



Republic of the Philippines
Department of Education

DepEd ORDER
No. 20, s. 2013

08 APR 2013

**THE PHILIPPINE ACCREDITATION SYSTEM FOR BASIC EDUCATION (PASBE)
SUPPLEMENTAL GUIDELINES TO DEPED ORDER NO. 83, S. 2012
(The Implementing Guidelines of the Revised SBM Framework,
Assessment Process and Tool)**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division/City Superintendents
Heads, Public Elementary and Secondary Schools
All Others Concerned

1. The Philippine Accreditation System for Basic Education (PASBE) is an accreditation process that looks into the operations of the public and private elementary and secondary schools if they meet the quality standards as established by stakeholders of basic education. Officially launched through DepEd Order No. 64, s. 2012, the harmonized accreditation was relaunched in DepEd Order No. 83, s. 2012 as an integral component of School-Based Management (SBM) practice.
2. This DepEd Order which provides the supplemental guidelines to the DepEd Order No. 83, s. 2012, further details the continuum in the SBM and PASBE processes. In this DepEd Order, an accredited status in PASBE is equivalent to Level III SBM practice. This reinforces the role of SBM and accreditation as an integrated quality measure, where PASBE is the quality assurance mechanism of the SBM practice.
3. All regions, divisions, and schools shall organize the SBM-PASBE Coordinating Team as per Item No. 4 of DepEd Order No. 83, s. 2012, which shall be chaired by the regional director (RD), schools division/city superintendent (SDS) and the school head (SH), respectively.
4. All regions are encouraged to implement the integrated process starting summer of School Year (SY) 2012-2013. In the first year of implementation, the SBM-PASBE Coordinating Teams shall be given the task to orient the schools on the revised process.
5. Continuous advocacy on the SBM guiding principles in the context of **A Child-and Community-centered Education Systems (ACCESSs)** is imperative during the period of validation of the SBM practice and before the school and division embark on accreditation.

6. For clarifications and concerns, all concerned may contact **Ms. Elsie Esmer**, Head, Philippine Accreditation System for Basic Education (PASBE) Secretariat at telephone no.: (02) 632-7586 and **Ms. Maria Katrina L. Gregorio**, School-Based Management (SBM) Secretariat at telephone no.: (02) 633-7216 or through email address: sbmpasbe@gmail.com.

7. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

Encl.:

As stated

References:

DepEd Order: (Nos. 64 and 83, s. 2012)

To be indicated in the Perpetual Index
under the following subjects:

ACCREDITATION
POLICY
SCHOOLS

(Enclosure to DepEd Order No. 20, s. 2013)

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**IMPLEMENTING GUIDELINES FOR THE PHILIPPINE ACCREDITATION
SYSTEM FOR BASIC EDUCATION (PASBE)
SUPPLEMENTAL GUIDELINES TO DEPED ORDER NO. 83, s. 2012**

A. BACKGROUND

The Department's continuous quest to improve basic education delivery and accelerate achievement of Education for All (EFA) goals led to the launching of comprehensive reform package through the Basic Education Sector Reform Agenda (BESRA). With this, various policies were put in place relative to curriculum reforms, teacher development, information systems, accountability systems, quality assurance, and organizational development to support the institutionalization of School-Based Management (SBM). Further, SBM was deemed as a key strategy to translate all these policies into relevant interventions which will enable the schools to cater to their learners' needs.

Over the years, the Department recognized the need to deepen its SBM practice and strengthen the involvement of the stakeholders. Hence, the Department launched **A Child- and Community-centered Education Systems** (ACCESSs), the guiding principles which espouse the value of synergizing all efforts to focus on learners and learners' outcome, and capturing the community spirit towards building a community-based education delivery system.

The SBM-PASBE continuum illustrates the transition of the school system from a centralized to a decentralized set-up, characterized by a nurturing relationship between the school and its community. The ultimate goal is to install a self-sustaining and self-renewing education system marked by **TATAK QUALITY**.

B. SCOPE

These guidelines shall apply to schools certified as Level II SBM for two (2) consecutive years (or earlier as certified by Regional Coordinating Team), and have conducted self-assessment with a rating of Level III. The Level III self-assessment rating is an entry point to an *Applicant Status*. Candidacy is confirmed after the Division and, subsequently, the Regional Coordinating Team endorse the school's application for accreditation.

