



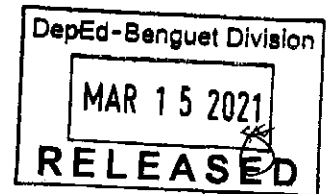
Republic of the Philippines
Department of Education
Schools Division of Benguet

March 11, 2021

DIVISION MEMORANDUM

No. 81 s. 2021

TO: Office of the Schools Division Superintendent
Curriculum Implementation Division
School Governance and Operations Division
Public Elementary and Secondary School Heads
To all others concerned



SUBJECT: LEARNING AND DEVELOPMENT (L&D) MANAGEMENT GUIDELINES

1. In support to DepEd Order no 001, s. 2020: Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders; Division Memorandum no. 72, s. 2020 : Creation of SDO Benguet Human Resource Management and Development (HRMD) Committee; and the goal to excel in public service delivery, this office creates its localized Learning and Development (L&D) guidelines for use of the Schools Division of Benguet for all Professional Development related programs, activities, and projects.
2. This policy will build on the gains of quality process of improving competencies and work performance through the provision of a wide variety of opportunities for individual growth in knowledge, attitudes, and skills that is necessarily integrated in the goals of the individual professional with the development goals of the schools, and the Division for better learner outcomes, which is the system's foremost consideration.
3. This issuance repeals all issuances, rules and regulations, and provisions which are inconsistent with this policy. These provisions shall be rescinded or modified accordingly.
4. Immediate dissemination of and strict compliance to this Memorandum are directed.


GLORIA B. BUYA-AO
Schools Division Superintendent

//hrds/sgod/xdk



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LEARNING AND DEVELOPMENT MANAGEMENT GUIDELINES

I. RATIONALE

The Schools Division of Benguet supports the Department of Education in continuing to renew its focus on making decisive gains in upgrading education quality, and the strengthening of the professional training and development of its i-Benguet teaching, teaching related, and non-teaching personnel as urgent and necessary.

Learning and development activities range from independent study such as personal or unstructured professional reading; to supported learning like mentoring and coaching; to collective action as getting involved in a professional organization or conducting group research and to formal programs such as on site face-to-face training, distance or on-line course study, or continuing formal education.

As an integral part of the education system, human resource development is given due importance in the Governance of Basic Education Act of 2001, known as Republic Act 9155. Specifically, the following provisions indicated in the Implementing Rules and Regulations (IRR, Dec. 2007) are relevant to education personnel in-service capability building and serve as the bases of the Training and Development System:

- The Division level is responsible in implementing programs for the professional development of all division personnel, and in implementing and managing division-wide staff development programs pursuant to the national policies and standards (Sec. 4.3, c.21, c.22 – page 12). The District is responsible in providing professional advice in building the leadership capacity of school personnel (Sec. 4.3, d. 22 – page 14).
- The Schools are mandated to provide opportunities for broad-based capacity building for leadership to support SBM (Sec.4.3, e.18 – page 16). Moreover, they are urged to generate resources for the purpose of upgrading teachers' learning, and facilitators' competencies, improve and expand school facilities and provide instructional materials and equipment (Sec. 4.3, e.7 – page 15).

The BESRA indicates that all school heads must be trained, oriented and provided with appropriate organizational support and authority to enhance their capability and competencies to carry out their mandated roles and functions (BESRA, 2005). Likewise, the National Competency- Based Teacher Standards (NCBTS) shall be the basis of all efforts related to teacher development while the National Competency-Based Standards for School Heads (NCBS-SH) shall be the basis for the training and development for school heads. But, with the changes brought about by various national and global frameworks such as the K to 12 Reform, ASEAN Integration, globalization, and the changing character of the 21st century learners necessitate the improvements and call for the rethinking of the National Competency-Based Teacher Standards (NCBTS); hence, the development of the PPST.

On the other hand, the current development of the Philippine Professional Standards for School Heads (PPSSH) and Philippine Professional Standards for Supervisors (PPSS) will further broaden the importance of a localized Learning and Development. These sets of Professional Standards will assist the Professional Development Committee and Human Resource Development Section in the design and delivery of in-service professional development, and, through integrated monitoring and evaluation procedures, provide for accountability.



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The Philippine Professional Standards for Teachers, which is built on NCBTS, complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. This set of standards makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others. The professional standards, therefore, become a public statement of professional accountability that can help teachers reflect on and assess their own practices as they aspire for personal growth and professional development.

In addition to further professional development services of the Department of Education, and as basis of the Schools Division of Benguet Human Resource Development Section and the Professional Development Committee is the transformation of the National Educators Academy of the Philippines (NEAP), which is mandated through the issuance of DepEd Order No. 11, s. 2019 that requires the provision of standards based professional development programs and courses for teachers and school leaders to ensure that interventions systematically contribute to the professional growth and advancement of DepEd teachers and school leaders. Through this transformation, professional development for teachers and school leaders in DepEd shall be more strategic, integrated and programmatic, within a unified governance system where there will be greater accountability in the programs. This forms one of the key pillars of *Sulong Edukalidad*, DepEd's reform program to address the challenge of quality in basic education.

