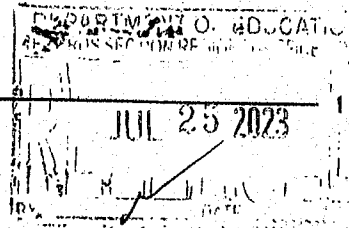




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NORMA P. ESTEBAN EdD, CESO V
Schools Division Superintendent
Office of the Schools Division Superintendent
SCHOOLS DIVISION OF BULACAN



REGIONAL MEMORANDUM

No. 382, s. 2023

**INTENSIFIED TECHNICAL ASSISTANCE SYSTEMS AND MECHANISMS
ON THE OPERATIONS OF REGIONAL FIELD TECHNICAL
ASSISTANCE TEAM (RFTAT) AND DIVISION FIELD TECHNICAL
ASSISTANCE TEAM (DFTAT)**

To : Schools Division Superintendents
All Others Concerned


1. In pursuit of fostering continuous improvement in the systems and processes of providing technical assistance to stakeholders in the Department of Education Region 3 and in compliance to the mandates stipulated in RA 9155, otherwise known as the Basic Education Act of 2001, the Field Technical Assistance Division (FTAD) issues this implementing guidelines titled "*Intensified Technical Assistance Systems And Mechanisms on the Operations of Regional Field Technical Assistance Team (RFTAT) and Division Field Technical Assistance Team (DFTAT)*" that will supercede RM 063, s. 2021 titled "*Implementation Guidelines on The Operations of Regional Field Technical Assistance Team (RFTAT) And Division Field Technical Assistance Team (DFTAT) In the Provision of Technical Assistance.*"

2. These implementation guidelines aim to:

- 2.1 establish systematic, needs-based, collaborative, and participatory mechanisms and procedures in the provision of technical assistance to ensure that the schools are provided with appropriate needs-based interventions necessary for building an inclusive learning community.
- 2.2 provide guidance to all technical assistance providers in the systems and processes of providing technical assistance to stakeholders-both internal and external in the twenty SDOs of region 3.
- 2.3 serve to highlight the effective practices in the provision of technical assistance which are significant to the improvement of learning outcomes.

3 Immediate dissemination and compliance with this Memorandum are directed.

ftad


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**INTENSIFIED TECHNICAL ASSISTANCE SYSTEMS AND MECHANISMS
ON THE OPERATIONS OF REGIONAL FIELD TECHNICAL
ASSISTANCE TEAM (RFTAT) AND DIVISION FIELD TECHNICAL
ASSISTANCE TEAM (DFTAT)**

I. Rationale

Anchored on RA 9155 or the Governance of Basic Education Act of 2001, this implementation guidelines highlights the functions of all various divisions and its respective personnel in the regional and division level that are embedded in all the duties and responsibilities as education leaders.

In reference to RM150, Series 2023 entitled "*Online Consultative Meeting to Review and Analyze the RM063, Series 2021 titled 'Implementation Guidelines on The Operations of Regional Field Technical Assistance Team (RFTAT) And Division Field Technical Assistance Team (DFTAT) In the Provision of Technical Assistance'*", this document is in response to the gaps and issues raised which showed a dearth of supplementing guidelines specific to cater to the diverse needs of the people in the field. It calls for ensuring the optimal utilization of all personnel in the educational organization and focusing their roles on attaining improved educational outcomes.

This guideline was also designed to make the process more comprehensive, engaging, and user-friendly to TA providers in the regional and division level to ensure effective implementation of programs for the achievement of better learning outcomes. The modifications done with RM 063, Series 2021 were based on the agreements made during the focus group discussions responding to the various issues and concerns of TA providers as stipulated in previous issuances.

On the other hand, the mandates of the DepEd Order #24, Series 2022 titled "Basic Education Development Plan" has underscored that the





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Department's different levels have their significant responsibilities to their respective next level of office in leading, guiding, monitoring & evaluating; in providing technical assistance to schools and in achieving higher learning outcomes.

It is also based on the principles of the MATATAG agenda of the DepEd with the tagline "*Bansang Makabata, Batang Makabansa*" to address the immediate impacts of the circumstances on learning, participation, and education delivery; address the remaining access gaps, improve education quality, and build resilience for learning recovery.