C. UNDERLYING CONCEPTS

School Accreditation is a ---

- Status of distinction conferred upon a school for having met quality standards agreed upon by stakeholders.

- A public statement made by an accepted body of peers that a school is actually doing what it professes to be doing.
- A method of assuring the public that the educational programs and services provided to students conform to quality standards established by stakeholders themselves.
- A cyclical process of self-evaluation and peer review to ensure that agreed standards are understood, implemented, maintained, and enhanced for continuous improvement of learner outcomes.
- A self-evaluation process that enables a school to identify discrepancies between its state of practice and a set of agreed standards. As such, the discrepancies are addressed through a system of onsite visits, interim progress reports, scrutiny of evidence ensuring that standards are fulfilled, and granting of appropriate incentives and rewards.

The accreditation standards have been established through a series of consultations, workshops, expert and field validations, pilot tests, literature reviews and school surveys, with the active participation of stakeholders from different levels of the education system.

D. GUIDING PRINCIPLES

- To be successful, school accreditation must be a sustained, collaborative effort of the central, regional, division offices, and the school community.
- To be highly credible, the accrediting entity must be an external or at least an independent body.
- To be trustworthy, school accreditation must be firm in principle, and rigorous in process, but inspiring and friendly in approach.
- A critical mass is needed to effect significant change in the quality of learner outcomes and products of learning. Therefore, the divisions should work for the accreditation of all schools.
- Accreditation should promote a culture of cooperation rather than competition. An annual assembly will facilitate sharing of best practices and discussion of issues and problems.
- There should be a pool of trained creditors in every region whose members can be readily seconded for the on-site visit upon the request of the NAB.

E. THE SBM-PASBE OPERATIONAL FRAMEWORK (Section C, From DepEd Order No. 83, s. 2012)

The Operational 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.

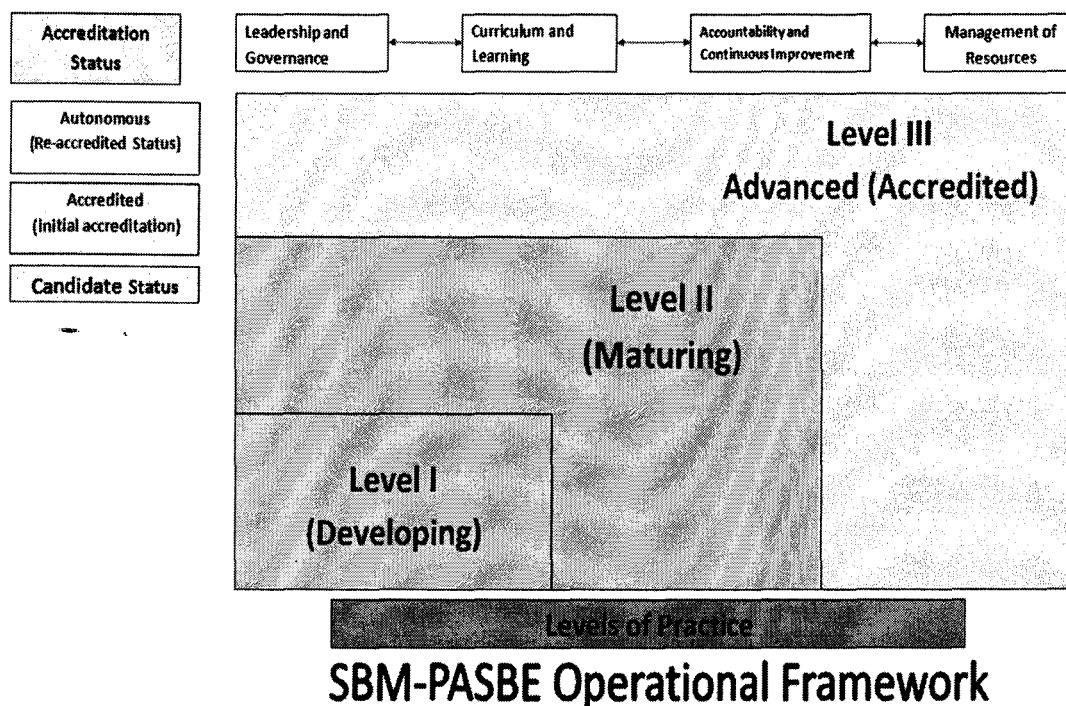


Fig. 1 SBM – PASBE Operational Framework

The three key components are presented: (1) guiding principles of the assessment system, (2) indicators of SBM practices, and (3) school accreditation. The Four ACCESSs principles guide the assessment of the indicators of practice and the accreditation process.

