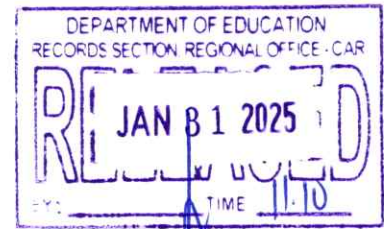




Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION



28 January 2025

REGIONAL MEMORANDUM

No. 072-2025

SUBMISSION OF FY 2025 OFFICE LEARNING AND DEVELOPMENT (L&D) PLAN FOR NON-TEACHING PERSONNEL

To: All Schools Division Superintendents
All Regional Functional Division Chiefs
All Other Concerned
All Divisions

- Relative to DM-OUHROD-2024-2121 (Recalibration Workshop for the 3-year Non-Teaching Personnel L & D Plan for Field Offices) attended by RO and SDO personnel, this Office seeks the finalization and submission of the **Office Learning and Development Plan** for review and allocation of funding.
- The SDO SGOD-HRD SEPS shall access the draft (Enclosure 1) through <https://tinyurl.com/OLP2025review> and follow these steps:
 - Update the online copy by completing all required fields;
 - Download a local copy and extract the respective activities per SDO;
 - Add signatories, as prepared by the SGOD Chief, reviewed and endorsed by the Assistant Schools Division Superintendent (ASDS), and approved by the Schools Division Superintendent (SDS); and
 - Scan the signed copy and upload it via <https://tinyurl.com/carHRDplan> before **January 31, 2025**.
- Should there be queries and/or clarifications, please contact Rosita Agnasi, OIC-HRDD or Laureen Likigan, SEPS-HRDD through email address at car.hrdd@deped.gov.ph.
- Immediate dissemination of and strict compliance with this Memorandum is desired.


ESTELA P. LEON-CARIÑO EdD, CESO III
Director IV/ Regional Director



HRDD/RCA/DBA - LbL - RM - Submission of Office Learning Plan 2024-2026
January 28, 2025



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Office	Job Group & Positions	Competency/Performance Gap	Learning Objectives	Learning Interventions	Learning Modality	No. of target participants	Date and Venue	Results	Budgetary Requirements
	a set of job/work that are linked together by a common nature, purpose, or skill set. e.g., Administrative, Human Resource Management, Records Management, Supply Management, IT, Planning, etc.	The difference between an employee's current competency/performance and their desired competency/performance	specific competencies to be developed; knowledge, skills, or abilities and the specific level of proficiency that the personnel develops or enhances as a result of the recommended learning intervention (Must be SMART- specific, measurable, achievable, relevant, and time-bound)	with specific titles of proposed activities; appropriate learning strategy in addressing the identified gaps. These may be any or a combination of the following: (1) job-embedded learning (JEL); (2) relationship/discussion-based learning (RDL), and (3) Formal Learning (FL) (e.g., training program) Consider 70-20-10 model.	(Online/Blended/In-person)	(figure)	(proposed schedule)	Include intermediate (reaction; learning); near-term (behavior); long term (organizational impact; ROI)	Total amount of estimated budget; indicate fund source.
Regional Office									
A. Online Convergence									
	1: Induction for Non-Teaching Personnel WEAPS (2D): Workplace ethics, productivity, and attitudes	Newly Hired NT Personnel <1 year in service 1st and 2nd Level	SERVICE ORIENTATION: Newly hired non-teaching personnel are not yet equipped with the necessary information and training to take ownership of customer service issues, effectively communicate organizational directions, and actively contribute to service improvement initiatives.	By the end of the Induction for Non-Teaching Personnel program, newly hired non-teaching personnel with less than one year of service will be able to apply basic organizational directions to customer service scenarios, identify service issues, and propose simple improvements to service delivery, achieving at least 75% proficiency as measured by a short post-orientation quiz and feedback session	1. Online orientation and Pretest 2. Self-paced Utilization of the Induction Handbook 3. Post test and Completion of Reflection Journal Welcome and Organizational Introduction Customer Service Role-Playing Organizational Directions Overview Team Collaboration Exercises Post-Orientation Quiz and Feedback	Online Face-to-face Coaching and Mentoring of immediate supervisors	Admin Officer II - 995 pax PDO I - 85 pax	Mar 2025	<u>Reaction:</u> Ensure participants are satisfied and engaged with the program. (Reaction to food, PD resources, environment/ Insights/ Impressions) <u>Learning:</u> Equip participants with skills and knowledge on taking ownership of customer service issues, effectively communicate organizational directions, and actively contribute to service improvement initiatives. <u>Behavior:</u> Encourage participants to apply new knowledge and devise self-paced coaching and mentoring mechanism while they use their Induction Handbooks with the guidance of their immediate supervisors <u>Results:</u> Recognize opportunities towards improved performance of assigned duties and responsibilities to support teaching quality and student outcomes.
	2. Knowledge Sharing from FY 2024 OPDNT Activities	ADMINISTRATIVE, HR, FINANCE < 5 years in service	Lack of avenues to disseminate the communication, innovation, and advanced ICT skills learned, leading to insufficient improvement	By the end of the Knowledge Sharing Session, participants will be able to identify means for	Knowledge Sharing Online assessments Follow-Up Feedback Session	Online	100 Based on	Mar 2025	<u>Reaction:</u> Ensure participants are satisfied and engaged with the program. (Reaction to food, PD resources, environment/ Insights/

