



Republic of the Philippines
Department of Education
REGION IX
SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY

LEARNING AND DEVELOPMENT POLICY GUIDELINES



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I. INTRODUCTION

In cognizance with the equal opportunity principle (EOP), this Division hereby adopts and implements the herein Customized Guidelines on the planning and implementation of all Learning and Development (L&D) interventions with strong adherence to EOP.

This policy aims to create and foster an enabling environment and provide equal opportunities for all employees to improve their work competence, skills and educational attainments that are free from discrimination and prejudices.

All L&D interventions implemented in any form or modality at all governance levels (Division, District, School, cluster of schools and learning centers) shall ensure equal opportunities for participation by all employees regardless of age, gender, position, religion, sex, gender, sexual orientation, ethnicity, political affiliation, economic and social status, and physical condition.

The SGOD-HRD Section, in coordination with program owners, shall take charge in the data gathering and conduct of training needs analysis (TNA) as basis for the development and implementation of any L&D programs and activities that are appropriate to the development needs of the employees and aligned to the Division L&D Plans.

In the conduct of L&D interventions, the HRD shall ensure that the EOP measures are integrated in managing attendees with special needs and in monitoring and evaluation of every L&D activity conducted, items pertaining to observance and adherence to EOP shall always be included.

The Schools Division of Zamboanga Sibugay (SDO-ZS) is committed to continuously support professional growth and lifelong learning of its teachers, school leaders and non-teaching personnel to be able to contribute to the attainment of the DepEd vision and mission regardless of age, sex, gender, civil status, physical features, disability, religion, social status, income, 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. The competency-based L&D Plan should be consistent with the 1987 Philippine Constitution, CSC standards, Gender and Development (GAD), and strictly adheres to the policy on equal opportunity while maintaining a Filipino worker practicing work-life balance.

This L&D policy serves as a guide to all learning interventions that shall be implemented and aid the Division Chiefs and Section Heads to apply the appropriate strategies and interventions adopting different ways of addressing the gaps.

It further covers monitoring and evaluation in all stages of learning and development interventions to ensure quality delivery of process and outputs and as inputs for continuous improvement consistent to the requirements of the established quality management system of the SDO-ZS.

II. OBJECTIVES

A. General Objective

This policy aims to establish standards in assessing, planning, designing, delivering and evaluating learning and development programs and activities in all governance levels including the results and outputs expected from the identified processes.

B. Specific Objectives

1. Identify learning and development interventions that will help align employees' KRAs with their performance;
2. Implement appropriate learning and development interventions that will address existing competency gaps; and
3. Improve employees' service delivery to all types of stakeholders adopting the EOP towards optimum customer satisfaction.

III. SCOPE AND COVERAGE

1. Identify learning and development interventions that will help align employees' KRAs with their performance;
2. Provide employees with the necessary skills, knowledge, and attitude to perform their duties and functions effectively and efficiently;
3. Implement appropriate learning and development interventions that will address existing competency gaps; and
4. Improve employees' service delivery to all types of stakeholders adopting the EOP towards optimum customer satisfaction.

Transfer of Learning

The knowledge, skills, attitude and values acquired by an employee from the different L&D provided shall be applied to his/her competencies required of his/her position as indicated in the KRA to

produce the expected outputs and eventually contribute to the fulfilment contribute to the fulfilment of the organization goals.

The following mechanisms and strategies are hereby set to ensure transfer of learning:

1. The established guidelines and procedures for the conduct of L&D programs shall be strictly implemented.
2. The program owner shall ensure the proper implementation of the Job Embedded Learning (JEL). Participants are required to comply with activities as stated in the plan and report the result using the forms given during the intervention. The results containing the commitment of the learner-participants in their application of learning at work shall be reported to the immediate superior.
3. Institutionalized School Learning Action Cell (SLAC) pursuant to **DepEd Order No. 35, s. 2016** otherwise known as, *“The Learning Action Cell as K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning”* shall be sustained. This is in line with the implementation of Republic Act No. 10533 or the Enhanced Basic Education Act of 2013.
4. In keeping abreast with the present situation and for continuous improvement, this office shall embrace and adopt the use of different online platforms not only to broaden modalities beyond face-to-face delivery, but also include the opportunities for on-line distance learning and blended programs.

IV. DEFINITION OF TERMS

For the purpose of this L&D policy, the following terms shall be defined as follows:

1. **Learning and Development (L&D)** – is a system established to help ensure that DepEd has the competent and committed human resources to achieve its mandate; setting the framework for effective and efficient management of DepEd’s L&D programs for school leaders, teaching and non-teaching personnel.
2. **Learning and Development (L&D) Interventions** – is an activity or set of activities undertaken by the Department to address a competency gap affecting an individual or organizational performance as well as to widen the skills and competencies of an employee. An intervention is usually identified as part of the Annual L&D Plan but may also include programs or activities not included therein to immediately address pressing L&D needs.

3. **Teaching Personnel** – refers to all persons engaged in classroom teaching, in any level of instruction, on a full-time basis, including guidance counselors, school librarians, industrial or vocational instructors, head teachers, school heads and all other persons performing supervisory and/or administrative functions in all schools.
4. **Non-Teaching Personnel** – are categorized as allied services personnel such as accountant, planning officer, administrative officers of the Office of the Schools Division Superintendent (administrative unit, personnel, cash, supply, records, general services, budget and finance, information technology officer, lawyer, engineers, nurses, administrative aides and assistants, and other support personnel.
5. **Competencies** – observable, measurable, and vital knowledge skills, behaviors, or attributes required to perform a job. These are standardized through established tools such as Philippine Professional Standards for Teachers (PPST), Professional Standards for School Heads (PPSSH), Professional Standards for Supervisors (PPSS), or Training Needs Assessment (TNA).
6. **Learning Delivery Modalities** – are the different approaches as a means for the learning facilitator and the learner to interact in a given L&D interventions. It could be face-to-face/in-person, digital/online, or blended mode.

V. BASIC POLICIES

All L&D activities shall be managed and reviewed by the Division HRD to ensure compliance with the existing standard certified under ISO 9001:2015.

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

1. A Division Human Resource Development Committee (HRDC) with well-defined customized roles and functions shall be established. Division HRDC 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, series 1989 and 1993.

The L&D Teams in the Districts shall likewise be created and shall function as the District HRDC.

2. L&D activities shall employ different activities such as use of quality assured learning materials applicable to the program: job-embedded

learning, mentoring, differentiated supervision, School Learning Action Cell (SLAC), and other INSET activities

3. There shall be a training completion report for every training conducted to be prepared and submitted to SGOD-HRD by the program owner/proponent.

VI. THE HUMAN RESOURCE DEVELOPMENT COMMITTEE (HRDC) OR THE LEARNING DEVELOPMENT COMMITTEE

In reference to Division Memorandum No. 137, s. 2022 dated April 18, 2022, in addition to the roles and functions of the HRDC as stipulated in CSC Memorandum Circulars 10, s. 1989 and 43, s. 1993, customized roles and functions to be performed by the Division HRDC are hereby provided:

1. Develops, adopts and implements judicious screening process and criteria in the selection of nominees/candidates to ensure equitable distribution of scholarship and training and development opportunities among officials and employees in the division whether teaching, teaching-related and non-teaching personnel;
2. Annually reviews existing policies, processes, guidelines, and procedures relevant to personnel development in accordance with DepEd policies;
3. Serves as the Scholarship Committee that screens and endorses nominees from the schools/districts and functional divisions for scholarship programs for approval by the Superintendent.
4. Evaluates and deliberates on the qualifications of the candidates from the schools/districts nominated by the District L&D Team and from the Division Office proper by the respective functional Division Chiefs on the following L&D interventions:
 - 4.1. Local and Foreign Scholarship Programs (DepEd funded or non-DepEd funded)
 - 4.2 Short Courses
5. Prepares a list of training courses based on the identified agency training needs with the corresponding list of prospective participants, in coordination with the training officer. The list of courses and the prospective participants for each program shall be updated every 6 months.
6. Recommends L&D policy improvement.

The Secretariat

The HRD shall serve as Secretariat to the HRDC and shall have the following roles and responsibilities:

1. Assist the HRDC in the performance of their functions;
2. Raise issues encountered for resolution of the HRDC;
3. Prepare response to written queries to the status of their applications;
4. Assist the nominee/candidate in their documentary requirements;
5. Assist the HRDC during criteria setting and deliberations by preparing the following:
 - 5.1. Prepare matrix of qualified candidates based on the submitted applications/nominations/recommendations
 - 5.2. Prepare minutes of meetings, deliberations and resolutions
6. Prepare reports, communicate L&D activities and Scholarship programs, and letters concerning scholarships and among others.
7. Keep records in a safe designated area and make it available as needed.

VII. PROCEDURES

Learning and development shall be made accessible and equitable to all. No one shall be discriminated against in participating and accessing L&D interventions taking into consideration the developmental needs. Both men and women shall be given equal opportunity to participate in all L&D opportunities. Conduct of L&D activities shall be made safe, bias-free, gender-fair and free from discrimination.

Besides availing relevant free-access courses and programs offered through e-learning platforms, other alternative modes of learning shall be adopted by all public schools while under the State of Public Health Emergency or until stringent physical distancing measures are lifted. This L&D Agenda for CY 2020-2023 is the result of the training needs analysis, data gathered from the Part IV (Personal Development Plan) of the IPCRF and other interventions implemented vis-a-vis available resources.

This aims to raise the proficiency level of teachers, school heads and supervisors based on Philippine Professional Standards. This addresses the competency gaps of the non-teaching personnel and employee turn-over.

As certified ISO 9001:2015 agency, the following are utilized in order to sustain the momentum of good practices and identify areas for continuous improvement, to wit:

1. Training Needs Analysis
2. IPCRF Part IV
3. Statutory and regulatory requirements
4. 70-20-10 Model

Critical Steps in the L&D processes and their respective deliverables are shown below:

Analyze	Evaluate	Develop	Implement	Evaluate
Needs analysis	Objectives	Training Design	Train the trainer	Evaluation's Role
Needs Assessment (IPCRF)	Deliverables	Learning/ Training Resource	Classroom Delivery	Reactions
Performance Analysis	Budgets/ schedules	Package/s and Materials	Non-classroom Delivery	Learning
Job/Task Analysis	Project Management	Tests/ Assessments		Transfer of learning
Learner Analysis	Blueprints/ Prototypes	Quality Control		Education Outcomes/ Results
Context Analysis		Production		
Skill-Gap Analysis				

While there are different ways of addressing gaps in the organization, it is acknowledged that training is one of the most significant interventions. In many cases, training programs involve heavy investment which may come in the form of the development of training/learning packages and their reproduction, the trainers and their preparation, venue, food, and other logistical considerations. Learning and development shall be made accessible and equitable to all. No one shall be discriminated against in participating and accessing L&D interventions. Both men and women shall be given equal opportunity to participate in all L&D opportunities.

Further, the Program Management Team (PMT) shall ensure that the training venues have readily available facilities for participants with disability, pregnant women and senior citizens. The Secretariat shall also consider the participant's religion and health conditions in the food provisions.

For the training programs to be effective, SDO-ZS implemented the Quality Assurance, Technical Assistance, Monitoring and Evaluation (QATAME) mechanism that ensures that standards and quality are observed at all phases of the training provided.

A. CONDUCT OF DIVISION-LED LEARNING AND DEVELOPMENT ACTIVITIES

(1) PURPOSE

To ensure quality delivery of Division-led Learning and Development (L&D) activities

(2) RESPONSIBILITY

The Senior Education Program Specialist, Education Program Specialist II and Staff for HRD are the responsible persons for implementing the procedure

(3) AUTHORITY

The success of implementing the procedure effectively is the responsibility of the Schools Division Superintendent.

