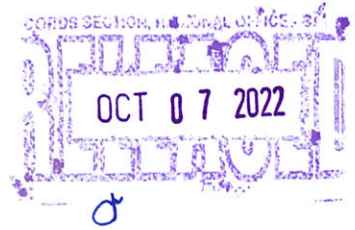




Republic of the Philippines
Department of Education
CARAGA REGION



October 5, 2022

REGIONAL ORDER
No. 007 s. 2022

**2022 LEARNING AND DEVELOPMENT (L & D) POLICY
OF DEPED CARAGA**

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

1. For the information and guidance of all concerned, this Office issues the enclosed copy of its revised Learning and Development (L&D) Policy of the Department of Education Caraga.
2. All Regional Orders, Memoranda and other related issuances inconsistent with this policy are deemed rescinded accordingly upon its effectivity.
3. This Policy shall take effect immediately upon issuance.
4. Immediate dissemination and strict compliance with this Order is directed.


MA. GEMMA MERCADO LEDESMA
Regional Director 

Encls.: As stated
Reference: Regional Order 003, s. 2021
To be indicated in the Perpetual Index
under the following subjects:

LEARNING & DEVELOPMENT POLICY

HRD/rsr
10/05/2022



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**2022 LEARNING AND
DEVELOPMENT (L & D)
POLICY OF DEPED
CARAGA**

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REVISED POLICY ON LEARNING AND DEVELOPMENT (L&D) OF DEPED CARAGA

Section 1. Rationale

Providing quality basic education for all Filipino learners is the core business of the Department of Education (DepEd). It is mandated to formulate, coordinate, and implement policies, plans, programs, and projects in the areas of formal and non-formal basic education.

Achieving DepEd's mandate requires competent and committed leaders and employees, thus, it needs to continuously develop its rank of teachers, school managers, and non-teaching personnel. The capability development of DepEd personnel is given importance in the Governance of Basic Education Act No. 9155.

Within DepEd Caraga Region, several offices are responsible for designing and delivering learning and development programs and activities internally and externally such as the: Administrative Services Division, Finance Division, Curriculum Learning and Management Division, Human Resource Development Division, Quality Assurance Division, Education Support Services Division, Policy Planning and Research Division and Field Technical Assistance Division.

Despite the raging COVID-19 pandemic, learning and development among the DepEd Caraga personnel must continue. Learning and Development is designed to ensure consistency and continuous improvement in the quality-of-service delivery and content across the various offices regardless of the health conditions our country has been facing.

Section 2. Objectives

The policy shall endeavor to achieve the following objectives:

1. establish standards in the assessing, planning, designing, delivery and evaluation of learning and development programs and activities across the different offices involved within the region including the standards of the products and outputs expected from the performance of said processes;
2. raise the quality and ensure relevance and cost-effectiveness of skills development;

3. facilitate the participation of employees to various learning and development activities and other life-long learning programs for the benefit of the organization and for personal growth and development;
4. provide employees with the necessary skills, knowledge, and attitudes to perform their duties and functions effectively and efficiently where gaps have been identified after performance reviews or performance assessments;
5. delineate the roles, responsibilities, and coverage of the functional divisions;
6. foster collaboration among the functional divisions in providing learning and development services; and
7. respond to the needs of teaching, teaching-related, and non-teaching personnel by continuously improving the program implementation and professional learning and development of Regional Office and Schools Division Office personnel.

Section 3. Coverage

The policy shall cover the following:

1. All learning and development programs, activities and services delivered on behalf of and for DepEd Caraga Region as part of the fulfillment of its mandate.
2. All offices involved in the learning and development needs assessment, planning, designing, delivery, quality assurance, and monitoring and evaluation of learning and development programs and courses; and
3. All processes, practices, tools, and templates utilized in the learning and development needs assessment, planning, designing, delivery, quality assurance and evaluation of learning and development programs and courses.

Section 4. Learning and Development Philosophy

The DepEd Caraga Region adheres to the overall L&D philosophy – “Continuously and consistently develop and transform competent and committed leaders and employees”. The goal is to align all L&D interventions in the region to the DepEd’s mission, vision, goals, and quality objectives.

L & D interventions and initiatives in the region shall be hinged on the following overall principles:

1. Every official and employee is an asset valued by the organization. The Office gives priority and invests on L & D of every official and employee.
2. L & D interventions for officials and employees shall be purposive and aligned with the CSC strategic objectives and goals. L&D is a means to upgrade the capability and expertise of the organization to address and respond to the multi-faceted needs of the internal and external clients. L&D shall be based on development needs as determined by competency assessment and performance assessment exercises. L&D shall likewise consider the differentiated needs of women and men in the organization to ensure equitable access to interventions.
3. L & D shall focus on the development and enhancement of competencies required by the current or future position/job of the official/employee.
4. L & D is a shared responsibility of the managers, supervisors, and the employees. While the organization provides the nurturing and enabling environment by opening opportunities, among others, employees and their respective supervisors have an equal responsibility to plan and manage their development and career by determining, seeking and seizing available opportunities.
5. DepEd Caraga Region regards investment for learning and development as equally important as investments in research, information technology (IT), purchase of equipment and product development. Capacity development of officials and employees is given equal, if not paramount importance in terms of allocating resources. Partnership with other institutions shall be explored to supplement existing resources for L&D.
6. L&D shall be designed to increase the portability of skills of employees. This, therefore, requires an approach or various approaches that will allow Heads of Offices and/or supervisors to easily recognize skills which may be transferable between jobs and/or assignments.
7. Continuing upgrading of competencies is essential to the maintenance of a corps of professional officials and employees of the Department. It aims to develop a competent, credible, and high performing workforce. Continuing competence is maintained and enhanced through life-long learning and integration of learning into every facet of a DepEd official or employee's working life; and
8. L & D shall drive performance management. It shall integrate recognition and rewards mechanism as a strategy to ensure learning application in everyday work settings.

Section 5. Definition of Terms

Authorization	Formal NEAP evaluation on non-DepEd entities applying to become a provider of recognized professional development programs and/or courses for teachers and school leaders.
Authorized Learning Service Providers (LSPs)	As defined by DO 001, s. 2020 Re: Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders, these are non DepEd providers that have been awarded formal, fixed term Authorization by NEAP to provide professional development to teachers and/or school leaders within DepEd.
Content Expert/s	An individual or a group of identified content experts that reviews accuracy, depth, and appropriateness of content in the program/ course proposal and recommends to the RAC all initially approved proposals for professional development programs of teachers and school leaders submitted by the Regional and Schools Division Offices.
Continuing Professional Development (CPD)	As defined by RA 10912 Continuing Professional Development Act of 2016, refers to a set of learning activities accredited by the CPD Council such as seminars, workshops, technical lectures, or subject matter meetings, nondegree training lectures and scientific meetings, modules, tours and visits, which equip the professionals with advanced knowledge, skills and values in specialized or in an inter- or multidisciplinary field of study, self-directed research and/or lifelong learning
CPD Credit Unit	As defined by RA 10912, it refers to the value of an amount of learning that can be transferred to a qualification achieved from formal, informal, or non-formal learning setting, where in credits can be accumulated to predetermined levels for the award of a qualification
Data Privacy Law	Republic Act 10173 otherwise known as the Data Privacy Act of 2012, is a law that seeks to protect all forms of information, be it private, personal, or sensitive. It is meant to cover both natural and juridical persons involved in the processing of personal information.
Learners	Individuals or groups of individuals who need and benefit from engaging in competency development interventions to perform their jobs at the desired proficiency level. They are also commonly referred to as "participants."

Learning and Development (L&D)	A set of systematic and planned interventions or programs designed by the agency to equip its workforce with the necessary competencies to meet current and future job requirements.
L&D Implementers	A general term to refer to DepEd personnel who play a role or roles in carrying out process/es in the L&D System.
L&D Intervention	An activity undertaken by the Department to address a competency gap affecting individual or organizational performance. An intervention may be planned (i.e., part of the Annual L&D Plan), or unplanned (i.e., taken to immediately address an emerging need). An intervention may take the form of any L&D delivery modality (e.g., training, coaching, etc.)
L&D Modality	The type of L&D delivery approach that is adopted to address a competency gap or set of competency gaps. DepEd identifies four clusters of L&D modalities: job-embedded learning; relationship and discussion-based learning; formal learning; and Learning Action Cell.
L&D Needs Assessment	The subsystem for determining professional development needs of the Agency's personnel in key performance areas, as a basis for identifying L&D interventions.
L&D Planning	The subsystem for identifying and mapping L&D programs and their implementation requirements, to address priority competency gaps identified in the L&D needs assessment.
L&D Program	A strategic initiative to address an existing competency gap or gaps that affect organizational performance or develop competencies for a planned reform agenda (e.g., K-12). An L&D program may be composed of a single intervention with several modules or a series of interventions applying a range of delivery modes. L&D programs are usually part of the Strategic L&D Plan or Annual L&D Plan.
L&D Program Delivery	The subsystem for implementing the program for intended learners based on the design, using the learning resource packages that have been developed.
L&D Program Management Team	A group of DepEd personnel identified by the Program Owner that is tasked to execute L&D processes like needs assessment, program designing, learning resource materials development, etc. L&D Program Management Team members typically come from the same office or unit as the Program Owner and can be complemented by personnel from other offices or units that have been a stake and, or expertise on the L&D program.

L&D Program Owner	Refers to the lead office or unit that is identified in the L&D Plan. The Program Owner is primarily responsible for ensuring that an L&D program is carried out to achieve a set of learning outcomes. The L&D program is usually part of Program Owner's office or unit's annual work and financial plan.
L&D Quality Assurance, Technical Assistance, Monitoring and Evaluation	The subsystem for ensuring compliance to quality standards (QA); providing supportive guidance (TA); and assessing progress and results of L&D programs (ME)
L&D Resources	Facilities, equipment, materials and supplies that are needed to implement L&D programs
L&D Resource Package Development	The subsystem for preparing delivery and learner materials that will support L&D program implementation, and facilitate learners' acquisition of knowledge, skills, and attitudes, and application of the same back on the job
L&D System	Set of guiding principles, standards, policies, processes, and mechanisms through which professional development interventions in the Department of Education shall be planned, developed, managed, quality assured, monitored and evaluated. It endeavors to ensure that the Department has the competent and committed workforce to support the achievement of its strategic goals.
L&D System Audit	The mechanism to review and evaluate the level of conformance to standards and consistency in the use and/or application of the L&D system within the organization
National Educators Academy of the Philippines	Is an attached agency within the Department of Education which has the responsibility for the design, development, and delivery of professional development programs to teachers, school leaders, and other teaching-related personnel.
NEAP-RO Recognition and Evaluation Committee (REC)	A review and recommending body to the Recognition Approval Committee all initially approved proposals for professional development programs of teachers and school leaders submitted by the Regional and Schools Division Offices.
NEAP-RO Recognition Approval Committee (RAC)	The approving body to all proposals for professional development programs of teachers and school leaders recommended by the REC.
Non-Teaching Personnel	Are categorized as "allied services personnel such as accountants, planning officer, human resource management officers (HRMOs), records officers, cashiers, budget officers,

	engineers, architects, dentists, school physicians, nutritionists, nurses, legal officers, etc., and other support personnel.
Non-Teaching Licensed Professional	This refers to those personnel in the Department of Education who are registered and licensed to practice regulated professions in the Philippines and who hold a valid Certificate of Registration and Professional Identification Card (PIC) from the Professional Regulation Commission (PRC) or in the case of lawyers, those who are duly registered and active member of the Integrated Bar of The Philippines (IBP). The regulated professions include but not limited to the following: Accountancy, Architecture, Engineering, Medicine, Nursing, Nutrition and Dietetics.
Partnership	Collaboration with external and internal entities in undertaking various L&D functions to achieve cost-effectiveness, improve programs, and widen the reach of L&D interventions
Personnel Development Committee (PDC)	A review and recommendation body that leads in examining policies, guidelines, plans and other outputs of the L&D system, recommends improvements, and endorses them to the head of office for approval. It also serves as the Scholarship committee that shall assist the head of office in the selection of the best qualified employees for scholarship opportunities
Professional Development Information System (PDIS)	An information system which will store, track, monitor, and analyze the participation of teachers and school leaders in learning and development programs, courses, and other Professional Development (PD) interventions. It will be used for validating participation in activities as a requirement for career progression.
Professional Development Credit Unit	As defined by DO 001, s.2020, the unit of credit that the NEAP assigns to a professional development program or course, that is recognized within the DepEd processes for career progression and promotion.
Professional Standards	The professional practice articulated in the Philippine Professional Standards for Teachers, the Philippine Professional Standards for School Heads, and the Philippine Professional Standards for Supervisors
Philippine Professional Standards for Teachers (PPST)	The official document that articulates what constitutes teacher quality. The PPST describes the increasing level of knowledge, practice and professional engagement expected of teachers.
Philippine Professional	The official document that articulates what constitutes school head quality. The PPSH describes the increasing level of

Standards for School Heads	knowledge, practice and professional engagement expected of school heads.
Philippine Professional Standards for Supervisors	The official document that articulates what constitutes supervisor quality. The PPSS describes the increasing level of knowledge, practice and professional engagement expected of supervisors.
Recognition	A quality assurance process intended to uphold the learning and development standards in the development and delivery of professional development programs and courses provided to DepEd teachers and school leaders through an evaluation mechanism.
Teaching Personnel/Teachers	Regular or permanent personnel in schools and learning centers “engaged in the classroom teaching of any subject, including practical/vocational arts, at the elementary and secondary levels of instruction including persons performing guidance and counseling, instructional supervision in all private or public education institutions, but shall not include school nurses, school physicians, school dentist, school administrators, and other school administrative support employees” (R.A. No. 7784, 1993, Sections 2(a)).
Workplace Development Objectives (WDO)	Hierarchy of expected gains from the L&D program, i.e., competencies, outputs, outcome, and impact. WDOs are also referred to as the learning results chain.

Section 6. Guideline on the Learning and Development Interventions

1. Basis of Learning and Development Interventions

- a. L&D needs identification and analysis shall be based on alignment between DepEd Caraga Region’s strategic direction with employee performance and competency gaps and career growth.
- b. The Human Resource Development Division (HRDD) shall prepare the Five-Year Human Resource Management & Development (HRMD) Plan with detailed strategies, activities, and budget set.
- c. The Annual L&D Plan shall be prepared prior to the start of the year as a result of the analysis of the competency gap assessment and the consolidated Individual Development Plans (IDPs) submitted by the different Chiefs of the Functional Divisions as basis for HRDD L&D interventions and monitoring.

d. The L&D interventions identified in the Annual L&D Plan shall take into consideration the workforce development needs. Moreover, all L&D programs shall be conducted primarily in connection with the competency gap assessment results generated.

e. L&D hours per employee per year shall be based on the number of hours as indicated in the IDP.

2. Development and Approval of Learning and Development Interventions

a. L&D programs from the SDO shall require approval of the Regional Director based on the review and recommendation of the Recognition and Evaluation Committee and after a thorough deliberation of the Personnel Development Committee (PDC) and the Recognition Approval Committee while the RO L&D/PD Programs shall be submitted to NEAP CO for Recognition pursuant to DO 001, S. 2020 Re: Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders after going through the evaluation of the REC and the recommendation of the Regional Approval Committee (RAC).

Refer attached Annex A: Professional Development Program Recognition & Evaluation Process for details

b. L&D programs for teachers and school leaders for SDOs and RO shall be applied for Continuing Professional Development Credit Units.

Refer attached Annex B: Continuing Professional Development Unit Application Process for details

c. Professional Development Programs for Teachers and School Leaders offered by non-DepEd Learning Service Providers shall need a NEAP Accreditation and Program Recognition Number before the issuance of a Regional Advisory.

d. The Chiefs of Functional Divisions shall review and approve the IDPs of all employees of their respective division. Prior to such approval, they shall check the appropriateness, relevance, timeliness, cost-efficiency, and effectiveness of the L&D interventions indicated in the IDPs. The PDC through the HRDD may issue further guidelines to assist the Chiefs of Functional Divisions with the approval process and in consolidating the IDPs into an Office L&D.

e. The PDC through the HRDD may consult task experts who can communicate learning needs of officials and employees. In developing and determining the learning objectives during the instructional design stage, the task experts should be assisted by

L&D experts and subject matter experts. Moreover, program evaluation shall be considered in the instructional design to ensure better assessment of program effectiveness.

f. The NEAP-RO Recognition and Evaluation Committee (REC) Program Design Specialist shall have the following functions:

1. review program/course proposals based on the criteria set in DepEd Order 001, s.2020.
2. engage in an Inter-Evaluator Discussion to deliberate on the proposed L & D program/course proposals; and
3. recommend to the Recognition Approval Committee for approval.

g. The Content Specialist shall have the following functions:

1. review program/course proposals based on the alignment of the criteria set in DO 001, s. 2020.
2. review accuracy, depth, and appropriateness of content in the program/course proposal.
3. engage in an Inter-Evaluator Discussion to deliberate on the proposed PDP programs.
4. recommend to the Recognition Approval Committee for approval of program / course proposals.

h. The NEAP-RO Recognition Approval Committee (NEAP-RO RAC) shall have the following functions:

1. discuss the recommendations from the Recognition Evaluation Committee and deliberate for the approval of the program/course proposals and;
2. approve program/ course proposals.

Refer to RM 494. S. 2021 Re: Reconstitution of Recognition and Evaluation Committee (REC) and Recognition Approval Committee (RAC) in compliance with DepEd Order 001, s. 2020

3. Qualification and Selection of Learners

a. As a rule, all L&D interventions shall target intended learners based on the IDP of officials and employees. However, these interventions cannot be left to the discretion of individual employees especially when the L&D intervention has been earlier established. Thus, some programs may pre-identify the actual learners or participants.

b. All employees whose competency assessment indicates not meeting the proficiency level of the individual's Key Result Area (KRA) and Core Competencies and

other competencies required of the position after IPCRF assessment shall also be prioritized in development interventions. The L&D implementers may determine relevant qualifications and criteria in so far as they relate to the objectives of the L&D.

c. Profile of participants shall be prepared by the L&D implementer or the Program Management Team at least one (1) week before the conduct of the program or activity using the captured data in the Online Registration. The profile shall include information such as, but not limited to, name, nickname, sex, age, position, division/office, number of years in DepEd, contact number, e-mail address, educational background, ethnicity, civil status, disability or special needs, position/designation and nature of work and similar programs attended. Persons or groups with special needs may be identified, only when necessary to the program as when the relevant information will ensure access to L&D interventions and full learning opportunity. Adherence or compliance to Data Privacy Act.

Refer to Regional Order No. 19, s. 2019 Guidelines in the Selection of Nominee to Learning & Development Interventions/ Scholarship

d. DepEd Caraga shall also maintain a well-developed and highly professionalized personnel through a continuing human resource development program by sending the most qualified and deserving employees to local or foreign scholarship and training grants in compliance with Regional Order 21, s. 2019 re: Policy and Guidelines on Scholarships and Other Training Grants of DepEd Caraga.

e. The scholarship focal person in the division offices shall prepare the list of their nominated scholars for a professional development program and/or scholarship training endorsed by their respective Schools Division Superintendents. The regional office, through the scholarship focal person, shall consolidate the list of regional scholar-nominees from the SDOs for endorsement by the Regional Director to the sponsoring agency.

f. The selected scholar/s shall accomplish the return of service contract to observe the stipulated terms and conditions to include the conduct of re-entry action plan upon return to work, continue to render service obligation for at least three years and to refund in full to DepEd such sum of money as may have been defrayed by the Philippine government for all expenses incurred relative to scholarships.

g. The selected scholar shall present a medical certificate declaring the latter to be physically and mentally fit to participate in a training accomplished by a government physician.

Refer to Regional Order 21, s. 2019 re: Policy and Guidelines on Scholarships and Other Training Grants of DepEd Caraga

Refer attached Annex C: Management of Scholarship Process

Refer attached Annex D: Learning and Development Nomination Form

4. Cancellation, Rescheduling and Substitution on Training

- a. Rescheduling or cancellation of confirmed participants may be made only through notice to the L&D implementer by the Chief of the Functional Division at least two days before the scheduled program. The Functional Division Chief of the L&D implementer shall be informed of the last-minute cancellation without substitution and may require the canceling participant's office to write an explanation letter to the Regional Director through the Chief of the L&D implementer. This information shall be included in the L&D documentation report.
- b. Cancellation of the names of pre-targeted participants shall be given to the concerned Chief of the Functional Division, supervisors, employees the responsibility of ensuring that the indicated L&D intervention in the IDP shall still be pursued. They have the option of attending equivalent programs outside of DepEd, albeit, at own expense of the canceling participants or whatever might have caused the cancellation.
- c. Substitution of participants may be allowed after a confirmation has been made only when the program design allows for replacement or substitution. Advice should be made properly and timely by the direct supervisor of the participant addressed to the Regional Director through the Chief of the Program Implementer.
- d. In cases where replacements or substitutes may be allowed, the names of the employees shall be forwarded to the L&D implementer at least two days before the date of the activity.
- e. Programs may be cancelled or rescheduled due to any of the following circumstances: Grounds for rescheduling on the part of implementers:
 - Conflict of Schedule of between and among the participants and implementer
 - Procurement concerns
 - Medical conditions detected and/or diagnosed during and within the conduct of the program course. A medical certificate must be secured by the hospital for those on consultation or those in admission.
 - Circumstances beyond human control (Force majeure)
- f. All other concerns/issues shall be discussed by the PMT.

5. Cancellation, Replacement, Dropping and Substitution on Scholarship

- a. Whenever possible, cancellation, dropping and replacement of the pre-identified scholar is discouraged.
- b. The pre-identified scholar must submit a letter detailing the necessity and reason for withdrawal or dropping from the scholarship grant. The letter must be duly noted by the direct supervisor or immediate head of office of the scholar and recommended by the Schools Division Superintendent. Documentary evidences must be attached to the letter for appraisal by the concerned sponsoring agencies and offices.
- c. In cases where substitution or replacement is allowed:
 - c.1. The division PDC shall identify the substitute/replacement scholar when the selection process was conducted in the SDO level.
 - c.2. The Regional PDC shall select from its list of regional applicants qualified for substitution/replacement when the selection process was conducted in the Regional Office.
- d. The Regional PDC shall recommend the substitute/replacement scholar to the scholarship granting agency if the selection process is done in the regional office.
- e. In cases where the identified scholar failed to live up to the terms and conditions of the scholarship resulting in dropping as a result of his/her own fault and/or willful neglect, the scholar shall refund all expenses in accordance to the stipulations of the signed contract and the provisions of Regional Order No. 21 series of 2019.

6. Equity and Access to Learning and Development Interventions

- a. The Department of Education Caraga Region values inclusivity and treats each employee equally 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 at all levels of positions.
- b. DepEd Caraga Region adheres to Equal Opportunity Principle. No one shall be discriminated from participating in and accessing L&D interventions on the basis of but not limited to age, sex, gender, sexual orientation, ethnicity, political affiliation, religion, economic and social status, and physical disability.
- c. Both men and women shall be equally encouraged and given the opportunity to give their views and provide inputs to the discussion and other activities in any L&D intervention.

d. The conduct of L&D programs shall ensure equal, adequate and safe participation of women and men, and those groups with special needs taking into consideration the following:

- developmental needs of the individual as the basis for provision of and access to L&D; and
- appropriateness of logistical arrangements such as training schedule, venue, safe transportation and lodging, facilities, and meals.

e. The L&D implementers shall ensure gender balance and equity among participants and learners, as far as practicable.

Refer to Regional Order 16 s, 2019 DepEd Caraga Regional Office Equal Opportunity Principle (EOP) Policy

7. Certificate of Completion/Participation and/or Appearance

a. For all L and D Activity, E-certificate shall be issued through Certificate Management System in coordination with the HRDD and the program proponent.

b. A Certificate or E-certificate of Completion/Participation and Appearance shall be awarded/given to a participant or learner who has met the following:

b.1 A participant who attended 91 – 100 per cent of the session hours shall receive a Certificate of Completion/Participation (provided that the 91-99 % attendance is properly justified) and a Certificate of Appearance while a participant who attended 90 percent and below of the training hours shall receive a Certificate of Attendance and a Certificate of Appearance.

b.2 Submitted the required outputs.

b.3 Completely submitted the daily online evaluation and end of the program evaluation; and

b.4 Submitted the travel order/authority (if needed)

c. The L&D implementer shall ensure accurate recording of attendance and list of submitted outputs as certified by the concerned training staff.

d. Development interventions outside of a formal training may be declared as satisfying the training requirement through the recommendation of the HRDD.

f. All certificates of completion/participation issued in the region shall be attested by the Chief of the L&D implementer, or their authorized signatories in their absence. NEAP Caraga shall be furnished with such list.

g. A unique certificate code is indicated in every certificate of completion/ participation issued to every participant who completed a Learning and Development Activity/Program.

h. For all L and D Activity, E-certificate of Participation/ Recognition/Completion shall be prepared by program proponent through the Certificate Management System.

