



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON



06 April 2026

Regional Memorandum
No. 232 s.2026

TECHNICAL GUIDELINE ON MANAGING ORGANIZATIONAL KNOWLEDGE ON SCHOOL BASED MANAGEMENT INNOVATIONS IN SCHOOL GOVERNANCE OPERATIONS PLAN

To: **Schools Division Superintendents**

1. This Memorandum issues the Technical Support (TS) Plan on Managing Organizational Knowledge for School-Based Management (SBM) Innovations in School Governance and Operations, as an offshoot of the Training on the Management of Organization Knowledge on SBM Innovations in School Governance and Operations held on March 25-26, 2026, at NEAP Malvar, Batangas.
2. SBM emphasizes decentralized, participatory school governance that brings together school leaders, teachers, learners, parents, LGUs, and the community to improve learning outcomes. For this reason, innovations emerging from SBM practice should be captured, organized, and shared so that effective governance practices can be improved and replicated across schools. SBM is understood as “the decentralization of decision-making authority to the individual schools” with stakeholder participation for improved learning outcomes.
3. This applies to all schools, including schools currently implementing, improving, or scaling SBM innovations in governance and operations and applies to SBM-related governance and operations initiatives, including but not limited to planning and implementation practices, transparency and accountability mechanisms, performance management routines, and stakeholder participation processes.
4. The technical guidelines aim to establish a simple organizational knowledge management (OKM) workflow for SBM innovations; ensure each school maintains a minimum set of documentation and evidence; and enable peer learning and potential replication/adaptation of validated innovations.
5. Relative to this, the Social Mobilization and Networking Section (SMNS) Senior Education Program Specialists are requested to accomplish the attached template and indicate only the specific names of companies, organizations, or entities being considered as potential partners.



Address: Gate 2, Karangalan Village, Cainta, Rizal
Telephone No.: 02-8682-2114
Email Address: region4a@deped.gov.ph
Website: depedcalabarzon.ph



Certificate No. PHP QMS
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Further, the above personnel and SBM Coordinators are requested to attend a virtual meeting on Friday, 10 April 2026, at 9:00 a.m. The goal of the meeting is to identify and validate specific and potential partners for the possible forging of a Memorandum of Agreement (MOA) and/or Memorandum of Understanding (MOU). The meeting link will be sent through registered email.

6. For inquiries or clarification, please contact Chief Michael Girard R. Alba, Field Technical Assistance Division, through michael.alba@deped.gov.ph or at 09178882731.
7. All concerned are directed to ensure **immediate dissemination** of this Memorandum and **strict compliance** with the foregoing.


CARLITO D. ROCAFORT
Director IV

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Enclosure

Management of Organizational Knowledge on SBM Innovations in School Governance and Operations

Curriculum and Teaching	School personnel and stakeholders work collaboratively to enhance learning standards to continually build a relevant and inclusive learning community and achieve improved learning outcomes			
	Identified Needs	Interventions	Potential Partners	Specific Name of Companies/Entities as Potential Partners
1. Grade 3 learners achieve the proficiency level for each cluster of early language, literacy, and numeracy skills	- Low proficiency level in reading, writing, and numeracy skills among learners.	- Improve the proficiency level on language, literacy, and numeracy through implementation of structured literacy and numeracy programs (e.g., phonics-based reading, number sense development), develop and utilize contextualized and localized instructional materials and provide remedial and enrichment programs (e.g., reading camps, numeracy intervention sessions).	Parents and Guardians, Local Government Units, NGOs, DepEd unit (DO, RO), TEIs, Private Sector, Community Volunteers (teacher, professional)	
2. Grade 6,10, and 12 learners achieve the proficiency level in all 21st- century skills and core learning areas in the National Achievement Test (NAT)	- Gaps in mastery of core subjects; limited exposure to higher order thinking skills on core subjects areas (ENSCIMA,FIL,AP); insufficient review / preparation for NAT	-Conduct 1-5 item test drill aligned with NAT learning competencies in every lesson (EnSciMaFil-AP); -Conduct review classes and Mock NAT; Integrate 21st century skills in lesson planning; use data driven instruction based on assessment results	Parents and Guardians, Local Government Units, NGOs, DepEd unit (DO, RO), TEIs, Private Sector, Community Volunteers (teacher, professional)	
3. School-based ALS learners attain certification as elementary and junior high school completers	- Low completion rate in ALS; -Limited resources for learning modules reproduction	- Strengthen ALS advocacy and community mapping; Provide flexible learning schedules and modular instruction; Conduct monitoring and mentoring of ALS learners -Establish partnerships for sponsorship of printing, learning kits, and basic supplies	Barangay LGU; NGOs supporting out-of-school youth	
4. Teachers prepare contextualized learning materials responsive to the needs of learners	-Limited textbooks/ limited number of learning materials	Develop and reproduce localized and contextualized learning materials responsive to the needs of the learners (e.g. Project Contextualized Learning Boost or Project CLB)	Private companies, private individuals, LGUs, NGOs/ civic organizations	

