



Republic of the Philippines
Department of Education
SOCCSKSARGEN REGION

April 26, 2021

REGION MEMORANDUM
PPRD No. 15, s. 2021

ADOPTION OF POLICY FOR THE CONTEXTUALIZATION OF INTEGRATIVE QUARTERLY MONITORING & EVALUATION, TECHNICAL ASSISTANCE AND SYNERGY ENHANCEMENT ACTIVITY (QUAMETASEA), QUALITY MANAGEMENT SYSTEM (QMS) SUSTAINABILITY & CULTURE OF EXCELLENCE FRAMEWORK

TO: Schools Division Superintendents
Divisions of General Santos City, Sultan Kudarat & South Cotabato

Attention: Functional Divisions of the Regional Office

1. This has reference to the results of the Policy, Planning & Research Division (PPRD) research undertaking entitled, “*A Proposed PPRD Integrative Quarterly Monitoring & Evaluation, Technical Assistance and Synergy Enhancement Activity (QuaMETASEA), Quality Management System (QMS) Sustainability & Culture of Excellence Framework.*”
2. The said research study is hereby disseminated by PPRD for adoption through contextualization by the Regional Functional Divisions and ISO certified SDOs of General Santos City, Sultan Kudarat & South Cotabato.
3. Moreover, this policy guideline is aligned to the mandate of the regional office particularly embedded as one of the Key Result Areas (KRAs) of PPRD, which is to “facilitate the development of a regional educational policy framework to reflect the needs and aspirations of the region accurately and responsively.” It also fosters the region’s ISO deliverable on “providing localized research-based policy guidelines and procedures,” which is also aligned to one of the major quality management processes of PPRD, particularly on “Localization of Research-based Policy Guidelines and Procedures Process.”
4. Basically, this localized regional policy guideline and procedure in the contextualization of “*An Integrative Quarterly Monitoring & Evaluation, Technical Assistance and Synergy Enhancement Activity (QuaMETASEA), Quality Management System (QMS) Sustainability & Culture of Excellence Framework,*” provides clear mechanisms on how to formulate a contextualized Integrative Quarterly Monitoring & Evaluation, Technical Assistance and Synergy Enhancement Activity (QuaMETASEA) & Quality Management System (QMS) Sustainability, and fostering Culture of Excellence vis-a-vis the context of the functional division.



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5. See attached Enclosure No. 1: Guidelines in the Contextualization of the Proposed Integrative Quarterly Monitoring & Evaluation, Technical Assistance and Synergy Enhancement Activity (QuaMETASEA), Quality Management System (QMS) Sustainability & Culture of Excellence Framework, for reference.
6. For further inquiries, please contact Dr. Glenn A. Bisnar - Chief of PPRD, through his mobile no. 0921-804-7283 or email at glenn.bisnar@deped.gov.ph.
7. For information, guidance, and immediate compliance of all concerned.


CARLITO D. ROCAFORT

Director III

Officer In-Charge – Office of the Regional Director

Encl.: As stated

References: PPRD Research Output & PPRD OM

Allotment: None

To be included in the Perpetual Index under the following Subjects:

POLICY

RESEARCH

QUALITY MANAGEMENT SYSTEM

FRAMEWORK

GAB/PPRD/RM – Adoption of the Policy on ADOPTION OF POLICY FOR THE FUNCTIONAL DIVISION'S INTEGRATIVE QUARTERLY MONITORING & EVALUATION, TECHNICAL ASSISTANCE AND SYNERGY ENHANCEMENT ACTIVITY (QUAMETASEA), QUALITY MANAGEMENT SYSTEM (QMS) SUSTAINABILITY & CULTURE OF EXCELLENCE FRAMEWORK 015/April 26, 2021



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Enclosure No. 1

Guidelines in the Contextualization of the Proposed Integrative Quarterly Monitoring & Evaluation, Technical Assistance and Synergy Enhancement Activity (QuaMETASEA), Quality Management System (QMS) Sustainability & Culture of Excellence Framework

I. Rationale

The Policy, Planning & Research Division is one of the functional divisions of DepEd Regional Office. It has the following Key Result Areas (KRAs): Strategic Planning, Data Management, Research Management, Quality Assurance and Monitoring & Evaluation, and Technical Assistance. These KRAs are integral part of the OPCR/IPCR of all the employees at PPRD as a blueprint in carrying out the functional division's Programs, Project & Activities (PPAs.)