Each ACCESSs principle has its corresponding indicators measured on a scale of 1-3 in terms of child-and community-centeredness forming a rubric. The SBM practice is ascertained by the existence of structured mechanisms, processes, and practices in all indicators. The unit of analysis is the school system, the resulting level may be classified as **developing, maturing, or advanced (accredited level)**. A team of practitioners and experts from the district, division, region, and central office validates the self-assessment before a level of SBM practice is established. The highest level - “advanced” is an accredited status certified by the National Accreditation Board after a successful visit by a team of external accreditors.

The SBM assessment rubric is the tool used to ascertain a Level of Practice. A separate rating tool shall be used by the accreditors to verify the claims indicated in the self-assessment report of the Candidate School.

The SBM assessment rubric shall be the ONLY tool to guide the assessment process and determine the Level of SBM practice. The same tool shall be used by the division and region coordinating teams in conducting the validation of SBM practice.

F. ORGANIZATIONAL STRUCTURE AND COORDINATION ARRANGEMENTS

The chart below shows the offices that are involved in the operations of SBM-PASBE and their relationships with one another.

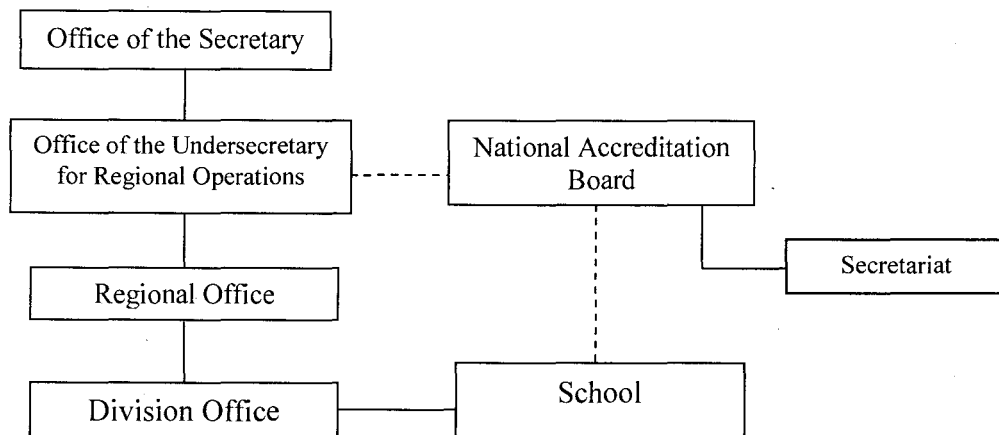


Fig 2: Organizational Chart

The National Accreditation Board (NAB)

The National Accreditation Board (NAB) is the Accrediting Entity of the Department of Education.

It is an independent body supervised by the Secretary of Education through the Office of the Undersecretary for Regional Operations or any office designated by the Secretary.

The NAB shall be composed of seven members, four of whom shall come from DepEd (CO, RO, DO, and school), while three shall come from reputable institutions i.e. academe, the industry, and the civil society organization. The Chair and members shall be appointed by the Secretary and shall hold a term of office for three (3) years which can be renewable. The NAB shall be selected based on their extensive experience in accreditation and quality assurance practices. They may be nominated by a credible individual/office, invited by the EXECOM, or have applied as a board member.

The NAB shall be assisted by a Secretariat and shall convene once a month or whenever special concerns arise.

The roles and responsibilities of the NAB shall be as follows:

- recommends policies relevant to accreditation processes;
- identifies and sets criteria in selecting accreditors;
- approves the composition of the accreditation team;
- oversees the conduct of national training and professional development of SBM-PASBE Coordinating Teams and accreditors on accreditation matters;
- issues Certificate of Accreditation and endorses the said certificate to the Secretary of Education.

