



Republic of the Philippines  
**Department of Education**  
REGION VII – CENTRAL VISAYAS  
Schools Division of Negros Oriental

**Office of the Schools Division  
Superintendent**


29 MAR 2023

DIVISION MEMORANDUM  
No. 230, s. 2023

**ESTABLISHING DEPED NEGOR'S QATAME SYSTEM FOR LEARNING AND  
DEVELOPMENT (L AND D) INTERVENTIONS**

To: Assistant Schools Division Superintendent  
Chief, CID and SGOD  
Public School District Supervisor  
School Heads/Public  
All Others Concerned

1. The Division of Negros Oriental is one with the Regional and Central Offices of the Department of Education in ensuring that high-end undertakings geared towards learning and development excellence for teacher's success in the teaching-learning process. Thus, issues the enclosed Division Guidelines on the Conduct of **QUALITY ASSURANCE, TECHNICAL ASSISTANCE, MONITORING AND EVALUATION (QATAME)** of Learning and Development (L and D) Interventions which serves as basis for offices, units, committee, and all others who are involved in the monitoring and evaluation of learning interventions.
2. This shall take effect immediately.
3. Immediate dissemination and strict compliance of this memorandum is directed.

  
**SENEN PRISCILLO P. PAULIN, CESO V**  
Schools Division Superintendent  
3/24/23

SPP/~JMA-MKP-NLR/RBM/defa  
March 23, 2023



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**QUALITY ASSURANCE, TECHNICAL ASSISTANCE,  
MONITORING AND EVALUATION (QATAME) OF LEARNING  
AND DEVELOPMENT (L AND D) INTERVENTIONS IN THE  
DEPARTMENT OF EDUCATION**

**I. RATIONALE**

Pursuant to Section 7, Item B.4 of Republic Act 9155 or the Governance of Basic Education Act of 2001 in relation to the monitoring, evaluating and assessing learning outcomes, monitoring and evaluation (M&E) of program delivery of learning and Development (L&D) interventions is essential in providing information on the strengths and weaknesses of the learning and development system itself in order to support sustainability and improvement. This ensures the effectiveness and efficiency of L and D operations. It ensures that program implementation adheres to the standards for the system's inputs, processes, outputs, and outcomes.

In carrying out L and D interventions, Quality Assurance, provision of Technical Assistance and consistent Monitoring and Evaluation (QATAME) contributes in the attainment of the department's thrust of promoting good governance and transparency in the delivery of learning interventions. It is a mechanism that ensures the attainment of the desired level of quality of the expected output of a certain deliverables. With the foregoing, the Division of Negros Oriental has outlined its QATAME process with the goal of ensuring quality of learning interventions delivery.

**II. SCOPE**

DepEd-NegOr establishes the guideline in ensuring compliance to set standards in the delivery of learning interventions. This guideline shall apply to all learning intervention activities across all Governance Level in the division.

**III. L and D QATAME FRAMEWORK (Reference: L&D Manual, NEAP)**

QATAME is the fifth subsystem of the DepEd Learning and Development System and is embedded in the first four subsystems. It is a mechanism that ensures the attainment of the desired level quality of the expected output of a certain deliverable and giving attention to every stage of the QATAME process and every subsystem from needs assessment to learning evaluation.





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

**Provision of Technical Assistance** is the sharing of information, knowledge, expertise and skills to reach the desired quality of processes and expected outputs of a certain intervention or program. Technical Assistance focuses on particular needs and priorities identified by the program management team or program monitor.

Meanwhile, **Monitoring** is the systematic process of collecting, analyzing and using information to track a program's progress toward reaching its objectives and to guide management decisions.

**Evaluation** is a systematic assessment of an activity or program. Evaluation focuses on expected and achieved accomplishments, examining the results chain (inputs, activities, outputs, outcomes, and impacts), processes, contextual factors and causality, in order to understand achievements or the lack of achievements. Evaluation aims at determining the relevance, impact, effectiveness, efficiency, and sustainability of interventions and the contributions of the intervention to the results achieved.

#### **IV. QATAME IN THE L AND D SYSTEM**

1. L and D Needs Assessment (QATA)
  - a. Assuring quality of the process in assessing the learning needs.
  - b. Providing technical assistance to ensure that the process involve in learning needs assessment adheres to the set standards.
2. L and D Planning (QATA)
  - a. Assuring that the plan conforms with the standards of a good and double plan
  - b. Providing technical assistance to assure that the plan conforms with the standards.
3. L and D Design and Resource Package (QATA)
  - a. Assuring that the design and resource package conform with the standards and based on plan.
  - b. Providing technical assistance to assure that the design and resource packages conform with the standards.
4. L and D Delivery (QATAME)
  - a. Assuring quality of the conduct of the interventions
  - b. Monitoring the conduct of the intervention
  - c. Providing technical assistance based on the data gathered during conduct of intervention.
5. L and D Learning Evaluation (TAME)
  - a. Writing of Reports and recommendations for the improvement of the future interventions and for policy action.
  - b. Monitoring and evaluation of application project.
  - c. Monitoring and evaluation of the job-embedded learning
  - d. Conduct of impact study.



**V. TRAINING PROGRAM STANDARDS**

<b>STANDARDS</b>	<b>QUALITY PRINCIPLES</b>
<p>1. <b>Competency-based, inclusive and aligned with DepEd VMV and strategic directions:</b> <i>The training program is responsive to the agency's requirements and the participants' needs while promoting inclusiveness and equity.</i></p>	<ul style="list-style-type: none"> <li>• The training program is anchored on competency-based assessment of development needs.</li> <li>• The training program meets the personnel development requirements of the agency consistent with its mission-vision, mandate and strategic direction and priorities.</li> <li>• The training program is accessible to all employees and recognizes diversity especially with respect to gender, special needs, and the like.</li> <li>• Training design and methodologies are based on adult learning principles.</li> <li>• The activities and content are logically sequenced and are aligned to the goals and objectives of the program.</li> <li>• The program identifies how learning can be assessed and applied in the work area.</li> </ul>
<p>2. <b>Sound Learning and Development Principles:</b> <i>The training design is developed based on sound learning and development principles.</i></p>	<ul style="list-style-type: none"> <li>• Training design and methodologies are based on adult learning principles</li> <li>• The activities and content are logically sequenced and are aligned to the goals and objectives of the program.</li> <li>• The program identifies how learning can be assessed and applied in the work area.</li> </ul>
<p>3. <b>Clear Training Management structure and accountabilities:</b> <i>The training program has management structure that identifies accountabilities and responsibilities</i></p>	<ul style="list-style-type: none"> <li>• The management structure delineates roles and responsibilities. At the minimum, the management structure shall include the following:</li> </ul>

