Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)
TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

May 14, 2025

DIVISION MEMORANDUM
No. ___445___, s. 2025

GMRC/VE TRAINING NEEDS ASSESSMENT SURVEY RESULTS AND INTERPRETATION FOR SY 2024-2025

To: Assistant Schools Division Superintendent
      Chief Education Supervisors
      Education Program Supervisors
      Public Schools District Supervisors
      Principals-In-Charge of the Districts
      Elementary & Secondary School Heads
      All Others Concerned

1.   The Schools Division Office of Catanduanes has conducted a training needs assessment survey via MS Forms to GMRC/VE teachers last February 17 to 21, 2025, in preparation for the conduct of the webinar series titled **VE & GMRC 2.0: Unleashing the Power of Values** anchored on DepEd Order No. 35, s. 2016 titled: *The Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning.*

2.   The participants in this activity were the elementary and secondary teachers handling Good Manners, and Right Conduct (GMRC) and Values Education (VE). They were able to identify the strengths and gaps that need to be addressed to improve the learning performance along GMRC/VE

3.   The responses were collected and interpreted to generate findings that provide valuable insights into the current training needs of GMRC/VE teachers. These findings highlighted specific areas where professional development is required. By analyzing the data, the SDO, through the Curriculum Implementation Division, shall design training programs and learning and development opportunities to enhance the GMRC/VE learning delivery and ensure that teachers are well-equipped to foster positive values and behaviors in their students and the entire community.

4.   Based on the findings presented in this issuance, the schools are requested to submit a Professional Development Program Design (PD) **on or before July 27, 2025**, c/o Marivic T. Camacho, EPS in charge of GMRC/VE. The implementation of the different PDs shall be monitored by the SDO using the NEAP PD Program Design Quality Standards Checklist to ensure that teachers continue to receive relevant, responsive, and evidence-based training opportunities aligned with the school's priorities and the Department's professional development framework. Schools are likewise encouraged to align their PD activities with identified learning needs, performance gaps, and the overarching goal of improving student outcomes through enhanced instructional practices.

5. Attached to this memorandum are the following:
   Enclosure 1 : Presentation & Interpretation of the TNA
   Enclosure 2 : Sample PD Program Design
   Enclosure 3 : NEAP PD Program Design Quality Standards Checklist

6. For the information, guidance and compliance of all concerned.

CECILE C. FERRO CESO VI
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent

CID/mtc
5/14/2025

San Roque, Virac, Catanduanes
052-8114036 / 09623505374
catanduanes@deped.gov.ph
www.depedrovcatanduanes.com / www.catanduanes.deped.gov.ph

Enclosure No. 1 of DM __44__ s. 2025

## GMRC/VE TRAINING NEEDS ASSESSMENT SURVEY RESULTS AND INTERPRETATIONS FOR SY 2024-2025

I. Results & Interpretation of the Training Needs Assessment Survey

Q1: *Have you received any formal training or professional development related to teaching Values Education or Good Manners and Right Conduct?*
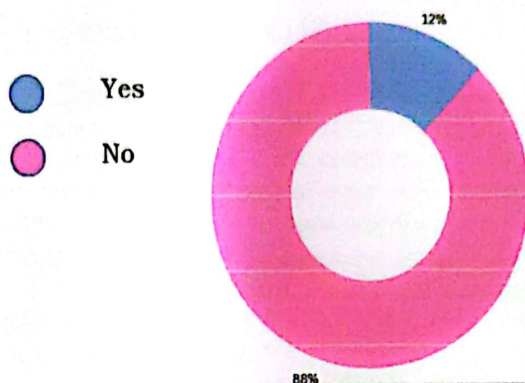
The results reveal that a substantial majority, 88%, of respondents have not received formal training or professional development in teaching Values Education or Good Manners and Right Conduct, with only 12% having participated in relevant learning and development activities related to GMRC/VE. This underscores a significant gap in professional training, indicating that increasing support and resources in this area are essential for enhancing teaching effectiveness.

