# LEARNING AND DEVELOPMENT POLICY GUIDELINES OF THE DEPARTMENT OF EDUCATION-SCHOOLS DIVISION OFFICE OF LAGUNA (DEPED-SDO LAGUNA)

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**LEARNING AND DEVELOPMENT POLICY GUIDELINES OF THE DEPARTMENT OF EDUCATION-SCHOOLS DIVISION OFFICE OF LAGUNA (DEPED-SDO LAGUNA)**

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## I.   RATIONALE

The Department of Education-Schools Division Office of Laguna (DepEd-SDO Laguna) recognizes the role of human capital in improving the quality of basic education in the whole Division. It upholds that the quality of student learning is a result of the quality of teachers, school leaders, supervisors, and other personnel. McKinsey (2017) says that the quality of education system cannot exceed the quality of its teachers (personnel). It also recognizes the importance of professional standards in the continuing professional development and advancement of its workforce in the SDO proper, schools, and community learning centers based on the principle of long-life learning.

DepEd-SDO Laguna is committed to continuously support the professional growth and development of personnel for the attainment of the DepEd vision, mission and values. It highlights equal opportunity principle in providing professional development intervention to all regardless of age, gender, civil status, physical features, disability, religion, social status, familial responsibilities, ethnicity, political affiliation, or other similar personal circumstances. Hence, the division establishes a competency-based Learning and Development (L&D) Plan that is aligned to the National Educators Academy of the Philippines (NEAP) framework and training standards and that of the Professional Regulation Commission (PRC).

This Learning and Development (L&D) policy adheres to the implementation of DepEd Order No. 10, s. 2024 otherwise known as the "Policy Guidelines on the Implementation of the MATATAG Curriculum," DO 42, s. 2017, entitled "National Adoption and Implementation of the Philippine Professional Standards for Teachers," DO 43, s. 2017, entitled "Teacher Induction Program Policy," DO 24, s. 2020, entitled "National Adoption and Implementation of the Philippine Professional Standards for School Heads," DO 25, s. 2020, entitled "National Adoption and Implementation of the Philippine Professional Standards for Supervisors," DO 44, s. 2023, entitled the "Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of the National Educators Academy of the Philippines Core Programs."

This policy aims to ensure the availability of competent employees to effectively and efficiently perform their roles and functions toward the attainment of quality, accessible, and liberating basic education for all.

In cognizance to equal opportunity principle (EOP), this Division hereby adopts, implements and highlights the herein Customized Guidelines on the planning and implementation of all Learning and Development (L&D) interventions with strong adherence to EOP. This policy also aims to create and foster an enabling environment and provide equal opportunities for all employees to improve their work competence, skills and educational attainment that are free from discrimination and prejudices.

This L&D policy serves as a guide to all learning intervention implementers to apply the appropriate strategies and interventions adopting different ways of addressing the gaps. It further covers monitoring and evaluation in all stages of program, project and activity (PPA) implementation to ensure quality delivery of process and outputs and as inputs for continuous improvement consistent to the

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requirements of the established quality management system of the Division.

## II.    OBJECTIVES

This policy aims to establish standards in assessing, planning, designing, delivering, and evaluating L&D PPAs in the SDO, schools and community learning centers, including the results and outputs expected from the identified processes.

In this pursuit, DepEd-SDO Laguna L&D system aims to:

1. Provide DepEd-SDO Laguna personnel with the necessary knowledge, skills, and attitude (KSA) to address competency gaps and be able to perform their duties and functions effectively and efficiently through the various professional development interventions;

2. Ensure that all personnel, regardless of personal circumstances are given fair chances to avail of professional development intervention with respect to equal opportunity principle.

3. Establish mechanisms and guidelines in the implementation of L&D activities.

## III.   SCOPE AND COVERAGE

DepEd-SDO Laguna's L&D Policy is established to help ensure that the division has the needed competent and committed human resources to achieve its mandate. It sets the framework for effective and efficient management of L&D programs, projects and activities designed for teaching, non-teaching, related-teaching, and school administration personnel as defined and enumerated in DepEd Order No. 007, s. 2023.

Specifically, the L&D policy includes the:
a. human resource development committee lead and members;
b. roles and responsibilities of key personnel;
c. enabling mechanisms to support the operationalization of L&D System;
d. standards, processes, and tools used for assessing, planning, designing, developing, delivering L&D programs, assuring quality, and monitoring and evaluating L&D programs and results.

The L&D System includes processes that ensure timely planning and delivery of PPAs. It operates on a three-year planning cycle, allowing the division to establish annual L&D plans that can be promptly implemented to meet emerging learning needs.

The capability-building/professional development for DepEd-SDO Laguna personnel will ensure that all staff at all levels possess the necessary KSA towards their works. Professional development programs, training, workshops, and mentoring systems shall be put in place to help achieve this. A needs assessment shall be conducted to determine whether staff require further training or support. Offering specific programs in areas such as instructional leadership, professional development and educational technology, among others that will bridge the gaps and enhance individual and organizational performance.

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The EOP ensures that all division personnel are provided with equal access to resources, training, and opportunities for professional growth. By promoting fairness and inclusivity, division personnel can better meet the needs of students, parents, and other stakeholders, which ultimately leads to higher customer satisfaction in terms of education quality and service efficiency.

