



Republic of the Philippines
Department of Education
Region XI
SCHOOLS DIVISION OF DIGOS CITY

Office of the Schools Division Superintendent

August 7, 2025

DIVISION MEMORANDUM

SGOD-2025-477

To : Assistant Schools Division Superintendent
Division Chiefs
Public Schools District Supervisor
Education Program Supervisors
Public School Heads
Public School Teachers
All Others Concerned

Subject: **DISSEMINATION, ADOPTION AND IMPLEMENTATION OF THE FIELD TECHNICAL ASSISTANCE (FTAD) AND GENDER AND DEVELOPMENT (GAD) MANUALS**

This is in reference to Regional Memorandum FTAD-2025-022 dated July 29, 2025, signed by Allan G. Farnazo, Director IV, re: **Dissemination, Adoption and Implementation of the Field Technical Assistance (FTAD) and Gender and Development (GAD) Manuals.**

In support of the Department of Education's commitment to improve technical assistance delivery and promote gender-responsive governance, this Office issues this Memorandum on the dissemination, adoption and implementation of the Field Technical Assistance (FTAD) and the Gender and Development (GAD) Manuals in Region XI.

The FTAD and GAD manuals were developed and enhanced through consultative, evidence-based processes to ensure their alignment with national directives, regional needs, and institutionalized priorities.

Additionally, the FTAD Manuals provides framework and detailed processes for the systematic delivery, coordination, and monitoring of technical assistance (TA) to schools. On the other hand, the GAD Manual outlines gender-responsive strategies and tools to promote gender equity and inclusivity in education, governance and delivery.

Digital copies of the manuals are attached in this Memorandum and hard copies shall be distributed to each Functional Division and Schools Division Office.

Immediate dissemination of this Memorandum is directed.

DepEd Schools Division of Digos City
RECORDS SECTION

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DATE: AUG 11 2025 TIME: 1:08 PM

Enclosed: As stated

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Republic of the Philippines
Department of Education
DAVAO REGION



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July 29, 2025

REGIONAL MEMORANDUM
FTAD-2025-022

DISSEMINATION, ADOPTION AND IMPLEMENTATION OF THE FIELD TECHNICAL ASSISTANCE (FTAD) AND GENDER AND DEVELOPMENT (GAD) MANUALS

To: Schools Division Superintendents
Chiefs of Functional Divisions

1. In support of the Department of Education's commitment to improve technical assistance delivery and promote gender-responsive governance, this Office issues this Memorandum on the dissemination, adoption, and implementation of the Field Technical Assistance (FTAD) and the Gender and Development (GAD) Manuals in Region XI.
2. The FTAD and GAD manuals were developed and enhanced through consultative, evidence-based processes to ensure their alignment with national directives, regional needs, and institutional priorities.
3. Additionally, the FTAD Manual provides framework and detailed processes for the systematic delivery, coordination, and monitoring of technical assistance (TA) to schools and Schools Division Offices. On the other hand, the GAD Manual outlines gender-responsive strategies and tools to promote gender equity and inclusivity in education, governance and delivery.
4. Digital copies of the manuals are attached in this Memorandum and hard copies shall be distributed to each Functional Division and Schools Division Office.
5. For information, guidance, and strict compliance.

DEPARTMENT OF EDUCATION
RECORDS SECTION
RELEASED

ALLAN G. FARNAZO
Director IV

Encl.: As stated

ROF3/app

July 30, 2025



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FTAD

(FIELD TECHNICAL ASSISTANCE DIVISION)

MANUAL

TECHNICAL ASSISTANCE FRAMEWORK





ALLAN G. FARNAZO
Regional Director

Message from the Regional Director

The Field Technical Assistance Division (FTAD) Manual is more than just a guide—it represents a commitment to excellence in providing support to schools and learning centers. It embodies the **collective responsibility** to ensure that every learner, teacher, and school receives assistance in the most effective way possible.

Technical assistance is not a one-size-fits-all approach. It requires deep listening, contextual understanding, and a responsive mindset. This manual represents a collective effort to systematize these principles, anchoring them in clear processes, defined roles, and measurable outcomes. It serves as both **a compass and a map**, ensuring that the Department of Education (DepEd) moves in the same direction with unity, coherence, and shared accountability.

By documenting systems, the Department establishes a legacy that does not depend on individual personalities or changing leadership. DepEd institutionalizes effective practices, protects institutional memory, and cultivates a culture of consistency and reliability. More importantly, it empowers the FTAD to act with clarity, guided by purpose and principles rooted in **transformative education**.

Thank you for being part of this milestone. Together, let everyone uphold the **spirit of innovation, service, and collaboration** as DepEd RO XI continues to enhance education through meaningful, inclusive, and well-coordinated technical assistance.

INTRODUCTION

The Department of Education (DepEd) has begun transforming the education system to align with the national development vision. This initiative aims to strengthen the education system by creating the Basic Education Plan (BEDP) 2030 and the MATATAG education agenda.

In today's rapidly advancing educational landscape, equipping educators with the right skills is essential. These include pedagogical proficiencies that embrace modern teaching methodologies, strong subject matter expertise, and interpersonal competencies, crucial for fostering dynamic and responsive learning environments. Such preparation is indispensable for effectively delivering an enriched curriculum.

The use of state-of-the-art educational technology is no longer optional but a necessity in pedagogical practice. Utilizing digital platforms, interactive learning materials, and rich online resources enhances the instructional landscape and sparks learners' intellectual curiosity.

Improving educational assessments is imperative. Moving beyond traditional tests that focus solely on memorizing facts, there is a need to emphasize critical thinking, creativity, and problem-solving skills—abilities essential for learners in the 21st century.

Active collaboration with families, local communities, and stakeholders is key to strengthening the education system. These partnerships enhance learning and provide real-world contexts for educational experiences. Education equity is the foundation of an advanced society. Ensuring fair access to quality educational resources for all students, regardless of their background, is a core part of the commitment to inclusivity.

Creating a strategic framework for technical assistance in the field of basic education, particularly in DepEd Region XI, is of paramount importance. This framework aims to improve the quality of teaching and cater to the needs of educators, school leaders, students, and other stakeholders. By establishing a clear structure, the framework ensures the effective delivery of assistance and resources tailored to the region's specific requirements. Through this coordinated effort, the Department of Education can elevate the educational experience and empower all involved parties to achieve their goals. Crafting such a strategic framework is essential for providing targeted support, fostering innovation, and ensuring that all students receive a high-quality education that prepares them for future challenges.

ACKNOWLEDGMENT

The Field and Technical Assistance Division (FTAD) acknowledges the significant contributions made by individuals and groups in developing the Technical Assistance Framework for the Department of Education (DepEd) Region XI. This framework is the result of collective effort, unwavering commitment, and deep expertise from various educators, school leaders, and stakeholders dedicated to enhancing education in the region.

Sincere appreciation is extended to **Regional Director Allan G. Farnazo**, **Assistant Regional Director Rebonfamil R. Baguio**, Schools Division Superintendents, Assistant Schools Division Superintendents, Chiefs of the Functional Division (Regional and Division), Regional Section/Unit Heads, and the leadership teams for their strategic guidance. Gratitude is also extended to the dedicated staff of the FTAD ROXI for their exhaustive efforts in formulating and refining the framework, as well as the educators and participants from the field whose valuable perspectives have greatly enriched this endeavor.

This framework establishes a solid foundation for promoting educational excellence, supporting schools and districts, and empowering educational institutions as they strive for continuous improvement and stronger ties with the community.

FTAD ROXI anticipates the positive transformations this framework will bring to educational institutions, teachers, students, and stakeholders. The individuals involved in the crafting of this framework are committed to collaborative involvement in its implementation and continuous refinement, ensuring it remains adaptable to the evolving needs of learning centers.