Q2. Are you a major in Values Education? (For Secondary Respondents only, write N/A if Elementary
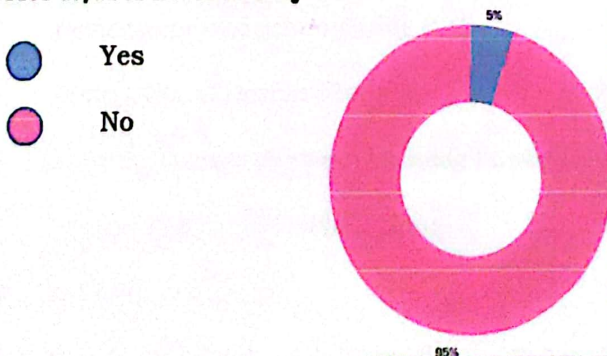
Only 5% of respondents majored in Values Education, compared to 95% who majored in other subjects. This highlights a significant need for comprehensive training among the majority of Values Education teachers to ensure effective instruction.

Q3: *How comfortable are you in teaching Values Education VE or Good Manners and Right Conduct (GMRC) in the current curriculum at SDO Catanduanes?*

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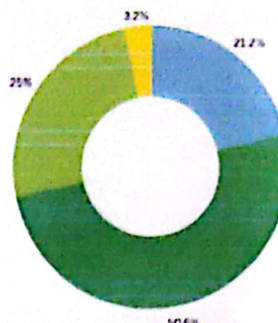🌐 www.depedrovcatanduanes.com / www.catanduanes.deped.gov.ph

|		
⬤ Totally comfortable (5)	21.2 %	
⬤ Very comfortable (4)	50.6 %	
⬤ More or less comfortable (3)	25 %	
⬤ Not very comfortable (2)	3.2 %	
⬤ Not comfortable at all (1)	0%	

The data presented reveals a generally positive perception of comfort levels among respondents regarding a specific subject or activity. A combined total of 71.8% of participants feel "Very comfortable" (50.6%) or "Totally comfortable" (21.2%), indicating a strong level of ease and confidence. Additionally, 25% of respondents reported being "More or less comfortable," suggesting that while they may not feel entirely at ease, they do not have significant reservations either.

On the other hand, a small percentage of respondents reported lower comfort levels, with only 3.2% stating they were "Not very comfortable" and none choosing "Not comfortable at all."

The majority of respondents express a high degree of comfort, which reflects positively on the environment or context being assessed. This presents an opportunity to build on this foundation, but attention may need to be given to the minority who feel less comfortable, as their feedback could provide valuable insights for improvement or support.

Q4. What training and or resources, along content and pedagogy, do you believe would enhance your ability to teach Values Education and Good Manners and Right Conduct effectively?

⬤ Revisiting Curriculum Guide (CG)	11	
⬤ Instructional Design Framework (IDF)	25	
⬤ Student/Learner-Centered Learning Strategies	48	
⬤ Lesson Planning/Daily Logging	6	
⬤ Art of questioning	5	
⬤ Developing Student Self-Regulation Skills	22	
⬤ Collaborative Learning Techniques	28	
⬤ Promoting Metacognition	8	
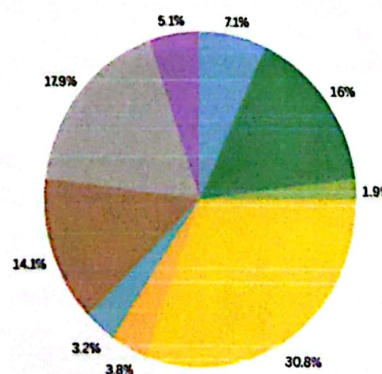
The data presents various educational focus areas along with corresponding numbers that appear to represent the interest, attention, or engagement levels in each category. Here's a breakdown of the findings:

1. **Student-Centered Learning Strategies (48):** This category has the highest engagement, indicating a strong preference for methods that prioritize students' needs and encourage active participation in their learning process.

