



Republic of the Philippines
Department of Education
National Capital Region
DIVISION OF CITY SCHOOLS
SFHS Compound, Misamis St., Bago Bantay, Quezon City



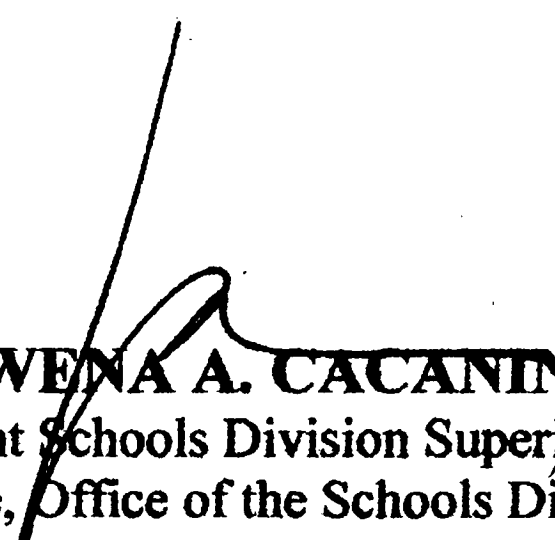
May 19, 2010

DIVISION MEMORANDUM
NO. 235 s. 2010

**ADOPTION OF THE KRT 3: QUALITY ASSURANCE AND
ACCOUNTABILITY FRAMEWORK (QAAF)**

Assistant Schools Division Superintendents
Division/District Supervisors
Elementary/ Secondary School Principals
Head Teachers, Teachers In-Charge

1. Attached is a DepEd Memorandum No. 44, s. 2010 dated May 11, 2010 **Re: "Adoption of the KRT 3: Quality Assurance and Accountability Framework (QAAF)"** contents of which are self-explanatory for the information and guidance of all concerned.
2. Immediate dissemination of this Memorandum is desired.


ROWENA A. CACANINDIN
Assistant Schools Division Superintendent
Officer In-Charge, Office of the Schools Division Superintendent

Encl.:

As stated



MAY 11 2010

DepEd ORDER
 No. 44, s. 2010

**ADOPTION OF THE KRT 3: QUALITY ASSURANCE AND ACCOUNTABILITY
 FRAMEWORK (QAAF)**

To: Undersecretaries
 Assistant Secretaries
 Bureau Directors
 Regional Directors
 Schools Division/City Superintendents
 All Others Concerned

MAY 14 2010

1. In 2006, the Department of Education (DepEd) launched the Basic Education Social Reform Agenda (BESRA), a package of policy reform thrusts to accelerate the attainment of the Education for All (EFA) goal: functional literacy for all Filipinos by year 2015.

2. The BESRA Key Reform Thrusts (KRTs) are as follows:

- KRT 1 : Continuous school improvement facilitated by School-Based Management (SBM);
- KRT 2 : Better learning outcomes achieved by improved teaching standards using the National Competency Based Teaching Standards (NCBTS);
- KRT 3 : Desired learning outcomes enhanced by national learning strategies multi-sector coordination, and quality assurance;
- KRT 4 : Improved impact on outcomes resulting from complementary Enhanced Child Education (ECE), Alternative Learning System (ALS) and private sector participation; and
- KRT 5 : Institutional culture change in DepEd to facilitate school initiatives and assure quality of education.

3. To implement KRT 3, BESRA through the Technical Working Group-Quality Assurance and Accountability/Monitoring and Evaluation (TWG-QAA/M&E) crafted the Quality Assurance and Accountability Framework (QAAF) which was approved by the EXECOM in September 2008. This move paved the way of the installation of the Quality Management System (QMS) in the Department to ensure delivery of quality basic education. It is a system of processes and tools to be applied so that the desired knowledge, skills, attitudes and values of the students can be attained at some expected level. Furthermore, it is a system that requires coordinated and shared responsibility of the various levels of governance of the Department and all other stakeholders of basic schooling to deliberately bring about quality education. Enclosure No. 1 contains the details on QAAF and QMS.

4. The establishment of QMS in the Department is in line with Administrative Order No. 161, "Institutionalizing Quality Management System in Governance", (Enclosure No. 2 amended through Executive Order No. 605, "Institutionalizing the Structure, Mechanisms and Standards to Implement the Government Quality Management Program" (Enclosure No. 3. Said Orders direct all government agencies and government-owned and/or controlled corporations to implement and institutionalize a national quality management system as a strategy to promote transparency and accountability in governance, provide a framework for assessing quality system performance, establish public service quality standards and recognize quality excellence among the government organizations.

