



Annex A

April 8, 2019

Annex A
REGIONAL ORDER
No. 19 s. 2019

**GUIDELINES IN THE SELECTION OF NOMINEE/S TO LEARNING & DEVELOPMENT INTERVENTIONS/
SCHOLARSHIPS**

**TO: SCHOOLS DIVISION SUPERINTENDENTS
CHIEFS OF FUNCTIONAL DIVISION
This Region**

1. In support to the individual personnel development which is an integral part of learning and development, each functional division and schools' division offices shall be responsible for ensuring the relevance and adequacy of L&D programs and activities for its respective personnel.
2. All Functional Divisions are encouraged to conduct L&D activities to ensure organizational effectiveness and efficiency.
3. Selection of Nominee to L&D interventions shall be in compliance with merit promotion and Equal Opportunity Policy Principles.
4. To ensure that appropriate and effective L&D intervention (training, workshop, immersion, and other form of L&D intervention) is provided to each personnel, the following guidelines shall be considered:
 - Individual Performance Commitment Form Rating, Individual Development Plan and Competency-Based Assessment of personnel per Functional Division;
 - Learning Action Plan of employee;
 - Coaching and Mentoring Journal;
 - Employee's potential for advancement;
 - Employee's career development needs;
 - Ability of employee to teach others in learned skills after completion of training;
 - Employee's own interest in and efforts to improve his/her work (self-development);
 - Workload/schedule;
 - Degree to which employee meets stated criteria for attending a course/training whenever specified whether initiated by the office or by external agencies; and
 - Availability of funds.
5. For scholarship, the following guidelines shall be considered:
 - A. Basic Requirements:
 - At least 3 years with at least very satisfactory performance for the last two years;
 - Strong leadership potential in the school and in the community;
 - No pending administrative case and a person of good moral character;
 - In good health condition fit to undergo serious studies away from his/her family for a week or more to one year;

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- Good command of the English language (written and oral communication), or of the language specified by the sponsoring agency;
- Capacity to implement Re-Entry Plan (REAP);
- At least 10 years remaining term in the Department of Education; and
- Compliance to the requirements by the sponsoring agency

B. Evaluation Criteria:

Evaluation Criteria	Weight
Job Relevance	20%
Experience and Outstanding Accomplishment	20%
Education and Training	10 %
Performance Rating	20%
Language and Communication Skills	10%
Character and Personality Traits	10%
Potentials	10%
Total	100%

6. The Chief of the Functional Division shall submit the list of nominee/s to the PDC for review and recommendation.
7. The PDC shall recommend to the Regional Director for approval the reviewed list of nominee/s.
8. Attached hereto is the Nomination Form for L&D Intervention.
9. Immediate dissemination of this Order is highly desired.

FRANCIS CESAR B. BRINGAS, CESO V
OIC- Regional Director

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Date:

**LEARNING AND DEVELOPMENT (L&D)
NOMINATION FORM**

(Note: In nominating participant/s, the undersigned is hereby directed to adhere to the principle of providing equal opportunity for all deserving personnel. Non-discrimination on account of gender identity, sexual orientation, disabilities, religion, and/or group membership should be exercised.)

L&D Activity Title :
Venue :
Date Covered :
Source of Funds :

We are nominating the following to the above-named L&D Activity.

No.	Name	Position/Designation
1		
2		
3		
4		
5		

Nominated by:

Chief, _____

Recommended for Approval:

PDC Chairperson

Approved:

Regional Director

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Annex B

April 8, 2019

REGIONAL ORDER
No. 20 s. 2019

GUIDELINES IN IDENTIFYING LEARNING SERVICE PROVIDER/S (LSPs)

**TO: SCHOOLS DIVISION SUPERINTENDENTS
CHIEFS OF FUNCTIONAL DIVISION
This Region**

1. In support to the individual personnel development which is an integral part of learning and development, each functional division and schools' division offices shall be responsible for ensuring the relevance and adequacy of L&D programs and activities for its respective personnel.
2. All Functional Divisions are encouraged to conduct L&D activities to ensure organizational effectiveness and efficiency.
3. In identifying LSPs, it is important to assess their competence to provide the desired L&D requirement.
4. To ensure the quality of L&D activities, the following are the criteria to be considered in selecting individual resource persons, speakers, trainers and facilitators, and groups/institutions as Learning Service Providers.

