



Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

May 4, 2023

REGIONAL MEMORANDUM

No. **403** s. 2023

**ADDENDUM TO REGIONAL MEMORANDUM NO. 354, S. 2023 TITLED
GUIDELINES ON THE CRAFTING OF ACTION PLAN/RE-ENTRY
ACTION PLAN/JOB-EMBEDDED LEARNING/IMPACT
PROJECT - APPLICATION OF EDUCATION AND
APPLICATION OF LEARNING AND
DEVELOPMENT**

To: Schools Division Superintendents
Regional Office Division Chiefs
Public Elementary and Secondary School Heads
All Others Concerned

1. In reference to Regional Memorandum No. 354, s. 2023 titled Guidelines on the Crafting of Action Plan/Re-Entry Action Plan/Job-Embedded Learning/Impact Project – Application of Education and Application of Learning and Development, this Office, through the Human Resource Development Division (HRDD), hereby issues the additional template in crafting Action Plan/Re-Entry Action Plan/Job-Embedded Learning/Impact Project for Non-Teaching Personnel in their Application of Education and Application of Learning and Development.
2. The Action Plan/Re-Entry Action Plan/Job-Embedded Learning/Impact Project template attached in the above-mentioned memorandum shall be used only by teachers and school leaders.
3. All other provisions in RM 354, s. 2023 shall remain in effect.
4. Attached are the Action Plan/Re-Entry Action Plan/Job-Embedded Learning/Impact Project for Non-Teaching Personnel and the Learning and Development Modalities based on the L & D System Operations Manual.
5. Immediate dissemination of and compliance with this Memorandum are desired.


EVELYN R. FETALVERO, CESO IV
Regional Director 

Enclosures: As stated

References: As stated

To be indicated in the Perpetual Index under the following subjects:



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ACTION PLAN
IMPACT PROJECT
JOB-EMBEDDED LEARNING
LEARNING AND DEVELOPMENT
MERIT SELECTION PLAN
RECRUITMENT, SELECTION, AND APPOINTMENT
RE-ENTRY ACTION PLAN

HRDD-RVR



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Enclosure to Regional Memorandum No. 403 s. 2023

**ACTION PLAN/RE-ENTRY ACTION PLAN/JOB EMBEDDED LEARNING/
IMPACT PROJECT TEMPLATE FOR NON-TEACHING PERSONNEL**

I. Proponent's Profile	
Proponent's Name:	
Office/School:	
Complete Office/School Address:	
Contact Number:	
DepEd email address:	
II. Program/Plan/Project Profile	
<i>(Complete the following components to describe the program/plan/project you would like to be implemented.)</i>	
Title	
Rationale	
<p>300-350 minimum words</p> <p>(Outline the reasons for implementing this program/plan/ project. You should consider the need this program/plan/ project addresses for offices and include an overview of how relevant and reliable research relates to the content and/or delivery of the program/plan/ project. Include citations in your overview. Also, provide references to the sources outlined.)</p>	
Program/Plan/Project Description	
<p>100-150 minimum words</p> <p>(Provide a brief description of the program/plan/ project. State the Terminal Objective/s and Enabling Objective/s of the program/plan/ project by referring to what participants will gain in terms of their professional knowledge, professional practice and/or professional engagement. Objectives should follow the SMART principle.)</p> <p>Terminal Objective is defined as what the</p>	