participants -Responsive, Imperative Client Engagement (RICE) Training -Basic Communication Training: Effective Communication in the Workplace	1st Level (based on survey results and IPDP needs summary)	in team collaboration, limited adoption of innovative practices, and underutilization of advanced ICT tools within the organization Communication skills, Innovation Skills and ICT Skills Ranked as top competency with low rating under the IPDP rating from the last three years	disseminating communication, innovation, and advanced ICT skills within their teams, collaborate with colleagues to share best practices, and demonstrate the use of at least one advanced ICT tool in a team-based project, as measured by a group presentation and a follow-up survey within two weeks of the session.			survey results		impressions) <u>Learning:</u> Equip participants with skills and knowledge on communication, innovation, and advanced ICT skills learned leading to sufficient improvement in team collaboration, adoption of innovative practices, and utilization of advanced ICT tools within the organization <u>Behavior:</u> Encourage participants to apply new knowledge and revise their IPDPs <u>Results:</u> Participate to PDs that respond to their needs in order to contribute to the improved performance of assigned duties and responsibilities to support teaching quality and student outcomes.	
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B. Training

Innovation Skills Training Innovation and Advance ICT Skills	Support Staff AO/ ADAs/ PDO (3-5 years in service)	INNOVATION SKILLS: The performance gap lies in the need for the individual to consistently identify root causes of complex problems, generate innovative solutions that enhance efficiency, and effectively translate creative thinking into actionable improvements that drive productivity and resourcefulness within the organization.	By the end of the Innovation Skills Training, participants will be able to identify the root causes of complex problems, generate at least two innovative solutions to enhance organizational efficiency, and draft a complete innovation proposal using the RO template, adhering to its guidelines, with at least 80% accuracy as measured by a review of their proposals during the training.	1. Face-to-face training including the draft innovation proposal 2. Application of Learning: WAP Submission of endorsed Innovation Proposal as their application of Learning 3. Knowledge Sharing: WAP Accomplishment Reports for benchmarking of other NT personnel Problem-Solving Introduction; Root Cause Analysis Workshop Brainstorming Solutions; Innovation Proposal Drafting Peer Review and Refinement; Proposal Presentation and Submission	Face-to-face Online monitoring by the SDOs Online convergence by the RO	40	Mar 2025	<u>Reaction:</u> Ensure participants are satisfied and engaged with the program. (Reaction to food, PD resources, environment/ Insights/ Impressions) <u>Learning:</u> Equip participants with skills and knowledge on INNOVATIVE PROJECT SKILLS Development and implementation learned <u>Behavior:</u> Monitor participants' application of problem-identification and Innovation proposal skills on the job through follow-up assessments and supervisor observations. <u>Results:</u> Assess the impact of training on organizational efficiency by tracking the implementation of participants' innovative solutions and improvements in problem resolution within six months post-training.	
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	<p>Leadership and Strategic Management Program</p> <p>Supervisory Development Program (Tracks 1 & 2)</p>	<p>Unit/ Section Heads</p> <p>ADOF3 - 5 pax; ADOF4 - 52 pax; ADOF5 5 - 22 pax</p>	<p>LEADING PEOPLE The performance gap lies in the need for the individual to effectively persuade and inspire others consistently, using advanced persuasion techniques, setting a credible example, and actively promoting and aligning team actions with the organization's vision to foster a cohesive, goal-oriented work environment.</p>	<p>By the end of the Leading People Training, participants will be able to apply advanced persuasion techniques to inspire and motivate their team, develop a comprehensive coaching and mentoring plan, and complete staff work and program management tasks that align team actions with the organization's vision, as measured by the submission and review of their coaching plans and program deliverables within two weeks of the training.</p>	<p>1. Face-to-face training including the draft action plan</p>	<p>Face-to-face</p>	<p>40 (2025) 40 (2026)</p>	<p>April 2025</p>	<p><u>Reaction</u> Collect participant feedback on the relevance and engagement of the training through post-training surveys to gauge their satisfaction. <u>Learning</u> Assess participants' understanding of persuasion techniques and leadership skills via pre- and post-training assessments. <u>Behavior</u> Observe participants' application of persuasion techniques and leadership strategies in the workplace through follow-up evaluations and personnel feedback. <u>Results</u> Measure the training's impact by tracking improvements in team alignment, motivation, and goal achievement over a six-month period.</p>		
C. Brown Bag Session/ Online Monitoring											
	<p>RO Quarterly Coaching and Mentoring</p>										
D. Enrollment to External Learning Service Providers											
		<p>Acc 1 - 6 pax; Acc 2 - 2 pax; Acc 3 - 9 pax</p>	<p>Functional competencies</p>	<p>By the end of the external training, participants will be able to analyze and implement updated accounting policies and innovative practices, demonstrating proficiency by applying these changes to enhance organizational compliance and financial accuracy within three months of completion.</p>	<p>Enrollment to external LSPs</p>	<p>Face-to-face</p>	<p>17</p>	<p>2025</p>			
		<p>Engineers 9 pax</p>	<p>Functional competencies</p>	<p>By the end of the external training, participants will be able to evaluate and integrate advanced engineering practices and updated regulatory standards, demonstrating proficiency by applying</p>	<p>Enrollment to external LSPs</p>	<p>Face-to-face</p>	<p>9</p>	<p>2025</p>			

