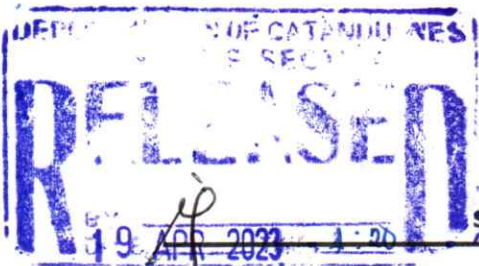




Republic of the Philippines
Department of Education
REGION V - BICOL
SCHOOLS DIVISION OFFICE OF CATANDUANES



April 18, 2023

DIVISION MEMORANDUM

DM No. 152 s.2023

**MONITORING AND EVALUATION ON PRODUCTIVITY
OUTPUTS AND ALIGNMENT TO KEY RESULT AREAS OF PROGRAMS,
PROJECTS, AND ACTIVITIES**

To: Offices of the SDS
Curriculum Implementation Division
School Governance and Operations Division
Public Elementary and Secondary School Heads
All Others Concerned

1. Pursuant to D.M. No. 769, s. 2022 , and UM-10-07-2022, monitoring and evaluation of Programs, Projects, and Activities (PPAs) particularly those funded by the agency listed in the PMIS, shall be conducted and the monitoring and evaluation analysis to be prepared by the School Management, Monitoring and Evaluation (SMME) shall be a mandatory attachment to the program completion report required for the liquidation of expenses on PPAs.
2. Additionally, D.O. No. 29, s. 2022 – Basic Education Monitoring and Evaluation Framework (BEMEF) requires the alignment of PPAs to Key Result Areas (KRAs) where outcomes/outputs of PPAs will now have to be evaluated for rate of compliance.
3. Thus, the implementation of the attached policy on MONITORING AND EVALUATION ON PRODUCTIVITY, OUTPUTS AND ALIGNMENT TO KEY RESULT AREAS OF PROGRAMS, PROJECTS, AND ACTIVITIES (enclosure No. 1)
4. For information and compliance.

SOCORRO V. DELA ROSA
Schools Division Superintendent

SVDL/ MONITORING AND EVALUATION ON PRODUCTIVITY OUTPUTS AND ALIGNMENT TO KEY RESULT AREAS OF PROGRAMS, PROJECTS, AND ACTIVITIES
0005/4-18-23



San Roque, Virac, Catanduanes
(052) 811-40-63
catanduanes@deped.gov.ph
www.depedrovcatanduanes.com
DepEd Tayo-Region V - Catanduanes



Republic of the Philippines
Department of Education
REGION V - BICOL
SCHOOLS DIVISION OFFICE OF CATANDUANES

Enclosure No. 1 to Division Memorandum No. 152, s. 2023

**MONITORING AND EVALUATION ON PRODUCTIVITY
OUTPUTS AND ALIGNMENT TO KEY RESULT AREAS
OF PROGRAMS, PROJECTS, AND ACTIVITIES**

Rationale

Standard monitoring and evaluation tools determine the quality of PPAs conducted, the actual number of PPAs implemented versus the target and whether financial targets were achieved, indicating the percentages of accomplishments or non-accomplishment.

Issues encountered, lessons learned and value adding inputs are likewise reported for policy determination. Resulting adjustments are expected to improve planning and execution of PPAs in the future. Quarterly adjustments are implemented based on the Program Implementation Review and Performance Assessment (PIRPA) on all levels of governance.

What is missing, however, is the measurement of outcomes that will determine if the PPAs conducted have actually resulted in accomplishment in Key Result Areas (KRA). It is not enough, for example, that a number of participants were trained. The important but missing parameter is whether those participants have been capacitated with the applicable skills and learnings that are put to actual use that in turn shall have improved performance of learners and/or improvement in other relevant metrics.