<p>participants will achieve upon successful completion of a program or course.</p> <p>STEM STATEMENT/S:</p> <p>By the end of this Program/Plan/Project, participants will be able to:</p> <p>Enabling Objectives are the specific objectives that support the Terminal Objective/s.</p>																
<p>Professional Development Priorities</p> <p>(State the DepEd Professional Development Priorities this program/plan/ project covered or DM 50 s. 2020, DepEd MATATAG agenda, and/or other emerging needs of the Department.)</p>																
<p>Target Participant</p> <p>(Please specify your participants based on their career stage, subject area, grade level, etc.)</p>																
<p>Delivery Platform</p> <p>Identify delivery platform (online, face-to-face, blended delivery).</p>																
<p>Date of Implementation</p> <p>(From Start Date to End Date)</p>																
<p>III. Activities List</p> <p><i>(List down activities in the table below and provide detailed description of each activity on the ACTIVITY DESIGN table.)</i></p> <table border="1"> <thead> <tr> <th>Activity Number</th> <th>Activity</th> <th>Function/s Covered (Compendium of Functions/KRAs)</th> <th>Schedule (From Start Date to End Date)</th> <th>Modality (Job-Embedded Learning, Coaching and Mentoring)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>(Add more rows to add activities.)</i></p>		Activity Number	Activity	Function/s Covered (Compendium of Functions/KRAs)	Schedule (From Start Date to End Date)	Modality (Job-Embedded Learning, Coaching and Mentoring)	1					2				
Activity Number	Activity	Function/s Covered (Compendium of Functions/KRAs)	Schedule (From Start Date to End Date)	Modality (Job-Embedded Learning, Coaching and Mentoring)												
1																
2																



IV. Activity Design							
<i>(Provide a detailed description of each activity by breaking it into discrete tasks. You may create a copy of this table below if you have two or more activities.)</i>							
Activity 1:							
Activity 1 Description:							
	Task/s Describe its task. (May be a listing of main tasks.)	Outputs Describe what employees' outputs to achieve the different tasks.	Duration/ Date of Implementation	Person/s Responsible Identify the Person responsible for this task.	Resources		Source of Fund
					Financial	Physical	
1							
2							
<i>(Add more rows to add tasks.)</i>							

V. Monitoring and Evaluation Plan								
	Indicator	Definition How is it calculated?	Baseline What is the current status?	Target What is the target?	Data Source How will it be measured?	Frequency How often will it be measured?	Person Responsible Who will measure it?	Reporting Where will it be reported?
Goal								
Outcomes								
Outputs								

Declaration:

I hereby declare the information provided in this program/plan/project is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made.

Sign off by the Program/Plan/Project Proponent:

Program/Plan/Project Proponent	
Signature	
Date	

This Form is not valid if not signed.

Prepared by:

Program/Plan/Project Proponent



Recommending Approval:

ARD/FD Chief/ASDS/Division Chief/
Assistant School Principal/
Chairperson of the Review Committee

Approved:

RD/SDS/School Head



Enclosure to Regional Memorandum No. 403, s. 2023**LEARNING AND DEVELOPMENT MODALITIES**

An integral task in Learning and Development (L&D) planning is selecting the most appropriate blend of interventions to develop the target competencies identified in the L&D needs assessment. The Department of Education recognizes the value of providing well-planned learning and development programs using complementary and synergistic delivery modes.

There are four broad categories of L&D delivery modes: Job-embedded learning (JEL); Relationship and discussion-based learning; formal learning; and Learning Action Cell (LAC). Nonetheless, these categories and delivery modes are not to be treated as discrete approaches. Oftentimes, one delivery mode is supplemented by another to achieve learning goals. (For example, the use of coaching will enhance the learning process during job rotation.)

A. Job-embedded Learning (JEL)	Common Delivery Modes
<p>JEL includes activities that support learning and development of employees while they are in the workplace. As such, learning is integrated into employees' work practices. JEL activities may be formal or informal. They may be carried out as distinct interventions to address specific competency gaps, or as follow-through or supplementary interventions to another L&D activity, e.g., formal classroom training.</p> <p>JEL activities are more effective when accompanied by coaching, as well as facilitated reflection and processing of learning.</p>	<p>1. Committee Work</p> <p>Committees are bodies formed by the agency to perform a specific service or function. Members of a committee are usually identified from different units of the organization.</p> <p>Assignments to committees can be very effective in developing competencies in leadership, planning, problem analysis, decision-making, and interaction management, among others.</p> <p>Some committees (e.g., Personnel Selection Board, Personnel Development Committee, etc.) have prescribed composition based on department orders or memorandum circulars from Civil Service Commission or other regulatory bodies. Others (e.g., anniversary celebration, Christmas program, etc.) have more flexible membership.</p>
	<p>2. Job expansion</p> <p>Providing additional challenges to employees can be an effective approach to tap into and develop employee potential for higher positions and responsibilities.</p> <p>Vertical job expansion (i.e., adding duties and responsibilities) is also referred to as job enrichment. Job enrichment as an L&D approach can provide opportunities for developing leadership and management competencies, as well as functional or technical competencies, depending on the nature of the added duties and responsibilities.</p>