(4) INPUT/S EXPECTED

a. Training/Activity Proposal

(5) OUTPUT/S EXPECTED

b. Training Completion Report

(6) RELEVANT RISK

a. Urgent training to be cascaded not reflected in the calendar of activities

(7) RESOURCES NEEDED

- a. Equipment (Laptop/Printer)
- b. Supplies (Bond paper, Ink for the Printer)
- c. Internet Modem
- d. Mobile data expenses

(8) RELEVANT WORK INSTRUCTION

1. Guidelines and Procedure on the conduct of division-led L&D activities shall be disseminated through Division Memorandum

(9) PROCEDURE DETAILS

1. Pre-Conduct of Activities

1.1. Preparation of Training Proposal

- 1.1.1. Program owner shall coordinate with SGOD-HRD on the preparation, approval and conduct of activity

- 1.1.2. SGOD-HRD shall ensure that the activity to be conducted is reflected in the HRD Plan/Training Calendar of Activities and shall make necessary adjustments if necessary
- 1.1.3. Program owner shall prepare training design reviewed by division chief and other documents based on the Training Preparedness Checklist at least one (1) month before the conduct of the activity
- 1.1.4. Program owner shall identify the modality to be used in the conduct of L&D activity (face-to-face or virtual). If virtual, identify the platform to be used (Google Meet, MS Teams, Zoom, etc.)
- 1.1.5. SGOD-HRD shall check the completeness of documents based on the Training Preparedness Checklist
- 1.1.6. ASDS shall recommend approval of training design
- 1.1.7. SDS shall approve training design

1.2. Preparation of Procurement Documents

- 1.2.1. Program owner shall prepare purchase request and shall coordinate with BAC and supply for the procurement and delivery of procured goods
- 1.2.2. Supply and BAC shall facilitate the procurement based on the procurement process and timeline

1.3. Preparation of Logistical Requirements

- 1.3.1. Program owner shall prepare logistical requirements like attendance, handouts, pre-test and post-test questionnaires, etc.
- 1.3.2. SGOD-HRD shall assist program owner in the preparation of logistical requirements

1.4. Preparation of Monitoring and Evaluation form/link

- 1.4.1. Program owner shall inform SGOD-M&E for the quality assurance of L&D activity
- 1.4.2. SGOD-M&E shall prepare M&E form/link

1.5. Conduct of pre-work conference or dry-run

- 1.5.1. Program owner, facilitators, SGOD-HRD and program management team members shall conduct pre-work conference or dry-run at least 3 days before the scheduled training

2. Training Proper

2.1. Registration and Attendance

- 2.1.1. Program management team shall facilitate and ensure completeness of attendance

2.2. Opening Program

- 2.2.1. SGOD-HRD and program owner shall facilitate the training preliminaries or opening program, including conduct of pre-test

2.3 Session Proper

- 1.1.1. Facilitator shall discuss the topics assigned and shall ensure active participation of the participants

2.4 Checking of Training Outputs

Program owner shall:

- a. monitor and ensure completeness of the participants' training outputs
- b. Check the training outputs using the Training Output Evaluation Criteria and Evaluation Sheet

2.5 Quality Assurance of L&D activity

- 1.3.1. SGOD-M&E shall quality assure the conduct of L&D

2.6 Post-Test and Evaluation

- 2.6.1. Program owner shall administer the conduct of post-test
- 2.6.2. SGOD-M&E shall facilitate the accomplishment of evaluation forms

2.7. Closing Program

Program owner shall facilitate the closing program and distribution of certificates to participants and facilitators

3. Post-Conduct of Activity

3.1. Conduct of Post-Training Conference

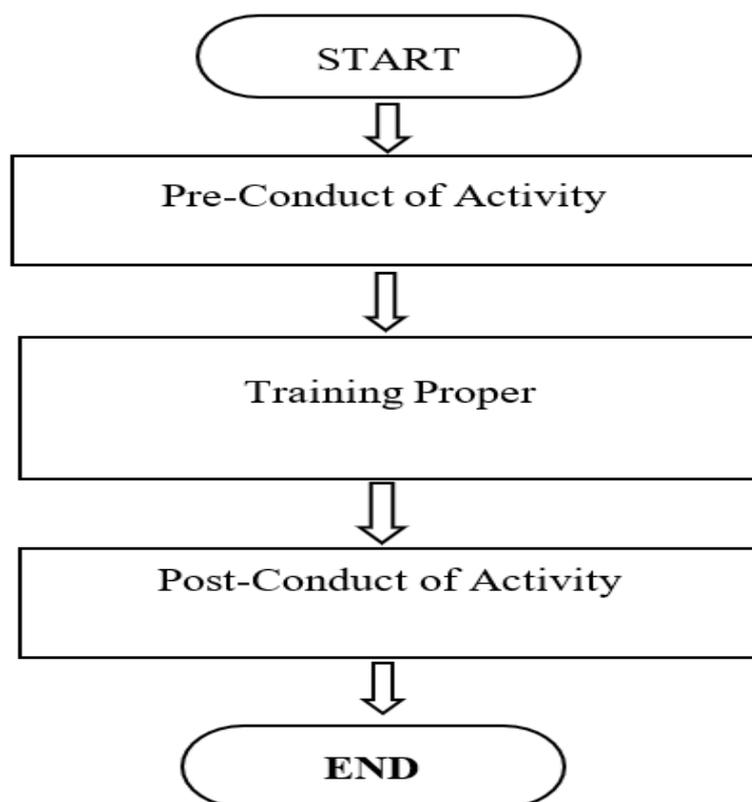
SGOD-HRD shall conduct post-training conference together with program owner, facilitators, and SGOD-M&E

3.2. Preparation of Training/Activity Completion Report

Program owner shall prepare Training/Activity Completion Report including its attachments based on the Activity Closure Checklist within seven (7) days

after conduct of activity and shall provide a copy to the SGOD-HRD

(10) PROCESS FLOW



B. APPROVAL OF DIVISION-LED AND SCHOOL-BASED TRAINING DESIGN

(1) PURPOSE

To ensure compliance of training design to the division guidelines

(2) RESPONSIBILITY

The Senior Education Program Specialist, Education Program Specialist II and Staff for HRD are the responsible person for implementing the procedure

(3) AUTHORITY

The success of implementing the procedure effectively is the responsibility of the Schools Division Superintendent

(4) INPUT/S EXPECTED

Training Design from the program owners (SDO, schools and learning centers)

Training Design Review Checklist

(5) OUTPUT/S EXPECTED

Approved Training Design

(6) RELEVANT RISKS

Non-submission of program owners to the established process of approving training design

(7) RESOURCES NEEDS

Equipment (Laptop, Printer)

Supplies (Bond paper, Ink for the Printer)

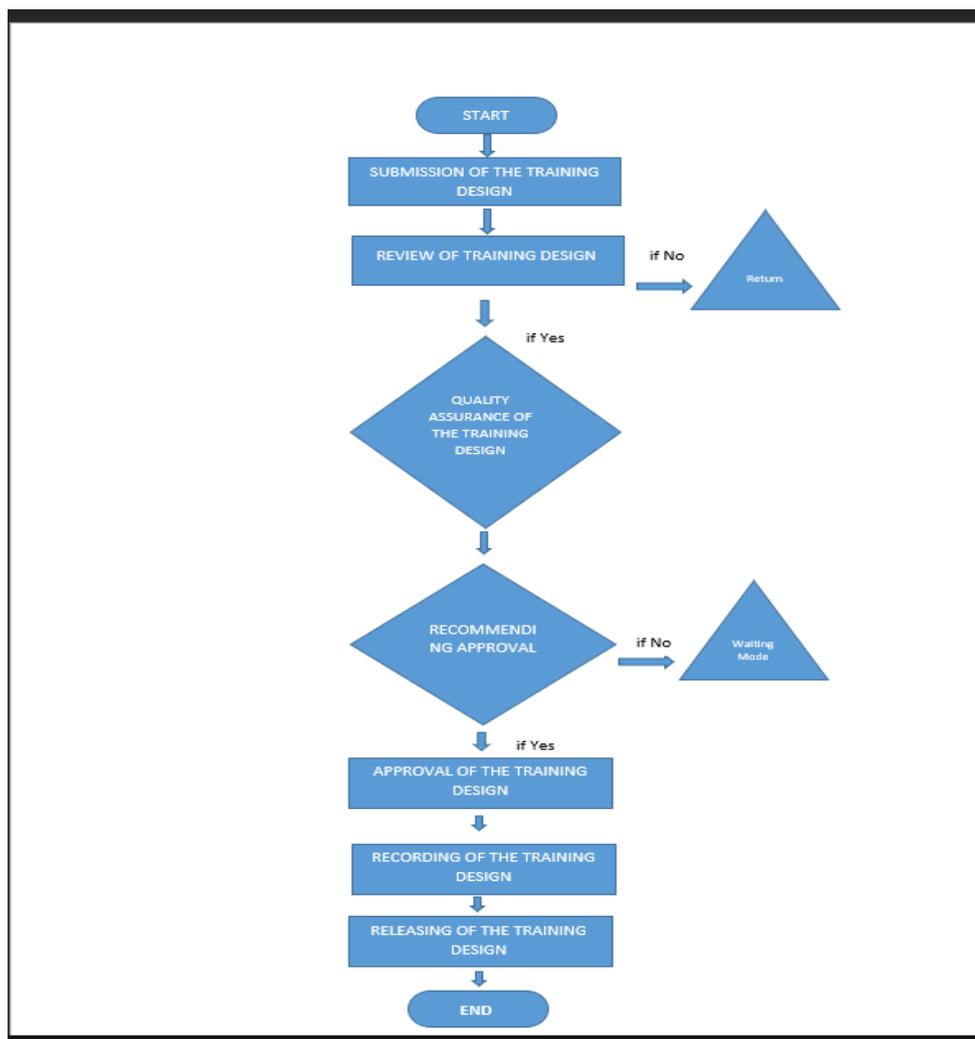
(8) RELEVANT WORK INSTRUCTIONS

1. Guidelines on the approval of training design shall be disseminated through issuance of Division Memorandum

(9) PROCEDURE DETAILS

1. Submission of training design
Program owner submits the Training Design with supporting documents at one (1) month before the conduct of activity
 2. Review of the training design
 - 2.1 SEPS-HRD checks completeness of the documents
 - 2.2 SEPS-HRD evaluates the training to be conducted based on the following elements:
 - 2.2.1 Inclusion of the activity in the PMIS or SIP for school
 - 2.2.2 Participants
 - 2.2.3 if it is a division/district/school roll-out or TNA-based and complies with the requirements.
 3. Compliance with Gender and Development (GAD)
 - 3.1 GAD Focal Point Person evaluates if the training to be conducted is GAD compliant
 4. Approval of the training design
 - 4.1 OIC Chief ES for SGOD quality assures the training design
 - 4.2 ASDS recommends approval of the training design
 - 4.3 SDS approves the training design
- 5. Recording of the training design**
- 5.1 HRD Staff records the approved training
 - 5.2 HRD Staff forwards the approved TD to the Records Section
 - 5.3 Records Section releases the approved training design

(10) PROCESS FLOW



C. PROFILING OF DIVISION-LED TRAININGS

(1) PURPOSE

To establish profile of division-led trainings attended by each teaching and non-teaching personnel

(2) RESPONSIBILITY

The Senior Education Program Specialist, Education Program Specialist II and Staff for HRD are the responsible person for implementing the procedure

(3) AUTHORITY

The success of implementing the procedure effectively is the responsibility of the Schools Division Superintendent

(4) INPUT/S

Training Attendance Sheet

(5) OUTPUT/S EXPECTED

- 5.1 Profile of Division-led trainings of teaching and non-teaching personnel

(6) RELEVANT RISKS

Failure of the participants/trainees to accomplish the attendance sheet

(7) RESOURCES NEEDS

Equipment (Laptop, Printer)
Supplies (Bond paper, Ink for the Printer)

(8) RELEVANT WORK INSTRUCTIONS

Encoding of Division-led trainings in the TDIS

(9) PROCEDURE DETAILS

SEPS - HRD assigns focal on profiling in the TDIS

Focal:

1. Prepares the inputs and resources needed and determines the division-led trainings to be encoded in the TDIS
2. Gathers and sorts the attendance sheets (hard copy or from the online attendance responses) one week after the end of every quarter

D. SUBMISSION OF SCHOOL LEARNING ACTION CELL (SLAC) PLAN

The institutionalization of SLAC pursuant to DepEd Order No. 035, s. 2016 shall involve the following:

1. The school shall submit to the District L&D Committee a detailed learning action plan;
2. The District L&D committee shall conduct assessment and approval of the SLAC submitted;
3. The District L&D committee shall submit to SGOD-HRDS soft copies of the approved SLAC;
4. The HRDS forwards the SLAC Plan to concerned functional division as the basis for the preparation of monitoring and evaluation.

The CID/SGOD shall submit the M&E reports on SLAC to the SGOD-HRDS for consolidation.