Therefore, this issuance shall serve as a guide for the RFTAT and DFTAT in leading, coordinating, and integrating the provision of technical assistance at all governance level in facilitating the delivery of quality basic education in view of the teaching-learning and creating an enabling environment for schools and learning centers in all circumstances.

II. Scope

This document covers the provision of technical assistance of the RFTAT to the regional office and schools division offices; and of the DFTAT which also includes the districts and schools, whether it be online or offline, in support of the vision of DepEd, which aims to establish systematic, needs-based, collaborative, and participatory mechanisms and procedures as they navigate the challenges of the teaching and learning process in any circumstance.





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III. The Technical Assistance Framework

A. For The RFTAT and DFTAT Operations

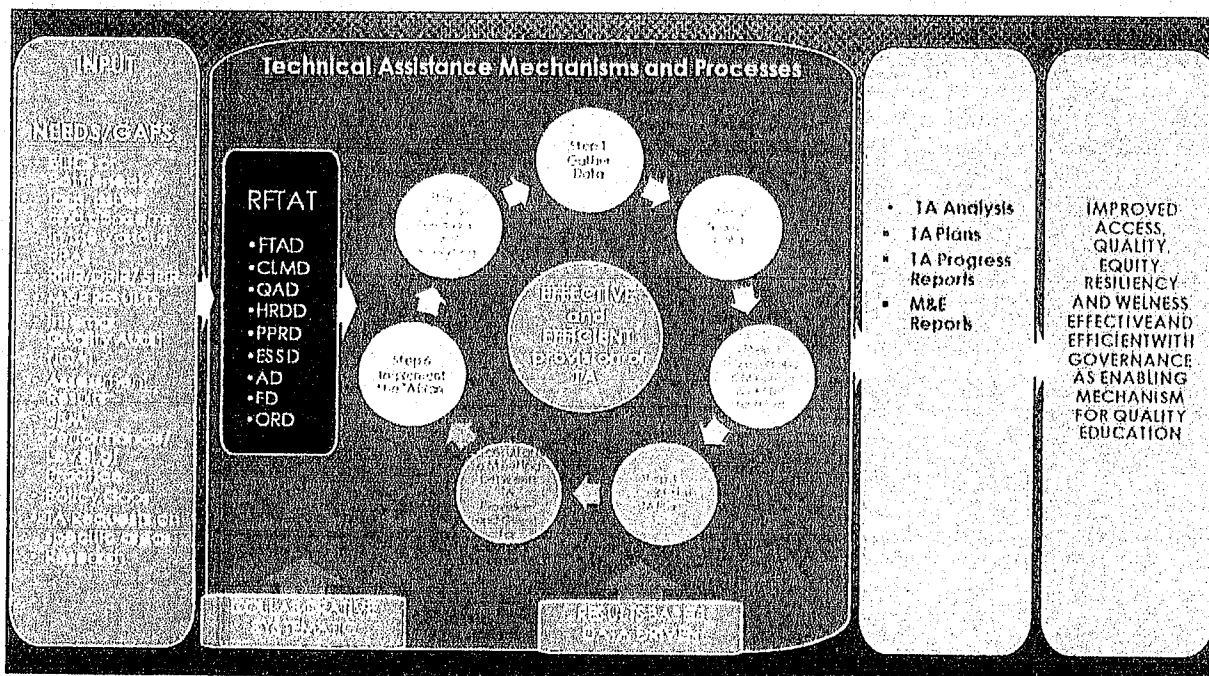


Figure 1 The Technical Assistance Framework for the RFTAT/DFTAT Operations.

Figure 1 presents the Technical Assistance Framework for the RFTAT/DFTAT Operations. The illustration focuses on the input as needs and gaps identified by the RFTAT/DFTAT through various sources from the ROFDs and SDOs. The antecedent of the provision of TA also includes other data including the BLICs of the Bottlenecks, Lags, issues and Concerns in the various programs, projects and activities; Performance Implementation Review (PIR) in the Regional, division, and schools; M&E results; Internal Quality Audit (IQA); Assessment Results; SBM Performance/Level of Practice; Policy Gaps; TA Requests on specific areas and research that reflects the need for the provision of TA.

The TA Framework describes the communications and collaborations across systems in the regional office and SDOs all throughout region 3 with the goal of bridging the gap between research, policy, and practice.





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In addition, specific TA requests must be the basis of the TA providers to make technical assistance provision relevant and meaningful to the clientele.

