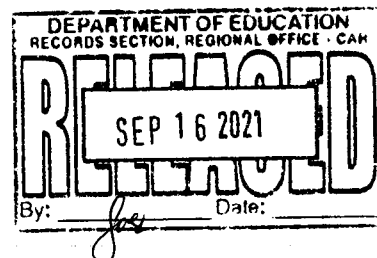**Republic of the Philippines**
Department of Education
CORDILLERA ADMINISTRATIVE REGION

September 14, 2021

Regional Memorandum
No. 412 . 2021

UTILIZATION OF THE TECHNICAL ASSISTANCE MECHANISM MANUAL OF OPERATIONS (TAMMO)

TO: OIC-Assistant Regional Director
Regional Office Division Chiefs/OICs and Section/Unit Heads
Schools Division Superintendents
Regional/Division Field Technical Assistance Team
All Divisions
All Others Concerned

1.   The Department of Education-Cordillera Administrative Region issues the enclosed Technical Assistance Mechanism Manual of Operations (TAMMO) as result of the workshops conducted in 2019 and orientation on its utilization to the Regional and Division Field Technical Assistance Teams (FTAT) last February 16, 2021.

2.   The manual was created by the Regional FTAT in coordination with the Division FTAT to provide clear procedures, guidelines, tools, and suggested structure in implementing the technical assistance mechanism.

3.   With reference to Regional Memorandum No. 009, s. 2021[1], all members of the RFTAT as well as the DFTAT are reminded of their roles, functions, and terms of reference. Likewise, this is to **reiterate** to all Schools Division Offices the submission of DFTAT composition following the template provided in RM 268, s. 2021[2]. Deadline of submission shall be on **September 20, 2021** through the Field Technical Assistance Division's (FTAD) email address **ftad.depedcar@gmail.com.**

4.   Should there be queries or clarifications relative to this, feel free to contact the FTAD through cellphone number 09189659179.

5.   Immediate and widest dissemination of and strict compliance to this memorandum is directed.

ESTELA L. CARIÑO EdD, CESO III
Director IV/Regional Director

---

[1] Recomposition of the Regional Field Technical Assistance Team
[2] Adoption of a Ticketing System as the Official DepEd-CAR's Online Helpdesk

FTAD/EET/emc

FOREWORD

School-Based Management (SBM) is a strategy to improve education by transferring significant decision-making authority to individual schools (RA 9155). This handbook has been written to serve as a guide for the principals, teachers, learners, parents, and the community to have greater control over the education process by giving them responsibility for decisions about the budget, personnel, and curriculum.

To strengthen the implementation of SBM and provision of Technical Assistance (TA) to schools, Schools Division Offices and Regional Office, Department of Education-Cordillera Administrative Region (DepED-CAR) developed Technical Assistance Mechanism Manual of Operation (TAMMO) to continuously improve the governance and delivery of basic education services that are responsive to the diverse needs of the learners. This manual serves as an integrated framework that defines the different dimensions in the provision of TA in the region. It serves as a way of instituting standards and reforms under the *Sulong Edukalidad* Program.

In adherence to standards, the TA providers shall be guided by the manual to enhance competence in facilitating learning and provision of TA to their clients.

The Technical Assistance Mechanism Manual of Operations (TAMMO) and School Based Monitoring Assessment (SBM) Tool are instruments that will help enhance the institutionalization and professionalism of teaching and non-teaching staff as TA providers in their effort to improve quality basic education.

ESTELA L. CARIÑO EdD, CESO III
Director IV/ Regional Director

Address: Wangal, La Trinidad, Benguet, 2601
Telephone No: (074) 422 – 1318 | **Fax No.:** (074) 422-4074
Website: www.deped.car.ph |**Email Address:**

ISO 9001:2015 Certified
Quality Management System
DE-50500784 QM15

ACKNOWLEDGEMENT

TABLE OF CONTENTS

CHAPTER 1

Introduction

1.1 Background

The Department of Education-Cordillera Administrative Region (DepEd-CAR) has taken the challenge of implementing K to 12 from the very foundation of this reform: culture as the bedrock of our educational system. This is concretely manifested by the region's Indigenous Peoples Education (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 is only fitting that cultural roots are given attention in the delivery of the new curriculum. (DepED-CAR – My Home, 2015)

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

In support and to ensure the implementation of the IPED roadmap, collaboration among the stakeholders and DepEd, CAR is imperative. The provision of technical assistance in the different governance levels is logically unavoidable.

Technical Assistance is a process provided by the Regional Office (RO) to the Schools Division Offices (SDOs), and by SDOs to the schools, geared towards giving them support and guidance in identifying gaps and finding the right solutions/interventions for a more effective organization.

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 DepEd's initiative made more specific roles and responsibilities of the various levels of the department in support to SBM. 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 (CO) has its regions as its main responsibility; the SDOs has schools as its main responsibility in leading, guiding, monitoring & evaluating and in providing technical assistance towards effective SBM in the schools and eventually, towards achieving higher learning outcomes.

Region to the Divisions:
- Stakeholders networking, i.e., organization of SGC, revitalization of Local School Board (LSB)
- Stakeholder mobilization, i.e., Brigada Eskwela
- Development of standards and indicators' progress, impact and processes
- Supervision by monitoring and evaluation of regional standards in learning outcome.

