



Republic of the Philippines
Department of Education
CARAGA REGION



June 23, 2021

REGIONAL ORDER
No. 003 s. 2021

2021 POLICY ON LEARNING AND DEVELOPMENT (L & D)
OF DEPED CARAGA REGION

TO: Schools Division Superintendents
Functional Division Chiefs
This Region

1. For the information and guidance of all concerned, this Office issues the enclosed copy of its customized 2021 Policy on Learning and Development (L&D) of DepEd Caraga Region.
2. This Policy shall take effect immediately upon issuance.
3. All Regional Orders, Memoranda, and other related issuances inconsistent with this policy are deemed amended accordingly upon its effectivity.
4. Attached hereto is the 2021 Policy on Learning and Development (L&D) of DepEd Caraga Region.
5. Immediate dissemination and strict compliance with this Order is directed.


EVELYN R. FETALVERO, CESO IV
Director IV

Encls.: NONE
Reference: Regional Order 006, s. 2020
To be indicated in the Perpetual Index
under the following subjects:

LEARNING AND DEVELOPMENT POLICY

HRD/vcn
06/23/2021



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2021-06-7778

Document Control No:
DepEdRO13-F-REC-009/R2/2-18-2020



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REVISED POLICY ON LEARNING AND DEVELOPMENT (L&D) OF DEPED CARAGA

Section 1. Rationale

Providing quality basic education for all Filipino learners is the core business of the Department of Education (DepEd). It is mandated to formulate, implement, and coordinate policies, plans, programs, and projects in the areas of formal and non-formal basic education.

Achieving DepEd's mandate requires competent and committed leaders and employees, thus, it needs to continuously develop its rank of teachers, school managers, and non-teaching personnel. The capability development of DepEd personnel is given importance in the Governance of Basic Education Act No. 9155.

Within DepEd Caraga Region, several offices are responsible for designing and delivering learning and development programs and activities internally and externally such as the: Administrative Services Division, Finance Division, Curriculum Learning and Management Division, Human Resource Development Division, Quality Assurance Division, Education Support Services Division, Policy Planning and Research Division and Field Technical Assistance Division.

Despite the raging COVID-19 pandemic, learning and development among the DepEd Caraga personnel must continue. Learning and Development is designed to ensure consistency and continuous improvement in the quality-of-service delivery and content across the various offices regardless of the health conditions our country has been facing.

Section 2. Objectives

The policy shall endeavor to achieve the following objectives:

1. establish standards in the assessing, planning, designing, delivery and evaluation of learning and development programs and activities across the different offices involved within the region including the standards of the products and outputs expected from the performance of said processes.
2. raise the quality and ensure relevance and cost-effectiveness of skills development.
3. encourage employees to participate in learning and development activities and other life-long learning programs for the benefit of the organization and for personal growth and development.
4. provide employees with the necessary skills, knowledge, and attitudes to perform their duties and functions effectively and efficiently where gaps have been identified after performance reviews or performance assessments.
5. delineate the roles, responsibilities, and coverage of the functional divisions; and

6. foster collaboration among the functional divisions in providing learning and development services.

Section 3. Coverage

The policy shall cover the following:

1. All learning and development programs, activities and services delivered in behalf of and for DepEd Caraga Region as part of the fulfillment of its mandate.
2. All offices involved in the planning, designing, delivery, and evaluation of learning and development programs and courses; and
3. All processes, practices, tools, and templates utilized in the planning, designing, delivery and evaluation of learning and development programs and courses.

Section 4. Learning and Development Philosophy

The DepEd Caraga Region adheres to the overall L&D philosophy – “Continuously and consistently develop and shape competent and committed leaders and employees”. The goal is to align all L&D interventions in the region to the DepEd’s mission, vision, and goals.

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

1. Every official and employee is an important resource valued by the organization. The office gives priority and invests on L & D of every official and employee.
2. L & D interventions for officials and employees shall be purposive and aligned with the CSC strategic objectives and goals. L&D is a means to upgrade the capability and expertise of the organization to address and respond to the multi-faceted needs of the civil service. L&D shall be based on development needs as determined by competency assessment and performance assessment exercises. L&D shall likewise consider the differentiated needs of women and men in the organization to ensure equitable access to interventions.
3. L & D shall focus on the development and enhancement of competencies required by the current or future position/job of the official/employee.
4. L & D is a shared responsibility of the management, supervisors, and the employees. While the organization provides the nurturing and enabling environment by opening opportunities, among others, employees and their respective supervisors have an equal responsibility to plan and manage their development and career by determining, seeking and seizing available opportunities.
5. DepEd Caraga Region regards investment for learning and development as equally important as investments in research, information technology (IT), purchase of equipment and product development. Capacity development of officials and employees is given equal, if not paramount importance in terms of allocating

resources. Partnership with other institutions shall be explored to supplement existing resources for L&D.

6. L&D shall be designed to increase the portability of skills of employees. This, therefore, requires an approach or various approaches that will allow Heads of Offices and/or supervisors to easily recognize skills which may be transferable between jobs and/or assignments.

