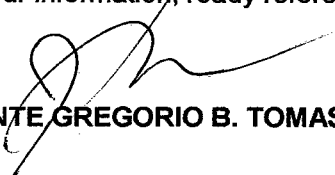



Department of Social Welfare and Development National Capital Region 389 San Rafael corner Legarda Street, Sampaloc, Manila	
MEMORANDUM	File/ Ref. No. Date: April 8, 2020
TO	ALL RMANCOM MEMBERS ALL CENTER/RESIDENTIAL CARE FACILITY HEADS ALL SOCIAL WELFARE SPECIALISTS ALL UNIT/SECTION HEADS RPMOs
FROM	THE REGIONAL DIRECTOR
SUBJECT	<u>Sharing of RMO No. 004 Series of 2020: Policy on Competency-Based Learning and Development</u>
<p>This is to share with you the copy of the Regional Memorandum Order No. 00_ series of 2020 known as Policy on Competency-Based Learning and Development approved and issued dated April <u>24</u>, 2020.</p> <p>Ensure implementation of this policy guideline to monitor the compliance in your respective D/U/S/C/RCFs.</p> <p>For your information, ready reference and guidance.</p> <div style="text-align: center;">  VICENTE GREGORIO B. TOMAS </div> <div style="text-align: center;">  </div>	

DSWD-NCR
 RECORDS MANAGEMENT SECTION

Received by: _____ *MIRY* _____
 Date/Time: _____ *AV* _____

**REGIONAL MEMORANDUM ORDER NO. 004
SERIES OF 2020**

SUBJECT: POLICY ON COMPETENCY-BASED LEARNING AND DEVELOPMENT

I. RATIONALE

Provision of Learning and Development Interventions (LDI) is one of the mechanisms of the Department to enhance the competencies of the staff for them to be able to perform their expected roles and to further contribute to the achievement of the Department's over-all goal. Meanwhile, Capacity building is the process by which individuals and organizations obtain, improve and retain the skills, knowledge, tools and equipment and other resources needed for the staff to do their job competently or to a greater capacity. Further, capacity building will lead to the acquisition of new skills, improved performance, satisfaction and morale, addressed weaknesses; and increased innovation in new strategies among the employees of the Department. Likewise, employees are more likely to feel valued if they are invested in and therefore, which might be seen as an additional organizational benefit as recruitment costs go down due to staff retention.

Consequently, Learning and Development (L&D) as a subset of Human Resource Management and Development Division, aims to improve group and individual performance by increasing and honing skills and knowledge of employees. It forms part of an organization's talent management strategy and is designed to align group and individual goals and performance with the organization's overall vision and goals. Moreover, it provides a process of acquiring new behaviors, knowledge, skills and attitude which enhance employee's ability to meet current and future job requirements and perform at higher level.

In April 2018, Administrative Order No. 1 series of 2018 or the Functional Structure of DSWD Field Offices was implemented whereas the Capacity Building Section (CBS) was directed to focus on Learning and Development interventions to be provided to stakeholders / partners / intermediaries as part of Technical Assistance and Resource Augmentation (TARA) while the Learning and Development Section (LDS) was installed to provide same activities for employees of DSWD-NCR. Along with the implementation of said Administrative Order, several guidelines on capacity building efforts, requires amendment / revision to further provide adequate and timely learning and development interventions to the employees of DSWD-NCR.

Hence, this policy provides L&D framework, standards and processes in the implementation of the L&D interventions and initiatives for the officials and employees of DSWD-NCR. It directly address the problem of competency gaps and operates under the competency-based L&D framework, an approach that uses competencies as the standards against which employee development needs are assessed and priorities are set against the Department's vision, mission and goals.

II. EQUAL OPPORTUNITY PRINCIPLE

All employees, regardless of positions, employment status, age, sex, sexual orientation, gender identity, civil status, disability, religion, ethnicity or political affiliation, and indigenous cultural affiliation are eligible to be provided with Learning and Development Interventions as indicated in this guideline.

III. LEGAL BASES

1. **Republic Act 10912** or An Act Mandating and Strengthening the Continuing Professional Development Program for all regulated professions, creating the continuing Professional Development Council, and appropriating funds provides that the policy of the State is to promote and upgrade the practice of professions in the country.
2. **Executive Order No. 77 series of 2019** or the Prescribing Rules and Regulations on Rates of Expenses and Allowances for Official Local and Foreign Travels of Government Personnel.
3. **Executive Order No. 292series of 1987** which states that every official and employee of the Government is an asset or resource to be valued, developed and utilized in the delivery of the basic services to the public., hence, the development and retention of a highly competent and professional workforce in the public service shall be the main concern of every department or agency.¹
4. **Revised Administrative Code 1987 of the Civil Service Commission Section 13** provides that each department or agency shall prepare a career and personnel development plan which shall be integrated into a national plan by the Commission. Such career and personnel development plans which shall include provisions on merit promotions, performance evaluation, in-service training, including overseas and local scholarships and training grants, job rotation, suggestions and incentive award systems, and such other provisions for employees' health, welfare, counseling, recreation and similar services.
5. **Department of Budget and Management National Budget Circular No. 563 Series of 2016** - or the Guidelines on Participation of Government Officials and Employees in Conventions, Seminars, Conferences, Symposia and Similar Non-Training Gatherings Sponsored by Non-Government Organizations or Private Institutions covers all activities requiring the payment of registration and related fees pertaining to the participation of government officials/employees in conventions, seminars, conferences, symposia, and other similar gatherings conducted/sponsored by non-government organizations or private institutions in the Philippines.
6. **Department of Budget and Management National Budget Circular No. 1 Series of 2007** - or the Guidelines on the Grant of Honoraria to Lecturers, Resource Persons, Coordinators and Facilitators which is issued to prescribe the guidelines on the grant of honoraria to lecturers, resource persons, coordinators and facilitators in seminars, training programs, and other similar activities pursuant to Section 46 (b). General Provisions of RA no. 9401, the FY 2007 General Appropriations Act (GAA).
7. **Civil Service Commission Memorandum Circular 1 series of 2017** or the Reiteration of the Policy on Government Office Hours; and the Administrative Offenses of Frequent Unauthorized Absences (Habitual Absenteeism); tardiness in Reporting for Duty; and Loafing from duty during Regular Office Hours provide that all government officials and

employees should observe the prescribed office hours and should have a proper recordings of their daily attendance in the proper form. Further, unauthorized absences, tardiness and loafing from duty during regular office hours are detrimental to public service.

