



Republic of the Philippines  
**Department of Education**  
REGION I  
SCHOOLS DIVISION OF LAOAG CITY

**Office of the Schools Division Superintendent**

**DIVISION MEMORANDUM**

No. 593, s.2024


1 SEP 2024

**LOCALIZED POLICY ON LEARNING AND DEVELOPMENT (L&D)  
OF THE SCHOOLS DIVISION OF LAOAG CITY**

To: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Public Elementary and Secondary School Heads  
Assistant School Principals  
All Others Concerned

1. In accordance with CSC Memorandum Circular 24, s. 2016, Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM), which mandates the integration of the Equal Opportunity Principle (EOP) in all aspects of human resource management, particularly in the core areas of Recruitment, Selection, and Placement (RSP); Learning and Development (L&D); Performance Management (PM); and Rewards and Recognition (R&R), the Schools Division of Laoag City has established a Localized Policy on Learning and Development.
2. The localized policy is designed to provide clear guidance for implementing various learning and development programs and activities within the Schools Division.
3. Any existing Division Memoranda, rules, regulations, and provisions that are not in line with this new policy have been repealed, rescinded, or modified accordingly.
4. Strict compliance with these policy guidelines is directed, and immediate dissemination of this information is required to ensure that the new directives are followed effectively.

  
**JOANN A. CORPUZ EdD, CESO V**  
Schools Division Superintendent

DHE/DC/Secretary  
June 03, 2024 

**LOCALIZED POLICY ON LEARNING AND DEVELOPMENT (L&D)  
OF THE SCHOOLS DIVISION OF LAOAG CITY**

**I. POLICY STATEMENT**

1. The Schools Division of Laoag City (SDOLC) adheres to the Department of Education's mission to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education. To attain this mission, SDO Laoag formulates, implements, and coordinates policies, plans, programs, and projects in both areas of formal and non-formal basic education. SDO Laoag ensures that the selection and employment of teaching and non-teaching personnel are done with high regard to the principles of merit and fitness and by policies and standards set by governing agencies.
2. In reference to the four (4) Pillars of Human Resource Management (HRM) on the Equal Opportunities Principle (EOP), SDO Laoag advocates that Learning and Development (L & D) is necessary for promoting the best interest of and equal opportunities for all employees towards improved customer satisfaction; hence, should be accorded with utmost attention. Given these, SDOLC sets in place a localized policy on Learning and Development (L & D) that establishes a system for managing and overseeing the proper implementation of identified L & D processes and extending equal opportunities for professional development that empowers employees in attaining competence in the performance of their duties and responsibilities. This localized Learning and Development policy significantly adheres to the established divisional policy on EOP in implementing human resource programs and activities within the division.
3. This Division Localized Policy on Learning and Development is hereby established to serve as a guide in the implementation of learning and development programs and activities within the schools division.

## **II. SCOPE**

4. This localized L & D Policy covers provisions for service delivery for teaching and non-teaching personnel in terms of:

- Selection of Participants for Training Workshops and Scholarship opportunities, for local and international
- Equity and Access to L & D Interventions and Scholarship Programs
- Selection of Learning Service Providers
- Safe Learning and Development Environment

## **III. LEGAL BASES**

5. The following issuances were used as a reference by this policy:

- a. OM-PHROD-2021-0020 FY 2021, Organizational and Professional Development for Non-Teaching Personnel (OPDNTP) Budget Allocation and Program Support Fund Monitoring Guidelines
- b. DepEd Order No. 30, s. 2021, Multi-year Implementing Guidelines on the Allocation and Utilization of the Human Resource Development Fund for Teachers and School Leaders
- c. DepEd Order No. 40, s. 2020, Implementation of Learning and Development for Non-Teaching Personnel in the Department of Education given the COVID-19 Pandemic
- d. DepEd Order No. 1, s. 2020, Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders
- e. DepEd Order No. 020, s. 2020, Adoption and Implementation of NEAP Professional Development Credit Unit Banking Mechanism for Participation of Teachers and School Leaders in NEAP-Recognized Professional Development Programs and Courses
- f. DepEd Memorandum No. 050, s. 2020, DepEd Professional Development Priorities for Teachers and School Leaders for 2020-2023
- g. DepEd Order No. 21, s. 2018, Implementing Guidelines on the Allocation and Utilization of the Human Resource Development Funds for Personnel in Schools and Learning Centers
- h. DepEd Order No. 35, s. 2016, The Learning Action Cell as K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improving of Teaching and Learning
- i. DepEd Order No. 32, s. 2011, Policies and Guidelines on Training and Development (T&D) Programs and Activities
- j. CSC MC 10, s. 1989, on Establishing the Personnel Development Committee (PDC)
- k. CSC MC 28, s. 1990, Reiterating Certain Policies in the Conduct of Government Training and Development Program
- l. CSC MC 43, s. 1993, Streamlining and Deregulating HRD Functions
- m. Omnibus Rules Implementing Book 5 of the Administrative Code of 1987, EO 292 (Instituting the Administrative Code of 1987)