This policy also covers the conduct of regular monitoring and evaluation system and mechanism to ensure that standards, processes, and specific provisions are adhered to with the highest extent of quality, efficiency and timeliness. All PPAs under the L&D system shall be monitored and evaluated using the Quality Assurance Monitoring and Evaluation (M&E) Tool developed by the DepEd Central Office with modifications made by DepEd-SDO Laguna. The M&E shall also follow the Kirkpatrick's model which includes Reaction, Learning, Behavior, and Results levels. The results of which shall be the basis for a data-driven decision-making in implementing future L&D PPAs.

This policy shall also be subjected to an annual review using the Policy Review Form that contains proposed changes and improvements in the existing version in order to make the guidelines and provisions updated, relevant, and more appropriate. It shall also look into the budget utilization report participants' feedback and the percentage of employees provided with L&D interventions. The L&D committee shall come up with policy recommendations and resolutions for the adoption of any amendments in the policy.

## IV.    DEFINITION OF TERMS

For this L&D policy, the following terms used in this document had been defined technically and operationally using existing DepEd issuances:

a. **Capability-Building.** This refers to the activity which is based on training needs assessment.

b. **Competency-based needs assessment.** A process of determining professional development needs of teachers and school leaders in key performance areas and identifying competency gaps that affect individual and organizational performance.

c. **Continuing Professional Development (CPD).** As defined by RA 10912 Continuing Professional Development Act of 2016, refers to a set of learning activities accredited by the CPD council such as seminars, workshops, technical lectures, or subject matter meetings, modules, tours and visits, which equip the Professionals with advance knowledge, skills and values in specialized or in an inter or multidisciplinary field of study, self-directed research and/or lifelong learning.

d. **CPD Credit Unit.** As defined by RA 10912, it refers to the value of an amount of learning that can be transferred to a qualification achieved from formal, informal, or non-formal learning setting, wherein credits can be accumulated to pre-determined levels for the award of a qualification.

e. **Delivery.** Refers to the actual execution of   any interventions.

f. **Delivery modality.** Refers to the type of execution of any interventions such as face-to-face/in-person, virtual/online, and hybrid (combination of face-to-face and virtual).

g. **Designing**. This refers to the subsystem for conceptualizing and mapping out the elements of specific program or intervention that will address a set of competency gaps identified in the L&D Needs Assessment.

h. **Design and Development.** Formulating comprehensive and coherent various PD program design elements (target participants, learning objectives, content, methodologies, assessment and outputs).

i. **Development of Resource Package.** Refers to the subsystem for preparing delivery and learner (participants) materials that will support learning and development L&D program implementation, and facilitate learners' acquisition of knowledge, skills, and attitudes, and application of the same back on the job.

j. **Differentiated Supervision.** It is a type of supervision that recognizes the newly hired teachers' level of experience, different teaching needs, and their goals to improve instructional skills.

k. **Governance and Enabling Mechanisms (GEM)**. It is the subsystem that establishes the policies and standards, structure and staffing, roles and responsibilities, budgets and other support elements for overseeing and managing the L&D System. It also defines the organizational arrangements and accountability for ensuring the L&D System aligned with DepEd's strategic goals and priorities, and provided with financial and other support necessary for its effective and efficient implementation.

l. **Job-embedded learning (JEL).** It refers to the learning that is grounded in the daily activity of teachers and personnel and is characterized as learning by doing to encourage teacher engagement and reflection on teaching practice.

m. **LR Package Development**. Identifying, conceptualizing, producing, and evaluating quality and responsive learning resource packages based on the PD program design.

n. **Learning and Development (L&D).** It is a system established to help ensure that DepEd-SDO Laguna has the competent and committed human resources to achieve its mandate; setting the framework for effective and efficient management of DepEd-SDO Laguna's L&D programs for school administration, related-teaching, teaching and non-teaching personnel.

o. **L&D Intervention.** An activity undertaken by the department to address a competency gap affecting individual or organizational performance.

p. **National Educators Academy of the Philippines.** Is an attached agency within the Department of education which has the responsibility for the design, development and delivery of Professional Development Programs to School Administrators, Teaching Related, Teaching and Non-Teaching Personnel.

q. **Non-Teaching Personnel.** Are categorized as "allied services personnel such

as accountant, planning officer, human resource management officer, record officer, cashiers, budget officer, engineers, dentist, division physician, nurses, legal officer, etc. and other support personnel.

r. **Planning.** Clarifying the strategic performance goals and developing the workplace development objectives (WDO) or the learning results chain and identifying the appropriate PD program (Induction Program, Career Progression Program, or Special Program) to address priority competency gaps identified in competency-based needs assessment.

s. **Quality Assurance.** This refers to the manner of scrutinizing submitted training packages from EPSs, PSDSs, Unit/Section Heads, School Heads and Learning Centers according to the standards of the NEAP and PRC.

t. **Scholarship.** It is an educational program, duration of which is more than one year, joined by the employee domestic or international and ends with the employee obtaining an educational degree.

u. **Teaching Personnel.** Regular or permanent personnel in schools, and learning centers engaged in a classroom teaching of any subject including practical arts at elementary and secondary level of instruction including persons performing guidance and counseling, instructional supervision and all private public education institutions.

v. **Workplace Application Plan (WAP).** Outlines strategies and actions for implementing and managing workplace applications to enhance productivity, communication, and overall business operations.