8. **Civil Service Commission Memorandum Circular 24 series of 2016** or the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) Enhanced Maturity Level Indicators wherein it adopts maturity levels/indicators model for each of the core HRM system
9. **Civil Service Commission Memorandum Circular 43 series of 1993** or the Streamlining and Deregulating Human Resource Development Function provide that the Head of the Agencies, in coordination with the agency Personnel Development Committee shall have the primary responsibility to formulate and establish their respective training and development programs.
10. **Administrative Order No. 13 Series of 2019** or the **DSWD Implementing Rules and Regulations on EO no. 77** prescribing Rules Prescribing Rules and Regulations on Rates of Expenses and Allowances for Official Local and Foreign Travels of Government Personnel which aims the following (1) provide additional safeguards best suited for the Department, (2) address the Department peculiarities and (3) ensure the judicious use of public funds.
11. **Administrative Order No. 18 Series of 2019** or the **General Policy in Identifying and Selecting Learning Service Provider (LSPs)** which aims to establish the minimum standards to be used in the identification and selection of LSPs, as well as to ensure the quality of the Learning and Development Interventions provided.
12. **Administrative Order No. 16 Series of 2018** or the **Enhanced Guidelines on Educational Support for DSWD Employees** cover the provision of educational support, either through monetary and non-monetary assistance, to regular, contractual, coterminous, and casual employees of the Department to complete a degree, diploma, certificate course, or to attend/participate in a foreign training offered by established schools or other institutions.
13. **Administrative Order No. 1 Series of 2018** or the **Functional structure of the DSWD Field Offices** provide the creation of **Learning and Development Section** which aims to strengthen the Field Office career management and develop systems anchored on the promotion of skills and develop human capital up to optimum potential
14. **DSWD Memorandum No. 7 Series of 2010** or the **Terms and Reference on the Use of Standard Forms on Training Design, Syllabus and Documentation** provide to promote common understanding and reference on the format and content of the different forms necessary in the design and documentation of training programs and other related capability building activities.
15. **DSWD Memorandum Circular No. 5 Series of 2007** or the **Guidelines in the Implementation of the Career Pathing Program** provide that the Career Pathing Program is designed to provide DSWD staff a process through which they can chart their professional development goals within the context of the Department's resources and needs.
16. **DSWD Memorandum No. 35 Series of 2005** or the **Guideline's on Local Non-Academic Specialized Trainings and Other Short Term Courses** provide for the procedures in the availment and processing of specialized training programs/short-term courses as well as the post-training responsibilities of the participant.

17. **Administrative Order No. 20 Series of 2004 or the Omnibus Policies and Guidelines on the Management of DSWD Capability Building Efforts** provide uniformity and clarity in the implementation of capability building efforts/opportunities in the DSWD by coming up with training and development standards or parameters guided by the training agenda. It also provide guidance to ensure regular monitoring and evaluation of return on investments of opportunities availed by the agency personnel, and other stakeholders/intermediaries
18. **DSWD Memorandum Circular No. 23 Series of 2003 or the Adoption of DSWD Organizational Competencies** provide that the Career Development and Management System (CDMS) is an organized, formalized, planned process of striking a healthy balance between individual career needs and organizational workforce requirements. Further, these are the unique factors that are fundamental to DSWD wherein it enable the Agency to fulfill its mandate, mission and vision.
19. **DSWD Memorandum No. 25 Series of 2003 or the Terms of Reference of the Personnel Development Committee** which serves as a guide to the committee, DSWD officials and employees.
20. **Regional Memorandum Order No. 4 Series of 2016 or the Enhanced Guidelines on the Institutionalization of Capability Building (CB) Focal Persons in DSWD Centers/Residential Care Facilities/Division/Units and Sections (C/RCF/D/U/Ss)**

IV. OBJECTIVES

A. General Objective

This guideline provides employees with equal opportunities for learning and development to assist with their professional development, performance of their job functions consistent with the Department's thrusts and priorities.

B. Specific Objectives:

1. Identify step-by-step process and procedures that will guide Learning and Development (L&D) implementers in the development, provision, coordination, delivery and evaluation of L&D activities of DSWD-NCR employees
2. Ensure all employees will have Learning and Development Plans as part of their ongoing competency-based performance development.
3. Identify priority Learning and Development (L & D) targets/needs of officials and employees.
4. Set a standard as reference of the Regional Personnel and Development Committee (PDC), Human Resource Management and Development Division, middle managers and top management in the planning, monitoring, implementation and evaluation of L&D interventions at the Regional Office.

V. DEFINITION OF TERMS

In order to provide a common understanding on the terms used in this guideline, the following terms are defined:

Building Block Program - refers to combination of training programs and other learning and development interventions which can be used as an approach in helping DSWD employees to enhance their competencies to help them perform effectively in their current job functions, as well as help them prepare for future work assignments, over a period of their stay in the Department.

Competencies - refer to observable, measurable and vital knowledge, skills and attitudes that are translations of capabilities deemed essential for organizational success.

Continuing Professional Development (CPD) - refers to the inculcation of advanced knowledge, skills and ethical values in a post-licensure specialization or in an inter- or multidisciplinary field of study, for assimilation into professional practice, self-directed research and/or lifelong learning. The role of all concerned government agencies and private firms and organizations employing professionals to include the CPD as part of their human resource development plan and program.

Employee Development - refers to formal education, job experiences, relationships and assessment of personality and abilities that help employee prepare for future positions and career paths.

External Training - refers to a program conducted or implemented by learning service providers other than the (agency name) implementers.

Individual Development Plan - refers to a tool that assist employees develop their knowledge, skills and attitudes to achieve performance goals. It is a two-way commitment between the employee and the immediate supervisor on what specific interventions will be undertaken to meet current future competency needs.

In-house training - refers to training conducted and / or arranged by the officials and employees of the agency.

Kitpatrick Model - refers to best model for analyzing and evaluating the results of training and educational programs. It takes into account any style of training, both informal or formal, to determine aptitude based on four levels criteria. The model is composed of **four levels**: reaction, learning, behavior and results.

Learners - refer to employees who are trying to gain knowledge or skill in something by studying, practicing, or being taught.

Learning - refers to permanent change in a person that comes about as a result of experiences and trainings.

Learning Needs Assessment (LNA) - refers to the first step in learning and development and implementation which discovers or identifies the performance gap and training needs in terms of the knowledge, skills and attitudes of individuals to determine what is currently in place and what is needed, now and in the future organization. LNA shall also be adopted as a source of basis for the development and provision of not only formal training but also other L&D interventions.

Learning Needs Assessment - refers to the process of determining the areas for development of an individual on the results of the competency assessment to bridge the identified gaps.

Learning and Development (L&D) - refers to set of interventions for the personal, career and professional development of officials and employees that intend to improve individual and organizational performance.

Learning and Development (L&D) implementer - refers to the agency's own learning service providers which may be any of these units: HRD of the agency and other technical offices that implement L&D programs for the agency officials and employees.

Learning and Development (L&D) Expert - refers to an individual within or outside the DSWD who is proficient in the pedagogy of learning and whose expertise will be sought in the design and development of effective L&D to include such areas as learner characteristics, learning objectives, delivery methods, instructional strategies and materials.

Learning Materials - refers to knowledge products or knowledge tools designed and utilized in the L&D programs to facilitate the learning process.

Learning Service Providers - refers to an individual, a group of individuals, a unit or an institution / organization within or outside of the CSC who provide interventions and initiatives that aim to capacitate agency officials and employees through direct provision of L&D and/or facilitation.

Learning Service Provider Management - refers to the management of internal and external (individual or group) learning service providers of L&D activities and programs conducted by the agency.

Non-Formal Training - refers to a training method or activity such as mentoring, coaching, small group instruction that is predominantly unstructured. Normally, non-formal training courses will only incur opportunity costs.

