August 2, 2019

REGIONAL MEMORANDUM
NO. 236 . 2019

RELEASED
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DEPED-CAR .....:_____

GUIDELINES IN THE CONDUCT OF REGIONAL LEARNING AND DEVELOPMENT ACTIVITIES

TO: **Regional Office Chiefs and Unit Heads**
Schools Division Superintendents
All Others Concerned

1. Pursuant to RA 9155 or the Governance of Basic Education Act of 2001 (Section 7, B.11), the human resource development at the Regional level, is responsible in implementing programs for the professional development of all regional personnel, and in managing region-wide professional development programs in accordance to national policies and standards.

2. Relative to this undertaking, the Human Resource Development Division issues the attached guidelines in the efficient conduct of professional development activities at the Regional and Division levels.

3. All learning and development activities conducted at the Regional and Division levels are open to all teaching and non-teaching personnel regardless of age, ethnicity or cultural background, gender or sexual orientation, ability or disability, and religious affiliation.

4. Immediate dissemination of and strict compliance with this Memorandum is directed.

MAY B. ECLAR, Ph. D., CESO V
Regional Director

CONDUCT OF LEARNING AND DEVELOPMENT ACTIVITIES
(REGIONAL AND DIVISION LEVELS)

PART I
INTRODUCTION

I. Background

In the Training and Development System Operations Manual of DepEd released in June 2010, training and development is aimed at improving competencies and work performance through the provision of a wide variety of opportunities for individual growth in knowledge, attitudes, and skills. It is a personal and professional growth process, which necessarily integrates the goals of the individual professional with the development goals of the school, division, and region for better learner outcomes. The ultimate beneficiaries of learning and development are the learners whose rights to quality education shall be the system's foremost consideration.

DepEd Order No. 32, s. 2011 clearly spells out that Learning and development activities range from independent study such as personal or unstructured professional reading; to supported learning like mentoring and coaching; to collective action as getting involved in a professional organization or conducting group research and to formal programs such as onsite face-to-face training, distance or online course study, or continuing formal education.

Learning and development in the education system is most successful in a learning community, which promotes the goals of school-based management with strong leadership and support systems. It is most likely to succeed when it is embedded in the vision, strategic plan, and organizational structure of the school, division, and region. moreover, it must be conducted through a functional and integrated system guided by sets of standards, structures, processes, methodologies, and tools for effective outcomes.

DepEd – CAR is guided by these guidelines and has outlined its Learning and Development programs with the vision of improving the competencies and skills of its personnel, the school heads, and teachers for the over-all goal of advancing learning outcomes.

II. Purpose and Scope of the Policy

The standards, process and procedures included in this policy shall cover all learning and development programs for all male and female Regional Office employees, Schools Division Office employees, School Heads, and Teachers regardless of age, ethnicity or cultural background, gender or sexual orientation, ability or disability, and religious affiliation.

Learning and development activities which may be delivered, arranged, purchased and/or outsourced by the DepEd Central Office, Office of the Regional Director, Human Resource Development Division, and the other functional Divisions and Units in the Regional and Schools Division Offices.

This policy is grounded on the following goals and objectives:

Goal:

Generally, this guideline shall provide direction to the Regional and Division Offices in the implementation of Learning and Development programs at their levels.

<u>*Objectives:*</u>

Specifically, learning and development activities aim to:

- Contribute meaningfully to the efficient, effective, and ethical achievement of DepEd's strategic objectives and goals pursuant to its mandates under the Constitution

- Upgrade the knowledge, enhance the skills, and modify the behavior of participants and facilitators to be able to effectively respond to organizational needs and changes and contribute to improved learning outcomes of the clientele; and

- Ensure gender balance and equity among facilitators and participants as well as encourage participants to do the same at their levels.

III. Definition of Terms

Certificate of Appreciation. Certificate given to a resource speaker or facilitator in appreciation of his or her time, effort, and presence during a training, conference, or workshop; person-focused distinction; shall be given credit if attached as document for promotion.

Certificate of Recognition. Certificate given to a resource speaker or facilitator to acknowledge the invaluable service rendered during a training, conference, or workshop; performance-focused distinction; shall be given credit if attached as document for promotion.

Learning and Development. Activities provided to all male and female employees to upgrade knowledge, enhance skills, and imbibe values beneficial to their personal and professional well-being.

Training. One form of Learning and Development activity which involves imparting content, skills, and behavior for the personal and professional improvement of the employees.

Token. A tangible representation of appreciation for services rendered as resource speaker or facilitator in a learning and development activity. The provision of which shall be in accordance with the existing rules and regulations of the Department and the Audit.

I. **Mandated Functions of DepEd Related to Learning and Development**

A. **RA 9155 or the Governance of Basic Education Act of 2001**

The following provisions indicated in the Implementing Rules and Regulations (IRR, December 2007) of RA 9155, are relevant to personnel in-service capability building and shall serve as the bases of L and D system at the Regional, Division, and school levels:

- The Regional level is responsible in implementing programs for the professional development of all regional personnel, and in managing and implementing region-wide learning and development programs pursuant to national policies and standards.

- The Division level is responsible in implementing programs for the professional development of all division personnel, and in managing and implementing division-wide learning and development programs pursuant to the national policies and standards. The District is responsible in providing professional advice in building the leadership capability of school personnel.

- The Schools are mandated to provide opportunities for broad-based capability building for leadership to support SBM. Moreover, they are urged to generate resources for the purpose of upgrading teachers' learning and facilitators' competencies; improve and expand school facilities; and provide instructional materials and equipment.

B. **BESRA (Basic Education Sector reform Agenda)**

The BESRA spells out clearly, in terms that are more specific, the present human resource development demands. It indicates that all school heads must be trained, oriented, and provided an appropriate organizational support and authority to enhance their capability and competencies to carry out their mandated roles and functions. Likewise, the National Competency-Based Teacher Standards for School Heads (NCBS-SH) shall be the basis for the training development of school heads. These mandates are summarized in more specific terms as follows:

- DepEd shall undertake a start-up capability building effort, among which is for Divisions to prepare division-specific plans for training school heads and other school-level stakeholders on SBM. The start-up capability building activities shall cover the preparation of all regional and division offices to execute whole Program Implementation Plan (PIP), including SBM, competency-based teacher standards, learning support and quality assurance, and outcomes-focused resource mobilization.

