



Republic of the Philippines
Department of Education



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DepED ORDER
No. 111 s. 2009

ESTABLISHMENT OF THE NATIONAL EDUCATORS ACADEMY
OF THE PHILIPPINES IN THE REGION

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Elementary and Secondary Schools

1. The Department of Education (DepEd) is currently undertaking key reform initiatives for the development of its personnel, pursuant to Republic Act No. 9155, re: Governance of Basic Education Act of 2001. In view of this, the National Educators Academy of the Philippines (NEAP), which is the training arm of DepEd, is hereby established in the regions.

I. Mandate

- a. The Department of Education (DepEd), the institution mandated to provide quality basic education to Filipino learners, needs to continuously develop its rank of teachers, school managers and non-teaching personnel. The capability development of DepEd personnel is given importance in the Governance of Basic Education Act of 2001 known as Republic Act No. 9155.
- b. The National Educators Academy of the Philippines (NEAP) has the mandate to provide a national framework for the continuous development of all education personnel and define personnel competency and qualification.
- c. NEAP is designated as the interim agency responsible for the general operationalization of the Training and Development (T & D) system (DepED Order No. 30, s. 2009).

II. Overall Policy

- a. The DepEd Central will establish the national policy directions and operational instructions for service areas of the NEAP and NEAP in the Region especially on the adoption of the T & D system framework.
- b. The Central NEAP will:
 - establish directions in the form of policies for the different service areas especially on the T & D system;
 - set standards (system standards and competency standards for teaching and non-teaching personnel);

- implement Training and Development Needs Assessment (TDNA) system for the Central Office (CO) and the Regional Office (RO) Executives;
 - implement a Professional Development Planning (PDP) system;
 - implement the Program Designing and Resource Development (PDRD) system;
 - implement a Training and Development Program Delivery (PD) system;
 - monitor the T & D operation in the CO and in the region; and
 - assist RO in resource generation for the delivery of services at NEAP in the Region.
- c. The Central NEAP shall collaborate with DepEd Central Office bureaus, services and centers to ensure implementation of major policies that they have identified.
- d. The Central NEAP has the responsibility to provide technical assistance to the NEAP in the Region in terms of the following:
- The training of trainers for areas identified;
 - Capability-building for NEAP personnel in the Region;
 - Downloading of systems and technologies; and
 - Quality Assurance and Monitoring & Evaluation of the operation of NEAP in the Region.
- e. To support the Central NEAP, there is a need to establish the NEAP in the Region which shall be responsible in the implementation of programs for the professional development of all regional personnel and to implement and manage region-wide staff development programs pursuant to the national policies and standards.
- f. The NEAP in the Region aims to provide a decentralized system of human resources development and management that serves as a hub for quality assurance and accountability to address the peculiar and diverse cultural learning needs at the region and its target clientele resulting in the maximization of resources.
- g. Consistent with DepEd policies, plans and standards, the NEAP in the Region shall provide technical assistance to its regional organization and all divisions within the region in the following service areas:
- Training and Development;
 - Competency Assessment;
 - Quality Assurance and Monitoring & Evaluation and Accreditation (QA-ME-A);
 - Research and Development;
 - Assistance to Succession Planning and Programming; and
 - Production of Professional Development Materials (PDMs).
- h. The NEAP in the Region shall:
- establish regional directions and localization guidelines and standards for the different service areas with the T & D system as a core area for the region and the divisions;
 - consolidate and analyze all divisions' TDNA results;
 - identify regional priorities for T & D;

- develop the region's Master Training Plan; and
 - monitor and evaluate the T & D system of the divisions.
- i. The training of teachers will be undertaken by the division. For supply driven training, DepEd Central NEAP/ Bureaus and Centers will have to inform the Region of such for monitoring and evaluation.
 - j. The NEAP in the Region shall provide technical assistance to the following teaching and non-teaching clientele groups, namely:
 - Education Program Supervisors;
 - Public Schools District Supervisors;
 - School Heads;
 - Teachers;
 - Non-teaching personnel; and
 - Stakeholders involved in educational governance.
 - k. The NEAP in the Region shall unify its overall programs and services with the national directions set by the Central NEAP with the following:
 - planning of operation;
 - development of services; and
 - report of accomplishments as scheduled.
 - l. In order to deliver its functions, the NEAP in the Region shall collaborate and coordinate with support units such as DepEd bureaus/centers/units, Regional Development Council (RDC), LGUs, NGOs, GOs, TEIs and other external support organizations/institutions.

III. Human Resource (HR) Structure

- a. To propose organizational structure diagram, qualifications, roles and functions of the team leaders/staff of the service areas with consideration of the standards for the personnel as enumerated under paragraph A of NEAP in the Region standards in the enclosed implementing guidelines shall be the basis, in executing/ implementing NEAP in the Region Structure.
- b. To complement the personnel requirement for the initial operation of NEAP in the Region, specifically in the operation of six (6) service areas as stipulated in item 2, paragraph g of this Order, the region through the Regional Director shall organize and provide personnel support from their existing regional personnel which shall compose the interim NEAP in the Region, until such time that the approved plantilla position by Department of Budget and Management (DBM) will be available, following the DepEd's existing rules and regulations.

IV. Fund Allocation

- a. Pending the allocation of funds in the DepEd's general appropriations for the next calendar year and thereafter, the capability building of the designated/assigned NEAP in the Region personnel shall be taken from the capability building funds of the region with the assistance/budgetary support from the Central NEAP. These special allocations which are intended for the establishment and operation of

the NEAP in the Region, shall be based on the needs and resource requirement/s of the region.

- b. NEAP in the Region may request from proper authorities for it to be included in DBM's General Appropriations and Special Provision for its personnel services and maintenance and operation expenses funding requirements. It may also maintain a revolving fund like NEAP and ECOTECH where "income derived from rentals, board and lodging and other sources shall be used for maintenance and other operating expenses subject to pertinent budgeting, accounting and auditing rules and regulations".
- c. The Human Resource Training and Development (HRTD) Funds may be accessed by the Regions and Divisions in collaboration with Central NEAP following policies and guidelines stipulated in DepEd Order Nos. 11 and 85, s. 2009.
- d. Similar to Technology, said assistance shall include the provision of the required technologies such as tools/template, equipment, processes, programs and products that are necessary in the operations of the service areas.
- e. Only the capability building programs identified for the aforecited clientele group are those authorized for funding allocations to be provided/downloaded by the Region and the Central NEAP. These allocations are categorized according to the following indicators: size of region; performance (low or high performance); and availability/non-availability of necessary facilities/equipment and resources.
- f. Further, the aforecited allocations should be properly recorded/ reported based on the Commission on Audit (COA) requirements, rules and regulations.
- g. The Regions are advised to strictly observe the requirements, procedures and guidelines for the Eligible and Non-eligible expenditures based on prevailing DBM circulars. These provisions also apply for the succeeding allocations as part of NEAP's allotments from DepEd's general appropriations for the next calendar year and thereafter.

V. Processes

- a. Decentralization of the Training Designs and Programs to the Regions
 - All Training Designs and Programs developed by Central NEAP for Division Supervisors, School Heads and Teachers shall be made accessible to the regions which have established a NEAP in the Region following the system of downloading for these designs and programs.
 - In line with the Region and Division Master Plans for Professional Development, these training designs and programs are expected to be adopted/adapted to support the provision of quality professional development activities to the respective client groups.

