

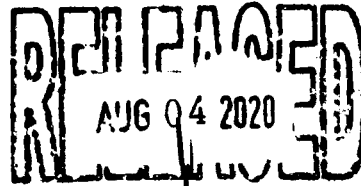


Republic of the Philippines

# Department of Education

CORDILLERA ADMINISTRATIVE REGION

OFFICE OF THE REGIONAL DIRECTOR



July 17, 2020

Regional Memorandum  
No. 223 - 2020

DEPED-CAR

## REGIONAL GUIDELINES ON THE ADOPTION OF TECHNICAL ASSISTANCE FRAMEWORK

To: Assistant Regional Director  
Schools Division Superintendents  
Regional Office Functional Division Chiefs and Unit Heads  
All others concerned

1. Pursuant to the implementation of **Sulong Edukalidad** of the K to 12 Basic Education Curriculum with its four key reform areas: (1) K to 12 Curriculum review and update; (2) Improvement of learning environment (3) Teachers' upskilling and reskilling; and (4) Engagement of stakeholders for support and collaboration, in the context of the Cordillera Indigenous People's Education (IPEd), DepEd CAR issues the Technical Assistance Framework as guide for all activities and programs for the Region, School Divisions, Districts including the school in the efficient implementation and delivery of the curriculum.
2. This guideline aims to facilitate the provision of technical assistance to the Schools Division Offices for continuous improvement, leadership and management performance and effective delivery of services across governance levels for the improvement of learning outcomes.
3. This framework shall guide the Regional Field Technical Assistance Team (RFAT), Division Field Technical Assistance Team (DFTAT), District Technical Assistance Team (DisTAT) and School Technical Assistance Team (STAT) in delivering technical assistance to Elementary and Secondary schools including Alternative Learning System, District Offices and Schools Division Offices employees regardless of age, gender, religious affiliation, ability or disability, and ethnicity or cultural background.
4. Immediate dissemination of this Memorandum is directed.

  
MAY B. ECLAR PhD, CESO V  
Regional Director

FTAD/FEV/EET/marjolchar2020  
06.26.2020



Address: Wangal, La Trinidad, Benguet, 2601  
Telephone No: (074) 422 - 1318 | Fax No.: (074) 422-4074  
Website: [www.depedcar.ph](http://www.depedcar.ph) | Email Address: [car@deped.gov.ph](mailto:car@deped.gov.ph)



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# TECHNICAL ASSISTANCE FRAMEWORK

## I. RATIONALE

The Department of Education Cordillera Administrative Region (DepEd CAR) has taken on the challenge of implementing K to 12 Basic Education Program from the very foundation of this reform: culture as the bedrock of our educational system. This is concretely manifested by the region's IPED. Because CAR is formed by virtue of a constitutional recognition of Indigenous Cultural Communities and ancestral domains in the contiguous provinces and cities, it's only fitting that cultural roots are given attention in the delivery of the new curriculum (My Home, 2015).

Pursuant to the implementation Sulong Edukalidad of the K to 12 curricula, learning environment, teachers' upskilling and reskilling; and engagement of stakeholders for support and collaboration in the context of the Cordillera, DepEd CAR issues the Technical Assistance Framework as guide for all activities and programs for the regional, schools division, district offices including the school in the efficient implementation of the curriculum.

Republic Act No. 9155, or the "Governance of Basic Education Act of 2001", decentralized education governance, and made "the school as the heart of the formal education system" and shifted the focus of education management to School Based Management (SBM).

The Department of Education's initiative made more specific roles and responsibilities of the various levels of the Department in support of School Based Management. It has underscored once more that the different levels of the Department have their major responsibilities to their respective next level office. This means that the Central Office has its regions as its main responsibility; the Division Office has schools as its main responsibility in leading, guiding, monitoring and evaluating and in providing technical assistance towards effective SBM in the schools and eventually, towards achieving higher learning outcome

## II. OBJECTIVES

Technical Assistance seeks to facilitate the provision of support and guidance to Schools Division Offices and schools for continuous improvement of leadership and management performance, delivery of services across governance levels for the improvement of learning outcomes.

Specifically, this TA framework aims to strengthen the school's division offices by:

1. Providing relevant, timely and appropriate technical assistance and enabling interventions to school's division offices to help achieve their goals and targets through the coordination of all the regional office divisions, units and sections;
2. Improving academic performance/learning outcomes of the schools;
3. Enhancing knowledge, skills, and attitudes of the TA providers to ensure the effective delivery of services; and
4. Improving SBM level of practice and continuous improvement.

