



April 16, 2019



REGIONAL ORDER
No. 22 s. 2019

POLICY ON LEARNING AND DEVELOPMENT (L&D) OF THE DEPARTMENT OF EDUCATION CARAGA

TO: SCHOOLS DIVISION SUPERINTENDENT
Chiefs of the Functional Divisions
This Region

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


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

Encl: As Stated

Reference: DepEd Order 32, s. 2011; DepEd Order 15, s. 2017; DepEd Order 2, s. 2018
To be indicated in the Perpetual Index under the following subjects:

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LEARNING AND DEVELOPMENT

POLICY

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(085) 342 - 8207



caraga@deped.gov.ph



www.caraga.deped.gov.ph

Republic of the Philippines
Department of Education
CARAGA REGION
J. Rosales Avenue, Butuan City,
Agusan del Norte, Philippines, 8600



POLICY ON LEARNING AND DEVELOPMENT (L&D) OF THE DEPARMENT OF EDUCATION CARAGA

APRIL, 2019

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POLICY ON LEARNING AND DEVELOPMENT (L&D) OF THE DEPARTMENT OF EDUCATION 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, implement, and coordinate 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.

Learning and Development is designed to ensure consistency and continuous improvement in the quality of service delivery and content across the various offices.

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. encourage employees to participate in 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; and
6. foster collaboration among the functional divisions in providing learning and development services.



SECTION 3. COVERAGE

The policy shall cover the following:

1. All learning and development programs, activities and services delivered in behalf of and for the DepEd Caraga Region as part of the fulfillment of its mandate;
2. All offices involved in the planning, designing, delivery, and evaluation of learning and development programs and courses; and
3. All processes, practices, tools and templates utilized in the planning, designing, delivery 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 shape competent and committed leaders and employees”. The goal is to align all L&D interventions in the region to the DepEd’s mission, vision and goals.

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

1. Every official and employee is an important resource 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 civil service. 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 management, supervisors and the employees. While the organization provides the nurturing and enabling environment by opening up 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 researches, 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

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.
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."
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 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 Program Proponent	The office or unit that is proposing the implementation of an L&D program, usually the Program Owner
L&D quality Assurance, Technical Assistance, and 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 engaged 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
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	A review and recommending 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
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. GUIDELINES 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 HRMD Plan with detailed strategies and budget.
- 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 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 shall require approval of the Regional Director based on the review and recommendation of the Personnel Development Committee (PDC).
- b. 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.
- c. 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.

3. Qualification and Selection of Learners

- a. As a general 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 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, 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.

(Please refer to Annex A Regional Order No. 19, Series 2019 re: GUIDELINES IN THE SELECTION OF NOMINEE TO LEARNING & DEVELOPMENT INTERVENTIONS/SCHOLARSHIP

- d. DepEd Caraga shall also maintain to attain 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. (Please refer to Annex L re: POLICY AND GUIDELINES ON SCHOLARSHIPS AND OTHER TRAINING GRANTS OF DEPARTMENT OF EDUCATION CARAGA)

4. Cancellation, Rescheduling and Substitution

- 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. An 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:
 - Major Conflict of Schedule of between and among the participants and implementer
 - Delayed release of funds
 - Circumstances beyond human control (Force majeure)
- f. All other concerns/issues shall be discussed by the PMT.

5. 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 is an equal opportunity employer. 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 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;
 - appropriateness of logistical arrangements such as training schedule, venue, safe transportation and lodging, facilities and meals; and
 - e. The L&D implementers shall ensure gender balance and equity among participants and learners, as far as practicable.
- (Please refer to Annex K re: DEPED CARAGA REGIONAL OFFICE EQUAL OPPORTUNITY PRINCIPLES (EOP) POLICY)

6. Certificate of Completion and/or Appearance

- a. A Certificate of Completion/Participation and Appearance shall be awarded/given to a participant or learner who has met the following:
 - Accomplished the online registration;
 - Attended and participated in at least 90% of the session hours;
 - Submitted the required outputs;
 - Completely submitted the daily online evaluation and end of the program evaluation; and
 - Submitted the travel order.
- b. The L&D implementer shall ensure accurate recording of attendance and list of submitted outputs as certified by the concerned training staff.
- c. Development interventions outside of a formal training may be declared as satisfying the training requirement through the recommendation of the HRDD.
- d. 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.
- e. A unique certificate code is indicated in every certificate of completion/participation issued to every participant who completed a Learning and Development Activity/Program.

7. 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.

8. 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.