II. SCOPE

1. This guideline shall cover all in-service professional development programs and courses intended for i-Benguet teachers, school leaders, and non-teaching personnel;
2. Schools, districts, and Division Office personnel shall submit any proposed professional development activities, programs, projects for teachers, non-teaching, and school leaders to their designated PDC for the purpose of obtaining Recognition and consequent inclusion into the L&D program / plan;
3. Scholarship Programs offered or sponsored by the Department of Education and partner agencies.

III. DEFINITION OF TERMS

For the purposes of this Guidelines, the following terms shall be defined and understood as:

- a. **School Leaders** – Head Teachers, Department Heads, Principals, and Assistant Principals, Schools District Supervisors, Education Program Supervisors, and Chief Education Supervisors. These officials perform managerial and supervisory roles in their respective levels of governance.
- b. **Teachers** – regular or permanent personnel in schools and learning centers engaged in the classroom teaching of any subject, including practical / vocational arts, at the



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- elementary and secondary levels of instruction including persons performing guidance and counseling, instructional supervision in all private or public education institutions.
- c. **Non-teaching** – regular or permanent personnel in the Division Office, schools and learning centers inclusive of school nurses, school physicians, school dentists, school administrators, and other school administrative support employees.
 - d. **Professional Development Committee** – Division Office initiated committee responsible solely in the management and quality assurance of all Learning and Development programs, activities, and projects of the Division in the service of all SDO Benguet employees.
 - e. **Learning and Development** – covers all professional development activities in the Division Office not limited to scholarships, trainings, and educational advancements which aims to improve group and individual performance by increasing and honing skills and knowledge. Forms part of the Division Office's talent management strategy designed to align group and individual goals and performance with the DepEd's overall mission, vision, and goals.
 - f. **National Educators Academy of the Philippines (NEAP)** – responds to the demand for professional competence as well as management and leadership excellence in the educational community. To fulfill this mandate are three components: the training and development component; program and development component; and, research and development component.

IV. POLICY STATEMENT

The Schools Division of Benguet through the Professional Development Committee and the Human Resource Development Section is committed to the professional growth and lifelong learning of its non-teaching, teachers, and school leaders as a key foundation to the upgrading of the quality of basic education. Hence, appropriate professional development programs or courses that address their development needs using various platforms and modalities that include formal training and workplace learning, shall be made available at all levels.

The quality of professional development programs and courses shall be assured through a Recognition System that requires alignment to professional standards for teachers and school leaders, and key performance areas of non-teaching personnel; responsiveness to identified professional priorities, promotion of dynamism, innovation and application at the classroom and workplace, and transparency and consistency.

Only recognized programs and courses shall be implemented in the Schools Division of Benguet as officially part of the Division's professional development programs.

V. LEARNING AND DEVELOPMENT MANAGEMENT GUIDELINES

A. PROFESSIONAL DEVELOPMENT COMMITTEE

Professional Development Committee will be set up at each governance level to provide guidance on learning and development directions, particularly in aligning such initiatives





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with the PPST, PPSSH, and KRAs of non-teaching personnel. The Committees will spearhead the professional development activities in their level of governance with the guidance of the SDO PDC and support of HRD section of the SGOD.

I. DIVISION PROFESSIONAL DEVELOPMENT COMMITTEE

The Division Professional Development Committee (DPDC) will strictly and judiciously comply with the following duties and responsibilities:

1. Support all employees in the Schools Division of Benguet in their professional learning throughout their career, especially as it relates to the strategic directions of Deped, and must always adhere to specific guidelines of equal opportunity principles;
2. Ensure that high quality professional development programs are provided and monitored based from an updated tracking system that must not be limited in providing information on budget utilization, percentage of employees provided with Learning and Development (L&D) intervention, and feedback on conduct of L&D interventions.
3. Conduct regular meetings and orientations for planning, developing and review of annual Learning and Development Plan (LDP) adhering to specific guidelines of equal opportunity principles which may be based from but not limited to the three year Human Resource Management and Development Plan of the Division, consolidated Professional Development needs of SDO Benguet employees, and other related mandates from the CO and the RO;
4. Ensure transparency, consistency, credibility, and fairness in the evaluation of Learning Service Providers and professional development programs;
5. Quality assure training programs implemented in the Division to ensure the use of mix methodologies that are learner-centered and to assist in facilitating achievement of learning objectives;
6. Develop customize criteria and screening process for selecting nominees to scholarships and conferences; and
7. Quality assure monitoring and evaluation schemes to assess participants' acquisition of learning vis-à-vis learning objectives and Learning Service Providers performance.