7. Continuing upgrading of competencies is essential to the maintenance of a corps of professional officials and employees of the Department. It aims to develop a competent, credible, and high performing workforce. Continuing competence is maintained and enhanced through life-long learning and integration of learning into every facet of a DepEd official or employee's working life; and

8. L &D shall drive performance management. It shall integrate recognition and rewards mechanism as a strategy to ensure learning application in everyday work settings.

Section 5. Definition of Terms

Learning and Development (L&D)	A set of systematic and planned interventions or programs designed by the agency to equip its workforce with the necessary competencies to meet current and future job requirements.
L&D Implementers	A general term to refer to DepEd personnel who play a role or roles in carrying out process/es in the L&D System.
Learners	Individuals or groups of individuals who need and benefit from engaging in competency development interventions to perform their jobs at the desired proficiency level. They are also commonly referred to as "participants."
L&D Intervention	An activity undertaken by the Department to address a competency gap affecting individual or organizational performance. An intervention may be planned (i.e., part of the Annual L&D Plan), or unplanned (i.e., taken to immediately address an emerging need). An intervention may take the form of any L&D delivery modality (e.g., training, coaching, etc.)
L&D Modality	The type of L&D delivery approach that is adopted to address a competency gap or set of competency gaps. DepEd identifies four clusters of L&D modalities: job-embedded learning; relationship and discussion-based learning; formal learning; and Learning Action Cell.
L&D Needs Assessment	The subsystem for determining professional development needs of the Agency's personnel in key performance areas, as a basis for identifying L&D interventions.
L&D Planning	The subsystem for identifying and mapping L&D programs and their implementation requirements, to address priority competency gaps identified in the L&D needs assessment.

L&D Program	A strategic initiative to address an existing competency gap or gaps that affect organizational performance or develop competencies for a planned reform agenda (e.g., K-12). An L&D program may be composed of a single intervention with several modules or a series of interventions applying a range of delivery modes. L&D programs are usually part of the Strategic L&D Plan or Annual L&D Plan.
L&D Program Delivery	The subsystem for implementing the program for intended learners based on the design, using the learning resource packages that have been developed.
L&D Program Management Team	A group of DepEd personnel identified by the Program Owner that is tasked to execute L&D processes like needs assessment, program designing, learning resource materials development, etc. L&D Program Management Team members typically come from the same office or unit as the Program Owner and can be complemented by personnel from other offices or units that have been a stake and, or expertise on the L&D program.
L&D Program Owner	Refers to the lead office or unit that is identified in the L&D Plan. The Program Owner is primarily responsible for ensuring that an L&D program is carried out to achieve a set of learning outcomes. The L&D program is usually part of Program Owner's office or unit's annual work and financial plan.
L&D Program Proponent	The office or unit that is proposing the implementation of an L&D program, usually the Program Owner
L&D quality Assurance, Technical Assistance, and Monitoring and Evaluation	The subsystem for ensuring compliance to quality standards (QA); providing supportive guidance (TA); and assessing progress and results of L&D programs (ME)
L&D Resources	Facilities, equipment, materials and supplies that are needed to implement L&D programs
L&D Resource Package Development	The subsystem for preparing delivery and learner materials that will support L&D program implementation, and facilitate learners' acquisition of knowledge, skills, and attitudes, and application of the same back on the job
L&D System	Set of guiding principles, standards, policies, processes, and mechanisms through which professional development interventions in the Department of Education shall be planned, developed, managed, quality assured, monitored and evaluated. It endeavors to ensure that the Department has the competent and engaged workforce to support the achievement of its strategic goals.
L&D System Audit	The mechanism to review and evaluate the level of conformance to standards and consistency in the use

	and/or application of the L&D system within the organization
Partnership	Collaboration with external and internal entities in undertaking various L&D functions to achieve cost-effectiveness, improve programs, and widen the reach of L&D interventions
Personnel Development Committee	A review and recommendation body that leads in examining policies, guidelines, plans and other outputs of the L&D system, recommends improvements, and endorses them to the head of office for approval. It also serves as the Scholarship committee that shall assist the head of office in the selection of the best qualified employees for scholarship opportunities
NEAP-RO Recognition and Evaluation Committee (REC)	A review and recommending body to the Recognition Approval Committee all initially approved proposals for professional development programs of teachers and school leaders submitted by the Regional and Schools Division Offices.
Content Experts	A group of identified content experts that reviews accuracy, depth and appropriateness of content in the program/course proposal and recommends to the RAC all initially approved proposals for professional development programs of teachers and school leaders submitted by the Regional and Schools Division Offices.
NEAP-RO Recognition Approval Committee (RAC)	The approving body to all proposals for professional development programs of teachers and school leaders recommended by the REC.
Workplace Development Objectives (WDO)	Hierarchy of expected gains from the L&D program, i.e., competencies, outputs, outcome, and impact. WDOs are also referred to as the learning results chain.