A. Resource Person/Speaker/Trainer/Facilitator

- Background or area of specialization (holds doctoral degree, master's degree or a subject/area specialist) by securing Personal Data Sheet (PDS)/Resume/Curriculum Vitae/Portfolio of the resource person, speaker, trainer and facilitator
- Experience – Proven record (service record/portfolio) that can substantiate any claims to the experience or skill and preferably with documented outcomes
- Physical Attribute – sustainability of fitness for the task or role
- Integrity – absence of critical incidents that might otherwise tarnish or put to question the person's credibility, character, ethical behavior or intellectual integrity as a learning service provider
(Note: If gender expertise is required in the L&D intervention, the same has to be included in the Terms of Reference (TOR) of letter of conforme as prerequisite for selecting trainers/facilitators and resource persons.)
- Facilitation Skills
 - ✓ Knows the key elements of facilitation
 - ✓ Has good listening skills; clarifies and probes for understanding
 - ✓ Is able to use a variety of media for delivery of information
 - ✓ Shows respect for the ideas and opinions of others
 - ✓ Is able to communicate and articulate her/his own and other's ideas

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- **Demonstration of Organizational Relationships and Commitment through**
 - ✓ Is willing to devote the time required to prepare for training
 - ✓ Is willing to provide continuous coaching and support for participants after training, if needed
 - ✓ Has demonstrated success in working with groups as a leader or facilitator
 - ✓ Is able to establish rapport with a variety of individuals at all levels of the organization
 - ✓ Is considered a positive model for the values being taught, both inside and outside the sessions
 - ✓ Supports the training initiative and understands why it is important to the success of the organization

B. Higher Education Institutions (HEIs)

- Accreditation/recognition by any of the following:
 - ✓ Civil Service Commission (CSC);
 - ✓ Commission on Higher Education (CHED);
 - ✓ Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU); and
 - ✓ International Organization for Standardization (ISO)

C. Other Type of Learning Service Providers

- Quality services supported with the following:
 - ✓ Service cost and pricing structure
 - ✓ Staff credentials
 - ✓ Client feedback
 - ✓ Previous experience
 - ✓ Depth of related experience
 - ✓ Staffing capability
 - ✓ Quality of products and services
 - ✓ Financial capability
 - ✓ Linkages the service provider with others to meet special needs
 - ✓ Reputation of service
 - ✓ Proximity/location
 - ✓ Service offers e.g. delivery service
 - ✓ Can co-operate with organization and follow instruction
 - ✓ Previous and current project performance
 - ✓ Customer orientation/ensure customer satisfaction
 - ✓ Reputation based on track record

5. Professional fees or honoraria of non-DepEd learning service providers and/or resource speakers shall be subject to the guidelines under Budget Circular Nos. 2007-1 and 2 and National Budget Circular No. 2007-510. Internal learning service providers may be given honoraria subject to the Department of Education's existing rules and regulations.

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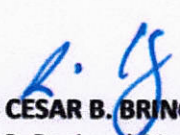


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Department of Education
CARAGA REGION
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Agusan del Norte, Philippines, 8600



6. A gender balance L&D Resource Pool shall be maintained and reviewed by the Human Resource Development Division (HRDD) annually.
7. The performance of the LSPs shall be evaluated each activity. Those who obtained a Very Satisfactory rating shall be retained in the L&D resource pool.
8. Immediate dissemination of this Order is highly desired.


FRANCIS CESAR B. BRINGAS, CESO V
OIC- Regional Director

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Annex C DAILY EVALUATION OF SESSION, FACILITATOR AND DAILY OPERATION

Title of the Training:		
Name:	Division:	Region:
Sex:	Day to be Rated:	

I. SIGNIFICANT LEARNING

1. What is your most significant learning for the day?
2. What will you do differently as a coach given your learning?

II. EVALUATION OF SESSION AND TRAINER/ FACILITATOR

Check the appropriate column for your answer. SD = Strongly Disagree; D = Disagree; A = Agree SA = Strongly Agree
Session Title _____ . Trainer/Facilitator:

Session	SD	D	A	SA	The Trainer/Facilitator...	SD	D	A	SA
1. Session started on time					1. exhibited mastery of the topic				
2. Session ended on time					2. expressed ideas clearly				
3. Topic was relevant to our work					3. asked stimulating questions.				
4. Objectives were congruent to objectives					4. processed question and responses to deepen learning.				
5. Activities were congruent to objectives					5. was sensitive to the participants' mood				
6. Activities were appropriate for adult					6. maintained positive learning environment				
7. Participants were engaged in activities					7. observed appropriate attire				
8. Session materials were relevant					How can the session be improved?				
9. Session materials were adequate									
10. Session materials were given on time									
11. Time allotment was adequate									



III. PROGRAM MANAGEMENT AND OPERATIONS
Check the appropriate column for your answer. SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree

Training Venue	SD	D	A	SA	Meals	SD	D	A	SA
1. Adequately lit					1. Satisfactory quality				
2. Well Ventilated					2. Sufficient quantity				
3. Adequate soundproofing					3. Good variety				
4. With sufficient space					4. General healthy				
5. Equipment are serviceable					5. Served on time				
6. Clean									
7. Clean comfort rooms									
Accommodation					Program Management Team				
1. With sufficient space					1. Available when needed				
2. Clean					2. Courteous				
3. Clean comfort rooms					3. Efficient				
4. Internet access is usable					4. Responsive to needs of participants				

NEAP/JAS: This instrument is adopted from NEAP, DepEd.



