



Communicating to Stakeholders



Stakeholder's participation is one of the important features of School-Based Management (SBM). Studies confirm that involvement and participation of multiple stakeholders contribute to better management of schools (Bruns, Filmer, & Patrinos, 2011⁹). Hence, it is important to advocate and communicate to them the situation, context, and performance of our schools.

One of the tools to do this is the School Report Card (SRC). The SRC is not for planning – we have the ***School-Community Data Template [Annex 1A]*** to help you plan; it is also not for accountability (it is not used for the Performance-Based Bonus) – we have the RPMS for this. The SRC is for communication and advocacy.

The objective of the SRC is to increase community participation and involvement in school operations and activities by providing your stakeholders a snapshot of the status of the school and advocating for areas that need their involvement. It is recommended that the reporting of the SRC to stakeholders should be done at least twice in a School Year: during midyear and yearend.

What are the data included in the SRC?

The SRC has three parts: 1) school profile; 2) performance indicators measuring aspects of access, quality, and governance; and 3) status of school projects. A mix of quantitative and qualitative data is reported to provide the stakeholders a snapshot of the school situation, context, and performance. To help you in making your SRC, you should note that majority of the SRC data are already contained in the ***School-Community Data Template [Annex 1A]***. We have included codes (ex. [SRC.1.]) in the template so you will know which data sets you can use for the SRC. In the code, the number corresponds to the item found in the ***SRC Summary of Information*** in **Annex 11**.

Other data and information can be gathered from the EBEIS, forms, and project monitoring reports from your Project Teams and other stakeholders like the Learning Action Cells (LACs), Parents-Teachers Association (PTA), Teacher's Club, and Student Government.

The list of information covered by the SRC is shown below. For a complete description and template for these information, please refer to **Annexes 11, 12A, and 12B**. Other information aside from those indicated in these guidelines may be included according to what your school thinks is necessary to share to your stakeholders.

⁹ Bruns, B., Filmer, D., & Patrinos, H.A. (2011). Making Schools Work: New Evidence on Accountability Reforms. World Bank Publications.

C.2.4 If the response to C.2.3.b above is YES,

(a) What were/are the identified top 3 training needs of teachers Current SY? Fill-in only the grade level that is applicable to your school.

Level	Current SY: _____		
	1st	2nd	3rd
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

(b) Based on the top 3 training needs mentioned above, how many of the teachers were trained? [SRC G. 14.]

Fill-in only the grade level that is applicable to your school.

	SY Before Previous SY _____			Previous SY _____			Current SY _____		
	Total No. of Teachers	No. of Teachers trained	% of trained	Total No. of Teachers	No. of Teachers trained	% of trained	Total No. of Teachers	No. of Teachers trained	% of trained
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									

C.2.2 Number of Teachers meeting the desired competencies based on NCBTS. Fill-in only the grade level that is applicable to your school.

	SY Before Previous SY _____			Previous SY _____			Current SY _____		
	Total No. of Teachers	No. of Teachers meeting the standards	% meeting the standards	Total No. of Teachers	No. of Teachers meeting the standards	% meeting the standards	Total No. of Teachers	No. of Teachers meeting the standards	% meeting the standards
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									

C.2.3 Projects/interventions implemented to improve basic competencies of teachers

	YES	NO	If yes, please describe
a. Does the school have a mechanism for sustained school-based training (e.g., Learning Action Cell sessions)?			
b. Does the school use the result of the NCBTS-Teacher's Strength and Needs Assessment as basis for planning?			

C. TEACHERS

C.1 Number of Teachers [SRC G.9.] Fill-in only the grade level that is applicable to your school.

Level	Total Enrolment, Current SY		No. of Nationally Funded Teachers (Current SY)				No. of Locally Funded Teachers	No. of Subsidized/ Volunteer Teachers
			TOTAL	Male	Female	²		
Kindergarten								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Grade 7								
Grade 8								
Grade 9								
Grade 10								
Grade 11								
Grade 12								
TOTAL								

⁵ Pupil:teacher ratio = Total enrolment divided by number of nationally-funded teachers.

