Republic of the Philippines
DEPARTMENT OF EDUCATION
CORDILLERA ADMINISTRATIVE REGION
Wangal, La Trinidad, Benguet, 2601
Website: www.depedcar.ph | *Email:* car@deped.gov.ph

November 2̶7̶,2019

REGIONAL MEMORANDUM

No. __423.2019__
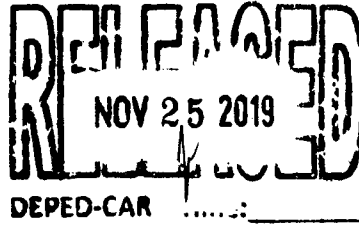
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DEPED-CAR ......:_____

QUALITY ASSURANCE, TECHNICAL ASSISTANCE, MONITORING AND EVALUATION (QATAME) OF LEARNING AND DEVELOPMENT (L&D) INTERVENTIONS IN THE DEPARTMENT OF EDUCATION – CORDILLERA ADMINISTRATIVE REGION

TO: Schools Division Superintendents
      Regional Office Division Chiefs
      All Others Concerned

1. DepED – CAR issues the enclosed **Regional Guidelines on the Conduct of Quality Assurance, Technical Assistance, Monitoring and Evaluation (QATAME) 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 interventions.

2. All previous regional issuances, policies, processes, or systems related to the conduct of QATAME on learning interventions which are inconsistent to this regional memorandum are hereby repealed, rescinded or modified accordingly.

3. This regional memorandum shall take effect immediately.

4. Immediate dissemination and strict compliance of this memorandum is directed.

MAY B. ECLAR, Ph.D., CESO V
Regional Director

Encls: As stated

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

QAD/ALP/mab

Contact Numbers (Area Code: 074):

Office of the Regional Director	422-1318	Administrative Division	422-1804	CLMD	422-7096	HRDD	422-9590
Fax	422-4074	Cash Section	423-2215	LRMDS	422-0615	NEAP-R	422-5500
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ICT Unit	422-1318	Records Section	423-2213	Finance Division	422-5155	QuAD	422-5187
Public Affairs Unit	422-1318	Supply Section	422-2198	FTAD	424-5187	COA	422-7434
Legal Unit	423-2214	General Services Unit	422-1804				

QUALITY ASSURANCE, TECHNICAL ASSISTANCE, MONITORING AND EVALUATION (QATAME) OF LEARNING AND DEVELOPMENT (L&D) INTERVENTIONS IN THE DEPARTMENT OF EDUCATION – CORDILLERA ADMINISTRATIVE REGION

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 regional 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 (QATAME) contributes 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 output of a certain deliverables.

With the foregoing, the Department of Education - Cordillera Administrative Region (DepED-CAR) has outlined its QATAME process with the goal of ensuring quality of learning interventions delivery.

II. SCOPE

DepED-CAR establishes this guideline in ensuring compliance to set standards in the delivery of learning interventions. This guideline shall apply to all learning intervention activities across all Governance Level (Regional, Division, District, Schools) in the region.

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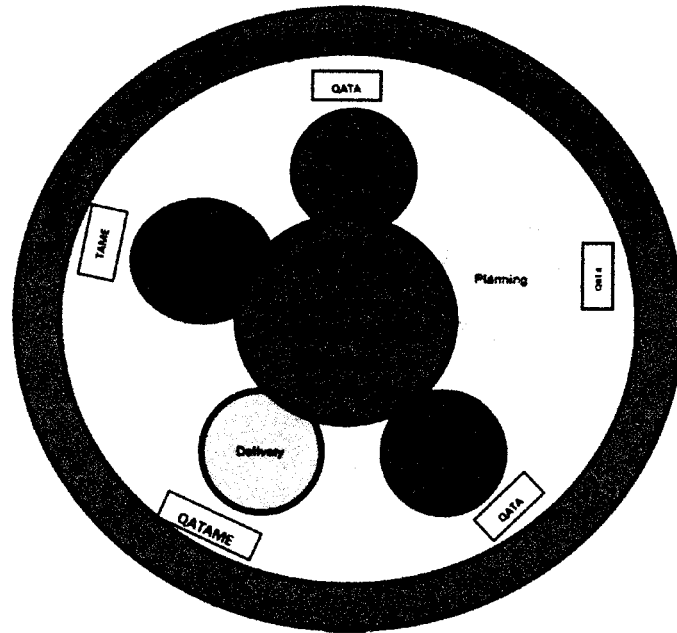
Quality Assurance is a process focused concept, where the processes are put in place to ensure the correct steps are done in the correct way. It is assumed that if correct processes are in place, there is an assurance that the actual results will turn out as expected.

