



Republic of the Philippines
Department of Education
REGION I

SCHOOLS DIVISION OF THE CITY OF BATAC

18 MAR 2026

DIVISION MEMORANDUM

No. **202**, s. 2026

DISSEMINATION OF THE LOCALIZED GUIDELINES ON EDUCATIONAL PARTNERSHIP FOR SUSTAINABLE SCHOOL GOVERNANCE

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Unit and Section Heads
Public Elementary and Secondary School Heads
All Others Concerned

1. The Schools Division of the City of Batac (SDCB) through the School Governance and Operations Division hereby issues the Localized Guidelines on Educational Partnership for Sustainable School Governance.
2. The provisions on the localized guidelines shall apply to the SDO functional divisions, public elementary secondary schools and shall serve as guidance in all partnership management initiatives. Moreover, it is advised that the forms and template shall be incorporated in the Quality Control Plan (QCP) of schools and the SDO under the Process: External Partnership Management (Sub-process: Partnership Development and Management).
3. Immediate dissemination of this Memorandum is desired.


ANSELMO R. ALUDINO
Schools Division Superintendent

Encl.: As stated,
Reference: None
To be included in the Perpetual Index
Under the following subject:

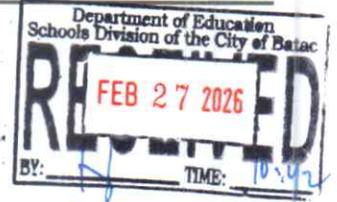
PARTNERSHIP LOCALIZED GUIDELINES

SGOD/gpi/Dissemination of Localized Guidelines
26004/March 17, 2026



Republic of the Philippines
Department of Education

REGION I
SCHOOLS DIVISION OF THE CITY OF BATAC



2026 -02- 27

ANSELMO R. ALUDINO
Schools Division Superintendent
This Division

SIR:

May I respectfully submit the improved copy of the Localized Guidelines on Educational Partnerships for Sustainable School Governance for final review and/or approval.

The inputs and recommendations gathered during the Focus Group Discussion (FGD) conducted on February 23, 2026 have been incorporated into this improved version.

Thank you very much.

Very truly yours,

NEMALYN M. ULEP
Chief Education Supervisor
SGOD

26018 SGOD-PartnershipGuidelines



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Republic of the Philippines
Department of Education

REGION I
SCHOOLS DIVISION OF THE CITY OF BATAC

**LOCALIZED GUIDELINES ON EDUCATIONAL PARTNERSHIPS FOR
SUSTAINABLE SCHOOL GOVERNANCE**

I. Rationale

In line with the Department of Education's thrust to institutionalize participatory governance and strengthen stakeholder engagement in the delivery of quality basic education, the Schools Division of the City of Batac (SDCB) hereby adopts the Localized Guidelines on Educational Partnerships. This issuance operationalizes national policies that recognize partnerships as strategic mechanisms for improving access, equity, and learning outcomes. Anchored on DepEd Order No. 44, s. 2015, titled *Guidelines on the Enhanced School Improvement Planning Process*, all partnership initiatives shall be aligned with the School Improvement Plan (SIP) and Annual Implementation Plan (AIP) to ensure that stakeholder engagements directly address identified priority needs.

Consistent with DepEd Order No. 40, s. 2015, titled *Guidelines on K to 12 Partnerships*, these guidelines affirm that collaboration with external stakeholders, including local government units, private institutions, industries, and civil society organizations, shall be strategic, transparent, and supportive of curriculum implementation and learner development. Likewise, DepEd Order No. 40, s. 2021, titled *Guidelines on the Implementation of the Joint Delivery Voucher Program (JDVP) for Senior High School Technical-Vocational-Livelihood Specializations*, underscores the Department's commitment to structured, accountable, and results-oriented public-private collaboration in support of quality basic education.

Further, these guidelines adopt the principles of DepEd Order No. 29, s. 2022, titled *Basic Education Monitoring and Evaluation Framework (BEMEF)*, which institutionalizes results-based monitoring, evaluation, and evidence-informed decision-making across governance levels. Accordingly, educational partnerships shall not only be initiated and implemented strategically but shall also be systematically monitored and evaluated to ensure efficiency, effectiveness, and measurable contribution to learner outcomes, division performance indicators, and national education targets.

