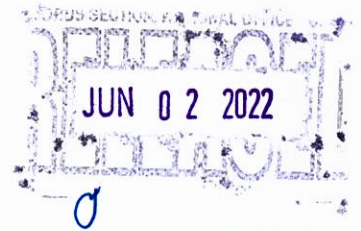




Republic of the Philippines
Department of Education
CARAGA REGION



June 1, 2022

REGIONAL MEMORANDUM
No. 0467, s. 2022

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

UTILIZATION OF THE CONTEXTUALIZED MANUAL ON TECHNICAL ASSISTANCE
OF DEPED CARAGA REGION

1. The Department of Education – Caraga Regional Office issues the enclosed Policy Guidelines on the Utilization of the Contextualized Manual on Technical Assistance for utilization.
2. Immediate and widest dissemination of and strict compliance to this memorandum is directed.


MA. GEMMA MERCADO LEDESMA
Regional Director 

Encls.: As stated

Reference: NONE

To be indicated in the Perpetual Index
under the following subjects:

MANUAL TECHNICAL ASSISTANCE

FTA/jfg
06/01/2022



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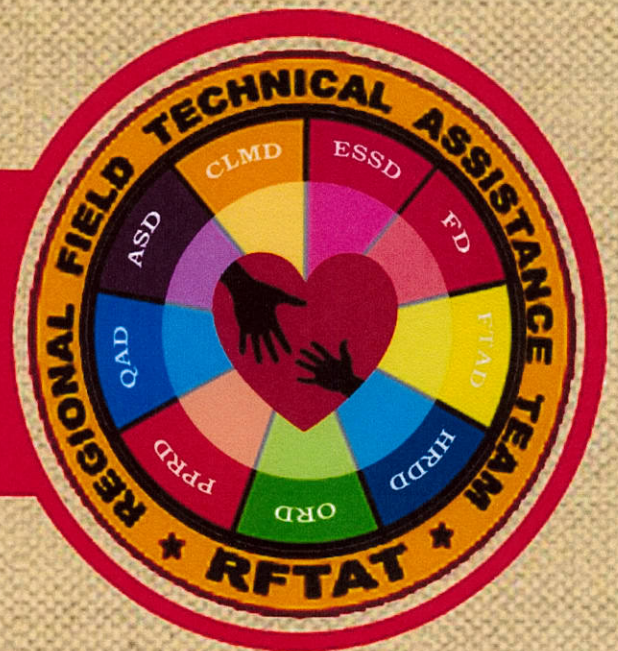


Republic of the Philippines
DEPARTMENT OF EDUCATION
Caraga Region XIII
J. Rosales Avenue, Butuan City



CONTEXTUALIZED MANUAL ON

TECHNICAL ASSISTANCE



FOREWORD

Anchored on DepEd's Vision to continuously improve the provisions of quality service, Technical Assistance (TA) has been viewed as a vital and elemental tool helping organizations and offices to put forward their deliverables effectively.

To strengthen the implementation on the provision of Technical Assistance (TA) to schools, Schools Division Offices and Regional Office, DepEd Caraga Region developed a Contextualized Manual on Technical Assistance to continuously improve the governance and delivery of basic education services that are responsive to the diverse needs of the learners. This Manual serves as an integrated framework that defines the different dimensions in the provision of TA in the region. It serves as a guide for the technical assistance providers to enhance competence in facilitating learning and provision of TA to their clients.

Through this Manual, the Regional and Division Field Technical Assistance Teams will be properly guided on the mechanism in providing technical assistance to their respective clienteles to ultimately improve the performance of our learners throughout the Region.

ACKNOWLEDGMENT

The completion of this Contextualized Manual would not have been possible without the support of the following:

Dr. May B. Eclar (2016-2017), Dr. Beatriz G. Torno (2017-2018), Francis Cesar B. Bringas (2018-2020), and Dr. Evelyn R. Fetalvero (2021) former Regional Directors of DepEd Caraga for strategically setting the direction of the office where technical assistance is highlighted;

Ma. Gemma Mercado Ledesma, the current Regional Director for the unending support and guidance;

Atty. Fiel Y. Almendra, Asst. Regional Director for his valuable input on TA provision;

Field Technical Assistance Division (FTAD) staff for their untiring efforts in crafting this Manual;

Regional Field Technical Assistance Teams (RFTATs) for their intelligent suggestions and recommendations; and

Above all, a resounding praise to God for His fortitude provided in making this Manual a reality. To Him be the Glory!

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Chapter 1

INTRODUCTION

1.1 Background

Anchored on DepEd Vision-Mission to continuously improve the provision of quality service, Technical Assistance has been viewed as a vital and elemental tool in helping organizations and offices to put forward their deliverables effectively. Furthermore, provision of appropriate, relevant and timely technical assistance will further realize the attainment of quality basic education to Filipino learners. The birth of Technical Assistance allows Schools Division Offices and Schools to quality assure the services provided to their respective clientele.

Technical Assistance is one key activity provided by the Regional Office to the Schools Division Offices and by the Schools Division Offices to schools aimed at giving them support and guidance in identifying problems, gaps/needs, and weaknesses finding the right interventions for a more effective organization.

