



Republika ng Pilipinas  
Kagawaran ng Edukasyon  
REHIYON V

SANGAY NG MGA PAARALAN NG LUNGSOD NAGA

June 13, 2023

DIVISION MEMORANDUM  
No. 147A, s. 2023

CONTEXTUALIZED MONITORING AND EVALUATION (M & E) GUIDELINES  
OF DEPED NAGA CITY

To: Assistant Schools Division Superintendent  
Chiefs of Functional Divisions  
CID, SGOD, and OSDS Unit/Section Heads  
All Program Owners/Implementers/Focal Persons  
Public Elementary and Secondary School Heads  
All Others Concerned

1. In compliance with DepEd Order No. 029, s. 2022, re: Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF), Regional Memorandum No. 149, s.2022 re: Adoption of the Regional Monitoring and Evaluation (M & E) Operations Manual for Programs, Projects, and Activities (PPAs) in DepEd Region V and Regional Memorandum No. 58, s. 2023, re: Reconstitution of the Regional Monitoring and Evaluation Team (RMET) in DepEd Region V, this Office issues this Division Contextualized Monitoring and Evaluation Guidelines.
2. The objectives of this issuance are to:
- a. provide a structure in the Monitoring and evaluation application;
  - b. create teams/pools of Monitoring and Evaluation Associates in the schools, districts and in the schools division office; and
  - c. generate data from the implemented Programs, Projects and Activities (PPAs) for improvement of implementation.
3. The Contextualized Monitoring & Evaluation Guidelines found in Enclosure A to this memorandum contains the following parts: Rationale, Scope, Definition of Terms, Policy Statement, Procedures, Composition of Division/School Monitoring and Evaluation Team, Monitoring and Evaluation and References.
4. The following templates and tools are also enclosed for the use of the program owners, and Division M & E Team (DMET) in their specific roles:

Enclosure	Templates/Tools	For Usage of:
B	Template 1a: Implementation Plan	Program Owners/Proponent
C	Template 1b: Monitoring and Evaluation Plan	Program Owners/Proponent
D	Form 1: Contextualized QATAME Plan	Program Owners/Proponent
E	Form 2: Onsite Monitoring and Evaluation	QAME Associate
F	Form 3: Process Observation Tool	QAME Associate
G	Form 4: Session and Facilitator's Evaluation	QAME Associate
H	QAME Analysis Form 1: Analysis of the Onsite Monitoring/Evaluation Results	DMET/SMET Focal Person
I	QAME Analysis Form 2: Summary of Daily Monitoring & Evaluation	DMET/SMET Focal Person

5. These guidelines shall be effective immediately and remains in force and in effect unless sooner repealed, amended, or rescinded. All provisions in the existing Division Memoranda and other local issuances which are inconsistent with this memorandum are hereby rescinded or repealed accordingly.
6. Expenses relative to monitoring and evaluation activities shall be chargeable against Division/School MOOE subject to availability of funds and the usual accounting & auditing rules and regulations.
7. For concerns, contact the SGOD-SMME through cellphone number 0995 – 464 – 8831 and/or email: [sdonaga.smme@deped.gov.ph](mailto:sdonaga.smme@deped.gov.ph)
8. Immediate dissemination of and compliance to this Memorandum is desired.

SUSAN S. COLLANO CESO V  
Schools Division Superintendent

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Enclosure A to DM No. 191A, s. 2023 re: Contextualized Division Monitoring and Evaluation Mechanism

**CONTEXTUALIZED MONITORING AND EVALUATION (M & E) GUIDELINES OF SDO NAGA**

**I. RATIONALE**

1. Monitoring and Evaluation process was a vital component for planning and implementing programs, projects and activities. But most of the time, proponents/program owners failed to include this process due to some misconceptions on the M & E process and its importance in supporting the primary goals of these PPAs to ensure access to and improve the quality of basic education.

2. Relative to this, the Department of Education developed the Basic Education Development Plan (BEDP) 2030 which responds to issues and challenges in basic education as well as the global and national education commitment. To further support this, DepEd developed a policy framework on Basic Education Monitoring and Evaluation Framework (BEMEF) to track and measure the achievement of BEDP 2030. With the issuance of DO No. 29, s. 2022 re: Adoption of Basic Education Monitoring and Evaluation Framework (BEMEF) has provided the DepEd Regional Offices with a guide in the conduct of monitoring and evaluation to ensure the effective, efficient and inclusive implementation of policies and programs in the region. As a response, the Regional Office V has issued RM No. 139, s.2022 re: Regional Launching of Monitoring and Evaluation (M & E) Operations Manual for Programs, Projects and Activities (PPAs) in DepEd Region V and RM No. 145, s. 2022 re: Orientation on the Guidelines in the Utilization of the Standardized Monitoring and Evaluation (M & E) Tools for PPAs in DepEd Region V that set direction to the M & E mechanism for regional and school division offices.

3. With these issuances which are parallel to the Division Flagship Program: *ADVANCE NAGA*, the **Contextualized Monitoring and Evaluation (M & E) Mechanism of SDO Naga** is meant to produce unified M & E process and mechanism aligned with the set guidelines by the NEAP, Division L & D Policy, and promote Equal Opportunity Principle.

**II. SCOPE**

4. The provisions in this M & E Guidelines shall cover all Learning and Development program, projects and activities within the Schools Division of Naga City, its district, schools and learning centers. Meetings, orientations and conferences (online and onsite) are also covered by these guidelines. These do not apply to the proposals for Best Practices and Innovations and Income Generating Projects since separate M & E guidelines were also provided for those activities.

