



Republic of the Philippines
Department of Education
Region XI
SCHOOLS DIVISION OF DIGOS CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

SGOD-2024-551

To : Assistant Schools Division Superintendent
Division Chiefs
Public Schools District Supervisors
Education Program Supervisors
Public School Heads
Public School Teachers

Subject : **LEARNING AND DEVELOPMENT DRAFT POLICY FOR COMMENTS/INPUTS**

Date : September 11, 2024

In reference to Regional Memorandum HRDD-2024-213 dated September 5, 2024, signed by Allan G. Farnazo, Director IV, re: **Learning and Development Draft Policy for Comments/Inputs**, the National Educators Academy of the Philippines (NEAP) and the Bureau of Human Resource and Organizational Development (BHROD) are seeking comments and inputs on the Draft Learning and Development Policy.

All school heads and teachers shall review the draft policy and submit their feedback by accessing the following link: <https://tinyurl.com/34y3uw7z> on or before September 13, 2024.

Given the importance of this initiative, everyone shall prioritize this task to ensure that all inputs are gathered and submitted promptly. Your contributions are crucial in shaping this policy, and your timely response shall be greatly valued.

Relevant details and information are provided in the enclosures.

Immediate and wide dissemination of this Memorandum is earnestly desired.

For and in the absence of the
Schools Division Superintendent

[Signature]
SOLLIE B. OLIVER, JD, MATE

Chief Education Supervisor-SGOD *[Signature]*

Schools Division of Digos City
RECORDS SECTION

RELEASED
DATE: SEP 12 2024 TIME: 1:11 PM
BY: *[Signature]*

Enclosed: As stated.
SGOD/jsa



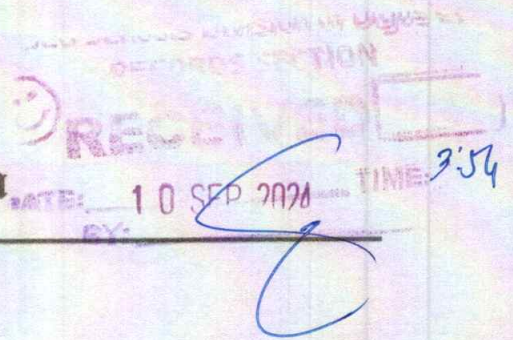
Address: Roxas Street cor. Lopez Jaena Street, Zone II, Digos City 8002
Telephone No: (082)553-8396 | (082)553-8376 | (082)553-9170
| (082)553-8375

RECORDS

24-37179



Republic of the Philippines
Department of Education
DAVAO REGION



Office of the Regional Director

REGIONAL MEMORANDUM
HRDD-2024-213

To : Assistant Regional Director
Schools Division Superintendents
Chief Education Supervisors and Chief Administrative Officers
of the Regional Functional Divisions

Subject: LEARNING AND DEVELOPMENT DRAFT POLICY FOR
COMMENTS/INPUTS

Date : September 5, 2024

The National Educators Academy of the Philippines (NEAP) and Bureau of Human Resource and Organizational Development (BHROD) would like to request the personnel from the Regional Office (RO) and Schools Division Offices (SDOs) to provide their comments or inputs to the draft Learning and Development Policy by accessing the link <https://tinyurl.com/34v3uw7z> on or before September 13, 2024.

Furthermore, given the importance of this data reporting, it is crucial that all comments or inputs are completed and submitted promptly. In view thereof, Schools Division Offices are highly encouraged to prioritize and expedite the data collection process.

Immediate dissemination of this Memorandum is directed.

ALLAN G. FARNAZO
Director IV

DEPARTMENT OF EDUCATION
RECORDS SECTION
RELEASED

Enclosed: As Stated.