Technical assistance is deemed necessary to ensure effective program implementation and eventual achievement of higher or better learning outcomes. It should impact on the performance and most of all on the general welfare of the people in the organization and the organization itself.

By virtue of Executive Order No. 366 issued in October 2004, the formulation of the Rationalization Plan by various government agencies was initiated. Specifically, the Department of Education (DepEd) has implemented the New Organizational Structure of the Central, Regional, and Schools Division Offices through DepEd Order No. 52, s. 2015.

The approved organizational structures are consistent with the provisions of RA 9155 (Governance of Basic Education Act) applying the principles of decentralization and shared governance to ensure accountability and relevance to the context and development needs of the learners and stakeholders of the various organizational levels.

Under the New Organizational Structures, eight (8) Functional Divisions were established namely, Administrative Services Division (ASD), Budget and Finance Division (BFD), Curriculum, Learning and Management Division (CLMD), Education Support Services Division (ESSD), Field Technical Assistance Division (FTAD), Human Resource and Development Division (HRDD), Policy, Planning and Research Division (PPRD), and Quality Assurance Division (QAD).

Field Technical Assistance Division (FTAD) is mandated to manage the provision of technical to the Schools Division Offices (SDOs) in

coordination with the functional divisions and units in the Regional Office and the latter to do the same to the schools.

The provision of Technical Assistance (TA) is anchored on the identified modes stipulated in the Basic Education Sector Reform Agenda Program Implementation Plan in 2006 (BESRA-PIP); to wit:

Region to the Divisions:

- Stakeholders networking;
- Stakeholder mobilization, i.e., Brigada Eskwela;
- Development of standards and indicators' progress, impact and processes;
- Supervision by monitoring and evaluation of National Standards in learning outcomes;
- Technical assistance through trainings, performance evaluation, recognition/awards, accreditation process; and
- Decentralization of functions and budget in terms of localization, integration of plans and best practices.

Divisions to the schools

- Stakeholders networking, i.e., organization of SGC, revitalization of LSB
- Stakeholder mobilization and resource generation, i.e Brigada Eskwela
- School-based resource management and installation of finance and administrative systems
- Technical guidance by Schools Division Superintendents and technical/education supervision by Education Program Supervisors and Education Program Specialists
- Development of standards and indicators of progress, impacts and of processes
- Designation of School Based-Management (SBM) coordinator including cluster/coordinating school heads and information of SBM task forces.
- Training programs for school heads and teachers

Technical assistance is necessary to ensure effective programs implementation and achievement of higher or better learning outcomes. It should impact on governance and operations of the SDO's and schools and most of all on the realization of the goals in the delivery of basic education services.

While the implementation of the R.A. 9155 and BESRA kept on repeating the phrase, "technical assistance for SBM practice", the field offices still need to be provided with specific guidelines to determine what can be delivered, the why, when, and how that can be considered as technical assistance. Hence, this handbook is envisaged.

1.2 Purpose of the Manual

This Manual aims to put in view the Technical Assistance (TA) Mechanism and its Operation Framework by providing clear procedures, guidelines, tools and suggested structure in implementing the TA Mechanism. It serves as the guide instrument for an efficient, effective and relevant technical assistance of the Regional Office to the Schools Divisions. This also guides the RO and SDOs to manage their operations efficiently, and consequently be able to help ensure that School Based-Management (SBM) is implemented effectively.

In addition, this guides the SDOs in helping their schools to practice School-Based Management (SBM), particularly the implementation of the Enhanced-School Improvement Plan (E-SIP).

1.3 Scope of the Manual

This Manual contains the operationalization of TA Mechanism, process, and system in the Regional and the Schools Division Offices. It includes the presentation of the suggested processes starting from TA needs assessment to TA planning and implementation stage, adjustment of plans, tracking and reporting to the management for decision making and for possible policy formulation.

It also suggests structures as to TA Team composition for the Region and Schools Division, their functions, responsibilities, and competencies required from the members, as well as the different forms with samples to execute the mechanism which were found to be helpful during its implementation.

1.4 Users of the Manual

The users of this Manual are from the Regional Office, the FTAD, the Regional Field Technical Assistance Team (RFTAT) and Schools Division Offices whose function is to ensure that inputs, processes, outputs and outcomes of the technical assistance provided to clients, in achieving or accomplishing their target goals with quality standards. With respect to program implementation, this manual serves as a reference for conducting TA that ensures the effective and efficient delivery of services to the clients for the improvement of learning outcomes.

The Technical Assistance providers are:

From the Regional Office:

- Chief Education Supervisors (CES) and Chief Administrative Officers (CAO) of Functional Divisions

- Supervising Administrative Officer (SAO)
- Education Program Supervisors (EPS)
- Senior Education Program Specialist (SEPS)
- Education Program Specialist II (EPS II)
- Unit / Section Heads
- Technical Personnel
- Other Regional Office Personnel

From the Division Office:

- Schools Division Superintendent (SDS)
- Assistant Schools Division Superintendent (ASDS)
- CID and SGOD Chiefs
- Education Program Supervisors,
- Administrative Officer V
- Accountant
- Senior Education Program Specialist (SEPS)
- Education Program Specialist II (EPS II)
- Budget Officer
- Designated Division Coordinators
- Public Schools District Supervisors (PSDS)/ (Principal-in-charge/Coordinating Principals)
- Other Schools Division personnel

1.5 Operational Definition

Client. Refers to the relevant internal and external stakeholders who may be from other functional divisions and Schools Division Offices.