## III. POLICY STATEMENT

DepEd CAR issues the guidelines on the adaption of Technical Assistance Framework which aims to facilitate the provision of technical assistance to the Schools Division Offices for the efficient implementation of the School Based Management.

## IV. SCOPE

As mandated in RA 9155, technical assistance in education must be embedded as an inherent task of all regional office divisions, units and sections in the region.

For the Schools Divisions, provision of technical assistance to schools is focused not only on the development and preparation of their plans, but also on the implementation of programs and projects outlined in the ESIP/AIP, and in the implementation of Schools Based Management for continuous school improvement.

For the Schools Districts, provision of technical assistance (DisTAT – PSDS, DALC, SHs) to schools is focused on school management, instructional supervision, curriculum development, enrichment and localization, learning outcomes assessment and research.

For schools, the STAT will focus their technical assistance to the teachers and learners based on the result of SMEA, SPI, SSTR, eSAT-DP, COT, CFSS and other learning outcomes and researches.

## V. DEFINITION OF TERMS

For the purposes of this guidelines, the following terms are defined and understood as follows:

1. **Assessment** is the clear understanding of actual situation which provides basic information on the present status of the school's division and schools to identify needs and gaps requiring technical assistance.
2. **Best Practice** any time-tested practices creativity or innovation that improves efficiency and productivity in the school and division office.
3. **Technical assistance** is any form of professional help and guidance or support towards helping clients to be more effective in the performance of their respective functions. This can be in the form of direct sharing of information, helping them learn a competence, or indirectly, referring them to the source of information and competence they need.
4. **Team Leader** manages the functioning of his team.

## VI. LIST OF ACRONYMS

AIP	Annual Implementation Plan
CID	Curriculum Implementation Division
CLMD	Curriculum Learning and Management Division
CFSS	Child Friendly School System
COT	Classroom Observation Tool
DALSC	District Alternative Learning System Coordinator
DFTAT	Division Field Technical Assistance Team
DMEA	Division Monitoring Evaluation and Adjustment
DisMEA	District Monitoring Evaluation and Adjustment
DisTAT	District Technical Assistance Team
DTAP	Division Technical Assistance Plan
ES/EPS	Education Program Supervisor /Education Program Specialist
eSAT - DP	Electronic Self-Assessment Tool – Demographic Profile
ESIP	Enhanced School Improvement Plan
ESSD	Education Support Services Division
FD	Finance Division
FTAD	Field Technical Assistance Division
HRDD	Human Resource Development Division
ICTU	Information and Communications Technology Unit
IMs	Instructional Materials
M & E	Monitoring and Evaluation
BE	Brigada Eskwela
OBE	Oplan Balik Eskwela
OPCR	Office Performance Commitment Review
PAU	Public Affairs Unit
PPRD	Policy, Planning and Research Division
PSDS	Public Schools District Supervisor
QAD	Quality Assurance Division
QAMET	Quality Assurance Monitoring and Evaluation Team
REDP	Regional Education Development Plan
REXECOM	Regional Executive Committee
RFTAT	Regional Field Technical Assistance Team
RMEA	Regional Monitoring Evaluation and Adjustment
ROMEA	Regional Office Monitoring Evaluation and Adjustment
RPMS	Results-Based Performance Management System
RTAP	Regional Technical Assistance Plan
SBM	School-Based Management
SGOD	School Governance and Operations Division

SHN	School Health and Nutrition
SMEA	School Monitoring Evaluation and Adjustment
SMME	School Management, Monitoring and Evaluation
KPIs	Key Performance Indicators
STAT	School Technical Assistance Team
SSTR	School Summative Test Result
TNA	Training Needs Assessment

## VII. TEAM COMPOSITION

### Regional Level

All the chiefs of functional divisions act as team leader while the Education Program Supervisors, Education Program Specialists, unit heads and technical personnel act as members and they will be divided into teams. Each team is assigned a number of Schools divisions to take care or provide technical assistance. They serve as the extended arm of the management reaching out to all school's divisions. Since all chiefs are members of the Regional Executive Committee (REXECOM), they can easily report the monitoring and evaluation conducted, thereby can easily identify who is responsible and accountable for a specific need in a specific division. Team leadership may also rotate depending on the needs of the school's division at any time.