- Technical assistance through trainings, performance evaluation, accreditation process
- Decentralization of functions and budgets in terms of localization, integration of plans and best practices
- Development of regional SBM installation plan covering all divisions

Divisions to the schools
- Stakeholders networking, i.e., organization of SGC, revitalization of LSB
- Stakeholder mobilization and resource generation, i.e Brigada Eskwela
- School-based resource management and installation of finance and administrative systems
- Technical guidance by Division Superintendents and technical/education supervision by division education program supervisors, subject specialists
- Development of standards and indicators of progress, impacts and of processes
- Appointment of SBM coordinator including cluster/coordinating school heads and information of SBM task forces.
- Training programs for school heads and teachers
- Procurement of textbooks through Division Annual Procurement Plan based on school's procurement plans

Technical assistance is necessary to ensure effective programs implementation and achievement of higher or better learning outcomes. It should impact on governance and operations of the SDO's and schools and most of all on the realization of the goals in the delivery of basic education services.

While the implementation rules and regulations of the R.A. 9155 and BESRA kept on repeating the phrase, "technical assistance for SBM practice", the field offices still need to be provided with specific guidelines to determine what can be delivered, the why, when, and how that can be considered as technical assistance. Hence, this handbook is envisaged.

1.2 Purpose of the Handbook

This manual of operations aims to put on a closer view of the TA Framework in line with DO 83 s. 2012 This provides clear procedures, guidelines, tools, and suggested structure in implementing the TA Mechanism. It serves as a guide instrument for an efficient, effective, and relevant TA from the RO to the SDOs in managing effectively and consequently in their respective schools. It also guides the SDOs in assisting their respective schools, to practice SBM, implement their Enhanced School Improvement Plans (ESIP), and manage the performance of their teachers for improved learning outcomes.

1.3 Scope of the Handbook

This manual contains the operationalization of TA Mechanism in the RO and the SDOs. It includes presentation of the suggested streamlined processes starting from the TA needs assessment to planning and implementation stages, adjustment of plans, evaluation and reporting to the management for decision making and for possible policy formulation are laid. It will also present suggested structures as to TA Team composition for the RO and the SDOs, their functions and responsibilities, the competencies and qualities required of them and the tools with samples to execute the mechanism.

1.4 User of the Handbook

Primarily, the users of this handbook are Regions and Divisions Offices whose functions are to ensure that inputs, processes, outcomes of the TA provided to their clients are par with the quality standards as they achieve or accomplish their targets set. These TA providers are:

Regional Office	Schools Division Offices	Schools/Learning Centers
• Chief Education Supervisors (CES) and Chief Administrative Officers (CAO) of Functional Divisions • Supervising Administrative Officer (SAO) • Education Program Supervisors (EPS) • Senior Education Program Specialist (SEPS) • Education Program Specialist II (EPS II) • Unit / Section Heads • (Technical Personnel) Other Regional Office Personnel	• Schools Division Superintendent (SDS) • Assistant Schools Division Superintendent (ASDS) • CID, SGOD Chiefs • Education Program Supervisors • Administrative Officer V • Accountant • Senior Education Program Specialist (SEPS) • Education Program Specialist II (EPS II) • Finance Officer • Designated Division Coordinators • Public Schools District Supervisors (PSDS)/ (Principal-in-charge/Coordinating Principals) • Other Schools Division personnel	• Principals • Head Teachers • Master Teachers • Teachers • Technical Personnel • DALCs/Mobile Teachers

CHAPTER 2

Structure in Providing Technical Assistance

In support to the TA Framework, the TA provider effective management requires a well-organized TA mechanism structure. It must be carefully designed and implemented to ensure that the technical assistance provided can really address the identified needs of the client towards the achievement of the clients' goals. Eventually, it is so desired that **the results of providing TA** can be valid source for management to make informed decisions. The suggested structure for the implementation of TA mechanism with clear functions, responsibilities and competencies should be made known to all members of the team.

2.1 Technical Assistance Team Composition

Regional Level

All the chiefs of functional divisions act as team leader while the Education Program Supervisors, Senior Education Program Specialists, Education Program Specialists, unit heads and technical personnel act as members and they will be divided into teams. Several SDOs is assigned to each team 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 CESs and CAOs are members of the Regional Executive Committee (REXECOM), they can easily report the monitoring and evaluation conducted, thereby the REXECOM 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.

Regional Field Technical Assistance Team (RFTAT) Composition

Chairman: Regional Director
Co-chair: Assistant Regional Director
Coordinator: FTAD CES
Team Leader: can be designated or chosen by the members (CES/EPS of FTAD)
Members: Representatives from all functional divisions, sections and units in the region (Admin, CLMD, ESSD, FTAD, HRDD, FD, PPRD, QAD, ICT, Legal, PAU)

o   CES/CAO of all functional divisions
o   EPS
o   Unit /Section Heads
o   SEPS
o   EPS II
o   Technical Personnel and other regional office personnel

Regional Field Technical Assistance Team (RFTAT) Advocacy Logo
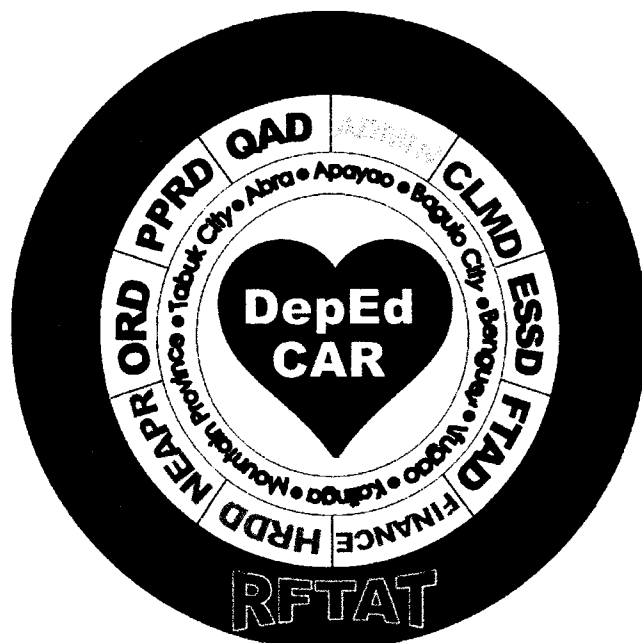
Figure 1. Advocacy Logo

The advocacy logo shown in Figure 1 represents the harmonious interfacing of the Functional Divisions at the Regional Level.

