



Republic of the Philippines
Department of Education
REGION VIII
SCHOOLS DIVISION OF NORTHERN SAMAR

March 1, 2024

DIVISION MEMORANDUM

No. 073, s. 2024

**CORRIGENDUM AND ADDENDUM TO REGIONAL MEMORANDA NOS. 354
AND 403, S. 2023 RE: 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: Assistant Schools Division Superintendent
SGOD and CID Chief
Education Program Supervisors
Public Schools District Supervisors/Principals-In-Charge
Public Elementary and Secondary School Heads
All Others Concerned

1. This Schools Division disseminates the attached Regional Memorandum HRDD-2024-185 titled Corrigendum and Addendum to RM Nos. 354 and 403, s. 2023 re: 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.
2. The Regional Memorandum highlights the revised approving authorities of the Action Plan/Re-Entry Action Plan/Job-Embedded Learning/Impact Project – Application of Education and Application of Learning and Development.
2. For guidance, the concerned proponent shall adhere to the following steps:

Step 1	The Proponent must submit the Action Plan/Re-Entry Action Plan/Job-Embedded Learning/Impact Project to the SDO-HRDS (Secretariat) for recording and an initial review to check completeness and adherence to the prescribed template and format. The same will then be forwarded to the members of the Review Committee for evaluation.
Step 2	Upon completion of the review, the SDO-HRDS will forward the Action Plan/Re-Entry Action Plan/Job-Embedded Learning/Impact Project to the Assistant Schools Division Superintendent (ASDS) for the recommendation of approval.




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Step 3	The ASDS Office will then submit the Action Plan/Re-Entry Action Plan/Job-Embedded Learning/Impact Project to the Schools Division Superintendent for final approval.
Step 4	Following approval, the SDO-HRDS will notify the concerned proponent via email or message to retrieve the approved copy of the Action Plan/Re-Entry Action Plan/Job-Embedded Learning/Impact Project at the Records Section.

9. For immediate dissemination, guidance, and compliance.


GAUDENCIO C. ALJIBE JR., PhD, CESO VI
OIC-Schools Division Superintendent

Enclosure: RM 185, s. 2024, RM 354, s. 2024, RM 403, s. 2023

References: RM 185, s. 2024, DO 7, s. 2023

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

APPLICATION OF L&D

SGOD-HRDS-PRB

DepEd Northern Samar
RELEASED

By: 101

Date: 3-5-24 10:40



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 

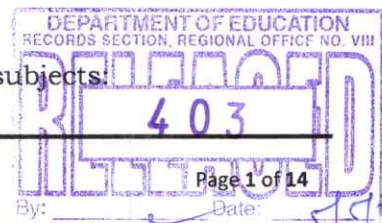
Enclosures: As stated

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>	



participants will achieve upon successful completion of a program or course. STEM STATEMENT/S: By the end of this Program/Plan/Project, participants will be able to: Enabling Objectives are the specific objectives that support the Terminal Objective/s.				
Professional Development Priorities (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.)				
Target Participant (Please specify your participants based on their career stage, subject area, grade level, etc.)				
Delivery Platform Identify delivery platform (online, face-to-face, blended delivery).				
Date of Implementation (From Start Date to End Date)				
III. Activities List (List down activities in the table below and provide detailed description of each activity on the ACTIVITY DESIGN table.)				
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				
(Add more rows to add activities.)				



IV. Activity Design

(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.)

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							

(Add more rows to add tasks.)