### RFTAT Composition

Chairperson: Regional Director  
 Co-chair: Assistant Regional Director  
 Team Leader: can be designated or chosen by the members (Chief / Education Program Supervisor of FTAD)  
 Members: Representatives from all functional divisions in the region (Admin, CLMD, ESSD, FTAD, HRDD, FD, PPRD, QAD, ICT, Legal, PAU)

- Chiefs of all functional divisions
- Education Program supervisors
- Unit Heads
- Senior Education Program Specialist
- Education Program Specialist
- Technical Personnel and other regional office personnel

### Division Level

All the Education Program Supervisors, Senior Education Program Specialists, Education Program Specialists, Technical Personnel and Public School District Supervisors in the division office shall be divided into teams. Each team is assigned a number of districts/schools to take care of and serve as the extended arm of the division management in reaching the schools. The Chiefs/EPS of SGOD/CID act as team leader, similar to the regional structure, this delivery structure ensures accountability among division personnel.

The team leader manages the functioning of his TA team and reports directly to respective chief (CID and SGOD)/ Office of the ASDS and SDS during division EXECOM. Team leadership may also be rotated depending on the needs of the districts/schools under their care.

### DFTAT Composition

Chairperson SDS  
 Co-chair ASDS  
 Team Leader to be assigned by SDS  
 Co-Team Leader to be assigned by SDS  
 Members: Chiefs (CID/SGOD)  
 EPS  
 PSDS / Coordinating principal  
 SEPS

EPS II  
Designated division coordinators  
Technical Personnel and other division personnel

## **VIII. ROLES, FUNCTIONS AND RESPONSIBILITIES**

TA providers are expected to perform the following roles and functions:

1. provide support, coaching and guidance to clients in the performance of their functions.
2. regularly appraise clients on the status of their performance and do their functions
3. provide the necessary information in the performance of their functions more effectively
4. provide motivation and encouragement to move forward and for continuous improvement
5. utilize data gathered to inform regional TA providers in aid for policy formulation

In order to perform these roles and functions, TA providers have the following responsibilities:

1. Guide and help clients in planning, strategizing, implementing plans, evaluating performance and accomplishments
2. share information regarding directions from higher management.
3. Share information regarding the existence/availability of needed resources both from within and outside DepEd.
4. Offer clients information where to source out the needed TA
5. Give feedback, especially those coming from their clients for continuous improvement.
6. Commit to perform specific roles as indicated in the plan
7. Recommend needed Capacity building for TA providers to improve service delivery
8. Keep record on provided TA for references
9. Keep records of clients being assisted with specific assistance given

Functions and responsibilities of client

While TA providers have roles and responsibilities, their effectiveness can only be assured if the clients also perform their corresponding roles and responsibilities. The following are expected from the clients:

1. understand specific help needed for TA
2. present objectives and complete information on the situation of the client's organization
3. open to receive feedback from TA providers
4. act on the feedback provided by the TA
5. commit to perform specific roles as indicated in the plan

## **IX. TECHNICAL ASSISTANCE PROCESS FRAMEWORK**

Technical assistance is a process. It has steps to be followed and tools to make use of it. It is a journey with the client towards achieving his/her set goals for continuous improvement.