Refer attached Annex E: Sample Certificate of Participation & Recognition

i. The Certificate of Appearance shall be prepared by the proponent and shall be signed by the Chief of the Functional Division that is sponsoring or conducting the L and D Activity.

8. Learning Application Plan

The official or employee shall submit to the Chief of the Functional Division a **Learning Application Plan (LAP)** within three days after attending an L&D intervention. Academic scholars, however, shall submit a Re-entry Action Plan (REAP), pursuant to existing guidelines on scholarships.

Refer attached Annex F: Learning Application Plan (LAP)/ Re-entry Action Plan (REAP)

9. Support Requirements

a. The DepEd Caraga Region shall have an approved budget for L&D interventions according to DepEd' strategic mandate.

b. The quality, effectiveness, efficiency, and costs of L&D intervention shall be an important consideration in continuing the program implementation. Hence, the organization shall allocate budget/resources for approved L&D interventions. However, for those that will impose costs on the participating offices, the fee shall be charged against the concerned office of the participant.

c. Allocation of funds for venue, meals, and snacks, and room accommodation for organized L&D activities shall be:

i. for activities utilizing DepEd training venues such as the Regional Education Learning Centers (RELCs), Applied Nutrition Center, ECOTECH Center, National Educators Academy of the Philippines (NEAP), and Baguio Teachers Camp, the allowable rates for facilities, meals, and snacks, and room accommodation per participants per day shall not exceed One Thousand Five Hundred Pesos (Php 1 500.00).

ii. the allowable rates for activities, which are less than one or for activities which do not require three meals:

Meal	Rate
Breakfast	P 200.00
Snacks (a.m./ p.m.)	P 100.00
Lunch/ Dinner	P 400.00

Reference: DepEd Order No. 2, s. 2018

iii. For activities utilizing other training venues or other service providers, the allowable rates are as follows:

Residential (live-in)	<i>Not exceeding P 2 000.00 /pax/day</i>
Non-residential (live-out)	<i>Not exceeding P 1 200.00 /pax/day</i>

The allowable expenses chargeable to the rates indicated above shall include:

- (a) meals and snacks;
- (b) use of function room/s;
- (c) provision of audio-visual system/facility; and
- (d) other equipment and requirements (e.g. free-flowing coffee, free internet connection, LCD projector, among others).

iv. for room accommodations only, the allowable rates shall be One Thousand Pesos (P 1 000.00) per participant per day.

10. Responsibilities

a. The implementation of the Competency-Based L&D Management System is a shared responsibility of the management, Chiefs of the Functional Divisions, L&D implementers, Personnel Development Committee (PDC) and the official and employee.

b. L&D implementers shall convene anytime of the year to ensure synchronicity of various needs-based interventions and programs.

c. Sharing of responsibilities in the implementation of the Competency-Based L&D Management System shall consider the following roles:

Responsible Person/s	Roles and Functions
Regional Director	• sets and determines overall L&D Strategy and directions • approves L&D proposals and plans of Chiefs of Functional Divisions, Supervisors and other L&D Implementers relative to development interventions that are appropriate to improve the job performance of DepEd Caraga Regional Personnel and increase productivity of the Department. • provides the right resources and environment that supports the growth and development needs of an individual employee

	adheres to the 3-year professional development priorities of the Department of Education
Chiefs of Functional Divisions and Supervisors	- conduct learning and development needs assessment to address developmental needs of their respective employees - support and monitor the employees in the implementation of LAP
Employee	- identifies goals and activities for development and prepare an IDP - looks for learning opportunities in everyday activities - participate actively in any L & D activity - prepares and implements LAP or REAP
HRDD	- conducts competency assessment - facilitates the preparation of RO L&D Plan - designs, delivers, and evaluates learning and development interventions required for the employees to meet the mission-critical/competency gaps. - assists supervisors in preparing a well-crafted competency-based job description – it is the foundation upon which employee training and development activities are built. - undertakes competency assessment or propose other modes of assessment - prepares Five-Year HRMD Plan/L&D Annual Plan - leads the L&D Planning Workshop to review the implementation of the Competency-Based L&D Management System and set the yearly L&D targets and programs
Personnel Development Committee (PDC)	- recommends the attendance of agency personnel in trainings, seminar workshops, conventions, conferences, symposia, and fora sponsored by non-governmental organizations or private institutions - recommends the availment of external service providers in conducting in-house learning and development programs. - selects, nominates, and recommends personnel for local and international trainings and scholarship grants - determines the training fees, amount of honorarium for resource person services, and other training-related expenses - together with the Regional Director, cascades REDP directions and priorities which will serve as anchor for all L&D programs/initiatives of own region - recommends L & D policy improvements

	• develops and/or implements guidelines for the selection of nominees for L & D and scholarship programs, in accordance with DepEd policies. • serves as the Scholarship Committee that screens and endorses nominees from the region and divisions for scholarship programs for approval by the Central Office. • recommends designation of L & D PMT, if needed, to implement one or more L & D subsystems. • reviews DO- Strategic Plan for Professional Development) SPPDs for inclusion in the RO-SPPD. • reviews and endorses RO-SPPD to Regional Director for approval. • reviews and endorses report on RO-SPPD accomplishments and results to the Regional Director for approval. • reviews and recommends approval of LDNA plan and directs the L&D PMT to proceed with the conduct of the LDNA. • reviews and endorses LDNA report to the Regional Director for approval. • reviews and approves designs and learning resource packages for L & D programs. • tracks progress of L&D program delivery and updates the Regional Director; and • ensures that L&D QATAME processes, procedures, and reporting are implemented by the Regional Office <i>Refer to RM No. 0220, s. 2022 – Reconstitution of the Personnel Development Committee (PDC) of DepEd Caraga Region</i>
NEAP-RO Recognition and Evaluation Committee (NEAP-RO REC)/Program Design Specialist	• review program/course proposals based on the criteria set in DO 001, s. 2020 and 3-year PD priorities • engage in an Inter-Evaluator Discussion to deliberate on the approved program/course proposals; and • sends recommendations for compliance to program owner • recommends to the Recognition Approval Committee the initially approved proposals.
Content Specialist	• review program/course proposals based on the alignment of the criteria set in DO 001, s. 2020 and 3-year PD priorities • review accuracy, depth and appropriateness of content in the program/ course proposal. • engage in an Inter-Evaluator Discussion to deliberate on the pre-approved program/course proposals; and

	recommends to the Recognition Approval Committee initially approved program/course proposals
NEAP-RO Recognition Approval Committee (NEAP-RO RAC)	- discuss the recommendations from the Recognition Evaluation Committee and deliberate for the approval of program/course proposals; and - approve program/course proposals

Refer to RM No. 494, s. 2021 – Reconstitution of Recognition and Evaluation Committee (REC) and Recognition Approval Committee (RAC) in Compliance with DepEd Order 001, s. 2020

11. Learning Service Provider Management

a. Criteria. To ensure the quality of L&D activities, the following shall be considered in selecting individual resource persons, speakers, trainers and facilitators, and groups/institutions:

b.

Area	Details
Education/Expertise	Resource speaker shall hold doctoral or master's degree or shall be a subject/area specialist supported by a resume. For L and D applied for NEAP Recognition, the resource speaker shall use the resume template prescribed by NEAP while for L and D applied for CPD Credit Units, resource speaker shall use the resume prescribed by the Professional Regulation Commission (PRC). <i>Refer to attached Annex G: Resume NEAP/PRC Template</i> Resource speakers shall be an active professional license holder issued by any of the following: Professional Regulation Commission, Integrated Bar of the Philippines, Civil Service Commission, and other authorized and reputable licensing agencies. (PRC IDs should have been valid for at least six months after the activity was completed). In cases where the resource speakers failed to meet the above-mentioned requirements, the proponent shall provide a Letter of Justification and other supporting documents (such as National Competency Certificate,

	Assessment Certificate and other specialized training) that will attest the credibility of the invited resource speakers. For NEAP recognition application, Certified Learning Facilitator by the NEAP maybe invited as a speaker in the absence of advanced academic degree.
Experience	Proven record such as service record and/or portfolio that can substantiate any claims to the experience or skill and preferably with documented outcomes
Physical attribute	Sustainability or 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

- If expertise is required in the L&D intervention, the same must be included in the Terms of Reference or letter of conforme as a pre-requisite for selecting trainers/facilitators and resource persons.

- Non-DepEd LSPs need to present authorization and program recognition from the National Educators Academy of the Philippines before they can offer a Learning and Development Activity within the region. This is based on DepEd Order 001, s. 2020.

c. Honorarium. 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.

d. DepEd Caraga has recognized content experts in the region who will serve as learning resource speakers/facilitators and internal reviewers of activity plans for teacher and school leadership professional development programs.

Likewise, an L&D Resource Pool/Official List of Trainers shall be established and whose qualifications shall be reviewed by NEAP-Caraga every year or as the need arises. These certified expert trainers shall be required to prepare and update their resume using the PRC and NEAP Templates for easy referrals.

e. Evaluation. The performance of the LSPs shall be evaluated using the Daily Online Evaluation and End of the Program Evaluation. Those who obtained a Very Satisfactory rating shall be retained in the L&D resource pool.

Refer to attached Annex H – Daily Evaluation of Session, Facilitator and Daily Operation

12. Green, Healthy and Safe Learning and Development Environment

The DepEd Caraga Region L&D implementers shall subscribe to the principle of “Green, Healthy and Safe Environment”. To put this principle in action, the implementers shall promote and observe the following:

a. Green Environment. This means all L&D implementers shall use appropriate technology and materials that will reduce energy consumption. As such, the following shall be undertaken, among others:

- Turn-off electrical appliances, equipment, gadgets, and paraphernalia when not needed, particularly, for long period of time.
- Make use of reusable bag as L&D kit; and
- Reproduce learning materials only when they are determined necessary and useful, but possibly recycled papers. As an alternative to hard copy reproduction of materials especially voluminous handouts, presentations, documents and reference materials, an e-copy (through CDs and thumb drives) may be resorted to.

b. Healthy Environment. This refers to creating an environment where participants to the L&D programs are not only intellectually but also physically and emotionally nourished. Hence, L&D implementers shall consider the following:

- MC 8. S. 2011 (Reiteration of the Physical Fitness Program or the Great Filipino Workout).
- Simple exercises such as nine-joint exercise and chair exercises.
- Anti-Smoking prohibition shall apply all programs and extend to those conducted or ran by implementers outside of the DepEd Caraga Region premises (Executive Order 26, S. 2017).
- Serving healthy and nutritious meals, avoiding junk foods and soft and/or carbonated/flavored drinks; and serving preferably fresh juices and water only (D.O. 13 s. 2017 Re: Policy and Guidelines on Healthy Food and Beverage Choices in Schools and in DepEd Office)
- Wellness corner in the venue; and
- Monitoring of hygiene and sanitary facilities
- Training venue specifications

Refer to Office Memorandum No. 04-112, s. 2022 Re: Food Menu Model

c. Safe Learning Environment. The following should guide the PMT, resource speakers or facilitators, and members of the secretariat during the conduct of trainings:

- i. PWDs shall be seated in such a way that their disability will not hinder or will have the least effect on their learning.

- ii. In choosing a venue, the following should be observed:
 - a. PWD-friendly. If possible, such trainings should be on ground floor and shall be accessible to PWDs.
 - b. Restrooms are PWD-friendly and are easily accessible from the training room.
 - c. Availability of breastfeeding area or lactating area
 - d. Safe Learning Environment – Include availability of safety regulations at the workplace/L&D venue, provision of First Aid and assistance to vulnerable persons or groups with special needs, and reporting of occupational hazards and their preventive measures.
- iii. Senior citizens and pregnant women shall likewise be given seats most comfortable for them. The provision of item ii shall likewise apply if there are senior citizens or pregnant women among participants.
- iv. The PMT, resource speakers or facilitators, and members of the secretariat shall at all times be sensitive to the diversity of the group and shall not do any act that may offend any person on account of his/her sex and gender, age, civil status, physical characteristics and attributes, religion, belief, creed, race, family background, political affiliation, socio-economic standing and other attributes.
- v. Workshops and other activities shall be conducted in a way that persons with special needs (PWDs, senior citizens, pregnant women) are not unduly burdened while at the same time, are not excluded therefrom.
- vi. The facilitator shall at all times treat people with special needs with care and sensitivity while at the same time not giving them too much attention. Such as, to the time taken, manner of participation, and contribution by persons with special needs.
- vii. The facilitator shall ensure the participation of all members of the group to ensure that no person is excluded or feels excluded. He/she shall respect the ideas of each participant and shall refrain from such acts that can hinder the effective learning of any participant.

In keeping with the Equal Opportunity Policy of the Department, all L&D implementers shall observe proportionate representation between male and female participants in the distribution of slots.

- Ensure a gender-responsive physical and social learning environment that promotes respect for all people and has zero-tolerance for all forms of discrimination, violence, and abuse.
- Ensure the use of gender-fair language to avoid bias toward a particular sex or gender and avoid implicit and explicit discriminatory language against women or men.
- Foster positive relationships among learners, trainers and HRDD staff by encouraging participation and active involvement during training and other development interventions. DepEd Caraga shall not tolerate any act of sexual harassment, bullying and intimidation. If such incidents occur, a report shall be made

immediately by the concerned training staff to the Head of the L&D implementer who shall then take the necessary and appropriate action within 24 hours from receipt of the report or information; and

- Protection from hazards and promotion of a sustainable work environment. This includes availability of safety regulations at the workplace or L&D venue, provision of First Aid and assistance to vulnerable groups or groups with special needs, and reporting of occupational hazards and their preventive measures. All Functional Divisions in DepEd Regional Office shall participate in the implementation of this provision.
- Provision of medical team and over the counter medicines during training
- Service Providers for Food and Accommodation of any L&D Activity should observe what is specified in the Purchase Request (PR)

Refer to attached Annex I: Sample Food, Accommodation and Training Venue

Refer to attached Annex J: Requirements for All Food and Catering Service Providers

- When conducting L and D activities, may it be face-to-face, synchronous, or asynchronous, the health of learners and the program management team are of paramount importance. Safe and healthy working conditions are fundamental while conducting the L and D activities. Both the program management team and the learners should adhere and integrate the standard protocols of health and safety while increasing physical and mental resilience, reduce the transmission, reduce contact, and reduce duration of infection of any virus or bacteria that may challenge the health condition of the participants and the PMT.

Refer to attached Annex K: Learning and Development Modalities

13. Records Maintenance and Management

a. The following records shall be maintained by the HRDD and by other L&D implementers when applicable to them:

1. List of training/development interventions attended per employee per Functional Division.
2. List of participants per training/development intervention conducted by other Functional Divisions containing a breakdown of female and male learners and participants and their levels of positions; and
3. List of LSPs and programs they facilitated/conducted.

4. L&D Activity Completion Report to be submitted 10 working days after the conduct of the activity to include in the following order:

a. Activity Completion Report

1. Activity proposal
2. Office memorandum
3. Activity plan/Instructional design
4. Facilitator's session guide
5. Letter of invitation/Correspondence
6. MOA/Contract/TOR/Confirmation Letter from the resource person
7. Profile of the resource person
8. Result of QATAME online evaluation
9. Summary of resource person's rating
10. Written documentation of the learning process (journal/reflection/learning insight) sample only
11. Learning action plan
12. Pre- and Post-tests results analysis.
13. Attendance sheets
14. Financial report (obligated/billing amount)
15. Pictorials (1 page with 5 photos highlighting the activity)
16. Hard/E- Copies of learning materials/presentations
17. Sample certificate of participation/recognition

b. For L and D activities applied for Continuing Professional Development (CPD) Units, Activity Completion Reports must be submitted to the PRC through CPDAS after the number of days specified by the delivery platform.

1. Face-to-Face: 30 Calendar Days after the conduct
2. Webinar / Online: 10 Calendar Days after the conduct
3. Video on Demand: Every End of the Month

Attach the following required supporting documents:

1. Form CPDD - 05 /Completion Report Form
2. Electronic copies of registration and/ or attendance sheets (in excel format)
3. Actual program of activities with the list and profile of lecturers/ resource persons and information about any deviation from the approved program
4. Lecture materials (Consolidated in One (1) PPT / PDF File only)
5. Summary of evaluation of resource persons in tabular form
6. Summary of evaluation of learning of the participants
7. Financial Report / Breakdown of Actual Expenses
8. Relevant photographs / screenshots of training / event proper
9. Souvenir magazine, if available
10. Others that may support the evaluation of your performance.

c. For L and D activities applied for NEAP Recognition, Program Completion Reports must utilize the prescribed format set by NEAP CO through askneap@deped.gov.ph, copy furnished rneap_caraga@deped.gov.ph.

For every employee sent to any L&D activity, a copy of the Certificate of Attendance/Participation/Completion, program materials and the LAP shall be submitted by the employee to his/her Chief of the Functional Division and to the HRDD within three (3) working days from the completion of the L&D. This information shall be captured in the <https://ro.depedcaraga.site/home> and HR Record Update Form and shall be forwarded, together with the program materials, by the Chief of Functional Division to HRDD for consolidation every 5th day of the ensuing month to ensure continuing professional development.

d. For HRDD-conducted or initiated programs, HRDD shall automatically record the employee attendance to the said programs. Chiefs of Functional Divisions who are likewise initiating or conducting L&D activities and/or programs to DepEd Caraga officials and employees shall also submit the same information to HRDD.

e. Should there be updated data on education and experience of an employee, the same shall be communicated every 5th day of the month to HRDD using the HR Record Update Form.

f. Before submission of proposal to HRDD, the proponent must complete the required data through tinyurl.com/2022LDcaraga and secure document tracking number through <https://dts.depedcaraga.net/>. This mechanism ensures data storage for future use of PPRD and other FDs.

14. Performance Metrics. The HRDD shall develop appropriate performance metrics in L&D.

Appropriate combination of time, quantity, quality, cost, meeting needs, diversity, among others, shall be established as standards. HRDD is not precluded from proposing percentage weight allocation for every measure to get the total performance level. Below is an example:

PERFORMANCE MEASURE	DESCRIPTION
Time	No. of L&D hours per employee per year based on the IDP.

	Cycle time (in months) of developing new L&D interventions
Quantity	No. of employees gone through L&D per year (with sex disaggregation)
Cost	L&D cost factor (L&D cost/Employees trained) L&D cost per hour
Meeting the needs	Difference between the number of people that need training and the number of people that attend the training. Net benefit (i.e., total benefits less total costs) Decrease in number of complaints
Diversity	No. of different programs conducted/offered to employees

To measure the effectiveness of the L and D Activity attended by an employee, monitoring is conducted at least six (6) months after an employee attended an L and D Activity.

Refer to attached Annex L: Learning and Development Effectiveness Monitoring Tool of DepEd Caraga Region

Section 7. Learning and Development Subsystems

1. Learning and Development Needs Assessment (LDNA)

Definition:

Learning and Development Needs Assessment (LDNA) is the subsystem for determining professional development needs of the Department's personnel in key performance areas, as a basis for identifying L&D programs.

Purpose:

The subsystem provides processes for identifying competency gaps that affect individual and organizational performance. It establishes baseline data on competency levels of personnel and provides a basis for tracking progress towards desired levels of proficiency. The output of the subsystem is the LDNA Report, which contains information that will guide the planning and designing of L&D programs.

Processes

LDNA follows a set of processes.

1. Planning for LDNA
2. Developing data collection tools
3. Collecting data
4. Analyzing and validating data (including prioritizing of competency gaps)
5. Preparing LDNA report

General Guidelines:

1. LDNA is a basic requirement for any L&D program and its results are used to inform subsequent L&D subsystems across governance levels.
2. LDNA shall be conducted at least once a year as input to the annual L&D planning and budgeting process so that key L&D programs are included in the concerned office's Work and Financial Plan (WFP).
3. LDNA may be done as the need arises, such as an individual's assumption of office or transfer to a new position, changes in management and/or strategic priorities and others, to ensure learning needs are addressed and do not hamper effective performance.
4. Individual LDNA shall be done for all employees at least once a year as part of the Results-Based Performance Management System (RPMS). This is accomplished through its Phase III: Performance Review and Evaluation and Phase IV: Performance Development Planning, which produces the Individual Development Plan (IDP). The IDP is an input to the LDNA for the office and/or the job group to which the employee belongs. Progress on the IDP is regularly monitored to ensure completion of committed L&D activities and achievement of learning objectives.
5. LDNA is a collaborative process involving the Personnel Development Committee (PDC), the Program Management Team (PMT) conducting the LDNA, heads of offices that are the target of the LDNA, and individual employees. Roles and expectations from each of these stakeholders shall be clarified at the beginning of the process.
6. An LDNA Plan approved by the PDC of the office/school is required before proceeding with any data gathering activities.
7. Participation in LDNA data gathering activities must be approved by the immediate supervisor of the target personnel respondent or informant. It is expected that the protocols of inviting DepEd personnel to participate in any activity are observed.

8. Individuals or teams conducting LDNA are expected to adhere to established processes and standards of LDNA to ensure validity and reliability of results.

9. The LDNA Report shall be submitted to the respective head of office through the PDC within 15 days upon completion of LDNA data gathering process.

10. Confidentiality shall be observed in the conduct of the LDNA, and all information shall be used for the intended purpose only.

11. The use of technology, such as online LDNA, is recommended where appropriate and feasible, for ease in administration, data gathering, consolidation and analysis.

Quality Standards

1. LDNA Plan shall contain the following key elements:

a. Objectives – specify the target unit/s and/or jobs, and the performance and/or competency areas that will be the focus of assessment.

b. Data Requirements and Data Sources – identify the nature of data needed and where to obtain the data.

c. Methodologies and Tools – describe the methodologies that will be used, including the tools to be administered or developed.

d. Implementation Details – map out the activities, persons responsible, timelines and resources needed in conducting the LDNA.

2. The LDNA process is inclusive.

a. Mechanisms for meaningful involvement of relevant stakeholders, such as target job holders, immediate supervisors, management, and others, are built into the LDNA process.

b. These mechanisms provide stakeholders participation that builds ownership and commitment to the LDNA process and results.

3. Safeguards for confidentiality in gathering, recording, and disseminating data are incorporated into the LDNA process.

4. Methodologies employed are valid and reliable.

a. Selected methodologies are valid and measure what they are supposed to measure, given the objectives and the data requirements of the assessment.

b. Selected methodologies are reliable and ensure accuracy of measurement.

c. A right mix of methodologies is used, where appropriate, to obtain needed data.

- d. The choice of methodologies considers the time and cost to implement them.
5. Data resources are up-to-date, legitimate, and official, and/or approved or accepted for use by credible and recognized authority.
6. Data gathered, and findings are validated using appropriate methodologies and varied resources before analysis, conclusions and recommendations are finalized.
7. The LDNA Report includes the following elements:
 - a. Executive Summary
 - b. Background and Rationale
 - c. Methodology
 - d. Limitations of the LDNA
 - e. Assessment Results
 - f. Conclusions
 - g. Attachments, including LDNA Plan, templates and forms used, worksheets and videos and pictures, if applicable

QATAME of L&D Needs Assessment

Objective

QATAME in L&D Needs Assessment aims to ensure that LDNA processes are observed, and final output meets standards.

Key Processes

QATAME in L&D Needs Assessment starts with the Program Management Team's observance of the needs assessment process and application of standards. The Personnel Development Committee (PDC) conducts internal quality review, while the external QATAME Team provides technical assistance and quality check of: (1) the LDNA Plan before commencing needs assessment activities, and (2) LDNA Report before it is endorsed for approval of the Head of Office.

QATAME of L&D Needs Assessment

L&D PMT	PDC	QATAME Team	Head of Office
1. Observes LDNA processes and applies standards			

2. Seeks guidance and assistance from QATAME team on LDNA processes and tools, as needed. (PMT may also seek technical assistance from other offices)	3. Reviews LDNA Plan vis-à-vis LDNA Plan Evaluation Form before submitting to QATAME for evaluation	4. Evaluates LDNA Plan and gives feedback to PDC and PMT	
5. Refines LDNA Plan based on QATAME feedback, if necessary	6. Reviews LDNA Report vis-à-vis LDNA Report Evaluation Form before submitting to QATAME for evaluation	7. Evaluates LDNA Report and gives feedback to the PDC and PMT	
8. Refines LDNA Report based on QATAME feedback, if necessary	9. Reviews and endorses refined LDNA Report for approval of head of office		10. Reviews final LDNA Report a. Provides feedback to PDC and PMT for further refinements, if needed. b. Approves final LDNA report

Refer to the attached Annex M: LDNA Evaluation Tool

2. L&D Planning

Learning and Development Planning (LDP) is the subsystem for identifying and mapping L&D programs and their implementation requirements to address priority competency-gaps identified in the LDNA Report.

The subsystem provides processes for clarifying strategic performance goals, developing workplace development objectives, identifying L&D programs to address competency gaps along performance areas, and determining resources needed to implement these.

The subsystem helps ensure that L&D programs are “strategic interventions anchored on DepEd’s mandate, goals, quality objectives, and national policies such that implementation of programs constitute or support the Department’s core business”.