C.2 Quality of Teachers

C.2.1 Number of Master Teachers

	Number	Carries Full-Time Class Teaching Load	Assigned Grade Levels	Assigned Part-Time to Class Teaching	Assigned Full-Time to Ancillary Services
Master Teacher IV					
Master Teacher III					
Master Teacher II					
Master Teacher I					

**B.1.3 Textbooks.** Indicate number of textbooks per grade level and subject, and the pupil:textbook ratio. **[SRC G.13.]**

Pupil:textbook ratio = Total enrolment divided by the number of textbooks. Fill-in only the grade level that is applicable to your school.

Level	Subject _____		Subject _____		Subject _____		Subject _____		Subject _____	
	Number	Ratio	Number	Ratio	Number	Ratio	Number	Ratio	Number	Ratio
Kindergarten										
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Grade 7										
Grade 8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										
TOTAL										

B.1.4 Library: No. of books: _____ No. of tables: _____ No. of chairs: _____

Give additional information and qualitative description of the library (lighting, space, other fixtures present, etc.)

B.1.5 Other Learning Facilities/Materials (Example: computer, science equipment)

Facility/Material	Number	Qualitative description/condition

Level	Total Enrolment, Current SY	No. of Classrooms			Pupil: Classroom Ratio ¹	No. of Seats			Pupil: Seat Ratio ¹
		In Good Condition	For Repair/ Rehabilitation	Total		In Good Condition	For Repair/ Rehabilitation	Total	
Grade 10									
Grade 11									
Grade 12									
TOTAL									

¹ Pupil:classroom ratio = Total enrolment divided by the total number of classrooms

² Pupil:seat ratio = Total enrolment divided by the total number of seats

B.1.2 Water, Sanitation and Hygiene (WASH) Facilities

B.1.2.a Water Supply/Source. *Tick as appropriate. SOURCE: GESP*

- ☐ Local piped water ☐ Rainwater catchments
☐ Without available water supply ☐ Water well/deep well
☐ Natural source

Is the main source of water functional at present?

- ☐ Yes ☐ No

Pls. cite reasons why: _____

B.1.2.b Handwashing. Is there space for handwashing?

- ☐ Yes If Yes: ☐ with soap ☐ without soap
☐ No

B.1.2.c Functional Toilets [SRC G.11.]

Male		Female	
Number	Ratio ³	Number	Ratio ³

B.1.2.c Toilet Bowls

Male		Female	
Number	Ratio ³	Number	Ratio ³

³ Pupil:toilet ratio = Total enrolment divided by number of toilets

⁴ Pupil:toilet bowl ratio = Total enrolment divided by number of toilet bowls

ANNEX 1A School-Community Data Template

II. SCHOOL PROFILE/DATA

IDENTIFYING INFORMATION

Name of School: _____ School ID: _____
 Address: _____
 District: _____ Municipality: _____
 Division: _____ Region: _____

A. LOCATION, RELATIVE DISTANCE, AND TYPE OF SCHOOL

A.1 Location of the School. Tick the applicable description.

- ☐ Along the highway ☐ Near a river or waterway ☐ On top of a mountain
☐ Near the coastline ☐ By the hillside

A.2 Relative Distance of the School

	Distance in km	Mode of Transportation
a. From the poblacion		
b. From the nearest public elementary school		
c. From the nearest private elementary school		
d. From the nearest public secondary school		
e. From the nearest private secondary school		
f. From the District office		
g. From the Division office		

B. LEARNING ENVIRONMENT

B.1 Physical Infrastructure

B.1.1 Classrooms and Seats [SRC G.10.; G.12.] Fill-in only the grade level that is applicable to your school.

