

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

September 6, 2023

REGIONAL MEMORANDUM

No. 865, s. 2023

To: Assistant Regional Director
Schools Division Superintendents
Assistant Schools Division Superintendents
All Others Concerned

GUIDELINES ON THE DELIVERY OF TECHNICAL ASSISTANCE TOWARDS IMPROVED SCHOOL-BASED MANAGEMENT (SBM) PRACTICES

1. Pursuant to DepEd Order No. 83, s. 2010, Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT) and with the issuance of DepEd Memorandum No. 75, s. 2022, which stipulated Moratorium on the Conduct of Division and Regional School-Based Management Validation Activities, this Office hereby inform the SDOs to ensure that schools continuously implement SBM and the provision of technical support. It is expected that TA providers both from the Region and SDOs adhere to the guidelines attached herewith.
2. The guidelines aim to:
 - a. establish a mechanism on the delivery of technical assistance for the improvement of SBM practices in NCR,
 - b. support the implementation of SBM following the existing DepEd issuances; and
 - c. assist SDOs in providing technical assistance for continuous improvement of school practices and processes.
3. These guidelines shall be effective upon issuance and remain in force and in effect until a new guideline is issued to the field.
4. For clarifications, kindly coordinate with Maria Laarni Carla C. Paranis, Regional SBM Coordinator, through email at marialaarnicarla.paranis@deped.gov.ph.



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5. Immediate dissemination and strict compliance with these guidelines are directed.


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Regional Director



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**GUIDELINES ON THE DELIVERY OF TECHNICAL ASSISTANCE
TOWARDS IMPROVED SCHOOL-BASED MANAGEMENT (SBM)
PRACTICES**

I. RATIONALE

Pursuant to DepEd Order 52, Series. 2015, the New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education, the Field Technical Assistance Division is created and accountable to coordinate and integrate the provision of technical assistance (TA) to schools' divisions with the purpose of facilitating the delivery of quality basic education and create an enabling environment for schools and learning centers. Moreover, it is the responsibility and accountability of the Field Technical Assistance Division (FTAD) through the Regional Field Technical Assistance Team (RFTAT) in ensuring that the principles of organizational effectiveness and efficiency is implemented in all schools in the region.

The technical assistance mechanisms and processes are designed to provides support and guidance to the SDOs to help their respective schools in their continuous improvement of practices. Thus, the Regional office through the RFTAT, in collaboration with the Schools Divisions Offices (SDOs) have to ensure that the schools are provided with appropriate needs-based technical assistance for facilitating the management of relevant and informed decisions for the development of organizational processes towards improved School-Based management (SBM) practices.

II. SCOPE

This guidelines on the delivery of technical assistance towards improved School-Based Management (SBM) practices shall apply to all public schools in the 16 Schools Division Offices of DepEd NCR. It shall cover all schools- small, medium, large and mega schools in elementary and secondary levels.

The technical assistance shall focus on improvement areas in the following dimensions of school operations: (a) Leadership; (b) Governance and Accountability; (c) Human Resource and Team Development; (d) Finance and Resource Management and Mobilization; (e) Curriculum and Instruction; and (f) Learning Environment.





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III. DEFINITION OF TERMS

Evaluation refers to a systematic process of collecting, analyzing, and interpreting data and using the results to judge the worth or value of something.

Learner refers to an individual who may be enrolled in one or multiple educational programs.

School refers to a public or private educational institution under the control and supervision of the Department of Education, undertaking educational operation with a specific age-group of pupils or students, pursuing defined studies at defined levels, receiving instruction from teachers, usually located in a building or group of buildings in a particular physical or cyber-site.

School-Based Management (SBM) refers to the decentralization of decision-making authority from central, region, and division levels to the individual schools, with the intent of bringing together school heads, teachers, students as well as parents, the local government units, and the community at large to improve learning outcomes through effective schools.

Technical Assistance refers to the providing of advice, assistance, and training pertaining to the implementation, operation, and maintenance of programs and projects.

TA Engagement refers to TA provision that has a well-defined relationship and scope of work. In this guidebook, a TA engagement refers to TA services that are provided over a period of time rather than a request that is answered immediately or through a single interaction.

TA provider refers to the person or organization providing the technical assistance.