**III. DEFINITION OF TERMS**

5. For the purpose of this guidelines, the following terms are defined/understood as:

- a. **DepEd Operating Unit** – any DepEd unit across governance levels that provides support and/or implement programs, projects, and major activities relative to the delivery of basic education in line with the provisions of R.A. 9155.
- b. **Division Monitoring & Evaluation Team (DMET)** – division team of trained personnel that is tasked to determine whether or not the Program meets set objectives, outputs, and desired outcomes. DMET helps identify gaps and weaknesses in the Program so that timely and appropriate adjustments and interventions are made to bring the Program back on track.
- c. **Evaluation** – is the periodic, retrospective assessment of an organization, project or program that might be conducted internally or by external independent evaluators

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- d. **Implementation Plan** – a document that contains the title, goals and outcomes of the programs and projects. It also contains the expected outputs and its activities by specifying the critical action, responsible and accountable unit, timeframe of the activities, estimated budget and budget source.
- e. **Monitoring** – is the collection and analysis of information about a project or program, undertaken while the project/program is ongoing.
- f. **M & E Plan** – a document that provides guidance on the purpose and process of conducting monitoring and evaluation of any programs, policies, projects, office mandates, and activities. This contains scope and purpose of M&E, data collection and management plan, data analysis plan, and M&E results reporting, dissemination, and utilization
- g. **M & E System** – a set of organizational structures, management processes, standards, strategies, plans, indicators, information systems, reporting lines and accountability relationships which enables offices across governance levels to perform their M&E functions effectively.
- h. **M & E Tools** – instruments used to collect information during the conduct of monitoring and evaluation.
- i. **Process Owner** – is the person immediately accountable for creating, sustaining and improving a particular process, as well as, being responsible for the outcomes of the process.
- j. **Program Implementation Review** – refers to quarterly activity to review, assess and evaluate programs, projects and services to determine the extent of their implementation and impact.
- k. **QAME Associates** – teachers and personnel empowered to provide quality assurance (QA), monitoring and evaluation (ME) of DepEd, division, district and school-based programs, projects and activities.
- l. **QATAME Plan** – a document that contains details of the quality assurance (QA), technical assistance (TA) and monitoring & evaluation (ME) process to be conducted in the implementation of programs, projects and activities.
- m. **Results-Based M & E** – continuous process of collecting and analyzing information to compare how well DepEd programs, projects, and activities are performing against its expected outcome or responses
- n. **School Monitoring & Evaluation Team (SMET)** – team of school personnel assigned to do monitoring and evaluation of school programs, projects and activities in order to determine

#### IV. POLICY STATEMENT

6. The Schools Division M&E System focuses on determining effectiveness and inclusiveness of schools in providing basic education services. The system shall serve as a mechanism for reflection on the SDO's capacity to provide timely and needs-based basic education support services to schools. The feedback shall allow the SDO and other concerned offices to provide technical assistance and capacity building support to creating and sustaining effective and inclusive Basic Education Services that are relevant and responsive. Through this M&E system, the targeted technical support to schools in the areas of curriculum delivery and assessment, training of teachers, teaching and learning process, learning environment, partnerships and stakeholders support, and school leadership is expected to be timely provided.

7. There shall be horizontal and vertical conduct of monitoring and evaluation of the implementation of Programs, Projects and Activities (PPAs). Thus, *PPAs shall no longer be monitored and evaluated by the program owners alone.*





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Per governance level, the following are expected to be observed:

a. The SDO M&E system shall:

1. Establish a functional M&E at the Schools Division Office;
2. Strengthen the link of M&E systems between SDO and schools;
3. Ensure the integration of M&E to any PPA initiatives of SDO operating units;
4. Monitor the effective and efficient implementation of education policies and programs;
5. Ensure that M&E standards and processes are observed at the SDO and school levels;
6. Facilitate exchange of information, practices, insights, lessons and issues between and among operating units and external stakeholders;
7. Provide feedback to RO on the SDO M&E results;
8. Ensure the integration of M&E results in developing local education plans and programs, and submit report for the national education policies and systems both at the SDO and school levels;
9. Provide M&E technical support and capacity building intervention to schools; and
10. Utilize M&E results in the organizational and individual performance plans.

b. Schools Governance and Operations Division (SGOD) as the process owner of the SDO M&E system shall:

1. Oversee and manage the conduct of M&E of all division operating units and schools to ensure adherence to the established standards;
2. Review and provide inputs on the M&E findings for Planning.
3. Consolidate and analyze M&E reports from school division operating units and schools for the preparation of school division reports to be disseminated to internal and external stakeholders;
4. Maintain a school division database which contains data and information gathered from school division M&E activities which are accessible and updated;
5. Lead the conduct of quarterly Program Implementation Review (PIR) among schools division operating units and schools to track the physical and financial accomplishments to assess the progress implementation of PPAs; and
6. Provide technical assistance and capacity building support to division and school operating units on the management and conduct of M&E within their respective M&E systems.

c. All the **operating units** in the schools division M&E system shall:

1. Establish a functional M&E within their respective offices;
2. Adhere to the established M&E standards in performing M&E activities and processes;
3. Partake in strengthening the horizontal integration in the school division M&E system by engaging other schools division operating units during development of local education plans and programs, implementation of national education policies and systems, and M&E;
4. Develop M&E plan for their respective education plans, programs, and policy implementation;
5. Provide feedback, insights, lessons, and other issues gathered from their respective M&E activities to relevant regional and school division operating units;
6. Participate in the schools division M&E initiatives such as PIRs, periodic reporting of accomplishments of plans, programs, projects, and major activities, and submission of OPCRf/IPCRf, among others; and,
7. Apply M&E results in improving office and individual performance.