- NEAP in the Region will be expected to implement the training designs and programs in line with the standards and processes established by Central NEAP.
- b. Conversion of Regional Education Learning Center (RELC) Facilities
- The name Regional Education learning Center (RELC) shall now be changed to National Educators Academy of the Philippines (NEAP) depicting name and number of the Region.
 - All existing RELC facilities shall now be transferred and converted under the supervision and ownership of the NEAP in the Region.
- c. Policy on the Utilization of the Central NEAP Logo
- NEAP in the Region should adopt the official logo of the National Educators Academy of the Philippines.
 - To regionalize the logo, NEAP in the Region should depict the number of the Region after the word National Educators Academy of the Philippines.

Example:

National Educators Academy of the Philippines- I
 National Educators Academy of the Philippines – VII
 National Educators Academy of the Philippines – XII
 National Educators Academy of the Philippines – ARMM
 National Educators Academy of the Philippines – CARAGA



Region VI – Western Visayas

- NEAP in the Region shall adopt the meaning and explanation of the Central NEAP logo.
2. Enclosed is the Framework and Guidelines for the Establishment of NEAP in the Region.
 3. Immediate dissemination of and compliance with this Order is directed.

Jesli A. Lapus
JESLI A. LAPUS
 Secretary

Enclosure to DepEd Order No. 111, s. 2009



Republic of the Philippines
Department of Education
NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES
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F R A M E W O R K A N D **G** U I D E L I N E S FOR THE ESTABLISHMENT OF NEAP IN THE REGION

MANUAL

SEPTEMBER 2009

Framework and Guidelines for the Establishment of NEAP in the Region

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- A. NEAP Resources Inventory
- B. Template for the NEAP in the Region Three-Year Development Plan

Part 1. The Framework of the NEAP in the Region

Introduction

As an integral part of the education system, human resource development is given due importance in the Governance of Basic Education Act of 2001, known as Republic Act 9155. The law clearly states that the national offices in all areas of governance including management of human resource development shall set general directions for policies and standards, and shall define roles and responsibilities of and provide resources to the field offices, which shall implement programs projects and services to fit the needs of the communities they serve.

Pursuant to the law, the Department of Education is currently embarking on aggressive key reform initiatives for the professional development of its in-service personnel. One of these initiatives is the present move of establishing the National Educators Academy of the Philippines (NEAP) at the regions. Moreover, the NEAP has been recently designated as the interim agency responsible for the general operationalization of the Training and Development system (DepED Memo # 30, s. 2009).

While the DepED, through the NEAP has the mandate to provide a national framework for the continuous development of all education personnel and define personnel competency and qualification, the NEAP at the regions is envisioned as the support structure for the implementation and management of regional and division professional staff development and related services for capability building necessary in achieving higher learning outcomes.

The Manual

This Manual guides the DepED officials, especially those at the Regions for the establishment of the NEAP in the Region. It contains details of the NEAP in the Region framework and general guidelines for its operation.

Part I outlines the service areas, and their corresponding specifications and the institutional technologies required. An organizational structure is suggested as the basic requirement towards its full operation as the service areas are progressively developed. Each Region may integrate the required structure and personnel in their existing regional structure as they deem fit depending on available resources and within DepED's existing rules and regulations. The Manual also lists standards for each service area that will guide the conduct of and delivery of services. Sustainability mechanisms are recommended for the continuous operations and quality assurance of the services of the NEAP in the Region. Suggestions on generating resources, e.g. logistics, may be done for instance, through the creation of a business plan.

Part II lists the guidelines for the establishment of the NEAP in the Region. It includes guidelines on the phased-in approach to the establishment of NEAP in

the Region, utilization of available human and physical resources, and technical assistance & QA-ME-A support from Central NEAP. Also included is the guideline on the Systems, Processes and Tools required in the service areas that have to be developed further.

There are relevant materials in the Attachments portion of the Manual that may serve as reference by those involved in the establishment and operations of NEAP in the Region.

The Legal Basis

- RA 9155

Specifically, the following provisions indicated in the Implementing Rules and Regulations (IRR, Dec. 2007) of the RA 9155 relate to human resource development management at the regional level and serve as legal basis of the NEAP in the Region Framework:

- Ensure strict compliance with prescribed national criteria for the recruitment, selection and training of all staff in the Region and Divisions (Sec. 6.1.21)
- Implement and manage regional staff development programs (Sec. 6.1.25)
- Plan and manage effective and efficient use of personnel, physical and fiscal resources of the region, including professional staff development of the region (sec. 6.1.26)

BESRA

The Basic Education Reform Agenda (BESRA) was conceptualized in mid-2005 to facilitate the implementation of the Philippine Education For All 2015 Plan and to sustain and institutionalize proven effective initiatives of the Department of Education which are geared towards increased access to quality and relevant basic education. The BESRA emphasizes the DepEd's function for human resource development summarized in more specific terms as follows (BESRA PIP, 2006).

- *DepED shall undertake a start-up capacity building effort, among which is for Divisions to prepare division-specific plans for training school heads and other school-level stakeholders on SBM. The start-up capacity building activities shall cover the preparation of all regional and divisional offices to execute the whole PIP, including SBM, competency-based teachers standards, learning support and quality assurance, and outcomes-focused resource mobilization.*

- *The school-level capacity building includes school heads, teachers, community leaders, PTCA officers and other stakeholders at school/community level. Orientation and planning sessions should eventually cover all schools of the division. The division-level packages include training of school heads in SBM at NEAP/RELCs and training of school staff on records-keeping and financial accountability, among others.*
- *Divisions need to prepare its staff and operations to shift to a stage when most schools are capable of managing their own operations to deliver improved performance. New capabilities and mechanisms involve competency-based teacher standards, quality assurance and learning support and outcomes-focused resource mobilization.*

Vision of Central NEAP

NEAP is an academy of educators imbued with personal integrity, personal and professional competencies committed to professional leadership in the DepEd.

Purpose of the NEAP in the Region

The NEAP in the Region aims to provide a decentralized system of human resources development and management that serves as a hub for quality assurance and accountability to address the peculiar and diverse cultural learning needs at the region and its target clientele resulting in the maximization of resources.

Mission

The NEAP in the Region exists to bring about improved quality of educational outcomes and institutional development by transforming leaders and stakeholders through the provision of technical assistance to its regional organization and to all the divisions within the region in the following service areas:

- Training and Development
- Competency Assessment
- Quality Assurance-Monitoring & Evaluation and Accreditation (QA-ME-A)
- Research and Development
- Assistance to Succession Planning and Programming
- Production of Professional Development Materials (PDMs)

Target Clientele

The NEAP in the Region will provide technical assistance to the following teaching and non-teaching clientele groups, namely:

- Chief Education Supervisors
- Education Supervisors
- Public Schools District Supervisors
- School Heads
- Teachers
- Non-teaching personnel in the RO and DOs
- Stakeholders involved in educational governance

Service Areas and Institutional Technologies

In its technical assistance function, the NEAP in the Region shall provide content and processes/technical expertise on professional development and educational leadership to its regional organization and to all the Divisions in the six (6) service areas described below:

1. Training and Development (T&D)

This is a core service area with an objective of providing professional development activities aimed at enhancing competencies for the improvement of educational outcomes. Activities are needs-based and demand-driven by the region and the divisions through, but not limited to, needs assessment, professional development planning, program designing & resource development, and delivery of training, program management, monitoring and evaluating of T& D activities.