2. **Collaborative Learning Techniques (28):** A significant number of respondents are also interested in collaborative approaches, reflecting a recognition of the importance of peer interactions in enhancing learning outcomes.

3. **Instructional Design Framework (25):** This area demonstrates a solid interest, suggesting that educators are keen on adopting structured approaches to lesson planning and instructional delivery.

4. **Developing Student Self-Regulation Skills (22):** There is considerable interest in helping students develop self-regulation, which is essential for fostering independent and proactive learners.

5. **Revisiting Curriculum Guide (CG) (11):** While there is some engagement with revisiting the curriculum guide, it is notably lower than the other categories, indicating that this area may not be a current priority or perceived as needing significant attention at this time.

6. **Lesson Planning/Daily Logging (6):** This area shows minimal engagement, suggesting that educators might either feel confident in their existing lesson planning practices or consider it less critical compared to other strategies.

7. **Art of Questioning (5):** The low interest in this area might suggest that questioning techniques are not a primary concern, or that educators feel adequately prepared in this aspect.

8. **Promoting Metacognition (8):** This category also shows limited engagement, which could indicate that initiatives related to metacognitive awareness are not as emphasized in current educational practices.

Lastly, the data indicate a clear preference for student-centered and collaborative learning approaches among educators, highlighting a shift towards practices that prioritize active engagement. However, lower frequency in areas such as lesson planning, questioning techniques, and revisiting the curriculum suggests potential areas for professional development or support. Addressing these deficiencies could enhance the overall instructional framework and improve teaching effectiveness in GMRC/VE delivery.

Q5. What training and/or resources, along with creating an inclusive and conducive learning environment, would enhance your ability to effectively teach Values Education and Good Manners, and Right Conduct?

🔵 Building a Positive Classroom Community	34
🔴 Understanding Student Needs & Perspectives	77
🟢 Differentiation & Personalized Learning	32
🟣 Building Rapport and Trust	3

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🌐 www.depedroycatanduanes.com / www.catanduanes.deped.gov.ph

⬤   Community Building Techniques   10

The data presents various focal areas related to creating an inclusive and conducive learning environment, accompanied by numerical engagement levels. Here's an interpretation of the findings:

Understanding Student Needs & Perspectives (77): This category exhibits by far the highest engagement, indicating a strong emphasis on the importance of recognizing and addressing the diverse needs and viewpoints of students. This suggests that educators prioritize building awareness and effectively responding to student backgrounds, preferences, and learning styles.

1. **Building a Positive Classroom Community (34):** With a significant engagement level, this area reflects a strong interest in fostering a supportive and inclusive environment within the classroom. The focus on community-building aligns with the values of collaboration and interconnectedness in education.

2. **Differentiation & Personalized learning (32):** This area shows a solid interest in tailoring education to meet individual student needs. It suggests that educators recognize the value of adapting instructions and learning experiences to cater to different learning profiles.

3. **Community Building Techniques (10):** While this area received considerably less engagement, it still underscores an interest in specific strategies or methods for fostering a strong community. It may imply educators see the relevance of community-building techniques but are perhaps looking for more actionable insights or resources.

4. **Building Rapport and Trust (3):** This category has the lowest engagement level, which may indicate that educators either feel confident in their ability to establish rapport and trust without needing further guidance or view this less as a separate focus area when compared to understanding student perspectives or creating a positive community.

To effectively teach Values Education, Good Manners, and Right Conduct, it is crucial to prioritize training and resources that focus on understanding student needs and fostering a positive classroom community. Implementing differentiation strategies and creating an inclusive environment can facilitate meaningful discussions about values. Although building rapport and trust may currently receive less emphasis, it remains essential for engaging students with the content, ultimately enhancing the teaching of Values Education and promoting the desired outcomes among students.

Q6. What training and or resources along assessment do you believe would enhance your ability to teach Values Education and Good Manners and Right Conduct effectively?