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>



	<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>



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	<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





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

April 24, 2023

REGIONAL MEMORANDUM

No. **354** s. 2023

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
Public Elementary and Secondary School Heads
All Others Concerned

1. Department of Education (DepEd) issued DepEd Order No. 7, s. 2023 titled Guidelines on Recruitment, Selection, and Appointment in the Department of Education which upholds the principles of merit, fitness, competence, equal opportunity, transparency, and accountability pursuant to the DepEd Merit Selection Plan. The issuance of the specific guidelines, procedures, and criteria is necessary to ensure the placement of the right people for the right job at the right time.
2. Action Plan/Re-Entry Action Plan/Job-Embedded Learning/Impact Project is one of the Means of Verification required in the Application of Education and Application of Learning and Development (L & D) in the Criteria and Point System for Hiring and Promotion to School Administration (SA), Related-Teaching (RT), and Non-Teaching (NT) positions.
3. In support of the specific guidelines, procedures, and criteria enclosed in DO 7, s. 2023, this Office issues the attached template in crafting the Action Plan/Re-Entry Action Plan/Job-Embedded Learning/Impact Project applying the learnings from the L & D intervention done or attended.
4. SDOs and/or schools shall also create a committee to review the Action Plan/Re-Entry Action Plan/Job-Embedded Learning/Impact Project submitted for approval. Members of the committee per governance level are specified on the table below.

Governance Level	Review Committee Composition	
	Chairperson/ Co-Chairperson	Members
Regional Office	Chairperson: Assistant Regional Director Co-Chairperson: Chief, HRDD	Chief, Administrative Division Chief, CLMD Chief, PPRD HRMO



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Schools Division Office	Chairperson: Assistant Schools Division Superintendent	Secretariat: HRDD SEPS CID Chief Administrative Officer V SEPS, Planning and Research HRMO
	Co-Chairperson: SGOD Chief	Secretariat: HRDS SEPS
School	Assistant School Principal/Department Head (For schools who have Department Heads/Assistant School Principals)	1 Assistant School Principal 1 Department Head 1 Master Teacher 1 Teacher I-III -Representative Secretariat: 1 Teacher-Designate
	Master Teacher or any experienced Teacher designated by the School Head (if no Master Teacher) (For schools who do NOT have Department Heads/Assistant School Principals)	1 Master Teacher 1 Teacher III 1 Teacher II 1 Teacher 1 Secretariat: 1 Teacher-Designate

5. Crafted Action Plan/Re-Entry Action Plan/Job-Embedded Learning/Impact Project shall be duly approved by the Head of Office. Please refer to the table below for the signing authorities in the different governance levels.

Office/Positions	Approving Authorities	
	Recommending Approval	Approval
a. Regional Office		
a.1 Assistant Regional Director (ARD)		Regional Director (RD)
a.2 Division Chief	ARD	RD
a.3 Below Division Chief	Division Chief	RD
b. Schools Division Office		
b.1 Schools Division Superintendent (SDS)	ARD	RD
b.2 Assistant Schools Division Superintendent (ASDS)		SDS
b.3 Division Chief	ASDS	SDS
b.4 Below Division Chief including Public Schools District Supervisors	Division Chief / ASDS <i>(For those without Division Chiefs)</i>	SDS
c. School		
c.1 School Head	ASDS	SDS



c.2 Teaching Personnel	Assistant School Principal/Department Head <i>(For schools who have Department Heads/ Assistant School Principals)</i>	School Head
	Chairperson of the Review Committee <i>(For schools who have no Department Heads/ Assistant School Principals)</i>	School Head
c.2 Non-Teaching Personnel	Chairperson of the Review Committee	School Head

6. Immediate dissemination of and compliance with this Memorandum are desired.


EVELYN R. FETALVERO, CESO III
 Regional Director 

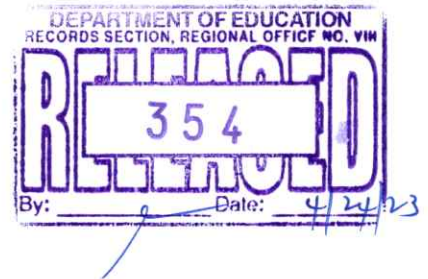
Enclosures: As stated

References: As stated

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

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

HRDD-RVR



Enclosure to Regional Memorandum No. 354, s. 2023

**ACTION PLAN/RE-ENTRY ACTION PLAN/JOB EMBEDDED LEARNING/
IMPACT PROJECT TEMPLATE**

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	
300-350 minimum words	
(Outline the reasons for implementing this program/plan/ project. You should consider the need this program/plan/ project addresses for teachers/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.)	
Program/Plan/Project Description	
100-150 minimum words	
(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.)	
Terminal Objective is defined as what the	