- Divisions need to prepare its staff and operations to shift to a stage when most schools are capable of managing their own operations to deliver improved performance. New capabilities and mechanisms involve competency-based teacher standards, quality assurance and learning support, and outcomes-focused resource mobilization.

- The school-level capability building includes school heads, teachers, community leaders, PTA Officers, and other stakeholders at the school or community level. Orientation and planning sessions should eventually cover all schools of the division. The division-level packages include training of school heads in SBM at NEAP and training of school staff on records-keeping and financial accountability, among others.

II. **Regional Learning and Development Framework**

This framework shall serve as basis for the Regional Office Human Resource Development Division and the Division Office School Governance and Operations Division, Human Resource personnel in the implementation of learning and development programs or interventions to help all DepEd employees in upgrading their professional development journey with the organization *(Reference: Competency-Based Learning and Development Management System in the Civil Service Commission)*:

A. For the Regional Office and Schools Division Office Employees

From 0 to 1 year	More than 1 year to 5 years		From assumption and continuing
New Employees	*First Level*	*Second Level*	*Middle Management*
Onboarding or Orientation for New Employees – 2 days	Basic Communication Training – 2 days		WEAPS – 2 days
Gender Sensitivity Training – 2 days	Managing Information, Communication, and Technology – Basic (2 days) and Advance (3 days)		Supervisory Development Program Tracks 1 and 2 – 3 days each
Responsive, Imperative, Client Engagement (RICE) Training – 2 days	Work Ethics, Attitude, and Productivity Seminar (WEAPS) – 2 days		Training on Facilitation – 3 days
	Planning, Problem Solving, and Decision-Making – 2 days		Leadership Development Program – 5 days
Continuing L and D Programs for All RO and SDO Employees			
- Coaching and Mentoring - Team building - Health and Wellness - Financial Literacy - Conferences/Congress/Fora/Symposia/Focused Group Discussions - Learning Action Cells (Learning Engagement And SpiRitual Nourishment - LEARN for RO)			

B. For the Teachers and School Heads

From 0 to 1 year		2 Years and Beyond		Retirement Age (45 to 60)
New Teachers	*New School Heads*	*Teachers*	*School Heads*	*Teachers and School Heads*
Teacher Induction Program – 1 month	School Heads Development Program – Basic Course	K to 12 Enhancement Trainings on Content and	School Heads Development Program – Advance Course	Financial Literacy and Retirement Benefits – 2

		Strategies		days
Gender Sensitivity Training – 2 days	Gender Sensitivity Training – 2 days		School Heads Development Program – Intermediate Course	Positively Facing Retirement – 2 days
Financial Literacy – 2 days				
Continuing L and D Programs for Teachers and School Heads				
- Coaching and Mentoring - Team building - Health and Wellness - Conferences/Congress/Fora/Symposia/Focused Group Discussions - Learning Action Cells				

Moreover, DepEd – CAR shall allow the following interventions to address specific learning needs of all its employees:

1. **Formal Training**
   This may come in the form of in-house or external training activities aimed at improving work competencies of employees and providing updates relative to work efficiency.

2. **Job-embedded Training**
   Learning and development or training activities shall be characterized by continuous activities present in the culture of the organization or office.

   These may come in the form of coaching and mentoring, knowledge sharing, work shadowing, counseling, team building, and the like.

3. **Self-Directed Development**
   This strategy shall allow employees to acquire a wide variety of skills and gain access to training outside formal training venues at their own pace.

   Forms of self-directed professional development activities shall include: programmed self-study through a third party like online classes or modular learning methods, self-study through videos or audio packages, computer-assisted training program or webinar, evening or weekend courses, tertiary courses run by academic/educational institutions, reading books/journals/other publications.

4. **Developmental activities or interventions**
   These are intensive and collaborative learning and development activities and shall be characterized by any of the following: special work project relative to one's job description, added responsibilities related to job competencies and work assignment, service on technical or research committees, congresses, conferences, fora, conventions, courses, seminars, workshops, lectures, brown bag discussions, orientations, briefings, meetings, and other related professional development activities.

III. **General Guidelines in the Conduct of Regional and Division Level Learning and Development Activities**

To support the operations of a gender-transformed and integrative Learning and Development Program, general guidelines shall have the following features:

A. Conduct a Learning and Development Needs Assessment

- A systematic process to determine who needs to be trained, what they need training on, and how the training process will be supported and aligned with objectives or goals.
- May be sourced out from the employee's Individual Performance Development Plan

B. Identify and communicate purpose, objectives, outcome

- These are identified based on the results of the learning and development needs assessment and must be communicated to employees in a clear and comprehensive way.
- When communication includes a message on how the L and D will be applied and what the expected outcomes are, motivation to learn increases.

C. Ensure Relevant Content

- To be effective, learning and development activities must include content that is directly linked to the participants' work experiences in order to contribute to the improvement of work outcomes.

D. Allow collaboration

- Allow participants to work with others to enhance their learning experience/s. The more chances for participants to learn from one another, the more effective the intervention would be.
- There should likewise be teamwork among the L and D providers, if any. Modelling this behavior would help improve the participants' work ethic.

E. Provide Opportunities for practice or application of skills

- Allowing employees to practice the knowledge and skills they have learned will provide them a safe place to try new skills, where they can make mistakes and not worry about consequences.
- Letting employees reflect on the KSA's learned would give them a clearer view on how to better apply these in work or real life situations.

F. Provide Regular feedback

- The L and D provider shall give feedback to the employees while they are practicing the skills learned. Feedback must be directly related to the employees' performance of the skill and must never be focused on personal characteristics.