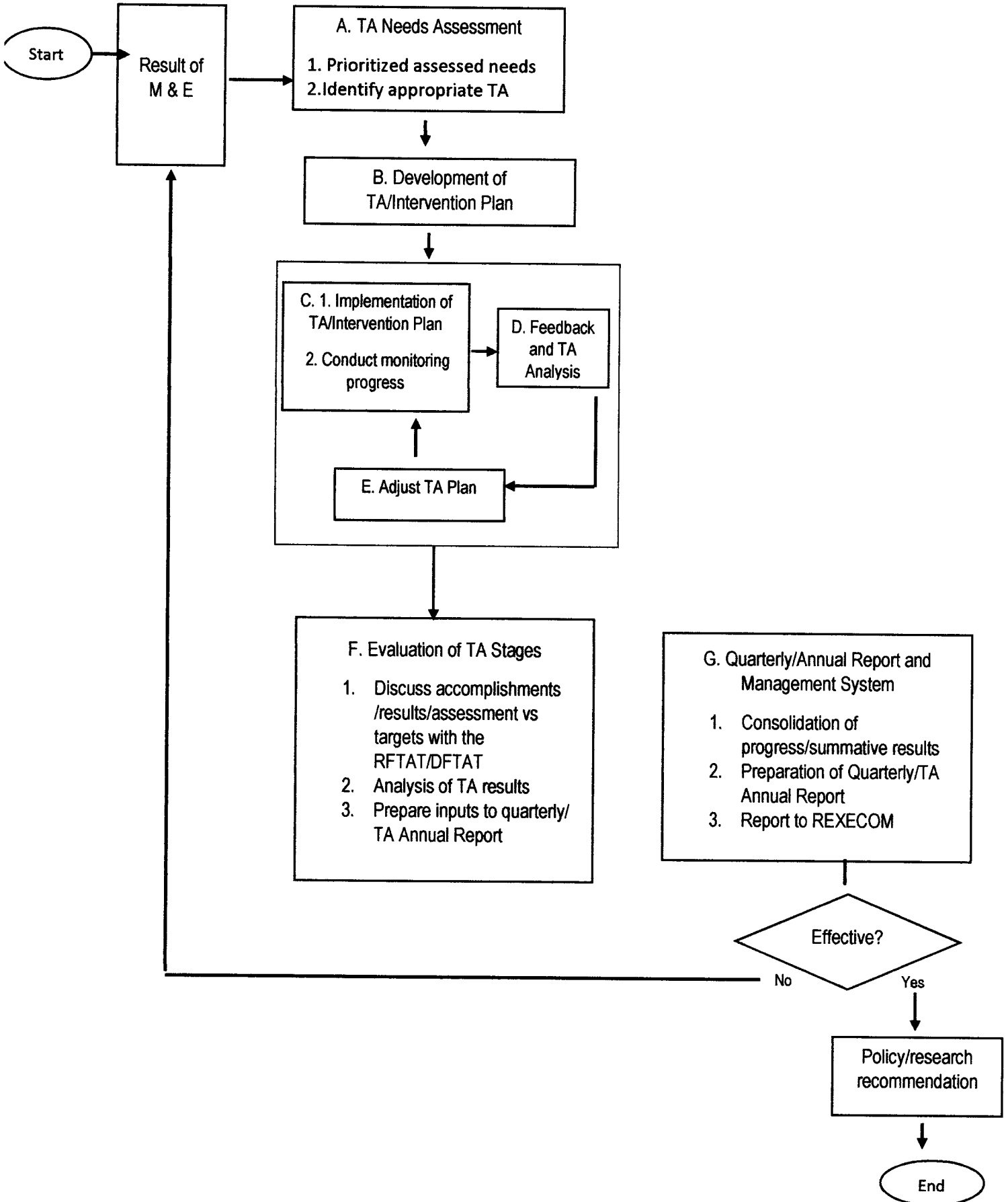
In delivering TA, one should consider and respect the capability and pace of the client. TA providers should ensure that the atmosphere or environment encourages the client not only to set his goals to determine the process of achieving them and to see everything as learning process. Thus, in this atmosphere, the client can express himself freely, explore new ideas and even admit and correct mistakes in his pursuit of achieving desired goals.

# TA PROCESS FRAMEWORK

RODs, Units and Sections  
OSDS, CID, SGOD, Units and  
Sections

FTAD  
DFTAT

FTAD  
SGOD



## **PROCEDURES**

### **A. TA Needs Assessment Stage:**

#### **For the region:**

This is the first stage in delivering assistance to school's divisions. The RFTAT should have first clear understanding of the actual situation of the clients. Important documents that the team should review are results of Monitoring and Evaluation, reports from Quality Assurance Team – the DMEA, RMEA, RoMEA reports, BEIS data – on all performance indicators, SBM Assessment results and DAIP/DEDP. These documents will provide the TA team the basic information on the present status or situation of the client and eventually identify needs that would require TA. (Form 1)

#### **For the division**

The DFTAT must be oriented with their specific roles and responsibilities in giving TA to schools. Prior to the implementation of TA to schools, DFTAT should have reviewed the schools ESIP, AIP, BEIS data on all performance indicators, SBM assessment results and the reports from SMEA and DsMEA to give the team a background information on the TA needed. (Form 1)

To identify the TA need priorities of the division/schools, the team will do the following steps:

- Conduct a situational analysis through a focus group discussion, interview, TNA results, eSAT-DP, SMEA/DMEA reports and review of other relevant documents. There are various situational analysis tools that can be utilized in this stage. The quantitative information on indicators of outcomes will point to particular areas that would need further data gathering or more focused analysis of the situation.
- Identify priority needs and explore the nature and scope of the problem. This will determine whether the problem is valid or symptoms of underlying organizations issue.
- Validate the result of the situational analysis through consultation with the management  
For the RO – with the division SDS, ASDS, EPS and other DFTAT  
For the DO – with the PSDS and school heads
- This validation will determine the reasons or hindering factors on why the client was unable to achieve their targets
- Process all quantitative information by first categorizing the identified reasons into areas for management actions. (ex resources) For SDOs Enclosure C
- Help the client identify management actions to resolve the hindering factors. The TA may provide hints or suggest solutions when called for, solutions have to be feasible, appropriate and achievable
- From the solutions listed ask the client or recipient which ones they could do by themselves and which ones would they need help from the TA or other resources