VIII. REGULAR SELECTION OF NOMINEES FOR SCHOLARSHIP

Objective:

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

1. Eligibility Criteria:

- Open to all permanent and regular-permanent teachers, teaching related, and non-teaching personnel.
- Applicants should have a minimum of three (3) years of service.
- Priority will be given to applicants pursuing studies or training relevant to their current roles or career advancement.

2. Nomination Process:

- Schools Division Superintendent, Assistant Schools Division Superintendent, Chief Education Supervisor, Section head, School Heads, department heads may nominate qualified personnel. Self-nominations will also be accepted
- Nominations signed by the school head shall be submitted to the PSDS for endorsement to the Division Office thru the Scholarship Committee

3. Application Submission:

- Nominees will be required to submit a complete application package, including:
 - a. Letter of Intent
 - b. Letter of recommendation from the immediate supervisor
 - c. Academic transcripts or relevant certifications

4. Review and Verification:

- The Scholarship Committee will verify the eligibility, authenticity, and completeness of each application.
- Application that satisfies the documentary requirements shall proceed for evaluation.

5. Evaluation Criteria:

- Application will be evaluated based on:
 - a. Alignment of the course/program with the individual's professional development goals.
 - b. Potential impact on the individual's role and contributions to the agency's vision, mission and goals.

6. Selection and Announcement:

- The Scholarship Committee will finalize the selection of scholarship recipients.
- Successful candidates will be announced through the issuance of a memorandum.

7. Monitoring and Evaluation:

- Recipients will be required to provide regular updates on their progress during the course of the program through meetings/conferences using different platforms.

8. Completion and Documentation:

- Upon completion of the program, recipients shall be required to submit proof of completion and their Re-entry Action Plan (REAP) for the conduct of application of learning.

9. Recognition and Acknowledgement:

- A recognition ceremony or event will be organized to honor scholarship recipients upon the successful completion of their programs and implementation of their Re-entry Action Plan.

10. Service Obligation:

Scholarship recipients shall teach the subject / conduct echo seminars / facilitate in LAC Sessions on the course in which they participated in continue to serve their school / division / region for **at least three years** which is the service obligation equivalent for a year of scholarship or a fraction thereof;

11. Continuous Improvement:

Feedback from scholarship recipients, workplace and committee members will 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, teaching-related and non-teaching personnel within the Schools Division of Zamboanga Sibugay.

IX. URGENT SELECTION OF NOMINEES FOR SCHOLARSHIP

By “*urgent*” shall mean instances where the period between the date that the call for nominations and the due date for the submission thereof is only three (3) days or less.

In these instances, the following guidelines shall apply:

1. The Scholarship Committee shall immediately disseminate information about the L&D/Scholarship programs to all personnel through all available communication platforms.
2. The Scholarship Committee shall accept applications with the required documents submitted personally or through the district by the interested applicants/personnel with the corresponding transmittal/DTRMS.
3. The Scholarship Committee shall immediately convene and deliberate to finalize the list of participants to be recommended.
4. The list of recommended participants shall be forwarded to the Schools Division Superintendent for approval.
5. The Scholarship Committee through the secretariat shall inform the recommended/approved applicant/personnel and his/her immediate head of the next step to do so through the contact details provided by the applicant/personnel.

X. SELECTION OF INTERNAL AND EXTERNAL LEARNING SERVICE PROVIDERS

Each Functional Division shall be responsible for ensuring the relevance and adequacy of the Learning Development Programs for all respective personnel and encouraged to conduct L&D activities to ensure organizational effectiveness and efficiency and shall coordinate the Human Resource Development Section in the selection of LSP.

In the selection of internal and external Service Providers, it is important to evaluate their competence using the following criteria:

A. Resource Person/Speaker/Trainer/Facilitator

1. Background or area of specialization (holds doctoral degree, master's degree or a subject/area specialist) by securing personal Data Sheet (PDS)/Resume/Curriculum Vitae/Portfolio)
2. Experience – Proven record (service record/portfolio) that can substantiate any claims to the experience or skill preferably with documented outcomes
3. Physical attribute – sustainability or fitness for the task or role
4. 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

5. Facilitation skills
 - a. Knows the key elements of facilitation
 - b. Has good listening skills; clarifies and probes for understanding
 - c. Can use a variety of media for the delivery of information
 - d. Shows respect for the ideas and opinions of others
 - e. Can communicate and articulate her/his own other's ideas

6. Demonstration of Organizational Relationships and Commitment through
 - a. Willingness to devote the time required to prepare for the training
 - b. Willingness to provide continuous coaching and support for participants after training, if needed
 - c. Demonstration of success in working with groups as a leader or facilitator
 - d. Establishment of rapport with a wide variety of individuals at all levels of organization
 - e. Being a positive model for the values being taught, both inside and outside the sessions
 - f. Support to the training initiative and understands why it is important to the success of the organization

B. Higher Education Institutions (HEIs)

Accreditation/recognition by any of the following:

1. Civil Service Commission (CSC);
2. Commission on Higher Education (CHED)
3. Philippine Accrediting Association of School Colleges and Universities (PAASCU); and
4. International Organization for Standardization (ISO)

Each district shall determine and nominate at least one Learning Facilitator (LF) per learning area or expertise using the criteria stipulated in 2. A to the Human Resource Development Section.

The nominated LFs must submit the following:

1. Application Form
2. Resume
3. Letter of Commitment
4. Letter of Recommendation
5. Service Level Agreement

The Human Resource Development Section and the Functional Divisions shall convene to work for the consolidation of the subject matter expertise database.

Professional fees or honoraria of non-DepEd/external 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.

The performance of the LSPs shall be evaluated for each activity. Those who obtained a Very Satisfactory rating shall be retained in the L&D resource pool.

XI. ATTENDANCE TO SCHEDULED L&D INTERVENTIONS

1. Attendance of teachers and officials in training/seminars help create an effective learning environment, improve teaching-learning situations, keep updated on modern instructional materials and inspire them to become better teachers and officials in the new normal.
2. Training and development help the agency gain and retain top talent/employees, increase job satisfaction and morale, and improve productivity of their personnel.
3. Teaching and non-teaching personnel are encouraged/motivated to attend training and seminars, avail scholarship grants and special training sponsored by the agency and other non-government organizations.
4. Teaching and non-teaching personnel who are recommended for scholarship grants, short-term training programs/seminars are bound to adhere to the terms and conditions inherent to the programs.
5. In case they failed to complete the said scholarship grant, short-term programs without valid reason/s, they have to pay back the total cost of the program.
6. In attending Division-initiated seminars and training programs for a number of days, all participants are required to be in the training venue ahead of time. They shall fill in the attendance logbook for daily log in and log out (*15 minutes before the time in the morning, log out during noon break not earlier than 12:00 noon, log in after noon break not earlier than 12:30 P.M. and log out in the afternoon after 15 minutes from the prescribed time.*)
7. Expected participants in the division training/seminar who fail to attend the scheduled training/seminars as stated in the Division Memorandum without valid reason/s are obliged to pay the corresponding training fee per participant per day of training. If the daily training cost per pax is Php1,500.00 and the seminar/training runs for three (3) days, hence, the participant who failed to attend shall be required to pay the training cost of Php4,500.00
8. Participants who attend training/seminars are required to submit training outputs, participate actively in the sessions; refrain in

getting out of the training venue if not necessary except for personal necessity.

9. Participants are required to wear appropriate corporate attire, act professionally with utmost courtesy and respect to fellow participants and training management staff at all times.

XII. MONITORING AND EVALUATION

In the conduct of the monitoring and evaluation of every L&D activity conducted, items pertaining to observance and adherence to EOP shall always be included.

A. Tracking of Budget Allocation and Utilization

In order to track the budget allocation and utilization of the created Learning and Development activities, this template shall be used by the SMM&E section

No.	L&D Program and Activities	Allocation	Actual Utilization	Remarks
1.				
2.				
3.				
4.				
5.				

B. Procedure in the Conduct of Evaluation and Gathering of Feedback from Participants in all Learning and Development Activities/Programs/Trainings Conducted

This procedure provides clarity and understanding in the conduct of evaluation and gathering of feedback from participants in the learning and development activity/program/training initiated by the division. This serves as a guide in order to guarantee the quality and efficiency in the conduct of all activities and programs.

1. Preparation for the conduct of gathering feedback from the participants

1.1. Act on the received information to gather feedback from the participants.

1.2 Prepare logistics needed for evaluation on the learning and development activities as informed.

1.3. Prepare an on-line link/offline evaluation tool for learning & development activity/training/program to be conducted.

- 1.4. Conduct Quality Assurance to the venue where the learning & development activity/programs/training shall be held to determine the functionality of its facilities (sound system, chairs, tables, rooms, and exit area).
- 1.5. Check supplies needed for the training & for the participants.

2. Actual Conduct of Evaluation

- 2.1 Whenever possible, all learning and development participants' feedback shall be done online for fast, easy retrieval and economical.
- 2.2. Check the number of participants from the training design against the actual number of registered participants.
- 2.3. Inform participants on the necessity to provide feedback by filling-up the evaluation tool and they shall be informed further that their evaluation shall be taken confidentially and shall be done for purposes of improving the services and the conduct of the activity/ training/program and guide in the succeeding conduct of the activities/ trainings/programs.
- 2.4. Administration of the evaluation tool shall be done 2 hours before the closing of the activity/training/program or dismissal during the day.
- 2.5. The following indicators are included in the participants' feedback:
 - a. Personal Information
 - b. Program Management
 - c. Venue and Accommodation
 - d. Facilitator/Speaker/Resource Person
 - e. Measures on equal opportunity principle
 - f. Meals and Snacks
- 2.6. The feedback for the Facilitator/Speaker/Resource Person shall be done individually. It shall be laid out properly in the google form for the online evaluation link, for easy retrieval and consolidation.

3. Steps in the Conduct of Debriefing with the facilitator/s and program management

In the event that the result of the first day evaluation needs improvement because it did not reach the target rating, besides there are comments from the participants that needs to be addressed and given consideration, then debriefing with the facilitator/s and program management shall be necessarily conducted.

- 3.1. Read the result of the feedback before the facilitators/speakers and program management that needs adjustment.

- 3.2. Ask the facilitators/speakers and program management team on what went well and what went wrong during the day.
- 3.3. Listen to the program management, facilitators/speakers on the areas that went well and those that need improvement.
- 3.4. Arrive at an agreement with the program management and facilitator/speaker for adjustment in the conduct of the activity/training/program the following day.
- 3.5. Debriefing shall be conducted every end of the day and at the end of the training.

4. Computation of Evaluation result

- 4.1. Gather and sort all participants' feedback and responses.
- 4.2. Compute the weighted mean for each indicator.
- 4.3. Add the computed Average weighted mean of each indicator to determine the consolidated rating and provide description to the computed mean.

5. Rating Scale and Division Rating Target

- 5.1. The participants' evaluation shall use the 5-point Likert Scale with the following verbal description:

- 1-Not Acceptable
- 2-Needs Improvement
- 3- Satisfactory
- 4-Very Satisfactory
- 5- Excellent

Not Acceptable – Program/training/activities obtained a rating due to its absolute non-compliance with the provided objectives and plans.

Needs improvement – Program/training/activities conducted that generally obtained a rating that dissatisfied the participants due to poor conduct of the activities and non-meeting of its objectives.

Satisfactory - activities conducted that satisfied the participants due the minimal meeting of their expectations, objectives and their needs.

Very Satisfactory- Program/training/activities conducted that highly satisfied the participants due to the conformance of their expectations and the provision of their needs and the significant attainment of the objectives.

Excellent – Program/training/activities conducted that delighted and overwhelmed the participants expectations and the excellent conduct of the activities.

5.2 The range and description provided below shall be used to determine the overall rating of the training/program/activity conducted:

- 1.00-1.80 – Not Acceptable
- 1.81-2.60- Needs Improvement
- 2.61-3.40- Satisfactory
- 3.41-4.20- Very Satisfactory
- 4.21-5.00-Excellent

5.3 The appropriate and acceptable *overall rating* for all division learning and development activities conducted shall be at 3.50 (Very Satisfactory) and above level of performance.

5.4 For reliable evaluation, 80% and above of the expected participants in every learning and development activities conducted shall provide feedback.

