

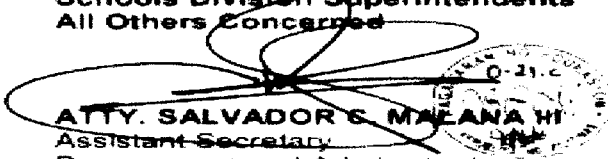


Republic of the Philippines
Department of Education
OFFICE OF THE ASSISTANT SECRETARY
FOR PROCUREMENT AND ADMINISTRATION

MEMORANDUM

OASPA- A - M21 - 062

TO : Regional Directors
 Minister, Basic, Higher and Technical Education, BARMM
 Schools Division Superintendents
 All Others Concerned

FROM : 
ATTY. SALVADOR S. MALANA III
 Assistant Secretary
 Procurement and Administration


SUBJECT : **PROFESSIONALIZATION, TRAINING AND WORKSHOP FOR REGIONAL, DIVISION AND CENTRAL OFFICE**

DATE : **20 October 2021**

The Office of the Assistant Secretary for Procurement and Administration (OASPA) and the Procurement Management Service (ProcMS) will launch the **DepEd Procurement Professionalization Program (3Pro)** through the conduct of the first level Training Course and Workshop on November 03-05, November 17-19, and December 07-09, 2021 through MS Teams.

The DepEd 3Pro is a component of a broader competency-building program that is being implemented in the DepEd through the Procurement Performance Enhancement Program (PPEP). It is part of the competency framework for procurement that was developed to ensure sustained competence and capability to undertake procurement functions in all DepEd levels of governance. By design, the DepEd 3Pro is a structured approach to procurement learning that allows the methodical and purposeful taking in of knowledge, skills and practical experience that are relevant and practical for use as tools to discharge procurement duties and responsibilities.

The Training and Workshop aims to: a) raise awareness and understanding on the basic concepts and principles underlying the Philippine public procurement system; b) manage effectively and efficiently the different procurement tasks and activities from procurement planning to contract award and administration; and c) empower procurement staff and personnel in managing procurement risks as well as supporting the strategic objectives of the different organizational operations.



Republic of the Philippines
Department of Education
 CORDILLERA ADMINISTRATIVE REGION

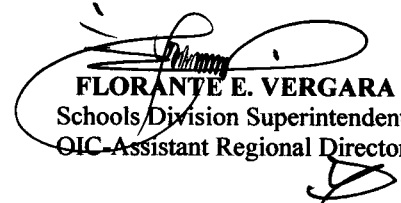
DEPARTMENT OF EDUCATION
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OCT 26 2021
 BY: _____ TIME: _____

October 25, 2021

To : Schools Division Superintendents
All Others Concerned

For Compliance. Each Schools Division Office (SDO) shall have three (3) participants. Pls see the link for registration.

FOR THE REGIONAL DIRECTOR:



FLORANTE E. VERGARA
 Schools Division Superintendent
 OIC-Assistant Regional Director

Admin/ETA/CDAD/MDTE

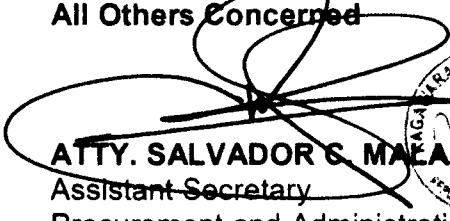


Republic of the Philippines
Department of Education
OFFICE OF THE ASSISTANT SECRETARY
FOR PROCUREMENT AND ADMINISTRATION

MEMORANDUM

OASPA- A - 1621 - 086

TO : Regional Directors
Minister, Basic, Higher and Technical Education, BARMM
Schools Division Superintendents
All Others Concerned

FROM : 
Assistant Secretary
Procurement and Administration

SUBJECT : PROFESSIONALIZATION, TRAINING AND WORKSHOP FOR
REGIONAL, DIVISION AND CENTRAL OFFICE

DATE : 20 October 2021

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The Training Course and Workshop shall be conducted in the following clusters:

CLUSTER	PARTICIPANTS	DATE	VENUE	Registration Link
Cluster 1	CAR, Region I, Region II, Region III, Region 4-A, Region 4-B Region V	November 03-05, 2021	Virtual (via MS Teams)	https://bit.ly/BATCH1 REGISTRATIONFO RM
Cluster 2	Region VI, Region VII, Region VIII, Region IX, Region X, Region XI, Region XII	November 17-19, 2021	Virtual (via MS Teams)	https://bit.ly/BATCH2 REGISTRATIONFO RM
Cluster 3	Region XIII, BARM NCR Central Office	December 07-09, 2021	Virtual (via MS Teams)	https://bit.ly/BATCH3 REGISTRATIONFO RM

The Training and Workshop is specifically designed for procurement practitioners within the Department which shall include the End-user Units; Chairperson, Vice-Chairperson, and Regular and Provisional Members of the Bids and Awards Committees; Members of the BAC Secretariat; Members of the Technical Working Group; Finance Service; Administrative Service; Heads of the Procuring Entity (Regional Directors, Schools Division Superintendents); and Internal Audit Service

In this connection, each Regional Office (RO) is enjoined to send five (5) participants while each Schools Division Office (SDO) is encouraged to send three (3) participants.

