



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

Office of the Schools
Division Superintendent

17 NOV 2023

DIVISION MEMORANDUM

No. 637, s. 2023

**AWARENESS, IMPLEMENTATION AND ASSESSMENT OF IMPACT OF PROGRAMS,
PROJECTS, AND ACTIVITIES
(AI-AI OF PPAs)**

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

1. In the quest of ensuring that the schools of the Division of Negros Oriental is attuned to the standards of compliance as directed by the Department of Education and more specifically by Department Order No. 29, s of 2022 or also known as “The Adoption of the Basic Education Monitoring and Evaluation Framework.” It introduces the monitoring tool for the different programs, projects and activities in the division.
2. M&E is referred as both a measurement of the performance of an organization , a program, a project or an individual. These are complementary yet distinct processes depending on the purpose, focus and approach used when they are conducted. The Monitoring and Evaluation Unit of the Schools Governance and Operations Division is taking bold steps to mobilize the M&E efforts to ensure that the services offered are of high-quality.
3. The different program owners shall be tapped to validate the AI-AI tool for their respective programs, projects and activities



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DepEd TAYO SDO Negros Oriental

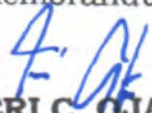


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www.depednegor.net

4. Attached is the program' s rationale, process flow, roles and responsibilities of persons involved, and sample tool for AI-AI.
5. Immediate dissemination of this memorandum to all is desired.


NERI C. OJASTRO EdD, CESE
Schools Division Superintendent

11/17/2023


NCO/-JMA-MKP-NLR/RBP/tcg

AWARENESS, IMPLEMENTATION AND ASSESSMENT OF IMPACT OF PPAs (AI-AI OF PPAs)

I. RATIONALE

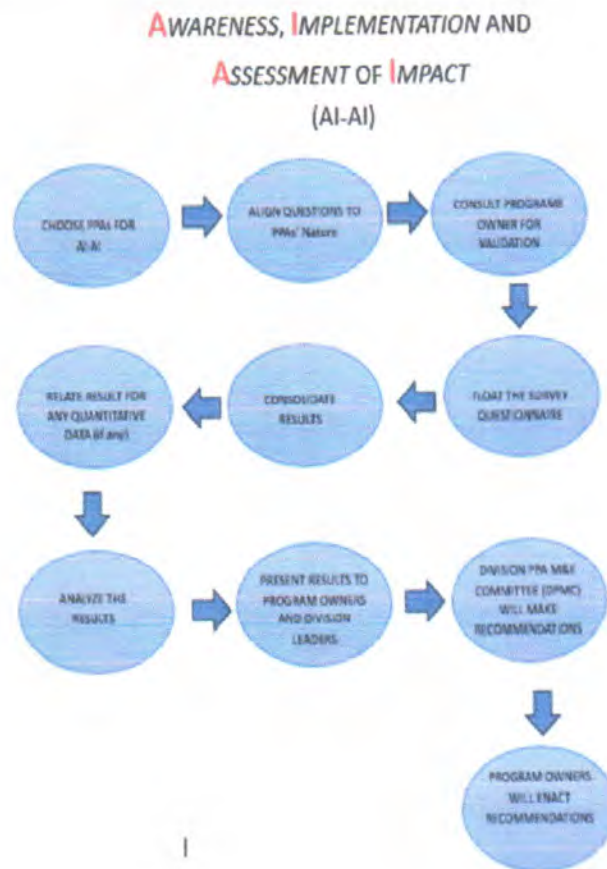
The Monitoring and Evaluation Unit is on its feet in shaping its own hallmark in ensuring that the Division of Negros Oriental is introducing relevant, needs-based, effective and efficient programs and projects that are all geared towards the process of holistically shaping its learners. It is noticed that the division is rich in quantitative data, but it can also be noted that there are some realities which may not be seen or perceived by any number or figure, thus it is in this light that this is introduced to valuably gauge the three important areas of any program, namely; AWARENESS, IMPLEMENTATION AND ASSESSMENT OF IMPACT. Thus, this is a bold step in evaluating the programs and projects of the division across all the functional divisions with utmost contextualization. In addition, this is the Division's fair share of assessing its PPAs and its impact to its target audience, hence, clearly a check and balance system that will define the next set of innovative endeavors of the division. There is prime focus on the AWARENESS, IMPLEMENTATION AND ASSESSMENT OF IMPACT because these are the foundational cycle of a program implementation. It starts with the evaluation of the respondents' awareness of the program. Through this, we can also see that this might breathe problems on the succeeding parts for as they say, "Knowledge is Power." They will not be able to successfully perform the next stage of a PPAs' existence without their awareness of the program. Secondly, "implementation" is also noted as this is the most crucial part of a program. This is where the reason of existence of a PPA relies. Then, of course the "Assessment of Impact" whereby implementers and users of the PPA could help the division know their perception on the actualization of the PPA