2. Competency Assessment

Competency Assessment refers to the appraisal of the KSAs of education personnel based on national competency standards set for their profession. It involves the collection of data, analysis, profiling and professional reporting of assessment results.

The service area also oversees qualifying tests, to ensure that candidates for all positions have the KSAs required based on the standards set by DepED Central. This also includes the development of assessment tools and other forms of assessment related to professional development and educational leadership.

3. Quality Assurance – Monitoring & Evaluation (QA-M & E)

Quality Assurance -Monitoring and Evaluation – Accreditation (QA-ME-A)) is a service area integral to the operations of the NEAP in the Region. The Quality

Assurance scheme sees to it that the outputs of the different service areas are achieved based on set standards and specifications.

Monitoring is a process of gathering raw data on program implementation and effectiveness aimed primarily at providing program managers and key stakeholders with regular feedback and early indications of progress or lack thereof based on predetermined standards.

As one of the proven methods of quality assurance, the NEAP in the Region will regularly conduct monitoring and evaluation in order to ensure that the policies and standards set are enforced and objectives are achieved. They are critical tools for forward-looking strategic positioning, organizational learning and for sound management

Evaluation is a time-bound process of decision-making based on assessing, analyzing, and utilizing data obtained from monitoring. It is a process of identifying learnings gained, answering questions initially raised, making recommendations, commending and suggesting improvements.

Monitoring and Evaluation always go hand in hand, that monitoring becomes a futile and expensive exercise without evaluation while evaluation without monitoring will have no foundation and thus become just mere speculation.

Accreditation and Certification

Accreditation is a quality assurance process. Its purpose is to upgrade NEAP and NEAP in the Region's quality of training programs, training delivery, trainers and service providers through self-assessment and external evaluation. Accreditation may also be done by Central NEAP and NEAP in the Region for training and development programs conducted by non-DepED entities to determine if applicable standards are met.

Certification is a formal process of assuring that trainers are competent and qualified in terms of knowledge, skills, and attitudes required for the delivery of a particular program.

4. Research and Development

This is a specialized service of NEAP in the Region that addresses specific needs identified for education development. It is designed to create a culture for research, and to provide direction and opportunities to do research. It conducts policy research that will bring about improved quality of educational outcomes and institutional development.

5. Assistance to Succession Planning and Programming

This area focuses on a systematic approach and process of preparing educational leaders in coordination with personnel officer to ensure leadership continuity when a key position is vacated brought about by retirement, transfer, illness or separation.

It should involve nurturing and developing employees from within an organization. The plan will generally include a combination of training and developing existing staff, and external recruitment.

6. Production of Professional Development Materials (PDMs)

This service area assists learning resource and materials development centers in the assessment & evaluation, development, indigenization, training and utilization of professional development materials based on standards set, evidences from researches and best practices.

PDMs are all resources other than textbooks (print or non-print) related to teaching, training and other forms of staff development.

The following table shows the NEAP in the Region service areas and their corresponding required technologies. Technologies in this context include the tools/templates, equipment, processes, programs and products, and Operations Manuals that are required in the management and implementation of the service areas.

Service Areas	Technologies
Training and Development	<ul style="list-style-type: none"> • T&D Needs Assessment • Professional Development Planning • Program designing • Resources Development • Program delivery • Data- base
Competency Assessment	<ul style="list-style-type: none"> • Qualifying exams for educational leaders, teachers and non-teaching personnel • Competency profiling • Tools development • Data - base
Quality Assurance	<ul style="list-style-type: none"> • Accreditation and certification • M & E • Data – base
Research and Development	<ul style="list-style-type: none"> • Research agenda development • Research proposal development • Conduct of research • Utilization and dissemination of research results • Data – base
Assistance to Succession Planning & Programming	<ul style="list-style-type: none"> • Assessment of current and future needs • Process and Tools for matching capability w/ existing workforce • Plan to cover the gap

Service Areas	Technologies
	<ul style="list-style-type: none"> • Competency Profiling • Career path planning/counseling • Programming for certification, post graduate • Professional Exchange • Identification of a pool of highly potential successors
Production of PDMs	<ul style="list-style-type: none"> • Assessment and evaluation of PDMs • Cataloguing of PDMs • Indigenization/Localization of PDMs