	<ul style="list-style-type: none"> <li>-Program Manager- oversees the entire program, coordinates all efforts</li> <li>-Training Manager-focuses on actual training to ensure that the program is implemented as planned.</li> <li>-Trainers/Facilitators-delivers the training</li> <li>-Logistics Officer-plans and secures logistics to support the training.</li> <li>-Welfare Officer- ensures that provisions for health , wellness, security are taken care of</li> <li>-Finance Officer oversees the efficient allocation of funds and timely releases as well as documentation for liquidation.</li> <li>-M and E Coordinator- implements M and E activities and prepares report</li> <li>-QATAME Associates</li> <li>-Documenters</li> <li>-Secretariat</li> </ul> <p>*Specific persons are assigned to perform tasks and responsibilities</p>
<p><b>4. Efficient Logistical arrangements:</b> <i>The training logistical arrangements ensure that participants' learning is maximized.</i></p>	<ul style="list-style-type: none"> <li>• The venue selected has met the training requirements(facilities, workspaces, comfort rooms, internet connectivity, provision for health and other emergencies etc.) security and safety, accessibility.</li> <li>• The accommodation has met the requirements (comfort rooms, internet connectivity and provision for emergencies), security and safety, accessibility to the training venue, if separate from the venue</li> </ul>



	<ul style="list-style-type: none"> <li>• Food provision has met the requirements (quantity, quality, diet requirements of participants, restrictions, etc.)</li> <li>• The training materials are available, adequate for all the participants, relevant to the needs of the participants, usable in their work area.</li> <li>• The training support materials are available, adequate for needs of the participants and the management staff.</li> </ul>
<p><b>5. Effective Training Delivery:</b>  <i>The training delivery is effectively delivered and well-supported.</i></p>	<ul style="list-style-type: none"> <li>• The management staff and learning facilitators/trainers/resource persons are selected based on a set criteria and requirements of the training program.</li> <li>• The learning facilitators/trainers/resource persons are at the minimum oriented on the design, content and methodologies of the training.</li> <li>• The management staff are cordial, respectful and act on concerns immediately, appropriately and effectively.</li> <li>• The delivery is based essentially on the training design and session plan.</li> <li>• The total number of participants and class sizes are set at a manageable level (1 trainer: max of 60 pax; total pax should not exceed than what is logistically possible with respect to venue, number of learning facilitators, trainers, etc.</li> <li>• The participants are engaged in activities that provide opportunities to maximize</li> </ul>

	learning and demonstrate what they have learned.
<b>6. Embedded monitoring and evaluation:</b> <i>The training has a QATAME mechanism that ensures quality delivery, maximum learning and continuous improvement</i>	<ul style="list-style-type: none"> <li>• The QATAME plan is integrated in the training plan.</li> <li>• The QATAME is organized consistent with the plan.</li> <li>• The QATAME work responsibilities are indicated.</li> <li>• The QATAME data are gathered and processed immediately.</li> <li>• The QATAME results are used to inform improvement efforts and policy decisions.</li> </ul>

## VI. QATAME TEAM ROLES AND FUNCTIONS

PERSON(S) INVOLVED	ROLES AND FUNCTIONS
<b>Division Team Leaders:</b> Schools Division Superintendent and Schools Governance and Operations Chief	<ul style="list-style-type: none"> <li>• Oversees the effective implementation of QATAME systems and processes in the division.</li> </ul>
<b>Focal Persons:</b> Senior Education Program Specialist and Education Program Specialist II for Monitoring and Evaluation	<ul style="list-style-type: none"> <li>• Prepares QATAME Plan and submits the same to the program manager</li> <li>• Ensures that QATAME associates are adequate for the number of classes and creates QATAME teams as may be necessary</li> <li>• Ensures that the QATAME Processes such as the gathering (through monitoring tools and FGD), analysis of data as well as the presentation of findings are observed and ensures protocol is observed in these processes.</li> <li>• Consolidates QATAME results and submits reports to the program manager, SGOD-Chief and SDS</li> <li>• Conducts orientation and/or training for QATAME associates</li> </ul>



	<ul style="list-style-type: none"> <li>• Conducts evaluation of the QATAME Process</li> <li>• Ensures that all the QATAME associates/monitors are evaluated by the Program Management Team</li> <li>• Ensures that the QATAME associates are evaluated by training managers and facilitators and by other training personnel as may be necessary.</li> <li>• Provides input i.e. results of the QATAME during the debriefing if called by the Program Focal Person.</li> <li>• Ensures that the debriefing happens at the class level.</li> <li>• Participates in the selection of trainers/LFs for QA Purposes</li> </ul>
<b>QATAME Associate/Monitor: As designated by the head of the Unit/Division</b>	<ul style="list-style-type: none"> <li>• Conducts QATAME of the assigned class/aspect of the training program</li> <li>• Attends orientation for QATAME Associates</li> <li>• Gathers data through the appropriate monitoring tool and FGD</li> <li>• Consolidates and analyzes data</li> <li>• Presents findings during the debriefing</li> <li>• Monitors implementation of agreements</li> <li>• Submits report to the QATAME Focal Person/Coordinator using the prescribed format</li> <li>• Participates in the inspection of venues</li> <li>• Conducts quality assurance of training materials</li> </ul>

## VII. QATAME PROCESS



Data are gathered using the QATAME tools and forms and through the Focus-Group Discussion (FGD) with the participants. The quantitative data shall then be analyzed and validated through the result of the FGD. In the debriefing process, issues and concerns shall then be deliberated by the program management team, learning facilitators and the M&E coordinator or the QATAME associate. Any adjustments shall be done in order to improve the delivery of services and to cater to the needs of the participants.

### **VIII. OBJECTIVES/MECHANICS AND PROCESS OF QATAME IN EVERY L AND SUBSYSTEM**

#### 1. L and D Needs Assessment (QATA)

##### **OBJECTIVES OF THE QATAME**

Ensure that the purposes of the LDNA have been achieved:

- The competency gaps of individual teaching and non- personnel within a job group, unit, or the entire school have been identified
- The baseline data on the competency levels of each personnel has been established
- Provide information that will guide program planning and designing.

##### **STANDARDS**

- ❖ Ensure that all data sources should be up-to-date, legitimate and official, or approved/ accepted for use by the head of office or office.
- ❖ Ensure that confidentiality shall be observed in the gathering, recording, and reporting of data.
- ❖ An appropriate and comprehensive LDNA approach is identified that will determine the specific methodologies with the necessary tools to be utilized in the process.
- ❖ Data are validated using an appropriate approach before the identification of competency gaps is finalized.

##### **PROCESS/MECHANISM**

#### 1. Process of Conducting of Quality Assurance of the LDNA

##### a. Quality Assure the LDNA Plan:

- Rationale



- Duration of the conduct of LDNA
- Target job group; total population of the target job group
- Details of the work stations
- Description of the type of approach in conducting LDNA
- Discussion on the methodology chosen, data gathering tool to be used
- The schedule and venue of the conduct of LDNA
- The target date of completion
- Signature of the team; approval of the head of office
- Documentation of the conduct of the LDNA

b. Quality assurance of the collection of the needed baseline data

- Identified the personnel involved in the collection of data
- Documentation of the collection of data
- Identified the LDNA approach

c. Quality assure the analysis and validation of data

- Documentation of the steps in accomplishing performance analysis template
- List of actual accomplishment within the covered RPMS cycle
- Compared the list of actual accomplishment against planned target as stated under the IPCRF performance indicator
- Identified the performance gaps from each of the indicator that has not been met
- Stated the reasons for the identified performance gaps
- Classified the given reasons following the performance gaps classifications under Performance Gap Analysis Template
- Identified the factors that contribute to performance gaps which are related to the lack of competencies on the job
- Identified the specific behaviors that are not demonstrated due to the lack of competencies.
- Had list of all competency-related gaps under the Development Needs of the target personnel's IPCRF
- Verified the veracity of data gathered by getting evidence from other sources: documents, public

records, photographs, actual observation, interview with the immediate supervisors of target personnel.