NAB Secretariat

- prepares annual work plan and budget for NAB
- organizes selection process, credentialing, and certification of accreditors
- reviews school application for accreditation, then submits and recommends the said application to the NAB Chair for action
- coordinates and organizes on-site visits of accreditation teams to Candidate Schools
- provides support services to NAB and performs other functions as assigned by the Chair of the NAB

Administrative Roles and Responsibilities of Concerned Offices

- **DepEd Central Office (Secretary/Undersecretary for Regional Operations)**
 - assigns Secretariat to the NAB
 - provides facilities and equipment to NAB and its Secretariat
 - conducts advocacy for school accreditation at the national level
 - oversees operations of SBM-PASBE through Office of Undersecretary for Regional Operations
 - approves Certification of Accreditation granted by NAB
 - conducts Annual National Congress of Accredited Schools
 - prepares budget proposals for accreditation i.e. NAB accreditation visits, benefits for accredited schools, Secretariat operations
- **Regional Office**
 - assigns SBM-PASBE Regional Coordinating Team
 - conducts advocacy for school accreditation
 - provides technical assistance to divisions in coordinating accreditation activities and strategizing to expedite certification of respective schools
 - coordinates with the division regarding the verification of application for accreditation
 - endorses to NAB the list of Applicant Schools which passed on-site verification of documents in coordination with the division
 - organizes a visiting team, upon the request and recommendation of NAB after accreditation visit, to provide technical assistance to schools

- **Division Office**
 - assigns SBM-PASBE Division Coordinating Team
 - conducts advocacy for school accreditation
 - provides technical assistance to candidate schools, upon request
 - submits to the Regional Office a short-list of schools for potential accreditation
 - endorses to NAB the application documents of Schools which have passed on-site verification of documents in coordination with the region

- **School**
 - obtains certification of SBM Level II for two (2) consecutive years
 - applies for accreditation to the NAB
 - prepares the school for the on-site visit
 - makes arrangements with the NAB Secretariat for the on-site visit
 - provides evidence requested by the accreditation team
 - disseminates accreditation result to the school community
 - in cases of probationary status, it submits a progress report on actions pertaining to the recommendations of the Accrediting Team

Roles of SBM-PASBE Coordinating Team

- The School Coordinating Team (SCT) shall make recommendations on school accreditation based on the study conducted.
- The Division Coordinating Team (DCT) shall review the recommendations of and provide technical assistance to the SCT.
- The Regional Coordinating Team (RCT) shall review the findings and recommendations of the DCT and forward the same to the National Accreditation Board.
- The National Accreditation Board (NAB) shall review the recommendations of the RCT and make the necessary action for accreditation of the school.

G. THE ACCREDITATION PROCESS

To be accredited, a school should: (1) meet all qualification requirements, (2) conduct a self-assessment on adherence to quality standards, (3) host an on-site evidence-based review of the self-assessment results, and (4) implement the recommendations of the NAB. The steps of the process are given in the chart that follows:

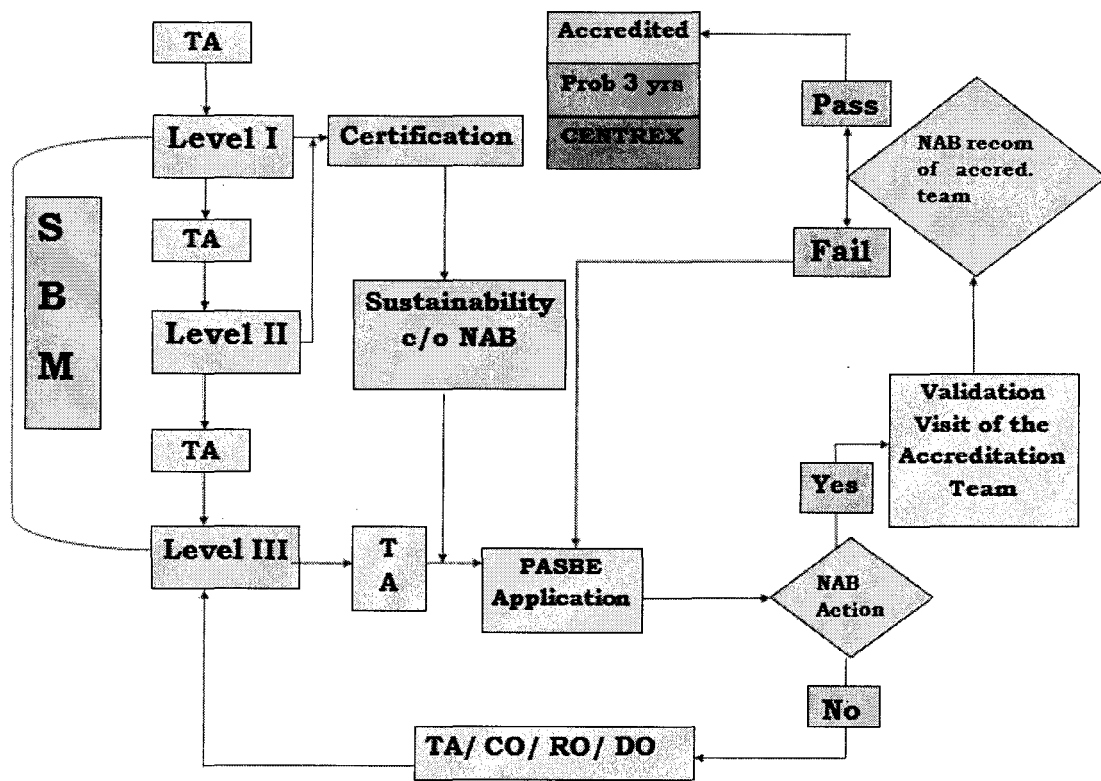


Fig. 3 The SBM-PASBE Process Model

Preparatory Work

The region, in coordination with the division/s, review the submitted application for completeness and readiness of the school for accreditation and endorses to the NAB the list of schools which have applied and are ready for accreditation. The endorsement shall contain the Applicant Schools' requirement for accreditation, namely:

- SBM Certification of Level II status for the past two (2) years;
- Government Recognition Certification (for private schools only);
- School Profile/School Report Card;
- School Improvement Plan/Annual Improvement Plan.

The RO/DO Coordinating Teams shall render technical assistance to Applicant Schools for accreditation prior to endorsement to the NAB.

The regional coordinating team evaluates the documents and informs the division office concerned, in writing, of the status of the school's application to NAB.

The detailed process of accreditation is enumerated below:

1. **Application.** An Applicant School holds a Level II status for two (2) consecutive years and has obtained a Level III self-assessment rating in the current year. The eligibility of the school for application is certified by the SDS and RD and confirmed after NAB accepts the application. Candidate Status is granted once NAB has accepted the school's application for accreditation.

School holds a meeting with the stakeholders presenting the intention to apply for accreditation and to obtain support from the stakeholders as well. The decision to apply is a consensus of the school community.

The school submits an application letter to the National Accreditation Board (NAB) through channels, with the following documents:

- Endorsement of the DO/RO;
- SBM Certification of Level II status;
- Government Recognition Certificate (for private schools);
 - Executive Summary of the self-assessment report indicating a rating of Level III;
- School Report Card

Submission of application to the NAB shall be every July to August of the current school year. Application submitted after August shall be considered as application for the next school year.

NAB evaluates the documents and renders approval or disapproval within Thirty (30) working days upon receipt of the application.

If the school is qualified for accreditation, as endorsed by the region, NAB informs the school in writing, through the region and division, to host an accreditation visit on an agreed date. The aim of the visit is to validate the documents submitted by the applicant.

The CO/RO/DO Coordinating teams must render technical assistance to the Applicant School in areas for improvement. The school is advised to address the recommendations of the visiting team and submit a report on their implementation to the NAB.

No application fee shall be required from public schools. A separate guideline shall be issued for the private schools regarding fees and procedures.

2. **NAB Approval of the Application.** Upon acceptance of the school's application, the NAB shall inform the school on the following: schedule of accreditation visit, composition of accreditation team, and copy of the proposed agenda/program of activities. The Letter of Acceptance shall indicate NAB's approval of the school's Candidacy Status which shall be copy furnished to the RO and DO.

If the application is disapproved, the school is informed, through the region and division offices, of the recommendations/suggestions. The school may request for technical assistance from the Region/Division Coordinating Team, if necessary.