Two outputs from the subsystem:

- Human Resource Management Plan (HRMD) / Strategic Plan for Professional Development (SPPD) – maps out L&D programs to develop competencies essential to achieving strategic performance goals over a five-year period for the Department, regional, and schools' division levels, and a three-year period for schools.
- Annual Plan for Professional Development – maps out yearly implementation of the HRMD or SPPD Plan.

Processes

1. Reviewing LDNA results
2. Developing Workplace Development Objectives
3. Formulating terminal (performance) learning objectives
4. Identifying L&D programs
5. Plotting five- or three-year implementation Plan
6. Developing M&E Plan
7. Developing Risk Management Plan
8. Developing Communication and Advocacy Plan
9. Validating and Finalizing L&D Plan

LDP Quality Standards

1. L&D Planning is based on the results of systematic learning needs.
 - a. The LDNA report is reviewed as an input to the L&D planning.
 - b. Priority competency gaps are the focus of L&D planning.
 - c. The L&D Plan identifies programs that are responsive to identified priority competency gaps.
2. An L&D program may be in the form of a single intervention or a mix of interventions under any or all of the following modalities:
 - a. Job Embedded Learning
 - b. Relationship and Discussion-Based Learning
 - c. Formal Learning

Refer to the attached Annex N: Forms of Intervention

3. The L&D Plan uses gender-fair and socially inclusive language.
4. The L&D Plan has the following elements
 - a. DepEd's strategic directions and key result areas
 - b. Agency L&D situationer and objectives
 - c. Priority competency gaps for development
 - d. Workplace Development Objectives (WDO)

- e. Target offices or groups of learners
- f. L&D programs
- g. Implementation schedule
- h. Resource requirements for plan implementation
 - Budget
 - Facilities, equipment, materialism, and other logistics needed to implement programs
 - Staffing needed to implement programs
 - Policies and other support from high-level officials

During this pandemic period where COVID-19 is still raging and face-to-face L and D activities are still prohibited, most L and D activities are conducted online through a webinar series using different online platforms such as google classroom, google meet, google hangout, zoom, and many more. To assist our learner-participants, facilitators, resource speakers, and members of the PMT, DepEd Caraga monitors the early release of the teachers' Cash Allowance observing DBM Joint Circular No. 2, s. 2021 known as the Increase of Cash Allowance from 3,500.00 to 5,000.00 intended for the purchase of teaching supplies and materials, tangible, or intangible; for the conduct of various modes of learning, internet, and other communication expenses; and for their annual medical examination expense.

- i. Responsibilities for L&D Plan implementation
- j. Monitoring and Evaluation (M&E) Plan
- k. Communication and Advocacy Plan

5. The L&D Plan is reviewed and approved by the portfolio manager for specific governance levels before subsequent subsystems are executed (e.g., design, development, delivery, etc.)

QATAME of L&D Planning

Objective

QATAME of L&D Planning aims to ensure that LDP processes are observed, and the final outputs meet the standards.

Process

QATAME of L&D Planning starts with the L&D Program Management Team's observance of the needs assessment process and application of standards. The Personnel Development Committee (PDC) conducts internal quality review of the HRMD or SPPD before endorsing for approval of the head of office. The External L&D QATAME Team in the Regional Office may be tapped to provide technical assistance on L&D Planning QATAME.

QATAME of L&D Planning

L&D PMT	PDC	External QATAME Associate	Head of Office
1. Observes LDP processes and applies standards in developing HRMD or SPPD 2. Seeks guidance and assistance from QATAME Associates on LDP processes and tools as needed 5. Refines HRMS or SPPD based on PDC and/or QATAME feedback, if any	3. Reviews draft L&D Plan, and if deemed necessary, endorses it to external QATAME for evaluation 6. Checks refined version of the HRMD or SPPD and endorses to Head of Office for final review	4. Evaluates HRMD or SPPD when requested, and gives feedback to PDC and PMT 7. Reviews refined Bureau/Service PPD and gives feedback to PDC and PMT	8. Reviews final HRMD or SPPD a. Provides feedback to PDC and PMT for further refinement, if needed b. Approves final HRMD/SPPD

3. L& D Program Designing

L&D Program Designing (LDPD) is the subsystem for conceptualizing and mapping out the elements of specific programs that will address competency gaps identified in the L&D Needs Assessment.

The subsystem provides processes for formulating and ensuring comprehensiveness and coherence of various program elements: target learners, learning objectives, outputs, content, methodologies, and resources needed for program

implementation. The program design, which is the subsystem's output, serves as the blueprint for developing learning resource packages, implementing the program, and establishing follow-through mechanisms to ensure learning application. The subsystem likewise provides for review and finalization of the initial program M&E plan that was developed during the annual planning.

Designing L&D programs is iterative. It follows sequential steps, as the output of each step becomes an input to the next:

1. Validating learning needs and profile of the target group
2. Finalizing Workplace Development Objectives
3. Formulating learning objectives
4. Determining program outputs
5. Estimating time requirement
6. Identifying and organizing content
7. Determining methodologies
8. Identifying Program Management Team and learning service providers
9. Identifying learning resource packages, supplies, equipment, and other logistics needed to support delivery
10. Reviewing and finalizing detailed L&D activity design
11. Identifying and/or finalizing Workplace Application Plan
12. Finalizing M&E plan
13. Preparing program design and proposal package

Quality Standards

The L&D program design should be comprehensive, efficient, and directly responsive to the findings and recommendations in the LDNA Report.

1. All program designs/activity proposals, regardless of modality, shall contain the following key elements:

A. Information about the applicant

Name of Applicant/Proponent:

Position Agency/Functional Division:

B. Profile of the program or course

- i. Title of the Program or course:
- ii. Rationale
- iii. Program or course description
- iv. Professional development priorities
- v. Professional standards covered (PPST, PPSSH or PPSS domain/s, strand/s, indicator/s)
- vi. Target participant profile (Career stage, Grade level, Learning Area)
- vii. Number of hours (face to face instruction and or online learning, and classroom application (if applicable)

- viii. List of resource persons/ learning facilitators supported by Curriculum Vitae
- ix. Modality (Formal Learning, possibly with Job-Embedded Learning (JEL), Learning Action Cell (LAC), relationship and discussion-based learning, among other modalities)
- x. Delivery Platform (Online, face –to-face and blended delivery)
- xi. Indicative date of implementation; and
- xii. Professional Regulation Commission (PRC) Program Accreditation No. if applicable

C. Program or course design

- i. Objective/s or Outcome/s
 - General Objective
 - Specific Objectives
- ii. Detailed program or course matrix
- iii. Modules or learning resources to be used, and
- iv. Assessment plan

D. Program or Course Implementation Plan

- i. Schedule of Activities/Instructional Design
- ii. Budget Requirements
- iii. Funding Source
- iv. Monitoring and Evaluation
- v. Gender and Development Mainstreaming
- vi. Minimum Health Standards (MHS)

The activity proposal shall be checked by the Chief of the Functional Division to be forwarded to the REC for evaluation and rating. The REC shall then forward the initially approved proposal to the RAC for deliberation and approval. This process is based on DO 001, s. 2020.

All approved regional L and D activities shall be submitted to the National Educators Academy of the Philippines Central Office (NEAP-CO) for Recognition.

L and D proponents are also mandated to apply all L and D activities for the Continuing Professional Development (CPD) Unit with DepEd Caraga Region as recognized CPD Provider with Accreditation Number PTR 2020-374.

L&D Designs are competency-based.

1. Competencies for development are clearly identified in the Background and Rationale.

2. Competencies for development are used as basis for formulating/identifying the design elements, particularly learning objectives, outputs, content areas, and methodologies.

3. Learning objectives are relevant and responsive to the competencies for development

a. Terminal objective is directly aligned with competency identified in the learning results chain.

b. All learning objectives (terminal, enabling, and session) are stated from the learner's point of view.

c. All learning objectives are stated in behavioral terms and aligned with the behavioral indicators of the competencies for development.

d. Terminal objective specifies what learners can realistically do by the end of the program.

e. Enabling objectives are relevant and sufficient to contribute towards achieving the terminal objective.

f. Enabling objectives specify what learners can realistically do by the end of each major learning block.

g. Session objectives are small enough to be covered in a learning unit, relevant, and sufficient to contribute towards achieving the enabling and terminal objectives.

h. Session objectives specify what learners can realistically do by the end of a learning unit or session.

4. Terminal and session outputs are relevant to the competencies for development and can be realistically produced by learners within the set time.

5. Content areas support achievement of learning objectives.

a. All essential and important content areas are prioritized and covered in the design.

b. Content areas are organized in a logical sequence, using the most appropriate structure.

6. Delivery methodologies facilitate achievement of learning objectives.

a. Design employs appropriate blend of varied inductive and deductive methodologies.

b. Methodologies are responsive to adult learning preferences, e.g., experiential, and participative.

c. Methodologies are sensitive to learners' profile and needs (e.g., abilities and disabilities, age, gender, etc.).

d. Innovative and technology-supported methodologies are applied (synchronous, asynchronous, blended, or face-to-face).

7. Nominated team members are identified.

a. Nominated resource persons, subject matter experts, coaches and /or learning facilitators possess needed competencies to deliver assigned sessions.

b. Project team members are sufficient in number and possess needed mix of competencies to manage the program.

8. All needed learning materials, supplies, and equipment to support delivery of learning sessions are identified.

9. Follow-through Job-Embedded Learning (JEL) or Workplace Application Project (WAP) is appropriate and feasible.

a. The JEL or WAP is directly aligned with the competencies for development.

b. The JEL or WAP will provide opportunities for demonstration of target competencies.

c. The JEL or WAP can be realistically completed within six months using available resources in the workplace.

d. The JEL or WAP is approved by the office/s where learners are based.

e. Funding support, if needed, is available to implement the WAP.

10. The M&E Plan is relevant and comprehensive.

a. The M&E Plan is anchored on the learning results chain and program learning objectives.

b. Target levels of evaluation are identified.

c. The M&E Plan covers at least Level 1 (Reaction) and Level 2 (Learning) evaluation).

d. Formative and summative M&E methods are identified.

e. M&E timetable, responsibility centers and needed resources for conducting M&E are identified.

QATAME of L&D Designing

Objective

QATAME of L&D Program Designing aims to ensure that LDPD processes are observed, and the final outputs meet standards.

Process

QATAME of L&D Program Designing starts with the Program Managements Team's observance of the program design process and application of standards. The Personnel Development Committee conducts internal quality review, while the QATAME Team provides technical assistance and final quality check before the program design is endorsed for approval of the Head of Office/Director.

At the Regional Office, the Quality Assurance Division (QAD) spearheads the QATAME activities. It shall constitute a team that will include QA supervisors, HRD specialists/supervisors and learning area supervisors/specialists to evaluate outputs.

QATAME in the L&D Program Designing

PMT	PDC	QATAME Team	Head of Office
1. Observes program design process and applies standards			
2. Seeks guidance and assistance from QATAME on program design process as needed	3. With possible assistance form experts, reviews program design vis-à-vis program design Evaluation Form before submitting to QATAME for evaluation	4. Evaluates program design and gives feedback to PDC and PMT	
5. Refines design based on QATAME feedback, if necessary	6. Reviews and endorses refined program design for approval of Head of Office/Director		7. Reviews final program design a. Provides feedback to PDC and PMT for further refinements, if needed b. Approves final program design

4. L&D Resource Package Development

L&D Resource Package Development (LDRPD) is the subsystem for preparing delivery and learner materials that will support L&D program implementation, and facilitate learners' acquisition of knowledge, skills, and attitudes, and application of the same back on the job.

The subsystem provides processes for identifying, conceptualizing, and producing quality and responsive learning resource packages based on the L&D program design. Outputs are delivery materials that will be used by learning service

providers in constructing the program, as well as learning aids that will be used by learners before, during, and after the program. Monitoring and evaluation instruments are also developed.

The subsystem has the following key processes:

1. Reviewing approved L&D design
2. Finalizing list of learning resource materials
3. Reviewing standards for each type of learning resource materials
4. Identifying and evaluating available learning resource materials
5. Developing new materials as necessary
6. Consolidating learner and delivery materials into a program learning resource package
7. Conducting alpha and beta testing of learning resource package
8. Finalizing learning resource package
9. Submitting to reviewing and approving authority for final approval

Quality Standards

1. Learning resource packages are relevant and appropriate to L&D program design.
 - a. Content aligned with learning objectives and topics specified in the design.
 - b. Types (e.g., projected slides, printed materials, etc.) supportive of delivery methods.
2. Learning resource packages are learner and learning focused.
 - a. Address the competency development needs of the target learners.
 - b. Appropriate to learning preferences of target learners.
 - c. Consistent with adult learning principles
3. Learning resource packages are accurate and authority-based
4. Learning resource packages adhere to DepEd branding guidelines issued by the Publication Division.
5. Learning resource packages are aligned with relevant standards used by the Bureau of Learning Resources (BLR).
6. Learning resource packages are compliant with the provisions of Republic Act (RA) 8293) "An Act Prescribing the Intellectual Property Code of the Philippines," and "Specifications and Guidelines for Intellectual Property Rights Management" developed by the Bureau of Learning Resources.
7. Learning resource packages use inclusive and bias-free language (including examples and illustrations), and adhere to DepEd Order 32, series of 2017 entitled "Gender-Responsive Basic Education Policy", and DepEd Order 51, series 2014, entitled

“Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture.”

8. Learning resource packages are user-friendly and can be customized to suit specific learning needs of target learners.

9. Learning resource packages use appropriate technologies whenever available and cost-effective.

QATAME of L&D Resource Package Development

Objective

QATAME of L&D Resource Package Development aims to ensure that LDRPD processes are observed, and the final output meets standards.

Key Processes

QATAME L&D Resource Package Development starts with the Program Management Team's observance of resource package development processes and application of standards. The Personnel Development Committee (PDC) conducts internal quality review, while the external QATAME team (composed of process and subject matter experts) is endorsed for approval by the Head of Office/Director.

The QAD shall constitute a team that will include QA supervisors, HRD specialists/supervisors and content specialists/learning area supervisors/specialists to evaluate outputs.

QATAME of L&D Resource Package Development

Objective

QATAME of L&D Resource Package Development aims to ensure that LDPRD processes are observed, and the final output meets standards.

Key Processes

QATAME of L&D Resource Package Development starts with the Program Management Team's observance of resource package development processes and application of standards. The Personnel Development Committee (PDC) conducts internal quality review.

QATAME in L&D Resource Package Development

PMT	PDC	QATAME Team	Head of Office/Director
1. Applies L&D resource package development processes and applies standards 2. Seeks guidance and assistance from QATAME Team on L&D resource package development, if necessary 5. Refines L&D resource package based on /QATAME feedback, if necessary	3. Reviews learning resource materials vis-à-vis Learning Resource Package Evaluation Form before submitting to QATAME Team for evaluation 6. Reviews and endorses refined L&D resource package for approval	4. Evaluates learning resource package and gives feedback to PDC and PMT	7. Reviews L&D resource package a. Provides feedback to PDC and PMT for further refinements, if needed b. Approves final L&D resource package

(Refer to Annex J Session Guide Evaluation Tools)

5. L & D Program Delivery

L&D Program Delivery (LDPD) is the subsystem for implementing the program based on the design, using the learning resource packages that have been developed.

The subsystem provides processes for orchestrating the various tasks before, during, and after the conduct of an L&D program to ensure that learning objectives are met; welfare needs of learners, learning service providers, and Project Management Team are attended to; and resources are optimized.

The key processes in Learning Program Delivery are clustered into three phases: pre-delivery, delivery proper, and post-delivery.

The following clusters of tasks are carried out along these phases:

1. Managing the program
2. Managing learning

3. Managing team
4. Managing resources

Quality Standards

1. Team Management

a. Project/Program Management Team composition is adequate in number and competency mix to perform roles. Team Composition for formal L&D Programs:

- | | |
|----------------------|---|
| 1. Program Manager | 6. Monitoring and Evaluation Coordinator |
| 2. Learning Manager | 7. Learning Facilitators and Resource Persons |
| 3. Welfare Officer | 8. Documenter |
| 4. Logistics Officer | |
| 5. Finance Officer | |

b. Roles and expectations from Project Management Team members are clearly defined and agreed on.

c. Performance of the Project Management Team is monitored and evaluated. Performance feedback is given in a timely manner.

d. Learning service providers (e.g., learning facilitators, resource persons, etc.) are adequate in number and meet competency requirements for assigned roles based on DepEd's screening and accreditation process.

e. Terms of reference and contracts of external learning service providers are approved and signed by both parties (DepEd and external service providers) before conduct of actual program.

f. Computation of honorarium is in accordance with Budget Circular No. 2007-1, dated April 23, 2007 (Guidelines on the Grant of Honoraria to Lecturers, Resource Persons, Coordinators and Facilitators).

g. Performance of learning service providers (both internal and external) is monitored and evaluated.

2. Program Management

All L&D Program activities are carried out as planned, in an efficient and effective manner.

a. Planned program implementation is officially communicated to concerned offices/units and learners in electronic and print media.

1. Target learners identified in the design are the ones invited, and attendance is confirmed by learners and their supervisors in a timely manner.

2. Registration forms sent out and/or link sent for online registration to confirm learners and accomplished forms or accomplished online registration received in a timely manner.

3. Confirmation of attendance notices are sent out to learners containing pertinent program details and logistical arrangements (e.g., transportation, per diem, accommodation, etc.) in a timely manner.

4. Identified guests are invited and attendance is confirmed in a timely manner.

b. Planned activities are carried out as scheduled unless modifications are necessary due to emerging needs.

1. Sessions start and end on time.

2. Content and methodologies are delivered according to schedule.

3. Emerging needs that merit adjustment in schedule are addressed in consultation with learners, learning service providers, and Project Management Team.

c. Program implementation is evaluated according to a monitoring and evaluation plan.

1. Program proceedings and learners' participation are monitored and documented using prescribed documentation templates.

2. End-of-day program evaluation is done based on planned evaluation and methodology.

3. Daily cliniquing with Project Management Team and learning service providers is carried out and documented.

4. Results of daily program evaluation and cliniquing are analyzed and used as input to next day conduct, if appropriate.

d. End-of-program evaluation (reaction and learning levels) is done, and results analyzed and incorporated in a post-program report.

1. Post L&D program report is prepared and submitted in a timely manner using prescribed format.

(Refer to Annex I End of Program Evaluation Form)

3. Resources and Welfare Support Management

L&D resources are always available and optimized to support program implementation, and responsive to welfare needs of learners, learning service providers, and Project Management Team.

1. For residential and/or off-site learning activities, welfare and administrative arrangements for lodging, venues for sessions and practicum or field visits, meals, per diem, transportation, and technological support for learners, learning service providers

and Project Management Team are made in a timely manner using participant registration form data.

2. L&D Activities are carried out in a learning environment that supports learners' physiological, emotional, and intellectual needs.

a. Green environment – Practices, technologies, and materials that reduce energy consumption and promote environmental protection used in all L&D activities.

b. Healthy environment – Practices and services that support the physical well-being of learners, learning service providers, and Project Management Team promoted and provided, respectively.

1. Anti-smoking prohibition applies to all on-site and off-site L&D activities

2. Healthy, nutritious, and adequate meals that consider the needs of learners, learning service providers, and Project Management Team members with special dietary requirements provided in a timely manner.

3. Adequate session breaks (at least 15 minutes mid-morning and mid-afternoon for snacks and stretching and one hour for lunch)

4. L&D activity venues have clean and accessible hygiene and facilities

5. Health personnel (where feasible), and first aid kit with over-the-counter medicines available

6. Physical exercises incorporated in activities of L&D programs, when appropriate (e.g., extended duration or residential)

7. Safe environment – Secure and comfortable L&D venues and facilities that promote equal access to women and men, and individuals with special needs and disabilities are provided.

8. L&D activity venues in an accessible, secure, and peaceful location

9. L&D activity venues have facilities for individuals with disabilities or special needs (e.g., ramps, signposts, shower room/toilet, counter/reception, stairway, guestroom, parking and lift when necessary)

10. Clean residential accommodations, well-lighted and well-ventilated

11. Residential accommodations spacious for a maximum of three participants to a room with at least one toilet and bathroom

12. Information on venue's safety and emergency evacuation plan disseminated before start of activity and included in learners' kits

c. Conducive learning environment – non-threatening and inclusive learning conditions that promote equal and optimum participation and learning of women and men, and individuals with special needs and disabilities are provided.

1. Number of participants appropriate to L&D modality

2. Session rooms are well-lighted, well-ventilated, appropriately set-up, and spacious enough for learners

3. Breakout and open spaces are available for small group activities and informal interactions
4. Gender-fair and bias-free languages (including examples and illustrations) are always used during program implementation
5. Zero-tolerance on the commission of sexual harassment, bullying and intimidation (Project Management to handle appropriately within 24 hours from receipt of the report or information)

d. Emerging welfare needs of learners, learning service providers, and Program Management Team are immediately addressed.

e. L&D equipment, tools, supplies, and other learning aids are available at the right time, quantity, and quality

f. L&D program funds are adequate and available when needed.

1. All program cost items are budgeted
2. Funds allocated and disbursed are according to DepEd guidelines, Republic Act 9184 (Government Procurement Reform Act), and COA rules
3. Request for fund release and disbursement and procurement of materials and logistics, and contracting of suppliers are done according to DepEd guidelines and processes
4. Disbursements are monitored and documented

4. Learning Management

Content and methodologies are delivered according to adult learning principles and conditions, and learning progress of learners is monitored, facilitated, and supported.

1. Program delivery guides learners through the learning journey

a. Unfreezing

1. Activities to prepare learners for the learning process at the start of the program are facilitated
2. Activities to create and maintain a non-threatening and comfortable learning environment throughout the program are facilitated.

b. Assimilation

1. Sessions delivered based on the activity design to ensure that session objectives are met and any planned outputs are produced.

2. Effective presentation and facilitation skills are applied in delivering sessions to help learners (regardless of gender, abilities/disabilities, age, etc.) acquire target competencies

3. Learners are recognized as active participants and as source of learning and are engaged in meaningful discussions and activities
4. Appropriate and timely adjustments on content, methodology, and schedule are done to address emerging needs of learners
5. Learner's responses to learning are closely monitored and timely interventions (e.g., coaching) are provided as needed.
6. Management of Learning (MOL) activities facilitate the processing of experiences and reflection on personal learning.

c. Integration

1. End-of-program integration session are facilitated to help learners synthesize learning from the program
2. Learners prepare for learning applications and re-entry to the workplace through mechanisms like work application plans.
3. Communication and participation mechanisms are installed to promote learner engagement and open exchange of ideas and feedback (e.g., host teams and freedom walls)

QATAME of L&D Program Delivery

Objective

QATAME of L&D Delivery (LDD) aims to ensure that LDD processes of pre-delivery, actual delivery, and post-delivery are observed, and the final outputs meet standards.

Key Processes

QATAME of L&D Delivery starts with the Program Management Team's application standards in performing key tasks related to pre-delivery, actual delivery, and post-delivery. The Personnel Development Committee (PDC) and the Head of Office/Director perform quality assurance review, especially of pre-delivery arrangements, to ensure readiness for program implementation. They keep track of actual delivery and evaluate overall program delivery from reports provided by the PMT and the QATAME Team.

The Quality Assurance Division (QAD) shall constitute a team that will include QA supervisors, HRD specialists/supervisors and content specialists/learning area supervisors/specialists to evaluate the outputs.

The QATAME Team may provide technical assistance at any time during the pre-delivery, actual delivery and post-delivery phases, as needed. The QATAME Team's roles

in Quality Assurance and Monitoring and Evaluation are more evident during actual delivery.

QATAME in L&D Delivery

LDD	PMT	PDC	QATAME Team	Head of Office
Pre-Delivery	1. Observes L&D pre-delivery processes and applies standards			
	2. Seeks guidance and assistance from QATAME Team on pre-delivery processes, as needed	3. Reviews pre-delivery arrangements (e.g., composition of PMT and LSP team, communications, contracting, logistics, etc.) vis-à-vis prescribed processes and standards	4. Evaluates pre-delivery arrangements and gives feedback to PDC and PMT	
	5. Adjusts arrangements or activities based on QATAME feedback, as needed	6. Reviews and endorses refined pre-delivery arrangements and endorses terms of reference or contracts for approval of Head of Office/Director		7. Reviews final pre-delivery arrangement a. Provides feedback to PDC and PMT for further refinements, if needed. b. Approves pre-delivery arrangements, including contracting
Actual Delivery	8. Observes L&D delivery	10. Tracks program through	13. Monitors actual delivery	12. Tracks program delivery through

	processes and applies standards in implementing the program	updates from the Program Management Team, and provides assistance, if needed (e.g., situations cannot be addressed by PMT)	to ensure processes are observed and standards are met, and gives feedback to PMT	updates from PDC, and intervenes if needed (i.e., situations cannot be addressed by PMT and PDC)
	9. Oversees all aspects of L&D delivery and provides periodic updates to PDC on highlights and critical incidents	11. Provides updates to Head of Office/Director		
	14. Seeks guidance and assistance from QATAME Team on delivery processes as needed		15. Provides technical assistance delivery, as needed	
	16. Implements M&E plan in coordination with QATAME Team		17. Conducts end-of-day focus group discussions with learners to validate evaluation	
	18. Facilitates debriefing with LSP, Program Team Members		19. Prepares QATAME Report and submits to PMT, and	

	and QATAME Team		participates in team debriefing to discuss QAME results	
Post-delivery	20. Observes L&D post-delivery processes and applies standards		21. Consolidates QAME data and submits to PMT for inclusion in program completion report	
	22. Prepares program completion report for submission to PDC	23. Reviews and endorses program completion report to Head of Office/Director		24. Reviews program completion report, and acts on recommendations

6. Quality Assurance, Technical Assistance, and Monitoring and Evaluation

Quality Assurance, Technical Assistance, and Monitoring and Evaluation (QATAME) is the subsystem for ensuring compliance to quality standards; providing supportive guidance; and assessing progress and results of L&D programs.