Responding to the increasing complexity of educational demands and the continuing need for sustainable resource mobilization, the policy reinforces the principle that quality education is a shared responsibility. By aligning partnership initiatives with the DepEd 5-Point Reform Agenda and the Division Education Development Plan (DEDP), SDCB ensures that all engagements are purposeful, needs-based, compliant with national standards, and directed toward sustainable school governance.

The adoption of this localized guideline is further necessitated by the absence of an existing localized framework specifically governing educational partnerships in the SDCB. While national policies provide the general framework, there remains a need for a clear, context-responsive, and standardized local mechanism for the identification, approval, implementation, documentation, monitoring, evaluation, and recognition of partnership initiatives across schools and offices. This issuance shall likewise serve as a basis for the proper recognition of partners who have consistently extended valuable support to the Division and its schools by establishing clear and objective criteria for determining contributions that merit appropriate recognition. In so doing, SDCB promotes greater consistency, transparency, accountability, and sustainability in the governance of educational partnerships.



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'Anchored on the Strategic Partnerships for Holistic Education Resource Enhancement (SPHERE) Framework and the Educational Program Partnership Interventions (EPPI) Model developed by Ulep (2025), these guidelines institutionalize a coherent, inclusive, and sustainability-oriented partnership governance structure. The SPHERE Framework emphasizes strategic alignment, shared accountability, compliance, and long-term sustainability, while the EPPI Model provides operational clarity by defining partnership typologies according to depth of engagement and level of collaboration. Together, these frameworks establish systematic processes fully aligned with national DepEd policies and governance standards.

Through this localized issuance, the SDCB strengthens its institutional capacity to manage educational partnerships responsibly and strategically, advance collaborative governance, safeguard transparency and accountability, and ensure that stakeholder support contributes sustainably to equitable, learner-centered, and quality education for all.

II. Scope

The Localized Guidelines on Educational Partnerships shall apply to all public elementary, secondary, and Senior High Schools, as well as all functional divisions of the Schools Division Office (SDO) of the City of Batac.

The guidelines govern all partnership engagements entered into by schools and the SDO with government agencies, local government units (LGUs), non-government organizations (NGOs), private institutions, industry partners, civil society organizations (CSOs), alumni associations, parents' organizations, community groups, and other stakeholders.

Specifically, the guidelines shall cover:

1. the adoption and implementation of the SPHERE (Strategic Partnerships for Holistic Education Resource Enhancement) Framework as the governance structure for managing educational partnerships;
2. the classification and operationalization of partnerships using the Educational Program Partnership Interventions (EPPI) Model, which defines partnership typologies based on level and depth of engagement;
3. the proposal, review, approval, implementation, monitoring, evaluation, renewal, and termination of partnership agreements;
4. all Programs, Projects, and Activities (PPAs) supported through partnerships, including those involving financial, material, technical, or manpower contributions;
5. the execution of formal instruments such as Memorandum of Agreement (MoA), Memorandum of Understanding (MoU) Letter of Commitment (LoC), Deed of Donation (DoD), and Deed of Acceptance (DoA);
6. monitoring, reporting, and evaluation processes aligned with the Basic Education Monitoring and Evaluation Framework (BEMEF); and
7. the implementation of the Partnership Rewards and Recognition Program (PRRP).

The guidelines shall complement existing national laws, DepEd Orders, and government accounting and auditing regulations. In cases of conflict, national issuances shall prevail.