Constant RFTAT. Refers to the permanently organized teams coming from the Functional Divisions assigned in a specific SDO for a minimum period of two years.

Division Field Technical Assistance Team. Refers to a group of Education Supervisors, Public Schools District Supervisors or Education Program Specialists and technical personnel who will provide technical assistance and serve as the extended arm of the Schools Division Offices.

Division Field Technical Assistance Focal Person. Refers to a person designated as an extended arm of the Schools Division Offices to facilitate all TA-related activities.

Feedback. This is an information about reactions to a product, a person's performance of a task, etc. It is used as a basis for improvement. It is a modification or control of a process or system

by its results or effects. It may be negative feedback or positive feedback.

Flexible RFTAT. This is a team created based on the needs of clients and the expertise of TA providers.

Regional Field Technical Assistance Focal Person. Refers to a person designated as an extended arm of the Functional Division (FDs) to facilitate all TA-related activities.

Regional Field Technical Assistance Team. This is a group of TA Providers that serve as the extended arm of the region reaching out to all Schools Division Offices. Also known as TA Providers. Each group is responsible and accountable to specific SDO and SDOs to schools respectively.

Regional Monitoring Evaluation and Adjustment. A quarterly regional monitoring and evaluation of the Programs, Activities and Projects (PAPs) implementing a “check and balance” system, reviewing the Physical and Financial accomplishments, looking into unaccomplished outputs, delivering Value-Added Outputs, and identifying concerns/ issues /gaps /problems. And to implement adjustments when deemed necessary.

TA Needs and Priorities. These are urgent demands of the SDOs that require immediate response or actions, problems/gaps that need to be addressed or given technical assistance, and priority needs for RO’s action.

Technical Assistance. This is one of the key professional activities done by the Regional Office to the Schools Divisions and by the Division Office, geared toward giving support and guidance in recognizing problems and locating the right solutions for a more effective organization.

TA Request. This is an input to provide TA which may be in a form of a letter request or memorandum. It contains the needs and sources of needs or the essential information.

TA Status Report. This refers to the communication made which includes the initial gains and results of the TA implementation. It is the ultimate measure of the effectiveness of TA provided; thereby providing a building blocks to facilitate the generation of appropriate feedback for decision making.

Chapter 2

TECHNICAL ASSISTANCE DELIVERY

Technical Assistance (TA) is any form of professional help, guidance and support to the clients, for them to become effective in performing their functions. TA could be done directly through information sharing and by helping them discover their expertise. TA could also be done indirectly by referring the clients to the source of information.

It is a systematic process that has steps to be followed and tools to be used. TA providers should have expertise on the required skills, knowledge, and values for them to render effectively and efficiently the needs-based assistance of the clients. Moreover, they should come always prepared with the legal bases for rendering any assistance to the clients.

It is also a journey with the clients towards achieving their set goals for continuous improvement. This is their foremost responsibility and accountability as a field organization (SDO/school) of the DepEd. In delivering technical assistance, one should consider and respect the capacity and pace of the clients. Thus, the clients can express themselves freely and explore new ideas.

TA ensures that the atmosphere or environment encourages the clients not only to set their goals but also to determine the process of achieving them. Technical assistance encourages the clients to see everything as a learning process.

Moreover, it concerns with the process of how well the SDOs provide professional and technical help to district, schools, and learning centers. This is to ensure efficiency and effectiveness in the delivery of basic education services and in the implementation of programs and projects of the SDOs and the schools.

2.1 Objectives of Technical Assistance

The primary objectives of providing technical assistance by the SDOs is to make sure that School-Based Management is implemented in the schools as mandated by R.A. 9155. Schools Divisions must ensure that the schools are provided with the appropriate, relevant, and timely assistance towards continuous improvement in achieving the higher level of SBM practice.

Particularly, technical assistance:

- i. facilitates in providing capacity building opportunities to the school to ensure the effective delivery of services for the improvement of learning outcomes;

- ii. leads in the conduct of monitoring and evaluation;
- iii. tracks the progress of monitoring and evaluation; and
- iv. helps address concerns and improve performance.

2.2. Purpose of Technical Assistance

Technical assistance seeks to facilitate the provision of broad-based capacity building opportunities to the schools to ensure the effective delivery of services for the improvement of learning outcomes.

Specifically, leadership and management that are inherent in providing TA should be concerned with:

- i. improving the performance of the schools and learning centers;
- ii. ensuring effective delivery of KRAs;
- iii. facilitating solutions to address the needs and priorities; and
- iv. urging schools to initiate programs/projects towards increased performance and improved level of practice.

2.3 Scope of Technical Assistance

As mandated in the Governance in Basic Education Act (RA 9155), TA in education must be embedded as an inherent task of all Regional Office's Functional Divisions, units, and sections.

For the SDOs, the provision of TA to schools is focused not only on the development and preparation of their plans, but also on the implementation of programs and projects outlined in the ESIP/AIP, and in the implementation of School-Based Management for continuous school improvement.