Section 6. Guideline on the Learning and Development Interventions

1. Basis of Learning and Development Interventions

- a. L&D needs identification and analysis shall be based on alignment between DepEd Caraga Region's strategic direction with employee performance and competency gaps and career growth.
- b. The Human Resource Development Division (HRDD) shall prepare the Five-Year HRMD Plan with detailed strategies and budget.
- c. The Annual L&D Plan shall be prepared prior to the start of the year as a result of the analysis of the competency gap assessment and the consolidated Individual Development Plans (IDPs) submitted by the different Chiefs of the Functional Divisions as basis for HRDD L&D and monitoring.
- d. The L&D interventions identified in the Annual L&D Plan shall take into consideration the workforce development needs. Moreover, all L&D programs shall be conducted primarily in connection with the competency gap assessment results generated.

e. L&D hours per employee per year shall be based on the number of hours as indicated in the IDP.

2. Development and Approval of Learning and Development Interventions

a. L&D programs from the SDO shall require approval of the Regional Director based on the review and recommendation of the Recognition and Evaluation Committee and after a thorough deliberation of the Personnel Development Committee (PDC) and the Recognition Approval Committee while the RO PD Programs shall be submitted to NEAP CO for Recognition pursuant to DO 001, S. 2020 after going through the evaluation of the REC and the recommendation of the Regional Approval Committee (RAC).

b. L and D programs for teachers and school leaders and other DepEd RO personnel who are holders of Professional Regulation Commission License for SDO, and RO shall be applied for Continuing Professional Development Credit Units.

c. Professional Development Programs for Teachers and School Leaders offered by non-DepEd Learning Service Providers shall need a NEAP Recognition Number before the issuance of a Regional Advisory.

d. The Chiefs of Functional Divisions shall review and approve the IDPs of all employees of their respective division. Prior to such approval, they shall check the appropriateness, relevance, timeliness, cost-efficiency, and effectiveness of the L&D interventions indicated in the IDPs. The PDC through the HRDD may issue further guidelines to assist the Chiefs of Functional Divisions with the approval process and in consolidating the IDPs into an Office L&D.

e. The PDC through the HRDD may consult task experts who can communicate learning needs of officials and employees. In developing and determining the learning objectives during the instructional design stage, the task experts should be assisted by L&D experts and subject matter experts. Moreover, program evaluation shall be considered in the instructional design to ensure better assessment of program effectiveness.

f. The Recognition and Evaluation Committee (REC) composed of Program Design Specialists, Content Specialists and the NEAP personnel shall have the following functions:

1. review program/course proposals based on the criteria set in DO 001, s. 2020.
2. engage in an Inter-Evaluator Discussion to deliberate on the approved program/course proposals; and

3. recommend to the Recognition Approval Committee initially approved proposals.

g. The Recognition Approval Committee (NEAP-RO RAC) shall have the following functions:

1. discuss the recommendations from the Recognition Evaluation Committee and deliberate for the approval of program/course proposals; and

2. approve program/course proposals.

3. Qualification and Selection of Learners

a. As a rule, all L&D interventions shall target intended learners based on the IDP of officials and employees. However, these interventions cannot be left to the discretion of individual employees especially when the L&D intervention has been

earlier established. Thus, some programs may pre-identify the actual learners or participants.

b. All employees whose competency assessment indicates not meeting the proficiency level of the individual's Key Result Area (KRA) and Core Competencies and other competencies required of the position shall also be prioritized in development interventions. The L&D implementers may determine relevant qualifications and criteria in so far as they relate to the objectives of the L&D.

c. Profile of participants shall be prepared by the L&D implementer or the Program Management Team at least one (1) week before the conduct of the program or activity using the captured data in the Online Registration. The profile shall include information such as, but not limited to, name, nickname, sex, age, position, division/office, number of years in DepEd, contact number, e-mail address, educational background, nature of work and similar programs attended. Persons or groups with special needs may be identified, only when necessary to the program as when the relevant information will ensure access to L&D interventions and full learning opportunity.

(Refer to Regional Order No. 19, s. 2019 Guidelines in the Selection of Nominee to Learning & Development Interventions/Scholarship)

d. DepEd Caraga shall also maintain a well-developed and highly professionalized personnel through a continuing human resource development program by sending the most qualified and deserving employees to local or foreign scholarship and training grants.

(Refer to Annex T Policy and Guidelines on Scholarships and Other Training Grants of DepEd Caraga)

4. Cancellation, Rescheduling and Substitution

a. Rescheduling or cancellation of confirmed participants may be made only through notice to the L&D implementer by the Chief of the Functional Division at least two days before the scheduled program. The Functional Division Chief of the L&D implementer shall be informed of the last-minute cancellation without substitution and may require the canceling participant's office to write an explanation letter to the Regional Director through the Chief of the L&D implementer. This information shall be included in the L&D documentation report.

b. Cancellation of the names of pre-targeted participants shall be given to the concerned Chief of the Functional Division, supervisors, employees the responsibility of ensuring that the indicated L&D intervention in the IDP shall still be pursued. They have the option of attending equivalent programs outside of DepEd, albeit, at own expense of the canceling participants or whatever might have caused the cancellation.

c. Substitution of participants may be allowed after a confirmation has been made only when the program design allows for replacement or substitution. Advice should be made properly and timely by the direct supervisor of the participant addressed to the Regional Director through the Chief of the Program Implementer.