6. Steps in the Conduct of Pre-Test and Post-test

- 6.1 Prepare test questions and answer key.
- 6.2 Prepare google form for the online quiz.
- 6.3 Create and disseminate the link to the participants.
- 6.4 Monitor the responses and provide feedback to the participants..
- 6.5 Analyze the results of the pre-test and post-test.
- 6.6 Include the results in the Training Completion Report.

7. Submission of Summary Feedback Result

- 7.1. There is a need to provide summary evaluation result within 5 days after the conduct of the activity/program/training to the program management which includes the most obvious comments and suggestions from the participants on the different indicators that needs improvement and the different indicators that received excellent rating from the participants.
- 7.2. Copy of the summary feedback result shall also be kept for future reference.

8. Monitoring and Evaluation of the Learning and Development Plan

The table below presents the monitoring and evaluation of the L&D Plan

Objectives	Objectively Verifiable Indicator	Means of Verification	Risks and Assumptions	Period of Monitoring
IMPACT Efficient and professional delivery of quality public service	Client Satisfaction	Survey Results Feedback Report	Assumption: Responses of survey questionnaire Risk: Orient's refusal to report negative feedback	Yearly
OUTCOME Competent and credible workforce	Meeting the required mission-critical competency of their position	Competency Assessment Result Performance Report	Assumption: Responses of competency assessment Risk: Employees' failure to submit competency assessment	Yearly
OUTPUTS Well implemented L&D Plans	<ul style="list-style-type: none"> • No. of L&D programs conducted as against targeted • No. of course design prepared and implemented • Satisfaction rating of learners 	Performance Report/Accomplishment Report	Assumption: Management Support Risk: Target date of conduct is not met Target pax is not available or has conflict in schedule	Semestral
ACTIVITIES Issuance and orientation of the L&D Plan	Approved L&D Plan Percentage of Offices that received information on the L&D Plan	Receipt of the L&D Plan	Assumptions: Management support Risk: Offices or individuals did not receive the information	Once

XIII. DATA STORAGE

1. L&D documents shall be in the custody of L&D Secretariat and shall be deposited in a designated area for printed documents as well as in an appropriate electronic storage platform.

2. Printed documents shall be placed in an envelope properly labelled according to document classification (*e.g. training designs, training completion reports, purchase requests, contracts, correspondence, guidelines, Division, Regional and National issuances, resolutions, training facilitators’ profile, R&R documents, training packages, IPCRF, PRIME-HRM documents, TNA results, HRM PSB documents, PRAISE documents, TIP and PIP documents, HRD Financial Reports, scholarship programs, HRD Plan, Project Profile, GAD documents, training materials no longer in use, reports, etc*). These shall be stored in document file boxes, then placed in a file cabinet properly labeled indicating the corresponding year for easy access and retrieval.
3. Electronic copies of documents shall be stored in an appropriate electronic storage platform by folder properly labeled indicating the corresponding year and sub-folders labeled according to document classification or in a database in accordance with government policies, rules, regulations, and guidelines.
4. The data can be requested through the Secretariat. The request for these data and information shall be in accordance to the *DepEd Freedom of Information Manual* (Department Order No. 72, s. 2016) and to ensure protection and respect of the confidentiality and privacy of data and information whenever is applicable, *Data Privacy Act of 2012* (Republic Act No. 10173) shall be imposed.
5. The Secretariat shall be responsible for the submission of data to the Records Section for disposal which shall be in accordance to Republic Act No. 9470, otherwise known as the “*National Archives of the Philippines Act of 2007*”.

XIV. COMMUNICATION PLAN

Below is the L&D Plan communication plan matrix.

Core Messages	Target Audience	Method	Timeline
Overview of the L&D Plan	1 st and 2 nd Level Employees	During EXECOM During flag-raising ceremony During DIMANCOM	1 st Quarter
1. Components of the L&D 2. Available L&D interventions 3. Impact of the L&D Plan	PDC HRMPSB PMT	Copy of the L&D Plan Introduction of the Training Passbook	1 st Quarter
1. Available L&D interventions 2. How to access and participate in the L&D interventions	All SDO Employees		
1. Quarterly release of training calendar	All personnel	Website Division Memo	Quarterly

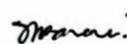
Prepared by HRDC Committee:

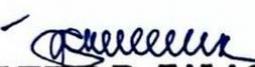

ROSMINDO L. ANCHETA, JR.
EPS, SGOD

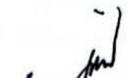

ALMA FRAULEIN M. GARCIA
SEPS-HRD


ELLEN MAE F. VILLASIS
EPS II, HRD

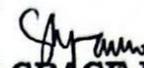

ROSALIE F. SAN DIEGO
AO II, Personnel


MICHAEL H. BACERRA
Rep. Teachers Association


OLIVER B. TALAOC, EdD
Chief ES, SGOD


GRACE R. JUGNO
AO V


RENZ ROY A. RAMOS
AO IV-Personnel


HELEN GRACE P. AM-IS
AO II, HRD


IVY CAPITO
AO II, Personnel


LLOYD I. RODRIGUEZ
EPS II, SMME


EVELYN F. IMPORTANTE
OIC Chief ES, CID


MA. COLLEEN L. EMORICHA, EdD, CESO VI
Assistant Schools Division Superintendent

Recommending Approval/ Disapproval:


MA. COLLEEN L. EMORICHA, EdD, CESO VI
Assistant Schools Division Superintendent

Approved/ Disapproved:


VIRGILIO P. BATAN JR., CEVO V
Schools Division Superintendent

REFERENCES

- DepEd Order No. 040, 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* *National Adoption and Implementation of the Philippine Professional Standards for Supervisors (PPSS)*
- DepEd Order No. 24, s. 2020* *National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH)*
- DepEd Memo No. 050, s. 2020* *DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020–2023*
- DepEd Order No. 43, s. 2017* *Teacher Induction Program Policy*
- DepEd Order No. 42, s. 2017* *National Adoption and Implementation of The Philippine Professional Standards for Teachers (PPSST)*
- DepEd Order No. 35, s. 2016* *The Learning Action Cell as the Kto12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning*
- DepEd Order No. 15, s. 2015* *Guidelines on the Allocation of Funds for Venue,, Meals and Snacks, and Room Accommodation for Official for Official Activities Organized and Conducted by the Department of Education*
- DepEd Order No. 32, s. 2011* *Policies and Guidelines on Training and Development (T&D) Programs and Activities*

Annex A

TRAINING DESIGN TEMPLATE

TITLE OF THE TRAINING: _____

TARGET PARTICIPANTS AND NUMBER OF PARTICIPANTS: *(Describe the qualifications of participants and how to select them. Describe how participation criteria promote inclusiveness and equity)*

PROPOSED DATE AND VENUE:

TOTAL PROPOSED BUDGET:

FUNDING SOURCE:

PROPONENT: _____

- I. **RATIONALE:** show relevance to the mission-vision, mandate, strategic priorities of the organization; other bases such as training need analysis.
- II. **TERMINAL AND ENABLING OBJECTIVES:** should be consistent with the RATIONALE
- III. **TRAINING CONTENT and METHODOLOGIES:**
- IV. **EXPECTED OUTPUTS:** to include Action Plan and/or Job-Embedded Learning to demonstrate application of learning
- V. **LIST OF TRAINERS**

Name of Trainer/s	Relevant Qualifications	Topic Assignment

- VI. **MANAGEMENT STRUCTURE**
- VII. **RESOURCE PACKAGE/S**
 - A. Session Guide/Manual
 - B. Training Materials (cases, videos, slide decks, etc.
 - C. List of Participants
 - D. Other Support Materials

Prepared by: (Proponent)

Reviewed by: (PSDS/DIC)

Recommending Approval:

OIC – ASDS

Approved:

OIC-Schools Division Superintendent

Annex B

ENHANCED TRAINING COMPLETION REPORT

Rating Legend:

- 5 – Excellent
- 4 – Very Satisfactory
- 3 – Satisfactory
- 2 – Acceptable
- 1 – Poor

I. IDENTIFYING INFORMATION

Program Title		Orientation-Workshop on Child Protection Policy and Child Safeguarding in School Under the New Normal Cum MOA Signing of the E-Learning Course Training for Teachers					
Date of the Conduct		August 9-10, 2022					
Mode of Delivery		<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Virtual <input type="checkbox"/> Hybrid <input type="checkbox"/> Others					
Venue/Platform		Sibugay Hotel, Ipil, Zamboanga Sibugay					
No. of Target Participants		Female	88	Male	62		
No. of Actual Participants		Female	88	Male	62		
Total Number of Participants		150					
Name of Proponent/s		Nora D. Albiso Alma Fraulein M. Garcia					
Particulars			Rating				
Facilitator #1		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
Facilitator #2		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
Facilitator #3		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
Facilitator #4		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
Program Management Team (PMT)		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
Venue/Accommodation/ Food		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
Summary of Learning and Development Intervention							
Evaluation Level 1				Evaluation Level 2			
Design	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	Pre-Test % Passing	
Facilitation	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	Post-Test % Passing	
Administration	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	Post-Test % Application	

Remarks:			
Summary of Expenses			
Expense Items	Budget (P)	Actual (P)	Remarks:
Venue/Accommodation/Food	390,000.00	390,000.00	
Supplies and Materials	9,900.00	9,705.00	
Honoraria, if any	0	0	
Administrative Cost	0	0	
Other Expenses	0	0	
Total	399,900.00	399,705.00	Percentage of Utilization 99.90%

II. EXECUTIVE SUMMARY

A. What is the significance of the training?	The training was significant as it will Craft social media/Online Child Safeguarding Policy in school under the new normal, and enhanced school-based Code of Conduct for students, teachers, parents and school personnel.
B. What happened in the implementation of the training?	Acquire knowledge and skills needed in crafting social media/Online Child Safeguarding Policy
C. Who are the attendees?	All PSDS and DICs, Education Program Supervisors, Select School Heads, CPP Coordinators, District Youth Formation Coordinators (Secondary)
D. What are the highlights of the training?	<ol style="list-style-type: none"> 1. New learnings as input to the crafting of enhanced School CPP 2. Signing of MOA on free E-Learning programs with CPS units on Child Safety and enhancement of CPP with Stairway Foundation <p>DepEd Order No. 40, s. 2012 and the Implementing Rules and regulations of the Anti-Bullying Act of 2013, DepEd Memorandum No. 94, s. 2016 and DepEd Order No. 03, s. 2021</p>

III. ACCOMPLISHMENT OF OBJECTIVES

OBJECTIVES	STRATEGIES	ACTIVITIES	RESULT
<i>Terminal Objective:</i> Craft social media/Online Child Safeguarding Policy and enhance school-based Code of Conduct for students, teachers, parents and school personnel.	Lecture Workshops	Question and Answer	Submitted Action Plan for the conduct of the orientation and the enhancement of the CCP
<i>Enabling Objectives:</i> At the end of the training, the participants shall be able to:			Attained

OBJECTIVES	STRATEGIES	ACTIVITIES	RESULT
1. Gain understanding on the different online child protection issues; 2. Acquire knowledge and skills on how to implement safeguarding in the new normal; 3. Discuss the enhancement of school child protection policy and crafting of social media/online child safeguarding; and 4. Prepare action plan for the district roll-out.			

IV. MINOR/MAJOR PROBLEMS ENCOUNTERED

- None

V. ANALYSIS/CONCLUSIONS/RECOMMENDATIONS

The conduct of the orientation cum MOA signing was significant and relevant to the present situation especially that we are now implementing the in-person convergence and face-to-face classes. The participants appreciated the new learnings from the resource facilitators Stairway Foundation especially the free e-learnings offered with CPD units.

VI. ANNEXES

Enclosed are the photos, attendance sheets, registration sheets, programs, sample certificate of participation, etc.