ROH3/glv

By: *[Signature]*
Date: *Sept. 06, 2024*
37179



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-1665; (082) 221-6147
Email Address: region11@deped.gov.ph
Website: www.depedroxi.ph

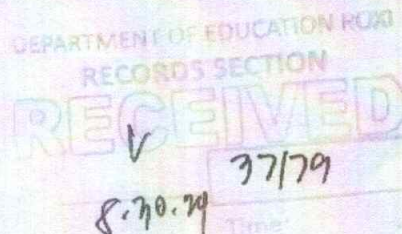
Doc. Ref. Code	RO-XMT-F001	Rev	00
Effectivity	07.01.24	Page	1 of 1





Republika ng Pilipinas
Department of Education
OFFICE OF THE UNDERSECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM
DM-OUHROD-2024-1689



TO : Regional Directors

FROM : WILFREDO E. CABRAL
Regional Director
Officer-in-Charge, Office of the Undersecretary for Human Resource and Organizational Development

SUBJECT : REQUEST FOR COMMENTS/INPUTS TO THE DRAFT LEARNING AND DEVELOPMENT (L&D) POLICY

DATE : 29 August 2024

- In line with the mandates of the Department of Education relative to the improvement and advancement of the professional competence of all teachers, school leaders, and other personnel, the National Educators Academy of the Philippines (NEAP) and the Bureau of Human Resource and Organizational Development (BHROD) drafted a *Learning and Development (L&D) Policy* which has the following objectives among others:
 - Address the gaps between targeted and achieved educational outcomes across various contexts and standardizes practices to ensure consistent quality outcomes;
 - Establish strategic, programmatic, and integrated system and processes for developing and providing L&D interventions for all DepEd personnel on all governance levels in accordance with quality standards; and
 - Institutionalize the governance and implementing structures to ensure efficient, effective, and responsive operations of the system.
- The draft L&D Policy is a product of a series of consultations and writeshops with experts from the Research Institute for Teacher Quality and DepEd field offices as well as other stakeholders.
- Since we are nearing the finalization of the proposed policy, we would like to request the **Regional Offices to provide their comments/inputs to the draft document using the prescribed template (Enclosure 1) and submit the same to the email addresses provided below, on or before 13 September 2024.**



Room 102, Rizal Building, DepEd Complex, Meralco Ave., Pasig City 1600
Telephone Nos.: (+632) 86337206, (+632) 86318494, (+632) 86366549
Email Address: usec.hrod@deped.gov.ph | Website: www.deped.gov.ph

Doc. Ref. Code	DM-OUHROD	Rev	00
Effectivity	03.23.23	Page	1 of 2



4. The latest draft of the L&D Policy (**Enclosure 2**) is attached, for reference.
5. Should you have questions and concerns, please coordinate with the **NEAP Professional Development Division** through email neap.pdd@deped.gov.ph / neap.od@deped.gov.ph or landline (02) 8715-9919.
6. For appropriate action.

Enclosure:

Enclosure 1 – Prescribed Template

Enclosure 2 – Latest Draft of the Learning and Development Policy



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Learning and Development (L&D) Policy anchored on Professional Development

I. Rationale

The Department of Education agenda gives due recognition to the role of teachers and school leaders and other education personnel as it drives forward efforts on learning continuity. The Department believes that training is a vital resource in the pursuit of quality and excellence. Hence, it shall be designed to attain the holistic development of every DepEd personnel using various approaches that seek to provide robust support to the learning and relearning of teaching, teaching-related, and non-teaching personnel.

The policy is anchored on the professional development (PD) design which must be systematically planned, implemented and reviewed using the learning and development (L&D) processes. This holistic view ensures a continuous and career-long upskilling and reskilling of teaching, teaching-related, and non-teaching personnel.

This policy aims to address the gaps between the targeted and achieved educational outcomes arising from the varied teaching practices and non-teaching personnel across different contexts. It standardizes practices to ensure consistent quality outcomes. As the country continues to operate within an evolving educational landscape, DepEd must remain abreast with the latest pedagogical approaches and policies. In turn, this policy seeks to ensure that the personnel continually enhance their respective skills, thereby guaranteeing the achievement of quality education and learner outcomes.