III. Definition of Terms

For purposes of clarity, the following terms are defined as used in the localized partnership guidelines:



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- a. Deed of Acceptance (DOA). This refers to the formal written acceptance issued by the authorized DepEd official acknowledging receipt of donated resources.
- b. Deed of Donation (DOD). This refers to a legal instrument transferring ownership of financial, material, or in-kind resources to the SDCB or schools, subject to accounting and auditing regulations.
- c. Educational Program Partnership Interventions (EPPI) Model (Ulep, 2025). This refers to the structured typology model that categorizes educational partnerships according to the level and depth of collaboration. It guides schools and the SDO in determining the appropriate engagement structure and accountability mechanisms for each partnership initiative.
- d. Letter of Commitment (LOC). This refers to a formal written agreement for short-term or activity-specific partnerships.
- e. Memorandum of Agreement (MOA). This refers to the legally binding document for major or long-term collaborations involving significant resource sharing or multi-year commitments.
- f. Memorandum of Understanding (MOU). This refers to a formal written document expressing the mutual intent of the Schools Division of the City of Batac (SDCB) or school and a partner organization to collaborate on specific programs, projects, or activities by outlining shared objectives and general responsibilities of the parties involved.
- g. Strategic Partnerships for Holistic Education Resource Enhancement (SPHERE) Framework (Ulep, 2025). This refers to the adopted governance framework that provides the operational components for managing partnerships. It covers five key dimensions: Organizational Management, Financial and Resource Management, Program Design and Implementation, Monitoring and Evaluation, and Sustainable Development Practices. The SPHERE Framework ensures that all partnerships are strategically aligned, transparent, accountable, and sustainable.

IV. Policy Statement

The SDCB shall institutionalize a localized partnership framework that fosters a culture of collaboration, shared responsibility, and mutual accountability among schools, government agencies, non-government organizations, private institutions, parents' organization, civil society groups, alumni associations, and local communities. This framework shall serve as the cornerstone for building productive relationships that harness the strengths and resources of various sectors in support of educational development. By ensuring active stakeholder participation in program design, resource mobilization, implementation, and evaluation, the Division reaffirms its commitment to promoting whole-of-community involvement in advancing the goals of basic education.

All partnership initiatives under this policy shall be guided by the principles of sustainability, inclusivity, transparency, accountability, and mutual benefit. These principles ensure that every collaborative endeavor contributes meaningfully to enhance access, quality, equity, resilience and well-being in education. Partnerships must not only address immediate school needs but also promote long-term growth through capacity building, innovation, and responsible stewardship of resources. The SDCB emphasizes that sustainable partnerships are partnerships that empower schools to become self-reliant, adaptive, and responsive to changing educational landscapes anchored on the shared vision of providing every learner with the opportunity to succeed in a safe, supportive, and enabling learning environment.

V. Objectives

General Objective:

To establish a comprehensive and sustainable framework that strengthens educational partnerships through systematic planning, implementation, feedbacking, monitoring, and evaluation processes, ensuring that all collaborative endeavors contribute meaningfully to the improvement of access, equity, quality, and governance of basic education within the Schools Division of the City of Batac.

Specific Objectives:

1. To institutionalize a standardized process for initiating, implementing, monitoring, and evaluating educational partnerships across schools, and the Schools Division Office, ensuring consistency with DepEd policies and local development priorities.
2. To ensure that all partnership agreements are needs-based, responsive to the contextual realities of schools, and aligned with the Division Education Development Plan (DEDP) or the School Improvement Plan (SIP), DepEd's 5-point Reform Agenda, and other national education priorities.
3. To enhance stakeholder accountability and participation by defining clear roles and responsibilities in the design, implementation, and evaluation of partnership programs, projects, and activities.
4. To promote transparency and shared governance in partnership management through the establishment of monitoring tools, reporting mechanisms, and performance indicators based on the SPHERE Framework.
5. To institutionalize a rewards and recognition system that acknowledges the exemplary contributions of partners demonstrating sustained commitment, innovation, and measurable impact on educational outcomes.

VI. Guiding Principles

The implementation of all partnership initiatives shall be guided by a set of core principles that ensure coherence, integrity, and sustainability of collaborative efforts. These guiding principles serve as the foundation for defining the nature, direction, and standards of engagement between schools, the Schools Division Office, and all partner agencies, organizations, institutions, and stakeholders as follows:

- A. Alignment with VMGO: All partnerships shall support the vision, mission, goals, and objectives of the Department of Education.
- B. Sustainability: Partnerships shall be designed to ensure long-term viability through shared planning, continuous feedback, and resource optimization.
- C. Transparency and Accountability: All partnership activities shall be properly documented, monitored, and reported through official channels.
- D. Inclusivity and Equity: Partnerships must promote fairness and accessibility, prioritizing underserved schools and learners.
- E. Collaboration and Shared Responsibility: Partners and schools shall engage in joint decision-making and co-management of activities and resources.
- F. Standardized Processes and Dissemination Mechanisms. All partnership initiatives shall adhere to established and standardized processes for proposal development, approval, implementation, monitoring, and evaluation. Information, policies, accomplishments, and best practices arising from partnerships shall be disseminated through official and accessible

communication mechanisms to ensure awareness, consistency, accuracy and replication across schools and offices.

Through adherence to the guiding principles, all partnerships remain purposeful, ethical, and results oriented. These principles reinforce a culture of mutual trust, shared ownership, and collective action, enabling partners to work cohesively toward the attainment of sustainable, high-impact educational outcomes. They serve as a safeguard to guarantee that every partnership contributes positively to the holistic development of learners and the continuous improvement of schools and communities.

VII. Framework for Partnership Implementation

The SDCB adopts a structured and systematic framework for the effective planning, implementation, monitoring, and sustainability of educational partnerships. The framework as anchored on the Educational Program Partnership Interventions (EPPI) Model and the Strategic Partnerships for Holistic Education Resource Enhancement (SPHERE) Framework, collectively define the nature, depth, and operational mechanisms of partnerships. Through this framework, schools and partner institutions are provided with a clear guide in determining appropriate levels of engagement, ensuring alignment with educational priorities, and maximizing the impact of collaborative initiatives in support of learner development and school improvement.

A. Partnership Typologies (EPPI Model)

- a. **Informative Partnership:** This partnership focuses on the exchange of knowledge, data, and technical information between schools and external stakeholders. It primarily supports awareness, capacity-building, and evidence-informed decision-making by providing research findings, statistical data, best practices, or expert inputs that enhance planning, instruction, and school management.
- b. **Complementative Partnership:** In this type of partnership, external stakeholders provide supplementary resources, services, or expertise that enhance existing school programs and initiatives. These may include donations of materials, provision of technical assistance, professional development opportunities, or support services that fill resource gaps and strengthen program implementation.
- c. **Cooperative Partnership:** Cooperative partnership involves shared planning and joint implementation of specific programs or activities. Schools and partners agree on mutual roles and responsibilities, work together in delivering projects (such as training, outreach programs, or learning interventions), and collectively monitor outputs and outcomes while maintaining distinct organizational structures.
- d. **Collaborative Partnership:** Collaborative partnership represents a deeper level of engagement where schools and partners co-create programs, share decision-making, and assume joint accountability for results. Resources, expertise, planning, implementation, and evaluation are integrated, reflecting a strong commitment to shared ownership and long-term impact.
- e. **Coordinative Partnership:** This partnership operates at a system or interagency level, where multiple stakeholders work together to align policies, harmonize programs, and streamline efforts toward common educational goals. Coordination mechanisms reduce duplication, improve resource utilization, and strengthen coherence among institutions supporting the education sector.

B. SPHERE Framework Key Components

- a. **Organizational Management:** This ensures that partnership activities are well-coordinated and properly guided through regular meetings, orientations, and defined communication channels. Clear structures promote smooth coordination, decision-making, and accountability among schools and partners.
- b. **Financial and Resource Management:** This focuses on the ethical, transparent, and efficient use of financial and material resources. It encourages diversified funding sources and clear documentation to ensure accountability and maximize the impact of all contributions.
- c. **Program Design and Implementation:** Partnership initiatives are designed using SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) and flexible timelines. This promotes efficiency, responsiveness to local needs, and long-term viability of programs.
- d. **Monitoring and Evaluation:** Standardized tools and processes are used to track progress, assess effectiveness, and gather stakeholder feedback. This enables timely adjustments and supports data-informed decision-making for continuous improvement.
- e. **Sustainable Development Practices:** All partnership initiatives shall be anchored on sustainable development principles that promote social, economic, and environmental benefits. Programs shall be inclusive, resource-efficient, and environmentally responsible to support sustained school and community development.