LIST OF ACRONYMS

SBM - School-Based Management
TA - Technical Assistance
SGOD - School Governance and Operations Division
CID - Curriculum and Instruction Division
SDS - Schools Division Superintendents
ASDS - Assistant Schools Division Superintendents
RD - Regional Director
ARD - Assistant Regional Director
SDOs - Schools Division Offices
BESRA - Basic Education Sector Reform Agenda
RFTAT- Regional Field Technical Assistance Team
DTAT- Division Technical Assistance Team





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IV. OPERATIONAL GUIDELINES

A. GUIDING PRINCIPLES OF TECHNICAL ASSISTANCE

The provision of technical assistance is based on the following guiding principles:

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

Technical assistance is provided in support of the organization's vision and mission. It ensures that the individuals always refer to the organization's vision, mission, and goals as identified in the School Improvement Plan (SIP) which is based on the organization's needs.

However, the schools have to recognize their need for help to become more effective in their quest for continuous improvement. School Heads and individuals, therefore, have to seek technical guidance and support to be able to achieve their goals.

2. People are responsible for their own growth and development.

People in organizations can set their own goals and achieve them. Technical assistance provides the individuals the atmosphere or environment to help them achieve their set goals and find ways and resources to achieve them. Individuals just have to be provided with opportunities to express themselves freely, explore new ideas or concepts and commit mistakes without fear of reprimand. This way each organization becomes accountable for its own growth and development.

3. Learning is a cooperative and collaborative process.

Learning is best achieved when members work together and share ideas toward a common goal. It entails interactive interdependence which is an important principle of adult learning.

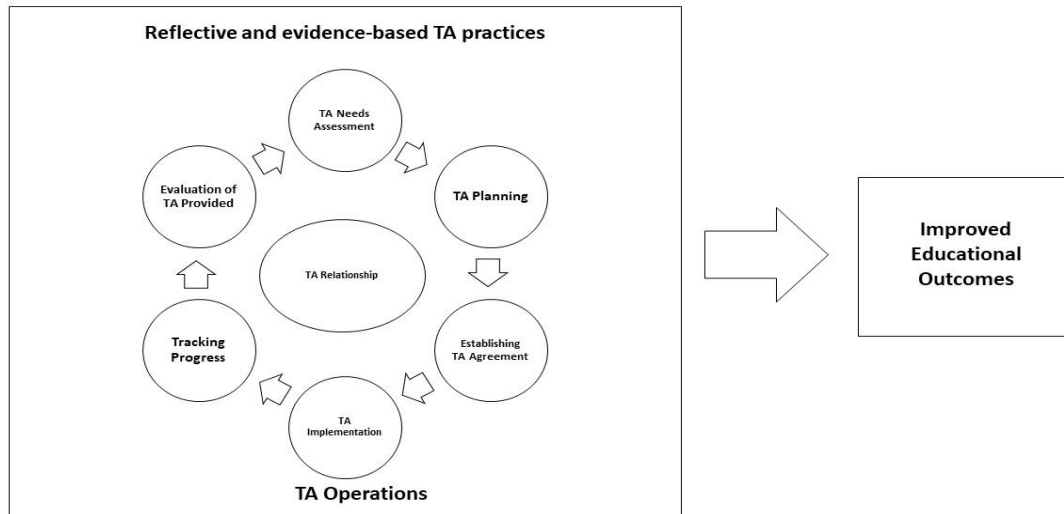
Technical assistance is a two-way process and shared responsibility. While the TA providers offer suggestions, decision-making and actions are the responsibilities of the school.





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B. Technical Assistance (TA) Operations Framework



1. TA Needs Assessment

- TA provider gather performance data in terms of SBM practices.
- TA provider needs to understand the actual situation of the client/s
- Encountered issues/ concerns/ gaps of the client shall be collected by the TA provider.
- After thorough review of documents, TA provider shall identify the TA needs and priorities based on the data gathered.
- Validation of needs shall be done through consultation with the concerned client.

2. TA Planning

- Both TA Provider and the client shall collaborate.
- TA provider and client shall prioritize TA needs.
- At the beginning of the TA session, both TA provider and client shall set specific goals based on identified technical assistance needs
- TA provider shall prepare TA Plan
 - The RFTAT shall collate and study all the needs of the Schools Divisions and prepare interventions that the Region can undertake to address common needs of a number of or all the Schools Divisions.
 - The DFTAT shall prepare TA plan based on the identified needs of the specific schools.





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- TA plans should be approved by the immediate superior of the TA provider for appropriate management decision and support.

3. Establishing TA Agreement

- TA provider shall discuss the TA plan to the client.
- TA provider and client shall make adjustments on the prepared TA plan if necessary based on emerging and pressing needs/situation.
- TA provider and client finalize and sign the agreement form.