d. In cases where replacements or substitutes may be allowed, the names of the employees shall be forwarded to the L&D implementer at least two days before the date of the activity.

e. Programs may be cancelled or rescheduled due to any of the following circumstances:

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

5. Equity and Access to Learning and Development Interventions

- a. The Department of Education Caraga Region values inclusivity and treats each employee equally without discrimination to create an enabling environment free from barriers, prejudices or preferences. This is to ensure equal access to employment, advancement and other employment opportunities at all levels of positions.
- b. DepEd Caraga Region is an equal opportunity employer. No one shall be discriminated from participating in and accessing L&D interventions on the basis of but not limited to age, sex, gender, sexual orientation, ethnicity, political affiliation, religion, economic and social status, and physical disability.
- c. Both men and women shall be equally encouraged and given the opportunity to give their views and provide inputs to the discussion and other activities in any L&D intervention.
- d. The conduct of L&D programs shall ensure equal, adequate and safe participation of women and men, and those groups with special needs taking into consideration the following:
 - developmental needs of the individual as the basis for provision of and access to L&D; and
 - appropriateness of logistical arrangements such as training schedule, venue, safe transportation and lodging, facilities and meals.
- e. The L&D implementers shall ensure gender balance and equity among participants and learners, as far as practicable.
(Refer to Annex S DepEd Caraga Regional Office Equal Opportunity Principle (EOP) Policy)

6. Certificate of Completion and/or Appearance

- a. A Certificate or E-certificate of Completion/Participation and Appearance shall be awarded/given to a participant or learner who has met the following:
 - Accomplished the online registration and/or attendance.
 - Attended and participated in at least 90% of the session hours.
 - Submitted the required outputs.
 - Completely submitted the daily online evaluation and end of the program evaluation; and
 - Submitted the travel order.
- b. A participant who attended 91 – 100 per cent of the session hours shall receive a Certificate of Completion/Participation (provided that the 91-99 % attendance is properly justified) and a Certificate of Appearance while a participant who attended 90 percent and below of the training hours shall receive a Certificate of Attendance and a Certificate of Appearance.
- c. The L&D implementer shall ensure accurate recording of attendance and list of submitted outputs as certified by the concerned training staff.

- d. Development interventions outside of a formal training may be declared as satisfying the training requirement through the recommendation of the HRDD.
- e. All certificates of completion/participation issued in the region shall be attested by the Chief of the L&D implementer, or their authorized signatories in their absence.
- f. A unique certificate code is indicated in every certificate of completion/participation issued to every participant who completed a Learning and Development Activity/Program.
- g. For online L and D Activity, E-certificate shall be issued by the Certificate Management System in coordination with the HRDD and the program proponent.
- h. For Regional Level L and D Activity, the Certificate of Appearance shall be prepared by the proponent and shall be signed by the Chief of the Functional Division that is sponsoring or conducting the L and D Activity.
- i. Travel authority of participants shall also be prepared by the proponent following the standard protocols.

7. **Learning Application Plan**

The official or employee shall submit to the Chief of the Functional Division a **Learning Application Plan (LAP)** within three days after attending an L&D intervention. Academic scholars, however, shall submit a Re-entry Action Plan (REAP), pursuant to existing guidelines on scholarships.

8. **Support Requirements**

- a. The DepEd Caraga Region shall have an approved budget for L&D interventions according to DepEd' strategic mandate.
- b. The quality, effectiveness, efficiency, and costs of L&D intervention shall be an important consideration in continuing the program implementation. Hence, the organization shall allocate budget/resources for approved L&D interventions. However, for those that will impose costs on the participating offices, the fee shall be charged against the concerned office of the participant.

9. **Responsibilities**

- a. The implementation of the Competency-Based L&D Management System is a shared responsibility of the management, Chiefs of the Functional Divisions, L&D implementers, Personnel Development Committee (PDC) and the official and employee.
- b. At the start of every quarter, the L&D implementers who submitted to the HRDD their proposed L&D programs shall convene to ensure synchronicity of various interventions and programs to be conducted in the Regional Office.
- c. Sharing of responsibilities in the implementation of the Competency-Based L&D Management System shall consider the following roles:

Responsible Unit	Roles and Functions
Regional Director	● sets and determines overall L&D Strategy and directions ● approves L&D proposals and plans of Chiefs of Functional Divisions, Supervisors and other L&D