Prior to the conduct of the activity, each participant must own or create an MS Teams account. Participants are advised to register via the link provided for each cluster. All concerned are advised to read the instructions and accomplish the Registration Form provided. No registration fee shall be collected from the participants.

Enclosed is a copy of the concept note and design, and the program matrix for the upcoming Professionalization, Training and Workshop in Procurement.

For more information, please contact **Ms. Haidee Malana, Executive Assistant III** or **Ms. Angelina Bautista, Senior Technical Assistant III** of OASPA through email at procurement.trainings@deped.gov.ph or at telephone number (02) 8634-1169.

Encls: As stated.



Republic of the Philippines
Department of Education
OFFICE OF THE ASSISTANT SECRETARY
FOR PROCUREMENT AND ADMINISTRATION

PROGRAM FLOW
PROCUREMENT PROFESSIONALIZATION PROGRAM (3PRO) – LEVEL 1

I. Schedule of the Program

Cluster	Date
Cluster 1	November 03-05, 2021
Cluster 2	November 17-19, 2021
Cluster 3	December 07-09, 2021

II. Program Flow

DAY 1

Time	Topics	Resource Speaker
9:00 am – 9:10 am	Introduction	Emcee
9:10 am – 9:20 am	Prayer	Video Presentation
9:20 am – 9:30 am	National Anthem	Video Presentation
9:30 am – 9:35 am	Introduction to Keynote Speaker	Emcee
9:35 am – 9:40 am	Keynote Address	Secretary Leonor Magtolis Briones
9:40 am – 10:05 am	Message from Execom Members	Usec. Atty. Nepomuceno A. Malaluan; Usec. Annalyn M. Sevilla; Usec. Alain Del B. Pascua; Usec. Revsee A. Escobedo Usec. Diosdado M. San Antonio;
10:05 am – 11:05 am	Overview of PPEP	Video Presentation

11:05 am – 12:00 nn	DepEd Procurement Professionalization Program (3Pro)	Video Presentation
12:00 pm – 1:00 pm	<i>LUNCH BREAK</i>	
1:00 pm – 2:30 pm	<u>Topic #1</u> <i>Module 1-A</i> Public Procurement and the Concept of Procurement Management: Featuring the DepEd Context	Asec. Salvador Malana III
2:30 pm – 2:40 pm	<i>BREAK</i>	
2:40 pm – 3:40 pm	<u>Topic #2</u> <i>Module 2-A</i> Procurement Planning and the Budget Linkage	Ms. Teresa Fulgar
3:40 pm – 4:10 pm	Q and A	
4:10 pm – 5:00 pm	Presentation of topics and Groupings for Case Study (5 case studies) Overview of the next activity	Emcee

Day 2

Time	Topics	Resource Speaker
8:00 am – 8:10 am	Prayer and Recap	
8:10 am – 9:40 am	<u>Topic #3</u> <i>Module 1-B</i> Introduction to the Gov't Procurement Reform Act (RA 9184) and other related laws	Atty. Dennis Santiago
9:40 am – 10:00 pm	Q and A	
10:00 am – 10:10 am	<i>BREAK</i>	
10:10 am – 11:40 pm	<u>Topic #4</u> <i>Module 4-A</i> Public Bidding System, Rules and Procedures with Updates	Director Rowena Candice M. Ruiz
11:40 am – 12:00 nn	Q and A	
12:00 nn – 1:00 pm	<i>LUNCH BREAK</i>	
1:00 pm – 2:00 pm	Continuation of Case Study	
2:00 pm – 2:30 pm	<u>Mentoring #1</u> Orientation on the DepEd Inspection and Acceptance Systems and Protocols	Atty. Charlotte Oli
2:30 pm – 2:50 pm	Q & A	

2:50 pm – 3:00 pm	<i>BREAK</i>	
3:00 pm – 4:30 pm	<u>Topic #6</u> Module 3-B Anti-Corruption and Ethics in Procurement (Session 1)	Andria Bjornestad (UNDP)
4:30 pm – 4:50 pm	Q & A	
4:50 pm – 5:00 pm	Overview of the next day activity	Emcee

DAY 3

Time	Topics	Resource Speaker
8:00 am – 8:10 am	Prayer and Recap	Video Presentation
8:10 am – 9:30 am	<u>Topic #5</u> Module 4-B Alternative Methods of Procurement with Updates	Atty. Quintin Magsico
9:30 am – 9:50 am	Q and A	
9:50 am – 10:00 am	<i>Break</i>	
10:00 am – 10:30 am	<u>Mentoring #2</u> Orientation on the CMS / Billings and Payments	Atty. Abigail Jacob
10:30 am – 11:00 am	Q & A	
11:00 am – 12: 00 nn	Integration	
12:00 pm – 1:00 pm	<i>LUNCH BREAK</i>	
1:00 pm – 2:30 pm	<u>Topic #7</u> Module 6-A Fundamental Concepts of Contract Management in Public Procurement"	Alka Aneja (UNDP)
2:30 pm – 2:50 pm	Q and A	
2:50 pm – 3:00 pm	<i>BREAK</i>	
3:00 pm – 4:30 pm	<u>Topic #8</u> Module 3-B Anti-Corruption and Ethics in Procurement (Session 2)	Torben Soll (UNDP)
4:30 pm – 4:40 pm	Q and A	
4:40 pm – 5:30 pm	Closing Remarks	Emcee



DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY FOR
PROCUREMENT AND ADMINISTRATION



PROCUREMENT
PROFESSIONALIZATION
PROGRAM



CONTENTS

03

RATIONALE

10

AREAS OF EMPHASIS,
MODULES AND TOPICS

04

EXECUTIVE SUMMARY

14

TARGET PARTICIPANTS

04

PPEP: OVERVIEW AND
CONCEPTUAL FRAMEWORK

06

OBJECTIVES AND KEY
OUTCOMES

07

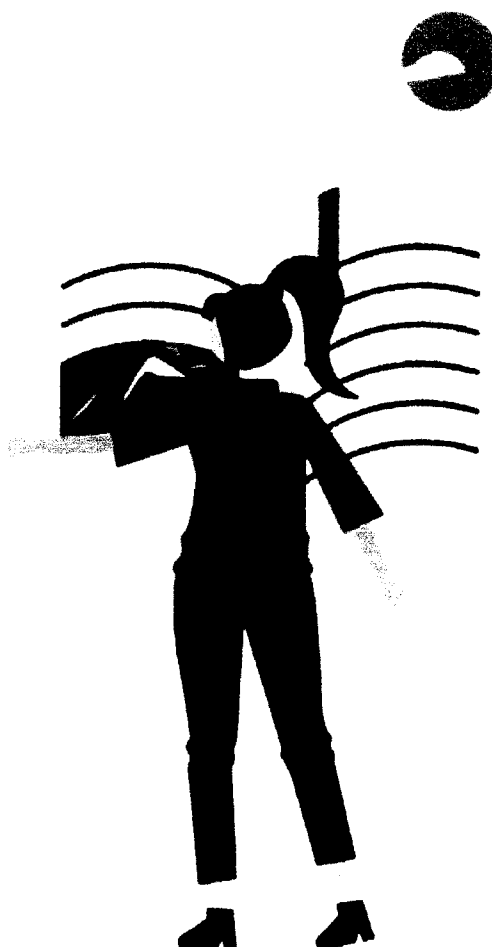
DELIVERY STRATEGY
AND METHODOLOGY

08

COMPETENCY NEEDS
ASSESSMENT

09

SCOPE





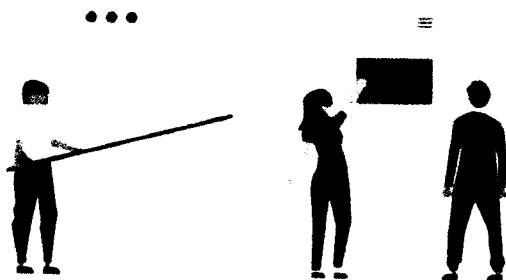
RATIONALE

The significance and value of training has long been recognized. Consider the popular and oft-quoted dictum: "Give a person a fish, you feed him for a day. Teach a person to fish and you feed him for a lifetime." Given today's evolving legal, public health, political and socio-economic environments affecting government operations and transactions, the need for trainings is more pronounced than ever. Training, in the most simplistic explanation, is an activity that changes people's behavior and increased productivity is often said to be its most important justification. But training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and by giving them all the information they need to perform those jobs.

"Give a person a fish, you feed him for a day. Teach a person to fish and you feed him for a lifetime."

Trainings, and a professionalization program in general, will provide an essential platform for an organization to attain its short term, mid-term and long-term goals and objectives by providing a good starting point to strengthen management systems and processes.

The DepEd should seek out the value-added benefits resulting from capability-enhancement and professionalization programs and activities. Without these interventions, the officials and employees of the DepEd can be its biggest liability. Trained effectively, however, they can become DepEd's biggest asset. By proper training, officials and personnel will have an increased understanding of their functions, instigate a positive attitude and culture towards their duties and responsibilities, and acquire the basic skills to go about their tasks.





EXECUTIVE SUMMARY

The Procurement Professionalization Program (3Pro) is a component of a broader competency-building program that is being implemented in the DepEd through the Procurement Performance Enhancement Program (PPEP). It is part of the competency framework for procurement that was developed to ensure sustained competence and capability to undertake procurement functions in all DepEd levels of governance. By design, 3Pro, is a structured approach to procurement learning that allows the methodical and purposeful taking in of knowledge, skills and practical experience that are relevant and are practical for use as tools to discharge procurement duties and responsibilities.

The training design for this program anchors on eight (8) pillars and twenty-six (26) indicators of a highly competent procurement organization, using as framework the Tanglaw ng Lahi Institute (TLI) Competency Needs Assessment Tool. A competency needs assessment, risk profiling and root cause analysis was conducted among procurement officials and personnel of DepEd field offices in October and November in 2019 in Subic, Zambales. The tool was utilized to evaluate and analyze DepEd's needs for further capacity-building interventions.