#### IV. DEFINITION OF TERMS

6. For purposes of this policy, the following terms are used for common understanding:

L&D Intervention	An activity or set of activities undertaken by the Department to address a competency gap affecting the individual or organizational performance. It is usually identified as part of the Annual L&D Plan but may also be undertaken immediately to address an emerging need.
Learning & Development (L&D)	A system established to help ensure that DepEd has the needed competent and committed human resources to achieve its mandate, setting the framework for effective and efficient management of DepEd's L&D Programs for leaders, school managers, and teaching and non-teaching personnel.
Learning Action Cell (LAC)	A group of teachers and learning center teaching personnel who engage in collaborative learning sessions to solve shared challenges encountered in the school. LACs are school-based communities of practice that are positive, caring, and safe spaces.
Learning Delivery Modalities	The different approaches as a means for the learning facilitator and the learner to interact in each L&D intervention. It could be face-to-face/in-face, digital/online, or blended mode.
Learning Service Providers (LSP)	An internal or external body that provides professional development to DepEd instructional leaders, teaching, and/or non-teaching personnel.
Multimedia and Graphics Creative Solutions	Refers to the official photographs, audio-visual presentations, and graphic designs that are directed through visual communication as well as presentation.
Process Holder/ Program Owner	Office, unit, or personnel assigned by the top management to ensure responsibility in the delivery/implementation of a process or a program.
Training & Advocacy Team (TAT)	A team that is established to reinforce the Learning and Development Program and strengthen the integration of the Quality Management System across all levels in the

Department of Education through the conduct of training workshops, creation of advocacy materials, and provision of internal consultancy.

## **V. PROCEDURE**

7. The implementation of a localized policy on Learning and Development (L & D) establishes a system for managing and overseeing the proper conduct of identified L & D processes and extending equal opportunities for professional development that empowers teaching and non-teaching personnel in attaining competence in the performance of their duties and responsibilities. SDOLC shall ensure that all employees have equal opportunity in all learning and development activities and other training offered by the division for personal and professional growth. For this purpose, SDOLC adheres to DepEd standards and policies for the professional development programs for all employees which should be programmable and accountable and effectively linked to career progression (DepEd Order No. 11, s. 2019) and aligned/ integrated to the broader Professional Development Framework (DepEd Order No. 1, s. 2020). The said alignment and integration are provided for in DepEd Memorandum No.48, s. 2020 while the provision of guidance for the identification and development of programs/ courses is implemented through DepEd Order No. 50, s. 2020.

### **A. Selection of Participants for Training Workshops/Webinars**

#### **1. Needs Assessment**

Before the design of program/project proposals and the conduct of training/webinar or any L & D intervention, the Training Advocacy Team (TAT) shall review the Needs Assessment or Competency Assessment based on the individual's Key Result Area, core competencies, and other competencies required of the position to establish the prevailing status of target participants. Next is to identify specific developmental needs and the appropriate intervention to address the gap as well as to give employees equal opportunities for promotion and advancement. In addition to this, participants with special needs are also identified to ensure access to Learning and Development Interventions thus, full learning opportunities are given to them.

For the L&D intervention for the teaching personnel, DepEd Memo No. 050, s. 2020 serves as a guide in the development of programs and project proposals. The DM contains the Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023 based on the Philippine Professional Standard for Teachers (PPST) and the Philippine Professional Standards for School Heads (PPSSH) domains.

## 2. Provision for Employees with Special Needs

In the selection of participants in training and intervention activities, SDOLC assures that there is an equal, adequate, and non-discriminatory treatment to all employees, including those with special needs considering the developmental needs of the individual as the basis for the provision of and access to L&D.