The subsystem covers processes for maintaining the efficiency, effectiveness, and sustainability of the L&D System. It provides timely and supportive interventions towards continuous improvement in the implementation of the System.

QATAME involves five key processes:

1. Forming the QATAME teams
2. Formulating the QATAME Plan
3. Developing or adapting QATAME tools
4. Conducting QATAME
5. Preparing QATAME report

QATAME are three interrelated processes (Figure 22). QA and M&E both assess the implementation and results of L&D programs. QA checks on the conduct of L&D

cycle activities (i.e., from needs assessment to pre-delivery), and the outputs of these activities against a set of quality criteria.

M&E measures the delivery, post-delivery, workplace application, and the outcomes and impacts resulting from L&D programs. TA is provided through feedback, advice, coaching or other interventions to address issues and improvement areas uncovered through QAME. QAME has a developmental perspective and focuses on learning and support. TA contributes to building the capacity of L&D implementers and enhances the L&D program's chances for successfully achieving desired results. For monitoring and evaluation of L&D programs, Kirkpatrick's model of evaluation is adopted.

Level 1 – Reaction – the degree to which learners find the L&D program favorable, engaging and relevant to their jobs.

Level 2 – Learning – the degree to which learners acquire the knowledge, skills, attitude, confidence, and commitment based on their participation in the L&D program

Level 3 – Behavior – the degree to which learners apply what they have learned from the L&D program when they are back on the job.

Level 4 – Results – the degree to which targeted outcomes and impact objectives and achieved because of the L&D program

Purpose

This subsystem aims to maintain the efficiency, effectiveness, and continuous improvement of the L&D System. It provides timely and supportive intervention to ensure immediate action or assistance in implementing the L&D system. QATAME builds confidence that L&D programs will meet quality requirements and needs of L&D stakeholders.

General Guidelines

1. Quality standards shall be established for all L&D subsystems, specifically, needs assessment, planning, designing, learning resource development and delivery.
2. Quality standards shall cover processes and key outputs of L&D subsystems.
3. L&D implementers possess the necessary competencies to perform their roles and are knowledgeable and able to apply quality standards for L&D subsystems.
4. The key indicators against which L&D programs are monitored and evaluated are established in L&D Planning, and further refined in the L&D Program Designing.

5. QAME are supportive and developmental processes. Feedback and TA shall be given to the implementing unit or group during at the end of QAME processes to ensure that issues are addressed in a timely manner and do not hinder progress towards objectives.

6. QATAME is applied at all governance levels where L&D programs are conducted.

7. QATAME is an integral part of L&D program implementation and management. It is a shared responsibility among implementers and is built into their roles in L&D.

8. All personnel who are assigned QATAME responsibilities shall undergo capability building to perform their roles efficiently and effectively.

9. Funding for QATAME shall be included in the L&D budget.

10. QAME results shall be used to inform decision-making and policy development on L&D

11. The immediate supervisor is responsible for monitoring the progress and evaluating the results of his/her employees' Workplace Application Project and/or any follow-through job-embedded and relationship-based learning activities, in collaboration with NEAP-QAD and BHRD-HRDD in the CO; HRDD and QAD in the RO; SGOD in SDOs; or the school head/principal in the school.

12. L & D activities of DepEd Caraga Region undergo several forms of Monitoring and Evaluation such as:

12.1 Activity Proposal is evaluated through the REC Members and Content Specialists before its deliberation and approval by the RAC composed of the Regional Director, Assistant Regional Director, and the Chief of the Human Resource Development Division as member.

12.2 During Actual Delivery of the L and D Activity, the learner-participant shall do the daily and end of the program online evaluation with focus on the daily operations of the activity including the resource speakers/facilitators, resources, delivery, and others.

12.3 Continuing Professional Development Implementation Monitoring and Evaluation is also strengthened in the region and in the 12 Schools Division Offices by ensuring that issuances on L and D ME are implemented and quality assured M and E Tools are utilized.

Refer to the attached Annexes:

Annex O: Monitoring Tool on L and D Implementation

Annex P: Monitoring and Evaluation Tool for Continuing Professional Development Activities

Annex Q: R.2 Evaluation Form for Recognition of PD Programs Course

QATAME and Enabling Mechanisms

The strength of the QATAME subsystem relies on “quality enablers.” These are the enabling mechanisms that embed quality into the L&D system and facilitate consistency of practices among different as among different units or terms implementing L&D programs (Figure 23). QATAME will meet its purpose, and contribute to achieving desired results of L&D, if the following are in the place:

1. L&D policies – These are the guidelines and standards that govern all aspects of the L&D system. They include documented processes and procedures to guide uniform execution of L&D activities or tasks.
2. Capability – building program for L&D implementers – Quality L&D programs cannot happen without competent L&D implementers. Quality starts with the people who perform various roles in L&D. It is important to provide a purposive and need-based program to support their continuous learning and competency development.
3. Certification and accreditation – These processes further ensure and confirm that L&D implementers, external services providers, and external programs meet DepEd standards and requirements to deliver quality L&D programs.
4. L&D system audit – A periodic and systematic review of the L&D system is critical in identifying areas of improvement, maintaining quality and responsiveness to emerging needs, and sustaining gains from L&D programs.

Internal and External QATAME

There are two types of L&D QATAME processes:

Internal L & D QATAME

1. The internal QAME process refers to quality assurance and monitoring and evaluation conducted by the team and office implementing L&D programs. Through the internal QAME process, the TA needed by the team is determined.

1.1 Internal QATAME is an integral and vital part of the L&D program management, and the responsibility of those involved in implementing L&D programs.

1.2 The L&D PMT, the PDC, and Head of Office are jointly accountable for the quality and results of L&D programs within their area of responsibility. The PDC and Head of Office ensure that L&D standards are applied in all L&D activities in their respective offices, and that objectives are achieved.

1.3 Internal QATAME takes on both an operational and a strategic perspective.

1.3.1. Operational QATAME involves applying prescribed standards to processes and outputs per L&D subsystem/program being implemented, i.e., L&D needs assessment, L&D planning, L&D program designing, development of L&D resource package, and delivering an L&D program.

1.3.2. Strategic QATAME involves reviewing and analyzing the collective quality and results of all L&D programs within an office; taking proactive steps to support the effective and efficient implementation of L&D programs; and providing a supportive environment for continuous improvement and sustaining gains from L&D programs.

External L & D QATAME

1. The external L&D QATAME process refers to quality assurance and monitoring and evaluation conducted by organizational units where the QATAME of L&D programs is inherent in their function.

1.1. External L&D QATAME responsibilities are lodged in the functions of the following offices/units:

Office	Area of Responsibility
Regional-QAD	• All Regional Office L&D programs • Regional level L&D programs downloaded to Schools Division Office

1.2 External L&D QATAME covers the L&D programs within an area of responsibility. It ensures that all L&D PMTs, PDCs and Heads of Offices can perform QAME to their respective programs and are provided with TA when needed.

1.3 External L&D QATAME primarily takes on a strategic perspective. It involves reviewing and analyzing QAME data from QAME reports from across different L&D programs and organizational units within an office (i.e., CO, RO, SDO, or school). It entails preparing reports on accomplishments and results of L&D programs vis-à-vis the Strategic and Annual PPD of the office.

The main players in QATAME are Head of Office, PDC and L&D PMTs with their Internal QATAME Associates; and the NEAP-QAD, R-QAD and SGOD, and their External QATAME Associates.

Internal L&D QATAME (Perspective, operational and strategic)	External L&D QATAME (Perspective strategic)
Internal QATAME Associate of the PMT Operational QATAME • Develops, adopts or adapts QAME tools for assigned L&D program • Conducts QAME of assigned L&D Program - o Together with the L&D PMT, completes the appropriate QA tools (QA Assessment Guide for subsystem Guide for subsystem being implemented) - o Administers M&E tools during delivery and post-delivery. • Processes data and analyses results • Provides feedback to L&D PMT on QAME results • Provides TA, or assists L&D PMT in seeking external, if needed • Prepares the "Program M&E Results" portion of the Program Completion Report • Submits reports to PDC through the PMT Program Manager Personnel Development Committee Operational QATAME • Reviews accomplished QA Assessment Guides and endorses them to the Head of Office for approval. • Reviews Program Completion Reports and endorses them to the Head of Office for Approval. Strategic QATAME • Reviews periodic reports on the status or progress of L&D programs vis-à-vis Annual PPD, and endorses them to the Head of Office for approval • Reviews report on accomplishments and results of Strategic and annual PPD, and endorses it to the Head of Office for Approval Head of Office	External QATAME Associates of NEAP-QAD, R-QAD/SGOD Strategic QATAME • Checks that all L&D PMTs under its area of responsibility perform QAME on L&D programs • Provides QAME tools and templates. • Provides training/orientation/TA on conducting QAME processes, and using tools, as needed. • Assists L&D PMTs in obtaining external TA, if needed • Reviews and analyzes reports across L&D programs within area of responsibility (e.g., Central Office, Regional Office, Schools Division Office Schools) • Prepares periodic reports on status progress of L&D programs (within area of responsibility) vis-à-vis Annual PPD. • Prepares report on accomplishments and results of Strategic and Annual PPD • Submits reports to Head of Office through PDC

Operational QATAME 1. Reviews and approves periodic reports on the status of progress of L and D programs vis-à-vis Annual PPD. 2. Reviews and approves report on accomplishments and results of Strategic and Annual PPD. 3. Submits reports to NEAP. 4. Presents updates/report on L and D accomplishments and results at the Program Implementation Review.	
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Key Processes

Internal L&D QATAME Process

1. Clarify roles in internal L & D QATAME

1.1 The L & D PMT assigns a member/s who is knowledgeable and skilled in quality assurance, and monitoring and evaluation to be the internal QATAME Associate for the team.

1.1.1 The internal QATAME Associate must have had QATAME orientation or training from CO-NEAP, RO-QAD or SDO-SGOD.

1.1.2 The internal QATAME Associate oversees and conducts internal QATAME of the L&D subsystem being implemented by the team. S/he briefs the team on the L&D standards and responsibility of each team member in meeting those standards.

1.2.3 There may be several internal QATAME Associates per program for large national programs that are implemented in multiple regions, and/or in several batches. In this case, the assigned internal L&D QATAME Associates will need to be oriented or trained.

2. Review applicable QA tools and M&E Plan

2.1. NEAP-QAD has provided the following QA tools to be used in the subsystem being conducted.

2.2. The L&D Program M&E Plan is discussed in more detail in Chapter IV-L&D Planning.

3. Adopt, adapt, or develop QAME tools

3.1 For QA, there are existing tools developed by NEAP as shown in Table 1 and can readily be used. These tools may be adapted or customized, if needed, to better gauge and assure the quality of L&D subsystem and program outputs. External QATAME Associates may be tapped to provide technical assistance in customizing or developing QA tools.

3.2 For M&E, the L&D Program M&E Plan indicates the methodologies and tools to be used in the delivery of the L&D Program, and during post-program where workplace application, outcomes and impact must be measured. There are existing tools for evaluating the delivery of L&D programs (e.g., Session Evaluation Form in Appendix B; On-site M&E Form in Appendix C; End of Program Evaluation in Appendix D). However, some tools may need to be developed for indicators that are specific to the L&D program being implemented, e.g., pre-and post-tests to measure learning acquisition of learners.

4. Conduct QAME

4.1 Using QAME tools, relevant data about the L&D program are gathered from various sources and respondents following the schedule indicated in the L&D Program M&E Plan. Findings are analyzed and used as basis for immediate technical assistance and/or input to planning further interventions needed to address issues uncovered by process.

4.2 Use the appropriate QAME tools to assess each L&D subsystem.

5. Determine the need for TA

5.1. In the course of conducting QAME, the need for technical assistance on particular aspects of the L&D subsystem may arise. TA may be provided by L&D PMT members who have the expertise in the content and process of the L&D subsystem or program being conducted. External TA may be sought by the team if the expertise needed is not available within the team. External QATAME Associates or other offices may be tapped for technical assistance.

5.2. External TA may take the form of simple consultation or discussion of the concern at hand with specialists and other knowledgeable persons. However, a more formal TA arrangement and work plan may be agreed on between offices if the TA requested covers several issues and concerns and will run for an extended period.

6. Analyze and validate QAME data. Similar analytical and validation strategies in LDNA may also be used here. See Chapter III-L&D Needs Assessment.

7. Prepare QA documentation and M&E report

7.1. To document internal QATAME, the L&D PMT as a team, together with the internal QATAME Associate, accomplishes the applicable QA Assessment Guide (refer to Table 3). The completed form is signed by the L&D Program Manager and Internal QATAME Associate; and submitted to the PDC, which reviews, signs and endorses it to the Head of Office for final approval and signature.

7.2. The internal QATAME Associate prepares the “Program M&E Results” portion of the Program Completion Report. This addresses the Level 1 and Level 2 indicators in the L&D Program M&E Plan.

7.2.1. Level 1 (Reaction)

7.2.1.1. Summary of participant’s post-program evaluation

7.2.1.2. Summary of program’s manager review and evaluation

7.2.1.3. Summary of learning service providers’ review and evaluation

7.2.2. Level 2 (Learning)

7.2.2.1. Summary of pre-and post-test results

7.2.2.2. Summary of outputs produced by the participants during the program.

The program completion report is likewise reviewed and signed by the L&D Program Manager and submitted to the PDC for review and endorsement to the Head of Office for final approval and signature.

1. Conduct M&E of L&D outcomes and impact.

1.1. Evaluation of outcomes and impact is done after the L&D program has been completed, when the learners have returned to their workplace, and begin to apply what they have learned from the L&D program. Post program activities may involve the implementation of a Workplace Application Project (WAP), job-embedded learning, relationship- and discussion-based learning, or Learning Action Cell.

1.2. Evaluating outcomes and impact is a shared responsibility of the learner and the learner’s immediate supervisors, and the Head of Office (Table 35).

1.3. The L&D Program M&E Plan specifies the indicators that are measured at outcome and impact levels (Level 3-Behavior and 4-Results), as well as how and when to measure. Outcomes and impact of L&D are expected to manifest in competency and performance at the individual and office levels and can be linked to KRAs/ objectives/ performance indicators of the IPCRF and OPCRf.

1.4 L&D outcomes and impact are calculated in the report on the accomplishment and results vis-à-vis targets of the Annual and Strategic PPD.

External QATAME

1. Clarify roles in external QATAME

1.1. The Chiefs of NEAP-QAD, R-QAD and SGOD may assign the role of External L&D QATAME Associates among members of their respective divisions.

1.1.1. The External QATAME Associate must have had QATAME orientation or training by CO-NEA-QAD.

1.1.2. External QATAME Associates oversee the QATAME of one or more L&D subsystems/programs implemented by L&D PMTs in their respective offices, i.e., CO, RO SDO, school.

2. Plan and implement external QATAME

External Quality Assurance

2.1. Review the office's Strategic and Annual Plan for Professional Development to identify the L&D activities and programs of the office.

2.2. Map out QA activities in an External Quality Assurance Plan, including schedules, who is responsible, support and resources needed. QA activities may consist of:

2.2.1. Monitoring to ensure that quality assurance of all L&D programs in the office is properly conducted and documented by L&D PMT and their Internal QATAME Associates.

2.2.2. Identifying proactive steps to strengthen enabling mechanisms for quality L&D program, such as: orientation, re-orientation, or capability-building interventions for L&D PMTs and their Internal QATAME Associates: review and improvement or development of QAME policies, guidelines, processes, and tools based on needs analysis and/or feedback from L&D implementers: and others.

2.2.3. Providing technical assistance on QA to PMTs, Internal QATAME Associates, PDC and Head of Office, as needed.

External Monitoring and Evaluation

2.3. Review the Overall M&E Plan for the Human Resource Management Plan (HRMD) Strategic Plan for Professional Development (SPPD), and the L&D Program M&E Plans for various L&D programs (Figure 25).

2.4. Monitor the conduct of M&E activities of L&D PMTs as indicated in their respective L&D Program M&E Plans. Provide technical assistance on M&E processes and tools, as needed.

2.5. Develop or customize data gathering tools, as needed.

2.6. Gather, analyze, and validate data on the accomplishments and results of L&D programs in respective office.

L&D Program M&E

2.6.1. Review and analyze data and reports submitted by L&D PMTs on L&D programs implemented.

2.6.2. Gather data on workplace application, emerging outcomes, and impact of each L&D program from learners, immediate supervisors, and Head of Office. This may be done through a review of WAP results; and/or performance evaluation of individuals and offices in the IPCRF and OPCRf, respectively; and other source.

2.6.3. Conduct Validation to check veracity of data, and to support analysis.

External Technical Assistance on L&D QATAME

Overall M&E of L&D Programs in the SPPD

2.6.4. Consolidate data across L&D programs and analyze the overall accomplishments and results vis-à-vis targets in the office's Annual Plan for Professional Development. Identify patterns and trends.

2.6.5. Analyze annual accomplishments and results vis-à-vis targets in the office's Strategic Plan for Professional Development.

2.6.6. Conduct further validation, as needed.

2.6.7. Determine emerging outcomes and impact of L&D programs.

3. Prepare M&E reports.

3.1. Prepare periodic reports on the status of L&D programs vis-à-vis Annual PPD.

3.2. Prepare annual report on accomplishments and results of L&D programs vis-à-vis the Annual PPD and Human Resource Management Plan (HRMD) / Strategic PPD.

3.3. Submit reports to PDC and Head of Office.

4. L&D PMTs with their Internal QATAME Associates, the PDC and Head of Office are expected to know their roles and responsibilities in QAME. The External QATAME team, on the other hand, is expected to provide capability building on QAME to L&D implementers prior to program implementation. However, when L&D implementers encounter challenges in conducting QAME of their programs, they may request TA from External QATAME Associates, or other offices, if needed.

5. External TA on QAME is usually provided on demand, during L&D program implementation. It involves providing professional help to L&D implementers in addressing needs or concerns in QAME identified by the L&D PMT or its internal QATAME Associate. Technical assistance may take different forms, such as: consultation and advising, information or knowledge sharing, and others.

6. When external TA is requested, the External QATAME Associate works with the L&D PMT/ Internal QATAME Associate to:

6.1 Analyze the situation. Identify the need of concern, and its cause/s.

6.2 Determine the specific TA required and prepare a TA Plan.

6.3 Conduct TA, or refer other providers of TA (e.g., other offices), if needed.

6.3.1 Monitor progress of agreed next steps for the L&D PMT and determine whether the need or concern is adequately addressed, or further assistance is needed.

6.3.2 Evaluate TA. Obtain feedback from L&D PMT.

6.3.3 Document TA provided and the results in an Accomplishment report.

Structures, Roles, and Responsibilities

The table below shows the key players in L&D QATAME across governance levels and their roles and responsibilities.

Regional Level	HRDD - Conducts internal QATAME of HRDD-initiated and managed regional level L&D programs, and those assigned to it by the Regional PDC or Head of Office - Prepare periodic reports on the status of L&D programs vis-à-vis Annual PPD. - Prepares report on RO-Annual and Strategic PPD accomplishments and results for review by Regional PDC
	Quality Assurance Division - Conducts external QATAME of L&D programs of HRDD, functional divisions, and schools' division. - Implements NEAP system of accreditation and certification of trainers/facilitators, and L&D programs - Provides TA on QATAME report on regional level L&D programs - Capacitates other functional divisions and schools' divisions on L&D QATAME
	L&D Program Management Team - Assigns the Internal QATAME Associate for the team - Conducts internal QAME for assigned L&D program/ intervention
	Recognition and Evaluation Committee (REC) Reviews program/course proposals based on the criteria set in DO 001, s. 2020.

	● Engage in an Inter-Evaluator Discussion to deliberate on the approved program/course proposals; and ● Recommend to the Recognition Approval Committee initially approved proposals
	Content Specialist ● Review program/course proposals based on the alignment of the criteria set in DO 001, s. 2020. ● Review accuracy, depth, and appropriateness of content in the program/course proposal. ● Engage in an Inter-Evaluator Discussion to deliberate on the pre-approved program/course proposals; and ● Recommend to the Recognition Approval Committee initially approved program/course proposals
	Recognition Approval Committee (RAC) ● Discuss the recommendations from the Recognition Evaluation Committee and deliberate for the approval of program/course proposals; and ● Approve program/course proposals

SECTION 8. EFFECTIVITY

This Learning and Development Policy shall take effect after 15 days of publication in the official DepEd Caraga website. This shall also be reviewed every year or as the need arises to ensure that the policy is being adhered to.

Signed this 5th of October 2022 at DepEd Caraga Regional Office, J. Rosales Avenue, Butuan City.

Signed:

MA. GEMMA MERCADO LEDESMA

Director

References:

Anti-Sexual Harassment Act of 1999

Budget Circular Nos. 2007-1 and 2 and National Budget Circular No. 2007-510

Budget Circular No. 2007-1, dated April 23, 2007 Guidelines on the Grant of Honoraria to Lecturers, Resource Persons, Coordinators and Facilitators

DBM Joint Circular No. 2, s. 2021 Increase of Cash Allowance

DepEd Learning and Development System Manual

DM_s2020_050 - DepEd Professional Development Priorities

DO_s2019_011_NEAP Transformation

DO_s2020_001- Recognition Guidelines

DO_s2020_020 - Credit Banking System

DO_s2021_030 Multi-Year Implementing Guidelines on the Allocation and Utilization of Human Resource Development Funds for Teachers and School Leaders

DO_s2017_042 – National Adoption and Implementation of the Philippine Professional Standards for Teachers

DO_s2020_024 – National Adoption and Implementation of the Philippine Professional Standards for School Heads

DO_s2020_025 – National Adoption and Implementation of the Philippine Professional Standards for Supervisors

DO 032, s. 2011 Policies and Guidelines on Training and Development (T&D) Programs and Activities

DO No. 15, s. 2017 Guidelines on the Allocation of Funds for Venue, Meals and Snacks, and Room Accommodation for Official Activities Organized and Conducted by the Department of Education

DO No. 02, s. 2018 Amendment to DepEd Order No. 15, s. 2017 (Guidelines on the Allocation of Funds for Venue, Meals and Snacks, and Room Accommodation for Official Activities Organized and Conducted by the Department of Education)

DO 001, s. 2020 Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders

DO 051, s. 2014 Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture

DO 013 s. 2017 Policy and Guidelines on Healthy Food and Beverage choices in Schools and in DepEd Offices

DO 015, s. 2017 Guidelines on the Allocation of Funds for Venue, Meals and Snacks, and Room Accommodation for Official Activities Organized and conducted by the DepEd

DO 028, s. 2017: Guidelines on the Allocation and Utilization of the Human Resource Training and Development Funds

DO 032, s. 2017 Gender Responsive Basic Education Policy

DO 002, s. 2018 Amendment to DO 15, s. 2017

DO 021 s. 2018 Implementing Guidelines on the Allocation and Utilization of the Human Resource Development Funds for Personnel in Schools and Learning Centers

EO 26, s 2017 Providing for the Establishment of Smoke Free Environments in Public and Enclosed Places

MC 8. S. 2011 (Reiteration of the Physical Fitness Program or the Great Filipino Workout)

National Budget Circular No. 563, s. 2016 Guidelines on Participation of Government Officials and Employees in Conventions, Seminars, Conferences, Symposia, and Similar Non-Training Gatherings Sponsored by Non-Government Organizations or Private Institutions

RA 8293 An Act Prescribing the Intellectual Property Code of the Philippines,” and Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture Governance Basic Education Act No. 9155

Republic Act No. 11713 An Act Further Strengthening Teacher Education in the Philippines By Enhancing the Teacher Education Council, Establishing A Scholarship Program for Students in the Teacher Education Program, Institutionalizing the National Educators Academy of the Philippines, and Appropriating Funds Therefor, Amending

for the Purpose Republic Act No. 7784, Entitled “An Act to Strengthen Teacher Education in the Philippines by Establishing Centers of Excellence, Creating a Teacher Education Council for the Purpose, Appropriating Funds Therefor, and For Other Purposes”

RO 006, s. 2020 Revised Policy of the Learning and Development of DepEd Caraga

RO 003, s. 2021 Revised Policy of the Learning and Development of DepEd Caraga

RO 019, s. 2019 Guidelines in the Selection of Nominee to Learning & Development Interventions/Scholarship

RM 223, s. 2020 Authority to Provide Internet Connectivity Allowance

RM 227, s. 2020 Addendum to RM 223, s. 2020

RM 251, s. 2020 Padayon ang Edukasyon sa Caraga the Learning Continuity Plan for Basic Education in Caraga

RM 159, s. 2020 – RPMS-PPST Roll-out and Implementation Monitoring and Evaluation

Annexes:

- Annex A: Professional Development Program Recognition & Evaluation Process*
- Annex B: Continuing Professional Development Unit Application Process for details*
- Annex C: Management of Scholarship Process*
- Annex D: Learning and Development Nomination Form*
- Annex E: Sample Certificate of Participation & Recognition*
- Annex F: Learning Application Plan (LAP)/ Re-entry Action Plan (REAP)*
- Annex G: Resume NEAP/PRC Template*
- Annex H – Daily Evaluation of Session, Facilitator and Daily Operation*
- Annex I: Sample Food, Accommodation and Training Venue*
- Annex J: Requirements for All Food and Catering Service Providers*
- Annex K: Learning and Development Modalities*
- Annex L: Learning and Development Effectiveness Monitoring Tool of DepEd Caraga Region*
- Annex M: LDNA Evaluation Tool*
- Annex N: Forms of Intervention*
- Annex O: Monitoring Tool on L and D Implementation*
- Annex P: Monitoring and Evaluation Tool for Continuing Professional Development Activities*
- Annex Q: R.2 Evaluation Form for Recognition of PD Programs Courses*

ANNEX A

 	Doc. Control No.		DepEdRO13-SOP-HRD-007/R0/7-9-2021	
	Rev. No.		0	Page 1 of 12
	Effective Date		July 9, 2021	
PROFESSIONAL DEVELOPMENT PROGRAM RECOGNITION AND EVALUATION PROCESS				

Document History					
Rev. No.	DRRF No.	Description of Change	Revision Date	Originator	Date Originated
0	DRRF-2021-293	Initial release	N/A	Violeta C. Nuñez	July 9, 2021
REVIEW AND APPROVAL					
	PRINTED NAME			POSITION	
PREPARED BY	VIOLETA C. NUÑEZ, PhD			EPS, HRDD	
REVIEWED BY	FLORDELISA R. DALIN, EdD CAROLINA M. NIEPES			CHIEF, HRDD QMR	
APPROVED BY	EVELYN R. FETALVERO, CESO IV			REGIONAL DIRECTOR	
DISTRIBUTION LIST:					
All Functional Divisions and Schools Division Offices				This document is updated and controlled if it bears the BLUE "CONTROLLED COPY" stamp. Otherwise, please refer to the Document Control Custodian (DCC) for your updated copy.	