The technical assistance provision aims to maximize program implementation and impact by supporting administration, management, policy development, capacity building, etc. It can take the form of sharing information and expertise, instruction, skills training, and sharing or transmission of working knowledge and may also involve the transfer of technical data.

Moreover, it also aims to provide support and guidance to the regional office functional divisions and schools division offices to promote continuous improvement in leadership and management for fostering a more self-reliant and self-sustaining work environment in their respective communities.

This objective shall be accomplished by continually improving the organization's understanding, implementation, and infrastructure within and amongst the systems interaction. In the process of interfacing with the other functional divisions and SDOs, the technical assistance must be systematic, collaborative, results-Based, and data-driven. For its implementation, the technical assistance processes must be customized, adaptive, needs-based, and results-based.

The expected output/s of the T.A. mechanism framework is/are the Technical Assistance Analysis; Technical Assistance Plans; Technical Assistance Progress Reports; and Monitoring and Evaluation Reports.

The outcomes of the technical assistance provision shall be improved access, quality, equity, resiliency, and wellness resulting to an effective and efficient performance with governance as enabling mechanism for quality education.

The RFTAT and DFTAT shall harmonize the provision of technical assistance to all schools and Learning Centers and assist in the delivery of quality basic education services.

B. Team Composition

B.1 Regional Level

The Regional Field Technical Assistance Team (RFTAT) composition shall be composed of the members and representatives from the various Functional Divisions (FDs) of the regional office to ensure expertise and capability in the provision of technical assistance.





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The Field Technical Assistance Division (FTAD) through the guidance of the Regional Director (RD) and Assistant Regional Director (ARD), shall lead in facilitating the process of identifying the members of the RFTAT Composite team every year which shall be released through Office Memorandum.

The FTAD, in collaboration with the Chiefs of the functional divisions, shall spearhead the facilitation of the technical assistance process, consolidation, and reporting following the Intensified Technical Assistance Systems and Mechanisms on The Operations of Regional Field Technical Assistance Team (RFTAT) And Division Field Technical Assistance Team (DFTAT) In the Provision of Technical Assistance to Schools.

The Regional office, through the FTAD, may contextualize the composition of the RFTAT according to circumstances or may adopt the suggested structure for the implementation of the T.A. mechanism corresponding to the roles, functions, and responsibilities. These structures ensure responsibility and accountability among the team members.

B.2 SDO Level

The Division Field Technical Assistance Team (DFTAT) composition shall be composed of the Curriculum Implementation Division (CID) and School Governance Operation Division (SGOD).

The SGOD, through the guidance of the Schools Division Superintendent (SDS) and Assistant Schools Division Superintendent (ASDS), shall lead in the selection of DFTAT composite team members every year which shall be released through a Division Memorandum.

The SGOD, in collaboration with the CID, shall spearhead the facilitation of the technical assistance process, consolidation, and reporting following the Intensified Technical Assistance Systems and Mechanisms on The Operations Of Regional Field Technical Assistance Team (RFTAT) And Division Field Technical Assistance Team (DFTAT) In the Provision Of Technical Assistance To Schools.

The overall focal person shall be the School Governance and Operations Division (SGOD) Chief in collaboration with the Curriculum Implementation Division (CID) Chief.

The Schools Division Offices (SDO) may contextualize the composition of the DFTAT or may adopt the suggested structure for the implementation of the technical assistance mechanism corresponding to the roles, functions, and responsibilities. These structures ensure responsibility and accountability among the team members.





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B.2.1 District Level

The District Field Technical Assistance Team (DsFTAT) composition shall be composed of the school heads and the Public Schools District Supervisor (PSDS).

The PSDS, through the guidance of the SGOD, shall lead in the selection of DsFTAT composite team members every year which shall be released through a District Memorandum.

The PSDS shall spearhead the facilitation of the technical assistance process, consolidation, and reporting in the district following the Intensified Technical Assistance Systems and Mechanisms on The Operations of Regional Field Technical Assistance Team (RFTAT) And Division Field Technical Assistance Team (DFTAT) In the Provision of Technical Assistance to Schools.

The Schools Division Offices (SDO) may approve the composition of the DsFTAT or may adopt the suggested structure for the implementation of the technical assistance mechanism corresponding to the roles, functions, and responsibilities. These structures ensure responsibility and accountability among the team members.

B.2.2 School Level

The School Technical Assistance Team (SAT) composition shall be composed of the school head and the appointed project and planning team members of the school.