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d. In **School M & E System**, the **School Head** shall be the overall lead and the process owner of the school M & E system. He/she shall have the authority, accountability, and responsibility for ensuring that information generated from the school M&E system is used in the development and implementation of plans, programs, projects, and major activities to make the school more effective and inclusive. He/she shall:

1. Lead the institutionalization of the school M&E system;
2. Provide decisions and directions on school issues and matters arising from various M&E activities such as school PIRs, stakeholders' forum, inter-agency meetings, among others;
3. Communicate school concerns to the school division office during meetings, fora, or conferences;
4. Oversee the conduct of M&E activities in the school and ensure that these are according to established standards;
5. Engage different stakeholders in the conduct of school M&E activities such as the members of the School Planning Team (SPT), School Governance Council (SGC), among others;
6. Conduct quarterly Program Implementation Review (PIR) in the school to track physical and financial accomplishments and assess the progress of implementation of plans, programs, projects, and major activities;
7. Maintain records of M&E results and integrate such in the preparation of SIP/AIP, OPCRf, and other school programs, projects, and major activities; h. Develop M&E plan for their respective School improvement plan;
8. Prepare school M&E reports for dissemination to internal and external stakeholders such as the School Report Card (SRC), Transparency Board, Learning Action Cells (LAC), among others; and,
9. Determine additional performance indicators and other adjustments in the school M&E plan as necessary.

e. The **School personnel** and other **stakeholders** shall:

1. Conduct school M&E activities in accordance with established M&E standards;
2. Discuss operational issues and challenges between and among school head, fellow teachers, and non-teaching staff;
3. Provide feedback, insights, lessons, and other issues gathered from their respective M&E activities to relevant school operating units, community members, and other key stakeholders through dissemination of SRC, conduct of LAC sessions, and preparation of Transparency Board;
4. Participate in school M&E initiatives such as PIRs, periodic reporting of accomplishments of programs, projects, and major activities, submission of O/IPCRf, among others; and,
5. Apply M&E results in improving teaching-learning strategies and individual performance.

**V. PROCEDURES**

Given below are the three (3) Monitoring and Evaluation Process Flow intended for the following set of activities:

- M & E Process Flow for Learning & Development (L & D) Activities (*INSET, LAC, GAD, Rollout and other training activities*)
- M & E Process Flow for Orientation, Conferences, Meetings (Online or Face to Face Modality)
- M & E Process Flowchart for School-Based Programs, Projects and Activities.

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A. M & E Process Flow for Learning & Development (L & D) Activities (*INSET, LAC, GAD, Rollout and other training activities*)

M & E Process Flow (For SDO Based PPAs)	Concerned Officials	Template/s Needed	Tasks
<p>START</p> <p>Program Owner will submit the proposal with QATAME Plan, IP and M &amp; E Plan to the Chief ES</p> <p>Proponent to do the needed revisions</p>	<ul style="list-style-type: none"><li>* Program Owner</li><li>* Chief ES</li></ul>	<p>Template 1a &amp; 1b</p> <p>Form 1: Contextualized QATAME Plan (with pre-assigned QAME Associates taken from the DMET Team)</p>	<p>1. Proponent will submit the proposal with QATAME Plan, IP and M &amp; E Plan using Templates 1a, 1b and Form 1 to Chief ES</p> <p>2. Chief ES will check the completeness of the M &amp; E component of the proposal (with M&amp;E Committee, M &amp; E Tool and fully accomplished QATAME Plan)</p>
<p>Chief ES will endorse the IP and M &amp; E Plan together with QATAME Plan to DMET Focal</p>	<ul style="list-style-type: none"><li>* Proponent</li><li>* Chief ES</li><li>* DMET Focal Person</li></ul>	<ul style="list-style-type: none"><li>* Template 1a &amp; 1b</li><li>* Form 1: QATAME Plan</li></ul>	<p>2. Accuracy of the IP, M &amp; E Plan and QATAME Plan will be checked by the DMET Focal Person</p>
<p>DMET Focal Person will check the accuracy of the IP and M&amp;E Plan together with QATAME Plan</p> <p>ACCURATE</p> <p>NO</p> <p>YES</p>	<ul style="list-style-type: none"><li>* Proponent</li><li>* Chief ES</li><li>* DMET Focal Person</li></ul>	<ul style="list-style-type: none"><li>* Template 1a &amp; 1b</li><li>* Signed Form 1: QATAME Plan</li><li>* Form 4: Session and Facilitator's Evaluation</li></ul>	<p>3. If found <b>accurate</b>, DMET Focal Person will sign the Requested QATAME Plan and give a copy to selected <b>QAME Associates taken from the DMET</b>. The program owner will be advised to send a soft copy of the signed Template 1a &amp; 1b to <a href="https://bit.ly/MandEregistry">https://bit.ly/MandEregistry</a></p> <p>Hard and/or soft copy of Form 4: Session and Facilitator's Evaluation will be provided to the Program Owner</p> <p>4. If found <b>inaccurate</b>, proposal will be returned to the proponent for some revision of the IP, M &amp; E Plan and/or QATAME Plan.</p>
<p>DMET Focal Person will give a copy of QATAME Plan and M &amp; E tool to QAME Associates taken from DMET and Form 4 to Program Owners</p>	<ul style="list-style-type: none"><li>* Assistant DMET Leader</li><li>* DMET Members</li></ul>	<ul style="list-style-type: none"><li>* Signed Form 1: QATAME Plan</li><li>* Form 4: Session and Facilitator's Evaluation</li><li>* Form 2: Onsite Monitoring and Evaluation</li><li>* Form 3: Process Observation Tool</li></ul>	<p>5. Copy furnish the Assistant DMET Leader and concerned DMET member assigned as QAME Associate with the QATAME Plan and copies of M &amp; E Tools</p>
<p>Internal and External QAME Associates will conduct the M &amp; E of the activity.</p>	<ul style="list-style-type: none"><li>* Assistant DMET Leader</li><li>* DMET Members</li><li>* DMET Focal Person</li><li>* Participants</li></ul>	<ul style="list-style-type: none"><li>Form 4: Session and Facilitator's Evaluation</li><li>* Form 2: Onsite Monitoring and Evaluation</li><li>* Form 3: Process Observation Tool</li></ul>	<p>6. DMET member assigned as internal QAME Associate will do the Process Observation and Onsite Evaluation then submit the M &amp; E result to the DMET Focal Person.</p> <p>7. DMET Focal Person as external QAME will do the FGD, Onsite Evaluation and debriefing session at the end of each day activity with the TWG, Program Owner and QAME Associates.</p>
<p>DMET Focal Person will prepare and submit a copy of the Consolidated M &amp; E Report to the DMET Team Leader and Program Owner for reporting</p>	<ul style="list-style-type: none"><li>* Assistant DMET Leader</li><li>* DMET Members</li><li>* Participants</li></ul>	<ul style="list-style-type: none"><li>* QAME Analysis Form 1 or 2</li></ul>	<p>8. DMET Focal Person will prepare a consolidated M &amp; E Report to be reported during the Post Conference (within 2-3 days after the end of the training)</p>
<p>DMET Focal Person submits a quarterly consolidated report to the top management.</p> <p>END</p>	<ul style="list-style-type: none"><li>* DMET Focal Person</li><li>* ASDS/SDS/Chiefs</li></ul>	<ul style="list-style-type: none"><li>* Signed QAME Analysis Form 1 or 2</li><li>* ROV QAME Summary (in excel format)</li></ul>	<p>9. DMET Focal Person provide a copy of the Consolidated Monthly M &amp; E Report to Top Mgt.</p> <p>10. Submit the QAME Summary in ROV – QAD</p>