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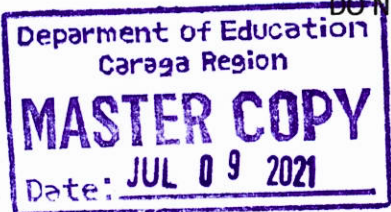
- 1.0
Purpose:

To ensure that all programs and courses, whether internally or externally provided, are aligned and integrated in the wider National Educators Academy of the Philippines (NEAP) professional development programs.

The quality of professional development programs and courses shall be assured through the Recognition System that requires alignment to professional standards for teachers and school leaders, responsive to identified professional development priorities, promotion of dynamism, innovation and application at the classroom level, and transparency and consistency.
- 2.0
Scope:

This procedure shall cover all in-service professional development programs and courses intended for DepEd teaching, teaching-related and non-teaching of Caraga region.
- 3.0
Associated Documents:

DO No. 011, s. 2019	Implementation of the NEAP Transformation
DO No. 001, s.2020	Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders
DM No. 050, s. 2020	DepEd Professional /Development Priorities for Teachers and School Leaders for School Year 2020-2023
DO No. 20, s. 2020	Adoption and Implementation of NEAP Professional Development Credit Unit Banking Mechanism for Participation of Teachers and School Leaders in NEAP-Recognized Professional Development Programs and Courses
DO No. 042, s. 2017	National Adoption and Implementations of Philippine Professional Standards for Teachers
DO No. 024, s. 2020	National Adoption and Implementations of Philippine Professional Standards for School Heads



DO No. 025, s. 2020
National Adoption and Implementations of Philippine Professional Standards for Supervisors

4.0 Definition of Terms:

TERM	DEFINITION
National Educators Academy of the Philippines (NEAP)	The National Educators Academy of the Philippines (NEAP) responds to the demand for professional competence as well as management and leadership excellence in the educational community.
Authorization	Formal NEAP evaluation and non-DepEd entities applying to become a provider of recognized professional development programs and/or courses for teachers and school leaders.
Authorized Learning Service Providers	Non-DepEd providers that have been awarded formal, fixed term Authorization by NEAP to provide professional development to teachers and/or school leaders within DepEd.
Philippine Professional Standard for School Heads (PPSH)	The official document that articulates what constitutes school head quality. It describes the increasing levels of knowledge, practice and professional engagement expected of school heads.
Philippine Professional Standard for Teachers (PPST)	The official document that articulates what constitutes teacher quality. It describes the increasing levels of knowledge, practice and professional engagement expected of teachers
Philippine Professional Standard for Supervisors (PPSS)	The official document that articulates what constitutes teacher quality. It describes the increasing levels of knowledge, practice and professional engagement expected of supervisors.
Professional Development Credit	The units of credit that NEAP assigns to professional development program or course, that is recognized within DepEd processes including for career progression and promotion
Professional Standards	The professional practice articulated in the PPST, PPSH, PPSS

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PROFESSIONAL DEVELOPMENT PROGRAM RECOGNITION AND EVALUATION PROCESS

Recognition	A quality assurance process intended to uphold the learning and development standards in the development and delivery of professional development programs and courses provided to DepEd teachers and school leaders through an evaluation mechanism.
School Leaders	These officials perform managerial and supervisory roles in their respective levels of governance. Head Teachers, Department Heads, Principals and Assistant Principals, School District Supervisors, Education Program Supervisors and Chief Education Supervisors at the Schools Division Offices and Regional Offices, Schools Division Superintendents, Assistant Schools Division Superintendents, Regional Directors and Assistant Regional Directors.
Teachers	Regular or permanent personnel in schools and learning centers “engaged in the classroom teaching of any subject, including practical/vocational arts, at the elementary and secondary levels of instruction including persons performing guidance and counseling, instructional supervision in all private and public education institutions, but shall not include school nurses, school physicians, school dentists, school administrators, and other school administrative support employees” (R.A. No. 7784, 1993, Section 2(a)).



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5.0 Procedure

5.1 PROFESSIONAL DEVELOPMENT PROGRAM RECOGNITION AND EVALUATION PROCESS

FLOWCHART	RESPONSIBLE PERSON	DETAILS	INTERFACE DOCUMENT
Receives Proposed Activity Proposal for PD Programs /Courses ↓ A	HRDD-NEAP Personnel	HRDD-NEAP Personnel receives Proposed Activity Proposal submitted by RO/SDOs along with Accomplished Form R.1 PD Programs/Courses Recognition Application Form and its required documents through caraga.deped.gov.ph Before submitting the duly accomplished Form 2020R.1, the following supporting documents are gathered: 1. Instructional Design (PRC Template) 2. Resume of Speakers with Signatures 3. Pre-Post Test and Other Tools to Measure Learning Outcomes/ Copy of Assessment Tool 4. Resource Package (You may cite the google drive link if there is) 5. Budgetary Requirements (NEAP Template)	Activity Proposal Recommended for Approval Accomplished Form 2020R.1 PD Programs/Courses Recognition Application Form Instructional Design Resume of Speakers with Signature Pre-Post Test and Other Tools to Measure Learning Outcomes/ Copy of Assessment Tool Resource Package (You may cite the google drive link if there is) Budgetary Requirements (NEAP Template)

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Doc. Control No.

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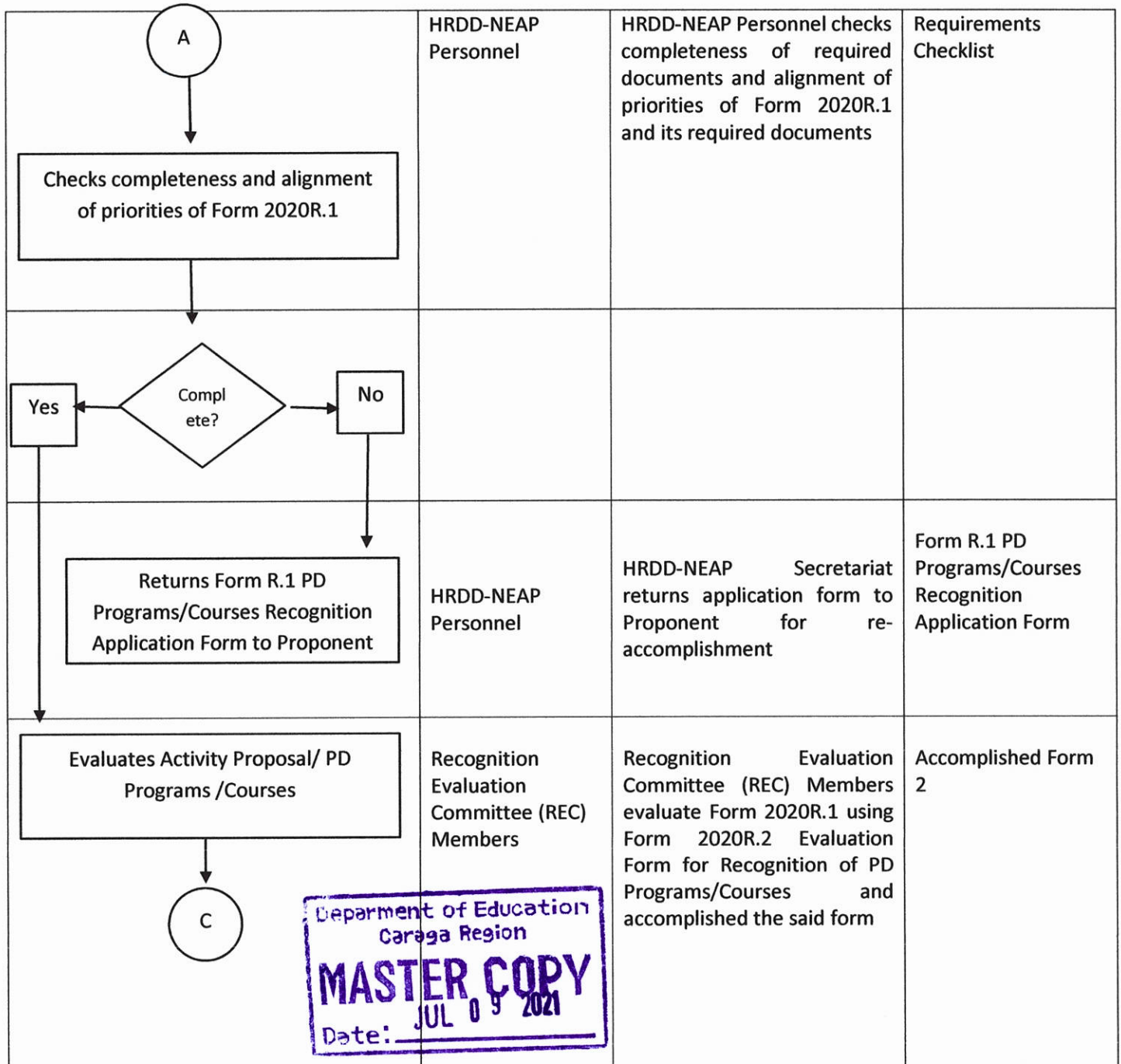
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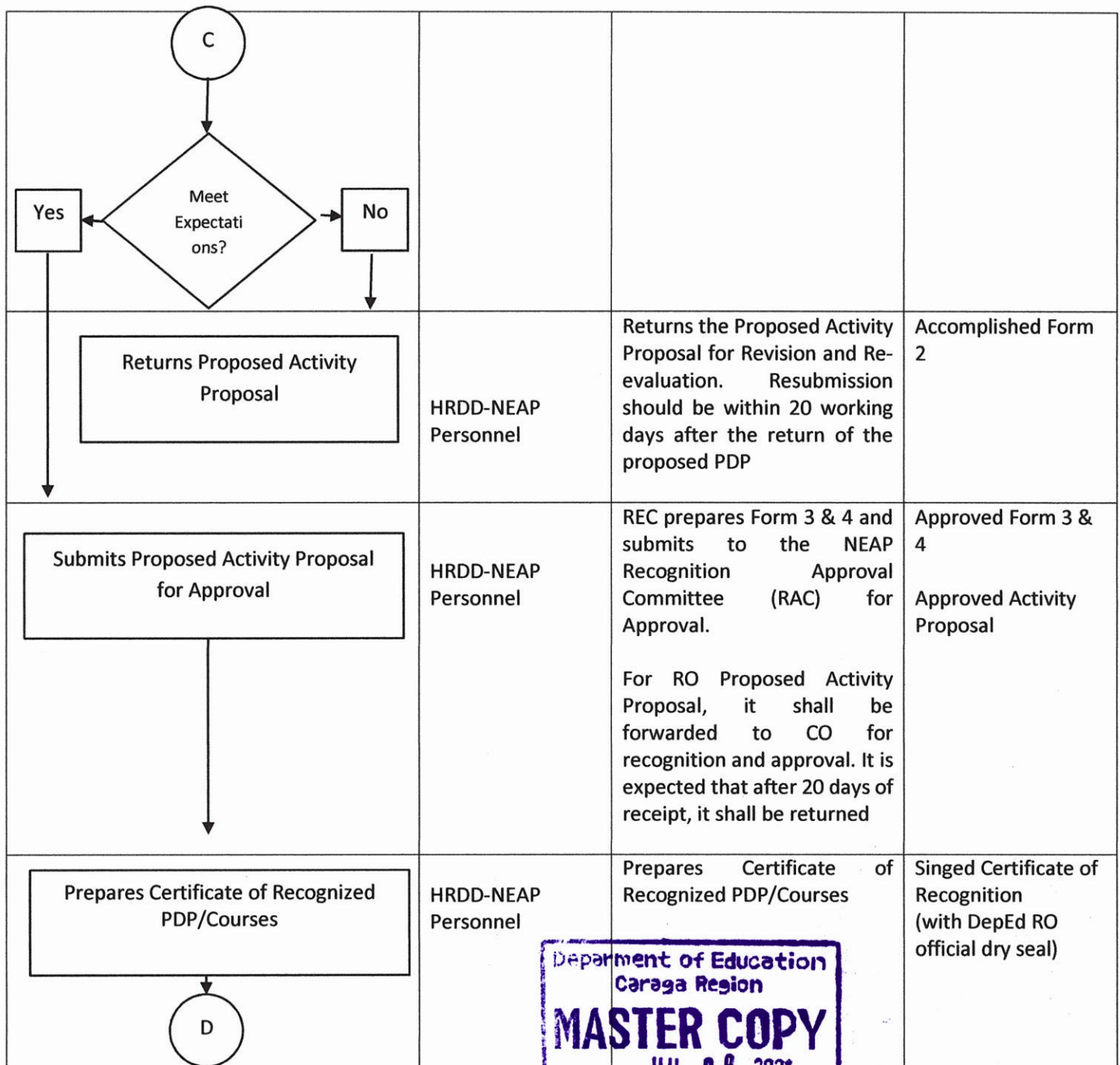
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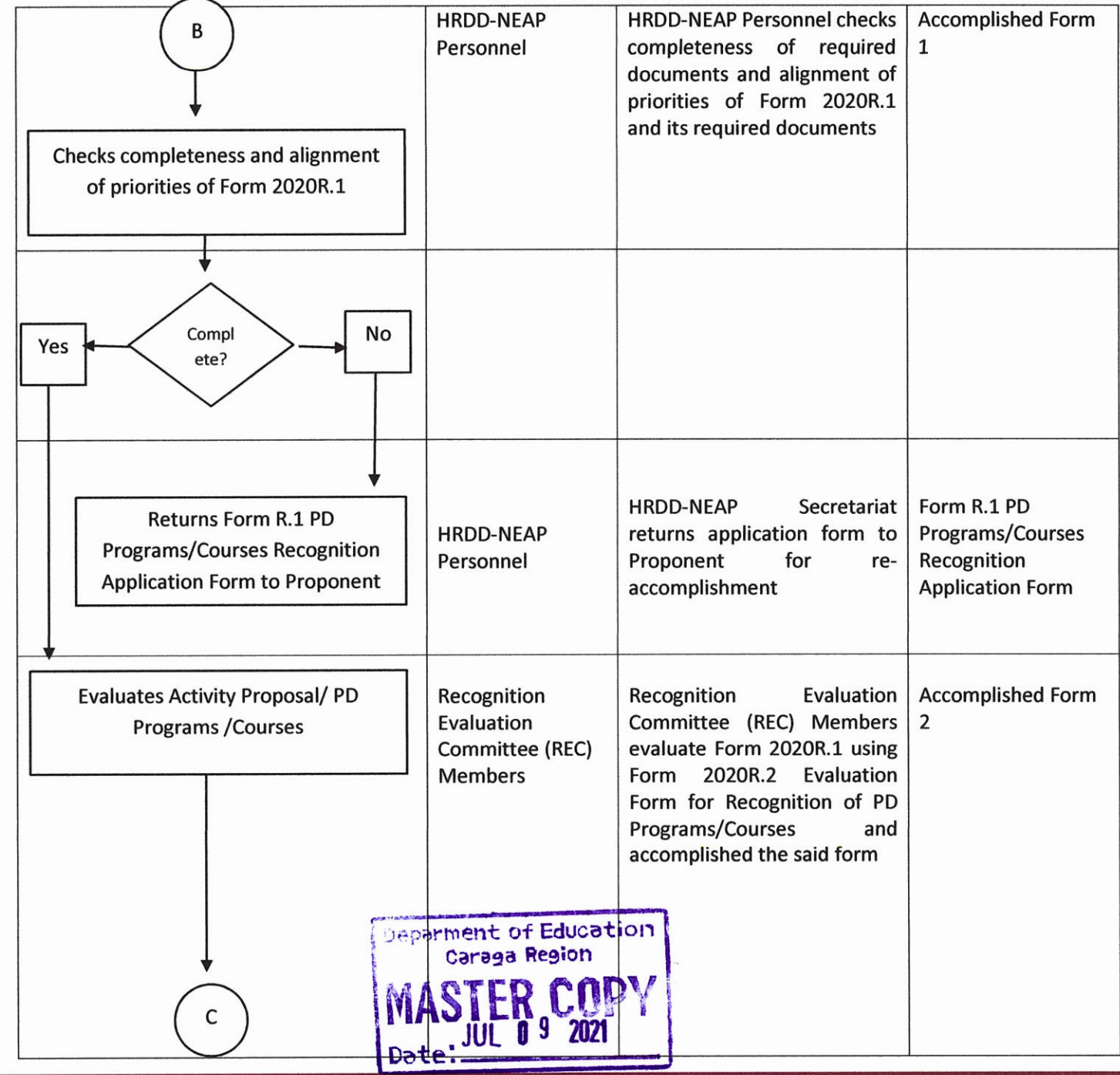
D Forwards Certificate and Approved Activity Proposal to Records Section	HRDD-NEAP Personnel	Forwards Certificate and Approved Activity Proposal to Records Section to officially release the documents through official email of the focal person	Singed Certificate of Recognition (with DepEd RO official dry seal)
Inputs Approved Activity Proposal in the Database	HRDD-NEAP Personnel	Inputs the Approved Activity Proposal in the Database System	Updated Database

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Caraga Region
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Date: JUL 09 2021

5.2 REMOTE EMERGENCY SERVICE

FLOWCHART	RESPONSIBLE PERSON	DETAILS	INTERFACE DOCUMENT
Receives Proposed Activity Proposal/ PD Programs /Courses ↓ B	HRDD-NEAP Personnel	HRDD-NEAP Personnel receives Proposed Activity Proposal submitted by RO/SDOs along with Accomplished Form 2020R.1 PD Programs/Courses Recognition Application Form and its required documents caraga.deped.gov.ph Before submitting the duly accomplished Form 2020R.1, the following supporting documents are gathered: - Instructional Design - Resume of Speakers with Signature - Pre-Post Test and Other Tools to Measure Learning Outcomes/ Copy of Assessment Tool - Resource Package (You may cite the google drive link if there is) - Budgetary Requirements (NEAP Template)	Activity Proposal Recommended for Approval Accomplished Form 2020R.1 PD Programs/Courses Recognition Application Form Instructional Design Resume of Speakers with Signature Pre-Post Test and Other Tools to Measure Learning Outcomes/ Copy of Assessment Tool Resource Package (You may cite the google drive link if there is) Budgetary Requirements (NEAP Template)

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 Date: JUL 09 2021





Doc. Control No.

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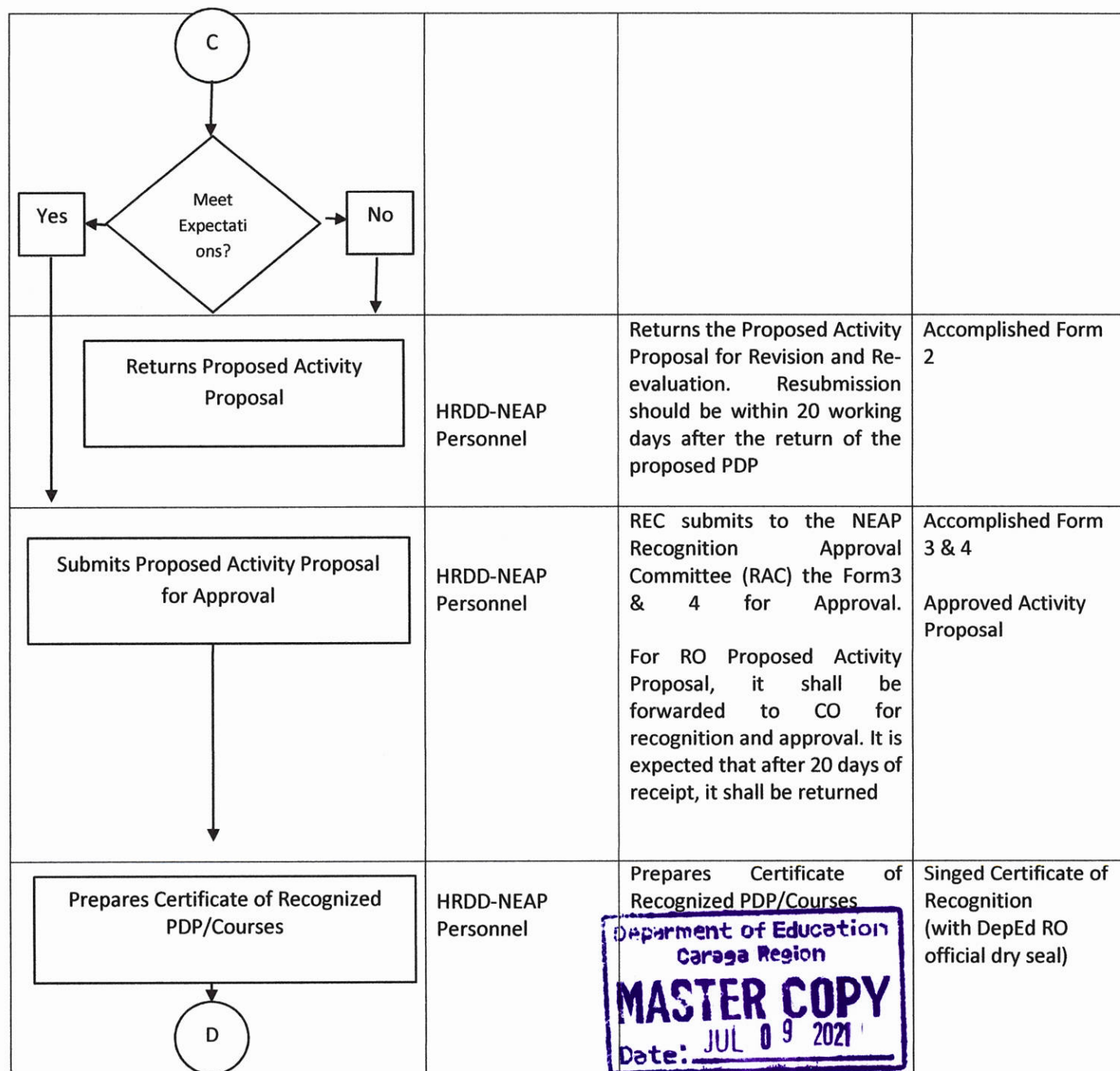
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Effective Date

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PROFESSIONAL DEVELOPMENT PROGRAM RECOGNITION AND EVALUATION PROCESS

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PROFESSIONAL DEVELOPMENT PROGRAM RECOGNITION AND EVALUATION PROCESS			

D Forwards Certificate and Approved Activity Proposal to Records Section Inputs Approved Proposal in the Database	HRDD-NEAP Personnel	Forwards Certificate and Approved Activity Proposal to Records Section to officially release the documents through official email of the focal person	Singed Certificate of Recognition (with DepEd RO official dry seal)
	HRDD-NEAP Personnel	Inputs the Approved Activity Proposal in the Database System	Updated Database



ANNEX B

 	Doc. Control No.		DepEdRO13-SOP-HRD-008/R0/01-06-2022	
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	Effective Date		January 6, 2022	

CONTINUING PROFESSIONAL DEVELOPMENT UNIT APPLICATION PROCESS

Document History

Rev. No.	DRRF No.	Description of Change	Revision Date	Originator	Date Originated
0	DRRF-2022-002	Initial release	N/A	Roy S. Rele	January 6, 2022

REVIEW AND APPROVAL

	PRINTED NAME	POSITION
PREPARED BY	ROY S. RELE	SEPS, NEAPR
REVIEWED BY	FLORDELISA R. DALIN, EdD CAROLINA M. NIEPES	CHIEF, HRDD QMR
APPROVED BY	GEMMA MERCADO LEDESMA, PhD	REGIONAL DIRECTOR

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Effective Date

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CONTINUING PROFESSIONAL DEVELOPMENT UNIT APPLICATION PROCESS**1.0 Purpose:**

To facilitate accreditation of CPD Programs/Activities by PRC and assist our teaching and teaching-related personnel in obtaining CPD Units required during renewal of Teacher's Professional License (compelling reason)/ renewal of license

2.0 Scope:

This process shall cover all schools, districts, 12 SDOs and RO proposed Learning and Development Activities (to include LAC and INSET) which are aligned to priorities set by NEAP.