4. TA Implementation

- TA provider in cooperation of the client shall implement the TA Plan.
- Both TA provider and client shall collaborate and follow the schedule for actual implementation of TA Plan

5. Tracking Progress

- During and after every progress monitoring, the technical assistance team shall plan to give feedback to the client after which, the client and the team agree on possible adjustments in the performance targets.

6. Develop an Evaluation Plan of TA Services and Outcomes

- TA provider shall design an evaluation plan that identifies the purposes, evaluation questions, data collection and analysis procedures, resources, responsibilities, and reports of both the client and the TA provider.

7. Evaluation Stage

- TA provider shall implement the evaluation plan and be guided by the following questions:
 - ✓ Is the TA provided **efficient**?
 - ✓ Is the TA provided **effective**?
 - ✓ Is the TA provided **relevant**?
 - ✓ Is the TA provided **sustainable**?
 - ✓ **Efficiency** (As to time, people, & other resources? Were the activities implemented as planned? According to guidelines set?)
 - ✓ **Effectiveness** (Were the objectives of the TA achieved?)





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- ✓ **Relevance** (Was the TA useful to the client? Did it contribute to the achievement of the SIP objectives? (DEDP objectives? REDP objectives? What factors helped? What factors did not help?)
- ✓ **Sustainability** (Can the TA provided be applied to the similar situations? Can they apply the TA provided on their own?)

C. Setting Composition of the School-Based Management (SBM) Field Technical Assistance Team

The committee shall compose of the following:

a. Regional Office

Chair: Cristito A. Eco (Assistant Regional Director)

Co-Chair: Dr. Roger R. Morillos (Chief Education Supervisor,

FTAD)

Members: Maria Laarni Carla C. Paranis (Regional SBM Coordinator)

Jingle A. Lim (Regional SGC Coordinator)

RFTAT Members

b. Schools Division Office

Chair: Assistant Schools Division Superintendent

Co-Chair: Chief Education Supervisor, SGOD

Members: Senior Education Program Specialist (School Management Monitoring and Evaluation)
DFTAT Members

c. School Heads/ Principals

Chair: School Head

Co-Chair: SBM Coordinator

Members: 3 Internal/ External Stakeholders

The committee in the school, division and region shall work hand in hand to ensure improvement in the SBM practices of public schools in NCR.

D. Areas of Technical Assistance on School-Based Management Implementation

Technical Assistance (TA) providers shall assist schools and ensure achievement of outcomes in the following areas:

1. Leadership – School personnel and stakeholders are empowered and actively engaged in taking on appropriate



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leadership roles and responsibilities to continuously improve the school for better learning outcomes.

2. Governance and Accountability – School and the community come together to take responsibility in ensuring participation, transparency, and accountability, as well as implementation of a plan to continuously improve the delivery of basic education services, organizational health], and performance.
3. Human Resource and Team Development – School personnel collaborate to continuously improve individual capabilities and team capacity to create an environment that will yield to high performance.
4. Finance and Resource Management and Mobilization – School judiciously manages and mobilizes resources to support school programs, projects and activities that contribute to the improvement of learning outcomes.
5. Curriculum and Instruction – School personnel and stakeholders work collaboratively for the enhancement of learning standards to continually build a relevant and inclusive learning community and to achieve improved learning outcomes.
6. Learning Environment – School and the community work collaboratively to ensure equitable access to a learner-centered, motivating, healthy, safe, secure, inclusive, resilient, and enabling learning environment.

E. Strategies on Technical Assistance

Strategy is a plan of action to achieve desired outputs and outcomes. In the delivery of technical assistance to schools, the following strategies shall be employed.

1. **Coaching.** It refers to working in collaboration with an individual or small group to develop specific skills that improve work performance.
2. **Mentoring.** It refers to a process whereby a less experienced person is provided guidance for the purpose of personal and professional growth, through a mentor's intentional or formal relationship.



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3. **Consulting.** It refers to action or process of formally or informally meeting with an expert or TA provider to seek assistance.
4. **Training.** It refers to teaching and providing learning opportunities to build skills and knowledge based on specific, well-defined objectives.
5. **Networking.** It refers to the creation of a systematic or collaborative approach to managing technical assistance services that strengthen partnerships and leverages resources for a program.

F. Platform for Conducting Technical Assistance

- a. **Online/ Virtual**
- b. **Face-to-Face (School Visits/Benchmarking Activities)**
- c. **Hybrid/ Hyflex (LAC, INSET Planning Meetings)**

V. MONITORING AND EVALUATION

The Department of Education – National Capital Region, through the Field Technical Assistance Division (FTAD), shall review and evaluate the delivery of technical assistance towards improvement of SBM practices of public schools. Continuous gathering of feedback on the implementation of the guidelines shall regularly done by FTAD. The result of the monitoring and evaluation shall be the basis to further enhance the provision of technical assistance on school-based management.

Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization, program, design, project, or any other intervention or initiative to assess any aim, realizable concept/proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed.[1] The primary purpose of evaluation, in addition to gaining insight into prior or existing initiatives, is to enable reflection and assist in the identification of future change.

A. Ways of evaluating technical assistance include the following:

- Asking questions after the intervention





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- Preparing technical assistance report
- Documenting change in the divisions/schools (e.g. revised policies and procedures, new program developed and implemented)
- Tracking of Technical assistance provided to Division and Schools o as to follow-up actions needed and whether such actions were taken.
- Tracking report needs to be validated by the Schools Division Superintendent.
- Measuring impact on the implementation of the technical assistance using M and E tools
- Surveying stakeholders' satisfaction with the change resulting from the delivery of technical assistance.

B. Steps in Planning Evaluation

- Designate an Evaluation Team.
- Specify TA goals and objectives
- Formulate evaluation questions related to the TA goals and objectives
- Formulate outcomes of TA
- Design a formative and summative evaluation plan
- Establish a system of organizing data
- Analyze data
- Report the results

B.1 Evaluation Steps in Detail

1. Designating an evaluation team (which should select school reps; division reps and an external evaluator)
2. Specify clear TA goals and objectives since this will serve as a source as an assessment of the progress made towards meeting those goals and objectives.
3. Formulate evaluation questions that should reflect: client satisfaction with the TA services; effectiveness of the TA services to accomplish goals and objectives; determining the outcomes of TA. To exemplify:
 - Were the schools satisfied with the TA services?
 - Did the school accomplish the TA goals and objectives?
If yes, which goals and objectives? If not, which goals and objectives?
How effective were the TA services in achieving the TA goals and objectives?
What factors influenced the effectiveness and outcomes of TA services, including possible unintended outcomes?





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4. Formulate outcomes of the TA relationship to the focused areas which can be assessed through (as discussed by Suarez, Allis and Seppanen, 1991):
 - Impacts on the internal capacity of schools in terms of building knowledge, skills, and perspectives of personnel;
 - Changes in the internal processes of the schools, such as improving data collection
 - Effects on school outcomes in terms of key performance indicators
 - The accomplishment of TA goals and objectives
6. Design a formative and summative evaluation plan that supplements the Division Evaluation Plan
7. Collect the best data relevant to the evaluation questions and Organize the same to further determine relevance to the evaluation questions. Determine evaluation approach (success case method or most significant change)
8. Analyze the data using a mixed method approach (quantitative/qualitative) considering the type of data collected and the purpose of analyses.
9. Prepare a report of the results that should be applied for continual improvement within the organization.

So evaluation can be formative, that is taking place during the development of a concept or proposal, project, or organization, with the intention of improving the value or effectiveness of the proposal, project, or organization. It can also be summative, drawing lessons from a completed action or project or an organization at a later point in time or circumstance

B.2 Example of an Evaluation Plan

Evaluation Question	General Variables	Methods For Collecting Data	Timeline
Is the school satisfied with the TA services?	Satisfaction with TA provider's professionalism/ability to work with school: <ul style="list-style-type: none">• Skills/abilities• Products• Duration and intensity of TA services	<ul style="list-style-type: none">• Surveys• Interviews of school personnel	





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<p>How effective were the TA services in accomplishing the goals and objectives of the TA plan?</p>	<ul style="list-style-type: none"> • School perspectives on accomplishment of goals and objectives • Evidence of accomplishments • Identification of issues/barriers 	<ul style="list-style-type: none"> • Surveys • Interviews of school personnel • Review of evidence of accomplishments and documents 	
<p>What is the impact of TA on the school's perspectives/opinions? What is the impact of TA on the school's knowledge, skills, attitudes, competence, etc?</p>	<ul style="list-style-type: none"> • Views • Knowledge • Motivation • Confidence • Relations within organization • Organizational planning 	<ul style="list-style-type: none"> • Surveys • Interviews of school personnel • Observations • Review of documents 	
<p>What is the impact of TA on the school organizational processes?</p>	<ul style="list-style-type: none"> • Management and coordination of resources • Data management system • Communication system • Organizational of personnel services 	<ul style="list-style-type: none"> • Surveys • Interviews of school personnel • Review of organizational documents 	

Monitoring and evaluation results should be communicated to the officials and management of the Regions, Divisions, Schools and other stakeholders for adjustments and decision making. Regular TA reports must be submitted to the concerned office/s.



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