Level	Total Enrolment, Current SY	No. of Classrooms			Pupil: Classroom Ratio ¹	No. of Seats			Pupil: Seat Ratio ¹
		In Good Condition	For Repair/ Rehabilitation	Total		In Good Condition	For Repair/ Rehabilitation	Total	
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									



D.4 Other relevant information. Indicate below any additional information on economic factors in the community which impact on children's education.

E. TECHNOLOGICAL

E.1 Availability of Electrical Supply: What is the source of electricity?

SOURCE: Government Elementary/Secondary School Profile (GESP).

- ☐ Grid supply
☐ Oil-grid supply
☐ Solar power
☐ Generator
☐ Others. Pls. Specify: _____
☐ No source of electricity

E.2 Internet Connectivity

SOURCE: Government Elementary/Secondary School Profile (GESP).

E.2.1 Are there internet service providers in the area?

- ☐ YES ☐ NO

If Yes, check the appropriate internet service provider/s servicing the area:

- | | | | |
|-----------------------------------|--------------------------------|--------------------------------|--|
| <input type="checkbox"/> BAYANTEL | <input type="checkbox"/> GLOBE | <input type="checkbox"/> SMART | <input type="checkbox"/> WIT Global (Satellite) |
| <input type="checkbox"/> DIGITEL | <input type="checkbox"/> PLDT | <input type="checkbox"/> SUN | <input type="checkbox"/> Others. Pls. Specify: _____ |

E.2.2 Does the school subscribe to any of the internet service provider/s listed above?

- ☐ YES ☐ NO

E.2.3 Are there internet café'/shops/WIFI-enabled stations?

- ☐ YES ☐ NO

Pls. Specify: _____

E.3 Other relevant information. Indicate below any additional information on technological factors in the community which impact on children's education.

C. PHYSICAL ENVIRONMENT/ECOLOGICAL PROFILE**C.1 List of local resources/features of the environment that can be used as learning resource/material**

[Example: Rice terraces and water falls; other natural resources in the community]

C.2 Incidence of natural disasters

Tick if there are incidences of any of the following in the last 3 years.

SOURCE: Government Elementary/Secondary School Profile (GESP).

- | | |
|--|--|
| <input type="checkbox"/> Drought | <input type="checkbox"/> Tropical Cyclones (Storm, Typhoon, Tropical Depression, etc.) |
| <input type="checkbox"/> Earthquake | <input type="checkbox"/> Oil Spill |
| <input type="checkbox"/> Fire (includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes) | <input type="checkbox"/> Tsunami |
| <input type="checkbox"/> Flood | <input type="checkbox"/> Public playground |
| <input type="checkbox"/> Volcanic eruption | <input type="checkbox"/> Landslide |
| <input type="checkbox"/> Storm surge | <input type="checkbox"/> Others. Pls. Specify: _____ |

C.3 Result of Disaster incidences

- ☐ School used as an evacuation center

C.4 Other relevant information. Indicate below any additional information on environmental/ecological factors in the community which impact on children's education.**D. ECONOMIC PROFILE****D.1 CBMS Basic Needs Indicators: Economic**

Basic Needs	Core Indicators	Value
Income	Proportion of households with income below poverty threshold	
	Proportion of households with income below subsistence threshold	
Employment	Proportion of households which experienced food shortage	
	Proportion of persons who are unemployed	

D.2 Primary or Major Means of Livelihood of the Households

- ☐ Agriculture/Forestry. Pls. specify the major products: _____
- ☐ Fishery
- ☐ Manufacturing
- ☐ Mining
- ☐ Services
- ☐ Others

D.3 Child Labor Practice

Are there children in the community who are employed in any work that (a) is mentally, physically, socially or morally dangerous and harmful to children, and (b) interferes with their schooling by depriving them of the opportunity to attend school, obliging them to leave school prematurely, or requiring them to attempt to combine school attendance with excessively long and heavy work?