## **B. Equity and Access to Learning and Development Interventions conducted by the partner agencies and non-government institutions.**

Given the provision set forth for the qualifications and selection of participants, a specific selection process with fair and equal treatment for all employees is described as follows:

### 1. Profiling of Participants

The TAT or the program owner in charge of the activity shall fill out the Participant Recommendation Form with the relevant information for profiling the participants. The required information includes name, position, school, contact number, email address, and other information that qualifies the participant for a particular training or intervention.

### 2. Prioritization of Participants

The Schools Division Superintendent shall choose who among the recommended participants shall attend the training by putting a checkmark beside the name of the recommended participant.

### 3. Information Dissemination

The attendees to training or webinar shall be informed through a division memorandum to be published or posted in the DepEd Tayo SDO Laoag or other forms of communication such as call and text. Other



opportunities for professional development are posted on the website through memoranda to ensure that all employees have access to the information.

#### 4. Requirements for Issuance of Certificate of Participation

The program owner shall ensure accurate recording of attendance and a list of submitted outputs as certified by the concerned training staff. A unique certificate code is indicated in every certificate of completion/participation issued to every participant who completed a Learning and Development Activity/Program.

- i. For Face-to-Face training or activity, a Certificate of Participation is given to participants.
- ii. For webinars and other online activities, a digital Certificate of Participation shall be given to a participant who has met the following:
  - Accomplished the online registration.
  - Attended and participated in 100% of the session hours.
  - Submitted the required outputs.
  - Completely submitted the daily online evaluation at the end of the program evaluation

Professional Learning and Development Program for employees with special needs shall be implemented in accordance with the Equal Opportunity Policy. The Schools Division office shall provide the necessary assistance in the employee's attendance in these programs.

#### **C. Selection of Learning Service Providers (LSP)/ Resource Speaker (RS)**

SDOLC Training and Advocacy Team (TAT) shall make sure that learning shall be relevant to the actual training needs or competency needs of the participants and selection of LSPs shall be in utmost consideration of appropriate qualifications as proof of merit and fitness for the job. As a rule, SDOLC adheres to DepEd standards and policies in the selection of LSPs to include the following provisions:

All DepEd Central Office Bureaus, Services and Units, Regional Offices, and Schools Division Offices are automatically Authorized as Learning Service Providers.

The Schools Division Office shall ensure that Learning and Development Providers/Resource Speakers are advocates and knowledgeable of social inclusion and equal opportunity principle.

The following guidelines are set by SDOLC to identify the most qualified Resource Speaker for a particular training or L & D intervention:

The following criteria shall be followed on the selection of *Resource Speakers*:

Name: \_\_\_\_\_

Training: \_\_\_\_\_

A. For Division Initiated Trainings & Workshops	Indicators	Evident	Not Evident	Remarks
	1. Knowledge of the Subject Matter			
	2. Experiences relevant to the topic			
	3. Skills relevant to the topic			
	4. Membership in Organization/ Association			
	5. NEAP Accredited Facilitator/RS			
	6. Must have attended similar training relevant to the topic			
	7. Must have attended presentation and facilitation skills training			
B. For Orientation or Re-Orientation/ Roll out Seminar	Division Representative/s who have attended the National or Regional Training/Orientation Workshop			

**Note: Resource Speakers must possess at least four (4) of the qualifications stated through documentary evidence.**

Non-DepEd entities seeking to offer professional development programs and/or courses for teachers and school leaders are required to first secure Authorization from NEAP as Learning Service Provider before they may submit proposals for evaluation and recognition. Interested non-DepEd entities who are qualified to become LSPs are directed to refer to the procedure on "Becoming an



Authorized Learning Service Provider” of the National Educators’ Academy of the Philippines @ <https://deped.gov.ph/ncap/lsp.html>

#### **D. Safe L & D Environment**

The SDOLC TAT shall make sure that provisions for a safe and comfortable L & D environment shall be taken care of to maximize learning. They shall ensure equal participation of men and women in the identified activities and make logistical arrangements appropriate such as training schedule, venue, safe transportation and lodging, meals and snacks, facilities, internet connection, or other provisions as may be applicable to face-to-face and online platforms.

Any form of discrimination in the training venue such as, but not limited to, sexual harassment, bullying, mockery, any sign of contemptuous imitation, and intimidation shall not be allowed.

The training team shall ensure that the training venue is free from hazards. The availability of first aid kits in all the learning and development venues and the provision of assistance to vulnerable groups with special needs shall also be considered.