For schools, the TA Team will focus their assistance to the teachers and learners by utilizing the result of the School Monitoring Evaluation Assessment (SMEA), Electronic Self-Assessment Tool (eSAT), Classroom Observation Tool (COT), Child-Friendly School System (CFSS) and other learning outcomes.

2.4 Modes of Technical Assistance

1. Information Sharing – This refers to the policies, guidelines, directions, and instructions of DepEd Top Management. They are usually delivered via office memoranda or orders, conferences, giving of referrals, and via the official SDO website.

2. Capacity-Building – This area refers to the development of competencies or knowledge, skills (such as skills in the use of technology), and attitudes. More often, this type of technical assistance is delivered through training, coaching or mentoring.
3. Group and Work Management – This area refers to helping others in accomplishing outputs or targets based on their work plans. It includes the documentation of lessons learned or best practices that consequently become shared components of the organization. These could be achieved by the conduct of meetings, group discussions, or workshops.

2.5 Competencies of TA Providers

In order to deliver technical assistance more effectively, TA providers have to develop the following competencies:

1. **Skills on identifying and Prioritizing TA Needs** – These skills required analytical expertise in proving & interpreting data so that the TA providers can identify and prioritize improvement areas that need technical assistance.
2. **Facilitation skills** - These skills include listening skills, observing skills, questioning skills, attending skills and integrated skills (LOQAI). These skills are utilized in all the steps and process in providing technical assistance. The application of facilitation skills will help the technical assistance provider in implementing the guiding principles mentioned earlier in this document.

Listening Skills – This requires that the TA provider puts oneself in the shoes of the learner or clients to be able to understand the situation confronting him/her. It also requires that the technical assistance provider shall listen attentively without immediately making judgment. In the process, it is recommended that while listening, the technical assistance provider should restate, rephrase and reflect on what is being said.

Observing Skills – This would require the TA provider to keep an open mind; and to record behavioral observations – that can be seen, heard of, or touched. The use of the “STAR” technique or approach is highly recommended. This refers to:

S/T = Situation or Task at hand
 A = Action Taken (or Inaction)
 R = Result

Questioning Skills – It is recommended that the TA provider asks open-ended questions and refrain from posing leading questions

or questions that require one- word answers. It is advisable that questions be layered, which means, listening to the response to one question before asking another question.

Attending Skill – This is caring for the client responding to the learning needs being noted and observed by the TA provider. Establishing and maintaining good rapport with the client or learner will enable TA to closely attend to client's needs. Thus, it is recommended that the provider be continuously "on the watch" to be able to catch any expressed or implied need by the client or learner.

Integrating Skills - This is the ability to synthesize or summarize points or ideas. This will help the learner identify what have been learned and prepare and execute a plan to accomplish goals and objectives.

- 3. Skills in giving and receiving feedback** – These skills would greatly help both the technical assistance provider and the clients increasing their ability to see themselves as others see them. Feedback must be given immediately for it to be relevant, timely and effective.
- 4. Coaching Skills** – Coaching is a series of one-on-one exchanges between the provider and the client focused on performance or performance-related topics. Improved performance with emphasis on acting and sustaining changes. It is a process that enables learning and development to occur and improve performance.
- 5. Mentoring skills** – mentoring is a series of one-on-one exchange between the provider and the client focused on personal and professional growth in the organization and beyond through support, exchange of ideas and guidance!²
- 6. Monitoring and Analysis of TA Progress** – This is the ability to check on the process and progress of the technical assistance provided according to standards set and offer a recommendation for adjustment.
- 7. Evaluating Technical Assistance Results-** The ability to evaluate the overall impact or results of technical assistance provided. Eventually, the results of all technical assistance provide information for decision-making at the division level and recommendations for policy formulation at the regional level.

2.6 Guiding Principles in the Provision of Technical Assistance

Provision of technical assistance is based on the following guiding principles:

Principle Number 1: People are responsible for their own growth and development.

People in organizations can set their own goals and achieve them because they are not passive receptacles but active and creative beings. Given this brief, technical assistance provides the environment to help the client achieve these targets.

They also need the kind of atmosphere where exploring new ideas or concepts are welcome and where mistakes committed in the process are not penalized, but rather become opportunities to learn from. This way, each organization becomes more responsible for its own growth and development. It is very important that people feel the ownership of their contribution for the improvement of their own organization.

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Given the opportunities to express themselves will allow them to do their responsibilities for the growth and development of the organization.

Principle Number 2: TA is aligned with the department's vision and mission

TA ensures that the client is guided by the department's vision, mission, and goals as identified in their strategic plans like DEDP (for the Schools Division) and E-SIP (for the schools).

Division /school heads must recognize their need for help to become more effective managers/leaders. Once the need is recognized and admitted, a well-defined steps to take must be formulated. They must be guided and supported to be able to address needs and priorities.

Principle Number 3: Learning is a cooperative and a collaborative process.

Helping each other to learn requires a process of interactive independence. This is another principle of adult learning. Learning is best achieved when members work together towards a common goal.

TA is a two-way process and shared responsibility. While the provider offers suggestions, decision-making, and actions are the responsibilities of the client or receiver of technical assistance.

Technical support is provided by the RO to SDOs and SDOs to the District/schools. It can be offered individually or to teams.