- Feedback must also be given to the L and D providers. This would be beneficial L and D team in improving the conduct of future learning and development activities.
- Quality assurance comes in as a very significant component of all learning and development activities.

G. Ensure Effective and Efficient use of Resources

- Proper utilization of resources such as financial, physical, and human.
- Deliver quality L and D activities even with minimal resources
- Utilizing limited material and financial resources to their most valuable uses while eliminating or minimizing wastage.

IV. The Personnel Development Committee (PDC)

The PDC for the Regional and Schools Division Offices shall be composed of the following personnel:

Designation	Regional Office	Schools Division Office
Chairman	Regional Director or any Authorized Representative	Schools Division Superintendent or any Authorized Representative
Members	Chiefs of All Divisions	Chiefs of the Curriculum Implementation Division (CID) and School Governance and Operations Division (SGOD)
	First Level Representative	First Level Representative
	Second Level Representative	Second Level Representative
Secretariat	Human Resources Development Division	SGOD

The Personnel Development Committee shall have the following responsibilities:
a. Disseminate and implement the Department's policy and guidelines in the selection of nominees to scholarships, grants, trainings, course studies, workshops, and others in accordance with existing Civil Service and the Department's policies and standards;
b. Call and receive letters of intent, applications, and nominations; screen qualifiers based on policy guidelines, criteria, and standards;
c. Report results with a short list of recommendees for appropriate action by the Regional Director.

The Secretariat shall:
a. Prepare assessment sheets of nominated employees and pre-screen documents based on records, the Department's policy guidelines, and the sponsor's or organizer's requirements;
b. Prepare pertinent papers such as memoranda to the field and training course or study contracts (if applicable);
c. Assist the candidate in the preparation or accomplishment of requirements needed;
d. Issue notices of meeting to PDC members; prepare agenda; and minutes of the meeting;
e. Monitor and follow-up documents emanating to and from the PDC and Management;
f. Maintain records of PDC deliberations, including employees' local and foreign travel, scholarship, training documents.

In addition to the functions of the PDC stated above, the following shall likewise apply (Reference: DepEd Learning and Development System Manual, Trial Edition):

a. Together with the Head of Office, cascade the Education Development Plan directions and priorities which will serve as anchor for all L and D programs and initiatives of the specific Office.
b. Recommend L and D policy improvements.
c. Develop and/or implement guidelines for the selection of nominees for L and D programs, in accordance with DepEd policies.
d. Recommend designation of L and D Performance Management Team, if needed, to implement one or more L and D subsystems.
e. Review LDNA plan and endorse report to the Head of Office for approval.
f. Reviews designs and learning resource packages for L and D programs and endorses these for approval of the Head of Office.
g. Tracks progress of L and D program delivery and updates the Head of Office on such.
h. Ensures that quality assurance, technical assistance, and monitoring and evaluation processes, procedures, and reporting are efficiently implemented.
i. Reviews and endorses report on L and D accomplishments and results to the Head of Office for approval.

V. Process Flow in the Conduct of Learning and Development Activities

To be able to sustain the smooth flow of training programs, this process flow shall offer clarity:

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                    │      START       │
                    └──────────────────┘
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        ┌────────────────────────────────────────┐
        │  •    Conduct of Learning and Development│
        │  Needs Assessment and analysis of results│
        │  •    Consolidation and Analysis of IPDP │
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        ┌────────────────────────────────────────┐
        │  Plan for Professional Development program│
        │                and activities            │
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        ┌────────────────────────────────────────┐
        │  Development of Program Design and Learning│
        │            Resource Package              │
        └────────────────────────────────────────┘
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        ┌────────────────────────────────────────┐   │   Formal or Face-to-face  │
        │  Program Delivery or implementation      │──►├──────────────────────────┤
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        │         Monitoring and Evaluation        │   └──────────────────────────┘
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        │  Feedback of M and E Results to Management│
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        │  Next Steps: Sustainability and Improvement│
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PART III
LEARNING AND DEVELOPMENT PROCESS AND PROCEDURE

I.   **On Training: Its Components**

A.   **Pre-Activity Components**:

1.   *Training Needs Assessment*

This shall refer to the method of determining if a training need exists and, if it does, what training is required to fill the gap. The process shall seek to identify accurately the levels of the present situation. A gap between the present status and desired status may indicate problems that in turn can be translated into a training need.

With the aid of a Training Needs Assessment tool and the Individual Performance and Development Plan (IPDP), each employee's training or professional development need shall be identified. Addressing this identified need shall redound to efficiency in the provision of service.

2.   *Training Plan*

After identifying the training needs of each employee and making a thorough analysis of the most urgent and significant actions to be taken, a training plan shall to be drafted.

The training plan shall be a general guide on the actions to be taken to address specific training needs.

As per consolidated IPDP, the training plan shall include the following: Competency gap, Planned intervention as per agreement with superior, Planned date of intervention, Actual intervention done, Actual date of conduct of intervention, Estimated cost, and Actual cost. Annex 1 provides the template.

3.   *Training Design*

To be able to implement the Training plan, a design shall be in place. This shall be the blueprint for the training to be conducted.

Generally, the design shall include the Training goal, Learning objectives, Learning methodology, Activities, Evidence of learning or documentation, and Evaluation strategy. Refer to Annex 2 for the template.

4.   *Session Guide*

A training session guide as seen in Annex 3, shall translate the content to be taught into a clear sequence of training activities.

It shall help to ensure that on-the-job training activities are consistent regardless of the coach or facilitator. It shall be used for future training sessions on the same process to ensure consistency on the training provided.

5. Training Aids or Materials

These shall refer to tools developed to enhance the learning and retention capabilities of training participants. These devices shall be any of the following: charts, maps, pictures, diagrams, notes, slide decks, sticky notes, and other materials needed to concretize concepts being delivered in training sessions.