The Composition of the Division PDC will be as follows:

Consultant: Schools Division Superintendent
Chairman: Assistant Schools Division Superintendent
Co-Chairpersons: Chief Education Supervisor – CID
Chief Education Supervisor - SGOD
Members: AO V, Personnel Section
Accountant and AO V, Finance Section
AO IV, Supply Office
ITO, ICT Section
Legal Officer
ALL EPS- CID
EPS-SGOD
Senior Education Program Specialist, SMM&E, SGOD
Senior Education Program Specialist, SMN, SGOD
Senior Education Program Specialist, HRDS, SGOD
Planning Officer, Planning and Research Section Mary Grace G. Matias, MO



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Secretariat: Project Development Officer-I, YFP
Education Program Specialist II-HRDS, SGOD
Education Program Specialist II- SMM&E, SGOD

To facilitate the learning and development activities, projects, and programs, committee members may designate permanent alternates to represent them during DPDC meetings, in case of unavailability.

The DPDC Secretariat will deliver the following:

1. Organize, coordinate, and document meetings of the committee;
2. Conduct initial screening of submitted training proposals, scholarship documents, and other related documents covered under the learning and development for compliance with submission guidelines;
3. Liaise with academic institutions and other prospective agencies in the conduct of professional development in the Division;
4. Provide technical assistance to professional development proponents on the conduct of their activities, programs, and projects not excluding scholarship programs and educational advancements of SDO Benguet applicants;
5. Prepare complete staff work in support of the committee's functions as needed.

ii. **DISTRICT PROFESSIONAL DEVELOPMENT COMMITTEE**

The District Professional Development Committee (DiPDC) will continue to manage the learning and development initiatives at the district level.

The DiPDC has the following roles and responsibilities:

1. Update the DPDC through the HRD Section the district-based professional development not limited to in-service trainings or SDO initiated learning and development activities, programs, and projects;
2. Consolidate and submit to the DPDC through the HRD section the updated summary of IPDP of teachers, school leaders, and non-teaching personnel of all schools in the district;
3. Assist in following up Learning and Development needed documents, data, and relevant information from teachers, non-teaching, and school leaders for faster compliance of necessary reports required by DO, RO, and / or CO;
4. Submit to the DPDC through the HRD Section an Annual Learning and Development Plan for teachers, non-teaching, and School Leaders based from consolidated district IPDP specifically identifying target dates and topics for district level implementation;
5. Submit to the DPDC through the HRD Section all accomplishment reports at the end of every initiated learning and development programs, projects, and activities;
6. Assist in monitoring the Re-Entry Plan implementation and accomplishment of District and School Personnel.
7. Endorse to the DPDC through the HRD Section all learning and development documents consolidated in the district.



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The composition of the District Professional Development Committee is as follows:

Chairman:	Public Schools District Supervisor
Co-Chairmen:	One School Head for Elementary One School Head for Junior High School
Members:	All School Heads, Cluster Heads, and / or TIC
Secretariat:	District non-teaching personnel or its equivalent

iii. SCHOOL PROFESSIONAL DEVELOPMENT COMMITTEE

The School Professional Development Committee (SPDC) will assume the responsibilities of learning and development management at the school level. The SPDC will have the following roles and responsibilities:

1. Update DiPDC on the school-based professional development not limited to in-service trainings, LAC sessions, and SDO initiated learning and development activities, programs, and projects;
2. Consolidate and submit to the DiPDC the updated summary of school IPDP of teachers, school leaders, and non-teaching personnel;
3. Quarterly update the DiPDC through the TDIS link given by the HRDS the teaching, non-teaching, and school leaders training and development information;
4. Submit to the DiPDC the Learning and Development needed documents, data, and relevant information from teachers, non-teaching, and school leaders for faster compliance of necessary reports required by DO, RO, and / or CO;
5. Submit to the DiPDC an annual Learning and Development Plan for teachers, non-teaching, and School Leaders based from consolidated district IPDP specifically identifying school target dates and topics for district level consolidation;
6. Submit to the DiPDC an accomplishment report at the end of every school initiated learning and development programs, projects, and activities;
7. Assist in monitoring the Re-Entry Plan implementation and accomplishment of School Personnel.
8. Endorse all learning and development documents to the DiPDC for proper action or endorsement to the DPDC.

The composition of the School Professional Development Committee is as follows:

Chairman:	School Head/ Cluster Head/ TIC
Co-Chairmen:	One Master Teacher One Head Teacher (may assign at most 2 master teachers and 2 head teachers for large / mega schools)
Members:	All other Master Teachers, Head Teachers, Department Heads
Secretariat:	Teacher 1 to 3, non-teaching personnel



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B. LEARNING AND DEVELOPMENT CYCLE / PROCESS

B.1. SCHOLARSHIP

i. Call for Submission of Documents for Qualified Applicants

The Division PDC will spearhead the call for submission of documents for qualified applicants on scholarship grants sponsored by partner agencies through mandates and initiatives from CO, RO, and DO. The DiPDC will assist in the wide dissemination of the call for document submission in schools. The secretariat at all levels will conduct dissemination and open line technical assistance for the document preparation of all interested qualified applicants for scholarship opportunities.