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<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, 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>	

III. Course/Activities List

(List down courses/activities in the table below and provide detailed description of each course/activity on the COURSE/ACTIVITY DESIGN table.)

Course/Activity	Title	Functions/Professional Standards Covered	Schedule	Modality
		(Compendium of Functions/KRAs, PPST, PPSSH, PPSS with specific domain/s and strand/s, indicator/s)	(From Start Date to End Date)	(Training Course, Seminar, Conference, Benchmarking, Degree Program, Job-Embedded Learning, Learning Action Cell, Coaching and Mentoring)
1				
2				

Add more row to add courses/activities.



IV. Course/Activity Design

(Provide a detailed description of each course/activity by breaking it into discrete sessions/tasks. You may create a copy of this page if you have two or more courses/activities.)

Course/Activity Title:	
Course/Activity Description:	

	Duration	Topic/Task	Session/Task Objectives	Methodology	Assessment Strategies	Outputs	Learning Facilitator/Resource Person/ Person Responsible
	State its duration, e.g. 90 minutes	Describe its task or topic (focus, content and key learning points or what teachers will be learning about). (May be a listing of main topics or key messages)	Describe its session or task objectives. (30-50 words)	Explain, in detail, the tasks done per employee's KRA or professional development activities including the learning resources that teachers/ school leaders/ employees will engage in, clearly describing how the presenter will facilitate each session and how the participants will engage with the content and meet the domain/s, strand/s and indicator/s in the selected Professional Standards. (100-150 words)	Explain how the learning outcomes or the activity will be assessed; if possible attach an assessment tool. (50-75 words)	Describe what employees/ teachers/ school leaders' outputs to achieve learning outcomes or activity targets. (50-75 words)	Identify the Resource Person/ Learning Facilitator/ Person responsible for this session or task.
1							
2							

Add more rows to add sessions/tasks.

V. Program/Course Implementation Plan

Funding Source: (How the program will be funded?)	Budget Requirements: (Provide details on how the funds will be allocated. If registration, how much will be collected in each course?)
Budget Estimate	
Source of Funds:	Registration Fee per Participant:



Total Targeted Participants:		Number of Batches:					
Target Date/s:		Proposed Venue/Location:					
Budget Breakdown per Batch							
Particulars	No. of Pax	No. of Days	Unit Cost	Total Estimated Cost			
Board and Lodging							
Transportation of Project Management Team							
Supplies and Materials							
Honorarium							
Contingency							
Total Estimated Cost per Batch							
VI. Monitoring and Evaluation Plan							
<i>(This is a sample M and E Plan following the Kirkpatrick Evaluation Model, if you have an existing M and E Plan you may use that instead.)</i>							
Level of M and E	Indicators (What will be measured?)	Methods and Tools (What methods/tools will be used to collect data?)	Data Sources (Who and/or what documents will provide data or evidence on the indicators?)	Schedule of M and E (When will M and E activities be undertaken?)	Person/s Responsible (Who will be accountable for ensuring that M and E activities are done?)	Support Needed (What resources are needed to implement M and E activities?)	User of M and E Data (Who will use the data gathered?)
Results							
Behaviour							
Learning							
Reaction							

Declaration:

I hereby declare the information provided in this application 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



Address: Government Center, Candahug, Palo, Leyte

Telephone Nos.: (053) 832-5738

Email Address: region8@deped.gov.ph

Website: <https://region8.deped.gov.ph>

Recommending Approval:

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

Approved:

RD/SDS/School Head





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

February 21, 2024

REGIONAL MEMORANDUM

HRDD-2024- **185**

CORRIGENDUM AND ADDENDUM TO REGIONAL MEMORANDA NOS. 354 AND 403, S. 2023 RE: 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. Pursuant to DepEd Order No. 7, s. 2023 titled Guidelines on Recruitment, Selection, and Appointment in the Department of Education, the Head of Office refers to the highest authority within each governance level, as follows:

Governance Level	Head of Office
Central Office	Secretary
Regional Office	Regional Director
Schools Division Office, Schools, and Community Learning Centers	Schools Division Superintendent

2. Paragraphs 4 and 5 of RM No. 354, s. 2023 which refer to the Review Committee Composition and Approving Authorities of the crafted Action Plan/Re-Entry Action Plan/Job-Embedded Learning/Impact Project are hereby revised as shown in the tables below.

Governance Level	Review Committee Composition	
	Chairperson/ Co-Chairperson	Members
Regional Office (RO)	Chairperson: Assistant Regional Director (ARD) Co-Chairperson: Chief, HRDD	Chief, Administrative Division Chief, CLMD Chief, PPRD Chief, QAD HRMO Secretariat: NEAP Focal Person and HRDD SEPS

Schools Division Office (SDO), Schools, and Community Learning Centers (CLCs)	Chairperson: Assistant Schools Division Superintendent (ASDS)	CID Chief Administrative Officer V SEPS, Planning and Research HRMO
	Co-Chairperson: SGOD Chief	Secretariat: HRDS SEPS
Governance Level	Approving Authorities	
	Recommending Approval	Approval
Regional Office (RO)	Assistant Regional Director (ARD)	Regional Director (RD)
Schools Division Office (SDO), Schools, and Community Learning Centers (CLCs)	Assistant Schools Division Superintendent (ASDS)	Schools Division Superintendent (SDS)

- Attached are the revised and new templates for the Professional Development Program/Impact Project/ Work Application Plan (WAP)/Job-Embedded Learning (JEL)/Re-Entry Action Plan (REAP)/Action Plan (AP) for School Administration, Teaching, Related-Teaching, and Non-Teaching Personnel.
- Also attached are the templates for the accomplishment report and certification of utilization or adoption of the Applications of Education and Learning and Development.
- The immediate head of the concerned employee shall affix his/her initial below the name of the recommending authority as reflected in the template.
- 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:

ACTION PLAN
 APPLICATION OF EDUCATION
 APPLICATION OF LEARNING AND DEVELOPMENT
 CERTIFICATION
 IMPACT PROJECT
 JOB-EMBEDDED LEARNING
 PROFESSIONAL DEVELOPMENT PROGRAM
 RE-ENTRY ACTION PLAN
 WORKPLACE APPLICATION PLAN



HRDD-CDPA

Enclosure 1 to Regional Memorandum No. 185, s. 2024

**PROFESSIONAL DEVELOPMENT PROGRAM/IMPACT PROJECT TEMPLATE
FOR SCHOOL ADMINISTRATION, TEACHING, AND RELATED-TEACHING
PERSONNEL**