On top of this, this is also a flagrant adherence to DepEd Order No. 29, s 2022 or also known as "The Adoption of the Basic Education Monitoring and Evaluation Framework, whereby M&E is referred as both a measurement of the performance of an organization, a program, a project or an individual. These are complementary yet distinct processes depending on the purpose, focus and approach used when they are conducted.

Furthermore, this endeavor is compliant as well as to the Equal Opportunity Principle and Gender and Development standards of DepEd for this does not choose any

respondent, thus, viable to anyone who are user of this program irrespective of one's gender, race, age and ethnicity.

II. PROCESS FLOW



III. ROLES AND RESPONSIBILITIES OF PERSONS INVOLVED

1. Monitoring and Evaluation Unit – This is composed of the following personnel; Senior Education Program Specialist, Education Program Specialist II and Administrative Officer II. They will work together to propel the AI-AI Process. They will be responsible of the following in the AI-AI Process:
 - a. Choose PPAs for AI-AI evaluation;
 - b. Align Questions to the Nature of the PPA;
 - c. Consult Program Owner for Validation of the Questions;

- d. Float the survey questionnaire;
 - e. Consolidate the results;
 - f. Relate the results to any existing qualitative data;
 - g. Analyze the results; and
 - h. Present it to the Division Leaders and Program Owners.
2. Program Owners- The Program Owners refer to the main propeller of a certain project, program, and activities that are targeted to improve curriculum-related endeavors as well as operations and administrative-related aspects of the services offered by the Division. On this regard, they are responsible of the following;
- a. Validate the questions on the survey questionnaire; and
 - b. Make necessary changes on the survey questionnaire to contextualize it to the chosen PPA.
3. Schools Governance and Operations Division Chief- As the head of the functional division that leads this endeavor, she is tasked to oversee that the entire AI AI Process that the M&E Unit is responsible is duly followed. She will oversee that the following are religiously adhered to:
- a. Choose PPAs for AI-AI evaluation;
 - b. Align Questions to the Nature of the PPA;
 - c. Consult Program Owner for Validation of the Questions;
 - d. Float the survey questionnaire;
 - e. Consolidate the results;
 - f. Relate the results to any existing qualitative data;
 - g. Analyze the results; and
 - h. Present it to the Division Leaders and Program Owners.
4. Division Leaders- The Division Leaders refer to the Schools Division Superintendent, Assistant Schools Division Superintendent and Heads of the Different Functional Divisions. The results shall be presented to them. They are to give their comments, suggestions and even recommendations on the basis of the results of the AI-AI Process. They will also ensure that the Program Owners Concerned will make necessary improvements to the program.
5. Division Projects, Programs and Activities Monitoring and Evaluation Committee (DPMC)- The Division Projects, Programs and Activities Monitoring and Evaluation Committee is expected to sit in the presentation of the results to the Division Leaders and Program Owners and take note of the recommendations provided. They will deliberate the suggested areas for improvement and make necessary recommendations on the basis of the results. The DPMC shall be composed of the following;

CONSULTANTS: SCHOOLS DIVISION SUPERINTENDENT
 ASSISTANT SCHOOLS DIVISION SUPERINTENDENT

CHAIRMAN: SCHOOLS GOVERNANCE AND OPERATIONS DIVISION CHIEF

FOCAL PERSON: QATAME COORDINATOR

MEMBERS: EDUCATION PROGRAM SUPERVISOR IN ARALING PANLIPUNAN

SENIOR EDUCATION PROGRAM SPECIALIST FOR MONITORING AND EVALUATION

SENIOR EDUCATION PROGRAM SPECIALIST FOR PLANNING AND RESEARCH

PLANNING OFFICER III

EDUCATION PROGRAM SPECIALIST II FOR MONITORING AND EVALUATION

NAME OF PROGRAM: LEND THROUGH DEAL

A.1 SAMPLE TOOL FOR AI-AI

Pursuant to the Republic Act No. 10173 or also known as Data Privacy Act of 2012 and as mandated by the National Privacy Commission to administer and implement the provisions therein, to monitor and ensure compliance of the country with international standards set for data protection. I hereby give full consent to my personal information to the Department of Education upon accomplishment of this survey form.

