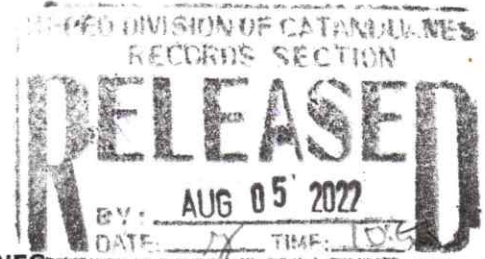




Republic of the Philippines
Department of Education
Region V - Bicol
SCHOOLS DIVISION OFFICE OF CATANDUANES



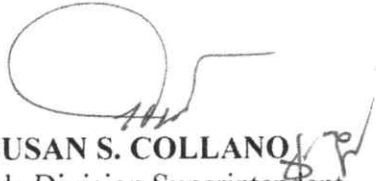
August 3, 2022

DIVISION MEMORANDUM
OSDS-DM-379 _S. 2022

**GUIDELINES IN THE QUALITY ASSURANCE, TECHNICAL ASSISTANCE,
MONITORING AND EVALUATION OF SDO-CATANDUANES CONDUCTED
LEARNING AND DEVELOPMENT (L&D) INTERVENTIONS**

TO: Curriculum Implementation Division
School Governance and Operations Division
Public Elementary and Secondary Schools Heads
All Others Concerned

1. SDO Catanduanes issues the localized Guidelines in the Conduct of Quality Assurance, Technical Assistance, Monitoring and Evaluation of Learning and Development (L&D) Interventions which serves as basis for offices, units, committee, and all others who are involved in the monitoring and evaluation of learning and development interventions. The School Management Monitoring and Evaluation (SMME) unit shall take the lead in the orientation and implementation of this program under the supervision of the SGOD Chief.
2. The enclosed guidelines are aligned to the PRIME HRM level 2 accreditation process of SDO Catanduanes.
3. Immediate dissemination of and strict compliance with this memorandum is directed.


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I. RATIONALE

Pursuant to the monitoring, evaluating and assessing regional learning outcomes as stipulated in Section 7, Item B.4 of the Republic Act 9155 or the Governance of Basic Education Act of 2001, Monitoring and Evaluation (M&E) of program delivery of Learning and Development (L&D) interventions are essential in providing information on the strengths and weaknesses of the learning and development system itself to support sustainability and improvement. This ensures the effectiveness and efficiency of L&D operations. It ensures that program implementation adheres to the standards for the system's inputs, processes, outputs, and outcomes.

In carrying out L&D interventions, Quality Assurance, provision of Technical Assistance and consistent Monitoring and Evaluation contribute to the attainment of the department's thrust of promoting good governance and transparency in the delivery of learning interventions, it is a mechanism that ensures the attainment of the desired level of quality of the expected outputs of certain deliverables.

With the foregoing, SDO Catanduanes has adopted and localized the process with the goal of ensuring quality of learning interventions delivery.

II. SCOPE

SDO Catanduanes establishes these guidelines in ensuring compliance to set standards in the delivery of learning interventions. These guidelines shall apply to all learning intervention activities conducted at the Division, Districts, and Schools.

III. FRAMEWORK of the Learning and Development Quality Assurance, Technical Assistance, Monitoring and Evaluation (Reference: L&D Manual, NEAP)

QATAME is the fifth subsystem of the DepEd Learning and Development System and is embedded in the first four subsystems. It is a mechanism that ensures the attainment of the desired level of quality of the expected output of a certain deliverable and giving attention to every stage of the QATAME process and every subsystem from learning needs to learning evaluation.

Quality Assurance is a process focused concept, where the processes are put in place to ensure the correct steps are done in the correct way. It is assumed that if correct processes are in place, there is an assurance that the actual results will turn out as expected.

Provision of Technical Assistance is the sharing of information, knowledge, expertise, and skills to reach the desired quality of processes and expected outputs of a certain intervention or program. Technical Assistance focuses on particular needs and priorities identified by the program management team or program monitor.

Meanwhile, **Monitoring** is a systematic process of collecting, analyzing, and using information to track a program's progress toward reaching its objectives and to guide management decisions.

Evaluation is a systematic assessment of an activity or program. Evaluation focuses on expected and achieved accomplishments, examining the results chain (inputs, activities, outputs, outcomes, and impacts), processes, contextual factors, and causality, in order to understand achievements or the lack of achievements. Evaluation aims at determining the relevance, impact, effectiveness, efficiency and sustainability of interventions and the contributions of the intervention to the results achieved.