## V.    BASIC POLICIES

The L&D policy is aligned with the DepEd-SDO Laguna Mantra "Edukasyong Tama. Tunay na Kalinga. BATA ang UNA sa DepEd Laguna!" and its Quality Policy Statement One DepEd, One Quality Management System. Thus, the L&D PPAs are geared towards creating employees who are morally upright and competent in order to share their social responsibilities to nation building through rendering quality education to the young Filipinos.

The implementation of this L&D System shall be guided by the following basic policies:

1. A Division Human Resource L&D Committee (HRLDC) with well-defined customized roles and functions shall be established. HRLDC shall ensure proper implementation and review of existing policies, processes, guidelines, and procedures relevant to personnel development in accordance with DepEd policies and recommendations for L&D policy improvement and CSC Memorandum Circular Nos. 10 and 43, s. 1989 and 1993, DepEd Order 32, s. 2011 and DepEd Memorandum 44, s. 2023.

2. In providing needs-responsive, relevant, effective, and accessible professional development programs is to ensure that the development process shall be aligned to the NEAP and PRC standards.

3. The DepEd-SDO Laguna collaborate with universities or organizations in providing expert resource speakers.
    a. Resource speaker shall hold doctoral/master's degree or shall be a subject/area specialist supported by curriculum vitae.

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        b.  Resource speaker shall be an active professional license holder.

## VI.    LEGAL BASES AND REGULATIONS

Republic Act (RA) 9155: Governance Act for Basic Education, 11 August 2001
Basic Education Sector Reform Agenda (BESRA) 2006.

RA 8293 "An Act Prescribing the Intellectual Property Code of the Philippines," particularly "Part IV: The Law on Copyright," having passed assessment using the "Guidelines and checklist to support Intellectual Property Rights Management," developed by the Bureau of Learning Resources.

DepEd Order No. 10, s.2024
"Policy Guidelines on the Implementation of the MATATAG Curriculum."

DepEd Order No. 40, s. 2020
"Implementation of Learning and Development for Non-Teaching Personnel in the Department of Education in View of the COVID-19 Pandemic."

DepEd Order No. 25, s. 2020
"The National Adoption of Philippine Professional Standards for Supervisors."

DepEd Order No. 24, s. 2020
"The National Adoption of Philippine Professional Standards for School Heads."

DepEd Order No. 001, s. 2020
"Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders."

DepEd Order No. 43, s. 2017
"Teacher Induction Program Policy."
DepEd Order No. 42, s. 2017
"The National Adaption to Philippine Professional Standards for Teacher."

DepEd Order No.32, s. 2017
"Gender-Responsive Basic Education Policy and DO 51, s. 2014 on Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture."

DepEd Order No. 35, s. 2016
"The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning."

DepEd Order No. 32, s. 2011
"Policies and Guidelines on Training and Development (T&D) Programs and Activities."

DepEd Memorandum No. 44, s. 2023
"Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of the National Educators Academy of the Philippines Core Programs."

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DepEd Memorandum No. 50, s. 2020
"DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023."

DepEd Memorandum No. 45, s. 2020
"Result-Based Performance Management System Guidelines for SY 2019-2020 Year End Activities in the Light of COVID-19 Measures."

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

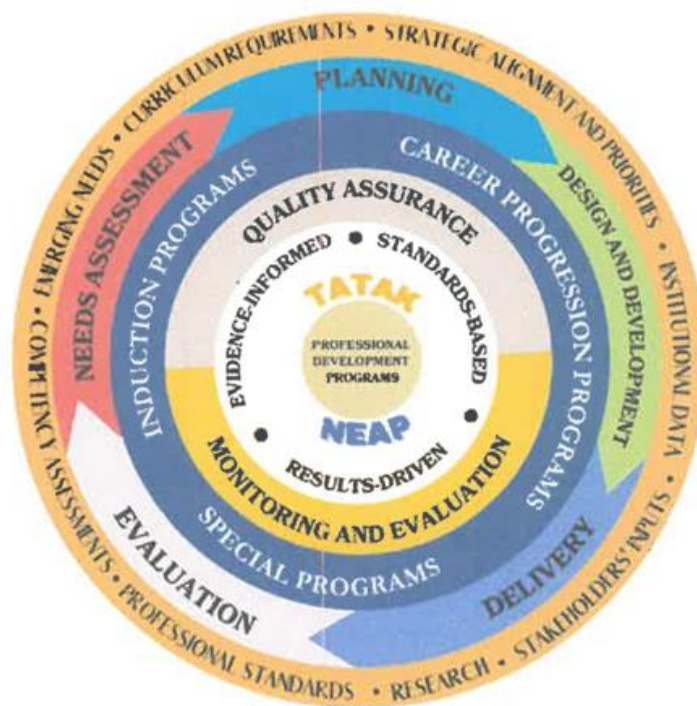## VII.    THE LEARNING AND DEVELOPMENT (L&D) FRAMEWORK



*Figure 1: Quality Assurance and Monitoring and Evaluation (QAME) Framework for NEAP Core Programs*

DepEd-SDO Laguna adopt QAME Framework for NEAP Core Programs. This QAME Framework for NEAP Core Programs adheres to the philosophy of evidence-informed, standards-based, and results-driven professional learning. It shall provide a goal-oriented focus and direction to the provision of professional development programs for teachers and school leaders.

