

References

Anti-Sexual Harassment Act of 1999

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

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

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

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

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

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

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

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

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

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

DO 032, s. 2017 Gender Responsive Basic Education Policy

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

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

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

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

RM 223, s. 2020 Authority to Provide Internet Connectivity Allowance
RM 227, s. 2020 Addendum to RM 223, s. 2020
RM 251, s. 2020 Padayon ang Edukasyon sa Caraga the Learning Continuity Plan
for Basic Education in Carga
RO 006, s. 2020 Revised Policy of the Learning and Development of DepEd Caraga
DBM Joint Circular No. 2, s. 2021 Increase of Cash Allowance

Unpublished

DepEd Learning and Development System Manual

Annexes

Annex A	Learning and Development Nomination Form
Annex B	Guidelines on Identifying Learning Service Providers
Annex C	Evaluation Tool for Resource Speakers, Facilitators, Session and Daily Operation
Annex D	Sample Food, Accommodation and Training Venue Specifications
Annex E	Learning and Development Needs Assessment Evaluation Tool
Annex F	Forms of L and D Intervention
Annex G	Activity Proposal Template
Annex H	Activity Proposal Evaluation Form (NEAP Form 2)
Annex I	End Program Evaluation Tool
Annex J	Session Guide Evaluation Tool
Annex K	Terms and Reference of the L and D PMT
Annex L	Monitoring Tool on L and D Implementation
Annex M	Monitoring and Evaluation Tool for Continuing Professional Development Activities
Annex N	Guidelines on CPD Units Application and Completion Report
Annex O	Learning and Development Modalities
Annex P	Duties and Responsibilities of REC and RAC
Annex Q	RPMS PPST Monitoring and Evaluation
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Annex S	Policy and Guidelines on Scholarships and Other Training Grants of DepEd Caraga
Annex T	Requirement for Food and Catering Service Provider
Annex U	Learning and Development Effectiveness Monitoring Tool of DepEd Caraga Region



Republic of the Philippines
Department of Education
CARAGA REGION

Annex A

June 22, 2020

**LEARNING AND DEVELOPMENT (L&D)
NOMINATION FORM**

(Note: In nominating participant/s, the undersigned is hereby directed to adhere to the principle of providing equal opportunity for all deserving personnel. Non-discrimination on account of gender identity, sexual orientation, disabilities, religion, and/or group membership should be exercised.)

L&D Activity Title : Managing Virtual Class: Learners Engagement and Ambience Management

Venue : Webinar Session

Date Covered : July 3, 2020 at 2:00 – 4:30 PM

Source of Funds : HRDD Funds

We are nominating the following to the above-named L&D Activity.

No.	Name	Position/Designation
1	FLORDELISA R. DALIN, EdD	Chief, EPS -HRDD
2	VIOLETA C. NUÑEZ, PhD	EPS, HRDD
3	MARLYNE VILLAREAL	EPS, HRDD
4	ROY S. RELE	EPS II, HRDD
5	ROWENA C. CALUMPANG	P1/On Detail, HRDD

Nominated by:

FLORDELISA R. DALIN, Ed. D.
Chief, HRDD

Recommended for Approval:

ARSENIO T. CORNITES, JR., CESO V
Schools Division Superintendent
OIC- Asst. Regional Director/PDC Chairperson

Approved:

FRANCIS CESAR B. BRINGAS, CESO V
Regional Director

HRDD/vcn
06/22/2020



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April 8, 2019

REGIONAL ORDER
No. 20 s. 2019

GUIDELINES IN IDENTIFYING LEARNING SERVICE PROVIDER/S (LSPs)

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

1. In support to the individual personnel development which is an integral part of learning and development, each functional division and schools' division offices shall be responsible for ensuring the relevance and adequacy of L&D programs and activities for its respective personnel.
2. All Functional Divisions are encouraged to conduct L&D activities to ensure organizational effectiveness and efficiency.
3. In identifying LSPs, it is important to assess their competence to provide the desired L&D requirement.
4. To ensure the quality of L&D activities, the following are the criteria to be considered in selecting individual resource persons, speakers, trainers and facilitators, and groups/institutions as Learning Service Providers.