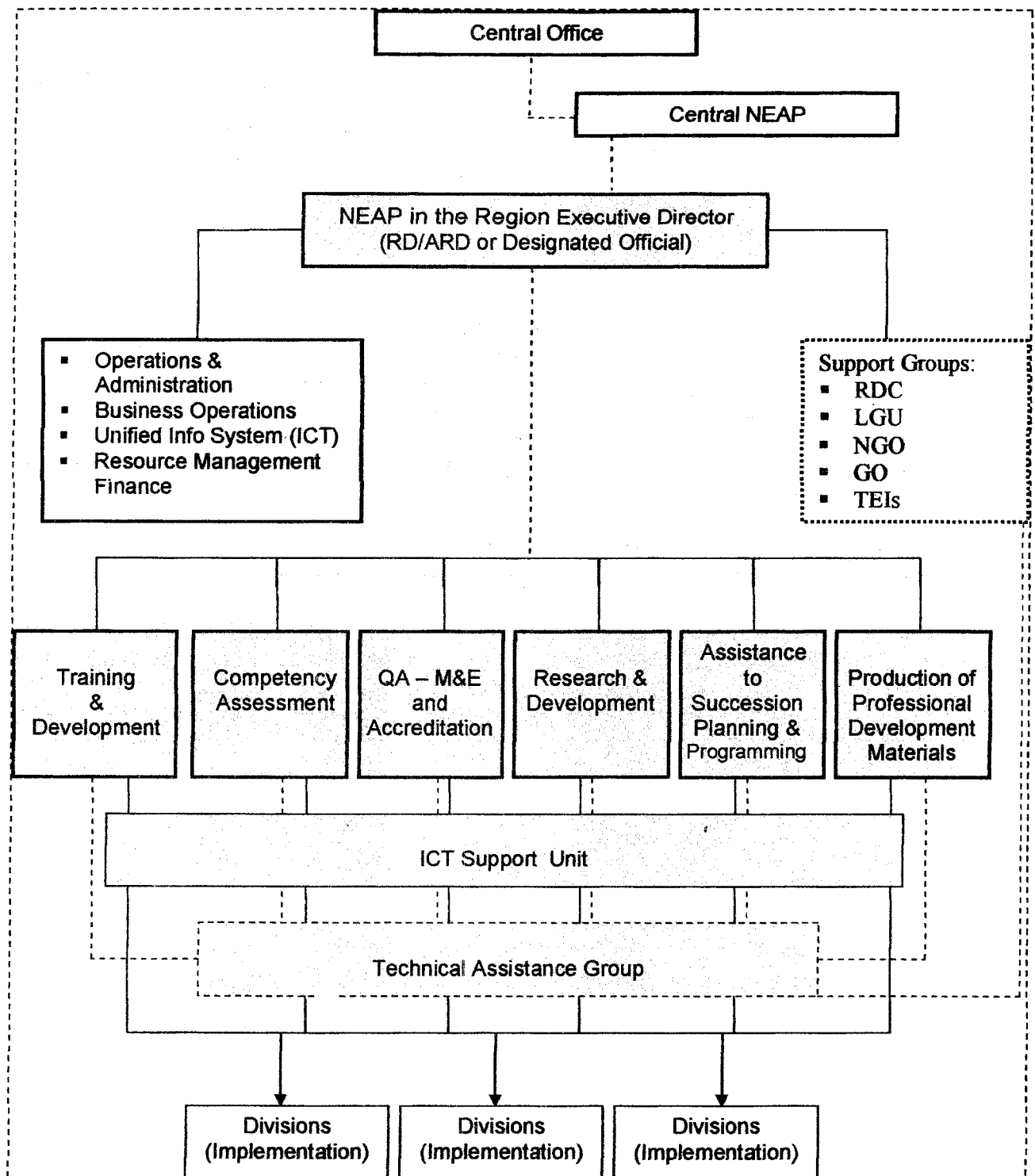
Organizational Structure

The organizational structure presented below is a minimal requirement and could progressively expand towards the full development of the service areas. Each Region may integrate the required structure and personnel into their existing regional structure as they deem fit depending on available resources. In its present form, it reflects only the Head of the organization and the service areas as it empowers the Region to make decisions appropriate to their unique conditions. Hence, it is not prescriptive.

For its initial operation, staffing and designation of personnel will be at the discretion of the Regional Director within the DepED's existing rules and regulations.

The vertical coordination emanating from the Central Office (CO) will be in the form of Setting of national standards, Quality assurance and Monitoring, Evaluation and Adjustment processes. Technical Assistance and budgetary support will be the major functions of the CO which will be downloaded to the Divisions through the NEAP in the Region.

Organizational Structure Diagram



Support System Units

The NEAP in the Region can successfully carry-on duties, functions and responsibilities with the support of the following accountable offices and support groups:

1. DepED Central Office, through the Central NEAP, formulates policies/ mandates, standards for NEAP in the Region operations. It also provides resource support, such as technologies and budgetary requirements.
2. The Regional Office and functional units support the operations of the NEAP in the Region through its administration and management of resources, e.g. Finance and Budget, Regional M & E Group (RMEG), Resource Mobilization Management (RMM).
3. Support groups (RGUs, RDCs, LSBs, NGOs, GOs and TEIs at the division and regional levels provide resource and technical support

DepED Central Office	NEAP Central	Reg'l. Office (RD/ARD, Chiefs, HRMO, Reg'l Trainers)	Division Offices	Support Groups
<ul style="list-style-type: none"> • Policies • Mandates • Resource Support 	<ul style="list-style-type: none"> • Standards • Technologies (products and programs) 	<ul style="list-style-type: none"> • Operation (Administration and management) 	<ul style="list-style-type: none"> • Implementation of Programs & Projects 	(RGUs RDCs LSBs NGOs GOs TEIs

NEAP in the Region Standards

A. Standards for the Different Personnel in the NEAP in the Region Structure

Service Area Team	Standard for Personnel
A. Training and Development	<p>Team Leader</p> <ol style="list-style-type: none"> 1. At least a masters degree holder with relevant specialization 2. Has a minimum of two (2) years in training management/supervisory duties 3. Meets all standards for members except the first item. <p>Team Members</p> <ol style="list-style-type: none"> 1. Possess at least completed academic requirements in the masteral program 2. Competent and have been actively involved in needs assessment, planning, designing and delivery of training for the last two (2) years

	<ol style="list-style-type: none"> 3. Preferably experienced trainers, resource persons and facilitators certified by NEAP or Foreign Assisted Projects (FAP) 4. T & D planners and program designers must have had experience in training program designing for at least 2 years 5. Innovative, team players, and manifest high degree of professionalism, integrity and ethical standards
B. Competency Assessment	<p>Team Leader</p> <ol style="list-style-type: none"> 1. At least a masters degree holder with relevant specialization 2. Meets all the standards for members except the first item. <p>Team Members</p> <ol style="list-style-type: none"> 1. Possess at least completed academic requirements in the masteral program 2. At least three (3) years experience in measurement and evaluation 3. At least three (3) year experience in tools development, administration, results analysis, profiling/interpretation and reporting
C. Quality Assurance – Monitoring & Evaluation (QA-M&E)	<p>Team Leader</p> <ol style="list-style-type: none"> 1. A masters graduate with at least two years experience in supervisory/administrative work and/or in accreditation, monitoring and evaluation 2. Meets all the standards for members. <p>Team Members</p> <ol style="list-style-type: none"> 1. At least one (1) year experience in assessing, monitoring and evaluation (including tracking of alumni), accreditation and certification of educational programs 2. Manifest high degree of professionalism, integrity and ethical standards
D. Research and Development	<p>Team Leader</p> <ol style="list-style-type: none"> 1. Must be a doctorate degree holder preferably with specialization in educational research and development. 2. Must have at least five (5) years experience in Research Management. 3. Meets all the requirements of Team members except #1. <p>Team members</p> <ol style="list-style-type: none"> 1. Must be at least masters degree holders 2. Should have at least three (3) year experience in the conduct of educational research 3. Must be competent in either qualitative or quantitative research or both 4. Must have published at least two (2) studies excluding thesis or dissertation in a research journal or publication 5. Must have skills in networking and resource generation for research

<p>E. Assistance to Succession Planning and Programming</p>	<p>Team leader and members</p> <ol style="list-style-type: none"> 1. Must have undergone training and experience in identification (persons, skills, position) profiling and development 2. Must have undergone HR related training , preferably including training in succession planning and programming 3. Must have at least two years experience in HR work involving personnel related work 4. Must be fair, trustworthy and perceptive/sensitive of the organizational culture
<p>F. Development of Professional Development Materials (PDMs)</p>	<p>Team Leader and members</p> <ol style="list-style-type: none"> 1. Must have work experience of at least two years in curriculum development, with 18 units towards a masters degree, and preferably with training in instructional materials development 2. Must have at least one (1) year experience in materials writing, review and evaluation 3. Must have attended Training in Printing, Storage and Distribution of instructional materials 4. Must meet the LRMDS standards

B. Standards for Infrastructure

Criterion	NEAP in the Region OFFICE*	TEAM LEADERS OFFICE	FUNCTION ROOM		PRODUCTIO N ROOM	IT ROOM	LIBRARY/ E-LIBRARY		
Size	At least 50 sq.m.	At least 50 sq.m	At least 50 sq.m	At least 150 sq.m with technician's cubicle	At least 50 sq.m	At least 50 sq. m	At least 50 sq. m	At least 300 sq. m 4-5 person per room	At least 130 sq. m
Physical Structure and Facilities	Well equipped, well ventilated, spacious, well lighted and should have a friendly environment	Well equipped, well ventilated, spacious, well lighted and should have a friendly environment	Well equipped, well ventilated, spacious, well lighted and should have a friendly environment	Room structure allows ease of movement for adult learning activities Well-equipped and well ventilated, spacious, well lighted Open and ready to e- conferencing and other high-tech possibilities	Well equipped and well secured Well structured for production and storing	Maintains stable network connection	Fully equipped, With e-learning facilities Well lighted and conducive to learning	Adequate sanitary and hygienic conditions	Clean, well-organized structure
Location	Location should be accessible to all divisions and must be within an identified regional office / center	Adjacent to the NEAP- R office	Adjacent to the NEAP- R office	Provision for CR		Adjacent to the library	Adjacent to training room	High standards of safety and security	High quality service delivery