	Implementers relative to development interventions that are appropriate to improve the job performance of DepEd Caraga Regional Personnel and increase productivity of the Department. • provides the right resources and environment that supports the growth and development needs of an individual employee
Chiefs of Functional Divisions and Supervisors	• address developmental needs of their respective employees. • support and monitor the employees in the implementation of LAP
Employee	• identifies goals and activities for development and prepare an IDP. • looks for learning opportunities in everyday activities. • prepares and implements LAP or REAP
HRDD	• conducts competency assessment. • prepares RO L&D Plan • designs, delivers and evaluates learning and development interventions required for the employees to meet the mission-critical/competency gaps. • assists supervisors in preparing a well-crafted competency-based job description – it is the foundation upon which employee training and development activities are built. • undertakes competency assessment or propose other modes of assessment. • prepares Five-Year HRMD Plan/L&D Annual Plan • leads the L&D Planning Workshop to review the implementation of the Competency-Based L&D Management System and set the yearly L&D targets and programs
Personnel Development Committee (PDC)	• determines the training fees, amount of honorarium for resource person services, and other training-related expenses. • recommends the attendance of agency personnel in trainings, seminar workshops, conventions, conferences, symposia, and fora sponsored by non-governmental organizations or private institutions. • recommends the availment of external service providers in conducting in-house learning and development programs. • selects, nominates, and recommends personnel for local and international trainings and scholarship grants. • together with the Regional Director, cascades REDP directions and priorities which will serve as anchor for all L&D programs/initiatives of own region. • recommends L & D policy improvements. • develops and/or implements guidelines for the selection of nominees for L & D and scholarship programs, in accordance with DepEd policies.

	• serves as the Scholarship Committee that screens and endorses nominees from the region and divisions for scholarship programs for approval by the Central Office. • recommends designation of L & D PMT, if needed, to implement one or more L & D subsystems. • reviews DO-SPPDs for inclusion in the RO-SPPD. • reviews and endorses RO-SPPD to Regional Director for approval. • reviews and endorses report on RO-SPPD accomplishments and results to the Regional Director for approval. • reviews and recommends approval of LDNA plan and directs the L&D PMT to proceed with the conduct of the LDNA. • reviews and endorses LDNA report to the Regional Director for approval. • reviews and approves designs and learning resource packages for L & D programs. • tracks progress of L&D program delivery and updates the Regional Director; and • ensures that L&D QATAME processes, procedures, and reporting are implemented by the Regional Office
NEAP-RO Recognition and Evaluation Committee (NEAP-RO REC)/Program Design Specialist	• review program/course proposals based on the criteria set in DO 001, s. 2020. • engage in an Inter-Evaluator Discussion to deliberate on the approved program/course proposals; and • recommend to the Recognition Approval Committee initially approved proposals.
Content Specialist	• review program/course proposals based on the alignment of the criteria set in DO 001, s. 2020. • review accuracy, depth and appropriateness of content in the program/ course proposal. • engage in an Inter-Evaluator Discussion to deliberate on the pre-approved program/course proposals; and • recommend to the Recognition Approval Committee initially approved program/course proposals
NEAP-RO Recognition Approval Committee (NEAP-RO RAC)	• discuss the recommendations from the Recognition Evaluation Committee and deliberate for the approval of program/course proposals; and • approve program/course proposals

(Refer to Annex P Duties and Responsibilities of the REC, Content Specialist and RAC)

10. **Learning Service Provider Management**

- a. Criteria. To ensure the quality of L&D activities, the following shall be considered in selecting individual resource persons, speakers, trainers and facilitators, and groups/institutions:
- b.

Area	Details
Education/Expertise	Resource speaker shall hold doctoral or master's degree or shall be a subject/area specialist supported by a resume. For L and D applied for NEAP Recognition, the resource speaker shall use the resume template prescribed by NEAP while for L and D applied for CPD Credit Units, resource speaker shall use the resume prescribed by the Professional Regulation Commission (PRC). Resource speaker shall be an active professional license holder issued by any of the following: Professional Regulation Commission, Integrated Bar of the Philippines, Civil Service Commission, and other authorized and reputable licensing agencies.
Experience	Proven record such as service record and/or portfolio that can substantiate any claims to the experience or skill and preferably with documented outcomes
Physical attribute	Sustainability or fitness for the task or role
Integrity	Absence of critical incidents that might otherwise tarnish or put to question the person's credibility, character, ethical behavior, or intellectual integrity as a learning service provider

(Refer to Annex B Guidelines on Identifying Learning Service Providers)

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

Non-DepEd LSPs need to present authorization from the National Educators Academy of the Philippines before they can offer a Learning and Development Activity within the region. This is based on DepEd Order 001, s. 2020.

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

d. **L&D Resource Pool.** An L&D Resource Pool shall be established and reviewed by the HRDD every year. All DepEd Caraga Region Certified Trainers shall be part of the Pool. The Department shall also engage local, national, or international external learning service providers towards interactive learning and sharing. A gender balance among the members of the pool shall be maintained, as far as practicable.

DepEd Caraga has identified content experts within the region who shall serve as learning resource speakers/facilitators and shall serve as internal evaluators of activity proposals for professional development programs for teachers and school leaders. (Refer to Annex P Duties and Responsibilities of REC, Content Specialist and RAC).