2.7 Organization of Technical Assistance Teams

2.7.1 Regional Field Technical Assistance Team (RFTAT)

A core team is organized with the Regional Director as the overall chairperson, the Assistant Regional Director as the co-chairperson. The Regional Field Technical Assistance Teams (RFTAT) are then organized with the Division Chiefs as Team Leaders and the Education Program Supervisors capable in handling the task. While other Education Program Supervisors, Supervising Administrative Officers, Education Program Specialists, unit heads and technical experts act as members.

Membership to the RFTAT shall depend on the technical know-how of the provider who will give support to the needs and priorities of the clients.

Team leadership may also rotate at any time depending on the needs of the clients. However, the RFTAT can still provide TA to SDOs for PAPs not found in their Technical Assistance (TA) plans if seen as urgent and relevant. In cases where no one from the RFTAT assigned is an expert on what is needed by the SDO, the RFTAT can invite any personnel with the relevant expertise to provide TA.

Specific RFTAT is assigned to each SDO as an emissary of the Regional Office in the provision of technical assistance. They serve as the extended arm of the management reaching out to all SDOs.

The Chief of the Field Technical Assistance Division (FTAD) coordinates the functions of all TA Teams. In addition, he/she acts as an ex-officio member of the Regional Executive Committee (REXECOM) who shall attend meetings and report updates of the TA to ensure accountability among REXECOM members.

2.7.1.1 Regional Field Technical Assistance Team (RFTAT) Composition

Chairperson: Regional Director
Co-chairperson: Assistant Regional Director

Team Leaders: Chiefs of the FDs/Education Program Supervisors

Members: Personnel from Functional Divisions

- Administrative Services Division (ASD)
- Finance Division (FD)
- Curriculum and Learning Management Division (CLMD)
- Education Support Services Division (ESSD)
- Human Resource Development Division (HRDD)
- Field Technical Assistance Division (FTAD)
- Quality Assurance Division (QAD)
- Policy Planning & Research Division (PPRD)
- Office of the Regional Director (ORD)

2.7.1.2 Regional Field Technical Assistance Team Advocacy Logo

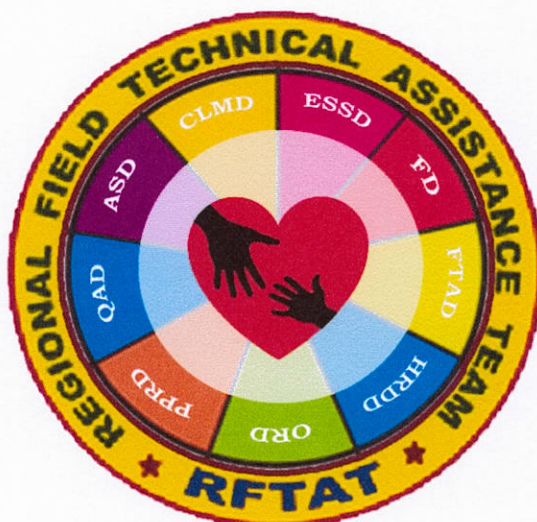


Figure 1. Advocacy Logo

The advocacy logo shown in Figure 1 represents the harmonious interfacing of the Functional Divisions at the Regional Level.

2.7.1.3 Roles and Functions of the Regional Field Technical Assistance Team

The RFTAT shall:

- a. Guide and help SDOs plan, strategize, implement plans, and evaluate performance and accomplishments by providing support, coaching, and mentoring.
- b. Collaborate with the DFTAT to harmonize the provision of TAs to all schools and LCs and assist in the delivery of quality basic education services.
- c. Share information regarding directions, mechanisms from higher management to top management to resolve issues on improved school management and administrative process.
- d. Prepare recommendations for the formulation of policies for school organizational effectiveness for RO approval.
- e. Collaborate with the functional divisions on the appraisal of SDOs regarding their performance status to ensure that schools and their communities are equipped and empowered to decide what is best for their learners.
- f. Provide support and guidance to the school leaders for continuous improvement in instructional leadership and School-Based Management (SBM).

2.7.1.4 Terms of Reference of the Regional Field Technical Assistance Team

RFTAT assigned in a particular SDO shall serve for at least two years to monitor/track the status even after the provision of TA. However, if the assigned team cannot provide what is needed by the SDO, they can invite experts from the other teams to address the needs and priorities.

Chairperson and Co-Chairperson

1. Gives strategic direction to the RFTAT in the provision of technical assistance.
2. Decides at key governance points during the implementation of the project and program as the overall team leader.
3. Supports the operationalization of the RFTAT.

Team Leader

1. Facilitates the provision of technical assistance to SDOs.
2. Leads and manages the work of the RFTATs who will operationalize and monitor the implementation of the Technical Assistance in the region.

Assistant Team Leader

1. Performs the functions of the Team Leader in his/her absence.
2. Assists the team leader in the Field Technical Assistance activities.
3. Attends meetings and conferences conducted for the RFTAT.
4. Submits accurate and complete reports on time.
5. Performs other related duties/ tasks assigned by the RFTAT Leaders.

Members

1. Participates actively in all RFTAT meetings and activities
2. Accomplishes all forms related to the conduct of the activity.
3. Observes proper decorum.
4. Ensures fairness, objectivity, and confidentiality of all proceedings.
5. Serves as documenter as designated by the team.