- Used multiple methods to gather the data to check whether it would the same results: FGD, survey, KII, and other methodologies to ensure reliability and completeness of data submitted.
- Consolidated the development needs per governance level following the prescribed steps
- Reviewed the identified competency gaps stated in the template and look for similarities and differences in the use of words and the way statements are expressed.
- Clustered the statements with similar message or meaning
- Assigned competency-based theme on the clustered statements guided by the applicable job competency profile or competency -based job descriptions
- Listed down the competency-based theme for the gap results prioritization.

d. Quality assurance of the LDNA report

- The report followed the LDNA report template
- The report included the approved LDNA plan
- The report included the LDNA performance and competency gap summary worksheet
- The report included the completed templates, forms and correspondence; may also include video and pictures, if applicable
- Submitted the report to the head of office fifteen days after the completion of the assessment process

2. Check the LDNA structure

- There is a Professional Development Committee (PDC) to conduct LDNA
- The PDC is composed of members prescribed in the manual: CO, Region, Division, School
- The PDC conducts LDNA within the scope of the organization
- The PDC oversees other LDNA initiative or activity of other offices to ensure observance to the rules and standards

3. Prepare the QA report based on the compliance of the LDNA processes. Make recommendations.



4. If there are discrepancies or non-compliance of certain process, feedback to the PDC/PMT. Make an agreement with specific timeframe for the compliance of the processes standards missed during the conduct of LDNA.

## 2. L and D Planning (QATA)

### OBJECTIVES OF THE QATAME

Ensure that the purposes of the LDNA have been achieved, which are the following:

- Align the L and D interventions to the overall organizational strategic goals and directions, and desired level of employee performance;
- Prioritize learning and development needs based on the competency gaps identified in the LDNA Report;
- Determine critical elements, resources and conditions that are necessary for the effective implementation of the identified L&D interventions;
- Formulate output and outcome indicators for determining effectiveness of L and D interventions; and
- Quality Assure the process and outputs against the standards.

### STANDARDS

The standards in conducting QATA of LDPlan

- ❖ The Learning and Development needs are prioritized using the following criteria: strategic importance, urgency, magnitude and feasibility (SUMF).
- ❖ Learning and Development Plans (LDPs) are based on the prioritized development needs
- ❖ All interventions are anchored on Workplace Development Objectives (WDOs) which articulate the expected changes that the identified intervention aims to bring about.
- ❖ Learning and Development is either one of the KRAs or strategies in all functional units across all governance levels. Hence, LDPs must be integrated into the Educational Development Plans and in the Annual Work and Financial Plan and Implementation Plan.
- ❖ All LDPs should include the following critical elements: monitoring and evaluation, risk management, and communication and advocacy plans.
- ❖

- ❖ L&D Planning is a collaborative process and involves stakeholders concerned with the competency gaps being addressed and the proposed intervention.
- ❖ L & D Planning is an iterative process. Plans are reviewed and adjusted based on the changing needs.
- ❖ The L&D Planning is aligned with the Budget and Planning Cycle of the department.

### **PROCESS/MECHANISM**

1. There is an invitation from the PDC/PMT to conduct QATA of LDP of System QATAME
2. The Program Implementation QATAME is part of the PMT thus, conducting QATAME is one of his/her/their tasks.
3. Process of Conducting of Quality Assurance of the LDP
4. Quality Assure the process in prioritizing the needs as guided by DO#44, s,2015:
  - a) Checking of the listed competency gaps based on the LDNA report
  - b) Checking of the analysis done for each competency gap using the criteria: strategic importance, urgency, magnitude, and feasibility
  - c) Checking of the average rating for each competency gap: very high priority, high priority, moderate priority, low priority and very low priority
5. Quality assure the formulation of the WDO: development impact, organizational outcome, output and competency
  - For development impact, these questions must be answered: What expected improvements in the DepEd processes, systems, strategies, policies and structure? What improvements in service delivery are expected?
  - For organizational outcome, this question must be answered: What are the tangible and measurable improvements in the workplace given the new competency(ies) learned and the utilization of the output(s) produced ?
  - For output, this question must be answered: What outputs will participants be produced as a demonstration of their improved KSAs at the end of the L and D intervention?
  - For competency, this question must be answered: What are the KSAs the participants must have as a result of the L and D intervention?



- Quality assure the formulation of the WDO: development impact, organizational outcome, output and competency
- For development impact, these questions must be answered: What expected improvements in the DepEd processes, systems, strategies, policies and structure? What improvements in service delivery are expected?
- For organizational outcome, this question must be answered: What are the tangible and measurable improvements in the workplace given the new competency(ies) learned and the utilization of the output(s) produced ?
- For output, this question must be answered: What outputs will participants be produced as a demonstration of their improved KSAs at the end of the L and D intervention?
- For competency, this question must be answered: What are the KSAs the participants must have as a result of the L and D intervention?

### 3. L and D Design (QATA)

#### **OBJECTIVES OF THE QATAME**

Ensure that the purposes of the LDD have been achieved:

- provide a comprehensive and logical flow of the content and processes of an L and D activity that will guide delivery
- guide the development of the learning resource package.(SG, Slidedecks, Handouts)

#### **STANDARDS**

- ❖ The L & D Design should be consistent with the recommendations in the LDNA Report and L&D Plan
- ❖ All designs, regardless of modality, shall contain the following key elements:
  - Background Information (Title, Participants' profile, Competency being developed, Background, Rationale & Description, management level, and proposed CPD credit units)
  - Terminal and Enabling Objectives
  - Baseline information on participants' current performance against target competencies
  - Prerequisites, if any

- Key Content and Processes
  - Methodologies and Delivery Modes
  - Learning Assessment Strategies/Outputs
  - Learning Resources and People Responsible
  - Budget requirements
- ❖ The design is appropriate to the identified target participants and responsive to identified needs.
  - ❖ The design considers varied relevant, and innovative methodologies and modalities, including best practices that are consistent with adult learning principles and styles, and are responsive to identified needs.
  - ❖ Designs are evidenced or research-based, administratively efficient, cost effective, user-friendly, and technology-enabled, whenever possible and appropriate.
  - ❖ The design includes various strategies to assess achievement of objectives including Workplace Application Project (WAP)

### **PROCESS/MECHANISM**

1. There is an invitation from the PDC/PMT to conduct QATA of intervention design/proposal of System QATAME
2. The Program Implementation QATAME is part of the PMT thus, conducting QATAME is one of his/her/their tasks.
3. Process of Conducting of Quality Assurance of the LDD
  - a) Inquire whether a search was done for appropriate design from the Learning and Development Information System (LDIS) and other sources for possible adoption or adaptation.
  - b) If the intervention was based on the existing design, review should be done and quality assure whether:
    - the design was checked with the standards set.
    - there is no restrictions regarding the use of existing designs.
    - there was a review of the programs in terms of applicability and sustainability.
    - the program design has a prepared learning resource package.
4. Prepare the QA report based on the compliance of the LDD processes. Make recommendations.
5. If there are discrepancies or non-compliance of certain processes, make a report and feedback to the PDC/PMT. Make an agreement with specific timeframe for the compliance of the processes standards missed during the conduct of LDD.