				these methods to improve project efficiency and safety outcomes within six months of training completion.						
		AO III, IV	Procurement Training	By the end of the external training, participants will be able to evaluate and integrate new procurement guidelines and policies, practices and updated regulatory standards, demonstrating proficiency by applying these methods to improve project efficiency and compliance within six months of training completion.	Enrollment to external LSPs	Face-to-face	9	2025		

SDO Abra

Training										
1. Information and Communications Technology Training	Newly hired AOs Profile: DTNA with Advance ICT Skills	Computer/ICT Skills- Newly hired AOs are not capacitated in mastering the use of excel and efficiently manage data. This is necessary to enhance productivity and professional practice and address the rapid technological advancements.	By the end of the training, participants will be able to learn the basics of navigating through Excel's user interface, including the ribbon, formula bar, and various panes; understand how to create, save, open, and modify worksheets and workbooks; learn to navigate between worksheets, and manage large workbooks effectively; and discover how to create and use formulas to perform calculations, and understand the wide range of functions available in Excel.	Capacity Building on Microsoft Excel Essentials	face-to-face	26 pax	1st quarter (venue TBA)	Reaction: Feedbacks from the participants after the capacity building Learning: Evaluation of the learnings of the participants through demonstration Behavior: Follow-up if there is an improved performance of the participants in their workplace Results: Outcome of the training in the workplace (Improved ICT skills)		

	2. Crafting and Designing Innovations Training	AOs	Innovation Skills: The performance gap lies in the need for the individual to consistently identify root causes of complex problems, generate innovative solutions that enhance efficiency, and effectively translate creative thinking into actionable improvements that drive productivity and resourcefulness within the organization.	By the end of the training, participants will be able to improve their ability to collaborate effectively in teams to develop and execute innovative projects and develop the skills to identify and assess new opportunities for innovation.	Capability Building on Innovation Techniques	Face-to-face	168 pax	2nd quarter (venue TBA)	Reaction: Ensure participants are satisfied and engaged with the program. Learning: Equip participants with skills and knowledge on INNOVATIVE PROJECT SKILLS Development and implementation learned Behavior: Monitor participants' application of problem-identification and innovation proposal skills on the job through follow-up assessments and supervisor observations. Results: Assess the impact of training on organizational efficiency by tracking the implementation of participants' innovative solutions and improvements in problem resolution within six months post-training.	
SDO Apayao										
SDO Baguio City										
	Communication Skills Training	150 pax - Speakers, AO's, PDO's, ADAS, Aides	Poor communication between employees or clients can lead to misunderstandings or activity delays. The SDO might notice that team members struggle with presenting ideas clearly or collaborating effectively, which could slow down projects and affect productivity.	To improve active listening skills. To Develop clear messaging. To build persuasive communication techniques.	Training on Communication Skills	face-to-face	150	1st quarter of 2025. To be held outside Baguio City	Empowered non-teaching staff, specifically in communication.	
SDO Benguet										
	A. Training - (a) Advanced Computer skills Training , (b) Technical Correspondence Training and Communication Skills	AOs, PDOs, and other frontline services providers	ICT Skills: Inability to effectively leverage advanced software functionalities, Technical and Communicaton Skills: Difficulty in producing clear, concise, and audience-appropriate technical documents, and publications in various Office Online Platforms that adhere to organizational standards,	To equip the participants in utilizing advanced software features, automate repetitive tasks with macros, and utilize data effectively. To capacitate the participants in creating clear and easy-to-understand technical documents that convey important information to different audiences while sticking to organizational standards.	Capability Building on Targeted Competencies	face-to-face	150	2nd quarter, venue TBA (3 batches)	capacitated personnel in the targetted competencies	