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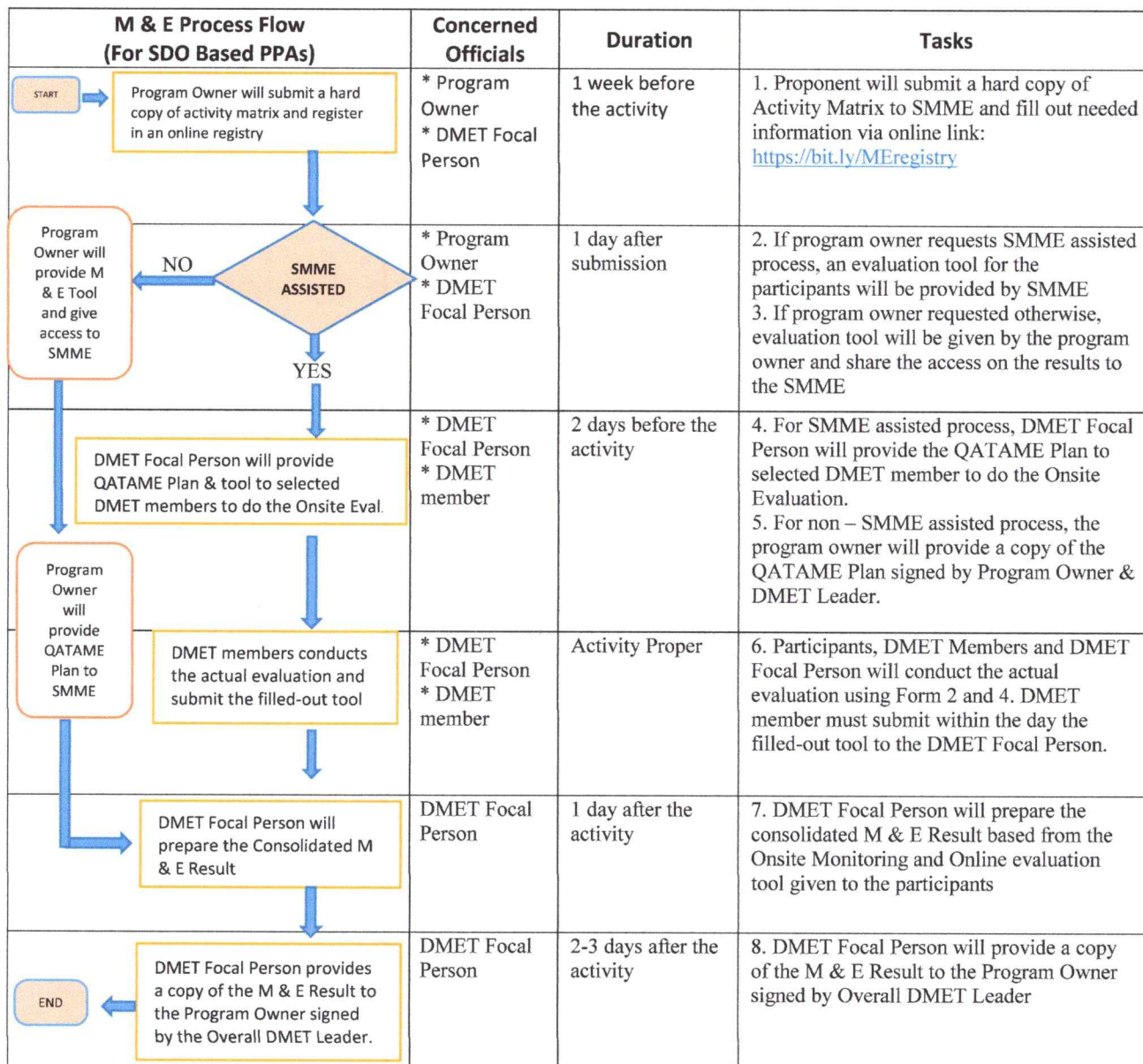




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B. M & E Process Flow for Orientation, Conferences, Meetings (Online or Face to Face Modality)



C. M & E Process Flowchart for School-Based Programs, Projects and Activities.

M & E Process Flow for School-Based PPAs will take effect after the conduct of the roll-out of the DO No. 29, s. 2022 re: Adoption of BEMEF from June 1, 2023 to January 31, 2024. All Public Elementary and Secondary Schools are directed to create/organize their respective **School Monitoring and Evaluation Teams (SMETs)** to harmonize the tasks and functions of schools with the SDO relative to the conduct of Monitoring and Evaluation.