The school head, through the guidance of the PSDS, shall lead in the selection of SAT composite team members every year.

The school head shall spearhead the facilitation of the technical assistance process, consolidation, and reporting in the district following the Intensified Technical Assistance Systems and Mechanisms on The Operations of Regional Field Technical Assistance Team (RFTAT) And Division Field Technical Assistance Team (DFTAT) In the Provision of Technical Assistance.

The Schools Division Offices (SDO) through the PSDS may approve the composition of the SAT or may adopt the suggested structure for the implementation of the technical assistance mechanism corresponding to the roles, functions, and responsibilities. These structures ensure responsibility and accountability among the team members.





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C. Over--all Role of the Technical Assistance Teams

The RFTAT in the regional level; the DFTAT in the division level in collaboration with the district and school level technical assistance team, shall strengthen the Schools Division Offices (SDOs) in managing their respective schools leading to the achievement of their performance targets/objectives by:

- a. Identifying the situation of the SDOs: their needs, aspirations, plans, strengths, and weaknesses that will lead towards the formulation of relevant and appropriate strategic plans to ensure effective and efficient school management and leadership.
- b. Providing enabling interventions and strategies to help SDOs in achieving their goals and targets.
- c. Facilitating continuous improvement mechanisms by providing timely and important feedback on their roles and functions to serve the learners better; and
- d. Utilizing relevant data to inform Division TA providers that will aid in the formulation and development of contextualized guidelines.
- e. Monitoring and evaluating the progress result of the technical assistance provision for its impact on learning outcomes.

IV. Implementation Arrangements

The Procedures and Processes in The Provision of Technical Assistance

The rules for engagement in the RFTAT's/DFTAT's operations are the following:

1. Organization of the RFTAT

A. 1.1 The Regional Field Technical Assistance Team (RFTAT) Composition.

Chairperson	: Regional Director
Co-chairperson	: Asst. Regional Director
Team Leaders	: All Regional Division Chiefs
Members	: All Education Program Supervisors All Unit Heads Designated Focal Persons/Coordinators Division/Unit Technical Personnel





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1.1.1 Roles and Functions of the Regional Field Technical Assistance Team (RFTAT)

To perform these roles and functions, RFTAT has the following tasks:

- a. Guide and help SDOs plan, strategize, implement plans, and evaluate performance and accomplishments by providing support, coaching, and mentoring.
- b. Come up with a Regional Technical Assistance Plan based on the Key Results Areas (KRAs) of the functional division.
- c. Collaborate with the DFTAT to harmonize the provision of technical assistance to all schools and Learning Centers and assist in the delivery of quality basic education services.
- d. Share information regarding directions, mechanisms from higher management to top management to resolve issues on improved school management and administrative processes.
- e. Prepare policy recommendations or work for the formulation of an Implementation Guidelines for school organizational effectiveness.
- f. Collaborate with the functional Divisions in RO3 on the appraisal of SDOs regarding their performance status to ensure that schools and their communities are equipped and empowered to make decisions on what is best for their learners.
- g. Provides support and guidance to the school leaders for continuous improvement in instructional leadership and School-Based management.

1.1.2 The Chiefs of the functional divisions

- a. Act as Team Leaders
- b. Recommend a focal person who will represent their respective team.
- c. Recommend an alternate who shall take over or coordinate the technical assistance provision in the absence of the focal person.



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- d. Collaborate with the FTAD for systematic implementation of the TA process.

1.1.3. FTAD Team Coordinators

The FTAD Team Coordinators are the EPSs of the FTAD who are tasked to:

- a. lead the team in identifying gaps/ issues/ concerns of the clientele.
- b. facilitate in the designing of Technical Assistance plan to be employed.
- c. lead consultative meetings with RFTAT and DFTAT.
- d. ensure the implementation of the technical assistance plan.
- e. consolidate the technical assistance reports and means of verifications.
- f. develop the Regional Technical Assistance Plan to be presented during the REXECOM and First Quarter of the RFTAT Consultative Meeting.