⬤ Preparation of Test Items & Table of Specifications	28	
⬤ Assessing Student Progress and Growth	3	
⬤ Using Data to Adjust Instruction	10	

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To effectively teach Values Education, Good Manners, and Right Conduct, educators must have a solid foundation in assessment techniques that align with these critical areas of learning. Providing targeted training and resources can significantly enhance their ability to evaluate student understanding and foster growth in these values. By focusing on the development of comprehensive assessments, monitoring student progress, and utilizing data to inform instruction, teachers can create a more impactful and engaging learning environment.

1. Preparation of Test Items & Table of Specifications (28):

This area shows a moderate level of engagement. Training focused on how to design effective assessment items that accurately measure student understanding and application of values education will be vital. Resources on creating a clear Table of Specifications can help ensure that assessments are aligned with learning objectives, providing a structured way to evaluate students' understanding.

2. Assessing Student Progress and Growth (3):

The very low engagement level here suggests that there may be a lack of focus on developing methods to evaluate students' ongoing progress in values education. This highlights a potential gap in resources or training opportunities that emphasize formative assessments and the importance of monitoring student growth over time. Strategies such as self-assessments, peer reviews, or reflective journals should be integrated into training.

3. Using Data to Adjust Instruction (10):

With a low engagement in this area as well, there appears to be a need for training on the significance of using assessment data to inform teaching practices. Educators should be equipped with skills to analyze student data effectively and make instructional adjustments based on assessment outcomes, ensuring that teaching is responsive to student needs.

By addressing these areas, educators can create a more effective assessment framework that not only evaluates student understanding but also promotes continuous growth in Values Education, Good Manners, and Right Conduct.

II. Ways Forward for Enhancing Values Education and Good Manners and Right Conduct Teaching

1. Professional Development Programs. Given the significant gaps identified in formal training for Values Education, it is crucial to develop targeted professional development programs. These programs shall focus on student-centered learning strategies, collaborative techniques, and instructional design frameworks. Additionally, they could incorporate workshops to explore the preparation of effective assessment items, ensuring that educators are well-equipped to assess and promote student understanding of values.

2. Incorporating Student Needs and Perspectives. Training initiatives should emphasize the importance of understanding student needs and perspectives. By offering resources and strategies to build rapport and trust, educators can create a positive classroom community that fosters engagement in discussions about values education. Professional development should also include differentiation and personalized learning techniques to better address the diverse needs of students.

3. Assessment Literacy Enhancement. To improve assessment practices in Values Education, educators need training in formative assessment methods and the

San Roque, Virac, Catanduanes
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analysis of assessment data. This includes strategies for using data to inform instructional adjustments and ensure responsive teaching. Creating a community of practice among educators can facilitate sharing of best practices and the development of comprehensive assessment strategies.

4.Promotion of Collaborative Learning: Encouraging collaborative learning techniques can enhance peer interactions and improve engagement in Values Education. Educators should be provided with trainings that enable them to design meaningful group activities focused on values discussions, thereby fostering a culture of empathy and respect among students.

5. Feedback and Continuous Improvement: Establishing a feedback loop where educators can share their experiences and challenges with teaching Values Education will be beneficial. Regular assessments of the effectiveness of professional development initiatives can help refine and adapt training to better meet the needs of educators, ensuring ongoing support and growth in this essential area.

6. Utilizing Technology: Leveraging technology can enhance learning and teaching efficacy in Values Education. Online resources, platforms for lesson sharing, and digital assessment tools can facilitate access to innovative teaching methods and strategies that cater to diverse learning environments.

By addressing these areas through structured training, resource allocation, and fostering a supportive community, we can significantly enhance the teaching effectiveness of Values Education, Good Manners, and Right Conduct, ultimately leading to the desired outcomes in student behavior and character development.