## L and D Resource Package Development

### OBJECTIVES OF THE QATAME

Ensure that the purposes of the LRP have been achieved:

- develop and organize a set of relevant and appropriate learning materials to meet the objectives and support the delivery of the intervention;
- provide standard processes in developing instructional materials to maintain consistency of program delivery across various groups with similar learning needs

### STANDARDS

- ❖ compliant with LRMS standards and other requirements;
- ❖ relevant and appropriate to the objectives of the intervention and its target audience as stated in the program design; based on credible, reliable, and trusted sources of information;
- ❖ compliant with RA 8293 “An Act Prescribing the Intellectual Property Code of the Philippines” to avoid plagiarism issues;
- ❖ well-organized, accessible, adaptable, and user-friendly;
- ❖ grammatically correct and coherently structured;
- ❖ technologically-enhanced, whenever required or available, and cost-effective;
- ❖ adherent to DepEd Order 32, Series 2017, entitled Gender-Responsive Basic Education Policy especially on the language-use, examples, and illustrations;
- ❖ gender-fair and uses bias-free language, examples and illustrations; and
- ❖ learner-focused in terms of content and methodology.

### PROCESS/MECHANISM

1. There is an invitation from the PDC/PMT to conduct QATA of LRP of System QATAME
2. The Program Implementation QATAME is part of the PMT thus, conducting QATAME is one of his/her/their tasks.
3. Process of Conducting of Quality Assurance of the LRP
  - a. Quality Assure that the basis for Learning Resource Package Development is the Program Design that was developed and approved for each intervention identified in the L&D Plan.
  - b. If there are existing LRPs that suit the design, check whether they are reviewed for adoption or redevelopment

- c. If proceeded with development of new LRPs, the following must be checked.
    - RA 9184 was observed when contracting services of external experts
    - Observed the procedures in developing LRPs
4. Prepare the QA report based on the compliance of the LRP processes. Make recommendations.
5. If there are discrepancies or non-compliance of certain processes, write a report and feedback to the PDC/PMT. Make an agreement with specific timeframe for the compliance of the processes standards missed during the conduct of LRP.

#### 4. L AND D PROGRAM DELIVERY (QATAME)

##### OBJECTIVES OF THE QATAME

- Standardize delivery of L and D activities across all governance levels;
- Guide the execution of the activity design based on the set objectives and delivery standards

##### STANDARDS

- The conduct of any L&D intervention activities shall be in a safe learning environment where participants are nourished physiologically, emotionally, and intellectually.
- Funds allocated for an activity must cover all costs for preparation, implementation, and evaluation.
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- The conduct of any L&D intervention activities shall be in a safe learning environment where participants are nourished physiologically, emotionally, and intellectually.
- Funds allocated for an activity must cover all costs for preparation, implementation, and evaluation.



### **PROCESS/MECHANISM**

1. There is an invitation from the PDC/PMT to conduct QATA of LRP of System QATAME
2. The Program Implementation QATAME is part of the PMT thus, conducting QATAME is one of his/her/their tasks.
3. Process of conducting QATA of Pre-implementation of Program/Intervention delivery
  - Preparation of program management team
  - Checking of the Budget Proposal prepared during planning, preparation of purchase request and supply availability inquiry
  - Identification and preparation of resource materials
  - Downloading of the resource package from LDIS, in case there are existing LRPs
  - Reproduction of learning materials
  - Management of learning facilitators
  - Walk-through, session guide simulation
4. Process of conducting TAME of Implementation of Program/Intervention delivery
  - Registration of participants, LF and PMT
  - Accomplishment of attendance sheets
  - Reimbursement of travel and incidental expenses of the participants, LF and PMT
  - Conduct of introduction session
  - Management of L&D resource package and other materials
  - Management of equipment
  - Time management of LF on board
  - Management of opening and closing program
  - Management of QATAME process
5. Process of conducting TAME of Post-Implementation of Program/Intervention delivery
  - Issuance of certificates to learners, LF and PMT
  - Uploading of documents to LDIS
  - Preparation of necessary documents for liquidation of funds
  - Review of QATAME reports
  - Development of completion report
  - Prepare the QATAME report based on the compliance of the Delivery processes. Make recommendations.
  - If there are discrepancies or non-compliance of certain processes, note them down and feedback to the PDC/PMT. Make an agreement with specific timeframe

for the compliance of the processes standards missed during the conduct of Delivery of intervention.

#### 5.L and D Evaluation

##### OBJECTIVES OF THE QATAME

- Measure the extent to which objectives of an L&D activity or program have been achieved
- Provide information that can improve design and implementation of L&D activities or programs
- Provide information that can justify continued investment in L&D activities or programs
- Identify good, effective and best practices in implementing L&D activity for possible replication
- Document, communicate and celebrate changes and success stories as results of the intervention

##### STANDARDS

- Each L&D intervention must have QAME plan
- Evaluation is inclusive and uses participatory techniques
- Evaluation promotes honesty and integrity of the processes and results
- Evaluation processes address ethics and privacy concerns
- Evaluation ensures availability of information

##### PROCESS/MECHANICS

1. The QAD has the mandate to do quality assurance, monitoring and evaluation of training programs/interventions. Thus, QAD has to monitor and evaluate the plan and its results.
  - Process of conducting M&E by System QATAME
  - Prepare and M&E plan based on the L&D Plan
  - Monitor each activity stated in the plan
  - Document the evaluation results of each intervention or activity in the plan
  - Communicate the progress of the implementation of the interventions based on the plan
  - Determine the relevance, impact, effectiveness, efficiency and sustainability of interventions and the contributions of each intervention to the results achieved.



- Prepare the M&E report based on the findings and recommendations.
- Communicate the results of M&E to the program owner and to the management.