A. Resource Person/Speaker/Trainer/Facilitator

- Background or area of specialization (holds doctoral degree, master's degree or a subject/area specialist) by securing Personal Data Sheet (PDS)/Resume/Curriculum Vitae/Portfolio of the resource person, speaker, trainer and facilitator
 - Experience – Proven record (service record/portfolio) that can substantiate any claims to the experience or skill and preferably with documented outcomes
 - Physical Attribute – sustainability of fitness for the task or role
 - Integrity – absence of critical incidents that might otherwise tarnish or put to question the person's credibility, character, ethical behavior or intellectual integrity as a learning service provider
- (Note: If gender expertise is required in the L&D intervention, the same has to be included in the Terms of Reference (TOR) of letter of conforme as prerequisite for selecting trainers/facilitators and resource persons.)
- Facilitation Skills
 - ✓ Knows the key elements of facilitation
 - ✓ Has good listening skills; clarifies and probes for understanding
 - ✓ Is able to use a variety of media for delivery of information
 - ✓ Shows respect for the ideas and opinions of others
 - ✓ Is able to communicate and articulate her/his own and other's ideas

HRDD3/vcn
04/08/2019

DCC No.

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- **Demonstration of Organizational Relationships and Commitment through**
 - ✓ Is willing to devote the time required to prepare for training
 - ✓ Is willing to provide continuous coaching and support for participants after training, if needed
 - ✓ Has demonstrated success in working with groups as a leader or facilitator
 - ✓ Is able to establish rapport with a variety of individuals at all levels of the organization
 - ✓ Is considered a positive model for the values being taught, both inside and outside the sessions
 - ✓ Supports the training initiative and understands why it is important to the success of the organization

B. Higher Education Institutions (HEIs)

- Accreditation/recognition by any of the following:
 - ✓ Civil Service Commission (CSC);
 - ✓ Commission on Higher Education (CHED);
 - ✓ Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU); and
 - ✓ International Organization for Standardization (ISO)

C. Other Type of Learning Service Providers

- Quality services supported with the following:
 - ✓ Service cost and pricing structure
 - ✓ Staff credentials
 - ✓ Client feedback
 - ✓ Previous experience
 - ✓ Depth of related experience
 - ✓ Staffing capability
 - ✓ Quality of products and services
 - ✓ Financial capability
 - ✓ Linkages the service provider with others to meet special needs
 - ✓ Reputation of service
 - ✓ Proximity/location
 - ✓ Service offers e.g. delivery service
 - ✓ Can co-operate with organization and follow instruction
 - ✓ Previous and current project performance
 - ✓ Customer orientation/ensure customer satisfaction
 - ✓ Reputation based on track record

5. Professional fees or honoraria of non-DepEd learning service providers and/or resource speakers shall be subject to the guidelines under Budget Circular Nos. 2007-1 and 2 and National Budget Circular No. 2007-510. Internal learning service providers may be given honoraria subject to the Department of Education's existing rules and regulations.

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6. A gender balance L&D Resource Pool shall be maintained and reviewed by the Human Resource Development Division (HRDD) annually.
7. The performance of the LSPs shall be evaluated each activity. Those who obtained a Very Satisfactory rating shall be retained in the L&D resource pool.
8. Immediate dissemination of this Order is highly desired.


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

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04/08/2019

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Annex C DAILY EVALUATION OF SESSION, FACILITATOR AND DAILY OPERATION

Title of the Training:		
Name:	Division:	Region:
Sex:	Day to be Rated:	

I. SIGNIFICANT LEARNING

1. What is your most significant learning for the day?
2. What will you do differently as a coach given your learning?

II. EVALUATION OF SESSION AND TRAINER/ FACILITATOR

Check the appropriate column for your answer. SD = Strongly Disagree; D = Disagree; A = Agree SA = Strongly Agree

Session Title_____. Trainer/Facilitator:

Session	SD	D	A	SA	The Trainer/Facilitator...	SD	D	A	SA
1. Session started on time					1. exhibited mastery of the topic				
2. Session ended on time					2. expressed ideas clearly				
3. Topic was relevant to our work					3. asked stimulating questions.				
4. Objectives were congruent to objectives					4. processed question and responses to deepen learning.				
5. Activities were congruent to objectives					5. was sensitive to the participants' mood				
6. Activities were appropriate for adult					6. maintained positive learning environment				
7. Participants were engaged in activities					7. observed appropriate attire				
8. Session materials were relevant					How can the session be improved?				