### **B. Development of TA/Intervention Plan**

After the situational analysis, the next step is to prepare the TA plan by the team. This plan is comprehensive that will guide the RFTAT/DFTAT for the successful delivery of various types of TA. The planning form contains the issues/concerns/ hindering factors/TA needs, clientele, proposed intervention (Technical assistance program/s / activity/ies), objectives, physical targets, target dates of implementation, persons involved). (Form 2)

The plan shall then be presented and discussed with the client to establish agreements regarding performance targets. This stage is completed once the TA provider and the client sign a performance contract for TA. In case, the planned intervention is beyond the capacity of the provider, referrals can be made to other resources or service providers.

For the region:

The FTAD with the RFTAT shall collate and study all the needs of the SDOs and prepare interventions that the region can undertake to address common needs of all SDOs.

For the School Divisions

The TA coordinator/ SGOD shall collate and study all the needs of the districts/schools and prepare interventions that the division can undertake to address common needs of all districts/schools.

### **C. Implementation of TA / Intervention Plan:**

At this stage, the TA provider/TA team may implement the TA plan/Intervention plan. Preparation form and actual implementation of the intervention should be a collaborative effort between the TA team and client. Implementation maybe on different levels/ need service of other service providers.

Level of Technical Assistance:

1. **Limited technical assistance** involves brief assistance to locate information, materials, or a person who can supply information related to specific questions and/or issues. This technical assistance may take the form of forwarding documents relating to the questions, issues, or referral to an agency/clearing house for needed information referral person for a brief telephone consultation/SMS or other forms.
2. **Moderate technical assistance** includes providing the information and/or consultation described above, but results in agency personnel discovering that more significant issues or problems exist, which require additional information and/or brief telephone consultation with additional resource persons.
3. **On-site and/or longer term technical assistance** is needed when the issues are significant and may require direct contact with consultants. This assistance may involve:
  - Evaluating/validating previous needs assessment
  - Assessing program and operations
  - Developing innovative approaches to identified problems
  - Strategizing to improve/enhance practices and operations
  - Designing the training program/ and training delivery
  - Providing inputs to improve overall management and operations

### **D. Giving Feedback**

During and after every progress monitoring, the technical assistance team shall plan to give feedback to the client after and the team agree on possible adjustments in the performance targets. The TA provider shall take note of the following:

Criteria in Giving Feedback

- Help the recipient
- Directly provide feedback based on a foundation built on trust
- Descriptive rather than evaluation
- Specific rather than general with good, clear and preferably recent examples
- Given at a time when the receiver appears ready to accept it
- Inclusive only of those things that the receiver can do something about
- Not be more than the recipient at one time



## **E. Adjustment of TA / Intervention Plan**

In cases where there are issues and concerns that emerged during the implementation of the TA Plan for the period, then possible adjustment can be made in the TA plan but with agreement between the client and the TA providers.

## **Progress/Annual Report to Management Stage**

Prior to the preparation of the end of the quarter/annual report, all progress reports from SDOs/schools shall be consolidated and analyzed. The following questions may guide the monitoring process:

- Was the technical assistance helpful and productive?
- Were the appropriate persons/agencies involved?
- Were the objectives achieved?
- Were there any barriers encountered that prevented or adversely successful implemented of technical assistance plan?
- Has technical assistance produced needed changed?

The progress and annual report provides the necessary information to top management for decision and appropriate action and support. At this stage, Cycle 1 of Technical Assistance ends. The Quarter and annual reports eventually become inputs again to stage A: Technical Assistance Needs Assessment Stage, which commences Cycle 2 of Technical Assistance, and the cycle is repeated.

## **F. Evaluation of Technical Assistance**

The evaluation usually covers four areas and the process utilizes the following guide questions.

Guide Questions:

1. Is the TA provided efficient? – As time, people, & other resources? Were the activities implemented as planned? According to guidelines set?
2. Is the TA provided effective? -Were the objectives of the TA achieved?
3. Is the TA provided relevant? - Was the TA useful to the client? Did it contribute to the achievement of the SIP objectives? (DEDP objectives? What factors helped? What factors did not help?)
4. Is the TA provided sustainable? - Can the TA provided be applied to applied to the similar situations? Can they apply the provided on their own?