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 L&D 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 design and resource packages conform with the standards

4. L and D Delivery (QATAME)
   - Assuring quality of the conduct of the interventions
   - Monitoring the conduct of the intervention
   - Providing technical assistance based on the data gathered during conduct of intervention

5. L and D Learning Evaluation (TAME)
   - Writing of reports and recommendations for the improvement of future interventions and for policy action
   - Monitoring and evaluation of application project
   - Monitoring and evaluation of the job-embedded learning
   - Conduct of impact study

V. TRAINING PROGRAM STANDARDS

Standards	Quality Principles
1. **Competency-based, inclusive and aligned with DepEd VMV & strategic directions**: *The training program is responsive to the agency's requirements and the participants' needs while promoting inclusiveness and equity*	• The training program is anchored on competency-based assessment of development needs • The training program meets the personnel development requirements of the agency consistent with its mission-vision, mandate and strategic direction and priorities • The training program is accessible to all employees and recognizes diversity especially with respect to gender, special needs, and the like. • Training design and methodologies are based on adult learning principles • The activities and content are logically sequenced and are aligned to the goals and objectives of the program • The program identifies how learning can be assessed and applied in the work area
2. **Sound learning and development principles**: *The training design is developed based on sound learning and development principles*	• Training design and methodologies are based on adult learning principles • The activities and content are logically sequenced and are aligned to the goals and objectives of the program • The program identifies how learning can be assessed and applied in the work area
3. **Clear training management structure and accountabilities:** *The*	• The management structure delineates roles and responsibilities. At the minimum, the management structure shall include the following:

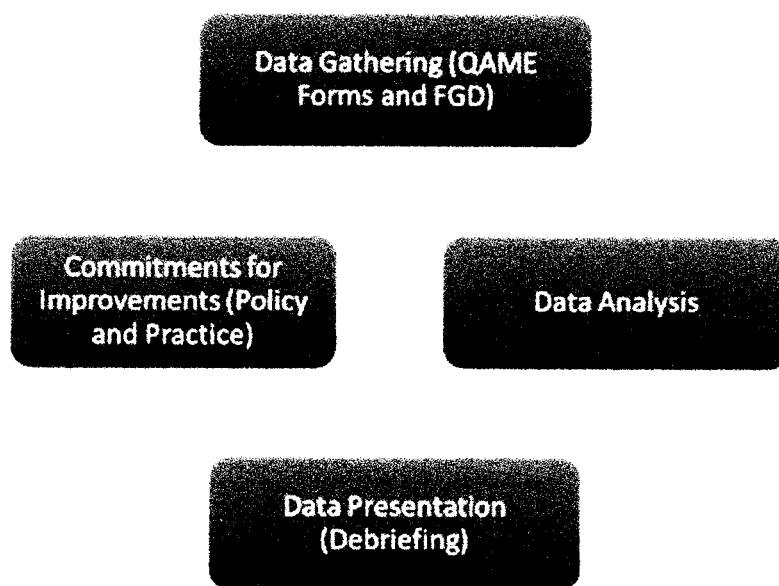|	
training program has management structure that identifies accountabilities and responsibilities	- Program manager – oversees the entire program, coordinates all efforts - Training Manager – focuses on actual training to ensure that the program is implemented as planned - Trainers/Learning Facilitators – delivers the training - Logistics Officer – plans and secures logistics to support the training - Welfare Officer – ensures that provisions for health, wellness, security are taken care of - Finance Officer – oversees the efficient allocation of funds and timely release as well as documentation for liquidation - M and E Coordinator – implements M and E activities and prepares report - QATAME Associates - Documenters - Secretariat * *Specific persons are assigned to perform tasks and responsibilities*
4. Efficient logistical arrangements: *The training logistical arrangements ensure that participants' learning is maximized*	• 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 • 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 • Food provision has met the requirements (quantity, quality, diet requirements of participants, restrictions, etc.) • The training materials are available, adequate for all the participants, relevant to the needs of the participants, usable in their work area • The training support materials are available, adequate for needs of the participants and the management staff
5. Effective training delivery: *The training delivery is effectively delivered and well supported*	• The management staff and learning facilitators/trainers/resource persons are selected based on a set of criteria and requirements of the training program • The learning facilitators/trainers/resource persons are at the minimum oriented on the design, content and methodologies of the training • The management staff are cordial, respectful and act on concerns immediately, appropriately and effectively • The delivery is based essentially on the training design and session plan • The total number of participants and class sizes are set at a manageable level (1 trainer: max of 60 pax; total pax should not exceed than what is logistically possible with respect to venue, number of learning facilitators, trainers, etc.