3.0 Associated Documents:

RA No. 10912

An Act Mandating and Strengthening the Continuing Professional Development Program for All Regulated Profession, Creating the Continuing Professional Development Council, and Appropriating Funds Therefor, and for Other Related Purposes

RM No. 199, s. 2019

Department of Education Regional Offices as Extensions of the National Educators Academy of the Philippines as Continuing Professional Development (CPD) Providers

RM No. 148, s. 2020

Reiterating the Guidelines on Continuing Professional Development (CDP) Units and Completion Report

RM No. 301, s. 2019

Submission of Application for CPD Units for School Learning Action Cell, School, District and Schools Divisions Offices In-Service Trainings

DO No. 011, s. 2019

Implementation of the NEAP Transformation

RM No. 117, s. 2021

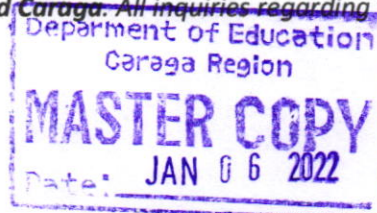
DepEd Caraga Region as Continuing Professional Development (CPD) Provider

RM NO. 1025, S. 2021

Regional Call for Submission of Professional Development Program Proposals for Public School Teachers and School Leaders for NEAP Recognition and CPD Accreditation

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CONTINUING PROFESSIONAL DEVELOPMENT UNIT APPLICATION PROCESS**4.0 Definition of Terms:**

TERM	DEFINITION
Accreditation	Refers to the formal or official approval granted to a person, a program or an organization, upon meeting essential requirements of achievement standards, including qualifications or unit(s) of a qualification, usually for a particular period of time, as defined by an accrediting agency.
Continuing Professional Development (CPD)	Refers to the inculcation of advanced knowledge, skills and ethical values in a post-licensure field of study, for assimilation into professional practice, self-directed research and/or lifelong learning
CPD Credit Unit	Refers to the value of an amount of learning that can be transferred to a qualification achieved from formal, informal or non-formal learning setting, wherein credits can be accumulated to predetermined levels for award of a qualification.
CPD Program	Refers to a set of learning activities accredited by CPD Council such as seminars, workshops, technical lectures or subject matter meetings, modules, tours and visits, which equip the professionals with advanced knowledge, skills and values in specialized or in inter- or multidisciplinary field of study, self-directed research and/or lifelong learner.
CPD Provider	Refers to a natural or juridical person accredited by the CPD Council to conduct CPD Programs.
Formal Learning	Refers to educational arrangements such as curricular qualifications and teaching-learning requirements that take place in education and training institutions recognized by relevant national authorities, and which lead to diplomas and qualifications;
Informal Learning	Refers to learning that occurs in daily life assessed, through the recognition, validation and accreditation process, and which can contribute to a qualification.
Non-formal Learning	Refers to learning that has been acquired in addition or alternatively to formal learning, which may be structured and made more flexible according to educational and training arrangements.
Philippine Qualifications Framework or PQF	Refers to the quality assured national system for the development, recognition and award of qualifications at defined

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CONTINUING PROFESSIONAL DEVELOPMENT UNIT APPLICATION PROCESS

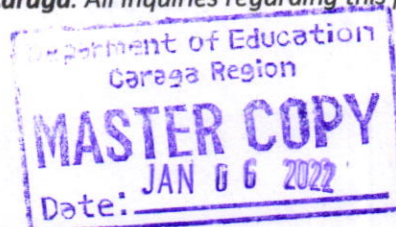
	levels, based on standards of knowledge, skills and values, acquired in different ways and methods by learners and workers.
Online learning activities	Refer to structured or unstructured learning initiatives, which make use of the internet and other web-based Information and Communications Technology solutions.
Self-directed learning	Refers to learning activities such as online training, local/international seminars/non-degree courses, institution/company-sponsored training programs, and the like, which did not undergo CPD accreditation but may be applied for and awarded CPD units by the respective CPD Council.

5.0 Procedure**5.1 CONTINUING PROFESSIONAL DEVELOPMENT UNIT APPLICATION PROCESS**

FLOWCHART	RESPONSIBLE PERSON	DETAILS	INTERFACE DOCUMENT
<pre>graph TD; A[Receives CPD Application Form] --> B((A))</pre>	HRDD-NEAP Personnel	HRDD-NEAP Personnel receives CPD Application submitted by RO/SDOs and its required documents, 30 days prior to the actual conduct of the activity through caraga@deped.gov.ph , copy furnished cpd_depedcaraga@deped.gov.ph and e-mail address of HRDD-NEAP staff	- CPD Application Form - Instructional Design (PRC Template) - Program of Activities/ Specific Course Objectives - List of Speakers with PRC License Number and Expiry Date - Resume of Speakers (PRC Template) with Signature - Evaluation Tool for Resource Speaker

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CONTINUING PROFESSIONAL DEVELOPMENT UNIT APPLICATION PROCESS

A			7. Pre-Post Test and Other Tools to Measure Learning Outcomes/ Copy of Assessment Tool 8. Budgetary Requirements 9. Resource Package (You may cite the google drive link if there is) 10. Sample Certificate of Participation 11. Declaration of Minimum Technical Requirements 12. Scanned Documents (Arrange from 1 to 11) and save as 1 file in PDF Format 13. Image/Program Advertisement (500 x 280 pixel)
Checks completeness and correctness of required documents B	HRDD-NEAP Personnel	HRDD-NEAP Personnel checks completeness and alignment of details of the required document Department of Education Caraga Region MASTER COPY Date: JAN 06 2022	Accomplished Checklist

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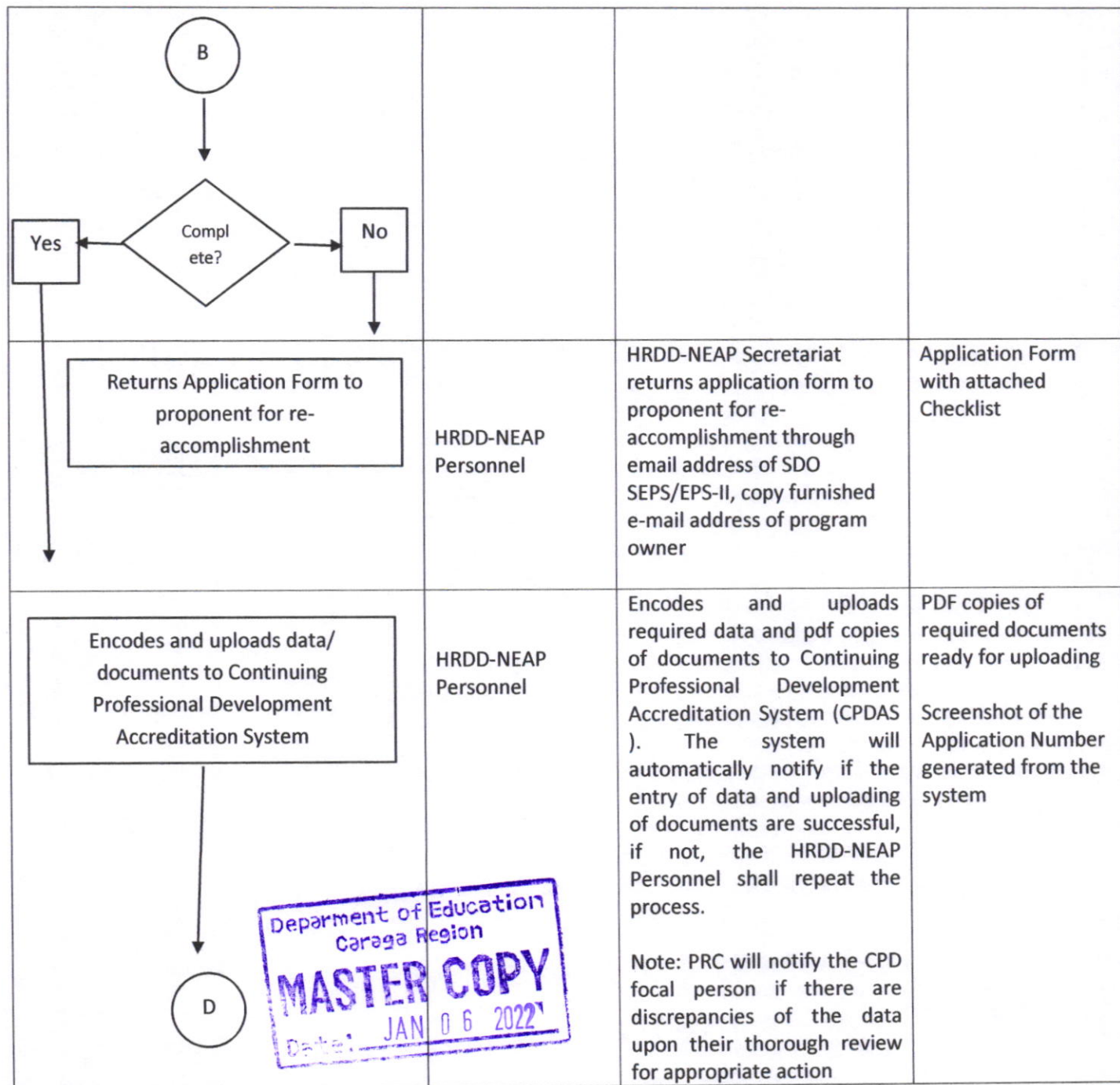
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CONTINUING PROFESSIONAL DEVELOPMENT UNIT APPLICATION PROCESS

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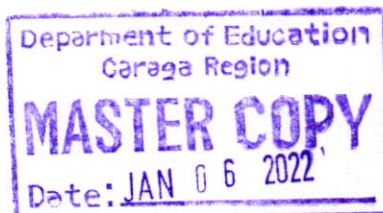
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CONTINUING PROFESSIONAL DEVELOPMENT UNIT APPLICATION PROCESS

D ↓ Informs Focal Person the CPD Accreditation Number ↓		Inform right away the focal person the CPD Accreditation Number with credit units for them to conduct the said activity through e-mail, attached Certification	Screenshot of the Accredited PDPs
Inputs to Database ↓		Input relevant details to Database for storage	Database (Google Sheet)
Receives Activity Completion Report		Receives ACR 10 days after the conduct of the activity for CPDAS uploading	Completion Report Requirements ACR in soft copy



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CONTINUING PROFESSIONAL DEVELOPMENT UNIT APPLICATION PROCESS

5.2 REMOTE EMERGENCY SERVICE

FLOWCHART	RESPONSIBLE PERSON	DETAILS	INTERFACE DOCUMENT
<pre> graph TD A[Receives CPD Application Form] --> B((A)) </pre>	HRDD-NEAP Personnel	HRDD-NEAP Personnel receives CPD Application submitted by RO/SDOs and its required documents, 30 days prior to the actual conduct of the activity through caraga@deped.gov.ph, copy furnished cpd_depdedcaraga@deped.gov.ph and e-mail address of HRDD-NEAP staff Department of Education Caraga Region MASTER COPY Date: JAN 06 2022	1. CPD Application Form 2. Instructional Design (PRC Template) 3. Program of Activities/ Specific Course Objectives 4. List of Speakers with PRC License Number and Expiry Date 5. Resume of Speakers (PRC Template) with Signature 6. Evaluation Tool for Resource Speaker 7. Pre-Post Test and Other Tools to Measure Learning Outcomes/ Copy of Assessment Tool 8. Budgetary Requirements 9. Resource Package (You may cite the google drive link if there is) 10. Sample Certificate of Participation

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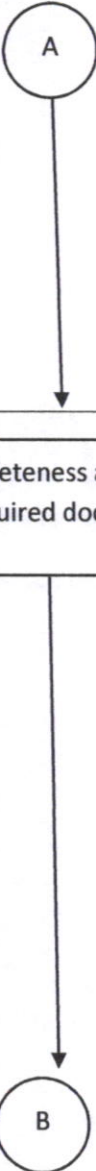
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Effective Date

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CONTINUING PROFESSIONAL DEVELOPMENT UNIT APPLICATION PROCESS

			11. Declaration of Minimum Technical Requirements 12. Scanned Documents (Arrange from 1 to 11) and save as 1 file in PDF Format 13. Image/Program Advertisement (500 x 280 pixel)
Checks completeness and correctness of required documents	HRDD-NEAP Personnel	HRDD-NEAP Personnel checks completeness and alignment of details of the required document	Accomplished Checklist

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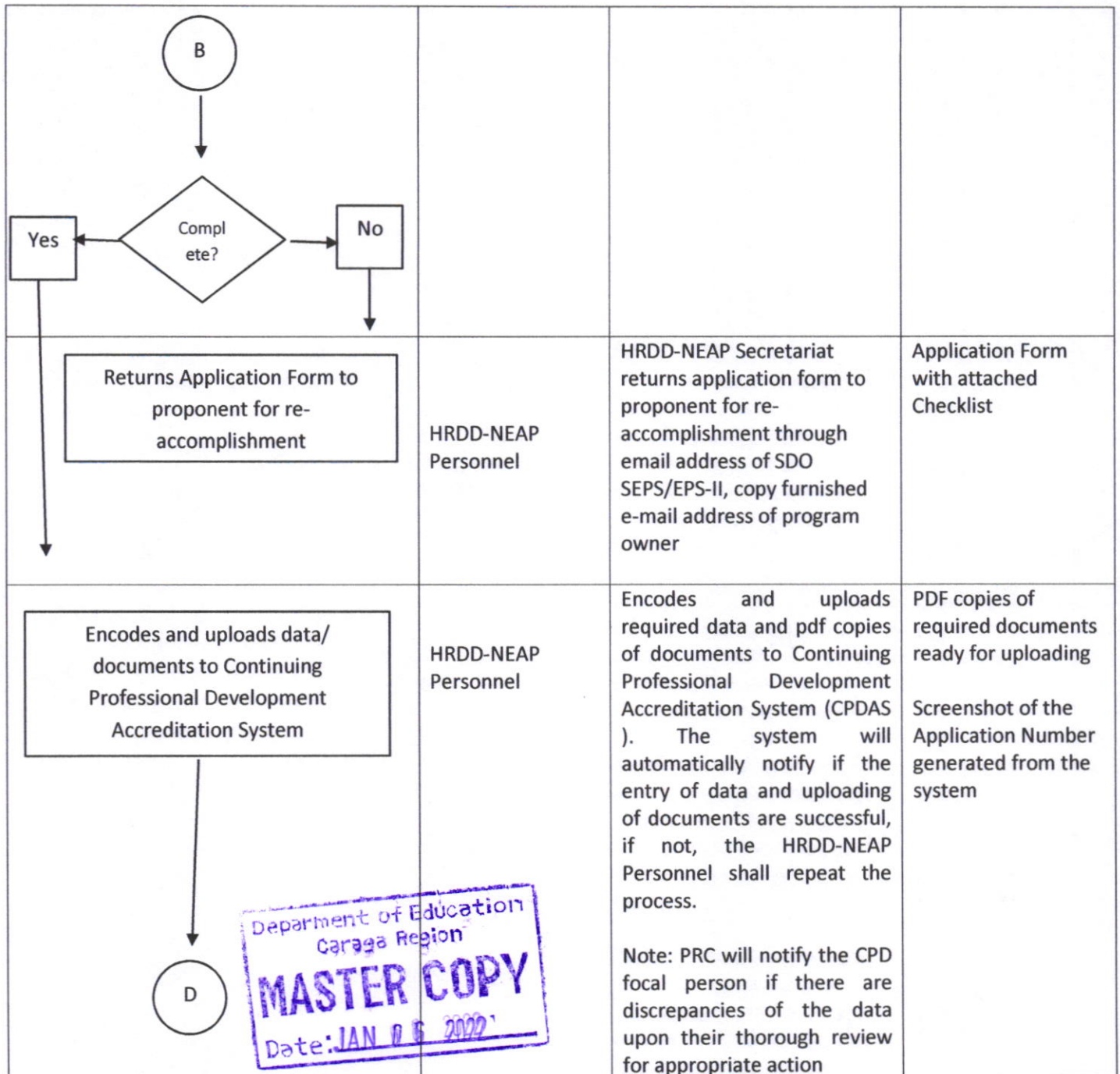
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CONTINUING PROFESSIONAL DEVELOPMENT UNIT APPLICATION PROCESS



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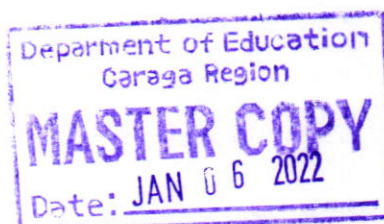
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CONTINUING PROFESSIONAL DEVELOPMENT UNIT APPLICATION PROCESS

D ↓ Informs Focal Person the CPD Accreditation Number ↓		Inform right away the focal person the CPD Accreditation Number with credit units for them to conduct the said activity through e-mail, attached certification	Screenshot of the Accredited PDPs
Inputs to Database ↓		Input relevant details to Database for storage	Database (Google Sheet)
Receives Activity Completion Report		Receives ACR 10 days after the conduct of the activity for CPDAS uploading	Completion Report Requirement ACR in soft copy



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ANNEX C



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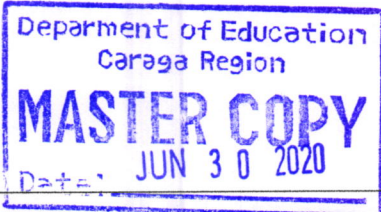
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MANAGEMENT OF SCHOLARSHIP PROCESS

Document History					
Rev. No.	DRRF No.	Description of Change	Revision Date	Originator	Date Originated
0	DRRF-2019-130	Initial Release	N/A	Marlyne M. Villareal	Jan. 07, 2019
1	DRRF-2019-420	Inclusion of timelines in the procedure	9-11-2019	Marlyne M. Villareal	Sept. 11, 2019
2	DRRF-2020-333	Inclusion of remote emergency service and removal of timelines	6-30-2020	Marlyne M. Villareal	June 30, 2020

REVIEW AND APPROVAL		
	PRINTED NAME	POSITION
PREPARED BY	MARLYNE M. VILLAREAL	EPS, HRDD
REVIEWED BY	FLORDELISA R. DALIN, EdD. GILBERT L. GAYRAMA, PhD.	CHIEF, HRDD QMR
APPROVED BY	FRANCIS CESAR B. BRINGAS, CESO V	OIC-REGIONAL DIRECTOR
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MANAGEMENT OF SCHOLARSHIP PROCESS

1.0 Purpose:

To provides access and support to the interested and qualified employees and personnel by availing the different course offerings/scholarship programs offered to all employees and personnel. This is in support of DepEd Caraga to its employee in pursuing continuous improvement and professional development.

2.0 SCOPE:

This Scholarship Process covers the pre, during and post activities that a grantee should follow coupled with documents to be prepared, accomplished and submitted to DepEd Caraga.

3.0 Associated Documents:

DepEd Order No. 68, s.2009

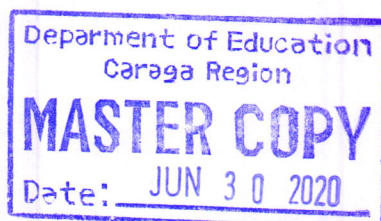
Scholarship and Training Grant and Fellowship Pool

DepEd Order No. 29, s. 2014

Amendments to DepEd Order Nos. 13 and 31, s. 2007 (Reorganizing the DepEd Special Committee on Scholarships for Local and Foreign Grants)

DepEd Order No. 13 & 31, s. 2007

Corrigendum to DepEd Order No. 13, s. 2007 (Reorganizing the DepEd Special Committee on Scholarships for Local and Foreign Grants) Amended by





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MANAGEMENT OF SCHOLARSHIP PROCESS

4.0 Definition of Terms:

TERMS	DEFINITIONS
FOREIGN SCHOLARSHIP PROGRAMS	It refers to programs of technical assistance from various bilateral and multilateral donor agencies/countries/institutions, which essentially consist of a set of grants involving academic studies/foreign trainings awarded to individuals from the government and the private sector in the interest of public service.
LOCAL SCHOLARSHIP PROGRAMS	It refers to any academic programs/studies/fellowship held locally for the pursuit of higher degree of specialization in a technical or scientific field at a recognized institution of higher learning. They are designed for the professional advancement of the grantees in the line with the work.
NOMINEE	It refers to an employee nominated by the concerned unit endorsed by DepEd to the sponsoring agency/institution
GRANTEE	It refers to a recipient of a scholarship program.
RE-ENTRY ACTION PLAN (REAP)	Is a detailed plan outlining actions which recipients of scholarships and trainings need to develop and implement to contribute to agency's organizational performance

5.0 Procedure

5.1 MANAGEMENT OF SCHOLARSHIP PROCESS

FLOWCHART	RESPONSIBLE	DETAILS	INTERFACE DOCUMENT
<pre> graph TD A[Receives scholarship memorandum/announcement] --> B((A)) </pre>	HRDD Personnel/Focal Person	HRDD Personnel/Focal Person receives and log the Scholarship Memo from the Office of the Regional Director 	Scholarship Memorandum/Invitation



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MANAGEMENT OF SCHOLARSHIP PROCESS

A Prepares memorandum	HRDD Chief/ Scholarship Focal Person	Focal person issues announcement of scholarship through a regional memorandum	Approved Memorandum
Receives applicants for Scholarship	HRDD Personnel/Focal Person	Focal person accepts endorsed list of applicants with their authenticated documents from the receiving section and conducts initial checking and evaluation of the documents/requirements submitted	Applicants Authenticated Documents
Evaluates the qualifications of the applicants	Focal Person Personnel Development Committee	Focal Person facilitates the: 1. Conduct of evaluation of documents and interview. 2. Deliberation of the results 3. Finalization of Ranking	Authenticated Documents Summary of Rating/ Ranking of Applicants
Prepares memorandum Re: List of Qualified Applicants	Focal Person Personnel Development Committee	Focal Person prepares Memorandum announcing the qualified recipient of the scholarship grant.	Approved Memorandum
B	Focal Person Personnel Development	Focal Person facilitates the: 1. Facilitates in securing authority to travel of the scholar. 2. Checking of necessary	Signed Scholarship Service Contract/MOA