5. Currently, the Department through the TWG-QAA/M&E is in the process of institutionalizing the QMS using the Modeling Approach, which will provide Department critical inputs and experiences in substantiating details of the QAAF and QMS.

6. All concerned are advised to anchor all quality assurance and quality management initiatives to the approved QAAF.

7. Wide and immediate dissemination of and compliance with this Order is directed.

Mona D. Valisno
MONA D. VALISNO
 Secretary

Encls.: As stated

Reference: None

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

OFFICIALS
 PROJECTS

471

Department of Education
Technical Working Group for Quality Assurance and Accountability and Monitoring and Evaluation
(TWG-QAAM&E)

**QUALITY ASSURANCE AND ACCOUNTABILITY FRAMEWORK (QAAF) and
QUALITY MANAGEMENT SYSTEM (QMS)**

Quality Assurance and Accountability Framework

1.1. Why the framework?

In 2008, the Department of Education (DepEd), through BESRA started pursuing initiatives to embed quality consciousness among the entire work force of the basic education sector. As a critical first move towards mainstreaming quality assurance, the Quality Assurance and Accountability Framework was formulated.

QAAF is a "road map" that will provide more than half a million strong civil servants in the Philippine education system with directions on instilling quality and accountability in their operations. The QAAF brings together different but interrelated critical elements of the education process necessary in the pursuit of quality education. It seeks to bind the key players and stakeholders involved in the system into one integrated entity whose main objective is to ensure consistent provision of quality basic education services to every Filipino learner anytime, anywhere.

Providing a holistic perspective, the framework will guide the efforts of the different units of the Department - schools, districts, divisions, regions and national, to design strategies and processes systematically to facilitate implementation of education programs and projects from the central level to the community level.

1.2 Objectives of the QAAF

As a tool and road map for quality assurance, the QAAF has the following objectives:

1. Highlight the strategic importance of schools in providing quality education to learners.
2. Strengthen support of the divisions and regions to schools and community learning centers.
3. Define the system boundaries between DepEd units.
4. Facilitate the documentation and propagation of best and effective practices.
5. Ensure education standards and management systems at all levels are in place.
6. Instill a continuous improvement in the education system.
7. Facilitate decision-making and problem solving.