This framework establishes a common language and standards for partnership engagement, enabling consistency across schools while allowing flexibility to address localized needs and contexts. By clearly identifying partnership typologies and core implementation components, the division ensures that all partnership initiatives are structured, needs-based, results-oriented, and supportive of educational development.

VIII. Partnership Agreements

A. DepEd- Initiated Partnership

Partnership agreements ensure structured collaboration between the SDCB and partner institutions. It will formalize shared commitments to resource mobilization, program support, and sustainability of educational initiatives consistent with the 5-point Reform Agenda and Division Education Development Plan (DEDP) or the School Improvement Plan (SIP) and Annual Implementation Plan (AIP).

Form of Agreement

- a. **Memorandum of Agreement (MOA):** For major and long-term collaborations involving funding, resource sharing, or multi-year commitments.
- b. **Memorandum of Understanding (MOU):** For specific programs, projects, or activities by outlining shared objectives and general responsibilities of the parties involved.
- c. **Letter of Commitment (LOC):** For short-term, activity-based, or event-specific partnerships.
- d. **Deed of Donation (DOD):** For material, financial, or service donations following existing government accounting and auditing rules.
- e. **Deed of Acceptance (DOA).** For donated resources accepted by the authorized DepEd official.

Approval and Oversight

- The Social Mobilization and Networking (SMN) Section shall review and evaluate all partnership proposals.
- The SGOD Chief Education Supervisor shall endorse reviewed proposals to the Top Management for approval.
- Partnerships with inter-agency or cross-divisional impact shall be coordinated with the Regional Office for concurrence, as applicable.

B. Partner-Initiated Partnership

Educational partnerships may also be initiated by external stakeholders such as local government units (LGUs), private institutions, non-government organizations (NGOs), industries, alumni associations, community organizations, and other partners who intend to support the programs, projects, or activities of the Schools Division of the City of Batac (SDCB) or its schools.

In such cases, the following procedures shall apply:

- a. *Submission of Proposal.* External partners intending to establish collaboration with the SDCB or its schools shall submit a written partnership proposal or concept note addressed to the Schools Division Superintendent (SDS) through the Social Mobilization and Networking (SMN) Section. The proposal shall describe the objectives, scope of support, target beneficiaries, resource commitments, implementation arrangements, and expected outcomes of the partnership initiative.
- b. *Alignment and Validation.* The SMN Section shall review the proposal to determine whether the proposed initiative aligns with the School Improvement Plan (SIP), Annual Implementation Plan (AIP), Division Education Development Plan (DEDP), and/or DepEd priorities.
- c. *Technical Review and Evaluation.* All partner-initiated proposals shall undergo technical review using the Partnership Proposal Evaluation Tool (Annex B) to ensure relevance, feasibility, sustainability, and compliance with DepEd policies.
- d. *Endorsement and Approval.* Proposals that meet the required criteria shall be endorsed by the Chief Education Supervisor – SGOD to the Schools Division Superintendent for approval. When necessary, revisions or clarifications may be requested from the proposing partner prior to approval.
- e. *Formalization of Partnership.* Once approved, the partnership shall be formalized through the appropriate instrument such as MOA, MOU, LOC, Deed of Donation, or other applicable agreement, consistent with existing government regulations.
- f. *Monitoring and Documentation.* Approved partner-initiated engagements shall be documented, monitored, and evaluated following the same mechanisms established under these guidelines, including inclusion in the Division Partnership Report and submission of accomplishment reports.

Essential Provisions of the Agreement

Each formal partnership agreement shall be consistent with the provisions of DepEd Order 40, s. 2015 and shall include the following:



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- *Purpose and Objectives*: It must be aligned with DepEd's vision, mission and the division/ school priorities.
- *Scope and Coverage*: It must identify the beneficiary school/s, learners, or program/s.
- *Roles and Responsibilities*: It must clearly define the commitments of each party.
- *Duration and Effectivity*: It must specify start and end dates, renewal options, and termination clauses.
- *Resource Allocation*: It must state contributions (financial, material, technical, or manpower).
- *Monitoring and Evaluation Plan*: It must be aligned with the Basic Education Monitoring and Evaluation policy as provided in DepEd Order 29, s. 2022.
- *Sustainability Measures*: It must ensure turnover, replication, or continuous support mechanisms.
- *Accountability and Data Privacy Clauses*: It must be consistent with Republic Act 10173 (Data Privacy Act).