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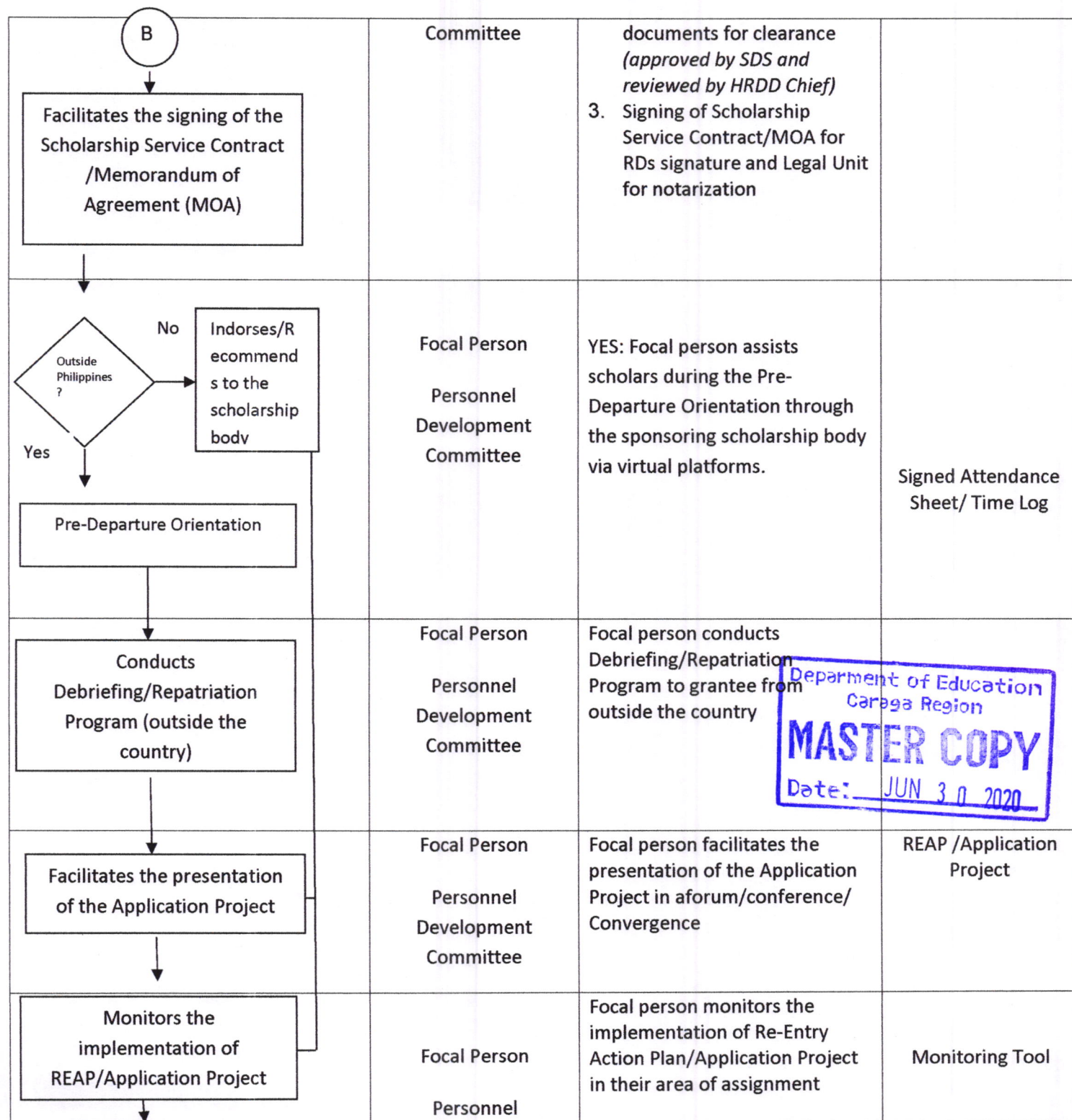
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MANAGEMENT OF SCHOLARSHIP PROCESS**C**



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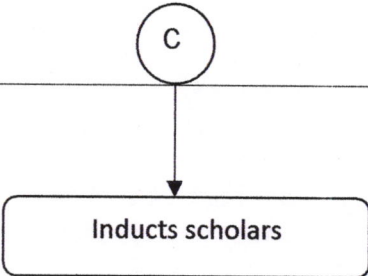
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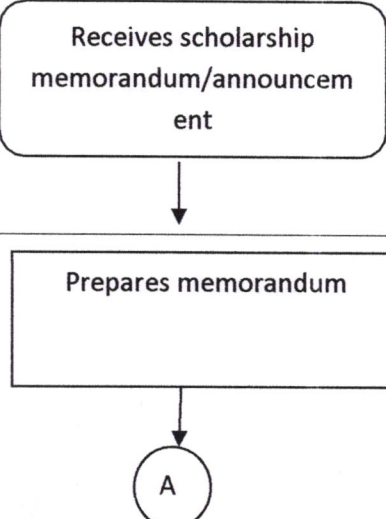
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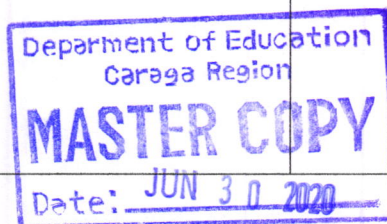
June 30, 2020

MANAGEMENT OF SCHOLARSHIP PROCESS

	Development Committee		
	Focal Person Personnel Development Committee	Inducts scholars to Regional Scholars during the conduct DepEd Caraga Scholar Circle Convergence	List of Regional Scholars Pool/Circle

5.2 REMOTE EMERGENCY SERVICE

FLOWCHART	RESPONSIBLE	DETAILS	INTERFACE DOCUMENT
	HRDD Personnel/Focal Person	HRDD Personnel/ Focal Person receives through email (at hrdd_caraga@deped.gov.ph) and log the Scholarship memorandum/ invitation from the Office of the Regional Director	Scholarship Memorandum/Invitation
	HRDD Chief/ Scholarship Focal Person	Focal person issues announcement of scholarship through a regional memorandum	Approved Memorandum





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MANAGEMENT OF SCHOLARSHIP PROCESS

A ↓ Receives applicants for Scholarship	HRDD Personnel/Focal Person	Focal person accepts email from the receiving section the endorsed list of Nominees with their scanned authenticated documents and conducts initial checking and evaluation of the documents/requirements submitted.	Applicants Authenticated Documents
↓ Evaluates the qualifications of the applicants	Focal Person Personnel Development Committee	The focal person Pre-evaluates the scanned documentary requirements of nominees, prepares evaluation sheets and forward to the Personnel Development Committee members through for final evaluation and assessment. Consolidated results in google sheets shall be shared to the PDC members. Deliberations and finalization shall be conducted through a video conference.	Authenticated Documents Summary of Rating/ Ranking of Applicants
↓ Prepares memorandum Re: List of Qualified Applicants	Focal Person Personnel Development Committee	Focal Person prepares Memorandum announcing the qualified recipient of the scholarship grant.	Approved Memorandum
↓ Facilitates the signing of the Scholarship Service Contract /Memorandum of Agreement (MOA) B	Focal Person Personnel Development Committee	Focal person receives Travel documents of scholar from the receiving section. Focal person shall communicate with the scholar through phone call or sms for updates. Relay information through	Signed Scholarship Service Contract/MOA



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R2/6-30-2020

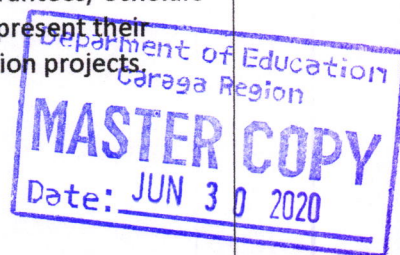
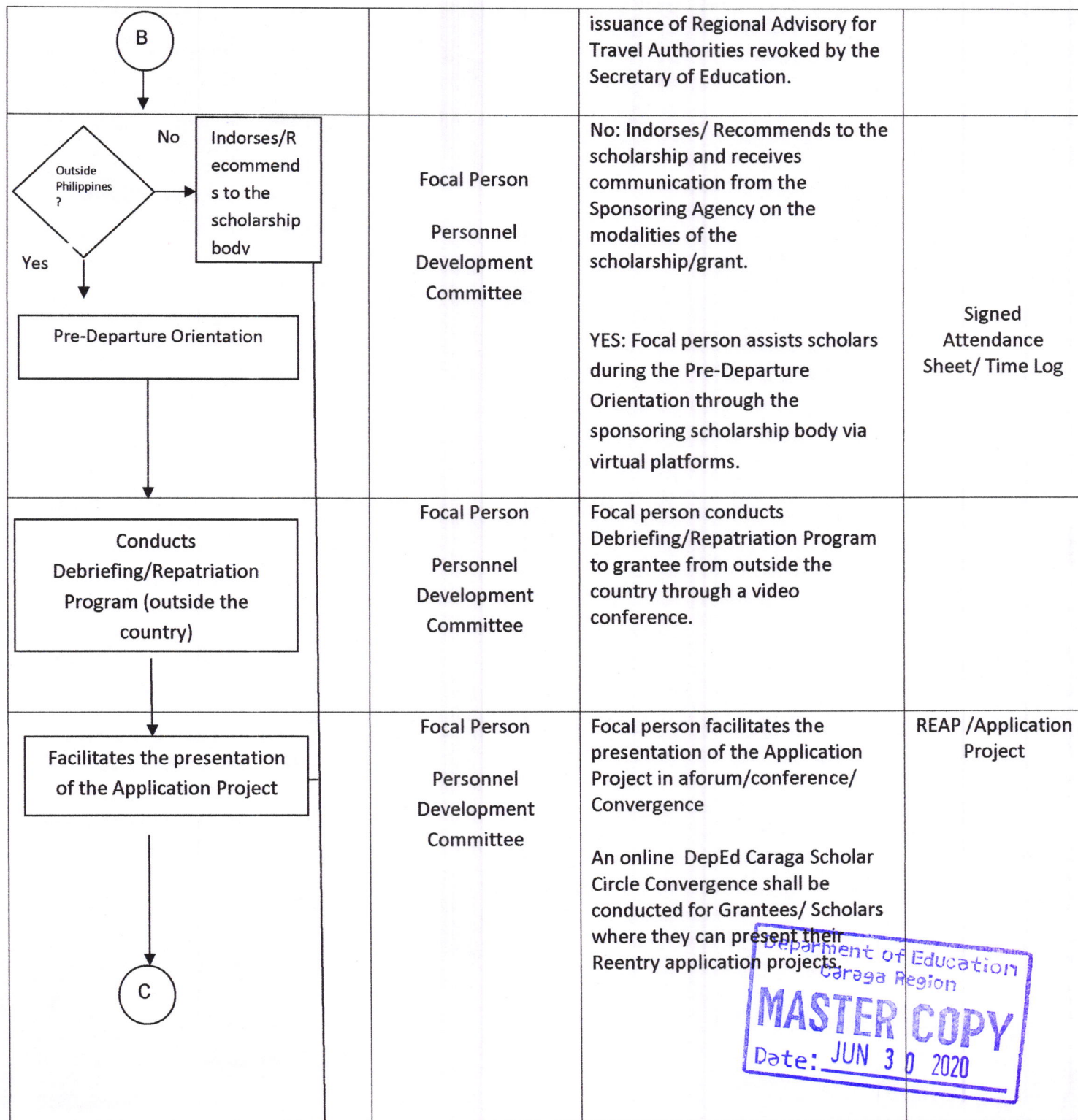
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MANAGEMENT OF SCHOLARSHIP PROCESS



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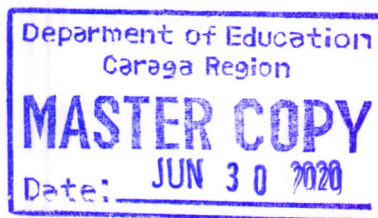
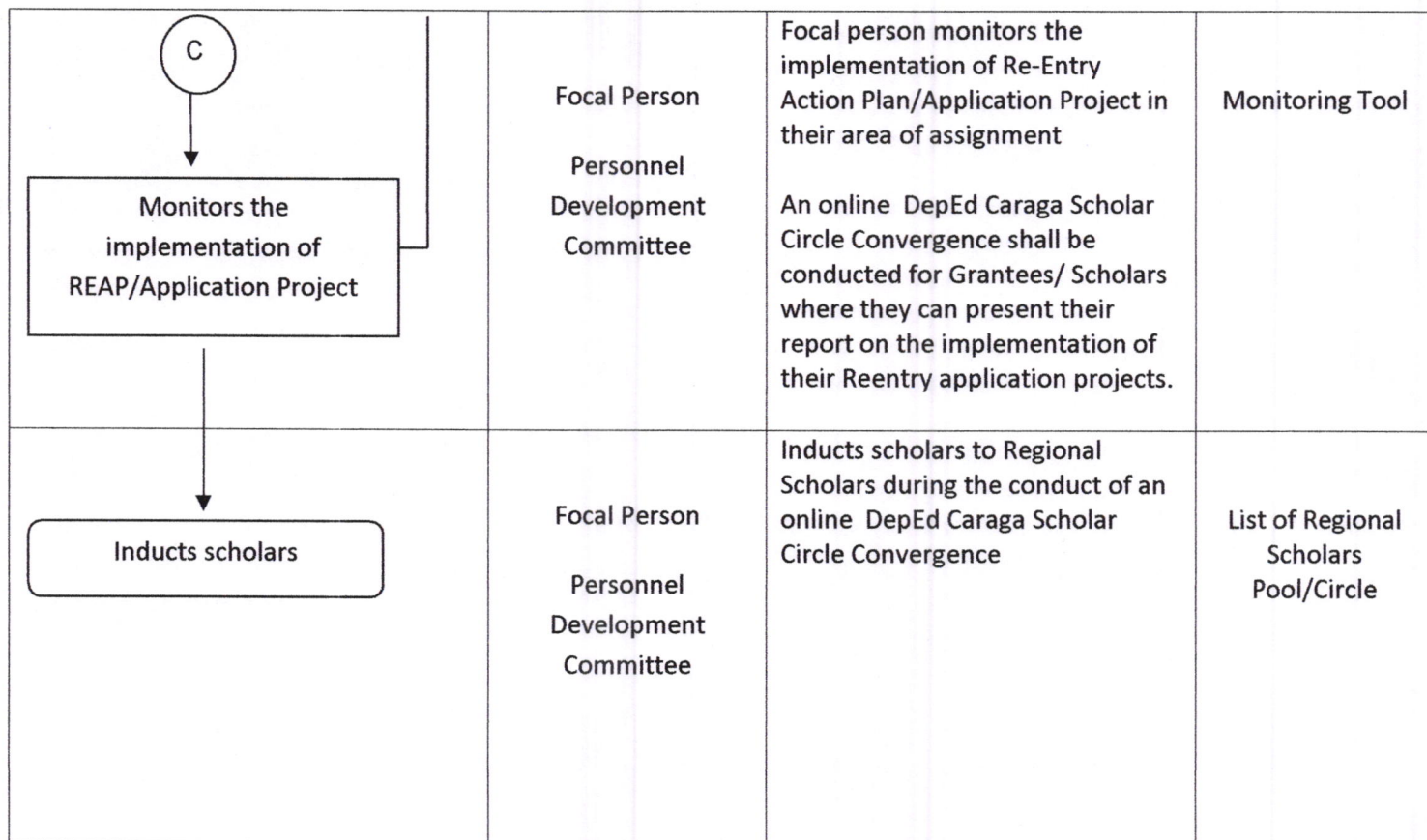
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June 30, 2020

MANAGEMENT OF SCHOLARSHIP PROCESS



ANNEX D



Republic of the Philippines
Department of Education
CARAGA REGION

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

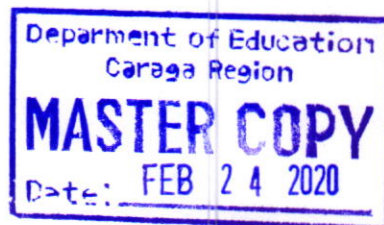
Nominated by:

XXXXXXXXXXXXXXXXXXXXXXX

Chief, XXXX

Recommended for Approval:

ARSENIO T. CORNITES, JR., CESO V
PDC Chairperson



Approved:

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



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph



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Republic of the Philippines
Department of Education
CARAGA REGION

CERTIFICATE OF PARTICIPATION

is presented to

for his/her active participation during the **XXXXXXXXXXXXXXXXXXXXXXXXXXXX** with NEAP Program
Recognition Number PD-2022-0085-0114 and CPD Accreditation Number PTR-2020-374-XXXX, _____ Credit
Units on _____ held via MS Teams <https://tinyurl.com/43pf3s5f> and has completed fifteen (15) hours out
of the required fifteen (15) hours.

Given this ____th day of _____, 2022 at DepEd Caraga Regional Office, Butuan City, Philippines.

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Regional Director



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph



Certificate Control No:

R13XXXX-2020-XXXXXXX-P001

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DepEdRO13-F-HRD-014/R2/6-19-2020

ANNEX F

LEARNING APPLICATION PLAN (LAP)

Name: _____

Office/Station: _____

Title of Intervention: _____

Date Conducted: _____

Specific Competency Targets to Develop/Enhance: _____

LEARNING GOALS	CURRENT STATUS	LEARNING STRATEGIES	REQUIRED RESOURCES	KEY PERFORMANCE INDICATORS

Prepared by:

Noted by:

Participant

Head of Office

ANNEX F



Republic of the Philippines
Department of Education
CARAGA REGION

RE ENTRY ACTION PLAN

Name: _____ Position/Designation: _____

School: _____ Division: _____

Training Attended: _____

Training Sponsor: _____

Date of Training: _____

Venue: _____

A. Re Entry Background Information

A.1. Re Entry Program Title	
A.2. Name of School	
A.3. Name of School Head	
A.4. Statement of Need	
A.5. Project Goal and Objective	Department of Education Caraga Region MASTER COPY Date: <u>APR 20 2021</u>
A.6. Duration	



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph



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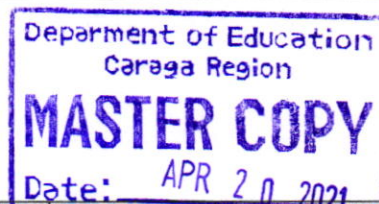
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DepEdRO13-F-HRD-025/R0/4-20-2021

A.7. Date Started	
A.8. Target Date of Completion	
A. 9. Expected Outputs	
A.10 Expected Beneficiaries	
A.11. Success Indicators	

B. REAP Strategy

Action/Steps	Persons Responsible	Support Needed (technical, financial, logistics, etc)	Target Date	Mode of Verification
1.				
2.				
3.				
4.				

* Please be specific with your identified steps. Describe them clearly. You may add additional steps when warranted



C. Budgetary Requirements (please indicate source of funds)

Unit	Item Description	Quantity	Unit Cost	Total Cost
1				
2				
3				

You may add additional entry when needed

D. Physical and Human Sources Needed to Implement REAP (Kindly list/enumerate them)

E. Risk and Mitigation Analyses

Anticipated Risk/s	Mitigating Actions
1.	
2.	
3	
You may add additional risks as necessary	

Prepared by:

Signed by:

Teacher-Scholar

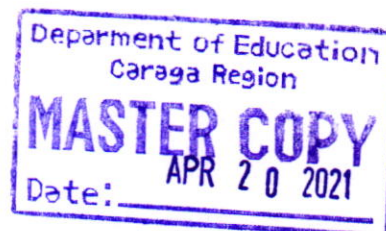
Principal

Recommending Approval:

District Supervisor

Approved by:

Schools Division Superintendent



ANNEX G

	Republic of the Philippines Department of Education DepEd Complex, Meralco Avenue Pasig City 1600 Curriculum Vitae of Resource Person	Effectivity Date:	September 20, 2021
		Version No.	1
		Revision No.:	00
		Page No.:	1 of 3
		Reference No.:	CO-NEAP-F019

PROFESSIONAL DEVELOPMENT PROGRAM/COURSE TITLE:	RECENT 2X2 PICTURE (color photo with white background)
LEARNING SERVICE PROVIDER:	
ARE YOU A NEAP CERTIFIED LEARNING FACILITATOR? ☐ YES ☐ NO	

☐ **Principal**

 ☐ **Alternate**

 ☐ **Substitute**

Part I. Personal Circumstances			
Name:			
Residence Address:		Contact Details	
Business Address:		Landline No.:	
		Mobile No. 1:	
		Mobile No. 2:	
		Email Add.:	
Nationality/Citizenship:			
<i>Note: NEAP shall be informed of any change/s on resource person/s at least 10 days before the Professional Development program/course offering. Substitute resource person may submit this duly accomplished form three (3) days from the completion of the Professional Development program/course.</i>			
Part II. Track Record			
Major Competency Areas	Specialization		Sub-Specialization
Relevant Seminars/Training Programs Conducted in the last five (5) years		Relevant Seminars/Training Programs Attended in the last five (5) years	
Date	Title of the Program	Date	Title of the Program
Major Achievements, Citations, Recognition and Awards			
Date	Title	Awarding Body	



Address: 2/F Mabini Building, DepEd Complex, Meralco Avenue, Pasig City 1600
Telephone No.: (02) 8638-8638/ (02) 8633-7207/ (02) 8635-4796
Email Address: neap.od@deped.gov.ph / askneap@deped.gov.ph

	Republic of the Philippines Department of Education DepEd Complex, Meralco Avenue Pasig City 1600	Effectivity Date:	September 20, 2021
		Version No.	1
		Revision No.:	00
		Page No.:	2 of 3
		Reference No.:	CO-NEAP-F019
Curriculum Vitae of Resource Person			

Part III. Education and Employment

Educational Background	Name of School/University	Address	Inclusive Dates	Degree Earned
Undergraduate				
Post-Graduate				
Work Experience: Five (5) most recent	Position	Agency/Company	Inclusive Dates	

Part IV. Other Relevant Information (Use separate sheet for additional information.)

Profession/s		License No.		Issued on:		Valid until:	
Other Major Affiliations (Professional, Civic, etc.)		National/Chapter		Position:		Date	

I hereby certify that the above information written by me are true and correct to the best of my knowledge and belief. I further authorize NEAP and other agencies to investigate the authenticity of all the documents presented.

I am agreeing to the NEAP Privacy Notice and giving my consent to the collection and processing of my personal data in accordance thereto.

[Electronically paste here your scanned ID with photo for professionals or other government-issued or company ID]



Address: 2/F Mabini Building, DepEd Complex, Meralco Avenue, Pasig City 1600
Telephone No.: (02) 8638-8638/ (02) 8633-7207/ (02) 8635-4796
Email Address: neap.od@deped.gov.ph / askneap@deped.gov.ph

	Republic of the Philippines Department of Education DepEd Complex, Meralco Avenue Pasig City 1600	Effectivity Date:	September 20, 2021
		Version No.	1
		Revision No.:	00
		Page No.:	3 of 3
		Reference No.:	CO-NEAP-F019

Curriculum Vitae of Resource Person

_____ Signature Over Printed Name _____ Date	
--	--



ANNEX G

	Professional Regulation Commission
RESUME OF RESOURCE PERSON	

CPD COUNCIL OF/FOR _____

☐ **Principal**

 ☐ **Alternate**

 ☐ **Substitute**

RECENT 2X2
PICTURE (color
photo with white
background)

Part I. Personal Circumstances

Name:	Nickname: Tom
Residence Address:	Contact Details
Business Address:	Landline No.: Mobile No. 1: Mobile No. 2: Email Add.:
Nationality/Citizenship: Filipino	

Note: The CPD Council shall be informed of any change/s on resource person/s at least 10 days before the CPD program offering. Substitute resource person may submit this duly accomplished form three (3) days from the completion of the CPD program.

Part II. Track Record

Major Competency Areas	Specialization	Sub-Specialization

Relevant Seminars/Training Programs Conducted in the last five (5) years	Relevant Seminars/Training Programs Attended in the last five (5) years
Date	Date
Title of the Program	Title of the Program

Major Achievements, Citations, Recognition and Awards

Date	Title	Awarding Body

Part III. Education and Employment

Educational Background	Name of School/University	Address	Inclusive Dates	Degree Earned
College				
Post-Graduate				
	Position	Agency/Company	Inclusive Dates	

Work Experience: Five (5) most recent			

Part IV. Other Relevant Information

Profession/s		License No.		Issued on:		Valid until:	
AIPO Membership		National/Chapter		Position		Date	
Other Major Affiliations (Professional, Civic)		National/Chapter		Position:		Date	

I hereby certify that the above information written by me are true and correct to the best of my knowledge and belief. I further authorize PRC and other agencies to investigate the authenticity of all the documents presented.

I am agreeing to the PRC Privacy Notice and giving my consent to the collection and processing of my personal data in accordance thereto.

Signature Over Printed Name

Date

[Electronically paste here your scanned PRC ID for professionals or other government-issued or company ID]

ANNEX H



[

]

PARTICIPANT			
Region		Class/Section	
Division		Learning Area	
Day Evaluated		Learning Service Provider	

Legend: SD = “Strongly Disagree”;

D = “Disagree”; A= “Agree”; SA = “Strongly Agree”

Session Title: _____

Trainer’s Name: _____

	SD	D	A	SA
1. Session started on time	0	0	0	0
2. Session ended on time	0	0	0	0
3. Topic was relevant to our work	0	0	0	0
4. Objectives of the session were achieved	0	0	0	0
5. Activities were congruent to objectives	0	0	0	0
6. Activities were appropriate for adult learners	0	0	0	0
7. Participants were engaged in activities	0	0	0	0
8. Learning materials were relevant	0	0	0	0
9. Learning materials were adequate	0	0	0	0

10. Learning materials were given on time	0	0	0	0
11. Time allotment was adequate	0	0	0	0
The facilitator...	SD	D	A	SA
1. Exhibited mastery of the topic	0	0	0	0
2. Expressed ideas clearly	0	0	0	0
3. Asked stimulating questions	0	0	0	0
4. Processed questions and responses to deepen learning	0	0	0	0
5. Was sensitive to the participants' mood	0	0	0	0
6. Maintained positive learning environment	0	0	0	0
7. Observed appropriate attire	0	0	0	0

Comments / Suggestions for improvement of the session:

Session Title: _____

Trainer’ Name: _____

	SD	D	A	SA
1. Session started on time	0	0	0	0
2. Session ended on time	0	0	0	0
3. Topic was relevant to our work	0	0	0	0
4. Objectives of the session were achieved	0	0	0	0
5. Activities were congruent to objectives	0	0	0	0
6. Activities were appropriate for adult learners	0	0	0	0
7. Participants were engaged in activities	0	0	0	0
8. Learning materials were relevant	0	0	0	0
9. Learning materials were adequate	0	0	0	0

10. Learning materials were given on time	0	0	0	0
11. Time allotment was adequate	0	0	0	0
The facilitator...	SD	D	A	SA
1. Exhibited mastery of the topic	0	0	0	0
2. Expressed ideas clearly	0	0	0	0
3. Asked stimulating questions	0	0	0	0
4. Processed questions and responses to deepen learning	0	0	0	0
5. Was sensitive to the participants' mood	0	0	0	0
6. Maintained positive learning environment	0	0	0	0
7. Observed appropriate attire	0	0	0	0

Comments/ Suggestions for improvement of the session:

What is your most significant learning for the day?