This policy complies with Civil Service Commission Memorandum Circular No. 24, s. 2016, PRIME-HRM Enhanced Maturity Level Indicators. In addition, this policy also responds to one of the recommendations of the DepEd Order No. 11, s. 2019 or the Implementation of the National Educators Academy of the Philippines (NEAP) Transformation. Further, this L&D policy supports the DepEd Vision and Mission as well as AmBisyon Natin 2040, representing the Filipino people's collective long-term vision and aspirations.

II. Definition of Terms

For the purpose of this policy, the following terms are defined:

- a. **Career progression** is the movement of an individual along a career path in pursuit of professional goals. It is often marked by acquisition and development of competencies; growing responsibilities to lead and advocate initiatives for organizational growth and development; advancement or promotion to a higher rank or position; increasing salaries; and achievement of recognition. Progression in one's career entails personal agency that manifests through learning new skills, building expertise, obtaining further education and training, engaging in professional networking, and maintaining a personal branding.
- b. **Competency Standards** are defined as the knowledge, skills, attitudes, and desired behavior that individuals are expected to demonstrate in achieving one's results.

Different types of competencies (based on BHROD framework 2016):

Core competencies include: 1) self-management; 2) professional ethics; 3) results-focused; 4) teamwork; 5) service orientation; and 6) innovation.

Functional competencies include: 1) training administration; 2) training design and methodologies; 3) use of monitoring and evaluation tools; 4) written communication; 5) computer knowledge and skills; 6) group facilitation; and 7) presentation skills. Professional standards cover functional competencies for teaching and teaching-related personnel.

Leadership competencies include: 1) thinking strategically and creatively; 2) leading change; 3) building collaborative and inclusive working relationships; 4) managing for performance and coaching for results; and 5) creating and nurturing high performing organizations.

- c. **Learning and development (L&D)** is a systematic approach to professional development integrated with the organizational and human resource (HR) processes such as hiring, induction, performance management, promotion, and compensation (AIHR, n.d.).
- d. **Needs assessment, or needs analysis**, is “a method of analyzing how employee skill deficits can be addressed through current or future training and professional development programs, as well as determining the types of learning/development programs required and how to prioritize learning/development” (PAHRODF, 2014).
- e. **Non-teaching personnel** are employees whose primary duties and responsibilities contribute to the delivery of basic education service and achievements of agency outcomes, but (do) are neither involved nor directly support the actual conduct of teaching or delivery instruction (DO 2, s. 2024).
- f. **Organizational goals** are measurable objectives that an organization establishes to outline expected outcomes and guide its personnel.
- g. **Professional development (PD)** is a continuous and career-long process (Beddoe, 2015) through which teaching, teaching-related, and non-teaching personnel enhance their skills and knowledge and competencies to improve their practice.
- h. **Professional Standards** are defined as professional practice expected of quality professionals to achieve at every stage of their career. Among the teaching personnel, these are the Philippine Professional Standards for Teacher, Philippine Professional Standards for School Heads, and Philippine Professional Standards for Supervisors (PPST, PPSSH, PPSS). These standards are part of the expected functional competencies.
- i. **Program designing** is the process of conceptualizing and mapping out the elements of specific programs or interventions that aim to address competency gaps identified(.) (DepEd L&D System Manual).

- j. **Program development** is the process of creating/designing PD programs. (DO 11, s. 2019).
- k. **Program delivery** is the process of implementing the programs or interventions developed at the different governance levels(.) (DepEd L&D System Manual).
- l. **Program management** is the process of overseeing and executing specific L&D processes. These processes include needs assessment, program designing, learning resource development, and program delivery(.) (DepEd L&D System Manual).
- m. **Teaching-related personnel** are employees whose responsibilities contribute to the delivery of basic education services and achievement of agency outcomes, through the provision of direct support to teaching and the delivery of instruction, such as standard setting, policy and program formulation, research, and sector monitoring evaluation(.) (DO 7, s. 2023).
- n. **Teaching personnel** are employees that are directly engaged in teaching or in the delivery of instruction in the elementary and secondary levels (junior high school and senior high school), whether on full-time or part-time basis, in schools and in Community Learning Centers(.) (DO 7, s. 2023).