Annex D SAMPLE FOOD, ACCOMMODATION AND TRAINING VENUE SPECIFICATION

- * a venue within Butuan City
- * hotel rooms that can accommodate 200 participants (twin/triple sharing)
- * One plenary hall that can accommodate 200 pax and 3 break out rooms that accommodate 55 pax with adequate soundproofing
- * The participants must be accommodated in one venue
- * 9 wireless microphones (at least 2 microphones per break out room)
- * Tables and chairs (may be arranged differently)
- * Strong and unlimited internet (wifi) connection in every function room
- * fully functional sound system, LCD projectors, microphones, audio jack, and other audio-visual equipment in every function room
- * Extension cords must be available in all function rooms
- * standby technical assistant in every function room
- * provision of free – flowing drinking water, coffee, milo, tea and candies) in every function room
- * provision of a secretariat room
- * provision of at least one service vehicle to be used by the secretariat in fetching visitors from airport to venue and vice versa
- * provision of backdrop tarpaulin (5 X 12)
- * provision of karaoke system and amenities
- * meals: 3 main dishes, 2 side dishes, 1 soup, 1 dessert, rice and fresh fruit drinks
- * Snacks: local delicacies with fresh fruit juices
- * managed buffet for breakfast, lunch and dinner with standby waiters
- * daily housekeeping/make-up of bedrooms
- * strict monitoring of over-all cleanliness
- * daily provision of basic toiletries
- * frequent change of beddings and towels
- * responsive/active hotel management
- * with indoor or outdoor water amenities
- * with spacious car park that can accommodate at least 40 cars and can be used for early outdoor activities
- * training venue is safe and clean with amenities conducive to learning



Annex E LEARNING AND DEVELOPMENT NEEDS ASSESSMENT EVALUATION TOOL

Directions: Kindly indicate whether the key process of learning and development needs assessment is met by ticking the appropriate column (Yes/No).

ITEM		YES	NO	AREA FOR IMPROVEMENT
A	PREPARATION OF THE LDNA PLAN			
1	The rationale mentions the basis for the conduct of LDNA			
2	The rationale mentions when and how perceived needs were identified			
3	The rationale mentions the context the need to plan for the LDNA			
4	The rationale states how this LDNA plan will contribute in attaining the target output of LDNA activity.			
5	The duration of the LDNA is feasible.			
6	The plan mentions the target job group			
7	The total population of the target job group is identified			
8	The details of the work stations are mentioned			
9	The plan describes the appropriateness of the type of approach in conducting LDNA			
10	The plan discusses the appropriateness of the chosen methodology in conducting LDNA			
11	The plan identifies the data gathering tool to be used for LDNA			
12	There is a clear discussion for the reason of choosing the approach, methodology and data gathering tool			
13	The schedule and venue of the conduct of LDNA are mentioned			
14	The target date of completion is within the duration of the LDNA			
15	The LDNA plan is prepared and signed by the team.			
16	The LDNA plan is approved and signed by the head of office			
17	The crafting of the LDNA plan is documented from the start to end			
B	COLLECT THE NEEDED BASELINE DATA			
1	Identifies the personnel involved in the collection of the needed data			
2	The process of collecting the needed baseline data is comprehensively documented.			



3	Type of LDNA Approaches (any of the following)			
	1) Shows the process of comparing the target personnel's current level of proficiency against competency standards or models 2. Assessment of the Individual Development Plan 3. Identifies the other data sources 4. Discusses how the competency readiness of target personnel for the DepEd's strategic directions and priorities			
C	ANALYZE AND VALIDATE DATA			
1	Involves data gathering: self-assessment and analysis of data			
2	There is documentation of the steps in accomplishing Performance Analysis Template and the Performance Gap Analysis Template with the use of RPMS documents			
3	There is a list of actual accomplishment within the covered RPMS cycle			
4	Compares the list of actual accomplishment against planned targets as stated under the IPCRF performance indicator			
5	Identifies the performance gap from each of the indicator that has not been met			
6	States the reasons for the identified performance gaps			
7	Classify the given reasons following the performance gaps classifications under Performance Gap Analysis Template			
8	Identifies the factors that contribute to performance gaps which are related to the lack of competencies on the job			
9	Identifies the specific behaviors that are not demonstrated due to the lack of competencies.			
10	Has list of all competency-related gaps under the Development Needs of the target personnel's IPCRF.			
11	Verifies the veracity of data gathered by getting evidence from other sources: documents, public records, photographs, actual observation, interview with the immediate supervisors of target personnel.			
12	Uses multiple methods to gather the data to check whether it would the same result: FGD, survey, KII, and other methodologies to ensure reliability and completeness of data submitted.			
13	Consolidates the development needs per governance level following the prescribes steps			
14	Reviews the identified competency gaps stated in the template and look for similarities and differences in the use of words and the way statements are expressed.			
15	Clusters the statements with similar message or meaning			