5. Teachers conduct remediation activities to address learning gaps in reading and comprehension, science and technology, and mathematics	-Insufficient time and structured programs for targeted remediation -Lack of appropriate and differentiated remediation materials -Limited teacher training on effective remediation strategies and interventions	- LAC session - Develop, proposed and implement like "Bridge to Learning Excellence" or BLE Project; a holistic interdisciplinary project to address learning gaps through hands-on and project-based approach.	State Universities and Colleges (SUCs), Department of Science and Technology (DOST), Commission on Higher Education (CHED), local government units (LGUs), and private sector/NGO partners supporting education programs.	
6. Teachers integrate topics promoting peace and DepEd core values	-Lack of practical lesson guides, teaching materials, assessment tools, and training workshops to effectively integrate peace education and DepEd core values in classroom instruction and school activities	Develop and implement a comprehensive capacity-building program that includes training workshops, provision of contextualized lesson guides and assessment tools, and coaching/mentoring sessions to support teachers in integrating peace education and DepEd core values into classroom instruction and school activities.	Department of Education (DepEd), Peace Education Network, UNICEF, UNESCO, local NGOs focused on values formation and conflict resolution.	
7. The school conducts test item analysis to inform its teaching and learning process	- Lack of teacher capacity in test construction and item analysis, data-driven decision-making practices,	- Conduct training/workshops on test item construction and analysis (e.g., difficulty index, discrimination index), Schedule regular Learning Action Cell	DepEd (DO/RO), Teacher Education Institutions (TEIs), ICT Personnel, Private Organizations/NGOs	
Learning Environment	The school and its community work collaboratively to ensure equitable access to a learner-centered, motivating, healthy, safe, secure, inclusive, resilient, and enabling learning environment and to achieve improved learning outcomes.			
	Identified Needs	Interventions	Potential Partners	Specific Name of Companies/Entities as Potential Partners
9. The school has zero bullying incidence	Awareness and Education Support - Assistance for the prevention of bullying incidence Trained personnel handling Bullying Incidence (inside/outside school) Additional CCTV cameras with High Definition	Orientation on the Code of Conduct for Learners/Anti-Bullying Policy Barangay police and PNP visibility Capacity Building/Trainings for Designated Guidance Teachers Installation of CCTV camera with high definition	Barangay CSWD SPTA Parents SSLG RGCs Private Companies/Corporations	

10. The school has zero child abuse incidence	Awareness and Education	Awareness program (symposium/caravans/convergence/seminars)	CSWD Barangay VAWC SPTA Parents	
11. The school has reduced its drop-out incidence	Support / Involvement of parents	Strengthen the implementation of Homeschooling and School-Based Feeding program Seminars/Trainings for Parents with Learners under Homeschooling program	Private companies/corporations SPTA Parents Barangay CSWD	
12. The school conducts culture-sensitive activities	Cultural Awareness among learners	Activities that promote cultural awareness and sensitivity	City Tourism and Cultural Office NCCA	
13. The school provides access to learning experiences for the disadvantaged, OSYs, and adult learners	Support in Mapping of OSYs and adult learners	Collaboration with the Barangay in the implementation of Child Mapping	Barangay CSWD SPTA	
14. The school has a functional school-based ALS program	Inclusion of ALS program in school	Establishment of ALS in school	LGU HEIs TESDA LISP	
15. The school has a functional child-protection committee	Capacity Building for CPC	seminars/trainings	SPTA Barangay VAWC	
16. The school has a functional DRRM plan	Provision for secondary gate for Exits Evacuation Area DRRM Trainings	Requisition from LGUs/Barangay Seminars/trainings for School Personnel and Learners	LGU CDRRM BDRRM BFP City Health Office/Hospitals	
17. The school has a functional support mechanism for mental wellness	Awareness and Education Support - Experts of Health professionals handling mental health issues among learners and personnel	Caravan/convergence/seminars (Early Detection of Mental Health Issues) Partnership with health professionals	Health Professionals (Psychologists/Psychometrician/Psychiatrists)	