III. Guiding Principles

The Learning and Development (L&D) policy of the Department of Education (DepEd), anchored on professional development, is grounded on several guiding principles to ensure its personnel's effective growth and development.

- a. **Professional development is holistic.** It supports a comprehensive approach to implementation through the L&D processes. It recognizes that L&D should not only focus on enhancing specific skills or knowledge but should also consider the personnel's overall well-being and personal growth. A holistic approach to PD ensures that all aspects of an individual's professional and personal life are addressed, fostering a well-rounded and effective workforce.
- b. **Learning and development is data-driven and evidence informed.** L&D must be based on sound evidence of needs and prioritization of professional development. Data on impact and results are equally essential to examine program effectiveness. This underscores the importance of utilizing empirical evidence and research findings to inform L&D strategies and initiatives. Data-driven decision-making ensures that the programs and interventions are relevant, effective, and aligned with current educational trends and needs. This principle also allows DepEd to continually refine and improve its L&D efforts to achieve better outcomes by relying on robust data and research.
- c. **Learning and development supports varied delivery options.** Any DepEd personnel must have access to available PD programs delivered using varied options to cater to contexts in schools, division and region.

- d. **Learning and development promotes inclusivity.** Inclusivity in L&D means that all personnel have equal access to development opportunities regardless of their role, position, or background (ethnicity, gender identity, disability, religious beliefs, sexual orientation, socioeconomic status). This principle advocates for eliminating barriers that might prevent certain groups from participating fully in PD programs. It ensures that the diverse needs of all employees are met and that every individual has the opportunity to grow and contribute to the organization.
- e. **Learning and development supports personnel career progression.** This principle highlights the role of L&D in facilitating the professional advancement of employees by focusing on creating clear pathways for career growth. L&D supporting career progression benefits teachers and school leaders by helping them achieve their career goals through opportunities for skill enhancement, leadership development, and continuous learning which ultimately strengthens the organization's overall capacity and capability.

IV. The Learning and Development (L&D) Framework for DepEd Personnel

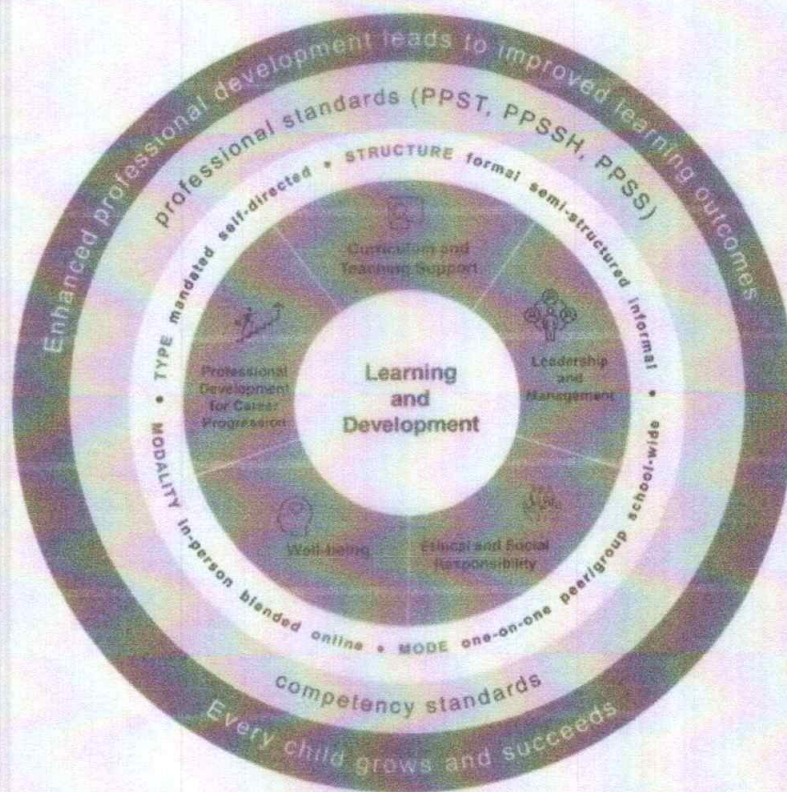


Figure 1. The L&D framework as approach to Professional Development (PD)