To enable L&D HRLDC to carry out its mandate of providing Tatak NEAP professional development programs, the framework as shown above is adopted. The development of all NEAP Core Programs is guided by the following key processes:
   a.  Competency-based needs assessment
   b.  Planning
   c.  Design and development
   d.  Delivery
   e.  Evaluation

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The NEAP Quality Assurance Division conducts quality assurance to assess the practice of PD program development processes particularly from needs assessment to design and development and monitoring and evaluation to assess the PD program delivery and measure the learning outcomes, workplace application, and impact that resulted to these PD programs. The conduct of the QAME ensures that DepEd teachers and school leaders are provided with the Tatak NEAP professional development programs.

The NEAP Core Programs are programmatic and competency-based formal professional development programs and interventions aimed at building and enhancing teachers and school leaders' professional KSA, thereby sustaining quality teaching and promoting career progression. Pursuant to DepEd Order No. 011, s. 2019, the NEAP Core Programs are categorized as follows:

A. Induction Programs
   Induction Programs are support mechanisms put in place to assist a newly hired or newly promoted DepEd teacher or school leader in adapting to new workplace culture and become effective and efficient in performing his or her functions as a full-pledged DepEd personnel. Moreover, induction programs consolidate and harness entry-level competencies in preparation for career progression.

B. Career Progression Programs
   Career Progression Programs are professional development programs for teachers and school leaders to improve their professional practice and support their promotion by gaining developmentally gradated KSA anchored on the Philippine Professional Standards of each job group. These are composed of Regular Programs, Subject Content Programs Supporting Quality Teaching, and Master Classes and are taken after completing the Induction Programs.

C. Special Programs
   Special Programs cover topics indirectly linked to one's immediate function, which is either a designated special task or support for policy implementation. This program shall be taken after the first six (6) subjects, or 18 units combined regular and subject content programs. Different forms of assessments shall be employed to diagnose knowledge and practice, monitor progress, and quantify or qualify learning and application.

*(Refer to Deped Memorandum No. 44, s. 2023).*


**THE LEARNING AND DEVELOPMENT (L&D) COMMITTEE**

**Composition of the Human Resource L&D Committee (HRLDC)**

a. The HRLDC shall consist of:

   1. The Assistant Schools Division Superintendent as Chairperson;
   2. The Senior Education Program Specialist as Vice-Chairperson;
   3. The Administrative Officer V-Administrative Services;
   4. The Administrative Officer V-Budget;
   5. The Chief of Curriculum Implementation Division;
   6. The Representative of Level 1 and of Level 2 employees; and
   7. The Secretariat composed of Education Program Supervisors'

Representative, Public Schools District Supervisors' Representative, and the Education Program Specialist II of the HRD.

## Duties and Responsibilities of the Committee

The committee shall supervise the development of the human resources programs and shall exercise its powers according to the roles and responsibilities as provided for in this policy. Specifically, the committee shall:

a. Craft the general policies and guidelines of the human resource development;
b. Verify the plan and budget of the human resources development;
c. Set the rules regulating all human resource development programs;
d. Examine applications for the Domestic and International Scholarship for Teachers;
e. Develop criteria and screening process;
f. Develop tools and rubrics for the screening of participants/scholars;
g. Review reports and track the efficiency of the L&D process; and
h. Provide recommendations for the improvement of L&D system.

## Chairperson's Duties and Responsibilities

The basic responsibilities of the Chairperson are to:
a. Supervise the works of the Committee and ensure that such works comply with the policy.
b. Administer the business of the Committee and follow-up its works with the support of the Vice-Chairperson.
c. Ensure the soundness of the decision taken by the Committee and that they are built on well-informed foundations and focus on the interest of achieving the objectives of the HRD and its strategic plans.
d. Ensure the application of the Committee's decisions and recommendations.

## Vice-Chairperson Duties and Responsibilities

The Vice-Chairperson shall perform the functions of the Chairperson in his/her absence. He/she shall be responsible in assisting the Chairperson to carry out the latter duties and responsibilities.
a. Assists the HRDC Chair in updating Learning and Development Intervention for teaching, non- teaching and teaching related personnel of the SDO
b. Collects and checks the training design, session guide, and slide deck of the learning and development intervention.
c. Cross-validate findings/results using any of the following: RPMS/IPCRF/PPST/Observation Forms/Personnel Profile, M&E Reports and other performance appraisal forms
d. Present the findings/draft of the report to the target personnel for input and to promote ownership
e. Prepare the final LDNA report
f. Submit the final LDNA report to the Schools Division Superintendent.