9. Session materials were adequate						
10. Session materials were given on time						
11. Time allotment was adequate						

III. PROGRAM MANAGEMENT AND OPERATIONS
 Check the appropriate column for your answer. SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree

Training Venue	SD	D	A	SA	Meals	SD	D	A	SA
1. Adequately lit					1. Satisfactory quality				
2. Well Ventilated					2. Sufficient quantity				
3. Adequate soundproofing					3. Good variety				
4. With sufficient space					4. General healthy				
5. Equipment are serviceable					5. Served on time				
6. Clean									
7. Clean comfort rooms									
Accommodation					Program Management Team				
1. With sufficient space					1. Available when needed				
2. Clean					2. Courteous				
3. Clean comfort rooms					3. Efficient				
4. Internet access is usable					4. Responsive to needs of participants				

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

Annex D SAMPLE FOOD, ACCOMMODATION AND TRAINING VENUE SPECIFICATION

- * a venue within Butuan City
- * hotel rooms that can accommodate 200 participants (twin/triple sharing)
- * One plenary hall that can accommodate 200 pax and 3 break out rooms that accommodate 55 pax with adequate soundproofing
- * The participants must be accommodated in one venue
- * 9 wireless microphones (at least 2 microphones per break out room)
- * Tables and chairs (may be arranged differently)
- * Strong and unlimited internet (wifi) connection in every function room
- * fully functional sound system, LCD projectors, microphones, audio jack, and other audio-visual equipment in every function room
- * Extension cords must be available in all function rooms
- * standby technical assistant in every function room
- * provision of free – flowing drinking water, coffee, milo, tea and candies) in every function room
- * provision of a secretariat room
- * provision of at least one service vehicle to be used by the secretariat in fetching visitors from airport to venue and vice versa
- * provision of backdrop tarpaulin (5 X 12)
- * provision of karaoke system and amenities
- * meals: 3 main dishes, 2 side dishes, 1 soup, 1 dessert, rice and fresh fruit drinks
- * Snacks: local delicacies with fresh fruit juices
- * managed buffet for breakfast, lunch and dinner with standby waiters
- * daily housekeeping/make-up of bedrooms
- * strict monitoring of over-all cleanliness
- * daily provision of basic toiletries
- * frequent change of beddings and towels
- * responsive/active hotel management
- * with indoor or outdoor water amenities
- * with spacious car park that can accommodate at least 40 cars and can be used for early outdoor activities
- * training venue is safe and clean with amenities conducive to learning

**Annex E LEARNING AND DEVELOPMENT NEEDS ASSESSMENT
EVALUATION TOOL**

Directions: Kindly indicate whether the key process of learning and development needs assessment is met by ticking the appropriate column (Yes/No).

ITEM		YE S	N O	AREA FOR IMPROVEME NT
A	PREPARATION OF THE LDNA PLAN			
1	The rationale mentions the basis for the conduct of LDNA			
2	The rationale mentions when and how perceived needs were identified			
3	The rationale mentions the context the need to plan for the LDNA			
4	The rationale states how this LDNA plan will contribute in attaining the target output of LDNA activity.			
5	The duration of the LDNA is feasible.			
6	The plan mentions the target job group			
7	The total population of the target job group is identified			
8	The details of the work stations are mentioned			
9	The plan describes the appropriateness of the type of approach in conducting LDNA			
10	The plan discusses the appropriateness of the chosen methodology in conducting LDNA			
11	The plan identifies the data gathering tool to be used for LDNA			
12	There is a clear discussion for the reason of choosing the approach, methodology and data gathering tool			
13	The schedule and venue of the conduct of LDNA are mentioned			
14	The target date of completion is within the duration of the LDNA			
15	The LDNA plan is prepared and signed by the team.			
16	The LDNA plan is approved and signed by the head of office			
17	The crafting of the LDNA plan is documented from the start to end			
B	COLLECT THE NEEDED BASELINE DATA			
1	Identifies the personnel involved in the collection of the needed data			