ABBREVIATIONS

| | |
|--------|---|
| ACCESS | - A-Child-and Community-Centered Education System |
| BEDP | - Basic Education Development Plan |
| BEIS | - Basic Education Information System |
| DepEd | - Department of Education |
| DQMT | - Division Quality Management Team |
| FTAD | - Field Technical Assistance Division |
| RO | - Regional Office |
| RQMT | - Regional Quality Management Team |
| SBM | - School-Based Management |
| SDO | - Schools Division Office |
| TA | - Technical Assistance |

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THE DEPED VISION

*We dream of Filipinos
who passionately love their country
and whose values and competencies
enable them to realize their full potential
and contribute meaningfully to building the nation.*

*As a learner-centered public institution,
the Department of Education
continuously improves itself
to better serve its stakeholders.*

THE DEPED MISSION

*To protect and promote the right of every Filipino to quality, equitable, culture-based,
and complete basic education where:*

*Students learn in a child-friendly, gender-sensitive, safe, and motivating environment.
Teachers facilitate learning and constantly nurture every learner.
Administrators and staff, as stewards of the institution, ensure an enabling and
supportive environment for effective learning to happen.
Family, community, and other stakeholders are actively engaged and share
responsibility for developing life-long learners.*

CORE VALUES

*Maka-Diyos
Maka-tao
Makakalikasan
Makabansa*

DepEd QUALITY POLICY STATEMENT

*“The Department of Education is committed to provide learners with quality basic
education that is accessible, inclusive, liberating through:*

- *Proactive leadership*
- *Shared governance*
- *Evidenced-based policies, standards, and programs*
- *Responsive and relevant curricula*
- *Highly competent and committed officials, and teaching and non-teaching personnel*
- *An enabling learning environment*

*The Department upholds the highest standards of conduct and performance to fulfill
stakeholders’ needs and expectations by adhering to constitutional mandates, statutory,
and regulatory requirements, and sustains client satisfaction through continuous
improvement of the Quality Management System.*

I. FIELD TECHNICAL ASSISTANCE DIVISION (FTAD)

Accountability: To coordinate and integrate the provision of technical assistance (TA) to Schools Divisions to facilitate the delivery of quality basic education and create an enabling environment for the School-Based Management (SBM) and “ACCESS” program.

Specific Functions:

- a. Coordinate the formation and maintenance of cross-functional TA teams by ensuring that all RO divisions are represented in each TA team and each Schools Division is provided with technical assistance
- b. Consolidate and submit an annual Regional Technical Assistance Plan (RTAP) for approval by the Regional Office management team
- c. Provide support to the “cross-functional” TA teams in terms of responding to the needs of target clients
- d. Provide research-based feedback
- e. Consolidate and integrate feedback and reports from technical assistance teams for policy considerations and management decisions
- f. Monitor and evaluate outputs and outcomes of TA interventions in the schools divisions towards continuous learning and process improvement.
- g. Submit quarterly and annual reports on the results of monitoring and evaluation of TA interventions with recommendations for management action.

Specific Functions of the (Cross-functional) Technical Assistance Teams

- a. Analyze regional education data and identify the development needs of the School Divisions
- b. Work with the Schools Divisions in validating needs, providing TA action, and conceptualizing and implementing the interventions needed to respond to their identified need/s
- c. Assess and evaluate the results of TA actions and interventions

II. OPERATIONAL DEFINITION

Client. The main recipients of educational services are the students, teachers, and schools. They are the focus of support and improvement efforts, receiving guidance, resources, and interventions to enhance educational outcomes and institutional effectiveness.

Field Technical Assistance Division (FTAD). This team works in the field to evaluate needs, offer resources, and guide the implementation of effective teaching, learning, and school management practices. They assess what's needed, provide support, and help put the best methods into action on the ground.

School-Based Management (SBM). This approach gives schools the freedom to make decisions about how they operate, use their resources, and teach. The goal is to improve education by allowing school leaders, teachers, and the community to work together on planning, solving problems, and making decisions for the school.

Technical Assistance (TA). The organization offers a variety of services to educational institutions. This includes training programs, building capacity, providing resources, and offering strategic planning support. These services are customized to meet the unique needs of each educational entity.

Division Field Technical Assistance Team (DFTAT). A team or network within a school division that focuses on providing technical help to schools. This team has experts in different areas of education, like creating curriculum, teaching methods, testing, school management, and resource control. They work together to support schools in reaching their improvement goals.

Regional Field Technical Assistance Team (RFTAT). The regional education organization offers technical assistance to local school districts under its jurisdiction. This team includes experts from various backgrounds who have a deep understanding of the region's educational needs, policies, and strategies. They provide strategic guidance, support, and resources to help school districts and their schools enhance their capacity and performance.

III. LEGAL BASES

Republic Act No. 9155 (Governance of Basic Education Act of 2001)

Republic Act No. 9155, also known as the **Governance of Basic Education Act of 2001**, focuses on strengthening the governance structure of the Philippine education system, particularly through decentralization, and enhancing the capacity of local education units. A key component of this law is the **provision of technical assistance by the Department of Education (DepEd)** to local schools, divisions, and school boards to ensure quality education delivery.

Here's a deeper explanation of the law's provision for technical assistance in the education sector:

1. Decentralized Governance in Education

The law promotes **school-based management** and decentralization, meaning that decision-making authority is passed from the central office of DepEd to the regional, division, and school levels. This is based on the idea that those who are closest to the schools are better positioned to understand and address local educational challenges.

With decentralization, local schools have more control over their operations, but they may also face challenges in implementing national policies and programs. This is where technical assistance becomes crucial.

2. Role of Technical Assistance

Technical assistance is designed to support local schools and divisions by providing guidance, capacity building, resources, and expert advice from the central or regional offices of DepEd. The purpose is to enable schools to:

- Implement educational reforms effectively
- Improve teaching practices
- Enhance school management
- Align their programs with national standards
- Technical assistance covers various aspects, including curriculum implementation, school leadership, financial management, and facilities improvement.

3. Enhancing Quality of Education

One of the main objectives of Republic Act No. 9155 is to **improve the quality of basic education** in the Philippines. By decentralizing education governance and providing technical assistance, schools are better equipped to meet the unique needs of their students and communities.

Technical assistance helps schools meet **national education standards** while allowing flexibility to address local concerns. This ensures that education is relevant, accessible, and of high quality across diverse contexts (urban, rural, remote areas).

4. Support to School Heads and Teachers

The law also emphasizes empowering **school heads** (principals and administrators) by equipping them with the necessary skills and competencies to lead their schools effectively. DepEd provides technical assistance in leadership training, financial management, and policy implementation.

For **teachers**, technical assistance focuses on **professional development**, including training on new teaching methodologies, curriculum updates, and the use of technology in the classroom. This ensures that teachers are well-prepared to provide quality instruction and to adapt to changes in the educational landscape.

5. School Improvement Planning

Schools are required to develop **School Improvement Plans (SIPs)** to set their own goals for improving educational outcomes. Technical assistance plays a key role in helping schools formulate, implement, and monitor these plans.

DepEd offers guidance on data analysis, setting measurable goals, and aligning school priorities with national education goals, all of which are crucial for effective school improvement.

6. Support for Curriculum and Instruction

DepEd provides technical assistance to ensure that the **curriculum is implemented effectively** at the school level. This includes providing schools with the necessary learning resources, training teachers on curriculum content, and monitoring instructional quality.

Technical assistance also includes **pedagogical support** to help teachers adopt new and effective teaching strategies that improve student learning outcomes.

7. Monitoring and Evaluation

An important component of DepEd's technical assistance is the support for **monitoring and evaluation (M&E)** systems at the school level. DepEd assists schools in developing tools and processes to track student performance, teaching effectiveness, and overall school progress.