Interested applicants will be given one day after the posting of call for submission to submit the intended documents unless otherwise a specific date is stated in the memorandum. The documents will be submitted in either hard or electronic copies to the DiPDC which will be endorsed to the DPDC.

Initial screening of documents submitted following guidelines stipulated in the memorandum posted for such scholarship grant will be strictly followed before the endorsement of documents to the DPDC by the DiPDC.

The standard requirements to be submitted or attached aside from other specific documents stipulated in the call for document submission are as follows:

1. Scholarship Application Form (Annex 1);
2. Recommendation letter from immediate supervisor;
3. Updated Personal Data Sheet (with signature, passport size ID picture, thumbmark); and
4. Service Record.

ii. Evaluation of Documents Endorsed by the DiPDC to the DPDC

The respective secretariats will conduct an initial screening of submitted documents against the eligibility requirements stipulated in the memorandum distributed. Documents submitted and falling under the following conditions will not be further evaluated and will immediately be returned, with technical inputs, to the applicants:

1. Incomplete documentary requirements as prescribed during the call for document submission; and
2. Non-alignment of eligibility with the prescribed requirements during the call for document submission.



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iii. **Committee Evaluation of Documents Submitted**

The secretariat shall prepare the completed staff work for the DPDC committee prior to the evaluation of the documents submitted.

The Division Professional Development Committee secretariat and members shall evaluate the documents submitted using the standard criteria together with the program conditions of the scholarship grant. At any point in the evaluation process, the committee may contact the applicant for clarification through the most cost-efficient means.

iv. **Notification of Results and Recommendation of Qualified Applicants to the Receiving Agency**

The secretariat shall prepare the endorsement letter to be signed by the Committee Chairman or the Schools Division Superintendent before submitting it to the receiving agency for assessment and approval of scholarship grant.

In Addition, the submission of Scholarship Contract shall also be attached in the final documents.

v. **Progress Monitoring**

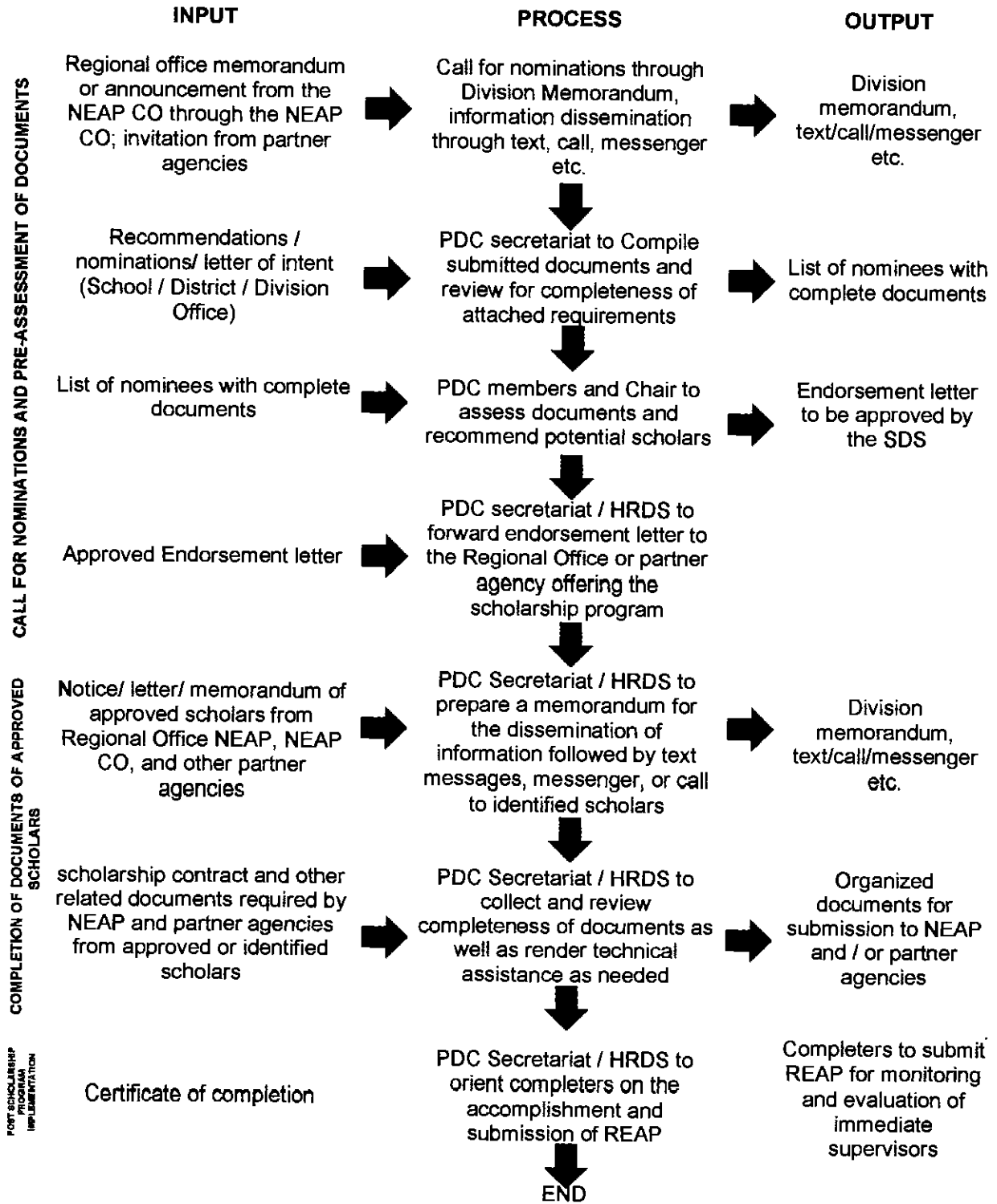
The secretariat shall track the progress of all approved or accepted scholars based on the approved Re-Entry Plan (REAP) (Annex 2) through the M&E for REAP Form (Annex 3), and provide technical assistance as needed. Immediate supervisors of scholars with submitted and approved REAP shall spearhead the monitoring and evaluation of their performance following all their plans indicated in the documents submitted.