## IX. QATAME TOOLS AND FORMS

### 1. PRE-IMPLEMENTATION

<b>Tools and Techniques</b>	<b>Standards</b>	<b>Who and When to Accomplish</b>
Training design and Resource Package Evaluation	1,2	Before the training
Management and Logistical Arrangements Evaluation	3,4	Before the training

### 2. DELIVERY AND MANAGEMENT OF TRAINING

<b>Tools and Techniques</b>	<b>Standards</b>	<b>Who and When to Accomplish</b>
On-Site Monitoring (Form E)	3,5, and 6	Accomplished by QAME Associate
Session and Facilitator's Evaluation	4,5, and 6	Accomplished (at the end of the day)by the participants (online or manual)
Process Observation Tool	2 and 5	Accomplished by the assigned QAME associate during the session
Post-Training Evaluation	3, 4,5, and 6	Accomplished at the end of the program(may be done away with if data are captured in the other forms)
Focus Group Discussion	1,2,3,4 and 5	Accomplished at the end of the day to get

		immediate feedback and/or validate evaluation results.
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### 3. POST-TRAINING EVALUATION

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

### 4. QATAME Analysis Forms

<b>Tools</b>	<b>Accomplished by</b>	<b>Submitted to</b>
QAME Analysis Form 1	Individual Monitors	On-site Team Leader
QAME Analysis Form 2	On-site Team Leader	Division Team Leader
QAME Analysis Form 3*	Division Team Leader	Regional Team Leader
QAME Analysis Form 4	-	-

## X. ANALYSIS OF RESULTS

### A. Per Indicator

Each indicator in the tools/forms are rated as follow:

- Strongly Agree- 4
- Agree - 3
- Disagree - 2
- Strongly Agree - 1



**QAME Form D**  
**SESSION EVALUATION**

(To be administered every after a session)

Session Topic:

Session Facilitator:

Date:

Directions: Rate the session and the facilitator using the rating scale. Put a check/tick under the column of your response.

<b>SESSION</b> <b>In this session...</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. the topic was relevant to our work				
2. the session was well-planned				
3. the objectives of the session were achieved.				
4. the time allotment for the topic was adequate				
5. the activities were appropriate for adult learners				
6. time to start and to end was observed.				
7. the learning materials were adequate and relevant				
8. the support materials				

were adequate				
9. the participants were able to demonstrate their learning				

**B. Summary of Results**

Summary of ratings per indicator are computed as follows:

- Excellent - 3.75-4.00
- Very Satisfactory - 3.49-3.74
- Satisfactory - 3.23 -3.48
- Needs Improvement - 3.22 and below

**Overall Total**

<b>INDICATORS</b>	<b>Rating</b>
Session and Facilitator	3.78
Program Management and Operations	3.55
Average	<b>3.67</b> <b>Very Satisfactory</b>

**Descriptive Rating**

- 3.75-4.00 -Excellent (E)
- 3.49-3.74 -Very Satisfactory (VS)
- 3.23-3.48 -Satisfactory (S)
- 3.22 and below -Needs Improvement (NI)

**XI. POOL OF QATAME ASSOCIATES IN THE DIVISION OF NEGROS ORIENTAL**

**The Division of Negros Oriental has capacitated its District QATAME Associates. Thus, these associates will compose the Pool of QATAME Associates. They will be chosen whenever they are needed in times of Division L and D interventions.**



## **XII. PROGRAM OWNERS**

**The Program Owners will serve as Training Management Chair and Program Manager. In this light, he or she is expected to follow the key processes involved in each subsystem as defined in the L&D process.**

**In order to institutionalize the implementation of the QATAME System, the program Owners are enjoined to include the QATAME Associates in their respective L and D endeavors. In particular, they must include QATAME Associates in their Program Management Team. They may choose from the Pool of Associates as well as Personnel from the Schools Governance and Operations Division and the Curriculum Implementation Division.**

**The program owners are hereby directed to fill out the form for the request of QATAME. This must be accomplished alongside the preparation of the different requisite files in the L and D Planning and Designing.**

## **XIII. DISTRICT AND SCHOOL**

**District L and D Interventions are also expected to go through the QATAME system as prescribed by this operational manual.**

**The District QATAME Associates are expected to conduct an echo-seminar to the school-based QATAME Associates.**

**The School-based QATAME Associates are the School Heads of each school in the district. During the echo-seminar, each school must have at least three participants, namely;**

**School Head- School-based QATAME Associate  
Master Teacher (if any)- QATAME Associate Alternate 1  
Teacher III- QATAME Associate Alternate 1**

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QAME Form B

**RESOURCE PACKAGE DEVELOPMENT**

Title of the Session Guide:

Subject Area:

Target User:

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

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

COMMENTS AND SUGGESTIONS: \_\_\_\_\_

Evaluated by: \_\_\_\_\_

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



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**QAME Form B  
SESSION GUIDE EVALUATION**

Title of the Session Guide:

Subject Area:

Target User:

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

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

**COMMENTS AND**

**SUGGESTIONS:** \_\_\_\_\_

Evaluated by: \_\_\_\_\_

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

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QAME Form C

**PROGRAM PRE-IMPLEMENTATION EVALUATION**

Name of Service Provider:

Division:

Learning Area/s Covered:

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

Items	Standards	4	3	2	1
<b>Training Program Management</b>					
1. Program Management					
• Management structure with TOR is clear					
• Orientation for the staff detailing who will do what, when, and of what quality was done effectively					
• Inventory of the training materials to check adequacy and appropriateness was properly done					
• Inventory of support materials and equipment to check availability, serviceability and adequacy was properly done.					
• Logistical arrangements and responsiveness to the needs of the program was ensured.					
2. Trainers					
• Have professional experience					
• Possess expertise in the training program content area					
• Have attended the TOT					
• Are physically fit					
• Have strong personal/interpersonal qualities					
• Have very good communication and analytical skills					
• Are ICT literate					
3. Documentation Staff					
• Have very good written communication skills					
• Are ICT literate					
• Have good/interpersonal skills					
• Have positive attitude toward work					
<b>B. Program Operations (Attach Proposal and description of each with pictures if possible)</b>					
<b>1. Participation and Class Organization</b>					
• Participation is based on set criteria which should include gender sensitivity, among others					



• Participation maximizes representation from target group					
• Process of registration is clear					
• Standard procedure for substitution is clear					
• Standard no. of participants is observed in the organization of sessions and classes					
<b>2. Proposed Venue</b>					
• Amenities required in the venue are identified					
• Amenities are in accordance with the training design and class structure requirements					
• Amenities and services ensure that the participants will be comfortable, safe and secure in the venue.					
<b>3. Accommodation</b>					
• Amenities required in the accommodation are identified					
• Amenities and services ensure that the participants will be comfortable, safe, and secure in the accommodation					
<b>4. Food</b>					
• Proposed menu offers generally healthy food and with variety					
• Proposed menu considers diet restrictions/requirements					
<b>5. Training Materials</b>					
• Training materials follow standard guidelines : readability, quality of paper, etc.					
• Training materials are adequate for all the participants and are ready for the training					
<b>6. Support Materials and Equipment</b>					
• Inventory of support materials and equipment has been conducted					
• Provision for emergencies (medical etc.)is part of the plan					

Comments and Suggestions:

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Name of Evaluator:

Date:

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QAME Form D

**SESSION EVALUATION  
(To be administered every after session)**

**Session Topic:**

**Session facilitator:**

**Date:**

Directions: Rate the session and the facilitator using the rating scale. Put a check/tick under the column of your response.