Documentation and Reporting

- All approved partnerships must be entered in a Division Partnership Report managed by the SMN Section by following the Partnership Proposal Template (Annex A) to be submitted to the Schools Division Office (Attention: SGOD).
- Proposals received by the SDO will be evaluated following the Partnership Proposal Evaluation Tool (Annex B) thru the Education Program Specialist-Social Mobilization and Networking.
- Approved proposals for implementation shall be monitored by the EPS- Social Mobilization and Networking, in coordination with the SEPS -SMME and the Division Field Technical Assistance Team (DFTAT), to validate program implementation and to provide appropriate technical assistance, as may be necessary, for further improvement. Monitoring and evaluation shall be guided by the BEMEF Forms- Implementation and Monitoring and Evaluation Plan.
- Schools and program owners must submit accomplishment reports highlighting the outcomes and impact of partnerships using the Partnership Accomplishment Report (Annex C) template not later than March every year.
- Annual validation visits and review sessions shall be conducted to assess progress and alignment with the DEDP or the SIP/AIP of schools.

Ethical and Legal Compliance

- Partnerships must adhere to DepEd Order No. 40, s. 2021 (Revised Guidelines on Partnership Engagements).
- The "No Solicitation Policy" and the *Code of Conduct and Ethical Standards for Public Officials (RA 6713)* shall be observed in all engagements.

IX. Rewards and Recognition Policy for Partners

The SDCB recognizes the indispensable role of partners in achieving equitable and quality education. Through the Partnership Rewards and Recognition Program (PRRP), the division aims to promote sustained collaboration, reward exemplary contributions, and encourage innovations that address local educational needs.

Implementing Guidelines

1. The Social Mobilization and Networking (SMN) Section shall spearhead the annual recognition activity *Stakeholders' Convergence and Partnership Appreciation Ceremony*. School level awarding shall be conducted once within the School Year while SDO awarding shall be conducted in May.
2. Recommendations shall be endorsed by schools or program owners with supporting documentation (MOA/MOU/LOC, photos, reports, evaluation results, testimonials) through the Partnership Accomplishment Report.
3. Recognized partners shall receive plaques of recognition, certificates, and inclusion in the *Division Compendium of Best Partnership Practices*.

Award Categories and Criteria

Award Category	Description
Outstanding Government Partner	Recognizes LGUs or government agencies with sustained support for education programs.
Outstanding Private or NGO Partner	Honors private organizations or NGOs that significantly contribute to school improvement and learner outcomes.
Model Community Partner	Acknowledges local groups (barangays, alumni associations, PTAs, civic groups) that promote volunteerism and inclusive education.
Innovative Partnership Award	Rewards unique or creative partnership initiatives that respond to emerging education challenges.
Lifetime Education Champion Award	Honors long-term partners (≥5 years) with continuous and exemplary contribution to DepEd programs.

Criteria for Evaluation of Recommended Awardees

(Note: Rubrics per criteria will be formulated with inputs from a committee to be organized to ensure maximum participation and insights from other relevant partners)

1. Outstanding Government Partner

Criteria	Description	Weight
Consistency of Support	Sustained partnership and assistance over at least 3 years.	25%
Impact on Learners/Schools	Measurable improvements in learning, infrastructure, or services.	25%
Program Alignment	Alignment of initiatives with DepEd's 5-point Agenda and DEDP/ SIP priorities.	20%
Resource Mobilization	Level and type of financial/in-kind support.	15%
Transparency and Documentation	Compliance with reporting and documentation requirements.	15%
Total		100%

2. Outstanding Private or Non-Government Organization (NGO) Partner

Criteria	Description	Weight
Innovation and Relevance	Creativity and responsiveness of the project to local needs.	25%
Tangible Outcomes	Improvement in access, performance, or school condition.	25%
Sustainability	Continuity of project or commitment beyond first implementation.	20%
Accountability	Proper coordination and compliance with DepEd standards.	15%
Resource Mobilization	Funds, materials, or manpower generated locally	15%
Total		100%