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vi. **Flowchart**





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B.2. CONDUCT OR IMPLEMENTATION OF TRAININGS

i. Submission of Learning and Development Plan

Division L&D plan through the HRD Section, Districts and Schools through the DiPDC and SPDC shall submit their Annual Learning and Development Plan based from consolidated IPDP of personnel or other localized or related documents that may serve the same purpose.

This will serve as basis for professional development needs of SDO Benguet Employees and interventions to be initiated in the School, District, and Division Level.

ii. Submission of Training Proposal / Design

All Proponents with trainings to conduct for the given calendar year shall submit their training proposals to their PDC in consonance to the identified governance level committees. Proponents must follow the indicated training proposal format standardized in each governance level. In the Division Office the format to use must be aligned to the ISO form approved under the Human Resource Development Section of the SGOD (Annex 4).

iii. Evaluation of Submitted Training Proposal / Design

The Division PDC secretariat will conduct an initial screening of submitted proposal or design. Documents submitted and falling under the following conditions will not be further evaluated and will immediately be returned, with technical inputs, to the proponents:

1. Non-alignment to L&D Plan submitted; and
2. Proposal or design format not followed.

iv. Committee Evaluation of Training Proposal / Design Submitted

The secretariat shall prepare the completed staff work for the DPDC, DiPDC, and SPDC prior to the approval of the proposals or designs submitted.

The DPDC, DiPDC, and SPDC shall evaluate the proposal / design submitted. At any point in the evaluation process, the committee may contact the proponent for clarification through the most cost-efficient means.

v. Progress Monitoring

The DPDC, DiPDC, and SPDC shall track the progress of all approved trainings, capability, or capacity building following the objectives and flow indicated in the methodology of the design or proposal.

The monitoring tool for Learning and Development format shall be based on the Monitoring and Evaluation forms of the SMM&E.





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Results of the Monitoring and Evaluation Forms shall be submitted to the DPDC, DiPDC, and SPDC immediately after the conduct of the activity and the consolidation of results by the SMM&E as needed.

vi. Submission of Accomplishment Report by Proponents

All proponents with conducted trainings and capacity buildings in all levels must prepare and submit their accomplishment reports one week after the conduct of the activity to the DPDC, DiPDC, or SPDC following the standard governance level of each committee.

Division initiated trainings must follow the ISO format approved under the Human Resource Development Section of the SGOD (Annex 5).

B.3. PARTICIPATION TO LEARNING AND DEVELOPMENT PROGRAMS, PROJECTS, AND ACTIVITIES

i. Submission of the Re-Entry Plan (REAP)

All SDO Benguet employees with participation to professional development activities, programs, and projects initiated by the school, district, division, region, and national level or identified or recognized training agencies shall submit a Re-Entry Plan (REAP) to their immediate supervisor for approval.

The School, District, and Division PDC shall keep a copy of these approved and monitored REAP for any relevant purpose/s it may serve.

ii. Monitoring and Evaluation of REAP

The secretariat shall track the progress of all participants based on their approved Re-Entry Plan (REAP), and provide technical assistance as needed. As L&D Managers, the DPDC, DiPDC, and SPDC will conduct random visits to locations of REAP implementation and discuss with the proponent the status of activities / interventions being conducted.