LEARNING AND DEVELOPMENT NEEDS ASSESSMENT EVALUATION TOOL

2	The process of collecting the needed baseline data is comprehensively documented.			
3	Type of LDNA Approaches (any of the following)			
	1) Shows the process of comparing the target personnel's current level of proficiency against competency standards or models 2. Assessment of the Individual Development Plan 3. Identifies the other data sources 4. Discusses how the competency readiness of target personnel for the DepEd's strategic directions and priorities			
C	ANALYZE AND VALIDATE DATA			
1	Involves data gathering: self-assessment and analysis of data			
2	There is documentation of the steps in accomplishing Performance Analysis Template and the Performance Gap Analysis Template with the use of RPMS documents			
3	There is a list of actual accomplishment within the covered RPMS cycle			
4	Compares the list of actual accomplishment against planned targets as stated under the IPCRF performance indicator			
5	Identifies the performance gap from each of the indicator that has not been met			
6	States the reasons for the identified performance gaps			
7	Classify the given reasons following the performance gaps classifications under Performance Gap Analysis Template			
8	Identifies the factors that contribute to performance gaps which are related to the lack of competencies on the job			
9	Identifies the specific behaviors that are not demonstrated due to the lack of competencies.			
10	Has list of all competency-related gaps under the Development Needs of the target personnel's IPCRF.			
11	Verifies the veracity of data gathered by getting evidence from other sources: documents, public records, photographs, actual observation, interview with the immediate supervisors pf target personnel.			

LEARNING AND DEVELOPMENT NEEDS ASSESSMENT EVALUATION TOOL

12	Uses multiple methods to gather the data to check whether it would the same result: FGD, survey, KII, and other methodologies to ensure reliability and completeness of data submitted.			
13	Consolidates the development needs per governance level following the prescribes steps			
14	Reviews the identified competency gaps stated in the template and look for similarities and differences in the use of words and the way statements are expressed.			
15	Clusters the statements with similar message or meaning			
16	Assigns competency-based theme on the clustered statements guided by the applicable job competency profile or competency-based job descriptions			
17	Lists down the competency-based theme for the gap results prioritization.			
D	PREPARE THE LDNA REPORT			
1	Prepares the report using the LDNA report template			
2	The report includes the approved LDNA plan			
3	The report includes the LDNA performance and competency gap summary worksheet			
4	The report includes the completed templates, forms and correspondence; may also include video and pictures, if applicable			
5	Submits the report to the head of office fifteen days after the completion of the assessment process			
E	LDNA STRUCTURES, ROLES AND FUNCTIONS			
1	There is a Professional Development Committee (PDC) to conduct LDNA			
2	The PDC is composed of members prescribed in the manual: CO, Region, Division, School			
3	The PDC conducts LDNA within the scope of the organization			
4	The PDC oversees other LDNA initiative or activity of the other offices to ensure observance to the rules and standards			

EVALUATION SUMMARY OF LDNA KEY PROCESSES

Office	
Division	

LEARNING AND DEVELOPMENT NEEDS ASSESSMENT EVALUATION TOOL

PDC Lead/PMT Lead				
NAME OF EVALUATOR				
COMPONENTS		TOTAL POINTS	TOTAL RATING	PERCENTAGE
A	PREPARATION OF THE LDNA PLAN			
B	COLLECT THE NEEDED BASELINE DATA			
C	ANALYZE AND VALIDATE DATA			
D	PREPARE THE LDNA REPORT			
E	LDNA STRUCTURES, ROLES AND FUNCTIONS			
	FINAL RATING			
LEVEL OF COMPLIANCE:				
RECOMMENDED ACTION				
GENERAL COMMENTS/OBSERVATIONS/RECOMMENDATIONS:				
ACKNOWLEDGED BY PROPONENT:				
EVALUATOR:				

LEGEND:

Rating (% of Indicators)	Descriptive Rating
76% - 100%	High Compliance
51% - 75%	Substantial Compliance
26% - 50%	Partial Compliance
1% - 25%	Low Compliance