<b>SESSION</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>In this session</b>				
1. The topic was relevant to our work				
2. The session was well-planned				
3. The objectives of the session were achieved				
4. The time allotment for the topic was adequate				
5. The activities were appropriate for adult learners				
6. Time to start and to end was observed				
7. The learning materials were adequate and relevant				
8. The support materials were adequate				
9. The participants were able to demonstrate their learning				
<b>FACILLITATOR</b>				
<b>The facilitator...</b>				
1. Exhibited full grasp of the topic				
2. Was sensitive to the participants' mood				
3. Deepened learning by processing activities and asking stimulating questions				
4. Maintained positive learning environment				
5. Expressed ideas clearly				
6. Used appropriate training aids				
7. Observed appropriate attire				
8. Was able to firm up attainment of objectives of the session				

**COMMENTS/SUGGESTIONS:** \_\_\_\_\_

**Name of Paticipant(Optional):**

**School (Optional):**

**Division and Region:**



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

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

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

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

Activities	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>A. Conduct of the Program Delivery (Daily Monitoring)</b>				
<b>1. Operational Concerns</b>				
• Activities start and end according to schedule				
• Attendance is systematically monitored and should reflect gender/sex				
• Modifications in activities and schedule are consulted with the participants and are given ahead of time				
• Provision of the following consistently follows agreed standards				
• Food				
• Training Venue				
• Accommodation				
• Medical Personnel and medical provisions for emergencies e.g common medicines, first aid kit, are available				
• Training/ learning Materials are available and adequate				

• Support materials and equipment are available and serviceable				
• Issues and possible courses of action are identified in the briefing and debriefing sessions.				
• Ground rules were clear and compliance was monitored.				
2. Sessions and Trainers				
• The trainers used the approved resource package(session guide, powerpoint presentation, video presentations)				
• Trainers and sessions are evaluated using standard tools				
• Participants were given competency assessment before and after the session/s, if applicable				
• The expected outputs are gathered and properly accounted for				
• Accomplished evaluation tools are collected from participants immediately for processing and feedback				
• Feedback is given as may be needed				
<b>B. Post-Program Activities (At the end of the Program)</b>				
1. Certification of participants				
• Certification is conferred upon completion of the program and upon satisfaction of requirements				
• Certification is issued at the end of the program				
2. Program Evaluation				
• Program evaluation is administered immediately after the last session				
• Results of the evaluation is use and incorporated in the End of the Program Report				
• The participants were given assessed as regards their learning(Rapid Competency Assessment)				

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

**Situation/Task** – Describe the specific situation and/or task needed to be accomplished.

**Action-** Describe how the person/s or the team responded to the situation of arcted on the task at hand.

**Result-** Describe the effect of the action or lack of action.

Comments and

Suggestions: \_\_\_\_\_

\_\_\_\_\_

Name of Monitor: \_\_\_\_\_





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**PROCESS OBSERVATION TOOL**

*(To be accomplished by individual class monitors on a per session basis; Observations are to be validated with the session-facilitator evaluation of participants. The observations will be the basis for debriefing sessions for action by the management team.)*

GENERAL INFORMATION			
PROGRAM/ ACTIVITY MONITORED		CLUSTER (Luzon, Visayas, Mindanao, Mixed, etc.)	
REGION		MODULE No.	
DIVISION		BATCH No.	
LEARNING SERVICE PROVIDER		LEARNING AREA	
VENUE		CLASS SECTION	
INCLUSIVE DATES		NUMBER OF PARTICIPANTS	
DATE OBSERVED		NUMBER OF TRAINERS	

SESSION: \_\_\_\_\_ Faci/RP: \_\_\_\_\_

1. Session CONTENT	Strongly Disagree	Disagree	Agree	Strongly Agree
▪ Objectives were presented				
▪ Activities were congruent to objectives				
▪ Substantial input was given				
▪ Key messages were clear				
▪ Objectives were achieved				
<b>2. Session PROCESS</b>	<i>How was the session conducted?</i>			
▪ Methodology was appropriate for adult learners				
▪ Participants were engaged				
▪ Stimulating questions were asked				
▪ Workshop output was processed (if any)				
<b>3. Session ATMOSPHERE</b>	<i>What was the general environment in the group?</i>			
	Informal	<<	>>	Formal
(This refers to participants)	Low energy	<<	>>	High Energy
	Hostile	<<	>>	Supportive
	Inhibited/Tense	<<	>>	Open/Relaxed



<b>4. PARTICIPATION of Trainees</b>	<i>How engaged were participants in the session?</i>		
	Only the facilitator/speaker talked	Few people talked	Most people talked

	Group was apathetic	<<	>>	Group was involved
	Group was divided	<<	>>	Group was united

<b>TIME</b>	<b>I See...</b> (specific person interaction)	<b>I Hear...</b> (verbatim)	<b>I Think...</b> (informed interpretation/analysis)

Session Remarks/Observations:

Name of Monitor (Last Name, First Name): \_\_\_\_\_

Region: \_\_\_\_\_ Division/Office: \_\_\_\_\_

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

**PROGRAM EVALUATION**

Respondent Type: Trainee \_\_\_\_\_ Trainer: \_\_\_\_\_ Program Manager: \_\_\_\_\_  
Name (Optional): \_\_\_\_\_ Sex: Male \_\_\_\_\_ Female: \_\_\_\_\_  
Program Title: \_\_\_\_\_ Date: \_\_\_\_\_

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

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



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

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

What do you consider your most significant learning from the program?
Briefly describe what you have learned and how it will help you with your work?
What changes would you suggest to improve similar programs in the future?
What further comments do you have?

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

**PROGRAM COMPLETION REPORT**

<b>Program Title:</b>	(Add title of the program)					
<b>Facilitator (s):</b>	(Add names of the Facilitators/trainers and their positions)					
<b>Location and venue:</b>	(Write the city and the actual venue)					
<b>Duration:</b>	(Include duration of the training Program)					
<b>Date:</b>	(Include dates for the training program)					
<b>No. of Participants</b>	Males	(Add no.)	Female	(Add no)	Total	(Add total)
	Attach list of participants per learning area (Attachment 1)					
<b>Summary of Attendance</b>	Attach attendance sheets (Attachment 2)					
<b>Executive Summary</b>	At the end of the program, the participants will have					
<b>Program Objectives</b>	<ul style="list-style-type: none"> <li>• (Add objectives from the program design/resource package)</li> </ul>					
<b>Program Schedule/ Matrix/ Design</b>						
<b>Key Results</b>	(identify the key results from the conduct of the training program)					
<b>Resource Materials</b>	(Identify the resources required to conduct the program e.g. session guides, references, etc.					
<b>M &amp; E Analysis</b>	(Based on the results of the End-of-Program Evaluation) Analysis should include: <ul style="list-style-type: none"> <li>• Results from the participants' evaluation of the program</li> <li>• Results from the facilitators review of the program</li> <li>• Results from the program managers review of the program</li> <li>• Strengths and areas for improvement should be identified in this section</li> </ul> Include as Attachment 3 a copy of the M&E Results					
<b>General comments and Issues Encountered</b>	In this section make any general comments about the program and identify any issues encountered in relation to: <ul style="list-style-type: none"> <li>• Its delivery</li> <li>-trainers/facilitators</li> </ul>					