1.1.4 The Team Members

The RFTAT members shall have the following responsibilities:

- a. Identify the situation of the SDOs: their needs, aspirations, plans, strengths, and weaknesses that will lead towards the formulation of relevant and appropriate strategic plans to ensure effective and efficient school management and leadership.
- b. Coordinate with the FTAD.
- c. Come up with a T.A. Plan to facilitate the resolution of a problem or issue through their team coordinator.
- d. Execute the T.A. plan shall be applied according to the steps as provided.
- e. Submit Accomplishment Reports and other related documents.
- f. Facilitate continuous improvement mechanisms of each SDO by providing timely and essential feedback on their roles and functions to serve the stakeholders better.
- g. Do follow-up to ensure the success of the T.A. provision.





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- h. Utilize relevant gathered data to inform regional T.A. providers that will aid in formulating and developing contextualized guidelines.

**B.1.2 The Division Field Technical Assistance Team (DFTAT)
Composition**

Chairperson	:	Schools Division Superintendent
Co-chairperson	:	Asst. Schools Division Superintendent
Team Leaders	:	All Division Chiefs
Members	:	All Education Program Supervisors, District Supervisors, SEPS/EPS II, Unit Heads, Division/Unit Technical Personnel

1.2.1 Roles and Functions of the Division Field Technical Assistance Team

The DFTAT shall have the following responsibilities:

- Collaborate with the RFTAT to harmonize the provision of technical assistance to all schools and learning centers and assist in the delivery of quality basic education services.
- Come up with a Division TA Plan for the year based on Key Result Area (KRAs) of the Schools Division Superintendent.
- Provides support and guidance to the school leaders for continuous improvement in instructional leadership and School-Based Management.
- Appraise schools regarding status of their performance to ensure that together with their communities are equipped and empowered to make decisions on what is best for their learners.
- Guide and help schools and learning centers in planning, strategizing, implementing plans, evaluating performance and accomplishments by providing support, coaching, and mentoring.
- Share information regarding directions, mechanisms from higher management to improve school management and administrative processes; and
- Prepare recommendations for the formulation of policies for school organizational effectiveness.





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1.1.5 The SGOD Chief, in collaboration with the CID Chief, shall:

- a. Act as Team Leaders
- b. Recommend a focal person and an alternate in the DFTAT who will represent their respective teams.
- c. Recommend an alternate who shall be the one to take over or coordinate the technical assistance provision.
- d. Develop the Division Technical Assistance Plan to be presented during the MANCOM and first Quarter of the DFTAT Consultative Meeting.
- e. Collaborate with the RFTAT for systematic implementation of TA Plans.

1.2.3 The SGOD Team Coordinators

The Education Program Supervisors/Senior Education Program Specialist (SEPS)/ Education Program Specialist II (EPS II) in the SGOD office can be assigned by the head of office as the person in charge of coordinating, facilitating, and communicating with Division Technical Assistance Team (DFTAT) members. They are tasked to:

- a. Lead consultative meetings with DFTAT.
- b. Identify the situation of the districts/schools: their needs, aspirations, plans, strengths, and weaknesses that will lead towards the formulation of relevant and appropriate strategic plans to ensure effective and efficient school management and leadership.
- c. Facilitate in the designing of technical assistance plan to be employed.
- d. Assist the SGOD Chief in crafting the Division Technical Assistance Plan to be presented during the MANCOM and first Quarter of the DFTAT Consultative Meeting.
- e. Ensure the implementation of the technical assistance plan.
- f. Consolidate the technical assistance. reports and means of verifications.





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1.2.4 DFTAT Team Members

The DFTAT members shall have the following responsibilities:

- a. Take care of the districts/clusters/schools/learning centers assigned to each team.
- b. Serve as the extension arm of the division management in reaching out to all schools/learning centers.
- c. Identify gaps/ issues/ concerns of the clientele.
- d. Coordinate with the SGOD Team Coordinators regarding the situation of the districts/schools as contained in the technical assistance plan that will lead towards the formulation of relevant and appropriate strategic plans to ensure effective and efficient school management and leadership.
- e. Come up with a technical assistance Plan to facilitate the resolution of a problem or issue through their team coordinator.
- f. Execute the technical assistance plan according to the steps as provided.
- g. Accomplish related reports.
- h. Facilitate continuous improvement mechanisms of each SDO by providing timely and important feedback on their roles and functions to serve the stakeholders better.
- i. Follow-up with the school leaders to ensure the success of the technical assistance provision; and
- j. Utilize relevant gathered data that will aid in formulating and developing guidelines.