Ways of evaluating technical assistance including the following:

- Asking questions after the intervention
- Preparing technical assistance report
- Documenting change in the divisions/schools (e.g. revised policies and procedures, new program developed and implemented)
- Tracking of Technical assistance provided to division and schools as to follow-up actions needed and whether such actions were taken. Tracking report needs to be validated by the Schools Division Superintendent.
- Measuring impact on the implementation of the technical assistance using M and E tools
- Surveying stakeholders' satisfaction with the change resulting from the delivery of technical assistance

For the TA teams, the findings of the report shall serve as inputs in developing the succeeding Technical Assistance Plan. Moreover, for the RO-TA team, the findings shall also serve as input to the formulation of the regional policies/research.

## **X. MONITORING AND EVALUATION**

The TA Implementation Plan needs regular monitoring and evaluation for timely, relevant reporting. (Enclosure B- Longer term TA and division mandate, Enclosure C – limited /moderate TA). It is also the ultimate measure on the effectiveness of the TA provided. The integrity of periodic TA facilitates generated feedback for decision making/plan adjustment.

Monitoring and evaluation results should be communicated to the officials and management of the region/division and other stakeholders for adjustments and decision making. Regular TA reports have to be submitted to the concerned office/s on the first week of the following month or quarter (for monthly and quarterly reports).

The RFTAT/DFTAT through the FTAD/SGOD ensures the implementation of this policy regularly and all TA conducted will be reported during the RMEA / DMEA.

## **XI. EFFECTIVITY**

The policy shall take effect immediately upon approval.

## **XII. REFERENCES**

Republic Act No. 9155, or the "Governance of Basic Education Act of 2001"

CARAGA Customized Technical Assistance Mechanism Framework

2019 Handouts during the National Orientation Training on the New Role, Functions and Structure of Rationalized Regional Office of the Department of Education.

2017 DepEd CAR Technical Assistance Mechanism Manual of Operation

2019 STRIVE TA Handbook

Enclosure A

Form 1. LIST OF ISSUES/CONCERNS/ HINDERING FACTORS

Issues/Concerns /Hindering Factors	Areas of Indicators / Categories	Possible Solution	Technical Assistance Provider

FORM 2 TA PLAN / INTERVENTION PLAN

Issues/ Concerns/ Hindering Factors/TA Needs	Technical Assistance Program(s)/ Activity(ies)	Objectives	Physical Target/s	Target Date of Implementation	Persons Involved

FORM 3 STATUS OF TA PLAN (QUARTERLY MONITORING)

Division/Section/Unit (Region): \_\_\_\_\_

Section/Unit/School (Division): \_\_\_\_\_

TA Need/s	Proposed Intervention	Date of Implementation	Status

Enclosure B

**Technical Assistance Plan Monitoring and Evaluation Form**  
(For RFTAT/DFTAT Use)

Division / Unit/ Section: \_\_\_\_\_  
Date of Monitoring: \_\_\_\_\_  
Period /Time frame: \_\_\_\_\_

GUIDE QUESTIONS	TEAM RESPONSE	REMARKS
Is the TA provided efficient? (as to time, people and other resources, Were the activities implemented as planned? According to guideline set?)		
Is the TA effective? (were the objectives of TA achieved)		
Is the TA provided relevant? (Was the TA useful to the client? Did it contribute to the achievement of the ESIP objectives? DEDP/REDP objectives? What factors helped? What factors did not help?)		
Is the TA sustainable? (can the TA provided be applied to similar situations?)		
In what outcome / intermediate indicator is the division / school lacking behind?		
What hinders the division / school in meeting the target outputs? (per contributory objective). What are the reasons?		
What should the division / school management do in order to resolve the hindering factors/reasons?		
Which of the identified solution (management action) can the division / school do by themselves? Which ones need support from upper management? (for example. RFTAT for the SDOs / DFTAT for districts/schools)		

Findings:

Monitoring Team:

Date of Monitoring:

Enclosure C

TECHNICAL ASSISTANCE REPORT

Division / School: \_\_\_\_\_

Month / Quarter: \_\_\_\_\_

SITUATIONAL ANALYSIS / CONTEXT
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TECHNICAL ASSISTANCE OBJECTIVES
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WHAT WAS UNDERTAKEN?		
Planning made	Action Taken	Result

Technical Assistance Provider/s:

Date: \_\_\_\_\_