	• The participants are engaged in activities that provide opportunities to maximize learning and demonstrate what they have learned
6. **Embedded monitoring and evaluation:** *The training has a QATAME mechanism that ensures quality delivery, maximum learning and continuous improvement*	• The QATAME plan is integrated in the training plan • The QATAME is organized consistent with the plan • The QATAME work responsibilities are indicated • The QATAME data are gathered and processed immediately • The QATAME results are used to inform improvement efforts and policy decisions

VI. QATAME TEAM ROLES AND FUNCTIONS

	Roles and Functions
Regional Team Leader: QAD Chief	▪ Oversee the effective implementation of QATAME systems and processes in the region
Focal Person: EPS Designate	• Prepares QATAME plan and submits the same to the program manager • Ensures that QATAME associates are adequate for the number of classes and creates QATAME teams as may be necessary • Ensures that the QATAME processes such as the gathering (through monitoring tools and FGD), analysis of data as well as the presentation of findings are observed and ensures protocol is observed in these processes • Consolidates QATAME results and submits report to the program manager, RD and CO where applicable • Conducts orientation and/or training for QATAME associates • Conducts evaluation of the QATAME process • Ensures that all QATAME associates/ monitors are evaluated by the Program Management Team • Ensures that QATAME associates are evaluated by Training Manager and Facilitators and by other training personnel as may be necessary • Provides input i.e. results of the QATAME during the debriefing if called by the Program Focal Person • Ensures that debriefing happens at the class level • Participates in the selection of trainers/LFs for QA purposes
QATAME Associate/Monitor: As designated by the head of unit/division	• Conducts QATAME of the assigned class/ aspect of the training program • Attends orientation for QATAME associates • 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 QATAME Focal Person/Coordinator using the prescribed format - Participates in the inspection of venues - Conducts quality assurance of training materials

VII. QATAME PROCESS

Data Gathering (QAME Forms and FGD)

Commitments for Improvements (Policy and Practice)

Data Analysis

Data Presentation (Debriefing)

Data are gathered using the QATAME 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 or the QATAME associate. Any adjustments shall be done in order to improve the delivery of services and to cater to the needs of the participants.

VIII. QATAME TOOLS AND FORMS

1. 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

2. Delivery and Management of Training

Tools and Techniques	Standards	Who and When to Accomplish?
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 other forms)
Focus Group Discussion	1, 2, 3, 4 and 5	Accomplished at the end of the day to get immediate feedback and/or validate evaluation results

3. Post Training Evaluation

Tools and Techniques	Standards	Who and When to Accomplish?
Evaluation of Application Project	3, 4	After 3-6 months
Evaluation of the Job-Embedded Learning	3, 4	After 3-6 months
Impact Study	3, 5	After 2-3 years

4. QATAME Analysis Forms

Tool	Accomplished by	Submitted to
QAME Analysis Form 1	Individual Monitors	On-site Team Leader
QAME Analysis Form 2	On-site Team Leader	Regional Team Leader
QAME Analysis Form 3*	Regional Team Leader	Central Office
QAME Analysis Form 4	Central Office Chief Monitor	

To be submitted to NEAP Central Office twenty (20) working days after the end of the activity.

IX. ANALYSIS OF RESULTS

A. Per Indicator
Each indicator in the tools/forms are rated as follows:
- Strongly Agree   -   4
- Agree   -   3
- Disagree   -   2
- Strongly Agree   -   1

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.

SESSION 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

INDICATORS	RATING
Session and Facilitator	3.78
Program Management and Operations	3.55
Average	3.67 Very Satisfactory

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)

X. MONITORING AND EVALUATION
       The Regional Office through the Quality Assurance Division (QAD) 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

APPENDICES

QAME Form A
TRAINING PROGRAM DESIGN EVALUATION

Title of the Training Program: **Duration:**

Target Participants: **Number of Participants:**

Proponent:

Directions: Rate the Training Design along the following standards by ticking/checking the column that corresponds to your rating with 4 as the highest rating. Also, write your comments and suggestions below to further improve the Session Guide. Thank you.

Standard	4	3	2	1
1. The training program is aligned to agency's strategic direction and priorities (IPPD, SPPD, MPPD, RPMS)				
2. The training program is based on competency-based needs assessment (e.g. NCBTS, NCBSSH, RMPS)				
3. Training methodologies are appropriate to attainment of the training objectives (4As, Workshop, etc.).				
4. The training design follows standard format				
5. Identification of participants promotes inclusiveness and equity				
6. Rationale, objectives, competencies being addressed are aligned and relevant to DepEd goals and objectives				
7. Topics cover all competencies to be developed				
8. Content sequence is logical				
9. The resource package/s (session guide, presentation materials/videos, training materials, manuals, etc.) is/are complete, comprehensive and consistent				
10. Schedule of activities is appropriately sequenced and timed				
11. Expected outputs are clear and may be accomplished within reasonable time				
12. Support materials and equipment identified adequately support the program				
13. The training design shows how the participants can apply the KSAs learned from the program				
14. The training program is ICT-supported				

Comments and Suggestions to Improve the Program/Training Design:

_____

_____

Overall Rating: _____   Recommended Action: Approval/Disapproval

Name and Signature of Evaluator: _____ Date: _____

QAME Form B
RESOURCE PACKAGE EVALUATION

Title of Session Guide:
Subject Area: **Target User:**

Directions: Rate the Session Guide along the following standards by ticking/checking the column that corresponds to your rating with 4 as the highest rating. Also, write your comments and suggestions below to further improve the Session Guide. Thank you.