There shall also be an annual screening of Regional Learning Facilitators who shall join the Regional Pool of Learning Facilitators.

e. **Evaluation.** The performance of the LSPs shall be evaluated using the Daily Online Evaluation and End of the Program Evaluation. Those who obtained a Very Satisfactory rating shall be retained in the L&D resource pool.
(Refer to Annex C – Daily Evaluation of Session, Facilitator and Daily Operation)

11. Green, Healthy and Safe Learning and Development Environment

The DepEd Caraga Region L&D implementers shall subscribe to the principle of "Green, Healthy and Safe Environment". To put this principle in action, the implementers shall promote and observe the following:

a. **Green Environment.** This means all L&D implementers shall use appropriate technology and materials that will reduce energy consumption. As such, the following shall be undertaken, among others:

- Turn-off electrical appliances, equipment, gadgets, and paraphernalia when not needed, particularly, for long period of time.
- Make use of reusable bag as L&D kit; and
- Reproduce learning materials only when they are determined necessary and useful, but possibly recycled papers. As an alternative to hard copy reproduction of materials especially voluminous handouts, presentations, documents and reference materials, an e-copy (through CDs and thumb drives) may be resorted to.

b. **Healthy Environment.**

This refers to creating an environment where participants to the L&D programs are not only intellectually but also physically and emotionally nourished. Hence, L&D implementers shall consider the following:

- MC 8. S. 2011 (Reiteration of the Physical Fitness Program or the Great Filipino Workout).
- Simple exercises such as nine-joint exercise and chair exercises.
- Anti-Smoking prohibition shall apply all programs and extend to those conducted or ran by implementers outside of the DepEd Caraga Region premises (Executive Order 26, S. 2017).
- Serving healthy and nutritious meals, avoiding junk foods and soft and/or carbonated/flavored drinks; and serving preferably fresh juices and water only (DO 13 s. 2017).
- Wellness corner in the venue; and
- Monitoring of hygiene and sanitary facilities
- Training venue specifications

(Refer to Annex D Sample Food, Accommodation and Training Venue Specifications

c. **Safe Learning Environment.**

All L&D implementers shall set up a safe learning and development environment focused on:

- Fostering positive relationships among learners, trainers and HRDD staff by encouraging participation and active involvement during training and other development interventions. DepEd Caraga shall not tolerate any act of sexual harassment, bullying and intimidation. If such incidents occur, a report shall be made immediately by the concerned training staff to the Head of the L&D implementer who shall then take the necessary and appropriate action within 24 hours from receipt of the report or information; and

- Protection from hazards and promotion of a sustainable work environment. This includes availability of safety regulations at the workplace or L&D venue, provision of First Aid and assistance to vulnerable groups or groups with special needs, and reporting of occupational hazards and their preventive measures. All Functional Divisions in DepEd Regional Office shall participate in the implementation of this provision.

- Provision of medical team and over the counter medicines during training
- Service Providers for Food and Accommodation of any L&D Activity should observe what is specified in the Purchase Request (PR)

(Refer to Annex D Sample Food, Accommodation and Training Venue Specifications and Annex T Requirements for All Food and Catering Service Providers)

- When conducting L and D activities, may it be face-to-face, synchronous, or asynchronous, the health of learners and the program management team are of paramount importance. Safe and healthy working conditions are fundamental while conducting the L and D activities. Both the program management team and the learners should adhere and integrate the standard protocols of health and safety while increasing physical and mental resilience, reduce the transmission, reduce contact, and reduce duration of infection of any virus or bacteria that may challenge the health condition of the participants and the PMT.

(Refer to Annex O Learning and Development Modalities)

12. **Records Maintenance and Management**

a. The following records shall be maintained by the HRDD and by other L&D implementers when applicable to them:

1. List of training/development interventions attended per employee per Functional Division.

2. List of participants per training/development intervention conducted by other Functional Divisions containing a breakdown of female and male learners and participants and their levels of positions; and
3. List of LSPs and programs they facilitated/conducted.
4. L&D Activity Completion Report to be submitted 10 working days after the conduct of the activity to include in the following order:
 - a. Executive summary (abstract of the training/template)
 - b. Activity proposal
 - c. Office memorandum
 - d. Activity plan/Instructional design
 - e. Facilitator's session guide
 - f. Letter of invitation/Correspondence
 - g. MOA/Contract/TOR/Confirmation Letter from the resource person
 - h. Profile of the resource person
 - i. Result of QATAME online evaluation
 - j. Summary of resource person's rating
 - k. Written documentation of the learning process (journal/reflection/learning insight) sample only
 - l. Learning action plan
 - m. Pre- and Post-tests results analysis.
 - n. Attendance sheets
 - o. Financial report (obligated/billing amount)
 - p. Pictorials (1 page with 5 photos highlighting the activity)
 - q. Hard/E- Copies of learning materials/presentations
 - r. Sample certificate of participation/recognition
- b. For L and D Activities applied for Continuing Professional Development (CPD) Units, completion reports shall contain the documents set by the Professional Regulation Commission (PRC) and shall be submitted to the PRC not later than 20 days after the conduct of the activity. The documents required are the following:
 1. PRC-CPD Completion Report Form
 2. Actual Instructional Design
 3. Actual Program of Activities
 4. Summary of Evaluation of Resource Speakers in Tabular Form
 5. Summary of Evaluation of Learning of the Participants
 6. Financial Report
 7. Sample Certificate of Participation
 8. Attendance Sheet (PRC template in Excel Format)
 9. Actual Learning Resource Package (Google drive link if applicable)
 10. Relevant Photos
 (Refer to Annex N Guidelines on CPD Units Application and Completion Report)
- c. For every employee sent to any L&D activity, a copy of the Certificate of Attendance/Participation/Completion, program materials and the LAP shall be submitted by the employee to his/her Chief of the Functional Division and to the HRDD within three (3) working days from the completion of the L&D. This information shall be captured in the HR Record Update Form and shall be forwarded, together with the program materials, by the Chief of Functional Division to HRDD for

consolidation every 5th day of the ensuing month to ensure continuing professional development.