The framework shows that learning and development for teaching, teaching-related, and non-teaching personnel is anchored on professional development which supports learning connected to five domains. These domains are to be taken as focus of professional development and are not expected to be exhaustive, rather, by prioritization. The results of

monitoring and evaluation of L&D of any given period will inform prioritization of domains. The following domains cover the PD priority:

- curriculum and teaching support highlights the most significant PD needs of any DepEd personnel. *Support in this PD is expected to focus on areas of curriculum understanding and unpacking, implementation, review, and feedback system on DepEd curriculum.*
- leadership and management support any learning anchored on leadership skills and knowledge. *The development of personnel leadership learning and development may include practices on office function support, linkages and collaboration.*
- Ethical and social responsibility revolves around deep understanding of ethical principles and social responsibilities in a professional context. *PD anchored on this domain may include ethical awareness, decision-making skills, social responsibility and diversity and inclusion.*
- Well-being PD encompasses a holistic approach to personal and professional growth that prioritizes mental, physical, emotional, and social health. *PD in this domain may focus on self-awareness and reflection, stress management, physical health, mental health awareness, emotional intelligence, and work-life integration.*
- PD for career progression refers to any training or programs that will target movement or promotion of any personnel. The PD programs under this domain are mandated through BHROD and NEAP.

Targeting the domains for DepEd personnel's development involves context-based design and delivery. Depending on the content, purpose, and condition, development programs may be designed and delivered based on varied types (mandated or self-directed), structures (formal/structured, semi-structured, or informal), modes (one-on-one, peer/group, school-based), and modality (in-person, blended, online).

V. The L&D Processes

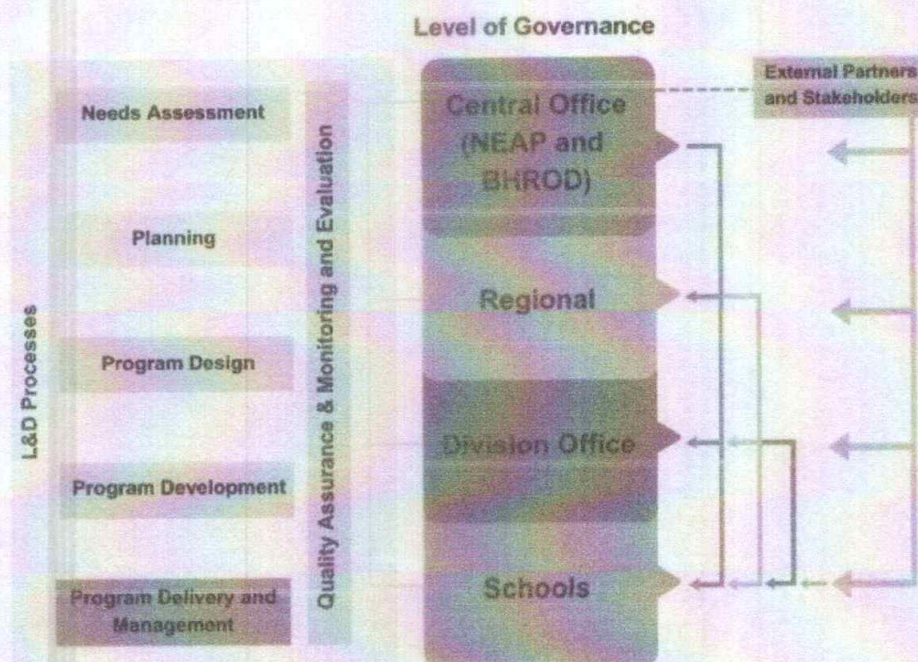


Figure 2. The L&D Process for DepEd

Figure 2 illustrates the processes involved in the learning and development of DepEd personnel. Each process is an integral part of the framework and is expected to be taken care of by a specific concerned governance unit.

The National Educators Academy of the Philippines (NEAP) and the Bureau of Human Resource and Organizational Development (BHROD) are the primary units in charge of managing the L&D of DepEd.