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SAMPLE PROFESSIONAL DEVELOPMENT (PD) DESIGN
Good Manners & Right Conduct/Values Education
School Year 2025-2026

I. Title of the Program
Empowering Educators for Values-Based Teaching: A PD Program for GMRC/VE Teachers of SDO Catanduanes

II. Rationale
  The reintroduction of GMRC and the sustained importance of Values Education require teachers to be well-equipped with the pedagogy, content, and reflective practices essential in cultivating holistic learners as mandated by RA 11476. This PD program aims to empower teachers with innovative approaches, contextualized content delivery, and character-driven instruction strategies tailored to the context of public schools in SDO Catanduanes.

III. Objectives
By the end of the PD program, participants will be able to:
1. Understand the core competencies and standards of the GMRC/VE curriculum.
2. Apply appropriate pedagogical strategies in teaching values across diverse classroom settings. Integrate character education into cross-curricular teaching.
3. Develop contextually relevant instructional materials and assessment tools.
4. Reflect on personal values and ethical teaching practices to serve as role models.

IV. Target Participants
GMRC and Values Education Teachers (Grades 1–10)

V. Duration
Total Duration: 5 days (Phased-Online delivery)

VI. Content and Learning Modules

Date	Theme	Topics	Learning Activities
Day 1	Foundations of GMRC/VE	Philosophy and Rationale of Values Education Legal Bases (RA 11476) Core Values of DepEd	Input sessions Values clarification activities Personal reflection journals
Day 2	Pedagogy for Teaching Values	Storytelling, Role-Playing, Classroom Discussions, Moral Dilemma Cases	Microteaching Demo teaching with peer feedback
Day 3	Integrating Values Across the Curriculum	Cross-curricular integration Use of local context, media, and literature	Lesson planning workshop Group collaboration

| Day 4 | Assessment in GMRC/VE | Reflective assessment Performance-based tasks Rubric design | Create tools Sample scoring |
| Day 5 | Teachers as Role Models | Ethical practices Community engagement Reflective practice | Sharing narratives Commitment setting Portfolio building |

VII. Methodology
Interactive Lectures
Workshops and Group Work
Peer Teaching
Reflective Exercises
Panel Discussions/FGDs
Portfolio and Output-Based Assessment

VIII. Expected Outputs
Contextualized Lesson Plans
Sample Assessment Tools
Teaching Portfolio
Action Plan for GMRC/VE Instruction
Reflective Journals

IX. Resource Persons
Romel G. Petajen	:	CID Chief
Marivic T. Camacho	:	EPS (GMRC/VE)
Rosemarie T. Ravelas	:	School Principal II, Key School Head
Emily C. Cordero	:	School Principal III, Key School Head

X. Monitoring and Evaluation
Monitoring and evaluation of the professional development program for GMRC/Values Education shall be carried out through a combination of pre- and post-assessment tests to measure participants' learning gains, as well as the submission and review of outputs such as lesson plans and reflection papers to evaluate the application of knowledge. Participant feedback forms were also collected to gather insights on the relevance, effectiveness, and overall quality of the training. Additionally, optional follow-up mentoring was offered to support participants in implementing strategies learned during the program and to encourage continuous professional growth.

XI. Budget and Logistics
Itemized Budget for Meals and Accommodation:

Date	No. of participants	Amount per Day	TOTAL
June 27, 2025	8	600	4,800
August 28-29, 2025	50	600	30,000
September 25-26, 2025	50	600	30,000
October 30, 2025	50	600	30,000

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Subtotal			94,000

Other Expenses:

Particulars	Qty.	Unit Cost	Total Cost
Eco Tank Printer L121 Single Function	1	9,000	9,000
Spiral Notebook 60 leaves	70	40	2,800
Printer Maintenance box (T04D1)	5	1000	5,000
Ordinary ballpen (50 pcs/box)	2	500	1,000
Long & transparent Plastic Envelope	70	20	1,400
A4, S20 Bond Paper 1 box	1	1,850	1,850
Sub-Total			21,050
Grand Total			115,050