With the institutionalization of Quality Management System (QMS) at DepEd Region 12, PPRD has initially instituted as indicated in its Operations Manual (OM) 16 processes, which after thorough evaluation has now been trimmed down to 13 processes, such as: (1) Annual Report Preparation Process; (2) Basic Education Research Fund (BERF) Management Process; (3) Budget Preparation of Physical Plans and Targets Consolidation Management Process; (4) Conduct of Regional Research Congress; (5) Data Management Process; (6) Division Education Development Plan (DEDP) Process; (7) Formulation of Regional Basic Education Plan (RBEP) Process; (8) Localization of Research-based Policy Guidelines and Procedures Process; (9) Office Performance Commitment Review Form (OPCRF) Consolidation Process; (10) Regional Development Investment Plan (RDIP) Process; (11) School ID Issuance Process; (12) Annual Calendar of Activities Consolidation Process; and (13) Permit to Conduct Research Study Process. All these 13 processes are all embedded in the OPCR & IPCR of the PPRD personnel to ensure effective implementation.

Confronted with the challenge on how to come up with an integrative mechanism to implement its KRAs along with its 13 QMS processes, the PPRD attempted to institutionalize Monitoring and Evaluation (M&E) as basis in coming-up with an evidenced-based Technical Assistance (TA) by integrating the four pillars/core values of the culture of excellence.

Apparently, monitoring is checking progress against plans. The data acquired through monitoring is used for evaluation. Evaluation is assessing, as systematically and objectively as possible, a completed project or program (or a phase of an ongoing project or program that has been completed). Basically, the main types of



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evaluation are process, impact, outcome, and summative evaluation. Before you measure the effectiveness of certain project or program, one needs to determine if the project/program is being run as intended and if it is reaching the intended audience.

Mtshali, Z. (2015) in his study “A Review of the Monitoring and Evaluation System to Monitor the Implementation of Early Childhood Development within Gauteng Department of Health,” recommended the following to further improve M&E: Program to incorporate a mandatory M&E component; designing universalized guidelines for operations in the centers, standardizing M&E tools and processes and capacity building for ECD program staff on M&E systems.

Shea (2019) in her study on “A systematic review of monitoring and evaluation indicators for sexual and reproductive health in humanitarian settings” has concluded that the result of the study demonstrates the need to standardize data collection efforts for M&E of Sexual Reproductive Health (SRH) services and outcomes in humanitarian settings and to critically appraise the extent to which different domains should be covered. A core list of indicators is essential for assessing response status over time as well as across countries.

On M&E and policy making, UNESCO (2016) discussed that since the priorities and the objectives assigned to M&E systems are moving towards ensuring greater accountability and promoting more effective and efficient policymaking, new concepts and approaches have been introduced by various institutions, particularly development agencies. From them, some of the emerging key concepts related to M&E in the development context are highlighted as follows: Evidenced-based Policy-Making (EBP); and Results-based Management (RBM).

Moreover, conducting human subjects research studies in low-resource settings often presents unique logistical difficulties, and collecting high-quality data is often a challenge. Investing in comprehensive M&E is important to improve participant recruitment, retention and safety, and sample and data quality. The M&E framework from this study can be applied to other longitudinal studies (Aceituno, A.M., *et al.* (2017).

Blasé (2009) cited that the most straightforward and overarching function of Technical Assistance (TA) is that of Choudhury (2001), which was the transfer of new knowledge along with new technology to others who do not know about it; moreover, he cited as well Barton’s (2004) idea of TA which is specific to education, wherein he conceptualized technical assistance as “the timely provision of specialized advice and customized support to resolve specific problems and increase clients’ capacity.”



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Moreover, Anderson, M. et.al (2001), stressed out that many stakeholders value and use training and technical assistance (TA) to plan for change and to develop innovative solutions to both long-standing and newly emerging problems. Training and TA is commonly defined as the transfer of knowledge, expertise, and skills to people, organizations, and communities. It can reveal gaps in services or a need for new or different services.