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1.2.4.1 District TA Team

The District TA Team members shall have the following responsibilities:

- a. Collaborate with the DFTAT to harmonize the provision of technical assistance to all schools and learning centers and assist in the delivery of quality basic education services.
- b. Provide support and guidance to the school leaders/Teaching and Non-Teaching personnel for continuous improvement in instructional leadership and School-Based Management.
- c. Appraise status of performance to ensure that schools together with their communities are equipped and empowered to make decisions on what is best for their learners.
- d. Guide and help schools and learning centers in planning, strategizing, implementing plans, evaluating performance and accomplishments by providing support, coaching, and mentoring.
- e. Provides support and guidance to the school leaders for continuous improvement in instructional leadership and School-Based Management.
- f. Share information regarding directions, mechanisms from higher management to improve school management and administrative processes; and
- g. Prepare recommendations for the formulation of contextualized guidelines for school organizational effectiveness.





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1.2.4.2 Education Program Supervisor/ District Supervisor/ Designated School Head, in collaboration with the DFTAT from SDO, shall:

- a. Act as Team Leaders
- b. recommend a focal person and an alternate in the District/Cluster TA Team who will represent their respective teams.
- c. Recommend an alternate who shall be the one to take over or coordinate the T.A. provision.
- d. Collaborate with the RFTAT for systematic implementation of TA Plans.

1.2.4.3 The District/Cluster Team Coordinator shall:

- a. Act as the person in charge of coordinating, facilitating, and communicating with District/Cluster Schools TA Team members.
- b. Lead consultative meetings with the team.
- c. Identify the situation of the districts/schools: their needs, aspirations, plans, strengths, and weaknesses that will lead towards the formulation of relevant and appropriate strategic plans to ensure effective and efficient school management and leadership.
- d. Facilitate in the designing of TA plan to be employed.
- e. Ensure the implementation of the TA plan.
- f. Consolidate the TA reports and means of verifications.





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1.2.4.3 District/Cluster School TA Team Members shall:

- a. Take care of the districts/clusters/schools/learning centers assigned to each team.
- b. Serve as the extension arms of the division management in reaching out to all schools/learning centers.
- c. Identify gaps/ issues/ concerns of the clientele.
- d. Coordinate with the SGOD Team Coordinators regarding the situation of the districts/schools as contained in the T.A. plan that will lead towards the formulation of relevant and appropriate strategic plans to ensure effective and efficient school management and leadership.
- e. Come up with a Technical Assistance Plan to facilitate the resolution of a problem or issue through their team coordinator.
- f. Execute the Technical Assistance plan according to the steps as provided.
- g. Accomplish related reports.
- h. Facilitate continuous improvement mechanisms of each SDO by providing timely and important feedback on their roles and functions to serve the stakeholders better.
- i. Follow-up with the school leaders to ensure the success of the Technical Assistance provision; and
- j. Utilize relevant gathered data that will aid in formulating and developing implementation guidelines.





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V. The Technical Assistance Mechanism and Processes

Figure 3 outlines the different steps in the Technical Assistance Processes, namely: 1. Gather Data, 2. Analyze Data, 3. Conduct Consultative Meeting with RFTAT for Input, 4. Craft the TA Plans, 5. Consultative Meeting Between the TA Providers and Client for Input/Agreement, 6. Implement the TA Plan, and, 7. Monitoring and Feedback of technical assistance provided.