B.4. POOL OF RESOURCE SPEAKERS AND FACILITATORS

- i. All proponents of trainings and with other related professional development activities, programs, and projects shall submit to the HRD Section an updated curriculum vitae of the identified resource speakers and facilitators (private sectors) or updated Personal Data Sheet (government sector) on or before the conduct of the activity.
- ii. Proponents are also to submit to the DPDC through the HRD Section the summary of resource speaker and / or facilitator's performance following the monitoring and evaluation form of SMM&E for trainings conducted.





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VI. SPECIAL PROVISIONS

A. BRIEFING AND DEBRIEFING

Briefing: A focal group discussion in the different governance levels shall be conducted before the approval of the Learning and Development Plan. This will ensure the congruency of the needs of i-Benguet SDO employees based from their IPDP to the programs, projects, and activities indicated in the L&D Plan.

The alignment of activities shall also be reviewed to avoid repetition of learning and development initiatives in the schools, districts, and the Division. Prioritization of PAPs shall be given importance, considering financial and other issues that may arise during the implementation phase.

Debriefing: it shall be conducted at the end of the school year for schools and districts, and at the end of every calendar year for the Division Office. Assessment of activities conducted must be prioritized following consolidated accomplishment reports and results of the monitoring and evaluation done after the conduct of each activity.

The secretariat in every governance level must ready their report and ensure its alignment to the Learning and Development Plan submitted.

B. FAILURE TO CONDUCT OR COMPLETE APPROVED RE ENTRY PLAN AND TRAINING PROPOSAL

The proponent (training) or the participant (with REAP) who fails to conduct or complete their approved training proposal and Re-Entry Plan must furnish the PDC a letter of explanation on or before the end of the calendar year or the school year where the activity is scheduled to take place for appropriate action.

C. LEARNING AND DEVELOPMENT PARTNERSHIP

To engage external stakeholders in promoting and strengthening the culture of learning and development in the Schools Division of Benguet, the DPDC, DiPDC, and SPDC will collaborate with training and academic institutions on various learning and development initiatives. It is endured that mutual benefit and reinforced collaboration shall arise from these partnerships.

VII. MONITORING AND EVALUATION

Schools, Districts, and the Division in close collaboration with the School Management, Monitoring and Evaluation Section of the SGOD will conduct structured monitoring of the Learning and Development Management Process and initiatives in all levels. They will provide feedback for the improvement of the whole policy.



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Further DPDC will conduct an annual review of the effectiveness and efficiency of the policy in achieving its objectives. After three (3) years, DPDC will conduct a policy review for the revision of this policy. Feedback from the M&E will be reported during DMEA.

VIII. EFFECTIVITY

This Guidelines shall take effect upon signing by the Schools Division Superintendent.

IX. REFERENCES

Civil Service Commission Resolution No. 1600770 (2016). Accrediation of L&D Institutions: Amendments to CSC Res. No. 1300618 dated April 2, 2013.

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

DepEd Order No. 118, s. 2010. Adoption of the New BESRA Implementation Arrangement.

DepEd Press Release (2018). RPMS –PPST: Helping Teachers Improve Delivery of Quality Basic Education.

Republic Act No. 9155 (2001). An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports as the Department of Education, and for other Purposes.



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SCHOOLS DIVISION OF BENGUET



Document No.:	SDO-BENG-QF-SGOD-HRD-007
Revision No.:	01
Name of Office/ Position Title	SGOD-HRD
Effective Date:	September 10, 2019

SCHOLARSHIP APPLICATION FORM

Date: _____

Name: _____ Position: _____

Sex: _____ Age: _____ Date of Birth: _____

Total Years of Service in DepEd: _____ No. of Years in your present position: _____

Contact Number: _____

DepEd Email Address: _____

School: _____

District: _____

Scholarship Program Applied for: _____

Agency / Organization offering the Scholarship Program: _____

This is to signify my intent to apply for the scholarship program: _____



Upon application to the program, I understand the following:

1. There is no assurance that my application will be approved once I have submitted and completed all the documentary requirements;
2. I shall wait for the updates from the Division Office if not directly from the Scholarship Program Owners;
3. Once my application is approved, I shall:
 - a. Make sure that I will abide by the conditions of the program;
 - b. Accomplish and implement the Re-Entry Action Plan after program completion; and
 - c. Submit required reports to the Division while continuously implementing the objectives of the scholarship program completed.

 Signature and Printed Name of Applicant

Documentary Requirements to attach

1. Latest Service Record
2. Updated Personal Data Sheet
3. Recommendation from the immediate supervisor

	<i>Republic of the Philippines</i> Department of Education Cordillera Administrative Region SCHOOLS DIVISION of BENGUET		Document No.:	SDO-BENG-QF-SGOD-HRD-004
			Revision No.:	01
			Name of Office/ Position Title	SGOD-HRD
			Effective Date:	September 10, 2019
RE-ENTRY ACTION PLAN (REAP)				

To Ensure that the learning gained from the development interventions(s) will be integrated and applied following Key Result Areas of position and designation handled. This mechanism is a proactive process that will provide avenue to subordinate and supervisor to discuss and agree on what has been gained / learned and how they will apply it at work.