18. The school has special education- and PWD-friendly facilities	Facility Improvement (Building ramps and other facilities needed for SPED and PWDs) Tools and Equipment for PWDs (wheelchair, etc.)	Partnership with LGU/DPWH/private corporations and companies for construction of buildings	LGU - City Engineering Office DPWH Private corporations and companies CSWD Rotary	
Leadership	School personnel and stakeholders are empowered and actively engaged in taking on appropriate leadership roles and responsibilities to continuously improve the school for improved learning outcomes.			
	Identified Needs	Interventions	Potential Partners	Specific Name of Companies/Entities as Potential Partners
19. The school develops a strategic plan	Need to strengthen data-driven and inclusive School Improvement Plan (SIP) development	Conduct SIP enhancement workshop using data (SNA, DPDS); ensure stakeholder participation	DepEd Division Planning Unit, LGU, NGOs, School Governing Council (SGC)	Institutionalized through SIP, AIP, and regular monitoring & evaluation mechanisms
20. The school has a functional school-community planning team	Weak coordination and limited participation of stakeholders in planning	Organize and activate School Planning Team/SGC; conduct regular planning and consultation meetings	Barangay Officials, FPTA/SPTA, LGU, Community Leaders	Embedded in school governance structure, regular SGC meetings, and documented planning processes
21. The school has a functional Supreme Student Government/ Supreme Pupil Government	Limited student leadership engagement and capacity	Conduct leadership training, capacity building, and student-led programs	Youth organizations, SK Council, NGOs, Guidance Office	Institutionalized through student government constitution/by-laws, annual plans, and integration in school programs
22. The school innovates in its provision of frontline services to stakeholders	Lack of efficient and accessible frontline services (manual processes, delays)	Introduce digital systems (online requests, feedback system), establish help desk	ICT partners, LGU, Private companies, Alumni	Institutionalized through school systems, ICT integration, client service policies, and continuous improvement mechanisms
Governance and Accountability	The school and its community come together to take responsibility for ensuring participation, transparency, and accountability, as well as the Governance an Accountability .The school and its community come together to take responsibility for ensuring participation, transparency, and accountability, as well as the implementation of a plan to continuously improve the delivery of basic education services, organizational health, and performance for improved learning outcomes.			
	Identified Needs	Interventions	Potential Partners	Specific Name of Companies/Entities as Potential Partners

23. The school's strategic plan is operationalized through an implementation plan	Need to ensure effective translation of SIP into actionable plans	Align SIP with AIP and APP; conduct planning workshops; monitor implementation through regular reviews	DepEd Planning Unit, LGU, SGC	Institutionalized through SIP, AIP, APP, and regular performance reviews
24. The school has a functional School Governance Council (SGC)	Limited stakeholder participation in governance processes	Activate and strengthen SGC; conduct regular meetings and decision-making sessions; ensure representation of stakeholders	LGU, community leaders, NGOs, alumni	Embedded in school governance structure, with documented meetings and resolutions
25. The school has a functional Parent-Teacher Association (PTA)	Sustain strong stakeholder engagement and ensure alignment of PTA programs with school and Division priorities	Strengthen PTA capacity through leadership trainings, regular meetings, and alignment with SIP/AIP; enhance participation in school programs (Brigada Eskwela, ISSHED, WAGI Aral)	LGU, Barangay, Alumni, NGOs, Private Sector	FPTA/SPTA is SEC-registered across the region/CO, operates under approved Constitution and By-Laws, conducts regular assemblies, and is integrated in school governance through SIP/AIP and formal school policies
26. The school collaborates with stakeholders and other schools in strengthening partnerships	Sustain and further strengthen active engagement and networking of the school and Division with internal and external stakeholders	Strengthen partnership management through Project ISSHED, regular stakeholder engagement activities (Brigada Eskwela, stakeholder assemblies, partnership forums), and continuous networking and coordination	LGU, Private Sector, NGOs, Alumni, PTA, Civic Organizations, Other Government Agencies	Partnerships institutionalized through MOA/MOU, integration in DPDS and School Needs Assessment (SNA), inclusion in SIP/AIP, and regular monitoring and reporting of partnership engagements
27. The school monitors and evaluates its programs, projects, and activities	Weak monitoring and evaluation mechanisms	Conduct regular M&E using tools (DPDS, SMEA); prepare reports and feedback mechanisms; utilize results for improvement	DepEd Division Office, Planning Unit, ICT partners	Embedded in school M&E system, SIP/AIP review, and reporting protocols
28. The school maintains an average rating of satisfactory from its internal and external stakeholders	Need to improve client satisfaction and feedback system	Conduct Client Satisfaction Surveys; establish feedback and grievance mechanisms; implement continuous improvement strategies	Stakeholders, LGU, private partners	Institutionalized through feedback systems, reporting, and integration in school improvement processes
Human Resource and Team Development	School personnel collaborate to continuously improve individual capabilities and team capacity to create an environment that shall yield high performance for improved learning outcomes.			
	Identified Needs	Interventions	Potential Partners	Specific Name of Companies/Entities as Potential Partners