**NEAP in the Region office and all required rooms are preferably housed in one building or adjacent to one another.*

C. Standards for Technology, Products /Programs

TECHNOLOGY	STANDARDS	PRODUCTS / PROGRAMS	STANDARDS
• Training and Development			
T&D Needs Assessment	<ul style="list-style-type: none"> National Competency Standards for specific personnel 	TDNA Tools	<ul style="list-style-type: none"> Reliable & Valid ICT-enabled
Professional Development Planning	<ul style="list-style-type: none"> TDNA-based Collaborative Quality Assured Supply driven 	Individual Plans Master Plans for Professional Development	<ul style="list-style-type: none"> SMART standards Quality Assured Includes all target clientele's needs Responsive to NEDP/ REDP/DEDP/SIP
Program Designing	<ul style="list-style-type: none"> Based on PD Plan Collaborative Research-based Technology-enabled Gender and culturally sensitive Learner- centered Adheres to adult learning principles 	Program Designs	<ul style="list-style-type: none"> SMART standards Quality Assured Includes all target clientele User-friendly Cost-effective Relevant to content Relevant to context
Resource Materials Development	<ul style="list-style-type: none"> Research-based Based on program design Authority-based Collaborative Gender and culturally sensitive Learner centered Adheres to adult learning principles 	Resource Materials	<ul style="list-style-type: none"> User- friendly and attractive Authority-based Interactive Relevant Cost-effective Quality-Assured Complementary to other relevant fields
Program Delivery	<ul style="list-style-type: none"> Based on Program Design and Resource Package Inclusive of Management of Learning (MOL) Application of Job Embedded Learning Equity/ Access 	Professional Development Programs for Various Clientele Job Embedded Learning Plan templates and guidelines	<ul style="list-style-type: none"> Adheres to standards for Program Delivery (Pre, During and Post) Quality-assured With M&E mechanism and standards for all modes of delivery Timeliness Use of available certified trainers from the local Region/division
• Training of Trainers for region and division demand driven programs	<ul style="list-style-type: none"> Continuing professional development opportunities for Trainers Demand-Driven 	TOT Programs Accredited trainers	<ul style="list-style-type: none"> Quality assured Relevant Interactive Central NEAP Standards
Data-based system of programs and resources	<ul style="list-style-type: none"> Accessible Updated 	Data-base of different programs, resource experts	<ul style="list-style-type: none"> Quality Assured Generates accurate information
	•	Training & Development Operations Manual	<ul style="list-style-type: none"> User-friendly Comprehensive

TECHNOLOGY	STANDARDS	PRODUCTS / PROGRAMS	STANDARDS
• Competency Assessment			
Development of Assessment Tools	<ul style="list-style-type: none"> • Valid • Efficient • Effective • 	Assessment Tools – MTB-MLE Competency in Teaching Different Subject Areas ALIVE Competencies	<ul style="list-style-type: none"> • Quality Assured • Generates accurate information • Competency-based • Useful
Competency Assessment	<ul style="list-style-type: none"> • Valid methods • Efficient processes • Cost Effective • Objective • ICT enabled 	Accomplished Assessment Tools	<ul style="list-style-type: none"> • Elements of SMART • Synchronized time schedule • ICT enabled •
		Assessment Results	<ul style="list-style-type: none"> • Understandable • Objective • Time-bound • ICT enabled • Recommendation & utilization of results
		Assessment Report	<ul style="list-style-type: none"> • Elements of the report • Ethics in dissemination • Timeliness
Assessment of Potential Trainers	<ul style="list-style-type: none"> • Objective • Cost effective 	Package for the Assessment of Trainer's Result of the Assessment	<ul style="list-style-type: none"> • Objective • Reliable • Valid
Data-based system	<ul style="list-style-type: none"> • Accurate • Factual 	Data-base for Competency Assessment	<ul style="list-style-type: none"> • Accurate • Accessible • Data-rich • Factual • Useful
	<ul style="list-style-type: none"> • 	Operations Manual for Competency Assessment	<ul style="list-style-type: none"> • Quality Assured • User-Friendly and attractive • Efficient • Integrative
• Quality Assurance, M&E and Accreditation			
A: Monitoring and Evaluation			
M & E Mechanism for all Service Areas	<ul style="list-style-type: none"> • M & E Mechanism of the different service areas: <ul style="list-style-type: none"> - is responsive to the needs interest of users of the results - Has clear guidelines and procedures - Is relevant to the purpose - Is cost effective - Adheres to standards for specific service areas 	M&E Manual containing structures, processes and tools for M&E of each of the service areas : <ul style="list-style-type: none"> - Training and Development - Competency Assessment - Research and Development - Succession Planning and Programming 	<ul style="list-style-type: none"> • User of results are identified • Information gathered is responsive to the needs and interests of the users of the results • Valid and reliable • Well described processes and procedures for analysis of data • • User-friendly • Quality-assured

TECHNOLOGY	STANDARDS	PRODUCTS / PROGRAMS	STANDARDS
		Development of Professional Development Materials	<ul style="list-style-type: none"> ICT enabled Inclusive of all Service Areas
B: Accreditation			
Certification of Trainers	<ul style="list-style-type: none"> Adopts Central NEAP's standards and process for accreditation 	List of Accredited Certified Trainers	<ul style="list-style-type: none"> ICT enabled Accessible Updated following every accreditation process Disseminated to Regions/Divisions/Schools
Accreditation of Programs	<ul style="list-style-type: none"> Adopts Central NEAP's standards and process for accreditation 	List of Accredited Programs	<ul style="list-style-type: none"> ICT enabled Accessible Updated following every accreditation process Disseminated to Regions/Divisions/Schools
Accreditation of Service Providers	<ul style="list-style-type: none"> Adopts Central NEAP's standards and process for accreditation 	List of Accredited Service Providers	<ul style="list-style-type: none"> ICT enabled Accessible Updated following every accreditation process Disseminated to Regions/Divisions/Schools
Database system		Database of Certified Trainers, Accredited Programs and Service Providers	<ul style="list-style-type: none"> User friendly Accessible Accurate Updated Data-rich
C: Quality Assurance			
QA Mechanism for Regional NEAP	<ul style="list-style-type: none"> QA Mechanism for the Regional NEAP that: <ul style="list-style-type: none"> provides clear processes for QA linked to M&E is based on established standards 	QA Manual containing structures, processes and tools for QA of Regional NEAP	<ul style="list-style-type: none"> User of results are identified Information gathered is responsive to the needs and interests of the users of the results Comprehensive User friendly Well described processes and procedures Inclusive of all Regional NEAP units
<ul style="list-style-type: none"> Research and Development 			
Research Agenda development and validation	<ul style="list-style-type: none"> Collaborative between/among stakeholders Research topics focus on improving educational outcomes Attractive to potential researchers 	Regional Research Agenda	<ul style="list-style-type: none"> Based on identified regional priorities Well disseminated Clearly set out With Research funds
Research Proposal development	<ul style="list-style-type: none"> Consultative Promotes a range of research methodologies Encourages collaborative 	Research Proposal Template	<ul style="list-style-type: none"> User friendly Systematically presented Contains all essential elements of a research proposal