## Members' Duties and Responsibilities

When performing their tasks in the L&D, members shall be committed to the following:
a. Cooperate to achieve the objectives of the Committee;

b. Keen to be present to actively participate in the Committee's meetings;
c. Contribute with opinions and express their point of view responsibly and neutrally;
d. Assure training packages submitted to SGOD for capability building in the Division, Districts, Schools and Learning Centers; and
e. Analyze evaluation result of training-workshop conducted for continual improvement

## Secretariats' Duties and Responsibilities

When performing their tasks in the L&D, the secretariat shall be committed to the following:

a. Assist the HRLDC in the performance of their functions;
b. Raise issues encountered for resolution of the HRLDC;
c. Prepare response to written queries to the status of their applications;
d. Assists the nominee/candidate on their documentary requirements;
e. Assists HRLDC during criteria setting and deliberations;
f. Prepare reports, communicate L&D PPAs and scholarship programs; and
g. Store the data/information/documents/records. The soft copies are placed in OneDrive, external hard drive, and offline database. Hard copies are placed in the office of the Human Resources Development Section.

## PRIME HRM Systems Task Force for L&D

| | | |
|---|---|---|
| **Lead:** | Laarni T. Estrada | Education Program Specialist (HRD) |
| **Members:** | Dr. Jane A. Suazo | Education Program Supervisor – I |
| | Dr. Orlando T. Valverde | Chief EPS, CID |
| | Dr. Cecilia B. Castillo | Education Program Supervisor – I |
| | Ana R. Reblora | Public Schools District Supervisor |
| | Elenita L. Tuyor | Project Development Officer I |
| **Secretariat:** | Rain Anjelie B. Borgonos | Administrative Assistant III |

## Term of Office

Members of the Committee, Task Force and Secretariat shall hold the position and performs the assigned duties and responsibilities for a period of one year, subject to renewal upon issuance of Designation Orders and Division Memorandum signed by the Schools Division Superintendent, designation may be revoked at any time by the Schools Division Superintendent in case of valid and justifiable reasons.

## Duties and Responsibilities of the PRIME HRM Task Force

The committee will oversee the development of human resource programs and exercise its authority in accordance with the roles and responsibilities outlined in this policy. Specifically, the committee shall:
a. Enhance and revise the general policies and guidelines of the Human Resource L&D program;
b. Review and confirm the plan for Human Resource L&D program;
c. Provide specific feedback on areas that need correction, clarification, or improvement;
d. Propose suggestions that could enhance the work or lead to better outcomes, such as alternative approaches, additional details, or creative

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ideas.

    e. Ensure to prepare the minutes of the meeting promptly, capturing key decisions, action items, and discussions accurately for future reference.

## Conduct of Meetings and Reviews

    a. The Chairperson shall be responsible for managing the meetings including the approval of the agenda, supervising the decision-making process, and announcing the results with the assistance of the Vice-Chairperson.

    b. Meeting shall only be conducted when majority of its members (50% + 1).

    c. The committee may invite whom it deems appropriate to attend its meetings, provided that it must be recorded in the minutes of meetings. The invitee shall not have the right to vote on the committee's decision (if there is a need to vote).

    d. Members of the top management or their authorized representatives may also take part in the meeting.

## Meeting Schedule

The committee shall hold its regular meetings every quarter or whenever necessary to review or check the plan of activities. It may be cancelled due to valid and acceptable reasons but with prior notice to the attendees.

## Agenda Setting

    a. The Chairperson sets the agenda for each meeting with the assistance of the Vice-Chairperson, taking into account the proposed agenda by the members of the HRLDC.

    b. The time of the meeting shall be specified in the notice of the meeting.

    c. The agenda shall be signed and approved by the SDS before it will be distributed by the Vice-Chairperson to the attendees of the meeting.

## Minutes of Meeting

The HRLDC shall always record (audio and written) the proceedings of the meeting. They shall use the official template for the minutes of the meeting. It shall be made available to all members and interested parties for reference.

## Reporting

The Committee, with the assistance of the Vice-Chairperson, shall prepare a quarterly report to be submitted to the Top Management. It should include information on the number of meetings held by the Committee, and the number of attendees. In addition to that, the report should also include the works of the Committee, its decisions and recommendations taken during the reporting period, and what the related parties do regarding the implementation of those decisions and recommendations.

## VIII.   TRAINING REQUIREMENTS AND PROCEDURES

The DepEd-SDO Laguna adopts and implements the detailed Professionals Development (PD) program in adherence to the NEAP quality standards as specified

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in DepEd Memorandum No. 44, s. 2023.

**NEAP Professional Development Program**

**Pre-training:**

To maintain the standards of the Professional Development Program, the following steps and requirements shall be prepared:
1. The PD Program owner shall conduct coordination meeting and provide the quality assured package which includes:
   - Needs Assessment
   - Detailed PD Program Design
   - PD program Monitoring and Evaluation Form
   - List and Curriculum Vitae of resource speakers and implementation rubric
   - PD LR Materials (Session guides, assessment tools, slide decks, modules, etc.)
2. Identify implementation requirements:
   - Target participants consistent with the profile /selection criteria set by the PD program owner
   - Indicative dates of implementation
   - Program Management Team, Venue, Resources and Budget Requirements
3. The PD program owner shall consolidate the PD program materials and then submit to NEAP-QAD, 20 days before the SDO's conduct the implementation/training.
4. All duly prepared PD Program Proposals shall be submitted to NEAP-QUAD for Quality Assurance 45 working days before the implementation.