Annex C

SERVICE LEVEL AGREEMENT

Learning Facilitator

KNOW ALL MEN BY THESE PRESENTS:

This Agreement is entered into by and between:

The Schools Division of Zamboanga Sibugay with office address at Pangi, Ipil, Zamboanga Sibugay, herein represented by Schools Division Superintendent, _____, herein referred to as the “DepEd SDO of Zamboanga Sibugay”;

and

_____, of legal age, Filipino with residence _____ and postal address _____ at _____ herein referred to as the “Subject Matter Expert (SME)”

WITNESSETH:

WHEREAS, DepEd Schools Division of Zamboanga Sibugay is in need of a subject matter expert to facilitate Program/Course Title;

WHEREAS, Subject Matter Expert (SME) is an independent professional with the required experience and technical expertise in facilitating Program/Course Title has offered his/her services to DepEd Schools Division of Zamboanga Sibugay;

NOW, THEREFORE, for and in consideration of the foregoing, the DepEd Schools Division of Zamboanga Sibugay and the SME agree as follows:

A. RESPONSIBILITIES OF DepEd Schools Division of Zamboanga Sibugay

1. Provide **SME** with the Training Design/Instructional Design, Training Matrix, together with the accompanying, Handouts and/or Reading Materials and Evaluation Plan with Level 2 Evaluation Instruments, to serve as the basis for facilitating the Program/Course Title;

2. Provide additional information as to how the program/course was previously facilitated and how **SME** is expected to facilitate the same;
3. Provide the facilities, equipment, materials and supplies necessary to enable **SME** to effectively facilitate the program/course;
4. Provide a staff who can manage the learning environment and support the **SME** during the conduct of the program/course; and
5. Share the evaluation results of the program/course particularly with respect to the learning facilitation.

B. RESPONSIBILITIES OF SME

1. Facilitate the program/course for _____hours as specified in the Training Design and Matrix provided by **DepEd Schools Division of Zamboanga Sibugay** on run dates;
2. Discuss and seek approval from **DepEd Schools Division of Zamboanga Sibugay** any planned deviations from the Course Brief and Design Matrix;
3. Submit to **DepEd Schools Division of Zamboanga Sibugay** any and all outputs produced through the facilitation of the program/ course; and
4. Recommend enhancements and areas for improvements in the program/course design as may be deemed relevant by the **SME**.

C. GENERAL PROVISIONS

1. **No Employer-Employee Relationship.** It is understood that this Service Level Agreement does not create an employer-employee relation between **DepEd Schools Division of Zamboanga Sibugay** and the **SME** or its employees and that the services rendered hereunder are not considered and will not be accredited as government service, and that the latter is not entitled to benefits enjoyed by the personnel of the **DepEd Schools Division of Zamboanga Sibugay**.
2. **Confidentiality.** The **SME** shall not, during the term of this Agreement and within two (2) years after its expiration, disclose any proprietary or confidential information relating to the Services, this Agreement or the **DepEd Schools Division of Zamboanga Sibugay's** business or operations without prior written consent of the **DepEd Schools Division of Zamboanga Sibugay**.
3. **Ownership of Material.** All documents and materials released by **DepEd Schools Division of Zamboanga Sibugay** to the **SME** for the purpose of undertaking the services contemplated under this

Agreement shall be returned to and shall remain the property of **DepEd Schools Division of Zamboanga Sibugay**.

4. **Assignment.** The **SME** agrees that this Agreement shall not be assigned, transferred, pledged, subcontracted or be made any other disposition of this Agreement or any part of interest therein except with the approval of the **DepEd Schools Division of Zamboanga Sibugay**. Approval of the subcontract shall not relieve the **SME** from any liability or obligations under the **SME's** Agreement with **DepEd Schools Division of Zamboanga Sibugay** nor shall it create any contractual relation between the Subcontractor and the **DepEd Schools Division of Zamboanga Sibugay**.
5. **Violation of this Agreement by the SME.** Non-performance by the **SME** of the above responsibilities, upon signing this Agreement, without meritorious reasons shall cause the **DepEd Schools Division of Zamboanga Sibugay** to blacklist the **SME** for future engagements.
6. **Dispute Resolution.** Any dispute arising out of this Agreement which cannot be amicably settled between the parties, shall be referred to adjudication/arbitration/mediation in accordance with the laws of the Philippines.
7. **Amendments.** Any amendment to this Agreement shall be mutually agreed upon by both parties and shall be contained in a written instrument signed by **DepEd Schools Division of Zamboanga Sibugay** and the **SME** or their duly authorized representatives. The instrument shall form an integral part of this Agreement.
8. **Project Timetable.** This undertaking shall take effect immediately upon signing hereof by the parties and shall remain in effect until such time that SME has satisfactorily submitted all deliverables.
9. **Contract Price.** For and in consideration of the faithful performance and services by the **SME, DepEd Schools Division of Zamboanga Sibugay** shall pay the sum of **XXXXXXXX Pesos (P xx,xxx)** upon submission of all deliverables by **SME**.

IN WITNESS WHEREOF, both parties have hereunto set their hands this ___ day of _____, 2020 at the Schools Division of Zamboanga Sibugay, Pangil, Zamboanga Sibugay, Philippines.

DepEd Schools Division of Zamboanga Sibugay

DR. JEANELYN A. ALEMÁN, CESO VI
Schools Division Superintendent

NAME OF SME
Subject Matter Expert

WITNESSES:

AURELIO A. SANTISAS
OIC, ASDS

ALMA FRAULEIN M. GARCIA
SGOD, HRD

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)

ZAMBOANGA CITY)

BEFORE ME, a Notary Public for and in Zamboanga Sibugay personally appeared the following:

NAME	ID NUMBER	DATE/PLACE ISSUED
DR. JEANELYN A. ALEMAN, CESO VI		

known to me to be the same persons who executed the foregoing instruments and acknowledged to me that the same is their free and voluntary act and deed.

This instrument consists of three (3) pages including this page wherein this acknowledgment is written, and is signed by the parties and their instrumental witness on each and every page hereof.

WITNESS MY HAND AND SEAL this _____ of _____ 202__ at Pangi, Ipil, Zamboanga Sibugay, Philippines

Notary Public

Doc. No. : _____

Book No. : _____

Page No. : _____

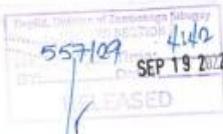
Series of 2022

Annex D

Equal Opportunity Principle Policy on L&D



Republic of the Philippines
Department of Education
 REGION IX
SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY



15 Sept 2022

DIVISION MEMORANDUM
 No. 350, s. 2022

CUSTOMIZED GUIDELINES ON THE APPLICATION OF EQUAL EMPLOYMENT OPPORTUNITY PRINCIPLE (EEOP) IN ALL LEARNING AND DEVELOPMENT INTERVENTIONS

To: Human Resource and Development Committee
 Assistant Schools Division Superintendent
 All Chief Education Supervisors
 All Education Program Supervisors
 All Public Schools District Supervisor/District In-Charges
 All School Heads
 All Section Heads
 All Teachers
 All Non-Teaching Personnel
 This Division

1. Consistent with the guidelines on Equal Employment Opportunity Principle (EEOP), this Office hereby adopts and strictly implement this policy in all forms of Learning and Development (L&D) interventions to be conducted.
2. The aim of this policy is to create an enabling environment free from discrimination and prejudice.
3. Further all L&D interventions in any form or modality in all governance levels (division, district, cluster of schools and school) shall ensure gender balance and equity among participants and learner.
4. In this connection, this Office through the SGOD-HRD which is in-charge of the Learning and Development programs, shall ensure that no one is 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.
5. With this, all L&D interventions are hereby directed to observe the following EEOP measures in managing attendees with special needs, to wit:

Attendee with Special Needs	Provision of Facility/Service	Measures
1. Pregnant woman, senior citizen and person with	Venue with ramps and/or railings, wheelchair,	The PMT shall ensure that: 1. the venue shall be accessible and conducive to the attendee/s; 2. support services shall be readily



3. Pangil, Ipil, Zbga. Sibugay
 ☎ (062) 333-5492
 ✉ zamboanga.sibugay@deped.gov.ph
 🌐 depedzamboangasibugay.ph



physical disability	availability of medical personnel and assistance from the PMT and staff of the venue. Drinking water to be made readily available at any time.	3. available; ensure that the attendee/s is/are guided to the venue whenever necessary; 4. health/medical personnel shall be coordinated to be on standby at the venue to respond for any untoward circumstances that may occur. 5. Health, wellness and safety of the attendee/s shall be the utmost consideration
2. Visually – impaired or with visual problems.	Venue with adequate lighting and provision of seat in front or convenient to him/her. Visible and appropriate visual aids.	The PMT shall ensure that: 1. the venue has adequate lighting 2. visual aids are visible even to the last row of participants and accessible 3. provide seat in front or within the area convenient to him/her 4. provide assistance and precautionary measures at the start of the activity
3. Hearing – impaired or with difficulty in hearing	Venue with adequate acoustics and availability of personnel who knows sign language	The PMT shall ensure that: 1. mindful to the preference of the attendee/s 2. the attendee is seated within the area convenient to him/her 3. venue have adequate acoustics or has good audio equipment 4. coordinate with SPED School Teachers who can accommodate the needs of attendee/s

6. For guidance and strict compliance.


DR. JEANELYN A. ALEMAN, CESO VI
Schools Division Superintendent

Enclosure: As stated
Reference: PD 966, s. 1976
To be indicated in the perpetual index under the ff. subjects:

EQUAL OPPORTUNITY LEARNING & DEVELOPMENT

ZS-DM-SGOD-HRD-2022-09-171-0
AMG-20220915



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Annex E


Republic of the Philippines
Department of Education
REGION IX
SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY


MAY 04 2023
RELEASED

03 May 2023

DIVISION MEMORANDUM
No. 200, s. 2023

POLICY GUIDELINES ON IDENTIFIED PARTICIPANTS IN ATTENDING TRAININGS/SEMINARS/SCHOLARSHIP GRANTS

To: OIC-ASDS
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors/Districts-in-Charge
Public Elementary and Secondary School Heads and Teachers
All Others Concerned
This Division

1. Pursuant to DepEd Order No. 15, s. 2017 and DepEd Order No. 32, s. 2011, this policy aims to ensure that participants who have been identified and confirmed to attend duly funded and programmed trainings, seminars, scholarship grants and other related activities.
2. Attendance of teachers, officials and non-teaching personnel in trainings/seminars help create an effective learning environment, improve teaching-learning situations, keep updated on modern instructional materials and inspire them to become better teachers and officials in the new normal.
3. Training and development help the agency gain and retain top talent/employee, increase job satisfaction and morale, and improve productivity of their personnel.
4. Teaching, related teaching and non-teaching personnel are encouraged /motivated to attend trainings and seminars, avail scholarship grants and special trainings sponsored by the agency and other non-government organizations.
5. Enclosed are the policies and guidelines on identified participants in attending trainings/seminars/scholarships grants.
6. This policy takes effect immediately.
7. For widest dissemination.


VIRGILIO P. BATAN JR., CESO VI
Schools Division Superintendent

Enc.: As stated
References: DO No. 15, s. 2017, DO No. 32, s. 2011
To be indicated in the perpetual index under the subject:
POLICY TRAININGS ATTENDANCE

ZS-DM-SGOD-HRD-2023-05-135-0
AMG-20230503


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Enclosure I. Policy Guidelines

1. This policy applies to teaching, related teaching and non-Teaching personnel who are recommended, and confirmed for scholarship grants, short-term trainings/seminars and division initiated professional development programs.
2. Participants are required to wear appropriate attire, act professionally with utmost courtesy and respect to fellow participants and training management staff at all times.
3. In attending division-initiated seminars and trainings for a number of days, all participants are required to be in the training venue ahead of time. They shall fill in the attendance logbook for daily log in and log out (*15 minutes before the time in the morning, log out during noon break not earlier than 12:00 noon, log in after noon break not earlier than 12:30 P.M. and log out in the afternoon after 15 minutes from the prescribed time.*)
4. In attendance to trainings/seminars, participants are encouraged to actively participate actively in the sessions; refrain in getting out of the training venue if not necessary except for personal necessities and are required to submit training outputs and post training accomplishment (*e.g., Action Plan*).
5. Participants in the division trainings/ seminars who failed to attend the scheduled trainings/seminars as stated in the Division Memorandum without any valid reason/s are obliged to pay the corresponding training fee per participant per day of training. (*Ex: If the daily training cost per pax is Php1500.00 and the seminar/trainings runs for 3 days, hence, the participant who failed to attend will pay the training cost of Php4,500.00 together with the written explanation.*)

Exemption/s: If a participant is unable to attend the scheduled training due to unforeseen circumstances, such as an emergency or illness, they must notify their district supervisor/ district in-charge or the training coordinator/program management team as soon as possible to arrange/resolve circumstances any means possible. In such cases, the penalty or sanction may be waived at the discretion of the SDS thru the HRDC recommendation.

Enforcement: The division shall enforce this policy, and the supervisors and training coordinators will ensure compliance. All participants will be informed of this policy before the training session to ensure they understand the consequences of non-attendance.