When preparing training aids or materials, it shall be noted that there are no written, visual, or audio remarks which may be pose derogatory information detrimental to the rights of all participants.

6. Resource Speakers

The most important resources in all training activities shall be the resource speakers or resource persons. They shall be considered as the experts in delivering specific content or competency.

To ensure quality in training delivery, the following criteria shall be considered in selecting individual resource speakers or resource persons, trainers, and group trainers or speakers:

- Relevant educational background or area of specialization
- Substantial experience and skill with documented highly satisfactory outcomes
- Fit to accomplish task or role regardless of disability
- Intellectual and ethical integrity or credibility

A certificate of appreciation or recognition and Professional fees or honoraria shall be given to external resource speakers or those being invited from other agencies or private institutions. Fees shall be based on the existing rules and regulations of DepEd, COA, and DBM and approved by the Regional Director.

Internal Resource Speakers or those from DepEd shall be given a certificate of appreciation or recognition and a token based on allowable amount following auditing rules and regulations.

The performance of internal and external Resource Speakers or Persons shall be evaluated and those who, at least obtained a Very Satisfactory rating shall be retained in the Regional Training Resource Pool. This pool shall be maintained and evaluated annually by HRDD. A gender balance among the members of the pool shall be maintained, as far as practicable.

7. Learning Facilitators

Learning facilitators (LFs) are important members of the Training Team. They shall be responsible for the smooth conduct of all training sessions. They shall further assure that resource speakers, training venue, and materials are readily available and comply with training standards. They shall likewise act as resource speakers in the absence of the invited speakers.

Accreditation as a NEAP Facilitator shall be of significant consideration. However, this shall not limit those who have the qualities of a facilitator, but have not gone through NEAP accreditation.

Training and facilitation methods shall encourage maximum participation of both men and women participants.

A certificate of recognition and token of appreciation shall be given to learning facilitators to recognize their trivial role in the training activity. Professional fees shall not be bestowed since they are a part of the Organization and facilitation may be one of their appended tasks.

The performance of Learning Facilitators shall be evaluated and those who, at least obtained a Very Satisfactory rating shall be retained in the Regional Pool of Learning Facilitators. This pool shall be maintained and evaluated annually by HRDD. A gender balance among the members of the pool shall be maintained, as far as practicable.

8. Venue

Training environment or venue shall be safe and easily accessible to both men and women. Moreover, it shall offer convenience in learning, thus presence of pillars in the middle of session halls is highly discouraged.

9. Meals

Meals served shall consider health benefits for both men and women and restrictions relative to one's religious affiliation or culture.

10. Budgetary Requirements

Training activities, especially those with no regular funding, shall be conducted based on availability of budget and shall be included in the Work and Financial Plan for the year.

Conduct of all training activities shall be governed by existing DepEd and COA rules and regulations.

B. Activity Proper:

1. Pre-Test

Prior to the conduct of training, a pre-test shall be administered to all participants to gauge extent of awareness on the competency or content to be presented and discussed.

Test items shall be taken from the training content and shall be prepared by the program owner for specific content-based activities; by the HRDD for training activities intended for RO employees; and by the SGOD-HR for SDO employees.

It shall be a 30 to 40-item test composed of Multiple Choice, True or False, Fill-in-the-blanks, and Essay test types. Results shall be recorded as individual data reference for each RO or SDO employee per activity.

2. Conduct of Training (what should a good training activity include)

Training content shall address both men's and women's interests and needs. It shall be a mixture of discussion, workshop or application opportunities, observations, and open forum.

It shall follow principles for adult learning and shall focus on bringing out the best in the participants after the training.

3. Process Observation

This process shall be objectively undertaken by HRDD personnel for RO and trained SGOD personnel for SDOs, with focus on ensuring quality in the delivery of content by the resource speakers, ease in training conduct by learning facilitators, and attainment of training objectives and standards by the management team.

Annex 4 provides reference for the tool to be used in this process, which shall be accomplished for every session.

4. Debriefing Sessions

After each day's training sessions, the training management team together with resource speakers and learning facilitators shall conduct debriefing sessions to examine or reflect on the day's occurrences.

This shall be an appropriate avenue to report the day's evaluation of resource speakers, learning facilitators, and the sessions as a whole. Points for improvement shall be openly emphasized for reference in the conduct of the next sessions.

All comments and suggestions shall be reported in a highly professional way and shall be taken in stride by the training management team.

Guidelines to be followed in this process are posted in annex 5.

5. Evaluation of Activity by Participants

To measure overall relevance and efficiency of the training, an evaluation tool shall be administered by the Quality Assurance Division at the RO and SGOD-in charge of Monitoring and Evaluation at the SDO. The tool, otherwise known as QuAME or Qualtiy Assurance Monitoring and Evaluation tool, shall be administered in two types: one for the daily sessions and another before the end of the training activity to evaluate the whole training conduct.

Aside from the tool, a Learning Journal shall be accomplished by each participant to individually gauge gains from the training inputs and an honest narrative of how these gains would be applied to real life circumstances, both personally and professionally. Annex 6 presents the Learning journal template.

6. Post-Test

At the end of the training activity, post-test shall be administered to all participants to measure extent of content intake after the delivery of content.

An increase from the pretest result to the post-test result shall contribute to the positive evaluation of the training activity and shall signify a learning and skill improvement on the part of the participants.

Test items for the post-test shall not be exactly the same as the pretest but the nature shall be similar.

7. Certificates of Participation or Completion

Certificates of Participation shall be given only upon completion of training. This shall be awarded at the end of a regular training activity that may have been run for a period of two to five days.

Certificates of Completion shall be awarded upon completion or implementation and submission of a short course or specialized training requirement such as Re-Entry Action Plan (see Annex 8 for template) or Application Project.

C. Post Activity Components:

1. Analysis of pre and post-test results

HRDD personnel shall analyze the results of the pre and post-test to check which competencies were mastered and which would still need further enhancement.

Competencies needing enhancement for each RO employee would be basis for coaching, mentoring, or self-directed learning. Each RO employee concerned shall be provided information on this matter.