Aligned with this, Technical Assistance (TA) in the context of PPRD refers to a non-financial assistance provided by a superior to his subordinates or a specialist personnel on certain technical skills to his/her fellow colleague. It can be in a form of sharing information and expertise, instruction, skills training, transmission of working knowledge, and consulting services and may also involve the transfer of technical data. All these are done to aligned to further improve the personnel KRAs vis-à-vis all the embedded PPAs in one's IPCR based on the M&E results. Hence, TA providers need to offer a broad range of TA approaches and levels of intensity in order to effectively respond to the diverse and unique needs of their clients (U.S. Department of Education, Office of Special Education Programs: 2012).

Meanwhile, the Synergy Enhancement Activity (SEA) as a teambuilding innovation of PPRD which is implemented to foster the core values/pillars of culture of excellence at PPRD, which are adopted from Estanislao, J. (1995) in his book, Towards a National Culture of Excellence. These four pillars in building a culture of excellence in an organization, community, and society in general are as follows: Personal Integrity, Family Solidarity, Civic Responsibility, and Universal Charity.

In addition, Fapohunda, T. (2013) explained that team building involves a wide range of activities, designed for improving team performance. Its aim is to bring out the best in a team to ensure self-development, positive communication, leadership skills and the ability to work closely together as a team to problem solve. This article reviews current literature on teams to outline some of the attractions and challenges of implementing teams to give a realistic preview of what can be achieved through teamwork. The literature indicates that the effects of teamwork (both positive and negative) are contingent upon many factors, including the organizations' culture and climate, effectiveness of team leadership, employee commitment, the system of compensation and rewards, and the level of employee autonomy. This article outlines eight key points that have been identified by some authors which facilitate the effective development of teams. These points are: clear goals; decision making authority; accountability and responsibility; effective leadership; training and development; provision of resources; organizational support; and rewards for team success.



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Hence, this research undertaking has been instituted by the PPRD as Continuous Improvement (CI) mechanism to enhance its major deliverables vis-à-vis its 13 QMS processes. The research-based framework that is the product of this research shall serve as blueprint in ensuring sustainability of QMS implementation at PPRD - DepEd SOCCSKSARGEN, which is being recommended for contextualization by other RFDs and ISO certified SDOs of the region.

II. Scope of the Policy

This Regional Memorandum provides the policy guideline and procedure in the adoption through contextualization of the “Integrative Quarterly Monitoring & Evaluation, Technical Assistance and Synergy Enhancement Activity (QuaMETASEA), Quality Management System (QMS) Sustainability & Culture of Excellence Framework” of DepEd Region 12 and the ISO Certified SDOs of General Santos City, South Cotabato, and Sultan Kudarat. To provide clear background of the research process conducted, this policy incorporates the following: research objectives, summary of findings, conclusion, and recommendations.

For effective institutionalization, this localized policy includes the following: Integrative Quarterly Monitoring & Evaluation, Technical Assistance and Synergy Enhancement Activity (QuaMETASEA), Quality Management System (QMS) Sustainability & Culture of Excellence Framework; the guidelines in procedures in adapting the Framework; and strategic mechanisms to fully institutionalize it.

At the Regional Office, aside from the Office of Regional Director (ORD), it covers the following Regional Functional Divisions (RFDs), such as: Finance Division (FD); Administrative Division (AD); Quality Assurance Division (QAD); Policy, Planning & Research Division (PPRD); Education Support Services Division (ESSD); Field Technical Assistance Division (FTAD); Human Resource Development Division (HRDD); and Curriculum & Learning Management Division (CLMD).

At the School Division Offices (SDOs) of ISO certified divisions, it caters the needs of the head of the functional divisions of Curriculum and Instruction Division (CID), and School Governance Operation Division (SGOD).

Hence, this Memorandum shall be implemented at the Regional Office, to be cascaded to the identified (3) ISO certified SDOs; and shall cover in the future the remaining five (5) SDOs that intend to undergo for ISO certification.