6. This policy has been established to ensure that all participants attend scheduled training sessions to acquire the necessary skills and knowledge required to perform their job functions effectively.
7. The penalty and sanction will serve as a reminder on the importance in attending the scheduled training and ensuring that all participants comply with the L&D policy.



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Annex F A. TRAINING NEEDS ASSESSMENT TOOLS FOR TEACHING PERSONNEL

6/7/23, 10:13 AM 2022 Training Needs Assessment (TNA) Survey Questionnaire for Teaching Personnel

2022 Training Needs Assessment (TNA) Survey Questionnaire for Teaching Personnel

* Indicates required question

1. Email *

CONSENT

2. Agreeing in the statement below shall mean that you are giving consent to participate and use the results of the survey in preparing a report on the Training Needs Analysis (TNA). Your information will remain confidential in accordance with the Data Privacy Act. *

Mark only one oval.

Yes, I agree to participate in the survey.

I do not agree to participate in the survey

Basic Information

3. Last Name *

4. First Name *

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6/7/23, 10:13 AM 2022 Training Needs Assessment (TNA) Survey Questionnaire for Teaching Personnel

9. No. of Years in Teaching *

Mark only one oval.

0-3

4-10

11-15

16-20

21 years and above

10. No. of Years in Current Position *

Mark only one oval.

0-3

4-10

11-15

16-20

21 years and above

11. Teacher Classification *

Mark only one oval.

Kindergarten

Elementary

Junior High School

Senior High School

Alternative Learning System (ALS)

ALIVE

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5. Middle Name *

6. Age Bracket *

Mark only one oval.

less than 30 years old

31-40

41-50

51-60

more than 60 years old

7. Sex *

Mark only one oval.

Female

Male

8. Item Position *

Mark only one oval.

Teacher 1-3

Master Teacher 1-3

SPED Teacher 1-3

Special Science Teacher

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6/7/23, 10:13 AM 2022 Training Needs Assessment (TNA) Survey Questionnaire for Teaching Personnel

12. Grade Level/s Taught (please check all that applies) *

Check all that apply.

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

Non-Graded - ALS

Non-Grade SPED

13. Major/Area of Specialization (check all that applies) *

Check all that apply.

General Education

English

Mathematics

Science

Filipino

Araling Panlipunan

MAPEH

EsP

TLE

Pre-School

Special Education

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6/7/23, 10:13 AM 2022 Training Needs Assessment (TNA) Survey Questionnaire for Teaching Personnel

14. Subject/s Taught (please check all that applies) *

Check all that apply.

MTB-MLE
 English
 Mathematics
 Science
 Filipino
 Araling Panlipunan
 MAPEH
 EsP
 TLE

15. For Junior High School teaching TLE, please select specific component. If not applicable, tick 'N/A' *

Mark only one oval.

Home Economics
 Agri-Fishery
 Industrial Arts
 ICT
 Others, specify:
 N/A

16. For Senior High School, please select track. If not applicable, tick 'N/A' *

Mark only one oval.

Academic
 Sports
 TVL
 Arts and Design
 N/A

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20. For Industrial Arts, select specialization *

Mark only one oval.

SMAW
 EIM
 Carpentry
 Automotive
 NOT APPLICABLE

21. For Agri-Fishery, please select specialization *

Mark only one oval.

Agricrop Production
 Organic Production
 Horticulure
 Rubber Production
 Rice Production
 Vegetable Production
 Fish Culture
 Aqua Culture
 Fish Processing
 NOT APPLICABLE

22. For ICT, please select specialization *

Mark only one oval.

CSS
 Animation
 Computer Programming
 NOT APPLICABLE

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6/7/23, 11:15 AM 2022 Training Needs Assessment (TNA) Survey Questionnaire for Teaching Personnel

17. If Academic Track, please select strand. If not applicable, tick 'N/A' *

Mark only one oval.

Accountancy, Business and Management (ABM)
 General Academic Strand (GAS)
 Humanities and Social Sciences (HUMSS)
 Science, Technology, Engineering and Mathematics (STEM)
 N/A

18. If TVL, please select specific strand. If not applicable, tick 'N/A' *

Mark only one oval.

Home Economics
 Agri-Fishery
 Industrial Arts
 ICT
 N/A

19. For Home Economics, select specialization *

Mark only one oval.

Dressmaking/Tailoring
 Cookery
 FBS
 Beauty Care
 Wellness Massage
 Housekeeping
 NOT APPLICABLE

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6/7/23, 12:54 PM 2022 Training Needs Assessment (TNA) Survey Questionnaire for Teaching Personnel

23. District *

Mark only one oval.

Alicia
 Buağ
 Diplahan
 Imelda
 Ipil
 Kabasalan
 Mabuhay
 Malangas
 Naga
 Olutanga
 Payao
 RT Lim
 Slay
 Talusan
 Titay
 Tungawan

24. School *

25. Contact Number *

General Enumeration of Perceived Teachers' Need

Kindly select the felt level of need for the following

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6/7/23, 12:54 PM 2022 Training Needs Assessment (TNA) Survey Questionnaire for Teaching Personnel

26. Skills in Lesson Planning *

Mark only one oval per row.

	Highly Needed	Needed	Slightly Needed	Not Needed
Writing SMART Objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying appropriate teaching strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing based from Objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Congruency of Learning Tasks to Objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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6/7/23, 12:54 PM 2022 Training Needs Assessment (TNA) Survey Questionnaire for Teaching Personnel

28. Classroom Management Skills *

Mark only one oval per row.

	Highly Needed	Needed	Slightly Needed	Not Needed
Classroom Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Teaching Delivery Skills *

Mark only one oval per row.

	Highly Needed	Needed	Slightly Needed	Not Needed
Teaching Delivery Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Assessment Skills *

Mark only one oval per row.

	Highly Needed	Needed	Slightly Needed	Not Needed
Developing HOTS Question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation of Multiple Choice Test Questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation of Authentic Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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27. Skills in Using Pedagogical Standards, Approaches and Strategies *

Mark only one oval per row.

	Highly Needed	Needed	Slightly Needed	Not Needed
Remedial Instruction for Reading Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decoding and Explicit Instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidenced-Based Teaching/Inquiry-Based Approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating Critical and Creative Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contextualizing Learning Materials and DLL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Techniques in Word Problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies on Managing Learners' Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying Positive and Non-Violent Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phi-IRI (Philippine Informal Reading Inventory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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31. ICT Skills for Teaching and Learning *

Mark only one oval per row.

	Highly Needed	Needed	Slightly Needed	Not Needed
Basics of MS Word and Excel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting, designing and creating ICT-Integrated Instructional Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive PowerPoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blended Learning/Flipped Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital Classroom Tools for Educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital Storytelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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32. Competencies Required Under the "New Normal" Situation *

Mark only one oval per row.

	Highly Needed	Needed	Slightly Needed	Not Needed
Principles of Information Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital Media and Visualization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networks, Telecommunication, Wireless and Mobility Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Various Technology-Based Platform for Alternative Delivery Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital Tools for Educators in Basic Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk Management, Security and Information Assurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching & Learning Through Radio-based Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching & Learning TV-based Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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6/7/23, 12:54 PM 2022 Training Needs Assessment (TNA) Survey Questionnaire for Teaching Personnel

35. Home Economics *

Mark only one oval.

Dressmaking/Tailoring

Cookery

FBS

BPP

Beauty Care

Wellness Massage

Housekeeping

Not Applicable

36. Industrial Arts *

Mark only one oval.

SMAW

EIM

Carpentry

Automotive

Not Applicable

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33. H. Choose two (2) specific topics/contents you need to learn. *

Check all that apply.

Digital Citizenship

Data Privacy and Child Protection

Teachers' Health and Wellness

Media Literacy

Blended Learning (Synchronous and Asynchronous Teaching)

Designing Instructional Materials (audio/video) for Online Class

Assessment and Evaluation Procedures for Online Class

Creating Illustrations to Locally-Made Learning Resources (LRs)

Financial Literacy Education

Mental Health in School Setting

Anti-Bullying Policy

Modular Training Approach

DepEd Core Behavioral Competencies

34. Choose three (3) most needed topics in teaching reading *

Check all that apply.

Oral language

Phonological Awareness

Phonics Instructions/Word Recognition/Decoding - Marungko Approach

Phonics Instructions/Word Recognition/Decoding - Fuller Technique

Phonics Instructions/Word Recognition/Decoding - Whole Word Approach

Fluency

Ready Comprehension Strategy - Pre-Reading Technique

Reading Comprehension Strategy - During Reading Technique

Reading Comprehension Strategy - Post-Reading Technique

Reading-Writing Connection

Arts of Questioning

Explicit Teaching

Please choose one (1) TVL specialization most needed for training

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37. Agri-Fishery *

Mark only one oval.

Agricrop Production

Organic Production

Rubber Production

Rice Production

Vegetable Production

Fish Culture

Aqua Culture

Fish Processing

Not Applicable

38. ICT *

Mark only one oval.

CSS

Animation

Computer Programming

NOT APPLICABLE

Thank you!

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Annex G B. TRAINING NEEDS ASSESSMENT TOOLS FOR NON-TEACHING PERSONNEL (LEVEL II)

6/7/23, 4:50 PM 2022 TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR NON-TEACHING SECOND LEVEL POSITIONS (SG 10-24)

2022 TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR NON-TEACHING SECOND LEVEL POSITIONS (SG 10-24)

* Indicates required question

1. Email *

CONSENT

2. Agreeing in the statement below shall mean that you are giving consent to participate and use the results of the survey in preparing a report on the Training Needs Analysis (TNA). Your information will remain confidential in accordance with the Data Privacy Act. *

Mark only one oval.

Yes, I agree to participate in the survey.

I do not agree to participate in the survey.

Part I. Personal Data

3. Last Name *

4. First Name *

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6/7/23, 4:50 PM 2022 TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR NON-TEACHING SECOND LEVEL POSITIONS (SG 10-24)

10. Item Position *

Mark only one oval.

Chief Education Supervisor

Education Program Supervisor

Public Schools District Supervisor

Principal IV

Principal III

Principal II

Principal I

Head Teacher IV

Head Teacher III

Head Teacher II

Head Teacher I

Assistant School Principal II

Senior Education Program Specialist

Engineer III

Accountant III

Attorney III

Dentist II

Nurse II

ITO I

Planning Officer III

Education Program Specialist II

Administrative Officer V

Administrative Officer IV

Administrative Officer III

Administrative Officer II

Registrar

Project Development Officer II

Project Development Officer I

Librarian II

Librarian I

Guidance Counselor

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6/7/23, 4:50 PM 2022 TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR NON-TEACHING SECOND LEVEL POSITIONS (SG 10-24)

5. Middle Name *

6. Sex *

Mark only one oval.

Female

Male

7. Age Bracket *

Mark only one oval.

less than 30 years old

31-40

41-50

51-60

more than 60 years old

8. Educational Attainment *

Mark only one oval.

Doctorate Degree

Master's Degree

Bachelor's Degree

Others

9. Office/School Assignment *

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6/7/23, 4:50 PM 2022 TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR NON-TEACHING SECOND LEVEL POSITIONS (SG 10-24)

11. Salary Grade *

Mark only one oval.

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

12. Other Designation *

13. Years in Government Service *

Mark only one oval.

less than 1 year

1-5 years

6-10 years

11-15 years

16-20 years

more than 20 years

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6/7/23, 4:50 PM 2022 TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR NON-TEACHING SECOND LEVEL POSITIONS (SG 10-24)

14. No. of years in present position *

Mark only one oval.

less than 1 year
 1-5 years
 6-10 years
 more than 10 years

Part II. Work Performance

15. How would you rate your current job performance? Indicate your views on the scale given. *

Mark only one oval per row.

	Excellent	Very Good	Good	Fair	Poor
Quality of work performance	<input type="radio"/>				
Competency to carry out the job	<input type="radio"/>				

16. Are you satisfied with your current performance? *

Mark only one oval.

Highly Satisfied
 Satisfied
 To some extent
 Very little
 Not at all

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6/7/23, 4:50 PM 2022 TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR NON-TEACHING SECOND LEVEL POSITIONS (SG 10-24)

20. How would you rate your knowledge and skills in your current job in terms of the following? *

Mark only one oval per row.