2. Analysis of Evaluation results

HRDD personnel shall analyze the results of the training evaluation submitted by the Quality Assurance Division to gauge points for commendation and points for improvement. The analysis shall provide reference to future training activities.

Specific analysis on the evaluation of venue and catering shall be forwarded to the Bids and Awards Committee as basis in future training endeavors.

3. Training Completion or Accomplishment Report

To provide a comprehensive documentation of each training activity, each program owner shall accomplish and submit a training completion or accomplishment report one week after the conduct of training. Annex 9 outlines the parts of this report.

D. Training Committees

For smooth conduct of training activities, the specific roles and responsibilities of each committee involved in every training shall be outlined as:

Role	Office/Person In-charge		Terms of Reference
	Regional Office	**Schools Division Office**	
Overall Program Lead	Regional Director	Schools Division Superintendent	• Organizes the Program Management Team • Signs MOA/MOU where applicable • Ensures policy, processes, and protocols are observed for the smooth conduct of the training program • Calls for and presides over the Regional Management Team Strategic meetings • Assumes accountability for the entire training program in the region • Attends to strategic concerns of the program
Program Manager	Program owner Focal Person	Program Owner Focal Person	• Prepares the following documents: -Activity Request if activity is in the WFP and Authority To Conduct if not in the WFP -Purchase Request -Proposed Budgetary Requirements -List of participants -Training Design -Memoranda -Letter of invitation to Resource Persons if applicable -Accomplishment Report • Provides the resource persons or speakers for the activity • Prepares Disbursement Voucher and Obligation Request and Status after procurement of goods and services • Compiles all needed documents in a folder to facilitate up-to-date

			payment to supplier/s and submits these to the Finance Division
Activity Pre-Assessment	Quality Assurance Division	School Governance and Operations Division (SGOD)	• Ensures that the L and D activity is relevant and significant to the attainment of the Department's vision and mission • Guarantees that the activity is in the Work and Financial Plan and that the documents attached are complete • Advises program owner to prepare ATC if activity is not in the WFP or if there needs to be an increase in budget requirement for the activity
Logistics	Finance	Finance	• Certifies the availability of funds for the activity • Ensures payment of goods and services to service providers
	Supply/Asset Management Office	Supply/Asset Management Office	• Facilitates the prompt delivery of needed supplies for the activity • Prepares purchase order
	Legal Unit	Legal Unit	• Prepares contract between end-user and supplier
	Bids and Awards Committee	Bids and Awards Committee	• Ensures the efficient execution of procurement procedures • Prepares and delivers the Notice to Award and Notice to Proceed
Training Manager	Human Resource Development Division	SGOD	• In-charge of: - facilitating attendance; smooth conduct of training; documentation; - ensures that venue complies with specifications and standards; - provision of facilitators if required by training design - conduct of process observation to ensure that facilitators and resource speakers comply to standards and that the training process has been efficiently implemented - conduct of debriefing - analysis of evaluation results and process observation reports

			- submission of evaluation analysis to BAC
Welfare	ESSD (medical officer)	SGOD	• In coordination with program owner, ensures the presence of a medical officer/nurse during the entire duration of the activity
Facilitators	HRDD Assigned personnel NEAP Facilitators' pool	SGOD	• Follows session guides in the conduct of assigned sessions • Responsible for participants' learning • Ensures provision of training materials to participants • Where necessary, develops, reviews, contextualizes session guides • Attends training orientation • Provides feedback to training manager • Facilitates debriefing sessions • Checks readiness of the training venue/session rooms • Shall be assigned as class managers, class documenters, process observers
Process Observers	HRDD/Trained personnel	SGOD	• Monitors and observes conduct of every session and provides relevant inputs for commendation or improvement of sessions, facilitators, speakers • Objectively accomplishes process observation tool • Reports feedback during debriefing sessions
Resource Persons	Program Owner/ Invited personnel	Program Owner/Invited personnel	• Provides substantial technical input on content/topic assigned • Where necessary, develops, reviews, contextualizes session guides • Attends orientation/training of trainers if applicable
Evaluation	Quality Assurance Division	SGOD	• Facilitates the conduct of activity evaluation by participants

II. Coaching and Mentoring Components

Coaching shall be a process that enables learning and development to occur and results to improved performance. It shall be an interactive process where the raters and rates aim to close performance gaps, teach skills, impart knowledge, and inculcate values and desirable work behaviors. It shall follow a more structured and formal approach and is done for a short period of time.

Mentoring, on the other hand, shall be a long-term process based on mutual trust and respect. It is focused on creating an informal association between the mentor and the mentee. This shall be further characterized by a professional relationship in which the more experienced person helps a less-experienced person to develop knowledge and skills that will support his or her professional and personal growth.

An essential component to successful mentoring shall be the MENTOR. More than the educational and experience qualification, a good mentor shall be one who is good in providing personal and instructional support to his or her mentees. A good mentor shall have proficient communication and practical problem-solving skills.

GROW Model in Coaching and Mentoring:
   a. GOAL: What do you want?
      - Rater and ratee look at the behavior that they want to change and structure this change to a goal they aim to work hard for together.

   b. REALITY: What is happening now?
      - Ask the ratee to describe his or her current reality.

   c. OPTIONS: What could you do?
      - Once the rater and ratee have explored the current reality, it is time to determine what is possible or what are the possible actions to reach the objective or goal.

   d. WILL: What will you do?
      - Finally, decide on the date when both rater and ratee will review progress.

III. Learning Action Cell: LEARN for RO

In 2016, the Department of Education issued the order on *"The Learning Action Cell (LAC) as a K to 12 Basic Education Program, School-based Continuing Professional Development Strategy for the improvement of Teaching and Learning"*.

Since then, LAC sessions have proven to be effective in engaging a group of teachers in solving shared challenges towards an increased understanding and knowledge of the curriculum and classroom practices.