2.7.2 Division Field Technical Assistance Team (DFTAT)

A core team is organized with the Schools Division Superintendent as the overall chairperson, the Assistant Schools Division Superintendent as the co-chairperson. The Division Field Technical Assistance Teams (DFTAT) are then organized with the Division Chiefs as Team Leaders and the Education Program Supervisors capable in handling the task. Other Education Program Supervisors, Public Schools District Supervisors, Education Program Specialists, unit heads and technical experts act as members.

Membership to the DFTATs shall depend on the technical know-how of the provider who will give support to the needs and priorities of the clients.

Team leadership may be changed depending on the needs of the clients. However, DFTATs can still provide TA to districts and schools not found in their TA plans if seen as urgent and relevant. In cases where no one from the DFTATs assigned is an expert on what is needed by the districts/schools, the DFTAT can invite any personnel with expertise to provide TA.

Specific DFTAT is assigned to each district/school as the emissary of the Division Office in the provision of technical assistance. They serve as the extended arm of the management of the Schools Division Superintendents.

2.7.2.1 Division Field Technical Assistance Team (DFTAT) Composition

The Schools Division Offices may contextualize the suggested composition of the DFTAT as well as its roles, functions, and responsibilities.

Chairperson:	Schools Division Superintendent
Co-chairperson:	Assistant Schools Division Superintendent
Team Leader:	to be assigned by SDS
Co-Team Leader:	to be assigned by SDS
Members:	Education Program Supervisor Public School District Supervisor/District In-charge Senior Education Program Specialist Education Program Specialist II Designated Division Coordinators and Technical Personnel

2.7.2.2 Roles and Functions of the DFTAT

The DFTATs shall:

- a. Collaborate with the RFTATs to harmonize the provision of TA to all schools and LCs and assist in the delivery of quality basic education services.
- b. Provide support and guidance to the school leaders for continuous improvement in instructional leadership and SBM.
- c. Appraise schools regarding the status of their performances together with their communities to ensure that they are equipped and empowered to make decisions on what is best for their learners.
- d. Guide and help SDOs plan, strategize, implement plans, and evaluate performance vis-à-vis accomplishments by providing support, coaching, and mentoring.
- e. Share information regarding directions, mechanisms from higher management to top management to resolve issues on improved school management and administrative process.

2.7.2.3 Terms of Reference of the DFTAT

DFTAT assigned in a particular district/school shall serve for at least two years to monitor/track the status even after the provision of TA. However, if the assigned team cannot provide what is needed by the district/school, they can invite experts from the other teams to address the needs and priorities.

Overall Chairperson and Overall Co-Chairperson

1. Gives strategic direction to immediately resolve issues and concerns in the field.
2. Make decisions at key governance points during the provision of technical assistance.
3. Supports the Division Field Technical Assistance Teams.

FTA Coordinator

1. Coordinates with the assigned RFTAT.
2. Consolidates the needs and priorities of SDOs.

Team Leader

1. Facilitates the provision of technical assistance to districts/schools
2. Leads and manages the work of the DFTATs who will operationalize and monitor the implementation of the Technical Assistance in the division.

Assistant Team Leader

1. Performs the functions of the Team Leader in his/her absence.
2. Assists the team leader in the Technical Assistance activities.
3. Attends meetings and conferences conducted for the DFTAT.
4. Submits accurate and complete reports on time.
5. Performs other related duties/ tasks assigned by the DFTAT Leaders.

Members

1. Participates actively in all DFTAT meetings and activities
2. Accomplishes all forms related to the conduct of the activity.
3. Observes proper decorum.
4. Ensures fairness, objectivity, and confidentiality of all proceedings.
5. Serves as documenter as designated by the team.

2.8 Roles, Functions and Responsibilities of Technical Assistance Providers

Technical Assistance providers are expected to perform the following:

Roles and functions:

1. Provide support, coaching and guidance to clients in the performance of their functions.

2. Regularly apprise clients on the status of their performance and do their functions.
3. Motivate and encourages clients to engage in continuous improvement.
4. Recommend to top management the utilized data gathered for possible policy enhancement.

Responsibilities

1. Guide and help clients in identifying, planning, strategizing, implementing plans, evaluating performance and accomplishments.
2. Share information regarding directions from higher management.
3. Share information regarding the existence and/or availability of needed resources both from within and outside DepEd.
4. Present options to client/s but never impose solutions.
5. Give feedback on clients' performance.
6. Prepare evidence-based data for policy recommendation.
7. Keep records on provided TA for references as the needs arise.

2.9 Functions and Responsibilities of the Client

While TA providers have roles and responsibilities, their effectiveness can only be assured if the clients also perform their corresponding roles and responsibilities. The following are expected from the clients:

1. Understand specific TA needs.
2. Present complete information on the situation.
3. Provide the situation and factual data needed that may help resolve issues/problems.
4. Receive feedback willingly from the TA providers without being defensive.
5. Act on the feedback given by the TA providers.
6. Give feedback on the results/impact provided.