9. 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. At the start of every quarter, the L&D implementers who submitted to HRDD their proposed L&D programs shall convene to ensure synchronicity of various interventions and programs to be conducted in the Regional Office.
- c. Sharing of responsibilities in the implementation of the Competency-Based L&D Management System shall consider the following roles:

Responsible Unit	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
Chiefs of Functional Divisions and Supervisors	• 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 • prepares and implements LAP or REAP
HRDD	• conducts competency assessment • prepares 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)	• determines the training fees, amount of honorarium for resource person services, and other training-related expenses • 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; • 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-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; • ensures that L&D QATAME processes, procedures, and reporting are implemented by the Regional Office;
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10. 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:

Area	Details
Education/Expertise	Background or area of specialization (holds doctoral degree, master’s degree or a subject/area specialist) by securing Personal Data Sheet (PDS)/Resume/Curriculum Vitae/Portfolio of the individual resource persons, speakers, trainers and facilitators, and groups/institutions
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



Please refer to Annex B Regional Order No. 20 Series 2019 re: GUIDELINES IN IDENTIFYING LEARNING SERVICE PROVIDERS

If gender expertise is required in the L&D intervention, the same has to be included in the TOR or letter of conforme as a prerequisite for selecting trainers/facilitators and resource persons.

- b. 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. Internal learning service providers may be give honoraria subject to the Department of Education's existing rules and regulations.
- c. L&D Resource Pool. An L&D Resource Pool shall be established and reviewed by the HRDD every year. All DepEd Caraga Region Certified Trainers shall be part of the Pool. The Department shall also engage local, national or international external learning service providers towards interactive learning and sharing. A gender balance among the members of the pool shall be maintained, as far as practicable.
- d. 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 Annex C – Daily Evaluation of Session, Facilitator and Daily Operation)

11. 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". In order 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 (DO 13 s. 2017);



- Wellness corner in the venue; and
 - Monitoring of hygiene and sanitary facilities
 - Training venue specifications (refer to attachment/annex)
- c. Safe Learning Environment.
- All L&D implementers shall set up a safe learning and development environment focused on:
- Fostering positive relationship 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 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) Annex D

12. 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 trainings/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 (Three Days) to be submitted 10 working days after the conduct of the activity to include in the following order:
 - a. Executive summary (abstract of the training/template)
 - b. Activity proposal
 - c. Office memorandum
 - d. Activity plan/Instructional design
 - e. Facilitator's session guide
 - f. Letter of invitation/Correspondence
 - g. MOA/Contract/TOR/Confirmation Letter from the resource person
 - h. Profile of the resource person
 - i. Result of QATAME online evaluation
 - j. Summary of resource person's rating
 - k. Written documentation of the learning process (journal/reflection/learning insight) sample only
 - l. Learning action plan



- m. Pre- and Post-tests results analysis
 - n. Attendance sheets
 - o. Financial report (obligated/billing amount)
 - p. Pictorials (1 page with 5 photos highlighting the activity)
 - q. Hard/E- Copies of learning materials/presentations
 - r. Sample certificate of participation/recognition
- b. 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 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.
- c. 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.
- d. Should there be new or additional 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.

13. Performance Metrics

Over time, the HRDD shall develop appropriate performance metrics in the area of 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
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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 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 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 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 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. LDNA process is inclusive.
 - a. Mechanism 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

Please refer to Annex E 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 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 a systematic learning needs.
 - a. 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

Please Refer to Annex F 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
 - 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	3. Reviews draft L&D Plan, and if deemed necessary, endorses it to external QATAME for evaluation	4. Evaluates HRMD or SPPD when requested, and gives feedback to PDC and PMT	
5. Refines HRMS or SPPD based on PDC	6. Checks refined version of the HRMD	7. Reviews refined Bureau/Service PPD	8. Reviews final HRMD or SPPD



and/or QATAME feedback, if any	or SPPD and endorses to Head of Office for final review	and gives feedback to PDC and PMT	a. Provides feedback to PDC and PMT for further refinement, if needed b. Approves final HRMD/SPPD
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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, regardless of modality, shall contain the following key elements:

- 1.1 Program Title;
- 1.2 Date;
- 1.3 Venue;
- 1.4 Rationale;
- 1.5 Terminal Objective;



- 1.6 Enabling Objectives;
 - 1.7 Methodology;
 - 1.8 Assessment and Application of Learning;
 - 1.9 Training Package (Participants and LFs);
 - 1.10 Gender Mainstreaming;
 - 1.11 Source of Funds;
 - 1.12 Budgetary Requirements; and
 - 1.13 Monitoring and Evaluation
- Please refer to Annex G Activity Proposal Evaluation Tool

2. L&D Designs are competency-based.

- a. Competencies for development are clearly identified in the Background and Rationale
- b. 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 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, where appropriate.
- 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.
- f. 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
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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. Learnings 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 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 package are user-friendly, and can be customized to suit specific learning needs of target leaners.
- 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 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 of 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	3. Reviews learning resource materials vis-à-vis Learning	4. Evaluates learning resource package and	

resource package development, if necessary	Resource Package Evaluation Form before submitting to QATAME Team for evaluation	gives feedback to PDC and PMT	
5. Refines L&D resource package based on /QATAME feedback, if necessary	6. Reviews and endorses refined L&D resource package for approval		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

Please refer to Annex H 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 phrases: 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 Project Management Team are 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 actual program conduct.
- 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 confirmed 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 monitoring and evaluation plan.
 - 1. Program proceedings and learners' participation are monitored and documented using prescribed documentation template.
 - 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 post-program report.
 - 1. Post L&D program report is prepared and submitted in a timely manner using prescribed format.