16	Assigns competency-based theme on the clustered statements guided by the applicable job competency profile or competency-based job descriptions			
17	Lists down the competency-based theme for the gap results prioritization.			
D	PREPARE THE LDNA REPORT			
1	Prepares the report using the LDNA report template			
2	The report includes the approved LDNA plan			
3	The report includes the LDNA performance and competency gap summary worksheet			
4	The report includes the completed templates, forms and correspondence; may also include video and pictures, if applicable			
5	Submits the report to the head of office fifteen days after the completion of the assessment process			
E	LDNA STRUCTURES, ROLES AND FUNCTIONS			
1	There is a Professional Development Committee (PDC) to conduct LDNA			
2	The PDC is composed of members prescribed in the manual: CO, Region, Division, School			
3	The PDC conducts LDNA within the scope of the organization			
4	The PDC oversees other LDNA initiative or activity of the other offices to ensure observance to the rules and standards			

EVALUATION SUMMARY OF LDNA KEY PROCESSES

Office				
Division				
PDC Lead/PMT Lead				
NAME OF EVALUATOR				
COMPONENTS		TOTAL POINTS	TOTAL RATING	PERCENTAGE
A	PREPARATION OF THE LDNA PLAN			
B	COLLECT THE NEEDED BASELINE DATA			
C	ANALYZE AND VALIDATE DATA			
D	PREPARE THE LDNA REPORT			
E	LDNA STRUCTURES, ROLES AND FUNCTIONS			
	FINAL RATING			
LEVEL OF COMPLIANCE:				
RECOMMENDED ACTION				
GENERAL COMMENTS/OBSERVATIONS/RECOMMENDATIONS:				

LEARNING AND DEVELOPMENT NEEDS ASSESSMENT EVALUATION TOOL



ACKNOWLEDGED BY PROPONENT:
EVALUATOR:

LEGEND:

Rating (% of Indicators)	Descriptive Rating
76% - 100%	High Compliance
51% - 75%	Substantial Compliance
26% - 50%	Partial Compliance
1% - 25%	Low Compliance

NEAP/JAS: This instrument is adopted from NEAP, DepEd.



Annex F FORMS OF LEARNING AND DEVELOPMENT (L&D) INTERVENTIONS

A. Skill Transfer on Off-the-Job Learning	
1. Scholarship	
2. Benchmarking	
3. Online or E-Learning/Webinars	
B. Relationship and Discussion-Based Learning	
1. Peer-Assisted Learning/Coaching/Mentoring	
2. Cross Training	
3. Apprenticeship	
4. Demonstration	
5. Sharing Logs/Reflective Journals	
C. Job-Embedded Learning (JEL)	
1. Committee Work	
2. Job Expanding/Job Rotation/Job Shadowing/Stretch Assignments and Special Project	



Annex G ACTIVITY PROPOSAL EVALUATION FORM

INSTRUCTION TO THE EVALUATOR

To evaluate a submitted training proposal, use the evaluation tool below. The tool has the following parts:

- Column 1: Quality Statement
- Column 2: Elements (Stated as Questions)
- Column 3: Evaluation

The Chief of the Functional Division shall evaluate the activity proposal and indicate his/her evaluation of the items under Quality Statement (Column 1) by checking the box (Evident or Not Evident) under Evaluation. The program developer/implementer shall review and/or revise the item/s with remark/s 'Not Evident'.

RATIONALE

QUALITY STATEMENT		ELEMENTS	EVALUATION	
			Evident	Not Evident
1	The rationale describes what the organization is doing and the role of the target participants in achieving the workplace development objectives (WDO)	a. Describes the mandate of the organization.		
		b. Identifies the gaps in the organization.		
		c. Describes the workplace development objectives of the organizations.		
		d. Describes the role of the participants in achieving the workplace objectives.		
2	The rationale mentions the need for the development of the competency in the context of the needs assessments results	a. Describes how the competencies will be addressed by the activity.		
		b. Describes how the activity will lead to the achievement of the workplace development objectives.		
		c. Describes the target beneficiaries of the training.		
	The rationale states how the training program will continue to workplace development objectives (WDO)	a. Describes how the training will lead to the achievement of the workplace development objectives.		
		b. Describes the target beneficiaries of the training.		
		Total		

OBJECTIVES

QUALITY STATEMENT		ELEMENTS	EVALUATION	
			Evident	Not Evident
1	The program terminal objective as well as the enabling objectives address the gap/s	a. Have a terminal objective.		
		b. Have enabling objectives.		
		c. Objectives clearly address the identified gaps in the rationale.		

Activity Proposal Evaluation Tool



	identified in the rationale			
2	The program enabling objectives are logically drawn from and will contribute to the achievement of the program terminal objective/s	a. Enabling objectives contribute to the achievement of the terminal objective.		
		b. Enabling objectives is within the scope of the terminal objective.		
3	There is a balance of cognitive, behavioral and affective objectives	a. There are cognitive objectives.		
		b. There are objectives relating to skill development.		
		c. There are affective objectives (if applicable).		
4	Objectives are stated clearly and follow the SMART principles	a. All objectives use appropriate words to state the SPECIFIC BEHAVIOR or PERFORMANCE the participants should be able to demonstrate.		
		b. All objectives can be assessed and evaluated along specified performance (MEASURABLE).		
		c. All objectives are reasonable and within the capacity of the participants to achieve the given CONDITIONS (ATTAINABLE).		
		d. Can all objectives be achieved within a specific period of time (TIME-BOUND).		
		TOTAL		