	<ul style="list-style-type: none"> <li>-participants</li> <li>-content of program</li> <li>-delivery strategies</li> <li>-training materials</li> </ul> <ul style="list-style-type: none"> <li>• its management <ul style="list-style-type: none"> <li>-prior to delivery</li> <li>-during the training proper</li> </ul> </li> </ul> <p>Other issues</p>
<b>Recommendations</b>	In this section discuss any recommendations you may have to improve future programs. Suggestions may cover program management, facilitation, session guides, resource materials, other concerns)
Financial Report (Attach breakdown of board and lodging, honoraria, training materials, administrative cost and profit margin)	
Program Report Attachments	
<b>Attachment 1: List of Participants</b>	
(Insert Here)	
<b>Attachment 2: Attendance Sheets (Arranged alphabetically)</b>	
(Insert Here)	
<b>Attachment 3: M&amp;E Results</b>	
(Insert Here)	
<b>Attachment 4: Breakdown of expenditures</b>	
<b>Attachment 5: Photo Documentation</b>	

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 QAME Form H: Evaluation of the Workplace Application of Learning

**WORKPLACE APPLICATION OF LEARNING EVALUATION**

TITLE OF THE TRAINING: \_\_\_\_\_  
 INCLUSIVE DATES: \_\_\_\_\_ VENUE: \_\_\_\_\_  
 IMPLEMENTED/DELIVERED/MANAGED BY: \_\_\_\_\_

**PART 1- ACTION PLAN AND JOB-EMBEDDED LEARNING EVALUATION**

Please rate the training participant along the following items:

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

Note: Attach supporting documents where applicable

**PART II-CRITICAL INCIDENTS**

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

DATE	SITUATION/TASK	ACTION	RESULT

Note: Attach supporting documents where applicable

Evaluated by: \_\_\_\_\_  
 Noted by: \_\_\_\_\_, Schools Division Superintendent



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QAME Analysis Form 1:

**ANALYSIS OF THE ONSITE MONITORING/EVALUATION RESULTS**

(to be accomplished by Individual Monitor)

Title of the Training Program: \_\_\_\_\_ Date: \_\_\_\_\_

Venue: \_\_\_\_\_ Proponent: \_\_\_\_\_

NAME OF THE MONITOR: \_\_\_\_\_

**PART 1: Analysis of the Session and Facilitation Evaluation**

Learning Area: \_\_\_\_\_

Class: \_\_\_\_\_

Day: \_\_\_\_\_

Participation/Retrieval Rate: \_\_\_\_\_

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

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

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

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

		Areas for Improvement	Factors that may have contributed (This may be done through a Focus Group Discussion )	Recommended steps to address the Issue/s. indicate whether action can be immediate or long term solution.
Session 1	Session	n.a		

	Facilitator	Rapport with a participants	Facilitator does not like questions	Give feedback to facilitator to address questions
Session 2	Session			
	Facilitator			
Session 3	Session			
	Facilitator			
Session 4	Session			
	Facilitator			

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

<b>Critical Incident (Refer to the STAR form, 5WsH)</b>	<b>Identify deviation from Standard/s, applicable</b>	<b>Proposed Course/S of Action to Address the Deviation</b>

**PART II. Analysis of the Daily Operations of the Training Management**

Based on the results of the evaluation of the daily operations, answer the following questions:

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

	<b>Overall Rating</b>	<b>Strong Points</b>	<b>Areas for Improvement and Suggestions</b>
<b>Day 1</b>			
<b>Day 2</b>			
<b>Day 3</b>			
<b>Day 4</b>			

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

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

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



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

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

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

	<b>Factors that have helped/contributed to the strong points/areas for improvement</b>	<b>Suggestions for Improvement</b>
Strong Points		
Areas for Improvement		

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

<b>CRITICAL INCIDENT(Refer to the STAR form</b>	<b>Identify deviation from Standards</b>	<b>Proposed Course/s of Action to address the Deviation</b>

**Department of Education**  
**NATIONAL EDUCATORS' ACADEMY OF THE PHILIPPINES**

3<sup>rd</sup> Floor, Mabini Building, DepEd Complex  
Meralco Avenue, Pasig City

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

Title of the Training Program:

Date and Venue:

Learning Service Provider/ Division:

Address:

Learning Area/s:

Participants: (No. of Participants and General Description:

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

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

Major Observations/Findings:

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

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

Major Observations/Findings:

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

CRITICAL INCIDENT/S BASED ON STAR(5Ws and H)	Training Provider (Indicate LSP(TEI or DIVISION) and Region	Action Taken by the Program Management	Status
1			
2			
3			

Major Observations/Findings:

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

Division	Overall Rating	Summary of Comments and Suggestions
1		
2		
3		

Major Observations/Findings:

5. RECOMMENDATIONS FOR FUTURE TRAINING PROGRAM IMPROVEMENTS:

6. RECOMMENDATIONS FOR POLICY ACTION:

Submitted by M & E Team:

Recommending Approval: \_\_\_\_\_, Chief, SGOD

Approved by: \_\_\_\_\_, SDS



#### **XIV. MONITORING AND EVALUATION**

The Division Office through the Schools Governance and Operations Division shall regularly monitor the implementation of this memorandum and give feedback during the quarterly Monitoring and Evaluation Adjustment (MEA) Conference.

#### **XV. EFFECTIVITY**

This guideline shall take effect upon its approval and remain in force until repealed, amended or rescinded accordingly.

#### **XVI. REFERENCES**

- RA 9155 or the Governance of Basic Education Act of 2001 (Section 7, B.4)
- Training and Development System Operations Manual Vol. 1 (DepEd-STRIVE, BESRA; June, 2010)
- Learning and Development Manual, NEAP