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

**Annex F FORMS OF LEARNING AND DEVELOPMENT (L&D)
INTERVENTIONS**

A. Skill Transfer on Off-the-Job Learning
1. Scholarship
2. Benchmarking
3. Online or E-Learning/Webinars
B. Relationship and Discussion-Based Learning
1. Peer-Assisted Learning/Coaching/Mentoring
2. Cross Training
3. Apprenticeship
4. Demonstration
5. Sharing Logs/Reflective Journals
C. Job-Embedded Learning (JEL)
1. Committee Work
2. Job Expanding/Job Rotation/Job Shadowing/Stretch Assignments and Special Project

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



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Annex G

ACTIVITY PROPOSAL TEMPLATE

A. Information about the applicant

Name of Applicant/Proponent:

Position Agency/Functional Division:

B. Profile of the program or course

- i. Title of the Program or course:
- ii. Rationale
- iii. Program or course description
- iv. Professional development priorities
- v. Professional standards covered (PPST, PPSSH or PPSS domain/s, strand/s, indicator/s)
- vi. Target participant profile (Career stage, Grade level, Learning Area)
- vii. Number of hours (face to face instruction and or online learning, and classroom application (if applicable)
- viii. List of resource persons/ learning facilitators supported by CVc
- ix. Modality (Formal Learning, possibly with Job-Embedded Learning (JEL), Learning Action Cell (LAC), relationship and discussion-based learning, among other modalities)
- x. Delivery Platform (Online, face -to-face and blended delivery)
- xi. Indicative date of implementation; and
- xii. Professional Regulation Commission (PRC) Program Accreditation No. if applicable

C. Program or course design

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

D. Program or Course Implementation Plan

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

(Signatories for Regional Office Level Proposal)

Prepared by:

Proponent

Funds Available:

Recommended for Approval:



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Chief, Finance Division

PDC Vice-Chairperson

Approved:

EVELYN R. FETALVERO, PhD, CESO IV
Director IV

(Signatories for Schools Division Office Level Proposal)

Prepared by:

Proponent

Funds Available:

Reviewed by:

Chief, Finance Division

PDC Chairperson

Recommended for Approval:

Schools Division Superintendent

Approved:

EVELYN R. FETALVERO, PhD, CESO IV
Director IV

Professional Development Program /Course Title	
Learning Service Provider	
Application Receipt	

PART I. CHECKLIST

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

A. Alignment with the NEAP Professional Development Priorities

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

B. Mapping to the Professional Standards

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The proposed professional development program/course identifies the career stage/s and profile (teacher/school head/supervisor, subject, and/or grade/year level taught) of the target participants.	☐	☐	

	2. The proposed professional development program/course's terminal objective/s, enabling objectives and the session objectives are aligned with the indicators of the target participants' career stage/s.	☐	☐
--	--	--------------------------	--------------------------

C. Articulation of Objectives

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

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

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

E. Mechanisms to determine if objectives have been met

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)

	1. The proposed professional development program/course uses congruent assessment strategies that are consistent with the program/course and aligned with the objectives.	☐	☐	
	2. An evaluation form about how the participants felt, and their personal reactions to the training or learning experience is part of the Course/Program design.	☐	☐	
	3. The proposed professional development program/course includes an assessment of learning through pre-test/post-test measures or specific outputs, and a validation of the workplace application plan.	☐	☐	
F. Strength of Research Base				
Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The proposed professional development program/course is based on needs assessment of the target participants (i.e. through individual development plans (IDPs), DepEd priorities across levels, least learned skills, etc.)	☐	☐	
	2. The rationale for the content, methodologies and delivery modalities of the proposed program/course is justified and supported by research literature or theories.	☐	☐	

G. Intended Classroom-level/Workplace Application and Innovation

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The proposed professional development program/course provides clear outputs for the target participants' workplace environment (e.g. classroom-level, school-level, division-level, regional-level application).	☐	☐	
	2. The proposed professional development program/course develops skills required for innovation (e.g. by giving participants opportunities to try out new teaching-learning or coaching strategies and prototype new school- or management-related tools).	☐	☐	

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

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

I. Monitoring and Evaluation

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)