TRAINING METHODOLOGIES

QUALITY STATEMENT		ELEMENTS	EVALUATION	
			Evident	Not Evident
1	The chosen methodologies of the activity recognize the nature of adult learners: active, experiential, social, learning styles.	a. The methodologies are clearly identified.		
		b. The identified methodologies maximize participation of learners.		
		c. The identified methodologies make use of participants' prior knowledge and experience.		
		d. The identified methodologies allow learning in groups.		
2	The procedure of the activity method is described.	a. The procedure of the methodology is described in the instructional design or in the session guide.		
		b. The procedure is easy to follow.		
		c. The procedure considers the availability of materials and context of the learners.		
		d. The procedure can be done within the time allotment.		
		TOTAL		



ASSESSMENT OF LEARNING

QUALITY STATEMENT		ELEMENTS	EVALUATION	
			Evident	Not Evident
1	The design indicates how learning will be assessed.	a. The design includes assessment for the conduct of the activity.		
		b. The assessment tools are described.		
		c. The assessment mechanism is described.		
		d. All the assessment strategies cover all the objectives.		
2	The design states how the participants will apply their learning either in their personal or professional lives	a. The design describes how the participants will use their learning in the workplace.		
		b. Does the design describe how the application of learning will be monitored and evaluated?		
		TOTAL		

INSTRUCTIONAL DESIGN/TRAINING PACKAGE /RESOURCE PACKAGE (Whenever applicable)

QUALITY STATEMENT		ELEMENTS	EVALUATION	
			Evident	Not Evident
1	The trainer's/LFs package is consistent with the objectives of the activity	a. The activity package is consistent with the objectives.		
		b. The key content is consistent with the activity package.		
		c. The training package is aligned to the training methodology and design.		
2	The activity package content is relevant, updated, fair and comes from reliable sources.	a. The content is relevant to the objectives of the activity.		
		b. The content reflects up-to-date information and developments in the knowledge domain.		
		c. The key content in the package comes from reliable sources and references.		
3	The trainer's/LFs package is well-organized, designed and package/branded. (for nationally-initiated training)	a. The resource package is well-written and free of grammatical and structural errors.		
		b. The language of the resource package is clear and easy to understand.		
		c. The package is well-organized.		
		d. The package shows the brand of the organization		
		TOTAL		

TRAINERS/LEARNING FACILITATORS

QUALITY STATEMENT		ELEMENTS	EVALUATION	
			Evident	Not Evident
1	The trainers/learning facilitators possess the	a. The qualifications of trainers/learning facilitators are stated in the list.		

Activity Proposal Evaluation Tool



necessary competencies to handle the given topics and sessions	b. The trainers/learning facilitators are assigned to their areas of expertise.		
TOTAL			

PROGRAM MANAGEMENT

QUALITY STATEMENT		ELEMENTS	EVALUATION	
			Evident	Not Evident
1	Program Management roles including QAME that cover critical areas of program implementation and their corresponding TORs are identified and defined	a. The TORs of the roles are described.		
		b. Specific personnel are identified for the roles.		
		c. There is an evidence that the program management team has been oriented on the program and their roles.		
2	QAME plan has been detailed	a. There is a QATAME plan.		
		b. The QATAME plan has identified personnel to perform the task.		
		TOTAL		

GAD MAINSTREAMING

QUALITY STATEMENT		ELEMENTS	EVALUATION	
			Evident	Not Evident
1	Program/Activity directly addresses GAD issues or has integrated GAD elements/concepts and principles as reflected in the HGDG evaluation.	a. HGDG checklist has been accomplished.		
		b. The HGDG rating is at least Gender Sensitive.		
		TOTAL		

GENERAL COMMENTS/OBSERVATIONS/RECOMMENDATIONS:

ACKNOWLEDGED BY PROPONENT:

EVALUATED BY: _____, Chief

Reference: QATAME - NEAP, DepEd



Annex H Session Guide Evaluation Tools

Title of Session Guide: _____
Subject Area: _____ **Target User:** _____ **Directions:** Rate the Session Guide along the following standards by ticking/checking the column that corresponds to your rating with 4 as the highest rating. Also, write your comments and suggestions below to further improve the Session Guide. Thank you.

COMPONENTS AND STANDARDS	1	2	3	4
DESIGN				
1. The Session Guide design is based on contemporary/standard principles*				
2. The SG contains the important elements of objectives, duration of session, resource materials needed, activities, etc.				
CONTENT				
3. Content is relevant to the objectives and competencies that the session aims to develop				
4. Information is up-to-date and accurate				
5. Terminologies and expressions are within the learning area domain				
6. Graphs, illustrations, pictures, if any, are accurate, relevant to and supports the content presented				
PROCESS				
7. Process adopts adult pedagogy such as 4As, Experiential Learning Cycle, etc.				
8. Activities are aligned to objectives and doable within the time allotment				
9. Expected outputs are doable within the time allotment and resources available				
LANGUAGE				
10. Sentences and paragraphs are grammatically correct.				
11. Ideas are clearly expressed (simple words, expressions, simple and easy-to-follow structure)				
12. Language avoids bias along the lines of gender, religion, culture, etc.				