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	<p>Horizontal expansion, i.e., adding tasks that are at the same level of skill and responsibility is referred to as job enlargement. An example is assigning a human resource specialist in-charge of conducting L&D needs assessment of central office employees to conduct the same for regional offices.</p>
	<p>3. Job shadowing</p> <p>This approach entails partnering an employee with a leader or a colleague so the employee can observe and learn how the partner goes about performing his or her functions, responsibilities, and daily tasks. In the process, the employee also gets insights into the organizational context and challenges related to the partner's job.</p> <p>Job shadowing as an L&D approach may be used to develop a range of competencies, i.e., leadership, management, interaction, functional, etc., depending on the partner's job or role in the organization.</p> <p>Since the employee learns from the partner's behaviors, an important consideration in selecting job shadowing as an L&D approach is the competence of partner to shadow.</p>
	<p>4. Job rotation</p> <p>This approach provides opportunities for employees to be assigned to different areas in the organization on a temporary basis to gain deeper understanding of the agency's business and operations. Employees maintain their official job title but are designated to perform functions and responsibilities of other positions in the same or different locales.</p> <p>Depending on the design of the job rotation program, it can be effective in broadening organizational perspectives and developing organizational sensitivity, functional and personal effectiveness competencies (e.g., adaptability, flexibility, etc.). Some agencies adopt job rotation as the primary L&D modality for their management trainee development program. (Job rotation is sometimes referred to as cross-training.)</p>
	<p>5. Special projects</p> <p>Assigning employees to special projects like designing an L&D program, developing a learning resource package, or planning and implementing</p>



	<p>an information campaign, etc. can provide employees great learning and development opportunities in the areas of planning and organizing, analysis, collaboration and partnership, interaction management, etc.</p> <p>Employees may be assigned as team members or team lead.</p>
	<p>6. Stretch assignments</p> <p>This approach entails giving employees a project or task that is beyond their demonstrated current competency level, and outside of their comfort zone.</p> <p>Stretch assignments can help tap and develop competencies of employees with high potential to take on bigger or more complex responsibilities, usually in leadership roles. Examples of stretch assignments are: acting as officer-in-charge of a unit; leading the planning, organizing, and execution of a major office or school event; and taking on and trouble-shooting a project that</p>
	<p>7. Informal JEL activities</p> <p>There are many forms of workplace activities that provide opportunities for learning and development. These are usually embedded in the performance of job functions. Leaders and employees just need to be aware that these activities can contribute to honing their proficiency in specific competency areas. Some examples are:</p> <ul style="list-style-type: none"> • Developing material displays and organizing bulletin boards • Writing articles for posting or publication (e.g., newsletter) • Observing conduct of lessons • Analyzing student performance • Giving a presentation during meetings, learning action cell sessions, or conferences • Sharing learning from attendance to conferences and seminars • Serving as a peer evaluator • Preparing reports • Accomplishing a self-assessment • Conducting research by surfing the internet, viewing video materials, listening to podcasts, or reading journals, educational magazines and books, to improve performance of certain tasks (e.g., conduct of lessons)