Pursuant to D.O. No. 29, s. 2022 – Basic Education Monitoring and Evaluation Framework (BEMEF), outcomes of PPAs based on the KRAs must be evaluated as to the productivity, outputs, and alignment to the KRAs. Thus, indicators must be measurable, time-bound, and relevant to the KRAs of DepEd SDO Catanduanes.

Mechanics of Implementation

1. PPA proposals that intend to capacitate or improve the core competencies of participants must identify target outcome/s, i.e., skill and/or learning application to produce a specific result; e.g., a) Training in School Improvement Plan (SIP) must result in useful learnings to create up to standard SIPs. b) Training in teaching numeracy must result in a certain percentage of improvement in numeracy performance of learners, etcetera.
2. When applicable, PPAs should target only the top 20% (twenty percent) priority schools and participants to capacitate or to receive technical assistance.





Republic of the Philippines

Department of Education

REGION V - BICOL

SCHOOLS DIVISION OFFICE OF CATANDUANES

3. The threshold for acceptable effectiveness is at least 50 % achievement of indicative target outcome that would show enhancement in productivity, output, and alignment to the stated purpose and/or target KRA.
4. For teacher trainees, the cost of sacrificing contact hours with learners to undergo training/seminar must be taken in consideration for evaluating the benefit derived from said capacity building activity, whether the training is for the improvement of core competencies as teachers.
5. PPAs that could not achieve the desired effectiveness must be re-evaluated for adjustment or dropping out.
6. Determine the top 5% of PPAs in terms of effectiveness and alignment to KRAs to prioritize funding and implementation.
7. Based on the Kirkpatrick's four-level training evaluation model, using the attached **Program Effectiveness Evaluation Form**, the following measurement will be sought to determine the effectiveness of training, as illustrated in the conceptual framework in Annex A:
 - a. Reaction – How participants directly respond to the training (based on the result of Program Evaluation at the end of the training).
 - b. Learning – What knowledge and skills participants acquired due to training.
 - c. Behavior – How behaviors change as a result of training (e.g., on time implementation and/or submission of required outputs).
 - d. Impact – How goals/KRAs of DepEd are impacted due to training (e.g., SIPs are submitted on time, with complete content and analytically prepared; or decrease in failure rate, non-readers, non-numerates).
8. Monitoring and Evaluation using the prescribed tools shall be conducted by the Program Owner of respective PPAs in coordination with the Schools Management, Monitoring and Evaluation (SMME).
9. **Program Effectiveness Evaluations**, the same with other M&Es, shall be submitted to the SMME unit for analysis which shall then be issued by the SMME to the FD Chief concerned and the Program Owner.
10. It is reiterated that **all customized Program Monitoring and Evaluation Forms prepared by Program Owners shall be reviewed by the SMME** for





Republic of the Philippines
Department of Education
REGION V - BICOL
SCHOOLS DIVISION OFFICE OF CATANDUANES

finalization considering that it will be the SMME that shall analyze all Monitoring and Evaluation results pursuant to D.M. 769, s. 2022.

11. The attached Process Flow on Program Evaluation on Effectiveness of PPA shall be adhered to achieve the desired result of this policy.





Republic of the Philippines
Department of Education
REGION V - BICOL
SCHOOLS DIVISION OFFICE OF CATANDUANES

001

PROGRAM EFFECTIVENESS EVALUATION FORM

District: _____ School: _____
School Head: _____ Top 20 Priority School: ___ Yes ___ No

Directions: Please assess the effectiveness of the program according to the indicators below with the required responses to determine accomplishment of intended outcomes.

Title of Project/Program:		
Venue:		
Date Conducted:		
Participants:		
Number of Participants:		
Learning: (Knowledge and skills participants acquired due to Project)		
Behavior: (Narrative of change/s as a result of training, e.g., on time implementation and/or submission of required outputs)		
Program Owner/Conducted by:		
Timeline of Implementation for Accomplishment of Outcomes/Objectives:		Actual Implementation Date:
Target Key Result Area:		
Overall Expected outcome/output of the Project:		





Republic of the Philippines
Department of Education
REGION V - BICOL
SCHOOLS DIVISION OFFICE OF CATANDUANES

Objectives of the Project/Impact on KRAs				
Expected Outcomes/Outputs	Target No.	Actual No.	Gap	% Accomplished
Average Rate of Accomplishment				

What changes would you suggest to improve your school's reading program?