IV. QATAME IN THE LEARNING & DEVELOPMENT SYSTEM

1. L and D Needs Assessment (QATA)

- Assuring quality of the process in assessing learning needs
- Providing technical assistance to ensure that the process involve in learning needs assessment adheres to the set standards

2. L and D Planning (QATA)

- Assuring that the plan conforms with the standards of a good and doable plans
- Providing technical assistance to assure that the plan conforms with the standards

3. L and D Design and Resource Package (QATA)

- Assuring that the design and resource package conform with the standards and based on plan
- Providing technical assistance to assure that the design and resource packages conform with the standards

4. L and D Delivery (QATAME)

- Assuring quality of the conduct of the interventions
- Monitoring the conduct of the intervention
- Providing technical assistance based on the data gathered during conduct of intervention

5. L and D Learning Evaluation (TAME)

- Writing of reports and recommendations for the improvement of future interventions and for policy action
- Monitoring and evaluation of application project
- Monitoring and evaluation of the job-embedded learning
- Conduct of impact study

V. TRAINING PROGRAM STANDARDS

Standards	Quality Principles
<p>1. Competency-based, inclusive, and aligned with DepEd VMV and Strategic directions: The training program is responsive to the agency's requirements and the participants' needs while promoting inclusiveness and equity.</p>	<ul style="list-style-type: none"> • The training program is anchored on competency-based assessment of development needs. • The training program meets the personnel development requirements of the agency consistent with its mission-vision mandate and strategic direction and priorities. • The training program is accessible to all employees and recognizes diversity, especially with respect to gender, special needs, and the like. • Training design and methodologies are based on adult learning principles. • The activities and contents are logically sequenced and are aligned to the goal and objectives of the program. • The program identifies how learning can be assessed and applied in the work area.
<p>2. Sound Learning and development principles: The training design is developed based on sound learning and development principles.</p>	<ul style="list-style-type: none"> • Training design and methodologies are based on adult learning principles • The activities and content are logically sequenced and aligned to the goals and objectives of the program. • The program identifies how learning can be assessed and applied in the work area.
<p>3. Clear training management structure and accountabilities.</p>	<p>The management structure delineates roles and responsibilities. At the minimum, the management structure shall include the following:</p> <ul style="list-style-type: none"> • Program Manager – oversees the entire program, coordinates all efforts. • Training Manager – focuses on actual training to ensure that the program is implemented as planned. • Trainiers/Learning Facilitators – delivers the training. • Logistics Officer – plans and secure logistics to support the training. • Welfare Officer – ensures that provisions for health and wellness are taken care of. • Finance Officer – oversees the efficient allocation of funds and timely release as well as documentation for liquidation. • M and E Coordinator – implements M&E activities and prepares reports. • QATAME associates • Documenters • Secretariat <p>*Specific persons are assigned to perform tasks and responsibilities.</p>

Standards	Quality Principles
<p>4. Efficient logistical arrangements: The training logistical arrangements ensure that participants' learning is maximized.</p>	<ul style="list-style-type: none"> • The venue selected has met the training requirements (facilities, workspaces, toilets, internet connectivity, provision for health and other emergencies, etc.), security and safety, and accessibility. • The accommodation has met the requirements (toilets, internet connectivity, and provision for emergencies), security and safety, accessibility to the training venue, if separate from the venue. • Food provision has met the requirements (quantity, quality, diet requirements of participant, restrictions, etc.) • The training materials are available, adequate for all the participants, relevant to the needs of the participants and useable in their work area. • The training support materials are available, adequate for needs of the participants and the management staff.
<p>5. Effective training delivery</p>	<ul style="list-style-type: none"> • Management staff and learning facilitators/trainers/resource persons are selected based on a set of criteria and requirements of the training program. • The learning facilitators/trainers/resource persons are at the minimum oriented on the design, content, and methodologies of the training. • The management staff are cordial, respectful, and act on concerns immediately, appropriately, and effectively. • The delivery is based essentially on the training design and session plan. • The total number of participants and class size are set at a manageable level (1 trainer, max of 60 participants; total pax should not exceed than what is logistically possible with respect to the venue, number of learning facilitators, trainers, etc.) • The participants are engaged in activities that provide opportunities to maximize learning and demonstrate what they have learned.
<p>6. Embedded monitoring and evaluation: The training has a QATAME mechanism that ensures, quality delivery, maximum learning, and continuous improvement.</p>	<ul style="list-style-type: none"> • The QATAME plan is integrated in the training plan. • The QATAME is organized consistent with the plan. • The QATAME work responsibilities are indicated. • The QATAME data are gathered and processed immediately. • The QATAME results are used to inform improvement efforts and policy decision.