Division Level

All the EPS, SEPs, EPSs II, Technical Personnel and PSDS in the SDO shall be divided into teams. Each team is assigned several districts/schools to take care of and serve as the extended arm of the division management in reaching the schools. The CES/EPS of SGOD/CID act as team leader, like 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.

Division TA Team Composition

Chairman	SDS
Co-chair	ASDS
Team Leader	to be assigned by SDS
Co-Team Leader	to be assigned by SDS
Members:	CES (CID/SGOD)
	EPS
	PSDS / Coordinating principal
	SEPS
	EPS II
	Designated division coordinators
	Technical Personnel and other division personnel

School Level

School TA Team Composition

Chairperson: School Head
Members: Master Teacher/s
Head Teacher/s
Teachers to be assigned by the School Head
DALC /ALS Mobile Teacher

2.2 Roles, Functions and Responsibilities of Technical Assistance Providers

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. Provides 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.

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 and /or availability of needed resources both from within and outside DepEd.
4. Offer client's 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 records on provided TA for references as the needs arise.
9. Keep records of clients being assisted with the specific assistance given.

2.3 Functions and Responsibilities of the 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. Inform in a proper manner the TA provider without being defensive
4. Act on the feedback provided by the TA
5. Commit to perform specific roles as indicated in the plan.

CHAPTER 3

Competencies and Qualities of TA Providers

To deliver their TA in a more effective manner, TA providers must develop the following competencies:

1. **Skills on identifying and Prioritizing TA Needs** – These skills required analytical expertise in proving & interpreting data so that TA provider can identify and prioritize improvement areas that need technical assistance.

2. **Facilitation skills** - These skills include listening skills, observing skills, questioning skills, attending skills and integrated skills (LOQAI). These skills are utilized in all the steps and process in providing technical assistance. The application of facilitation skills will help the technical assistance provider in implementing the guiding principles mentioned earlier in this document.

   Listening Skills – This requires that the TA provider puts oneself in the shoes of the learner or clients to be able to understand the situation confronting him/her. It also requires that the technical assistance provider refrain from listening "autobiographically", that is, listening from one's own perspective and immediately making judgment. In the process, it is recommended that while listening, the technical assistance provider should restate, rephrase and reflect on what is being said.

   Observing Skills – This would require the TA provider to keep an open mind; and to record behavioral observations – that can be seen, heard of, touched. The use of the "STAR" technique or approach is highly recommended. This refers to:

   S/T = Situation or Task at hand
   A   = Action Taken (or Inaction)
   R   = Result

   Questioning Skills – It is recommended that the TA provider asks open-ended questions and refrain from posing leading questions or questions that require one- word answers. It is advisable that questions be layered, which means, listening to the response to one question before asking another question.

   Attending Skill – This is caring for the client responding to the learning needs being noted and observed by the TA provider. Establishing and maintaining good rapport with the client or learner will enable TA to closely attend to client's needs. Thus, it is recommended that the provider be continuously on the watch to be able to catch any expressed or implied need by the client or learner.

   Integrating Skills - This is the ability to synthesize or summarize points or ideas. This will help the learner identify what have been learned and prepare and execute a plan to accomplish goals and objectives.

3. **Skills in giving and receiving feedback** – These skills would greatly help both the technical assistance provider and the clients increasing their

ability to see themselves as others see them. Feedback must be given immediately for it to be relevant, timely and effective.

4. **Coaching Skills** – Coaching is a series of one-on-one exchanges between the provider and the client focused on performance or performance-related topics. Improved performance with emphasis on acting and sustaining changes. It is a process that enables learning and development to occur and improve performance.

5. **Mentoring skills** – mentoring is a series of one-on-one exchange between the provider and the client focused on personal and professional growth in the organization and beyond through support, exchange of ideas and guidance.

6. **Monitoring and Analysis of TA Progress** – This is the ability to check on the process and progress of the technical assistance provided according to standards set and offer recommendation for adjustment.

7. **Evaluating Technical Assistance Results**- The ability to evaluate the overall impact or results of technical assistance provided. Eventually, the results of all technical assistance provide information for decision making at the division level and recommendations for policy formulation at the regional level.

It is also expected that TA providers possess the following qualities to gain the trust and willingness of the clients to perform their corresponding roles and responsibilities:

1. Caring
   Being emphatic, compassionate, understanding, respectful, culturally competent
2. Communicative
   Express ideas, opinions, and observations properly, responsive
3. Creative
   Inventive, flexible, resourceful
4. Critical
   Reflective, enterprising, open minded, effective
5. Professional
   Exhibits a courteous, conscientious, and generally businesslike manner in the workplace

CHAPTER 4

Technical Assistance Process

4.1 Definition of Technical Assistance

Technical assistance (TA) 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 particular competence, or indirectly, referring them to the source of information and competence they need.

TA as a process has steps to be followed and utilize tools. 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/her goals but to determine the process of achieving them and to see everything as learning process. Thus, in this atmosphere, the client can express himself/herself freely, explore new ideas and even admit and correct mistakes in his/her pursuit of achieving desired goals.