What will you do differently in your work, because of your learning?



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Meralco Avenue, Pasig City



QAME Form F: End of Program Evaluation (Adopted from STRIVE-developed T and D System)

PROGRAM EVALUATION

Name (Optional): _____ Sex: Male ☐ Female ☐

Program Title: _____ Start Date: _____ End Date: _____

Region _____ Division _____ Learning Service Provider _____

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. Program Management				
▪ Training program was delivered as planned				
▪ Training program was managed efficiently				
▪ Training program was well-structured				
B. Attainment of Objectives				
▪ Program objectives were clearly presented				
▪ Program objectives were attained				
C. Delivery of Content				
▪ Program content was appropriate to trainees' roles and responsibilities				
▪ Content delivered was based on authoritative and reliable sources				
▪ Session activities were effective in generating learning				
▪ Adult learning methodologies were used				
▪ Program followed a logical order/structure				
▪ Contribution of all trainees were encouraged				
D. Provision of Support Materials				
▪ Appropriate to trainees' needs				
▪ Adequate				
▪ Given on time				
E. Program Management Team				
▪ Members were present when needed				
▪ Members were courteous				
▪ Members were efficient				
▪ Members were responsive to the needs of trainees				
F. Training Venue				
▪ Well lighted				
▪ Well-ventilated				
▪ Sufficient space for program activities				
▪ Adequate soundproofing				
▪ Availability of equipment				
▪ Serviceability of equipment				
▪ Internet access was usable				



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▪ Clean				
▪ Accessible comfort rooms				
▪ Clean comfort rooms				
▪ Meals were of satisfactory quality				
▪ Meals were of sufficient quantity				
▪ Meals were generally healthy				
▪ Meals had sufficient variety				
G. Accommodations				
▪ With sufficient space				
▪ Comfortable				
▪ Clean				
▪ Facilities were in good working order				

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

What do you consider your most significant learning from the training program?

How will your learning impact your work?

Do you have any comments/suggestions to improve the training program?

Annex I

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



Republic of the Philippines
Department of Education
 CARAGA REGION



October 7, 2020

OFFICE MEMORANDUM

No. 10-078, s. 2020

To: THE CHIEFS OF THE REGIONAL FUNCTIONAL DIVISIONS
 Heads of Sections/Units
 All Concerned

**MINIMUM STANDARDS FOR ALL FOOD AND CATERING SERVICE PROVIDERS OF
 DEPED CARAGA REGION**

1. The Department of Education Caraga Region ensures the promotion of healthy food and beverages, and safety of the personnel during the conduct of Trainings, Workshops, and other Activities in the region.
2. Anent, this office shall establish its Minimum Health Standards for its Food and Catering Service Providers of DepEd Caraga Region.
- 3 Attached hereto are:
 - 3.1 Minimum Standards for All Food and Catering Service Providers of DepEd Caraga Region
 - 3.2 Disclosure on Safety and Precautionary Measures Against COVID-19
4. All Purchase Requests related to foods (meals and snacks) shall attach the Enclosures 1 and 2 of this Regional Memorandum.
5. In case/s when the Food and Catering Service Providers are found not observing the standards as found in the evaluation form, this would be a ground for the inclusion of the Provider in the List for Block Listed Provider.
6. For immediate dissemination and implementation.


FRANCIS CESAR B. BRINGAS CESO V
 Regional Director

Encls.: As stated

Reference: RM No. 251, S. 2020; DepEd Order No. 8, s. 2007

To be indicated in the Perpetual Index

under the following subjects:

CATERING FOOD REQUIREMENT SERVICES

HRD/vcn

09/30/2020



Address: J.P. Rosales Avenue,
 Butuan City
 Trunkline No: (085) 342-8207
 Telefax No: (085) 342-5969
 Email: caraga@deped.gov.ph



Document Control No:
 DepEdRO13-F-REC-013/R3/02-18-2020

Enclosure No. 01 to OM No. 10-078 S. 2020

**MIMIMUM STANDARDS FOR ALL FOOD AND CATERING SERVICE PROVIDERS
OF DEPED CARAGA REGION**

The DepEd Caraga's Food and Catering Service Providers shall ensure that Minimum Health Standards are observed while rendering services to DepEd Caraga Region. As such, the Provider shall be required to present the following documents once awarded the Abstract of Proposal to furnish services for DepEd Caraga Region by the Bids and Awards Committee (BAC):

1. Disclosure on Safety and Precautionary Measures against COVID-19
2. Certificate of Authority to Operate issued by the Department of Trade and Industry (DTI) and/or the Department of Tourism
3. Sanitation Certificate from the City/Municipal Health Office
4. Medical Certificate of Catering Service Crew and Kitchen Staff (servers, food handlers and driver)

Likewise, the Provider shall

1. Abide by the specifications provided in DepEd Order No. 23, s. 2020 relative to food serving.
2. Foods to be served should be warm and desserts are preferably prepacked by the consumer food and beverage product company/nies.
3. Food servers shall practice respiratory etiquette and observe proper personal hygiene such as, frequent washing of hands, and use of disinfectant in their hands.
4. Food servers shall wear face mask, face shield, hairnet and gloves all times.
5. Servers who have cough and colds and other respiratory illnesses shall not be allowed to serve.
6. Food servers shall always observe health protocols and social distancing.

Enclosure No. 02 to OM No. 10-078 S. 2020

Disclosure on Safety and Precautionary Measures Against COVID-19

Directions: Please check the column under yes if the following were always observed and check if not.		
	YES	NO
• Ensure that no personnel with COVID-19 symptoms, or with exposure to COVID-19 patients are allowed to work		
• Strict observance of wearing of mask and social distancing measures in all parts of the establishment including counter, kitchen, and back areas		
• Mandatory declaration of health and whereabouts prior to every duty in case contact tracing becomes necessary		
• Observe established food safety practices for time/temp control, preventing cross contamination, cleaning hands, no sick workers, and storage of food, etc		
• Ensure that any wrapping and packaging used for food transport is done properly so that contamination of the food is prevented.		

Signature over Printed Name of Proprietor

Annex K

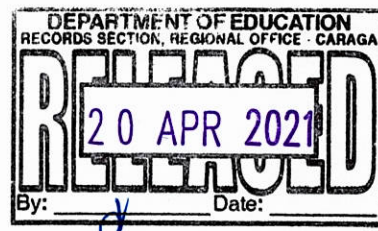
Online Training/Emergency Human Resource Capacity Building					
Challenges/Opportunities		Training Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
With Internet Access	With PC/ Tablet	Virtual Training	This is a form of training in which the elements include physical separation of trainers and participants during the training session and the use of various technologies to facilitate trainer-participant communication.	Synchronous. This type of modality allows participants and the trainers to interact at the same time but in different places. Content of the training is delivered virtually, however, there is still real-time trainer-participant interaction similar to face-to-face training using a particular tool of communication powered by the internet.	Online chat and videoconferencing Webinars
				Asynchronous. This training approach provided participants with some flexibility as they are the ones to choose when and where to take their assigned training courses. Virtual trainers maximize the use of pre-recorded materials to give out instructions to their participants.	E-mail, Library, Discussion Threads, Pre-recorded Audio and Video e-Learning Course Learning Management System
				Hybrid or Blended learning. This represents a combination of synchronous and asynchronous approaches.	Learning Management System (LMS) MSO365 Teams; OneNote Class Notebook; Schoology; GSuit, etc.
With Internet Access	With Mobile (Smartphone)	Virtual Training		Synchronous Asynchronous Hybrid or Blended learning	Online chat and videoconferencing Webinars E-mail, Library, Discussion Threads, Pre-recorded Audio and Video e-Learning Course

Annex K

Online Training/Emergency Human Resource Capacity Building					
Challenges/Opportunities		Training Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
					Learning Management Software (In some cases, downloading and installation of Mobile App Software is required)
No Internet	With PC/ Tablet				Learning Resource Package Courseware
No Internet	With Mobile (Smartphone)				Digitized Learning Resource Package
No Internet	Without PC/Tablet/ Mobile but With TV/Player				Learning Resource Package Courseware
Traditional Face-to-Face with Social Distancing	Total No. of Participants is 20 or less	Traditional Face-to-Face		Instructor-led Training (ILT)	Presentation Materials Handouts Audio/Video Materials



Republic of the Philippines
Department of Education
 CARAGA REGION



April 20, 2021

OFFICE MEMORANDUM

No. 04-120, s. 2021

To: OIC-ASST. REGIONAL DIRECTOR
 FUNCTIONAL DIVISION CHIEFS
 This Region

ACCOMPLISHMENT OF THE LEARNING AND DEVELOPMENT EFFECTIVENESS
 MONITORING TOOL OF DEPED CARAGA REGION

1. To determine the effectiveness of the capacity building activity, this office requires all program proponents to conduct Learning and Development Effectiveness Monitoring within the period of at least six months after the conduct of the activity.
2. All RO personnel who participated in any capacity building programs are required to answer immediately the Learning and Development Effectiveness Monitoring Tool which shall be sent through the email addresses of the participants.
3. Attached hereto are:
 - 3.1 Learning and Development Effectiveness Monitoring Tool (For Employees)
 - 3.2 Learning and Development Effectiveness Monitoring Tool (For Immediate Supervisor)
4. The Learning and Development Effectiveness Monitoring Tools (employee and immediate supervisor) are downloadable at DepEd Caraga ISO Portal.
5. Immediate dissemination and compliance to this memorandum is desired.


EVELYN R. FETALVERO, PhD, CESO IV
 Regional Director 

Encls.: NONE

Reference: NONE

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

MONITORING AND EVALUATION

TRAINING PROGRAM

HRD/vcn
 04/20/2021



Address: J.P. Rosales Avenue,
 Butuan City
 Trunkline No: (085) 342-8207
 Telefax No: (085) 342-5969
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2021-04-4592

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Republic of the Philippines
Department of Education
CARAGA REGION

Enclosure No. 01 to OM No. 04-170, s. 2021

LEARNING AND DEVELOPMENT EFFECTIVENESS MONITORING TOOL
(For Employee)

Title of L and D Activity: _____

Date of Conduct: _____

Name and Signature of Employee: _____

Date: _____

A. Instructions: On a scale of 1 to 4, rate the effectiveness/impact on your performance as an employee attending the Learning and Development Activity mentioned above. Put a check (/) mark on the space provided.

Numerical Rating	Description	Interpretation
4	Strongly Agree	Agree in all instances
3	Agree	Agree in most instances
2	Disagree	Disagree in most instances
1	Strongly Disagree	Disagree in all instances

Indicators		4	3	2	1
1	High morale – training has contributed to the improvement of my self-confidence and motivation				
2	Change management – training has enhanced my flexibility, skills, and abilities in adopting changes in the workplace				
3.	Efficiency - training has elevated my efficiency in the workplace and of the organization				
4	Productivity – training has increased my productivity in the workplace and of the organization				
5	Retention– training has brought a sense of security for me at the workplace and made me value my work more				

B. Answer the question briefly but substantially:

What are the major changes in the work practice as application of the learning gains from the training program?



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
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Republic of the Philippines
Department of Education
CARAGA REGION

Enclosure No. 02 to OM No. 04-128, S. 2021

LEARNING AND DEVELOPMENT EFFECTIVENESS MONITORING TOOL
(For Immediate Superior)

Title of L and D Activity: _____

Date of Conduct: _____

Name and Signature of Employee: _____

Name and Signature of Immediate Superior: _____

Date: _____

- A. Instructions:** On a scale of 1 to 4, rate the effectiveness/impact on the performance of the employee attending the Learning and Development Activity mentioned above. Put a check (/) mark on the space provided.

Numerical Rating	Description	Interpretation
4	Strongly Agree	Agree in all instances
3	Agree	Agree in most instances
2	Disagree	Disagree in most instances
1	Strongly Disagree	Disagree in all instances

Indicators		4	3	2	1
1	High morale – training contributes to increased self-confidence and motivation				
2	Change management – training enhances flexibility, skills, and abilities in adopting changes in the workplace				
3.	Efficiency - training elevates efficiency in the workplace and of the organization				
4	Productivity – training increases productivity in the workplace and of the organization				
5	Retention– training brings a sense of security at the workplace and value for work is evident				

- B. Answer the question briefly but substantially:**

What are the major changes in the work practice as application of the learning gains from the training program?



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**Annex M 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			

LEARNING AND DEVELOPMENT NEEDS ASSESSMENT EVALUATION TOOL

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 pf 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:				
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 N 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

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

Annex O MONITORING AND EVALUATION FOR LEARNING AND DEVELOPMENT IMPLEMENTATION

PART I

Directions: If the indicator is evident, check YES; if the indicator is not evident, check NO.

No.	Indicator	Yes	No	Remark/s (Means of Verification to be submitted online)
1	Policy on Learning and Development			
2	Report on the Review of L&D Policy			
3	Guidelines in the Selection of Nominees to L & D Interventions/Scholarships			
4	Updated List of L & D Activities			
5	Updated List of Scholars			
6	Inventory of Re-Entry Application Plan/Learning Application Plan			
7	L & D Information System			
8	L & D Process Flow			
9	Learning and Development Needs Assessment (LDNA) Tool			
10	Results of Learning & Development Needs Assessment (LDNA)			
11	L & D Pre-Post Test Result			
12	Instructional Design/Activity Design			
13	Slide Decks Used during L&D Activity			
14	Guidelines in Identifying Learning Service Providers			
15	Profile of Division Pool of Trainers			
16	Resume/PDS of LSPs/Resource Speakers			
17	Evaluation Tool for Resource Speakers			
18	Quality Assurance Technical Assistance Monitoring and Evaluation (QATAME) of Trainers' Tool			
19	Monitoring & Evaluation Plan			
20	Personnel Development Committee			
21	Duties and Responsibilities of PDC			
22	Awareness of the Duties and Responsibilities among PDC Members			
23	PDC Minutes of Meeting			
24	5-Year HRD/HRMD Implementation Plan			
25	2019 HRD Implementation Plan			
26	2019 Budget Utilization Report			
27	2019 Quarterly Accomplished Physical Outputs			
28	L & D Activity/ ies Applied for CPD Unit/s			(If YES, how many?)

PART II

Directions: Fill in the table with the required information (Use another sheet if necessary).

Issues and Concerns	Action Taken by the Division	Technical Assistance Needed from RO

Developed by

VIOLETA C. NUÑEZ, PhD.
ESP, HRDD

Recommended for Review by

FLORDELISA R. DALIN, EdD
Chief, HRDD

Reviewed by

JESUS D. NONO, PhD
EPS, QAD

MARIGOLD C. SILAO, PhD.
EPS, QAD

VIRGINIA A. SEÑA, EdD.
EPS, QAD

EDMUND D. MENDOZA, PhD.
EPS, QAD

Noted by

XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Chief, QAD



Republic of the Philippines
Department of Education
CARAGA REGION

Annex P CONTINUING PROFESSIONAL DEVELOPMENT (CPD)
IMPLEMENTATION MONITORING AND EVALUATION TOOL

PART I

Directions: If the indicator is evident, tick YES; if the indicator is not evident, tick NO.

No.	Indicator	Yes	No	Remark/s and MOVs
1	SDO has CPD Focal Person/Coordinator.			
2	SDO conducted Capability Building for Continuing Professional Development (CPD) Units Application.			
3	If YES for item No. 2, supply the following: Date: _____ No. of Participants: _____ Position/Designation of participants: _____ Accomplishment Report: _____			
4	If YES for item No. 2, completion report is available in soft and hard copy.			
5	If NO for item No. 2, state the reason/s 1. 2.			
6	There is a plan for CPD Capacity Building/Orientation.			
7	If YES for item No. 6, supply the following: Date: _____ No. of Participants: _____ Designation of Participants: _____			
8	Technical Assistance was extended to districts, schools and learning centers relative to CPD Units Application.			
9	L and D Activity/ies were applied for CPD Units.			
10	If YES for item No. 9 No. approved L and D activities: _____			
11	All approved L and D Activity/ies applied for CPD Units were conducted/implemented.			
12	If NO for item No. 11, state the reason/s 1 2			
13	Implemented the Instructional Design (including the date,			



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	venue and resources speakers) submitted and approved by the CPD-Professional Regulation Commission.			
14	If NO for item No. 13, state the reason/s 1 2			
15	If NO for item No. 13, an explanation letter was sent to the Professional Regulation Commission through the HRDD-DepEd RO.			
16	Districts, schools conduct/implement School Learning Action Cell.			
17	If YES for item No. 16, tick the frequency of conduct. _____ once a month _____ twice a month _____ Others			
18	If NO for item No. 16, state the reason/s 1 2			
19	Districts/schools have SLAC Coordinators.			
20	SLAC Coordinators are knowledgeable on CPD Guidelines and Issuances.			
21	Implemented/conducted District/School Learning Action Cell/s are applied for CPD Units.			
22	If YES for item No. 21, give the following: No of approved SLACs with CPD Units: _____			
23	If NO for item No. 21, state the reason/s. 1 2			
24	Division Monitoring team is present during L and D activity and/or Learning Action Cell.			

PART II

Directions: Fill in the table with the required information (Use another sheet if necessary). Back page maybe used for additional entries.

Issues and Concerns	Action Taken by the Division	Technical Assistance Needed from RO
1		
2		
3		

ANNEX Q

	Republic of the Philippines Department of Education DepEd Complex, Meralco Avenue Pasig City 1600 Evaluation Form for Recognition of PD Programs/Courses	Effectivity Date:	September 20, 2021
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Professional Development Program/Course Title	
Learning Service Provider	
Application Receipt	Click here to enter a date.

PART I. CHECKLIST

Check the appropriate box (Present or Not Present) for each indicator.

A. Alignment with the NEAP Professional Development Priorities

Reference No.	CRITERION	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The proposed professional development program/course responds to at least one PPST/PPSSH/PPSS domain, strand and indicator identified in the three-year DepEd Professional Development Priorities (DM 50 s. 2020), and/or other emerging needs of the Department.	☐	☐	



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B. Mapping to the Professional Standards

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The proposed professional development program/course identifies the career stage/s and profile (teacher/school head/supervisor, subject, and/or grade/year level taught) of the target participants.	☐	☐	
	2. The proposed professional development program/course's terminal objective/s, enabling objectives and the session objectives are aligned with the indicators of the target participants' career stage/s.	☐	☐	

C. Articulation of Objectives

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The terminal objective/s is/are articulated according to SMART principles.	☐	☐	
	2. The enabling objectives are logically articulated towards the attainment of the terminal objective/s.	☐	☐	
	3. The session objectives of the professional development course/program provide clear direction/s in producing outputs.	☐	☐	



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D. Alignment of the Objectives, Content, and Assessment with the Professional Standards

Reference No.	CRITERION	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The description of objectives, content and the assessment strategies align with the relevant domain/s, strand/s and indicator/s of the Professional Standards.	☐	☐	

E. Mechanisms to determine if objectives have been met

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The proposed professional development program/course uses congruent assessment strategies that are consistent with the program/course and aligned with the objectives.	☐	☐	
	2. An evaluation form about how the participants felt, and their personal reactions to the training or learning experience is part of the Course/Program design.	☐	☐	
	3. The proposed professional development program/course includes an assessment of learning through pre-test/post-test measures or specific outputs, and a validation of the workplace application plan.	☐	☐	



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F. Strength of Research Base

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The proposed professional development program/course is based on a needs assessment of the target participants (i.e. through individual development plans (IDPs), DepEd priorities across levels, least learned skills, etc.)	☐	☐	
	2. The rationale for the content, methodologies and delivery modalities of the proposed program/course is justified and supported by research literature or theories.	☐	☐	

G. Intended Classroom-level/Workplace Application and Innovation

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The proposed professional development program/course provides clear outputs for the target participants' workplace environment (e.g. classroom-level, school-level, division-level, regional-level application).	☐	☐	
	2. The proposed professional development program/course develops skills required for-innovation (e.g. by giving	☐	☐	



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	participants opportunities to try out new teaching-learning or coaching strategies and prototype new school- or management-related tools).			
--	--	--	--	--

H. Credentials/Expertise of Resource Speakers and Certified Learning Facilitators

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The Speakers'/Facilitators' CVs reflect their expertise on the PPST/PPSSH/PPSS domain/s, strand/s and indicator/s covered by the Program/Course.	☐	☐	
	2. The Speaker's/Facilitator's CVs reflect the specific competency/ies covered in the Speaker's/Facilitator's session/s.	☐	☐	

I. Monitoring and Evaluation

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The proposed professional development program/course has an M&E plan which reflects the four levels of evaluation according to the <i>Kirkpatrick Model</i> .	☐	☐	



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J. Budget and Costing

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. Proposed registration fee or budget per participant is within the allowable limits according to government budgeting, accounting and auditing rules and regulations.	☐	☐	
	2. The attached itemized expenditure reflects the cost of the professional development program/course vis-à-vis the allowable expenses.	☐	☐	

	DECISION (PART I)
All Criteria Met	Yes ☐ No ☐ (return to LSP for appropriate action)



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Part II. RATING SCALE

Check the box that corresponds to your rating of each indicator.

J. Soundness of Methodology

Reference No.	CRITERIA	(4)	(3)	(2)	(1)	REMARKS (if any)
	1. The methodologies (e.g. active learning, experiential learning or collaborative learning, etc.) stated in the professional development program/course provide multiple means of engagement to support the participants in their learning/professional development.	☐ The methodologies provide opportunities for frequent and varied engagement with others (such as contributing ideas to group problem-solving, giving examples from own experience to illustrate a concept, etc.)	☐ The methodologies provide opportunities for occasional engagement with others (excluding introductions and ice-breaker activities).	☐ The methodologies provide opportunities for engagement limited to personal reflection and asking questions.	☐ The methodologies provide no opportunities for active engagement.	
	2. The professional development program/course describes how GEDSI (Gender Equality, Disability and Social	☐ The professional development consistently demonstrates how	☐ The professional development frequently	☐ The professional development occasionally	☐ The professional development does not	



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	Inclusion) has been/will be addressed.	to manage a learner-friendly and inclusive learning environment.	demonstrates how to manage a learner-friendly and inclusive learning environment.	demonstrates how to manage a learner-friendly and inclusive learning environment.	demonstrate management of a learner-friendly and inclusive learning environment.	
--	--	--	---	---	---	--

K. Use of Principles of Adult Learning

Reference No.	CRITERION	(4)	(3)	(2)	(1)	REMARKS (if any)
	1. The activities or session/s of the proposed professional development program/course employ adult learning principles with opportunities to be active, experiential, social, self-directed and goal-oriented.	☐ The activities/sessions of the proposed professional development program/course consistently employ opportunities to be active, experiential, social, self-	☐ The activities/sessions of the proposed professional development program/course frequently employ opportunities to be active, experiential, social, self-	☐ The activities/sessions of the proposed professional development program/course occasionally employ opportunities to be active, experiential, social, self-	☐ The activities/sessions of the proposed professional development program/course do not employ opportunities to be active, experiential, social, self-	



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		directed and goal-oriented.	directed and goal-oriented.	directed and goal-oriented.	directed and goal-oriented.	
--	--	-----------------------------	-----------------------------	-----------------------------	-----------------------------	--

L. Use of Recognized Best Practices

Reference No.	CRITERION	(4)	(3)	(2)	(1)	REMARKS (if any)
	1. The proposed professional development program/course uses recognized best learning practices such as motivational/mood-setting activities, modeling, multiple checks for understanding, guided practice and independent practice, closure with opportunity for feedback (such as exit slips), workplace application plan and on-site monitoring.	☐ The proposed PD consistently uses best learning practices.	☐ The proposed PD frequently uses best learning practices.	☐ The proposed PD occasionally uses best learning practices.	☐ The proposed PD does not use best learning practices.	

TOTAL POINTS	DECISION (PART II)	
12-16 and <u>with NO 1s and 2s</u>	PASSED	☐
Other Scores	RETURN TO LSP FOR APPROPRIATE ACTION	☐



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Evaluated by:

Evaluator	Type here
Signature	
Date	Click here to enter a date.

This Form is not valid if not signed.



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