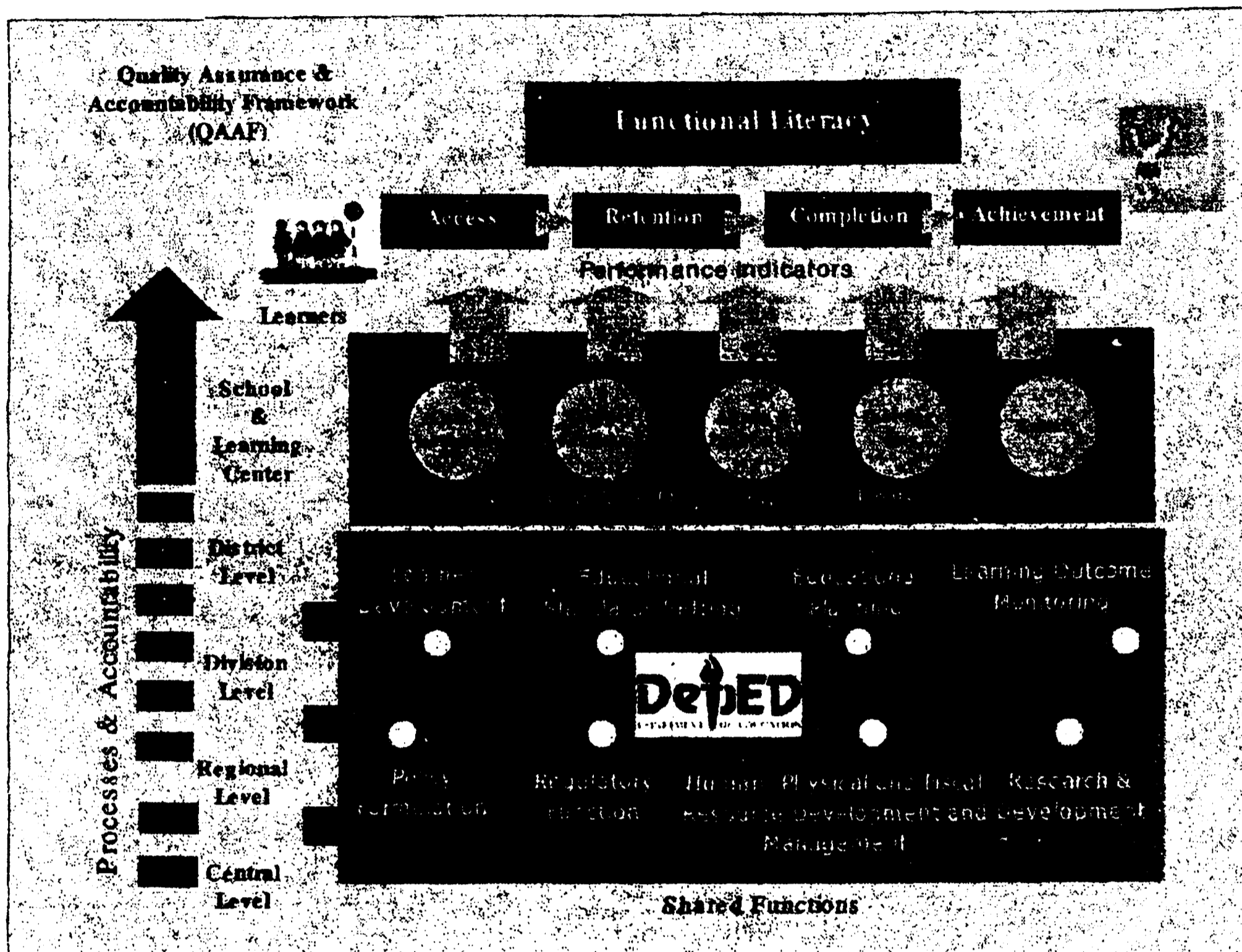
1.3 The Fundamental Premises of Quality Assurance in Basic Education

The following premises guide the development of the QAAF:

1. The stakeholders of basic education include the parents, the community, skills development centers and higher education institutions, employers and society in general. As such, the learners must possess the necessary functional competencies towards productive employment and better social participation.
2. Learners' education is the main product of the Department.
3. Learners are part of the basic education delivery process. In this regard, they are both beneficiaries and active participants in improving the efficiency and quality of education.
4. Basic education consists of desired levels of experiences and series of processes employed where outcomes are assessed in various phases and stages of learning. Thus, standards, milestones and quality control processes must be in place to assure and manage the quality of learners' education.
5. Quality Basic Education in the Philippines is anchored on the concept of functional literacy. Quality assurance, therefore, should ensure that learners master the required basic and functional literacy competencies.

6. Quality Assurance is anchored on the principle of shared governance, which recognizes that every unit and governance level in the Department of Education has a particular role, task and responsibility inherent in the office and for which it is principally accountable for the educational outcomes. Furthermore, it recognizes embedded awareness of quality in all organizational processes in the Department.

1.4. Salient Features of the QAAF



The 6 salient features of the QAAF are:

1. Functional Literacy as an overall goal.
2. Learners' Outcome
3. School as the Core Unit of Quality Assurance
4. Management levels
5. Process Approach
6. Continuing Improvement