**Actual Training**

The delivery of the quality-assured Professional Development Programs shall adhere to the following key steps and quality standards:
1. Review and quality assure program design and materials before implementation. Communicate program details to offices and participants, confirm attendance online, and accommodate special needs.
2. Ensure venues are accessible, safe, secure, and peaceful, with facilities for individuals with disabilities and sufficient clean toilets.
3. Provide clean, well-lit, well-ventilated, and spacious accommodation, with a maximum of three participants per room, each having separate beds and a bathroom.
4. Accommodate 30-50 participants in well-lit, well-ventilated, and spacious rooms, arranged according to session objectives, with areas for the management team and breakout sessions.
5. Provide adequate equipment, tools, and supplies, including quality assured learning materials, reliable internet access, and options for soft copies of printed materials.
6. Provide timely session breaks (15-30 minutes mid-morning and mid-afternoon, and one hour for lunch). Avoid "working breaks" unless necessary.
7. Ensure availability of health personnel and a first aid kit. Disseminate emergency evacuation plans and promote good waste management practices.
8. Implement effective learning management practices using an LMS to organize, deliver, and track PD programs. Ensure materials are accessible, provide

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technical support, and monitor program effectiveness through feedback and assessments.

**Post Training**

To systematically evaluate all Professional Development (PD) programs, ensuring their effectiveness, identifying areas for improvement, and enhancing the overall quality and impact of future programs once participants have returned to their workplace and begun to apply what they have learned, the following standards must be adhered to:

1. Develop a comprehensive evaluation plan that includes both formative and summative assessments. Utilize various evaluation methods, such as surveys, interviews, focus groups, and observations, to gather feedback from participants.
2. Collect anonymous feedback from all participants at the end of each PD program. Ensure feedback focuses on the relevance, quality, and effectiveness of the program content, delivery, and materials.
3. Analyze the collected data to identify trends, strengths, and areas for improvement. Use both quantitative and qualitative analysis methods to gain a comprehensive understanding of the program's impact.
4. Prepare a detailed evaluation report summarizing the findings and recommendations obtained from the QATAME tool. Share the evaluation report with relevant stakeholders, including program management teams, resource speakers, and participants. Use the evaluation findings to inform the planning and design of future PD programs.
5. Implement changes and improvements based on the evaluation findings. Monitor the effectiveness of implemented changes in subsequent PD programs. Foster a culture of continuous improvement by regularly reviewing and updating the evaluation process.
6. All program management teams, and resource speakers are responsible for ensuring compliance with this policy. Regular audits will be conducted to ensure ongoing adherence to these standards.

**Non-NEAP Covered Training Development Program**

The DepEd-SDO Laguna implements the planning, design, and delivery of the Non-NEAP training development program of the following key steps:

**Pre-training:**

a. HRD receives the training package which includes:
  i. Project Proposal consists of Activity title, date and venue, budget proposal,
  ii. Training materials with Resource Persons Qualifications, and Program Matrix,
  iii. Validated Monitoring and Evaluation Tool (online link),
  iv. Issued DepEd Order/Regional Memo, other legal bases, Request/Transmittal letter
  v. Purchase Request and Procurement Request
  vi. Division Memorandum
b. HRD checks the completeness of the training packages as part of the preliminary quality assurance.
c. If the training package is complete, it will be quality assured by the HRDS-

SEPS and M&E- SEPS to be verified by the SGOD Chief for initial approval; then for the recommending approval of the ASDS; and for the approval of the SDS.

d. If the training package is not complete, then it would be returned to the training proponent.

e. Upon approval of the Training Package the SEPS for M&E will sign the Readiness Training Checklist.

f. The Division Memorandum would be signed by the SDS and will be forwarded to the Record Section for uploading.

## Actual Training

a. Signing of Registration Attendance monitored by the Secretariat Committee of the Training. For online training, a registration link is provided for the attendance.

b. There shall be an opening program before every training/workshop/seminar

c. The trainer executes/facilitates the training-workshop. He/She shall have the following:
   i. Session Guide
   ii. PowerPoint Presentation
   iii. Laptop and other related materials
   iv. There should be a Class Manager (CM) and Process Observer (PO) and health officer/nurse
   v. Management of Learning (MOL)

## Post Training

The following should be observed after trainings/workshop/seminar

a. Conduct of Closing Program with the following parts
   i. Recap
   ii. Presentation of output
   iii. Presentation of the Evaluation Result by the QATAME
   iv. Challenge to the Participants
   v. Acceptance of the Challenge
   vi. Oath of Commitment
   vii. Distribution of Certificates
   viii. Closing Remarks

b. Conduct of after-action-review
   i. Program Manager conducts after-action-review on the strength and room for improvement on the session and management activity of the day.
   ii. Present during the after-action review are CM, PO, and other members of the TWG.

c. Checking of documents to be submitted to the Budget Office a day after the conduct of the training which includes:
   i. PR, PO,
   ii. Billing statement,
   iii. Division Memorandum,
   iv. Meal Attendance,
   v. Training Matrix,
   vi. Approved Budget Proposal

d. Accepting complete documents for liquidation from the proponent to be

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forwarded to the Budget Officer.
  e. Accepting complete documentation i.e. complete   with evaluation result from the training proponent a week after the conduct of the training.