I. Proponent's Profile	
Proponent's Name:	
Office/School:	
Complete Office/School Address:	
Contact Number:	
DepEd email address:	
II. Program/Project Profile (Complete the following components to describe the program/project you would like to be implemented.)	
Title	Indicate the proposed program/project title.
Rationale	<p>Discuss in no more than 600 words the reasons for proposing this program/project. A substantially written rationale shall capture the following:</p> <p>a. The context of the program/project: where, when, and how it was conducted.</p> <p>b. The significant results of the program/project: specific targets for development.</p> <p>c. Relevant legal bases (if applicable) such as but not limited to DepEd issuances supporting the need for the proposed program/project.</p> <p>d. Relevant local and international literature validating the identified professional development needs and the selected key contents and methodologies.</p>
Program/Project Description	State in no more than 350 words the main intention of the proposed program/project highlighting the main task to be accomplished or the key content to be delivered, knowledge and skills to be learned and how they will benefit the participants.
Program/Project Objectives	<p>State the following task/learning objectives:</p> <p>Result Objective: As a result of the participants' improved competence and performance:</p> <p>(State what the program/project will be able to contribute to the attainment of organization goals as a result of participants' improved competency and performance.)</p> <p>Application Objective: Back in the workplace, the participants will be able to:</p> <p>(State what the participants will be able to perform back in their workplace as a result of their improved competence.)</p> <p>Terminal Objective: By the end of the program/project, the participants/persons responsible will be able to:</p>

	<p>(State what the participants/ persons responsible will be able to do immediately after the program/ project.)</p> <p>Enabling Objectives: Specifically, the participants will be able to:</p> <p>(Identify major task or learning blocks. Each block shall focus on enabling knowledge or skill/s participants/ persons responsible should acquire/ accomplish in order to attain the terminal objective. State in specific behavioral terms what participants/ persons responsible will be able to do by the end of each task/ learning block.</p>					
<p>Target Professional Standard with specific Domain/s, Strand/s, and Indicator/s</p>	Professional Standard:					
	Domain/s	Strand/s	Indicator/s			
<p>Target Participants</p>	<p>Participants' Profile:</p> <p>Specify the target participants based on their career stage, job group, position, subject area, grade level, etc. Indicate your participants' selection criteria.</p>					
	<p>Total number of target participants :</p>	<p>How many participants does this program / project proposal plan to cater?</p>	<p>Number of batches per implementation (if applicable) :</p>	<p>To how many batches do you plan to deliver this program / project proposal ?</p>	<p>Number of Implementations:</p>	<p>How many times do you plan to implement this program / project proposal ?</p>
			<p>Number of participants per batch:</p>			
<p>Delivery Platform</p>	<p>Indicate the delivery platform here.</p>					
<p>Indicative Dates of Implementation</p>	<p>From Start Date to End Date</p>					
<p>III. Course/Activities List (List down courses/ activities in the table below and provide detailed description of each course/ activity on the COURSE/ ACTIVITY DESIGN table.)</p>						
<p>Course/ Activity No.</p>	<p>Title</p>	<p>Functions/ Professional Standards Covered</p> <p>(Compendium of Functions/ KRAs, PPST, PPSSH,</p>	<p>Schedule</p> <p>(From Start Date to End Date)</p>	<p>Modality</p> <p>(Training Course, Seminar, Conference, Benchmarking, Degree Program,</p>		

		PPSS with specific domain/s and strand/s, indicator/s)		Job-Embedded Learning, Learning Action Cell, Coaching and Mentoring)
1				
2				
3				

Add more row to add courses/ activities.

IV. Course/Activity Design

(Provide a detailed description of each course/activity by breaking it into discrete sessions/tasks. You may create a copy of this page if you have two or more courses/activities.)

Course/Activity Title: *Indicate the course/activity title.*

Course/Activity Description: *Indicate the course/activity description.*

S e s s i o n / T a s k N u m b e r	Duration	Topic/Task	Session/ Task Objectives	Methodology	Outputs	Learning Facilitator/ Resource Speaker/ Person Responsible
		<i>Determine time allocation for each session/task, considering the session/task objectives and output to be accomplished.</i>	<i>List content areas/tasks essential to attaining the learning objectives (producing the outputs).</i>	<i>State in behavioral terms what participant will be to do right after a learning session/task.</i>	<i>Describe in detail or step-by-step procedure the task/s shall be done or how the assigned Resource Speaker will deliver content and engage the participants. Indicate the resources or learning resources that will be used to support accomplishment of the task/s or the delivery of content and the attainment of the task/session objectives. Incorporate the use of varied formative assessments such as multiple checks for understanding, guided practice, independent practice, etc.</i>	<i>Identify concrete outputs (e.g. recommendations, lesson exemplars, proposals, TA Plan, reflection journal, instructional material, etc.) that will be produced by the participant or person responsible during and by the end of each task or session.</i>

1						
2						

Add more rows to add sessions/tasks.