29. School personnel achieve an average rating of very satisfactory in the individual performance commitment and review	Need to improve individual performance and competency levels	Conduct coaching and mentoring; align IPCR with RPMS-PPST; provide technical assistance and feedback	DepEd Division HRD, School Heads, Master Teachers	Institutionalized through RPMS cycle, coaching logs, and performance reviews
30. The school achieves an average rating of very satisfactory in the office performance commitment and review	Need to strengthen office performance and target achievement	Align OPCR with SIP/AIP targets; conduct regular performance monitoring and evaluation	DepEd Division Office, Planning Unit	Embedded in OPCR system, performance review meetings, and reporting mechanisms
31. The school conducts needs- based Learning Action Cells and Learning & Development activities	Limited targeted professional development based on needs	Conduct Training Needs Analysis (TNA); implement responsive LAC sessions and INSET programs	DepEd HRD, universities, external trainers	Institutionalized through LAC plans, INSET programs, and HRD plans
32. The school facilitates the promotion and continuous professional development of its personnel	Need to enhance teacher competencies and career growth	Provide access to trainings, scholarships, graduate studies, and webinars; encourage professional upgrading	HEIs, NGOs, DepEd HRD, private institutions	Embedded in HRD plan, individual development plans, and RPMS
33. The school recognizes and rewards milestone achievements of its personnel	Limited motivation and recognition system	Implement PRAISE system; conduct recognition programs (awards, incentives)	DepEd, LGU, private partners, alumni	Institutionalized through PRAISE committee, recognition programs, and annual awarding ceremonies
34. The school facilitates receipt of correct salaries, allowances, and other additional compensation in a timely manner	Delays/issues in compensation and benefits processing	Strengthen coordination with payroll and HR units; ensure accurate and timely submission of documents	DepEd Finance Unit, DBM, GSIS	Embedded in financial management system and regular monitoring of payroll processes
35. Teacher workload is distributed fairly and equitably	Unequal distribution of workload among teachers	Review and rationalize teacher assignments; follow DepEd workload policies; conduct regular monitoring	School Heads, HR Unit	Institutionalized through workload distribution plans, class programs, and policy compliance
Finance and Resource Management and Mobilization	The school judiciously manages and mobilizes resources to support programs, projects, and activities that contribute to the improvement of learning outcomes.			
	Identified Needs	Interventions	Potential Partners	Specific Name of Companies/Entities as Potential Partners

36. The school inspects its infrastructure and facilities	Need for regular and systematic assessment tools and technical support for facility inspection	Provide technical assistance in coordinating with LGU engineers; develop partnerships for periodic inspection and assessment	City Engineering Office of Bacoor, Barangay LGU, DPWH, Private Construction Firms	
37. The school initiates improvement of its infrastructure and facilities	Limited funding for repair, rehabilitation, and expansion of school facilities	Facilitate resource mobilization through Adopt-a-School Program; link school with donors and corporate partners for infrastructure support	Private Corporations, NGOs, Alumni Associations, Civic Organizations like the Rotary and Lions Club	
38. The school has a functional library	Insufficient books, learning resources, and library equipment	Establish partnerships for book donations, library enhancement programs, and reading advocacy projects	NGOs, Publishing Companies like REX Bookstore and Local Authors	
39. The school has functional water, electric, and internet facilities	Gaps in stable water supply, electricity, and internet connectivity	Coordinate with utility providers for support programs; mobilize stakeholders for installation and upgrading of facilities	MAYNILAD, Meralco, Internet Service Providers like PLDT and Globe and LGU	
40. The school has a functional computer laboratory/classroom	Lack of updated ICT equipment and insufficient number of computers	Link with ICT companies for donations; implement computerization programs and e-learning support initiatives	DICT, Private IT Companies, NGOs like Gokongwei Brothers Foundation and School Alumni	
41. The school achieves a 75-100% utilization rate of its Maintenance and Other Operating Expenses (MOOE)	Need for capacity building on effective financial planning and utilization	Conduct training on financial management and resource optimization; monitor and provide technical guidance on MOOE utilization	DepEd Bacoor Finance and Planning Unit, COA, Local Finance Experts	
42. The school liquidates 100% of its utilized MOOE	Challenges in timely and accurate liquidation and documentation	Provide technical assistance and capacity-building on financial reporting and compliance; strengthen monitoring systems and launch the Digital Monitoring System (DIGIMON) for effective monitoring	DepEd Bacoor Accounting Unit, COA, LGU Accounting Office	