PPEP: Overview and Conceptual Framework

The 3Pro was designed around fundamental themes upon which the transformations under the PPEP are hinged. These themes, derived from the results of the competency assessments, risk profiling and gaps analysis, are clustered as follows:

- (i) The recognition of the need to understand that procurement management encompasses a concept that involves the entire supply chain, and is therefore not confined only to what the procurement law offers or covers;
- (ii) The recognition of the need to shift approach on government procurement from being merely transactional to strategic;



(iii) the recognition of the need to put emphasis on the entire procurement lifecycle and not merely on the actual purchasing aspect;

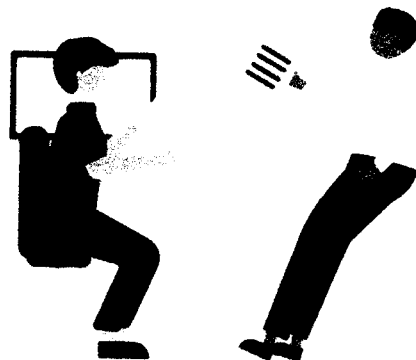
(iv) the need to understand that organizational and operational set-up should align and keep pace with these shifts on focus and emphasis and should be responsive to the demands of the emerging challenges of the job;

(v) the recognition of current and emerging realities that influence the context of procurement operations and affect the implementation of policies, systems, procedures, guidelines and standards; and

(vi) the recognition that procurement is a fundamental support system to frontline programs of DepEd, and the needed transformation should be lead from top-down in the organization.

The DepEd procurement processes and systems were generally seen to be complicated, convoluted, time-consuming and at times considered as bottlenecks to delivering timely and quality services. DepEd's priority to improve procurement systems and processes and capacitate the relevant procurement officials and personnel provides the impetus for the DepEd PPEP.

DepEd PPEP aims to ensure that the DepEd's procurement functions are properly managed and effectively utilized to achieve its performance goals. To attain this, procurement-related management systems should be clearly defined, put in place, documented and continuously developed and evaluated. The stakeholders and participants to the implementation of the systems are likewise to be guided, taught and trained under a sustained learning, mentoring and coaching program.

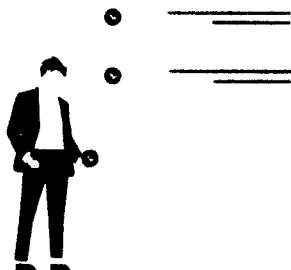


The said program will accentuate DepEd's initiatives to strengthen its management systems and promote good governance by furthering efficiency, transparency, competitiveness, accountability, predictability and legal compliance in its procurement processes and transactions. To sustain these efforts, emphasis should be placed on the importance of a continuing program to educate and professionalize staff and personnel involved in the procurement system.



The DepEd PPEP's plan of adoption is two-fold, as follows: (i) Procurement management design enhancement, in which specific initiatives are geared towards improving procurement systems and processes, and entails the adoption of project management models and concepts to improve operational efficiency in implementing procurement projects while ensuring that regulatory and procedural requirements are complied with; and (ii) Institutional strengthening and resource capability-building, in which initiatives are aimed at clearly defining the specific functions as are necessary to attain performance objectives and the allocation of duties and accountabilities within the procurement organization, and at improving the competence and capability of each individual and/or unit in the organization to undertake those functions.

The first approach concerns the design, development, implementation and review of detailed management systems that focus on and or relates to the various components and stages of procurement, while the second involves the use of learning, mentoring and coaching programs, tools and techniques to capacitate procurement implementors.



OBJECTIVES AND KEY OUTCOMES

The bedrock of the DepEd PPEP is the notion that procurement is a specialized and high-value function undertaken to safeguard financial resources and impacts on the efficient operation of DepEd. Given this consideration, it must be well established and supported through genuine and sustainable learning and professionalization interventions.

3Pro offers important, up-to-date, relevant and contextualized procurement skills and techniques to be used to effectively manage procurement functions in all the levels of governance in the DepEd. Thus, at the end of the program, procurement implementing officials and personnel are expected to have increased awareness of the basic concepts and principles underlying the Philippine public procurement system; to have improved ability to manage effectively and efficiently the various procurement tasks and activities in their respective governance units; to be empowered with tools and techniques for managing procurement risks; to have a clear appreciation of the peculiar nature of the DepEd's procurement requirements and processes; and to develop appropriate workplace attitude and culture.