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M & E Process Flow (For School-Based PPAs)	Concerned Officials	Template/s Needed	Tasks
	* Proponent * School Head	Template 1a & 1b  Form 1: Contextualized QATAME Plan (with pre-assigned QAME Associates taken from the SMET Team)	1. Proponent will submit the proposal with IP, M & E and QATAME Plan using Templates 1a, 1b and Form 1 to School Head 2. School Head will check the completeness of the M & E component of the proposal (with M&E Committee with TOR, attached M & E Tool and fully accomplished QATAME Plan)
	* School Head * PSDS	* Template 1a & 1b * Form 1: QATAME Plan	2. Accuracy of the IP, M & E Plan and QATAME Plan will be checked by the PSDS <b>Note: QATAME Plan must contain Internal QAME from M &amp; E – TWG and External QAME from SMET and/or DMET members.</b>
	* PSDS	* Template 1a & 1b * Signed Form 1: QATAME Plan * Form 4: Session and Facilitator's Evaluation	3. If found <b>accurate</b> , PSDS will sign the proposal and the proponent will be advised to fill out the goggle form and send a soft copy of the Template 1a & 1b in the link: <a href="https://bit.ly/SMandEregistry">https://bit.ly/SMandEregistry</a> 4. If found <b>inaccurate</b> , proposal will be returned to the proponent for some revision of the IP, M & E Plan and/or QATAME Plan.
	* Proponent * M & E TWG * SMET * DMET	* Signed Form 1: QATAME Plan * Form 4: Session and Facilitator's Evaluation * Form 2: Onsite Monitoring and Evaluation	5. Proponent will furnish the SMET Leader and concerned SMET member assigned as QAME Associate with the QATAME Plan and copies of M & E Tools 6. SMET assigned as QAME Associates will do the Onsite Evaluation, FGD and/or debriefing session at the end of each day activity with TWG and Proponent.
	* M & E TWG * SMET	* QAME Analysis Form 1 or 2	7. M & E- TWG will prepare a consolidated M & E Report based from the Internal/External QAME Reports and Participant's Evaluation Results. 8. Submit a copy of the QAME Report to SMET Leader for filing and monitoring purposes.
	* DMET Focal Person * DMET		8. DMET together with DMET Focal Person will conduct a random check and evaluation of the M & E Mechanism in Schools and functionality of the SMET.

**VI-A. COMPOSITION OF DIVISION MONITORING AND EVALUATION TEAM (DMET)**

Schools Division Superintendent  
Adviser/Consultant, DMET

Assistant Schools Division Superintendent  
Vice-Adviser/Consultant, DMET

CID Chief Education Supervisor  
Overall Chairperson, DMET 1 & 2

SGOD Chief Education Supervisor  
Overall Chairperson, DMET 3 & 4

SMME Senior Education Program Specialist  
Division Focal Person, DMET

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	Team 1	Team 2	Team 3	Team 4
Assistant Team Leader	EPS	EPS	EPS	EPS
Members	* Selected EPS * PSDSs of Naga North District * Selected SGOD Personnel * Selected OSDS Unit Heads	* Selected EPS * PSDSs of Naga East District * Selected SGOD Personnel * Selected OSDS Unit Heads	* Selected EPS * PSDSs of West North District * Selected SGOD Personnel * Selected OSDS Unit Heads	* Selected EPS * PSDSs of Naga South District * Selected SGOD Personnel * Selected OSDS Unit Heads
Assigned Districts/ Schools for M & E	North District 1 North District 2 North District 3 North District 4	East District 1 East District 2	West District 1 West District 2	South District 1 South District 2
Assigned FDs-PPAs for M & E	CID – AP - EsP - ALS - MAPEH - Mathematics - Science	CID – LRMDs - Filipino - Kinder/Reading/ELLN - English - TLE/TVL - SPED	SGOD Proposed PPAs	OSDS Proposed PPAs

**TERMS OF REFERENCE/ROLES AND RESPONSIBILITIES**

**Program Owners/Implementers:**

1. Prepares the Implementation, M & E and QATAME Plan before the conduct of any M & E Activities. The M & E Plan contains four (4) Core M & E processes which are critical in conducting the M & E;
  - Establishment of scope and purpose of M & E;
  - Data collection and management;
  - Data analysis; and
  - M & E results reporting, dissemination and utilization.
2. Identifies the appropriate standardized M & E Tools found in the ROV M & E Operations Manual to be used in the Conducting M & E;
3. Leads the crafting of M & E Tool, if the required M & E Tool specific for the PPA to be monitored is not available in the ROV M & E Tools vis – a – vis M & E Plan and shall observe the provisions in RM No. 138, s. 2022;
4. Facilitate the conduct of orientation or briefing of selected DMET members **before** the conduct of M & E Activity in collaboration with the DMET Focal Person;
5. Facilitate the conduct of post/debriefing conference of selected DMET members **after** the conduct of M & E Activity in collaboration with the DMET Focal Person;
6. Does other related tasks.

**Overall DMET Chairperson:**

The Overall Chairpersons of DMET 1 to 4 are the Functional Division Chiefs assigned as Team Leaders of M & E Teams. They have the following responsibilities:

1. Check the completeness of the M & E component (with M & E Committee and fully accomplished M & E Plan) in the submitted Project Proposal of PPAs by the Program Owners;
2. Sign the QATAME Plan provided by Program Owner/Implementer and agreed by the DMET Focal Person.

**DMET Focal Person:**

The Division M & E Team Focal Person refers to the SEPS II of SMME, being the Division QAME Lead Monitor, he/she has the following roles and responsibilities:

1. Assist the Overall Chairpersons in checking the orderliness and alignment of submitted IPs and M & E Plan of the Program Owners;
2. Facilitate the preparation of the consolidated reports in collaboration with the Assistant Team Leaders.

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3. Furnish a copy of the Quarterly Consolidated M & E Report to SDS, ASDS and DMET Overall Chairpersons.
4. Conduct orientation/training/workshop for QAME Associates who may act as Internal or External QAME Associates.
5. Do other related tasks

**Assistant DMET Leaders**

1. Assist the Overall Chairperson/Team Leader
2. Gather the M & E results from the DMET members.
3. Prepare a consolidated M & E Report based from the Team's debriefing conference in collaboration with the DMET Focal Person, and
4. Provide a copy of the team's consolidated M & E Report to the Overall Chairperson
5. Do other related tasks

**DMET Members:**

Serve as Internal/External QAME Associate during the implementation of the activity;

1. Attend the orientation/briefing conference;
2. Utilize the appropriate standardized/contextualized M & E Tool;
3. Conduct monitoring activities in the assigned schools/district and functional division;
4. Prepare the M & E Report;
5. Present the M & E Report during the Team's debriefing conference;
6. Do other related tasks