Service in the Field - refers to service rendered outside the office proper considered as official time.

Shadowing refers to spending a short period time with someone in a different job either within one's own organization or external. This includes sitting in on meetings, observing how day to day tasks are done. Further, it can be useful as part of induction when one person shadow more experienced staff. It can be used as a development opportunity where both parties can learn from each other.

Training - refers to the planned or systematic efforts made by an employer to facilitate employee's learning of the knowledge, skills and behavior (job-related competencies) required to perform the jobs.

Return of Investments (ROI) - refers to a phrase that suggest that an investment should yield or produce a return ~~that is greater~~ that is greater than its initial amount or provides an outcome such as increase in performance, reduces employee grievances, increase motivation, productivity and commitment at work.

VI. SCOPE AND COVERAGE

This policy applies to all officials and employees of DSWD-NCR irrespective of employment status which covers the following:

1. All Learning and Development interventions (training or non-training) for officials and employees delivered, arranged, and/or outsourced;
2. All Learning and Development programs whether local or foreign interventions; scholarship, non-scholar or employees own initiative or sponsored by other partner agencies
3. All Learning and Development interventions identified as gap during the Individual Performance Review and Evaluation that are recommended by the immediate supervisors;
4. All Learning and Development interventions identified as a form of incentives integrated in the Rewards and Recognition policies; and
5. All phases of the Learning and Development process adopted by DSWD, which begins from the learning needs assessment, planning, design and development, delivery to monitoring and evaluation.

VII. GENERAL POLICIES

1. Building Block Program

The Region shall adopt the CSC Competency Model and Framework which will help to determine the position profile of the Region. This provides the basis for the L&D interventions appropriate to levels of positions or job families, as follows:

POSITIONS	COMPETENCIES			
	Leadership/ Managerial	Core	Organizational	Technical/ Functional
Executive Level				
Division Chief/C/RCF Heads				
Unit/Section Heads				
Second Level Non Supervisors				
First Level Supervisors				

Below is the definition of the above competencies:

1. **Leadership/Managerial Competency** relates to skills, knowledge and behaviors needed to perform managerial work and processes; it deals with interactions between individuals or groups of people.
2. **Core/Organizational Competency** relates to the institution's values, mission and culture; these are competencies that reflect organizational core capabilities and should be possessed by all employees regardless of function.
3. **Technical/Functional Competency** pertains to specific bodies of knowledge and skills required to perform the defined activities in a function or job. It includes the abilities to use the procedures, techniques and knowledge of a specialized field.

Given the above framework, the Region shall follow the Learning and Development Building Block Program which will not only address the current learning needs but also the career development of employees.

From 0 – 1 year	More than 1 year to 5 years		From assumption – continuing		
	New Entrants	First Level (SG 10 and below)	Second Level (SG 11- 21)	Middle Managers (SG 18-24)	Director/Executive Level
Orientation for Newly Hired Employees	Foundation Courses: Focused on enhancing the core competencies of DSWD-NCR employees along commitment on credible public service, personal effectiveness, and delivering excellent results.				
Orientation on Delivering Personal Effectiveness	a. Public Service Ethics and Accountability b. Delivering Personal Effectiveness c. Honing Effective and Responsive Officers Towards Excellent Service				
Orientation Gender, Diversity and Inclusiveness	Technical Courses Focused on enhancing the technical/functional competencies needed for current and future functions. (Refer to menu of specialized training)				
			Leadership Courses Focused on enhancing the DSWD leadership competencies of those performing leadership functions a. Supervisory Development Course b. Management and Leadership Course c. Other Leadership courses	Leadership Courses Focused on enhancing the DSWD leadership competencies of those performing leadership functions a. DSWD Competency-Based Leadership Development Program b. Management and Leadership Course c. Other leadership courses	

From 0 – 1 year	More than 1 year to 5 years		From assumption – continuing	
New Entrants	First Level (SG 10 and below)	Second Level (SG 11- 21)	Middle Managers (SG 18-24)	Director/Executive Level
	<u>2 years and up</u> Educational Program for DSWD Employees (local scholarship and other forms of educational assistance)			
	<u>2 years and up</u> Foreign scholarship, Training and Related Travels (scholarship grants and training opportunities offered in foreign countries)			
<u>Other non-training learning and development interventions</u> (coaching, mentoring, on the job training, shadowing, job rotation, etc.)				

2. **Basis of Learning and Development Interventions**

Learning and Development Interventions (LDI) are categorized as formal or non-formal training, academic or non-academic training, short-course, formal or non-formal education including alternative interventions such as job rotation, coaching, mentoring, shadowing, on-the job training and other alternatives aimed at developing employees' competencies.

a. **Performance Gap as a Result of Performance Review and Evaluation and the Individual Development Plan**

- The Individual Development Plan (IDP) (Annex A) shall be prepared based on the result of performance assessment. The IDP must be reviewed by the subordinate and supervisor after every end of performance evaluation result to update the employees' IDP.
- The supervisor shall review and approve the IDPs of all employees of their respective C/RCF/D/S/Us. Prior to such approval, they shall check the appropriateness, relevance, timeliness, cost-efficiency and effectiveness of the L&D interventions indicated in the IDPs.
- The Learning and Development Section (LDS) shall maintain the L&D Database of the Region and shall monitor, consolidate and analyze submitted IDP of all employees.
- No L&D intervention to be availed or provided by any officials and employees if not included/indicated in their approved Individual Development Plan, Annual L&D Plan of the agency and must be a result of performance gap during performance evaluation.

b. **Results of the Learning Needs Assessment (LNA) and the Annual L&D Plan**

- Learning and Development Needs identification and analysis shall be anchored on agency's vision, mission, strategic direction and competency for career growth which shall be determined through Learning Needs Assessment (LNA).
- LNA tool will be administered and consolidated by the designated IDCB Focal/Alternate Person of each respective office every three (3) years. Consolidated

result shall be submitted to LDS to determine training needs in terms of the knowledge, skills and attitude of each employees needed. The same shall also be the basis for the development and provision of not only formal training but also other L&D interventions.

- All C/RCF/D/U/Ss shall submit their Learning and Development Plan for the succeeding year (Annex B) with detailed strategies and budget every November 15 of the current year. The same will be consolidated by HRMDD-LDS to come up with a Regional report to be submitted to LDD-CO every last working day of December.
- On the other hand, all C/RCF/D/U/Ss shall submit their Semestral Learning and Development Plan Implementation or Budget Utilization Report (Annex C) every June 20 and December 20 of the current year to monitor activities conducted and utilized budget.
- The Learning and Development Plan of all C/RCF/D/U/Ss shall be the reference of LDS to identify set of interventions for the personal, career and professional development of officials and employees that intend to improve individual and organizational performance.
- All Learning and Development interventions identified based on the Annual Learning and Development Plan shall also consider the future competency needs of each employee. Further, all Learning and Development implementers shall consider the performance assessment results as basis in the conduct of any Learning and Development interventions.