Mandated in RA 11713, NEAP is institutionalized to protect the right of teachers to professional advancement and promote the right of all citizens to quality education. The NEAP is expected to provide quality professional development programs on teacher education to in-service teachers, school leaders, and other teaching-related personnel in all public and private basic education institutions. It shall employ a world-class approach to professional development that is based on strong evidence and research.

NEAP and BHROD, in relation to L&D processes, are expected to facilitate the following:

- Conduct a national needs assessment study and map to the expectations of the professional standards, competency standards, and other requisites expected of the department, among others. A national repository showing needs assessment

on the national, regional, division levels must be available to support PD design across governance.

- Develop a monitoring and evaluation framework and associated tools to measure impact of the PD interventions within a given period. It is expected that the M&E framework and tools may be adapted by PD managers in all layers of governance. M&E reports must be accessible for review, research, and impact study.
- Develop PD materials design framework to serve as guide for all materials to be developed for all PD programs.
- Develop framework of PD delivery to serve as guide for all PD interventions. The framework must show non-negotiable aspects which will serve as anchors where impact review may be based on.
- Manage the delivery of L&D processes in the regional, division, and school levels towards building a compendium of PD programs that will be readily available for the target personnel and ensuring the quality of those programs.
- Provide continuing professional certification for the implemented PD programs.

	Program Design	Program Development	Program Delivery and Management	Quality Assurance	Monitoring Evaluation & Research	Continuing Professional Development
Central Office	Conduct national level needs assessment for PD. Design sets of PD training programs based on national needs.	Develop the program details and training materials on national needs.	Deliver training of trainers program following NEAP framework.	Ensure quality of national training program implementation.	Conduct monitoring, evaluation, and research on the national impact of the PD.	Provide certification on national level training program.
Regional Offices	Conduct needs assessment with focus on contextualization. Design of the program and materials based on regional needs.	Develop the program details and training materials on regional needs.	Deliver program following NEAP framework.	Ensure quality of regional training program implementation.	Conduct monitoring, evaluation, and research on the regional impact of the PD.	Provide certification on regional level training program.
Division Offices	Design programs based on the results of the needs assessment study conducted by the RO.	Develop the program details and training materials on division/district needs.	Deliver program following NEAP framework.	Ensure quality of division-based training program implementation.	Conduct monitoring, evaluation, and research on division/district impact of the PD.	Provide certification on division/district and school level training programs.
Schools	Design a program based on school priorities.	Develop the program details and training materials on schools' needs.	Deliver program following NEAP framework.	Ensure quality of school-based training program implementation.	Conduct monitoring, evaluation, and research on school impact of the PD.	

Figure 3. L&D processes managed by CO, RO, DO and schools

VI. Monitoring and Evaluation

The monitoring and evaluation of this policy will also involve the review of the L&D System. As a guide, the M&E of this Policy shall be carried for the following purpose and key focus:

PURPOSE	FOCUS
1. Determine the impact of the L&D to education	Review of the impact of any L&D intervention to the learning outcome where additional layers of

outcomes	the M&E will be developed by both NEAP and BHROD to target the evaluation of the impact of the L&D to the teaching and teaching-related performance as linked with the education outcomes
2. Determine the viability and sustainability of the system to enable access to professional development opportunities, as well as cater to all DepEd personnel in varying contexts and situations (inclusive)	▪ The efficiency of L&D processes, which may include the following measures: a) Percentage of recipients of L&D b) Budget utilization c) Participants' feedback on the conduct of programs d) Maintenance of a fully functional L&D system
3. Determine compliance to standards and proper implementation through the L&D System	▪ Relevance of the L&D System in terms of percentage of DepEd personnel participation in L&D interventions based on priorities, standards, and needs that DepEd periodically sets ▪ Effectiveness of processes and the results due to the link with other HR core systems and use of data to improve system: a) Learner's profile (i.e., DepEd personnel) b) Evaluation of learning and application c) Employee performance d) Track competency improvement
4. Determine the information needed for decisions relevant to the career progress of personnel	The analysis of the above information in terms of responsiveness to the agency's goals for career pathing of DepEd personnel which may include examining challenges and learnings to inform management decisions

The M&E results regarding this policy shall form part of the basis for reviewing and enhancing/updating the L&D system at a period to be determined by management. The M&E shall be carried out by NEAP and BHROD (who) that shall regularly monitor and evaluate the implementation of this policy through:

- a. gathering and analysis of implementation results;
- b. maintenance of records or database on the programmed activities;

- c. preparation and submission of reports following the prescribed timeline; and
- d. developing recommendations for system improvement.