	<ul style="list-style-type: none"> • Exploring functionalities of software applications for possible use in performing work tasks • Self-study, including independent reading and participation in online courses
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B. Relationship and Discussion-Based Learning	Common Delivery Modes
<p>This L&D modality is also sometimes referred to as social or exposure learning. Delivery modes provide opportunities for learners to interact with their supervisors, peers, and colleagues in the industry. The conversations that happen become the springboard for learning.</p>	<p>1. Coaching</p> <p>Coaching is an L&D modality that helps coaches gain clarity about what they want to achieve and how to achieve it. It is solution-focused and action-oriented intervention that aims to enhance the coaches' performance.</p> <p>Since "the essence of coaching is to inspire awareness, responsibility, and independent thinking," the effectiveness of coaching hinges on the coaches' belief on the capability of the coaches to find the best solutions for themselves, as well as the coaches' competence in listening and asking powerful questions.</p> <p>Subordinates, peers, supervisors, and even external stakeholders can be coaches, provided that there is a coaching contract or agreement (either formal or informal) between the coach and the coachee.</p>
	<p>2. Mentoring</p> <p>Mentoring is an L&D approach that is applied for both personal and professional development. It is a reciprocal and collaborative learning relationship between two or more individuals who share mutual responsibility and accountability for helping the mentee work towards achievement of clearly defined learning goals. Mentoring often involves skillful coaching, as well as the use of other L&D opportunities like job shadowing, attendance to meetings, etc. Mentoring is highly process-oriented and can focus on broader and intangible learning goals such as understanding organizational culture, as well as more tangible goals such as developing supervisory competencies. Unlike coaching where coaches may come from outside the organization, mentors usually come from within the organization.</p>



	<p>3. Peer-assisted Learning (PAL)</p> <p>As an L&D approach, peer-assisted learning is characterized by reciprocity of learning among individuals with equal status (e.g., co-teachers, fellow specialists, etc.) in the agency. Two individuals agree to help each other learn different tasks and develop their competencies.</p> <p>PAL has its roots in the education sector. It may involve regularly scheduled sessions focusing on collaborative discussion and sharing, rather than teaching.</p>
	<p>4. Communities of Practice (CoP)</p> <p>“Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.” CoP has three features: 1) a shared domain of interest (e.g., learning resource package development); 2) a community composed of members who engage in joint activities and discussions, share information, and help each other; and 3) a shared practice (e.g., teaching) that is nurtured through exchange of experiences, tools, methods that work, etc.</p> <p>CoP may be known by other names (e.g., learning network or club), and come in many forms. Some are small in membership; some are very large. Some are composed of members from within the agency; some include members from other organizations. Some meet mainly face-to-face; some interact mostly online. Some are formally structured and supported by budget; others are more informal.</p>

C. Formal Learning Activities	Common Delivery Modes
<p>These are structured learning sessions aimed at meeting specific learning objectives within a short period of time. These may be conducted in face-to-face, online, or blended modes.</p>	<p>1. Training programs</p> <p>These are short-term formal learning sessions, which involve the application of formal processes to impart knowledge and help learners acquire skills necessary for them to perform their jobs satisfactorily.</p> <p>Training programs are increasingly becoming learner-centered instead of trainer-centered, and use various methodologies (e.g., lecture,</p>



	<p>structured learning experiences, discussions, role plays, etc.) to achieve learning objectives.</p> <p>They may be designed and implemented in-house, or sponsored by external service providers, like the Civil Service Commission, higher education institutions, etc.</p> <p>Although mostly conducted face-to-face, training programs can also be designed for online delivery or blended mode (i.e., face-to-face and online).</p>
	<p>2. Seminar</p> <p>This is a form of academic instruction focusing on a specific subject or theme, usually offered by a professional organization or higher education institution. Seminars are more subject matter expert-led, and oftentimes conducted using lecture-presentations and open forum. There can be several speakers or presenters in one seminar talking about the subject or theme.</p> <p>Like training programs, seminars may be delivered face-to-face or online. A seminar conducted over the Internet is commonly referred to as webinar and is attended to exclusively by an online audience. An online seminar with physical audience is called webcast.</p>
	<p>3. Conferences</p> <p>Conferences are organized formal learning sessions that provide great opportunities for information sharing and exchange. In a typical conference set-up, there are keynote or plenary presentations and discussions, and multiple breakout sessions that are aligned with the central theme of the conference. Conference themes are usually built around industry and professional trends and developments. Multiple subject matter experts are invited to deliver presentations and interact with the audience during open forum sessions.</p> <p>Conferences may last from one to three days, and are usually organized and implemented by professional organizations, higher education institutions, and national agencies like the Civil Service Commission.</p> <p>Conferences may be conducted face-to-face or online. An online conference takes place on the Internet. Using an interactive website, participants</p>