COMPONENTS AND STANDARDS	4	3	2	1
SESSION GUIDE				
1. The SG follows the accepted/standard format				
2. Objectives are stated in behavioural terms and are SMART				
3. Content is relevant to the objectives and competencies that the session aims to develop				
4. The methodology adopted is appropriate to the maximum attainment of the training objectives				
5. Activities are aligned to objectives and doable within the time allotment				
6. Expected outputs are doable within the time allotment and resources available				
7. Sentences and paragraphs are grammatically correct.				
8. Ideas are clearly expressed (simple words, expressions, simple and easy-to-follow structure)				
9. Language avoids bias along the lines of gender, religion, culture, etc.				
10. General layout/format follows the agreed standard (includes font, font size, borders, etc.)				
SUPPORT MATERIALS				
4. Training materials and presentations used are appropriate to the objectives and the nature of the participants				
5. Training materials and presentations used are integrated in the session guide				
6. Presentation materials i.e. powerpoint, videos, follow standards				
7. Support materials i.e. handouts, manuals, are relevant to the participants				

*adult pedagogy, constructivist, understanding by design, etc.

COMMENTS AND SUGGESTIONS: _____

_____

Evaluated by: _____   Date: _____

QAME Form C

PROGRAM PRE-IMPLEMENTATION EVALUATION

Name of Service Provider: **Region:**

Learning Area/s Covered:

Directions: Rate to what extent the following standards have been met by the learning service provider (LSP) by checking the column corresponding to your response with 4 as the highest rating.

Items	Standards	4	3	2	1
A. Training Program Management					
1. Program Management					
▪	Management structure with TOR is clear				
▪	Orientation for the staff detailing who will do what, when, and of what quality was done effectively				
▪	Inventory of the training materials to check adequacy and appropriateness was properly done				
▪	Inventory of support materials and equipment to check availability, serviceability and adequacy was properly done				
▪	Logistical arrangements and responsiveness to needs of the program was ensured				
2. Trainers					
▪	Have professional experience				
▪	Possess expertise in the training program content area				
▪	Have attended the TOT				
▪	Are physically fit				
▪	Have strong personal/interpersonal qualities				
▪	Have very good communication and analytical skills				
▪	are ICT literate				
3. Documentation Staff					
▪	have very good written communication skills				
▪	Are ICT literate				
▪	Have good personal/ interpersonal skills				
▪	Have positive attitude toward work				
B. Program Operations (Attach Proposal and description of each with pictures if possible					
1. Participation and Class Organization					
▪	Participation is based on set criteria which should include gender sensitivity, among others				
▪	Participation maximizes representation from target group				
▪	Process of registration is clear				
▪	Standard procedure for substitution is clear				
▪	Standard no. of participants is observed in the organization of sessions and classes				
2. Proposed Venue					
▪	Amenities required in the venue are identified				
▪	Amenities are in accordance with the training design and class structure requirements				

▪ Amenities and services ensure that the participants will be comfortable, safe and secure in the venue.				
3. Accommodation				
▪ Amenities required in the accommodation are identified				
▪ Amenities and services ensure that the participants will be comfortable, safe and secure in the accommodation				
4. Food				
▪ Proposed menu offers generally healthy food and with variety				
▪ Proposed Menu considers diet restrictions/requirements				
5. Training Materials				
▪ Training materials follow standard guidelines: readability, quality of paper, etc.				
▪ Training materials are adequate for all the participants and are ready for the training				
6. Support Materials and Equipment				
▪ Inventory of support materials and equipment has been conducted				
▪ Provision for emergencies (medical, etc.) is part of the plan.				

Comments and Suggestions: _____

_____

_____

_____   _____
Name and Signature of Evaluator   *Date*

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.

SESSION 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				
FACILITATOR **The facilitator...**				
1. exhibited full grasp of the topic				
2. was sensitive to the participants' mood				
3. deepened learning by processing activities and asking stimulating questions				
4. maintained positive learning environment				
5. expressed ideas clearly				
6. used appropriate trainings aids				
7. observed appropriate attire				
8. was able to firm up attainment of objectives of the session				

COMMENTS/SUGGESTIONS: _____

Name of Participant (Optional): _____

School (Optional): Division and Region:

QAME Form E: On-Site Monitoring
ON-SITE MONITORING AND EVALUATION

BASIC INFORMATION	
REGION	
DIVISION	
LEARNING SERVICE PROVIDER	
ACTIVITY/EVENT MONITORED	
ADDRESS	
INCLUSIVE DATES	
DATE MONITORED	

No. of Trainers' and No. of Participants				
Subject	Grade 3		Grade 9	
	Participants	Trainers	Participants	Trainers

Please rate the conduct of the program delivery along the following areas.