V. Program/Course Implementation Plan

Funding Source:	<i>(How the program will be funded?)</i>	Budget Requirements:	<i>(Provide details on how the funds will be allocated. If registration, how much will be collected in each course?)</i>
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Budget Estimate		Registration Fee per Participant:	
Source of Funds:			

Total Targeted Participants:		Number of Batches:	
Target Date/s:		Proposed Venue/Location:	
Budget Breakdown per Batch			
Particulars	No. of Pax	No. of Days	Total Estimated Cost
Board and Lodging			
Transportation of Project Management Team			
Supplies and Materials			
Honorarium			
Contingency			
Total Estimated Cost per Batch			

VI. Monitoring and Evaluation Plan

(This is the M and E Plan template following the Kirkpatrick Evaluation Model.)

Level of M and E	Objectives (What will be measured?)	Methods and Tools (What methods/tools will be used to collect data?)	Data Sources (Who and/or what documents will provide data or evidence on the indicators?)	Schedule of M and E (When will M and E activities be undertaken?)	Person/s Responsible (Who will be accountable for ensuring that M and E activities are done?)	Support Needed (What resources are needed to implement M and E activities?)	User of M and E Data (Who will use the data gathered?)
Level 4 – Results <i>(The degree to which targeted outcomes as a result of the training and support and accountability package.)</i>							
Level 3 - Behavior <i>(The degree to which participant apply what they learned during training when they are back on the job. This can be found in the application objective.)</i>							
Level 2 – Learning <i>(The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training.)</i>							
Level 1 – Reaction <i>(The degree to which participant find the training favorable, engaging, and</i>							

relevant to their jobs.)							
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Declaration:

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

I agree that the Department of Education (DepEd) to be the co-owner of all the data gathered and the copyright of any publication of the use of these data.

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/Project Proponent Signature over Printed Name

Recommending Approval:

ARD for RO/ASDS for SDO, Schools, and CLCs

Signature over Printed Name of the Chairperson of the Review Committee

Approved:

RD for RO/SDS for SDO, Schools, and CLCs

Signature over Printed Name of the Approving Authority

Enclosure 2 to Regional Memorandum No. _____, s. 2024

**PROFESSIONAL DEVELOPMENT PROGRAM / 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/Project Profile (Complete the following components to describe the program/plan/project you would like to be implemented.)	
Title	Indicate the proposed program/project title.
Rationale	<p>Discuss in no more than 600 words the reasons for proposing this PD program/project. A substantially written rationale shall capture the following:</p> <p>a. The context of the program/project: where, when, and how it was conducted.</p> <p>b. The significant results of the program/project: specific targets for development.</p> <p>c. Relevant legal bases (if applicable) such as but not limited to DepEd issuances supporting the need for the proposed program/project.</p> <p>d. Relevant local and international literature validating the identified professional development needs and the selected key contents and methodologies.</p>
Program/Project Description	State in no more than 350 words the main intention of the proposed program/project highlighting the main task to be accomplished or the key content to be delivered, knowledge and skills to be learned and how they will benefit the participants.
Program/Project Objectives	<p>State the following task/learning objectives:</p> <p>Result Objective: As a result of the participants' improved competence and performance:</p> <p>(State what the program/project will be able to contribute to the attainment of organization goals as a result of participants' improved competency and performance.)</p> <p>Application Objective: Back in the workplace, the participants will be able to:</p> <p>(State what the participants will be able to perform back in their workplace as a result of their improved competence.)</p> <p>Terminal Objective: By the end of the program/project, the participants/persons responsible will be able to:</p>