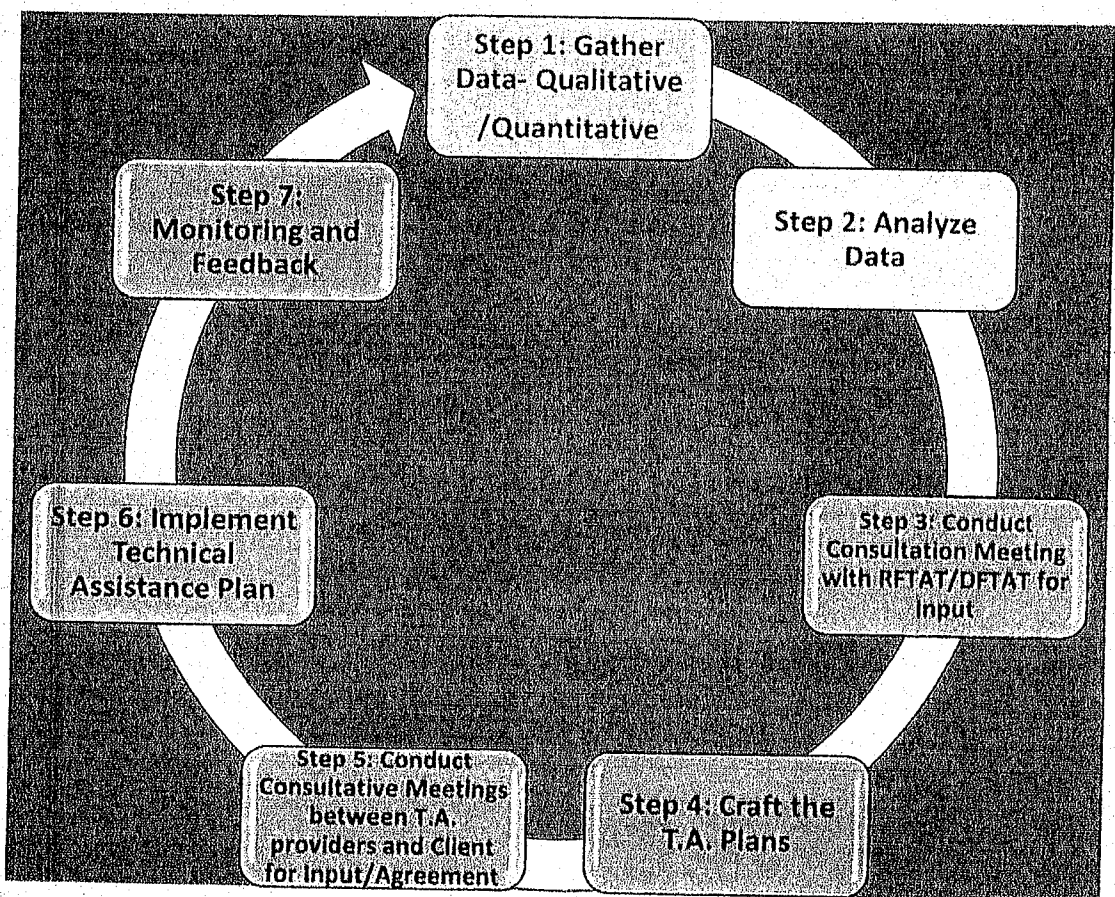


Figure 3 Technical Assistance Processes





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Step 1: Gather Data

In providing technical assistance to SDOs by the region and by the division to their respective schools for the successful implementation of the goals and objectives of the Department of Education, the technical assistance team, should first have a clear understanding of the actual situation of the clients utilizing the following data: *BLICs, PIR RESULTS; M&E RESULTS; IQA; Assessment Results; SBM Performance/Level of Practice; Policy Gaps, and TA Requests on specific areas.*

Step 2: Analyze Data

The Technical Assistance in the RO/SDO shall perform situation assessment and needs analysis based on the data gathered/submitted.

For the RO: FTAD shall identify the TA needs and priorities based on the data gathered by QAD and other sources. It shall be consolidated through Form A.1 (Modified RFTAT Technical Assistance Operations Plan) based on the data, i.e, PIR Gap Analysis Report. This plan shall be submitted to the ORD with approval from the Regional Director.

For the SDO: The SGOD and CID shall collaborate to identify the TA needs and priorities of the schools based on the data gathered through monitoring and other sources. They shall also utilize the same template. This plan shall be submitted to the SGOD with approval from the Head of Office.

Step 3: Conduct Consultation Meeting with RFTAT/DFTAT for Input

RFTAT works jointly with the organization's functional divisions.

Results of the PIR analysis through *Form A.1 (Modified RFTAT Technical Assistance Operations Plan)* shall be presented to the teams for prioritization of TA to be provided to the clients. This collaborative engagement may be done through online or virtual modalities if actual face-to-face is impossible.

On the part of the DFTAT, they shall also consult with the Division Functional Divisions or the PIR utilizing the same form.





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Step 4: Draft the Technical Assistance Plans

Each concern division/unit, through its focal person, shall prepare technical assistance plan by accomplishing the *Form A.2 (Individual/Team TA Plan)* per client. The TA plan shall be checked and be approved by the Chief/Unit Head of the concern division before the implementation.

RO: This plan shall be submitted to the FTAD with approval from the Head of Office.

SDO: This plan shall be submitted to the SGOD with approval from the Head of Office.

Step 5: Conduct Consultative Meetings between technical assistance providers and Client for finalizing the TA Plan priorities and agreement.