3. Model Community Partner

Criteria	Description	Weight
Volunteerism and Participation	Extent of community involvement and engagement.	30%
Contribution to School Improvement	Tangible benefits to learning environment or safety.	25%
Collaboration with School Governance Councils	Coordination with SGC, PTA, or alumni groups.	20%
Resource Mobilization	Funds, materials, or manpower generated.	15%
Sustainability and Replication	Ability to continue or inspire similar efforts.	10%
Total		100%

4. Innovative Partnership Award

Criteria	Description	Weight
Innovativeness	Uniqueness and originality of approach or concept.	30%
Impact	Evident improvement in efficiency, learning, or management.	25%
Replicability	Potential to be adopted in other schools/divisions.	20%
Resource Efficiency	Effective use of resources with high returns.	15%
Documentation and Visibility	Quality of reporting and sharing of results.	10%
Total		100%

5. Lifetime Education Champion Award

Criteria	Description	Weight
Length of Service	Duration of consistent partnership (≥5 years).	25%
Breadth of Support	Extent of involvement across programs or schools.	25%
Long-Term Impact	Demonstrated improvements or legacy outcomes.	25%
Ethical Standards	Adherence to DepEd partnership ethics and policies.	15%
Advocacy and Visibility	Promotion of education and public service.	10%
Total		100%

Scoring Guidelines: The total score shall be computed using the weights provided.

X. Monitoring and Evaluation

The Social Mobilization and Networking (SMN) Section in coordination with SEPS-SMME under SGOD shall oversee the implementation, documentation, and assessment of partnerships, guided by the following mechanisms:

- a. Annual partnership inventory and report submission by schools.
- b. Evaluation tools based on BEMEF Implementation and Monitoring and Evaluation Plan.
- c. Recognition and scaling of best practices across schools.

XI. Effectivity

This localized partnership guideline shall take effect upon approval and dissemination through a Division Memorandum.

PARTNERSHIP PROPOSAL TEMPLATE

I. GENERAL INFORMATION

Title of PPA: _____

Type of PPA: Program Project Activity

School / Office / Unit: _____

Proponent:

o Name: _____

o Position: _____

o Contact Details: _____

Partner Organization / Agency: _____

Nature of Partner: Government NGO Private Academe CSO

Others: _____

Implementation Period: From _____ to _____

Target Beneficiaries: _____

II. ALIGNMENT AND JUSTIFICATION

DepEd VMGO and Priority Alignment:

(Indicate specific goals, programs, or thrusts supported)

Alignment to AIP / SIP / OPCRF / Division PPAs:

(Indicate specific programs supported)

Problem Statement / Needs Assessment:

(Brief evidence-based description of the need or gap)

III. OBJECTIVES AND EXPECTED RESULTS

General Objective:

Specific Objectives:

Expected Outputs:

Expected Outcomes:

IV. IMPLEMENTATION PLAN *(Follow BEMEF Template)*

V. ROLES, RESPONSIBILITIES, AND RESOURCE COMMITMENTS

Roles of School / SDO:

Roles of Partner(s):

Resource Commitments:

Source	Financial	In-kind	Technical	Others

VI. SUSTAINABILITY, RISK, AND COMPLIANCE

Sustainability Measures:

(Institutionalization, capacity building, continuity of benefits)

Risks and Mitigation Strategies:

Policy and Legal Compliance (Check all applicable):

- DepEd Order No. 40, s. 2015
- Child Protection Policy
- Data Privacy Act of 2012
- Other relevant DepEd issuances

VII. ENDORSEMENT

Signatories	Name	Signature	Date
Prepared by (Proponent)			
Endorsed by (Immediate Head)			
Reviewed by (EPS SocMob)			
Noted (Chief Education Supervisor- SGOD)			
Recommending Approval (ASDS)			
Approved by (SDS)			

Annex B.