TECHNOLOGY	STANDARDS	PRODUCTS / PROGRAMS	STANDARDS
	<ul style="list-style-type: none"> research approaches Follows accepted research protocols Provides mechanism for resource generation 		<ul style="list-style-type: none"> Quality assured Includes indicative budget requirements
Conduct of research	<ul style="list-style-type: none"> Based on QA approved research proposal Provides for progress reporting on conduct Follows the criteria for the development and validation of research tools Objective Thorough 	<p>Progress Report</p> <p>Research tools</p> <p>Database</p> <p>Research Report</p> <p>Guidelines for conduct of research</p>	<ul style="list-style-type: none"> Is in line with the approved research proposal Provides an initial picture of findings Valid and reliable User friendly Can be re-used for future related researches Accurately completed Can be re-analyzed to support other research projects Accurate Reader friendly Provides recommendations related to improving educational outcomes Quality assured Clear and concise Sufficient detail Follows internationally accepted research processes
Utilization and dissemination of results	<ul style="list-style-type: none"> Research results disseminated to various stakeholders through different media Results utilized in future educational planning "Laymanizing" research findings for presentation to different stakeholders 	Research Fora	<ul style="list-style-type: none"> Managed by research experts Pre-reviewed research presentations

TECHNOLOGY	STANDARDS	PRODUCTS / PROGRAMS	STANDARDS
<ul style="list-style-type: none"> • Assistance to Succession Planning and Programming 			
<ul style="list-style-type: none"> • Succession Planning 	<ul style="list-style-type: none"> • Responsive • Timely • Data-based • Collaborative • Subject to regular review • DEDP/REDP-based • Considers current and future needs 	Succession Plans	<ul style="list-style-type: none"> • Based on Phases of Succession Planning Model <ul style="list-style-type: none"> - Gather data - Solicit participants - Conduct assessment - Provide feedback
Individual Career Counseling and Planning	<ul style="list-style-type: none"> • Process-based • Data-based • Accessible • Empowering 	Individual Career Plan	<ul style="list-style-type: none"> • SMART • Tailored for diverse users • Conforms with CSC-Dep ED rules (e.g. career pathing/shifting) • Comprehensive • Feasible interventions
Competency Profiling Identifying a pool of potential successors	<ul style="list-style-type: none"> • ICT enabled • Valid tools • Data-based • Applying the Rule of 3 <ul style="list-style-type: none"> - First, person qualified to do job - Second, could assume job w/ some preparation - Third, not ready yet but has the potential and commitment to learn the job • Management supported • Data-driven • Performance-based 	Competency Profiles of Identified Pool of Potential Successors	<ul style="list-style-type: none"> • Concise • Objective • Addresses the core competencies for the position (e.g. top management) <ul style="list-style-type: none"> - Leadership - Learning & Strategic Systems thinking - Quality Management - Organizational Knowledge - People management - Technical knowledge - Individual characteristics • Competency Profile Results discussed with the individual profiled.
<ul style="list-style-type: none"> • Professional Development Materials (PDMs) 			
Mechanism for:			
<ul style="list-style-type: none"> • PDM Assessment and Evaluation 	<ul style="list-style-type: none"> • Competency-based • User-friendly • Clarity of instructions • Objectivity of the process 	PDM Assessment and Evaluation Tools	<ul style="list-style-type: none"> • Clear instructions • Reliable • Valid • Easy to administer • User Friendly • Aligned to the LRMS standards
<ul style="list-style-type: none"> • Indigenization 	<ul style="list-style-type: none"> • Community-based • User-friendly • 	Localized PDMs	<ul style="list-style-type: none"> • Considers developers criteria • Process-oriented • Concise • Learner-centered
	<ul style="list-style-type: none"> • Ease of utilization 	Training program on	<ul style="list-style-type: none"> • adopts the standards for

TECHNOLOGY	STANDARDS	PRODUCTS / PROGRAMS	STANDARDS
<ul style="list-style-type: none"> Utilization Development and production of professional development materials 	<ul style="list-style-type: none"> User-friendly Responsive to the needs User-friendly Abide with intellectual and copyright law Quality-assured PDMs 	<ul style="list-style-type: none"> utilization of PDMs Training Program on the Development and Reproduction of PDMs Professional Development Materials 	<ul style="list-style-type: none"> program delivery of the T and D system adopts the standards for development of resource packages for professional development of the T and D system User friendly Accessible Accurate Current Authority based Quality Assured
Cataloguing System	<ul style="list-style-type: none"> User-friendly Accessible ICT enabled Updated and systematic With varied and accurate resources 	Catalogue of PDMs	<ul style="list-style-type: none"> By clientele By competency domains and strands ICT-enabled

Sustainability

The sustainability of the NEAP in the Region is essential if the reform initiatives of DepED and the goals of Central NEAP are to be achieved. A responsive and functionally effective NEAP in the Region is needed to continuously transform leaders, personnel and stakeholders to bring about improved quality of educational outcomes.

The question on sustainability of the NEAP in the Region is: How will the activities and their impact be continued and will the internal and external support be sustained?

Operating NEAP in the Region would need support from DepED Central, Central NEAP and Regional Offices in the following components: (1) human resource capability building, (2) logistical assistance for establishment of NEAP in the Region, and (3) development of technologies/products and programs.

It may also develop a **business plan**. Regions XI and XII have come up with their own. Their sources of income come from the following:

- Rental Income
 - Function rooms
 - Income from Dormitory Operations
- Business Center operations
- Internet Access
- Library Hub's operations (surfing fees, printing, photocopying, penalties)
- IMDC/LRMDS production cost
- Subsidy from Central Office

NEAP in the Region may request proper authorities for it to be included in General Appropriations and Special Provision for its personnel services and maintenance and operations expenses funding requirements. It may also maintain a revolving fund like NEAP and ECOTECH where "income, derived from rentals, board and lodging and other sources shall be used for maintenance and other operating expenses subject to pertinent budgeting, accounting and auditing rules and regulations."

It could also embark on an aggressive **resource generation campaign** such as putting up an endowment fund sourced from private businesses or social investors, e.g. Ayala Foundation, CIDA, Consuelo Foundation, PBSP, etc. This may be done by forging a **public - private – community partnership**.

It could also establish an employees Cooperative to generate more income.

Part II Guidelines for the Establishment of NEAP in the Region

The NEAP in the Region's operations, overall program and services shall be unified with the national directions set by the Central-NEAP. National thrusts, directions and policies related to the functions of NEAP in the Region shall be issued by the DepED Central Office through the Central-NEAP.

Regions are urged to review the framework and have a thorough understanding of the requirements before reaching a decision to establish the full operation of the NEAP in the Region. Full operation refers to the Region's provision of the core services with the required facilities, human resources, and technologies specified in the framework.