Activities	Strongly Agree	Agree	Disagree	Strongly Disagree
A. Conduct of the Program Delivery (Daily Monitoring)				
1. Operational concerns				
▪ Activities start and end according to schedule				
▪ Attendance is systematically monitored and should reflect gender/sex				
▪ Modifications in activities and schedule are consulted with the participants and are given ahead of time				
▪ Provision of the following consistently follows agreed standards				
- Food				
- Training Venue				
- Accommodation				
● Medical personnel and medical provisions for emergencies e.g. common medicines, first aid kit, are available				
▪ Training/Learning materials are available and adequate				
▪ Support materials and equipment are available and serviceable				
▪ Issues and possible courses of action are identified in the briefing and debriefing sessions				
▪ Ground rules were clear and compliance was monitored				
2. Sessions and Trainers				
▪ The trainers used the approved resource package (session guide, powerpoint presentation, video presentations, etc.)				
▪ Trainers and sessions are evaluated using standard tools				
▪ Participants were given competency assessment before and after the session/s, if applicable				

▪ The expected outputs are gathered and properly accounted for				
▪ Accomplished evaluation tools are collected from participants immediately for processing and feedback				
▪ Feedback is given as may be needed				
B. Post Program Activities (At the end of the Program)				
1. Certification of Participants				
▪ Certification is conferred upon completion of the program and upon satisfaction of requirements				
▪ Certification is issued at the end of the program				
2. Program Evaluation				
▪ Program evaluation is administered immediately after the last session				
▪ Results of the evaluation is used and incorporated in the End of the Program Report				
▪ The participants were given assessed as regards their learning (Rapid Competency Assessment)				

CRITICAL INCIDENTS: If you have encountered any remarkable event/situation (either positive or negative) that needs to be detailed here, please accomplish the **STAR** form. You may need extra sheets to accomplish this.

Situation/Task- Describe the specific situation and/or task that needed to be accomplished.

Action – Describe how the person/s or the team responded to the situation or acted on the task at hand.

Result – Describe the effect of the action or lack of action.

Comments and Suggestions: _____

_____

_____

Name of Monitor: _____

Department of Education
NATIONAL EDUCATORS' ACADEMY OF THE PHILIPPINES
nd Floor, Mabini Building, DepEd Complex
Meralco Avenue, Pasig City

CRITICAL INCIDENTS

(This STAR form will be used to document critical incidents that are not captured in the QAME Forms and may be accomplished as may be needed)

Title of Training: _____

DATE	SITUATION/TASK	ACTION	RESULT

Prepared by: _____

QAME Form F: End of Program Evaluation (Adopted from STRIVE-developed T and D System)

PROGRAM EVALUATION

Respondent Type: Trainee ☐   Trainer ☐   Program Manager ☐

Name (Optional): _____   Sex: Male   ☐]ale   ☐

Program Title: _____ Date: _____

Directions: Please assess the effectiveness of the <u>training program</u> according to the indicators below. Put a tick/check (/) under the appropriate column.

After the conduct of the training program, I believe that...	Strongly Agree	Agree	Disagree	Strongly Disagree
A. Program Management				
1. the training program was delivered as planned				
2. the training program was managed efficiently				
3. the training program was well-structured				
B. Attainment of Objectives				
4. the program objectives were clearly presented				
5. the program and session objectives were attained				
C. Delivery of Content				
6. program content was appropriate to trainees' roles and responsibilities				
7. content delivered was based on authoritative and reliable sources				
8. the session activities were effective in generating learning				
9. adult learning methodologies were used effectively				
10. management of learning was effectively structured				
11. contribution of all trainees were encouraged				
12. trainees demonstrated a clear understanding of the content delivered				
D. Provision of Support Materials				
13. the support materials provided were appropriate to trainees' needs				
14. support materials were adequate and were given on time				
E. Program Management Team				
15. Program Management Team members were courteous				
16. Program Management Team was efficient				
17. Program Management Team was responsive to the needs of trainees				

F. Venue and Accommodation				
18. the venue was well lighted				
19. The venue was well-ventilated				
20. the venue was comfortable with sufficient space for program activities				
21. the venue had sanitary and hygienic conditions with adequate comfort rooms				
22. meals were nutritious and sufficient in quantity and quality.				
23. meals were generally well-prepared and tasty				
24. the accommodation was comfortable with sanitary and hygienic conditions				

Please provide your honest response to each of the following questions:

What do you consider your most significant learning from the program?