3. Selection and Approval of the Learning and Development Interventions

- a. No newly-hired employee will be given other learning and development intervention without attending the basic orientation, seminar or workshop on the above topics.
- b. Upon assumption to office, a learning needs assessment tool will be accomplished for the newly-hired staff to identify immediate interventions needed to attend within the first six (6) months of his / her employment.
- c. L&D programs to be participated by employees of the region shall require approval by the Head of the region based on the review, deliberation and recommendation of the PDC. Such L&D programs are as follows:
 - Foreign scholarship, training and short courses;
 - Scholarship sponsored by DSWD or other local institutions;
- d. L&D programs that are run or facilitated by DSWD Central Office targeting technical competencies that are within their own areas of expertise shall require approval of the immediate supervisor / Division Chief concerned and the Regional Director. Other L&D interventions that only requires recommendation of the Division Chief concerned and approval of the Regional Directors are as follows:
 - Local, non-academic specialized training and other short-term course conducted and funded by other government office, professional organization or private institution.
 - Local, non-academic specialized training and other short-term course conducted by other government office, professional organization or private institution which are funded by respective Division/Centers/Programs and included in the respective Division's Work and Financial Plan.

- e. Recommendation and approval of Learning and Development Interventions is in accordance with the delegation and delineation of authority prescribed by DSWD Central Office.

4. Qualifications and Selections of Learners

- a. Generally, all officials and employees, to avail of the Learning and Development Intervention must have met the following qualifications:
- Must not resign nor transfer to other agencies within the next six months upon availment of training or non-academic training while one year or two years upon availment of academic training or scholarship; or dependent on the service obligation stipulated in the contract.
 - For COS workers, must be willing to sign the undertaking(Annex D)
 - Should the staff fail to comply with the required service obligation to trainings such as a result of resignation, voluntary retirement or other causes with his/her control, concerned staff shall refund the amount defrayed by the Department for his/her salary, allowances and benefits for the period that he/she was on study leave.
- b. Attendance to seminars, conferences and convention for professional development specifically those earning CPD units whose registration is being shouldered and charged from the respective C/RCF/D/U/Ss shall have the following selection criteria:
- Nearing expiration of PRC license, 6 months before the expiration
 - Topic is related to the current function and profession
 - Included in the IDP of staff
 - Holding permanent, contractual and casual position for at least 2 years with Very Satisfactory Rating for the last rating period
 - Must not retire / resigned within 1 year
 - Within budget parameters based on DBM Guidelines provided travelling expense including airfare shall be charged to regular fund of the C/RCF/D/U/Ss where the staff belong.
- c. All L&D interventions shall target intended learners based on the IDP of officials and employees and the result of the Learning Needs Assessment that is conducted every three (3) years. However, these interventions cannot be left to the discretion of individual employees especially when the L&D intervention has been earlier established.. Thus, some programs may pre-identify the actual learners or participants on its technicality.
- d. Interested staff shall submit their application on or before the deadline given. On the other hand, Registration for other programs shall be on a "first-come-first served" basis whereas the program shall close the registration once the target number of learners is reached or on the set deadline. Thereafter, a confirmation shall be sent to the interested learners.
- e. All employees whose performance assessment indicates performance gaps and other unmet competencies required of their position or the next higher position shall also be prioritized in development interventions. The L&D implementers may determine relevant qualifications and criteria in so far as they relate to the objectives of the L&D.

5. Cancellation, Rescheduling and Substitution

- a. Rescheduling or cancellation of confirmed learners shall be done through a written notice by the Head of D/U/S/C/RCFs approved by the Regional Director two (2) weeks before the scheduled program. In case the justification is not acceptable, the registration fee will no longer be refunded, if justification is acceptable refund shall be facilitated by the concerned learner.
- b. Substitution of learners shall be allowed if the program design of the training is relevant as per IDP of the identified substitute. The name/s of the employees shall be forwarded by LDS to the L&D implementer at least three (3) days before the date of the activity, cancellation or rescheduling of the program shall be due to the following circumstances:
 - Force majeure; or
 - Only half of the targeted number of participants have confirmed one month before the scheduled date of the program.
 - Urgent concern needing medical attention with medical certificate and other emergency cases.
 - Attendance to other activities as designated by the Management .

6. Equity and Access to Learning and Development Interventions

- a. The agency is an equal opportunity employer. No one shall be discriminated from participating in and accessing L&D interventions on the basis of age, sex, gender, gender identity, sexual orientation, ethnicity, political affiliation, religion, economic and social status, and disability.
- b. Both women and men shall be equally encouraged and given opportunity to give their views and provide inputs to the discussion and other activities in any L&D intervention.
- c. The conduct of L&D Interventions shall ensure equal, adequate and safe participation of women and men, and those Groups with Special Needs taking into consideration the following:
 - Developmental needs of the individual as the basis for provision of and access to L&D;
 - Appropriateness of logistical arrangements such as training schedule, venue, safe transportation and lodging, facilities and meals; and
 - Use of gender-fair- and bias-free language, examples and illustrations in all learning materials.
- d. The L&D implementers shall ensure gender balance and equity among participants and learners, as far as practicable.
- e. A minimum training target of 24-48 hours or three (3) to six (6) days per official/staff per year for all levels/categories, shall be pursued to ensure equal opportunity in terms of personal/professional growth and development and in support to Career Development and Management System (CDMS) of the Department.

7. Creating a Green and Healthy Learning and Development Environment

All L&D implementers shall contribute to the "Green and Healthy Learning and Development Environment" by promoting and observing the following:

a. Green Environment

All L&D implementers shall use appropriate technology and materials that will reduce energy consumption such as the following:

- Turn-off electrical appliances and equipment when not needed, particularly, for long period of time.
- Make use of reusable bag as L&D kit; and
- Reproduce learning materials on possibly recycled papers and only when they are deemed necessary and useful. As an alternative to reproduction of hardcopy of voluminous handouts, presentations, and reference materials, the same shall be saved through a CD or hard drive.

b. Safe and Healthy Environment

All L&D implementers shall ensure that all learners of LDIs shall not only be intellectually but physically and emotionally nourished by considering the following:

- Simple exercises before and during in-between sessions.
- Abiding with the Anti-Smoking Prohibition
- Serving healthy and nutritious meals
- Monitoring of hygiene and sanitary facilities
- Compliant to BP 344 (accessibility law)

8. Learning Service Provider Management

a. Criteria. To ensure the quality of LDI, the following shall be considered in selecting individual resource persons, speakers, trainers and facilitators, and groups/institutions:

Area	Details
Education / Expertise	Background or area of specialization
Experience	Proven record that can substantiate any claims to the experience or skill and preferably with documented outcomes
Physical Attribute	Sustainability or fitness for the task or role
Integrity	Absence of critical incidents that might otherwise tarnish or put to question the person's credibility, character, ethical behavior or intellectual integrity as a learning service provider.