## Cancellation, Rescheduling and Substitution on Training

Rescheduling or cancellation of confirmed participants may be made only through notice to the L&D implementer at least two days before the scheduled program. The L&D implementer shall be informed of the last minute cancellation without substitution and may require the cancelling participant's office to write an explanation letter to the Head of Office. This information shall be included in the L&D documentation report.  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 participants' address to the head of office.

Programs may be cancelled or rescheduled due to any following circumstances:
  a. Conflict of schedule of between and among the participants and implementer;
  b. Procurement concerns;
  c. Medical conditions detected and or diagnosed during and within the conduct of the program course. A medical certificate must be secure by the hospital for those on consultation or those in admission; and
  d. Circumstances beyond human control.

## IX.    SCHOLARSHIP RULES AND GUIDELINES

The purpose of these guidelines is to establish a fair and transparent process for the regular nomination of scholars within the DepEd-SDO Laguna, aimed at supporting professional development and enhancing the quality of education.

## Scholarship Applicant/Grantee

  a. Open to all permanent school administration, non-teaching, teaching, related teaching personnel, provided that qualifications set for the scholarship are met.
  b. Applicants should have a minimum of three (3) years of service with very satisfactory performance ratings.
  c. All others who may be determined by the scholarship sponsoring organization.

## Scholarship Application Process

  1. The HRLDC prepares a memorandum to call for applications and nominations to be signed by the Schools Division Superintendent.
  2. The interested applicant shall submit a Letter of Intent (LOI) address to the head of Office. The LOI shall also include details of the scholarship program and shall be approved by the head of Office before proceeding to the set processes.
  3. An applicant with an approved LOI shall submit all documentary requirements for completeness and compliance. The requirements will undergo review to verify applicant's eligibility and documents' validity.
  4. The endorsed list of applicants and their pertinent documents shall be evaluated based on the qualifications and criteria.
  5. Final Screening and Deliberation.
  6. The scholarship committee of each concerned governance level shall establish

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and maintain a pool of potential scholars from which the nominee for specific programs may be selected.

**Documentary Requirements**

Interested applicants must assume full responsibility and accountability for the completeness, authenticity, veracity of the documents submitted to support their eligibility. The following requirements must be submitted by the interested applicant:

a. Letter of Intent;
b. Duly Accomplished Personal Data Sheet (CSC Form 212, Revised 2017 with Work Experience Sheet;
c. Updated Service Record
d. Scholarship Application Form, if applicable;
e. Workplace Application Plan (WAP)
f. Office Performance Commitment Review Form (OPCRF)/Individual Performance Commitment and Review Form (IPCRF) in the last two (2) rating periods with the approved Individual Development Plan (IDP);
g. Medical Certificate (CSC Form 211 Revised 2018) issued by a government physician or an accredited government hospital or clinic government physician;
h. Transcript of Records for scholarships leading to a graduate degree
i. Certificate of Eligibility/License
j. Photocopy of valid passport, if applicable and
k. Checklist of Requirements and Omnibus Sworn Statement of the Certification of Authenticity and Veracity of Documents

**Period of Scholarship**

The period of scholarship grant depends on the agreement between DepEd-SDO Laguna personnel and Scholarship provider/institution/country.

**Obligation of Employee on Scholarship**

a. Complete the entire program.
b. Update the Senior Education Program Specialist on the status of the participation in the scholarship program.

All scholarship grantees are obliged to ensure the return of investment to the Philippine Government, by way of compliance with the service obligation. The following are the required service obligation for grantees of scholarship programs:

| Period of Grant | Service Obligation |
|---|---|
| For every year (exceeding 6 months is considered a year | Two years |
| Two months to six months | One Year |
| Less than two months | 6 months |

**Reporting to Work after Scholarship and re-entry project**

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a. Report and present the re-entry project. This shall be subjected to review of the HRLDC and approval of the Schools Division Superintendent.
b. Implement the re-entry as approved by the SDS.
c. Submit report of the re-entry project accomplishments.

## Suspension of Scholarship

Scholars who have failed to comply on the set requirements of the scholarship provider/partner institution shall be subjected for suspension.

## Withdrawal from Scholarship

In case the scholars can't be able to perform his/her duty to finish the program due unavoidable circumstance, he/she can withdraw the program provided that the expenses incurred in the course of his/her will be paid by the grantee.

## Employee Resignation after Scholarship

Scholars who have finished the program may not be allowed to resign in the department. He/she has to serve according to the appropriate service obligation as provided under the obligation of employee for scholarship table.

## Continuous Improvement

Feedback from scholarship recipients, workplace and committee members shall be collected for continuous improvement. This nomination and selection process ensures a fair and transparent system for identifying and supporting the professional development of teaching, related teaching and non-teaching personnel within the Division. The requirements, processes, and mechanisms relative to scholarships shall be reviewed annually.