SDO KALINGA										
	A. Training - Advanced Computer skills Training / Technical Correspondence Training	Admin Personnel and various Job groups (AOs, PDOs, ADAS)	Computer Skills- Provide appropriate and updated ICT skills to boost productivity and professional competence	Improve and upgrade their computer skills	Capability on Advanced Computer skills Training / Technical Correspondence Training	face-to-face	batch 1-50 & Batch 2-50	1st quarter at a venue to be announced later	Improved their skills in computer/ technical Correspondence	
	B. Supervisory and Managerial skills Development for Unit Heads	All Unit Heads in the SDO paper	Work collaboratively with other unit heads and accross organizations to accomplish organizational goals and objectives.	To enhance and update managerial skills of all unit heads in the division in achieving organizational goals and objectives.	Upskilling on Supervisory and Managerial skills Development for Unit Heads	Face-to-face Online monitoring by the SDOs Online convergence by the RO	20	1st quarter at a venue to be announced later	enhanced supervisory and managerial skills of unit heads	
SDO IFUGAO										
	A. Training									
1	Strategic Planning & Proposal Development	Admin Officers & Program implementer	Translate creative thinking into tangible changes and solutions that improve the work and the whole school;	Apply the planning principles in coming up with a workable school plans & come-up with an implementable quality assured project proposal	Training-workshop on strategic planning & Project proposal development	2 Batches in Face to face	100	March 12-15, 2025 & March 19-21, 2025	Output: Comprehensive School Plan & Project Proposals	
2	Advance ICT, AI Basic Course & financial updates	ADAS/ADA & Technical Staff	Utilizes technologies to: access information to enhance professional development and assists in conducting research & communication to local and professional networks	enhance the ICT skills and acquire artificial intelligence basic course of finance personnel to be globally competent.	Application training on ICT and AI basic course for finance personnel	Face to face	100	June 15-18, 2025	AI & technology Savy & updated on Financial Guidelines	
3	Supervisory and Managerial skills Development for Unit Heads	Unit Heads-Office proper	Work constructively and collaboratively with others and accross organizations to accomplish organizational goals and objectives.	Enhance supervisory and managerial skills of unit heads of the division office proper in effectively and efficiently achieving the office goals.	Capability Building of Unit Heads on Supervisory and managerial skills	face to face	20	February 18-20, 2025	enhanced supervisory and managerial skills of unit heads	
SDO MT. PROVINCE										
	A. Training -									