Through M&E, schools can assess whether their improvement plans are working and where adjustments may be needed. DepEd's technical assistance ensures that schools can collect and analyze data for informed decision-making.

8. Collaboration with School Boards and Local Government Units (LGUs)

The law also encourages collaboration between schools and local government units (LGUs). Technical assistance helps school boards and LGUs understand their roles in supporting education. This includes capacity-building activities to help them contribute to school planning, resource mobilization, and policy development.

9. Addressing Disparities and Contextual Needs

Given the diverse socio-economic conditions across the Philippines, schools in more disadvantaged or remote areas often face unique challenges. Technical assistance is tailored to help these schools overcome barriers to access and quality. DepEd ensures that resources are equitably distributed, and schools receive the specific support they need, such as infrastructure development, teacher training, or learning materials.

Civil Service Commission (CSC) Circular

Civil Service Commission (CSC) Circulars are key instruments that guide the operations of government agencies in the Philippines, especially in the areas of **human resource management (HRM)**, **personnel development**, and **organizational efficiency**. These circulars aim to ensure that government agencies, including departments, bureaus, and local government units (LGUs), manage their workforce effectively to deliver quality public services. Here's a more detailed explanation of CSC's mandate regarding technical assistance in these areas:

1. Human Resource Management (HRM)

Objective: The CSC provides technical assistance to ensure that government agencies adopt best practices in the recruitment, selection, and retention of employees, aligning with merit-based principles.

Recruitment and Hiring: CSC circulars often contain policies on the **recruitment and selection process** to ensure a transparent and merit-based hiring system. The CSC provides technical assistance by offering:

- Training for **human resource officers** on the proper procedures for job posting, evaluation, and selection.

- Development of tools such as **competency-based job descriptions** and evaluation matrices to help agencies select the right candidates for the job.
- Guidance on implementing the **Equal Opportunity Principle** to ensure non-discriminatory hiring practices.

Performance Management: CSC circulars also cover the **Performance Management System (PMS)**, which ensures that government employees' work performance is evaluated objectively. Technical assistance from the CSC includes:

- Training agencies on how to set **performance targets** aligned with organizational goals.
- Offering tools for **performance evaluation**, such as the Results-Based Performance Management System (RBPMS), which is used to assess employees' contributions to the agency's objectives.
- Assistance in developing **performance improvement plans** for underperforming employees.

HR Information Systems: The CSC provides technical guidance in establishing and using **Human Resource Information Systems (HRIS)**, which help agencies manage employee data efficiently, from payroll to leave monitoring. CSC assistance ensures that agencies can track employee performance, benefits, and other HR-related information in an organized and systematic manner.

2. Personnel Development

Objective: CSC circulars emphasize the development of government employees' skills and competencies to enhance their capacity for effective public service delivery.

Training and Capacity Building: CSC mandates that agencies provide continuous **training and development programs** for their personnel. To ensure this, the CSC:

- Conducts **training needs analysis (TNA)** to help agencies identify areas where their workforce requires further development.
- Provides technical assistance in designing **learning and development (L&D) programs** tailored to the specific needs of employees, whether in leadership, technical skills, or soft skills like communication and collaboration.
- Establishes standards for **career development programs** that help employees gain the competencies needed for promotion or higher-level positions.

Succession Planning: To ensure **continuity of leadership** and expertise within government agencies, CSC also provides guidance in the development

of **succession plans**. This ensures that key positions are filled by competent individuals when needed. Technical assistance includes:

- Helping agencies identify **potential leaders** and develop their skills through targeted training programs.
- Offering tools for assessing the readiness of individuals for higher roles based on competency frameworks.

Scholarships and Continuing Education: CSC also offers technical assistance by helping agencies set up policies for **scholarship programs** or **study leave grants** that allow employees to pursue further studies or certifications relevant to their roles.

3. Organizational Efficiency

Objective: The CSC provides technical assistance to help government agencies streamline processes, ensure organizational effectiveness, and improve the delivery of public services.

Workforce Planning: CSC guides agencies in analyzing their workforce structure to ensure that they have the **right number of employees** with the right skills in place. Technical assistance in this area includes:

- Helping agencies determine whether they need to **reorganize**, expand, or reduce their workforce to match operational needs.
- Offering tools like **job analysis** and **workload assessment** to identify redundancies or gaps in organizational functions.

Streamlining Operations: CSC provides technical assistance for improving **organizational processes** to promote efficiency and reduce red tape. This may include:

- Assistance in the development of **standard operating procedures (SOPs)** that streamline workflows and ensure consistency in service delivery.
- Supporting **process improvement** initiatives, such as adopting the **Client Satisfaction Measurement System** to gauge the quality of service provided by the agency and identify areas for improvement.

Employee Welfare and Morale: Ensuring organizational efficiency also involves maintaining **employee welfare and satisfaction**. CSC assists agencies in developing policies that promote a healthy and productive work environment, such as:

- Implementing **employee welfare programs**, including health and wellness initiatives, to reduce burnout and increase productivity.

- Providing technical assistance on the proper administration of **employee benefits**, such as leave policies, ensuring compliance with civil service laws and regulations.
-

Ethical Standards and Accountability: The CSC also focuses on enhancing **organizational integrity and accountability**. Technical assistance in this area includes:

- Guiding the proper implementation of the **Anti-Red Tape Act (ARTA)** to improve organizational efficiency and reduce corruption.
- Ensuring that agencies adopt **internal control systems** to monitor compliance with ethical standards and prevent misconduct.

4. Alignment with National Development Goals

The CSC ensures that agencies' human resource and organizational practices are aligned with the **Philippine Development Plan (PDP)** and **national governance reforms**. Technical assistance is provided to help agencies link their HR and organizational plans to national goals, such as poverty reduction, economic development, and improved governance.

Commission on Audit (COA) Circular No. 94-001 (Government Auditing Code of the Philippines)

The Government Auditing Code of the Philippines, under COA Circular No. 94-001, outlines the Commission on Audit's (COA) role in ensuring that government agencies effectively manage their financial resources.

One of the key provisions of this circular is providing technical assistance to government agencies in implementing financial management and auditing systems. This provision ensures the proper utilization and management of government funds.

Here's a more detailed explanation of this provision:

1. COA's Role in Financial Management

Objective: COA ensures that government funds are used efficiently, transparently, and according to legal and regulatory frameworks. Through technical assistance, COA helps government agencies improve their financial management systems, enabling them to better monitor, control, and report on the use of public resources.

Technical Assistance: COA offers expert advice to agencies on how to develop and implement financial management systems that are compliant with the government's auditing standards. This may include:

- Assisting agencies in establishing internal controls for managing and safeguarding public funds.
- Helping agencies create standard operating procedures (SOPs) for financial transactions to ensure accountability and transparency.
- Offering training on financial reporting, budgeting, and accounting systems to government personnel.

2. COA's Support for Auditing Systems

Objective: COA ensures that auditing practices within government agencies are in line with national standards and regulations. Auditing helps detect and prevent misuse or mismanagement of public funds.

Technical Assistance in Auditing: COA assists agencies by:

- Offering guidance on audit planning, ensuring agencies are prepared for both internal and external audits.
- Developing tools for risk-based auditing, where COA helps agencies identify areas where financial risks are highest and where more rigorous audit controls are needed.
- Supporting agencies in conducting performance audits that not only check financial accuracy but also assess whether programs or projects are delivering their intended outcomes efficiently.

3. Promoting Accountability and Transparency

Objective: One of COA's primary mandates is to promote the proper utilization of government funds. This includes reducing corruption, ensuring compliance with regulations, and safeguarding public funds.