**VI-B. COMPOSITION OF SCHOOL MONITORING AND EVALUATION TEAM (SMET)**

*(Name of School)*

*(Name of School Head)*

*Adviser/Consultant, SMET*

*(Name of Key Teacher/ Master Teacher/ Head Teacher)*

*School Focal Person, SMET*

<i>(Suggested Group)</i>	<i>Team 1 (No. of Teams may vary)</i>
<i>Subject Area Heads</i>	
<i>Grade Level Deans</i>	
<i>Non – Teaching Personnel</i>	

*Note: Terms of Reference for the School Monitoring & Evaluation Team (SMET) must be crafted by the school aligned to the process defined in the Contextualized M & E Guidelines*

**VII. MONITORING AND EVALUATION**

All covered proposals must include Monitoring and Evaluation on the activities to be implemented. The SMME section will facilitate the recording of Implementation, M & E and QATAME Plan for submission to and review of the office of Schools Division Superintendent as well as the Regional Office. Quarterly review, assessment, validation and report on compliance shall be conducted by the SMME in schools, district and offices. Monitoring report on the compliance of school, district and SDO in the implementation of the Contextualized M & E Guidelines of SDO Naga will be bi – annually submitted to the Top Management.







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**VIII. REFERENCES**

DepEd Order No. 029, s. 2022 re: **Adoption of the Basic Education Monitoring and Evaluation Framework**

Division Memorandum No. 264, s. 2022 re: **Omnibus Guidelines for Proposals in the Implementation of Programs, Projects and Activities**

Regional Memorandum No. 73, s. 2022 re: **Workshop on the Finalization of the Digitized Monitoring and Evaluation (M & E) Tools for Various Programs, Projects, and Activities (PPAs) in DepEd Region V**

Regional Memorandum No. 134, s. 2022 re: **Conduct of Quality Assurance, Monitoring and Evaluation (QAME) of Training Programs in DepEd Region V**

Regional Memorandum No. 139, s. 2022 re: **Regional Launching of Monitoring and Evaluation (M & E) Operational Manual for Programs, Projects, and Activities (PPAs) in DepEd Region V**

Regional Memorandum No. 145, s. 2022 re: **Orientation on the Guidelines in the Utilization of the Standardized Monitoring and Evaluation (M & E) Tools for Programs, Projects, and Activities in DepEd Region V**

Regional Memorandum No. 58, s. 2023 re: **Reconstitution of the Regional Monitoring and Evaluation (RMET) in DepEd Region V**

**IX. EFFECTIVITY/TRANSITORY PROVISION**

These provisions of Contextualized M & E Mechanism shall be effective immediately upon posting. This will remain in force and in effect unless sooner repealed, amended, or rescinded. All provisions in the existing Division Memoranda and other local issuances that are inconsistent with this are hereby rescinded. If for any reason, a particular provision of this Contextualized M & E Mechanism or the application of such provision to any person or circumstances is declared or found inconsistent with the policies issued by the higher offices, no other provision/s of this process shall be affected thereby.





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Enclosure B to DM No. 197 s. 2023 re: Contextualized Division Monitoring and Evaluation (M & E) Mechanism of SDO Naga

IMPLEMENTATION PLAN FOR PROGRAMS, PROJECTS AND ACTIVITIES (PPAs)  
(Based from the DO No. 29, s.2022 re: Adoption of Basic Education M & E Framework)

Title: \_\_\_\_\_  
Goal: \_\_\_\_\_  
Outcome: \_\_\_\_\_

IMPLEMENTATION PLAN 2022-2023					
	Critical Action	Responsible/Accountable Unit (FD)	Timeframe	Estimated Budget	Budget Source
	What actions/activities must be completed to implement the policy?	Who is responsible for the action/activity?	When must the action/activity be completed?	How much will it cost to implement the action?	Where will the funding come from? (internal and external funding source)
OUTPUT 1: _____					
Activity 1					
Activity 2					
Activity 3					
OUTPUT 2 : _____					
Activity 1					
Activity 2					

Prepared by:  
  
\_\_\_\_\_  
Program Owner

Noted by:  
  
\_\_\_\_\_  
School Head/Overall DMET Leader







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Enclosure C to DM No. 1174, s. 2023 re: Contextualized Division Monitoring and Evaluation (M & E) Mechanism of SDO Naga

**MONITORING AND EVALUATION PLAN**  
(Based from DO No. 29, s.2022 re: Basic Education M & E Framework)

Title: \_\_\_\_\_  
Region: **Region V** SDO: **Naga City**

	Objective Statement	Indicators	Description of indicators	Data collection method/ Data source	Responsible Office in data collection	Schedule/Frequency of data collection	User(s) and use(s) of data collected
Goal							
Outcome							
OUTPUT 1							
Activity 1							
Activity 2							
Activity 3							

(You may add rows if you have more outputs in the implementation plan and in this M & E Plan)

Prepared by:

\_\_\_\_\_  
Program Owner

Noted by:

\_\_\_\_\_  
Overall DMET/SMET Leader

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**MONITORING AND EVALUATION PLAN**  
(Based from DO No. 29, s.2022 re: Basic Education M & E Framework)

Title: \_\_\_\_\_  
Region: **Region V** SDO: **Naga City**

	Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be employed/used	Reporting schedule/frequency	REMARKS
Goal							
Outcome							
OUTPUT 1							
Activity 1							
Activity 2							
Activity 3							

(You may add rows if you have more outputs in the implementation plan and in this M & E Plan)

Prepared by:

\_\_\_\_\_  
Program Owner

Noted by:

\_\_\_\_\_  
Overall DMET/SMET Leader

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Enclosure D to DM No. 1974, s. 2023 re: Contextualized Division Monitoring and Evaluation (M & E) Mechanism of SDO Naga

FORM 1: CONTEXTUALIZED QUALITY ASSURANCE, TECHNICAL ASSISTANCE AND MONITORING AND EVALUATION (QATAME) PLAN  
(Adopted from NEAP STRIVE-developed L & D System)