The key to effective technical assistance is to help clients perform their duties and responsibilities in accordance with DepEd policies and programs.

The **delivery of TA** therefore can take varied forms. It could be in any of the following:

1. **Information Sharing** – within this area are policies, guidelines, directions, and instructions of top DepEd management. They are usually delivered via office memorandum or orders, conferences and giving of referrals.

2. **Capacity Building** – this area refers to the development of competencies or knowledge, skills and attitudes like skills in the use of technology. More often, this type of technical assistance is delivered via training, coaching or mentoring.

3. **Group and Work Management** - this refers to helping others in accomplishing outputs or targets based on their work plans. It includes the documentation of lessons learned or best practices that consequently be shared to components of the organization. These could be achieved through the conduct of meetings, group discussion, or workshops.

4.2 Objectives of Providing Technical Assistance

TA seeks to facilitate the provision of support and guidance to SDOs and schools for continuous improvement of leadership and management performance, delivery of services across governance levels for the improvement of learning outcomes.
Specifically, TA aims to strengthen the SDOs by:

1. Providing relevant, timely and appropriate technical assistance leadership and enabling interventions to school's division offices to help achieve their goals

and targets through the coordination of all the RO divisions, units and sections;

2. Improving academic performance/learning outcomes of the schools;
3. Enhancing knowledge, skills, and attitudes to ensure the effective delivery of services; and
4. Improving SBM level of practice and continuous improvement.

4.3 Guiding Principles

Provision of TA is based on the following guiding principles:

1. People are responsible for their own growth and development.

People in organizations can set their own goals and achieve them. Given this brief, technical assistance provides the atmosphere or environment to help the client achieve his/her set goals and find ways and resources to achieve them. People are not passive receptacle but active and creative beings. They just have to be provided with opportunities to express themselves freely. They also need the kind of atmosphere where exploring new ideas or concepts are welcome and where mistakes committed in the process are not penalized, but rather become opportunities to learn from. This way each organization becomes more responsible for its own growth and development. It is very important that people feel they have something to contribute or bring in towards the improvement of their own organization.

Given the opportunities to express in an exploring atmosphere will render the more responsible for its growth and development. It is interesting that people in an organization have contributed towards improvement and feels being a part of the entire organization.

2. TA is aligned with the department's vision and mission and based on the organization's needs.

TA ensures that client always refers to the department's vision, mission, and goals as identified in the respective plans – DEDP (for the Schools Division) or ESIP (for the schools) which were previously set based on their organization's needs.

Division /school heads must recognize their need for help to become more effective managers/leaders. Once the need is recognized and admitted, doing something about it comes next. They must be guided and supported to be able to achieve their goals, particularly in being able to manage schools for continuous improvement.

With DepEd, the SDO is expected to provide TA to schools to implement effective SBM. Similarly, the RO has to provide TA to the SDOs for them to support their schools in implementing SBM.

3. Learning is a cooperative and a collaborative process.

Helping each other to learn requires a process of interactive independence. This is another principle of adult learning. Learning is best achieved when members work together towards a common goal.

TA is a two-way process and a shared responsibility. While the provider offers suggestions, decision- making, and action are the responsibilities of the client or receiver of technical assistance.

Technical support is offered by the RO to SDOs and SDOs to the District / schools. It can be offered individually or to teams.

4.4. Scope

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

For the SDOs, provision of TA 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 SBM for continuous school improvement.

For the Schools District, provision of TA (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 TA to the teachers and learners based on the result of SMEA, SSTR, eSAT-DP, COT, CFSS and other learning outcomes.

4.5 Technical Assistance Process Framework

TA 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, as shown in Figure 2 The TA Process Framework.

TA PROCESS FRAMEWORK

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

```
                    ( Start )
                        │
                        ▼
   ┌──────────┐   ┌──────────────────────────────┐
   │ Result   │──▶│  A. TA Needs Assessment      │
   │ of M & E │   │                              │
   └──────────┘   │  • Prioritized assessed needs│
                  │  • Identify appropriate TA   │
                  └──────────────────────────────┘
                        │
                        ▼
                  ┌──────────────────────────────┐
                  │   B. Development of          │
                  │   TA/Intervention Plan       │
                  └──────────────────────────────┘
                        │
                        ▼
   ┌──────────────────────────┐   ┌──────────────────┐
   │ C. Implementation of     │──▶│ D. Feedback and  │
   │ TA/Intervention Plan     │   │   TA Analysis    │
   │                          │   └──────────────────┘
   │ Conduct monitoring       │
   │ progress                 │
   └──────────────────────────┘
              ▲
              │
   ┌──────────────────────┐
   │  E. Adjust TA Plan   │◀────
   └──────────────────────┘
              │
              ▼
```

F. Evaluation of TA Stages

• Discuss accomplishments
  /results/assessment vs targets
  with the RFTAT/DFTAT
• Analysis of TA results
• Prepare inputs to quarterly/ TA
  Annual Report

G. Quarterly/Annual Report and Management System

• Consolidation of
  progress/summative results
• Prepa   rterly/TA

  Effective?