Name: _____ Position / Designation: _____

Section / Unit: _____ Office / Division: _____

Sex: _____

FOR TRAININGS (if REAP is for a training attended)

Training / Seminar Attended: _____

Inclusive date/s: _____ Venue: _____

FOR SCHOLARSHIP PROGRAMS (if REAP is for a scholarship program accomplished)

Scholarship Program enrolled in: _____



Agency / Organization offering the Scholarship Program: _____

Duration of the Scholarship Program: _____

RE-ENTRY ACTION PLAN

A. Workplace Development Objectives (Based on Professional Competency Profile)

B. Situationer (Describe current situation – problem / opportunity – in your workplace that you need to address through your REAP)

	<i>Republic of the Philippines</i> Department of Education Cordillera Administrative Region SCHOOLS DIVISION of BENGUET		Document No.:	SDO-BENG-QF-SGOD-HRD-004
			Revision No.:	01
			Name of Office/ Position Title	SGOD-HRD
			Effective Date:	September 10, 2019
RE-ENTRY ACTION PLAN (REAP)				

REAP Title: _____

REAP Objectives: _____

Responsible Person(s): _____

Date of Implementation: _____

Budgetary Requirements: _____

Expected Outputs: _____

Expected Beneficiaries: _____



Success Indicators (what will serve as evidences of success of the REAP? This can be in terms of quantity, quality, and time. Include the % of usage of specific system or process, change in behavior of clients or beneficiaries, improvement in the Division or school processes, change in customer's condition, increase or improve performance etc.):

Prepared by:

 Personnel

Noted by:

 Immediate Supervisor

	Republic of the Philippines Department of Education Cordillera Administrative Region SCHOOLS DIVISION of BENGUET		Document No.:	SDO-BENG-QF-SGOD-HRD-005
			Revision No.:	01
			Name of Office/ Position Title	SGOD-HRD
			Effective Date:	September 10, 2019
MONITORING AND EVALUATION OF REAP				

Name: _____ Position: _____

School: _____ District: _____ Sex: _____

Accomplished for employees with REAP for training/s attended:

Training / Seminar Attended: _____

Inclusive date/s: _____ Venue: _____

Accomplished for employees with REAP for scholarship program completers:

Scholarship Program enrolled in: _____

Agency / Organization offering the Scholarship Program: _____

Duration of the Scholarship Program: _____

This monitoring and evaluation tool is intended for the REAP Implementer to accomplish with the certification of the immediate supervisor as evidenced of his/her direct supervision of the REAP implementation. Mode of Verification may be required by the immediate supervisor to ensure the correctness of statements identified and confirmed.

Date of Assessment: _____

What is the current status of your Re-entry Action Plan? (place a check mark on the boxes provided in the left side of the statements)	
<input type="checkbox"/>	REAP is completed, and REAP output is approved by Supervisor and/or top management
<input type="checkbox"/>	REAP is completed, and REAP output has been fully implemented in at least 1 office/unit/ school/ district (awardees' own work unit or any other office/unit/ school/ district)
<input type="checkbox"/>	REAP is completed, and REAP output has been replicated in other work units/ office/unit/ school/ district
<input type="checkbox"/>	REAP is completed, and Outcomes are evident – systems and processes have been improved
<input type="checkbox"/>	REAP is completed, and Outcomes are considered a benchmark practice by the organization or other organizations
Please approximate status of on-going REAPs:	
<input type="checkbox"/>	REAP is still ongoing, 76-99% completed. This means you are nearing completion of your REAP objective/s
<input type="checkbox"/>	REAP is still ongoing, 51-75% completed. This means you have achieved more than 50% of your REAP objective/s



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Document No.:

SDO-BENG-QF-SGOD-
HRD-005

Revision No.:

01

**Name of Office/
Position Title**

SGOD-HRD

Effective Date:

September 10, 2019

MONITORING AND EVALUATION OF REAP

	REAP is still ongoing, 26-50% completed. This means you have achieved almost 50% of your REAP objective/s.	
	REAP is still ongoing, 1-25% completed. This means you are still in the early stages of your REAP implementation and has not gained any significant achievements.	
	REAP has not been implemented/ discontinued (please answer #5 below)	
1. Please describe what has been achieved so far (if REAP is ongoing) or final results (if REAP is completed) vis-à-vis the objectives of the REAP. Include unintended/ unplanned outcomes or results, if any.		
2. What competencies targeted in the competencies have you acquired or enhanced? What are you now able to do better or differently at the workplace?		
3. What helped carry out your Re-entry Action Plan? Check all categories that apply and provide explanation below.		
	What helped carry out your Re-entry Action Plan? Check all categories that apply and provide explanation below.	Please explain how the factor has helped you carry out your REAP
	Organization's readiness for change (awareness, desire and knowledge of people in the organization about the change, absorptive capacity for the change, reinforcement of changes or improvements)	
	Support of Co-workers/ teammates (involvement/ contribution of co-workers in the implementation of the REAP)	
	Resources provided (adequacy of budget, people, time)	
	External support (other donors, community support, etc.)	
	Others (please specify)	