	<p>log on and read papers, discuss with other delegates and presenters, engage in live chats, pose questions, and interact with people from all over the world. It has a similar structure to a physical conference, except that workshop last longer, and discussions are far more extensive and focused.</p> <p>4. Graduate and Post-graduate degree programs</p> <p>Employees may undertake graduate certificate or diploma programs related to their jobs. They may also opt to take masteral or doctoral degrees. There are many academic institutions and donor agencies that offer scholarship programs. The agency can nominate employees to attend education programs that can contribute in building competencies that will support achievement of the organization’s reform agenda.</p> <p>There are an increasing number of higher education institutions that offer online degree programs. The University of the Philippines Open University is an example.</p> <p>5. Benchmarking</p> <p>“Benchmarking is a systematic process for identifying and implementing best or better practices.” Formal benchmarking has two types:</p> <ul style="list-style-type: none"> • Performance benchmarking involves comparing performance levels of organizations for a specific process to identify opportunities for improvement and/or setting performance targets. Performance levels of other organizations are called benchmarks, and the one that originates from an organization recognized as leader in the related area, is referred to as the ideal benchmark. • Best practice benchmarking involves searching for and studying organizations that are high performers in particular areas of interest. Knowledge gained from the study is taken back to the organization and where feasible and appropriate, best practices are adapted and incorporated into the organization’s own processes. “Therefore, best practice benchmarking involves the whole process of identifying, capturing, analyzing, and implementing best practices.” <p>(It must be noted that there is also informal benchmarking, i.e., unconsciously comparing and</p>
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	learning from the behaviors and practices of others in the workplace.)
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D. Learning Action Cell (LAC)	Four Groups of LAC Delivery Modes
<p>LACs are purposeful, school-based, and cost-efficient professional development activities that aim to continuously improve teachers' pedagogical skills, instructional strategies, and assessment practices." DepEd considers LAC as the primary mechanism for the professional development of teachers, as they collaborate and plan, solve problems, and implement actions to improve their competencies.</p>	<p>1. Group learning activities</p> <p>These are LAC activities where learners are grouped based on a certain criterion (e.g., learning goals, subject matter, grade level, career stage, etc.). Group learning activities may take the form of:</p> <ul style="list-style-type: none"> • Facilitated Group Learning • Peer Learning • Study Group
	<p>2. One-on-one learning activities</p> <p>These LAC activities consider learners' preference to learn through one-on-one interaction with a coach or mentor who possesses both functional (e.g., instructional, assessment, etc.) and coaching and mentoring skills. These may be done through:</p> <ul style="list-style-type: none"> • Formal Classroom Observation Visits • Demonstration Teaching and Return Demonstration
	<p>3. Supported self-managed learning activities</p> <p>Learners study an unfamiliar or new approach or strategy or engage in activities to improve a skill on their own for a period of time (e.g., one or two weeks) using available learning materials. They then meet with a partner or a small group of peers to demonstrate how they have progressed.</p>
	<p>4. Multi-school learning activities</p> <p>Learners from different schools in a district or a cluster of nearby schools within one or two districts engage in various learning activities. These may take the form of:</p> <ul style="list-style-type: none"> • Facilitated Group Learning with Teachers from other Schools • Multi-school or District Group Learning • District Showcasing of Demo Teaching • Facilitators' Circle • Division LAC Circle or Assembly • Regional LAC Circle or Assembly