• Rep

No   Yes

Policy/research
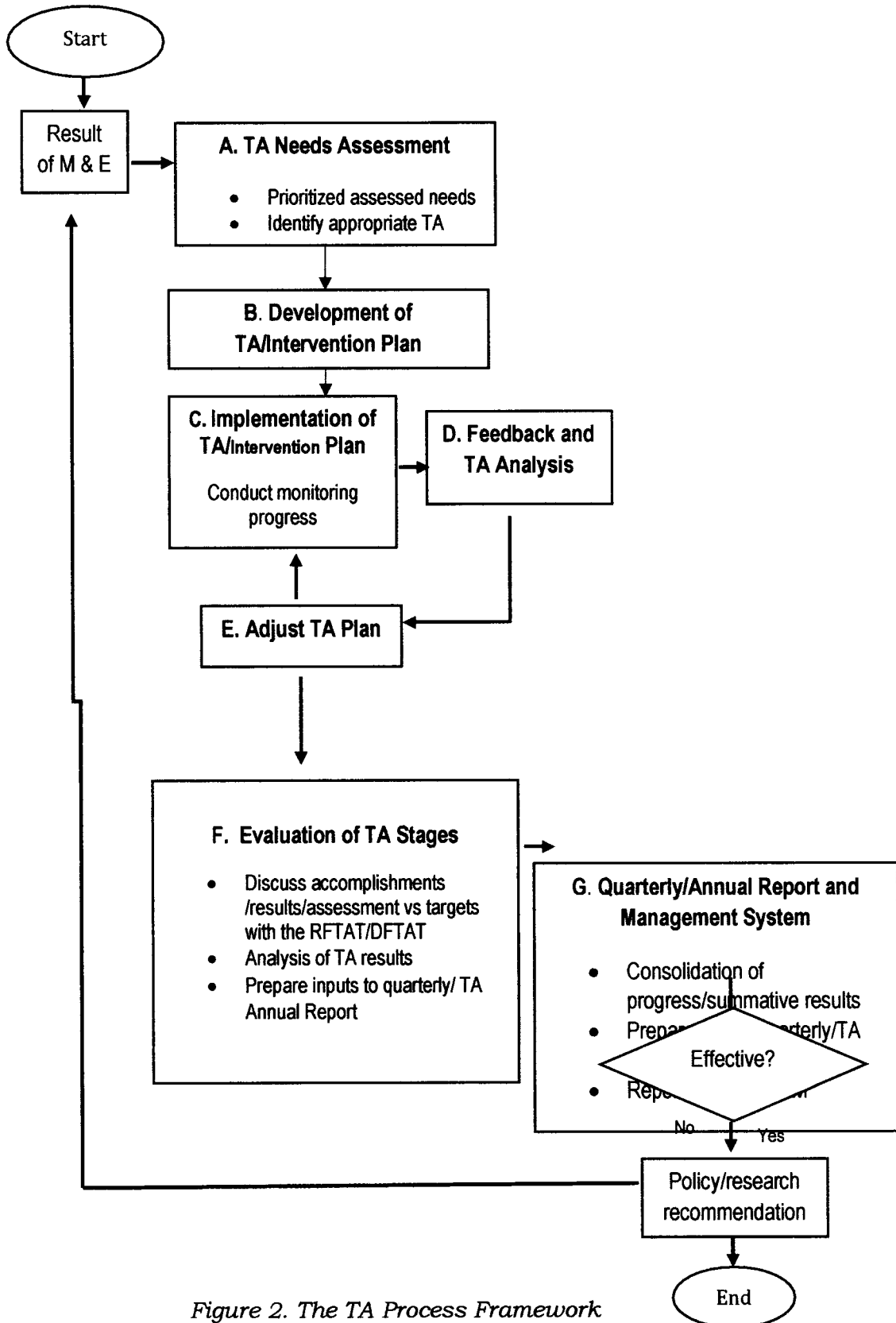recommendation

(End)

Figure 2. The TA Process Framework

Vital to the provision of TA to target clientele is the advocacy of the mechanism as an avenue to create awareness of the program. Advocacy strategies will vary depending on the targeted audience and may include development and distribution of brochures, flyers, issuance of memorandum, access to website, and involvement of professional associations and interest parties among others.

Once the awareness and readiness has been established, pre-requisite activities are conducted to build partnership between the technical assistance providers and the clients. These may include the following:

- Orientation on the nature, scope, objectives, guiding principles, process of the mechanism, the roles and responsibilities of the technical assistance providers and the clients.
- Orientation on the processes utilized by the Quality Assurance teams to make quality assurance and accountability both at the region level and the division level.
- Orientation on how to utilize the EBEIS.
- Establish rapport and collaboration as needed.

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 consolidated and analyzed by the Integrated Monitoring Team (IMET) of QAD and FTAD on all performance indicators, SBM Assessment results, other Regional Office initiated Monitoring Activity 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. Figure 3 shows the flow diagram of the TA Needs Assessment Stage.
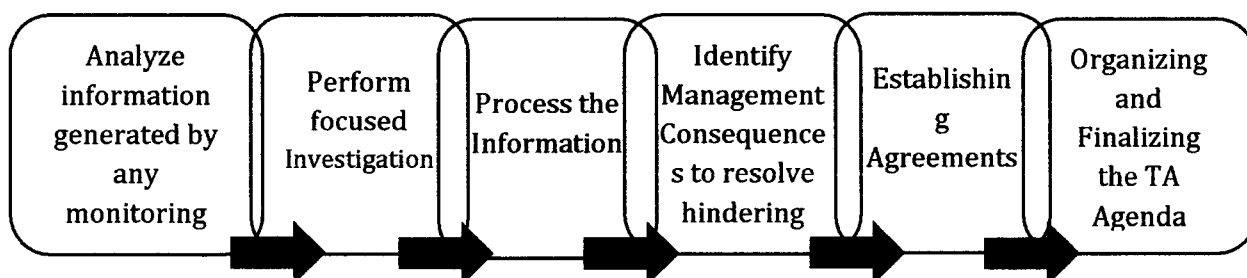