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III. Definition of terms:

For clarity and consistency, the following major terms frequently used in this study were operationally defined:

1. **Monitoring & Evaluation** refers to the quarterly activity of determining the accomplishment of OPCRf and the IPCRF of all personnel.
2. **Technical Assistance** refers to the specific coaching and mentoring mechanism provided by the RFD chief to all his/her subordinates.
3. **QuaMETASEA Framework** refers to the acronym which means Quarterly Monitoring and Evaluation, Technical Assistance & Synergy Enhancement Activity.
4. **Quality Management System** in the context of DepEd 12 refers to the implementation of the RFDs/QMTs ISO processes/quality procedures, which are geared in the full implementation of the RFD's Key Result Areas (KRAs).
5. **Sustainability Framework** refers to the mechanism instituted by RFD to ensure the continuous improvement in the implementation of its QMS processes.
6. **Culture of Excellence** refers to the four pillars on Personal Integrity, Family Solidarity, Civic Responsibility, and Universal Charity.

IV. Policy Statement

In its quest to realize its mandate, DepEd RO 12 is continuously embarking effective mechanisms by localizing research-based policy guidelines and procedures that would be responsive and relevant to the needs of decision-makers and program implementers in the region and division by fully institutionalizing effective and sustainable quality management system in the region.

Hence, this localized research-based policy guideline and procedure encompasses aspects towards efficient and effective institutionalization of the quality management system vis-à-vis the KRAs of the respective functional division through monitoring evaluation, technical assistance, and team building activity.



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V. Research Objectives & Methodology

A. Research Goal & Objectives

Generally, this research study deemed to formulate a Proposed PPRD Integrative Quarterly Monitoring & Evaluation, Technical Assistance and Synergy Enhancement Activity (QuaMETASEA) & Quality Management System (QMS) Sustainability Framework which serves as a blueprint in establishing Culture of Excellence at PPRD.

This research undertaking has sought answers to the following research objectives:

1. Determine the Monitoring and Evaluation mechanism that would enhance personal & organizational development of PPRD in terms of accomplishing the following: IPCRF/OPCRF Review, Quarterly Implementation of PPRD Activities, and Quarterly Implementation of PPRD QMS Processes.
2. Ascertain Technical Assistance through establishing ICT-enabled mechanisms that promote creativity & innovation along the following PPRD QMS processes: Annual Report Preparation Process, Basic Education Research Fund (BERF) Management Process, Budget Preparation of Physical Plans and Targets Consolidation Management Process, Conduct of Regional Research Congress, Data Management Process, Division Education Development Plan (DEDP) Process, Formulation of Regional Basic Education Plan (RBEP) Process, Localization of Research-based Policy Guidelines and Procedures Process, Office Performance Commitment Review Form (OPCRF) Consolidation Process, Regional Development Investment Plan (RDIP) Process, School ID Issuance Process, Annual Calendar of Activities Consolidation Process, and Permit to Conduct Research Study Process.
3. Identify Synergy Enhancement Activities that would foster Culture of Excellence at PPRD along with the following pillars: Quarter: Personal Integrity, 2nd Quarter: Family Solidarity, 3rd Quarter: Civic Responsibility, and 4th Quarter: Universal Charity.
4. Formulate a Proposed PPRD Integrative QuaMETASEA QMS Sustainability & Culture of Excellence Framework which serves as a blueprint to be implemented at PPRD and for replication to other Functional Divisions (FDs).



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B. Action Research Methodology

To realize this research undertaking, it utilized Mixed Method to come up with a Proposed PPRD Integrative QuaMETASEA QMS Sustainability & Culture of Excellence Framework. The data gathering technique used was through observation, interview and document analysis. In analyzing the data gathered, weighted mean was used for the quantitative data gathered; and Generic Thematic Analysis was used to analyze the qualitative data.