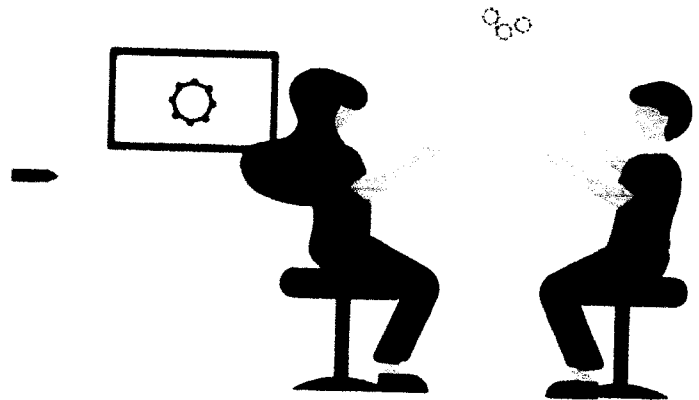
DELIVERY STRATEGY AND METHODOLOGY

As trainings, workshops and mentoring activities are critical enablers of the procurement transformation that is envisioned under PPEP, the strategy for learning delivery anchors on identified key areas of procurement transformation. Thus, the following basic strategies were utilized in developing the design for the 3Pro:

- The alignment of procurement proficiencies with new procurement roles that are adopted;
- the development of learning topics and modules for a range of procurement concepts, policies, procedures and personnel roles to emphasize the knowledge and skills associated with the various critical procurement stages;
- the development of some pathways for learning that recognizes the diversity of roles and interests of officials and personnel who undertake procurement.

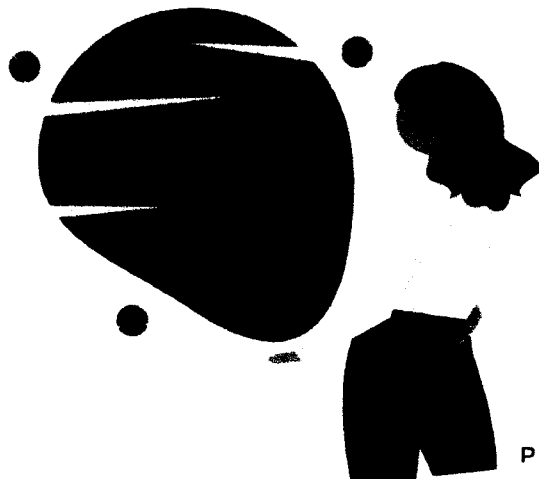
In determining the appropriate and effective teaching and learning methods, the following were carefully picked out to meet the participants' learning objectives:

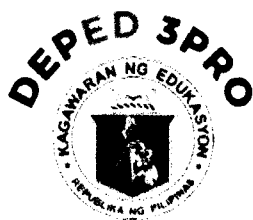
- Experience-based learning techniques
- Case exercises and discussions
- Focused group discussions; and
- Formal lectures



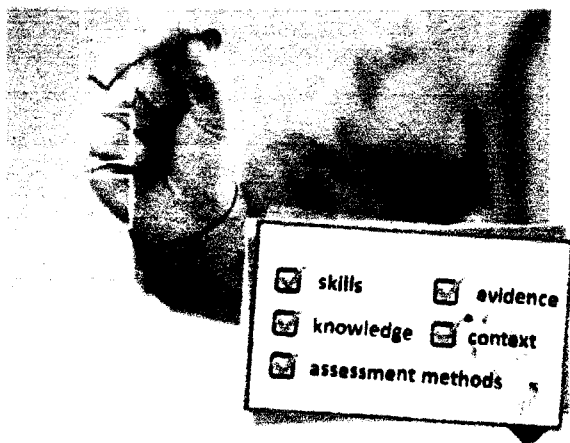
As indicated above, a two - tiered approach to learning is adopted: First, the participants are given a good theoretical basis from which to approach relevant procurement issues; and second, the participants are allowed to apply this knowledge through practical exercises, group works and focused group discussions.

The program will also have a mentoring and coaching component which seeks to provide a step-to-step guide in the use and interpretation of available procurement guidebooks, work instructions and standard procurement forms and documents.





COMPETENCY NEEDS ASSESSMENT



The TLI Competency Needs Assessment Tool for Procurement was used in a previous exercise to evaluate and analyze the DepEd's need for training interventions. The assessment began with the identification of the "gaps" for which training and mentoring is needed. The assessment included consultations, risk profiling and root cause mapping that involved DepEd field office officials and personnel.

The assessment focused on the eight (8) pillars of a highly competent procurement organization defined in the aforementioned tool. These are as follows:

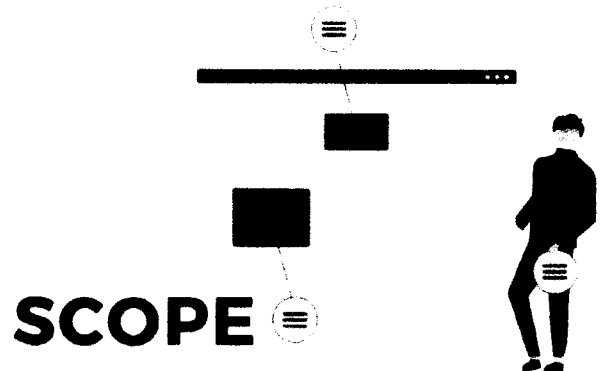
MAJOR CRITERION	INDICATORS	DESCRIPTION
A. Organizational Leadership	<ul style="list-style-type: none"> Vision and Priorities Cohesiveness 	<p>This key area assesses if the Procuring entity has a good sense of its mandate, goals and priorities and determines as well if the procurement officials work together as a team in pursuit of the common objective.</p> <p>This key area determines the awareness and readiness of the procurement officers and other personnel of their duties and accountability as well as the capacity predisposition of the procuring entity to achieve its goals.</p>
B. Business Strategy and Structure	<ul style="list-style-type: none"> Roles and Responsibilities for success Goal-Supportive Structure 	<p>This key area looks into the proficiency of the procurement officials and personnel, how much proficiency is measured and what are actions taken for continuous process of improvement.</p>
C. Human Resources	<ul style="list-style-type: none"> Capacity for effective performance Performance Measure and Incentives 	<p>Measures the unit's awareness of the key elements of the Procurement Laws, guidelines, circulars and opinions in Procurement Planning and Implementation</p>
D. Work Processes and Systems	<ul style="list-style-type: none"> Planning System Implementation System Accomplishment Evaluation System 	<p>This key area focuses on values of the procurement officials in the performance their task and responsibilities and how they react to policy and system reforms.</p>
E. Culture	<ul style="list-style-type: none"> Performance Behavior Capacity to Change 	<p>This key area assesses the knowledge of the laws that governs R.A. 9134, different procurement organizations and units, procurement procedures, regulations concerning public accountability and understanding of the legal process applicable to procurement and development of effective contracts.</p>
F. Knowledge	<ul style="list-style-type: none"> Legislative and Regulatory Framework Institutional and Organizational Framework Procurement Procedures and Timelines Concept and Impact of Public Accountability Contract Administration and Implementation Organizational Leadership and Management Basic Statutory Construction Documents and Information Management Examination and Technical Evaluation of Bidders Documents Contracts Administration and Management 	<p>This key area assesses the style of leadership appropriate for the procurement functions of the organization. It evaluates how much of the required skills and abilities to undertake procurement functions effectively is possessed by the organization.</p>
G. Skills and Abilities	<ul style="list-style-type: none"> Concept of Tasks and Responsibilities Integration and Inter-Personal Relationships Concepts of Organizational Vision, Mission and Direction Sense of Potential Growth and Advancement 	<p>This key area assesses how motivational techniques and tools are utilized by the organization to develop internal, cross-functional and external capabilities. This looks into the level of empowerment of staff to owning challenges and achieving common or individual targets.</p>
H. Attitudes	<ul style="list-style-type: none"> Personal Satisfaction 	





The above-stated pillars (criteria) are further broken down into twenty-six (26) indicators, as follows:

1. Vision and Priorities;
2. Cohesiveness;
3. Roles and Accountabilities;
4. Goal-Supportive Structure;
5. Capacity for Effective Performance;
6. Performance Measures and Incentives;
7. Planning System;
8. Implementation System;
9. Accomplishment Evaluation System;
10. Performance Values and Behavior;
11. Capacity to Change;
12. Knowledge of Legislative and Regulatory Framework;
13. Knowledge of Institutional and Organizational Framework;
14. Knowledge of Procurement Procedures and Timelines;
15. Knowledge of Public Accountability;
16. Knowledge of Contract Administration and Implementation;
17. Skills in Organizational Leadership and Management;
18. Skills in Basic Statutory Construction;
19. Skills in Documents and Information Management;
20. Skills in Examination and Technical Evaluation of Bidder's Documents;
21. Skills in Contract Administration and Management;
22. Concept of Tasks and Responsibilities;
23. Integration and Interpersonal Relationships;
24. Concept of Organizational Mission, Vision and Direction;
25. Sense of Potential Growth and Advancement; and
26. Personal Satisfaction



The DepEd Procurement Professionalization Program consists of 3 levels of learning generally described as follows: (i) Basic; (ii) Intermediate; and (iii) Advance.

I. Basic level of Professionalization (Level 1) is designed to form an essential foundation or starting point to have a clear understanding of the fundamental principles, rules and procedures in public procurement in the Philippine setting.

II. Intermediate level of Professionalization (Level 2) is framed to help the procurement personnel further strengthen their knowledge and skills in planning, implementing, and managing the procurement system and processes by providing more detailed approaches in the various areas of procurement management.

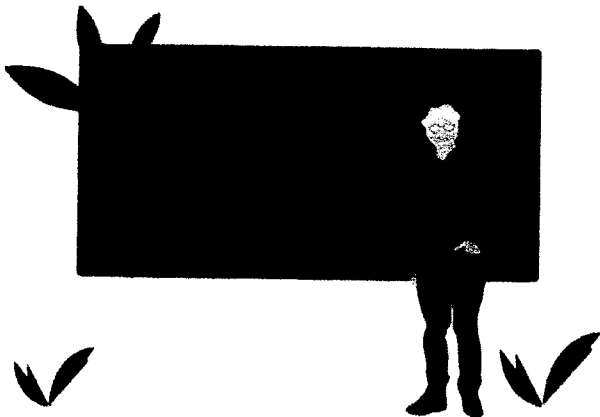
III. Advance level of Professionalization (Level 3) is a holistic approach intended to refine already-acquired knowledge and to improve strategies and decision-making skills in procurement management.