COA's technical assistance extends to providing recommendations on financial accountability mechanisms, such as:

- Creating standard templates for financial reporting to ensure consistency across agencies.
- Offering assistance in the implementation of financial transparency initiatives, such as publishing financial reports online for public access.

Memorandum Circular No. 2020-01 (ARTA)

The Anti-Red Tape Authority (ARTA) was established to address bureaucratic inefficiencies and streamline government processes, particularly to improve the ease of doing business in the Philippines. Memorandum Circular No. 2020-01 focuses on providing technical assistance to government agencies to help them streamline their processes and reduce red tape.

Here's a more detailed explanation of the provision:

1. Streamlining Government Processes

Objective: The primary goal of ARTA's memorandum is to streamline government procedures to make them faster, more efficient, and easier to follow, particularly for businesses and the general public.

Technical Assistance: ARTA provides technical assistance to government agencies by:

- Helping them identify and remove unnecessary steps in their processes that cause delays or inefficiencies.
- Offering guidance on how to develop and implement citizen-centric processes, meaning procedures that are designed with the needs and convenience of the public in mind.
- Supporting the development of digital solutions for automating routine tasks (e.g., permit issuance, business registrations) to reduce manual processing time and minimize human error.

2. Ease of Doing Business

Objective: The circular mandates government agencies to adopt reforms that will promote ease of doing business. This is especially important for agencies that handle business registration, permits, and licenses. The aim is to create a more business-friendly environment that encourages investment and economic growth.

Technical Assistance in Process Streamlining: ARTA assists agencies in:

- Reengineering business processes to ensure that transactions with the government (such as business registration or renewal of permits) are completed within the prescribed processing times, reducing delays and inefficiencies.
- Implementing the Unified Business Permit Application System, a system that integrates different permits and licenses into a single application process to minimize the number of steps and documents required.
- Conducting workflow analysis to determine bottlenecks and areas where steps can be combined or eliminated.

3. Reducing Bureaucratic Red Tape

Objective: Red tape refers to excessive bureaucracy or adherence to rules and formalities that cause delays. ARTA's technical assistance focuses on reducing bureaucratic hurdles that hinder efficient service delivery.

Technical Assistance in Red Tape Reduction: ARTA helps agencies:

- Implement the Zero Contact Policy, which reduces opportunities for bribery and corruption by minimizing direct interactions between applicants and government personnel.
- Develop Citizen's Charters, which are documents that outline the specific services provided by the agency, including the steps, time frames, and fees involved in obtaining these services. ARTA ensures these charters are simplified and accessible to the public.
- Monitor compliance with the Ease of Doing Business and Efficient Government Service Delivery Act of 2018 (RA 11032), ensuring that agencies deliver services within prescribed timelines.

4. Enhancing Public Service Delivery

Objective: ARTA aims to improve the quality of public services through process reforms, ensuring that citizens and businesses receive services efficiently and without unnecessary delays.

Technical Assistance in Service Improvement: ARTA offers assistance in developing mechanisms to:

- Measure and monitor service quality through client satisfaction surveys, and use the feedback to further refine processes.
- Implement continuous improvement programs, which help agencies regularly assess and improve their processes to keep up with changing public needs and expectations.
- Develop key performance indicators (KPIs) that allow agencies to measure their performance and service delivery efficiency over time.

Both COA Circular No. 94-001 and ARTA Memorandum Circular No. 2020-01 emphasize the importance of **technical assistance** in improving the efficiency and accountability of government agencies. COA's focus is on enhancing financial management and auditing systems to ensure the proper use of public funds, while ARTA concentrates on streamlining processes to improve public service delivery and reduce bureaucratic delays. Together, they play a critical role in promoting transparency, accountability, and efficiency in the Philippine government.

IV. THE TECHNICAL ASSISTANCE

Technical Assistance (TA) is one of the key services offered by the Regional Office (RO) to the Schools' Division Offices (SDOs) and the Division Offices to the Schools.

The essence of technical assistance is providing professional help, guidance, and support to help others perform their duties more effectively. This assistance aims to make the recipients more efficient in carrying out their responsibilities.

Technical assistance is a process that guides clients toward achieving their goals for continuous improvement. As a field organization (Division Office/School) of the Department of Education, the client bears the primary responsibility and accountability for this journey.

Technical Assistance (TA) within a framework involving Regional Offices (ROs), Schools' Division Offices (SDOs), and schools, is a structured and professional approach aimed at enhancing the capacity and effectiveness of educational institutions and their personnel. The process involves collaboration, support, and expertise-sharing to help the client address challenges and reach their desired outcomes. Through the education lens, this process can be explained as follows:

1. Needs Analysis

Identifying specific needs is the first step in the TA process. This could involve evaluating student performance, learning outcomes, teaching methods, educational resources, and the overall efficiency of schools, division offices, and functional divisions. The aim is to pinpoint areas requiring support and improvement to enhance efficiency in program implementation and the quality of education.

2. Tailored Assistance

Technical assistance needs to be customized to meet the unique requirements of each educational institution. This could involve providing professional development for teachers, improving the curriculum, helping with strategic planning, and supporting the integration of technology. The support offered must be tailored to address the specific challenges faced by the institution. This ensures the assistance is relevant and effective.

3. Competency Development

A key part of TA is helping educational institutions become stronger over time. This isn't just about fixing current issues, but also giving schools, SDOs, and their staff the skills, knowledge, and tools they need to keep improving and

solving future problems on their own. Building capacity ensures the educational system can sustain itself and promotes a culture of ongoing learning and development.

4. Partnership Coordination

Technical support is a highly cooperative effort, involving a partnership between the regional and division offices, school districts, and schools. This collaborative approach encourages a sense of ownership among all stakeholders, and it taps into their combined expertise and resources to achieve common educational goals. It also facilitates the sharing of best practices and experiences, further enriching the learning environment.

5. Performance Review

Continuous monitoring and evaluation are crucial parts of the TA process. This means setting clear goals and measures of success to understand the impact of the support provided. Regular evaluation helps identify which strategies and interventions are effective, allowing for timely changes to ensure the support remains aligned with the evolving needs of the educational community.

6. Feedback and Enhancement

Feedback is crucial in the Technical Assistance (TA) process. It provides valuable insights from various stakeholders like teachers, students, administrators, and parents. This feedback helps refine and enhance TA strategies, ensuring they remain responsive to the needs of the educational community and contribute to continuous improvement.

The core purpose of Technical Assistance in education is to foster excellence and innovation within educational institutions. It involves providing targeted support, building capacity, and fostering collaborative partnerships. This helps create conducive learning environments where students can thrive and educators can perform at their best.

V. VARIED FORMS OF TECHNICAL ASSISTANCE

1. Information Sharing. This enables schools, divisions, and regions to learn from each other's experiences, adapt successful strategies, and collectively address common challenges, ultimately leading to improved educational outcomes.

2. Capacity-Building. This encompasses a wide range of activities, including professional development for teachers, leadership training for school administrators, and organizational development for educational institutions. The goal of capacity-building is to strengthen the education system's overall effectiveness and sustainability, enabling it to respond adaptively to evolving educational needs and challenges.

3. Group and Work Management. This refers to helping others in accomplishing outputs or targets based on their work plans.

Purpose of TA

The Region offers support and guidance to the School Divisions, who then assist their respective schools. The goal is to help schools become more self-reliant and self-sustaining within their communities through continuous improvement in leadership and management.

Technical Assistance is a structured mechanism where higher levels of governance, like regions, provide guidance and expertise to lower entities, in this case, School Divisions. The aim is to enhance the leadership and management capabilities within the School Divisions, which are then expected to extend similar support to their schools.

This autonomy is not just limited to their internal operations but also extends to their interactions with the nearby communities. By building stronger, more independent educational institutions, the entire educational system benefits, leading to enhanced learning outcomes and more community-engaged schools.