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

b. Honorarium

Professional fees of the learning service providers shall be based on the prevailing rate as prescribed by DBM and COA, and as determined and approved by the agency. Internal learning service providers may be given honoraria subject to the agency's existing rules and

regulations on the matter. Below is the formula for the payment of honorarium for the Lecturers, Resource Person, Coordinators and Facilitator as indicated in DBM Budget Circular No. 2007-1 or the Guidelines on the Grant of Honoraria to Lecturers, Resource Person, Coordinators and Facilitators:

(0.023) (MSR) (T)

Whereas:

0.023 is the constant variable
MSR is the monthly salary rate of the lecturer/resource person
T is the actual lecture/training hours

Sample Computation

$$= 0.023 \times P 30,531.00 \times P 8 \text{ hours} = P 5,617.70$$

Whereas:

0.023 is the constant variable
P 30,531.00 based on the salary grade 15 of 2019
8 hours is the numbers of hours rendered by the Resource Person

Please see attached matrix to be multiplied by the actual number of hours rendered for the payment of honoraria for the resource person (e. g. P702.213 x 8 hours = P 5,617.70)

Further, per DBM Circular No. 2007, in view of the expertise of lecturers, resource persons, coordinators or facilitators, the minimum honoraria rates shall be two (2) times their hourly rates based on their monthly salaries at 22 working days per month and 8 work hours per day. Such honoraria rates may be raised further but not exceeding the maximum honoraria rates of two (2) times the hourly rate for a position of Professor VI, step 1 of SG 29, depending on the difficulty and complexity of the subject matter, the professional qualifications of the lecturers, resource persons, coordinators and facilitators and the position levels of the participants. Furthermore, the honoraria to be paid shall correspond to the number of actual lecture/training hours plus equal number of hours for preparation.

c. L&D Resource Pool

- L&D Resource Pool shall be established and reviewed by the Capacity Building Section (CBS) every end of the year to update the database.
- All invitation for DSWD Officials and Employees as Resource Person on topics related to DSWD's programs and services shall pass through CBS as the clearing house for proper selection using the criteria above, documentation and recommendation to the Office of the Regional Director.
- The agency shall also engage local or international external learning service providers towards interactive learning and sharing. A gender balance among the members of the pool shall be maintained, as far as practicable.

d. Evaluation *

The performance of the LSPs shall be evaluated. Those who obtained an average rating of at least Very Satisfactory shall be retained in the L&D resource pool.

9. Learning Application

a. Learning Action Plan

- The official or employee shall submit to the Head of Office a Learning Application Plan (LAP) (Annex E) within five (5) days after attending an L&D intervention.
- The Impact Evaluation Instrument (IEI) (Annex F) shall be used to determine the application of learning of the staff from the attended LDI to properly identify the needed competencies to be addressed by LDIs. Said tool must be submitted to LDS 6 months after attending the LDIs. Please see attached form.

b. Re-entry Action Plan (REAP)

- All participants of Training of Trainers (TOTs) shall be required to prepare a Re-entry Action Plan (Annex G) to be submitted to the C/RCF/Ds and LDS for monitoring purposes. Copy of reference or reading materials provided during the training especially those conducted by other institutions shall be forwarded to the Knowledge Management for reference of other officials / staff and other library users.
- LDS shall monitor the progress and completion of LAP and REAP of employees and report shall be submitted to DSWD Central Office every end of semester.

c. Conduct of Technical Learning Sessions (TLS)

- Conduct of re-echo and sharing sessions shall be encouraged as part of multiplier effect. The same shall form part of the LAP and REAP. For short and long-term training, a CSC prescribed service obligation shall be observed by the participant/s.

VIII. IMPLEMENTING PROCEDURES

A. Pre-Training

Conduct of Learning Needs Assessment and Analysis

Learning Needs Assessment (LNA) or commonly known as Training Needs Analysis (TNA) is the process of determining the areas for development of an individual based on the results of the analysis of performance assessment and the needs of the present and next higher position. It is a first system in the L&D processes that leads to identifying performance gaps or competency gaps. These gaps can be addressed or fixed by training or other non-training interventions.

The LDS in line with the L&D Policy shall conduct learning and development needs (LNA) analysis every three (3) years as basis in defining the needed program / courses appropriate to meet the required competencies within DSWD. This will be done in coordination with the IDCB Focal and Alternate Focal Persons considering that there are unit/s that conduct their own training needs assessment as part of the career development scheme.

1. It shall be the joint responsibility of the supervisor and staff to ensure attendance to relevant capability building interventions. The Regional Director, thru the immediate supervisor may recommend to appropriate unit attendance of his / her staff to training to respond to gap/s identified thru training and or other interventions. The identified needs

may also be based on the performance evaluation and / or as expressed by the staff himself / herself. The same shall be forwarded to the Learning and Development Section in processing request related to attendance to specialized trainings.

2. All training activities shall be coordinated with the LDS. Training and development activities included in the training agenda shall be considered priority. C/RCF/D/U/Ss are required to submit to LDS the list of training priorities including budget appropriated preferably on the last quarter of the current year. Negotiations of various units / offices in terms of training allocation per year shall be done in close coordination with the Financial Management Division.
3. The DSWD-NCR training calendar for the succeeding year shall be prepared in collaboration with all units concerned to be submitted to the Capacity Building Section (CBS) which shall be responsible to review and evaluate training proposal for capability activities for internal staff including evaluation scheme and tools prior to conduct. For any deficiency from the request of the proposed training and/or development programs, the document will be returned to the proponent, for compliance indicating the date for re-submission. The LDS shall be provided a copy of the proposal to link every opportunity provided to Learning and Development.
4. The program must meet the required competencies that need to address or enhance to ensure direct link between the workplace competencies required for the job and the L&D programs that an employee must complete to achieve those competencies.
5. In developing the learning design, there is a need to prioritize the identified gaps to ensure that the workforce is fully equipped with the required competencies to realize the Vision, Mission and Goals of the agency. Should there be competency gaps, L&D priorities will be developed to address these gaps.
6. Program / Course Designs shall be customized to match the unique and specific needs of the agency and suited to the learners who will attend it.
7. Learning materials and training aids to support delivery shall be customized based on the agency needs.
8. Methodologies, job and training aids must be suitable in accordance with the target participants taking into consideration and must not be discriminatory in terms of age, gender preference and sexual orientation, religion, political affiliation, ethnicity and disability.

B. During Training

1. All training and development programs involving the entire range of core competencies as defined by the LDS and identified for a job shall be implemented in the ladderized training approach. The refresher courses shall be implemented in the similar manner. For competencies that respond to unique functions of specific level / category of staff, a specialized training course and development program shall be worked-out for the purpose.
2. For the ratio of trainer and trainees, in order to ensure maximum participation of trainees, there will be one (1) trainer / facilitator for every thirty five (35) learners. Likewise, a maximum of two (2) staff may be allowed per training who shall process the documentation of the program or course and one (1) administrative support to handle administrative matters, encoding and operation of audio visual equipment, etc. On the other hand, for capability building activities with target participants ranges from 45 to 60, an additional one (1) facilitator shall be assigned to assist in managing group activities/workshop.