AREAS OF EMPHASIS, MODIULES AND TOPICS

The modules and topics chosen stem from the 3 Key Areas of Emphasis under the DepEd PPEP, as follows:

1. Procurement Planning, Budgeting and Preparation;
2. Public Bidding and the Use of the Various Alternative Methods of Procurement;
3. Procurement Contracts Management;



The program modules are described, as follows

MODULE 1: OVERVIEW OF THE PHILIPPINE PUBLIC PROCUREMENT SYSTEM

Public procurement is considered to be a key administrative function in the operations of any government unit and is a major contributor to the attainment of its objectives. The Philippine public procurement system is a result of an interplay of several disciplines, principles of governance and statutory regulations. This is the main reason why understanding the system entails a circumspect approach to learning and a familiarization with the various elements that play in the overall procurement environment.

Module 1 will walk the participants through the fundamental concepts of public procurement, its systems, cycle and environment, the principles of effective management and public procurement as treated under the Republic Act No. 9184. It tackles the general concepts relevant to procurement and how they apply to, interface with and are utilized in the Philippine context. The learning under this module begins from a recognition that there are various



gaps, as there are strengths, in the system ushered in by RA 9184. These gaps may however be addressed by applying established and recognized concepts and principles and by carefully seeing that they fit into the system.

MODULE 2: PROCUREMENT PLANNING, BUDGETING AND PREPARATION

Procurement planning is the process through which a procuring organization aligns its procurement programs and activities with its service delivery strategies. If the organization develops a strategic approach and integrates its procurement plans with its overall operational plans, it must be able to create a clear and direct link to its missions, goals and objectives. Procurement budgeting, on the hand, describes how priorities in procurement are decided considering the limited financial resource the organization may have for its operations. Finally procurement preparation involves al preliminary works for the procurement projects and making available all necessary documents such as the purchase requests, procurement forms and documents, program of works, terms of reference, template contract forms and purchase orders, designs and drawings, etc. as may be appropriate depending on the nature and class of the procurement project.

Module 2 will help the participants understand the principles and systems along these concepts of planning, budgeting and preparation in procurement.

MODULE 3: SUPPLIERS AND CONTRACTORS MANAGEMENT

Suppliers and contractors management in procurement is analogous to the concept of suppliers relationship management. This focuses on the development of a mutually-beneficial relationship between the procuring organization and the members of the suppliers and contractors, on one hand, and among suppliers and contractors, on the other hand. To do achieve this, the organization must consider the prospective and incumbent suppliers and contractors as strategic partners in realizing procurement objectives.

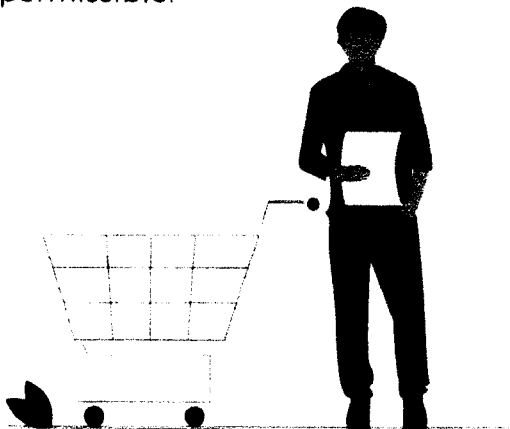
This module looks at supplier management and explains why the topic should be of central importance to procurement and supply chain executives. The module runs through the different elements that sit within the concept of suppliers and contractors relationship, including the management of performance and risks.



MODULE 4: PUBLIC BIDDING AND THE USE OF THE VARIOUS ALTERNATIVE METHODS OF PROCUREMENT

The second major phase of the procurement process is the acquisition of the procurement contract. Republic Act No. 9184 particularly deals with this phase.

Module 4 is concerned with the policies, rules and procedures that mainly deal with the process of contract acquisition through the various modes of procurement as prescribed under Republic Act No. 9184 and its Implementing Rules and Regulations. It tackles likewise the various alternative methods of procurement, the terms and conditions for their use and the circumstances under which their resort to is permissible.



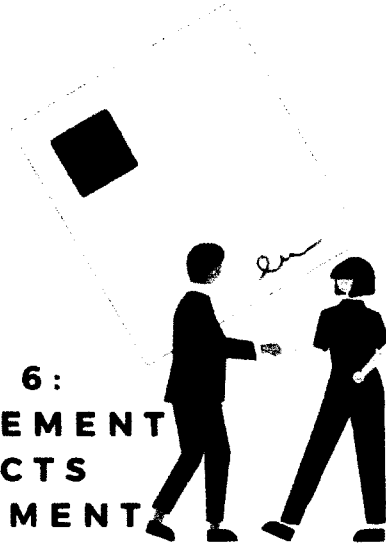
MODULE 5: SUPPLIES AND INVENTORY MANAGEMENT

Inventory and supplies management for procurement is concerned with accounting and management of inventories, supplies and assets which were and/or will again be the subject of the organization's procurement. Public sector supply chain starts and ends with accounting and management of supplies, inventories and assets. A streamlined and efficient procurement management system should therefore begin and end with a systematic accounting of the organization's inventories, supplies and assets.