## X. SPECIFIC GUIDELINES ON EQUAL OPPORTUNITIES FOR ALL EMPLOYEES

All educational personnel, regardless of age, gender, creed, position, ethnicity and physical abilities, have equal access for professional development. Effective strategies are utilized to increase participation and involvement of education personnel for professional learning. Professional learning endeavors, individual or collective, result to improve empowerment and improvement well-being across diverse groups of clientele.

## Access and Participation in Training and Development of Teachers with Special Needs (Pregnant woman, Senior citizen, person with physical disability, and person with mental disability and other types of exceptional disability)

a. The training managers need to ensure that disabled staff has access to training and development opportunities in the same way as everyone else. This might require training managers to liaise with the L&D to agree the reasonable adjustments with the individual prior to the commencement of the training

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course. Training activities are also wider than attending training courses. It is important to ensure that teaching and non-teaching personnel with disability also has access to wider development opportunities, such as secondments, work shadowing and attending conferences.

b. Training Managers should not make the assumption that teachers with disability will be unable to undertake different work or work of a higher level. School Managers should involve the individual in a discussion about their career objectives and the type of work they wish to pursue, together with the reasonable adjustments that may be required.

c. There are a number of practical considerations which need to be taken into account when planning or delivering lectures/seminars.

## General Support

a. Multi-sensory presentations appeal to all learning styles, particularly to those participants who are visually impaired. A variety of presentation information is most useful. When preparing materials, a consideration of the visibility of multi-media presentations such as the amount of information presented, the size of font and color contrasts used is helpful.

b. If a participant wants to record a lecture they should ask the lecturer in advance. Many participants are reluctant to ask for this and it might be possible for one recording of the lectures to be made which can be shared.

c. If a participant has a note taker attending the lecturer with them, it is important to ensure the note taker has everything he or she needs. It may be useful to provide notes in advance to this person to ensure the context is understood. It would also be useful at the end of the lecture to check if clarification is needed on any of the points. Notifications of changes to the time and location of a class should be communicated in a variety of ways, including electronic.

## Personnel with Mobility Issues

a. Ensure the venue for a lecture is accessible for wheelchair users and those with limited mobility.

b. There should also be an area in the lecture room or seminar room for the wheelchair to be located. It might also be useful to have a number of seats reserved for teachers with limited mobility to ensure they can get a seat.

c. Wheelchair users like any other participants, should be allowed to take or choose where to be positioned/seated during sessions.

## Personnel with Hearing Impairment

a. Try to face any teachers who are lip reading; if turning to write on a white board, stop speaking so that those lip reading do not miss what is said. Use clear, but not exaggerated speech, making sure that the mouth is not covered. Ensure that the room is well lit and avoid standing in front of a window or light, which would make it more difficult to lip-read.

b. If passing on complex or numerical information, it may be appropriate to provide the information in written form for deaf or hearing-impaired teachers. Writing unfamiliar vocabulary on a board can help lip readers, as well as teachers who struggle with spelling.

c. Where acoustic loops are fitted to teaching rooms, these should be tested to

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ensure they are working effectively prior to the start of a lecture.
d. Some deaf teachers may attend lectures with a sign language interpreter. It is important to ensure that the interpreter and the deaf teacher are seated appropriately – so that the interpreter can hear the lecturer and the deaf teacher can see the interpreter.
e. The lecture pace may need to slow down for effective interpretation, often involving two interpreters.

**Participants with Visual Impairments**

a. Providing an explanation of any visual material will be necessary for visually impaired teachers; providing the information to the teacher in advance in an accessible format may be beneficial.
b. Blind teachers who attend lectures with a companion will need to be accommodated in the lecture room.
c. When writing on a whiteboard it is helpful to check that everyone can distinguish between red and green.
d. Large print copies for visually impaired students should be at least 16-18 point and in a sans serif font although this should be checked with the student as needs and solutions vary.
e. Presentations provided electronically should be converted into accessible formats; this usually means Word or PowerPoint Teachers can experience difficulties in altering formats of a document.

## XI.    FUNDING REQUIREMENTS

The fund shall be sourced primarily from the Human Resource Training and Development Fund (HRTD), Special Education Fund (SEF), Program Support Fund (PSF) and other related learning resource budgets released by DBM.

## XII.    SEPARABILITY CLAUSE

Any part or provision of this policy which may be held invalid or unconstitutional shall not affect the validity and effectivity of the other provisions.

## XIII.    REPEALING CLAUSE

All prior policy or other issuance, or provisions thereof, which are inconsistent with this policy are hereby repealed, revised or modified accordingly.

## XIV.    EFFECTIVITY

This L&D system and subsequent amendments thereto shall take effect immediately upon approval by the Civil Service Commission Region IV (Sec. 102, CSC MC No. 24, s. 2017, as amended).

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## XV.   COMMITMENT

I hereby commit to implement and abide by the provisions of this L&D system policy guidelines. It is understood that this L&D system policy guideline shall be the basis for training and development implementation at DepEd-SDO Laguna.


**EDITHA M. ATENDIDO, CESO V**
Schools Division Superintendent

DATE          1 2 DEC 2024


APPROVED BY:


**MARIA LETICIA G. REYNA, MNSA**
Director IV
CSC Regional Office IV


DATE