VI. QATAME ROLES AND FUNCTIONS

A. Division Office

Team/Team Member	Roles and Functions
SDO Team Leader: SGOD Chief	Oversee the effective implementation of QATAME systems and processes in the Division.
Focal Person: SMME SEPS	<ul style="list-style-type: none"> • Prepares QATAME plan and submits the same to the program manager. • Ensure that the QATAME processes such as the gathering (through monitoring tools and FGD), analysis of data as well as the presentation of findings are observed and ensures protocol is observed in these processes. • Consolidates QATAME results and submits report to the program manager. • Conducts orientation and or training for QATAME associates. • Conducts evaluation of the QATAME processes. • Ensures that QATAME associates are evaluated by the Training Manager and Facilitators and by the other training personnel as may be necessary. • Provides input, i.e., results of the QATAME during the debriefing. • Ensures that debriefing happens at the class level. • Participates in the selection of trainers/learning facilitators for quality assurance purposes.
QATAME Associate/Monitor: SMME EPS II or as designated by the Schools Division Superintendent	<ul style="list-style-type: none"> • Conducts QATAME of SDO conducted trainings. • Gather data through the appropriate monitoring tool or FGD. • Consolidates and analyze data. • Presents findings during the debriefing. • Monitors implementation agreements. • Submits report to the program owner/program manager. • Participates in the inspection of venues. • Conducts quality assurance of training materials.

B. District Office Level

Team/Team Member	Roles and Functions
Focal Person: PSDS	Oversee the effective implementation of QATAME systems and processes in the schools' district. <ul style="list-style-type: none"> • Prepares quality assurance plan. • Ensures the availability of speakers/resource persons. • Ensures the quality assurance processes such as gathering of data (through monitoring tools and FGD), data analysis as well as that presentation of findings are observed and ensures protocol is observed in these processes. • Conduct evaluation of the quality assurance processes.

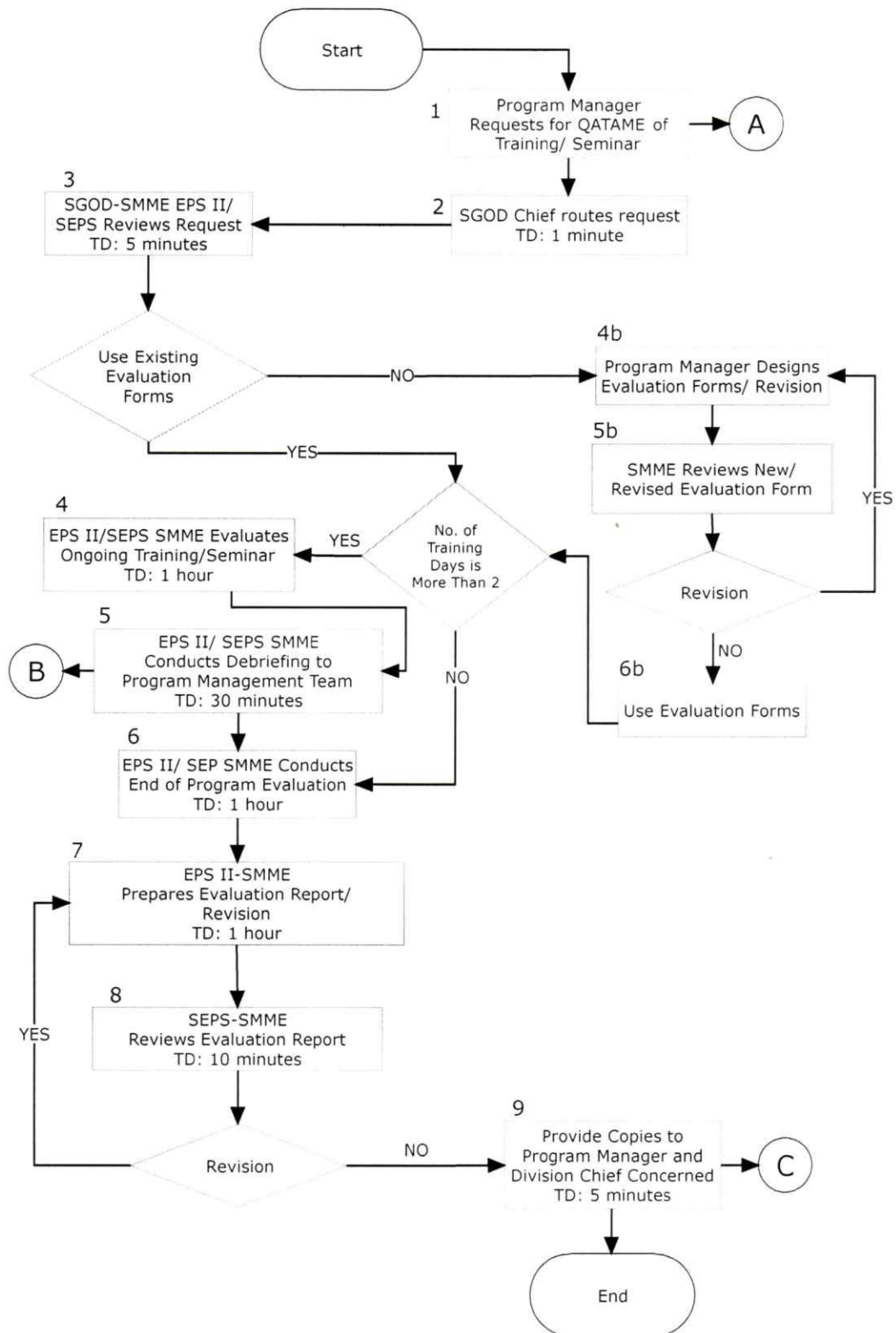
	<ul style="list-style-type: none"> • Provides inputs, i.e., results during the District MEA. • Evaluation of Application Projects. • Evaluation of the Job-Embedded Learning. • Impact Study.
QATAME Associate/Monitor: School Head or as designated by the PSDS	<ul style="list-style-type: none"> • Conducts quality assurance of the district trainings/SLAC. • Consolidates and analyzes data. • Presents finding during debriefing. • Consolidates agreements during the debriefing. • Monitor implementation of agreements. • Submits report to the District Supervisor/District Coordinating Principal. • Participates in the inspection of venues. • Conducts quality assurance of training materials.