VI. Summary of Findings, Conclusion and Recommendation

A. Summary of Findings

Based on the results of the study, the following are the summary of findings:

1. To conduct the IPCRF/OPCRF review, the following strategies can be used: Document Analysis, Physical & Financial Accomplishments: Target vs Actual, and Coaching & Mentoring; while for the Quarterly Implementation of PPRD Activities and Quarterly Implementation of PPRD QMS Processes, the strategies to be used are: Document Analysis, Physical & Financial Accomplishments: Target vs Actual.
2. Generally, the ICT-enabled systems in improving the 13 QMS Process of PPRD are utilization of the following: Goggle Sheet Tracker, Google Drive, Utilization of LIS/EBEIS.
3. The Synergy Enhancement Activity that can be done to enhance culture of excellence at PPRD by fostering the core values of Personal Integrity, Family Solidarity, Civic Responsibility, and Universal Charity through: evaluating & recalibrating IPCRF, evaluating QMS processes & firming-up individual action plans based on risk matrix evaluation, inter-teams coaching & mentoring, coaching & mentoring in making catch-up plans, finalizing year-end reports and get together activity.
4. The Proposed PPRD Integrative QuaMETASEA, QMS Sustainability & Culture of Excellence Framework shall serve as blue print in institutionalizing the 13 QMS Process of PPRD.

B. Conclusion

Based on the summary of findings, it can be concluded that the proposed QuaMETASEA Integrative QMS Sustainability Framework shall serve as a blueprint in establishing Culture of Excellence at PPRD.



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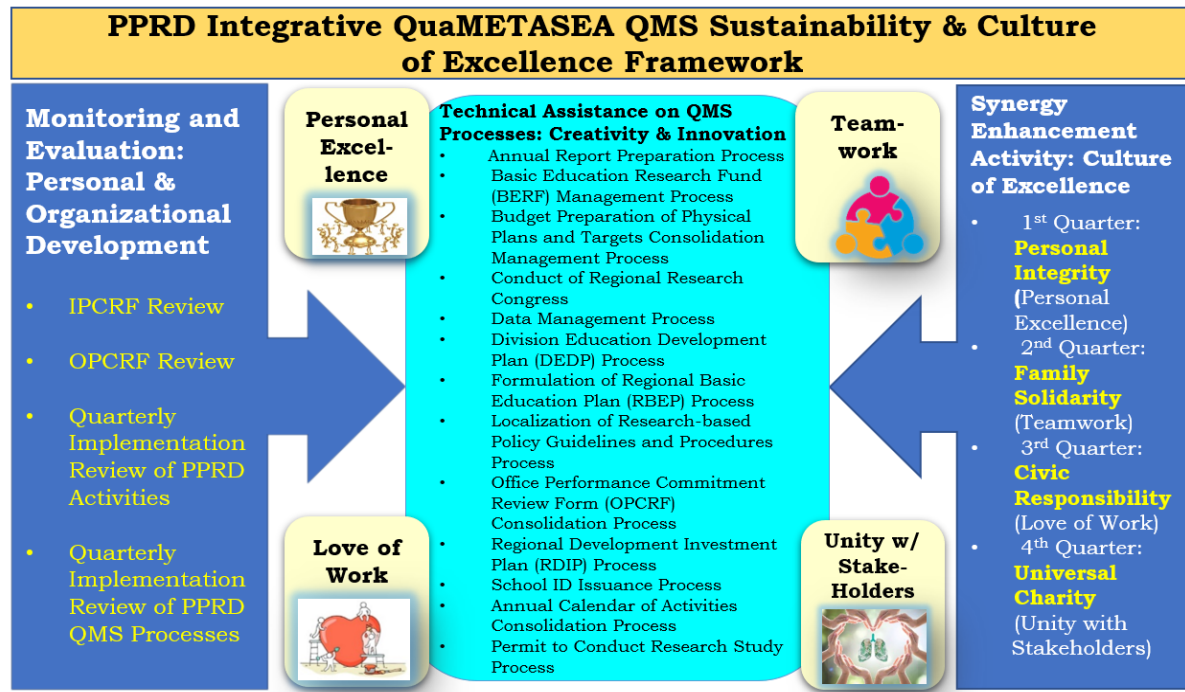
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C. Recommendation

Based on the summary of findings and conclusion, the following are the recommendations of the study:

1. To fully operationalize the proposed PPRD Integrative QuaMETASEA, QMS Sustainability, and Culture of Excellence Framework in quarterly basis.
2. To present the proposed PPRD Integrative QuaMETASEA, QMS Sustainability, and Culture of Excellence Framework at the program for possible adaption of the Regional Functional Divisions (RFDs).
3. To formulate contextualized research-based policy guidelines and procedures for dissemination of the policy framework to ISO certified School Division Offices (SDOs), such as: General Santos City, South Cotabato, and Sultan Kudarat.
4. To continuously enhance the policy framework after one year of full implementation based on the impact evaluation research to be conducted.