Existing resources in the region may be appraised vis-à-vis the standards set for operations for NEAP in the Region through a tool developed for this purpose. The process of identifying whether human and physical resources can be made available for use in establishing the NEAP in the Region is necessary in establishing the baseline for development and whether they are fit for use in its initial operation. Moreover, results of the assessment shall serve as the basis for its three-year Development Plan.

A. Pre-Requisites: Personnel Orientation and Availability of Resources

- The Region shall form a Technical Working Group (TWG) which will study the framework, requirements and guidelines for establishing the NEAP in the Region. Specific tasks will be done related to the availability of resources and the development of the 3-year Development Plan.
- The Region shall undertake a self-assessment through the use of the Resources Inventory (Attachment A).
- The results of the self-assessment using the Summary Template (Attachment B) shall be forwarded to the Central NEAP for data consolidation that would inform national planning and budgeting in support of the NEAP in the Regions. The same results will be used as basis for drafting the Three-year Development Plan indicating among others, its service areas' activities and the phases for development of resources toward its full operation by the end of the 3-year period. A Template for the Three-year Development Plan is found in Attachment C.
- The Regional Director shall submit the Three-Year Development Plan to the Central NEAP and a letter indicating the initialization of the NEAP in the Region's operation with designated personnel for the organizational structure.

B. Phase - in approach to development

The Phase-in approach is recommended in establishing the full operation of the NEAP in the Region.

- A three-year period is recommended from the initialization to full operation.
- Phasing of development is dependent on each Region's availability of human and physical resources based on specifications and standards described in the framework.
- A three-year development plan shall be prepared by the region, with the support of the Central NEAP when needed, indicating among others how NEAP in the Region would progress towards full operation.
- Training and Development (T&D), PDMs Development & Reproduction, Competency Assessment, and QA-M&E-A are the Core Service Areas that should at least be in full operation by the third year.

C. Building on Available Resources

In establishing the NEAP in the Region, the Region shall build on the available physical and human resources that exist in their area.

- Assignment or designations of current personnel for staffing the NEAP in the Region service areas must be within DepEd's existing rules and regulations related to such purpose.
- If NEAP in the Region is to be located within the premises of the RELC, it should maximize the use of its facilities.
- The Regions may conduct resource mobilization to augment available resources to address financial requirements of the initial operations. Mechanisms for budget support from the Central Office will be developed at the national level and disseminated to the field in due time.
- Existing systems and technologies for each service area will be considered as initial bases for the NEAP in the Region operations.

D. Relationship of NEAP in the Region to Central NEAP

- The Central NEAP has the responsibility to provide technical assistance to the NEAP in the Region in terms of capability-building of its managers and service implementers and to undertake Quality Assurance processes of the NEAP in the Region operations.

- Capability-building for the NEAP in the Region requiring external technical assistance will be provided by the Central-NEAP or NEAP-accredited service provider.
- Systems and technologies developed by the Central-NEAP will be downloaded to the NEAP in the Region as required or requested.
- The NEAP in the Region's internal M&E processes shall be undertaken twice a year during the first year of operation and annually in the succeeding years as scheduled in the NEAP in the Region's Development Plan. The Central NEAP shall synchronize its Quality Assurance and Monitoring & Evaluation (M&E) with the NEAP in the Region's internal M&E, results of which will inform consequent program planning and implementation.

E. Development of the Systems, Processes and Tools Required in each Service Area

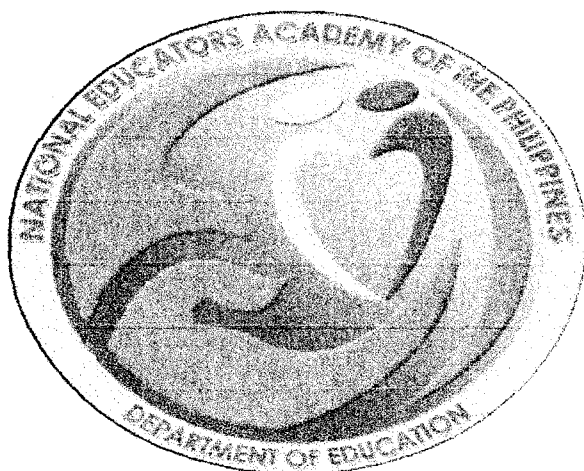
- The T&D System, as described in the DepED Order 30, S. 2009, shall be used for the operations of the Training and Development service area. The Operations Manual contained in five volumes will be used to guide the operations of the T&D as a core service area of the NEAP in the Region.
- Systems, including detailed processes and tools for other service areas will be subsequently developed by the Central-NEAP in coordination with concerned bureaus/offices at the Central and with the NEAP in the Regions.
- Regions are encouraged to develop the systems in response to their unique needs required by the service areas and must be done in consultation with the Central-NEAP.

F. Utilization of the NEAP Central Logo

- NEAP in the Region should adapt the official logo of the National Educators Academy of the Philippines.
- The logo should bear the name of the National Educators Academy of the Philippines, depicting the number of the region as described below,

National Educators Academy of the Philippines- I
 National Educators Academy of the Philippines- II
 National Educators Academy of the Philippines- III
 National Educators Academy of the Philippines-IV – A
 National Educators Academy of the Philippines-IV – B

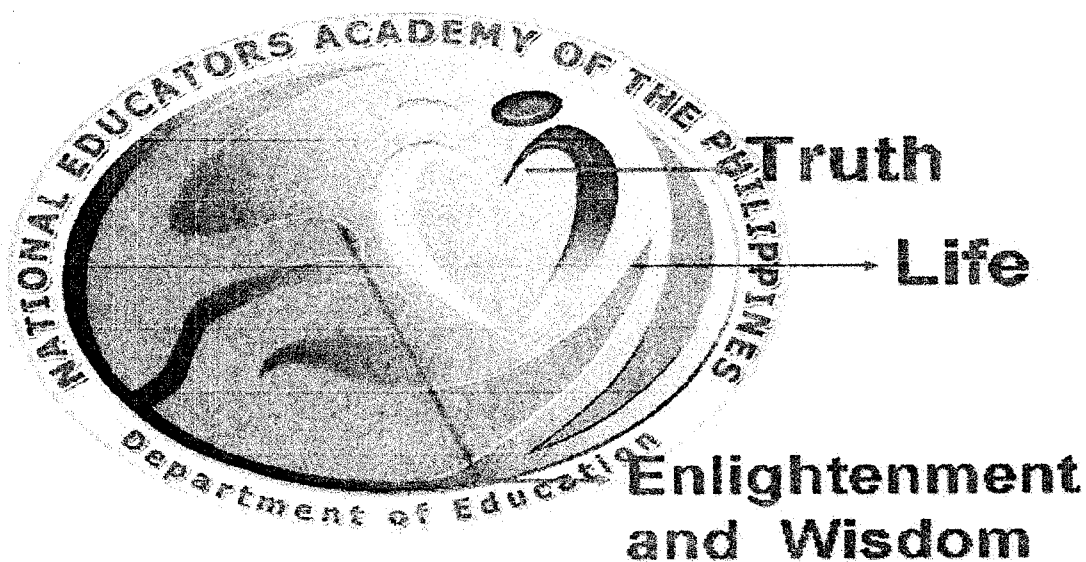
National Educators Academy of the Philippines – V
National Educators Academy of the Philippines – VI
National Educators Academy of the Philippines – VII
National Educators Academy of the Philippines – VIII
National Educators Academy of the Philippines – IX
National Educators Academy of the Philippines – X
National Educators Academy of the Philippines – XI
National Educators Academy of the Philippines – XII
National Educators Academy of the Philippines – ARMM
National Educators Academy of the Philippines – CARAGA
National Educators Academy of the Philippines – CAR
National Educators Academy of the Philippines - NCR