3. Meetings/workshops/seminars and other similar activities funded by the Department shall be conducted in less expensive venue such as DSWD training facilities, academic / government run training institutions. These facilities shall be utilized in accordance with existing allowable cost. Non-government private institutions, hotels can only be used as venue on the following but not limited to these conditions:
 - Non-availability of government training facilities on the scheduled training program;
 - The chosen / available facility cannot accommodate all the participants and the required function room/s where the participants will do their group work / workshops are not sufficient;
 - Contracting party will not entail additional expense in transporting the participants to and from the training site;
 - The activity is of material priority / interest and the participants are dignitaries, multi-racial / sectoral;
 - Training program needed specification beyond workshop / write shop or indoor activities e.g teambuilding sessions, stress management and other similar activities;
 - The total number of participants is more than 200 which normally cannot be accommodated by DSWD existing training facilities;
 - Foreign-assisted training sponsor has specified / recommended facility / institution to secure safety or representatives attending the activity / program.
4. A pre-test shall be administered prior to the start of the program to determine the learner's baseline knowledge or preparedness on the course. The pre-test shall be provided the resource person before the conduct of the training for reproduction. The same shall be checked by training secretariat and the result shall be presented the next day of the session.
5. A **post-test** shall be administered during the last day of the session to determine if the learners have answered more questions correctly based on an increase in knowledge and understanding on said course. The same shall be provided by the resource person for reproduction. Both the result of pre and post tests shall be part of the documentation.
6. To facilitate daily learning management, all learners should accomplish the Reflection sheet at the end of the session to be collected by the Training Secretariat. Accomplished forms shall be part of the annexes of the training documentation.
7. A Certificate of Participation Attendance shall be awarded to a learner who has attended and participated in at least 90% of the session hours and submitted the required output/s.
8. A certificate of attendance Participation shall be awarded to learners who have completed the training program. A certificate of appearance shall be given to those who shall accumulate an absence of not more than ten percent (10%) of the training hours
9. The L&D implementer shall ensure an accurate recording of attendance using the Individual Time Card and required outputs as certified by the concerned training staff.

10. All employees should strictly observe the prescribed office hours including those serving in the field. They shall be required with a daily record of attendance through the individual time card as prescribed by Central Office. This shall be used by each participant during the conduct of any LDI. Further, said time card shall reflect the time-in and time-out for the morning and afternoon session for the duration of the activity excluding travel time.
11. IDCB Focal Persons / Alternate Focal Persons shall submit the IDCB Accomplishment Reports, Masterlist of Trained Staff and Attendance Sheet (*indicating the actual time-in and time-out of participants*) as basis of report submission to DSWD Central Office. The reports should also indicate participants who have completed the number of hours and those who have incurred tardiness or absences during the duration of the program as reference in the issuance of memorandum and/or deductions from leave credits or corresponding salary for the period.

C. Post-training

1. Preparation of Documentation Report

IDCB Focal and/or Alternate Focal Person of the initiating LDI shall take charge of the overall training management of their respective C/RCF/D/U/Ss. Further, they shall be responsible to prepare the documentary report to include the highlights, issues and concerns raised and result of evaluation. Further, facilitation and administrative arrangements shall be their responsibility.

2. Evaluating the Training

Part of the design and development of framework is designing an evaluation plan for each intervention or program to ensure the effectiveness of an L&D and to maximize learning by the trainees. Evaluation should likewise be part of the program design preparation.

The L&D documentation report, which included the evaluation, shall be submitted to the LDS and Regional Director and approved by the latter within 15 days from the conduct of the last L&D activity. The following shall be followed:

- Evaluation shall always be built into all in-house run or coordinated by the L&D implementers and external training programs outsourced to external learning service providers using the Kirkpatrick model. An evaluation plan shall be prepared.
- At the very least, Level 2 of learning evaluation shall be part of the training responsibility of the implementers. An evaluation form / reaction sheet and a LAP requirement shall always be integrated in every L&D design (project proposal) for approval by the Regional Director.
- The L&D implementers shall devise tools such as, but not limited to, pre- and post-tests, pre and post surveys, interview, observation, or simulations within the program, right after or two (2) to three (3) weeks after the program.
- The instructional design including the training activity plan and learning materials for programs that are regularly conducted for the officials and employees shall be reviewed every year as a result of the evaluation process.

- The training implementers are, therefore not precluded from making some adjustments to the instructional design, training activity plan and learning materials when necessary.

IX. ATTENDANCE IN CONVENTION / CONFERENCES AND PROFESSIONAL ASSOCIATIONS

1. Attendance of DSWD-NCR personnel in conventions / conferences and professional associations shall be based on need, relevance to the functions, responsibility and availability of funds. Membership and similar fees paid for personal or individual membership in a private organization shall be for the account of the member concerned and shall not be charge to government funds. Only institutional memberships may be charged against government funds.
2. The LDS shall facilitate confirmation of attendance to the organizer and preparation of Regional Special Order.
3. The nominating C/RCF/D/U/Ss shall facilitate the processing of registration fee of the participants.
4. Employees who have attended specialized training shall submit feedback report within five (5) working days after the training and provide the RLRC copies of the materials and training kit.
5. For private organizations/requesting party, the registration fee or charge for participation in said convention, seminar, etc. shall not exceed Php 2,000.00 per day per participant. Any excess of the prescribed rate shall be at the expense of the participant.
6. All expenditures for the purpose shall not exceed the annual appropriation for training and seminar expenses of agencies concerned and shall be subject to the usual accounting and auditing rules and regulations.

X. INSTITUTIONAL ARRANGEMENT

The implementation of the L&D policy is a shared responsibility of the management, Head of Offices / Supervisors, HRMDD, L&D Implementers, Personnel Development Committee, Learning and Development Section, Capacity Building Section and individual employee.

Sharing of responsibilities in the implementation of the L&D Policy shall consider the following roles:

Responsible Unit	Roles and Functions
Agency Head	<ul style="list-style-type: none"> • Set and determine overall L&D strategy and directions. • Approved/Disapproved L&D proposals and plans of C/RCF/D/U/Ss relative to development interventions that are appropriate to improve the job performance of their workplace and increase their productivity. • Provide the right resources and environment that supports the growth and development needs of an individual employee.

Responsible Unit	Roles and Functions
Heads of Center / Residential Care Facility / Division / Unit	<ul style="list-style-type: none"> • Primarily responsible for identifying and addressing the developmental needs of their respective employees. • Support and monitor employees in the implementation of IDP. • Designate a Capacity Building Focal Person and Alternate Focal Person based on the competencies along documentation skills and flexibility to different kinds of situation.
Employee	<ul style="list-style-type: none"> • Identify goals and activities for development and prepare and IDP. • Look for learning opportunities in everyday activities. • Prepare and implement Learning Action Plan or Re-Entry Action Plan.
Learning and Development Section	<ul style="list-style-type: none"> • Prepare agency's annual detailed L&D Plan. • Lead the L&D plan and set the yearly targets and programs • Lead the implementation of L&D Plan and programs. • Maintain L&D database • Design, deliver and evaluate learning and development interventions required for the employees to meet the L&D needs. • Conduct M&E of L&D needs.
Personnel Development Committee	<ul style="list-style-type: none"> • Develop and adopt a judicious screening process and criteria in the selection of nominees / candidates that will ensure "deep-bench" selection base, wide and timely circulation of notices of available scholarship/training opportunities, transparency in the selection policies, processes and procedures and equitable distribution of training and development opportunities among officials and employees. • Periodic review of existing policies, process, rules, guidelines and procedures relevant to the Committee functions and in relation to the career development plans/programs of the Department. • Assists the agency, in cooperation with LDS, in the review and identification of L&D interventions intended for officials and employees. • Evaluate and deliberate on the qualifications of candidates / nominees to specialized training programs and non-academic trainings for skills and knowledge enrichment / development. • Submit the results of the deliberations highlighting the best qualified candidates from which the head of the agency/approving authority may choose. • Submit periodic reports of accomplishments/status of learning and development programs to head of the agency through the LDS. • Participates in the review of the L&D Program implementation.
PDC Secretariat	<ul style="list-style-type: none"> • Prepare the matrix of qualified candidates based on the