*adult pedagogy, constructivist, understanding by design, etc.
COMMENTS AND SUGGESTIONS: _____

Evaluated by: _____ Date: _____

NEAP/JAS: This instrument is adopted from NEAP, DepEd.



Annex I END PROGRAM EVALUATION

Respondent Type: Trainee _____ Trainer _____ Program Manager _____
Name (Optional) _____ Sex: _____
Program Title: _____ Date: _____

Directions: Please assess the effectiveness of the training program according to the indicators below. Put a tick/check under the appropriate column.

After the conduct of the training program, I believe that	Strongly Agree	Agree	Disagree	Strongly Disagree
A. Program Management				
1. the training program was delivered as planned				
2. the training program was managed efficiently				
3. the training program was well-structured				
B. Attainment of Objectives				
4. the program objectives were clearly presented				
5. the program and session objectives were attained				
C. Delivery of Content				
6. program content was appropriate to trainees' roles and responsibilities				
7. content delivered was based on authoritative and reliable sources				
8. the session activities were effective in generating learning				
9. adult learning methodologies were used effectively				
10. management of learning was effectively structured				
11. contribution of all trainees were encouraged				
12. trainees demonstrated a clear understanding of the content delivered				
D. Provision of Support Materials				
13. the support materials provided were appropriate to trainees' needs				
14. support materials provided were adequate and were given on time				
E. Program Management Team				
15. Program Management Team members were courteous				
16. Program Management Team was efficient				

End Program Evaluation Form



17. Program Management Team was responsive to the needs of trainees				
F. Venue and Accommodation				
18. the venue was well-lighted				
19. the venue was well-ventilated				
20. the venue was comfortable with sufficient space for program activities				
21. the venue had sanitary and hygienic conditions with adequate comfort rooms				
22. meals were nutritious and sufficient in quantity and quality				
23. meals were generally well-prepared and tasty				
24. the accommodation was comfortable with sanitary and hygienic conditions				

Please provide your honest response to each of the following questions:

What do you consider your most significant learning from the program?
Briefly describe what you have learned and how it will help you with your work.
What changes would you suggest to improve similar programs in the future?
What further comments do you have?

NEAP/JAS: This instrument is adopted from NEAP, DepEd.

End Program Evaluation Form



**Annex J TERMS OF REFERENCE OF THE LEARNING AND DEVELOPMENT PROGRAM
MANAGEMENT TEAM (PMT)**

Training Manager:

Tasks:

1. Closely coordinate with the chairpersons of the committees during the planning, preparation, and implementation periods.
2. Supervise the operations and activities during the conduct of the training.
3. Give updates to the Regional Director and Assistant Regional Director whenever necessary.
4. Provide appropriate and immediate action and intervention whenever needed.
5. Ensure that the training shall be conducted as seamless as possible.
6. Regularly communicate with the CO and NEAP focal persons for updates, feedbacks and concerns.

EQUIPMENT/MATERIALS

Chairperson: _____

Members: _____

Tasks:

1. Do ocular inspection of the training site to assure the availability of equipment and facilities.
2. Ensure completeness of materials and equipment to be used by the class.
3. Facilitate distribution of materials to the class.
4. Attend to any concerns/problems that may occur regarding materials and equipment. Troubleshoot problems, if possible.
5. Do daily monitoring of materials and equipment in all classes.
6. Retrieve the distributed materials and equipment right after the last session of training.

REGISTRATION AND ATTENDANCE

Chairperson: _____

Members: _____

Tasks:

1. Arrive at the training venue at least 2 hours before the registration period.
2. Committee members shall get the registration sheet, table labels, pens, and training kits from the chairman.
3. Find accessible site where participants can register without hassle.
4. Set-up the registration site.
5. Facilitate the registration process of the participants.
6. When a participant is done signing the registration sheet, the committee shall then distribute the training kit.
7. Instruct participants the next step/s (where to go) after the registration process.

Terms of Reference of the Learning and Development Program Management Team (PMT)



TRANSPORTATION

Chairperson:

Member:

Tasks:

1. Secure phone number/s of the hotel management/bus drivers.
2. Coordinate with the hotel management/bus drivers about the itinerary of participants to be ferried at least 1 day before the training date.
3. Facilitate and account the number of participants to be ferried in every vehicle per batch.
4. Ensure that all participants are well facilitated on their transportation on the arrival and sending home.
5. Be ready for emergency cases and facilitate transportation.

FACILITATORS

Chairperson: _____

Members: _____

Tasks:

1. Prepare the training room and check the equipment and materials needed before the start of the session.
2. Inform the training management of any changes in the session/activities.
3. Participate during debriefing sessions.
4. Be open-minded and accept comments or suggestions constructively.
5. Facilitate the sessions thoroughly adhering strictly to the set of standards and processes.
6. Ensure that the outputs of participants are posted right after every activity.
7. Provide technical inputs to participants when needed.
8. Facilitate the conduct of pretest and post-test in the respective class.
9. Any concern with regards to the materials and equipment shall be addressed to the class manager/QAME monitor
10. Be at the training venue at least 30 minutes before the start of the session.

