




Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Cordillera Administrative Region  
**SCHOOLS DIVISION of BENGUET**  
Wangal, La Trinidad, Benguet  
Telefax (074)422-6570;(074)422-7501



**DIVISION MEMORANDUM No. 215, 2020**

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

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

FROM:  **BENILDA M. DAYTACA, EdD, CESO VI**  
Assistant Schools Division Superintendent  
OIC-Office of the Schools Division Superintendent

DATE: September 10, 2020

1. SDO Benguet 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.
2. The enclosed guidelines are aligned to the Division branding that Integrity Yields Accomplishments Modifies Advancements, Nurtures Excellence – “IYAMAN”.
3. Immediate dissemination and strict compliance of this memorandum is directed.

Encls: As stated

References:

RM 423, s. 2019  
RA 9155 or the Governance of Basic Education Act of 2001 (Section 7, B.4)  
Learning and Development Manual, NEAP

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

**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 is essential in providing information on the strengths and weaknesses of the learning and development system itself in order 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 in 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.

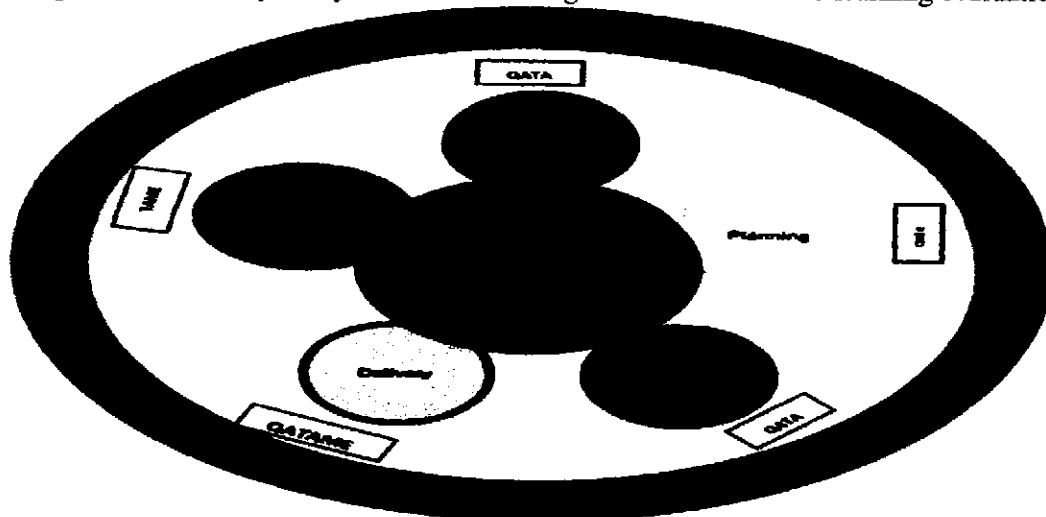
With the foregoing, SDO Benguet has adopted and localized the process with the goal of ensuring quality of learning interventions delivery.

**II. SCOPE**

SDO Benguet 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, District 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 assessment 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 plan
  - 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 desiB1 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><b>Competency-based, inclusive and aligned with DepEd VMV &amp; strategic directions:</b> The training program is responsive to the agency's requirements and the participants' needs while promoting inclusiveness and equity</p>	<p>The training program is anchored on competency-based assessment of development needs</p> <p>The training program meets the personnel development requirements of the agency consistent with its mission-vision, mandate and strategic direction and priorities</p> <p>The training program is accessible to all employees and recognizes diversity especially with respect to gender, special needs, and the like.</p> <p>Training design and methodologies are based on adult learning principles</p> <p>The activities and content are logically sequenced and are aligned to the goals and objectives of the program</p> <p>The program identifies how learning can be assessed and applied in the work area</p>
<p>2. Sound learning and development principles: The training design is developed based on sound learning and development principles</p>	<p>Training design and methodologies are based on adult learning principles</p> <p>The activities and content are logically sequenced and are aligned to the goals and objectives of the program</p> <p>The program identifies how learning can be assessed and applied in the work area</p>
<p>3. Clear training management structure and accountabilities.</p> <ul style="list-style-type: none"> <li>• The training program has management structure that identifies accountabilities and responsibilities</li> </ul>	<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"> <li>• Program manager oversees the entire program, coordinates all efforts</li> <li>• Training Manager — focuses on actual training to ensure that the program is implemented as planned</li> <li>• Trainers/Learning Facilitators — delivers the training</li> <li>• Logistics Officer — plans and secures logistics to support the training</li> <li>• Welfare Officer ensures that provisions for health, wellness, security are taken care of</li> <li>• Finance Officer — oversees the efficient allocation of funds and timely release as well as documentation for liquidation M and E Coordinator — implements M and E activities and prepares report</li> <li>• QATAME Associates</li> <li>• Documenters</li> <li>• Secretariat</li> </ul> <p>* Specific persons are assigned to perform tasks and responsibilities</p>
<p>4. <b>Efficient logistical arrangements:</b> The training logistical arrangements ensure that participants' learning is maximized</p>	<p>The venue selected has met the training requirements (facilities, workspaces, comfort rooms, internet connectivity, provision for health and other emergencies, etc.), security and safety, accessibility</p> <p>The accommodation has met the requirements (comfort rooms, internet connectivity, and provision for emergencies), security and safety, accessibility to the training venue, if separate from the venue</p> <p>Food provision has met the requirements (quantity, quality, diet requirements of participants, restrictions, etc.)</p> <p>The training materials are available, adequate for all the participants, relevant to the needs of the participants, usable in their work area</p> <p>The training support materials are available, adequate for needs of the participants and the management staff</p>