Figure 3: TA Needs Assessment Stages

Once the necessary infrastructure and system are in place, the teams may now proceed with the following steps to arrive with the Regional Technical Assistance Plan (RTAP) as shown in Figure 4: TA Framework for RTAP.
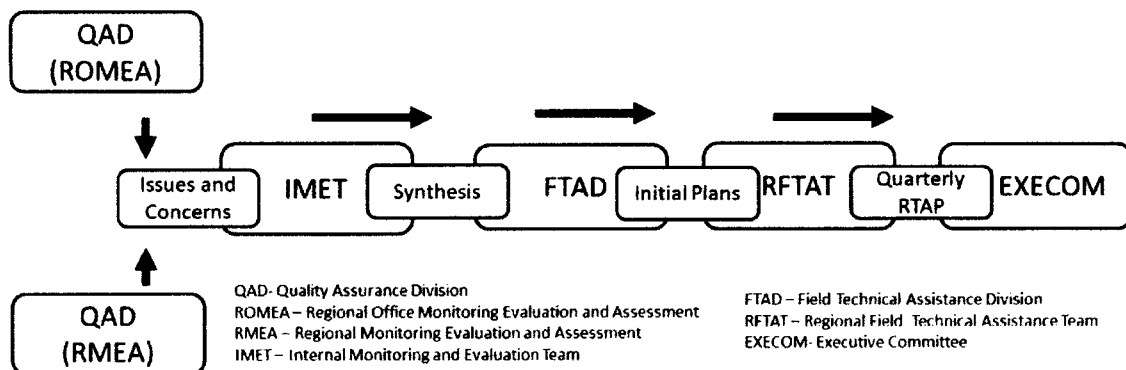

Figure 4: RTAP TA Framework

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 steps similar to Figures 3 and 4.

- 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

14

- Help the client identify management actions to resolve the hindering factors. The TA may provide hints or suggest solutions when called for, solutions must 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 reason 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:

  o Evaluating/validating previous needs assessment
  o Assessing program and operations
  o Developing innovative approaches to identified problems
  o Strategizing to improve/enhance practices and operations
  o Designing the training program/and training delivery
  o 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
  • Intended to help the recipient
  • Give directly and with feeling, 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 provide 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 RFTAT, the findings shall also serve as input to the formulation of the regional policies/research.

CHAPTER 5

Process of Identifying the Technical Assistance Agenda

The first step in providing technical assistance (TA) is identifying the Agenda of Technical Assistance. This agenda becomes the TA Plan that serves as roadmap of the regional TA team providing support to division/division TA teams in providing support to schools.

For an effective provision of technical assistance, it is essential that the TA Agenda is:

- **Relevant**
  The technical assistance provided directly support the development plan and/or performance objectives of the TA recipient. This can be achieved by proper analysis of the reasons or factors hindering the achievement of targets outputs/ job performance targets.

- **Acceptable to the TA recipient**
  It is essential that the TA recipient recognizes what needs to be done and what help they require to resolve the hindering factors. This realization enhances acceptance of technical assistance as well as sustainability of assistance provided. A potentially effective strategy for this is by engaging the TA recipient in a "collaborative thinking" of the solutions to the hindering factors (management consequences) and identifying which of those solutions can be addressed within their unit and which ones will be provided by the TA teams.

- **Results Driven and Focused**
  The TA teams knows exactly to what outputs the technical assistance provided will affect and consequently, the outcomes it will contribute. This will create an intrinsically motivated technical assistance because it knows its higher purpose.

order to develop a relevant, acceptable and results-driven TA Agenda, the TA team should be able to derive the priority areas for TA planning following this line of thinking:

FOUR KEY QUESTIONS:

Question 1. In what intermediate/outcomes indicators is the school/division lagging behind?
Question 2. What hinders the school/division from meeting the target outputs? (per contributory objective)? What are the reasons?
Question 3. What should the school/division management do to resolve the hindering factors/reasons?
Question 4. Which of the identified solutions (management action) can the school/division do by themselves? Which ones need support from upper management (i. e. Division TA Team for schools and the Region TA Teams for the division)?
The following are suggested steps to analyze and arrive at the TA needs of the school/division:

Step 1. Analyze information generated by the SMEA/DisMEA/DMEA/ROMEA/RMEA and other M&E reports (Quantitative). The quantitative information on <u>outcomes and intermediate</u> *indicators point to areas* that needed further data gathering or a more focused analysis of the situation (qualitative).

Step 2. Perform Focused Investigation (Qualitative Information). Given the quantitative information, determine the **reasons/hindering/factors** why the school/division is unable to achieve the target outputs (leading to the intermediate of outcomes indicators).

Step 3. Process the Qualitative Information. Categorize the identified reasons (hindering factors) in terms of categories or areas to determine the appropriate management action. Refer to Table 1 for the categories with Sample Reasons or Hindering Factors.