Title of the L & D Activity: \_\_\_\_\_  
Inclusive Dates: \_\_\_\_\_ Venue: \_\_\_\_\_  
Proponent (Name, Position & Office/School): \_\_\_\_\_  
Priority Strands: \_\_\_\_\_ Link to PAPs, if any: \_\_\_\_\_  
QATAME Team Leader: **MARIA TERESITA R. RENTOY** Position: **OIC SEPS** Office: **SMME**

A. PRE – QAME

Standards	QAME Associate	Position	Office
1. Preparation of Documentary Requirements			
2. Planning Conference with TWG			
3. Staff Orientation Workshop (SOW)			

B. ON-SITE MONITORING

Standards	QAME Associate	Position	Office
1. Schedule and Participant Management	A. Internal QAME 1. 2. External QAME 1. 2. Participants		
2. Training Site and Venue			
3. Accommodation (for live-in activity only)			
4. Meals			
5. Program Management Team			
6. Sessions and Trainers			
7. QATAME System			

Note: The Team of QATAME Associate will be using the NEAP Standard On – Site Monitoring Form (**Please see attached Template 3**) to be conducted daily and accomplished form will be submitted to DMET Focal Person. Results will be discussed during the daily debriefing meeting at the end of each day.

C. PROCESS OBSERVATION ANALYSIS

DAY	Sessions	QAME Associate	Position	Office

Note: The Team of QATAME Associate will be using the NEAP Contextualized Process Observation Analysis Form (**Please see attached Template 4**) to be conducted daily and accomplished form will be submitted to DMET Focal Person. Results will be consolidated and verified by conducting the FGD any time and day

D. DAILY ACTIVITY EVALUATION

The participants of the activity will be given an online link for the Daily Activity Evaluation in the Google Form to be submitted within the day and to be validated through FGD (Focus Group Discussion), consolidated, and analyzed by the DMET Focal Person.

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**E. POST – QAME**

Activity	QATAME Associate	Position	Office
1. Daily Debriefing Session (If needed)	Internal QAME		
2. Summary Report of QATAME Process	External QAME		

*Note: The signed QATAME Plan will serve as a document that the activity will undergo the complete M & E Mechanism to be facilitated by the DMET.*

Prepared by:

Conforme:

\_\_\_\_\_  
Program Owner

\_\_\_\_\_  
DMET Focal Person

Noted by:

\_\_\_\_\_  
DMET Overall Chairperson

Approved by:

\_\_\_\_\_  
OIC CHIEF ES, SGOD

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Enclosure E to DM No. 197 s. 2023 re: Contextualized Division Monitoring and Evaluation (M & E) Mechanism of SDO Naga

**FORM 2: ONSITE MONITORING AND EVALUATION**

(Adopted from NEAP STRIVE-developed L & D System)

(This form is to be accomplished by Program Management Monitors on a daily basis. Evaluations are to be validated with the session-facilitator evaluation of participants. The results will be the basis for the debriefing sessions for action by the management team.)

GENERAL INFORMATION			
Program/Activity Monitored			
Division:		Region:	
Venue:		Inclusive Dates:	
Name/s of Proponent:		Number of Participants:	
Date Monitored:		Number of Facilitators:	

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

STANDARDS	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
<b>1. Schedule and Participant Management</b>				
• Program started according to schedule				
• Program ended according to schedule				
• Attendance is systematically monitored.				
• House rules were clear				
• Compliance of house rules were monitored				
• Modifications in activities and schedules are consulted with the participants				
• Modifications in activities and schedules are given ahead of time				
<b>2. Training Site/Venue</b>				
• Adequately lit				
• Well ventilated				
• Adequate soundproofing				
• Comfortable temperature				
• With sufficient space				
• Clean				
• Clean comfort rooms				
• Equipment were serviceable				
• Internet access was strong and useable				
• Medical care was available				
<b>3. Meals</b>				
• Good Quality				
• Sufficient Quantity				
• Generally healthy				
• Good variety and balanced diet				
• Served on time				
<b>4. Program Management Team</b>				
• Available when needed				
• Courteous				
• Efficient				
• Responsive to the needs of participants				
• Conducted debriefing session				
• Resolved/addressed issues raised in debriefing sessions				

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5. Sessions and Trainers				
• The trainers used approved resource package				
• Training/learning materials were adequate				
• Training/learning materials were given on time				
• Supplies were available				
• Supplies were in good condition				
6. QAME System				
• A QAME was in placed				
• At least 1 monitor is assigned				
• Data gathered was used to inform management				
• Issues discussed in debriefing sessions were resolved/addressed				

Comments & Suggestions:

**Critical Incidents:** If you have encountered any remarkable event/situation (either positive or negative), please accomplish the **STAR** form.

**Situation/Task** - Describe the specific situation and/or task that needed to be accomplished.  
**Action** – Describe how the persons/team responded to or acted on the situation.  
**Result** – Describe the effect of the action or lack of action.

Situation/Task	Action	Result

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







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Enclosure F to DM No. 1414, s. 2023 re: Contextualized Division Monitoring and Evaluation (M & E) Mechanism of SDO Naga

FORM 3: PROCESS OBSERVATION TOOL

(Adopted from NEAP STRIVE-developed L & D System)

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

GENERAL INFORMATION			
Program/Activity Monitored			
Division:		Region:	
Venue:		Inclusive Dates:	
Name/s of Proponent:		Number of Participants:	
Date Monitored:		Number of Facilitators:	

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

1. Session CONTENT	Strongly Disagree	Disagree	Agree	Strongly Agree
Objectives were presented				
Activities were congruent to objectives				
Substantial input was given				
Key messages were clear				
Objectives were achieved				
2. Session PROCESS	How was the session conducted?			
Methodology was appropriate for adult learners				
Participants were engaged				
Stimulating questions were asked				
Workshop output was processed (if any)				
3. Session ATMOSPHERE	What was the general environment in the group?			
	Informal	<<	>>	Formal
(This refers to participants)	Low energy	<<	>>	High Energy
	Hostile	<<	>>	Supportive
	Inhibited/Tense	<<	>>	Open/Relaxed
4. PARTICIPATION of Trainees	How engaged were participants in the session?			
	Only the facilitator/speaker talked	Few people talked		Most people talked
	Group was apathetic	<<	>>	Group was involved
	Group was divided	<<	>>	Group was united