Briefly describe what you have learned and how it will help you with your work.

What changes would you suggest to improve similar programs in the future?

What further comments do you have?

QAME Form G: PROGRAM COMPLETION REPORT (Adopted from STRIVE-developed T and D System)

PROGRAM COMPLETION REPORT

Program Title:	*(Add title of program)*					
Facilitator(s):	*(Add names of the Facilitators/trainers and their positions)*					
Location and venue:	*(Write the city and the actual venue e.g. Cebu, EcoTech)*					
Duration:	*(Include duration of the Training Program)*					
Date:	*(include dates for Training Program)*					
No of Participants:	**Males**	*(Add No.)*	**Female**	*(Add No.)*	**Total**	*(Add Total)*
	Attach list of participants per learning area (Attachment 1)					
Summary of Attendance	Attach attendance sheets (Attachment 2)					

Executive Summary
 	
Program Objectives
	At the end of the program the participants will have
	  ▪ *(Add objectives from the program design/resource package)*
	  ▪					

Program Schedule/ Matrix/Design						
Key Results	▪ *(Identify the key results from the conduct of the training program)* ▪ ▪					
Resources Materials	*(Identify the resources required to conduct the program e.g. session guides, references, etc.*					
M&E Analysis	*(Based on the results of the End-of-Program Evaluation) Analysis should include:* • *Results from the participants' evaluation of the program* • *Results from the facilitators review of the program* • *Results from the program managers review of the program* • *Strengths and areas for improvement should be identified in this section* *(Include as Attachment 3 a copy of the M&E Results)*					

General Comments and Issues Encountered	In this section make any general comments about the program and identify any issues encountered in relation to:
	• its delivery
	   - trainers/facilitators
	   - participants
	   - content of program
	   - delivery strategies
	   - training materials
	   -
	• its management
	   - prior to delivery
	   - during the training proper
	Other issues

Recommendations	In this section discuss any recommendations you may have to improve future programs. Suggestions may cover program management, facilitation, session guides, resource materials, other concerns)

Financial Report (Attach breakdown of board and lodging, honoraria, training materials, administrative cost, profit margin)

Program Report Attachments

Attachment 1: List of Participants

(Insert here)

Attachment 2: Attendance Sheets (arranged chronologically)

(Insert here)

Attachment 3: M&E Results

(Insert here)

Attachment 4: Breakdown of expenditures

Attachment 5: Photo Documentation

QAME Form H: Evaluation of the Workplace Application of Learning

WORKPLACE APPLICATION OF LEARNING EVALUATION

TITLE OF THE TRAINING: _____

INCLUSIVE DATES: _____   VENUE:_____

IMPLEMENTED/DELIVERED/MANAGED BY: _____

PART I – ACTION PLAN AND JOB-EMBEDDED LEARNING EVALUATION

Please rate the training participant along the following items:

Item	Strongly Agree	Agree	Disagree	Strongly Disagree
ACTION PLAN IMPLEMENTATION				
1. Action Plan responds to the need of the school/organization				
2. Action Plan shows learning from the training attended				
3. Action Plan was implemented efficiently				
4. Action Plan has satisfactorily achieved its objectives				
JOB-EMBEDDED LEARNING				
1. Job-Embedded Learning contract reflects competency-focus of the training attended				
2. Training participant shows the desired competencies targeted by the training attended				

Note: Attach supporting documents where applicable

PART II- CRITICAL INCIDENTS

Write below any critical incidents which show how the training participant has demonstrated the training competencies not captured in the questionnaire above (Use additional sheets if needed).

DATE	SITUATION/TASK	ACTION	RESULT

Note: Attach supporting documents where applicable

Evaluated by: _____

Noted: _____, Regional Director

Department of Education
NATIONAL EDUCATORS' ACADEMY OF THE PHILIPPINES
nd Floor, Mabini Building, DepEd Complex
Meralco Avenue, Pasig City

QAME Analysis Form I:
ANALYSIS OF THE ONSITE MONITORING/EVALUATION RESULTS
(to be accomplished by Individual Monitor)

Title of the Training Program: _____ Date: _____

Venue: _____ Proponent: _____

NAME OF THE MONITOR: _____

PART I: Analysis of the Session and Facilitation Evaluation

Learning Area: Class:

Day: Participation/Retrieval Rate:

Based on the results of the evaluation of the session and facilitation done by the participants, answer the following questions:

1. What are the strong points of the sessions? Of the facilitators? Identify the factors that helped in these areas, if possible.