VII. The Integrative QuaMETASEA, QMS Sustainability & Culture of Excellence Framework



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In contextualizing the above framework, the RFD shall do the following considerations:

1. Fully adopt the major activities aside from what has been suggested or may add possible activities in the context of one's RFD.
2. Change the TA aspect in terms of the RFD's QMS processes.
3. Fully adopt the core values and the corresponding signpost that the RFD upholds or come-up with its own core values considering the context of one's RFD.

VIII. Guidelines in Contextualizing Integrative QuaMETASEA QMS Sustainability & Culture of Excellence Framework

A. Operational Mechanism in Conducting IPCRF/OPCRF Review, Quarterly Implementation of PPRD Activities & Quarterly Implementation of PPRD QMS Processes

Areas of Evaluation	Objectives	Evaluation Strategies	Major Outputs
IPCRF/OPCRF Review	To conduct quarterly evaluation in the attainment of objectives of each personnel vis-à-vis his/her KRAs as basis for intervention through calibration or any adjustments.	<ul style="list-style-type: none"> • Document Analysis • Physical & Financial Accomplishments: Target vs Actual • Coaching & Mentoring 	<ul style="list-style-type: none"> • Quarterly Journal of Accomplishments • Calibrated IPCRF/OPCRF • Filled-up Coaching & Mentoring Form
Quarterly Implementation of RFD's PPAs	To conduct quarterly evaluation of the Team's Accomplishment in the implementation of RFD's PPAs by capturing quantitative and qualitative gains as basis in crafting catch-up plans.	<ul style="list-style-type: none"> • Document Analysis • Physical & Financial Accomplishments: Target vs Actual 	Quarterly Report of Team Accomplishments as inputs to Quarterly Journal of Accomplishments
Quarterly Implementation of RFD's QMS Processes	To conduct quarterly evaluation in the implementation of PPRD QMS Processes by capturing quantitative and qualitative gains as basis in crafting catch-up plans.	<ul style="list-style-type: none"> • Document Analysis • Physical & Financial Accomplishments: Target vs Actual 	Status Report in the implementation of RFD's QMS Processes

In contextualizing this framework, the functional division may fully adopt; and include other aspects of areas of evaluation in the context of one's RFD with their corresponding objectives, evaluation strategies, and major outputs.



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B. Innovations in the Implementation of QMS Processes in terms of ICT-enabled System

RFD QMS Process	Process Owners	ICT-Enabled System
Annual Report Preparation Process	Shirley Saur Edgar Mel Dacut Ulysses Laruya	Goggle Sheet Tracker
Basic Education Research Fund (BERF) Management Process	Ulysses Laruya Osop A. Pangilamun Lovely Ramos	BERF Google Sheet Tracker
Budget Preparation of Physical Plans and Targets Consolidation Management Process	Shirley Saur Edgar Mel Dacut	Google Sheet Tracker
Conduct of Regional Research Congress	Glenn A. Bisnar Lovely Ramos	Google Drive
Data Management Process	Edgar Mel Dacut Shirley Saur Reynaldo Gallardo	Utilization of LIS/EBEIS
Division Education Development Plan (DEDP) Process	Glenn A. Bisnar Shirley Saur Edgar Mel Dacut	Google Drive
Formulation of Regional Basic Education Plan (RBEP) Process	Glenn A. Bisnar Shirley Saur Edgar Mel Dacut	Google Drive
Localization of Research-based Policy Guidelines and Procedures Process	Glenn A. Bisnar Lovely Ramos	Google Drive
Office Performance Commitment Review Form (OPCRF) Consolidation Process	Ulysses Laruya Osop A. Pangilamun Lovely Ramos	Google Drive
Regional Development Investment Plan (RDIP) Process	Shirley Saur Edgar Mel Dacut	Google Sheet Tracker
School ID Issuance Process	Edgar Mel Dacut	Google Sheet – Document Tracker Log
Annual Calendar of Activities Consolidation Process	Ulysses P. Laruya Osop A. Pangilamun Lovely Ramos	Google Sheet Tracker
Permit to Conduct Research Study Process	Ulysses P. Laruya Osop A. Pangilamun Lovely Ramos	Google Sheet Tracker - Document Tracker



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In contextualizing this framework, the functional division shall consider the following: QMS of one's RFD, their corresponding process owners, and the specific ICT-enabled system appropriate for integration.