LEARN for **RO** or *L*earning *E*ngagement *A*nd spi*R*itual *N*ourishment for **R**egional **O**ffice employees shall be a monthly Learning Action Cell activity which shall be conducted every first Monday of the month. This activity shall aim to engage all RO employees in understanding new policies, programs, projects, and activities downloaded from the Central Office or contextualized at the RO level which are relevant to the employees' professional competence in effectively managing DepEd processes and systems.

Moreover, the monthly LAC shall also include spiritual enrichment which may come through the delivery of the Holy Liturgy or a gathering together to reflect on one's spiritual journey and enhancing this journey for personal efficiency.

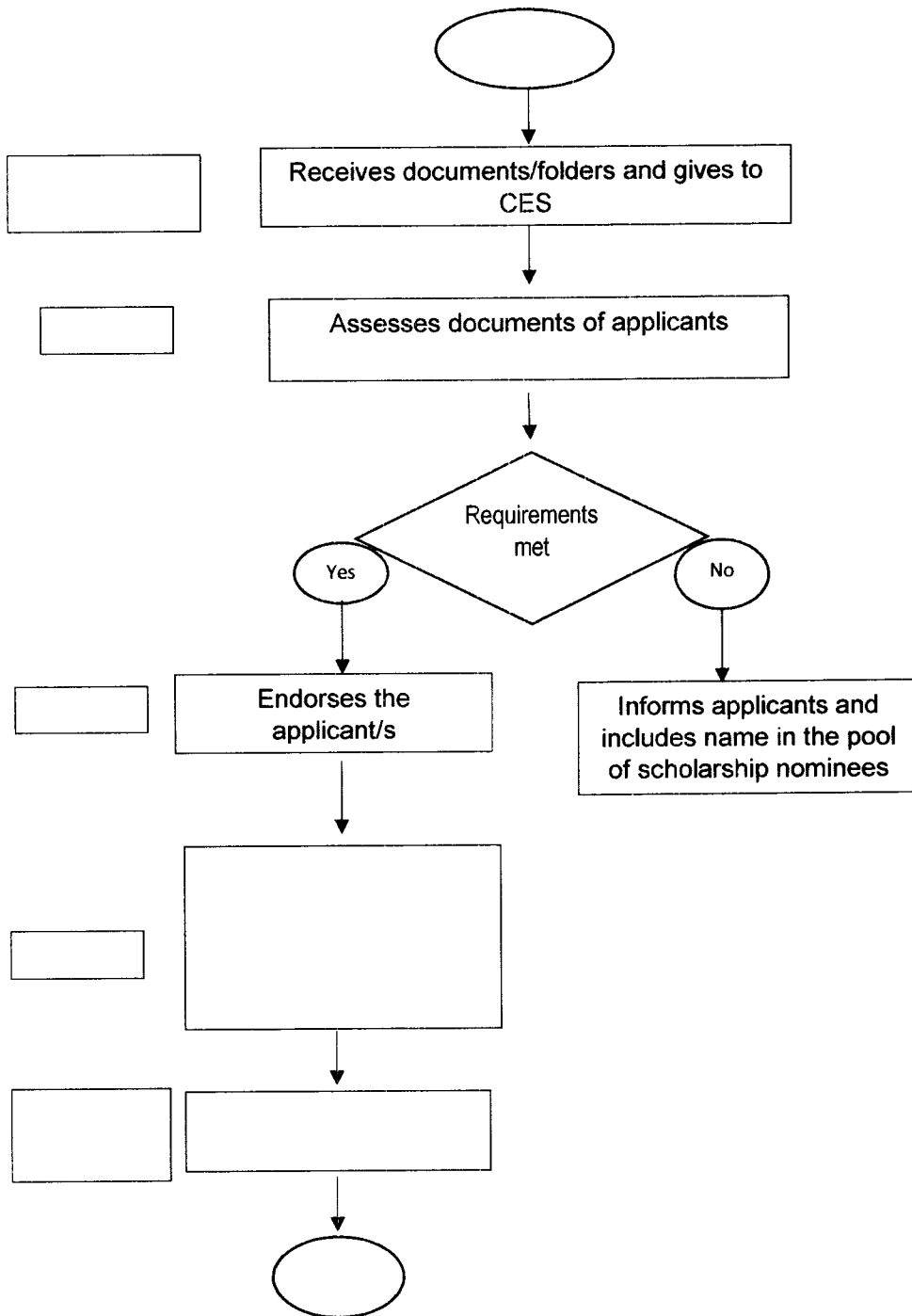## IV. Scholarships or Training Grants

One of the learning and development options for male and female employees shall be scholarships or training grants. These are usually downloaded from the Central Office through the Developmental Academy of the Philippines (DAP), South East Asian Minister of Education,

Organization, Innovation and Technology Office (SEAMEO-INNOTECH, Civil Service Commission or through other Local and International Partnerships.

List of scholarship offerings may be competency or content-based and leadership or management-specific.

All male and female DepEd employees shall avail of the scholarships provided they qualify and satisfy all the requirements specified for each scholarship offering. Basic requirements for scholarship nominees:

1. Must have served the Department for at least five (5) years;

2. Must have at least acquired a Very Satisfactory (VS) rating for the last 2 rating periods;

3. Must have served present position for at least one (1) year;

4. Certified by any government or private physician to be in good physical and mental health condition;

5. Availing the scholarship for a certain duration must not adversely affect the smooth conduct of classes (for teachers) and work processes (for non-teaching);

6. Adherence to Civil Service Commission Memorandum Circular 44, s. 1992 which states that the "nominee shall not have enjoyed a scholarship/training grant in the immediate past two years";

7. Scholar must pledge to return to duty right after the scholarship period;

8. At the end of the scholarship term, the grantee shall submit a Re-Entry Action Plan (REAP) to the Regional Office through the Human Resource Development Division. After completion or implementation of the REAP, an Implementation Report shall likewise be submitted to the RO through the HRDD. Template for this is attached in Annex 8 of this Policy; and

9. For Civil Service Scholarship grantees, the scholar must "render compulsory service obligation equivalent to the period of scholarship training as indicated: for every year or a fraction thereof, exceeding six (6) months, service obligation is two 2 years; for a fraction of a year not one (1) year exceeding six (6) months, but not less than two months, service obligation is 1 year; for a fraction of a year less than two months, service obligation is 6 months" (CSC MC 44, s. 1992, Section 11.a).