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MONITORING AND EVALUATION OF REAP



4. What difficulties, if any, have you encountered in implementing your Re-entry Action Plan? Check all categories that apply and provide explanation below. What actions have you taken to address

Place a check mark on the blanks provided for statements applicable to you	Please explain how the factor has hindered you from carrying out your REAP	Please cite what you have done to address these hindering factors
<input type="checkbox"/> Organization's readiness for change (awareness, desire and knowledge of people in the organization about the change, absorptive capacity for the change, reinforcement of changes or improvements)		
<input type="checkbox"/> Support of Co-workers/ teammates (involvement/ contribution of coworkers in the implementation of the REAP)		
<input type="checkbox"/> Resources provided (adequacy of budget, people, time)		
<input type="checkbox"/> External support (other donors, community support, etc.		
<input type="checkbox"/> Others (please specify)		

5. What do you consider as significant lessons in implementing change in your organization through your REAP? Or if you were to develop and implement the REAP again, or to expand or replicate it, how will you do it differently? Please explain.



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 Wangal, La Trinidad, Benguet
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Document Code: SDO-BENG-QF-SGOD-HRD-002
 Revision: 01
 Effectivity date: 09-10-2019
 Name of Office: SGOD-HRD

Post Training Activity Report

TITLE OF TRAINING: _____

Date/s Implemented: _____ **Venue:** _____

Name of Proponent / End User: _____

Office / Division of proponent / End User: ___ OSDS ___ CID ___ SGOD

I. PHYSICAL ACCOMPLISHMENT

a. BUDGET ACCOMPLISHMENT

Source of Fund: _____

Budgetary Requirement (ABC): _____

Actual Expenses: _____

b. PARTICIPANTS

	Target			Actual		
	Male	Female	Total	Male	Female	Total
PARTICIPANTS						
Teaching						
Teaching Related						
Non-Teaching						
RESOURCE PERSON						
Internal						
External						
COMMITTEE / TEAM						
TOTAL						

II. MONITORING AND EVALUATION

a. Resource Speaker/ Facilitator

Day 1: Date _____	
Name	Rating
1	
Day 2: Date _____	
Name	Rating
1	

Note: add columns and / or rows if necessary



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Revision: 01

Effectivity date: 09-10-2019

Post Training Activity Report

Name of Office: SGOD-HRD

b. Meals and Snacks / Food

DAY / DATE	RATING
OVER-ALL RATING	

Note: add columns and / or rows if necessary

c. Venue

DAY / DATE	RATING
OVER-ALL RATING	

Note: add columns and / or rows if necessary



Prepared by: _____
 Signature Over Printed Name

III. SUPPORTING DOCUMENTS (all are required to be attached)

Note: Please package documents fastened in a folder.

Please attach copies of the following:

- a. Program Paper;
- b. Training Proposal; and
- c. Division or Office Memorandum of activity conducted;
- d. Pre and Post test used
- e. Copy of external resource speaker resume / CV
- f. Pictorials
- g. Attendance Form (filled-in)

	Republic of the Philippines Department of Education Cordillera Administrative Region SCHOOLS DIVISION OF BENGUET Wangal, La Trinidad, Benguet Telefax: (074) 422-6570; (074)422-7501		Document Code: SDO-BENG-QF-SGOD-HRD-001 Revision: 01 Effectivity date: 09-10-2019
	TRAINING PROPOSAL		Name of Office: SGOD-HRD

TITLE

- I. RATIONALE:
- II. OBJECTIVES:
- III. List of Participants (in table form) – include Resource Person/s
- IV. DATE AND VENUE
- V. PROCESS/ METHODOLOGY
- VI. TRAINING MATRIX

Day 1: Date _____

Time	Program/Activities	Person/ Committee Responsible

Day 2: Date _____

Time	Program/Activities	Person/ Committee Responsible

VII. BUDGETARY REQUIREMENTS



A. Source of Funds:

B. Budget Estimate

No.	Particulars	Quantity	Unit	Unit Cost	Total Cost
TOTAL					

VIII. IMPLEMENTATION ARRANGEMENT

(include committees and their roles and responsibilities)

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	TRAINING PROPOSAL		Name of Office: SGOD-HRD

IX. MONITORING AND EVALUATION
(who will do the M & E and how will it be monitored)

- During the training
- After the training
- Mention the conduct of pre and post test

Prepared by:

End User

Reviewed by:

Immediate Supervisor

Allotment Available:

Budget Officer

Recommending Approval:

Assistant Schools Division Superintendent

Approved:

Schools Division Superintendent

Note:

11 – size font

Arial – font

For SDO only