Pls. specify: how many children; in what industry, activity?

- ☐ YES _____
- ☐ NO _____

B.3 Stakeholder support to education [SRC G.16.]

Percentage of parents/guardians and other stakeholders who attend Co-curricular activities, Extra-curricular activities, Meetings, and Assemblies

	Participants and Attendance			Total amount of Contribution		
	Actual Number	Target	%	Labor*	In Kind	Cash
Co-Curricular Activities						
Extra-curricular Activities						
Other Major Activities						

* Computed based on the existing minimum daily wage of the locality/province.

B.4 Incidence of crimes and other human-induced hazards

Tick if there are incidences of any of the following in the last 3 years.

SOURCE: Government Elementary/Secondary School Profile (GESP).

- ☐ Armed conflict as a result of organized crime (terrorism, siege, etc.)
- ☐ Crime against school head/s (murder/homicide, physical injury, rape, sexual harassment, etc.)
- ☐ Crime against school property (theft, robbery, arson)
- ☐ Crime against students (murder/homicide, physical injury, rape, sexual harassment, etc.)
- ☐ Crime against teacher/s (murder/homicide, physical injury, rape, sexual harassment, etc.)
- ☐ Fire (Electrical wiring failure, etc.)
- ☐ Health Threat (i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)
- ☐ Oil Spill
- ☐ Security threat as a result of civilian violence (bomb threats, kidnapping threats, hostage taking, shooting, etc.)
- ☐ Structural collapse (as a result of engineering failures)
- ☐ Others. Pls. Specify: _____

B.5 Other relevant information. Indicate below any additional information on political factors in the community which impact on children's education.

A.2 CBMS Basic Needs Indicators: Social

Basic Needs	Core Indicators	Value
Health	Proportion of child deaths aged 0-5 years old	
	Proportion of women deaths due to pregnancy-related causes	
Nutrition	Proportion of malnourished children aged 0-5 years old	
	Proportion of households living in makeshift housing	
Shelter	Proportion of households classified as squatters/informal settlers	
	Proportion of households without access to safe water supply	
Water & Sanitation	Proportion of households without access to sanitary toilet facilities	
	Proportion of children 6-12 yrs old not in elementary school	
Basic Education	Proportion of children 13-16 yrs old not in secondary school	

A.3 Ethnic groups present in the community:**A.4 Language spoken by the majority:****A.5 Availability of basic social infrastructure and services. Check which of the following are present in the community.**

- | | |
|--|---|
| <input type="checkbox"/> Elementary school (<input type="checkbox"/> Public <input type="checkbox"/> Private) | <input type="checkbox"/> Clean water supply/ water system |
| <input type="checkbox"/> Secondary school (<input type="checkbox"/> Public <input type="checkbox"/> Private) | <input type="checkbox"/> Public library |
| <input type="checkbox"/> Day Care Center | <input type="checkbox"/> Public playground |
| <input type="checkbox"/> Community health center/station | <input type="checkbox"/> Road/Farm-to-market road |
| <input type="checkbox"/> Botika sa Barangay | <input type="checkbox"/> Transportation. Pls specify: _____ |

A.6 Other relevant information. Indicate below any additional information on social, demographic and cultural factors in the community which impact on children's education.

B. POLITICAL/PEACE AND SECURITY/PEACE AND ORDER**B.1 CBMS Basic Needs Indicator: Peace and Order**

Basic Needs	Core Indicators	Value
Peace and order	Proportion of persons who were victims of crime	

B.2 Local mechanisms/structures for peace, security, and order.

Tick if any of the following are present.