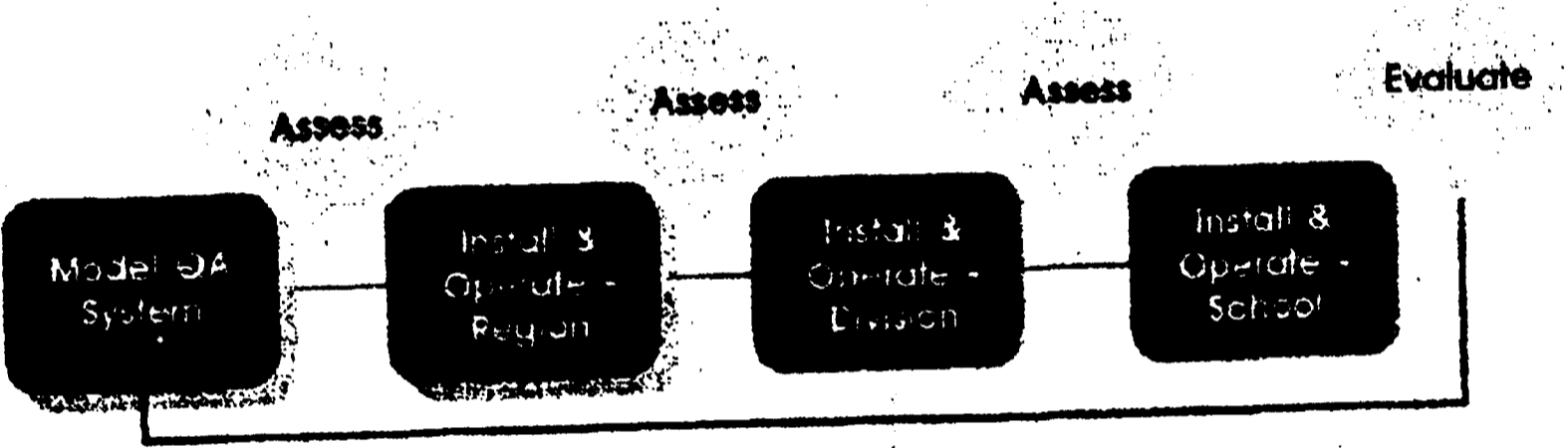
Quality Management System (QMS)

The Quality Management System (QMS) puts into operations the QAAF at the school, division and district and region level. The QMS is a management system designed to raise the quality of education and management services provided at the national, region, division and district and school. Its main objective is to assure the quality of the teaching and learning experience of the learners.

The following document represents the Roll Out Scheme for the QMS.

Quality Assurance System Roll Out Scheme

Quality Assurance System
Roll Out Framework



Ready. Fire. Aim.
- Anonymous

1.0 What is a System Roll Out?

Introducing change or even introducing improvements in peoples practices is often the most difficult part of program management. Having a well designed system does not guarantee automatic acceptance from people and does not ensure automatic usage of the system by its intended beneficiaries. Often, it is the "people issue" that poses a big challenge to the successful introduction of a system. Change, in general, is unsettling. Hence it is important to take careful aim before firing. And that one should be ready.

The transition from completion of a system to making people embrace the new system is the most critical point in the mainstreaming process of a new system. Passive and lukewarm reception of individuals to a new system will often lead to non-adoption of a system or compliance for the sake of complying. Hence, this period must be carefully managed. This involves proper dissemination of information, determining the best timing of implementation and a systematic addressing of issues that may or will arise as a result of a new system. This transition period is called a system roll out.

A system roll out is a mainstreaming mechanism. It is a period of carefully introducing changes in the practices of individuals and on how the organization operates. It is undertaken to mitigate the negative effects of altering the status quo and to increase the likelihood of acceptance of the new system. A system roll out involves carefully planned moves by proponents of a new system to ensure immediate use of the new system and derive immediate benefits from the new system.

It is also a strategy for sustainability. System roll out prepares individuals and/or units for the eventual handover of the system. This period involves creating champions for the new systems, building capabilities of individuals who can and will propagate the system and a period for setting up the important requisites of the systems. These includes addressing or updating policies and standards that will support the new system.

Finally, a system roll out is a handover mechanism. It marks the transition of "ownership" from the developers to the users. Roll out involves making sure the people are ready to operate or use the system. They are really ready

The Technical Working Group on Quality Assurance / Monitoring and Evaluation (TWG QAM&E) has developed the Quality Assurance System of the Department of Education (DepED). The next major step of the TWG is to introduce the prototypes in selected areas and eventually implementing the same throughout the basic education sector. This document represents the Roll Out Scheme of the TWG.

2.0 Objectives of QA System Roll Out

The main objective of the Roll Out is the mainstreaming of the QA System to the regular operations of the Schools, Divisions and Regions. Mainstreaming means the target groups are utilizing the System and are complying or adhering to the standards, parameters and requirements of the System. Specifically, at the end of the Roll Out period, the following should have been achieved:

- Strengthened organizational awareness on the benefits and requirements of the QA System
- Equipped the "process owners" with knowledge and skills on how to operate, use and maintain the integrity of the QA System
- Installed the mechanisms required to operationalize the QA System
- Generated feedback on issues and system "bugs". These will be used as input to improving and/or customizing selected features of the System to specific target groups.