		<i>(State what the participants/persons responsible will be able to do immediately after the program/plan/project.)</i>			
		Enabling Objectives: Specifically, the participants will be able to:			
		<i>(Identify major task or learning blocks. Each block shall focus on enabling knowledge or skill/s participants/persons responsible should acquire/accomplish in order to attain the terminal objective. State in specific behavioral terms what participants/persons responsible will be able to do by the end of each task/learning block.</i>			
Target Professional Standard with specific Domain/s, Strand/s, and Indicator/s	Professional Standard:				
	Domain/s	Strand/s		Indicator/s	
Target Participants	Participants' Profile:				
	<i>Specify the target participants based on their career stage, job group, position, subject area, grade level, etc. Indicate your participants' selection criteria.</i>				
	Total number of target participants :	<i>How many participants does this program/project proposal plan to cater?</i>	Number of batches per implementation (if applicable):	<i>To how many batches do you plan to deliver this program/project proposal?</i>	Number of Implementations:
		Number of participants per batch:	<i>How many participants will there be in a batch?</i>		
Delivery Platform	<i>Indicate the delivery platform here.</i>				
Indicative Dates of Implementation	<i>From Start Date to End Date</i>				
III. Activities List					
<i>(List down activities in the table below and provide detailed description of each activity on the ACTIVITY DESIGN table.)</i>					
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					
<i>(Add more rows to add activities.)</i>					
IV. Activity Design					
<i>(Provide a detailed description of each activity by breaking it into discrete tasks. You may</i>					

create a copy of this table below if you have two or more activities.)

Activity 1:							
Activity 1 Description:							
Task Number	Task/s	Outputs	Duration/Date of Implementation	Person/s Responsible	Resources		Source of Fund
	Describe its task. (May be a listing of main tasks.)	Describe what employees' outputs to achieve the different tasks.		Identify the Person responsible for this task.	Financial	Physical	
1							
2							

(Add more rows to add tasks.)

V. Monitoring and Evaluation Plan

	Indicator	Definition	Baseline	Target	Data Source	Frequency	Person Responsible	Reporting
		How is it calculated?	What is the current status?	What is the target?	How will it be measured?	How often will it be measured?	Who will measure it?	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.

I agree that the Department of Education (DepEd) to be the co-owner of all the data gathered and the copyright of any publication of the use of these data.

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/Project Proponent Signature over Printed Name

Recommending Approval:

ARD for RO/ASDS for SDO, Schools, and CLCs

Signature over Printed Name of the Chairperson of the Review Committee

Approved:

RD for RO/SDS for SDO, Schools, and CLCs

Signature over Printed Name of the Approving Authority

Enclosure 3 to Regional Memorandum No. _____, s. 2024

WORKPLACE APPLICATION PLAN (WAP) / JOB-EMBEDDED LEARNING (JEL) TEMPLATE

Name of Learner/Employee		Office and Position		
Title of PD Program/s		Date of Delivery		
		PD Program Provider		
Name of Immediate Supervisor		Office and Position		
Background and Rationale of WAP/JEL Plan:	<i>Briefly describe why the WAP/JEL will be implemented. Identify the competency gaps that will be addressed and current performance level on key result area(s).</i>			
Expected Performance Improvement				
Competencies for Development	Key Result Area(s)	Expected Improvement in Performance Indicator	Means of Verification	
<i>Please add more rows as needed.</i>				
Type of Intervention <i>(Please tick the box that applies.)</i>				
<input type="checkbox"/> Committee Work	<input type="checkbox"/> Job Shadowing	<input type="checkbox"/> Informal JEL Activities <i>(Please specify)</i>	<input type="checkbox"/> Others <i>(Please specify)</i>	
<input type="checkbox"/> Job Expansion	<input type="checkbox"/> Special Project			
<input type="checkbox"/> Job Rotation	<input type="checkbox"/> Stretch Assignments	<input type="checkbox"/> WAP Implementation		
Briefly describe the intervention <i>(e.g. type of special project, nature of Committee, and role of learners, etc.), and specify duration and offices where learner will be assigned, if appropriate. Use one to two paragraphs.</i>				
Application Objective	<i>State what learner will be able to do by the end of the WAP/JEL, following ABCD (Audience-Behavior-Condition-Degree) guidelines.</i>			
Learning Objectives <i>(What learner be able to do by the end of an activity/learning session)</i>	Activities <i>(Activities that learner will engage in to meet each learning objective)</i>	Timeline <i>(Start-end of each activity)</i>	Learning Facilitator <i>(Immediate Supervisor or Peer assigned to guide learner)</i>	Support/Resources <i>(Office Order, information, etc. needed)</i>
<i>Please add more rows as needed.</i>				



