at the central, region and division; and
- Grants at the school level.
What went wrong

- Unrealistic targets and inappropriate strategies in the SIPs of many of the schools visited;

- Too much focus on the SIP templates, which is usually interpreted as a one-size-fits-all form overlooking the unique condition of their schools, the pupils/students they are providing learning environments for, and the peculiar issues they are confronting;

Source: Aide Memoire, 8th World Bank Review Mission
What went wrong

- There are *more* schools with School Report Cards (SRCs) than School Improvement Plans which reflects a disconnect of these two SBM processes.

- The SBM Assessment process was reduced to “bean counting” that over-emphasizes the collection of prescribed documentation, the compliance to some of which may not be within the control of the schools and are not reflective of a functional system of good practices.

Source: Aide Memoire, 8th World Bank Review Mission
What went wrong

- While DepEd reports that 100% of school heads in many divisions had been oriented on SBM, their practical understanding of the concept is not apparent.

Source: Aide Memoire, 8th World Bank Review Mission
Tipping Points

- Realization of the value of SBM to effectively carry out reforms in curriculum (K to 12);

- Need to strengthen SBM by assimilating the school to the system and way of life of the local community;

- Re-direct all efforts to support improvement of learning outcomes.
Rationale

- To better highlight the children/learner as the center of SBM practice;

- To encompass the diverse realities of learning contexts defined and uniquely occurring within specific geographic, social, cultural, economic, political and environmental make-up of the contemporary society;
Rationale

- To enhance commitment of education stakeholders at all levels to their responsibilities and accountabilities in realizing the education outcomes for children;

- To further promote shared governance between the school community;
Rationale

- To integrate accreditation into SBM for a seamless assessment of a school system;

- To improve the school system’s capacity to be on track in achieving the EFA/Millennium Development Goals and sustain good performance.
The Conceptual Framework

The framework is **systems-oriented**. It presents the envisioned product of SBM and the inputs and processes needed to come up with the product.

The envisioned product is a **functionally-literate citizen**.

(RA 9155 defines this citizen as one who is self-reliant, productive and patriotic. In addition, the Constitution mandates that he/she should be science and technology-oriented.)
The Conceptual Framework

The output is a result of an interactive and collective problem-solving process that continuously raises the level of SBM practice until it culminates in the accreditation of the school.

The process is enhanced and facilitated by a self-managing, self-renewing learning-community that assumes responsibility for basic education of all types of learners.
The Conceptual Framework

The context of SBM is the *school learning community* itself to which the learner belongs.

An intensive situational analysis of factors that impact learning is done to develop an educational plan that is *responsive to contextual issues, problems, challenges, threats and opportunities.*
The system is guided by four ACCESs principles on:

- leadership and governance;
- curriculum and learning;
- management of resources; and
- accountability for continuous improvement
The CO, RO and DO provide technical, professional and administrative support and also oversee that policies are being observed, standards are being met and programs are being implemented.
The Conceptual Framework

- The boundary of the system indicated by a broken line denotes *openness to inputs from the external environment*, as well as a *resistance to change* that may injure its systemic integrity and stability.

- Schools must allow the framework to continuously morph and develop on the basis of its experience to meet the emerging needs of the learning community.
Functionally-literate Citizen

Leadership and Governance

Central, Region, Division

Resource Management

Curriculum and Learning (K to 12)

Accountability and Continuous Improvement

SBM Conceptual Framework

The Self-managing/Self-renewing Learning Community

Accredit

Assess

Plan

Structure

Evaluate

Implement

Monitor
The SBM-PASBE Operational Framework

The Framework presents the key components of the assessment system and how they are organized and interrelated to enhance continuous improvement of learning outcomes and products of learning.
The SBM-PASBE Operational Framework

Three key components are presented:

1) guiding principles of the assessment system;
2) indicators of SBM practices; and
3) school accreditation.
Accreditation Status

- **Autonomous** (Re-accredited Status)
- **Accredited** (initial accreditation)
- **Candidate Status**

Levels of Practice

- **Level I** (Beginning)
- **Level II** (Developing)
- **Level III** Advanced (Accredited)

SBM-PASBE Operational Framework
EFA/MDG + Organizational Effectiveness

ACCES Principles

Leadership | Curriculum & Learning | Accountability Systems | Resource Management

K to 12 Curriculum

Strategies

PASBE
The Revised SBM-PASBE Framework