TECHNICAL ASSISTANCE PROCESS

3.1 Process in the Provision of Technical Assistance to Schools Division Offices

[illegible]

c. FTAD	Approved RTAP	1. Presents the approved RTAP to the RFTAT during the Coordination Meeting. 2. Sets the schedule on the provision of TA.	FTAD TA Provider with Client	Minutes of the meeting Minutes of the meeting	RFTAT RFTAT	Minutes of the meeting Minutes of the meeting
d. RFTAT	Minutes of the meeting	1. Provides TA based on needs and priorities of the SDOs either onsite or online.	RFTAT	TA Status Report	FTAD	TA Form 3: Technical Assistance Status Report <i>(To be accomplished by the RFTAT after the provision of TA)</i> TA Form 4: Feedback Form
e. FTAD	TA Status Report	1. Tracks and analyzes the results of the TA interventions.	FTAD	Analyzed TA intervention	FTAD Concerned SDO	TA Form 6: Monitoring Tool
f. FTAD	Analyzed TA intervention	1. Prepares and submits the quarterly TA Status Report.	TA Focal Person	TA Status Report	SDOs RFTATs Top Management	TA Form 5: Quarterly TA Status Report

3.1.2 Flow chart in the Provision of Technical Assistance to Schools Division Offices

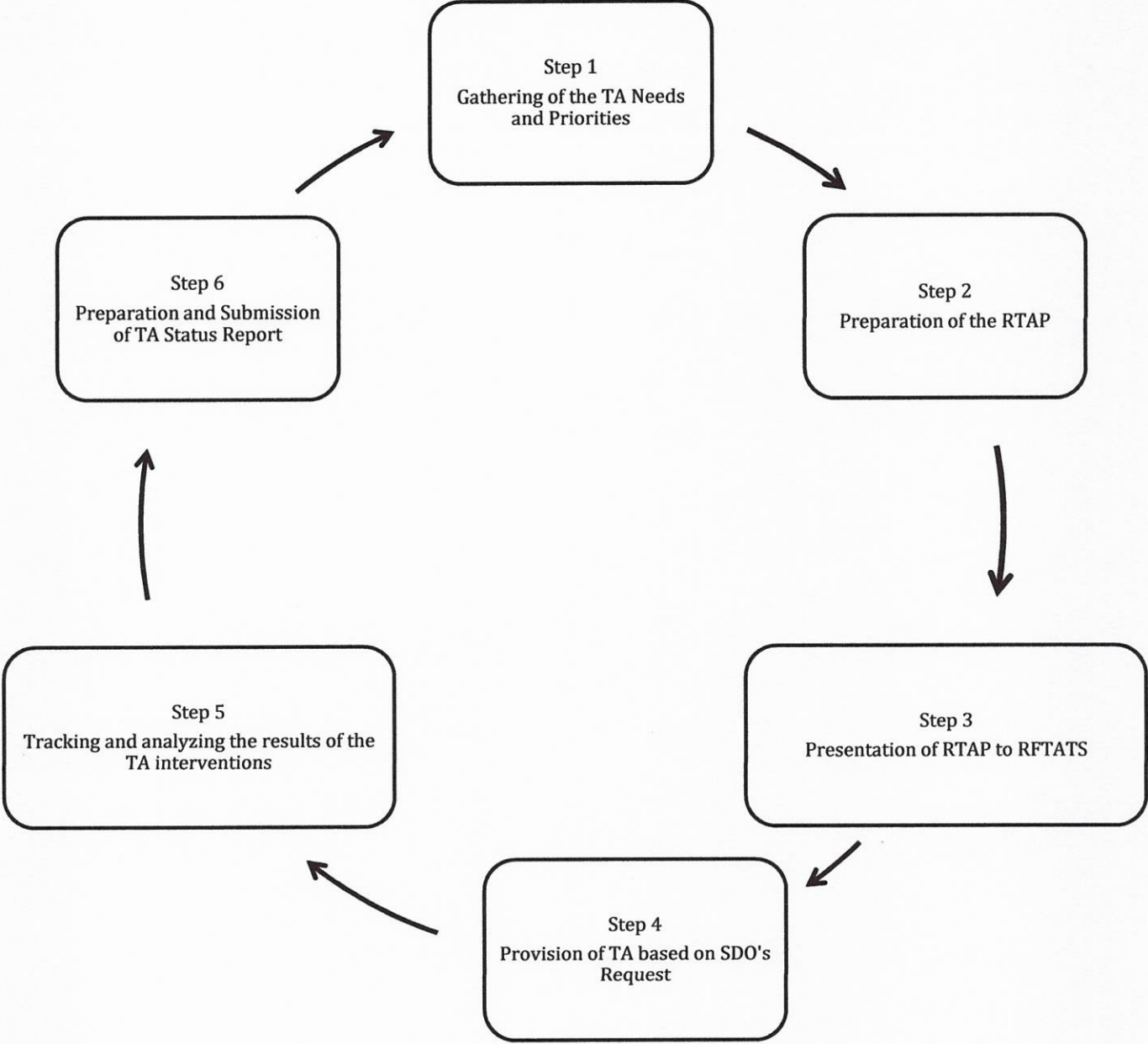


Figure 2. Flow chart in the Provision of Technical Assistance to Schools Division Offices