Please 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 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 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)
 - c. 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.
 1. L&D activity venues in an accessible, secure, and peaceful location
 2. 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)
 3. Clean residential accommodations, well-lighted and well-ventilated
 4. Residential accommodations spacious for a maximum of three participants to a room with at least one toilet and bathroom
 5. Information on venue's safety and emergency evacuation plan disseminates before start of activity and included in learners' kits
 - d. 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 provided.
 1. Number of participants appropriate to L&D modality
 2. Session rooms well-lighted, well-ventilated, appropriately set-up, and spacious enough for learners
 3. Breakout and open spaces available for small group activities and informal interactions
 4. Gender-fair and bias-free languages (including examples and illustrations) used at all times 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)
 - e. Emerging welfare needs of learners, learning service providers, and Program Management Team immediately addressed
 - f. L&D equipment, tools, supplies, and other learning aids available at the right time, quantity, and quality
 - g. L&D program funds is adequate and available when needed

1. All program cost items are budgeted
2. Funds allocated and disbursed according to DepEd guidelines, Republic Act 9184 (Government Procurement Reform Act), and COA rules
3. Request for funds 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 facilitated
 2. Activities to create and maintain a non-threatening and comfortable learning environment throughout the program facilitated, as needed.
 - 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 applied in delivering sessions to help learners (regardless of gender, abilities/disabilities, age, etc.) acquire target competencies
 3. Learners recognized as active participants and source of learning and engaged in meaningful discussions and activities
 4. Appropriate and timely adjustments on content, methodology, and schedule done to address emerging needs of learners
 5. Learner's responses to learning closely monitored and timely interventions (e.g., coaching) are provided as needed.
 6. Management of Learning (MOL) activities facilitated to encourage processing of experiences and reflection on personal learning.
 - c. Integration
 1. End-of-program integration session facilitated to help learners synthesize learning from the program
 2. Learners prepared for learning application and re-entry to workplace thru mechanisms like work application plan.
 3. Communication and participation mechanisms 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 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 QAD shall constitute a team that will include QA supervisors, HRD specialists/supervisors and content specialists/learning area supervisors/specialists to evaluate 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 processes and applies standards in implementing the program	10. Tracks program through updates from the Program Management Team, and provides assistance, if needed (e.g., situations cannot be addressed by PMT)	13. Monitors actual delivery to ensure processes are observed and standards are met, and gives feedback to PMT	12. Tracks program delivery through 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 and QATAME Team		19. Prepares QATAME Report and submits to PMT, and 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

Please refer to Annex C Daily Evaluation of Session, Facilitator and Daily Operation Tool

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 as a result 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 BHRDD-HRDD in the CO; HRDD and QAD in the RO; SGOD in SDOs; or the school head/principal in the school.

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 are able to 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 <u>Operational QATAME</u> - Develops, adopts or adapts QAME tools for assigned L&D program - Conducts QAME of assigned L&D Program - Together with the L&D PMT, completes the appropriate QA tools (QA Assessment Guide	External QATAME Associates of NEAP-QAD, R-QAD/SGOD <u>Strategic QATAME</u> Checks that all L&D PMTs under its area of responsibility perform QAME on L&D programs

for subsystem Guide for subsystem being implemented) - 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 <u>Operational QATAME</u> - 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. <u>Strategic QATAME</u> - 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 <u>Operational QATAME</u> - Reviews and approves periodic reports on the status of progress of L&D programs vis-à-vis Annual PPD - Reviews and approves report on accomplishments and results of Strategic and Annual PPD - Submits reports to NEAP - Presents updates/report on L&D accomplishments and results at the Program Implementation Review	- 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
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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 region, 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

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

1.2. 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 have to 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 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 particular 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 of time.

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 particular 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' 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, in the course of 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

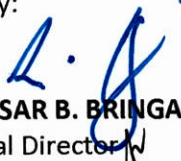
The table below shows the key players in L&D QATAME across governance levels and their roles and responsibilities.

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

SECTION 8. EFFECTIVITY

This Learning and Development Policy shall take effect immediately upon approval by the Regional Director. This shall also be reviewed every year or as the need arises to ensure that the policy is being adhered to.

Approved by:


FRANCIS CESAR B. BRINGAS, CESO V
OIC-Regional Director **4.16.19**



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
DO 32, s. 2011 Policies and Guidelines on Training and Development (T&D) Programs and Activities
MC 8. S. 2011 (Reiteration of the Physical Fitness Program or the Great Filipino Workout)
DO 51, s. 2014 Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture
DO 13 s. 2017 Policy and Guidelines on Healthy Food and Beverage choices in Schools and in DepEd Offices
DO 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 DepEd
EO 26, s 2017 Providing for the Establishment of Smoke Free Environments in Public and Enclosed Places
DO 28, s. 2017: Guidelines on the Allocation and Utilization of the Human Resource Training and Development Funds
DO 32, s. 2017 Gender Responsive Basic Education Policy
DO 2, 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
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
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