C. School Level

Team/Team Member	Roles and Functions
Focal Person: School Head	Oversee the effective implementation of the quality assurance systems and processes in the school. A) School Trainings/SLAC conducted; B) Evaluation of Application Projects; C) Evaluation of Job-Embedded Learnings; D) Impact Study. <ul style="list-style-type: none"> • Prepares quality assurance plan for trainings and submits the same to the District Supervisor. • Ensures the availability of speakers/resource persons. • Ensures the quality assurance processes such as gathering of data (through monitoring tools and FGD), data analysis as well as that presentation of findings are observed and ensures protocol is observed in these processes. • Assessment of Application Projects. • Assessment of the Job-Embedded Learning. • Impact Study.
QATAME Associate/Monitor: Master Teacher/Teacher designated by the School Head	<ul style="list-style-type: none"> • Conducts quality assurance of the school trainings/SLAC. • Consolidates and analyzes data. • Presents finding during debriefing. • Consolidates agreements during the debriefing. • Monitor implementation of agreements. • Submits report to the School Head using the prescribed format. • Participates in the inspection of venues. • Conducts quality assurance of training materials.

VII. QATAME PROCESS

PROCESS FLOW OF QUALITY ASSURANCE, TECHNICAL ASSISTANCE, MONITORING AND EVALUATION (QATAME)



Data are gathered using the Quality Assurance (QA) tools and forms and through the Focus Group Discussion (FGD) with the participants. If a customized QA tool is needed for a particular program or activity, the program owner/program manager shall prepare the QA tool or form which will then be reviewed by the SMME for implementation.

The quantitative data shall then be analyzed and validated through the results or FGD. In the debriefing process, issues and concerns shall then be deliberated by the program management team, learning facilitators, and the M&E coordinator. Any adjustments shall be done in order to improve the delivery of services and to cater to the needs of the participants.

VIII. QUALITY ASSURANCE TOOLS AND FORMS

Tools and Techniques	Standards	Who and When to Accomplish
Sessions and Facilitators Evaluation	4,5 and 6	Accomplished by the participants at the end of a training day (online or paper-based) if program is more than 2 days
Process Observation Tool	2 and 5	Accomplished by the assigned QATAME associate during the sessions if program is more than 2 days
Post-Training Evaluation/Program Evaluation	3,4, 5 and 6	Accomplished by the participants at the end of the program (<i>Minimum requirement if Sessions and Facilitators and or Process Observation is not possible</i>)

IX. MONITORING AND EVALUATION

The Division Office through the School Governance Operations Division-School Management Monitoring and Evaluation (SGOD-SMME) shall regularly monitor the implementation of this memorandum and give feedback during the quarterly Monitoring and Evaluation Adjustment (MEA) conference.

The Quality Assurance analysis of result shall become part of the Completion Report of all learning and development interventions.

X. EFFECTIVITY

This guideline shall take effect upon its approval and remain in force until repealed, amended, or rescinded accordingly.

XI. REFERENCES

1. R.A 9155 or the Governance of Basic Education Act of 2001, Section 7, B.4.

2. Training and Development System Operations Manual Vol. 1 (DepEd STRIVE, BESRA, June 10, 2010).
3. Learning and Development Manual, NEAP.

XII. ANNEXES

1. Process Observation Form
2. Sessions and Facilitators Evaluation Form
3. Program Evaluation Form