<p><b>5. Effective training delivery:</b> The training delivery is effectively delivered and well supported</p>	<p>Management staff and learning facilitators/trainers/resource persons are selected based on a set of criteria and requirements of the training program</p> <p>The learning facilitators/trainers/resource persons are at the minimum oriented on the design, content and methodologies of the training</p> <p>'The management staff are cordial, respectful and act on concerns immediately, appropriately and effectively</p> <p>'The delivery is based essentially on the training design and session plan</p> <ul style="list-style-type: none"> <li>• The total number of participants and class sizes are set at a manageable level</li> </ul> <p>(1 trainer: max of 60 pax; total pax should not exceed than what is logistically possible respect to venue, number of learning facilitators, trainers, etc.</p> <p>The participants are engaged in activities that provide opportunities to maximize learning and demonstrate what they have learned</p>
<p><b>6. Embedded monitoring and evaluation:</b> The training has a QATAME' mechanism that ensures quality delivery, maximum learning and continuous improvement</p>	<p>The QATAME plan is integrated in the training plan</p> <p>The QATAME is organized consistent with the plan</p> <p>The QATAME work responsibilities are indicated</p> <p>The QATAME data are gathered and processed immediately</p> <p>The QATAME results are used to inform improvement efforts and policy decisions</p>

## VI. QATAME TEAM ROLES AND FUNCTIONS

### A. Division Office

	Roles and Functions
<p><b>SDO Team Leader:</b> SGOD Chief</p>	<p>Oversee the effective implementation of QATAME systems and processes in the Division</p>
<p><b>Focal Person:</b> SMME - SEPS</p>	<ul style="list-style-type: none"> <li>• Prepares QATAME plan and submits the same to the program manager</li> <li>• 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</li> <li>• Consolidates QATAME results and submits report to the program manager</li> <li>• Conducts orientation and/or training for QATAME associates</li> <li>• Conducts evaluation of the QATAME process</li> <li>• Ensures that all QATAME associates/ monitors are evaluated by the Program Management Team</li> <li>• Ensures that QATAME associates are evaluated by Training Manager and Facilitators and by other training personnel as may be necessary</li> <li>' Provides input i.e. results of the QATAME during the debriefing <ul style="list-style-type: none"> <li>• Ensures that debriefing happens at the class level</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Participates in the selection of trainers/LFs for QA purposes</li> </ul>
<b>QATAME</b> Associate/Monitor: SMME ESPII	Conducts QATAME of the SDO conducted trainings Gathers data through the appropriate monitoring tool and FGD Consolidates and analyzes data Presents findings during the debriefing Consolidates agreements during the debriefing Monitors implementation of 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