Objectives of TA

Technical Assistance seeks to facilitate providing broad-based capacity-building opportunities to the school to ensure the effective delivery of services for the improvement of learning outcomes.

Technical Assistance complements in the conduct of monitoring evaluation. It aids in tracking the progress and results helps address concerns and enhances performance.

Technical assistance is aligned with the organization's vision and mission and is based on the organization's needs.

1. TECHNICAL ASSISTANCE FRAMEWORK

This framework typically outlines the process for assessing needs, identifying solutions, delivering support, and evaluating outcomes. It may include monitoring, and feedback mechanisms to ensure effective assistance and continuous improvement.

The diagram below illustrates the TA Framework, showcasing a more interconnected and cyclical approach. This framework emphasizes the dynamic and iterative nature of TA, reflecting the continuous improvement cycle. Here's how the framework operates:

A. Technical Needs Assessment Stage

In this initial phase, a thorough assessment of the current state of the educational system is conducted to identify areas that need improvement or support. This assessment might include:

Inputs from the **Department of Education Development Plan (DEPD) Implementation Results**: Review the outcomes of previously implemented education development plans to understand their impact and identify gaps.

Regional Quality Management Team (RQMT) Basic Education Information System (BEIS) Data: Analyzing data from regional education management systems to assess the quality of basic education and identify areas for enhancement.

School-Based Management (SBM) Readiness Assessment Results: Evaluating schools' readiness and capacity to implement school-based management practices, identifying strengths and areas for improvement.

Quarterly Conduct of the Regional Monitoring, Evaluation, and Adjustments (RMEA): The RMEA focuses on assessing program implementation, highlighting the gathering of gaps and issues, and refining strategies to achieve regional education goals.

Regular Conduct of Monitoring: The regular conduct of monitoring on various Programs, Projects, and Activities ensures the identification of gaps and issues, facilitating timely adjustments and improved implementation strategies.

School Annual Improvement Plan: Review schools' annual plans to understand their goals, strategies, and areas where they seek support.

Division Quality Monitoring Team (DQMT) Report BEIS Data: Analyzing data and reports from the Division Quality Management Team and Basic Education

Information System to gather insights into the quality and effectiveness of education at the district level.

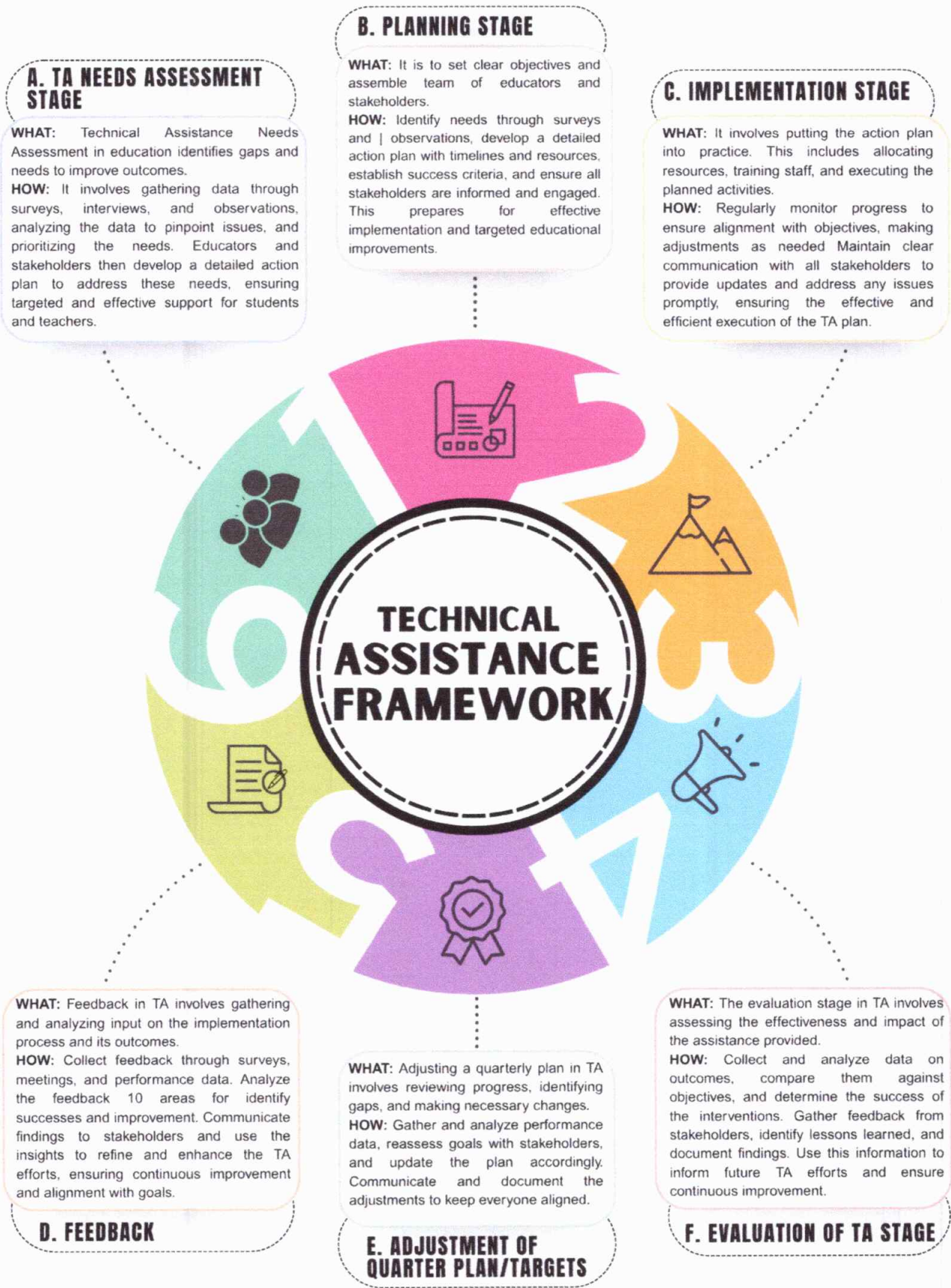
B. Planning Stage

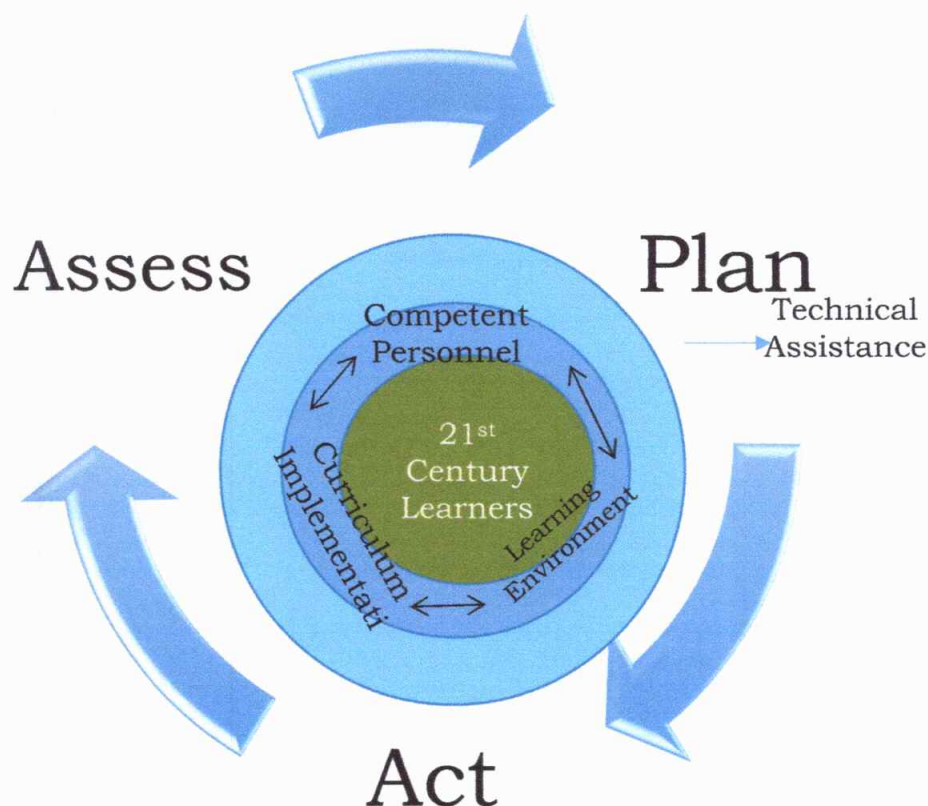
The planning stage involves developing a detailed strategy to address identified gaps and improve educational outcomes. This includes setting specific, measurable goals to guide the efforts and ensure clear objectives. Identify the resources needed, such as personnel, materials, and funding, to support the plan.