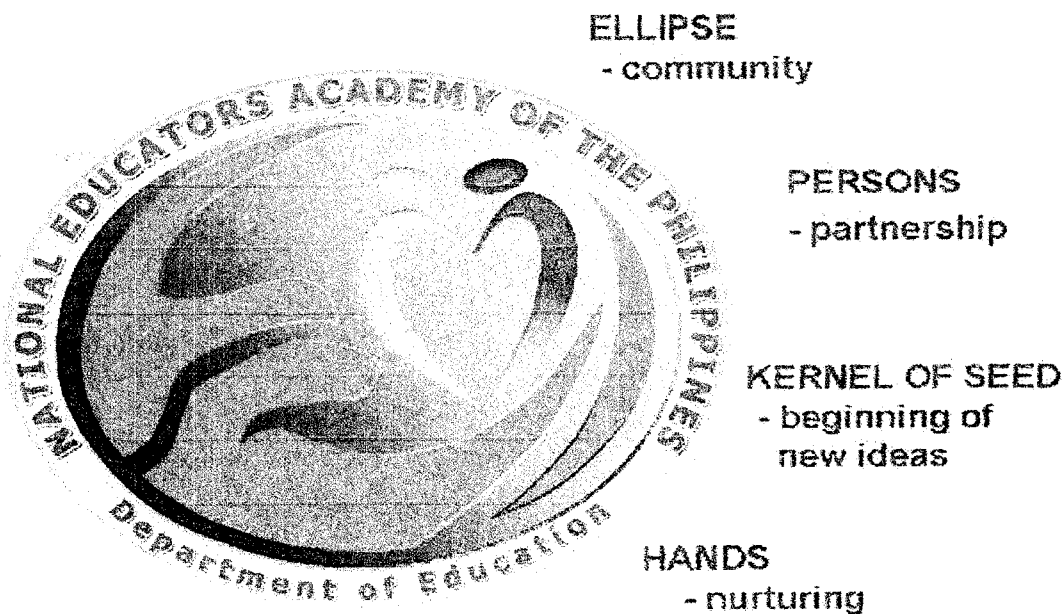
NEAP VI – Western Visayas

- NEAP in the Regions shall adopt the meaning of the C-NEAP logo..

COLORS OF THE NEAP LOGO



ELEMENTS of the NEAP Logo



**National Educators Academy of the Philippines
RESOURCE INVENTORY FOR NEAP AT THE REGIONS**



OBJECTIVES:

This Resource Inventory Tool is presented to assist and guide the Region Management in preparing a development plan for establishing a National Educators Academy of the Philippines at the Region. The resource inventory tool aims to provide the regional management with planning information which includes:

- a. Specific development points based on resources gaps identified
- b. Suggestions for prioritizing work areas based given the suggested timeline
- c. A general idea of the "readiness" of a specific REA service area

The instrument also aims to help regional management monitor progress of the development areas by periodically revisiting the inventory tool. The results of periodic update will be able to support the development of the REA development plan.

Please note that the **proposed timeline** in the checklist is simply an indicator of milestones in the 3-year development timeline. This serves as a **suggestion** and is **NOT a prescription**. The final decision on the development approach of the region is at the discretion of Regional Management. It should also be noted that in most areas, the development of resources are spread out in 3 years.

The items with asterisks mean that the resource is presently accessible from Central-NEAP for use in the Region.

The table below provides a summary of the extent of development work in a 3-year scale. The suggested degree of work on each area is indicated by the depth of shading provided per column, i.e. the darker the shade, the higher the extent of development work on that year.

Development Areas	Year 1	Year 2	Year 3
Human Resource			
Infrastructure & Equipment			
Professional Development Materials			
Technologies (Programs & Products) per Service areas:			
SA 1. Training and Development			
SA 2. Competency Assessment			
SA 3. QA, M&E and A			
SA 4. Research and Development			
SA 5. Succession Planning and Programming			

National Educators Academy of the Philippines
RESOURCE INVENTORY FOR NEAP AT THE REGIONS



DIRECTIONS:

- a. *Explanation of rows and columns:*
- ▶ **Timeline Row:** the upper row indicates the suggested development timeline
 - ▶ **Column 1:** Areas of REA that categorizes development work. These are:
 - Human Resource
 - Infrastruct. x Equipment
 - Professional Development Materials
 - Technologies (Programs & Products) per REA Service areas:
 - Service Area 1.* Training and Development
 - Service Area 2.* Competency Assessment
 - Service Area 3.* QA, M&E and A
 - Service Area 4.* Research and Development
 - Service Area 5.* Succession Planning and Programming
 - ▶ **Column 2 to 4:** The items in each column indicate the resources that are suggested to be accomplished annually. The items are spread out in from year 1 to 3. Please note that items in Year 1 *must at least be available or existing in the region to start the operations of the R-NEAP.*
- b. *Responding to the Inventory Tool*
- ▶ Go through all items (column 1 to 3)
 - ▶ Mark the box corresponding to each item with the following symbols to indicate the following:

✓	The resource is currently available/existing in the region office for the use of NEAP in the region.
X	These are resource items which in NO way can be provided.
1	WRITE ANY OF THESE NUMBERS ONLY IF THE REGION DEMS IT FEASIBLE TO PROVIDE THE RESOURCE IN ANOTHER YEAR. The number written will specify the year that the resource will be obtained in the region.
2	
3	

National Educators Academy of the Philippines
RESOURCE INVENTORY FOR NEAP AT THE REGIONS



c. Communicating the Results

The accomplished form will be submitted to the Central-NEAP for data consolidation that would inform national planning and budgeting in support of the R-NEAPs. The same result will be used as basis for drafting the region's Three-year Development Plan.

Once the region is confirmed to be ready to operate in one or more service areas of the R-NEAP, the DepED Central office through NEAP will certify its readiness to operate and start its support in terms of technical assistance and budgetary support.

National Educators Academy of the Philippines



**THREE-YEAR DEVELOPMENT PLAN
FOR
NEAP IN REGION _____**

PERIOD: _____

REGION DIRECTOR: _____

NAME AND SIGNATURE

**National Educators Academy of the Philippines
THREE-YEAR DEVELOPMENT PLAN FOR NEAP AT THE REGION**



BACKGROUND

(Include Rationale, Legal Basis or DepED Order for R-NEA

VISION AND MISSION

(R-NEAP VMG should be aligned to the Central NEAP's and must be directed to the achievement of the HRM goals of the REDP)

GOALS AND OBJECTIVES

(Include summary of the results of the Resources Diagnostic Tool- for the initial 3 years, and QA-M&E recommendations done for the last 3 years when doing the next 3 yr plan.)

National Educators Academy of the Philippines
THREE-YEAR DEVELOPMENT PLAN FOR NEAP AT THE REGION



DEVELOPMENT CONTEXT

PLAN ASSUMPTIONS

STRATEGIES