Refer to table 1 for Step 1 and 2

Table 1: Categories of Hindering Factors with Sample Responses

SAMPLE REASONS/HINDERING FACTOR/ISSUES	Category/ Areas of indicators	Standards
- Decreasing enrolment - Seasonal Dropping out of students - Classroom student ratio is 1:65 due to lack of classrooms and transferring in of students - Limited number of comfort rooms for the students	ACCESS	- All school age children are in school - Zero Dropout Rate - Class ratio is 1:45 for Secondary - Comfort rooms should be separate for boys and girls with 1 toilet bowl for every 50 students in a school
- Teachers hired are non-specialist in the subjects they are teaching - Not all teachers teaching SHS were trained - Not a full-pledge head teacher; SIC should be designated by the schools' division superintendent - Needs training on how to conduct the M&E, M&E	Quality and Relevance • Personnel training/ development • Curriculu m	- Hiring of teachers is based on areas of specialization - All teachers handling the SHS should have been trained - Deployed school heads are principal test passers and are trained - Functional MEA Technology in all governance level 1:1 LMs to student ratio per subject area

guidelines not yet fully defined • Limited instructional materials/ learning materials for innovation teaching • Only teachers are monitoring and evaluating pupil learning outcomes • Increasing number of failures	Implementation/ Instructional Delivery • Learning Performance	• Learning performance is the concern of all stakeholders
• The school head has limited knowledge on school procurement plan and SEF budgeting • SH does not know how to make TNA • Teacher handling non-major subjects; teacher status; loading of teachers • ESIP is not yet approved by the Division Assurance Committee • Need to make closer relationship to LGU to seek SEF • Only teachers are monitoring and evaluating pupil learning outcomes	Governance • Management & Administration • Stakeholders Participation	• Appropriate tools • Personnel trained in own area of specialization • Stakeholders' support • Collaborative effort in the assessment of learning performance

Step 4. Identifying Management Consequences (Management action to resolve the hindering factors)

a. Help the recipient of the TA understand the implementation of the hindering factors to management. Lead the recipient in determining the actions that need to be taken to resolve the hindering factors/difficulties.

The categories/areas already provide a hint on what should be done to solve the factors that hinders the achievement of outputs.

In situations where the school/division are unable to determine the management consequence of the hindering factors, the TA team may provide hints or suggest solutions. The TA team may also suggest resolutions/management consequences on occasions when the TA recipient is unable to think of solutions that are not feasible, inappropriate and over simplified or too complex set of actions to be taken.

b. From the resolutions (or management consequences) listed, ask the TA recipient which of those they can do without help and which one they would need support from the Division of Region TA team.

Table 2: Categories of Hindering Factors

Sample Issues	Categories/Areas of Indicators	Sample Possible Solution/Management Consequences
a. Decreasing enrolment b. Seasonal Dropping out of students	A. Provision of ACCESS	For A. Mapping out of school age children, where are they and what are they doing to determine why there is a decrease in enrolment and for the purpose of bringing them back to school. For B. Determine why dropping of learners are in this manner. Knowing the reason can enable the school to maximize the ADM.
c. Classroom student ratio is 1:65 due to lack of classrooms and transferring in of students d. Limited number of comfort rooms for the students	• Learning Material & Equipment • Physical & Ancillary Facilities	For C & D. Discuss with external stakeholders the SBM concept and the scope of their roles and responsibilities in SBM.
a. Teachers hired are non-specialist in the subjects they are teaching b. Not all teachers teaching SHS were trained c. Not a full-pledge head teacher; SIC should be designated by the schools' division superintendent d. Limited instructional materials/ learning materials for innovation teaching	B. Quality and Relevance • Personnel training/ development Curriculum • Implementation/ Instructional Delivery	For A, B, C: Personnel/ Teachers/School Heads who needs improvement of competencies may undergo training. For D. Maximize the use of the LRMDS portals or Strengthen the contextualization/ Development of learning materials
a. SH does not know how to make TNA	Management of Basic Education or Governance	For A, B: refer to T & D Team

b. The school head has limited knowledge on school procurement plan and SEF budgeting		
c. ESIP is not yet approved by the Division Assurance Committee	• Management & Administration	For C. Follow up with the approving committee
d. M & E committees are not yet functional, No team for M & E for school		For D. Issues a memo installing a M & E Team, with appropriate Terms of Reference – Refers to RMET/ DMET at the Region/Division
e. only teachers are monitoring and evaluating pupil learning outcomes		For E. Conduct discussion with school head, school personnel/stakeholders on the benefits of community participation in SBM for better learning outcomes.

Step 5. Establish Agreements.

a. Finalize the draft list of what the TA recipient will do, and the support needed from the TA providers to address the hindering factors and achieve the desired target performance results. (Use Form 1)

b. Discuss with other TA team members the proposed list of solutions with corresponding accountabilities and commitments. Agree on what are feasible, appropriate and relevant. Consolidate the proposed actions of TA Team and submit for approval of the support to be provided to the school/division.

c. Confer with TA Recipient and Finalize of the list of plans of action to Close the Gaps.

Step 6. Organizing and Finalizing the TA Agenda.

After the TA Team has established the Performance Contracts with the school/division assigned to the team, consolidate the TA targets to develop the agenda. (Use form 2)

The categories/areas of investigation in the school and school's division are herein presented to serve as reference for the monitoring and evaluation of performance and identification of hindering factors/issues and concerns which can be subjected to provision of technical assistance.

Categories or areas of indicators for Investigation

Categories/Areas of Indicators		Intermediate Outcomes		Outcomes
Provision of Access: a. Learning Material & Equipment b. Physical & Ancillary Facilities (inclusion of the provision of non-classroom facilities remote and isolated schools) c. Partnership and Linkages d. Special Program, Co-curricular, and Curricular activities e. Other (those that are not mentioned)	➡	Improved Participation Rate Enrolment ALS Enrollment Graduation Rate Promotion Rate Simple Drop-out Rate Failure Rate Repetition Rate Cohort Survival Rate Retention Rate NAT Level of SBM Practice	➡	Holistically developed Filipinos with 21st century skills ready for higher education, entrepreneurship and work
Quality and Relevance: a. K-12 Curriculum full Implementation/ Instructional Delivery b. Competent and well-trained teachers/Personnel c. Internet Connectivity/use of ICT for learning d. Contextualized (includes IKSPs) e. Learning Resources f. Other (those that are not mentioned)				
Management of Educational Service or Governance: a. Human Resource Development b. Automated system and processes c. Research and Development d. Public expenditure e. Independence form interface f. Management and Administration g. Others (those that are not mentioned)				