This module is designed to help a procuring organization develop forward thinking and proactive attitudes in carrying out its procurement functions. It discusses the framework for increasing efficiency, public service delivery and value-for-money by defining a system to identify, track and report inventories, supplies and assets from delivery from suppliers through point of distributions and use by end-user units.



MODULE 6: PROCUREMENT CONTRACTS MANAGEMENT

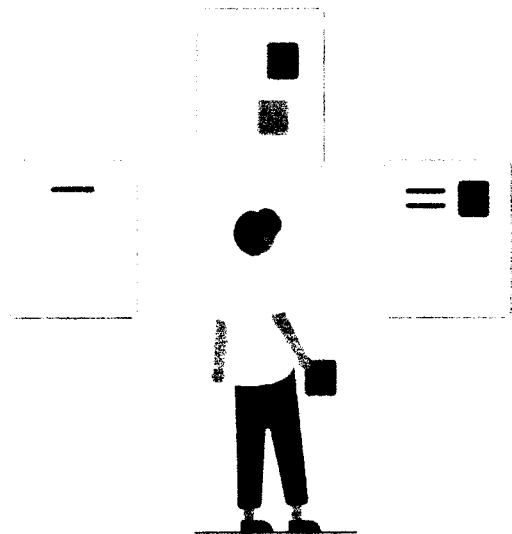


This module deals with the objectives of and areas and factors essential in contract management. Contracting is not only integral part of doing business in the public sector, it is also a crucial ingredient in ensuring success in the implementation of programs, projects and activities. In procurement, the sheer volume of resource needed and spent by a government entity and the money involved demonstrate the nature and extent of risk exposure that it is facing when engaging with suppliers and contractors. Because of this developing and managing contracts is a skill required by government personnel in managing its procurement programs and activities if it is to enable itself to aptly address these contract risks.

MODULE 7: PROCUREMENT PROJECT MANAGEMENT

Project management is the discipline of carefully planning, organizing and controlling resources to achieve specific goals and meet specific success criteria relative to the undertaking of special projects.

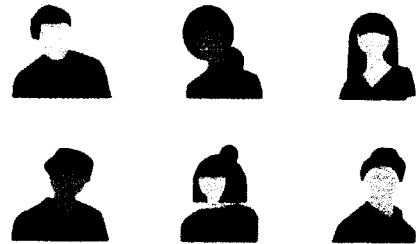
The procuring organization at times undertakes non-repetitive, unusual, customized, large and/or complex projects which, because of their being extraordinary and complex, require special attention and specialization. It may also involve multiple contracts and expertise to complete. Thus, there is a need to have a tool to improve the procuring organization's capability to plan, organize, implement and control its activities and the way human and other resources are utilized.





For the launch of the program, the topics, covering the 3 areas of emphasis and the 7 major modules, and spread through the 3 levels of professionalization (i.e. Basic, Intermediate and Advance), are as follows:

LEARNING AREA / ASPECT	BASIC	INTERMEDIATE	ADVANCE
1. PROCUREMENT PLANNING, BUDGETING AND PREPARATION	<p>Module 1-A: Introduction to Procurement</p> <p>Module 1-B: Procurement Planning and Budgeting</p>	<p>Module 2-A: Procurement Planning and Budgeting</p> <p>Module 2-B: Procurement Planning and Budgeting</p>	<p>Module 3-A: Procurement Planning and Budgeting</p> <p>Module 3-B: Procurement Planning and Budgeting</p>
2. PUBLIC BIDDING AND THE USE OF THE VARIOUS ALTERNATIVE METHODS OF PROCUREMENT	<p>Module 1-B: Introduction to the Gov't Procurement Reform Act (RA 9184) and other related laws</p> <p>Module 4-A: Public Bidding System, Rules and Procedures with Updates</p> <p>Module 4-B: Alternative Methods of Procurement with Updates</p>	<p>Module 4-C: Detailed Approach to Public Bidding</p> <p>Module 4-D: Detailed Approach to the Various Alternative Methods of Procurement</p> <p>Module 2-C: Development and use of the Bidding Documents and RFCs</p>	<p>Module 4-E: Resolving Motion for Reconsideration and Protest</p> <p>Module 3-B: Ethics in Procurement</p> <p>Module 3-F: Post-Qualification Principles and Protocols</p>
3. PROCUREMENT CONTRACT MANAGEMENT	<p>Module 1-C: Contract Management</p> <p>Module 1-D: Contract Management</p>	<p>Module 2-C: Contract Management</p> <p>Module 2-D: Contract Management</p>	<p>Module 3-C: Contract Management</p> <p>Module 3-D: Contract Management</p>



TARGET PARTICIPANTS

Procurement is a dynamic process that requires input from the various offices and units of the procurement organization. This program is specifically designed for procurement practitioners within the Department which includes the following:

1. End-user unit
2. Chairperson, Vice-Chairperson, and Regular and Provisional members of the Bids and Awards Committee
3. Members of the BAC Secretariat
4. Members of the Technical Working Group
5. Finance Service
6. Administrative Service
7. The Head of the Procuring Entity (Regional Directors, Schools Division Superintendent)
8. Internal Audit Service