Prepared by

  
**DENNIS CHARL F. ANDALAJAO**

SEPS-M&E

  
**TEOFAN C. GALLOSA**

EPS II- M&E

Noted by

  
**IRYLL MAE S. MACAHIG**

SEPS-HRDS

  
**RACHEL B. PICARDAL, EdD**

Chief, SGOD

  
**NILITA L. RAGAY, EdD**

ASDS/Concurrent CID Chief

  
**MARCELO K. PALISPIS, EdD, JD**

ASDS

  
**JOELYZA M. ARCILLA, EdD**

ASDS

APPROVED BY

  
**SENEN PRISCILLO P. PAULIN, CESO V**

Schools Division Superintendent

Division of Negros Oriental

# APPENDICES



DepEd, DIVISION OF NEGROS ORIENTAL

Pool of District QATAME Associates

SY 2022-2023

NO.	Name of District	Name of PSDS	HQP	SECONDARY	ELEM
<b>1st Congressional District</b>					
1	Ayungon 1	Adela B. Araula, Dev. Ed.	ROSELIN L. ALMENZO	FLORDELIZ R. GONO	MA. SHELLA F. ARCALA
2	Ayungon 2	Hazel E. Argoncillo	LONY F. MEDEZ	CHASTINE CARALE	ROMELA ARANAS
3	Bindoy 1	Antonieta C. Olores	MONICA B. MAXINO	ARLENE V. PALUMAR	MA. CECILIA C. AMORIN
4	Bindoy 2	Dominador E. Bersa, Ed.D.	ERIKA LOU S. AMAHIT	SEGUNDINO B. DELES JR.	SALLY D. MAPESO
5	Jimalalud 1	Alexandro M. Bacane	GLORIA T. RABUTIN	MAT E. GACHO	MARIVIC B. GARSULA
6	Jimalaud 2	Ernesto C. Paculanang, Ed.D.	MARY JOY T. OBANANA	KAREN S. DUYAG	AICETEL A. QUEZON
7	La Libertad 1	Randy A. Dunque	JOSE ROY S. ACABO	JUNE ARIEL F. GANTALAO	ROGEN S. HEMODO
8	La Libertad 2	Menchu Santos	JOSEPHINE L. DUNQUE	JOEFREY B. SABILLO	JEFIE D. BUTALID
9	Manjuyod 1	Ma. Marfie Lyn Pelesmino, EdD	ROBERT D. VILLARMENTE	MARISSA L. CABUG	MARICEL H. CADANO
10	Manjuyod 2	Henriquito C. Tepacia, Dev. Ed.	MELBA V. MERCADO	MARICEL ORBETA	JOAN O. CUEVAS
11	Tayasan 1	Emelyn D. Bolongaita	PAUL JONAS D. SIBALA	JENNIFER B. FERNANDEZ	EMILY JOY B. TORRES
12	Tayasan 2	Leonivel L. Secusana	EDEN DAGANGAN	KAY STEPHANIE T. PASKO	MAYFLOR S. TAUB
<b>2nd Congressional District</b>					
1	Amlan	Charmaine B. Jainar, Dev. Ed.	NESTOR P. EGE	MARYANN B. SILAY	CARMELITA A. CLAVICILLAS
2	Mabinay 1	Vilma S. Sumagaysay, Ph. D.	TEOFANES ASENAS	MARICHU C. HONGCUAY	GENILYN C. GANTALAO
3	Mabinay 2	Lydia V. Benson PhD	JEVE LORNA A. QUILOPE	ESTHER P. TAYAD	WENDMAY R. MOLETA



4	Mabinay 3	Marilou N. Lobos, Ed. D.	SUSANA Z. CANAVERAL	RUTH H. GESULGON	ETALYN B. ACIBES
5	Mabinay 4	Ieny A. Socorro, Ph.D.	EMMA VISAGAS	DARLENE L. YAP	CHALLEN D. ABADILLA
6	NOHS	Epifania Q. Cuevas	MA. ANTONIETA BACANG	VRENDIE P. SYGACO	
7	San Jose	Nida L. Bersabal, Ed.D.	MARLOU A. ARTIAGA	GOLDAH S. CATUBIG	MARIO ADONIS F. DESPOJO
8	Sibulan 1	Macrina K. Villaluz, Ed.D.	HAZEL B. IBALE	LEONARDO M. GASO JR.	MARIAN B. ESPINOSA
9	Sibulan 2	Andrea Luz S. Englis, Ed.D.	ROLANDO YURONG	DIVINE GRACE B. YUSON	MARY CLAIRE S. CONCEPCION
<b>3rd Congressional District</b>					
1	Bacong	Juanito L. Sardan	JUANITO L. SARDAN	MARGIE A. SASTRILLO	CARMELITO SOJOR IV
2	Dauin	Beda Jovenciana A. Davad, Ed.D.	MARIA FE S. SINGCO	YSMAELA CHAT A. ASDILLO	EVELYN S. PUYOD
3	Siaton 1	Constance Joy E. Sarne	TEOFREDA EGE	ROMEL B. PARTOSA	MARIA LUZ E. QUITAY
4	Siaton 2	Delia A. Alanano	JERRY DIAMANTE	MARIA FARINA G. CALUMBA	MARIA NESA R. TACALAN
5	Siaton 3	Rhodaline G. Dizon	AGNES ALMAGRO	EUFRATES G. ANSOK JR.	MARY GRACE PALTINGCA
6	Siaton 4	Heide E. Petras, Ed.D.	ALEXANDER R. FEGIDERO	REGINA A. VERAN	JAYSON C. SOLAMILLO
7	Sta. Catalina 1	Sonny V. Uy	AMELIA T. BALASABAS	LYKA MAY S. BERLAN	CRIS B. ELIGAN
8	Sta. Catalina 2	Allan S. Agor PhD	EMILE COLASISANG	MARIALOS C. QUITAY	FE MARIE B. SABANAL
9	Sta. Catalina 3	Rodita T. Plaza	MARICEL C. BALLERAS	ELLEN E. EDRIAL	JOHNREY F. LEGARA
10	Sta. Catalina 4	Renato G. Tano	NATHALYN R. GABAS	FRANCIS OSIAS G. SILAO	KAREN A. MAGHANOY
11	Valencia	Rolando A. Pacarro, Ed.D.	ROSA LEAH DAGOY	ADELIN FE D. DIMAANO	LILIBETH T. OLASIMAN
12	Zamboanguita 1	Arvin J. Busico	CLARINDA B. ELNAS	LOU A. RUBIO	JOSE ALAN A. ACUPANDA
13	Zamboanguita 2	Jeanny M. Abejero, Ed. D.	SUSANA S. AUSTERO	JAMES D. RODRIGUEZ	TOMAS RAGLIN D. PARTOSA



**Department of Education**  
**DIVISION OF NEGROS ORIENTAL**  
Kagawasan Road, Daro, Dumaguete City, Negros Oriental

**REQUEST FOR QATAME ASSOCIATE**

**Title of Training:**

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**Name of Program Owner:** \_\_\_\_\_

**Inclusive Dates:** \_\_\_\_\_ **Venue:** \_\_\_\_\_

**Name of Requested QATAME Associate:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Station:** \_\_\_\_\_

**Name of Requested QATAME Associate's Unit/ Section**

**Head:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Approved:** \_\_\_\_\_

**Disapproved:** \_\_\_\_\_

**Reason for Disapproval**

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**Submitted by**

**Concurred by**

\_\_\_\_\_  
Name of Program Owner

\_\_\_\_\_  
Name of Requested QATAME Associate

**Noted by**

\_\_\_\_\_  
Name of Requested QATAME Associate's Head of Office

Recommending Approval

**RACHEL B. PICARDAL, EdD**

Chief, SGOD

Approved by

**SENEN PRISCILLO P. PAULIN, CESO V**

Schools Division Superintendent

**Department of Education**  
**NATIONAL EDUCATORS' ACADEMY OF THE PHILIPPINES**

3<sup>rd</sup> Floor, Mabini Building, DepEd Complex  
Meralco Avenue, Pasig City  
QAME Form A

**TRAINING PROGRAM DESIGN EVALUATION**

Title of the Training Program: \_\_\_\_\_

Duration: \_\_\_\_\_

Target Participants: \_\_\_\_\_

No. of Participants: \_\_\_\_\_

Proponent: \_\_\_\_\_

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

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

Comments and Suggestions to improve the Program/Training Design:

\_\_\_\_\_

Overall Rating \_\_\_\_\_ Recommended Action: Approval/ Disapproval

Name and Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_