10. Process Flow for Scholarship Application: This process displays the roles and responsibilities of HRDD Staff in the assessment of the applicant's documents on scholarship from receipt to release of endorsement.

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 │          │      │              CES             │
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PART IV
MONITORING AND EVALUATION OF LEARNING AND DEVELOPMENT ACTIVITIES

Integral to the learning and development system shall be its monitoring and evaluation support. This shall ensure the effectiveness and efficiency of its operations and shall be vital in ensuring that program implementation adheres to the standards for the system's inputs, processes, outputs, and outcomes. In carrying out monitoring and evaluation activities, Monitoring and Evaluation instruments shall be indispensable and the processes relating to application and use of these instruments shall be equally important.

As in all Learning and Development activities of the Region, the Quality Assurance Division shall provide technical support in conducting M and E with their Quality Assurance, Technical assistance, Monitoring and Evaluation (QuATAME) tool. This tool has been validated and downloaded from the Central Office for contextualization and use at the Regional level.

The results of QuATAME shall be consolidated by the Quality Assurance monitoring team and transmitted to the training management team for analysis and reference in future training activities.

Annex 7B further illustrates what the HRDD shall accomplish after every training activity to monitor not only training conduct, but also budget utilization.

Annex 7A requires each employee to track his or her learning and development journey. This shall provide a clear picture of the independent endeavors of each employee in his personal and professional development.

EFFECTIVITY

This policy shall take effect immediately upon approval. The Regional Office, Schools Division Offices, and Schools shall adhere to and shall develop specific rules and procedures to implement this policy relative to their context.

REFERENCES

Bullock, Robert. (2013). *Characteristics of Effective Training Programs in Strengthening Organizations.*

DeWitt, Peter. (2017). *Four Components Necessary for Leadership Coaching*

Gurung, Min Bdr, et. Al. (2009). *Guidelines for Gender Sensitive Training*

Republic Act 10533, "Enhanced Basic Education Act of 2013".

https://managementhelp.org/training/systematic/guidelines-to-design-training.htm

https://www.slideshare.net/YuelToledo/coaching-51445912

ANNEXES

ANNEX 1: Training Plan Template

Competency Gaps/Learning Needs	Planned intervention	Planned date of intervention	Estimated cost	Remarks

Note: Attached with this plan, shall be the consolidated result of the TNA and IPDP of individual employees

Prepared by: _____

Reviewed by: Chief or OIC/Unit Head/Principal

APPROVED:

REGIONAL DIRECTOR

TITLE OF TRAINING DESIGN Date of Conduct						
Terminal Objective/s: *(overall expectation from employees' knowledge, skills, and attitude after the training has been conducted)*						
TIME	SESSION TITLE	SESSION OBJECTIVES	METHODOLOGY	EXPECTED OUTPUT	FACILITATOR	REMARKS

Note: This design shall be attached to the Activity Request or Authority to Conduct

Prepared by: _____

Reviewed by: Chief or OIC/Unit Head/Principal

ANNEX 3: Session Guide Template

Facilitators and Resource Speakers shall prepare a session guide and submit this to the training management committee for review and approval

Session Title	
Duration Of Session	
Key Understandings To Be Developed	Major output/s expected from participants after the session e.g. A. Awareness of the supervisor's role in the conduct of technical assistance

Learning Objectives	How would you expect participants to demonstrate learning after the session?
	e.g. After one-hour, all participants are expected to:
	    a. Clearly recognize and appreciate their responsibilities as providers of technical assistance to school heads;
	    b. Write a comprehensive technical assistance plan; and
	    c. Share their insights to the group for collaborative learning.

Resources	Human, Financial, and Material resources to be used
	e.g. Human – the involvement of two learning facilitators for distribution of materials
	    Materials – handouts, slide decks, projector, etc...
	    Financial – the downloaded fund amounting to _____ will be used for this activity

Introductory Activity	This may be done to prepare the participants for the new session. If included in the plan, the activity must provide a clear link between the previous session and the new one. Always remember to greet the participants and gauge how they are.
Activity	This activity needs to properly introduce the new concept to be discussed. e.g. 1. Introduce activity by asking participants to sing the song flashed on screen. 2. Ask participants to form 5 groups and do the following... 3. After the allotted time for the activity, ask each group reporter to present outputs to the whole class. 4.... 5...

Analysis	After the activity set earlier, ask questions on...
	   - Process (skills and values)
	   - Content

Abstraction/Generalization	Relate presentation to results of the analysis. Present slide deck presentations to introduce the new concept, key understandings, skills, and attitudes to be developed. Allow a discussion of the presentations for clarity among participants.
Application	Participants will now be asked to demonstrate their learning inputs by doing any of the following:

	- Developing a creative presentation that highlights key learning about the concept introduced. - Writing a journal or a reflection paper - Developing an action plan to illustrate how they will implement what they have learned from the session.
Concluding Activity	End the whole session by reviewing the key understandings developed or by highlighting key understandings through a quotation, story, song. Never forget to say, "Thank you"

Prepared by: _____   Date: _____

ANNEX 4: Process Observation Tool

SESSION: _____   DATE/TIME: _____
FACILITATOR: _____
RESOURCE SPEAKER: _____

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Session CONTENT				
• Objectives were presented				
• Activities were congruent to objectives				
• Substantial input was given				
• Key messages were clear				
• Objectives were achieved				
2. Session PROCESS	How was the session conducted?			
• Methodology was appropriate for adult learners				
• Participants were engaged				
• Stimulating questions were asked				
• Workshop output was processed (if any)				
3. Session ATMOSPHERE	What was the general environment in the group?			
	Informal	<<	>>	Formal
	Low energy	<<	>>	High energy
	Hostile	<<	>>	Supportive
	Inhibited/tense	<<	>>	Open/relaxed

TIME	I See...(specific person interaction)	I Hear...(verbatim)	I Think...(informed interpretation/analysis)

Session Remarks/Observations:

_____

_____

Note: To be accomplished by individual class monitors on a per session basis; Observations shall be validated with the session-facilitator evaluation of participants. The observations shall be the basis for debriefing sessions for appropriate action by the management team.