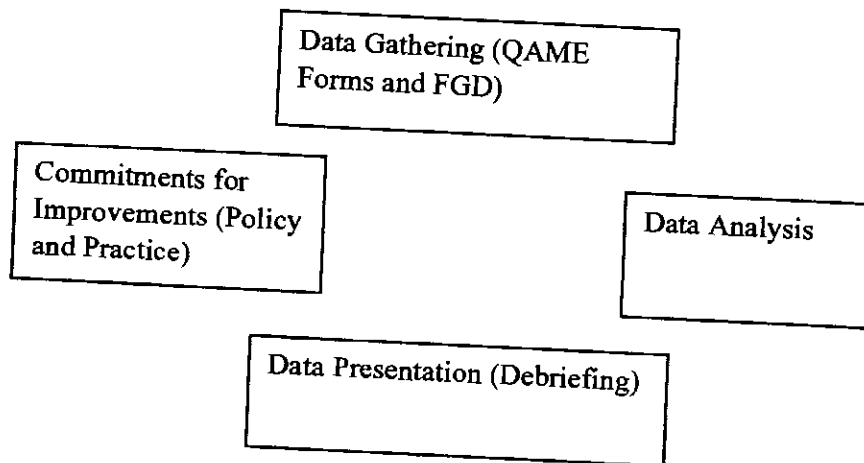
	Roles and Functions
<b>Focal Person:</b> <b>PSDS/CP</b>	Oversee the effective implementation of Quality Assurance systems and processes in the schools' district.
	<ul style="list-style-type: none"> <li>• Prepares quality assurance plan</li> <li>• Ensures the availability of speakers/ resource persons.</li> <li>• Ensures that the quality assurance 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</li> <li>• Conducts evaluation of the quality assurance process            Provides input i.e. results during the District MEA           <ul style="list-style-type: none"> <li>• Evaluation of Application Project</li> <li>• Evaluation of the Job-Embedded Learning</li> <li>• Impact Study</li> </ul> </li> </ul>
<b>QATAME</b> Associate/Monitor: School Head or as designated by the PSDS	Conducts quality assurance process of the district training/s /SLAC Consolidates and analyzes data Presents findings during the debriefing Consolidates agreements during the debriefing Monitors 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

	Roles and Functions
<b>Focal Person:</b> <b>School Head</b>	Oversee the effective implementation of quality assurance systems and processes in the school. A) School Trainings/SLAC conducted B) Evaluation of Application Project/s C) Evaluation of the Job-Embedded Learning D) Impact Study

	Prepares quality assurance plan for trainings and submits the same to the School Head Ensures the availability of speakers/ resource persons. Ensures that the quality assurance processes such as the gathering (through monitoring tools and FGD), analysis of data as well as the presentation of findings are observed. Assessment of Application Project Assessment of the Job-Embedded Learning Impact Study
<b>QATAME</b> Associate/Monitor: Master Teacher/teacher designated by the School head	Conducts quality assurance of school training/s /SLAC Consolidates and analyzes data Presents findings during the debriefing Consolidates agreements during the debriefing Monitors 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



Data are gathered using the Quality Assurance tools and forms and through the Focus-Group Discussion (FGD) with the participants. The quantitative data shall then be analyzed and validated through the result of the 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

### I. Pre-Implementation

Tools and Techniques	Standards	Who and When to Accomplish?
Training design and Resource Package Evaluation	1,2	Before the training
Management and Logistical Arrangements Evaluation	3,4	Before the training

On-site monitoring (Form E)	3, 5 and 6	Accomplished by QAME associate
Session and Facilitator's Evaluation	4, 5 and 6	Accomplished (at the end of the day) by the participants (online or manual)
Process Observation Tool	2 and 5	Accomplished by the assigned QAME associate during the session
Post-training Evaluation	3, 4, 5 and 6	Accomplished at the end of the program (may be done away with if data are captured in the

## **X. MONITORING AND EVALUATION**

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

## **XI. EFFECTIVITY**

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

## **XII. REFERENCES**

- RA 9155 or the Governance of Basic Education Act of 2001 (Section 7, B.4)
- Training and Development System OPERATIONS MANUAL vol. 1 (DepED STRIVE, BESRA, June, 2010)
- Learning and Development Manual, NEAP



QAME Form D  
SESSION EVALUATION  
(To be administered every after a session)

Session Topic:

Session Facilitator:

Date:

Directions: Rate the session and the facilitator using the rating scale. Put a check/ tick under the column of your response.

Directions in this session...	Strongly Agree	Agree	Disagree	Strongly Disagree
1. the topic was relevant to our work				
2. the session was well-planned				
3. the objectives of the session were achieved				
4. the time allotment for the topic was adequate				
5. the activities were appropriate for adult learners				
6. time to start and to end was observed				
7. the learning materials were adequate and relevant				
8. the support materials were adequate				
9. the participants were able to demonstrate their learning				

**B. Summary of Results**

Summary of ratings per indicator are computed as follows:

- Excellent - 3.75-4.00
- Very Satisfactory - 3.49 - 3.74
- Satisfactory - 3.23 - 3.48
- Needs Improvement - 3.22 and below

**Overall Total**

<i>INDICATORS</i>	<i>RATING</i>
<b>Session and Facilitator</b>	<b>3.78</b>
<b>Program Management and Operations</b>	<b>3.55</b>

**Descriptive Rating:**

- 3.75-4.00 - Excellent (E)
- 3.49 - 3.74 - Very Satisfactory (VS)
- 3.23 - 3.48 - Satisfactory (S)
- 3.22 and below - Needs Improvement (NI)