C. Suggested Synergy Activities (SEA) in Fostering Quarterly Core Values/Signpost of Culture of Excellence with their Specific Corresponding Major Outputs

Quarter	Pillars of Culture of Excellence: Signpost	Operational Meaning	Suggested Synergy Enhancement Activities	Major Outputs
1 st Quarter	Personal Integrity: Personal Excellence	It is the practice of personal excellence by showing a consistent and uncompromising adherence to strong moral and ethical principles and values in performing one's individual Key Result Areas (KRAs) vis-à-vis PPRD's QMS processes.	<ul style="list-style-type: none"> Evaluating & Recalibrating IPCRF Evaluating QMS Processes & Firming-up Individual Action Plans based on Risk Matrix evaluation 	<ul style="list-style-type: none"> Recalibrated IPCRF Individual Action Plans based on Risk Matrix evaluation Journal of Accomplishments
2 nd Quarter	Family Solidarity: Teamwork among Group Members	It is the practice of collaboration manifested in the member's awareness of shared interests, objectives, standards, and sympathies thereby creating a psychological sense of teamwork of each PPRD Team thereby contributing harmony in the Functional Division as a whole.	<ul style="list-style-type: none"> Evaluating & Recalibrating IPCRF by Team Evaluating QMS Processes & Firming-up Action Plans based on Risk Matrix evaluation Inter-Teams Coaching & Mentoring 	<ul style="list-style-type: none"> Recalibrated IPCRF by Team Individual Action Plans based on Risk Matrix evaluation Coaching & Mentoring Form Journal of Accomplishments
3 rd Quarter	Civic Responsibility: Love of Work	It means active participation in performing group's tasks in an informed, committed, and constructive manner, with a focus on the common good of the PPRD as Functional Division & as a part of DepEd SOCCSKSARGEN thereby contributing for the development of the society in a larger scale.	<ul style="list-style-type: none"> Evaluating & Recalibrating IPCRF by Team Evaluating QMS Processes & Firming-up Action Plans based on Risk Matrix evaluation Coaching & Mentoring & Making Catch-up Plans 	<ul style="list-style-type: none"> Recalibrated IPCRF by Team Individual Action Plans based on Risk Matrix evaluation Coaching & Mentoring Form with Catch-up Plans Journal of Accomplishments
4 th Quarter	Universal Charity: Unity with Internal or External Stakeholders	It means firming-up linkages and partnership among PPRD internal stakeholders through a Team Building Program in order to be responsive to the needs of external stakeholders	<ul style="list-style-type: none"> Finalizing Year-end Reports Get Together Activity 	Final Year-end reports: IPCRF, OPCR, PPRD Accomplishment Report, Calendar of Activities, QMS Innovation Report

In contextualizing this framework, the functional division may fully adopt; or change other aspects such as: Pillars of Culture of Excellence, their operational meaning, synergy enhancement activities and their specific corresponding outputs.



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IX. Monitoring & Evaluation

In the process of the institutionalization of this policy guidelines at the Regional Office (RO) and selected School Division Offices (SDOs), the regional chiefs and SGOD – Planning & Research Section, shall continuously gather feedback from all concerned implementers to be submitted to the PPRD Chief. Progress monitoring evaluation results shall be presented during MEPA to capture innovative practices and to address issues and concerns. The PPRD shall conduct a periodic review of this policy to further enhance its provisions and effectiveness.

X. Effectivity/Transitory Provision

This Regional Memorandum shall immediately take effect upon issuance and shall be reviewed annually if deemed necessary to be relevant with the demands of time vis-à-vis alignment to new quality management system audit standards.

XI. References:

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