Responsible Unit	Roles and Functions
	<p>submitted nominations or from the pool of candidates.</p> <ul style="list-style-type: none"> • Issue notice of meetings to all members of the committee and prepare minutes of the meetings. • Maintains and ensure confidentiality of records / deliberations and other documents relative thereto. • Prepare supporting documents relative to the scholarship / training grants and other related travel documents for abroad such as nomination letters, request for travel authority, vouchers and other related documents. • Provide pre-departure briefing and counseling services to scholars/grantees whenever necessary. • Monitors/assess the programs of the agency scholars/grantees using the Committee devised monitoring system. • Assist in the preparation of reports of accomplishment/status of the training and career development programs. • Establish and maintain databank of officials and staff who availed of local and foreign scholarship / training as well as inventory of regular scholarship opportunity.
IDCB Focal / Alternate Focal Persons	<ul style="list-style-type: none"> • Monitor the number of training hours per staff in the C/RCF/D/U/Ss and ensure that each staff attends a minimum of at least one (1) learning intervention per year. • Act as facilitator in the conduct of activities initiated by C/RCF/D/U/Ss. • Ensure that all staff has accomplished the TNI tool for endorsement to LDS. • Prepare and submit capacity building activities of their respective C/RCF/D/U/Ss.

Composition of the Personnel Development Committee (PDC)

The PDC is composed of the following:

- Chairperson - Assistant Regional Director
- Vice Chairperson - to be rotated among the Heads of the Divisions on a yearly basis
- Members - Representative from all Divisions
 - Capacity Building Section
 - SWEAP Representatives from 1st Level and 2nd Level up to 3rd Alternates
- Secretariat - Head of the Learning and Development Section and one (1) Alternate

XI. MONITORING AND EVALUATION

Any plan should be monitored and evaluated. To be effective, the DSWD L&D Plan implementation will be monitored and evaluated so as to ensure that:

- The effectiveness and efficiency of the plan is assess by verifying critical process such as the profiling, competency assessment, etc.,
- Properly identify the correct L&D interventions to the workforce;
- Ensure that at least 90% of the L&D interventions are implemented;
- Provide accurate percentage of accomplishment of the plan;
- Assess the performance of the Office / Division who is in charge of the L&D Plan implementation
- Submission of the M&E Report is every end of the year by the LDS using the impact assessment.

XII. EFFECTIVITY

This policy shall take effect immediately upon approval of the Head of the Agency and shall remain if force until amended and superseded accordingly.

Issued this 24th day of April at Manila City.


VICENTE GREGORIO B. TOMAS
Regional Director

INDIVIDUAL DEVELOPMENT PLAN

CY _____

Name of Ratee:
 Position:
 Designation (if applicable): N/A
 Office:

Education:	Current Status	Target Status	Proposed Interventions to be Undertaken	Target Date	Results of Target	Remarks/ Next Steps
Training:						
Eligibility:						
Experience:						
CORE & LEADERSHIP AND MANAGEMENT COMPETENCIES						
Current Competency Level	Current Competency Level	Target Competency Level	Proposed Interventions to be Undertaken	Target Date	Result of Target	Remarks/ Next Steps
<i>This section will be left blank.</i>						
FUNCTIONAL SKILLS						
Current Level of Accomplishment	Current Level of Accomplishment	Target Level of Accomplishment	Proposed Interventions to be Undertaken	Target Date	Results of Target	Remarks/ Next Steps

Prepared by:

Recommending Approval:

Approved by:

**Department of Social Welfare and Development
National Capital Region**

**BUDGET UTILIZATION REPORT ON LEARNING AND DEVELOPMENT INTERVENTIONS CONDUCTED
For the Year _____**

No.	Title of the Activity	Date Conducted	Approved Budget	Amount Utilized	Responsibility Center	Remarks

Reviewed and Concurred by the Personnel Development Committee Members:

Member Member Member Vice-Chairperson

Member Member

Prepared by:

Approved / Disapproved by:

VICENTE GREGORIO B. TOMAS
Regional Director
DSWD-NCR

Learning and Development Section

DEPARTMENT OF SOCIAL WELFARE AND DEVELOPMENT
Batasan Pambansa Complex, Constitution Hills, Quezon City

UNDERTAKING

I, Name of Attendee, hereby:

1. State that I have been engaged by the Department of Social Welfare and Development (DSWD) as a Position for the Name of OBS under MEMORANDUM OF AGREEMENT (MOA) for the period _____.
2. Agree to attend the Title of Training / Activity on _____ in _____ to be hosted by the Name of Organizer.
3. Undertake to submit a Certificate of Performance/Completion or its equivalent to the Human Resource Management and Development Service immediately upon completion of said activity.
4. Undertake to render service under MOA with OBS for six (6) months from the completion of said activity or for the remainder of the effectivity of my MOA with the DSWD, whichever period is shorter, as stated under provision No. 2. Responsibilities of Contractor, Item E. of Contract of Service with DSWD.
5. Undertake to reimburse the DSWD for cost of such training/workshop/seminar should I fail to render for the period provided above.

NAME OF EMPLOYEE
(signature over printed name)

Date: _____

Noted by:

NAME OF HEAD OF OFFICE
(signature over printed name)

Date: _____

FEEDBACK REPORT

Name:	Position:	Office:
Report Submitted to:	Date:	

Training/Conference/Workshop Title:	Date and Time of the Training/Conference/Workshop:
Venue of the Training/Conference/Workshop:	Organizer(s) of the Training/Conference/Workshop:

A. RELEVANCE OF TRAINING/ CONFERENCE/WORKSHOP TO PRESENT WORK:
B. CONCRETE OUTPUTS EXPECTED /AGREED WITH SPECIFIC TIMELINE:
C. COMMENTS AND RECOMMENDATIONS:
D. OTHERS:

GENERAL EVALUATION FORM

Name/Title of Activity: _____
Date/Time: _____
Venue: _____

Part I. Instruction: To help the organizer of the training program improve similar activity, each participant should rate the training, according to the rating scale shown below by checking the appropriate number. (Check only one rating per item)

Indicators	Rating			
	Poor 1	Good 2	Very Good 3	Excellent 4
1. Overall Evaluation of the Activity				
2. How well the activity's objectives were met?				
3. Extent the activity has met your needs				
4. Relevance of content/activity to your work				
5. Application of learning to current job/ position/ organization				
6. Opportunities to participate in discussions				
7. Effectiveness of training methods used				
8. Effectiveness and Efficiency of Training Management Team (Facilitators' skills, readiness of the training team)				
9. Learning Environment				
a. Venue				
b. Accommodation				
c. Meals				
d. Materials/Handouts/Kits				
10. Duration of the activity	<input type="checkbox"/> Too long <input type="checkbox"/> Just Right <input type="checkbox"/> Too Short			

Part II. Please indicate appropriate rating for each resource person.