3.2 Process in the Provision of Technical Assistance Per Request

SOURCE OF INPUTS	INPUTS	ACTIVITY	RESPONSIBILITIES	OUTPUTS	CUSTOMER	CONTROLS
Top Management	Letter Request from SDOs	Gathers SDOs requests for technical assistance	Concerned Focal Person	Routing Slip and Approved Letter Request	Chief FTAD	Letter of Request From SDOs and Routing Slip
Chief FTAD	Routing Slip and Approved Letter Request	Prepares travel authority for approval of Top Management	Concerned Focal Person	Approved Travel Authority	Concerned Focal Person	Approved Travel Authority
Concerned Focal Person	Approved Travel Authority	Provides TA to requesting SDOs	Requesting SDO	Evaluation Result	TA Provider	Feedback Form
TA Provider	Evaluation Result	Conducts post-conference	Chief FTAD	Evaluation Result	FTAD	Accomplished Feedback Form

Chapter 4

REPORTING OF TECHNICAL ASSISTANCE PROVIDED

Since DepEd Office utilizes the TA Reports for different purposes, the reporting schedules should be identified and consistently followed. Reports should focus on its progress, initial gains, and result of TA implementation on a quarterly basis.

TA plan implementation needs regular monitoring and evaluation for timely and relevant reporting. It is also the ultimate measure on the effectiveness of the TA provided. The integrity of periodic TA reports provides the building blocks to facilitate generation of appropriate feedback for decision making and/or plan adjustments should be ensured.

Results of the TA provision should be communicated to the top management during MANCOM, REXECOM and Quality Management Review for enhancement, revision, and policy recommendation.

ANNEXES

**TA Form 1.A : LIST OF TA NEEDS AND PRIORITIES TO BE
ADDRESSED BY THE REGIONAL OFFICE**
(To be accomplished by the DFTAT)

Instructions:

List down ALL the TA Needs and Priorities to be addressed by the
Regional Office.

Areas of Concern	TA Needs and Priorities (Be Specific)	Type of Technical Assistance Needed from the RO (Information Sharing, Capability Building, Group/Work Management, etc.)	RO Functional Division

Prepared by:

Division Technical Assistance Focal Person

Approved by:

Schools Division Superintendent

**TA Form 1.B: LIST OF TA NEEDS AND PRIORITIES TO BE
ADDRESSED BY THE REGIONAL OFFICE**

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(To be accomplished by the RFTATs during the RMEA)

Instructions:

List down ALL the TA Needs and Priorities to be addressed by the Regional Office based on the presentation of the SDOs.

SDO	Areas of Concern	TA Needs and Priorities	Proposed TA Interventions by the RO	Responsible Functional Division to provide TA

Prepared by:

RFTAT Member

Noted by:

RFTAT Team Leader

TA Form 2: REGIONAL TECHNICAL ASSISTANCE PLAN

(To be accomplished Quarterly by the FTAD)

SDO	Areas of Concern	TA Needs and Priorities	Proposed /Type of TA Intervention	Time Frame			Functional Divisions / RFTATs
				J	F	M	

Prepared by: _____
FTAD Chief

Approved: _____
Regional Director

TA Form 3: Technical Assistance Status Report
(To be accomplished by the TA Provider)

SDO	Areas of Concern	TA Needs and Priorities	Type of Technical Assistance Needed from the RO	RO Functional Division Providing TA	Status	
					Completed	Not Completed (Provide reason for non-completion)

Prepared by: _____
RFTAT member/TA Provider

Noted: _____
RFTAT Team Leader/ FD Chief

TA Form 6: Technical Assistance Plan Monitoring and Evaluation Form

(For RFTAT/DFTAT Use)

Division/Unit/Section: _____
Date of Monitoring: _____
Period/Time Frame: _____

GUIDE QUESTIONS	TEAM RESPONSE	REMARKS
Is the TA provided efficient? (as to time, people, and other resources, Were the activities implemented as planned? According to guideline set?		
Is the TA effective? (were the objectives of TA achieved)		
Is the TA provided relevant? (Was the TA useful to the client? Did it contribute to the achievement of the ESIP objectives? DEDP/REDP objectives? What factors helped? What factors did not help?		
Is the TA sustainable? (can the TA provided be applied to similar situations?)		
In what outcome/intermediate indicator is the division/school lacking behind?		
What hinders the division/school in meeting the target outputs? (per contributory objective) what are the reasons?		
What should the division/school management do in order to resolve the hindering factors/reasons?		
Which of the identified solution (management action) can the division/school do by themselves? Which ones need support from upper management? (for example: RFTAT for the SDOs/DFTAT for districts/schools)		

Findings: _____

Monitoring Team: _____

Date of Monitoring: _____

TA Form 5: Consolidated Technical Assistance Report
(To be accomplished by FTAD)

SDO	Areas of Concern	TA Needs and Priorities	Type of Technical Assistance Needed from the RO	RO Functional Division Providing TA	Status	
					Completed	Not Completed (Provide reason for non-completion)

Prepared by: _____
FTAD Chief

Noted: _____
Regional Director

REFERENCES

1. STRIVE Manual
2. Handouts during the National Orientation Training on the New Role, Functions and the Structure of Rationalized Regional Office of the Department of Education
3. Contextualized Manual on Technical Assistance DepEd – Caraga