1	Advanced Computer skills and Technical Writing	Admin Personnel and various Job groups (AOs, PDOs, ADAS)	<p>Computer Skills Based on the Development needs, the assessment reflected that our non-teaching personnel need updated ICT skills to be more productive and confident in their roles. Currently, they may not be fully equipped to handle tasks efficiently using modern digital tools, which can slow down processes and limit their effectiveness. To address this, we propose a practical training program that focuses on essential ICT skills, empowering our team to streamline their work, improve data management, and ultimately boost both their productivity and professional confidence.</p>	<p>To equip participants with essential Microsoft Excel skills for records keeping and management, enabling them to organize, track, and manage information more effectively. Thus, by the end of the training session, participants will be able to create and maintain accurate records using Excel, with a target accuracy improvement of 20% in data management and completion of at least three practical Excel tasks within two weeks of training.</p>	Capability Building on Using Microsoft Excel Essentials in Record Keeping and Record Management	face-to-face	100	1st quarter at a venue to be announced later	<p>Reaction <i>Participant Feedback:</i> Collect feedback on the training's relevance, engagement, and usefulness in helping participants feel more prepared for records management tasks in Excel.</p> <p>Learning <i>Acquisition of Excel Skills:</i> Measure participants' understanding of Excel essentials for records management, demonstrated through a post-training quiz or practical assessment.</p> <p><i>Development of Standardized Templates:</i> Check participants' ability to create and utilize standardized Excel templates effectively as part of their learning outcomes.</p> <p>Behavior <i>Application of Skills in the Workplace:</i> Observe participants using Excel for records management in their daily tasks, focusing on the consistent application of sorting, filtering, data entry, and organization.</p> <p><i>Improvement in Data Accuracy and Organization:</i> Track behavior changes in terms of increased accuracy, consistency, and organization in records kept by participants.</p> <p>Results <i>Reduction in Data Entry Errors:</i> Evaluate a tangible reduction in data entry errors and inconsistencies, with a target of 20% improvement.</p> <p><i>Time Savings in Records Management:</i> Measure time savings for data entry and retrieval tasks due to improved Excel proficiency and template use.</p> <p><i>Completion of Practical Tasks:</i> Ensure that each participant</p>	
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									completes at least three practical Excel tasks in records management within two weeks after training, confirming their competence in real work scenarios.
2	Enhancing Precision and Professionalism: Written Communication Skills for NT Personnel	Administrative Support (ADA, AdAs, AO I and II)	<p>Written Communication Skills The NT personnel would benefit from enhanced skills in written communication to effectively convey their ideas. The Development Needs Assessment indicates that they experience challenges in constructing clear and precise messages, as well as moderate proficiency in applying formal written communication standards per the DepEd Manual of Style. Addressing these needs will strengthen their ability to communicate professionally and accurately in alignment with departmental standards.</p>	Upon completing this training, participants will demonstrate improved proficiency in written communication by accurately constructing formal messages that align with the DepEd Manual of Style. Success will be reflected in their ability to achieve at least 90% compliance with style standards in assessments and reduce common writing errors by 50% within one month of completing the training.	<p>Building Clear, Accurate, and Logical Written Communication A training program aimed at improving NT personnel's ability to write clear, accurate, and well-structured messages that align with the DepEd Manual of Style.</p> <ol style="list-style-type: none"> 1. Accomplishment Report and Action Plan. Participants will create and submit a plan showing how they will apply what they've learned to their daily tasks. This plan will be reviewed and approved by their supervisor to ensure it fits their role. 2. Supervisor Coaching Support. Supervisors will guide participants through the application of their new skills, offering coaching and feedback as needed to help them improve. 3. Ongoing Monitoring. The HRD team will monitor how participants are applying their skills in the workplace, providing support where necessary to keep progress on track. 4. One-Year Follow-Up. After one year, participants will take a practical test and an objective assessment to see how well they've maintained and improved their skills. 5. Certificate of Completion. 	face-to-face	100	Second Quarter of the year; venue to be identified	<p>Reaction: Most participants (90%) will feel confident about using what they learned in their daily tasks, sharing positive feedback on how useful and relevant the training was.</p> <p>Learning: 80% of participants will score 85% or higher on a written test, showing they understand how to write clearly and follow the right formats for formal communication.</p> <p>Behavior: 75% of participants will start using their new writing skills at work, with supervisors noticing a 30% reduction in errors in emails, reports, and other written documents.</p> <p>Results: Over the next year, written mistakes will decrease by 20-30%, and supervisors will see a 25% improvement in the clarity and quality of written communications from their team, leading to better productivity and fewer revisions needed.</p>

					Participants who successfully apply their learning in their work will receive a Certificate of Completion, recognizing their progress in improving written communication.					
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SDO TABUK CITY

A. Training -										
Written and Oral Communication Skills	AOS, ADASs, ADA, School-based PDO 1	Clarity and conciseness in communications and effective listening and responsiveness	To enhance clarity and precision in communication. To develop active listening and empathic response To improve audience-adapted communication skills.	Training on Written and Oral Communication Skills	Face to face	116	Second Quarter of 2025. Outside Tabuk City. 3 days	Improved written and communication skills of the target participants		
Advance ICT Skills Training	AOS, ADASs, ADA, School-based PDO 1	Employees may struggle to use advanced features of digital collaboration tools (e.g., Microsoft Teams, Slack, cloud-based project management tools), which are essential in modern workplaces, particularly in remote or hybrid settings.	To train Train participants to leverage digital collaboration tools effectively, enabling seamless communication, project management, and remote teamwork.	Training on Advance ICT Skills	Face to Face	116	Third Quarter of 2025. within Tabuk city. 3 days	Improved proficiency in ICT tools will allow for quicker turnaround times on projects and enhance the quality of insights available for decision-making.		