CHAPTER 6

Technical Assistance Progress Reporting

The TA Implementation Plan needs regular monitoring and evaluation for timely, relevant reporting. (Enclosure B – Long 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 must be submitted to the concerned office/s on the first week of the following month or quarter (for monthly and quarterly reports)

ANNEXES

Form 1: LIST OF ISSUES / CONCERNS / HINDERING FACTORS

Issues / Concerns/ Hindering Factors	Areas of Indicators / Categories	Possible Solution	TA Provider
Computer literacy	Quality	Training Mentoring	ICT

Prepared by:

RFTAT/DFTAT

Approved:

Regional Director / Schools Division Superintendent

Form 2: TA PLAN / INTERVENTION PLAN /

Issues / Concerns / Hindering Factors /TA Needs	TA Program(s) / Activity(ies)	Objectives	Physical Target/s	Target Date of Implementation	Persons Involved	Output
Computer	Training	100 % literacy	100 % eml	Jan dec	ICT	100 literates

Prepared by:

RFTAT/DFTAT

Approved:

Regional Director / Schools Division Superintendent

Form 3: STATUS OF TA PLAN (MONTHLY / QUARTERLY MONITORING)

Division / Section / Unit (Region): _____

Section / Unit / School (Division): _____

TA Needs	Proposed Intervention	Date of Implementation	Status
Computer			

Prepared by:

       RFTAT/DFTAT

Approved:

       Regional Director / Schools Division Superintendent

Form 4: QUARTERLY/ANNUAL COMPLETION REPORT

Technical Assistance Programs/Activities (based on the Intervention/TA plan)	Physical Accomplishment		Financial Accomplishment		Facilitating Factor	Hindering Factors	Remarks
	Target	Actual	Target	Actual			

Prepared by:

       RFTAT/DFTAT

Approved:

Regional Director / Schools Division Superintendent

Form 5: CATCH-UP PLAN / ADJUSTMENT PLAN

Programs and Interventions	Focus Area	Backlogs	Factors Causing the Problems	Strategic Planning / Formulation of Key Strategies	Processing Suggested Strategies to Close Gaps to Achieve Targets	Resources Needed

Prepared by:

RFTAT/DFTAT

Approved:

Regional Director / Schools Division Superintendent

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: _____

TECHNICAL ASSISTANCE REPORT

Division/School: _____

Month/Quarter: _____

SITUATIONAL ANALYSIS/CONTEXT

TECHNICAL ASSISTANCE OBJECTIVES

WHAT WAS UNDERTAKEN?		
Planning made	**Action Taken**	**Result**

Technical Assistance Provider/s:

_____

_____

Date: _____

LIST OF ACRONYMS

AIP	Annual Implementation Plan
ARD	Assistant Regional Director
ASDS	Assistant School Division Superintendent
BEIS	Basic Education Information System
CapB	Capability Building
CAR	Cordillera Administrative Region
CID	Curriculum Instruction Division
CLMD	Curriculum Learning and Management Division
COT	Classroom Observation Tool
DALC	District Alternative Learning Center
DEDP	Division Education Development Plan
DepEd	Department of Education
DFTAT	Division Field Technical Assistance Team
DMEA	Division Monitoring Evaluation and Adjustment
DsMEA	District Monitoring Evaluation and Adjustment
DTAP	Division Technical Assistance Plan
EPS	Education Program Supervisor/Education Program Specialist
ESAT -DP	Electronic Self-Assessment Tool – Development Plan
ESIP	Enhanced School Improvement Plan
ESSD	Education Support Services Division
FD	Finance Division
FTAD	Field Technical assistance Division
HRDD	Human Resource Development Division
ICT	Information Communication System
IMs	Instructional Materials
INSET	In-service Training
IPED	Indigenous People Education
LGU	Local Government Unit
LRMS	Learning Resources Management Section
LSB	Local School Board
MANCOM	Management Committee
M & E	Monitoring & Evaluation
PAU	Public Affairs Unit
PPRD	Policy, Planning Research Division
PSDS	Public School District Supervisor
QAD	Quality Assurance Division
QAMET	Quality Assurance Monitoring and Evaluation Team
RA	Republic Act
RD	Regional Director
REDP	Regional Education Development Plan
REXECOM	Regional Executive Committee
RFTAT	Regional Field Technical Assistance Team
RMEA	Regional Monitoring Evaluation and Adjustment
RO	Regional Office
RoMEA	Regional Office Monitoring Evaluation and Adjustment
RTAP	Regional Technical Assistance Plan
SBM	School-Based Management
SGOD	School Governance and Operation division
SDS	Schools Division Superintendent

SH	School Head
SMEA	School Monitoring Evaluation and Adjustment
STAR	Situation or Task Action Taken Result
SQMT	School Quality Management Team
TA	Technical Assistance
TOR	Terms of Reference
TNA	Training Needs Assessment

REFERENCES

1. STRIVE Manual
2. CARAGA Customized Technical Assistance Mechanism Framework
3. My HOME
4. Handouts during the National Orientation Training on the New Role, Functions and the Structure of Rationalized Regional Office of the Department of Education
5. Technical Assistance Mechanism Manual of Operation – 2017 Dep Ed – CAR
6. RM No. 223, s. 2020 - Regional Guidelines on the Adoption of Technical Assistance Framework