The provision of TA is participatory, hence the collaborative effort between the Technical Assistance providers and the client is necessary for finalizing the TA Plan's priorities and agreement. The plan shall be discussed with the client to establish agreements and adjustments as regards to the identified gaps. once finalized, a Performance Contract using the Form B may now be signed by the parties concerned.

Party A- TA recipient; Party B- RFTAT/DFTAT Team

Step 6: Implement Technical Assistance Plan

Technical Assistance providers (RFTAT/DFTAT) shall implement the TA plan based on the planned intervention. The FTAD/SGOD shall provide schedule for the actual implementation of the TA plan for every division/school using the online or virtual platforms.

Implementation of the plan may be on different levels and/or may need the services of other service providers. In cases when the planned intervention is beyond the capacity of the TA provider, referrals can be made to other TA providers with specific expertise.

Technical Assistance plan implementation needs regular tracking of T.A. intervention for timely and relevant reporting. It is also the ultimate measure on the impact of the T.A. provided.

Step 7: Monitoring and Feedback of technical assistance provided

The reports generated from the T.A. provisions are necessary information for top management to consider in making appropriate decisions and actions to





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improve the programs, projects, and activities. The intervention results must be communicated to the concerned division/unit using *T.A. Form C1 Technical Assistance Reporting Log* and *Form C-2 Technical Assistance Tracking Form* for documentation.

Reports should focus on its progress, accomplishments, and results of the T.A. implementation regularly (quarterly, semi-annually, or as required). Feedback from the M &E shall be reported during the Program Implementation Review (PIR). Its integrity shall provide the building blocks to facilitate generation of appropriate feedback for decision making and/or plan adjustments.

Criteria in Giving Feedback:

- Intended to help the recipient.
- Given directly and with feeling, based on a foundation built on trust.
- Descriptive rather than evaluative
- Specific rather than general with good, clear, and preferably recent examples
- Given at a time when the receiver appears ready to accept it.
- Inclusive only of those things that the receiver can do something about
- Not be more than the recipient can handle at one time.

Note: For Steps 5-7, reports shall be kept by the TA provider for documentation. The forms shall not be submitted anymore but it may be use as a reference in tracking the TA journey between the TA provider and the client.

VI. Monitoring and Evaluation

The Field Technical Assistance Division (FTAD), in close collaboration with Quality Assurance Division (QAD), shall conduct an annual review of the effectiveness and efficiency of the implementation of the guidelines in achieving its objectives with specific focus on: The compliance of SDO to the TA provision mechanisms and processes as stipulated; The achievement of improved educational outcomes; and Improved performance in School-Based Management. The Field Technical Assistance Division (FTAD), through the RFTAT and DFTAT shall conduct periodic consultations from the field, and Program Implementation Review (PIR) to enhance further the mechanisms and processes for the effective provision of technical assistance. Immediate dissemination and compliance with this Memorandum are directed.

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Regional Director



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Attachments

Template A: Modified Regional/Division Technical Assistance Plan

KRA	Issues and Concerns Identified	RO/SDO CONCERNED	Proposed Interventions/Best Practices		TA EXPECTED IMPACT	RESOURCES NEEDED	TIMELINE
			SDO ACTIONS	PROPOSED RO FD ACTIONS			

Template B: Modified Technical Assistance Accomplishment Report

TECHNICAL ASSISTANCE REPORT OF ACCOMPLISHMENTS							
TECHNICAL ASSISTANCE BASED ON KRA	Issues and Concerns Identified	Objectives	Interventions/Best Practices Employed		TA IMPACT	Ways Forward	Policy Recommendations
			Activity/Resolution by SDO	Activity/Resolution by RO			



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VII. References

- RA 9155 "Governance of Basic Education Act of 2002"
Executive Order No. 366 "Directing a Strategic Review of the Operations and Organization of the Executive Branch and Providing Options and Incentives for Government Employees who may be affected by the Rationalization of the Functions and Agencies of the Executive Branch
DepEd Order No, 52, s. 2015 "New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education."
BESRA STRIVE
RM 177, s. 2017 "Region III Contextualized Technical Assistance Operations Handbook."
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RM 063, Series 2021 "Implementation Guidelines on The Operations of Regional Field Technical Assistance Team (RFTAT) And Division Field Technical Assistance Team (DFTAT) In the Provision Of Technical Assistance"
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