		Overall Rating	Strong Points	Factors that helped *(This may be done through a Focus-Group Discussion)*
Session 1	Session	3	Materials were readily available	Coordination with logistics
	Facilitator	4	Very good questioning skills,	Trained
Session 2	Session			
	Facilitator			
Session 3	Session			
	Facilitator			
Session 4	Session			
	Facilitator			

2. In which area should the session and the facilitator improve on?

		Areas for Improvement	Factors that may have contributed *(This may be done through a Focus-Group Discussion)*	Recommended Steps to Address the Issue/s. Indicate whether action can be immediate or long-term solution
Session 1	Session	n.a.		
	Facilitator	Rapport with participants	Facilitator does not like questions	Give feedback to facilitator to address questions
Session 2	Session			

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	Facilitator			
Session 3	Session			
	Facilitator			
Session 4	Session			
	Facilitator			

3. Are there critical incidents that are not captured by the evaluation tool? Describe these incidents in the table below:

Critical Incident (Refer to the STAR form, 5Ws H)	Identify deviation from Standard/s, applicable	Proposed Course/s of Action to Address the Deviation

PART II: Analysis of the Daily Operations of the Training Management
Based on the results of the evaluation of the daily operations, answer the following questions:

8. What are the strong points and areas for improvement of the daily operations of the training program? Identify the factors that helped in these areas, if possible and give suggestions.

	Overall Rating	Strong Points	Areas for Improvement and Suggestions
Day 1			
Day 2			
Day 3			
Day 4			

9. Are there critical incidents that are not captured by the evaluation tool? Describe these incidents in the table below:

Critical Incident (Refer to the STAR form)	Identify deviation from Standard/s	Proposed Course/s of Action to Address the Deviation

IMPORTANT: Parts I and II should be used for Debriefing as Feedback to the Learning Area Focal Person/ Program Management Team for information and immediate action.

PART III. ANALYSIS OF THE RESULTS OF THE POST-PROGRAM IMPLEMENTATION

Based on the results of the Post Program Evaluation, answer the following questions:

1. What are the strong points of the training program? Identify the factors that helped in these areas, if possible. In which areas should the training program be improved? Identify the factors that contributed to these areas, if possible.

	Factors that have helped/contributed to the	Suggestions for Improvement

	strong points/areas for improvement	
Strong Points		
Areas for Improvement		

2. Are there critical incidents that are not captured by the evaluation tool? Describe these incidents in the table below:

Critical Incident (Refer to the STAR form)	Identify deviation from Standard/s	Proposed Course/s of Action to Address the Deviation

QAME M and E Analysis Form 2-
SUMMARY OF DAILY MONITORING AND EVALUATION
(to be accomplished by Onsite Team Leader)

Title of Training Program:
Date and Venue:
Learning Service Provider/Division:
Address:
Learning Area/s:
Participants: (No. of Participants and General Description):

1. What is the general evaluation of the session and facilitation?

Day	Overall Rating for the Session	Overall Rating for Facilitators	Summary of Comments and Suggestions
1			
2			
3			

Major Observations/ Findings:

2. What is the general rating of the training program daily operations?

Day	Overall Rating	Summary of Significant Comments and Suggestions
1		
2		
3		

Major Observations/ Findings:

3. Are there critical incidents that should be addressed by the Training Program Provider/Management?

CRITICAL INCIDENT/S BASED ON STAR (5Ws and H)	Training Provider (Indicate LSP (TEI or Division) and Region	Action Taken by the Program Management	Status

Major Observations/Findings:

4. What is the general post-program evaluation rating of the entire program?

Region	Overall Rating	Summary of Comments and Suggestions

Major Observations/Findings:

5. RECOMMENDATIONS FOR FUTURE TRAINING PROGRAM IMPROVEMENTS:

6. RECOMMENDATIONS FOR POLICY ACTION:

Submitted by M and E Team:

Recommending Approval: _____, Chief, Quality Assurance Division

Approved by: _____, NEAP DIRECTOR

QAME Analysis Form 3
MASS TRAINING OF GRADE 4 AND GRADE 10 TEACHERS
SUMMARY OF REGIONAL MONITORING AND EVALUATION
(To be accomplished by the Regional Team Leader)

Region:
Grade:
Inclusive Dates of Monitoring:
Name of Monitor:

1. What is the general evaluation of the session and facilitation?

Division/TEI	Overall Rating of the Session Day 1	Day 2	Day 3	Summary of Comments and Suggestions
La Carlota		3.50		

Major Observations/Findings:

2. What is the general evaluation of the facilitator?

Division/TEI	Overall Rating of the Session Day 1	Day 2	Day 3	Summary of Comments and Suggestions
La Carlota		3.50		

Major Observations/Findings:

3. What is the general rating of the training program daily operations?

Division/TEI	General Rating Day 1	General Rating Day 2	General Rating Day x	Summary of Significant Comments and Suggestions
La Carlota	3			
Bacolod	4			
Iloilo City				

Major Observations/Findings:

4. Are there critical incidents that should be addressed by the Training Program Provider/ Management?

CRITICAL INCIDENT/S BASED ON STAR (5Ws and H)	Training Provider (DIVISION or TEI)	Action Taken by the Program Management	Status

Major Observations/Findings:

5. What is the general post-program evaluation of the entire program?

Division/TEI	Overall Rating	Summary of Comments and Suggestions

Major Observations/Findings:

6. RECOMMENDATIONS FOR FUTURE TRAINING PROGRAM:

7. RECOMMENDATIONS FOR POLICY ACTION:

Submitted by M and E Team:

Copy Given to: The Program Management, The Regional Director

QAME Analysis Form 4
NATIONAL CONSOLIDATED REPORT ON THE QAME OF TRAINING PROGRAM (GRADE 4)

Title of Training Program:
1. What is the general rating of the training program daily operations?

Region	Overall Rating	Summary of comments and Suggestions

Major Observations/ Findings:
2. What is the general evaluation of the session and facilitation?

Region	Overall Rating for the Session	Overall Rating for the Facilitators	Summary of Comments and Suggestions

Major Observations/ Findings:

3. Are there critical incidents that should be addressed by the Training Program Provider/Management?

CRITICAL INCIDENT/S BASED ON STAR (5 Ws and H)	Training Provider (Indicate LSP (TEI or Division) and Region	Action Taken by the Program Management	Status

Major Observations/Findings:

4. What is the general post-program evaluation rating of the entire program?

Region	General Rating	Summary of Comments and Suggestions

Major Observations/Findings:

5. RECOMMENDATIONS FOR FUTURE TRAINING PROGRAM:

6. RECOMMENDATIONS FOR POLICY ACTION:

Submitted by M and E Team:

Recommending Approval: _____, Chief, Quality Assurance Division

Approved by: _____, NEAP DIRECTOR

Copy Given to: The Bureaus Concerned, Offices of USEC for Operations and Governance, Curriculum and Instruction, Teacher Education Council

NATIONAL CONSOLIDATED REPORT ON THE QAME OF TRAINING PROGRAM (GRADE 10)

Title of Training Program:

1. What is the general rating of the training program daily operations?

TEI	Region	Overall Rating	Summary of comments and Suggestions

Major Observations/ Findings:

2. What is the general evaluation of the session and facilitation?

Region	Overall Rating for the Session	Overall Rating for the Facilitators	Summary of Comments and Suggestions

Major Observations/ Findings:

3. Are there critical incidents that should be addressed by the Training Program Provider/Management?

CRITICAL INCIDENT/S	Training Provider (Indicate LSP (TEI or Division) and Region	Action Taken by the Program Management	Status

Major Observations/Findings:

4. What is the general post-program evaluation rating of the entire program?

Region	General Rating	Summary of Comments and Suggestions

Major Observations/Findings:

5. RECOMMENDATIONS FOR FUTURE TRAINING PROGRAM:

6. RECOMMENDATIONS FOR POLICY ACTION:

Submitted by M and E Team:

Recommending Approval: _____, Chief, Quality Assurance Division

Approved by: _____, NEAP DIRECTOR

Copy Given to: The Bureaus Concerned, Offices of USEC for Operations and Governance, Curriculum and Instruction, Teacher Education Counci

QAME Form B: Session Guide Evaluation

SESSION GUIDE EVALUATION

Title of Session Guide:

Subject Area: **Target User:**

Directions: Rate the Session Guide along the following standards by ticking/checking the column that corresponds to your rating with 4 as the highest rating. Also, write your comments and suggestions below to further improve the Session Guide. Thank you.

COMPONENTS AND STANDARDS	1	2	3	4
DESIGN				
1. The Session Guide design is based on contemporary/standard principles*				
2. The SG contains the important elements of objectives, duration of session, resource materials needed, activities, etc.				
CONTENT				
3. Content is relevant to the objectives and competencies that the session aims to develop				
4. Information is up-to-date and accurate				
5. Terminologies and expressions are within the learning area domain				
6. Graphs, illustrations, pictures, if any, are accurate, relevant to and supports the content presented				
PROCESS				
7. Process adopts adult pedagogy such as 4As, Experiential Learning Cycle, etc.				
8. Activities are aligned to objectives and doable within the time allotment				
9. Expected outputs are doable within the time allotment and resources available				
LANGUAGE				
10. Sentences and paragraphs are grammatically correct.				
11. Ideas are clearly expressed (simple words, expressions, simple and easy-to-follow structure)				
12. Language avoids bias along the lines of gender, religion, culture, etc.				
TECHNICAL REQUIREMENTS				
13. General layout/format is visually pleasing				
14. Choice of font (type style) and font size are adopted to the requirements of the user				

*adult pedagogy, constructivist, understanding by design, etc.

COMMENTS AND SUGGESTIONS: _____

Evaluated by: _____   Date: _____