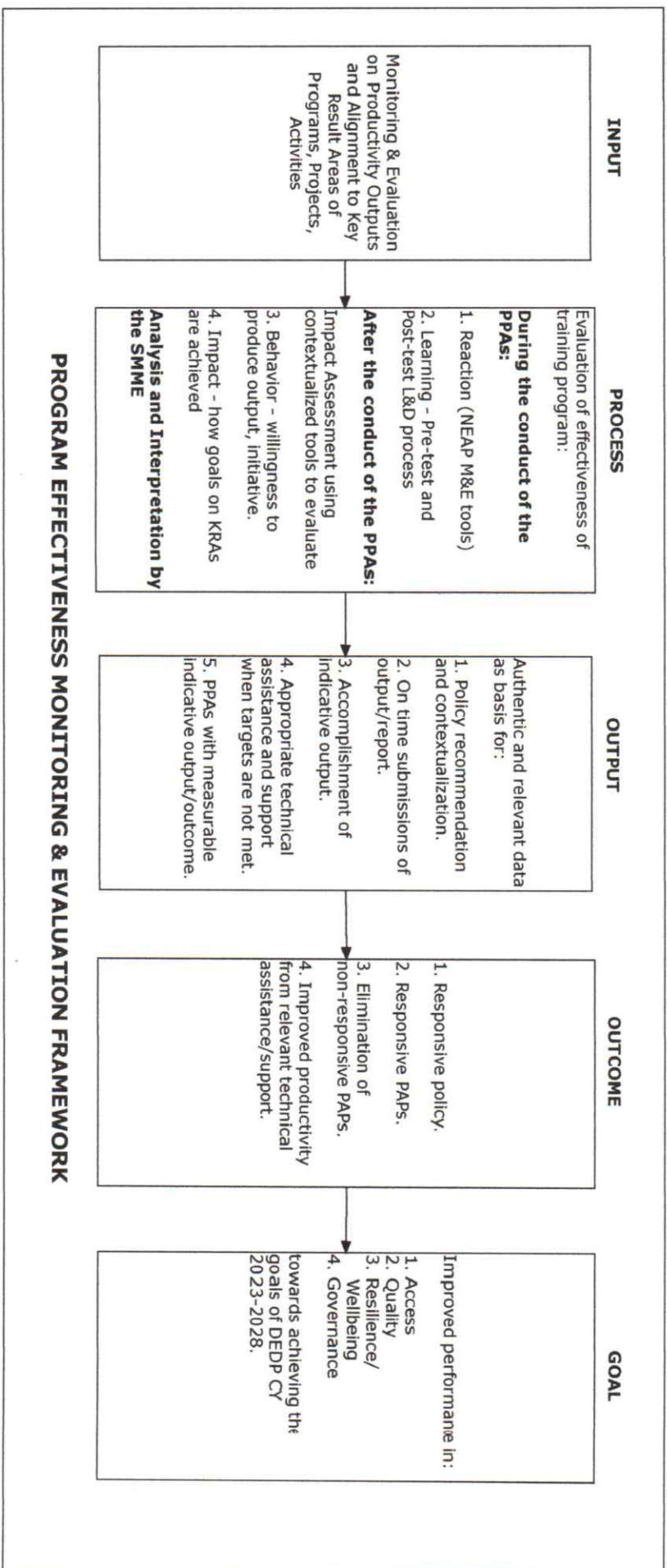
Agreements:

Monitored by: _____

Date evaluated:

Conforme: _____





**PROCESS FLOW
MONITORING and EVALUATION OF PROGRAM EFFECTIVENESS
(PRODUCTIVITY, OUTCOMES AND ALIGNMENT TO KRAs)**