Prepared by:

Signature over Printed Name of the Proponent

Recommending Approval:

ARD for RO/ASDS for SDO, Schools, and CLCs

Signature over Printed Name of the Chairperson of the Review Committee

Approved:

RD for RO/SDS for SDO, Schools, and CLCs

Signature over Printed Name of the Approving Authority

Enclosure 4 to Regional Memorandum No. _____, s. 2024

RE-ENTRY ACTION PLAN (REAP)/ACTION PLAN (AP) TEMPLATE

Name:		Position Title/Designation:				
Work Station (School/Office/Unit):			Schools Division Office:			
Region:						
Service Provider (name of DSP/LSP) <i>if applicable:</i>						
Program or Course Title <i>if applicable:</i>						
Course Date <i>if applicable:</i>						
Workplace Development Objective	Situationer <i>Describe current situation problem or opportunity in your workplace that you need to address through your REAP or AP.</i>	Date of Implementation	Expected Output	Expected Beneficiaries	Success Indicators: What will serve as evidence of success of the REAP or AP?	Remarks

Note: Please add more rows as needed.

Prepared by:

Signature over Printed Name of the Proponent

Recommending Approval:

ARD for RO/ASDS for SDO, Schools, and CLCs
Signature over Printed Name of the Chairperson of the Review Committee

Approved:

RD for RO/SDS for SDO, Schools, and CLCs
Signature over Printed Name of the Approving Authority

Enclosure 5 to Regional Memorandum No. _____, s. 2024
Certification of the Utilization/Adoption (Application of Education)

CERTIFICATION

THIS IS TO CERTIFY that the application of education of

_____,
(Applicant's Name)

_____,
(Position)

(Office/ School)

was duly utilized/adopted that led to significant positive results in Mr./Ms./Mrs.

(Applicant's Surname) current or previous work.

Issued this _____ day of _____

(Month & Year)

at _____ for
(Office & Complete Address of the Office)

whatever purpose it may serve.

Signature over Printed Name of the Head of Office

Enclosure 6 to Regional Memorandum No. _____, s. 2024
Certification of the Utilization/Adoption (Application of Learning and Development)

CERTIFICATION

THIS IS TO CERTIFY that the application of Learning and Development of

_____, _____, _____
(Applicant's Name) (Position) (Office/ School)

was duly utilized/adopted by _____ at the _____
(Specify the Office) (Specify the level)

that led to significant positive results in Mr./Ms./Mrs. _____ current
(Applicant's Surname)

or previous work.

Issued this _____ day of _____
(Month & Year)

at _____ for
(Office & Complete Address of the Office)

whatever purpose it may serve.

Signature over Printed Name of the Head of Office

Enclosure 7 to Regional Memorandum No. _____, s. 2024

Accomplishment Report Template for Application of Education and Application of Learning and Development

ACCOMPLISHMENT REPORT

Purpose:		
Date	Target	Output/Accomplishment

Prepared by:

Applicant's Signature over Printed Name

Approved:

Signature over Printed Name of the Head of Office