PARTNERSHIP PROPOSAL EVALUATION TOOL
(To be used by the EPS- SocMob to review submitted proposal)

Title: _____

Proponent: _____

Criteria	Description	Evident (✓) Not Evident (x)	Remarks
Alignment to DepEd VMGO & AIP/SIP/OPCRF	Supports priority goals and PPAs		
Relevance & Needs-Based	Addresses identified school/division needs		
Partner Capacity & Commitment	Clear roles and adequate resources		
Sustainability Measures	Ensures continuity and enduring benefits		
Feasibility & Implementation Readiness	Realistic plan, timeline, and outputs		
Compliance & Risk Management	Policy-compliant with mitigation strategies		

Recommendation:

- Approved
- Approved with Conditions
- For Revision
- Disapproved

Other comments/ suggestions:

Evaluated by (EPS- SocMob): _____ Date: _____

Noted (Chief Education Supervisor- SGOD): _____ Date: _____



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Partnership Accomplishment Report

I. General Information

School Name

Quarter Covered

Partnership Focal Person

II. Partner Information

Name of Partner Organization/Agency/Individual	
Type of Partner	<input type="checkbox"/> Government <input type="checkbox"/> NGO <input type="checkbox"/> Private <input type="checkbox"/> Alumni <input type="checkbox"/> Community Group <input type="checkbox"/> Others: _____
Contact Person & Designation	
Contact Details	
Nature of Partnership	<input type="checkbox"/> Informative <input type="checkbox"/> Complementative <input type="checkbox"/> Cooperative <input type="checkbox"/> Collaborative <input type="checkbox"/> Coordinative

III. Description of Partnership Intervention

Title of Program/Project/Activity (PPA)	
Objectives of the Partnership	
Beneficiaries (No. & Type)	
Duration / Implementation Period	
Aligned DepEd Priority	<input type="checkbox"/> 5-point Agenda <input type="checkbox"/> SIP <input type="checkbox"/> DEDP <input type="checkbox"/> Others: _____

IV. Summary of Accomplishments for the Quarter

Planned Activities	vs Actual Accomplishments	Status
		<input type="checkbox"/> Completed <input type="checkbox"/> Ongoing <input type="checkbox"/> For Implementation
		<input type="checkbox"/> Completed <input type="checkbox"/> Ongoing <input type="checkbox"/> For Implementation
		<input type="checkbox"/> Completed <input type="checkbox"/> Ongoing <input type="checkbox"/> For Implementation

V. Outcomes and Impact

Area	Description
Immediate Outcomes	(e.g., improved attendance, increased participation, new facilities, improved reading scores, etc.)
Observed Impact on Learners/School/Community	
Evidence of Change (before/after) Others	

VI. Resources Generated Through the Partnership

Type of Resource	Estimated Value (₱)	Remarks
Financial Assistance		
In-kind Donation		
Technical Assistance		
Human Resource / Volunteers		
Others		
Total Estimated Value		

VII. Issues, Challenges, and Actions Taken

Challenge/Issue Encountered	Action Taken / Recommendation

VIII. Documentation (Attach as Annexes)

Please check all that apply:

- Signed MOA / MOU / LOC
- Activity Designs / Program Proposal
- Attendance Sheets
- Photo Documentation (before, during, after)
- Financial Documents / Deed of Donation
- Monitoring and Evaluation Reports
- Others: _____

IX. Best Practices and Success Stories (Optional but Encouraged)

(Highlight innovative approaches, strong community participation, unique partnership models, or concrete success stories worth replicating.)

X. Certification and Signatories

I hereby certify that the above information is true and correct to the best of my knowledge.

Name	Signature	Date
Prepared by:		
Noted by School Head:		
Validated by (Validators):		
Validator 1:		
Validator 2:		
Validator 3:		
<i>Note: Validators shall be based on the nature of partnership.</i>		

Prepared by:



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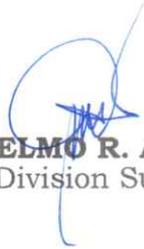
LILIBETH C. DIERPO
School Principal IV
Process Implementer

Recommending Approval:



ARNEL S. BANDIOLA
Assistant Schools Division Superintendent

APPROVED:



ANSELMO R. ALUDINO
Schools Division Superintendent