Define the roles and responsibilities of team members to ensure accountability and efficient task management. Establish timelines for each step of the implementation process, ensuring a structured and organized approach. This comprehensive planning ensures that all aspects of the needs are addressed systematically, leading to effective and sustainable improvements in education.

The Project T.A.L.A.K.A.Y. This Project aims to thoroughly analyze identified issues and concerns, develop targeted Technical Assistance plans, and foster collaborative strategies to address gaps effectively, ensuring sustained improvements in program implementation.

- **T – Talk** about the identified issues
- **A – Analyze** the root causes
- **L – Learn** from shared insights
- **A – Align** solutions to priorities
- **K – Keep** track of proposed actions
- **A – Act** on agreed strategies
- **Y – Yield** outcomes through collaboration





Core Principle: Continuous Improvement for Learner Success

1. Inner Circle: 21st-Century Learners

- **Definition:** The core of the framework revolves around the learners, who are adaptive, critical thinkers, and collaborative individuals prepared for global challenges.
- **Role:** They serve as the centerpiece of all educational endeavors, embodying the ultimate goal of education.

2. Second Circle: Interdependent Components

- **Competent Personnel:** Represents teachers and educational staff who are equipped with relevant skills, knowledge, and values to deliver quality education.
- **Curriculum Implementation:** Refers to the structured and innovative application of a curriculum aligned with global standards and local needs.
- **Learning Environment:** Encompasses physical, digital, and social environments that are inclusive, safe, and supportive of holistic learner development.

- **Interconnection:** These three components are not isolated; they work synergistically to ensure optimal learning outcomes.

3. Outer Circle: Technical Assistance (TA)

- **Definition:** Encircling the framework is technical assistance, which provides guidance, capacity-building, and resources to empower the second circle.
- **Role:** TA strengthens each pillar, ensuring they meet the needs of learners through collaborative and responsive support.

4. Dynamic Process: Assess, Plan, Act (APA)

- Enclosing the entire framework is a continuous cycle represented by three arrows forming a loop. This cycle reflects the iterative process of:
 - **Assess:** Evaluate existing strengths, gaps, and opportunities.
 - **Plan:** Strategically designing interventions to address identified needs.
 - **Act:** Implementing targeted actions and monitoring their effectiveness.

C. Implementation Stage

The implementation phase is all about putting the planned activities into action. This involves mobilizing resources, carrying out the strategies, and closely monitoring the process. The goal is to ensure everything aligns with the objectives set during the planning stage.

Executing the strategies means putting the TA methods, classroom activities, and other planned interventions into practice. This could mean adopting new processes, using technology, or providing professional development for personnel.

Closely monitoring the implementation is key. This ensures the activities match the goals and effectively contribute to the desired outcomes. This requires active involvement from educators, school leaders, and possibly students and parents. They can adapt to challenges and make necessary adjustments to achieve the plan's objectives.

D. Feedback

Feedback is an essential part of the process. Educators, students, and possibly parents offer their input on the implemented strategies. This feedback provides valuable insights on what is working well and what needs improvement.

Feedback is crucial in the Technical Assistance process, particularly in education. It involves gathering input from educators, students, and possibly

parents on the strategies that have been implemented. This feedback provides firsthand insights into the effectiveness of the interventions. Educators can share their experiences and observations on how the strategies impact teaching practices and student learning. Students can provide their perspectives on the changes in their learning environment and how it affects their engagement and understanding. Parents can offer valuable viewpoints on the impact of these strategies on their children's education and overall well-being.

By collecting this feedback, educators and administrators can identify what is working well and the areas needing improvement. This information is essential for making data-driven decisions and adjustments to the strategies, ensuring they are meeting the intended goals. Continuous feedback loops create a dynamic and responsive approach, enabling the educational system to adapt and improve continuously based on the actual needs and experiences of its stakeholders.

E. Adjustment of Quarter Plan/Targets

Based on the feedback and data collected from ongoing monitoring, the plans and targets may need to be adjusted from time to time. This will help meet the needs of the educational community more effectively and ensure that the goals are achievable within the set timelines.

F. Evaluation of TA Stage

The final stage is all about thoroughly evaluating the technical support given during the process. This involves assessing the impact of the interventions, seeing if the goals were achieved, and learning lessons that can inform future initiatives.

2. THEORETICAL BASIS ON TECHNICAL ASSISTANCE FRAMEWORK

Technical Assistance (TA) frameworks are often grounded in various theoretical bases that inform how support is provided to organizations, institutions, or individuals. These theoretical bases help to shape the approach, structure, and implementation of TA to maximize its effectiveness. Below are some key theoretical foundations relevant to TA frameworks:

Capacity Building Theory

Capacity building refers to the process of developing the abilities, skills, knowledge, and resources of organizations or individuals to improve performance and achieve long-term sustainable results.

TA frameworks rooted in capacity-building theory focus on enhancing the competencies of organizations or individuals through training, knowledge transfer, and the provision of resources. The goal is to create self-sufficiency so that recipients can continue to function effectively without ongoing support.

Systems Theory

Systems theory emphasizes that organizations operate as complex systems with interdependent parts. Changes in one area of a system affect other areas, and success depends on how well the system functions as a whole.

A systems-based TA framework considers how technical assistance interventions will impact the entire organization or ecosystem. It takes a holistic approach to improving processes, structures, and relationships within the organization to optimize overall performance.

Diffusion of Innovation Theory (Everett Rogers)

This theory focuses on how new ideas, technologies, or practices spread through a social system. It outlines different stages of adoption (innovators, early adopters, early majority, late majority, and laggards).

TA can facilitate the adoption of innovations by helping organizations understand, implement, and institutionalize new practices. The TA framework may be designed to address different adopter groups and ensure innovations are integrated smoothly.

Organizational Learning Theory (Chris Argyris and Donald Schön)

Organizational learning theory posits that organizations learn through continuous improvement, feedback, and adaptation. Double-loop learning, where organizations question and revise underlying norms and assumptions, is key to long-term effectiveness.

TA frameworks based on organizational learning focus on creating feedback loops and promoting a culture of continuous improvement. TA providers support organizations in diagnosing problems, experimenting with new strategies, and learning from outcomes to improve practices.

Change Management Theory (Kurt Lewin)

Lewin's model of change involves three key stages: unfreezing, changing, and refreezing. This theory emphasizes the need for organizations to break free from the status quo, transition to a new way of working, and stabilize the change to sustain it.

TA frameworks often draw from change management theory to help organizations navigate change. Technical assistance providers help with unfreezing current practices, guiding through the transition (capacity building, knowledge transfer), and ensuring the changes are embedded through institutionalization and follow-up support.