Source of Fund .... **local funds**

XII. Sustainability Strategies

Strategy	Description
1. Establishment of Professional Learning Communities (PLCs)	Form school- or district-based groups where GMRC/VE teachers can collaborate, share practices, and provide mutual support.
2. Regular LAC Sessions	Incorporate GMRC/VE topics in monthly LAC sessions to reinforce learning, address challenges, and maintain focus on values-based education.
3. Peer Coaching and Mentoring	Utilize Master Teachers and trained facilitators to mentor peers through observation, coaching, and feedback mechanisms.
4. Annual Re-echo or Refresher Trainings	Trained teachers will cascade updated strategies and insights through annual in-school or district-level sessions.
5. Integration in School Improvement Plans (SIPs)	Include GMRC/VE capacity-building initiatives in the SIP to ensure budgeting and support for long-term implementation.
6. Documentation and Sharing of Best Practices	Encourage teachers to record and share successful teaching strategies and innovations for broader dissemination.
7. Monitoring and Technical Support	The CID will regularly monitor implementation using a contextualized tool and provide ongoing technical assistance.
8. Recognition and Incentives	Recognize outstanding schools or teachers in GMRC/VE implementation through awards or incentive schemes to promote excellence.

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National Educators Academy of the Philippines

PD PROGRAM DESIGN QUALITY STANDARDS CHECKLIST
This form is intended for PD Program Owner's review of detailed PD program design.

PD Program Provider	
PD Program Title	

Instruction: Please put a check (/) mark on the standards that have already been satisfied. Otherwise, put a cross (x) mark and (N/A) if the indicator is not applicable. Write your remarks if necessary.

PD Program Component and Quality Standards	Status	Remarks
A. Rationale for the Proposed PD Program		
1. The rationale clearly presents the context of the proposed PD program and why it is important to be implemented for the target participants.		
2. The proposed PD program is based on the results of competency-based professional development needs assessments (i.e., through individual development plans (IDPs), DepEd priorities across levels, learners' learning outcomes, etc.)		
3. The rationale cites DepEd issuances/other legal bases for the proposed PD program being offered (if there's any).		•
B. Alignment to the Professional Standards		
1. The proposed PD program responds to at least one PPST/PPSSH/PPSS domain, strand, and indicator, and/or other emerging needs of the Department.		
2. The target PPST/PPSSH/PPSS domain, strand, and indicator in each session is indicated.		
C. Target Participants Profile		
1. The proposed PD program identifies the career stage/s and profile (teacher/school head/supervisor, position, subject, and/or grade/year level taught) of the target participants.		
2. The target number of participants is specified.		
3. If the proposed PD program is to be implemented in batches, the number of participants and batches are specified and are within the prescribed absorptive capacity of the program.		
D. Articulation of Learning Objectives		
1. The proposed PD program's application, terminal, enabling, and session objectives are articulated according to the SMART principles and follow the Audience-Behavior-Condition-Degree method.		
2. The proposed PD program's application, terminal, enabling, and session objectives are aligned with the target professional standard (domain, strand, and indicator) for development.		
3. The application objective is relevant and sufficient to contribute towards attaining the results objective.		