ANNEX 5: Guide to Debriefing

Debriefing sessions shall be done daily after all sessions have been conducted for the day. The HRDD personnel shall facilitate and document this activity guided by the following steps and questions:

1. Start with the following questions:

    a. How are all of you today?

    b. Were all sessions conducted for the day? Why? Why not?

    c. Were all speakers in? If not, what intervention was done?

    d. What are the strengths of this day's conduct of sessions?

    e. What are points for improvement?

2. Request Quality Assurance personnel to report on the day's evaluation result

3. Plan for improvement for the next day's session

4. Close the session

Republic of the Philippines
DEPARTMENT OF EDUCATION
CORDILLERA ADMINISTRATIVE REGION
Wangal, La Trinidad, Benguet

My Learning Journal

Title of Training:

_____

_____

Date:_____

Venue:_____

**"DOING THE BEST AT THIS MOMENT
PUTS YOU IN THE BEST PLACE
FOR THE NEXT MOMENT."**

— OPRAH WINFREY

Make the most of it!

Name: _____

*Position:*_____

*Division/Unit:*_____

Please answer the following questions in all sincerity:

1. I have learned the following from this training/ seminar/workshop...
2. I have learned them by...
3. The learnings will help me...
4. The learning and experience/s contribute/s to my personal development in the following ways...
5. The learning and experience/s contribute/s to my professional development in the following ways...

ANNEX 7: Monitoring and Budget Utilization Report Template

A. SELF-DIRECTED LEARNING AND DEVELOPMENT ACTIVITIES/SCHOLARSHIPS/SHORT COURSES

Name of Employee: _____   Office/School: _____

Competency Gaps/ Learning Needs	Planned intervention	Planned date of intervention	Actual intervention	Actual date of conduct of intervention	Estimated cost	Actual cost (Per Capita Cost)	Ways Forward	Remarks

Prepared by: _____

Reviewed by: <u>Chief or OIC/Unit Head/Principal</u>

B. REGIONAL TRAINING/SEMINAR/WORKSHOP/FORA

Competency Gaps/ Learning Needs	Planned intervention	Planned date of intervention	Actual intervention	Actual date of conduct of intervention	Estimated cost	Actual cost	Evaluation Result	Remarks

Prepared by: _____

Reviewed by: <u>Chief or OIC/Unit Head/Principal</u>

C. CONSOLIDATED REGIONAL L AND D MONITORING AND BUDGET UTILIZATION REPORT

Name of Employee	Office/Unit/ Division	Competency Gaps/ Learning Needs	Planned intervention	Planned date of intervention	Actual intervention	Actual date of conduct of intervention	Estimated cost	Actual cost	Remarks

Prepared by: _____

Reviewed by: <u>PDC Chair/Representative</u>

APPROVED:

<u>**REGIONAL DIRECTOR**</u>

ANNEX 8: Re-Entry Action Plan (REAP) and Implementation Report

Name: _____   Office: _____

Title of Training/Scholarship/Short Course/Seminar: _____

Sponsor/s of Activity: _____

Date/s Conducted: _____   Place of Conduct: _____

PART I: RE-ENTRY ACTION PLAN

Title of REAP	
Objectives	
Duration	
Key Result Area/s	
Beneficiary/ies	
Expected Outputs	
Success Indicators	

Strategy/ies	Activity/ies	Resources	Target Date	Remarks

Budgetary Requirements:

PART II: REAP IMPLEMENTATION REPORT			
I. Accomplishment vis-à-vis Objectives			
Objectives	Actual strategies done to meet the objectives	Actual Accomplishments	Date of Accomplishment
II. Accomplishments vis-à-vis Beneficiaries			
Beneficiary/ies	Baseline data		Actual Improvement
III. Report on Resources used			
	Planned Budget		Actual Cost
A. Human Resources			
B. Material/Financial Resources			
	Total:		Total:

IV. Reflection

Answer the following questions:

1. How do you intend to sustain the gain/s of this project?
2. How will you institutionalize the project in the school/office process?
3. Have you presented this project and its gains to internal and external stakeholders? How?
4. If you were to do another project, would you do the same? If no, why and how will you do it differently?

V. Attachments:

Memo (if applicable), Attendance, Minutes of Meetings, Communications/Letters, Deeds of donations, MOA/MOU, Photo documents, others that are relevant

	Reviewed by:	APPROVED:
_____	_____	_____
Signature of Proponent	Chief/Unit Head/Principal	SDS/ASDS/RD
Date: _____	_____	_____

ANNEX 9: Training Accomplishment Report

Program Title:	
Location and Venue:	
Duration:	
Date:	
Number of Participants	

	Target Participants			Actual Participants		
	Male	Female	Total	Male	Female	Total
Total						

Highlights of Activity

Program Objectives	

Program Design/Matrix of Activities

TITLE OF ACTIVITY

Terminal Objective:

MATRIX/DESIGN:

Time	Session Title	Session Objectives	Methodology	Expected Output	Facilitator	Remarks

Key Results	
QAME Results	
Participants' Feedback	
Resource Materials	
Program report attachment	Attendance Sheet Legal Basis (memo, AR, PR) Pictorials

Prepared by: Reviewed by: APPROVED:

_____   _____   _____
Signature of Proponent   Chief/Unit Head/Principal   SDS/ASDS/RD

Date: _____   _____   _____