VII. Data sources as outputs of research

The delivery and management of PD programs on the L&D framework are expected to produce data that may include surveys, performance reviews, classroom observations, focus groups, and self-assessments. Data gathered are expected to form part of the LDNA Report which summarize competency gaps and prioritize needs aligned with the L&D framework domains and career progression goals.

VIII. Effectivity and Transitory Provisions

1. This Policy shall take effect immediately after registration with the Office of the National Administrative Registrar (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City. It shall remain in force unless repealed, amended or rescinded sooner. All inconsistent previous issuances relative to this Order are deemed superseded or modified accordingly.
2. This implementation policy shall be carried out in three phases to ensure a full functional L&D System at all governance levels.

Phase 1: Setting the enablers for implementation, which include:

- Detailed Policy Implementation plan and other relevant requirements (2 weeks for CO; 3 weeks for field offices)
- Issuances of relevant subsystems, guidelines and instruments covered by the L&D System (2 weeks)
- Communicate and advocate the L&D Policy to external (simultaneous to 1st item)
- Establishing the Governance structures, where all levels can organize the appropriate committees/teams (2 weeks)

Duration: Max of 3 months

Phase 2: Capability building of relevant offices/committees/teams on the specific L&D('s) annexes, guidelines and subsystems of the L&DS. The approach to capability building will begin with a direct approach to learning for six months, followed by TA and coaching for another six months. The expected result of Phase 2 is to ensure that implementers are ready with the understanding and skill to operationalize the L&D system.

Duration: - 12 months

Phase 3: Implement the L&D system and monitor and evaluate policy following the provisions in Section X

Duration: - 12 months but will commence midway through (p) Phase 2

IX. Resources and References

- Academy to Innovate HR [AIHR]. (n.d.). *Learning and development: A comprehensive guide*.
<https://www.aihr.com/blog/learning-and-development/>
- Beddoe, L. (2015). Professional development. In *International encyclopedia of the social & behavioral sciences* (2nd ed.) (pp.88-94). Elsevier.
- Civil Service Commission Resolution No. 1400376 (March 5, 2014). Adoption of the HR Maturity Level Indicators for the PRIME-HRM Assessment of Agency HRM Systems.
- Department of Education Order No. 2, s. 2022. Immediate Removal of Administrative Tasks of Public School Teachers.
- Department of Education Order No. 7, s. 2023. Guidelines on Recruitment, Selection, and Appointment in the Department of Education.
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- Department of Education Order No. 52, s. 2015. New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education.
- Department of Education. (n.d.). L&D System Manual.
- DepEd Memorandum No. 44, s. 2023. Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of the National Educators Academy of the Philippines Core Programs.
- Official Gazette of the Philippines. (2022). Republic Act No. 11713 - Excellence in Teacher Education Act.
- Philippines Australia Human Resource and Organizational Development Facility [PAHRODF]. (2016). Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME HRM) Primer. Pasig City, Metro Manila.
- PAHRODF. (2014). Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME HRM) Brochure.



Republika ng Pilipinas
Department of Education
NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

Enclosure 1 – Prescribed Template for Comments/Inputs

Policy	Draft Learning and Development Policy
Regional Office	
Regional Focal Person	Name: Email Address: Mobile No.:
Submit to:	National Educators Academy of the Philippines (NEAP) neap.pdd@deped.gov.ph neap.od@deped.gov.ph
Deadline	13 September 2024

COMMENTS/INPUTS

Part/Provision	Comments/Inputs



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