d. For HRDD-conducted or initiated programs, HRDD shall automatically record the employee attendance to the said programs. Chiefs of Functional Divisions who are likewise initiating or conducting L&D activities and/or programs to DepEd Caraga officials and employees shall also submit the same information to HRDD.

e. Should there be updated data on education and experience of an employee, the same shall be communicated every 5th day of the month to HRDD using the HR Record Update Form.

13. **Performance Metrics**

The HRDD shall develop appropriate performance metrics in L&D.

Appropriate combination of time, quantity, quality, cost, meeting needs, diversity, among others, shall be established as standards. HRDD is not precluded from proposing percentage weight allocation for every measure to get the total performance level. Below is an example:

PERFORMANCE MEASURE	DESCRIPTION
Time	No. of L&D hours per employee per year based on the IDP. Cycle time (in months) of developing new L&D interventions
Quantity	No. of employees gone through L&D per year (with sex disaggregation)
Cost	L&D cost factor (L&D cost/ Employees trained) L&D cost per hour
Meeting the needs	Difference between the number of people that need training and the number of people that attend the training. Net benefit (i.e., total benefits less total costs) Decrease in number of complaints
Diversity	No. of different programs conducted/offered to employees

To measure the effectiveness of the L and D Activity attended by an employee, monitoring is conducted at least six (6) months after an employee attended an L and D Activity.

(Refer to Annex U Learning and Development Effectiveness Monitoring Tool of DepEd Caraga Region)

Section 7. Learning and Development Subsystems

1. Learning and Development Needs Assessment (LDNA)

Definition

Learning and Development Needs Assessment (LDNA) is the subsystem for determining professional development needs of the Department's personnel in key performance areas, as a basis for identifying L&D programs.

Purpose

The subsystem provides processes for identifying competency gaps that affect individual and organizational performance. It establishes baseline data on competency levels of personnel and provides a basis for tracking progress towards desired levels of proficiency. The output of the subsystem is the LDNA Report, which contains information that will guide the planning and designing of L&D programs.

Processes

LDNA follows a set of processes.

1. Planning for LDNA
2. Developing data collection tools
3. Collecting data
4. Analyzing and validating data (including prioritizing of competency gaps)
5. Preparing LDNA report

General Guidelines

1. LDNA is a basic requirement for any L&D program and its results are used to inform subsequent L&D subsystems across governance levels.
2. LDNA shall be conducted at least once a year as input to the annual L&D planning and budgeting process so that key L&D programs are included in the concerned office's Work and Financial Plan (WFP).
3. LDNA may be done as the need arises, such as an individual's assumption of office or transfer to a new position, changes in management and/or strategic priorities and others, to ensure learning needs are addressed and do not hamper effective performance.
4. Individual LDNA shall be done for all employees at least once a year as part of the Results-Based Performance Management System (RPMS). This is accomplished through its Phase III: Performance Review and Evaluation and Phase IV: Performance Development Planning, which produces the Individual Development Plan (IDP). The IDP is an input to the LDNA for the office and/or the job group to which the employee belongs. Progress on the IDP is regularly monitored to ensure completion of committed L&D activities and achievement of learning objectives.
5. LDNA is a collaborative process involving the Personnel Development Committee (PDC), the Program Management Team (PMT) conducting the LDNA, heads of offices that are the target of the LDNA, and individual employees. Roles and expectations from each of these stakeholders shall be clarified at the beginning of the process.
6. An LDNA Plan approved by the PDC of the office/school is required before proceeding with any data gathering activities.
7. Participation in LDNA data gathering activities must be approved by the immediate supervisor of the target personnel respondent or informant. It is expected that the protocols of inviting DepEd personnel to participate in any activity are observed.

8. Individuals or teams conducting LDNA are expected to adhere to established processes and standards of LDNA to ensure validity and reliability of results.
9. The LDNA Report shall be submitted to the respective head of office through the PDC within 15 days upon completion of LDNA data gathering process.
10. Confidentiality shall be observed in the conduct of the LDNA, and all information shall be used for the intended purpose only.
11. The use of technology, such as online LDNA, is recommended where appropriate and feasible, for ease in administration, data gathering, consolidation and analysis.