	Poor	Average	Good	Very Good	Excellent
Effective writing skills	<input type="radio"/>				
Learning facilitation	<input type="radio"/>				
Teamwork	<input type="radio"/>				
Leading people	<input type="radio"/>				
People performance management	<input type="radio"/>				
People development	<input type="radio"/>				
Stress management	<input type="radio"/>				
Public finance management	<input type="radio"/>				
Personal financial management	<input type="radio"/>				
Data/Information Management	<input type="radio"/>				
Building Connection/Networking	<input type="radio"/>				
Professionalism and Ethics	<input type="radio"/>				
Values Leadership	<input type="radio"/>				

Part IV

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6/7/23, 4:50 PM 2022 TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR NON-TEACHING SECOND LEVEL POSITIONS (SG 10-24)

17. Please indicate your reason for your level of satisfaction in your current performance *

18. In the work environment, have you encountered any problem/needs that affect your work? *

Mark only one oval.

Yes
 No

19. If yes, please specify; If no, indicate "N/A" *

Part III. Competencies

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6/7/23, 4:50 PM 2022 TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR NON-TEACHING SECOND LEVEL POSITIONS (SG 10-24)

21. Please rate the following according to their usefulness in relation to your personal and professional development, where 1 is the most useful and 5 is the least useful *

Mark only one oval per row.

	5	4	3	2	1
Facilitation Skills	<input type="radio"/>				
Planning Skills	<input type="radio"/>				
Monitoring and Evaluation Skills	<input type="radio"/>				
Leadership Skills	<input type="radio"/>				
Sound Computer Skills in MS Word, Excel, PowerPoint and MIS Access	<input type="radio"/>				
Data Studio	<input type="radio"/>				
Use of Productivity Tools	<input type="radio"/>				

Thank you!

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Annex F C. TRAINING NEEDS ASSESSMENT TOOLS FOR NON-TEACHING PERSONNEL (LEVEL 1)

6/7/23, 1:31 PM 2022 Training Needs Assessment Questionnaire for Non-Teaching First Level Positions (SG 1-9)

2022 Training Needs Assessment Questionnaire for Non-Teaching First Level Positions (SG 1-9)

* Indicates required question.

1. Email *

CONSENT

2. Agreeing in the statement below shall mean that you are giving consent to participate and use the results of the survey in preparing a report on the Training Needs Analysis (TNA). Your information will remain confidential in accordance with the Data Privacy Act. *

Mark only one oval.

Yes, I agree to participate in the survey.

I do not agree to participate in the survey.

Part I. Personal Data

3. Last Name *

4. First Name *

<https://docs.google.com/forms/d/1waadaeVIESvYNEStHPuTb09NMqj0hphrRNSL9hdv/edit> 1/9

6/7/23, 1:32 PM 2022 TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR NON-TEACHING SECOND LEVEL POSITIONS (SG 10-24)

10. Item Position *

Mark only one oval.

Chief Education Supervisor

Education Program Supervisor

Public Schools District Supervisor

Principal IV

Principal III

Principal II

Principal I

Head Teacher IV

Head Teacher III

Head Teacher II

Head Teacher I

Assistant School Principal II

Senior Education Program Specialist

Engineer III

Accountant III

Attorney III

Dentist II

Nurse II

ITO I

Planning Officer III

Education Program Specialist II

Administrative Officer V

Administrative Officer IV

Administrative Officer III

Administrative Officer II

Registrar

Project Development Officer II

Project Development Officer I

Librarian II

Librarian I

Guidance Counselor

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5. Middle Name *

6. Sex *

Mark only one oval.

Female

Male

7. Age Bracket *

Mark only one oval.

less than 30 years old

31-40

41-50

51-60

more than 60 years old

8. Educational Attainment *

Mark only one oval.

Doctorate Degree

Master's Degree

Bachelor's Degree

Others

9. Office/School Assignment *

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6/7/23, 1:32 PM 2022 TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR NON-TEACHING SECOND LEVEL POSITIONS (SG 10-24)

11. Salary Grade *

Mark only one oval.

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

12. Other Designation *

13. Years in Government Service *

Mark only one oval.

less than 1 year

1-5 years

6-10 years

11-15 years

16-20 years

more than 20 years

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14. No. of years in present position *

Mark only one oval.

less than 1 year
 1-5 years
 6-10 years
 more than 10 years

Part II. Work Performance

15. How would you rate your current job performance? Indicate your views on the scale given. *

Mark only one oval per row.

	Excellent	Very Good	Good	Fair	Poor
Quality of work performance	<input type="radio"/>				
Competency to carry out the job	<input type="radio"/>				

16. Are you satisfied with your current performance? *

Mark only one oval.

Highly Satisfied
 Satisfied
 To some extent
 Very little
 Not at all

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6/7/23, 1:32 PM 2022 TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR NON-TEACHING SECOND LEVEL POSITIONS (SG 10-24)

20. How would you rate your knowledge and skills in your current job in terms of the following? *

Mark only one oval per row.

	Poor	Average	Good	Very Good	Excellent
Effective writing skills	<input type="radio"/>				
Learning facilitation	<input type="radio"/>				
Teamwork	<input type="radio"/>				
Leading people	<input type="radio"/>				
People performance management	<input type="radio"/>				
People development	<input type="radio"/>				
Stress management	<input type="radio"/>				
Public finance management	<input type="radio"/>				
Personal financial management	<input type="radio"/>				
Data/Information Management	<input type="radio"/>				
Building Connection/Networking	<input type="radio"/>				
Professionalism and Ethics	<input type="radio"/>				
Values Leadership	<input type="radio"/>				

Part IV

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17. Please indicate your reason for your level of satisfaction in your current performance *

18. In the work environment, have you encountered any problem/needs that affect your work? *

Mark only one oval.

Yes
 No

19. If yes, please specify; if no, indicate "N/A" *

Part III. Competencies

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21. Please rate the following according to their usefulness in relation to your personal and professional development, where 1 is the most useful and 5 is the least useful *

Mark only one oval per row.

	5	4	3	2	1
Facilitation Skills	<input type="radio"/>				
Planning Skills	<input type="radio"/>				
Monitoring and Evaluation Skills	<input type="radio"/>				
Leadership Skills	<input type="radio"/>				
Sound Computer Skills in MS Word, Excel, PowerPoint and MIS Access	<input type="radio"/>				
Data Studio	<input type="radio"/>				
Use of Productivity Tools	<input type="radio"/>				

Thank you!

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Annex G. Office Learning Plan



OFFICE LEARNING PLAN

Fiscal Year: 2023
 Office/Division: ZAMBOANGA SIBUGAY
 Region: IX
 Office Email Address: zambo_sibugay@deped.gov.ph

Office	Job Group & Positions	Competency/Performance Gap	Learning Objectives (specific competencies to be developed)	Learning Interventions (with specific titles of proposed activities)	Learning Modality (Online/Blended/In-person)	No. of target participants (Pure)	Date and Venue (Proposed schedule)	Results (Include intermediate fraction; learning: near-term behavior; long term organizational impact; ROI)	Budgetary Requirements (Total amount of estimated budget; indicate fund source)
1 SDO of ZAMBOANGA SIBUGAY									
	Administrative Officer II (newly-hired)	It is imperative that organization find importance in developing their employees. More so, if these employees are new to the organization. Along this line, training them will help employees perform their best. Meanwhile, the organization benefits from this as well, as it likely leads to better performance. In-house and outsourced training, conference, and seminars make employees better and reliable sources, as they become equipped with knowledge and information they would most likely use throughout their career (Pick, 2017). Hence, for newly-hired Administrative Officers II, the gap is in developing their skills in their new job demands, specifically in the following key result areas: Personnel Administration (Recruitment and Selection, Personnel Records, Compensation and Benefits), Property Custodianship and General Administrative Support	1. Identify the current work situations in schools, in terms of general administrative support and non-teaching roles; 2. Develop competencies in performing administrative support in terms of personnel administration, property custodianship and financial functions, thru simulation and job-embedded learning contracts 3. Discuss roles processing personnel benefits and in promotion and selection of employees in schools	Formal Learning (Division Training-Workshop for School Administrative Officer II on Their Roles and Functions cum Performance Management)	In-person	185	June 2023 (Venue: TBA)	Improved, effective and efficient administrative support and financial functions	306,000
	Administrative Assistant II and III	For current Administrative Staff in the sections and units, the gap is in utilizing MS Office applications	1. Reorient basic features of MS Office applications 2. Demonstrate utilization of MS Office applications	Formal Learning and conduct of LAC session in the workplace/division office	In-person	18	June-August 2023 (Division Office)	Improved office performance and easy access to data	23,290

329,290

Prepared by:

ALMA FRAULEIN M. GARCIA
 SEPS, HRD

Reviewed by:

DR. OLIVER B. YALAO
 Chief, SEPS

Recommending approval:

AURELIO A. SANTISAS, CESE
 OIC-ASDS

Approved:

VIRGILIO P. BATAW, JR., CESO VI
 Schools Division Superintendent

Annex H. Office Learning Development Plan 2024-2026

Job Group and Target Positions (with quantity)	Baseline (Detailed Results of FY 2023 Intervention)	Common Learning Need/Performance Gap	Learning Objective (SOA to be developed)	Learning Intervention (Format, MOE, RI)	Enablers/Facilitating Requirements to Ensure Success of Learning Intervention	Proposed Funds Needed		Baseline (Detailed Results of FY 2023 Intervention)	Common Learning Need/Performance Gap	Learning Objective (SOA to be developed)	Learning Intervention (Format, MOE, RI)	Enablers/Facilitating Requirements to Ensure Success of Learning Intervention	Proposed Funds Needed		Baseline (Detailed Results of FY 2023 Intervention)	Common Learning Need/Performance Gap	Learning Objective (SOA to be developed)	Learning Intervention (Format, MOE, RI)	Enablers/Facilitating Requirements to Ensure Success of Learning Intervention	Proposed Funds Needed	
						Amount	Unit						Amount	Unit						Amount	Unit
Job Group: Administrative Assistant I (E-E)-10 Administrative Aide (E)-4	12 Administrative Assistant I and 4 Administrative Aide I are currently performing their duties. They are expected to continue their performance in the coming year. The Department is planning to provide training and development opportunities for these employees.	Low proficiency in using office equipment and software applications.	Improve proficiency in using office equipment and software applications.	Workshop on Office Equipment and Software Applications.	Access to training materials, equipment, and software licenses.	40,000.00	10000	12 Administrative Assistant I and 4 Administrative Aide I are currently performing their duties. They are expected to continue their performance in the coming year. The Department is planning to provide training and development opportunities for these employees.	Low proficiency in using office equipment and software applications.	Improve proficiency in using office equipment and software applications.	Workshop on Office Equipment and Software Applications.	Access to training materials, equipment, and software licenses.	40,000.00	10000	12 Administrative Assistant I and 4 Administrative Aide I are currently performing their duties. They are expected to continue their performance in the coming year. The Department is planning to provide training and development opportunities for these employees.	Low proficiency in using office equipment and software applications.	Improve proficiency in using office equipment and software applications.	Workshop on Office Equipment and Software Applications.	Access to training materials, equipment, and software licenses.	40,000.00	10000
Job Group: Chief Education Supervisor -1 Education Program Supervisor -10 Assistant -1 Planning Officer III -1 Supervisor -1 Education Program Specialist -4 Supervisor -1 Public School District Supervisor -10	1 Chief Education Supervisor, 10 Education Program Supervisors, 1 Assistant, 1 Planning Officer III, 1 Supervisor, 4 Education Program Specialists, 1 Supervisor, and 10 Public School District Supervisors are currently performing their duties. They are expected to continue their performance in the coming year. The Department is planning to provide training and development opportunities for these employees.	Low proficiency in developing and implementing educational programs and projects.	Improve proficiency in developing and implementing educational programs and projects.	Workshop on Program Development and Implementation.	Access to training materials, equipment, and software licenses.	30,000.00	10000	1 Chief Education Supervisor, 10 Education Program Supervisors, 1 Assistant, 1 Planning Officer III, 1 Supervisor, 4 Education Program Specialists, 1 Supervisor, and 10 Public School District Supervisors are currently performing their duties. They are expected to continue their performance in the coming year. The Department is planning to provide training and development opportunities for these employees.	Low proficiency in developing and implementing educational programs and projects.	Improve proficiency in developing and implementing educational programs and projects.	Workshop on Program Development and Implementation.	Access to training materials, equipment, and software licenses.	30,000.00	10000	1 Chief Education Supervisor, 10 Education Program Supervisors, 1 Assistant, 1 Planning Officer III, 1 Supervisor, 4 Education Program Specialists, 1 Supervisor, and 10 Public School District Supervisors are currently performing their duties. They are expected to continue their performance in the coming year. The Department is planning to provide training and development opportunities for these employees.	Low proficiency in developing and implementing educational programs and projects.	Improve proficiency in developing and implementing educational programs and projects.	Workshop on Program Development and Implementation.	Access to training materials, equipment, and software licenses.	30,000.00	10000
Job Group: Administrative Officer IV -2 Administrative Officer IV -4	2 Administrative Officer IV and 4 Administrative Officer IV are currently performing their duties. They are expected to continue their performance in the coming year. The Department is planning to provide training and development opportunities for these employees.	Low proficiency in handling administrative tasks and reports.	Improve proficiency in handling administrative tasks and reports.	Workshop on Administrative Tasks and Reports.	Access to training materials, equipment, and software licenses.	30,000.00	10000	2 Administrative Officer IV and 4 Administrative Officer IV are currently performing their duties. They are expected to continue their performance in the coming year. The Department is planning to provide training and development opportunities for these employees.	Low proficiency in handling administrative tasks and reports.	Improve proficiency in handling administrative tasks and reports.	Workshop on Administrative Tasks and Reports.	Access to training materials, equipment, and software licenses.	30,000.00	10000	2 Administrative Officer IV and 4 Administrative Officer IV are currently performing their duties. They are expected to continue their performance in the coming year. The Department is planning to provide training and development opportunities for these employees.	Low proficiency in handling administrative tasks and reports.	Improve proficiency in handling administrative tasks and reports.	Workshop on Administrative Tasks and Reports.	Access to training materials, equipment, and software licenses.	30,000.00	10000
Job Group: Administrative Officer III (only HRIS) Project Development Officer II Supervisor -1 Specialist -1 Specialist -2	1 Administrative Officer III (only HRIS), 1 Project Development Officer II, 1 Supervisor, 1 Specialist, and 2 Specialists are currently performing their duties. They are expected to continue their performance in the coming year. The Department is planning to provide training and development opportunities for these employees.	Low proficiency in using HRIS and project management tools.	Improve proficiency in using HRIS and project management tools.	Workshop on HRIS and Project Management Tools.	Access to training materials, equipment, and software licenses.	30,000.00	10000	1 Administrative Officer III (only HRIS), 1 Project Development Officer II, 1 Supervisor, 1 Specialist, and 2 Specialists are currently performing their duties. They are expected to continue their performance in the coming year. The Department is planning to provide training and development opportunities for these employees.	Low proficiency in using HRIS and project management tools.	Improve proficiency in using HRIS and project management tools.	Workshop on HRIS and Project Management Tools.	Access to training materials, equipment, and software licenses.	30,000.00	10000	1 Administrative Officer III (only HRIS), 1 Project Development Officer II, 1 Supervisor, 1 Specialist, and 2 Specialists are currently performing their duties. They are expected to continue their performance in the coming year. The Department is planning to provide training and development opportunities for these employees.	Low proficiency in using HRIS and project management tools.	Improve proficiency in using HRIS and project management tools.	Workshop on HRIS and Project Management Tools.	Access to training materials, equipment, and software licenses.	30,000.00	10000
						140,000.00	35000							140,000.00	35000						
5. Unique Learning Needs																					
No.	Position	Baseline (Results of FY 2023 Intervention)	Unique Learning Need/Performance Gap	Learning Objective (SOA to be developed)	Learning Intervention (Format, MOE, RI)	Enablers/Facilitating Requirements to Ensure Success of Learning Intervention (Including Budget)	Proposed Funds Needed	Baseline (Detailed Results of FY 2023 Intervention)	Unique Learning Need/Performance Gap	Learning Objective (SOA to be developed)	Learning Intervention (Format, MOE, RI)	Enablers/Facilitating Requirements to Ensure Success of Learning Intervention (Including Budget)	Proposed Funds Needed	Baseline (Detailed Results of FY 2023 Intervention)	Unique Learning Need/Performance Gap	Learning Objective (SOA to be developed)	Learning Intervention (Format, MOE, RI)	Enablers/Facilitating Requirements to Ensure Success of Learning Intervention (Including Budget)	Proposed Funds Needed		
1	Project Development Officer II (HRIS)	Low proficiency in using HRIS and project management tools.	Low proficiency in using HRIS and project management tools.	Improve proficiency in using HRIS and project management tools.	Workshop on HRIS and Project Management Tools.	Access to training materials, equipment, and software licenses.	30,000.00	1	Low proficiency in using HRIS and project management tools.	Improve proficiency in using HRIS and project management tools.	Workshop on HRIS and Project Management Tools.	Access to training materials, equipment, and software licenses.	30,000.00	1	Low proficiency in using HRIS and project management tools.	Improve proficiency in using HRIS and project management tools.	Workshop on HRIS and Project Management Tools.	Access to training materials, equipment, and software licenses.	30,000.00		
2	IT Specialist	Low proficiency in handling IT issues and equipment.	Low proficiency in handling IT issues and equipment.	Improve proficiency in handling IT issues and equipment.	Workshop on IT Issues and Equipment.	Access to training materials, equipment, and software licenses.	30,000.00	2	Low proficiency in handling IT issues and equipment.	Improve proficiency in handling IT issues and equipment.	Workshop on IT Issues and Equipment.	Access to training materials, equipment, and software licenses.	30,000.00	2	Low proficiency in handling IT issues and equipment.	Improve proficiency in handling IT issues and equipment.	Workshop on IT Issues and Equipment.	Access to training materials, equipment, and software licenses.	30,000.00		
						60,000.00	60,000.00							60,000.00							
Prepared by:		Recommended by:		Recommending Approval:		Approved by:															
ALMA M. GARCIA		DE OLIVERA, MARIC		DR. MARICOLA, MARICOLA		VIRADU F. BATAWIA, CESO VI															

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J. MEMORANDUM OF AGREEMENT (MOA) WITH SUBJECT MATTER EXPERT

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (MOA) is made and entered into (Date) by and between:

[Subject Matter Expert's Full Name] [Subject Matter Expert's Address] [City, State, Zip Code]
[Subject Matter Expert's Email Address] [Subject Matter Expert's Phone Number]

and

The **Department of Education – Schools Division of Zamboanga Sibugay**, with office address, Pangi, Ipil, Zamboanga Sibugay herein represented by **Schools Division Superintendent**, _____, herein referred to as the **DepEd SDO Zamboanga Sibugay**

WITNESSETH:

WHEREAS, the Department of Education – Zamboanga Sibugay Division is responsible for providing quality education to learners within the region;

WHEREAS, [Subject Matter Expert's Full Name] is an expert in [subject matter/training topic] and possesses the knowledge and expertise to conduct training sessions on this subject;

WHEREAS, the Parties desire to collaborate and enter into an agreement for the purpose of providing a training program to enhance the knowledge and skills of teachers within DepEd – Zamboanga Sibugay;

NOW THEREFORE, the Parties hereby agree as follows:

1. Training Program Details:

The Subject Matter Expert shall conduct a training program on [subject matter/training topic] for a duration of [number of days] days. The training sessions shall be held at the following location(s) mutually agreed upon by the Parties.

Location: [Training Venue]

Dates: [Training Start Date] to [Training End Date]

2. Training Objectives:

The training program aims to obtain the following objectives:

- Objective 1
- Objective 2
- Objective 3

3. Roles and Responsibilities

a. The Subject Matter Expert shall:

- i. Design and deliver the training sessions according to the agreed-upon objectives.
- ii. Provide necessary training materials and resources to facilitate the learning process.
- iii. Assess and evaluate the participants' progress and performance during the training program.
- iv. Collaborate with DepEd Zamboanga Sibugay Division in the planning and execution of the training program.

b. DepEd Zamboanga Sibugay shall:

- i. Provide administrative support and logistical assistance for the successful conduct of the training program.
- ii. Identify and select the participants for the training sessions.
- iii. Arrange the training venue and necessary facilities for the training program.
- iv. Coordinate with the Subject Matter Expert in the preparation and execution of the training.

4. Intellectual Property Rights:

Any training materials, resources, or intellectual property developed by the Subject Matter Expert specifically for this training program shall remain the property of the Subject Matter Expert. DepEd Zamboanga Sibugay agrees not to reproduce, distribute, or use these materials for any other purposes without the express written consent of the Subject Matter Expert.

5. Confidentiality:

Both Parties agree to treat any confidential information shared during the training program with utmost confidentiality and shall not disclose or share such information with any third party without the written consent of the disclosing Party.

6. Compensation:

For any Subject Matter Expert who is not connected with DepEd Zamboanga Sibugay or who is not employed in the Department, in consideration of the services rendered by the Subject Matter Expert, DepEd Zamboanga Sibugay shall pay an agreed-upon professional fee of (amount). Payment shall be made (state payment terms, e.g., in installments or upon completion of the training).

7. Termination:

Either Party may terminate this agreement in writing if the other Party fails to fulfill its obligations and responsibilities under this MOA. In such cases, a notice of termination shall be provided at least (number of days) days in advance.

8. Amendments:

Any modifications or amendments to this MOA shall be made in writing and signed by both Parties.

IN WITNESS WHEREOF, the Parties hereto have executed this Memorandum of Agreement as of the date first above written.

[Subject Matter Expert's Full name]

Subject Matter Expert

[DepEd Representative's Full Name]

Department of Education
Zamboanga Sibugay Division

Signature

Signature

Date

Date

ANNEX J. MONITORING AND EVALUATION TOOLS ON L&D IMPLEMENTATION



Republic of the Philippines
Department of Education
 REGION IX
SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY

PARTICIPANTS FEEDBACK ON THE CONDUCTED LEARNING & DEVELOPMENT CAPACITY DEVELOPMENT

Title: _____
 Name: _____
 District: _____
 Position/Designation: _____

Please Honestly Provide Evaluation and Feedback on the TRAINING You Participated

INDICATORS AND AREAS FOR FEEDBACK		Rating Scale				
		5 Excellent	4 Very Satisfactory	3 Satisfactory	2 Needs Improvement	1 Unacceptable
A. Program management: Using the scale and indicators provided below, kindly provide your honest evaluation of the Program Management						
1	Clarity of the PURPOSE on the conduct of the program .					
2	Delivery of the Program and topics					
3	Appropriateness of the content to participants needs and roles.					
4	Your Overall evaluation on the program.					
5	Your overall rating on the management of the Program					
B. DESIGNING of the Training						
1	Preparedness					
2	Information dissemination to all participants.					
3	Quality of the presentation and its sequence as presented by the speakers.					



📍 Pangi, Ipil, Zbga. Sibugay
 ☎ (062) 333-5492
 ✉ zamboanga.sibugay@deped.gov.ph
 🌐 depedzamboangasibugay.ph



Republic of the Philippines
Department of Education
 REGION IX
SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY

4	Logical presentation on the order of the program and the participation of the participants.					
5	Importance and sequence of the speakers					
6	Registration & Accommodation					
C. Please provide your rating and feedback on the EXPERTISE, KNOWLEDGE, STYLE, AND DELIVERY of the speakers						
1						
2						
3						
4						
D. Please provide feedback on the FACILITATION of the Program						
1	Audibility of sound system					
2	clarity of the presentation					
3	Information and relevance of the topics					
4	Ability of the FACILITATOR to establish connection from one speaker to the next.					
E. EQUAL OPPORTUNITY PRINCIPLE						
1	Elderly, pregnant and person with disability were given due attention and priority					
2	Person with special needs given due attention					
3	Chairs and Tables for the elderly and pregnant					
4	Program Management Team mentions the importance of equal opportunity in the session					



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5	Equal opportunity given due emphasis in the conference					
F. PLEASE PROVIDE FEEDBACK ON THE ADMINISTRATION						
1	Cleanliness of the venue					
2	Attitude of the servers and venue crew					
3	Cleanliness of the CR					
4	Responsiveness of the venue staff on the needs of the participants					
5	Timeliness of meals and snacks served					
6	Variety of foods served and its nutrition					
What topic/s that you like most in this convergence?						
What learning/s you gained in this convergence that you would like share and implement as you go back in your station?						



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