3. **Accreditation Visit.** The visit is for two (2) days which shall include orientation of stakeholders, the validation proper, and the exit conference. It is conducted formally and unobtrusively so that classes and regular activities are not disturbed.

Expenses incurred by the team during the visit such as transportation expenses, meals, and lodging shall be charged to Accreditation Support Funds.

H. CERTIFICATION

The members of the accreditation team are convened to deliberate the recommendations. Based on these recommendations, the NAB either confers or defers accreditation to a school.

A school granted with a One to Two (1 – 2) years Probationary Status shall be deemed *conditional* for the said period with random and/or scheduled interim visits. Once the school has satisfactorily complied with the recommendations of the Visiting Team, it shall be granted Full Accreditation Status for a period of five (5) years inclusive of the probationary years.

If a school has satisfactorily met all the standard requirements for accreditation, Full Accreditation shall be granted for five (5) years. During the period of Full Accreditation Status, there shall be no visits conducted related to accreditation.

On the expiry year of the Full Accreditation Status, the school is encouraged to apply for Re-accreditation. The NAB shall re-visit the accredited schools guided by the same protocol. If the school sustains its performance, the NAB may confer to the school the status of Re-accreditation with a validity of up to five (5) years.

Re-accredited Status is an eligibility criterion for conferment of Center of Excellence. The status of Center of Excellence is an elite recognition to schools with exemplary performance in very specific areas such that they can serve as Model Schools in the region or country-wide for innovative programs and offering.

The guidelines on conferring a Center of Excellence Status shall be developed by NAB within Two (2) years of their organization.

The accreditation status may be revoked by the NAB when the school fails to

sustain its performance.

Results of the team’s deliberations are reported to the schools in writing, copy furnished the Schools Division Superintendent and the Regional Director.

Level	Validity Period
Probationary	<ul style="list-style-type: none"> • 1-2 years
Full Accreditation	<ul style="list-style-type: none"> • 5 years inclusive of the probationary period if the school is granted full accreditation after satisfactory compliance within the probationary period
Re-accredited Status	<ul style="list-style-type: none"> • 5 years

I. REWARDS AND INCENTIVES

- School distinction of being accredited. A mark of quality that manifests a school’s commitment to adherence to quality standards. This gives the school community a sense of achievement, an assurance that their school is a worthy institution of learning and a renewed confidence in the effectiveness of their methods and practices.
- Validation of the integrity of the school program and student transcripts. Accreditation facilitates transfer of credits to other schools.
- Professional development opportunities such as continuing technical assistance and services, participation in annual conferences and workshops on all aspects of school improvement.
- An opportunity to gain valuable input, validation, and support from peers;
- A connection to the best practices of accredited schools.
- Customized technical assistance to maximize improvement efforts.
- Access to a rich and wide array of resources and tools aimed at enhancing improvement efforts.

The table below enumerates the benefits that an accredited school shall receive by level:

Probationary	Full Accreditation	Re-Accredited
<ul style="list-style-type: none"> • Certificate of recognition for the school by the NAB • Participation in annual convention of accredited schools 	<ul style="list-style-type: none"> • Certificate of recognition for school by the NAB • Participation in annual convention of accredited schools • Priority in scholarships • Eligibility for SBM global fund 	<ul style="list-style-type: none"> • All benefits of full accreditation status • Eligibility for Center of Excellence

	<ul style="list-style-type: none"> • Fiscal and some administrative autonomy (for priority in resource allocation i.e. logistic and manpower requirements) • All other benefits aligned with institutional merit system (e.g. performance-based bonus) 	
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A supplemental guideline shall be issued for the details on other rewards and incentives for the public and private schools which shall be certified as accredited.

J. SUSTAINABILITY

To keep PASBE self-sustaining, self-renewing, and self-propelling, it should be mainstreamed as a regular DepEd Certification Program with corresponding fund support.

At the school level, school community shall be responsible for sustaining and raising levels of institutionalized accreditation.

K. EFFECTIVITY

The guidelines and criteria provided in this Order shall take effect immediately. Rules and regulations and issuances which are inconsistent with these guidelines are hereby repealed, rescinded or modified accordingly.