#### **VI. COMPOSITION OF THE TRAINING AND ADVOCACY TEAM (TAT)**

8. The Training and Advocacy Team, in this policy, is composed of the following:

Chairperson	Chief Education Supervisor-SGOD
Co-Chairperson	Chief Education Supervisor-CID
Team Lead	Senior Education Program Specialist - HRD
Members	Education Program Supervisor (SGOD)
	Education Program Supervisor (CID)
	Senior Education Program Specialist-SMME
	Education Program Specialist II
Secretariat	Administrative Assistant III
	Administrative Assistant III

9. The Training and Advocacy Team (TAT) is a team that is established to oversee the planning and implementation of learning and development activities of the school's division. It is created to strengthen the integration of the Quality Management System across all levels in the division through the conduct of learning and development, creation of advocacy materials, and provision of internal consultancy.

#### **A. Functions and Responsibilities of the Training and Advocacy Team**

10. For purposes of this policy, the Team has the following functions and responsibilities:
  - a. Develop effective learning and development program/course/training to address the needs of instructional leaders, teaching, teaching-related and non-teaching personnel.
  - b. Capacitate all employees of the SDO based on the development needs of instructional leaders, teaching, teaching-related and non-teaching personnel.
  - c. Orient employees and disseminate information on L & D-related matters, such as schedule of L & D activities, selection of participants, selection of resource speakers, and training/house rules.
  - d. Develop effective training and advocacy materials to enable the successful implementation of the L & D activities.
  - e. Plan and coordinate effective deployment and efficient use of learning and development aids and materials.
  - f. Provide feedback and updates to the SDS on the status of implementation of the Learning and Development Plan.
  - g. Conduct the screening of qualified applicants for scholarships and recommend to the Head of Agency the most qualified nominees by the SDO guidelines for scholarship programs.
  - h. Study and make recommendations to the Head of Agency on matters regarding invitations and offers for participation in training and scholarship grants or study programs.
  - i. Conduct continuing monitoring of scholars sent to various training and scholarship grants.

## **B. Functions and Responsibilities of the Secretariat to the Training and Advocacy Team**

11. For purposes of this policy, the TAT Secretariat has the following functions and responsibilities:

- a. Issue notice of meeting to all members of the committee
- b. Maintain records of committee deliberations
- c. Prepare activity completion report/s
- d. Prepare minutes of the committee meetings and corresponding communications to the Head of Agency.
- e. Prepare an annual report on the accomplishment of the committee.

## **VII. CRITERIA FOR THE SELECTION OF PROSPECTIVE SCHOLARS**

12. In the selection of prospective scholars, the following criteria shall be followed:

### **A. Qualifications:**

In consonance with **DepEd Order No. 68, s. 2009, Scholarship and Training Grant/Fellowship Pool**, the prospective scholar should meet the following basic requirements:

1. Had been in the service for at least 5 years with at least very satisfactory performance for the last two years.
2. Has shown strong leadership potential in the school and in the community.
3. Has initiated innovations in the area being recommended;
4. Has no pending administrative case and is a person of good moral character;
5. Is certified to be in good health by a local government physician and is fit to undergo serious studies away from his / her family for a week or more to one year;
6. Has the capability to disseminate or train other teachers/school administrators on the area studied upon returning from training;
7. After availment of the study grant, the scholar shall serve DepEd for 2 years for every year of study or a fraction thereof not less than 6 months; 1 year for a fraction of a year less than 6 months but not less than 2 months of study, and; 6 months for a fraction of a year less than 2 months as stipulated in Executive Order No. 367 dated August 21, 1989;
8. Is computer literate as needed; and
9. Is 50 years old and below or depending on the age requirement set by the sponsoring organization/agency and/or Department.