PROCESS OBSERVERS/CLASS MANAGERS

Chairperson: _____

Members: _____

Tasks:

1. Be at the training room 30 minutes before the start of the session.
2. Closely observe the process in conducting sessions.
3. Conduct debriefing session with the concerned facilitators right after the last session of the day. Strictly adhere to the standards of conducting debriefing.
4. Accomplish the daily entries in the Consolidated Process Observation Report to be submitted to the training management.
5. Accomplish the On-Site Monitoring and Evaluation Tool and submit to the QAME monitor.
6. Keep the materials and equipment used by the class at the end of the day.

QUALITY ASSURANCE & MONITORING EVALUATION

Terms of Reference of the Learning and Development Program Management Team (PMT)



Chairperson: QAD Supervisor

Members: None

Tasks:

1. Create a unique tinyurl for the assigned class using the standard forms.
2. Monitor the progress of the daily online evaluation.
3. Ensure that 100% participants have evaluated all the sessions.
4. Should there be any concerns/challenges, the committee members shall provide assistance to the facilitators and/or address it to the training management.
5. Class monitors shall analyze results and accomplish QAME Form 2 daily and furnish a copy to the QAME chairperson (QAD personnel) for consolidation.
6. Provide daily report of the participants' raw comments/suggestions to the process observers/class managers and to the Training Management Team as reference for actions and interventions.
7. During general debriefing sessions, the QAME Chairperson (QAD personnel) shall report the results of the online evaluation to the process observers/class managers, facilitators, and training management team.
8. QAME Chairperson (QAD personnel) shall consolidate result and submit QAME Form 3 to the training management team.
9. QAME Chairperson shall present general results to the plenary during the closing program.

BILLETING

Chairperson: _____

Members: _____

Tasks:

1. Do ocular inspection at least 2 days before the training date.
2. Check the facilities if functional or need repairs.
3. Provide list of participants to the hotel management for accommodation.
4. Coordinate with the hotel management regarding the billeting mode.
5. Post the list of participants assigned in every room on a most accessible area.
6. Ensure that every room is fully occupied by registered participants.
7. Remind the management on the provision of water and glasses near the quarters.
8. Inform the training management about the room number of the medical team.

FOOD/VENUE

Chairperson: _____

Member: _____

Tasks:

1. Do ocular inspection at least 2 days before the training date.
2. Secure phone number/s of the hotel management.
3. Have a copy of menus in both venues for the whole training duration. Check the menus and suggest changes if needed.
4. Account the actual number of participants, class managers, QAME monitors, facilitators, members of the technical working group, and guests daily. Should there be some

Terms of Reference of the Learning and Development Program Management Team (PMT)



- adjustments, update the hotel management and the training management at least 3 hours before the changes.
5. Monitor the distribution of food and inform the management immediately if shortage happen.
 6. Make sure all participants, class managers, QAME monitors, facilitators, members of the technical working group, and guests were able to eat their share.
 7. Remind the hotel management to serve meals and snacks on time.
 8. Check the training site if security is given priority.
 9. Check the training facilities if functional or need repairs.
 10. Have a copy of house rules and routines set by the hotel management and furnish another copy for the training management.
 11. Assign training room for each class and post class name(label) in front of the entrance door a day before the training date.
 12. Remind the hotel management to have their daily clean-up and housekeeping.

PROGRAM INVITATION/CERTIFICATES

Chairperson: _____
Members: _____

Tasks:

1. Inquire necessary information from the training manager.
2. Encode a draft of the program invitation and certificates. Have it reviewed by the training manager and the HRDD Chief. Make corrections, if any.
3. Reproduce exact number of copies of program invitations and certificates.
4. Distribute the program invitations to the identified personalities prior to the start of the opening program.
5. Submit the certificates for appearance, participation, and recognition with the corresponding list of names to the HRDD Chief then to the Regional Director for signature.
6. Keep the signed certificates and give to the host during the closing program.

TARPAULIN

Chairperson: _____
Member: _____

Tasks:

1. Inquire necessary information from the training manager.
2. Create a draft of the tarpaulin design. Have it reviewed by the training manager and the HRDD Chief. Should there be any comments and suggestions, make changes immediately.
3. Print the final design and present to the training manager and HRDD Chief for approval.
4. Send a copy of the design to the printing store for the production.
5. Post the tarpaulins at the most accessible areas of the training site.
6. Remove and keep the tarpaulins right after the closing program.

DOCUMENTATION

Terms of Reference of the Learning and Development Program Management Team (PMT)



Chairperson: _____

Member: _____

Tasks:

1. Take pictures of the operations and activities during the conduct of the training.
2. Committee members must take good care of the gadget/s used for documentation.
3. Write the minutes during the conduct of meetings.
4. Endorse the pictures and minutes of the meetings to the HRDD staff assigned to accomplish the completion report.