Empowerment Theory

Empowerment theory is centered on increasing the autonomy, decision-making power, and self-efficacy of individuals or groups. It is often used in contexts where marginalized or under-resourced communities or organizations need support to take control of their development.

TA frameworks based on empowerment theory emphasize participation, ownership, and the enhancement of self-reliance. Rather than merely providing solutions, TA encourages recipients to co-create solutions and build their capacity for independent problem-solving.

Stakeholder Theory (Freeman, 1984)

Stakeholder theory argues that organizations must consider the interests of all stakeholders who are affected by their actions, not just shareholders or direct beneficiaries.

TA frameworks that incorporate stakeholder theory ensure that interventions take into account the needs and inputs of all relevant parties, including employees, clients, government officials, and the broader community. This participatory approach helps create buy-in and alignment across the organization.

Action Research Theory (Kurt Lewin, 1946)

Action research involves a cyclical process of diagnosing problems, planning and implementing interventions, and evaluating the outcomes. It is a participatory approach that seeks both to solve problems and generate knowledge.

TA frameworks using action research are iterative and collaborative. They involve working closely with organizations to diagnose issues, test interventions, and adjust strategies based on results and feedback from stakeholders.

Institutional Theory

Institutional theory focuses on how organizations conform to the rules, norms, and cultural expectations of their environment. Organizations seek legitimacy by aligning with formal and informal institutional pressures.

TA frameworks based on institutional theory aim to help organizations align their practices with external norms and regulations to gain legitimacy and acceptance. This is particularly important for public institutions that must comply with laws, regulations, and societal expectations.

Technical Assistance (TA) frameworks are underpinned by a range of theoretical bases that shape the design and delivery of support to organizations. These frameworks help ensure that TA efforts are effective in building capacity, enabling change, promoting learning, and achieving long-term sustainability.

The theories highlighted above provide valuable insights into how TA can be structured to address organizational challenges, foster innovation, and support continuous improvement.

3. STRUCTURE IN PROVIDING TECHNICAL ASSISTANCE

TA Team Composition at the Regional Level

The Education Supervisors, Education Program Specialists, and technical personnel are divided into teams.

Each team is assigned several school divisions to take care of or provide technical assistance. They serve as the extended arm of the regional management reaching out to all schools' divisions.

The Chief of the Field Technical Assistance Division (FTAD) in the region coordinates with the functioning of all TA teams and with the Chiefs of the other functional divisions.

The Chief of the FTAD is an ex-official member of the Regional Executive Committee (REXECOM). He or she attends REXECOM meetings and reports directly to the RD and ARD by providing them with updated data on each school's division.

Regional TA Team Composition

Team leader: Can be designated or chosen by the members

Members: Representatives from all functional Divisions in the Region

Administrative Division (AD)

Policy, Planning, and Research Division (PPRD)

Curriculum and Learning Management Division (CLMD)

Human Resource Development Division (HRDD)

Quality Assurance Division (QAD)

Education Support Services Division (ESSD)

Finance Division (FD)

Field Technical Assistance Division (FTAD)

At the Division Level

All the Education Supervisors or Education Program Specialists, technical staff, and the Public Schools District Supervisor in the Division Office are divided into teams. Each team is responsible for overseeing a group of districts. They act as the division management's extended arm, reaching out to all schools. The Education Program Specialist serves as the Team Leader.

Similar to the regional structure, this delivery model ensures accountability among division personnel. Division management can easily identify who is responsible and accountable for any district or school at any given time. The Team Leader manages the functioning of their TA team and reports directly to the ASDS and SDS by providing them with updated data on each school district

under their care. Team leadership may be rotated depending on the needs of the schools and districts they oversee.

Division TA Team Composition

- Team leader: Can be designated by the SDS
- Members: Representatives from Education Program Supervisors (EPS) or Education Program Specialists (EPS)
- Designated Division Coordinators
- Public Schools District Supervisors (PSDSs)/ Principals-In Charge/ Coordinating Principals
- Other Division Personnel

ROLES AND FUNCTIONS OF TECHNICAL ASSISTANCE PROVIDERS

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 to do their functions.
3. Provides the necessary information for 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 of policy formulation.

1. RESPONSIBILITIES OF TECHNICAL ASSISTANCE PROVIDERS

1. Guide and help clients in planning, strategizing, implementing plans, and 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 as long as layers of security are in place.
4. Offer the client information on where to source the needed TA.
5. Give feedback, especially coming from their clients for continuous improvement.
6. Prepare recommendations for policy formulation.

Competence of TA Providers

Skills in identifying and Prioritizing TA Needs. These skills require analytical expertise in proving & interpreting data so that TA providers can identify and improve areas that need technical assistance.

Facilities Skills. Listening, observing, questioning, paying attention, and combining these skills (LOQAI) are crucial. These skills are used in every step and process of providing technical assistance. Applying facilitation skills will help the technical assistance provider follow the guiding principles mentioned earlier.

2. KEY RESPONSIBILITIES OF TECHNICAL ASSISTANCE RECIPIENTS

The active participation and commitment of technical assistance recipients are crucial for maximizing the benefits of such support. Recipients should actively engage in training sessions, workshops, and meetings, as those who participate more fully are likely to gain valuable insights and skills from the assistance provided.

Applying the strategies, technologies, or methods introduced by the assistance providers is essential. This includes integrating new teaching approaches, technologies, or programs into educational practices to enhance learning outcomes. Providing honest and constructive feedback to the assistance providers is also vital, as it helps tailor the support to meet the recipients' needs better and improve the overall effectiveness of the assistance.

Collaboration with assistance providers and other stakeholders is necessary, as improving education often requires coordinated efforts among participants. Adhering to the guidelines and requirements set by the assistance programs, such as following schedules, completing necessary paperwork, and meeting performance goals, ensures that the support is utilized effectively.

Finally, maintaining open communication with the assistance providers through regular updates and discussions helps ensure that the assistance remains effective and relevant, fostering a productive partnership focused on educational improvement.

REFERENCES

1. Regional FTAD Manual for TA, CARAGA (Region XIII), 2022.
2. The Technical Mechanism Handbook by Basic Education Sector Reform Agenda (BESRA), 2006.
3. Technical Assistance Handbook, STRIVE, 2007.

ANNEXES

Technical Assistance Forms and Templates

A. Consolidated Monitoring Report

Consolidated Monitoring Report

Title: _____ Date: _____

| SDO/School/Functional Division/Unit | Issues and Concerns <i>(This pertains to the most pressing needs, gaps, and the recurring issues and concerns of the organization)</i> | Significant Findings <i>(Optional - This pertains to the unusual findings - it may be positive or negative - that can give a great impact to the organization)</i> | Probable Cause | Recommendations |
|--|--|--|-------------------|-----------------|
| | | | | |
| | | | | |

Prepared by:

Monitoring Official

B. Prioritization on TA Provision

Prioritization Rubric on TA Provision

Gaps/Concerns: _____

| Criteria | 5 | 4 | 3 | 2 | 1 |
|-------------------------|---|--|--|--|--|
| A. Strategic Importance | 10 -11 SDOs that will benefit when TA is provided _____ | 8-9 SDOs that will benefit when TA is provided _____ | 6-7 SDOs that will benefit when TA is provided _____ | 4-5 SDOs that will benefit when TA is provided _____ | 1-3 SDOs that will benefit when TA is provided _____ |
| B. Urgency | TA provision needs to be conducted as soon as possible _____ | TA provision can still be conducted in 2-3 weeks _____ | TA provision can still be conducted in 4-5 weeks _____ | TA provision can still be conducted in 6-7 weeks _____ | TA provision can be conducted in 8 or more weeks _____ |
| C. Magnitude | 85% - 100% of the number of learners in the school/SDO that will benefit when TA is provided _____ | 75% - 84% of the number of learners in the school/SDO that will benefit when TA is provided _____ | 65% - 74% of the number of learners in the school/SDO that will benefit when TA is provided _____ | 55% - 64% of the number of learners in the school/SDO that will benefit when TA is provided _____ | 54% and below of the number of learners in the school/SDO that will benefit when TA is provided _____ |
| D. Feasibility | The degree to which the TA provision is clearly achievable _____ | The degree to which the TA provision is likely achievable _____ | The degree to which the TA provision is somewhat achievable _____ | The degree to which the TA provision is unlikely achievable _____ | The degree to which the TA provision is not achievable _____ |