1 = Poor 2 = Good 3 = Very Good 4 = Excellent

Resource Person	Mastery of Subject Matter	Delivery of Subject Matter and Presentation	Clarity of Discussion	Appropriateness of Visuals/Materials	Over All Performance

Part III. Instruction: Please answer the following questions.

1. What did you like most in this IDCB activity?

2. What did you like least in this IDCB activity?

3. What are your suggestions to improve future IDCB activities?

Re-entry Action Plan (REAP) Monitoring Report for Trained Trainors

I. Objectives of the REAP

Performance Objectives:

Enabling Objectives:

Expected Outputs:

II. Start Date:

End Date:

III. Status of Implementation of REAP

Title of Roll Out Trainings Conducted	Number of Roll Out Trainings Conducted		Number of Participants per Roll Out Training								Total Number of Participants	Specify your Involvement in the Conduct of the Roll Out Training	Evaluation Results of Roll out
			Internal Staff		LGUs		NGOs		Others, Specify				
	Plan (P)	Actual (A)											

IV. Based on the Implementation of the Roll Out Trainings, please rate your progress as a Trainor by checking the corresponding box

Areas	1	2	3	4	Remarks
1. Command and Mastery of the Subject Matter (knowledgeable, insightful, experienced and up to date)	<input type="radio"/> Displayed an excellent grasp of the material; Demonstrated excellent mastery of content, applications and implications, excellent research depth	<input type="radio"/> Displayed a general grasp of the material. Demonstrated good mastery of content, application and implications, Good research depth	<input type="radio"/> Displayed some grasp of the material. Demonstrated adequate mastery of content, applications and implications. Research not very deep.	<input type="radio"/> Displayed a poor grasp of the material. Demonstrated a superficial handling of content, application and implications. Little depth of research.	
2. Clarity (making his/her subject simple yet interesting)	<input type="radio"/> Consistently clear, concise, well organized. Points were easy to follow because of the organization,	<input type="radio"/> Usually clear, concise well organized. Most of the presentation was easy to	<input type="radio"/> Not always clear or concise. Organization was adequate but weak, Occasionally	<input type="radio"/> Often unclear and disorganized, rambled too much. The presentation was	

Areas	1	2	3	4	Remarks
	Transition between sections were smooth and coordinated .	follow. Transitions between sections usually coordinated.	wandered and was sometimes difficult to follow. Transition between sections weak	confusing and difficult to follow. Transitions between sections awkward.	
3. Communication Skills (communicate knowledge effectively, the ability to listen, probe, explain and give feedback)	<input type="radio"/> Exemplary. originality of expression, high levels of audience engagement, an enriched communication experience, and scrupulous attention to detail. The exemplary communication responds creatively, requiring little or no revision.	<input type="radio"/> Competent. clarity of purpose, workable organization (if somewhat mechanical), an effective general-purpose style, and no distracting errors in usage or convention. The competent communication responds adequately, requiring limited revision.	<input type="radio"/> Mature. audience-orientation, a clear grasp of the rhetorical situation, consistency, directness, strong supporting evidence, thorough editing, and an easy-to-follow structure. The mature communication responds fully, requiring only minor revision.	<input type="radio"/> Developing. serious weakness that, despite promising choices in other areas, ultimately prevents the communication from succeeding. This weakness may be in a faulty assumption about the situation or audience, underdeveloped content, a confusing organization, vague word choice, etc. This level could also be marked by an overall level of generality and predictability that fails to engage the audience. The developing communication responds inappropriately, requiring focused revision.	
4. Presentation Skills (structuring and communicating ideas and knowledge using visual aids)	<input type="radio"/> Simple, clear, easy to interpret, easy to read. Well coordinated with content, well designed, used very effectively. Excellent example of how to	<input type="radio"/> Usually clear, easy to interpret, easy to read. Generally well coordinated with content, good design,	<input type="radio"/> Marginally acceptable, too complex, crowded, difficult to read or interpret. Adequate coordination	<input type="radio"/> Poor quality visual aids (or none), hard to read, technically inaccurate, poorly constructed. Poor	

Areas.	1	2	3	4	Remarks
	prepare and use good visual aids	generally used effectively. Demonstrated some understanding of how to use visual aids.	with content. Used only adequately. Showed little understanding of how to prepare and use visual aids	coordination with content, Used poorly. The presenter did not seem to know how to prepare or use visual aids effectively.	
5. Facilitation (managing activities, eliciting contribution, and learning)	<input type="radio"/> Understand the concepts, values and beliefs of facilitation; 2. Skilled at active listening, paraphrasing, questioning and summarizing key points; Able to manage time and maintain a good pace; Armed with techniques for getting active participation and generating ideas; 5. Keep clear and accurate notes that reflect what participants have said; Familiar with basic tools of systematic problem solving, brainstorming and force field analysis	<input type="radio"/> Knowledge of a wide range of procedural tools essential for structuring group discussions; Able to design meetings using a broad set of process tools; Knowledge of the six main decision-making approaches ; Skilled at achieving consensus and gaining closure; Skilled at using feedback processes. Able to hear and accept personal feedback; Able to set goals and objectives that are measurable; Able to ask good probing questions that challenge own and others' assumptions in a non-threatening way; Able to stop the action and check on how things are	<input type="radio"/> Able to manage conflict between participants and remain composed; Able to make quick and effective interventions; able to deal with resistance non-defensively; Skilled at dealing with personal attack ;Able to redesign meeting processes on the spot; Able to size up a group and use the right strategies for their developmental stage; Able to implement survey feedback exercises; Able to design and conduct interviews and focus groups ;Knowledgeable about survey design and questionnaire development; Able to integrate and consolidate ideas from a mass of information and create coherent	<input type="radio"/> Able to design and implement process interventions in response to complex organizational issues; able to facilitate process improvement, customer intimacy and other organizational development activities; able to support teams in their forming, storming and performing stages.	

Areas	1	2	3	4	Remarks
		going; Able to use exit surveys to improve performance; Able to manage meetings in an orderly and effective manner	summaries		

V. Based on the results of the progress made, what areas should you needs further improvement as a Trainor? Check the corresponding box.

- 1. Command and Mastery of Subject Matter
- 2. Clarity
- 3. Communications Skills
- 4. Presentation Skills
- 5. Facilitation

REMARKS

VI. Recommendations – What can you recommend to realize this areas for improvement (for CBB and IDD)

FOR SWIDB	FOR HRMDD-LDS/PSD-CBS

Prepared by:

Concurred by:

Approved by:

Trainor's Name and Signature

Immediate Supervisor

Division/C/CRF Head

Instruction: Kindly submit the accomplished form to your Immediate Supervisor for concurrence and subsequent approval by the Division/C/CRF Head.

THANK YOU