WELFARE

Chairperson: _____

Members: Assigned Nurse

Tasks:

1. Closely monitor the health conditions of the participants.
2. Provide first aid whenever needed.
3. Keep a record of the participants' profile, consultation results, medications, and other necessary information
4. Submit reports to the training manager daily.

Prepared by:

Program Implementer

Approved by:

Chief, _____



Annex K

DEPARTMENT OF EDUCATION CARAGA REGIONAL OFFICE EQUAL OPPORTUNITY PRINCIPLES (EOP) POLICY

**RECRUITMENT, SELECTION AND PLACEMENT
PERFORMANCE MANAGEMENT
LEARNING AND DEVELOPMENT
REWARDS AND RECOGNITION**

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DepEd Caraga Regional Office
EQUAL OPPORTUNITY PRINCIPLE (EOP) POLICY

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INTRODUCTION

The Department of Education Caraga Regional Office values inclusivity as a way of life by embracing people of diverse background and treating all equitably and without discrimination to create an enabling environment free from barriers, prejudices or preferences. This is to ensure equal access to employment, advancement and other employment opportunities for the government human resource at all levels of positions.

DepEd Caraga observes Equal Opportunity in the management and implementation of the four (4) core Human Resource (HR) systems under the Department of Education Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM), such as Recruitment, Selection, and Placement (RSP), Learning and Development (L&D), Performance Management (PM), and Rewards and Recognition (R&R).

The various policies on DepEd PRIME HRM, Gender and Development (GAD), Persons with Disabilities (PWDs), Indigenous People, Persons with Special Needs (PSNs) such as solo parents, pregnant women, and other related workforce diversity shall be integrated and institutionalized through this DepEd Caraga Equal Opportunity Policy (EOP).

Adapted from the Civil Service Caraga Region EOP Policy, this shall be applied to all DepEd Caraga officials, employees, and clients, regardless of age, appointment status, gender, gender identity, sex, sexual orientation, civil status, social status, family responsibility, income class, race, ethnicity, religion, political affiliation, physical condition, union affiliation, political conviction, religious belief or any other characteristic specified.

I. PURPOSE

This policy aimed to provide general and specific guidelines in the implementation of Equal Opportunity Principles in various Human Resource Processes and Mechanisms of the Department of Education - Caraga especially in the following core Human Resource systems:

- Recruitment, Selection and Placement
- Performance Management
- Learning and Development
- Rewards and Recognition

II. LANGUAGE AND CONSTRUCTION

This policy is written in English and the words used shall be understood in the generic sense except as maybe defined herein. Any doubt as to the meaning of any provision of this policy shall be interpreted in favor of equal opportunity for all concerned and against any form of discrimination, bias, prejudicial, and unfair treatment of any individual or group of individuals except that all laws of the Republic of the Philippines and all such provisions of relevant rules and regulations shall be followed when pertinent to the process or decision.

III. SCOPE AND COVERAGE

This policy is intended to benefit the following:

- Officials and Employees of the DepEd Caraga – both present and future;
- Persons hired on a regular permanent, Co-terminus with the Incumbent (CTI) as basis and other forms of engagement – present and future;
- Applicants for vacancies or future vacancies;
- Clients – direct or indirect; and
- All other persons that come in contact with the Department of Education Caraga as an organization and those that shall have any transaction or matters of concern regarding the HR systems of the Department of Education- Caraga.

IV. EXTERNAL RELATED STANDARDS / LEGISLATION

This Policy further considers the following relevant Equal Employment Opportunities Legislation:

- ✓ Executive Order No. 292, s. 1998, Administrative Code of the Philippines
- ✓ Executive Order No. 8, s. 2012, Directing the Adoption of a Performance - Based Incentive System for Government Employees
- ✓ Executive Order No. 201, Modifying the Salary Schedule for Civilian Government Personnel and Authorizing the Grant of additional Benefits for Both Civilian and Military and Uniformed Personnel
- ✓ Republic Act No. 10524, An Act Expanding the Positions Reserved for Persons with Disability, amending for the purpose of Republic Act No. 7277, as amended, otherwise known as the Magna Carta for Persons with Disability
- ✓ RA No. 10911, An Act Prohibiting Discrimination Against any Individual in Employment on Account of Age and Providing Penalties Therefor
- ✓ Presidential Decree No. 966 July 20, 1976, Declaring Violations of the International Convention of the Elimination of All Forms of Racial Discrimination to be Criminal Offenses and Providing Penalties Therefor
- ✓ Republic Act No. 6725, An Act Strengthening the Prohibition on Discrimination Against Women with Respect to Terms and Conditions of Employment, amending for the purpose of Article 135 of the Labor Code, as amended
- ✓ Guidelines on the Availment of the Special Leave Benefits for Women under Republic Act No. 9710 (An Act Providing for the Magna Carta of Women) - CSC Resolution No. 1000432, dated Nov. 22, 2010