- | | |
|---|--|
| <input type="checkbox"/> Active Barangay Council for the Protections of Children (BCPC) | <input type="checkbox"/> Indigenous/local conflict resolution mechanisms |
| <input type="checkbox"/> Police Station | <input type="checkbox"/> Other structures. Pls. specify: |
| <input type="checkbox"/> Barangay tanods | |

ANNEX 1A School-Community Data Template

SCHOOL-COMMUNITY DATA TEMPLATE I. COMMUNITY PROFILE/DATA

IDENTIFYING INFORMATION

Name of the Community/Barangay (s): _____

NOTE: *Community* basically refers to the barangay where the school is located. If applicable, include the name(s) of other nearby barangay(s) where a significant number of enrolled children come from. To make planning easier, this template aims to organize existing school-community data from different sources. If you find it useful to lift data from other templates and transfer it here, you may do so. Otherwise, you can just attach the other data templates to this form.

Municipality: _____

Division: _____

Region: _____

A. SOCIAL, DEMOGRAPHIC AND CULTURAL PROFILE

A.1 Population of Children [SRC A.1.]

Age	Total Population			Number of children NOT in School			%of children NOT in School		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
Grand Total									

NOTE: Data for the above may be obtained from the Community-Based Management System (CBMS). In case data are not available, a mapping of children can be done by a team of teachers and/or community volunteers such as the Barangay Service Point Officers (BSPOs).



Annexes







3

Lay out the graphs, charts, and interpretation using the suggested **SRC Template**. You have the option to create an SRC with a basic layout (**Annex 12A**) or a more advanced one (**Annex 12B**) depending on your resources and skills. Once the SRC is finalized, the School Head, PTA President, Student Body President, and Teacher Representative will sign the SRC to certify its accuracy.

It is important that the SRC be disseminated to stakeholders. The dissemination of SRC could be done through the following:

- Presentation to stakeholders during School Meetings and Assemblies (October and March).
- Posting of SRC in school or Division websites, bulletin boards, and in other public areas.
- Allocating space in the School Journal or Newsletter for SRC Updates.
- Reproduction of enough copies for distribution to the general public.

Note:

If you want to include other information which you think are necessary, please make sure that it falls on the appropriate SRC section:

- **Profiles** – information that describes your school (e.g. enrollment – just describes how many learners you have)
- **Performance Indicators** – reports your school performance in terms of access, quality, and governance (e.g. promotion rate – tells you the percentage of learners who successfully completed the school year, which is a good indicator of school quality)
- **Status of School Projects** – captures the progress of implementation of various school projects (e.g. AIP project on raising the literacy rate of the learners)



Output check

Your team should be able to accomplish the following:

- ☐ SRC

SCHOOL PROFILE

1. Enrollment
2. Health and nutritional status
3. Learners materials
4. Teachers' professional development
5. Funding sources
6. School awards and recognitions

PERFORMANCE INDICATORS**ACCESS**

7. Number and rate of dropouts by cause

QUALITY

8. Percentage of learners who completed the School Year (Promotion Rate)
9. National Achievement Test (NAT) – by Mean Percentage Score (MPS)
10. Literacy level

GOVERNANCE

11. School-Based Management Assessment Level
12. Child-Friendly School Survey result
13. Stakeholders' participation
14. Learner-Teacher ratio
15. Learner-Classroom ratio
16. Learner-Toilet ratio
17. Learner-Seat ratio

STATUS OF SCHOOL PROJECTS

18. Status of Annual Improvement Plan (AIP)/Continuous Improvement (CI) projects
19. Other stakeholders' accomplishments

To check how child-friendly your school is, we have included a copy of the **Child-Friendly School Survey** in **Annex 2A**. This is included in the SRC under 'Performance Indicators: Governance' and should be accomplished during the preparatory phase of the SIP process.

What are the steps in preparing the SRC?

The development of the SRC has three steps:

1

Using the SRC Summary of Indicators as reference, the SPT extracts the data from the School Community Planning Template, Child-friendly School Survey, EBEIS, and reports from the Project Teams and other stakeholders.

2

The SPT analyzes the data and writes the interpretation below the graph or chart using the language most easily understood by stakeholders. The mother-tongue may be used.