**B. Criteria for Evaluation:****1. Professional Growth - 25 pts.**

a.) Education: <ul style="list-style-type: none"> <li>• With MA Units</li> <li>• Master's Degree</li> <li>• With Doctoral Units</li> <li>• Doctorate Degree</li> </ul>	<b>9 pts</b> 2 4 6 9
b.) Consultant/Resource Speaker School level <ul style="list-style-type: none"> <li>• School Level</li> <li>• Division Level</li> <li>• Regional Level</li> <li>• National Level</li> </ul>	<b>8 pts.</b> 2 4 6 8
c.) Trainings/Seminars Attended <ul style="list-style-type: none"> <li>• Division Level</li> <li>• Regional Level</li> <li>• National Level</li> <li>• International Level</li> </ul>	<b>8 pts.</b> 2 4 6 9

*(With updated Official Transcript of Records and Certificates)*

**2. Instructional Competence – 75 pts.**

a.) Performance Rating: <table border="1"> <thead> <tr> <th><i>RANGE</i></th><th><i>ADJECTIVAL RATING</i></th></tr> </thead> <tbody> <tr> <td>4.500 – 5.00</td><td><i>Outstanding</i></td></tr> <tr> <td>3.500 – 4.499</td><td><i>Very Satisfactory</i></td></tr> <tr> <td>2.500 – 3.499</td><td><i>Satisfactory</i></td></tr> </tbody> </table>	<i>RANGE</i>	<i>ADJECTIVAL RATING</i>	4.500 – 5.00	<i>Outstanding</i>	3.500 – 4.499	<i>Very Satisfactory</i>	2.500 – 3.499	<i>Satisfactory</i>	<b>50 pts</b>       50 30 10
<i>RANGE</i>	<i>ADJECTIVAL RATING</i>								
4.500 – 5.00	<i>Outstanding</i>								
3.500 – 4.499	<i>Very Satisfactory</i>								
2.500 – 3.499	<i>Satisfactory</i>								
b.) Creativity and Innovation <ul style="list-style-type: none"> <li>• Action Research Implemented</li> <li>• Authorship (book/process/instructional materials and the like)</li> </ul>	<b>25 pts.</b>   15 10								

### **VIII. DIVISION OFFICE SCREENING AND SELECTION COMMITTEE FOR SCHOLARSHIP NOMINEES**

13. The Division Office Screening and Selection Committee for Scholarship Nominees shall be composed of the following:

Chairperson	Schools Division Superintendent or his/her Authorized Representative
Co-Chairperson	Division Chief In-Charge of Scholarship or his/her Authorized Representative
Members	Division Chief from the Curriculum Implementation Division or his/her Authorized Representative
	Finance and Budget Head or his/her Authorized Representative
	Highest Administrative Officer-in-Charge of Personnel Management or his/her Authorized Representative
Secretariat	Senior Education Program Specialist
	Education Program Specialist II

### **IX. SCREENING AND SELECTION PROCESS**

14. On the screening and selection of scholars, the following process shall be followed:

- a. Call for the submission of an application for a scholarship from interested teaching and non-teaching personnel.
- b. Interested applicants shall fill out the application form and submit the necessary supporting documents properly endorsed by the immediate supervisor on or before July 31 of the calendar year.
- c. When the existing pool of candidates for scholarships is insufficient, applications may still be submitted as needed.
- d. The Division Screening and Selection Committee shall evaluate the prospective scholars' documents.
- e. All applicants will be included in the division database for prospective scholars.
- f. The committee shall recommend the qualified scholars per category for approval of the Schools Division Superintendent.
- g. List of qualified scholars with the necessary documents shall be uploaded to the Regional Office I database of prospective scholars for SDO Laoag City.
- h. Inform nominees who are selected/qualified for a scholarship grant.

### **X. EFFECTIVITY**

15. This policy shall take effect immediately upon issuance and shall be in force until revised, revoked, or rescinded.

Annex A  
Scholarship Form

**APPLICATION FOR SCHOLARSHIP**

Name of Applicant:	
Home Address:	
Birthdate:	
Age:	
CP No.	
Email Address:	
Current Position:	
Subject Area & Grade Level Taught:	
Major/Minor/Field of Specialization:	
Unit Assigned and Nature of Work:	
School/Office	
School/Office Address:	
Career Objectives:	

*I hereby certify to the best of my knowledge, that the information contained above is true and correct.*

Signature of Applicant  
Date Signed:



ANNEX B  
Rating Form

**RATING FORM**  
**For Prospective Scholars**

Nominee: \_\_\_\_\_ Position: \_\_\_\_\_

Address: \_\_\_\_\_

Length of Service in the Position: \_\_\_\_\_

Present Station: \_\_\_\_\_

**RATING SHEET**

CRITERIA	POINTS	PTS. EARNED
1. Professional Growth	25	
2. Instructional Competence	75	
<b>Total</b>	<b>100</b>	

**EVALUATED BY:**

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