4. The terminal objective is relevant and sufficient to contribute towards attaining the application objective.		
5. The enabling objectives are relevant and sufficient to contribute towards attaining the terminal objective.		
6. The session objectives are relevant and sufficiently cover a learning unit/episode to contribute towards attaining the enabling and terminal objectives.		
E. Session Contents		
1. Contents are appropriate to attaining the learning objectives and producing the outputs.		
2. Contents adequately identify the knowledge, skills, and attitude for development.		
3. Contents are accurate and based on credible sources of information.		
4. For subject content-based PD programs, contents align with the curriculum standards.		
5. Contents are organized according to the most appropriate sequence and structure.		
F. Program Methodology		
1. The methodologies (e.g. active learning, experiential learning or collaborative learning, etc.) employ adult learning principles with opportunities to be active, experiential, social, self-directed and goal oriented.		
2. The methodologies describe in detail or step-by-step process how the assigned resource speaker will deliver content and engage participants.		
3. The methodologies indicate the relevant learning resources that the resource speaker and participants will use to support the attainment of the session objectives.		
4. The methodologies incorporate the use of varied formative assessments such as multiple checks for understanding, guided practice, independent practice, etc.		
5. The methodologies use recognized best learning practices such as motivational/mood-setting activities, modeling, etc.		
G. Assessment Strategies and Tools		
1. The formative and summative assessment strategies are varied and sufficient to assess learner's progress and proficiency in the target competencies for development.		
2. Appropriate assessment tools are identified and provided. Rubrics are available for performance/demonstration-based assessment.		
H. Session Outputs		
1. The session outputs are concrete, e.g., reflection journal, TA Plan, lesson exemplar, rubrics, worksheets.		
2. The session outputs are relevant to the session objectives and can be realistically produced by participants within set time.		
I. Workplace Application		
1. The proposed PD program provides opportunities for application of newly acquired competencies: crafting and implementation of Workplace Application Plan (WAP).		
2. The WAP is clearly aligned with Level 3: Application Objectives.		

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3. The WAP can be realistically completed within 6 months (exclusive of school breaks for teachers) using available resources in the workplace.	
4. The WAP is to be signed and approved by the head of office where participants are based.	
5. The rubric for the evaluation of WAP implementation is appropriate to measure the participant's proficiency in the application of learning.	
J. Time Requirement	
1. The indicative dates of implementation of the proposed PD program do not interfere with the conduct of school-based instructionally relevant activities, especially the actual classroom teaching of teachers.	
2. Schedule of activities is appropriately sequenced and adequately timed.	
3. The time allotted per session provides adequate opportunity for the learning objectives to be attained.	
K. Learning Resource Materials	
1. All relevant learning resource materials (i.e., session guides, slide decks, modules, worksheets, audiovisual presentation, etc.) that will support the delivery of learning sessions are identified and provided.	
L. On Resource Speaker/Subject Matter Expert	
1. The Resource Speakers/Subject-Matter Experts' CVs reflect expertise relevant to the PPST/PPSSH/PPSS domain/s, strand/s and indicator/s covered in the Speaker's/Subject-Matter Expert's session/s.	
M. Gender Equality, Disability and Social Inclusion	
1. Proposed PD program elements (i.e. participants selection criteria, activities, learning resource materials, resource speakers, and monitoring and evaluation, etc.) promote maximum engagement of participants from all backgrounds (disability, age, gender, religious and ethnic backgrounds).	
N. Monitoring and Evaluation Plan	
1. The proposed PD Program M&E plan is anchored on the PD program results, application, and terminal objectives.	
2. The proposed PD Program M&E plan reflects the four levels of evaluation according to Kirkpatrick's Model (Level 1: Reaction; Level 2: Learning; Level 3: Behavior; and Level 4: Result).	
3. For Level 1, daily evaluation tool to measure how participants find the PD program favorable, engaging, and relevant to their jobs is indicated and submitted.	
4. For Level 2, formative and summative assessment tools to measure participants' acquired knowledge, skills, attitude, confidence, and commitment based on their participation in the PD program are indicated and submitted.	
5. For Level 3, the WAP template detailing how participants will apply what they learned from the PD program when they are back on the job is indicated and submitted.	
O. Budget Requirements	

1. Proposed budget per participant is within the allowable limits according to government budgeting, accounting, and auditing rules and regulations.		
2. The attached itemized expenditure reflects the cost of the proposed PD program vis-à-vis the allowable expenses.		
P. Program Management Team		
1. PD Program Management Team members for program delivery are identified and are sufficient in number. a. Program Manager b. Learning Manager c. Resource Speaker/Subject-Matter Expert d. M&E Coordinator e. Documenter f. Secretariat g. Welfare Officer h. Logistics Officer i. Finance Officer		

Prepared by: (SH/Department Head/MT)

Checked & Reviewed by: SH (If prepared by the Dept Head/MT)

Approved: (PSDS)

San Roque, Virac, Catanduanes
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