Quality Standards

1. LDNA Plan shall contain the following key elements:
 - a. Objectives – specify the target unit/s and/or jobs, and the performance and/or competency areas that will be the focus of assessment.
 - b. Data Requirements and Data Sources – identify the nature of data needed and where to obtain the data.
 - c. Methodologies and Tools – describe the methodologies that will be used, including the tools to be administered or developed.
 - d. Implementation Details – map out the activities, persons responsible, timelines and resources needed in conducting the LDNA.
2. The LDNA process is inclusive.
 - a. Mechanisms for meaningful involvement of relevant stakeholders, such as target job holders, immediate supervisors, management, and others, are built into the LDNA process.
 - b. These mechanisms provide stakeholders participation that builds ownership and commitment to the LDNA process and results.
3. Safeguards for confidentiality in gathering, recording, and disseminating data are incorporated into the LDNA process.
4. Methodologies employed are valid and reliable.
 - a. Selected methodologies are valid and measure what they are supposed to measure, given the objectives and the data requirements of the assessment.
 - b. Selected methodologies are reliable and ensure accuracy of measurement.
 - c. A right mix of methodologies is used, where appropriate, to obtain needed data.
 - d. The choice of methodologies considers the time and cost to implement them.
5. Data resources are up-to-date, legitimate, and official, and/or approved or accepted for use by credible and recognized authority.
6. Data gathered, and findings are validated using appropriate methodologies and varied resources before analysis, conclusions and recommendations are finalized.
7. The LDNA Report includes the following elements:
 - a. Executive Summary
 - b. Background and Rationale
 - c. Methodology
 - d. Limitations of the LDNA
 - e. Assessment Results
 - f. Conclusions
 - g. Attachments, including LDNA Plan, templates and forms used, worksheets and videos and pictures, if applicable

QATAME of L&D Needs Assessment

Objective

QATAME in L&D Needs Assessment aims to ensure that LDNA processes are observed, and final output meets standards.

Key Processes

QATAME in L&D Needs Assessment starts with the Program Management Team’s observance of the needs assessment process and application of standards. The Personnel Development Committee (PDC) conducts internal quality review, while the external QATAME Team provides technical assistance and quality check of: (1) the LDNA Plan before commencing needs assessment activities, and (2) LDNA Report before it is endorsed for approval of the Head of Office.

QATAME of L&D Needs Assessment

L&D PMT	PDC	QATAME Team	Head of Office
1. Observes LDNA processes and applies standards			
2. Seeks guidance and assistance from QATAME team on LDNA processes and tools, as needed. (PMT may also seek technical assistance from other offices	3. Reviews LDNA Plan vis-à-vis LDNA Plan Evaluation Form before submitting to QATAME for evaluation	4. Evaluates LDNA Plan and gives feedback to PDC and PMT	
5. Refines LDNA Plan based on QATAME feedback, if necessary	6. Reviews LDNA Report vis-à-vis LDNA Report Evaluation Form before submitting to QATAME for evaluation	7. Evaluates LDNA Report and gives feedback to the PDC and PMT	
8. Refines LDNA Report based on QATAME feedback, if necessary	9. Reviews and endorses refined LDNA Report for approval of head of office		10. Reviews final LDNA Report a. Provides feedback to PDC and PMT for further refinements, if needed. b. Approves final LDNA report

(Refer to Annex E LDNA Evaluation Tool)

2. L&D Planning

Learning and Development Planning (LDP) is the subsystem for identifying and mapping L&D programs and their implementation requirements to address priority competency-gaps identified in the LDNA Report.

The subsystem provides processes for clarifying strategic performance goals, developing workplace development objectives, identifying L&D programs to address competency gaps along performance areas, and determining resources needed to implement these.

The subsystem helps ensure that L&D programs are “strategic interventions anchored on DepEd’s mandate, goals and national policies such that implementation of programs constitute or support the Department’s core business”.

Two outputs from the subsystem:

- Human Resource Management Plan (HRMD) / Strategic Plan for Professional Development (SPPD) – maps out L&D programs to develop competencies essential to achieving strategic performance goals over a five-year period for the Department, regional, and schools’ division levels, and a three-year period for schools.
- Annual Plan for Professional Development – maps out yearly implementation of the HRMD or SPPD Plan.

Processes

1. Reviewing LDNA results
2. Developing Workplace Development Objectives
3. Formulating terminal (performance) learning objectives
4. Identifying L&D programs
5. Plotting five- or three-year implementation Plan
6. Developing M&E Plan
7. Developing Risk Management Plan
8. Developing Communication and Advocacy Plan
9. Validating and Finalizing L&D Plan

LDP Quality Standards

1. L&D Planning is based on the results of systematic learning needs.
 - a. The LDNA report is reviewed as an input to the L&D planning.
 - b. Priority competency gaps are the focus of L&D planning.
 - c. The L&D Plan identifies programs that are responsive to identified priority competency gaps.
2. An L&D program may be in the form of a single intervention or a mix of interventions under any or all of the following modalities:
 - a. Job Embedded Learning
 - b. Relationship and Discussion-Based Learning
 - c. Formal Learning(Please Refer to Annex F Forms of Intervention)
3. The L&D Plan uses gender-fair and socially inclusive language.
4. The L&D Plan has the following elements
 - a. DepEd’s strategic directions and key result areas
 - b. Agency L&D situationer and objectives
 - c. Priority competency gaps for development