TIME	I See... (specific person interaction)	I Hear...(verbatim)	I think... (informed interpretation/analysis)

Session Remarks/Observations:

\_\_\_\_\_

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

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Enclosure G to DM No. 1416, s. 2023 re: Contextualized Division Monitoring and Evaluation (M & E) Mechanism of SDO Naga

FORM 4: SESSIONS AND FACILITATOR'S EVALUATION TOOL  
(Adopted from NEAP STRIVE-developed L & D System)

Session Topic: \_\_\_\_\_  
Session Facilitator: \_\_\_\_\_ Date: \_\_\_\_\_

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

SESSION In this session...	Strongly Agree	Agree	Disagree	Strongly Disagree
1. the topic was relevant to our work				
2. the session was well-planned				
3. the objectives of the session were achieved				
4. the time allotment for the topic was adequate				
5. the activities were appropriate for adult learners				
6. time to start and to end was observed				
7. the learning materials were adequate and relevant				
8. the support materials were adequate				
9. the participants were able to demonstrate their learning				
FACILITATOR The facilitator...				
1. exhibited full grasp of the topic				
2. was sensitive to the participants' mood				
3. deepened learning by processing activities and asking stimulating questions				
4. maintained positive learning environment				
5. expressed ideas clearly				
6. used appropriate trainings aids				
7. observed appropriate attire				
8. was able to firm up attainment of objectives of the session				

Comments/Suggestions:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Participant (Optional): \_\_\_\_\_  
Name of School (Optional): \_\_\_\_\_  
School Address (Optional): \_\_\_\_\_







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Enclosure H to DM No. 1474 s. 2023 re: Contextualized Division Monitoring and Evaluation (M & E) Mechanism of SDO Naga

**QAME ANALYSIS FORM 1: ANALYSIS OF THE ONSITE MONITORING/EVALUATION RESULTS**

(Adopted from NEAP STRIVE-developed L & D System)

(to be accomplished by Individual Monitor)

Title of the Training: \_\_\_\_\_  
Date/s & Venue: \_\_\_\_\_  
Proponent: \_\_\_\_\_  
Name of Monitor: \_\_\_\_\_

**PART I: Analysis of the Sessions and Facilitation Evaluation**

Learning Area: \_\_\_\_\_ No. of Participants: \_\_\_\_\_  
Day: \_\_\_\_\_ Participation/Retrieval Rate: \_\_\_\_\_

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

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

Sessions		Overall Rating	Strong Points	Factors that helped (This may be done through a Focus Group Discussion)
1	Session			
	Facilitator			
2	Session			
	Facilitator			
3	Session			
	Facilitator			
	Facilitator			

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

Sessions		Areas for Improvement	Factors that may have contributed (This may be done through a Focus Group Discussion)	Recommended Steps to Address the Issue/s. Indicate whether action can be immediate or long-term solution
1	Session			
	Facilitator			
2	Session			
	Facilitator			
3	Session			
	Facilitator			
	Facilitator			

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

CRITICAL INCIDENT/S (Refer to the STAR Form, 5Ws and H)	Identify deviation from standard/s, if applicable	Proposed Course/s of Action to Address the Deviation

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PART II: Analysis of the Daily Operations of the Training Management

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

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

DAY	OVERALL RATING	STRONG POINTS	SUMMARY OF COMMENTS AND SUGGESTIONS
1			
2			
3			

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

CRITICAL INCIDENT/S (Refer to the STAR Form, 5Ws and H)	Identify deviation from standard/s, if applicable	Proposed Course/s of Action to Address the Deviation

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

PART III: ANALYSIS OF THE RESULTS OF THE POST – PROGRAM IMPLEMENTATION

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

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

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

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

CRITICAL INCIDENT/S (Refer to the STAR Form, 5Ws and H)	Identify deviation from standard/s, if applicable	Proposed Course/s of Action to Address the Deviation

Prepared by:

Internal QAME Associate/DMET Member/SMET Member

Noted by:

SMME Specialist/School Head/CES - SGOD

Copy Received by:

Program Owner

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Enclosure I to DM No. 1414, s. 2023 re: Contextualized Division Monitoring and Evaluation (M & E) Mechanism of SDO Naga

QAME ANALYSIS FORM 2: SUMMARY OF DAILY MONITORING AND EVALUATION  
(Adopted from NEAP STRIVE-developed L & D System)  
(to be accomplished by Onsite Division Team Leader)

Title of the Training: \_\_\_\_\_  
Date/s & Venue: \_\_\_\_\_  
Proponent: \_\_\_\_\_  
No. of Participants: \_\_\_\_\_

1. What is the general evaluation of the sessions and facilitators?

Day	Overall Rating of the Sessions	Overall Rating of Facilitators	Summary of Comments and Suggestions
1			
2			
3			
Site Average for Sessions /Facilitators			

Major Observations/ Findings:

\_\_\_\_\_  
\_\_\_\_\_

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

Day	Overall Rating	Summary of Significant Comments and Suggestions
1		
2		
3		
Average for Operations		

Major Observations/ Findings:

\_\_\_\_\_  
\_\_\_\_\_

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

CRITICAL INCIDENT/S BASED ON STAR (5Ws and H)	Training Provider	Action Taken by the Program Management	Status

Major Observations/Findings:

\_\_\_\_\_  
\_\_\_\_\_

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

REGION/DIIVISION	OVERALL RATING	SUMMARY OF COMMENTS AND SUGGESTIONS

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Major Observations/Findings:

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5. RECOMMENDATIONS FOR FUTURE TRAINING PROGRAM IMPROVEMENTS:

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6. RECOMMENDATIONS FOR POLICY ACTION:

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Prepared by:

---

Internal QAME Associate/DMET Member/SMET Member

Noted by:

---

SMME Specialist/School Head/CES - SGOD

Copy Received by:

---

Program Owner

\* \* \*

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