Degree of Priority: _____

$(A+B+C+D)/4$

Prepared by:

EPS/Program Holder

C. TA Needs Assessment Form

Technical Assistance Needs Assessment

| Gaps/ Concerns | Degree of Priority | Rank as to Priority | Affected Performance Indicators | Probable Cause/s | TA Needs (Organizational or Performance) | TA Types (Training, Coaching, Mentoring, and etc.) | TA Recommendation |
|-------------------|--------------------------|---------------------------|---------------------------------------|---------------------|---|--|-------------------|
| | | | | | | | |

Prepared by:

Verified:

EPS/Program Holder

Chief Education Supervisor

D. TA Provision Plan Form

Technical Assistance Provision Plan

| TA Recommendations | Strategies/Activities | Concerned SDOs/Schools | Management Teams | Schedule | Composite Teams |
|-----------------------|-----------------------|---------------------------|--|---|--------------------|
| | | | RO (6/11 SDOS or higher have common needs) | DO (5/11 SDOS or lower have common needs) | |
| | | | | | |
| | | | | | |
| | | | | | |

Prepared by:

Approved by:

EPS

Chief ES

E. TA Provision Report Form

Technical Assistance Provision Report

| Planned | | | Actual | | |
|------------|------------|------|---------------------------|-----------------|---------|
| Strategies | Activities | MOVs | Observations/ Findings | Action Taken | Remarks |
| | | | | | |

Prepared by:

EPS/Program Holder

F. TA Evaluation Form

Technical Assistance Evaluation

Name of Participant: _____ Date: _____

| TA Provision Activities | What went well? | What needs to be improved? | Recommendations |
|-------------------------|-----------------|----------------------------|-----------------|
| | | | |

Is the TA provision appropriate to your needs? Why?

Level of Satisfaction *(Please rate the TA provision by ticking the appropriate box)*

1
☐

Dissatisfied

2
☐

Somewhat Satisfied

3
☐

Neutral

4
☐

Satisfied

5
☐

Very Satisfied

Signature

G. Consolidated TA Evaluation Form

Consolidated Technical Assistance
Evaluation

Title: _____ Date: _____
School/Division: _____

| Composite Teams | Overall Observations | Recommendations |
|--------------------|----------------------|-----------------|
| | | |
| | | |
| | | |

Prepared by:

Verified:

EPS/Program Holder

Chief ES

H. TA Impact Monitoring Report

TA Impact Monitoring Report

School/Division: _____ Date: _____

| TA Provision Schedule | Identified Gaps/Issues and Concerns before the TA Provision | Actual Performance | Variance/Descriptive Measure | Interpretations/Recommendations |
|-----------------------|---|--------------------|------------------------------|---------------------------------|
| | | | | |

Prepared by:

Verified:

EPS

Chief

I. Accomplishment Report

ACCOMPLISHMENT REPORT

Division: _____
Name of Employee: _____
Inclusive Dates: _____

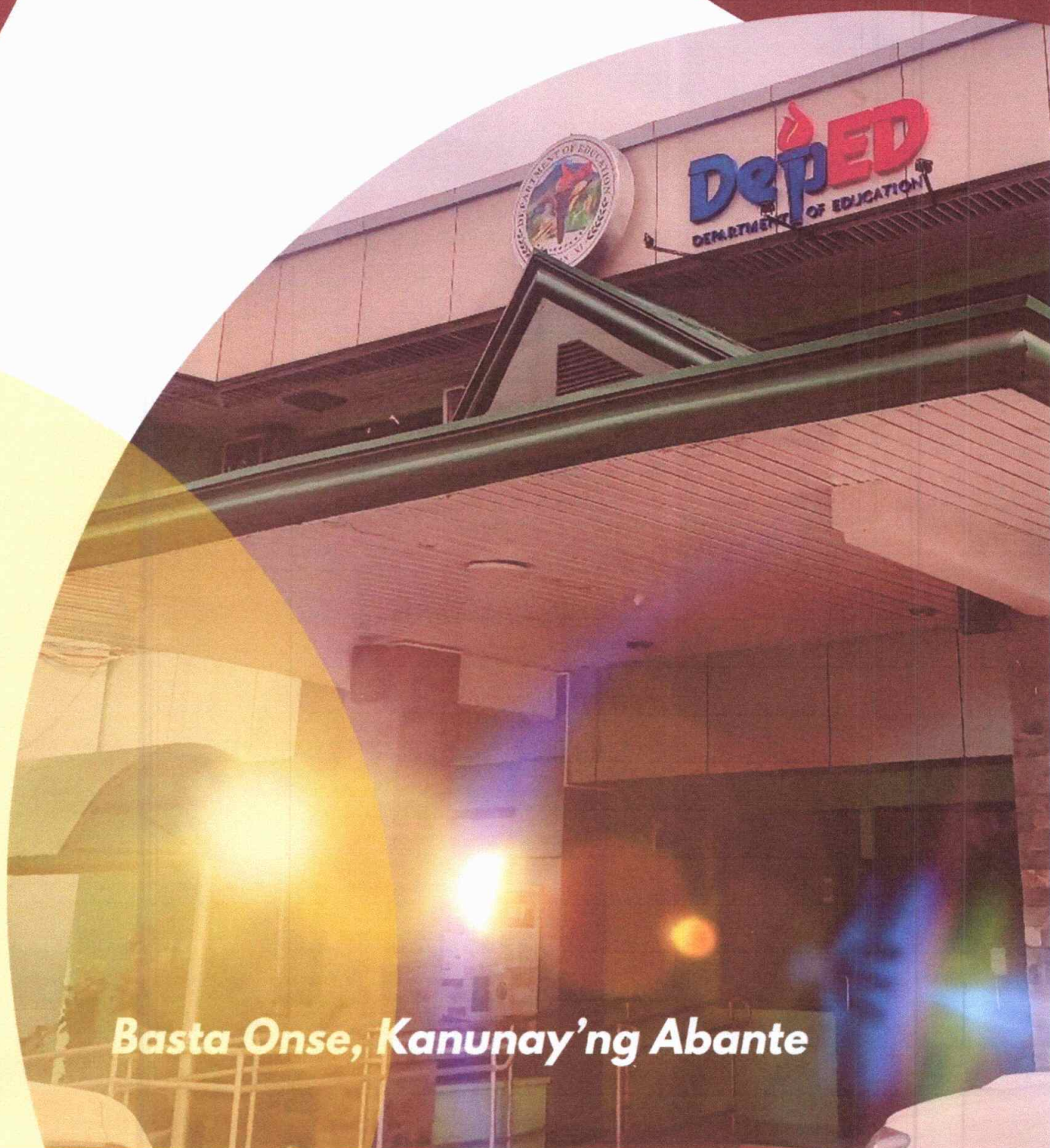
| Title of the Activity | Objectives | What to Expect After the Activity | Issues/Concerns | Remarks / Recommendations |
|-----------------------|------------|-----------------------------------|-----------------|---------------------------|
| | | | | |

Prepared by:

Noted:

Program Holder

Functional Division Chief



Basta Onse, Kanunay'ng Abante