Part I. Basic Information

Name of School: _____
District: _____
Position: _____
Gender: _____
Age: _____
Educational Attainment: _____
No. of Years in the Service: _____

Part II. **AWARENESS**

Instructions: Answer the questions briefly and with utmost honesty for the results of this survey will be utilized for a comprehensive program review that will make this better and more impactful to student learning.

1. What does LEND THROUGH DEAL stand for?

- Literacy Enhancement and Numeracy Dissemination through Diagnose, Enrich, Assess and Lesson
- Literacy Enhancement and Numeracy Development through Diagnose, Enrich, Assess and Lesson
- Literacy Amplification and Numeracy Intensification through Diagnose, Enrich, Assess and Lesson
- Others (please specify): _____

2. What is the mechanism of LEND THROUGH DEAL?

- This is an endeavor that aims to target literacy enhancement through diagnose, enrich, assess, lesson.
- This is an endeavor that aims to target numeracy enhancement through diagnose, enrich, assess, lesson.
- This is an endeavor that aims to target literacy enhancement and numeracy development through diagnose, enrich, assess, lesson.
- Others (please specify): _____

Part III. IMPLEMENTATION

Instructions: Answer the questions briefly and with utmost honesty for the results of this survey will be utilized for a comprehensive program review that will make this better and more impactful to student learning.

3. When do you implement LEND THROUGH DEAL?

- Every start of a quarter
- Every new lesson
- Every end of a quarter
- Others (please specify): _____

4. How do you implement LEND THROUGH DEAL?

- Every quarter, I begin with diagnosing their knowledge on the competencies for the quarter. Then, utilize the results to enrich learners on competencies which they have difficulty. Then, make a lesson out of it. Lastly, assess them to find out the extent of impact of the last two steps in LEND Through DEAL.
- Every New Lesson, I begin with diagnosing their knowledge on the competency for the lesson. Then, utilize the results to enrich learners on the competency of the new lesson. Then, make a lesson out of it. Lastly, assess them to find out the extent of impact of the last two steps in LEND Through DEAL.
- Every lesson, I begin with a diagnosis of their knowledge and skills on the lesson. Based on the results, I will enrich them and craft a plan which will target to enhance the areas of improvement as defined by the first step. After which, I will assess them to find out the extent of impact of the last two steps in LEND Through DEAL.
- Others (please specify): _____

PART IV. ASSESSMENT OF IMPACT

Instructions: Answer the questions briefly and with utmost honesty for the results of this survey will be utilized for a comprehensive program review that will make this better and more impactful to student learning.

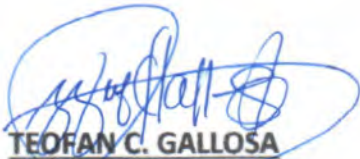
5. Based on your observation, did this help the learners/students?
- Yes, because the learners get better academic achievement.
 - Yes, because the learners improve their literacy and numeracy skills.
 - No, because the learners are non-receptive to the program
 - Others (please specify): _____
6. Based on your observation, did this help you mitigate literacy and numeracy issues? Kindly explain your answer.
- Yes
 - No
 - Somehow
 - Others (please specify): _____
7. As implementers of this program, what is your contribution in the mobilization of this endeavor?
- As implementer of this program, I always utilize this in my classes.
 - As implementer of this program, I see to it that every step of this endeavor is applied religiously.
 - As implementer of this program, I put premium value to the outcomes of this endeavor.
 - Others (please specify): _____

Part V. RECOMMENDATION

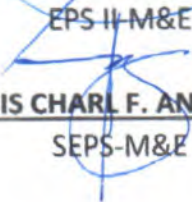
8. What changes would you suggest to improve this program?

9. What further recommendations do you have?

Prepared by



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EPS II M&E



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