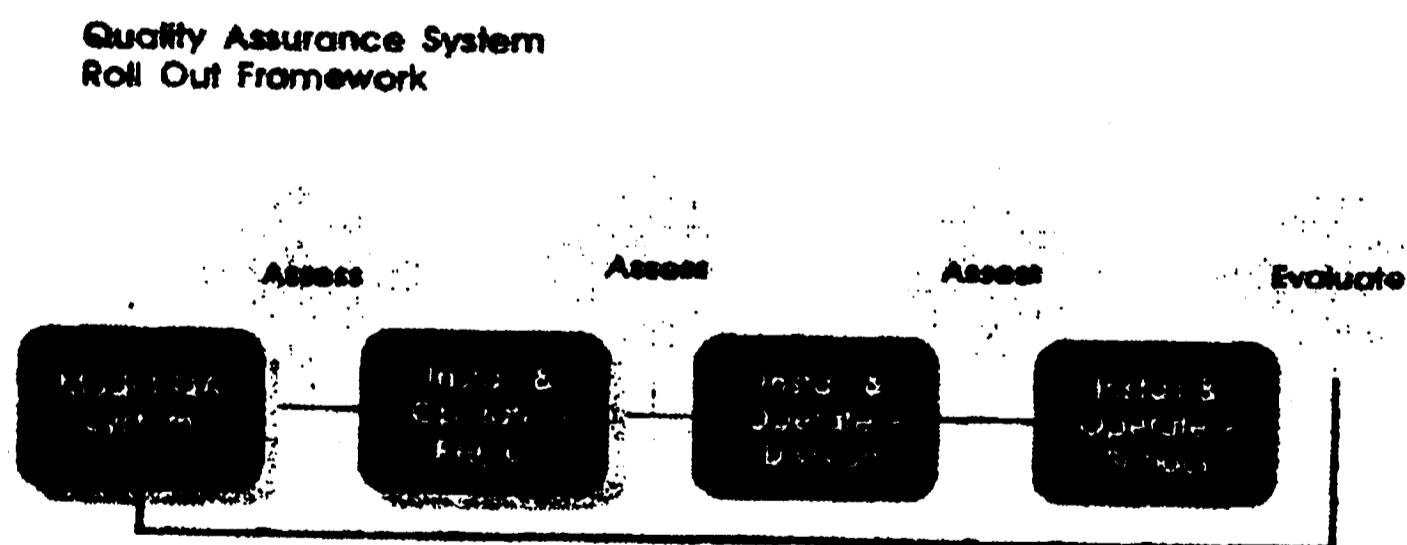
3.0 The Roll Out

The Roll Out of the QA System will be undertaken using "building blocks" technique. The technique will help ensure that all necessary sub-systems, processes, requirements and requisites of a system are tested, prepared, installed and completed. The building blocks techniques will follow the process described below:

- First building block: The TWG will employ the Modeling Scheme. The prototype QA System will be implemented in selected regions, divisions and schools in order to generate feedback and lessons from the initial implementations. The first building block is also designed to generate different models (of the system).
- Second building block: After the modeling, the enhanced QA System will be operationalized first at the Region level.
- Third building block: Installation and operationalization at the Division level.
- Fourth building block: Operationalization at the School level.

After each building block, the TWG will assess or evaluate the implementation. The results of these assessments shall be used to improve the next block.

The diagram below illustrates the progression of the QA System roll out:



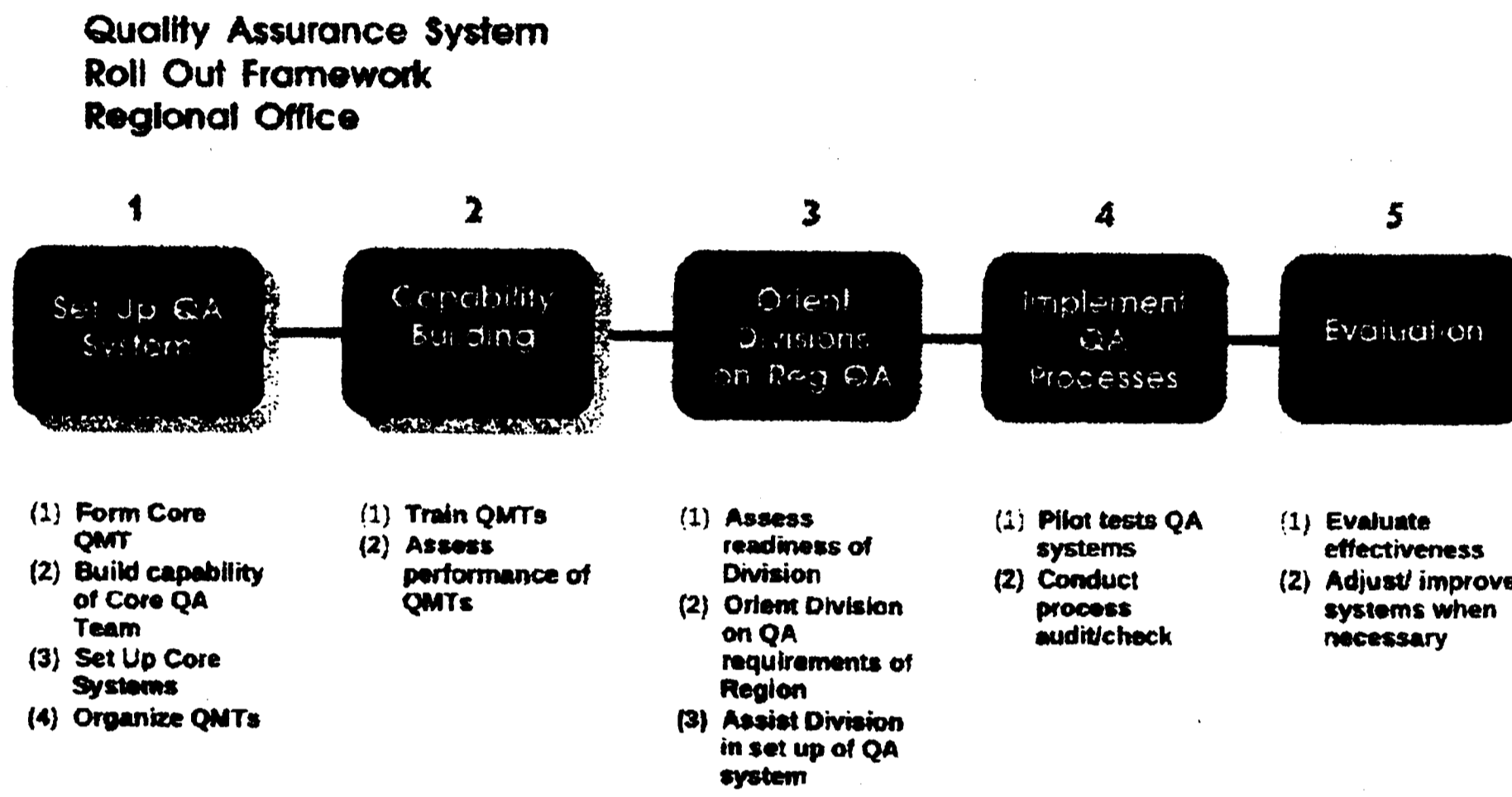
3.1 Modeling Scheme

The main objective of the modeling scheme is to generate different modes of operating and lessons from the model regions, divisions and schools. The approach will provide the TWG QAV M&E with information and insights on how to efficiently and effectively operate the system.

Under the modeling scheme, the QA System will be implemented in 5 Regions and 15 Divisions and all schools (within the 15 Division) by School Year (SY) 2009-2010.

3.2 System Roll Out in the Region

The first block to build in the roll out of QA System is the Region. As the process owner of the QA System, building the capabilities of the Region on QA and M& and strengthening the QA System at the Region level will play a critical role in sustaining the entire QA System in the Region.



3.2.1 Set Up QA System in the Region

The setting up of the QA System will involve the following activities:

- Formation of the **Region Core Quality Management Team (Core QMT)**. This Core Team will be used as the basic building block in establishing the QA System in the entire Region. The Core QMT members are the first individuals in the Region who will be provided with training and technical assistance. This group will also be tasked to train other QMTs to be established later in the roll out.

The Region Core QMT members include:

- **Regional Director as the QMT Director.** The Director shall provide directions ...
- **Assistant Regional Director as the Team Leader.** The TL shall be responsible for the daily operations of the QMT and to ensure that Core QMT members are available.
- **Division Chiefs as the Core QMT Member.** The member will provide the ...